

# North Lanarkshire Council Report

## Education and Families

approval  noting

Ref JO'N/KM

Date 24/11/20

### (PO34.1) Standards and Quality Report 2019 -2020

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#### Executive Summary

The Education Standards and Quality Report covers the period from August 2019 to August 2020 and brings together in one document some of the key highlights in respect of improving life chances for the children, young people and communities of North Lanarkshire.

It should be noted that the 2019/20 school year was impacted by the Coronavirus pandemic and schools closed on March 23<sup>rd</sup> 2020 and were opened for all children and young people on 11<sup>th</sup> August 2020.

Despite the challenges this year has presented, ensuring that all learners can achieve their full potential regardless of where they come from is a key driver for improvement in North Lanarkshire. Digital learning has become an increased focus as a result of the Coronavirus and reducing the digital divide has been a central part of our response.

The Standards and Quality Report 2019-20 sets out some of our achievements in delivering on that ambition within the context of a global pandemic for the latter part of the school year.

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#### Recommendations

It is recommended that the Education and Families Committee:

1. Note the contents of the Standards and Quality Report.

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#### The Plan for North Lanarkshire

Priority Support all children and young people to realise their full potential

Ambition statement (6) Raise attainment and skills for learning, life, and work to enhance opportunities and choices

## **1. Background**

- 1.1 The Education and Families Directorate aims to provide the highest quality education services to our children and young people. This Standards and Quality Report 2019-20 provides some of the highlights and key messages on the progress made towards achieving our improvement priorities across education establishments and local communities last session.
- 1.2 Removing the barriers to achievement and ensuring excellence and equity for all is a key priority for North Lanarkshire Council. Through our work with young people and their families and with our communities and partner organisations, we are committed to making North Lanarkshire a place where everyone is able to live, learn, work, invest and visit.
- 1.3 This Education and Families Standards and Quality Report is designed to serve three purposes:
  - (i) To provide all stakeholders and the people of North Lanarkshire with the performance information across the 6 NIF drivers and against our improvement priorities to measure how well we are improving educational outcomes for young people their families.
  - (ii) In line with external grant funding, we are required to summarise the outcomes and performance of the Pupil Equity Fund Programme at authority level. The Scottish Government have acknowledged that in order to reduce bureaucracy and duplication, we can link this reporting requirement to the existing statutory requirement under the Standards in Schools etc. Act 2000 (as amended by the Education (Scotland) Act 2016. This requires us to prepare an annual report describing local authority activity to: (a) reduce inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage and (b) achieve the strategic priorities of the National Improvement Framework. The Standards and Quality Report allows the local authority to meet those requirements. The Standards and Quality Report will be shared with all stakeholders and forwarded to Scottish Government.
  - (iii) To provide the information required to contribute to the Scottish Government's annual report on the 6 NIF drivers for improvement.
- 1.4 The impact of COVID19 on the examination system last session has led to an uplift nationally and locally in outcomes for young people. The system last year reverted to a model which accepted teacher professional judgement. This is normally modified through the examination procedures. Due to COVID, there was no such activity. This explains the significantly improved outcomes noted in the Standards and Quality Report itself (Appendix 1).

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## **2. Report**

- 2.1 Education and Families has developed approaches to service delivery to successfully implement a range of national and local educational aims and priorities. The aim is to ensure that every child and young person is equipped with the skills they need to lead successful and fulfilled lives and to contribute positively to their local communities and to the local and national economies.

The 2019-20 Standards and Quality Report sets out examples of the progress we have made in achieving those improvement priorities. The attached Standards and Quality Report also highlights some of the highly effective and innovative practice which has been taking place in classrooms and schools, across education establishments, and with families and local communities to combat the effects of poverty on children and their families.

It is important to note that the Advanced Higher consortium arrangements have moved to a virtual delivery for session 2020 – 2021 and the establishment of the North Lanarkshire Digital School has been a prompt and appropriate response to ensuring that our young people can access the courses they need in a Covid compliant environment.

We have used the 6 National Improvement Framework (NIF) drivers to document evidence of improvement:

- Performance Information
- School Improvement
- Assessment of children's progress
- Parental Engagement
- Teacher professionalism
- School Leadership

In addition to highlighting our strengths and successes we have also identified key areas for development and next steps in order to deliver excellence and equity and to ensure better outcomes for children, young people, families and communities.

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### **3. Equality and Diversity**

#### **3.1 Fairer Scotland Duty**

One of our Key drivers for change is tackling disadvantage, in line with the national drive to 'close the gap'. The separate SAC Report to this committee breaks down the progress being made in this area in detail.

#### **3.2 Equality Impact Assessment**

There is no requirement to carry out an impact assessment in relation to this piece of work.

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### **4. Implications**

#### **4.1 Financial Impact**

There are no direct financial implications arising from this report. The report shows the progress across the Directorate, including in relation to how the integration of planning for Pupil Equity Fund and Scottish Attainment Challenge fund activity, which come through direct funding streams, as well as for the core grants for education to North Lanarkshire Council have been effectively deployed. The positive picture painted of the effective use of this spend was noted in the 2019 Best Value Audit.

#### 4.2 HR/Policy/Legislative Impact

It is a statutory duty for Education Authorities to provide an annual report on performance, as per the Standards in Schools Act (2000) requirement that local authorities ensure that standards in schools improve.

#### 4.3 Environmental Impact

There is no environmental impact arising from this report.

#### 4.4 Risk Impact

The ongoing risks to young people's achievement in schools and through transition into the world beyond school continue to be monitored in the specific context of COVID19 and its impacts on them. This is being done as part of the national planning.

Again, due to COVID19, there continue to be risks associated with the award of examination certificates through the Scottish Qualifications Authority. This is being monitored by officers and staff in schools.

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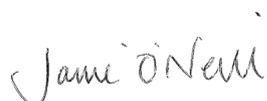
### 5. Measures of success

- 5.1 Continue to raise attainment and achievement for all young people and develop the necessary skills for life and work.
- 5.2 Continue to work in partnership with parents and carers to support their children's learning and to work with them on the most effective ways they can support the life and work of establishments and schools.
- 5.3 Support headteachers in their work to develop schools fit for purpose in the 21st century and which meet the needs of the local community.

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### 6. Supporting documents

- 6.1 Appendix 1 – Standards and Quality Report 2019-2020



**Janie O'Neill**  
**Head of Education (Central)**



# **STANDARDS AND QUALITY 2019/20**

NLC Education and Families

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## Foreword

I am delighted to present this Standards and Quality Report which covers the 2019 – 2020 session. The session was interrupted by the COVID-19 pandemic, however, as far as possible, we have tried to report herein on the progress we have made across the education service in the areas which are typically covered in the Standards and Quality process.

I am very pleased to say that there have been a number of notable examples of sustained improvement, which is a testament to the excellent work that goes on in our schools centres and other establishments, which everyone should be very proud of.

Most importantly, it is evident from the progress demonstrated in this report that a number of our research based interventions have been demonstrated to have significant impact and are the basis on which we can scale up activity in future. Being a research led organisation is at the heart of the approach we are taking to improving our services, our staff cohort's skills and confidence and, ultimately, our outcomes for children, young people and their families.

It is important that everyone understands that 2019 – 2020 was the year in which a number of major changes were accomplished, the full impact of which will not be seen until future years. It is a great challenge to implement change on the scale we have across such a large organisation, whilst maintaining momentum. It is a great tribute to so many people across the organisation that we have been able to do this, whilst also improving the outcomes. This all makes me hugely optimistic about the future and what we can achieve.

I must say something, too, about the COVID period. I have been hugely impressed by the dedication and professional purpose of so many of my colleagues across all of our services for the work that we have done and for what we have provided for the children, families and communities of North Lanarkshire in this period. Where it be Community Hubs, Free School Meal Vouchers, increased provision of digital learning or remote supports for children who are vulnerable, this was a year in which we stepped up to face the most intense of challenges and did so in the most impressive way.

I am most proud of you all.

Derek Brown

Executive Director  
Education and Families

## Our Context

North Lanarkshire occupies around 181 square miles in the Central Belt of Scotland. The area is mainly urban with some rural areas. There are three main urban areas in North Lanarkshire: Cumbernauld and Kilsyth, Airdrie and Coatbridge, and Motherwell and Wishaw.

The council area has a population of 340,000, making it Scotland's fourth largest local authority. In 2017, the council established the North Lanarkshire Fairness Commission to develop policy recommendations aimed at tackling poverty and inequality in the area and the recommendations have been reflected in The Plan for North Lanarkshire.

The vision for North Lanarkshire is to be 'a place to live, learn, work, invest and visit'. This is embedded in The Plan for North Lanarkshire which was approved and published in March 2019 and is based on an analysis of the area and the challenges and opportunities that exist.

One of the council's key priorities is supporting children and young people to realise their full potential. This includes reducing childhood inequalities, which is a priority for both the council and its partners.

The council receives additional funding as one of nine Scottish Attainment Challenge authorities.

## The Challenges of Session 2019/20

The unprecedented circumstances this year have meant that a number of key areas and objectives have been partially overtaken rather than fully addressed. However, despite the challenges faced by schools following closure, meaningful experiences for all children and young people continued to be delivered until schools closed at the end of June. School communities developed innovative ways of using technology to reach out to pupils and parents, and to ensure that disadvantage was minimised. This was evidenced by the immense amount of work done at all levels, from personal phone calls to pupils by staff, to providing food to pupils with free school meal entitlement, to ensuring that Senior Phase pupils had their hard work and attainment recognised through providing robust estimates to SQA.

Further, school staff, colleagues in CLD and other partners provided a vital child-care service for the children of key workers and vulnerable children through the 10 Hubs serving geographical areas. Education and Families staff organised and delivered this service in just a few days, and its importance cannot be underestimated.

## Our Plans and Priorities

### One Place - One Plan To be updated

 [The Plan for North Lanarkshire \[929kb\]](#) sets the direction for the council and partners. Its purpose is to communicate the shared priorities and provide a focus for activities and resources.

The Plan for North Lanarkshire is a high level strategic document that outlines a long-term vision for North Lanarkshire - a vision where North Lanarkshire is the place to *Live, Learn, Work, Invest, and Visit*.



### Priorities of the Plan

In addition to the recovery of all Education and Families following the pandemic, the main priority is to deliver the shared ambition of inclusive growth and prosperity. The Plan comprises five complementary priorities which are to:

- Improve economic opportunities and outcomes.
- Support all children and young people to realise their full potential.
- Improve the health and wellbeing of our communities.
- Enhance participation, capacity, and empowerment across our communities.
- Improve North Lanarkshire's resource base

**Our vision for education and supporting all children and young people in North Lanarkshire to reach their full potential is central to The Plan. We continue to do this in the following ways:**

#### **Excellence through raising attainment:**

Ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed.

#### **Achieving equity:**

Ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Our service will deliver both excellence in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering equity so that every child and young person should thrive and have the best opportunity to succeed regardless of their social circumstances or additional needs.

The key priorities for our service are those currently outlined in the National Improvement Framework:

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

## Scottish Attainment Challenge

The onset of Covid-19 brought about a pause to a number of activities across every local authority but there was a concerted and focussed approach within NL to ensure continuity of learning and support for all children and young people, prioritising those that needed it most. However, many of the workstreams and elements within the SAC plan, such as the delivery of training for Literacy and Numeracy through the Learning Hub, were able to adapt to a digital delivery and we have sustained and refined this model over the past few months. Some elements, especially those which involved partnerships with other agencies such as Police and Scottish Fire and Rescue, will be resumed as soon as practicable.

A council wide effort to support learning and teaching on a digital platform was supported by a realignment of SAC priorities and funding to facilitate this. Universal offers and support for all learners were interconnected with targeted interventions to support those children with the most need. This targeted provision supported children through a revised approach to Club 365, incorporating a voucher scheme for families in receipt of free school meals, to ensure wellbeing of those children in most need.

## Pupil Equity Fund

In session 2019-20 Pupil Equity Funds of £8,764,200 were distributed to all primary, secondary and special schools across North Lanarkshire. In accordance with previous practice all funds were downloaded directly to schools. Individual sums ranged from £5,400 to £147,600.

Due to the Covid-19 emergency, many of our schools had to change plans and re-direct spend during the school session. Schools used their PEF allocation in different ways to support pupils and families during the lockdown and subsequent recovery period.

The local authority continues to use a robust financial framework for Pupil Equity Funding, which separates all Pupil Equity Fund expenditure from core school budgets. Historically a separate cost centre had been created for every school receiving Pupil Equity Funding and this practice continues to ensure that all such expenditure at a school level is not subsumed within the wider school budgets and can be easily tracked and monitored. Schools are being encouraged to develop greater synergies between SAC and PEF programmes and associated spends, and a Procurement Framework has been established to support schools with this.

### **Guidance and Support:**

National guidance was issued to help schools plan how they will most effectively invest their Pupil Equity Funding allocation to improve the educational outcomes of children affected by poverty.

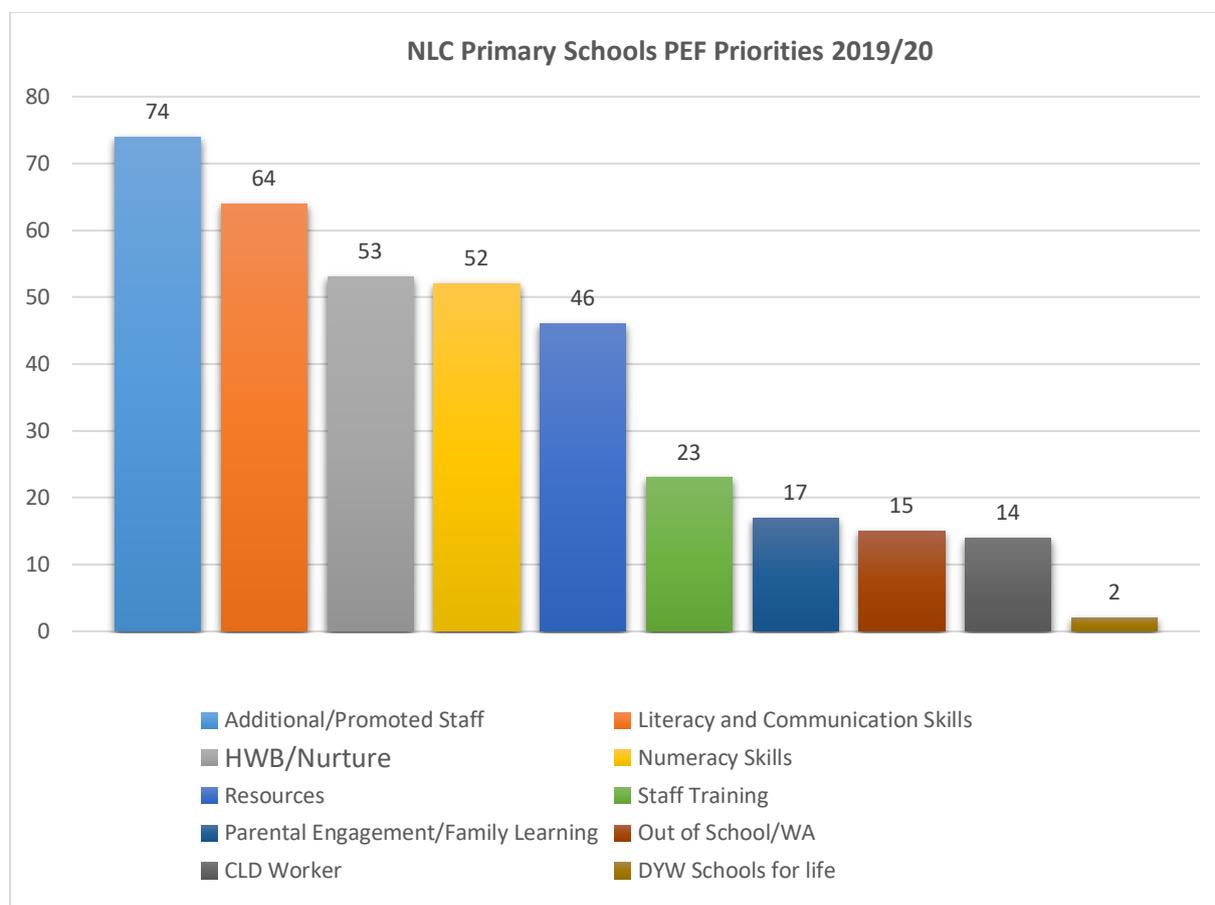
We continue to use the SAC & PEF Procurement Framework which was developed in 2018. The framework consists of 10 categories (lots) with a total of 96 individual approaches being outlined and costed. The Framework supports headteachers in ensuring best value, gives direction in terms of possible areas of focus, whilst also providing a mechanism to support their decisions in terms of financial accountability.

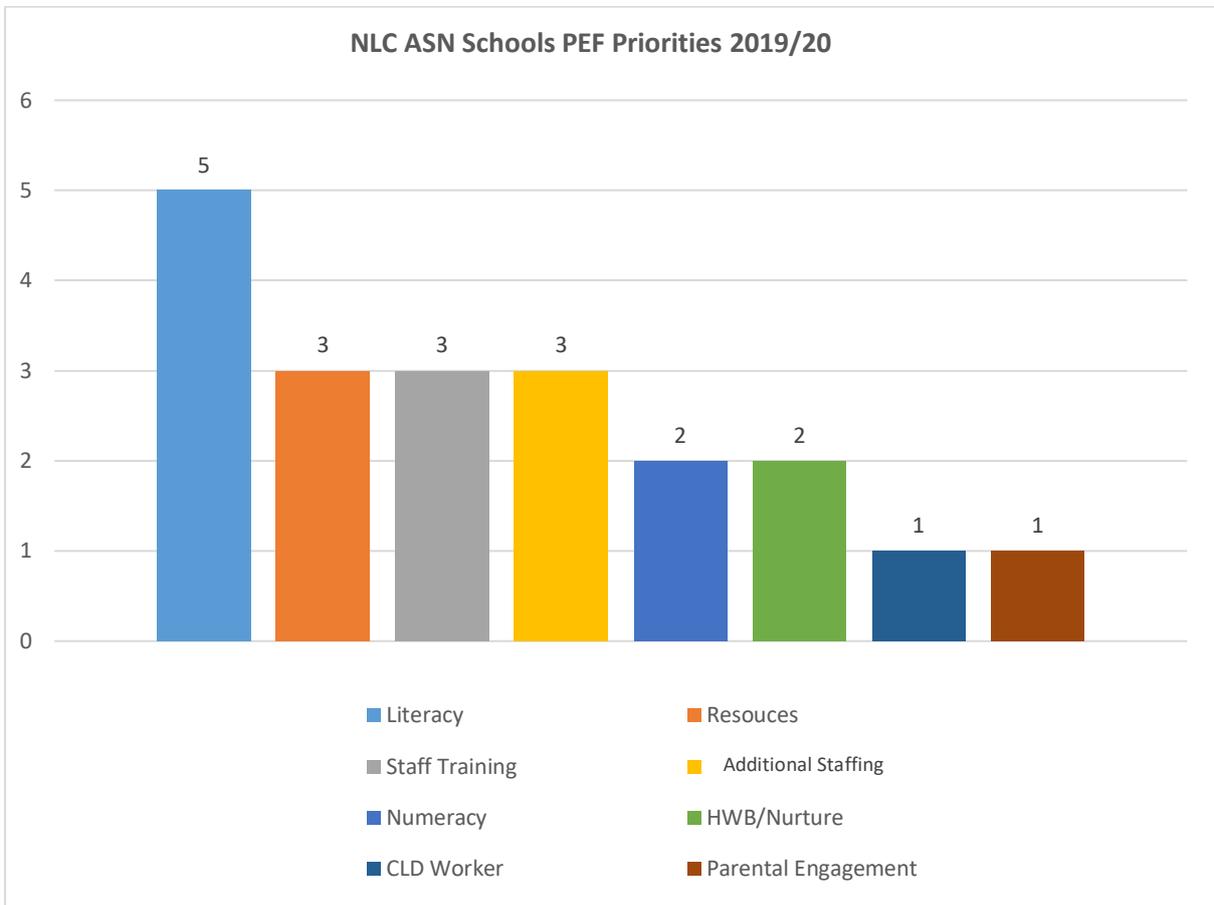
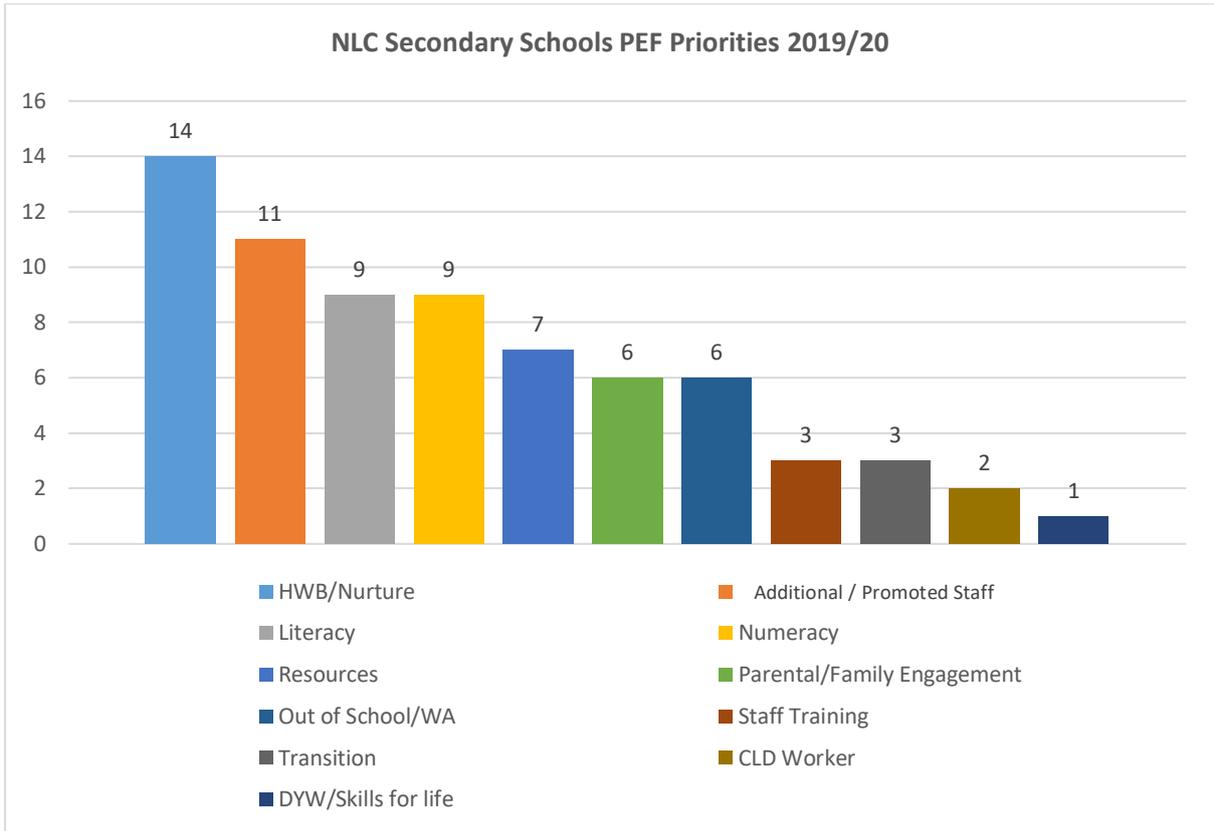
## Reporting:

Head teachers submitted their plans for PEF as part of their school improvement planning and reporting processes. Discussions with Education Managers ensured a focussed and individual approach for each school. Education Managers and SAC/PEF Team members were involved in the discussion and progress of plans as part of the continued quality assurance process with schools.

A large percentage of schools used their PEF money in 2019/20 to appoint additionality within their staffing complement in order to focus on and take forward various measures and interventions. Health and wellbeing continued to be a major focus, along with literacy and numeracy.

The following three graphs give an indication of the number of schools within each sector who had a PEF intervention within a particular category.





### **Greater integrated working:**

Throughout session 2019/20 there was an increased focus on developing connections between SAC and PEF to ensure developments in approach to support improvement in attainment, whilst retaining the efficacy of each programme.

A joint SAC and PEF Project Board is now well established. The Board operate within a wider governance structure with the Lead Officer for SAC and PEF, working alongside various members of the Senior Leadership Team for Education and Families and headteacher representatives who provide support and challenge to the ongoing process of the programme. The Chair of the Board is the Executive Director who has responsibility for providing overall direction for both SAC and PEF programmes alongside seeking approval and decisions affecting the project's progress and delivery.

North Lanarkshire Council will continue to support headteachers next session in various ways. A Lead Officer overseeing both Pupil Equity Fund and Attainment Challenge will continue to be responsible for liaising with partners to advise on appropriate engagement and ensuring the SAC/PEF Framework reflects wider partnership working across the authority. An Improvement and Equity Lead Officer has been appointed who will oversee the more rigorous planning and reporting processes.

Schools continue to evidence the impact of the various interventions and the impact statistics we are receiving from schools is in various forms. Some are using hard data and statistics around attainment whilst others are using various means to evidence improved health and wellbeing e.g. Leuven Scale, Boxall Profiles etc.

Over the next few pages we have provided examples of the types of support offered by three of our schools (2 primaries and 1 secondary) to children, young people and their families as an illustration of the wider PEF activity currently taking place in the local authority to close the poverty related attainment gap.

#### **Primary School 1**

##### Rationale

PEF funding was used 2019/2020 to increase engagement and attainment in creative writing. We conducted a small test of change within P4 and shared our methods, research and results with our partners across the West Partnership.

Our PEF funding allowed the HT and P4 class teacher to undertake CPD within Pie Corbett 'Talk for Writing' programme and purchase reading materials for staff and children.

Purchasing these items allowed for evidence based research within Pedagogy Book Club on using drama, storytelling and the arts to increase pupil attainment and engagement within writing and writing across the curriculum.

We also used PEF funding to work with The Drama Box Company. The instructors engaged the children in the writing process through stimulating drama-based activities on a weekly basis. All staff were trained in implementing the Drama progression framework and how this can support the teaching of writing.

Steps taken to increase engagement with the writing process in P.4.

- Undertaking a small test of change by implementing Pie Corbett's Talk for Writing- a creative approach to writing which focuses on the language structures needed to write through talk.
- Used a 3 stage approach from imitation, (imitating the story through drama) innovation, (using the new imbedded language to create something new) and independent application (where the child uses the language and structure modelled to create their own text)
- Engaged the children in the writing process through stimulating drama-based activities implemented by The Drama Box on a weekly basis.
- Encouraged the children to engage with the model text by linking writing to the class topic.

Identifying improved engagement

- On a weekly basis children became familiar with using a child friendly Leuven scale to self-assess how well they engaged with the writing task that week. This was recorded in their writing jotter and results can be seen below.
- Through teacher observation it was clear that the children were showing a greater sense of engagement, they were excited about their writing, fully participated in the drama based pre writing activities, were focused during the writing process and were proud of the standard of their writing and wanted to show off their writing to their peers and staff members.
- Both children and parents completed a questionnaire which asked parents and children questions about their engagement during writing- the results were very positive and the parents recognised a huge difference in how the children spoke about their writing at home.
- Criterion Scale was used to assess writing block at the start through a cold task and at the end through a hot task. In almost all cases the quality of the children's work had improved greatly from the cold to the hot task through using the Talk for Writing approach. On the whole the progress the children made in their writing was in some cases exceptional and it is clear that an increase in the children's engagement and a growing love for the writing process was part of the process.

Impact of the intervention- Talk for Writing/Drama Box

Background on the pupils within P4 class -

- 37% of our nurture children were in P4
- 26% of the P4s had been identified as vulnerable/experienced trauma

Progress made in writing -

- Teacher judgement (on track) remained the same at 91% on track in writing from 2018/2019 to 2019/2020 for the class, however talking and listening skills improved by 9% from 91% to 100% on track for meeting first level.
- School writing assessments from 2018/2019 to 2019/2020 indicated that those children requiring support reduced from 30% to 21% over the 2019/2020 year.
- Engagement indicators recorded via the Leuven scale over the school year 2019/2020 improved by 1.36 points - this increase meant that 92% of children were identified as having 'good/high engagement' at the end of the year compared with 40% of children at the beginning of the year.

## **Primary School 2**

### **Barnardo's Key Worker -Health and Wellbeing**

**Impact** - Supporting parents through drop in sessions – sign posting to appropriate agencies (Women's Aid, Citizens Advice etc.)

Direct work with vulnerable families due to anxiety, addictions, illness, bereavement etc.

Birth to 3 group Friday Morning Group – working with parents and carers on the principals of Five to Thrive to build positive relationships and resilience.

Working with older pupils on Five to Thrive, developing their understanding.

**Evidence** - Positive evaluations from each referral

Parents reporting positive outcomes from Parental Groups

Increased attendance figures due to parental support

Pupil work demonstrates understanding of early development

### **PEF Depute**

**Impact** - Collate and analyse data. Ensuring all staff are skilled in assessing, analysing and collating results. From evidence gathered the poverty related attainment gap is identified and interventions are put in place. The PEF depute then benchmarked pupils at the beginning and end of each intervention to ensure they were making the appropriate impact.

**Evidence** - Evidenced impact on attainment in literacy through collated data.

### **Support for Learning Teacher**

**Impact** - Delivering Read, Write, Inc. to improve literacy in senior classes.

Delivering and leading on tracking and monitoring of interventions within the infant department for literacy.

**Evidence** - Data shows improvements in reading and spelling ages.

### **Learning Logs**

**Impact** - Bespoke learning logs were given to each pupil to allow all to set targets and to track and understand their achievements across the curriculum and their wider achievements. The Learning logs provide a basis for teacher pupil discussion and for parent pupil discussion. The learning log travels with the child through each stage in the school to provide a clear picture of learning across each stage and to advice future steps in learning.

**Evidence** - Learning logs are in place at all stages, pupils are now better able to articulate their learning and understand themselves better as learners.

## **Secondary School 1**

A key focus has been raising the awareness of the various support options available regarding mental health to help our young peoples' overall health and wellbeing. Training our seniors in supporting the mental Health of their peers has been very successful. This has raised the profile of the importance of good mental health and reduced the stigma. Our young people have led lessons and created a chill zone for pupils who need a space to relax or talk. The strong relationships we have developed with outside agencies who can support mental health has also proved very successful. Understanding the agencies propositions has allowed us to clearly articulate and convey the support options available to families and help them to engage. This has positively impacted pupils and families whilst also improving our community relationships.

Our community uniform, food and necessities bank has offered a discrete service that reduces stigma and helps families access the basic necessities that allows their young people to attend school equipped with the essential basics that often can be a barrier to learning. Feedback of this service has been exceptionally positive.

We have worked very hard to develop relationships with our families and create a community partnership. Listening to what our families want from us and delivering bespoke support has created a shift from parental involvement to parental engagement. This has worked exceptionally well with our cooking programme and numeracy workshops.

Our overall literacy levels have continued to improve. Our various and targeted interventions including RWI, RTIC and reading out loud programme continue to show improvements in literacy levels in our young people and this should reflect in their SQA results later on.

With additional staff trained in Literacy interventions out with the English department has led to a greater awareness of literacy strategies that can be used across the curriculum and thus a better awareness by all staff as good practice has been shared during INSET.

## **North Lanarkshire Literacy**

North Lanarkshire has traditionally been seen as a national leader in Approaches to Literacy. We have a track record of marketing and selling our Active Literacy system to other local authorities. The Active Literacy materials are underpinned by national assessment standards. In session 2019 – 2020 teachers have taken part in sessions to refresh their understanding of national benchmarks.

The Learning and Teaching Lead Officer leads Education Support Officers (ESOs) and Speech and Language Therapists (SLTs) within the Learning Hub. SLTs are seconded from NHS Lanarkshire. The Learning Hub is further supported by the Pedagogy team who work with establishments to exemplify the research based approaches from the Learning Hub.

The literacy teaching methodologies promoted by the ESOs are based on international and national evidence on pedagogical approaches. These are further enhanced by successful, targeted, evidence based interventions intended to support establishments to raise attainment and close the poverty related attainment gap for children and young people in North Lanarkshire.

These literacy approaches and interventions have been developed to provide universal, additional and intensive support, ensuring there is excellence and equity for all pupils.

Universal offers include: Active Literacy, Read to Succeed, Literacy Across Learning, Sunnybank Colour-Coding to support speech sound production; Colourful Semantics to develop sentence structure and vocabulary; LanguageLand to support speech, language and communication skills and Lego Therapy.

Additional offers include: Diagnostic assessment & analysis, Reading to Improve Comprehension, Read Write Inc. Fresh Start, Rainbow Reading, Supporting Children with Literacy Difficulties, Rapid (and Rapid Plus) Readers. Intensive offers include: Wave 3 Intervention, Read Write Inc.-Fresh Start.

## Numeracy

North Lanarkshire Council has evolved a parallel approach in numeracy in recent times, to that which was developed over a longer period for Literacy. Numeracy Education Support Officers (ESOs) are led by the SAC Learning and Teaching Lead and are based in the Learning Hub. They are further supported by the Pedagogy team who work with establishments to exemplify research-based numeracy approaches.

The numeracy teaching methodologies promoted by the ESOs are based on international and national evidence based pedagogical approaches. These are further enhanced by successful, targeted, evidence based interventions intended to support establishments to raise attainment and close the poverty related attainment gap for children and young people in North Lanarkshire.

The most recent example of using international research to inform our practice is the partnership working with Professor Jo Boaler from Stanford University, the Winning Scotland Foundation and thirty one NL schools. Research has shown that 51.5 % of Scottish pupils find that, *"sometimes maths makes them feel nervous"*, while 29% believe that, *"people can't change how good they are at maths"*. Seventy eight practitioners are completing on-line training to promote mathematical growth mindset and improve the prospects for pupils. Due to the success of this methodology, staff and pupils from St. Bernadette's Primary School were filmed recently to showcase their approaches to Education Scotland representatives, Scottish Government staff and senior education leaders from across Scotland.

Numeracy approaches and interventions have been developed to provide universal, additional and intensive support, ensuring there is excellence and equity for all pupils. Universal offers include: Stages of Early Arithmetical Learning (SEAL), Number Talks, Number Talks - Fractions Decimals & Percentages, SUMDOG, Mathematical Growth Mindset, Maths Comprehension, Concrete Pictorial & Abstract Teaching Methodologies Additional and intensive offers include: Diagnostic assessment & analysis using MaLT Assessments, SEAL, Number Box, Maths Recovery, Catch Up Numeracy.

Sustainability and empowerment are at the centre of the Learning Hub's philosophy. This is being progressed through schools identifying numeracy coaches. These school based practitioners are trained in a wide range of interventions and pedagogical approaches. They have responsibility for advising and supporting colleagues in their own school and support headteachers in targeting interventions appropriately and monitoring and tracking the impact of these.

## Health and Wellbeing

Throughout session 2019-20 the Scottish Attainment Challenge in North Lanarkshire has continued to implement and embed its evidence informed, holistic approach, providing a range of offers designed to develop an ethos and culture of nurture as the cornerstone of the promotion of emotional wellbeing. This is alongside a range of additional and more intensive interventions which are aimed at ensuring equity for those most vulnerable in line with staged intervention and GIRFEC planning pathways. Schools and establishments continue to adopt a self-evaluation approach to further embedding nurture as part of an improving schools agenda. 2019/20 has included the implementation of nurturing approaches within the secondary sector.

A key focus of the work is the continued offer of high quality **Career Long Professional Learning** which emphasises staff skill in delivering relational approaches (Solihull, Video Enhanced Reflective Practice, 6 Principles of Nurture) and aims to develop a sustainable model.

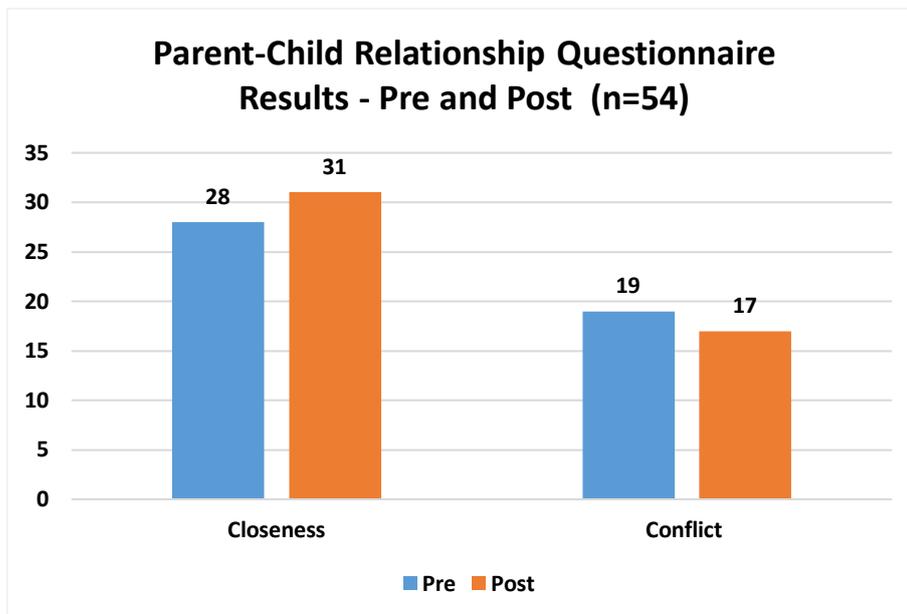
Partnership work continues to be strengthened by the ongoing work of the Community Police Officers in engaging positively with children and young people, and by the work of the Active Schools Coordinators who are supporting schools to develop sustainable bespoke activity programmes for our identified inactive secondary schools aged girls in S1 – S3.

### **Solihull**

There continues to be a demand from education staff and our partner services for this training. Several education staff are requesting to be trained to deliver the training which in turn will increase our capacity to sustain the programme.

Evaluations of the Understanding Your Child Parenting group show that both the on-line version and the 10 week group are having a positive impact on the parent/child relationship; pre/post questionnaires show a greater closeness and reduced conflict in the parent/child relationship.

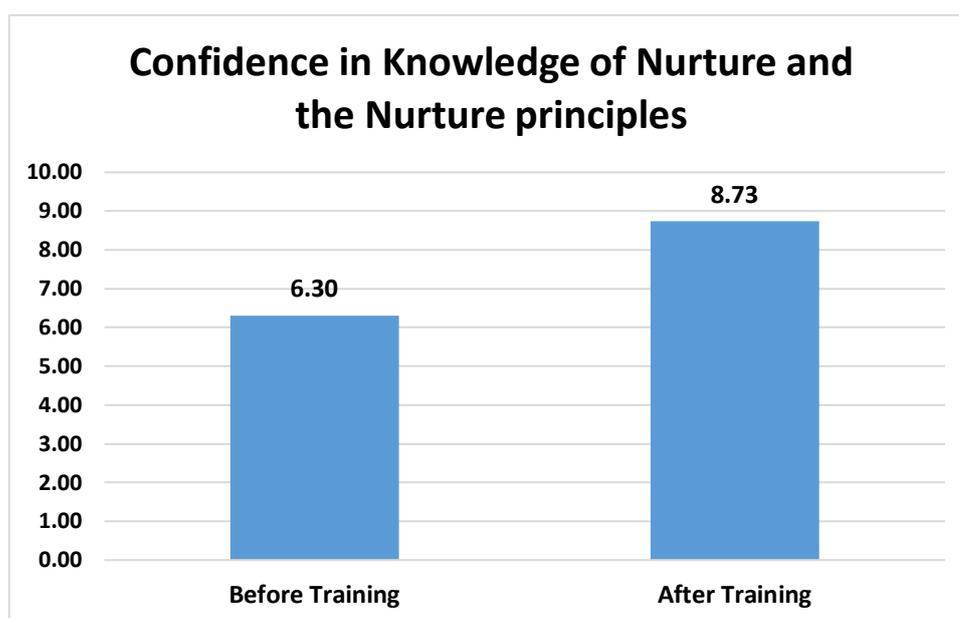
Table 1.1 HWB: **Parent-Child Relationship**



### **Nurture Self-Evaluation**

Psychological Service have developed individual training on each of the 6 nurture principles through consultation with multiagency colleagues in the NIF Strategy HWB working group. Analysis of the results from a pre and post confidence evaluation highlight the positive impact of the training on improving practitioner's knowledge in areas of nurture, thus equipping practitioners with the confidence, knowledge, and understanding to build upon nurture within their establishments.

**Table 1.2 HWB: Confidence in Knowledge of Nurture and the Nurture Principles**



### **Strengthening Nurturing Approaches in Secondary Schools**

The Strengthening Nurturing Approaches in Secondary Schools project is a collaborative project between the Scottish Attainment Challenge and Psychological Service. The six schools involved have completed the baseline data collection and have identified the specific nurture principle, and focussed intervention, for the implementation period till June 2020. At this point, an analysis of the impact of the project on the six schools will be reported. Due to Covid-19 developments could not go ahead as planned. The project will continue in the new academic year and analysis of the impact will be reported in the 2020-2021 session.

### **Resilience Planning Toolkit**

Psychological Service continue to deliver training on the Resilience Planning Toolkit. This has increased practitioner's capacity to analyse GIRFEC assessment information and ultimately support the planning for children. The focus will now be the impact of planning on children and young people's health and wellbeing.

### **Inactive Secondary School Aged Girls**

The customised girls' programmes within the High Schools have all been well attended and feedback from the girls and teachers has been positive. The programmes are at an early stage but the learning to date is that the bespoke nature of the programmes for each school, taking into account the views of the girls, has had a huge impact on attendance. We are also in the early stages of extending this programme in to our additional support needs schools.

### **CLD Family Learning and Parenting**

CLD provided family learning programmes to parents aimed at improving each parent and child's engagement, literacy, numeracy and health and wellbeing. Where parents are engaged on programmes to develop their skills, a suite of outcomes are used to record progress based on the factors previously listed.

The numbers of improved outcomes achieved with parents is reflected in **figure HWB 7**. Despite the fluctuations, which were due to staff reorganisations, the total average number of outcomes have risen by 27% over the past four years. It should be noted that the figure for 2019-2020 indicates only part of the year due to the Covid-19 restrictions.

**Table 1.3 HWB: Parenting Outcomes**

	2016-17	2017-18	2018-19	<b>2019-20</b>
<b>Number of Parenting Outcomes Achieved</b>	3284	2671	6283	<b>4175</b>

CLD continue to focus on young people and adults from our most deprived communities. This is reflective of the targeted approach to community-based learning with just over 50% of those engaged within Family Learning and Parenting programmes in 2019-2020 from SIMD 1 and 2 datazones.

### **Post Covid -19**

A HWB Folder was established in the NL Learning Continuity of Learning site and this was populated with learning activities, advice and support for teachers and parents. Wellbeing indicators folders were created to help signpost teachers to the appropriate resources for their pupils. Key staff (from early years, primary and secondary) added relevant learning resources to support teachers in providing learning opportunities.

In addition, identified Educational Psychologists, Additional Support Managers and Research Development Officers provided materials for supporting anxiety and to support children's mental health and wellbeing. Included in this section is specific advice for parents who have children with additional support needs e.g. Social Stories.

A HWB Recovery Curriculum within the Healthy Schools online framework has been created to assist schools in supporting pupils as they returned to school in the new session. The themes include; routines, resilience, recovery, reconnecting, re-engaging and relationships (see embedded 6Rs Word document for further details).

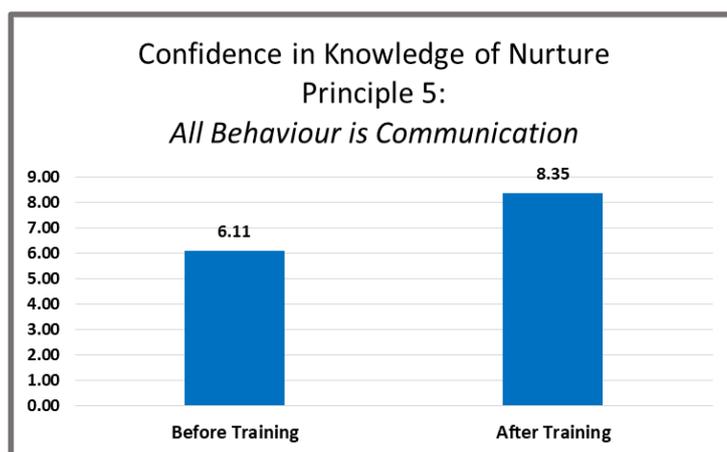


### **Covid-19 Recovery Support: Transitions Training**

In response to the Covid-19 pandemic online nurture training has been developed and delivered. The 'universal' training was delivered live in June 2020 and approximately 135 staff from 66 establishments attended from early years, primary, secondary and ASN sectors. In addition a webinar is available online on the Educational Psychology Sharepoint site on GLOW along with support materials.

Practitioners who attended the universal training were asked to rate how confident they felt about their knowledge of transitions before and after receiving the training input. This was done using a scale up to 10, with 10 being the highest. In total 36 practitioners completed the evaluation and **figure HWB 1.4** reveals that practitioner confidence and knowledge significantly increased by 34.6%.

**Table 1.4 HWB: Confidence in Knowledge of Nurture Principle 5**



## Digital Delivery and Resources

A key development in 2019/20 was the formation of a Digital School in North Lanarkshire and the appointment of a Digital School Lead as part of the SAC team. The Digital School will play a significant role in the recovery of education following the Covid-19 emergency. The Digital School was set up with 5 key aims:-

- **to provide technology and connectivity to engage in learning experiences from home.**
- **Communication to families – develop guidance and communications to support families to create a learning environment at home.**
- **CLPL – Further develop training programmes to enhance the skills knowledge and confidence of staff in delivering learning digitally.**
- **Curriculum – in line with North Lanarkshire’s curriculum review align current digital learning and activities to ensure a consistent and progressive curriculum.**
- **Digital Data – develop systems to track use of and engagement with digital learning experiences to inform school improvement and learner journey**

North Lanarkshire Council, in establishing its Digital School and Digital Classroom has set a bold strategic direction for digital learning in all of its schools. This work is based on existing strengths in our systems and also on national best practice. It involves the development of digital education in order to increase digital literacy skills and knowledge of children and young people, whilst making a long term commitment to strengthening the digital practice of our current and future workforce.

Education and Families identified a digital divide for young people across North Lanarkshire during the Covid-19 emergency phase. Families were surveyed through the FME texting toolkit on their need for devices and connectivity and the same request was made to Head Teachers. Both groups of stakeholders were also surveyed on their experiences of digital learning and teaching. Planning work has progressed with technical services and schools to map the deployment of devices.

Issuing of further devices will be on a phased approach with families identified by SIMD, FME survey, Head Teachers, Social Work and Virtual School.

### Digital Data

A range of data will be made available to schools to track pupil engagement in Digital Learning experiences, including statistics from sources like Glow, Scholar and Sumdog available as part of the performance and attainment dashboards.

### Digital Schools - A Team Approach

The Learning Hub and Pedagogy teams have played a pivotal role in the development of the Digital School and have been crucial in the provision of learning opportunities for all. Additionally the Pedagogy Lead, the Pedagogy Team and Digital School Lead have been instrumental in the development of targeted assistance and sustainability through their support to the Pathfinder schools. These schools and staff were identified to create resources for blended learning approaches and to support all schools across the authority. Staff have received additional digital continuous lifelong professional learning (CLPL) from the Pedagogy Team to ensure there is a shared and consistent understanding of research based pedagogical approaches. Intensive, ongoing support has ensured high quality learning and teaching approaches are exemplified and embedded in materials, guides and resources uploaded to the Digital School site, which are subsequently quality assured by the Pedagogy Team.

During lockdown and beyond, SAC Leads, alongside individuals in the project team have undertaken additional duties as part of the council wide coordinated support. These areas have included, but are not limited to; Recovery, Risk, Ed Psych helpline, weekly newsletter, leaflets to parents, consultations with stakeholders, advice for staff to support their mental health and emotional wellbeing and FAQs.

### **Psychological Services**

In session 2019-20 the statutory duties of North Lanarkshire's Educational Psychology Service were undertaken through a number of mechanisms. The Educational Psychology Service provides a link Psychologist and a regular visiting pattern for all early years, primary, secondary and ASN establishments. Universal, additional and intensive offers are tailored to each sector and Psychologists negotiate with the SMT link/named person in each school. The Educational Psychology Service is also closely aligned key local and National drivers e.g. the work of the Scottish Attainment Challenge and Education and Families Health and Wellbeing delivery plan. Key functions are also provided by the Service e.g. Birth to Three process. Full details of the impact of key interventions, including staff training (e.g. Nurture self-evaluation, 6 principle of nurture) and work with children, families and adults (e.g. Video Enhanced Reflective Practice) is contained within the Services' Standards and Quality report (see link). This report also outlines the work and impact of the Service during the lockdown period.

### **Assessment and Moderation**

The Assessment and Moderation programme in North Lanarkshire was initially rolled out in 2017-2018 following a series of National training events delivered to 10 pilot school staff throughout 2016-2017. The programme continued with NLC staff delivering training to school staff. Last session, almost all clusters identified Assessment and Moderation as their cluster improvement priority, reflecting NLCs commitment to raising attainment. However, phase 3 Assessment and Moderation training was halted in March 2020 due to the ongoing pandemic.

We are currently reviewing our advice to schools and how we deliver further training, in light of the challenges presented by current Covid restrictions, to identify mechanisms to support individual schools and clusters, at the various stages of their development journey (beginning, intermediate and advanced).

In line with the re-structure of Education and Families, the Pedagogy Lead Officer will now have operational and strategic responsibility for Assessment and Moderation, with the Education Manager maintaining overall strategic oversight. This approach will further strengthen our new delivery model designed to link learning, teaching and assessment as a holistic, cyclical approach emphasising the inter-connectedness of each element. Increased involvement of the Pedagogy Lead and the Pedagogy Team will provide greater flexibility of support and focus where needed and align supports available for educational establishments. It will provide clarity around expectations for all staff and give a clear role for all teams contributing to improving moderation processes in school. Increased use will be made of virtual platforms to facilitate training and moderation activities.

## Performance Information

Due to the pandemic, analysis of performance at BGE is unavailable at the present time.

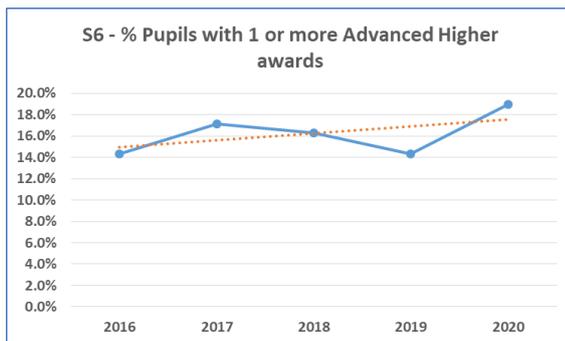
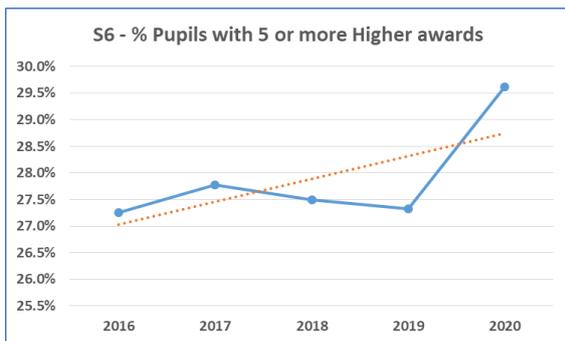
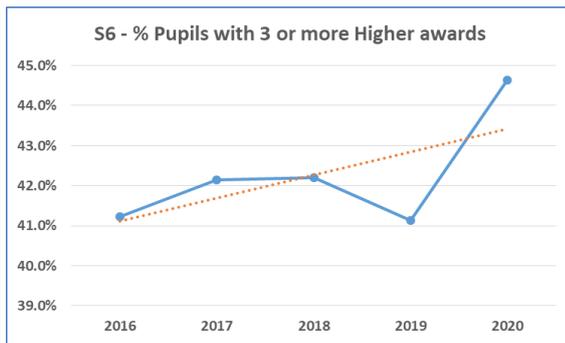
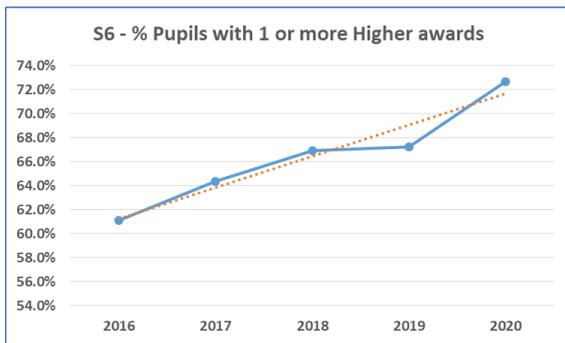
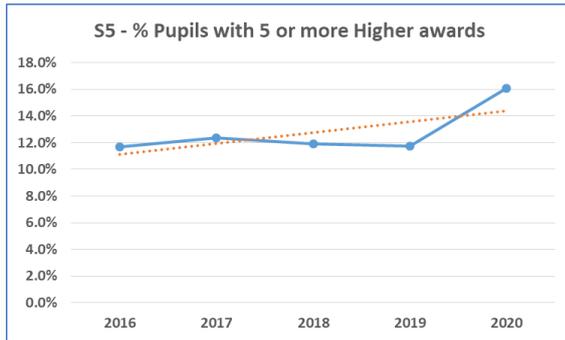
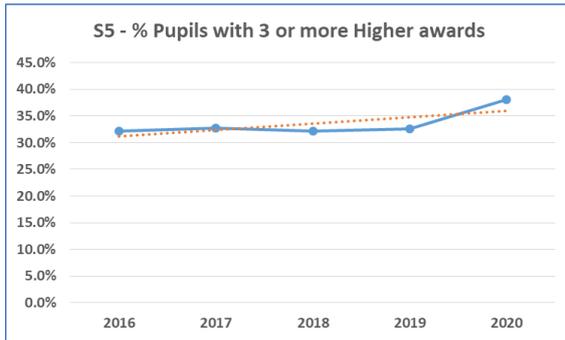
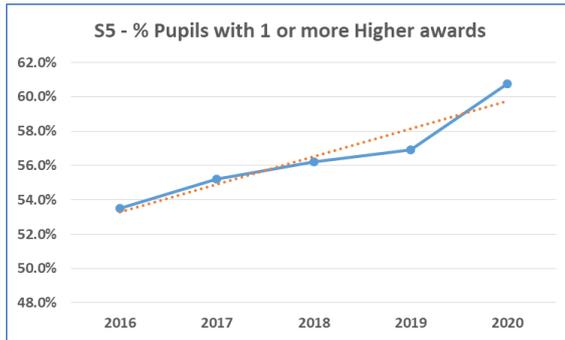
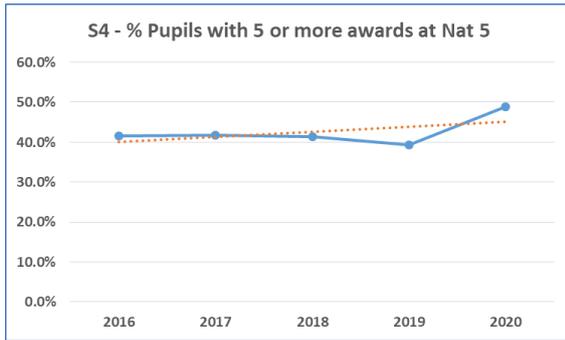
### SQA Results 2020

Despite the unprecedented arrangements for certification for pupils in SQA examinations this year, attainment in all centres was either in line with, or better than, the previous three years. Please see below for a copy of the SQA results on a school-by-school basis. These reflect the estimates that schools provided for SQA and on which the eventual results were based. These estimates were generated by teachers and rigorously quality assured by senior leadership teams in schools, supported by training from SQA, and advice and guidance from Education and Families staff.

Insight, the Scottish Government tool for recording and analysing National results, SCQF Awards and Wider Achievement, is unavailable at present due to the arrangements for the previous session's awarding process.

Trends in North Lanarkshire results are shown below:

<b>Whole School Measure</b>	<b>2016 NLC %</b>	<b>2020 NLC %</b>	<b>% Increase</b>
<b>S4</b> 5+ Awards (A-C) at National 5	41.5%	48.9%	7.4%
<b>S5</b> 1+ Awards (A-C) at Higher	53.5%	60.8%	7.3%
<b>S5</b> 3+ Awards (A-C) at Higher	32.2%	38.1%	5.9%
<b>S5</b> 5+ Awards (A-C) at Higher	11.7%	16.1%	4.4%
<b>S6</b> 1+ Awards (A-C) at Higher	61.1%	72.7%	11.6%
<b>S6</b> 3+ Awards (A-C) at Higher	41.2%	44.6%	3.4%
<b>S6</b> 5+ Awards (A-C) at Higher	27.2%	29.6%	2.4%
<b>S6</b> 1+ Awards (A-C) at Advanced Higher	14.3%	19%	4.7%



## SQA Data and ASN

The results for pupils with Additional Support Needs (ASN) are excluded from authority data. This can be misleading, however, as a number of health issues and temporary conditions which have no material impact of pupil performance can be recorded by Local Authorities as ASN, and this can remain on the pupil's record throughout their school career, thus skewing the data.

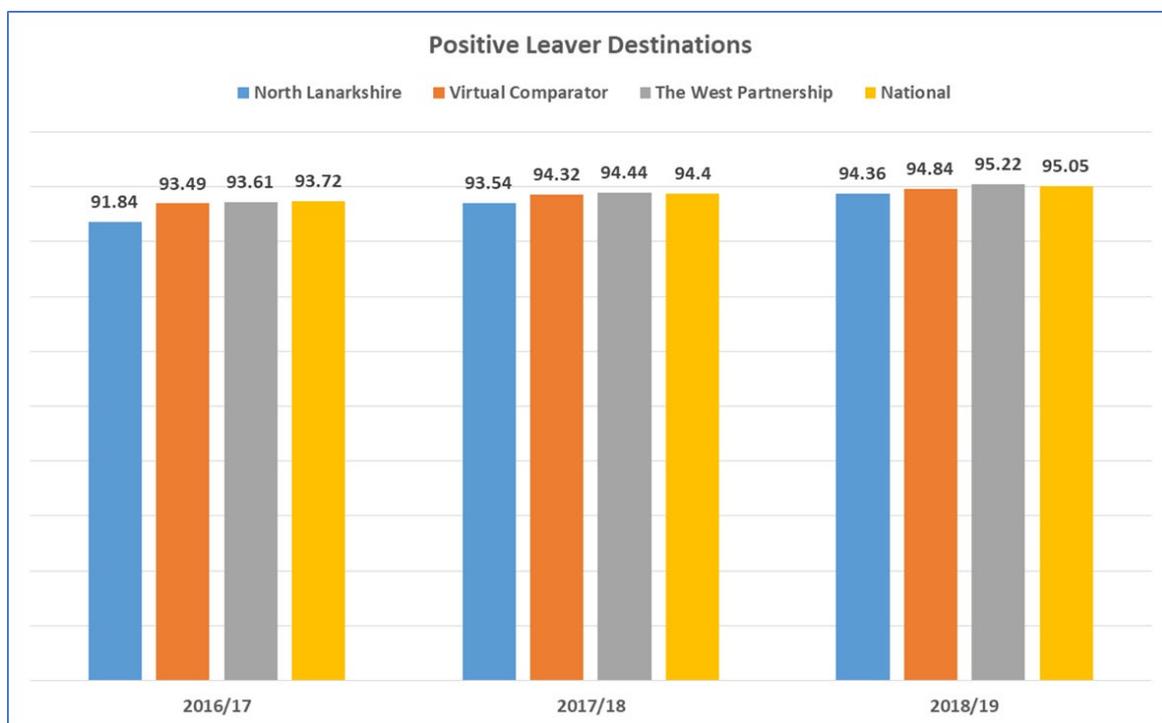
In North Lanarkshire, we have the lowest number of pupils who are recorded as having ASN for the purposes of SQA certification, and this should be borne in mind when comparing data from other authorities.

## Performance Information

### Developing the Young Workforce

#### Leavers Destinations 2018/19

This information is released on Insight for the previous year, rather than the current year, to reflect the sustained nature of positive destinations:



Improving employability skills and sustained positive school leaver destinations for ALL young people are whole-council priorities reflected in The Plan for North Lanarkshire and in the Developing the Young Workforce Delivery Plan. Within the Education and Families Service there is a strong track record in delivering a curriculum which provides children and young people with skills, qualifications and experiences to enable them to succeed in learning, life and work. One very important reflection of this is the increasing percentage of young people entering and sustaining positive post-school destinations and contributing positively to society and economic growth. The most recent national School Initial Leaver Destination Report (ILDR) published in February 2020, and providing 2018/19 data indicated that 94.3% of North Lanarkshire young people entered a positive post-school destination. This represented a 0.9% improvement on the previous year and is our best performance to date.

65.7% of senior phase school leavers continued their education within Higher or Further Education Establishments. This reflects the ongoing work taking place across schools and with partners on widening access to such pathways. Enabling such participation is a key means to close the poverty related attainment gap and enable inclusive growth.

The percentage of senior phase school leavers entering employment has increased to 24.95%, more than 2% higher than the previous year and above the national average.

For young people living in SIMDs 1-3 the percentage has been increased by more than 3% on the previous year.

Many schools have now introduced SQA Accredited Foundation Apprenticeships as part of their Senior Phase Offer, and these are proving popular which may be reflected in slight variations in the SQA results, as achievement in these is not included in current data.

In addition to working on national qualifications and awards, children and young people have access to a wide range of nationality and internationally recognised qualifications and awards developing skills that are essential in the world of work and are endorsed by the Confederation of British Industry. These are delivered both in-school by teachers and other colleagues including CLD workers, and outwith schools in the wider community. These awards include: Duke of Edinburgh Award; Prince's Trust Achieve Award; Dynamic Youth Award; Introduction to Workplace Skills; Youth Achievement Award; Certificate of Work Readiness. A system is being devised to ensure this information is captured alongside data on national qualifications.

Locality planning within the Senior Phase of education has afforded a wider curricular choice for young people studying in North Lanarkshire. Within each of the 3 areas of North, Central and South, Head Teachers met regularly to ensure that local planning effectively delivers a full and varied curriculum to meet the needs of all young people. This partnership work through the locality planning process has led to increased collaboration between secondary schools.

There is improved planning, focusing on equity of opportunity for all young people in the senior phase, using the North Lanarkshire timetable schematic. This promotes breadth and depth of choice for all learners across the locality, leading to a wider range of Advanced Highers, college courses and wider achievement. In addition to schools working collaboratively, the partnership working with local colleges and other education providers has ensured a broader range of progression pathways and access to a wider range of qualifications, including those with a direct application to employment.

In March 2020, a report entitled 'Employability – Review Workforce for the Future 2020-2023' summarising the outcomes of phase one was approved by the Policy and Strategy Committee. The overarching aim of the review was to ensure that employability activity led by the council, arms-length external organisations (ALEOs) and strategic partners are better aligned to address current and future economic opportunities and maximise outcomes for all young people and unemployed/underemployed adults across North Lanarkshire.

Curriculum planning and design should increasingly be informed by labour market intelligence. Phase one of the strategic review was informed by national, regional and local contexts. Within an educational setting national drivers included: Curriculum for Excellence; Scotland's Curriculum A Refreshed Narrative; The 15-24 Learner Journey Review; Developing the Young Workforce – Education Working for All, Scottish Attainment Challenge and Scotland's STEM Strategy. Local drivers included Education and Families Improvement Plan and Programme of Work and the Developing the Young Workforce (DYW Delivery Plan) 2019-2021.

The report set out four primary objectives of phase one of the review as:

- Enhance business engagement and build a stronger demand led profile
- Strengthen 'in-school' employability provision, DYW activity, vocational and post-school transition offering
- Build excellence in post-school and adult employability provision
- Develop Pathways/Academy Model to build the Council and the broader North Lanarkshire workforce of the future.

Whilst each of the four primary objectives are inextricably linked and should be considered in the round, of most relevance in the review of North Lanarkshire's Schools Curriculum is to **'strengthen 'in-school' employability provision, DYW activity, vocational and post-school transition offering.'**

One of the first actions of the Employability Review was the production by Education and Families in partnership with others, of the Developing the Young Workforce Delivery Plan 2019-2021. The Plan recognises the commitment of the council and partners to delivering a first-class education skills-based curriculum that enables young people to embark on a 3-18 learner journey that will lead to the most relevant, sustainable and progressive post-school destination. The Plan identifies a universal guarantee for all children and young people, an additional offer for targeted groups and an intensive offer for those young people at greatest risk of disengaging from education and entering a negative post-school destination.

The Employability Review recognised the importance of continued alignment of the curriculum to meet the needs of key local and national growth sectors and to meet employer skills demands. This includes continuing to embrace approaches and opportunities provided via the Apprenticeship Family. Currently over 500 young people have embarked on Foundation Apprenticeships offered across all twelve frameworks available in Scotland. Young people have had opportunities to engage in innovative pre-apprenticeship training as well as in Modern and Graduate Level Apprenticeships.

A very early positive outcome of the Employability/Curriculum Review was the outstanding success of the pilot Winter Leavers' Programme, which saw 90 young people at risk of disengaging from school and enter a negative post-school destination access an employability-focussed curriculum during the period June-December 2019. The curriculum was planned and designed by Education and Families staff in partnership with Routes to Work, New College Lanarkshire, Skills Development Scotland and employers. An important feature of the curriculum was the matching of young people with colleagues trained by Talent and Organisational Development with employability mentors. All young people on the programme engaged positively and all have entered a positive destination and continue to be supported by co-ordinators, Routes to Work case workers and careers advisers

### **HMIE Engagement**

Up to the point at which schools closed in March 2020, North Lanarkshire Council schools had 13 HMIE visits and 5 ongoing across all sectors.

Inspectors have found that most schools are making good progress on ensuring health and well-being, with most schools getting satisfactory or better, and the five schools in continuing engagement having positive comments in this area. Ten of the HMIE inspections were positive; three had one or more of the Quality Indicators assessed as 5 (Weak). Of the 5 schools with ongoing engagement, one will be visited by the authority to validate their improvement journey in 12 months. The other four will be subject to ongoing engagement by HMIE but are showing signs of

improvement across all areas and this work will be supported by the Education and Families Manager for the locality, and by the SAC team.

Arrangements for HMIE Continuing Engagement are still to be clarified for session 20/21.

## Music

**The Instrumental Music Service** provides a wide variety of musical opportunities and experiences for pupils within the broad spectrum of schools in North Lanarkshire.

Over 50 members of the instrumental and vocal teaching staff deliver music lessons on a wide range of instruments and in a variety of formats, providing our young people with quality tuition and equipping them with life skills as well as opportunities to find their musical voice through new skills learned and performances at school and authority level.

The Youth Music Initiative in North Lanarkshire is integral to our drive to provide exciting musical opportunities for our young people. The YMI is delivered through 11 bespoke projects and this initiative has touched the lives of around 5800 young people in our primary, secondary and ASN schools.

**For the majority of the year our team of instrumental staff** visited all 23 high schools and over 100 primaries offering lessons on a wide range of instruments including, brass, woodwind, strings, bagpipes, harp and percussion. Presently around 2400 pupils are learning to play an instrument with tuition provided during the school day through the Instrumental Music Service. The current pandemic has provided significant challenges for Music Instruction Service due to the itinerant nature of its delivery. In order to meet these challenges a new online teaching model has been developed that will allow our young people to continue with their music lessons and to further develop their musical skills and expertise.

### Secondary Schools

In our secondary schools 50% of the National 5, Higher and Advanced Higher Music exam is performance based and success in this element of the course is heavily dependent on input from our instrumental teaching staff.

### Authority Music Groups and Performance Opportunities

Throughout the pandemic instrumental staff in schools have had to be innovative and creative in the ways that they can provide opportunities for pupils to take part in groups and ensembles such as bands, choirs, and orchestras. There have been a number of successful performance projects that have been created virtually using digital technologies. An example of this was the Music Service's "Somewhere over the Rainbow" project that was produced as a thank you to the NHS.

The Instrumental Music Service also provided rehearsal and performance opportunities for instrumental and choral pupils from October 2019 until March 2020. During this time, each Friday, after school, over 500 pupils from primary and secondary schools throughout the Authority come together to take part in the North Lanarkshire Schools' Music Groups' programme based in Coatbridge High School. The Authority provided return transport from individual schools to Coatbridge High for all participating pupils. Pupils had the opportunity to participate in a wide range of music groups including our senior chorus, traditional music group, wind bands, orchestras and

pipe bands. Participation in these music groups also provided quality performance opportunities for our young people. These included –

- Two Christmas concerts in Motherwell Concert Hall featuring our 3 Wind Bands, 2 orchestras, senior chorus, Traditional Music Group, Jazz Orchestra, Pipe Band and Rock Collective.
- A very successful *Rockfest* – Battle of the Bands showcase event which took place in Motherwell Concert Hall.



### **Music in ASN**

Within the authority there is a commitment to provide “*Music for All*” and this is supported through specialist music provision in all of our ASN schools. The delivery of this programme is tailored to suit the needs of individual schools and the young people taking part. These sessions includes lessons on guitar, keyboard, percussion and Samba drumming.

### **North Lanarkshire Schools’ Pipe Band**

Over the past few years our pipe bands have had resounding success and during this time they have been crowned Scottish champions, British and European champions on two occasions, RSPBA Champion of Champions 2018, and World Champions in 2016 and 2019. Unfortunately, the 2020 RSPBA competition season was cancelled due to the COVID 19 pandemic. Our pipe bands continuing to rehearse and hone their skills in preparation for when RSPBA competitions can take place.

### **School Leadership**

A key feature of our plan for 2019-2020 was the appointment of new lead roles within the project team, accelerating the approach and supporting this move within the council towards a more integrated model. A Leadership Lead has supported improving leadership at senior levels by utilising the skills and leadership of experienced staff to deliver training at different levels. This has supported the empowerment agenda as well as building capacity and sustainability of future leaders across the council. The leadership framework continues to be developed and all levels of this framework have now been endorsed by Education Scotland. Equity and the poverty related attainment gap are central features of the leadership programme.

Another crucial development this session has been the launch of a new Innovation and Improvement Hub, aligned with North Lanarkshire Council’s leadership framework, which outlines pathways for education staff and recognises the need to develop current leadership capacity and prepare future leaders. It highlights continuous lifelong professional learning (CLPL) opportunities to

## Community Learning and Development Performance Information

Please see CLD performance in relation to the outcomes for the year 2019/20. The following list outlines community learning and development reportable indicators:

- % of young people enrolled in CLD programme from the 20% most deprived data zones;
- % of adult learners enrolled in CLD programmes from the 20% most deprived data zones;
- number of National Qualifications gained by adult learners participating in CLD programmes (SQA Certificates);
- number of distinct adult learners attaining national qualifications (SQA Certificates);
- percentage of young people on Activity Agreements progressing to education, training, employment or volunteering;
- number of distinct participants on family learning programmes;
- number of adult literacy and numeracy learning outcomes achieved;
- number of ESOL learning outcomes achieved;
- number of Duke of Edinburgh Awards presented;
- number of young people achieving Youth Accredited Learning Awards; and
- number of voluntary and community organisations receiving support.

The Scottish Index of Multiple Deprivation (SIMD) is used to identify datazones in North Lanarkshire where the highest deprivation occurs. However, CLD provision is not confined to those datazones as deprivation and a lack of life chances can affect people wherever they live. Around 34% of the datazones in North Lanarkshire are classed as being in the most deprived 20% of datazones in Scotland, accounting for just under 33% of the local population (SIMD 2020).

During 2019-20, 3,433 adults, aged 16 and over, enrolled in CLD programmes. Of those learners, 48% lived within the 20% most deprived areas in Scotland. This was similar to the 49% of adult learners during 2018-19 from deprived datazones. A total of 2,019 young people aged between 8 and 15 engaged in CLD provision, with 45% living within the 20% most deprived national datazones. This was an increase from 43% the previous year. On average, this meant that that over 46% of all CLD participants (young people and adults) were from the most deprived datazones in North Lanarkshire. The following section of the report provides an outline of some of the particular programmes and learning opportunities provided during 2019/20.

### **Adult Learning and Family Learning Programmes**

CLD provide a range of Scottish Qualifications Authority (SQA) accredited learning programmes, including; core skills in IT, communications, numeracy, working with others and problem solving. During 2019/20, 279 unique learners achieved 518 SQA certificates overall. This is down from 580 learners and 809 SQA certificates in the previous year, partly due to service reduction, linked to the delivery of agreed savings. Within this total, however, there has been a positive increase (from 284 to 300) in other SQA certificates, not linked to core skills in literacy, numeracy or English as a Second or Other Language (ESOL). Over the past two years, SQA approval has been granted to deliver 28 new units and awards in other subjects such as wellbeing, mental health, and mathematics, some of which are certificated at the SQAs new National levels.

Complementing the drive to improve literacy and numeracy in North Lanarkshire schools, Adult Learning programmes supported adults aged over 16, parents and carers to improve their own literacy and numeracy. In 2019/20, 507 participants engaged with adult literacy and numeracy programmes where they achieved 1574 learning outcomes. Service reduction, linked to the delivery

of agreed savings, has resulted in fewer participants (926) and outcomes (4312) on the previous year.

During the year the service responded to the needs of 330 learners whose first language is not English and supported them to achieve 792 learning outcomes. Whilst the number of learners is similar to the previous year (331), the number of outcomes has reduced from 2260. Many initial outcomes have now already been achieved for those receiving longer term integrated ESOL support, such as those within the Syrian Resettlement Programme.

### NIF Workstreams

We would normally report on progress in all NIF workstreams at this point, but due to the pandemic, much of this work has been put on hold. However, the Tracking and Monitoring group were able to conclude their work, and the new arrangements for recording and reporting are now in place for use on session 20/21.

### Appendix

Local Government Benchmarking Framework spreadsheets. These show NLC figures against a Scotland and family group average. The Improvement Service collate these for all 32 council from already published national sources. They publish the data in March each year, so the 2019/20 data isn't available until March 2021.



Education attendance + exclusion 201819.xl



Positive destinations + participation rates 201819.xl



Educational attainment 201819.xls



Early years 201819.xlsx



Education costs and satisfaction 201819.xl