**Virtual School & Lomond View**

**Standards and Quality 2024-25**

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| **Context of the Establishment** |
| Our Establishment    Blue gears with text on them  Description automatically generated    Service Data      Lomond View/NEST Data |

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| **Establishment priority 1** | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  School Improvement  Assessment of children's progress | HGIOS/ELC QIs  1.5 Management of resources to promote equity  3.2 Raising attainment and achievement    UNCRC  Article 3 (Best interests of the child):  *Article 29 (Goals of education):* |
| **Outcome:**   * By June 2025, tracking will show an expected rise in the number of young people achieving level 5 study by the end of S5. * By June 2025 there will be an increase in the number of pupils leaving school with at least one level 5 qualification. * By May 2025 there will be an increase in the number of care-experienced young people achieving 5 or more qualifications at Lomond View. * By September 2024 there will be a data preparation task included in the virtual school meetings to ensure earlier intervention and closer scrutiny of progress. * By June 2025 there will be an increase in attainment and engagement for most (75-90%) of those targeted pupils accessing support across the service. This will be measured through tracking and monitoring. These increases will be based on individual targets and a baseline that will be set at the outset, recorded, and reviewed. * By June 2025 100% of BGE pupils will show improvements in Literacy and Numeracy using the Inverclyde Staging Posts – 100% of young people will progress through 2 staging posts in Literacy and Numeracy. * By June 2025 100% of S4 pupils will achieve 5+ qualifications from Lomond View (Including Maths & English) * By June 2025 90% of pupils being supported by Horizon will have engaged with education and improved their attendance * By June 2025 most (75%) pupils being supported by Interrupted learner service will have evidenced improvement in their identified target (baseline to be determined) * By June 2025, 50% of BGE and S4 outdoor learning activities will be accredited. (This will allow time for play)   **Progress and impact of outcomes for learners:**   * Although the stretch aim has not been met for achieving the percentage of care experienced learners achieving level 5 study before leaving school, there has been an increased focus on the development of level 5 opportunities across the secondary schools. Last year, 45% achieved level 5 study. Due to the delay in the virtual school dashboard it is not possible to report on the current tracking data, however this will be analysed post results. * Those who did not achieve level 5 before they left school, left out of 4th year which limited their opportunities to increase their pathway options. * The Lomond View model supported five care experienced young people to achieve five or more qualifications. This was a 100% success rate. * All primary and secondary virtual school meetings have had an attainment focus this year. Schools have prepared data in advance and this has contributed to a deeper discussion on progress and impact of interventions. Although the attainment gap broadly remains within this cohort, schools can confidently discuss progress being made within levels and are tracking this. For senior phase, schools are adopting flexible, bespoke offers for their care experienced learners including the use of Lomond View, individualised support and appropriate pathways/planning. * For the corporate parent team In term 1 – 87% of pupils met their agreed outcome – analysis of the reasons for pupils not achieving their agreed outcome showed that for 3 pupils their wellbeing took priority over the agreed Literacy/Numeracy outcome, 3 were school refusers who, despite weekly contact, did not achieve their agreed outcome and 1 moved out of the area. In Term 2 - 91 % of pupils met their agreed outcomes – analysis of the reasons for pupils not achieving their agreed outcomes showed the reasons for this were poor attendance, Health and Wellbeing taking precedence, change of direction of the work being covered in school from what was originally planned/agreed. In Term 3 – 95% of pupils met their agreed outcomes analysis of those who did not achieve shows that this was due to poor attendance. * We have been tracking the use of the corporate parent team this year in contributing to the improvement of literacy and numeracy. The support required from the corporate parent team was as follows: Term 2 Literacy 37%, Numeracy 29%, Literacy & Numeracy 29%, Health & Wellbeing/Other Subject 5%. Term 3 Literacy 37%, Numeracy 29%, Literacy & Numeracy 29%, Health & Wellbeing/Other Subject 5%. We continue to develop the tracking of CPT intervention through termly monitoring. * NEST continues to offer targeted, relational support for learners with significant barriers to engagement and progress in their base schools. Our tracking system, aligned to the 25-point NEST Framework, enables us to measure meaningful developmental progress beyond academic attainment alone. * Based on our 2024–25 NEST Tracking 80% of learners were rated green (strong progress across most individual NEST Framework targets) 15% were amber (some or inconsistent progress) and 5% were red (limited progress, often linked to contextual or external factors) These are summary judgements made per child, based on target-by-target tracking, observational evidence, and review meetings. Progress is most notable in developmental areas such as emotional regulation, communication, and engagement. * Base school Boxall Profile for NEST pupils data confirms measurable emotional development: - 73% of children showed overall improvement between baseline and follow-up profiles (developmental scores increased and/or diagnostic scores decreased) - 27% showed either incomplete progress or limited change, often due to delayed reassessment timelines and responses from base schools or external stressors. * Common areas of consistent progress across the NEST cohort include Trust in adults and relational safety, Emotional regulation, Capacity to engage in play or learning, Communication of needs, Peer interaction and shared play * ICOS have focused on upskilling staff across all primary schools in skills group training, specifically for the middle and upper school due to an identified need for this particular cohort. This has led to capacity building for key adults within each school to work directly with the children, taking this direct work away from the ICOS staff caseloads. This model will continue to be rolled out next year. * The focus on communication friendly schools within the ICOS team continues to be a priority. In particular the use of board maker. This has been promoted across all schools, with two reaching bronze level this year. This requires a focus next year to ensure more schools are supported to implement the communication friendly schools’ model. * In Lomond View all attainment and engagement is now tracked and we can see through this tracking that 100% of our S4 and BGE pupils improved their engagement between January and March 2025. This increase in engagement is directly linked to the increase in attainment and achievement across the BGE and S4 models. Tracking, Monitoring and reporting systems are in place improving communication with Base Schools and giving the Young People the opportunity to take part in Leaner Conversations and academic target setting on a regular basis. * BGE learners are supported to make improvements in Literacy and Numeracy. This has proven difficult to assess due to a lack of information on levels from base schools. This is something that will be prioritised for transitions next year. The class teacher is able to evidence levels and these are now shared with base schools to contribute to BGE tracking and reporting. * As of March 2025, S4 pupils have been entered for between 5 and 9 qualifications or awards. 87.5% have been entered for 6 or more. Young People are completing a minimum of 3 and a maximum of 6 full course awards and 75% are on track to achieve 4 +. 100% of young people have achieved an Employability award. These achievements mean that 100% of our S4 pupils are moving onto a positive destination or into a PLP arrangement with their base school. * 100% of Horizon pupils have improved their attendance over the course of the session. 71.4% are engaging consistently with the service and making progress in learning. 64% are attending Lomond View for more than one session whilst 21% are engaging with group work. * NPA Horticulture had to be withdrawn from the curriculum this session due to a change in staffing. Due to temporary staffing no staff member has been forest school trained this session. Young people have had far less outdoor learning than expected. * There has been a delay in the implementation of the Interrupted Learners service. This is now due to commence in August 2025. * 100% of Horizon pupils in S4 – S6 have achieved at least one qualification in Maths or English. 60% have achieved qualifications in Maths and English. | |
| **Next steps**   * To develop a curriculum rationale for each model and relevant services within Lomond View * To support the implementation of the Learning and Teaching policy, supported by CLPL for all staff within the service. * Interrupted Learner Service to be launched within Lomond View. * Investigate the possibility of the SCQF Ambassador programme within the Virtual School/Lomond View secondary provision. * To map out the support across the service in supporting literacy and numeracy. * To develop outdoor learning opportunities for virtual school and Lomond view pupils * To improve attendance and engagement of 80% of learners engaged with the service. * Implement tracking and monitoring systems across the full service to support the evaluation of impact on attainment. * Evaluate the impact of the skills groups in ICOS and make adaptions required. * 40% of schools to achieve the bronze award for communication friendly schools. With 20% achieving silver. * Continue to support the development of pathways to achieve level 5 study and track the number of care experienced learners achieving this in line with the stretch aim. | |

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| **Establishment priority 2** | |
| NIF Priority  Improvement in children and young people's health and wellbeing  Placing the human rights and needs of every child and young person at the centre of education  NIF Driver  School leadership  Assessment of children's progress | HGIOS/ELC QIs  1.3 Leadership of change  2.1 Safeguarding and child protection  3.1 Ensuring wellbeing, equality and inclusion  2.4 Personalised support  UNCRC  Article 28: (Right to education):  *Article 12 (Respect for the views of the child):* |
| **Outcomes:**   * By June 2025 we will have evidence of 15 pupils having accessed mental health support provided by the care experienced fund. * By June 2025 there will be a 50% reduction in exclusions to 13 incidents across the authority. * By June 2025 there will be a 2% increase in attendance for those targeted care experienced pupils accessing the interrupted learner service * By June 2025 there will be a 1% increase in the average attendance for those living at home and those previously care experienced, and 2% for those living away from home * By October 2024 all secondary schools will have a group established, working towards care-aware schools. * By June 2025 70% of schools will have completed the Education Scotland Keeping The Promise Award. * By June 2025 the team will have delivered outreach staff sessions in 50% of our schools, based on identified needs, improving experiences for young people * By June 2025 staff across the service will have participated in joint CLPL focused on imbedding and exemplifying trauma-informed practices leading to enhanced ways to respond to our young people. * By December 2024 a full staff audit will have taken place and there will be evidence of joint working across the service in at least two areas. * By June 2025, all Lomond View staff will integrate trauma-informed practices into their teaching, with 90% participating in triads to enhance their understanding and application of trauma principles. * By June 2025, Lomond View Academy will be accredited with the Bronze Award for Attachment and Trauma Aware (ATA) from the Attachment and Trauma Sensitive Schools Award program. GMWP data will show at least 80% of young people report an increase of feeling safe at school. * By December 2024, the school will be awarded the bronze rights respecting school status. GMWP data will show at least 80% of young people report an increase in feeing listened too. * By August 2024, an achievements calendar will be operational, reflecting the achievements of 90% of our learners.   **Progress and impact of outcomes for learners:**   * The wellbeing service being supported through the care experience fund has unfortunately not begun, we are hopeful this can be recruited for next year. There have been delays in establishing the correct level of support required for this service and a delay in support from health colleagues. We are now planning to align this post with Leanne Kelly, who is working with CAMHS, to ensure we have a pathway of support for our care experienced learners. * There have been 22 exclusions of care experienced learners this year. Two in primary schools involving children with significant multi agency support and 20 in secondary. One secondary school was responsible for 13 of these. Unfortunately, this is an increase from last year. There was a secondary exclusion working group established to identify the common causes for care experienced learners being excluded, to share good practice and to identify any gaps that could be supported through the virtual school. The system of contacting the virtual school HT has been effective on almost all occasions. * Due to long term staffing absence, the interrupted learner service did not launch this year. However there are plans now in place for and August start and referrals have begun to be made via the ASG. * The average attendance for those living at home is 78.6%. This is a 6% increase from last year’s average figure. For those previously care experience the average attendance is 89.3%, a 3% increase from last year and for those living away from home it is 91.7%, which is another 2% increase on the average figure. * The CPT PT gave a presentation to ASN Leaders to outline the change in expectation and self evaluation of the service, and has supported the delivery of the Education Scotland Promise Award in some schools this year. * Since returning after the summer our young people in the care aware group have been focusing on reconnecting and evaluating the impact of the conference. Throughout the workforce it’s been clear to see that the voices of the young people have been heard and responded to. This can be seen in a number of ways including the connections between young people and their corporate parents being stronger and more evident. The inclusion of the ducks representing happiness and childhood memories was a very visual and strong message which helped the wider staff teams recognise the extent of the responsibility on us to ensure our often most vulnerable children and young people have the opportunity to actually be a young person, have fun and make better positive lasting memories. These ducks were given out to conference attendees as a reminder of their responsibility to contribute to happy and safe childhoods. Looking forward the next step for the C2C group is to focus on creating more care aware schools. This is not just for young people who are care exp but to the wider schools and communities. They want to help all people understand what it means to be care experienced and how we all play a part in creating inclusive, nurturing and empathetic environments across the board. * The Virtual HT has been working with the Inverclyde Academy cluster to develop their own Promise Charter and this has been driven by the ideas from the pupil group leading on care aware schools. We did look at a partnership with Who Cares? Scotland however this was unsuccessful due to the partnership not being able to be funded. * We have not reached our target of 70% of schools completing the Keeping The Promise award this year, but we do have 70% of schools engaged in the process and are confident this will be achieved next session. We have 30% completed with the other 70% part way through the process. * Some schools have been slow to make referrals to the ASG for an education support officer resulting in CPT staff still carrying out some post school support to ensure a positive destination is sustained. However, through analysis of ASG data the number is reducing as the support workers become more established and CPT staff are signposting well into this service. * NEST staff have deepened their understanding and consistency in trauma-informed and neuro affirming approaches. All staff have undertaken professional learning in Nurture, attachment, trauma and brain development, The Boxall Profile and its application in planning and Play pedagogy, child-led learning, and responsive planning. This has strengthened the team’s ability to create safe, responsive and developmentally appropriate environments, leading to stronger relationships, improved regulation and deeper engagement from our learners. * A library of 50+ NEST Practice Guides was developed to underpin consistent practice in areas such as co-regulation, demand reduction, equalising behaviour, PACE, masking, and emotionally based school avoidance. These are now widely used across NEST to support reflective dialogue, coaching, and daily decision-making. * Audit tools and observation frameworks were developed this year and trialled across the setting, helping embed shared language around quality interactions, space design, and relational attunement. These will be embedded fully next session. * The NEST Family Progress Check-In confirms strong outcomes from the perspective of parents and carers. Quantitative findings (n=9):100% reported improved general wellbeing and mood (6 "Much better", 3 "A bit better")100% saw improved motivation and interest in play and learning, 67% saw improvement in their child’s ability to regulate emotions, 100% of families agreed or strongly agreed that they felt listened to, informed, and part of their child’s journey at NEST. * Several families noted improved relationships and regulation at home, reflecting strong alignment between NEST support and children’s lived experiences outside of school, whilst also noting that there had also been an improvement in how their child was being supported in their base school too. * 7 familes engaged in NEST support/family engagement offers. * All staff (100%) have received CIRCLE training and are reconfiguring classrooms to ensure they are circle inclusive. All staff (100%) have begun Trauma training with most achieving module 2. * GMWP data highlights key trends across wellbeing, engagement, and inclusion. While overall responses remain positive, there are some notable shifts compared to last year. * Implementation of a school hub room for soft- start, breaks and lunches has had measurable success in achieving this improvement. Young people (91%) recognised the school as a place they feel safe and where the adults look out for their needs. An increase of 21 % since the last survey in October. * 82% of Young people indicated they had friends at Lomond View, up from 55% in October, again school hub room has allowed for an increase in pupils from various year groups to interact together in a less formal environment. Teachers have integrated pupils into multi-level learning, with BGE working on some qualifications with the seniors such as Personal Finance. * 30% of young people reporting they follow school rules and 12% rise in being able to wait their turn. With a focus on employability and transitioning into a future positive destination a lot of work has been undertaken as part of these qualifications on respecting rules and how to successfully interact with others. This was demonstrated out with the school setting with 70% of seniors successfully undertaken a work placement. * There has been a notable decline in pupils feeling good about themselves in school (down 27%), alongside a slight drop in sense of belonging (down 10%) and recognition from staff about what they are good at (down 8%). Staffing this year has been predominantly temporary based teacher contracts, with significant changes at various points throughout the academic year impacting on consistency of relationships. 25/26 will see a more targeted approach to intervention, an increase in tracking and staff development on recognition and praise. * The school was awarded the Bronze RRS award in January 2025. Young People are involved in the RRS process and have chosen 5 rights to focus on to achieve silver. * Staff have been trained on the use of triads. More focus is required next session to implement the triad process across the service to provide staff with support within a challenging environment. * The ATA award was not pursued, as it required all staff to be trained at a cost. Staffing this year was temporary and it was felt that the investment would not be justified. With a stabilised staff we may look at this in the future. * We have not created an achievements calendar; however, our young people have had the opportunity to experience wider achievements through the offer of Sports Coaching via Active Schools, Vocational college placements and Work Experience. * All staff undertook Play Pedagogy training in October 2024 and play is an informal feature of learning at Lomond View. Young People experience play to help with regulation and engagement. * Parent and Pupil councils have not been implemented; however, the school has strengthened family engagement through family coffee mornings. There was a Christmas coffee morning and a careers coffee morning both of which were well attended by LVA and Horizon families. We also held an evening event for Horizon pupils and families, which was well attended. Families fed back positively about these events and we will build on these next year. * ICOS have continued to embed skills group, the use of emotion works and the six bricks check in tool to support children and young people’s emotional wellbeing, increasing their ability to discuss their emotions safely and confidently. * ICOS continue to offer parenting programmes through early bird plus and cygnet training. This has increased the capacity and understanding of their child’s diagnosis, leading to better routines at home. | |
| **Next Steps:**   * To review and update the PPB Policy for the service * Establish our own provision Attendance Policy based on the authority attendance strategy * Develop an equalities policy for the service * Develop an anti-bullying policy for the provision * Develop a transitions policy/strategy for the service * Gain the silver RRS Award for the provision * Continue to reduce exclusions across the authority for care experienced learners * Work with attendance lead to support improved attendance for care experienced learners * Continue to roll out the Promise Award/Care Aware Schools programme * Develop new multi-agency service for Family Support to reduce the number of RFA’s to social work * Use the CECYP Attainment Fund to deliver mental health support to care experienced children and young people. | |

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| **Establishment priority 3** | |
| NIF Priority  Improvement in skills and sustained, positive school-leaver destinations for all young people  Choose an item  NIF Driver  Assessment of children's progress  School Improvement | HGIOS/ELC QIs  3.3 Increasing creativity and employability  2.6 Transitions    UNCRC  Article 12 (Respect for the views of the child):  *Article 3 (Best interests of the child):* |
| **Outcome:**   1. By September 2024 the initial leaver figure will be improved by 2% to 94%. 2. By May 2025 the follow up figure will be increased by 10%, as more young people will have sustained their destination 3. By December 2024, 70% of West College staff will be participating in the Keeping The Promise Award to develop their knowledge and understanding of supporting care experienced young people. 4. By November 2024 100% of those supported in 23/24 by the Education Support Workers will be in sustained destinations. 5. By March 2025 the data will show the education support workers are supporting senior phase pupils across 80% of their caseload. 6. By June 2025 the education support workers will report 80% of young people have identified and accepted an appropriate positive destination. 7. By June 2025 the virtual school will have delivered an input at the business breakfast and attended DYW events were appropriate 8. By June 2025 there will be a 25% increase in the number of Promise Keepers within Inverclyde. 9. By September 2024 the DYW calendar will be fully integrated into the school’s plan with 90% of planned activities executed. 10. By December 2024 the number of young people engaging in wider achievement programmes will increase by 20%. 11. By June 2025 at least 50% of BGE pupils will have participated in at least one work experience opportunity. 12. By June 2025, 70% of S4 pupils will complete a work experience placement. 13. By June 2025 establish at least one new collaborative programme with the local college. 14. By June 2025 100% of pupils will have equal access to targeted post school opportunities through the DYW and West College Partnership 15. By June 2025, 100% of pupils attending LVA will have experiences of a structured transition process. 16. By May 2025 100% of care experienced learners who can leave school have secured a positive destination   **Progress and impact of outcomes for learners:**   * In September the initial figure for care experienced leavers 92.7%, meaning we did not meet our target of 94%. The follow up figure is 76.7%, which is an increase of 7.5% on last years figure of 69.2%. Although this did not meet our 10% target is a more positive picture. However, it remains significantly lower than the non care experienced peers. * The partnership with West College Scotland has remained, as we delivered further training on The Promise. There has not been a buy in for The Promise Award as yet but this is something senior staff are keen to explore into next year. * Currently the education support workers have supported 83% of their caseload into positive destinations. This has been predominantly college places, some activity agreements and a small number in Street League. They are developing a strong partnership with SDS and are working more closely together. * The caseloads for the education support workers are fluid, however there still remains a number of young people who are referred at the point of leaving school. The current caseloads reflect 45% of senior phase pupils. This is something that we will continue to highlight with schools to ensure referrals are made in an effective timeframe. * The Business breakfast did not go ahead this year so we were unable to contribute. * The Promise Keepers model has been promoted through The Promise Practitioners forum and there has been some uptake from local businesses and partners. * Although a DYW calendar was put in place it could be more effective, 100% of young people in S4 have gained an Employability Award. All S4 Young People have been to at least one careers fayre. 50% of S4 completed the Tesco My World of Work Tour. Parents were invited to a careers coffee morning with a focus on destinations and subject choice. * BGE did not get the chance to go on Work Experience this session as the focus was on S4 and prior to Christmas S5 Work Placements. S3 learners cannot go on Work Experience until May of S3. Going forward we will focus on S4. * Due to staffing changes, a collaborative programme with the college has not been established this session. We will explore this next session. * 63% of S4 pupils have successfully completed a work experience placement and have gained a level 4 award. Although the target was 70% the remaining Young People could not participate in Work Experience due to their specific needs. * 100% of pupils have been offered equal access to targeted post school opportunities. All young people have had regular meetings with our DYW coordinator to explore post school destinations. * 100% of S4 pupils have a plan in place for next session. 100% of school leavers have a positive destination in place. 66% of leavers have an unconditional college offer and 33% have a conditional college offer. * 100% of CEYP learners who can leave school have secured a positive destination. | |
| **Next steps**   * Increase and improve partnerships across the service to support delivery of attainment and wider achievement * To increase the employability and work experience offer within the provision * Develop a post school transition document for the service * Support an increased use of meta skills within the provision * Develop a steplink course to support senior pupils working with ICOS, to ensure a positive transition to college. * Education support workers are continuing to support young people into sustained positive destinations * To develop a system to engage with staff and young people in the children’s houses, to ensure all those of post school age are fully supported into a sustained destination. * To investigate how to strengthen the partnerships with SDS/College/Employers specifically around supporting care experienced learners to directly impact the follow up figure for positive destinations * To improve the follow up destination figure by 5% for care experienced learners. | |

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| **Data** |
| **Key Strengths:**   * 100% of the education establishments engage in termly meetings with the Virtual Head to discuss attainment, attendance, and well-being of the cohort, leading to earlier intervention and an increased understanding of pupil needs. * 100% of the education establishments have reviewed their processes for care experienced children and young people and have an increased confidence in who these children are within each school, contributing to an increased understanding of individual needs. * 100% of the children or young people being educated out with Inverclyde have an allocated Educational Psychologist and are discussed monthly and appropriate action/support is implemented earlier. * 100% of care experienced S4 learners at Lomond View have achieved minimum 5@qualifications. * The average attendance for those living at home increased by 6% increase from last year. For those previously care experience the average attendance is 89.3%, a 3% increase from last year and for those * living away from home it is 91.7%, which is another 2% increase on the average figure. * 100% of Teaching and Support staff have completed PPB Training * 100% of Teaching and Support staff are Trauma Skilled * 100% of S4 pupils achieved an Employability award * 88% of S4 have achieved six or more qualifications or awards * There has been a significant increase in Tariff Points achieved by the S4 cohort. This is due to the change in curricular offer and the introduction of NPAs. * 63% of S4 have completed a successful work placement * 100% of Horizon pupils have improved their attendance over the course of the session * 100% of Horizon pupils in S4 – S6 have achieved at least one qualification in Maths or English**.** * During session 2023-2024 tariff points totalled under 100 for each young person. Tariff points for 2024 -2025 have increased significantly with our top achiever leaving with 225 points and only one young person leaving with under 100 points. * **S4 Attendance at LVA**: After excluding non-attenders, the average attendance for S4 pupils at LVA is 74%, representing a 5% year-on-year improvement. * **BGE Attendance at LVA**: The average attendance for BGE pupils has risen by 4.6%, reaching 76.6%. Additionally, the attendance rate at their base school has seen a notable increase of 14%, now standing at 80%. * **Horizon Attendance**: Attendance for Horizon pupils has increased by 4% year on year, reaching 70%. Attendance at their base school has also improved significantly, rising by 11% to 33%. * The NEST Framework has enabled robust, individualised tracking of progress across 25 developmental areas, with clear alignment to SHANARRI. * 80% of NEST learners were rated green for progress against their NEST Framework targets this year, based on tracking data. * Boxall Profile data from base schools shows improved developmental functioning in 73% of NEST children, especially in Organisation of Experience and Internalisation of Controls. * Quantitative data is complemented by rich qualitative evidence from NEST family check-ins, planning reviews and professional observations.   **Key Priorities:**   * Use the exclusions working group to explore ways to reduce the exclusions of care experienced children and young people moving into 25/26, due to an increase shown this year. * As we did not achieve the anticipated percentage for level 5 passes in S5 this will remain a high priority within the Virtual School. * Streamline data gathering to ensure data is accessible and useful * Reform the BGE curriculum with a focus on PBL (project based learning). This will increase engagement and cover more curricular areas. * Review the Horizon service and progress more of the young people into group work. Look at ways to support wellbeing through Horizon. * Implement the Interrupted Learners Service. * Enhance learning spaces to ensure classrooms are inclusive and engaging for learners. * Work towards Silver RRS accreditation involving pupils, parents and partners. This will be achieved by June 2026 * Further increase family engagement through themed coffee mornings and school events * Explore a collaborative programme with the college * Produce a comprehensive DYW calendar * Build consistency in tracking practice across all NEST staff and deepen engagement with base schools in joint reflection on progress. * Refine NEST’s use of qualitative data to complement framework and Boxall metrics, capturing soft signs of progress that matter. * Explore how to monitor longer-term impact of NEST placements following reintegration or onward transitions. |

**National Improvement Framework Quality Indicators**

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| **1.3 Leadership of Change**  **Good** |
| **Key Strengths:**   * The development of management meetings to support cohesion of the middle managers. This has allowed a more strategic approach to line managing the discrete services. * The robust and effective consultative approach to school improvement among staff, leading to staff feeling listened to and involved in planning for improvement. * The introduction of the DHT post and aligning this to the wider services, has contributed to a successful senior management structure. * The NEST team has sustained a strong shared ethos grounded in trauma-informed and neuro affirming values. * Reflective practice at NEST is embedded through regular staff supervision and a shared commitment to learning from one another. * A culture of collaboration and adaptability has allowed the NEST team to respond flexibly to children’s changing needs across the year. * Feedback from NEST families and partners reflects high trust in the service and strong professional integrity among staff. * The continuous positive profile of the Virtual School leading to more opportunities for effective work to be carried out within schools but also across our wider network, including other authorities and our wide partnership outcome. * Leadership within the re-design of Lomond View and the wider services alongside progressing the virtual school further   **Key Priorities:**   * Integrate a consistent pupil voice process across all models to ensure we are capturing views and consulting young people on the service delivery. * Develop regular self-evaluation and engagement with HGIOS with staff across the service to use improvement data for planning next steps. * To continue to promote and embed the vision, values and aims of the provision with the new staff and pupils, as well as developing a sense of identity and belonging. * Support the development of new leadership roles across the NEST team from August 2025, aligned to outreach, outdoor learning, family engagement and meta skills. * Strengthen collaborative working with the wider Lomond View staff as we embed NEST within the new setting. * Develop systems to ensure NEST leadership responsibilities are balanced with direct relational work. * Look outwardly to consider how best to use the resource within the virtual school to its most effective capacity. |

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| **2.3 Learning, teaching and assessment**  **Good** |
| **Key Strengths:**   * A robust system for the tracking of the BGE has been introduced, leading to progress being shared with base schools and reporting on progress. This has been focused on project based learning and young people have responded well to this approach. * The commitment to the CIRCLE training and framework, leading to a significant adaption in the environment for our young people. * The introduction of observations focused on learning and teaching as well as a commitment from the teaching staff to develop their adaptive teaching approaches. * A strong foundation of play pedagogy, continuous provision and developmentally appropriate practice is consistently used at NEST to plan and respond to children’s needs. * NEST Observational assessments are used to inform planning and track developmental learning, with planning cycles remaining flexible and responsive. * Sensory needs, regulation strategies and child-led exploration are central to NEST learning design, supporting inclusion and engagement. * Project-based learning has been introduced to NEST successfully, providing rich, experiential opportunities for small groups of children.   **Key Priorities:**   * To launch and embed the learning and teaching policy across the provision * To launch the LVA lesson for the secondary element of the provision * To develop a better process for tracking effective use of the PSA staff * Continue to refine project-based learning approaches at NEST and connect them to emerging work on meta skills. * Develop our new P7 model with structured opportunities for independence, reflection and transition support. * Increase opportunities for collaborative curriculum planning across Lomond View services where appropriate. |

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| **3.1 Ensuring wellbeing, equity and inclusion**  **Good** |
| **Key Strengths:**   * The robust focus on improving transitions this year, including earlier planning, a new approach to collating information, a survey for base schools and a planned transition programme in June. This is also allowing pupil profiles to be created earlier to support staff planning. * The use of engagement and wellbeing data to inform next steps/required changes for young people. * The continued development of the pupil profiles, and their use within the school to ensure young people are being supported appropriately. * Relational safety is at the heart of all NEST practice, with trauma-informed and neuro affirming principles embedded across the team. * Children are welcomed and understood holistically, with co-regulation, flexible boundaries and sensory diets forming core supports. * Family workshops and informal, open-door engagement have deepened trust and communication with NEST families. * Boxall and framework data evidences strong progress in emotional regulation, safety and social development for most children at NEST. * The development of guidelines, rationales, and transition processes for all areas under the virtual school. These will help in developing a clear understanding across the authority of what is on offer to support children and young people.   **Key Priorities:**   * Improve the PSE element of the BGE and where possible implement PSE into the S4 programme (possibly within the Wellbeing award) * To enhance the understanding and presence of the wellbeing indicators among young people. * To explore ways to enhance the wellbeing of Horizon pupils. * Ensure sensitive, well-supported transitions for all children moving into the new NEST spaces at Lomond View. * Expand the structure and reach of our NEST family engagement offer, including co-produced programmes and embedded voice in planning. * Continue to share effective inclusive practice to strengthen whole-school capacity. * Use CECYP fund to employ a mental health professional to provide early and quick action for those identified as needing support. * Implement a new approach to family support through the introduction of a multi-agency offer to support those on the edge of care. * Introduction of a CECYP audit tool. |

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| **3.2 Raising attainment and achievement/Securing children’s progress**  **3.2 Raising attainment and achievement**  Good |
| **Key Strengths:**   * The tracking process implemented to monitor attainment within the S4/Horizon model, which has encouraged more accountability for class teachers and a clearer strategy for ensuring we reach our target of a minimum 5@ qualifications. * The enhanced S4 offer, broadening out to include a more skills-based offer, preparing young people for life beyond school. This continues to be something we will develop over time. * The attainment progress that has been made over time, improving over the last two years * The flexible approach to interventions, to ensure all S4 learners achieve their potential. * 80% of children have made strong progress against their NEST Framework targets, with Boxall data reinforcing gains in key developmental areas. * Reintegration to mainstream has been successful for three NEST children this year, with four more preparing for transition following sustained progress. * Tracking shows significant improvement in children’s ability to participate in learning, co-regulate with adults, and engage in group experiences at NEST. * Qualitative evidence highlights increased confidence, emotional expression and connection for children on NEST placements. * The development of a virtual school dashboard for the senior phase and BGE will give the virtual head a much more robust tracking system to identify trends, patterns and comparisons to support schools on their journey to improve the overall attainment. Having this level of data will allow a bigger focus on attainment moving forwards. * Improved tracking of attainment across all schools for this cohort, through the termly meetings facilitating further collegiate approaches to improvement.   **Key Priorities:**   * Improve partnerships to enhance the curricular offer and expand the choice element of the coursing. * Develop a curriculum rationale for the provision. * Develop a Project Based Learning curriculum in the BGE. * Maintain a focus on developmental and emotional progress as the foundation for longer-term learning success at NEST. * Ensure children leaving NEST receive planned, supportive transitions with input from both NEST and base school staff. * Continue to strive for all CEYP to leave S5 with a level 5 qualification. * Using the dashboard to further understand the attainment patterns/gaps within the care experience cohort and plan how to address these. |
| **Key Achievements of the Establishment** |
| Virtual School   * The continuation of the wider pupil voice, building on last year’s conference and moving towards care aware schools in the secondary schools. * The cluster work in Inverclyde Academy to produce a pupil led charter. * The input to children’s houses and social work teams regarding education to assist in increasing knowledge and understanding across our partners. * The development of the family engagement strategy within the CSP.   Lomond View Academy   * Significant progress on S4 attainment and achievement with 88% leaving with 6+ qualifications. * The transition process is clear and robust. Schools are more aware of how and when to refer to the service. A lot of work has been done with Base Schools to provide clear referral criteria and detailed service information. There has also been an improvement on the sharing of information at the point of transition meaning a smoother start for our young people. * All leavers have a destination or a PLP plan with their Base school for next session. School leavers were supported through the college application process and have had visits and tours with LVA staff in advance of their start date.   Corporate Parent Team   * Re-engaging young people with their learning and ensuring an ethos of high expectations, in particular when engaging S4 learners in SQA qualifications this year. * Establishing relationships with parents and carers who have been historically difficult to engage with - crucial to pupil engagement. * Ensuring next steps are in place (education support worker, college etc) and working with appropriate partners to ensure this is in place before disengaging from a young person.   NEST   * The NEST team has continued to demonstrate exceptional cohesion, flexibility and emotional attunement, supporting children and each other through complex experiences. * The NEST Framework has been embedded in daily practice and is now being explored by some mainstream schools to support whole-school planning and inclusion. * Three children have successfully returned to full-time mainstream education this year. A further four are preparing for reintegration following significant progress. * Project-based learning has been introduced and is already fostering engagement, collaboration and a sense of achievement for children. * The service has built strong relationships with families, with regular feedback highlighting trust, partnership and emotional support. * The upcoming move to Lomond View presents exciting opportunities for joint working, shared learning and increased visibility of inclusive practice. |