



# Navigate Standards and Quality Report 2019/20



## Our Vision

**Navigate provides a nurturing environment enabling young people to develop positive relationships and achieve their potential.**

### The service aims to:

- To provide respectful/responsive practice in supporting children, young people and their families who have adverse childhood experiences or been affected by traumatic events in their lives, which exceeds their ability to cope on their own.
- To provide a positive, nurturing environment that promotes respect and inclusion.
- To develop trusting relationships with young people and their families.
- To recognise and respect a young person's identified needs, supporting and guiding a positive pathway.
- To work in partnership with PKC schools and other agencies for the benefit of young people and their families.
- To provide opportunities to develop skills for life, learning and employment so that young people can experience increased confidence, success and contribute to society in a responsible and effective way.

### Values:

**Inclusive**

**Supportive**

**Building ambition for all**

"Learning Communities across early years, primary, secondary and special sectors – which focus on social and emotional wellbeing and creating a positive school ethos based on mutual respect and trust are having the most positive impact" better relationships, better learning, better behaviour"



Welcome to the 2019-2020 Standards and Quality Report for Navigate. This is a summary report on the performance of Navigate over the last academic session in line with Perth and Kinross Council’s commitment to providing high quality services and ensuring continuous improvement in these services. Navigate has a continuous consultation process with young people, parent/ carers, colleague and partners through a range of methods, which contribute to this report.

The purpose of the report is:

- To report on the progress made by Navigate over the previous session, particularly in relation to the Service’s own priorities as set out in our Service Improvement Plan for 2019 – 2020.
- To share achievements and celebrate success with children, young people, parents and partners.
- To identify priorities for 2020 -2021.
- To report progress to our local authority, parents, and other stakeholders.

### Navigate Attainment and Achievement

Year 2019/20 has shown another significant increase in the course choices available to young people at Navigate. This has been achieved through greater pupil voice, research and development by the education team and increased links with our mainstream colleagues. Most young people at Navigate leave with a minimum of four National Level qualifications level 3 or above. We have seen an increase in curriculum choices by 10% for BGE and 4% for our Senior Phase, 2018/19 and for 2019/20 we have again added to this.

Attainment has reduced slightly compared to the previous year as we had 12 young people of an age and stage to sit qualifications this year as opposed to 16 last year. Individual factors have also impacted our young people, with the impact of lockdown there has been a reduction in time for gaining additional units towards qualifications (this being Aug-March instead of Aug-June) due to COVID-19 changes coming into place. Our overall average reduction in attainment taking the above factors into consideration.

		2018/19	2019/20
<b>2019/ 2020</b>	SQA Full awards at National 2	1	0
	SQA Full awards at National 3	31	21
	SQA Full awards at National 4	21	15
	SQA Full awards at National 5	1	4
	<b>Total Courses</b>	<b>54</b>	<b>40</b>
	Units at National 1	0	0
	Units at National 2	0	0
	Units at National 3	9	2
	Units at National 4	28	10
	Units at National 5	7	0
	<b>Total Units</b>	<b>44</b>	<b>12</b>
	<b>Saltire Award</b>	6	2
	<b>REHIS</b>	1	3
	<b>DofE</b>	17 sectionals	9 sectionals
	<b>RYA Certification of Seaman Skills</b>	4	0

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Our current average attendance of a young person accessing a bespoke part time timetable at Navigate is 79.1% up to March 20<sup>th</sup> a slight increase of 3.4% on the previous year. We understand that many events can impact on the children and young person's ability to cope with a variety of situations. Responsive timetabling and planning are effective and achievable for them.

100% of young people in their transitional phase of Navigate have achieved a positive destination an increase of 8.4% on the previous year – this a remarkable achievement.

### **Teaching, Learning and achievement for all**

- Staff in Navigate have been working collaboratively with their mainstream colleagues with regards to new qualifications which are being rolled out up to National 5 levels this coming academic year, including Rural Skills and Scottish Studies.
- All young people are fully involved, and their voice is listened to when developing their bespoke programme at Navigate. They identify their own strengths and interests whilst being supported to extend and challenge their aspirations.
- We have seen a significant increase in pupil self-regulation and reflection supported by team members using Trauma Based/Informed Practice alongside tools such as Growth Mindset and Restorative Approaches. Their adaptability towards new Covid-19 restrictions was admirable.
- All our young people had planned transitions and are moving onto positive destinations this year which include Perth College and a modern apprenticeship. Our planned transition group, in collaboration with local services, halted mid-March when COVID-19 restrictions came into place.
- Our Parent's group was reviewed and refreshed based on views obtained from our families; delivered in conjunction with Community Link Worker Angie Potter up to March 20<sup>th</sup>. Our parents and carers also benefit from individual support and guidance from our SSCO team. This year the majority of support to parents has been around welfare rights, financial grants and benefits systems.
- Our summer programme is greatly reduced due to COVID-19 restrictions. We have been unable to offer our usual group programme so are using the summer to re-engage with our young people face-to-face using activity-based outreach sessions prior to reconnecting them with our centre before their August return. Additionally, we are using the 5-week summer period to finalise transition support for our summer leavers. We aim to offer an October programme in the new term, if restrictions around Covid are further relaxed.
- This last academic year everyone again took part in our Health and Activity Week, where alongside the promotion and signposting of support services we witnessed our young people developing confidence by trying new skills and challenges. We enjoyed specialised input from colleagues in the Fire service and from Cats Protection whilst also focussing on emotional wellbeing and mental health.
- We relaunched our Enterprise Café in January, embedding DYW more fully. This offers supported work experience opportunities and the development of skills for work, as well as some delicious soups, snacks and cakes.
- Partnership working with Navigate goes from strength to strength, with Youth Services, Community Police, DYW partners, Hillcrest Futures, PKAVS, NES, RASAC, NHS, REACH and Perth College to name a few.
- Some of the Navigate team are undertaking additional learning within their own time in Early Years, Primary education and Counselling Skills.
- We continue to promote our intergenerational work in conjunction with Balhousie Care Home whilst continuing to support work experience opportunities there. The promotion of approaches towards Developing our Young Workforce is developing across our daily learning programmes and is an area we wish to focus on next year.

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Our staff engage meaningfully and enthusiastically with how Navigate service grows and develops. Our three working groups focussed on attainment incorporating skills for learning life and work, working with parents and carers and trauma-informed practice.



### **Leadership and management**

- Our use of quality assurance, shared with our staff team, highlighted two areas for focus in particular; IEPs and transition planning. Structured use of collegiate time supported staff to engage with revised IEP reporting formats and newly introduced transition planning documentation.
- The quality and standard of IEPs plus their consistent use has improved significantly. There is greater recording of YP and parental voice and all IEPs were shared for review with families and mainstream schools during the COVID period.
- This year, all our summer leavers have secured post 16 destinations which our SSCO team have worked extremely hard to achieve. Feedback from SDS colleagues regarding transition documentation was very positive, offering them a detailed and informed plan for YP as they leave Navigate service. Due to COVID-19 restrictions and our transition group halting, our SSCO team will extend their usual transition support from October to December where this is required.
- Parents and carers expressed there is a shared understanding of their child's needs across our service. Staff feedback show a dedicated, informed and consulted staff team, staff feedback they are included and involved in service developments and change. Consultation and staff reflection are strong with good participation opportunities about how we move forward collectively as a service.
- There is a recognised improvement in the range and detail of data used to inform our practice, our service to young people and evidence positive change. This informs how Navigate develops and managers are always empowering staff by involving them in any changes to the service.

### **COVID-19 adapting our service**

- Undoubtedly, COVID-19 has impacted everyone across Navigate service. As a staff team, we quickly adapted to a greater use of technology to support communication and engagement with our families. Some of this we will continue to use, however what this time has shown us is that Navigate is a relationship-based, face-to-face service. Our YP need the consistency and reliability of relationships within a predictable environment to be in a place to engage with learning.
- Welfare and wellbeing were of primary concern and our young people adapted to very different and challenging situations well. The majority remained safe, connected with our service and parental engagement was especially strong. Some struggled to engage with technology-based support and most found it challenging to remain engaged with their learning.
- Over half of our families required additional support in terms of financial aid, access to food parcels and funding to support technology demands. As time progressed and social restrictions changed, several our families required support from police and health and social care services, as they struggled to sustain family life.
- Whilst staff were working from home, we accessed a block of specialised training input from RASAC. Whilst this was valuable input, it also provided us as a staff team time together to reflect for our young people as we planned our recovery pathway.

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### Summary Aims of the Service Improvement Plan moving forward 2020/21

Priorities will continue from the previous year utilising a new 3- year action plan of priorities for the service.

- First and foremost, we are focussing on our route map out from COVID-19, reconnecting as a staff team, with our young people and families and focussing on health and wellbeing of all. We have our recovery plan in place as well as a full offer and blended learning offer for all our young people should the inevitable happen.
- Our new Service Improvement Plan shall focus on recovery planning, wellbeing for all and route mapping across the key areas of Environment and Communication, guided by our **Trauma- informed Practice** group, supporting staff, young people and their families, guided by our **working with parents and carers** working group, plus the Curriculum with **DYW skills for learning, life and work** becoming a working group focus.



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