



Council Offices, Almada Street  
Hamilton, ML3 0AA

Monday, 24 May 2021

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, 01 June 2021  
**Time:** 10:00  
**Venue:** By Microsoft Teams,

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, Margaret Cooper, Margaret Cowie, Mary Donnelly, Fiona Dryburgh, Joe Fagan, Lynsey Hamilton, Ian Harrow, Mark Horsham, Martin Grant Hose, Julia Marrs, Monique McAdams, Ian McAllan, Gladys Miller, Lynne Nailon, Carol Nugent, Mo Razzaq, Graham Scott, Margaret B Walker, Jared Wark, David Watson

### **Substitutes**

Maureen Devlin, Isobel Dorman, Eric Holford, Ann Le Blond, Martin Lennon, Richard Lockhart, Eileen Logan, Kenny McCreary, Mark McGeever, Jim McGuigan, David Shearer, Collette Stevenson, Bert Thomson, Jim Wardhaugh

### **External Members**

#### **Religious Representatives**

Gillian Coulter, Nagy Iskander, John Mulligan

#### **Teacher Representatives**

Andy Harvey, Ann Marie Hobson

#### **Parent Council Representatives**

Christine Hall, Hilary Kirby

## BUSINESS

### 1 Declaration of Interests

- 2 **Minutes of Previous Meeting** 5 - 16  
Minutes of the meeting of the Education Resources Committee held on 16 March 2021 submitted for approval as a correct record. (Copy attached)

---

### Monitoring Item(s)

---

- 3 **Education Resources Revenue Budget Monitoring Period 12 to 26 February 2021** 17 - 24  
Joint report dated 5 May 2021 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 4 **Education Resources Capital Budget Monitoring 2020/2021 Period 12 to 26 February 2021** 25 - 28  
Joint report dated 12 May 2021 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 5 **Education Resources – Workforce Monitoring – January to March 2021** 29 - 36  
Joint report dated 26 April 2021 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 6 **Education Resource Plan: Quarter 4 Progress Report 2020/2021** 37 - 64  
Report dated 1 June 2021 by the Executive Director (Education Resources). (Copy attached)

---

### Item(s) for Decision

---

- 7 **Youth Employability and Worked Based Learning** 65 - 70  
Joint report dated 6 May 2021 by the Executive Directors (Education Resources) and (Finance and Corporate Resources). (Copy attached)

---

**Item(s) for Noting**

---

- |           |  |           |
|-----------|--|-----------|
| <b>8</b>  | <b>Education Resource Plan 2021/2022</b><br>Report dated 1 June 2021 by the Executive Director (Education Resources).<br>(Copy attached)                   | 71 - 92   |
| <b>9</b>  | <b>Supporting Learning Recovery and Renewal</b><br>Report dated 12 May 2021 by the Executive Director (Education Resources).<br>(Copy attached)            | 93 - 104  |
| <b>10</b> | <b>Enhanced Summer Holiday Programme</b><br>Report dated 13 May 2021 by the Executive Director (Education Resources).<br>(Copy attached)                   | 105 - 112 |
| <b>11</b> | <b>School Leaver Initial Destination Results 2019/2020</b><br>Report dated 13 May 2021 by the Executive Director (Education Resources).<br>(Copy attached) | 113 - 118 |
| <b>12</b> | <b>Scottish Youth Parliament Elections</b><br>Report dated 12 May 2021 by the Executive Director (Education Resources).<br>(Copy attached)                 | 119 - 122 |
| <b>13</b> | <b>Notification of Contracts Awarded</b><br>Report dated 27 April 2021 by the Executive Director (Education Resources).<br>(Copy attached)                 | 123 - 126 |

---

**Urgent Business**

---

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

***For further information, please contact:-***

Clerk Name: Pauline MacRae/Lynn Paterson

Clerk Telephone: 01698 454108 / 01698 454669

Clerk Email: pauline.macrae@southlanarkshire.gov.uk



## EDUCATION RESOURCES COMMITTEE

2

Minutes of meeting held via Microsoft Teams on 16 March 2021

### **Chair:**

Councillor Katy Loudon

### **Councillors Present:**

Councillor Alex Allison, Councillor John Anderson, Councillor Stephanie Callaghan, Councillor Gerry Convery, Councillor Margaret Cooper, Councillor Margaret Cowie, Councillor Peter Craig (Depute), Councillor Mary Donnelly, Councillor Fiona Dryburgh, Councillor Joe Fagan, Councillor Ian Harrow, Councillor Mark Horsham, Councillor Martin Grant Hose, Councillor Julia Marrs, Councillor Monique McAdams, Councillor Ian McAllan, Councillor Gladys Miller, Councillor Lynne Nailon, Councillor Carol Nugent, Councillor Mo Razzaq, Councillor Graham Scott, Councillor Margaret B Walker, Councillor Jared Wark, Councillor David Watson

### **Councillor's Apology:**

Councillor John Ross (ex officio)

### **External Members Present:**

Christine Hall, Andy Harvey, Hilary Kirby, John Mulligan

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

Gillian Coulter, Ann Marie Hobson, Dr Nagy Iskander

### **Attending:**

#### **Community and Enterprise Resources**

G Donachie, Facilities Service Manager

#### **Education Resources**

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

#### **Finance and Corporate Resources**

M M Cairns, Legal Services Manager; J Davitt, Public Relations Team Leader; L Harvey, Finance Manager (Resources); P MacRae, Administration Adviser; K McLeod, Administration Assistant; E McPake, Human Resources Business Partner; L O'Hagan, Finance Manager (Strategy)

---

### **1 Declaration of Interests**

No interests were declared.

---

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

The minutes of the meeting of the Education Resources Committee held on 19 January 2021 were submitted for approval as a correct record.

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

---

### **3 Education Resources – Revenue Budget Monitoring 2020/2021**

A joint report dated 11 February 2021 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted comparing actual expenditure at 29 January 2021 against budgeted expenditure for 2020/2021 for Education Resources together with a forecast for the year to 31 March 2021

Following the Council's probable outturn exercise, there was an overspend of £12.751 million, after approved transfer to reserves, on the Education Resources' revenue budget. This included projected net costs of COVID to 31 March 2021 of £12.443 million.

As at 29 January 2021, there was an overspend of £6.108 million, after approved transfers.

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

**The Committee decided:**

- (1) that the forecast to 31 March 2021 of an overspend of £12.751 million, after approved transfers to reserves, as detailed in Appendix A to the report, be noted;
- (2) that an overspend of £6.108 million as at 29 January 2021, after approved transfers to reserves, as detailed in Appendix A to the report, be noted; and
- (3) that the proposed budget virements be approved.

*[Reference: Minutes of 19 January 2021 (Paragraph 3) and Minutes of the Executive Committee of 10 February 2021 (Paragraph 4)]*

---

#### **4 Education Resources – Capital Budget Monitoring 2020/2021**

---

A joint report dated 25 February 2021 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted:-

- ◆ advising of progress of the capital programme for Education Resources for the period 1 April 2020 to 29 January 2021
- ◆ providing a predicted outturn position for the year to 31 March 2021

A report to this Committee on 19 January 2021 showed that the Education Resources' capital programme for the financial year 2020/2021 amounted to £23.153 million. On 10 February 2021, the Executive Committee approved budget adjustments to the Education Resources' Capital Programme totalling an increase of £1.327 million, resulting in a revised capital programme for Education Resources of £24.480 million. Spend to 29 January 2021 amounted to £17.093 million.

Current estimates suggested an outturn of £22.200 million. This represented an underspend of £2.280 million and primarily reflected the anticipated timing of spend on a number of projects, resulting in the budget being required in 2021/2022 rather than 2020/2021.

**The Committee decided:**

- (1) that the Education Resources' capital programme of £24.480 million and expenditure to date of £17.093 million be noted; and
- (2) that the projected outturn of £22.200 million be noted.

*[Reference: Minutes of 19 January 2021 (Paragraph 4) and Minutes of the Executive Committee of 10 February 2021 (Paragraph 3)]*

---

## **5 Education Resources - Workforce Monitoring- November and December 2020**

---

A joint report dated 9 February 2021 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted on the following employee information for Education Resources for the period November and December 2020:-

- ◆ attendance statistics
- ◆ occupational health statistics
- ◆ accident/incident statistics
- ◆ discipline, grievance and Dignity at Work cases
- ◆ analysis of leavers and exit interviews
- ◆ staffing watch as at 12 December 2020

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

*[Reference: Minutes of 19 January 2021 (Paragraph 5)]*

---

## **6 Youth, Family and Community Learning Service: Kick Start Scheme Placements**

---

A joint report dated 21 February 2021 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted on:-

- ◆ job placements within the Youth, Family and Community Learning Service (YFCLS) as part of the Council's participation in the Department for Work and Pensions' Kickstart Scheme
- ◆ approval for the establishment of a YFCL Officer (Team Leader), on a fixed term basis, in the Education Resources' establishment

As a result of the Council's successful application to the Kickstart Scheme, 6 job opportunities would be available within the Youth, Family and Community Learning Service. The job opportunities would give young people the chance to build their skills in the workplace and to gain experience to improve their chances of finding long-term work.

The placements were on a fixed term basis for 26 weeks and would provide an opportunity for young people who took up those posts to apply for jobs within the Council and to develop their knowledge and skills in the future. The Council would fund a 26 week extension which would mean a 52 week job placement for the young people.

It was proposed that a post of YFCL Officer (Team Leader) at Grade 3, Level 2 be established, on a fixed term basis, from April 2021 for the duration of the placements. The Team Leader would manage and mentor the trainees and would have responsibility for ensuring that they were supervised, had an appropriate level of training, support, direction, and received ongoing development within YFCL.

**The Committee decided:**

- (1) that a post of YFCL Officer (Team Leader) be established at Grade 3, Level 2, SCP63-74, (£32,994 to £40,995) on a fixed term basis, as detailed in paragraph 5 of the report, in the Education Resources' establishment; and
- (2) that the intended impact and outcomes for participants be noted.

---

## 7 Early Learning and Childcare

---

A joint report dated 19 February 2021 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted providing an update on:-

- ♦ progress made in the expansion towards the delivery of 1,140 hours of early learning and childcare (ELC) in light of the current COVID-19 pandemic
- ♦ the recent confirmation on the Scottish Government's decision to reinstate the statutory duty on education authorities to make 1,140 hours of ELC available to each eligible child from August 2021

On 31 March 2020, the Scottish Government advised all councils of its decision, in light of the implications of the coronavirus pandemic, to pause the rollout of the ELC expansion and removed the statutory duty on local authorities to deliver the expansion from August 2020.

In South Lanarkshire, since August 2020, the majority of eligible children had been receiving 1,140 hours of free Early Learning and Childcare.

On 14 December 2020, a joint letter was issued from the Scottish Government and the Convention of Scottish Local Authorities (COSLA) confirming that evidence considered by the ELC Joint Delivery Board recommended that the statutory duty to deliver 1,140 hours of funded ELC should be reinstated with effect from August 2021. This recommendation had subsequently been agreed by Scottish Ministers and COSLA.

Details were given on progress in relation to:-

- ♦ admissions/allocation of places which indicated that 1,140 hours of funded ELC were being delivered to 86% of all eligible 2 to 5 year olds
- ♦ the new building programme, attached as Appendix 1 to the report
- ♦ funded providers which indicated that 111 funded providers had been added to the Procured Service Agreement

In line with the procurement for funded providers, there was a commitment to review the sustainable funding hourly rate on an annual basis. The current hourly rates were based on the Scottish Government's Financial Review and the IPSOS Mori review of hourly rates undertaken across the West Partnership ELC. In principle, it had been considered that steps would be taken to move to an hourly rate across the West Partnership ELC 8 authorities. This would be achieved over a period of time.

It was proposed that:

- ♦ for session 2021/2022, an hourly rate for 2 to 3 year olds would be £6.40 which included 50p per hour per funded session in line with the child's pattern of attendance
- ♦ the hourly rate for 3 to 5 year olds would be £5.81 which included 50p per hour per funded session in line with the child's pattern of attendance

There would be a requirement to monitor and report on the 'free' meal provision and the process for this would be agreed with funded providers.

The Council was currently reviewing its implementation plan for the delivery of 1,140 hours early learning and childcare in terms of the actions that required to be taken for August 2021 as follows:-

- ♦ preparation for the allocation of ELC places for sessions 2021/2022 - (March 2021)
- ♦ preparation for the allocation for funded providers for session 2021/2022 – (March 2021)
- ♦ new build nursery and adaptations to existing nursery accommodation



- ◆ working with the Care Inspectorate regarding inspections and variations
- ◆ ensuring workforce recruitment was completed for staff
- ◆ preparation for communication and engagement with parents and families
- ◆ ensuring strategies were confirmed to meet the requirements within the National Standard
- ◆ ensuring the delivery of a funded lunch provision
- ◆ preparation process for annual review of funded providers in line with procurement guidelines

Details of the staffing requirement for the provision of ELC final phase expansion from August 2021 were contained within the report.

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

**The Committee decided:**

- (1) that the content of the report be noted;
- (2) that the sustainable rate for funded providers 2021/2022, as detailed in paragraph 5.2 of the report, be approved; and
- (3) that the establishment increase within Education Resources, as outlined in paragraphs 7.4 to 7.9 of the report and as detailed below, be approved.

<b>Post</b>	<b>Proposed Number of Posts (FTE) Permanent</b>	<b>Grade</b>	<b>SCP Range</b>	<b>Annual Salary</b>
Early Years Practitioner Final phase - 52 week	50	Grade 2, Level 3	SCP46-48	£27,105 to £27,935
Early Years Practitioner Final phase – 38 week	10	Grade 2, Level 3	SCP46-48	£24,137 to £24,876
School Support Assistant 35 hour posts - 52 week	9	Grade 1, Level 4	SCP30-31	£20,293 to £20,603
School Support Assistant - Term time	0.58	Grade 1, Level 4	SCP30-31	£18,071 to £18,347
Early Years Support Assistant Phase 5 - 52 week	8	Grade 1, Level 1 to Level 3	SCP20-27	£18,520 to £20,526
Early Years Support Assistant Phase 5 – Term time	34.77	Grade 1, Level 1 to Level 3	SCP20-27	£18,520 to £20,526

Post	Proposed Number of Posts (FTE) Temporary	Grade	Post Approval	SCP Range	Annual Salary
Early Years Practitioner Supply Cover - 52 week for 6 months	40	Grade 2, Level 3	Temporary until 30 September 2021	SCP46–48	£27,105 to £27,935
ELC Quality Officers	4	Grade 4, Level 2	Temporary until 31 March 2022	SCP82–83	£43,652 to £44,345
NAMS/SEEMIS Co-ordinator	1	Grade 2, Level 4	Temporary until 31 March 2022	SCP55–57	£29,253 to £30,147
Personnel Assistant	1	Grade 2, Level 3	Temporary until 31 March 2022	SCP46-48	£25,640 to £26,425
Clerical Assistant (Personnel)	2.5	Grade 1, Level 1 to Level 3	Temporary until 31 March 2022	SCP20–27	£17,519 to £19,417
Clerical Assistant (Support Services)	2	Grade 1, Level 1 to Level 3	Permanent	SCP20–27	£17,519 to £19,417

*[References: Minutes of 6 August 2019 (Paragraph 9)] and Note of Delegated Decisions taken by the Chief Executive, in consultation with the Group Leaders, on items of business relating to Education Resources Committee of 19 May 2020 (Paragraph 9)]*

## 8 Education Resources – Response to Remote Learning

A report dated 24 February 2021 by the Executive Director (Education Resources) was submitted on Education Resources' response to the requirements to deliver Remote Learning, specifically from the period 11 January 2021 onwards.

As a result of the COVID-19 pandemic, school buildings were closed to the majority of children and young people from March to June 2020 and, with some exceptions, schools were asked to move to a Remote Learning model for this period.

During this period, Education Resources had worked to support schools in providing high-quality remote learning. A key priority was to ensure that appropriate devices were issued to those who needed them. Currently, 5,719 devices had been deployed to learners in South Lanarkshire Council schools.

During the period August to December 2020, the Curriculum and Quality Improvement Service (CQIS) commenced planning in the event that the country entered another period of lockdown where the majority of children and young people were asked to learn from home. As a result of this work, by December 2020 schools were in a strong position to review and improve their Remote Learning offers.

On 4 January 2021, the First Minister announced that all children (unless otherwise eligible through keyworker status or because of other reasons) would move to a model of full time Remote Learning from 11 January 2021. Immediately following this announcement, Education Resources produced a comprehensive set of guidelines for schools to follow and this was issued in conjunction with national guidelines published by Education Scotland.

The guidelines set out guiding principles for each school's remote learning offer and each school was asked to write a summary plan indicating the delivery of children's learning which would be high quality, consistent, engaging and reflect the need of all learners. The summary plans were submitted to Council Headquarters and, where required, schools were offered support. Summary plans were also discussed with parents, carers and young people to ensure that expectations were clear from the outset.

As part of the Central Monitoring and Quality Assurance process, Education Resources asked each school to complete a baseline audit of their provision following the first full week of Remote Learning. This audit was analysed and any issues followed up on. At the beginning of February 2021, schools were asked to complete the audit for the second time. Progress in almost all areas was significant. Using the evidence from the audit and evidence from schools and stakeholders, Education Resources compiled a full report of its response to Remote Learning, attached at Appendix 1 to the report, which would also be published to the South Lanarkshire Council website as part of the Council's commitment to providing accountability and assurance to stakeholders.

Officers responded to members' questions on various aspects of the report. In terms of assessing the needs of learners following remote learning, the Executive Director advised that a needs analysis would be undertaken and a report on this matter would be submitted to a future meeting of the Committee.

**The Committee decided:**

- (1) that the Education Resources' response to the requirements around delivering a Remote Learning offer, as detailed in Appendix 1 to the report, be noted; and
- (2) that the content of the "Remote Learning Audit", as detailed in Appendix 1 to the report, be noted.

---

## **9 Supporting the Alternative Model for SQA Certification in 2021**

---

A report dated 4 March 2021 by the Executive Director (Education Resources) was submitted providing an update on current and future SQA/Moderation activities to support the national qualifications of senior phase pupils.

Following the closure of schools in Scotland from 20 March 2020, as part of the national lockdown resulting from the COVID-19 pandemic, schools reopened to all pupils on 11 August 2020. On 7 October 2020, it was announced that National 5 examinations would be cancelled and replaced by awards based on teachers' judgements of candidate evidence supported by an alternative certification quality assurance model. It was further announced, on 8 December 2020, that the Higher and Advanced Higher examination diet would also be cancelled and awards would be made using the same alternative certification model being developed for National 5.

Pupil awards would be made using grades submitted by teachers to the SQA based on evidence of demonstrated attainment from high predictive value assessments completed under controlled conditions in school.

Two significant changes had been introduced to the model, to address issues with the process implemented in the previous year, as follows:-

- ◆ there would be no adjustment for inferred attainment
- ◆ there would be no 'algorithm' applied to pupil grades

As a result, pupil grades would be based solely on demonstrated attainment. A multi-stage model for quality assurance had been developed by the SQA in collaboration with a range of stakeholders, including teacher unions, directors of education, regional improvement collaboratives, colleges, independent schools, Education Scotland and the Scottish Government.

The stages were:-

Stage 1 (November 2020 to April 2021)

- ◆ support for teachers in 'understanding standards' and local approaches to moderation
- ◆ moderation of pupil evidence in schools and at subject level across the local authority or Regional Improvement Collaborative

Stage 2 (April to May 2021)

- ◆ moderation of pupil evidence in schools and at subject level across the local authority or Regional Improvement Collaborative continued
- ◆ during May, SQA would request, review and provide feedback on samples of assessment evidence from each centre

Stage 3 (end of May to 25 June 2021)

- ◆ finalisation of assessments in schools, and engagement at school and local authority level to ascertain consistency of approach and to reassess any unexpected outcomes based on the evidence presented by the school

Stage 4 (25 June 2021)

- ◆ final submission of results

Stage 5

- ◆ appeals process

Moderation was the process by which teacher judgements relating to pupil assessments and evidence were shared and discussed to ensure that SQA standards were consistently applied. Details were provided on arrangements to ensure:-

- ◆ support for moderation at Stages 1 and 2
- ◆ quality assurance at Stage 3
- ◆ engagement with senior learners to enable them to share their experiences of undertaking SQA qualifications in the current circumstances

**The Committee decided:**

- (1) that the planned local Quality Assurance and Moderation activity in schools to support the national qualifications of learners in the senior phase be noted, and
- (2) that the ongoing support being provided to secondary establishments across Education Resources be noted.

---

## 10 Covid-19 Education Resources' Update

---

A report dated 4 March 2021 by the Executive Director (Education Resources) was submitted on Education Resources' response to the COVID-19 pandemic by schools and educational settings, including the phased return of children to nursery and school.

Schools and educational settings across South Lanarkshire re-opened, on a phased basis, on 22 February 2021. This included the return of all children in early years, P1 to P3 children, some senior pupils (S4 to S6) for essential practical work and a limited increase in the provision for vulnerable children. Staff in schools and nurseries had worked to ensure adherence to safe systems of work, infection control measures, personal hygiene arrangements, maintenance of physical distancing measures, PPE and the cleaning regimes in place to keep staff and all learners safe.

On 23 February 2021, the First Minister announced that, as part of the Strategic Framework for recovery, priority would be given to the return of other groups of pupils to school, which would be predicated on the suppression of the virus. The indications were that, based on the medical and health guidance, it was expected that the following children would return to school from Monday 15 March 2021:-

- ◆ P4 to P7 children in primary school
- ◆ an increased phased return for some senior phase pupils (S4 to S6)

On 2 March 2021, the First Minister announced the return of all primary pupils full-time and all secondary pupils part-time to schools from 15 March 2021. Education Resources would develop plans with schools and nurseries on the continued phased return of children and further details would be provided to staff, parents and carers.

The following principles formed guidance for local authorities and schools in planning their provision for learning:-

- ◆ schools were best placed to decide on timetable arrangements based on their detailed local knowledge of learners, their choices within courses, accommodation availability and school transport
- ◆ schools should communicate the rationale for in-school and remote learning to parents, carers and learners. Communication should also include detailing the COVID-19 mitigations to be followed and how the new requirement for 2 metre physical distancing would work
- ◆ within the blended learning arrangements, schools should prioritise in-school learning for Senior Phase learners to ensure that they had a secure foundation and course coverage prior to any formal assessment for a range of qualifications taking place in the later stages of the 2020/2021 academic session
- ◆ schools should prioritise subject areas and cohorts of learners where there was greatest need as identified by the school

Education Resources would continue to support schools with their preparations and plans in providing clear communication through schools for staff, learners, parents and carers.

### **The Committee decided:**

- (1) that the efforts of staff in schools and educational settings in continuing to adapt to the changing guidance and in responding to ensure the safety and wellbeing of children, young people and staff be noted;
- (2) that it be noted that the partnership arrangements and protocols in place with NHS Public Health Lanarkshire, who led on the incident management of cases, continued to operate on a daily basis to ensure the wellbeing of individuals was at the core of the assessment process for each case;

- (3) that the arrangements for welcoming children and young people back to nursery and school from 22 February 2021 be noted; and
- (4) that the First Minister's announcement on 2 March 2021 on the return of all primary pupils full-time and all secondary pupils part-time to schools from 15 March 2021 be noted.

*[Reference: Minutes of 19 January 2021 (Paragraph 11)]*

---

## **11 Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020**

---

A joint report dated 23 February 2021 by the Executive Directors (Education Resources) and (Community and Enterprise Resources) was submitted providing an update on the implementation of the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020.

The Scottish Government had reviewed the Regulations governing the food and drinks currently provided in schools. This review was conducted by a Technical Working Group (TWG), which consulted the public on its proposals in summer 2018. The outcome of the consultation and the proposed changes to the current food and drink standards were published by the Scottish Government in June 2019, with an implementation date of autumn 2020. Due to the COVID-19 pandemic, this had been extended to 8 April 2021.

The work undertaken by the TWG and the associated consultation exercise focused on the Government's manifesto commitment to align school food regulations with the National Dietary Goals. In the report by the Scottish Government's TWG, the focus was on reducing sugar, increasing fibre and reducing red meat.

The nutritional standards aimed to align to those goals and included:-

- ◆ providing more fruit and vegetables with all meals, while reducing or removing fruit juice drinks
- ◆ significantly restricting the amount of red and red processed meats being offered as part of the weekly menu
- ◆ aiming to increase fibre through further restricting baked goods while setting higher fibre levels for menu items
- ◆ further restriction of chocolate, crisps, cakes, drinks and snack options, which were already restricted at lunch time, to all times, for example breakfast clubs, interval and after school settings

The current nutritional standards were calculated on a weekly basis using sophisticated software and analysis of the average weekly menu. Those were also aligned to food standards guidance which restricted products such as confectionary, fried goods and drinks. This would change to a daily analysis of menus.

The standards for food and drinks within schools were contained within Appendix 1 to the report. Information was also provided on action taken to implement the new standards including:-

- ◆ producing compliant menus
- ◆ purchasing nutritional analysis software
- ◆ support for staff in implementation
- ◆ evaluation of impact on school food provision
- ◆ timescales
- ◆ communications and engagement strategy

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

**The Committee decided:** that the update on the implementation of the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020 be noted.

---

## **12 West Partnership Improvement Collaborative: Interim Action Plan - January 2021**

---

A report dated 23 February 2021 by the Executive Director (Education Resources) was submitted on the West Partnership's Draft Interim Action Plan.

The West Partnership Improvement Plan 2020 to 2023 set out the key areas for collaborative action to enable improvement across the partnership region. The Improvement Plan captured those areas where collaboration between partners would be beneficial.

The Plan was organised under the following 3 key areas, each led by 2 Directors of Education/Chief Education Officers:-

- ◆ collaborative learning networks
- ◆ curriculum, learning and teaching
- ◆ leadership, empowerment and improvement

A fourth workstream, evaluation and reporting, was also led by 2 Directors of Education.

In January 2021, an Interim Action Plan, attached as Appendix 1 to the report, had been prepared at the request of Directors to address current and immediately foreseeable challenges in delivering education provision while most children and young people were unable to attend school. The Interim Action Plan, based on the existing plan for 2020 to 2023, identified priority projects, each of which had a specific relevance during the period when COVID-19 restrictions were in place, including:-

- ◆ important and heavily subscribed leadership activities
- ◆ supporting learners with additional needs
- ◆ tracking learners' wellbeing

**The Committee decided:** that the West Partnership's Interim Action Plan be noted.

*[Reference: Minutes of 27 October 2020 (Paragraph 12)]*

---

## **13 Urgent Business**

---

There were no items of urgent business.





# Report

3

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>1 June 2021</b>
Report by:	<b>Executive Director (Finance and Corporate Resources) Executive Director (Education Resources)</b>

Subject:	<b>Revenue Budget Monitoring 2020/2021 - Education Resources</b>
----------	--

## 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 2020 to 26 February 2021 for Education Resources.
- ◆ provide a forecast for the year to 31 March 2021.

## 2. Recommendation(s)

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

- (1) that the forecast to 31 March 2021 of an overspend of £12.751m after approved transfers to reserves, as detailed in Appendix A of the report, be noted;
- (2) that an overspend of £6.587m as at 26 February 2021, as detailed in Appendix A, after approved transfers to reserves be noted; and
- (3) that the proposed budget virements be approved.

## 3. Background

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

3.2. The Resources has completed its formal probable outturn exercise for the year. This exercise identifies the expected spend to the 31 March 2021. Details are included in section 6.

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 £1.963m for Scottish Attainment Challenge (SAC) as part of the schools programme. Total budget for 2020/21 is £11.648m 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 26 February 2021 is £7.253m, with £2.431m still to spend. This includes known staff costs for the period 1 April 2020 to 31 March 2021.

- 4.3. As previously reported, PEF spend this year is expected to be impacted by the restriction schools are facing as a result of the pandemic. Programmes supporting groups of children and young people, trips and extra curricular activities and those provided via external professional are all restricted as a result with an impact on this year's spend. It is anticipated PEF 2020/2021 carry forward as at 31 March 2021 will be around £2.450m and this will be available for the school session April to June 2021 in line with the PEF guidance.
- 4.4. Scottish Government announcements have given councils flexibility on how they use their Pupil Equity Fund (PEF) monies this financial year. This situation continues to be monitored.
- 4.5. In relation to SAC funding, spend and commitment to date is £1.730m with £0.233m still to spend. Staff costs to 31 March 2021 are reflected within this position, and as this is a specific grant allocation, funding is received based on actual spend.

## **5. Employee Implications**

- 5.1. None

## **6. Financial Implications**

- 6.1. **Probable Outturn:** Following the council's probable outturn exercise, the Resource is reporting an overspend of £12.751m after approved transfers to reserves of £6.261m. Reserves were approved by the Executive Committee on 10 February 2021. This includes projected net costs of COVID to 31 March 2021 of £12.443m. The Resource position is outlined in appendix A.
- 6.2. The forecast cost of COVID is £12.443m. This includes expenditure of £12.755m as outlined in appendix B and reflects additional Education recovery teachers employed on 1 year fixed term contracts and short term supply; 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 during lockdown; costs of sanitising stations, PPE, cleaning supplies and enhanced cleaning regimes for our schools and establishments and a reduction in budgeted income from Early Years fees and music tuition, all as a result of the ongoing pandemic.

In addition, the Resource is projecting an impact as a result of loss of income due to the pandemic of £0.564m including ELC fees, music tuition and nursery milk, as well as savings not achieved of £0.099m and an underspend in budget of £0.975m in the main due to expenditure not incurred on breakfast clubs and holiday lunch clubs due to the pandemic and the rates budgets.

- 6.3. The council has received funding for specific education costs relating to the pandemic including additional teachers, support staff and mobilising schools for reopening, including ongoing cleaning and PPE costs. In addition, further funding has been received for additional staffing, digital inclusion, home learning and family support. At this stage, and this late in the financial year, it is unlikely that this will be spent this year, and therefore it is likely we will be looking to carry this funding into next year. The figures at the moment assume full spend.

As at 26 February 2021, total revenue funding for the year has been confirmed at £9.582m. These income sources are not netted off against the expenditure in the appendices. Instead, to allow consistent reporting of expenditure in relation to the pandemic, all costs are collated and reported to the Executive Committee where all income received is reported in its entirety.

- 6.4. The core budget for the Resource is showing an underspend of £0.041m after the cost of COVID is removed, and this is an improved position from the outturn forecast which was a £0.308m overspend. This underspend relates to underspends in Early Years core budget, partially offset by transport costs for both mainstream and ASN transport and school placements which are demand led.
- 6.5. **Position as at 26 February 2021:** The Resource position as at 26 February 2021 is an overspend of £6.587m after approved transfers to reserves. Detailed variance explanations are 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.
- 6.7. **Yearend update:** As we are reporting closer to the financial yearend and the final position for the Resource is becoming clearer and following the impact of the further restrictions on schools from January 2021, Committee is updated that the financial position for the Resource is likely to change in some of the more specific funding areas.

It has been more difficult for schools to spend and engage in programmes of activity in the areas of Counselling, Developing Young Workforce, Sanitary programmes and the impact on staffing in ELC 1,140 expansion as well as staffing supporting the new element of funding for Additional Support for Learning. It is likely that increased contribution to reserves will be identified for approval in these areas to meet commitments following school reopening from 19 April 2021, into the new financial year.

In addition the funding for Education Recovery received late February/March 2021 and underspends within teachers' salaries; will be carried forward to support the learning recovery strategy in schools from April 2021.

## **7. Other Implications**

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

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

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

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

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

5 May 2021

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

- ◆ Accountable, Effective and Efficient

**Previous References**

- ◆ None

**List of Background Papers**

- ◆ Financial ledger and budget monitoring results to 26 February 2021

**Contact for Further Information**

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

Louise Harvey, Finance Manager (Resources)

Ext: 2658 (Tel: 01698 452658)

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

## SOUTH LANARKSHIRE COUNCIL

## Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 26 February 2021 (No.12)

## Education Resources Summary

Budget Category	Annual Budget £000	Forecast for Year BEFORE Transfers £000	Annual Forecast Variance BEFORE Transfers £000	Annual Forecast Variance AFTER Transfers £000	Budget Proportion 26/02/21 £000	Actual BEFORE Transfers 26/02/21 £000	Variance 26/02/21 £000		% Variance 26/02/21	Note
Employee Costs	282,234	287,609	(5,375)	(6,259)	248,308	250,467	(2,159)	over	(0.9%)	1,b,c
Property Costs	23,168	25,847	(2,679)	(2,679)	20,564	22,086	(1,522)	over	(7.4%)	2,b,c
Supplies & Services	11,977	12,420	(443)	(3,346)	9,379	8,049	1,330	under	14.2%	3,b,c
Transport & Plant	11,302	11,937	(635)	(635)	9,711	10,242	(531)	over	(5.5%)	4,c
Administration Costs	1,975	1,952	23	22	1,843	1,829	14	under	0.8%	b,c
Payments to Other Bodies	27,337	24,272	3,065	592	22,546	20,084	2,462	under	10.9%	5,a,b,c
Payments to Contractors	35,337	35,337	0	0	29,261	29,261	0	-	0.0%	c
Transfer Payments	2,641	2,726	(85)	(85)	2,629	2,736	(107)	over	(4.1%)	6,c
Financing Charges	376	371	5	5	322	322	0	-	0.0%	c
<b>Total Controllable Exp.</b>	<b>396,347</b>	<b>402,471</b>	<b>(6,124)</b>	<b>(12,385)</b>	<b>344,563</b>	<b>345,076</b>	<b>(513)</b>	<b>over</b>	<b>(0.1%)</b>	
<b>Total Controllable Inc.</b>	<b>(44,944)</b>	<b>(44,578)</b>	<b>(366)</b>	<b>(366)</b>	<b>(42,845)</b>	<b>(42,372)</b>	<b>(473)</b>	<b>under recovered</b>	<b>(1.1%)</b>	<b>7,a,b,c</b>
<b>Net Controllable Exp.</b>	<b>351,403</b>	<b>357,893</b>	<b>(6,490)</b>	<b>(12,751)</b>	<b>301,718</b>	<b>302,704</b>	<b>(986)</b>	<b>over</b>	<b>(0.3%)</b>	
<b>Transfer to Reserves (as at 26/02/21)</b>					<b>0</b>	<b>5,601</b>	<b>5,601</b>	<b>over</b>		
<b>Position After Transfers to Reserves (as at 26/02/21)</b>					<b>301,718</b>	<b>308,305</b>	<b>(6,587)</b>	<b>over</b>		

## Variance Explanations

- The overspend is mainly due to additional Education recovery teachers employed on 1 year fixed term contracts. In addition, there is an increased cost of supply teachers in relation to SNCT guidance on payment arrangements for staff due to COVID-19 and an overspend in teacher costs due to pupil growth. These are partially offset by an underspend in Early Years staff costs, due to the timing of the recruitment of Early Years posts. The 1,140 expansion element of Early Years staff costs underspend will be carried forward at year end for future commitments.
- The overspend is mainly due to increased cleaning requirements within schools and Early Years establishments and expenditure incurred on sanitising stations and additional hand washing supplies following the return to schools in August. In addition, there has been increased utilities costs due to increased ventilation requirements within schools and establishments. These are partially offset by the timing of rates charges from schools and establishments becoming operational.
- The underspend is due to the Pupil Equity Fund and less than anticipated expenditure on the provision of lunches within Early Years establishments, both of which will be carried forward at the end of the financial year for future commitments. In addition, there is unspent budget in relation to both the Holiday Lunch Club and Breakfast Club programmes this financial year. These are being utilised, in part, to offset the sessional staff costs for the provision of Summer Hubs as a result of COVID. The underspends are partially offset by expenditure incurred on personal protective equipment and wipes following the return to schools in August.
- The overspend is mainly due to the cost of school transport for both ASN and mainstream schools.
- The underspend is mainly due to less than anticipated expenditure on Early Years 1,140 expansion and core budget to date. The 1,140 expansion element will be carried forward at year end for future commitments. In addition, there has been reduced placements within Other Local Authorities. These are partially offset by greater than anticipated expenditure on Independent School Placements. This is a demand led service.
- The overspend is due to increased expenditure on footwear and clothing grants as a result of additional claimants due to COVID-19.
- The under recovery of income relates to reduced income received from Early Years Childcare fees and Instrumental Music Service fees in the financial year to date as a result of the ongoing pandemic. These are partially offset by increased Section 23 income received for placements in other local authorities. This is a demand led service.

## Budget Virements

- Realignment of Early Years budget to reflect current service delivery. Net Effect £0.000m: Payments to Other Bodies £0.213m and Income (£0.213m).
- Realignment of Youth Employability budget to reflect service delivery. Net Effect £0.000m: Employee Costs £0.001m, Property Costs (£0.001m), Supplies & Services (£0.001m), Administration £0.002m, Payments to Other Bodies (£0.408m) and Income (£0.409m).
- Realignment of Education Maintenance Allowance budget and DMS. Net Effect £0.000m: Employee Costs £0.018m, Property Costs £0.007m, Supplies and Services (£0.112m), Transport and Plant £0.005m, Administration Costs £0.112m, Payments to Other Bodies (£0.004m), Payments to Contractors (£0.012m) Transfer Payments £0.124m, Financing Charges (£0.006m) and Income (£0.132m).

**Transfers to Reserves (£6.261m):**

- i. PEF (£2.450m) - PEF carry forward for April to June 2021.
- ii. ELC 1,140 Specific Grant (£3.811m) - This transfer relates to the underspend on the current year grant allocation to be carried forward to meet the commitments in line with the spend profile of the project.

## SOUTH LANARKSHIRE COUNCIL

## Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 26 February 2021 (No.12)

## Education Resources COVID

	Annual Budget	Forecast for Year BEFORE Transfers	Annual Forecast Variance BEFORE Transfers	Annual Forecast Variance AFTER Transfers	Budget Proportion 26/02/21	Actual BEFORE Transfers 26/02/21	Variance 26/02/21		% Variance 26/02/21	Note
	£000	£000	£000	£000	£000	£000	£000			
<b><u>Budget Category</u></b>										
Employee Costs	0	6,002	(6,002)	(6,002)	0	3,507	(3,507)	over	n/a	1
Property Costs	0	2,974	(2,974)	(2,974)	0	1,861	(1,861)	over	n/a	2
Supplies & Services	0	3,563	(3,563)	(3,563)	0	1,378	(1,378)	over	n/a	3
Transport & Plant	0	0	0	0	0	0	0	over	n/a	
Administration Costs	0	88	(88)	(88)	0	88	(88)	over	n/a	4
Payments to Other Bodies	0	43	(43)	(43)	0	43	(43)	over	n/a	5
Payments to Contractors	0	0	0	0	0	0	0	-	n/a	
Transfer Payments	0	85	(85)	(85)	0	107	(107)	over	n/a	6
Financing Charges	0	0	0	0	0	0	0	-	n/a	
<b>Total Controllable Exp.</b>	0	12,755	(12,755)	(12,755)	0	6,984	(6,984)	over	n/a	
<b>Total Controllable Inc.</b>	0	0	0	0	0	0	0	-	n/a	
<b>Net Controllable Exp.</b>	0	12,755	(12,755)	(12,755)	0	6,984	(6,984)	over	n/a	
<b>Transfer to Reserves (as at 01/01/21)</b>					0	0	0			
<b>Position After Transfers to Reserves (as at 01/01/21)</b>					0	6,984	(6,984)			

**Variance Explanations**

1. The overspend is mainly due to additional Education recovery teachers employed on 1 year fixed term contracts. In addition, there is an increased cost of supply teachers in relation to SNCT guidance on payment arrangements for staff due to COVID-19.
2. The overspend is mainly due to increased cleaning requirements within schools and Early Years establishments and expenditure incurred on sanitising stations and additional hand washing supplies following the return to schools in August.
3. The overspend is mainly due to expenditure incurred on personal protective equipment and wipes following the return to schools in August.
4. The overspend is mainly due to costs associated with COVID related signage required for schools for their return in August.
5. The overspend is due to expenditure incurred on the provision of critical childcare for families of key workers to date.
6. The overspend is due to increased expenditure on footwear and clothing grants as a result of additional claimants becoming eligible due to COVID-19.





# Report

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>1 June 2021</b>
Report by:	<b>Executive Director (Finance and Corporate Resources) Executive Director (Education Resources)</b>

Subject:	<b>Capital Budget Monitoring 2020/2021 - Education Resources</b>
----------	--

## 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 2020 to 26 February 2021.

## 2. Recommendation(s)

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

- (1) that the Education Resources capital programme of £24.480 million, and expenditure to date of £18.934 million, be noted; and
- (2) that the projected outturn of £22.561 million, be noted.

## 3. Background

3.1. This is the fifth capital monitoring report presented to the Education Resources Committee for the financial year 2020/2021. A final report will be presented following the end of the financial year.

3.2. As noted in the last report to this Committee (16 March 2021), the budget for Education Resources for financial year 2020/2021, including carry forward, was £24.480 million. There have been no other changes to this budget allocation since that meeting.

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

## 4. Employee Implications

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

## 5. Financial Implications

5.1. As detailed in Section 3.2, the revised capital programme for Education Resources for financial year 2020/2021 is £24.480 million. Spend to 26 February 2021 totals £18.934 million.

### 5.2. 2020/21 Outturn

As at period 12, the predicted spend position for this financial year, advised by Housing and Technical Resources, was anticipated to be an outturn of £22.561 million. This

would be an underspend of £1.919 million. As reported to this Committee previously, this mainly reflects the anticipated timing of spend on a number of projects, resulting in budget required in 2021/2022 rather than 2020/21.

- 5.3. The progression of a number of projects has been impacted by the ongoing lockdowns due to Covid-19. This includes the Information Communication Technology refresh programme, St Charles' Primary School Extension, Kilbride Early Learning Centre, Lightburn Early Learning Centre, the extension at St Mark's Primary School, Hamilton, the construction of the new building at Auchingramont Road and smaller projects in relation to minor alterations / ASN adaptations. Any underspend on these projects, along with the funding, will carry forward into next financial year.
- 5.4. These underspends are offset by more spend than originally anticipated in relation to the Early Years 1,140 Hours programme which is progressing well as we move towards the year-end. Again, this is a timing issue only, with funding for the overall spend on this programme already identified.
- 5.5. The year-end position is currently being finalised and this will be reported to the Executive Committee on 23 June 2021. Current indications are that spend will be higher than the period 12 outturn suggests due to good progress on the Early Years 1,140 hours programme. The final position will be reported to the next Education Resources Committee on 31 August 2021.

## **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.

## **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)**

12 May 2021

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

- Accountable, Effective, Efficient and Transparent

**Previous References**

- Education Resources Committee, 16 March 2021

**List of Background Papers**

- Financial ledger to 26 February 2021

**Contact for Further Information**

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

Lorraine O'Hagan, Finance Manager (Strategy)

Ext: 2601 (Tel: 01698 452601)

E-mail: [lorraine.o'hagan@southlanarkshire.gov.uk](mailto:lorraine.o'hagan@southlanarkshire.gov.uk)

**South Lanarkshire Council  
Capital Expenditure 2020-21  
Education Resources Programme  
For Period 1 April 2020 – 26 February 2021**

<b><u>Education Resources</u></b>	Base Budget £000	Budget Adjustments £000	Slippage/ Acceleration £000	Total Budget £000	Actual Expenditure £000
Primary School Modernisation Programme	417	0	0	417	158
ICT Developments	3,500	1,953	0	5,453	3,338
Early Years 1,140 Hours	12,879	425	0	13,304	12,834
Other	4,657	649	0	5,306	2,604
<b>TOTAL</b>	<b>21,453</b>	<b>3,027</b>	<b>0</b>	<b>24,480</b>	<b>18,934</b>

# Report

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>1 June 2021</b>
Report by:	<b>Executive Director (Finance and Corporate Resources) Executive Director (Education Resources)</b>

Subject:	<b>Education Resources – Workforce Monitoring – January to March 2021</b>
----------	---

## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide employment information for January to March 2021 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 January to March 2021 relating to Education Resources be noted:-

- ◆ attendance statistics;
- ◆ occupational health;
- ◆ accident/incident statistics;
- ◆ discipline, grievance and dignity at work cases;
- ◆ analysis of leavers and exit interviews
- ◆ staffing watch as at 13 March 2021

## 3. Background

3.1. As part of the Council's performance management arrangements, regular workforce monitoring reports are submitted to Committee. This report for Education Resources provides information on the position for January to March 2021.

## 4. Monitoring Statistics

### 4.1. Attendance Statistics (Appendix 1)

Information on absence statistics is analysed for the month of March 2021 for Education Resources.

The Resource absence figure for March 2021 was 4.1%, which has increased by 0.6% when compared to the previous month and is 0.8% lower than the Council-wide figure. Compared to March 2020, the Resource absence figure has decreased by 1.7%.

Based on the absence figures at March 2021 and annual trends, the annual average absence for the Resource for 2020/2021 is 3.3%, compared to a Council-wide average figure of 4.2%.

For the financial year 2020/2021, the average days lost per employee equates to 7.8 days, compared with the overall figure for the Council of 9.9 days per employee.

The attendance information contained in this report includes absences as a result of Covid-19, and employees are being supported through this difficult time to maintain attendance levels where they can. As this report was being prepared, at 28 April 2021, the Council overall absence level was 4.85% with 0.77% of this relating to Covid-19 for sickness and special leave.

Whilst the average absence rate for the Council for the financial year 2020/2021 is 4.2%, the figure excluding Covid-19 related absences was 3.7%. This is mainly accounted for by reductions in musculoskeletal absences although we have also seen a significant reduction in stomach related absences, due in some part to improved hand hygiene and reduction in social interaction.

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

In terms of referrals to occupational health, which include medical examinations and physiotherapy, overall 413 referrals were made this period, a decrease of 118 when compared with the same period last year.

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

There were 295 accidents/incidents recorded within the Resource this period, a decrease of 41 when compared to the same period last year. The new electronic reporting system is in place and enables a more timely process for reporting incidents. The improved reporting system together with the ongoing work of Education Resources to promote and embed the PPRUDB framework across all establishments provides a foundation for analysing data, building capacity and targeting interventions with a view to reducing incidents.

On further analysis of this data, 252 reports relate to physical incidents (85% of the total number reported). There has been a backlog inputting into the system due to some information not provided within the required period, communication has been issued to ensure this is completed within the required timescales. Therefore some of these incidents took place outwith the reporting period.

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

No disciplinary hearings were held within the Resource this period, which is a decrease of 4 when compared with the same period last year. No grievance hearings were raised within the Resource this period, which remains unchanged when compared with the same period last year. No Dignity at Work complaints were raised within the Resource this period, which remains unchanged when compared with the same period last year.

#### 4.5. **Analysis of Leavers (Appendix 2)**

There were 34 leavers in the Resource this period who were eligible for an exit interview. This figure has decreased by 13 when compared with the same period last year. Exit interviews were held with 26% of employees compared with 23% 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 January to March 2021, 71 employees in total left employment. Managers indicated that 70 (50.04 FTE) posts were being replaced and 1 post (0.41 FTE) is being removed for savings.

## **5. Staffing Watch**

5.1. There has been an increase of 96 in the number of employees in post from 12 December 2020 to 13 March 2021.

## **6 Employee Implications**

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

## **7. Financial Implications**

7.1. All financial implications are accommodated within existing budgets.

## **8. Climate Change, Sustainability and Environmental Implications**

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

## **9. Other Implications**

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

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

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

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

**Paul Manning**

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

**Tony McDaid**

**Executive Director (Education Resources)**

26 April 2021

## **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 – 16 March 2021

**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:-

Laurane Rhind, Personnel Services Manager

Ext: 4239 (Tel: 01698 454721)

E-mail: [Laurane.Rhind@southlanarkshire.gov.uk](mailto:Laurane.Rhind@southlanarkshire.gov.uk)



**ABSENCE TRENDS - 2018/2019, 2019/2020 & 2020/2021**  
**Education Resources**

APT&C				Teachers				Resource Total				Council Wide				
	2018 / 2019	2019 / 2020	2020 / 2021		2018 / 2019	2019 / 2020	2020 / 2021		2018 / 2019	2019 / 2020	2020 / 2021		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	1.3	July	1.0	1.2	0.5	July	1.6	1.7	0.9	July	3.4	3.4	2.3	
August	2.7	2.8	2.7	August	1.2	1.3	1.2	August	1.8	2.0	1.8	August	3.6	3.7	3.1	
September	4.1	4.3	4.8	September	2.2	2.5	2.7	September	3.0	3.3	3.6	September	4.4	4.5	4.2	
October	4.7	4.5	5.4	October	2.2	2.6	3.2	October	3.2	3.5	4.1	October	4.4	4.6	4.8	
November	5.7	5.8	6.6	November	3.5	3.8	4.6	November	4.4	4.7	5.5	November	5.1	5.5	5.8	
December	5.4	5.5	6.5	December	3.1	3.8	4.7	December	4.1	4.6	5.5	December	4.8	5.7	5.6	
January	5.1	5.1	4.8	January	3.3	3.4	2.7	January	4.1	4.2	3.6	January	4.9	5.3	4.8	
February	5.3	5.7	4.7	February	4.0	3.8	2.5	February	4.5	4.6	3.5	February	5.2	5.6	4.8	
March	5.0	7.1	5.6	March	3.9	4.8	2.9	March	4.4	5.8	4.1	March	4.9	6.2	4.9	
Annual Average	4.5	4.6	4.2	Annual Average	2.6	3.0	2.5	Annual Average	3.4	3.7	3.3	Annual Average	4.4	4.8	4.2	
Average Apr-Mar	4.5	4.6	4.2	Average Apr-Mar	2.6	3.0	2.5	Average Apr-Mar	3.4	3.7	3.3	Average Apr-Mar	4.4	4.8	4.2	
No of Employees at 31 March 2021			3200	No of Employees at 31 March 2021			3944	No of Employees at 31 March 2021			7144	No of Employees at 31 March 2021			15903	

For the financial year 2020/21, the average days lost per employee equates to 7.8 days.

## EDUCATION RESOURCES

	Jan-Mar 2020	Jan-Mar 2021
<b>MEDICAL EXAMINATIONS</b>		
Number of Employees Attending	101	80
<b>EMPLOYEE COUNSELLING SERVICE</b>		
Total Number of Referrals	21	36
<b>PHYSIOTHERAPY SERVICE</b>		
Total Number of Referrals	180	119
<b>REFERRALS TO EMPLOYEE SUPPORT OFFICER</b>		
	220	169
<b>REFERRALS TO COGNITIVE BEHAVIOUR THERAPY</b>		
	9	9
<b>TOTAL</b>	<b>531</b>	<b>413</b>

CAUSE OF ACCIDENTS/INCIDENTS	Jan-Mar 2020	Jan-Mar 2021
Over 7 day absences	2	1
Over 3 day absences**	0	1
Minor	8	23
Near Miss	0	2
Violent Incident: Physical****	301	252
Violent Incident: Verbal*****	25	16
<b>Total Accidents/Incidents</b>	<b>336</b>	<b>295</b>

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

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

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

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

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

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

RECORD OF DISCIPLINARY HEARINGS	Jan-Mar 2020	Jan-Mar 2021
Total Number of Hearings	4	0

RECORD OF GRIEVANCE HEARINGS	Jan-Mar 2020	Jan-Mar 2021
Number of Grievances	0	0

RECORD OF DIGNITY AT WORK	Jan-Mar 2020	Jan-Mar 2021
Number of Incidents	0	0

ANALYSIS OF REASONS FOR LEAVING	Jan-Mar 2020	Jan-Mar 2021
Career Advancement	1	2
Poor Relationship with Manager/Colleagues	0	1
Moving Outwith Area	1	1
Further Education	0	1
Childcare/caring responsibilities	1	0
Other	8	4
<b>Number of Exit Interviews conducted</b>	<b>11</b>	<b>9</b>

<b>Total Number of Leavers Eligible for Exit Interview</b>	<b>47</b>	<b>34</b>
--	-----------	-----------

<b>Percentage of interviews conducted</b>	<b>23%</b>	<b>26%</b>
---	------------	------------

	Jan - Mar 2021		Reconciliation figure Apr - Dec 2020		Cumulative total	
	FTE*	H/C**	FTE	H/C	FTE	H/C
Terminations/Leavers	50.45	71	172.33	254	222.78	325
Being replaced	50.04	70	171.89	252	221.93	322
Filled on fixed term basis	0.00	0	0.00	0	0.00	0
Plan to transfer this budget to another post	0.00	0	0.10	1	0.10	1
End of fixed term contract	0.00	0	0.34	1	0.34	1
Held pending service Review	0.00	0	0.00	0	0.00	0
Plan to remove for savings	0.41	1	0.00	0	0.41	1

\* Full time equivalent

\*\* Head count/number of employees

**Joint Staffing Watch Return  
Education Resources**

**1. As at 13 March 2021**

	MALE		FEMALE		TOTAL					
	F/T	P/T	F/T	P/T						
Teachers	685	71	2311	778	3845					
Other	141	81	563	2218	3003					
Total Employees	826	152	2874	2996	6848					
*Full - Time Equivalent No of Employees										
Salary Bands										
	Director	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Fixed SCP	Teacher	TOTAL
Teachers	0.00	0.00	0.00	0.00	0.00	1.00	0.00	4.60	3509.40	3515
Other	1.00	1080.74	824.42	138.29	49.04	12.06	4.00	58.73	4.80	2173.08

**1. As at 12 December 2020**

	MALE		FEMALE		TOTAL					
	F/T	P/T	F/T	P/T						
Teachers	692	69	2329	771	3861					
Other	138	80	518	2155	2891					
Total Employees	830	149	2847	2926	6752					
*Full - Time Equivalent No of Employees										
Salary Bands										
	Director	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Fixed SCP	Teacher	TOTAL
Teachers	0.00	0.00	0.00	0.00	0.00	1.00	0.00	4.60	3529.00	3534.6
Other	1.00	1027.84	794.54	139.45	50.04	12.60	4.00	57.83	4.80	2092.1

# Report

**6**

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>1 June 2021</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Education Resource Plan: Quarter 4 Progress Report 2020/2021</b>
----------	---

## **1. Purpose of Report**

1.1. The purpose of the report is to:-

- ♦ provide the Education Resource Plan Quarter 4 Progress Report 2020-21, for the period 1 April 2020 to 31 March 2021

## **2. Recommendations**

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

- (1) that the Education Resource Plan Quarter 4 Progress Report 2020/2021 as summarised in paragraph 5.2. and attached as Appendix 2 of this report, be noted;
- (2) that the key achievements made by the Resource to date, as detailed in paragraph 5.3. of this report, be noted;
- (3) that the areas for improvement and associated management actions as detailed in paragraph 5.4. of this report, be noted;
- (4) that the additional scrutiny of changes in RAG status between Quarter 2 and Quarter 4 as summarised at paragraph 5.5 and detailed at Appendix 3 of this report, be noted.

## **3. Background**

- 3.1. The Education Resource Plan 2020/2021 was approved by Committee 18 August 2020 and sets out the objectives and actions to be managed and delivered by the Resource for the financial year 2020/2021.
- 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 and provides details of the context within which the Resource operates and establishes actions and measures for the year ahead based on the Priorities set out in the Council Plan Connect 2017 to 2022.
- 3.3. As Committee is aware, due to the Covid-19 pandemic, 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. There has been an inevitable impact on performance in some areas.

#### 4. Resource Objectives 2020/2021

- 4.1. The Resource has established a number of objectives to support the delivery of the Connect Priorities in 2020/2021. These are detailed at Appendix 1.

#### 5. Quarter 4 Progress Report 2020/2021

- 5.1. Progress against all Resource Plan measures is contained in the Quarter 4 Progress Report 2020/2021, attached as Appendix 2. This report has been produced from the Council's performance management reporting system IMPROVe, and uses a traffic light format with the following definitions to give a status report on each measure:

Status	Definition
Blue	Project complete
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. This will be reported when available
Contextual	Included for 'information only', to set performance information in context

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

The overall summary of progress to date is as follows:

Status	Measures	
	Number	%
Blue	11	23.9 %
Green	28	60.9 %
Amber	6	13.0 %
Red	0	0.0%
Report later/Contextual	1	2.2%
<b>Totals</b>	<b>46</b>	<b>100%</b>

(Data correct as at 05 May 2021)

- 5.3. Key achievements for 2020/2021, to date, are noted below:

##### 5.3.1.

Connect Priority	Linked to all the Council Priorities through the Resource Objectives
Resource Objective	Achievement
Raise standards in literacy, numeracy and close the poverty-related attainment gap	68.8% of school leavers achieved 5 or more awards at level 5 and 40.6% achieved 5 or more awards at level 6. Both of these are improvements on previous years and are higher than the national level.
	Over 5,700 Chromebook devices were procured and distributed as part of a successful bid for funds from the

Connect Priority	Linked to all the Council Priorities through the Resource Objectives
Resource Objective	Achievement
	<p>Scottish Government. Over 570 mobile wifi (Mifi) devices were also distributed to families who had little, or no, internet access.</p> <p>85 learners have been engaged in English for Speakers of Other Languages (ESOL), primarily through online classes, and 80 learners have improved their language skills, with tutors confirming significant improvement.</p> <p>Schools now have a position statement on the 'cost of the school day' and are taking actions to help limit the negative impact on families.</p>
Improve health and wellbeing to enable children and families to flourish	The Attachment Strategy training continues to be rolled out to staff in schools and Council services to ensure the principles and practice are embedded in day to day operations which support children and young people.
	<p>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- <i>Supporting Mental Health and Wellbeing through transition, reconnection and recovery: an attachment informed approach</i>.</p> <p>A short film can be accessed via the link below:  <a href="https://youtu.be/bhsJHUiRV8k">https://youtu.be/bhsJHUiRV8k</a> </p>
	The first SLC Winter Clothing Campaign concluded. 1,002 new or nearly new winter jackets were donated over the three-week donation in December 2021 along with other items of clothing.
	85% of breakfast clubs have been reinstated from 19 April with those not being able to open providing food for any child who requires it.

<b>Resource Objective</b>	<b>Achievement</b>
Support children and young people to develop their skills for learning. Life and work,	School Leaver Initial Destination Survey results, show a positive destination for 94.8% of South Lanarkshire's 3,174 school leavers in 2019/2020, which is above the national rate of 93.3%.
	579 participants engaged with the Youth, Family and Community Learning (YFCL) Awards Team and 197 have now completed either a Duke of Edinburgh (including sectional certificates) or John Muir Award, despite the restrictions of the pandemic.
Ensure inclusion and equality are at the heart of what we do	A Summer Programme was provided to assist in reducing food poverty amongst families in South Lanarkshire.
	4 on-line engagement activity events for Parent Council representatives have taken place reaching out to around 200 parents/carers to discuss issues that 'matter to them' such as, the return of schools, home-learning, cancellation of exams and the move to assessment and moderation.
	A Sustainability Working Group has been established with representation from Education Resources. Proposals for a Young Persons' Sustainability Forum have been established and work is ongoing to engage with young people to invite them to be active participants.
	Hamilton Grammar school received two awards for the work of young people in the Young Enterprise Scotland Awards, namely; <ul style="list-style-type: none"> <li>• People's Choice Award</li> <li>• Social Impact Award</li> </ul>
	The South Lanarkshire Schools' Percussion Ensemble achieved a 'Gold Plus Award' at the virtual Scottish Concert Band Festival which live-streamed in December 2020. A tremendous accomplishment given the Covid restrictions.

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



Delivering the Plan and achieving Best Value	
Resource Objective	Achievement
Ensure inclusion and equality are at the heart of what we do	Woodhill Early Learning and Childcare in Kirkmuirhill opened its doors in September 2020. The nursery offers 63 places and is an important milestone in the expansion of early years capacity (Target SLC wide: 1,658 places).

- 5.4. Areas for improvement  
There were no measures that have been classified as 'red' (major slippage against timescale or shortfall against target).
- 5.5. Scrutiny of change in measure status (Blue, Red, Amber Green (BRAG))  
A further analysis introduced to aid scrutiny of performance, is to highlight and explain all measures that have changed BRAG 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. A summary of the measures falling into this category of further scrutiny is included at Appendix 3.
- 6. Employee Implications**
- 6.1. The objectives noted within the Resource Plan will inform the Service Action Plans, where applicable, and, in turn, the Performance Appraisal process for individual employees.
- 6.2. Absence statistics are monitored and reported through the Council-wide Workforce monitoring report which is presented to each Resource Committee and the Employees Issues Forum.
- 7. Financial Implications**
- 7.1. The objectives within the Resource Plan are reflected in the respective annual Resource Revenue and Capital budgets and, longer term, within the framework of the Council's approved Financial Strategy.
- 8. Climate Change, Sustainability and Environmental Implications**
- 8.1. There are no climate change or environmental implications as a result of this report.
- 8.2. The Resource Plan takes into account Resource responsibilities in relation to sustainable development and climate change.
- 9. Other Implications**
- 9.1. 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.
- 9.2. 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.

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

- 10.1. 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)**

1 June 2021

### **Link(s) to Council Values/Priorities**

- The Resource Plan has been structured upon the Vision, Values and Priorities in the Council Plan Connect 2017-22

### **Previous References**

- Education Resources Quarter 2 Progress Report 2019/2020: 10 December 2019

### **List of Background Papers**

- Council Plan Connect 2017-22 –Executive Committee on 8 November 2017, approved by the Council on 6 December 2017: mid-term review of Connect endorsed by Executive Committee 24 June 2020
- Education Resource Plan 2020/2021 –Education Resources Committee 18 August 2020

### **Contact for Further Information**

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

Des Dickson, Education Operations Manager

Ext: 4495 (Tel: 01698 454495)

E-mail: [des.dickson@southlanarkshire.gov.uk](mailto:des.dickson@southlanarkshire.gov.uk)

## Appendix 1

### Education Resource Objectives 2020/2021

Council Priority	Resource Objective
<b>Ensure communities are safe, strong and sustainable</b>	<ul style="list-style-type: none"><li>• Improve health and wellbeing to enable children and families to flourish</li><li>• Support children and young people to develop their skills for learning, life and work</li><li>• Ensure inclusion and equality are at the heart of what we do</li></ul>
<b>Promote sustainable and inclusive economic growth and tackle disadvantage</b>	<ul style="list-style-type: none"><li>• Raise standards in literacy, numeracy and close the poverty-related attainment gap</li><li>• Support children and young people to develop their skills for learning, life and work</li></ul>
<b>Get it right for children and young people</b>	<ul style="list-style-type: none"><li>• Raise standards in literacy, numeracy and close the poverty-related attainment gap</li><li>• Improve health and wellbeing to enable children and families to flourish</li><li>• Ensure inclusion and equality are at the heart of what we do</li></ul>
<b>Improve health, care and wellbeing</b>	<ul style="list-style-type: none"><li>• Improve health and wellbeing to enable children and families to flourish</li><li>• Ensure inclusion and equality are at the heart of what we do</li></ul>



## Education Resources

# improve

## Resource Plan

**Performance Report 2020-21**  
**Quarter 4 : April 2020 - March 2021**

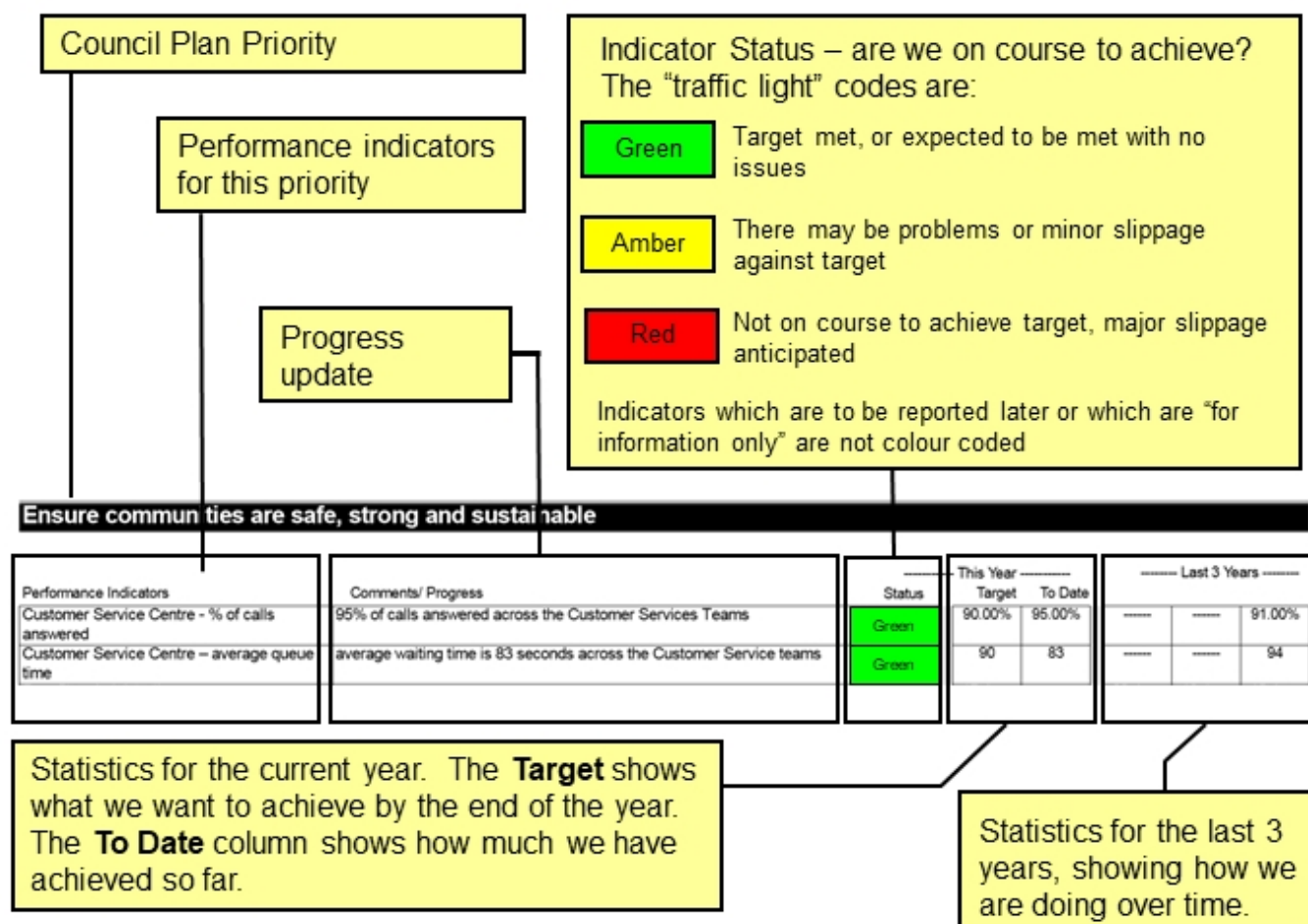
(This represents the cumulative position to March 2021)

Summary - number of measures green, amber and red under each Council Plan Priority / Theme

Council Priority/ Theme	Green	Amber	Red	Report later / Contextual	Total
Promote sustainable and inclusive economic growth and tackle disadvantage	2	2			4
Get it right for children and young people	8	4		1	13
Improve health, care and wellbeing	1				1
<i>Ensure communities are safe, strong and sustainable</i>					
<i>Delivering the plan and achieving best value</i>					
<b>Total</b>	<b>11</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>18</b>

## Guide to the Performance Indicators report

Each of the performance indicators is shown in the following pages of this report. The graphic below explains how the report is laid out and what information is presented.



**Get it right for children and young people****Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2017/18	2018/19	2019/20
Percentage of schools able to stay open after the re-start in August 2020	All schools have remained open from the re-start in August in line with Scottish Government guidance.	Green	100.0%	100.0%	0.0%	0.0%	0.0%
Improve the attendance of children and young people at school	The impact of the Covid-19 pandemic on attendance needs to be taken into account when reviewing the figure. In addition, the Scottish Government took the decision to suspend attendance at school in March 2020.	Amber	93.1%	92.8%	93.4%	92.8%	92.9%
Increase the % attendance of looked after children	The impact of the Covid-19 pandemic on attendance needs to be taken into account when reviewing the figure. In addition, the Scottish Government took the decision to suspend attendance at school in March 2020.	Amber	89.7%	88.5%	89.9%	90.9%	89.6%
Reduce the number of exclusions (openings per 1,000 pupils) of care experienced children and young people	The impact of the Covid-19 pandemic needs to be taken into account when reviewing the exclusion figure as it does not relate to a full academic session. The Scottish Government took the decision to suspend attendance at school in March 2020.	Green	720	622	971	723	722
Reduce the number of exclusions (openings per 1,000 pupils) of children and young people in all schools	The impact of the Covid-19 pandemic needs to be taken into account when reviewing the exclusion figure as it does not relate to a full academic session. The Scottish Government took the decision to suspend attendance at school in March 2020.	Green	98	68	161	112	100
Percentage of pupils gaining 5 awards at SCQF Level 5 or better	Performance in South Lanarkshire increased from the previous year and is slightly above the national average (67.5).	Green	64.4%	68.8%	64.4%	63.8%	64.9%
Percentage of pupils gaining 5 awards at SCQF Level 6 or better	Performance in South Lanarkshire increased from the previous year and is slightly above the national average (40.2).	Green	36.7%	40.6%	36.2%	36.7%	37.2%
Numbers of learners who achieve the Curriculum for Excellence levels	The Scottish Government cancelled the collection of Curriculum for Excellence levels in session 2019/20 due to the Coronavirus pandemic.	Contextual	-----	-----	0	0	0

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

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2017/18	2018/19	2019/20
Percentage of pupils entering positive destinations	The percentage of pupils entering positive destinations fell slightly at both national and local levels. South Lanarkshire remains above the national level (93.4).	Green	95.0%	94.8%	95.8%	96.4%	95.7%

**Get it right for children and young people****Support children and young people to develop their skills for learning, life and work**

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2017/18	2018/19	2019/20
Increase the numbers of young people involved in the Foundation Apprenticeship Scheme at National 4/National 5 level by June 2021	198 young people started on the L4 /L5 programme through GradU8 and as winter leavers with First Steps Future Training. Skills Development Scotland allocated up to 40 additional starts for a summer leavers programme of which 33 have been taken up by young people to date.	Green	200	231	----	----	----
Increase the uptake of young people on work-based learning through the GradU8 programme by June 2021	the impact of Covid 19 has affected the Gradu8 programme. This has led o a reduction in available places at colleges in order to facilitate social distancing in line with government guidance.	Amber	1,000	488	----	----	----
Number of young people taking up the offer of foundation apprenticeships	374 young people took up the offer of foundations apprenticeships.	Green	330	374	----	----	----
Number of young people taking up the offer of work-based learning and qualifications through the GradU8 programme	The available places on GradU8 fell significantly for academic year 2020/21. This was due to measures to enable social distancing within colleges which impacted on the numbers that could be accommodated. The council prioritised face to face learning for these pupils and it is planned that over 1000 places will be available from August 2021.	Amber	1,000	445	----	----	----

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

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2017/18	2018/19	2019/20
Percentage of pupils from deprived areas gaining 5 awards at SCQF Level 5 or better	Performance in South Lanarkshire increased from the previous year and is above the target set.	Green	46.0%	48.8%	46.0%	41.8%	0.0%
Percentage of pupils from deprived areas gaining 5 awards at SCQF Level 6 or better	Performance in South Lanarkshire increased from the previous year and is above the target set.	Green	20.0%	22.0%	19.1%	18.1%	19.3%



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

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2017/18	2018/19	2019/20
Reduce the gap for positive destination outcomes for care experienced young people	The impact of the Covid-19 pandemic has had an impact on the national positive destination figures including those for care experienced young people. The percentage of pupils in the care experienced group has been reduced but support is being provided.	Amber	4.0%	9.1%	8.0%	6.4%	4.1%

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

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2017/18	2018/19	2019/20
Reduce the gap for positive destination outcomes for those pupils in the most deprived 20% data zones	The percentage of all pupils and the most deprived group entering positive destinations both reduced in 2019/20. The impact of the Covid-19 pandemic needs to be taken into account when reviewing the figures.	Amber	3.1%	4.3%	3.5%	3.2%	2.7%

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

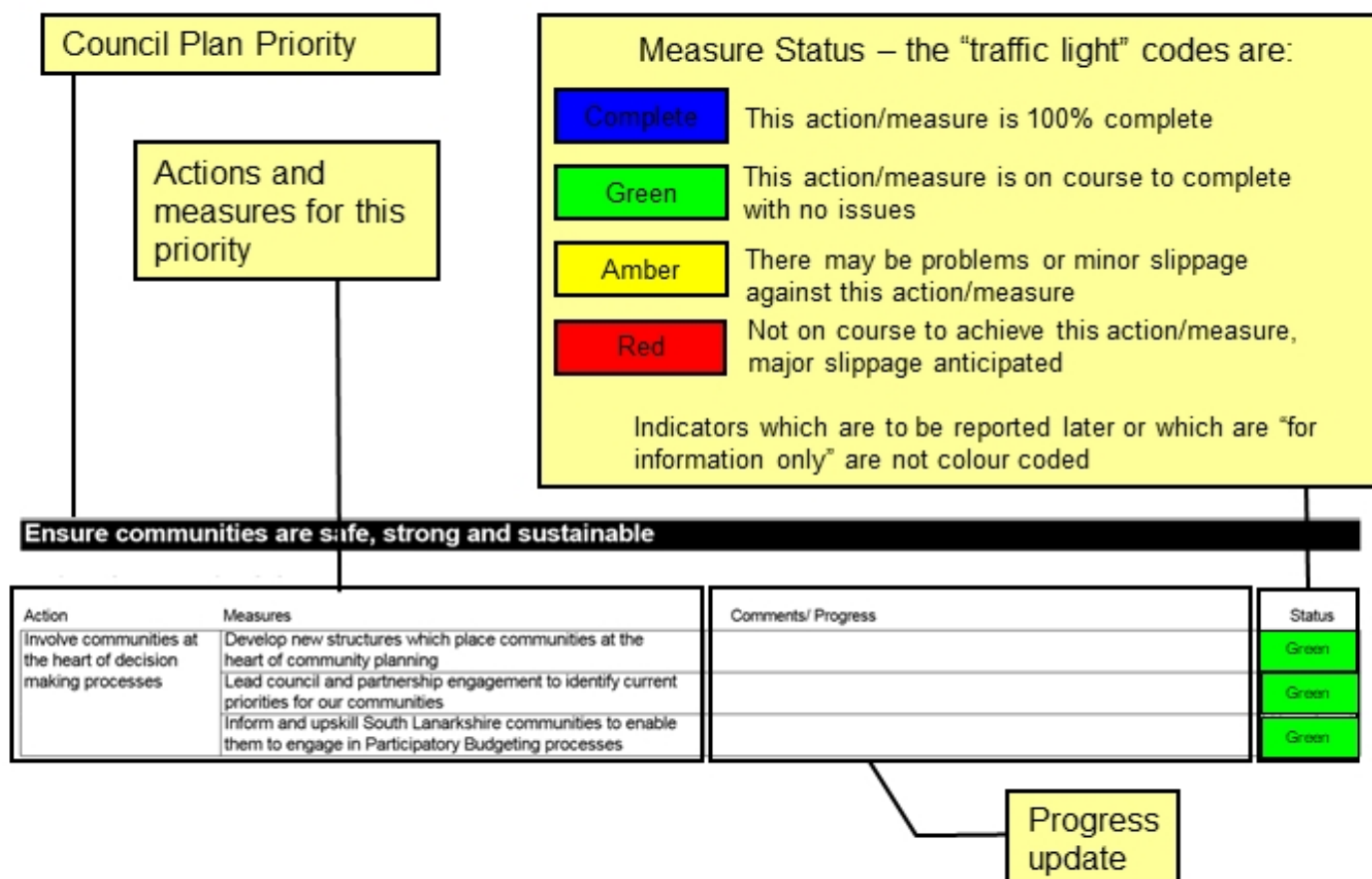
Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2017/18	2018/19	2019/20
Numbers of young people participating in and benefitting from nurturing programmes	Schools have had to deliver nurturing approaches virtually which has impacted on the numbers participating due to the pandemic. All pupils engaging in live lessons will have had been taught in a way that encompasses nurture. 60 staff members have been trained and have achieved accreditation. A further 8 will be trained in the summer term. This will increase the level of nurturing class based approaches pupils have in the coming months.	Green	1,000	878	-----	-----	-----

Summary - number of measures complete, green, amber and red under each Council Plan Priority / Theme

Council Priority/ Theme	Complete	Green	Amber	Red	Report later	Total
Promote sustainable and inclusive economic growth and tackle disadvantage	2	5				7
Get it right for children and young people	8	5				13
Improve health, care and wellbeing	1	5				6
Ensure communities are safe, strong and sustainable		2				2
<i>Delivering the plan and achieving best value</i>						
<b>Total</b>	<b>11</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>

## Guide to the Performance Measures report

Each of the performance measures is shown in the following pages of this report. The graphic below explains how the report is laid out and what information is presented.



## Get it right for children and young people

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

Action	Measures	Comments/ Progress	Status
Continue to raise attainment in literacy and numeracy across learning in the Broad General Education and in the Senior Phase	Provide support, guidance and challenge to schools through training, sharing of best practice and through the development of self-improving networks	All establishments completed a remote learning audit to at the beginning of lockdown (January 2021) and at the end period of the recent lockdown to evaluate the provision on offer to learners. Almost all establishments were able to offer live interactions in all classes by the end of the lockdown period, and staff continued to be fully supported through the delivery of high quality Career Long Professional Learning (CLPL) and the SLC2 Learning Centre. A report has been produced which outlines all findings from the audit which will enable us to assess the quality of offer and share best practice. Quality Link Officers have continued to support and challenge schools on the quality of their remote learning offer. School leaders have continued to respond confidently to the needs of their school community and are well placed for the return of all learners on a full time basis.	Complete
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	Professional learning activities continue to be delivered by a range of members of the Curriculum & Quality Improvement Service. These all lead to delivering better outcomes for learners in our establishments by increasing staff awareness, knowledge and understanding of areas of the curriculum and pedagogy which are unique to each establishment and the individual staff members within it. Over the last period, these have had a digital focus due to the learning and teaching climate at the time. These will continue to be shared remotely to increase the accessibility and attendance of participants.	Complete

**Get it right for children and young people****Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
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	All 21 ASN Primary and complex ASN Secondary Provisions are being trained in B Squared - and the IT system installed, which measures milestones and is a more equitable system. It adheres to Education Scotland milestones and allows progress to be tracked, monitored, evidenced and reported on.	Complete
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	<p>Over 5,700 Chromebook devices were procured and distributed as part of a successful bid for funds from the Scottish Government. Over 570 mobile wifi (Mifi) devices were also distributed to families who had little, or no, internet access.</p> <p>A programme of training is available for teachers in the form of a range of Career Long Professional Learning opportunities including webinars and online training in the use of digital tools to improve the digital skills of young people and allow them to use the devices for learning at home. Phase 2 of Google certified training for teachers, supported by both Google and RM is now underway.</p> <p>Recordings of weekly webinar training sessions are available for staff to access on the South Lanarkshire Council Staff Learning Centre site.</p>	Complete
Deliver on the legislative actions in the Learning Together Action Plan	Provide opportunities for parents/carers to be active participants in their children's learning	With the current pandemic, support is being provided through remote learning guidance and over 5,700 chrome-books have been provided to support children's learning at home.	Complete
	Take forward the learning community model of engagement with parents/carers in line with the Parental Involvement Strategy (SLC 2019)	4 on-line engagement activity events for Parent Council representatives have taken place, where the focus has been on topics which matter to parents, such as, the return of schools, home-learning, the cancellation of exams and the move to assessment and moderation, and the overall wellbeing of young people.	Complete

**Get it right for children and young people****Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
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	As at Quarter 4, over 600 parents/carers have attended the locality based on-line Q&A meetings with the Executive Director.	Complete
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	All professional updates have been submitted to General Teaching Council.	Complete

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

Action	Measures	Comments/ Progress	Status
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	Work has continued on the opening of new build nurseries and the expansion of existing nurseries, and staffing to ensure that 1140 hours Early Learning and Childcare is delivered from August 2021.	Green

**Get it right for children and young people****Ensure inclusion and equality are at the heart of what we do**

Action	Measures	Comments/ Progress	Status
Implement the delivery of 1140 hours early learning and childcare in line with the revised Scottish Government timetable for 2020-22	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	Work had continued with funded providers and the number has increased to 105. Meetings and communication are taking place on a regular basis.	Green
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	<p>Members of South Lanarkshire Youth Council and the Scottish Youth Parliament (SYP) continue to be active in both representing their peers locally and nationally.</p> <p>The Youth Council has completed work on the refresh of the Youth Strategy and has now passed this to the Corporate Connections Board for discussion with partners and approval within the context of Community Planning. New board positions have been established within the Youth Council including specific roles around social media and environmentalism.</p> <p>Plans are underway for MSYP elections in November. Current MSYP's are involved with the West Partnership and are working to influence curriculum content in Scotland.</p>	Green

**Get it right for children and young people****Support children and young people to develop their skills for learning, life and work**

Action	Measures	Comments/ Progress	Status
Consolidate and extend the range of vocational programmes designed to support the learner journey	Provide opportunities for young people to receive accreditation through Youth, Family and Community Learning programmes by June 2021	<p>579 young people are currently engaged with the Youth, Family and Community Learning (YFCL) Awards Team. 197 have now completed either a Duke of Edinburgh (including sectional certificates) or John Muir Award.</p> <p>The YFCL Awards Team undertook a virtual Award Ceremony which was broadcast 9 March 2021 via YouTube and Facebook with almost 500 views on YouTube .</p> <p>YFCL has continued to engage learners in award programmes despite restrictions due to Covid.</p> <p>The following awards were achieved during Quarter 4:</p> <p>1 SQA Core Skills Numeracy level2 1 SQA Core Skills Numeracy level 4 A total of 9 ALN learners have achieved SQA accreditation.</p> <p>Learners achieved within the ESOL Team: 4 SQA Core Skill level 2 and 3 2 Core skills ICT at level 4 8 SQA National 2 and 3 19 SQA Communication level 2 and 3 in Reading Writing speaking and Listening 2 SQA communication at level 2 in Reading and Writing.</p>	Green
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	The impact of Covid 19 on placements at college and with external providers has curtailed the breadth of opportunities for young people. Professional dialogue with schools continues to look at ways of supporting young people so we are able to respond when Level 4 restrictions are lifted.	Green

**Improve health, care and wellbeing****Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
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	Risk assessment and safe systems of work have been introduced to all education establishments. They follow Government guidance and we have had full consultation with our Trade Union partners. They have also been agreed by our corporate Health and Safety team. Each head of establishment has adapted the risk assessment for their own establishment and published this on their website. We continue to review the risk assessment and safe systems of work following further guidance from the Government and the updated documents are shared with our Trade Union partners before being issued to all establishments. This includes lateral flow testing kits being available for all school and early years staff and for all pupils in secondary schools.	Green

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

Action	Measures	Comments/ Progress	Status
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	Almost all schools have completed Level 1 training. Training developed for Level 1 and 2 is available on-line with additional Attachment Informed Recovery documents disseminated to all establishments.	Green
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	Almost all establishments have completed Level 1 training and 100 establishments will complete Level 2 on 6 May 2021 (In-Service Day).  Analysis of feedback from pre and post test shows a significant gain in knowledge and awareness from training.	Green



**Improve health, care and wellbeing****Improve health and wellbeing to enable children and families to flourish**

Action	Measures	Comments/ Progress	Status
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	Wellbeing practices are well embedded with comprehensive guidance notes in use, supporting practise. Wellbeing practices are well embedded with comprehensive guidance notes in use, supporting practise. Child Protection guidance pack is in final stage of development and content has been submitted to critical friends group for review. On track for implementation in August 2021.	Green
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	<p>Operational support and guidance have continued to be provided to schools.</p> <p>The Education Psychology Service and Curriculum &amp; Quality Improvement Servicer (CQIS) has produced the following;</p> <p>'Quick Guides' issued to Primary and ASN establishments to encourage uptake of service.</p> <p>Questionnaires and guidance issued to schools.</p> <p>Guidance issued to all counselling providers.</p> <p>All secondary schools have an agreed counselling provider.</p> <p>Blues Project: The targeted Cognitive Behavioural Therapy programme was suspended due to Covid restrictions. Remote alternatives (Parent/teacher workshops and abridged version of the programme) have been offered.</p>	Green
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	<p>A survey with schools on curriculum approaches to health and wellbeing has been undertaken with feedback provided to stakeholders.</p> <p>Liaison and sharing practice with the Curriculum &amp; Quality Improvement Service about further recovery questionnaires has taken place and the information shared.</p>	Complete

**Ensure communities are safe, strong and sustainable****Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
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	Parent Councils are being supported to meet on-line via teams and zoom meetings and parents continue to be involved in the appointment process for Head Teacher/Depute Head Teacher posts.	Green

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

Action	Measures	Comments/ Progress	Status
Embed climate change awareness and sustainability more widely in schools and educational settings	Promote curricular programmes on climate change through Curriculum for Excellence including further engagement with young people to help shape and influence the next steps	A Sustainability Working Group has been established with representation from Education Resources and other Council services to explore initiatives and approaches. Proposals for a Young Person's Sustainability Forum has been established to support wider pupil engagement on sustainability issues pertinent to them.	Green

**Promote sustainable and inclusive economic growth and tackle disadvantage****Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
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	Support around recovery and remote learning with regards to equity has been given through the Equity Post and through regular contact with schools. Due to the period of remote learning, equity Career Long Professional Learning (CLPL) and networks were suspended for a short period of time to allow schools to focus on recovery; these will resume after the Spring Break. CLPL programme is in place for April-June and has been communicated to schools. Equity Team have encouraged schools to adapt equity approaches for the remote learning period with examples of good practice shared in the SLC Remote Learning Report. Key areas for development have been identified through the 5-year Scottish Attainment Challenge (SAC) review and are being addressed. Guidance on participatory budgeting via PEF is currently being prepared for schools.	Green
Increase opportunities for English for speakers of other languages (ESOL)	Provide programmes in local communities to enable learners to develop their language skills	<p>85 learners have been engaged in English for Speakers of Other Languages (ESOL) activity since April 2020, primarily through online classes. By the end of Quarter 4, 80 learners have improved their language skills, with tutors confirming significant improvement.</p> <p>A further 38 ESOL learners have further improved in their confidence and self-esteem and 32 learners feel they have improved their social skills. A further 11 achieved a nationally recognised award, and 50 learners have reported improvement in their literacy skills.</p>	Complete

**Promote sustainable and inclusive economic growth and tackle disadvantage****Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
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	Schools have signposted to Cost of the School Day guidance and supports through the @SLCEquity Twitter Feed and through the Equity Post. There is evidence that schools are signposting financial supports and looking at Cost of the School day, Digital inclusion has continued to be addressed through the Scottish Government IT device scheme with over 5,700 Chromebooks and 800 Mfi devices distributed to our most disadvantaged learners. Financial supports have continued for families affected by poverty: Free School Meal (FSM) payments for those self-isolating and shielding; school holiday FSM payments; and £100 Spring payment. The first SLC Winter Clothing Campaign concluded with 1002 new or nearly new winter jackets donated and distributed over the period 21st December 2021 – 10th January 2021.	Green
Provide free emergency sanitary products within schools and educational settings	Continue to maintain the provision of free emergency sanitary products for access by young	The provision of free emergency sanitary products for access by young people continues across all schools.	Green

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

Action	Measures	Comments/ Progress	Status
Deliver a summer programme of activities for children and young people	Provide a 'summer programme' to meet the help reduce food poverty amongst families	<p>A Summer Programme (2020) was provided to assist in reducing food poverty amongst families in South Lanarkshire.</p> <p>As part of the Emergency Childcare for key workers, approximately 450 participants accessed the Summer Sessions which ran within 10 locations across South Lanarkshire.</p> <p>Participants had access to free nutritious meals – breakfast, lunch and an afternoon snack. A total of 6229 free meals were provided.</p>	Complete

## Promote sustainable and inclusive economic growth and tackle disadvantage

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

Action	Measures	Comments/ Progress	Status
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	Work continues to promote and source wider employability opportunities for learners with schools and other key partners, such as work placement opportunities with accreditation built-in. First round of DYW KPI's reporting completed with plans in place to share with schools in May 2021.	Green

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

Action	Measures	Comments/ Progress	Status
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	The majority of breakfast clubs (85%) have been reinstated from 19th April with those not being able to open providing food for any pupil who requires it.	Green



## Appendix 3

### Education Resources Quarter 2 to Quarter 4 2020/2021: Scrutiny of change in BRA<sup>6</sup> status

In total 26 out of 46 measures (56.5%) changed allocated status from Quarter 2 to Quarter 4. Excluding changes to 'complete' or from 'to be reported later' or "unassigned", 2 out of 46 (4.3%) changed status and these are set out below:

Measure	Status at Quarter 2	Status at Quarter 4	Reason for change
Improve the attendance of children and young people at school	Green	Amber	The impact of the Covid-19 pandemic on attendance needs to be taken into account when reviewing the figures.  In addition, the Scottish Government took the decision to suspend attendance at school in March 2020.
Increase the % attendance of looked after children	Green	Amber	

(Data/Information correct as at 05 May 2021)





# Report

7

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>1 June 2021</b>
Report by:	<b>Executive Director (Education Resources) Executive Director (Finance and Corporate Resources)</b>

Subject:	<b>Youth Employability and Work Based Learning</b>
----------	--

## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on the successful funding bid to enable South Lanarkshire Council to deliver the Foundation Apprenticeship Level 4/5/6 programmes for the period August 2021 to June 2023
- ♦ request approval for establishment changes required to maintain and sustain the youth employability programmes

## 2. Recommendation(s)

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

- (1) that the proposal to deliver the Foundation Apprenticeship Level 4/5/6 programmes, based on Scottish Government funding for the period August 2021 to June 2023, be noted;
- (2) that approval be given to the 3 posts, as detailed in Section 6 to be added to the Education Resources establishment, on a fixed term basis for 23 months; and
- (3) that the current temporary staff identified at Section 6 be made permanent

## 3. Background

3.1. *Foundation Apprenticeships*

The objective of Foundation Apprenticeships (FAs) is to help young people gain valuable, real-world work experience and access work-based learning while they are still at school by providing early exposure to the world of work to build their skills, gain experience and develop their knowledge to support them to enter the world of work. FA's provide young people with formal qualifications at SCQF Level 4/5/6. (See appendix 1 for Foundation Apprenticeship Framework details). There has been an expansion in provision from 300 to 700 learning opportunities across the FA frameworks.

3.2. Foundation Apprenticeships has been developed by Skills Development Scotland (SDS) with support from the European Social Fund.

3.3. South Lanarkshire Council has delivered FAs since 2018 and from September 2020 delivered the programme in partnership through a consortium with South Lanarkshire College for 5 of the level 6 FA frameworks and for the Level 5 FA in construction.

- 3.4. Recently, through procurement procedures, the Council has secured additional level 5 FA in construction from New College Lanarkshire and local training providers.
- 3.5. The Council, as a lead partner, has received confirmation for continuation of the FA programme for the session beginning in August 2021 until June 2023. This funding facilitates the delivery of approximately 350 learning opportunities through the South Lanarkshire consortium. The contract award value is £1,076,494 for 2021/23. There is still an opportunity to increase provision during the next 2 years, but any additional places will be funded through a new procurement process.
- 3.6. South Lanarkshire pupils can also access FA provision through Glasgow Colleges and West Lothian College for the other 7 FA Frameworks. This provides a further 150 learning opportunities for South Lanarkshire School pupils.
- 3.7. To ensure young people are supported, the FA staff team are active participants in liaising with all colleges involved in delivery, supporting schools to identify participants and in providing ongoing guidance and support in order to achieve progress and sustained positive destinations. In addition, they complete all the required compliance and health and safety requirements of the programme including the organisation of transport.

#### **4. GRADU8 Vocational Learning Programme**

- 4.1. Education Resources currently offer a wide range of vocational options to pupils in the senior phase, at level 4 and 5, through the GradU8 programme. The GradU8 programme supported 845 pupils in 2019-20 to engage in vocational learning. For August 2020, this was expanded to 1000 Learning opportunities, but the impact of Covid 19 and 2-metre distance rule reduced the capacity to 485 learning opportunities.
- 4.2. From August 2021, there is now capacity to provide the planned 1000 learning opportunities now that schools have re-opened and colleges re-start their programmes.
- 4.3. The provision has now expanded to offer 12 vocational courses, including 3 aligned directly to FA's to provide a pathway to progress to further vocational learning opportunities.
- 4.4. The delivery of place will be through South Lanarkshire College, New College Lanarkshire Glasgow College Consortium and local training providers. The provides a wide range of provision and ensures there is equity across to ensure all pupils can access the provision.
- 4.5. When the Council's employability review took place in 2018 the Gradu8 programme, then called What's With Work, was managed by Finance and Corporate Resources. The management of the programme and running costs were transferred to Education Resources. Education at that time recruited staff to run the programme with 1000 pupils engaged in vocational learning. The staff were recruited on a temporary contract until September 2021. The expectation is that the Gradu8 programme will provide up to 1200 vocational learning opportunities in August 2021 across 12 different college campus. The proposal, detailed further in paragraph 6.6, is to make these temporary posts permanent.

#### **5. Winter Leavers Vocational learning**

- 5.1. Winter leavers vocational learning opportunities have been a key element of provision over the last 5 years. These young people often struggle to achieve and sustain a positive post school destination. To support winter leavers, the employability service, in partnership with schools, has reviewed the vocational programme and has added a

key worker service with bespoke aftercare provision to support the young people to sustain their post school destinations.

- 5.2. There is now an expanded the range of vocational learning and an opportunity for winter leavers to secure a level 4/5 qualification for some of the provision. Arrangements to secure the delivery of 80 learning opportunities for winter leavers for August 2021 are in place.

## 6. Proposal

- 6.1. The expansion of vocational learning opportunities for young people not only involves additional vocational courses, but also an additional key worker to engage with and support young people in order to achieve and sustain a positive post school destination.
- 6.2. The expansion also requires additional work placements to be secured and the required health and safety procedures to be implemented. This also includes employer engagement, programme monitoring and compliance, liaison with schools and learning providers and provision of pastoral and additional support to pupils.
- 6.3. The proposal is that 3 x full time equivalent (FTE) posts, be added to the Education Resources establishment on a fixed term basis until September 2023 for 23 months.

There is funding in place to recruit an additional 1x FTE team leader and 1x FTE vocational development worker, on a temporary basis, until September 2023. This proposal, if approved, will replace the need for sessional staffing hours currently purchased to meet the expansion of provision.

- 6.4. It is also proposed that 1x FTE admin assistant is created to sustain the reporting systems and meet the strict compliance procedures and provide essential administrative support to the project staff. The expansion of provision along with the multitude of funding sources and compliance requirements has significantly increased administration tasks required.

The proposal is that the following posts are added to the Youth Employability establishment on a fixed term basis until September 2023, as detailed below:

Post	Proposed Number of Posts (FTE)	Grade	SCP Range	Hourly Rate	Annual Salary	Gross Cost inc on costs 30.3%
Team Leader (Vocational Development)	1 Temp	Grade 3 Level 2	63 - 65	£18.08 - £18.60	£32,994 - £33,943	£42,991 - £44,227
Vocational Development Assistant	1 Temp	Grade 2 Level 4	55 - 57	£16.03 - £16.52	£29,253 - £30,147	£38,408 - £39,281
Admin Assistant	1 Temp	Grade 2 Level 4	55 - 57	£16.03 - £16.52	£29,253 - £30,147	£38,408 - £39,281

- 6.5. Over the last 7 years existing funds have been used to meet the costs of 4FTE posts from Youth, Community and Family Learning service, to operate GradU8. These posts will transfer to the Youth Employability establishment on a permanent basis.
- 6.6. The following existing posts are added to the Youth Employability establishment on a permanent basis:

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%
Team Leader (Vocational Development)	3Temp	3 Perm	Grade 3 Level 2	63 - 65	£18.08 - £18.60	£32,994 - £33,943	£128,973 - £132,681
Vocational Development Assistant	3 Temp	3 Perm	Grade 2 Level 4	55 - 57	£16.03 - £16.52	£29,253 - £30,147	£114,348 - £117,843

## 7. Funding

7.1. Costs associated with all these programmes will be met from the core budgets of Education Resources £356,100. Along with the FA Level 4/5 /6 award of £1,076,494 for 2021/23 and £150,000 from the FA award 2020/22 (some courses are 1 year duration and some run over 2 school years). For the school year 2021/22 approximately £1,582,594 is available to deliver the proposed programmes.

7.2. The annual costs to deliver all the programs are as follows:

Costs	One Year
Staffing (mid-point)	£523,559
Course delivery	£520,000
Transport	£250,000
Materials and PPE	£90,000
<b>Annual funding</b>	<b>£1,383,559</b>

7.3. The FA funding is a grant award indicating the amount you can claim, however it is a unit-based payment for each young person who engages, which means the amount received each year will fluctuate accordingly.

## 8. Employee Implications

8.1. The employee implications are described in para 6.

## 9. Financial Implications

9.1. There is sufficient budget available to meet all the project and staff costs until September 2023. This is from Core Education budget and from the revised grant award letter from Skills Development Scotland.

## 10. Climate Change, Sustainability and Environmental Implications

10.1. There are no implications for climate change associated with this report.

10.2. There are no sustainable development issues associated with this report.

10.3. There are no Environment Implications associated with this report.

## 11. Other Implications

11.1. There are risks to the success of the programme and more importantly the positive outcomes for young people if they are not supported and funding streams are not maintained.

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

- 12.1. This report does not introduce a new policy, function or strategy or recommend a change to existing policy, function or strategy and, therefore, no impact assessment is required.
- 12.2. Consultation and engagement with young people, parents/carers, families and partners in order to provide appropriate supports is a core part of the activities of the Employability Service and those involved in the Vocational learning programme in the senior phase.
- 12.3. Consultation has taken place with the Trade Unions in regard to the recommendations contained within this report.

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

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

6 May 2021

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

- Improve achievement, raise educational attainment and support lifelong learning
- Getting it Right for Every Child

### **Previous References**

None

### **List of Background Papers**

- Executive Committee December 2018, Foundation Apprenticeships and Work Based Learning
- Executive Committee - Foundation Apprenticeships – 31 January 2018
- Executive Committee – Youth Employability Service – 6 December 2017

### **Contact for Further Information**

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

Stewart Nicolson, Head of Education (Senior Phase)

Ext: 4475 (Tel: 01698 454475)

E-mail: [stewart.nicolson@southlanarkshire.gov.uk](mailto:stewart.nicolson@southlanarkshire.gov.uk)

**Foundation Apprenticeships Frameworks**

- Social Services Children and Young People
- Social Services and Healthcare
- Business Skills
- Accountancy
- Financial Services
- Creative and Digital Media
- ICT Software
- ICT Hardware
- Engineering Systems
- Civil Engineering
- Mechanical Engineering
- Scientific Technologies
- Health and Food Science

**GradU8 Vocational Learning Programmes**

- Hair and Barber
- Beauty Skills
- Construction
- Creative and Digital Media
- Early Education and Childcare
- Health and Social Care
- Make-up Artistry
- Business and Marketing
- Engineering
- Uniformed and Emergency Services
- Sport and Recreation

# Report

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>1 June 2021</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Education Resource Plan 2021/2022</b>
----------	--

## 1. Purpose of Report

1.1. The purpose of the report is to:-

- present the Education Resource Plan 2021/2022 for consideration and noting.

## 2. Recommendations

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

- (1) that the Resource Plan 2021/2022, attached as Appendix 1, be noted;
- (2) that the Resource Plan 2021/2022 be uploaded onto the Council's website following consideration by this Committee; and
- (3) that a Quarter 2 Progress Report on the Resource Plan 2021/2022 be provided to a future meeting of this Committee.

## 3. Background

- 3.1. The Resource Plan sets out the outcomes, priorities 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 priorities set out in the Council Plan Connect 2017 to 2022.
- 3.3. The Resource Plans for all Resources were approved by Executive Committee on 28 April 2021, with a recommendation that the Plans be referred to Resource Committees for noting and performance monitoring at Q2 and Q4.
- 3.4. 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.
- 3.5. 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.

3.6. 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 priorities, statutory performance indicators, other key performance measures and high level Resource priorities.

3.7. 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 2021/2022**

4.1. The Resource Plan 2021/2022 is attached as Appendix 1 and is structured around the following headings:-

1. Introduction
2. Key areas for the year ahead
3. Resource outcomes
4. Measures and actions
5. Resourcing the Plan

#### **4.2. Resource Outcomes 2021/2022**

The Resource has established a number of outcomes to support the delivery of the Connect priorities in 2021/2022. These are detailed in Appendix 2. To support these outcomes, 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 Plan Connect Quarter 2 and Quarter 4 Progress Reports 2021/2022, 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 2021/2022.

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

5.1. The outcomes 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 outcomes 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 or environmental implications as a result of this report.
- 7.2. The Resource Plan takes into account Resource responsibilities in relation to sustainable development.

## **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.

## **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)**

1 June 2021

### **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**

- Education Resource Plan Quarter 4 Progress Report 2019-20 and Education Resource Plan 2020-21 – 18 August 2020

### **List of Background Papers**

- Council Plan Connect 2017-22

### **Contact for Further Information**

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

Des Dickson (Operations Service Manager)

Ext: 4904 (Tel: 01698 454495)

E-mail: [des.dickson@southlanarkshire.gov.uk](mailto:des.dickson@southlanarkshire.gov.uk)



# **Education**

## **Resource Plan 2021/2022**

<b>Section</b>	<b>Contents</b>	<b>Page</b>
<b>1.0</b>	<b>Introduction</b>	<b>1</b>
<b>2.0</b>	<b>Key areas of focus for the year ahead</b>	<b>3</b>
<b>3.0</b>	<b>Resource outcomes</b>	<b>4</b>
<b>4.0</b>	<b>Measures and actions</b>	<b>5</b>
<b>5.0</b>	<b>Resourcing the Plan</b>	<b>12</b>

## Section One – Introduction

I am pleased to introduce our Resource Plan for 2021-22 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 continue to be developed in parallel with the Resource Plans.

Looking back over the year there is no doubt that the global Covid-19 pandemic has changed the complexion of education throughout Scotland. Some of these changes will last well beyond the current challenges we face. For example, the innovative methods used to support remote learning have enabled us to develop a more personalised approach for learners.

More than ever, we need to be ready and agile to deliver a curriculum that meets the needs of individual learners. As part of our horizon scanning in partnership with NHSL Public Health we are conscious of the fact that the corona virus is a long term consideration and we must, therefore, be prepared to respond effectively should there be further public health considerations.

As we prepared our annual Education Resources Plan, it is clear that we need to continue to be flexible on how we deliver a curriculum that meets the needs of all our learners, is based on high quality learning and teaching and is underpinned by a focus on health and wellbeing. Of course, engagement with families and communities continues to be pivotal in all that we do.

Our work is focussed on supporting learning, recovery and renewal and to ensure that our children and young people continue to be provided with learning pathways which will enable them to progress, develop their skills and enhance their wellbeing through interaction with their peers.

Education Resources proposes the introduction of supports both within and beyond the school day that are universal in nature and provide increased opportunity for pupils; as well as developing an offer of targeted support that deals with the specific issues that some children and young people will face in their learning. This may range from providing additional support for specific areas of learning, increasing opportunity to participate in activities that raise achievement and impact positively on attainment and strengthening the wellbeing of learners.

We have seen during this year the vital role that education plays in the lives of our community and the difference staff make on a day to day basis for individual children and young people.

Our schools have dealt with many challenges this year including a further period of remote learning and the cancellation of the SQA examinations and I do acknowledge that it has been a worrying time for many learners, staff and families. However, it has been encouraging to see the resilience shown by our children and young people during this period. It has also been heartening to see our nurseries, schools and services continue to support high aspirations for our learners and recognise the achievements of children and young people in a range of areas.

Therefore, our Resource Plan this year will focus on our steps for recovery and is designed around the following: -

- Continuing to deliver education in a safe environment;
- Supporting wellbeing;
- Focussing on the curriculum, learning and assessment to meet the needs of all learners, with a particular focus on closing the poverty related attainment gap; and
- Maximising digital inclusion.

We will also take account of the recommendations and outcomes arising from a number of national reviews, for example, on the impact of poverty on attainment; empowerment; and the highly influential reports on Scottish education from the International Council of Education Advisers (ICEA)

on equity and excellence, and the findings from the Organisation for Economic Co-operation and Development (OECD) on their review of Curriculum for Excellence.

A UK wide study by the Education Endowment Foundation has highlighted that, following the disruption to schooling in the 2020 spring and summer terms, there was an overall impact on pupils' progress in learning and it was likely that there was a greater impact on the most disadvantaged learners, which would be exacerbated by further school closures. It is essential that we continue to use evidence-based research to inform our next steps.

I believe, *'that our unity is our strength, as is our ability to make a difference to the lives of young people'*. We want children and young people to receive the best education possible through high quality learning experiences and to be supported to achieve their potential, and this remains our aim.

We have benefited from our work within the West Partnership Regional Improvement Collaborative. This year saw the introduction of West Online Schools (West OS) and the pre-recorded lessons developed by West OS have been used by all of our schools and thousands of our teachers and young people. This is clear demonstration of how the West Partnership can be of value. We will continue to ensure we share practice and gain a collective benefit from the expertise 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, and the difference this makes to the lives of our learners and their families on a daily basis.

**Tony McDaid**  
**Executive Director**  
**Education Resources**



## Section Two – Key areas of focus for the year ahead

### 2.0. Overview

In our Resource Plan we have set out a range of performance measures and things we plan to do under the four objectives we have set out in 'our strategy on a page'. We have further identified the main challenges, risks and new developments which will have significant impact on the delivery of services in the coming year and beyond. These are outlined briefly below.

### 2.1. Covid-19 response and recovery

Throughout 2020/21, the Council responded to the Global Pandemic, ensuring that essential services could safely operate. 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.

### 2.2. Delivery of safe environments

- Continue to deliver safe educational environments in line with Scottish Government and Public Health guidance

### 2.3 Health and wellbeing

- Continue to develop approaches to support staff and learner wellbeing, including the implementation of the South Lanarkshire Attachment Strategy
- Continue to support care experienced young people to achieve positive learning outcomes and positive destinations

### 2.4 Curriculum, learning and assessment

- Support recovery across a range of curricular areas and continue to raise attainment in literacy and numeracy and in senior phase qualifications
- Develop both a post Covid- Literacy and Numeracy Strategy to support learning.
- Develop a post Covid-19 Equity Strategy to help close the poverty related attainment gap and address poverty factors which impact on families
- Increase the qualifications and skills of young people through targeted programmes
- Extend opportunity for children and young people to participate in a wide range of activities that support achievement
- Progress the implementation of a consistent curriculum tracking, monitoring and reporting system for learners with additional support needs to improve learning outcomes
- Implement the recommendations of national reviews including the Organisation for Economic Co-operation and Development (OECD) review of Curriculum for Excellence

### 2.5 Digital inclusion and remote learning

- Support the ongoing development of approaches to digital learning in order to meet the needs of individual learners and to improve learner outcomes
- Continue to use digital technology to engage with communities and young people

### 2.6 Early learning and childcare

- Ensure the full implementation of 1140 hours early learning and childcare provision to meet the needs of families in local communities

### 2.7. Communication and engagement

- Undertake a survey with schools/services on their needs and aspirations to support learners during session 2021/22 and with parents and families
- Progress activity required to support systemic change that will recognise, respect and promote children's rights line with the United Nations Convention on the Rights of the Child (UNCRC) and its incorporation into domestic law

## Section Three – Resource Outcomes

### 3.1. Resource/outcomes

Education Resources has established the following Resource objectives to support the delivery of Connect priorities in 2021-22.

Council Priority	Resource Outcomes
Ensure communities are safe, strong and sustainable	<ul style="list-style-type: none"><li>• Improve health and wellbeing to enable children and families to flourish</li><li>• Support children and young people to develop their skills for learning, life and work</li><li>• Ensure inclusion and equality are at the heart of what we do</li></ul>
Promote sustainable and inclusive economic growth and tackle disadvantage	<ul style="list-style-type: none"><li>• Raise standards in literacy, numeracy and close the poverty-related attainment gap</li><li>• Support children and young people to develop their skills for learning, life and work</li></ul>
Get it right for children and young people	<ul style="list-style-type: none"><li>• Raise standards in literacy, numeracy and close the poverty-related attainment gap</li><li>• Improve health and wellbeing to enable children and families to flourish</li><li>• Ensure inclusion and equality are at the heart of what we do</li></ul>
Improve health, care and wellbeing	<ul style="list-style-type: none"><li>• Improve health and wellbeing to enable children and families to flourish</li><li>• Ensure inclusion and equality are at the heart of what we do</li></ul>

### 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 outcomes to support Delivering the Plan and achieving Best Value.

Delivering the Plan and achieving Best Value	<b>Resource Outcomes</b> <ul style="list-style-type: none"><li>• Deliver and communicate the Council Plan and ensure high standards of governance</li><li>• Promote equality and the wellbeing of staff</li><li>• Develop improvement activity and promote scrutiny</li><li>• Improve the skills, flexibility and capacity of the workforce</li></ul>
--	---



## Section Four – Measures and actions

### 4.0. Performance measures and action plan

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

In 2021-22 we will need to be 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

The impact of Covid continues to have a significant effect on performance for some services. For this reason, a number of annual targets have been adjusted accordingly and may sit below the baseline level established in previous years. In most cases, the baselines below refer to the financial year 2019-20, reflecting the most recent pre-Covid levels of performance. Targets marked “TBC” will be set once 2020-21 outturn figures are available.

Resource Outcome:	Raise standards in literacy, numeracy and close the poverty-related attainment gap			
Measure	Baseline	Annual target	Links	Service
1. Percentage of pupils from deprived areas gaining 5 awards at SCQF Level 5 or better	41.8	45.3		CQIS
2. Percentage of pupils from deprived areas gaining 5 awards at SCQF Level 6 or better	18.1	19.8		CQIS
3. Percentage of pupils gaining 5 awards at SCQF Level 5 or better	63.8	65.8		CQIS
4. Percentage of pupils gaining 5 awards at SCQF Level 6 or better	36.7	38.2		CQIS
5. Percentage of P1, P4 and P7 pupils attaining the appropriate Curriculum for Excellence level for their stage or better in Literacy	71.7	72.0		CQIS
6. Percentage of P1, P4 and P7 pupils attaining the appropriate Curriculum for Excellence level for their stage or better in Numeracy	78.3	79.0		CQIS
7. Improve the attendance of children and young people at school	92.8	92.8	9.3	CQIS
8. Number of learners engaging in Adult Literacy and Numeracy classes through	To be finalised during	TBC		Inclusion Service

Youth Family and Community Learning	school session 20/21			
<b>Resource Outcome:</b>	<b>Improve health and wellbeing to enable children and families to flourish</b>			
<b>Measure</b>	<b>Baseline</b>	<b>Annual target</b>	<b>Links</b>	<b>Service</b>
9. Number of staff who have completed level 1 and level 2 awareness training to support the implementation of the Attachment strategy	To be finalised during school session 20/21	TBC		Inclusion Service
10. Number of schools involved in 'Counselling through Schools' programme for children aged 10 and over in line with the Scottish Government Framework	To be finalised during school session 20/21	TBC		Inclusion Service
11. Achieve a positive destination rate for care experienced young people completing youth employability service programmes	To be finalised during school session 20/21	TBC		CQIS (YE)
12. Reduce the gap for positive destination outcomes for care experienced young people	9.1	6.5		CQIS
13. Average number of young people attending Breakfast Clubs on a weekly basis	To be finalised during school session 20/21	TBC		Support Services
<b>Resource Outcome:</b>	<b>Support children and young people to develop their skills for learning, life and work</b>			
<b>Measure</b>	<b>Baseline</b>	<b>Annual target</b>	<b>Links</b>	<b>Service</b>
14. Percentage of pupils entering positive destinations	94.8	96.6	<b>9.8</b>	CQIS
15. Reduce the gap for positive destination outcomes for those pupils in the most deprived 20% data zones	4.3	3.4	<b>9.3</b>	CQIS
16. Provide up to 400 Foundation Apprenticeship opportunities at Level 4/5 and 150 at Level 6 to young people in the senior phase	To be finalised during school session 20/21	400		CQIS (YE)
17. Achieve a positive destination rate of 70% for young people participating on Aspire	To be finalised during school session 20/21	70%		CQIS (YE)
18. Achieve a positive destination	To be	85%		CQIS

rate of 85% for young people participating on GradU8	finalised during school session 20/21			(YE)
19. Achieve a positive destination rate of 90% for young people participating a Foundation Apprenticeship	To be finalised during school session 20/21	90%		CQIS (YE)
<b>Resource Outcome:</b>	<b>Ensure inclusion and equality are at the heart of what we do</b>			
<b>Measure</b>	<b>Baseline</b>	<b>Annual target</b>	<b>Links</b>	<b>Service</b>
20. Maintain number of learners engaging in English as a Second or Other Language classes.	To be finalised during school session 20/21	TBC		Inclusion Service
21. Expand young people's involvement in the Scottish Youth Parliament Elections by 5% by December 2021.	To be finalised during school session 20/21	TBC		Inclusion Service
22. Increase the number of learners participating in nationally recognised awards through participation in Youth Family and Community Learning programmes by 1%	To be finalised during school session 20/21	TBC		CQIS (YE)

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

Resource Outcome:	Raise standards in literacy, numeracy and close the poverty-related attainment gap		
Action	Steps we will take to deliver our actions	Links	Service
1. Implement National Improvement Framework priorities by ensuring that every child achieves the highest standards in literacy and numeracy	Develop a Literacy Strategy to support schools to understand how to develop their literacy curriculum to recover from impact of Covid-19 lockdown		CQIS (BGE)
	Develop a Numeracy Strategy to support schools to understand how to develop their numeracy curriculum to recover from the impact of Covid-19 lockdown		CQIS (BGE)
	Develop and deliver a tracking, monitoring and reporting system to improve the learning outcomes for children with additional support needs by June 2022.		Inclusion Service
	Complete the implementation of Phase 5 of the rollout of additional hours for Early Learning and Childcare 1140 hours nursery establishments	9.1	ELCC
	Implement the action plan for full delivery of 1140 hours and beyond in line with Scottish Government funding allocation	9.1	ELCC
2. Close the equity gap and improve learner outcomes	Develop an Equity Strategy to support schools to understand how to develop their equity plans to recover from impact of Covid-19 lockdown		CQIS (BGE)
	Use information and intelligence gleaned through centrally developed comprehensive auditing processes to develop plans to support schools with Equity Recovery Strategy		CQIS (BGE)
	Self-Evaluation of programme and Strategy to ensure it is dynamic and responsive to evolving need		CQIS (BGE)
3. Develop digital recovery strategy to support ongoing response to Covid-19 and the possibility of need to revert to remote learning	Audit, assess and map learner access to digital devices, respond to need where possible		CQIS (SP)
4. Use digital technology to engage with learners and families engaging with Youth Family and Community Learning	Maintain numbers of learners engaging with online learning programmes and social media through Youth Family and Community Learning		Inclusion Service
5. Develop professional networks as a	Evaluate existing professional networks using the outcomes to support and expand leadership learning opportunities		CQIS (BGE)

vehicle to extend leadership learning opportunities for employees	Build capacity within learning networks to develop functionality and support the move towards a self-sustaining model		CQIS (BGE)
	Develop opportunities for certification/qualification for existing networks		CQIS (BGE)
<b>Resource Outcome:</b>	<b>Improve health and wellbeing to enable children and families to flourish</b>		
<b>Action</b>	<b>Steps we will take to deliver our actions</b>	<b>Links</b>	<b>Service</b>
6. Continue to support the safe reopening of all educational establishments in line with Scottish Government and Public Health advice	Support schools, settings and services in providing a safe environment for all learners, employees and visitors via effective risk assessment and safe systems of work		Support Services
7. Develop guidance for schools to support implementation of a whole school approach to mental health and wellbeing	Launch and support implementation of guidance through awareness raising activities and delivery of professional learning activities		IES
	Roll-out the counselling programme for children 10 and over in line with the Scottish Government Framework		IES (EPS)
8. Develop a Health and Wellbeing Curriculum Strategy to support schools to understand how to develop their HWB curriculum to recover from impact of Covid-19 lockdown	Use information and intelligence gleaned through centrally developed comprehensive auditing processes and West Partnership activity to develop plans to support schools with Health and Wellbeing Curriculum Strategy		CQIS (BGE)
	Self-Evaluation of programme and Strategy to ensure it is dynamic and responsive to evolving need		CQIS (BGE)
	Build Career Long Professional Learning programme to support Health and Wellbeing strategy to support schools		CQIS (BGE)
9. Ensure effective delivery of tackling poverty policy and raise awareness of the priorities contained in the Local Child Poverty Action Report (LCPAR) across all partner organisations	Produce and publish a refreshed Local Child Poverty Action Report and summary (LCPAR) by August 2021	2.4	IES (CS)
10. Implement the roll-out of the Attachment strategy to staff in schools and services	Assess and report on the impact of the Attachment Strategy in terms of the change to practice and the benefits for learners and families		Inclusion Service

11. Extend the development and delivery of outdoor learning in Early Years	Children and young people have daily access to outdoor play and they regularly experience outdoor play in a natural environment		ELCC
12. Provide a caring and secure base and safe haven for young people through the Pathfinder Programme	Provide places and support for pupils through the Pathfinder programme in Cambuslang and Rutherglen secondary schools		Inclusion Service
<b>Resource Outcome:</b>	<b>Support children and young people to develop their skills for learning, life and work</b>		
<b>Action</b>	<b>Measure</b>	<b>Links</b>	
13. Support care experienced young people aged 16-24 to develop their skills and experiences to achieve sustained positive destinations	Implement a further roll out of the 'care experienced employability pilot' to increase employment opportunities across the council and with Community Planning Partnership partners by June 2022	9.4	CQIS (YE)
14. Provide opportunities for young people to participate in vocational and employability learning opportunities in the senior phase	Deliver Foundation Apprenticeship and Gradu8 programmes in partnership with South Lanarkshire College, New College Lanarkshire and Glasgow City College by June 2022	9.7	CQIS (YE)
15. Support young people to develop their skills to achieve positive outcomes	Continue to use and share up to date local data to ensure learners are being supported to make informed decisions regarding future careers and course choices		CQIS (SP)
	The Aspire service to provide one to one support for young people in the last 6 months of school and up to 19 years old (24 if care experienced) with individual action plans		CQIS (YE)
16. Empower young people to gain nationally recognised awards through Youth Family and Community Learning programmes	Extend the range and pathways for young people to receive accreditation through national awards		Inclusion Service
<b>Resource Outcome:</b>	<b>Ensure inclusion and equality are at the heart of what we do</b>		
<b>Action</b>	<b>Measure</b>	<b>Links</b>	<b>Service</b>

17. Develop a post Covid-19 Sustainability Plan to support educational settings	Provide guidance and support to empower schools and settings to develop their own Sustainability Plan taking account of Covid-19 recovery activities		CQIS (BGE)
	Empower the involvement of children and young people in COP26 activities including a forum for young people's voices to be heard		CQIS (BGE)
18. Implement agreed climate change actions across Education Resources	Engage with schools, services, children and young people to build a portfolio of good practice on climate change actions which are making a difference		Support Services
19. Raise awareness of the implications of the Children's Rights Bill across the children's services workforce	Produce a Children's Rights Handbook by June 2021 to support staff develop children's rights activity and increase understanding of children's rights	<b>2.8</b>	Inclusion Service
	Incorporate a children's rights section into the annual report of the Children's Services by June 2021		Inclusion Service
20. Provide opportunities for learners to be actively engaged in activities that empower them to influence and shape policy	Develop 'Youth Strategy' in consultation with young people and published by National Youth Work Week (November 2021)		YFCL

CQIS (BGE)- Curriculum and Quality Improvement Service (Broad General Education)  
 CQIS (SP) - Curriculum and Quality Improvement Service (Senior Phase)  
 CQIS (YE) Curriculum and Quality Improvement Service (Youth Employment)  
 IES - Inclusive Education Service  
 YFCL - Youth, Family and Community Learning  
 CS Children's Services  
 EPS - Educational Psychology Service  
 ELCC - Early Learning and Childcare 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. **This section will be finalised once budgets have been agreed for 2021-22**

### 5.1. Revenue Budget 2021-22

The Resource has a Net Revenue Budget of £353.606 million for 2021-22. The table below allocates this budget across the services:

NET Budget by Service	2021-22	
Detail	£ million	%
Central admin	1.845	0.52%
CQIS	1.761	0.50%
Directorate	0.700	0.20%
Early Years	30.282	8.56%
Inclusion	1.008	0.29%
Learning Community	3.441	0.97%
Operations	0.165	0.05%
Primary Schools	124.670	35.26%
Psychological Services	2.254	0.64%
School Modernisation	36.518	10.33%
Secondary Schools	121.338	34.31%
Special School	18.213	5.15%
Support Services	4.04	1.14%
YFCL	6.089	1.72%
Youth Employability	1.282	0.36%
<b>Total</b>	<b>£353.606</b>	<b>100.0</b>



## 5.2. Capital Budget 2021-22

The following capital budget of £17.548 million is allocated to the Resource for 2021-22

<b>Capital Programme 2021-22</b>	
<b>Project</b>	<b>£ million</b>
Accommodation Pressures	1.365
Growth and Capacities	1.245
City Deal projects	5.091
Early Years 1140 hours	7.734
ICT	1.905
Education other	0.208
<b>Total</b>	<b>17.548</b>

The figures above reflect the Capital Programme for 2021/22 as approved by the Executive Committee on 4 November 2020. This is based on projects which are necessary to support ongoing programmes of work, as identified in the Future Capital Investment Strategy, the approved City Deal Programme, the requirements from growth in the Education sector and projects slipped from previous financial years.

A further update to the 2021/22 Capital Programme will be presented to the Executive Committee on 01 June 2021 which will include 2020/21 carry forward and any further slippage identified since the November report.

## 5.3. Resource Employees

Education Resources has 7,007 employees as at December 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:

<b>Employee Type</b>	<b>Number of employees</b>
Teaching staff	3,967
Local Government staff	3,040
<b>Total</b>	<b>7,007</b>

## 5.4. Organisational structure



The Resource has established a number of outcomes to support the delivery of the Connect priorities in 2021-22:

<b>Council Priority</b>	<b>Resource Outcomes</b>
<b>Ensure communities are safe, strong and sustainable</b>	<ul style="list-style-type: none"> <li>• Improve health and wellbeing to enable children and families to flourish</li> <li>• Support children and young people to develop their skills for learning, life and work</li> <li>• Ensure inclusion and equality are at the heart of what we do</li> </ul>
<b>Promote sustainable and inclusive economic growth and tackle disadvantage</b>	<ul style="list-style-type: none"> <li>• Raise standards in literacy, numeracy and close the poverty-related attainment gap</li> <li>• Support children and young people to develop their skills for learning, life and work</li> </ul>
<b>Get it right for children and young people</b>	<ul style="list-style-type: none"> <li>• Raise standards in literacy, numeracy and close the poverty-related attainment gap</li> <li>• Improve health and wellbeing to enable children and families to flourish</li> <li>• Ensure inclusion and equality are at the heart of what we do</li> </ul>
<b>Improve health, care and wellbeing</b>	<ul style="list-style-type: none"> <li>• Improve health and wellbeing to enable children and families to flourish</li> <li>• Ensure inclusion and equality are at the heart of what we do</li> </ul>



# Report

9

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>1 June 2021</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Supporting Learning Recovery and Renewal</b>
----------	---

## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide an outline of the proposals to support learning recovery, ensuring that our children and young people continue to be provided with learning pathways which will enable them to progress, develop their skills and enhance their wellbeing through interaction with their peers

## 2. Recommendation(s)

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

- (1) the proposals to support learning recovery, including the temporary recruitment of an additional 204.6 full time equivalent (FTE) teachers and 39.2 FTE school support assistants for session 2021/2022, be noted;
- (2) that a further update is provided to the Education Resources Committee early in school session 2021/2022.

## 3. Background

- 3.1. All schools in Scotland were closed to the majority of pupils from 20 March to 26 June 2020 as a result of the COVID-19 global pandemic.
- 3.2. During academic session 2020/21, learning activities for many of our pupils have been disrupted due public health protocols that, for example, may have required them and some members of staff to self-isolate away from school for varying periods of time. In January 2021, a further national lockdown took place until March 2021 and this meant the re-introduction of remote learning for the majority of children and young people.
- 3.3. Schools and early years establishments returned to full face to face learning at the start of the current summer term with enhanced mitigations, including the use of face coverings for all secondary age pupils and 2 metre distancing, coupled with ongoing public health measures in place across all establishments.
- 3.4. Evidence based research is now confirming some of the impact the global COVID-19 pandemic has had on children, young people and families and there is emerging evidence in areas such as social isolation, anxiety and learning.

#### **4. Impact on Learning**

- 4.1. While the situation continues to evolve, a UK study by the Education Endowment Foundation highlighted that, following the disruption to schooling in the 2020 spring and summer terms, there was an overall impact on pupils' progress in learning and it was likely that there was a greater impact on the most disadvantaged learners, which would be exacerbated by further school closures.
- 4.2. It is important to note that we have seen many children and young people being very well supported by their family, teachers and school during both periods of lockdown. Many children and young people have shown significant resilience during this time and this has helped them to move back to school smoothly. However, there are a number who, for a variety of reasons, require some additional support.

#### **5. Priorities for Session 2021/2022**

- 5.1. Given the ongoing nature of the pandemic, it is necessary for Education Resources to focus on continuing to deliver learning and teaching in safe environments. We will also have a strong focus on wellbeing and learning, concentrate our efforts on minimising the impact of any disruption to learning and realigning priorities and resources in order to do so. This is reflected in the reduced number of improvement priorities for our schools and establishments for session 2021/2022, which are focussed on:

- wellbeing;
- continuity of learning; and
- equity.

- 5.2. Education Resources propose the introduction of supports both within and beyond the school day that are universal in nature and provide increased opportunity for pupils; as well as developing an offer of targeted support that deals with the specific issues that some children and young people will face in their learning. This may range from providing additional support for specific areas of learning, increasing opportunity to participate in activities that raise achievement and impact positively on attainment and strengthening the wellbeing of learners.

- 5.3. The overall objectives will be to:

- build trust and promote positive relationships;
- support an attachment led approach to wellbeing;
- promote family/community involvement;
- target identified areas of learning recovery and renewal;
- narrow the attainment gap between identified pupils and their peers;
- boost confidence;
- raise aspirations for children from disadvantaged backgrounds;
- enhance existing transition arrangements; and
- gain valuable data and information to inform planning.

- 5.4. It is also important for our nurseries, schools and services to continue to support high aspirations for learners and recognise the achievements of children and young people in order to build confidence and self-esteem as we recognise that it has been a worrying time for many families.

#### **6. Resourcing**

- 6.1. Education Resources' revenue budget for 2021/2022 is just over £350 million pounds and this is used to support the delivery of our priorities. Schools also have direct access to £1.963 million through the Scottish Attainment Challenge Schools'

Programme and £10.943 million Pupil Equity Funding including 2020/2021 carry forward balances.

- 6.2. As part of the Council's overall 2021/22 budget strategy, it was agreed that £2.245 million would be allocated to support educational recovery. This was additional funding in recognition of the challenges that children and young people have faced during the period of the pandemic and the essential role schools and establishments play in supporting recovery activity.
- 6.3. Since this allocation of Council funding, further acknowledgement nationally of the scale of the challenge has resulted in the Scottish Government providing £13.355 million to support recovery, with much of this funding allocated for specific purposes such as the cost of additional staff, logistics and developing a summer programme.

## **7. Consultation and Engagement**

- 7.1. Any support for learners should be well-considered and involve meaningful discussion and engagement with our schools and establishments, children and young people as well as the wider community. However, it is important to move promptly to address areas of obvious need.
- 7.2. A consultation is currently being undertaken to gauge the opinions of school leaders, staff, learners and parents. While the results of these questionnaires will be gathered and analysed over the summer term, discussions have taken place with a range of key stakeholders to help shape our initial strategic approach. It has been possible to take into consideration national initiatives and evolving practice across other local authority areas in developing our ideas. Learning from our Covid-19 experiences shows us that there is ongoing need to be flexible and dynamic and to adapt our direction based on the views of our community and local circumstance.
- 7.3. The West Partnership Regional Improvement Collaborative priorities focus on supporting each local authority and our schools and establishments on the recovery process. We will benefit from specific collaboration in areas such as digital learning, school partnerships and learning networks.

## **8. The South Lanarkshire Council Approach**

- 8.1. The impact of the global Covid-19 pandemic has changed the complexion of education throughout Scotland. More than ever, we need to be ready and agile to deliver a curriculum that meets the needs of individual learners.
- 8.2. As part of our horizon scanning in partnership with NHSL Public Health we are conscious of the fact that the corona virus is a long term consideration and we must, therefore, be prepared to respond effectively should there be further public health considerations.
- 8.3. While our approach will offer a range of opportunities, some groups and key stages will be prioritised. For example, a particular focus will include support for transition points such as the move from early years to primary, primary to secondary school or Senior Phase to beyond school. We will also provide specific support for targeted groups including care experienced children and young people.

## **9. Additional staffing to Support Learning**

- 9.1. Central to our learning recovery and renewal plan is a proposal for additional staffing to support learning where the need is greatest.

- 9.2. Having flexibility within staffing structures which enhances each school's capacity for working directly with children and young people will be the most effective way to ensure that additional funding remains closest to the needs of individual schools.
- 9.3. Each school will be asked to appoint a "Recovery Champion" to lead the work on learning, teaching and assessment. An enhanced focus will be placed on ensuring schools are delivering high-quality Learning, Teaching and Assessment strategies with the aim of addressing any identified gaps in learning and improving attainment for all. An enhanced staffing complement will allow for prioritisation of this work.
- 9.4. The Council's current recruitment process is still currently taking place. However, it is anticipated that additional 204.6FTE teachers and 39.2FTE school support assistants will be recruited for session 2021/22. This does not take into account any additional staffing that schools have available through their use of the Pupil Equity Fund and Scottish Attainment Challenge finance.

	SSA FTE	Primary FTE	Secondary FTE
Continuation of teachers and school support staffing level from session 2020/21	12.5	56.4	21.0
New offers (NQTs)	-	83.2	30.0
Further SSA & Teachers	26.7	14.0	-
	39.2	153.6	51.0

- 9.5. There is a need to build on the work undertaken by recovery staff deployed to establishments in 2020/2021. These additional staff for 2021/2022 will support the delivery of the objectives outlined in 5.3. by undertaking a range of activities which may include:-
- Use of assessment and analysis of data to identify any learning loss and to inform interventions;
  - Working directly with groups and individuals;
  - Release of school staff to lead and develop school recovery strategy and to participate in training and networking events;
  - Additional Literacy and Numeracy interventions;
  - Health and Wellbeing strategy and interventions;
  - Family Engagement;
  - Support enhanced transition;
  - Focus on nurture and in delivering the Attachment Strategy; and
  - Cover for absent staff (due to illness or self-isolation).
- 9.6. Through the School Improvement Planning process, schools have already been asked to clearly identify and plan for their recovery priorities under the key headings of Continuity of Learning, Health and Wellbeing and Equity. School leaders will use clear outcomes and measures based on qualitative and quantitative data to track effectiveness of planned interventions. Schools will report through their Standards and Quality/Improvement Plan to ensure accountability and this will include reporting on the impact of their enhanced staffing quota for 2021/2022.
- 9.7. The Education Resource Plan for 2021/2022 has also set out the drivers which we will focus on over the coming academic school year and which form a core part of this learning and renewal plan. Progress on the measures and actions in our Resource



Plan will also be reported to the Education Resources Committee at quarter 2 and quarter 4.

## **10. Developing and extending opportunity**

- 10.1. We have seen during the past year the vital role that education plays in the lives of our community and the difference our staff make on a day to day basis for individual children and young people.
- 10.2. A range other programmes and activities have been identified in order to support learners. More detailed information on these programmes are provided in Appendix 1. These activities are pivotal and will provide targeted support in a number of areas of need.
- 10.3. We will focus on:-
  - Enhancing the scope of our school support staff to support literacy and numeracy for pupils including virtual learning if the need arises;
  - Out of school hours study support programme;
  - South Lanarkshire Council tutoring programme;
  - Summer clubs;
  - Building on and improving our digital offer;
  - Expansion of the Pathfinder initiative;
  - GradU8 work experience pilot; and
  - Scottish mentoring and leadership programme.

## **11. Next steps**

- 11.1. A finalised plan, based on the consultation exercise currently being undertaken with key stakeholders, will be completed during this school summer term. This will include a detailed outline on each area that has been developed.
- 11.2. The first stage of the programme will be the extension of the Summer Clubs and a paper outlining the Council's approach to the summer programme is included in today's Education Committee agenda.
- 11.3. Education Resources central staff will also work in partnership with schools and educational settings who may wish to supplement the core offer by using their own funding streams such as the Pupil Equity and Scottish Attainment Challenge funds.
- 11.4. A further update will be provided to the Education Resources Committee at the beginning of the next school session.

## **12. Employee Implications**

- 12.1. As part of the learning recovery and renewal strategy, the following additional posts will be added on a temporary basis to support children and young people and learning and teaching. This position indicates the current levels projected from the start of the new session in August 2021 to March 2022, and may be subject to change following the final recruitment campaign for the new session from August 2021.

Post	Proposed Number of Posts( FTE) Temporary	Grade	SCP Range	Hourly Rate	Annual Salary	Gross Cost inc on costs 30.3% (34.03% teachers)
Primary Teachers	153.6	Teacher Main Grade Scale			£41,280	£8,498,227
Secondary Teachers	51.0	Teacher Main Grade Scale			£41,280	£2,821,677
School Support Assistant Term time	39.2 TT (50 staff)	Grade 1 Level 4	SCP 30 - SCP 31	£11.12 - £11.29	£18,071 - £18,347	£923,023 - £937,120

Staffing requirements for Summer Programmes will be via the Youth Family and Community Learning Service, sessional staff from June 2021 to August 2021 and through third sector provision.

### 13. Financial Implications

- 13.1. Funding has been provided for 2021/2022 that will support the ongoing costs of learning recovery and the new costs associated with the proposals outlined. This funding will cover both staffing costs; digital inclusion; loss of learning programmes; family support; transition and general recovery investment as well as logistics costs including enhanced cleaning regimes and health and hygiene requirements and summer programmes.
- 13.2. All known funding streams for Education Resources for 2021/2022, as at May 2021, are outlined in the table below:

	Scottish Government £m	SLC Recovery investment £m	Total £m
Learning Recovery	10.061	2.025	12.086
Digital Inclusion	-	0.220	0.220
Logistics	2.412	-	2.412
Summer Programme	0.882	-	0.882
	13.355	2.245	15.600

- 13.3. Commitments against the £15.6 million have been made with around £0.949 million still to be allocated.
- 13.4. It will also be important to work with schools and educational settings who may wish to supplement the 'core' offer by using their own funding streams such as the Pupil Equity and Scottish Attainment Challenge funds.

### 14. Climate Change, Sustainability and Environmental Implications

- 14.1. There are no climate change, sustainability and environmental issues arising from the recommendations in this report.

## **15. Other Implications**

15.1. There are no risks arising from the recommendations in this report.

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

16.1. Consultations and engagement will take place with the trade unions, professional associations, school leaders and stakeholders as we move to implement the learning and renewal proposals in this report.

**Tony McDaid**

**Executive Director (Education Resources Resources)**

12 May 2021

## **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 Resources Committee - 16 March 2021

## **List of Background Papers**

- Education Endowment Foundation

## **Contact for Further Information**

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

Stewart Nicolson, Head of Education (Senior Phase)

Ext: 4475 (Tel: 01698 454475)

E-mail: [stewart.nicolson@southlanarkshire.gov.uk](mailto:stewart.nicolson@southlanarkshire.gov.uk)

## **Planned programme to support learning and renewal plans for session 2021/22**

### **Use of school support staff to support literacy and numeracy**

Support staff developed and enhanced their skill set during lockdown to support pupils both with remote learning and also back in the classroom post lockdown.

Under the direction of the class teacher and after considering how 'real' classroom support could be safely and effectively developed and taken online, staff joined the virtual learning environment and provided a strategically enhanced and targeted focus in areas such as Catch Up Literacy and Numeracy, 5 minute box, and the development of IT skills to allow for nurture and creative online story telling, reading and writing groups, exercise, music and arts/craft sessions.

These enhanced skills, range of supports and new ways of connecting with children and families can be used by the Head Teacher to continue to target support to pupils with their learning, confidence building and promotion of wellbeing as we move through recovery.

Schools also have the flexibility of using additional staffing through their use of the Pupil Equity Fund and Scottish Attainment Challenge finance.

### **Out of school hours study support programme**

A number of our secondary schools currently deliver a study support programme that involves supporting learning beyond the school day. Currently, this offer is focussed on the senior phase and National Qualifications. However, this model will be expanded to involve other year groups where appropriate. It will also be extended to primary schools to allow targeted activity to take place. This could include a range of curricular areas.

In conjunction with the Youth, Family and Community Learning Service, Active Schools and the Leisure Trust, schools will be able to extend opportunities in music, art, drama and sport for children and young people. There is scope for this to link into a wider community offer made between the Education Service, the Leisure Trust, third sector organisations and national partners, such as Sportscotland.

The Instrumental Music Service has an important role to play in providing quality instrumental music education in our schools. Learning to play a musical instrument can bring many benefits to pupils, including increased confidence and self-esteem.

Creativity and independent expression are central to Curriculum for Excellence, and these are also key aspects of learning to play a musical instrument.

During the period of the pandemic, the Council's policy on charging some pupils to access the Instrumental Music Service was paused. In order to boost musical opportunity for children and young people, it is intended to continue with this approach for session 2021/22 and promote opportunity for children and young people within the Instrumental Music Service and return to the Council policy position at the beginning of session 2022/23.

### **Tutoring programme**

It is proposed that additional funding is allocated to support the introduction of a South Lanarkshire Tutoring Support Programme to provide additional support to help our most disadvantaged pupils, including care experienced young people, whose education has been most affected by school closures.

There is extensive evidence showing the positive impact of tutoring to support pupils who have fallen behind. However, access to tutoring is often limited to the parents that can most afford it.

Guided by clear criteria to target support to the most disadvantaged pupils, teachers and school leaders will decide which approach best fits their needs and which pupils will benefit most from additional tuition. There will be an initial focus on care experienced young people, ensuring we fulfil the Council's *Promise*.

We will explore opportunities to work with a range of existing partners as it may be possible to use trained mentors to provide support to pupils, allowing teachers in schools to focus on their day to day classroom activity.

This would involve a specific one to one or small group offer of tutoring for pupils and could be accessed as a digital offer.

### **Summer clubs**

We will build on and extend our existing successful summer club programme to provide a range of opportunities for children and young people; prioritising those from backgrounds of deprivation.

Currently, our summer club programme takes place in a number of areas across the Council area. The clubs last for 4 hours on each weekday (Monday to Friday) and includes activities, ranging from various sports to arts and crafts. It also includes an element of reading for pleasure to maintain momentum in terms of attainment during the holiday period as well as accredited awards. Lunch is provided as part of the summer club and an approved budget of £0.377million supports this service delivery.

The Youth, Family and Community Learning Service will lead the programme in order to ensure appropriate support continues through the holiday period for children who require it. This year, the Scottish Government has provided additional finance of £0.882 million to introduce a summer support programme. The Scottish Government are due to publish guidance that supports local design and delivery of a targeted summer offer.

A further paper outlining the Council's approach to the summer programme is included in today's Education Committee agenda.

The priority for this investment is to improve the wellbeing of children and young people, providing opportunities for them to socialise and reconnect with peers during the summer through delivery of a range of activities, with food and family support integrated where needed within local communities. The intention is to address the negative impacts associated with extended periods of isolation and lack of participation in normal activities during the pandemic and improve readiness to learn on return.

The Scottish Government recognises that many local authorities and other local partners, including South Lanarkshire Council, deliver holiday programmes currently and that plans are being developed for this summer. The aim of this investment is to enhance our existing work, building on and learning from existing good practice.

### **Expansion of the Pathfinder initiative**

The Pathfinder initiative in Rutherglen/Cambuslang was established in 2019 following exploratory discussions between Education, Social Work and Finance and Corporate Resources on effective methods of improving outcomes for vulnerable young people who experience barriers to learning. Two Pathfinder officers were appointed in each of the three

secondary schools in the Cambuslang and Rutherglen areas, to pilot a creative intervention model using Community Learning and Development approaches.

The aim of the initiative was to explore effective ways to improve outcomes for vulnerable young people who experienced barriers to learning. The interim evaluation for the programme has highlighted the impact as follows:

- improved family engagement with school;
- improved pupil attendance and positive engagement with school and in the community;
- reduction in within-school behaviour referrals; and
- parents and young people reporting reduced stress and anxiety.

It will be possible to extend the Pathfinder model across other secondary schools (starting with the greatest need) in order to extend targeted support for our most vulnerable young people.

### **GradU8 work experience**

As the recovery from Covid gathers pace it is expected that there could be a significant and potentially long-term impact on young people and youth employment.

From August 2021 it is anticipated that this will include an increasing number of young people returning to school given the challenging labour market conditions. For this diverse group of young people, who may have in previous years progressed to employment or Further Education and who may have become disengaged from learning during the past 12 months, it is essential that a flexible curriculum is available to meet their needs.

A GradU8 Work Experience programme will be developed to support young people in the senior phase to access long term work placements as part of a flexible curricular offer designed to develop skills, experiences and support progression to positive destinations. This programme builds on the successful Gradu8 programme to provide opportunities that will better meet the needs of young people who require an individualised work-based experience.

### **Increase the digital offer**

In session 2020/21, the Council received a grant from the Scottish Government of £1.470 million and has now provided over 7,800 individual devices and over 840 connectivity solutions to identified children and young people.

Using some of the Council's funding, we will continue to offer digital devices and improved connectivity to identified children and young people. We will broaden the scope of providing more devices to individual learners and build on the digital learning that is taking place in our schools at the moment.

The Covid pandemic has introduced very different ways of working for staff and pupils in schools. While the Council has been in a strong position to deliver learning and teaching remotely because of the effective use of Glow and the additional devices provided to children and families, there have also been areas of challenge. These relate to connectivity and staff access to files, tools and resources from home including safe (GDPR compliant) access to sensitive data. There are also issues relating to external access to meetings, a lack of devices supporting video meetings, restricted functionality accessible only through our current CC4 servers and the resulting inability to access some of the functionality included in our Microsoft license fee. It is proposed that investment be made in our digital infrastructure and operating environment to:

- ◆ improve anytime, anywhere access for staff and pupils, taking advantage of the momentum for delivering learning and teaching in new ways, regardless of location.
- ◆ maximise Education's investment in Microsoft licensing, taking advantage of the range of resources available on the Cloud.

This will improve the current digital offer and will ensure readiness for increasing not only the number but also the effectiveness of additional devices for pupils and staff. It will also support flexible working for staff by allowing laptop access, functionality and security to be supported and managed on a large scale, in the same way that we are able to manage chrome books. This also gives capacity to maximise the use of video conferencing facilities to support curriculum delivery across a wider geographical area, also an area for further investment.

### **Scottish mentoring and leadership programme**

The Scottish Government have committed to invest £19.4 million investment over a six year period with a target reach of 15,000 young people who are predominantly care experienced and for others who may be experiencing significant challenges in their lives. The intervention will utilise the MCR Pathways model and infrastructure aligned with Columba 1400 Young People's Leadership Academies to act as a catalyst for immediate education recovery and a wider and lasting transformation of public services.

The ambition is to build on learning to date and roll out The MCR Young Scottish Talent Mentoring Programme to 300 schools over the next six years. This will also include an opportunity to participate in the Columba 1400 Young People's Leadership Academy (YPLA). This integrated approach will provide care experienced young people with personalised support and aligns well with The Promise. Working closely with DYW and Skills Development Scotland, it will also help deliver on the Young Persons' Guarantee, providing life changing help into positive, sustained destinations.

MCR Pathways currently works in partnership with South Lanarkshire Council and we will explore opportunities to engage further with the Scottish Mentoring and Leadership programme.





# Report

**10**

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>1 June 2021</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Enhanced Summer Programme 2021</b>
----------	---------------------------------------

## **1. Purpose of Report**

1.1. The purpose of the report is to:-

- ♦ provide an outline of planned provision to deliver the Scottish Government funded Enhanced Summer Programme 2021 in South Lanarkshire.

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

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

- (1) to note that planning and preparation for a 2021 enhanced summer programme is underway;
- (2) to note that the Council will deliver this programme with a variety of Third Sector Partners and organisations;
- (3) to note that the share of the Scottish Government funding allocation is £882,000; and
- (4) to note that more detailed information of the plans in place, including locations, will be provided to a future meeting of the Committee and will comply with the guiding principles set by the Scottish Government.

## **3. Background**

3.1. In March 2021, the Scottish Government announced funding of £20 million to local authorities to help improve the wellbeing of children, young people and their families over the summer period, who have been disproportionately affected during the pandemic and might not otherwise have access to activities and wider support, during the school holidays, allowing them to socialise, play and reconnect within their local communities. The funding has been split into 2 parts:

- National Summer Offer - £5m for national partners (Play Scotland, SportScotland, Creative Scotland, Education Scotland, and others); and a
- Targeted Summer Offer - £15m to local authorities to deliver enhanced holiday activities and experiences, integrating food and wider family support where needed to support the Enhanced Summer Programme 2021.

3.2. This investment is part of Scottish Government's social renewal agenda following the pandemic and is focused on getting it right for every child by promoting the wellbeing of children and young people as Scotland recovers from Covid-19. It also complements wider investment in holiday provision, support through free school meal replacement for those eligible for free school meals on the basis of low income, and wider investment in education recovery. South Lanarkshire has been awarded £882,000.

3.3. Targeted groups identified to benefit from the £882,000 funding include:

- Children from low income households
- Children from those priority family groups identified in the Tackling Child Poverty Delivery Plan: larger families; families with a disabled child or adult; young mothers; families with children under one; and minority ethnic families
- Children from families who have been shielding during the pandemic and whose ability to engage in activities and socialise will have been curtailed
- Children with a disability or additional support need
- Care experienced children and young people
- Young carers
- Children in need of protection
- Children supported by a child's plan
- Children who have undergone significant transitions during lockdown or will experience them this year, including starting in Early Learning and Childcare, starting primary school, moving to secondary school and leaving school

3.4. The focus of delivery will be on:

- Providing opportunities to (re)connect with friends, peers, wider community and the outdoors, as well as with trusted adults
- Providing opportunities for children and young people to play, be active and enjoy themselves.
- Equity
- Engagement

Guided by the principles of:

- Co-creation with children, young people and families
- Building on existing services, assets and knowledge of what works (see point 4 below).
- Partnership working and coordination

3.5. Appendix 1 provides the Scottish Government's Driver Diagram that underpins the planning and delivery process to restore the well-being of children and young people during summer 2021 and this will be the driver for delivery of the programme in South Lanarkshire.

3.6. It is also important to build on what has worked well in previous years. In the last 3 years, Youth, Family and Community Learning Service has delivered additional summer provision on average to over 600 primary aged children, who are at particular risk of hunger, chaotic life experiences and learning loss.

3.7. Parents and participants reported that the provision gave their children the opportunity to meet new friends, develop routines, engage in healthy activities including a nutritious breakfast and healthy lunch. This inclusive approach ensured that young people were not left isolated over the summer and provided the opportunity to engage with and meet up with their friends and other young people.

3.8. Parents and carers also reported improvements in their children's cognitive development and behaviours which they have attributed to the engagement of their child in the summer club provision. Young people returning to school after the summer

were conveying positive examples of their experiences and the impact of the programme. Head Teachers and parents reported that several of the children who had attended the Holiday Club were more settled and engaged with their schooling more readily than in previous years.

- 3.9. During 2020, the “sensational summer sessions” model was used effectively to provide the emergency childcare provision for keyworkers and services for vulnerable children and families. Over 450 children and young people up to the age of 13 accessed this provision.
- 3.10. The Enhanced Summer Programme for 2021, will take account of what we know has had a positive impact on children, young people and families over the last few years.

#### **4. Enhanced Summer Programme 2021**

- 4.1. The targeted provision will see the continuation and expansion of the “sensational summer sessions” to include young people aged 12 to 17 and their families, with the additional support of the voluntary sector partners located in local communities, as well as the wider Youth, Family and Community Learning Service (Universal Connections), over 6 days per week, including evenings and weekends.
- 4.2. This will ensure the delivery of creative, powerful, innovative and inclusive experiences for targeted young people and their families, across South Lanarkshire, in line with the Enhanced Summer Programme recommendations.
- 4.3. Provision of food throughout the summer sessions will aid in the combat of holiday hunger. Young people and families will be better able to support their child/family members’ health and wellbeing through taking part in food related learning programmes involving diet and nutrition, cooking on a budget and growing of food.
- 4.4. This provision will be underpinned with the creation of a bank of resources and equipment that will also aid future years planning and delivery.
- 4.5. The strength of provision will be underpinned through the Community Learning and Development (CLD) approach of continually engaging families and young people in the development, review and evaluation of services provided. Ongoing engagement has taken place throughout the pandemic using remote engagement programmes such as social media, in addition to information provided by Education Psychological Services COVID-19 surveys, feedback on programmes that have been delivered previously, and through engagement and dialogue with partners and young people in forums such as the West Partnership.
- 4.6. All provision will be themed and will use a variety of approaches including nutrition and cooking; drama, music, dance and silent disco; sports and fitness; interactive arts; activity packs; photography; Awards; STEM; tournaments; challenges and competitions; wheeled sports; outdoor learning; strategy and gaming; volunteering; family learning; and horticulture and food growing. Further examples are included in Appendix 2.
- 4.7. As well as the delivery of activity programmes, personalised support such as the provision of passes to local attractions or leisure services will also be available for some families.

- 4.8. Outdoor activities where the utilisation of community assets and green spaces including skateparks, and country parks, providing opportunities for family activities will be provided.
- 4.9. In addition to this, families will be supported and guided including signposting to services, outreach support and financial supports that they are entitled to receive.
- 4.10. The opportunity to engage with and involve the Third Sector and partners in the delivery of the Enhanced Summer Programme. Regen:FX have a recognised and proven track record of the awarding, administration, and reporting on Safer South Lanarkshire grant funding for Holiday Diversion Programme and Weekend Diversionary Youth Work.
- 4.11. The range of expected partners is contained within Appendix 3.

## **5. Employee Implications**

- 5.1. Education Resources will seek to enlist its own staff, in the first instance, to work over the summer period e.g. YFCL staff, Support Services staff plus also other Resources such as Facilities staff (kitchen, janitorial and cleaning). Rates of pay will be consistent with that established in previous summer programmes.
- 5.2. Funding will be used for resources, and to cover the costs to run the summer activities (council staff costs) and to engage external organisations to be involved in and support individual local programmes, thereby enhancing the level of provision across the authority area.

## **6. Financial Implications**

- 6.1. Scottish Government Funding of £882k has been given to enhance and provide additional summer activity, to support the health and wellbeing of children, young people and families.

## **7. Climate Change, Sustainability and Environmental Implications**

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

## **8. Other Implications**

- 8.1. There are no risk implications in terms of the recommendations 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 of strategy and, therefore, no impact assessment is required.
- 9.2. Consultation on the programme will be carried out with all appropriate stakeholders including children, young people, families, staff and partners, to ensure that needs are identified and met

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

13 May 2021

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

- Protect vulnerable children, young people and adults
- Deliver better health and social care outcomes for all
- Support communities by tackling disadvantage and deprivation, and supporting aspiration
- Improve achievement, raise educational attainment and support lifelong learning
- Ensure schools and other places of learning are inspirational
- Encourage participation in physical and cultural activities

**Previous References**

None

**List of Background Papers**

None

**Contact for Further Information**

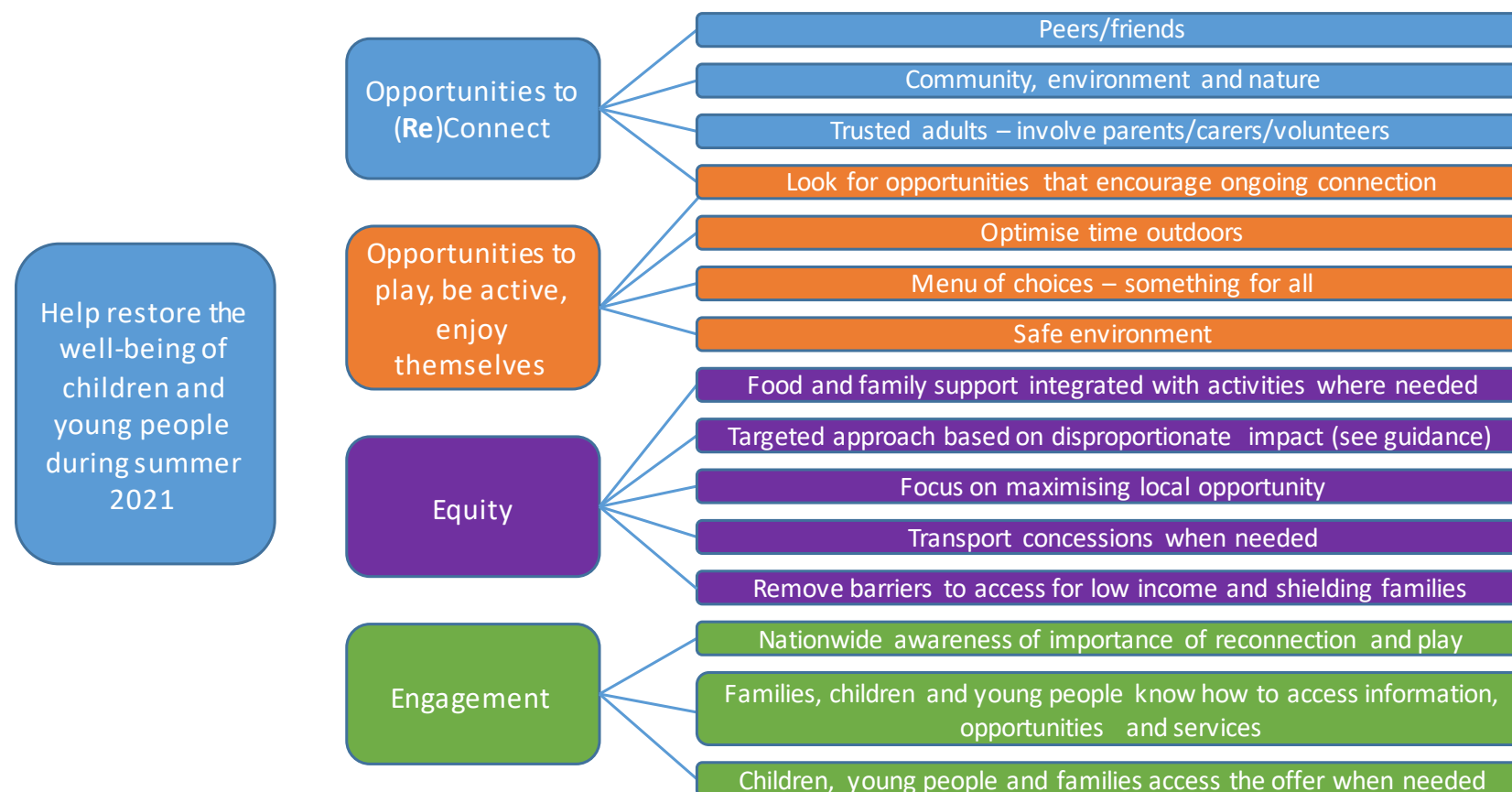
If you would like to inspect the background papers or want further information, please contact:-

Lynn Sherry, Head of Education (Support Services and School Estate)

Ext: 5620 (Tel: 01698 455620)

E-mail: [lynn.sherry@southlanarkshire.gov.uk](mailto:lynn.sherry@southlanarkshire.gov.uk)

## Appendix 1 – Scottish Government Summer Offer Driver Diagram



A rights based, stigma-free approach, shaped by what children, young people and their families tell us, aligned with GIRFEC  
Build on what we have - enhance and co-ordinate services and assets locally and nationally - in partnership

## Appendix 2 – Programme Examples

Themed provision may include:

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

Examples of activities include:

- Super Science events/ family kits to take home - in person and online
- Arts festivals
- Music sessions
- Drama sessions
- Dance sessions
- Visual arts
- Live music events
- Coding
- Photo Walk
- Family picnics
- Outdoor Cinema/ Movies under the stars
- Silent discos
- Sports tuition
- Community Chef - tours around different areas
- Family leisure activities – swimming etc.
- Child Smile

Examples of the packs include:

- 'Grow your own Sunflower'
- STEM (variety of Science, Technology, Engineering and Maths activities)
- Craft-It (variety of build your bird hut)
- Family pamper and treat (includes toiletries for parents, sanitary products, popcorn, sweets, hot chocolate / marshmallows, activity books and 'Pud in a Mug')
- Non-Baking Baking (due to popularity of the make your own cakes amongst the young people and families, make your own empire biscuits was created)
- Making Food Fun@home Part 1 – Fit food books have been introduced, with children and their families learning how to make Lentil Soup. Resources to make soup were made available within each bag. Food books were used as an evaluation tool to reflect on the activities and what the young people enjoyed or didn't enjoy
- Making Food Fun@home Part 2 – Utilising the Fit food books, young people and their families were given the ingredients to make their own Pizza. Food books were used as an evaluation tool to reflect on the activities
- Back2School drawstring busy bag – In preparation for the return to school, the busy bags for the last week of the summer will include pencil, pens, sharpener, ruler, pencil case, notepad and design your own drawstring bags (these can be used for gym time at school in due course).
- Family Cook Off
- Family Sports Day
- Family Movie Pack

### **Appendix 3 – Partners**

Partner (internal and external) identified to be involved include:

- Regen:FX Youth Trust,
- Health Valleys,
- H.I.P.Y.
- Terminal One,
- Biggar Youth Project
- South Lanarkshire Leisure and Culture trust
- Voluntary Action South Lanarkshire
- ARCH,
- CLD Local Action Planning Groups,
- Kinship Care Association,
- Intensive Family Support Service Team,
- NHS Lanarkshire,
- Forrest Friends,
- City of Play
- Other 3<sup>rd</sup> sector/voluntary organisations are invited to submit applications by 7<sup>th</sup> June.



# Report

**11**

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>1 June 2021</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>School Leaver Initial Destination Results 2019/2020</b>
----------	--

## **1. Purpose of Report**

1.1. The purpose of the report is to:-

- ◆ provide an update on the 2019/2020 School Leaver Initial Destination survey results produced by Skills Development Scotland (SDS); and on the Youth Employability Service's efforts to mitigate the impact of the pandemic on young people

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

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

- (1) that the School Leaver Initial Destination Survey results, showing a positive destination for 94.8% of South Lanarkshire's 3,174 school leavers in 2019/2020, which is above the national rate of 93.3%, be noted.
- (2) that the Youth Employability Service's responses to the challenges presented by COVID-19 are noted.

## **3. School Leaver Destination Results (SLDR)**

- 3.1. Each year, Education Resources report on the key outcomes for young people who left school from analysis of the School Leaver Initial Destination Results (SLDR) for South Lanarkshire.
- 3.2. Following the introduction of the Participation Measure introduced in 2017, it was agreed that Skills Development Scotland would continue to supply school leaver destination data to the Scottish Government's Education Analysis Unit (SGEAS) for their annual national statistics publication and to update Insight, the online benchmarking tool for Scottish local authorities and secondary schools.
- 3.3. The 2019/2020 cohort includes leavers from publicly funded secondary schools who left school between September 2019 and September 2020. The national report is based on information held on the shared dataset which is updated on an ongoing basis. The figures are taken as a snapshot in early October 2020.
- 3.4. 'South Lanarkshire's Opportunities for All' partnership group is well established and the partners work closely together to ensure that all school leavers are supported into learning or employment post-school and, when this is not achievable, that other supports are put in place to meet the individual needs of the young people, through bespoke programmes.

- 3.5. The partnership includes Skills Development Scotland, VASLan, South Lanarkshire College, New College Lanarkshire, the Regional DYW group and representatives from across the Council Resources (Education / Housing / Social Work / Regeneration and Corporate).
- 3.6. The Council has invested significant resources from core Education budgets, and utilised funding from the Scottish Government's No-one Left Behind and European Social Fund programmes and external funding from Skills Development Scotland to provide senior phase vocational learning opportunities and targeted employability support to young people.
- 3.7. In 2019/2020 (the year which this cohort of school leavers were supported), the Youth Employability service provided support to:
- Aspire programme – 591 participants
  - GradU8 – 845 participants
  - Foundation Apprenticeships – 330 participants

#### 4. **Spotlight on South Lanarkshire School Leaver Destination Data**

- 4.1. A total of 3174 young people left school in South Lanarkshire in 2019-2020. The positive destination rate is 94.8%, a slight decrease of 0.9% from 95.7% the previous year but remains above the national rate (93.3%). This fall in positive destinations reflects the national picture where the rate fell to 93.3% from 95.0% the previous year, reflecting some of the challenges presented by the Covid-19 pandemic. This is the 6<sup>th</sup> consecutive year the Council has performed above the national rate.

#### 5. **Summary**

- The positive destination rate for South Lanarkshire is 94.8%.
- This places South Lanarkshire as joint 5<sup>th</sup> highest of the 32 local authorities. This is an increase from 10<sup>th</sup> the previous year.
- The unemployed (seeking) rate is 3.7%, this is below the national rate of 4.1%
- The unemployed (not seeking) rate is 1.1%, this is below the national rate of 1.8%
- The unknown rate is 0.4%, this is below the national rate of 0.7%

- 5.1. The table below shows the positive destination outcome for each of the 4 localities across South Lanarkshire

Locality	% Total Positive 2018/19	% Total Positive 2019/20
Cambuslang and Rutherglen	96.8	96.8
Clydesdale	95.5	95.3
East Kilbride and Strathaven	96.1	96.4
Hamilton, Blantyre and Uddingston	95.2	92.5
<b>South Lanarkshire</b>	<b>95.7</b>	<b>94.8</b>
<b>National</b>	<b>95.0</b>	<b>93.3</b>

- 5.2. The table below provides a breakdown of the destinations of school leavers in 2019/2020:

Destination	South Lanarkshire	National
Employment	16%	16.2%
Higher Education	48.6%	44.2%
Further Education	22.9%	28.1%
Personal Skills Development	0.1%	0.8%
Training	6.9%	3.7%
Voluntary work	0.3%	0.5%
Unemployed not seeking	1.1%	1.8%
Unemployed seeking	3.7%	4.1%
Unknown	0.4%	0.7%

## 6. Tackling Poverty and Inequalities - Closing the Gap

- 6.1. Through the Community Plan (LOIP) the Community Planning Partnership (CPP) has highlighted the need for all services to target resources towards tackling poverty and reducing inequalities and to strive to close the gap in outcomes for children and families from the 20% most deprived areas. This target is also at the heart of the Children's Service Plan to achieve a reduction in the gap between school leavers from the most deprived localities compared to their peers in the 20% least deprived areas.
- 6.2. The table below shows the gap between school leaver destinations for young people residing in datazones in the most and least deprived 20%. Compared to the previous year, there has been a widening of the gap which is now in line with the national rate of 6.3%. The widening of the gap reflects the disproportionate impact of Covid-19 and the associated challenges on the most-deprived communities.

Gap between Most Deprived 20% and Least Deprived 20%	2018/19	2019/20
South Lanarkshire	4.9	6.3
National	5.3	6.3

## 7. Care Experienced Young People

- 7.1. The established South Lanarkshire multi-agency care experienced tracking and monitoring group works to ensure that every care experienced young person has an individualised employability support package with regular monitoring and alterations to support as required. The work of this group has a positive impact on the destinations of care experienced young people in recent years to a high of 92% for 2018/19. This year due to the pandemic has seen a drop in the rate for South Lanarkshire to 86%, however, remains above the national rate.
- 7.2. The table below shows the positive destination rate of care experienced young people in recent years.

Positive destination rate for care experienced young people	2018/19	2019/20
South Lanarkshire	92%	86%
National	82%	81%

- 7.3. As the number of care experienced school leavers is relatively small, an increase/decrease from year to year can have a corresponding change on the percentage rate which can hide the unique individual circumstances and intensive support that, in many instances, is required to progress to and sustain post-school destinations for care experienced young people. The sustained progress in leaver destinations for care experienced young people has been supported through the tailored approach by the Aspire programme which was highlighted as good practice in the recent joint inspection of care and protection.

## **8. COVID-19 Responses**

- 8.1. A key role of the Youth Employability Service is to work with Skills Development Scotland on an ongoing basis to identify and offer support to school leavers who become unemployed after leaving school. 165 young people were identified as unemployed or unknown through the SLDR and continuing efforts are made to re-engage them to progress to a positive destination. This includes individualised support through the Aspire programme.
- 8.2. The services provided by the Youth Employability Service have adapted to meet the challenges presented by COVID-19. In the Aspire service, this has included online individual and groupwork supports as well as telephone and outdoor one-to-one contact in line with national guidance. The Aspire Service has made available 178 Chromebooks and facilitated internet access for young people through Connecting Scotland and Youthlink.
- 8.3. During the 2020/2021 academic year, the service has prioritised the in-person delivery of our GradU8 and Foundation Apprenticeship programmes. For most of the session young people have attended college, training providers and school college hubs to complete work-based and vocational qualifications designed to support progression to further education and employment. The exception to this has been the period from January to the spring holiday when most of the provision was moved online.
- 8.4. Despite the challenges presented by Covid-19 which has reduced the capacity of some programmes, the service has provided support to over 1500 young people:-
- Aspire programme – 527 participants
  - GradU8 – 645 participants
  - Foundation Apprenticeships – 374 participants
- 8.5. This approach has enabled young people to engage in learning during periods of lockdown, however, Covid-19 has curtailed engagement activity significantly. It is anticipated that the forthcoming SLDR follow up, which records the destinations of the cohort 6 months after the initial survey, may record a higher level of negative destinations from young people than in previous years due to a combination of lack of labour market opportunities and the difficulties some young people experience in remote engagement in further and higher education and training.
- 8.6. In response to this, the Youth Employability Service is working closely with partners including Skills Development Scotland to identify and track young people and make appropriate offers of support. Funding has been secured through the Scottish Government's Young People's Guarantee programme to support the development of AspireWorks which will create additional opportunities for young people to engage in work experience and employability focused groupwork activities to progress to and sustain employment.

8.7. The Youth Employability Service is working with colleagues in Social Work to deliver a further roll out of the Care Experienced Employability Pilot. The programme was piloted in 2019 and supported 5 care experienced young people to progress to employment with South Lanarkshire Council. Through the Council's role as a corporate parent, the programme developed an innovative and flexible waged placement-based approach to identify training and employment opportunities within the Council that met the young people's needs and aspirations. A planned roll-out in 2020 was delayed due to the COVID-19 pandemic and will now be delivered from May 2021.

## **9. Next Steps**

9.1. A summary of the next steps is provided below:-

- Continue to work with partners including Skills Development Scotland to identify and track unemployed young people and offer individual packages of support through the Aspire programme.
- Deliver the AspireWorks job-focused programme through the Scottish Government's Young People's Guarantee funding.
- Continue to focus on improving outcomes for care experienced young people, including the roll out of a second pilot to support care experienced young people into employment with the Council.

## **10. Employee Implications**

10.1. There are no employee implications arising from the recommendations in this report.

## **11. Financial Implications**

11.1. It is anticipated that the current Council and Government funding will continue and that ESF funding will be available until December 2022, and the Scottish Government No-one Left Behind and Young People's Guarantee funding being available until March 2022.

## **12. Climate Change, Sustainability and Environmental Implications**

12.1. There are no implications for climate change associated with this report.

12.2. There are no sustainable development issues associated with this report.

12.3. There are no Environmental Implications associated with this report.

## **13. Other Implications**

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

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

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

14.2. Consultation and engagement with young people, parents/carers, families and partners in order to provide appropriate supports is a core part of the activities of the Employability Service and those involved in the Aspire and other programmes.

14.3. Consultation has taken place with the Trade Unions in regard to the recommendations contained within this report.

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

13 May 2021

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

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

**Previous References**

- Executive Committee May 2020

**List of Background Papers**

- ASPIRE Youth Employability Service and School Leaver Initial Destination Results 2018/19 – Education Committee May 2020
- Youth Employability and Work Based Learning – Education Committee January 2021
- Employability Supports for Care Experienced Young People - CPP Partnership Board 2 December 2020

**Contact for Further Information**

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

Stewart Nicolson, Head of Education (Senior Phase)

Ext: 4475 (Tel: 01698 454475)

E-mail: [stewart.nicolson@southlanarkshire.gov.uk](mailto:stewart.nicolson@southlanarkshire.gov.uk)

# Report

**12**

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>1 June 2021</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Scottish Youth Parliament Elections</b>
----------	--

## **1. Purpose of Report**

1.1. The purpose of the report is to:-

- ◆ provide an update on the process and timescales for South Lanarkshire Scottish Youth Parliament elections

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

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

- (1) that the arrangements to elect young people to be members of the Scottish Youth Parliament be noted;
- (2) that the commitment and contribution of South Lanarkshire Youth Council and Scottish Youth Parliament to the youth agenda be noted; and
- (3) that the continued contribution and participation in local planning issues be noted.

## **3. Background**

3.1. Members of South Lanarkshire Youth Council (SLYC) and Youth, Family and Community Learning Service (YFCLS) staff in partnership with secondary schools, colleges, universities, local youth groups and uniformed organisations, organise and deliver council wide elections to democratically elect 9 South Lanarkshire members of the Scottish Youth Parliament (MSYP).

3.2. The Scottish Youth Parliament (SYP) was set up to act as the voice of young people in Scotland. It offers young people aged between 14 and 25 the opportunity to get involved in the decision-making processes in Scotland and the UK.

3.3. The SYP has 200 members, elected from local youth forums or national youth organisations, and from young people who have stood as individuals. The SYP represents and advocates the views of young people in Scotland and aims:-

- to offer young people in Scotland a collective national youth voice
- to make a difference in society by increasing young people's participation
- to promote a positive image of young people
- to connect the process of policy making and development with young people
- to be an independent and youth-led organisation free from influence where young people can give their views to policy makers without hindrance, fear or barriers

#### **4. 2021 Election Process**

4.1. The format for voting will be a paper ballot and is fully supported by the South Lanarkshire election office, using the same boxes and resources used in local and national elections, replicating their same processes and promoting an inclusive approach. We are aware that, due to the Covid pandemic, a paper ballot in education establishments may not be possible due to Covid restrictions. We are, therefore, also preparing for online voting using young people's National Entitlement Cards (NEC). A final decision on which voting format we will be able to use, will be made before voting begins.

4.2. Below is the outlined process for South Lanarkshire: -

- From 1 April 2021, candidate registration has been open online for young people aged 14-25 to stand
- Candidates are required to complete an online registration and will be automatically sent a confirmation e mail and contact details of the local election co-ordinator
- The registration process requires candidates to complete a simple online module to ensure they are aware of what the SYP does and the roles and responsibilities of elected MSYPs prior to their registration being accepted
- Online posts using appropriate social media sites are uploaded and preparation for visits to schools, youth groups etc., are planned. It is recognised that any visits will be carried out in line with South Lanarkshire Council, Public Health Scotland and Scottish Government guidance, guidelines and procedures
- To supplement planned visits and inputs such as presentations to school assemblies and classes, notice boards, school TV screens and emails will be utilised to alert pupils of the opportunity to stand for election
- For young people in the community, information will be distributed through planned street work, social media, partners and organisations engaged with young people eligible to stand, to ensure as many young people are informed of this opportunity as possible. Visits to groups may take place when current lockdown restrictions are reviewed and allow for activity to resume
- During promotional visits, school management and youth group staff will be informed of the details of the voting process due to take place in November
- Deadline date for end of registration is flexible but is expected to be at the end of June 2021. After this date candidates can be registered at our discretion
- Candidates will then be supported to produce a manifesto to help with their campaign for election
- From now until the election voting takes place, candidates are grouped into their constituencies and campaign visits are normally arranged to local schools, colleges and youth groups. These visits are arranged and supported by Youth, Family and Community Learning Service staff. This aspect of the election process will be directed by current and future restrictions under COVID-19
- Throughout this time, discussions are ongoing with partners to arrange the voting process
- The voting process involves partnership work with South Lanarkshire's election staff to arrange for ballot boxes and polling station resources to be loaned to set up approximately 50 polling stations. Arrangements with South Lanarkshire's printing services are in place to print ballot papers for all polling stations, up to 25,000 ballot papers are required
- Throughout October 2021, the polling station resources, and ballot papers will be delivered throughout South Lanarkshire
- After voting has closed, the count must be organised, and all ballot boxes are collected and delivered to the count venue



- The count has always taken place in East Kilbride Universal Connections games hall, as its large enough to accommodate counting staff and resources
  - The count is organised by South Lanarkshire elections staff and up to 30 young volunteers from a local school. All candidates and their families are invited to observe the process and the final election results. South Lanarkshire's Chief Executive will be invited to act as returning officer
  - Once the results are announced all used ballot papers are stored in a secure place until the next election and all polling station resources are returned to the election staff
  - Throughout December 2021 and January 2022, the new elected MSYPS attend training and workshops on the roles and responsibilities and planning for their first national sitting in February/March 2022
  - Each polling station is run by local staff in schools, Youth, Family and Community Learning centres and supported by SLYC members and Youth, Family and Community Learning staff. Young people not involved in the election process are encouraged to volunteer to assist. In previous years this has encouraged young people to vote as well as offering a learning opportunity for the volunteers. Volunteering is recognised through the Saltire volunteering awards
- 4.3. A letter is provided to Heads of Establishments, from the SYP elections coordinator, which sets out the election process and timescales.
- 4.4. Alternative election processes are being considered should there be complications to holding a paper ballot election in light of Covid-19. This would involve an electronic process by which young people would use their National Entitlement Card unique number, to access an online voting page and enter their selection. The option will only be used as a contingency as the plan is to replicate the current national/local election process as much as possible.
- 5. Employee Implications**
- 5.1. There are no employee implications arising from the recommendations in this report.
- 6. Financial Implications**
- 6.1. There are no financial implications arising from the recommendations in this report.
- 7. Climate Change, Sustainability and Environmental Implications**
- 7.1. There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.
- 8. Other Implications**
- 8.1. There are no risks arising from the recommendations 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. Consultation continues to be carried out with appropriate stakeholders including young people, South Lanarkshire Youth Councillors, Scottish Youth Parliament Members, Youth, Family and Community Learning Services staff and partners.

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

12 May 2021

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

- Protect vulnerable children, young people and adults.
- Deliver better health and social care outcomes for all.
- Support communities by tackling disadvantage and deprivation and supporting aspiration.
- Improve achievement, raise educational attainment and support lifelong learning.
- Ensure schools and other places of learning are inspirational.
- Encourage participation in physical and cultural activities.

**Previous References**

None

**List of Background Papers**

None

**Contact for Further Information**

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

Anne Donaldson, Head of Education (Inclusion)

Ext: 4452 (Tel: 01698 454452)

E-mail: [anne.donaldson@southlanarkshire.gov.uk](mailto:anne.donaldson@southlanarkshire.gov.uk)

# Report

13

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>1 June 2021</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Notification of Contracts Awarded: 1 October 2020 to 31 March 2021</b>
----------	---

## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide notification, in line with Standing Orders on Contracts, to Committee of all contracts awarded by Education Resources during the period 1 October 2020 to 31 March 2021

## 2. Recommendation(s)

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

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

## 3. Background

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

## 4. Contract Awards

4.1. A full list of contracts covering the period 1 October 2020 to 31 March 2021 on the basis of lowest offer and/or most economically advantageous offer submitted, is provided at Appendix 1.

## 5. Employee Implications

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

## 6. Financial Implications

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

## 7. Climate Change, Sustainability and Environmental Implications

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

## **8. Other Implications**

There are no direct risks or 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 nor recommend a change to an existing policy, function or strategy and therefore, no impact assessment is required.
- 9.2. There is also no requirement to undertake any consultation in terms of the information contained in this report.

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

27 April 2021

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

- ♦ Value: Accountable, effective, efficient and transparent

## **List of Background Papers**

- ♦ Standing Orders on Contracts

## **Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact:-  
Emma Smith, Corporate Procurement and Transactions Manager

Ext: 5329 (Tel: 01698 455329)

E-mail: [emma.smith@southlanarkshire.gov.uk](mailto:emma.smith@southlanarkshire.gov.uk)

## Education Resources

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

Contractor	Value of Contract Awarded	Date of Award	CRN	Brief Description	Contract Period
First Steps Rural Connection Ltd	£86,970	19/02/2021	SLC/PS/EDUC/19/022/MC9	Foundation Apprenticeship in Construction Skills Level 5 - Summer 2021	01/03/2021 - 15/07/2021
Your Potential Counselling	£1,638,000 <i>Estimated value of Framework</i>	20/10/2020	SLC/PS/EDUC/20/018	Counselling Services in Schools - Addition to Flexible Negotiated Framework	27/08/2020 - 30/06/2021
Routes to Work South	£60,000	05/10/2020	SLC/PS/EDUC/20/021	ED Employability DPS Mini Comp - Aspire Groupwork In-school Clydesdale 2020	05/10/2020 - 31/12/2020
Routes to Work South	£60,000	05/10/2020	SLC/PS/EDUC/20/022	ED Employability Training DPS - Aspire Groupwork In-school Hamilton - East Kilbride 2020	05/10/2020 - 31/12/2020
First Steps Rural Connection Ltd	£75,000	05/10/2020	SLC/PS/EDUC/20/025	ED Employability Training M/C - Aspire Construction Tasters Clydesdale 2020	05/10/2020 - 31/12/2020
First Steps Future Training Ltd	£75,000	05/10/2020	SLC/PS/EDUC/20/026	Ed Employability Training DPS Mini competition - Aspire Construction Tasters 2020 Hamilton - East Kilbride	05/10/2020 - 31/12/2020
First Steps Rural Connection Ltd	£70,000	05/10/2020	SLC/PS/EDUC/20/048	ED Employability training DPS Mini competition - GradU8 Clydesdale Construction Winter Leavers	06/10/2020 - 17/12/2020
Action For Children Services Ltd	£243,704	25/01/2021	SLC/PS/EDUC/20/055	Action for Children Services Ltd - The Blues Programme	19/10/2020 - 18/10/2022
Various: 46 contractors	£24,000,000	02/11/2020	SLC/PS/FINCOR/19/057	Passenger Transport Services Framework	02/11/2020 - 31/10/2023

