



Council Offices, Almada Street
Hamilton, ML3 0AA

Monday, 11 May 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, 19 May 2020

Time: 10:00

Venue: Committee Room 1, Council Offices, Almada Street, Hamilton, ML3 0AA

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

Yours sincerely

Cleland Sneddon
Chief Executive

Members

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

Substitutes

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

External Members

Religious Representatives

Gillian Coulter, Nagy Iskander, John Mulligan

Teacher Representatives

Andy Harvey, Ann Marie Hobson

Parent Council Representatives

Christine Hall, Hilary Kirby

BUSINESS

1 Declaration of Interests

- 2 **Minutes of Previous Meeting** 5 - 14
Minutes of the meeting of the Education Resources Committee held on 3 March 2020 submitted for approval as a correct record. (Copy attached)

Monitoring Item(s)

- 3 **Education Resources - Revenue Budget Monitoring 2019/2020** 15 - 18
Joint report dated 14 April 2020 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 4 **Education Resources - Capital Budget Monitoring 2019/2020** 19 - 22
Joint report dated 30 April 2020 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 5 **Education Resources - Workforce Monitoring - January to March 2020** 23 - 30
Joint report dated 5 May 2020 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)

Item(s) for Decision

- 6 **Covid-19 - Update on Impact on Schools and Educational Settings** 31 - 38
Report dated 28 April 2020 by the Executive Director (Education Resources). (Copy attached)
- 7 **Aspire Youth Employability Service and School Leavers Destination Results 2018/2019** 39 - 44
Joint report dated 5 May 2020 by the Executive Directors (Education Resources) and (Finance and Corporate Resources). (Copy attached)
- 8 **Excellence and Equity - Quality and Improvement Officer** 45 - 48
Joint report dated 5 May 2020 by the Executive Directors (Education Resources) and (Finance and Corporate Resources). (Copy attached)

Item(s) for Noting

- 9 **Early Learning and Childcare (1140 hours) - Update** 49 - 52
Report dated 27 April 2020 by the Executive Director (Education Resources). (Copy attached)
- 10 **Education Resources - Notification of Contracts Awarded - 1 October 2019 to 31 March 2020** 53 - 56
Report dated 20 April 2020 by the Executive Director (Education Resources). (Copy attached)

Urgent Business

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

For further information, please contact:-

Clerk Name: Lynn Paterson

Clerk Telephone: 01698 454669

Clerk Email: lynn.paterson@southlanarkshire.gov.uk

EDUCATION RESOURCES COMMITTEE

2

Minutes of meeting held in Committee Room 1, Council Offices, Almada Street, Hamilton on 3 March 2020

Chair

Councillor Katy Loudon

Councillors Present:

Councillor Alex Allison, Councillor John Anderson, Councillor Stephanie Callaghan, Councillor Graeme Campbell, Councillor Margaret Cooper, Councillor Margaret Cowie, Councillor Peter Craig (Depute), Councillor Mary Donnelly, Councillor Fiona Dryburgh, Councillor Joe Fagan, Councillor Lynsey Hamilton, Councillor Mark Horsham, Councillor Richard Lockhart (*substitute for Councillor Ian Harrow*), Councillor Eileen Logan (*substitute for Councillor Graham Scott*), Councillor Julia Marrs, Councillor Monique McAdams, Councillor Ian McAllan, Councillor Gladys Miller, Councillor Lynne Nailon, Councillor Carol Nugent, Councillor Bert Thomson (*substitute for Councillor Mo Razzaq*), Councillor Margaret B Walker, Councillor Jared Wark, Councillor David Watson

Councillors' Apologies:

Councillor Ian Harrow, Councillor Mo Razzaq, Councillor John Ross (ex officio), Councillor Graham Scott

External Members Present:

Christine Hall, Andy Harvey, Dr Nagy Iskander, John Mulligan

External Members' Apologies:

Gillian Coulter, Ann Marie Hobson, Hilary Kirby

Attending:

Education Resources

T McDaid, Executive Director; D Dickson, Operations Manager; A Donaldson, Head of Education (Inclusion); S March, Principal Psychologist; 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

Chair's Opening Remarks

The Chair welcomed S March, Principal Psychologist to his first meeting of the Committee.

1 Declaration of Interests

The following interests were declared:-

Councillor(s)	Item(s)	Nature of Interest
Dryburgh	♦ Summer Holiday Programme Update ♦ Update on Full Roll-out of Breakfast Clubs In School Session 2019/2020	Involvement with Machan Trust

2 Minutes of Previous Meeting

The minutes of the meeting of the Education Resources Committee held on 10 December 2019 were submitted for approval as a correct record.

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

3 Education Resources – Revenue Budget Monitoring 2019/2020

A joint report dated 29 January 2020 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted comparing actual expenditure at 3 January 2020 against budgeted expenditure for 2019/2020 for Education Resources, together with a forecast for the year to 31 March 2020.

As at 3 January 2020, there was an underspend of £2.988 million against the phased budget. After the transfers to reserves were taken into account, there was an overspend of £0.035 million.

Following the Council's final Probable Outturn exercise, there was an underspend of £2.985 million on the Education Resources' revenue budget. On 29 January 2020, the Executive Committee approved transfers to reserves of £3.023 million and, after those transfers, there would be an overspend of £0.038 million.

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

The Committee decided:

- (1) that, as at 3 January 2020, the underspend of £2.988 million, before transfers to reserves, as detailed in the appendix to the report, and the overspend of £0.035 million, after transfers to reserves, be noted;
- (2) that the forecast to 31 March 2020 of an underspend of £2.985 million, before transfers to reserves of £3.023 million, as detailed in the appendix to the report, and the forecast overspend of £0.038 million, after transfers to reserves, be noted, and
- (3) that the budget virements, as detailed in the appendix to the report, be approved.

[Reference: Minutes of 10 December 2019 (Paragraph 3)]

4 Education Resources – Capital Budget Monitoring 2019/2020

A joint report dated 13 February 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 3 January 2020.

The Committee decided: that the report be noted.

[Reference: Minutes of 10 December 2019 (Paragraph 4)]

5 Education Resources – Workforce Monitoring – October to December 2019

A joint report dated 24 January 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 October to December 2019:-

- ♦ attendance statistics
- ♦ occupational health statistics
- ♦ accident/incident statistics
- ♦ disciplinary hearings, grievances and Dignity at Work cases
- ♦ analysis of leavers
- ♦ Staffing Watch as at 14 December 2019

A number of questions were raised in relation to the following:-

- ♦ the number of physical incidents reported by school staff
- ♦ the intended benefits which would arise from the Promoting Positive Relationships and Understanding Distressed Behaviour guidelines
- ♦ the number of job applications submitted from candidates from an ethnic background and those who had a disability

In response, officers advised that:-

- ♦ information would be sent to members providing:-
 - ♦ a sector breakdown in relation to the 249 physical incidents reported by school staff
 - ♦ the number of job applications submitted from candidates who identified as Black and Minority Ethnic (BME) and those who had a disability
- ♦ a report by the Scottish Government on a review of the Implementation of the Presumption of Mainstreaming was due to be published and an update on this matter would be provided to a future meeting of this Committee

The Committee decided:

- (1) that the report be noted;
- (2) that, taking account of the requirements of the General Data Protection Regulation, information relating to physical incidents and recruitment, as detailed above, be sent to members; and
- (3) that a report on the outcome of the Scottish Government's review of the Implementation of the Presumption of Mainstreaming be submitted to a future meeting of this Committee.

[Reference: Minutes of 10 December 2019 (Paragraph 5)]

6 Counselling Through Schools – Update Report

A joint report dated 6 February 2020 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted:-

- ♦ providing an update on the delivery of counselling services through primary, secondary and special needs schools
- ♦ advising of the development of a guidance document for schools entitled 'South Lanarkshire Framework for the delivery of Counselling through Schools'
- ♦ proposing that a post of Quality Improvement Officer be established

On 1 October 2019, the Committee noted that COSLA Officers and Scottish Government officials had developed a set of principles for the delivery of counselling through schools which would:-

- ♦ achieve the policy intent behind the commitment to increase access to counselling for children and young people
- ♦ enable local authorities to ensure any provision would be complementary and linked to existing local provision

The Committee also noted the position in South Lanarkshire in relation to the range of key organisations that currently offered help and support with mental health issues.

It was also noted that counselling was only one of a range of supports which might be available within schools to support children and young people's emotional wellbeing needs. Information was provided on a 'tiered model' of intervention to support a young person which would take account of their perspective. Where counselling was agreed as an individual support, referrals should be prioritised through appropriate school level planning groups, to provide an overview of who was accessing counselling, for what purpose, and over what timescale.

During November and December 2019, a draft document entitled 'South Lanarkshire Framework for the delivery of Counselling through Schools' was developed which provided guidance to schools on all aspects of delivery of counselling through the schools service, including key practice issues, quality assurance and financial management.

On 16 January 2020, at the Education Resources' Inclusion Conference, a presentation was delivered to all headteachers and other education employees, on the detail and implementation of counselling through the schools programme. The opportunity was given to provide feedback through Learning Community meetings held during January and February 2020. The 'South Lanarkshire Framework for the delivery of Counselling through Schools' document had been made available in the Members' Areas.

Counselling services would be procured through the Procured Service Arrangement for Educational Services Framework. This would provide improved procurement arrangements, in line with the requirements of the Council's Financial Regulations, quality delivery of services and improved compliance in procured spend.

As it was recognised that there were staffing implications for the implementation and co-ordination of counselling through the schools programme, it was proposed that a post of Quality Improvement Officer (QIO) be established on SNCT national salary Points 1 to 3 (£59,580 to £66,780).

The Scottish Government had provided funding of £709,000 in 2019/2020 for the provision of counselling services and would provide funding of £961,000 in each of the 3 financial years 2020/2021 to 2022/2023. The QIO post would be funded from the above allocations each year, with the remaining funds allocated to whole school initiatives and schools, and to support the 'Framework for the delivery of Counselling through Schools' as part of the programme delivery.

The Committee decided:

- (1) that the progress on the provision of counselling through primary, secondary and special needs schools, as detailed in the report, be noted;
- (2) that the development of the guidance document 'South Lanarkshire Framework for the delivery of Counselling through Schools' be noted; and

- (3) that the establishment of a post of Quality Improvement Officer (QIO) on SNCT national salary Points 1 to 3 (£59,580 to £66,780) be approved.

[Reference: Minutes of 1 October 2019 (Paragraph 10)]

7 Summer Holiday Programme Update

A report dated 13 February 2020 by the Executive Director (Education Resources) was submitted providing an update on the roll-out of the summer holiday programme during 2019 and proposals for the delivery of the summer holiday programme in 2020.

On 13 March 2019, the Executive Committee considered an update on the provision of the pilot lunch clubs programme which had taken place during the 2018 summer holiday period and approved the planned roll-out and associated level of funding required to deliver the programme in 2019.

The aim of the programme was to prevent children going hungry during school holidays and to improve health and wellbeing through active learning, fun, and engaging activities over the summer holiday period.

13 summer clubs had been delivered during 2019, an increase from 4 clubs in 2018. The following 4 voluntary sector partners were actively engaged in the delivery of the programme:-

- ◆ Machan Trust
- ◆ Healthy Valleys
- ◆ Blantyre Youth Development Team (Terminal One)
- ◆ Hamilton Information Project for Youth

Parents had reported that the main benefits from the programme were that their children had the opportunity to meet new friends, stay in a routine, engage in healthy activities and receive a healthy lunch. In addition, many parents had expressed an interest to contribute their time to the clubs. A number of external partners, including City of Play, Forest Friends, ScotRail (Railway Safety), Scottish Fire and Rescue Service, The Dogs' Trust, libraries, Regen:fx and the NHS, had been involved in the delivery of the programme to further embed educational input.

Details were provided on the operation of the 2019 programme, including participation rates, achievements and impact of provision. The total number of participants was 668, an increase of 525 from the previous year. A total of 9,534 meals had been provided across the duration of the programme.

When considering the model of delivery for 2020, practice in other local authorities had been explored to gain an understanding of both delivery models and challenges. Having taken account of evidence based research from other local authorities and also other work in schools for early years' provision, it was proposed that:-

- ◆ given the first class primary school estate within South Lanarkshire with access to gyms, dining and external play, the summer holiday programme to continue to be delivered in primary schools, as detailed in Appendix 1 to the report
- ◆ the Youth, Family and Community Learning Service events bus be utilised to provide a 'pop up' club in rural or hard to reach areas
- ◆ a pantry model be developed with food items stocked within Universal Connections locations

The budgeted staffing complement for 2019, approved by the Executive Committee in March 2019, would remain in place for the 2020 provision. As the programme continued, and with uptake in numbers anticipated to increase, consideration would be given to making the allocation of hours to employees permanent, where appropriate.

The Council's investment in addressing child food poverty (summer holiday provision and breakfast clubs) amounted to £1.330 million for 2020/2021. The total costs for the 2019 programme had been identified as approximately £0.375 million and the anticipated expenditure for the 2020 summer programme would be maintained within that existing spend level. This would allow the remaining budget of £0.955 million to be used to assist with the increasing number of children who participated in breakfast clubs.

The Committee decided:

- (1) that the delivery and impact of the 2019 summer holiday programme be noted;
- (2) that the delivery of the 2020 summer holiday programme, which continued to reflect the needs of local communities, and as detailed in Appendix 1 to the report, be approved; and
- (3) that the anticipated costs and funding arrangements, as detailed in the report, be noted.

[Reference: Minutes of the Executive Committee of 13 March 2019 (Paragraph 7)]

Councillor Dryburgh, having declared an interest in this and the following item, withdrew from the meeting during their consideration

Councillor Cooper left the meeting after consideration of this item of business

8 Update on Full Roll-out of Breakfast Clubs in School Session 2019/2020

A report dated 31 January 2020 by the Executive Director (Education Resources) was submitted providing an update on the:-

- ◆ roll-out of breakfast clubs across all primary schools during school session 2019/2020
- ◆ progress made to date on the full pilot initiative
- ◆ potential financial and personnel implications

On 29 May 2019, the Executive Committee approved recommendations from this Committee in relation to:-

- ◆ the expansion of the pilot initiative to establish breakfast clubs in all primary schools from August 2019
- ◆ increases in the staffing establishments of Education Resources and Community and Enterprise Resources required as part of the expansion programme

Following the implementation of the initiative to pilot free breakfast clubs in a number of primary schools during 2018/2019, 36 free breakfast clubs had been introduced between August and November 2019, with a further club established in Blacklaw Primary School, East Kilbride in February 2020. Breakfast clubs operated in 98% of primary schools, however, due to difficulties related to availability of staff/volunteers, breakfast clubs had yet to be established in Calderwood Primary School, Rutherglen, Machanhill Primary School, Larkhall and St Mary's Primary School, Lanark.

Details were provided on the operation of the breakfast clubs, including levels of uptake and feedback received from parents, pupils and headteachers. Evidence based research findings, since the roll-out of breakfast clubs in April 2018, was attached as Appendix 1 to the report.

Education Resources would continue to:-

- ◆ seek to establish a breakfast club in the remaining 3 schools
- ◆ undertake further evaluation work with parents, children and staff to fully explore and identify good practice and barriers to uptake
- ◆ explore new marketing materials to raise awareness of the programme and the benefits
- ◆ seek to increase the number of parent volunteers or senior volunteers from neighbouring high schools
- ◆ consider the potential to offer parent volunteers and senior pupils the opportunity to undertake a recognised qualification in volunteering
- ◆ progress, and be informed by, good practice across the authority, in order to share with headteachers

The employee requirements for breakfast clubs in 2019 had been estimated at 800 hours per week, however, actual hours had increased to 1,000 per week. Additional hours worked by employees were currently on a temporary basis, however, as the programme continued and numbers settled, consideration would be given to making the allocation of hours to employees permanent.

The Council's investment in addressing child food poverty (summer holiday provision and breakfast clubs) amounted to £1.330 million for 2020/2021. The total costs for the full roll-out of breakfast clubs from August 2019 had been identified as approximately £0.680 million. The anticipated expenditure for the 2020/2021 breakfast club initiative could be managed within the £0.955 million available after a budget of £0.375 million was allocated to the summer holiday programme.

The Committee decided:

- (1) that the update on the full roll-out of the breakfast clubs across all primary schools, be noted;
- (2) that the initial evaluation findings on the full programme initiative be noted;
- (3) that the continuing arrangements to monitor uptake rates and engage with stakeholders to identify and share areas of good practice be noted; and
- (4) that the anticipated costs and funding arrangements, as detailed in the report, be noted.

[Reference: Minutes of the Executive Committee of 29 May 2019 (Paragraph 8)]

9 Headteacher Recruitment Legislation

A report dated 5 February 2020 by the Executive Director (Education Resources) was submitted on the new Headteachers' Education and Training Standards (Scotland) Regulations 2019, which would come into effect on 1 August 2020.

The Regulations related to the recruitment of headteachers and stated that-

- ◆ from 1 August 2020, any teacher appointed for the first time to a permanent post of headteacher must have achieved the Standard for Headship
- ◆ a headteacher who had not achieved the Standard for Headship could be appointed after 1 August 2020, provided that the appointment did not exceed 30 months

Leadership development, a key priority for Education Resources, was designed to support teachers on their leadership journey. The Standard for Headship, designed for aspiring headteachers, could be achieved by successfully completing the Into Headship programme, which had replaced the Scottish Qualification for Headship (SQH) and Flexible Route to Headship (FRH) programmes.

The Into Headship programme, fully funded by the Scottish Government, was a national post graduate qualification delivered in partnership with local universities and focused on developing strategic leadership capacity. Local authorities played a key role in identifying appropriate candidates through a robust recruitment process.

The Committee decided: that the requirements of the new Headteachers' Education and Training Standards (Scotland) Regulations 2019, which would come into effect on 1 August 2020, be noted.

10 Draft Statutory Guidance for the Scottish Schools (Parental Involvement) Act 2006 (the Act) - Consultation

A report dated 12 February 2020 by the Executive Director (Education Resources) was submitted on the Scottish Government's consultation on the draft statutory guidance for the Scottish Schools (Parental Involvement) Act 2006. The Act required each local authority to facilitate the establishment of Parent Councils and to prepare a 'Strategy for Parental Involvement'.

Following an independent review of the Act by the National Parent Forum of Scotland, a commitment to modernise and strengthen the guidance, first issued in 2007, was included within the Scottish Government's national Action Plan, 'Learning Together', which set out a vision for parental involvement and engagement from 2018 to 2021.

On 6 August 2019, the Committee endorsed a revised 'Parental Involvement and Engagement Strategy' which took account of the recommendations in the national Action Plan.

The re-drafted guidance aimed to take account of changes in practice and wider legislation that had occurred since 2007 and to strengthen the guidance, as far as possible, whilst recognising that the duties and powers in primary statute remained unchanged.

In updating the guidance, the Scottish Government wanted to ensure that parental involvement and engagement was given due prominence and recognition, as part of the wider aims to develop an empowered education system.

Education Resources would prepare and submit a response to the Scottish Government's consultation on the draft statutory guidance by the deadline date of 30 April 2020, which would take account of the revised 'Parental Involvement and Engagement Strategy'. Parent Councils would also be encouraged to respond to the consultation.

Copies of the 'Parental Involvement and Engagement Strategy' had been made available in the Members' Areas.

The Committee decided: to note that Education Resources would submit a response to the Scottish Government's consultation on the draft statutory guidance for the Scottish Schools (Parental Involvement) Act 2006 by 30 April 2020.

[Reference: Minutes of 6 August 2019 (Paragraph 12)]

11 Holocaust Memorial Commemorative Event

A report dated 13 February 2020 by the Executive Director (Education Resources) was submitted on the Holocaust Memorial Commemorative event held on 22 January 2020, in Trinity High School, Rutherglen.

The Council, through Education Resources, hosted a Holocaust Commemorative event, on an annual basis, on a date close to 27 January, the Holocaust Memorial Day (HMD).

HMD 2020 marked the following:-

- ◆ 75th anniversary of the liberation of Auschwitz
- ◆ 25th anniversary of the genocide in Bosnia

The theme for HMD 2020 was 'Stand Together' which was used to encourage people to reflect on how the enforced loss of a safe place to call 'home' was part of the trauma faced by anyone experiencing persecution and genocide.

The event was opened by Mr Bollen, headteacher of the host school and the Leader of the Council. Amy Cunningham, Luke McCauley and Giuliano Piacentini, school captains, led the event and were excellent comperes. Pupils from a number of schools participated in the event, which included drama, dance, poetry readings, song and the reflections of pupils who participated in the 'Lessons from Auschwitz' programme. The Chair, Councillor Loudon, closed the evening and thanked pupils for their inspirational performances which had successfully captured the theme to 'Stand Together'.

The Committee decided: that the report be noted.

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

A report dated 13 February 2020 by the Executive Director (Education Resources) was submitted on the wider achievements and the learner journeys of children and young people, as well as the good work undertaken by teachers, employees and parents across South Lanarkshire.

Following on from the Year of Young People 2018, Education Resources, through its nurseries, schools and Services, continued to recognise the achievements, success, talents and skills of children, young people and adults. The report provided details on a range of activities and achievements which had taken place recently from across the 4 geographical areas of the Council.

It was noted that gaining recognition for achievements, increased young people's confidence, raised aspirations, improved motivation for learning and kept them engaged in education.

The Committee decided: that the report be noted.

13 Urgent Business

There were no items of urgent business.

Chair's Closing Remarks

The Chair, on behalf of the Committee, congratulated the parent representatives on their achievements as follows: -

- ◆ Hilary Kirby on receiving the Diocesan Medal for Services to Catholic Education
- ◆ Christine Hall for her voluntary work in supporting charity ventures

Report

3

Report to: **Education Resources Committee**
 Date of Meeting: **19 May 2020**
 Report by: **Executive Director (Finance and Corporate Resources)**
Executive Director (Education Resources)

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

1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide information on the actual expenditure measured against the revenue budget for the period 1 April 2019 to 28 February 2020 for Education Resources.
- ♦ provide a forecast for the year to 31 March 2020.

2. Recommendation(s)

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

- (1) that the forecast to 31 March 2020 of an overspend of £0.038m, after approved transfers to reserves, as detailed in Appendix A of the report, be noted;
- (2) that an overspend of £0.125m as at 28 February 2020 after approved transfers to reserves, as detailed in Appendix A of the report, be noted; and
- (3) that the proposed budget virements be approved.

3. Background

- 3.1. This is the fifth revenue budget monitoring report presented to the Education Resources Committee for the financial year 2019/2020.
- 3.2. The Resource has completed its formal probable outturn exercise for the year. This exercise identifies the expected spend to the 31 March 2020. Details are included in section 6.
- 3.3. The report details the financial position for Education Resources in Appendix A, including the probable outturn position, and the position to 28 February 2020, along with variance explanations.

4. Scottish Attainment Challenge Funding

- 4.1. The current budget for Education contains £9.278million awarded for Pupil Equity Funding (PEF) and £1.964million for Scottish Attainment Challenge (SAC) as part of the schools programme. The total budget for these two items for 2019/2020 is £11.242 million and this is contained within this reported position.
- 4.2. In relation to PEF funding, the £9.278m represents £1.534m 2018/2019 carry forward allocation and £7.744m for 2019/2020 allocation. Spend and commitment to date, as at 28 February 2020, is £7.644m, with £1.634m still to spend. Staff costs are included and reflect known costs for the period 1 April 2019 to 31 March 2020.

4.3. 2019/2020 PEF funding is fully committed to spend by the end of the academic year June 2020 in line with the guidance. It is estimated that £1m will require to be carried forward at 31 March 2020 and used in April to June 2020. This will be transferred to reserves at the 31 March 2020 to meet spend and commitment in schools in line with 2019/2020 School Improvement Plans. The impact of COVID-19 on the delivery of the School Improvement plans is being considered.

4.4. In relation to SAC funding, spend and commitment to date is £1.773m with £0.191m still to spend. Staff costs are included and reflect known costs for the period 1 April 2019 to 31 March 2020. As this is a specific grant allocation, funding will be received based on actual spend.

5. Employee Implications

5.1. None

6. Financial Implications

6.1. **Probable Outturn:** Following the Council's formal probable outturn exercise, the Resource position is an overspend of £0.038m after approved transfers to reserves of £3.023m. The transfers and the overall position is detailed in Appendix A.

6.2. This net overspend reflects the cost of teachers' salaries due to pupil growth and the cost of school transport offset by underspends due to the timing of expenditure in relation to the delivery of ELC 1140 hours expansion and school counselling projects, an underspend in property costs and supplies and services in relation to PEF and an over recovery of income from Early Years' fees.

6.3. **Position as at 28 February 2020:** The Resource position as at 28 February 2020, after approved transfers to reserves, is an overspend of £0.125m. This is slightly higher than the previous forecast of £0.038m as a result of further costs in relation to ASN transport being anticipated. Appendix A shows this position highlighting an underspend of £2.898m against the phased budget before transfers to reserves are made. Detailed variance explanations for the Resource position is included in Appendix A as well as the approved transfers to reserves.

6.4. Virements are proposed to realign budgets across budget categories and with other Resources. These movements are detailed in the Appendix A of this report.

7. Climate Change, Sustainability and Environmental Implications

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

8. Other Implications

8.1. The main risk associated with the Council's Revenue Budget is that there is an overspend. The risk has been assessed as low given the detailed budget management applied across the Resources. The risk is managed through four weekly Budget Monitoring Meetings at which any variance is analysed. In addition, the probable outturn exercise ensures early warning for corrective action to be taken where appropriate.

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)

14 April 2020

Link(s) to Council Values/Ambitions/Objectives

- ◆ Accountable, Effective, Efficient and Transparent

Previous References

- ◆ Education Resources Committee – 3 March 2020

List of Background Papers

- ◆ Financial ledger and budget monitoring results to 28 February 2020

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: louise.harvey@southlanarkshire.gov.uk

SOUTH LANARKSHIRE COUNCIL

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 28 February 2020 (No.12)

Education Resources Summary

Budget Category	Annual Budget £000	Forecast for Year BEFORE Transfers £000	Annual Forecast Variance BEFORE Transfers £000	Annual Forecast Variance AFTER Transfers £000	Budget Proportion 28/02/20 £000	Actual BEFORE Transfers 28/02/20 £000	Variance 28/02/20 £000		% Variance 28/02/20	Note
Employee Costs	266,144	266,235	(91)	(167)	233,795	233,473	322	under	0.1%	1,a,b,c,d,f
Property Costs	25,561	24,552	1,009	1,009	23,156	22,589	567	under	2.4%	2,d,f
Supplies & Services	9,398	8,226	1,172	(329)	6,922	5,799	1,123	under	16.2%	3,c,d,f
Transport & Plant	10,689	11,575	(886)	(886)	9,999	11,107	(1,108)	over	(11.1%)	4,d,f
Administration Costs	2,256	2,177	79	79	1,868	1,810	58	under	3.1%	c,d,f
Payments to Other Bodies	20,447	19,399	1,048	(398)	18,047	16,659	1,388	under	7.7%	5,c,d,f
Payments to Contractors	34,415	34,407	8	8	28,453	28,446	7	under	0.0%	
Transfer Payments	2,507	2,460	47	47	2,473	2,430	43	under	1.7%	e
Financing Charges	333	327	6	6	289	284	5	under	1.7%	f
Total Controllable Exp.	371,750	369,358	2,392	(631)	325,002	322,597	2,405	under	0.7%	
Total Controllable Inc.	(31,857)	(32,450)	593	593	(29,422)	(29,915)	493	over recovered	1.7%	6,b,c,d,e,f
Net Controllable Exp.	339,893	336,908	2,985	(38)	295,580	292,682	2,898	under	1.0%	
Transfer to Reserves (as at 28/02/20)					-	3,023	(3,023)	over		
Position After Transfers to Reserves (as at 28/02/20)					295,580	295,705	(125)	over		

Variance Explanations

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

Budget Virements

- Funding received in respect of Teachers Induction Scheme Funding. Net Effect £1.743m: Employee Costs £1.743m.
- Establish budget to reflect the receipt of Inter Authority Funding. Net Effect £0.000m: Employee Costs £0.305m and Income (£0.305m).
- Establish budget to reflect the receipt of Youth Employability Funding. Net Effect £0.000m: Employee Costs £0.002m, Supplies and Services £0.003m, Administration £0.002m, Payments to Other Bodies £0.278m and Income (£0.285m).
- Realignment of budget to reflect current service delivery. Net Effect £0.000m: Employee Costs (£0.056m), Property Costs £0.129m, Supplies and Services (£0.005m), Transport and Plant £0.022m, Administration £0.021m, Payments to Other Bodies (£0.219m) and Income £0.108m.
- Realignment of Education Maintenance Allowance budget. Net Effect £0.000m: Transfer Payments £0.266m and Income (£0.266m).
- Realignment of DMS. Net Effect £0.000m: Employee Costs £0.112m, Property Costs £0.019m, Supplies and Services (£0.417m), Transport and Plant £0.027m, Administration Costs £0.164m, Payments to Other Bodies £0.144m, Financing Charges (£0.006m) and Income (£0.043m).

Transfers to Reserves (£3.023m):

- ELC 1140 Specific Grant (£1.493m)
- Counselling (£0.489m)
- Sanitary Products (£0.041m)
- Pupil Equity Fund (£1.000m)

Report

4

Report to: **Education Resources Committee**
 Date of Meeting: **19 May 2020**
 Report by: **Executive Director (Finance and Corporate Resources)**
Executive Director (Education Resources)

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

1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide information on the progress of the capital programme for Education Resources for the period 1 April 2019 to 28 February 2020.

2. Recommendation(s)

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

- (1) that the Education Resources' capital programme of £25.234 million, and expenditure to date of £15.761 million, be noted; and
- (2) that the projected outturn of £20.5 million be noted.

3. Background

3.1. This is the fifth capital monitoring report presented to the Education Resources Committee for the financial year 2019/2020.

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

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

3.4. 2019/2020 Outturn

The predicted spend position for this financial year, advised by Housing and Technical Resources, is an outturn of £20.5 million. This is an underspend of £4.7 million. As reported to this Committee previously, this mainly relates to the Early Years 1,140 Hours Programme (£2.3m), St Charles' Primary School Extension (£0.4m), Mobile Teaching Units (£0.6m), ICT Solutions for Learning (£0.9m) and Auchingramont Road (£0.5m). The majority of the variance is due to the timing of spend, resulting in budget required in 2020/2021 rather than 2019/2020.

3.5. The year-end position is being prepared and this will be reported to the Executive Committee in June 2020. It is anticipated that the ongoing implications of COVID-19, including the closure of construction sites in advance of the financial year end, will likely impact on the level of capital spend achieved this financial year.

3.6. 2019/2020 Monitoring

Anticipated spend to date was £14.480 million, and £15.761 million has been spent. This represents a position of £1.281 million ahead of profile and mainly reflects the timing of spend across a number of projects within the Early Years 1,140 Hours Programme. However, this is a timing issue only with an underspend anticipated by the end of the financial year. This is reflected in the outturn position identified at 3.4. above.

4. Employee Implications

4.1. None

5. Financial Implications

5.1. The total capital programme for Education Resources for 2019/2020 is £25.234 million.

6. Climate Change, Sustainability and Environmental Implications

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

7. Other Implications

7.1. The main risk associated with the Council's Capital Programme is an overspend. The risk has been assessed as low given the detailed project management plans prepared and monitored for each project. The risk of an overspend is managed through four weekly Investment Management Meetings.

8. Equality Impact Assessment and Consultation Arrangements

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

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

Paul Manning

Executive Director (Finance and Corporate Resources)

Tony McDaid

Executive Director (Education Resources)

30 April 2020

Link(s) to Council Values/Ambitions/Objectives

◆ Accountable, Effective, Efficient and Transparent

Previous References

◆ Education Resources Committee 3 March 2020

List of Background Papers

- ◆ Financial ledger to 28 February 2020

Contact for Further Information

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

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**South Lanarkshire Council
Capital Expenditure 2019-20
Education Resources Programme
For Period 1 April 2019 – 28 February 2020**

<u>Education Resources</u>	Base Budget £000	Budget Adjustments £000	Slippage/ Acceleration £000	Total Budget £000	Budget to Date £000	Actual Expenditure £000	2019/20 Outturn £000
Primary School Modernisation Programme	6,653	(250)	0	6,403	5,699	5,919	6,100
ICT Developments	2,027	0	0	2,027	1,042	959	1,150
Early Years 1,140 Hours	14,286	0	0	14,286	6,326	8,069	11,950
Other	1,968	550	0	2,518	1,413	814	1,300
TOTAL	24,934	300	0	25,234	14,480	15,761	20,500

Report

Report to: **Education Resources Committee**
 Date of Meeting: **19 May 2020**
 Report by: **Executive Director (Finance and Corporate Resources)**
Executive Director (Education Resources)

Subject: **Education Resources – Workforce Monitoring –
January to March 2020**

1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide employment information for January to March 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 January to March 2020 relating to Education Resources be noted:-

- ♦ attendance statistics
- ♦ occupational health
- ♦ accident/incident statistics
- ♦ discipline, grievance and dignity at work cases
- ♦ analysis of leavers and exit interviews

3. Background

3.1. As part of the Council's performance management arrangements, regular workforce monitoring reports are submitted to Committee. This report for Education Resources provides information on the position for January to March 2020.

4. Monitoring Statistics

4.1. Attendance Statistics (Appendix 1)

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

The Resource absence figure for March 2020 was 5.8%, which represents an increase of 1.2% when compared to the previous month and is 0.4% lower than the Council-wide figure. Compared to March 2019, the Resource absence figure has increased by 1.4%.

Based on the absence figures at March 2020 and annual trends, the annual average absence for the Resource for 2019/2020 is 3.7%, compared to a Council-wide average figure of 4.8%.

For the financial year 2019/2020, the average days lost per employee equates to 8.9 days, compared with the overall figure for the Council of 11.1 days per employee.

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

4.2. Occupational Health (Appendix 2)

In terms of referrals to occupational health, which include medical examinations and physiotherapy, overall 530 referrals were made this period, an increase of 15 when compared with the same period last year.

4.3. Accident/Incident Statistics (Appendix 2)

There were 336 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, 301 reports relate to physical incidents (90% of the total number reported).

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

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

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

There were 4 disciplinary hearings held within the Resource this period, which is a decrease of 2 when compared with the same period last year. No grievance hearings were held within the Resource this period, which is a decrease 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 47 leavers in the Resource this period who were eligible for an exit interview. This figure has increased by 1 when compared with the same period last year. Exit interviews were held with 11 employees.

4.6. From September 2019, when processing an employee termination, managers were asked to identify whether they intended to replace the employee who had left the Council. If they indicated that they did not intend to replace the employee, they were asked to select from four options:

- ◆ plan to hold for savings
- ◆ fill on a fixed term basis pending savings
- ◆ transfer budget to another post
- ◆ end of fixed term contract

4.7. Appendix 2a provides a breakdown of vacant posts and whether these are being replaced or held for savings. In the period January to March 2020, 72 (49.55 FTE) employees in total left employment and managers indicated that these posts are being filled.

4.8. The cumulative figure for the period April 2019 – March 2020 is therefore that there were 185 (133.03 FTE) vacant posts in the Resource. Of these, 184 (132.39 FTE) were being filled through a recruitment process and 1 (0.64 FTE) was being filled on a fixed term basis. It should be noted that some of the posts at recruitment may be currently covered on a fixed term basis pending recruitment.

5 Employee Implications

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

6. Financial Implications

6.1. All financial implications are accommodated within existing budgets.

7. Climate Change, Sustainability and Environmental Implications

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

8. Other Implications

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

9. Equality Impact Assessment and Consultation Arrangements

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

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

Paul Manning
Executive Director (Finance and Corporate Resources)

Tony McDaid
Executive Director (Education Resources)

5 May 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 – 3 March 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 - 2017/2018, 2018/2019 & 2019/2020
Education Resources

APT&C				Teachers				Resource Total				Council Wide							
	2017 / 2018	2018 / 2019	2019 / 2020		2017 / 2018	2018 / 2019	2019 / 2020		2017 / 2018	2018 / 2019	2019 / 2020		2017 / 2018	2018 / 2019	2019 / 2020				
April	4.0	4.1	3.5	April	2.1	1.9	2.9	April	2.9	2.8	3.2	April	3.9	4.1	4.0				
May	4.7	4.5	4.2	May	2.7	2.1	3.2	May	3.5	3.1	3.6	May	4.2	4.2	4.4				
June	3.6	4.4	3.8	June	2.2	2.3	2.7	June	2.8	3.2	3.2	June	3.9	4.3	4.4				
July	2.1	2.4	2.4	July	0.8	1.0	1.2	July	1.3	1.6	1.7	July	3.0	3.4	3.4				
August	2.7	2.7	2.8	August	1.0	1.2	1.3	August	1.7	1.8	2.0	August	3.2	3.6	3.7				
September	4.3	4.1	4.3	September	2.2	2.2	2.5	September	3.0	3.0	3.3	September	4.0	4.4	4.5				
October	4.6	4.7	4.5	October	2.4	2.2	2.6	October	3.3	3.2	3.5	October	4.1	4.4	4.6				
November	5.0	5.7	5.8	November	3.5	3.5	3.8	November	4.1	4.4	4.7	November	4.8	5.1	5.5				
December	5.3	5.4	5.5	December	3.8	3.1	3.8	December	4.4	4.1	4.6	December	5.1	4.8	5.7				
January	5.2	5.1	5.1	January	3.0	3.3	3.4	January	3.9	4.1	4.2	January	5.0	4.9	5.3				
February	5.5	5.3	5.7	February	3.0	4.0	3.8	February	4.0	4.5	4.6	February	5.0	5.2	5.6				
March	4.7	5.0	7.1	March	2.9	3.9	4.8	March	3.7	4.4	5.8	March	4.7	4.9	6.2				
Annual Average	4.3	4.5	4.6	Annual Average	2.5	2.6	3.0	Annual Average	3.2	3.4	3.7	Annual Average	4.2	4.4	4.8				
Average Apr-Mar	4.3	4.5	4.6	Average Apr-Mar	2.5	2.6	3.0	Average Apr-Mar	3.2	3.4	3.7	Average Apr-Mar	4.2	4.4	4.8				
No of Employees at 31 March 2020				3034	No of Employees at 31 March 2020				3868	No of Employees at 31 March 2020				6902	No of Employees at 31 March 2020				15781

For the financial year 2019/20, the projected average days lost per employee equates to 8.9 days.

EDUCATION RESOURCES

	Jan-Mar 2019	Jan-Mar 2020
MEDICAL EXAMINATIONS		
Number of Employees Attending	99	100
EMPLOYEE COUNSELLING SERVICE		
Total Number of Referrals	37	21
PHYSIOTHERAPY SERVICE		
Total Number of Referrals	183	180
REFERRALS TO EMPLOYEE SUPPORT OFFICER	191	220
REFERRALS TO COGNITIVE BEHAVIOUR THERAPY	5	9
TOTAL	515	530

CAUSE OF ACCIDENTS/INCIDENTS	Jan-Mar 2019	Jan-Mar 2020
Over 7 day absences	1	2
Minor	8	8
Violent Incident: Physical****	156	301
Violent Incident: Verbal*****	17	25
Total Accidents/Incidents	182	336

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

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

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

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

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

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

RECORD OF DISCIPLINARY HEARINGS	Jan-Mar 2019	Jan-Mar 2020
Total Number of Hearings	6	4

Time Taken to Convene Hearing Jan - Mar 2019

0-3 Weeks
2

4-6 Weeks
0

Over 6 Weeks
2

RECORD OF GRIEVANCE HEARINGS	Jan-Mar 2019	Jan-Mar 2020
Number of Grievances	1	0
Still in Progress	1	0

RECORD OF DIGNITY AT WORK	Jan-Mar 2019	Jan-Mar 2020
Number of Incidents	0	0

ANALYSIS OF REASONS FOR LEAVING	Jan-Mar 2019	Jan-Mar 2020
Career Advancement	1	1
Moving Outwith Area	3	1
Travelling Difficulties	1	0
Childcare/caring responsibilities	1	1
Other	2	8
Number of Exit Interviews conducted	8	11

Total Number of Leavers Eligible for Exit Interview	46	47
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Percentage of interviews conducted	17%	23%
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	Jan 2020 - Mar 2020		Reconciliation figure		Cumulative total	
			Apr 2019 - Dec 2019			
	FTE*	H/C**	FTE	H/C	FTE	H/C
Terminations/Leavers	49.55	72	83.48	113.00	133.03	185
Being replaced	49.55	72	82.84	112.00	132.39	184
Held pending savings	0.00	0	0.00	0.00	0.00	0
Filled on fixed term basis	0.00	0	0.64	1.00	0.64	1
Budget transfer to other post	0.00	0	0.00	0.00	0.00	0
End of fixed term contract	0.00	0	0.00	0.00	0.00	0

* Full time equivalent

** Head count/number of employees

Report to:	Education Resources Committee
Date:	19 May 2020
Report by:	Executive Director (Education Resources)

Subject:	Covid-19 – Update on Impact on Schools and Educational Settings
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on the response and key activities of Education Resources during the Covid-19 pandemic
- ♦ advise of the Scottish Government's guidance to local education authorities following the closure of schools and nurseries
- ♦ advise of decisions taken by the Scottish Government in relation to:-
 - ♦ the delivery of 1140 hours of early learning and childcare
 - ♦ the relaxation of restrictions in respect of Pupil Equity and Scottish Attainment Challenge Funding
 - ♦ an amendment to the Placing Request Regulations
 - ♦ an extension to the consultation on the draft statutory guidance for the Scottish Schools (Parental Involvement) Act 2006

2. Recommendation(s)

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

- (1) that the response by Education Resources and key activities undertaken, as detailed in the report, be noted
- (2) that the decision by the Scottish Government to put on hold the legislative requirement to deliver 1140 hours of early learning and childcare by August 2020 (as per para 3.5) and the subsequent action by Education Resources to communicate the revised position and further updates with parents, carers and early years partner providers, be approved;
- (3) that the decision to continue to provide emergency childcare for key workers in our 20 schools and 6 early years establishments continue until necessary during the period of the Covid-19 pandemic be approved;
- (4) that the arrangements for supporting vulnerable children and the payment of £15 per week for each child in eligible families in lieu of free school meals be approved
- (5) that the notification from the Scottish Government to advise local education authorities that they have relaxed the restrictions with regards to Pupil Equity and Scottish Attainment Challenge funding to enable councils to offset some of the costs which are arising as are a result of the pandemic, be noted; and
- (6) that the contents of the report along with the fact that there is no indication as yet, as to when schools and educational settings will re-open, be noted.

3. Background/Current Context

- 3.1. The First Minister announced on Wednesday 18 March that schools and nurseries would close to children and pupils from Friday 20 March.
- 3.2. The Scottish Government in its guidance to local education authorities stated that initial activity following the closure should be on the following three key areas:-
 - ◆ to ensure the children of key workers have continuing access to childcare and learning
 - ◆ to maintain protections and support for children who may be particularly vulnerable in the current circumstances
 - ◆ to provide educational continuity for children and young people learning from home
- 3.3. The Scottish Government also intimated to local authorities and families that learning and teaching will be undertaken remotely, supported by teachers working from home on an ongoing basis.
- 3.4. In the elected member briefings on school closures information has been provided on each of the three areas above along with confirmation of the Scottish Government's decision to put on hold the legislative requirement to deliver 1140 hours of early learning and childcare by August 2020. This holding position does not change the policy intent of the Scottish Government to deliver on 1140 hours early learning and childcare when the coronavirus pandemic is over and we move into what will be an economic recovery period. The Council is currently reviewing the admissions process and has put plans in place for communication to parents and funded providers about any changes that may be required.

4. Emergency Childcare Hubs

- 4.1. Education Resources first step was to set up 20 school hubs and 6 early years hubs to provide childcare for health and care workers and those in our emergency services who are working at the frontline to keep us all safe as well as putting in support for our most vulnerable children.
- 4.2. The hubs are being staffed by volunteers from our nurseries, schools and services, including South Lanarkshire Leisure and Culture active school employees who have all gone the extra-mile to provide this essential service. The response to the request for volunteers has been excellent, to the extent that there is a substantial pool of volunteers who are available allowing for flexibility and manageability in terms of the deployment of individual staff members.
- 4.3. The Council continues to liaise with the NHS and other critical key worker groups on the service provided and the feedback continues to be very positive. Feedback from the staff involved and from parents and families has also been tremendously positive.
- 4.4. A list showing the location of the hubs throughout South Lanarkshire is attached as Appendix 1.

5. Supporting vulnerable children

- 5.1. For a very small number of children, attendance at school is a significant protective factor in their lives. The Council continues to offer protection to those most in need at this challenging time. Importantly, the duty of care to our most vulnerable children must be balanced carefully with the public health advice to reduce social contact.
- 5.2. Head Teachers and Heads of Establishment from every school and early years provision have identified those children whom they deem vulnerable, that is, those for whom they consider that family circumstances may become critical during a long break from school and whose home life is particularly challenging.
- 5.3. A telephone contact monitoring system has been established with assessment of need made by senior school managers and appropriate education and social work staff as appropriate. Measured and informed decisions are made about supports required by individual children and families.
- 5.4. In exceptional circumstances, some sessions may be offered in an emergency childcare hub provision. Weekly liaison between the Inclusive Education Service and locality based Social Work Fieldwork Managers enables sharing of information about vulnerability and decisions to be made about those children whose circumstances mean that they would benefit from time in a hub setting. Planning takes place between Head Teachers, Hub Managers, the Inclusive Education Team and parents to facilitate placement.
- 5.5. Additional Support Needs schools have also been keeping in touch with children and families which is also helping to inform us of some of their wellbeing needs and in particular around some of the practical challenges with regards to home learning which for some children is not practicable.
- 5.6. The Council continues to give priority to the needs of vulnerable children in respect of free school meals, children with complex additional support needs and at-risk children.
- 5.7. As well as direct contact with families, the Psychological Services Team have been operating a telephone helpline and information on keeping children safe at home and on-line is available on the Council's website under the Covid19 banner – schools and nurseries.
- 5.8. For those young people moving on from school, the Aspire team will continue to engage and provide support, in conjunction with school 16+ coordinators, until such time as positive destinations can be secured.

6. School Term 4 – spring to summer

- 6.1. With the start of the summer term, Education Resources continue to work in partnership with our schools and the professional associations to provide further guidance and direction on learning at home, mindful that the level of support and interaction normally associated with new learning will not be available in all homes. The aim being to provide support and learning at an age and stage level and to keep in contact through the means of Glow, whilst also maintaining the arrangements we have in place to support our most vulnerable children.

6.2. Teachers having returned from their Spring/Easter holiday now enter Term 4 and, as well as the areas noted in 3.3 above the focus is now on:-

- ◆ The SQA awards process for the 2019/2020 session, following the cancellation of the exam diet.
- ◆ Progression to new courses and programmes for senior phase pupils.
- ◆ Supporting parents, pupils and teachers, in line with the SG publication, “Supporting Pupils, Parents And Teachers – Learning During Term 4” which can be found at:
<https://www.gov.scot/publications/supporting-pupils-parents-teachers-learning-during-term-4/>

6.3. To begin Term 4, schools and educational settings have been provided with further supportive guidance which has also been shared with the professional associations:-

- ◆ 20 April 2020 – Welcome back message from the Executive Director to all staff.
- ◆ 20 April 2020- Information update on supporting hubs, volunteering, and supporting our most vulnerable pupils.
- ◆ 21 April 2020 – Maintaining continuity of learning while schools are closed. This focused on procedures in place for:-
 - ◆ Contact and communication with staff and pupils
 - ◆ Care and wellbeing of staff and pupils
 - ◆ Continuity of learning
 - ◆ Access to, and use of, ICT
 - ◆ Managing and monitoring
 - ◆ Equity

6.4. Following the postponement of the exam diet for pupils in the senior phase and in light of further clarification from the SQA about the move to an ‘assessment’ model, further information has been provided to schools.

7. Continuity of Learning

7.1. Education Resources have established a ‘Continuity of Learning’ group which has developed a virtual staff learning centre which will signpost teachers and educators to learning resources, Career Long Professional Learning (CLPL) and advice and guidance around fostering a sense of belonging and connectedness. This builds upon the many excellent examples of work demonstrated across the authority.

8. Transitions

8.1. Education Resources recognises the importance of transitions, not just as a management and planning process but also as an important element of the personal development of children and young people. As a result of school closures and lockdown, transition will be very different for many children and young people this year. Under normal circumstances there is a culmination of events to support transitions from nursery to primary, primary to secondary and secondary to life beyond school.

8.2. Head Teachers and school staff are experienced and skilled in leading transition arrangements. For Term 4, and looking ahead to the next session, schools and learning communities are considering new and innovative approaches to transition in relation to wellbeing and to the curriculum. Some examples of these approaches include:-

- ◆ Secondary schools organising remote transition activities and challenges, providing P7 pupils the opportunity to connect with key staff.
- ◆ Ongoing contact by schools and the Inclusion Service for children who require enhanced support for transition.
- ◆ Education Resources' Employability team (Aspire) working closely with schools to ensure that school leavers experiencing any change to their intended destination are supported appropriately.

8.3. To support local authorities and schools, Education Scotland is developing further bespoke Term 4 guidance to assist in planning for the many transitions that take place during Term 4. These materials will be available in early May.

9. Placing Requests

9.1. The Coronavirus Act (2020) legislation contains wide ranging provisions relating to education and Early Learning and Childcare. COSLA has been working in partnership with the Scottish Government to consider the implications of the Act. Within the Act there is a formal Education Closure Direction, and this includes changes to some statutory duties and timelines, including placing requests.

9.2. On 27 April 2020, the Depute First Minister issued a notice to all councils advising of an amendment to the Placing Request Regulations due to the Covid-19 pandemic.

This confirms the change to the timelines for processing and considering placing requests made by parents/carers as:-

- ◆ Placing request decisions received by 15 March for the next school session were legally required to be intimated to parents before 30 April, however due to the operational consequences for education authorities of Covid-19 the government has extended the deadline of 30 April to 31 May 2020.

9.3. This information was shared with elected members and posted on the Council's website on 28 April 2020 and it is intended now to notify parents/carers of decisions on or around 18 May 2020.

10. Communications and engagement with parents/carers

10.1. Engaging and communicating with parents/carers and families following the closure of schools on Friday, 20 March 2020 has mainly been through social media and telephone. Telephone contact has been made with families deemed to be vulnerable to assess their wellbeing and where appropriate some support via their respective additional support needs school or through the emergency childcare hub has been offered on a phased basis. This continues to be assessed by the Inclusion team and the early years team in partnership with social work where necessary.

- 10.2. 'Keeping safe at home and on-line' has been an important area of focus over the last few weeks. A number of national helplines and resources to support children and families in this regard have been made available through the council's website as a signpost for assistance or to report concerns. This information has at its centre the safety, wellbeing and protection of children and young people. Some signposts for example, include links to, Parent Club and Parentzone plus handy hints list of resources to support families with children with additional support needs is also available.
https://www.southlanarkshire.gov.uk/info/200228/health_and_medical_information/1863/coronavirus_covid-19_advice/10

- 10.3. Members are also asked to note that the Scottish Government has agreed to extend the deadline on the Scottish Schools (Parental Involvement Act 2006) – consultation on the statutory guidance from the 30 April 2020 until the 30 June 2020.

11. Employee Implications

- 11.1. Consultation and communication with Professional Associations/Trade Unions is ongoing. Regular meetings with representatives of both the JCC and the JNCC are taking place on a fortnightly basis or as when required.

12. Financial Implications

- 12.1. A combination of existing resource funding and additional emergency funding will be used to cover any associated expenditure which may arise in the coming weeks.

13. Climate Change, Sustainability and Environmental Implications

- 13.1. There are no climate change, sustainability or environmental implications arising for the recommendations in this report.

14. Other Implications

- 14.1. The Council continues to engage with Scottish Government, NHS Lanarkshire, other resources, partner agencies and other related bodies in order to monitor, assess and respond to the changing context and changing advice with regards to the pandemic in a dynamic way.
- 14.2. The wellbeing and the duty of care we have for staff, learners and our communities being paramount and a factor in our decision-making process with daily meetings of the education management team, chaired by the Executive Director taking place to assess the advice and guidance from the Scottish Government and NHS Public Health.

15. Equality Impact Assessment and Consultation Arrangements

- 15.1. There is no requirement to undertake an equality impact assessment with regards to this report as its purpose is to provide an update and does not change policy.
- 15.2. A communication and engagement plan is in place with 'information updates' being provided on a regular basis as well as a pattern of agreed forums which provide a platform for dialogue with the trade unions and professional associations.

Tony McDaid
Executive Director (Education Resources)

28 April 2020

Link(s) to Council Values/Ambitions/Objectives

- ◆ Increase 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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List of SLC Hubs

Hub	Location
Blantyre Hub	Auchinraith PS
Biggar Hub A	Biggar PS
Bothwell Hub	Bothwell PS
Rutherglen Hub	Calderwood PS
Biggar Hub B	Carnwath PS
Cathkin Hub	Loch PS
Larkhall Hub	Machanhill PS
East Kilbride Hub B	Mossneuk PS
East Kilbride Hub A	Halfmerke PS
Halfway Hub	Newton Farm PS
Carluke Hub	St Athanathius' PS
Cambuslang Hub	St Bride's PS Cambuslang
Hamilton Hub A	St Cuthbert's PS
East Kilbride Hub C	St Hilary's PS
Uddingston Hub	Muireedge PS
Lanark Hub	St Mary;s PS Lanark
Strathaven Hub	St Patrick;s PS
Stonehouse Hub	Stonehouse PS
Lesmahagow Hub	Woodpark PS
Hamilton Hub B	Woodside PS

Report

7

Report to:	Education Resources Committee
Date of Meeting:	19 May 2020
Report by:	Executive Director (Education Resources) Executive Director (Finance and Corporate Resources)

Subject:	ASPIRE Youth Employability Service and School Leaver Initial Destination Results 2018/2019
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on the ASPIRE vocational programme which provides targeted support to young people “at risk” of not moving to or sustaining a positive post school destination
- ♦ seek approval for the 16 FTE temporary ASPIRE posts and employees to be converted to permanent posts on the Education Resources’ establishment, and
- ♦ provide an update on the 2018/2019 School Leaver Initial Destination survey results produced by Skills Development Scotland (SDS).

2. Recommendation(s)

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

- (1) that the 16 FTE temporary ASPIRE posts and employees, as detailed in paragraph 10.2, are converted from temporary to permanent posts on the Education Resources’ establishment, and
- (2) that the outcome from the initial survey on school leaver destinations for the 2018/2019 cohort, which is at 95.7% in South Lanarkshire, be noted.

3. Background

Aspire Programme

3.1. The ASPIRE programme provides support to:-

- ♦ Young people in the Senior Phase who are at least six months from their official leaving date – identified through 16+ meetings in school and in line with GIRFEC
- ♦ Young people who have left school up to their 19th birthday (26th birthday if care experienced) - identified in partnership with Skills Development Scotland, Housing, Social Work, Youth Justice and self-referrals

3.2. An assessment of needs is carried out and an individual learning plan agreement prepared jointly by the Aspire worker and young person. During 2019, there were 742 young people referred to ASPIRE (127 were care experienced).

3.3. The Aspire programme actively engages with young people and provides:-

- ♦ 1 to 1 support from a dedicated vocational development worker to address the barriers young people face and engage them in different learning opportunities

- ◆ work experience tasters, and if suitable, a longer-term work experience placement 1 to 2 days per week
- ◆ support to attend counselling sessions, if required or support the young person to widen their social supports
- ◆ support to parents and carers is a key part of the action plan and home visits are an essential part of the support package
- ◆ assistance to apply for college, if relevant. This will include early visits and some support in the initial few weeks of a course starting
- ◆ where appropriate, a reduced timetable in school with some additional support for the remaining subjects.
- ◆ assistance to apply for employment and preparation for interviews in terms of skills required/coaching.
- ◆ aftercare Support for 6 to 12 months to ensure sustainability

3.4 The Aspire programme is delivered across South Lanarkshire and has contributed to the significant improvement of the School Leavers Destinations.

4. School Leaver Initial Destination Results (SLDR)

4.1. Each year Education Resources' report on the key outcomes for young people who left school from analysis of the School Leaver Initial Destination Results (SLDR) for South Lanarkshire.

4.2. Following the introduction of the Participation Measure introduced in 2017, it was agreed that Skills Development Scotland would continue to supply school leaver destination data to the Scottish Government's Education Analysis Unit (SGEAS) for their annual national statistics publication and to update Insight, the online benchmarking tool for Scottish local authorities and secondary schools.

4.3. The 2018/2019 cohort includes leavers from publicly funded secondary schools who left school between September 2018 and September 2019. The national report is based on information held on the shared dataset which is updated on an ongoing basis. The figures are taken as a snapshot in early October 2019.

4.4. South Lanarkshire has a strong "Opportunities for All" partnership" group and the partners work closely together to ensure that all school leavers are supported into learning or employment post-school and when this is not achievable that other supports are put in place to meet the individual needs of the young people, through bespoke programmes.

4.5. The partnership includes Skills Development Scotland, VASLan, South Lanarkshire College, New College Lanarkshire, the Regional DYW group and representatives from across the Council Resources (Education / Housing / Social Work / Regeneration and Corporate).

4.6. The Council has aligned funding from Scottish Government's, 'No-one Left Behind and European Social Fund programmes' and matched these to core Education budgets to fund the Aspire programme.

4.7. The Aspire programme provides targeted employability support to young people across all secondary school establishments in South Lanarkshire. The programme supports young people up to the age of 19 to enter and sustain positive post-school destinations.

5. Spotlight on South Lanarkshire data

- 5.1. A total of 3,239 young people left school in South Lanarkshire in 2018-2019. In 2018/2019, the South Lanarkshire SLDR rate was 95.7% a slight drop from the 96.4% the previous year, but noting the Council achieved its performance measure to be above the national rate for the 5th consecutive year.

5.2. Summary

A summary of the position for 2018/2019 leavers is as follows:-

- ◆ The positive destination rate for South Lanarkshire is 95.7%.
(This is above the national rate of 95.0%)
- ◆ The unemployed (seeking) rate for South Lanarkshire is 2.5%.
(This is better than the national rate of 3.1%)
- ◆ The unemployed (not seeking) rate for South Lanarkshire is 1.3%.
(This is better than the national rate of 1.4%)

- 5.3. The table below shows the positive destination outcome for each of the 4 localities across South Lanarkshire and highlights that once again all 4 areas were above the national average.

	% Total Positive 2018/2019
Cambuslang and Rutherglen	96.8
Clydesdale	95.5
East Kilbride and Strathaven	96.1
Hamilton, Blantyre and Uddingston	95.2
South Lanarkshire	95.7
National	95.0

- 5.3. The table below provides a breakdown of the destinations of school leavers in 2018/2019:-

Initial Destination	2018/2019 SLC	2018/2019 National
Higher Education	44.8	40.4
Further Education	22.7	27.3
Employed	21.3	22.9
Training	6.3	3.5
Activity Agreement	N/A	N/A
Voluntary Work	0.4	0.6
Personal Social Development	0.3	0.5
Unemployed Not Seeking	1.3	1.4
Unemployed Seeking	2.5	3.1
Unknown	0.5	0.4
Positive %	95.7	95

The table below shows the gap between the most and least deprived 20%:

	2018/2019
Gap between most deprived 20% and least deprived 20% South Lanarkshire	4.9
Gap between most deprived 20% and least deprived 20% National	5.3

6. Tackling Poverty and Inequalities - Closing the Gap

- 6.1. Through the Community Plan (LOIP) the Community Planning Partnership (CPP) has highlighted the need for all services to target resources towards tackling poverty and reducing inequalities and to strive to close the gap in outcomes for children and families from the 20% most deprived areas. This target is also at the heart of the Children's Service Plan to achieve a reduction in the gap between school leavers from the most deprived localities compared to their peers in the 20% least deprived areas.

7. Care Experienced Young People

- 7.1. The established South Lanarkshire multi-agency care experienced tracking and monitoring group works to ensure that every care experienced young person has an individualised employability support package with regular monitoring and alterations to support as required. The work of this group has a positive impact on the destinations of care experienced young people and this year's rate has increased by 1.5% to 91.5% which is significantly higher than the national figure and that of the West Partnership. The table below shows the positive destination rate of care experienced young people in recent years.

	2015/16	2016/17	2017/18	2018/19
South Lanarkshire	78.13	87.76	90	91.55
The West Partnership	74.66	76.52	81.27	85.12
National	73.62	76.36	80.42	82.43

8. Youth and Employability Service – active engagement

- 8.1. A key focus for the Youth and Employability Service is to identify and follow-up on those young people who have not secured for whatever reason, a positive destination. The survey reported 138 young people as being in a negative destination at that time.
- 8.2. The Youth Employability Service engaged with Skills Development Scotland and other partners and held a planning and support meeting to identify and look at appropriate support for all of these young people. Through engagement with partners, the young person, wherever possible, and their parents/carers, actions have been taken to support them in moving towards a positive destination of employment or learning.

- 8.3. Through ongoing tracking and review the Employability Service is able to identify and understand the reasons why it may not be possible for a young person to achieve a positive destination. Where this is not possible, there is a process in place to provide employability supports when the time is right. (an example of this would be a young person with complex mental health needs or a young person who is vulnerable).

9. Next Steps

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

- ◆ Continue to focus on building on improved SLDR outcomes for young people through engagement with schools;
- ◆ Continue to focus on improving outcomes for care experienced young people, (91.5%) including the roll out of a second pilot to support care experienced young people into employment with the Council.
- ◆ Further develop a locality-based approach across the Youth Employability Service with partners on joint tracking of young people.

10. Employee Implications

- 10.1. Previous reports presented to the Executive Committee in July 2016 and December 2017, provided approval for 16 FTE ASPIRE posts on a temporary basis within the Education establishment. The current temporary posts have been extended to 30 June 2020. All 16 FTE posts are filled by existing permanent employees of the Council, who have gained permanency in these roles due to their length of service. There are also currently 7 FTE existing permanent posts on the ASPIRE establishment.

- 10.2. It is requested that the temporary posts are added to the establishment on a permanent basis, as detailed below, noting there is sufficient budget available to meet these costs for the remaining term of the ESF programme and Education core funding. The ASPIRE establishment is detailed in the table below.

Post	Current Number of Posts (FTE)	Proposed Number of Posts (FTE)	Grade	SCP Range	Hourly Rate	Annual Salary	Gross Cost inc on costs 30.3%
Co-ordinator	1 Temp	1 Perm	Grade 3 Level 8	Scp 79 - 80	£22.89 - £23.24	£41,771 - £42,410	£54,427 - £55,260
Team Leader (Vocational Development)	3 Perm 1 Temp	4 Perm	Grade 3 Level 2	Scp 63 - 65	£18.08 - £18.60	£32,994 - £33,943	£42,991 - £44,227
Vocational Development Assistant	4 Perm 14 Temp	18 Perm	Grade 2 Level 4	Scp 55 - 57	£16.03 - £16.52	£29,253 - £30,147	£38,116 - £39,281
Totals	7 Perm 16 Temp	23 Perm					£674,033 - £693,648

11. Financial Implications

- 11.1. It is anticipated that the current Council and Government funding will continue and that ESF funding will be available until December 2022. A review of the service will take place in the first quarter of 2022. In the event the longevity of the funding is not confirmed, the permanent staff supporting these roles will be redeployed within Education or across the Council in the normal way.

12. Climate Change, Sustainability and Environmental Implications

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

13. Other Implications

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

14. Equality Impact Assessment and Consultation Arrangements

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

Tony McDaid

Executive Director (Education Resources Resources)

Paul Manning

Executive Director (Finance and Corporate Resources)

5 May 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

- ◆ Insight publication

List of Background Papers

- ◆ Executive Committee – July 2016 and December 2017.

Contact for Further Information

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

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Report

8

Report to:	Education Resources Committee
Date of Meeting:	19 May 2020
Report by:	Executive Director (Education Resources) Executive Director (Finance and Corporate Resources)

Subject:	Excellence and Equity – Quality Improvement Officer Post
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ seek approval to convert a temporary post of Quality Improvement Officer post to permanent on the establishment to take forward the equity and health agenda in order to support the most vulnerable learners

2. Recommendation(s)

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

- (1) that approval be given to convert a temporary 1 FTE post of Quality Improvement Officer to permanent on the establishment to take forward the equity and health and wellbeing agenda to support the most vulnerable learners throughout South Lanarkshire, as detailed in paragraph 5.1 and;
- (2) that the initial progress made with regards to changing practice in reducing some aspects of the costs of the school day and on measures being taken to achieve excellence and equity in terms of improved outcomes for children, young people and families, be noted.

3. Background

- 3.1. The Education Resources Committee will be aware of the National Improvement Framework which sets out the Scottish Government's vision to close the attainment gap, delivering both excellence and equity. In South Lanarkshire schools, educational settings and services are focused on improving outcomes and support the delivery of excellence and equity through approaches to meeting the needs of all children and young people, no matter where they live or their family circumstances.
- 3.2. To support schools in the drive to improve outcomes and to close the poverty-related attainment gap, funding has been made available through two funding streams namely, the Scottish Attainment Challenge Fund (12 primary schools and 8 secondary schools) and Pupil Equity Funding.
- 3.3. Inclusion and equality is at the heart of the work in schools, educational settings and services, where there is a shared belief that all learners should be included and treated equally.

- 3.4. A key strand of the equity agenda is the opportunity to review the cost of the school day by looking at the impact this can have on the wellbeing of children and young people and on reducing the financial implications for families, some of which may have unintended consequences, which limits or inhibits participation in supporting learning and their involvement in activities.
- 3.5 In October 2015, the Child Poverty Action Group (CPAG) launched a 'Cost of the School Day' report in Scotland. The report highlighted the following key considerations to be taken forward by local authorities:-
- ◆ the key financial barriers affecting participation throughout the school day for children and young people from low income households
 - ◆ good practice measures which children say help to reduce costs, ensure equal access to opportunities and reduce poverty related stigma
 - ◆ resources to support poverty proofing in schools and local authorities along with examples of simple changes made by schools participating in cost of the school day
- 3.6 Education Resources through the Curriculum and Quality Improvement Service took an action to address the findings which local authorities were asked to do in respect of the cost of the school day and to look further into the impact on the wellbeing of children and young people in order to effect change for those affected by poverty.
- 3.7 The activity to lead the Council's 'Cost of the School Day' strategy for schools commenced in April 2019.
- 3.8 The work undertaken to date by Education Resources has centred on the following:-
- ◆ engagement and consultation with staff on the 'Cost of the School Day' through planned research and initial inquiry
 - ◆ working with Head Teachers to identify priority referrals for 'Money Matters' (to support families in accessing benefits and advice on financial matters)
 - ◆ shared working with facilities management to change practice and procedures for the redistribution of left-over food
 - ◆ planning and organising the 'Cost of the School Day' conference to raise awareness and share resources for schools around how to make the school day more accessible for low income families
 - ◆ production of resources adapted from CPAG toolkit
 - ◆ development of training for staff
 - ◆ effecting cultural change

4 Proposal

- 4.1 It is proposed, given the extent of change that can be derived with a continued focussed approach to the 'cost of the school day' in order to effect cultural change, and to assess and monitor what works well, based on lessons learned, and to achieve identified positive outcomes for children, young people and families, that a post of Quality Improvement Officer (Equity and Health and Wellbeing) be established, on a permanent basis, to enable this work to continue and to take forward both the equity and health and wellbeing agenda.
- 4.2 The impact of Covid19 on the economy and the impact on individual family income will require a further sustained approach to reducing the cost of the school day, right across our communities in South Lanarkshire and on the health and wellbeing of children and young people.

- 4.3 It is recognised that the scope of this work requires to be sustained, if it is to achieve the outcome of reducing some of the financial aspects of schooling which are impacting on children, young people and families and in supporting their health and wellbeing.

5 Employee Implications

- 5.1 It is, therefore, proposed that the temporary Quality Improvement Officer Post (Equity and Health and Wellbeing) be made permanent to the establishment. The employee implications are detailed in the table below.

Post	Current number of posts	Proposed number of posts	Grade	SCP range	Annual salary	Gross cost (inc. On costs 28.3%)
Quality Improvement Officer (QIO)	1 Temp	1 Perm	Quality Improvement Officer SNCT	Pt 1-3	£59,580 - £66,780	£76,441 - £85,678
Total	1 Temp	1 Perm				£76,441 - £85,678

6 Financial Implications

- 6.1 The Quality Improvement Officer post is currently funded from existing budgetary resources through the Curriculum and Quality Improvement Service and will continue to be funded in this way.

7 Climate Change, Sustainability and Environmental Implications

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

8 Other Implications

- 8.1 There are no significant risk implications. The recommendations in the report are in line with national excellence and equity agenda as well as helping to take forward the Council's tackling poverty agenda which is aligned to the work of the child poverty action group.

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 or strategy and therefore no impact assessment is required.
- 9.2 Engagement and consultation has taken place over the last 18 months on equity and the cost of the school day with schools, services, children, young people, families, elected members and other stakeholders.
- 9.3 Consultation has taken place with the Trade Unions in regard to the recommendations contained in this report.

Tony McDaid
Executive Director (Education Resources)

Paul Manning
Executive Director (Finance and Corporate Resources)

5 May 2020

Link(s) to Council Values/Ambitions/Objectives

- ◆ Improve achievement, raise educational attainment and support lifelong learning
- ◆ Protect vulnerable children, young people and adults
- ◆ Deliver better health and social care outcomes for all
- ◆ Support our communities by tackling disadvantage and deprivation and supporting aspiration

Previous References

- ◆ Education Resources Committee 1 October 2019

List of Background Papers

- ◆ Child Poverty Action Report 2015
- ◆ Excellence and Equity 2016

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:	19 May 2020
Report by:	Executive Director (Education Resources)

Subject:	Early Learning and Childcare (1140 hours) - Update
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update in light of current pandemic on the Scottish Government's decision to remove the statutory duty on education authorities to make 1140 hours of early learning and childcare (ELC) available to each eligible child from August 2020.

2. Recommendation(s)

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

- (1) that the content of the report be noted; and
- (2) to note that a further update report will be submitted to a future meeting of the Committee.

3. Background

- 3.1. On Thursday, 30 March 2020, councils across Scotland were advised of the decision by the Scottish Government to amend legislation which will have the effect of removing the statutory duty on education authorities to make 1140 hours of early learning and childcare available to each eligible child from August 2020.
- 3.2. This decision was made jointly between the Scottish Government and COSLA, in recognition that due to the ongoing response to COVID-19, planned works to deliver the expansion such as construction, recruitment and induction of staff, is severely restricted and cannot go ahead, with the priority for councils being to provide critical childcare for those who need it most.
- 3.3. This decision was also highlighted in a communication issued on 31 March 2020 jointly by the Scottish Government and COSLA which recognised that councils like ours had clear plans in place to deliver 1140 hours early learning and childcare but these required to be put on hold in the meantime. Further details can be found on the Scottish Government website.
- 3.4. This holding position does not change the policy intent of the Scottish Government to deliver on 1140 hours early learning and childcare when the coronavirus pandemic is over and we move into what will be an economic recovery period.

4. Implications of amendment to the legislation

Accommodation

- 4.1. As a consequence of the COVID-19 outbreak, all building work has halted for an indefinite period meaning that our plans to provide new and adapted accommodation to meet the demand for places across South Lanarkshire are on hold.
- 4.2. It is also worth noting that the Council's applications to the Care Inspectorate for the registration for the new nurseries and extended nurseries have been submitted and the Council liaises closely to ensure this work will continue at the appropriate time but more importantly take steps for any variations to existing nursery registrations that may now be required.

Funded providers

- 4.3. In taking forward the Council's plans to deliver 1140 hours of early learning and childcare, engagement and communication with private partner providers has been a core part of the implementation strategy. This will continue to be the case.
- 4.4. Over the last 6 months private partners were invited and encouraged to complete the necessary initial procurement activity and 98 funded providers were successful in being added to the Procured Service Agreement. The second phase which involves 4 submissions is underway and will conclude by June 2020.
- 4.5. In recognition of the impact the coronavirus has on the business community of who funded nurseries are part, the Council has continued support by paying them the full amount of their existing contracts until the end of June 2020, including most who have temporarily closed.
- 4.6. This will be kept under review in light of the dynamic nature of the pandemic and on the current impact this is having on delivery of early learning and childcare where all schools and educational settings are closed, except those Hubs providing emergency childcare for critical keyworkers.

Recruitment and training

- 4.7. Whilst there is a pause on recruitment and training as a result of the pandemic it is worth noting that very good progress had been made by the council in terms of recruiting employees in advance of the August 2020 start date for the implementation of 1140 hours of early learning and childcare.
- 4.8. A phased recruitment plan was underway prior to the pandemic with adverts placed and applications received for Head and Depute posts, team leaders and early years support workers.
- 4.9. Recruitment was underway prior to the 'lockdown' period to enable the Council to train and update the skills of new and existing employees prior to August 2020. Steps are currently being taken to continue with the recruitment of staff on a phased basis using on-line personnel systems.
- 4.10. 74 modern apprenticeships are in place in addition to the 12 taken on last year with plans to recruit a further 12 this year.

Admissions, communication and engagement with parents/families

- 4.11. Communication and engagement with parents and families on the implications of the change to the legislation with regards to 1140 hours of early learning and childcare and the contingencies being put in place when the pandemic is over as follows:-

- ◆ the admissions process for applications received by the end of February which is the closing date is complete. Parents will be informed by letter in late May as indicated in prior communication with families.
- ◆ families will know the nursery and level of provision their child will receive from August 2020;
- ◆ the admissions process centres on 0-5 year olds and children whose parents have decided to defer their entry to primary school;
- ◆ the letters for parents, as well as other communications, will let parents know that there is a temporary national hold on the introduction of 1140 hours of early learning and childcare. However the council will continue to implement a phased approach to delivering these hours for all eligible children.

Emergency Childcare Hubs

- 4.12. The Council as a first responder in this national health emergency has established 6 Early Years and 20 school Hubs to provide childcare to health and care workers, the emergency services and others identified by the Scottish Government as critical category 1 workers (including all staff and facilities staff in educational settings).
- 4.13. The six early years establishments identified as Hubs include, Calderside Nursery, the Early Learning Unit, Glenburgh Nursery, Halfmerke Community Nursery, Larkhall Children's Centre and the Rigsides Rural Community Nursery. All of the Hubs continue to provide emergency childcare provision.

5. Next steps

- 5.1. The Council will continue to work in partnership with the Scottish Government, COSLA, the Care Commission and private partners to review and assess the impact the current pandemic is having on all schools and educational settings where the key priority is the health and wellbeing of children, young people, staff and communities.
- 5.2. The Council is currently re-assessing its implementation plan for the delivery of 1140 hours early learning and childcare both in terms of short, medium and long term implications and provide an update on the implementation plan which will:-
- ◆ confirm the allocation of ELC places for sessions 2020/2021
 - ◆ confirm the allocation for funded providers for session 2020/2021
 - ◆ outline the new build nursery and adaptations to existing nursery accommodation
 - ◆ outline future workforce recruitment
 - ◆ outline communication and engagement with parents and families
- 5.3. The implementation timeline is being reviewed on an ongoing basis and a further report will be presented to a future meeting of the committee. The Council remains committed to the policy intent to deliver the expansion of 1140 hours as soon as is practicable.

6. Employee implications

- 6.1. The employee implications in term of recruitment and training will be assessed by Education Resources and Corporate Personnel. Recruitment will resume as soon as is practicable and the timeline adjusted to ensure that centres are adequately staffed in preparation for full implementation of 1140 hours.

7. Financial implications

- 7.1. The cost associated with regards to the delivery of the 1140 hours expansion programme can be met from within existing resources and will be kept under review given the impact on the capital projects due to the current health pandemic.

8. Climate Change, Sustainability and Environmental Implications

- 8.1. There are no direct implications arising from the recommendations in this update report.

9. Other implications

- 9.1. The Education Resources Risk Register did highlight that the delivery of 1140 hours of early learning and childcare was a potential risk in terms of any un-mitigating factors that may impact on the August 2020 deadline. Clearly Covid19 was an unforeseen circumstance.

10. Equality Impact Assessment and Consultation Arrangements

- 10.1. An equality impact assessment will be undertaken on the revised implementation plan in due course and communication and engagement and will take place as described in para 4.13.

Tony McDaid

Executive Director (Education Resources)

27 April 2020

Link(s) to Council Values/Ambitions/Objectives

- ◆ Improve achievement, raise educational attainment and support lifelong learning
- ◆ Protect vulnerable children, young people and adults
- ◆ Work with communities and partners to promote high quality, thriving and sustainable communities

Previous References

- ◆ Education Resources Committee – 6 August 2019

List of Background Papers

- ◆ Early Learning and Childcare (1140 hours) – implementation plan

Contact for Further Information

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

Stewart Nicolson, Head of Education (Senior Phase)

Ext: 4475 (Tel: 01698 454475)

E-mail: stewart.nicolson@southlanarkshire.gov.uk

Report

10

Report to:	Education Resources Committee
Date of Meeting:	19 May 2020
Report by:	Executive Director (Education Resources)

Subject:	Education Resources - Notification of Contracts Awarded – 1 October 2019 to 31 March 2020
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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 October 2019 to 31 March 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 October 2019 to 31 March 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 October 2019 to 31 March 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 direct implications arising from the recommendations in this report.

8. Other Implications

- 8.1. There are no direct risks or implications for sustainability in terms of the information contained in this report.

9. Equality Impact Assessment and Consultation Arrangements

- 9.1 This report does not introduce a new policy, function or strategy nor recommend a change to an existing policy, function or strategy and therefore, no impact assessment is required.
- 9.2. There is also no requirement to undertake any consultation in terms of the information contained in this report.

Tony McDaid
Executive Director (Education Resources)

20 April 2020

Link(s) to Council Values/Ambitions/Objectives

- ♦ Accountable, effective, efficient and transparent

Previous References

- ♦ None

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:-

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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)
Power language Limited	£52,000	02/10/19	Online teaching resource (01/08/19-31/07/22: no extension)
Cosby Suppliers Limited	£243,079	08/11/19	Supply and Delivery of Mobile Teaching Units (11/11/19-30/03/20)
EK & District Engineering GTA Ltd	£137,500	06/01/20	Foundation Apprenticeship in Engineering EKTG (05/08/19-26/06/21)
Scholar Forum Partnership	£114,479	30/03/20	Subscription Renewal (01/04/20-31/03/22)
Procured Service Arrangement: Early Learning and Childcare: 98 providers appointed	£143,500,000	31/03/20	Early Learning and Childcare providers for 1,140 hours (01/04/20-31/03/30)

