



Glasgow City Council
City Administration Committee

Item 1

22nd August 2024

Report by Councillor Christina Canon, City Convener for
Education and Early Years

Contact: Jean Miller Ext: 70204

**RESPONSE TO THE CONSULTATION ON CLOSING THE ENHANCED
VOCATIONAL INCLUSION PROGRAMME (EVIP) AS A SCHOOL AND
MOVING IT TO A SERVICE WITHIN GLASGOW'S VIRTUAL SCHOOL (GVS)**

Purpose of Report:

To provide the Committee with a summary of the response to the formal consultation process held under the Schools (Consultation) (Scotland) Act 2010.

Recommendations:

The City Administration Committee is asked to approve the closure of the EVIP programme as a school and establish it as part of Glasgow's Virtual School.

Ward No(s):

Citywide: ✓

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

PLEASE NOTE THE FOLLOWING:

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1 BACKGROUND AND CONTEXT

- 1.1 EVIP was started around 20 years ago initially as a Social Work Service provision. Education Services became more involved in the early 2000s and delivery was redesigned to support the young people's educational attainment to help them into positive post-school destinations. Young people remained on the school roll and attended EVIP, which is based in Colleges and across Glasgow, on Monday afternoons, all day Tuesday, Wednesday, Thursday, and Friday mornings. Young people were supported by an EVIP Coach and were taxied to/from College.
- 1.2 Over the years there have been a number of changes to the service provision. Currently, young people attend EVIP a maximum of 3.5 days each week and EVIP offers a range of employability and wellbeing qualifications. There is no actual school building for EVIP and young people attend the College which supports their vocational programme.
- 1.3 On 21 March 2024 the initial paper was taken to City Administration Committee regarding the proposal to close EVIP as a school and establish it as part of Glasgow's Virtual School. The paper stated that this will result in no negative impact on any young people. The services will still have the same lead and coaches in place who will link directly with the leadership structure of Glasgow's Virtual School. The College offering will remain the same as will the application process. However, now young people will still be able to continue linking with their own school should this be appropriate for them. Where it is not, appropriate provision will be available. In line with the recommendations in this paper, a statutory consultation exercise took place starting in April and finish in May and the details of which are in section 2.

2 CONSULTATION

- 2.1 Education Services has carried out a statutory consultation to seek the views of all stakeholders from 25 March 2024 until 26 May 2024. The consultation process included online questionnaires and a public meeting held in the Satinwood Suite of the City Chambers on 18 April 2024. No members of the public attended the meeting.

3 RESPONSES TO THE CONSULTATION

- 3.1 A total of 8 responses to this proposal were received. These cited main issues, which are outline below. Of these, 5 of the respondents were not in favour of the proposal and 3 were in favour of the proposal.

- 3.2 There were 2 main issues raised in the consultation. The first was a concern that the service would only be for care experienced young people. This is not the case since the criteria for accessing the programme remains unchanged. Glasgow's Virtual School (GVS) is different from others across Scotland since it supports not just care experienced young people but those whose education is interrupted or disputed for different reasons.
- 3.3 The second issue was from a College partner who was concerned that they were not consulted. However, that was due to there being no change to the College delivery model and they will see no impact.

4 EDUCATION SCOTLAND REPORT

- 4.1 The Council has fully considered the report from Education Scotland which is available online at <https://education.gov.scot/media/wspjzmqhg/glas-closure-evip-june24.pdf>. HM Inspectors agree with the educational benefits outlined by the Council. However, the potential benefits of the proposed model are not yet fully realised. HM Inspectors met with young people, parents, EVIP staff, College staff and headteachers. All stakeholders spoke positively of the important role EVIP plays in supporting young people. The project is helping the young people who participate to engage more fully through the use of well-managed, bespoke and flexible approaches to learning.
- 4.2 Some of the issues raised are explored in the next section of the report. These included concerns in taking forward literacy and numeracy and EVIP coaches are looking to work more closely with schools to build relationships and take this forward. There were also some concerns regarding some young people having to continue to link with their mainstream schools. Headteachers from a sample of approached were in favour of the proposal and felt it did have the potential to meet the learning needs of young people. College representatives who met with HM Inspectors agree that the College programme is offering a clear progression route for a small number of young people. They value the partnership with EVIP staff that supports young people's ongoing engagement in learning.
- 4.3 HM Inspectors agree that the proposal to close the EVIP as a school and transfer its operational functions to the leadership of GVS has potential educational benefits. If individualised pathways are developed well, the proposal has the potential to support further the vision for EVIP to be an inclusive project that meets learner's needs and aspirations.

4.4 HM Inspectors felt that the current model is not yet delivering the intended educational benefits and a number of important issues were raised by stakeholders. Should the proposal be formalised and continue in its present form, the Council should consider further engagement with stakeholders to address the concerns raised. This should include clearer roles and responsibilities for all partners, improved communication and effective tracking and monitoring of progress and attendance. Many of these issues were also addressed in the recent EVIP review and a number of proposals are being taken forward which were based on feedback from all stakeholders and will address any concerns.

5 RESPONSE TO THE ISSUES RAISED DURING THE CONSULTATION

5.1 Issue Raised

Whilst some mainstream secondary pastoral staff have made important steps to engage young people, the current aspirational aim of the proposal to re-engage young people with the school community and their peers is not yet fully achieved. This view was also expressed by young people and parents who met with HM Inspectors. Some felt that the school environment did not meet the learning needs of their child and this is why they were on the EVIP programme.

5.2 Response from Education Services:

This issue was also highlighted in the recent Education Services EVIP review. Education Services agree that it will not always be appropriate for all young people who are part of the EVIP programme to return to their school for support and qualifications. GVS intend to organise Hub provision so that young people can continue to engage with qualifications that cannot be delivered in the College programme.

5.3 Issue Raised

A number of young people have been able to attain Level 3 and Level 4 in literacy and numeracy. However, staff and College tutors report a reduction in young people's achievements and attendance this year, compared with the previous model. If the proposal is confirmed, it is important that young people's attendance and progress is monitored and tracked effectively, and appropriate action taken in a timely manner.

5.4 Response from Education Services:

This issue was already raised in the recent Education Services review of EVIP and it was agreed to develop a robust tracking and monitoring framework to provide weekly feedback between schools and EVIP. This will focus on attendance, achievement and wellbeing needs.

5.5 Issue Raised

Stakeholders who met with HM Inspectors identified that communication between all of the stakeholders could be improved. There was also a need for clearer roles and responsibilities for all partners.

5.6 Response from Education Services:

The Education Services review identified a number of issues which were related to communication needing to be improved. Some of this was about more engagement across all the stakeholders and this will also be taken forward. Similarly, the need for more clearly defined roles was raised during the review and this will also be developed by GVS.

6 DATE OF IMPLEMENTATION

- 6.1 It is proposed that this would be implemented immediately since the EVIP project is already working within the GVS framework.

7 EQUALITY IMPACT ASSESSMENT

- 7.1 An EQIA was carried out and published online when the consultation response was published and this can be accessed using this link: [EqIA EVIP](#)

8 POLICY AND RESOURCE IMPLICATIONS

Resource Implications:

Financial: There is no additional financial impact as a result of this change.

Legal: The formal consultation was undertaken in accordance with the Schools (Consultation) (Scotland) Act 2010.

Personnel: N/A

Procurement: N/A

Council Strategic Plan: N/A

Equality and Socio-Economic Impacts:

Does the proposal support the Council's Equality Outcomes 2021-25? Please specify.

Outcome 14: Glasgow City Council (Education Services) has continued to improve outcomes in relation to attainment and achievement for children and young people including those experiencing socio-economic disadvantage, those for whom English is not their first language, those who identify as black and minority ethnic, and disabled children and young people.

What are the potential equality impacts as a result of this report?

Positive impact in that tracking performance and achievement of skills development of young people on the programme will be more rigorous and we will use this data to support interventions.

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

EVIP as a service will continue to support young people who can experience socio-economic disadvantage and they will receive enhanced support to move to positive, sustained destinations.

Climate Impacts:

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

N/A

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

None.

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

N/A

Privacy and Data Protection Impacts:

Are there any potential data protection impacts as a result of this report
Y/N

During the consultation responders were asked to provide name, age, address and reason(s) for responding. Young people under 16 would have personal details withheld in the response

document. Those over 16 were offered the option of this. The data would only be used/held by Glasgow City Council for the purposes of consultation under the Schools (Consultation) (Scotland) Act 2010.

If Yes, please confirm that Yes
a Data Protection Impact
Assessment (DPIA) has
been carried out

9 MINISTERS' CALL IN

- 9.1 As this proposal involves a school closure, the Minister's Call In process was required. Ministers have up to eight weeks to decide whether or not to issue a call in notice. During the first three weeks of this period, anyone is able to make representations to Ministers on whether the decision should be called in. Due to school summer holidays, this period will end on 17 October 2024.

10 RECOMMENDATIONS

- 10.1 The City Administration Committee is asked to approve the proposal to close EVIP as a school and establish it as part of Glasgow's Virtual School.