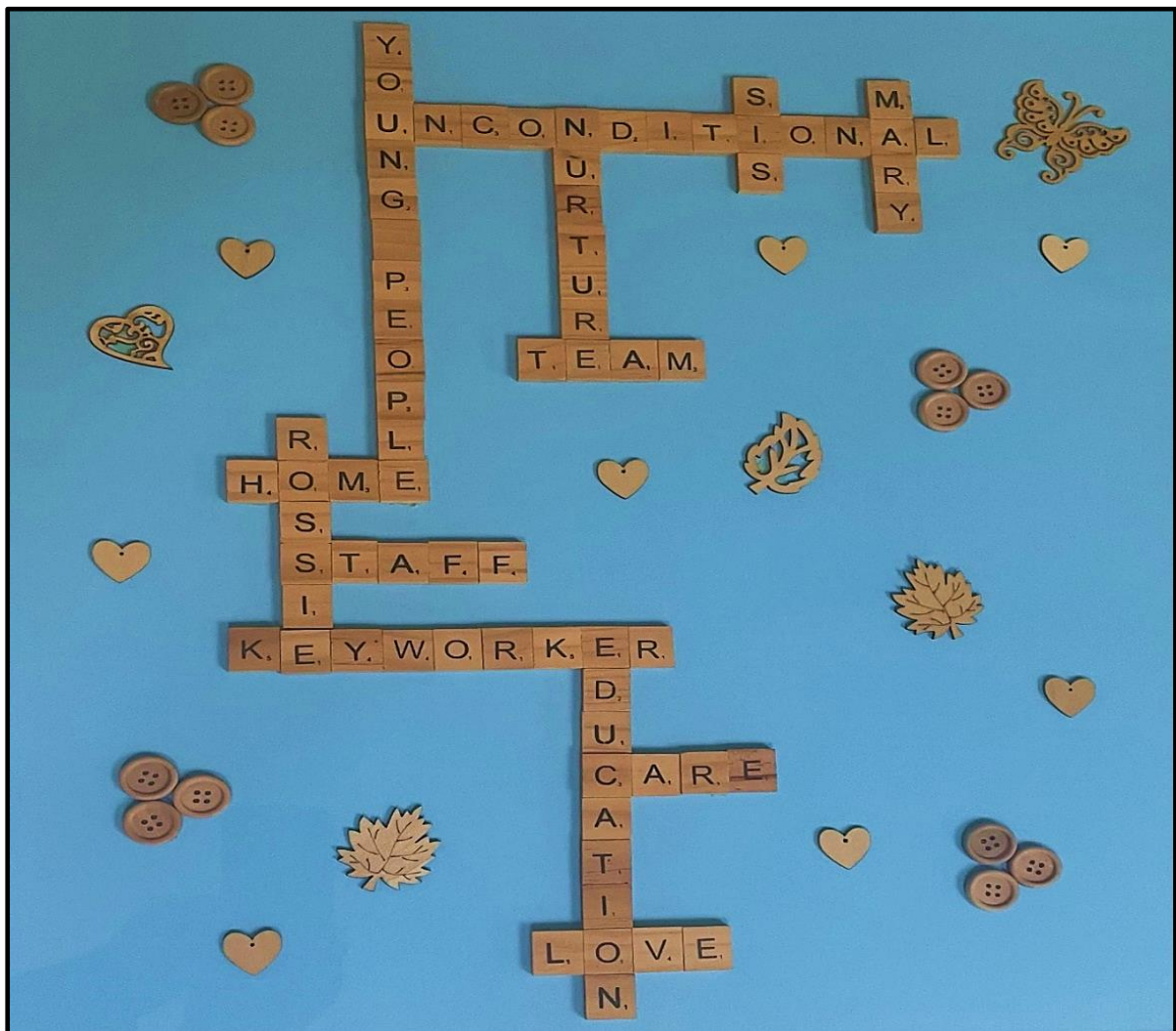


STANDARDS & QUALITY REPORT

2021-2022



June 2022

CONTEXT

Founded in 1857 Rossie Young People's Trust is of charitable status. We are led, managed and accountable to our Chief Executive Officer, and Board of Governors. We are fully compliant with and accountable to our regulatory bodies.

Rossie is located within a beautiful 150-acre estate in rural Angus, approximately 5 miles south of Montrose. We offer services for up to 18 young people within our secure care facilities, and for up to 14 young people within our residential care service. All of our young people are looked after, and most who reside with us attend school on site unless attending college or work placements.

At Rossie, we are committed to providing a safe, supportive and stimulating atmosphere in which young people can work to achieve their full potential. We encourage our young people to develop a healthy respect for themselves and others, and to acquire the attributes, capabilities and skills which will enable a safe and positive return to their home communities when the time is right for them to do so.

Partnership working is at the heart of all that we do as an organisation. As an Education team we have many partners who can and do enhance our curricular offer. The COVID-19 pandemic caused an interruption to the usual delivery of services, and as we move into the recovery phase, we are re-igniting these partnerships, in person, and in accordance with the needs of our young people.

EDUCATION STAFFING

Rossie Young People's Trust employs a total of 15 Education staff at present. All staff work across both our Secure and Residential schools:

- 2 PTs
- 1 HT
- 6 Class Teachers (4 x 1.0 FTE, 2 x 0.8 FTE)
- 1 Instructor (1.0 FTE)
- 3 Education Facilitators (1 x 1.0 FTE, 1 x 0.6 FTE, 1x 0.4 FTE)
- 2 Classroom Assistants (both full time)

Recruitment is actively ongoing in order to increase capacity within the team, and to broaden the curricular offering available to our young people.

VISION and VALUES

Our Vision is to be a *'a centre of excellence that changes lives.'* Our Education department is committed to ensuring all young people are *'realising their potential in life, learning and in readiness for future employment'*.

Rossie's culture is underpinned by our core values. These are:

- Respect
- Integrity
- Accountability
- Collaboration
- Delivery

AIMS

The National Improvement Framework (NIF) was established in 2015. This sets out a clear vision for Scottish Education, based on the delivery of excellence and equity for all young people. Our young people who have experienced multiple ACEs, have had more challenges to navigate than most, and in accordance with the vision and key priorities of the NIF, our school aims to:

- Improve attainment, particularly in literacy and numeracy.
- Close the attainment gap between the most and least disadvantaged children and young people.
- Improving young people's health and wellbeing.
- Improve employability skills, with a view to impacting positively on sustained and positive school-leaver destinations.

OUR SCHOOL PRIORITIES

Robust evaluative work is taking place to support improvement and developments. Team members have a responsibility and are actively engaged in supporting this important work. There are regular opportunities for working group meetings, and collegiate time to support progression of priorities. Our school has a clearly defined improvement plan (see *Appendix 2*).

The six drivers for improvement (in accordance with the NIF) are:

- School leadership
- Teacher professionalism
- Parental Engagement
- Assessment of children's progress
- School Improvement
- Performance Information

School Leadership

Through ongoing and continuous self-evaluation processes for self-improvement, leadership of change and distributed leadership opportunities, we ensure systems are in place to review our practices which promote positive outcomes for our young people.

Teacher Professionalism

We are a learning organisation. Our staff team is committed to CPL, and access regular inputs. Sessions are designed to support individual, team, and/or organisational improvement priorities. All professional learning is designed to have a positive impact on our young people.

We have a suitably flexible approach to learning, with some opportunities being facilitated in person, and/or by colleagues, others being available through our tailored online learning programme (Flick), and others through partnership with external providers.

All teaching staff engage in the Professional Review & Development and Professional Update processes, as per GTC requirements. We are in the process of re-establishing links with other schools (local authority, secure and residential) across Scotland. In time, we aim to have a range of shared collegiate and professional learning events.

We have developed a strong partnership with our SQA link officer, which has enabled us to have specialist advice on the re-establishment of in person examinations. We look forward to working with the SQA, SCQF partnership and other providers in order to up skill our team, and broaden the curricular offer for our young people.

Parental engagement

We aim to ensure consistent application to our parents/carers as partners strategy. Education team members engage with parents and carers during meetings (e.g. LAC and Secure Care reviews).

As we move further into post pandemic recovery, we look forward to inviting parents and carers back into our school buildings, to attend open days, Fun Days, Xmas Concert etc.

Parents and carers are provided with regular updates on their young person's learning journey through Individualised Learning and Reporting Plans, and through informal contact as and when this is helpful.

The daily handover process has recently been refined allowing pertinent and relevant information to be shared in a timely matter. The Education team participate fully in the 6-weekly 'Team Around the Child' meetings with other corporate parents.

Assessment of children's progress

Through our transition and induction process, we build on what is already known about a young person's educational strengths and areas for further development by gathering detailed assessment information. We work collaboratively with colleagues in our specialist

intervention (health and wellbeing) team, and our colleagues in care to ensure a successful integration to living and learning at Rossie.

During a young person's time with us, we aim to ensure that they attend regularly, make progress towards achieving learning outcomes, feel valued at school and attain success. Assessment of strengths and progress continues, and we offer a range of diagnostic assessments to allow us to understand barriers to learning which may be relevant.

Young people are supported to share their views on their progress in a range of ways, including SHANARRI, Wellbeing Webs and our PRAAISE model (which is under review and evaluation see *Appendix 1*).

Work has started in rebuilding moderation arrangements with mainstream schools locally, and with other secure and residential schools across Scotland. Our aim is to have a calendar of events scheduled across session 2022-23 with a combination of in person and virtual opportunities.

School improvement

We aim to ensure high standards of education delivery which lead to ongoing and continuously improving educational outcomes for young people. We use a range of self-evaluation tools as a team, and across the organisation, and will continue to extend these approaches in line with best practice and advice.

Performance information

We gather a range of data on young people, which evidences our performance as an education team. This data is reported on to the CEO and our Board of Governors to evidence achievements, developments, and to ensure good governance and appropriate resourcing. We will use this in order to support self-reflection, continuous improvement and collective responsibility towards supporting and enabling our young people to achieve positive outcomes.

Attendance

Our average attendance for academic session 2021-22 is 61% at the time of writing (June 2022). The attendance for recent terms can be broken down as follows:

Term Dates	Secure School	Residential School	Average Attendance
6 th Jan – 11 th Feb	73%	54%	64%
21 st Feb – 1 st April	78%	36%	57%
18 th April – 20 th May	75%	49%	62%

There are multiple reasons that our young people have not attended school and these have ranged from self-isolation requirements during the pandemic, participation in meetings, attending appointments, feeling unwell, and due to risk assessment indicating that the young person has specific needs that require a short absence from school (e.g. feeling particularly upset following a Hearing, the risk of self-harming behaviour therefore significantly increasing – but that this risk can be mitigated through nurture and support within a quieter environment).

Although a young person may be unable to attend school this does not mean they will not be accessing learning opportunities. Our team work closely with colleagues in care to facilitate learning in the houses, in our Forest School or in our beautiful external woodlands.

Attainment

This session we have had young people achieve SQA units between National 2 and National 5 level. Our young people have also been presented for other Awards (individually, and in groups) for example Personal Development Awards, Personal Achievement Awards, Core Skills and Sporting Awards. We continue to explore the range of accreditation which is becoming more accessible as pandemic restrictions reduce (e.g. Junior Bee keeping awards).

The current attainment figures are:

Qualification Level	Total
Level 2	25
National 2	39
National 3	63
Level 4	1
National 4	34
National 5	5

As well as achieving National 5 unit awards, one young person has completed the National 5 Mathematics course, and three have completed the National 5 English qualification. All were supported to prepare for and undertake the formal examination, coped well and achieved very positive outcomes.

STRENGTHS OF THE SCHOOL

The key strengths of our school have been identified through self-evaluation against the four key Quality Indicators as identified in “How Good is Our School” (4th Edition). Our improvement plan has been created taking account of this evaluative work, linking this to our objectives in the Rossie Business Plan, and through identifying the key actions which will lead to positive outcomes for our young people.

Quality Indicator 1.3 – Leadership of change

- *Developing a shared vision, values and aims relevant to the school and its community*

Over the last two years, there have been changes to the staff team, which included establishing a new leadership team. Recruitment continues to progress, and is being carried out with care, and including the views of our young people through the safe interview process.

All staff are clear on the nature of our organisation, and the unique context in which our young people live and learn. Our staff team have a clear understanding of the challenges and contexts that our young people have experienced and lived through in advance of joining us.

All staff are committed to supporting young people achieve the highest possible standards, and a wide range of success.

Our young people, our school team, and our wider community are working together to develop a refreshed vision for our school post the pandemic.

- *Strategic planning for continuous improvement*

Senior leaders have built on existing conditions where members of staff feel confident to make suggestions, initiate change process, and to take responsibility for driving and leading change. Senior leaders are guiding the staff team to ensure that developments take account of the multi-disciplinary nature of our services.

Opportunities for change have been identified in part by senior leaders, and in part through the involvement of members of staff and young people in evaluative process. Time for professional dialogue, reflection and learning continues to be a key part of the weekly schedule.

Senior leaders have taken account of the evaluation work carried out to date, and have supported the team to participate in improvement planning.

- *Implementing improvement and change*

Senior leaders encourage and enable members of staff to be creative in their approaches to all aspects of work. Members of staff at all levels are asked to take responsibility for leading and implementing change within the school setting, and to contribute to organisational change projects.

Senior leaders work collaboratively across the organisation to plan and to problem solve – at all times retaining a focus on equity for our learners, and supporting them to achieve positive outcomes.

Staff at all levels take their responsibilities in regards to promoting equality and social justice very seriously. This is evident in interactions with and between young people, and in the content of lessons.

A refreshed approach to PRD and PU is in place as part of the COVID-19 recovery plan, and it is anticipated that this will result in more members of staff taking part in formal professional learning. The impact of this is anticipated to be on the skills and confidence of team members, and therefore on the learning outcomes for our young people.

Quality Indicator 2.3 – Learning, teaching and assessment

- *Learning and engagement*

The ethos and culture of our school reflects a commitment to young people's rights, and positive relationships. We are fully committed to delivering on the Promise, and keep young people's voices at the heart of all that we do. Relationships are managed through a trauma informed lens, and there are high levels of skill in building trusting relationships across our team.

Most young people arrive with us after having experienced significant disruption to their learning, and are supported to build safe and trusting relationships with members of school staff during our induction process. This facilitates engagement or re-engagement with learning for most young people to good effect.

Learning experiences are tailored to match the needs and interests of young people. The use of digital technology is complex in our setting due to legal orders which apply restrictions to some young people, to keep them safe due to child protection and safeguarding concerns.

- *Quality of teaching*

Relational approaches are developed carefully so that our young people feel able to engage in learning. Explanations and instructions are clear, and a range of approaches to engagement are used in order to motivate young people to participate in classes.

Learners are observed carefully in order to assess their level of engagement, their wellbeing and to support dynamic risk assessment and risk management.

- *Effective use of assessment*

Assessment is continuous and a key feature of our work at Rossie. We recognise that almost all of our young people will have experienced significant disruption to their learning journey. We work closely with our young people and their previous learning providers to gain a clear understanding of their strengths, interests, aspirations and areas for development.

We use a range of assessment approaches which take account of young people's learning needs, and to allow them demonstrate their knowledge and understanding, skills and capabilities. Young people's progress is shared via our reporting process, which is formally updated and shared every 6 weeks. An update on the progress of each young person is included in the weekly care report sent to families, carers and social workers as representatives of corporate parents.

Due to the restrictions of COVID-19 we are now re-establishing moderation networks with local authority, residential and secure school settings in order to further enhance the skill set of our staff team. We have established a strong working relationship with the SQA, which has been beneficial to young people who are working at National Qualification level.

- *Planning, tracking and monitoring*

Our young people are with us for varying lengths of time. Appropriate plans are made taking account of this, and with a focus on supporting young people to achieve tangible success early in their placement, and regularly thereafter.

We work collaboratively with our multi-disciplinary partners to recognise and celebrate the success achieved by our young people.

Quality Indicator 3.1 – Ensuring wellbeing, equality and inclusion

- *Wellbeing*

Our school team has a shared understanding of wellbeing, and their important role in promoting and protecting this. Most of our young people have experienced significant trauma, ACEs, and our staff team are aware of the impact that this has had, and will continue to have on their learning journey. We work with multi-disciplinary partners to ensure that young people's wellbeing needs are met, and their likelihood of achieving positive outcomes is significantly greater than prior to their joining us.

Relationships between young people and staff are strong, and based on positive interactions. The use of restrictive practices is necessary at times, but only as a last resort and when there is no alternative option. The use of restorative practice is a key feature of our operations, and is regularly used to restore and repair relationships.

We work with partner agencies to enhance our curricular offer, and to build the confidence and competence of our staff team.

We consider each young person as an individual, and recognise they have individual needs, interests and talents. We work carefully with colleagues in our specialist intervention (health and wellbeing) team in order to develop a good understanding of what helps our young people to feel safe, settled and able to engage in learning.

- *Fulfilment of statutory duties*

We comply and actively engage with statutory requirements and codes of practice. Our staff, and the staff team across the organisation are very clear on individual roles and responsibilities, and the key reporting mechanisms should there be concerns about a young person's safety, wellbeing or learning.

- *Inclusion and equality*

Young people, staff, parents/carers and partners are treated with respect. We understand, value and celebrate diversity, and encourage our young people to challenge discrimination.

Our young people are considered as individuals, and so each learning plan has different priorities. Young people are supported and encouraged to do their very best, regardless of the duration of their time with us. We prioritise enabling young people to achieve success, and use this to build their confidence.

Where a young person is with us on a short-term basis, we work closely with the school that they have or will attend to ensure that they are not disadvantaged due to the timings of placement moves.

Quality Indicator 3.2 – Raising attainment and achievement

- *Attainment in literacy and numeracy*

Learners make good progress from their prior levels of attainment in literacy and numeracy. We will continue to focus on raising attainment in literacy and numeracy for all.

- *Attainment over time*

Across all curriculum areas, we focus on supporting young people to achieve success. Learners make good progress based on their prior levels of attainment.

Our staff make effective use of assessment and their understanding of standards and course/accreditation requirements in order to make professional judgements about how well young people are progressing.

- *Overall quality of learners' achievement*

When our young people arrive, it is not uncommon for them to take a little time to be able to feel confident enough to engage in learning. The benchmarks of academic success for our young people vary according to a range of factors, including their prior learning, any interruption to this, the expected length of their placement, their level of interest, and their overall wellbeing.

As we move into the pandemic recovery phase, we are working hard to extend the range of partnerships that contribute to the learners' experience at Rossie. This is progressing positively. We look forward to extending the network of third sector, business and other providers that our young people can work with in the coming session.

Our young people have demonstrated that they can become successful, confident and responsible citizens. Where SQA accreditation for their progress is not possible, alternatives will be used (e.g. Saltire Awards) to ensure that our young people have evidence of their talents, efforts and success.

- *Equity for all learners*

We strive to raise the attainment of all of our learners, and will continue to do so.

We work carefully to plan transitions with our young people, where this is possible. This may be through their attending both of our school settings, i.e., moving from our secure to residential school, accessing community providers (e.g. College, Scottish Fire and Rescue Service), and/or our supporting them to liaise with their future school to ensure that there are no barriers in the way of their achieving a successful transition.



PRAAISE

Progressing	<ul style="list-style-type: none">• How much progress am I making in school? (Behaviour, Attendance, Application, Attitude) (WHO: "Having a purpose in life")
Relationships	<ul style="list-style-type: none">• Do I have good relationships with my peers?• Do I have a good relationship with staff?• Do I have mutually respectful relationships?
Attendance	<ul style="list-style-type: none">• Do I attend all timetabled classes?
Achieving	<ul style="list-style-type: none">• Have I applied myself to my Learning Intentions?• Have I applied my skills in different contexts (for example, using Math in CDT)• Have I completed any assessments?
Included	<ul style="list-style-type: none">• How much do I feel included in <u>class</u>? (WHO: "Sense of belonging") (personalisation and choice)• How much do I feel included in school? (Who Cares? Consultation Groups, TATC, Community Projects)• Do I feel listened to in school? (WHO: "Mastery")
Supported	<ul style="list-style-type: none">• How much do I feel supported in school? (WHO: Support")• Do I feel confident to ask for support when needed?
Engaging	<ul style="list-style-type: none">• Am I engaged in my learning?• Have I completed any homework?• Am I motivated to do well at school?

Appendix 2 – School Improvement Plan

No	Theme & action
*	How good is our leadership and approach to improvement?
1	Refresh and relaunch existing attainment review arrangements.
2	Enhance the analysis and application of data (e.g. attendance, attainment, returns, incidents).
3	Re-establish relationships with other schools to share moderation and best practice post COVID-19.
4	Support staff to engage with the updated PRD & PU process in a planned, consistent manner.
5	Relaunch the approach to supervision within the team (calendared, and consistently facilitated).
6	Work with young people and partners to update the vision, values and aims of our school.
7	Provide support for members of staff to lead and participate in working groups.
8	Continue to progress recruitment & induction of new team members, always involving young people in safe interviews.
9	Evaluate and refine information sharing systems within our team.
10	Review and enhance the physicality of the learning environment.
*	How good is the quality of care and education we offer?
11	Review the existing curriculum, and diversify by offering alternative related courses.
12	Work with partners to extend the range of curricular opportunities available on site.
13	Work with partners to extend the range of curricular opportunities available off site.
14	Liaise with the community and increase the range of work placement opportunities available.
15	Revisit the volunteering policy, and use this to extend the curricular opportunities available.
16	Refresh the outdoor learning programme as we move into Covid-19 recovery phase, maximising opportunities in our new Secure Forest School.
17	Refresh the partnership with SDS to ensure CMS are embedded through the curriculum.
18	Plan collaboratively with partners in SIS/TCAC to ensure coverage but not duplication of Es and Os.
19	Extend our use of digital technologies.
20	Review and refresh the structure of our school day to maximise learning opportunities.
21	Review our approach to curriculum planning.
22	Evaluate the impact of the revised ILRP format.
23	Build on the existing good practice re transitions into Rossie and our secure school.
24	Build on the existing good practice re transitions into Rossie and our residential school.
25	Refresh the process of transitions to/from school from the houses in both settings.
26	Continue our partnership with CALM focussing on reducing restrictive practices and embedding staff debriefs.
*	How good are we at ensuring the best possible outcomes for all our learners?
27	All staff refresh their knowledge and participate in Rossie's development programme in trauma informed practice.
28	Work with young people, multi-disciplinary colleagues and CALM to relaunch relationship management policy.
29	Work with young people to revise and relaunch the school council forum.
30	Enhance personalisation and choice in all opportunities for young people.
31	Increase the capacity of Forest Schools through recruitment, and creating a secure site.