

ANGUS COUNCIL

CHILDREN AND LEARNING COMMITTEE – 5 NOVEMBER 2019

ANGUS VIRTUAL SCHOOL – NATIONAL RECOGNITION

1. BACKGROUND

- 1.1 Angus Virtual School (AVS) was created as a response to the Management Review carried out in session 2017/18. The review recognised the need to retain a smaller team focused on supporting all Angus schools in their common goal of improving outcomes for all children and young people in Angus.
- 1.2 AVS is made up of a Head Teacher, two Depute Head Teachers and a Support Officer. Staff based in schools are seconded to the AVS for periods of time to provide specific support. The team has adopted a “network and nourish” approach. In other words, instead of directing and instructing schools, it works alongside Head Teachers, responding to their needs and helping them to make progress with their improvement priorities. The AVS recognises that schools require different support dependent on their self-evaluation and improvement journey. AVS interventions provided can range from intensive support to enhancement of innovative practice.
- 1.3 The work of AVS is wide ranging and varied. From professional learning and training to leading School Reviews, conducting individual meetings with Head Teachers and handling complaints as well as keeping up to date with national policies and expectations. AVS team members build leadership capacity at every level in education.
- 1.4 An important role of the AVS is to develop and nurture sustainable networks, identifying and linking talent and learning across the system.

2. NATIONAL RECOGNITION

- 2.1 On 26th September 2019, the AVS received the Excellence in Professional Learning Award from the General Teaching Council for Scotland (GTCS). The award was based on evidence submitted by AVS and the findings of a GTCS panel who spoke with teaching staff and children from 38 Angus schools during a day long visit to Angus in June 2019.
- 2.2 Feedback from the panel was very positive and highlighted the *“excellent and consistent engagement with the many and varied dimensions of professional learning effectively implemented across your community and the impact this has and will continue to have on all your learners.”*

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