



Council Offices, Almada Street  
Hamilton, ML3 0AA

Tuesday, 30 August 2022

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, 06 September 2022  
**Time:** 10:00  
**Venue:** Hybrid - Council Chamber, 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**

Lynsey Hamilton (Chair), Gavin Keatt (Depute), Joe Fagan (ex officio), Alex Allison, John Anderson, John Bradley, Ross Clark, Margaret Cowie, Grant Ferguson, Elise Frame, Alistair Fulton, Geri Gray, Mark Horsham, Cal Johnston-Dempsey, Susan Kerr, Ross Lambie, Richard Lockhart, Eileen Logan, Katy Loudon, Ian McAllan, Mark McGeever, Mo Razzaq, Graham Scott, Bert Thomson, Margaret B Walker, David Watson

### **Substitutes**

Margaret Cooper, Maureen Devlin, Mary Donnelly, Allan Falconer, Martin Hose, Hugh Macdonald, Julia Marrs, Monique McAdams, Kenny McCreary, Lesley McDonald, Carol Nugent, Norman Rae

### **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

<b>Monitoring Item(s)</b>		
2	<b>Education Resources - Revenue Budget Monitoring 2021/2022</b> Joint report dated 27 July 2022 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)	5 - 10
3	<b>Education Resources - Revenue Budget Monitoring 2022/2023</b> Joint report dated 8 August 2022 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)	11 - 14
4	<b>Education Resources - Capital Budget Monitoring 2021/2022</b> Joint report dated 17 August 2022 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)	15 - 20
5	<b>Education Resources - Capital Budget Monitoring 2022/2023</b> Joint report dated 17 August 2022 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)	21 - 24
6	<b>Education Resources – Workforce Monitoring – April to June 2022</b> Joint report dated 15 August 2022 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)	25 - 32
7	<b>Education Resource Plan - Quarter 4 Progress Report 2021/2022</b> Report dated 24 August 2022 by the Executive Director (Education Resources). (Copy attached)	33 - 66
<b>Item(s) for Decision</b>		
8	<b>Education Resources Workforce Plan 2022 - 2025</b> Report dated 18 August 2022 by the Executive Director (Education Resources). (Copy attached)	67 - 80

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**Item(s) for Noting**

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- 9 **Education Resource Plan 2022/2023** 81 - 106  
Report dated 24 August 2022 by the Executive Director (Education Resources).  
(Copy attached)
- 10 **Youth Employability and Work Based Learning** 107 - 120  
Report dated 24 August 2022 by the Executive Director (Education Resources).  
(Copy attached)
- 11 **Early Learning and Childcare (1140 hours) - Update** 121 - 130  
Report dated 24 August 2022 by the Executive Director (Education Resources).  
(Copy attached)
- 12 **Independent Review of Qualifications and Assessments in Scotland – School Participation** 131 - 134  
Report dated 29 June 2022 by the Executive Director (Education Resources).  
(Copy attached)
- 13 **Summer Holiday Provision 2022 – Interim Update Report** 135 - 142  
Report dated 28 August 2022 by the Executive Director (Education Resources).  
(Copy attached)
- 14 **Celebrating Success** 143 - 146  
Report dated 20 July 2022 by the Executive Director (Education Resources).  
(Copy attached)

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**Urgent Business**

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

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

Clerk Name:	Pauline MacRae
Clerk Telephone:	07385 370044
Clerk Email:	pauline.macrae@southlanarkshire.gov.uk



# Report

2

Report to: **Education Resources Committee**  
 Date of Meeting: **6 September 2022**  
 Report by: **Executive Director (Finance and Corporate Resources)**  
**Executive Director (Education Resources)**

Subject: **Education Resources - Revenue Budget Monitoring  
2021/2022**

## 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 2021 to 31 March 2022 for Education Resources

## 2. Recommendation(s)

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

- (1) that the Education outturn position as at 31 March 2022 of an overspend of £1.702m after approved transfers to reserves, as detailed in Appendix A of the report, be noted, and that this is COVID related and is funded corporately as part of the overall Council COVID position; and
- (2) that the proposed budget virements be approved.

## 3. Background

3.1. This is the final revenue budget monitoring report presented to the Education Resources Committee for the financial year 2021/2022.

3.2. The report details the financial position for Education Resources in Appendix A, for the full financial year 2021/2022 compared to the probable outturn position, as well as the relevant variance explanations and the COVID position in Appendix B.

## 4. Scottish Attainment Challenge Funding

4.1. The current budget for Education contains £12.235m awarded for Pupil Equity Funding (PEF) and £1.952m for Scottish Attainment Challenge (SAC) as part of the schools programme. Total budget for 2021/2022 is £14.187m, including the additional PEF premium awarded during the year, and this is contained within this reported position.

4.2. In relation to PEF, spend at 31 March 2022 was £9.645m, with £2.590m still to spend of the 2021/2022 allocation.

4.3. As a result, the PEF 2021/2022 carry forward as at 31 March 2021 was £2.590m and this is available for the school session April to June 2022. This is in line with the PEF guidance and has been approved as a transfer to reserves at the yearend to meet spend and commitment in schools in line with School Improvement Plans.

- 4.4. In relation to SAC funding, actual spend at the end of the financial year was £1.946m. As this is a specific grant allocation, funding was received based on actual spend.

## **5. Employee Implications**

- 5.1. None

## **6. Financial Implications**

- 6.1. **Year End Position as at 31 March 2022:** The yearend position is a reported overspend of £1.702m after approved transfers to reserves. Removing the net cost of COVID leaves a breakeven position for the Resource. This is in line with the reported probable outturn position.
- 6.2. The total net cost of COVID for the Resource is £1.702m. There is an overspend on the costs associated with COVID of £1.684m this financial year, as outlined in Appendix B. This is mainly as a result of increased utilities costs due to increased ventilation requirements within schools and establishments and the increased cost of placements for pupils with additional support needs in Independent Schools.
- 6.3. In addition, the Resource COVID position also includes the impact of loss of income of £0.078m, in relation to music tuition, and an underspend of £0.060m due to expenditure not incurred on breakfast clubs due to the pandemic. Net cost £1.702m.
- 6.4. Learning recovery funding of £8.927m including logistics and funding for CO2 monitors as well as the Council's investments for Education learning recovery of £2.245m – total £ 11.172m has been included in Education's reported COVID position in Appendix B. This represents direct funding received for Recovery and to offset some of Education's costs of COVID. There is further specific grant available (currently held centrally) that will be used to support staffing costs in April to June 2022 and the continuation of strategic programmes. This funding is all committed.

Council strategic investment supported study support and tutoring programmes, digital inclusion as well as learning recovery staffing. Full spend of £2.245m was achieved in the financial year.

- 6.5. The core budget position for the Resource, a breakeven position, reflects an underspend in various specific funding areas which are part of transfers to reserves. This includes Pupil Equity Fund as outlined at 4.3 above; Early Learning and Childcare 1140 expansion programme - reflecting the timing of programme delivery and underspends in new programmes for Additional Teachers and Child Disability Payment Support which have been carried forward to meet future staffing commitments for the school session April to June 2022.

The Executive Committee (29 June 2022) approved the transfers to reserves of £7.883m to meet ongoing commitments. The revised Resource position after approved transfers and the details of all reserves is outlined in Appendix A.

- 6.6. The Resource is showing a breakeven position after the cost of COVID is removed. This is the net effect of underspends in Early Years core budget partially offset by overspends relating to transport costs, for both mainstream and ASN transport, and school placements which are demand led.
- 6.7. 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 environment in terms of the information contained in the report

## **8. Other Implications**

- 8.1 The main risk associated with the Council's Revenue Budget is that there is an overspend. The risk is managed through four weekly Budget Monitoring Meetings at which any variance is analysed. In addition, the probable outturn exercise ensures early warning for corrective action to be taken where appropriate.

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

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

**Paul Manning**

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

**Tony McDaid**

**Executive Director (Education Resources)**

27 July 2022

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

- ◆ Accountable, effective, efficient and transparent

## **Previous References**

- ◆ Education Resources Committee – 8 February 2022
- ◆ Executive Committee – 29 June 2022

## **List of Background Papers**

- ◆ Financial ledger and budget monitoring results to 31 March 2022

## **Contact for Further Information**

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

Louise Harvey

Ext: 2658 (Tel: 01698 452658) E-mail: [louise.harvey@southlanarkshire.gov.uk](mailto:louise.harvey@southlanarkshire.gov.uk)

## SOUTH LANARKSHIRE COUNCIL

## Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 31 March 2022 (No.14)

## 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 31/03/22 £000	Actual BEFORE Transfers 31/03/22 £000	Variance 31/03/22 £000		% Variance 31/03/22	Note
Employee Costs	301,430	298,672	2,758	461	301,430	298,364	3,066	under	1.0%	1, b, e, f, g, h
Property Costs	27,410	28,169	(759)	(829)	27,410	28,163	(753)	over	(2.7%)	2, e, f, g, h
Supplies & Services	15,484	11,568	3,916	(72)	15,484	11,352	4,132	under	26.7%	3, b, e, f, g, h
Transport & Plant	12,748	13,335	(587)	(587)	12,748	13,631	(883)	over	(6.9%)	4, c, f, g, h
Administration Costs	2,103	2,035	68	68	2,103	2,040	63	under	3.0%	f, g, h
Payments to Other Bodies	28,818	29,505	(687)	(1,627)	28,118	29,009	(191)	over	(0.7%)	5, a, d, e, f, g, h
Payments to Contractors	35,836	35,836	0	0	35,836	35,777	59	under	0.2%	h
Transfer Payments	2,873	2,842	31	31	2,873	2,760	113	under	3.9%	h
Financing Charges	346	348	(2)	(2)	346	327	19	under	5.5%	f, g, h
<b>Total Controllable Exp.</b>	427,048	422,310	4,738	(2,557)	427,048	421,423	5,625	under	1.3%	
<b>Total Controllable Inc.</b>	(50,257)	(50,786)	529	529	(50,257)	(50,813)	556	over recovered	1.1%	6, f, g, h
<b>Net Controllable Exp.</b>	376,791	371,524	5,267	(2,028)	376,791	370,610	6,181	under	1.6%	
<b>Transfer to Reserves (as at 31/03/22)</b>					0	7,883	(7,883)	over		
<b>Position After Transfers to Reserves (as at 31/03/22)</b>					376,791	378,493	(1,702)	over		

Variance Explanations

- The position is mainly due to an underspend in Early Years staff costs due to the timing of the recruitment of Early Years posts. The 1140 expansion element of Early Years staff costs underspend has been carried forward at year end for future commitments. In addition, there is an underspend on the current year grant allocation for additional teachers which has been carried forward to meet the costs up to the end of the school term.
- There has been increased utilities costs due to increased ventilation requirements within schools and establishments.
- The underspend is due to the Pupil Equity Fund and less than anticipated expenditure on the provision of lunches within Early Years establishments, both of which have been carried forward at the end of the financial year for future commitments. In addition, there is unspent budget in relation to Breakfast Club programmes this financial year.
- The overspend is mainly due to the cost of school transport for both ASN and mainstream schools.
- The overspend is mainly due to the increased cost of placements for pupils within Other Local Authorities and Independent Schools. This is partially offset by less than anticipated expenditure on Early Years 1140 expansion and core budget to date. The 1140 expansion element has been carried forward at year end for future commitments.
- The over recovery of income relates to increased income from received from Other Local Authorities for placements within South Lanarkshire Council establishments and Early Years Childcare fees.

Budget Virements

- Transfers to reserves in relation to GIRFEC. Net Effect (£0.048m): Payments to Other Bodies (£0.048m).
- Transfer from Corporate Items in relation to APT&C 2021/22 Pay Award, Teachers 2021/22 Pay Award (£100 Payment) and Apprenticeship Levy. Net Effect £3.079m: Employee Costs £3.063m and Supplies and Services £0.016m.
- Transfer from Community & Enterprise in respect of Bus Escorts. Net Effect £0.016m: Transport and Plant £0.016m.
- Transfer to Finance & Corporate in respect of NOLB Employability funding. Net Effect (£0.160m): Payments to Other Bodies (£0.160m).
- Transfers of budget to centre for Education COVID Learning Recovery and CO2 monitors funding received. Net Effect (£0.732m): Employee Costs (£0.503m), Property Costs (£0.010m), Supplies and Services (£0.229m) and Payments to Other Bodies £0.010m.
- Realignment of Early Years budget to reflect current service delivery. Net Effect £0.000m: Employee Costs £0.214m, Property Costs (£0.042m), Supplies and Services £0.049m, Transport and Plant £0.001m, Administration Costs (£0.029m), Payments to Other Bodies (£0.112m), Financing Charges £0.005m and Income (£0.086m).
- Realignment of budget to reflect service delivery changes: Net Effect £0.000m: Employee Costs £0.102m, Property Costs £0.055m, Supplies and Services (£0.489m), Transport and Plant £0.007m, Administration £0.148m, Payments to Other Bodies £0.961m, Financing Charges £0.017m and Income (£0.801m).
- Realignment of Education Maintenance Allowance budget and DMS. Net Effect £0.000m: Employee Costs (£0.079m), Property Costs £0.001m, Supplies and Services (£0.514m), Transport and Plant £0.054m, Administration Costs £0.379m, Payments to Other Bodies £0.045m, Payment to Contractors £0.006m, Transfer Payments £0.305m, Financing Charges (£0.047m) and Income (£0.150m).



**Approved Transfers to Reserves (£7.883m):**

- i. Pupil Equity Fund (£2.590m)
- ii. Early Years 1,140 Hours (£3.415m)
- iii. Additional Teachers (April-June element) (£0.845m)
- iv. Child Disability Payment Support (£0.083m)
- v. Teachers NQT Group 2 (£0.293m)
- vi. School Support Job Evaluation (£0.086m)
- vii. Education – Capital Items Replacement Fund (£0.571m)

## SOUTH LANARKSHIRE COUNCIL

## Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 31 March 2022 (No.14)

## Education Resources COVID

	Annual Budget	Forecast for Year BEFORE Transfers	Annual Forecast Variance BEFORE Transfers	Annual Forecast Variance AFTER Transfers	Budget Proportion 31/03/22	Actual BEFORE Transfers 31/03/22	Variance 31/03/22		% Variance 31/03/22	Note
	£000	£000	£000	£000	£000	£000	£000			
<b><u>Budget Category</u></b>										
Employee Costs	8,585	8,625	(40)	(40)	8,585	8,628	(43)	over	(0.5%)	a
Property Costs	2,014	2,844	(830)	(900)	2,014	2,734	(720)	over	(35.7%)	1, a
Supplies & Services	563	663	(100)	(100)	563	487	76	under	13.5%	a
Transport & Plant	0	0	0	0	0	3	(3)	over	n/a	
Administration Costs	0	0	0	0	0	7	(7)	over	n/a	
Payments to Other Bodies	10	979	(969)	(969)	10	996	(986)	over	(9860.0%)	2, a
Payments to Contractors	0	0	0	0	0	0	0	-	n/a	
Transfer Payments	0	0	0	0	0	0	0	-	n/a	
Financing Charges	0	0	0	0	0	1	(1)	over	n/a	
<b>Total Controllable Exp.</b>	11,172	13,111	(1,939)	(2,009)	11,172	12,856	(1,684)	over	(15.1%)	
<b>Total Controllable Inc.</b>	0	0	0	0	0	0	0	-	n/a	
<b>Net Controllable Exp.</b>	11,172	13,111	(1,939)	(2,009)	11,172	12,856	(1,684)	over	(15.1%)	
<b>Transfer to Reserves (as at 31/12/21)</b>					0	0	0	-		
<b>Position After Transfers to Reserves (as at 31/12/21)</b>					11,172	12,856	(1,684)	over		

**Variance Explanations**

- There has been increased utilities costs due to increased ventilation requirements within schools and establishments.
- This overspend reflects the increased cost of placements for pupils with additional support needs in Independent Schools due to COVID.

**Budget Virements**

- Transfers of budget to centre for Education COVID Learning Recovery and CO2 monitors funding received. Net Effect (£0.732m): Employee Costs (£0.503m), Property Costs (£0.010m), Supplies and Services (£0.229m) and Payments to Other Bodies £0.010m.

# Report

3

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>6 September 2022</b>
Report by:	<b>Executive Director (Finance and Corporate Resources) Executive Director (Education Resources)</b>

Subject:	<b>Education Resources - Revenue Budget Monitoring 2022/2023</b>
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## 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 2022 to 15 July 2022 for Education Resources

## 2. Recommendation(s)

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

- (1) that the breakeven position on Education Resources' revenue budget as detailed in Appendix A of the report be noted; and
- (2) that the proposed budget virements be approved.

## 3. Background

3.1. This is the first revenue budget monitoring report presented to the Education Resources Committee for the financial year 2022/2023.

3.2. The report details the financial position for Education Resources in Appendix A, along with variance explanations.

## 4. Scottish Attainment Challenge Funding

4.1. The current budget for Education contains £11.540m awarded for Pupil Equity Funding (PEF) and £1.473m for Strategic Equity Funding (SEF) as part of the schools programme - (SEF funding replaces Scottish Attainment Challenge (SAC) funding from 2022/2023). Total budget for 2022/2023 is £13.013m and this is contained within this reported position.

4.2. In relation to PEF funding, the £11.540m represents £2.590m 2021/2022 carry forward and £8.950m for the 2022/2023 allocation. Spend and commitment to date as at 15 July 2022 is £3.672m, with £7.868m still to spend. This includes known staff costs for the period April 2022 to August 2022, however staffing for the new school session from 15 August 2022 is not yet reflected within this position. Committee will be updated with the spend position for 2022/23 throughout the year.

4.3. In relation to SEF funding, spend and commitment to date is £1.010m with £0.463m still to spend. Staff costs to 31 March 2023 are reflected within this position, and as this is a specific grant allocation, funding is received based on actual spend. Committee will continue to be updated with the spend position for 2022/2023 throughout the year.

## **5. Employee Implications**

5.1. None

## **6. Financial Implications**

6.1. As at 15 July 2022, there is a breakeven position against the phased budget.

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

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

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

## **8. Other Implications**

8.1. The main risk associated with the Council's Revenue Budget is that there is an overspend. The risk is managed through four weekly Budget Monitoring Meetings at which any variance is analysed. In addition, the probable outturn exercise ensures early warning for corrective action to be taken where appropriate.

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

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

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

**Paul Manning**

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

**Tony McDaid**

**Executive Director (Education Resources)**

8 August 2022

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

♦ Accountable, Effective, Efficient and Transparent

## **Previous References**

♦ None

## **List of Background Papers**

♦ Financial ledger and budget monitoring results to 15 July 2022

## **Contact for Further Information**

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

Louise Harvey

Ext: 2658 (Tel: 01698 452658)

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

## SOUTH LANARKSHIRE COUNCIL

## Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 15 July 2022 (No.4)

## Education Resources Summary

<b>Budget Category</b>	<b>Annual Budget</b>	<b>Forecast for Year</b>	<b>Annual Forecast Variance</b>	<b>Budget Proportion 15/07/22</b>	<b>Actual 15/07/22</b>	<b>Variance 15/07/22</b>		<b>% Variance 15/07/22</b>	<b>Note</b>
	<b>£000</b>	<b>£000</b>	<b>£000</b>	<b>£000</b>	<b>£000</b>	<b>£000</b>			
Employee Costs	297,906	297,906	0	81,545	81,370	175	under	0.2%	1, a, c, e, f, g, h, i
Property Costs	26,684	26,684	0	3,176	3,176	0	-	0.0%	a, h, i
Supplies & Services	17,843	17,843	0	2,563	2,537	26	under	1.0%	a, e, f, g, h, i
Transport & Plant	11,958	11,958	0	2,913	3,153	(240)	over	(8.2%)	2, d, h, i
Administration Costs	1,033	1,033	0	389	377	12	under	3.1%	h, i
Payments to Other Bodies	28,296	28,296	0	8,880	9,155	(275)	over	(3.1%)	3, a, c, f, h, i
Payments to Contractors	38,776	38,776	0	9,617	9,617	0	-	0.0%	b, h
Transfer Payments	2,250	2,250	0	1,599	1,599	0	-	0.0%	h, i
Financing Charges	355	355	0	64	64	0	-	0.0%	h, i
<b>Total Controllable Exp.</b>	<b>425,101</b>	<b>425,101</b>	<b>0</b>	<b>110,746</b>	<b>111,048</b>	<b>(302)</b>	<b>over</b>	<b>(0.3%)</b>	
<b>Total Controllable Inc.</b>	<b>(45,487)</b>	<b>(45,487)</b>	<b>0</b>	<b>(3,483)</b>	<b>(3,785)</b>	<b>302</b>	<b>over recovered</b>	<b>8.7%</b>	<b>4, f, g, h, i</b>
<b>Net Controllable Exp.</b>	<b>379,614</b>	<b>379,614</b>	<b>0</b>	<b>107,263</b>	<b>107,263</b>	<b>0</b>	<b>-</b>	<b>0.0%</b>	

**Variance Explanations**

1. The position represents an underspend in Early Years core staff costs due to vacancies and turnover of staff.
2. The overspend is mainly due to the cost of school transport for both ASN and mainstream schools.
3. This overspend reflects the increased cost of placements for pupils with additional support needs in Independent Schools.
4. The over recovery of income relates to increased income from Early Years Childcare fees.

**Budget Virements**

- a. Transfers from reserves in relation to GIRFEC, Pupil Equity Fund, NQT Teachers, ICT and Learning Recovery. Net Effect £6.469m: Employee Costs £2.844m, Property Costs £0.579m, Supplies and Services £2.998m and Payments to Other Bodies £0.048m.
- b. Transfer from corporate items in relation to PPP inflation. Net Effect £0.800m: Payments to Contractors £0.800m.
- c. Establish budget to reflect the receipt of General Revenue Grant funding for Summer Holiday Food and Childcare Programme and Easter Study Support. Net Effect £0.840m: Employee Costs £0.263m and Payments to Other Bodies £0.577m.
- d. Transfer from Community and Enterprise in respect of Fuel Inflation. Net Effect £0.031m: Transport and Plant £0.031m.
- e. Transfer to Finance and Corporate in respect of Child Disability Payment administration and Procurement savings. Net Effect (£0.069m): Employee Costs (£0.015m) and Supplies and Services (£0.054m).
- f. Establish budget for additional income received for DYW, Computing Science, Milk and Healthy Snack Scheme, STEM, Youth Music Initiative and Youth Employability funding. Net Effect £0.000m: Employee Costs £0.962m, Supplies and Services £0.519m, Payments to Other Bodies £0.812m and Income (£2.293m).
- g. Realignment of budget to reflect Pupil Equity Fund and Strategic Equity Fund programme delivery. Net Effect £0.000m: Employee Costs £2.710m, Supplies and Services (£1.128m) and Income (£1.582m).
- h. Realignment of budget to reflect current service delivery. Net Effect £0.000m: Employee Costs £2.154m, Property Costs £0.354m, Supplies and Services (£1.381m), Transport (£0.564m), Administration Costs (£0.008m), Payments to Other Bodies (£1.570m), Payments to Contractors £0.471m, Transfer Payments £0.004m, Financing Charges (£0.032m) and Income £0.572m.
- i. Realignment of Education Maintenance Allowance budget and DMS. Net Effect £0.000m: Employee Costs £0.160m, Property Costs £0.0023m, Supplies and Services (£0.861m), Transport and Plant £0.043m, Administration Costs £0.211m, Payments to Other Bodies £0.472m, Transfer Payments £0.286m, Financing Charges (£0.026m) and Income (£0.308m).



# Report

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>6 September 2022</b>
Report by:	<b>Executive Director (Finance and Corporate Resources) Executive Director (Education Resources)</b>

Subject:	<b>Education Resources - Capital Budget Monitoring 2021/2022</b>
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## 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 2021 to 31 March 2022

## 2. Recommendation(s)

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

- (1) that the Education Resources' capital programme of £15.498 million, and expenditure for the year of £14.376 million, be noted.

## 3. Background

- 3.1. This is the final capital monitoring report presented to the Education Resources Committee for the financial year 2021/2022.
- 3.2. As noted in the last report to this Committee (8 February 2022), the budget for Education Resources for financial year 2021/2022 was £15.199 million.
- 3.3. Since that meeting, the Executive Committee (2 March 2022) has also agreed changes to the Education Resources Capital Programme totalling a net increase of £0.299 million. The details are shown in Appendix A. This takes the Education Resources programme for 2021/2022 to £15.498 million.
- 3.4. The report details the financial position for Education Resources in Appendix A.

## 4. Employee Implications

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

## 5. Financial Implications

### 5.1. 2021/2022 Capital Programme – Final Position

As detailed in Section 3.3, the total capital programme for Education Resources for 2021/2022 was £15.498 million. Total expenditure to the 31 March 2022 was £14.376 million, a difference of £1.122 million in comparison to the programme of £15.498 million.

- 5.2. The programme underspend of £1.122 million is mainly due to the timing of project spend on a number of projects. The main projects which are responsible for the underspend are: St Charles' Primary School Extension (£0.141m), Newton Farm Primary School Extension (£0.475m), St Mark's Primary School, Hamilton – Extension (£0.152m), Early Years 1,140 Hours (£0.379m) offset by some other minor movements.
- 5.3. Any underspend on these projects, along with the funding, will carry forward into next financial year as required. An update on the 2022/2023 programme is detailed in a separate report to this Committee.
- 5.4. **Accounting Adjustments** While sections 5.1 to 5.3 detail the position on the Capital Programme as set, Accounting Regulations mean that adjustments are required to report spend correctly as either capital or revenue for the purposes of publishing our Annual Accounts. This includes where spend is in relation to assets that are not owned by the Council and where the spend must be classed as revenue. There is no operational impact for projects from this adjustment – it is an accounting entry only.
- 5.5. £0.023 million of capital spend is required to be recorded as revenue spend. Conversely, £0.227 million of revenue spend should be recorded as capital. The transfers above mean that for the purpose of publishing our Annual Accounts only, there is capital spend of £14.580 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)**

17 August 2022



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

- ◆ Accountable, effective, efficient and transparent

**Previous References**

- Education Resources Committee, 8 February 2022
- Executive Committee, 2 March 2022

**List of Background Papers**

- Financial ledger to 31 March 2022

**Contact for Further Information**

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

Lorraine O'Hagan, Finance Manager (Strategy)

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

**South Lanarkshire Council  
Capital Expenditure 2021-22  
Education Resources Programme  
For Period 1 April 2021 – 31 March 2022**

<b><u>Education Resources</u></b>	Base Budget £000	Budget Adjustments £000	Slippage/ Acceleration £000	Total Budget £000	Anticipated Spend £000	Actual Expenditure £000
ICT Developments	3,860	732	(660)	3,932	3,932	3,901
Community Growth Areas	3,771	-	(1,550)	2,221	2,221	2,076
Growth and Capacities	5,780	-	(550)	5,230	5,230	4,558
Early Years 1,140 Hours	6,535	876	(3,750)	3,661	3,661	3,282
Other	454	-	-	454	454	559
<b>TOTAL</b>	<b>20,400</b>	<b>1,608</b>	<b>(6,510)</b>	<b>15,498</b>	<b>15,498</b>	<b>14,376</b>

**Accounting Adjustments**

Less Transfers to Revenue (23)

Add Transfers to Capital 227

**2021/22 Outturn Position** **14,580**  
(Accounting Basis Only)

For Information Only

*Budget Adjustments presented to Executive Committee, 2 March 2022:*

**Budget Adjustments**

Additional Funding

CO2 Monitoring in Schools and Early Learning Childcare Establishments	£0.299m
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<b>Total Budget Adjustments</b>	<b>£0.299m</b>
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# Report

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>6 September 2022</b>
Report by:	<b>Executive Director (Finance and Corporate Resources) Executive Director (Education Resources)</b>

Subject:	<b>Education Resources - Capital Budget Monitoring 2022/2023</b>
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## 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 2022 to 15 July 2022

## 2. Recommendation(s)

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

- (1) that the Education Resources' capital programme of £16.133 million, and expenditure to date of £2.606 million, be noted.

## 3. Background

- 3.1. This is the first capital monitoring report presented to the Education Resources Committee for the financial year 2022/2023. Further reports will follow throughout the year.
- 3.2. The budget of £16.133 million for Education Resources is based on the overall Capital Programme for 2022/2023, which was approved by the Executive Committee on 29 June 2022. The budget also reflects adjustments totalling a net increase of £1.295 million approved by the Executive Committee on 29 June 2022 and 24 August 2022.
- 3.3. The report details the financial position for Education Resources in Appendix A.

## 4. Employee Implications

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

## 5. Financial Implications

### 5.1. 2022/2023 Budget

The total capital programme for Education Resources is £16.133 million, as detailed in Section 3.2. This budget is based on the original programme of projects approved by the Council in February 2022, updated to include budget carried forward from financial year 2021/2022 as well as additional funding received and used to fund expenditure incurred in 2021/2022.

- 5.2. The 2022/2023 Capital Programme of £16.133 million also includes budget amendments for 2022/2023, totalling a net increase of £1.295 million, which have been identified since the approval of the original budget in February 2022. The details of these amendments are shown in Appendix A.
- 5.3. **Period 4 Position**  
Anticipated spend to date was £2.666 million and spend to 15 July 2022 amounts to £2.606 million. This represents a position of £0.060 million behind profile and this mainly reflects the timing of payments.
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. There are detailed project management plans prepared and the risk of overspend on each project is monitored through four weekly investment management meetings.
- 7.2. The Council continues to experience material shortages, longer lead times and extraordinary inflationary price increases and it is anticipated that this will continue to impact the supply chain for the foreseeable future. The impact of this will continue to be monitored through the four weekly investment management meetings. Further updates will be reported in the coming months with any significant increases in contract values being brought to members' attention.
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)**

17 August 2022

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

- ◆ Accountable, effective, efficient and transparent

**Previous References**

- ◆ South Lanarkshire Council (Special), 23 February 2022

- ◆ Executive Committee, 29 June 2022
- ◆ Executive Committee, 24 August 2022

**List of Background Papers**

- Financial ledger to 15 July 2022

**Contact for Further Information**

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

Lorraine O'Hagan, Finance Manager (Strategy)

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

**South Lanarkshire Council  
Capital Expenditure 2022-23  
Education Resources Programme  
For Period 1 April 2022 – 15 July 2022**

<b><u>Education Resources</u></b>	Base Budget £000	Budget Adjustments £000	Slippage/ Acceleration £000	Total Budget £000	Budget to Date £000	Actual Expenditure £000
Growth / Accommodation Pressures	7,852	1,330	(35)	9,147	2,267	2,253
1,140 Hours	3,771	-	-	3,771	66	50
ICT Developments	3,211	-	-	3,211	333	303
Other	4	-	-	4	-	-
<b>TOTAL</b>	<b>14,838</b>	<b>1,330</b>	<b>(35)</b>	<b>16,133</b>	<b>2,666</b>	<b>2,606</b>

For Information Only

*Budget Adjustments approved by Executive Committee, 29 June 2022:*

**Budget Adjustments**

Education ASN Adaptations / Mainstream Growth £0.500m  
Castlefield Primary School – Extension £0.750m  
Larkhall Academy – Adaptations £0.040m

**Total Budget Adjustments £1.290m**

*Budget Adjustments approved by Executive Committee, 24 August 2022:*

**Budget Adjustments**

Kirklandpark Primary School - Adaptations £0.040m  
Kirklandpark Primary School - Slippage (£0.035m)

**Total Budget Adjustments £0.005m**



# Report

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>6 September 2022</b>
Report by:	<b>Executive Director (Finance and Corporate Resources) Executive Director (Education Resources)</b>

Subject:	<b>Education Resources – Workforce Monitoring – April to June 2022</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to: -

- ♦ provide employment information for April to June 2022 relating to Education Resources

## 2. Recommendation(s)

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

(1) that the following employment information for April to June 2022 relating to Education Resources be noted: -

- ♦ attendance statistics
- ♦ occupational health
- ♦ accident/incident statistics
- ♦ discipline, grievance and Dignity at Work cases
- ♦ analysis of leavers and exit interviews
- ♦ Staffing Watch as of 11 June 2022

## 3. Background

3.1. As part of the Council's performance management arrangements, regular workforce monitoring reports are submitted to Committee. This report for Education Resources provides information on the position for April to June 2022.

## 4. Monitoring Statistics

### 4.1. Attendance Statistics (Appendix 1)

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

The Resource absence figure for June 2022 was 3.7%, this figure has decreased by 0.8% when compared to the previous month and is 1.6% lower than the Council-wide figure. Compared to June 2021, the Resource absence figure has increased by 0.2%.

Based on the absence figures at June 2022 and annual trends, the projected annual average absence for the Resource for 2022/2023 is 4.9%, compared to a Council-wide average figure of 6.1%.

For the financial year 2022/2023, the projected average days lost per employee equates to 3.3 days, compared with the overall figure for the Council of 4.3 days per employee.

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

The attendance information contained in this report includes absences as a result of Covid-19, and employees are being supported through this difficult time to maintain attendance levels where they can. At the time of this report, the Council overall absence level was 4.73% with 1.07% of this relating to Covid-19 for sickness and special leave.

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

In terms of referrals to occupational health, which include medical examinations and physiotherapy, overall, 427 referrals were made this period. This represents a decrease of 38 when compared with the same period last year.

**4.3. Accident/Incident Statistics**

There were 258 accidents/incidents recorded within the Resource this period, an increase of 22 when compared to the same period last year.

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

During the period, 2 disciplinary hearings were held within the Resource, a decrease of 4 when compared to the same period last year. No appeals were heard by the Appeals Panel. No grievance hearings were raised within the Resource, this figure remains unchanged when compared to the same period last year. No Dignity at Work complaints were raised within the Resource, this figure remains unchanged when compared to the same period last year.

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

There were a total of 56 leavers in the Resource this period eligible for an exit interview. This figure has increased by 24 when compared with the same period last year. Twenty-nine exit interviews were conducted in this period, an increase of 21 when compared to the same period last year.

**4.6. 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 the following options:**

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

4.7. Appendix 2a provides a breakdown of vacant posts and whether these are being replaced or held for savings. In the period April to June 2022, 187 employees (152.58 FTE) in total left employment, managers indicated that 179 posts (146.24 FTE) were being replaced, 1 post (0.4 FTE) was being filled on a temporary basis, 5 posts (4.34 FTE) were due to the end of fixed term contracts, and 2 posts (1.6 FTE) are being held pending service reviews.

## **5. Staffing Watch**

5.1. There has been a decrease of 14 in the number of employees in post from 12 March 2022 to 11 June 2022.

## **6. Employee Implications**

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

## **7. Financial Implications**

7.1. All financial implications are accommodated within existing budgets.

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

8.1. There are no Climate Change, Sustainability and Environmental Implications in terms of the information contained within this report.

## **9. Other Implications**

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

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

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

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

**Paul Manning**

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

**Tony McDaid**

**Executive Director (Education Resources)**

15 August 2022

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

- ◆ 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**

None

**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 - 2020/2021, 2021/2022 & 2022/2023  
Education Resources**

APT&C				Teachers				Resource Total				Council Wide				
	2020 / 2021	2021 / 2022	2022 / 2023		2020 / 2021	2021 / 2022	2022 / 2023		2020 / 2021	2021 / 2022	2022 / 2023		2020 / 2021	2021 / 2022	2022 / 2023	
April	3.9	4.8	5.5	April	2.9	2.5	2.7	April	3.3	3.5	4.0	April	4.4	4.3	5.6	
May	2.2	5.7	5.5	May	1.4	3.2	3.6	May	1.8	4.4	4.5	May	3.1	4.9	5.4	
June	1.8	4.7	5.1	June	0.9	2.6	2.6	June	1.3	3.5	3.7	June	2.7	4.7	5.3	
July	1.3	3.4		July	0.5	1.1		July	0.9	2.1		July	2.3	4.0		
August	2.7	3.8		August	1.2	2.0		August	1.8	2.8		August	3.1	4.7		
September	4.8	6.4		September	2.7	4.4		September	3.6	5.3		September	4.2	6.4		
October	5.4	6.6		October	3.2	4.1		October	4.1	5.2		October	4.8	6.3		
November	6.6	8.0		November	4.6	5.6		November	5.5	6.7		November	5.8	6.9		
December	6.5	8.0		December	4.7	6.1		December	5.5	7.0		December	5.6	6.9		
January	4.8	8.1		January	2.7	3.9		January	3.6	5.8		January	4.8	7.0		
February	4.7	7.2		February	2.5	3.7		February	3.5	5.3		February	4.8	6.6		
March	5.6	9.5		March	2.9	4.3		March	4.1	6.7		March	4.9	7.9		
Annual Average	4.2	6.4	6.4	Annual Average	2.5	3.6	3.7	Annual Average	3.3	4.9	4.9	Annual Average	4.2	5.9	6.1	
Average Apr-Jun	2.6	5.1	5.4	Average Apr-Jun	1.7	2.8	3.0	Average Apr-Jun	2.1	3.8	4.1	Average Apr-Jun	3.4	4.6	5.4	
No of Employees at 30 Jun 2022			3397	No of Employees at 30 Jun 2022			4023	No of Employees at 30 Jun 2022			7420	No of Employees at 30 Jun 2022			16186	

For the financial year 2022/23, the annual average days lost per employee equates to 3.3 days.

## EDUCATION RESOURCES

	Apr - June 2021	April - June 2022
<b>MEDICAL EXAMINATIONS</b>		
Number of Employees Attending	101	85
<b>EMPLOYEE COUNSELLING SERVICE</b>		
Total Number of Referrals	42	38
<b>PHYSIOTHERAPY SERVICE</b>		
Total Number of Referrals	174	150
<b>REFERRALS TO EMPLOYEE SUPPORT OFFICER</b>		
	139	154
<b>REFERRALS TO COGNITIVE BEHAVIOUR THERAPY</b>		
	9	0
<b>TOTAL</b>	<b>465</b>	<b>427</b>

CAUSE OF ACCIDENTS/INCIDENTS	Apr - June 2021	April - June 2022
Specified Injuries*	0	0
Over 7 day absences	0	3
Over 3 day absences**	1	1
Minor	9	11
Near Miss	3	1
Violent Incident: Physical****	217	207
Violent Incident: Verbal*****	6	35
<b>Total Accidents/Incidents</b>	<b>236</b>	<b>258</b>

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

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

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

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

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

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

RECORD OF DISCIPLINARY HEARINGS	Apr - June 2021	April - June 2022
Total Number of Hearings	6	2
Total Number of Appeals	1	0
Appeals Pending	1	0

Time Taken to Convene Hearing April - June 2022

0-3 Weeks  
1

4-6 Weeks  
0

Over 6 Weeks  
1

RECORD OF GRIEVANCE HEARINGS	Apr - June 2021	April - June 2022
Number of Grievances	0	0
Number Resolved at Stage 1	0	0
Number Resolved at Stage 2	0	0
Number Resolved at Stage 3	0	0
Still in Progress	0	0

RECORD OF DIGNITY AT WORK	Apr - June 2021	April - June 2022
Number of Incidents	0	0
Number Resolved at Informal Stage	0	0
Number Resolved at Formal Stage	0	0
Number of Appeals	0	0
Appeals in Process	0	0
Still in Process	0	0

ANALYSIS OF REASONS FOR LEAVING	Apr - June 2021	April - June 2022
Career Advancement	2	15
Child Caring / Caring Responsibilities	1	2
Disatisfaction with terms and conditions	1	0
Further Education	2	3
Moving outwith area	0	3
Personal Reasons	0	2
Poor relationship with managers / colleagues	1	2
Travelling difficulties	0	0
Other	1	2
<b>Number of Exit Interviews conducted</b>	<b>8</b>	<b>29</b>

<b>Total Number of Leavers Eligible for Exit Interview</b>	<b>32</b>	<b>56</b>
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<b>Percentage of interviews conducted</b>	<b>25%</b>	<b>52%</b>
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Reason	April - June 2022		Cumulative total	
	FTE	H/C	FTE	H/C
Terminations/Leavers	152.58	187	152.58	187
Being replaced	146.24	179	146.24	179
Filling on a temporary basis	0.40	1	0.40	1
Plan to transfer this budget to another post	0.00	0	0.00	0
End of fixed term contract	4.34	5	4.34	5
Held pending service Review	1.60	2	1.60	2
Plan to remove for savings	0.00	0	0.00	0

**Joining Staffing Watch Return  
Education Resources**

**As at 11 June 2022**

	Male		Female		Total
	F/T	P/T	F/T	P/T	
Teachers	704	71	2330	836	3941
Others	138	89	651	2329	3207
Total Employees	842	160	2981	3165	7148

\*Full-Time Equivalent No of Employees

Salary Bands

	Director	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Fixed SCP	Teacher	Total
Teachers	0.00	0.00	0.00	0.00	0.00	1.00	0.00	4.60	3581.80	3587.40
Others	1.00	1178.56	899.35	140.99	45.44	11.60	4.00	58.93	7.80	2347.67

**As at 12 March 2022**

	Male		Female		Total
	F/T	P/T	F/T	P/T	
Teachers	704	71	2329	831	3935
Others	140	92	664	2331	3227
Total Employees	844	163	2993	3162	7162

\*Full-Time Equivalent No of Employees

Salary Bands

	Director	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Fixed SCP	Teacher	Total
Teachers	0.00	0.00	0.00	0.00	0.00	1.00	0.00	4.60	3578.00	3583.60
Others	1.00	1184.65	902.86	142.99	47.64	12.60	4.00	59.53	8.80	2364.07



# Report

**7**

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>6 September 2022</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Education Resource Plan: Quarter 4 Progress Report 2021/2022</b>
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## **1. Purpose of Report**

1.1. The purpose of the report is to: -

- ♦ provide the Education Resource Plan Quarter 4 Progress Report 2021/22, for the period 1 April 2021 to 31 March 2022

## **2. Recommendations**

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

- (1) that the Education Resource Plan Quarter 4 Progress Report 2021/22 as summarised in paragraph 5.2. and attached as Appendix 2 of this report, be noted;
- (2) that the key achievements made by the Resource to date, as detailed in paragraph 5.3. of this report, be noted;
- (3) that the areas for improvement and associated management actions as detailed in paragraph 5.4. of this report, be noted; and
- (4) that the additional scrutiny of changes in BRAG status between Quarter 2 and Quarter 4 as summarised at paragraph 5.5 and detailed at Appendix 3 of this report, be noted.

## **3. Background**

3.1. The Education Resource Plan 2021/22 was approved by Executive Committee on 28 April 2021 and sets out the outcomes and actions to be managed and delivered by the Resource for the financial year 2021/22.

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

3.3. Despite the easing of social distancing and other restrictions, the Council continues to face financial and other impacts resulting from Covid. At times during the pandemic a number of services had to be suspended or reduced due to government advice, and the Council was also obliged to redirect resources so that it could deliver vital new services and supports for individuals, communities and businesses. There was an inevitable impact on performance in some areas, with some effects ongoing.

#### **4. Resource Outcomes 2021/22**

- 4.1. The Resource has established a number of objectives to support the delivery of the Connect Priorities in 2020/21. These are detailed at Appendix 1.

#### **5. Quarter 4 Progress Report 2021/22**

- 5.1. Progress against all Resource Plan measures is contained in the Quarter 4 Progress Report 2020/21, attached as Appendix 2. This report has been produced from the Council's performance management reporting system IMPROVe, and uses a traffic light format with the following definitions to give a status report on each measure:

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

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

The overall summary of progress to date is as follows:

<b>Status</b>	<b>Measures</b>	
	<b>Number</b>	<b>%</b>
Blue	5	9%
Green	50	89%
Amber	1	2%
Red	0	0%
Report later/Contextual	0	0%
<b>Totals</b>	<b>56</b>	<b>100%</b>

(Data correct as at 25 May 2022)

5.3. Key achievements for 2021/22, to date, are noted below

5.3.1.

<b>Connect Priority: Promote sustainable and inclusive economic growth and tackle disadvantage</b>	
<b>Resource Outcome</b>	<b>Achievement</b>
Support children and young people to develop their skills for learning, life and work	The percentage of pupils entering positive destinations in South Lanarkshire increased from 94.8% the previous year to 96.2% and is above the national level of 95.5%.
	The roll out of the 'care experienced employability pilot' continued to support care experienced young people aged 16-24 to develop their skills and experiences to achieve sustained positive destinations with 5 young people supported to take up Modern Apprenticeship posts with the Council.
	The Foundation Apprenticeship (FA) and GradU8 programmes have continued to be delivered throughout academic year 2021/22. All learning was delivered in person in college or FA hubs. The majority of young people completed as planned despite the additional challenges presented by the Covid-19 pandemic.
	Over 800 learners participated in nationally recognised awards through participation in Youth Family and Community Learning achieving achieved a range of awards including Duke of Edinburgh awards, John Muir awards, Youth Achievement, and PSP Awards.
	MCR Pathways currently supports 346 care-experienced and disadvantaged S1-S6 young people across 6 Secondary schools in South Lanarkshire ensuring learners are supported to make informed decisions regarding future careers and course choices.
	Young people continue to gain a range of nationally recognised awards through Youth Family and Community Learning programmes, including; Discovery, Dynamic Youth, Elementary Food Hygiene, Steps to Excellence, Incredible Years, John Muir, Hi5, National Navigation, Sports Leaders, Young STEM, Wilderness Skills, and Duke of Edinburgh. There was an online awards ceremony held in March that was hosted by the Provost.

<b>Connect Priority: Promote sustainable and inclusive economic growth and tackle disadvantage</b>	
<b>Resource Outcome</b>	<b>Achievement</b>
	Work on reducing the 'cost of the school day' continues with financial support for families affected by poverty being provided through Free School Meals (FSM) and the highly successful SLC Winter Clothing Campaign with over 1000 new or nearly new winter jackets donated and distributed.

<b>Connect Priority: Get it right for children and young people</b>	
<b>Resource Outcome</b>	<b>Achievement</b>
Raise standards in literacy, numeracy and close the poverty-related attainment	The percentage of pupils gaining 5 awards at SCQF Level 5 or better in 2021 increased from the previous year (68.8%) above the national average (67.5%).
Raise standards in literacy, numeracy and close the poverty-related attainment	The percentage of young people leaving school with 5 or more Scottish Credit and Qualification Framework awards at level 6 (Higher) or better increased from 40.6% the previous year to 44.0% and is above the national level of 42.1%.
	The implementation of Phase 5 of the rollout of additional hours for Early Learning and Childcare 1140 hours, allocated to eligible children, was completed with over 7800 children and families accessing provision.
	The overall attendance of children and young people at school increased from 92.8% the previous year to 93.4% and was above the national level of 92.1%.
	Nearly 200 young people have now completed either a Duke of Edinburgh Award or John Muir Award.
Improve health and wellbeing to enable children and families to flourish	A refreshed Local Child Poverty Action Report and summary was published to ensure effective delivery of tackling poverty policy and raise awareness of the priorities across all partner organisations.

<b>Connect Priority: Get it right for children and young people</b>	
<b>Resource Outcome</b>	<b>Achievement</b>
Ensure inclusion and equality are at the heart of what we do	Schools have been empowered to lead their sustainability plan in a range of ways, including via the Young Person's Sustainability Forum and the Climate Emergency Newsroom. Both mechanisms are led by young people who are then provided with opportunities to take their learning and leadership skills back to their learning communities and lead initiatives in the context of their local area.

<b>Connect Priority: Improve health, care and wellbeing</b>	
<b>Resource Outcome</b>	<b>Achievement</b>
Improve health and wellbeing to enable children and families to flourish	17 Secondary schools, 3 Additional Support Needs schools and 39 Primary Schools across 15 Learning communities are involved in 'Counselling through Schools' programme for children aged 10 and over.
	The impact of the Covid-19 pandemic has had an impact on the national positive destination figures including those for care experienced young people. However, the percentage gap in positive destinations between the care experienced group and all leavers has reduced from 9.1% the previous year to 6.2%.
	Guidance has been developed for schools to support implementation of a whole school approach to mental health and wellbeing. The new Joint Assessment Team (JAT) guidelines have been launched in all Secondary Schools and training provided for all Headteachers and Pupil Support DHTs. Multi-agency training commenced with input to the GIRFEC Strategy Group and Child Protection Committee.
	A total of 378 participants have been involved in the Pathfinder Programme project over the course of the year providing a caring and secure base and safe haven for young people.
Ensure inclusion and equality are at the heart of what we do	Staff in over 100 schools and establishments have now completed training in Attachment at Level 1.
	450 young people took part in the Summer Sessions which ran in 10 locations across South Lanarkshire during the pandemic with their evaluations rating the welcome and activities on offer a success.

<b>Connect Priority: Ensure communities are safe, strong and sustainable</b>	
<b>Resource Outcome</b>	<b>Achievement</b>
Support children and young people to develop their skills for learning, life and work	Children and young people are actively engaged in activities that empower them to influence and shape decisions that affect them and their communities through for example the Youth Council and the Youth Forum which was established by young people for young people following COP26 in Glasgow.
	Young people and staff are actively involved in tackling some of the actions to improve climate change with a Sustainability Working Group established and a Youth Forum up and running.

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

<b>Connect Theme: Delivering the Plan and achieving Best Value</b>	
<b>Resource Outcome</b>	<b>Achievement</b>
The workforce has the skills, flexibility and capacity to deliver the Council's priorities	Both Larkhall Academy and St Andrew's and St Bride's High School were awarded the highly prestigious 'Excellence in Professional Learning' Award – Quality Mark by the General Teaching Council for Scotland.
Digital and ICT services meet the needs of the Council and its customers	Over 5,700 Chromebook devices were procured and made available to pupils as part of a successful bid for funds from the Scottish Government. 570 mobile wifi (Mifi) devices were also distributed to families who had little, or no, internet access.

- 5.4. Areas for improvement  
There were no measures that have been classified as 'red' (major slippage against timescale or shortfall against target).
- 5.5. Scrutiny of change in measure status (Blue, Red, Amber Green (BRAG))  
A further analysis introduced to aid scrutiny of performance, is to highlight and explain all measures that have changed BRAG status from Quarter 2 to Quarter 4. On analysis of the measures falling into this category, many of the narrative updates input into the system clearly explained the reason for the change in status which illustrates the improved quality of the comments in the quarterly updates. A summary of the measures falling into this category of further scrutiny is included at Appendix 3.

## **6. Employee Implications**

- 6.1. The objectives noted within the Resource Plan will inform the Service Action Plans, where applicable, and in turn the Performance Appraisal process for individual employees.
- 6.2. Absence statistics are monitored and reported through the Council-wide Workforce monitoring report which is presented to each Resource Committee and the Employees Issues Forum.

## **7. Financial Implications**

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

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

- 8.1. There are no climate change or environmental implications as a result of this report.
- 8.2. The Resource Plan takes into account Resource responsibilities in relation to sustainable development and climate change.

## **9. Other Implications**

- 9.1. The Community Plan 2017-27 was agreed at the Community Planning Partnership Board on 11 October 2017. A significant element of the delivery of the outcomes in the Community Plan will come through the achievement of the actions contained within Connect.
- 9.2. Resource Plan actions are assessed as part of the Resource's risk management arrangements and relevant issues have been added to the Resource Risk Register.

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

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

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

24 August 2022

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

- ♦ The Resource Plan 2021/22 was structured upon the Vision, Values and Priorities in the Council Plan Connect 2017-22

### **Previous References**

- ♦ Education Resources Quarter 2 Progress Report 2021/22: 8 February 2022

♦ **List of Background Papers**

- ♦ Council Plan Connect 2017/22 –Executive Committee on 8 November 2017 and approved by the full Council on 6 December 2017: mid-term review of Connect endorsed by the Executive Committee 24 June 2020
- ♦ Education Resource Plan 2021/22 –Education Resources Committee 01 June 2021

**Contact for Further Information**

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

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## Appendix 1

### Education Resource Objectives 2021/22

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



## Education Resources

# improve

## Resource Plan

**Performance Report 2021-22**  
**Quarter 4 : April 2021 - March 2022**

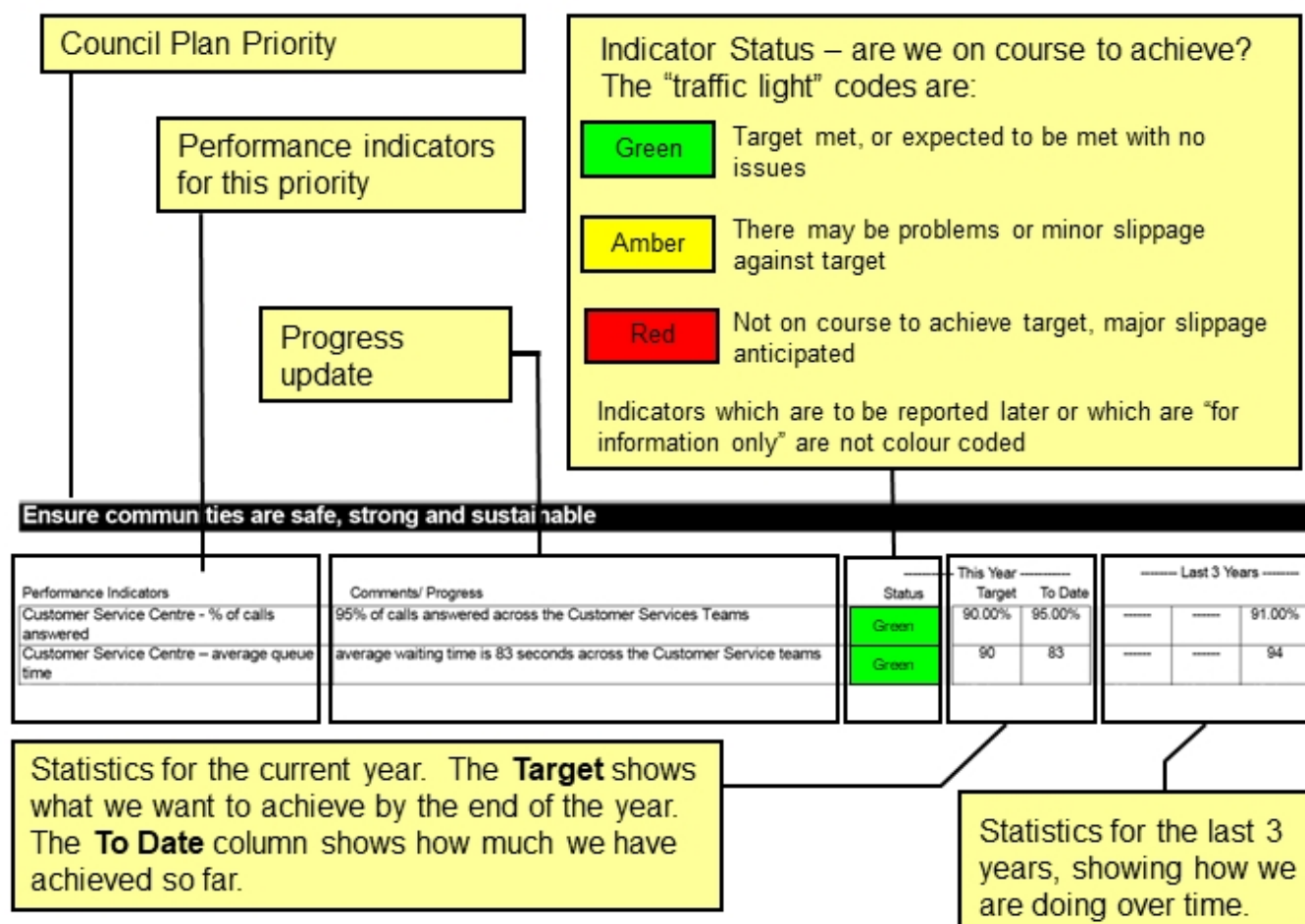
(This represents the cumulative position to March 2022)

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

Council Priority/ Theme	Green	Amber	Red	Report later / Contextual	Total
Promote sustainable and inclusive economic growth and tackle disadvantage	9	1			10
Get it right for children and young people	5				5
Improve health, care and wellbeing	5				5
Ensure communities are safe, strong and sustainable	2				2
<i>Delivering the plan and achieving best value</i>					
<b>Total</b>	<b>21</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>22</b>

## Guide to the Performance Indicators report

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



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

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2018/19	2019/20	2020/21
Percentage of pupils gaining 5 awards at SCQF Level 5 or better	Performance in South Lanarkshire increased from the previous year and is above the target set.	Green	65.8%	72.6%	63.8%	64.9%	68.8%
Percentage of pupils gaining 5 awards at SCQF Level 6 or better	Performance in South Lanarkshire increased from the previous year and is above the target set.	Green	38.2%	44.0%	36.7%	37.2%	40.6%
Percentage of P1, P4 and P7 pupils attaining the appropriate Curriculum for Excellence level for their stage or better in Literacy	Performance must be seen in the context of the ongoing Covid-19 pandemic. Performance in South Lanarkshire reduced by 1.5%, however there was a 5.4% reduction at the National level.	Green	72.0%	70.2%	0.0%	71.7%	0.0%
Percentage of P1, P4 and P7 pupils attaining the appropriate Curriculum for Excellence level for their stage or better in Numeracy	Performance must be seen in the context of the ongoing Covid-19 pandemic. Performance in South Lanarkshire reduced by 1.3%, however there was a 4.4% reduction at the National level.	Green	78.0%	77.9%	0.0%	79.2%	0.0%
Improve the attendance of children and young people at school	Performance in South Lanarkshire increased from the previous year and is above the target set.	Green	92.8%	93.4%	92.8%	92.9%	92.8%

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

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2018/19	2019/20	2020/21
Number of staff who have completed level 1 and level 2 awareness training to support the implementation of the Attachment strategy	At Quarter 4, 7,186 staff have completed level 1 and level 2 awareness training to support the implementation of the Attachment Strategy.	Green	-----	7,186	0	0	0
Number of schools involved in 'Counselling through Schools' programme for children aged 10 and over in line with the Scottish Government Framework	17 Secondary schools, 3 ASM schools and 39 Primary Schools across 15 Learning communities are involved in 'Counselling through Schools' programme for children aged 10 and over.  Two Learning Communities are still to access counselling and further support / development of access to counselling through Aspire programme.	Green	-----	59	0	0	0

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

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2018/19	2019/20	2020/21
Achieve a positive destination rate for care experienced young people completing youth employability service programmes	At Quarter 4, the positive destination rate for care experienced young people completing youth employability service programmes is 76.8%.	Green	65.0%	76.8%	0.0%	0.0%	0.0%
Reduce the gap for positive destination outcomes for care experienced young people	The impact of the Covid-19 pandemic has had an impact on the national positive destination figures including those for care experienced young people. However, the percentage gap in positive destinations between the care experienced group and all leavers has reduced from 9.1% and is below the target set.	Green	6.5%	6.2%	6.4%	4.1%	9.1%
Average number of young people attending Breakfast Clubs on a weekly basis	At the end of Quarter 4, the average number of young people attending Breakfast Clubs is 10,559.	Green	-----	10,559	0	0	0

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

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2018/19	2019/20	2020/21
Percentage of pupils from deprived areas gaining 5 awards at SCQF Level 5 or better	Performance in South Lanarkshire increased from the previous year and is above the target set.	Green	45.3%	53.1%	41.8%	45.4%	48.8%
Percentage of pupils from deprived areas gaining 5 awards at SCQF Level 6 or better	Performance in South Lanarkshire increased from the previous year and is above the target set.	Green	19.8%	23.0%	18.1%	19.3%	22.0%
Number of learners engaging in Adult Literacy and Numeracy classes through Youth Family and Community Learning	In Quarter 4 there were 242 new literacy and numeracy learners that have accessed a wide range of classes and provision currently delivered online, including creative writing, ICT classes, employability support, and SQA in Communication. This brought the overall total for the year to 399. This increase is due to the expansion of the service, which has been enhanced by the recruitment of new staff members.	Green	-----	399	0	0	0

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

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2018/19	2019/20	2020/21
Percentage of pupils entering positive destinations	The percentage of pupils entering positive destinations in South Lanarkshire increased from the previous year and is above the target set.	Green	95.6%	96.2%	96.4%	95.7%	94.8%

**Promote sustainable and inclusive economic growth and tackle disadvantage****Support children and young people to develop their skills for learning, life and work**

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2018/19	2019/20	2020/21
Reduce the gap for positive destination outcomes for those pupils in the most deprived 20% data zones	The data must be viewed in the context of the ongoing Covid-19 pandemic and its impact on the initial destinations available to school leavers.	Amber	3.4%	6.4%	3.2%	2.7%	4.3%
Provide up to 400 Foundation Apprenticeship opportunities at Level 6 and 150 at Level 4/5 to young people in the senior phase	At Quarter 4, 541 Foundation Apprenticeship opportunities have been provided to young people.	Green	400	541	0	0	0
Achieve a positive destination rate of 70% for young people participating on Aspire	A positive destination rate of 84.5% has been achieved.	Green	70.0%	84.5%	0.0%	0.0%	0.0%
Achieve a positive destination rate of 85% for young people participating on GradU8	A positive destination rate of 98% has been achieved for young people participating on GradU8.	Green	85.0%	98.0%	0.0%	0.0%	0.0%
Achieve a positive destination rate of 90% for young people participating a Foundation Apprenticeship	The positive destination rate of 97.4% relates to the 2020/21 SLDR.	Green	90.0%	97.4%	0.0%	0.0%	0.0%

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

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2018/19	2019/20	2020/21
Increase the number of learners participating in nationally recognised awards through participation in Youth Family and Community Learning programmes by 1%	A further 96 learners achieved a range of awards during Quarter 4 including Duke of Edinburgh awards, John Muir awards, Youth Achievement, and PSP Awards.	Green	800	809	0	0	0



**Ensure communities are safe, strong and sustainable****Ensure inclusion and equality are at the heart of what we do**

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2018/19	2019/20	2020/21
Maintain number of learners engaging in English as a Second or Other Language classes	The number of learners engaged in English as a Second or Other Language classes (Beginners, Intermediate, and Elementary) has remained at 95 in Quarter 4. These classes are still currently being delivered online due to restrictions, but the learners continue to have a positive experience. All participants have improved their language skills and 54 have been put forward for SQA in Communication and ICT.	Green	85	95	0	0	0
Expand young people's involvement in the Scottish Youth Parliament Elections by 5% by December 2021	8006 votes were cast in the 2021 Scottish Youth Parliament elections presenting an increased voter turnout. One constituency was uncontested, and no election was required to be carried out in that constituency. Taking account of the wider engagement in the election process and voter turnout, 8,215 young people directly participated in the Scottish Youth Parliament elections, and increase of 5.5%, supporting the election process in schools and Universal Connections, and as election staff at the count that took place as East Kilbride Universal Connections.	Green	5.0%	5.5%	0.0%	0.0%	0.0%



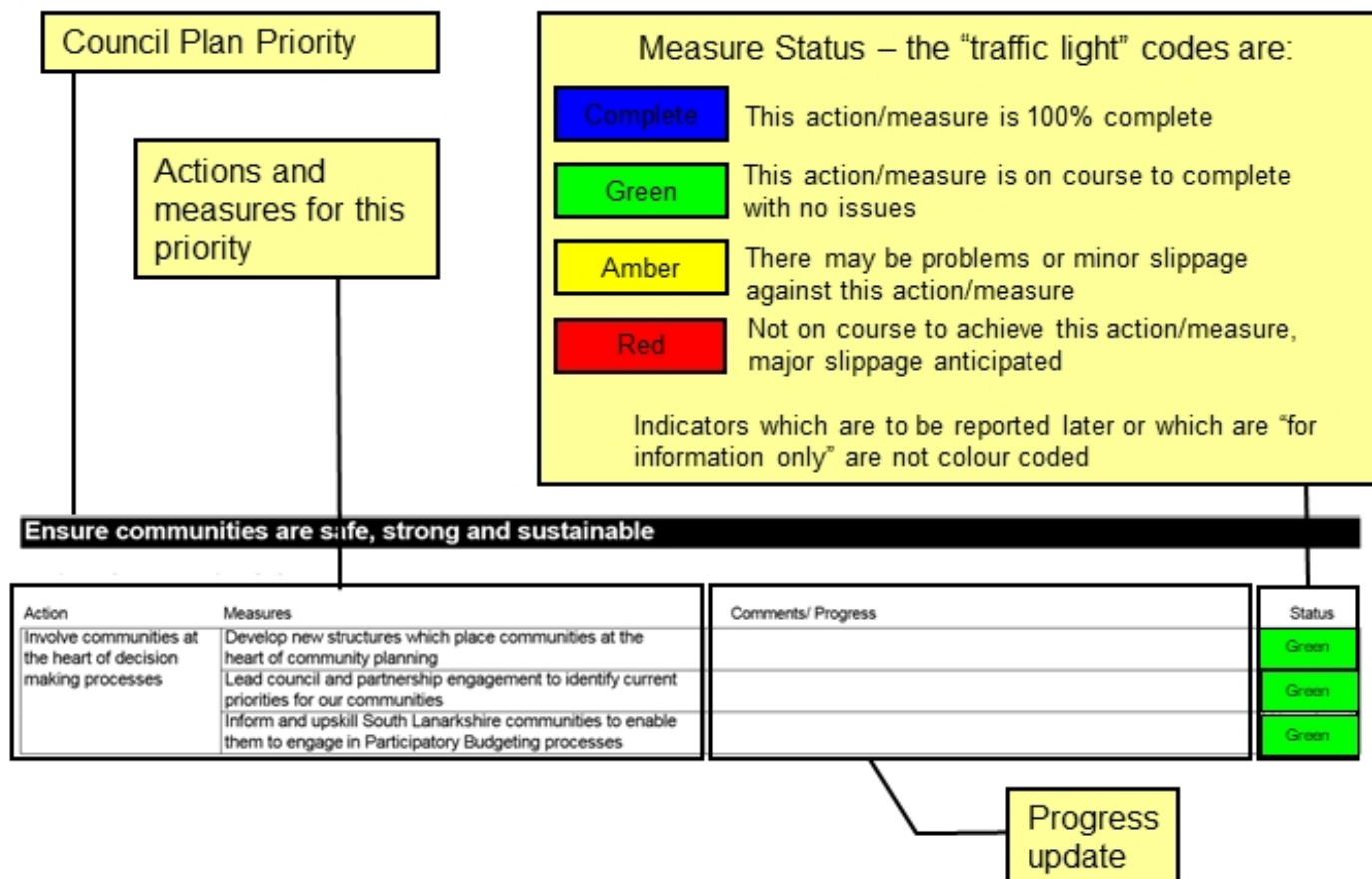


Summary - number of measures complete, green, amber and red under each Council Plan Priority / Theme

Council Priority/ Theme	Complete	Green	Amber	Red	Report later	Total
Promote sustainable and inclusive economic growth and tackle disadvantage	1	5				6
Get it right for children and young people	4	18				22
Improve health, care and wellbeing		6				6
<i>Ensure communities are safe, strong and sustainable</i>						
<i>Delivering the plan and achieving best value</i>						
<b>Total</b>	<b>5</b>	<b>29</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>34</b>

## Guide to the Performance Measures report

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



## Get it right for children and young people

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

Action	Measures	Comments/ Progress	Status
Implement National Improvement Framework priorities by ensuring that every child achieves the highest standards in literacy and numeracy	Develop a Literacy Strategy to support schools to understand how to develop their literacy curriculum to recover from impact of Covid-19 lockdown	As part of the Literacy Recovery Strategy, one to one literacy support for schools from the Lead Officer has been offered during Quarter 4. To date 13 primary schools have requested literacy support and have benefited from support in a range of ways including coaching conversations, signposting to relevant documents and on-site visits. Head Teachers continue to receive regular local and national updates and signposts to useful materials and relevant Career Long Professional Learning (CLPL) via the Literacy and Languages Strategic Updates. Primary and Secondary Literacy Co-ordinators were supported this term in a variety of ways including signposting to relevant, useful CLPL/classroom resources posted on their respective virtual Team pages. Primary Literacy Co-ordinators participated in a virtual Curriculum & Quality Improvement Service (CQIS) focusing on aspects of learning to write, with an opportunity to network with colleagues. Secondary Literacy Co-ordinators joined an organised virtual network session to share progress with their schools' Literacy Improvement Priorities. Feedback from each sector- specific session was positive and will inform future agendas. Since August 2021, the CQIS Literacy and English Twitter followers have increased from 750 to 1091. Reading Schools Accreditation success includes 1 primary school awarded Gold, 3 Silver and 3 Core. In February-March 2022, 83 P4-7 primary staff and 93 Nursery-P3 staff participated in An Introduction to Talk for Writing Non-Fiction virtual CLPL sessions; positive feedback was received with an average of 3.6/4 for course evaluations; additional comments will be used to shape future virtual Talk for Writing CLPL sessions. The CQIS Literacy Hub, a virtual one stop shop for local and national literacy resources, approaches and guidance, is nearing completion and will be launched in April-June 2022. Consultation on the South Lanarkshire Literacy Strategy is underway; an Early Years Literacy survey was distributed to all Early Years establishments in March 2022.	Green

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

Action	Measures	Comments/ Progress	Status
	Develop a Numeracy Strategy to support schools to understand how to develop their numeracy curriculum to recover from the impact of Covid-19 lockdown	<p>A strategy to support schools has been identified and conveyed to Head Teachers.</p> <p>A Framework for Numeracy and Mathematics has been distributed to schools across the authority. This framework includes information to support schools as they devise their Numeracy Curriculum to recover from the impact of the Covid-19 lockdown. This has been supplemented by a Learning, Teaching and Assessment manual that gives schools practical support and guidance to achieve this.</p> <p>Training is planned throughout the session to support this strategy.</p>	Green
	Develop and deliver a tracking, monitoring and reporting system to improve the learning outcomes for children with additional support needs by June 2022	All ASN Primary Bases and standalone schools and three Secondary ASN provisions with severe and profound pupils have the system and have baselined their pupils. Staff have been trained in operating the system and Tracking and Monitoring is up and running.	Green
	Complete the implementation of Phase 5 of the rollout of additional hours for Early Learning and Childcare 1140 hours nursery establishments	All 1140 hour places allocated to eligible children. Delivery fully completed. Over 7800 children and families accessing provision.	Complete
	Implement the action plan for full delivery of 1140 hours and beyond in line with Scottish Government funding allocation	The implementation of Phase 5 of the rollout of additional hours for Early Learning and Childcare 1140 hours, allocated to eligible children, was completed with over 7800 children and families accessing provision.	Complete

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

Action	Measures	Comments/ Progress	Status
Close the equity gap and improve learner outcomes	Develop an Equity Strategy to support schools to understand how to develop their equity plans to recover from impact of Covid-19 lockdown	Significant progress continues to be made with CQIS Equity Strategy. All actions within the strategy have been achieved or are in progress to be achieved by the end of the academic year. The Equity Team's communication strategy continues to be utilised, with good practice being shared and schools retweeting and sharing information. The Equity Team have undertaken several equity school visits (both in-person and virtually) to identified schools, SAC schools and secondary schools to provide support and challenge, and help schools maximise impact. Progress on PEF Participatory Budgeting has been reported at Area Committee meetings.	Green
	Use information and intelligence gleaned through centrally developed comprehensive auditing processes to develop plans to support schools with Equity Recovery Strategy	Head Teacher and Equity Lead information session took place March 2022 outlining financial reporting requirements. The Equity Team has provided 18 equity CLPL sessions this session, as well as bespoke input to help schools utilise funds effectively to ensure the poverty-related attainment gap continues to close. CLPL sessions have been recorded and made available to schools who couldn't attend via Equity Communication platforms and SLC squared. This session, 59% schools were directly supported by the Equity Team. As a result, 86% of schools (baseline 30%) now have robust equity outcomes and measures. Good practice has been identified during these engagements and school case studies of highly effective practice feature in the Equity Toolkit, which is currently under development and will be launched to schools in August 2022.	Green

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

Action	Measures	Comments/ Progress	Status
	Self-Evaluation of programme and Strategy to ensure it is dynamic and responsive to evolving need	Participatory Budgeting (PB) consultation has taken place. This has been collated and will inform future PB activity within education resources. Feedback from CLPL and networks has been positive. Staff report they would like to see the sharing of more good practice and practical strategies to help close the gap – this is being factored into future sessions and will be a key feature of the Equity Toolkit, which is currently under development.	Green
Develop digital recovery strategy to support ongoing response to Covid-19 and the possibility of need to revert to remote learning	Audit, assess and map learner access to digital devices, respond to need where possible	Ongoing links with schools to identify families who are digitally excluded. A number of Chromebooks that were not being used were identified and re-allocated and further supports put in place to enable access. Mifi devices no longer required are being gathered back in April as more SIM cards will be sourced to support any family still with connectivity issues.	Green
Use digital technology to engage with learners and families engaging with Youth Family and Community Learning	Maintain numbers of learners engaging with online learning programmes and social media through Youth Family and Community Learning	The vast majority of our groups have reverted back to face to face work, however Adult Literacy and Numeracy (ALAN) and English for Speakers of Other Languages (ESOL) classes are still being delivered online as this meets the needs of the learners as well as mitigating COVID risk. The annual Youth Family & Community Learning Award Ceremony was held online and can be viewed through YouTube.	Green
Develop professional networks as a vehicle to extend leadership learning opportunities for employees	Evaluate existing professional networks using the outcomes to support and expand leadership learning opportunities	The programme of sessions for Aspiring Primary Principal Teachers and Depute Head Teachers has now been completed with some good evaluations. The new programme to develop Scottish Catholic Leadership has been delivered with some very positive evaluations. The follow up sessions will take place April/May in conjunction with the Diocese.	Green
	Build capacity within learning networks to develop functionality and support the move towards a self-sustaining model	Masters funding has been agreed for a number of teachers across sectors to undertake university course programmes resulting in Post Graduate level certificates. Interviews for Into Headship have taken place and 15 successful candidates will join the programme for 2022-23.	Green

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

Action	Measures	Comments/ Progress	Status
	Develop opportunities for certification/qualification for existing networks	Masters funding has been agreed for a number of teachers across sectors to undertake University course programmes resulting in Post Graduate level certificates. Applications for Into Headship will take place next term.	Green

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

Action	Measures	Comments/ Progress	Status
Develop a Health and Wellbeing Curriculum Strategy to support schools to understand how to develop their HWB curriculum to recover from impact of Covid-19 lockdown	Use information and intelligence gleaned through centrally developed comprehensive auditing processes and West Partnership activity to develop plans to support schools with Health and Wellbeing Curriculum Strategy	Curriculum and Quality Improvement Service continue to provide curricular support for the delivery of HWB & PSE across learning in the Broad General Education and Senior Phase. An increased number of schools are working with our partner agencies and utilising the recommended National and Local Authority resources to support curriculum delivery. Examples of effective tracking of holistic Health & Wellbeing outcomes has been delivered by Education Scotland and shared with schools and network co-ordinators.	Green
	Self-Evaluation of programme and Strategy to ensure it is dynamic and responsive to evolving need	In response to the Scottish Government's review of Personal and Social Education (PSE), CQIS team undertook an audit of PSE provision across the secondary estate. Each establishment engaged with the self-evaluation activity and received a follow up visit to review and discuss responses. The intelligence gleaned from this process has highlighted the needs of our schools in relation to implementation of the PSE recommendations and is being used to inform future priority planning.	Green

**Get it right for children and young people****Improve health and wellbeing to enable children and families to flourish**

Action	Measures	Comments/ Progress	Status
	Build Career Long Professional Learning programme to support Health and Wellbeing strategy to support schools	As a result of feedback provided by school leaders in a recent audit, curricular aspects of health and wellbeing have been targeted for additional training and input from a variety of partner agencies. A new and robust HWB CLPL resource has been developed which integrates opportunities for on-line modular learning for staff as well as a series of remote training sessions delivered by partner agencies. This session HWB coordinators have a robust and varied training offer to help support the delivery of high-quality learning experiences in schools.	Green
Ensure effective delivery of tackling poverty policy and raise awareness of the priorities contained in the Local Child Poverty Action Report (LCPAR) across all partner organisations	Produce and publish a refreshed Local Child Poverty Action Report and summary (LCPAR) by August 2021	This action is complete. Strategy and Summary version completed, published and distributed via children's services partners. Work already being put in place for 2022-23 iteration.	Complete
Implement the roll-out of the Attachment strategy to staff in schools and services	Assess and report on the impact of the Attachment Strategy in terms of the change to practice and the benefits for learners and families	Over 120 Education staff attended a second Attachment Strategy network event in January 2022 with a focus on methods of measuring impact. A 12 month Development Officer post has been filled which will further contribute to supporting schools to embed Attachment informed practice. Annual training has been delivered to Social Work colleagues extending the reach of the strategy beyond Education Resources.	Green



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

Action	Measures	Comments/ Progress	Status
Develop a post Covid-19 Sustainability Plan to support educational settings	Provide guidance and support to empower schools and settings to develop their own Sustainability Plan taking account of Covid-19 recovery activities	Schools are currently being empowered to lead their sustainability plan in a range of ways, one of which is via the Young Person's Sustainability Forum and the Climate Emergency Newsroom. Both mechanisms are lead by young people who are then provided with opportunities to take their learning and leadership skills back to their learning communities and lead initiatives in the context of their local area.	Green
	Empower the involvement of children and young people in COP26 activities including a forum for young people's voices to be heard	The SLC Youth Forum for Sustainability and Climate Change continues to meet monthly. The members of the forum have been split into 5 working groups that we call the TIERS- Travelling, Influencing, Eating, 3Rs (Reduce, Reuse, Recycle), Shopping. The TIERS have been working on various tasks including an overview of their area locally, nationally and globally along with suggestions they can put forward to South Lanarkshire Council in order to make positive, sustainable changes. The forum has been preparing for a MiniCOP event in June that will be attended by representatives from all our primary and secondary schools. This will be an event to highlight these issues and raise awareness of how we can make simple changes as individuals, families and as a school.	Green
Raise awareness of the implications of the Children's Rights Bill across the children's services workforce	Produce a Children's Rights Handbook by June 2021 to support staff develop children's rights activity and increase understanding of children's rights	A recommendation to produce a children's rights handbook will be reported to the Children's Services Strategy Group in June as part of an overall report from the partnership United Nations Convention on the Rights of the Child (UNCRC) scoping activity.	Green
	Incorporate a children's rights section into the annual report of the Children's Services by June 2021	This action is complete. Children's Services Plan was published on April 1st 2021 and distributed widely through partners. The plan incorporated explicit sections on children's rights and engagement and participation.  This will continue to be a feature of our work going forward.	Complete



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

Action	Measures	Comments/ Progress	Status
Continue to support the safe reopening of all educational establishments in line with Scottish Government and Public Health advice	Support schools, settings and services in providing a safe environment for all learners, employees and visitors via effective risk assessment and safe systems of work	All educational establishments and employees have been provided with a range of guidance, risk assessment and safe systems of work throughout the year. These documents have been kept under continuous review to take account of the most up to date local and national guidance. Work is underway to ensure that our approach remains in a state of readiness and managers remain well supported in making difficult decisions.	Green
Develop guidance for schools to support implementation of a whole school approach to mental health and wellbeing	Launch and support implementation of guidance through awareness raising activities and delivery of professional learning activities	The new Joint Assessment Team (JAT) guidelines have been launched in all Secondary Schools and training provided for all Headteachers and Pupil Support DHTs. The learn on-line module is now operational and accessible. The physical materials supporting this update have been delivered to, and are now being utilised, in schools. Multi-agency training has started with recent inputs to the GIRFEC Strategy Group and Child Protection Committee. A draft evaluation tool has been created and will be shared with schools in the summer term.	Green

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

Action	Measures	Comments/ Progress	Status
	Roll-out the counselling programme for children 10 and over in line with the Scottish Government Framework	<p>Liaison session for counselling providers took place on 30 March 2022. Information sharing input was offered to enhance links with wider community mental health services and highlight guidance for working with children and young people who may be at risk of self-harm and suicide. Representatives from 7 counselling providers attended the session.</p> <p>Four additional counselling providers are being assessed through SLC's procurement process to enhance provision in schools.</p> <p>Robust data has been gathered and analysed (report available) to identify future improvements and trends across establishments. Future improvements identified include supporting increased self-referral access to counselling and provision of services to those at greater risk of mental health difficulties.</p>	Green

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

Action	Measures	Comments/ Progress	Status
Extend the development and delivery of outdoor learning in Early Years	Children and young people have daily access to outdoor play and they regularly experience outdoor play in a natural environment	Establishments have received the outdoor learning curricular guidance to support them to develop their outdoor learning. A training programme has been developed, which consists of two main sessions and two follow up sessions. The first is a general outdoor learning session, the second is a session which focuses on developing literacy and numeracy learning opportunities outdoors. All standalone nurseries are undertaking the training as well as 57 nursery classes. As part of the training programme establishments are completing an audit of their outdoor spaces and learning opportunities. 35 funded provider nurseries have signed up for the training. Aside this we have adapted the training for our funded provider childminders. 25 South Lanarkshire Council settings now have sheds and 15 now have Hobbit Huts, which is providing a sheltered space outdoors. All of these measures are supporting settings to ensure that children have daily access to high quality outdoor play and learning opportunities. Following completion of the audit, settings are looking at how they can adapt and improve their environments. The Froebel training is also supporting this, as it has an emphasis on natural environments. Where possible, practitioners are making good use of local parks and woodland areas to support the opportunities that they offer.	Green

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

Action	Measures	Comments/ Progress	Status
Provide a caring and secure base and safe haven for young people through the Pathfinder Programme	Provide places and support for pupils through the Pathfinder programme in Cambuslang and Rutherglen secondary schools	<p>A total of 378 participants have been involved in the Pathfinders project over the course of the year.</p> <p>Level of support varies and is responsive to young people's needs – Use of FAIR, LIAM, Nurture, home visits, individual learning programmes, facilitating visits to alternate learning offers, and referrals to support agencies are all employed regularly.</p> <p>For example, within Trinity there have been 1490 engagement sessions using the above methods. This resulted in 101 young people recording positive impacts in relation to Health and Well-being.</p>	Green

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

Action	Measures	Comments/ Progress	Status
Provide opportunities for learners to be actively engaged in activities that empower them to influence and shape policy	Develop 'Youth Strategy' in consultation with young people and published by National Youth Work Week (November 2021)	South Lanarkshire Youth Strategy was agreed by the Youth Partnership (Corporate Connections Board) in August 2021 and was ratified by South Lanarkshire Partnership in December 2021. The launch date has been reset to after the elections in May.	Green

**Promote sustainable and inclusive economic growth and tackle disadvantage****Support children and young people to develop their skills for learning, life and work**

Action	Measures	Comments/ Progress	Status
Support care experienced young people aged 16-24 to develop their skills and experiences to achieve sustained positive destinations	Implement a further roll out of the 'care experienced employability pilot' to increase employment opportunities across the council and with Community Planning Partnership partners by June 2022	Following the approval of a CMT paper in October 2021, which set out a flexible approach to support care experienced young people into Modern Apprenticeships, the roll out of the 'care experienced employability pilot' continued to support care experienced young people aged 16-24 to develop their skills and experiences to achieve sustained positive destinations with 5 young people supported to take up Modern Apprenticeship posts with the Council.	Complete

**Promote sustainable and inclusive economic growth and tackle disadvantage****Support children and young people to develop their skills for learning, life and work**

Action	Measures	Comments/ Progress	Status
Provide opportunities for young people to participate in vocational and employability learning opportunities in the senior phase	Deliver Foundation Apprenticeship and Gradu8 programmes in partnership with South Lanarkshire College, New College Lanarkshire and Glasgow City College by June 2022	The Foundation Apprenticeship (FA) and GradU8 programmes have continued to be delivered throughout academic year 2021/22. All learning was delivered in person in college or FA hubs. The majority of young people completed as planned by the spring break. For those yet to complete due to covid disruption and other absences, a period of remediation is planned during April 2022.	Green

**Promote sustainable and inclusive economic growth and tackle disadvantage****Support children and young people to develop their skills for learning, life and work**

Action	Measures	Comments/ Progress	Status
Support young people to develop their skills to achieve positive outcomes	Continue to use and share up to date local data to ensure learners are being supported to make informed decisions regarding future careers and course choices	<p>MCR Pathways currently supports 346 care-experienced and disadvantaged S1-S6 young people across 6 Secondary schools in South Lanarkshire Council. 114 young people across the 6 schools are currently involved in the mentoring side of the programme.</p> <p>Current MCR Pathways Co-ordinators (SLC employees) – now made permanent after Committee in February 2022. SLC advert for recruitment of 3 new Pathways Co-ordinators – 2 recruited from this drive (start date 04/04/2022. 1 post now appointed for Lanark Grammar. Start date for the 2 new coordinators is 04/04/2022 – training programme delivered by SLC and MCR Pathways for 4 weeks. MCR Coordinators currently undertaking centralised SLC training programme</p> <p>Career Ready: 3 pilot schools continuing with the programme in session 2021-22.</p> <p>Access to Engineering Academy Programme with New College Lanarkshire and University of Strathclyde. Year 2 students have now applied via UCAS and have visited University of Strathclyde to see Engineering Faculty. All Year 1 and Year 2 students will pass courses for 2021-22. QLO will advertise Engineering Academy programme with New College Lanarkshire to schools for intake for 2022-23 (max 15 places). DYW funding: Schools continue to be supported in delivering DYW strategy.</p>	Green

**Promote sustainable and inclusive economic growth and tackle disadvantage****Support children and young people to develop their skills for learning, life and work**

Action	Measures	Comments/ Progress	Status
	The Aspire service to provide one to one support for young people in the last 6 months of school and up to 19 years old (24 if care experienced) with individual action plans	The Aspire and Aspire Works services have continued to deliver employability support throughout the year, including the delivery of a range of groupwork and employability programmes. These have included Rise groupwork programmes and vocational tasters. The delivery of internal groupwork programmes has increased with an employability award programme and DofE programme piloted. Young people have benefited from a range of work placements with training allowances.	Green
Empower young people to gain nationally recognised awards through Youth Family and Community Learning programmes	Extend the range and pathways for young people to receive accreditation through national awards	There continue to be a range of accredited awards delivered through Youth Family and Community Learning, with a number of progression routes to support learners. In Q4 this included Discovery, Dynamic Youth, Elementary Food Hygiene, Steps to Excellence, Incredible Years, John Muir, Hi5, National Navigation, Sports Leaders, Young STEM, Wilderness Skills, and DofE . There was an online awards ceremony held in March that was hosted by the Provost.	Green

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

Action	Measures	Comments/ Progress	Status
Implement agreed climate change actions across Education Resources	Engage with schools, services, children and young people to build a portfolio of good practice on climate change actions which are making a difference	The Youth Forum are currently involved in the planning and organisation of an SLC schools COP event which is due to take place at Hamilton Sports Ground in early June 2022. All primary and high schools will be invited to send along pupil representatives from their school to attend the conference. The event will give the Forum the opportunity to share and discuss their concerns around each of the TIERS in an interactive and engaging way. The aim of the event will be to build the pupils' understanding of the issues and what they can do by way of making a pledge to help in changing behaviour individually, at home, and at school which will help tackle some of the climate change issues raised.	Green



## Education Resources Quarter 2 to Quarter 4 2021/22: Scrutiny of change in BRAG status

7

In total 16 out of 56 measures (28.6%) changed allocated status from Quarter 2 to Quarter 4. Excluding changes to 'complete' or from 'to be reported later' or "unassigned", 3 out of 56 (5.3%) changed status and these are set out below:

Measure	Status at Quarter 2	Status at Quarter 4	Reason for change
Increase the number of learners participating in nationally recognised awards through participation in Youth Family and Community Learning programmes by 1%	Amber	Green	A further 96 learners achieved a range of awards during Quarter 4 including Duke of Edinburgh awards, John Muir awards, Youth Achievement, and PSP Awards.
Evaluate existing professional networks using the outcomes to support and expand leadership learning opportunities	Amber	Green	The programme of sessions for Aspiring Primary Principal Teachers and Depute Head Teachers was completed and a new programme to develop Scottish Catholic Leadership was delivered.
Build capacity within learning networks to develop functionality and support the move towards a self-sustaining model	Amber	Green	Masters funding was agreed for a number of teachers across sectors to undertake university course programmes resulting in Post Graduate level certificates. Interviews for 'Into Headship' took place meaning 15 successful candidates will join the programme for 2022/23.

(Data/Information correct as at 25 May 2022)



# Report

8

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>6 September 2022</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Education Resources Workforce Plan 2022 - 2025</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to: -

- ◆ update Committee on Education Resources Workforce Plan 2022 – 2025
- ◆ highlight the key strategic actions required in relation to workforce planning

## 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) that the Education Resources workforce plan (Appendix 1) be approved.

## 3. Background

3.1. The Workforce Strategy for the Council was reported to Executive Committee in 2016 and following this Resources developed workforce plans covering the period 2017 – 2022.

3.2. Workforce plans outlined the strategic actions required to ensure that services have the right people, in the right place at the right time to enable delivery of the Council objectives.

3.3. The review of workforce plans has been delayed due to Covid pandemic and Resources have produced plans covering the period 2022 – 2025.

## 4. Workforce Planning Toolkit

4.1. The plans were developed using the Workforce Planning toolkit.

4.2. There are 4 planning stages outlined in the process:

### **Stage one - Determine the Business Strategy**

This stage is to undertake an analysis of the key internal and external drivers which inform Resource planning process and determine how these will inform the services to deliver and the numbers and skills required in the workforce to achieve the desired outcomes.

### **Stage two - Analyse and discuss relevant data**

This stage is about assessing relevant and available data from information on the current profile of the workforce and any observations and predictions around future resourcing requirements

### **Stage 3 – Agree objectives of the plan**

Using the information from Stage 1 and 2, to identify what the plan is trying to achieve, which will then need to be reviewed against available resources.

### **Stage 4 – Agree actions and implement plan**

This stage is the culmination of stages 1-3 where Resources and the HR Business Manager develop an action plan based on key areas of the workforce where risks have been identified in relation to ability to deliver business objectives.

## **5. Workforce Plan Overview**

- 5.1. The workforce plan, including the action plan, for Education Resources is attached as Appendix 1. The plan provides an overview of the services delivered by the resource, the service demands and a workforce profile. This along with the strategic plans and drivers were used to identify the objectives and action required.
- 5.2 For Education Resources the key themes for workforce planning that have been identified are:
  - ◆ Education recovery and reform
  - ◆ Workforce supply challenges which will be impacted by the reduction in class contact time and subsequent requirement for more teachers, this is a national issue
  - ◆ For support and early years ability to recruit and retain employees in a competitive market
  - ◆ Demographic of the workforce and the impact on succession planning
  - ◆ Maintaining employee wellbeing and resilience
- 5.3. In terms of actions specified to address the challenges the key activities are:
  - ◆ Revised recruitment practices to attract and retain employees
  - ◆ Plan for implementation of reduction of class contact time once funding arrangements have been confirmed
  - ◆ Assess the impact of the Future vision for Education in terms of funding and staffing impact
  - ◆ Review the allocation of recovery funding and rationalise the allocation
- 5.4. This aligns with the general common themes from all Resource action plans are:
  - ◆ Increased demand and a reduced workforce pool and this is a national issue
  - ◆ Demographic challenges – increased turnover, employees retiring early than expected and succession planning
  - ◆ Employee well being

## **6. Risk Implications**

- 6.1. The actions identified to assist the Resource achieve the right people with the right skills to deliver service, however there are risks if these actions cannot be delivered. These are:
  - ◆ Reduced workforce supply is a risk to delivering the actions identified and this can be reduced by adapting services to be delivered within workforce available
  - ◆ Ability to maintain service requirements given the time taken to train and develop employees to achieve the required skills mix given the complexity of skills set required across the different roles
  - ◆ Competing recruitment drives across authorities could a reduced staffing level in some areas
- 6.2. Once the arrangements for Education reform, reduced class contact time and funding have been confirmed then the associated risks will be reduced.

## **7. Monitoring the Plan**

- 7.1. The actions plan will be monitored through the Resource management team as the arrangements on national initiatives emerge and any significant changes will be reported through the Corporate Management Team.

## **8. Employee Implications**

- 8.1. Having a proactive workforce planning process in place ensures an effective workforce is in place to deliver our services.

## **9. Financial Implications**

- 9.1. There are no costs associated with undertaking the workforce planning process and any financial implications that have been detailed in the action plan will be met within existing resources
- 9.2. Planning for appropriate workforce arrangement demonstrates effective and efficient use of resources.

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

- 10.1. There are no implications for Climate Change, sustainability or the environment in terms of the information contained in this report.

## **11. Other Implications**

- 11.1. The risks associated with the workforce plan are outlined in section 6.0
- 11.2. There are no other issues associated with this report.

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

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

**Tony McDaid**

**Executive Director (Education Resources)**

Date 18 August 2022

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

- ◆ Focused on people and their needs
- ◆ Working with and respecting others
- ◆ Accountable, effective, efficient and transparent
- ◆ Ambitious, self-aware and improving
- ◆ Fair, open and sustainable
- ◆ Excellent employer

### **Previous References**

- ◆ Education Resources Committee, 5 September 2017
- ◆ Executive Committee of 13 April 2016 - Workforce Planning Strategy
- ◆ Executive Committee of 8 March 2017 – South Lanarkshire Council Workforce Plan, 2017- 2020

## **List of Background Papers**

◆ none

## **Contact for Further Information**

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

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**Workforce Plan****2022 - 2025****1) Introduction and Background**

The purpose of this plan, is to outline the key strategic drivers for Education Resources workforce to the current and future challenges.

**2) Resource Overview**

The Education Resource Plan sets out the priorities for all schools, education settings and services with the aim:

To inspire all learners, transform their learning experiences and strengthen the partnership with parents / carers and agencies and services who support the learning and wellbeing of children and young people.

**Resource Structure**

Executive Director oversees the following areas:

Head of Education (Inclusion) – Cambuslang / Rutherglen area, Inclusive education service, Safeguarding and child protection, Youth Family and Community Learning Service, Psychological Services, Partnership Planning

Head of Education (Broad General Education) – Clydesdale Area, Broad General Education, Curriculum Quality Improvement Service, School Improvement, Closing the Gap (SAC/PEF), Quality Improvement, Leadership Development.

Head of Education (Support Services and School Estates) – East Kilbride Area, Education Resources Estate, School Support Staff and services, capacity planning, risk management, health and safety.

Head of Education (Senior Phase) – Hamilton Area, Senior Phase, Employability, Early years, Instrumental Music Service, Digital Learning and infrastructure, workforce planning and employee relations

**Resource Overview**

The Education Resource Plan (2022/23) outlines that practitioners are empowered to make decisions that best suit their learners, and leaders being supported to navigate the challenges ahead.

Key areas of focus are:

- Covid recovery and renewal
- Health and wellbeing for learning
- Equity
- Curriculum, learning, teaching and assessment
- Digital learning and inclusion
- Climate change and sustainability
- Communication and engagement

## Strategic Drivers

The Resource plan sets out the key areas of focus, there are a number of strategic drivers and policy frameworks that will have an impact on Education and the workforce, and these are detailed below:

- ◆ National Improvement Framework
- ◆ The national improvement plan and framework for Scottish education aims to deliver excellence and equality in education across Scotland, this is the single definitive plan for securing educational improvement.
- ◆ Education Reform
- ◆ In August 2021 an independent review of the SQA and Education Scotland commenced the outcome of the review was an education reform program which will lead to the creation of a new qualifications body, a new agency for Scottish education and independent inspectorate body. This will replace the SQA and Education Scotland
- ◆ CfE (Curriculum for Excellence)
- ◆ The schooling system in Scotland which covers all learning from 3 – 18 years.
- ◆ GIRFEC
- ◆ Getting it Right for Every Child (GIRFEC) is the national approach to improving the wellbeing of children and young people.
- ◆ Young person's Guarantee /Developing the Young Workforce
- ◆ The young person's guarantee aims to bring together employers, partners and young people and connect every 16 – 24-year-olds to an opportunity. Developing young Workforce connects employers with young people schools and colleges as part of the young person guarantee.
- ◆ Morgan review
- ◆ The outcome of this review sets out an Additional Support for Learning action plan to improve the experiences of children with additional support needs.
- ◆ The Promise
- ◆ The Promise implementation plan sets out actions and commitments to Keep the Promise for care experienced children, young people and their families.
- ◆ Lead teacher
- ◆ In June 2021 SNCT agreed the establishment of Lead Teacher posts to support the career pathway for teachers.
- ◆ Covid recovery
- ◆ A continued response to the impact of COVID pandemic and ensure resilience in the workforce to respond to future outbreaks
- ◆ Recruitment and retention
- ◆ There is increased number of retirements, flexible working requests and turnover which results in a reduced workforce availability.
- ◆ Pay and reward
- ◆ Increased demands to ensure that pay and reward remains competitive and attractive to employees

## Strategic Plans

All of the above is factored into the key strategic plans which Education Resources is a key contributor or partner to. The main plans covering each of these areas are:

- ◆ South Lanarkshire Community Plan 2017-27
- ◆ South Lanarkshire Council Plan 2022-27



- ◆ South Lanarkshire Children's Services Plan 2021-23
- ◆ Input to the Sustainable Development and Climate Change Strategy
- ◆ Education Resource Plan and associated Service Plans

### 3) Current Workforce and People Skills Required

The Resource has 6,772.16 FTE employees which are broken down as follows:

Teaching 3431.1FTE and non-teaching 3340.86 FTE.

Teaching 2022-23 core staffing allocations are as follows:

- ◆ Secondary 1610.5 FTE
- ◆ Primary 1518.5 FTE
- ◆ ASN 149.3 FTE
- ◆ Permanent additionality from recovery funding of 146 FTE across primary, secondary and ASN. Fixed term additionality of 46 FTE.
- ◆ There are 181 FTE probationer teachers.

Support staff

This consists mainly of school support assistants, technicians, and administration support. Most school support assistants and technicians are on term time contracts.

Early Years

The following roles are required across early years establishments:

Early Years assistants, early years practitioners, team leaders, there are also Heads of Establishment and Deputies.

Youth Family and Community Learning

A team of co-ordinators, officers and workers deliver a number of initiatives to young people. The nature of the service requires working in the evening and weekend and therefore there are a mix of part time and full time roles.

General Workforce information:

For 21/22 the absence rate was 4.9% and the turnover was 7.07%

29.2% workforce is 50 years old or over.

In 2021/22 there have been an increase in the number of retirements, particularly headteachers, requests for flexible working and reduction in hours.

#### *Workforce Challenges*

At present, there are a number of workforce challenges for Education Resources directly impacting on the ability to fully meet current demand, as summarised below:

- ◆ Workforce availability – for support staff there are not sufficient applications being made to fill all roles, in particular and this has led to increased pressure on the existing workforce due to vacancies.
- ◆ Newly qualified teacher posts – there is a current over supply of newly qualified teachers in the primary sector across some geographical locations meaning that the Resource is

unable to guarantee an offer of a permanent post to all applicants deemed appointable through our recruitment processes.

- ◆ Competition– all Council areas are competing for the same pool of staff, with the pool not being sufficient in numbers. This will become more of an issue as we progress towards the implementation of the reduction in teachers' contracted contact time.
- ◆ Ageing workforce – the profile of the workforce in South Lanarkshire is working against demand, with a significant proportion of the workforce being in the 50-70 age bracket (52%). As a result of the COVID pandemic people are re-evaluating priorities with a potential increase in earlier retirements
- ◆ A potential reduction in new entrants to the workforce as a consequence of the restricted access to school experience for student teachers/NQTs over the past 3 sessions because of COVID

#### **4) Objectives of the Plan**

The objectives of this workforce plan are to consider how the above strategic priorities and areas of service demand can be mitigated against and managed over the course of the next 5 years. Delivering more of the same will not necessarily solve these challenges, and the service will have to consider new ways of working, inclusive of transformational change. Some of the principles underpinning how this will shape the workforce moving forwards have already been set out in the strategic plans referred to above.

#### **5) Actions and Recommendations**

From the above, a number of key actions require to be taken forwards in a workforce planning context to manage the demands and challenges of today and tomorrow. Notably, the main ones are:

- ◆ Undertake projections of demand and establish the baseline of staff required to meet this demand in the future
- ◆ Review existing recruitment practices inclusive of adverts, use of social media and refreshed and updated job descriptions, where applicable
- ◆ Look at the existing structures and skill – mix required to deliver the services moving forwards across all areas
- ◆ Project/model requirements based on anticipated SNCT advice relating to the implementation of the reduction in teachers' contact time. Potentially a phased model.
- ◆ Review staffing allocations to include 'recovery' additionality
- ◆ Succession planning and building leadership capacity
- ◆ Optimise the efficiency of the existing workforce including staff absence cover: application of employee supports/wellbeing; application of Maximising Attendance processes; maintaining a solution-focussed approach to complex issues.
- ◆ Implement the Lead Teachers model
- ◆ Complete backfill for ELC following review of nursery teachers
- ◆ Monitor ELC applications – forward plan ELC including opening new nursery (Bothwell)
- ◆ Future vision for Scottish Education
- ◆ The Promise Scotland – report on the independent care review. Implications for training of staff across the workforce.
- ◆ The Morgan Review – report on review of implementation of additional support for learning. Implications for training of staff across the workforce.
- ◆ Impact of funding - ESF/National Shared Prosperity Fund, SEF

## Education Resources

### Workforce Action Plan 2022 - 2025

### Appendix 1

<b>Priority/Identified Needs. What are the future workforce priorities based upon your supply and demand analysis?</b>	<b>Actions What specific actions that are needed to deliver each priority?</b>	<b>Anticipated Outcomes</b>	<b>Lead Officer Who is responsible for delivery?</b>	<b>Support What support do we need? Who else needs to be involved?</b>	<b>Timescale What are the timeframes for delivery?</b>	<b>Financial Implications</b>
<b>Workforce / HR</b>						
<b>increased demand and reduced workforce pool</b>	Revised recruitment practices, greater use of social media and campaign approach;	Fill vacancies	Heads of Education / HR Business Manager	HR advisers	Annual	none
<b>Pay and reward</b>	Promote benefits of working in SLC Continue permanent Area Cover approach	Recruitment and retention	Heads of Education / HR Business Manager		Ongoing	
<b>Savings requirements</b>	Identify savings requirements and continue to make efficiencies	Efficient deployment, compliant with national agreements and sufficient to deliver service	Executive Director	Finance Manager, Heads of Education and HR Business Manager	Annual	
<b>Increased number of retireals</b>	Quantify likely turnover Succession Planning in schools	Recruitment to maintain agreed staffing levels	Head of Education	HR Business Manager	Annual review	
<b>Increased flexible working requests</b>	Monitor impact Review criteria Backfill Area Cover with FT contracts	Reduce impact on service delivery	Heads of Education / HR Business Manager	HR Business Manager	2022/23	

<b>Increased career break requests</b>	Monitor impact Review criteria Backfill Area Cover with FT contracts	Reduce impact on service delivery	Heads of Education / HR Business Manager	HR Business Manager	Ongoing	
<b>Employee Health and Well being</b>	Maintain support and explore additional support methods	Improved attendance, retention	Heads of Education / HR Business Manager	HR Business Manager	Ongoing	
<b>Teaching and learning</b>						
<b>Reduction in class contact time</b>	Funding arrangements to be confirmed – plan for Aug 2024 implementation Implementation planning: efficient delivery/deployment modelling; Phased recruitment – depending on funding	Increased teacher numbers: approx.  Review staffing methodology	Head of Education.	Finance manager / HR Business Manager	Aug 2023 – Primary Aug 2024 – Secondary  Dependent on publication of SNCT agreement	Significant additional funding requirement from Scottish Government.  Implications of implementation model: a phased introduction requires earlier investment.
<b>Future vision for Scottish Education</b>	Quantify funding and staffing impact	Current numbers vs projected	Head of Education.	Finance manager / HR Business Manager	Post 2024	
<b>Pupil Growth</b>	Increased staffing requirements identified through support services projections. Annual implications identified through secondary staffing exercise and primary configurations exercise	Recruitment requirements anticipated by sector	Head of Education.	Finance manager / HR Business Manager	Annual  Annual: Jan - March	

<b>Lead teacher roll out</b>	Agree implementation and roll out with Tus  Quantify demand	Specified number of Lead teacher in post	Head of Education (BGE)	Trade Unions and HR adviser	2022/23	
<b>School support recruitment and retention</b>	Focussed recruitment campaign	Required staffing in post	Head of Education (Support Services)	HR Business Manager	ongoing	
<b>Early Years recruitment and retention</b>	Complete recruitment for new nursery (Clyde Terrace, Bothwell)  Monitor number of places through the admissions process – noting early entry for 3-y/olds: project requirements based on CI ratios	All establishments staffed to CI ratio  Adequate cover arrangements to maintain ratios: EYW/EYSW	Early Years' Service Manager	Finance Personnel Services	2023/4  Ongoing admissions process	SQ revenue allocation (Post- 1140hrs implementation)
<b>Inclusion</b>						
<b>The Promise Scotland – the independent care review. Implications for training of staff across the workforce.</b>	Maintain Education Resources representation on The Promise Board and associated Children's Services Groups.  Work collaboratively across Children's Services to deliver the actions defined in the Corporate Parenting Strategy in line with the aspirations of The Promise Scotland, in	See Corporate Parenting Action Plan 2022-23.	Head of Education (Inclusion)	Inclusion Services (IES, YFCL, EPS)  Curriculum and Quality Improvement Service (Employability)  Early Years Service  Other Council Services and Partners	Corporate Parenting Strategy – 1 year	

	relation to impact and outcomes for care experiences children and young people.					
<b>The Morgan Review –review of implementation of additional support for learning. Implications for training of staff across the workforce.</b>	Establishment of Support for Learning Reference Group with representation from all sectors. Three workstreams identified: CPD Framework for Teaching Staff, Parents as Partners and the role of School Support Assistants. Work ongoing.	<p>Establishment of a professional learning framework for Support for Learning.</p> <p>Establishment of a formal, strategic communication mechanism for parents of children with additional support needs.</p> <p>Clarity on the role of School Support Assistants in supporting learners with additional needs.</p>	Head of Education (Inclusion)	<p>Senior school and central staff representation.</p> <p>Parent/carer representation.</p> <p>Education Scotland.</p> <p>West Partnership.</p> <p>Association of Support for Learning Implementation Group (ASLIG) (national)</p> <p>ADES</p>	Session 22/23	<p>Production of resources.</p> <p>Development of CPL activities and delivery of training.</p> <p>Staff time to attend working group and subgroups.</p>
<b>Funding</b>						
<b>Brexit – ESF funding replacement</b>	Monitor impact Access UK Prosperity fund		Youth Employability Service		2022/23	Replacement of ESF
<b>Attainment challenge funding</b>	Clear plans and governance structure with inbuilt evaluation and reporting mechanisms Systems for financial management	Reduction in poverty-related attainment gap	Head of Education (Quality and Improvement)	Quality Improvement Manager CQIS team Finance	4 year plan beginning 22/23	SG funded project

	Staff training integral to each workstream					
<b>Permanent Recovery funding</b>	Review and finalise allocation rationale.  Establish whether this will be included in the allocation for the reduction in contact time	Permanent additional posts allocated and filled	Head of Education	Finance Personnel Services	Ongoing from 2022/23	Scottish Government Funding arrangements to be confirmed





# Report

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>6 September 2022</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Education Resource Plan 2022/2023</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to: -

- ♦ present the Education Resource Plan 2022/2023 for consideration and noting

## 2. Recommendations

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

- (1) that the Resource Plan 2022/23, attached as Appendix 1, be noted;
- (2) that the Resource Plan 2022/23 be uploaded onto the Council's website following consideration by this Committee; and
- (3) that Progress Reports on the Resource Plan 2022/23 be provided at Q2 and Q4 to future meetings of this Committee.

## 3. Background

- 3.1. The draft Resource Plans for 2022/23 were prepared prior to the local government elections in May 2022, in line with the corporate Resource Planning guidance. Following the election and subsequent approval of the new Council Plan on 15 June 2022, the draft Resource Plans were reviewed and updated to take account of the new Priorities and Outcomes within Connect 2022/27.
- 3.2. The Resource Plan is a key element of the council's performance management arrangements. It provides details of the context within which the Resource operates and establishes actions and measures for the year ahead based on the priorities set out in the Council Plan Connect 2022/27.
- 3.3. The Resource Plans for all Resources were approved by Executive Committee on 24 August 2022, with a recommendation that the Plans be referred to Resource Committees for noting and performance monitoring at Q2 and Q4.
- 3.4. Performance management is a keystone of Best Value and ensures that the Council can demonstrate sound governance arrangements. The Resource Plan is one part of the Council's framework for planning and budgeting and demonstrates how this leads to effective front line service delivery.
- 3.5. As part of this framework, the Resource Plan reflects the aspirations of the Council Plan and the Community Plan as well as being complemented by the details of individual Service, Business and other Plans. Ultimately, these details are included in the key work objectives of individual officers. This demonstrates the 'Golden

Thread' of performance management which ensures a clear understanding of the Council's vision, values, priorities and outcomes at all levels.

- 3.6. The current format for performance reporting has been established since 2007 and is used for Executive Directors' reports to the Chief Executive, Resource Management Teams and Resource Committees. The focus has been on reporting progress on Council Outcomes, statutory performance indicators, other key performance measures and high-level Resource priorities.
- 3.7. In preparing the Plan, account has also been taken of the need to ensure a robust response to Risk Management and Control. Risks associated with delivery of the actions in this Resource Plan have been identified and evaluated and are listed in the Resource Risk Register. Where necessary, controls or further actions to mitigate these risks have been agreed. Such actions are tracked through the Resource Risk Control Plan which is kept under review by the Risk Sponsor for the Resource.
- 3.8. **Setting our priorities for Education Resources**  
A consultation exercise on the impact of lockdown and our remote learning offer took place at the end of last session and this received responses from just under 1200 school leaders/staff and over 8900 children and young people.

As part of the refresh of the Council Plan, public engagement activities were undertaken in August to October 2021 and education and learning featured as a prominent part of these discussions. 3,300 responses were received for a Council wide survey on the Council priorities (including 300 responses to the version of the survey which young people designed with YFCL staff) and 27 different focus groups took place with just over 200 people attending. The key messages on education and learning from the Council engagement exercise are highlighted in section 4 - Systems of Governance and Control.

We also engaged with children and young people on our priorities and in a final survey with a sample of staff, over 500 responses were received with support for the priorities we have set for the coming years.

- 3.9. Consequently, we have set out our updated priorities what we call 'our strategy on a page' and this is shown in the Resources Plan at appendix 1.
- 3.10. At the heart of this is our values of *'fairness, empathy and the commitment to make a difference to the lives of all learners'* and these are based on our commitment to Inspire learners, Transform learning and Strengthen our partnerships. #itsSLC
- 3.11. Our values, purpose and priorities are the building blocks for the Education Resources Plan, as well as our service plans and school improvements plans.

#### **4. Resource Plan 2022/23**

- 4.1. The Resource Plan 2022/23 is attached as Appendix 1 and is structured around the following headings: -
1. Introduction
  2. Key areas of focus for the year ahead
  3. Resource outcomes
  4. Measures and actions
  5. Resourcing the Plan

4.2. **Resource Outcomes 2022/2023**

The Resource has established a number of outcomes to support the delivery of the Connect priorities in 2022/23. To support these outcomes, the Resource has developed performance measures and an action plan which are set out in section 4 of the Resource Plan. A selection of these will be included in the Council Plan Connect Quarter 2 and Quarter 4 Progress Reports 2022/23, with the rest being monitored and reported at Resource level.

4.3. **Monitoring and reporting**

As part of the performance management arrangements, the Committee will receive a mid-year update of progress on the measures in the Resource Plan covering the period April 2022 to September 2022 (Q2) as well as an end of year progress report covering the full year April 2022 to March 2023 (Q4).

**5. Employee Implications**

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

**6. Financial Implications**

- 6.1. The outcomes within the Resource Plan are reflected in the respective Resource Revenue and Capital budgets and, longer term, within the framework of the Council's approved Financial Strategy.

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

- 7.1. There are no climate change or environmental implications as a result of this report.
- 7.2. The Resource Plan takes into account Resource responsibilities in relation to sustainable development.

**8. Other Implications**

- 8.1. The Community Plan 2017-27 was agreed at the Community Planning Partnership Board on 11 October 2017. A significant element of the delivery of the outcomes in the Community Plan will come through the achievement of the outcomes contained within Connect.
- 8.2. Resource Plan actions are assessed as part of the Resource's risk management arrangements and relevant issues have been added to the Resource Risk Register.

**9. Equality Impact Assessment and Consultation Arrangements**

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

**Tony McDaid**

**Executive Director (Education Resources)**

24 August 2022

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

- ♦ The Resource Plan has been structured upon the Vision, Values, Priorities and Outcomes in the Council Plan Connect 2022/27

### **Previous References**

- ◆ None

### **List of Background Papers**

- Council Plan Connect 2022/27

### **Contact for Further Information**

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

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# **Education Resource Plan 2022/2023**

<b>Section</b>	<b>Contents</b>	<b>Page</b>
<b>1.0</b>	<b>Introduction</b>	<b>1</b>
<b>2.0</b>	<b>Key areas of focus for the year ahead</b>	<b>3</b>
<b>3.0</b>	<b>Resource outcomes</b>	<b>5</b>
<b>4.0</b>	<b>Measures and actions</b>	<b>7</b>
<b>5.0</b>	<b>Resourcing the Plan</b>	<b>17</b>

## Section One – Introduction

I am pleased to introduce our Resource Plan for 2022-23 which sets out our intended objectives and priorities for the coming year. This Resource Plan has been prepared in the context of the COVID-19 pandemic and the measures the council has taken to minimise its spread and support communities. The long-term impact on the council and its services, including the financial impact, will not be fully understood for some time. However, all Resources have prepared Recovery Plans which will continue to be developed in parallel with their Resource Plan.

This is the main planning document for Education Resources and all of its employees. It reflects the council's key priorities set out in the council plan.

The plan demonstrates our commitment to deliver on the priorities set by the council and on its vision, 'improve the lives and prospects of everyone in South Lanarkshire', as well as the need to take forward the priorities set out by the Scottish Government through the [National Improvement Framework](#). We will also ensure that Strategic Equity Funding is used to deliver targeted activities, approaches or resources which are clearly additional to universal local improvement plans in line with the (Scottish Attainment Challenge Framework for Recovery and Accelerating Progress) and our own Equity Strategy.

The last two years have been challenging for everyone and the work undertaken by our schools and educational settings has been exceptional. We all hope we are now moving into a less turbulent period.

I am pleased to be able to introduce our updated strategy, at the heart of which is our values of *fairness, empathy and the commitment to make a difference to the lives of all learners*. Within this strategy, we also wish to renew our commitment to Inspire learners, Transform learning and Strengthen our partnerships.

Our values, purpose and priorities are the building blocks for this Resource Plan, as well as our service plans and school improvements plans. This enables all of us to have a shared and clear purpose in our efforts to achieve better outcomes for children, young people and families.

More widely we have set out priorities which have been influenced and shaped following extensive consultation and engagement with stakeholders, including the views of children and young people. Not unsurprisingly, we have introduced a new priority to reflect our commitment to support climate change and sustainability. This is a priority that many groups within our community asked us to include and featured in conversations with children and young people.

We have set out the updated priorities on our 'strategy on a page' which is highlighted in this plan.

Throughout the year, we will also take account of the recommendations from the influential reports on Scottish education from the Organisation for Economic Co-operation and Development (OECD) and the follow up review from Professor Ken Muir on Education Reform.

We will continue to build on the many opportunities through our involvement with the West Partnership Regional Improvement Collaborative. Increasing numbers of staff and pupils have benefitted from the activities on offer. For example, thousands of our pupils have accessed West Online schools (West OS) to support their revision for SQA exams and a many staff have participated in professional learning opportunities to strengthen their classroom practice.

I would like to take this opportunity to thank our staff for their commitment and dedication in continuing to adapt to the ever-changing landscape in the knowledge that we are all working together in our nurseries, schools and services to ensure our learners have the opportunity to thrive and that our communities flourish.

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

## Our 'strategy on a page'

We have set out below, our priorities for all schools, educational settings and services in what we call 'our strategy on a page'.

Our aim is to inspire all learners, transform their learning experiences and strengthen the partnerships we have with parents/carers and families and agencies and services who support the learning and wellbeing of children and young people.

Inspire/Transform/Strengthen **#itsSLC**





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

### 2.0. Overview

In our Resource Plan we have set out a range of performance measures and things we plan to do under the objectives we have set out in 'our strategy on a page'. It relies on practitioners being empowered to make decisions that best suit their learners, and leaders being supported to navigate the challenges ahead. It is important that equity, excellence and empowerment continue to be the driving vision for everyone and these are set out in more detail in the [National Improvement Framework](#).

We have set out below our key areas of focus for the year ahead:

### 2.1. Covid-19 recovery and renewal

- Continue to share and implement Scottish Government and NHS Public Health Covid-19 guidance

### 2.2 Health and wellbeing for learning

- Extend the roll-out of training on the Attachment Strategy across council staff to promote inclusive, safe and caring environments for all
- Support care experienced young people to achieve positive learning outcomes and positive destinations in line with the aspirations of The Promise, Scotland
- Improve attendance rates in primary, secondary and Additional Support Needs schools
- Promote children's rights in line with the United Nations Convention on the Rights of the Child

### 2.3 Equity

- Assess the improvement actions in the Equity Strategy designed to close the poverty related attainment gap and address poverty factors which impact on families
- Ensure Strategic Equity Funding is used to deliver targeted activities, approaches or resources which are clearly additional to universal local improvement plans in line with the (Scottish Attainment Challenge Framework for Recovery and Accelerating Progress)
- Contribute to the ambitions and drivers of the South Lanarkshire Child Poverty Action Plan

### 2.4 Curriculum, learning, teaching and assessment

- Raise attainment in literacy and numeracy in senior phase qualifications
- Develop literacy, numeracy and outdoor learning training in early learning and childcare settings
- Increase the qualifications and skills of young people through targeted programmes
- Improve the numbers of young people entering positive destinations
- Assess how well the curriculum design principles are being used to support learning and achievement
- Strengthen our learning networks; that enable collaboration, encourage connectedness, and help practitioners at all levels, and develop leadership capacity
- Implement the recommendations of national reviews including the Organisation for Economic Co-operation and Development (OECD) review of Curriculum for Excellence

### 2.5 Digital learning and inclusion

- Support the ongoing use of digital learning to meet the needs of individual learners and to improve learner outcomes
- Use digital technology to engage with communities and young people

### 2.6 Climate change and sustainability

- Implement agreed climate change actions across Education Resources
- Empower children and young people to influence and shape activities that will help reduce our carbon footprint in schools, educational settings and communities

- Empower learners to shape and influence action on climate change and sustainability through the youth forum

## **2.7 Communication and engagement**

- Undertake in the national parental survey to create baseline data to assess improvement activity
- Engage with children, young people and other stakeholders on shaping and influencing the priorities and improvement plans for Education Resources
- Support parents/carers and family members to continue to be regularly engaged in communications with their child's school and educators
- Use the feedback from just under 1200 school leaders/staff and over 8900 children and young people to help inform the actions we will take to recover from the impact of the pandemic

## Section Three – Resource Outcomes

### 3.1. Resource/outcomes

Education Resources has established the following Resource Outcomes to support the delivery of the Council Plan - Connect Outcomes.

Connect Outcome	Resource Outcomes
Communities and Environment	<ul style="list-style-type: none"> <li>• Empower learners to shape and influence actions on climate change and sustainability</li> </ul>
Education and Learning	<ul style="list-style-type: none"> <li>• Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</li> <li>• Support children and young people to develop their skills for learning, life and work</li> <li>• Ensure inclusion, equity and equality are at the heart of what we do</li> </ul>
Health and Wellbeing	<ul style="list-style-type: none"> <li>• Improve health and wellbeing to enable children and families to flourish</li> <li>• Ensure inclusion, equity and equality are at the heart of what we do</li> </ul>
Children and Young People	<ul style="list-style-type: none"> <li>• Improve health and wellbeing to enable children and families to flourish</li> <li>• Ensure inclusion, equity and equality are at the heart of what we do</li> <li>• Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</li> <li>• Support children and young people to develop their skills for learning, life and work</li> <li>• Empower learners to shape and influence actions on climate change and sustainability</li> <li>• Improve learning outcomes and positive destinations for care experienced young people</li> <li>• Support parents/carers and family members to continue to be regularly engaged in communications with their child's school</li> </ul>
Housing and Land	N/A
Our Economy	N/A

### **3.2. Delivering the Plan and achieving Best Value**

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

## Section Four – Measures and actions

### 4.0. Performance measures and action plan

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

In 2022-23 we still need to be flexible and agile as outlined in our COVID-19 recovery plan and our measures and actions will be subject to review and change in light of this, as well as being influenced by the national reforms of the education system.

#### 4.a. How we will measure our performance

The impact of Covid continues to have a significant effect on performance for schools and services. For this reason, a number of annual targets have been adjusted accordingly and may sit below the baseline level established in previous years. In most cases, the baselines below refer to the financial year 2019-20.

Resource Outcome:	Improve health and wellbeing to enable children and families to flourish				
Measure	2019/20	Annual target	Links	Service	Notes
1. Improve the attendance of children and young people at primary school	94.6%	90.0%	C02.04	CQIS	Target reflects the continuing influence of Covid-19 during school session 2021-22
2. Improve the attendance of children and young people at secondary school	90.5%	88.0%	C02.04	CQIS	Target reflects the continuing influence of Covid-19 during school session 2021-22
Resource Outcome:	Ensure inclusion, equity and equality are at the heart of what we do				
Measure	2019/20	Annual target	Links	Service	Notes
3. Percentage of pupils gaining 1 awards at SCQF Level 5 or better	86.5%	87.5%	02.03	CQIS (SP)	
4. Percentage gap between pupils from least and most deprived areas gaining 1 awards at SCQF Level 5 or better	-19.4%	-19.4%	02.02	CQIS (SP)	
5. Percentage of pupils gaining 1 awards at SCQF Level 6 or better	66.5%	67.0%	02.03	CQIS (SP)	
6. Percentage gap between pupils from least and most deprived areas gaining 1	-36.3%	-37.8%	02.02	CQIS (SP)	Target reflects the continuing influence of Covid-19 during school session 2021-22

awards at SCQF Level 6 or better					
7. Reduce the gap for positive destination outcomes for care experienced young people	-22.7	-6.2	C04.06	Inclusion	
8. Increase number of learners engaging in either online or face-to-face English as a Second or Other Language classes	123	130	02.02	YFCL	
9. Increase the number of learners achieving nationally recognised awards	622	655	04.02	YFCL	
<b>Resource Outcome:</b>	<b>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</b>				
<b>Measure</b>	<b>2019/20</b>	<b>Annual target</b>	<b>Links</b>	<b>Service</b>	<b>Notes</b>
10. Percentage of P1, P4 and P7 pupils attaining the appropriate Curriculum for Excellence level for their stage or better in Literacy	71.7%	71.7%	02.03	CQIS (BGE)	
11. Percentage gap between P1, P4 and P7 pupils from the least and most deprived areas attaining the appropriate Curriculum for Excellence level for their stage or better in Literacy	-19.4%	-22.3%	02.03	CQIS (BGE)	Target reflects the continuing influence of Covid-19 during school session 2021-22
12. Percentage of P1, P4 and P7 pupils attaining the appropriate Curriculum for Excellence level for their stage	79.2%	78.3%	02.03	CQIS (BGE)	Target reflects the continuing influence of Covid-19 during school session 2021-22

or better in Numeracy					
13. Percentage gap between P1, P4 and P7 pupils from the least and most deprived areas attaining the appropriate Curriculum for Excellence level for their stage or better in Numeracy	-15.4%	-17.3%	02.03	CQIS (BGE)	Target reflects the continuing influence of Covid-19 during school session 2021-22
14. Percentage gap between the attendance of the least and most deprived children and young people at primary school	-4.0%	-6.0%	02.04	CQIS	Target reflects the continuing influence of Covid-19 during school session 2021-22
15. Percentage gap between the attendance of the least and most deprived children and young people at secondary school	-7.4%	-9.2%	02.04	CQIS	Target reflects the continuing influence of Covid-19 during school session 2021-22
<b>Resource Outcome:</b>	<b>Support children and young people to develop their skills for learning, life and work</b>				
<b>Measure</b>	<b>2019/20</b>	<b>Annual target</b>	<b>Links</b>	<b>Service</b>	<b>Notes</b>
16. Percentage of pupils entering positive destinations	95.7%	95.7%	C02.05	CQIS	
17. Percentage gap between pupils from the least and most deprived areas entering positive destinations	-4.9%	-5.8%	C02.05	CQIS	Target reflects the continuing influence of Covid-19 during school session 2021-22
18. Provide up to 400 Foundation Apprenticeship opportunities at Level 6 to young people in the senior phase	400	400	04.02	CQIS (YE)	
19. Provide up to 150 Foundation	150	150	04.02	CQIS (YE)	

Apprenticeship opportunities at Level 4/5 to young people in the senior phase					
<b>Resource Outcome:</b>	<b>Empower learners to shape and influence action on climate change and sustainability</b>				
<b>Measure</b>	<b>2019/20</b>	<b>Annual target</b>	<b>Links</b>	<b>Service</b>	<b>Notes</b>
20. Encourage schools to achieve eco school status	70	80	01.12	SService	



#### 4.b. What actions will we take in 2022-23?

Resource Outcome:	Improve health and wellbeing to enable children and families to flourish		
Action	Steps we will take to deliver our actions	Links	Service
1. Develop the Health and Wellbeing Curriculum Strategy to support schools to consider the recovery improvement agenda	Implement the Health and Wellbeing Curriculum Strategy to support schools to develop their strategy to improve outcomes for learners	03.03	CQIS
2. Evaluate the impact of Early Learning and Childcare 1140 hours for 2–3-year-olds	Ensure that the uptake of 1140 hours for 2–3-year-olds by families who meet the eligibility criteria is maximised	C04.03	ELC
3. Ensure effective delivery of tackling poverty policy and raise awareness of the priorities contained in the Local Child Poverty Action Report (LCPAR) across all partner organisations	Produce and publish a refreshed Local Child Poverty Action Report and summary by June 2022 to increase awareness among partners	C02.02	IES (CS)
	Provide breakfast clubs with a focus on those children entitled to free school meals	02.02	SService
	Provide opportunities for learners to experience a residential/outdoor experience taking account of the cost of the school day	03.03	OP
4. Embed attachment-informed practice across education through the alignment of the attachment strategy and nurture practice	Implement the outcomes from the nurture review to improve health and wellbeing of children and young people	03.03	EPS
	Implement practice guidance within educational establishments to embed attachment informed practice to improve health and wellbeing of children and young people	03.03	EPS
5. Support planning for individual children and young people with mental health needs	Establish a multi-agency writing group to produce Practitioner Guidance to support the implementation of the 2018 'Children and Young People's Mental Health and Wellbeing Pathway'	03.03	EPS
6. Implement the development of the community mental health initiative to ensure that up to date and evidence-based advice is provided to	Implement new family wellbeing services and peer support services to improve the mental health of children and young people	03.03	EPS

parents and carers			
7. Deliver counselling in line with the framework provided to authorities by the Scottish Government	Empower schools to access counselling services to pupils over the age of 10	03.03	EPS
<b>Resource Outcome:</b>	<b>Ensure inclusion, equity and equality are at the heart of what we do</b>		
<b>Action</b>	<b>Steps we will take to deliver our actions</b>	<b>Links</b>	<b>Service</b>
8. Progress the Morgan Review improvement action plan to improve and effectively deliver additional support for learning for children and young people	Establish a reference group to ensure the improvement action plan recommendations are taken forward collaboratively, building on existing policy and practice in inclusive education	04.04	IES
9. Ensure all Early Learning and Childcare establishments engage in GIRFEC agenda	Deliver multi-agency training to Early Learning and Childcare staff to meet the needs of the highest priority children	04.04	ELC
10. Evaluate the effectiveness of delivering the Tackling Poverty programme in 4 Early Learning and Childcare establishments	In line with Tackling Poverty Programme, ensure targeted support-for children aged 2-3 years across the 4 stand-alone nurseries to achieve better outcomes for children	02.02	ELC
11. Raise awareness of the priorities within the Children's Services Plan across all partner organisations	Produce a Children's Service Plan annual report by August 2022 to help shape and influence the improvement actions required by partners	03.03	IES (CS)
12. Raise awareness of the implications of the Children's Rights Bill across the children's services workforce	Produce a Children's Rights Report for the Children's Services Strategy Group incorporating actions to support the United Nations Convention of the Rights for the Child (UNCRC) by June 2022	02.02	IES (CS)
12. Take forward the review of the Primary and Secondary estate to meet	Implement the building improvement programme to support pupils with additional support needs within mainstream accommodation	02.02	SM

developing needs for children with Additional Support Needs			
13. Provide opportunities for learners to be actively engaged in shaping the Youth Strategy and improvement actions	Engage young people in the roll-out of the improvement actions in the Youth Strategy for 2022-2025 and to use their feedback to achieve better outcomes for their communities	02.02	YFCL
14. Implement the improvement actions from the South Lanarkshire Community Learning and Development Plan 2021-2024 in line with the CLD Regulations and Strategic Guidance to improve outcomes for local communities	Implement the improvement actions of the South Lanarkshire Community Learning and Development Plan 2021-2024 to improve outcomes for local communities	C01.01	YFCL
<b>Resource Outcome:</b>	<b>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</b>		
<b>Action</b>	<b>Steps we will take to deliver our actions</b>	<b>Links</b>	<b>Service</b>
15. Implement National Improvement Framework priorities by ensuring that every child achieves the highest standards in literacy and numeracy	Implement the Literacy Strategy to support schools to develop their literacy curriculum to improve outcomes for learners	02.01	CQIS
	Implement the Numeracy Strategy to support schools to develop their numeracy curriculum to improve outcomes for learners	02.01	CQIS
16. Close the equity gap and improve learner outcomes	Develop an Equity Strategy including Strategic Equity Funding and use this to support schools to develop their equity plans to recover from impact of Covid-19 lockdown	02.02	CQIS
17. Develop Digital learning and Inclusion	Implement the Digital Recovery Strategy to support online learning to improve outcomes for learners and maximise opportunities through the West On-line partnership	04.02	CQIS
18. Develop professional	Evaluate existing professional networks and use the outcomes to expand	07.03	CQIS

networks as a vehicle to extend leadership learning opportunities for employees	leadership capacity across the Resource		
19. Evaluate the Learning, Teaching and Assessment Recovery Strategy	Develop and implement the Learning Teaching and Assessment Recovery Strategy to improve outcomes for learners	02.01	CQIS
20. Develop the school improvement strategy to support schools to consider the recovery improvement agenda	Develop and implement the School Improvement Strategy to support schools to improve outcomes for learners	02.01	CQIS
21. Take forward the National Improvement Framework priorities by ensuring that every child achieves the highest standards in literacy and numeracy in Early Learning and Childcare	Deliver training on literacy, for all Early Learning and Childcare establishments to ensure improved outcomes for children	02.01	ELC
	Deliver training on numeracy, for all Early Learning and Childcare establishments to ensure improved outcomes for children	02.01	ELC
	Deliver health and wellbeing training for all Early Learning and Childcare establishments to ensure improved outcomes for children	03.03	ELC
22. Provide support for Speech, Language and Communication in Early Learning and Childcare	Deliver a programme of support and targeted training to all Early Learning and Childcare establishments for speech, language & communication	04.03	ELC
23. Provide support for parental engagement in Early Learning and Childcare	Deliver a programme of support and targeted training to all Early Learning and Childcare establishments to build parental capacity to support children's learning	04.03	ELC
24. Promote and celebrate the achievement of young people	Deliver an achievement award ceremony to celebrate children's success by June 2023	02.02	OP
<b>Resource Outcome:</b>	<b>Support children and young people to develop their skills for learning, life and work</b>		
<b>Action</b>	<b>Steps we will take to deliver our actions</b>	<b>Links</b>	<b>Service</b>
25. Support young people to develop their skills to achieve	Develop the range of skills-based qualifications accessible to learners in schools	04.02	CQIS

positive outcomes			
26. Support young people to progress to positive destinations	Provide one to one support for targeted young people in the last 6 months of school through the Aspire programme	02.05	CQIS (YE)
27. Provide opportunities for young people to participate in work-based learning opportunities in the senior phase	Deliver Foundation Apprenticeship and Gradu8 programmes in partnership with South Lanarkshire College, New College Lanarkshire and Glasgow Kelvin College to improve the skills and employment opportunities for young people	04.02	CQIS (YE)
28. Support care experienced young people aged 16-24 to develop their skills and experiences to achieve sustained positive destinations	Deliver the Modern Apprenticeship promise for care experienced young people to improve their skills and achieve a positive destination	04.06	CQIS (YE)
29. Implement the national Parental Involvement and Engagement survey	Implement the national survey of parents and use the feedback to identify improvement actions and share good practice with schools and establishments	04.01	OP
30. Implement the national Parental Involvement and Engagement strategy	Deliver an annual parents' conference by June 2023 to engage further on our priorities to help improve outcomes for learners	04.01	OP
31. Support young people to gain nationally recognised awards through Youth Family and Community Learning programmes	Provide learner focussed pathways for young people to receive accreditation through national awards	04.02	YFCL
<b>Resource Outcome:</b>	<b>Empower learners to shape and influence action on climate change and sustainability</b>		
<b>Action</b>	<b>Steps we will take to deliver our actions</b>	<b>Links</b>	<b>Service</b>
32. Develop Climate Change and Sustainability Plan to support educational settings	Provide guidance and support to empower primary schools to develop their science curriculum	02.01	CQIS
	Empower the involvement of children and young people in schools and through the Young People's Forum to help shape and influence Council outcomes in the climate strategy	C01.12	CQIS

	Undertake waste audit in secondary schools to identify if any improvements to processes	01.12	SServices
	Organise a pupil led COP conference involving primary, secondary and ASN schools	01.12	SServices
	Support air quality projects and work to promote active, sustainable travel to schools	01.12	SServices

CQIS (BGE) - Curriculum and Quality Improvement Service (Broad General Education)  
 CQIS (SP) - Curriculum and Quality Improvement Service (Senior Phase)  
 CQIS (YE) - Curriculum and Quality Improvement Service (Youth Employment)  
 ELC - Early Learning and Childcare Service  
 EPS - Educational Psychology Service  
 IES - Inclusive Education Service  
 IES (CS) - Inclusive Education Service Children's Services  
 OP - Operations Service  
 SM - Schools Modernisation Service  
 SServices - Support Services  
 YFCL - Youth, Family and Community Learning

## Section Five – Resourcing the Plan

### 5.0 Introduction

In this section we consider the resources needed to implement our Plan, including funding and staffing.

### 5.1. Revenue Budget 2022-23

The Resource has a Net Revenue Budget of £371.551 million for 2022-23. The table below allocates this budget across the services:

<b>NET Budget by Service</b>	<b>2022-23</b>	
<b>Detail</b>	<b>£ million</b>	<b>%</b>
Central admin	2.047	0.55%
CQIS	1.711	0.46%
Directorate	0.708	0.19%
Early Years	30.587	8.23%
Inclusion	1.025	0.28%
Learning Community	3.389	0.91%
Operations	0.167	0.04%
Primary Schools	131.141	35.30%
Psychological Services	2.190	0.59%
School Modernisation	37.975	10.22%
Secondary Schools	129.108	34.75%
Special School	22.353	6.02%
Support Services	1.777	0.48%
YFCL	6.053	1.63%
Youth Employability	1.320	0.33%
<b>Total</b>	<b>£371.551</b>	<b>100.0</b>

### 5.2. Capital Budget 2022-23

The following capital budget of £13.368 million is allocated to the Resource for 2022-23

<b>Capital Programme 2022-23</b>	
<b>Project</b>	<b>£ million</b>
Accommodation Pressures	2.293
Growth and Capacities	0.382
City Deal projects	4.368
Early Years 1140 hours	3.145
ICT	3.180
<b>Total</b>	<b>13.368</b>

### 5.3. Resource Employees

Education Resources has 7,423 employees as at 30 November 2021. We support these employees to deliver their duties through a range of policies including personal appraisal and a robust training framework.

The number of employees by type is as follows:

<b>Employee Type</b>	<b>Number of employees</b>
Teaching staff	4,045
Local Government staff	3,378
<b>Total</b>	<b>7,423</b>



The Resource has established a number of outcomes to support the delivery of the Connect Outcomes in 2022-23:

Connect Outcome	Resource Outcomes
Communities and Environment	<ul style="list-style-type: none"> <li>• Empower learners to shape and influence actions on climate change and sustainability</li> </ul>
Education and Learning	<ul style="list-style-type: none"> <li>• Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</li> <li>• Support children and young people to develop their skills for learning, life and work</li> <li>• Ensure inclusion, equity and equality are at the heart of what we do</li> </ul>
Health and Wellbeing	<ul style="list-style-type: none"> <li>• Improve health and wellbeing to enable children and families to flourish</li> <li>• Ensure inclusion, equity and equality are at the heart of what we do</li> </ul>
Children and Young People	<ul style="list-style-type: none"> <li>• Improve health and wellbeing to enable children and families to flourish</li> <li>• Ensure inclusion, equity and equality are at the heart of what we do</li> <li>• Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</li> <li>• Support children and young people to develop their skills for learning, life and work</li> <li>• Empower learners to shape and influence actions on climate change and sustainability</li> <li>• Improve learning outcomes and positive destinations for care experienced young people</li> <li>• Support parents/carers and family members to continue to be regularly engaged in communications with their child's school</li> </ul>
Housing and Land	N/A
Our Economy	N/A



# Report

10

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>6 September 2022</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Youth Employability and Work Based Learning</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to: -

- ◆ provide an update on the progress of the Youth Employability Service's targeted employability and senior-phase work-based learning programmes .

## 2. Recommendation(s)

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

- (1) that the progress of the youth employability service's programmes to develop the skills, experiences, and qualifications of young people to help them progress to positive and sustained post-school destinations is noted.

## 3. Background

3.1. The Youth Employability Service supports young people at school in the senior phase and post-school up to age 19 (or longer if care experienced) to develop the skills, experiences, and qualifications to help them progress to positive and sustained post-school destinations.

3.2. The service provides work-based curriculum options for young people in the senior phase and targeted programmes for young people who are identified as requiring support to progress to a positive destination.

3.3. The essence if this support to develop the skills for learning, life and work centre on the following:

3.3.1 Work based senior phase options:

- ◆ GradU8
- ◆ Gradu8 Work Experience
- ◆ Foundation Apprenticeships

3.3.2 Targeted programmes

- ◆ Winter and summer leaver programmes
- ◆ Aspire keyword support
- ◆ AspireWorks

3.4. Across all youth employability programmes, young people are linked to Vocational Development Workers who provide individual targeted support to encourage engagement and support destination planning.

#### 4. GradU8

- 4.1. GradU8 is an innovative work-based learning programme that gives young people the chance to experience a college learning environment and achieve vocational qualifications. The programme is timetabled as a senior-phase option choice across all South Lanarkshire schools with young people attending one-day-a-week during the autumn and spring terms. Young people can choose one of 12 subjects, which have been identified as providing sustainable employment opportunities in the local labour market and allow young people to develop skills and experiences to progress to college, employment or to continue their learning through a foundation or modern apprenticeship.
- 4.2. Young people completing the programme are provided with significant support from the Youth Employability Service and vocational development workers are present on-campus to support young people's engagement, liaise with schools and young people, deal with any pastoral support needs and support young people to plan for the next stage of their employability journey.
- 4.3. Following consultation with schools, since 2020/21 the programme has been delivered through a locality model with all schools linked with college delivery partners with young people attending on either a Monday or Friday. This has reduced the transport requirements and enabled effective timetable planning and increased the uptake from schools.
- 4.4. During academic year 2021/22 the GradU8 programme was delivered at full capacity following a reduction in available places the previous year due to restrictions in place during the pandemic. This was made possible despite the ongoing uncertainty due to the positive partnership relationships between the Council and the colleges. 925 places were made available to schools across 12 subjects.
- 4.5. **GradU8 subjects 2021/22**

Beauty skills	Hair & Barber
Business & Marketing	Health and Social care
Construction	Hospitality
Digital and Media	Make Up Artistry
Early years and Childcare	Sports Fitness
Engineering	Uniformed Services

- 4.6. For academic year 2022/23 the programme is being delivered through the locality model below:

**Table 1: GradU8 delivery plan 2022/23**

Locality	Delivery Location	Delivery Day
Cambuslang, Rutherglen and Uddingston	South Lanarkshire College Glasgow Kelvin College	Monday
East Kilbride and Strathaven	South Lanarkshire College Glasgow Kelvin College	Friday
Clydesdale	New College Lanarkshire	Monday
Hamilton	New College Lanarkshire	Friday

- 4.7. Following consultation with schools an additional Gradu8 subject option will be delivered from August 2002 which will focus on personal development and confidence building and will be delivered in partnership with New College Lanarkshire and Routes to Work South.

Case studies of young people involved in the GradU8 programme are at Appendix 1

## **5. GradU8 Work Experience**

- 5.1. The GradU8 work experience programme was developed as part of the Education Learning Recovery and Renewal programme to provide an additional work-based option in the senior phase for young people returning to school after the period of significant disruption due to Covid-19.
- 5.2. The programme commenced in October 2021 with 62 young people matched to work placements which they attended one-day-a-week. All young people were supported by their school's link vocation development worker to complete a work-based action plan and schools linked work based SQA units where possible.
- 5.3. Sourcing work placements in some sectors was challenging due to ongoing Covid-19 restrictions however, all young people were successfully matched. Work placements were identified with the Council and its partners and local employers and included:

Administration	Hairdressing
Beauty	Leisure
Construction	Mechanics
Early years	Plumbing
Golf	Social care
Grounds	Stables

- 5.4. Following the pilot, a further roll out is now underway for the 2022/23 academic year with 100 places available to schools. Following initial referrals in April 2022, meetings were held with all young people to identify preferred placements. These have been sourced during the summer break and are due to commence in early September 2022.

Case studies of young people involved in the GradU8 Work Experience programme are at Appendix 1.

## **6. Foundation Apprenticeships**

- 6.1. Foundation Apprenticeships (FAs) are a national senior phase option, funded by Skills Development Scotland (SDS) and designed to allow young people to gain valuable, real-world work experience and access work-based learning while they are still at school. The programme supports progressions to modern and graduate apprenticeships or to further and higher education. Foundation Apprenticeships are delivered at SCQF level 6 and young people can choose to study over 1 or 2 years with part of the qualification based on a work placement.
- 6.2. South Lanarkshire's FA delivery model is designed to ensure young people have access to all Foundation Apprenticeship frameworks. This includes the delivery of South Lanarkshire's FA consortium programme in partnership with South Lanarkshire College and access to the Glasgow Colleges FA consortium.

- 6.3. Following significant disruption during 2020/21, with some elements of remote delivery, the South Lanarkshire FA Consortium was delivered on a face-to-face basis during 2021/22. This included pupils accessing both South Lanarkshire College and FA hubs in SLC secondary schools. The majority of the Glasgow FA programme was delivered face-to-face with some subjects delivered through a blended approach including in person and online delivery.
- 6.4. During the 2021/22 academic year 331 young people participated in Foundation Apprenticeships level 6s

**Table 2: South Lanarkshire FA Consortium Learners 2021/22**

	1 year starts	2 year starts	2 <sup>nd</sup> year returners	Total
Accountancy			4	4
Business Skills	3	5	9	17
Creative and Digital Media	13	14		27
Children and Young People	22	38	27	87
Healthcare	14	20	11	45
<b>Total</b>	<b>52</b>	<b>77</b>	<b>51</b>	<b>180</b>

**Table 3: Glasgow FA Consortium Learners 2021/22**

	1 year starts	2 year starts	2nd year returners	Total
Accountancy		9		9
Business Skills	1			1
Civil Engineering	5	23	10	38
Creative and Digital Media			15	15
Engineering Systems		6	4	10
Financial Services	1	5	2	8
ICT Software	8	20	9	37
Mechanical Engineering		19	8	27
Scientific Technologies	1	1	4	6
<b>Total</b>	<b>16</b>	<b>83</b>	<b>52</b>	

- 6.5. In 2020/21 97.4% of young people completing an FA progressed to further/higher education or employment. Destinations for 2021/22 will be reported following confirmation of initial destinations in September 2022.

Case studies of young people completing Foundation Apprenticeships are at Appendix 1.

## **7. Winter and Summer Leaver Programmes**

- 7.1. The Youth Employability Service works with schools, colleges and local providers to provide a range of opportunities for young people who are approaching their school leaving date and are disengaged from school and require support to progress to a positive destination.
- 7.2. Leavers programmes are delivered 3 days a week over a 12-week period and provide both college vocational learning and personal development/employability group work opportunities. All young people taking part in leavers programmes have a link Vocational Development Worker to support engagement and destination planning and provide ongoing one-to-one support.

**Table 4: Winter Leaver Options 2021/22**

Course	Learning Provider	Participants
Creative Industries	South Lanarkshire College	18
Construction	South Lanarkshire College	28
Creative Industries	New College Lanarkshire	14
Automotive	New College Lanarkshire	12
Construction	First Steps Future Training	20
RISE – Personal Development/Employability	Routes to Work South – Cambuslang	18
	Routes to Work South – Lanark	15

**Table 5: Summer Leaver Options 2021/22**

Course	Learning Provider	Participants
Creative Industries	South Lanarkshire College	19
Creative Industries	New College Lanarkshire	17
Construction	Tigers Training Ltd	12
Engineering	New College Lanarkshire	13
RISE – Personal Development/Employability	Routes to Work South – Cambuslang	14
	Routes to Work South – Lanark	12

## 8. Aspire keyword support

- 8.1. The Aspire programme provides targeted support to vulnerable young people who require assistance to move to a positive destination. Aspire is funded by a combination of European Structural Funds, Scottish Government's No-One Left Behind and Young People's Guarantee, Clyde Windfarm Community Development Fund and Education Resource's core budget and provides flexible employability support for young people from the last 6 months of school to age 19 (or longer if care experienced) who are at risk of becoming unemployed.
- 8.2. All young people supported by Aspire have a dedicated Vocational Development Worker who supports them to develop an individualised action plan designed to address barriers to employment. The action plan may include 1-2-1 support, personal development and confidence building activities, work experience and vocational tasters and individual supports. The worker also ensures support to access and co-ordinate services from Council services and other key partners, where appropriate, such as housing, social work and money matters. Young people progressing through the programme are followed up with aftercare support to sustain positive destinations.
- 8.3. In 2021/22, 586 young people were referred to Aspire for support, the majority were referred through school 16+ meetings. Of those young people who engaged with and progressed from Aspire, 92% progressed to a positive destination of employment, further learning, or training.
- 8.4. The AspireWorks programme has been delivered since June 2021 to provide a work-based option for young people who have left school and are seeking employment. The programme funded through the Scottish Government's Young People's Guarantee and supports young people to develop employability skills through a flexible programme of work placements, employer engagement and accredited employability focused learning. During 2021/22 the programme supported 140 young people with 47 progressing to employment.

- 8.5. A key success of the programme has been the development of work placement opportunities for young people. Placements are designed to support young people to develop work readiness skills in a real-life work environment and typically involve placements of 2-4 days a week over a 6-12 week period. All young people receive a training allowance and are supported by a Vocational Development Worker and a workplace mentor to complete an in-work action plan. 42 young people took part in placements in 2021/22 across a range of sectors with both the Council and the wider local economy.

AspireWorks case studies are included at Appendix 1.

## 9. School Leaver Destinations and Post-school tracking

- 9.1. In addition to the delivery of programmes and support to young people, the Youth Employability Service has a strategic and operational remit to support the tracking of young people's post-school destinations. The service is responsible for leading the 16+ planning processes, which use a range of data including the Click and Go risk matrix and 16+ Data Hub to identify those young people most at risk of leaving school and becoming unemployed. 16+ meetings are held 3 times-a-year in all secondary schools and attended by the Youth Employability Service, pupil support teams and Skills Development Scotland. These processes have supported consistent improvements in the Council's school leaver destinations and the Council has achieved its target of being above the Scottish rate for 6 years in a row.

**Table 6: Positive School Leaver Destinations 2012/13 – 2020/21**

Year	South Lanarkshire	Scotland
2020/21	96.2	95.5
2019/20	94.8	93.3
2018/19	95.7	95.0
2017/18	96.5	94.6
2016/17	95.8	93.9
2015/16	94.1	93.5
2014/15	93.1	93.2
2013/14	92.4	92.6
2012/13	89.4	91.9
2011/12	90.0	90.3

- 9.2. The service also works closely with partners to track the destinations of young people once they have left school to meet the Scottish Government's commitment to ensure all young people aged 16-19 have an appropriate offer of employment, education, or training. Post-school participation is measured and reported on an annual basis by Skills Development Scotland through the Participation Measure, since this measure was introduced in 2016 South Lanarkshire has been in line with or above the national rate.

**Table 7: Participation Measure 2016-2021**

Year	South Lanarkshire	Scotland
2021	92.8	92.2
2020	92.7	92.1
2019	92.6	91.6
2018	92.5	91.8
2017	91.2	91.1
2016	90.4	90.4



- 9.3. To continue to increase the percentage of young people participating in employment, education or training a short life working group was established in March 2022 with key local partners. The group has developed an action plan with an objective to increase the participation rate to 95%. As part of the plan, the Youth Employability Service and SDS have led on the development of new locality tracking processes which following an initial pilot in the Hamilton locality have now been rolled out to all localities.
- 9.4. A key element of the tracking involves carrying out home contact visits to confirm destinations and offer support to young people who are unemployed or in an unknown destination. Home contact visits were carried out in June and August 2022, during which contact was attempted with 225 young people. These visits have proved very successful with 71 young people confirmed as being in a positive destination and 55 identified as requiring employability support.
- 10. Support for care experienced young people**
- 10.1. Providing support to care experienced young people is a key priority for the Youth Employability Service. By working closely with schools, social work and SDS, care experienced young people are identified across our programmes and provided with individualised support as required.
- 10.2. This support has had a positive impact on the school leaver destinations of care experienced young people. In 2021 60 school leavers were classified as care experienced and achieved a positive destination rate of 90%, an increase of 4.3% from 2019/20 and above the National average of 87.9%.
- 10.3. In 2021/22 the service provided one-to-one support through the Aspire programme to 88 care experienced young people. Of these young people 29 progressed to a positive destination, 2 were not ready for employability support, one disengaged and one signed on with DP. 55 continued to be supported and tracked.
- 10.4. The Youth Employability Service and SDS work in partnership to track the destinations of care experienced young people up to the age of 25. The tracking uses a range of data sources including the 16+ Data Hub, schools, SDS, DWP and social work and local knowledge. The most recent tracking exercise in June 2022 identified the destinations of 389 young people aged 16-25.

**Table 8: Destinations of care experienced young people**

<b>Employability Status</b>	<b>Number</b>
Aspire / AspireWorks	26
Community Service	1
Custody	3
Employability fund programme	10
Employment	49
Stage 1 programme	3
Further Education	54
Higher Education	22
Modern Apprenticeship	18
School pupil	135
Volunteering	1
Unconfirmed/unknown	11
Economically inactive/Unavailable ill health	31
Unemployed	24
Moved outwith Scotland	1
<b>Total</b>	<b>389</b>

## **11. Employee Implications**

- 11.1. The programmes described in this report are delivered and managed by the Youth Employability Service. 34 out of the current staff team of 43 are fully or part funded by external grants or contracts. 14 of the staff team are currently on temporary contracts until March 2023.

## **12. Financial Implications**

- 12.1. The service is resourced by a blend of funding which includes core education resources, European Structural Funds, Scottish Government No-one Left Behind and Young People's Guarantee grants and Skills Development Scotland Foundation Apprenticeship contracts.
- 12.2. The funding arrangements will be subject to significant change in the coming years. European Structural Funding of employability programmes will cease in September 2023 and application processes are underway to secure replacement Shared Prosperity Funding. Scottish Government grants and SDS contracts are in place until March 2023.

## **13. Other Implications (Including Environmental and Risk Issues)**

- 13.1. There are no significant risk implications in terms of the information contained within this report.
- 13.2. There are no implications for sustainability 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 an existing policy, function or strategy and, therefore, no impact assessment is required.

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

24 August 2022

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

- ♦ Education and Learning: Inspiring learners, transforming learning, strengthening partnerships

### **Previous References**

- ♦ Education Resources Committee – 9 November 2022

### **List of Background Papers**

9 November 2021 – Youth Employability

### **Contact for Further Information**

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

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## Case Studies

(All young people's names have been changed)

### GradU8

#### Amy

Amy participated in the GradU8, Early Years and Childcare course which started in August 2021. As part of the individual planning process that supports young people taking part in the programme, Amy's school highlighted that she was pregnant and expecting a baby in November. Hazel from the Youth Employability team agreed with Amy that this would be shared with the college so that she could get the support that she needed. After she had the baby, Amy did not attend college for several weeks however during this time Hazel kept communication going through texts and phone calls and kept the college informed about when she intended to return. Amy was apprehensive due to the amount of work she had missed, however Hazel assured her that she would be able to return to college and, with support, could catch up on the work.

When Amy returned to college in January 2022, an individual plan was put in place with her school to allow her to focus on college and achieve her preferred pathway of a full-time early learning and childcare course when she left school. With support from Hazel and the lecturer, Amy caught up with the work she had missed and successfully completed the course. When the applications for post-school college courses opened Hazel helped Amy to apply and complete her personal statement. As a result of Amy's hard work and the individual planning, she was offered a full-time place on the course and is due to start in August 2022.

#### Caitlin

When Caitlin started the GradU8 Sport and Fitness programme at South Lanarkshire College she initially struggled with her attendance and engagement in learning. She had recently moved school due to difficulties involving bullying. Caitlin was reluctant to engage in the class in the beginning and struggled to fit in with her classmates due to social anxiety, which was heightened when meeting new people.

Caitlin confided in Anthony the link Vocational Development Worker for the course, about the difficulties she was having and described how she lacked motivation to get out of bed in the morning and attend school or college. She also hadn't got a clear idea about what she wanted to do when she left school.

Anthony offered guidance on the appropriate steps to take and suggested people they could speak to about it. After some time, Caitlin's attendance had noticeably improved, as well as her confidence as she participated more in the class. She also began to feel comfortable and engaged more with her peers. Caitlin finished the programme and passed all of the units comfortably. She was also delighted to find out that an application for an apprenticeship in the construction industry was successful.

#### Ryan

Ryan took part in the Gradu8 Uniformed Services course at City of Glasgow College, however he decided early on that the course wasn't for him. Debbie, the link worker for the course worked closely with Ryan to encourage him to engage. Through this, Debbie established that Ryan had a traumatic childhood and suffers from anxiety. Debbie provided targeted 1-to-1 support including assisting with scribing while in college and helping him build confidence.

Ryan's motivation to join the Uniformed Services course had been to enable him to achieve a pathway into his chosen career of the Army. Once he completed the course his school referred Ryan to Aspire. Due to the good relationship they had built, Debbie was allocated as his keyworker, they developed a plan to support him to his chosen destination. This included accompanying him to the Army careers office in Glasgow where Ryan spoke to current army personnel and gained some valuable insights into the role. Debbie then supported Ryan to apply, and he is currently awaiting the outcome.

## **GradU8 Work Experience**

### **David**

David was involved with the Youth Employability service for over 2 years and engaged well with Owen, his link vocational development worker throughout. Initially David took part in the GradU8 construction course at South Lanarkshire College, working extremely well despite the challenges of covid and online learning. After returning to school in S5 David was referred to the GradU8 work Experience programme where his first choice was a placement in sport and fitness. Due to their prior relationship Owen and David built a positive relationship and a placement was sourced with Energie Fitness. David worked every Monday and his role involved general tasks in the gym as well as assisting in the delivery of fitness sessions. The feedback from the employer was very positive and they said David was a joy to have around. As David approached his school leaving date Owen supported him through an Aspire action plan and he successfully applied to a sports coaching course at City of Glasgow College which is due to start in August.

### **Sam**

Sam, who is care experienced, was identified by his school as a pupil who would benefit from taking part in the GradU8 work experience pilot as he was becoming unsettled in class and enjoyed taking part in practical work. After meeting with Rosemary from the Youth Employability Service he agreed to take part in one of the work placements offered by SLLC which were designed to give experience across a range of roles within the organisation. Rosemary supported Sam to develop a work placement action plan and accompanied him at the beginning of each of the new placements. Sam engaged really well with Rosemary and really enjoyed the work experience and at the end of his placements he successfully applied for an SLLC post as a Recreational Assistant (dry side).

## **Foundation Apprenticeship Case Studies**

### **Holly**

Holly took part in the Youth Employability Service's Foundation Apprenticeship in early years which is delivered in partnership with South Lanarkshire College. Holly had originally been taking part to support her plan to become a primary teacher however during the 2<sup>nd</sup> year of her FA, Holly decided to leave school to pursue a career as an early years practitioner. Due to her progress and commitment, the youth employability team and the college agreed that she could finish with her FA qualification and continue in her work placement after leaving school.

Support was given to Holly to ensure she could access everything she needed to work on her FA course and the nursery agreed for Holly to increase her work placement days to allow her to work through her SVQ. The lecturer and nursery staff were impressed by Holly's work ethic and maturity and her ability to hold down a part-time job whilst studying and attending additional days demonstrated her determination to accomplish her goal of completing her Foundation Apprenticeship. When the Council advertised modern apprenticeship positions the team provided her support with her application and put her through a mock interview.

Holly was successful in her interview and was given a full time Modern Apprenticeship with South Lanarkshire Council in April 2022. We have no doubt that Holly will be a very capable practitioner and a fantastic asset to any early years establishment.

### **Liam**

Liam applied for the 1-year Business Skills FA as part of his 6<sup>th</sup> year timetable and in his application disclosed his ASD diagnosis and his anxiety about leaving school. Liam, who had been attending KEAR campus felt the FA would help with his transition from school to work. He settled well into the college initially but when he started a new unit with a different lecturer, he became very anxious and began to disengage.

South Lanarkshire College and the youth employability team put a plan in place to support Liam. This involved the lecturer spending one-to-one time explaining new pieces of work to him and giving him additional time to complete. The plan was successful, and Liam engaged well, demonstrating good IT skills and organisational and project management skills. As the year progressed, Liam was more confident about contributing in class and was able to work well in a team with other students on the course, including taking part in a project presentation video the class produced and presented to Senior Managers from the college and youth employability service. After successfully completing the FA and leaving school Liam moved out of South Lanarkshire and is due to start college in August.

## **Aspire / AspireWorks Case Studies**

### **Jack**

When Jack, who is care experienced, was referred to Aspire by an SDS Careers Advisor he was involved in offending in his local community and required support to address his chaotic lifestyle. Ade from the Youth Employability team was allocated as Jack's worker and he supported him to set both short term and long-term goals including addressing his offending, opening a bank account and exploring vocational pathways. Ade and Jack built up a positive relationship and agreed that he would attend a personal and social development programme to build his confidence, motivation, and social skills. Jack successfully completed this and achieved an SQA qualification in employability and personal development. Jack identified construction as his preferred route and Ade supported him to take part in a CSCS preparation course. Jack passed this first time and successfully applied for a college construction course due to start in August.

### **Cara**

Cara was referred to Aspire in January 2021 while she was pregnant. She gave birth in February and after an initial period of adjustment, began engaging with Craig from the Youth Employability team. Craig and Cara worked together over an 18-month period which included periods when Cara was unable to engage due to illness and home life challenges. However, over time Craig was able to support her to work on her personal and social skills and develop her confidence. Cara enrolled on the RISE programme which is delivered on the Council's behalf by Routes to Work South and although she didn't complete it due to illness and her role as a mum, the course did give her motivation and she felt ready to move on to further education. Craig supported her to apply for college courses, and Cara has now been accepted to start a hospitality course at Kelvin College in August.

## **Chloe**

When Chloe was referred to Aspire she had completely disengaged from school in S5 and had an attendance rate of below 50%. However, she had managed to achieve good qualifications at National 4 and had clear aspirations to work in the funeral industry. Debbie from the team supported Chloe to develop a plan that would get her to her chosen positive destination. This including building her confidence, looking into college courses and assisting with her CV.

Due to her age Chloe understood that it may be difficult to secure work experience in the funeral industry. However, Debbie was determined to support her and made contact with a local funeral director. Debbie accompanied Chloe for an informal chat and tour of the business and a short one-week placement was agreed. Despite the short duration Chloe was given experience of various aspects of the job including at the hospital mortuary, attending house deaths, and assisting with embalming. A joint review was carried out with Debbie and the employer at the end of the week and the employer was so impressed that Chloe was offered a full-time job as a Funeral Service Operative where she will be fully trained in all aspects of the industry.

Employer feedback:

*"Chloe is doing great she has been on the Ambulance since she started which can be very intense. She is doing her job very well, still a bit quiet, but she is getting on well with everyone and how could you not get on with her she is a great girl"*

## **Kerr**

Kerr's pupil support teacher referred him to Aspire at the beginning of his last 6 months of S4. He was disinterested, bored and his attendance was very poor. Mum was constantly phoning the school saying he wasn't feeling well, however on reflection Kerr was becoming a school refuser. I met with Kerr, his Mum and pupil support staff and it was agreed that Aspire support would help him engage with an alternative to school. Kerr indicated that he wanted to pursue a career in either mechanics or bricklaying. He had become demotivated, and I hoped that doing something that interested him and learning new skills would lead to a positive destination at school leaving date.

The plan was to support Kerr into either work experience, training or college tasters with a focus on construction/mechanics. Kerr was initially reluctant and unsure of trying something new, however; with support and encouragement he started our construction tasters course with Tigers (construction training company) 3 days per week. Transport was provided from the school which helped resume his routine and improve his motivation.

Initially Kerr attended the course well however after a few weeks his old habits of not attending returned. I was in regular contact with Mum who reported that he was just lazy at getting out of bed! Following meetings with Kerr and Mum he said he was enjoying the course and my role was reiterating the advantages of training and by providing continued encouragement and support Kerr's attendance improved. Throughout the course his attendance was sporadic but, overall, it was much improved from school. The new skills he was learning were invaluable when we completed applications for college. Kerr was offered a place in college starting in August however just before his school leaving date he applied for a vacancy in a local garage. He was invited for interview and was successful! He has now started an apprenticeship in panel beating. *Linda – Vocational Development Worker*

## **Morgan**

The pupil support staff at Morgan's school were concerned about her mental health and wellbeing which had deteriorated to the extent that she was not attending school at all and was being supported by CAMHS. Morgan had struggled with relationships at school and did not have a consistent peer group, often truanting due to anxiety around relationships and her weight which had become a significant issue, impacting further on her physical and mental health.

Due to these issues, Morgan was referred to Aspire and Jim was allocated as her keyworker. After Morgan and her mum failed to attend meetings arranged in school, Jim carried out home visits. Jim built a relationship with Morgan and her mum, and they identified that the impact of covid had left Morgan feeling isolated and anxious. Morgan had a good relationship with her sister who worked in a local nursery and Jim suggested that they explore the possibility of setting up a work placement in the same nursery. Morgan was keen on this and Jim set up a meeting with the nursery where it was agreed that Morgan would start a placement on the same days as her sister. After a successful placement, Morgan applied for an apprenticeship vacancy with another nursery and Jim supported her to prepare including purchasing interview clothes. Morgan was successful and started her apprenticeship in May, with Jim continuing to provide ongoing support.

## **Stephen**

Stephen engaged with AspireWorks as part of a pilot to increase the number of care experienced young people working in the Council. After completing a construction taster course at college, Laura from the team supported Stephen to apply for a joinery apprenticeship vacancy with the Council and they worked through an action plan that included codes of conduct within SLC, expectations of an SLC employee along with interview and employability skills coaching.

Unfortunately, Stephen was unsuccessful at interview and both he and Laura recognised that due to his literacy needs the 4-year apprenticeship may prove too challenging. Laura worked with colleagues in Corporate Resources to consider alternative, flexible routes for Stephen as part of the care experienced employability pilot programme and a position as a temporary General Operative with Housing Resources was identified. This would allow Stephen to receive a salary while developing his skills and experiences. Stephen was keen to pursue this and Laura supported him to prepare for the post. Stephen started with the Council in March 2022 on a temporary basis and is doing well, with positive feedback from his supervisors. Laura is continuing to provide aftercare support and working with Stephen to plan his next steps.

## **AspireWorks Groupwork case studies**

### **Employability Award**

Over the last year the Aspire Works team has been working through a plan to utilise staff skills and experiences to deliver and assess vocational qualifications on an in-house basis. Initially, we worked to create the services' own version of the Employability Award, an SQA accredited qualification. This qualification encompasses various aspects of looking for and securing employment. The format of the qualification gives young people the opportunity to tailor their responses to the sector of work they are interested in. Delivery of the qualification takes place in a group environment, allowing young people to develop skills such as communication, confidence and team working. Where possible we aim to utilise group discussion to allow young people to share their own ideas and experiences.

Alongside delivery of the Employability Award, staff have been working towards their own assessor and verifier qualifications. This allows us to mark and verify candidate qualifications in line with SQA procedures. Our first intake saw 11 young people registered with 10 of these sustaining the full programme of training and securing their Level 4 Employability Award. 5 of the young people have progressed to employment with the remainder continuing to be supported by the team.

### **Early Years School Support Assistant Pilot**

The AspireWorks team alongside our colleagues in education, worked collaboratively to provide a pilot for young people who had expressed an interest in pursuing a career as an Early Years/ School Support Assistant.

The aim of the pilot was to provide young people with sector specific knowledge, employability skills training as well as an opportunity to gain practical work experience. The group was made up of 12 young people and two members of the AspireWorks staff who facilitated the sessions. For the first 6 weeks the young people were involved in classroom-based learning two days per week. During this time a range of employability skills sessions were delivered, and we also invited a School Support Assistant to come along for a Q&A with the young people and give a brief overview of the job, challenges and expectations. Following this, the young people went on a 6-week work placement within South Lanarkshire establishments which ended in June.

Following the completion of the programme the young people were supported to apply for jobs. In August two of the young people from the group attended an interview with SLC for permanent posts within local schools and are currently awaiting the outcome.



# Report

**11**

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>6 September 2022</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Early Learning and Childcare (1140 hours) - Update</b>
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## **1. Purpose of Report**

1.1. The purpose of the report is to: -

- ◆ provide an update on progress made in the expansion and delivery of 1140 hours in line with the Scottish Government's statutory duty on education authorities to make 1140 hours of early learning and childcare (ELC) available to each eligible child from August 2021.

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

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

- (1) that the content of the report be noted;
- (2) to note progress on the delivery of 1140 hours ELC for eligible 2-year-olds and all 3 and 4 year olds;
- (3) to note that a further update will be provided on the consultation outcomes on the delivery of the 1140 hours Early and Learning (ELC);
- (4) to note that a further update will be provided on the process for reaching a sustainable rate for funded providers for 2022-23; and
- (5) to note that a further update will be provided at the November meeting on ELC developments supported by City Deal

## **3. Background**

3.1. A Blueprint for 2020: The Expansion of Early Learning and Childcare, published in March 2017, outlined the Scottish Government commitment to expanding the provision of funded Early Learning and Childcare (ELC) from 600 to 1140 hours.

3.2. The expansion of ELC has brought a number of duties on the Local Authority under the Children and Young People (Scotland) Act 2014:

- ◆ statutory responsibility for the provision of 1140 hours of Early Learning and Childcare for eligible two-year-olds and all three- and four-year-olds
- ◆ ensuring that 1140 hours funded ELC entitlement is available to all eligible children
- ◆ be the primary guarantor of quality and key enabler of flexibility and choice, ensuring that there is a range of options for all children and their families
- ◆ responsible for engaging and consulting with parents and carers on a regular basis (minimum of every 2 years) on the provision of ELC delivered locally
- ◆ Responsible for preparing and publishing an Early Learning and Childcare Delivery Plan every 2 years.

- 3.3. The Council welcomed the opportunity for this development in recognition of how the expansion of ELC could help reduce the poverty related attainment gap and improve long term outcomes for children and families. In South Lanarkshire all eligible children aged 2-5 years have been receiving 1140 hours of free Early Learning and Childcare.
- 3.4. The Council's Expansion Plan presented an ambitious vision for ELC which extended beyond the national policy intention. We have delivered against the Early Learning and Childcare (ELC) Delivery Plan approved in 2017 and have fully implemented the expansion of ELC across the Council. The expansion was delivered through partnership working which included all of our stakeholders, our workforce, the Funded Providers and most importantly driven through continuous consultation with parents and carers and our youngest children.

#### **4. Progress Update**

- 4.1. The Council's Local Child Poverty Action Plan 2021/22 confirms the target for delivery of places for the eligible 2-year-old of 15.5%.

Over the year we have provided a nursery place for 1,111 two-year-old children. This higher figure is due to the admission process. This sees a total of 33.7% of our 2-year-old population accessing a 2-year-old nursery place over the last year. This represents a yearly increase of 9.8% of the population being provided with a nursery place at any one time.

Admissions figures so far for session 2022/23 has confirmed 520 2-year-olds have places allocated which is a 10.4% increase from the same time last year. It is also worth noting that the additional new places which will be created at the new Skylark ELC and Jackton ELC will increase the percentage figure further.

Admissions allocation meetings for late applications commence week beginning 22 August 2022 and continue on a regular basis with the final meeting in January 2023. This ensures places are allocated regularly with start dates throughout the year for new applications, transfer applications to another ELC provision and also the allocation of change pattern of provision or additional hours. The final admissions allocation figure for session 2022/23 will be confirmed in February 2023.

#### **4.2. Consultation**

We undertook a range of consultation in May 2022 to evaluate and reflect on the delivery of the 1140 hours of ELC and also the impact, outcomes and lessons learned which included our youngest children, funded providers and also local authority staff. The main outcomes on Consultations with children, parents, funded providers and Learning Authority Staff are outlined in appendix 1.

#### **4.3. Training Opportunities**

An extensive training programme was delivered over the past year for staff from local authority nurseries, funded providers and also childminders. Some of the highlights were:

- ♦ The first 15 practitioners have successfully completed the Graduate Apprentice Early Learning and Childcare degree, this includes one practitioner who was a Foundation Apprentice, then employed as part of the pilot as an ELC Support Worker. We now have 13 practitioners continuing their studies and 14 about to begin the programme.
- ♦ 180 practitioners who have completed the Froebel in Childhood Practice certificate with University of Edinburgh.

- ◆ 60 ELC team leaders have successfully completed bespoke leadership training with University of Edinburgh.
- ◆ 36 foundation apprentices are being supported in ELC settings.
- ◆ 20 practitioners are about to start year 2 of the BA Childhood Practice degree with UWS.
- ◆ All support workers are undertaking the SVQ2 or GA ELC. Two have just completed their SVQ2.
- ◆ Almost all settings have attended SLC Froebel in Practice training, SLC Outdoor training and Gender Awareness training.
- ◆ Gender Awareness in ELC successfully gained a Cosla award in February 2022.
- ◆ Approx. 100 modern apprentices have successfully completed their SVQ3 and moving into posts as Early Years Workers, 26 are currently completing their qualification
- ◆ Successfully developed a bespoke training programme for our funded provider childminders
- ◆ Leadership sessions for Managers
- ◆ A virtual ELC conference

In addition, a range of on-line training opportunities have been developed and have been distributed to Local Authority and Funded Providers. The training available includes Creativity, Loose Parts Play, Wonderous Words, Tracking and Monitoring, Parental Engagement, Making Books Sparkle, Child Protections and Safeguarding, Funs and Sounds, Planning for Children's Learning, Communication in Young Children, Care Plans in ELC, Planning for Care Inspectorate, Attachment Strategy, and Standards and Quality Report Writing.

We are currently finalising the training plan for session 2022/23 and opportunities will include – Gender Awareness, Safeguarding, SLC Froebel into Practice, Froebel Network, Outdoor Training including Sustainability, Biodiversity and Risky Play, Play Pedagogy, Health and Wellbeing, Together We Can Count, Communication and Language, STEM and Family Engagement.

The innovative training ELC – 'Developing inclusive approaches to LGBT+ education in ELC setting for children, parents and practitioners and' received a COSLA award. Following this there has been national interest and it is likely that this will result in the development of a case study and learning events.

#### 4.4. **Quality of Provision**

We know that the earliest years of life are crucial for every child, and the evidence tells us that if our early learning and childcare offer is to help give children the best start in life and contribute to closing the poverty-related attainment gap, it must be of high quality. Quality has been at the heart of the 1140 Expansion and in order to ensure that quality remained an integral principle in driving the expansion, the Scottish Government introduced the National Standards for early learning and childcare.

##### **National Standards**

To ensure the delivery of a 'provider neutral approach', the National Standard applies to all providers regardless of whether the funded hours are provided by a setting in the public, private or third sector, including provision offered by childminders. The National Standard is aligned to the guiding principles for the expansion to 1140 hours:

- ◆ quality;
- ◆ flexibility;
- ◆ accessibility;
- ◆ and affordability.

It is also underpinned by the regulations in the Public Services Reform (Scotland) Act 2010 which applies to all care services across Scotland, including day-care of children and childminding settings.

Nurseries and Playgroups (Voluntary providers) must achieve Care Inspectorate quality evaluations that are good (4) or better on themes that relate to quality of staffing, management and leadership. If this isn't achieved, then there is a period of time which the provider is allowed to improve. It is important to state, that in order for there to be improvement, there must be capacity for such improvement and engagement with services and organisations that can support such improvements. Prior to the current contract being in place and the National Standards, the ELC contract required a level 3 or above (satisfactory). The new grade is confirmed as (4) good, and all providers must achieve or work towards achieving this grade across all areas for inspection.

The Council is currently working with Care Inspectorate and the Scottish Government Improvement Unit to support those funded providers who do not meet meeting the National Standards.

The support offered is delivered through area teams lead by the ELC Lead Locality Officer who is supported by an ELC Quality Officer and Peripatetic ELC Teachers. In addition, the ELC Equity and Excellence Leads offer targeted support.

We remain committed to providing the current additional services to support to ensure the National Standards are met ensuring continuous quality improvement and the delivery of the highest quality of experiences for our youngest children. Examples of this support include:

- ◆ designated support ELC staff
- ◆ professional advice and support
- ◆ Access to zero rated high quality continued professional learning
- ◆ Financial support towards external professional training

### **Equity and Excellence Leads**

We have a full complement of 26 FTE Equity & Excellence Team Leaders who provide targeted support across all 4 localities within South Lanarkshire Council. They have worked in collaboration with Local Authority and Funded Provider settings to help close the poverty related attainment gap whilst supporting employees to improve their practice. Evidence shows the positive impact that this is having leading to improved outcomes for the children. The Equity & Excellence team have also supported some settings who were failing to meet the National Standard. The managers of these settings reported the impact of this support, and this has been reflected in the Care Inspectorate reports and resulted in settings improving their practice and inspection grades

The central team have continued to provide virtual training opportunities, support and guidance and pre and post inspection activity for local authority and funded providers.

- 4.5. Regulatory inspection activity re-commenced with 'Virtual Inspections' undertaken by the Care Inspectorate however this has moved to the return of 'face to face' inspections. Inspection outcomes will confirm which providers are meeting the National Standard and those where improvement work is required. Outcomes reported confirm positive outcomes for local authority establishments recently inspected. In addition, Education Scotland have confirmed that their inspection activity will commence from September 2022.

- 4.6. Admissions/Allocation of Places  
7255 children have had places allocated at ELC provision for session 2022/23. All children have been allocated 1140 hours provision.

- 4.7. Building programme  
The 1140 hours expansion building programme update is as follows:

**New Build Nurseries**

Lightburn ELC, Cambuslang – opened July 2021

Kilbryde ELC, East Kilbride – opened July 2021

**Expansion to existing Nurseries**

Carnwath Nursery Class, Carnwath – increased August 2022

Newfield Nursery Class, Stonehouse – increased provision from August 2021

St Elizabeth's Nursery Class, Hamilton – increased provision from August 2021

**New Nursery Class provision**

St Columbkille's Nursery Class, Rutherglen – opened August 2021

In addition, the new provision for Bothwell/Uddingston - Clyde Terrace Nursery – will be completed for August 2023

- 4.8. Funded providers  
As part of the delivery of the 1140 hours of early learning and childcare, engagement and communication with all funded providers continues to be a core part of the strategy. Over the past year a range of such as Funded Providers meeting (on-line), quality improvement activity on-line and in-house, support with inspection activity online and in-house, support with the COVID pandemic implications, on-line and telephone support, the provision of guidance and support materials as well as a range of personal and professional activity.

A consultation was held with funded providers regarding future meetings related to the frequency, allocated time and also forum either virtual or face to face.

The outcome confirmed a 6-weekly format of 1 hour and virtual to allow for staff to be in their work location and eliminate travelling time therefore encouraging a greater participation.

Following consultation across funded providers we continue to pay 4 weeks in advance and a further development introduced from the beginning of August is an agreed model for payment timetable where funded providers are able to choose the model of payment best suited to their financial planning. The models are as follows:

- ♦ 38 week model of 30 hours per week – 10 equal monthly payments per child (August – May)
- ♦ 40 week model of 28.50 hours - 10 equal monthly payments per child (August – May)
- ♦ 46 week model of 24 hours (24.78 hours) - 11 equal monthly payments per child (August – June)
- ♦ 52 week model of 21 hours (21.92 hours) - 12 equal monthly payments per child (August - July)

Recently we have been focusing very much on meeting the expectations of reviewing the sustainable rate. In February 2022, the Scottish Government commissioned Ipsos Mori to undertake a Cost Collection Exercise across all Funded Providers.

All funded providers were contacted on a few occasions to ensure they contributed and were invited to contribute to this process. The findings were provided to the Council on 12 May 2022 and noted the outcome from 10 funded providers from across the Council.

Since then, an extensive exercise had been on-going reflecting:

- ◆ Consideration of the Cost Collection Exercise – Ipsos
- ◆ Mori Outcomes
- ◆ Reference to guidance – areas for consideration:
- ◆ Seasonality
- ◆ Inflation
- ◆ Re-investment
- ◆ Work across the West Partnership (Regional Improvement Collaborative) Finance Group

In order to ensure active consultation and participation of funded providers an initial subgroup of funded providers was established however due to the holiday period as well as a recognition for the need to reflect all individual funded providers, area forums for all were held on 12 August. The next forum for consultation is scheduled for 7 September at the Funded Provider Meeting.

As Part of the National Standard is the commitment to paying the real living wage to those staff engaged in the delivery of the 1140 hours of ELC.

We have been informed that the announcement of the likely increase is expected by the end September 2022. This outcome will also be reflected in the on-going process.

In addition, we remain committed to providing the current additional services to funded providers in support them to provide the highest quality of experiences for our youngest children.

## **5. Financial Implications**

- 5.1. There are no financial implications arising from the recommendations in this report.

## **6. Employee implications**

- 6.1. A range of training opportunities and support for employees is provided in para 4.3.

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

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

## **8. Other implications**

- 8.1. 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 full implementation deadline. Covid19 was an unforeseen circumstance. The 1140 hours ELC has been fully implemented.

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

- 9.1. An equality impact assessment will be undertaken on the revised implementation plan in due course and communication and engagement continues to take place with funded providers, other stakeholders and the trade unions.
- 9.2. Communication and engagement with parents and families continues so that all eligible children aged 2-5 years will receive 1140 hours per year of free Early Learning and Childcare.

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

24 August 2022

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

Education and learning: inspiring learners, transforming learning, strengthening partnerships

**Previous References**

- ♦ Education Resources Committee - 16 March 2021

**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: -

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A Children's Consultation Event was held on Tuesday 17 May at which over 160, 3 and 4 year old children attended from across the Council.

The event was hosted by Tony McDaid, Executive Director of Education Resources and Stewart Nicolson, Head of Education where they met and invited the children to express their views on the quality of early learning and childcare, for example, on the things they liked best and how we could improve our provision for our youngest children.

All children attending the event were asked to complete a simple microsoft form prior to attending the event and 112 responses were received.

The outcomes from the questions asked were noted the following:

*What makes you happy in your nursery?*

The majority confirmed that they are happy when – they are playing with their friends, playing outside, singing songs, reading stories, dancing and at the funky forest

*What makes your nursery the best?*

All children stated that the toys are the best as they have loads of toys inside the nursery and also outside. They also shared that the staff are the best

*What don't you like in your nursery?*

The children shared that they don't like children drawing on the toys which makes them really sad, and they don't like it when other children are not kind to each other and not playing together.

*What do you like most about playing outdoors in your nursery?*

The children shared they like to play on rope swings, play tig with their friends, play on a slide, grow carrots, run fast but really like the water mud slide, the mud kitchen and also the water wall which is fabulous.

*What would you like to change in your nursery?*

Some children noted they wish to change where they have their lunch and possibly have it in a quiet area with a couch and others noted that the slide needs to change to become a water slide. There were also suggestions that the snack area could change into a café.

*Why do you like your nursery staff?*

Some examples from children said, I love the staff and I like this nursery so much. They like the staff especially those nice hair and also nice shoes but they especially like them as they give them good snacks like apples and oranges.

*What is your favourite lunch at nursery?*

The children provided a range of responses which included cheese sandwiches, pizza, pasta, baked potatoes, sausages and penne Bolognese.

*What other type of food could we put on the nursery lunch menu?*

All children responded that they like lots of food. They don't like the potatoes unless the staff mash them up for them. They prefer the menu with chicken korma curry, soup with some bread, Noodles – (you get noodles in chicken soup sometimes), mashed potato and cheese, macaroni cheese, lasagne, mince & mash, cottage pie, some children prefer chicken wraps (fajitas but not hot ones) chilli con carne, pasta but not the hard stuff, sometimes it's too chewy and hard.

If possible, they would like waffles and more chicken, and one child wanted Octopus to be added to the menu.



## **Parental views**

253 Parents confirmed the following:

- ◆ 61% of respondents preferred a term time provision for their child
- ◆ 21% wishing 52-week provision and
- ◆ 18% favouring 40-week provision.

The majority of parents agreed with blended provision being available where parents choose this however no more than two ELC provision for their child to attend and an agreement of a minimum number of hours for each location to be agreed to meet the needs of the child and family.

90% of parents were able to access their first choice of provision for their child and the other 10% attended an alternative choice which they were satisfied with.

Overall, 98% of parents were highly satisfied with the provision their child attended and the other 2% noted their comments due to not achieving their first choice of provision.

All parents noted the most important factors to be considered were the quality of the learning their child received, the inclusive approach, the quality of the staff, the quality of the environment and how happy their child was with their friends.

All parents identified an improvement in their child's social skills and communication skills. They noted they had more time for other responsibilities as a result of the expansion of 1140 hours and that overall, there was improved wellbeing /respite with the positive impact of having more time to themselves.

## **Funded Providers**

17 Funded Providers responded and confirmed the following:

72% confirmed the most positive outcome from the 1140 hours as enhanced learning for the children with 14% noting making friends and the remaining 14% choosing building confidence

95% confirmed the benefits for children from the 1140 hours

All responses noted that flexibility and choice for parents is the most important factor in delivering the 1140 hours

Additional comments focused on financial benefits for parents, the need for a review of the sustainable rate and the benefits for children with the increased hours for their learning and development

## **Local Authority Staff:**

84 Local Authority establishments responded with an additional 107 individual responses and the following outcomes were noted:

All staff confirmed the most important outcomes of the 1140 hours as opportunities for the children to learn through play, the children improving their communication skills and being able to socialise with other children, their increased independence and building resilience and confidence and making friends and having fun.

100% of staff responded that the children had benefited from the 1140 hours

In moving forward all staff confirmed that the focus requires to be on the quality of provision and improving the quality of learning experiences for young children, building positive relationships with parents/carers and more personal and professional learning opportunities.



# Report

12

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>6 September 2022</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Independent Review of Qualifications and Assessments in Scotland – School Participation</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to: -

- ♦ provide an update on the national Independent Review Group (IRG) on Qualifications and Assessment chaired by Louise Hayward, Professor Emerita of Educational Assessment and Innovation at the University of Glasgow

## 2. Recommendation(s)

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

- (1) that the Independent Review Group (IRG) on Qualifications and Assessment and their planned programme for school participation, engagement and timeline for reporting to the Cabinet Secretary for Education and Skills by the end of March 2023, be noted.

## 3. Background

- 3.1. The Cabinet Secretary for Education and Skills announced in October 2021 the intention to reform exams and national qualifications, to ensure learners' achievements are fairly recognised and to afford each of them an enhanced and fair opportunity to demonstrate the width, depth and relevance of their learning.
- 3.2. This decision was influenced by the recommendations in the OECD's independent review of Scotland's school curriculum, the debate around assessment following the cancellation of senior phase exams due to COVID-19, and the OECD paper by Professor Gordon Stobart setting out options on Scotland's future approach to assessment and qualifications.
- 3.3. Louise Hayward, Professor Emerita of Educational Assessment and Innovation at the University of Glasgow, has been appointed to act as a Convenor of the IRG and lead this review.

## 4. Phases of engagement

- 4.1. Professor Hayward intends taking forward an inclusive and participatory programme of stakeholder engagement with the aim of ensuring that those with a stake in the future of qualifications and assessments, including young people, have the opportunity to meaningfully feed into the Review.

- 4.2. There are three strands to Professor Hayward's planned engagement. The first is engagement through the IRG. Professor Hayward has appointed individuals to form an IRG who have a variety of skills and experiences including for example, teachers and young people, those involved in the design and delivery of qualifications, as well as representatives from the university, college and business sectors. Their role is bring together representatives from across their communities to form Collaborative Community Groups (CCG), to discuss a range of issues relating to the reform of qualifications and assessments. The IRG and CCGs will meet regularly throughout the duration of the Review.
- 4.2. In addition to the IRG and the CCG's there will be wider engagement later in the year including a public consultation. Finally, there will also be opportunities for schools and colleges to feed into the review.

### **Engagement with secondary schools**

- 4.3. The IRG are currently preparing materials which aim to support schools to facilitate a number of short, small group discussions with pupils, teachers and parents on the following three topics:
- ◆ the vision and principles that should underpin a new approach to assessments and qualifications;
  - ◆ options for change; and
  - ◆ views on a proposed direction of travel set out in a draft final report.
- 4.4. Input from school communities is recognised as vitally important to the Review, and the IRG has asked local authorities to share information about this planned engagement with head teachers, and support schools to create a space for these discussions. Schools will be invited to consider programmes for in-service days and other communication channels which will enable staff to contribute to the discussions on the vision and principles associated with a new approach to assessments and qualifications and the options for change.

## **5. Timeline**

- 5.1. Materials for schools and colleges in respect of Vision and Principles were produced at the end of July 2022 in advance of the start of the new school term in August.
- 5.2. The IRG will seek returns from schools on the Vision and Principles by mid-September. The rationale for separating these tasks is to ensure that there is a discussion and consideration of the purposes and principles of assessment, before any options are presented.
- 5.3. This is also consistent with the approach that is being taken in engagement with other stakeholder groups.
- 5.4. Professor Hayward is due to provide a final report to the Cabinet Secretary for Education and Skills by the end of March 2023.

## **6. Employee Implications**

- 6.1. None

## **7. Financial Implications**

7.1. None

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

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

## **9. Other Implications**

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

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

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

10.2. The planned timetable for the IRG to engage and consult with schools and other stakeholders prior to the end of March 2023 is noted.

**Tony McDaid**

**Executive Director (Education Resources)**

29 June 2022

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

- ◆ Education and learning: Inspiring learners, transforming learners and strengthening partnerships

### **Previous References**

- ◆ None

### **List of Background Papers**

- ◆ [Independent Review of Qualifications and Assessment - gov.scot \(www.gov.scot\)](#)
- ◆ OECD Report – review of the curriculum

### **Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact: - Stewart Nicolson, Head of Education

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# Report

13

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>06 September 2022</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Summer Holiday Provision 2022 – Interim Update Report</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide an interim update on the successful delivery of South Lanarkshire's provision during the Summer of 2022 for children, young people and their families.

## 2. Recommendation(s)

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

- (1) the breadth and scale of delivery of the funded summer 2022 programme be noted;
- (2) that it be noted that the Council has delivered this programme with the support of a variety of Third Sector Partners and organisations; and
- (3) that it be noted that a more detailed report will be presented to a later Committee meeting providing a detailed evaluation as to the impact on children, young people, families and communities.

## 3. Background

3.1. The Scottish Government announced in May 2022 that a £10m of funding (previously £15m in 2021) was to be distributed to local authorities to target provision of a summer 2022 holiday programme offering coordinated access to activities, childcare and food for children aged 5-14 from low-income families.

3.2. The criteria for targeting the fund was reviewed and updated by the Scottish Government with the result that the funding was now aimed at school age children aged 5-14 from low-income households. Around 9 in 10 children living in poverty are from households with one or more of the priority family characteristics identified in the Tackling Child Poverty Delivery Plan. 85% of this funding was intended to be targeted at children and young people from the priority family groups below:

- ◆ Children from lone parent families
- ◆ Children from ethnic minority families
- ◆ Children from families with a disabled adult or child
- ◆ Children from families with a young mother (under 25)
- ◆ Children from families with a child under 1 year old
- ◆ Children from larger families (3+ children)

3.3. 15% of the funding could be used flexibly to reach other children, including under-fives and older children, who would benefit from access to free holiday childcare, food and

activities and to be determined at local level. Local discretion could include, but was not limited to:

- ◆ Children from other low-income families
- ◆ Care experienced children and young people
- ◆ Young carers
- ◆ Children in need of protection
- ◆ Children supported by a child's plan
- ◆ Children with ASN
- ◆ Children who have undergone significant transitions, for example, starting in ELC, primary or secondary school

- 3.4. This funding was added to existing Council Funding and enabled the continuation of South Lanarkshire Council's summer holiday "sensational summer sessions" provision, developed and overseen by the Youth, Family and Community Learning Service.
- 3.5. This provision was delivered with the support of Third Sector Partners, as well as the wider Youth, Family and Community Learning Service (Universal Connections), over 6 days per week, including evenings and weekends. Community and voluntary organisations made bids from the 4 localities across South Lanarkshire.
- 3.6. As a result of this approach, 60 organisations across South Lanarkshire successfully received up to £3000 to deliver programmes, activities, and childcare in line with the criteria of the Scottish Government fund, including children and young people with ASN and those facing significant transitions. Of these organisations,
- ◆ 8 were Uniformed organisations;
  - ◆ 6 were Faith based organisations;
  - ◆ 10 were Sports based organisations;
  - ◆ 5 were Early Years organisations;
  - ◆ 10 were community organisations including Community Councils, Tenants Associations and Parent Councils;
  - ◆ 17 were Voluntary Sector Youth Work organisations; and
  - ◆ 4 were ASN organisations

The full list of organisations is listed in Appendix 1.

- 3.7. This report provides an initial overview of the 2022 summer provision and the impact on children, young people, families and communities. The full evaluation process will commence at the beginning of September whereafter a future report will provide a more detailed impact of the overall summer provision within the Council, in line with the reporting timescales set by the Scottish Government.

#### **4. Summer provision 2022**

- 4.1. 14 "Sensational Summer Sessions" clubs were successfully delivered across South Lanarkshire during the summer holiday period. The clubs ran from 10am to 2pm, Monday to Friday, during the 6 weeks of the summer holidays with a breakfast and lunch service both included within the day.
- 4.2. Meetings took place with Head Teachers and partners in their communities to discuss the planned programme content and to help identify families who would most benefit from this programme. Parents/carers were disseminated information by the Head Teachers prior to the start of the programme to gauge their interest on the potential benefits for their children and young people.



- 4.3. In addition, people known to services were approached to directly offer places in the clubs. This included contact with Social Work Resources, South Lanarkshire Resettlement Programme and Kinship Families, ensuring further targeted engagement with young people who would benefit from the summer provision.
- 4.4. Young people directly took ownership of the programmes in each school, naming the programme to personalise the experience whilst fully engaging in planning the activities that they wished to participate in. This helped to ensure that programmes were tailored to the needs of children and young people, with due cognisance given to the voice of those young people with additional support needs.
- 4.5. 4 voluntary sector partners were actively engaged in delivering the Sensational Summer Sessions programme. These partners were:
- ◆ Healthy Valleys which delivered for the area of Lanark in Clydesdale
  - ◆ Blantyre Youth Development Team (Terminal One) which delivered for Blantyre area
  - ◆ Hamilton Information Project for Youth. (HIPY) which delivered for the Fairhill/Laighstonehall area in Hamilton
  - ◆ Machan Trust which delivered for the area of Larkhall.
- 4.6. Induction training was provided by Youth, Family and Community Learning Service staff (YFCL) and Education Resources central HQ staff to ensure all partners had the necessary knowledge in areas such as Child Protection.
- 4.7. In excess of 820 children and young people were registered for the Sensational Summer Sessions provision and accessed some but not all of the Sensational Summer Session provision with over 110 children and young people identifying as having additional support needs. This does not include Universal Connections, Pathfinders, KEAR and wider YFCL provision, South Lanarkshire Leisure and Culture or voluntary sector provision, which as stated above, will be reported on at a future Education Resources Committee.
- 4.8. As part of the programme of delivery, a number of internal and external partners were involved in the delivery of inputs to further embed educational input. Partners included Go Fresh Van, Forest Friends, Terminal One Climbing Wall, Scottish Fire and Rescue Service, The Dog's Trust, Story Telling through Libraries, sports activities through Active Schools, Regen:FX, Petting Zoo, Inflatables, Healthy 'n' Happy, Community Police, and engagement of staff by the newly developed Family Wellbeing initiative.
- 4.9. Children and young people participated in a range of themed activities such as
- ◆ "Get Into Summer" (start of the summer programmes) to decide activities,
  - ◆ "Make a wish!" about inventing own superhero powers, positive images, positive thought and strengths, who are your superheroes in your life etc.,
  - ◆ "Harry Potter" imaginative play, scavenger hunts, play acting and roleplay, positive spells to help people, build confidence and be creative
  - ◆ "Camp Craft", camping activities, cook-outs and bug hunts (understanding the fauna) and looking after the environment
  - ◆ "End of summer" talent shows, galleries of artwork and campfire songs
  - ◆ "Jurassic week" learning about dinosaurs, making volcanoes, movie day
  - ◆ "Science week" make your own flying car, STEM activities such as magnet making, magnet maze, secret code writing
  - ◆ "Animal week" animal origami, animal masks, jungle banner

- ◆ “Space week” making solar systems (paper mâché planets), non-bake baking flying saucers, rocket art (moon sand in a bottle)
  - ◆ Active Schools sessions in each club on a weekly basis
- 4.10. Each of the locations was supported by the Go Fresh Van and Mascot, providing frozen yoghurt ice-cream to support outdoor activities, and indoor cooking activities with “Chef Roberto”.
- 4.11. As part of the wider provision under the 15% funding flexibility, we successfully engaged with providers to support places for children. Organisations provided childcare, food and activities and included:
- ◆ Cambuslang Out of School Care Project
  - ◆ Carmichael Babies and Toddlers
  - ◆ Champions of Autism Spectrum Together (COAST)
  - ◆ Larkhall Baptist Church
  - ◆ Little Rascals Toddler Group (Whitlawburn Community Resource Centre)
  - ◆ REACH Lanarkshire Autism
  - ◆ Special Needs Adventure Playground (SNAP) Playscheme
  - ◆ Supporting Autism in Lanarkshire (SAIL)
  - ◆ The Playbarn Out of School Care
- 4.12. Within Greenburn School, KEAR YFCL, there was a dedicated programme for children with more complex additional support needs that ensured they were able to equally participate in the themed activities. In addition to this, South Lanarkshire Leisure and Culture provided sessions at Carluke Leisure Centre supporting children attending Victoria Park School in Carluke.
- 4.13. As well as the delivery of activity programmes within the sensational summer session clubs, South Lanarkshire Leisure and Culture supported access to outdoor learning activities such as paddle boarding, raft building, kayaking and sailing at the James Hamilton Heritage Park. They also provided mindfulness, meditation and yoga sessions and other cultural indoor events. In addition, a number of children and young people have been identified as benefiting from health and fitness activities and were provided with ACE passes and junior gym passes, to support and encourage them to continue participation in these activities.
- 4.14. The opportunity to engage with and involve the Third Sector and partners has proven to be a tremendous success, supporting delivery within local communities, which has encouraged a wider participation, resulting in greater numbers benefiting from the provision. The success of this, including the attendance numbers will be reflected in the full evaluation report and information contained with a future Education Resources Committee.
- 4.15. To complement the provision, a bank of resources and equipment such as Silent Disco, Playhouses for imaginative play, STEAM materials, supersized outdoor games, playmats, circus resources, VR Headsets, and extreme sports equipment aided planning and delivery, both for the Council and voluntary sector partners.
- 4.16. This ensured the delivery of creative, powerful, innovative and inclusive experiences for targeted young people and their families, across South Lanarkshire, in line with the Scottish Government’s recommendations.

## **5. Evaluation and Feedback**

- 5.1. As part of the fuller evaluation, all participants and parents will receive a Google form to complete. Below is a selection of feedback that has been recorded from young people, parents/carers and staff as part of the ongoing feedback during the sensational summer session provision:

“Meeting other children from other schools and kept her in some kind of routine which helps with home behaviour”. **Parent**

“The hub has given us time to adjust to a new country. It has helped with my daughter’s English, and she has enjoyed the interactions with other children”. **Parent**

“When I grow up I’m becoming a chef like my dad, this was great fun!” **Young person**

“I loved the Rock climbing, Fire Fighters teaching us how to work the hose, the woods, the bouncy castle and football” **Young person**

“I enjoyed all of it!” **Young person**

“Our son has grown in confidence, telling us about all the new friends he has made. He has mentioned how kind the staff were while looking after him. It has allowed me some time so that I can give my son my full attention after the hub. He has had a fantastic time, couldn’t ask for anything better. Thank you so much for all your hard work.” **Parent**

“You have all gone above and beyond to entertain all the children. All the activities were fabulous”. **Parent**

## **6. Employee Implications**

- 6.1. Education Resources enlisted its own staff to work over the summer period e.g. YFCL staff, Support Services staff plus also other Resources such as Facilities staff (kitchen, janitorial and cleaning). Rates of pay were consistent with that established in previous summer programmes.

## **7. Financial Implications**

- 7.1. Funding of £577k was made available from the additional monies provided by the Scottish Government for summer holiday provision, together with Council funding of £143k. This total funding of £720k was used for resources, to cover the costs to run the summer activities (council staff costs) and to engage external organisations to be involved in and support individual local programmes, thereby enhancing the level of provision across the authority area.
- 7.2. Information on final actual full spend is still being quantified and will be provided within the detailed report to be presented to a future Education Resources Committee.

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

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

## **9. Other Implications**

- 9.1. There are no risk implications in terms of the recommendations in this report.

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

- 10.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function of strategy and, therefore, no impact assessment is required.
- 10.2. Consultation on the programme will be carried out with all appropriate stakeholders including children, young people, families, staff and partners, to ensure that needs are identified and met

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

28 August 2022

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

- ◆ Focused on people and their needs
- ◆ We will work to put people first and reduce inequality
- ◆ Our children and young people thrive
- ◆ Caring, connected, sustainable communities
- ◆ People live the healthiest lives possible
- Inspiring learners, transforming learning, strengthening partnerships

### **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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## **Appendix 1 : List of Third Sector Organisations Delivering Summer Projects**

18th B East Kilbride guides  
1st East Kilbride Brownies  
2nd Cambuslang Guide Unit  
2nd East Kilbride Boys' Brigade  
8th Clyde (St Vincent de Paul) Scout Group  
Biggar Netball Club  
Biggar Youth Project  
Burnside Blairbeth Church  
Cambuslang and Rutherglen Christian Reachout Trust  
Cambuslang Football Academy  
Cambuslang Football Club  
Cambuslang out of school care project  
Cambuslang Rangers F.C.  
Carluke and District Community Connections  
Carmichael Babies and Toddlers  
Carmichael Community Council  
Cathkin Community Awards Duke of Edinburgh Centre  
Champions of Autism Spectrum Together  
Circuit Youth Project  
Clydesdale Christian Youth Trust  
COVEY  
East Kilbride Cricket Club  
East Kilbride Sea Cadets  
EK82 Handball Club  
Fernhill communities together  
Fernhill Hyper Cyber  
Fernhill kids playscheme  
Fernhill soccer school  
Girlguiding Scotland  
GOTO - Step in  
GOTO - Step up  
Hamilton Academical WFC  
Hamilton Information Project for Youth  
Hillhouse Residents and Tenants Association  
Hyper Cyber Youth Project  
James Aiton Parent Council  
Jnr Street Project  
Kirkmuirhill Parish Church  
Larkhall Avondale Amateur Swimming Club  
Larkhall Baptist Church  
Little Rascals Toddler Group (Whitlawburn Community Resource Centre)  
Lunar Gymnastics Club  
Mossneuk Parish Church  
Project 31  
REACH Lanarkshire Autism  
Rutherglen Glencairn  
Snr Street Project  
Special Needs Adventure Playground  
Springhall and Whitlawburn Youth Development Team  
Strutherhill and Birkenshaw Youth Club  
Supporting Autism in Lanarkshire

Supporting Our Community  
Terminal One Youth Centre  
The Machan Trust  
The Ohana Club  
The Playbarn Out of School Care  
Third Lanark 2005  
Waist Not Want Not  
Whitlawburn Community Resource Centre  
Woolfords Auchengray and Tarbrax Improvement Foundation (WAT IF)

# Report

14

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>6 September 2022</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Celebrating Success</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to: -

- ◆ advise on the range of high-quality work that continues to take place in schools educational establishments and services and to recognise and celebrate their success

## 2. Recommendation(s)

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

- (1) the range awards and the achievements of children, young people and staff across schools, establishments and services as highlighted in this report continues to be recognised, celebrated and noted.

## 3. Background

3.1. The wider achievements of children and young people, as well as the good work undertaken by teachers and staff, is something that the Council, through Education Resources, believes should continue to be recognised.

3.2. It is important to acknowledge the role education has in making a difference to the lives of young people through inspiring learners, transforming learning and strengthening partnerships. The commitment of many staff across the Council to work together in the best interests of communities is strong evidence of what we can achieve even when faced with adversity.

3.3. Celebrating success in this way helps to show the positive difference education makes to the lives of many children, young people, and families. Creative and inspirational learning and teaching takes place across our establishments and services every day and in this report, we highlight a few examples of this excellent work.

## 4. Celebrating and recognising success

4.1. There are numerous examples of success on many fronts and some highlights are shown below: -

### 4.2. COSLA Excellence Awards

The Council's Early Years team was named the winner in the Delivering Excellence category of this year's COSLA Excellence Awards. The Early Years winner – Together We Can, and We Will was a gold award winner.

#### 4.3. **Scottish Education Awards**

In June 2022, the pupils, staff, and parents/carers at Netherburn Primary School were delighted to hear of their success at the Scottish Education Awards when they won the highly prestigious 'Making a Difference' award.

The Youth Family and Community Learning Service also won a Gold award in the Community Learning and Development category for the 'South Lanarkshire Mobilize Music Project' which was highly acclaimed by young people.

#### 4.4. **GTCS Excellence in Professional Learning Award for Schools and Learning Communities**

Larkhall Academy and St Andrew's and St Bride's High School both achieved the General Teaching for Scotland, Excellence in Professional Learning Award and Quality Mark status.

This Award recognises the on-going professional learning which has a significant and sustained impact on teachers, classroom practice and the learning of children and young people.

#### 4.5. South Lanarkshire's Instrumental Music Service staged numerous showcase events with every child receiving an instrumental music lesson and those in the YMI project showcasing their talents in online events.

- ◆ A series of 8 online concerts each week between spring and summer, celebrated the exceptional talent and musical excellence. Each concert was hosted by primary pupils and featured a guest interview.
- ◆ The 2022 SLC Battle of the Bands showcased the talents of the county's emerging rock and pop talent. 11 bands from schools took part with the judging panel, comprising musicians from top Scottish Band Skerryvore, Alec Dalgleish and Fraser West.
- ◆ South Lanarkshire Council Young Musician of the Year 2022 - Zuzzana Kujawa (flute) – S2 Holy Cross High School

#### 4.6. **Duke Edinburgh Awards 2021/22**

101 Young people achieved Duke of Edinburgh Award accreditation:

- ◆ 11 Gold, 10 Silver and 25 Bronze awards with 55 receiving Certificates of Achievement, who were unable to undertake the expedition due to the pandemic.

#### 4.7. **Charity Garden Project at Rutherglen High School**

InspirED and Spie donated time and materials from suppliers to create a wonderful garden on the grounds of Rutherglen on Friday 5th August which will be used by pupils and staff.

#### 4.8. A range of other achievements and awards by children, young people and schools, is also shown below:-

- ◆ Strathaven Academy won the 'Enterprising UK Award Scotland'
- ◆ Stonelaw High reached the final of the UK Lego robotics national final in Birmingham
- ◆ Biggar Primary School won the Fair Trade Community Award
- ◆ High Mill Primary School achieved a Digital Schools Award Scotland
- ◆ Mount Cameron Primary School won the Esgoil online Gaelic debating competition for primary schools across Scotland.
- ◆ Neilsland Primary – pupils published a book *The Wonders of the Magic Watch* with illustrations to mark World Book Day.
- ◆ Rigside Primary were awarded the Nurturing School Award by Nurture UK



- ♦ Woodside Primary were recognised for their activities to mark the Queen's Platinum Jubilee.

## **5. Employee Implications**

- 5.1. None

## **6. Financial Implications**

- 6.1. None

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

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

## **8. Other Implications**

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

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

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

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

**Tony McDaid**

**Executive Director (Education Resources)**

20 July 2022

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

- ♦ Education and learning: inspiring learners, transforming learning, strengthening partnerships

## **Previous References**

- ♦ Education Resources Committee – 8 February 2022

## **List of Background Papers**

- ♦ Scottish Education Awards 2022
- ♦ Cosla Excellence Awards 2022

## **Contact for Further Information**

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

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