Tuesday, 20 October 2020

Dear Member

Education Resources Committee

The Members listed below are requested to attend a meeting of the above Committee to be held as follows:-

Date: **Tuesday, 27 October 2020**
Time: **10:00**
Venue: **By Microsoft Teams and Committee Room 1,**

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

Yours sincerely

Cleland Sneddon
Chief Executive

Members
Katy Loudon (Chair), Peter Craig (Depute Chair), John Ross (ex officio), Alex Allison, John Anderson, Stephanie Callaghan, Gerry Convery, Margaret Cooper, Margaret Cowie, Mary Donnelly, Fiona Dryburgh, Joe Fagan, 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, Colin McGavigan, 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**

Monitoring Item(s)

Item(s) for Decision

Item(s) for Noting

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

Minutes of meeting held in Committee Room 1 and via Microsoft Teams, Council Offices, Almada Street, Hamilton on 18 August 2020

Chair
Councillor Katy Loudon

Councillors Present:
Councillor Alex Allison, Councillor John Anderson, Councillor Stephanie Callaghan, Councillor Graeme Campbell, Councillor Gerry Convery, Councillor Margaret Cooper, Gillian Coulter, Councillor Margaret Cowie, Councillor Peter Craig (Depute), Councillor Mary Donnelly, Councillor Fiona Dryburgh, Councillor Mark Horsham, Councillor Julia Marrs, Councillor Monique McAdams, Councillor Ian McAllan, Councillor Gladys Miller, Councillor Lynne Nailon, Councillor Carol Nugent, Councillor Mo Razzaq, Councillor John Ross, Councillor Graham Scott, Councillor Bert Thomson *(substitute for Councillor Joe Fagan)*, Councillor Margaret B Walker, Councillor David Watson

Councillors' Apologies:
Councillor Joe Fagan, Councillor Ian Harrow, Councillor Jared Wark

External Members Present:
Gillian Coulter, Andy Harvey

External Members' Apologies:
Christine Hall, John Mulligan, Ann Marie Hobson, Dr Nagy Iskander

Attending:
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 Services and School Estate)
Finance and Corporate Resources
M M Cairns, Legal Services Manager; L Harvey, Finance Manager (Resources); M Milne, Human Resources Business Partner; L O'Hagan, Finance Manager (Strategy); L Paterson, Administration Officer

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1 Declaration of Interests
No interests were declared.

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2 Note of Previous Meeting
Note of Delegated Decisions taken by the Chief Executive, in consultation with Group Leaders, on items of business relating to the Education Resources Committee on 19 May 2020 submitted for information.

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

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3 Education Resources – Revenue Budget Monitoring 2019/2020
A joint report dated 23 July 2020 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted comparing actual expenditure for the period 1 April 2019 to 31 March 2020 against budgeted expenditure for 2019/2020 for Education Resources.

As at 31 March 2020, there was an underspend of £4.452 million before transfer to reserves. as detailed in Appendix A to the report, and an overspend of £0.076 million after transfer to reserves.

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

The Resource had incurred costs of £0.026 million in relation to Covid-19 as outlined in Appendix B to the report which mostly related to Personal Protection Equipment and cleaning products.

The Committee decided:

(1) that, the underspend of £4.452 million, before transfers to reserves, as detailed in Appendix A to the report, and the overspend of £0.076 million, after transfers to reserves, be noted;

(2) that the £0.026 million incurred in relation to Covid-19 as outlined in Appendix B to the report, be noted, and

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

[Reference: Note of 19 May 2019 (Paragraph 3)]

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4   Education Resources – Revenue Budget Monitoring 2020/2021

A joint report dated 23 July 2020 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted comparing actual expenditure at 19 June 2020 against budgeted expenditure for 2020/2021 for Education Resources.

As at 19 June 2020 there as an overspend of £0.839 million as detailed in Appendix A of the report.   Costs incurred in relation to the Resources' Covid-19 response were outlined in Appendix B to the report.

The Committee decided:

(1) that the overspend of £0.839 million at 19 June 2020 be noted;

(2) that the expenditure incurred in relation to the Resources' Covid-19 response be noted; and

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

[Reference: Note of 19 May 2020 (Paragraph 5)]

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5   Education Resources – Capital Budget Monitoring 2019/2020

A joint report dated 30 July 2020 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted advising of progress on the Education Resources' capital programme for 2019/2020 and summarising the expenditure position at 31 March 2020.

The total capital programme for 2019/2020 was £25.234 million. Expenditure to 31 March 2020 was £20.347 million. The implications of Covid-19, which included the closure of construction sites in advance of the financial year end, had impacted on the level of spend in 2091/2020 and would continue to impact on the 2020/2021 capital programme.

The Committee decided: that the 2019/2020 capital programme of £25.234 million, and expenditure to 31 March 2020 of £20.374 million, be noted.

[Reference: Note of 19 May 2020 (Paragraph 4)]

6   Education Resources – Capital Budget Monitoring 2020/2021

A joint report dated 16 July 2020 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted advising of progress on the Education Resources' capital programme for 2020/2021 and summarising the expenditure position at 19 June 2020.

The Education Resources' capital programme amounted to £35.001 million and expenditure as at 19 June 2020 was £0.599 million. The progress in delivery of the capital programme had been affected by the lockdown due to Covid-19. The ongoing implications of this, which included the closure of construction sites in advance of the financial year end, had impacted on the level of capital spend achieved in 2019/2020 and would continue to impact on the 2020/2021 capital programme.

The Committee decided: that the Education Resources' capital programme of £35.001 million, and expenditure to date of £0.599 million be noted.

[Reference: Minutes of South Lanarkshire Council of 25 March 2020 (Paragraph 2) and minutes of the Executive Committee of 24 June 2020 (Paragraph 4)

7   Education Resources – Workforce Monitoring – April to June 2020

A joint report dated 21 July 2020 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted on the following employee information for Education Resources for the period April to June 2020:-

♦   attendance statistics
♦   occupational health statistics
♦   accident/incident statistics
♦   discipline, grievance and Dignity at Work cases
♦   analysis of leavers and exit interviews

The Committee decided: that the report be noted.

[Reference: Note of 19 May 2020 (Paragraph 5)]

8 Getting It Right for Every Child – Administrative Support

A joint report dated 10 August 2020 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted on:-

♦ the implementation of the national SEEMiS Wellbeing Application and the development of a single point of contact to process, store and share sensitive information for vulnerable children and families
♦ a proposal for 2 FTE temporary administrative posts and employees to be converted to permanent posts on the Education Resources' establishment

Use of the Wellbeing Application had created opportunities to consider improvements in the ways in which sensitive wellbeing information was communicated, processed and stored, both within Education Resources and across partnerships. A 'single point of contact' had been established which provided a fully secure communications network. In 2017, a pilot project was undertaken by Police Scotland to test the effectiveness of a single point of contact to transfer sensitive information between agencies. Vulnerable Persons reports were now shared routinely which enabled Education employees to provide on-going support.

Information was provided on existing processes and partnership arrangements in relation to Additional Support Needs, Child Protection, multi-agency working, children affected by homelessness and children affected by domestic violence.

On 19 June 2018, the Committee approved the establishment, on a temporary basis, of two additional administrative posts to support the implementation of the Wellbeing Application and operation of the single point of contact. It was now proposed that those posts and employees be converted from temporary to permanent posts within the Education Resources establishment on the following basis:-

♦ I FTE post of Administration Assistant on Salary Grade 2, Level 1 to 2, SCP 34 to 40 (£21,497 to £23,468)
♦ 1 FTE post of Clerical Assistant on Salary Grade 1, Level 1 to 3, SPC 25 to 27 (£18,869 to £19,416)

The Committee decided:

(1) that the temporary administrative posts as detailed above be converted to permanent posts on the Education Resources' establishment; and

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

[Reference: Minutes of 19 June 2018 (Paragraph 6)]

9 Survey Results of Children and Young People and Parents/Carers Regarding COVID-19 Experiences and Return to School

A report dated 10 August 2020 by the Executive Director (Education Resources) was submitted providing details on the:-

♦ findings from surveys, undertaken by Education Resources, of children and young people and parents/carers in relation to COVID-19 experiences and return to school
♦ ways in which engagement had informed the planning for school return and provision of support and services

Information was provided on the design of a range of surveys undertaken to explore pupils' experiences, thoughts and feelings about the school closure period and to gather their views, and that of their parents/carers, about plans to return to school. Surveys had been issued to all parents/carers with a child who attended a South Lanarkshire educational establishment; a child friendly version for primary aged children from P4 to P7 and a young person friendly version of the survey for young people from S1 to S6.

The surveys had been open for response for 1 week in June 2020 and the rates of responses had been as follows:-

♦   parents/carers – 5,799
♦   primary aged pupils – 1,486
♦   secondary aged pupils – 1,563

A detailed summary of the survey findings and comments received in respect of each category mentioned above was provided in the report.

To help inform recovery planning for school session 2020/2021 and beyond, a full analysis of the survey responses had been shared with the Chairs of the Council's Recovery Groups and identifies stakeholders, including the Children's Services Strategy Group. A communications strategy would be developed by Education Resources to ensure that key stakeholders, especially parents/carers, children and young people and schools received key messages from the surveys. This would include the use of social media channels.

The findings of the surveys would be used to highlight the importance of supporting positive mental health and wellbeing during post COVID-19 recovery with all schools and educational settings. The universal approach to this would be underpinned by thorough implementation of the Education Resources' Attachment Strategy.

The Committee decided:

(1)   that the findings of the children and young people and parents/carers surveys be noted; and

(2)   that the planned next steps and development of a communication strategy, as outlined in the report, be approved.

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10 Education Resources' Resource Plan – Quarter 4 Progress Report 2019/2020

A report dated 24 July 2020 by the Executive Director (Education Resources) was submitted on the Education Resource Plan for 2019/2020.

Details were provided on:-

♦   progress made in implementing the priority projects identified in the Resource Plan 2019/2020, as detailed in the Quarter 4 Progress Report, attached as Appendix 1 to the report
♦   those measures which had changed in red/amber/green status, during the period from Quarter 2 to Quarter 4, as detailed in Appendix 2 the report

The Committee decided:

(1) that the Quarter 4 Progress report for 2019/2020, attached as Appendix 1 to the report be noted;

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

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

(4) that details of those measures which had changed in the red/amber/green status during the period between Quarter 2 to Quarter 4, as detailed in Appendix 2 to the report be noted.

[Reference: Minutes of 10 December 2019 (Paragraph 6)]

11 Education Resource Plan 2020/2021

A report dated 10 August 2020 by the Executive Director (Education Resources) was submitted on the Education Resource Plan for 2020/2021.

Details were provided on the Resource Plan for 2020/2021, attached as Appendix 1 to the report, which outlined the:-

♦ key areas of focus for the year ahead
♦ objectives and outcomes
♦ measures and actions
♦ resourcing of the Plan
♦ organisational structure of the Resource

The Resource had established a number of objectives to support the delivery of the Connect priorities in 2020/2021 which were detailed in Appendix 2 to the report.

In line with the Council's performance management arrangements, a mid-year progress report on actions identified in the 2020/2021 Resource Plan would be submitted to a future meeting of the Committee.

The Committee recommended to the Executive Committee: that the Education Resource Plan for 2020/2021 be approved and uploaded to the Council's website.

12 Covid-19 Update on Education Recovery

A report dated 10 August 2020 by the Executive Director (Education Resources) was submitted providing a summary of the Education Resources' response to COVID-19 and, in particular the measures taken to ensure a safe return to school and early years' establishments for staff, children and young people.

Detailed information was provided on the following key areas:-

♦ the initial COVID-19 response following the closure of all schools on 20 March 2020 which focused on the safety and welfare of vulnerable children, provision of emergency childcare for children of key workers and provision for the continuity of learning for all children
♦ the Local Phasing Delivery Plan
♦ reopening of schools
♦ safety and infrastructure
♦ school transport
♦ support for pupils in terms of:-
  ♦ mental health and wellbeing
  ♦ pupils with additional support needs
  ♦ vulnerable children and young people
♦ learning focus for schools as pupils returned to schools in terms of:-
  ♦ health and wellbeing
  ♦ equity
  ♦ continuity of learning
♦ digital learning
♦ early learning and childcare provision
♦ recruitment of additional teachers and support staff, including school support assistants

The Committee decided: that the Education Resources' response to COVID-19 be noted.

13 Education Scotland – Inspection Update

A report dated 23 July 2020 by the Executive Director (Education Resources) was submitted providing an update on:-

♦ the outcome of school and early years' inspections published in 2019/2020
♦ the support provided to schools, to achieve positive outcomes, by the Curriculum and Quality Improvement Service (CQIS)
♦ planned developments to support schools during 2020/2021

In August 2016, a range of new national inspection models was introduced by Education Scotland to suit particular circumstances and contexts and also to reflect the changing educational landscape. The models introduced were as follows:-

♦ full inspection
♦ short inspection
♦ localised thematic
♦ neighbourhood

Inspectors used the new Quality Indicators (QIs) from 'How Good is Our School? (4th edition) (HGIOS4) and, in nursery classes, the equivalent QIs from 'How good is our early learning and childcare?' (HGIOELC).

Appendix 1 to the report provided information on the number of published inspections during school session 2019/2020 across authorities of comparable size to South Lanarkshire. Education Scotland conducted 14 inspections of schools within the Council as follows:-

♦ full inspections had been undertaken in 8 primary schools (6 of those schools with nursery classes) and 2 secondary schools
♦ short inspections had been undertaken in 4 primary schools, I of those schools with nursery classes

All schools inspected had received a 'positive' outcome, that is a grade of satisfactory or above for all QIs and there had been no requirement for follow-up inspection activity as an outcome of any inspection, as illustrated in Appendices 1 and 3 to the report.

Appendix 1 to the report illustrated that South Lanarkshire's total percentage for all QIs scored 'good' or 'better' stood at 71.4%.

Information on planned developments and support for schools and establishments to be provided in 2020/2021 was detailed in the report.

The Committee decided: that the report be noted.

[Reference: Minutes of 1 October 2019 (Paragraph 8)]

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14 Supporting Mental Health and Wellbeing through Transition, Reconnection and Recovery – An Attachment Informed Approach

A report dated 10 August 2020 by the Executive Director (Education Resources) was submitted providing an update on:-

♦ the guidance prepared for educational establishments to support positive mental health and wellbeing during the post COVID recovery period
♦ progress made on the implementation of the Education Resources' Attachment Strategy approved by the Committee on 27 November 2018

The Educational Psychology Service had developed guidance entitled 'Supporting Mental Health and Wellbeing through transition, reconnection and recovery: an attachment informed approach'. The guidance was intended for senior managers and practitioners across Education Resources in considering their forward planning as new ways of working were developed and to respond to the needs of education communities.

The guidance took full account of the Education Resources' Attachment Strategy and outlined key aspects of whole school wellbeing illustrated within 10 factors necessary in supporting mental health and wellbeing through transition, reconnection and recovery.

Detailed information was provided on the:-

♦ progress made on the implementation of the Attachment Strategy
♦ additional approaches to supporting mental health and wellbeing in education establishments

The Committee decided: that the report be noted.

15 Provision of Emergency Childcare for Keyworkers and Services for Vulnerable Children and Families during Summer Holiday Period

A report dated 11 August 2020 by the Executive Director (Education Resources) was submitted providing an update on the provision of emergency childcare for keyworkers and services for vulnerable children and families during the 2020 Summer holiday period.

The Coronovirus (Scotland) Act 2020 required education authorities to provide ongoing critical childcare and emergency childcare provision. This provision had continued to be delivered throughout the period from 26 June to 5 August 2020. The locations and average weekly attendance was provided in Appendix 1 to the report.

Detailed information was provided on the:-

♦   delivery and impact of the Summer 2020 provision of emergency childcare
♦   activities and impact of services to meet the needs of vulnerable children and families

Formal evaluation of the impact of all aspects of the delivery of services for children of keyworkers and vulnerable children during Summer 2020 was underway and would inform future activity. Early indication had highlighted that the provision had had extremely positive impacts on the health and wellbeing of children, parents, carers, families and staff.

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

16 Celebrating Success – Young People and Staff in Schools and Services

A report dated 29 July 2020 by the Executive Director (Education Resources) was submitted on a range of recent achievements and success of children and young people, staff in schools and services throughout South Lanarkshire.

Staff throughout Education Resources, working with officers in other Resources, had played a pivotal role in adapting to challenges faced during the COVID-19 pandemic.

Section 5 of the report highlighted a range of achievements which captured the essence of education in South Lanarkshire which was to inspire learners, transform learning and strengthen communities.

The Committee decided: that the report be noted.

17 Urgent Business

There were no items of urgent business.

Additional Item of Business

Reference was made to discussion that had taken place at the Executive Committee meeting on 12 August 2020 regarding the Scottish Qualifications Authority exam results situation that had developed. The Executive Committee had:-

♦   noted that concern had been raised that the Scottish Qualifications Authority (SQA) had caused huge upset and worry to South Lanarkshire students by initially downgrading 8,590 awards from those assessed by teachers (approximately a quarter of the total) on a moderation process which appeared to lack equity and fairness and which particularly disadvantaged young people from more deprived areas

♦ agreed that a further and full debate would take place on this matter today's meeting of the Education Resources Committee

The Chair referred to:-

♦ the Scottish Government's decision that the SQA reinstate all the downgraded results to those originally recommended by their teachers
♦ the Deputy First Minister's apology to all those affected and his pledge that no one would be "crowded out" of a university or college place they would otherwise have been awarded

The Chair and the Executive Director (Education Resources) provided responses to a number of questions that had been raised at the Executive Committee.

It was recognised that young people had had a significant disruption to their lives in 2020 and should be congratulated on their achievements, not only their academic achievements but the the resilience and tenacity they had shown throughout the COVID-19 pandemic.

The Committee decided: that the position be noted.

SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**27 October 2020**
Report by:	**Executive Director (Finance and Corporate Resources)**
	Executive Director (Education Resources)

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

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

- ♦ provide information on the actual expenditure measured against the revenue budget for the period 1 2020 to 14 August 2020 for Education Resources.

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

(1) that an overspend of £1.474m as at 14 August 2020 on Education Resources' revenue budget as detailed in Appendix A of the report be noted.

(2) that the proposed budget virements be approved.

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

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

4. Scottish Attainment Challenge Funding
4.1. The current budget for Education contains £9.685m awarded for Pupil Equity Funding (PEF) and £1.963m for Scottish Attainment Challenge (SAC) as part of the schools programme. Total budget for 2020/2021 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 14 August 2020 is £2.761m, with £6.924m still to spend. This includes known staff costs for the period April 2020 to August 2020, however staffing for the new school session from 11 August 2020 is not yet reflected within this position. Committee will be updated with the spend position for 2020/2021 throughout the year.

4.3. Scottish Government announcements have given councils flexibility on how they use their Pupil Equity Fund (PEF) monies this financial year. For the Council, there is up to £3.100 million of Pupil Equity funding that could be used to contribute towards the cost of COVID-19. £1.500 million is required by schools to address inequity, leaving

a balance of £1.600 million that could be spent on COVID-19 costs. This situation continues to be monitored.

4.4.   In relation to SAC funding, spend and commitment to date is £1.290m with £0.673m 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. Committee will continue to be updated with the spend position for 2020/2021 throughout the year.

5.   Employee Implications
5.1.   None

6.   Financial Implications
6.1.   As at 14 August 2020, there is an overspend of £1.474m against the phased budget.

6.2.   Variance explanations are outlined in appendix A and this overspend in the main is COVID related and reflects an overspend relating to the increased cost of supply teachers in relation to the application of the SNCT guidance on payment arrangements for staff; expenditure incurred in the operation of the hubs for key worker children 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.

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

7.   Climate Change, Sustainability and Environmental Implications
7.1   There are no climate change, sustainability or environmental implications arising from the information in this report.

8   Other Implications
8.1   The main risk associated with the Council's Revenue Budget is that there is an overspend. The risk 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.

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

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

Paul Manning
Executive Director (Finance and Corporate Resources)

Tony McDaid
Executive Director (Education Resources)

24 September 2020

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

16

Previous References

♦ Education Resources Committee – 18 August 2020

List of Background Papers

♦ Financial ledger and budget monitoring results to 14 August 2020

Contact for Further Information

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

Louise Harvey, Finance Manager (Resources)
Ext: 2658 (Tel: 01698 452658)
E-mail: louise.harvey@southlanarkshire.gov.uk

SOUTH LANARKSHIRE COUNCIL

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 14 August 2020 (No.5)

Education Resources Summary

	Annual Budget	Forecast for Year	Annual Forecast Variance	Budget Proportion 14/08/20	Actual 14/08/20	Variance 14/08/20		% Variance 14/08/20	Note
	£000	£000	£000	£000	£000	£000			
Budget Category									
Employee Costs	276,239	276,239	0	98,162	98,781	(619)	over	(0.6%)	**1,a,g**
Property Costs	25,439	25,439	0	2,627	2,497	130	under	4.9%	**2,b,g**
Supplies & Services	16,183	16,183	0	1,281	1,540	(259)	over	(20.2%)	**3,c,g**
Transport & Plant	10,613	10,613	0	3,360	3,656	(296)	over	(8.8%)	**4,d,f**
Administration Costs	1,255	1,255	0	362	442	(80)	over	(22.1%)	**5,g**
Payments to Other Bodies	27,412	27,412	0	6,961	7,004	(43)	over	(0.6%)	**b,e,g**
Payments to Contractors	35,548	35,54	0	11,049	11,009	40	under	0.4%	
Transfer Payments	2,027	2,027	0	1,842	1,842	0	-	0.0%	**f,g**
Financing Charges	390	390	0	176	176	0	-	0.0%	**g**
Total Controllable Exp.	395,106	395,106	0	125,820	126,947	(1,127)	over	(0.9%)	
Total Controllable Inc.	(41,977)	(41,977)	0	(29,614)	(29,267)	(347)	under recovered	(1.2%)	**6,c,f,g**
Net Controllable Exp.	353,129	353,129	0	96,206	97,680	(1,474)	over	(1.5%)	

Variance Explanations

1. The overspend is due to the increased cost of supply teachers in the financial year to date in relation to SNCT guidance on payment arrangements for staff during the ongoing pandemic.
2. The underspend is due to the timing of rates charges from schools and establishments becoming operational and the reduced consumption of gas while schools were closed during April to June partially offset by expenditure incurred on sanitising stations and various cleaning supplies and enhance cleaning regimes in our schools and establishments.
3. The overspend is mainly due to expenditure incurred on PPE and wipes in preparation for schools return in August.
4. The overspend is due to the cost of school transport for both ASN and mainstream schools.
5. The overspend is mainly due to costs associated with COVID related signage required for schools for their return in August.
6. 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.

Budget Virements

a. Establish budget to reflect the receipt of funding for Education Recovery for Teachers and Support staff. Net Effect £3.467m: Employee Costs £3.467m.
b. Transfer to Community & Enterprise in relation to Cleaning and Janitor Services. Net Effect (£0.035m): Property Costs (£0.013m) and Payments to Other Bodies (£0.022m).
c. Establish budget to reflect the receipt of Scottish Attainment Challenge Funding. Net Effect £0.000m: Supplies and Services £1.963m and Income (£1.963m).
d. Establish budget to reflect the receipt of funding for Education Recovery for Transport. Net Effect £0.072m: Transport £0.072m.
e. Transfers from reserves in relation to the Children's Neighbourhood Scotland Project. Net Effect £0.045m: Payments to Other Bodies £0.045m.
f. Realignment of Education Maintenance Allowance budget. Net Effect £0.000m: Transfer Payments £0.102m and Income (£0.102m).
g. Realignment of DMS. Net Effect £0.000m: Employee Costs £3.638m, Property Costs £0.002m, Supplies and Services (£1.311m), Transport and Plant £0.955m, Administration Costs £0.147m, Payments to Other Bodies (£0.313m), Transfer Payments (£0.002m), Financing Charges £0.001m, Income (£3.117m).

For budget virements a. and d. above, these will be received via GRG and reported separately through Corporate Items COVID funding throughout the remainder of the financial year.

SOUTH LANARKSHIRE COUNCIL

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 14 August 2020 (No.5)

Education Resources COVID

	Annual Budget	Forecast for Year	Annual Forecast Variance	Budget Proportion 14/08/20	Actual 14/08/20	Variance 14/08/20		% Variance 14/08/20	Note
	£000	£000	£000	£000	£000	£000			
Budget Category									
Employee Costs	0	0	0	0	760	(760)	over	n/a	**1**
Property Costs	0	0	0	0	221	(221)	over	n/a	**2**
Supplies & Services	0	0	0	0	259	(259)	over	n/a	**3**
Transport & Plant	0	0	0	0	1	(1)	over	n/a	
Administration Costs	0	0	0	0	79	(79)	over	n/a	**4**
Payments to Other Bodies	0	0	0	0	43	(43)	over	n/a	**5**
Payments to Contractors	0	0	0	0	0	0	-	n/a	
Transfer Payments	0	0	0	0	0	0	-	n/a	
Financing Charges	0	0	0	0	0	0	-	n/a	
Total Controllable Exp.	0	0	0	0	1,363	(1,363)	over	n/a	
Total Controllable Inc.	0	0	0	0	0	0	-	n/a	
Net Controllable Exp.	0	0	0	0	1,363	(1,363)	over	n/a	

Variance Explanations

1. The overspend is mainly due to the increased cost of supply teachers in the financial year to date in relation to SNCT guidance on payment arrangements for staff during the ongoing pandemic. In addition, sessional staff costs have been incurred for the provision of Summer Hubs as a result of COVID.
2. The overspend is mainly due to expenditure incurred on sanitising stations, various cleaning supplies and enhanced cleaning regimes for schools and establishments.
3. The overspend is mainly due to expenditure incurred on PPE and wipes in preparation for schools return 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.

Agenda Item

4

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**27 October 2020**
Report by:	**Executive Director (Finance and Corporate Resources)**
	Executive Director (Education Resources)

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

1.   Purpose of Report

1.1.   The purpose of the report is to:-

   ♦   provide information on the progress of the capital programme for Education Resources for the period 1 April to 14 August 2020.

2.   Recommendation(s)

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

   (1)   that the Education Resources' capital programme of £22.656 million, and expenditure to date of £2.558 million, be noted.

3.   Background

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

3.2.   As noted in the last report to this Committee (18 August 2020), the budget for Education Resources for financial year 2020/2021, including carry forward, was £35.001 million. It was also noted that the progress in delivery of this new year programme had been affected by the lockdown due to COVID-19 along with the ongoing requirements of social distancing.

3.3.   As a result, a revised 2020/2021 General Services Capital Programme was presented to the Executive Committee on 23 September 2020. The focus of the paper was the level of project deliverability which could be achieved in the current year. The revised base programme for Education Resources is therefore £21.453 million.

3.4.   In addition, the Executive Committee (23 September 2020) also agreed additions to the Education Resources Capital Programme mainly to reflect funding received in relation to Digital Inclusion (£1.253m). The details are shown in Appendix A. This revises the Education Resources programme for 2020/2021 to £22.656 million.

3.5.   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 3.4, the total revised capital programme for Education Resources for 2020/2021 is £22.656 million. Anticipated spend to date was £2.558 million, and £2.558 million has been spent to 14 August 2020. This represents a breakeven position.

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)

8 October 2020

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

Previous References
▪   Education Resources Committee, 18 August 2020
▪   Executive Committee, 23 September 2020

List of Background Papers
▪   Financial ledger to 14 August 2020

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:-
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South Lanarkshire Council
Capital Expenditure 2020-21
Education Resources Programme
For Period 1 April 2020 – 14 August 2020

Education Resources	Base Budget £000	Budget Adjustments £000	Slippage/ Acceleration £000	Total Budget £000	Budget to Date £000	Actual Expenditure £000
Primary School Modernisation Programme	417	(68)	0	349	7	7
ICT Developments	3,500	1,253	0	4,753	362	362
Early Years 1,140 Hours	12,880	0	0	12,880	1,837	1,837
Other	4,656	18	0	4,674	352	352
TOTAL	**21,453**	**1,203**	**0**	**22,656**	**2,558**	**2,558**

For Information Only
Budget Adjustments presented to Executive Committee (23 September 2020) since the last report to this Committee:

Budget Adjustments
Primary Schools Modernisation Programme	(£0.068m)
Digital Inclusion	£1.253m
Strathaven Academy Sound and Lighting Equipment Upgrade	£0.018m
Total Budget Adjustments	**£1.203m**

SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**27 October 2020**
Report by:	**Executive Director (Finance and Corporate Resources)**
	Executive Director (Education Resources)

Subject:	**Education Resources – Workforce Monitoring – July and August 2020**

1. Purpose of Report

1.1. The purpose of the report is to:-

♦ provide employment information for July and August 2020 relating to Education Resources.

2. Recommendation(s)

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

(1) that the following employment information for July and August 2020 relating to Education Resources be noted:-

♦ attendance statistics
♦ occupational health
♦ accident/incident statistics
♦ discipline, grievance and dignity at work cases
♦ analysis of leavers and exit interviews
♦ staffing watch as at 13 June 2020

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 July and August 2020.

4. Monitoring Statistics

4.1. **Attendance Statistics (Appendix 1)**

Information on absence statistics is analysed for the month of August 2020 for Education Resources.

The Resource absence figure for August 2020 was 1.8%, which represents an increase of 0.9% when compared to the previous month and is 1.3% lower than the Council-wide figure. Compared to August 2019, the Resource absence figure has decreased by 0.2%.

Based on the absence figures at August 2020 and annual trends, the projected annual average absence for the Resource for 2020/2021 is 3.3%, compared to a Council-wide average figure of 4.4%.

For the financial year 2020/2021, the projected average days lost per employee equates to 4.3 days, compared with the overall figure for the Council of 7.0 days per employee.

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

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.

4.2.   **Occupational Health (Appendix 2)**
In terms of referrals to occupational health, which include medical examinations and physiotherapy, overall 135 referrals were made this period, a decrease of 47 when compared with the same period last year.

4.3.   **Accident/Incident Statistics (Appendix 2)**
There were 12 accidents/incidents recorded within the Resource this period. The new electronic reporting system has been in place for this period and as anticipated this has improved the data being recorded. The system facilitates multiple recording through the day allowing for better reporting, analysis and leading to more targeted interventions.

On further analysis of this data, the 12 reports relate to physical incidents (100% of the total number reported) which is a reduction from 39 in the same period the previous year.

4.4.   **Discipline, Grievance and Dignity at Work (Appendix 2)**
One disciplinary hearing was held within the Resource this period, which remains unchanged when compared with the same period last year. Two grievance hearings were held within the Resource this period, which is an increase of 1 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 50 leavers in the Resource this period who were eligible for an exit interview. This figure has decreased by 46 when compared with the same period last year. Exit interviews were held with 24% of employees compared with 4% 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 July to August 2020, 136 (91.24 FTE) employees in total left employment and managers indicated that 135 (91.14 FTE) posts were being filled and for 1 post (0.10 FTE) the budget will transfer to another post.

5. Staffing Watch
5.1. There has been an increase of 27 in the number of employees in post from 14 March 2020 to 13 June 2020.

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 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)

23 September 2020

Link(s) to Council Values/Ambitions/Objectives
♦ Accountable, effective, efficient and transparent
♦ Fair, open and sustainable
♦ Ambitious, self aware and improving
♦ Excellent employer
♦ Focused on people and their needs
♦ Working with and respecting others

Previous References

♦ Education Resources – 18 August 2020

List of Background Papers

♦ Monitoring information provided by Finance and Corporate Resources

Contact for Further Information

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

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

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

No of Employees at 31 August 2020	3041	No of Employees at 31 August 2020	4222	No of Employees at 31 August 2020	7263	No of Employees at 31 August 2020	16075

For the financial year 2020/21, the projected average days lost per employee equates to 4.3 days.

EDUCATION RESOURCES

	Jul-Aug 2019	Jul-Aug 2020
MEDICAL EXAMINATIONS Number of Employees Attending	31	24
EMPLOYEE COUNSELLING SERVICE Total Number of Referrals	17	4
PHYSIOTHERAPY SERVICE Total Number of Referrals	83	46
REFERRALS TO EMPLOYEE SUPPORT OFFICER	50	59
REFERRALS TO COGNITIVE BEHAVIOUR THERAPY	1	2
TOTAL	182	135

CAUSE OF ACCIDENTS/INCIDENTS	Jul-Aug 2019	Jul-Aug 2020
Over 7 day absences	1	0
Minor	3	0
Violent Incident: Physical****	39	12
Violent Incident: Verbal*****	3	0
Total Accidents/Incidents	46	12

*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	Jul-Aug 2019	Jul-Aug 2020
Total Number of Hearings	1	1

Time Taken to Convene Hearing Jul - Aug 2020

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

RECORD OF GRIEVANCE HEARINGS	Jul-Aug 2019	Jul-Aug 2020
Number of Grievances	1	2
Number Resolved at Stage 2	1	0
Still in Progress	0	2

RECORD OF DIGNITY AT WORK	Jul-Aug 2019	Jul-Aug 2020
Number of Incidents	0	0

ANALYSIS OF REASONS FOR LEAVING	Jul-Aug 2019	Jul-Aug 2020
Career Advancement	0	1
Poor Relationship with Manager/Colleagues	1	1
Moving Outwith Area	2	1
Further Education	0	4
Childcare/caring responsibilities	0	2
Dissatisfaction With Terms and Conditions	0	1
Other	1	2
Number of Exit Interviews conducted	**4**	**12**

Total Number of Leavers Eligible for Exit Interview	**96**	**50**

Percentage of interviews conducted	**4%**	**24%**

	July - August 2020		Reconciliation figure Apr 2020 - June 2020		Cumulative total	
	FTE*	H/C**	FTE	H/C	FTE	H/C
Terminations/Leavers	91.24	136	15.83	28	107.07	164
Being replaced	91.14	135	15.48	27	106.62	162
Held pending savings	0.00	0	0.00	0	0.00	0
Filled on fixed term basis	0.00	0	0.00	0	0.00	0
Budget transfer to other post	0.10	1	0.00	0	0.10	1
End of fixed term contract	0.00	0	0.00	0	0.00	0
No reason provided	0.00	0	0.34	1	0.34	1

* Full time equivalent

** Head count/number of employees

JOINT STAFFING WATCH RETURN
EDUCATION RESOURCES

1. As at 13 June 2020

	MALE		FEMALE		TOTAL
	F/T	P/T	F/T	P/T	
Teachers	694	61	2272	734	3761
Other	140	83	510	2157	2890
Total Employees	834	144	2782	2891	6651

*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	0.34	0.00	0.00	0.00	1.00	0.00	4.00	3444.90	3450.24
Other	1.00	1039.95	778.48	134.03	47.64	13.00	4.00	58.23	7.40	2083.73

1. As at 14 March 2020

	MALE		FEMALE		TOTAL
	F/T	P/T	F/T	P/T	
Teachers	694	61	2259	728	3742
Other	140	82	503	2157	2882
Total Employees	834	143	2762	2885	6624

*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	0.69	0.00	0.00	0.00	1.00	0.00	4.00	3427.60	3433.29
Other	1.00	1373.40	450.76	139.88	31.80	13.00	4.00	56.93	6.40	2077.17

SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**27 October 2020**
Report by:	**Executive Director (Education Resources)**

Subject:	**Acquisition of Our Lady of Lourdes Primary School Building**

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

   ♦ seek approval for the acquisition of the accommodation that makes up Our Lady of Lourdes Primary School in East Kilbride.

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

   (1) that the Council acquire the accommodation at Our Lady of Lourdes Primary School, East Kilbride on the main terms and conditions outlined in Section 6 of this report;

   (2) that the Executive Director (Housing and Technical Resources), in consultation with the Head of Administration and Legal Services, if appropriate, be authorised to conclude all matters in respect of the acquisition and to enter into the necessary legal agreements on terms which are in the best interests of the Council

   (3) that, in terms of funding for the proposal, this aspect of the matter be referred to the Executive Committee in order that approval can be sought to add this project into the capital programme and to initiate the borrowing of funds; and,

   (4) that it be noted that Education Resources will use its annual revenue budget available to repay the borrowing costs.

3. Background
3.1. In January 2004 the Council entered into a 20 year lease with Investec Asset Finance plc (Investec) to provide a modular construction building to be utilised as a school building for Our Lady of Lourdes Primary School and Nursery Class. The lease term ends on 30th January, 2024.

3.2. The rental terms were 10 annual instalments of £580,800 followed by 10 further annual instalments of £59,300. A total of £177,900 rental remains due between now and the end of the lease agreement.

3.3. The Council is obliged at the end of the contract to pay for the removal of the modular units from the site, the cost of which is estimated to be in the region of £200,000 to £300,000.

4.   Education Requirements and Legal Position.

4.1.   The Primary School currently has 13 classroom spaces with a Pupil Planning capacity of 390. The current three years roll prediction, excluding large scale housing developments, is 345 pupils. It is predicted that the E.K. Community Growth Area and Phillipshill Housing Development will generate up to 137 additional denominational primary school pupils when complete. This would give a pupil roll of 482 pupils, requiring 16 classrooms. Therefore, an additional 3 classrooms will be required and Developer Contributions have been agreed to fund this expansion.

4.2.   Being completed and occupied in February, 2004, there is a recognition within Education Resources and Housing & Technical Resources that the building, being now 15 years old, now requires capital investment to ensure that it meets the very high standards of the Council's recently completed Schools Modernisation Programme.

4.3.   Prior to making any investment, however, it is necessary to secure the future occupation of the property beyond the end of the current agreement in 2024.

4.4.   Although the Council's lease for the modular units is with Investec, discussions have been taking place with Portakabin (Scotland) Ltd ("Portakabin"). Portakabin are Investec's agents in terms of an agency agreement entered into with Paton Plant Ltd (as Portakabin were known at that time) and as such have the only rights to negotiate a deal on the sale/lease extension of the modular units.

5.   Recommendation

5.1.   On the basis that purchase delivers control of the property to the Council and enables the Council to decide when and how it wishes to invest in the school building, provisional negotiations with Portakabin have resulted in the following terms being offered:

I.   A purchase price of £626,900 plus VAT
   a.   £499,000 for the purchase of the units
         £127,900 towards the remaining 3 years rental obligation
II.   Date of entry takes place this calendar year.
III.   Portakabin to pay £50,000 of the costs associated with "buying out" the remaining 3 years of the existing contract with Investec.

5.2.   All the property options have been considered and the recommendations represents best value and gives the Council security to invest in the accommodation to ensure it meets the very high standards of the Council's recently completed Schools Modernisation Programme.

6.   Employee Implications

6.1.   There are no employee implications to be considered at this time.

7.   Financial Implications

7.1.   The total cost to take ownership of the building is £0.627m. It is proposed that the Council borrow to fund the purchase, with the repayments being made annually from the Education Resources lease budget available, which is £0.059m.

7.2.   Although Education Resources has the annual revenue budget to cover the cost of paying for the acquisition over a period of time, the matter requires to be referred to Executive Committee where the authority to borrow the initial funding and agree a capital programme sits.

8. Climate Change, Sustainability and Environmental Implications

8.1. The recommendation, which retains the existing property, minimises impact on climate change, sustainability and environmental implications.

9. Other Implications

9.1 There are no other implications to be considered at this time.

10. Equality Impact Assessment and Consultation Arrangements

10.1. There was no requirement to carry out an Equality Impact Assessment in terms of this report.

Tony McDaid
Executive Director (Education Resources)

5 October 2020

Link(s) to Council Values/Ambitions/Objectives

- Improve achievement, raise educational attainment and support lifelong learning

Previous References
None

List of Background Papers
None

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

Report to:	**Education Resources Committee**
Date of Meeting:	**27 October 2020**
Report by:	**Executive Director (Education Resources)**
	Executive Director (Finance and Corporate Resources)

Subject:	**Developing the Young Workforce (DYW) - School Co-ordinators**

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

♦ provide an update on the opportunity to create Developing the Young Workforce (DYW) Co-ordinators in all South Lanarkshire secondary schools

♦ provide an update on the funding application submitted by the DYW Lanarkshire and East Dunbartonshire Regional Group, in partnership with Education Resources, to participate in a Scottish Government Initiative in response to the current economic challenges resulting from Covid-19

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

(1) that the funding opportunity to create Developing the Young Workforce (DYW) Co-ordinators in all South Lanarkshire secondary schools be noted; and

(2) that, subject to receipt of grant award, the proposal to establish and recruit the posts detailed in section 5 of this report, be approved.

3. Background
3.1. Developing the Young Workforce (DYW) is the Scottish Government's Youth Employment Strategy to better prepare young people for the world of work. In South Lanarkshire, a range of activities have been developed since the Strategy was launched in 2014.

3.2. Established in 2014, the Developing the Young Workforce Regional Groups are a network of 21 industry led groups tasked with strengthening employer engagement with education. The groups work to support pupils in Scotland's publicly funded secondary schools. As part of the Scottish Government's response to the current economic challenges associated with covid-19 and the anticipated increase in youth unemployment the Scottish Government has invited the DYW groups to submit applications to fund DYW Co-ordinator posts in all Scottish secondary schools

3.3. The main role of a DYW Co-ordinator will be to support senior management in the school to embed the Developing the Young Workforce Strategy and other employer offers within the curriculum, with a particular focus on those young people who are furthest away from the labour market.

4. South Lanarkshire Application

4.1. DYW Lanarkshire and East Dunbartonshire (DYW LED) is the regional group established to support DYW activity in schools in South Lanarkshire, North Lanarkshire and East Dunbartonshire. In South Lanarkshire, the DYW LED works closely with schools, employers, the Youth Employability Service and Skills Development Scotland. South Lanarkshire Council has invested significant resources to ensure that the DYW agenda is embedded across the senior phase curriculum and that young people who are most at risk are given the support they need to progress to, and sustain, positive post school destinations.

4.2. In response to this funding opportunity, DYW LED, working in partnership with Education Resources, have submitted a funding application for £522,833 for the period November 2020 to March 2022 to support a DYW co-ordinator in all 20 secondary schools in South Lanarkshire. The role of the Co-ordinator will be to ensure that the DYW agenda continues to be embedded in the curriculum, with a particular focus on those young people who are most at risk from leaving school and not securing a positive destination.

4.3. The Co-ordinator will have the following specific roles to:-

- ♦ develop and implement a school DYW plan with a focus on those young people who are most at risk of failing to progress to a positive post-school destination
- ♦ act as the key point of contact for South Lanarkshire Council's youth employability programmes, including Foundation Apprenticeships, GradU8 and Aspire Us ensuring take up is maximised and targeted at the most appropriate young people
- ♦ expand the range of work-based and employability opportunities across the curriculum in partnership with DHT curriculum and timetable
- ♦ engage with employers to increase their role within the delivery of the curriculum and provision of work inspiration and work experience targeted at those young people who would most benefit
- ♦ develop increased opportunities for targeted young people to engage in work experience within the GradU8 timetable model
- ♦ work with DYW Co-ordinators in neighbouring schools within the Council's 4 localities of Cambuslang/Rutherglen, East Kilbride, Hamilton and Clydesdale to add value and share practice
- ♦ engage with key partners including the Youth Employability Service, DYW LED, Skills Development Scotland, MCR, Career Ready

5. Next Steps

5.1. The funding application has been submitted by DYW LED and is subject to approval, which is expected to be confirmed by November 2020. An exercise will be then be undertaken to allocate funding to each secondary school. A partnership agreement will be developed between DYW LED and the Council to support this activity.

5.2. If the bid is successful, the funding will support up to a 0.5 FTE DYW Co-ordinator within in each school and a Development Officer based centrally to support the Coordinator posts. A national or regional job profile will be developed in regard to this Post.
The Education Resources Committee is invited to support the appointment of these posts subject to the receipt of the grant award.

6. Employee Implications

6.1. The employee implications are highlighted in paragraph 5.

7. Financial Implications

7.1. There are no other financial implications arising from this report. All costs will be met from the grant award.

8. Climate Change, Sustainability and Environmental Implications

8.1. There are no Climate Change, Sustainability and Environmental implications arising from this report.

9. Other Implications

9.1. There are no implications for 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 existing policy, function or strategy and therefore, no impact assessment is required.

10.2. There was no requirement to undertake any consultation in terms of the information contained within this report. The Trade Unions have been advised of the application and consultation will take place regarding the recommendations contained in this report should the application for funding be successful.

Tony McDaid
Executive Director (Education Resources)

Paul Manning
Executive Director (Finance and Corporate Resources)

7 October 2020

Link(s) to Council Values/Ambitions/Objectives
- Improve achievement, raise educational attainment and support lifelong learning
- Ensure schools and other places of learning are inspirational

Previous References
None

List of Background Papers
None

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

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**27 October 2020**
Report by:	**Executive Director (Education Resources)**
	Executive Director (Health and Social Care)
	Executive Director (Finance and Corporate Resources)

Subject:	**Community Mental Health Support for Children and Young People**

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

- ♦ provide an update on developments and funding in relation to Children and Young People's Community Mental Health Support (CYPCMHS) and on the governance of the CYPCMHS within South Lanarkshire Council
- ♦ seek approval for the recruitment of posts to roll out the developments and future commissioning for community mental health interventions

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

(1)   that the governance arrangements of the CYPCMHS programme be endorsed; and
(2)   that the proposal to establish, recruit and ring fence the 2 posts detailed in section 5 of the report, be approved

3.   Background
3.1.   In 2019/2020 the Scottish Government allocated £2 million for councils across Scotland to enable them to prepare to implement community mental health and wellbeing services for children and young people. A Framework developed by the Children and Young People's Mental Health and Wellbeing Programme Board was issued to councils setting out the distribution of the £2 million. The Framework describes the kind of support that is required and how this is expected to fit within existing mental health supports from universal services and clinical care, with an emphasis on early intervention.

3.2.   In June 2020, a report was drafted by Scottish Government officials for the joint Scottish Government Settlement and Distribution Group (SDG). Initially intended for April 2020, the report had been delayed due to COVID-19 and the pausing of normal business by both Scottish Government and local authorities.

3.3.   The Scottish Government agreed to distribute £2 million equally between local authorities, £62.5K per local authority, for use by local collaborative partnerships for planning, development, programme and change management costs. Collaborative

partnerships refers to either Community Planning Partnerships or Children's Services Partnership groupings set up by Community Planning Partnerships (CPPs).

The expectation is that local partnerships will bring together those with a key interest to collaborate on this work and who are best placed locally to take this work forward. This may generally include, but is not limited to, children's services; social work; education including educational psychology; the NHS including CAMHS; primary care and community and school nursing as well as the Third Sector. During this initial planning period, the Scottish Government's expectation is that the £2 million funding provided would be used as appropriate locally in planning and preparation, for example this may be to support a post with capacity to take this work forward.

3.4.   South Lanarkshire Council has received £62.5K as part of the initial funding to create a post. The initial tasks will be to undertake a consultation exercise and scoping of local needs and identify a CYP Mental Health Strategy for the area.

3.5.   A further £15 million per annum, will be available from financial year 2020/2021 with South Lanarkshire due to receive circa £800K, however, this funding will only be paid as part year costs due to the delay caused by COVID-19. It is anticipated that this funding will be identified towards the end of the year for local authorities. Full year costs will be available thereafter.

3.6.   The aim of the funding is to establish early intervention initiatives and programmes for young people and their carers, as well as targeted intensive interventions and programmes for the most vulnerable individuals, aged 5 to 24 years and 26 years for care experienced young people.

4.   **Governance**
4.1.   There are clear priority areas of work and, for the programme to be truly inclusive, it must make strong links with other partnership forums other than the Children's Services Partnership. There are strong connections to the priorities of the Corporate Parenting Steering Group, Community Justice Partnership and the Alcohol and Drugs Partnership. The support for early years and parenting programmes to support parents as well as counselling services within schools are also clear connections.

4.2.   The governance of the programme will be through the Getting it Right for South Lanarkshire Children's Services Strategy Group. This is the children's services partnership that reports to the Community Planning Partnership. The group will oversee the initiative and will create a partnership steering group as a sub-group of the strategy group, which will be chaired by the proposed new Senior Educational Psychologist who will oversee and manage the programme, as detailed in section 5 of this report.

4.3.   The steering group will report to the strategy group which in turn will report to the CPP. The Scottish Government have identified a Service Framework with the priorities to be addressed at a local level. The requirements for a 6 monthly Scottish Government return in relation to the spend and outcomes of the programme are yet to be developed, but will be a core feature of the governance arrangements.

4.4.   It is proposed to recruit a Senior Educational Psychologist within Education Resources to lead this programme on behalf of the Council and the Partnership. They will chair the Steering Group and be responsible for ensuring that the focus remains on supporting children and young people through early intervention and specially targeted support in a community setting as well as monitoring against set milestones and in

complying with need to complete national returns. It is also proposed that a Planning and Development Officer be employed to support this post.

4.5. There is a requirement that the programme is community facing with engagement with children at community level. It is, therefore, proposed to create the post of Planning and Development Officer within Social Work Resources to support the Senior Educational Psychologist as the programme lead, to engage with children and relevant community groups. There will be future commissioning of community resources as the programme develops and this post will support the monitoring and returns of the successful groups.

4.6. As the Steering Group develops, and following a scoping and strategic needs analysis, a project plan will be established in relation to a commissioning strategy.

5.   Employee Implications
5.1.   The proposal is to recruit 1 FTE Senior Educational Psychologist and 1 FTE Planning and Development Officer. It is proposed that these posts are recruited to on a permanent basis due to the commitment of recurring funding that will be ringfenced for this programme.

Post	Existing Number of Posts (FTE)	Proposed Number of Posts (FTE)	Grade	SCP Range	Hourly Rate	Annual Salary	Gross Cost inc on costs 30.3%
Senior Educational Psychologist (Education Resources)	0	1	1	SNCT		£62,787	£81,811
Planning and Development Officer (Social Work Resources)	0	1	Grade 3 Level 2-4	63 - 74	£18.08-£21.25	£32,994 - £38,779	£42,991 - £50,529

6.   Financial Implications
6.1.   Funding for the posts will be from the national £15 million commitment with circa £800K earmarked for South Lanarkshire with part year costs identified for 2020/2021.

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

8.   Other Implications
8.1.   There is a risk that not progressing the recruitment of the posts and the development of a strategy will see poor outcomes for the children and young people of South Lanarkshire. The mental health and wellbeing of children and young people being the central focus of this programme.

8.2   There are no other issues associated with 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 has taken place with the Trade Unions and other stakeholders in regard to the recommendations contained within this report.

Tony McDaid
Executive Director (Education Resources)

Val de Souza
Executive Director (Health and Social Care)

Paul Manning
Executive Director (Finance and Corporate Resources)

5 October 2020

- ♦ **Link(s) to Council Values/Ambitions/Objectives**
- ♦ focused on people and their needs
- ♦ working with and respecting others
- ♦ accountable, effective, efficient, and transparent
- ♦ ambitious, self-aware and improving
- ♦ raise educational achievement and attainment

Previous References
- ♦ none

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

9

Report to:	**Education Resources Committee**
Date of Meeting:	**27 October 2020**
Report by:	**Executive Director (Education Resources)**

Subject:	**School Holiday Dates for Sessions 2021/2022**

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

♦ advise on the proposed dates for school holidays in South Lanarkshire for sessions 2021/2022 following a consultation with stakeholders.

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

(1) that the proposed dates for school holidays in South Lanarkshire for sessions 2021/2022, as detailed in Appendix 1, be approved.

3. Background
3.1. Children are required to attend school for 190 days with teachers working 195 days, five of which are deemed in-service days.

3.2. The school holiday dates normally fall within 3 terms and take account of national/ local public holiday dates.

- Term 1 - from the beginning of the school year in August until Christmas
- Term 2 - from the new year through until the spring break *
- Term 3 - from after the spring break until the end of the school year in June

3.3. In 2021/2022, Good Friday (15 April 2022) and Easter Monday (18 April 2022) fall within the Spring break which takes place in the first two weeks in April.

3.4. Views were sought from a range of stakeholders on the proposed school holiday dates for 2021/2022, including neighbouring local authorities and those in the West Partnership, to try and achieve, where possible, a common pattern of school holiday dates for the benefit of parents and schools.

3.5. Arrangements were made also to consult with establishments, Parent Councils and employees through the Joint Negotiating and Consultative Committee (JNCC) for teachers and the Joint Consultative Committee (JCC) for Administrative, Professional, Technical and Local Government employees.

4. Consultation Outcome

4.1. The outcome of the consultation with establishments, parents, Parent Councils and other stakeholders resulted in 1,940 responses being made compared to 1,574 responses to the last consultation. The outcome to this part of the consultation, is as follows:

School Holiday Dates 2021/2022		
Total number of responses	1940	
The consultation asked do you agree with the proposed school holiday dates for: -	**Agree**	**Disagree**
Term 1 (August – Christmas)	86%	14%
Term 2 (New Year – Spring Break)	90%	10%
Term 3 (Spring Break – June)	94%	6%
The JNCC for teachers and the JCC for APT&C employees agreed with the proposed dates for 2021/2022.		

Our consultation used social media to reach out to stakeholders to invite them to give their views. School holiday dates evokes a variety of opinions and views.

It should be noted that there has been no change to the holidays which teachers receive with pupils returning this year on 12 August 2020 and teachers on the 11 August 2020 and it remains 5 in-service days and 190 days attendance for pupils.

5. Proposal

5.1. Taking account of the views and comments from the consultation, it is now proposed that the two in-service in August will now be Thursday, 12 and Friday, 13 August 2021 with pupils returning on Monday, 16 August 2021.

5.2 Taking account of the views and comments from the consultation, it is now proposed that the Christmas Holiday 2021 closing date be Wednesday, 22 December 2021 and the closing date for summer be Friday, 24 June 2022.

5.3. Of the stakeholders consulted, the majority agreed with the proposed holiday dates. It is proposed, therefore, that the pattern for the school holidays for 2021/2022 sessions, as highlighted in Appendix 1, be adopted. The arrangements set out are generally in line with neighbouring authorities.

6. Employee Implications

6.1. None

7. Financial Implications

7.1. None

8. Climate Change, Sustainability and Environmental Implications

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

9. Other Implications

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

10.   Equality Impact Assessment and Consultation Arrangements

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

10.2. Consultation has taken place with a range of stakeholders, including the Trades Unions and Parent Councils.

Tony McDaid
Executive Director (Education Resources)

5 October 2020

Link(s) to Council Values/Ambitions/Objectives
- Raise educational achievement and attainment

Previous References
Education Resources Committee – 27 November 2018

List of Background Papers
- Responses from Consultation Exercise

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

Education Resources

School holiday Dates Session 2021/2022

Break	Holiday dates		
First Term	*Teachers In-service*	*Thursday*	*12 August 2021*
	In-service day	*Friday*	*13 August 2021*
	Pupils return	Monday	16 August 2021
September Weekend	Close on Re-open	Thursday Tuesday	23 September 2021 28 September 2021
October Break	Close on Re-open	Friday Monday	8 October 2021 18 October 2021
	In-service day	*Monday*	*15 November 2021*
Christmas	Close on Re-open	Wednesday Wednesday	22 December 2021 5 January 2022
Second Term			
February break	Close on Closed on	Friday Monday and Tuesday	11 February 2022 14 February 2022 15 February 2022
	In-service day	*Wednesday*	*16 February 2022*
Spring break/Easter	Close on Re-open	Friday Tuesday	1 April 2022 19 April 2022
Third Term			
Local Holiday	Closed Re-open	Monday Tuesday	2 May 2022 3 May 2022
	In-service day	*Thursday*	*5 May 2022*
Local Holiday	Close on Re-open	Thursday Tuesday	26 May 2022 31 May 2022
Summer break	Close on	Friday	24 June 2022
Proposed in-service days	August dates to be confirmed		

Notes
- Good Friday falls on Friday, 15 April 2022

- *Lanark schools will close Thursday, 9 June 2022 and Friday, 10 June 2022*

- Schools will close at 2.30pm on the last day of terms 1 and 2
  (Wednesday, 22 December 2021 and Friday, 1 April 2022)

- Schools will close at 1pm on the last day of term 3 - Friday, 24 June 2022
  *Two in-service days proposed for August 2022 to be confirmed.

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**27 October 2020**
Report by:	**Executive Director (Education Resources)**

Subject:	**COVID19 – Education Resources Update**

1. Purpose of Report

1.1. The purpose of the report is to:-

♦ provide an update on the Education Resources response to COVID-19 by schools and educational settings since the beginning of the new term in August 2020.

2. Recommendation(s)

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

(1) that the efforts of staff in schools and educational settings to adapt to the changing guidance and in being agile to respond to these changes whilst ensuring the safety and wellbeing of children, young people and staff be noted; and

(2) that the partnership arrangements and protocols in place with NHS Public Health Lanarkshire who lead on the incident management of cases, is operating on a daily basis to ensure the wellbeing of individuals is at the heart of the assessment process for each case, is noted and

(3) that a summary of 'lessons learned' following initial engagement with schools, educational settings, pupils and parents at Appendix 1, be noted.

3. Background

3.1. Schools and educational settings across South Lanarkshire re-opened to all learners on Wednesday 12 August 2020.

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

3.3. All schools and nurseries have from the beginning of the new term in August been open for all learners and staff. This is testament to the work of all staff in schools in adhering to safe systems of work, infection control measures, the personal hygiene arrangements, maintaining physical distancing, PPE and the cleaning regimes which are in place to keep staff and all learners safe. We also recognise and acknowledge the significant challenges that occur each day for school and educational settings in complying with Covid19 safe practices.

3.4   To-date, it is worth highlighting that of all the positive cases which impact on a school or educational setting and involving a member of staff or young person have been subject to a rigorous self-assessment by NHS Lanarkshire Public Health. Based on the evidence presented at the daily Problem Assessment Groups which are hosted by, and led by a health professional where the information from Test and Protect and that from the school/nursery is presented and assessed to determine the next steps on a case by case basis. This may conclude that some people who have been identified as close contacts will have to self-isolate, the extent of the communication required for parents/carers, families and staff, and if necessary, a further clean as an additional precaution or that no further action is required.

3.5.   So far, NHS Lanarkshire Public Health have deemed, based on the evidence presented at the daily assessments meetings that in almost all have been community-based transmissions. To-date, no assessments have been identified as being in-school transmissions.

3.6   It is recognised that the arrangements on safe systems of work, risk assessments, classroom organisation and in most cases, consistency of physical distancing, our cleaning regimes and the knowledge presented by heads of establishments on the arrangements in place for their respective establishment, has been the bedrock for presenting clear and concise information to help inform the NHS Lanarkshire Public Health assessment process which investigates positive cases (adult, child or young person).

3.6   A jointly agreed protocol is in place with NHS Lanarkshire Public Health for reporting on and acting quickly to assess any reported positive case involving a young person or adult which may impact on a school or educational setting.

3.7   This 7 a day week process of reporting has enabled NHS Lanarkshire Public Health, Education Resources, schools and services to work together to provide clear and coherent outcomes in a timeous matter and in the context of a global pandemic which by its very nature is dynamic and challenging.

4.   **Information update and new guidance**
4.1   The national guidance on the re-opening of schools highlighted, that *we do not expect the return to school in August to be a return to normality.* It was important that both staff and pupils had the opportunity to become familiar with the new layouts in their school, introduce hygiene practice of washing or sanitising, implement arrangements for entering and exiting, lunch and interval breaks and new routines. The Local Phasing Delivery Plan was reviewed to consider the implications of this change.

4.2.   By working together we have been able to be agile to the changes, such as the wearing of masks in secondary schools settings and when using transport, as well as having to comply with the new restrictions which came into place across the NHS Lanarkshire area.

4.3.   On 30 September 2020 one of the most significant changes affecting household members who were asked to self-isolate if they were identified as a close contact came into effect. This means that no longer is there a requirement for all household members of those identified as close contacts to self-isolate, which is warmly welcomed by families.

4.4.   On 23 September 2020 further advice was provided to schools and educational settings on the arrangements around the restrictions in place for visitors which takes account of the national directive which still includes the exclusion of parents/carers

from entering school premises, except for a specific and agreed purpose and as well as other potential visitors.

4.5   On 26 August 2020 the Scottish Government issued guidance on the mandatory wearing of face masks for staff and pupils in secondary schools when entering and leaving the building and when moving around in corridors, communal areas and on school transport. Also on the 7 October 2020 the Scottish Government announced further details on the wearing of face masks in the workplace and at the time of writing this report we await further details on the implications for primary school and other settings.

4.6   On 7 October 2020 the Scottish Government announced that the national 5 exams will not take place in 2020/21.

5.   **Lessons learned and keeping connected**
5.1   A series of meetings with Head Teachers has taken place along with some focus groups of pupils and parents and the trades unions to hear what has gone well and if there are any changes or improvements people would like to see being made.

5.2   Notably, the views of senior pupils who have been affected by self-isolation and the impact on and disruption to their learning and assessment activities have been sought via a focus group which will be used to influence and shape further guidance.

5.3   A summary of some of the key learning points is attached as Appendix 1. These will be kept under review and dialogue will continue with schools, educational settings and stakeholders to continually to listen to what people have to say and to use this as our basis for further guidance or targeted actions.

5.4   Regular information bulletins have been issued from the Executive Director to acknowledge the work and commitment of staff in the front-line in our schools and services as well as keeping them up to date on changes to national guidance. A key

aspect being to provide as much clarity as possible to schools and educational settings and other stakeholders on national and health related guidance.

5.5 Focus groups with staff, parents/carers and pupils have taken place and these will continue as they provide a forum for hearing what is working well and what are current concerns. These views are used to help and shape our guidance, procedures and communication themes.

5.6 A further survey of staff is also planned prior to the end of 2020.

6. Employee Implications
6.1. There no pending employee implications arising from the recommendations in this report. However, Education Resources continues to monitor the impact of staff absences related to Covid19 as well as other absences as part of our workforce planning arrangements with weekly review meetings taking place. This enables Education Resources in partnership with Personnel Services to look at trends and to manage any potential cover requirements required to help keep schools and educational settings open.

7. Financial Implications
7.1. There are no financial implications arising from the recommendations in this report.

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

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

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

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

Tony McDaid
Executive Director (Education Resources)

12 October 2020

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

Previous References
Education Committee – August 2020

List of Background Papers

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

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:-
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A summary of 'lessons learned' on the management of Covid-19 in Schools and Educational Settings (ERC October 2020)

Introduction

Joint working between public health, schools and local authorities is imperative for a quick response to any cases of COVID-19 in educational settings.

This summary guidance takes account of relevant experiences and lessons learned, and provides practical information which may help schools and educational settings, and Head of Establishments in particular, anticipate what is expected and how they will be supported if a positive case is identified within their establishment.

Step 1: Reporting Protocol
The steps to be taken on being advised of a positive case and who to immediately inform

Initial actions
If the establishment is notified of a case of COVID-19 in a child, young person or any staff member, the following information is sought on a confidential basis. Taking cognisance that the NHS Test & Protect team has the responsibility for liaising directly with the individual and in gathering information to determine 'close contacts'.

- Clarify that this is a confirmed diagnosis of COVID-19 by asking:
    o Where and when was the test carried out?
    o When was the test confirmed positive?
    o When did the individual start to develop symptoms/feel unwell?
    o When were they last in school/nursery?

- **Immediately call the Health Protection Team (HPT)** to share the information and advise that the case is school/nursery related. This is on the basis the individual has a positive test result.

- Then make **telephone contact with Education HQ (Head of Service), or if out of hours call the Education Emergency number.**

- A Head of Service will support the Head through this process and will attend the daily arranged NHS MS Teams meetings known as a Problem Assessment Group (PAG).

- The Health Protection Team will assign a contact tracer who should make contact with you and the case person. In the interim the Head of Establishment will be required to assist with this process by gathering information and should begin doing so as soon as possible.

- For facilities staff in schools and educational settings who test positive, a process is in place to inform the Head of Establishment immediately that this is confirmed and that Community Resources will be the lead service and liaise with NHS Lanarkshire Public Health.

Step 2: Gathering of information - completion of assessment form

Completion of an assessment form
- Schools are asked to complete the assessment form as quickly as possible and email to both the NHS and Education HQ as this will be used to inform the NHS Lanarkshire led Problem Assessment Group.

Currently there is one daily PAG meeting around 2pm.

<u>Estimating the infectious period of COVID-19</u>
When an individual has COVID-19 it is understood that they may pass the virus on during the 48 hours before they start to develop symptoms, and up to 10 days after the symptoms start. Where there are no symptoms the date of the test is used instead, i.e. contact period is 2 days before the date of the test until 10 days after.

Where the case (pupil or staff) has attended the school during their infectious period a risk assessment led by NHS Lanarkshire will therefore be required and supporting data collected by Education Resource

Step 3 Identifying close contacts ie which pupils, staff and visitors were in close contact with the case:

Definition of a contact;
- People who are within 1m and face to face with the case for any length of time
- People who are within 1m for one minute or longer without face-to-face contact
- People who are within 1-2m of the infected individual for any more than 15 minutes cumulatively.
- People who have shared travel either in a small vehicle or have been close within a larger vehicle.

Types of things that will be considered:
- Social distancing – are staff socially distancing from pupils and staff, how this works around the school, e.g. movements around the class, dining hall, corridors, breaks etc.
- School transport – does pupil in question travel on school transport
- Does the staff member car share
- Are secondary pupils and staff wearing face coverings in busy areas
- Provision at breaks and lunchtime to keep groups separate
- CCC teacher/support staff covering breaks or working between group/classes
- Entering and leaving school – movement and procedures
- Proximity to anyone who is classed as "vulnerable", e.g. previously shielding, pregnant
- Use of PPE in ASN sector
- Details of other staff/visitors, e.g. SSA, PEF teacher, Head of Year, DHT/PT, etc

Need to have to hand:
- Timetable information for pupils and/or staff – classes attended.
- Primary School class register
- Staff timetables
- Seating plans for classes, especially for secondary schools.
- Bubbles in Early Years / Class Groups
- School transport - pupil lists
- Attendance during the days being traced
- Absence levels for affected class(es)/for school:

Step 4: The risk assessment and attendance at PAG meeting

Depending on the case there will normally be a PAG meeting held vis MS Teams led by NHS Lanarkshire Public Health professional.

The outcomes of each assessment will be dependent on the extent of the information presented including that provide by the contact tracer. Actions will be agreed including confirming names of any staff or pupils that require to self-isolate.

Step 5: Actions Agreed

Following decisions on any identified 'close contacts', those individuals will be phoned and advised to self-isolate which will be followed by an email containing an NHS letter on advice when self-isolating.

A letter will also normally be prepared for parents highlighting that contact tracing is taking place and to keep them informed. This communication is from NHS Lanarkshire Public Health and Education Resources supports the prompt circulation via schools/educational settings.

Step 6: Arrangement for a Clean of the Building

Depending on the last day the positive person was in the building there may be a requirement for a spray cleaning. Any requests for cleaning will be made to Community Resources and this will be treated this as a priority.

Step 7: Other Aspects of Being Prepared

Challenges you may face:
- Social media stories or comments – On occasions pupils, parents/families or staff, including the person who has tested positive have posted information on social media prior to an assessment of their case.
- Confidentiality must be maintained as we are dealing with the personal medical condition of an individual so names cannot be released.
- NHS Public Health work with test and protect and will determine any communication updates required on a case by case basis.
- Pupils and staff going for testing. A test is only required where someone is showing symptoms, including a person has been identified as a close contact (unless advised otherwise by Health).
- Having to prepare for continuity of learning for those being asked to self-isolate.

Top Tips from Heads who have "been there":
- Stay calm and reassure everyone – refer to risk assessments and SSOW, etc.
- Be available to answer questions and reassure
- Be aware of the social media storm and any negative comments.
- Discuss matters of concern with your Head of Education/EMT link and/or QLO
- Talk to the pupils about what is happening- reassure them/encourage them to ask questions.
- Keep staff, learners and parents/carers informed – and be aware of those who be 'worried well'
- Be aware that the team at the centre will guide and support you all the way. QLOs are also on-hand to provide pastoral support throughout.

In all of this, the safety and wellbeing of children, young people and members of staff in a school or educational setting is our priority and is at the centre of the assessment process.

SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**27 October 2020**
Report by:	**Executive Director (Education Resources)**

Subject:	**West Partnership Improvement Collaborative on Regional Improvement Plan 2019/2020**

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

   ♦ to inform the Committee of the evaluation of work undertaken by the West Partnership (Glasgow Region Education Improvement Collaborative) in 2019 - 2020.

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

   (1) that the West Partnership's evaluation of the Regional Improvement Plan for 2019-2020 is noted.

3. Background
3.1. The establishment of Regional Improvement Collaboratives (RICs) is a national initiative to bring about improvement for all schools in Scotland. The purpose being to identify and share best practice designed to improve outcomes for learners in schools and educational settings.

3.2. The Education Resources Committee noted the progress of the West Partnership and the contents of its Improvement Plan for 2019/20 in August 2019.

4. Report
4.1. Appendix 1 to the report outlines the progress with and impact of the Regional Improvement Plan for 2019/2020.

4.2. The evaluation of the work of the Partnership under the following key heading is as follows:-

   • Broad general education attainment
   • Senior phase attainment
   • Poverty-related attainment gap
   • Positive destinations
   • Targets 2019-2020
   • Workstream Highlights
      – Leadership, Empowerment and Improvement
      – Curriculum, Learning and Teaching and Assessment
      – Collaborative Learning Networks and Families and Communities

4.3. Overall, the West Partnership made very good progress implementing its Regional Improvement Plan, despite the impact on delivery caused by COVID-19. A few highlights include:

4.4. The reach of the Partnership has significantly increased as follows:-
- over 3,180 participants attended a West Partnership event
- 228 practitioners attended "An Empowered Primary Curriculum Leadership and Innovation" Conference
- 709 practitioners attended the "Early Learning and Childcare Festival".
- over 1,800 practitioners have taken part in Subject Network Forums
- more than 700 individuals subscribed to the quarterly newsletter.
- over 3,500 Twitter followers
- Remote Learning research paper viewed by over 11,000 individuals
- 737 practitioners participated in a series of seminars on Remote Learning.

4.5. The evaluation report has been submitted to Education Scotland and the Scottish Government.

4.6. The evidence findings will help to inform and shape the West Partnership's Improvement Plan for the period 2020 to 2023.

5. Employee Implications
5.1. There are no employee implications arising from the recommendations in this report.

6. Financial Implications
6.1. The Scottish Government invited bids to support the implementation of each RIC's improvement plan. The West Partnership was allocated £1,111,495 all of which was drawn down with some £76,938 dispersed between all 8 local authorities in response to additional costs associated with the response to the pandemic in line with flexibilities agreed with Scottish Government.

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 implications for risk in terms of the information contained in this report.

9. Equality Impact Assessment and Consultation Arrangements
9.1. There is no requirement to undertake an equality impact assessment and consultation on the evaluations of activities was undertaken by the RICs with stakeholders.

Tony McDaid
Executive Director (Education Resources Resources)

25 September 2020

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

Previous References

◆ Education Resources Committee – 6 August 2019

List of Background Papers

◆ West Partnership Regional Improvement Collaborative Plan 2019/2020

Contact for Further Information

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

Carole McKenzie, Head of Education (Broad General Education)

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Contents

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Introduction

The West Partnership is clear in our vision: we want to embed the values of equity, excellence and empowerment in everything we do, building a culture of where we work

collaboratively across the eight partners to improve learning experiences and increase attainment continually for every learner across the region.

This report is structured under this vision and details progress over the academic year 2019-2020 towards achieving each of the associated target outcomes and expected impacts as detailed in the West Partnership Improvement Plan for 2019-2022.

Through the implementation of our plan, there are very strong examples of how the work of the Partnership is enhancing the efforts of each local authority to improve attainment and achievement for all (excellence) while closing the poverty related attainment gap (equity). We are shifting the ownership of change and enabling our staff to take collective action to deliver on this (empowerment).

This session has undoubtedly been one of the most challenging we have ever experienced. The impact of the Coronavirus pandemic has been profound, and presented us with unparalleled challenges. The school and early learning and childcare closures in March 2020, resulted in significant changes in working practices and routines.

Despite these challenges however, very good progress has been made, of which we are very proud. Furthermore, the incredible efforts of staff in providing high quality remote learning experiences during lockdown, are greatly appreciated and speak volumes for their commitment to the children and young people of the West. We would also like to take this opportunity to thank parents and carers for all they have done to support their child's learning during this crisis.

As a Regional Improvement Collaborative (RIC) we are fully aware of the pressures that all education staff are facing moving forward. However, more than ever, the West Partnership offers us the opportunity to build collective responsibility, ensuring that we each look beyond our own authority boundaries to build a learning system and bring about improvement in educational experiences and outcomes. Our children, young people and staff are at the heart of everything we do and we will ensure that there is no poverty of aspiration, ambition or opportunity for the children and young people of the West.

Mhairi Shaw

3

Context and Priorities
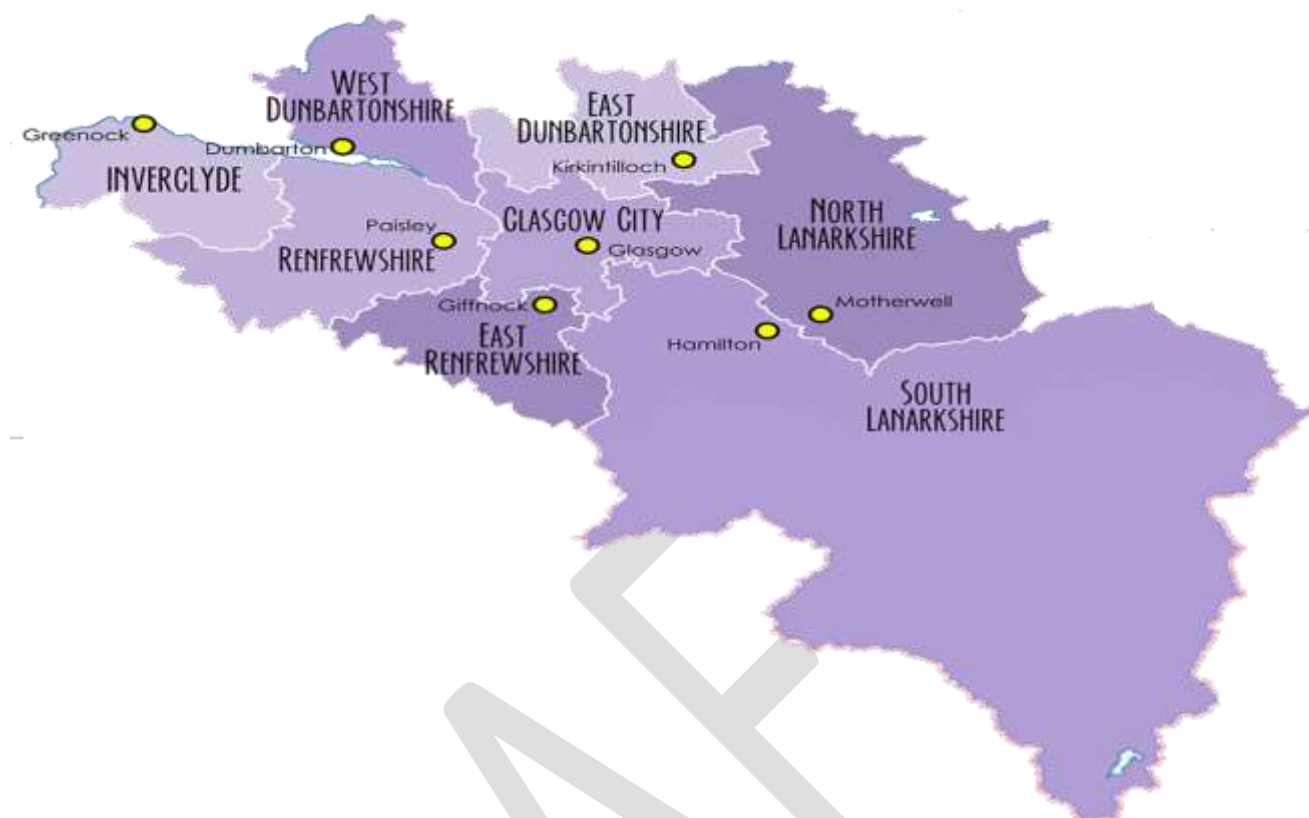
- 8 local authorities across the West of Scotland; East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire, and West Dunbartonshire.

- 35% of Scotland's school population attend a West Partnership school.

- Over 1000 nurseries, primary, secondary and special schools.

- More than 240,600 children and young people.

- The West Partnership has the greatest proportion of children and young people in SIMD 1 and 2 (35%) and has the lowest mean SIMD (4.6%).

Equity, **Excellence** and **Empowerment** encapsulates the culture we want to embed in the West, enhancing the work of each local authority to improve our schools and outcomes for our learners continuously.

We will build on existing practice to build a **learning system** which will promote a culture of collaboration, learning and encourage improvement and challenge at all levels from the classroom to directorate. Through empowering our stakeholders, we aim to **shift the ownership of change.**

4

Successes and Achievements

The **reach** of the partnership has significantly increased this year:

- Over 3180 participants attended a West Partnership event

    - 228 practitioners attended "An Empowered Primary Curriculum Leadership and Innovation" Conference
    - 709 practitioners attended the "Early Learning and Childcare Festival".

- Over 1800 practitioners have taken part in Subject Network Forums

    - From April to June 2020 membership of the subject networks increased by 262%
    - 17 local authorities out with the West Partnership participated, demonstrating that we are looking outwards and learning from others and our reach is now beyond our boundaries.

- More than 700 individuals subscribed to the quarterly newsletter.

- Over 3500 Twitter followers

    - Remote Learning research paper viewed by over 11,000 individuals

    - 737 practitioners participated in a series of seminars on Remote Learning.

This year, the Partnership has successfully **COLLABORATED and ADDED VALUE** by

Primary Conference Feedback

"Informative, refreshing and inspiring - especially hearing from pupils."

"This afforded me an opportunity to deliver my work to a broader audience than is always possible. The event had an empowering feel which helped bring delegates with a pro-active attitude to the workshop."

"Excellent opportunity for the children to develop skills for life and work and the 4 capacities in practice. An experience they will definitely remember."

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Sharing good practice – some examples

Upstream Battle

52 participants from early years, primary and secondary establishments took part in the programme delivered in partnership with Keep Scotland Beautiful.

The programme aims to raise awareness, gather evidence and inspire action to prevent marine litter at source.

Supporting staff to build effective STEM and Learning for Sustainability into learning experiences for children and young people.

The full evaluation report can be accessed here: Insert link

The Moderation Portal was created as a digital professional learning tool to develop a shared understanding of standards in the broad general education (BGE).

This includes access to PowerPoints that offer professional learning activities linked to developing skills related to the Moderation Cycle.

Offers practitioners the opportunity to practice moderating learning, teaching and assessment experiences and to upload experiences for moderation.

Insert link

Ongoing development of research papers and reviews to inform practice and next steps

Insert link

Development of the West Partnership FOCUS

A one-stop data tool to enable schools to analyse, interpret and compare their data and equity profile with similar schools across the West.

Youth Voice Event

28 young people from the West collaborated together to explore interesting practice around teaching and learning of the PSE Curriculum.

Youth Ambassadors collected data from their own authorities to gauge the views of young people and examples of their recommended practice.

Very strong partnership and collaboration with Education Scotland and the University of Glasgow Robert Owen Centre.

Improvement Through Empowerment

Building on similar successful activities, 20 school leaders took part this session in opportunities to share good practice and to develop their skills in learning observation and evaluative writing. Participants were supported by HM Inspectors and encouraged to visit different schools across the Partnership observing lessons.

School leaders developed an understanding of current national expectations and applied HGIOS?4 in evaluating learning and teaching in a real context.   This allowed for the future development of new practices within their own establishments and enhancing the support available and mechanisms designed to close the poverty related attainment gap where relevant. It also led to partnerships between schools which collaborated to self-evaluate to improve learning and teaching.

How did the West compare nationally?

BGE attainment

The Curriculum for Excellence (CfE) data, which is used to analyse improvements in attainment and achievement in the broad general education (BGE), was not updated. To this end, the 2019-2020 BGE data is not included in this report.

The West Partnership has performed consistently better in the percentage of children meeting expected levels at P1, P4 and P7 in literacy and numeracy and it is an improving picture.

Percentage of pupils meeting expected levels at P1, P4 and P7
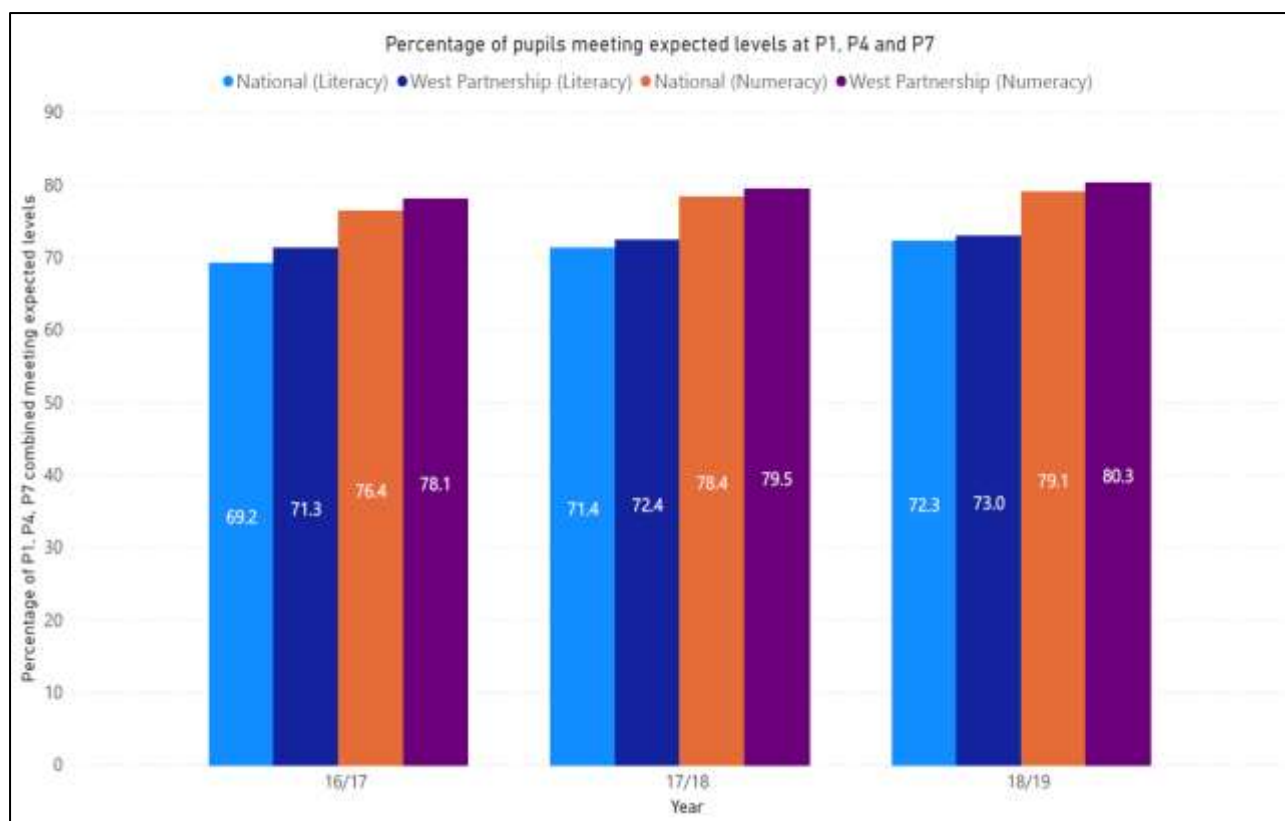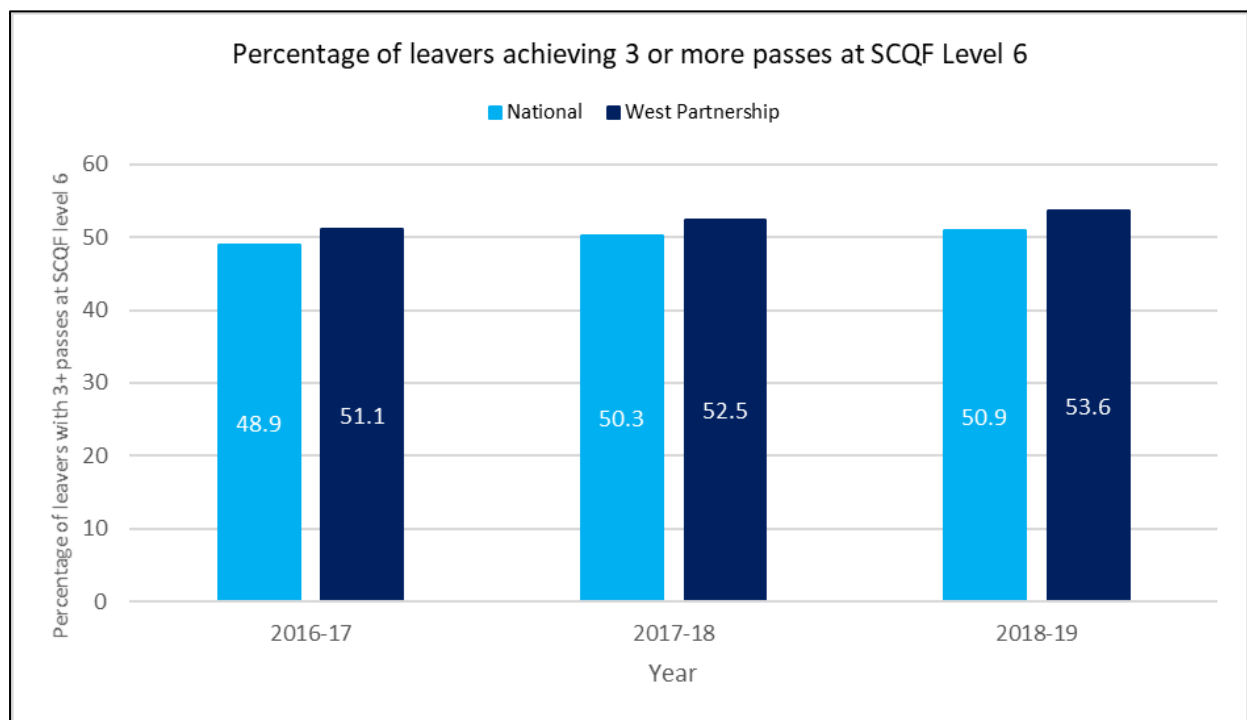
Senior phase attainment

The percentage of leavers achieving 1 or more passes at SCQF Level 5 is consistently higher than the national average.
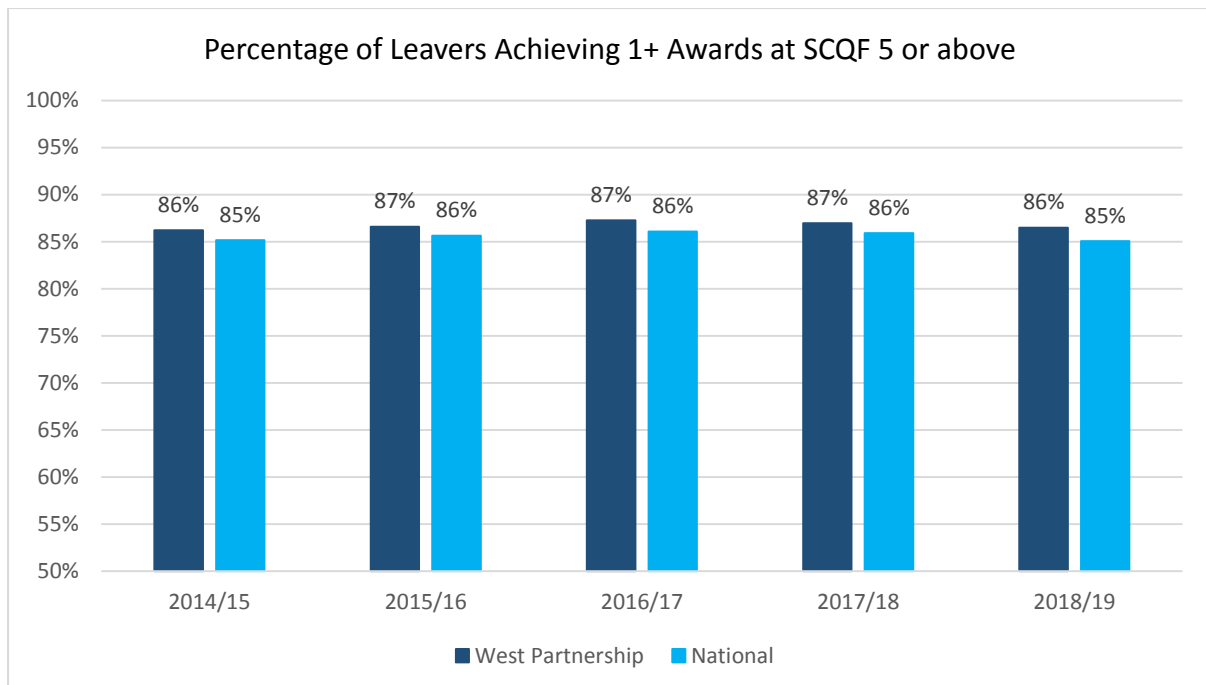
The West Partnership consistently performs higher than national average. The percentage of leavers achieving 1 or more passes at SCQF Level 6 has increased by more than 4% over the last 5 years, nationally the increase is 3%.

The West Partnership consistently performs higher than national average. The percentage of leavers achieving 3 or more passes at SCQF Level 6 has increased by more than 2% over the last 5 years.
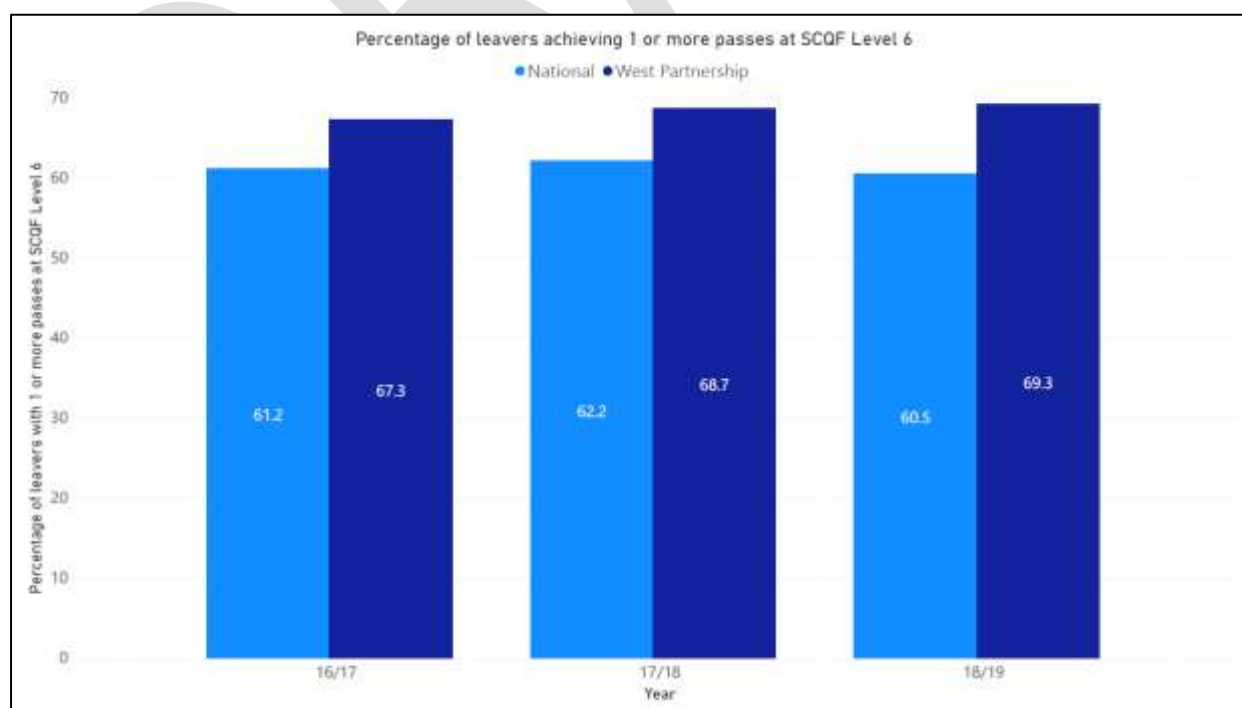
Percentage of leavers achieving 3 or more passes at SCQF Level 6

The West Partnership consistently performs higher than national average. The gap was 1.2% which is now 2.3%. The percentage of leavers achieving 5 or more passes at SCQF Level 6 has increased by more than 4% over the last 5 years.

Percentage of leavers achieving 5 or more passes at SCQF Level 6

9
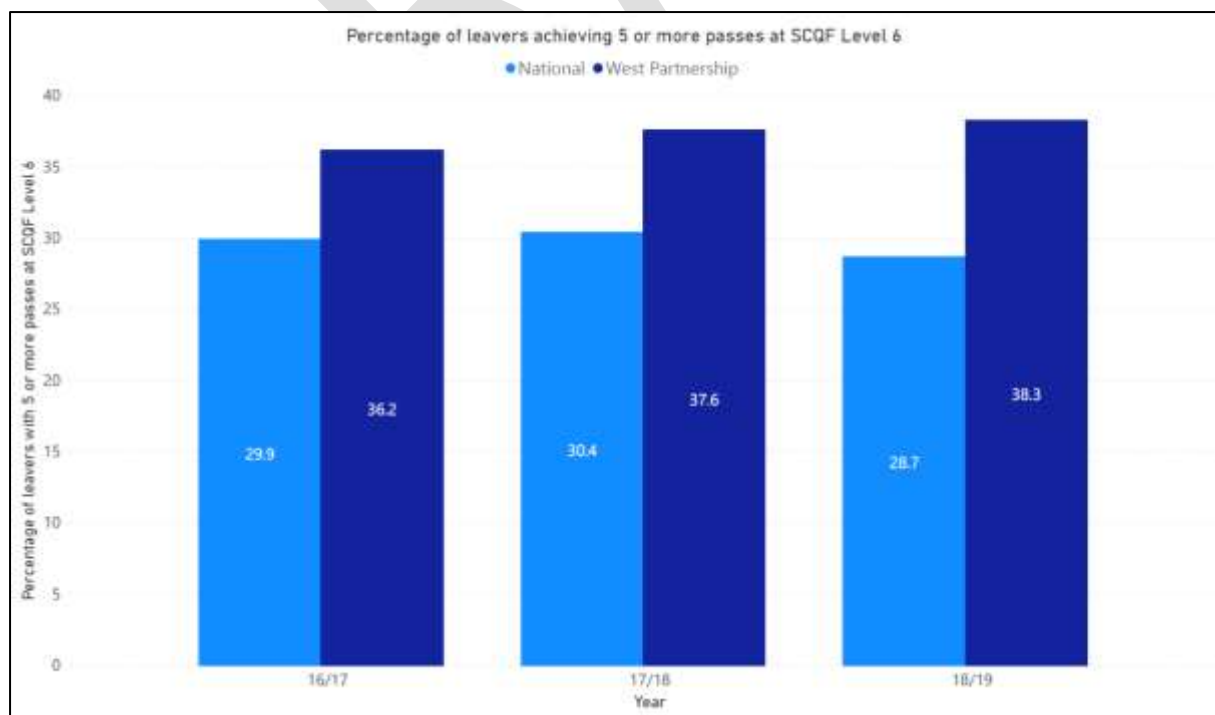
Poverty-related attainment gap

The attainment gap in Literacy between the 20% most deprived and 20% least deprived has reduced by 1.5 percentage points.

Percentage of Primary Pupils Achieving Expected CfE Levels in Literacy-
SIMD Most/ Least Deprived Areas
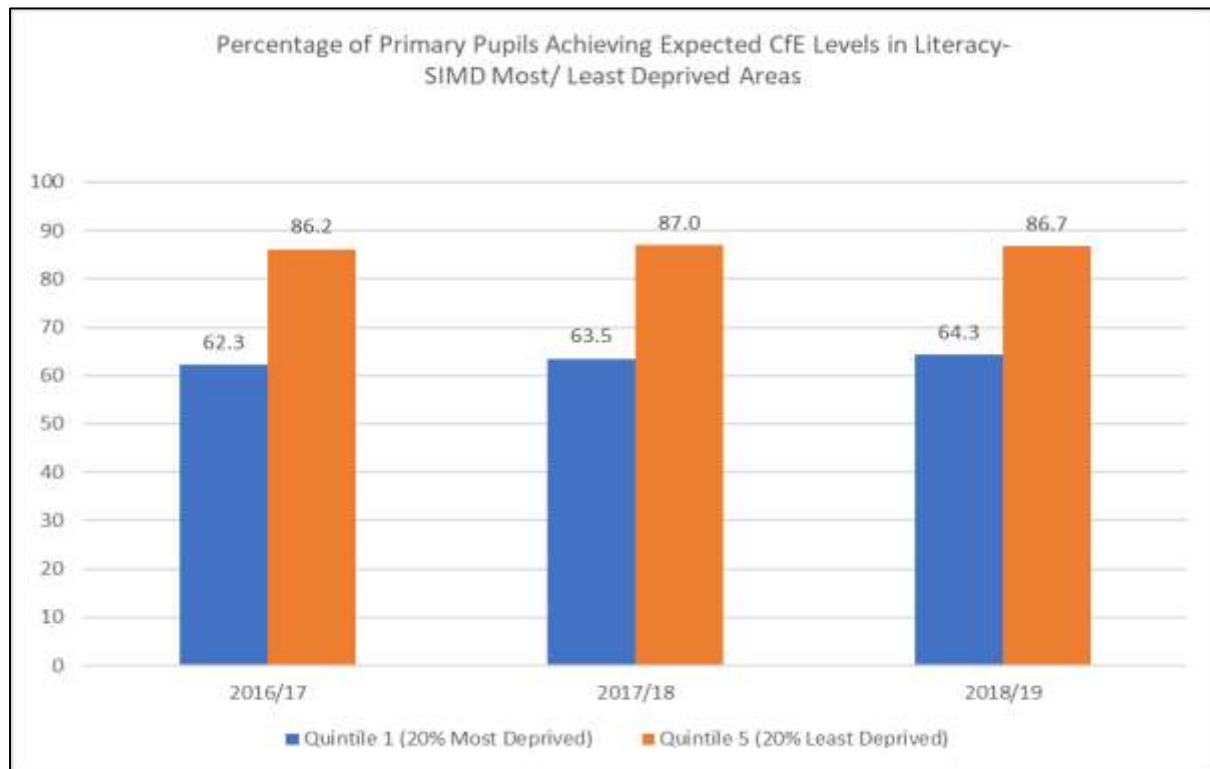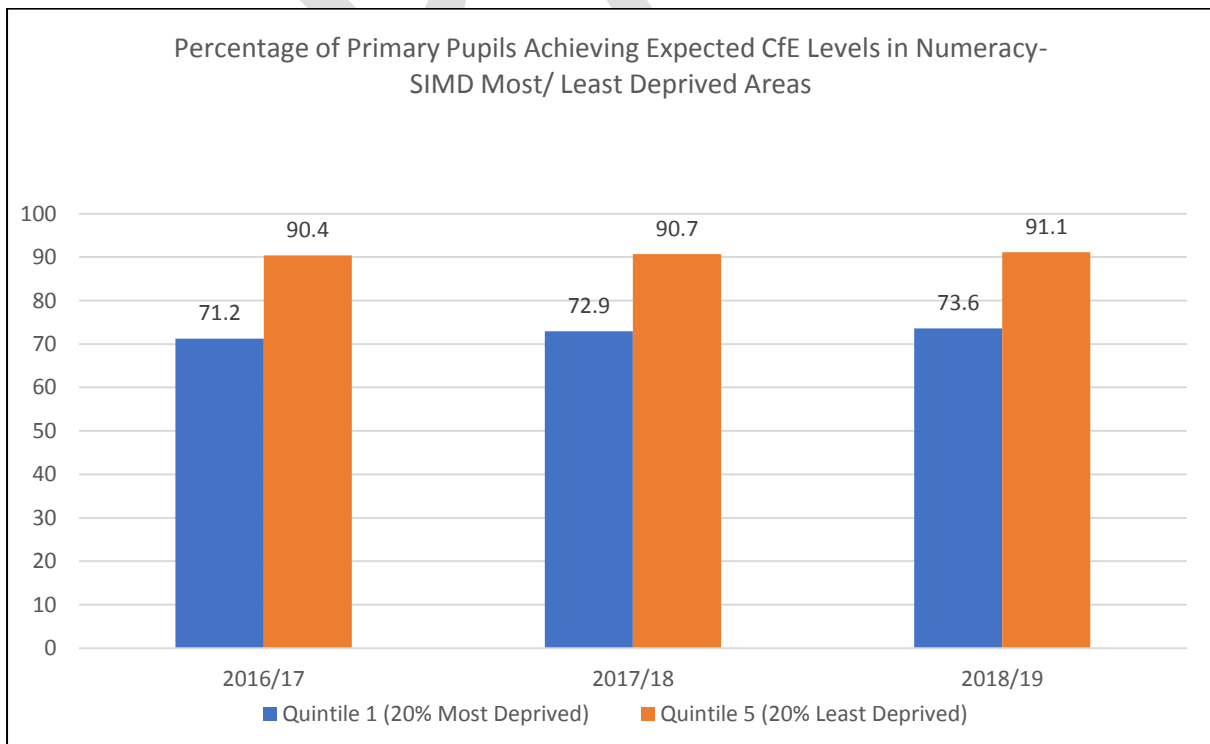
The attainment gap in Numeracy between the 20% most deprived and 20% least deprived has reduced 1.7 percentage points.

Percentage of Primary Pupils Achieving Expected CfE Levels in Numeracy-
SIMD Most/ Least Deprived Areas

Positive destinations

In terms of positive destinations for school leavers, the West Partnership has increased from below national average to above national average.

The percentage of school leaves entering higher education from the West Partnership is consistently higher than the national percentage.

High level indicators (appendix 1) enable the West Partnership to report on the impact of its work with schools. As this stage, several of the indicators indicate that progress is strong.

- The West Partnership has performed consistently better in the percentage of children meeting expected levels at P1, P4 and P7 in literacy and numeracy and it is an improving picture.

- The attainment gap in Literacy and Numeracy between the 20% most deprived and 20% least deprived has reduced by 1.5 percentage points and 1.7 percentage points respectively.
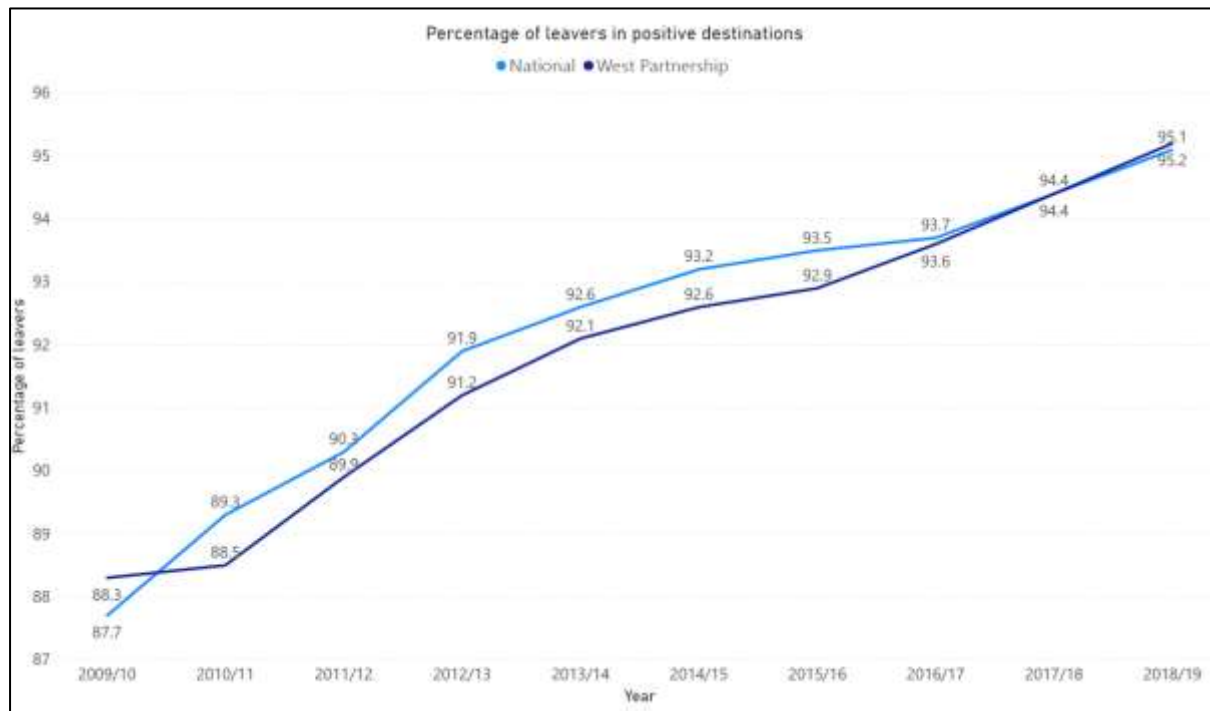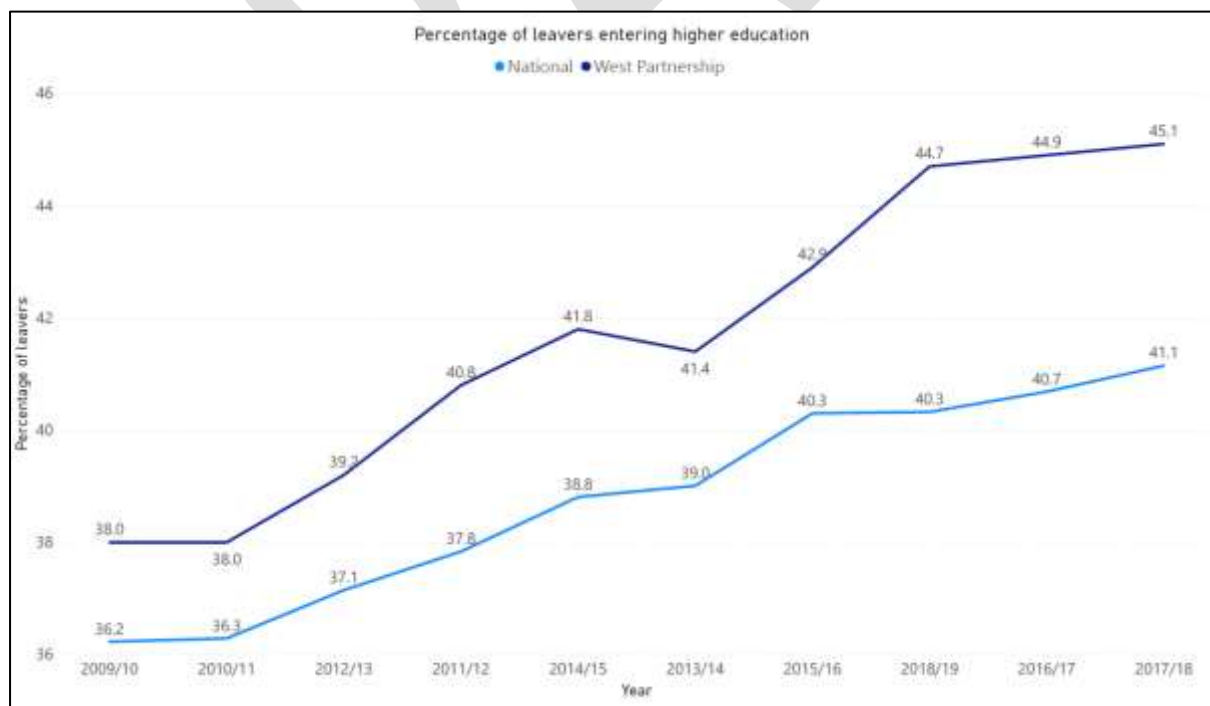
- The percentage of leavers achieving 1 or more passes at SCQF Level 5 is consistently higher than the national average.

- The percentage of leavers achieving 1 or more passes at SCQF Level 6 has increased by more than 4% over the last 5 years, nationally the increase is 3%.

- The percentage of leavers achieving 3 or more passes at SCQF Level 6 has increased by more than 2% over the last 5 years.

- The percentage of leavers achieving 5 or more passes at SCQF Level 6 has increased by more than 4% over the last 5 years.

- In terms of positive destinations for school leavers, the West Partnership has increased from below national average to above national average.

- The percentage of school leaves entering higher education from the West Partnership is consistently higher than the national percentage.

Targets 2019-2020

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Workstream Highlights

A summary of the progress and activities undertaken to address priorities identified in the improvement plan is detailed in the following section. Workstreams have made very good progress this year. Where possible qualitative and quantitative evidence demonstrates impact on practitioners and measures of improvement. Further evaluation of the wider impact of the partnership's work on practitioners and learners is being progressed by the Robert Owen Centre, University of Glasgow.

Leadership, Empowerment and Improvement

Very good progress has been made in developing a range of supportive approaches for senior leaders in an empowered system. This is ensuring that practitioners are well informed of evolving career pathways and opportunities for leadership. This year, the workstream has successfully identified, shared and developed best practice in quality improvement across the Partnership.

Highlights

- 150 members of staff from across the West participated in Evaluative Writing Career Long Professional Learning (CLPL).

- As part of the highly evaluated Improving Our Classrooms programme, 105 participants took part from five authorities.

- 70 practitioners participated in tiered CLPL session on the Insight - Effective Use of Data.

- 38 practitioners participated in co-facilitated training around effective usage of the Broad General Education (BGE) Dashboard / Toolkit.

- 30 practitioners from all 8 authorities participated in the 9-day Evolving Systems Thinking programme developed in collaboration with Education Scotland.

- The Leadership Mentoring Scheme is implemented in 4 of the 8 local authority areas supporting more than 15 Head Teachers across the early years and primary sectors. This has continued virtually throughout the pandemic.

- Virtual Leadership Networks developed in response to an apparent gap in opportunities for Senior Leaders to share, collaborate and support each other regularly.

- Diversity Training Package offered to all local authorities for delivery including induction training for all new staff within each local authority.

Feedback from practitioners

- *"I feel very lucky to have been part of this experience. The colleagues I met will become friends as we move forward and develop our approaches together. Best CPD activity I have had in a long time"*
- *"From a RIC perspective it was excellent to connect with colleagues from across the Local Authorities and to make connections and gain feedback from them. I also found it useful in strengthening my relationship with colleagues from Education Scotland".*
- *"The atmosphere during the course was conducive for professional learning. I felt comfortable and relaxed in an environment that felt informative, inspiring, supportive and stimulating"*

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Curriculum, Learning and Teaching and Assessment

The workstream has made very good progress in establishing self-sustaining subject/specialist area networks, to bring about improvement in learning, teaching, assessment and attainment. Support has been provided to schools and early learning and childcare settings to ensure they are designing and delivering a curriculum which has a range of pathways, meets the needs of all children and young people and leads to improved outcomes. The workstream has successfully shared best practices in approaches to inclusive pedagogy to promote progression and increased support for children and young people and examine and explore areas of common need in health and wellbeing.

Very good progress has been made in assessment and moderation.

Highlights

- High-quality assessment and moderation CLPL delivered to 748 primary, secondary and early years practitioners.

- Increased number of authorities implementing consistent models of assessment and moderation.

- Over 200 colleagues attended the highly evaluated Making Maths Count conference.

- Over 100 practitioners have participated in face to face curriculum network meetings to collaborate on the developing improved learning and teaching approaches. 700+ practitioners have participated in virtual curriculum network meetings.

- Safeguarding training delivered in collaboration with Education Scotland to support health and wellbeing.

- Strong engagement with children and young people to inform health and wellbeing workstream priority setting.

- Approaches and innovative practice to blended learning timetables and structures developed and shared during the pandemic.

- Development of a partnership Online Schools model. Over 110 volunteers have recorded curriculum content and over 200 videos are complete.

Practitioner feedback

- *"The West Partnership model [for moderation] has been instrumental in the model I have taken forward in my authority"*
- *This will have a big impact on our school. We are involved in a council wide moderation project and this will support the process in school"*
- *"Great to view and witness examples of good practice across authorities and children actively and enthusiastically leading learning"*

Collaborative Learning Networks and Families and Communities

This year, very good progress has been made to empower staff through promoting and supporting collaborative learning networks to improve equity and excellence for children and young people. The workstream has successfully identified, shared and developed best practices which supports families living in poverty, builds community capacity, increases parental engagement and provides a forum to empower young people to participate in the Partnership.

Highlights

- 52 establishments and approximately 110 practitioners, have completed the Professional Leaning Programme in Collaborative Enquiry.

- A Community Learning and Development (CLD) conference hosted with 80 attending.

- Establishment of a CLD network to raise the awareness of the role and opportunities for partnership working.

- Home-Link professional development delivered to 22 colleagues' to deepen colleagues understanding of the impact of poverty and increase confidence in being able to identify, implement and measure an intervention that will support families.

- Through Collaborative Learning Networks workstream, 17 collaborative learning teams are being supported by 25 facilitators, including QIOs, development officers and DHTs as well as educational psychologists**.**

- A range of professional development delivered to support effective collaboration, developing an enquiry question and measuring impact of interventions.

- Development and sharing of more than 20 storyboards showcasing interesting practice with families and communities.

- Development of a resource to support the self-evaluation of partnership working with families and communities.

Practitioner feedback

- *"The West Partnership professional learning for home link events were well structured…There was a real buzz about the room, everyone was really enthusiastic and keen to apply what they had learned throughout the sessions"*
- *"I felt valued and appreciated in my role"*

Next Steps and Conclusion

In April 2020, workstream outcomes were reviewed in response to Covid-19 and our learning has been incorporated into the Improvement Plan 2020 – 2023. As a Regional Improvement Collaborative, we are fully aware of the pressures that education staff across the West are facing at this time.   At all levels, the focus on engaging with our children, young people and families is evident and we will continue to offer additional support in this complex task.

Our plan going forward is to streamline our existing offering and harness digital technologies to achieve key objectives.

This year, the Partnership has made very good progress in driving forward equity, excellence and empowerment across the West. The work which has been undertaken has continued to support practitioners, children and young people during what has been an exceptionally challenging time for the education sector. The Partnership has worked collaboratively to ensure that best practice is shared and greater impact is achieved across a range of educational workstreams. Collectively, we are working towards getting it right for every child.

Appendix 1

Indicators	2016-17 Baseline	2017-18 Value	2018-19 Value	2019-20 Value	2020-21 Target
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71.3	72.4	73.0	*	78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78.1	79.5	80.3	*	85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	89.7	90.1	89.6	*	91
% of S3 pupils achieving third level or better in numeracy	90.1	89.7	90.0	*	91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	46.7	48.8	49.7	*	55
% of S3 pupils achieving fourth level or better in numeracy	56.7	57.7	56.5	*	63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.3	68.7	69.3	*	74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	*	35
% of leavers achieving SCQF Level 5 or better in literacy	81.9	82.8	82.6	*	86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70.2	69.2	*	76
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	TBC	TBC	3185	TBC
Mean change in staff knowledge, understanding and confidence as a result of the professional learning	This measure is currently being developed				
% of establishments evaluated as good or better for leadership of change	59	63		*	75
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A	3.7	*	6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	*	45
Primary Attendance Rates	94.6	N/A	94.2	*	95
Secondary Attendance Rates	90.7	N/A	90.3	*	92
Initial School Leaver Destinations	93.6	94.4	95.2	*	95
% of establishments evaluated as good or better for learning, teaching and assessment	57	66		*	75

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* Availability of data for 2019-20 has been affected by Covid-19.

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**27 October 2020**
Report by:	**Executive Director (Education Resources)**

Subject:	**West Partnership Improvement Collaborative Improvement Plan 2020-2023**

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

♦   to inform the committee of the contents of the West Partnership's Improvement Plan 2020 to 2023.

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

(1)   that the West Partnership's Improvement Plan entitled 'Excellence and Equity' for 2020 to 2023 be noted.

3.   Background
3.1.   On 6 August 2019, the Education Resources Committee noted the progress of the West Partnership.

4.   Report
4.1.   The West Partnership Improvement Plan 2020 to 2023 (Appendix 1) sets out the key areas for collaborative action to bring about improvement across the partnership region.

4.2.   The Improvement Plan captures those areas where collaboration between the partners will be beneficial. Not all schools or local authorities will participate in all activities, but the plan sets out the Partnership's offer to schools, and educational settings based on stakeholder views on what they would benefit from.

4.3.   As such, the Plan does not replicate or duplicate the individual local improvement plans of each partner authority, but enhances the scope to support and challenge schools to improve.

4.4.   In recognition of the impact of COVID-19 pandemic, a major aim of the Plan and the work of the partnership is to address both recovery and renewal.

4.5.   Research evidence shows that strong and empowering leadership; the quality of what actually goes on in the classroom (learning, teaching, curriculum); and the importance of working together and sharing good practice, are the most important factors behind improving schools and education authorities as learning systems.

4.6. As such, the Plan is organised under 3 key areas, each led by two Directors of Education/Chief Education Officers:-

- ♦ Collaborative Learning Networks
- ♦ Curriculum, Learning and teaching
- ♦ Leadership, Empowerment and Improvement

4.7. A fourth workstream also led by two Directors of Education, is that of Evaluation and Reporting.

4.8. Having reflected on the progress with the 2019 to 2022 Plan and the impact of the pandemic on school improvement priorities, the Board considered new arrangements to secure further progress. These arrangements are captured on pages 7 and 8 of the Plan.

4.9. The Plan has been submitted to Education Scotland and the Scottish Government.

5. Employee Implications
5.1. There are no employee implications arising from the recommendations in this report.

6. Financial Implications
6.1. The Scottish Government has again invited bids to support the implementation of each Regional Improvement Collaboratives (RICs) Improvement Plan. The West Partnership's bid for 2020 to 2023 is £1,339,000. The Scottish Government has indicated that the same level of funding as 2019/202020 will be allocated to each RIC on a pro rata basis until the end of the current financial year. A meeting has been convened to discuss the implications of such should there be no funding beyond 31 March 2021.

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 implications for risk in terms of the information contained in this report.

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

9.2 Engagement continues to take place with all partners in the West Partnership.

Tony McDaid
Executive Director (Education Resources Resources)

25 September 2020

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

Previous References

♦ Education Resources Committee – 6 August 2019

List of Background Papers

♦ West Partnership's Improvement Plan 2020 – 2023

Contact for Further Information

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

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E-mail: carole.mckenzie@southlanarkshire.gov.uk

The West Partnership Plan 2020-23

The Road to Renewal:
Our Response to Covid-19

EQUITY, EXCELLENCE
AND EMPOWERMENT

GLASGOW
CITY REGION
Education

Foreword

As Convenor of the Glasgow City Region Education Committee, I am once again pleased to present the West Partnership's Regional Improvement Plan 2020 – 2023.

Since its establishment in 2017, the West Partnership has drawn together the eight high-performing partner authorities of the City Region. Strong bonds have been established across our individual authorities and the growth in collaborative working enhances and supports our drive towards continued improvement in the outcomes for all of our region's children and young learners.

This latest plan, spanning from 2020-23, continues to set out our driving vision for Equity, Excellence and Empowerment across all eight partner authorities. In addition, our plan takes due account of the recent and ongoing challenges resulting from Covid-19. Threaded throughout the plan is a clear commitment towards support and recovery.

From the early days of the West Partnership, we have implemented several ambitious programmes and improvement activities. These have been targeted at securing improvements where they are most needed, taking very good account of the existing self-awareness which we have, of our many areas of strength. We are clear that the main goal of the Partnership is to add further value to our existing strengths and achievements to the benefit of learners across each of our partner authorities.

Staff from a range of different roles and sectors throughout the region have continued to benefit from the many opportunities which they have had to work collaboratively and in a true spirit of cooperation. With over 1000 schools and early years' centres, we fully recognise the scale and level of diversity across the Partnership. These provide both challenges and opportunities. We understand that what works in one school or setting may not be as successful in other places. Nevertheless we have embraced opportunities of working collaboratively, in sharing good practice and ideas, across all eight partner authorities. We believe that empowering our teachers and other staff to learn from others' experiences and to be imaginative will lead to further improvements in practice across our schools and early years' centres.

Equity, Excellence and Empowerment continue to be the driving vision for everyone in the West Partnership. We know that by focusing on these three areas we will bring about improvement, complementing and enhancing the excellent work already underway across each of our authorities. This plan also outlines our approaches to ensuring recovery as a result of the specific challenges brought by Covid-19. All of us in the West Partnership, practitioners and learners alike, are learning to work in new and different ways. Our plan for 2020-23 outlines how we will provide support during these times, by promoting strong and effective leadership at all levels and through collaborative and flexible approaches to learning and teaching. I am proud to present our plan for recovery and renewal to you.

Councillor Jim Paterson, Convener of the West Partnership

Contents

Introduction

As a Regional Improvement Collaborative (RIC), we are fully aware of the pressures that education staff across the West Partnership are facing as a result of Covid-19. At all levels, the focus on engaging with our children, young people and families is evident and we aim to enhance the support from local authorities in our collective response, recovery and renewal through and out of the pandemic.

We know that, as a profession, educators are forever learning and striving to improve. As a result, we are continuing to explore a range of mechanisms, making effective use of digital technologies, to deliver virtual learning opportunities to colleagues across the West Partnership and have created a number of virtual networks which enable group meetings and discussions.

We hope that by focusing on these key areas, we continue to offer practical input which allows colleagues to engage with us in ways which suit them best at this time and which capture and build on the new practices that have developed and are continuing to develop as a result of Covid-19.

We are already seeing signs of our digital presence working to support the Partnership's objectives. Subject networks have now grown to over 1800 members and continue to grow every day. We are beginning to see practitioners from across Scotland join our subject networks to share emerging practices in these challenging times.

In our relentless focus towards recovery, we have also released research papers which summarise and share existing knowledge on approaches to remote and flexible models of learning. These have been well received, with both papers receiving a significant level of attention across our social media platforms. Our online presence is growing and as we continue to meet the needs of practitioners, we will develop further our approaches, building on our existing effectiveness across online platforms.

In moving ahead, we fully recognise the need for recovery and renewal. As a result, our plan for 2020-23 demonstrates a more streamlined and sharper focus towards achieving our key objectives. The six workstreams outlined in our previous plan for 2019-22 have now been reduced to three, although much of the work will continue as can be seen in the strategic Action Plans, below. This approach will allow us to adapt with agility to any resurgence of Covid-19, building on lessons learned and enables our educators to benefit from the West Partnership's offers as a demonstration of the country's recovery and renewal.

Mhairi Shaw, Regional Lead Officer, West Partnership

Our Vision

The West Partnership is clear in our vision: we want to embed the values of equity, excellence and empowerment in everything we do, building a culture of collaborative working across the eight partners to improve learning experiences and increase attainment continually for every learner across the region.

Our plan for 2020-23 also includes our vision for recovery and renewal as we meet the challenges of working through the Covid-19 pandemic. We will work collaboratively to ensure that we can respond with agility to the changed circumstances in which we now live, providing support and developing flexible approaches to learning and teaching across the region.

Following the publication of our previous Regional Improvement Plan (2019-22), we have continued to put in place the systems and frameworks to help us deliver on our vision and implement actions to support the work of the eight partner authorities to help them enhance their existing efforts.

The West Partnership is setting an ambitious and aspirational agenda to close the poverty-related attainment gap (equity) and improve attainment and achievement for all (excellence). We know too that improvement isn't just something we can drive from the centre. We believe firmly that through empowerment, we can shift the ownership of change and enable our staff to take collective action to deliver on our ambitious agenda and targets.

As the largest of Scotland's Regional Improvement Collaboratives, with approximately one third of all Scotland's school population, we know that if we want to truly deliver sustainable improvement, we need to be driving change from the bottom. This means ensuring that every stakeholder is empowered to address the needs of each individual learner, devise experiences which will enthuse and engage them and support them to lead their own learning. By doing this, we are confident that this will lead to improvements in learners' achievements and attainment. In the longer term, we aim to have every educator in the West Partnership engaged with colleagues and partners to bring about improvement in their class and playrooms through our professional learning offer.

In recent years, the concept of teacher agency, where teachers are empowered and expected to direct their professional growth and contribute to that of their colleagues, has become more common. In the West Partnership we are building collective agency with a shared belief in our ability to improve results, supporting individuals to work together to secure what they cannot accomplish on their own. It is by ***shifting the ownership of change*** that we drive our vision forward, overcome barriers to or lack of engagement in learning and raise achievement and attainment for all. Our purpose, therefore, is to establish and facilitate networks of professionals to work collaboratively to achieve our vision of Equity, Excellence and Empowerment.

Each of the workstreams outlined later in this document has a clear link to our vision, identifying how, through their actions, they will contribute to achieving equity, excellence and empowerment. An underpinning emphasis is given to recovery and to ensuring that all learners across our partner authorities continue to experience high-quality learning experiences and outcomes despite the ongoing context of Covid-19.

Governance and Operational Structure

Locally, as the West Partnership continues to grow in both its reach and its ambition, consideration has been given to the effectiveness of the existing operational and governance structures to ensure the Partnership continues to operate efficiently in its work to enhance and support the existing efforts of the eight partner education authorities.

Through a wide ranging review process, a revised governance and operational structure has evolved and been agreed by the West Partnership Board and approved by the Regional Education Committee to ensure that we can proceed in the delivery of this ambitious plan over the coming years. The revised structure builds on the strengths of the previous governance framework, which had been recognised as a key strength of the West Partnership in our initial formative years, whilst seeking to strengthen the strategic role of the senior leaders to maintain our ongoing successes.

The agreed governance and operational structure is set out in more detail below:
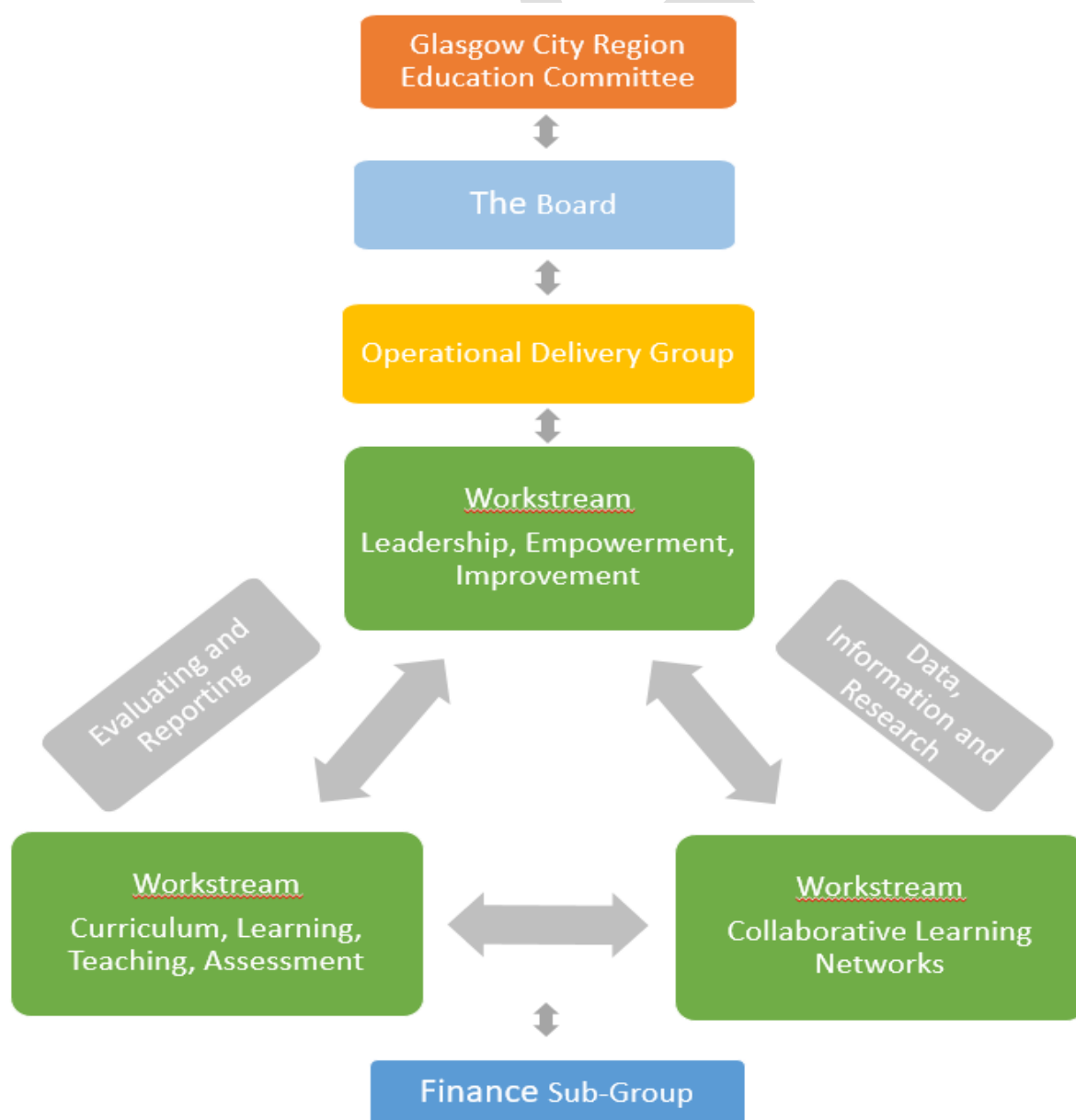
Regional Education Committee

The West Partnership is overseen by the Glasgow City Region Education Committee ('the Committee'), made up of the Education Conveners (or similar) from each of the eight partner authorities, as follows:

- East Dunbartonshire Council   Cllr Jim Goodall
- East Renfrewshire Council   Cllr Paul O'Kane
- Glasgow City Council   Cllr Chris Cunningham
- Inverclyde Council   Cllr Jim Clocherty
- North Lanarkshire Council   Cllr Frank McNally
- Renfrewshire Council   Cllr Jim Paterson (Convener)
- South Lanarkshire Council   Cllr Katy Loudon
- West Dunbartonshire Council   Cllr Karen Conaghan

The Committee is responsible for scrutinising and endorsing the Regional Improvement Plan, receiving regular reports on the progress of the plan and its impact on stakeholders. Chaired by the Convener, elected by the membership, the Committee is attended by the eight Directors of Education/Chief Education Officers with other attendees invited as appropriate. A key aspect of the revised structure will see two additional non-voting members co-opted on to the Regional Education Committee. It is has been agreed that a headteacher representative and Professional Association/Trade Union representative should both be co-opted, as outlined in the revised Terms of Reference.

Additionally, the governance framework in which the Committee operates provides the opportunity for regular engagement with the Glasgow City Region Cabinet, allowing a further level of oversight and scrutiny, whilst enabling strategic links to be established with the wider Glasgow City Regional Economic Strategy.

West Partnership Board

The West Partnership Board ('the Board'), has responsibility for the strategic overview of the work of the West Partnership, with overall responsibility for the development and delivery of the Regional Improvement Plan, including overall responsibility for the finance and resources for the Partnership.

The Board is made up of the Director of Education/Chief Education Officer of each of the eight partner authorities which make up the West Partnership. In addition, the Board is advised by the Senior Regional Advisor appointed by Education Scotland, the Senior Partnership Officer and has professorial representation from Policy Scotland at the University of Glasgow. Staff supporting the work of the West Partnership also attend.

Specific, identified Board members link with each workstream, and have responsibility for the direction of that workstream and for reporting to the Board on its progress. Lead Officers support each Board member with this work and provide leadership for the working groups associated with a given workstream. Working groups have representation from each local authority.

Operational Delivery Group

In seeking to ensure the Board maintains its strategic leadership role of the West Partnership, the Operational Delivery Group, led by the Senior Partnership Officer, has responsibility for the delivery of the Regional Improvement Plan.

The seconded Lead Officers, with responsibility for the delivery of each workstream, work collectively through the Operational Delivery Group, reporting as required to the Board and Committee. In addition, a representative from Education Scotland attends the group, ensuring that staff and resources from Education Scotland are appropriately deployed where required.

Finance Sub-Group

The West Partnership Board has continued to be supported by the Finance Sub-Group, with particular responsibility for the management of the grant award from the Scottish Government, as well as advising on staffing and other resource issues, as required.

Specialist Groups

In addition to the groups identified above, a number of groups and forums have been established across the West Partnership, drawing together staff from across each of the authorities on specialist areas of work. These groups have a broad range of functions, including the provision of policy advice and guidance to the Board, as required.

These networks include, although are not limited to, the following specialist areas:

- Early Learning and Childcare
- Educational Psychology
- Additional Support for Learning (ASL)
- Home Education Network
- Community Learning and Development
- Health and Wellbeing

Developing Through Consultation – Future Plan Development

The West Partnership is committed to ensuring that it reflects the views and ambitions of the workforce, parents and learners across the eight partner authorities to achieve our vision of equity, excellence and empowerment.

As the largest of the Regional Improvement Collaboratives, the West Partnership is home to over one third of Scotland's school population, with thousands of teachers and education staff working in around 1000 schools and early learning centres, in some of Scotland's most diverse and challenged communities.

Given the scale and diversity of the Partnership, we recognise the challenges we face in ensuring that we can meaningfully consult with all stakeholders in an ongoing way, enabling us to develop and deliver a plan which meets their aspirations. This has previously been identified by Education Scotland as a key area for the West Partnership to continue to develop and as a result we produced our Stakeholder Engagement Strategy. Through this, the West Partnership has set out a clear ambition for how we wish to engage with all of our stakeholders, not only in seeking to deliver on the actions contained within this plan, but as we seek to develop subsequent plans and actions in the years ahead. This is now supplemented by our Communications Strategy.

As we have implemented our Stakeholder Engagement Strategy throughout 2019 – 2020, we have captured the views of participants and established a number of forums to ensure a level of ongoing consultation with specific stakeholder groups, including:

- Headteachers (ELC, primary, secondary and ASL);
- Professional associations and trade unions;
- Parents and carers; and
- Young people, through our ongoing engagement with the MSYPs (Members of the Scottish Youth Parliament) from across the eight authorities.

It is envisaged that, on a three-yearly basis, a wider regional survey / consultation will take place, with all stakeholder groups having the opportunity to participate. This is consistent with the three-yearly planning cycles currently used by the Partnership and will ensure that the views of all stakeholders, in addition to those involved within the forums, are reflected in the development of the Regional Improvement Plan.

Communication is key to the success of any organisation and especially one with the scale and diversity of the West Partnership. As such we will continue to develop our approaches and communications channels to ensure we keep our stakeholders both informed and involved in shaping our offer.

Evaluating the Impact of the Improvement Plan

The Evaluating and Reporting Workstream Steering Group continues to:

> *'Be the focal point for evaluating, measuring and reporting on the impact of the West Partnership's Improvement Plan.'*

This workstream is crucial to the work of the West Partnership, supporting it to evaluate its activities and use evidence to identify future priorities. Action is planned to extend and enhance the role and impact of this workstream. To that end, the Evaluating and Reporting Workstream now has responsibility for evaluating and reporting more widely on the achievements and attainment of learners across the West Partnership. Evaluation reports now include updates on the progress of each workstream as well as more holistic evaluations, including the proportion of learners who attain at key performance measures. Tools to systematically evaluate the quality of partnership learning events and the longer term impact on participants and learners will allow us to gather data and other evidence to demonstrate the added value of collaboration.

The Scottish Government also published research (Regional Improvement Collaboratives (RICs) Interim Review) in February 2019 evaluating the establishment of the Regional Improvement Collaboratives and the emerging early impact on stakeholders. The Scottish Government has commissioned a full review of Regional Improvement Collaboratives which, although delayed by Covid-19, should lead to a published report in 2021.

Critical Indicators

The high level indicators set out below have been agreed as key measures which will allow the West Partnership to report on the impact of its work with schools.

Indicators	2016-17 Baseline	2017-18 Value	2018-19 Value	2019-20 Value	2020-21 Target
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71.3	72.4	73.0	*	78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78.1	79.5	80.3	*	85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	89.7	90.1	89.6	*	91
% of S3 pupils achieving third level or better in numeracy	90.1	89.7	90.0	*	91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	46.7	48.8	49.7	*	55
% of S3 pupils achieving fourth level or better in numeracy	56.7	57.7	56.5	*	63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.3	68.7	69.3	*	74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	*	35
% of leavers achieving SCQF Level 5 or better in literacy	81.9	82.8	82.6	*	86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70.2	69.2	*	76
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	TBC	TBC	3185	TBC
Mean change in staff knowledge, understanding and confidence as a result of the professional learning	This measure is currently being developed				
% of establishments evaluated as good or better for leadership of change	59	63		*	75
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A	3.7	*	6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	*	45
Primary Attendance Rates	94.6	N/A	94.2	*	95
Secondary Attendance Rates	90.7	N/A	90.3	*	92
Initial School Leaver Destinations	93.6	94.4	95.2	*	95
% of establishments evaluated as good or better for learning, teaching and assessment	57	66		*	75

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* Availability of data for 2019-20 has been affected by Covid-19.

11

The Plan on a Page
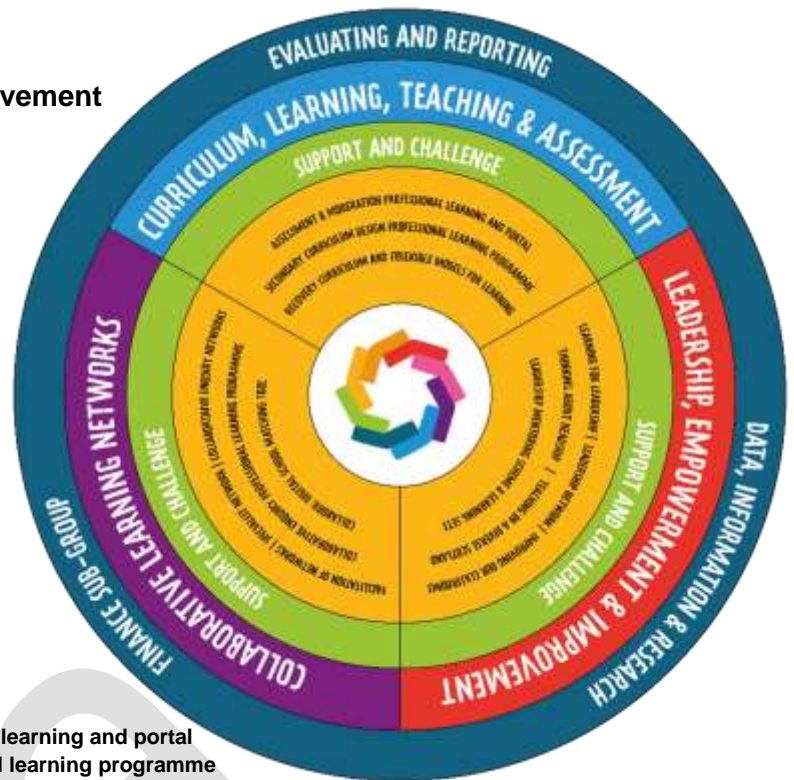
Leadership, Empowerment and Improvement

- **Leadership Mentoring Scheme**
- **Leadership Learning Sets**
- **Learning for Leadership**
- **Thinking About Headship**
- **Leadership Networks**
- **Improving Our Classrooms**
- **Teaching in a Diverse Scotland**

Curriculum, Learning, Teaching and Assessment

- **Assessment and moderation professional learning and portal**
- **Secondary curriculum design professional learning programme**
- **Recovery curriculum and flexible models of learning**
- **Specialist networks support and development**

Collaborative Learning Networks

- **Facilitation of networks**
- **Support and development of collaborative enquiry networks**
- **Collaborative Action Enquiry Professional Learning Programme**
- **Development and administration of Collabor8: digital school matching tool**

Action Plans: Leadership, Empowerment & Improvement

Leadership, Empowerment and Improvement	Links to Board: Laura Mason, Maureen McKenna Workstream Lead Officer: Jennifer Crocket
Remit	**Action**
Throughout 2020-2023, ensure that leaders across the West Partnership are well informed of evolving leadership pathways and opportunities. To develop a range of supportive approaches for senior leaders in consideration of leadership actions within an empowered system. **Link to Vision** • Equity • Excellence • Empowerment • Recovery	1. Continue to offer a **Leadership Coaching and Mentoring Scheme** to support and develop school leaders, their skills and abilities. 2. Continue to offer facilitated **Leadership Learning Sets** which create opportunities for school and establishment leaders to work collaboratively across the West Partnership in order to address leadership-related challenges. 3. Offer a **Learning for Leadership Programme** which supports school and establishment leaders to drive improvement within their settings specifically in relation to outcomes for children and young people. 4. Establish a **Thinking about Headship Programme** to support depute headteachers within the West Partnership in considering their career pathway and preparation for next steps. 5. Create **Virtual Leadership Networks** open to all headteachers and depute headteachers to allow for effective collaboration across the West Partnership, particularly in planning for and navigating Covid-19 recovery and renewal. 6. Continue to offer leadership learning activities through **Improving Our Classrooms -** an accredited professional learning programme for classroom teachers which aims to improve their classroom practice through enquiry-based study and application. 7. Address the recommendations from the **Teaching in a Diverse Scotland Report** and support the development of a greater understanding of the context of Leadership for BME staff and learners across the region and create a bespoke leadership training programme for BME practitioners.
Support Agreed with Education Scotland	Support from the Education Scotland Regional Improvement Team: • Develop bespoke professional learning opportunities relating to leadership actions for empowerment. • Support the facilitation of leadership learning opportunities across the West Partnership.

Action Plans: Curriculum, Learning, Teaching & Assessment

Curriculum, Learning, Teaching & Assessment	Links to Board: Tony McDaid, Jacqui MacDonald Workstream Lead Officer: John Stuart
Remit	**Action**
The key aim of this workstream is to grow an empowered learning system which provides the best possible curriculum for children and young people, promoting recovery. With its focus on developing a system which supports children and young people to mitigate the impact of Covid-19, it also aims to ensure excellence and equity for all. **Link to Vision** • Equity • Excellence • Empowerment • Recovery	1. Continue to extend the professional learning opportunities for school leaders and class teachers which will improve the quality of **Assessment and Moderation** and bring about greater consistency in teachers' professional judgements of Curriculum for Excellence levels across the region. Launch the **West Partnership Moderation Portal.** 2. Deliver professional learning and enquiry opportunities for leaders to engage with effective approaches to **Curriculum Design** in **Primary, ELC and ASL** settings and create a curriculum rationale which is fit for purpose in the context of recovery and renewal. 3. Deliver a **Secondary Curriculum Design professional learning programme** to senior leaders to support participants to develop the skills and network contacts to promote appropriate and progressive curriculum structures across the WP. 4. Through professional enquiry and collaboration, support establishments to create **Flexible Models of Learning,** including the launch of the **West Partnership Online School** (West OS). 5. Continue to develop self-sustaining **Subject/Specialist Networks**.
Support Agreed with Education Scotland	Support from the Education Scotland Regional Improvement Team: • Plan, support and enable professional learning events. • Work directly with practitioners to improve learning, teaching and assessment. • Share evidence from inspection of highly-effective practice and support practitioners to understand better what highly-effective learning, teaching and assessment looks like, including a particular focus on digital learning and teaching. • Share evidence from inspection of highly-effective practice in learning pathways and support practitioners to understand better what it looks like. • Support subject and specialist networks to grow into self-sustaining learning systems.

Action Plans: Collaborative Learning Networks

Collaborative Networks	Links to Board: Mhairi Shaw, Ruth Binks Workstream Lead Officer: Helen Brown
Remit	**Action**
Throughout 2020- 2023 establish a systematic approach to build upon and roll out collaborative working to embed robust processes that would lead to high quality and sustainable practices across the West Partnership. **Link to Vision:** • Equity • Excellence • Empowerment • Recovery	1. Continue to **facilitate** and support **networks** including for practitioners, facilitators and forums which empower children, young people and families to participate in and influence the West Partnership. 2. Support and development of **Collaborative Enquiry Networks** to investigate and implement interventions that will improve outcomes for children and young people. 3. Continue to develop the **Collaborative action enquiry professional learning programme.** 4. Continue to develop and implement **Collabor8** as a digital platform that matches schools and early learning centres with shared interests to collaborate on enquiry projects.
Support agreed with Education Scotland	Support from the Education Scotland Regional Improvement Team: • Identify relevant research. • In partnership with key facilitators and educational psychologists provide bespoke support for participating schools. • Provide and support professional learning opportunities.

Action Plans: Evaluating and Reporting

Evaluating and Reporting	Links to Board: Steven Quinn, Derek Brown Workstream Lead Officer: Lauren Johnston
Remit	**Action**
To support the West Partnership with self-evaluation, measuring and reporting impact of the improvement plan. To support the West Partnership demonstrate coordinated and collective impact. To support other workstreams with data analysis and use of data and information. **Link to Vision:** • Equity • Excellence • Recovery	1. Review and maintain the critical indicators that have been set to measure the impact of the partnership's improvement agenda. These will include a mixture of qualitative and quantitative indicators. 2. Establish and maintain processes and tools for gathering quantitative and qualitative evidence to measure and describe the impact of the work in the Partnership. 3. Produce regular reports for a range of audiences including Board, Committee and Scottish Government and an annual evaluation report detailing the successes and achievements of the Partnership's improvement agenda. 4. Support individual workstreams to define specific indicators aligned to their areas of priority. 5. Support with the development of the FOCUS tool across the West Partnership. 6. Collate and analyse evaluative data following all events. 7. Work in collaboration with the Research and Impact Officer to conduct and report on evaluation activities to support continuous improvement and understanding impact. 8. Continue to develop systems and processes which support the management, reporting and communication of the RIC work.
Support agreed with Education Scotland	Support from the Education Scotland Regional Improvement Team: • Analyse all West Partnership inspection and review reports at the end of each session. • Share and report case studies of best practice examples which have emerged from inspections and reviews. Support from Scottish Government Analysis and Statistics Unit within the Learning Directorate.

SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**27 October 2020**
Report by:	**Executive Director (Education Resources)**

Subject:	**Education Resources - Notification of Contracts Awarded – 1 April to 30 September 2020**

1. Purpose of Report

1.1. The purpose of the report is to:-

♦ provide notification to Committee in line with Standing Orders on Contracts, of all contracts awarded by Education Resources during the period 1 April to 30 September 2020

2. Recommendation(s)

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

(1) that details of the contracts awarded in the period 1 April to 30 September 2020 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 April to 30 September 2020, 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 implications for climate change, sustainability or the environment in terms of the information contained in this report.

8. **Other Implications**

8.1. There are no direct risks 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)

1 October 2020

Link(s) to Council Values/Ambitions/Objectives
♦   Value: Accountable, effective, efficient and transparent

Previous Reference
♦

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

Education Resources

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

Name of Successful Tenderer	Value of Contract Awarded	Date of Award	Brief Description (include period of contract)	Contract Period
Haydock Music	£200,000	08/04/2020	SLC/PS/EDUC/19/084 Extension: Supply & Delivery of Musical Equipment and Accessories	08/04/2020 to 31/3/2022
Passenger Transport Services Framework Extension	£4,800,000	26/06/2020	SLC/PS/COMENT/17/050 Extension of Framework	01/07/2020 to 30/06/2021
Various appointees	£12,450,000	03/07/2020	SLC/PS/EDUC/19/022 Education Employability Training Dynamic Purchasing System	01/06/2020 to 31/5/2025
Passenger Transport Services Framework (various)	£3,163,663.40	15/07/2020 – 18/08/20	SLC/PS/COMENT/17/050 Passenger Transport Services Framework: Direct Awards	15/08/2020 to 24/06/2021
Passenger Transport Services Framework (various)	£1,202,060.08	03/08/20 – 13/08/20	SLC/PS/COMENT/17/050 PTS Mini Competition PTS 001 2020	15/08/2020 to 24/06/2021
Passenger Transport Services Framework (various)	£295,569.70	03/08/20 – 13/08/20	SLC/PS/COMENT/17/050 PTS Mini Competition PTS 002 2020	15/08/2020 to 24/06/2021
Various appointees	£1,638,000	27/08/2020	SLC/PS/EDUC/20/018 Counselling Services in Schools	27/8/2020 to 30/6/2021
First Steps Rural Connection	£78,250	18/09/2020	SLC/PS/EDUC/20/021 DPS Mini Comp - GradU8 Clydesdale Construction 2020-21	18/09/2020 to 02/04/2021