

Worcestershire County Council

Agenda

Corporate Parenting Board

Thursday, 30 November 2017, 2.00 pm
County Hall, Worcester

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Corporate Parenting Board

Thursday, 30 November 2017, 2.00 pm, County Hall, Worcester

Membership: Mr A C Roberts (Chairman), Cllr Joe Baker, Mr M Bayliss, Ms N Gale, Ms P A Hill, Mrs L C Hodgson, Dr C Hotham, Mrs F M Oborski, Cllr. Gerry O'Donnell, Mrs J A Potter, Cllr Margaret Sherrey and Mr David Watkins

Agenda

| Item No | Subject | Page No |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1 | Apologies | |
| 2 | Confirmation of the Minutes Of the meeting on 5 October 2017. | 1 - 8 |
| 3 | Review of previous Action Points Chairman. | |
| 4 | Quarterly Data Set - Looked After Children, Care Leavers and Placements - District Data – Looked After Children and Care Leavers Jake Shaw and Tina Russell | 9 - 24 |
| 5 | Virtual School - Annual Virtual School Report - Worcestershire Virtual Self-evaluation Summary 2016/17 - Virtual School Improvement plan 2017/18 Gwen Fennell | 25 - 102 |
| 6 | Draft Joint Housing Protocol Rhys Davies. Protocol available on-line | 103 - 106 |
| 7 | Care Leaver Wish List Stuart Watkins | 107 - 108 |
| 8 | Vice Chairman's events for Looked after Children and Care Leavers | 109 - 110 |
| 9 | Draft Work Plan Jake Shaw | 111 - 114 |

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Date of Issue: Wednesday, 22 November 2017

| Item No | Subject | Page No |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 10 | Future Meeting Dates <u>2018</u> 8 February 2018 22 March 2018 7 June 2018 12 July 2018 11 October 2018 29 November 2018 | |

Corporate Parenting Board**Thursday, 5 October 2017, County Hall, Worcester - 2.00 pm****Minutes****Present:**

Mr A C Roberts (Chairman), Mrs F M Oborski,
Cllr. Gerry O'Donnell, Mrs J A Potter,
Cllr Margaret Sherrey and Mr David Watkins

Also attended:

Kate Bailey, Sally Clewes, Philippa Coleman, Catherine Driscoll, Gwen Fennell, Ellen Footman, Lewis Maskell, Jake Shaw, Tina Russell and Stuart Watkins.

95 Apologies

Apologies had been received from Patti Hill, Lucy Hodgson, Charlie Hotham and Sally Branchflower. Kate Bailey attended for Rosie Badham.

96 Confirmation of the minutes - 20 July 2017

The minutes of the meeting held on 20 July 2017 were agreed to be a correct record of the meeting and were signed by the Chairman.

97 Review of Previous Action Points

The Action Points from the last meeting were noted, and would be dealt with either later in the meeting or were on the agenda for the next meeting.

A question raised in the minutes regarding whether there were any Looked After Children being taught in schools which had been rated 'requires improvement' by OFSTED was answered. In future they would not be placed in requiring improvement schools unless there were strong reasons for that to happen. If a school was moved into that category following an inspection any Looked After Child would not automatically be moved if it was felt that they were doing well and the school met their needs.

98 Proposal for meetings

The proposal for future meetings was agreed.

99 CPB Data Set

Jake Shaw presented the Corporate Parenting Board Dataset which had come from the Service Improvement Plan.

The figures showed an increase in the numbers of Looked After Children which put pressure on social work teams. The figures also showed the numbers placed out

of county, more than 20 miles from home. It was agreed that in future the figures should also show those in county but more than 20 miles from home.

Looked after children may move up to 3 times if there is a breakdown in the placement or if there was not enough time to find an appropriated placement. A Task and Finish Group had been set up to look at how placements could be better supported and therefore reduce the number of placement breakdowns. Sometimes breakdowns could be caused because the carers do not know the full background history of the young person but there had also been problems when the negatives had been disclosed without enough attention focussed on what the young person was good at or their strong points. The Council did have some advanced carers to cope with the more difficult situations.

It would be possible to share details of the numbers of carers in each district once permission had been gained from the carers.

It could appear that agencies cost up to twice as much as in house carers and efforts were being made to support and encourage internal carers. However training and other costs needed to be taken into account to arrive at a true comparative cost.

Foster carers would be asked to get in touch with District Councillors and share information. Events for foster carers were being held in each district and Councillors would be invited. The events varied but they would all be for families and Carers and Children would be welcome.

The number of Looked After Children that were placed out of County looked quite high but sometimes it was necessary to use out of County placements for the Child's safety.

A query was raised regarding the efficiency of Looked After Children moving schools when they moved placement. The situation was improving but it relied on social workers knowing when moves were going to happen so that they could ensure that arrangements were in place.

It was agreed that the dataset was now fairly complete and could in future be presented quarterly. Once agreed the data set should not keep changing as it would not be possible to monitor figures over time.

ACTIONS

- 1) The number of children placed in County but still more than 20 miles from home should be shown in future reports,**
- 2) Foster Carer recruitment would be put on a future agenda,**
- 3) The data set would be signed off at the November meeting.**

100 Pledges to our Looked After Children and Care Leavers

The updated pledges made by the Board to Looked After Children and Care Leavers were noted.

The Chairman queried how they would know who their friends were. He was told that if the young person was being suitably supported they would know.

101 Care Leavers Strategy Update

Stuart Watkins was joined by Dan Sharp, Personal Advisor and Carole Stewart, Team Manager who brought along Aaron, Kane and Scott to talk about their experiences.

Some improvement had been made in the Care Leavers Service but it was recognised that there was a long way to go. 6.5 fte personal advisors had been recruited and they each had a case load of up to 24.

The number of up to date pathway plans were now at 79%

The number in education, employment or training was at 61%

The number of statutory visits completed was now at 50%

All an improvement from the end of August 2017.

2 Peer Mentor Trainees had been recruited. The positions were a stepping stone to permanent employment and also advised the service on what could be done to improve the service for care leavers. There was the potential to recruit up to 10 trainees.

The Family Firm media campaign was being launched during Care Leavers Week at the end of October and it would remind everyone what it meant to be a Corporate Parent.

Most Care leavers were in suitable accommodation. Since the inspection 2 individuals had been in bed and breakfasts, both moved there without the Council's knowledge.

The Draft joint Housing Protocol had been written and would be brought back to the CPB meeting in November for sign off.

A training flat had been set up to be used in Redditch. The intention was to set up similar flats in other areas. A drop-in centre has started at Axis Youth Hub in Kidderminster and further drop-ins centres were planned for Redditch, Worcester and Evesham.

The Council now had responsibility for Care leavers up to the age of 25 so a further 249 young people could require a service. Care leavers who were no longer in touch had been written to and 61% of respondents wanted a service. Worcestershire had joined the National Leaving Care Benchmarking Forum to learn about best practice for 21-25 year olds.

Carol Stewart from the Care Leavers Team explained how things were improving:

- the team now had stronger links with housing services,
- Pathway plans were being completed more quickly and were of a better quality; all personal advisors were getting training,
- Staff were being allocated to upcoming care leavers who were 17. Part of the preparation for transition to adult services was managing young people's expectations of what would be available,
- Performance management data was available on a daily basis.

However they were still working on improving the service being provided, accessing support from health and mental health services and dealing with emergency homelessness.

Four young people spoke of their experiences and felt that they were experiencing positive changes in their lives through their contact with the care leavers' team. All the young people were very thankful and full of praise for the help and support they had received. The only criticisms raised were about the length of time it took waiting for a flat, and the difficulty of applying for Universal Credit.

Carole Stewart raised certain issues she wondered if the Board could help with:

- Whether something could be done to help subsidise the care leavers bills, such as the waiving of Council Tax for Care Leavers and

102 Transformation plans and transition arrangements for young people moving from Children's to Adult Mental health Services

problems with the 6 week wait for Universal Credit. It was suggested that the DWP could help with this,

- Whether there should be joint commissioning arrangements for those with more complex needs?
- Could the pathway plan be the main plan for young people, with the IRO leading the process?

ACTIONS

- 1. The Draft Joint Housing Protocol would be brought to the next meeting for sign off,**
- 2. A statement on health and well-being should be included in future reports,**
- 3. A response should be prepared regarding the issues raised by the Care Leavers Team Managers.**

Philippa Coleman introduced the third annual report regarding the Transformation Plan for Children and Young People's Emotional Wellbeing and Mental Health. The report detailed new services and initiatives and showed how services were being consolidated and providing outcomes.

The different strands of the Transformation plan were detailed in the agenda and included:

- Kooth.com – an online platform for free counselling and advice,
- Reach 4 Wellbeing – a county wide team offering short-term group support programmes,
- Worcestershire YMCA mental health champions offering 1 to 1 Counselling,
- A Specialist Community Eating Disorders Service to help promote earlier identification and referral and a reduction in the number of admissions to hospital. Maureen Forde explained that in-patient care was not available in Worcestershire so they wanted to keep youngsters with their family if possible. There were hopes that a parents support group would be set up and also that they could soon take self-referrals.

In the following discussion various points were clarified:

- That traditionally there had been problems with the transition from children to adult services due to the difficulty in identifying adult mental health workers, but now the transition planning was starting when the young person got to 171/2,
- Children with the highest need would be

transferred to the adult service but some children would not meet the threshold for adult mental health services,

- There was a psychologist in the Integrated Service for Looked After Children (ISL) funded by transformation monies, who worked with children who did not meet the threshold for specialist CAMHS, but there was only one,
- It was clarified that Looked after Children and Care Leavers were not prioritised for services but they were not at a disadvantage compared to other children, as access to services is based on clinical criteria. The Corporate Parenting Board felt this needed to be addressed as they were areas of focus for the Board and the most vulnerable children should be prioritised.

ACTIONS

- 1) Looked after Children and Care Leavers should be prioritised in the Transformation Plan;**
- 2) At a future meeting the transition between children and adult services would be looked at in more detail.**

103 Health Assessments Update

Stuart Watkins gave an update on health assessments. The number of up to date health assessments had now reached 58% which showed an improvement but there was still work to be done.

A specialist health assessment nurse team (3 workers) had been created within the ISL Health and Wellbeing team. Social work teams were being reminded of the importance of completing the health assessments and outstanding health assessments were now shown on the CFC dashboard by worker and team.

Paediatricians completed initial health assessments and they were then reviewed by health visitors or school nurses.

Completed health assessments showed they were of good quality but completion rates were too low.

104 Work Programme

The Board considered the work programme and made the following amendments:

- The Virtual School Headteacher would continue to give termly reports. The Spring term report would be given at the March meeting,
- The Annual Report of the Healthy Care Steering

Group would be brought to the 8 February meeting.

105 Future Meeting Dates

Future Meeting dates:

30 November 2017 All at 2pm at County Hall
8 February 2018
22 March 2018
7 June 2018
12 July 2018
11 October 2018
29 November 2018

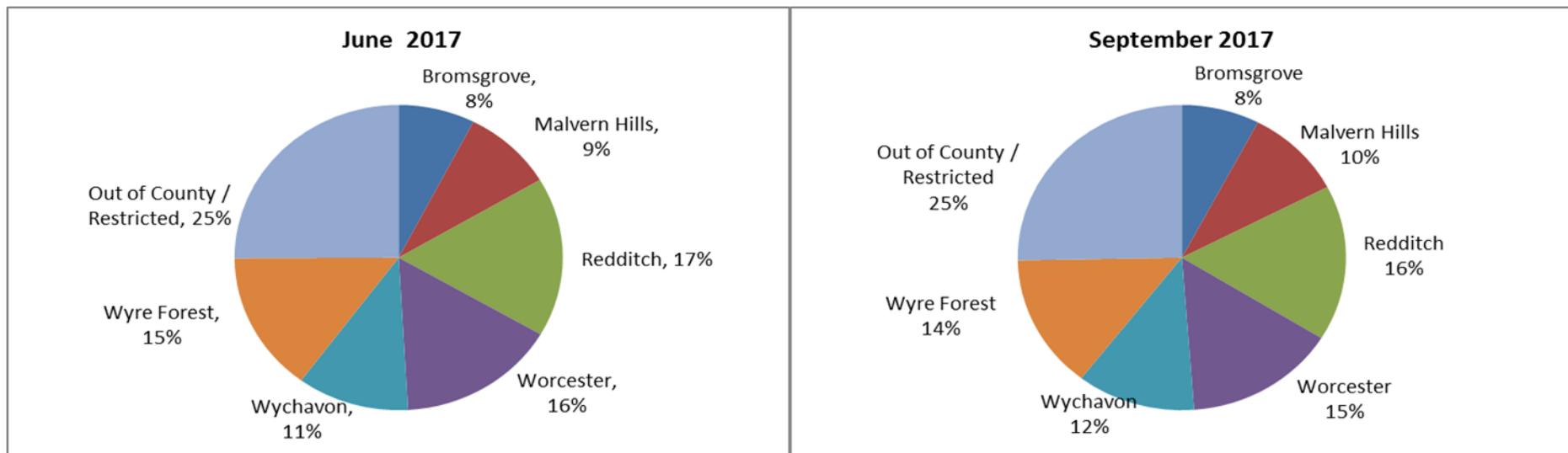
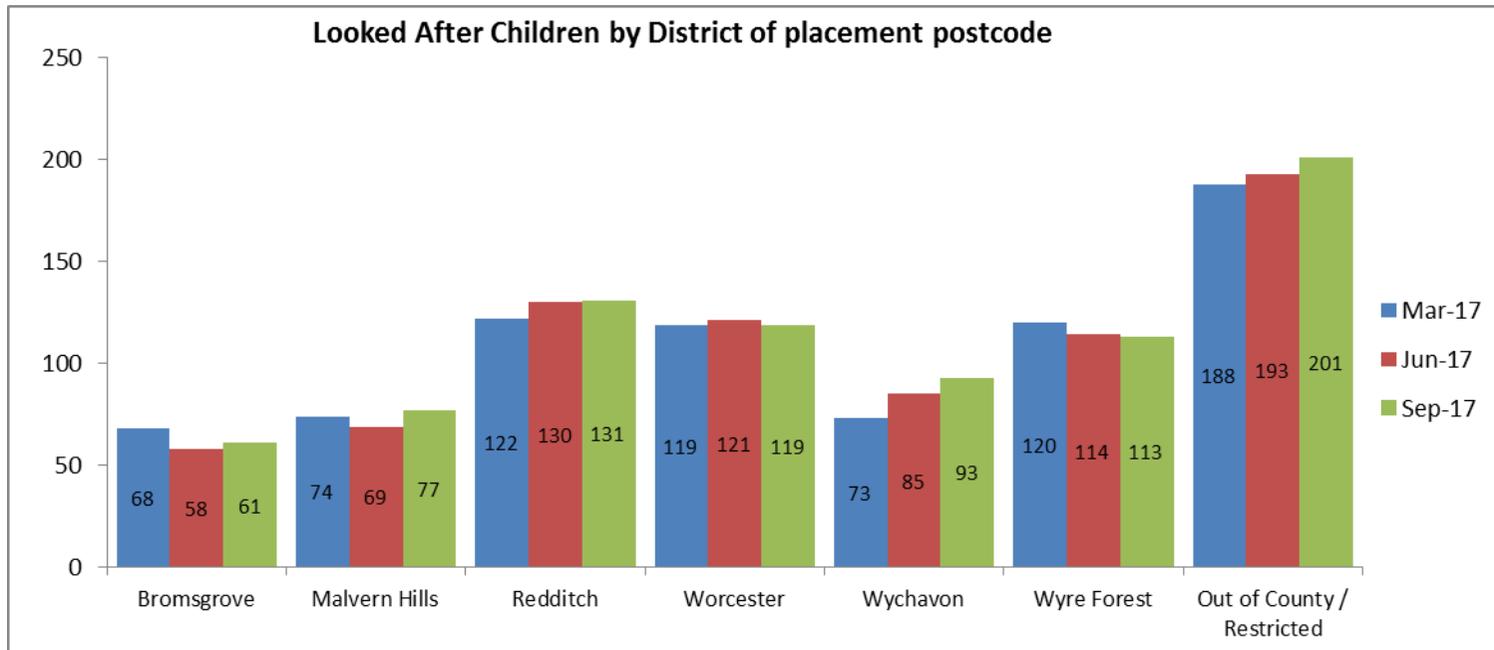
The meeting ended at 4.05 pm

Chairman

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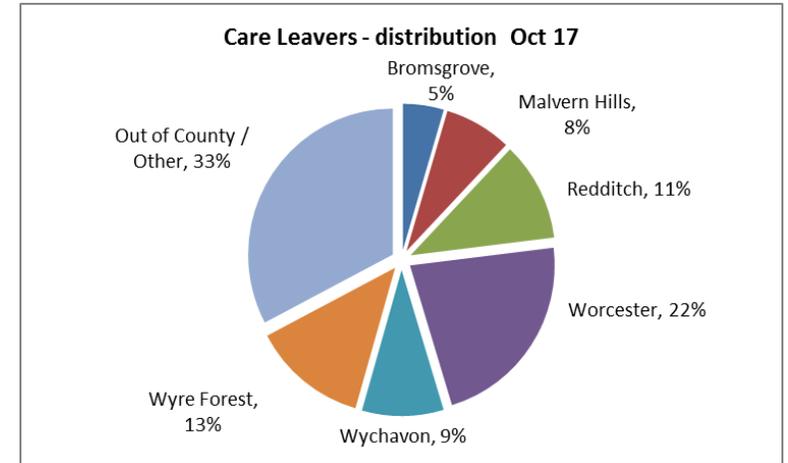
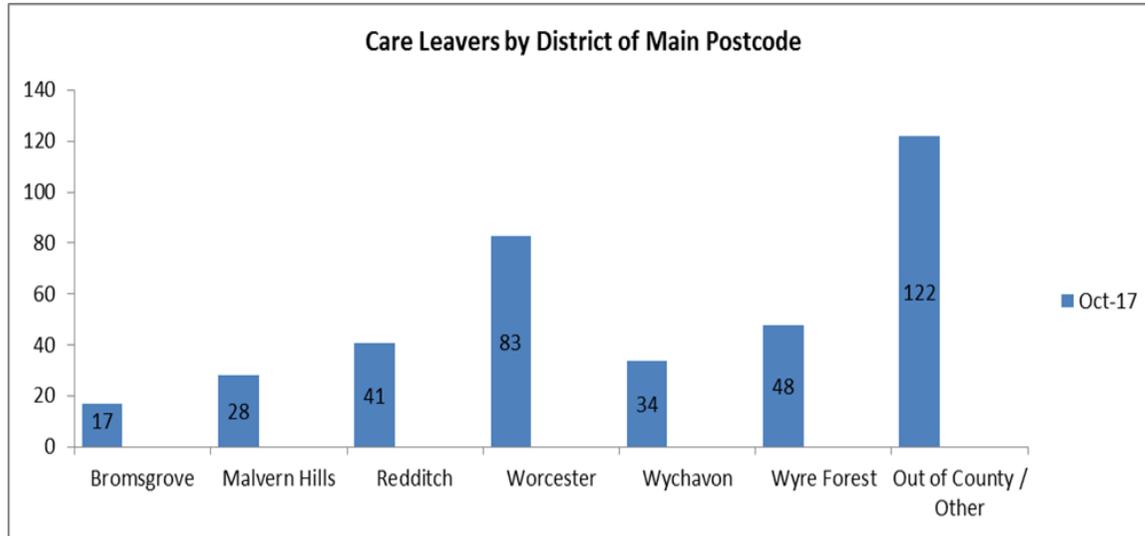
District Profiles

Looked After Children - Overview of distribution

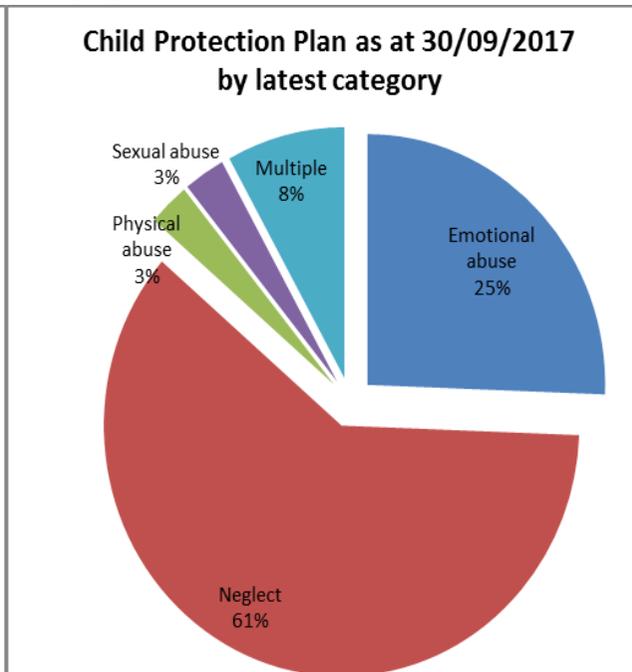
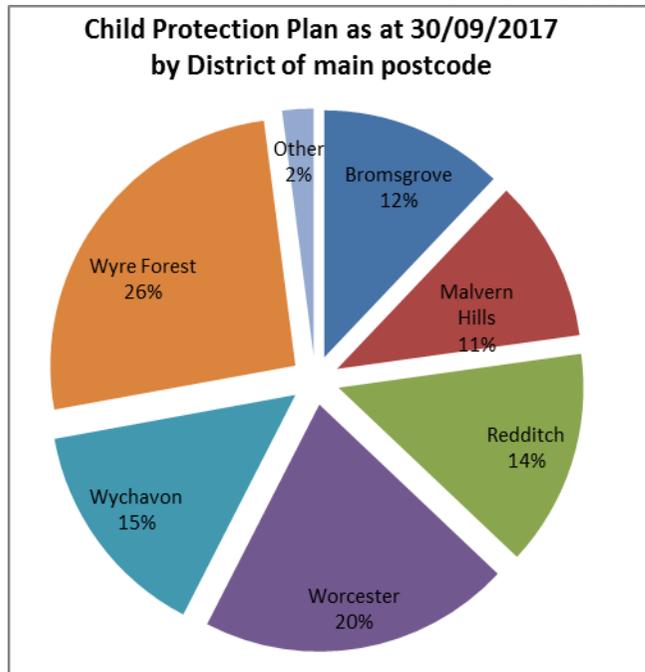


NB Numbers below 10 have been suppressed in charts

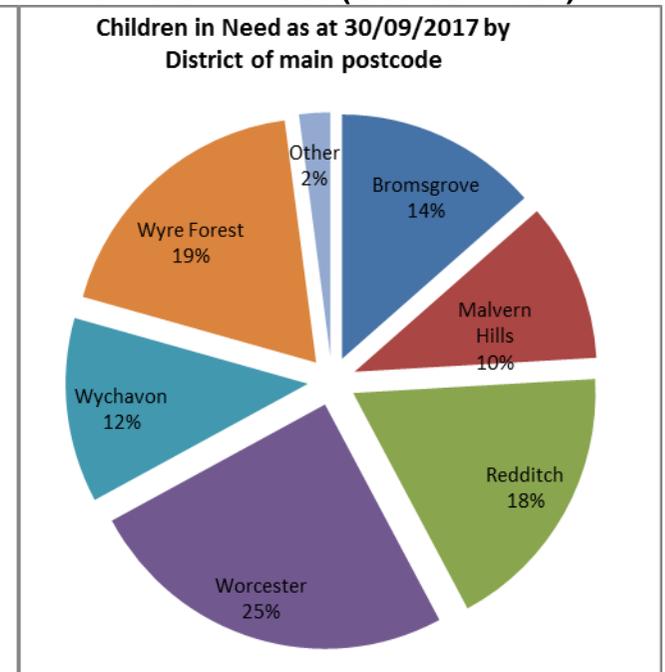
Care Leavers



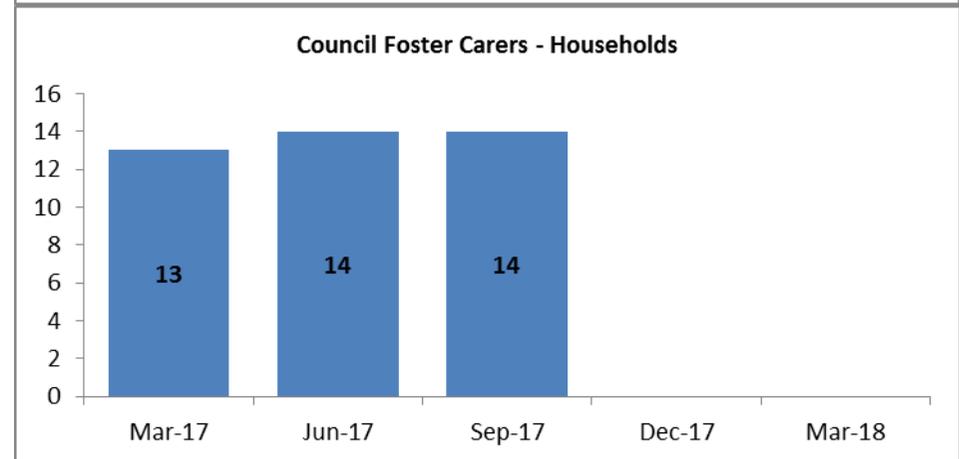
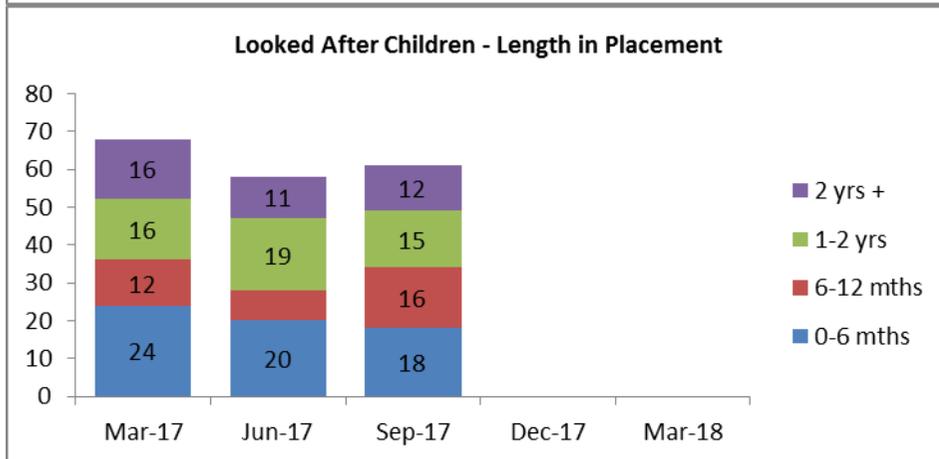
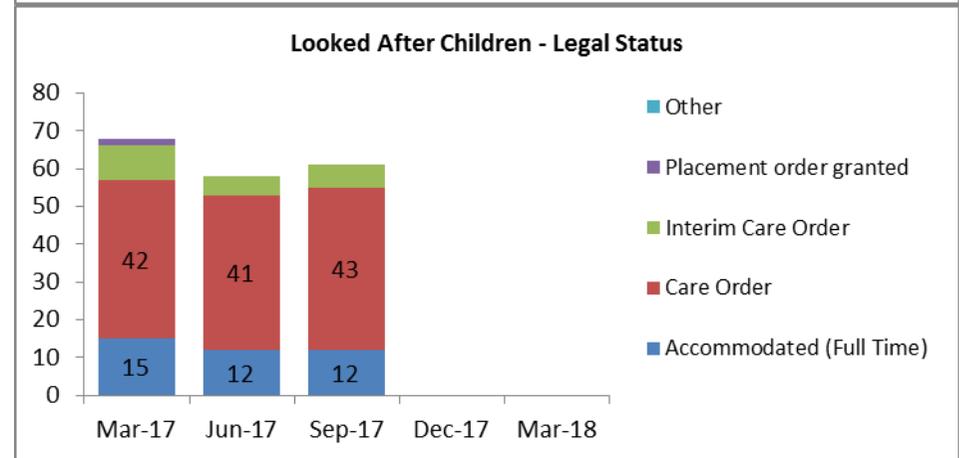
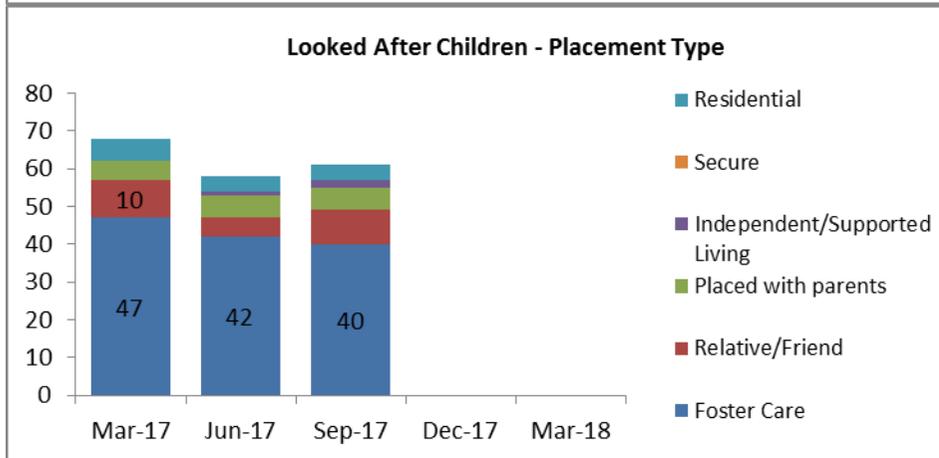
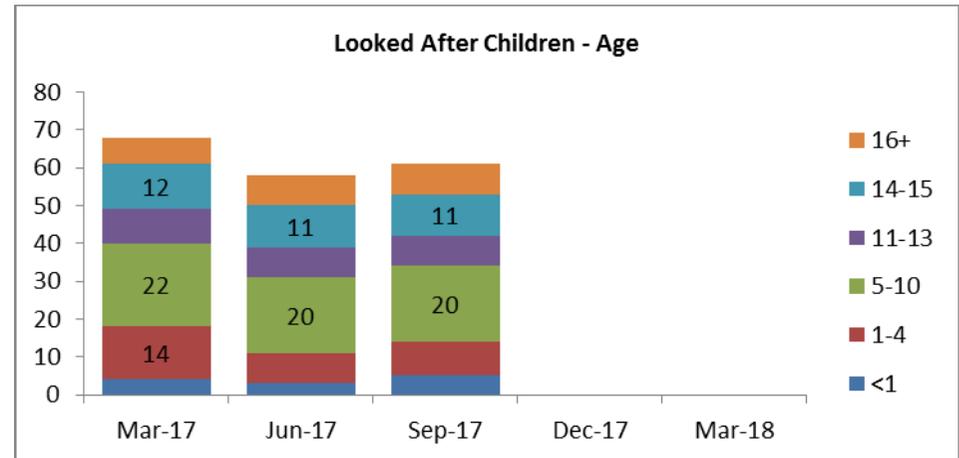
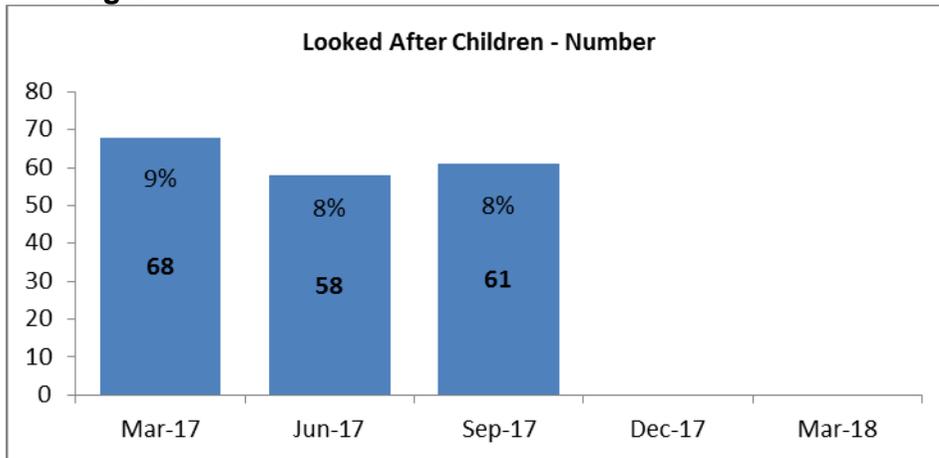
Child Protection Plans

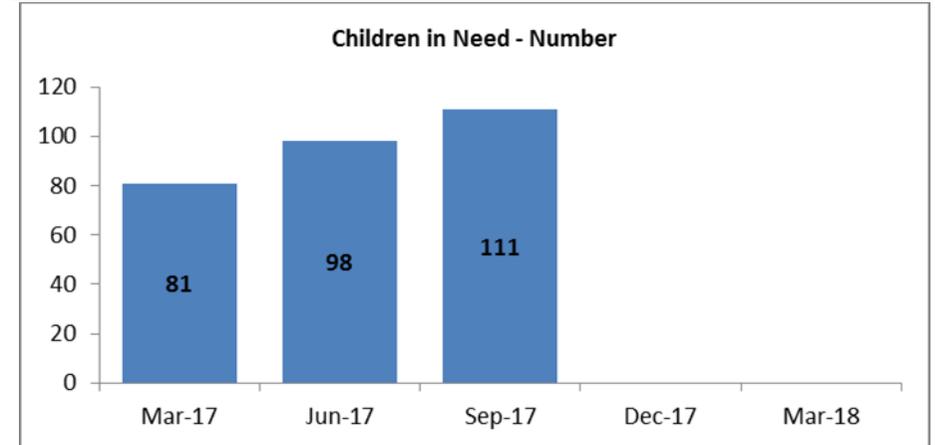
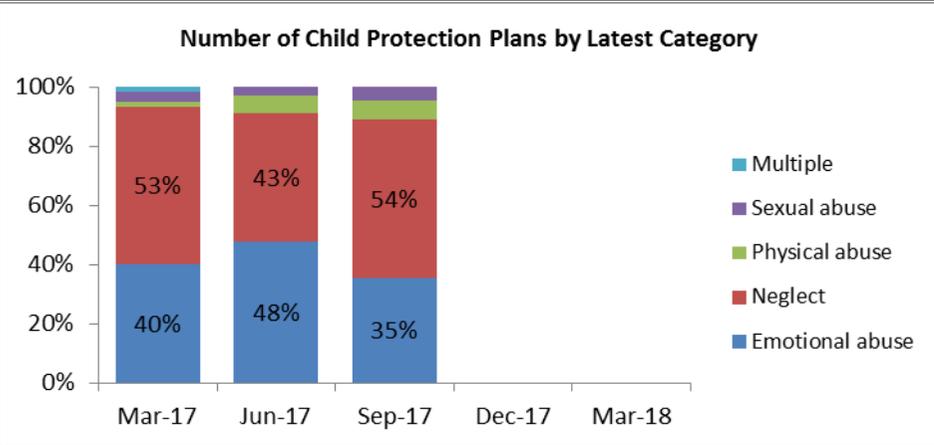
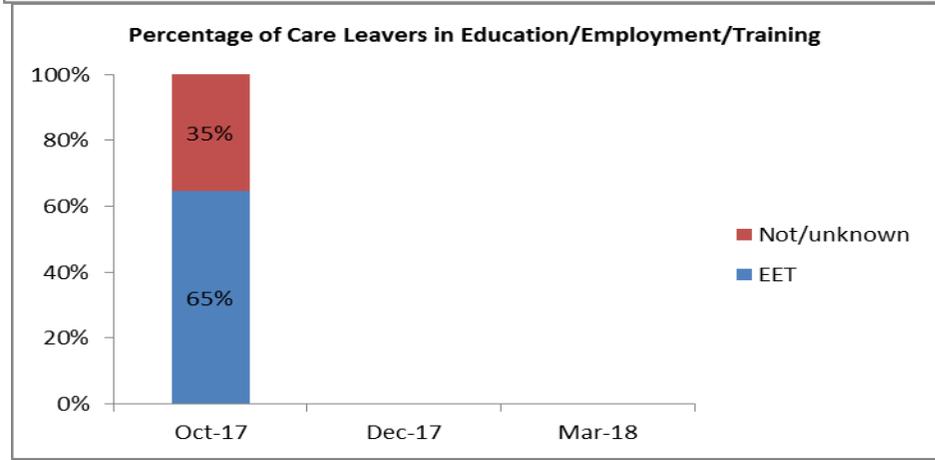
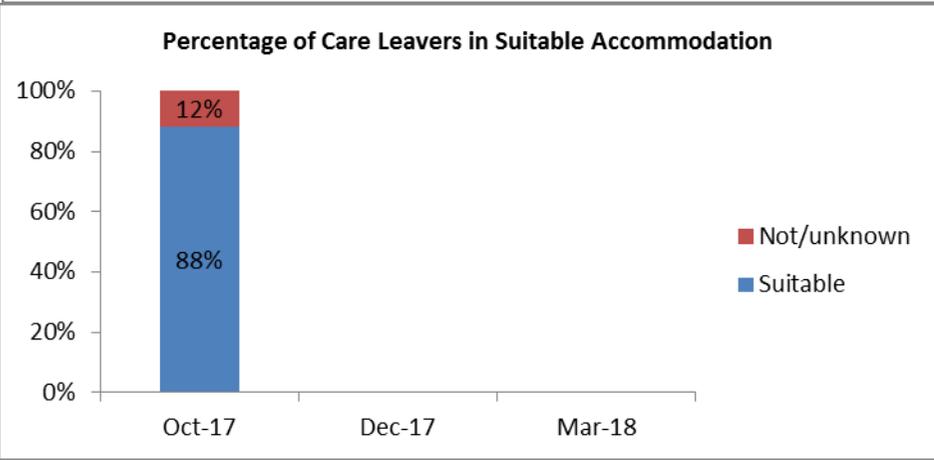
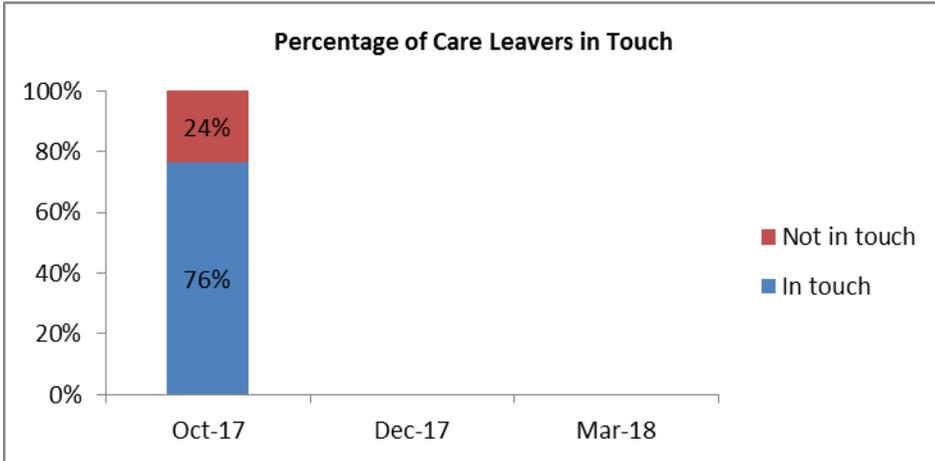
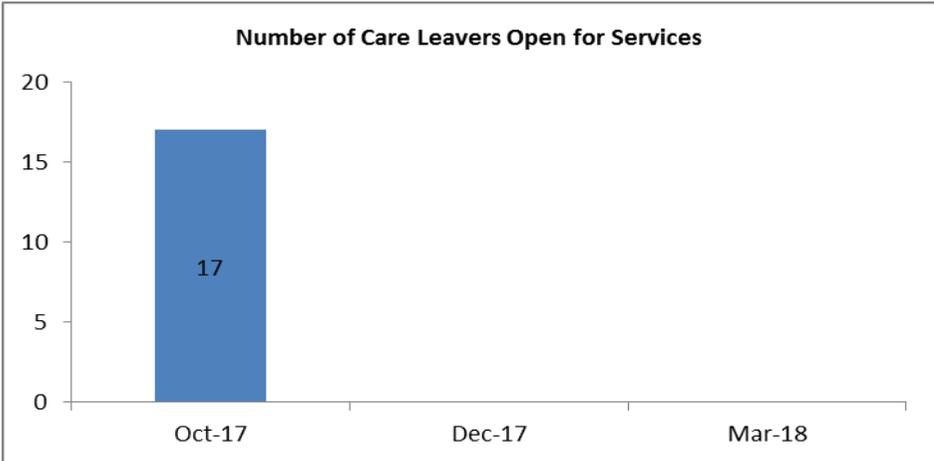


Children In Need (local definition)

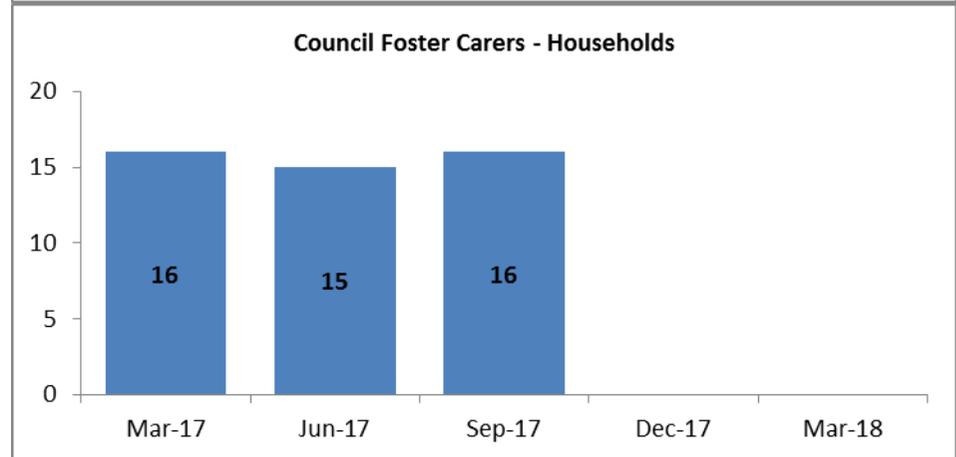
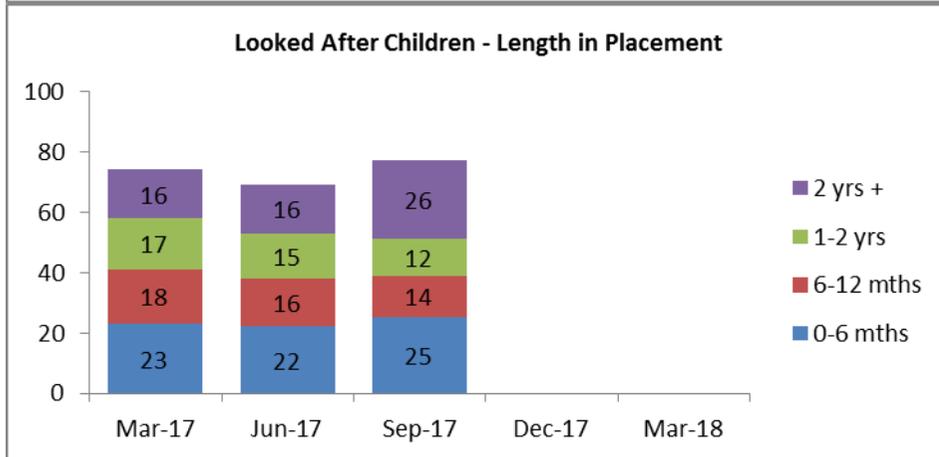
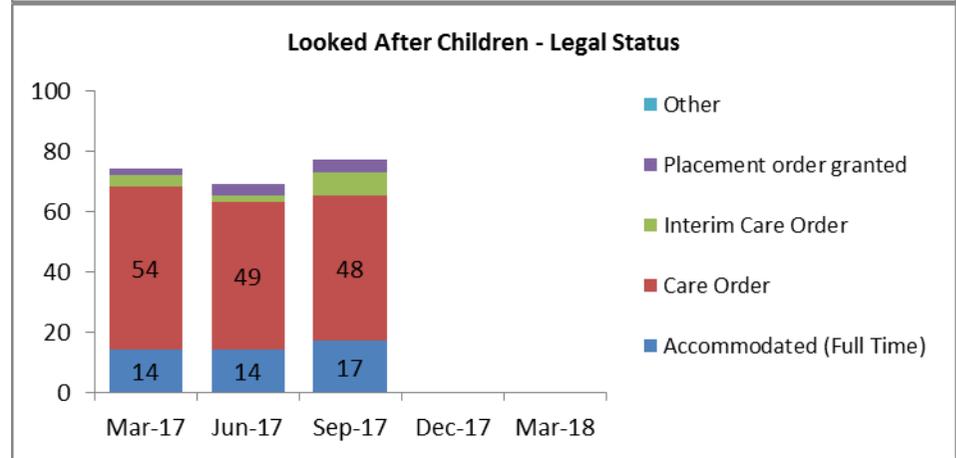
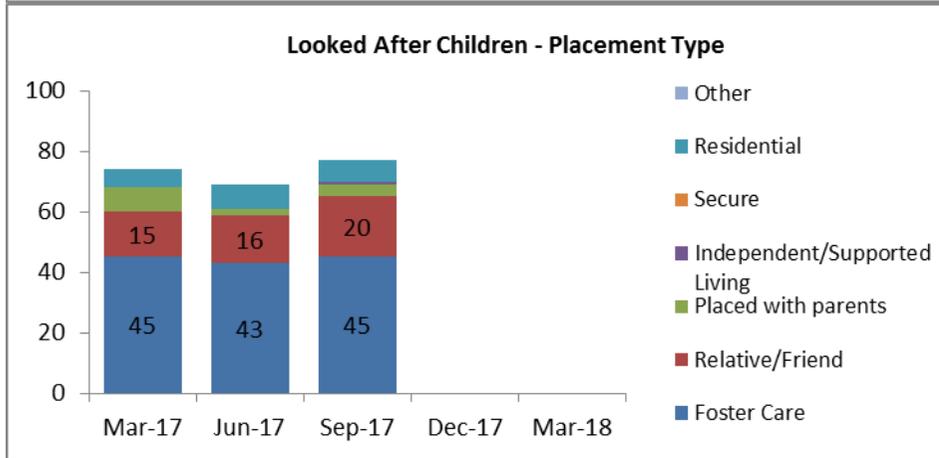
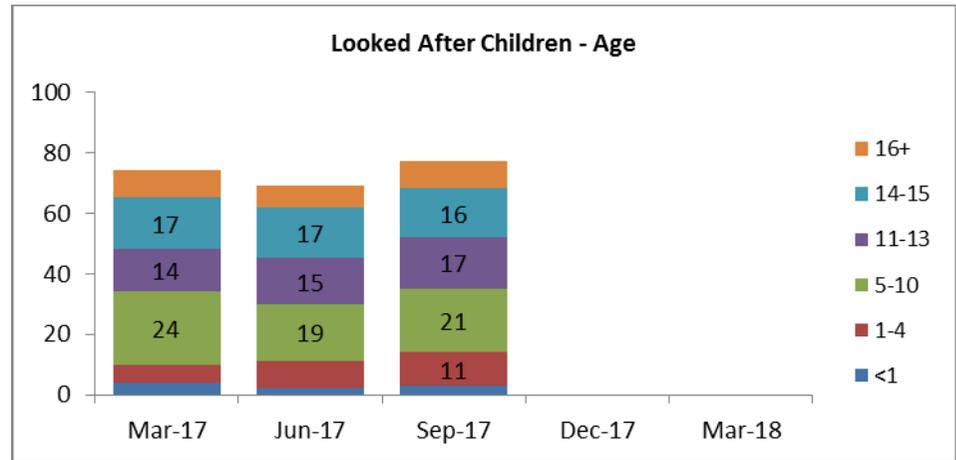
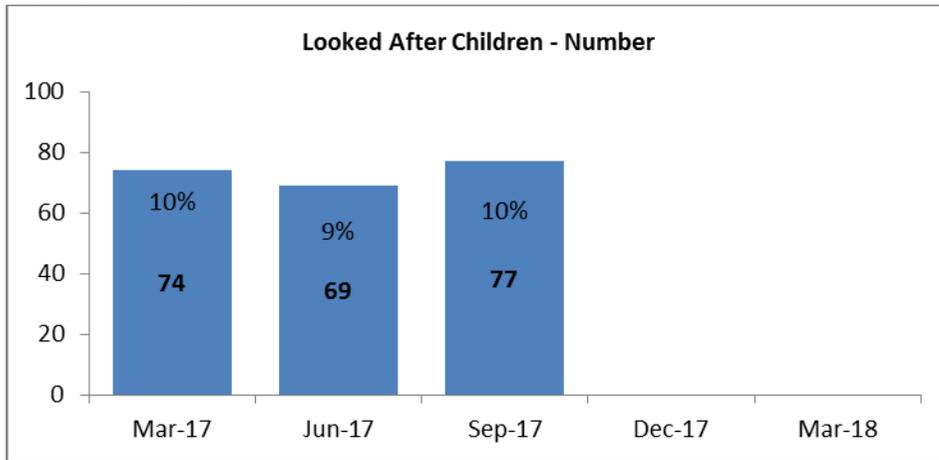


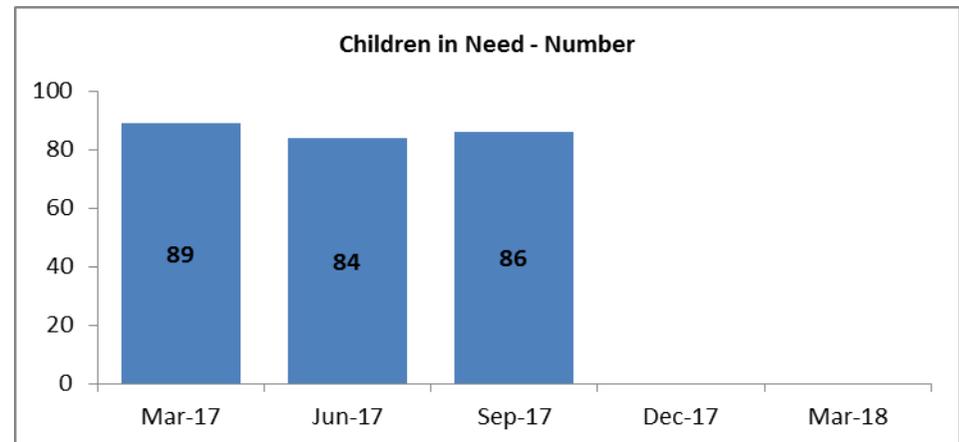
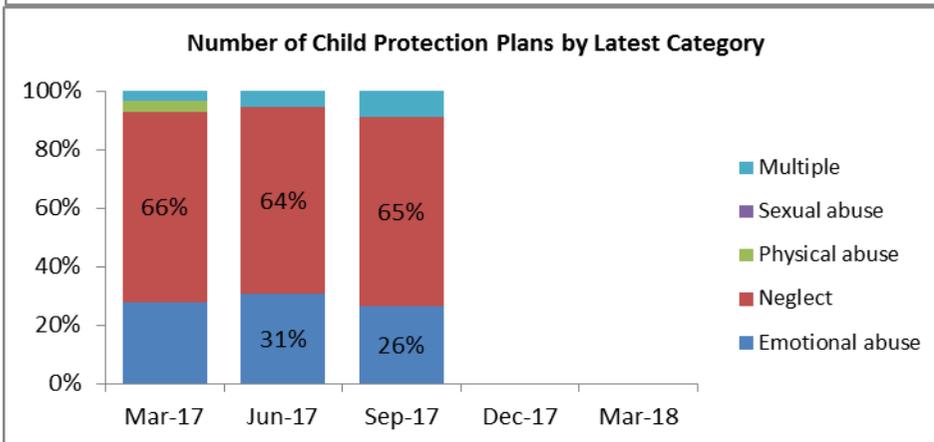
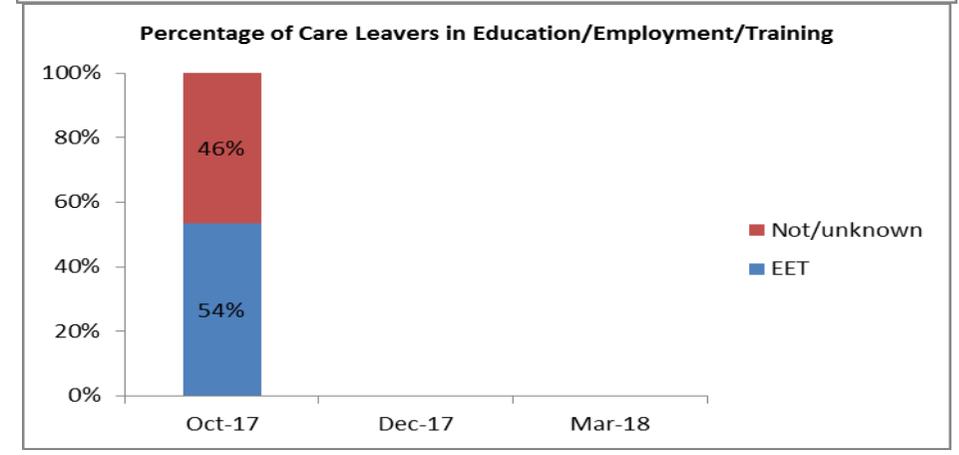
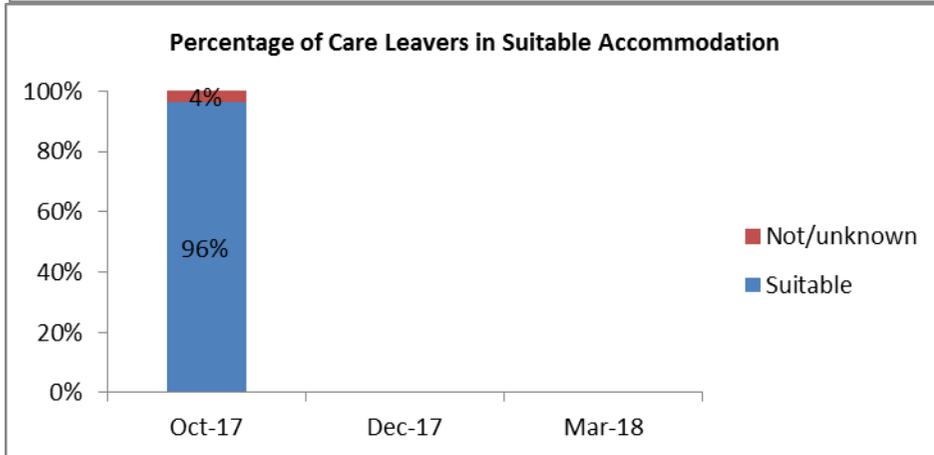
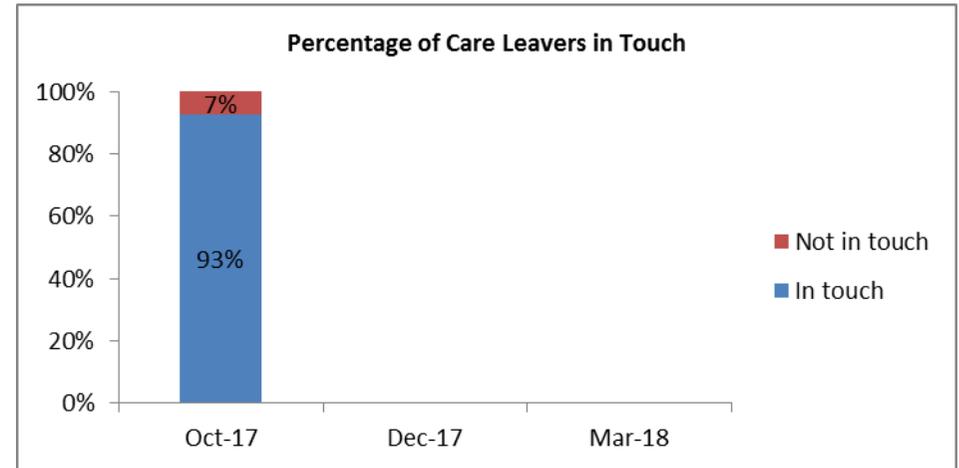
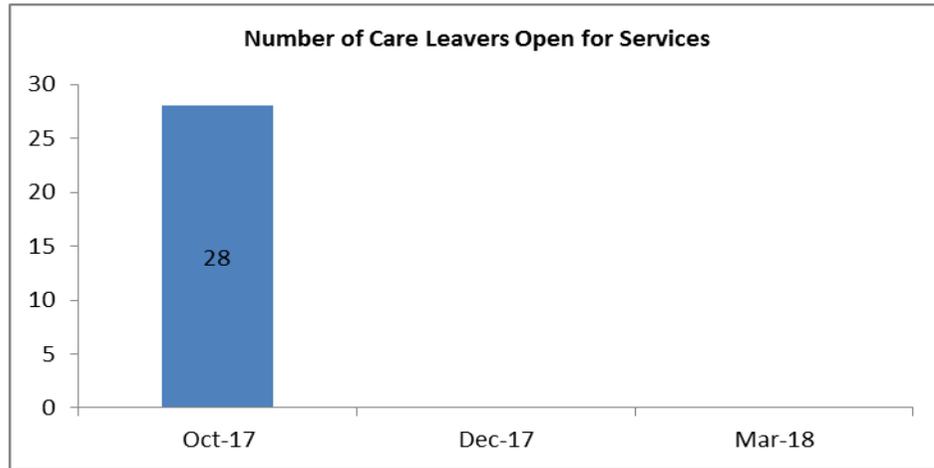
Bromsgrove



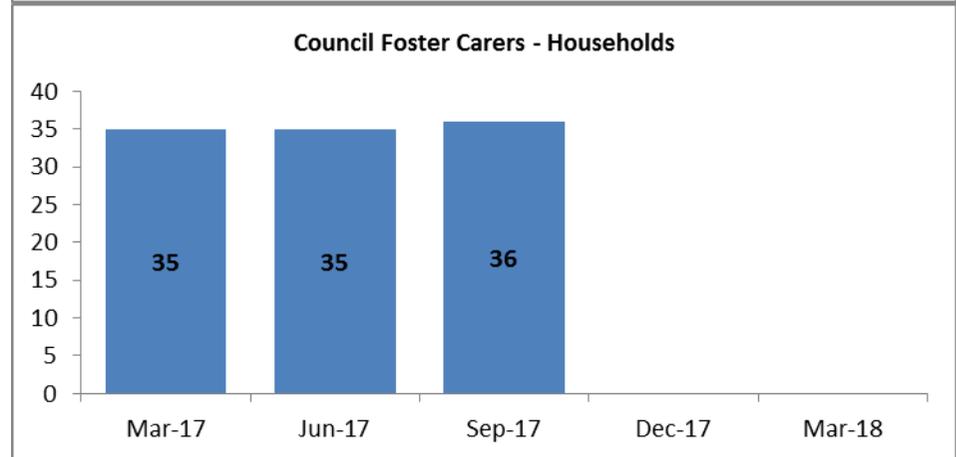
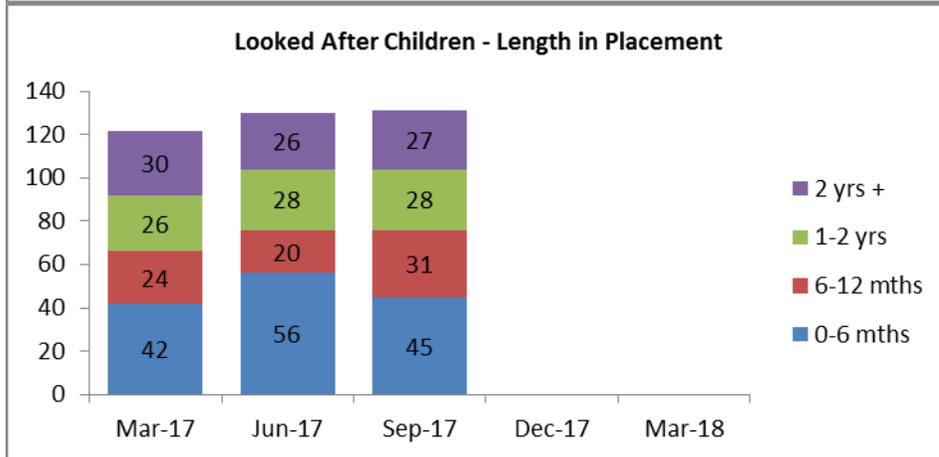
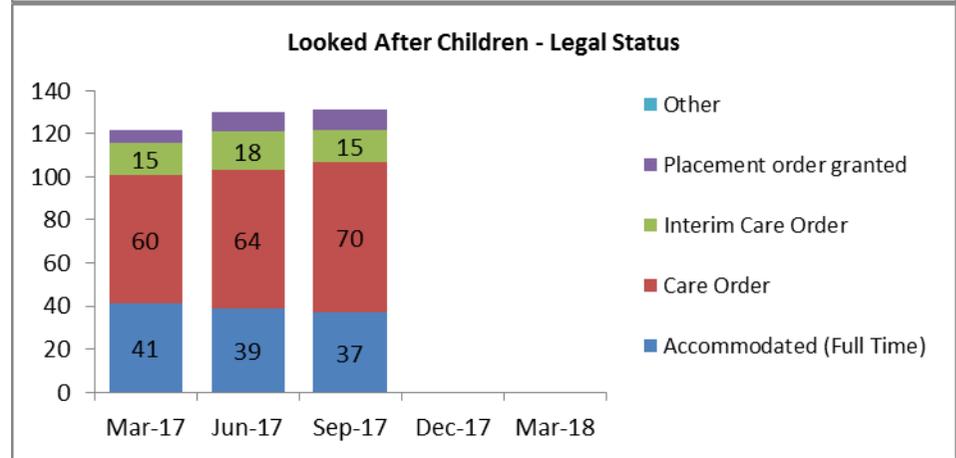
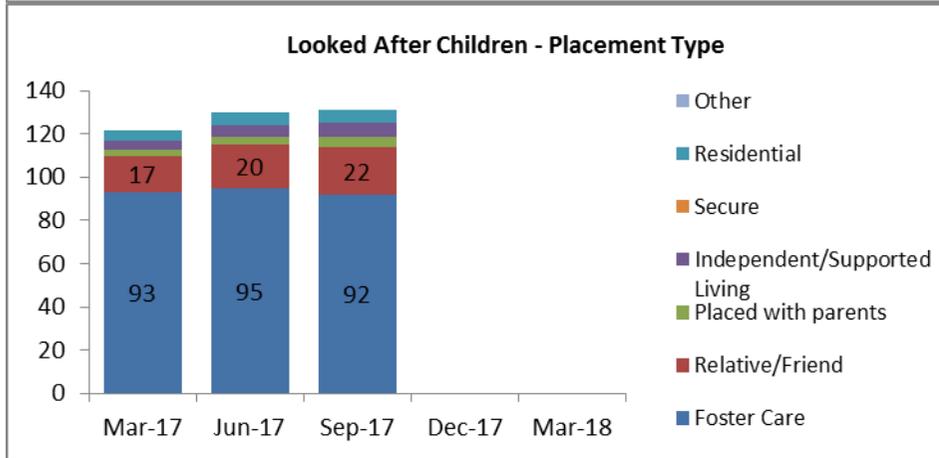
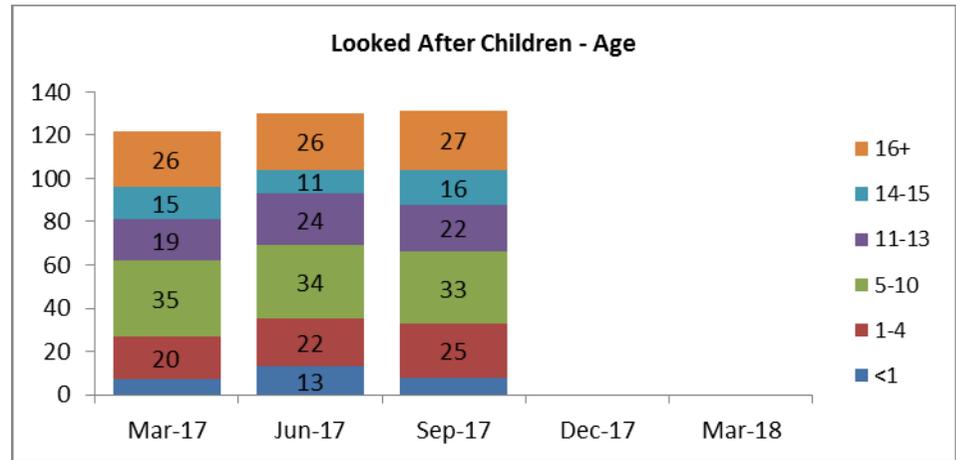
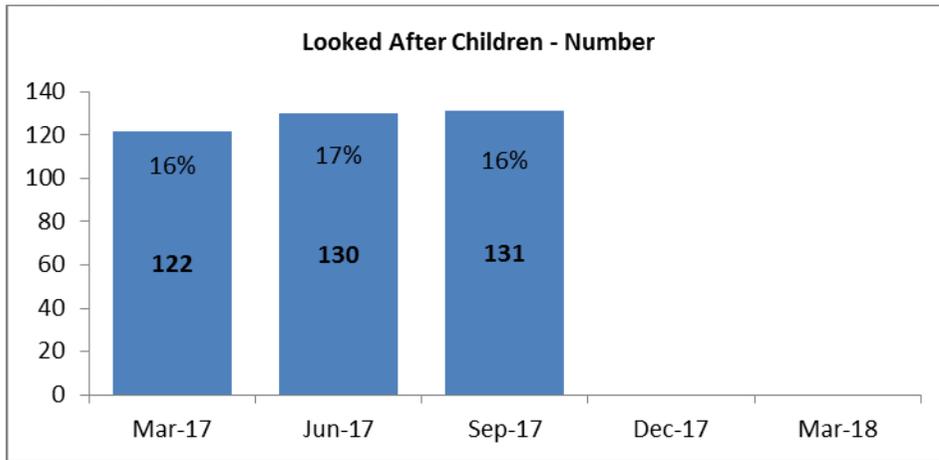


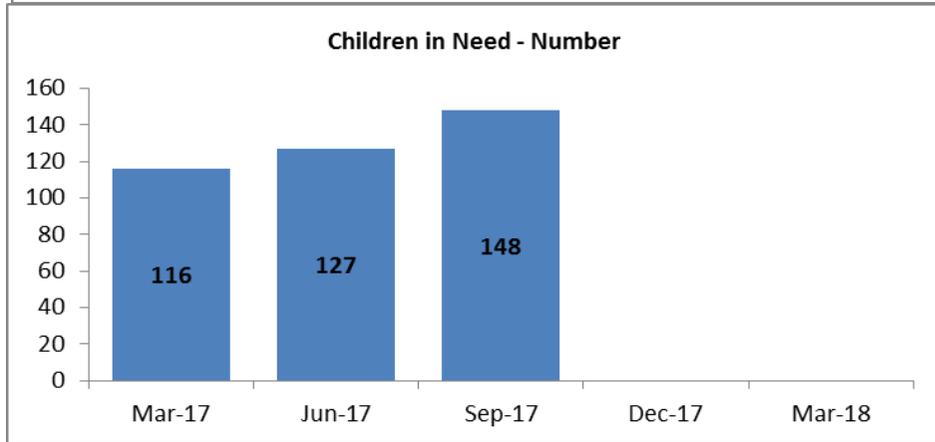
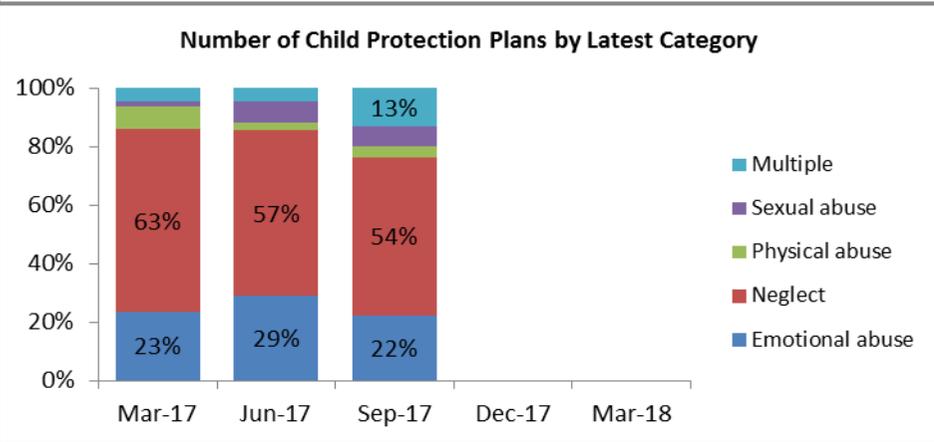
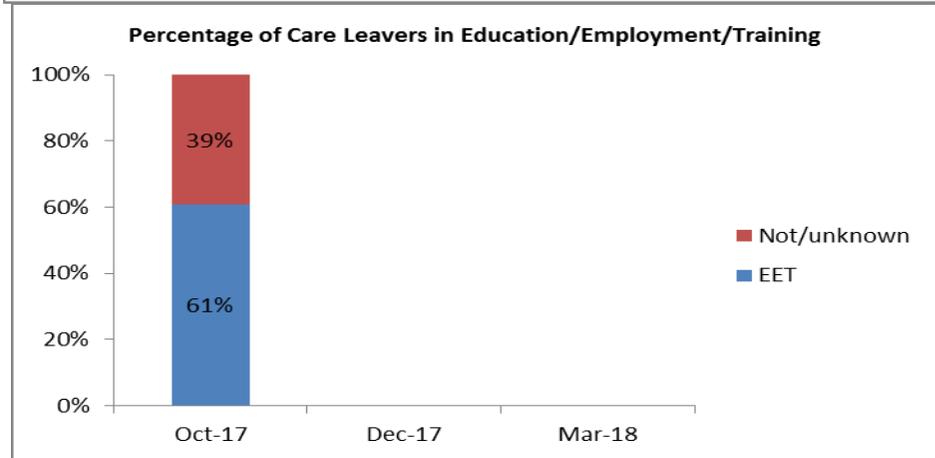
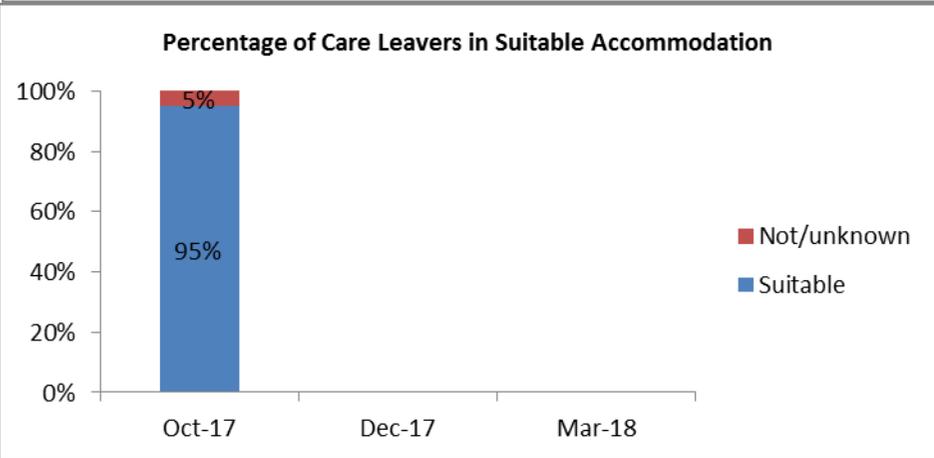
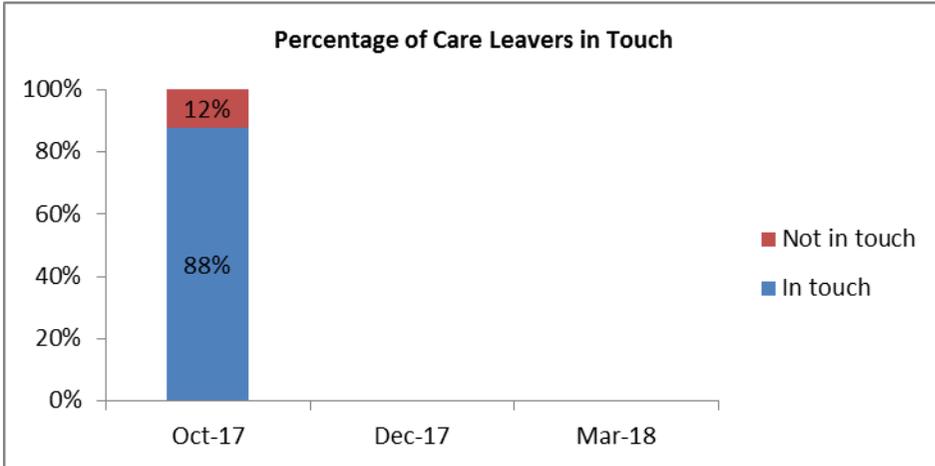
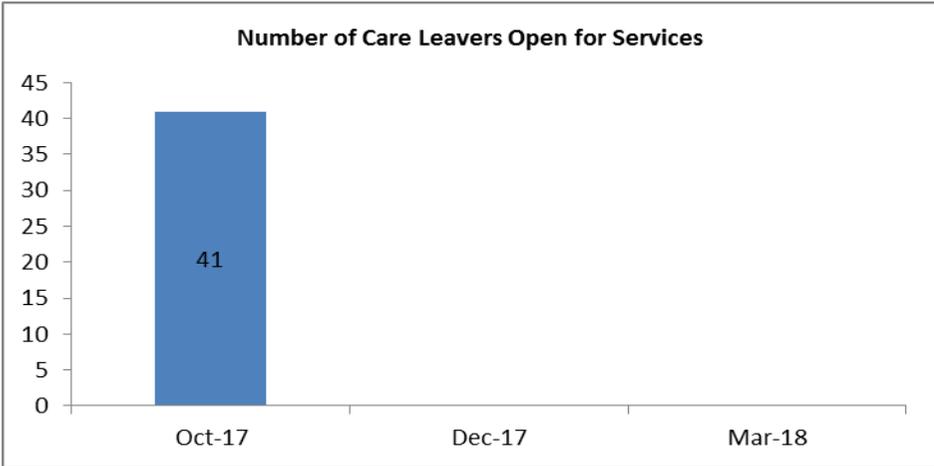
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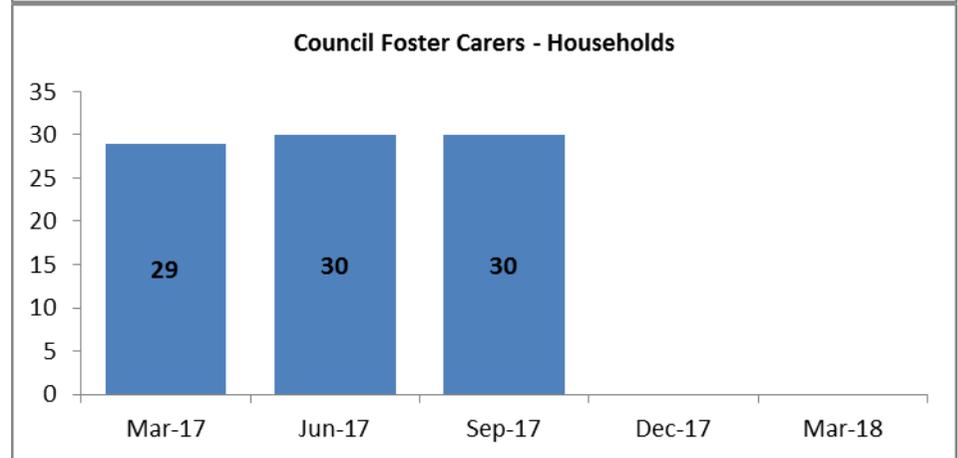
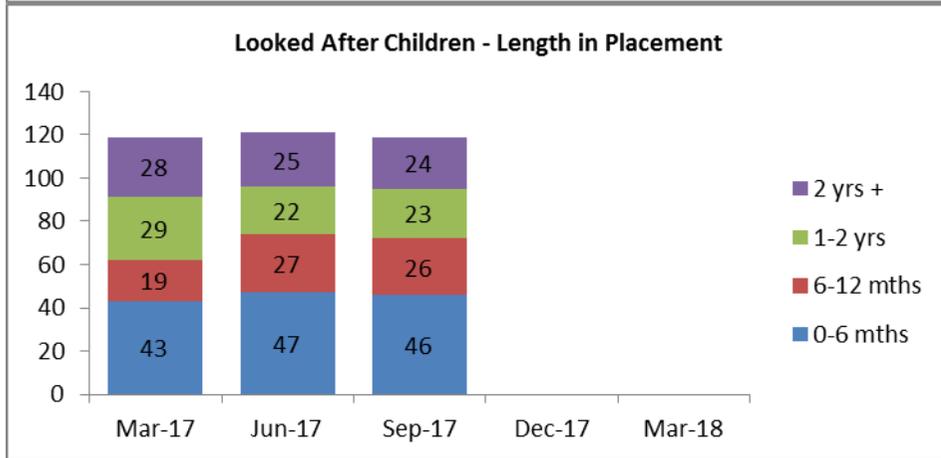
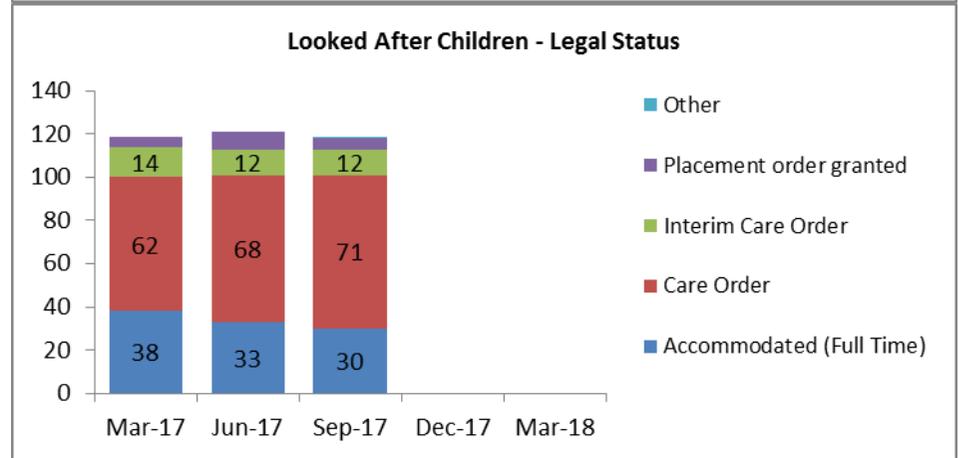
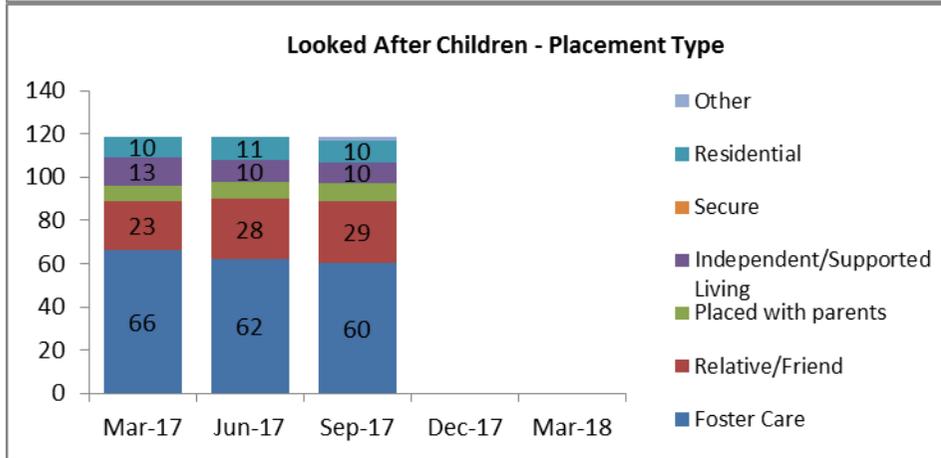
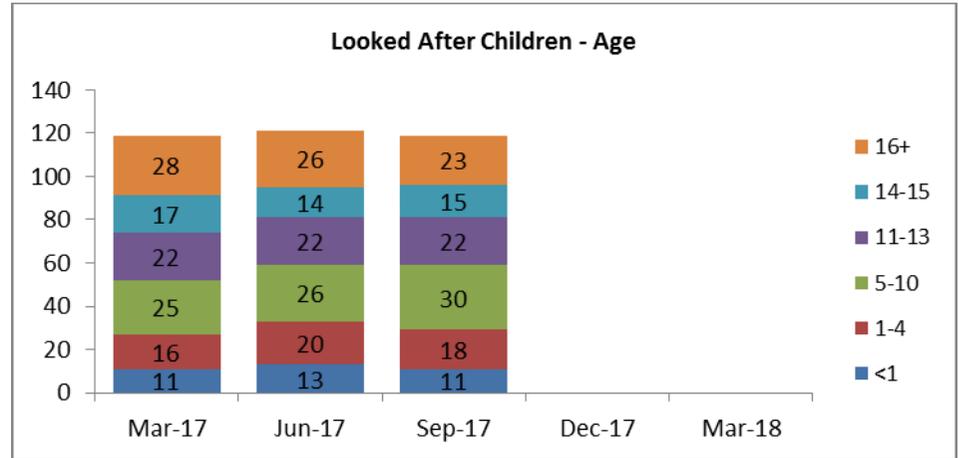
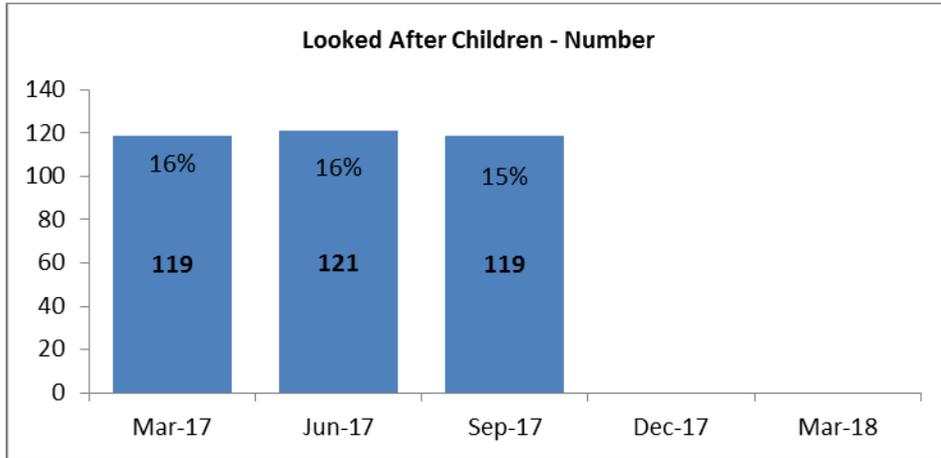


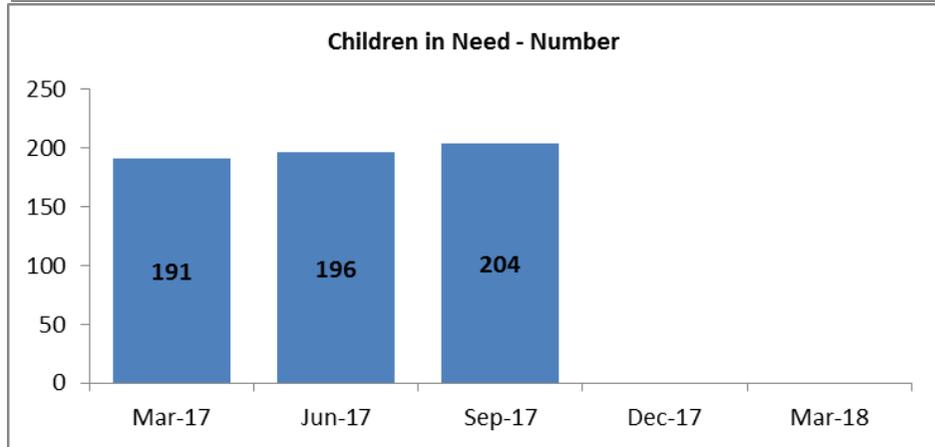
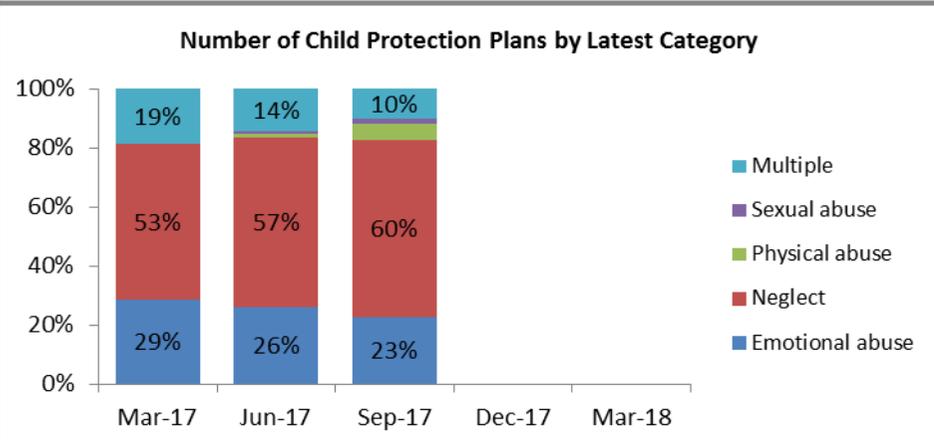
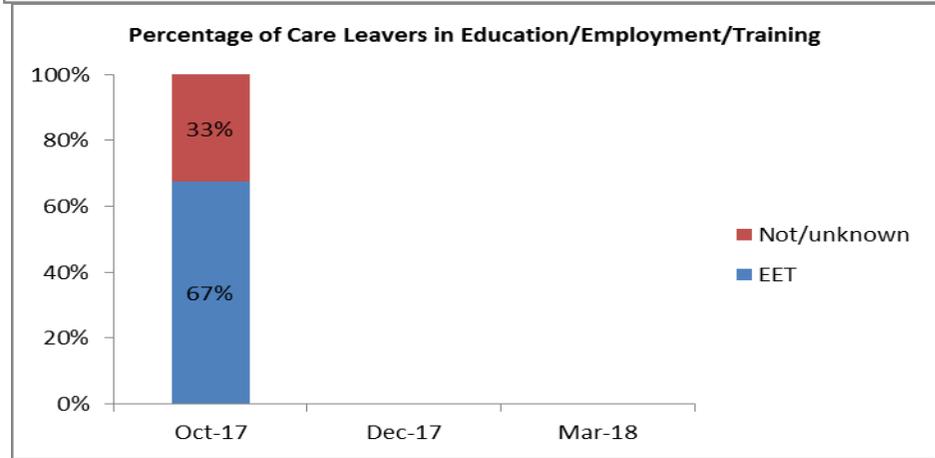
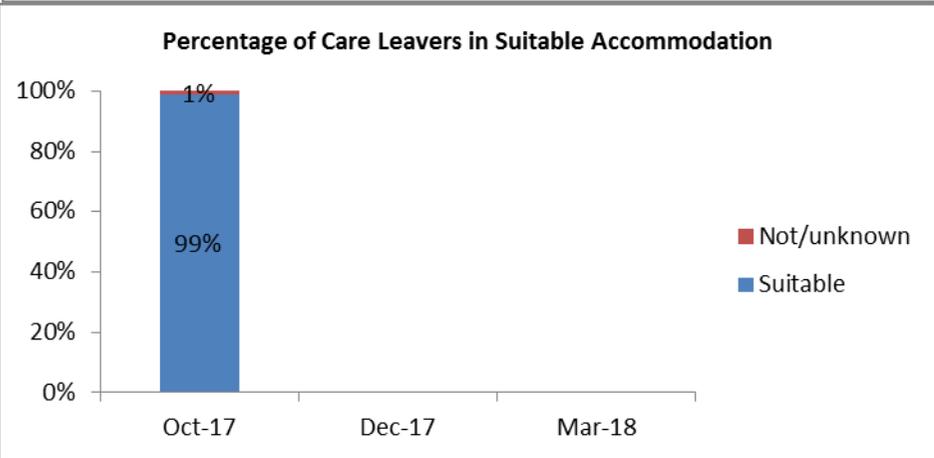
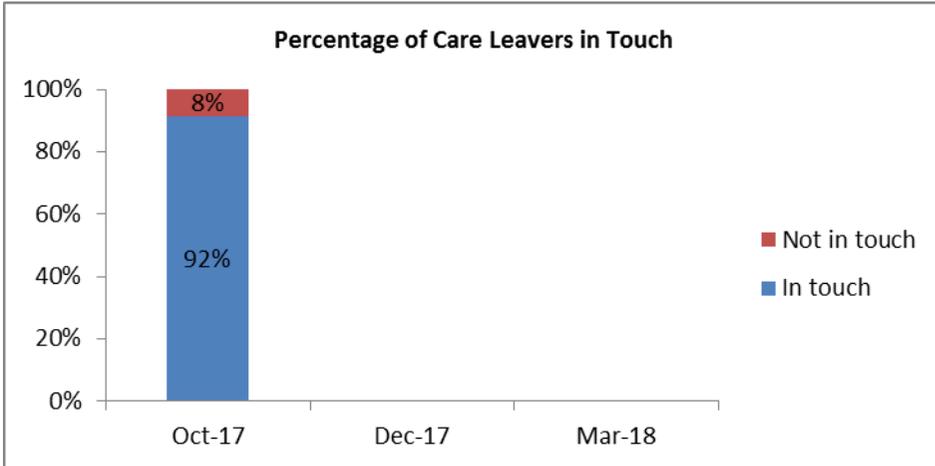
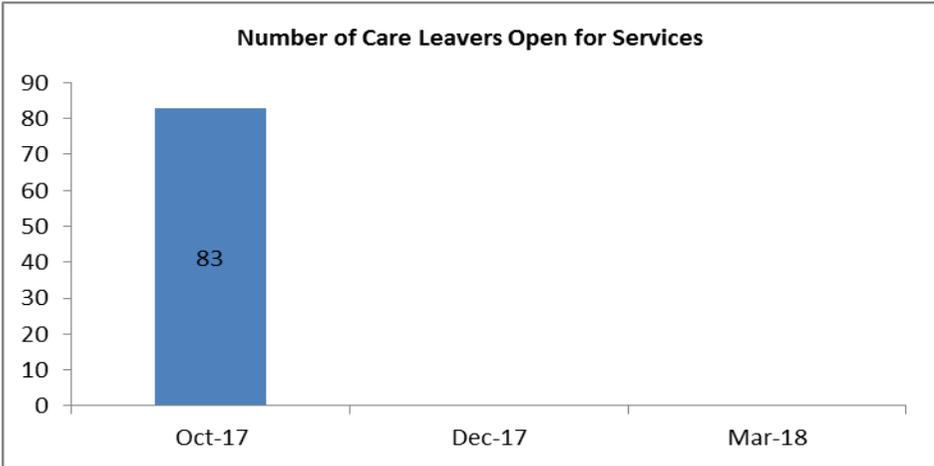
Redditch



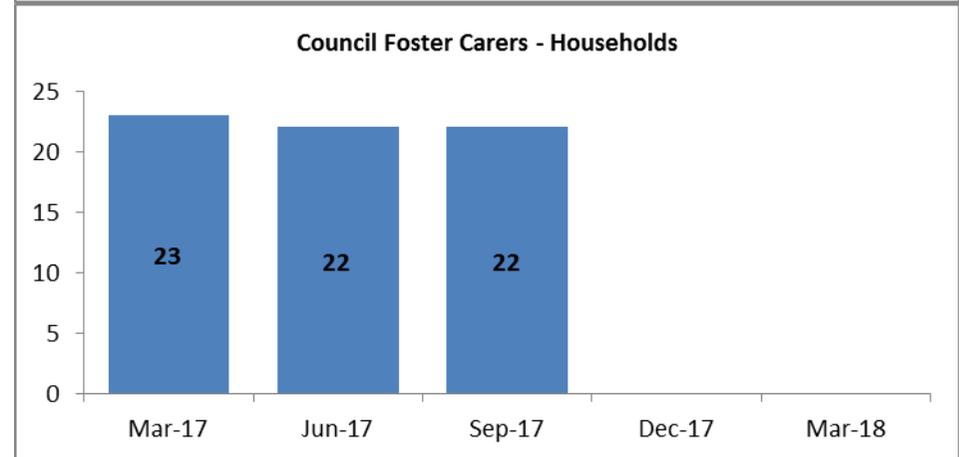
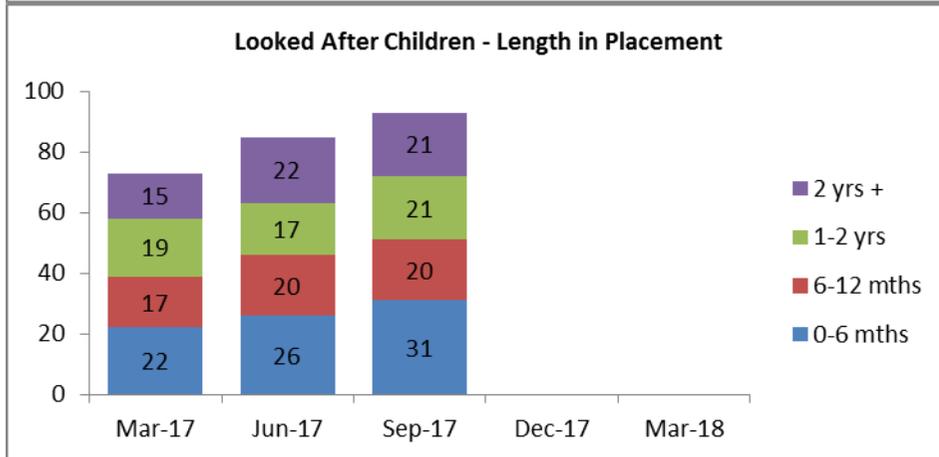
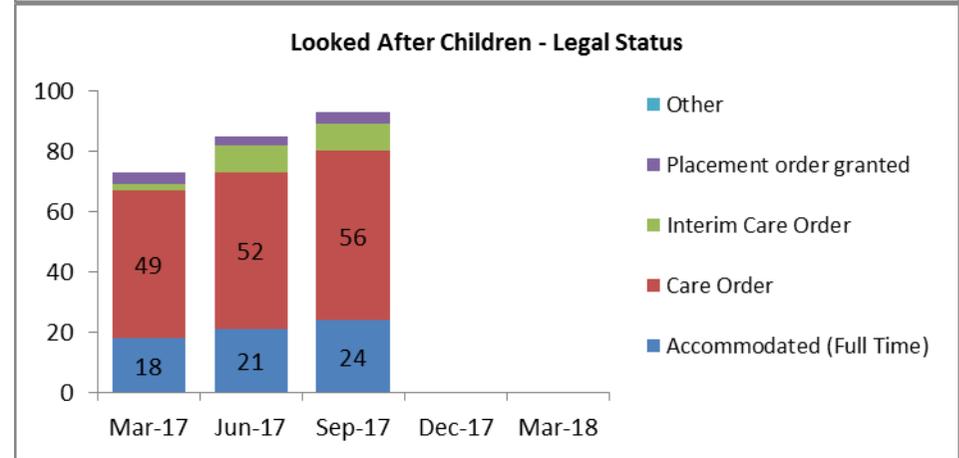
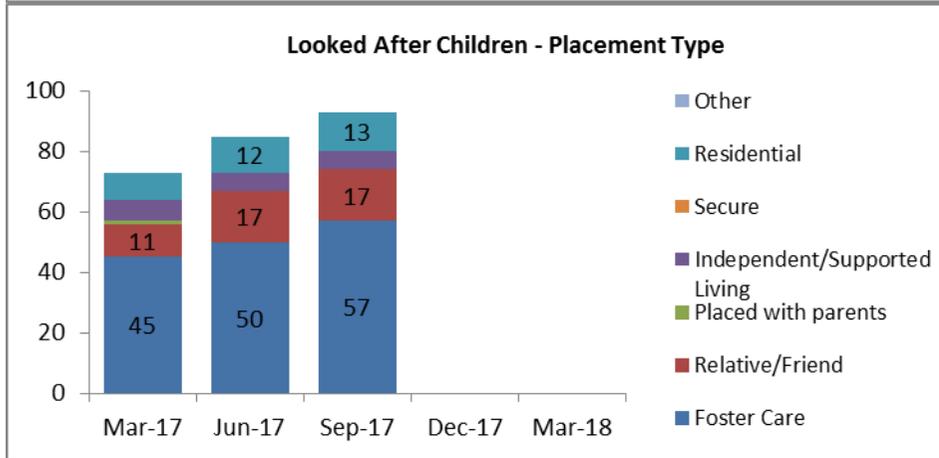
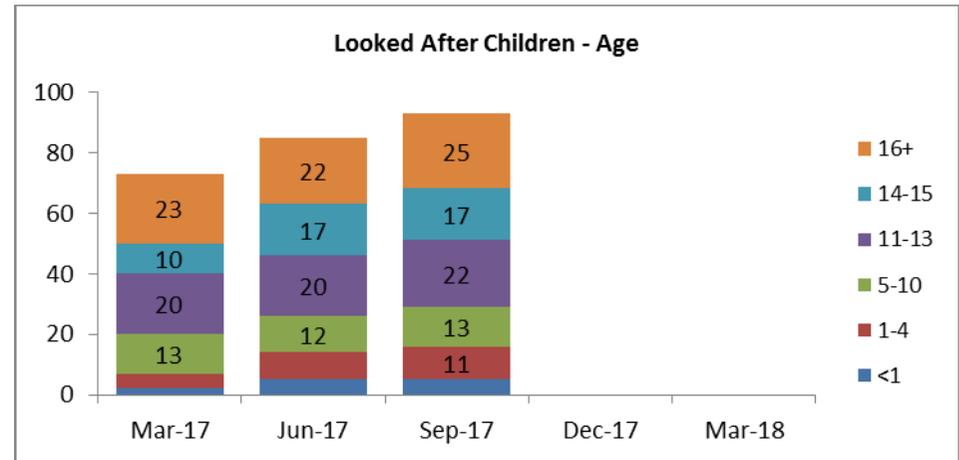
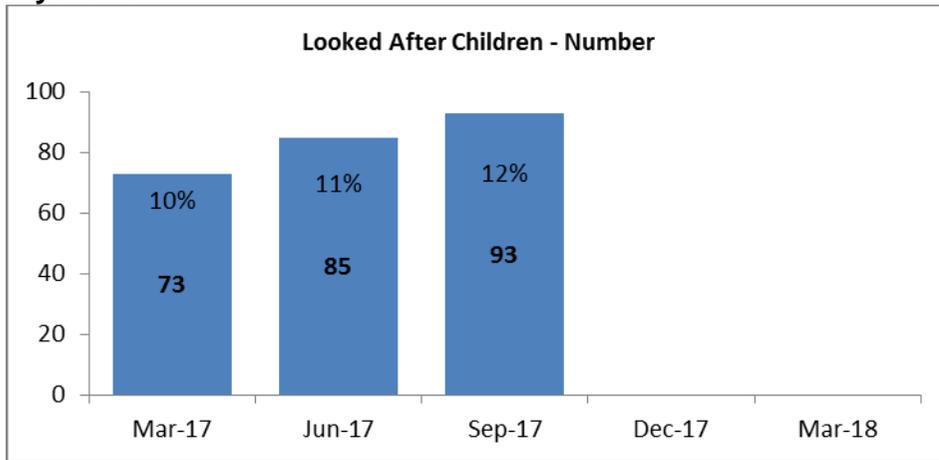


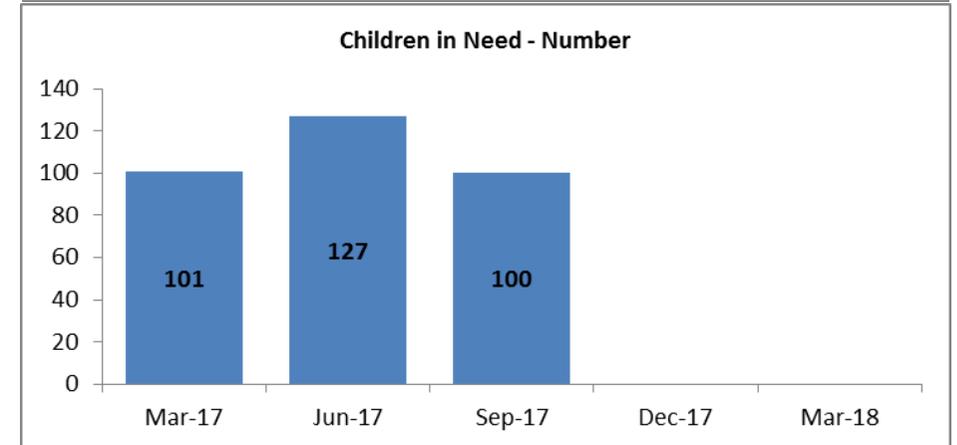
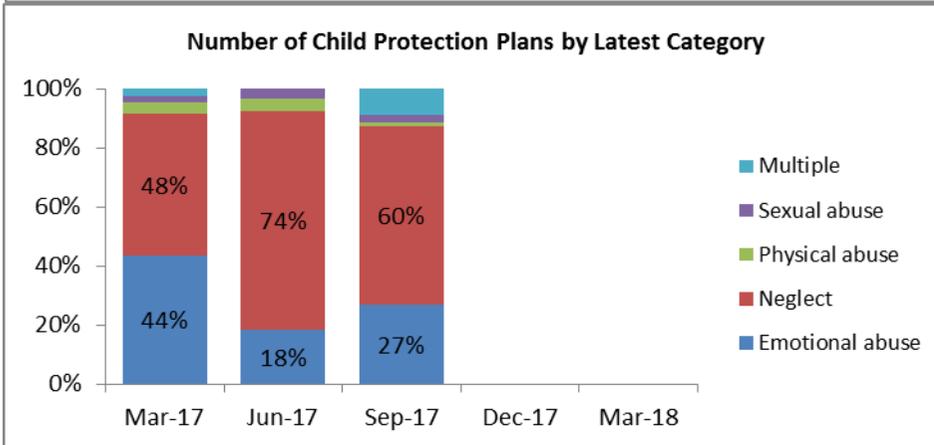
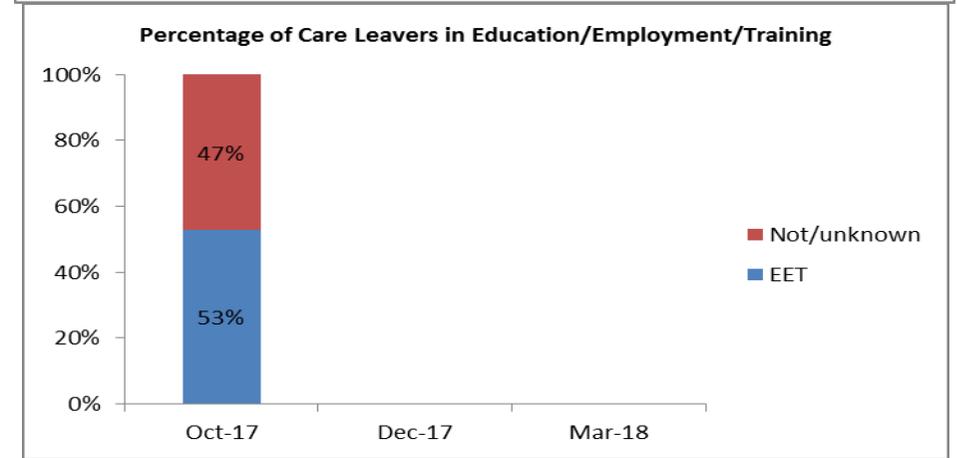
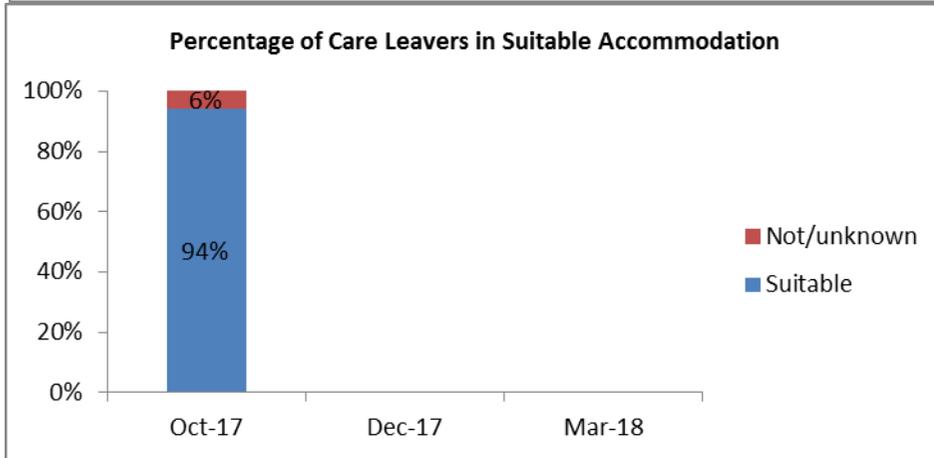
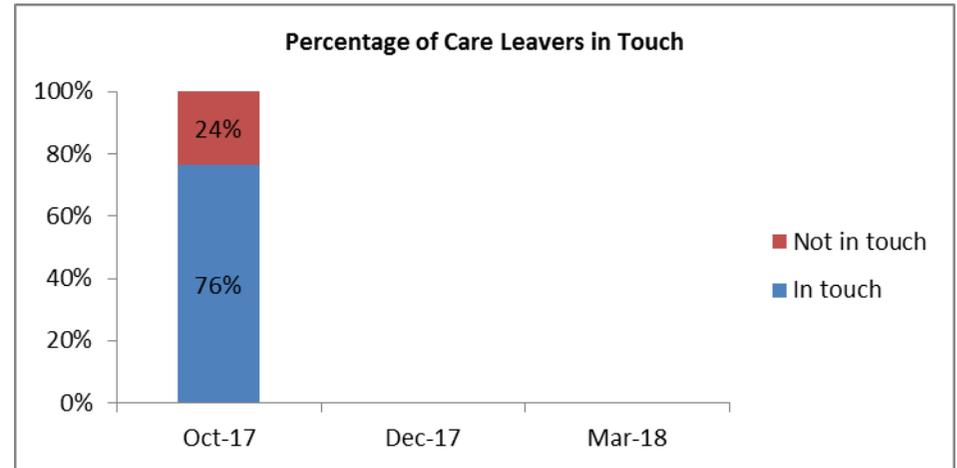
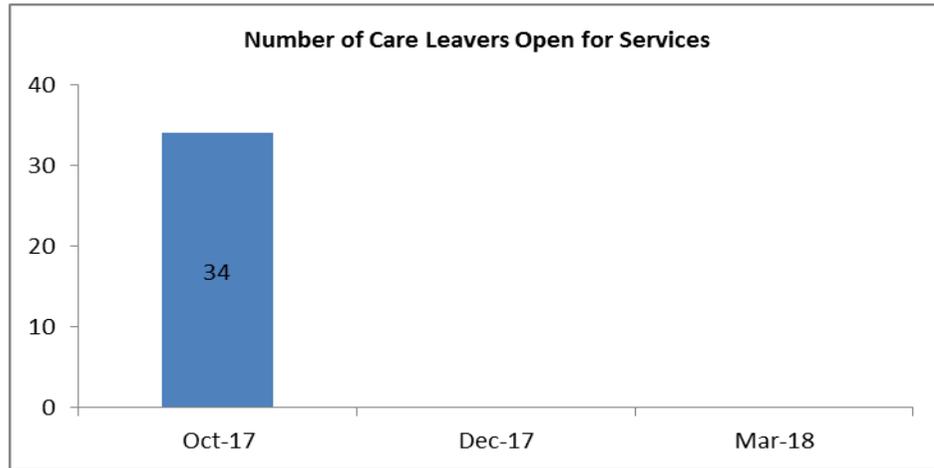
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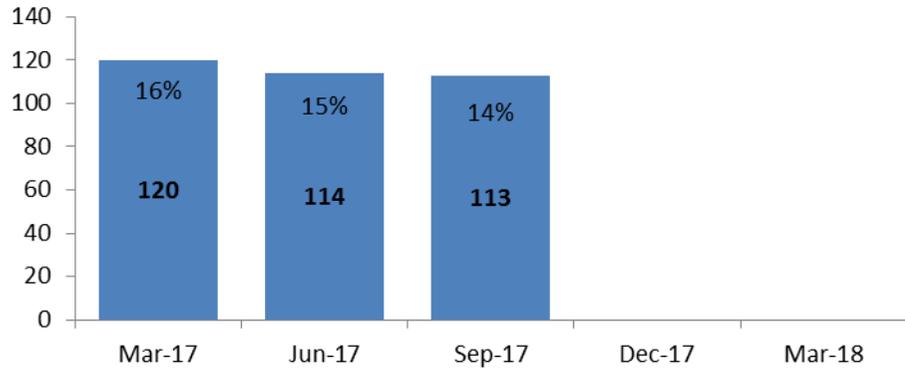
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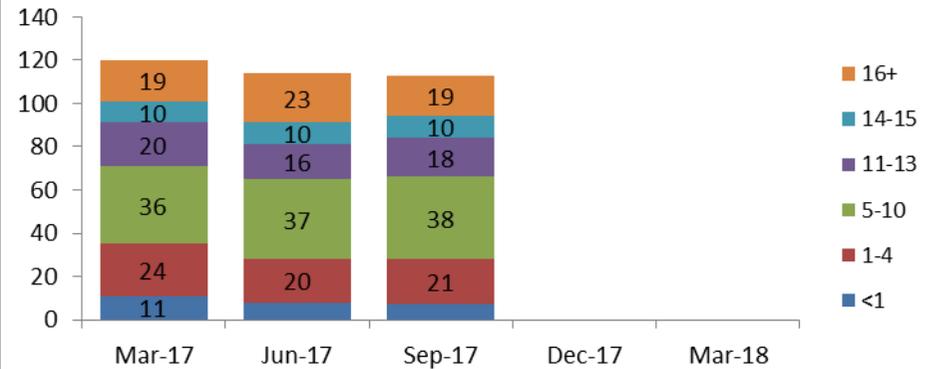


Wyre Forest

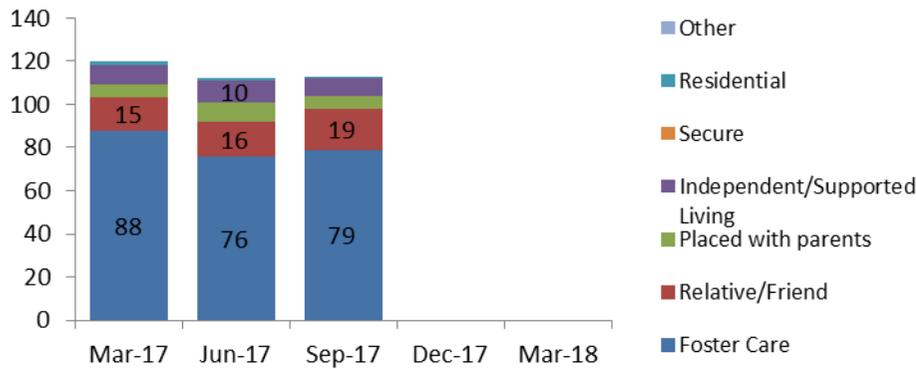
Looked After Children - Number



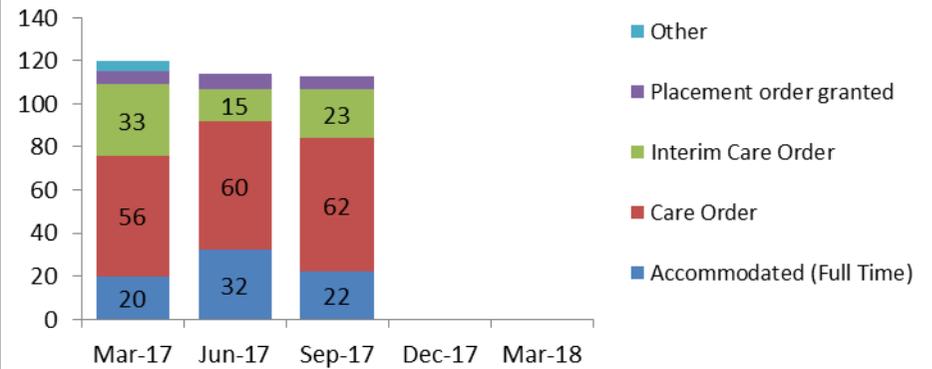
Looked After Children - Age



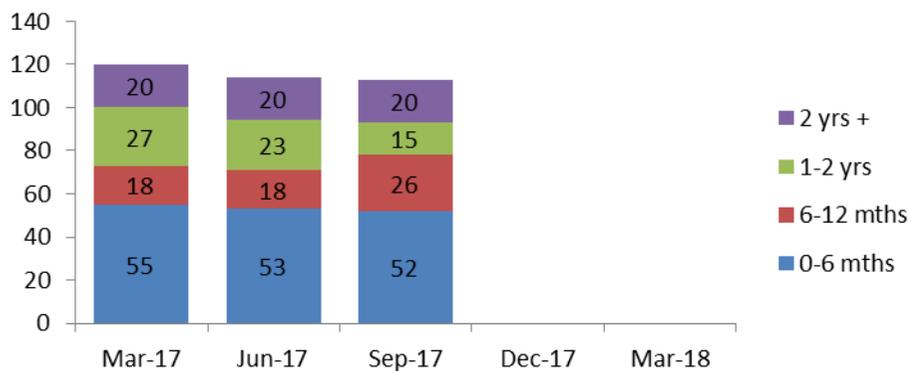
Looked After Children - Placement Type



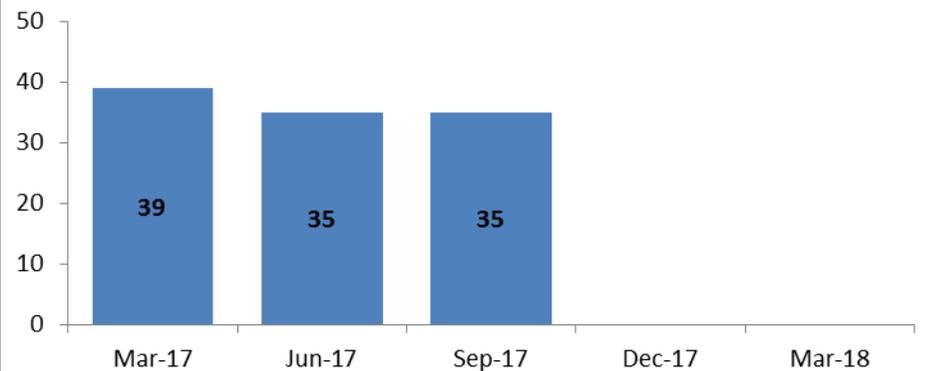
Looked After Children - Legal Status

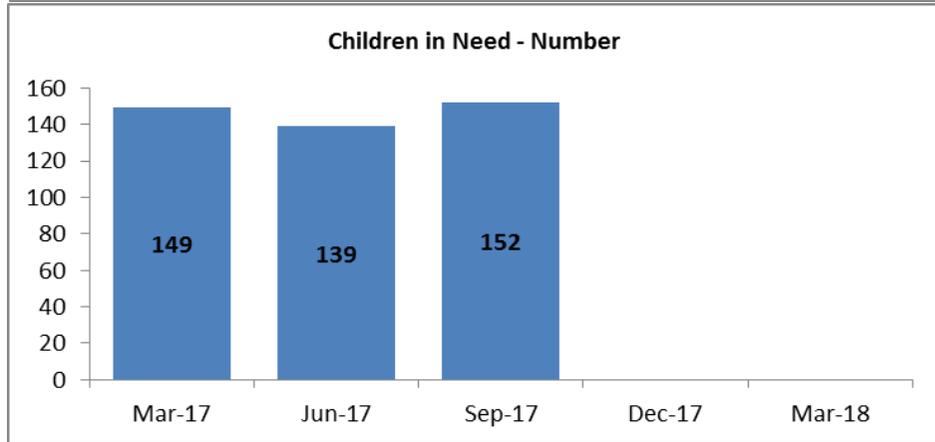
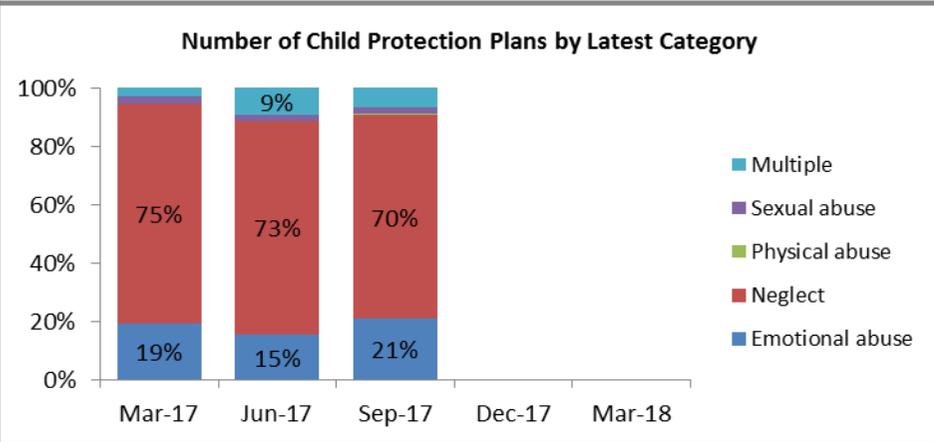
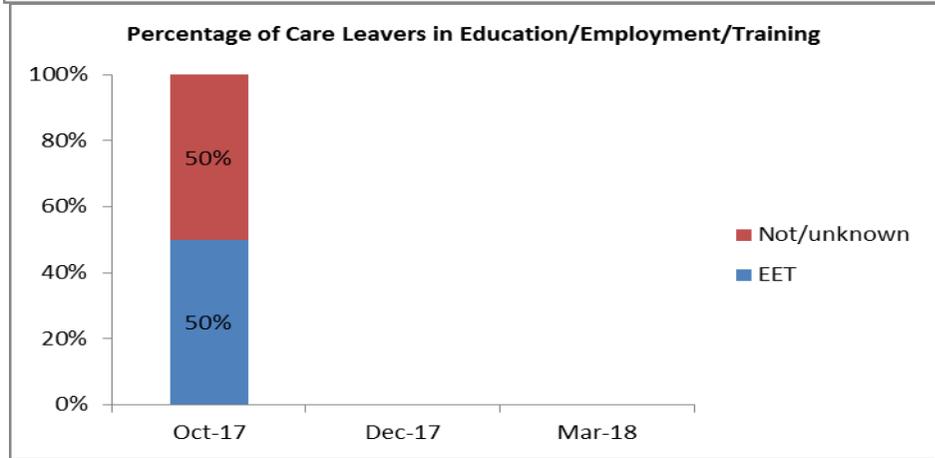
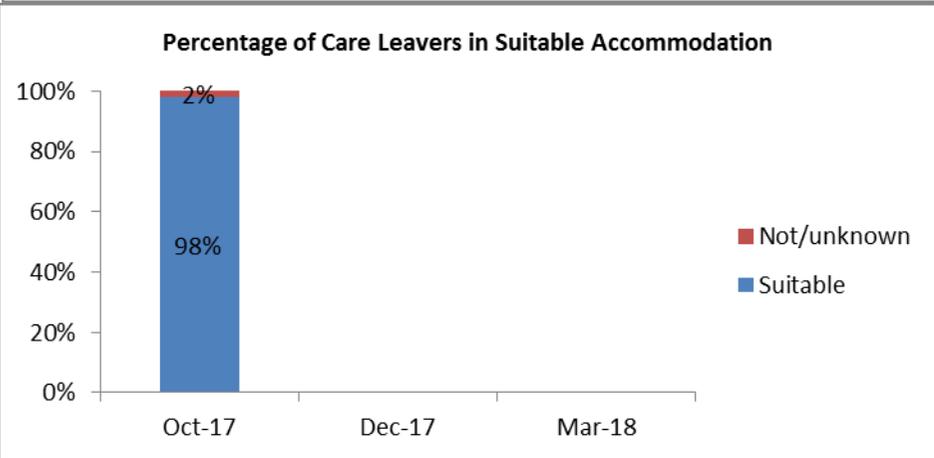
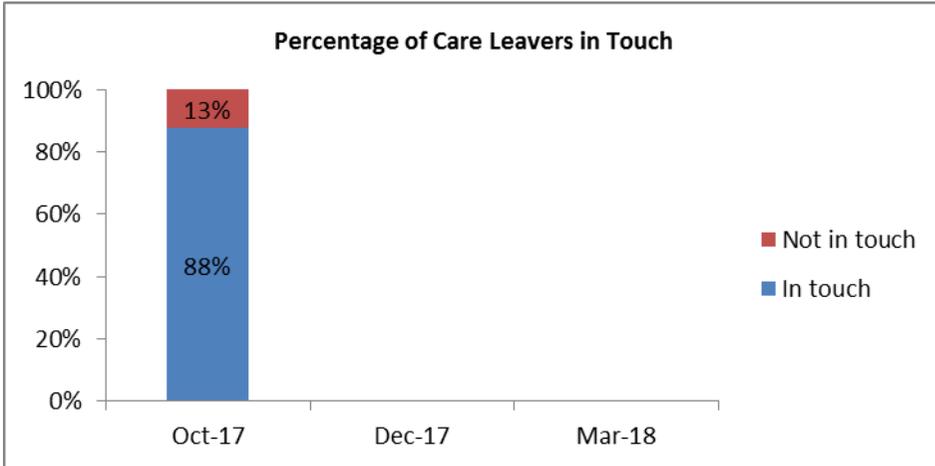
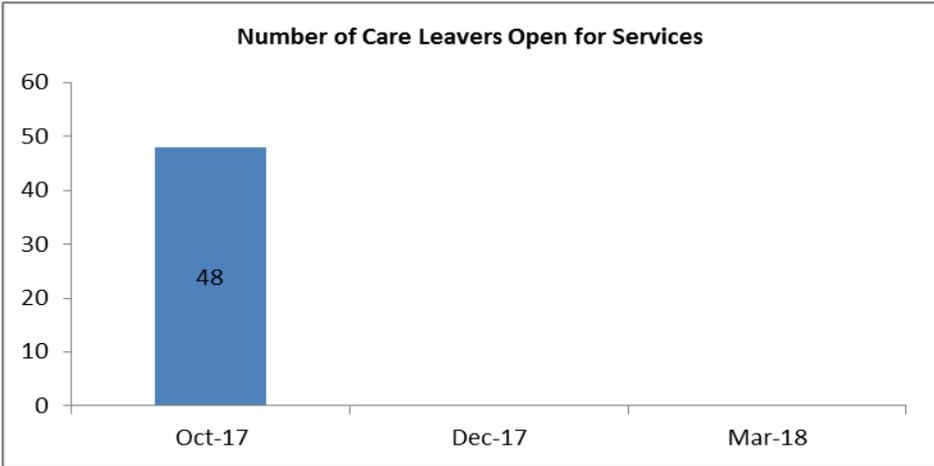


Looked After Children - Length in Placement



Council Foster Carers - Households





Corporate Parenting Board Dataset

| Measure | Apr-17 | May-17 | Jun-17 | Jul-17 | Aug-17 | Sep-17 | Oct-17 | Nov-17 | Dec-17 | Jan-18 | Feb-18 | Mar-18 | Target | Ntl 16/17 | Stat Nbrs |
|--------------------------------------------------------------------------------------------------------------|-------------------------|--------|--------|--------|--------|-----------|--------|--------|--------|--------|--------|--------|--------|------------|-------------|
| 1 Number of Looked After Children | 765 | 771 | 770 | 777 | 788 | 795 | | | | | | | | [715] | [553] |
| 2 Number of Looked After Children who are Unaccompanied Asylum Seekers | 29 | 29 | 31 | 30 | 30 | 30 | | | | | | | | | |
| 3 Number of Looked After Children open to Children with Disability teams | 33 | 35 | 34 | 34 | 31 | 32 | | | | | | | | | |
| 4 Number of Looked After Children placed outside the County | 152 | 152 | 158 | 164 | 163 | 163 (21%) | | | | | | | | 39% (2016) | |
| 5 Number of Looked After Children placed more than 20 miles from home, outside the County | | | 84 | | | 87 (11%) | | | | | | | 12% | 14% (2016) | |
| 6 Percentage of Looked After Children with 3 or more placements in previous 12 months | 13.2% | 13.4% | 12.4% | 13.3% | 12.7% | 11.8% | | | | | | | 10% | 10% (2016) | 12.3%(2016) |
| 7 Number of Looked After Children placed in Foster Care | 455 | 450 | 447 | 439 | 441 | 448 (56%) | | | | | | | 75% | 74% (2016) | |
| 8 Number of Looked After Children placed with a Relative or Friend | 114 | 126 | 123 | 129 | 134 | 137 (17%) | | | | | | | | | |
| 9 Number of Looked After Children placed for Adoption | 30 | 34 | 34 | 40 | 38 | 35 (4%) | | | | | | | | 4% (2016) | |
| 10 Number of Looked After Children placed with parents | 40 | 41 | 39 | 38 | 39 | 40 (5%) | | | | | | | | 5% (2016) | |
| 11 Number of Looked After Children in Independent/ Supported Living | 45 | 37 | 42 | 43 | 45 | 45 (6%) | | | | | | | | | |
| 12 Number of Looked After Children in Residential Care | 72 | 75 | 79 | 81 | 82 | 82 (10%) | | | | | | | 10% | 12% (2016) | |
| 13 Number of Looked After Children in Secure Accommodation | 3 | 2 | 2 | 2 | 1 | 2 | | | | | | | | | |
| 14 Number of Looked After Children in Other | 6 | 6 | 4 | 5 | 8 | 6 | | | | | | | | 4% (2016) | |
| 15 Number of repeat Looked After Children within 12 months | 0 | 0 | 1 | 2 | 0 | 5 | | | | | | | 1% | | |
| 16 Percentage of Looked After Children with an up to date health assessment | 41% | 53% | 54% | 57% | 58% | 60% | | | | | | | 90% | 90% (2016) | |
| 17 Percentage of Looked After Children aged 16 /17 with an up to date Pathway Plan | 34% | 48% | 54% | 55% | 59% | 54% | | | | | | | 100% | | |
| 18 Percentage of looked after children of school age with an up to date Personal Education Plan | | [41%] | [62%] | [71%] | [70%] | 75% | | | | | | | 95% | | |
| 19 Number of Worcestershire's Looked after Children aged 16/17 that are Not in Education/Employment/Training | 15 | 16 | 15 | 19 | 23 | 16 | | | | | | | | | |
| 20 Number of Looked After Children who went missing | 17 | 22 | 22 | 23 | 26 | 29 | | | | | | | | | |
| 21 Number of "missing" incidents involving Looked After Children | 27 | 42 | 36 | 50 | 61 | 45 | | | | | | | | | |
| 22 Number of Looked after Children recorded as vulnerable to Child Sexual Exploitation | New measures introduced | | | | | | 38 | | | | | | | | |
| 23 Number of Looked after Children recorded as experiencing Child Sexual Exploitation | New measures introduced | | | | | | 5 | | | | | | | | |
| 24 Number of council foster carers - households | | | 161 | | | 164 | | | | | | | | | |
| 25 Number of care leavers open for services - all ages | New measures introduced | | | | | | 373 | | | | | | | | |
| 26 Number of care leaversopen for services - age 16-20 | New measures introduced | | | | | | 294 | | | | | | | | |
| 27 Number of care leavers open for services - age 21- 25 | New measures introduced | | | | | | 79 | | | | | | | | |
| 28 Percentage of care leavers open for services "in touch" - all ages | New measures introduced | | | | | | 86% | | | | | | 95% | [92%] | [88%] |
| 29 Percentage of care Leavers open for services in suitable accommodation - all ages | New measures introduced | | | | | | 90% | | | | | | 95% | [84%] | [82%] |
| 30 Percentage of care leavers open for services that are in Education/Employment/Training - all ages | New measures introduced | | | | | | 59% | | | | | | 85% | [50%] | [48.5%] |
| 31 Percentage of care leavers open for services with an up-to-date Pathway Plan - all ages | New measures introduced | | | | | | 69% | | | | | | 95% | | |

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Leadership & Management

VS Governing Board

Virtual School (VS) Governing Board was established in spring 2017. Virtual School Governing Board (VSGB) meets termly basis to scrutinise the attainment and progress and educational provision for our Looked After Children, to ensure that every Child has the best opportunity to be the 'best they can be'. VS Governing Board will continue to monitor the implementation and impact of the Virtual School Improvement Plan and Self-Evaluation, holding both the VS Head and Babcock Prime to account and being a critical friend, in order to deliver the best outcomes for our young people. A Governor Clerk was appointed in September 2017 and will receive the required training this term to effectively carry out her role.

Purpose of the Virtual School

- To monitor and improve educational provision for Children in Care to ensure that every Child in Care has the best opportunity to be the 'best they can be';
- To implement strategies to 'narrow the gaps' in achievement and attainment between Children in Care and their peers;
- To provide advice and guidance to the local authority in all matters regarding the educational provision for Children in Care;
- To recommend targets relating to the education of Children in Care;
- To hold the Headteacher of the Virtual School, Babcock Prime and all other education providers to account for the outcomes of Children in Care;
- To ensure the Corporate Parenting Board and Forum receive accurate and up to date information;
- To challenge where other agencies are not delivering adequate provision;
- To raise the aspirations of Children in Care and celebrate achievement.

Current Membership

- Head of Service (or their representative)
- Lead Member (Chair)
- Headteacher of the Virtual School
- Headteacher representative
- Foster Parent representative
- Representative from the Virtual School Corporate Parenting Panel or one other Elected Member
- Lead officer for SEND and, Employability and Skills
- Representative for Care Leavers or Looked After young people
- Social work representative
- Designated teacher representative
- Representative from Babcock
- School Governor representative (WAG nomination)

Staffing

Senior Advisor for Vulnerable Learners was appointed to support and work in partnership with Virtual School Head supporting the local authority in fulfilling its statutory duties and responsibilities for Adopted and SGO pupils, school attendance, inclusion, exclusion, Children Missing Education (CME), Elective Home Education, and in-year fair access arrangements.

The role will involve partnership working with Head Teachers, educational establishments and parents on complex issues, alongside leading and motivating colleagues across the education and social care in promoting improved educational outcomes for all vulnerable pupils.

Two Area Learning Advocates have been appointed and will commence in November and December with a focus of our Out of County Pupils. In partnership with schools and social workers they will be responsible for overseeing the Personal Education Plan (PEP) process, analysing progress and the appropriateness of pupil premium usage in relation to impact on outcomes. They will act as an education advocate for a specific cohort (Out of County) and be a key point of contact for a wide range of schools and settings. The advocate will ensure that any barriers to success are challenged thereby promoting a culture of high aspiration for every individual child in Local Authority Care to improve and maximise educational opportunities and outcomes.

The Virtual School for Looked After Children and Vulnerable Learners (0-25) have appointed a Business Support Manager to provide high level business and administrative support for Virtual School Head, Senior Advisor for Vulnerable Pupils and Learning Advocates.

Professional Development & Training

Attachment Aware Schools

Worcestershire Virtual School and KCA (Kate Cairns Association) are working in partnership to enable 10 schools (First, Primary, High, Alternative Provision, Special) across Worcestershire to become Attached Aware Schools. This is designed for all staff that work with vulnerable and traumatised children and young people in an education setting. Participants will develop an understanding of the impact of unmet attachment needs and trauma on education throughout childhood, and will have an opportunity to reflect on what they can do to develop an attachment aware setting.

The Attachment Aware School Programme is a yearlong partnership project with selected schools and settings working with Worcestershire's Virtual School. The Programme commences this term. Training will include one full day of training followed by 3 half days.

September: Attachment & Education (1 day)

Training for school staff who want to focus specifically on attachment. Participants will be able to think about attachment theory, attachment styles, the impact of unmet needs across five steps in the early attachment process, and the implications of all this for their school.

October: Behaviour & the Physical Environment (1/2 day)

The physical environment constantly affects us through our sensory experience, and has a particularly powerful impact on vulnerable children and young people.

This training enables learners to understand this impact, and to develop the knowledge and skill to make changes in their own setting to promote positive behaviour.

November: Understanding Trauma (1/2 day)

Toxic levels of stress can injure our brains, changing the way we think, feel and behave until we have recovered from the injuries. This can happen to anyone.

This session is designed to help learners understand key issues in working with the significant minority of children and young people who are living with brain injuries from which they have not yet recovered. It also provides opportunities to practise and develop skills in working effectively with trauma.

November/December: Emotion Coaching (1/2 day)

This training enables learners to understand how adult responses to the behaviour of children and young people has an impact on the brain development of the child, to recognise different

Annual Virtual School Report 2016/17

styles of response, and to use the practical tool of emotion coaching to address behaviour in the moment in a way that promotes positive brain development and pro-social behaviour.

Part of the selection will be to ensure that 2 members of staff from each school will attend 100% of the training and then lead a supported action research project back in their school or setting plus share your findings with the Virtual School to the whole Worcestershire learning community.

Our commitment to Selected Schools:

- FREE years training (6 days in total)
- Improved knowledge and skills for your school community
- Project Associate to support your action research project
- Bursaries available to support projects
- Opportunity to share your great practise with the whole of Worcestershire and beyond
- Be the first recipients of Worcestershire s Attachment Aware Award for schools and settings
- E-learning package and downloadable materials free to participating schools
- Fantastic CPD opportunity for your staff and for whole school development

Their commitment to us:

- 100% attendance at the taught days (**including the Ignition event**)
- 2 members of staff consistent through the whole programme
- An agreement to undertake an action research project in your school setting
- Work collaboratively with the Virtual School and others on the programme
- Evaluate and share your work
- Opportunities to be mentors to other schools

Schools committed to Phase 1 of the AAS Project

- Aspire Academy
- Offmore Primary
- Tenbury High
- Bayton Primary
- St Oswald's Primary
- The Chase
- Walkwood C of E Middle School
- Charford Primary
- Woverley High School
- HOW College (Core group of staff across 3 Sites)

'We had a fantastic TED day yesterday with KCA doing out Attachment training - it was very thought provoking and apt for many children in our school. All staff really enjoyed it and there was lots of discussion re our pupils'.

Schools that were approached but were currently unable to commit at this time due to other commitments (10);

- Bishop Perowne
- Broadway First School
- Nunnery Wood High School
- King Charles
- Christopher Whitehead
- Wyre Forest School
- Dyson Perrins School

Annual Virtual School Report 2016/17

- Tudor Grange School
- Oldbury Park Primary School
- Sedgeberrow First

Attachment Training

Every school in Worcestershire have received funding to organise their own Attachment Training by a qualified and suitable trainer, for all their staff in their School. This is a mandatory request and will be overseen by the Virtual School.

Just Say Training

Following our VS Conference in February, delegates were keen to have training on a range of topics. Virtual School in conjunction with Bill Say, provided training for Schools free for their staff to attend to develop their knowledge further and an understanding of the young people they work with. These courses were held in the Summer and Autumn Term across Worcestershire focusing on;

- **Mindfulness – Awareness & Practice**
- **Understanding Attachment Theory, Neuroscience and parenting**
- **Effective Communication, Active listening and supervision**
- **Understanding depression & Anxiety**

Bill has extensive experience of dual diagnosis and complex mental health needs having worked as clinical coordinator of a multi-disciplinary team for many years. Since arriving in England 7 years ago, Bill has specialised in substance misuse and mental health treatment and training. Bill's style of training is very interactive, inclusive and fun. It was well attended and feedback was extremely positive.

'Pitched perfectly to understand. Facilitator welcomed interactive discussion and checked understanding'

'An absolutely fantastic course. I felt safe. Thank you'

'V. engaging speaker. Constantly putting the information into context – thinking of specific children / friends and adults. Linking strategies and actions we have previously trained or experienced to why they are likely to succeed i.e. validating emotions, distractions, deferring the actual behaviour 'choices' (telling off). Created so much thinking. Thank you!'

'Amazing!! Made me feel more intelligent, as I understood, even the tricky ideas. Thank you.'

'The information given by the speaker allows you to fit it to several circumstances in life. Good sound reference to different children's' behaviour.'

'Personable. Easy to listen to. Thank you'

'Very useful training – extremely knowledgeable facilitator who was easy to listen to and engaging. Useful presentation slides but not power point overload which is often the case. Very useful and interesting. Thank you!'

Virtual School Conference – 13th February 2017

We held our Spring Conference *'Aspiration, Expectation and Inspiration: Working with Looked After Children'* at Worcester Rugby Club with Catherine Driscoll Opening the Conference, followed by Eileen Barnes-Vachell (Babcock) and VS Head Teacher. It was well attended by Head Teachers, Governors and Designated Teachers.

Rona was star of the show. She spoke confidently and bravely about her life as a Looked After Child. Rona was truly inspiring and left a huge impact with the audience.

'Rhona - a fantastic example of why we were here today'

'Rona was excellent - a well communicated story and a lovely song - what a star she is'

'The talk from the young lady previously in care was excellent.'

'Rona excellent provided more insight into the world of a Looked After Child'

'Rona was excellent with a powerful message'

She concluded her speech with a performing song. She is, very talented young lady and should be very proud of what she has achieved so far.

Jo Frost prepared a group of young people who performed 'Bad Habits Music DVD'. They produced this piece of work during their attendance at Green Fingers Project music sessions.

All delegates attended a range of workshops on Emotion Coaching, Attachment Theories and Strategies for supporting Looked After Children, practical sessions on finance and pupil premium.

It was closed by James McNeillie, Senior HMI from Ofsted who delivered the key messages;

- How Ofsted will hold Schools to account for the Education Outcomes for Looked After Children and closing the gap
- Understanding of the challenges facing Looked After Children
- The role of the Virtual School and how it works with Designated Teachers and Other Professionals

This was a successful day providing an opportunity for school staff to network, share good practice and familiarise themselves with the Virtual School Team.

'This was a thought providing day, giving the opportunity to reflect on provision and outcomes for our most vulnerable children'

'Very informative varied content applicable not just to LAC so very useful as a whole school approach'

'Very useful day with lots of good information provided, time to reflect on practice and identify improvements to be made'

'I inherited the role of Designated Teacher for Looked After Children almost 3 years ago and have never had any training for this. Today has been extremely useful & I wish I had received this earlier'

'Though provoking, Great questions for governors, Ideas for self-reflection back at school.'

'A good days learning about the complexities of our Looked After Children, particularly enhanced'

'Extremely informative - inspirational workshops'

Annual Virtual School Conference will be held in March 2018. Further details will follow.

Network Meetings

VS Head attended Worcester and Kidderminster Pupil Premium Network meeting. This provided VS Head to deliver Virtual School structure, roles and responsibilities, alongside the support and expectations required from schools for our Looked After Children. VS Head also attends FAAP (Fair Area Access Panel) Meetings on a termly providing Head Teachers updates on VS and providing support and challenge to each locality. This has allowed me to build stronger relationships with Head Teachers.

Helen Pretty (SEND Advisor/School Improvement Advisor, Babcock) has also delivered Governor Training regarding PP (6th March 2017), in which she highlighted the current Worcestershire data and Governor roles and responsibilities with regards to our Looked After Children.

Designated Teacher Training

Two workshops were held in September 2017 for Designated Teachers (DTs) with the following topics covered; Babcock's Role, PEPs, Self-Evaluation Framework, PP+, Admissions, Exclusions, SEND, Current & Future Projects. It was well attended and feedback was positive;

'Really useful for me to step back and look at things from the viewpoint of other staff. I now know what information and training is needed, to be cascaded. Thank you'

'The template documents are really helpful – Self-evaluation template is great!'

'Very informative session'

'I now have a clearer understanding of filling in the ePEP'

These will be held on a termly basis for DTs new into role and experienced DTs.

Social Care Training

Social worker's Induction training was held on 4 July at County Hall. These sessions are for Social Workers to understand the Educational Process for Looked After Children, and how to work together with the Virtual School to support our Young People. The priority target audience for this training is Looked After Children Teams, Children with Disabilities Teams, Fostering Social Work Teams, and Residential Managers.

This was a disappointing turn out, four attended, 1 of which didn't have any Looked After Children on their case load, so therefore didn't stay. There were 7 representatives from Babcock and 3 from social care. The feedback from those who attended was very positive, really engaging and asked lots of questions. They were provided with a pack of comprehensive information, including all the information they need to know on whom to contact in the Virtual School. The team will be running another session next week and then a need to review training will be required depending on numbers.

Learning outcomes:

- To understand the role of the Virtual School for Looked After Children.
- To be familiar with the structure of the Core Virtual School and the Wider Virtual School Team.
- Know-how and who to contact within the Core Team and Wider Virtual School Team.
- To understand the statutory requirements of PEP's and the importance of ePEP.

Annual Virtual School Report 2016/17

Course Overview:

- Introduction to Virtual School
- Personal education plans and ePEP
- Pupil premium plus
- Alternative provision
- School admissions School Attendance
- Exclusions and Hard to Place
- Careers Advice and Guidance
- Future of the Virtual School
- Q & A

Future training dates:

- 7 September 2017, 3-5pm at Prime House (Babcock)
- 10 January 2018, 12-2pm at County Hall
- 24 April 2018, 10-12noon at Prime House (Babcock)

ePEP Training

| Welfare Call ePEP Training 2017 | | |
|---------------------------------|---------------------------------------------------------------|-------------|
| Dates | Times | Venue |
| Wednesday 15 February | 9:00-10:30am 11:00am-12:30pm 1:30-3:00pm 3:30-5:00pm | County Hall |
| Thursday 16 February | 9:30-11:00am 11:30am-1:00pm | County Hall |
| Tuesday 28 February | 9:00-10:30am 11:00am-12:30pm 1:30-3:00pm 3:30-5:00pm | County Hall |
| Wednesday 1 March | 9:30-11:00am 11:30am-1:00pm | County Hall |

The training sessions were led by Welfare Call in conjunction with the Virtual School. This training was mandatory that all Designated Teachers, Social Workers and IRO's who are responsible for our Looked After Children.

A further training session was held on 7 November 2017. This was made available to Social Care Teams, new VS team members and IRO's.

Teaching & Learning

Literacy & Numeracy Carer Workshop

In conjunction with Virtual School and Rivers Teaching School Alliance, a series of informal, friendly but very informative workshops on how to support Looked After Children in English, Maths and Phonics were held in the Spring term. Lots of practical, fun ideas and games were used to support your child's learning.

Carers found the workshops enjoyable and very worthwhile;

"Small groups, so easy to participate "
"Finding out about the new terminology "
"Making learning fun"
"Talking about the methods used today"
"How teaching has changed"
"Provided us with apps to help"

Some Carers felt that a list of terminology and more time for each workshop would be beneficial. Virtual School will liaise with Carers and ensure they have the information they require in preparing them and their children for the next academic year.

Termly Carer Workshops

Carer Workshops 2017 & 2018

| Date | Time | Theme | Venue |
|------------------------------|----------------|----------------------------------------------------------------------------------|------------------------------------------------------|
| 4 th May | 10:00am-2:30pm | Attachment & Education | The Simply Limitless Wellbeing Centre, Kidderminster |
| 19 th September | 10:00am-2:30pm | SEND Support & Guidance | Arrow Vale Visiting Centre Redditch |
| 17 th January '18 | 10:00am-2:30pm | Early Years, CIAG, Admissions, Exclusions, Attendance & High Level Needs Funding | Perdiswell Young People's Leisure Club, Worcester |

Attachment Training for Foster Carers and Adopters:

- Supporting children's learning after trauma – strategies to support whole brain learning

Content:

Anna Carter provided a brief introduction in September 2016 to the impact of neglect and abuse on brain development and state dependent learning. How can carers understand their child's learning needs and support engagement with learning? This introductory session was then followed up with a full day training in May exploring the above in more detail, and giving opportunities for carers to explore the learning needs of a focus child.

Annual Virtual School Report 2016/17

Individual children/young people support including:

- Secondary school challenge and advocacy on behalf a young person experiencing acute bullying in school
- Professional network support for a child with complex needs. The school became more able to understand and manage the child's needs and the outcome was access to education.

SEND Training for Foster Carers and Adopters

WCC SEND Team to deliver (am):

- EHCPs
- Assessment Process
- Ordinarily Available and Graduated Response

Babcock Team to deliver (pm);

- Autism Spectrum Disorder – Strategies to support Carers
- Tips on Literacy & Numeracy to help your child
- How Schools should be supporting our young people

'The SEND training has empowered me to contact the School and know exactly what to ask for as in support to allow my child to reach her full potential'

1-1 Tuition

VS and Schools are currently working with a range of tutoring services, Worcester Learning Zone and Explore Learning. They specialise in a range of tuition for all primary and secondary levels. Tutors know how to help boost our children's confidence by making learning fun and engaging. Following a free educational assessment, a personalised learning programme is created that is just right for each child's learning needs. Regular progress reports and updates are provided to track how our children are doing. A number of our Looked After Children are attending KIP McGrath in Worcester.

Pearson Tablets

Virtual School currently have 110 Pearson (Nimbl) tablets which are distributed to our Looked After pupils, providing our young people with access to a whole library of interactive, resources especially designed to help them with their school work where they can completely access all the programs off line. There is a range of fun lessons and activities that will help them to catch up or get a head start in their lessons (videos, practice quizzes and tests to check their knowledge). 90% of our pupils have downloaded and accessed a range of subjects and resources.

Pearson Publishing are working with Worcestershire Virtual School, in providing a Mobile CPD Library for our Worcestershire Children and Residential Workers to support staff and carers.. The library helps brief, train and support key adults, making sure they have access to up to date advice on the challenges faced by our young people. The library includes the following resources and courses:

Teenage Life, Managing Behaviour, Safe Information Handling, Designated Teachers, My Care, Attachment, Exploring Youth Justice, Family Issues, Learning Needs, Medical Conditions, Mental Health and Understanding the Child.

Fresh Air Project



Cohort

In March VS and Fresh Air Project worked in partnership to deliver a 12 week project for our Y6 pupils across Worcester City, with the aim of providing high quality intervention and alternative provision for KS2 pupils.

Ethos

Targeted, bespoke intervention in a unique outdoor education centre (OEC) set within the extensive grounds of a Wyre Forest secondary school. This distinctive setting allows the small supportive environment of Woodfield House to operate within a safe and well-resourced wider school infrastructure allowing bespoke provision for all, thus ensuring consistency, familiarity and a balance against diverse opportunity and challenge.

Morning Session:

Clear Learning Aims will be tailored to meet individual needs linking, where appropriate and through mutual agreement, to many aspects of KS2 Curriculum.

This block will focus on core skills addressing many of the key issues with these vulnerable young people. Clear learning aims will be tailored to meet individual needs linking, where appropriate and through mutual agreement, to many aspects of KS2 Curriculum.

Science

- Observing and caring for animals in the Animal Care Centre
- Planting and growing vegetables and investigating plant growth in our science labs and dipping ponds
- Building an animal habitat. Pupils may choose to build a bird or bat box for use in the extensive grounds.

English

- Problem solving and team building games, through verbal and written communication challenges within the 27 acre setting.
- Keeping log books of achievement, answering questions and presenting to others.
- Developing reading and comprehensive skills in order to plan and evaluate team activities.

Maths

- Practical outdoor kinaesthetic problem solving.
- Links with our onsite school maths team to deliver mathematical investigations linked to the outdoor environment.
- Basic numeracy for life.

Cross-Curricular:

Geography: – map reading and orienteering in our onsite orienteering

Arts: Outdoor painting, mosaic and natural sculpture within our outdoor classroom area.

Annual Virtual School Report 2016/17

D&T: Outdoor cooking in our earth oven and learning about sources of food from our farm.

Basic Skills: The use of extensive D&T facilities will ensure pupils learn how to use basic tools and develop dextrous skills.

All pupils will achieve JASS accreditation. Junior Award Scheme for Schools (JASS) is a progressive learning programme for young people which have been designed to recognise wider achievement. A key aim has been to meet the challenges of the transition from primary to secondary but in practice it can be used at either level as well as with wider age groups in Additional Support Need settings.

The objectives of the JASS programme are aligned with the wider learning objectives of the *Curriculum for Excellence*, *The Outdoor Challenge*, and Key Stages 2 and 3 of the *National Curriculum*, making it easy to run alongside and incorporate existing curricular activities.

JASS develops the whole individual by offering recognition in four key areas – regular physical activity (**Get Active, Stay Active**), exploring a personal interest (**My Interests**), working for the good of the community or the environment (**Me and My World**) and completing an outdoor activity or challenge (**Adventure**) and is designed so that participants move from **Bronze**, to **Silver** and then to **Gold** with increasing levels of, commitment, learning, and challenge.

Fresh Air Project Feedback

Primary schools:

'Our Y6 pupil who attended the programme really enjoyed it and was enthusiastic about the new activities she was able to try. At times, I think she was reluctant at first but with encouragement, pushed herself to do new things, which her Carer was pleased about and felt it had increased her confidence'

In terms of school there did seem to be an increased willingness to persevere at tasks she found difficult maybe because of a slight increase in confidence. It also seemed to help with high school transition as she only a few other children going to the same high school but coped with this.

'M has had a wonderful day, came back buzzing'

'The programme has given him something to look forward to and he appears more focussed in school'

'Can we come to!!!!'

'Fabulous open day, so lovely to see our student enjoying the activities'

'Members of staff friendly and communication is good'

'A noticeable difference in school. This has been a positive experience for our pupil'

Pupil Feedback

Something different, I am feeling more confident

Coming here has really helped. I didn't used to talk very much at school but now I do. It has helped my confidence

I love being outside with nature!!

I really can't choose which bit I like best as I like it all!! It has helped me not to get angry

I have enjoyed everything but I loved archery. It has made me try new things. I really enjoyed the day we set up camp as well

Annual Virtual School Report 2016/17

Making new friends was the best bit for me and knowing that we all live in care. I really enjoyed doing things outside.

The adults are kind and caring and really help us.

I think we all trust the adults who do fresh air

I love my breakfast!!

I have enjoyed learning new things and getting to know people.

Tubing is fun and I feel better about doing the activities

I have enjoyed all of the activities and meeting new people. It has been entertaining!!

Skiing has been the best for me. I have liked making new friends.

Carers Feedback

Amazing, My foster son has loved it!

The staff do a fabulous job!

So many activities, she comes home on a Friday having had a great time

Staff are understanding

He has looked forward to Friday's. Shame it has to come to an end

Fresh Air Team Feedback

The pupils have been an absolute delight!! Although we only have 12 days with the pupils this makes it all the more important to form good relationships from the first week. The children are very quick to make friends within the group and form positive relationships with the adults once we have their trust. There is a noticeable difference in confidence, communication and social skills in a very short space of time. We have seen progression in skills during activities; the children love to show us how they have improved at things like skiing!! The relationships between the pupils and adults are excellent; this is evident from how comfortable the children are around us. There are also other differences in some of the children such as;

They have turned into chatterboxes!! Lovely to see some of them talking where initially there was not much conversation.

Eager to look after each other.

Communication with primaries was great for the last cohort. Not as good with the current cohort.

Huge improvement in confidence in all of the pupils

Lovely to see them familiar with their surroundings

They all enjoy a sing song on the way home!!

We all feel very privileged to work with these young people and hopefully make a difference in some small way.

On Friday 16 June, Fresh Air Team and pupils of the first cohort invited Carers and School Staff to an Open Morning. This was well attended and feedback was extremely positive. We had a tour of the school where Carers and staff had the opportunity to participate in some of the activities (climbing, bush craft, archery & skiing) that our young people have experienced over the 12 week period.

They have successfully delivered this programme to our pupils, raising their self-esteem, greater engagement back in school, more resilient and the confidence to try new things.

Cohort 2 started their programme in July and will continue through this Autumn Term. This cohort consists of 12 Middle School pupils in Years 5, 6 & 7.

Dare2Dream

Virtual School have teamed up with the Dare2Dream Foundation to deliver a wide variety of highly bespoke wellbeing, positive behaviour support and employability programmes to a number of our Looked After Children. This is at its early stages. The core aim of their work is to enhance both the mental health and emotional wellbeing of vulnerable children and young adults.

Their programmes are specifically designed to support both individuals and targeted groups that are identified as:

- **Vulnerable/at Risk**
- **On the Cusp of Exclusion**
- **Looked After Children**

It is a bespoke, primary and secondary school programme specifically designed to support vulnerable children with the key aim of enhancing their social and emotional wellbeing. Each programme can be delivered in the form of one to one support and mentoring, small groups to cover consistent themes and whole classes to cover a broader range of topics. Dare2Dream are currently working with 3 of our pupils. This is likely to increase to a much larger number.

The positive outcomes achieved on completion of the programme will include;

- Enhanced social and emotional wellbeing
- Increased attendance
- Fewer classroom disruptions
- Improved classroom performance
- Improved relationships with peers and staff

Mentor Link

All Schools in Worcestershire were offered the opportunity of a mentoring service that provided Looked After Children with one to one support from a safely and professionally recruited mentor. The Virtual School are working with Mentor Link and have engaged their services to deliver this project. This will provide long term support, motivation and guidance to our Looked After Children. Their fully trained staff will carefully match the referred pupils to one of their mentors and arrange the weekly (hourly) sessions.

There are currently 29 pupils working with Mentor Link ranging from Years 4-9. This is ranging from KS2-KS4.

| Key Stages | Number of Pupils |
|------------|------------------|
| KS2 | 11 |
| KS3 | 13 |
| KS4 | 5 |

'W has become much more able to control and manage his outburst of temper. Your service is invaluable. It gives time where we are unable to. Your volunteers are very 'real' people which make fantastic role models for pupils who struggle. Thank you'

Annual Virtual School Report 2016/17

'He has been attending Maths Club and enjoying making extra progress. Started Year 7 with grade 2 in Maths, ended with grade 4.' Teacher also commented on how the mentoring is good for building confidence and particular improvement in Maths.'

'He seems happier and more confident; he is getting his homework in on time.'

'J feels special and important which is why we wanted to have a mentor for him. J's emotional wellbeing is our primary concern and his mentor has definitely had a positive effect on this. I would certainly look towards having a mentor for other children in the future.'

The mentoring will aim to improve their self-esteem, relationships and engagement in learning and additionally supporting schools' pastoral provision for schools. We will receive a report from Mentor Link by end of the term to identify what impact this service has had for our young people.

NEET Prevention Programme

Building on the very successful NEET Prevention Programme *'Get Ahead for Yr11 'Red RoNis'*, WCC secured funding for every Looked After Child, in Yr11. This has allowed them to have intensive IAG and mentoring support in the hope of preventing them from becoming NEET Post-16.

The personalised programme consists of a weekly Mentoring/IAG support, practical support in completing application forms for future destinations, attending taster sessions at employers, careers open days and where appropriate interviews, as well as access to five Skill Building Days, led by local employers throughout Yr11.

All Schools were contacted to ensure our full cohort of Looked After Children will participate in this programme starting this term. 19 of our pupils have participated in the programme.

Children Missing Education/Elective Home Education (CME/EHE)

The close working relationship with services for Looked After Children has ensured that any Looked After Child without provision, is returned to an education as soon as possible to minimise disruption and days lost to education. This is to ensure that we do not have any children without a School place.

With regards to EHE, the LA recognises parents' rights to electively home educate children and this equally applies to Foster Carers. However the LA invests significant resources and support to promote Looked After Children's education in mainstream school settings and therefore home education would only ever be consented to if it was in the child's best interest. This is only usually applicable in order for young people to access FE provision.

There are currently no Looked After Children been home educated or missing education as of the 10 November.



Report from Babcock Prime

Improving education outcomes

Information systems for the collection and analysis of Looked After Children's education data are secure and embedded into working practice. The Prime Looked After Children's data base is updated each term through gathering pupil progress information directly from schools or the ePEP. This database captures and extrapolates data by individual child, year group and across settings in ways not currently available through ePEP.

The regular analysis of performance data ensures the early identification of underperformance which is followed up and acted upon, through a range of interventions for 'In-County' placements. There will be an escalation and referral system to WCC Learning Advocates for those placed 'Out of County' following the analysis and prioritisation process.

The analysis of progress for Looked After Children's with SEND is undertaken by the SEND team lead. Following the prioritisation process, the School Improvement and SEND team leads make contact or undertake school visits to follow up on specific concerns about progress or provision. Progress for prioritised children will be monitored more regularly.

The Self Evaluation Framework provided for Worcestershire schools now includes a set of evaluative questions about provision for Looked After Children. Closing the Gap for Looked After Children is already a focus area where school improvement advisors visit or support schools on a broader school improvement agenda.

Results in the end of Key Stage tests have been collected directly from schools and settings ahead of the DfE publication of national results. This information has been forwarded to the Virtual School Head (VSH) and provides WCC with a reasonably accurate set of overarching statistics but national or regional benchmarking will not be available until later in the year.

However, some providers (despite repeated requests and contacts) have not yet submitted returns. 89% of 'in county' providers returned end of year results compared to 50% of OOC.

Babcock is currently developing a strategic 'Looked After Children's Report Card' which will report on a range statistical data each term. This 'Report Card' will allow us to look at trends over time and any changes to the Virtual School profile.

Quality Improvement

In July 2017, 100% of 'In county' PEPS were completed within statutory timeframes. The percentage of 'in county' PEPs has been consistently high since January 2016 (between 94% and 96%) but these latest results are the first since the introduction of the new ePEP system.

Three levels of Quality Assurance processes are in place for PEPs. The PEP Coordinators' check that the information 'inputted' by the school/setting meets required standards. The completed PEPs are then regularly sampled and checked by the Virtual School Coordinator. Babcock has

Annual Virtual School Report 2016/17

recently introduced another layer of Quality Assurance which focusses on how the PEP is used to raise attainment and whether actions recorded in the PEP are appropriately robust. This process has already highlighted a number of best practice examples but also development issues which will be shared with schools.

During the summer term, the PEP Coordinators provided informal 'one to one' ePEP 'drop in' sessions for social care colleagues and these were well attended. The sessions were arranged to familiarise social workers with the new ePEP system as many were unable to attend sessions organised by Welfare Call. However, going forward, such training will either need to be part of a social care induction programme or provided by Welfare Call.

Babcock has published an information leaflet for Social Care colleagues to highlight the support available through the Virtual School and to clarify roles and responsibilities for Looked After Children. Further information and contact will be maintained with Social Care through invitations to present at Permanency Team meetings or at training events.

A recent training session for Designated Teachers was attended by over 50 participants. Babcock staff also regularly provide inputs at the Foster Carer Forum.

The PEP Coordinators and Virtual School Coordinator have also attended nearly 200 Education Review meetings this academic year, in addition to the regular cycle of PEP meetings and reviews. Contacts to the Babcock Virtual School helpline and In-Box have continued to rise with 95 contacts in May and 112 in June.

The data for the month of September reflects a range (and a continuing upward trend in levels) of activity. The coordinator responded to 84 individual cases, in addition to 94 contacts through the administrator and another 114 enquiries from Welfare Call alone. The PEP Cos received 86 telephone calls and 62 emails about individual children. The School Admissions Team dealt with three 'in year' admissions cases in this month.

The Careers Advice Team has contacted some Looked After Children from Year 9 upwards with a personal offer of support for option choices or Careers Advice and Guidance, this contact needs to be for all children. They also regularly receive referrals from other agencies where LAC appear to be at risk of dropping out of an education placement or their place of employment. The setting up of a Virtual College has been deferred at the request of WCC. It was hoped that a 'Virtual College' would provide a forum to raise awareness of Looked After Children's employability and skills issues with both HE providers and local employers.

A dedicated Looked After Children's Education Welfare Officer undertakes weekly attendance checks for all Looked After Children in residential settings and also monitors LAC attendance using information drawn from ePEP. Individual Attendance Plans are put in place for any Looked After Children's whose attendance patterns are becoming a concern. The EWO has also identified LAC on part-time tables and is tracking curriculum access for these young people.

The wider Babcock Virtual School network meets twice per annum with the Virtual School Head Teacher. This provides a good opportunity to share ideas and secure joined up working. In addition to this forum, half termly 'focus' meetings are held to undertake a more detailed look at the Virtual School contribution of specific teams. These 'Thematics' have proved to be very effective in driving the work of the teams and to ensure that individuals are fully supported in

their contribution to the work of the Virtual School. There has been a positive and proactive response from colleagues and these sessions have shown high levels of commitment and awareness of how each team contributes to improving outcomes for our Looked After Children. There are many examples of teams working together either around individual casework or to provide training and guidance for each other. A highlight report is sent to the VSH following each set of thematic meetings.

What is the impact of Video Interaction Guidance (VIG) for Looked After Children in Pre-school settings?

Abstract

Three Educational Psychologists provided Video Interaction Guidance (VIG) with five Looked After Children (LAC) and their key workers within their nursery settings as part of a project commissioned by the Virtual School in Worcestershire. VIG is recommended for Looked After Children by the National Institute for Health and Clinical Excellence and is an evidence based intervention. The main findings include reports that all five children made significant improvements after the VIG sessions. Nursery staff comments included:

“...is starting to see that he matters”

“...more settled and calmer”

“...shows more pleasure in learning”

“...so much more confidence”

“...become more animated physically and facially”

“...more confident to approach adults”

“...has built friendships with peers”

Adults also recognised improvements within their practice; they felt more confident to identify strategies that had a positive impact on the child they worked with. They also felt more confident in how to foster attuned interactions between themselves and the child. Attuned interaction includes the ability to accurately understand and respond to non-verbal cues and is essential for the emotional and social development of young children.

A VIG intervention involves six hours of Educational Psychologist time at a cost of £495 per child. For further information please contact Senior Educational Psychologist Anna Carter at anna.carter@babcockinternational.com.

Background and Aims

The Worcestershire VIG Pre-School project investigated how to promote healthy emotional development in LAC through early intervention, in order to support positive educational outcomes. The project also aimed to support staff in early years settings to develop transferrable skills in responding appropriately to the emotional needs of LAC.

Video Interaction Guidance (VIG) is a form of video feedback intervention where “*clients are guided to reflect on video clips of their own successful interactions*” (Kennedy, 2011, p.21). Through recognising strengths in their interactions with a child, the clients (here nursery keyworkers) were supported to develop their skills and confidence in their relationships. VIG is a strengths-based intervention built upon principles of attunement, intersubjectivity, empowerment of clients, reflection and self-modelling (Kennedy, 2011). These principles support the development of relationships and connections between adults and children (Association of Video Interaction Guidance (AVIG), 2017). These relationships in turn foster resilience and promote positive mental health for children and young people (CYP) (AVIG, 2017).

By improving attachments and relationships between LAC and key workers in settings, VIG can contribute to delivering the improved mental health outcomes outlined in ‘Future in Mind’ (Department of Health, 2015). Fostering these positive connections can help to reduce incidences of mental health difficulties and improve wellbeing (Ttofa, 2017).

VIG was used as the intervention due to its strong evidence base which demonstrates that interventions using video-feedback are more effective than those without (Bakermans-Kranenburg, Marian, Van Ijzendoorn, Marinus & Juffer, 2003). Interventions such as VIG that aim to increase adult sensitivity and promote attachment have been found to be effective in preventing emotional maltreatment (Barlow & Schrader-MacMillan, 2010). The use of VIG with this sample of LAC aimed to help develop attuned interactions between key adults and the children they worked with.

Method

Three Educational Psychologists provided four visits of one hour of Video Interaction Guidance (VIG) for each of the five Looked After Children (LAC) and their key workers within their nursery settings. The nursery settings involved in this project received either good or outstanding Ofsted judgements. The settings were interested staff development and critically were concerned to work effectively with looked after children, arguably the most vulnerable group of children.

The five adults showed a short video of themselves working with a child to an EP who had been specially trained in VIG. The EP had previously edited the video to demonstrate the strengths of the nursery key worker. Then in discussion with the key worker, highlighted how the adult utilised attuned principles.

The following process was repeated three times: Visit 1 A short video of everyday interaction is taken. 2 The EP edits and analyses the video 3. The EP and nursery key worker discuss the worker's strengths in a shared review of the video.

Through this VIG experience, the adults were supported to recognise their own strengths in interacting with their key child. They were also guided to identify important principles of attunement and see the impact these have on their relationship with the child.

Each key adult rated their ability to identify helpful interactions (that supported the child's emotional development). They also considered their own confidence to enable quality interactions with the child they worked with. Adults provided ratings before, during and after the VIG sessions to identify whether VIG had an impact on their abilities and confidence. This evaluation form is Appendix One.

Nursery staff were given the opportunity to comment on any changes in the child.

Results

All adults involved in this evaluation reported that they were better able to identify specific, observable interactions to support each child, as a result of the VIG intervention. This was consistently evident whatever skill level the adult believed they started VIG with.

All adults felt more confident to enable attuned interactions with the key child after completing the VIG sessions. Everyone rated their confidence as greatly improved. One adult felt unable to support quality interactions prior to the VIG sessions. However she then reported that *VIG supported her to improve significantly, and finally rated herself as having high confidence* after sessions had ended.

All of the adults who completed the final evaluation reported VIG to be effective, and that they would use VIG again and would recommend it to a colleague.

Annual Virtual School Report 2016/17

Adults commented upon their experiences of using VIG. Four key themes within the comments were identified and are supported by direct quotes from adults involved in the VIG project.

Positive experiences of VIG

"It was a fantastic experience"

"Working with the EP on the VIG project has been really beneficial"

"Would highly recommend to other practitioners"

"Child A was more settled and calmer [after VIG]"

Recognition of adults own strengths

"I'm making a difference"

"It's made me realise that what I'm doing is correct"

"It has reinforced the importance of the role we have in supporting vulnerable children"

"[After VIG] I know the signs to look out for if Child B needed a confidence boost or reassurance"

Empowerment

"Empowers me to see my strengths in everyday situations"

"It's helped me to see how to help Child C move on"

"Made me realise that I am actually making a difference"

Extending to future practice

"I now know what will have a positive impact on them"

"[VIG] has had a really positive impact on my practice with other children as well as Child D"

"It's interesting to see similarities in other children"

"Important to use the principles of attunement throughout the day and with other children"

"It's shown me that it's the quality of the interaction not the quantity"

"These could be principles for all nursery workers to use"

Changes in the children

Positive impacts on the looked after children were consistently reported and were also directly attributed to the VIG intervention.

Five key themes within the comments were identified and are supported by direct quotes from adults involved in the VIG project

Learning

“Child C shows so much more pleasure in learning”

“...takes more risks in learning”

Focus

“Child A was more settled and calmer [after VIG]”

“...he also seems to concentrate for longer!”

“...not flitting as much”

“better concentration”

“he is listening more”

Responsiveness

“Child B was more responsive during the final session. He responded really well to warmth and interaction...”

“They are now having less surface, but more deeper responses [to learning opportunities]”

“Now receives eye contact and is getting better at giving eye contact”

Increased displays of emotion

“He’s starting to see that he matters”

“He has become more animated physically and facially”

“...shows his sense of fun”

“so much more confidence”

Developed relationships

“more likely to seek out his key worker [when in need]”

“more confident to approach adults including unfamiliar adults”

“They’ve built friendships with peers...much less controlling now”

Summary

All adults involved within this project recognised an improvement in both their practice and the progress the child was making. Children were reported to develop **more purposeful relationships with adults and peers** and **displayed increased enjoyment in learning**

and playing. The VIG sessions were reported to have helped to **improve the concentration levels** of the children and also how responsive they were to adult interactions. The adults commented that the intervention had a positive impact on the child's ability to learn, that they were more ready and willing to learn, but also **more able to take risks in their learning.**

The adults involved with the VIG project recognised improvements in their **ability to identify strategies** which have a positive impact on the child they work with as well as feeling more confident in being **able to foster quality interactions** between themselves and the focus child.

At the heart of the VIG intervention is the principle of supporting adults to reflect on their practice and recognise their strengths (Kennedy, 2011). In recognising that their interactions can have a positive impact upon the child, the adults develop confidence and typically increase the frequency of these specific interactions (Bakermans-Kranenburg *et al*, 2003).

staff felt **more confident in recognising the needs of the children** they worked with and felt **better able to respond** with strategies that fostered positive interactions. This project shows that adults also recognise where these skills can be applied to other children they work with and feel that "*all nursery workers*" should use the principles of attunement discussed within the review sessions in the VIG process.

This project demonstrated the consistently positive impact VIG can have on fostering confidence and understanding in the specific interactions that can support the development of pre-schoolers who are looked after. However, this project only looks into the short term impact VIG has had for these adults and the looked after children they support. It would therefore be beneficial to look at the long term impact this intervention may have on improving attachments and relationships between children and their parents, carers, teachers or keyworkers and therefore supporting the mental health and wellbeing of children over time.

Claire Jarvis Educational Psychologist in training and **Anna Carter** Senior Educational Psychologist and Certified Practitioner in Video Interaction Guidance.

November 2017

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Ttofa, J. (2017) *Nurturing emotional resilience in children and young people*, UK: Routledge.

Appendix One: Video Interaction Guidance Evaluation

Name, Role & Nursery (optional).....

For the following questions, please circle a number that feels right for you.

1. Please rate your ability to identify helpful interactions for supporting the child you work with

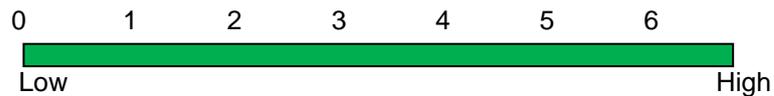
Ability to identify strategies before VIG



Ability to identify strategies during VIG

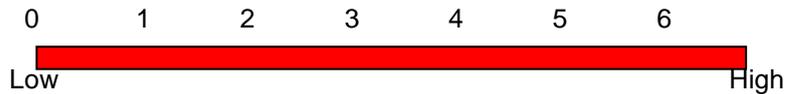


Ability to identify strategies after VIG

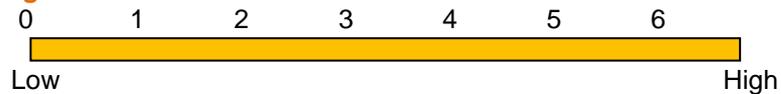


2. Please rate your confidence to enable quality interactions with the child you work with

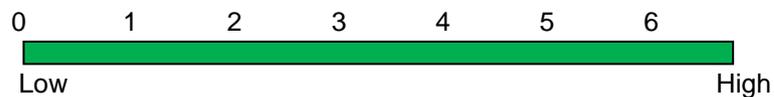
Confidence before VIG



Confidence during VIG



Confidence after VIG



Annual Virtual School Report 2016/17

3) Do you feel that VIG was an effective intervention?

YES/NO

4) Would you use VIG again?

YES/NO

5) Would you recommend VIG to a colleague?

YES/NO

6) Please tell us about your VIG experience in the box below

Annual Virtual School Report 2016/17

7) Did you notice any changes with the child you work with and/or your practice?

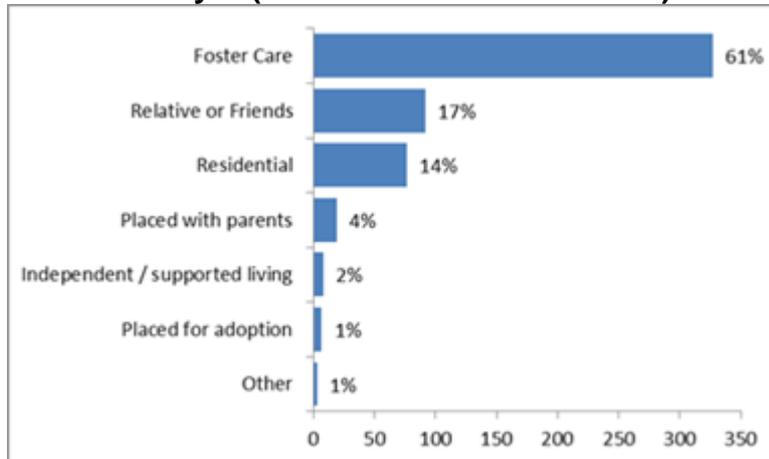
8) Any further comments

**The information gathered from this project will be anonymised and summarised in a report.
This will be shared with the Virtual School and possibly other relevant organisations.
Please let the Educational Psychologist know if you do not give consent for your information
to be used in this way.**

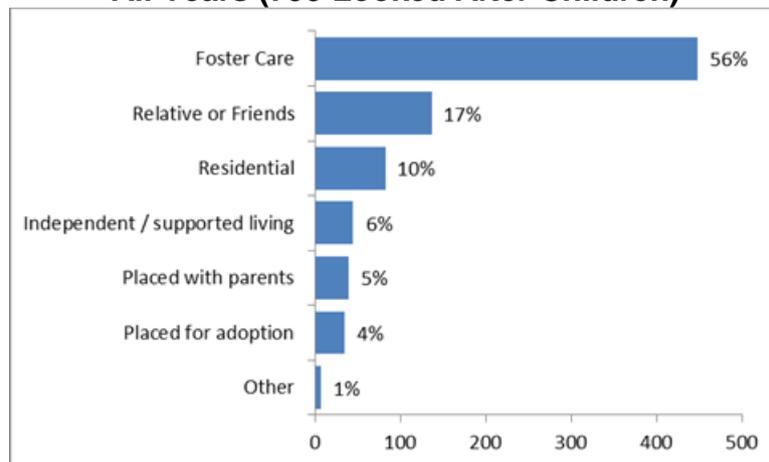
Thank you for your participation and feedback.

Placement Data September 2017

5-16yrs (533 Looked After Children)

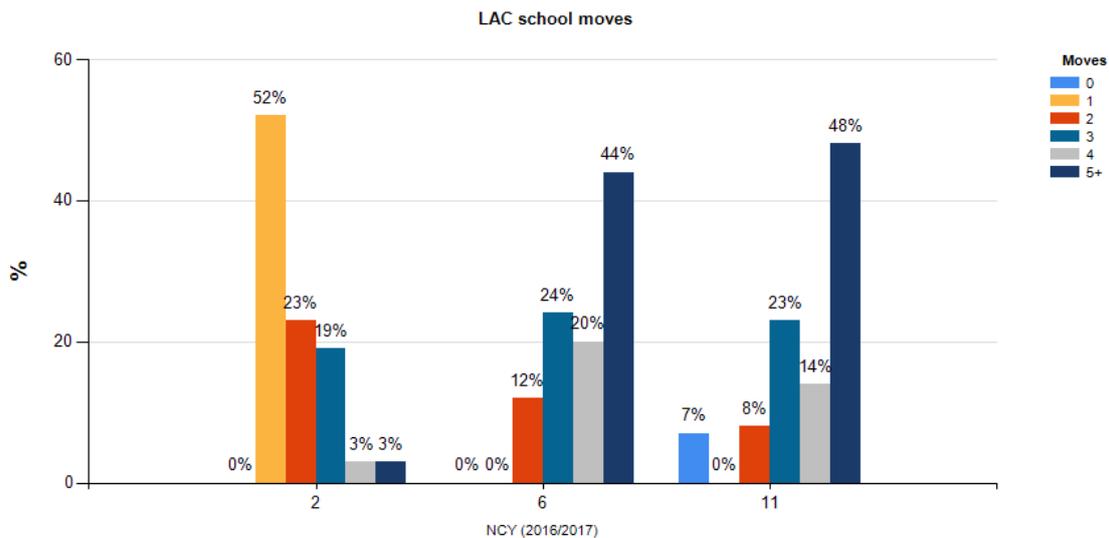
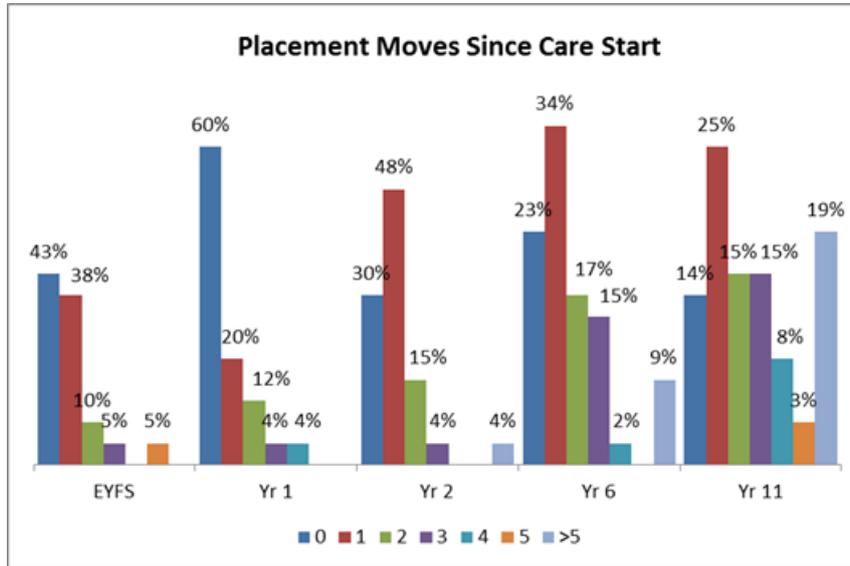


All Years (795 Looked After Children)



There are two in secure accommodation – included in the "other" category, which also includes NHS/Health provision.

Number of Placement moves since being in Care



4% of our Year 2 pupils had more than 5 placement moves, with an increasing picture for our Year 6 (9%) and Year 11 (19%) cohort resulting in a high proportion of school moves in both Y6 (44%) & Y11 (48%). For individual children, placement and school stability and having a Carer who values education is key to helping them achieve at school. High proportion of school moves in Year 6 has resulted in poorer outcomes and a detrimental effect on their attainment and progress at the end of Key Stage 2.

Annual Virtual School Report 2016/17

SEND Data

There are 74 Worcestershire Looked after Children with an EHCP or Statement between Years 1 and Year 11. There are 206 Worcestershire Looked after Children who are at School Support between Years 1 and 11

Children with EHCP

| Settings currently attended : | Mainstream School- Student Numbers | Special School Student Numbers |
|----------------------------------------|------------------------------------|--------------------------------|
| Mainstream schools including Academies | 25 | 43 |
| Out of County Provision | 2 | 4 |

All Looked After Children with SEND

| | Total Pupils | Total Pupils with SEND | EHCP | SS | Statement | None |
|-------------|--------------|------------------------|----------|----------|-----------|----------|
| Year 1 | 25 | 17(68%) | 1 (1%) | 16 (64%) | | 8 (32%) |
| Year 2 | 27 | 24(88%) | 1 (4%) | 22 (81%) | 1 (4%) | 3 (11%) |
| Year 3 | 33 | 26(78%) | 4 (12%) | 22 (67%) | | 7 (21%) |
| Year 4 | 31 | 25(80%) | 4 (31%) | 21 (68%) | | 6 (19%) |
| Year 5 | 46 | 33(71%) | 6 (13%) | 27 (59%) | | 13 (28%) |
| Year 6 | 47 | 40(85%) | 9 (19%) | 31 (66%) | | 7 (15%) |
| Year 7 | 41 | 14(34%) | 9 (22%) | 5 (12%) | | 27 (66%) |
| Year 8 | 48 | 21(43%) | 9 (19%) | 12 (25%) | | 27 (56%) |
| Year 9 | 51 | 24(47%) | 10(20%) | 14 (27%) | | 27 (53%) |
| Year 10 | 69 | 31(44%) | 10 (17%) | 19 (28%) | | 38 (55%) |
| Year 11 | 65 | 28(43%) | 11 (17%) | 17 (26%) | | 35 (53%) |
| Early Years | 21 | | | 4 (19%) | | |

Out of County Looked After Children SEND breakdown

| | Total Pupils | EHCP | SS | Special Setting |
|-------------|--------------|------|----|-----------------|
| Year 1 | 3 | 1 | | |
| Year 2 | 2 | | 1 | |
| Year 3 | 5 | | 2 | |
| Year 4 | 5 | | 2 | |
| Year 5 | 11 | | 1 | |
| Year 6 | 9 | 2 | 3 | |
| Year 7 | 8 | 0 | 0 | |
| Year 8 | 8 | 1 | | 5* |
| Year 9 | 10 | | 1 | 1 |
| Year 10 | 18 | | 1 | 2 |
| Year 11 | 22 | 4 | 6 | 8* |
| Early Years | 5 | 0 | 0 | |

Starred numbers suggest they do have EHCP's

Annual Virtual School Report 2016/17

Looked After Children with SEND on track to attain National Expected Standards by end of Key Stage

| | Total Pupils with SEND | On track -Yes | Not on track |
|---------|------------------------|---------------|--------------|
| Year 1 | 17 | 10(58%) | 7 (42%) |
| Year 2 | 24 | 11(45%) | 13 (55%) |
| Year 3 | 26 | 11(42%) | 15 (58%) |
| Year 4 | 25 | 9 (36%) | 16 (64%) |
| Year 5 | 33 | 11(33%) | 22 (66%) |
| Year 6 | 40 | 10(25%) | 30 (75%) |
| Year 7 | 14 | 10(71%) | 4 (29%) |
| Year 8 | 21 | 20 (95%) | 1 (5%) |
| Year 9 | 24 | 5 (20%) | 19 (80%) |
| Year 10 | 31 | 17(54%) | 14 (46%) |
| Year 11 | 28 | | |

The data in yellow is not complete

Attainment & Progress (See SEF document)

Summary to help understand Data and Progress

All progress scores are relative to national.

A negative progress score does not mean that the cohort have gone backwards it means that they have made less progress than the national average.

A positive progress score means that the cohort have made above average progress.

A score which is close to zero means that the cohort's progress is roughly in line with the national average (the larger the cohort the closer to zero the progress score needs to be for it to be in line with average).

Looked After Children with no SEN had a progress 8 score which was provisionally in line with the national average this year but those with SEN did not despite the two groups' progress scores being almost exactly the same – this is because the latter group is larger and the range of scores which would come about by chance smaller.

There's a video (link below) about how primary progress works, Progress 8 is similar but translates into a grade difference rather than a scaled score difference

<https://www.youtube.com/watch?v=AlaN-KH1Pcg>

Annual Virtual School Report 2016/17

EYFS Cohort

2017: Based on 11 pupils who were on the list passed to MIA from Babcock in June 17 and for whom results have been obtained.

2016: Based on 17 pupils who were listed on the 903 return that year and matched to the end of EY.

Average Point Score Per Goal (Worcestershire)

| Area of Learning | Learning Goal | 2016 | | 2017 | |
|--------------------------------------------------|---------------------------|------|------|------|------|
| | | CLA | All | CLA | All |
| Communication and Language | Listening and attention | 1.65 | 2.10 | 1.64 | 2.08 |
| | Understanding | 1.59 | 2.11 | 2.00 | 2.08 |
| | Speaking | 1.71 | 2.05 | 1.91 | 2.03 |
| Physical Development | Moving and handling | 1.59 | 2.07 | 1.64 | 2.05 |
| | Health and self-care | 1.59 | 2.14 | 1.82 | 2.09 |
| Personal, Social and Emotional Development | Self-confidence/awareness | 1.76 | 2.10 | 1.82 | 2.06 |
| | Manage feelings/behaviour | 1.76 | 2.07 | 1.64 | 2.02 |
| | Making relationships | 1.71 | 2.08 | 1.73 | 2.04 |
| Literacy | Reading | 1.53 | 1.99 | 1.45 | 1.95 |
| | Writing | 1.35 | 1.84 | 1.36 | 1.82 |
| Mathematics | Numbers | 1.35 | 1.95 | 1.55 | 1.93 |
| | Shape, space and measures | 1.53 | 1.99 | 1.55 | 1.95 |
| Understanding the world | People and communities | 1.47 | 2.01 | 1.73 | 1.98 |
| | The world | 1.41 | 2.04 | 1.91 | 2.01 |
| | Technology | 1.76 | 2.07 | 1.73 | 2.09 |
| Expressive arts and design | Exploring media/materials | 1.71 | 2.06 | 1.73 | 2.05 |
| | Being imaginative | 1.59 | 2.05 | 1.73 | 2.03 |
| Percentage Achieving a Good Level of Development | | 35.3 | 68.9 | 36.4 | 69.7 |

EYFS Outcomes Summary

Good level of development has increased very slightly from 35.3% in 2016 to 36.4% in 2017.

36% of our Looked After Children achieved a good level of development in comparison to 69.7% of their peers. However, In 2017 our Boys achieved 60% good level of development in comparison to their peers (63%). Only 16.7% of our girls achieved good level of development in comparison to their peers (76%)

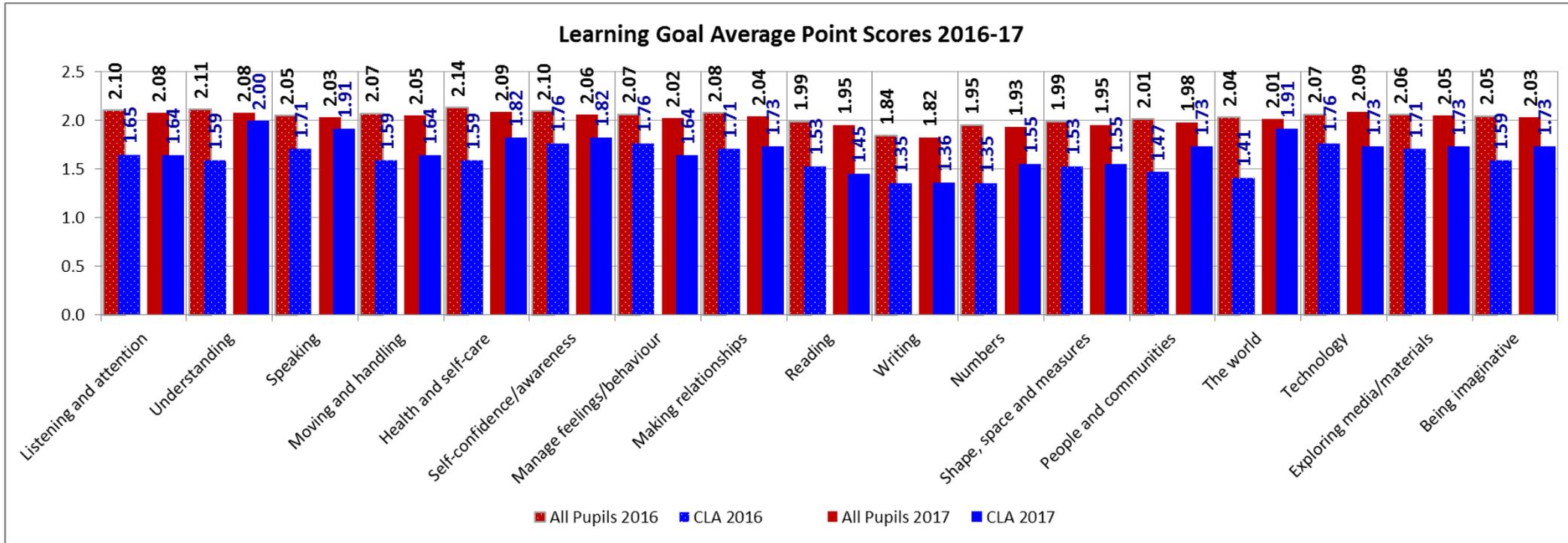
In Reading our Looked After Children's average points score was 1.45 in 2017 in comparison to 1.53 (-0.08) in 2016.

In Writing our Looked After Children's average points score was 1.36 in 2017 in comparison to 1.35 in 2016 (+.01)

SEN Pupils made the same progress as our non-SEN in Reading & Writing.

In Maths (Numbers & Shape) our LAC average points score was 1.55 in 2017 in comparison to 1.44 in 2016 (+. 11) SEN pupils (1.33) did not achieve as well as our non-SEN (1.76).

It must be borne in mind when interpreting these figures that the number of Looked After Children for whom we have end of EY data was very small (5 boys and 6 girls in 2017). The numbers of Looked After Children included in the SEN and non-SEN figures were 3 and 6 respectively with the other 2 children's SEN details not known. We do not yet have EY results for several children who were being taught in out of county schools and their results could potentially have a drastic effect on the figures.



Annual Virtual School Report 2016/17

EYFSP SEN

Cohort Information

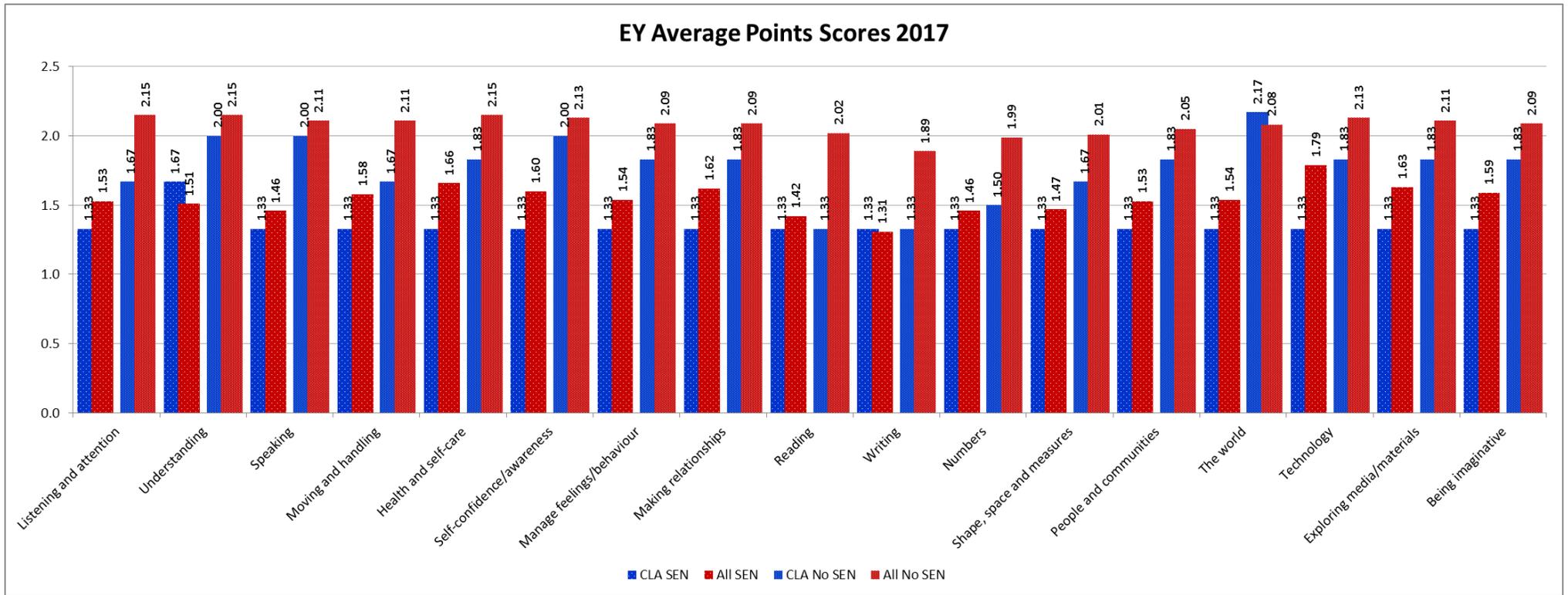
The CLA figures contain only children who were included on the list provided to MIA in June 2017. As of 6th October 2017 we have both ends of EY and January census data for 9 pupils (3 of whom had SEN and 6 did not).

We have EY but no census data for two CLA pupils. They are omitted from these figures as they could skew them drastically.

Average Point Score Per Goal (Worcs 2017)

| Area of Learning | Learning Goal | CLA SEN | All SEN | CLA No SEN | All No SEN |
|--------------------------------------------|---------------------------|----------------|----------------|-------------------|-------------------|
| Communication and Language | Listening and attention | 1.33 | 1.53 | 1.67 | 2.15 |
| | Understanding | 1.67 | 1.51 | 2.00 | 2.15 |
| | Speaking | 1.33 | 1.46 | 2.00 | 2.11 |
| Physical Development | Moving and handling | 1.33 | 1.58 | 1.67 | 2.11 |
| | Health and self-care | 1.33 | 1.66 | 1.83 | 2.15 |
| Personal, Social and Emotional Development | Self-confidence/awareness | 1.33 | 1.60 | 2.00 | 2.13 |
| | Manage feelings/behaviour | 1.33 | 1.54 | 1.83 | 2.09 |
| | Making relationships | 1.33 | 1.62 | 1.83 | 2.09 |
| Literacy | Reading | 1.33 | 1.42 | 1.33 | 2.02 |
| | Writing | 1.33 | 1.31 | 1.33 | 1.89 |
| Mathematics | Numbers | 1.33 | 1.46 | 1.50 | 1.99 |
| | Shape, space and measures | 1.33 | 1.47 | 1.67 | 2.01 |
| Understanding the world | People and communities | 1.33 | 1.53 | 1.83 | 2.05 |
| | The world | 1.33 | 1.54 | 2.17 | 2.08 |
| | Technology | 1.33 | 1.79 | 1.83 | 2.13 |
| Expressive arts and design | Exploring media/materials | 1.33 | 1.63 | 1.83 | 2.11 |
| | Being imaginative | 1.33 | 1.59 | 1.83 | 2.09 |

| | | | | |
|---------------------------------------------|------|------|------|------|
| Percent Achieving Good Level of Development | 33.3 | 25.4 | 33.3 | 75.8 |
|---------------------------------------------|------|------|------|------|



Annual Virtual School Report 2016/17

EYFS Gender

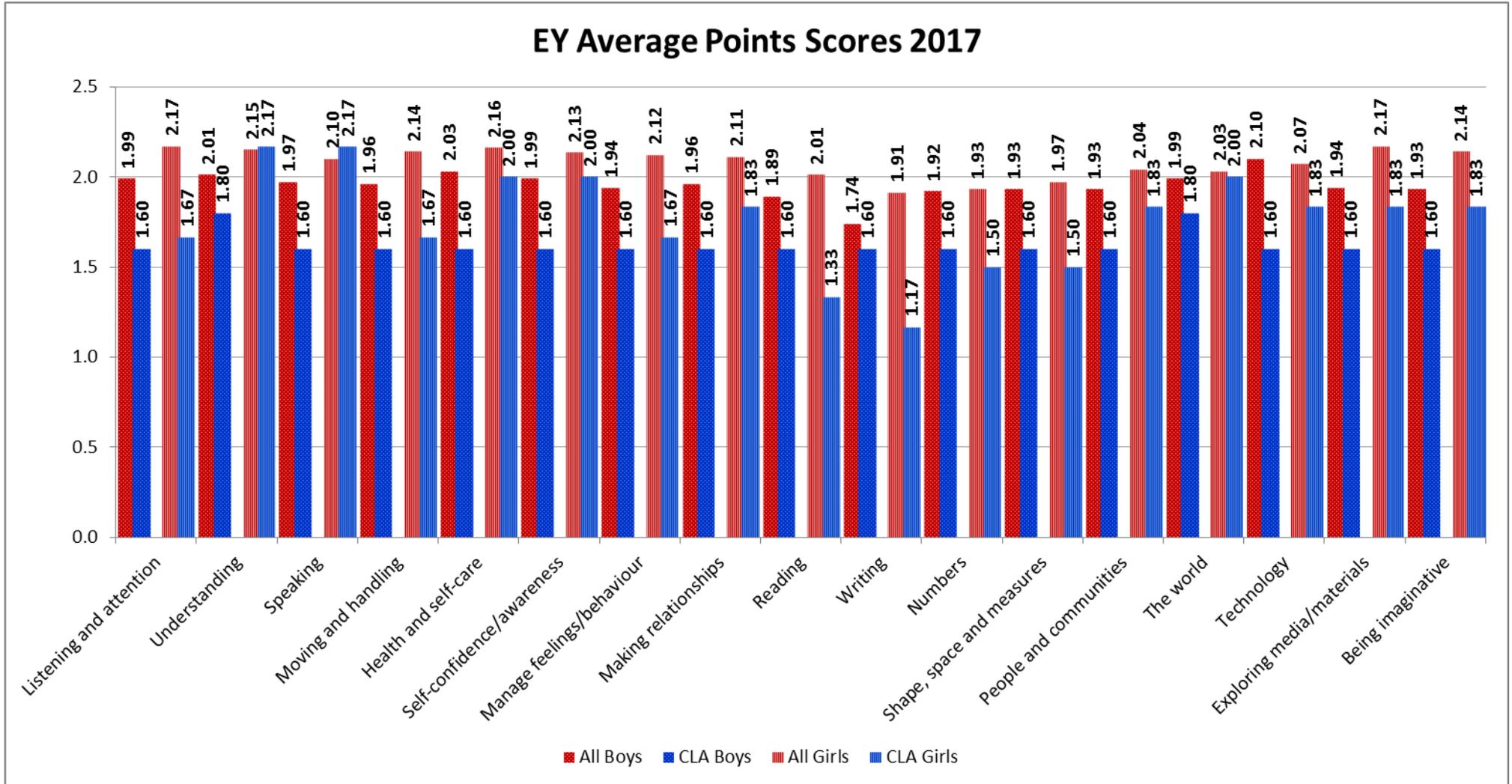
Cohort Information

The CLA figures contain only children who were included on the list provided to MIA in June 2017. As of 17th October 2017 we have end of EY data for 11 pupils (5 boys and 6 girls).

Average Point Score Per Goal (Worcs 2017)

| Area of Learning | Learning Goal | CLA Boys | All Boys | CLA Girls | All Girls |
|--------------------------------------------|---------------------------|-----------------|-----------------|------------------|------------------|
| Communication and Language | Listening and attention | 1.60 | 1.99 | 1.67 | 2.17 |
| | Understanding | 1.80 | 2.01 | 2.17 | 2.15 |
| | Speaking | 1.60 | 1.97 | 2.17 | 2.10 |
| Physical Development | Moving and handling | 1.60 | 1.96 | 1.67 | 2.14 |
| | Health and self-care | 1.60 | 2.03 | 2.00 | 2.16 |
| Personal, Social and Emotional Development | Self-confidence/awareness | 1.60 | 1.99 | 2.00 | 2.13 |
| | Manage feelings/behaviour | 1.60 | 1.94 | 1.67 | 2.12 |
| | Making relationships | 1.60 | 1.96 | 1.83 | 2.11 |
| Literacy | Reading | 1.60 | 1.89 | 1.33 | 2.01 |
| | Writing | 1.60 | 1.74 | 1.17 | 1.91 |
| Mathematics | Numbers | 1.60 | 1.92 | 1.50 | 1.93 |
| | Shape, space and measures | 1.60 | 1.93 | 1.50 | 1.97 |
| Understanding the world | People and communities | 1.60 | 1.93 | 1.83 | 2.04 |
| | The world | 1.80 | 1.99 | 2.00 | 2.03 |
| | Technology | 1.60 | 2.10 | 1.83 | 2.07 |
| Expressive arts and design | Exploring media/materials | 1.60 | 1.94 | 1.83 | 2.17 |
| | Being imaginative | 1.60 | 1.93 | 1.83 | 2.14 |

| | | | | |
|----------------------------------------------------|-------------|-------------|-------------|-------------|
| Percent Achieving Good Level of Development | 60.0 | 63.3 | 16.7 | 76.4 |
|----------------------------------------------------|-------------|-------------|-------------|-------------|



Y1 Phonics

Cohort Information

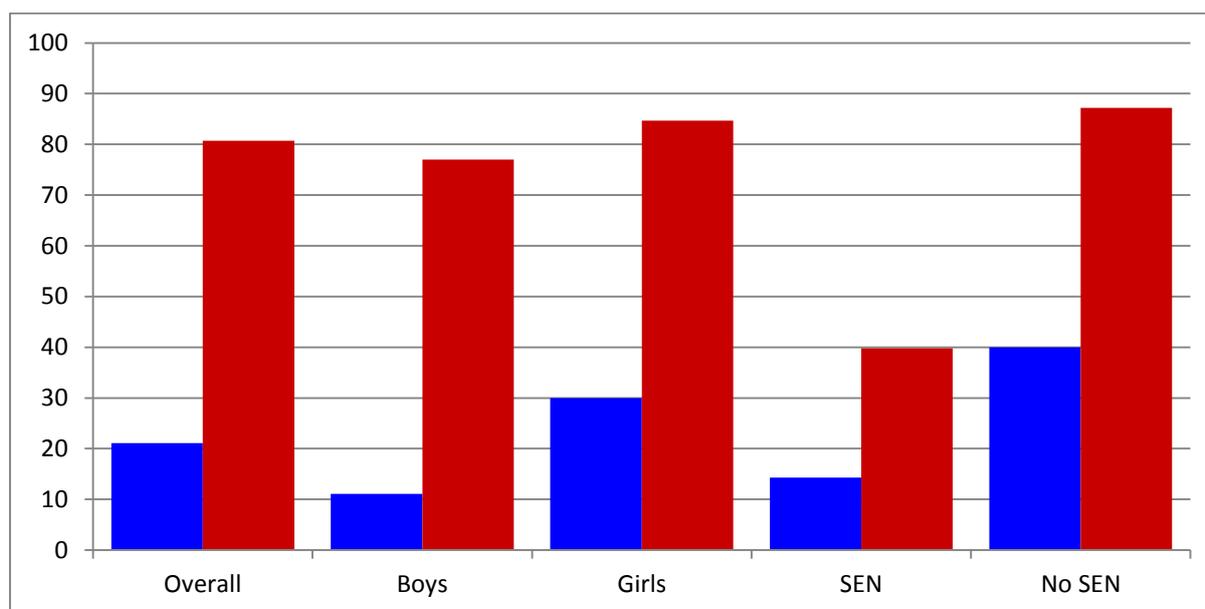
We have end of Y1 phonics information for 19 looked after children (9 boys and 10 girls) in **2017**.

These children were on the list provided to MIA by Babcock in June 2017.

14 of these children were recorded on the January census as having SEN and 5 as having no SEN.

Percentage Achieving Required Standard in Phonics Check 2017

| | Overall | Boys | Girls | SEN | No SEN |
|------------|---------|------|-------|------|--------|
| All Pupils | 80.7 | 77.0 | 84.7 | 39.8 | 87.2 |
| CLA | 21.1 | 11.1 | 30.0 | 14.3 | 40.0 |



In Phonics 21% reached the required standard in Year 1 compared to 80.7% of their peers. This is a huge decrease from last year's performance of 61.9%. However 74% (14) of these pupils have SEN. 30% of girls reached the required standard in comparison to 11% of boys.

Annual Virtual School Report 2016/17

KS1

Cohort Information

We have end of KS1 information for 25 looked after children (12 boys and 13 girls) in **2017**. These children were on the list provided to MIA by Babcock in June 2017.

8 of these children were recorded on the January census as having SEN and 16 as having no SEN. The remaining child (for whom we do not have census info) is included in the no SEN figures.

In **2016**, 30 children (21 boys and 9 girls) were listed of whom 18 had SEN. 2016 information was obtained from the NCER CLA project and may differ from analyses carried out last autumn.

Percentage of Children in Worcestershire Reaching Expected Standard at End of KS1

| 2016 | All Pupils | | | | | CLA | | | | |
|-------------------|------------|------|-------|------|--------|---------|------|-------|------|--------|
| | Overall | Boys | Girls | SEN | No SEN | Overall | Boys | Girls | SEN | No SEN |
| Reading | 72.7 | 68.7 | 77.0 | 28.2 | 80.2 | 30.0 | 23.8 | 44.4 | 11.1 | 58.3 |
| Writing | 61.4 | 54.0 | 69.2 | 17.8 | 68.7 | 20.0 | 14.3 | 33.3 | 5.6 | 41.7 |
| Maths | 70.0 | 69.1 | 71.0 | 27.0 | 77.3 | 26.7 | 44.4 | 19.0 | 11.1 | 50.0 |
| Read, Write & Mat | 56.3 | 51.1 | 62.2 | 14.6 | 63.4 | 16.7 | 33.3 | 9.5 | 5.6 | 33.3 |

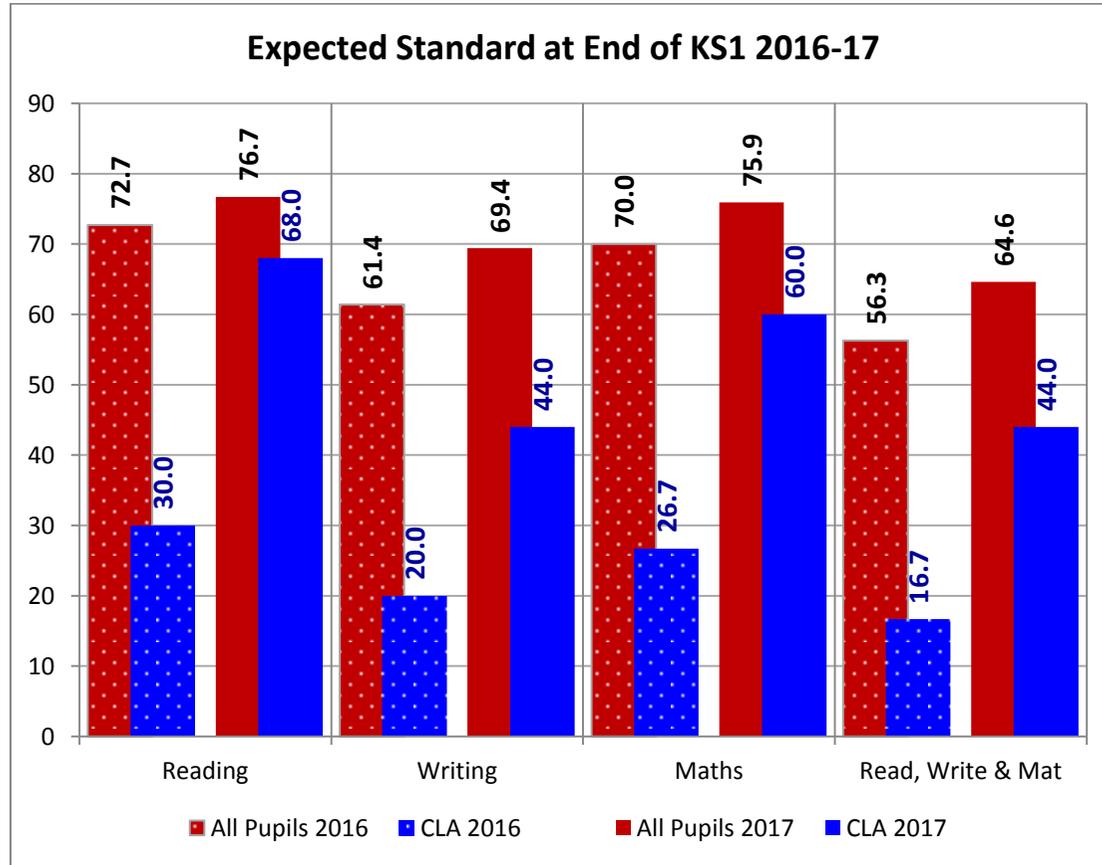
| 2017 | All Pupils | | | | | CLA | | | | |
|-------------------|------------|------|-------|------|--------|---------|------|-------|------|--------|
| | Overall | Boys | Girls | SEN | No SEN | Overall | Boys | Girls | SEN | No SEN |
| Reading | 76.7 | 73.4 | 80.2 | 32.4 | 84.4 | 68.0 | 67.7 | 69.2 | 25.0 | 88.2 |
| Writing | 69.4 | 63.0 | 76.2 | 21.5 | 77.7 | 44.0 | 50.0 | 38.5 | 12.5 | 58.8 |
| Maths | 75.9 | 76.2 | 75.5 | 33.3 | 83.2 | 60.0 | 67.7 | 53.8 | 25.0 | 76.5 |
| Read, Write & Mat | 64.6 | 60.1 | 69.4 | 18.3 | 72.6 | 44.0 | 50.0 | 38.5 | 12.5 | 58.8 |

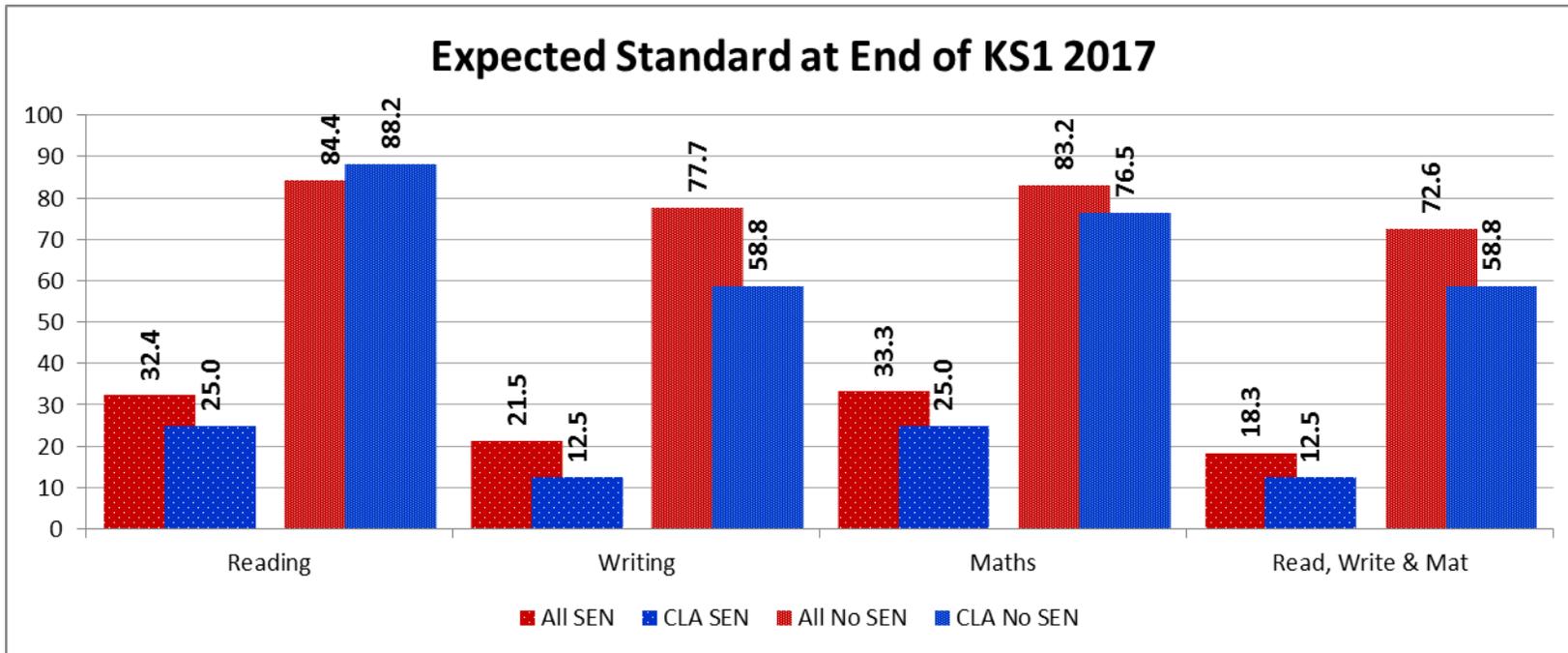
There has been increase in the percentage of Looked After Children achieving expected standard in Reading, Writing and Maths at Key Stage 1 from 16.7% in 2016 (60% of this cohort are SEN) to 44% in 2017 (32% of this cohort are SEN), with 64.6% of their peers achieving expected standard in all three areas.

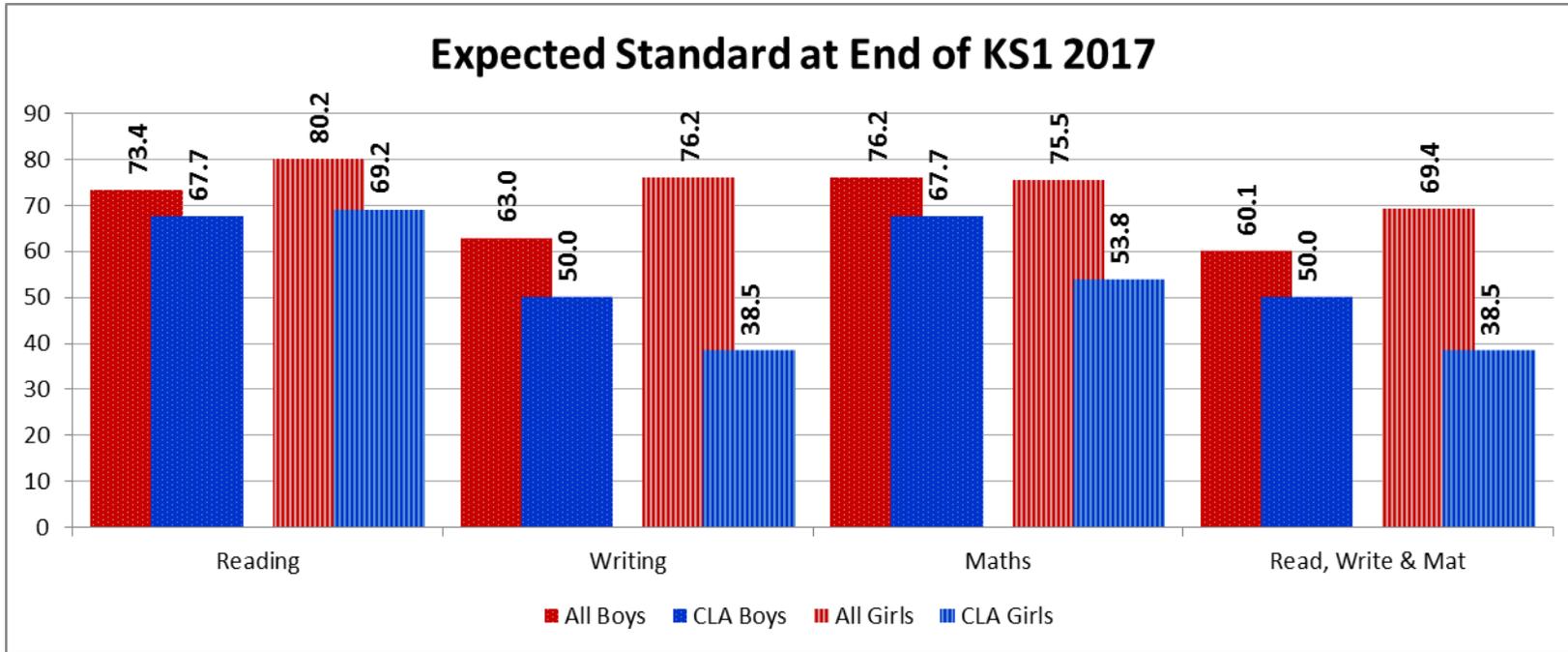
In Reading there has been a huge increase of (38%) in the percentage of Looked after Children achieving expected standard in 2017 (68%) in comparison to 30% in 2016, with 76.7% of their peers achieving the expected standard in 2017.

In Writing, 44% of Worcestershire Looked After Children achieved expected standard, compared to 69% of their peers. This was higher than in 2016 where 20% of Looked After Children with 61% of their peers gaining the expected standard. The gap is beginning to narrow.

In Maths, 60% of Worcestershire Looked After Children achieved expected standard compared to 76% of all children in the authority. This is an increase from 2016 where only 27% achieved expected standard.







Annual Virtual School Report 2016/17

KS2

Cohort Information

We have end of KS2 reading, writing and maths information for 39 looked after children (21 boys and 18 girls) in **2017**.

These children were on the list provided to MIA by Babcock in June 2017.

19 of these children were recorded on the January census as having SEN and 16 as having no SEN. The remaining children (for whom we do not have census info) are included in the no SEN figures.

In **2016**, 40 children (26 boys and 14 girls) were listed of whom 25 had SEN

2016 information was obtained from the NCER CLA project and may differ from analyses carried out last autumn.

Percentage of Children in Worcestershire Reaching Expected Standard at End of KS2

| 2016 | All Pupils | | | | | CLA | | | | |
|-------------------|------------|------|-------|------|--------|---------|------|-------|------|--------|
| | Overall | Boys | Girls | SEN | No SEN | Overall | Boys | Girls | SEN | No SEN |
| Reading | 64.1 | 61.1 | 67.3 | 24.8 | 73.1 | 25.0 | 15.4 | 42.9 | 16.0 | 40.0 |
| Writing | 69.9 | 63.4 | 76.7 | 24.9 | 80.2 | 40.0 | 26.9 | 64.3 | 16.0 | 80.0 |
| Maths | 63.9 | 64.7 | 63.0 | 25.5 | 72.6 | 27.5 | 23.1 | 35.7 | 8.0 | 60.0 |
| Read, Write & Mat | 48.5 | 44.9 | 52.2 | 10.6 | 57.1 | 15.0 | 3.8 | 35.7 | 0.0 | 40.0 |

| 2017 | All Pupils | | | | | CLA | | | | |
|-------------------|------------|------|-------|------|--------|---------|------|-------|------|--------|
| | Overall | Boys | Girls | SEN | No SEN | Overall | Boys | Girls | SEN | No SEN |
| Reading | 69.9 | 66.6 | 73.2 | 31.0 | 78.4 | 35.9 | 28.6 | 55.6 | 26.3 | 65.0 |
| Writing | 73.5 | 66.9 | 80.2 | 25.8 | 83.9 | 46.2 | 38.1 | 55.6 | 36.8 | 60.0 |
| Maths | 70.0 | 69.9 | 70.1 | 28.5 | 79.1 | 48.7 | 57.1 | 38.9 | 10.5 | 30.0 |
| Read, Write & Mat | 57.2 | 53.5 | 60.9 | 14.8 | 66.4 | 20.5 | 19.0 | 22.2 | 10.5 | 30.0 |

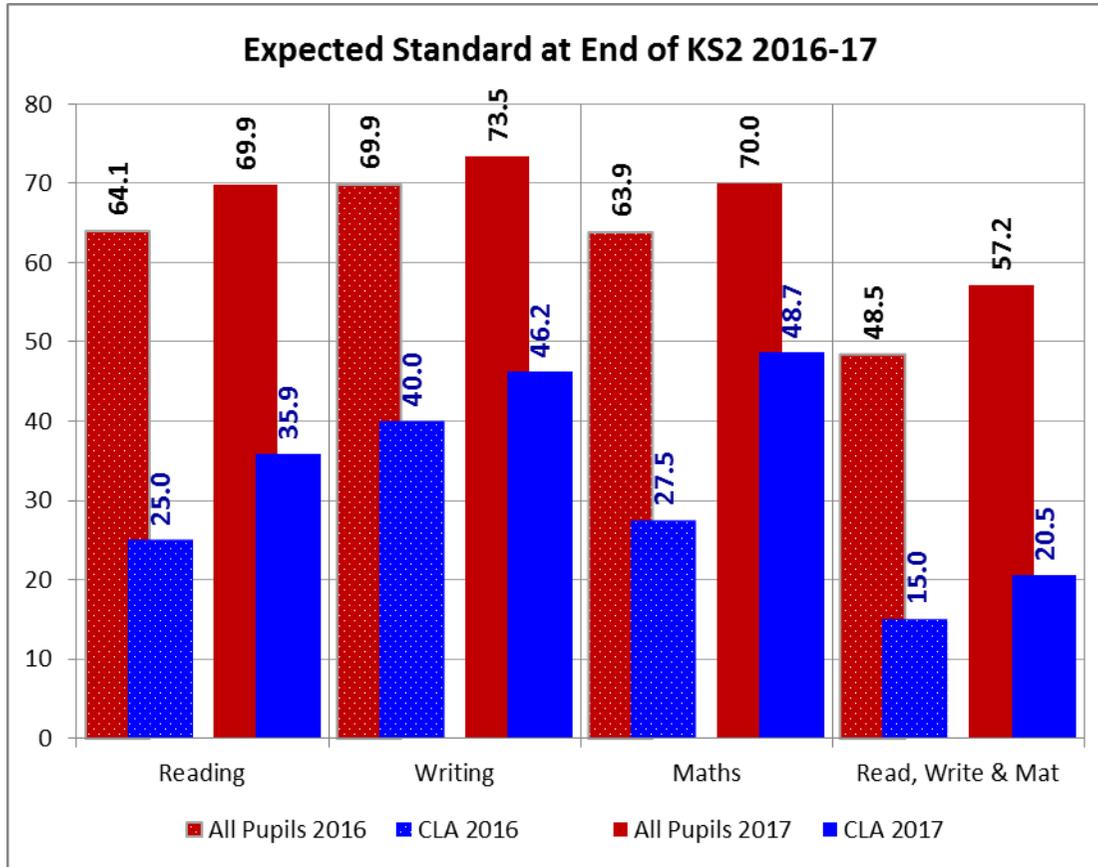
There has been an increase in the percentage of Looked After Children achieving expected standard in Reading, Writing and Maths at Key Stage 2 from 15% in 2016 to 20% in 2017 in comparison to their peers of 57%.

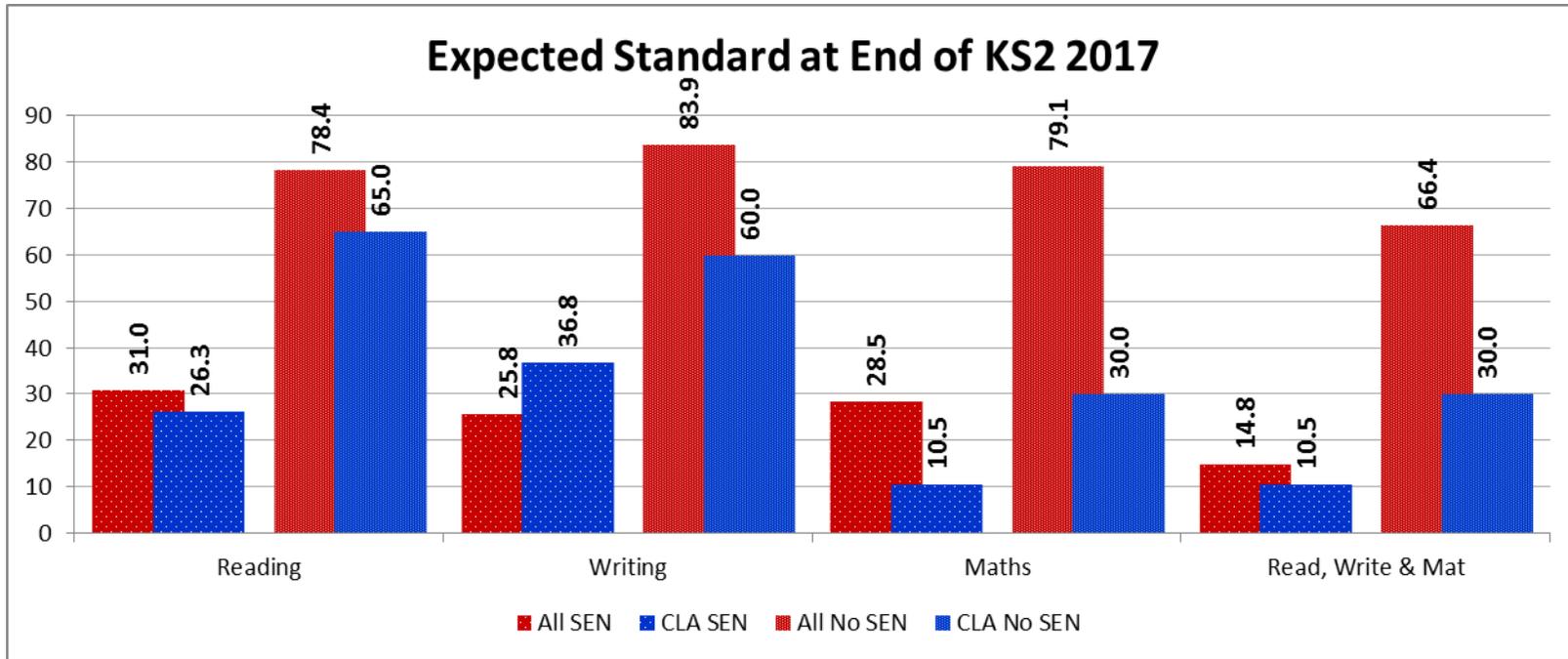
In Reading there has been an 11% increase in the percentage of Looked after Children achieving expected standard in 2017 (36%) in comparison to 25% in 2016, with 70% of their peers achieving the expected standard in 2017.

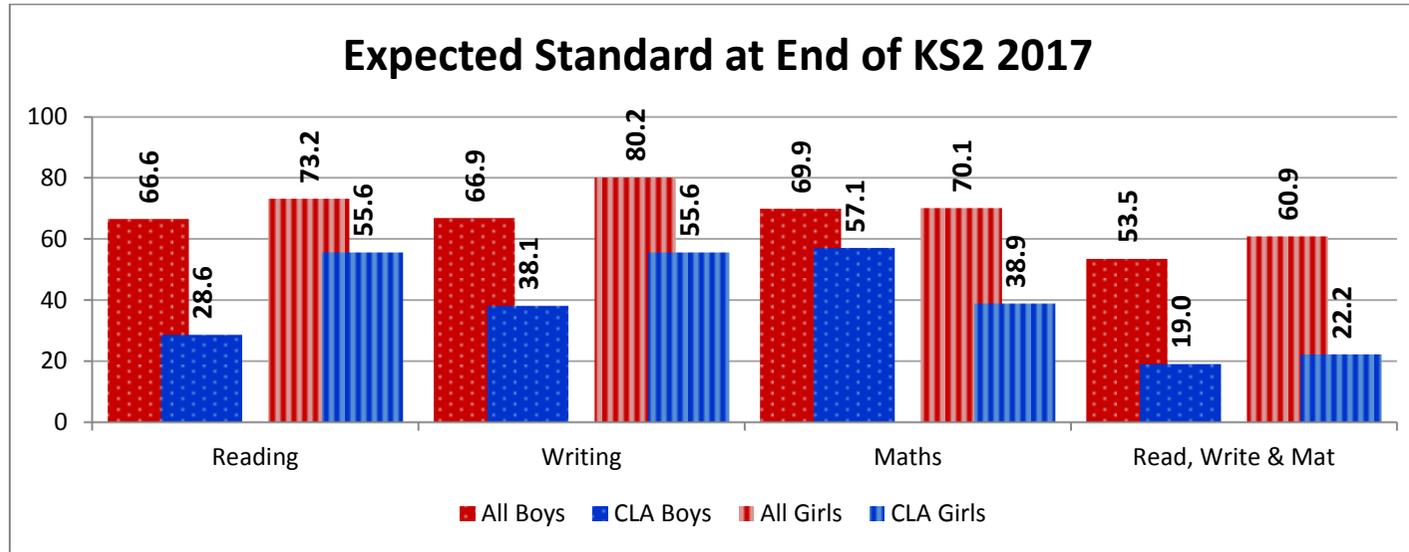
In Writing, 46% of Worcestershire Looked After Children achieved expected standard, compared to 73% of their peers. This was higher than in 2016 where 40% of Looked After Children with 69% of their peers gaining the expected standard. The gap is beginning to slightly narrow.

In Maths, 49% of Worcestershire Looked After Children achieved expected standard compared to 70% of all children in the authority. This is an increase from 2016 where only 28% achieved expected standard.

Awaiting statistical neighbours and Looked After Children's national data.







Annual Virtual School Report 2016/17

KS1-2 Progress

Cohort Information

37 looked after children were matched from KS1 to KS2 (19 boys and 18 girls) in **2017**. These children were on the list provided to MIA by Babcock in June 2017.

18 of these children were recorded on the January census as having SEN and 16 as having no SEN. The remaining children (for whom we do not have census info) are included in the no SEN figures.

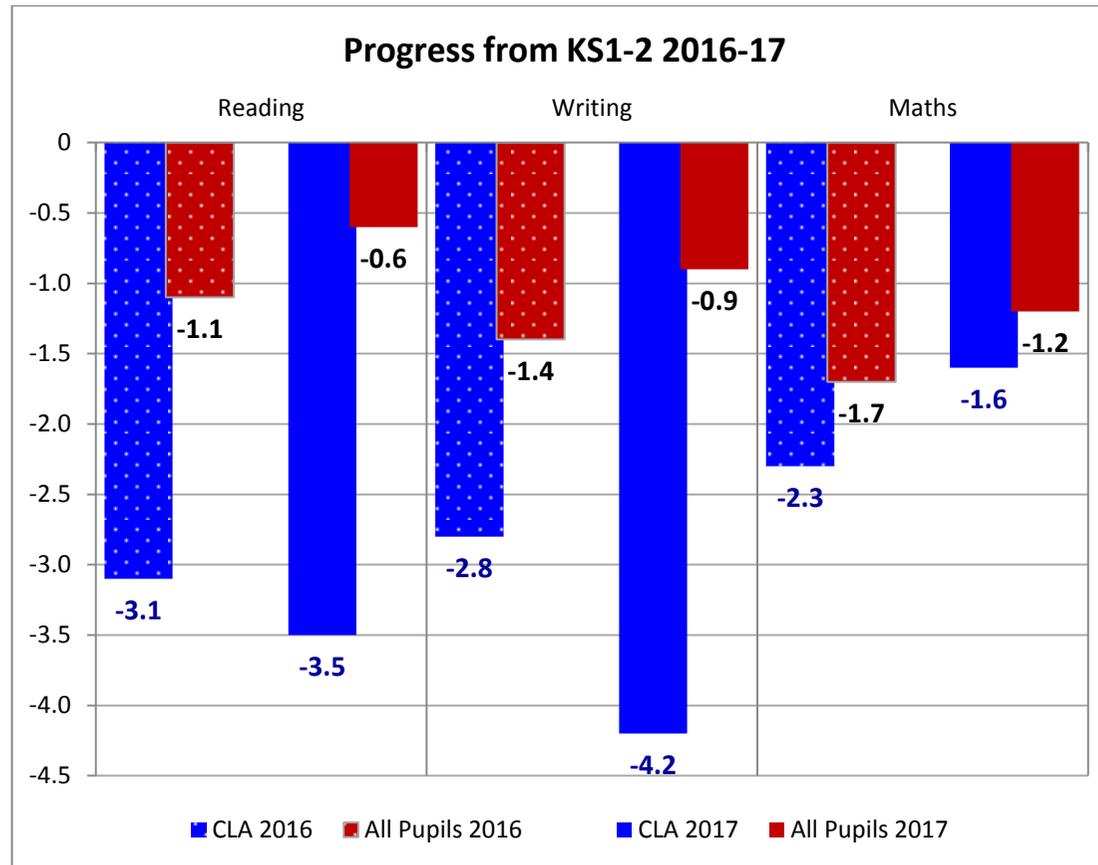
In **2016**, 40 children (26 boys and 14 girls) were listed of whom 25 had SEN.

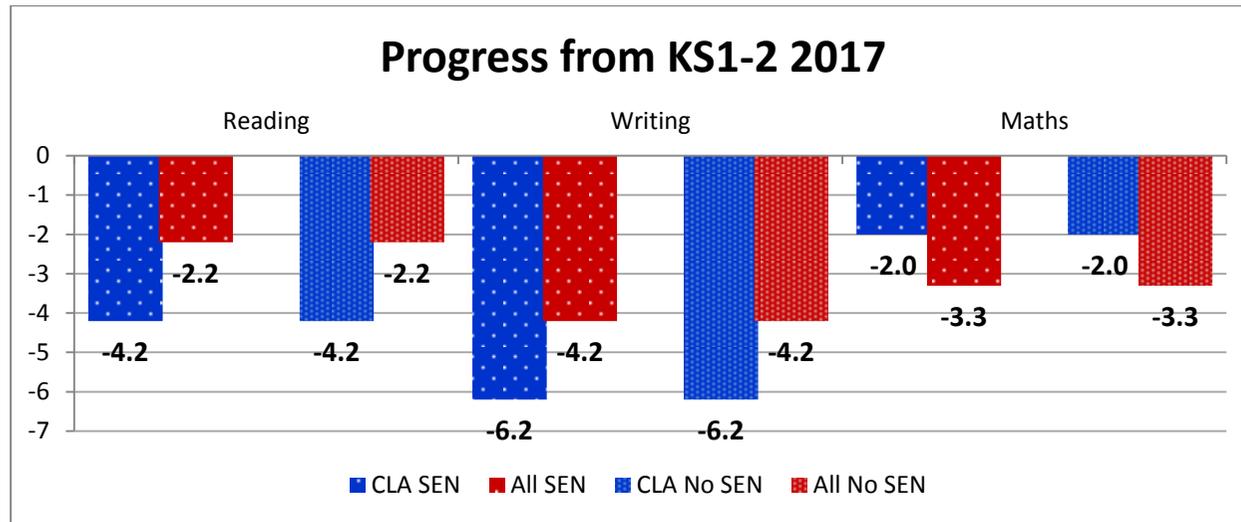
2016 information was obtained from the NCER CLA project and may differ from analyses carried out last autumn.

| 2016 | All Pupils | | | | | CLA | | | | |
|---------|------------|------|-------|------|--------|---------|------|-------|------|--------|
| | Overall | Boys | Girls | SEN | No SEN | Overall | Boys | Girls | SEN | No SEN |
| Reading | -1.1 | -1.4 | -0.7 | -3.6 | -0.5 | -3.1 | -3.2 | -2.8 | -4.6 | -1.0 |
| Writing | -1.4 | -2.3 | -0.4 | -4.1 | -0.7 | -2.8 | -4.5 | +0.4 | -5.3 | +1.4 |
| Maths | -1.7 | -1.1 | -2.3 | -3.8 | -1.2 | -2.3 | -2.2 | -2.6 | -5.1 | +1.2 |

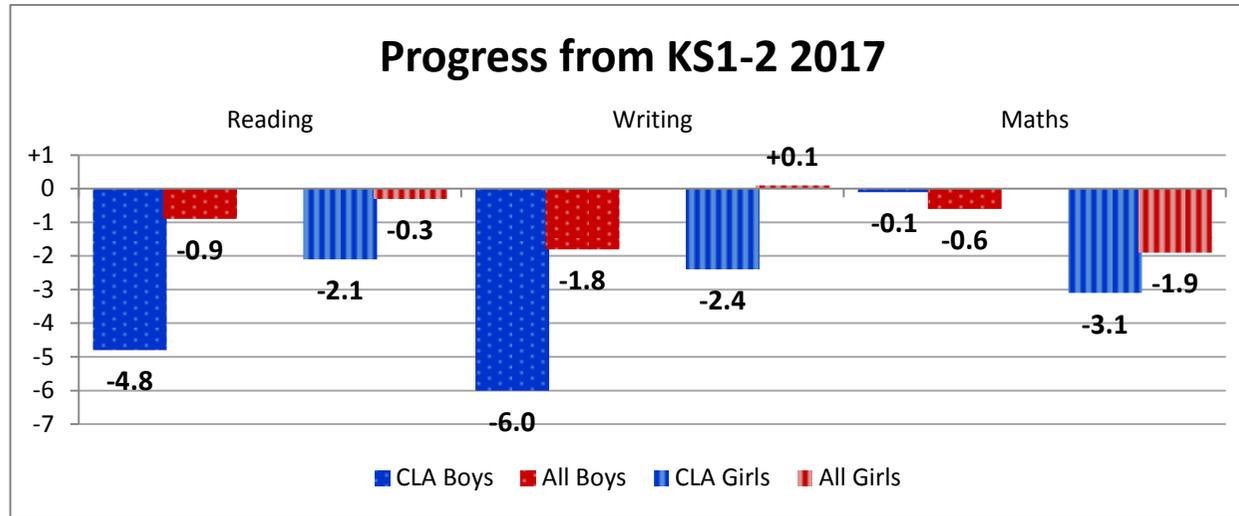
| 2017 | All Pupils | | | | | CLA | | | | |
|---------|------------|------|-------|------|--------|---------|------|-------|------|--------|
| | Overall | Boys | Girls | SEN | No SEN | Overall | Boys | Girls | SEN | No SEN |
| Reading | -0.6 | -0.9 | -0.3 | -2.2 | -0.2 | -3.5 | -4.8 | -2.1 | -4.2 | -2.5 |
| Writing | -0.9 | -1.8 | +0.1 | -4.2 | -0.1 | -4.2 | -6.0 | -2.4 | -6.2 | -1.7 |
| Maths | -1.2 | -0.6 | -1.9 | -3.3 | -0.8 | -1.6 | -0.1 | -3.1 | -2.0 | -1.0 |

Annual Virtual School Report 2016/17





Annual Virtual School Report 2016/17



Annual Virtual School Report 2016/17

KS4 and Progress

Cohort Information

We have end of KS4 information for 34 looked after children (15 boys and 19 girls) in **2017**. These children were on the list provided to MIA by Babcock in June 2017

21 of these children were recorded on the January census as having SEN and 13 as having no SEN.

2017 scores are subject to change.

In **2016**, 63 children (34 boys and 29 girls) were listed of whom 33 had SEN. 2016 information was obtained from the NCER CLA project and may differ from analyses carried out last autumn.

Percentage Achieving Grade C+/4+ English and Maths 2016-17

| | All Pupils | | | | | CLA | | | | |
|------|------------|------|-------|------|--------|---------|------|-------|------|--------|
| | Overall | Boys | Girls | SEN | No SEN | Overall | Boys | Girls | SEN | No SEN |
| 2016 | 57.3 | 53.4 | 61.4 | 24.2 | 63.1 | 9.5 | 5.9 | 13.8 | 0.0 | 20.0 |
| 2017 | 64.6 | 61.1 | 68.2 | 22.3 | 72.0 | 29.4 | 33.3 | 26.3 | 19.0 | 46.2 |

The percentage of Looked After Children achieving Grade C+/4+ in English and Maths has increased from 10% in 2016 (52% of this cohort was SEN) to 29% in 2017 (61% of this cohort was SEN).

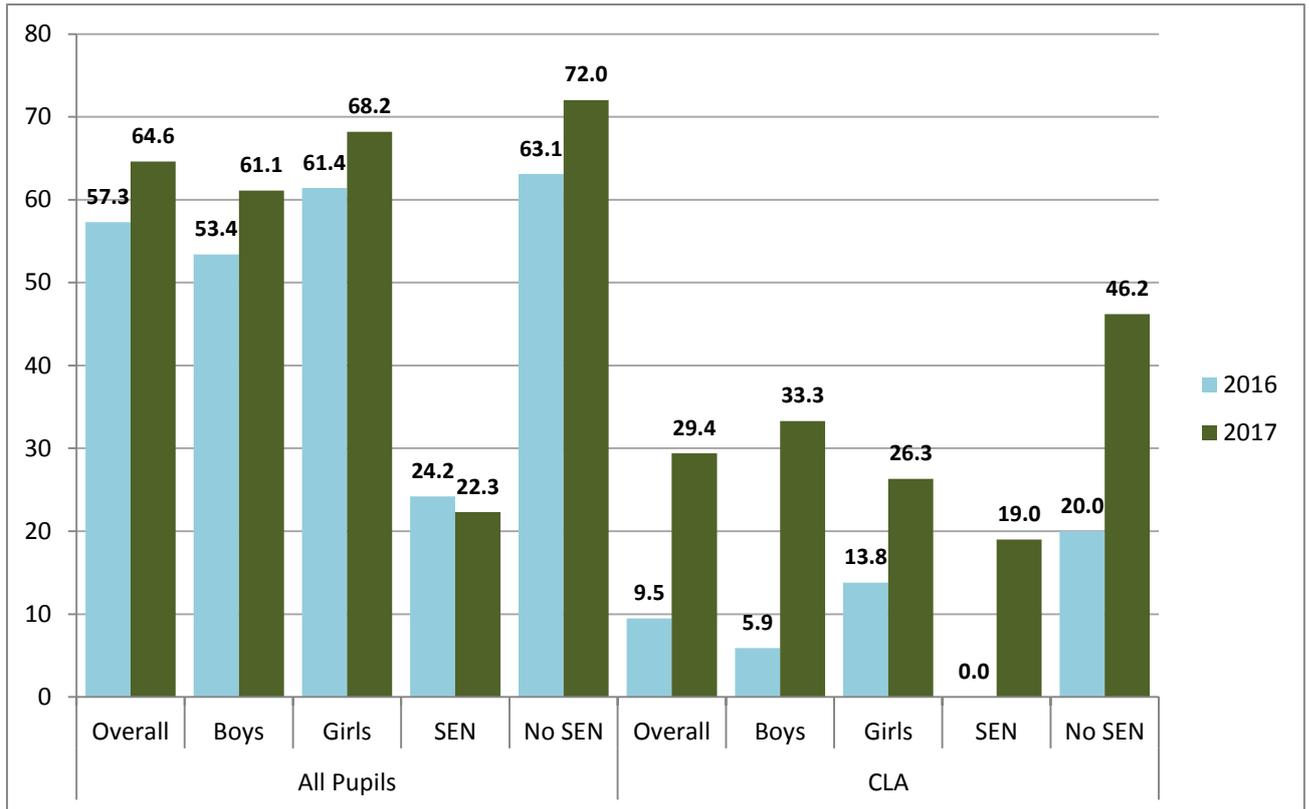
The gap is narrowing for our Looked After Children in comparison to last year for Progress 8

- 2017 (-0.61) in comparison to their peers of -0.02
- 2016 (-1.21) in comparison to their peers of +0.01

See Bar Chart below (pg 40)

Awaiting statistical neighbouring and national data.

Annual Virtual School Report 2016/17



Annual Virtual School Report 2016/17

We have progress 8 scores for 32 looked after children (14 boys and 18 girls) in **2017**.

These children were on the list provided to MIA by Babcock in June 2017.

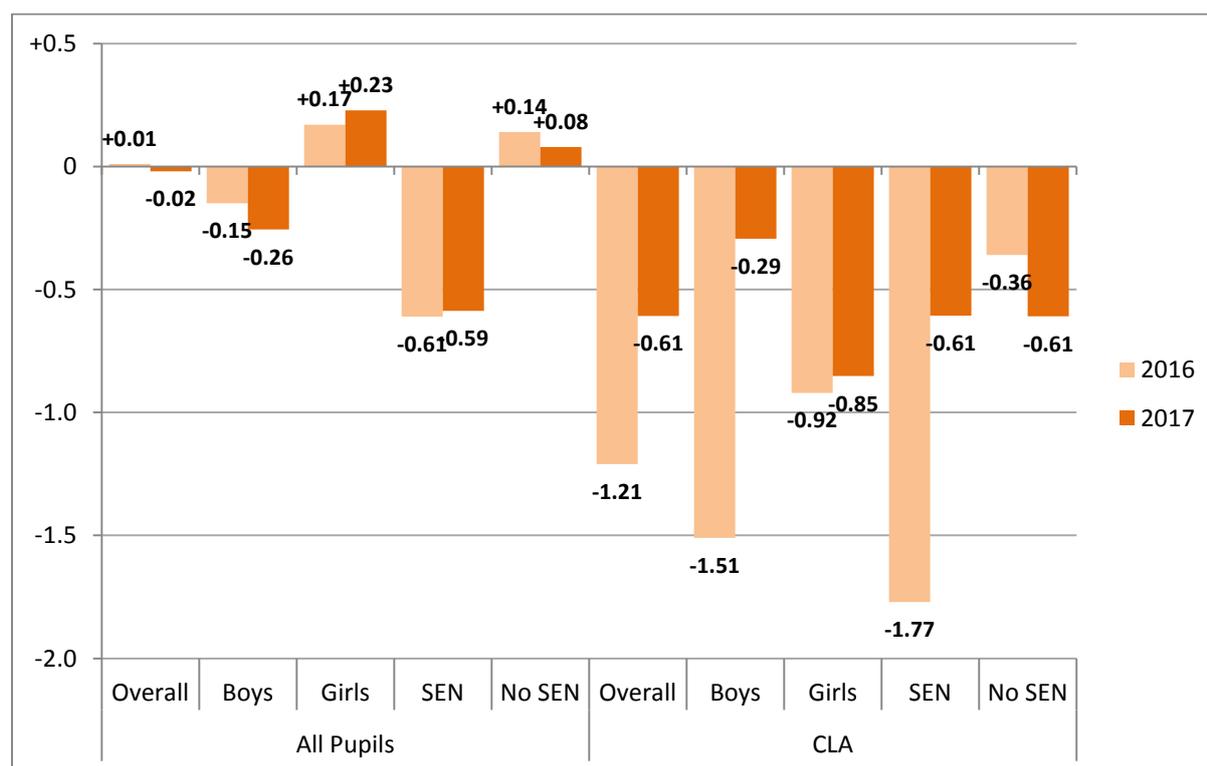
19 of these children were recorded on the January census as having SEN and 13 as having no SEN. 2017 scores are subject to change.

In **2016**, 53 children (26 boys and 27 girls) were listed of whom 32 had SEN.

2016 information was obtained from the NCER CLA project and may differ from analyses carried out last autumn.

Progress 8 Scores 2016-17

| | All Pupils | | | | | CLA | | | | |
|------|------------|-------|-------|-------|--------|---------|-------|-------|-------|--------|
| | Overall | Boys | Girls | SEN | No SEN | Overall | Boys | Girls | SEN | No SEN |
| 2016 | +0.01 | -0.15 | +0.17 | -0.61 | +0.14 | -1.21 | -1.51 | -0.92 | -1.77 | -0.36 |
| 2017 | -0.02 | -0.26 | +0.23 | -0.59 | +0.08 | -0.61 | -0.29 | -0.85 | -0.61 | -0.61 |



School Improvement Priorities 2017/18

This summary lists the key objectives from our School Improvement Plan for each of our priority areas. Details of tasks, success criteria and monitoring can be found on the full School Improvement Plan document.

Priority 1: Effectiveness of Leadership & Management

- 1.1 Provide strategic leadership and co-ordinate all stakeholder involvement for Looked After Children
- 1.2 To monitor and improve educational provision for Children in Care to ensure that every Child in Care has the best opportunity to be the 'best they can be';
- 1.3 Continue to improve the effectiveness of the newly constituted VS Governing Board
- 1.4 Continue the work to raise expectations of what can be achieved by Babcock Colleagues, Schools, Social Care, Carers and our Young People.
- 1.5 Lead the implementation and development of ePEP system..
- 1.6 Evaluate and improve a range of Projects & Training (Fresh AIR Project, Attachment Aware Schools Project, Attachment Training, Mentor Link, VIG Project) funded through VS.
- 1.7 To develop jointly agreed challenging strategies where other agencies are not delivering adequate provision;

Priority 2: To raise attainment & progress for all our Looked After Children (Outcomes)

- 2.1 To improve educational outcomes for all our Looked After Children
- 2.2 Promote and monitor how the Pupil Premium is used to improve educational outcomes for each looked after child.
- 2.3 Improve attendance and reduce exclusions for our Looked After Children

Priority 3: To engage partners in improvement of educational outcomes for Looked After Children

3.1 To work in partnership with all agencies and a shared responsibility for helping LAC to enjoy and make progress at least in line with national expectations their learning.

3.2 Work collaboratively with social care on personal education plans for LAC both in and out of county to ensure quality planning is achieved to maximise progress and attainment.

3.3 To promote a culture of high expectations and aspirations for how LAC learn in their school setting

3.4 Build knowledge for schools to become expert in managing the difficulties LAC have in engaging with education

3.5 Encourage Worcestershire Schools (10) to become Attachment Aware Schools and offer training across Worcestershire

3.6 Work with external partners to provide educational projects to enhance and improve literacy and numeracy outcomes.

3.7 To develop links with EPS and SEND to ensure effective implementation of their role in supporting LAC to access full time education

3.8 Work with Worcestershire SEND Team & Special Schools to develop a tracking and monitoring documentation and process for LAC with SLD and PMLD

3.9 To develop links with EPS and SEND to ensure effective implementation of their role in supporting LAC to access full time education

Priority 4: To raise the profile of Worcestershire Virtual School

4.1 Positive and strong relationships with all professionals.

4.2 Support and advice for all parties.

4.3 To celebrate the achievements of our Young People.

Educational Acronyms

SIP – School Improvement Plan
SEF – School Evaluation Form
LAC – Looked After Children
CME – Children Missing in Education
EHE – Elective Home Education
PEP – Personal Education Plan
SEND - Special Educational Needs & Disabilities
SENCO - Special Educational Needs Coordinator
EHCP – Education Health Care Plan
UPN – Unique Pupil Number
NCY - National Curriculum Year
EAL - English as an Additional Language
CME – Child Missing Education
EHE - Elective Home Education
NEET – Young People not in Education, Employment or Training
CAMHS - Child and Adolescent Mental Health Service
NEF – National Education Fund
EYFS - Early Years Foundation Stage
MAM – Multi-Agency Meeting
TAC – Team Around the Child
PSP – Pupil Support Plan
IEP – Individual Education Plan
PP+ - Pupil Premium Plus
IRO – Independent Review Officer
EP – Educational Psychologist
HMI – Her Majesty Inspector
VSHT – Virtual School Head Teacher
VSGB – Virtual School Governing Body
SENDIASS - Special Educational Needs and Disabilities Information Advice and Support Service

Worcestershire Virtual School Self-Evaluation Summary

| | | | | | |
|---------------------|--------------|---------------------------------|--------------|-------------|--------------|
| Virtual Head | Gwen Fennell | VS Education Coordinator | Anne Griffin | DATE | October 2017 |
|---------------------|--------------|---------------------------------|--------------|-------------|--------------|

| SECTIONS | SUMMARY EVALUATION | |
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| SCHOOL CONTEXT | <p>Worcestershire Virtual School Head Teacher remains with the Local Authority for the purpose of discharging the local authority's duty under The Children Act 1989 as amended by the Children and Families Act 2014, to promote the educational achievement of its looked after children. The Virtual School is outsourced by an integrated education Virtual School Team from Babcock Prime. There are currently 795 Looked After Children with 533 compulsory school age; 54% SEN, 16% EHCP, 1% Asylum seekers and 1% EAL. 67% of our children are in Foster Care, 21% with relatives/family members, 14% in Residential Homes, and 1% in Secure Accommodation/Health Provision. Our pupils are placed in 127 of our schools across Worcestershire with 64 schools accommodating our Out of County children.</p> | |
| OVERALL EFFECTIVENESS | | |
| <p>Virtual School requires improvement and is on its journey to be Good. Virtual School Head (VSH) has been in post since mid-February 2016. Virtual School Team was outsourced to a contractor Babcock Prime in October 2015. We are currently in Year 3 of a five year contract. Following a period of transition and mobilisation a number of strategic and operational responsibilities have been reviewed and defined. These have now been communicated to key partners. Since new arrangements have come into place both VS Head and Wider Virtual School Team have presented an external check and challenge to schools and social care to improve the efficiency and effectiveness of the support provided to individual Looked After Children. During 2016/17 a particular focus has been the use of PP+ to improve education outcomes and readiness to learn. The Virtual Head has identified the areas for development which need to be addressed by the wider partnership and the appointed contractor, such as progress and attainment, SEND, quality of PEPs, exclusions, provision and collaborative working in order to narrow the gap for all our children in care.</p> | | |
| <p>EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT (2) How, Leadership, MLT & Corporate Parenting Board pursue excellence – inc. leadership of Babcock, effective management and governance & its impact on ethos.</p> | <p style="text-align: center;">Strengths</p> <ul style="list-style-type: none"> Virtual School Head has a clear vision & relentless drive for further improvement. Previous Head Teacher in Worcestershire with experience of working and supporting schools across the sub region. The areas for development are being strategically and decisively addressed with some significant early impact. This has resulted in significant measurable impact in some areas such as the significant narrowing of attainment and progress gaps at KS1 & KS4 in 2017. The early signs of the impact of the changes to the leadership, management, organisation and accountability within the VS are clear evidence of the capacity for further rapid and sustainable improvement. Proven track record in establishing systems and effective use of funding streams to narrow the attainment gap for the most vulnerable learners. Evidenced base recruitment within the Core VS Team to extend the support to key vulnerable groups to contribute to earlier intervention strategy The VSH & Team are challenging & support colleagues to ensure high standards through PEP Meetings, school visits, dialogue with Head Teachers, and Designated Teachers. Benchmarking, peer review and sharing of best practice with other local authorities. | <p style="text-align: center;">Areas for Development</p> <ul style="list-style-type: none"> Continue to raise the profile of the Virtual School by promoting and championing the specific needs of our pupils by working with all professionals and carers to ensure any support is linked and effective. Evidenced led decision making targeted. Clear understanding of legislation and raise awareness of roles & responsibilities across all education establishments for our Children in Care. Update and review of commissioning framework Partnership working across WWC VS roles and Babcock Ensure consistency of roles and responsibilities are implemented regarding the client, contractor split. VS Staff to continue to challenge all stakeholders and partner agencies as part of an effective contract management framework. To develop jointly agreed challenging strategies where other agencies are not delivering adequate provision Evaluation of the effectiveness of Pre-school forum to ensure early identification and assessment of need. Evaluation of CIN/CP particularly those on the Edge of Care at key transition points in education Develop wider policies in relation to CME to ensure of children entering compulsory school age secure preferred school place. To ensure all those working with Looked After Children are fully aware of the progress measures used To ensure Learning Advocates apply the same principles to children placed out of county and complement other LA policies to |

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| | <ul style="list-style-type: none"> Corporate Parenting Board receives a Virtual School Head Teacher Report on a termly basis. CPB is more knowledgeable about the schools & are kept well informed of the Virtual School's progress and areas of development. Virtual School Governing Board (VSGB) is now established (Spring 2017). Meet on a termly basis to discuss attainment, progress and education provision for our Looked After Children. Leadership of the VS is held to account and challenged. VS Governing Board will continue to monitor the implementation and impact of the Virtual School Improvement Plan and Self-Evaluation. Governor Clerk appointed in October 2017. | <p>achieve the same expectations as those placed within county.</p> <ul style="list-style-type: none"> Corporate Parenting Board training to ensure that all members have sufficient knowledge that allows them to challenge Virtual School. To ensure clarity of vision, ethos and strategic direction is embedded by ensuring resources are utilised to best effect to improve outcomes and hold VSH & Babcock to account. GB to report to CPB and Scrutiny Panel. Governor Clerk receives appropriate training through Governor Services to carry out their role effectively. |
| <p>EFFECTIVENESS OF MULTI AGENCY SUPPORT & QUALITY OF PEPS</p> | <p>Strengths</p> <ul style="list-style-type: none"> Four PEP Coordinators appointed and working with children (in county), foster carers, DTs, SW, and other agencies to plan coordinate and attend all PEP Meetings. Coordinators have the confidence to challenge professionals when required. Consistently high 96%+ of 'In County' PEPS issued within statutory timeframes (2016/17). Two Area Learning Advocates (Nov & Dec 2017) have been appointed to work with our Out of County Pupils. Robust ePEP in place since January 2017 to track and analyse Looked After Children & schools performance in closing the gap on a termly basis. Drop in training sessions for social workers to support embedding the e PEP The majority (86%) of our Looked After Children are attending Good or Outstanding Schools. Quality Assurance of PEPS carried out and actions provided as a result. To establish a process for recording the number of EY PEP's completed on FWi. Wider Virtual School Team established with representatives across all educational services within Babcock to ensure they are accountable for the contribution to promoting positive outcomes for young people. Causing Concern meetings held monthly identify the barriers to education and collectively provide a collective resolution in a supportive network. Improved communication and joint working between Social Care Team and VST. | <p>Areas for Development</p> <ul style="list-style-type: none"> To ensure Babcock have exhausted all elements of operational issues prior to escalating to VSH. Work collaboratively with Schools, Social care on personal education plans for LAC both in and out of county to ensure quality planning is achieved to maximise progress and attainment. To ensure communication is improved between Social Care and VST particularly prior to placement moves. To work in greater partnership with SEND Team Best practice and development issues to be shared with schools Continue to provide Social Care & Residential Staff training/workshops on Admissions, School Placements & use of PP+ Ensure all PEPS are completed to a high standard, both in and out of County. All PEPS to be QA and analysed to identify underachieving. To maintain maximum engagement of all Managers across all areas. To promote better inter-agency working so each service is aware of thresholds for intervention To ensure Wider Virtual School are aware of the barriers identified in the Looked After Children's Causing Concern meetings to provide appropriate scrutiny/evaluation of the effectiveness of policies, procedures and service engagement. |
| <p>EFFECTIVENESS OF IRO</p> | <p>Strengths</p> <ul style="list-style-type: none"> All the independent reviewing officers have a wealth of experience and knowledge around the needs of looked after children. The IRO is often the most consistent person who supports the child through their care journey. They monitor care plans to ensure there is no drift and delay and escalate where necessary. The IRO works closely with VST, schools and colleges where the young person is educated. | <p>Areas for Development</p> <ul style="list-style-type: none"> To develop a clearer understanding of ePEP and ensure it is fully embedded across the IRO service To develop their knowledge further on SENDIAS, home tuition and exclusion processes. |

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| <p>EFFECTIVENESS OF PUPIL PREMIUM PLUS</p> | <ul style="list-style-type: none"> • VSH & VST are challenging schools and requesting a breakdown on PP+ spend and what impact this funding is on narrowing the gap. 47% of our OOC Schools received PP+ in 2016/17 and are complying with PP+ spend breakdown and evidencing the impact through ePEP. • Providing alternative provision for our young people to ensure they are engaged in education and integrated back into Mainstream. • To intervene and provide alternative provision (Green Fingers, Fresh Air Project, Dare2Dream, Mentor link) prior to permanent exclusions. • One to One tuition (Explore Learning, KIP McGrath, Worcester Learning Zone) to close the literacy & numeracy gap. • Early Years Project: Love trust Learn Programme (VIG – Video Integration Guidance) • Letterbox (Year 1-7), GCSE Pod (Y9-11) and Pearson Tablets. • Attachment Training for all Schools • 10 Schools across Worcestershire are participating in Attachment Aware Schools Project • Just Say Training delivered training to school staff (Effective Communication, Active Listening and Supervision Skills, Understanding Depression & Anxiety and Understanding Anger & Assertiveness) • Education Awards (KS3-4) Nov 2017 • Education Awards (KS1-2) July 2018 | <ul style="list-style-type: none"> • Enhanced budget setting and deployment of resources to narrow the gap at an earlier stage. • PP+ funding needs to be used imaginatively to meet the needs identified in the PEP. Impact to be measured and show accelerated progress in both attainment and 'broader' (wider social & relationship outcomes) progress. • Identify pupils who are not making progress in Year 1 (phonics), Year 2, 5, 6, 7 & 11 and effective interventions are put in place to narrow the gap. • To fully evaluate the VIG project for impact and future roll out. • Training and awareness to Schools, HT & Governors (PP+, HT, Governor, DT Briefings, Annual Conference) • All schools to become more aware and understand the needs of our young people. • To develop 'Looked After Child Champion' termly network cluster meetings to work with Designated Teachers in raising standards, sharing good practice, offering advice and support on a termly basis. |
| <p>EFFECTIVENESS OF CONTRACTOR (Babcock Prime)</p> | <ul style="list-style-type: none"> • Clear vision with strong whole system commitment to improving outcomes • Consistently high (96%+) of 'In county' PEPs issued within statutory timeframes and implementation of and expertise in ePEP system • Positive working relationships between DTS and PEPCos • Attendance at school based education meetings • Attainment and progress data collated to track individuals, cohorts and settings • Analysis of individual performance data to identify and follow up on concerns • Real time reporting from schools and settings linked to targets • Systematic QA and reporting processes. Commitment and processes to improve quality • Identification and criteria for concerns of our Looked After Children • Commitment across all teams and better awareness promoted through contacts with 'in county' schools and settings • Strong contribution from School Improvement Team and linked processes. Great dialogue and challenge for schools on Looked After Children issues • SEN Training offer is determined by need. • High profile of our young people within Babcock School Improvement. Key questions asked during risk assessment contacts. • School self-evaluation document contains key questions relating to our young people. • SEN inclusion and tracking of progress • Attendance tracking and follow up on our Looked After Children with poor attendance defined as less than 96% • CIAG offer for majority of our Looked After | <ul style="list-style-type: none"> • Clarity around escalation processes for OOC/ISPS within county • SEN assessment within current PEP • Preventing exclusion • Best Practice dissemination through Termly Newsletters and WVS Website • Ensure all operational issues relating to the day to day service delivery, is carried out by Babcock Virtual School in order for VSH to carry out her strategic role. • Triangulation of feedback from service users/schools/provide to evaluate effectiveness and quality of services being offered. • Ensure that all Looked After Children, without/ or likely to be without a school place are referred to the SEHTP Officer to ensure they are identified as CME and colleagues are provided with appropriate information, advice and guidance to secure a timely admission. • To ensure all refusals of Looked After Children are reported to the VS for immediate action • To ensure the Admissions Protocol for Looked After Children and Previously Looked After Children is reviewed and clearly understood by all. |

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| | <p>Children from Year 9</p> <ul style="list-style-type: none"> • Website, printed information and high numbers of contacts on helpline • School Admission Team coordination all in year admissions and assist the Education Coordinator for in year CLA admissions • Training offer including specialist expertise of Educational Psychology Team • Early Years guidance and tracking of Looked After Children in settings | |
| <p>EFFECTIVENESS OF SUPPORT TO YOUNG PEOPLE TO ACHIEVE SUCCESSFUL TRANSITION INTO HIGHER & FURTHER EDUCATION, TRAINING & EMPLOYMENT.</p> | <p>The proportion of the cohort of Looked After young people that are NEET has decreased but is still higher than that of their peers. In June 2017 the percentage of Looked After young people that were NEET was 13.9% compared with 3.4% for the wider cohort of their 16-18 year old peers in the county (See Post 16 (Y12-14) Table below).</p> <p>Within WCC the Skills and Investment Manager now has the strategic lead for NEET and is working on a revised NEET strategy (due November 2017). The Strategy Group has been reformed to focus on key team within WCC and Babcock working together to improve outcomes for vulnerable young people.</p> <p>Regularly meet to discuss individual NEET Looked After Children young people and identify suitable EET provision and support needed for the young person to progress into a positive outcome.</p> <p>NEET Solutions Panels are now established in all districts with representatives from WCC, local education and learning providers, teams and agencies working with NEET young people. These are proving to be a forum for strengthening networks within the districts leading to reduce silo working and share expertise. They are also key, for highlighting barriers faced by young people and their families and offering practical and creative solutions to move young people forward.</p> <p>The Babcock Careers Advice Team have established relationships with all secondary schools and are providing careers advice and guidance to LAC young people where the school do not have their own Careers Adviser or liaising closely with Careers Advisers that are in place.</p> <p>All Year 9 Looked After Children have received and introduction letter from the Careers Advice Team that outlines the CIAG offer.</p> <p>As part of the local authority's commitment to the Local Enterprise Partnership and the Careers and Enterprise Company contract for Enterprise Advisors and Improving Careers planning in Schools, WCC is looking to explore how this contract can support. This includes benchmarking support for Vulnerable learners around careers planning in each educational establishment's pre 16 in Worcestershire and looking at how this can be improved.</p> <p>WCC is working with Worcestershire Local Enterprise Partnership to bring forward a web resource which supports young people with Careers planning in County. This product to be launched in March 2018 will have a focused section on support for children in care and will support them and their careers professionals, teachers and parents to inform the</p> | <p>Careers Advice Team to continue to work in partnership with WCC to deliver NEET strategy.</p> <p>Careers Advisers to continue to build relationships with schools, post 16 learning providers, Traineeships and Apprenticeship providers, HE institutions and employers.</p> <p>Continue to ensure that all our young people in Yrs. 9-13 receive high quality careers advice and guidance.</p> <p>Identify those young people at risk of NEET and involve in prevention programmes, helping them to careers plan.</p> <p>To ensure all Looked After Children have a Post-16 PEP.</p> <p>Benchmarking careers planning exercise around Vulnerable learners including Looked After Children</p> <p>Planning around how we highlight site to our young people and feed into development process</p> <p>Invite all young people to the March event</p> |

decisions they make.
Virtual School is engaging with the Worcestershire Skills Show in 2018 and will plan to invite all young people in Care from Years 8 – 13 and their carers to attend the show and make positive use of this event.

OUTCOMES

Attainment & progress for individuals, different groups, particularly SEND pupils – current progress and progress over last three years.

Data EYFS-KS4



LAC Summer Assessment Charts EY

EYFS

EYFS:
Good level of development has increased very slightly from 35.3% in 2016 to 36.4% in 2017.

36% of our Looked After Children achieved a good level of development in comparison to 69.7% of their peers. However, In 2017 our Boys achieved 60% good level of development in comparison to their peers (63%). Only 16.7% of our girls achieved good level of development in comparison to their peers (76%)

In Reading our average points score was 1.45 in 2017 in comparison to 1.53 (-0.08) in 2016.

In Writing our average points score was 1.36 in 2017 in comparison to 1.35 in 2016 (+.01)

SEN Pupils made the same progress as our non-SEN in Reading & Writing.

In Maths (Numbers & Shape) our average points score was 1.55 in 2017 in comparison to 1.44 in 2016 (+. 11) SEN pupils (1.33) did not achieve as well as our non-SEN (1.76).

It must be borne in mind when interpreting these figures that the number of Looked After Children for whom we have end of EY data was very small (5 boys and 6 girls in 2017). The numbers of Looked After Children included in the SEN and non-SEN figures were 3 and 6 respectively with the other 2 children's SEN details not known.

We do not yet have EY results for several children who were being taught in out of county schools and their results could potentially have a drastic effect on the figures.

Awaiting statistical neighbours and national data.

Areas for Development

- To track and monitor all EYFS in order to close the attainment gap in Writing Reading & Number.
- To ensure girls achieve a good level of development.
- EYFS & Nursery Workshops in Numeracy & Literacy for staff and Carers
- All professionals and carers work closely to support the young person to have the ability to access and engage in the curriculum.
- Completed EY PEP's to be collected and progress to be tracked.
- Establish a process for recording progress of Looked After Children.
- To establish clear protocol for supporting individual Looked After Children who do not meet Inclusion team criteria of support.

KS1

There has been increase in the percentage of Looked After Children achieving expected standard in Reading, Writing and Maths at Key Stage 1 from 16.7% in 2016 (60% of this cohort are SEN) to 44% in 2017 (32% of this cohort are SEN), with 64.6% of their peers achieving expected standard in all three areas.

In Reading there has been a huge increase of (38%) in the percentage of Looked after Children achieving expected standard in 2017 (68%) in comparison to 30% in 2016, with 76.7% of their peers achieving the expected standard in 2017.

In Writing, 44% of Worcestershire Looked After Children achieved expected standard, compared to 69% of their peers. This was higher than in 2016 where 20% of Looked After Children with 61% of their peers gaining the expected standard. The gap is

Areas for Development

- Set aspirational targets for all our Looked After Children and identify appropriate interventions to close the gap through rigorous monitoring.
- Literacy & Numeracy Workshop for Carers
- Raise the profile of our Looked After Children and ensure progress checks are followed up with schools where pupils are not on track to achieve expected standard.
- Ensure the curriculum is appropriately personalised in order to meet individual learning needs and is evident in PEP.
- Ensure Writing is in line with Maths and Reading.
- PP+ is used effectively with designed interventions to improve the outcomes for our young people to narrow the gap. Analysis of PP+ spend and its impact on progress.

beginning to narrow.
 In Maths, 60% of Worcestershire Looked After Children achieved expected standard compared to 76% of all children in the authority. This is an increase from 2016 where only 27% achieved expected standard.

In Phonics 21% reached the required standard in Year 1 compared to 80.7% of their peers. This is a huge decrease from last year's performance of 61.9%. However 74% (14) of these pupils have SEN. 30% of girls reached the required standard in comparison to 11% of boys.

Awaiting statistical neighbours and national data.

- All SEN pupils make progress because of early identification and intervention, as well as support from outside agencies. PEP targets are reviewed termly.
- Ensure schools are providing a range of interventions - Phonic Counts through School Effectiveness Team, PEP Reviews & DT workshops

KS2

Areas for Development

There has been an increase in the percentage of Looked After Children achieving expected standard in Reading, Writing and Maths at Key Stage 2 from 15% in 2016 to 20% in 2017 in comparison to their peers of 57%.

In Reading there has been an 11% increase in the percentage of Looked after Children achieving expected standard in 2017 (36%) in comparison to 25% in 2016, with 70% of their peers achieving the expected standard in 2017.

In Writing, 46% of Worcestershire Looked After Children achieved expected standard, compared to 73% of their peers. This was higher than in 2016 where 40% of Looked After Children with 69% of their peers gaining the expected standard. The gap is beginning to slightly narrow.

In Maths, 49% of Worcestershire Looked After Children achieved expected standard compared to 70% of all children in the authority. This is an increase from 2016 where only 28% achieved expected standard.

Awaiting statistical neighbours and LAC national data.

- Challenging targets set for progress in Y3-6 supported by specific intervention with particular focus on Y4 & 5.
- Ensure that pupil data is used effectively & proactively to inform provision and early intervention – Babcock School Improvement Team to work with (Y2, 6, 7, 11 cohorts) schools where our children are not making necessary progress.
- The gap between Worcestershire LAC and all pupils nationally narrows in terms of proportions making good/expected progress in Reading & Maths
- Looked After Children with EHC plans make good progress from starting points.
- To ensure Reading is in line with Maths & writing.
- To ensure SEN pupils are provided with a range of interventions to improve Maths and narrow the gap between their peers.

KS4

Areas for Development

The percentage of Looked After Children achieving Grade C+/4+ in English and Maths has increased from 10% in 2016 (52% of this cohort was SEN) to 29% in 2017 (61% of this cohort was SEN).

The gap is narrowing for our Looked After Children in comparison to last year for Progress 8 2017 (-0.61) in comparison to their peers of -0.02 2016 (-1.21) in comparison to their peers of +0.01

Awaiting statistical neighbours and national data.

- The proportion of all Worcestershire Looked After Children achieving C+/4 in English & Maths is at least in line with the National Average for Looked After Children
- To support underperforming in English & Maths (1-1 tuition, Mentor Support, Pearsons, personalised learning)
- To encourage schools to offer a range of courses and wider curriculum to suit the needs of our pupils.

Year 12 to 14 Looked After Children

| | 30th June 14 | 30th June 15 | June 2016 | June 2017 |
|------------|--------------|--------------|-----------|-----------|
| NEET | 22% | 27.60% | 28.6% | 13.9% |
| Education | 47.30% | 42.70% | 38.2% | 69.3% |
| Employment | 3.90% | 14.60% | 26.1% | 7.9% |
| Training | 11.20% | 8.30% | 4.3% | 7.9% |
| Unknowns | 15.10% | 5.20% | 0.9% | 1.0% |
| Other | 0.50% | 1.50% | 2.6% | 0% |

19 of our Care Leavers are attending University

POST 16

ATTENDANCE & EXCLUSIONS – Admissions Protocol



2017-18 Protocol for
the Admission of Look

Welfare Call now monitors attendance and provides assessment for all of our Looked After Children. This allows VS to obtain 100% of the daily attendance at all times. The ability to monitor the attendance of children placed in residential settings/ homes also enables the Virtual School to challenge the setting and its effectiveness whilst the child/children are being educated.

Education Welfare Service intervenes where attendance is affected or likely to be effected through weekly Attendance Action Plans.

In the academic year 2016/2017, the overall attendance rate for Looked After Children was 91.2% which is 1.6% lower from the previous year.

However the following needs to be taken into account. In 2016/17 no attendance data for 33 pupils and 24 no records for 2015/16. Welfare Call are collecting data on all our pupils and a full data set will be available for 2017/18.

There have been 4 Looked After Children permanently excluded during 2015/16 and a similar picture in 2016/17.

Total number of PX for year 16/17 is:

Number of Permanently Excluded Looked After Children: 4 (2.8%)

Number of children becoming Looked After Children following a permanent Exclusion: 1 (0.7)

Total: 5 (3.5%)

Looked After Children Admission Protocol is now in place - now extended to include previously looked after.

Attendance Action Plans being used with targeted YP with poor attendance.

YO's access to a suitable education provision is being tracked and monitored more effectively.

Investigation into the over use of the B code in school registers has been undertaken. Work with schools to implement the correct use of codes has commenced.

Work with schools to ensure all LAC have access to a suitable full time education provision is underway.

All children's home set up with regular visit from the EWO.

PEP Co-ordinators work in collaboration with the EWO on attendance matters.

School Attendance training has been provided to new Social Workers.

- To ensure there are effective systems in place to collect FTX data via ONE and ePEP. Schools will be contacted who do not currently feed into ONE to gather this data
- Review to take place of Alternative Provision arrangements to ensure the Local Authority can fulfil its statutory functions in accordance with s19 EA 1996
- To ensure there is representation of the LA (as Corporate Parent) at every SDC/IRP involving a Looked After Child child.
- All Alternative Provision used will be robustly monitored under the commissioning framework, reports from commissioners fed back to the VSH and where provision falls short of good quality (identified in the SLA) appropriate action plans will be in place to address concerns.
- To ensure Social Care monitor children's attendance and provide appropriate challenge and support to residential settings and care placements where attendance is a cause for concern.
- To minimise the requirement to change schools mid-year, especially at KS4 and where such a change is required that the child has a secured school place within 20 days.
- The Local Authority has committed to the recruitment of a court officer to ensure appropriateness of prosecutions
- To ensure the total number of days lost to education during a placement move is no more than 2 as there will be appropriate transitional arrangements in place before such moves take place.
- To ensure social workers and PEP Coordinators are aware of their role in securing a school place when considering changing a child's care placement
- Reduce fixed term exclusions and ensure no permanent exclusion is administered.
- Use of additional/alternative provision to avoid exclusions and the impact is regularly monitored to ensure its effectiveness when directing to off-site provision to improve behaviour
- To use a flagging system to identify Looked After Children with 5 or more days fixed term exclusions
- Evaluation of Attendance Action plans to be undertaken to ensure system is efficient and effective. Case study approach to be used.
- Work with schools on the use of alternative education provision and appropriate use of registration codes to continue.
- EWO to provide challenge to schools to ensure their internal Education Welfare resources prioritise Looked After Children's attendance.
- All pupils in children's homes to be monitored and escalated if they do not have access to suitable full time education.
- Advice and guidance for schools in relation to exclusions of Looked After Children to be provided by the EWO.
- Effective and regular reporting and

| | | monitoring of attendance to be undertaken. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EARLY YEARS PROVISION How well children achieve including SEND. How well the provision contributes to children's physical and emotional health, safety and well-being, including SMSC. Quality of leadership | Strengths <ul style="list-style-type: none"> 69% of children achieve a good level of development at the end of the Foundation Stage. In Malvern, Bromsgrove and Wychavon this exceeds 70%. 96% of settings in Worcestershire currently judged good or outstanding. 96% of funded 2 year olds are accessing good or outstanding settings. EY PEP introduced to settings EY evaluation toolkit introduced Settings with Looked After Children visited to introduce EY PEP and evaluation toolkit Cluster group for settings with Looked After Children introduced Social Workers advised when settings attended by Looked After Children are judged less than good Video Interaction Guidance project run by Education Psychologists have supported 6 EYFS children and is currently being evaluated for impact on individual children and setting practice. Database of all EYFS Looked After Children is in place and updated termly. Data is used to target settings for EY Looked After Clusters and identification of children who participated in the VIG Educational Psychology project. | Areas for Development <ul style="list-style-type: none"> Explore ways of sharing data so that we have better information about which settings our Looked After Children are attending. Improve EYFSP data to identify all Looked After Children Establish a process for recording progress of our Looked After Children. Improve EYFSP data to identify children who accessed EYPP Monitor claim and use of EYPP Completed EY PEP's to be collected and progress to be tracked. To establish clear protocol for supporting individual Looked After Children who do not meet Inclusion team criteria of support. |
| | 5-16yrs <ul style="list-style-type: none"> 87% of our young people are in Good & Outstanding schools Termly DT Training Termly PP briefings VSHT attends FAAP Meeting to raise the profile of Virtual School and work together to create a greater working partnership by celebrating successes and identifying any barriers. | <ul style="list-style-type: none"> Ensure no Looked After Pupils are in 'Required to Improve' schools unless there are exceptional circumstances and appropriate interventions are utilised to demonstrate impact and progress. School effectiveness fulfils their contractual requirements to those schools that are underperforming or are at risk of entering the RI category or below. |
| POST 16 | <ul style="list-style-type: none"> Dedicated resource from the Post 16 Engagement Team to support PEP Co-ordinators | <ul style="list-style-type: none"> Arrangement of regular joint team meetings to share information, flag up issues and identify where there is a cause for concern e.g. risk of NEET Outline of business case to be developed regarding the establishment of Virtual College. |
| | <ul style="list-style-type: none"> Co-location of teams enables PEPCos to get advice and support from P16 Eng. Team quickly and efficiently and teams share information. | <ul style="list-style-type: none"> Post16 Engagement team to support all of our young people in schools. |
| | <ul style="list-style-type: none"> Robust "handover" at critical points e.g. in summer term of Yr. 11; early signposting (from Y9) to P.16 Team ensures that our young people are followed up to ensure they have made the transition to Post 16 education or training and are quickly supported if have not done so. | <ul style="list-style-type: none"> Monitor Possible joint action plan outlining roles of both teams and timelines over academic year e.g. when post 16 PEPs are due, handover arrangements. |

| STAKEHOLDER FEEDBACK To support judgements – from pupils, parents and wider community Fresh Air Project: <i>'I wanted to thank you for the great taster day last week. Our foster son didn't say much about it on Friday but over the week he has mentioned friends he made and that he wants to go this Friday which is a big thing for him. I just wanted to say thanks so much. Anything that helps with his self-esteem means so much to us.'</i> Literacy & Numeracy Workshops: <i>"Small groups, so easy to participate "</i> <i>"Finding out about the new terminology "</i> <i>"Making learning fun"</i> <i>"Talking about the methods used today"</i> <i>"How teaching has changed"</i> <i>"Provided us with apps to help</i> | What we do well | What we could improve |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • Support Carers in school provision or difficulties by challenging Head Teachers • Carers have a greater understanding and knowledge of PP+ and the impact it can have on educational outcomes. • The provision and support from the VS for Looked After Children has improved for the young people in the last 12 months • ePEP has improved the effectiveness of recording and reporting • Tighter controls on PP+ spending had an improved impact on our Looked After Children | <ul style="list-style-type: none"> • Collate regular feedback from services such as SENDIASS to identify schools causing concern • To regularly audit a sample of cases on a termly basis, and feedback is sought from all those involved. • Gather quantifiable feedback through survey monkey on a termly/yearly basis |
| | <ul style="list-style-type: none"> • Termly Carer Workshops (Attachment, SEND, Curriculum, Attainment & Progress, PP+) • Literacy & Numeracy Workshop for Carers • Providing a range of resources to help both Carers and children through Letterbox Parcels, On-line Learning (Nimbl – Pearson Tablets) | <ul style="list-style-type: none"> • To ensure all Carers have a clearer understanding and knowledge to support their children in making progress. |
| | <ul style="list-style-type: none"> • Recognition of Success and achievement – Well done postcards, Education Achievement Awards. | <ul style="list-style-type: none"> • To ensure schools actively recognise young people's achievements through corporate awards ceremonies |
| PRIORITIES FOR WHOLE SCHOOL DEVELOPMENT Key priorities identified through school performance review & evaluation – See SIP for further details. | Virtual School Improvement Plan 2017/18 Priority 1: Effectiveness of Leadership & Management Priority 2: To raise attainment & progress for all our Looked After Children (Outcomes) Priority 3: To engage partners in improvement of educational outcomes for Looked After Children Priority 4: To raise the profile of Worcestershire Virtual School | |

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Virtual School Improvement Plan

Priority 1: Effectiveness of Leadership & Management

| Key Objectives | Key Actions: How will this be achieved? (include Schools/Carers/Social Workers responsibility) | Lead | | Impact/Outcomes/ Progress/Date (hyperlink evidence) | Governors Monitoring RAG | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------|--------|--|--|
| | | VSH | BP | | Summer | Autumn | Spring | | |
| Provide strategic leadership and co-ordinate all stakeholder involvement for Looked After Children | Ensure Babcock Contract is being delivered effectively to improve pupil outcomes and establish accountability protocols with Babcock and Education Providers to account for the outcomes of Children in Care | / | | Roles & Responsibilities are clear within VS & Babcock and there is a clear structure for accountability for all those involved which lead to improve outcomes | | | | | |
| To monitor and improve educational provision for Children in Care to ensure that every Child in Care has the best opportunity to be the 'best they can be' | Babcock to oversee the educational attainment, record and monitor the educational progress of all Looked After Children (please see attached 2016 Data) | | / | A narrowing of the achievement gap between Worcestershire Looked After Children and their peers at all Key Stages is in line with national or statistical neighbours' performance | Predicted Targets: GCSE: Eng Lang: 14% Eng Lit: 12% Maths: 8% KS2: R: 35% W: 26% M: 26% | | | | |
| Continue to improve the effectiveness of the newly constituted VS Governing Body | Develop Governor Roles Knowledge of VS Governing Body & Accountability Monitor SIP/SEF/Outcomes | / | | Levels of professional challenge VSH & Babcock are explicit and governor monitoring of VSIP contributes to the new accountability structures | | | | | |

Virtual School Improvement Plan

| Key Objectives | Key Actions: How will this be achieved? (include Schools/Carers/Social Workers responsibility) | Lead | | Impact/Outcomes/ Progress/Date (hyperlink evidence) | Governors Monitoring RAG | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----|----------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------|--------|
| | | VSH | BP | | Summer | Autumn | Spring |
| Continue the work to raise expectations of what can be achieved by Babcock Colleagues, Schools, Social Care, Carers and our Young People. | Ensure VS Governing Body meetings are used to share vision and aspirations through improved services. | / | / | Shared Vision - All stakeholders report improvements in communication and collaborative working. | | | |
| Lead the implementation and development of ePEP System. | Evaluate the impact of SMART Targets and PP+ through a more effective, robust and consistently applied ePEP system in order to maximise accountability across all schools where our Looked After Children attend. Escalation process used where schools and/or social workers not fulfilling their statutory requirements. | / | / | QA of PEPs shows effective use of PP+ in at least 90% of schools and all schools understand how to link PP+ spend to PEP targets | | | |
| Evaluate and Improve the impact of a range of Projects & Training (Fresh AIR Project, Attachment Aware Schools Project, Attachment Training, Mentor Link, VIR Project) funded through VS. | Feedback Meetings with external providers Planning Meetings – Review future work | / | / | At least 75% of schools and carers involved in these projects report positive impact in the young persons identified/referred | | | |
| To develop jointly agreed challenging strategies where other agencies are not delivering adequate provision | Support Children’s Homes including providing reengagement with learning activities, advice & guidance to staff & attending team around the home meetings. Offers flexible multiagency working with partners | | / | New strategies are in place and case studies demonstrate their impact | | | |

Virtual School Improvement Plan

Priority 2: To raise attainment and progress for all our Looked After Children

| Key Objectives | Key Actions: How will this be achieved? (include Schools/Carers/Social Workers responsibility) | Lead | | Impact/Outcomes/ Progress/Date (hyperlink evidence) | Governors Monitoring RAG | | |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------|--------|
| | | VSH | BP | | Summer | Autumn | Spring |
| To improve educational outcomes for all our Looked After Children | Use Babcock School Effectiveness Team where appropriate to challenge and support schools in ensuring progress of these pupils is appropriate – on going through academic year. | | / | Robust ePEP in place to monitor and challenge all professionals. Quality assurance of PEPs will be carried out termly. | | | |
| | Ensure up to date effective and high quality PEPs that focus on educational outcomes and that all looked after children have such a PEP. | | / | A range of reports are produced by ePEP system, NCER & FFT | | | |
| | Provides direct work with individuals and groups of young people | | / | | | | |
| | Provides bespoke packages of individualised support agreed with the professional network | / | / | Demonstrable and effective systems are in place to track and analyse LAC and schools' performance in closing the gap, which supports the work of Babcock Prime and effectively evidences the impact. | | | |
| | Use Self-Evaluation Framework for evaluating the effectiveness of school's provision for our Looked After Children to identify a benchmark, highlight good practice and identify where supported is required. | / | / | | | | |
| | Progress of Looked After Children is closely tracked and monitored by the Virtual School and DT (Designated Teacher) e.g. Pupil Progress meetings in order to effectively evaluate the impact of provision on learning/wider outcomes and inform next steps. | | / | A narrowing of the achievement gap between Looked After Children and their peers at all Key Stages is in line with national or statistical neighbours' performance | | | |

Virtual School Improvement Plan

| Key Objectives | Key Actions: How will this be achieved? (include Schools/Carers/Social Workers responsibility) | Lead | | Impact/Outcomes/ Progress/Date (hyperlink evidence) | Governors Monitoring RAG | | |
|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------|--------|
| | | VSH | BP | | Summer | Autumn | Spring |
| Promote and monitor how the Pupil Premium is used to improve educational outcomes for each looked after child. | Challenge where appropriate and provide support to all educational establishments to ensure PP+ is spent effectively to raise standards and appropriately challenging attainment targets are set. | | / | PP+ is used effectively to narrow the gap. Analysis of PP+ spend, its impact on progress and identify exemplary schools with good practice. Share this best practice with school's needing support and training. | | | |
| | Records & monitors the educational progress of all our Looked After Children including impact of PP+ | | / | Educational progress of all LAC is shared by BC with key stakeholders at least termly | | | |
| | Deliver training to schools, children homes and other professionals | | / | Evidence of training and its impact through evaluations is shared with the VS HT and VS GB | | | |
| | Visits to targeted Secondary Schools and special schools with Worcestershire LAC to include monitoring of the use of Year 7 catch up funding and pupil premium | | / | Evidence of visits and outcomes of monitoring shared with VS HT and VS GB | | | |
| | Collate data to inform Virtual School on children who are at risk of underachieving or are not making good or better progress. (Please see attached 2016 Data) | | / | The gap between progress and attainment of LAC and that of their peers has narrowed so that the achievement of LAC is more in line with national averages | | | |

Virtual School Improvement Plan

| Key Objectives | Key Actions: How will this be achieved? (include Schools/Carers/Social Workers responsibility) | Lead | | Impact/Outcomes/ Progress/Date (hyperlink evidence) | Governors Monitoring RAG | | | | |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------|--------|--|--|
| | | VSH | BP | | Summer | Autumn | Spring | | |
| | <p>Target any Looked After Child in school who is at risk of exclusion and allocate resource</p> <p>Follow up visits to Worcestershire Secondary/AP/Special where there are concerns about progress being made or data not returned.</p> | | / | <p>Resources identified such as Academic Mentoring (Mentor Link) show impact for individual students.</p> <p>Follow up visits documented and shared with BC and VS GB</p> | | | | | |
| | Target LAC additional support and resource to these schools if appropriate and match Mentors to identify pupils who require additional support | / | / | <p>The curriculum is appropriately differentiated/ personalised in order to meet the young person's individual learning needs.</p> <p>Enhanced/additional provision to target specific needs is carefully monitored and demonstrates impact on learning/wider outcomes</p> | | | | | |
| | | | | Educational Outcomes are improved | | | | | |
| | Identify school-based Looked After Children 'Champions' who would facilitate School to School Support (Cluster/District/PEP Areas) | | / | At least 1 LAC Champion identified in each targeted area and feedback from them via a feedback form shows impact in the work of others | | | | | |

Virtual School Improvement Plan

| Key Objectives | Key Actions: How will this be achieved? (include Schools/Carers/Social Workers responsibility) | Lead | | Impact/Outcomes/ Progress/Date (hyperlink evidence) | Governors Monitoring RAG | | |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------|--------|
| | | VSH | BP | | Summer | Autumn | Spring |
| Improve attendance and reduce exclusions for our Looked After Children | Provide Mentoring support where required. | / | / | Attendance for LAC in Worcestershire increase from ? to ? in primary phase and ? to ? in secondary phase. Fixed term exclusions are reduced from ? to ? in primary phase and ? to ? in secondary phase. Permanent exclusions are reduced from ? to ? in primary phase and ? to ? in secondary phase | | | |
| | Provide Training for residential staff about their responsibilities as a Corporate Parent. | | / | | | | |
| | Training for School Staff (Wider School Team) – awareness and understanding of Attachment & needs of the Young Person | | / | | | | |
| | Mentor Link (Academic, Social & Emotional) | / | | | | | |
| | VS Conference Attachment Training Attachment Aware Schools Bill Say Training (4 x Workshops) | / | | | | | |
| | Where necessary negotiate supporting additional provision to maintain education placements and avoid exclusion | / | / | Examples of additional provision in place | | | |
| | Where necessary use value added projects providing educational outcomes to support school place | / | | The following re in place and have demonstrable outcomes for identified and referred LAC Fresh AIR Project Attachment Aware Schools Mentor Link VIG Project KIP McGrath 1-1 Tuition | | | |

Virtual School Improvement Plan

| Key Objectives | Key Actions: How will this be achieved? (include Schools/Carers/Social Workers responsibility) | Lead | | Impact/Outcomes/ Progress/Date (hyperlink evidence) | Governors Monitoring RAG | | |
|----------------|----------------------------------------------------------------------------------------------------------------|------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------|--------|
| | | VSH | BP | | Summer | Autumn | Spring |
| | Education Investigation Team intervenes in cases where attendance is either affected or likely to be affected. | / | / | Attendance Action Plans (90% or below) Provides direct work with individuals Welfare Call Attendance Monitoring | | | |
| | Dialogue with VS & VSH prior to exclusion – support & prevention required – reduced timetable. | / | / | The vast majority of schools make special arrangements to moderate inappropriate behaviour. Schools with inappropriate responses to LAC behaviour begin to develop alternatives | | | |
| | Regular reviews with Carers, VS and team around the child | | / | Case studies demonstrate this | | | |
| | Dialogue with Social Care & VST on pupil movement and placement. | / | / | Looked After Children receive a maximum of <u>2 days</u> break in education during placement moves. During this time work is provided so no learning is lost. | | | |

Virtual School Improvement Plan

Priority 3: To engage partners in improvement of educational outcomes for Looked After Children

| Key Objectives | Key Actions: How will this be achieved? (include Schools/Carers/Social Workers responsibility) | Lead | | Impact/Outcomes/ Progress/Date (hyperlink evidence) | Governors Monitoring RAG | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------|--------|
| | | VSH | BP | | Summer | Autumn | Spring |
| To work in partnership with all agencies and a shared responsibility for helping LAC to enjoy and make progress at least in line with national expectations their learning. | Social Care Training/Workshops on Admissions, School Placements, use of Pupil Premium Plus | | / | Evidence of the impact of improved interagency partnerships shared with VS HT and VS GB | | | |
| Work collaboratively with social care on personal education plans for LAC both in and out of county to ensure quality planning is achieved to maximise progress and attainment | All PEPs to be QA and scrutiny to identify LAC underachieving. | | / | QA of PEPs show ongoing quality improvement The DT monitors progress against PEP targets between PEP meetings and is pro-active in calling for early reviews of the PEP where there is a risk of targets not being met. Schools will be held to account termly for identifying and reporting LAC at risk of making slow academic progress or at risk of exclusion or poor attendance, as well as health, placement etc. The % LAC making expected progress increases in both English & Maths | | | |
| | Social care/IRO/Residential staff training on educational standards and expectations of PEP. | | / | | | | |
| | Monthly surgery/drop-ins | | / | | | | |
| | Ensure all social workers are aware that exclusions, attendance and under achievement of LAC should be reported through to the Virtual School for early intervention | | / | | | | |

Virtual School Improvement Plan

| Key Objectives | Key Actions: How will this be achieved? (include Schools/Carers/Social Workers responsibility) | Lead | | Impact/Outcomes/ Progress/Date (hyperlink evidence) | Governors Monitoring RAG | | |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------|--------|
| | | VSH | BP | | Summer | Autumn | Spring |
| To promote a culture of high expectations and aspirations for how LAC learn in their school setting. | Provide additional support and training to help schools and carers support children in their care to thrive. Foster Carer Literacy & Numeracy Workshops to provide support for children in their care. Ongoing workshops. EYFS Workshops with both Carers & Settings | | / | Best practice case study shared amongst schools Attendance at Workshops/Feedback Increases of benchmark Carers have a clearer understanding and knowledge to support their children in making progress. | | | |
| Build knowledge for schools to become expert in managing the difficulties LAC have in engaging with education | Provide training through KCA for all DTs and relevant professionals Continue to provide access to relevant and additional training so they can disseminate knowledge and understanding through schools and staff. Communicate through ongoing emails/newsletters to DTs | / | / | The majority of schools report improved understanding of strategies. | | | |
| Encourage Worcestershire Schools (10) to become Attachment Aware Schools and offer training across Worcestershire | Virtual School to fund 10 selected Worcestershire Schools (cross section) to participate in AAS Project. <ul style="list-style-type: none"> ○ Whole day INSET training: Attachment Awareness in Practice ○ Three Twilights on Emotion Coaching, Needs & Interventions, Building Resilience and Resilience Mapping ○ Action Research | / | | Impact of training in schools monitored and evaluated in order to promote further partnership working across the county. Virtual School to signpost schools for good practice visits with effective Attachment Aware Schools | | | |

Virtual School Improvement Plan

| Key Objectives | Key Actions: How will this be achieved? (include Schools/Carers/Social Workers responsibility) | Lead | | Impact/Outcomes/ Progress/Date (hyperlink evidence) | Governors Monitoring RAG | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----|-------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------|--------|--|--|
| | | VSH | BP | | Summer | Autumn | Spring | | |
| Work with external partners to provide educational projects to enhance and improve literacy and numeracy outcomes. | Letterbox will be used to offer reading and maths development opportunities from Year 1 to Year 7 working in partnership with Worcestershire Library Service | / | / | Increase the motivation and engagement of reluctant readers and writers to engage and enjoy reading and writing. | | | | | |
| | Extended the use of tablet technology to support under-performing Looked After Children in reading, writing and maths (Student Explorer, Pearsons). | | / | Improve outcomes in reading and writing and maths | | | | | |
| | Launch of Children's University through VS Conference & Attachment Training Worcester University & Joint partners to deliver a range of learning opportunities for our young people KS3 & 4 College and University Workshops/Summer Schools | | / | At least 50 Passport to Learning will be issued. VS & CUM will track pupil participation in internal and external activities. | | | | | |
| | HE & FE (Worcestershire Colleges), Apprenticeship, Workforce development | | | | | | | | |
| To develop links with EPS and SEND to ensure effective implementation of their role in supporting LAC to access full time education | Work with EPS (Babcock Prime) to ensure consistent training and support provided to schools. | | / | All LAC with significant emotional or educational needs have the support of an EP to support schools to tailor provision | | | | | |
| | Develop close links with EPS (Babcock Prime) to ensure LAC in need of this support has access to an EP in a timely fashion. | | / | | | | | | |
| | Continue to work with SEND to ensure access to funding is available to support crisis situations and prevent exclusion of LAC and lost learning. | | | | | | | | |

Virtual School Improvement Plan

| Key Objectives | Key Actions: How will this be achieved? (include Schools/Carers/Social Workers responsibility) | Lead | | Impact/Outcomes/ Progress/Date (hyperlink evidence) | Governors Monitoring RAG | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------|--------|
| | | VSH | BP | | Summer | Autumn | Spring |
| Work with Worcestershire SEND Team & Special Schools to develop a tracking and monitoring documentation and process for LAC with SLD and PMLD | Work with SEND team to further refine the tracking report for LAC on alternative provision | | | All Looked After Children with SLD/PMD progress is centrally tracked and monitored by Babcock SEND & VS Team No Looked after Child is denied FT education provision due to lack of Educational Psychologist/SEN Support | | | |
| | Offer support to those Special Schools/settings through visits/phone calls where data indicates a concern with a young person's progress or attainment | | / | | | | |
| | Attend Special Schools Head's meetings to: <ul style="list-style-type: none"> ○ Agree appropriate criteria to measure the progress of SLD and PMLD LAC each term ○ Development of a simple appropriate data return format and process | / | / | | | | |
| | Use termly returns to inform the judgement on expected progress for LAC with SLD and PMLD | | / | | | | |

Virtual School Improvement Plan

Priority 4: To raise the profile of Worcestershire Virtual School

| Key Objectives | Key Actions: How will this be achieved? (include Schools/Carers/Social Workers responsibility) | Lead | | Impact/Outcomes/ Progress/Date (hyperlink evidence) | Governors Monitoring RAG | | |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------|--------|
| | | VSH | BP | | Autumn | Spring | Summer |
| Positive and strong relationships with all professionals. | KCA Attachment Training & Virtual School launch | / | | Feedback from at least 90% key stakeholders who are formally questioned states that the VS has had a higher profile over the academic year | | | |
| | Virtual School Workshops/Drop-ins | / | / | | | | |
| | VS Governing Body | / | | | | | |
| | Virtual School Conference | / | | | | | |
| Support and advice for all parties. | Foster Carers' Conference | / | | Improved levels of support and advice can be demonstrated by BC | | | |
| | Launch VS Website/termly newsletters/Handbook | | / | | | | |
| | Attend Cluster Head's meetings/briefings to support and challenge schools | / | / | | | | |
| To celebrate the achievements of our Young People. | Work in close collaboration with Carers, Foster Agencies & Social Care. | / | / | Awards evening successful | | | |
| | Awards Evening for our Looked After Children, Carers & all professionals involved. | / | | | | | |
| | New website that is more informative, more interactive and has more impact and information and signposting. The new website to be more in line with a 'school' website and to link direct from WCC/Babcock site | | | New dedicated website created which meets the criteria. Website launched with senior reps from WCC BC and schools. | | | |

**CORPORATE PARENTING BOARD
30 NOVEMBER 2017**

**JOINT SOCIAL CARE AND HOUSING PROTOCOL FOR
CARE LEAVERS**

Recommendation

- 1. The Corporate Parenting Board is asked to**
 - a) Endorse the protocol, and
 - b) Support key aims of the protocol:
 - To develop jointly commissioned training flats
 - To jointly commission emergency temporary accommodation for care leavers aged over 18 to as a direct alternative to the use of B&B
 - To agree a robust 'Prevention of Eviction' process for Care Leavers, applied across Strategic Housing, Housing Providers and Children, Families and Communities

Background

2. This protocol extensively updates the original Worcestershire Joint Protocol for Care Leavers initially written in 2013, which was an addendum to the Worcestershire Joint Protocol for Homeless Young People. The protocol is now an independent document.
3. This revision was undertaken jointly by the Local Housing Authorities and representatives from Childrens, Families and Communities.
4. The protocol is a key part of the Worcestershire's Care Leaver Strategy 2017-2019. It clarifies the legal framework within which Childrens, Families and Communities and the Local Housing Authorities operate, confirms our collective corporate parenting responsibilities towards care leavers and translates those duties into practice.

Purpose of the Joint Protocol

5. In Worcestershire, it is recognised that responsibility for care leavers is shared across agencies and that as corporate parents we all are responsible for preparing young people for the transition to independence and leaving care.
6. The Joint Protocol is an agreement between the Local Housing Authorities (and those providing services on their behalf) and Childrens, Families and Communities which:

- Affirms our corporate parenting approach to care leavers and provides a shared commitment to ensure our young people achieve the best outcomes possible;
- Establishes and defines the roles and responsibilities of statutory agencies towards care leavers
- Ensures there is effective partnership working for planning and supporting young people's progression from looked after accommodation to independence, as well as the mechanisms for review and contingency
- Sets out our commitment to jointly develop services for care leavers;

Benefits

7. The benefits of having a joint protocol are:

- A clearer understanding of roles and responsibilities for officers of the Childrens, Families and Communities and the Local Housing Authorities;
- Creates a partnership approach to ensuring young people's needs are assessed, understood, and they are supported to access accommodation appropriate to their needs; reducing the risk of homelessness via preparation, planning and supporting sustainable transitions towards independence;
- Aims to end the use of inappropriate accommodation, with the explicit aim of ending the use of bed and breakfast type accommodation;
- Aims to make the most efficient and effective use of resources and time;
- Ensures data is collected and analysed to inform future strategy and commissioning activities

Outcomes

8. The outcomes for young people are:

- Care leavers will be aware of their accommodation options (as to set out in our Local Offer) and be actively involved in their plan.
- Care leavers will have better planned transitions to independence supported by accurate and up-to-date Pathway Plans which clearly reflect their views and information from the professionals supporting them.
- On-going support to ensure accommodation is matched to need and sustained with a personalised support package;

- Assertive (joined up) prevention of accommodation breakdown and planned move on where required
- Reduced risk of homelessness and rough sleeping;
- Access to safe, secure and appropriate emergency accommodation, if accommodation arrangements do break down.

Next Steps

- Develop more jointly commissioned services (such as training flats)
- Jointly commission emergency temporary accommodation for care leavers aged over 18 to as a direct alternative to the use of B&B
- Develop and agree a robust 'Prevention of Eviction' process for Care Leavers, applied across Strategic Housing, Housing Providers and Children, Families and Communities

Contact Points

County Council Contact Points

County Council: 01905 763763

Worcestershire Hub: 01905 765765

Specific Contact Points for this report

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Supporting Information

- Joint Social Care and Housing Protocol for Care Leavers

Background Papers

- None

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**CORPORATE PARENTING BOARD
30 NOVEMBER 2017**

CARE LEAVERS WISH LIST

Recommendation

1. **The Board is asked to**
 - a) **Adopt the Care Leaver's Wish List**
 - b) **Ensure that this wish list is progressed**
 - c) **Receive regular updates from the Care Leavers Service**

Background

2. A presentation was made to the October Corporate Parenting Board by four care leavers, their Personal Advisers and managers from the Care Leavers Service. During this presentation a 'wish list' was read out that it was believed would greatly assist care leavers to make the transition into adult life
3. The Corporate Parenting Board asked for this wish list to be brought back to the November meeting for further consideration
4. The Care Leavers Wish List is:
 - Progress the work around subsidising council tax for care leavers
 - Extend training flats county wide
 - Joint commission with housing for those young people with the most complex needs
 - Will and commitment to have a joined up Prevention of Eviction policy
 - Consider the Pathway Plan as core document in a young person's Looked After Review.
 - IROs to ensure completion and quality of pathway plans
5. The Corporate Parenting Board is asked to consider adopting this list and supporting the progression of this
6. The Corporate Parenting Board is asked to receive regular updates from the Care Leavers Service and Partners about progress

Contact Points

County Council Contact Points
County Council: 01905 763763
Worcestershire Hub: 01905 765765

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**CORPORATE PARENTING BOARD
30 NOVEMBER 2017**

CORPORATE PARENTING DISTRICT EVENTS

Recommendation

- 1. The Board is asked to note the information in this report and for the Board to support each District Event.**

Background

2. The Chairman, Cllr Anne Hingley, is chairing the Cross-Party Corporate Parenting group which is attended by an elected member from each district across Worcestershire. Elected Member attendance is as follows:

Cllr Fran Oborski – Wyre Forest
Cllr Stephen Mackay – Worcester City
Cllr Charles Hotham – Bromsgrove
Cllr Pattie Hill – Redditch
Cllr Lucy Hodgson – Malvern Hills
Cllr Rob Adams – Wychavon

3. The group is also attended by Officers from the Children, Families and Communities Directorate including Jake Shaw (Assistant Director), Andrew Tombs (Independent Reviewing Unit and Quality Assurance), Paul Finnemore (Commissioning Manager, Young People), Sally Clewes (Participation and Engagement Co-ordinator) and Luke Willetts (Transformation Lead).

4. The purpose of the group is to raise awareness of Corporate Parenting among Elected Members and to arrange events in each district across Worcestershire to enable Looked After Children, their carers and Care Leavers to come together and meet their local Members.

5. Two events have taken place so far:

Wychavon (October Half Term)

An archaeological test-pit dig over 2 days with a 3rd day at The Hive examining what the children had discovered during their dig. There are plans for there to be a further one of these events in the Easter period as some children couldn't attend due to it being half term. Following the event, feedback was excellent from both the children who attended and the Elected Members.

Wyre Forest (Sunday 19th November)

An afternoon party with activities including bouncy castle, face painting, disco and indoor archery with pizza and salad provided.

2018 events

There will be events in the remaining districts during early 2018. Meetings are being scheduled in late November/early December with the respective Councillors from each district to begin preparations. The Councillors are leading on each event in terms of ideas and planning/preparation with support from officers at County Hall where needed. There is also discussion about a one off event specifically targeted for Care Leavers to be planned with young people and the Care Leavers Service.

Contact Points

County Council Contact Points

County Council: 01905 763763

Worcestershire Hub: 01905 765765

Specific Contact Points for this report

Name: Jake Shaw Job Title: Assistant Director, Provider Services

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**CORPORATE PARENTING BOARD
30 NOVEMBER 2017**

WORK PROGRAMME

| | Agenda Item | Lead |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| 8 February 2018 | | |
| | Quarter 3 Data - Looked After Children, Care Leavers and Placements - District Data – Looked After children and Care Leavers | Jake Shaw and Tina Russell |
| | Care Leavers Housing and Accommodation Update | Strategic Housing Officers and Care Leavers Service |
| | Consultation and Engagement Updates | Barbara Carter and Sally Branchflower |
| | Healthy Care Steering Group Annual Report | Stuart Watkins |
| 22 March 2018 | | |
| | In Touch Visit– CPB member will each have an arranged observation/experience of front line. E.g. Attending a Looked After Childrens Review, Carer Leaver Pathway meeting, home visit to a Looked After Child or Care Leaver, visit to a residential Children's, or supported living placement. These activities we help will provide all members with an opportunity to "keep in touch" with what is happening in service for our Looked After Children and Care Leavers | |
| 7 June 2018 | | |
| | Quarter 4 Data - Looked After Children, Care Leavers and Placements - District Data – Looked After children and Care Leavers | Jake Shaw and Tina Russell |
| | Meeting takeover by Youth Voice Groups - Survey - Work of Youth Voice Groups - Future work and support required - | Sally Clewes, Alison Brill and Youth Voice Groups |

AGENDA ITEM 9

| | | |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| | Corporate Parenting Board 2016/17 Annual Report | Andy Roberts and Jake Shaw |
| | Update on NEET, work experience and apprenticeships | Judy Chadwick and Babcock |
| 12 July 2018 | | |
| | Quarter 1 Data - Looked After Children, Care Leavers and Placements - District Data – Looked After children and Care Leavers | Jake Shaw and Tina Russell |
| | | |
| 11 October 2018 | | |
| | Quarter 2 Data - Looked After Children, Care Leavers and Placements - District Data – Looked After children and Care Leavers | Jake Shaw and Tina Russell |
| | Independent Reviewing Officers (IRO) Annual Report 2016/17 | Andrew Tombs |
| 29 November 2018 | | |
| | Virtual School - Annual Virtual School Report - Worcestershire Virtual Self-evaluation Summary 2016/17 - Virtual School Improvement plan 2017/18 | Gwen Fennell |
| | | |
| January 2019 | | |
| | Quarter 3 Data - Looked After Children, Care Leavers and Placements - District Data – Looked After children and Care Leavers | Jake Shaw and Tina Russell |
| | | |
| March 2019 | | |
| | Placements and Sufficiency - Fostering, Residential and Outreach | Jake Shaw and Barbara Carter |
| | | |
| April 2019 | | |
| | Quarter 4 Data | Jake Shaw and Tina Russell |

AGENDA ITEM 9

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| | <ul style="list-style-type: none">- Looked After Children, Care Leavers and Placements- District Data – Looked After children and Care Leavers | |
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