



## South Lanarkshire Council

### Local Authority Schools Performance Report 2019-2020 based on National Improvement Priorities



inspire  
transform  
strengthen



#### Our Purpose:

To raise achievement and attainment, inspire learners, transform learning, and work in partnership to strengthen our communities.

#### Our priorities are to:

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

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

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

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

#### To take forward our priorities we will:

- › Provide high-quality learning experiences for all
- › Deliver a meaningful curriculum to support the learner journey

- › Use evidence to effect improvement
- › Build leadership capacity within a strong framework of governance

- › Encourage innovation and creativity
- › Strengthen our partnership working

[www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

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## Introduction

South Lanarkshire Council is the 5<sup>th</sup> largest Local Authority in Scotland. It is responsible for delivering education through 124 Primary Schools, 17 Secondary schools and 7 Additional Support Needs Schools. The work of the service is led by Tony McDaid, Executive Director and supported by four Heads of Service.

As an authority we strive to be information intelligent and ensure we have a robust understanding about context, at a learner, a school and a local authority level. Our work is led by the Education Resources Plan which is carefully aligned to reflect national and local priorities. Session 19/20 was an unusual one as by March 2020 our usual work was interrupted by the response to the COVID 19 pandemic which led to schools being closed and “core business” being paused as schools were supported to deliver home-based learning and prepare for next steps for schools re-opening.

The data landscape changed significantly as CFE levels were not collected and SQ results based on teacher Professional Judgment.

As such, this is an abridged and amended Standards and Quality report to reflect these unusual times. It aims to give key highlights of our work under the main priorities of the National Improvement Framework and our response to supporting schools with the recovery agenda.

## The National Context for Education

The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government’s vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed to delivering these ambitious aims.

The key priorities of the National Improvement Framework are:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people’s health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people



South Lanarkshire Council’s overall vision is to “improve the quality of life of everyone in South Lanarkshire Council.”

Education Resources’ key purpose is to:

“Raise achievement and attainment, inspire learners, transform learning and work in partnership to strengthen our communities”

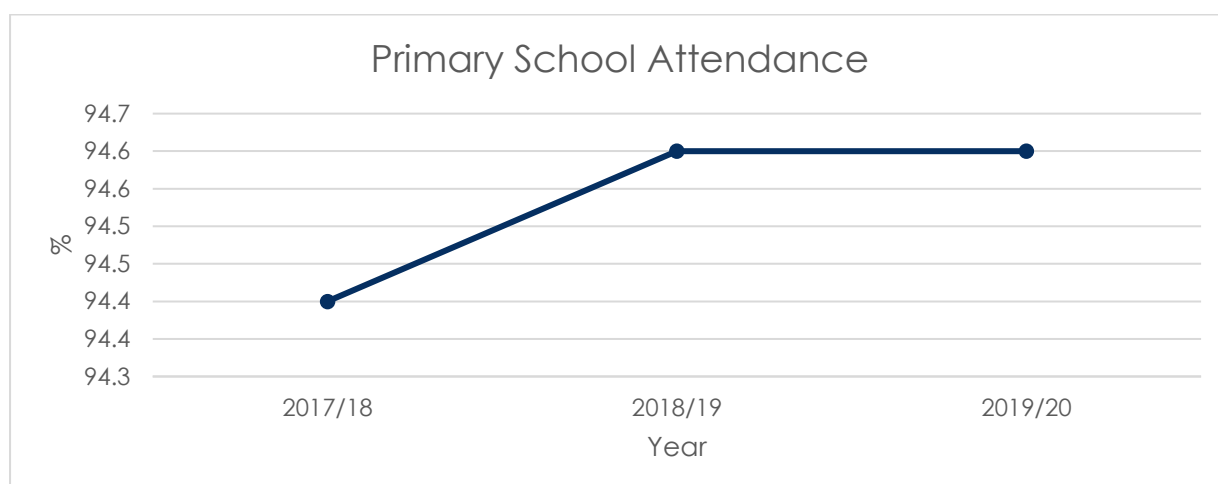
The priorities relating to this are:

- Deliver high-quality early learning and childcare to give our children the best educational start
- Raise standards in literacy, numeracy and close the poverty-related attainment gap.
- Improve health and wellbeing to enable children and families to flourish.
- Support children and young people to develop their skills for learning, life and work.
- Ensure inclusion and equality are at the heart of what we do.

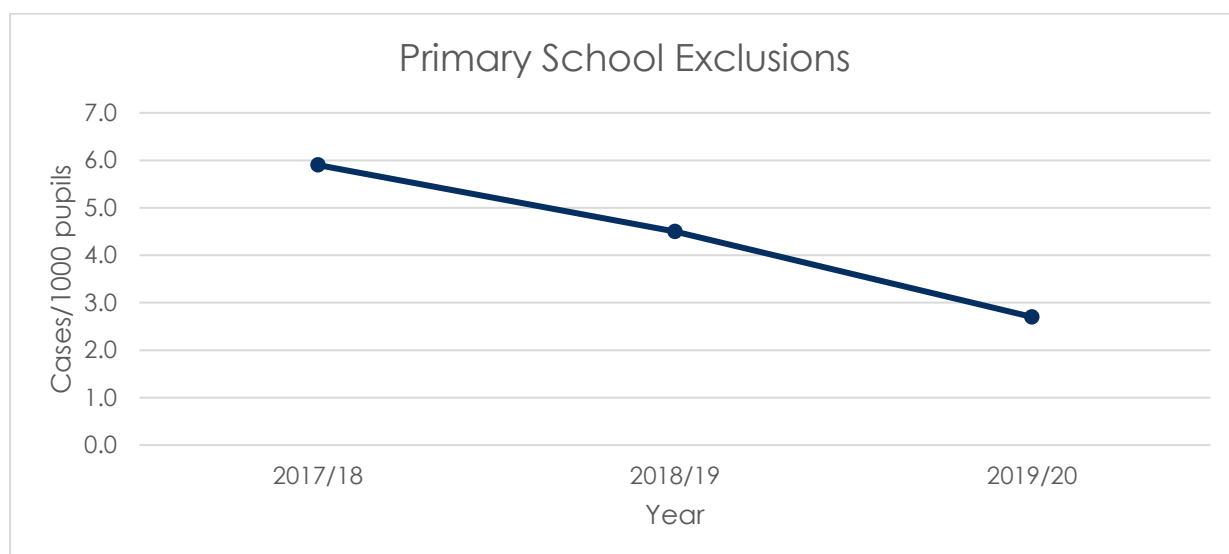
## Attendance and Exclusions

**\*\*Please note – 2019/20 data includes the months of March – June 2020 when South Lanarkshire Learners were learning from home.**

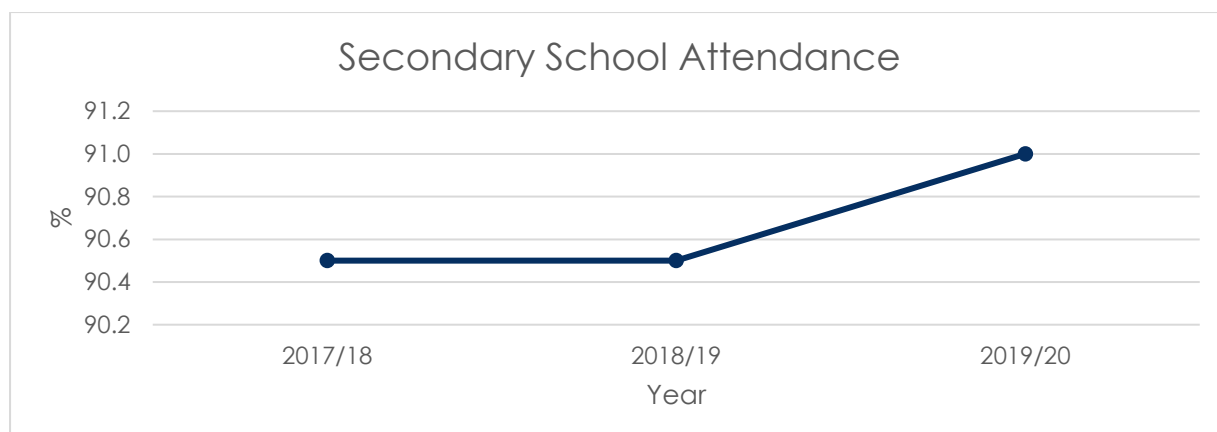
South Lanarkshire Council Education Resources continue to support Primary colleagues to focus on improving attendance outcomes for children within their establishments. Often as a result of focussed equity related interventions, primary establishments have been able to sustain the excellent attendance outcomes demonstrated in 2018/19.



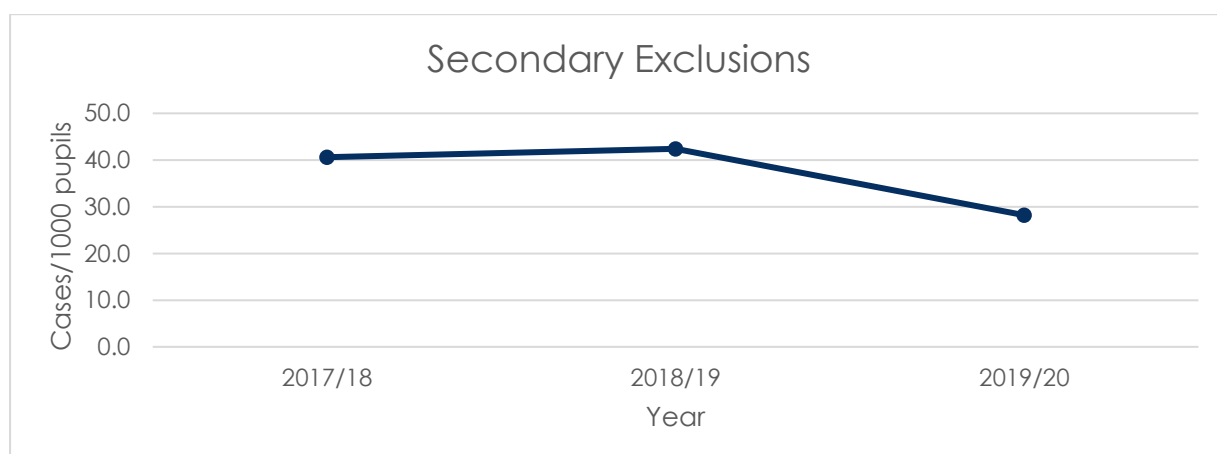
In 2019/20 Primary school exclusions fell by 1.8 cases/1000 pupils.



After a focus on understanding learners' barriers to attendance at the previous session's attainment review meetings, secondary school attendance levels increased by 0.5% points to 91%.



In 2019/20 Secondary School exclusions fell by 14.2 cases/1000 pupils.



## School Improvement

School improvement is everyone's core business. At the heart of school improvement lies a relentless focus on high-quality learning and teaching in each and every classroom. This can only be achieved if the direction of travel is clear, appropriate goals are set and if everyone in the school community is on board. Conditions must be right for school improvement work to be a central part of school life and relationships are at the heart of this. Within South Lanarkshire Council we encourage and support schools to take the lead on developments, empower practitioners to be creative and support both successes and challenges as an integral part of learning.

## **Successes and Impact Session 2019/20**

### **School Inspections**

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

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

- the launch of a School Improvement Manual which provides guidance on a range of school improvement policy and practice
- the provision of resources to support self-evaluation for self-improvement e.g. HGIOS4 and HGIOELC Toolkits, summary of inspection findings analysis and a preparation for inspection pack
- revised School Improvement Planning and Standards and Quality Reporting frameworks which reflect all National Guidance and support self-evaluation for self-improvement. Head Teachers are provided the opportunity to attend a one to one support and challenge 'clinic' session with the Lead Officer for School Improvement to discuss this documentation
- Validated Self Evaluation (VSE) - The VSE approach has helped establishments strengthen their self-evaluation processes and gain information which influences their School Improvement Planning and Standards and Quality Reporting processes
- the establishment of an SLC Tracking and Monitoring system for Primary and Secondary establishments respectively including training opportunities to support implementation
- focused dialogue on establishment evaluation during Quality Link Officer visits
- the continuation of a targeted Active Literacy programme to support identified schools
- the creation of the central Learning and Teaching Group which has worked to develop resources to support schools in their evaluation of learning and teaching. Schools have been offered the opportunity to participate in a Professional Learning Community Programme to further enhance consistency across establishments with particular reference to improving pedagogy for equity. An associated training programme is also planned for play based learning in the early years and a self-evaluation programme for classroom practitioners
- attendance at National and West Partnership events to support Moderation and Achievement of a Level
- the use of Statistical Summary Report (SSR) data for both primary and secondary schools, which has focussed on the use of data to inform school improvement
- the successful and increasingly popular Self-Improving Attainment Family Groups (previously called Professional Learning Trios) which focus on supporting schools with school improvement, facilitating increased collaborative activity between schools

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

### **Inspections during session 2019/20**

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

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

Of the 14 schools inspected this session, all received “positive” outcomes i.e. a grade of satisfactory or above for all Quality Indicators. There were no evaluations of either “weak” or “unsatisfactory” awarded during any inspection for any of the Quality Indicators. In addition, there was no requirement for follow-up inspection activity as an outcome of any of the school inspections.

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

In 2011 Education Resources introduced a more rigorous, coherent and proportionate strategy to evaluate schools and establishments. As a result, the Validated Self Evaluation (VSE) programme was introduced and implemented. This is a process where schools evaluate aspects of their work and then engage with the Central Team to validate their findings and improve further.

In 2019-2020 a total of 15 establishments have engaged in the VSE programme; 13 Primary Schools (5 of which have Nursery Classes) and 2 Secondary Schools. A further 6 VSE visits from April – June 2020 were cancelled as a result of COVID-19 and will be re-scheduled in the new session in agreement with establishments.

Almost all establishments have focused on themes from Quality Indicator 2.3 (Learning, Teaching and Assessment). A few establishments have also included a theme from quality indicators 1.3 (Leadership of change) or 3.1 (Wellbeing, equality and inclusion.) While key strengths and action points are very specific to individual schools, the information is tracked centrally to identify emerging patterns and themes across the service.

Head Teachers and other senior managers, such as Senior Managers of Pupil Support are voluntarily participating VSE teams and playing a highly valued role. Volunteer evaluations suggest that this opportunity provides excellent professional development and is key to the empowerment of head teachers and other staff involved.

During Session 19/20, the Biggar Learning Community engaged in a Systems Leadership Project supported by Anton Florek and The Staff College. As an outcome of this work, the Head Teachers committed to engaging in a cluster approach to carrying out VSE across their own learning community. Following 4 twilight training sessions, this model was successfully piloted across 3 primary schools in the cluster to date.

The current SLC VSE establishment model is now well established. There is now scope consider other approaches such as thematic or learning community themed models. e.g. pupil voice, empowerment, health and wellbeing.

### **School Improvement: Challenges and Next Steps in line with the Education Resource Plan for 2020/21**

- Education Scotland have indicated that there will be no school inspections during Session 2020/2021 to allow schools to return to normal post COVID 19.
- The establishment of the national Regional Improvement Collaborative has provided an opportunity to extend our work beyond SLC to work in partnership with colleagues from other West Partnership local authorities. These opportunities will continue to be explored during session 2019/2020 and 2020/2021.
- Due to COVID-19 It is proposed that no further VSE activity is undertaken until it is safe to do so. However, Following the success of the Biggar Learning Community model, there is scope to build further capacity across other learning communities working collaboratively to validate aspects of one another's self-evaluation. There are also many established Professional Learning Trios and Network groups which could be an effective vehicle to take this forward.
- The establishment of national Regional Improvement Collaborative (RIC) provides an opportunity to extend our VSE programme beyond SLC to work in partnership with colleagues from other West Partnership local authorities who have a similar VSE programme. There has not been the opportunity to explore this during 2019-2020 therefore this proposal is carried forward.

## **Supporting Leadership**

### **Successes and Impact 2019/20**

A key priority for Education Resources is to support colleagues on their leadership journey and work with Education Scotland and the range of programmes they offer.

Recruitment to the Into Headship programme is coordinated by local authorities so South Lanarkshire Council (SLC) play a key role in identifying appropriate candidates through a robust recruitment process. Application forms are received, and candidates are interviewed in order to gain a place on the programme.

For the duration of the programme candidates are allocated a mentor in the form of an experienced SLC head teacher and upon completion of the programme, assignments that have been assessed by Strathclyde University go through a professional verification process by SLC colleagues.

SLC current position re Into Headship:

- 37 colleagues have completed Into Headship
- 14 of the 37 are secondary deputy head teachers
- 12 of the 37 are primary colleagues who were already or are now substantive head teachers

To ensure SLC has appropriate candidates available for permanent posts, colleagues in schools have been informed of this new legislation by SLC through Education Newsletters and emails. The recruitment process for Into Headship programme for next session has also been promoted in this way.

## **Secondary Networks**

As a mechanism to upskill our most dynamic secondary Deputy Head Teachers, the opportunity to engage with Head Teacher colleagues at secondary Head Teacher professional networks was offered.

## **Senior Phase Lead Teachers**

Senior Phase Lead teachers were appointed, per subject, to support the development of curricular networking across the secondary estate. With designated space on the SLC<sup>2</sup> website, and with a bespoke mechanism to 'meet', each Lead Teacher is provided with the opportunity to connect their subject colleagues.

## **Leadership: Challenges and Next Steps in line with the Education Resource Plan for 2020/21**

- The recruitment for permanent head teachers must consider the new legislation with the Standard for Headship being an essential requirement for the post.
- Continue to ensure professional, review and development and professional update takes place in all schools in line with GTCS standards

## **Teaching and Learning: Improving Pedagogy**

### **Successes and Impact 19/20**

This year saw the continuation and culmination of the Tapestry programme, "Leading Learning: Improving Pedagogy". This rigorous approach to career long professional learning continued to include elements of research, professional reading, dialogue between practitioners and action within classrooms to ensure pedagogical practice was improving. It continued to use the Teacher Learning Community (TLC) approach, with 36 Primary schools and 8 Secondaries across the authority being involved.

Tapestry Leaders continued with Year 2 of the programme, attending an additional 3 workshops led by Tapestry tutors and then disseminated this learning within their own school. Final evaluations of the programme showed that 100% of leaders were convinced that TLCs were making a contribution to improving learning in their school and 91% felt their involvement in the programme allowed them to develop further their own leadership.

69 Tapestry Leaders from the authority successfully applied for and gained GTCS accreditation for the work they had undertaken. The programme has been very well received,



supporting the development of pedagogy, empowering staff and developing leadership within our schools as well as positively impacting the learning experiences of South Lanarkshire pupils:

*"Thank you for an excellent programme which has challenged my thinking and my practice."*

*"I feel equipped with more knowledge to constantly reflect upon and improve my practice."*

*"This has been an invaluable experience as a teacher, leader and learner."*

*"This was an excellent programme which gives sustainable strategies to improve the learning. Embedded within the school, you can see the results!"*

*"I feel that I have made improvements in my own pedagogy and have helped to empower staff in my school to drive school improvement."*

*"I have changed the way I plan and have implemented a variety of useful techniques to help close the attainment gap in my class/school."*

Twenty three practitioners from twenty one of our primary schools took part in the "Improving Our Classrooms" project, delivered by staff from Glasgow City Council led by the West Partnership. The programme gave classroom practitioners the chance to get back to basics with elements of the Curriculum as well as Learning, Teaching and Assessment before leading a small test of change project within their own class, to close an identified attainment gap.

Practitioners attended six day-long interactive CLPL sessions. Trio visits between schools took place throughout February and early March. A virtual Academic Skills session took place in the final term, with input from Glasgow Caledonian University. Following this, twenty practitioners completed a written project, giving them 15 Masters' Level credits from the University.

As part of the project, eight Principal Teachers/Depute Head Teachers became mentors for trios of participants. This leadership and coaching role ensured participants were well supported throughout the process.

There was extremely positive feedback from all participants:

*"I have honestly loved being part of the IOC course and will be encouraging all staff to undertake this CPD. I have learned skills that I will continue to utilise throughout the rest of my teaching career."*

*"It was so refreshing and has had a real positive impact on the way I go about my daily practice."*

## **Assessment and Moderation**

### **Successes and Impact 2019/20**

The model for moderation developed last session at SLC and RIC level continued to be implemented across the authority in a number of ways to ensure the shared understanding of standards is clear and more consistent.

Across the year, professional learning opportunities allowed this model to be shared, promoted and rolled out to Leadership Team representatives as well as newly established "Mod Cons" (Moderation Contacts) in each Primary School. These training opportunities were evaluated very positively and have allowed for more consistency in approach and understanding of the process within our schools.

Following SLC input, "Mod Cons" were encouraged to facilitate training/offer guidance and support within their own establishment, where required.

Thirty-eight practitioners from across the authority undertook professional learning leading up to the West Partnership Moderation Event, where they were able to build up their knowledge of the process of moderation. Although the event was cancelled in late March due to the current restrictions, the training was noted to be of high value to the practitioners, with many rolling out their learning to others within their own establishment.

Work within the Secondary BGE Moderation Collaboratives continued, with subject area leads from the original Collaborative (in East Kilbride and Strathaven) undertaking training, developing areas of the Learning, Teaching and Assessment cycle. This work was due to lead to a moderation event in May 2020 involving all staff within each of the four schools. The Collaborative was led by a group of DHTs from each of the schools and the progress, success and impact of this model was shared at the Scottish Learning Festival as well as across the RIC, where it was very positively received.

The BGE Collaborative model was rolled out across the authority, with two other Collaboratives set up across the Clydesdale area (including Carluke, Lanark, Lesmahagow and Biggar) and the Rutherglen/Hamilton area (including Holy Cross, Stonelaw, Kear and Larkhall). Subject leads in each of these establishments undertook training to ensure a shared understanding of the process of moderation. Again, this work was leading to a shared event, across the schools, in May.

Across all local areas, evaluation of the work was positive, with the collaborative element of the process – teams from across different schools working together to form a shared understanding – being the most prominent positive feature. It was also recognised as having an impact on the pupils within these schools, where learning experiences and shared expectations allowed pupils to achieve at their own level, with no ceiling on their learning.

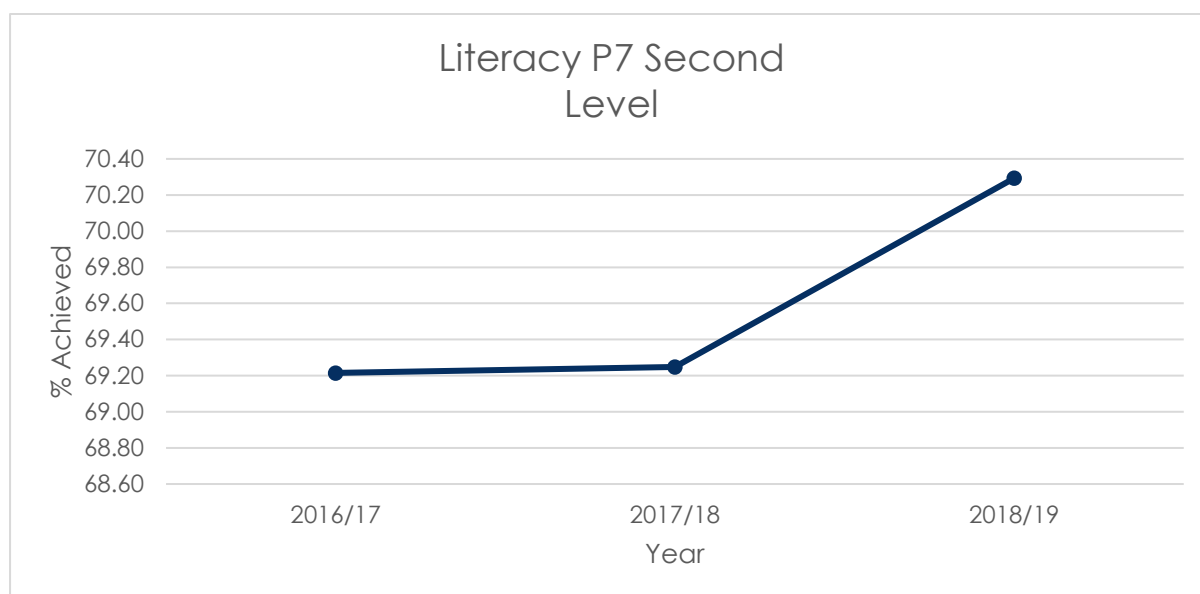
### **Learning, Teaching and Assessment: Challenges and Next Steps in line with the Education Resource Plan for 2020/21**

Implement a programme of CLPL which will support our schools throughout the Recovery period and beyond, which focuses on the core pedagogical skills (many identified through the Tapestry and Improving Our Classroom programme)

Continue the programme of Mod Con events and training, involving current Primary colleagues as well as introducing Secondary lead teachers, to support the delivery of effective assessment and moderation approaches as well as ensure empowerment of a wide range of practitioners.

Continued involvement in West Partnership opportunities to widen the network of collaboration and support.

## Literacy



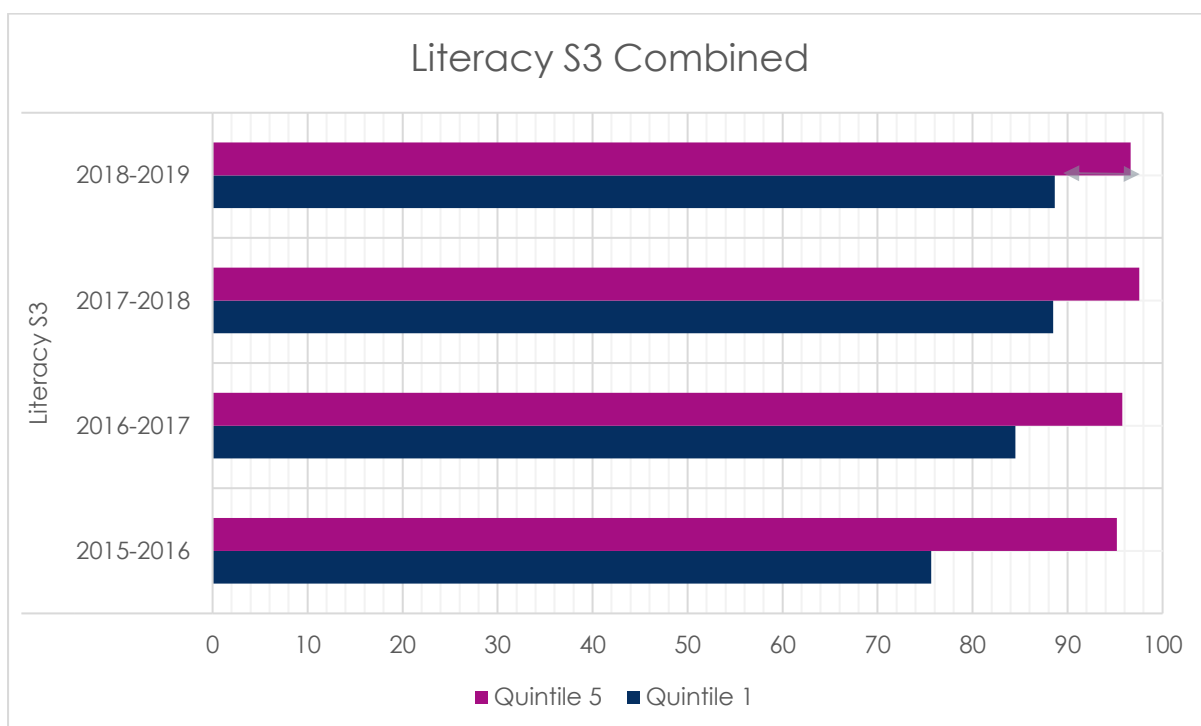
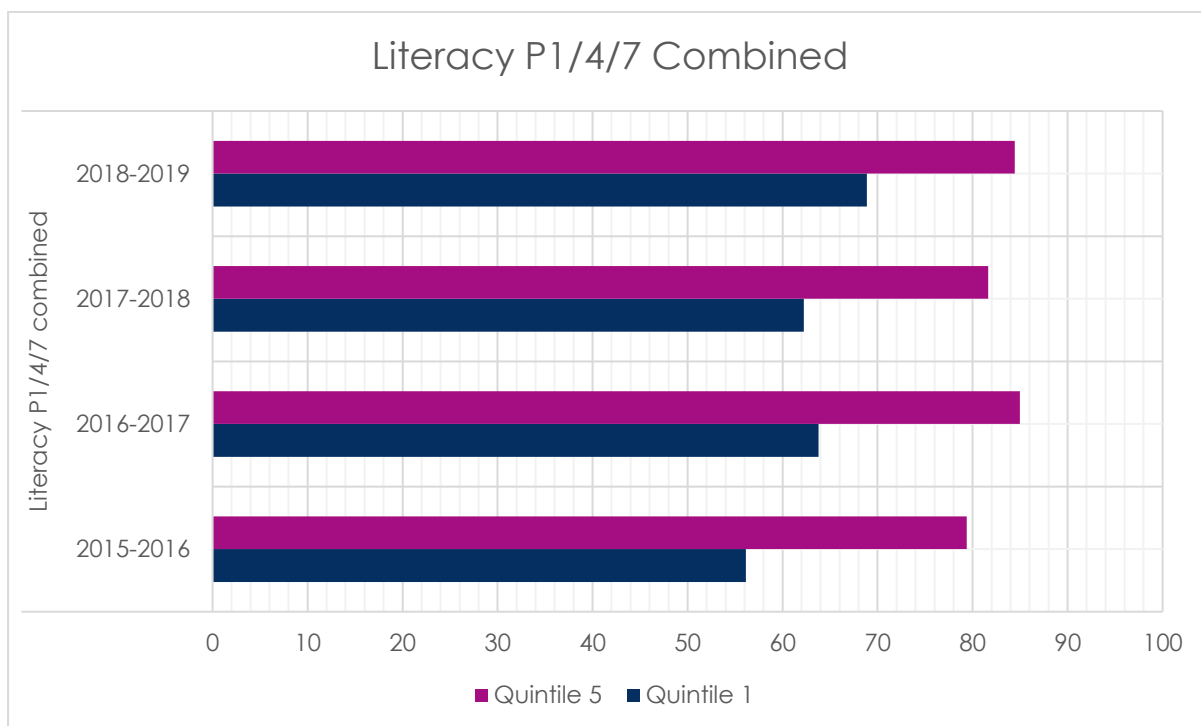
**In 2018/19, by the end of P7 Achievement of a CfE Level in Literacy increased to 70.29% This is an increase of 1.04% from 2017/18.**

**In 2019 79.98% of South Lanarkshire School Leavers achieved at least SCQF Level 5 Literacy. This is 0.37% point increase since 2018.**

### Successes and Impact Session 2019/20

A systematic approach to teaching and learning in phonics, spelling, and reading via Active Literacy is having a positive impact on improving literacy in our primary schools. In 2018/19 Achievement in CfE Level in Reading at P7 increased to 79.9%. This is an increase of 1.4% from 2016/17. Key to this success is high quality face to face training for teachers across all primary stages and includes professional learning sessions for senior leaders. Over 1200 teachers have benefited from this training, since 2017, and feedback has been excellent. As a crucial lever to improving standards, Active Literacy professional learning is being augmented by additional twilight sessions focusing on foundational literacy skills at Early Level including sessions focusing on components of reading development and robust tracking of early reading skills. The establishment of an Early Level Reading Interventions interactive Handbook for teachers to use in order to identify, understand, assess and support weak literacy skills at Early Level, has been well- received by school staff.

Over the last 3 years there has been a steady reduction in the poverty related attainment gap, and attainment in Literacy at all reported levels has improved steadily over the last 3 years. Whilst CFE levels were not gathered in 2020 we are confident that progress is continuing to be made.



Effective practice has been identified in raising standards in reading across secondary schools where a Literacy Support Framework exists, and target groups are identified at P7/S1 and are supported via appropriate timetabled interventions with positive impact tracked to exit point.

This session a key piece of work for the Literacy Team has been to further develop the South Lanarkshire Literacy Strategy included in the SLC Curriculum Framework resource. This has enabled us to offer our schools additional guidance and support on Literacy learning, teaching and assessment emanating from current local, national and international advice. Although the impact of this guidance has not yet been formally measured, it is our intention to use this guide to raise standards by exploring and promoting effective practice via associated professional learning events and in this way monitor impact.



In conjunction with Psychological Service and Inclusion Services, training was provided for Literacy Co-ordinators (Pri and Sec) on the newly launched South Lanarkshire Framework for identifying, understanding and addressing weak literacy skills and dyslexia. 95 Literacy Co-ordinators attended.

In response to continued demand (Primary stages), face to face training/webinars in phonics, spelling and reading for practitioners and Senior Leaders has been delivered alongside the development of online modules to complement face to face training.

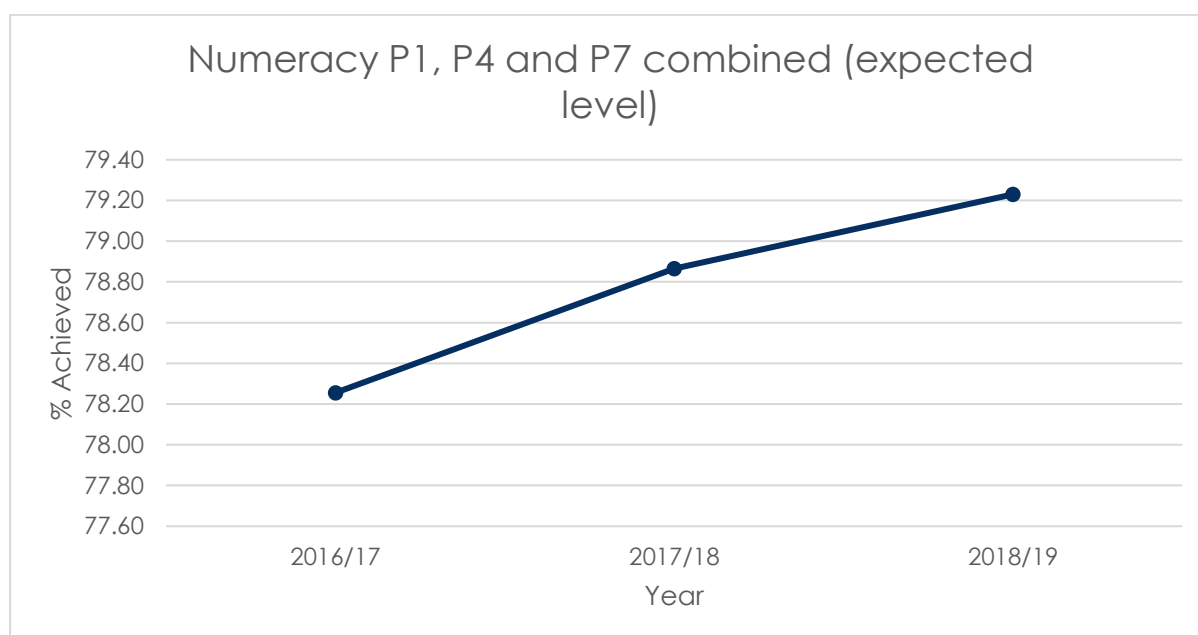
Supporting Literacy Learning at First Level and Beyond- a series of 5 twilights; assessment of reading, important components of reading, and the use of digital tools to support and enhance teaching and learning in key literacy skills, was rolled out. The aim of this suite of CLPL twilights was support teachers to effectively identify, understand and address weak literacy skills at various stages of a learner's reading journey at First Level and beyond. This pilot programme proved to be extremely popular and was oversubscribed.

Talk for Writing face to face training from accredited Talk for Writing trainers in understanding the pedagogy of how children can learn to write well, was delivered.

Teachers as Readers group- using the OU/UKLA programme to widen the scope of teachers knowledge and experience of children's literature in order to help them increase children's motivation and enthusiasm for reading, especially those less successful in literacy, 25 primary teachers have embarked on context specific projects which have been designed to increase their pupils' engagement in reading for enjoyment.

Literacy intervention training - Catch Up Literacy and Fresh Start Phonics for Primary and secondary staff was also delivered.

## Numeracy



**In 2018/19, Achievement of a CfE Level In Numeracy in Primary settings increased to 79.23% This is an increase of 0.36% points from 2017/18.**

**In 2019 90.08% of South Lanarkshire Council school leavers achieved at least SCQF Level 4 Numeracy, this is an increase of 0.68% points from 2018.**

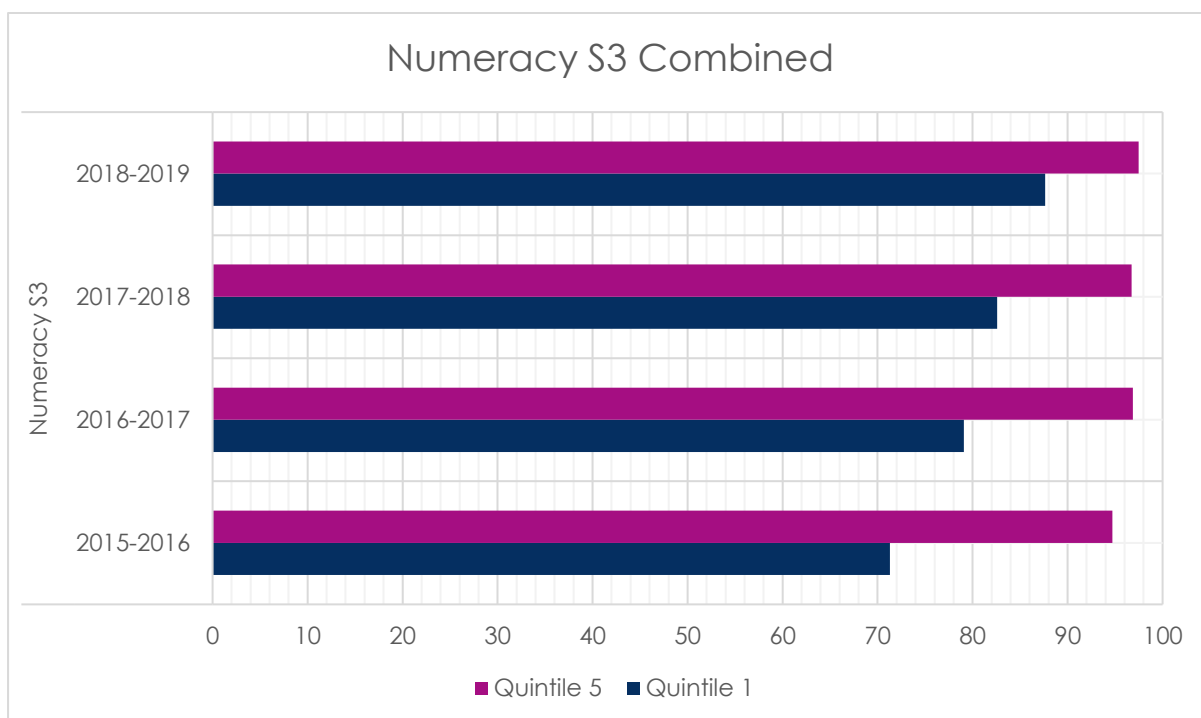
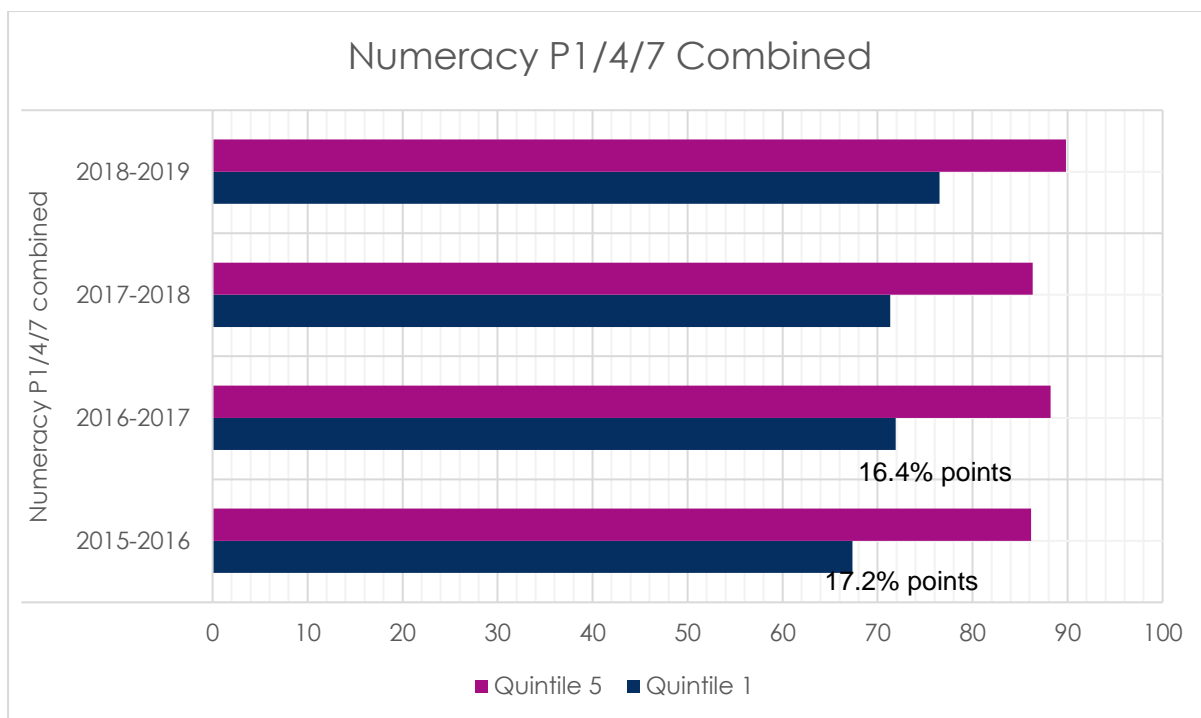
**In 2019 66.11% of South Lanarkshire Council school leavers achieved at least SCQF Level 5 Numeracy, this is an increase of 1.52% points from 2018.**

### Successes and Impact Session 2019/20

Numeracy Co-ordinators events continue to inform schools across the authority of new and emerging good practice. This includes partnership working between the Numeracy team and Psychological Services. A training session on 'Principles of Effective Teaching in Mathematics' was used as a platform to launch the Framework for Numeracy and Mathematics. This framework sits alongside the Framework for the Curriculum.

The Framework for Numeracy and Mathematics builds on the advice given in the South Lanarkshire Council Numeracy Strategy and provides advice and guidance on high quality Learning, Teaching and Assessment in Numeracy and Mathematics. It also includes progressive pathways at Early, First and Second level. These pathways are designed to support the planning of Learning, Teaching and Assessment at these levels.

Over the last 4 years there has been a steady reduction in the poverty related attainment gap, and attainment in Numeracy at all reported levels has improved steadily over the last 3 years. Whilst CFE levels were not gathered in 2020 we are confident that progress is continuing to be made.



Numeracy Interventions most commonly used in South Lanarkshire Council schools and having the greatest impact on learners across schools are: Catch Up Numeracy, Maths Recovery, 5 Minute Number Box, Number Talks, Big Maths

Evaluations from training events from Catch up Numeracy, Maths Recovery and Number Talks all indicate that staff value centre led professional learning opportunities and report increased confidence to plan for more varied and research based Learning, Teaching and assessment strategies.



Local Authority Numeracy officers offer well planned learning opportunities linked to the Numeracy and Mathematics Strategy. Training in 2019/20 has been focussed on; NQT training - Numeracy responsibility of all, Catch up Numeracy Training – for Teaching and support staff, Conceptual Numeracy training – for 6 pilot schools, Number Talks training, Maths Recovery training.

The impact of the conceptual Numeracy training is still to be evaluated as a result of school closures. However, evaluations from the training are very positive with 100% of participants stating that the training will have an immediate impact on their work and 97% stating that they were confident in using the new methodology in their classroom. All participants have also had individual follow-up sessions from the Numeracy Development Officer to address any issues and ensure consistency of approach and implementation.

Attainment data from each establishment at key levels is being used to identify those needing most support as well as identifying where successes are being made.

The good practice from establishments demonstrating success over time is being shared across the authority.

### **Literacy and Numeracy: Challenges and Next Steps in line with the Education Resource Plan for 2020/21**

- Maintaining and improving levels of attainment as well as continuing to reduce the poverty related attainment gap, especially given the current conditions.
- Delivering the same, high quality CLPL in the current climate. We will fully utilise digital platforms to deliver future CLPL activity, and provide the level of support required to every establishment to raise standards whilst re-evaluating the barriers to learning within establishments as a result of school closures.
- Development Officers will use data and local intelligence to identify establishments in most need of support, and there will be an expansion of conceptual Numeracy training to provide a consistency of approach and strengthen pedagogy across South Lanarkshire
- There will be an increased focus on ensuring assessment of literacy skills is robust, reliable and purposeful with increasing engagement of reading among children and young people given the current health and safety restrictions due to Covid-19. Via staff professional learning we will raise awareness of Disciplinary Literacy and its demands, at Second Level and beyond, and continue to share effective practice in relation to our ASN Literacy Framework and Support for Learning in Secondary.



## Health and Wellbeing

### Successes and Impact Session 2019/20

South Lanarkshire Council Psychological Service's Attachment Strategy has paved the way for a journey towards attachment-informed practice. All establishments have engaged with professional learning led by the Psychological Services team and attachment theory is now beginning to underpin the life and work of the service.

In response to the Scottish Government's review of Personal and Social Education (PSE), the South Lanarkshire Council Education Resources team undertook an audit of PSE provision across the secondary estate. Each establishment engaged in a follow up visit to review and discuss responses. The outcome of this programme resulted in the launch of a PSE staff network which was instrumental in planning a range of CLPL and collaborative working opportunities to build on existing highly effective practice.



As a result of feedback provided by school leaders in a recent audit, curricular aspects of health and wellbeing have been targeted for additional training and input from a variety of partner agencies. Work has been undertaken with schools and teachers on how to deliver learning associated with the new relationships, sexual health and parenthood resource, Active Schools and substance abuse.

Part of South Lanarkshire Council's recent response to Covid-19 was the launch of a new SLC Website, intended to be a 'one stop shop' for sharing 'blended learning' learning resources. As this evolved a staff wellbeing area was created which provided a variety of resources and guidance for staff to help support teachers through the increased pressures of the recent lockdown. Traffic analytics for this website have reflected the popularity for the site as a resource. As the landscape evolves towards our 'new normal', so too will the resource.

To understand the impact of lockdown on children and families to allow the service and schools to reflect need on our return to school, HWB questionnaires were devised and successfully distributed. Responses and feedback from 2400 children and young people plus 5800 parents were received, analysed and acted upon.

To follow on from this, a staff version of the questionnaire is currently underway. It is expected that the results from this will inform work to support staff wellbeing moving forward.



More than 80 Primary schools utilise and deliver rights-based learning through the 'Making Rights Real' programme. This ensures opportunities for pupil voice and a platform for pupil leadership within establishments.

### **Challenges and Next Steps in line with the Education Resource Plan for 2020/21**

- Although originally planned to be a face to face launch, the attachment strategy will continue to be rolled out digitally until such times as a full event can be planned. A training plan for the new session is presently being devised incorporating initial feedback from Head Teachers and including a variety of ICT platforms to provide alternative CPL activities and training.
- A new training plan will be created with partners to continue with development opportunities for schools to link in with specialist agencies to aid delivery of PSE curriculum.
- In response to the feedback from stakeholders and in order to further support the needs of the workforce, Education Resources will aim to develop and highlight a range of supports for educators across the system, building on work initially taken forward across the authority. Partnership working and guidance from CERG and Education Scotland will be incorporated into this planning.
- Data from wellbeing surveys will be collated and used to plan responsive support and training based on need. HT "Support Pods" will be formulated and run jointly by Lead Officers and EPS.

## **Closing the Attainment Gap**

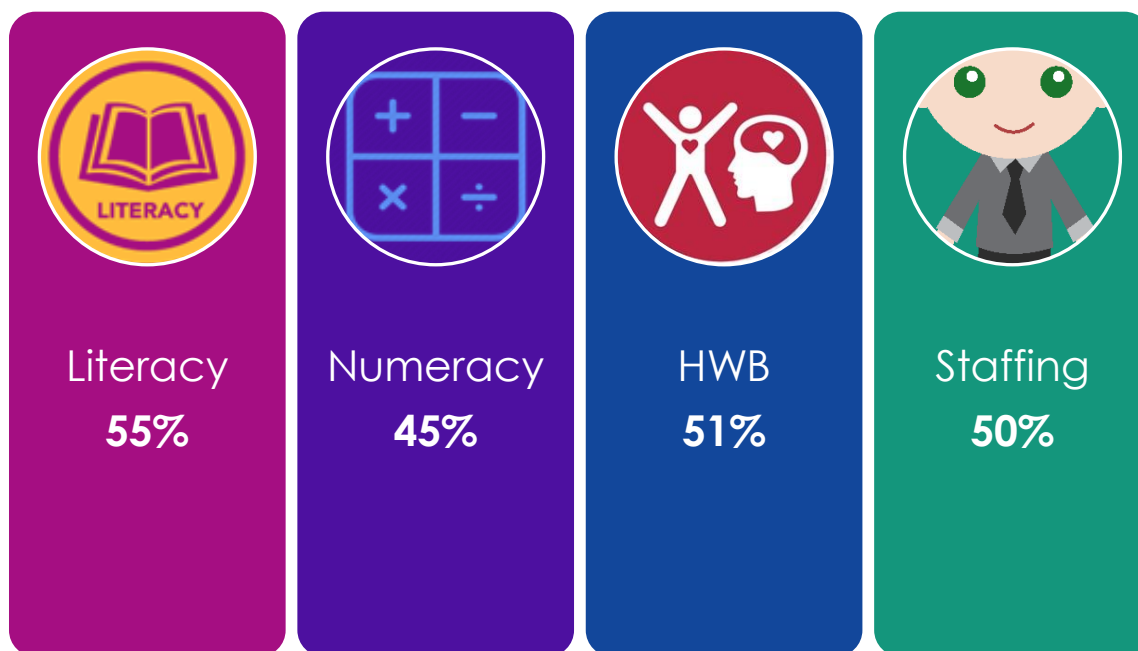
### **Successes and Impact 2019/20**

South Lanarkshire Council have developed comprehensive guidance, accompanied by a wide range of professional learning which support schools to explore their bespoke equity agenda. This guidance is regularly updated as appropriate. Early on it became clear that with nearly 150 school establishments across the authority, from an extensive range of contexts, one size would never fit all. With core guidance on managing finance and statutory reporting, most other support is centred around empowering school leaders and the exploration of data with a view to building capacity and developing understanding at a local level. Establishments are offered opportunities to discuss and engage with their data at attainment clinics, both specific to their 'gap' and more generally. Establishments are also offered individual feedback on

essential reporting. All opportunities are exceptionally well attended and received, with almost all HTs reporting these have a positive impact on the equity agenda within their schools.

South Lanarkshire establishments have engaged in a wide range of equity approaches, each one bespoke to need as identified through robust interrogation of data. Ongoing tracking of impact is essential and reflection around continuation/cessation is encouraged at regular intervals. Generally, establishments have centred planning round Literacy, Numeracy and Health and Wellbeing approaches with a particular focus on nurture, resulting in several schools achieving Nurturing Schools accreditation.

The image below outlines a breakdown of the % of schools who have tackled each of these main areas with their Pupil Equity Funding:



(Schools are currently engaging with interventions in more than one area)

In the 2019/20 Improvement Planning cycle, as part of the equity agenda, schools were asked to consider the cost of their school day. Netherburn PS developed an IT Lending scheme, which was identified as an example of good practice by the Child Poverty Action Group and shared nationally through a video on the Child Poverty Action Group website: <https://cpag.org.uk/scotland/CoSD/resources>

Some examples of strong partnership working associated with closing the poverty related attainment gap can be found in; Duncanrig and Calderside Learning Communities, both of whom engaged in a practitioner enquiry project in partnership with the University of Strathclyde; Beckford Primary School in partnership with South Lanarkshire Council Psychological Services and SALT who are currently seeing the positive impact of an approach to improve language development of P1s - now being rolled out to 4 more SAC primary schools; Crosshouse Primary School have been able to report significant improvement in outcomes through Catch Up Literacy and Numeracy interventions, and have been innovative in their use of additional equity staffing; Lanark Grammar School led an out-reach supported study programme in 3 associated villages.

As establishments and school leaders continue to become more proficient in use of data; approaches are becoming more bespoke to individual need and more focussed on impact. Establishments are also now more focussed on approaches and sustainability when planning spend.

To attempt to alleviate some of the financial pressures on South Lanarkshire Council families as covid-19 continues to impact on the economy and employment, Equity Physical resources packs were made up and distributed to primary school pupils. These were to encourage home-learning set by schools. 1017 physical resource packs were delivered to vulnerable families. Just over 100 sanitary packs delivered centrally to primary aged pupils. Hundreds of secondary equity packs were also distributed by secondary schools, supported by the local authority strategic lead for Equity. Further resources from Book Trust were also circulated to vulnerable families.

### **Cost of the School Day Conference**

On the 16<sup>th</sup> of January 2020, Head Teachers from across South Lanarkshire Council came together for a Cost of the School Day Conference.

Currently there can be a cost to *all* aspects of education from getting dressed in the morning to eating lunch, socialising with friends, going to class and coming home. Throughout the course of the day, educational colleagues were asked to reflect of the cost of their school day and consider where learning could be made as close to cost neutral as possible.

Organisations such as Money Matters were able to explore the difficulties associated with poverty and the real need to ensure that all of our families are able to access education in the same way. Schools have been asked to prioritise cost of the school day in their planning processes moving forward.



As part of the cost of the School Day conference Head Teachers made 'pledges' to reduce financial barriers to accessing the daily learning in their schools

### **Challenges and Next Steps in line with the Education Resource Plan for 2020/21**

- A shift towards Numeracy interventions has been observed as schools embed initially launched Literacy and Health and Wellbeing interventions and continue to explore attainment trends and less obvious gaps.
- The Equity Team plan to continue to support and challenge schools in a now very well embedded programme. Through a variety of mechanisms, good practice will continue to be highlighted and shared. Primary and Secondary equity lead networks will continue to advise on this work virtually.

- Assess the impact of pupil equity support and report on progress made in terms of closing the authority poverty related attainment gap.
- Further upskill classroom teachers and school staff to “drill-down” and identify specific barriers for individual pupils and use this information to put in place the most appropriate approaches to overcome these barriers.
- Support schools to re-identify their “gap” following the period of school closure.
- Support schools to adapt their equity approaches to take into account the ongoing global pandemic, ensuring supports can continue for our most vulnerable pupils.
- Implement actions from the Child Poverty Action Plan which will help to reduce the financial impact on families with sending their child to school.

## **Senior Phase**

### **Attainment in 2018/19**

In 2019 South Lanarkshire Council ‘highest 20%’ school leavers attained at the highest level they have in 5 years. They achieved 20 average total tariff points above Virtual Comparator and 14 average total tariff points above the national cohort. The ‘Middle 60%’ and ‘lowest 20%’ also attained above both Virtual Comparator and National cohorts.

In 2019, an additional 2.25% of learners leaving South Lanarkshire Council schools achieved at least 5 qualifications at SCQF level 3 compared to 2018.

In 2019, an additional 2.04% of learners leaving South Lanarkshire Council schools achieved at least 5 qualifications at SCQF level 4 compared to 2018.

In 2019, an additional 0.52% of learners leaving South Lanarkshire Council schools achieved at least 5 qualifications at SCQF level 6 compared to 2018.

### **Attainment in 2019/20**

Based on internal data analysis, attainment of the 2019/20 leavers cohort has been exceptionally strong across all measures compared to similar comparisons undertaken in previous years. Unfortunately, due to Covid-19 and the implications for the delayed release of Scottish Government’s Insight tool, we do not have this information in a format that would allow us to publish comparable data for 2020.

## **Post School Destinations**

In 2018/19, 95.74% of South Lanarkshire Council school leavers progressed to a positive post school destination. This compares to a National figure of 95.05%.

The Curriculum and Quality Improvement Service within South Lanarkshire Council Education Resources has made significant investments to support learners into



positive post school destinations and continues to celebrate success in this area. In particular, our most deprived cohort (SIMD Quintile 1) of leavers' positive destination figure was greater than the National statistic for the same group by 1.13% points.

## **Successes and Impact 2019/20**

Establishments are supported to continue to engage with the Career Education Standard in partnership with Skills Development Scotland and Education Scotland.

To support the implementation of the new Work Placement Standard, a network of secondary school-based colleagues was established. Ongoing support through this network has resulted in all schools now supporting learners to undertake appropriate work placements at a time and place relevant to their learner journey. Flexible and self-found placements are commonly used to ensure work placement opportunities provide continuity and progression with senior phase learning.



Through extensive work with a Secondary Head Teacher Curriculum network and a secondary Deputy Head Teacher 'Timetabler' network, recommendations set out in the 15-24 Learner Journey Review are being revisited on a regular basis.

Through work with Professor Mark Priestley and Carol McDonald (HMIE), Secondary colleagues are given the opportunity to explore possibilities and have their thinking challenged during robust professional dialogue with their colleagues and national experts.

Schools were asked to consider how their curriculum evolution was responding to their Insight data. This area is further explored during 1:1 attainment meetings as part of the Local Authority SSR programme.

## **Challenges and Next Steps in line with the Education Resource Plan for 2020/21**

- Education Resources are currently working with stakeholders on a comprehensive Skills Framework, from early level through to fourth level in the BGE, then mapped to Senior Phase qualifications.
- Where it is safe to do so, Senior Phase learners will start considering physically attending work placements from October. All risk assessments will be undertaken by this stage. Schools will be able to access the New Gateway Work Placement Portal, our Local Authority Virtual and Work Inspiration offer which supports most career areas, and we will continue to sustain our strategic partnerships with colleges, universities and business partners to widen employability opportunities for learners.

- Plans to offer a more diverse range of pathways, involving a wide range of external stakeholders have been seriously impacted by Covid-19. Involvement of external stakeholders will be challenging given the current mitigation/risk management for full time return to school.
- Increase the numbers of young people involved in the Foundation Apprenticeship Scheme at National 4/National 5 level by June 2021.
- Implement the actions in the Developing Scotland's Young Workforce report designed to improve outcomes for learners on a school by school basis.

## **Continuity of Learning in response to COVID 19 pandemic**

### **Successes and Impact 2019/20**

Since March 2020 our school leaders have been well supported to lead their schools through the Covid-19 pandemic. Centrally coordinated teams with stakeholder involvement when appropriate, were set up to provide specialist consistent responses to the following broad themes: Learning, Teaching and Assessment and Curriculum planning (for both blended learning and full return models), cleaning, catering, transport, staffing. School leaders were then empowered to plan for a return to school life with the confidence that they had operational guidance to support their journey. Feedback from school leaders has been overwhelmingly positive.

Some key highlights of this work:

A recovery curriculum planning group provided comprehensive guidance for classroom teachers return to the classroom – Recovery Curriculum planning documentation (blended learning and full return versions) Timetabling support for secondary schools) Classroom teacher checklists.

A website was created to support continuity of learning called South Lanarkshire Council's Staff Learning Centre. All teachers, support assistants and early years workers were given to access this site. All schools asked to submit resources that could be shared across the authority to support others which was shared via Twitter - both by individual schools and CQIS team.

Subject Lead Teachers in Secondary schools asked to submit resources and establish an online area (Google Classroom/Microsoft Team) to share resources and support one another.

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

Additions to the site were made as resources and activities were shared by colleagues from different establishments as well as the development of a Digital Support section that contains a range of guidance documents, webinars and online support to enable colleagues to collaborate with each other as well as communicate digitally with children and families learning at home.



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

All schools, including ASN establishments, were asked to identify the needs of their families regarding digital devices and connectivity. A formal audit was then carried out to identify priority 1 families – Families/children who are entitled to free meals (based on income) with no internet access and with no suitable devices to support learning at home, and priority 2 - Families/children who are entitled to free meals (based on income) who have Wi-Fi at home but no appropriate access to devices to support learning.

Initial data from the schools and analysis of FME has resulted in a bid for funding to procure over 5,000 devices and connectivity for 800 families. 259 devices will be touchscreen to support ASN pupils. Schools were provided with guidance for lending chromebooks to families during the period of school closure.

The Scottish Government are currently offering grant funding to support digital inclusion with South Lanarkshire Council preparing a bid for Chromebook devices and connectivity solutions to enable all families to access digital resources and blended learning approaches as we progress into the new term.

### **Challenges and Next Steps in line with the Education Resource Plan for 2020/21**

- We will continue to develop the SLC website to support blended learning and promote and expand access to the SLC site. Further support professional learning to utilise digital learning tools effectively. Our Digital Support Officer is already providing webinars and online meetings, but a more formal structured programme of CLPL will be offered to develop digital skills and increase the number of Google Educators within SLC.
- The devices on loan to families from schools will be required back when schools re-open to pupils. Priority 1 families identified will have access to the devices purchased from the Scottish Government stock available. Mifi devices for connectivity will be provided with a one year Vodafone contract from SLC procurement route.
- Other devices from SLC managed service supplier will be procured to meet the balance of priority 2 families and to widen the provision to support families with siblings requiring access. Plans are being drawn up now to overcome initial challenges of procurement and distribution of devices.
- To meet the challenge of supporting connectivity, monitoring usage and impact of the devices, further digital support will be made available for families.



- Provide opportunities for parents/carers to be active participants in their children's learning.

## Recovery Planning

Although on March 20<sup>th</sup>, 2020 all of our work was interrupted, schools were well positioned to react to circumstance and suitably armed to start to consider a blended learning recovery curriculum.

As an Education Service we pride ourselves in empowering our headteachers, schools and staff to be agile and solution focused in order to best meet the needs of the local community. In what is uncharted territory, we continued to apply this principle, but in order to do so were keen to provide leaders with a clear framework, based on national guidance, ensuring local decisions are made in a collegiate and transparent way.

A Local Authority framework was produced within which primary and secondary schools were asked to consider their individual recovery curriculum plans for August 2020.

## Primary Curriculum Recovery

Within the Primary Framework, schools were offered one curriculum 'model' from which to start their planning. (It was not deemed necessary to offer more than one model to primary schools)

The framework was shaped by the following guiding principles;

- All learners would have access to 2 full days of learning in school and 2 days of learning at home. We want to maximise the time learning at school whilst remaining within the current Health and Safety guidance.
- To work towards maximising learning as outlined in the Scottish Government's 'Covid-19 (Coronavirus); Reopening Schools Guide', Head Teachers were asked to split their school community in to two cohorts, each representing as close to 50% of the total school population as possible. These cohorts, either in whole or in part, were not to be in the school building at the same time and were **based on the underlying principle of facilitating family groupings**.
- Establishments were asked to operate on a target of maximum teacher/learner contact and plan their curriculum to minimise movement around the school building.
- Where possible, schools were asked to examine where targeted support for particular groups of learners could be considered i.e. for vulnerable/at risk learners.
- Establishments were asked to operate on a rolling week basis, starting on a Wednesday to allow time for planning and preparation, with teachers planning on the basis of delivering the same learning episodes to either whole cohorts at a time or to two groups of learners across the week; depending on the school context. Schools were empowered to decide which mode of delivery worked best for their learners and families. All groups will attend on the same days each week.
- Establishments were asked to focus on an initial recovery curriculum of literacy, numeracy and HWB with other skills-based tasks considered where possible and taking account of the school environment.

## Secondary Curriculum Recovery

Within the Secondary Framework, schools were offered the option of 3 curriculum 'models' from which to start their planning.

The framework was shaped by the following guiding principles;

- Each group of locality Head Teachers were asked to agree on one core model with an agreed time allocation per learner per week to ensure consistency of learning provision across the locality. After this schools were empowered to personalise within the model to meet local demands.
- To work towards maximising learning as outlined in the Scottish Government's 'Covid-19 (Coronavirus); Reopening Schools Guide', Head Teachers were asked to split their school community in to two cohorts, each representing as close to 50% of the total school population as possible. These cohorts, either in whole or in part, were not to be in the school building at the same time.
- Establishment were asked to operate on a target of maximum teacher/learner contact and to plan their curriculum to minimise movement around the school building.
- Each school was asked to plan for equal 'in school' time per year group to ensure consistency of experience regardless of the year group.
- Where possible, schools were asked to examine where targeted support for particular groups of learners could be considered i.e. for vulnerable/at risk learners.
- Establishments were asked to maintain the existing structure of their school week (ie – 5 day a week schools plan a 5 day a week recovery model and 4.5 day a week schools plan a 4.5 day a week recovery model)

On June 24<sup>th</sup> when a full return was announced, again, schools responded confidently and collegiately to ensure a safe return to as close to a 'normal' curriculum as possible.

## Post August 2020: How are schools have been supported

### Recovery: Next Steps

Should schools be required to return to either a blended or full-time model of working from home, our aspiration is that children and young peoples' learning experience is as **continuous** as context allows.

### South Lanarkshire Council's Definition of Continuity of Learning

The South Lanarkshire Council definition of **Continuity of Learning** is the **continuation** of educational experience in the event of an individual or group self-isolation absence in response to instruction from NHS Lanarkshire. It is a critical component of school emergency management, as it promotes the **continuation** of teaching and learning despite circumstances that interrupt normal school attendance for one or more learners.

**Continuity of learning** should be as close to the daily face to face experience as context allows.

## Continuity of Learning Guiding Principles

Primary and secondary establishments were asked to consider their individual **continuity of learning** plans for the academic session 2020/21. Schools should then develop and share their own framework in order to respond to individual or group self-isolation.

Each establishment's framework should be shaped by the following guiding principles;

- All plans should be developed in partnership with parents, learners and staff
- Establishments should have their own vision of what **continuity of learning** should look like in its best form in their context, and should aspire towards this at every step
- All stakeholders should have a clear understanding that any response to individual or group self-isolation will depend on specific circumstance eg number of learners/staff in self isolation, wellness/personal circumstances of staff/learners who are now in self isolation, available infrastructure, period of isolation
- Appropriate time within an establishment's WTA should be given to activity (including CLPL) to support **continuity of learning**
- Where possible, consistency across a learning community should be agreed with a clear understanding and narrative where differences exist
- The learning experience for individual learners should be as progressive as context allows.

Schools were asked to submit a Learning Community return, following individual school discussion, on their plans for Readiness to Learn From Home under the following headings; establishing knowledge of digital access, selecting an online platform, staff CLPL, dealing with individual/group/learner absence, structure and content of an online day, consultation with parents/carers and absence contingency. These returns highlighted the need for additional support for schools in learning, teaching and assessment via an online platform, additional access for learners and families to digital equipment as well as an online safety programme.

All areas for development have been identified with the Education Resources Plan as well as Lead Officer plans. School leaders have once again responded confidently to the needs of their school community and are well placed to react to any change.

