South Lanarkshire Council

Council Offices, Almada Street
Hamilton, ML3 0AA

Monday, 01 November 2021

Dear Member

Education Resources Committee

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

Date: **Tuesday, 09 November 2021**
Time: **10:00**
Venue: **By Microsoft Teams,**

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

Yours sincerely

Cleland Sneddon
Chief Executive

Members

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

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

External Members

Religious Representatives
Gillian Coulter, Nagy Iskander, John Mulligan

Teacher Representatives
Andy Harvey, Ann Marie Hobson

Parent Council Representatives
Christine Hall, Hilary Kirby

BUSINESS

1   **Declaration of Interests**

Monitoring Item(s)

Item(s) for Decision

Item(s) for Noting

Urgent Business

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

EDUCATION RESOURCES COMMITTEE

Minutes of meeting held via Microsoft Teams on 31 August 2021

Chair:
Councillor Katy Loudon

Councillors Present:
Councillor Alex Allison, Councillor John Anderson, Councillor Margaret Cooper, Councillor Margaret Cowie, Councillor Peter Craig (Depute), Councillor Mary Donnelly, Councillor Isobel Dorman, Councillor Joe Fagan, Councillor Lynsey Hamilton, Councillor Mark Horsham, Councillor Martin Grant Hose, Councillor Richard Lockhart *(substitute for Councillor Ian Harrow)*, Councillor Julia Marrs, Councillor Monique McAdams, Councillor Ian McAllan, Councillor Gladys Miller, Councillor Lynne Nailon, Councillor Carol Nugent, Councillor Mo Razzaq, Councillor Graham Scott, Councillor Bert Thomson *(substitute for Councillor Margaret B Walker)*, Councillor Jared Wark, Councillor David Watson

Councillors' Apologies:
Councillor Fiona Dryburgh, Councillor Ian Harrow, Councillor John Ross (ex officio), Councillor Margaret B Walker

External Members Present:
Gillian Coulter, Christine Hall, Andy Harvey, Hilary Kirby

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

Attending:
Education Resources
T McDaid, Executive Director; D Dickson, Operations Manager; A Donaldson, Head of Education (Inclusion); S Nicolson, Head of Education (Senior Phase); L Sherry, Head of Education (Support Service and School Estate)
Finance and Corporate Resources
M M Cairns, Legal Services Manager; J Davitt, Public Relations Team Leader; L Harvey, Finance Manager (Resources); P MacRae, Administration Adviser; K McLeod, Administration Assistant; E McPake, Human Resources Business Partner; L O'Hagan, Finance Manager (Strategy)

Order of Business	
The Committee decided:	that the items of business be dealt with in the order minuted below.

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1   Declaration of Interests
No interests were declared.

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2   Minutes of Previous Meeting
The minutes of the meeting of the Education Resources Committee held on 1 June 2021 were submitted for approval as a correct record.

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

3   Education Resources - Revenue Budget Monitoring 2020/2021

A joint report dated 20 July 2021 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted comparing actual expenditure for the period 1 April 2020 to 31 March 2021 against budgeted expenditure for 2020/2021 for Education Resources.

As at 31 March 2021, there was an underspend of £9.475 million before transfer to reserves, as detailed in Appendix A to the report, and an overspend of £3.928 million after transfer to reserves.

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

The Resource position in relation to COVID-19 costs was detailed in Appendix B to the report

The Committee decided:

(1)   that the Education Resources' outturn position as at 31 March 2021 of an overspend of £3.928 million after approved transfers to reserves, as detailed in Appendix A to the report, be noted, and that it be noted that this was COVID related and was funded corporately as part of the overall Council COVID position; and

(2)   that the proposed budget virements be approved.

[Reference: Minutes of 1 June 2021 (Paragraph 3)]

Councillor Lockhart joined the meeting during this item of business

4   Education Resources - Revenue Budget Monitoring 2021/2022

A joint report dated 4 August 2021 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted comparing actual expenditure at 16 July 2021 against budgeted expenditure for 2021/2022 for Education Resources.

As at 16 July 2021, there was an overspend of £0.174 million, as detailed in Appendix A to the report. Costs incurred in relation to the Resource's COVID-19 response were outlined in Appendix B to the report.

Virements were proposed to realign budgets across budget categories and with other Resources and those were detailed in appendices A and B to the report.

The Committee decided:

(1)   that an overspend of £0.174 million, as at 16 July 2021, on Education Resources' revenue budget, as detailed in Appendix A to the report, be noted; and

(2)   that the proposed budget virements be approved.

[Reference: Minutes of 1 June 2021 (Paragraph 3)]

5   Education Resources - Capital Budget Monitoring 2020/2021

A joint report dated 11 August 2021 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted advising of progress on the Education Resources' capital programme for 2020/2021 and summarising the expenditure position at 31 March 2021.

The total capital programme for 2020/2021 was £24.480 million. Expenditure to 31 March 2021 was £22.641 million. The final expenditure position of £22.641 million was slightly higher than the projected outturn of £22.561 million reported to the Committee on 1 June 2021.

The progression of a number of projects had been impacted by the ongoing lockdowns due to the COVID-19 pandemic. Any underspend on those projects, together with the funding, would be carried forward into the next financial year, as required.

Accounting adjustments were required following a review of the Council's revenue and capital spend. As a result, for the purposes of publishing the Annual Accounts only, capital spend amounted to £23.105 million

The Committee decided: that the Education Resources' capital programme for 2020/2021 of £24.480 million, and expenditure for the year of £22.641 million, be noted.

[Reference: Minutes of 1 June 2021 (Paragraph 4)]

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6 Education Resources - Capital Budget Monitoring 2021/2022

A joint report dated 12 August 2021 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted advising of progress on the Education Resources' capital programme for 2021/2022 and summarising the expenditure position at 16 July 2021.

The Education Resources' capital programme amounted to £20.400 million and expenditure as at 16 July 2021 was £3.119 million. This represented a position of £0.209 million behind profile and, in the main, reflected the timing of payments.

The Committee decided: that the Education Resources' capital programme for 2021/2022 of £20.400 million, and expenditure at 16 July 2021 of £3.119 million, be noted.

Reference: Minutes of 1 June 2021 (Paragraph 4)]

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7 Education Resources – Workforce Monitoring – April to June 2021

A joint report dated 12 July 2021 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted on the following employee information for Education Resources for the period April to June 2021:-

♦ attendance statistics
♦ occupational health statistics
♦ accident/incident statistics
♦ discipline, grievance and Dignity at Work cases
♦ analysis of leavers and exit interviews
♦ staffing watch as at 13 March 2021

In response to a member's question regarding the number of violent physical incidents, officers undertook to provide members with the relevant figures for 2019 for comparison purposes.

The Committee decided: that the report be noted.

[Reference: Minutes of 1 June 2021 (Paragraph 5)]

8   Pathfinders Initiative: Care Experienced Children and Children on the Edges of Care

A joint report dated 12 May 2021 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted on a proposed extension to the Pathfinders Initiative to support care experienced young people and children on the edge of care.

The Pathfinders pilot project was established in the Cambuslang and Rutherglen locality in April 2019 and aimed to deliver support, across 52 weeks, targeting critical periods where disengagement from school could become a significant issue for certain children and their families. Support was provided holistically across the settings of school, community and home.

Details were given on:-

♦   initial staffing for the Initiative
♦   support offered
♦   training for staff
♦   group work programmes offered

Extensive independent research had been carried out to analyse the impacts and benefits of the project to young people and their families. The research findings, which showed a positive evidence base for the contribution of the Pathfinders team in the 3 pilot schools, were detailed in Appendix 1 to the report.

Attendees at locality meetings for Head Teachers, held in June 2021, were invited to express an interest in taking the programme forward within their own schools. £0.380 million of central funding would be provided for this programme and schools would also use Pupil Equity Fund and Scottish Attainment Challenge monies to augment provision.

It was proposed that:-

♦   the Pathfinders Initiative continue to be governed by a multi agency steering group, chaired by the allocated Youth, Family and Community Learning (YFCL) Locality Manager who would continue to provide strategic support and direction
♦   a further 10 Pathfinders (YFCL Officers), be recruited, either by secondment or on a temporary 23 month basis, to meet expressed demand
♦   an additional YFCL Co-ordinator be appointed from current staffing to support the extension of the programme
♦   YFCL would meet additional costs to backfill such a post through a 23 month secondment
♦   day to day line management would be carried out by the Head Teacher

The continuation of the programme would be funded from Learning Recovery funds and Care Experienced Attainment Allocation. Learning Recovery funding would be allocated to the Initiative from October 2021 to August 2023 in line with staffing requirements.

The Committee decided:

(1)   the report be noted;

(2)   that the extension to the Initiative be approved and the posts, as detailed in section 6 of the report, be added to the Education Resources' establishment, on a fixed term basis, for 23 months; and

(3)   that the research findings showing the impact and benefit of the Pathfinders Initiative, attached as Appendix 1 to the report, be noted.

9 Acquisition of Nursery Modular Units at St John the Baptist Primary School, Uddingston

A joint report dated 3 August 2021 by the Executive Directors (Education Resources) and (Housing and Technical Resources) was submitted on the proposed acquisition of the nursery modular units at St John the Baptist Primary School, Uddingston.

As a result of a large growth in nursery applications in the Uddingston area, a permanent nursery class was opened at St John the Baptist Primary School in August 2016, using a modular nursery building for which the Council had entered into an annually renewable lease with Portakabin Limited in 2013. The Council had sought to acquire the modular units, however, Portakabin had advised, at that time, that it was not in a position to sell the units. Portakabin had now confirmed that the units were available for purchase.

If the units were in the Council's ownership, they could be upgraded to the same specification as the project recently undertaken to the nursery modular units at St Bride's Primary School, Bothwell which had included:-

♦   erection of a roof and brick façade
♦   better insulation standards
♦   internal alterations

An options appraisal exercise had been undertaken in respect of the following actions open to the Council:-

♦   allow the existing contract to end in June 2022 and find alternative arrangements for nursery provision
♦   renew the lease agreement
♦   purchase the modular units

It was considered that the option to purchase the units would be the most viable option in terms of best value and in ensuring continuity of early years' provision for families. It was, therefore, proposed that the Council acquire the modular units from Portakabin Limited at a purchase price of £125,000, excluding VAT.

Purchase of the units would result in an annual revenue saving of £18,192 for rental of the units. The purchase and upgrade of the nursery units could be met from funds available within the current capital programme.

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

The Committee decided:

(1)   that the Council purchase and acquire the modular accommodation at St John the Baptist Primary School Nursery, Uddingston on the terms and conditions outlined in Section 5 of the report and take forward the proposed alterations highlighted in the report from the existing capital funding budget for early years; and

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

10 SQA Awards 2021 - Alternative Certification Model (ACM)

A report dated 4 August 2021 by the Executive Director (Education Resources) was submitted on the national Alternative Certification Model (ACM) in relation to the preparation of provisional awards for SQA candidates following the cancellation of the 2021 SQA examination diet.

As a result of the COVID-19 pandemic, the examination diet for National 5, Higher and Advanced Higher qualifications had been cancelled and an alternative means of qualification known as the Alternative Certification Model (ACM) had been developed. An underpinning principle of the ACM was that awards would be based on demonstrated attainment supported by robust evidence.

Details were given on:-

♦ the provisional awards process, which included establishing individual provisional results using the teacher's professional judgement of pupil attainment based on assessment evidence undertaken in controlled exam conditions and moderated at a number of levels
♦ HMIE review of the local authority ACM through scrutiny of local authority approaches to the SQA ACM
♦ parent/learner communication

Overall pass rates had increased and potential reasons for the improvement were detailed in the report. Learners could appeal their results directly with the SQA.

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

The Committee decided: that the Alternative Certification process for SQA awards for candidates presented in session 2020/2021 be noted.

In terms of Standing Order No 13, the Chair adjourned the meeting at 11.00am for a 5 minute period. The meeting reconvened at 11.05am

11 Sensational Summer Sessions Provision and Scottish Government Funded Enhanced Summer Programme 2021 – Interim Update Report

A report dated 9 August 2021 by the Executive Director (Education Resources) was submitted providing an interim update on the delivery of the Council's Sensational Summer Sessions provision and the Scottish Government funded Enhanced Summer Programme in South Lanarkshire.

During summer 2021, the Council had operated its Sensational Summer Sessions programme together with the provision of additional enhanced experiences in line with the Scottish Government's Get into Summer funding. The aim was to help improve the wellbeing of children, young people and their families over the summer period. It was targeted at those who had been disproportionately affected during the pandemic and who otherwise might not have had access to activities and wider support during the school holidays, allowing them to socialise, play and reconnect with their local communities. The enhanced provision allowed for the Sensational Summer Sessions programme to involve young people aged 12 to 17 and their families, with the additional support of the voluntary sector partners located in local communities as well as the wider Youth, Family and Community Learning Service (Universal Connections), over 6 days per week, including evenings and weekends.

A full evaluation of the summer provision would commence at the beginning of September and a report to a future meeting of the Committee would provide a more detailed impact on the overall summer provision within the Council, in line with the timescales set by the Scottish Government.

Details were given on

♦   target groups for enrolment in the clubs
♦   voluntary sector partners actively engaged in delivering the programme
♦   the range of themed activities on offer
♦   resources and equipment available
♦   free personal support available, such as passes to leisure services

As part of a fuller evaluation, all participants and parents would receive a Google form to complete. Information on actual spend for the programme would be included in the further report to the Committee.

The Committee decided:

(1)   that the breadth and scale of delivery through the 2021 enhanced summer programme be noted;

(2)   that delivery of this programme, with a variety of Third Sector partners and organisations, be noted; and

(3)   that it be noted that a comprehensive report would be submitted to the meeting of the Committee to be held on 9 November 2021 providing a detailed evaluation of the impact of the South Lanarkshire Enhanced Summer Provision Fund 2021 on children, young people, families and communities.

[Reference: Minutes of 1 June 2021 (Paragraph 10)]

12 Attachment Strategy for Education Resources – Update Report

A report dated 6 August 2021 by the Executive Director (Education Resources) was submitted providing an update on the implementation of the Education Resources' Attachment Strategy.

Attachment theory supported both the understanding of early childhood trauma and the impact of loss. The Education Resources' Attachment Strategy supported the Scottish Government's ambition of a trauma informed and responsive workforce where staff understood the impact of trauma on people's lives and how they could respond appropriately.

The Education Resources' Attachment Strategy, launched in June 2020, aimed to promote an understanding of attachment theory and support the implementation of attachment informed practice within education services and establishments across South Lanarkshire by:-

♦   developing a range of information resources to be used within education services and establishments
♦   providing training to all Education Resources' staff
♦   establishing a network of support for Education Resources' staff, with opportunities for further training, discussion and sharing of good practice
♦   working with the Education Resources' leadership team to embed attachment informed practice

Details were given on training delivered and materials disseminated in the year since the Strategy was launched. An evaluation report for Attachment Strategy training had been produced and circulated following the training and this was attached as an appendix to the report. Action proposed to further embed attachment informed practice was also detailed in the report.

The Committee decided:

(1) that it be noted that progress on the implementation of the Attachment Strategy for Education Resources was in line with expectations, despite the challenges presented as a result of the pandemic; and

(2) that the next steps to further embed attachment informed practice across the Council be noted.

[Reference: Minutes of 27 November 2018 (Paragraph 7)]

13 Counselling Through Schools – Update Report

A report dated 6 August 2021 by the Executive Director (Education Resources) was submitted providing an update on the delivery of counselling through primary, secondary and special schools and on the further guidance developed for schools.

Following on from the recommendations of the Children and Young People's Mental Health Taskforce and as part of its Mental Health Strategy, the Scottish Government had made funding available for the provision of access to counsellors, through schools, to be delivered to pupils aged 10 and over from 2019/2020. Details of the agreed principles underpinning the delivery of the Counselling through Schools service were provided in the report.

Currently, there were 40 counsellors, across 10 counselling providers, supporting 452 young people in 43 schools throughout South Lanarkshire. Regular communication with providers took place to ensure consistency across the service. Operational support and guidance on key aspects for school staff continued to be provided to support the delivery of the service and all schools now had operational guidance, support and funding to access the Counselling through Schools service, if appropriate. Guidance detailed within the Council's Framework for Counselling through Schools highlighted how schools should raise awareness of the service within their establishments.

An evaluation of the service took place during May and June 2021. Referrals were analysed and questionnaires were issued to children and young people, parents, carers and referrers. Findings from an initial analysis of the questionnaires were detailed in the report. Findings included:-

♦ the main reasons identified by young people for accessing counselling were anxiety, family issues, emotional/behavioural difficulties, relationships and friendships, body image, bereavement and self harm
♦ the numbers of referrals were highest within S4 (19%) and S5 year groups (17%) followed by S2 (16%) then S3 (15%)
♦ 89% of referrals were school referrals, 8% of young people self-referred and 3% were parent/other agency referrals

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

The Committee decided:

(1) that progress on the provision of counselling through primary, secondary and special schools be noted; and

(2) that the further guidance documents be noted.

14 Curriculum for Excellence Review 2020/2021

A report dated 8 July 2021 was submitted providing an update on the independent review of the Curriculum for Excellence (CfE) by the Organisation for Economic Co-operation and Development (OECD).

The Scottish Government had commissioned the OECD to conduct an independent review of the CfE, encompassing both Broad General Education (BGE), previously reviewed in 2015, and the Senior Phase curriculum. This allowed for an evaluation of progress in implementing CfE at all levels in the system and provided an opportunity to consider the Curriculum for Excellence over the next 10 years.

The aims of the review were to:-

♦   better understand how the curriculum was being implemented in schools, local authorities and delivery partners, in terms of design and implementation
♦   identify what was working well and where progress was being made and, where possible, how progress could be strengthened and accelerated
♦   identify particular areas and issues to be focused on for development to ensure that the curriculum contributed as effectively as possible to the education of all young people in Scotland

The review provided an independent perspective to assist in moving forward on key issues including:-

♦   curriculum design
♦   local flexibility versus increased prescription
♦   depth and breadth of learning in the Senior Phase
♦   transition from BGE to the Senior Phase
♦   vocational and academic learning and awards
♦   roles and responsibilities

Details were given on the following aspects of the review:-

♦   approach and methodology
♦   deliverables and timeframes

Key findings of the review were detailed in Appendix 1 to the report.

The Education Secretary had announced that the review's recommendations would be accepted in full, including recommendations on curriculum, assessment and qualifications which would see the Scottish Qualifications Authority (SQA) replaced and Education Scotland substantially reformed.

The Committee decided: that the report be noted.

Councillor Donnelly left the meeting during this item of business

15 Enabling Youth Voice

A report dated 17 August 2021 by the Executive Director (Education Resources) was submitted on action to engage with young people across South Lanarkshire to empower and enable them to have a "voice" and to help inform and influence the democratic process.

An outcome of a range of focus groups to consult with young people on youth voice was the adoption of a visually appealing, accessible and easy to navigate participation tool which would provide a platform to engage and consult digitally with young people on a range of issues. This would also expand the opportunity to encourage and enable young people to take part in the democratic process and influence change. A new development within Young Scot had presented a viable solution to the development of a digital tool, (an app) for use at local level. The potential linkage to the Council's own Digital Service developments was currently being explored.

Focus groups had overwhelmingly indicated that the project should be youth led and it was proposed to employ and train up to 6 people to take the process forward under the umbrella of Youth, Family and Community Learning (YFCL) Services and to enable a Modern Apprenticeship (MA) in Youth Work. The Modern Apprentices would:-

♦ engage with young people, through digital technology as well as a range of other engagement mediums
♦ work in a locality area as well as working as a whole team, as appropriate
♦ be supported through YFCL to become skilled in all aspects of Youth Work
♦ aspire to capture good practice to inform the development of the digital participation tool
♦ be in a position to take a lead in Community Planning consultation
♦ be supported to become adaptable, flexible, resilient, peripatetic and creative and in a position to be an advocate for young people

Details of the expected outcomes resulting from the new model of engagement were provided in the report. A report on the planned progression of the voice of young people and the methods of engagement to support this would be submitted to a future meeting of the Community Planning Partnership.

The Committee decided: that the report be noted.

16 COVID-19 Update for Schools and Educational Settings (August 2021)

A report dated 12 August 2021 by the Executive Director (Education Resources) was submitted on the impact of updated national guidance, developed by the Scottish Government, and based on current scientific advice designed to support a safe return to school for children, young people and staff in August 2021.

The Scottish Government Advisory Sub-Group on Education and Children's Issues had advised, in August 2021, that local authorities should adopt a precautionary, staged approach to the removal of mitigations. The Council would continue to take preventative measures to mitigate against the spread of coronavirus. However, there was some relaxation of the measures for schools and educational settings and those had been implemented from the start of the new term.

Details were given on the current position with regard to:-

♦ testing
♦ physical distancing/bubbles
♦ self-isolation rules
♦ face coverings for adults, pupils and on school transport
♦ ventilation
♦ vaccinations

The Scottish Government would review the position towards the end of September 2021.

The Committee decided:

(1) that the Scottish Government guidance to support a safe return to school for children, young people and staff be noted;

(2) that it be noted that, in terms of self-isolation rules, in normal circumstances, whole classes or groupings of pupils were no longer required to self-isolate as close contacts;

(3) that the guidance provided to schools, staff, parents and carers prior to the start of the new term be noted; and

(4) that the efforts of staff in schools and educational settings to adapt to the changing guidance and in being agile in responding to those changes, while ensuring the safety and wellbeing of children, young people and staff, be noted.

17 Urgent Business

There were no items of urgent business.

SOUTH LANARKSHIRE COUNCIL

Report

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

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 10 September 2021 for Education Resources.

2. Recommendation(s)

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

(1) that an overspend of £0.249m as at 10 September 2021 on Education Resources' revenue budget as detailed in Appendix A of the report be noted.

(2) that the proposed budget virements be approved.

3. Background

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

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

4. Scottish Attainment Challenge Funding

4.1. The current budget for Education contains £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 and this is contained within this reported position.

4.2. In relation to PEF funding, the £12.235m represents £2.326m 2020/2021 carry forward and £8.617m for the 2021/2022 allocation. In addition, a PEF premium of £1.292m (15% of 2021/22 allocation) has been awarded for this financial year. Spend and commitment to date as at 10 September 2021 is £6.094m, with £6.141m still to spend. This includes known staff costs for the period 1 April 2021 to 31 March 2022.

4.3. In relation to SAC funding, spend and commitment to date is £1.415m with £0.537m still to spend. Staff costs to 31 March 2022 are reflected within this position, and as this is a specific grant allocation, funding is received based on actual spend.

5. Employee Implications
5.1. None

6. Financial Implications
6.1. As at 10 September 2021, there is an overspend of £0.249m against the phased budget.

6.2. Variance explanations are outlined in Appendices A and B to this report. This overspend is COVID related reflecting additional costs relating to utilities due to increased ventilation requirements within schools and establishments, and a reduction in budgeted income from instrumental music service fees in the financial year to date.

6.3. Virements are also proposed to realign budgets across budget categories and with other Resources. These movements have been detailed in Appendices A and B 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)

13 October 2021

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

Previous References
♦ None

List of Background Papers
♦ Financial ledger and budget monitoring results to 10 September 2021

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

SOUTH LANARKSHIRE COUNCIL

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 10 September 2021 (No.6)

Education Resources (including COVID) Summary

	Annual Budget	Forecast for Year	Annual Forecast Variance	Budget Proportion 10/09/21	Actual 10/09/21	Variance 10/09/21		% Variance 10/09/21	Note
	£000	£000	£000	£000	£000	£000			
Budget Category									
Employee Costs	294,614	294,614	0	121,755	121,473	282	under	0.2%	**1,c,d,e,f**
Property Costs	27,326	27,326	0	4,701	4,841	(140)	over	(3.0%)	**2,f**
Supplies & Services	16,160	16,160	0	2,481	2,481	0	-	0.0%	**b.c,d,e,f**
Transport & Plant	11,154	11,154	0	4,687	5,047	(360)	over	(7.7%)	**3,f**
Administration Costs	1,208	1,208	0	749	718	31	under	4.1%	**f**
Payments to Other Bodies	28,751	28,751	0	9,447	9,491	(44)	over	(0.5%)	**a,e,f**
Payments to Contractors	36,048	36,048	0	14,316	14,284	32	under	0.2%	
Transfer Payments	2,263	2,263	0	1,980	1,980	0	-	0.0%	**f**
Financing Charges	347	347	0	156	156	0	-	0.0%	**f**
Total Controllable Exp.	417,871	417,871	0	160,272	160,471	(199)	over	(0.1%)	
Total Controllable Inc.	(47,989)	(47,989)	0	(34,365)	(34,315)	(50)	under recovered	(0.1%)	**4,c,e,f**
Net Controllable Exp.	369,882	369,882	0	125,907	126,156	(249)	over	(0.2%)	

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 due to increased utilities costs due to increased ventilation requirements within schools and establishments.
3. The overspend is mainly due to the cost of school transport for both ASN and mainstream schools.
4. The under recovery of income relates to reduced income received from Instrumental Music Service fees and Nursery Milk provision in the financial year to date.

Budget Virements

a. Transfers to capital (CFCR) in relation to Early Years expansion. Net Effect (£0.336m): Payment to Other Bodies (£0.336m).
b. Transfers from reserves in relation to ICT cashflow and PEF carry forward. Net Effect £3.026m: Supplies and Services £3.026m.
c. Establish budget to reflect the receipt of additional General Revenue Grant for Music Tuition, Core Curriculum and Additional Teachers and School Support Assistants. Net Effect £3.667m: Employee Costs £3.196m, Supplies and Services £0.257m and Income £0.214m.
d. Realignment of Pupil Equity Fund budget to reflect current service delivery. Net Effect £0.000m: Employee Costs £2.527m and Supplies and Services (£2.527m).
e. Realignment of budget to reflect current service delivery for Early Years Realising Change, Youth Employability, Milk and Healthy Snack Scheme and MCR Pathways. Net Effect £0.000m: Employee Costs £0.415m, Supplies and Services £0.192m, Payments to Other Bodies (£0.346m) and Income (£0.261m).
f. Realignment of Education Maintenance Allowance budget and DMS. Net Effect £0.000m: Employee Costs (£0.015m), Property Costs (£0.014m), Supplies and Services £0.093m, Transport and Plant £0.026m, Administration Costs £0.062m, Payments to Other Bodies (£0.129m), Transfer Payments £0.013m, Financing Charges £0.004m and Income (£0.041m).

SOUTH LANARKSHIRE COUNCIL

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 10 September 2021 (No.6)

Education Resources COVID

	Annual Budget	Forecast for Year	Annual Forecast Variance	Budget Proportion 10/09/21	Actual 10/09/21	Variance 10/09/21		% Variance 10/09/21	Note
	£000	£000	£000	£000	£000	£000			
Budget Category									
Employee Costs	9,237	9,237	0	2,588	2,590	(2)	over	(0.1%)	
Property Costs	1,725	1,725	0	1,516	1,684	(168)	over	(11.1%)	1
Supplies & Services	398	398	0	29	29	0	-	0.0%	
Transport & Plant	0	0	0	0	0	0	-	n/a	
Administration Costs	1	1	0	1	1	0	-	0.0%	
Payments to Other Bodies	0	0	0	0	0	0	-	n/a	
Payments to Contractors	0	0	0	0	0	0	-	n/a	
Transfer Payments	0	0	0	0	0	0	-	n/a	
Financing Charges	0	0	0	0	0	0	-	n/a	
Total Controllable Exp.	11,361	11,361	0	4,134	4,304	(170)	over	(4.1%)	
Total Controllable Inc.	0	0	0	0	0	0	-	n/a	
Net Controllable Exp.	11,361	11,361	0	4,134	4,304	(170)	over	(4.1%)	

Variance Explanations

1.　　The overspend is due to increased utilities costs due to increased ventilation requirements within schools and establishments.

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**9 November 2021**
Report by:	**Executive Director (Finance and Corporate Resources)** **Executive Director (Education Resources)**

Subject:	**Capital Budget Monitoring 2021/22 - Education Resources**

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 10 September 2021.

2. Recommendation(s)

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

(1) that the Education Resources capital programme of £17.986 million, and expenditure to date of £5.269 million, be noted.

3. Background

3.1. This is the second capital monitoring report presented to the Education Resources Committee for the financial year 2021/2022. Further reports will follow throughout the year.

3.2. As noted in the last report to this Committee (31 August 2021), the budget for Education Resources for financial year 2021/2022, including carry forward, was £20.400 million.

3.3. Since that meeting, the Executive Committee (22 September 2021 and 3 November 2021) have agreed changes to the Education Resources Capital Programme totalling a net decrease of £2.414 million. The details are shown in Appendix A. This takes the Education Resources programme for 2021/2022 to £17.986 million.

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

4. 2021/2022 Capital Programme Update

4.1. As detailed in Section 3.3, the revised capital programme for Education Resources for 2021/22 is £17.986 million. Anticipated spend to date was £5.010 million and spend to 10 September 2021 amounts to £5.269 million. This represents a position of £0.259 million ahead of profile and this mainly reflects the timing of payments.

5. Employee Implications

5.1. None

6. Financial Implications

6.1. The financial implications are detailed in section 4.

7. Climate Change, Sustainability and Environmental Implications

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

8. Other Implications

8.1. The main risk associated with the Council's 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.

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)

21 October 2021

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

Previous References
▪ Education Resources Committee, 31 August 2021
▪ Executive Committee, 22 September 2021
▪ Executive Committee, 3 November 2021

List of Background Papers
▪ Financial ledger to 10 September 2021

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:-
Lorraine O'Hagan, Finance Manager (Strategy)
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E-mail: lorraine.o'hagan@southlanarkshire.gov.uk

South Lanarkshire Council
Capital Expenditure 2021-22
Education Resources Programme
For Period 1 April 2021 – 10 September 2021

Education Resources	Base Budget £000	Budget Adjustments £000	Slippage/ Acceleration £000	Total Budget £000	Anticipated Spend £000	Actual Expenditure £000
ICT Developments	3,860	-	-	3,860	1,305	955
Community Growth Areas	3,771	-	-	3,771	97	186
Growth and Capacities	5,780	-	-	5,780	1,513	1,833
Early Years 1,140 Hours	6,535	336	(2,750)	4,121	1,964	2,117
Other	454	-	-	454	131	178
TOTAL	**20,400**	**336**	**(2,750)**	**17,986**	**5,010**	**5,269**

For Information Only
Budget Adjustments presented to Executive Committee 22 September 2021:   *Budget Adjustments presented to Executive Committee 3 November 2021:*

Budget Adjustments
Early Years 1,140 Hours - Clyde Terrace, Bothwell   (£2.750m)
Total Budget Adjustments   **(£2.750m)**

Budget Adjustments
Early Years 1,140 Hours – Temporary Accommodation Bothwell   £0.180m
Early Years 1,140 Hours – External Shelters   £0.156m
Total Budget Adjustments   **£0.336m**

SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**9 November 2021**
Report by:	**Executive Director (Finance and Corporate Resources) and Executive Director (Education Resources)**

| Subject: | **Education Resources – Workforce Monitoring – July to August 2021** |

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

♦ provide employment information for July to August 2021 relating to Education Resources.

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

(1) that the following employment information for July to August 2021 relating to Education Resources be noted:-

♦ attendance statistics
♦ occupational health
♦ accident/incident statistics
♦ discipline, grievance and dignity at work cases
♦ analysis of leavers and exit interviews
♦ staffing watch as at 12 June 2021

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

4. Monitoring Statistics
4.1. **Attendance Statistics (Appendix 1)**
Information on absence statistics is analysed for the month of August 2021 for Education Resources.

The Resource absence figure for August 2021 was 2.8%, which has increased by 0.7% when compared to last month and is 1.9% lower than the Council-wide figure. Compared to August 2020, the Resource absence figure has increased by 1.0%.

Based on the absence figures at August 2021 and annual trends, the projected annual average absence for the Resource for 2021/2022 is 3.9%, compared to a Council-wide average figure of 4.8%.

For the financial year 2021/2022, the projected average days lost per employee equates to 7.9 days, compared with the overall figure for the Council of 10.8 days per employee.

The attendance information contained in this report includes absences as a result of Covid-19, and employees are being supported through this difficult time to maintain attendance levels where they can. As this report was being prepared, at 6 October 2021, the Council overall absence level was 6.26% with 1.18% 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, 175 referrals were made this period, an increase of 40 when compared with the same period last year.

4.3.   **Accident/Incident Statistics (Appendix 2)**
There were 47 accidents/incidents recorded within the Resource this period, an increase of 35 when compared to the same period last year. The new electronic reporting system is in place and enables a more timely process for reporting incidents. The improved reporting system together with the ongoing work of Education Resources to promote and embed the PPRUDB framework across all establishments provides a foundation for analysing data, building capacity and targeting interventions with a view to reducing incidents.

On further analysis of this data, 43 reports relate to physical incidents (91% of the total number reported).

4.4.   **Discipline, Grievance and Dignity at Work (Appendix 2)**
Five disciplinary hearings were held within the Resource this period, which is an increase of 4 when compared with the same period last year. No grievance hearings were raised within the Resource this period, which is a decrease of 2 when compared with the same period last year. No Dignity at Work complaints were raised within the Resource this period, which remains unchanged when compared with the same period last year.

4.5.   **Analysis of Leavers (Appendix 2)**
There were 78 leavers in the Resource this period who were eligible for an exit interview. This figure has increased by 28 when compared with the same period last year. Exit interviews were held with 23% of employees compared with 24% for the same period last year.

4.6.   When processing an employee termination, managers are asked to identify whether they intend to replace the employee who had left the Council. If they indicate that they do not intend to replace the employee, they are asked to select from four options:

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

4.7.   Appendix 2a provides a breakdown of vacant posts and whether these are being replaced or held for savings. In the period July to August 2021, 228 (177.28 FTE) employees in total left employment. Managers indicated that 225 (174.60 FTE) posts were being replaced, 1 post (1.0 FTE) is being filled on a fixed term basis, 1

post (0.68 FTE) is planned to be removed for savings and 1 post (1.0 FTE) is due to the end of a fixed term contract.

5. Staffing Watch

5.1. There has been an increase of 155 in the number of employees in post from 13 March 2021 to 12 June 2021.

6 Employee Implications

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

7. Financial Implications

7.1. All financial implications are accommodated within existing budgets.

8. Climate Change, Sustainability and Environmental Implications

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

9. Other Implications

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

10. Equality Impact Assessment and Consultation Arrangements

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

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

Paul Manning
Executive Director (Finance and Corporate Resources)

Tony McDaid
Executive Director (Education Resources)

30 September 2021

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

Previous References
♦ Education Resources

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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E-mail: Laurane.Rhind@southlanarkshire.gov.uk

Absence Trends - 2019/2020, 2020/2021 & 2021/2022
Education Resources

	APT&C 2019/2020	2020/2021	2021/2022		Teachers 2019/2020	2020/2021	2021/2022		Resource Total 2019/2020	2020/2021	2021/2022		Council Wide 2019/2020	2020/2021	2021/2022
April	3.5	3.9	4.8	April	2.9	2.9	2.5	April	3.2	3.3	3.5	April	4.0	4.4	4.3
May	4.2	2.2	5.7	May	3.2	1.4	3.2	May	3.6	1.8	4.4	May	4.4	3.1	4.9
June	3.8	1.8	4.7	June	2.7	0.9	2.6	June	3.2	1.3	3.5	June	4.4	2.7	4.7
July	2.4	1.3	3.4	July	1.2	0.5	1.1	July	1.7	0.9	2.1	July	3.4	2.3	4.0
August	2.8	2.7	3.8	August	1.3	1.2	2.0	August	2.0	1.8	2.8	August	3.7	3.1	4.7
September	4.3	4.8		September	2.5	2.7		September	3.3	3.6		September	4.5	4.2	
October	4.5	5.4		October	2.6	3.2		October	3.5	4.1		October	4.6	4.8	
November	5.8	6.6		November	3.8	4.6		November	4.7	5.5		November	5.5	5.8	
December	5.5	6.5		December	3.8	4.7		December	4.6	5.5		December	5.7	5.6	
January	5.1	4.8		January	3.4	2.7		January	4.2	3.6		January	5.3	4.8	
February	5.7	4.7		February	3.8	2.5		February	4.6	3.5		February	5.6	4.8	
March	7.1	5.6		March	4.8	2.9		March	5.8	4.1		March	6.2	4.9	
Annual Average	4.6	4.2	5.1	Annual Average	3.0	2.5	2.9	Annual Average	3.7	3.3	3.9	Annual Average	4.8	4.2	4.8
Average Apr-Aug	3.3	2.4	4.5	Average Apr-Aug	2.3	1.4	2.3	Average Apr-Aug	2.7	1.8	3.3	Average Apr-Aug	4.0	3.1	4.5

No of Employees at 31 August 2021	3309	No of Employees at 31 August 2021	4200	No of Employees at 31 August 2021	7509	No of Employees at 31 August 2021	16424

For the financial year 2021/22, the projected average days lost per employee equates to 7.9 days.

EDUCATION RESOURCES

	July - Aug 2020	July - Aug 2021
MEDICAL EXAMINATIONS	24	32
Number of Employees Attending		
EMPLOYEE COUNSELLING SERVICE	4	15
Total Number of Referrals		
PHYSIOTHERAPY SERVICE	46	64
Total Number of Referrals		
REFERRALS TO EMPLOYEE SUPPORT OFFICER	59	60
REFERRALS TO COGNITIVE BEHAVIOUR THERAPY	2	4
TOTAL	135	175

CAUSE OF ACCIDENTS/INCIDENTS	July - Aug 2020	July - Aug 2021
Specified Injuries*	0	0
Over 7 day absences	0	0
Over 3 day absences**	0	0
Minor	0	1
Near Miss	0	0
Violent Incident: Physical****	12	43
Violent Incident: Verbal*****	0	3
Total Accidents/Incidents	12	47

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

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

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

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

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

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

RECORD OF DISCIPLINARY HEARINGS	July - Aug 2020	July - Aug 2021
Total Number of Hearings	1	5
Total Number of Appeals	0	0
Appeals Pending	0	0

Time Taken to Convene Hearing Jun - Aug 2021		
0-3 Weeks	**4-6 Weeks**	**Over 6 Weeks**
2	**1**	**2**

RECORD OF GRIEVANCE HEARINGS	July - Aug 2020	July - Aug 2021
Number of Grievances	2	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	2	0

RECORD OF DIGNITY AT WORK	July - Aug 2020	July - Aug 2021
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	July - Aug 2020	July - Aug 2021
Career Advancement	1	5
Poor Relationship with Manager/Colleagues	1	1
Moving Outwith Area	1	3
Personal Reasons	0	0
Travelling Difficulties	0	1
Further Education	4	4
Childcare/caring responsibilities	2	1
Dissatisfaction With Terms and Conditions	1	0
Other	2	3
Number of Exit Interviews conducted	12	18
Total Number of Leavers Eligible for Exit Interview	50	78
Percentage of interviews conducted	24%	23%

Reason	Jul-Aug 2021		Cumulative total	
	FTE	H/C	FTE	H/C
Terminations/Leavers	177.28	228	233.63	305
Being replaced	174.61	225	227.38	297
Filling on a temporary basis	1.00	1	1.00	1
Plan to transfer this budget to another post	0.00	0	0.74	1
End of fixed term contract	1.00	1	3.00	3
Held pending service Review	0.00	0	0.84	2
Plan to remove for savings	0.68	1	0.68	1

JOINT STAFFING WATCH RETURN
EDUCATION RESOURCES

As at 12 June 2021

	MALE		FEMALE		TOTAL
	F/T	P/T	F/T	P/T	
Teachers	681	70	2308	776	3835
Other	146	86	614	2236	3082
Total Employees	827	156	2922	3012	6917

*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	0.00	0.00	4.60	3501.00	3505.6
Other	1.00	1194.02	863.18	143.43	51.64	12.60	4.00	58.63	0.00	2328.5

As at 13 March 2021

	MALE		FEMALE		TOTAL
	F/T	P/T	F/T	P/T	
Teachers	685	71	2311	778	3845
Other	141	81	563	2218	3003
Total Employees	826	152	2874	2996	6848

*Full - Time Equivalent No of Employees
Salary Bands

	Director	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Fixed SCP	Teacher	TOTAL
Teachers	0.00	0.00	0.00	0.00	0.00	1.00	0.00	4.60	3509.40	3515
Other	1.00	1080.74	824.42	138.29	49.04	12.06	4.00	58.73	4.80	2173.08

SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**9 November 2021**
Report by:	**Executive Director (Education Resources)**

Subject:	**School Holiday Dates for Session 2022/2023**

1. Purpose of Report

1.1. The purpose of the report is to:-

♦ advise on the proposed dates for school holidays in South Lanarkshire for session 2022/2023 following a consultation with stakeholders.

2. Recommendation(s)

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

(1) that the proposed dates for school holidays and in-service days in South Lanarkshire for session 2022/2023, as detailed in Appendix 1, be approved.

3. Background

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

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

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

3.3. In 2022/2023,* the Good Friday (2 April) and Easter Monday (5 April) holiday dates fall within the Spring break which takes place in the first two weeks in April.

3.4. Views were sought from a range of stakeholders on the proposed school holiday dates and in-service days for 2022/2023, including neighbouring local authorities, to try and achieve, where possible, a common pattern of school holiday dates across Lanarkshire for the benefit of parents and schools.

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

4. Consultation Outcome

4.1. The consultation with establishments, parents, Parent Councils and other stakeholders resulted in 2203 responses being made. The outcome of the consultation, is as follows:-

School Holiday Dates 2022/2023 and in-service days 2022/2023		
Total number of responses	2203	
The consultation asked do you agree with the proposed school holiday dates for:-	**Agree**	**Disagree**
Term 1 (August – Christmas)	(79%)	(21%)
Term 2 (New Year – Spring Break)	(86%)	(14%)
Term 3 (Spring Break – June)	(88%)	(12%)
The JNCC for teachers and the JCC for APT&C employees agreed with the proposed dates for 2022/2023.		

5.   Proposal

5.1.   Of the stakeholders consulted, the majority agreed with the proposed holiday dates. It is proposed, therefore, that the pattern for the school holidays and in-service days for the 2022/2023 session, as highlighted in Appendix 1, be adopted.   The arrangements set out are generally in line with neighbouring authorities.

6.   Employee Implications

6.1.   None

7.   Financial Implications

7.1.   None

8.   Climate Change, Sustainability and Environmental Implications

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

9.   Other Implications

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

10.   Equality Impact Assessment and Consultation Arrangements

10.1.   An equality impact assessment has been carried out on the recommendations contained in the report and, where issues were identified, remedial action has been taken. The assessment is that the proposals do not have any adverse impact on any part of the community covered by equalities legislation, or on community relations, and the results of the assessment will be published on the Council website.

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

Tony McDaid
Executive Director (Education Resources)

01 November 2021

Link(s) to Council Objectives/Values/Ambitions

- Raise Educational Attainment for All

Previous References
- Education Resources Committee – 27 October 2020

List of Background Papers
- Responses from Consultation Exercise

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

Proposed

School holiday Dates Session 2022/2023

Break	Holiday dates		
First Term	*Teachers In-service*	*Monday*	*15 August 2022*
	In-service day	*Tuesday*	*16 August 2022*
	Pupils return	Wednesday	17 August 2022
September Weekend	Close on Re-open	Thursday Tuesday	22 September 2022 27 September 2022
October Break	Close on Re-open	Friday Monday	14 October 2022 24 October 2022
	In-service day	*Monday*	*14 November 2022*
Christmas	Close on Re-open	Friday Monday	23 December 2022 9 January 2023
Second Term			
February break	Close on Closed on	Friday Monday and Tuesday	10 February 2023 13 February 2023 14 February 2023
	In-service day	*Wednesday*	*15 February 2023*
Spring break/Easter	Close on Re-open	Friday Monday	31 March 2023 17 April 2023
Third Term			
Local Holiday	Closed	Monday	1 May 2023
	In-service day	*Tuesday*	*2 May 2023*
Local Holiday	Close on Re-open	Thursday Tuesday	25 May 2023 30 May 2023
Summer break	Close on	Tuesday	27 June 2023
Proposed in-service days	Monday 14 August 2023 Tuesday 15 August 2023		

Notes
- Good Friday falls on Friday, 6 April 2023

- *Lanark schools will close Thursday, 8 June 2023 and Friday, 9 June 2023*

- Schools will close at 2.30pm on the last day of terms 1 and 2
  (Friday, 23 December 2023 and Friday, 31 March 2023)

- Schools will close at 1pm on the last day of term 3 Tuesday, 27 June 2023)
  *Two in-service days proposed for August 2022 to be confirmed.

SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**9 November 2021**
Report by:	**Executive Director (Education Resources)**
	Executive Director (Finance and Corporate Resources)

Subject:	**Attachment Strategy for Education Resources – Update report**

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

♦ seek approval for additional resources, for a post of Development Officer, to support the sustained and effective implementation of the Attachment Strategy and inform members of next steps to embed attachment-informed practice across the authority

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

(1) that the requirement of a post of Development Officer as detailed in section 7.0 to support sustained implementation of the Attachment Strategy and improve outcomes for children and young people, be approved.

3. Background
3.1. A Children's Services Attachment Strategy Group was established in 2015 to explore current understandings of attachment theory in the Children's Services workforce and the level of skills in 'Attachment Informed Practice'.

3.2. There was an agreement reached in 2017 by the Children's Services Attachment Strategy Group that a key action would be engagement with staff and partners on the development of an Education Attachment Strategy as a first step, with multi-agency colleagues acting as critical friends to the process.

3.3. The Education Resources Attachment Strategy supports the action in the Getting it Right for Every Child in South Lanarkshire's Children Services Plan 2021-2023, following the launch of the Attachment Strategy in 2020, to provide staff training in Attachment and Trauma based practice. Although the focus is on Education practitioners, the Strategy has been developed in consultation with partner agencies. The Strategy promotes better experiences of attachment for South Lanarkshire's children and young people.

3.4. There was a substantial update of the Attachment Strategy for Education Resources at the Education Resources Committee on 31 August 2021. This noted its centrality to supporting trauma informed practice and providing an approach that buffers the

impact of Adverse Childhood Events for the most vulnerable children and young people.

3.5. The Attachment Strategy provides a relational, preventative approach to meeting the needs of all children and young people.

4. Aims of the Attachment Strategy

4.1. The aim of this Strategy is to promote an understanding of attachment theory and support the implementation of attachment-informed practice within education services and establishments across South Lanarkshire by:-

- developing a range of information resources to be used within education establishments and services
- providing training to all education resources staff
- establishing a network of support for education resources staff, with opportunities for further training, discussion and sharing of good practice
- working with Education Resources leadership team to embed attachment-informed practice within practice

5. Implementation

5.1. The Education Resources Committee on 31 August 2021 considered and noted the roll-out plan and progress made from June 2020 to present in terms of the implementation of the attachment strategy. The Attachment Strategy was launched in June 2020 at a series of Learning Community Meetings and awareness raising events.

5.2. All facilities staff were shown a 30-minute recorded awareness training in August 2020. Part 1 of the Attachment Strategy training was delivered remotely to education resources staff at 17 Learning Community events on 16 November 2020. Part 2 was of the Attachment Strategy training was delivered remotely to education resources staff at 17 additional learning community events on 6 May 2021. Additional Part 2 Attachment Strategy training was delivered remotely on 13 and 14 August 2021 to Secondary Schools and those who were unable to attend during the course of 2020-2021. The training resources were recorded and placed on the Learn on Line platform.

5.3. An evaluation report for the Attachment Strategy Training was produced and circulated following the training. This has previously been provided as an attachment.

5.4. Attachment Strategy pledge cards were distributed to all facilities staff in August 2021.

5.5. An update on the progress of the implementation of the Attachment Strategy will be provided to staff at the Inclusion Conference on 10 September 2021.

6. Implementation – Next Steps

6.1. The Attachment Strategy Implementation group will continue to oversee and advise on next steps throughout 2021-2022.

6.2. All education establishments and services have been asked to nominate attachment leads and ambassadors within their organisations.

6.3. Attachment leads and ambassadors will be invited to locality networking events from October 2021.

6.4. An Attachment Strategy Glow tile will be developed to provide a shared platform for learning materials and communication.

6.5. It is recognised that the next stage of the Attachment Strategy implementation is crucial in terms of embedding the longer term changes that will promote the best outcomes for children and young people within the Education Resources estate.

Proposal

6.6. The proposal is to for a Development Officer role, on a secondment basis for a period of 12 months. This post will strengthen the development of nurturing approaches within the Council to ensure long term positive change for children, young people and families.

7. Employee Implications

7.1. It is recognised that there are staffing implications for implementing and co-ordinating the Attachment Strategy over this next period, in order to achieve sustained implementation.

7.2. The proposal in para 6.6 for a Development Officer, on a fixed term basis for 12 months. This post would be offered to existing Depute Head Teachers, Educational Psychologists and Principal Teachers on a secondment basis.

8. Financial Implications

8.1. The post will be funded from Education recovery funding across 2021/2022 and 2022/2023 supporting and strengthening nurture and attachment for young people during the recovery period.

9. Climate Change, Sustainability and Environmental Implications

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

10. Other Implications

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

11. Equality Impact Assessment and Consultation Arrangements

11.1. This report does not require an equality impact assessment.

11.2 Consultation and engagement with stakeholders and multi-agency partners will continue as the strategy is further implemented within educational establishments and services.

Tony McDaid
Executive Director (Education Resources)

Paul Manning
Executive Director (Finance and Corporate Resources)

21 October 2021

Link(s) to Council Values/Ambitions/Objectives

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

Previous References
- Education Resources Committee – 31 August 2021

List of Background Papers
- Children's Services Plan 2021-2023
- Evaluation of Attachment Strategy Training

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

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**9 November 2021**
Report by:	**Executive Director (Education Resources**

Subject:	**Education Recovery: Key Actions and Next Steps**

1.   Purpose of Report

1.1.   The purpose of the report is to:-

♦   provide an insight into the Scottish Government's report entitled 'Education Recovery: Key Actions and Next Steps' (the contribution of education to Scotland's COVID Recovery)'.

2.   Recommendation(s)

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

(1)   that the Scottish Government's report on Education Recovery which sets out key actions and next steps Coronavirus (COVID-19) education recovery: key actions and next steps - gov.scot (www.gov.scot) be noted.

3.   Background

3.1.   In October 2021 the Scottish Government published its report on 'Education Recovery: Key Actions and Next Steps.

3.2.   The report recognises the role played by local authorities, and partners in adapting to the global pandemic. It specifically highlighted the dedication and innovation that education professionals and those working in our schools and educational settings have shown, and continue to show on a daily basis, to support children and young people.

3.3.   Whilst working to protect children and young people from the worst impacts of Covid-19, and to support them to recover where they have been affected, whether in terms of their health and wellbeing or their attainment, there is recognition that the impacts of the pandemic cannot be addressed by the education system alone.

3.4.   The pandemic has continued to bring into sharp focus some of the inequalities that persist in the education system, as has been the case in countries all over the world. The scale and nature of the challenge is acknowledged.

3.5.   Therefore, the focus on education recovery is part of the Scottish Government's strategic approach to recovery from COVID and must be closely aligned to the wider issues which are set out in report, 'Covid Recovery Strategy for a Fairer Scotland'. This report sets out three key outcomes which are linked to the agenda for education:-

•   Financial security for low income households;

- Wellbeing of children and young people; and
- Green jobs and fair work

3.6. Further more, the Education Recovery report recognised that the pandemic is not over and what it sets out to do is to identify the actions and next steps, whilst maintaining a focus on excellence and equity for all children and young people.

3.7. The 'next steps' report highlights the plan to build on the innovation and strengths that have emerged during the pandemic, and incorporates key principles including diversity, equality and sustainability designed to address the harms caused to children, young people and families.

3.8. Schools, teachers and early years practitioners are recognised as the way ahead in knowing how to help individual children, including identifying those who need extra support with specific subjects, or with their health and wellbeing, and what type of support is required, with focus being on the individual learner.

4. Overview and Context

4.1. The Scottish Government has stated if will continue to ensure that its approach to restrictions in society and education settings is necessary and proportionate, and informed by evidence and data. It also acknowledges that a 'one-size fits all' approach will not be effective, and instead the needs of the individual learner must be at the centre of actions and consistent with Getting it Right for Every Child.

4.2. To support children and young people the Scottish Government has provided over £450m of additional funding for 2020/2021 and 2021/2022 as part of education recovery. £240m of that total being provided for the recruitment of extra staff to ensure resilience and to provide additional support for learning. It is anticipated that £145.5m is being added permanently to the local government settlement from April 2022.

4.3. The South Lanarkshire element of funding has enabled the Council to recruit as follows:-.

Temporary Staffing funding 2020/21 and 2021/22 - £240m

SLC share of £240m	£15.261m

2020/21 – 96.9 FTE Teachers and 12.5 FTE School Support Assistants
2021/22 – 198.6 FTE Teachers and 39.2 FTE School Support Assistants (includes continuation of 2020/21 recruitment numbers above).

Permanent Funding 2021/22 and 2022/23 - £145.5m

SLC share of £65.5m	£3.196m
SLC share of £80m	Tbc (estimate £4.8m)

2021/22 – 64 FTE Teachers and 34 FTE School Support Assistants
2022/23 – Tbc

4.4. The focus for Education Recovery will be a renewed focus on excellence and equity as set out in the National Improvement Framework.

4.5. The 2021 National Improvement Framework and Improvement Plan highlighted four key principles:-

- Partnership and collaboration

- Data and evidence led
- Agility and flexibility
- A priority on equity*

*The ICEA commented, "the pandemic reinforces the issue of equity as the defining agenda of our time". The pandemic has disproportionately impacted the poorest individuals, families and communities in our society.

4.6. To achieve excellence and equity in the education system at present the focus is on achieving outcomes in the following key areas:-

- Exploring early learning and childcare
- The promotion of health and wellbeing
- Supporting learning and attainment
- Achieving equity, so that every child can succeed
- Additional support for learning
- National Qualifications (senior phase awards)
- Supporting positive destinations
- Support for the workforce
- Monitoring and reporting outcomes

4.7. The actions on education recovery are nested within a wider set of important policy priorities that are being progressed in tandem and a 'whole system approach' is required. An important span of work being in 'keeping the promise' to improve the lives of care experienced children, young people and families as an example.

5. Recovery, Reform and Improvement
5.1. The OECD review includes important recommendations around the clarity and coherence of the institutions that support the education system. Professor Ken Muir appointed as independent advisor to advise on the next steps including the functions of Education Scotland and the SQA. This is expected to be completed in the early part of the new year, and a range of consultation events are being planned by the review group.

6. Next Steps
6.1. The next steps set out in the Scottish Government report focus on aspects and actions that have already been taken by the Council in respect of, for example:-

- Our new and refreshed early years estate and our commitment to deliver 1140 hours of early learning and childcare
- Embed counselling through schools
- Keeping schools low-risk; open and welcoming
- Ensuring teaching and support for learning is of a high quality and focussed on the learner

On page 21, a case study of teaching and learning through a good practice example in numeracy and mathematics involving South Lanarkshire schools and supported by CQIS is highlighted. This pilot, whilst aimed at mitigating potential learning loss as a result of the pandemic, has shown to have delivered improvement directly to individual children.

6.2. A number of other areas of focus for Education Recovery include:

- Parental engagement; learning voice and participation; additional teachers and classroom assistants; reducing teachers' class contact time (by 1.5hrs per week); the National e-learning offer; the aim to provide every child in Scotland with a device to get on-line; plus a six year mentoring programme to help young people to fulfil their potential in partnership with the Hunter Foundation; and the plans to undertake a whole system review in response to the OECD recommendations; along with changes to the qualifications ad assessment system; and continuation of personalised support.

6.3.   The Scottish Attainment Fund and Pupil Equity Fund support for schools will continue to evaluate on an annual basis as will the council's plans to utilise the additional Scottish Government funding to support the education recovery.

6.4.   A copy of the full report is available [Coronavirus (COVID-19) education recovery: key actions and next steps - gov.scot (www.gov.scot)](www.gov.scot)

7.   Employee Implications
7.1.   There are no employee implications arising from the recommendations in this report.

8.   Financial Implications
8.1.   There are no financial implications arising from the recommendations in this report.

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

10.   Other Implications
10.1.   There are no risk implications in terms of the information contained in this report.

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

11.2.   Arrangements have been made to share the 'key actions and next steps' with Heads of educational establishments, professional associations, trade unios and other stakeholders. The Professor Muir Review Group are also arranging consultation and engagement meetings with parents/carers and other stakeholders.

Tony McDaid
Executive Director (Education Resources)

20 October 2021

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

Previous References
- Education Resources Committee – 31 August (Curriculum for Excellence Review)

List of Background Papers
- [Coronavirus (COVID-19) education recovery: key actions and next steps - gov.scot (www.gov.scot)](www.gov.scot)

Contact for Further Information
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SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**9 November 2021**
Report by:	**Executive Director (Education Resources)**

Subject:	**Support for Equality and Diversity within Education Resources**

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

♦ provide an update on the breadth of activity being conducted across Education Resources in relation to support for Equality and Diversity.

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

(1) that the range of work across Education Resources in respect of Equality and Diversity be noted

3. Background
3.1. Education in South Lanarkshire is based on an inclusive ethos that ensures that all learners are treated fairly, have equality of opportunity and have a sense of belonging in their learning environment. We are committed to the wellbeing of learners, reflecting the aspirations of the Getting it right for every child policy framework, that all children and young people should be safe, healthy, achieving, nurtured, active, respected and included and that they have their views listened to and are involved in decisions that affect them.

3.2. Equality is the elimination of unlawful discrimination, harassment, victimisation and any other unlawful conduct. It is also the advancement of equality of opportunity and fostering of good relations to tackle prejudice and promote understanding. Diversity is about recognising and valuing difference, where everyone is respected for who they are.

4. Legislative and Policy context
4.1. A range of legislation and policy frameworks support the equality and diversity agenda across education contexts:

4.1.1. Equality Act 2010
The Equality Act 2010 (the Act) replaces previous separate equality legislation in Britain with a single, harmonised Act. The Act provides a framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The Act protects people from discrimination on the basis of the following protected characteristics:

♦ disability
♦ gender reassignment
♦ pregnancy and maternity
♦ race
♦ religion or belief;
♦ sex
♦ sexual orientation
♦ age*
♦ marriage and civil partnership*

*Age and marriage and civil partnership are not protected characteristics for the schools provision. However, in general, the Act applies across all the protected characteristics in a consistent way.

The Act also introduces a single Public Sector Equality Duty (the general duty). Within a school setting this means we have to give 'due regard' to the three elements of the duty in all our activities:

♦ eliminate discrimination, harassment and victimisation;
♦ advance equality of opportunity between people who share a protected characteristic and those who do not; and
♦ foster good relations between those who share a protected characteristic and those who do not

These duties are also reflected in international human rights as expressed in the United Nations Convention on Human Rights, the United Nations Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

4.1.2. <u>Children and Young People (Scotland) Act 2014</u>
The Act establishes wellbeing as the key mode of assessment for practitioners in Scottish schools. Wellbeing is based upon the wellbeing indicators set out in the UN Convention on the Rights of the Child.

4.1.3. <u>Education Scotland Act 2016</u>
The Act supports a range of improvements to Scottish education including: improving the attainment of pupils from backgrounds of deprivation, widening access to Gaelic medium education, giving children a voice in matters that affect them and extending the rights of children with additional support needs.

4.1.4. <u>Education (Additional Support for Learning) Scotland Act 2004 (as amended)</u>
The Act provides a framework for local authorities and other agencies to support all children with their learning and introduced the concept of 'additional support needs', gave parents/carers new rights and placed duties on authorities and other agencies. It also set in place the processes for resolving differences for families and authorities – mediation, dispute resolution and the introduction of the Additional Support Needs Tribunal. The Act was amended in 2009.

4.1.5. <u>Education (Disability Strategies and Pupils' Educational Records (Scotland) Act 2002</u>
The Act sets out the duties on education authorities, schools and other responsible bodies to plan for the needs of disabled pupils, to ensure access to the curriculum, physical environment of schools and school information.

4.1.6. <u>Standards in Scotland's Schools etc. Act 2000</u>
The Act sets out the rights of children to school education (including children who cannot attend school because of ill-health) and the related duties of education authorities. The Act introduced the policy of 'presumption of mainstreaming', that is, that all children will be expected to attend mainstream school unless certain circumstances apply.

The national priorities and drivers that support promotion of equality, diversity and an inclusive approach for all learners are:

4.1.7. <u>The National Improvement Framework</u>
The National Improvement Framework and Improvement Plan (NIF) was established in 2015 and set out a clear vision for Scottish Education based on delivering Excellence and Equity. It has four priorities:
♦   Improvement in attainment, particularly in literacy and numeracy
♦   Closing the attainment gap, between the most and least disadvantaged children and young people
♦   Improvement in children and young people's health and wellbeing
♦   Improvement in employability skills and sustained, positive school-leaver destinations for all young people

4.1.8. <u>Delivering Excellence and Equity in Scottish Education. A Delivery Plan for Scotland 2016</u>
The Delivery Plan outlines the steps to be taken to achieve key improvements in education, building on the work in the National Improvement Framework with a focus on raising attainment and making progress in closing the poverty related attainment gap.

Supporting translation of legislation and national policy into practice at local level are a range of policies, strategies and approaches including:

♦   The Scottish Attainment Challenge (SAC)
♦   Pupil Equity Fund (PEF)
♦   3-18 Curriculum
♦   The Early Years Framework
♦   Building the Ambition
♦   Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families
♦   Opportunities for All
♦   Developing the Young Workforce
♦   Safeguarding Duties and Child Protection Guidance
♦   Included, Engaged and Involved

5.   Specific areas of Practice in Equality and Diversity within Education Resources
5.1.   <u>Care experienced children and young people</u>
Children or young people who are care leavers are among some of the most vulnerable in our society. They have often experienced some form of abuse, neglect and trauma prior to becoming looked after. As Corporate Parents, it is our duty to uphold the rights and safeguard the wellbeing of those looked after children and young people for whom we are responsible, and to promote their physical, social, emotional and educational development.

Every school has a Designated Senior Manager (DSM) with responsibility for provision for care experienced children. Refreshed materials have been developed to support

schools in meeting the needs of care experienced children in line with the aspirations of The Promise, which details Scotland's commitments to care experienced children and young people following the outcome of the Independent Care Review. These include the Council's Corporate Parenting Strategy and Education Resources Practice Guide, an Operating Procedure for Prevention and Management of School Exclusions with dedicated guidance for care experienced pupils and specific guidance on assessment and planning to meet the educational needs of care experienced children.

Enhanced support for education recovery for care experienced pupils is being implemented through dedicated teaching support for S1-S3 pupils (initially) and the introduction of a tutor programme for S4-S6 pupils.

5.2. Safeguarding
Everyone working with children and families is required to understand the important role that they play in remaining vigilant and providing robust support for the protection of children and young people. Every school and education establishment has a named Child Protection Co-ordinator who undertakes specific and regular training in the areas of child protection and safeguarding. Regular training ensures that staff apply their skills and knowledge collectively and effectively to promote, support and safeguard the wellbeing of all children, including those who are most vulnerable.

Detailed Education Resources Operating Procedures supported by a suite of staff resources and training materials, provide clear guidance in relation to roles and responsibilities in respect of monitoring, reporting and recording concerns, supporting children and young people and working co-operatively with partner agencies.

Multi-agency training of staff in Child Exploitation Online Protection (CEOP) has continued to be delivered online to staff groups across Police Scotland, the NHS, Social Work and Education Resources and Foster Carers. To date over 6000 people in South Lanarkshire including children, young people, parents/carers and professionals have accessed CEOP presentations.

A range of supporting literature has been issued to staff that is used to advise and support children and young people to keep themselves safe online. In addition, multi-agency Cyber Security training is being delivered online which enables staff to keep their devices and data safe and in turn enables them to advise children and young people appropriately.

A multi-agency Child Sexual Exploitation and Online Safety subgroup of the South Lanarkshire Child Protection Committee has been established to progress supports for children and young people.

5.3. Tackling Poverty
Education Resources plays an integral role in meeting the ambitions and drivers of the South Lanarkshire Child Poverty Action Plan. The Equity Team within Education Resources delivers training for schools on various aspects of 'equity', provide bespoke advice to individual schools who request it and scrutinise attainment and achievement data to ensure that the children and young people who should be benefitting from additional resources are accessing that additionality.

Twenty South Lanarkshire schools are supported by funding from the Scottish Attainment Challenge (SAC). Since its inception, these schools have benefitted from £10,094,935 of funding between them. Schools focus the additional SAC funding in

the areas of literacy, numeracy and health and wellbeing for a defined group of pupils whose attainment is closely monitored.

For session 2021/2022, schools have been allocated £9.9 million in Pupil Equity Funding (PEF) and are being encouraged to move away from universal to more targeted approaches to ensure that the needs of identified children and young people are met.

Cost of the School Day became a major focus for schools throughout 2019. Using the work of the Child Poverty Action Group, training materials and resources were adapted and developed to help schools better understand how they could reduce and, hopefully, remove, costs in their schools. Schools were encouraged to undertake audits of school costs and consult staff, pupils and parents on how best to reduce these. A Cost of the School Day Conference was held in January 2020 for all SLC schools. All schools produced a Cost of the School Day Position Statement in school session 2019/2020 which was made available to families. As a direct result of this work, schools started to think much more seriously about what they charged their pupils for and started innovative ways to help families in financial difficulties. Most schools, for example, have high quality second-hand uniforms available for anyone who needs them, and most schools started having 'swap shops' for Hallowe'en Costumes and Christmas Jumpers.

Costs associated with curricular activity have been removed for all pupils and digital inclusion continues to be addressed through the Scottish Government IT device scheme.

The first SLC Winter Clothing Campaign resulted in over 1000 new or nearly new winter jackets donated over the three-week donation period 21 December 2021 to 10 January 2021 and around 50% of schools and nurseries received jackets, which they have distributed to children and young people.

The work of the Youth Family and Community Learning Service in tackling poverty and deprivation has been subject to national reporting of good practice, particularly during the COVID lockdown period. Areas of work include:-

♦   reducing Food Poverty and insecurity;
♦   summer holiday provision;
♦   Pathfinders Initiative;
♦   outreach provision;
♦   Connecting Scotland; and
♦   national recognition

The Youth Employability Service (YES) has a clear focus to improve the lives of young people in poverty by supporting progression to sustained positive destinations, an area of focus for the National Improvement Framework. The team works closely with schools and partners including Skills Development Scotland to ensure that young people who are most at risk of post-school unemployment are tracked, monitored and offered appropriate support. A key target for the service is to close the gap in destinations between young people in the most deprived communities and their peers. In Quarter 1 of 2021, 85% of young people residing in data zones in the most deprived 20%, after leaving the Aspire programme, progressed to a positive destination compared to 84% overall.

5.4.   Mental Health
Mental Health is conceived as a continuum from shorter term issues to serious longer term mental health difficulties which can impact on an individual reaching their potential. It is acknowledged that difficulties can arise from a wide variety of reasons within the daily experiences of young people. The Getting it right for every child approach promotes an integrated, commonly understood approach to understanding and developing children's wellbeing. Working with the underpinning values and principles of GIRFEC involves observing and recording concerns related to the wellbeing indicators, completing an assessment by gathering information and planning actions and reviews with the key people involved, including the young person and their family.

Where a child or young person presents with a mental health and wellbeing concern, an appropriate support from family, local community or pupil support services from within the universal service of education should always be considered as the first option. Schools play an important role in providing the least intrusive, most inclusive support at an early stage and the staged intervention process that follows may include planning and intervention from the school's Joint Assessment Team, educational psychology service or other school based mental health support services such as school based counselling. Following assessment, should more intensive or specialist supports be required, in line with the staged intervention approach, schools may request assistance from agencies outwith education such as social work or mental health practitioners within health settings. Emergency services will always be contacted where there is a need for urgent and immediate intervention.

An update on progress of the Counselling through Schools programme was presented at the previous Education Resources Committee on 31 August 2021 [Document.ashx (cmis.uk.com)](cmis.uk.com)

Further examples of supports accessed by schools to support mental health and wellbeing include:

♦   'The Blues Programme' is being delivered by Action for Children across a number of secondary schools. This is an evidence based early intervention and depression prevention programme for secondary pupils. By meeting the emotional wellbeing needs of pupils at an earlier stage, as soon as issues emerge, the Blues Programme can complement existing wellbeing initiatives already in place within each school while adding value to maximise the impact of new investment in school counselling services.

♦   Togetherall is a digital mental health and wellbeing resource, commissioned by Education Resources, for 16-19 years olds in South Lanarkshire, providing a safe, on-line moderated community offering peer to peer support and self-help for a range of wellbeing related issues.

♦   Lifelines Lanarkshire, multiagency guidance for working with children and young people at risk of self-harm and suicide was launched in May 2021 and is supported by a defined training programme to support implementation across all schools.

5.5.   Severe and Profound Additional Support Needs
All pupils, including those with severe and profound additional support needs, have the right to access appropriate assessment and relevant and personalised learning experiences within the context of Curriculum for Excellence. *The South Lanarkshire*

Framework for Supporting Pupils with Severe and Profound Learning Needs (the Framework) [Framework for Supporting Pupils with Severe and Profound Learning Needs Education and learning - South Lanarkshire Council](#) supports teachers and other school staff to deliver an elaborated, meaningful and enjoyable curriculum to this group of learners.

Pupils with severe and profound additional support needs have difficulty generalising skills to new contexts, often plateau in their learning or show regression as a result of illness. The skills that need to be taught within a school environment may already have been achieved by the majority of typically developing children within the first two years of life. Some children may achieve competency in certain areas of learning but continue to have difficulty carrying out self-care skills or communicating their needs.

Pupils are mostly non-verbal and may sometimes use eye pointing, vocalisations and gestures to communicate. They require high levels of support with all aspects of daily life such as intimate care, feeding and dressing. They will have additional sensory and physical disabilities and multiple, complex and ongoing health needs.

An understanding of these atypical development patterns ensures that emphasis is placed upon conducting appropriate assessment and providing relevant and personalised learning experiences, all within the context of Curriculum for Excellence.

The Framework provides guidance to teachers and school staff on the following:

♦ Definitions of severe and profound learning needs
♦ the Curriculum for Excellence for pupils with severe and profound learning needs
♦ Assessment, target setting and monitoring
♦ Teaching and learning approaches
♦ Health and wellbeing and addressing challenging behaviours
♦ References and links to useful resources
♦ Appendices (including, Carrying out an observation, Paths to Progress, Forms of engagement and indicators of observable behaviour, Sequence for introducing objects of reference and visuals, Carrying out an assessment of behaviour, Possible banks of targets linked to Curriculum for Excellence)

A recently introduced IT based tracking and monitoring system specific to ASN individual children's milestones and the breaking down of the Curriculum for Excellence experiences and outcomes at every level, allows an equitable approach to tracking and monitoring of achievement and attainment for children and young people with severe and profound additional support needs and complements the guidance detailed in the Framework. This approach is currently being implemented across all ASN settings.

The system enables evidence of work completed by children and young people to be stored in a range of media- hard copies, photographs, videos etc. enabling detailed reports with supporting evidence to be generated for parents/carers and other relevant stakeholders such as members of the multidisciplinary team.

5.6. Accessibility
Establishments must be aware of the importance of ensuring equality of access to all areas of school life for all learners. In the Equality Act 2010, there are three elements to the duty of reasonable adjustments that relate to:

- provisions, criteria and practice, for example, providing a dyslexic pupil with a note of homework instead of requiring them to write it down
- auxiliary aids and services, for example, providing special computer software or support from a school support assistant
- making changes to the physical environment, for example, repositioning furniture and other layout changes within classrooms or physical adaptations to the school/establishment building

Physical adaptations are routinely made within the general areas of all schools to meet the needs of learners, including provision of ramps and handrails, accessible toilets, showers and changing rooms, audio loops, sensory areas, hoists, tracking and specialist equipment to assist movement for physically disabled learners, nurture areas and pupil support bases.

Pupils may require specialist equipment in order to access the curriculum and/or to promote physical wellbeing, for example, wheelchairs, standing frames, supported seating etc..

The term AAC, Alternative and Augmentative Communication Aids, is used to describe the different methods that can be used to help people with disabilities communicate. In certain circumstances, AAC Aids may be required following a detailed assessment of need. All ASN provisions have been provided with AAC resources and supporting guidance developed in partnership with Speech and Language therapists and experts in alternative communication approaches (CALL Scotland). These resources are vital in giving children and young people a voice and enabling them to participate in learning experiences and in decisions that affect them.

In addition, establishments make use of a wide range of ICT equipment which promotes access to the curriculum including:

- Mobile touch technology
- Screen magnification
- Text to Speech Software
- Eye Gaze systems
- Chrome books
- I pads and relevant Apps

Picture Communication Symbols and Makaton are widely used to enhance expression and understanding.

Specialist provision for children and young people with hearing and visual impairments is in place. Hamilton School for the Deaf is co-located with Glenlee Primary School, a Hearing Impairment unit for secondary aged pupils is included within Calderside Academy, a Visual Impairment unit is included within Uddingston Grammar School and provision for young people with social, emotional and behavioral needs is located at KEAR Campus, Blantyre.

5.7. Dyslexia
Children and young people with significant literacy difficulties, including children and young people with dyslexia, can struggle with learning, can become disengaged and de-motivated, and they can underachieve markedly both at school and afterwards. This can have wide reaching negative implications for their future. South Lanarkshire Council has clear values, aims and developing practices that closely reflect the current closing the gap and raising attainment policies of the Scottish Government which aim

to improve outcomes for vulnerable learners. It is noteworthy that the major influence on poor reading and spelling appear to be poverty, which involves a complex set of interactions at different levels. Education Resources' staged intervention process emphasises the need to identify as early as possible pupils with weak literacy skills, and aims to support and improve their skills, using evidence-based approaches and resources. The Literacy Strategy Implementation Group has developed Literacy Pathways Support materials which support all schools in identifying and appropriately supporting young people with weaker literacy skills and dyslexia.

The Literacy Pathways Support materials support the Framework for Addressing Weak Literacy Skills and Dyslexia and include:

♦ Weak Literacy Skills and Dyslexia Process Chart
♦ Parents Information leaflet
♦ Young Person's Information leaflet/animation
♦ Professional Guidance on Dyslexia Identification
♦ Literacy Consultation Profiling and Planning template
♦ Literacy Assessment Document
♦ Dyslexia Consultation Meeting Record template

All Extended Community Teams (Specialist Support Teachers) have received training on these new materials and on the literacy support pathway.

The materials were recently launched at the Inclusion Conference on 10 September 2021 and will be rolled out to Head Teachers, ASN Coordinators and Literacy Coordinators via the networks for these groups.

5.8. Promoting race equality and anti-racist education
All learners have a right to learn in an equitable environment where all cultures, identities and languages are recognised and valued and where the curriculum responds to the diverse needs of individual learners, reflecting the uniqueness of their communities.

Effective race equality and anti-racist education has the following features:

- Learners are empowered to develop an understanding of their own values, beliefs and cultures and those of others
- Anti-racist education helps children to understand and realise their own rights and the rights of others with the school, the community and at global levels
- Anti-racist education helps learners to understand the harmful consequences of racism and encourages them to actively challenge it wherever it occurs
- It helps to ensure that the learning environment is an inclusive one, without racial inequality or racism
- It nurtures a historical literacy in learners which helps them to understand all of Scotland's history and the diversity of Scottish society in the past. It helps learners understand how Scotland's colonial past plays a role in their current everyday lives, acknowledging the successes and impact of Minority Ethnic historical figures, in relation to Scottish and global history
- Race equality education provides a vehicle for all educators to demonstrate their professional values.

In the early years, careful consideration is given to resources including dolls and figures, dressing up clothes and other role play equipment, cooking activities, picture books, rhymes and songs and wall displays, in working to normalise diversity.

Normalising diversity within the curriculum gives every learner the important message of being valued and belonging.

As children and young people develop, they see diversity embedded across the curriculum in for example, worked examples in mathematics, literacy and in interdisciplinary learning.

Specific curriculum inserts supported by contemporary resources and education packs serve to reinforce race equality and anti-racist education and schools work with partners including Police Scotland and Show Racism the Red Card to deliver focussed activities, such as assemblies and PSHE lessons focussing issues such as hate crime, Black Lives Matter and Black History month.

Social media is used by schools to convey and reinforce important race equality and anti-racist information.

Minority ethnic pupils are supported by approaches in schools to prevent and respond to prejudice-based bullying and racist behaviour or incidents. All staff have a responsibility for all children and young people's health and wellbeing. Any reported incident of racist bullying or racism should be acted upon immediately. All schools have an anti-bullying policy which reflects the national guidance, 'Respect for All: The National Approach to Anti-bullying for Scotland's Children and Young People'. The guidance provides the overarching framework for all adults working with children and young people to address all types of bullying including prejudice-based bullying.

Since August 2019, there has been a refreshed, national approach to recording and monitoring incidents of bullying in schools which emphasises the importance, not only of recording, but ensuring appropriate action in response to incidents. National guidance on addressing inclusion and effectively challenging racism in schools provides information and guidance for school staff on addressing racist bullying and incidents in Scottish schools and complements 'Respect for All'. It also makes clear that it is important to maintain a way of addressing and recording racist incidents that take place that are not part of racist bullying. This is achieved in South Lanarkshire Council, via recording such incidents in the Education management information system, SEEMIS.

It is important to note that many of the professional values described in the professional standards for teachers, community learning and development and early years and childcare practitioners are directly relevant to race equality and anti-racist education.

A range of guidance and resources to support this area of work is available to schools including 'Promoting and developing race equality and anti-racist education – an overview' (Education Scotland), which is supported by a website and supplementary information.

5.9. English as an Additional Language (EAL)
Pupils who function in more than one language in their daily lives are known as bilingual pupils and may from time to time need additional support with English to access the curriculum. As with all pupils, this will vary for individuals depending on their command of and length of exposure to English.

The EAL service is based in the Extended Teams and connect with the child and family from the point of enrolment in a school and subsequently undertake a range of activity

to support children and families including supporting translation activity, direct teaching, remote communication, providing a helpline to respond to enquiries from families and schools, provision of home education packs, transition information packs and induction packs for new families. The recent development of phonic QR codes for P1 teachers and parents in different languages as a home school link, has been very well received.

The EAL Service provides staff development for educational establishments, advising class teachers and other agencies on strategies for support and monitoring progress of pupils.

5.10. <u>Autistic Spectrum Disorder (ASD)</u>
All children and young people with ASD are entitled to access all broad and general learning opportunities provided by Curriculum for Excellence. Pupils with ASD have differences in the areas of social interaction, social communication and in their thinking style, commonly known as the 'triad of impairment'. An understanding of these differences ensures that emphasis is placed upon providing appropriate supports, reliable assessment and relevant and personalised learning experiences within the context of Curriculum for Excellence.

The South Lanarkshire Framework for the Education of Pupils who have an Autism Spectrum Disorder [South Lanarkshire Framework for the education of children with autism spectrum disorder Children and families - South Lanarkshire Council](#) provides guidance based on relevant literature and research on the learning and teaching of pupils with ASD.

Partnership working between families and professionals underpins the framework and our practice. Information is provided on the following areas:

♦ Legislative and policy context; Good practice guidelines
♦ Definition of ASD and the triad of impairments
♦ Principles of the curriculum
♦ How autism affects learning and behaviour in the classroom
♦ Learning and Teaching approaches
♦ Assessment process
♦ Assessing and addressing challenging behaviour
♦ Provision of Education
♦ Early Intervention

Training and support in the ASD consultation tool is provided via the Educational Psychology Service and regular training events are made available in establishments and learning communities. Ongoing coaching and mentoring is a key aspect of this work and a suite of resources are available online to support the training.

A number of schools have Autism Ambassadors and deliver specific Autism awareness raising events for pupils and staff. Almost 3000 school staff have been trained in the South Lanarkshire ASD consultation approach which has positively impacted upon staff confidence and practice around the education of children and young people with autistic spectrum disorder in schools.

In addition, National Autistic Society (NAS) Autism courses for families and multi-agency staff are delivered across all localities. The Teen Life programme is available across all secondary schools and bases. The Educational Psychology Service has

developed the programme – 'My Amazing Brain' and training and resources for staff and young people are currently being rolled out across schools.

In May 2021 the Inclusive Education Service launched guidance to support children and young people with Extreme Demand Avoidance (EDA), a recognised profile of autism, in our schools.

5.11. Anti-Bullying
All schools in South Lanarkshire foster the values and principles of the authority wide guidance, *Promoting Positive Relationships and Understanding Distressed Behaviour* which places relationships at the heart of everything we do. Nurturing and developing positive relationships and an understanding that distressed behaviour is communication of a need, is fundamental to the promotion of positive relationships and in turn, the reduction of incidents of bullying behaviour. When young people display signs of distress, attempts are made to deal with them empathetically and with understanding whilst promoting the principles of social justice.

The Treat Me Well Anti-Bullying Treat Me Well (anti-bullying guidelines) Education and learning - South Lanarkshire Council guidance produced by South Lanarkshire Council Education Resources in conjunction with *Respect Me*, Scotland's national anti-bullying service is operating within schools across the authority and is firmly embedded in children's rights. Staff training delivered by the Respect Me team assists them in better understanding and dealing with bullying incidents.

The Guidance highlights that pupils will achieve best when learning in a safe and nurturing environment where there is a clear, promoting positive relationship strategy in place. 'Treat Me Well' has five key components which form the basis of the policy:

♦   A clear, working definition of bullying in line with the national approach
♦   Promotion of a positive ethos and culture of respect
♦   Positive strategies and structures to support pupils
♦   A clear procedure for the management of incidents of bullying
♦   Guidance for recording, monitoring, evaluating and reporting

A comprehensive review / refresh of secondary schools' anti-bullying policies has recently been conducted in partnership with *Respect Me.* This will be further supported by the use of the Policy through to Practice tool produced by Respect Me which will assist schools in their ongoing reflection on their work in relation to anti-bullying and includes cyber and prejudice-based bullying.

Schools are directed to sources of specialist information and guidance to support their work in a range of areas and have a range of initiatives in place including Anti-Bullying ambassadors, focussed assemblies and PSHE focussed topics on mental health and bullying. Anti -Bullying Ambassadors in schools are trained and help to educate their peers about bullying and lead anti-bullying campaigns. They also promote a culture that celebrates difference and helps to keep their peers safe and promote positive relationships.

5.12. Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) Equality
South Lanarkshire Education Resources has embraced its duties under the Equality Act 2010 and in so doing schools have made considerable progress in embedding approaches to tackling prejudice towards LGBTI young people in both the Primary and Secondary sectors. This has involved staff training, development/refresh of school policy documents and a range of approaches in relation to the school environment.

We strive to develop an inclusive ethos in schools and are building confidence and capacity in staff to provide appropriate, sensitive and relevant support and guidance by listening to the voices of our young people and working in partnership with a range of specialist organisations.

At national level, from September 2021, the LGBT Inclusive Education Implementation Group will progress the recommendations of the LGBTI Inclusive Education Working Group. The Implementation Group's membership includes teaching unions, LGBT groups, parent groups and the Scottish Youth Parliament. The Implementation Group is jointly chaired by COSLA and Scottish Government officials and aims to deliver the Working Group's recommendations in full.

Scotland will be advancing LGBT Inclusive Education in all schools through a phased implementation approach. Phase 1 of implementation of the recommendations will include:

- A basic awareness raising e-learning course on LGBT inclusive education for practitioners;
- A toolkit of LGBT inclusive education teaching resources
- A centralised website (www.lgbteducation.scot) where resources, training and other relevant information will be hosted and available to all school staff and the wider public, including parents and carers and young people.

The National Parent Forum of Scotland have produced an information leaflet for parents and carers giving an overview of the content and rationale underpinning LGBT inclusive education. LGBT Inclusive Education: Information for Parents and Carers – National Parent Forum of Scotland (npfs.org.uk)

During November 2021, Education Scotland will host a series of webinars designed to support all staff with the implementation of LGBT inclusive education. Time for Inclusive Education (TIE) will highlight strategies and practical approaches for curriculum development and showcase resources and school practitioners will share examples of good practice.

A range of policies, guidance and resources to support establishments to develop their own policies and practices to provide a safe, inclusive environment for all learners can be found on the National Improvement Hub website.

Training from specialise external agencies to support development in this area can be accessed from LGBT Youth Scotland, Stonewall and RespectMe.

A number of schools have signed up to the TIE campaign and/or the LGBT Youth Scotland Charter. There are also LGBTI Ambassadors, LGBTI clubs, identified safe spaces and LGBTI information boards in place within schools.

Lesmahagow High has introduced the Equally Safe at School programme. This is a whole school approach to preventing Gender Based Violence and promoting equality which links directly with their LGBTI work. These approaches complement each other in promoting tolerance and acceptance.

Duncanrig Secondary school is participating in the Scottish Government's LGBTI Implementation Group which includes a member of staff from the school and two pupils.

5.13 <u>Gypsy/Traveller Education</u>

Many children and young people are mobile and experience interruptions to their learning. All have an entitlement to 'school education' and 'additional support' should it be required. The experience in South Lanarkshire Council is that many Gypsy/Traveller families are content for their children to attend primary school but choose not to register them in a secondary school. The Gypsy Traveller Education Group (GTEG) runs 3 days a week, from a Youth Family and Community Learning Centre, catering for the needs of S1 to S6 pupils engaging in GTEG. For the past two years they have also offered 'pop-up' venues for young people of secondary school age from Gypsy/Travelling communities. These are held at Rutherglen, East Kilbride and Larkhall Academy. The Group aims to encourage young people from the Gypsy/Traveller community to continue to engage in meaningful educational opportunities at secondary age level. Parents are involved and engaged initially in their child's learning through home visits. Help with homework is provided for parents where required through non-judgemental, easy to understand approaches.

GTEG offers individualised learning programmes across both the Broad General Education and Senior Phase. The programme provides a curriculum offer in literacy, numeracy, health and wellbeing and employability. Young people have access to qualifications to develop their skills for learning, further education, life and work.

Work is ongoing to build upon the existing offer and enable young people to access more qualifications through a wider range of Scottish Qualification Awards. The curriculum offer has been developed and implemented in line with Curriculum for Excellence to suit individual learners needs whilst respecting culture and traditions of the young people and their families.

Verbal reports on their child's learning and progress are given to parents twice each term. There are ongoing two-way communications throughout the year between parents and practitioners about their child's learning and other related matters. Contact is also made with other professionals where necessary to ensure easy access and transition to further support.

Advice and support is provided to practitioners across all sectors who support children and young people from a Gypsy/Travelling community who have opted to remain in their own school/setting.

During academic year 2020-2021, 32 young people engaged in the project.

Senior pupils in the Gypsy Traveller Education Group have achieved qualifications in English, Maths Life Skills, Numeracy, Maths, History, PE and Media, at National 3 and 4 levels, Leadership, Construction and Beauty at National 5. A group of S1/2 pupils achieved the John Muir Award.

6. Employee Implications
6.1. There are no employee implications.

7. Financial Implications
7.1. There are no financial implications.

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

9.   Other Implications

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

10.   Equality Impact Assessment and Consultation Arrangements

10.1. Not applicable

Tony McDaid
Executive Director (Education Resources)

14 October 2021

Link(s) to Council Values/Ambitions/Objectives
- Ensure inclusion & equality are at the heart of what we do
- Raise standards in literacy, numeracy and close the poverty-related attainment gap

Previous References
None

List of Background Papers
- National Improvement Framework

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:-
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Ext: 4452   (Tel: 01698 454452)
E-mail: anne.donaldson@southlanarkshire.gov.uk

SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**9 November 2021**
Report by:	**Executive Director (Education Resources)**

Subject:	**Professional Learning - School Leadership**

1. Purpose of Report

1.1. The purpose of the report is to:-

♦ Provide an update on school leadership development during session 2020/2021 and to advise on the next steps to meet the drivers in the National Improvement Framework.

2. Recommendation(s)

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

(1) that the work being undertaken to implement legislation around the new Standard for Headship, be noted;

(2) that the work being undertaken to provide and signpost professional learning opportunities for leaders at all levels, be noted; and

(3) that the planned progress relating to the supporting Leadership and Professional, Review and Development (PRD) and Professional Update (PU) taking place in all schools in line with the newly produced GTCS Standards be noted.

3. Background

3.1. Effective leadership has been and will continue to be fundamental to education recovery. Professional learning is a cornerstone of our aim to deliver high quality learning and teaching designed to meet the needs of individual learners.

3.2. A key priority for Education Resources is to support colleagues on their leadership journey and to work in partnership with Education Scotland and the West Partnership on this to develop a comprehensive range of professional learning programmes. These programmes are currently being delivered remotely. Professional learning online has proven to be successful and to allow for better collaboration and the sharing of good practice.

4. Leadership Programmes - SLC

4.1. Into Headship programme run in conjunction with Education Scotland. This professional programme is designed for aspiring school leaders to enable them to attain the Standard for Headship. The CQIS continues to support staff in participating in professional development and learning programmes.

4.2. Recruitment to the Into Headship programme is coordinated and recruited through local authorities.

4.3. For the duration of the programme, candidates are allocated a Head Teacher mentor who provides support and guidance and shares professional experiences.

4.4. Upon completion of the programme, assignments assessed by Strathclyde University, go through a professional verification process by SLC colleagues.

- ♦ SLC's current position re Into Headship (with current SLC data):
  - ♦ 47 colleagues have completed Into Headship
  - ♦ 15 of the 47 are secondary depute head teachers
  - ♦ 1 Acting HT ASN
  - ♦ 17 of the 47 are primary colleagues who were already or are now substantive head teachers
  - ♦ Currently 12 colleagues are on the Into Headship 2021 programme

4.5. Other programmes run in conjunction with Education Scotland (with current SLC involvement) include

- ♦ Into Headship
  - ♦ 1 secondary colleague completed
  - ♦ 1 secondary colleague embarking

- ♦ Towards Headship
  - ♦ 4 secondary colleagues completed, 1 SMPS completed
  - ♦ 2 primary colleagues and 1 secondary colleague embarking

- ♦ Excellence in Headship
  - ♦ 1 secondary HT, 1 primary HT on new stretch programme
  - ♦ Jan 2021 intake – 2 primary HTs, 1 ASN HT
  - ♦ April 2021 intake – 2 secondary HTs, 7 primary HTs

4.6. *West Partnership Offer*
West Partnership is the collaboration of eight local authorities, including South Lanarkshire, who created a shared vision to promote equity, excellence and empowerment across the partnership.

4.7. There are eight 'workstreams' within the West Partnership. Each of the workstreams have a clear link to the West Partnership vision, identifying how, through their actions, they will contribute to achieving Equity, Excellence and Empowerment. The Leadership workstream, attended by a South Lanarkshire Council Officer, offers programmes such as:

- ♦ Thinking about Headship,
- ♦ Executive Coaching,
- ♦ Hexagon Coaching and
- ♦ Learning Sets.

South Lanarkshire Education Resources have representation on all programmes.

4.8. South Lanarkshire Council – Head Teacher Induction Programme

An ongoing programme of professional learning for new and substantive Head Teachers is offered by Education Resources officers. There are currently 16 staff enrolled. Programme detailed in Appendix 1.

4.9. This year there has also been the opportunity to establish a Leadership programme working in partnership with the Diocese to support Catholic Leadership. The roll out of these opportunities are currently still under discussion.

5. Changes to legislation for Head Teacher Recruitment

5.1. A Working Group on Head Teacher recruitment was established in 2016 to take forward actions in response to the Association of Directors of Education in Scotland (ADES)'s report on the recruitment of headteachers in Scotland.

5.2. The Group, chaired jointly by the Convention of Scottish Local Authorities (COSLA) and Scottish Government, brought together partners from across the education sector. Decisions were made regarding the recruitment and retention of Head Teachers including career pathways and preparation for Headship.

5.3. Into Headship is now accepted and recognised as the key step on the educational pathway to becoming a headteacher. The position of Into Headship is further underpinned by the Scottish Government's decision to make it a legislative requirement for new headteachers to hold the Standard for Headship (acquired via the Into Headship programme) from 2020.

6. New GTCS Standards 2021

6.1. GTC Scotland maintains a suite of Professional Standards for Teachers which are underpinned by the themes of Learning for Sustainability, Professional Values and Leadership.

6.2. The Professional Standards for Scotland's Teachers describe teacher professionalism in Scotland. Refreshed and restructured Professional Standards were enacted on 2 August 2021.

6.3. Professional Learning on the new GTC Standards was delivered via online sessions in May 2021. This provided information and updates to Head Teachers and CPD Co-ordinators for dissemination to all staff in preparation for August 2021.

7. Masters Level Programmes

7.1. This academic session we are currently funding 23 teachers from Primary and Secondary sectors across the Authority to undertake Masters Level learning. Funding was sought by aspiring leaders along with existing senior leaders continuing their CLPL journey.

8. Newly Qualified Teacher CLPL

8.1. There is an extensive CLPL programme for Newly Qualified Teachers. Last year, due to COVID related restrictions this continues to be carried out online. The programme is constantly reviewed and new current national/local priorities sessions are added. Further details on the CLPL are detailed in Appendix 2.

8.2. The CLPL offer was extended this session to include Early Years who were teachers who were re-deployed to the Primary sector as part of a targeted professional learning support package.

9. Professional Update/Professional Review and Development

9.1. The GTC Revalidation Panel Meetings took place during February and March 2020. South Lanarkshire Council Officers shared the programme to date offered to education colleagues at this panel. Evidence was triangulated through positive discussions with focus groups.

9.2. Key strengths and effective practice was highlighted by the GTCS

9.3. Recommendations were also made, all of which are currently being progressed.

9.4. Due to Covid-19, the process of implementing recommendations was suspended, but the plans are now scheduled to be presented at the next JNCC in December. Once approved at the JNCC the new guidelines will be launched to schools and coaching offered to provide consistency and coherence.

9.5. Appendix 3 details the new guidance and supporting documentation.

10. Next Steps

10.1. Education Resources will continue to support education professionals to make a difference in the classroom, school, wider community through access to a wide range of professional learning and leadership opportunities. Our focus will continue to be on promoting and Support Leadership during session 2021/2022. Working in partnership with Education Scotland and through the West Partnership the aim is to support our workforce across early years, primary and secondary setting to training and development opportunities that are designed to improve outcomes for all learners.

11. Employee Implications

11.1. None

12. Financial Implications

12.1. Financial implications are provided by Scottish Government.

13. Climate Change, Sustainability and Environmental Implications

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

14. Other Implications

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

15. Equality Impact Assessment and Consultation Arrangements

15.1. This report does not present a new strategy, policy or plan and is therefore not subject to equality impact assessment.

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

Tony McDaid
Executive Director (Education Resources)

19 October 2021

Link(s) to Council Objectives/Values/Ambitions

- Improve achievement, raise educational attainment and support lifelong learning

Previous References

None

List of Background Papers

None

Contact for Further Information

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

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

APPENDIX 1-Head Teacher Induction Twilights

2021-22

Twilights carried out on Microsoft Teams

Date	Content	Presenter
Tuesday 26th October 4:15-5:45pm	Introduction and presentation from new HT	Lynda Hogg
Tuesday 16th November 4:15-5:45pm	Policy, Practice, Politics, handling the media, legal issues	Des Dickson
Tuesday 30th November 4:15-5:45pm	Key operating procedures, staffing, cover, maximising attendance, discipline, and grievance	Lynne Allan
Tuesday 18th January 4:15-5:45pm	Managing school budget, DMR procedures, school fund arrangements	Fraser Whyte/Linda Leggate
Tuesday 22nd February 4:15-5:45pm	Child Protection and Wellbeing, using online wellbeing application	Debra Lindsay
Tuesday 22nd March 4:15-5:45pm	Seemis	Kathleen McCormick
Tuesday 26th April 4:15-5:45pm	Parental Engagement	Margaret Tracey Fiona Gibney
Tuesday 10th May 4:15-5:45pm	Equity	Laura Mitchell

APPENDIX 2 - South Lanarkshire Council
Newly Qualified Teacher Professional Learning Programme 2021 -22 Proposed Dates

All courses will begin at 1:30 and finish between 3:30-4:00 and will be carried out on Microsoft Teams.
If you are unable to attend a specific date you must arrange to attend the same course on the alternative date.

DATE	AREA OF FOCUS	PRESENTER	VENUE
Monday 23 August 2021	Social, emotional & behavioural needs	Neil Govan – Kear Campus	Microsoft Teams
Thursday 26 August 2021	Social, emotional & behavioural needs	Neil Govan – Kear Campus	Microsoft Teams
Monday 30 August 2021	Attachment - Informed practice	Heather Kyle and Cath Jennings	Microsoft Teams
Thursday 2 September 2021	Attachment - Informed practice	Kerrie Brown and Kirsten Allen	Microsoft Teams
Monday 6 September 2021	Autism Awareness **LoL**	Rick Walsh	Microsoft Teams
Thursday 9 September 2021	Autism Awareness **LoL**	Rick Walsh	Microsoft Teams
Monday 13 September 2021	Autism Awareness **LoL**	Rick Walsh	Microsoft Teams
Thursday 16 September 2021	Autism Awareness **LoL**	Rick Walsh	Microsoft Teams
Monday 20 September 2021	Autism Awareness	Rick Walsh	Microsoft Teams
Thursday 23 September 2021	Autism Awareness	Rick Walsh	Microsoft Teams
Monday 4 October 2021	Literacy across the curriculum **SECONDARY ONLY**	Michael Wilkie	Microsoft Teams
Thursday 7 October 2021	Literacy across the curriculum **SECONDARY ONLY**	Michael Wilkie	Microsoft Teams
Monday 18 October 2021	Teaching, Learning & Assessment **PRIMARY**	Craig Connon	Microsoft Teams
	Teaching, Learning & Assessment **SECONDARY**		
Thursday 21 October 2021	Autism follow up	Rick Walsh	Microsoft Teams

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APPENDIX 2 - South Lanarkshire Council
Newly Qualified Teacher Professional Learning Programme 2021 -22 Proposed Dates

All courses will begin at 1:30 and finish between 3:30-4:00 and will be carried out on Microsoft Teams.
If you are unable to attend a specific date you must arrange to attend the same course on the alternative date.

Monday 25 October 2021	Autism follow up	Rick Walsh	Microsoft Teams
Thursday 28 October 2021	Teaching, Learning & Assessment **SECONDARY**	Craig Connon	Microsoft Teams
	Teaching, Learning & Assessment **PRIMARY**		
Monday 1 November 2021	Numeracy **PRIMARY ONLY**	Garry Maguire	Microsoft Teams
Thursday 4 November 2021	Numeracy **PRIMARY ONLY**	Garry Maguire	Microsoft Teams
Monday 8 November 2021	Literacy – reading **PRIMARY ONLY**	Anne Jessimer /Lynn Jamieson	Microsoft Teams
	Numeracy across the curriculum **SECONDARY ONLY**	Garry Maguire	Microsoft Teams
Thursday 11 November 2021	Literacy – reading **PRIMARY ONLY**	Anne Jessimer /Lynn Jamieson	Microsoft Teams
	Numeracy across the curriculum **SECONDARY ONLY**	Garry Maguire	Microsoft Teams
Monday 22 November 2021	1. Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUDB) 1:30-3:00pm 2. West Partnership Online School 3:30-4:00pm	Aisling Boyle Paul Downie	Microsoft Teams
Thursday 25 November 2021	1. Promoting Positive Relationships and Understanding Distressed Behaviour	Aisling Boyle	Microsoft Teams

APPENDIX 2 - South Lanarkshire Council
Newly Qualified Teacher Professional Learning Programme 2021 -22 Proposed Dates

All courses will begin at 1:30 and finish between 3:30-4:00 and will be carried out on Microsoft Teams.
If you are unable to attend a specific date you must arrange to attend the same course on the alternative date.

	(PPRUDB) 1:30-3:00pm 2. West Partnership Online School 3:30-4:00pm	Paul Downie	
Monday 29 November 2021	Career Education	Klaus Mayer	Microsoft Teams
Thursday 2 December 2021	Career Education	Klaus Mayer	Microsoft Teams
Monday 6 December 2021	Introduction to Practitioner Enquiry	Professor Kate Wall	Microsoft Teams
Thursday 9 December 2021	Introduction to Practitioner Enquiry	Professor Kate Wall	Microsoft Teams
Thursday 20 January 2022	Learning for Sustainability	Diana Ellis	Microsoft Teams
Monday 24 January 2022	Learning for Sustainability	Diana Ellis	Microsoft Teams
Wednesday 26 January 2022	SLC Recruitment and Application Form advice 3:30pm	Fiona Leggate (QLO) and Irene Tremble HT	Microsoft Teams
Monday 31 January 2022	Equity	Laura Mitchell	Microsoft Teams
Thursday 3 February 2022	Equity	Laura Mitchell	Microsoft Teams
Thursday 17 February 2022	1. West Partnership Online School follow up 1:30-2:30pm 2. Active Schools Sports Academy 4:00-5:00pm PRIMARY ONLY	Paul Downie Tony Gilhooly	Microsoft Teams

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APPENDIX 2 - South Lanarkshire Council
Newly Qualified Teacher Professional Learning Programme 2021 -22 Proposed Dates

All courses will begin at 1:30 and finish between 3:30-4:00 and will be carried out on Microsoft Teams.
If you are unable to attend a specific date you must arrange to attend the same course on the alternative date.

Monday 21 February 2022	1. West Partnership Online School follow up 1:30-2:30pm 2. Active Schools Sports Academy 4:00-5:00pm PRIMARY ONLY	Paul Downie Tony Gilhooly	Microsoft Teams
Thursday 17 March 2022	NQT Digital Event	Karen MacLeod	Microsoft Teams
Monday 21 March 2022	NQT Digital Event	Karen MacLeod	Microsoft Teams
Monday 9 May 2022	Practitioner Enquiry Feedback to Peers	Linda Gardner and PE Groups	Microsoft Teams
Thursday 12 May 2022	Practitioner Enquiry Feedback to Peers	Linda Gardner and PE Groups	Microsoft Teams
Monday 16 May 2022	Learning for Sustainability follow up twilight 4:00-5:00 pm	Diana Ellis	Microsoft Teams
Thursday 19 May 2022	Learning for Sustainability follow up twilight 4:00-5:00 pm	Diana Ellis	Microsoft Teams
Monday 23 May 2022	Career Education follow up	Klaus Mayer	Microsoft Teams
Thursday 26 May 2022	Career Education follow up	Klaus Mayer	Microsoft Teams

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APPENDIX 3

Professional Update

and

Professional Review and Development Guidance

Revised August 2021

Contents

Education Resources

Professional Review and Development Guidance for Teachers

South Lanarkshire Council Education Resources is committed to supporting the professional development of all staff.

This guidance provides the framework for South Lanarkshire Schools to deliver high quality PRDs and engagement with the Professional Update process.

1.0 Introduction and Aims

The General Teaching Council for Scotland (GTCS) '*Unlocking the Potential of Professional Review and Development 2019'* sets the context for Professional Review and Development (PRD). The guidelines state:

- PRD is key to teacher professionalism. Positively engaging with PRD, using Professional Standards to scaffold and support, empowers teachers to be critical of their thinking and practice, and enhances teacher professionalism to ultimately serve our children and young people across Scotland.
- Professional learning is central to the principles of the teaching profession.
- PRD provides teachers, throughout the year, with ongoing opportunities to reflect on their practice and personal learning, punctuated with a variety of professional learning conversations, supported by an annual review meeting between reviewee and reviewer.
- When set within a culture of professional trust and positive relationships, where everyone has a shared understanding of its purpose, high quality PRD empowers teachers, whether they are reviewers or reviewees, to be leaders 'of and for' learning.
- Professional Standards for teachers are core to the being, knowing and doing that is teacher professionalism. It is these standards which make useful connections between ongoing Professional Review and Development, Professional Learning and Professional Update sign-off.
- Through actively engaging in self-evaluation across the standards and ongoing dialogue, teachers can become agents of change, develop an enquiring mindset, and take ownership of their learning journey.

The provision of high-quality professional learning opportunities for all teachers remains a priority for Education Resources. The experience, attitudes and capabilities of teachers and the culture of collaboration, reflection and improvement in all establishments and services make a critical contribution to providing an excellent educational experience for young people and families in South Lanarkshire.

Professional Review and Development (PRD) is a vital element of a teacher's professional learning with the potential to bring about significant improvements to the education of young people.

This Guidance aims to build on our current practice and provide a process through which all our teachers can undertake ongoing meaningful and valuable reflections, discussions, and planning for professional learning.

This guidance outlines the principles for PRD for all teachers (except probationers on the Induction Scheme) and applies to members of Education Resources who are registered teachers.

Throughout this guidance the term "professional learning" is used to describe activities that contribute to a teacher's personal professional development and reflects the focus on teachers taking more ownership of their own individual learning.

1.1 Links with other statements and policies

The South Lanarkshire Council PRD policy for teachers is consistent with:

- Our vision of 'working together to improve the quality of life of everyone in South Lanarkshire'.
- South Lanarkshire Council Connect Priorities and Education Resources Plan - this will influence establishment improvement plans and teachers will agree tasks during PRD to contribute to achieving those plans.
- GTCS requirements – the GTCS suite of professional standards (updated 2021) establish the national occupational standards which teachers must achieve, and which allow teachers to identify areas for individual professional learning; the Professional Update scheme sets out the principles of PRD by which local authority schemes will be validated and makes continuous engagement in PRD, a requirement of registered teachers.
- Updated GTCS Guidelines: Unlocking the Potential of Professional Review and Development (2019)
- The revised national guidance from Education Scotland on Professional Review and Development.
- The Equality Act 2010 - this sets out various legislative requirements which this policy must meet.
- The Education Scotland advice note on Professional Update and PRD, January 2014.
- The National Improvement Framework (NIF): drivers of improvement, teacher professionalism identifies the strong link between teachers' professional skills and competences and the quality of children's learning experiences. The Scottish Government gathers data on the numbers of teachers in local authorities who are enquiring and engaging reflectively with the GTCS Professional Standards and considering the impact of their professional learning, as part of the Professional Update process. This contributes to the understanding of how teachers are linking their professional learning with its impact on children's progress and achievement.

1.2 PRD Guidance
The guidance is designed to highlight the need to:

- identify a teacher's development needs and agree and plan appropriate professional learning activities.
- encourage teachers to take broad and varied opportunities for professional learning.
- ensure all teachers record their professional learning, self-evaluate, and have the opportunity to assess the impact on learners and their own professional practice.
- confirm their engagement in PRD and professional learning to meet the requirements of Professional Update for teachers.

2.0   Key Features of the PRD Process

2.1   Features of PRD

The following features and principles underpin [guidelines](#) for all GTCS registered teachers, including temporary and supply teachers:

2.2   Ownership

Teachers take responsibility, and ownership of, their own PRD experience. Managers support and facilitate this experience as part of an ongoing process.

2.3   Approach

The ongoing PRD process is built on self-evaluation by the reviewee, ongoing professional dialogue with the reviewer and a coaching and mentoring approach taken.

Support and challenge should be provided within an atmosphere of trust and collegiality.

It is important that all staff should prepare thoroughly for PRD reviews by evaluating their practice against the relevant GTCS standard. Self-evaluation tools to support the PRD process may be accessed through the following GTCS links:

➢ [What is Professional Learning?](#)

➢ [Professional Review and Development](#)

2.4   Timing

Head Teachers and reviewers will identify at which time in the school session it is most appropriate to hold PRD meetings. In doing so, they should take account of other planning processes, other priorities within the establishment, the availability of staff, the availability of professional learning opportunities, and teacher workload. However, establishments should accommodate supply teacher PRDs if they fall out with the school's normal PRD period.

Schools should invest time to ensure they are best equipped to engage in high-quality PRD.

The GTCS 'Are we ready for PRD?' guide suggests five areas which schools should consider when preparing for PRD:

- Health Check (Culture of Trust and Climate)
- Planning Prioritisation
- Reviewees and Reviewers
- PRD Preparation and Paperwork
- Professional Dialogue

A GTCS *'Are we ready for PRD?'* guide and presentation to support schools explore their readiness for PRD can be used to self-evaluate, if appropriate. This can be found in the 'Support Materials Guidelines'

In South Lanarkshire Council, all teachers should use the GTCS MyPL platform for recording Professional Learning, PRD meetings and the Professional Update process.
All teachers should familiarise themselves with the MyPL platform using GTCS guidance.

2.5   PRD Preparation and Paperwork

The South Lanarkshire Council PRD and PU policy should be shared annually so all reviewees know what is expected of them with regards to local authority agreed procedures. The PRD process should be regarded as a professional entitlement as well as being a condition of service.

In preparation for PRD meetings, reviewees should check their professional learning record has been completed on MyPL. The main purpose of the Professional Learning Record is an aide memoire to stimulate conversations during PRD meetings.

Reviewees are not obliged to share all professional learning but should share the professional learning which has had the most significant impact on their practice and pupils. Reviewees should share professional learning from MyPL at least one week in advance of the PRD meeting. Reviewees should self-evaluate their progress and consider areas for development against the GTCS standards. Coaching wheels could be used to support this process. Reviewees should complete and submit their coaching wheel at least a week in advance of the meeting. *Coaching Wheels* can be found in the 'Support Materials Guidance

Reviewers will study the reviewees completed coaching wheel and prepare their own thoughts for the PRD meeting.

At the PRD meeting, the reviewer will use coaching conversations. The format of the PRD meeting will include:

- a discussion about the impact of the previous year's CLPL.
- self-evaluation against the relevant standards.
- a critical discussion about the impact of Professional Learning on pupils, colleagues, and the reviewee.
- agreement on future Professional Learning.
- identification of areas for development, a maximum of three is good practice.

During the meeting, the reviewee should capture the discussion.

After the meeting, the reviewee should complete the relevant sections on MyPL:

- Professional Review and Development
- Areas for Development (AfD)
- Ensure their contact information with the GTCS is updated.
- Maintain their Professional Learning record on MyPL

2.6 Professional Dialogue

The most important aspect of the PRD process and the meeting is the quality of the on-going professional dialogue; this will be dependent on high quality preparation by both reviewee and reviewer.

Throughout the year, there should be ongoing professional dialogue that help teachers to self-reflect, challenge their thinking, and clarify actions to be taken.

Explicit connections between PRD, the Professional Standards, the school improvement planning cycle, and collegiate activities should be transparent for all.

2.7 Culture and Climate of Trust

Schools which have a strong culture and climate of trust where teachers feel empowered, valued, and nurtured can deliver high quality PRD. There is greater opportunity to offer not only support, but also challenge, as an integral part of teacher development where a culture of trust and respect exists.

Schools should self-evaluate to understand the quality of their relationships which are fundamental to a positive learning culture and school ethos. Self-evaluation support resources created by the GTCS are available in the 'Support Materials' guidance, *Culture and Climate of Trust*

Any tasks and professional learning arising from the PRD process should be consistent with the teacher's job description and the relevant GTC Scotland professional standard. Exceptions may occur where, by voluntary agreement, the teacher wishes to undertake other tasks or self-evaluate against another GTC professional standard, for example if aspiring to a promoted post or other career opportunity.

If schools are self-evaluating their relationships as part of collegiate activities this should be reflected in the Working Time Agreement (WTA) in addition to the agreed PRD WTA arrangements.

2.8 Coaching approaches for PRD

Coaching approaches have been promoted for some time in South Lanarkshire and are endorsed as an effective strategy for conducting productive PRD meetings between line managers and their staff.

A reviewer can use questions, discussions, guided activities, and problem-solving tools to address issues and resolve problems. The purpose of this approach is to improve performance through empowering the reviewee to learn and develop.

The benefits of coaching can include:

- thinking more clearly about their own professional development.
- feeling valued and listened to.
- recognising and appreciating their skills and resources.
- increasing their range of options.
- clarifying how they would like things to be as they get even better.
- understanding what they need to do to get there.
- becoming more creative and optimistic.
- feeling more positive and confident about change.

Further information on coaching is available on the GTCS and EDSPLL websites.

2.9   A Continuing Process

The PRD process continues across the year. The PRD meeting does not stand alone but concludes the previous year's PRD process and begins the next. As PRD is a continuing process, the reviewee and reviewer will need to engage in on-going professional dialogue throughout the year, for example to discuss professional learning opportunities which the teacher has identified, to discuss any changes in areas for development due to altered priorities, or where a teacher has experienced difficulty accessing certain opportunities such as visiting other establishments.

Professional Update and the PRD process focus on continuous improvement.

2.10   Appropriate Manager

As with current practice, the line manager who is to facilitate a teacher's PRD experience will normally be the person designated to manage the teacher on an on-going basis and who is familiar with the teacher's work.   A teacher may request that another manager facilitates the PRD process. To do so, the teacher would approach a more senior manager and present their reasons. This manager would reach a decision on the matter after due consultation. If another manager is appointed to facilitate the teacher's PRD, it is essential that this manager knows the work of the teacher concerned and has at least the same level of post as the original manager. If the matter remains unresolved, the teacher may choose to initiate a grievance under the Council's Grievance Procedures.

2.11   Head Teachers

Head Teacher annual PRD meetings are conducted by the Quality Link Officer (QLO). There may be circumstances where Head Teachers feel they could be better supported by someone other than the QLO e.g., there may be peers with specific skills or experience. A request for a different reviewer should be discussed with the QLO. The QLO should be informed that the PRD is taking place with another peer. The Professional Update, however, will be signed off by the QLO.

2.12 Peripatetic Teachers/LCRT Teams

Peripatetic/LCRT teachers timetabled across schools should have their PRD undertaken by their line manager.

2.13 Area Cover/Supply Teacher PRD

Like all other teachers, Area Cover and Supply Teachers have an entitlement to access the PRD process. Area Cover staff will normally be involved in their base school's PRD programme. However, there will be circumstances where it is not appropriate, for example, long term deployment to another establishment. Around the time of year when their PRD meeting is due to be held (approximately 12 months from their previous PRD meeting), Area Cover staff should request a PRD meeting in the establishment in which they have worked most. Where an area cover teacher is requesting a PRD in a school, other than their base school, the area cover teacher should inform their base school Head Teacher that the PRD has been completed. Head Teachers should ensure supply teacher PRDs are facilitated, if appropriate. Further advice and support can be sought from Education Resources and the Quality Link Officer with responsibility for PRD, if required. This is an important step in ensuring that the GTC Scotland requirement for all registered teachers to engage in continuing PRD is met. If supply teachers are unable to identify how to contribute to a specific school's improvement plan, they will identify the contribution they can make to the broader priorities of the Service Improvement Plan. They will also self-evaluate against the appropriate GTC Scotland professional standard.

All temporary teachers will be informed of their responsibilities to undertake CLPL and participate in the PRD by the Head Teacher. Temporary teacher letters of engagement state the responsibility to undertake CLPL and participate in the PRD process. See *'SLC Letters to Temp Teachers'* in Support Materials Guidance.

All supply teachers registered on the SLC Supply list will be provided with the PRD and PU policy. All supply staff who are in employment should request a PRD meeting in any school where they have worked in an academic year. If supply teachers are unable to identify how to contribute to a specific school's improvement plan, they will identify and evaluate against the appropriate GTCS professional standards. If supply teachers encounter any difficulties, they should contact the Quality Improvement Officer with responsibility for Professional Update.

2.14 Wide-Ranging Professional Learning

Suitable professional learning opportunities are wide-ranging in nature. Attending courses or events, while valuable, constitutes only one type of professional learning. The PRD process offers other types of professional, including collaborative learning, academic study, leadership activity and practitioner enquiries.

The National Model of Professional Learning provides a framework of career-long professional learning in action. The Professional Learning Planning Cycle assists and supports reflective thinking in PRD discussions. Schools should use both when considering Professional Learning as part of the PRD and PU process. See *'National Model of*

Professional Learning and the Professional Learning Planning Cycle' in the Support Materials Guidance

Professional learning opportunities can also include:

- Experiential, action, or enquiry-based learning.
- Professional dialogue with colleagues, other professionals, parents, and learners.
- Focused professional reading and research.
- Leading or engaging in practitioner enquiry/action research.
- Critical analysis of reading, learning and impact on professional practice.
- Peer support e.g., coaching or mentoring.
- Classroom visits/peer observations/shadowing with related professional dialogue.
- Co-operative or team teaching.
- Planning learning which is inter-disciplinary or cross-sector.
- Participation in activities relating to assessment and moderation.
- Secondments, acting posts and placements.
- Masters study and qualifications.
- Accredited courses or activity related to achieving national professional standards for teachers.
- Professional / Academic conferences.
- Self-evaluation and critical reflection processes.

Professional Learning can take place at school, learning community, local authority, West Partnership and National Level.

2.15   Deferral

South Lanarkshire Council and the GTCS recognises that there will be a number of circumstances which may make completion of the Professional Update process within the designated timescale difficult, including career breaks, extended illness, maternity/paternity/adoption leave, and occasional supply work, for which extensions to the five-year sign-off period may be required. If a teacher is unable to complete the process in the designated year, then the teacher should request a deferral. This request should be made in writing to Education Resources clearly stating the reason for the request and including the GTCS and employee reference number. Within ten working days of the request being decided will be communicated to the teacher.

Should you wish to appeal the decision you may do so by contacting The Professional Update Manager at Education Resources.

Guidance on the deferral process can be found [here](#) on the GTC Scotland website.

2.16   Appeals

Due to the ongoing process of professional review and development and dialogue, failure to overtake the necessary requirements for Professional Update will be identified at the earliest opportunity and professional dialogue between the reviewee and reviewer will agree

appropriate action. Consequently, it is anticipated that appeals will be likely to occur in exceptional circumstances.

The right of appeal will apply in 2 areas:

- Failure to agree the sign-off for a plan or record in the annual PRD process.
- Failure to agree the sign off for the 5-yearly Professional Update process.

Should a difficulty be encountered in either of the 2 areas above, the following steps will be followed:

(1) A further attempt to resolve the situation by discussion should be made by the reviewee and reviewer.
(2) If this fails, then the reviewee may approach a more senior manager and present their reasons for appealing. The more senior manager would discuss the matter separately with the reviewee and the reviewer and may also meet with them jointly. The more senior manager will then reach a decision on the matter.
(3) If following the decision of the senior manager the matter remains unresolved, the reviewee should contact South Lanarkshire Education Resources and next steps will be advised.
(4) Where necessary, a teacher may seek the support of a Trade Union representative and be accompanied to the relevant meetings.

2.17   Non-Engagement with PRD and PU

Teachers in Scotland are required to engage in professional learning, self-evaluate this learning using the GTC Scotland Professional Standards, and maintain a record of this learning as a contractual requirement.   The PRD discussion is also an integral part of the process. Every five years confirmation of this engagement is required by the teacher and their line manager to maintain full registration.

Permanent and temporary teachers who do not engage with PRD and/ or PU should be given support and guidance to appropriately engage, in the first instance.

South Lanarkshire Council, in line with GTCS guidance and recommendations follows a structured approach towards Professional Update which maintains consistency and equity for all participants in the process. Instances of non-engagement in Professional Update and subsequent procedures for re-engagement will be supported through this process. South Lanarkshire Council would discuss this with the teacher in the first instance to try to seek informal resolution, exploring the challenges and barriers that they may be facing to assist the teacher to engage with the process.

The reviewee will be reminded of their professional responsibilities and given clear timescales in which to complete their PRD and/or PU within the academic year.   Failure to engage in this after appropriate supports have been offered may result in South Lanarkshire Council's disciplinary procedures being initiated. Non-engagement by supply teachers will result in removal from South Lanarkshire Council's supply register. The GTCS will be notified of any teacher employed by SLC who does not engage in the process.

Continued non-engagement with PRD and/ or PU should be reported to the Head Teacher or Local Authority when the Head Teacher is the reviewer.

2.18 Quality Assurance Processes

Quality Assurance of the Professional Update process will be undertaken annually.

As part of the arrangements for quality assurance, guidance and procedures will be reviewed by a range of relevant staff following full implementation of the PRD process.

The processes associated with PRD and professional learning should be an integral part of the establishment self-evaluation process. Head of Areas and Quality Link Officers will monitor the process as part of their on-going dialogue with establishments.

Professional learning priorities identified by reviewees will be shared with the establishment's CPD Co-ordinator.

The PU Lead QIO will ask for confirmation that all staff in schools have competed a PRD during a school session and a questionnaire will be distributed to gather views.

The PU Lead QIO will facilitate focus groups for Class Teachers and Promoted staff to Quality Assure the PRD and PU Process.

The PU Lead QIO will collate and report feedback from the focus group.

3.0   Roles and Responsibilities

When all teachers, regardless of their remit, share an understanding of the purpose and value of PRD and are clear about their roles and responsibilities within it, a positive impact is more likely.

The GTCS provide clear guidelines about the roles and responsibilities for:

- Reviewees
- Reviewers
- School Leadership Teams
- Local Authorities and Employers
- GTCS

3.1   South Lanarkshire Education Resources will:

- communicate the guidance, support materials and any changes to them to all teachers.
- ensure that the policy is linked to our vision and to other policies including the GTCS Professional Standards for Teachers.
- publish improvement priorities annually to enable Education Resources and schools to establish improvement plans, allowing teachers to identify their contribution to the improvement plans through the PRD process.
- provide professional learning opportunities based on national priorities, South Lanarkshire priorities, and teacher priorities, as informed by on-going evaluation of staff development and appropriate information from the PRD process.
- monitor, evaluate and report on the effectiveness of the PRD policy and the level of engagement with it.

- ensure appropriate resources, including a specific budget, are in place to facilitate effective professional learning.

3.2   Head Teachers and other relevant managers will:

- ensure that PRD guidance is communicated effectively to all teachers in their team.
- ensure the guidance is applied fairly and appropriately in their school or area of responsibility.
- identify trends in professional learning needs and take appropriate action to address them, for example, at school level, learning community level, through teacher learning communities or in collaboration with other schools and organisations.
- ensure that details of professional learning opportunities at school are shared
- ensure that the professional review and development process is integral to the normal life and management of the establishment.
- ensure that the process is linked to the GTCS Professional Standards for teachers and to the establishment improvement plan.
- identify an appropriate promoted member of staff as the CPD Coordinator to whom these responsibilities may be delegated.
- ensure training opportunities in the PRD process for both the reviewers and reviewees are available and, should support be required in this regard, contact could be made with Education Resources.

3.3   All Education Resources staff who line manage teachers will:

- ensure that the annual PRD meeting is arranged for each teacher or respond to a request to arrange it from a teacher.
- arrange PRD meetings to comply with the establishment working time agreement.
- facilitate the PRD meeting in an atmosphere of trust and collegiality using a coaching and mentoring approach which places the emphasis on the quality of the professional dialogue rather than on the recording requirements.
- support staff constructively through the PRD meeting and provide challenge where appropriate.
- ensure the PRD discussion allows for individual and personal professional learning based on GTC Scotland standards as well as learning needs related to improvement plans.
- agree and sign off the professional learning plan and professional learning record created by the reviewee and validate the professional update requirements of GTC Scotland at the appropriate time.
- maintain an awareness of the work of the staff for whom they are responsible through on-going professional dialogue, monitoring and support.
- provide continuing support for professional learning throughout the year by facilitating opportunities for staff in other classrooms, curricular areas, schools or organisations in order to meet identified needs.

3.4   All teachers will:

- engage in the PRD process in line with the establishment working time agreement.
- ensure that an annual PRD meeting has been arranged for them by their manager or request that one is arranged.
- prepare for the annual PRD meeting by identifying professional learning areas which: (1) are to be continued or developed from the previous year; (2) will enable them to contribute to any relevant improvement plans; (3) address individual professional needs arising from reflection against the appropriate GTC Scotland

professional standards and assist in their contribution to the establishment improvement plan.

- engage in professional dialogue at the PRD meeting and record this using the GTCS on-line form, or a paper version of the same. Within a week of the PRD meeting, they will share this record with the reviewer.
- identify, request, and arrange professional learning opportunities in agreement with their reviewer as the year goes on, seeking assistance in doing so if required.
- engage in 35 hours of additional professional learning over a school year which is undertaken out with the contractual 35-hour working week.
- engage in the GTCS Professional Update process in a 5-yearly cycle, or as determined by GTCS.

4.0   An Outline of the PRD Process

4.1 At the time of year identified by the Head Teacher for PRD meetings, reviewees and reviewers will ensure that meetings have been scheduled. However, schools should accommodate Area cover/supply teacher PRDs if they fall out with the school's normal PRD period.

4.2 In the weeks leading up to the meeting, reviewees will ensure they are prepared for the professional discussion considering the impact of the previous year's professional learning activities on learners and on their own professional practice. They should ensure their professional learning record is up to date and have self-evaluated against the GTCS standards.

4.3 At the meeting, the reviewer will use a coaching and mentoring approach to discuss the professional learning record from the year just finished and the professional learning plan for the year about to begin. Opportunities will be available for areas of development to come from (1) the previous year, (2) improvement plans, and (3) self-evaluation against GTCS professional standards, but this does not imply that there needs to be development areas from each in the plan.

4.4 As the year progresses, there should be continuing professional dialogue between reviewee and reviewer, this may lead to agreed changes in the professional learning priorities. Also, as the year continues, the reviewee will maintain their professional learning record.

4.5 Every 5 years, or as determined by GTCS, a signing off process for Professional Update will be required. It will be the reviewee's responsibility to ensure that this is completed and the reviewer's responsibility to validate the teacher's declaration. Further information is available in the guidance note. This should be completed via the teacher's GTCS account.

SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**9 November 2021**
Report by:	**Executive Director (Education Resources)**

Subject:	**Enhanced Summer Programme 2021 (Sensational Summer Sessions) – Evaluation**

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

♦ provide an update on the successful delivery of South Lanarkshire's Sensational Summer Sessions provision and of the Scottish Government funded Enhanced Summer Programme 2021 in South Lanarkshire

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

(1) the breadth and scale of delivery through the 2021 enhanced summer programme; be noted.

(2) the wider, additional impacts for those who attended and for communities as a result of the Scottish Government funding, be noted.

(3) the support of Third Sector Partners and organisations, in partnership with the Council, to deliver the programme in localities be noted.

3. Background
3.1. A report was presented to the Education Resources Committee on 1 June 2021 outlining plans for the continuation of the Council's sensational summer sessions and the provision of additional enhanced experiences across the summer in line with the Scottish Government's 'Get Into Summer' campaign. The main aim of the initiative was to help improve the wellbeing of those children, young people and families who had been disproportionately affected during the pandemic and might not otherwise have access to activities and wider support, during the school holidays, allowing them to socialise, play and reconnect within their local communities.

3.2. An interim evaluation report was presented to the Education Resources Committee on 31 August 2021 on the 14 Sensational Summer Session clubs that ran for six weeks over the school holiday period. It was noted that a further report would be presented, as the evaluation process on the utilisation of the additional funding of the enhanced summer programme was not due for completion until mid-September 2021.

3.3. This enhanced provision allowed for the expansion of the "sensational summer sessions" to include young people aged 12 to 17 and their families, with the additional support of voluntary sector partners located in local communities, as well as the wider

Youth, Family and Community Learning Service (Universal Connections), over 7 days per week, including evenings and weekends.

3.4.   83 projects were funded through the Enhanced Summer Provision Fund supporting uniformed, faith based, sport and voluntary sector organisations aiming to deliver a variety of opportunities and activities to over 2,500 children, young people and families.

3.5.   This report provides an overview of the programme of summer activities which took place and an insight into the impact on children, young people, families and communities.

4.   Summer Programme 2021
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 included within the day. 985 young people registered to attend, with 789 actually participating. Of these, 151 identified as having additional support needs. The impact outcomes used to evaluate the programme are the agreed Community Learning and Development Partnership (CLD) outcomes that underpin the CLD 3-Year Strategic Plan (Appendix 1).

4.2.   A range of existing and new partners were engaged in the delivery of programmes and activities over the summer holidays. Existing partners are listed below with the 76 partners delivering programmes through the Enhanced Summer Provision Fund listed in Appendix 2:

   ♦   South Lanarkshire Community Learning and Development Partnership
   ♦   Regen:FX Youth Trust
   ♦   Voluntary Action South Lanarkshire Third Sector Interface
   ♦   South Lanarkshire Leisure and Culture Trust
   ♦   Hamilton Information Project for Youth
   ♦   Who Cares? Scotland
   ♦   Healthy Valleys
   ♦   Blantyre Youth Development Team (Terminal One)
   ♦   Machan Trust

4.3.   Funding was made available from the Council's own budget (£380K) and the additional monies from the Scottish Government (£882K). By enabling public sector and voluntary sector organisations to bid for up to £4,000 to support the delivery of programmes, events, trips and visits etc., an additional 83 bespoke programmes were delivered across South Lanarkshire, by the 76 partners. This expansion of free access to provision enabled 7,691 children and adults to benefit. The additional funding enabled a much wider programme of activities to take place across South Lanarkshire.

4.4.   In relation to planned provision, through the enhanced summer programme funding, the council was able to provide enhanced experiences and an expanded programme of activities to more participants, supporting 3,349 children, young people and adults. In total, 11,040 people participated in activities of which 8,703 were children and young people and 2,337 were adults.

4.5.   As part of the enhanced summer programme funding criteria, the Scottish Government set out a list of targeted groups within their guidance.

The table below outlines the number of children and young people attending from across the targeted groups identified by the Scottish Government:

Table 1 – Outline of children engaged from each target group as defined by the Scottish Government:

Targeted group	Number of Children and Young People
Children from low income households	6,424
Children from those priority family groups identified in the Tackling Child Poverty Delivery Plan: larger families; families with a disabled child or adult; young mothers; families with children under one; and minority ethnic families	1,127
Children from families who have been shielding during the pandemic and whose ability to engage in activities and socialise will have been very limited	3,794
Children with a disability or additional support need	1,169
Care experienced children and young people	434
Young carers	70
Children in need of protection	29
Children supported by a child's plan	31
Children who have undergone significant transitions during lockdown or will experience them this year, including starting in ELC, starting primary school, moving to secondary school and leaving school	1,835

4.6. Activities delivered

4.6.1. Below are examples of the activities that were created and delivered across South Lanarkshire over 7 days per week for the duration of the summer, at times and venues, which supported participation by children, young people and their families:

♦ Sports
♦ Ice Skating passes
♦ Swimming passes
♦ Gym Passes
♦ Outdoor Learning
♦ Arts and Crafts
♦ Performance Art
♦ STEM
♦ Support Packages (food and activities)
♦ Extreme Sports (skateboarding, inline skates and BMX)
♦ Health and Wellbeing
♦ Food Activities
♦ Whole Family Events
♦ Transition Focused
♦ Trips and Visits
♦ Gala Days
♦ Inflatables
♦ ASN support
♦ Child, Youth and Family focussed activities

4.6.2. In addition to the delivery of activity programmes, free personalised support such as the provision of passes to leisure services including swimming and ice-skating passes, access to tennis and outdoor learning activities through South Lanarkshire Leisure and Culture Trust were made available A number of children, young people and adults have been identified as benefitting from health and fitness activities and were provided with ACE passes and junior gym passes, or adult gym pass, to support and encourage them to continue participation in these activities. This has been supported by all partners involved in the delivery of the Sensational Summer Session/enhanced summer programme activities.

4.6.3. Health and wellbeing was a feature and food was integrated into activities by offering supported access to breakfast, lunch, dinner and healthy snacks as an element of the programmes.

4.6.4. In total, 3,635 activities were delivered across South Lanarkshire during the summer of 2021. The partnership approach adopted has very much further cemented relationships with voluntary sector and other organisations.

4.7.   Outcome achieved
4.7.1. As stated in 4.1 above, using identified Community Learning and Development Partnerships impact measures and from feedback from staff and partners, the following positive outcomes were identified by children and young people:

- improvement in their confidence and self-esteem
- improvement in their mental health and wellbeing
- improvement in their social skills
- improvement in their physical health and wellbeing

Children, young people and families have also expressed interest in maintaining contact or attending further opportunities, which enables them to benefit further from this programme of activities and the social interaction which was also highlighted as a real positive aspect.

4.8.   Resources
4.8.1. The opportunity to use the funding to invest in new equipment and enhance existing resources was also a successful part of the programme. For example, these will now be used and shared for the benefit of the wider community and include:

- Oculus Virtual Reality headsets
- Portable 5-a-side pitch
- Refurbished and repaired Climbing Wall
- Replaced BMX and skateboarding equipment
- Silent disco equipment
- STEM programming equipment
- Musical equipment

5.   Evaluation and Feedback
5.1.   As part of the evaluation, all participants, parents, and staff were provided with a form to complete. The views from young people, parents/carers and staff have been collated and are shown in Appendix 3.

5.2.   Building on the feedback, observations and the reflections a range of good practice has been identified, as well as areas that would result in positive change and this will

be used in the planning of future holiday programme provision, to ensure the experience for young people and their families can be enriching as it can be.

5.3.   The Enhanced Summer Provision Fund has been highly successful in providing the opportunity for local voluntary organisations to access to funding to deliver community-based activities during the holiday period. Combined with the planned provision through the Council and existing partners, it is clear that the programme of activities has made a difference and touched the lives of many children, young people and families.

5.4.   The opportunity to engage with and involve the Third Sector and partners in the delivery of the Enhanced Summer Programme has proven to be successful, supporting delivery and building capacity within local communities, which has encouraged a wider group of people to take part and in greater numbers benefitting from the provision.

5.5.   The continuation of this fund would ensure the delivery of creative, powerful, innovative, and inclusive experiences for targeted young people and their families, across South Lanarkshire by building on the good practice that was developed during the summer 2021.

6.   Employee Implications
6.1.   Education Resources enlisted its own staff to work over the summer period e.g. from Youth, Families and Community Learning, Support Services plus staff from other Resources such as Facilities staff (kitchen, janitorial and cleaning).

7.   Financial Implications
7.1.   Funding was made available from the Council's own budget for the continuation of the Sensational Summer Sessions (£380k) and paid for the costs of staff, food and materials. The additional monies provided by the Scottish Government (£882k) for enhanced and additional summer programme delivery was used for resources, and to cover the costs to run the summer activities.

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 to ascertain feedback on the programme was carried out with all appropriate stakeholders including children, young people, families, staff and partners, to ensure that needs were identified and met.

Tony McDaid
Executive Director (Education Resources)

21 October 2021

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

Previous References
- Education Resources Committee – 1 June 2021
- Education Resources Committee – 31 August 2021

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 – Community Learning and Development Partnership Impact Measures

Outcome	Improved life chances for people of all ages through learning, personal development and active citizenship
A. LEARNING	
1	Learners have improved confidence and self-esteem.
2	Learners have improved their social skills.
3	Learners have reduced risk related behaviour.
4	Learners have improved their mental health and wellbeing.
5	Learners have improved their physical health and wellbeing.
6	Learners have improved/enhanced their parenting skills.
7	Learners have gained a positive experience through regular attendance.
8	Learners with ASN have engaged positively in a learning programme.
9	Learners have developed Social Enterprise skills.
B. LITERACY	
1	Learners have improved their literacy skills.
2	Learners have improved their numeracy skills.
3	Learners have improved their IT skills.
4	Learners have improved their budgeting skills.
C. ESOL	
1	Learners have improved their English Language Skills.
2	Learners are more able to support their child's learning.
3	Learners are participating in other learning and/or community activity.
D. FAMILY LEARNING	
1	Learners are better able to support their child's / family member's learning in literacy and numeracy.
2	Learners are better able to support their child's / family member's health and wellbeing.
3	Learners are better able to support their child's curricular learning.
4	Learners are better able to support their child at key transitions
E. AWARDS/QUALIFICATIONS	
1	Learners have achieved a nationally recognised award or qualification.
2	Learners have received an award to recognise their achievements.
F. PROGRESSION	
1	Learners have improved their aspirations and ambitions.
2	Learners have re-engaged with education / lifelong learning.
3	Learners have improved their employability skills.
4	Learners have started to do voluntary work regularly within service.
5	Learners have started to do voluntary work regularly outwith service.
6	Learners have progressed to other appropriate learning programmes or opportunities.
7	Learners understand their own progress and development
Outcome	**Stronger, more resilient, supportive, influential and inclusive communities**
G. CAPACITY BUILDING	
1	Learners have improved their understanding of community and world issues.
2	Learners have been involved in consultation activity.
3	Learners contribute effectively to local or national decision making.
4	Learners support and influence their own community, including participating in formal decision making.
5	Learners continue to do voluntary work regularly within service.
6	Learners continue to do voluntary work regularly outwith service.
7	Groups receive effective support to enable them to build community capacity.

Appendix 2 – List of Voluntary and Public Sector partners funded through the Enhanced Summer Provision (ESP) Fund.

1. REACH Lanarkshire Autism
2. HI-BABS
3. Special Needs Adventure Playground (SNAP)
4. The Haven (Caring Counselling Communication Centre)
5. PAMIS
6. South Lanarkshire kinship care group
7. Who Cares? Scotland
8. Lunar Gymnastics Club
9. Supporting Autism In Lanarkshire (SAIL autism)
10. Hamilton Academical Women's & Girl's Football Club
11. Regen:FX Youth Trust
12. ASN Parents together
13. GoTo
14. Burnhill Youth Project
15. Lanarkshire Additional Support Team (LAST)
16. Law & District AAC
17. 4th Carluke Boys' Brigade
18. Carstairs Junction Welcome All Hub
19. Lanark Tennis Club
20. Trust Jack Foundation
21. Carmichael Community Council
22. Braehead Primary Parent Council
23. Abington primary school parent council
24. Wiston Lodge
25. Lanark Community Development Trust
26. Clydesdale Christian Youth Trust
27. Carluke bowling club
28. South of Scotland Shoto Budo
29. Woolfords Auchengray and Tarbrax Improvement Foundation WAT IF
30. Biggar Rugby Club
31. Carluke and District Community Connection
32. Community Kids
33. Hillhouse Residents and Tenants Assoc
34. The Machan Trust
35. Supporting Our Community
36. 112th Lanarkshire Scout Group
37. Whitehill Activity Group
38. Larkhall Community Growers
39. Hamilton Old Parish Church
40. Hamilton Information Project for Youth
41. Hyper Cyber Youth Project
42. Terminal One Youth Centre
43. Fairhill Activity Group
44. Strutherhill and Birkenshaw Youth Project
45. Larkhall Baptist Church
46. Burnbank Youth Group

47. Springwell Youth Project
48. Coatshill Youth Project
49. Hillhouse Youth Project
50. Waist Not Want Not
51. Mossneuk Parish Church and Stewartfield Parish Church
52. Claremont Parish Church
53. Westwood Baptist Church Youth Club
54. East Kilbride Cricket Club
55. EK82 Handball Club
56. Strathaven and Glassford Community Council
57. Encore Stars Academy
58. Avondale and Drumclog Parish Church
59. 8th Clyde (St Vincent de Paul) Scout Group
60. Calderwood Baptist Church
61. Cambuslang Rugby Club
62. Cambuslang & Rutherglen Christian Reach Out Trust
63. Rutherglen Glencairn 2006
64. Cambuslang Football Academy
65. Cambuslang Churches Holiday Club
66. Cambuslang Rangers 2008s
67. The Ohana Club
68. Project 31
69. Fernhill Hyper Cyber
70. Cambuslang Football Club
71. Springhall and Whitlawburn Youth Development Team
72. Springhall Community Youth Project
73. Cathkin Duke of Edinburgh Centre
74. Whitlawburn Community Resource Centre
75. 2nd Cambuslang Guide Unit
76. Cambuslang Rangers F.C.

Appendix 3

Quotes from children and young people:

"The best part was making the canvas, as we got to design it ourselves. I made mine for my bedroom and am going to put it up on my wall." **Young person**

"I was worried I wouldn't have any friends going to High School and now I have met people who are going and I am meeting them to go to school." **Young person**

"I really enjoyed trying the new activities, I loved making t-shirts and making one for my wee brother." **Young person**

"I liked the movie afternoon on the big screen, we got to pick the movie and had hotdogs & popcorn just like the cinema. It was better than the cinema as we didn't have to keep quiet and could pause it." **Young person**

"Best summer I've ever had" **Young person**

Quotes from parents/carers:

"The summer club has been amazing for me and my kids. I am a single parent of 6 and really struggle sometimes during the summer. The school breakfasts and lunches let me not have to worry about the food bills and let me pay other things. Thank you so much for this, they loved it! **Parent – Sensational Summer Sessions.**

"My child has been in isolation for all of COVID due to their anxiety about COVID, my son is on the autism spectrum. This has been an amazing experience, the gradual return into working with the group taking part in a wide variety of activities has enabled him to regain friendships and confidence to go outside. **Parent – Enhanced Summer Provision Funded Programme.**

"Thank you so much for all your hard work. My son is an only child who I feel is sometimes isolated during school holidays. The hub has really brought him out his shell and he has made new friends and now attends the local youth centre. He is actually upset that the summer is over. The work you guys do is amazing, he is such a happy boy. **Parent – Sensational Summer Sessions.**

"This project has been fantastic for my daughter as she was starting to struggle with her mental health. **Parent – Enhanced Summer Provision Funded Programme.**

"After losing his Dad my son really struggled with this. I highlighted this to the staff at the start of the summer and how he has been acting. I feel that his confidence grew, it gave him something to think about and structure. Thank you for making such a difference. It would have been a very difficult summer without you all. **Parent – Sensational Summer Sessions.**

"These days out and meet ups have been amazing. Thank you. Over the summer my boys and I attended many events with ASN parents together. This gave me the confidence to go to new parks and do activities we have never done before. **Parent – Enhanced Summer Provision Funded Programme.**

Quotes from staff and partners

"The enhanced Summer Provision Fund was an amazing opportunity for a lot of children from chaotic homes and deprived circumstances to have fun and flourish. All children need to have outdoor fun in the summertime. **Partner – Enhanced Summer Provision Funded Programme.**

"Very enjoyable time in the hub. It has been a privilege to work in here. Thank you for this opportunity – I would be thrilled to come back, thanks! **Staff – Sensational Summer Sessions.**

"I can't tell you how many children and families have spoken to me about what a great support it was to them and to their children… The children have spoken with great affection about the staff and the activities that they did. Many children who said they would only attend 2-3 times per week, attended each and every day because they enjoyed it so much… Almost all of the children who needed to attend, went to the hub, and that in my opinion is nothing short of a small miracle. **Head Teacher – Sensational Summer Sessions.**

SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Education Committee**
Date of Meeting:	**9 November 2021**
Report by:	**Executive Director (Education Resources)**

Subject:	**Youth Employability and Work Based Learning**

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 including how the service has continued to respond to the challenges presented by Covid-19 pandemic.

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

(1) that the progress of youth employability and work-based learning be 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 (26 if care experienced) to develop and achieve the skills, experience and qualifications to progress to positive and sustained post-school destinations. The service comprises of 5 key programmes:

♦ Aspire
♦ AspireWorks
♦ GRADU8
♦ Gradu8 work Experience
♦ Foundation Apprenticeships

3.2. These programmes achieve positive outcomes for young people and have made a significant contribution to South Lanarkshire's consistently high positive school leaver destinations and post-school participation measure over recent years. The most recent School Leaver Destination Report (SLDR) for 2019/2020 saw 94.8% of school leavers achieve an initial positive destination. This rate saw South Lanarkshire achieve the joint 4th highest rate in Scotland and although a slight decrease from the previous year, following the national trend, maintained the target to be above the national rate (93.3%) for the 7th consecutive year.

3.3. Since the last update to Education Committee in January 2021, the Youth Employability Service has continued to adapt to the current challenging conditions by working flexibly with schools and partner agencies to ensure that programmes can be delivered safely while meeting the needs of young people.

3.4.   The Covid-19 pandemic has been a significant challenge for the delivery of the youth employability programmes for 2020/2021.   A great deal of revised planning, risk assessment and partnership working has been required to ensure that programmes can be delivered safely and meet the needs of young people.   This has been possible due to the positive partnership relations between the service, schools and partners including local colleges and Skills Development Scotland.   The service has worked hard to ensure that vulnerable young people, who are likely to be significantly disadvantaged due to the economic challenges which the Covid-19 pandemic will cause, are supported.

4.   Aspire
4.1.   The Aspire programme provides targeted employability 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 aged from the last 6 months of school to age 19 (26 if care experienced) who are at risk of becoming unemployed.

4.2.   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, counselling and money and benefits advice. Young people progressing through the programme are followed up with aftercare support to sustain positive destinations.

4.3.   In 2020/21, 542 young people were referred to Aspire for support, the majority were referred through school 16+ meetings. During 2020/2021 the programme achieved a positive destination rate of 91% with 195 young people completing Aspire and progressing to a positive destination of employment, further learning, or training. The remaining 346 young people continue to engage with the programme and are being supported to complete individual action plans designed to progress to a positive destination.   For the 21 young people who disengaged early and did not progress to a positive destination, partnership working with Skills Development Scotland and other partners takes place to track destinations and offer support at an appropriate time.

4.4.   The Aspire service has continued to respond flexibly to the challenges presented by the Covid-19 pandemic to maintain support to young people.   During the second lockdown in early 2021, the team moved to provide remote support to young people. This included an increased focus on online delivery of groupwork and following consultation with young people, a programme was developed and delivered.   The programme included issue-based groupwork focusing on employability, mental health and wellbeing and career information sessions focusing on construction, early ears, social care and hair and beauty with inputs from local employers and SLC services.   Routes to Work South delivered an 8-week online RISE personal development programme which was attended remotely by young people.

4.5.   The relaxing of some restrictions from late spring 2021 enabled the team to re-establish face-to-face support with young people, using outdoor space where possible to reduce risks. The full relaxation of restrictions has enabled groupwork to resume and Routes to Work South commenced delivery of two 12-week RISE

personal development programmes in September to young people with a further 2 planned. A procurement exercise has recently been completed to provide a range of options for young people including construction tasters and supported volunteering.

4.6. Case studies of young people who took part in the Aspire programme are at Appendix 1

5. Aspire Works

5.1. The Youth Employability Service has recently established a new employment-focused programme through Scottish Government's Young People's Guarantee funding. AspireWorks has been designed as a progression route from Aspire as well as an option for post-school referrals aged 16-19 and supports young people to develop employability skills through a flexible programme of work placements, employer engagement and accredited employability focused learning.

5.2. A new team was recruited in the spring and has been working to develop the programme, with a particular focus on building relations with local employers and identifying suitable placements. Placements are for between 2-4 days per week and all young people taking part receive a training allowance.

5.3. In addition to work placements, a young person's plan may include participation on an employability focused groupwork programme. An initial pilot groupwork programme was developed following consultation with young people and was delivered in both Hamilton and Cambuslang Universal Connections with a focus on strengths, skills and qualities, CV building and job search techniques.

5.4. Developing a new service during the pandemic has been a challenge, particularly in terms of identifying work placements and delivering groupwork. However, excellent progress has been made under these circumstances and, to date, 81 young people have been referred to AspireWorks. 62 young people are currently being supported and 15 have progressed to employment since the programme was established.

5.5. Case studies of Aspire Works participants are included at Appendix 2.

6. GRADU8

6.1. The Gradu8 programme gives young people in the senior phase an opportunity to study towards a vocational qualification in an area of work they may wish to pursue after leaving school as well as an opportunity to experience a different way of learning and an introduction to college. Young people attend college or a local training provider for one-day-a week and work towards qualifications which provide opportunities to develop skills and knowledge and progress to college, employment or to continue their learning through a foundation or modern apprenticeship. The programme is supported by Vocational Development Workers from the Youth Employment Service who are on-campus to support young people's engagement, liaise with schools and learning providers and support young people's progressions.

6.2. During academic year 2020/2021, the GradU8 programme was delivered at a reduced scale to meet social distancing requirements at the time and between January and March, the majority of learning was moved online with young people taking part from home. The programme supported 500 young people across 10 vocational subjects as well as 55 young people who took part in winter and summer leavers programmes. The delivery of GradU8 within the Covid restrictions was challenging for the youth employability team, colleges and particularly for young people and was only possible due to the excellent partnership working relationships and the commitment of young people. Of the 500 young people who took part, 427

completed the programme, which given the challenging circumstances is very positive and highlights the importance of the support provided.

6.3. Planning for the 2021/2022 programmes was challenging as guidance for colleges on social distancing was not finalised until after the end of the 2020/2021 school term. However, the relaxation of most restrictions has enabled the 2021/2022 programme to commence from August with the full range of courses available and full cohorts within classrooms. In order to ensure all school and pupils have access to the 12 vocational subjects, the programme has been extended to delivery across 8 delivery location, all of which are supported by on-site Youth Employability staff. This planning has enabled 925 places to be made available to pupils.

6.4. The GradU8 programme also provides learning opportunities for winter leavers due to leave school in December 2021. The winter leavers' programme is being delivered at both South Lanarkshire College and New College Lanarkshire with young people attending 3 days a week to experience a rotational programme across either construction trades or creative industries.

6.5. The Gradu8 construction programme includes the delivery of the SCQF level 5 Foundation Apprenticeship which is funded by Skills Development Scotland and includes young people's participation in a work-based challenge led by a local employer.

6.6. **GradU8 locations:**
   ♦ South Lanarkshire College
   ♦ South Lanarkshire College – John Wright Sports Centre
   ♦ New College Lanarkshire
   ♦ First Steps Rural Connections
   ♦ Tigers Training Ltd
   ♦ City of Glasgow College – Riverside Campus
   ♦ City of Glasgow College – Cathedral St Campus
   ♦ Glasgow Kelvin College

6.7. **GradU8 subjects:**
   ♦ Beauty Skills
   ♦ Business & Marketing
   ♦ Construction
   ♦ Digital and media
   ♦ Early years and Childcare
   ♦ Engineering
   ♦ Hair & Barber
   ♦ Health and Social care
   ♦ Hospitality
   ♦ Make Up Artistry
   ♦ Sports Fitness
   ♦ Uniformed Services

6.8. Case studies of young people involved in the GradU8 programme are at Appendix 3.

7.   GradU8 Work Experience
7.1. As part of the Council's Learning Recovery and Renewal Programme, the Youth Employability team has worked with schools to develop a pilot GradU8 Work Experience programme. This involves young people taking part in a one-day-a-week

work experience placements on their school's timetabled GradU8 day of either Monday or Friday.

7.2. The Youth Employability team worked closely with schools to identify young people and 62 young people were matched to placements, which commenced in early October. Placements have been matched with both local employers and SLC services. SLC Placements include early years, social care, fleet services, facilities as well as South Lanarkshire Leisure. Placements with local employers include construction, mechanics, restaurants, hairdressers, stables, admin and sport and leisure.

7.3. All young people engaging with the programme are allocated a link Vocational Development Worker who will provide ongoing support and preparation for next steps. Young people will be supported by their school to complete linked work-based qualifications.

7.4. Case studies of young people are highlighted in Appendix 3.

8.   Foundation Apprenticeships Level 6
8.1. 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 pupils can chose to study over 1 or 2 years with part of the qualification based on a work placement.

8.2. South Lanarkshire's FA delivery model is designed to ensure pupils 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 College's FA consortium. The Council is not directly involved in the delivery or management of the Glasgow programme but provides support to schools and pupils and arranges all transport provision.

8.3. The delivery of FAs during academic year 2020/2021 was impacted significantly by Covid, with young people engaging remotely for periods of the year due to lockdown and alternative assessment methods were developed to ensure young people were able to achieve their qualifications in those circumstances where work placements were not able to go ahead. The Youth Employability Service worked closely with South Lanarkshire College and the Glasgow FA consortium to support young people to complete.

8.4. For the South Lanarkshire FA consortium programme, 77 young people were due to finish their Foundation Apprenticeship in June 2021. Despite the challenges of online delivery, 71 successfully completed and achieved their apprenticeship. All 77 pupils who participated progressed to a positive post-school destination.

8.5. 2020/2021 South Lanarkshire FA Consortium destinations

Remained at school	1
Further Education	11
Employment	3
Employment - Modern Apprenticeship	12
Higher Education	50

8.6. Unlike the South Lanarkshire Consortium programme, the Glasgow FA programme was delivered almost entirely remotely throughout the 2020/21 session with young people engaging online either from school or at home. 62 young people completed the programme and the destinations are provided below.

8.7. 2020/2021 Glasgow College Consortium FA destinations (SLC pupils)

Further Education	28
Employment	3
Employment - Modern Apprenticeship	5
Employment – Graduate Apprenticeship	2
Higher Education	18
Unemployed / unconfirmed	6

8.8. The 2021/2022 programme commenced in September with the majority of courses resuming with face-to-face teaching. South Lanarkshire Council and South Lanarkshire College deliver 5 FA frameworks through a consortium model. The South Lanarkshire FA consortium has a particular focus on subjects which provide progression routes to employment with the Council including early years, business skills, accountancy, creative and digital media, early years and social care. Learning takes place at South Lanarkshire College in East Kilbride and at FA Hubs established at Duncanrig High School, Calderglen High School, Trinity High School and Holy Cross High School. As in previous years SLC pupils can also access the Glasgow Colleges FA consortium which is delivered across Glasgow college campuses.

8.9. South Lanarkshire FA Consortium participants 2021/22

	1 year starts	2 year starts	2nd 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
Total	**52**	**77**	**51**	**180**

8.10. Glasgow College Consortium FA participants 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
Total	16	83	52	151

8.11. Case studies of young people completing Foundation Apprenticeships are at Appendix 4

9.   Care Experienced tracking
9.1.   The Youth Employability service continues to maintain a focus on young people who are care experienced and works closely with Social Work and Skills Development Scotland to track the destinations of care leavers. In 2020/2021 the service supported 99 care experienced young people to complete an Aspire action plan. Of these young people, 50 progressed to a positive destination, 33 continued to be supported and tracked, 3 returned to school and 13 were not ready for employability support.

10.   Employee Implications
10.1.   The programmes described in this report are delivered and managed by the Youth Employability Service. External funding supports approximately 28 of the 40 staff. 10 of the staff team are currently on temporary contracts until March 2022.

11.   Financial Implications
11.1.   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 and Skills Development Scotland Foundation Apprenticeship contracts. European funding is in place until June 2023 and Scottish Government grants and SDS contracts are in place until April 2022.

11.2.   There is likely to be significant change in employability funding in the coming years following the end of European funding associated with Brexit and changes in Scottish Government employability funding from April 2022 when increased resources will be allocated to local government and its partners through No-one Left Behind.

12.   Climate Change, Sustainability and Environmental Implications
12.1.   There are no implications for climate change, sustainability on the environment in terms of the information contained in this report.

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

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

Tony McDaid
Executive Director (Education Resources)

14 October 2021

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

Previous References

- Education Resources Committee – January 2021

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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Aspire Case Studies
(all names have been changed)

Connor

Connor was referred to the Aspire service by Skills Development Scotland after disengaging from school. He was linked with a Vocational Development worker from the team who identified that he needed support to develop a routine, build employability skills and develop a plan for his future. An action plan was developed and after building a relationship with his worker Connor took part in construction training with First Steps Future Training. He was supported to prepare for and sit his CSCS test which he passed with flying colours. A placement was arranged but had to be postponed due to the second lockdown. Connor maintained contact with his worker and the placement, with a local glazing company commenced after restrictions eased. Following an 8-week placement, during which Connor impressed due to his work ethic and character, he was kept on as a full-time employee.

Josh

Josh was referred to Aspire by the pupil support teacher at his school as he required support to progress to a positive destination when leaving school. Josh, who had been diagnosed as ASD struggled with social situations and was particularly anxious around people. As Josh wasn't able to leave home without being accompanied by his Mum, his link Vocational Development Worker arranged to meet him outside his house initially. Following several visits his worker established trust and began to build a relationship, supporting Josh to apply for Educational Maintenance Allowance and open a bank account.

Josh had previously played piano and found this therapeutic and with support from his worker, successfully applied for an Independent Living Fund Scotland grant to purchase a laptop, keyboard and music lessons. Josh applied to the Skills Exchange Lets Grow programme and was supported with travel training to build his confidence to attend. After engaging successfully, Josh progressed to an Employability Fund programme and ultimately progresses to a modern apprenticeship with a local butcher.

Courtney

Courtney left school in June 2021 and was referred to Aspire as she had disengaged from school and her GradU8 college course during lockdown. Courtney's Vocational Development Worker initially found it very challenging to build a relationship but linked in with her mum to discuss Courtney's circumstances and agree how best to support her.
Courtney had been attending a beauty course through GradU8 but after building trust with her link worker identified a goal to study to become a nail technician. As Courtney is looked after at home, her worker liaised with social work colleagues and developed a plan. Courtney was supported to apply for a Nail Technicians course at New College Lanarkshire, including writing a personal statement, applying for a bursary and opening a bank account. Courtney was accepted onto the course, which she started in August.

AspireWorks Case Studies
(all names have been changed)

Ryan
When Ryan was referred to AspireWorks he developed an action plan with his worker designed to meet his main aim of finding work in the construction industry. An assessment was carried out to identify his strengths and weaknesses and to identify the actions needed to progress to employment. This included preparing for a CSCS test, developing communication skills and taking part in work placement to gain valuable experience in working as part of a team and following instructions.

Ryan worked hard on practice CSCS tests and was supported to develop a CV, complete job applications and take part in mock interviews. A work placement with a local car wash was sourced and Ryan took part while being supported to contact construction employers to source vacancies.

After a few weeks on placement a company Ryan had approach confirmed that they would consider taking him on once he passed his CSCS test. After passing the test first time Ryan contacted the company and started work as a labourer the following week.

Ross
Ross became involved with the AspireWorks programme after turning up at the Youth Employability offices in Rutherglen looking for help finding work. He had previously had a job with McDonalds and had been furloughed but left as he realised that working there wasn't what he wanted to do as a career.

Ross was interested in construction work but had no experience of this and felt he needed help with employability skills. Ross began to engage with an AspireWorks keyworker and developed an action plan which included obtaining a CSCS card through ITA funding so he could work on-site. Ross' worker supported him to prepare an up-to-date CV and contacted a local fencing and landscaping company who agreed to support with work experience, 3 days per week for a period of up to 6 weeks.

After 2 weeks on placement the company offered James a permanent position which he was delighted to accept.

David
David was referred to AspireWorks after having previously been engaged with the Aspire service after a period of non-activity due to the pandemic. David was frustrated but eager to find and sustain employment but recognised that he needed support in securing this. Initially David was supported to set and achieve goals including developing a CV and opening a bank account. After a period of positive engagement David took part in the pilot AspireWorks employability groupwork programme where he engaged well and developed his confidence.

David and his link Vocational Development Worker discussed the benefits of a work placement to support David to develop work readiness skills and he was supported to independently contact employers. A work placement with a window fabrication company in his local area was identified and after a health and safety risk assessment was carried out David started a work placement in September 2021.

GradU8 Case Studies

(all names have been changed)

Finn

Finn took part in the GradU8 construction course at South Lanarkshire College. After experiencing some challenges around behaviour in the early stages, the Youth Employability Team supported him to maintain engagement including taking part in the online elements during lockdown. Finn maintained a good level of attendance throughout and was one of the first to pupils complete the qualification.

'I enjoyed being on the GradU8 Level 5 Construction Crafts at South Lanarkshire College. The course is very enjoyable, and it is a great way to explore different areas of construction. By completing the Construction Crafts course, it has given me the skills and experience to progress onto a City and Guilds Pre-Apprenticeship at New College Lanarkshire.
I enjoyed the course because it is a mature environment, and you get a better experience.
I would say to anyone with the opportunity to take part in GradU8 to take it.
Go for it - but put effort into the course. Do not use the course to have an excuse to carry on. Take it seriously because you never know when you are going to need the skills you learn from this course.'

Siobhan

Siobhan excelled in her GradU8 engineering course at New College Lanarkshire. After completing the course she progressed directly to an Engineering college course at New College Lanarkshire.

The link Vocational Development Worker said:
'Siobhan is a great ambassador and a terrific example for other young females who hope to enter a career in this sector.'

Kyle

Kyle Performed very well on the construction GradU8 programme. He successfully completed the Level 5 programme and maintained his attendance online throughout the lockdown period.

A vocational development worker from the Youth Employability team supported Kyle to complete his application to college and he was successful in gaining a place on the plumbing pre-apprenticeship course at South Lanarkshire College where his is doing well and continuing to progress.

Foundation Apprenticeships Case Studies
(all names have been changed)

Kerry
Kerry took part in the two-year Business Skills Foundation Apprenticeship programme. She started the course in August 2019 but wasn't particularly focused and considered leaving after one of her friends dropped out. Kerry found the period of lockdown particularly challenging but was encouraged and supported to maintain her engagement om the programme by the Youth Employability team. She excelled in the work-based challenge which was developed in partnership with the Council's election team and involved producing marketing materials encouraged young people to vote. This had a really positive effect on Kerry's self-confidence. At the end of her Foundation Apprenticeship, Kerry successfully applied for a Business Skills Modern Apprenticeship with the Council. Kerry has now successfully secured a permanent role with the council in Housing and Technical Resources.

Social care – customised units
Restrictions in some sectors due to covid have meant that some young people have been unable to take part in work placements as part of their Foundation Apprenticeship. In response Skills Development Scotland and SQA developed alternative methods of accreditation and assessment to replace the work placement to ensure young people could achieve their full FA qualification while also developing the skills and experiences required. The lockdown in January 2021 meant that planned placements in SLC care homes and day centres were unable to go ahead. In response, the Youth Employability team worked closely with South Lanarkshire College and Social Work to develop a work-based project around a 'day in the life of' video diaries. This included the pupils working with a community nurse to plan and record videos detailing their role in working with homeless people and people with addictions and an online Q&A session with students. The young people fed back that they really enjoyed the project, particularly the opportunity to work together collaboratively.

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**9 November 2021**
Report by:	**Executive Director (Education Resources)**

Subject:	**Update of the Education Resources Risk Register and Risk Control Plan**

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

   ♦ present an update on the Risk Register and Risk Control actions for Education Resources.

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

   (1) that the contents of the Education Resources Risk Register and Control Plan be noted.

3. Background
3.1. The Council's Risk Management Strategy, which was reviewed in April 2020, promotes consideration of risk in service delivery, planning and decision making processes. The Strategy requires Resources to record and review risks and control actions regularly. Education Resources follows Council guidance in developing, monitoring and updating a risk register on an ongoing basis.

3.2. The purpose of the register is to ensure that the Resource is fully aware of its top risks and that these risks are prioritised and controls are in place to eliminate or minimise their impact.

3.3. The Resource scores risks in accordance with the Council scoring mechanism, based on likelihood and impact. This results in risks being scored between one and twenty five (low – very high).

3.4. Risks are scored on their inherent score (risk if we do nothing) and their residual risk (risk after applying controls).

3.5. The last update of the Education Resources Risk Register was reported to the Education Resources Committee in January 2021.

3.6. The Council's top risk register and risk control plan has been reviewed. This work was completed in September 2021.

3.7. The Central Risk Management team annually reviews Resource compliance with the Risk Management Strategy. The outcome of the 2020/2021 review identified that Education Resources achieved 100 per cent compliance, scoring 45 out of a possible 45.

4. Resource Risk Management

4.1. Each Resource has a Resource Risk Management Group which has responsibility for the promotion and management of risk.

4.2. The Education Resources Risk Management Group continues to meet on a quarterly basis as part of the Resource Health and Safety Partnership Working Group.

4.3. The work of the group over the last year has focused on the review and update of the Resource Risk Register taking account of the impacts of the global pandemic, and ensuring that the register is reflected in Resource planning and improvement processes.

5. Risk Register

5.1. An annual review of the Resource Risk Register has been carried out. This considered risks at operational and strategic levels.

5.2. The Resource Risk Register will continue to be monitored on an ongoing basis to allow new risks to be added and for the control measures and scores of existing risks to be revised as required.

5.3. Risks can result from internal or external influences e.g. the impact of projected funding cuts or legislative changes or the Covid-19 pandemic.

5.4. The development process for the Resource Plan requires a risk assessment process to be undertaken as appropriate resulting in some actions within the Resource Plan having a corresponding risk identified within the risk register.

5.5. The main changes to the register for 2021 are:
- **Global Pandemic** - A watchful refocus of the risks associated with Covid-19 from management to recovery;
- **Failure to adequately prepare for the national expansion in early years education and child care provision -** As a result of an extended national deadline introduced due to the pandemic, Education Resources have continued to work on increasing the Early Years qualified workforce, expand physical assets and strengthen formal partnerships with private and third sector providers. As a result of this work, the Resource is confident that places have been offered to all eligible groups in line with the national expansion by the deadline of August 2021. This risk has been removed from the council's top risk register.
- **Failure to maintain the required pupil/teacher ratio.** This risk relates to the Council being unable to successfully recruit teachers to maintain the pupil/teacher ratio set by the Scottish Government. Failure to meet the ratio could result in a potential fine and reputational damage to the Council. Education Resources have managed this risk for several years with strong controls in place to mitigate against any possible financial penalty imposed by the Scottish Government and any gaps in service delivery. More recently, the Resource has used additional funding provided by the Scottish Government to further strengthen these controls by increasing the number of teachers in our schools. Given the current status of this risk, it has been removed from the top risk register.

5.6. The scoring matrix for all risks is shown at Appendix 1. Risks scored 15 to 25 are considered to be very high risks and risks scored eight to 12 are considered to be high risks. Very high and high risks are monitored closely. The top risks identified for the Resource i.e. those that are residually scored as being very high and high, are attached at Appendix 2.

5.7.   A clear link has been made to the Council's top risks.

5.8.   Risks evaluated residually as being medium or low risk will continue to be monitored to ensure that they are adequately managed.

5.9.   The Committee is asked to note the contents of the Resource Risk Register.

6.   Insurance Hotspots

6.1.   The council's insurers have been undertaking an analysis of the public liability, employer's liability, motor and property claims experiences for the last two years, with a view to identifying areas where a number of similar types of claim or high value claims were originating. This work was delayed due to the pandemic and is now due to be completed by the end of 2021. Action plans will be agreed with Resources to mitigate against hotspot areas. Education Resources continue to work closely with the Council's risk and insurance team to prevent recurrence of any identified hotspots. The introduction of new and revised procedures within the Resource in relation to Promoting Positive Relationships and Understanding Distressed Behaviours, supporting employees involved in violent incidents and an agreed programme of mandatory training targeting high risk areas as active preventative measures has helped keep cost exposure comparatively low.

6.2.   In addition, the Resource has taken steps which has seen a significant increase in online employee learning around higher risk areas such working at height, cyber security and slips, trips and falls.

6.3   The Resource has also worked with the Council's risk and insurance team to successfully claim almost £600,000 lost by families as a result of school trips and excursions being cancelled due to the pandemic. Schools were supported in recovering a further £500,000 directly from suppliers. It should be noted at this time that our insurer has advised that the same level of cover will not necessarily apply to Covid-19 cancellations.

7.   Scope and Appetite for risk

7.1.   South Lanarkshire Council aims to be risk embracing, that is it will accept a tolerable level of risk in seeking service efficiencies and in agreeing control measures.

7.2.   The level of risk facing the Council is measured both before (inherent risk) and after (residual risk) consideration of controls. The Council should never carry a high residual risk exposure as this would indicate instability but a low residual risk exposure should also be avoided as this indicates lack of innovation.

7.3.   The Council's universal risk tolerance levels were recently updated as part of the review of the risk management strategy this year, with the ideal risk profile defined as:
♦ No more than 10 per cent of residual risks at a very high level
♦ No more than 15 per cent of risks at a high level
♦ Around 50 to 60 per cent of residual risks at a medium level
♦ No more than 30 per cent of residual risks at a low level

7.4.   Table 1 below shows the top risks heat map, i.e. it details the total number of top risks for each individual residual risk score. Table 2 below notes the overall risk profile for the top risks.

Table 1 – Top Risks: Heat Map

Likelihood						
5 Almost Certain						
4 Likely					**2**	
3 Possible				**8**	**2**	
2 Unlikely						
1 Rare						
	1 Negligible	**2** Minor	**3** Moderate	**4** Major	**5** Catastrophic
			Impact			

Table 2 –Top Risks: Education Risk Profile

Risk Category	Risk Rating	Number of residual risks	Percentage of residual risks
1	Very high	2	17
2	High	10	83
3	Medium	0	0
4	Low		

7.5. It should be noted, that whilst the profile shown in Table 2 appears out with the ideal universal risk exposure defined by the Risk Management Strategy, the risks shown relate only to those at the highest level currently being faced by the Resource and do not include low risk numbers, the inclusion of which would bring the profile within that of the Council average.

7.6. Like all parts of the Council, the work of Education Resources continues to be impacted by the Covid-19 pandemic. This has increased our levels of risk across multiple areas. The Resource has ensured, however, that all inherent risks scored at a high level have well-informed, costed, practicable and necessary control measures in place and that a clear and workable recovery strategy has been adopted. Where further control measures are required, these are included within the Resource risk control plan.

8. Risk Control Actions
8.1. Progress with completion of Resource Risk Control Actions is monitored on a monthly basis by the Central Risk Management team. This is also reviewed by the Resource Risk Group. There are no risk control actions for Education Resources due for delivery.

8.2. Any actions to mitigate risks within the Risk Control Plan will be progressed by the relevant officers within Education.

9. Major Projects, Partnerships or Change
9.1. Education Resources operates within a number of high level partnerships including those in relation to school transport, early learning and schools estate.

9.2. Appropriate risk management arrangements are in place for these high level partnerships.

10.   Next steps
10.1. The Resource Risk Management Group will continue to meet on a quarterly basis. The risk register will be reviewed on an ongoing basis by the group to ensure that risks remain valid for the appropriate Service areas and to identify new areas of risk that affect the Resource. An update report will be provided to Committee on an annual basis.

11.   Employee Implications
11.1. Time will be required by the Resource Risk Management Group in the management of the Resource Risk Register and Risk Control Plan.

12.   Financial Implications
12.1. There are no direct financial implications associated with the Resource's top risks. There are a number of proposed risks which are classified under the heading of financial, including additional costs stemming from Covid-19. Where this is the case, the appropriate controls and actions have been included in the risk control cards and progress will be monitored.

13.   Climate Change, Sustainability and Environmental Implications
13.1. Sustainable development issues are included within the Council's top risk register through being linked directly to the Council plan objective 'make communities safer, stronger and sustainable'.

14.   Other Implications
14.1. Failure to demonstrate that risk is actively considered and managed can not only lead to avoidable financial loss but could also affect delivery of services and could affect the Resource's reputation.

14.2. There are no implications for sustainability in terms of the information contained in this report.

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

Tony McDaid
Executive Director (Education Resources)

13 October 2021

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

Previous References
♦   Education Resources Committee – 19 January 2021

List of Background Papers

None

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:-
Lynn Sherry, Head of Education (Support Services and School Estate)
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2021 Risk scoring matrix and likelihood and impact definitions   **Appendix 1**

Likelihood

Score	1	2	3	4	5
Description	Rare	Unlikely	Possible	Likely	Almost certain
Likelihood of occurrence	1 in 10 years	1 in 3 years	1 in 2 years	Annually	Monthly
Probability of occurrence	The event may occur in certain circumstances	The event could occur	The event may occur	The event will probably occur	The event is expected to occur or occurs regularly

Impact

	Reputation	Financial	Service delivery/ Time to recover	Compliance	Safety
1 Negligible	Public concern restricted to local complaints	<£50,000 per annum	No impact to service quality; limited disruption to operations.	No external interest	Minor injury – no lost time
2 Minor	Minor adverse local/public/media attention and complaints	£50,000-£250,000 per annum	Minor impact to service quality; minor service standards are not met; short term	Very minor attention from legislative /regulatory body	Minor injury – resulting in lost time
3 Moderate	Adverse national media Public attention	£250,000 to £500,000 per annum	Significant fall in service quality; major partnership relationships strained; serious disruption in service standards	Short-term attention from legislative/ regulatory body	Major injury or ill health resulting in lost time
4 Major	Serious negative national or regional criticism	£500,000 to £1million per annum	Major impact to service delivery; multiple service standards are not met; long term disruption to operations; multiple partnerships affected	Medium-term attention from legislative/ regulatory body	Fatality; Or injuries to several people
5 Catastrophic	Prolonged international, regional and national condemnation	>£1million per annum	Catastrophic fail in service quality and key service standards are not met; long term catastrophic interruption to operations; several major partnerships are affected	National impact with rapid intervention of legislative/ regulatory body	Multiple fatalities; Or injuries to large number of people

The assessments for impact and likelihood combine to provide an overall inherent risk score on the scale of between 1 and 25, using the Council's recognised risk matrix.

Risk matrix

		1	2	3	4	5
Likelihood	**5** Almost Certain	5	10	15	20	25
	4 Likely	4	8	12	16	20
	3 Possible	3	6	9	12	15
	2 Unlikely	2	4	6	8	10
	1 Rare	1	2	3	4	5
		1 Negligible	**2** Minor	**3** Moderate	**4** Major	**5** Catastrophic
		Impact				

The risk score is calculated as follows:

Likelihood score x Impact score = Risk Score

Education Resources Top Risk Register 2021/2022 – (Very High and High Risks)

Risk Description	Inherent Risk Score	Sample Controls	Residual Risk Score	Service
1. Reduction in available funding and income. The financial pressures placed on our budgets combined with an increased demand for our services will make any further efficiency savings difficult. **Council Top Risk**	25	Continuous financial monitoring will take place in line with good governance arrangements, including tracking of additional Covid related costs e.g. cleaning and hygiene products, increased heating levels due to ventilation practices. Regular meetings with Corporate Finance assist in reviewing, monitoring and identifying solutions and helping ensure a balanced budget. Senior Officers contribute to corporate efficiency groups and the Resource is represented on the Corporate Procurement Group. Review groups within the Resource continue to look at more effective service delivery models linked to national frameworks and our strategic and operational plans. Have had additional education recovery funding allocated to allow dealing with change and/or increase in demand. Estimated inflationary levels for employee pay award and PPP contracts, the two largest areas of spend, are built into the Council's annual budget.	20	All
2. Impacts of severe service disruption to communities caused by a major or emergency event, including global pandemic illness, should the council not provide an adequate response. Failure to maintain critical services; provide support to the community, educational establishments and businesses; deliver emergency response commitments as a Category One Responder; and protect the wellbeing of employees and service users as far	25	Strong links with NHS Incident Management Teams, SLC Covid Working Group, Local Resilience Partnership and relevant government agencies. Regular liaison with all Headteachers and other stakeholders to provide up to date information on continuity planning, revised curriculum delivery and robust health and safety arrangements to minimise infection transmission in educational establishments including Risk Assessment, SSOW, CO2 monitoring and PPE provision. Working Group in place to consider concerns raised by all relevant agencies, including Police Scotland, in relation to children and families deemed to be at potential risk.	16	Support Services

Risk Description	Inherent Risk Score	Sample Controls	Residual Risk Score	Service
as reasonably practicable will have significant impact on children, young people and families. **Council Top Risk**		Specialist support and advice from Educational Psychologists to children, young people and employees. Frequent and ongoing support for Headteachers and other managers in providing up to date and consistent information to parents and learners. A range of approaches to ensure safe and compliant continuity of learning including aspects of remote learning and support for vulnerable children. Provision of welfare services and products to learners e.g. free school meal payments, other welfare payments, sanitary products, IT devices, internet access, and physical resources/stationery. Clear processes for Fire Inspection and property maintenance audits are in place in all establishments. Incident reports are analysed monthly in partnership with HTR (break-in, fire and vandalism). Schools have fire sprinkler or suppressor systems. The Resource follows all counter terrorism measures. PREVENT training is mandatory.		
3. **Failure to improve educational achievement and attainment and meet the aims of the National Improvement Framework.** Improvement in attainment particularly in literacy and numeracy, closing the poverty attainment gap, promoting health and wellbeing and improving positive school leaver destinations are priorities for all schools. The availability of resources, curricular changes, standards of leadership and wider socio-economic issues can affect levels of attainment and achievement. This applies also to adult literacy and numeracy	25	Clear and comprehensive pandemic recovery plans in place across all Services and establishments. This is a national issue with schools and establishments taking forward priorities within the National Improvement Framework, (including using PEF and SAC funding) in order to raise attainment in literacy and numeracy, close the equity gap and provide more positive destinations. Continuous improvement remains an overarching aim of Education Resources with a current focus on health and wellbeing, continuity of learning during the pandemic and recovery as we move forward. Additional resources have been made available.	12	All

Risk Description	Inherent Risk Score	Sample Controls	Residual Risk Score	Service
initiatives as well as other community learning activities.		Trend data is available for analysis. Positive strides have been made in enhancing analytic skills within schools. Progress is monitored continuously at primary and secondary levels and required actions taken.		
4. Failure to promote positive relationships and understand distressed behaviours. Failure to promote positive relationships and understand distressed behaviours can lead to continuing behaviours which can disrupt effective teaching and learning. It can affect school and individual performance, lower employee morale and divert resources from front line provision. Failure to proactively understand distressed behaviour and continue to seek positive strategies in relation to children and young people can to lead serious physical or psychological injury as well as creating barriers to learning, affecting Council reputation and increasing the risk of litigation. Extended lockdown or isolation periods may increase distressed behaviours on return to school.	20	The 'Promoting Positive Relationships and Understanding Distressed Behaviour' Resource is now embedded across the Resource for all establishments and supported by a learn-online module providing CPD for all staff. Additional specialist intervention training is available where required. New and improved procedures for clear recording of incidents, including those reported as violent incidents are also in place along with additional supports for those employees affected by violence. Multi agency planning processes based on a staged intervention approach facilitate information sharing and robust assessment and planning responses. Continued use of anti-bullying guidance 'Treat me well' developed and launched in partnership with Respect Me, the national organisation for anti-bullying. Schools now using this as a basis when considering the introduction of a variety of supports such as peer mentors, mediation, health ambassadors and other initiatives to support the messages of anti-bullying, respect and the importance of positive mental health and wellbeing. Robust recording a monitoring of incidents in place. Pupil counselling services in place.	12	Inclusion Services
5. Decommissioning of a range of SEEMIS supported IT functions. Withdrawal of elements of the current SEEMIS suite of ICT support which currently contributes to the recording, managing and monitoring of data essential for service delivery such as cover	25	Dedicated Officer time to assist in fully identifying the elements of support being removed, project slippage and assessing the level of impact on service delivery. Cross Resource working on risk mitigation. Work with other local authorities to gain shared solutions where possible, design in-house systems or purchase IT products.	9	All

Risk Description	Inherent Risk Score	Sample Controls	Residual Risk Score	Service
teachers bookings and co-ordination of ASN transport.		Impact analysis on area such as temporary teacher payments, budgeting and commitment recording for financial management, ASN transport planning and co-ordination, recording of certain pupil information, processing of supplier payments, cover teacher bookings Where systems have now been decommissioned, follow up work is ongoing to deal with small snagging/improvements to the new systems.		
6. Failure to meet Child Protection and other care and wellbeing legislation. Failure to meet Child Protection requirements can result in significant harm to children and young people. Failure to provide appropriate levels of care and welfare within school can lead to harm, injury, isolation and create barriers to learning. Failure to progress a Healthy Lifestyle agenda can lead to poor eating habits, lack of exercise and poor health as well as challenging behaviours, disruption and poor engagement. Failure to manage nonattendance can result in increased risks for children, lower attainment and achievement, disengagement with key services, poor results for schools and damage to Council reputation.	25	Our Child Protection procedures are firmly embedded in all schools and services. The importance of reporting and recording arrangements on our management information systems is well established. All schools have a policy on notification of unauthorised pupil absence. GIRFEC is an Improvement Priority within Resource and Establishment planning. Child Protection training is mandatory for all employees. Effective participation in the multi-agency Children's Services planning process External validation on care and welfare practices is in place via HMIe / Care Inspectorate inspections. A range of supports was available to our most vulnerable children and families during isolation / lockdown. Emphasis on supporting vulnerable families within our recovery planning.	9	Inclusion Services
7. Reduced levels of staffing and employee development. A significant reduction in appropriately trained and competent employees as a result of budgetary reduction can result in poor performance, ineffective change management, reduced levels of provision, establishment closures, unsafe working practices, low morale and stress.	20	The Resource Learning, Development and Workforce Planning Board provide clear strategic direction on employee development linked directly to corporate and Resource planning. A Resource Learning and Development Plan is in place. Workforce planning and succession planning procedures are well established. Staff undertake a range of mandatory courses to ensure compliance with essential relevant training requirements. There is effective partnership working with Trade Unions on outcomes from wide scale consultative processes such as the Employee Survey.	9	All

Risk Description	Inherent Risk Score	Sample Controls	Residual Risk Score	Service
Council Top Risk		Where budget savings have reduced the number of employees within a service, a review of priorities and tasks is completed to ensure change is planned and the impact on all stakeholders is minimised. Education has seen a significant increase in online employee learning and agreed a formal partnership with TUs on future mandatory training. Training improves practice and provides effective risk control.		
8. Failure to meet sustainable development and climate change objectives Failure to meet local objectives will limit the Council's ability to meet organisational objectives. This can increase cost, damage reputation and affect health and wellbeing. **Council Top Risk**	20	Close working with other Resources to reduce energy usage and non-recyclable waste within educational establishments. Ventilation guidance in schools may affect energy usage reduction levels. Also close work with schools on promoting the environmental aspects of the curriculum and encouraging pupil ownership of local targets. Membership of the Council's Climate Change and Sustainability Steering Group. We will seek to share experiences and knowledge with colleagues from the West Partnership. Creation of Youth Forum to raise awareness, share information and influence behaviour change. Through Glasgow University, a number of young people are being allowed the opportunity to report live from the COP26 conference.	9	Support Services / CQIS
9. Procurement practice fails to meet statutory requirements Failure to meet statutory procurement requirements can result in poor contract management, poor value for money, legal challenge and financial penalty **Council Top Risk**	25	Representation on the Corporate Procurement Review Groups. Regular meetings with procurement colleagues on issues arising and planning for contract requirements and contract renewals. Working with the Central Procurement Team to ensure an effectively targeted PEF spend while still ensuring procurement compliance.	9	All

Risk Description	Inherent Risk Score	Sample Controls	Residual Risk Score	Service
10. Failure to meet legislative requirements in relation to public protection; Health, Safety and Wellbeing Failure to comply with current Health and Safety legislation and guidance can result in injury or death to employees and service users. The Council would be liable for such occurrences and as such at risk of prosecution. **Council Top Risk**	20	All educational establishments use the Corporate Occupational Health and Safety Management System. Detailed Employee Health and Safety risk assessments and SSOW for all sectors and curricular areas. All properties are inspected regularly in line with Fire and Workplace Health and Safety regulations. A Health and Safety Training Matrix and Resource Health and Safety Strategy Group are operational. Regular liaison with the council's Health and Safety Team. Headteachers and managers are supported in their management of risk by Support Services Co-ordinators. All grade 5 Managers and above will complete IOSH accredited training.	9	Support Services
11. ICT and other data rich processes in Education fail to meet service user, employee and legislative requirements. Failure to have an effective strategy and mechanisms in place to manage and protect the data we hold can increase the risk of fraud, theft, organised crime and cyber-attacks as well as leading to loss of trust with stakeholders and damage to the reputation of the Resource and Council. Failure to comply with legislative requirements associated with information governance and data management (including GDPR sharing data, systems failure, virus attack, loss of confidential or sensitive information, outdated equipment, inappropriate access, mis-use of email and on line protection) will have adverse consequences for the Council. **Council Top Risk**	20	Mandatory information governance training/GDPR. Information sharing protocols and revised data transfer procedures are in place. Operating Procedure providing guidance on the use of electronic devices. As part of the school ICT managed service contract, virus protect software is updated and downloaded regularly, and workstations and servers are also refreshed regularly. Appropriate Privacy Impact Assessments in place for all 3rd party apps in use within schools. Data breaches, such as email errors, are reported and recorded and any necessary actions taken to prevent re-occurrence.	9	All

Risk Description	Inherent Risk Score	Sample Controls	Residual Risk Score	Service
12. The Council is significantly affected by the impact of the UK leaving the European Union Despite agreement on a trade deal, there remains some uncertainty over the long-term impacts likely to affect the council and the wider economy. **Council Top Risk**	20	Education Resources works closely with Finance and Corporate Resources on an ongoing basis to help assess impacts on our financial and workforce planning including those in relation to procurement and recruitment. The Resource works closely with Heads of Establishment to maximise any additional funding made available from the Scottish Government.	9	All

SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**9 November 2021**
Report by:	**Executive Director (Education Resources)**

Subject:	**West Partnership Regional Improvement Collaborative - Evaluation of Improvement Plan for 2020/2021**

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

♦ to inform the Committee of the evaluation of work undertaken by the West Partnership Regional Improvement Collaborative during 2020/2021

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

(1) that the West Partnership's evaluation of the Regional Improvement Plan for 2020/2021 be noted.

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

3.2. The Education Resources Committee noted the progress of the West Partnership and the contents of its Improvement Plan for 2020/2021 in October 2020.

4. Progress to Date
4.1. Appendix 1 of the report outlines the progress with and impact of the Regional Improvement Plan for 2020/2021.

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

- Responding to COVID-19
- Senior phase attainment
- Poverty-related attainment gap
- Positive destinations
- Workstream Highlights
  - Leadership, Empowerment and Improvement
  - Curriculum, Learning and Teaching and Assessment
  - Collaborative Learning Networks and Families and Communities
- Next steps and conclusions

4.3. Overall, the West Partnership continues to make very good progress implementing its Regional Improvement Plan, despite the impact on delivery caused by COVID-19.

4.4. The reach of the Partnership continues to increase as follows:-
- over 1739 participants attended a West Partnership event
- over 300 headteachers and depute heads participated in Virtual Learning Networks
- 20 subject/sector networks across all curricular areas to support the SQA Alternative Certification Model. Networks were used to share practice, resources and pedagogy, particularly in digital pedagogy
- Over 700 participants signed up to the Education Scotland and West Partnership Spring webinars on the themes of Children's Rights, Equity, Inclusion and Wellbeing and Pedagogy.
- The annual West Partnership Maths Conference was hosted virtually in November 2020 with 250 participants attending.
- Storyboards captured effective practice and lessons learned and were shared across the partnership. Eighteen different storyboards have been produced and shared on topics such as Parental Engagement, Family Learning, Transitions, Learner Wellbeing and ASN. Storyboards were shared on Twitter and viewed over 100,000 times.
- A well-established Youth Ambassador Forum provided young people with the opportunity to share the work they do in youth participation and to share their views with other West Partnership networks on areas such as diversity and health and wellbeing.
- Within early years, over 200 practitioners attended an open discussion on child centred play pedagogy.

5. West Online Schools (West OS)
5.1. West OS is an online school created by teachers, providing recorded learning experiences for children and young people. Each West OS video comprises 10 minutes of input from an experienced teaching practitioner and can be used as a standalone experience or as part of a wider programme guided by a teacher.

5.2. It was developed as part of recovery planning for schools reopening from lockdown and was designed to build on good practice within the Partnership and aimed to maximise the potential of E-learning.

5.3. School engagement with West OS is significant. This includes:-
- 46,500 different users from within the West Partnership region have utilised a West OS video
- 87.5% of all West Partnership establishments have used West OS
- 100% of all West Partnership secondary schools have used West OS
- 93,000 video views accumulated from West Partnership based users

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

5.5. The evidence findings have helped to inform and shape the West Partnership's Improvement Plan for the period 2021 to 2022.

6. Employee Implications
6.1. There are no employee implications arising from the recommendations in this report.

7. Financial Implications

7.1. The Scottish Government invited bids to support the implementation of each RIC's improvement plan. The Scottish Government awarded grant funding of £1,025,592 to support the West Partnership's programme of work for the period from August 2020 to 31 March 2021.

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. There is no requirement to undertake an equality impact assessment and consultation on the evaluations of activities was undertaken by the RICs with stakeholders.

Tony McDaid
Executive Director (Education Resources Resources)

18 October 2021

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

Previous References
♦ Education Resources Committee – 16 March 2021
♦ Education Resources Committee – 27 October 2020
♦ Education Resources Committee – 6 August 2019

List of Background Papers
♦ West Partnership Regional Improvement Collaborative Plan 2019/2020

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:-
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E-mail: stewart.nicolson@southlanarkshire.gov.uk

The West Partnership

EVALUATION REPORT 2020–21

Equity, Excellence
& Empowerment

GLASGOW
CITY REGION
Education

Contents.

Introduction

The West Partnership sets an ambitious and aspirational agenda to close the poverty-related attainment gap (equity) and improve attainment and achievement for all (excellence). By creating the conditions for authentic empowerment, the ownership of change can be shifted and enable all staff to take collective action to deliver our ambitious vision.

This report details progress over the academic year 2020-2021 towards achieving each of the associated target outcomes and expected impacts as detailed in the West Partnership Improvement Plan for 2020-2023.

Each year, we see the growing benefit of working collaboratively and systematically across the West Partnership area, and the difference this is making. There are many compelling examples of how our partnership working translates into practice, for example this session saw the introduction of West Online School (West OS). The pre-recorded lessons developed by West OS have been used by almost all of our schools and many thousands of our teachers and young people. This is a clear demonstration of how the West Partnership can add value, and respond quickly to a dynamic system.

The report captures the very good progress made within the West Partnership across our three main workstreams, even when taking into account the significant challenges that all education staff have faced during the course of another extraordinary school session. This is testament to the dedication and commitment of all staff who have worked to support our children and young people.

Our move towards more flexible ways of working across the West Partnership reflects the increased use of digital technology in society more generally. However, we have been able to see the immediate value of this in how we have sustained a wide range of opportunities, despite the restrictions faced. In this report, please take time to read about the many examples of our work where we have been able to gain a collective benefit from the expertise across our region. We have included case studies showcasing our work in more detail and where possible, attainment and senior phase data, to demonstrate the progress of our learners.

As we strengthen our networked learning system; a system that enables collaboration, encourages connectedness and helps practitioners at all levels, our focus within the West Partnership remains on ensuring our children and young people flourish, irrespective of their personal circumstances.

. . . .

Tony McDaid

Context

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

- 35% of Scotland's school population;

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

- More than 240,600 children and young people; and

- The greatest proportion of children and young people living in SIMD 1 and 2 data zones, across Scotland.

West Partnership Pupil Constitution by SIMD Quintile

SIMD Quintile: ● 1 ● 2 ● 3 ● 4 ● 5
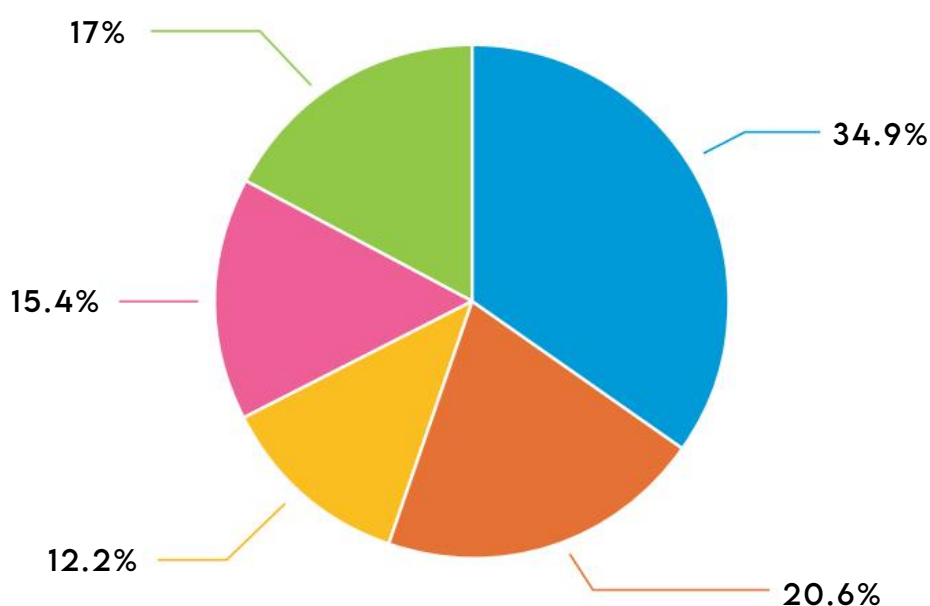
17%

34.9%

15.4%

12.2%

20.6%

The West Partnership has a clear vision: to embed the values of equity, excellence and empowerment in everything we do, building a collaborative, networked learning system to improve learning experiences and increase attainment for every learner across the region.

To achieve our vision the Partnership has:

| SUPPORTED | DEVELOPED | FACILITATED | CONNECTED | COLLABORATED | EMPOWERED |

Reach

This year, we have continued to make very good progress with extending our reach through a variety of ways.

➡ **1734 colleagues attending West Partnership events.**

- 253 of these were from other local authorities outside the West.

➡ **4865 followers on twitter.**

- Our tweets over the past academic year have been viewed just under 1 million times.

- Storyboard tweets were seen 104k times.

- Blended learning research paper had 2944 views.

- Remote and digital learning research paper had 1182 views.

Our impressive engagement data demonstrates we are influencing stakeholders within, across and beyond the West.

Responding to COVID-19

In January 2021, The West Partnership Improvement Plan, The Road to Renewal: Our Response to Covid-19, was drawn up at the request of the Board to address the challenges of the current and immediately foreseeable educational landscape. The plan confirms that, as a Regional Improvement Collaborative, we were, and continue to be, fully aware of the pressures that education staff across the West Partnership are facing as a result of Covid-19.

The plan recognises the need to prioritise and accelerate certain aspects of the West Partnership's Plan 2020-23, The Road to Renewal: Our Response to Covid-19, and accepts that other aspects will temporarily be paused. Almost all projects identified in the Interim Action Plan have been taken from the West Partnership's 2020-23 plan. Provision has also been made for additional projects to be included at the request of the Board.

In light of the immediate circumstances, it was essential that the work of the West Partnership continued to be seen to be both relevant and adding value to colleagues across local authorities where it matters most.

Our work has focused on 7 priority projects this year.

LEADERSHIP, EMPOWERMENT & IMPROVEMENT	
1	HEADTEACHER MENTORING SCHEME
2	LEADERSHIP LEARNING SETS
3	VIRTUAL LEADERSHIP NETWORKS
CURRICULUM, LEARNING, TEACHING & ASSESSMENT	
4	WEST OS
5	SUPPORT FOR PRACTITIONERS THROUGH CURRICULUM NETWORKS
COLLABORATIVE LEARNING NETWORKS	
6	HEALTH AND WELLBEING — TRACKING LEARNERS' WELLBEING
7	SUPPORTING LEARNERS WITH ADDITIONAL SUPPORT NEEDS

Spotlight On Our Response: *Case Studies*

WEST ONLINE SCHOOL (WEST OS)

The West Online School (West OS) planned to provide a bank of high-quality learning videos that could support practitioners and learners both inside and outside of the classroom. The project aimed to provide support across the breadth of the curriculum at both the Broad General Education and Senior Phase levels.

After an audit of the curriculum to identify the engagement with each subject, the West OS core team set out protocols for creating high quality videos that would be developed within a rigorous quality assurance process. The core team identified subject co-ordinators across the eight local authorities, each a subject specialist and experienced teacher. Subject co-ordinators had the responsibility of recruiting teachers to be video contributors and took a lead role in the quality assurance of videos. Each video passed through a three-stage quality assurance process (practitioner, subject coordinator, quality assurance group) which meant that published videos were of a consistently high standard.

Video contributors from across the West Partnership region produced short videos (10-15 minutes) to assist learners and practitioners. The project, initially envisaged as a regional resource, very quickly became nationwide, with contributors from other Regional Improvement Collaboratives and selected external partners, such as the University of Glasgow and Edinburgh Napier University, also producing quality-assured videos. Published videos are hosted on the ClickView platform, with all of Scotland's pupils and practitioners having access via their secure Glow accounts.

The resource has become a key part of Scotland's National e-Learning offer and, in March 2021, contributed to the Sustainable Scotland initiative. This was a comprehensive programme of educational experiences for pupils in primary and early secondary to explore sustainability across a number of curricular areas.

The West OS core team had to overcome a number of barriers and challenges:

- Producing videos at different levels and across the entirety of the curriculum;

- Accessing subject expertise during pandemic conditions;

- Ensuring the quality and accessibility of all videos that were published; and

- Ensuring awareness of the resource was available across the West Partnership and Scotland.

The project added considerable value across the education system:

- Learners benefitted from quality-assured videos that assisted their home learning, revision and assessment preparation;

- Teachers gained a resource that they could use either in-class or could use as a task for home learning;

- Video contributors, subject co-ordinators and the core team developed professionally through contributing to a national level e-Learning resource; and

- The project was an example of effective collaboration across Regional Improvement Collaboratives, Local Authorities, sectors and levels.

Spotlight On Our Response: *Case Studies*

WEST ONLINE SCHOOL (WEST OS)

The impact of West OS continues to emerge. As of July 1st, we can identify the following impact of West OS within the West Partnership region:

- Over 175 video contributors have created and published 2339 quality-assured videos;

- 46,500 different users from within the West Partnership region have utilised a West OS video;

- 87.5% of all West Partnership establishments have used West OS;

- 100% of all West Partnership secondary schools have used West OS;

- 93,000 video views have accumulated from West Partnership based users;

- A survey 57 West OS using practitioners found that 86% found that West OS was either useful or very useful to their pupils' learning; and

- Evidence demonstrates that 64% of all video views so far have occurred during school hours, with 36% occurring outside of traditional school hours. This demonstrates that the resource is being used flexibly, as the project intended.

> *I AM USING THIS TO EXTEND THE LEARNING AND ALLOWING EXPLANATION FROM A DIFFERENT PERSPECTIVE. GOOD OPPORTUNITIES TO PAUSE FOR QUESTIONING.*

> *I FEEL AS THOUGH MY OWN PRACTICE HAS ALSO IMPROVED THOUGH MY INVOLVEMENT WITH THE PROJECT AND HELPING TO CONTRIBUTE TO THESE VIDEOS.*

Spotlight On Our Response: *Case Studies*

VIRTUAL LEADERSHIP NETWORKS (VLN)

The West Partnership Virtual Leadership Networks (VLN) planned to provide a virtual space for leadership teams to effectively collaborate on issues around the response to the pandemic. The networks aimed to support and facilitate professional dialogue on key response areas to build staff capacity in order to improve outcomes for children and young people within the context of Covid19 and beyond.

As a response to home working and the inability to meet in-person, the West Partnership team set up Virtual Leadership Networks that were hosted on Microsoft Teams. Separate networks were created for Headteachers and Depute Headteachers and both networks were advertised to all West Partnership schools via local authority communications. To create a space for effective collaboration, four VLN meetings ran between September 2020 and May 2021 for each participant group.

Prior to meetings, participants received professional reading relating to the area of focus. After a short introduction, a guest speaker with expertise in the area of focus, delivered a keynote presentation. Participants were then organised into facilitated breakout rooms where they could discuss the area of focus. Breakout rooms were organised by sector, but randomised by local authority. This meant that each room could discuss issues in a way that was relevant to their school type and share ideas from outside of their own local authority.

To meet leaders' needs, evaluations of each event gave participants a chance to suggest areas of concern that could be explored in following meetings. The areas covered in the four meetings were:

1. positive ethos and effective communication;
2. learning and teaching;
3. wellbeing; and
4. equity.

These were all based on participant feedback.

The West Partnership team had to overcome a number of barriers and challenges:

- Using a platform that was new to a large number of prospective participants;
- Scheduling meetings in a period of great instability and uncertainty; and
- Responding to the needs of our leaders in an environment of rapid change.

The VLNs added value to our system through its support of leaders. Leaders entered a space where they could learn from others who were in the same unprecedented situation. They could learn outside of their own local authority and discuss with colleagues within the same sector. This supported systems leaders who were making decisions in unprecedented circumstances. The qualitative feedback from our evaluations suggested that the meetings provided reassurance to school leaders, which aided their decision making.

Spotlight On Our Response: *Case Studies*

VIRTUAL LEADERSHIP NETWORKS (VLN)

The impact of the West Partnership Virtual Leadership Networks continues to develop. Our event evaluations from 235 respondents demonstrate the following:

- 95% of respondents believed the meetings had covered the theme of the meetings effectively;

- 92% of respondents believed that the format of the meetings met their needs;

- 80% of respondents believed that the meetings had increased their confidence regarding the topic of the meetings;

- Regarding how valuable the events had been, respondents had an average of 8.0 on a scale of 0-10; and

- We asked respondents to explain how the VLN meetings would impact their practice. From these qualitative responses, we elicited the themes of reassurance (leaders were assured they were making the right choices), legitimation (leaders decisions were verified by their colleagues), raising awareness (leaders became aware of practices they didn't know about), inspiration (leaders were inspired by practice they had heard about from other participants).

> *I HAVE USED THE READING TO SUPPORT MY APPROACHES AT WORK AND LEADING OTHERS. PARTICULARLY THE READING ABOUT LEADING IN CRISIS. THE DISCUSSIONS AROUND AMBITION HAVE SUPPORTED ME IN MAINTAINING SOME STRATEGIC ACTIONS AT A TIME WHEN IT WOULD BE EASY TO REST IN DAY-TO-DAY MANAGEMENT TO KEEP THINGS AFLOAT.*

> *I HAVE REALLY ENJOYED IT SO FAR AND APPRECIATE THE RELAXED ATMOSPHERE CREATED BY THE FACILITATORS. IT HAS BEEN GOOD TO CONNECT WITH COLLEAGUES ACROSS THE PARTNERSHIP AND BUILD NEW NETWORKS. IT HAS BEEN CHALLENGING TO MAKE TIME BUT WORTH THE EFFORT. THANK YOU!*

How did the West Partnership compare?

In this section, senior phase and attainment data is presented demonstrating the progress of our learners. However, 2019-2020 results are not directly comparable with previous years due to Covid-19 and the alternate model of assessment. West Partnership figures represent the aggregated attainment of pupils from across the regions 8 local authorities.

Senior Phase Attainment
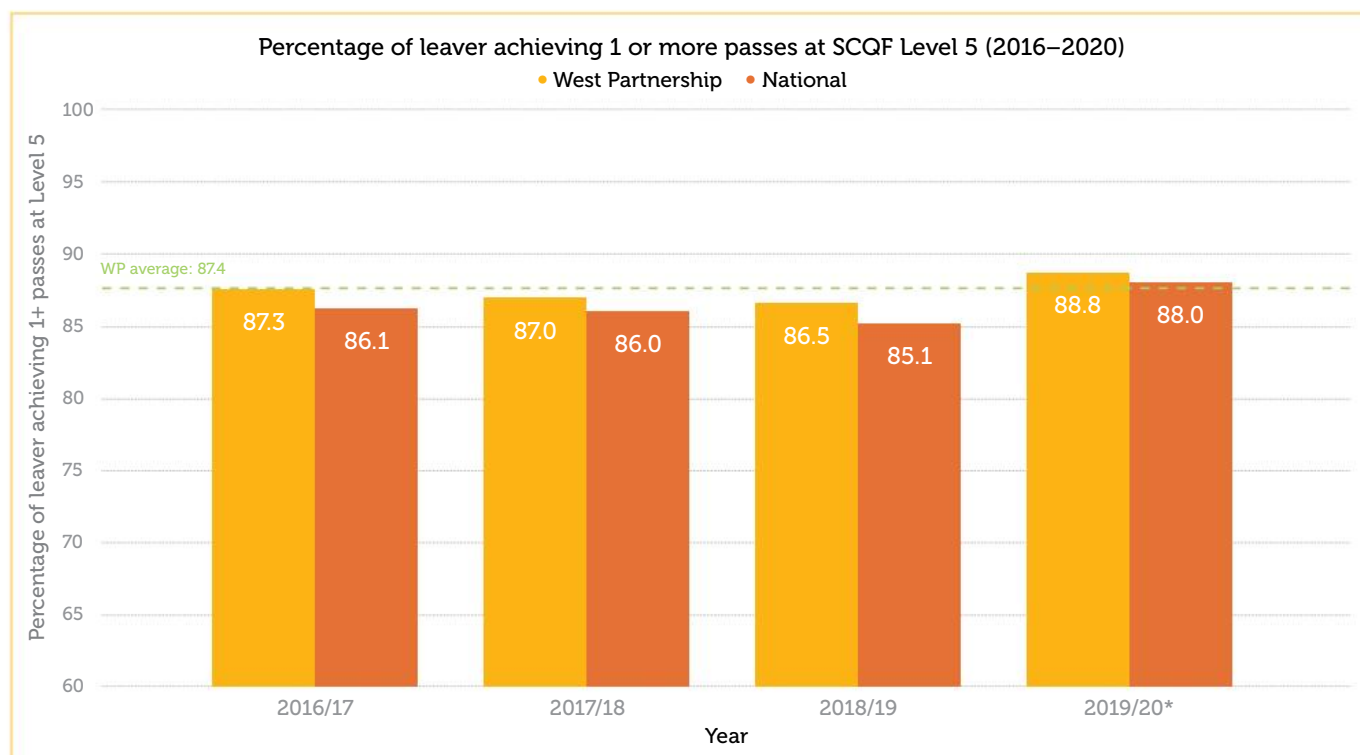
Percentage of leaver achieving 1 or more passes at SCQF Level 5 (2016–2020)

● West Partnership ● National

Year	West Partnership	National
2016/17	87.3	86.1
2017/18	87.0	86.0
2018/19	86.5	85.1
2019/20*	88.8	88.0

WP average: 87.4

Y-axis: Percentage of leaver achieving 1+ passes at Level 5

* 2019/20 assessment data is not directly comparable with previous data due to the different assessment model used.

The percentage of leavers achieving 1 or more passes at SCQF Level 5 has increased by 1.5% over the last 4 academic years. West Partnership figures have consistently been above the national figure.

Senior phase attainment

Percentage of leaver achieving 1 or more passes at SCQF Level 6 (2016–2020)

● West Partnership   ● National

WP average: 68.93

Year	West Partnership	National
2016/17	67.3	61.2
2017/18	68.7	62.2
2018/19	69.3	60.5
2019/20*	70.4	68.2

Percentage of leaver achieving 1+ passes at Level 6

* 2019/20 assessment data is not directly comparable with previous data due to the different assessment model used.

The percentage of leavers achieving 1 or more passes at SCQF Level 6 has increased by 3.1% over the last 4 academic years. West Partnership figures have consistently been above the national figure.

Percentage of leaver achieving 3 or more passes at SCQF Level 6 (2016–2020)

● West Partnership   ● National

WP average: 53.55

Year	West Partnership	National
2016/17	51.1	48.9
2017/18	52.5	50.3
2018/19	53.6	50.9
2019/20*	57.0	54.7

Percentage of leaver achieving 3+ passes at Level 6

* 2019/20 assessment data is not directly comparable with previous data due to the different assessment model used.

The percentage of leavers achieving 3 or more passes at SCQF Level 6 has increased by 5.9% over the last 4 academic years. West Partnership figures have consistently been above the national figure and have risen at a quicker rate than the national figures.

Senior phase attainment

Percentage gap between Quintile 1 and Quintile 5 in leavers achieving 3 or more passes at SCQF Level 6 by Year 2017–2020
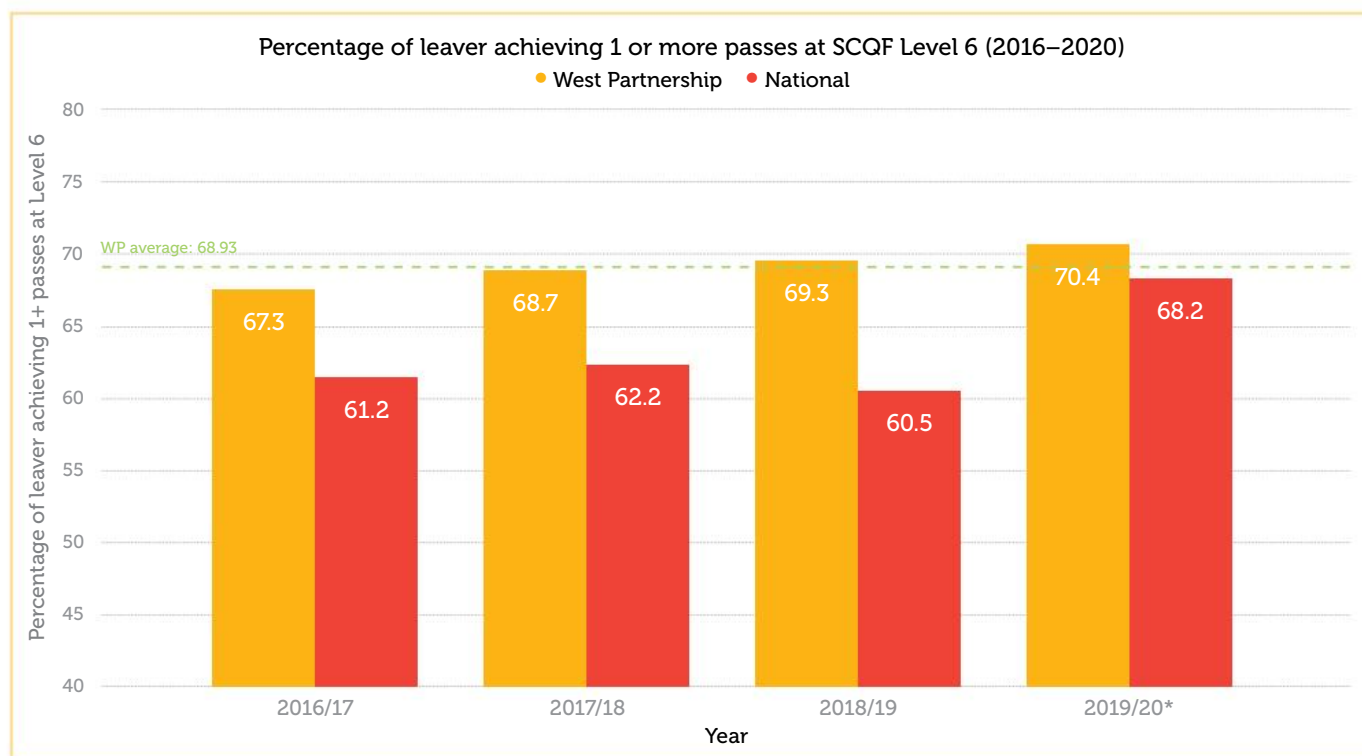

* 2019/20 assessment data is not directly comparable with previous data due to the different assessment model used.

The percentage gap between SIMD Q1 and Q5 leavers achieving 3+ passes at SCQF Level 6 has decreased from 47.4% to 44.0% over the last three academic years. The 18/19 session had the lowest gap over the last 3 years at 43.3%.

Percentage of leaver achieving 5 or more passes at SCQF Level 6 (2016–2020)

● West Partnership ● National

* 2019/20 assessment data is not directly comparable with previous data due to the different assessment model used.
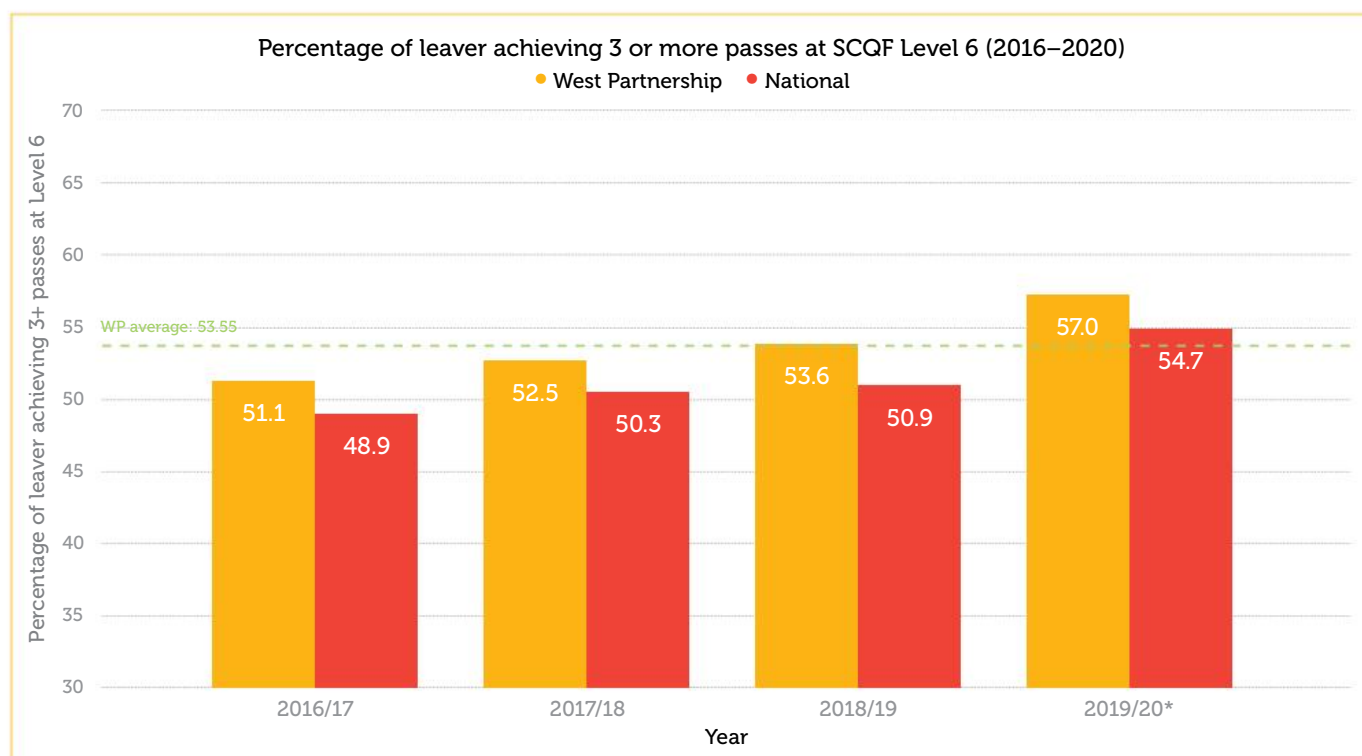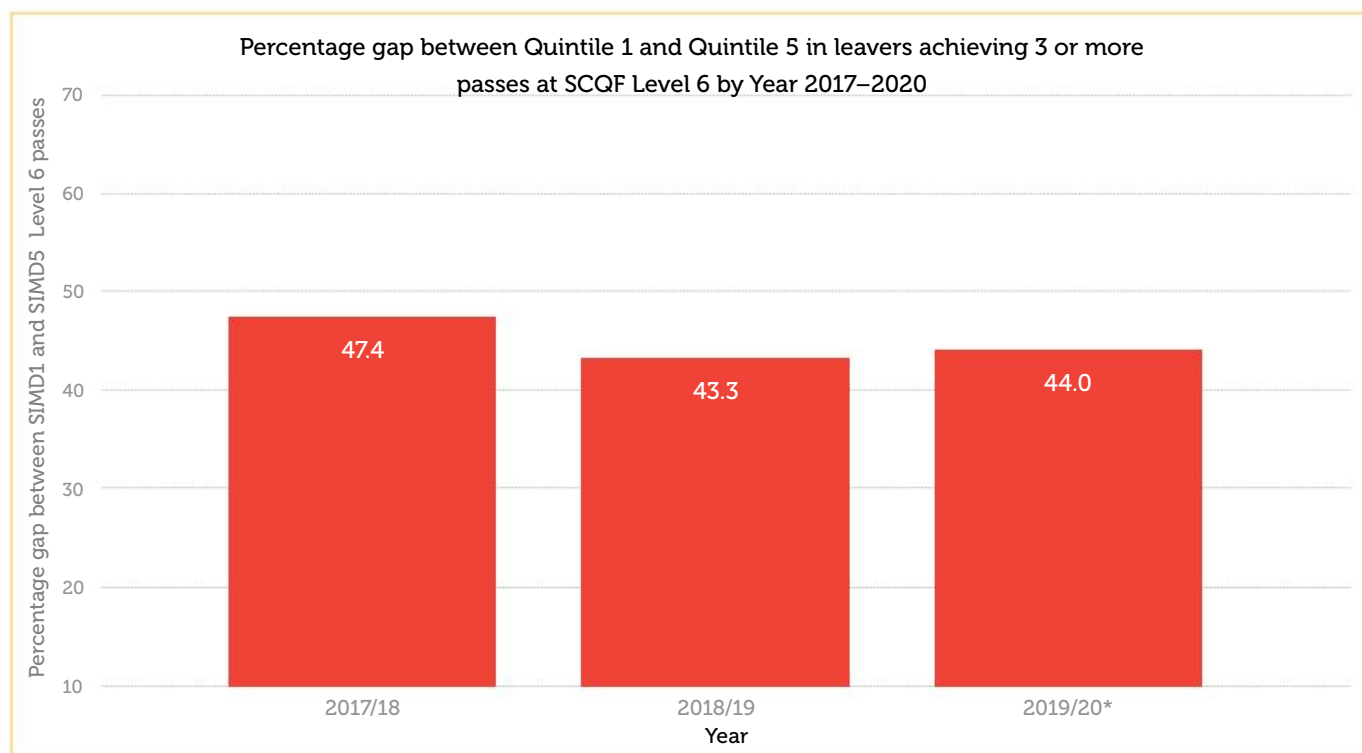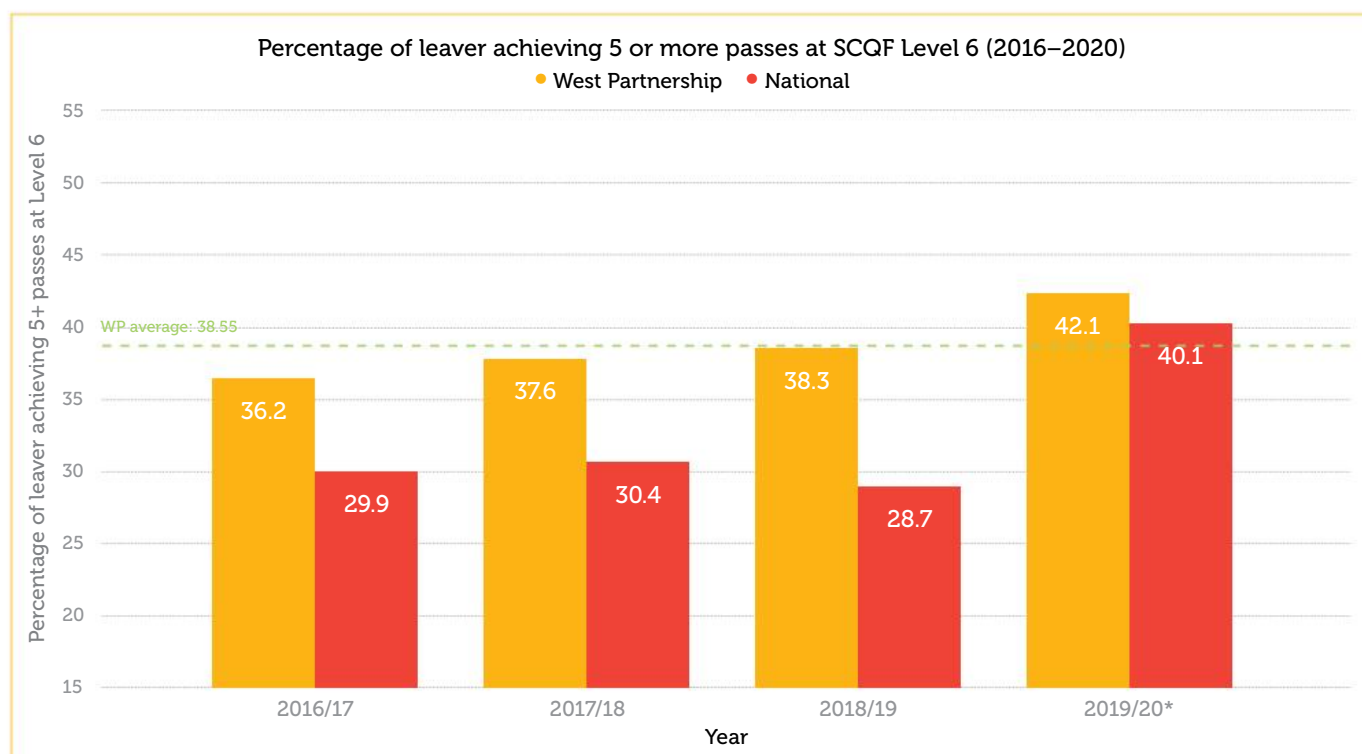
The percentage of leavers achieving 5 or more passes at SCQF Level 6 has increased by 5.9% over the last 4 academic years. West Partnership figures have consistently been above the national figure.

Senior phase attainment

Percentage of school leavers in positive destinations 2009–2020
● West Partnership   ● National

Chart data:

Year	West Partnership	National
2009/10	88.3	87.7
2010/11	88.5	89.3
2011/12	88.9	90.3
2012/13	91.2	91.9
2013/14	92.1	92.6
2014/15	92.6	93.2
2015/16	92.9	93.5
2016/17	93.9	93.7
2017/18	94.4	94.6
2018/19	95.2	95.0
2019/20*	93.6	93.3

Y-axis: Percentage of school leavers in positive destinations. X-axis: Year.

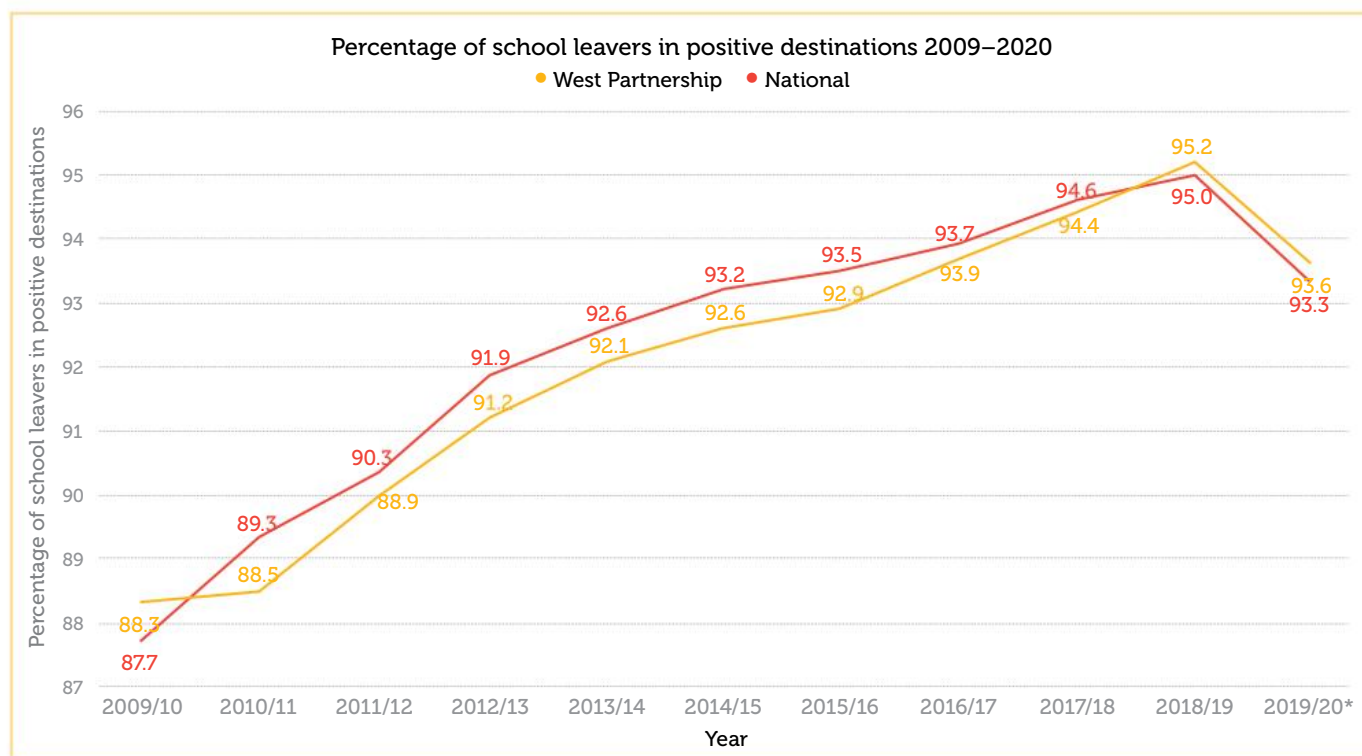* 2019/20 assessment data is not directly comparable with previous data due to the different assessment model used.

The percentage of West Partnership school leavers entering positive destinations has increased by 5.3% over the last 10 years. Year on year increases occurred between 09/10 and 18/19 sessions, with a small decrease in the 19/20 session. West Partnership figures have been above the national level in the last two academic years. It should be noted that school leaver positive destinations have been impacted by the pandemic and, for example, the opportunity in some areas for young people to enter directly into employment.

Senior phase attainment

Percentage of school leavers entering Higher Education 2009–2020
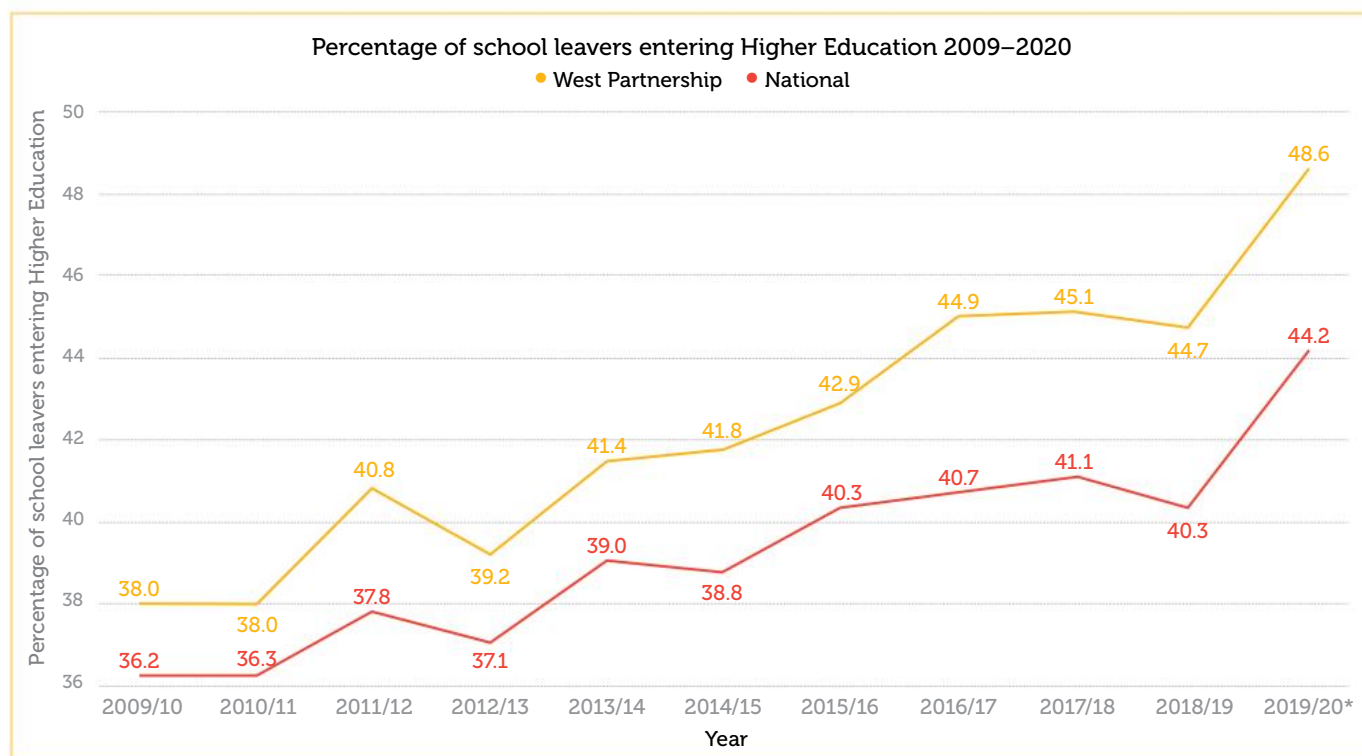
● West Partnership ● National

* 2019/20 assessment data is not directly comparable with previous data due to the different assessment model used.

The percentage of West Partnership school leavers entering Higher Education has increased by 10.6% in the last 10 years. The West Partnership has consistently outperformed the national figures.

Percentage gap between Quintile 1 and Quintile 5 in leavers entering a positive destination 2017–2020
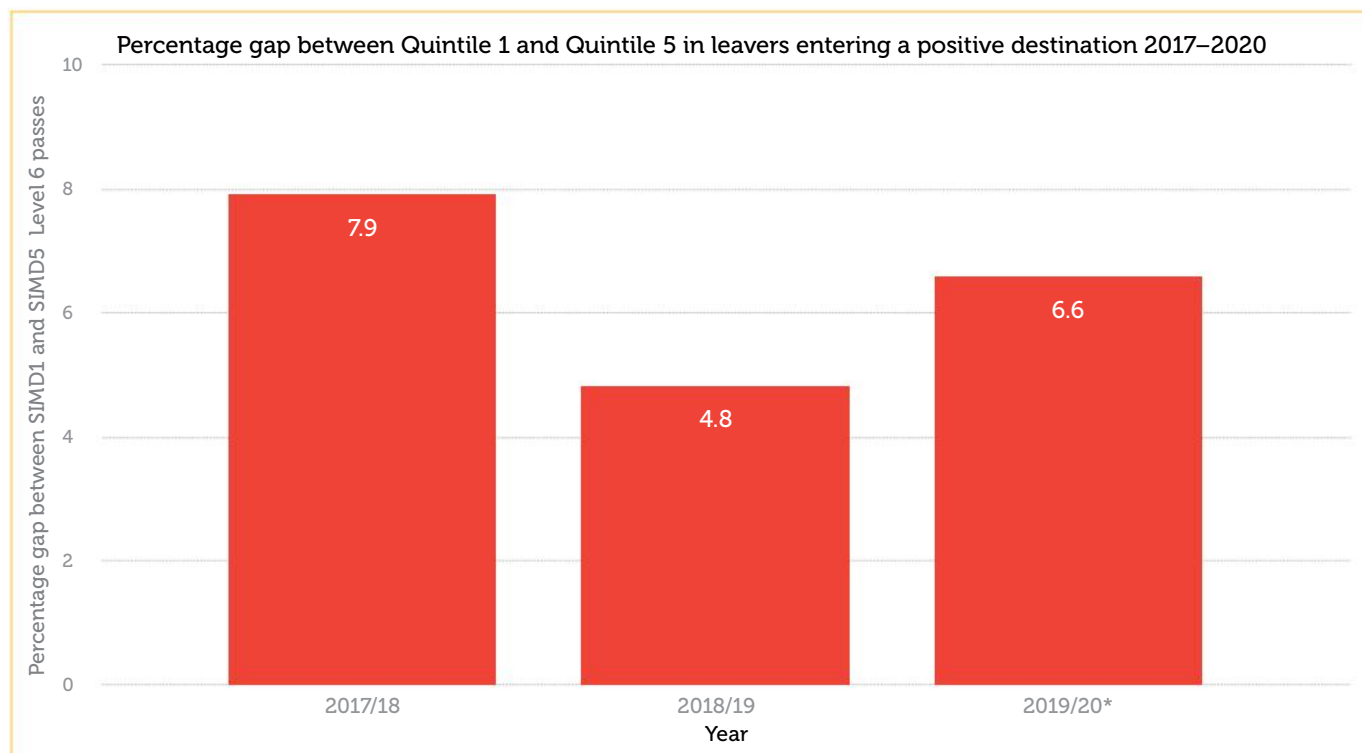

* 2019/20 assessment data is not directly comparable with previous data due to the different assessment model used.

The percentage gap between SIMD Q1 and Q5 leavers entering positive destinations has decreased from 7.9% to 6.6% over the last three academic years. The 18/19 session had the lowest gap over the last 3 years at 4.8%.

Workstream Highlights

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

Leadership, Empowerment and Improvement

Very good progress has been made in developing a range of supportive approaches for senior leaders in an empowered system. This year, work focused on ensuring that practitioners are supported to become effective leaders of tomorrow, whilst giving those who are already leaders, opportunities for effective collaboration with peers from around the region.

HIGHLIGHTS

- **Enhanced mentoring support** for senior leaders enabling a focus on agreed, specific areas of leadership.

    - Introduction of an Executive Coaching programme addressing leadership challenges within the current context of Covid-19 delivered by the Mudd Partnership.

    - A halfway evaluation of the programme found that 100% strongly agreed or agreed that the programme covered themes that met their needs. All respondents suggested that they had developed a positive relationship with their coach and 90.5% of them suggested their confidence had been increased by the programme.

    - *"I have become much clearer about my role as a HT within the very unique setting in which I work. Having the opportunity to talk to [coach] about things that were actually happening there and then allowed me to reflect, with support, and plan a way forward. This was true for smaller, operational issues as well as more strategic concerns and priorities. I will continue to set aside time to reflect as I did for the duration of these coaching sessions."*

- Facilitation of the **Headteacher learning set programme.**

    - Participants identified sessions focused on areas such as leadership and empowerment, particularly within the Covid-19 context.

    - Sessions provided opportunities to hear from colleagues dealing with similar issues in an open and safe forum. Sessions supported colleagues with decision making and leadership during the pandemic while maintaining day to day school management.

    - In terms of added value, when asked how valuable the experience of participating in sessions was, the average response was 8.14 out of 10.

    - *"It is an excellent way to network with colleagues from different authority. It is reassuring to hear colleagues speak of similar experiences. There have been many suggestions which have been brought up which I have been able to take on board and which are positively impacting my practice."*

Leadership, Empowerment and Improvement

HIGHLIGHTS

- **Thinking about Headship** programme, which prepares practitioners to become effective leaders of tomorrow.

  - An end of programme evaluation found that 87.5% felt as though the programme had improved their confidence towards entering the Into Headship programme. Three-quarters of respondents said that the programme had impacted on their current practice as DHTs.

  - *"I have gained greater awareness of the ramifications of employing different methodology in delivering strategic change in relation to school, local authority and national priorities. I have learned how my knowledge about the pupils, staff, parents and wider school community is important as it affects the decisions I make about leading change within my context."*

- Development of supportive **Virtual Leadership Networks for school leaders** addressing challenges faced providing the opportunity for peer support and collaboration.

  - Following events, colleagues noted that sessions provided a supportive and reassuring environment to discuss challenges, issues and practice.

  - Over 89% of colleagues attending reported an increase in confidence.

"The opportunity to engage with colleagues across the West Area is invaluable, particularly during these times."

"Lots of takeaways from the event that can be used with pupils and staff. It is also good to know that colleagues are feeling and acting in similar ways."

SOME FEEDBACK

"It's always great to share experiences with others. I always take away something new and feel reassured by what we have in place."

"The focussed discussions are an excellent way to gain insight into how other establishments and DHTs manage and lead the area being discussed."

Curriculum, Learning and Teaching and Assessment

The workstream has made very good progress in continuing the creation of self-sustaining subject/specialist area networks, to bring about improvement in learning, teaching, assessment and attainment. This year, the workstream was also responsible for the development and delivery of West OS.

HIGHLIGHTS

➔ During the pandemic, **West OS** became firmly established as the recorded lesson element of Scotland's National e-Learning Offer providing vital learning and support for children and young people during lock-down or who were self-isolating.

- All secondary schools in the West Partnership region used West OS resources.

- 86% of respondents found West OS useful or very useful to pupils' learning.

➔ The West Partnership **Assessment and Moderation** activity gained momentum.

- Exemplars of high-quality learner evidence produced by practitioners were shared on the Moderation Portal to use for career long professional learning (CLPL). A survey of a focus group of users showed this material enhanced schools based professional learning opportunities at individual, school and cluster levels.

- A supportive Senior Phase Assessment and Moderation Group was established, to support the alternative certification model, at the request of local authorities. This supported collaboration and sharing of practice in senior phase assessment, quality assurance and sourcing partner schools for moderation of lower uptake subjects. This helped to ensure greater consistency of outcomes across all schools.

➔ During the pandemic, we continued to host over **20 subject/sector networks** across all curricular areas to enhance learners' experiences through support for curriculum networks to meet urgent priorities.

- Networks were used to share practice, resources and pedagogy, particularly in digital pedagogy.

- Over 700 participants signed up to the Education Scotland and West Partnership Spring webinars on the themes of Children's Rights, Equity, Inclusion and Wellbeing and Pedagogy.

- An evaluation, with 211 respondents, found that 95% of participants believed the webinar series had improved their knowledge on the webinar topic that they had attended. Just under 95% (94.3%) of respondents agreed or strongly agreed that the webinars had increased their confidence and 86% said their skills had improved.

- *"I found this a very refreshing and inspiring session. The key messages about the impact of poverty and how we can tackle this was very encouraging. The presenters from both school gave me many ideas that I could take away and implement in my school. I am looking forward to sharing this information with my colleagues."*

Curriculum, Learning and Teaching and Assessment

HIGHLIGHTS

➲ The annual **West Partnership Maths Conference** was hosted virtually in November 2020 with 250 participants attending.

- Over 90% of participants reported that the conference sessions would impact on their practice while over 95% reported that the conference was valuable.

- The Mathematics Outdoors session saw the highest average change in knowledge while digital learning and engagement saw the highest average change in confidence.

"The lessons are well aimed at children in various levels, so the children engage well with the content. I find the content very useful and because the lessons are Curriculum for Excellence benchmark based, they are ideal to incorporate to your lesson."

SOME FEEDBACK

"Today's session has given some really useful and practical ideas to implement and share with colleagues."

"I have increased confidence in terms of responding to the new SQA guidance."

Collaborative Learning Networks (CLNs)

This year, very good progress has been made to empower staff through promoting and supporting collaborative learning networks to improve equity and excellence for children and young people. The workstream focused on supporting health and wellbeing with a particular focus on tracking learners' wellbeing and supporting learners with Additional Support Needs (ASN).
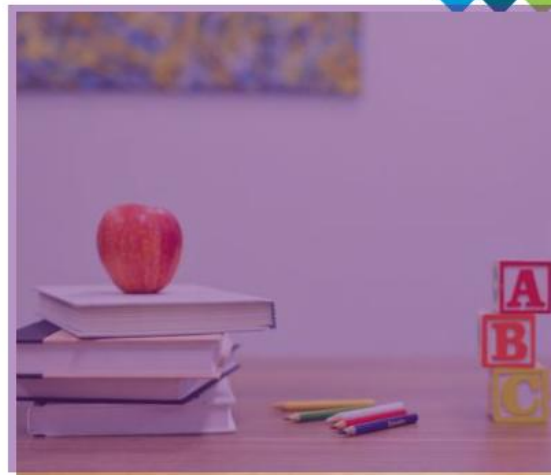
HIGHLIGHTS

➔ The development of a **matrix of tools for tracking learners' wellbeing** brought together a range of wellbeing tools in one handy resource to support practitioners in selecting the right type of tool for their needs.

➔ **Storyboards** captured effective practice and lessons learned and were shared across the partnership.

- Eighteen different storyboards have been produced and shared on topics such as Parental Engagement, Family Learning, Transitions, Learner wellbeing and ASN.

- Storyboards were shared on Twitter and viewed over 100,000 times.

➔ **The Engaging Families in Transitions Enquiry Project** led to improved collaboration and engagement with families and wider communities in planning support for transition.

- Participating clusters attended 4 webinars which supported practitioners in moving towards family-centred transitions.

➔ A well-established **Youth Ambassador Forum** provided young people with the opportunity to share the work they do in youth participation and to share their views with other West Partnership networks on areas such as diversity and health and wellbeing.

➔ Over 200 practitioners attended an open discussion on **child centred play pedagogy.**

- An evaluation, with 62 respondents, found that 96.7% of participants found the event to be useful, 90.3% found the event to be well organised, and 87.1% believed they could put knowledge gained from the discussion into practice.

- *"Participation in the event has reinforced my thinking and pedagogical approach, building my confidence and motivating me to research further in order to support, guide and lead the staff team, and families, in developing a deeper understanding of the importance of play."*

SOME FEEDBACK

"I found this very positive today and made me really think about the importance of language and relationships."

"I like the teams format. It's so accessible and the facilitators encourage dialogue."

"It was very useful to share practice in small groups both for ideas and for reassurance that what I am doing is on track and similar to colleagues"

"Thank you. I thoroughly enjoyed this and look forward to more nurture advice."

Next Steps & Conclusion

This year, the Partnership has made very good progress in driving forward equity, excellence and empowerment across the West as demonstrated throughout the report. Our progress has been further recognised externally through research carried out by the Robert Owen Centre for Educational Change, Progress and Challenge: Reflections on the development of the West Partnership 2018-2020.

The report draws on evidence collected for the external interim evaluation and states that:

"The West Partnership has contributed to the work of the local authorities in many ways and has, in the main, provided professional learning and built capacity, which otherwise would not have existed. In addition, there is progression towards systems change, through for example, volunteer-led subject networks, collaborative learning networks between schools and cross-authorities and a national model of an online school in development."

Collectively, we are working towards getting it right for every child and young person in the West. Equity, Excellence and Empowerment are the key values we want to embed in the West, enhancing the work of each local authority to improve our schools and outcomes for our learners continuously.

Moving forward, our focus will be on recovery and renewal as we meet the challenges of working through the Covid-19 pandemic and supporting improvement as part of the recovery process. We will work collaboratively within and across the system to ensure that we can respond with agility to the changed circumstances in which we now live, providing support and developing flexible approaches to learning and teaching across the region.

Next Steps & Conclusion

INDICATORS	2016-17 BASELINE	2017-18 VALUE	2018-19 VALUE	2019-20 VALUE [1]	2020-21 TARGET
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71.3	72.4	73.0	**	78
% OF PRIMARY PUPILS (P1, P4 AND P7 COMBINED) ACHIEVING EXPECTED LEVELS OR BETTER IN NUMERACY	78.1	79.5	80.3	**	85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	89.7	90.1	89.6	**	91
% of S3 pupils achieving third level or better in numeracy	90.1	89.7	90.0	**	91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	46.7	48.8	49.7	**	55
% of S3 pupils achieving fourth level or better in numeracy	56.7	57.7	56.5	**	63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.3	68.7	69.3	70.4	74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	42.1	35
Percentage of leavers from SIMD Quintile 1 achieving 3 or more passes at SCQF Level 6	N/A	33.2	36.9	38.8	40
Percentage of leavers from SIMD Quintile 5 achieving 3 or more passes at SCQF Level 6	N/A	80.6	80.2	82.8	83
Percentage gap between Quintile 1 and Quintile 5 in leavers achieving 3 or more passes at SCQF Level 6	N/A	47.4	43.3	44.0	43.0
% of leavers achieving SCQF Level 5 or better in literacy	81.9	82.8	82.6	83.1	86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70.2	69.2	70.8	76
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	****	****	****	3185	TBC
% of establishments evaluated as good or better for leadership of change	59	63	*	***	75
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A	3.7	N/A	6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	N/A	45
Primary Attendance Rates	94.6	N/A	94.2	N/A	95
Secondary Attendance Rates	90.7	N/A	90.3	N/A	92
Initial School Leaver Destinations (Positive)	93.6	94.4	95.2	93.6	95
Percentage of leavers from SIMD Quintile 1 entering a positive leavers destination	N/A	90.5	93.3	90.7	92
Percentage of leavers from SIMD Quintile 5 entering a positive leavers destination	N/A	98.4	98.1	97.3	98
Percentage gap between Quintile 1 and Quintile 5 in leavers entering a positive leavers destination	N/A	7.9	4.8	6.6	6.0
Percentage of leavers entering Higher or Further Education	69.7	70.1	69.5	73.6	75
% of establishments evaluated as good or better for learning, teaching and assessment	57	66	*	***	75

[1]   2019-20 attainment values cannot be directly compared with previous data because of the alternate assessment model used.

*   Impacted by Covid

**   BGE data not collected.

***   Limited number of inspections completed in 19/20.

****   New indicator from 19/20 onwards.

CRITICAL INDICATORS 2019-20

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How to connect with us

WWW.WESTPARTNERSHIP.CO.UK   / WP_EDUCATION

Inverclyde council

West Dunbartonshire COUNCIL

sustainable thriving achieving
East Dunbartonshire Council
www.eastdunbarton.gov.uk

East Renfrewshire COUNCIL

North Lanarkshire Council

Glasgow CITY COUNCIL

Renfrewshire Council

SOUTH LANARKSHIRE COUNCIL

NSEE
Network for Racial & Educational Equity

GLASGOW
CITY REGION
Education

Report

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

Subject:	**West Partnership Regional Improvement Collaborative - Improvement Plan 2021 to 2022**

1. Purpose of Report

1.1. The purpose of the report is to:-

♦ to inform the Committee of the contents of the West Partnership's Improvement Plan 2021/2022.

2. Recommendation(s)

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

(1) that the West Partnership's Improvement Plan for 2021/22 be noted.

3. Background

3.1. On 27 October 2020, the Education Resources Committee noted the progress of the West Partnership. In January 2021, a further plan, the Interim Action Plan, was drawn up to address the challenges of school closure and the immediately foreseeable educational landscape. This was noted by the Education Resources Committee on 16 March 2021.

4. Context

4.1. The West Partnership Improvement Plan 2021/22 (Appendix 1) sets out the key areas for collaborative action to bring about improvement across the partnership region.

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

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

4.4. Committed to professional reflection and rigorous evaluation, a framework of evaluation activities provides a range of evidence to inform next steps in improvement planning.

4.5. Over last session, a comprehensive range of engagements with stakeholders took place, complementing the ongoing evaluation activity and giving a clearer set of

qualitative and quantitative data to ensure the new Improvement Plan meets the needs of practitioners and officers across the West Partnership.

4.6. The feedback gathered from the stakeholder engagements, recommendations from the Robert Owen Centre evaluation and rigorous discussions within workstreams all contributed to the Improvement Plan priorities for 2021/2022.

4.7. In recognition of the impact of COVID-19 pandemic, a major aim of the Plan and the work of the partnership is to address both recovery and renewal. A focus on recovery is reflected throughout the plan with a specific emphasis on Wellbeing for Learning.

4.8. The Plan is organised under 3 key areas, each led by two Directors of Education/Chief Education Officers:-

- ♦ Wellbeing for Learning
- ♦ Curriculum, Learning, Teaching and Assessment
- ♦ Leadership, Empowerment and Improvement

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

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

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

6. Financial Implications
6.1. The West Partnership submitted a bid to the Scottish Government in March 2021. The bid for funding was to be based on funding levels received for 2020/2021. Consequently, the West Partnership has been allocated £1,526,500 for 2021/2022.

7. Climate Change, Sustainability and Environmental Implications
7.1. There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.

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

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

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

Tony McDaid
Executive Director (Education Resources Resources)

18 October 2021

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

Previous References

- ♦ Education Resources Committee – 16 March 2021
- ♦ Education Resources Committee – 27 October 2020
- ♦ Education Resources Committee – 6 August 2019

List of Background Papers

- ♦ West Partnership's Improvement Plan 2020 – 2023

Contact for Further Information

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

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The West Partnership

IMPROVEMENT PLAN 2021–22

Equity, Excellence & Empowerment

GLASGOW
CITY REGION
Education

Contents.

Foreword

As Convenor of the Glasgow City Region Education Committee, I am once again pleased to present the West Partnership's Regional Improvement Plan 2021–2022.

Since its establishment in 2017, the West Partnership has drawn together the eight partner authorities of the City Region. It is clear there is a close working relationship across our individual authorities with very strong and increasing collaborative working at all levels. This supports our collective drive towards ongoing improvement in outcomes for all of our region's children and young people.

This latest plan, for 2021-22, continues to set out our vision for equity, excellence and empowerment across all eight partner authorities. The plan recognises the unprecedented challenges that have resulted from COVID-19 and outlines the West Partnership's clear commitment to supporting recovery.

Over the past year in particular, a number of programmes and activities have been designed to address the challenges faced by schools and educational settings across the West Partnership. The offer has included introducing a range of leadership opportunities; tracking learners' wellbeing; extending curricular networks for teachers to help implement the Scottish Qualifications Authority Alternative Certification Model as well as developing our significant contribution to the national digital learning offer through West Online School (West OS).

The main goal of the Partnership is to add value to our existing strengths and achievements for the benefit of learners across each of our partner authorities. Therefore, it is crucial that the work of the West Partnership is relevant to the priorities of each local authority.

We are now able to show how we gain from the scale and diversity of the West Partnership. As we saw last session with the introduction of West OS, the Partnership was able to utilise the skills and expertise of staff to develop an offer that has been used by almost every school and many thousands of our children and young people and has played a key role in the national digital learning offer.

The work carried out last session provides us with the confidence that the West Partnership will continue to grow from strength to strength. It helps reinforce the importance of purposeful collaboration focussed on the areas that matter to staff, children, and young people.

We were able to demonstrate that collaboration can take place in innovative ways through the use of technology; not just in physical settings. Staff have embraced this opportunity and have been able to share good practice and ideas across all eight partner authorities. We believe that empowering our teachers and other staff to learn from others' experiences will lead to further improvements in practice across our schools and early years' centres.

The plan complements and enhances the excellent work already underway across each of our authorities and outlines our ongoing approach to working together. 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 essential that equity, excellence and empowerment continue to be the driving vision for everyone in the West Partnership. The challenges of COVID-19 have highlighted the importance of providing education of the highest quality for all of our children and young people and, in particular, those living in social and economic disadvantage.

As we focus on recovery, we rely on working together to support our communities. I am delighted to present our West Partnership Improvement Plan for 2021-22.

Councillor Jim Paterson, Convener of the West Partnership

Introduction

During the past two school sessions, education staff have faced unprecedented challenges as a result of the impact of COVID-19. This period has highlighted the importance of working together and the need for staff to develop new ways of supporting each other for the benefit of learners. Therefore, it is essential that the work of the West Partnership Regional Improvement Collaborative builds on progress made. In practice, this means continuing to add value to local authorities, being accessible to those who will benefit most and focussing on activities that have the greatest impact on learner experiences and outcomes.

Research carried out by the Robert Owen Centre for Educational Change, Progress and Challenge: Reflections on the development of the West Partnership 2018-2020, offers insight into the progression of the West Partnership Regional Improvement Collaborative. The report draws on evidence collected for the external interim evaluation, January 2018 until October 2020, and states that:

'The West Partnership has contributed to the work of the local authorities in many ways and has, in the main, provided professional learning and built capacity, which otherwise would not have existed. In addition, there is progression towards systems change, through for example, volunteer-led subject networks, collaborative learning networks between schools and cross-authorities and a national model of an online school in development.'

The report highlighted a number of key strengths that were supporting progress within the West Partnership including increased opportunities for empowerment; systematic as well as informal collaborative efforts that was leading to significant learning and teaching developments; access to expanding networks to share ideas and advice to help deal with the effects of the pandemic; and capacity building taking place through knowledge mobilisation and individual agency and development of professional capital.

Some practical examples of work includes the introduction of West Online School (West OS), created by teachers, and accessed by teachers, learners and families across the West Partnership area and in all local authorities in Scotland. A range of networks for teachers, subject and school leaders and local authority central teams has also demonstrated the increasing reach of the West Partnership.

Of course, challenges do exist as we strive to build a networked learning system; a system that enables collaboration, encourages 'connectedness' and supports practitioners at all levels. Our challenge is to ensure as many practitioners as possible interact, learn and contribute across the West Partnership.

It is also important to consider national and international research. A number of reports on Scottish education were published during school session 2020-21 which have detailed recommendations which provide an opportunity to utilise the potential of the West Partnership. Many of the actions within our plan take these recommendations into account and are designed to support any future national changes.

The period of the pandemic has shown us that staff within schools and educational settings can achieve outstanding results, despite the most challenging of circumstances. However, appropriate opportunities to collaborate and work together are essential. Consequently, the West Partnership Improvement Plan 2021-22 is designed to build on our successes to date, and focus on the areas of recovery and renewal highlighted by key stakeholders as the most important.

Our three main workstreams of — Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment are designed to focus on the areas that matter and we will work closely across local authorities, as well as with colleagues from Education Scotland and the Robert Owen Centre for Educational Change, to achieve our key objectives.

Tony McDaid, Regional Lead Officer, West Partnership

Our Vision

The West Partnership has a clear vision: to embed the values of equity, excellence and empowerment in everything we do, building a collaborative, networked learning system to improve learning experiences and increase attainment for every learner across the region.

The plan for 2021-22 also includes our vision for recovery and renewal as we meet the challenges of working through the Covid-19 pandemic and supporting improvement as part of the recovery process. We will work collaboratively within and across the system to ensure that we can respond with agility to the changed circumstances in which we now live, providing support and developing flexible approaches to learning and teaching across the region.

The West Partnership sets an ambitious and aspirational agenda to close the poverty-related attainment gap (equity) and improve attainment and achievement for all (excellence). By creating the conditions for authentic empowerment, the ownership of change can be shifted and enable all staff to take collective action to deliver our ambitious vision.

As the largest of Scotland's Regional Improvement Collaboratives, with approximately one third of all Scotland's school population, to truly deliver sustainable improvement, change needs to be driven collectively. This means ensuring that every stakeholder is empowered to address the needs of each individual learner, devise experiences which will enthuse and engage them and support them to lead their own learning. This will in turn, lead to improvements in learners' achievements and attainment.

In the longer term, there is a commitment to ensure each educator in the West Partnership has the opportunity to engage and collaborate with colleagues and partners to bring about improvement in their class and playrooms.

In the West Partnership, building collective agency to improve results and supporting individuals to work together to secure what they cannot accomplish on their own is a key focus. Our purpose, therefore, is to establish and facilitate networks of professionals to work collaboratively to achieve our vision of equity, excellence and empowerment.

Governance & Operational Structures

OVERVIEW

As part of evaluation and review procedures, the West Partnership continues to reflect on the effectiveness of the existing governance and operational structures, ensuring the Partnership continues to operate efficiently, while adding value to the provision of the eight partner local authorities.

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

GLASGOW CITY REGION EDUCATION COMMITTEE

WEST PARTNERSHIP BOARD

WEST PARTNERSHIP IMPLEMENTATION GROUP

EVALUATING & REPORTING

CURRICULUM, LEARNING, TEACHING, ASSESSMENT

DATA, INFORMATION & RESEARCH

LEADERSHIP, EMPOWERMENT, IMPROVEMENT

EQUITY EXCELLENCE EMPOWERMENT

WELLBEING FOR LEARNING

FINANCE SUB GROUP

Governance & Operational Structures

REGIONAL EDUCATION COMMITTEE

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

Renfrewshire Council

Cllr Jim Patterson (Convener)

East Renfrewshire Council

Cllr Allan Lafferty

West Dunbartonshire Council

Cllr Karen Conaghan

Glasgow City Council

Cllr Chris Cunningham

GLASGOW CITY REGION EDUCATION COMMITTEE

East Dunbartonshire Council

Cllr Jim Goodall

Inverclyde Council

Cllr Jim Clocherty

South Lanarkshire Council

Cllr Katy Loudon

North Lanarkshire Council

Cllr Frank McNally

The Committee is responsible for scrutinising and endorsing the West Partnership Improvement Plan, receiving regular reports on the progress of the plan and its impact on stakeholders. Chaired by the Convener and elected by the membership, the Committee is attended by the eight Directors of Education/Chief Education Officers with other attendees invited as appropriate.

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

Governance & Operational Structures

WEST PARTNERSHIP BOARD

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

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

Specific, identified Board members link with each workstream, and have responsibility for the strategic direction of that workstream and for reporting to the Board on its progress. Workstream Lead Officers support Board members with this work and provide leadership for all aspects of the operational activity of the workstream including: planning, implementation, evaluation and reporting.

WEST PARTNERSHIP IMPLEMENTATION GROUP

Following feedback from the West Partnership core team and partners, a review has taken place of the purpose and efficacy of the previous Operational Delivery Group. In order to ensure efficiency and pace of progress, in the coming session, the Operational Delivery Group will be replaced by the West Partnership Implementation Group. This will be chaired by the Regional Improvement Collaborative Lead (RIC Lead) and attended by the Senior Partnership Officer, Senior Regional Advisor from Education Scotland and professorial representation from the Robert Owen Centre. Meeting quarterly, this will provide an opportunity for rich professional discussion on the progress of the West Partnership Improvement Plan and the contributions of the core team and partners.

FINANCE SUBGROUP

The West Partnership Board continues to be supported very well by the Finance Sub-Group. The Finance Sub-group meets quarterly and includes representatives from all eight local authorities, providing additional rigour and accountability as well as streamlining financial procedures across the Partnership. They have a particular responsibility for the management of the grant award from the Scottish Government, as well as advising on staffing and other resource issues, as required.

The West Partnership Delivery Model

The work of the West Partnership is predominantly delivered through the structures of three key workstreams, each led by a Workstream Lead Officer (WLO) seconded to work with The West Partnership.

For 2021-22, the three workstreams identified are:

- Wellbeing for Learning;

- Leadership, Empowerment and Improvement; and

- Curriculum and Learning, Teaching & Assessment

These workstreams provide 'umbrella themes' for the programmes and activity of the West Partnership. Regular opportunities are provided to link the work of the workstreams and ensure connectivity and cohesion.

THE ROLE OF THE WEST PARTNERSHIP CORE TEAM

A small core team, led by the Senior Partnership Officer, has been appointed to lead and facilitate the operational aspects of the West Partnership Plan. They work collaboratively to ensure that the Improvement Plan progresses and that all activities and opportunities for colleagues across the Collaborative, provide added value to the offer both locally and nationally.

THE ROLE OF CENTRAL OFFICERS, TEACHERS AND PRACTITIONERS

A primary function of the core team is to provide systematic and supported opportunities to work collaboratively with colleagues at all levels from across all eight local authorities. The West Partnership Improvement Plan provides opportunities for colleagues to co-create programmes and activities, as well as participate in those planned and delivered by the core team. This provides a unique setting for collaboration, builds capacity and grows connection, all leading to our vision of a networked learning system.

The West Partnership Delivery Model

SPECIALIST NETWORKS

As part of the extensive Stakeholder Consultation Exercise this session, a renewed format will be introduced for the work of some of the networked groups, supported by the West Partnership. These Specialist Networks will comprise of representatives from across the eight local authorities who meet with a common purpose and remit.

The group will create its own short action plan comprising 2-3 priorities which have been self-generated from existing local authority priorities. This will be allow the work of the West partnership to support ongoing local authority activity.

The West Partnership core team will support this collaborative approach to overtaking the action plan.

This key contact will also be responsible for supporting the evaluating and reporting on progress and impact as part of governance procedures.

Specialist Network have been planned across all three workstreams with special consideration given to contribution made by Community Learning & Development colleagues, third sector staff and partners in each.

The groups planned for 2021-22 include networks for:

Family & Community	Stand-alone ASN HT	Community Learning & Development	Senior Inclusion	Health & Wellbeing
PSHE Primary / EY	PSHE Secondary	Home Education	Equalities	Assessment Co-ordinators
Senior Phase Assessment	Maths	Literacy	Digital	Early Learning & Childcare

The West Partnership Delivery Model

THE WEST PARTNERSHIP APPROACH

We are well aware that working in collaboration supports meaningful professional learning and can contribute to improved practice. Importantly, the past eighteen months have shown that even the most challenging of circumstances can be overcome through helping each other.

Our approach within the West Partnership is underpinned by the development of a network learning system; a system that enables collaboration, encourages 'connectedness' and supports practitioners at all levels. Our work is built around collaborative learning and practitioners are supported to develop ways of working together that are effective and build upon well-established research based models of delivery. We will continue to work in partnership with the Robert Owen Centre for Educational Change and the Education Scotland Regional Improvement Team to ensure these approaches to collaborative learning make the greatest difference for our practitioners and learners.

SCHOOL TO SCHOOL PARTNERSHIPS

One new development we will undertake this school session will be the introduction of School to School Partnerships. These partnerships will allow schools to support each other in professional practice through school improvements using a collaborative learning approach. This approach can be seen in all three workstreams.

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Developing Through Consultation

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

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

Taking account of the pressures on stakeholders as a result of supporting families and learners during the pandemic, meant the West Partnership has had to be flexible and agile in its approach to stakeholder engagement as part of the improvement planning process. While regular evaluations are undertaken at the end of professional learning sessions or programmes, a Stakeholder Consultation Exercise was also completed to provide a more holistic review and reflection of the West Partnership's activity during the last session, and allow this feedback to inform the plan for session 2021-22.

A set of seven focus group interviews were supported with feedback being sought on themes which included:

- Pathways and motivations for engagement
- Purpose of West Partnership
- Strengths
- Impact of provision
- Development needs
- Communications

A range of supportive reflections highlighted strengths including the West Partnership's ability to:

- use high quality and credible colleagues to organise and deliver activities;
- react and respond flexibly and with agility to emergent needs, many of which were consequences of the pandemic;
- use of technology, to ensure accessibility;
- provide space to network and collaborate;
- draw upon partners with expertise in particular areas; and
- encourage evidence and research in practice.

The consultation process informs the plan for session 2021-22 and all recommendations have been agreed with planned responses in place, embedded within the improvement plan. Two clear areas for focus emerged:

1. Clarify and develop the West Partnership communication strategy.

2. Review and refine the West Partnership offer, particularly the **HOW** of the offer.

Plans to respond directly to stakeholder recommendations are in place.

The West Partnership values, and benefits from, the support provided by Education Scotland's Regional Improvement Team. This team adds to the West Partnership's existing capacity for improvement and provides a helpful external perspective which draws on good practice from across the country. Additional opportunities to work more collaboratively have been undertaken this session, with Education Scotland Workstream Links being invited to participate with the core team and partners in an Improvement Plan Development Day. In addition, Education Scotland Workstream Links have contributed to discussions on both 'what' and 'how' of Improvement Plan activities for the coming session.

Evaluating The Impact of The Improvement Plan

The Evaluating and Reporting Group continues to retain overall responsibility for evaluating, measuring and reporting on the progress and impact of the West Partnership's Improvement Plan.

This work is crucial in supporting the West Partnership to evaluate its activities and programmes as well as using the quantitative and qualitative evidence to identify future priorities. The Evaluating and Reporting Group also has responsibility for evaluating and reporting more widely on the achievements and attainment of learners across the West Partnership collectively. Evaluation reports include updates on the progress and impact of each workstream as well as more holistic evaluations, including the proportion of learners who attain at key performance measures. Tools to systematically evaluate the quality of West Partnership professional learning events / programmes, and the important longer term impact on participants and learners allow us to gather evidence to demonstrate the added value of collaboration.

To assist in this process, new workstream planning processes will focus more acutely on outcome based planning and reporting, not only on progress but on impact in the classroom or playroom too. Evaluation strategies and approaches will be planned by the Workstream Lead Officers at the start of each professional learning session/ programme to ensure appropriate and robust evidence is gathered systematically and evaluated. This will serve to strengthen the very good work done in this area by the Evaluating and Reporting Group.

The West partnership continues to engage the services of the Robert Owen Centre for Educational Change, Glasgow University (ROC), as external evaluators. During last session, research was carried out by ROC entitled Progress and Challenge: Reflections on the development of the West Partnership 2018-2020. It offers insight into the progression of the West Partnership Regional Improvement Collaborative. Findings and recommendations have been discussed fully by the West Partnership core team and the Board and have influenced the Improvement Plan for session 2021-22.

The Scottish Government has commissioned a full review of Regional Improvement Collaboratives which, although delayed by Covid-19, should lead to a published report in 2021. A range of personnel from within and across the West Partnership have met with Colleagues from Research Scotland to assist in the evidence collection for this review.

Critical Indicators

INDICATORS	2016-17 BASELINE	2017-18 VALUE	2018-19 VALUE	2019-20 VALUE [1]	2020-21 TARGET
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71.3	72.4	73.0	**	78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78.1	79.5	80.3	**	85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	89.7	90.1	89.6	**	91
% of S3 pupils achieving third level or better in numeracy	90.1	89.7	90.0	**	91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	46.7	48.8	49.7	**	55
% of S3 pupils achieving fourth level or better in numeracy	56.7	57.7	56.5	**	63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.3	68.7	69.3	70.4	74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	42.1	35
Percentage of leavers from SIMD Quintile 1 achieving 3 or more passes at SCQF Level 6	N/A	33.2	36.9	38.8	40
Percentage of leavers from SIMD Quintile 5 achieving 3 or more passes at SCQF Level 6	N/A	80.6	80.2	82.8	83
Percentage gap between Quintile 1 and Quintile 5 in leavers achieving 3 or more passes at SCQF Level 6	N/A	47.4	43.3	44.0	43.0
% of leavers achieving SCQF Level 5 or better in literacy	81.9	82.8	82.6	83.1	86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70.2	69.2	70.8	76
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	****	****	****	3185	TBC
% of establishments evaluated as good or better for leadership of change	59	63	*	***	75
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A	3.7	N/A	6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	N/A	45
Primary Attendance Rates	94.6	N/A	94.2	N/A	95
Secondary Attendance Rates	90.7	N/A	90.3	N/A	92
Initial School Leaver Destinations (Positive)	93.6	94.4	95.2	93.6	95
Percentage of leavers from SIMD Quintile 1 entering a positive leavers destination	N/A	90.5	93.3	90.7	92
Percentage of leavers from SIMD Quintile 5 entering a positive leavers destination	N/A	98.4	98.1	97.3	98
Percentage gap between Quintile 1 and Quintile 5 in leavers entering a positive leavers destination	N/A	7.9	4.8	6.6	6.0
Percentage of leavers entering Higher or Further Education	69.7	70.1	69.5	73.6	75
% of establishments evaluated as good or better for learning, teaching and assessment	57	66	*	***	75

[1]   2019-20 attainment values cannot be directly compared with previous data because of the alternate assessment model used.

*   Impacted by Covid-19.

**   BGE data not collected.

***   Limited number of inspections completed in 19/20.

****   New indicator from 19/20 onwards.

CRITICAL INDICATORS 2019-20

The West Partnership
Plan on a Page 2021-22

OUR VISION

By building a networked learning system, improve learner experience, attainment and achievement across the West Partnership.

OUR VALUES

EQUITY • EXCELLENCE • EMPOWERMENT

OUR PURPOSE

Provide support to practitioners

Facilitate collaborative working

Learn from each other

OUR PRIORITIES

To develop readiness for learning with learners and families

To build networks

To build capacity in leaders at all levels

To promote practice-based research and innovation

To support innovation in curriculum design and promote high quality approaches to pedagogy

TO ACHIEVE OUR PRIORITIES, WE WILL:

SUPPORT · DEVELOP · FACILITATE · CONNECT · COLLABORATE · EMPOWER

The West Partnership
Delivery Model 2021-22

WELLBEING FOR LEARNING

- Youth Ambassadors
- Supporting Learners with ASN** Families & Communities
- Family Learning
- UNCRC
- *Stand-alone ASN**
- *CLD**

- *Inclusion**
- *HWB (previous workstream group)**
- *PSHE Primary / EY**
- *PSHE Secondary**
- *Home Education**
- *Family & Communities**

LEADERSHIP, EMPOWERMENT & IMPROVEMENT

- Leadership Coaching
- HT Learning Sets
- Leadership Hexagon Coaching
- Leadership Mentoring
- Leadership for Learning
- Thinking About Headship

- VLN-Deputes and Headteachers**
- Improving Our Classrooms-digital and whole school models
- FOCUS
- *Equalities (Teaching in a Diverse Scotland)**

CURRICULUM & LEARNING, TEACHING & ASSESSMENT

- Assessment & Moderation
- EY / Primary Curriculum
- Secondary Curriculum –Sharing the Change**
- Subject Specialist Networks
- West OS
- Pedagogy**

- Play**
- *Assessment & Moderation**
- *Senior Phase Assessment**
- *Maths**
- *Literacy**
- *Digital Learning & Pedagogy**

*   Items in italics are delivered through facilitated specialist networks as described on **pages 10 & 11.**

**   Programmes will include supported elements of school to school partnership using a collaborative learning network approach.

How to connect with us

WWW.WESTPARTNERSHIP.CO.UK

/ WP_EDUCATION

Inverclyde council

West Dunbartonshire COUNCIL

sustainable thriving achieving
East Dunbartonshire Council
www.eastdunbarton.gov.uk

East Renfrewshire COUNCIL

North Lanarkshire Council

Glasgow CITY COUNCIL

Renfrewshire Council

SOUTH LANARKSHIRE COUNCIL

NSEE
Network for Social & Educational Equity