

## Item 2

16th November 2023



**Glasgow City Council**

**Education, Skills and Early Years Policy City Committee**

**Report by Executive Director of Education Services**

**Contact: Sonja Kerr**

### 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

## **Purpose of Report**

To provide an update on:

- The work of Glasgow Virtual School.
- Education outcomes for care experienced pupils in Glasgow

### **1 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 includes support for learning provided by the Interrupted Learners Service (ILS) and Hospital Education Service (HES). GVS supports the aims of our nurturing city approach and promotes the vision, values and aims of an inclusive school.
- 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, we 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 aspirational 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 HSCP and alongside other partners to strive for the best outcomes for our 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 or in a small group setting. Our colleagues at Interrupted Learners' Service continue to have a demand for their service particularly following the pandemic.
- 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 Three Area Lead Officers work closely with staff in schools and children's houses to support children and young people within the GVS targeted groups. They work with establishment staff to ensure that schools are aware of the individual and collective needs of the targeted groups whom they are accountable for. They also link closely with colleagues in other education services, including Glasgow Educational Psychology Service (GEPS), the HSCP and Third Sector partners as well as attending meetings to provide support and advocate for children and young people.
- 1.6 With the support of funding from the CORRA Foundation, we are delighted to have appointed a Promise Participation Young Person's Support Worker who connects with care experienced young people and their families, connecting and building positive relationships with partners to ensure that the voices of children and young people with care experience tell us what we are doing well, and what we need to do better. They will support young people to be involved in designing services and making plans. They work closely with the Lead for Care Experienced Learners, an Education Psychologist and the GVS Programme Officer.

### **1.7 Establishment Support Visits**

The emphasis of establishment support visits was on The Promise education focus areas, GVS Self Evaluation Toolkit, supports and referral pathways.

#### **Secondary and ASL Schools**

Visits to Designated Managers (DMs) were undertaken by the GVS Area Lead Officers (ALOs) from October to December 2022.

The number of schools visited were:

- ASN Secondary Schools – 10
- Mainstream Secondary Schools – 29

#### **Primary Schools**

Area Lead Officers organised training within local communities for 131 Primary Schools across the city from February – May 2023.

### **1.8 Training**

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

## Training for Establishment Staff and Partners

Number of Training Sessions	Number of Attendees
37	1,207

- 1.9 The Care Experience Fund has been used to fund a range of initiatives aimed at linking young people into a range of education, training and employment opportunities. GVS aspire to improve the outcomes of care experienced young people and much of their focus has been on partnerships, initiatives and services to support the attendance and educational attainment of our care experienced children and young people.
- 1.10 Education and HSCP staff submit referrals to GVS for specific requests of support and advice. Referrers were invited to attend multi-agency consultations where the needs of a young person are discussed to enable the Team to identify where support is required most in order to direct funding, interventions and training accordingly. Interventions for young people are tailored to their needs and circumstances and include tutoring, digital support, emotional health and wellbeing support and flexible curriculum pathways.
- 1.11 GVS work in partnership with a wide variety of partners including the Volunteer Tutor Organisation (VTO), Outdoor Resource Centre (ORC), MCR Pathways, Glasgow Life, Bluevale Community Club, Glenburn Centre, Action for Children and Skills Development Scotland (SDS) to enable support such as tutoring, mentoring, enhanced learning opportunities, outdoor learning, counselling and transition support to try to improve wellbeing, attendance, attainment and improved positive destinations. Please see Appendix for case studies.
- 1.12 **“Relationships – Above and Beyond” Care Experienced Conference**

On 22 February 2023, Glasgow Virtual School welcomed 277 delegates to their “Relationships – Above and Beyond” Care Experienced Conference. The Conference allowed delegates to meet partners, take part in interactive sessions based around The Promise sharing good practice and discussing next steps within local community settings.

**Staff were asked: “What will you do differently as a result of taking part in the Promise activities?”**

### **Staff Development:**

- *“I think it would be important to bring this message back to the staff at my school ensuring that they are aware of the Promise. I also feel the activities really reminded me why I became a teacher and that so much of what we do is based upon a strong foundation of relationships.”*
- *“Lots of action points and takeaways from the sessions. Myself as DM and our pastoral lead are building systems of supports for our CE learners. Also looking to work with other DMs across the NW area to share ideas and practice.”*

### **Relationships:**

- *“I found it inspiring and it made me re focus on what is really important.”*
- *“Hearing from young people how important relationships have been for them to thrive.”*
- *“It was an outstanding event and I am honestly so grateful I get to work with such informed and passionate colleagues such as the GVS staff, and grateful to work in an authority who places the needs of our Care Experienced Learners at the forefront.”*

It was uplifting to hear such honesty from our young people. We have now collated the reflections and responses from our young people and adults and will weave this into our joint improvement planning working collaboratively to take the activity findings and reflections forward. This has included the introduction of a multi-agency Promise Education Steering Group.

## **2 Care Experienced Learner Outcomes**

### **Key Findings:**

- A higher proportion of care experienced young people in Glasgow stay on at school to achieve qualifications as compared to the national figures.
- Education outcomes for care experienced pupils in Glasgow have improved in many areas over the last five years. They continue to perform less well than their peers.
- Trend analysis shows increasing numbers of care experienced pupils moving on to positive destinations.

## Introduction

2.1 This report considers the educational attainment of care experienced children<sup>1</sup> who were attending a Glasgow City Council school in 2022/23. 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 Virtual School.

## Background

2.2 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.

2.3 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.

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

2.5 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.

---

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

<sup>2</sup> Children looked after on 31 July 2021 (published April 2023) <https://www.gov.scot/publications/childrens-social-work-statistics-scotland-2021-22/pages/looked-after-children/>

<sup>3</sup> National Records of Scotland Mid-2021 population estimates (published July 2022)

### 3 Outcomes

#### Literacy and Numeracy

- 3.1 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, almost doubling at level 5, and nearly matching the national care experienced population (table 1). The proportion of care experienced pupils attaining at SCQF level 4 by the end of S6 has increased over the same period, consistently over half of pupils, however a slight decrease is witnessed at level 5 (table 2).

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)
2018/19	82.2	51.4	52.8	53.3	13.0	17.3
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

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

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)
2018/19	85.1	51.0	52.2	61.5	23.8	17.6
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

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

#### Breadth and Depth

- 3.2 In order to achieve good quality qualifications pupils need to be in school and stay 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 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
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%
2021/22	193	141	73.1%	1156	789	68.3%
2022/23	154	123	79.9%	1052	721	68.5%

(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
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%
2021/22	171	69	40.4%	1221	342	28.0%
2022/23	190	59	31.1%	1146	314	27.4%

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

- 3.3 Nearly 60% of care experienced pupils in Glasgow achieved 1 or more award at SCQF Level 5 by the end of S5 in 2022/23 a clear improvement over five years. Glasgow's care experienced population outperforms the national population at this measure (table 5). The five-year trend indicates more care experienced pupils in Glasgow are gaining 3 or more awards at SCQF Level 5 by the end of S5 over the same period.

Table 5: 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)
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	49.4	71.1	38.5	32.9
2021/22	83.8	50.8	49.3	69.7	29.0	31.0
2022/23	85.2	59.1	55.0	71.7	31.8	32.6

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



- 3.4 There has been a slight decrease in the percentage of care experienced pupils achieving 1 or more award at SCQF Level 6 by the end of S6 although Glasgow pupils perform better than the national care experienced population (table 6). There has been an overall increase 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 6: 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)
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
2021/22	65.8	30.4	24.7	48.1	16.4	13.4
2022/23	64.0	27.4	24.9	46.9	12.1	12.6

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

### Leavers Attainment

- 3.5 Nearly two thirds of care experienced pupils left school with 1 or more award at SCQF Level 5 in 2022 a clear improvement over five years (table 7). There has been a slight dip over the same period at level 6 however an increase since last year. Furthermore, Glasgow care experienced leavers outperform the national care experienced population at both levels 5 and 6.

Table 7: 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)
2018	85.6	56.8	47.6	64.4	33.8	20.2
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

(Source: Insight – Breadth and Depth Leavers)

### Positive Destinations

- 3.6 As illustrated below in Table 8 the proportion of care experienced young people entering positive destinations is almost the same as the general population. The percentage of care experienced pupils entering positive destinations has markedly increased over the last five years and Glasgow's care experienced young people outperform the national cohort at this measure.

Table 8: 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)
2018	92.3	82.0	80.4
2029	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

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

### Attendance and Exclusions

3.7 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 9 primary school attendance levels have increased over the past year. For all pupils and care experienced pupils attendance rates are consistently high however this has dipped post COVID-19.

Table 9: Primary school attendance rates

	% Attendance – Primary		
	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)	Care experienced Pupils (National)
2018/19	93.3	91.3	92.4
2019/20	93.2	90.4	Not published
2020/21	93.0	91.6	91.9
2021/22	90.5	88.9	Not published
2022/23	90.1	89.3	Not published

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

3.8 Secondary school attendance levels within the care experienced population and the general population have also dipped post COVID-19 (Table 10). There is a wider attendance gap between care experienced secondary pupils and their peers than at the primary school stage.

Table 10: Secondary school attendance rates

	% Attendance – Secondary		
	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)	Care experienced Pupils (National)
2018/19	90.6	84.7	81.1
2019/20	90.1	82.8	Not published
2020/21	91.7	87.6	83.4
2021/22	87.8	82.3	Not published
2022/23	87.5	81.9	Not published

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

3.9 In accordance with the general population, care experienced primary pupils are showing a steep decline in the rate of exclusions over five years (Table 11). The rate of exclusions among care experienced children remains higher than in the general school population.

Table 11: Primary school exclusion rates

	Primary exclusion rates (rates per 1000 pupils)		
	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)	Care experienced Pupils (National)
2018/19	4.7	43.8	55.6
2019/20	3.2	20.0	Not published
2020/21	1.9	12.3	20.3
2021/22	1.8	16.7	Not published
2022/23	1.9	8.2	Not published

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

3.10 The rate of pupils excluded is greater in secondary schools compared with primary schools for both care experienced young people and the general population. Over the past 5 years exclusion rates of secondary pupils have decreased (Table 12).

Table 12: Secondary school exclusion rates

	Secondary exclusion rates (rates per 1000 pupils)		
	Total School Population (Glasgow)	Care experienced Pupils (Glasgow)	Care experienced Pupils (National)
2018/19	24.6	96.3	230.3
2019/20	15.5	76.2	Not published
2020/21	11.2	52.9	122.2
2021/22	15.2	64.0	Not published
2022/23	16.9	83.9	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 attaining more qualifications and 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 make a valuable contribution to supporting improved outcomes for children and young people.

## 5 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.

## **6 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.

## **Appendix**

### **CARE EXPERIENCED LEARNER (CEL) CASE STUDIES**

---

#### **Care Experienced Learners' Tuition**

GVS offers a tuition programme for Care Experienced Learners. The CEL Tuition Fund Request Form is completed by the child/young person's school or social worker. 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 available, a teacher from another local authority school can offer tuition. GVS has established a bank of teachers over the past year. To date the CEL Tutor Bank has 148 tutors - 82 Primary Teachers and 66 Secondary Teachers. 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**

Schools, social workers or Children's Houses identify care experienced young people who would benefit from additional tuition.

CEL tuition aims to ensure all learners are engaged in an appropriate learning pathway by supporting the continuity of learning in order to improve confidence, engagement, achievement and attainment.

#### **Actions**

Most tuition is delivered on an individual basis. One family group who all attend the same primary school requested to be tutored together. Two residents in a Children's House who are studying the same subjects/levels requested to be tutored together. These requests were met.

Tuition requests are mainly for Maths and English support. Over the year, we have identified a need for more English and Maths teachers for secondary pupils. Next session we aim to improve the process and will request for tutors in specific subjects and determine their availability/area of city they can offer tuition after school.

Primary tuition is best delivered by a class teacher from the young person's own school. They already know the teacher and engage better individually with a familiar teacher. The majority of Primary tuition requests are face to face.

#### **Outcomes**

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

## **Current children/young people and Impact**

- 88 CELS are receiving tuition, either for 1 or 2 hours per week
- 14 senior phase secondary pupils are receiving tuition in 2 separate subjects in preparation for exams
- 12 Unaccompanied Asylum Seeking Children (UASC) have benefited from tuition
- 10 CELs looked after by Glasgow CC in neighbouring local authorities have accessed CEL Tuition
- 16 CELs resident within Glasgow Children's Houses have accessed CEL Tuition
- 2 Children's House residents are now attending Further Education College to complete SQA Highers - they have continued to benefit from tuition in Maths, Chemistry and Human Biology
- 1 Primary school has 9 CELs receiving tuition, while another Primary has 6. This is all delivered by the class teacher
- A further 38 enquiries or applications for CEL tuition have been received – they are awaiting either pairing of tutor or confirmation tuition has started once the young person is ready
- Feedback from all partners is very positive. Positive impact and improvement of children and young people's learning is reported
- 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

## **Stakeholder Response to the Programme:**

### **Pupil**

- *"I am learning a lot and that is what I enjoy the most. My knowledge is improving so I feel more confident."*
- *"I enjoyed how fun it was. I could make jokes and still learn. It helped me a lot with my literacy learning. I felt that it has made me confident to be myself while learning."*
- *"I learned my 2x tables. I feel more confident in my times tables and it made me feel better."*
- *"I learned new words for my spelling words. I enjoyed meeting my tutor. I can do things a wee bit better."*
- *"I would like to carry on with this program please."*

### **Parent/Carer**

- *"Thank you so much for this! We really appreciate this support and am sure this will make all the difference to A's achievement"*
- *"The extra tuition has really helped"*

## Staff/Tutor

- *“It has been great to get to know S and we are now working on National 4/5 Biology topics. She recently sat a class test and scored 60% and she felt very happy about it. She is a pleasure to work with and I shall continue to tutor her as long as she needs it.”*
- *“We applied for a one-hour session each Monday after school. S is a bright and able boy but is very confused and frustrated by the new approach we have to Numeracy in Glasgow as it is very different from his previous school in South Africa. We feel that this additional one hour each week could make a real difference to him and set him up well for P7”*
- *“I went out to see B yesterday and had a great session with him. He has completed all 3 unit assessments at National 3 so we have now got this as a backup. I will continue on with N4 and hope we can get this completed before the end of the school year.”*
- *“The boys have now sat their exam. I’ve really enjoyed being a part of the virtual school this year so I would love to take part next year again if I am needed”*
- *“B sat her Higher Business exam today and came out very happy at how it went so fingers crossed! The care experienced tuition initiative has really benefited B so much, the difference in her ability from these one-on-one sessions has come on massively.”*



## Children's House Teacher Support

### Aims

Two teachers were appointed through GVS's Interrupted' Learner Service to work directly with young people across our nineteen Children's Houses. The young people were struggling to attend school or complete national qualifications. The focus has been on S4 pupils to re-engage them in education and to support qualifications in literacy and numeracy.

The teachers' first aim has been to build trusting relationships to ensure learners feel safe to engage. The teaching takes places 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

Support this academic year has been successful at targeting nine S4 pupils to attain national qualifications in literacy and numeracy.

### Outcomes

Attendance and engagement have been excellent. The majority of pupils are on track to gain their National 3 and National 4 qualifications in literacy and numeracy.

Sector	Number of Pupils	S4-S6
Secondary	14	
Primary	2	
<b>Total</b>	<b>16</b>	<b>9</b>

### Stakeholder Response to the Children's House Teachers:

#### Pupil

*"My Children's House teacher helped me learn and spent time listening to me."*

*"I hated school but my Children's House teacher made me feel better about myself and supported me to complete my work and hopefully pass some Nat 3's."*

#### Children's House Tutor

*"It has been a pleasure to work with our young people. It took time to build up trust but by the end they were asking for extra teaching sessions, even for Maths!"*

*"Seeing our young people really shine and build confidence made it so worthwhile."*

#### School

*"Thanks for your help, we are really proud of our young person for working with you and achieving so much."*

**Parent/Carer**

*“Just want to say a big thank you to you guys, we have one in particular young person in our Children’s House who really struggled in school, however, with the support of you guys and a bespoke package in place, he went from participating in education in the House to now volunteering with a local community group and potentially this could lead to further employment opportunities.”*

## **Outdoor Resource Centre (ORC) 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 educational outcomes. Support this academic year has been successful at targeting middle stage primary pupils 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 Area Lead Officer with strategic responsibility 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. To meet this demand Glasgow Virtual School set up a Glasgow Forest School programme for 6-8 primary aged children in April 2023. The aim is to expand this further in August 2023.

### **Outcomes**

The outcomes for 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. In one particular case the support has allowed a young person to sustain four full days in their mainstream school.

- Ninety five 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 pupils' 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, improved wellbeing and very good attendance and engagement throughout the activities

Sector	Number of Pupils
Secondary	30
Primary	21
Total	51

## Stakeholder Response to the Outdoor Activity Programme:

### Pupil

*"I feel happier when I have been and sleep better."*

*It helped me get my energy out and feel calmer."*

*"It was good fun and I always felt listened to and involved in the activity planning."*

### Outdoor Instructor

*"What an amazing group of young people, they all bonded and helped each other each week on the activity"*

*"This young person never stops trying, they are always up for a challenge and I have watched them grow in confidence week on week."*

### School

*"I have seen a positive response in our young person's mental health and mood. They are much calmer and easier to engage."*

*"Working alongside other young people has really helped build their confidence as well as support their regulation of behaviour back in school."*

### Parent/Carer

*"Thank you so much for the continued input from Blairvadach. Your support has been nothing short of incredible. Your understanding, calm and considered approach and consistency has been exactly what my son has needed and has, without doubt, helped him to make the progress seen to date. We too are hopeful that he'll be in a position to engage with school over the coming months."*

## Forest School

### Aims

The Forest School project's aim is to provide a group of 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 engage more in discussion/group tasks. It's a less structured environment, and this is a relaxing experience for learners.

The project ran for 5 weeks in Term 4 and has one group currently; they meet at the Bushcraft area in Pinkston Water Sports once a week. Over two and a half hours, GVS Forest School trained staff work on activities which develop new skills, build relationships, and improve confidence and self-esteem. We will have the same group over 10 months, so that we can give young people the chance to really work on these skills over time. The group age range is P3-7, and the young people are beginning to form friendships and are growing in confidence already.

We are planning to launch a Transition group of P7/S1 learners, to enhance the support they need during their transition to secondary school. The aim is to have Forest School as a constant over this time, somewhere for young people to touch base and share news and thoughts about their new school.

We are also looking at different sites for future programmes, to find somewhere which is more rural and with larger trees and cover. We have been granted permission to use The Cuningar Loop.

### Actions

**Training** – The Forest School teaching staff (two) 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 one member of staff is First Aid trained. The full Forest School Team are Outdoor First Aid trained.

Some learners need 1:1 support. Pupils who need more support are asked to have a Support for Learning worker from school. This arrangement is working well.

## Anticipated Outcomes

The anticipated outcomes for the pupils are promising. It is hoped that attendance will improve, alongside reduced or no exclusions for most pupils.

- Participation can help improve wellbeing, resilience and self confidence
- Should have a positive impact on 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

The age range and number involved in the current programme is shown below:

Sector	Number of Pupils
P3	1
P4	3
P5	2
P6	1
P7	1

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. Towards the end of the first 5-week block, all children attended.

## Stakeholder Response to the Programme:

### Pupil

*"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 B and I trust each other more and we have a laugh."*

*"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!"*

### Teacher

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

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

## **Duke of Edinburgh Award (DofE) - Bronze**

### **Aims**

The DofE Award is a bespoke tailored programme of activities which was offered as a pilot programme to pupils across the city who were not fully engaging in education. It was believed that the mixture of outdoor learning skills to be taught in the course would engage and motivate hesitant learners. The activities were designed to develop new skills, build resilience, offer team building and create leadership opportunities. It began on 21 April 2023 and ran until 23 June 2023. The programme lasted three hours from 1200 to 1500 hours on a Friday afternoon. Within this time young people completed the Skills, Volunteering and Physical sections.

### **Actions**

Contact was made with the DofE Development Officer in Glasgow for advice, support and resources. Various meetings took place over the course of many weeks to plan, discuss and formulate the outcomes for this award. Our Duke of Edinburgh leader in Glasgow Virtual School made contact with many individuals, charities, schools and third sector organisations in order to offer impactful and meaningful volunteering opportunities that would have a positive impact on the young people. The programme was supported by the Duke of Edinburgh Glasgow who provided a leader for the award. They also provided a specialised tutor of bush craft skills, He offered training in map skills and orienteering, both highly valued life skills. The programme was also supported through the Glasgow Life FAB project who provided sport clothing so that the young people could access the sports facility in the nearby leisure centre. There was a variety of activities undertaken each week to increase resilience, develop team building skills and improve self-esteem. An example of these were, using Tollcross park as a base for our activities, we undertook a number of activities to make the park safer for the public such as clearing areas of waste and mapping the park to make it more user friendly and easier to navigate their way around. The skills developed by the young people included cooking, navigating and building shelters. They also created and used questionnaires to gather the views of the public thereby increasing their self-confidence and leadership.

### **Outcomes**

The outcomes for the pupils involved have been substantial. Attendance for The Duke of Edinburgh Award has been high with almost all pupils attending each week. Young people showed increased leadership skills and a sense of belonging and purpose. Almost all were able to work as part of a team and lead when necessary. Seven pupils started the award and six are now on target to complete by October 2023.

- All of those who took part in the group activities said it helped them improve their wellbeing, resilience and self confidence
- All Schools and Children's Houses felt it improved their pupils' motivation 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, improved wellbeing and very good attendance and engagement throughout the activities

Sector	Number of Pupils
Secondary	7

## Stakeholder Response to the Outdoor Activity Programme:

### Pupil

*"This is the highlight of my week."*

*"I learned to read maps."*

*"I learned to cook and I made new friends and we are going to meet up during the summer."*

*"You made me feel important."*

### Outdoor Instructor

*"They were good kids and look what they have achieved in such a short space of time. This group was the highlight of my week."*

### School

*"I would say that the Duke of Edinburgh has had a very positive impact on the wellbeing of the young men. It has been an excellent opportunity for them to develop and showcase their skills beyond the classroom which is incredibly important for learners with additional support needs who may not readily experience such success in the school environment. Both boys have always had good attendance but were particularly keen to attend for Friday's Duke of Edinburgh sessions. The positive feedback that you provided made the boys feel recognised, and this did have a somewhat positive impact on their behaviour in school (although behaviour in school can be a complex thing for our pupils and this is never likely to be a linear thing!)."*

*"I would definitely recommend the Duke of Edinburgh award. It was a great opportunity for the young people to learn new skills in the outdoors and meet new young people under the supervision of caring and committed staff while getting a recognised qualification. Great opportunity. Full marks all round!"*

*"Our young person has enjoyed being part of the Duke of Edinburgh Award Scheme tremendously. He has looked forward to Friday every week. His attendance at school is good but it has improved again during the time he has been involved in the programme. The number of de-merits he has received for behaviour has already reduced in this time. I would highly recommend the Duke of Edinburgh Award to any young person and I can't thank you enough for the opportunity."*

### Parent/Carer

*"He absolutely loved this and really wants to do Silver."*

*"He really enjoyed the expedition. He talked about it for days."*



## **Fit for Future - Bluevale Education Programme**

### **Aims**

This year, GVS has worked in collaboration with the Bluevale Community Club to deliver the Fit for Future Programme. The aim of this partnership was to engage, include and support vulnerable care experienced learners who struggle to engage in school or are having difficulty maintaining their educational placement. Based in a Community Hub and Boxing Gym, located in the NE of Glasgow, Bluevale aim to create a safe learning environment for young people, whilst removing those barriers getting in the way of learning, achievement and progress. Through participation in an extensive range of indoor/outdoor sporting activities, community-based projects and team building activities young people have had the opportunity to enhance their wellbeing, improve attainment and develop skills for life, learning and work. Support this year has been successful at targeting two groups of learners; S3/4 young people who are at risk of disengaging from education, and not achieving their potential; P6-S1 group who require support with their transition to secondary school. In partnership, the aim is to create an inclusive community learning environment, where our S3/4 learners are also supported to improve their attainment.

The programme aims to improve the following outcomes:

1. Overall confidence
2. Emotional wellbeing
3. Improved relationships
4. Resilience
5. Confidence in learning
6. Attainment

### **Actions**

The programme incorporated a wide range of learning approaches and styles, including an extensive range of sporting activities, community-based projects and team building activities based both in Bluevale and Kelvin College. Young people were given a sense of ownership and responsibility over their learning by working in collaboration with the Bluevale Project Manager, Kelvin College Education Team and GVS, to co-design the programme. Young people reported feeling empowered through the consultation and their level of involvement, they described a feeling of real pride in the programme created as a result. The young people also reported feeling enthusiastic about gaining experience in a Further Education environment, with some expressing an interest in attending in the future. Young people were offered a full day activity programme, over the course of 38 weeks, which was delivered by 4 community youth workers. The CEL Lead coordinated training for all staff involved ensuring their understanding of attachment, nurture, and trauma informed practice throughout the programme.

## Junior and Senior Activity Programme

1. Fitness, strength training and boxing classes
2. Cycling all participants complete Bike ability training
3. Paddle sports
4. Lowland walk to the Campsie Fells – Orienteering and Map Reading Skills
5. Cooking classes and menu design
6. Group planning sessions and Team Building Challenges
7. Football, badminton and other sporting activities
8. Blaze Pod challenge
9. Bowling
10. Golf
11. Litter picking
14. Community support days ie delivering food parcels etc.
15. Archery

## S3/4 Kelvin College Programme

Young people participated in the following activities, delivered by Kelvin College:

Bushcraft
Orienteering
Canoe
Archery
Kayak
Stand Up Paddleboard/Paddlesports

## S3/4 Attainment Support

Through rigorous monitoring and tracking of attainment data, in addition to liaising closely with Designated Managers who know each young person well, we identified a common risk, that most young people engaged with the programme were at risk of not achieving a numeracy qualification. In response, the team coordinated a numeracy programme which involved sessions led by a GVS Maths Teacher.

### Outcomes

Regular updates were received from the Bluevale Programme Co-ordinator, and he corresponded directly with GVS as and when required. There was also regular email correspondence and telephone calls between Bluevale and GVS on progress and updates on young people.

Quantitative data from the project shows that a total of 24 care experienced young people engaged in the programme. The age range and number involved in each programme is shown below:

Stage	Number of Pupils
P6	1
P7	8
S1	3
<b>Total</b>	<b>12</b>

Stage	Number of Pupils
S3	3
S4	9
<b>Total</b>	<b>12</b>

In terms of stage, the majority of young people who engaged were at important transition points in their learning pathway eg P7 and S3-4. Engagement from the group of children and young people involved has been excellent. For most of the young people involved in the programme their attendance improved or stayed the same. Not only did these young people attend they actively participated in a range of activities, often taking them out of their comfort zone.

Due to the successful nurturing relationships, change of learning environment and ownership over curriculum design, young people were motivated to learn which resulted in 5 out of 10 young people successfully achieving their National 3 Maths qualification. 2 young people also gained Numeracy units at National 3 and 4 level.

In parity, young people gained volunteering experience, achieved coaching qualification awards, whilst developing leadership skills, adaptability to new learning experiences, teamwork and responsibility which supported clear development in confidence, well-being and resilience.

## **1-2-1 Support**

In the timetable, young people were given the opportunity to speak to staff individually to discuss any concerns or issues. Staff demonstrated nurturing approaches and young people commented on how approachable they were. Bluevale staff maintained regular phone contact with Children's House and education colleagues. Young people had an allocated mentor during the course. Bluevale staff reported that as the programme progressed, they found young people had developed a greater sense of emotional awareness, self-awareness and had become more reflective.

## **Volunteering**

As a result of the success of the programme, two young people now volunteer at the Bluevale Community club. One young person is supporting elderly participants at the 'Still Game' Project, whilst the other is giving his free time to support children at their after-school club and holiday programmes. One young person has also gained certification in coaching Soft Archery and completed 'Play together on Pedals Training', enabling him to coach and lead sessions in these activities.

## **Stakeholder Response to the Outdoor Activity Programme:**

### **Young people (S3/4 participant)**

*"I wasn't doing so well in school, there was nothing to do in the area I was drinking, when it came up to go to Bluevale, I thought I would go and try it out but became nervous to try new things, because school wasn't working for me. It's been the best programme ever. I feel like I have a purpose and I now want to go to college and get a career".*

*"I feel like I could go into work after school now and I would like to be a scaffolder".*

*"I wasn't looking forward to school this year this has gave me something different that I enjoy with people same as me and I feel fitter since I've been coming".*

*"I'd like to stay on at school now I hope I can do better".*

*"I look forward to coming here it's the best part of my week" .*

*"The weekly programme I have is good gets me doing things because I don't go to school and if I didn't have things to do I would just be in my room".*

## **Education Staff**

*“X is more confident to tell us how he feels. X looks forward to the sessions and appears happy on the days he is going to attend.”*

*“X seemed to be happier in herself and always looked forward to her day with Bluevale. Her self-regulation was improved and there were less peer fall outs.”*

*“This is a great programme which I would recommend to others. Thank you.”*

## **Bluevale Staff**

*“His progress since he started here really is phenomenal and he has put a lot of work in. Since his confidence improved, he is always asking questions and looking at ways he can improve. I have no doubt he will go on to be a success in whatever he chooses to do once leaving school”*

## **Parents/Carers**

*“From my perspective, Bluevale has been unbelievable for R.*

*R has become much more self-aware of his appearance in terms of hygiene and has become a role model for the younger kids who attend Bluevale, showing off his leadership and communication skills.*

*R also in the house has become much more mature in his responses to his peers and the adults who are caring for him. It has been amazing to see.”*

## **Glenburn Centre Education Programme**

### **Aims**

GVS has worked in collaboration with the Glenburn Community Centre to engage and enthuse young people in a range of sporting, outdoor and practical indoor activities. Through delivery of an extensive practical and experiential programme, young people are provided with great opportunities to enhance their learning, use their creativity, and enhance social skills and confidence.

The focus of the project is to unlock the hidden talents and potential of vulnerable care experienced children and young people, who are at risk of under-achievement and help them to overcome the challenges they face. Support this academic year has been successful at targeting S1/2 pupils at risk of disengaging from education and P4-6 children who require enhanced support.

Glenburn aims to provide an alternative education programme in a safe and nurturing environment for the children and young people. They engage the children and young people in an activity-based service delivery programme which supports:

- Building supportive relationships with peers and staff
- Improving health and wellbeing
- Reducing the risks of isolation and loneliness
- Building confidence, self-esteem, and resilience
- Supporting individuals to become effective contributors.
- Supporting our children and young people to become responsible citizens

### **Actions**

Following a successful 'Pilot' project at the end of the 2021-22 school term, Glenburn entered into a 38-week service delivery agreement with GVS to deliver an activity-based programme for both a Primary 4-6 age group and a S1/2 Secondary school age group.

Glenburn recruited experienced youth staff, who were best suited to work on the diverse activity-based sessions alongside individuals who had lived experience and formal training and qualifications best suited to meet the needs of our specialist groups.

All youth leaders have been trained by the Lead for Care Experienced Learners on attachment/trauma informed practice and supporting Autism. The Project Manager works closely with GVS Staff to manage education-based referrals and meets regularly to review progress in supporting individual education plans.

## **Primary 4-6 Programme**

The first few weeks were focused on building relationships and getting to know the children, easing them into their surroundings and meeting other children from other schools. This was mostly within the Glenburn Centre. During the first few weeks Glenburn staff delivered a varied schedule of team activities, to gauge individual likes, dislikes, triggers and concentration levels. Each session began with a soft start, staff encouraged conversations around, individuals' weeks, if they had been up to anything special, how school was going etc. After evaluating, staff supported the group to make choices about which activities they would like to participate in. Hence, promoting choice, building confidence and resilience.

### **Core Activities**

- Various trips to local parks, cultural and educational settings such as Kelvingrove, Riverside Museum, Summerlee Heritage Centre, and People's Palace
- Cycling
- Team building games
- Multi-sport activities
- Baking/cooking
- Play therapy
- Arts and crafts

### **Planned Specialised activities**

- 3-week block of Campcraft including safe use of knives and safe fire lighting
- 3-week block of kayaking
- Pond dipping
- Raft building
- 3-week block upcycling
- Exploring the garden
- Tent building
- Night Line
- Using hammocks in wooded area
- Kite making

## **S1/2 Programme**

### **Core Activities**

- Team games
- Multi sports
- Cycling
- Baking/cooking
- Arts and crafts

## **Planned Specialised Activities**

- Campcraft - in wooded area including – survival skills, safe fire lighting, safe use of knives, feathering firewood, prepping food and cooking outdoors
- Kayaking, paddleboarding and Watersports
- Upcycling - transforming old table to a modern table using various materials and tools
- 3-week block wood craft - sanding wood, shaping it, using tools, varnish

## **Wellbeing Workshops**

- Alcohol and Drug Awareness
- Vaping
- Anti-bullying

## **Outcomes**

There have been very positive outcomes for the majority of young people participating:

### **Primary Group**

Across the duration of the year, Glenburn have engaged with a total of **16 individual children** within our primary age group.

On average, 8 children attend each week, with 4 achieving 100% attendance and a few others having only one or two absences, some of which have been down to transport issues.

Over the duration of the year, 3 children withdrew from the programme, citing the following reasons:

- 1 moved onto a forever home and the travel time was too much
- 1 is in the process of moving school from mainstream to a specialist ASN setting
- 1 is not engaging with school and alternative education plans have been made for them

### **Secondary School S1-2 Group**

Glenburn supported 20 referrals in total. On average, 6-8 young people attended each week, 4 have a 100% attendance record. 3 of the 20 young people referred did not attend despite Glenburn's best efforts being made with schools, offer of school/home visits and other supports to help engage the individuals. Two young people who were involved in the programme were unable to sustain their place, as they found it difficult to engage in the learning environment. Young people have developed a range of soft skills throughout the duration of the programme.



Below details Glenburn staff observations:

Within our Secondary group, we have witnessed positive changes from many within the group. We have seen participation within our activities grow each week and willingness to try new things and multiple activities grow no end. We have seen positive changes in body language, confidence, self-esteem and with some we have witnessed a can-do attitude develop as to when they first came along a default conversation of "I can't do that". Evidence of development can be found in the individuals engaging in conversation, bouncing in the door to tell us of their week and a willingness to share this with others. We have seen friendships grow and individuals keeping in contact out with our activities.

Similarly, within our Primary aged group we have witnessed a real rise in confidence and willingness to try new and differing activities. Perhaps the biggest development we have seen within this group is the 'integration' within the group and individuals forming relationships and being able to work in small and at times a larger group.

Over the duration of the programme we have witnessed an understanding within many of our younger children around the differing individual needs and behaviours and through communication the children have found ways to learn, understand and build together.

### **Stakeholder Response to the Glenburn Community Activity Programme:**

#### ***Glenburn Staff***

"We have been very privileged to work with Glasgow Virtual School and even more so such an incredible group of children and young people. Albeit at times it has been a challenge working with individuals within the groups, however it has been extremely rewarding witnessing the progression of many of the individuals, in particular around their soft skills. To witness individuals' confidence, self-esteem and attitude towards challenges grow and develop instills a sense of pride. In our opinion there is no greater satisfaction than being part of a child or young person's development, supporting them to learn new skills, form positive relationships with their peers and our staff.

Our staff have been part of the journey with each individual child and young person. As individuals, as a team and as an organisation we have also grown and developed. Through training provided via the team at Glasgow Virtual School this has really given an insight into understanding the needs of the children and young people we would be working with.

To fulfilling The Promise, the importance of GIRFEC and One Good Adult we have been enthused and driven to provide a programme of activity based around providing all these strategies in a supportive, caring and nurturing way. We have built the aforementioned strategies into our core values and principles within our organisation and have made it our goal to ensure we do our best on a daily basis for each individual child or young person we work with.

As an organisation through this partnership, we have experienced a rise in demand for our services and our reputation. From being part of the Conference at Glasgow

City Chambers and through other events delivered by GVS to Elected Members we have been contacted by schools, locally and across Glasgow requesting more information on our services and activities.

This past year to 15 months has been incredible and we are forever thankful and grateful for the opportunity to work with the children and young people of Glasgow Virtual School. We would like to acknowledge and give a special mention to Seonaid Graham who was fantastic throughout our journey. Seonaid has been so supportive to our children and young people, ourselves and all partners that we have engaged with. Also, laterally a thank you to Nicki and Gillian who have had the unenviable task of working through referrals and pulling everything together.

We hope that our partnership will continue into next term and further hope we can support and play a part in the development of the existing and new children and young people through Glasgow Virtual School. We certainly have plans for individual development and following a successful model of our organisation of developing our young people into becoming our future staff and leaders - who better to understand the needs and wants of individuals than those having lived experience and having had support and guidance from One Good Adult, a teacher or a youth worker..... the journey has just begun.

Thank you all so much”

### **Staff (Primary age group)**

“L is a happy and content boy who has been a delight to work with over the past year. L has a fantastic attendance record at the programme and has had a positive attitude towards the programme, staff and peers. L enjoys a challenge and will always overcome any difficulties involved. L can accomplish anything that he puts his mind to if he believes that he can. On occasions L may need motivation from others along the way. He started our programme with multiple referral reasons.”

### **Pupil**

*“I can now focus on my work in class.”*

*“They teach me stuff at the centre and that helps me for school. I like the learning environment as opposed to school.”*

*“I would like to go back to Glenburn as I really enjoyed it.”*

### **Education Staff**

*“X has appeared to have enjoyed the people, both the staff and the other young people. He now has something that he looks forward to which he hasn't had before. He seems more confident and was happy to chat to me in his house yesterday and tell me how he was feeling. X hasn't talked about his feelings to me ever before.”*

*“The boys have returned to school each Wednesday full of motivation at discussing the things they have taken part in. They have spoken highly of these experiences and actually engaged with staff in conversations. They have also been keen to talk to their peers about the things they have been doing at Glenburn.”*

*“This has been a highly worthwhile intervention for both boys and we cannot speak highly enough of Glenburn. Thank you very much for the opportunities that you have given our pupils.”*

*“Having a day away from the typical school environment has had a huge impact on X in terms of breaking up his week. X in particular has been spending more time within his classroom and less time removing himself from learning.”*