
Report To:	Education & Communities Committee	Date:	19 March 2024
Report By:	Ruth Binks Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/12/24/MR
Contact Officer:	Michael Roach Head of Education	Contact No:	01475 712824
Subject:	Report on Future Operation of Lomond View Academy		

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 The purpose of this report is to update Committee on the proposed staffing structure and delivery model for Lomond View Academy.
- 1.3 Officers highlighted the need to review the delivery of provision at Lomond View Academy and identified this as a project through the Delivering Differently Programme.
- 1.4 During the academic year 2023/24 an initial pilot has been carried out to maximise the use of resources, enhance the pathways for young people and to decrease the spend on out of authority placements. This pilot has proved to be successful, and this paper outlines the need to maintain the current staffing structure and delivery model for Lomond View Academy for future years.
- 1.5 In addition to the work undertaken with senior pupils in Lomond View Academy, a provision for primary pupils called Thrive has been set up to enhance support. Again, initial feedback has been very favourable and a further report on a potential future model will be brought back to this committee.

2.0 RECOMMENDATIONS

- 2.1 The Education and Communities Committee are asked to note:
- the contents of the report and the success of the Delivering Differently Project for Lomond View Academy
 - the staffing structure and funding implications outlined in Appendix 1a and 1b.
 - the delivery model as outlined in Appendix 2
 - that a future report on primary provision will be brought back to this Committee.

Ruth Binks
Corporate Director Education, Communities and Organisational Development

3.0 BACKGROUND AND CONTEXT

- 3.1 Lomond View Academy was set up as a school to meet the needs of those pupils in the senior phase who had additional support needs related to their social and emotional wellbeing.
- 3.2 Because of changing demographics, needs and increasing costs of out of authority placements a test of change as part of the Delivering Differently Programme was identified for the academic year 2023/24. The test of change for Lomond View Academy was arranged using three headings:
- **Reorganising existing staffing to create a more bespoke package of pathways that better meets the needs of the existing pupil cohort across the secondary sector.** This part of the project was to have a particular focus on creating pathways that ensure the council do not have to consider out of authority placements. The intention was also as to develop pathways that allow the council to bring pupils back into the local authority from existing out of authority placements.
 - **Merging the current virtual school, created to support Looked After and Care Experienced Young People with Lomond View Academy.** This part of the project aims to create an overall and more joined up service model, allowing for a more synergised and targeted use of staffing resources. Looked After and Care Experienced Young People do not attend a Virtual School, rather the school is an oversight of their educational provision.
 - **Introducing a primary outreach and support model.** This part of the project was to ensure a more effective early intervention model and relieve pressure on existing primary ASN provision.
- 3.3 The initial work to reorganise the provision of Lomond View Academy was carried out from May / June 2023 onwards allowing for almost all new pilot structures to be in place for August 2023. This has allowed education services to refine and evaluate the pilot model during the last 7 months and finalise the proposals presented in this paper.

4.0 PROPOSALS

- 4.1 A revised leadership / staffing structure resulting from the merger of the Virtual School and Lomond View Academy has been identified. This structure is enhanced by funding from the core education budget and the Care Experienced Young People Fund. The identified future structure and detailed funding implications are outlined in Appendix 1a and Appendix 1b to this paper.
- 4.2 Appendix 2 outlines the models of provision that Lomond View Academy now offers. These models were established from a review of submissions to the ASN forum and it is proposed to continue these models. The models are broadly summarised here:
- Flexible support placements at Lomond View Academy, both full time and part time split with mainstream settings
 - Support for low/non-attendance at school
 - Primary provision
 - Ongoing support and advice for Care Experienced Young People via the Virtual School as well as at Lomond View Academy where required
- 4.3 During the pilot phase the following improvements/evaluations should be noted which give a rationale for the proposed changes:
- To date no new pupils have been identified who might require attending an out of authority education placement from either LVA itself, other ASN provision or mainstream settings.

- The exclusion rate from LVA itself has reduced.
- Attendance at LVA for those pupils placed there on a full-time basis has improved. Pupils who are attending on a part time timetable or for emotionally based school avoidance (EBSA) are seeing improvements in attendance and engagement.
- Engagement levels in learning have improved; 70% of S4 pupils are currently on track to achieve a minimum of four national 4 full course awards. All of the pupils targeted for the EBSA model are engaging with their weekly sessions. The Broad General Education model continues to address gaps in learning and young people report that they are safe and happy at Lomond View Academy and prefer the smaller class setting to achieve. All Lomond View Academy pupils are engaging with the Developing the Young Workforce team to support with aspirations and future planning.

4.4 A primary provision called Thrive has been created. It is currently housed at St Michael's Primary school. It is based on model 2 within Appendix 2 to this paper. The provision provides small group enhanced nurture for a small group of pupils for either 4 mornings a week or 4 afternoons in addition to a 1 full day at the pupil's base school. As part of the offer an outreach provision is provided from the Principal Teacher to build capacity in each pupil's base school, including training and modelling. Pupils are supported to transition back to their full-time mainstream setting or next educational setting as appropriate. The measurement of success includes a reduction in exclusion, critical incidents and the use of the Boxall profile on emotional and behavioural development to measure baseline and improvement.

4.5 Further work needs to be undertaken on the future planning for this provision and a further report will be brought back to committee. Initial successes show increased attendance and engagement for the pupils involved.

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial	X	
Legal/Risk		X
Human Resources	X	
Strategic (Partnership Plan/Council Plan)	X	
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing	X	
Environmental & Sustainability		X
Data Protection		X

5.2 Finance

Note that £81k of employee costs included below, and in Appendix 1a and 1b, as temporary funded (SAC/CEYP) can be funded from the core budget from August 2024.

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (if Applicable)	Other Comments
Lomond Academy Staffing	Employee Costs	2023/24	801		Core Education BUB
Lomond Academy Staffing	Employee Costs	2023/24	146		SAC / CEYP Temporary Funding
Lomond Academy Staffing	Employee Costs	2023/24	74		HSCP Permanent Funding

5.3 **Legal/Risk**

N/A.

5.4 **Human Resources**

The staffing structure will be fully costed and taken forward as part of the 2024/25 academic year staffing exercise.

5.5 **Strategic**

This report supports the work of the Council and Partnership Plan.

5.6 **Equalities, Fairer Scotland Duty & Children/Young People**

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

Y	YES – Assessed as relevant and an EqIA is required, a copy of which will be made available on the Council’s website: Equality Impact Assessments 2024 - Inverclyde Council
	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required.

(b) Fairer Scotland Duty

Has there been active consideration of how this report’s recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report’s recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
X	NO – Assessed as not relevant under the Fairer Scotland Duty.

(c) Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
X	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

5.7 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
X	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

5.8 Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
X	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

6.0 CONSULTATION

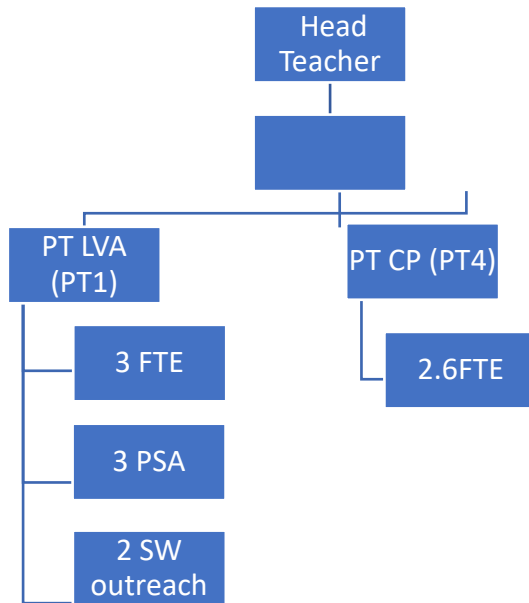
6.1 Ongoing consultation with all stakeholders has been carried out as part of the school's improvement process since August 2022 which has included a review of the vision, values and aims. Ongoing feedback has been sought from pupils, their families and linked mainstream schools, where appropriate, on their experiences of the provision, identifying what is working well and next steps. This feedback has been built into the ongoing development of the models as well as the planning for future school improvement.

7.0 BACKGROUND PAPERS

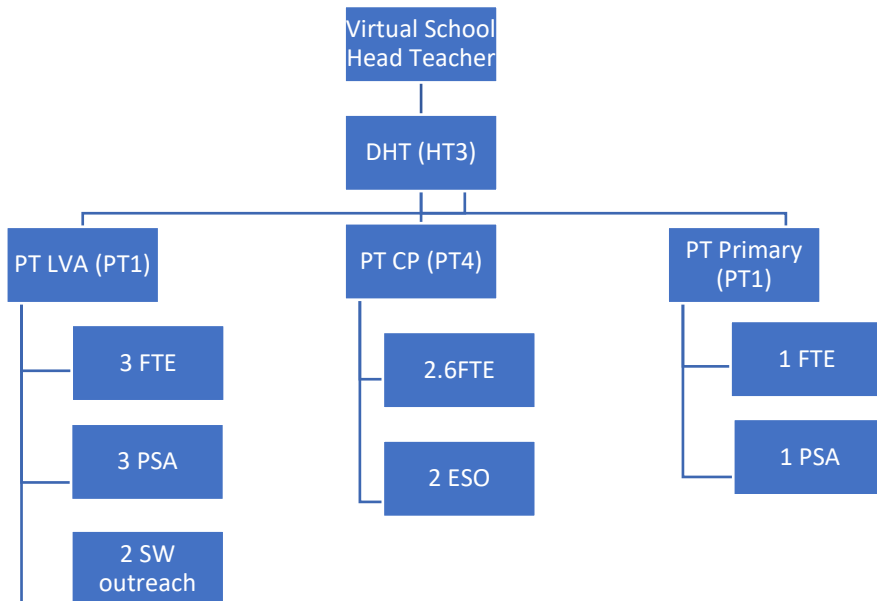
7.1 [Lomond View Academy \(glowscotland.org.uk\)](http://glowscotland.org.uk)

Appendix 1a

Historic Structure pre delivering differently



Proposed staffing structure going forward for Lomond View Academy

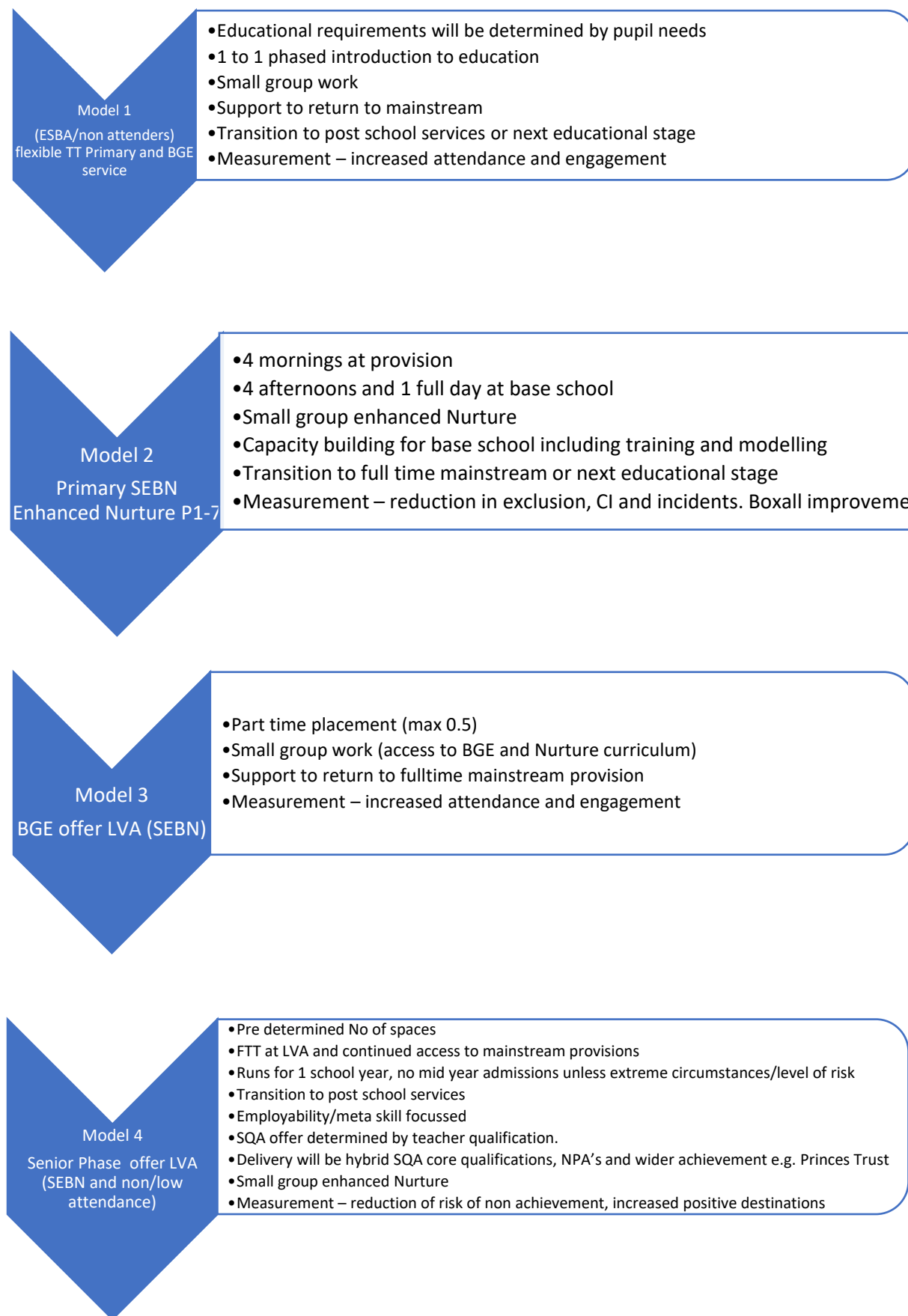


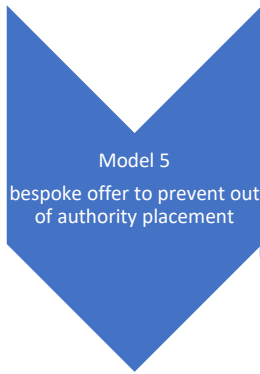
The additional posts have been allocated through the following:

Proposed post	Location/funding of previous post
DHT	The Depute Head post, whilst currently funded from the AC / CEYPF, can be funded from the core / BUB from August 24 due to the ending of a temp Education Officer post in August 24, currently funded from the core BUB.

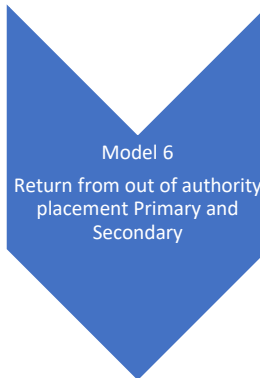
2 Education Support Officer (ESO)	Temp posts linked to the Care Experienced Fund
PT Primary	Post in BUB as part of additional teachers allocated for recovery. The post is currently filled on a temporary basis but has permanent funding.
Primary teacher	Post in BUB as part of additional teachers allocated for recovery. The post is currently filled on a temporary basis but has permanent funding
Primary PSA	Core PSA post reallocated from overall school provision to Thrive provision.

Appendix 2: Models of placement at LVA





- Educational requirements will be determined by pupil needs
- Hybrid of individual and group work
 - Focus on wellbeing and wider achievement
 - Access social work outreach workers
 - Outdoor education provision
 - Small group work (access to CFE/SQA and Nurture curriculum)
- Work with 3rd sector providers
- Support to access educational provision
- Measurement – increased attendance and engagement, reduction in out of authority placements



- Educational requirements will be determined by pupil needs
- Transition to post school services or appropriate educational stage/establishment
- Structured access to Educational Support Officer
- Small group work (access to CFE/SQA and Nurture curriculum)
- Measurement – appropriate attendance and engagement. Maintain positive destination (pre and post school)