Item 3

17th November 2022

Glasgow City Council

Education, Skills and Early Years Policy City Committee

Report by Executive Director of Education

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EDUCATION SERVICES: Glasgow Virtual School

Purpose of Report:

To update the committee on the continued developments related to Glasgow Virtual School (GVS) and the Educational Outcomes for Care Experienced Learners in Glasgow.

Recommendations:

The Committee is asked to note the continued developments of Glasgow Virtual School and the Educational Outcomes for Care Experienced Learners in Glasgow.

Ward No(s): Citywide: ✓

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

***PLEASE NOTE THE FOLLOWING**:*

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Glasgow Virtual School

1.1 Glasgow Virtual School (GVS) was established in August 2021 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 current Hospital Education Service and Interrupted Learners Service. GVS supports the aims of our nurturing city approach and promotes the vision, values and aims of an inclusive school always striving to achieve the best outcomes possible for our care experienced children and young people.

1.2 The key aim of GVS is to return our learners to an appropriate learning pathway by supporting the continuity of their learning, and their health and wellbeing. Continually linking with the host school is paramount to achieving this, including when those schools may be in another Local Authority. The three Area Lead Officers work closely with staff in schools, children's houses, HSCP and other partners to support children and young people within the GVS targeted groups.

1.3 GVS staff have been diligent in increasing the profile of care experienced children and young people, their needs and 'Glasgow's Promise' with monthly communication/updates to the Delivering the Promise Board as well as regular updates to Education Services, HTs, newly appointed teaching staff, Designated Managers, SW Service Managers, Children's House Staff and Glasgow Psychological Services (GPS).

1.4 Referrals to GVS from education establishments for consultation and advice to support individual children and young people: This is a key operational area for GVS and they are guided by nurturing principles and the pursuit of the care experienced Promise in their activities. The multi-agency team respond to referrals from colleagues in early years, schools, social work, Children's Houses and GPS.

Consultations have a learning and a wellbeing focus and include:

- Support from GVS at school transition, support and return to school meetings
- Support from the Interrupted Learners staff or the Volunteer Tutor's Organisation (VTO) to stay in school or be supported in learning remotely pending a return to school
- Identification of flexible interventions such as working with a Third Sector organisation, college-based support, training provider
- Involvement with the Outdoor Resource Centre (ORC) and Blairvadach Outdoor team to support other outdoor activities

- Identification of the need for family support/interventions from our Family Support Practitioner

1.5 Establishment Support Visits: Three Area Lead Officers (ALOs) conducted support visits to 51 secondary and ASL schools during the period October to November 2021. Visits were made to 133 Primary Schools across the city from January – March 2022.

ALOs will visit Secondary and ASL Schools from October to December 2022 with a focus on the following:

- Care Experienced Learners in School Improvement Planning
- Tracking & Monitoring:
  - Timeline
  - Attendance
  - Attainment
  - Areas of need identified
  - Post School Transition Planning

1.6 Training**:** Successful training events were organised for all Designated Managers and PT Pastoral Care staff in the 3 areas of the city. Training focused on care experienced definitions, self-evaluation toolkit and The Promise.

Comments
"Love the ambition of Glasgow's Promise, and the level of transparency about who will drive it forward. *"I don't work in education so beneficial to see how the self-evaluation tool is implemented."* *"The level of collaborative working to meet the needs of young people."* *"The FAQ document is an excellent tool."* *"Overall, the whole session was great and the "Virtual School and its Team have been exceptionally supportive and pro-active in de-mystifying a very important and complex area."*

Another aspect of the team's work has been to offer training support to Kinship Carers and staff in Children's Houses.

In line with Glasgow's Nurturing City approach, the roll out of 'How Nurturing is Our Children's Houses' to all 19 Children's Houses started in January 2022. The training is being delivered by Glasgow City's Nurture Development Officer on behalf of Glasgow Virtual School (GVS).

Training on a variety of topics including Supporting Care Experienced Learners and Attachment/Trauma Third Sector Organisations and Partner Agencies.

This training is essential to prepare and support partner agencies to support care experienced learners who engage in their programmes. As a result, retention rates remain high.

1.7 Staffing: In taking forward Glasgow Virtual School, our staff at the Hospital Education Service have used their expertise in working with young people with significant mental health needs to work closely with children and young people who have found it difficult to engage with education. This has also proved successful when pupils are transitioning back to school from hospital. Similarly, our colleagues at Interrupted Learners Service continue to have a demand for their service particularly following the pandemic. Through analysis of the Children's House Tracker and school attendance data young people in the city who resided in 8 of the Children's Houses were identified. The young people were finding it difficult to engage with education. 14 young people were offered Interrupted Learner Service (ILS). All but 3 engaged in the programme to some extent and a range of qualifications have been achieved. Two young people asked for increased time with their teacher as they really enjoyed it and it is the only intervention/support that they have engaged in for some time.

ILS staff worked closely with young people, house staff and base schools in order to:

- Build positive relationships/resilience – encourage young people to engage
- Support transitions – Option Choices/Volunteering/getting young people engaged back in school
- Support a range of qualifications

Following consultation with Edinburgh Virtual School and North Lanarkshire Virtual School earlier this year, Glasgow is looking to develop a Forest School approach to support primary aged pupils (P1-P7) who would benefit from outdoor learning in order to support a more flexible curriculum approach for part of their school week. Four members of GVS staff will be trained in January 2023 and a Support for Learner Worker will also accompany the pupil groups.

2 Care Experienced Learner Outcomes

2.1 There has been an increase from 53.3% to 56.6% of care experienced pupils attaining SCQF level 4 Literacy and Numeracy by the end of S5 over five years.

2.2 A higher proportion of care experienced young people in Glasgow stay on at school to achieve qualifications compared to the National picture which is positive. In Glasgow 79.1% of care experienced pupils stayed on to S5 compared to 67.5% nationally. In Glasgow 35.4% of care experienced pupils stayed on to S6 compared to 24.6% nationally.

2.3 There has been an increase in the percentage of care experienced pupils in Glasgow achieving 1 or more awards at SCQF Level 5 by the end of S5 over a five-year period, increasing from 52.5% to 63.2%. While Glasgow's care experienced population continues to outperform those at a national level. 63.2% of care experienced pupils achieved 1 or more Level 5 awards compared to 49.7% nationally. Similarly, trends indicate more care experienced pupils over the past five years are gaining 3 or more awards at SCQF Level 5 by the end of S5. This increased from 28.1% to 38.5%.

2.4 There has been an increase in the percentage of care experienced pupils achieving 1 or more awards at SCQF Level 6 by the end of S6 increasing from 22.3% to 23.6%. Glasgow pupils perform better than the national care experienced population. Glasgow showing attainment of 23.6% compared to national attainment of 21.2%.

2.5 The percentage of care experienced pupils in Glasgow gaining 3 or more awards at SCQF Level 6 by the end of S6 has almost doubled over 5 years increasing from 7.4% to 14.6%.

2.6 The percentage of care experienced pupils entering positive destinations has markedly increased over the last five years from 79.6% to 91.3%.

2.7 Attendance levels for all pupils and care experienced pupils are consistently over 90% in primary schools. Attendance rates for care experienced pupils are broadly comparable with the general school population.

2.8 Secondary school attendance levels within the care experienced population have improved over the last five years from 85.5% to 87.6%. However, there is a wider attendance gap between care experienced secondary pupils and their peers than is witnessed at the primary school stage.

2.9 Care experienced primary and secondary pupils are showing a continuing decline in the rate of exclusions. Primary pupil exclusions decreased from 82.1 to 12.6 (rate per 1,000 pupils). Secondary Pupil exclusions decreased from 173.7 to 53.3 (rate per 1,000 pupils).

Please see Appendices 1 and 2 for full details and Case Studies.

3 Summary

3.1 Developing Glasgow Virtual School allows us to take forward a range of key policy drivers, local and national, including Glasgow's Nurturing City vision and our four key priorities, our new Framework for Wellbeing and Learning, The Promise, Every Child is Included and Engaged, GIRFEC and more. This collaborative approach allows us to learn from best practice and to implement it to benefit our children and young people.

3.2 The Virtual School provides a real opportunity to improve our provision for some of our most vulnerable children and young people in the city and those who are our children but live outside the city. Working collaboratively with different stakeholders and learning from the different skills and aptitudes of a range of staff in a more joined up way should allow us to improve outcomes for even more of our children and young people.

4 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

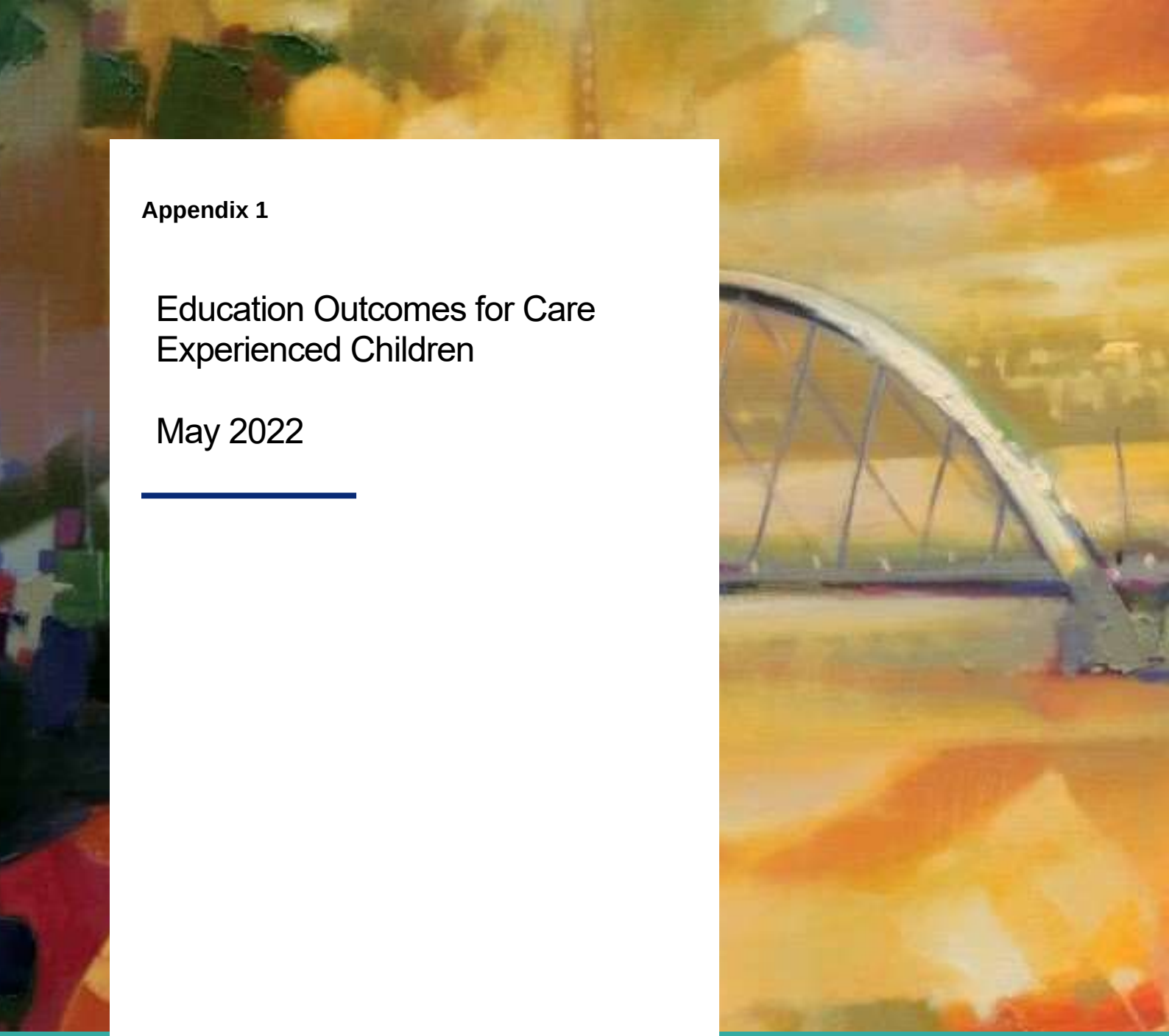
Climate Impacts:

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.

5 Recommendations

The Committee is asked to note the continued development of Glasgow Virtual School and the Educational Outcomes for Care Experienced Learners in Glasgow.



Appendix 1

Education Outcomes for Care Experienced Children

May 2022

16/05/2022

Glasgow
CITY COUNCIL

Education Outcomes for Care Experienced Children

Purpose of Report:

To provide an update on:

- Education outcomes for care experienced pupils in Glasgow.
- The work of the Care Experienced Team.

Key Findings:

- Education outcomes for care experienced[1] pupils in Glasgow have improved in many areas over the last five years. They continue to perform less well than their peers.
- A higher proportion of care experienced young people in Glasgow stay on at school to achieve qualifications as compared to the national figures.
- Trends show increasing numbers of care experienced pupils moving on to positive destinations.
- Attendance is improving. Fewer care experienced young people are being excluded.

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

1. Introduction

1.1 This report considers the educational attainment of care experienced children who were attending a Glasgow City Council school in 2020/21. 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. Also included is a summary of the work of Glasgow's Care Experienced Team now part of Glasgow Virtual School.

2. Background

2.1 Many children have experiences which result in the need for extra care, support
or protection and in very serious cases, some children become 'looked after'. This means the local authority takes on some legal responsibility for the care and wellbeing of the child. A young person may become looked after for a number of reasons, including neglect, abuse and complex disabilities which require specialist care, or involvement in the youth justice system.

2.2 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 problem for some care experienced children which impacts on their ability to attain educationally.

2.3 Glasgow has the largest proportion of care experienced children with responsibility for 18% of Scotland's care experienced children and young people[2]. This is in comparison to Glasgow having an estimated 11% of Scotland's general population of children and young people (0 to 17)[3]. We therefore recognise that we face significant challenges in terms of the scale.

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[2] Children looked after on 31 July 2020 (published March 2021)
https://www.gov.scot/publications/childrens-social-work-statistics-2019-20/documents/
[3] National Records of Scotland Mid-2020 population estimates (published June 2021)

2.4 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.

3. Outcomes

Literacy and Numeracy

3.1 There has been an increase in the percentage of care experienced pupils attaining at SCQF level 4 by the end of S5 over five years, with this trend also witnessed in the general school population (table 1). At SCQF level 5 there has been a very slight decrease for care experienced pupils over a five-year period, however the proportion of care experienced pupils attaining at level 5 increased by 4% between 2019/20 and 2020/21.

There is a clear gap between care experienced pupils' attainment and that of the school population as a whole and this remains consistent across all attainment measures.

Table 1: 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)
2016/17	80.3	53.3	51.1	55.1	22.8	17.4
2017/18	83.7	52.2	52.5	57.3	21.5	16.7
2018/19	82.2	51.4	52.8	53.3	13.0	17.3
2019/20	81.7	50.3	53.9	56.0	18.0	20.7
2020/21	84.1	56.6	56.6	56.0	22.0	22.4

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

3.2 The proportion of care experienced pupils attaining at SCQF level 4 by the end of S6 has decreased over the past five years while the performance of care experienced pupils at SCQF level 5 by the end of S6 has improved (table 2).

Table 2: 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)
2016/17	83.3	54.1	49.6	54.8	16.9	15.5
2017/18	81.2	55.3	52.0	59.1	28.0	19.2
2018/19	85.0	51.0	52.1	61.5	23.8	17.5
2019/20	83.5	53.1	52.8	58.8	15.2	19.1
2020/21	83.5	51.7	54.0	60.7	20.8	21.9

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

Breadth and Depth

3.3 In order to achieve good quality qualifications pupils need to be in school and staying on beyond the school leaving age. Research continues to confirm that the longer young people stay on at school beyond the statutory leaving age the better their longer-term outcomes are. The attainment data in this section provides the percentage of pupils achieving qualifications by the end of S5 and S6 based on the S4 cohort.

3.4 The tables below compare the numbers of care experienced pupils in Glasgow schools staying onto S5 and S6 compared to national figures. A higher proportion of care experienced young people in Glasgow stay on at school to achieve qualifications which is very positive. The relatively small numbers explain why there are some fluctuations in the figures.

Table 3: 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
2016/17	167	127	76.0%	1186	768	64.8%
2017/18	163	118	72.4%	1105	720	65.2%
2018/19	146	104	71.2%	1137	733	64.5%
2019/20	183	143	78.1%	1149	736	64.1%
2020/21	182	144	79.1%	1254	846	67.5%

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

Table 4: 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
2016/17	148	44	29.7%	1118	259	23.2%
2017/18	161	50	31.1%	1128	260	23.0%
2018/19	151	51	33.8%	1065	250	23.5%
2019/20	145	45	31.0%	1101	244	22.2%
2020/21	178	63	35.4%	1118	275	24.6%

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

3.5 It remains the case that fewer care experienced young people stay on at school beyond the statutory leaving age than the general population both in Glasgow and nationally as tables 5 and 6 below show.

Table 5: Staying on to S5

	% of candidates in S4 staying on to S5 Total school population (Glasgow)			% of candidates in S4 staying on to S5 Total school population (National)		
	S4 Cohort	Number staying to S5	% staying to S5	S4 Cohort	Number staying to S5	% staying to S5
2016/17	4651	4075	87.6%	51836	45371	87.5%
2017/18	4568	4028	88.2%	50932	44351	87.1%
2018/19	4465	3978	89.1%	50271	44032	87.6%
2019/20	4643	4197	90.4%	51843	45285	87.4%
2020/21	4874	4390	90.1%	52996	46903	88.5%

(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 Total school population (Glasgow)			% of candidates in S4 staying on to S6 Total school population (National)		
	S4 Cohort	Number staying to S6	% staying to S6	S4 Cohort	Number staying to S6	% staying to S6
2016/17	4654	2860	61.5%	52975	32759	61.8%
2017/18	4672	2853	61.1%	51952	31852	61.3%
2018/19	4555	2908	63.8%	51033	31254	61.2%
2019/20	4472	2849	63.7%	50456	30481	60.4%
2020/21	4642	3100	66.8%	51889	32635	62.9%

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

3.6 There has been a notable increase in the percentage of care experienced pupils in Glasgow achieving 1 or more awards at SCQF Level 5 by the end of S5 over a five-year period, while Glasgow's care experienced population continues to outperform those at a national level (table 7).

Similarly, trends indicate more care experienced pupils over the past five years are gaining 3 or more awards at SCQF Level 5 by the end of S5 and as above Glasgow's care experienced population continues to outperform those at a national level.

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)
2016/17	82.5	52.1	43.1	64.9	28.1	24.0
2017/18	83.3	54.0	44.6	67.1	28.8	24.4
2018/19	82.4	44.5	44.2	67.6	23.3	24.4
2019/20	83.0	47.0	43.8	69.5	30.1	26.9
2020/21	85.1	63.2	49.7	71.1	38.5	32.9

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

3.7 There has been an increase in the percentage of care experienced pupils achieving 1 or more awards at SCQF Level 6 by the end of S6 and Glasgow pupils perform better than the national care experienced population (table 8). Moreover, the percentage of care experienced pupils in Glasgow gaining 3 or more awards at SCQF Level 6 by the end of S6 has almost doubled over 5 years.

There remains a sizable gap between looked after pupils' attainment and that of the school population as a whole.

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)
2016/17	58.7	22.3	14.9	38.7	7.4	7.7
2017/18	59.9	26.7	17.2	40.6	9.3	6.8
2018/19	63.1	29.1	18.3	43.8	8.6	8.0
2019/20	62.8	22.1	19.0	45.8	11.7	9.3
2020/21	66.0	23.6	21.2	49.5	14.6	11.6

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

Leavers Attainment

3.8 A greater proportion of care experienced pupils are leaving school with 1 or more awards at SCQF Level 5 and 6 on leaving school. Although this is well below the school population as a whole, Glasgow outperforms the national care experienced population (table 9).

Table 9: Attainment at SCQF Level 5 by the end of S5

	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)
2017	85.2	48.7	45.0	60.0	22.4	16.9
2018	85.6	56.8	47.6	64.4	33.8	20.2
2029	86.1	52.4	45.4	65.1	26.9	18.4
2020	84.1	44.8	46.9	64.7	20.1	21.7
2021	87.3	54.3	48.3	67.8	26.6	24.5

(Source: Insight – Breadth and Depth Leavers)

Destinations

3.9 As illustrated below in Table 10 a lower proportion of care experienced children enter positive destinations than all school leavers. The lower proportion of care experienced pupils going into positive destinations is likely to be related to care experienced young people tending to leave school at an earlier stage to all pupils.

The percentage of care experienced pupils entering positive destinations has markedly increased over the last five years.

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)
2016/17	91.9	79.6	76.4
2017/18	92.3	82.0	80.4
2018/19	94.6	89.7	82.4
2019/20	92.8	81.2	81.4
2020/21	96.2	91.3	87.9

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

Attendance and Exclusions

3.10 Regular school attendance can be a challenge for some care experienced children particularly those with changes to care placements and schools and for those who are care experienced and living in the family home.

As demonstrated in table 11, in primary schools, attendance levels for both all pupils and care experienced pupils are consistently over 90%. Attendance rates for care experienced pupils are broadly comparable with the general school population although attendance has dipped slightly over five years.

Table 11: Primary school attendance rates

	% Attendance – Primary		
	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)	Care experienced Pupils (National)
2016/17	93.7	92.8	93.5
2017/18	93.3	91.7	Not published
2018/19	93.3	91.3	92.4
2019/20	93.2	91.0	Not published
2020/21	93.0	91.6	Not published

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

3.11 Secondary school attendance levels within the care experienced population have improved over the last five years (Table 12). However, there is a wider attendance gap between care experienced secondary pupils and their peers than is witnessed at the primary school stage.

Table 12: Secondary school attendance rates

	% Attendance – Secondary		
	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)	Care experienced Pupils (National)
2016/17	90.8	85.5	83.0
2017/18	90.6	85.5	Not published
2018/19	90.6	84.7	81.1
2019/20	90.1	83.2	Not published
2020/21	91.7	87.6	Not published

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

3.12 The rate of exclusions among care experienced children remains significantly higher than in the general school population. However as with the general population, care experienced primary pupils are showing a continuing decline in the rate of exclusions (Table 13).

Table 13: Primary school exclusion rates

	Primary exclusion rates (rates per 1000 pupils)		
	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)	Care experienced Pupils (National)
2016/17	12.8	82.1	55.0
2017/18	7.0	67.1	Not published
2018/19	4.7	37.9	Not published
2019/20	3.2	18.4	Not published
2020/21	1.9	12.6	Not published

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

3.13 The rate of pupils excluded is greater in secondary schools compared with primary schools for both care experienced young people and the general population. There has been a demonstrable drop in the rates of exclusions for care experienced secondary pupils over the past five years (Table 14).

Table 14: Secondary school exclusion rates

	Secondary exclusion rates (rates per 1000 pupils)		
	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)	Care experienced Pupils (National)
2016/17	51.0	173.7	258.7
2017/18	38.2	129.4	Not published
2018/19	24.6	87.5	Not published
2019/20	15.5	71.8	Not published
2020/21	11.2	53.3	Not published

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

4. Summary

Whilst Glasgow's general school population consistently outperforms the care experienced population, there are areas of clear improvement among care experienced pupils and over the past five years an increasingly greater proportion of care experienced pupils are moving on to positive destinations.

Attendance rates in the care experienced population are only marginally lower than they are in the general school population.

Exclusion rates within the care experienced population are higher than they are in the general population within Glasgow. However, care experienced pupils are showing a continuing decline in the rate of exclusions.

Glasgow Virtual School has made a valuable contribution to supporting improved outcomes for care experienced children and young people.

Appendix 2

Care Experienced Learner (CEL) Case Studies

Volunteer Tutor Organisation (VTO) Inspire Project

Aims
The Inspire project's aim is to provide a group of children and young people from care experienced backgrounds with suitable one-to-one tutors that can help nurture, support and inspire the young people to improve confidence, attain qualifications and go on to reach a positive destination. The project consists of two different types of tutoring: Quest – this programme is for young people in S4 who are at risk of not achieving any qualifications. The aim is for the young people to receive tutoring to enable them to achieve at least five qualifications. 1-2-1 – this programme is for young people across primary and secondary. The aim is to build confidence in a particular subject, range of subjects or particular area e.g. literacy, numeracy.

Actions
Training - All tutors receive full VTO induction training which was carried out through three separate workshops which focused on child development, child protection and information on a Curriculum for Excellence and various pedagogical approaches. Training has also been provided by GVS on attachment, nurture and trauma, supporting Autism, Glow and the West Partnership Online School to enhance the learning experience for our care experienced young people.

Pairings - Tutor/pupil pairings were agreed according to common interests and likelihood of responsiveness. We had to ensure that the student had access to a laptop and internet as the tutoring originally took place on an online platform called Bramble. The initial pairings occur online through either Zoom or Microsoft Teams. Due to ongoing restrictions, tutoring continued on digital platforms. However, where face to face was the preferred option, this was accommodated.

Tutoring - Tutoring time varied from case to case but averaged at around 2 hours per week. This was often spread over 2 sessions.

Outcomes
The VTO shared monthly progress reports in order to evaluate, progress and support all tutoring cases and referrals.

Regular updates were received from the tutors by VTO and tutors corresponded directly with GVS as and when required. There were also regular email correspondence and telephone calls between VTO and GVS on progress and updates on particular cases.

Quantitative data from the project shows that a total of 38 care experienced young people engaged in VTO tutoring. The age range and number involved in each programme is shown below:

Programme	Number of Pupils
Quests	10
1-2-1	28
Total	**38**

Sector	Number of Pupils
Primary	13
Secondary	25
Total	**38**

In terms of stage, the majority of young people who engaged were at important transition points in their learning pathway ie P7 and S3-5. Engagement from the group of children and young people involved has been excellent. For the majority of the young people involved in the programme their attendance improved or stayed the same. All young people had no exclusions.

Stakeholder Response to the Programme:

Pupil

What has having a tutor meant for you?
"Having a tutor has been good, tutor is kind and friendly, I'm more confident in my class."

"One to one has helped me a lot."

"It has meant I'm able to get help with areas I didn't understand before."

"Has given me more confidence to ask for help"

Parent/Carer
"One to one tutoring has been invaluable for X for her to be heard and being able to ask and get help with her maths work and having a tutor who has the time and patience to go over the problems she has in understanding certain areas of her maths."

"The impact on Y has been so positive, his confidence noticeably has increased, and he is able to attempt homework without becoming stressed. Prior to the tutoring, Y would become so stressed he was unable to even attempt homework on most occasions."

"It has given Z confidence, shows her commitment, communication and trust. It's amazing how her tutor has connected with her and how much she has improved and I thank this project greatly."

Volunteer Tutor

“My pupil has had that little bit of extra support that he needed to catch up a bit with his peers in preparation for going to high school.”

“I think it has given my pupil more confidence and the chance to spend time with someone solely dedicated to help her. She has also taken on other opportunities through school to increase her confidence.”

“I think it has allowed M a platform where he knows he can express himself freely … he feels he can talk to me about any problems he's had. … he knows he won't be judged which has helped him to get the most out of his session.”

Teacher

“She has gained confidence in Nat 5 English.”

“X has looked forward to his tutoring sessions and has been pleased when his tutor shared excellent work with us, so we were able to celebrate it here too. X has improved in his literacy and numeracy since the beginning of the year.”

“I believe he has benefited from the one-to-one sessions as they can be delivered at a pace that is suitable for him and can be supported throughout.”

“Greatly improved confidence and grades.”

Outdoor Resource Centre (ORC) and Blairvadach Outdoor Education Centre

Aims

This year's outdoor activity partnership with both the Outdoor Resource Centre (ORC) and Blairvadach Outdoor Education Centre provides care experienced learners with one to one or small group outdoor activity support. It is aimed at vulnerable care experienced young people who are not engaging in school or are having difficulty maintaining their school placement. The support increases the learner's self-esteem and confidence and helps re-engages them back into a positive learning environment. As a result of taking part pupils have also developed their resiliency, self-efficacy and social and emotional skills which have been transferred back into the learning environment to improve educational outcomes. Support this academic year has been successful at targeting S3 pupils at risk of disengaging and P7 pupils transitioning to secondary. Places are available for care experienced learners across the city from P4-S6.

Actions

Five Outdoor Instructors are funded and employed through the Outdoor Resource Centre (ORC) and Blairvadach Outdoor Education Centre. Both Outdoor Project Managers work directly and meet monthly with the Lead for Care Experienced Learners to allocate education-based referrals. Young people are offered a full day activity programme over a 6-week block which includes, hill walking, cycling, climbing, canoeing and kayaking. Support is reviewed every six weeks and continued if beneficial to the young person's educational plan. All Outdoor Instructors have been trained by the Lead for Care Experienced Learners on attachment/trauma informed practice and supporting Autism.

Demand is high for outdoor activity support, as a result, there is a waiting list for learners. In order to reduce this a Fit for Future group was commissioned with a third sector local provider in Glasgow's East End for care experienced P6/P7 and S3 learners who had been on the waiting list for several months.

Outcomes

The outcomes for the pupils involved have been vast. Attendance has increased alongside reduced or no exclusions for most pupils. Furthermore, a return to school/education for most of the individually supported 1-2-1 pupils involved has been established following support.

- Ninety percent of those who took part in the group activities said it helped them improve their wellbeing, resilience and self confidence
- All schools felt it improved the pupil's learning, attainment and attendance
- All schools wanted the young people to take part in more outdoor learning opportunities as it suited their learning needs and style
- All instructors reported excellent behaviour and very good attendance
- Two instructors trialed bringing individuals together in small groups – this worked well to build team support skills and friendships

Sector	Number of Pupils
Secondary	30
Primary	21
Total	**51**

Stakeholder Response to the Outdoor Activity Programme:

Pupil
"It made me try things I can be a bit scared off – being in the water but I was fine"
"I like going with the group on a Wednesday – I want to do more"
"Awesome, I did things I didn't know I could – abseiling"

Outdoor Instructor
"They all enjoyed being out in the wild and being active exploring new places and trying new activities for the first time such as canoeing"
"The experience of trying and succeeding in a new activity has given them all a sense of achievement"
"Their wellbeing has improved, they didn't want the activity to stop, being outside had a very positive impact on mental wellbeing, it also increased overall resilience"

School
"*Our pupils enjoyed going on walks and exploring the forest. They came back curious and inquisitive often asking questions about the flora and Fauna"*
"They were happy to take part in all the activities provided and were able to demonstrate the skills learnt to a good standard back in class"
"The young people showed happiness when exploring and running in the forest, it improved mental and physical well-being by stimulating natural curiosity and allowing them to be active"

Parent/Carer
"My Grandson enjoyed being out in nature and participating in the games. He liked the watersports, he was scared at first but told me he managed to find the courage to take part. He even jumped in the water, which he really enjoyed. I am very proud of him"
"There was an improvement in my nephew's behaviour and attitude, he learned to calm down quicker"
"He never missed a day and was keen to go and take part, even when the weather was bad he would still want to go"

Positive Changes Programme

Glasgow Virtual School have been working in partnership with Action for Children to develop a programme for a group of young people from two Secondary Schools. Glasgow Virtual School link closely with Kelvin College who support the young people through their Community Achievement Award Level 4/5. The programme aims to continue to support learners and provide positive opportunities which will allow them to improve their skills and life choices. The Programme has led to the culmination of the young people taking a lead role in running the Clay Community Café in Possil where they have been producing a wonderful array of soup, toasties, homebaking as well as perfecting their barista skills. We are very grateful to Clay Community Café for their ongoing support with the Programme. We are immensely proud of our young people and it is just amazing to see the journey each young person has been on in terms of developing confidence, interpersonal skills and employability skills. Young people will be offered ongoing keyworker support from Action for Children and Glasgow Virtual School to reach a positive destination in line with their ambitions and choices.

Aims

Positive Changes is an employability programme which aims to support young people and provide positive opportunities which will allow them to improve their skills and life choices. Care Experienced young people were identified by their secondary school as they would benefit from the intensive support being offered.

Learning Intentions were to develop:

- Confidence
- Interpersonal skills
- Practical skills

Success Criteria were for young people to be able to:

- Contribute their ideas and opinions to group discussions
- Listen to others and develop appropriate responses
- Cooperate with others as they participate in group activities
- Monitor and discuss progress in confidence, interpersonal & practical skills

Actions

The first part of the programme was delivered by Action for Children staff. Pre-course engagement period involved AfC staff linking with the young people on a 1:1 basis.

- Introductions and relationship building with dedicated keyworker
- Assessment and Action Plans
- Support to overcome any barriers to engaging in groupwork

Young people then progressed on to a 10-week training period, attending one day per week September to December 2021, consisting of various taster sessions including

- Induction to Action for Children organisation
- Introduction to Construction
- Introduction to Hospitality including “Coffee and Cupcakes Masterclass” and ‘’Silver Service’’
- Introduction to Hair and Beauty with taster day at college
- Introduction to Sport & Fitness Industry
- Emergency First Aid
- Army Youth Development Team – Positive Relationships workshop
- Drug and Alcohol Awareness
- Gambling Awareness
- Positive Relationships, Mental Health Awareness, Confidence Building
- SQA level 3 Wellbeing Award

The second part of the employability programme operated from January to June 2022. This was based at Clay Community Café and gave the young people the opportunity to develop their skills in Practical Cookery, Barista, Food Hygiene and Food Safety as well as Team building. Young people were offered ongoing keyworker support from Action for Children and GVS while preparing food and coffee, serving customers and being part of the team running the café.

Outcomes

Engagement - Most young people were enthusiastic about attending sessions and had excellent attendance at both venues. This was positive as their school attendance was poor but they faithfully attended the group every week. They enjoyed the range of activities on offer.

Customers were regular local café customers who came weekly, friends and family of the young people and staff, teachers and school support workers. It was great to see the young people developing relationships and friendships with the guests over time.

They also prepared and served a party of 12 guests for a Baby Shower with their own menu. This was very successful with positive feedback from the guests.

GVS and AfC staff developed good liaison with schools and families, keeping in regular contact and giving feedback on a weekly basis.

Any challenges were dealt with in a solution focused manner to prevent them reoccurring. We also used restorative conversations to deal with situations between peers.

As a reward for their participation in the first block, young people attended a cinema trip which they all enjoyed. We celebrated the success of the Café with a trip to Pinkston Watersports Centre, where the young people were able to participate in a range of team building activities and water sports, including paddleboarding, kayaking and canoeing. Most of the young people had never tried any watersports and after an apprehensive start they all thoroughly enjoyed their day.
We were told it was the best day ever!

Therapeutic Need - Young people were given the opportunity to speak to staff individually to discuss any concerns or issues. This could be during the day at the programme or by arrangement in the community. We also maintained regular phone contact with the young people and were able to signpost them to appropriate support when required. GVS and AfC staff also visited the 2 schools. Young people had an allocated mentor during the course. They also supported them to complete the written section of their coursework towards their Community Achievement Award.

Impact - Café Manager has now offered young people paid employment for 3 days as she was impressed by their skills and commitment. Attendance and engagement of a core group of young people has been excellent, and they have asked to continue attending. The improvement in engagement has been tremendous. During the first few weeks, conversation was non-existent or very limited. Interaction between young people and staff/peers was minimal. Some young people hid behind their hair, hoods and face masks for weeks but slowly began to interact as they developed their relationships. They are now extremely sociable with not only staff and peers, but new customers, and have developed into delightful, confident young adults. They have become valued members of the cafe team.

Stakeholder Response to the Programme:

Pupil
"I felt safe
"I was able to speak to adults about my learning and other issues"
"Adults listened to me and my ideas"
"I knew what my learning targets were and I worked hard to achieve my targets"
"We celebrated success"
"I made new friends and became more confident"
"Request to increase café to 2 days per week"

Parent/Carer

"Amazing as he adamant he was not joining in the water sports"
"A Thursday is his favourite day of the week - he loves coming to the group"
"Thank you for the Easter gifts – that was a lovely touch"
"He loves a Thursday with you – thank you for all you do for him"
"Great to hear he had a fantastic day with you"
"Delighted to hear she did well at the café"

Customer
We asked what we could improve on and what we did well

"I don't think you can improve as you were all very welcoming, attentive and professional"
"Could not fault in any way"
"The service and hospitality were first class. Can't think of anything you could improve on"
"You guys did a great job"
"The welcome, the food, the service – all first class"

Staff

“Thanks for the update again. Glad it went well for them”
“Thank you for this update. Great news!”
“This is fab! Really brilliant”
“I am so thankful for being a part of this amazing project. Seeing the young people grow throughout the weeks is precious and I feel incredibly proud of every one of them. I leave Thursdays beaming with pride and joy at just how much they have to offer. I have loved seeing them gain self-confidence and self-belief and have absolutely no doubt in my mind that they all will go on to achieve their dreams”

At the end of term, GVS and AfC staff hosted a celebration evening in the café for the young people, family and friends to acknowledge the fantastic progress and achievements they have made, including all young people gaining Level 5 Community Achievement Award. Every young person along with parents/carers and siblings attended to celebrate the success of the young people.