

Schools (Consultation) (Scotland) Act 2010

Report by Education Scotland addressing educational aspects of the proposal by Glasgow City Council to close the Enhanced Vocational Inclusion Project as a school and establish it as a service within Education Services.

June 2024

1. Introduction

1.1 This report from Education Scotland has been prepared by His Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the [Schools \(Consultation\) \(Scotland\) Act 2010](#) ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of a proposal by Glasgow City Council to close the Enhanced Vocational Inclusion Project as a school and establish it as a service within Education Services. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' view. Upon receipt of this report, the Act requires the council to consider it alongside any relevant considerations the council received and then prepare its consultation report. The council's consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its consultation report at least three weeks before it takes its final decision. With all proposals the council needs to follow all statutory obligations set out in the 2010 Act. Where a council is proposing to close a school, there are specific additional obligations. These include notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers. There are special provisions that apply to close a rural school.

1.2 HM Inspectors considered:

- the likely effects of the proposal for young people of the school; any other users; young people likely to become pupils within two years of the date of publication of the proposal paper;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meeting held on 18 April 2024 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others, and;
- visits to the site of Glasgow Clyde College and Glasgow Kelvin College, including discussion with relevant consultees.

2. Consultation process

2.1 Glasgow City Council undertook the consultation on its proposal(s) with reference to the [Schools \(Consultation\) \(Scotland\) Act 2010](#). The proposed change to the delivery model of Enhanced Vocational Inclusion Project (EVIP) was implemented in August 2023.

2.2 The consultation period ran from 25 March to 26 May 2024. A public meeting was held in Glasgow City Chambers on 18 April 2024 which no members of the public attended. A copy of the proposal and a survey link was distributed to stakeholders including elected members, trade unions, other Glasgow City Council departments and colleges. The two-question survey and

proposal document were sent to secondary schools to be forwarded to parents. There were eight survey responses. The majority of respondents do not agree with the proposal. Parents who met with HM Inspectors were not aware of the consultation until invited to meet with inspectors by Glasgow City Council. Young people attending EVIP were made aware of the consultation by their EVIP coach.

3. Educational aspects of proposal

3.1 Glasgow City Council proposes to close EVIP as a school and transfer the operational functions to the leadership of Glasgow Virtual School (GVS). They state that being part of GVS will ensure young people have access to a range of multi-agency support provided by this service. The council sets out a number of educational benefits in its proposal, it states that young people benefit from attending their catchment secondary school one and a half days per week. They remain connected to their secondary school and community, receiving pastoral care, as appropriate. At school, young people access literacy and numeracy qualifications, with the support of teachers and can participate in school activities. HM Inspectors agree with the educational benefits outlined by the council. However, the potential benefits of the proposed model, are not yet fully realised. Mainstream secondary pastoral staff have made important steps to engage young people. However, the current aspirational aim of the proposal to re-engage young people with the school community and their peers is not yet being fully achieved. A number of young people have been able to attain level 3 and level 4 in literacy and numeracy. However, staff and college tutors report a reduction in young people's achievements and attendance this year, compared with the previous model. If the proposal is confirmed, it is important that young people's attendance and progress is monitored and tracked effectively, and appropriate action taken in a timely manner.

3.2 HM Inspectors met with young people, parents, EVIP staff, college staff and headteachers. All stakeholders spoke positively of the important role EVIP plays in supporting young people. The project is helping the young people who participate to engage more fully through the use of well-managed, bespoke and flexible approaches to learning. Stakeholders also agree that there are potential educational benefits in bringing EVIP under the educational leadership of the GVS. All stakeholders agree that the project offers a clear progression route to college. Stakeholders said that changes this year have created barriers, such as removing the teachers from the project and that not all young people are attending their respective secondary school. This has impacted negatively on the attainment of an important minority of young people attending EVIP. Stakeholders who met with HM Inspectors identified that communication between all of the stakeholders could be improved.

3.3 Parents and young people who met with HM Inspectors, value the positive relationships with EVIP coaches who know young people and their families well. A few parents and young people also report good relationships with the pastoral care staff at their secondary school. Young people who met with HM Inspectors find it hard to motivate themselves to attend secondary school. They do not feel supported well with their learning or included at secondary school. Young people do not know how they are progressing with qualifications in literacy and numeracy. This is contributing to their lack of motivation. Parents do not agree that there are educational benefits to attending secondary school for one and a half days per week. They point out that if their young person was able to engage in secondary school, they would not have requested a place at EVIP. They are not confident that secondary schools can meet the learning needs of their young people.

3.4 EVIP staff are confident that young people who consistently attend the programme are supported well to achieve qualifications and progress to a positive destination. Since the model has changed in August 2023, they think that fewer young people are achieving national 4 and national 5 qualifications. Staff would welcome the opportunity to build on their relationships with secondary school staff. Headteachers from a sample of Glasgow secondary schools, who met with

HM Inspectors, are in favour of the proposal. They believe the new model of delivery for EVIP allows schools to maintain established relationships with young people and their families. Headteachers agree that the model has the potential to meet the learning needs of all young people and to support them to achieve. Headteachers who engaged with HM Inspectors wish to continue to fulfil their responsibilities to young people attending the EVIP programme.

3.5 College representatives who met with HM Inspectors agree that the college programme is offering a clear progression route for a minority of young people. They value the partnership with EVIP staff that supports young people's ongoing engagement in learning. College staff welcome the opportunity to work more closely with secondary schools. This will help to ensure that young people are receiving the literacy and numeracy support they need to engage fully in the courses offered at college.

4. Summary

HMI Inspectors agree that the proposal to close the EVIP as a school and transfer its operational functions to the leadership of GVS has potential education benefits. If individualised pathways are developed well, the proposal has the potential to support further the vision for EVIP to be an inclusive project that meets learner's needs and aspirations. The current model is not yet delivering the intended educational benefits and a number of important issues were raised by stakeholders. Should the proposal be formalised and continue in its present form, the council should consider further engagement with stakeholders to address the concerns raised. This should include clearer roles and responsibilities for all partners, improved communication and effective tracking and monitoring of progress and attendance.

HM Inspectors
June 2024