

# Reporting Progress: on our Corporate Parenting Duties

The progress made towards the actions outlined in the [Corporate Parenting Duties and Plan 2017-20](#) were reported in the ES [Public Sector Equality Duty and Corporate Parenting Progress Report](#) (February 2020). The plan was always intended to be dynamic and over the course of its 3 years ES and national organisational changes and the impact of the pandemic has meant that it has been regularly adjusted to meet the changing needs of both care experienced children and young people in education and the work force that support them. The full range of the activities undertaken by Education Scotland as Corporate Parents during 2017-2020, including and beyond those outlined as actions in the plan, are comprehensively reported on in 2.3 (the [Full Report](#)).

## Report Summary

- creation of the [Corporate Parenting Summary page](#) on the National improvement Hub to direct practitioners to definitions, legislation and guidance, resources, professional learning, and supporting agencies.
- sharing information nationally about the interventions and supports provided by local authorities (funded by the Care Experienced Children and Young People's Fund) through a range of events such as the CELCIS Education Forum.
- supporting national events and networks such as the annual CELCIS Education Conference, the Adoption UK Education Conference, the Virtual Schools and Head Teachers Network, and the Secure Care Strategy Group.
- supporting the work of the Children's Hearing and Youth Justice Improvement Partnerships including promoting the 'voice' of children involved with the Children's Hearing System (CHS).
- improving practitioners knowledge of the CHS through resources on the National Improvement Hub.
- as part of evidence gathering activities HMle inspection safeguarding forms now include questions specifically about care experienced children young people on their educational progress and wellbeing.
- professional learning (PL) opportunities provided for all Education Scotland employees, such as, Collaborative Learning Event with Who Cares? Scotland in June 2018, roll out of the Corporate Parenting professional learning module in November 2019, Corporate Parenting induction training made mandatory for new colleagues from January 2020.
- providing a wide range of practical resources and opportunities for professional learning which directly and indirectly support care experienced learners, such as Mental Health resources, professional learning around relational approaches, children's rights and learner participation
- advice and guidance for Scottish Government and Local Authorities on relevant policy and guidance, such as, attendance, exclusion, and relationships.
- bridging between Education Scotland, Scottish Government, stakeholders, and partners is improving which in turn is supporting better targeting and coordination of effort. For example, bringing the concerns of a range of partners to SQA Equality leads influenced SQA's COVID 19 Equality Impact Assessments and guidance.

## Impact

The main impacts of the 2017-2020 Plan has been to increase networking between educational stakeholders, identify and raise awareness (and the profile) of care experienced issues, and to begin to influence change. There are however some tangible impacts notably:

- corporate parenting and care experienced considerations now fully integrated into all Education Scotland's equality policies and practice.
- increased awareness, across the wider education system, of how care experience can impact educational experience and outcomes and the supports that can help.
- Education Scotland Attainment Advisers offering local authorities direct support in relation to care experienced data, issues and interventions.
- the needs of care experienced children and young people being a focus in the inspection process.
- renewed consideration of data collection, analysis and use in relation to care experience at national, local and school level.

## Full Report

ALERT	
<b>Objectives</b>	<ul style="list-style-type: none"><li>• Represent the needs of care experienced learners in our corporate planning and review processes.</li><li>• Develop links with CELCIS and Who Cares? Scotland and other organisations representing care experienced learners to ensure ES has an understanding of their needs.</li><li>• All staff and managers understand corporate parenting duties and the needs of care experienced learners</li></ul>
<b>Outcomes</b>	
<p>In March and June 2018 ES conducted two initial awareness raising events for ES staff. These events were supported by CELCIS (March) and Who Cares? Scotland (June). At the June event our Corporate Parenting Plan was launched to staff and in October 2018 ES appointed a Senior Education Officer. At a strategic level from 2019 the Corporate Parenting Plan has been explicitly referenced in our <a href="#">ES Corporate Plan</a> as part of the strategic priority - Getting it Right for Every Child. Additionally ES took the decision to in 2018 to consider 'care experience' as an equality issue in all aspects of its functioning. Corporate Parenting was been explicitly reported in <a href="#">ES's Public Sector Equality Duty Progress Report 2020</a> and care experience has been explicitly included in the new <a href="#">ES Equality Strategy 2021</a>.</p> <p>From late 2019 Corporate Parenting has been part of ES's Induction Programme for all new employees. The SEO lead is also delivering bespoke Corporate Parenting professional learning tailored to specific roles within Education Scotland, for example, HM Inspectors, Attainment Advisers and Regional teams to explore how they can deliver on their corporate parenting duties within their specific context.</p> <p>In order to keep the profile of 'care experience' high, ES staff have been provided with annually updated summarised reports on 3-18 cross sector educational data (3-18) since 2018</p>	

(Example). This report has been used to keep HM Inspectors and colleagues offering Regional support updated on the current levels of educational outcomes for care experienced children and young people and identify where gaps or issues exist. This Statistical Summary is also shared with Scottish Government.

Through its two main functions, scrutiny and support, ES help to raise awareness of equity issues in education and of how education can be more 'inclusive' for all learners. In terms of scrutiny, since 2018 schools have been required to provide HM Inspectors with information through the pre-inspection safeguarding form about how they specifically support their care experienced children. In addition, and within the context of wider equity issues, consideration is also given to support and outcomes for care-experienced learners within ES scrutiny and support activity with colleges and other post-compulsory learning contexts. In terms of system support, ES colleagues keep the profile of care experienced learners high on national, regional and local improvement agendas.

Education Scotland provides support, guidance, resources and professional learning for a range of educational staff who deliver services to care experienced children and young people. ES alerts educational practitioners on issues identified as having an impact on the wellbeing of learners, including those with care experience through a range of communications such as their Newsletters, Networks, the National Improvement Hub, and Parent Zone. Through these avenues and their Professional Leaders of Learning Platform, ES also provide Resources, Guidance, and Professional Learning (detailed in later sections). This includes information and resources on issues such as Corporate Parenting, Inclusion, Wellbeing, Mental Health, Engaging Parents/Carers, Family Learning and Equity for all learners. For example, wellbeing resources and professional learning on the importance of attachment, adverse childhood experiences and trauma, and the relational approaches that can support children and young people who are care experienced.

At a targeted level, ES engages in professional dialogue with a range of other Corporate Parents and partners, such as CELCIS, Who Cares Scotland, SQA, Children's Hearing Improvement Partnership, Youth Justice Improvement Board, the Kinship Collaborative, the Virtual Schools and Head Teacher's Network, The Independent Care Review Working Groups, the Secure Care Group and others. Through these forums ES can raise awareness of educational issues and offer support and professional advice. For example, care experienced children and young people are over-represented in the Youth Justice system. In response to this Education Scotland is involved with various partners to produce resources and provide professional learning opportunities for educational practitioners to help them better understand their importance as part of the scaffolding of care and how they can further support children and young people who are at risk of coming into conflict with the law.

## ASSESS

<b>Objectives</b>	<ul style="list-style-type: none"><li>• Ensure educational establishments are consistently assessing wellbeing to a high standard and in line with current legislation</li></ul>
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## Outcomes

Through our Scrutiny (Inspection and Review) role ES gather evidence on the performance of the education system to support quality and improvement. ES uses a shared approach to

evaluation using 'quality frameworks' which include national quality indicators (QIs). The Principles of Inspection and Review includes an Equality and Diversity principle which ensures that all inspections seek information from a diverse range of learners including those with care experience.

The current How Good Is Our School? (HGIOS4) allows robust evaluation of the experiences, achievements and outcomes for all children and young people, including care experienced. In addition, this evaluation extends through other ES frameworks, for example, How Good is Our College?, and external quality arrangements for the review of Career Information, Advice and Guidance and Modern Apprenticeships.

Additionally, in a legal context the Education (Additional Support for Learning) Scotland Act (2004) as amended (2009) ensures that all 'looked after' children and young people are legally considered to have additional support needs until assessed otherwise. The Act also requires local authorities to consider whether each individual child or young person requires a Coordinated Support Plan (CSP). HM Inspectors play an important role in evaluating how well schools are meeting these legal requirements and assessing the needs of care experienced learners.

HM Inspections contribute to the corporate parenting action listed above by maintaining a focus on the HGIOS?4 QI 3.1 Ensuring wellbeing, equality and inclusion. In the School inspection findings report 2018-19, HM Inspectors noted that 'supporting and improving children's and young people's wellbeing is a high priority. An increasing focus is given to developing children's and young people's emotional and mental wellbeing and resilience' however they also reported that 'more effective use of data is required to analyse trends and monitor the effectiveness of interventions in place to support young people including those requiring additional support, those from protected characteristic groups and those facing challenges. This would support regular review of the effectiveness of interventions in improving outcomes for children and young people' and that 'whilst schools have an increased awareness the role of staff as corporate parents, this continues to be an area requiring further improvement.'

In response to these findings and as an action in our ES Corporate Parenting Plan, during the session 2018/2019 inspection cycle, educational settings were asked for the first time to provide specific information about how they supported care experienced children and young people. The questions are:

- How do you ensure the learning and wellbeing needs of care experienced children and young people are being appropriately met?
- How many learners are currently recorded as being care experienced?
- In what way have you taken action to improve the way in which you exercise your responsibility in relation to care experienced learners?

Between 2018 and 2020 across inspections, schools and centres identified approximately 1900 pupils as care experienced. A sample of the key messages taken from the safeguarding self-evaluations returned by inspected establishments include:-

- A range of assessments and plans are in place for care experienced children and young people such as wellbeing assessment plans, Child's plans, IEPs, ASPs and risk matrices.

- A few schools refer to partnership working with the voluntary organisations, Who Cares Scotland and CELCIS.
- Meetings about care experienced learners are a feature in almost all schools and these are routinely 'team around the child' (TAC) meetings.
- A few schools detail how they ensure pupils can access clubs and activities through funding such as the Pupil Equity Fund.
- A few schools detail the use of an assessment tool to determine if care experienced children require a Coordinated Support Plan (CSP). Almost all schools in one local authority refer to assessing care experienced learners for CSPs.
- A few education authorities request attainment information about care experienced children and young people on a regular basis throughout the school year.
- A few schools refer to designated staff within the education authority who provide support. For example, one local authority has a care experienced learners support team for schools and another has a designated care experienced coordinator.

In a few schools, HM Inspectors made recommendations to schools to improve practice related to supporting care experienced learners, for example, improving documentation and records, involving children and young people in plans, and ensuring staff understood their corporate parenting responsibilities.

This theme is also picked up through college reviews within HGIOC?. In the 2018 ES Overview Report on college evaluations, commissioned by the Scottish Funding Council (SFC), ES identified that the majority of colleges cited positive practice with regards to taking account of diversity of the learner voice in planning for improvement – this included positive developments regarding care experienced learners. A majority of colleges cited positive practice with regards to support staff being adept at adjusting approaches to meet the needs of care experienced learners. However, more than a few colleges reported areas for development in relation to further improvements to monitoring and support arrangements, for example to the provision of additional services to support care experienced learners complete programmes successfully. Almost all colleges report positive practice in account of actions to meet equalities legislation, making frequent reference to care experienced learners as a result of continuing involvement of Corporate Parenting responsibilities. There was still however, a focus on improving attainment rates of care experienced learners.

In response to DYW equality recommendations, due regard is given to participation by care experienced young people with ES review of Modern Apprenticeships.

Inspection provides invaluable data to enable targeting of improvement activities by educational settings, educational authorities and Regions. ES's Regional teams support schools and educational authorities in such improvement activities and in particular, the use of data to inform practice, how to improve learner participation, apply children's rights, and improve wellbeing.

For example in terms of data, attainment advisers support local authorities to use evidence and interrogate their data to close attainment gaps caused by deprivation and disadvantage. The information they consider includes data around care experienced children and young people. This data can be used to identify 'needs' for both individuals or groups of care

experienced children (by type of care, age/stage, gender, etc.). Identifying these areas of 'need' help schools and local authorities to target supports and resources.

This work is supported by ES's National Improvement Framework (NIF) Officers who support schools and local authorities to evaluate children's progress in both their learning and their wellbeing to ensure they promote excellence and equity for ALL learners (example of supporting resources for improvement planning using the NIF).

ES's Inclusion Wellbeing and Equality staff and Community Learning and Development staff provide advice, guidance, resources and reflective tools to help schools assess the wellbeing of their learners directly (exemplar) or the factors that indirectly affect wellbeing such as attendance, inclusion, engaging parents and families, transitions, additional support needs (Dyslexia, Autism, etc.), or barriers to learning (CIRCLE resources).

## PROMOTE

<b>Objectives</b>	<ul style="list-style-type: none"><li>• Communicate and share best practice in relation to care leavers and care experienced learners.</li><li>• Assess if our resources and improvement activity are meeting the needs of care experienced learners.</li></ul>
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## Outcomes

Since 2018 the SEO Lead for Corporate Parenting has pro-actively developed collaborative partnerships with a range of national, regional and local working groups, other Corporate Parents, relevant national Networks and Third Sector organisations. The purpose of these partnerships has had a dual purpose:

- to represent either care experienced children and young people's interests at a range of educational forums (for example, Equality and Diversity, DYW, Curriculum, etc.) or to represent educational interests and considerations at a range of forums that include the interests of care experienced (for example, Children's Hearings, Youth Justice, Secure Care, Care Inspectorate, SQA, CELCIS, WhoCares?Scotland, Pupil Inclusion Network etc.)
- to share information, resources, and professional learning principally across the educational system but also when appropriate across the wider children's services system.

As a result of these collaborative partnerships ES has been able to:

- establish mechanisms through which information relevant to care experienced children and young people, or educational information relevant to them, can be shared across partners, and
- engage in professional dialogue with, give advice to, and influence the priorities of, these groups.

A few examples of these collaborative partnerships and how they work include:

- The ES SEO Lead works closely with the CELCIS Education Lead to regularly share research articles, professional learning resources, advertising for Webinars, Conferences and Workshops through both ES Newsletters (now Scotland Learns) and direct mailings to

education network groups, and through CELCIS's [Newsletter](#) or [website](#). ES support the work of CELCIS's Education Forum and their Virtual Schools and Head Teachers Network often providing presentations or resources. ES have also provided support for the planning of CELCIS's Annual Education Conference and contributed to the Conference in 2018 and 2019).

- ES is represented on and support the work of the Children's Hearing and Improvement Board and the Youth Justice and Improvement Board. Through these groups ES collaborates directly with the Scottish Prison Service, the Children's Hearing System, the Scottish Children's Reporter Administration, Police Scotland, the Children's and Young People's Centre for Justice, and the Secure Care Group and Centres. Examples of this work includes reciprocal presentations from ES to educational practitioners within SPS and from SPS to a national network of Local Authority Inclusion and Additional Support for Learning leads (2020).
- ES contributes to the Board for the [Pupil Inclusion Network](#) and regularly contribute articles and resources for the website which caters for a wider children's services audience.
- ES attend the Secure Care Group and meet regularly with the Secure Care Centres through the ES Inclusion Lead and Link HM Inspectors.
- ES contributed towards the [Secure Care Pathways and Standards](#) and have proactively promoted the Standards and the engagement events for them with educational practitioners.
- ES is represented on the College Development Networks (CDN) Access and Inclusion and Safeguarding forums

The ES SEO Lead has also developed collaborative partnerships internally with colleagues and in working groups such as the SEO's Curriculum (particularly Health and Wellbeing and Early Learning), Developing the Young Workforce, Equality and Diversity, and National Improvement to ensure that care experienced learners and their interests are always considered in resource development and professional learning. For example, in the resource [DYW Learning Resource 7: Ensuring Equality of Opportunity Section 2.3](#) specifically focusses on 'Supporting access to opportunities for care experienced young people'.

The National Improvement Hub, the Professional Learning and Leadership website, and Parentzone provide comprehensive information, guidance, reflection tools and professional learning that promote the interests of care experienced children and young people. The resources support practitioners and parents with their understanding around the issues that affect care experienced children and young people and these resources are constantly being updated. All resources on the NIH are accompanied by a suite of questions for practitioners' to help them to reflect on both the challenges facing care experienced learners and how they can contribute to improving the educational outcomes and wellbeing for these learners. Many of the resources address issues particularly relevant to care experienced learners, signpost practitioners to resources provided by partners, or provide case studies pertinent of care experienced learners.

A small sample of the range of resources provided via these platforms include:

- [Summary information relating to Corporate Parenting](#) Information for practitioners
- [Focus on care experienced children and young people: Equity in education](#) Signposting
- [Looked after by the local authority](#) An example of Parentzone information

- [Interventions for Equity](#)
- [Inclusion in Practice: The CIRCLE Framework - Secondary](#) Addressing barriers to learning
- [Nurture, Adverse Childhood Experiences and Trauma informed practice](#) Information
- [Nurture and trauma-informed approaches](#): A summary of supports and resources
- [The Compassionate and Connected Classroom](#) Wellbeing resource for upper Primary
- [Recognising and Realising Children's Rights](#) A professional learning resource
- [Engaging parents and families - A toolkit for practitioners](#) Section 3 addresses care experience
- [Family Learning Framework](#) A consistent and structured approach to family learning provision
- [Positive mental wellbeing - resources to support children and young people](#)
- [Support for all](#) – To support health and wellbeing for learners and the workforce
- [DYW – Interesting Practice: Kibble Education and Care Centre: Practice exemplar](#)
- [Connected Communities, East Lothian: Our health and wellbeing](#) – Practice exemplar
- [Let's Learn Together, Scotland: By Adoption UK](#) - attachment informed practice resource
- [MCR Pathways](#) Practice exemplar of Mentoring

Professional learning accessed through our [PLL webpage](#) require a GLOW login. Some relevant professional learning activities include:

- Stepping Stone - Promoting Positive Behaviour
- Supporting learners with additional support needs in a mainstream classroom
- Introduction to inclusive education for support staff
- Compassionate and Connected Communities
- Developing social and emotional learning across a setting
- Leading learning through family and community partnerships
- Develop an inclusive approach to improvement planning
- Supporting children through grief and loss

These examples illustrate some of the mechanisms ES use, across all of its functions, to continuously raise the profile of the learning and wellbeing needs of care experienced learners and what helps them to achieve better educational outcomes. Most notably this includes system level support for inclusive practice.

## OPPORTUNITIES

### Objectives

- ES provides opportunities to support the development of individual's wellbeing.
- Facilitate opportunities to work in partnership to develop further policy and practice.

### Outcomes

In response to 'system' needs as identified through national data, scrutiny, and the raft of other evaluative tools noted earlier, ES continuously:

- develop resources centrally to assess, support or improve wellbeing,
- co-develop bespoke programmes or resources for individual local authorities or regions, and
- collaboratively support the implementation of whole school/authority 'wellbeing' or inclusive and relational approaches.

In the context of care experience learners, wellbeing is supported by good relationships and inclusive practice. Inclusive practice ensures that children and young people are present, participating, supported and achieving (Presumption to provide education in a mainstream setting: guidance).

**Present:** National statistics show low or sporadic attendance and higher rates of exclusion for care experience learners. We also know that school attendance can be a protective factor for these children and helps them to be socially included amongst their peer group. In response to these issues, ES co-delivered a series of engagement events across Scotland in 2019 to support the implementation of the updated Included, Engagement and Involved Part 1 Guidance and in 2020 ES and SG co-created the resource Promoting Attendance: self-reflection questions for educational settings. ES also contribute to the working group looking at additional guidance around the IEI Part 2 on preventing and managing exclusions.

**Participating:** ES have been leaders in the development work around Children's Rights and Learner Participation in education. The Learner Participation guidance was developed in partnership with the University of Stirling and stakeholders to encourage and embed participation throughout schools and early-years settings. The How Good is OUR school? Series produced in collaboration with schools, local authorities, colleges and organisations that represent children and young people across Scotland, was designed to support educational settings to engage children and young people in self-evaluation and improvement in ways that enhance learning. Both these resources are essential toolkits for engaging with care experienced learners to ensure that their experience of school helps to inform future improvements. ES have engaged with regions and local authorities to deliver or co-deliver professional learning around the use of these resources, Participation Programmes such as Young Ambassadors for Inclusion or Young Leaders of Learning, or engage directly with specific care experienced groups such as the Young Radicals. ES also works in partnership with colleges, CDN, SFC and SPARQS (Student Participation in Quality Scotland) to support greater inclusion of the learner voice in planning and quality improvement activity. This includes advancing opportunities for care experienced learners to have their voice heard and affect change.

**Supported:** Care experienced children and young people, for a variety of reasons, are more likely to need more support than their peers. Support may be needed for learning, in the development of relationships and/or positive behaviour, emotional or mental health, or practical support in order to have access to the same social and educational opportunities as their peers. As noted earlier, ES produce or promote a vast range of supporting resources around these areas. ES also work collaboratively with local authority ASN, Inclusion, or Educational Psychology Services to develop and implement approaches such as Nurture, Restorative Approaches and Solution Oriented Schools, Compassionate and Connected Communities, CIRCLE, and Inclusive Practice (also available as OU modules). All of these approaches focus on the building of positive relationships and minimising barriers to learning and participation. These professional learning programmes provide practitioners with the knowledge and skills to do this effectively.

**Achieving:** Every part of ES works towards improving the quality of education in Scotland with the goal of improving the educational outcomes of children and young people. Since 2018 the Scottish Government have provided Local Authorities with additional funding to specifically support care experienced children and their families. As part of the Attainment Scotland Fund, The Care Experienced Children and Young Peoples Fund's ultimate aim is to improve educational outcomes. How the fund has been administered and the criteria for spending the fund however have been designed to cater for a wider focus on 'wellbeing' and Getting It Right for Every Child. ES have supported the Scottish Government in collating and summarising the information from the Local Authority's annual reports and disseminating this information widely through a range of forums, such as the CELCIS Education Forum, the Virtual Schools and Head Teachers Network, the Scottish Government's own wider Scottish Attainment Challenge team, the Adoption UK Education Conference, ES's own Attainment Advisers group, and directly to other stakeholder groups. This process of sharing the different approaches used, the types of supports provided, the interventions introduced, the measures used, and the intended outcomes has helped to inform local authorities about potential promising practice and alternative approaches being used across Scotland that may work for them. This capacity building activity has been supported and enhanced significantly by ES Attainment Advisers proactively supporting local authorities with data and evidence around this specific group of learners.

At a national, regional, local and establishment level, ES colleagues support this work across their many functions including Early Learning and Child Care Officers, Community, Learning and Development, Scottish Attainment Challenge, National Improvement Framework, Inclusion Wellbeing and Equality, Curriculum, and DYW. ES work with practitioners, educational establishments and local authorities to develop their own strategies, policies and plans to support the wellbeing of both care experienced children and their families. In addition to hard data, ES continuously feedback relevant and up-to-date local authority and sectoral information to Scottish Government to support improvement planning at national level.

## ACCESS

- Objectives**
- To work with stakeholders within the education system to do this better if, where, and when required

## Outcomes

Legally 'Access to opportunity' is related to every child's right to education (Article 2 UNCRC) and their entitlement to support to enable them to gain as much as possible from the opportunities that education provides (Additional Support for Learning). As noted earlier, Education Scotland incorporate Corporate Parenting into their Equalities Strategy and endeavour to deliver on the Scottish Governments Equality Theme for School Education 'that every child and young person should thrive and have the best opportunity to succeed regardless of their social circumstances or additional needs, there will be progress by 2021 in the educational experience of those for which evidence indicates their success is impacted negatively due to a protected characteristic'.

With regard to helping care experienced children and young people access opportunities, and make use of our services and support, ES's role is to scrutinise the system to evaluate how well establishments and services are specifically meeting this requirement at every level from early years to adulthood and we work with stakeholders within the education system to do this better if, where, and when required.

'Access to opportunity' in education can mean many things depending on the age, stage and the needs of the individual child or young person. For example, for some children a more creative or flexible curriculum may be required (entitlements set out in Building the Curriculum 3), for some children they may need more support to be fully included, engaged and involved in learning and in the life of the educational setting (see Support for all), and for older pupils they may need a more tailored approach to planning for a positive post-school destination. For example, for many care experienced young people the transition from school to further learning or employment (including progression to a Modern Apprenticeship) is often at the point of other challenging transitions in their personal life which emphasises the importance of effective continuity of support through this period.

Some of these factors can be supported by policy or practice reviews, for example, many schools are looking more closely at how they deliver the curriculum using the Refreshed Curriculum Narrative and Learner Pathways in order to develop a curriculum that meets the needs of ALL of their learners. ES have been supporting schools and local authorities across Scotland with this process through professional learning and direct support. This process is affording educational establishments more confidence and skills to provide learners including those with care experience, who previously struggled to access the curriculum, more flexible options that more appropriately meet their needs. Some examples of how educational establishments are going about this and promising practice from early learning to school leaving include:-

- Sketchnote – Netherthird ECC – Motivating learning experiences and contexts ELC
- Learning across the four contexts Examples from Primary and Inclusion Services
- DYW – Interesting Practice: Flexible Pathways Programme Support for positive destinations
- Flexible Learning Pathways Case Study – Sanderson High School ASN example
- Work placements – Block placements, Extended placements, Flexible placements, Inspiration and Visits Examples of work placement and work related learning activity in Scotland's establishments

- [Sketchnote: Review Social Services \(CYP\) Modern Apprenticeships Exemplars](#)
- [Sketchnote: South Lanarkshire College – Striving to achieve equity for all learners and closing the poverty-related attainment gap](#)

Some of the factors listed above are not only determined by planning processes and interventions but are determined more by the relationships between individual children and young people and the adults supporting them. This is particularly relevant for care experienced children and young people who often have attachment issues from early childhood, have experienced adversity, or may be traumatised. These experiences often mean care experienced children and young people find it difficult to trust others and build relationships. Relationships are often key to 'accessing' available learning or social opportunities. Relationships that support the inclusion, wellbeing, and learning of all learners requires a workforce who understand children's social and emotional needs and have the skills to help children who need more support in this area. Some of the resources, professional learning and direct support provided by ES to promote better relationships have been highlighted in earlier sections. ES work primarily with, but not exclusively with, local authority Educational Psychology Services to strengthen practice in relational and restorative approaches and to ensure greater consistency across establishments and services. Some further examples of co-developed guidance, research and practice exemplars include:

- [Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour](#) and [Better relationships, Better learning, Better behaviour](#) National guidance
- [Building better relationships, better learning, better behaviour - Support staff training](#)
- [Restorative approaches – Peer mediation](#) Professional learning resource
- [Glasgow EPS - Implementing Restorative Approaches](#) Research article
- [Renfrewshire's Nurturing Relationships Approach \(RNRA\)](#) Practice exemplar
- [Attachment Theory and Practice in South Lanarkshire](#) Attachment and Resilience Resource
- [Developing a culture of inclusion and equality – Auchinleck Academy](#) Exemplar

## IMPROVE

- Objectives**
- The corporate parent plan is fully implemented and delivered in the required timescale and ES meets its statutory requirements.

## Outcomes

Progress in terms our Corporate Parenting Plan and more generally our Equalities Strategy cannot be considered in isolation from the wider and collective work of Education Scotland. Explicitly embedding the interests and considerations of care experienced people into the ES Corporate Plan and Equality Strategy not only highlights the value and importance ES places on its corporate parenting responsibilities but also ensures that actions across these agendas are monitored at a corporate level through our governance structures.

In the ES Corporate Parenting Plan (2017-2020) four specific key areas for improvement were identified:

- embedding corporate parenting across all programmes and activities [inward]
- service delivery across a range of channels (scrutiny, resources, events, networks, direct support, influencing stakeholders and policy) [outward]
- partnership working
- continuous improvement [inward, outward and forward].

The Corporate Parenting Plan 2017-2020 addresses these improvement areas through specific actions associated with the six corporate parenting duties. Progress on the actions was reported in the Public Sector Equality Duty Progress Report 2020 and impact noted in Part 3 of the report.

The actions contained in the Corporate Parenting Plan were always intended to be dynamic and responsive. This has proved to be important as the way Education Scotland organises itself and delivers its services has changed during the reporting period in response to the 'Next Steps' document (Education Governance: Next Steps - Empowering Our Teachers, Parents and Communities to Delivery Excellence and Equity for Our Children. April 2018). Education Scotland have now strengthened their inspection and improvement function, have a renewed focus on professional learning and leadership, and now deliver support services through regional teams which means that hands on advice, support and guidance can flow directly to schools to support improvement.

Nationally educational outcomes for care experienced children and young people are slowly improving however it is difficult to disaggregate our contribution towards this improvement from the collective efforts of the wider education system and other corporate parents. Not working directly with children and young people makes measuring any direct impact of the work that we do on educational outcomes for these children and young people difficult. We can and do measure the analytics of our web-based resources, participation numbers at professional learning or engagement events, and collate feedback from practitioner evaluations however this does not give us information about how effectively this information/learning is being used to improve the lives of care experienced children and young people during their time in education. We also recognise that data does not and cannot accurately describe the lives or the learning journey of children and young people. For this

reason we regularly use case studies and practice exemplars to illustrate progress or share good practice in relation to care experienced children and young people in education.

As an organisation we have been very aware of our responsibility to be system leaders with regarding to implementing Article 12 of the UNCRC and recognise that we need to make more effort to gain the views of some groups of learners. All school inspections gather the views of children and young people through pre-inspection questionnaires as well as through focus groups and direct observation of children and young people through learning observations. This ensures that children and young people are fully involved in the inspection process. The questions include important areas for all children and young people especially those that are care experienced to evaluate their wellbeing, including:

- other children treat me fairly and with respect;
- my school listens to my views and takes them into account;
- I was given advice to make the right choices for my future (secondary)
- I feel safe in school.

ES try to ensure that we consistently engage directly with care experienced learners through our inspections and review/scrutiny activities. This is always conducted in a sensitive and non-stigmatising way which ensures that care experienced learners cannot be individually identified.

ES also try to engage directly with learners as stakeholders during the development of resources and professional learning. Indirectly, we encourage and support educational settings to engage with care experienced children and young people in all aspects of education.

As noted earlier, in April 2018 Education Scotland launched two main resources to support educational settings to empower children and young people (including those with care experience) to have a voice and participate in all aspects of their educational experience including self-evaluation: [Learner Participation in Educational Settings \(3-18\)](#); and the [How Good is OUR school?](#) Series. ES have engaged with regions and local authorities to deliver or co-deliver professional learning around the use of these resources and implementation of Participation Programmes such as the [Young Leaders of Learning](#). Nationally ES have engaged with targeted groups of learners, for example the [Young Ambassadors for Inclusion](#) and the [Young Radicals](#). ES also support the work of the [Scottish Youth Parliament](#) and [Our Hearings Our Voice](#) and take cognisance of the findings of their surveys of young people's views such as '[Lockdown Lowdown](#)'.

## Collaboration and Reporting

### Objectives

- Facilitate opportunities to work in partnership to develop further policy and practice.
- Corporate Parenting (CP) plan published and reported in line with agreed timescale.

### Outcomes

As noted earlier, as an action in the ES Corporate Parenting Plan, ES have pro-actively developed collaborative partnerships both internally and externally with a range of national, regional and local working groups, other Corporate Parents, relevant national Networks and Third Sector organisations. A lot of this work has involved the reciprocal nature of sharing information about care experience with education stakeholders or about ES sharing relevant information about education across non-education groups and organisations involved directly with care experienced people. As these partnerships mature overlapping agendas are becoming more obvious and as a result ES have started some targeted work directly with Adoption UK and NHS, CHS, SCRA, Disclosure Scotland and the Police to produce resources to support educational practitioners who work directly with care experienced children and young people.

In some instances collaboration with partners has been more functional, for example, Who Cares?Scotland supported ES in the development of its Induction Module for staff, ES directly support Scottish Government with work around the Care Experienced Children and Young People's Fund, and ES provide a range of organisations such as Local Authorities, SQA, CELCIS, and the Virtual Head Teachers Network with professional advice. ES also works closely with the Scottish Funding Council, in relation to our work with colleges, and Skills Development Scotland in relation to our joint work reviewing Modern Apprenticeship provision and in review of the Career Information, Advice and Guidance services they deliver.

With the transition to regional working ES increasingly provides direct support specifically focused on care experience issues to regional improvement collaboratives, local authorities, and specialist establishments such as the Secure Care Centres.

For example, as a result of collaborative working with Attainment Advisers the Inclusion Wellbeing and Equality SEO Lead has now provided direct support to several local authorities. This support has focused on a range of areas including data, multi-agency working, specific interventions and provisions, or on more universal supports that support care experienced children and young people such as relationships and relational approaches.

Secure Care provides another more targeted example where the SEO Inclusion Lead has proactively facilitated a series of collaborative conversations between the Secure Care Centres to promote joint working on areas such as professional learning, digital learning and accessibility, and resource sharing.