



Glasgow City Council

Education, Skills and Early Years City Policy Committee

Report by Executive Director of 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

- 1.1 Glasgow Virtual School (GVS) plays a crucial role in supporting targeted groups of children and young people, particularly Care Experienced Learners (CEL), Interrupted Learners Service (ILS), Hospital Education Service (HES), and those engaged in the Enhanced Vocational Inclusion Programme (EVIP). GVS supports the aims of our nurturing city approach.
- 1.2 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 in order 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 strive for the best outcomes for Glasgow's children and young people.
- 1.3 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 pilot Hubs. There continues to be a demand for this service.
- 1.4 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.
- 1.5 Enhanced Vocational Inclusion Programme (EVIP) currently operates 5 vocational class groups for S4 young people within Glasgow Kelvin College and Glasgow Clyde College. Career areas studied are Construction, Auto Construction, Early Learning & Childcare, Hair & Beauty and Sport & Fitness. As well as College qualifications and core qualifications attained in school, EVIP staff support the delivery of SQA qualifications in Employability, Wellbeing and Work Placement. 52% of EVIP pupils are involved in regular community volunteering with the project being shortlisted for The Glasgow Times Community Champion Award. Please see recent article here:

<https://www.glasgowtimes.co.uk/news/scottish-news/24749429.glasgows-young-people-creating-life-changing-bonds-elderly/>. 98% of young people travel to/from EVIP independently.

1.6 Three area lead officers collaborate closely with staff across early years, primary, secondary, and children's houses, the vision and values of GVS align with the principles of 'The Promise' by increasing awareness of the needs of care experienced learners amongst Designated Managers (DMs) and all educational establishment staff.

1.7 Establishment Support Visits and Designated Manager Core Training

Secondary and ASL Schools

Visits to Designated Managers (DMs) were undertaken by the GVS Area Lead Officers (ALOs) from October to December 2023 where the focus areas were attainment and attendance.

Number of schools visited:

- Mainstream Secondary Schools – 27
- ASL Secondary Schools – 11

In addition, 76 Designated Managers attended Core Training in November 2023. 97% of respondents rated the training as 4 or 5 out of 5. The aims of the training were:

- Care Experienced Definitions
- Social Work Update
- CEL Supports
- Promise Award Training

1.8 Primary Establishments

Area Lead Officers organised training within local communities for 131 Primary Schools across the city from February – May 2024. The emphasis was on The Promise education focus areas, GVS Self Evaluation Toolkit, supports and referral pathways.

1.9 Training

To ensure sustainability and capacity building, GVS prioritises training for staff working with learners. Additionally, education establishments use the authority's self-evaluation toolkit to enhance practice for all learners, with many establishing improved tracking systems for attendance, attainment and processes. Annual evaluations indicate that the majority of young people engaged in interventions report improved wellbeing and stable attendance, with staff also noting enhanced learning outcomes. 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 for Establishment Staff and Partners

Number of Training Themes	Number of Attendees
22	645

1.10 Keeping the Promise Award

GVS piloted the Award with 16 establishments taking part in Train the Trainer sessions in February 2024. The aims of the Programme are to raise awareness and understanding of The Promise commitments made around education to support inclusion and improve outcomes, to support our workforce to consider how they can contribute to positive changes both individually and collectively and to provide formal recognition for individuals and settings who successfully complete this professional learning. In June 2024, a further 101 establishments embarked on the Train the Trainer sessions. Establishments are now working towards their "We Promise" certificate whereby at least 70% of their staff are required to complete the training course and Assessment. The GVS Headteacher and one of the ALOs are part of the working group on developing the next stage of the Award determining outcomes for the Keeping the Promise Award. GVS have linked with the Head of Facilities Management to offer Keeping the Promise Award Training to janitorial staff, catering staff and residential house cooks as part of their Induction Programme. Training has also been undertaken by SDS colleagues and PEPASS (Physical Education Activity and School Sports) colleagues.

1.11 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. The data and key themes emerging from both GVS referrals and GIFSS consultations have been as follows:

Area	Number of CEL referrals			Number of GIFSS referrals (HSCP) (age 12 +)	Total
	Primary	Secondary	Total		
South	16	37	53	80	133
NW	21	37	58	45	103
NE	22	54	76	62	138
Out of Authority	4	13	17	31	48
Total number of referrals	63	141	204	218	422

	GVS (CEL)	GIFSS (age 12+)
Primary Themes	Attendance, therapeutic support, dysregulated behaviour, reduced hours timetables - community based interventions	
S1-S3 Themes	Attendance, community-based interventions	Attendance, neglect
S4-S6 Themes	Attainment/CEL Tuition, positive destinations	Attendance, neglect, addiction issues, criminal justice

1.12 Support for Children's Houses

Another important aspect of GVS work is to link closely with our 19 Children's Houses. Our Area Lead Officers visit the Children's Houses within their area regularly to discuss both the education and positive destination plans for our young people. Following an effective pilot, all Children's Houses across Glasgow have now received How Nurturing is Our Children's House (HNIOCH) training - this has supported approximately 200 carers. There were notable decreases in carer absence rates and in the number of violent incidents recorded in the house during and following the pilot period. The GVS Care Experienced Lead will remain a core member of the HNIOCH implementation group. Please see the Journal Article on How Nurturing is Our Children's House published in the Spring 2024 issue of the Scottish Journal of Residential Child Care:

<https://www.celcis.org/knowledge-bank/search-bank/journal/scottish-journal-residential-child-care-vol-23-no-1>

1.13 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. Please see a sample of case studies in the Appendix.

2 Education Outcomes for Care Experienced Children

Five year trends show:

- 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.
- Trend analysis shows increasing numbers of care experienced pupils moving on to positive destinations.

3 Introduction

3.1 This report considers the educational attainment of care experienced children¹ who were attending a Glasgow City Council school in 2023/24. 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 Virtual School.

4 Background

4.1 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.

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

- 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 problem 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 16% of Scotland’s care experienced children and young people². 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.
- 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 a slight increase witnessed at SCQF level 4 in Literacy, with a decrease in the percentage of care experienced pupils attaining at level 3 in Literacy by the end of S5 over five years (table 1). There has been a notable increase at SCQF Level 4 in Numeracy, with a decrease in the percentage of care experienced pupils attaining at Level 3 in Numeracy by the end of S5 over five years (table 2). 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 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)
2019/20	93.2	78.1	77.2	89.8	64.5	64.9
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	93.1	81.2	83.6	89.6	68.8	74.2

² Children looked after on 31st July 2023 (published April 2024) <https://www.gov.scot/publications/childrens-social-work-statistics-2022-23-looked-after-children/>

³ National Records of Scotland Mid-2023 population estimates (published October 2024)

2023/24	92.8	72.2	81.9	89.6	64.8	72.1
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(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)
2019/20	91.0	73.8	80.0	84.4	55.2	62.0
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	91.9	72.2	82.8	86.3	65.7	67.5

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

5.2 The proportion of care experienced pupils attaining Literacy and Numeracy SCQF level 4 and 5 by the end of S5 has increased over the past five years and in 2023/24 Glasgow’s care experienced pupils outperformed the national care experienced population at level 5 (table 3). The proportion of care experienced pupils attaining at SCQF levels 4 and 5 by the end of S6 has increased over the same period, and again Glasgow’s care experienced pupils outperformed the national care experienced population at level 5 in 2023/24 (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)
2019/20	81.7	50.3	53.9	56.2	18.0	21.0
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	83.1	59.3	61.0	60.6	33.3	27.1

(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)
2019/20	83.5	53.1	52.8	58.9	15.2	19.2
2020/21	83.5	51.7	54.0	61.1	20.8	22.2
2021/22	84.7	57.3	58.0	60.5	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

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

Breadth and Depth

- 5.3 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 tables below compare the numbers of care experienced pupils in Glasgow schools staying onto S5 and S6 compared to national figures. Compared with the national cohort a higher proportion of care experienced young people in Glasgow stay on at school to achieve qualifications.

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
2019/20	183	143	78.1%	1149	736	64.1%
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%

(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
2019/20	145	45	31.0%	1101	244	22.2%
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%

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

5.4 Over half of care experienced pupils in Glasgow achieved 1 or more award at SCQF Level 5 by the end of S5 in 2023/24, an improvement over five years. Glasgow's care experienced population outperforms the national care experienced population at this measure (table 7). The five-year trend also shows more care experienced pupils in Glasgow are gaining 3 or more awards at SCQF Level 5 by the end of S5.

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)
2019/20	83.0	47.0	43.8	69.5	30.1	26.9
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	84.6	52.8	50.3	71.7	38.0	33.4

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

5.5 There has been an increase in the percentage of care experienced pupils achieving 1 or more award at SCQF Level 6 by the end of S6 and Glasgow pupils perform better than the national care experienced population (table 8). There has been an overall decrease in the percentage of care experienced pupils in Glasgow gaining 3 or more awards at SCQF Level 6 by the end of S6 over five 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)
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
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	66.4	28.5	25.5	49.0	10.6	12.2

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

Leavers Attainment

- 5.6 Over 60% of care experienced pupils left school with 1 or more awards at SCQF Level 5 in 2023 a clear improvement over five years (table 9). There has also been an increase over the same period at level 6 and Glasgow’s care experienced leavers outperform the national care experienced population at both levels 5 and 6.

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)
2019	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	48.0	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

(Source: Insight – Breadth and Depth Leavers)

Destinations

- 5.7 As illustrated below in Table 10 the proportion of care experienced children entering positive destinations is similar to the general population. The percentage of care experienced pupils entering positive destinations has increased over the last five years and Glasgow's care experienced children outperform the national cohort in this measure.

Table 10: Percentage of School Leavers in a Positive Destination

	% of school leavers in a positive destination			
	Total Population (Glasgow)	School Care experienced Pupils (Glasgow)	Care experienced Pupils (Glasgow)	Care experienced Pupils (National)
2019	94.6		89.7	82.4
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	87.9

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

Attendance and Exclusions

- 5.8 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 primary school attendance levels for both all pupils and care experienced pupils are consistently high however this has dipped post COVID-19.

Table 11: Primary school attendance rates

	% Attendance – Primary		
	Total Population (Glasgow)	School Care experienced Pupils (Glasgow)	Care experienced Pupils (Glasgow)
2019/20	93.2		90.4
2020/21	93.0		91.6
2021/22	90.5		88.9
2022/23	90.1		89.3
2023/24	90.4		88.2

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

- 5.9 Secondary school attendance levels within the care experienced population and the general population have also dipped post COVID-19 (Table 12). There is a wider attendance gap between care experienced secondary pupils and their peers than at the primary school stage.

Table 12: Secondary school attendance rates

	% Attendance – Secondary		
	Total Population (Glasgow)	School	Care experienced Pupils (Glasgow)
2019/20	90.1		82.8
2020/21	91.7		87.6
2021/22	87.8		82.3
2022/23	87.5		81.9
2023/24	87.1		78.1

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

5.10 The rate of exclusions among care experienced children remains higher than in the general school population. However as with the general population, care experienced primary pupils are showing a decline in the rate of exclusions over five years although an increase was witnessed between 2022/23 and 2023/24 (Table 13). It should be noted that exclusions may be attributed to a relatively small number of pupils.

Table 13: Primary school exclusion rates

	Primary exclusion rates (rates per 1000 pupils)		
	Total Population (Glasgow)	School	Care experienced Pupils (Glasgow)
2019/20	3.2		20.0
2020/21	1.9		12.3
2021/22	1.8		16.7
2022/23	1.9		8.2
2023/24	3.0		15.7

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

5.11 Exclusions for care experienced secondary pupils has decreased slightly in 2023/24. It should be noted that exclusions may be attributed to a relatively small number of pupils (Table 14).

Table 14: Secondary school exclusion rates

Secondary exclusion rates (rates per 1000 pupils)			
	Total Population (Glasgow)	School Pupils (Glasgow)	Care experienced Pupils (Glasgow)
2019/20	15.5		76.2
2020/21	11.2		52.9
2021/22	15.2		64.0
2022/23	16.9		83.9
2023/24	15.4		82.0

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

6 Recommendations

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

Appendix

CARE EXPERIENCED LEARNER (CEL) CASE STUDIES

A Care Experienced Learners Tuition

Glasgow Virtual School offers the opportunity for additional tuition for Care Experienced Learners. The CEL Tuition Fund Request Form is completed by the child/young person's school with social work agreement. This can be for 1 or 2 hours per week and can be delivered online or in person. Preferably a teacher from the learner's school will provide the tutoring as the young person already has a relationship with them. If this is not possible, a teacher from another local authority school can offer tuition or a tutor from our GVS Glasgow Teacher pool can support. Tutors must be GTCS registered and employed in a local authority school. Often Social Workers and Residential Children's House Workers will refer CELs directly to GVS to apply for tuition.

Aims

Care Experienced young people are identified by their school, social worker or Children's House indicating that they would benefit from additional tuition being offered. CEL tuition aims to support confidence, progress and attainment.

Actions

- Most tuition is delivered on an individual basis
- Glasgow City Council Teaching staff were asked to volunteer and submit their name to a list of potential tutors for CELs
- This session the CEL Tutor Bank has 53 tutors on the list - 35 Primary Teachers and 18 Secondary Teachers
- Some tutors from last session 22/23 have continued working with their pupils
- When contacted, many teachers were already engaged in delivering additional support to pupils within their own school and were therefore unavailable to offer additional after school tuition. Travel issues across the city after school and requests for face to face tuition were also recognised
- One tutor has kindly been delivering tuition in a Children's House on Saturday mornings
- Primary tuition has the best outcomes if delivered by a class teacher from the young person's own school. They already know the teacher and engage better individually with a familiar person
- All Primary requests are for face to face tuition

Outcomes

- Improvement in engagement with learning
- Improvement in literacy and numeracy skills
- CELs better prepared for SQA exams/assessments
- SQA qualifications gained

Currently

- 126 CELS are receiving tuition, either for 1 or 2 hours per week
- North - 12 Secondary and 14 Primary schools deliver tuition
- South – 9 Secondary and 12 Primary schools deliver tuition
- 1 Primary school has 10 CELs receiving tuition, while another 2 Primaries offer tuition to 8 pupils and another school to 7 pupils. This is all delivered by the CELs own class teacher after school
- 3 Unaccompanied Asylum Seeking Children (UASC) have benefited from tuition
- 10 CELs looked after by Glasgow City Council in neighbouring local authorities have accessed CEL Tuition
- 9 CELs within Glasgow Children's Houses have accessed CEL Tuition
- 4 Children's House residents are now attending Further Education College to complete SQA qualifications and have continued to benefit from tuition.
- Feedback from all partners is very positive. A positive impact on the CELs learning and attainment is reported by schools, tutors, parents/carers.
- Young people appreciated the individual time given to them by their tutor to help support their learning. CELs were willing to stay behind in school for additional tuition or meet with tutor in Children's House after school.

Impact

Stakeholder Response to the Programme:

Pupil

"It has been really helpful getting extra 1:1 support with tutor.

Parent/Carer

"K currently receives extra tuition at school which she is doing really well with"

"X passed her Higher English, she is very pleased therefore she will not need an English tutor this term, we will be in touch if she requires help in other areas"

"Last term M had an English tutor and M did well on his Nat 5 he got a B. Mrs E has advised that she can tutor him this term for Higher English"

"E got an amazing report at parent's night. She spoke very highly of you and the work - thanks so much for your help & support"

Staff/Tutor

"My pupil discussed his preferred learning method - videos and worked examples. We have used this approach with some success"

"L is a very pleasant student who is always very willing to learn and make progress"

"X gained a high score in class assessment"

"I have witnessed X grow in confidence and ability as she has increased her time at school and engaged with the 1-1 sessions"

"I delivered the looked after children tutoring which I found very rewarding"

B Children's House Teacher Support

Aims

Two teachers through GVS's Interrupted Learner Service work directly with young people across our nineteen Children's Houses. The young people are struggling to attend school or complete national qualifications. The focus has been on S4 pupils to ensure qualifications are achieved in literacy and numeracy.

The teachers first aim is to build trusting relationships to ensure learners feel safe to engage in learning. The teaching takes place in the Children's own house at regular times during the week. The teaching support also aims to increase the learner's confidence in learning and self-esteem in order to improve motivation and self-efficacy.

Actions

Thirty-one pupils have been supported so far, this academic year. Support has been successful at targeting nine S4 pupils to attain national qualifications in literacy and numeracy.

Sector	Number of Pupils	S4-S6
Secondary	27	16
Primary	4	
Total	31	

Analysis of Children's House Teaching

- 48% of pupils are referred for support due to attendance concerns
- 38% of pupils are referred for support due to dysregulated behaviour
- 14% of pupils are referred for support due to anxiety
- 12% of pupils are in Primary School
- 37% of pupils are in S1-S3
- 51% of pupils are in S4-S6

Outcomes

Attendance and engagement have been excellent. The majority of S4 pupils are on track to gain their National 3 and/or National 4 qualifications in literacy and numeracy. In addition, we have supported a number of pupils who had left school to reengage with learning and gain qualifications. Our teachers have also supported the young people alongside their schools to help promote a positive post school destination.

- 90% of pupils referred engage regularly with their teacher in learning
- The majority of S4 pupils are on track to gain Nat3/Nat 4 qualifications in literacy and numeracy
- Two pupils have applied for College
- Two pupils are being supported as part of their P7-S1 transition to secondary

Stakeholder Response to the Children's House Teachers:

Pupil Comments

"I like the teacher coming to the House, she is kind. She has helped me with my schoolwork and also helped other kids in the House to learn so we don't feel different".

Parent/Carer Comments

"I can't believe the difference in our young person. They went from not getting out their bed or leaving their room to asking when the teacher was coming in. They have now applied for a college place, thank you."

Children's House Teacher Comments

"I have really enjoyed working alongside a number of young people in one House and seeing them develop and achieve."

School Comments

"Our pupil is now back full time at school and has applied for college. He would never have got to this point without the dedication and support they got from the Children's House teacher."

C Outdoor Resource Centre and Blairvadach Outdoor Education Centre

Aims

Our ongoing 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-engage them back into a positive learning environment. As a result of taking part pupils have also developed their resilience, self-efficacy and social and emotional skills which have been transferred back into the learning environment to improve outcomes. Support is particularly successful when P7 pupils are transitioning to secondary. Places are available for care experienced learners across the city from P4-S6. Blairvadach works mainly with Primary and S1 pupils, ORC works primarily with Secondary pupils.

Actions

Five Outdoor Instructors are funded and employed through the Outdoor Resource Centre (ORC) and two from Blairvadach Outdoor Education Centre – CEL City Based Team. The ORC Manager meets monthly with one of our ALOs to allocate education-based referrals and discuss progress and engagement of those already participating in the programme.

The Blairvadach Team meet weekly to update the Area Lead Officer. This includes both instructors, Blairvadach Centre Manager and Operations Manager for Outdoor Education (City Programmes) which includes Care Experience. Both ORC and Blairvadach Management and Instructors are in regular contact with ALO with updates or queries.

Young people are offered a full day activity programme over a 10-week block which includes, hill walking, biking, climbing, canoeing and kayaking. ORC support is reviewed every six weeks and continued if beneficial to the young person's educational plan. Blairvadach is reviewed and updated weekly.

Demand is high for outdoor activity support, as a result, there is a current waiting list of 15 learners for both programmes.

Glasgow Virtual School set up a Glasgow Forest School programme for primary aged children in April 2023. Names from the Blairvadach waiting list were then offered a place at Forest School. This ensured better equity in terms of allocation of places for the young people.

We were also able to offer Blairvadach to more young people by offering 2 young people with 1 instructor. Two sets of twins went out on activities together, and two boys resident in the same Children's House attended together. The 8 Blairvadach places available weekly were therefore accessed by 11 young people.

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 pupils involved has been established following support.

- The majority of young people who took part in the 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 that the majority of young people displayed excellent behaviour, improved wellbeing and very good attendance and engagement throughout the activities
- One young person was unable to sustain his place with Blairvadach. He was subsequently transferred to the ORC Team where he is able to access activities while accompanied by a support worker along with the instructor
- 12 young people were offered ORC but declined to engage
- 1 young person was offered Blairvadach but declined to engage
- Only 5 female young people participated
- Blairvadach Qualifications achieved include:
 - 3 x John Muir award
 - 4 x national navigation award scheme (NNAS) outdoor discovery award 1 star
 - 2 x national navigation award scheme (NNAS) outdoor discovery award 2 star
 - 5 x national indoor climbing award scheme (NICAS) level 1
 - 7 x paddle start award
 - 6 x Go MTB level 1 award
 - 3 x Go MTB level 2 award
- ORC: 1 young person has completed a NICAS climbing wall award.

- ORC do not use formal qualifications to demonstrate success as it can cause significant stress for young people.

Sector	Blairvadach Pupils	ORC Pupils
Secondary	5	24
Primary	13	1
Total 23-24	18	25

Stakeholder Response to the Outdoor Activity Programme:

Pupil Comments

"I enjoyed working in a team and learned how to control my emotions better"

"I can better manage my time"

"My listening skills have improved"

"Best thing was making new friends"

"I enjoyed taking part in new sports"

Outdoor Instructor Comments

"My young person is encouraged to self evaluate the obstacles and jumps he is completing on a mountain bike to ensure his own safety. We will look at video feedback on activity, review and practice to improve performance."

School Comments

"Pupil M is doing so well, we are very proud of him."

"Pupil K is loving working in the small group environments on areas of interest for him, the support is great."

"I would like to thank Blairvadach Instructor for excellent support for Pupil M."

"It would be fantastic for Blairvadach to continue to work with Pupil M."

"DHT at Secondary school – best day at work ever supporting Pupil L kayaking with Blairvadach." "She has not really engaged with many other supports. Blairvadach was a success."

Parent/Carer Comments

"When he was shown the photos from the activity, he was delighted."

"I have not seen him smile like that in a long while."

"Blairvadach Instructor was so good with C. They formed a real bond and C found him really supportive and encouraging. He learned a lot about nature too which was out with the program criteria. He has been a great male role model for C."

"Blairvadach Instructor has been a great support for K. K is a very determined girl and he has been able to push her to beyond her own perceived capabilities through his coaching style."

"K enjoys all learning and was keen to know how to do things like reading maps and compasses."

"She enjoyed the sports tasks, canoeing and climbing especially."

"Best part of programme was Cycling and spending 1:1 time with instructor."

"It was a good experience for him to have."

"E enjoys her time with Blairvadach Instructor, especially Water activities"

“W thoroughly enjoys his time outdoors and is learning invaluable skills which he will continue to thrive on. W loves a challenge and was very proud of himself achieving his first Climbing Certificate.”

“This has been good for K to get out and interact with others as school hasn’t been a positive time for him recently. K enjoys all aspects of being outdoors and taking part in new tasks. He prefers to be hands on doing physical activities.”

D Forest School

Aims

The Forest School project’s aim is to provide children and young people from care experienced backgrounds with positive and nurturing outdoor learning experiences.

The benefits of taking learning outdoors are widely acknowledged, and the impact of outdoor learning on young people’s wellbeing, attainment and attendance is significant. 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. Staff have a range of activities ready for young people, taking their lead from the children. Our teaching staff are sensitive to the varying needs of our young foresters, differentiating their interactions well to meet the wide range of learning needs.

Actions

The intervention has been running since March 2023, and has grown from one pilot group to three established groups. We have two P4-S1 groups, and one P1-3 group. S1 pupils who attend are those who were with us over their Primary 7 year, to support them with the adjustments they face as they start secondary school. The P1-3 group is very well attended, with each young person being supported by a 1:1 person from their school to ensure their safety and to meet each young person’s needs. Some young people from the P4-S1 groups also have a Support for Learning Worker with them, depending on their circumstances. Young people can remain in the group for several months, with no set limits on the placement; we are guided by the team around the child on when to move on from Forest School.

We have a camp in the woods at Hogganfield Loch, allowing opportunities to learn about plant and pond life, as well as bushcraft skills. Each session is two hours long, which is enough time for young people to enjoy the experience regardless of the weather. Our trained Forest School teaching staff run activities which allow our young foresters to develop new skills, build relationships, and improve their confidence and self-esteem. Interactions with our young foresters are sensitive and warm to support young people well in their learning. Staff consider their activities carefully, for example:



Forest School staff also arranged an Easter project this year, with sessions running throughout the first holiday week for young people and parents/carers. This was especially appreciated by managers in school who were worried about checking in on their young people over the break.

Training

The Forest School teaching staff are WALT Trained (Woodland Activity Leader Training), having completed the practical and theory stages of the course before the programme launched. Staff are familiar with the Scottish Outdoor Access Code and all members of staff are Outdoor First Aid trained. In June, ten more staff completed the WALT training to allow for more groups to run, and for back-filling of staff where needed.

We are planning to offer support to Learning Communities across the city, by arranging shadowing opportunities for staff, and guiding school leaders on training and strategy to launch their own Forest School initiatives. A more local approach will have many benefits, enabling more learners to engage with outdoor learning experiences, and building the capacity of staff within Learning Communities.

Our teaching staff feel privileged to be immersed in our Forest School programme, and one has made it the focus of their Practitioner Enquiry and has recently gained GTCS Professional Recognition in learning for Sustainability (Outdoor Education). They are gaining further feedback from stakeholders and participants and their findings will be used to advise us on our next steps and areas to consider when planning in the future.

Outcomes

When discussing outcomes with participating teaching staff, one commented:

“I think it would be worth noting that all the young people who attend with me are on two staff to one child ratio in their own settings, with a noted risk of consistent and persistent aggression/violence. There is little/no evidence of this at Forest School; this clearly illustrates that relationships, developing mutual trust and understanding play development, and the forest school staff ability to tune into the child’s interests responsively is working.”

Some young people who attend Forest School view their session as the highlight of their week – they look forward to it and speak highly of their experience to school staff and home. One young person who is facing significant challenges at home and is really struggling with school said this week: “I can’t wait to see my friends.” This is massive for this young person, as they have not been able to make any friends in school. They have exhibited no threatening or intimidating behaviours at Forest School, and despite having only attended for four weeks, they are already learning about how to make connections with their peers and this affects their motivation and wellbeing throughout their whole week.

One infant participant was a bit worried about going. A previous participant (now P7) from the same school, spent time talking to her and showing her the project she made on Book Creator around her Forest School experience. The little one is now attending - she has attended eleven weeks consistently – and is really enjoying her sessions.

The infant engagement has been excellent - very few absences: two were because of a taxi issue and school thought it was off when it was on (11 sessions so far). There has only been one occurrence where a child did not want to come; they have attended every session since. The escorts have been keen to chat about how their young charges are so keen to attend each week.

The Wednesday groups average out to 90% attendance for current attendees. Young people who were not attending at school have consistently attended Forest School.

The age range and number of children involved in the programme so far is shown below:

Sector	Number of Pupils
P1	5
P2	4
P3	1
P4	2
P5	10
P6	10
P7	7
S1	2
Total	41

Attendance at the sessions has been good and is improving. Initial non-attendance was addressed with visits to young people from Forest School staff and working with social workers to ease transport issues.

Please see Journal Article on GVS Forest School Published in the Autumn 2024 issue of the Scottish Journal of Residential Child Care:

<https://www.celcis.org/knowledge-bank/search-bank/journal/scottish-journal-residential-child-care-vol-23-no-2>

Stakeholder Response to the Programme

We seek frequent feedback from our participants and wider teams.

Some feedback from our young foresters:

"It's brilliant! I love learning outside. It is good to have a go at things I wouldn't get to do in school. I like lighting the fires. I think _____ and I trust each other more and we have a laugh."

"If I am worried I know to ask for help and where to get help"

"I am feeling happier"

"My listening skills have improved"

"They enjoyed making new friends"

"Learning new skills outwith the classroom environment"

"It is genuinely brilliant doing different things each time. I love the marshmallows and lighting the fires. I can't wait for the water sports. I want to do it again!"

Feedback from school:

"Since _____ started forest school, we have seen an improvement in mood and enthusiasm for coming into school in the mornings. This was a big struggle previously, and we are noticing a smoother transition into school, with _____ appearing excited/looking forward to the school day."

"Within the Nurture room, _____ has been engaging more with the other children. Previously he would play/do activities on his own, following his own agenda/interests. Now he is beginning to invite others to play with him or joining in playing with others."

"He is joining in more with the daily group activities/programme."

"Overall he seems happier and mum reports that he looks forward to coming to school in the mornings."

Feedback from a Head Teacher on their young person's experience at Forest School:

"Fantastic experience for _____ as he feels successful which has definitely boosted his confidence and willingness to have a go."

Teacher feedback:

"We have noticed a big difference in _____'s confidence levels."

"She counts down the days to return to Forest School."

E SmartStems**Aim**

GVS received numerous referrals for an intervention which involved STEM activities. A number of pupils, in particular primary school and ASN children, expressed an interest in STEM career areas. SmartStems are currently working in partnership with Glasgow City Council to offer all schools both primary and secondary sessions on STEM so were approached to ask if they could offer a bespoke programme for our pupils.

Actions

SmartStem in partnership with GVS delivered a 6-week programme designed to excite and inspire young people to develop fundamental digital skills in a fun and engaging manner. The programme was aimed at pupils who were care experienced in P6-S1, and were disengaged or disengaging from learning. The programme allowed pupils to increase their aspirations and ambitions within the digital/tech industries.

The 6-week programme:

- provided the pupils with opportunities to explore a variety of STEM topics through hands-on activities, highlighting various positive destinations within STEM careers
- gave pupils the opportunity to develop their transferrable skill set
- increased school attendance
- broke down the barriers the pupils had when thinking about STEM and challenged any preconceived stereotypes

Eight pupils were given the opportunity to participate. There was a mixed knowledge-base within the group and after the first session the decision was made to split the session based on the pupils level of knowledge and allowed for the pupils who required more 1 to 1 support to receive it.

Number of young people	Area (N/S)	Stage
1	North East	S1
2	North East	P6
1	North West	S1
2	North West	P6
1	North West	S1
1	South	P5

Each week pupils gained hands on experience with digital technology by completing different tasks and challenges, including coding using Marty the Robot, creating paper keyboards with Raspberry Pi's, and programming digital selfies.

Outcomes:

As well as learning digital technology skills the pupils learned about working in a team, communication. problem solving and critical thinking. The programme managed to break down barriers some pupils had when thinking about STEM and challenge any preconceived stereotypes. This allowed them to develop aspirations around future pathways. During the summer the group were invited to JP Morgan headquarters in Glasgow to experience the numerous STEM career opportunities available in a multi-national finance company. Again, they were given challenges to complete, opportunities to speak to various members of staff and hear their journey to the careers they are currently in. The programme is now being rolled out in another area of the city.

100% of pupils said they learned something new

89% engagement over 6 weeks

55% of pupil said they had a plan for the future

77% of pupils said they felt more confident in knowing what STEM meant

50% improved attendance

8 pupils completed the programme and were awarded a certificate of achievement in SmartStem Digital Skills

Stakeholder Response to the Programme:

School Staff

“When X was asked about the programme they said that they enjoyed it and had learned to make a tower, did coding and learned about Marty the Robot and had also made a new friend.”

Parent/Carer

“Absolutely fantastic course with kind, friendly staff who all have a noticeable enjoyment for what they do. The children were encouraged to ask questions and make suggestions and made to feel welcomed and that staff were interested in their opinions”

Pupils

“Made new friends, learned something new, had fun, feel happier.”

F Coaching Resilience Programme

Aim

Glasgow Virtual School in partnership with Glasgow Sport Football Development Officers and Easterhouse Sports Centre were looking to offer a bespoke football programme to encourage our Care Experienced Primary Learners to develop soft skills for life.

Using football drills and games the programme encouraged the development of:

Teamwork and Cooperation – Football is a team sport that highlights the importance of working together towards the same goal. Children learn to communicate, trust their teammates, and understand the importance of joint effort. These skills not only benefit them on the pitch but also in various aspects of their lives.

Resilience and Perseverance – Football, like life, is full of ups and downs. From missed goals, to losing a match, pupils will learn to face challenges with resilience and perseverance. These experiences teach them that setbacks are not failures but instead, opportunities to grow.

Communication – Football can provide valuable lessons that will benefit pupils not only on the pitch and at home but on their journey through education. Pupils can develop their overall communication skills to focus, listen and learn from coaches. All beneficial both on and off the pitch.

Healthy Lifestyle Choices – Football sessions not only improve a child’s football skills but also encourage them to be active and enjoy a healthy lifestyle. An active body can significantly contribute to a healthy mind, helping their overall confidence and self-esteem.

Building Self Confidence – Whether it’s mastering a new skill or scoring a goal, each accomplishment contributes to a child’s belief in their abilities, in turn, building their

character. The encouragement given by staff created a space where children felt empowered, equipping them with a strong sense of self confidence that extends beyond the pitch into their school and home life.

Actions

GVS received numerous referrals for an intervention for primary age children. Forest school was at capacity and the other interventions were not suitable due to the age of pupils being referred. Discussions took place with Glasgow Life and Easterhouse Sports Centre around a programme suitable for pupils from P1 to P7. All staff involved had experience of working and developing soft skills in children via sport and were all committed to ensuring all participants achieved positive outcomes to meet their needs. They had already piloted a similar programme in local schools and offered to adapt the programme to meet the requirements of our pupils. All pupils would be meeting for the first time so it was expected that they may struggle socially however, the programme was created taking this into consideration. Additionally, we were able to offer work experience to a Care Experienced Learner from a local secondary school who hopes to pursue a career in coaching and also 2 EVIP pupils who required experience for an upcoming apprenticeship opportunity.

12 primary pupils were given the opportunity to participate in the programme and 3 secondary pupils given the opportunity to gain valuable work experience.

The groups were split into P1-P3 and P4-P7. This allowed the opportunity for more 1 to 1 support when required. The groups were given the responsibility to design the programme. The coaches created games which incorporated numeracy and literacy which all the pupils participated in, each pupil was given a different role each week including setting up the gym hall, giving out the water and snacks and being captain of the teams.

Outcomes

Although this was a short intervention there were many positive gains.

The 2 pupils from EVIP secured full time apprenticeships with Coach Core. The secondary pupil gained his SQA Work Placement unit as well as developing his confidence and leadership skills. The primary school pupils made new friendships, 50% of pupils participated in a team activity which previously they would have struggled with in school and grew in confidence. Their ability to follow instructions and show each other respect over the 5 weeks also improved. 100% of participants stated they felt healthier, that they had enjoyed learning something new and felt happier.

Stakeholder Response to the Programme:

Coaching Resilience Staff

“Really enjoyed being part of this pilot programme, good opportunities for primary and secondary pupils to learn together. To see the development of skills from the pupils and see them take ownership and leadership opportunities was great.”

School Staff

“The team from the sports centre involved were amazing. They were fantastic with the children, flexible in their thinking, built positive relationships with them and responded to their needs. This has been a great opportunity for our pupils and it would be great to see similar projects rolled out in different areas of the city”.

Pupils

“Made new friends, feeling healthier, feeling more confident, want to attend again in new term, feel happier.”

G Moving Up Programme

Aims

CLD partners play a significant part in raising attainment and providing opportunities for young people to thrive and in partnership with GVS, Glasgow Life Youth and Community Development Team offered a bespoke transition programme for current S1 care experienced learners who had been identified as requiring some additional support to ensure they have a positive learning experience in S1 and that their transition into S2 was supported. Their attendance and engagement in school and learning was being impacted due to them struggling with finding their place within secondary school and all had little or no self-confidence and poor resilience.

Actions

A programme was designed that would incorporate a mix of traditional youth work activities, sports, team building games and issue-based workshops including resilience, positive masculinity, relationships, communication, confidence/self-esteem and bullying. The programme also included activities to meet the needs and interests of the identified young people. We were able to secure a member of staff qualified in mountain biking and outdoor education as well as being given access to a bespoke youth wing within a local centre. This allowed the group being able to take part in sports, groupwork, access to ICT, as well as many other activities. It also allowed the group to take ownership of the area during the weeks they were attending so created their own wall art and lay out that suited their needs.

Outcomes

A lot of positives came from this intervention with the addition of a sustainable programme moving forward:

- 75% improved attendance
- 87.5% attendance
- 100% Overall positive programme score from school staff

The impact of this pilot has resulted in GVS being in a position now to offer this intervention to all North East schools allowing for a minimum of 30 pupils to be involved. There will be 2 tranches - one from September to December and another from January to April. There is also the opportunity to access other Glasgow Life

services eg museums, sport centres who will provide a bespoke activity to our learners.

Stakeholder Response to the Programme:

Moving Up Staff

“Support and encouragement from school staff has really helped make this programme a success.”

“I really hope to be part of the team in the new term working on this programme as this has been really enjoyable watching these pupils find confidence and skills they didn’t know they had”

School Staff

“Young people who attended have shown positive engagement with the programme and improved attendance on the allocated day. Longer term I believe this would allow us to build on this and improve overall school attendance out with the programme”

Pupils

“I learned new things, liked that there was an area I could go for quiet time, meeting new staff and other pupils from other schools, having someone to talk to”

H Princes Trust Team Programme

Aims

GVS and Princes Trust identified a gap in the provision for care experience learners on the transition to a positive destination, this was in relation to learners who were disengaged from school and services. The learners were unsure of their next steps, struggling with their confidence or feeling isolated. Once they were removed from the school roll they would be able to access SDS post school support but as no relationships had been formed between the pupil and the careers advisor this became a barrier. The learners also had been out of a formal education setting for so long that they had trouble concentrating and engaging in classes, forming relationship with adults as well as other pupils which became barriers to a positive future.

GVS formed a partnership between Princes Trust and City of Glasgow College in order to create a bespoke 12 week programme offering learners identified via schools and children’s houses an opportunity to participate in an accredited personal development programme with the opportunities and support to go on to achieve a positive destination.

Actions

We offered the programme to 14 pupils and had a cohort of 11 who attended. The first two weeks of the programme were based around the learners getting to know each other and the staff. The staff were going to be consistent throughout the 12 weeks to allow positive trusting relationships to develop. During this period it became apparent that most of the learners needed a more nurturing approach as some were completely overwhelmed in a learning environment which resulted in signs of distress. The staff fortunately were very experienced and offered encouragement, support and understanding meaning that most young people attended and used the experience to

reflect on why they felt that way, why they reacted that way and what they would try to do differently if they felt that way again.

The programme was created by the learners with guidance from staff to ensure the programme was fun, informative, relative to the needs identified by the learners to give them the tools required in order for them to feel confident, manage their feelings, communicate with others and improve their general wellbeing. The programme included sessions on cooking on a budget, keeping fit, mental health, arts and crafts, music as well as future career or education opportunities. Staff supported the learners to apply to college, for employment or identified further personal development opportunities.

There was a residential element to the programme and for some of the learners this was the closest they have had to a holiday. The residential was based on various outdoor activities created to develop teamwork, communication, confidence, physical exercise and mental health & wellbeing. However, for some participants being away from home was overwhelming for them and this has been considered and factored into the programme for 2024-25.

Outcomes

Attendance was the biggest hurdle to overcome for most of the learners. However, learners who hadn't attended school for over a year made a fantastic effort to come along each day.

Learners found their voice and during one session identified that they would like 1 to 1 time with staff to discuss how they were feeling and speak about any concerns they had. The group as a whole decided that an allocated 90 minute slot would be available to them one day per week. This was set up like an appointment system and overall was successful demonstrating to learners that they could follow instructions and take responsibility.

- 81% of learners achieved accreditation
- Two have successfully secured college places for August 2024
- Four have returned to complete another Princes Trust Course
- One is moving on to a volunteering opportunity
- One was offered employment
- Three pupils will continue to be offered support via Princes Trust with the offer to return to another course if and when they feel ready

Overall, the programme has given the learners opportunities to identify their interests and strengths as well as work on barriers they had in their lives. They have been provided with a wealth of information on additional supports available to them and formed positive relationships with each other as well as staff.

Stakeholder Response to the Programme

Princes Trust Staff

“All staff agreed that the pupils gaining qualifications was a highlight and that some of the pupils are now moving on to college courses and volunteering opportunities. The actual engagement of pupils will no school attendance was a massive achievement.”

Pupils

X said they were glad they participated in the programme and that they had people who would support and help them, (so much so when they moved down south during the year, they went along to Princes Trust to enrol in their similar programme).

School Staff

Y's Teacher said that all feedback she had received was positive and that attending the programme encouraged 2 pupils to attend school on Friday to complete Nat3/4 qualifications.

Parent/Carer

Z's Gran said she was glad her child was involved in the programme as she felt Z was thriving having routine and having support around her to think about the future.”

I Clay Café Programme

GVS work in partnership with Action for Children to develop a programme for Care Experienced young people from Glasgow Secondary Schools. GVS link closely with Kelvin College who support the young people through their Community Achievement Award Levels 5-7. 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 young people taking a lead role in running the Clay Community Café in Possil where they produce an amazing range of soup, toasties, homebaking as well as perfecting their barista skills. Some young people are now in their 3rd year of volunteering at the café. Prior to starting at the café, young people are linked with Action for Children and their Positive Choices programme. 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 are offered ongoing keyworker support from Action for Children and GVS to reach a positive destination in line with their ambitions and choices.

This intervention takes place in a community café in Possilpark. 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).

Aims

The programme aims to support young people and provide positive opportunities which will allow them to improve their skills and life choices. Care experienced young people are referred by their secondary school if 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

This year the programme started by running 2 days a week (Tuesday and Thursday). The Tuesday programme was delivered by Action for Children staff. Referrals from school were sent to Action for Children who then linked in with the young people on a 1:1 basis for pre-course engagement period. They linked with school staff, families/carers and the young people, either at home or in school. These new young people met on Tuesdays for 10 weeks with AfC staff at another venue in Possil and completed various tasters and courses.

- Introductions and relationship building with dedicated keyworker
- Assessment and Action Plans
- Support to overcome any barriers to engaging in groupwork
- Drug & Alcohol awareness
- Social Media awareness
- Positive relationships
- First Aid

This new group also joined the Café on Thursdays, which offered them the opportunity to develop their skills in Practical Cookery, Barista, Food Hygiene and Food Safety as well as team building. Young people had 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. The 2 days a week was a new structure but we plan to return to the original structure as the Tuesday attendance was fairly low. Therefore, for 2024-25 the new starts will begin the year with AfC for 10 weeks completing various tasters and courses, after which they will join the Clay Café.

Outcomes

Engagement

Most young people were enthusiastic about attending sessions and the majority had excellent attendance. This was a positive outcome as their school attendance was poor but they regularly attended the cafe every week. They enjoyed the range of activities on offer. Customers are 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 customers over time. GVS and AfC staff liaised 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 recurring. We also used restorative conversations to overcome situations between peers. As a reward for their participation at the cafe, young people went on a trip to Braehead Shopping Centre at Christmas to either shop and spend their tips from the cafe or participate in bowling or mini golf. Everyone had a great time.

Two young people made excellent progress onto SCQF Level 7 Community Achievement Award.

One developed his baking skills and set up a small enterprise selling 'Leo's Loaves'. This has been very successful and he has regular orders from staff and café clientele. The other is now a Barista trainer and works with new recruits showing them how to operate the machinery and create drinks.

Pastoral Support

Young people are always encouraged to speak to staff individually to discuss any concerns or issues. This could be during the day at the cafe 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 Employment Facilitator also visited their base schools. They supported them to complete the written section of their coursework towards their Community Achievement Award & SQA Customer Service Award.

Impact

The Café Manager has offered some young people paid employment during school holidays 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. This is now the 3rd year that two young people have attended the café on Thursdays and the 2nd year for several others.

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 were very shy/insecure and hid behind their hair or hoodies for weeks but slowly began to interact as they developed their relationships. Most can be sociable with not only staff and peers, but with customers, and have developed into delightful, confident young adults. They have become valued members of the cafe team.

One young person has recently left school and has now secured employment at a local takeaway shop. GVS staff visited her there and saw how confident and mature

she was in the workplace. She was also able to ask her employer to request a pay rise in line with her colleagues who she found out were being paid more for doing the same job. The employer kindly granted her request.

Young People Breakdown

School	Area (N/S)	Stage
John Paul Academy	North	S6
Hillpark Secondary	South	S5
Kings Park Secondary	South	S3 x 2, S4 x 1, S6 x1
Knightswood Secondary	South	S4
St Thomas Aquinas Secondary	South	S5

Attendance

The majority of young people had excellent/regular attendance at the café. For some, this was their main education input as they did not attend school regularly.

Qualifications

Qualification Completed	Number of young people
Level 7 Community Achievement Award	2
Level 6 Community Achievement Award	1
Level 5 Community Achievement Award	4
SQA Level 5 SQA Barista Award	7
SQA Customer Service Award	7
SQA Level 3 Wellbeing Award	4
SQA Level 3 ICT Core Skills Unit	4
Elementary Food Hygiene Certificate	2

Next session young people will also be offered the opportunity to work towards additional qualifications including:

- SQA Nat 3 Maths and English
- First Aid - Training for Emergencies in the Workplace - Federation of First Aid Training Organisations (FOFATO) which includes Recovery Position, CPR & Choking

Stakeholder Response to the Programme

Pupil

How have you benefited from this programme?

“encouraged routine and built confidence.”

“learning new skills and meeting new people.”

“new skills, help with college interview and gained experience.”

“learning, dealing with new social situations.”

“For me I have gained more skills and confidence in barista and training others. I feel like I could work in a coffee shop if I needed work. I am going to do ‘Outdoor Education’ at Glasgow Kelvin college and this experience will benefit me for the course as I will be learning how to train others in the outdoors. I now feel I have more experience and confidence working with others and this will help me in this course.”

“For me, I have learned to work with others, I have developed baking skills and started a new business idea. In the future I would like to start my own business building computers, so I have gained some skills towards this.”

What have you learned since starting this programme?

“Barista skills & helped my communication skills.”

“Barista skills, baking skills, customer service skills.”

“Barista, making different coffees, both hot and cold.”

“Baking, cooking skills & barista.”

Parent/Carer

“He loves the café and he really enjoyed his day working. Wish he could come to you full time.”

“Hopefully this will spur him on to get a wee part time job.”

(this young person subsequently was offered a paid shift at the cafe, working over the Easter holidays)

“I think it (the café) has helped a lot. His social life/skills are growing and he’s getting more confident. I know he loves working in the café. Thank you for what you have done for my son.”

School Feedback

“They might not always show it but they LOVE their Thursdays”(Pastoral Care teacher)

“He seems really proud of what he has achieved which is really nice to see” (Head of Year)

A celebration event took place in the café before the end of summer term. Young people along with their family and friends, GVS and school staff were invited to acknowledge the fantastic progress and achievements the young people have made and celebrate their success.

J Darcy’s Equine Assisted Learning Centre

Aims

The main activities at Darcy's Equine Assisted Learning Centre are to create life-changing interventions, helping to transform the lives of vulnerable young people by raising their aspirations and lived experience. By offering person centred programmes

in a safe, outdoor environment that develops emotional wellbeing and a positive sense of self, Darcy's provide opportunities to realise potential, remove barriers to learning and drive social change. The positive impact Darcy's has on the young people attending includes: Increased social skills leading to healthy relationships; developing the ability to self-manage anxiety and other diagnosis; growth in confidence and self-belief; willingness to try new experiences in new places.

Actions

Nineteen young people have been supported by Darcy's this academic year. The breakdown is as follows:

Year Group	Number of young people
P1	1
P4	2
P5	1
P6	1
P7	2
S1	7
S2	3
S5	2
Total	19

Outcomes

Feedback from children and young people has been very positive. Most young people rated the Darcy's Programme as "Excellent". All young people stated that attending Darcy's made them feel healthier and improved their confidence. For the majority of young people their attendance at school either improved or stayed the same. Young people noted that they enjoyed going to school/class now, enjoyed learning new things at Darcy's, if they were worried they knew to ask for help and where to get help, were getting better at following instructions and keeping within boundaries.

Stakeholder Response to Darcy's

School Comments

"X experiences anxiety related to his ADHD diagnosis. He has previously attended the Centre and benefitted hugely from his sessions which had an extremely positive impact on his mental health. Previous sessions with the centre really helped to boost his attitude towards himself as well as to relax him. On return to school, he was visibly calmer, more contented and more positive." (Headteacher)

Parent/Carer Comments

"More confident and better at listening. A lot more upset when unable to attend. Sleep patterns improved."

Pupil Comments

"I think the Programme is really good."

"Really cool, enjoyed working with the chickens, thoroughly enjoyed time at Darcy's."