



Glasgow City Council

Education, Skills and Early Years City Policy Committee

Report by Head of Service, Education Services

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EDUCATION SERVICES: GLASGOW VIRTUAL SCHOOL

Purpose of Report:

To update the Committee on the performance of care experienced young people who attend Glasgow schools and the work of Glasgow Virtual School.

Recommendations:

The Committee is asked to note the performance of care experienced young people who attend Glasgow schools and the work of Glasgow Virtual School.

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes ☐ No ☐ consulted: Yes ☐ No ☐

1 Glasgow Virtual School

Glasgow Virtual School was established to provide support to care experienced children and young people, including those at the edge of care, and disrupted learners whose education has been impacted through health reasons or other exceptional reasons. It also includes support for learning provided by the Hospital Education Service (HES) across two sites, Interrupted Learners Service (ILS), Enhanced Vocational Inclusion Programme (EVIP) and MCR Pathways Coordinators within Glasgow Secondary Schools. GVS supports the aims of our nurturing city approach and promotes the vision, values and aims of inclusion, always striving to achieve the best outcomes possible for our care experienced children and young people.

2 Positive Outcomes

- A higher proportion of care experienced young people in Glasgow stay on at school to achieve qualifications as compared to the national figures
- Although they continue to perform less well than their peers, an increasing number of care experienced pupils are leaving school with qualifications
- The percentage of care experienced school leavers in Glasgow entering a positive destination has shown a strong upward trend
- Almost all Enhanced Vocational Inclusion Programme (EVIP) learners went on to a positive destination
- Most young people attending the Outdoor Resource Centre and Blairvadach engaged and sustained the programme with many of the young people achieving a qualification

3 Policy Drivers

“Legislation, policy and practice are vital in assuring children’s rights. Yet those rights do not exist in isolation but in the wider context of children’s lives. They are experienced within caring relationships. They are realised by thoughtful, attentive caregivers (including teachers, foster carers, youth club workers, etc) who notice changes in health, behaviour or in educational attainment, and who help and support a child to lead a fulfilling life.”¹

The Promise, Page 26

¹<chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.carereview.scot/wp-content/uploads/2020/02/The-Promise.pdf>



- 3.1** The Interrupted Learners' Service (ILS) attempts to ameliorate the effect of disruption to education that some children/young people can experience for a range of reasons such as health or other exceptional circumstances. ILS can be provided by a teacher from a Glasgow school or provision by a GVS teacher. Tuition can be either through digital learning or face-to-face. This support may be either one-to-one, in a small group setting or in one of the Hubs. There continues to be a demand for this service.
- 3.2** The Hospital Education Service (HES) provides education for young people from across Scotland who are unable to attend school due to significant health needs requiring an inpatient stay in hospital. HES teaching takes place across 2 sites: The Royal Hospital for Children (RHC) for pupils who suffer from physical illness and primary children with a significant mental illness, Stobhill School which is part of Skye House. Skye House is an inpatient adolescent psychiatric unit providing a range of dedicated services for young people aged 12 - 17 years, from across the West of Scotland, who have serious mental health conditions. Our staff at the Hospital Education Service use their expertise to support young people to remain engaged in education. This has also proved successful when pupils are transitioning back to school from hospital. HES are working towards their Gold Rights Respecting School Award. The Paediatric Neuro-Oncology team at RHC have been designated a Tessa Jowell Centre of Excellence for Children. The teaching staff at RHC have been closely involved in the team's work towards this recognition, undertaking training with specialist Neuro-Oncology colleagues including nursing staff, occupational therapists and physiotherapists, and one of the areas that the designation committee highlighted was: *"Excellent integration of education and clinical care, demonstrated through enhanced training for hospital school staff and continued collaboration with the Child Brain Injury Trust and psychology team, ensuring informed support for patients' cognitive development and reintegration to school."*
- 3.3** In line with Glasgow City Council's All Learners, All Achieving Plan the aim of GVS is to deliver and support inclusive high quality education for all. Through

a rights-based approach, they strive to ensure all learners are engaged in an appropriate learning pathway by supporting the continuity of their wellbeing and learning to improve outcomes. GVS continually link with the host school including when those schools may be in another Local Authority. Staff work closely with colleagues in the Health & Social Care Partnership (HSCP), Glasgow Educational Psychology Service (GEPS) and alongside other partners to support Glasgow's children and young people. This work aligns with Education Grand Challenges.

3.4 Grand Challenge - Wellbeing & Learning

GVS Forest School Instructors run four groups for Primary children at Hogganfield Loch (two groups for P1-P4, and two groups for P4-P7). There, our young foresters learn through play and practical activities. Young people make connections between topics taught in school and their relevance to everyday life, and the multi-sensory experience of outdoors can help young people to retain knowledge more readily. A natural space can change the way people behave, sometimes calming young people allowing them to be more focused, or quieter pupils may speak more. In a 1-5 rating, almost all feedback responses rated the programme as 5. As a result of the programme, attendance for the majority of the children is very good. Children who were dysregulated at school have now been attending mainstream settings more regularly, and engaging in lessons. ***Does Forest School education have a positive impact on young people's wellbeing?*** [Practitioner Enquiry](#) by Angela Maccaulay, GVS ILS Teacher

"X has loved his Forest School experience and has made progress in his ability to engage in the outdoor setting. This has impacted on his presentation in school and willingness to try more activities in and around his class. The small group situation and opportunity for self-led exploration have been very positive for X. "

"Y is involved and supported so well by GVS, having the opportunity to take part in activities like Forest School has improved attendance and reduced the chance of exclusion. Y has had a good start to his final year at primary due to this support."

3.5 Grand Challenge - Engagement Participation & Inclusion

To date, 219 members of staff have completed the Keeping the Promise Award Train the Trainer Programme, 1,100 staff members have successfully gained the 'I Promise' Award and 37 establishments have achieved the 'We Promise' Award. As a result, some senior leaders have reported that the training has created a more inclusive culture within establishments, staff are demonstrating greater levels of understanding and care, staff have a greater awareness of the Promise/GCC's Educational Aims and planning on how to keep it, Designated Managers have improved confidence, knowledge and feel more empowered to support staff, staff are changing the language used. Training has also been undertaken by Quality Improvement Officers, SDS colleagues, PEPASS (Physical Education Activity and School Sports), Towards Better Futures (TBF) and Rangers Foundation Education Team colleagues. In 2025-26, training will

be delivered with a focus on familiarising establishments with the Education Impact Criteria Guide in order to achieve the 'Keeping the Promise Award'.

- 3.6** A needs analysis from educational establishments across the city was conducted where several schools identified that they required guidance and supports for signposting their families. One of the main areas they continued to require consultation around was supporting the mental health of parents/carers. Specifically, guidance covering ways staff can have an open dialogue with parents/carers so they can explore how their needs are impacting attendance/attainment. The GVS Family Support Practitioner developed and delivered a training session to 31 staff members across primary and secondary sectors, specifically pastoral care teams, so they would feel empowered to enhance their skills to engage and support the wellbeing of pupils and their families. Feedback from the training received an average score of 4 out of 4. As a result Pastoral Care teams have signposts to online training and mental health support they can use with parents/carers, information on further training, awareness of the Solihull approach and methods of delivery for parents/carers. Teams have reported that the training has provided them with new resources and advice on how they can implement support across their learning community. In 2025-26, the Family Support Practitioner will reach out to analyse the success of how the next steps are being implemented and impact on families.

3.7 Grand Challenge - Achievement & Progress

Through GVS's Interrupted Learner Service, two specialist teachers deliver targeted support to young people across our eighteen Children's Houses. The learners are experiencing significant barriers to school attendance and the completion of national qualifications. Support is primarily focused on S4 pupils, with the aim of securing key achievements in literacy and numeracy. As a result, almost all S4/5 pupils who are engaging are on track to gain National 3/4 qualifications in Literacy/Numeracy. In addition, two secondary wellbeing teachers provide direct support to young people who are facing significant challenges that prevent them from engaging with school. The young people are struggling to attend school regularly or participate in learning activities. Through consistent support from teaching staff, young people have demonstrated increased self-confidence and improvements in overall wellbeing. This support has included personalised guidance, emotional reassurance, and structured interventions tailored to individual needs. As a result, young people in S4-5 who are engaging with support for qualifications are on track to achieve National 3 to National 5 qualifications in Literacy and Numeracy, reflecting positive progress in their learning and achievement.

- 3.8** In the last academic year, 2002 young people were supported by the MCR Pathways programme across Secondary Schools in Glasgow. This entailed support in various ways – S1/2 groupwork, mentoring, Pathways Co-ordinator Support, young people working towards mentoring. Volunteer mentors provided 30,338 volunteering hours which was an increase of 29% on the previous year. Feedback from young people who were mentored is excellent. As a result of this programme, Pathways Coordinators work extremely closely with school

colleagues, families, TBF colleagues, partners and mentors to support disadvantaged young people in their academic achievements and into positive destinations. The Trades House of Glasgow funded 42 MCR young people to attend an MCR Blairvadach summer programme in 2024. The programme was a great success for all. *“However for one person, E, it was truly life changing. From only just being persuaded to get on the bus on Monday, repeatedly upset and asking to go home for the first 24 hours he transformed into a much more confident individual who wanted to stay longer. At school he did not interact with any of his peers and only after three days here he had bonded with peers working as a team and playing during free time. He arrived in tears and left with a huge smile and brimming with confidence.”*

3.9 EVIP operates 5 vocational class groups across two Glasgow Regional Colleges. As a result of this programme, EVIP staff have supported pupils in attaining 103 SQA units at Level 4, have supported the delivery of SQA qualifications in Employability, Wellbeing and Work Placement, 52% of EVIP pupils are involved in regular community volunteering, EVIP young people have been actively involved in GVS Rights Respecting School journey towards Silver, 93% of EVIP learners went on to a positive destination.

3.10 Led by the Care Experienced Lead and greatly supported by the Social Work Service Manager (0.5), three Area Lead Officers work closely with staff in Early Years, Primary, Secondary and children’s houses to support children and young people. The Social Work Service Manager’s remit also includes the HSCP Central Continuing Care and Aftercare team. In line with The Promise, GVS staff have been diligent in increasing the profile of CEL, ensuring Designated Managers (DM) are aware of the individual and collective needs of our CEL. With a view to sustainability, one of the fundamental roles of GVS is to improve the capacity of staff working with CEL by planning and implementing robust and ongoing training programmes.

3.11 Establishment Support Visits and Training

One of the fundamental roles of GVS is to improve the capacity of staff working with our care experienced learners by planning and implementing a training programme following needs analysis. Below is a summary of the main training sessions delivered over the course of the year.

Training

Number of Training Sessions	Number of Attendees
29	525

- Core training for Glasgow’s Designated Managers focussed on the Self Evaluation Toolkit this year. 97% of respondents evaluated the training as 4 or 5 out of 5.

Area Lead Officers carried out support visits to Secondary and ASL establishments between October and December 2024. The focus areas of the visits were:

- Attendance
- Wellbeing and Assessment Plans (WAPs)

3.12 Glasgow Care Experienced (Looked After) Children and Young People – September 2025

	ASL	ELC	Primary	Secondary	Total
Number of care experienced children and young people	94	43	643	974	1754

It should be noted that the national data and data recorded on SEEMIS only includes children and young people legally 'looked after', however, GVS support all children and young people described as 'care experienced', including those previously looked after, informally cared for, and on the edge of care.

3.13 Referrals to GVS from education establishments for consultation and advice to support individual children and young people

Consultation is a key operational area for GVS, based on nurturing principles and embedding The Promise principles in their actions, support and advice.

In addition, a member of the GVS team attends the Glasgow Intensive Family Support Services (GIFSS) weekly screening meetings in order to support early intervention for children and young people on the edge of care. Members of GVS contribute to the city-wide Attendance Strategy Group, DM events have included a focus on effective Tracking & Monitoring systems, a more targeted approach to attendance, attainment, exclusions, the use of safe spaces, sharing good practice and signposting to key areas of training eg nurture, neurodiversity and Inclusion Support and Development Groups. The key themes emerging from both GVS referrals and GIFSS consultations have been as follows:

	GVS (Care Experienced Learners)	GIFSS (age 12+)
Primary Themes	Dysregulated behaviour, attendance, tuition	N/A
S1-S3 Themes	Attendance, dysregulated behaviour	Attendance, neglect, addiction issues, criminal justice

S4-S6 Themes	Attendance, attainment, positive destination	Attendance, neglect, addiction issues, criminal justice
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3.14 Support for Children's Houses

Another important aspect of GVS work is to link closely with our 18 Children's Houses. Our Area Lead Officers visit the Children's Houses within their area regularly to discuss and provide advice and support with both the education and positive destination plans for our young people.

3.15 How Nurturing is Our Children's House (HNIOCH)

The City's Nurture Development Officer has continued to offer two cohorts of nurture training a year to the Children's House Carers. This supports ongoing induction and recruitment of new Children's House Carers. Nurture is part of the Children's Houses Health and Safety Risk Assessment. Nurture at Night continues to be developed across the Children's Houses. The Nurture Charter for Children's House Carers has now been approved by the Social Work Core Leadership group. Quarterly Nurture Leadership events are fully embedded to support House Managers and Senior members of staff. Glasgow Virtual School play a key role in facilitating these events alongside Residential Service Managers. The most recent event focused on supporting staff to reflect on 'the importance of nurture for wellbeing and maintaining a safe base'. Follow up sessions have focused on how reflective spaces can support psychological safety and carer's wellbeing. Residential Services have created a Reflective Spaces toolkit to support Children's House Leadership events. The Lead for CEL and Assistant Service Manager Residential Services will be presenting at the upcoming national CELCIS residential childcare webinar. The focus will be on their initial HNIOCH Journal article published in April 2024.

3.16 Specific GVS Programmes

GVS continue to work in partnership with a wide variety of partners including the Volunteer Tutors Organisation (VTO), Blairvadach Outdoor Education Centre, Outdoor Resource Centre (ORC), MCR Pathways, Action for Children, First Steps Future Training and Skills Development Scotland (SDS) to enable support such as tutoring, mentoring, enhanced learning opportunities, outdoor learning, counselling, transition support, wellbeing and improved positive destinations. The team continues to adopt an evaluation cycle whereby they plan, evaluate, listen, review and adapt according to need. Between August 2024 and May 2025, 434 children and young people have been supported through GVS interventions. Please see a sample of case studies in the Appendix.

4 Education Outcomes for Care Experienced Children and Young people

- 4.1** The next section of this report considers the educational attainment of care experienced children² who were attending a Glasgow City Council school in 2024/25. In addition, it takes account of school leavers' destinations, school attendance and school exclusion levels to provide a wider view of the school experience of care experienced children. To provide context for some of the data, we also consider the general population.

Background

- 4.2** Care experienced children are one of the lowest performing groups in terms of educational outcomes. Their lives are often characterised by poverty, disrupted family life and changes to care placements and schools. As a result, regular school attendance can be a challenge for some care experienced children which impacts on their ability to attain educationally.
- 4.3** Glasgow has the largest proportion of care experienced children with responsibility for 15% of Scotland's care experienced children and young people³. We therefore recognise that we face significant challenges in terms of the scale.
- 4.4** This paper reports on proportions and some of the variance in the Glasgow care experienced population can often be explained by cohort size. Given the small numbers of care experienced children in each year group a reduction or increase of a significant proportion may be attributed to a single child.

5 Outcomes

Literacy and Numeracy

- 5.1** There has been an increase in the percentage of care experienced pupils in Glasgow attaining SCQF Level 3 in Literacy from 72.2% in 2023/24 to 79.2% in 2024/25. Nationally, attainment at Level 3 among care experienced pupils has remained relatively stable, though slightly lower than Glasgow figures in the most recent year. At SCQF Level 4, Glasgow's care experienced pupils have seen a slight decrease from 64.8% in 2023/24 to 64.3% in 2024/25, while national attainment at this level has also declined. (Table 1)
- 5.2** In Numeracy, the percentage of care experienced pupils in Glasgow attaining SCQF Level 3 has fluctuated, with a low point in 2023/24 (72.2%), followed by

² The term 'care experienced' refers to young people who are or have been Looked After by the local authority.

³ Children looked after on 31st July 2024 <https://www.gov.scot/publications/childrens-social-work-statistics-looked-after-children-2023-24/documents/>

an increase to 77.0% in 2024/25. National figures have remained more consistent, with a slight downward trend. At SCQF Level 4, Glasgow's care experienced pupils have shown improvement, rising from 59.3% in 2020/21 to 61.1% in 2024/25, peaking in 2023/24 at 65.7%. National attainment at Level 4 has remained higher than Glasgow across all years. (Table 2)

5.3 Across both Literacy and Numeracy, there remains a persistent and significant gap between the attainment of care experienced pupils and the total school population in Glasgow. This gap is evident at both SCQF Levels 3 and 4 and has remained largely consistent over the five-year period, underscoring the ongoing challenges faced by care experienced young people in achieving parity in educational outcomes.

Table 1: Attainment in Literacy by the end of S5

	% of candidates attaining SCQF Level 3 by the end of S5			% of candidates attaining SCQF Level 4 by the end of S5		
	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)	Care experienced Pupils (National)	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)	Care experienced Pupils (National)
2020/21	94.5	85.7	81.7	91.3	75.3	70.7
2021/22	93.5	82.4	83.0	88.8	67.9	71.6
2022/23	93.2	81.2	83.6	89.6	68.8	74.2
2023/24	92.8	72.2	81.9	89.6	64.8	72.1
2024/25	93.3	79.4	79.2	88.6	64.3	65.2

(Source: Insight – Based on pupils' cumulative attainment and the S4 cohort)

Table 2: Attainment in Numeracy by the end of S5

	% of candidates attaining SCQF Level 3 by the end of S5			% of candidates attaining SCQF Level 4 by the end of S5		
	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)	Care experienced Pupils (National)	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)	Care experienced Pupils (National)
2020/21	94.8	83.5	82.5	86.2	59.3	61.9
2021/22	92.4	79.8	82.9	83.7	58.0	64.9
2022/23	93.3	81.8	84.6	85.5	61.0	66.6
2023/24	92.0	72.2	82.9	86.4	65.7	67.5
2024/25	92.6	77.0	81.3	85.9	61.1	63.8

(Source: Insight – Based on pupils' cumulative attainment and the S4 cohort)

- 5.4** At SCQF Level 4, the percentage of care experienced pupils in Glasgow attaining Literacy & Numeracy by the end of S5 has remained relatively stable over five years, fluctuating between 50.8% and 59.3%. Nationally, care experienced pupils have shown a similar pattern, with Glasgow figures closely aligned in most years. The attainment gap between care experienced pupils and the total school population remains significant, however the attainment gap between 2020/21 and 2024/25 has narrowed by 1%. (Table 3)
- 5.5** At SCQF Level 5, care experienced pupils in Glasgow saw a notable increase in attainment in 2023/24 (33.3%). From 2020/21 to 2024/25 Level 5 Literacy and Numeracy has increased from 22% to 23%. National attainment at this level has remained more consistent. (Table 3)
- 5.6** By the end of S6, care experienced pupils in Glasgow have shown steady improvement at both SCQF Levels. At Level 4, attainment rose from 51.7% in 2020/21 to 64.2% in 2024/25, surpassing the national figure for care experienced pupils in the most recent year. At Level 5, there has been a marked increase from 20.8% to 35.9%, again exceeding the national average. This suggests that extended senior phase engagement may be having a positive impact on outcomes for care experienced pupils in Glasgow. (Table 4)

Table 3: Attainment in Literacy & Numeracy by the end of S5

	% of candidates attaining SCQF Level 4 by the end of S5			% of candidates attaining SCQF Level 5 by the end of S5		
	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)	Care experienced Pupils (National)	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)	Care experienced Pupils (National)
2020/21	84.2	56.6	56.6	56.2	22.0	22.4
2021/22	80.9	50.8	58.6	56.4	18.1	20.9
2022/23	83.1	55.8	61.6	59.6	24.7	24.9
2023/24	83.2	59.3	61.0	60.8	33.3	27.1
2024/25	82.8	56.4	55.2	61.4	23.0	24.9

(Source: Insight – Based on pupils' cumulative attainment and the S4 cohort)

Table 4: Attainment in Literacy & Numeracy by the end of S6

	% of candidates attaining SCQF Level 4 by the end of S6			% of candidates attaining SCQF Level 5 by the end of S6		
	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)	Care experienced Pupils (National)	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)	Care experienced Pupils (National)
2020/21	83.5	51.7	53.9	61.1	20.8	22.2

2021/22	84.7	57.3	58.0	60.6	22.2	24.1
2022/23	82.3	53.2	58.9	59.6	22.1	22.5
2023/24	84.2	56.3	61.4	62.5	27.2	26.3
2024/25	84.5	64.2	61.7	64.0	35.9	27.4

(Source: Insight – Based on pupils' cumulative attainment and the S4 cohort)

Breadth and Depth

- 5.7** The percentage of care experienced pupils in Glasgow staying on from S4 to S5 has fluctuated over the five-year period, ranging from 71.4% to 79.9%. While there was a peak in 2022/23 (79.9%), the rate declined to 71.4% in 2024/25. Despite this dip, Glasgow consistently outperforms the national average, which has remained relatively stable around 66–68%. This suggests that local retention strategies may be having a positive impact however, requires continuous monitoring. (Table 5)
- 5.8** Staying on rates from S4 to S6 show a more encouraging trend. Glasgow's care experienced pupils have seen a steady increase, rising from 35.4% in 2020/21 to 42.5% in 2024/25. This is significantly higher than the national average, which increased from 24.6% to 29.9% over the same period. The gap between Glasgow and national figures has widened, indicating that Glasgow's support mechanisms may be particularly effective in encouraging extended school engagement among care experienced young people. (Table 6)
- 5.9** Overall, the growth in S6 staying on rates is a positive sign, potentially contributing to improved attainment outcomes observed in senior phase data. (Table 6)

Table 5: Staying on to S5

	% of candidates in S4 staying on to S5 care experienced pupils (Glasgow)			% of candidates in S4 staying on to S5 care experienced pupils (National)		
	S4 Cohort	Number staying to S5	% staying to S5	S4 Cohort	Number staying to S5	% staying to S5
2020/21	182	144	79.1%	1254	846	67.5%
2021/22	193	141	73.1%	1156	789	68.3%
2022/23	154	123	79.9%	1052	721	68.5%
2023/24	108	81	75.0%	1059	713	67.3%
2024/25	126	90	71.4%	1091	720	66.0%

(Source: Insight Breadth and Depth All Candidates: S5 based on S4 roll and S5 based on S5 roll)

Table 6: Staying on to S6

	% of candidates in S4 staying on to S6 care experienced pupils (Glasgow)			% of candidates in S4 staying on to S6 care experienced pupils (National)		
	S4 Cohort	Number staying to S6	% staying to S6	S4 Cohort	Number staying to S6	% staying to S6
2020/21	178	63	35.4%	1118	275	24.6%
2021/22	171	69	40.4%	1221	342	28.0%
2022/23	190	59	31.1%	1146	314	27.4%
2023/24	151	61	40.4%	1046	298	28.5%
2024/25	106	45	42.5%	1055	315	29.9%

(Source: *Insight Breadth and Depth All Candidates: S6 based on S4 roll and S6 based on S6 roll*)

- 5.10** The percentage of care experienced pupils in Glasgow attaining at least one award at SCQF Level 5 by the end of S5 has fluctuated over the five-year period. Glasgow's figures have remained consistently higher than the national average for care experienced pupils, which has remained around 49–55%. (Table 7)
- 5.11** In terms of pupils achieving three or more awards at SCQF Level 5, Glasgow's experienced cohort showed a dip in 2021/22 (29.0%) however have increased to 33.3% in 2024/25. National figures have remained relatively stable, with Glasgow outperforming the national average in most years. (Table 7)
- 5.12** Despite some year-on-year variation, the data highlights a persistent gap between care experienced pupils and the total school population, where over 84% achieve at least one award and over 70% achieve three or more awards at SCQF Level 5. This emphasises the need for continued support to improve attainment outcomes for care experienced young people. (Table 7)

Table 7: Attainment at SCQF Level 5 by the end of S5

	1 or more awards at SCQF Level 5 by the end of S5			3 or more awards at SCQF Level 5 by the end of S5		
	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)	Care experienced Pupils (National)	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)	Care experienced Pupils (National)
2020/21	85.1	63.2	49.4	71.1	38.5	32.9
2021/22	83.9	50.8	49.3	69.7	29.0	31.0
2022/23	85.3	59.1	55.1	71.9	32.5	32.9
2023/24	84.7	52.8	50.3	71.8	38.0	33.5
2024/25	84.5	50.0	49.7	73.0	33.3	31.4

(Source: *Insight – Based on pupils' cumulative attainment and the S4 cohort*)

- 5.13** The percentage of care experienced pupils in Glasgow attaining one or more awards at SCQF Level 6 by the end of S6 has remained relatively stable over the five-year period, rising from 23.6% in 2020/21 to a peak of 30.5% in 2023/24, before a slight decline to 29.3% in 2024/25. These figures consistently exceed the national average for care experienced pupils. (Table 8)
- 5.14** In terms of achieving three or more awards at SCQF Level 6, Glasgow's care experienced pupils are again above the national average in 2024/25. After a rise from 14.6% in 2020/21 to 16.4% in 2021/22, attainment dropped to 10.6% in 2023/24 before increasing to 14.2% in 2024/25. (Table 8)
- 5.15** While the attainment gap between care experienced pupils and the total school population remains significant at SCQF Level 6, Glasgow's care experienced cohort continues to outperform the national average. The data suggests that while progress has not been linear, there is evidence of sustained engagement and achievement at higher levels among care experienced young people in Glasgow.

Table 8: Attainment at SCQF Level 6 by the end of S6

	1 or more awards at SCQF Level 6 by the end of S6			3 or more awards at SCQF Level 6 by the end of S6		
	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)	Care experienced Pupils (National)	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)	Care experienced Pupils (National)
2020/21	66.0	23.6	21.2	49.5	14.6	11.6
2021/22	65.8	30.4	24.7	48.1	16.4	13.4
2022/23	64.0	27.4	25.0	47.0	12.6	12.7
2023/24	66.5	30.5	25.8	49.1	10.6	12.2
2024/25	64.8	29.3	26.2	48.5	14.2	11.9

(Source: Insight – Based on pupils' cumulative attainment and the S4 cohort)

Leavers Attainment

- 5.16** Leavers' attainment data shows a positive trajectory for care experienced pupils in Glasgow over the five-year period. At SCQF Level 5, the percentage of care experienced pupils achieving one or more awards increased from 44.8% in 2020 to a peak of 64.9% in 2022, before settling at 60.2% in 2024/25. This represents a significant improvement and consistently places Glasgow above the national average for care experienced pupils, which stood at 53.6% in 2024/25. (Table 9)
- 5.17** At SCQF Level 6, Glasgow's care experienced leavers have also shown steady progress, rising from 20.1% in 2020 to 31.3% in 2024/25. These figures remain above the national average for care experienced pupils, which was 25.8% in

2024/25. The data suggests that Glasgow's continued efforts to support care experienced young people in achieving higher qualifications upon leaving school are yielding positive results. (Table 9)

Table 9: Leavers Attainment at SCQF Level 5 and SCQF Level 6

	1 or more award at SCQF Level 5 on leaving school			1 or more award at SCQF Level 6 on leaving school		
	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)	Care experienced Pupils (National)	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)	Care experienced Pupils (National)
2020	84.1	44.8	46.9	64.7	20.1	21.7
2021	87.3	54.3	48.0	67.8	26.6	24.5
2022	85.9	64.9	58.2	63.9	32.2	28.3
2023	86.3	61.6	57.0	65.7	33.6	29.3
2024	85.8	60.2	53.6	65.2	31.3	25.8

(Source: Insight – Breadth and Depth Leavers)

Destinations

5.18 As illustrated in Table 10, the percentage of care experienced school leavers in Glasgow entering a positive destination has shown a strong upward trend between 2020/21 and 2024/25, rising from 81.2% to 89.1%.

5.19 Glasgow's positive destination figures peaked in 2022/23 to 96.5%, however, Glasgow's figure declined to 89.1% in 2024/25. Despite this recent dip, Glasgow's performance remains above the national level and reflects the success of local efforts to support care experienced young people into sustained positive destinations. Continued monitoring and targeted support will be key to maintaining and improving these outcomes.

Table 10: Percentage of School Leavers in a Positive Destination

	% of school leavers in a positive destination		
	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)	Care experienced Pupils (National)
2020	92.8	81.2	81.4
2021	96.2	91.3	87.9
2022	97.0	96.5	86.0
2023	97.7	95.9	88.1
2024	95.7	89.1	87.2

(Source: Insight National Benchmarking Measure: Leaver Initial Destinations)

Attendance and Exclusions

5.20 Primary school attendance rates for care experienced pupils in Glasgow have shown a gradual decline over the five-year period. In 2020/21, attendance among care experienced pupils was 91.6%, slightly below the total school population rate of 93.0%. While attendance for the total school population dipped in 2021/22 and 2022/23, it began to recover in subsequent years, reaching 91.0% in 2024/25. In contrast, attendance among care experienced pupils fell to 86.9% in 2024/25. (Table 11)

Table 11: Primary school attendance rates

	% Attendance – Primary	
	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)
2020/21	93.0	91.6
2021/22	90.5	88.9
2022/23	90.1	89.3
2023/24	90.4	88.2
2024/25	91.0	86.9

(Source: Business Intelligence and Scottish Government Education Outcomes for Scotland's Looked After Children)

5.21 Secondary school attendance rates for care experienced pupils in Glasgow have shown a consistent decline over the five-year period. In 2020/21, attendance stood at 87.6%, but this figure dropped steadily each year. The total school population in Glasgow also experienced a decline, albeit at a slower rate—from 91.7% in 2020/21 to 86.8% in 2024/25. The widening gap between care experienced pupils and their peers highlights a growing disparity in school engagement. This trend may reflect increasing challenges faced by care experienced young people in maintaining consistent attendance. (Table 12)

Table 12: Secondary school attendance rates

	% Attendance – Secondary	
	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)
2020/21	91.7	87.6
2021/22	87.8	82.3
2022/23	87.5	81.9
2023/24	87.1	78.1
2024/25	86.8	75.6

(Source: Business Intelligence and Scottish Government Education Outcomes for Scotland's Looked After Children)

5.22 The primary school exclusion rates for care experienced pupils in Glasgow have shown significant fluctuation over the five-year period. While the rate decreased to 8.2 per 1000 pupils in 2022/23, it rose sharply to 27.9 in 2024/25. In contrast, the exclusion rate for the total school population has remained relatively low and stable, increasing from 1.9 in 2020/21 to 4.0 in 2024/25 (Table 13). It is important to note that within MC8 Included, Engaged and Involved: A Positive Approach to Preventing and Managing School Exclusions, when children and young people are excluded it is an opportunity to review any risk assessment and education plan to ensure a successful return to school.

Table 13: Primary school exclusion rates

	Primary exclusion rates (rates per 1000 pupils)	
	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)
2020/21	1.9	12.3
2021/22	1.8	16.7
2022/23	1.9	8.2
2023/24	3.0	15.7
2024/25	4.0	27.9

(Source: Business Intelligence and Scottish Government Education Outcomes for Scotland's Looked After Children)

5.23 There has been a significant reduction in exclusions for secondary care experienced pupils between 2022/23 with 83.9 per 1000 compared to the most recent year with 60.5 per 1000 in 2024/25. Secondary school exclusion rates for care experienced pupils in Glasgow remain significantly higher than those for the total school population. Over the five-year period, the exclusion rate for care experienced pupils peaked at 83.9 per 1000 pupils in 2022/23, compared to 16.9 for the wider school population. (Table 14)

Table 14: Secondary school exclusion rates

	Secondary exclusion rates (rates per 1000 pupils)	
	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)
2020/21	11.2	52.9
2021/22	15.2	64.0
2022/23	16.9	83.9
2023/24	15.4	82.0
2024/25	15.4	60.5

(Source: Business Intelligence and Scottish Government Education Outcomes for Scotland's Looked After Children)

6 Policy and Resource Implications

Resource Implications:

Financial: Using existing core funding and funding from SG Care Experienced Budget

Legal:

Personnel:

Procurement:

Equality and Socio-Economic Impacts:

Does the proposal support the Council's Equality Outcomes 2021-25? Please specify. This proposal specifically addresses Outcome 14

What are the potential equality impacts as a result of this report? Positive impact on health and wellbeing of young people

Please highlight if the policy/proposal will help address socio-economic disadvantage. This proposal will help to address socio-economic disadvantage

Climate Impacts:

Does the proposal support any Climate Plan actions? Please specify:

What are the potential climate impacts as a result of this proposal?

Will the proposal contribute to Glasgow's net zero carbon target?

Privacy and Data Protection Impacts: This report has no impacts upon privacy or data protection.

7 Recommendations

- 7.1 The Committee is asked to note the performance of care experienced young people who attend Glasgow schools and the work of Glasgow Virtual School along with the case studies in the Appendix.

Appendix

CARE EXPERIENCED LEARNER (CEL) CASE STUDIES

A Care Experienced Learners Tuition

Aims

Glasgow Virtual School provides a dedicated tuition programme for Care Experienced Learners (CEL) from Primary 1 through to Secondary 6. All CEL pupils are eligible to receive one or two hours of tuition per week, regardless of their current attendance level. The CEL tuition programme is designed to support continuity in both learning and wellbeing, helping young people stay engaged in their educational journey. The overarching aim is to promote and achieve the following aspirational outcomes:

- Raised attainment
- Enhanced wellbeing
- Progression to positive post-school destinations

Actions

Care Experienced young people are identified for additional tuition by their school, social worker, or Children's House. Almost all CEL tuition request forms are completed by school staff, although a few are submitted by the young person's allocated social worker. It is essential that young people, and where appropriate their families, understand the purpose of the tutoring and provide informed consent. Best practice is that schools identify staff from within their own establishments to deliver the tutoring. If no internal staff are available, GVS will seek to source a suitable teacher. All tutors must be registered with the General Teaching Council for Scotland (GTCS). If a tutor is employed by a school outside Glasgow City Council (GCC), they must apply for a Glasgow update to their PVG membership before commencing tutoring. Tutors are paid £27 per hour by Glasgow City Council. Sessions generally take place after the school day in schools or community venues. While most tutoring is delivered in person, a small number of young people have chosen to receive tutoring online. Tutoring can begin at any point during the academic year. Young people typically receive one or two hours of tutoring per week, depending on their individual needs. The duration of support varies; most tutors continue as long as the young person wishes to engage, while less than half of support is time-limited—for example, covering a school term or preparing for SQA assessments. Tutors are expected to complete a Glow form each term to report on the progress of the child or young person. Almost all CEL tuition recipients are of primary school age, with the most supported year groups being Primary 3, 4, 6, and 7. A few schools, including St Benedict's Primary, Shawlands Primary, and Hillhead Primary, have made concerted efforts to provide tutoring to most of their care experienced learners. Camstradden Primary School has used CEL Tuition to deliver enhanced, individualised support to its care experienced learners. The school has secured two former probationer teachers and a supply teacher to provide tutoring during the school day. These tutors offer bespoke, two-hour support sessions tailored to each child's needs—either one-to-one or in small groups. They also work closely with class teachers to ensure that tutoring aligns with classroom learning. Feedback from pupils and families has been overwhelmingly positive. Children have expressed appreciation for the opportunity to focus on areas they find challenging and to receive "extra help." Outcomes have included improvements in literacy levels,

numeracy levels, and overall wellbeing. Parents/carers have noted increased confidence and self-esteem in their children, and teachers report that the tutoring is significantly supporting learning progress and achievement. The programme has proven invaluable in supporting care experienced learners at Camstradden Primary.

Primary Schools			
North East (52 pupils)	North West (45 pupils)	South (33 pupils)	OLA (Outwith Local Authority) (2 pupils)
Alexandra Parade Carntyne Chirnsyde Cranhill Garrowhill Quarry Brae St Anne's St Benedict's St Cuthbert's St Francis of Assisi St Rose of Lima Thorntree Primary	Camstradden Clyde Hillhead Hyndland Knightswood	Battlefield Chryston Crookston Castle Gowanbank Hillington Holy Cross Our Lady of the Annunciation St Fillan's Primary St Joseph's St Monica's (Pollok) St Patrick's St Saviour's Shawlands	Dailly Primary Long Calderwood Primary
Secondary Schools			
North East (2 pupils)	North West (6 pupils)	South (8 pupils)	OLA (6 pupils)
Lochend CHS St Mungo's Academy	Drumchapel High Hyndland Secondary Hillhead Secondary Knightswood Secondary	Castlemilk High Holyrood Secondary King's Park Secondary Lourdes Secondary Shawlands Academy St Margaret Mary's Secondary	Auchenharvie Academy Ayr Academy Douglas Academy Hermitage Academy Linwood High Uddingston Grammar

Outcomes

Approximately 85% of tutors report a positive impact from the tutoring sessions. A few tutors noted that it is too early in their recently started sessions to make a reliable assessment. Tutors assess the impact as improved literacy and numeracy as well as confidence and improved relationships with staff. Most tutors report a high level of engagement from young people. The majority of tutors comment that tutoring has led to further improvements in young people's classroom learning and motivation.

Raised Attainment:

- *"He has managed to focus on his AVU, and has achieved it"*

- *"A has moved up a reading group since starting tutoring"*
- *"He has improved his performance in his assessments during the tutoring period including the two parts of his prelim. His confidence in answering past paper questions improved over the period too"*
- *"I feel more confident in reading and writing."*
- *"The sessions have provided children the important opportunity for personalised target support which has aided them in addressing gaps in learning and supporting them to make excellent progress. They also have increased in confidence, as the sessions provide the opportunity to acknowledge and celebrate their achievements which has supported their overall enthusiasm, engagement and commitment to their learning."*
- *"Over the past 20 weeks of tuition, E has demonstrated remarkable growth both in her academic abilities and in her confidence as a learner."*

Improved Attendance

The majority of pupils who engaged in tuition to support their attainment showed an improvement in attendance or it stayed the same. Some had low school attendance but regularly met with tutors after school/outwith school building for additional support:

- *"G was not attending school for the past academic year. I visited the house for tuition to build a positive relationship. Working alongside social work. We have managed to support G's enhanced transition back to school."*

Enhanced Wellbeing

- *"Helped me feel good about myself. I feel proud of myself and happy."*
- *"I can check in and talk about how I'm feeling and is an extra person I can speak to, I trust, which makes me happy."*
- *"I have the opportunity and space to ask more questions and talk through things I'm not sure on."*
- *"I feel more comfortable reading out loud and trying to sound out words. I like being able to ask questions and get help with things I'm not sure about."*

Stakeholder Response to CEL Tuition:

Pupil Comments:

- *"I like doing work outside school with someone else. I don't dread doing it now."*
- *"I like working 1 to 1 and gaining confidence with my learning. I wouldn't change anything as I think tutoring is amazing."*
- *"I can learn more in a quieter, one to one setting."*

Parent/Carer Comments:

- *"Mrs S is a great maths teacher, K would not have gotten through the math assignments without her input. Tutoring has helped K with her confidence."*
- *"My child looks forward to their time with their tutor and that their confidence and self-esteem has improved."*

School Comments:

- *“The strengthened bond developed by the children and their tutor has been wonderful to witness. One child requested their second session and approached one of our teachers on their own to ask if they would be willing to do this.”*
- *“This has been a worthwhile intervention that has closed some of the gaps in JM’s Maths knowledge. She now likes Maths and she was glad her tutor was a teacher she had chosen from school”.*
- *“The 1-1 tuition has been a great success with D and the family agree.”*

Tutor Comments:

- *“C enjoys the tutoring session and having 1-2-1 time and I believe the well-being and mental health of C has improved from the sessions. His class teacher and our SMT also stating that they see a real positive lift from the weekly hour session.”*
- *“Great opportunity to improve attainment whilst building relationships that may not have been formed without this 1-1 time.”*
- *“Over the course of my teaching career this has been one of the best teaching opportunities I have engaged in.”*
- *“CEL tuition has been great for this young person. They have openly engaged with the work set and took on board required knowledge will aid them both in their academic and professional development, as they transition to secondary school.”*
- *“It has been great to spend time one to one with a child and to build a positive relationship and to see a child be keen to learn especially after a day at school. It is also a safe space for the child to express their emotions, thoughts and feelings.”*

B Children’s House Teacher Support**Children’s House Teachers Support****Aims**

Through the Interrupted Learner Service (ILS) at GVS, two specialist teachers provide tailored support to young people across our eighteen Children’s Houses in Glasgow. The learners face significant barriers to regular school attendance and completion of national qualifications. There is a primary focus on supporting S4 pupils to achieve key outcomes in literacy and numeracy.

A central priority of the service is to foster trusting relationships with each learner, creating a safe and supportive environment that encourages engagement and progression. The aim is to help learners re-engage with school or transition successfully to positive post-school destinations. Teaching sessions are conducted regularly within each young person’s Children’s House, ensuring continuity and stability. This individualised support approach is designed to build confidence, enhance self-esteem, and improve motivation, helping students develop the belief in their potential to succeed.

Actions

Twenty-eight young people have been supported this academic year.

Stage Breakdown:

Stage	Percentage
P7	3.57%
S1	3.57%
S2	14.29%
S3	32.14%
S4	25.00%
S5	14.29%
School Leaver	7.14%
TOTAL	100%

Summary:

The data represents the breakdown of referrals across different stages. The majority of referrals are concentrated in S3 (32.14%, 9 referrals), followed by S4 (25.00%, 7 referrals). S2 and S5 have 17.86% (5 referrals) and 14.29% (4 referrals) respectively. The School Leaver stage has 7.14% of the referrals (2 referrals), while S1 and P7 each have 3.57% (1 referral).

Reasons for Referrals:

Reason for Referral	Percentage
Dysregulated Behaviour	35.71%
Qualification Support	39.29%
Anxiety	10.71%
Non-attendance	3.57%
Mental Health	3.57%
Transition Support	7.14%
TOTAL	100%

Summary:

The most common referral reasons are Qualification Support (39.29%) and Dysregulated Behaviour (35.71%), together making up over two-thirds of all referrals. Other reasons include Anxiety (10.71%), Transition Support (7.14%) and Non-attendance and Mental Health each accounting for 3.57% of the total referrals.

Outcomes

Attendance and Engagement Outcomes

- **Positive Attendance and Engagement:** Overall, attendance and engagement levels have been highly positive for most young people involved in the programme.
- **Engagement Challenges:** Out of the 28 referrals, 6 young people (21.43%) struggled to engage despite multiple attempts by teachers. The lack of engagement was attributed to various factors, including placement moves and mental health challenges. These factors may have hindered the establishment of stable, supportive relationships and consistent progress.
- **Alternative Support:** For the young people unable to engage in direct support, alternative forms of assistance were provided, such as access to English as an Additional Language (EAL) teachers and participation in community hubs, ensuring continued educational opportunities despite barriers.
- **Successful Re-engagement:** 4 young people (14.29%) have been successfully supported in returning to school, indicating the effectiveness of targeted interventions and support mechanisms for those struggling with re-engagement.
- **ILS Pollok Hub Success:** One young person has shown significant progress, attending the ILS Pollok Hub, highlighting the positive impact of tailored, alternative learning environments.
- **Qualification Progress:** Almost all S4 and S5 pupils who have actively engaged with the programme are on track to achieve National 3 or National 4 qualifications in literacy and numeracy, demonstrating tangible academic progress.
- **S3 Engagement:** Through collaborative efforts within the GVS team, one S4 pupil has been successfully supported to attend the Enhanced Vocational Inclusion Programme (EVIP), engaging with core qualifications in literacy and numeracy, which has been instrumental in furthering her educational goals.
- **Nurturing Relationships:** The development of nurturing relationships with staff has been critical in fostering self-confidence, establishing routines, and building trust. These positive relationships have been integral in supporting young people's engagement, emotional regulation, and academic progress.

This approach has led to notable improvements in attendance, engagement, and academic achievement, with evidence of positive outcomes for learners at different stages of education.

Stakeholder response to the Children's House Teachers:

Based on the feedback provided by pupils, the support provided through the intervention has had a notable impact on their confidence and overall wellbeing. Key trends emerging from the data include:

1. **Increased Confidence and Self-Esteem:**
A significant number of pupils have reported a marked improvement in their confidence. Many of them now feel more self-assured in their learning journey, suggesting that the personalised support and consistent engagement

have effectively built their self-esteem. This aligns with the objective of helping learners believe in their abilities and take ownership of their learning.

2. **Improved Emotional Regulation and Support-Seeking Behaviours:**
Several pupils have shared that they now feel more comfortable asking for help when needed, indicating an improvement in emotional regulation and the development of positive coping strategies. The ability to recognise when support is needed and seek assistance from staff has contributed to their increased emotional resilience.
3. **Sense of Happiness and Wellbeing:**
Multiple pupils have indicated that they are feeling happier. This suggests that the nurturing, supportive environment provided by the programme has created a safe space for students to thrive emotionally and socially, helping to reduce anxiety and promoting a more positive outlook.
4. **Future Planning and Goal Setting:**
Some pupils have reported developing a clearer sense of their future and creating plans for what lies ahead. This could be attributed to the focused support in career guidance and academic progress, helping students see their potential beyond their current challenges and feel empowered about future opportunities.

The feedback from pupils highlights the positive impact that tailored interventions and consistent support have had on their confidence, emotional regulation, and overall wellbeing. These outcomes suggest that the programme is successfully achieving its aims of fostering a supportive learning environment, encouraging engagement, and helping pupils build resilience as they work towards their goals.

Pupil Feedback:

- *"I have a plan for the future."*
- *"I am more confident; if I am worried, I know to ask for help and where to get help."*
- *"I enjoy learning new things; I am more confident; I am feeling happier."*
- *"My favourite part of the programme is spending time with my tutor."*

Referrer:

"The tutor has been a positive introduction to all the young people who reside within the children's house. She gives them all her undivided attention and they enjoy her company."

Parent/Carer:

"...enjoys her time with the tutor and looks forward to meeting with her. X struggles with her self-esteem and lacks motivation to pursue tasks. The care team have noticed an improvement in her presentation and her ability to attempt educational tasks."

"... enjoys it. He hasn't been at school since ..., so it's his only source of communication he has with anyone outside his home and family life."

"... has a sense of achievement now, that he missed in his schoolwork prior to engaging with their tutor."

School:

"Extremely positive programme, one of the few interventions that has been successful and sustained by...."

C Outdoor Resource Centre and Blairvadach Outdoor Education Centre

Aims

GVS works with instructors from ORC and Blairvadach to offer care experienced young people aged P4-S6 1:1 outdoor education.

Total number of young people involved: 34 - 23 Secondary & 11 Primary pupils

Outcomes

- The school attendance of many young people improved as a result of participation in ORC/Blairvadach.
- A few young people do not attend school and this is the only or one of few educational programmes they participate in each week, usually with excellent attendance
- 79% engaged and sustained the programme, with most requesting further sessions

Many of Blairvadach young people who attended achieved a unit/course.
Qualifications achieved:

Paddle start award- 3
GoMTB (Mountain Biking) level 1- 8
GoMTB level 2- 5
GoMTB level 3- 1
NNAS ODA 1 star- 3
Paddlepower start - 4
Paddlerpower discover - 3

Blairvadach's most recent Impact Report is [here](#).

Evaluations from young people, parents/carers, staff:

- *B likes the fact that it gives him a chance to get out and do an activity which he has had to learn over our time and is now enjoying the skills he has developed.*
- *C enjoyed the adventures she had with her trainer who she loved. The activities gave her a lot of self-confidence and new skills. She is now more willing to try something new and enjoys teaching us to do it too.*
- *D enjoys practical activities. The activities that the instructors provided for him were interesting and challenging. I feel he has really enjoyed participating in ORC and both instructors have been great with him. It will have a really positive impact on his confidence, mental health and future pathway if he is able to continue to engage in this.*
- *It helped him to build a relationship with a trusted adult and build on skills outside of the classroom.*
- *E enjoys going mountain biking with Instructor from the ORC as he takes him to new areas and teaches and encourages him to try new skills.*
- *F seemed to enjoy the one-to-one interactions with his instructor. He seems to enjoy the freedom of being outside and the challenges linked to mountain biking.*

- *G enjoyed all the outdoor activities and being challenged physically. G had a very positive relationship with his mentor on this programme.*
- *J has enjoyed having the chance to engage in outdoor physical activity and engage with a supportive adult in a 1:1 setting. This has provided J with a foundation that we have used to build on other educational supports*
- *M really enjoys getting out the city, especially when we get out kayaking to a quiet place, he enjoys the chance to relax and reflect on life.*
- *His link with a predictable, friendly and interested adult man. Using the outdoors as a way to develop his confidence and experiences*
- *I think this resource for our children is fantastic. Not all children show their full potential within the classroom and being able to access learning in a safe outdoor setting has been great for the children that attend.*
- *All at the ORC have been great with Q and being consistent to his life especially instructor who in particular has built up a great relationship with him and trusts him.*

D Forest School

Aims

GVS WALT (Woodland Activity Leader Training) qualified instructors run four groups for Primary young people at Hogganfield Loch. There, our young foresters, learn through play and practical activities. Young people make connections between topics taught in school and their relevance to everyday life, and the multi-sensory experience of outdoors can help young people to retain knowledge more readily. A natural space can change the way people behave, sometimes calming young people allowing them to be more focused, or quieter pupils may speak more. It's a less structured environment, and this is a relaxing experience for learners. Their placement in the group isn't time-limited; we are guided by the team around the child on when to move on from Forest School. We have two groups for P1-P4, and two groups for P4-P7. We sometimes have young people who continue into S1, to support with transition to secondary school.

Current participants: 33

Previous participants: 9

Outcomes

% improved attendance and engagement

- The Early Years engagement has been excellent – 8 pupils with 100% attendance.
- Wednesday group has 72% attendance for current attendees, with 3 at 100% attendance. Young people who were dysregulated at school have now been attending mainstream setting more regularly and engaging in lessons.
- In a 1-5 rating, one response rated 4/5 while every other response was 5 (17 responses)

Does Forest school education have a positive impact on young people's wellbeing? [Practitioner Enquiry](#) by a member of GVS teaching staff.

Evaluations from children, parents/carers, staff – responses:

- _____ benefits from the opportunity to learn in a small group situation with a high level of adult support. Being outdoors has been a massive bonus
- The girls are very good attenders, this has helped with their confidence and self-esteem.
- I know she loves going to forest school and hates if for any reason she will miss out going as the enjoyment she gets from it goes a long way and helps her socialise with people
- There is a lot happening in the background that is impacting but continuing at Forest school will be an important consistent in his life.
- YP have a 'voice' in the activities available but equally some level of appropriate challenge
- I think the staff that run the session do everything to involve children and staff that attend
- The intervention is making a positive impact on _____. He benefits from the time outdoors that could not be replicated or sustained in school. Our SFLW who accompanies _____ reports that he is making good progress but continues to push boundaries with staff. We appreciate the time spent with _____ addressing these issues in a similar manner to our school setting.
- _____ has loved his Forest School experience and has made progress in his ability to engage in the outdoor setting. This has impacted on his presentation in school and willingness to try more activities in and around his class. The small group situation and opportunity for self-led exploration have been very positive for _____.
- The Forest School Leaders have been fantastic with _____ and provide great activities.
- The people who run this are wonderful and are so much patience when it came to _____.
- _____ is involved and supported so well by GVS, having the opportunity to take part in activities like Forest School has improved attendance and reduced the chance of exclusion. _____ has had a good start to his final year at primary due to this support.
- The tutors were amazing with the kids. The activities they prepared were ideal for their age. One of our girls was always hesitant at the beginning of a session however, she gave everything a go and seemed to enjoy herself!
- I would like to say thank you as **the difference in my child attending this programme is amazing** and I'm so grateful to you all and the school for putting her forward for it
- Having a break from formal school setting helps _____.
- Excellent resource for young people who have ACES. The activities are enjoyable, supports them to develop social skills and being in nature is positive for their mental health and wellbeing.
- I think forest school is a great resource for any school to have access to and we are very lucky to have an amazing team that are very welcoming and supportive with the children we bring
- The difference in _____ is amazing. Her confidence, ability to discuss what she has been doing, and her ability to empathise with others has partly been due to her time at Forest School. She has loved every moment and really seems to engage with the staff. Thank you for everything you have done.

- *My daughter is really enjoying it and has been lucky with the nice weather, I think the programme is a great alternative to education as sitting in a classroom all day is a struggle for my daughter.*
- *The staff are so responsive and supportive of the young people and the opportunities they provide for positive experiences cannot be measured!*

E Clay Cafe

Clay Café

This programme takes place in a community café in Possilpark called the Clay Cafe. The young people are supported by both Action for Children staff and GVS staff. Young people attend every Thursday where they work together in different areas of the café:

- Barista (making a variety of hot drinks, serving drinks & cakes)
- Customer Service (welcoming customers, taking orders, clearing tables)
- Kitchen (Food Prep, baking, cleaning)
- Paperwork (set targets, reflect on progress, update award paperwork)
- Wellbeing one to one check in

Ten young people took part in the programme. Most young people had excellent/regular attendance. For a few, this was part of their bespoke education package as they do not attend school regularly.

Awards being undertaken:

- First Aid in the Workplace
- ICT core skills level (level 3)
- Wellbeing Award (level 3)
- Community Achievement Award (level 5)
- Barista Award (level 5)
- Customer Service (level 4)
- Elementary Food Hygiene Certificate (level 5)

Young Person Feedback:

- *"I like that I am being put out of my comfort zone but not being forced to do things I don't want to do. Customer service has been a big step for me because I am quite introverted and anxious. Staff have been flexible which is good for my mental health."*
- *"My favourite bit has been customer service and meeting new people."*
- *"I have loved baking cakes."*

Parent/Carer Feedback

- *"My daughter has loved the cafe and grown so much. The staff are amazing, friendly and very kind with their comments towards her. She will miss the cafe and as a parent this is definitely something I would recommend to everyone and*

put out there and have more places like these for children and families to know about. Massive thank you from L and her family. This has been amazing for her."

- *"My daughter enjoyed the customer service part and getting to know the customers. Also she loved the environment of the Clay Cafe and the staff in the cafe. This has made her feel more confident in her ability to serve food and hot drinks to the public."*
- *"Getting out of school and trying something new. The staff at the cafe made my daughter feel at ease and she enjoyed going."*
- *"My daughter has thoroughly enjoyed her time here, and this has helped with her confidence and social skills."*

School Feedback

- *"It has been great for him to learn new skills and gain work experience."*
- *"He enjoyed learning new skills and meeting the other young people. He also enjoyed learning in a new environment away from school."*
- *"This is a really worthwhile course and a fantastic opportunity for pupils to try something new."*

F Pearce Institute Programme

Aim:

The Pearce Institute (PI) Programme, based at the Pearce Institute in Govan, is a targeted intervention designed to re-engage learners through a holistic and trauma-informed educational approach. The programme prioritises the social, emotional, and academic development of learners, creating a nurturing and safe learning environment in which each young person is valued and supported.

The overarching aim is to develop confident, resilient learners who are equipped with the skills to overcome personal and contextual barriers to engagement. A strong emphasis is placed on building positive relationships, enhancing self-awareness, and encouraging personal responsibility. The programme also recognises the vital role of families and communities in supporting learner wellbeing and success, promoting collaborative partnerships between home, school, and local services. In doing so, the PI Programme contributes to the development of well-rounded, community-aware individuals, laying the foundation for lifelong learning and positive destinations.

Action

The programme was established in response to a high volume of referrals for learners presenting with persistent non-attendance, antisocial behaviour, and vulnerability to exploitation, including gang involvement. Many learners were disengaged from traditional schooling and required an alternative provision focused on both personal development and real-world work experience.

Initial scoping identified a gap in local provision that could offer this dual focus. In response, PI developed a bespoke, learner-centred intervention that integrated personal growth, employability skills, and practical learning. The programme offered learners opportunities to:

- Develop key employability and life skills such as communication, leadership, self-regulation, and teamwork
- Build resilience and explore personal values and identity
- Engage in meaningful work-based learning experiences

A key aspect of the programme was its partnership with local housing associations, which enabled learners to participate in a hands-on construction and community improvement project. This included refurbishing a public toilet block within the centre, supported by qualified tradespeople. This real-life project supported contextualised learning and enhanced learners' technical and soft skills while contributing positively to the community.

Additional learning opportunities were embedded through workshops addressing:

- Substance misuse and alcohol awareness
- Gang involvement and youth violence
- Restorative communication and inclusive language
- Personal responsibility and community safety

This multi-faceted programme supported the development of learners' understanding of their place in the world and their ability to positively influence it.

Outcome:

All participating learners demonstrated measurable improvements across a range of wellbeing and employability indicators. Impact was observed in the following areas:

- Increased readiness for life and work, including job-related and soft skills
- Improved communication and collaboration
- Enhanced self-confidence and sense of self-worth
- Increased awareness of equality, inclusion, and social justice
- Stronger emotional regulation and conflict resolution capabilities
- Growth in personal responsibility and accountability
- Development of core life skills and emotional intelligence

Quantitative Outcomes:

- **60%** of pupils recorded improved school attendance following participation
- **76%** engagement over two terms
 - Possible Attendances: 72
 - Actual Attendances: 55
- **86%** of school staff rated the programme as *Excellent (5/5)* in meeting learners' needs and improving engagement

Stakeholder response to the programme:

School Staff: "The PI programme has provided numerous opportunities for Pupil D to explore their interests and develop new skills." "The change in attitude towards everything has been amazing, Pupil Z is more receptive to taking up offers of support and after such a

long period of time without any form of education to see him engage and talk positively about his time at PI is such a positive.”

Parent/Carer: “Pupil T enjoys the programme, making new friends, encourages him to go to school more, continually asking how many days until he goes back again”. “Pupil Z no longer runs with the gang, he is not reacting to them when they come round the street to get him to go out, he knows the dangers of running with a gang and is consciously trying to stay away from them”

Learners Voice: Pupil W said “I love that we get to do more practical activities and projects instead of just sitting in a classroom all day.” “ I feel I get along with people better, I know who to go to for help when I need it now”

G The Education Enrichment Programme (EEP)

Aim

The Education Enrichment Programme (EEP) aims to deliver high-quality, inclusive, and motivating learning experiences that extend beyond the core curriculum, contributing to the holistic development of children and young people. The programme supports improvement across the key areas of wellbeing, learning, achievement, and inclusion.

EEP supports improvement by:

- Ensuring equity of opportunity through access to rich, relevant, and inclusive experiences that reflect learners’ needs, interests, and aspirations.
- Enhancing learners’ confidence, resilience, independence, and personal effectiveness, equipping them with skills for learning, life, and work.
- Promoting emotional wellbeing and physical health, enabling learners to make informed lifestyle choices and engage positively in learning.
- Fostering creativity, problem-solving, leadership, and collaboration through active, experiential learning approaches.
- Enabling learner to become responsible citizens through opportunities to engage with their communities and develop a sense of social responsibility.
- Supporting positive transitions through meaningful and progressive pathways, tailored to the needs of each learner.

Delivery is underpinned by collaborative planning with key partners including Police Scotland, SAMH, Basketball Scotland, and others. These partnerships ensure coherence and depth across social, emotional, academic, and personal development domains.

The programme places a strong emphasis on inclusion, participation, and personalisation, ensuring all learners are supported and challenged to achieve their full potential.

Action

Following a series of CEL (Care Experienced Learners) referrals from local primary schools, it became evident that a number of children in P4–P7 were experiencing barriers to engagement. These presented as ongoing low-level disruption, poor attendance, withdrawal, or distressed behaviours. School staff recognised these as indicators of unmet needs and were concerned about the risk of disconnection, exclusion, and long-term disengagement. Staff highlighted the need for early, targeted intervention.

In response, GVS collaborated with Easterhouse Henosis to pilot the Education Enrichment Programme, previously successful in engaging learners across local primaries. The programme is bespoke, trauma-informed, and designed to rebuild learners' sense of belonging, motivation, and engagement, while promoting social and emotional learning.

Staff leading the programme are trained in trauma-informed practice, neurodiversity, bereavement and loss, and bring a wealth of practical experience. Programmes are co-designed with learners, incorporating pupil voice to ensure relevance and ownership. Activities are differentiated and accessible, ensuring all learners can participate meaningfully regardless of ability, background, or additional needs.

The programme is underpinned by the principles of nurture, inclusion, equality, and diversity.

Outcome

Although still in the pilot phase, initial qualitative and quantitative evidence indicates positive impacts on wellbeing, engagement, and social development.

Key outcomes include:

- Increased emotional resilience and improved capacity to cope with change.
- Enhanced understanding of physical and mental health through participation in sport and health education.
- Improved peer relationships, with learners showing greater cooperation and respect for others during group tasks.
- Development of leadership and self-regulation skills, particularly in learners previously struggling with anxiety linked to group dynamics.
- Increased learner voice and ownership of learning – children confidently express views, offer suggestions for change, and reflect positively on their experiences.
- Strengthened trust and relationships with adults, contributing to a safe and nurturing learning environment.
- EEP also engages the wider family through community-based activities during school holidays and weekends supporting the wider wellbeing of the child.

Quantitative Measures:

- 91% overall engagement
- 87% of learners rated the programme as excellent
- 13% of learners rated it as good

Stakeholder response to the programme:

- School Staff: "M is improving their social skills – they're more willing to take turns, listen, and cooperate with others."
"We've seen greater independence, resilience, and a willingness to take on leadership roles in group tasks."
- Parent/Carer: "Pupil R has not been in school for over a year, but since being offered this opportunity is getting up on Thursdays without any bother as he is enjoying being with children his own age and learning new things"
- Learners Voice: "I like coming to school on the day I go to EEP" "I have made new friends and I know how to stay calm better."

H Glenburn Programme

Aim:

Through referrals from the CEL team, it was identified that targeted, tailored intervention was required to meet the holistic needs of Care Experienced children and young people. These learners often present with barriers to learning, including difficulties engaging in traditional educational settings due to additional support needs, challenging behaviour, or family circumstances.

The Glenburn Programme offers a bespoke, alternative curriculum for learners in P6, P7 and S1, referred via schools, social work and other professionals. The programme provides a nurturing and trauma-informed environment, where learners are supported through activity-based learning focused on:

- Building positive and trusting relationships with peers and staff
- Enhancing health and emotional wellbeing
- Reducing feelings of isolation and promoting inclusion
- Developing confidence, resilience, and self-esteem
- Acquiring essential life and independent living skills
- Becoming effective contributors and responsible citizens
- Strengthening pupils' voice and capacity for self-advocacy

Action:

To meet learners' diverse and often complex needs, Thursdays were identified as the most appropriate delivery day, ensuring exclusive use of Glenburn's facilities. This enabled access to multiple high-quality spaces (e.g. IT Suite, Cinema Room, MUGA, outdoor areas) and allowed for a responsive and inclusive programme design.

A robust referral process ensured a clear understanding of each learner's background and needs. Staff used this information to establish personalised outcomes, ensuring support was appropriately differentiated. This approach promoted equity and individual progression.

An increase in referrals from Enhanced Nurture Provision (ENP) settings reflected the programme's growing relevance. These learners, who often experience significant social and emotional challenges, benefitted from a structured yet flexible setting that nurtured:

- Emotional regulation and turn-taking
- Listening skills and cooperation
- Self-reflection and resilience in response to setbacks
- Transferable skills applicable within classroom contexts

The Glenburn sessions delivered a broad and balanced curriculum, aligned with the four capacities and designed to support wellbeing, creativity, and core skills. Key learning experiences included:

- Outdoor Education
- Cycling
- Cooking and Baking

- Children's Rights Education
- Mindfulness and Self-Regulation
- Art Therapy
- STEM and Digital Technology

These activities were planned to ensure challenge, relevance, and enjoyment, while also embedding UNCRC principles following the UNCRC Incorporation Act (2024).

Outcome:

Over the academic year, observable and measurable progress was noted by Glenburn staff, school teams, and the learners themselves. Key outcomes included:

- Increased confidence and willingness to engage in new experiences
- Improved peer and adult relationships, with greater capacity for communication and social interaction
- Enhanced school attendance and more positive classroom behaviour
- Strengthened learner voice, self-identity, and resilience
- Improved engagement with learning, both within and beyond the Glenburn setting
- Growth in understanding of Children's Rights, fostering empowerment and advocacy

The nurturing environment offered predictable routines, 1:1 emotional support, and space for reflective practice, especially valuable during times of dysregulation or distress.

Learners demonstrated increased respect, empathy, and inclusion, with a notable decrease in peer conflict and discriminatory behaviour. As active participants in their learning, they were supported to take on leadership roles and contribute meaningfully to group decision-making.

Quantitative Outcomes:

75% improved attendance at school.

88% engagement over 3 terms. Possible Attendance **233** Actual Attendance **204**

Stakeholder response to the programme:

Learner Voice: "I enjoy learning new things and if I am worried I know to ask for help and where to get help". "I am more confident". "I am getting better at following instructions and keeping within boundaries"

School Staff: "Provides structured interventions in Pupil L's week – 1:1 and small group support away from the standard classroom setting."
 "This programme is the beginning of a process to support Pupil C's re-engagement with education and to work towards an alternative educational pathway."
 "It's been a fantastic success so far and I genuinely hope there are loads more kids get the same experience as we have had with

Pupil Z. It has really made a difference in this young person's life and might just be the intervention that turns his chances around."

I King's Trust Team Programme

Aim:

The Kings Trust Team Programme is a 12-week personal and social development initiative tailored to care-experienced young people who face barriers to sustained engagement with education, employment, or training. Rooted in nurturing principles and inclusive practice, the programme aims to promote equity by addressing the individual needs of learners, with a strong focus on wellbeing and participation.

Learners are placed at the centre of planning and delivery, with the programme offering a safe, respectful, and responsive environment where all learners feel valued. Practitioners are skilled in creating the conditions necessary for learners to thrive emotionally, socially, and academically.

The curriculum is broad, experiential, and skills-focused, designed to:

- Strengthen emotional wellbeing and resilience
- Develop interpersonal and communication skills
- Promote independence through routines and responsibility
- Enhance leadership and teamworking capacity
- Support goal-setting for future learning, life, and work
- Provide meaningful and enjoyable opportunities that foster a sense of belonging and personal achievement

Relevant qualifications and wider achievement opportunities are embedded throughout, with targeted literacy and numeracy support available to remove barriers and support attainment. Learners are supported to plan aspirational next steps and are encouraged to access further progression pathways through the Kings Trust, maintaining continuity and relational security.

Action:

The programme was delivered across two city-wide college sites: Langside College (supported by The Glasgow Project) and the Wolfson Building (supported by City of Glasgow College staff). This dual-site model helped remove territorial anxieties and supported improved attendance by offering neutral, accessible locations. Removing the residential element this session created flexibility to include a broader range of local day trips. Learners engaged in activities such as snowboarding, climbing, and abseiling, contributing to physical confidence, resilience, and team cohesion.

As part of the community engagement component, learners initiated and delivered a project in partnership with FareShare, contributing to local food bank distribution. This experience fostered a sense of purpose, achievement, and social responsibility.

Additional targeted support included:

- Dedicated literacy and numeracy support for those requiring help to meet conditional college offers.

- Trauma-informed input from the Glasgow Project, prioritising emotional wellbeing and resilience.
- One-to-one time with staff, structured into the programme timetable, providing a safe space for personal reflection and ongoing dialogue around progress or concerns.

Team-building and ‘getting to know you’ sessions at the outset played a pivotal role in creating positive group dynamics and underpinning the success of the overall experience. Work-related learning was embedded through a variety of placements and projects. Learners participated in work experience at primary schools, cafés, and a music studio, as well as contributing to a community clean-up initiative. Support was offered to help anxious learners feel prepared and confident in these new environments.

Outcome:

The programme has supported 28 learners in identifying personal strengths, building confidence, and overcoming individual barriers. Through rich experiential learning, learners developed a better understanding of themselves, their interests, and available pathways. Positive relationships with staff and peers were frequently cited as a key factor in this growth.

Quantitative Outcomes:

All learners transitioned into a positive post-programme destination:

- **32%** secured places on college courses
- **32%** enrolled in further training programmes
- **21%** returned to school to complete national qualifications
- **15%** entered employment

Feedback from learners and stakeholders highlights the programme’s significant impact:

- **71%** of participants rated the programme as *excellent*
- **21%** rated it as *good*
- **2%** rated it as *okay*
- **66%** of school staff rated the programme *excellent*, with **34%** rating it *good*

Stakeholder response to the programme:

Learner Voice: “Being treated like an adult, and someone understanding why sometimes I don’t go to stuff because I’ve got a lot going on... and support for applying for college.”

“Going outdoors and experiencing the physical activities.”

“I enjoyed Team so much. Being able to have people help me and doing things I never thought I’d do. Team made me want to keep going with life and not hold back.”

School Staff: “Pupil M’s presentation at school was challenging and we believed they had emotionally disengaged. The KT programme has allowed them to gain positive experiences and rebuild their confidence away from school.”

“Pupil O really valued the independence and the opportunity to influence their own learning.”