## 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

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

➢ 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.

**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<br>11:00am-12:30pm<br>1:30-3:00pm<br>3:30-5:00pm | County Hall |
| Thursday 16 February | 9:30-11:00am<br>11:30am-1:00pm | County Hall |
| Tuesday 28 February | 9:00-10:30am<br>11:00am-12:30pm<br>1:30-3:00pm<br>3:30-5:00pm | County Hall |
| Wednesday 1 March | 9:30-11:00am<br>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 |
|---|---|---|---|
| 4th May | 10:00am-2:30pm | Attachment & Education | The Simply Limitless Wellbeing Centre, Kidderminster |
| 19th September | 10:00am-2:30pm | SEND Support & Guidance | Arrow Vale Visiting Centre Redditch |
| 17th 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:
  o   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.

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

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

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

**Cross-Curricular:**

**Geography:** – map reading and orienteering in our onsite orienteering

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

**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*

*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'*

*'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 tis 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

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.**

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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Barlow, J. and Schrader-McMillan, A. (2010) *Safeguarding Children from Emotional Maltreatment: What Works?* London: Jessica Kingsley Publishers.

Department of Health (2015) *Future in Mind: Promoting, protecting and improving children and young people's mental health and wellbeing,* (Gateway No: 02939).

Kennedy, H. (2011) 'What is Video Interaction Guidance (VIG)?' in H. Kennedy, M. Landor and L. Todd (Eds.) *Video Interaction Guidance,* London: Jessica Kingsley Publishers.

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 interaction s for supporting the child you work with

**Ability to identify strategies before VIG**

| 0 | 1 | 2 | 3 | 4 | 5 | 6 |

Low                                                      High
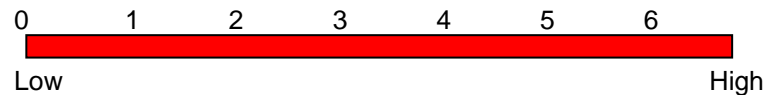
**Ability to identify strategies during VIG**

| 0 | 1 | 2 | 3 | 4 | 5 | 6 |

Low                                                      High
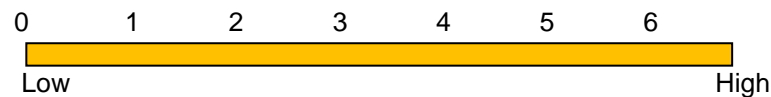
**Ability to identify strategies after VIG**

| 0 | 1 | 2 | 3 | 4 | 5 | 6 |

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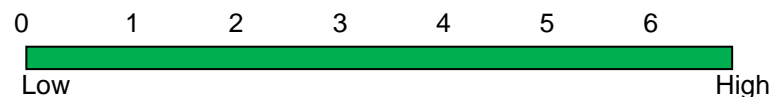
2. Please rate your confidence to enable quality interactions with the child you work with

**Confidence before VIG**

| 0 | 1 | 2 | 3 | 4 | 5 | 6 |

Low                                                      High
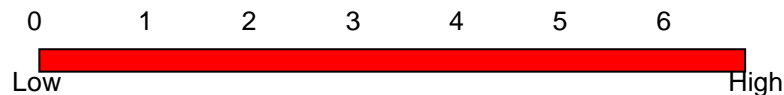
**Confidence during VIG**

| 0 | 1 | 2 | 3 | 4 | 5 | 6 |

Low                                                      High
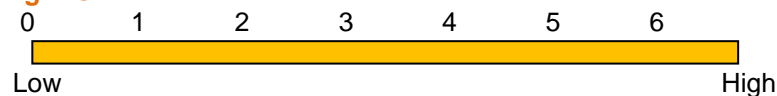
**Confidence after VIG**

| 0 | 1 | 2 | 3 | 4 | 5 | 6 |

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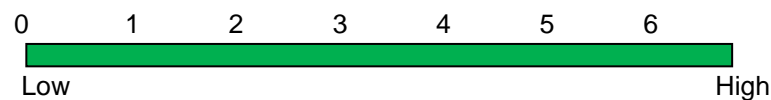
3) Do you feel that VIG was an effective intervention?

   **YES/NO**

4) Would you use VIG again?

   **YES/NO**
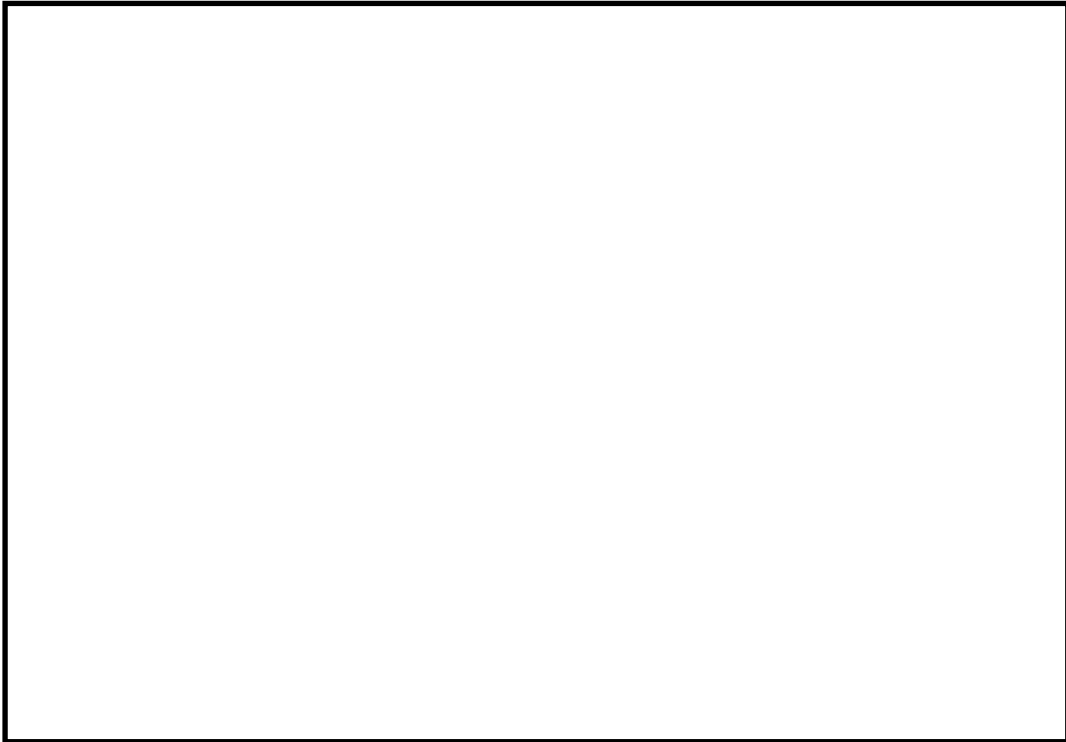
5) Would you recommend VIG to a colleague?

   **YES/NO**
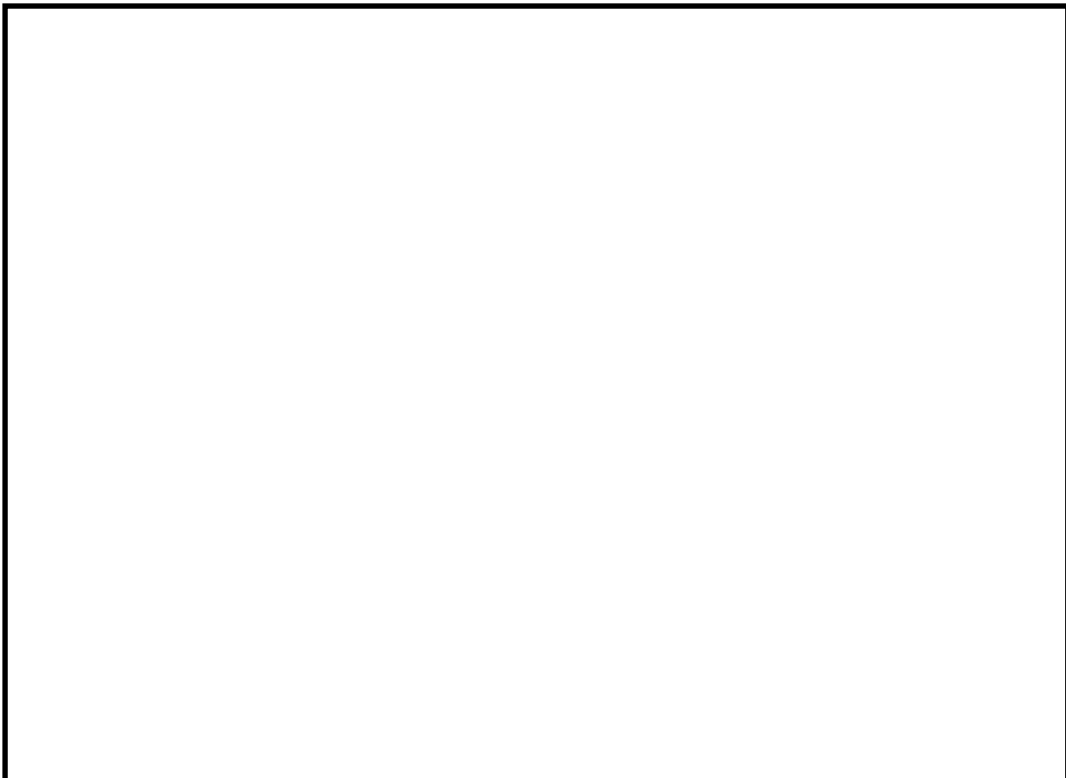
6) Please tell us about your VIG experience in the box below

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)



| Placement | % |
|---|---|
| Foster Care | 61% |
| Relative or Friends | 17% |
| Residential | 14% |
| Placed with parents | 4% |
| Independent / supported living | 2% |
| Placed for adoption | 1% |
| Other | 1% |
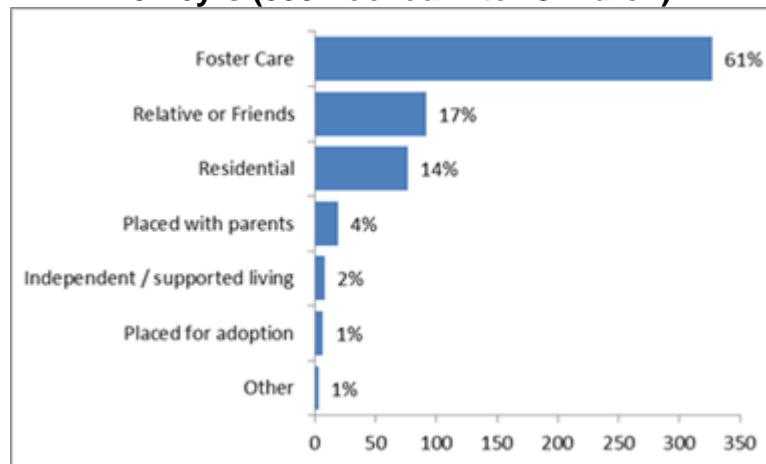
### All Years (795 Looked After Children)



| Placement | % |
|---|---|
| Foster Care | 56% |
| Relative or Friends | 17% |
| Residential | 10% |
| Independent / supported living | 6% |
| Placed with parents | 5% |
| Placed for adoption | 4% |
| Other | 1% |
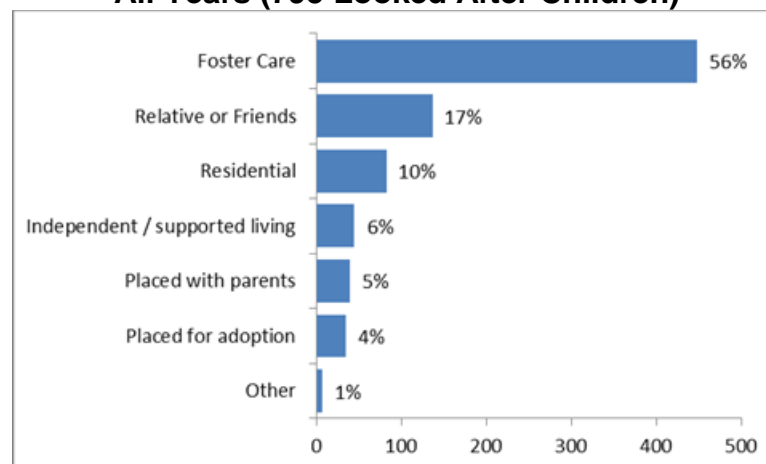
There are two in secure accommodation – included in the "other" category, which also includes NHS/Health provision.

**Number of Placement moves since being in Care**



Placement Moves Since Care Start
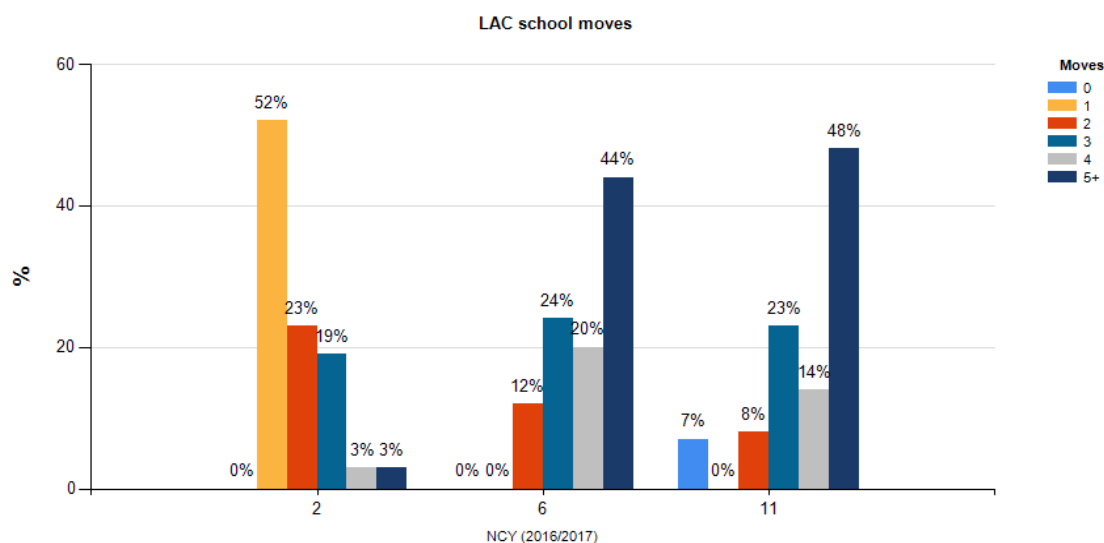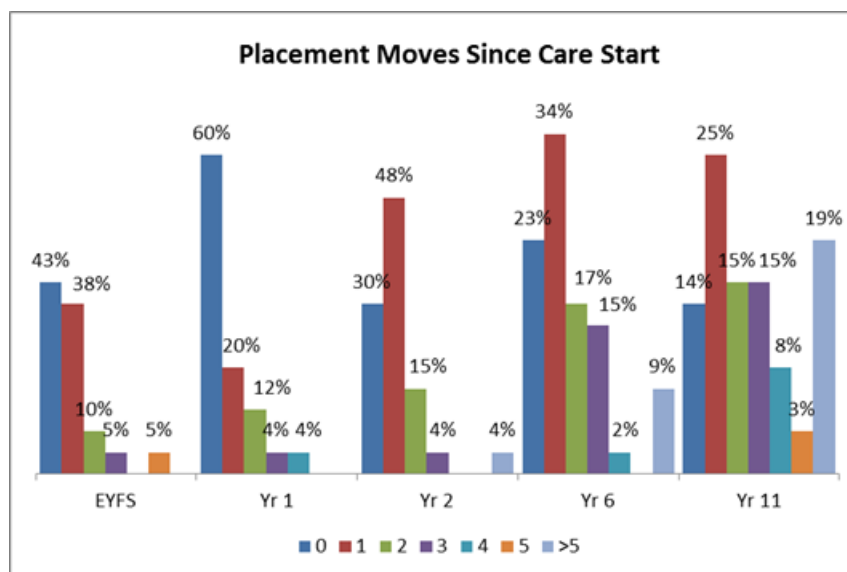


LAC school moves

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.

**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**

**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

### 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)

| | | 2016 | | 2017 | |
|---|---|---|---|---|---|
| **Area of Learning** | **Learning Goal** | **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 |

| | 2016 CLA | All | 2017 CLA | All |
|---|---|---|---|---|
| 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.

## Learning Goal Average Point Scores 2016-17

| Learning Goal | All Pupils 2016 | CLA 2016 | All Pupils 2017 | CLA 2017 |
|---|---|---|---|---|
| Listening and attention | 2.10 | 1.65 | 2.08 | 1.64 |
| Understanding | 2.11 | 1.59 | 2.08 | 2.00 |
| Speaking | 2.05 | 1.71 | 2.03 | 1.91 |
| Moving and handling | 2.07 | 1.59 | 2.05 | 1.64 |
| Health and self-care | 2.14 | 1.59 | 2.09 | 1.82 |
| Self-confidence/awareness | 2.10 | 1.76 | 2.06 | 1.82 |
| Manage feelings/behaviour | 2.07 | 1.76 | 2.02 | 1.64 |
| Making relationships | 2.08 | 1.71 | 2.04 | 1.73 |
| Reading | 1.99 | 1.53 | 1.95 | 1.45 |
| Writing | 1.84 | 1.35 | 1.82 | 1.36 |
| Numbers | 1.95 | 1.35 | 1.93 | 1.55 |
| Shape, space and measures | 1.99 | 1.53 | 1.95 | 1.55 |
| People and communities | 2.01 | 1.47 | 1.98 | 1.73 |
| The world | 2.04 | 1.41 | 2.01 | 1.91 |
| Technology | 2.07 | 1.76 | 2.09 | 1.73 |
| Exploring media/materials | 2.06 | 1.71 | 2.05 | 1.73 |
| Being imaginative | 2.05 | 1.59 | 2.03 | 1.73 |

■ All Pupils 2016    ■ CLA 2016    ■ All Pupils 2017    ■ CLA 2017

33

**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 |

## EY Average Points Scores 2017



| Category | CLA SEN | All SEN | CLA No SEN | All No SEN |
|---|---|---|---|---|
| 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 |
| Moving and handling | 1.33 | 1.58 | 1.67 | 2.11 |
| Health and self-care | 1.33 | 1.66 | 1.83 | 2.15 |
| 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 |
| Reading | 1.33 | 1.42 | | 2.02 |
| Writing | 1.33 | 1.31 | 1.33 | 1.89 |
| Numbers | 1.33 | 1.46 | 1.50 | 1.99 |
| Shape, space and measures | 1.33 | 1.47 | 1.67 | 2.01 |
| 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 |
| Exploring media/materials | 1.33 | 1.63 | 1.83 | 2.11 |
| Being imaginative | 1.33 | 1.59 | 1.83 | 2.09 |

■ CLA SEN ■ All SEN ■ CLA No SEN ■ All No SEN

**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 |

| | CLA Boys | All Boys | CLA Girls | All Girls |
|---|---|---|---|---|
| Percent Achieving Good Level of Development | 60.0 | 63.3 | 16.7 | 76.4 |

EY Average Points Scores 2017

| Category | All Boys | CLA Boys | All Girls | CLA Girls |
|---|---|---|---|---|
| Listening and attention | 1.99 | 1.60 | 2.17 | 1.67 |
| Understanding | 2.01 | 1.80 | 2.15 | 2.17 |
| Speaking | 1.97 | 1.60 | 2.10 | 2.17 |
| Moving and handling | 1.96 | 1.60 | 2.14 | 1.67 |
| Health and self-care | 2.03 | 1.60 | 2.16 | 2.00 |
| Self-confidence/awareness | 1.99 | 1.60 | 2.13 | 2.00 |
| Manage feelings/behaviour | 1.94 | 1.60 | 2.12 | 1.67 |
| Making relationships | 1.96 | 1.60 | 2.11 | 1.83 |
| Reading | 1.89 | 1.60 | 2.01 | 1.33 |
| Writing | 1.74 | 1.60 | 1.91 | 1.17 |
| Numbers | 1.92 | 1.60 | 1.93 | 1.50 |
| Shape, space and measures | 1.93 | 1.60 | 1.97 | 1.50 |
| People and communities | 1.93 | 1.60 | 2.04 | 1.83 |
| The world | 1.99 | 1.80 | 2.03 | 2.00 |
| Technology | 2.10 | 1.60 | 2.07 | 1.83 |
| Exploring media/materials | 1.94 | 1.60 | 2.17 | 1.83 |
| Being imaginative | 1.93 | 1.60 | 2.14 | 1.83 |

■ All Boys　■ CLA Boys　■ All Girls　■ CLA Girls

### 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.
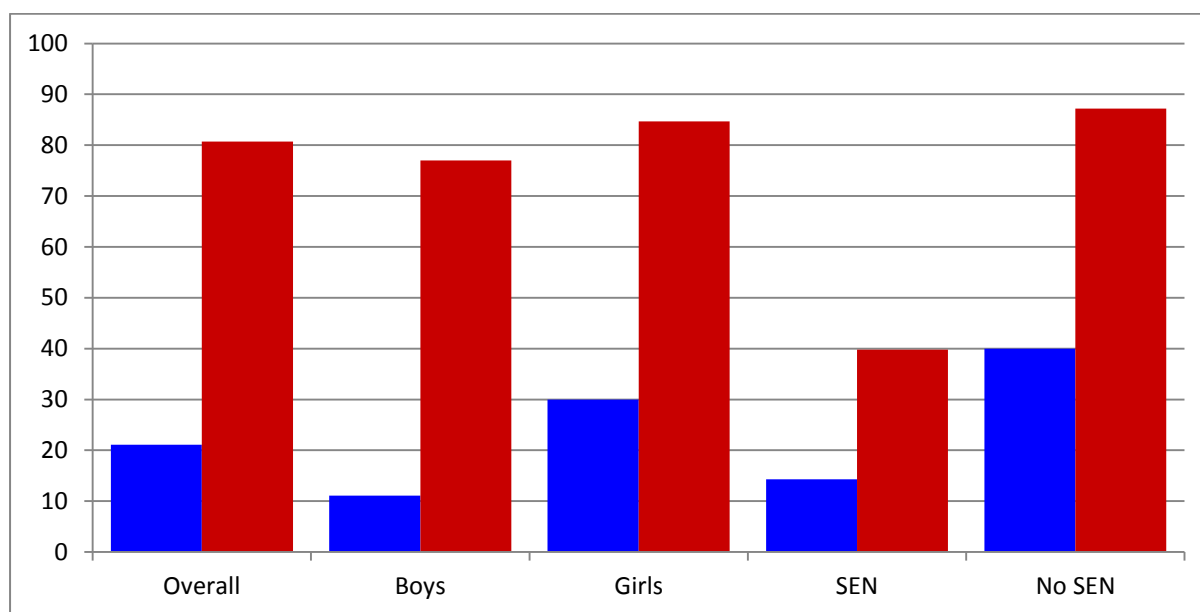
### KS1

### 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 |

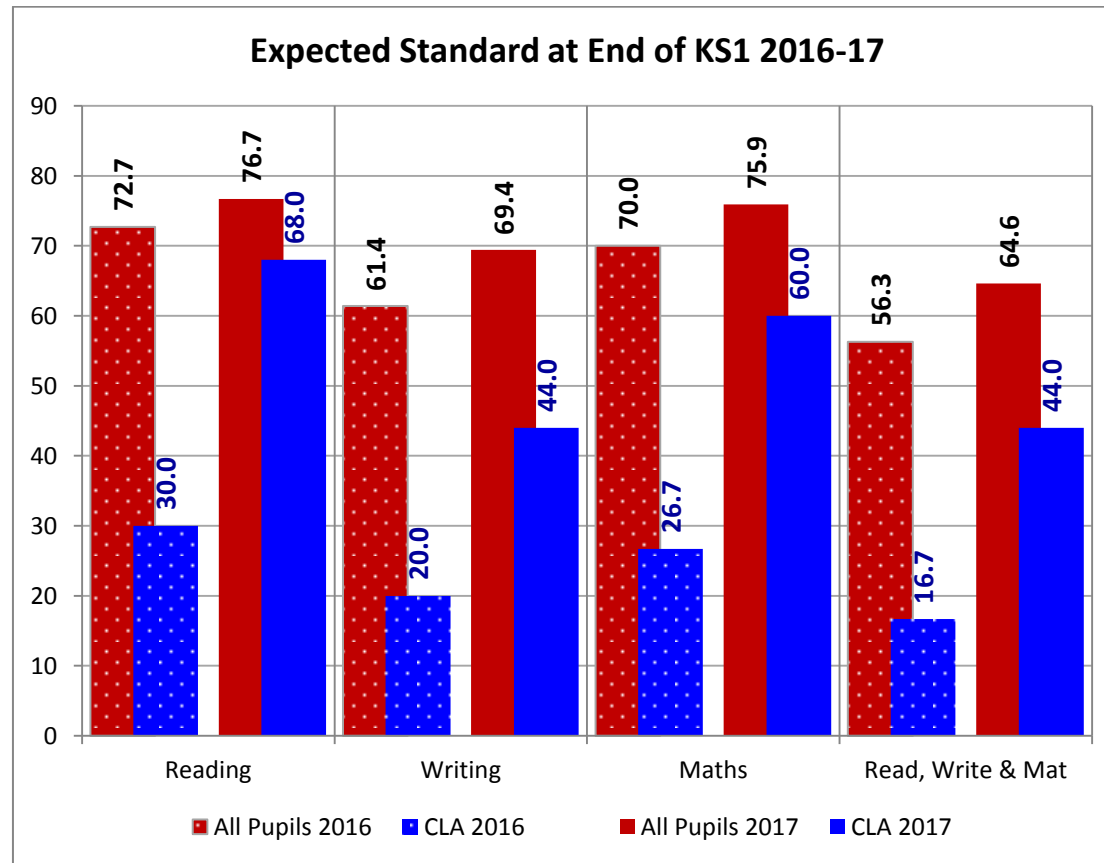| 2017 | All Pupils | | | | | CLA | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Overall | Boys | Girls | SEN | No SEN | Overall | Boys | Girls | SEN | No SEN |
| Reading | 76.7 | 73.4 | 80.2 | 32.4 | 84.4 | 68.0 | 67.7 | 69.2 | 25.0 | 88.2 |
| Writing | 69.4 | 63.0 | 76.2 | 21.5 | 77.7 | 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.

**Expected Standard at End of KS1 2016-17**



Legend: ■ All Pupils 2016  ■ CLA 2016  ■ All Pupils 2017  ■ CLA 2017

| Category | All Pupils 2016 | CLA 2016 | All Pupils 2017 | CLA 2017 |
|---|---|---|---|---|
| Reading | 72.7 | 30.0 | 76.7 | 68.0 |
| Writing | 61.4 | 20.0 | 69.4 | 44.0 |
| Maths | 70.0 | 26.7 | 75.9 | 60.0 |
| Read, Write & Mat | 56.3 | 16.7 | 64.6 | 44.0 |

Expected Standard at End of KS1 2017

## Expected Standard at End of KS1 2017

| | Reading | Writing | Maths | Read, Write & Mat |
|---|---|---|---|---|
| All Boys | 73.4 | 63.0 | 76.2 | 60.1 |
| CLA Boys | 67.7 | 50.0 | 67.7 | 50.0 |
| All Girls | 80.2 | 76.2 | 75.5 | 69.4 |
| CLA Girls | 69.2 | 38.5 | 53.8 | 38.5 |

Legend: ■ All Boys ■ CLA Boys ▥ All Girls ▥ CLA Girls
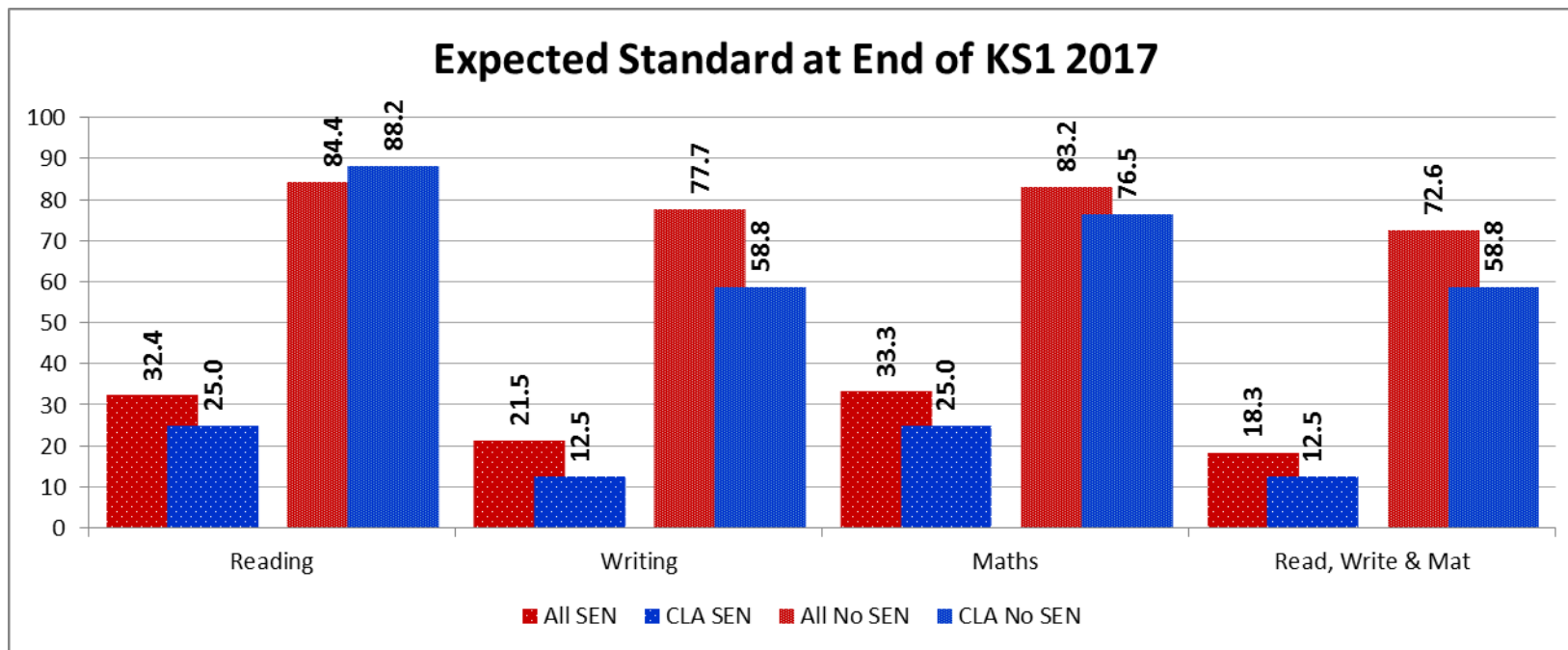
## KS2

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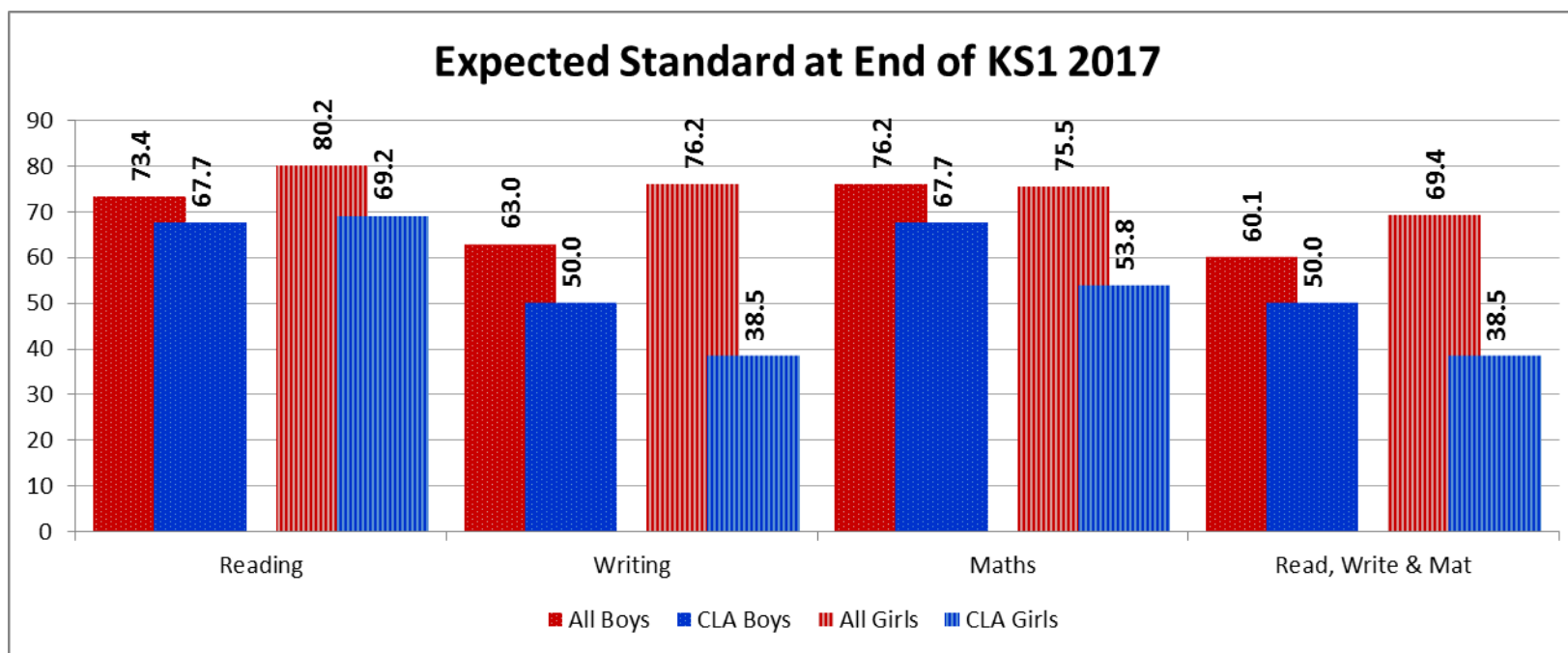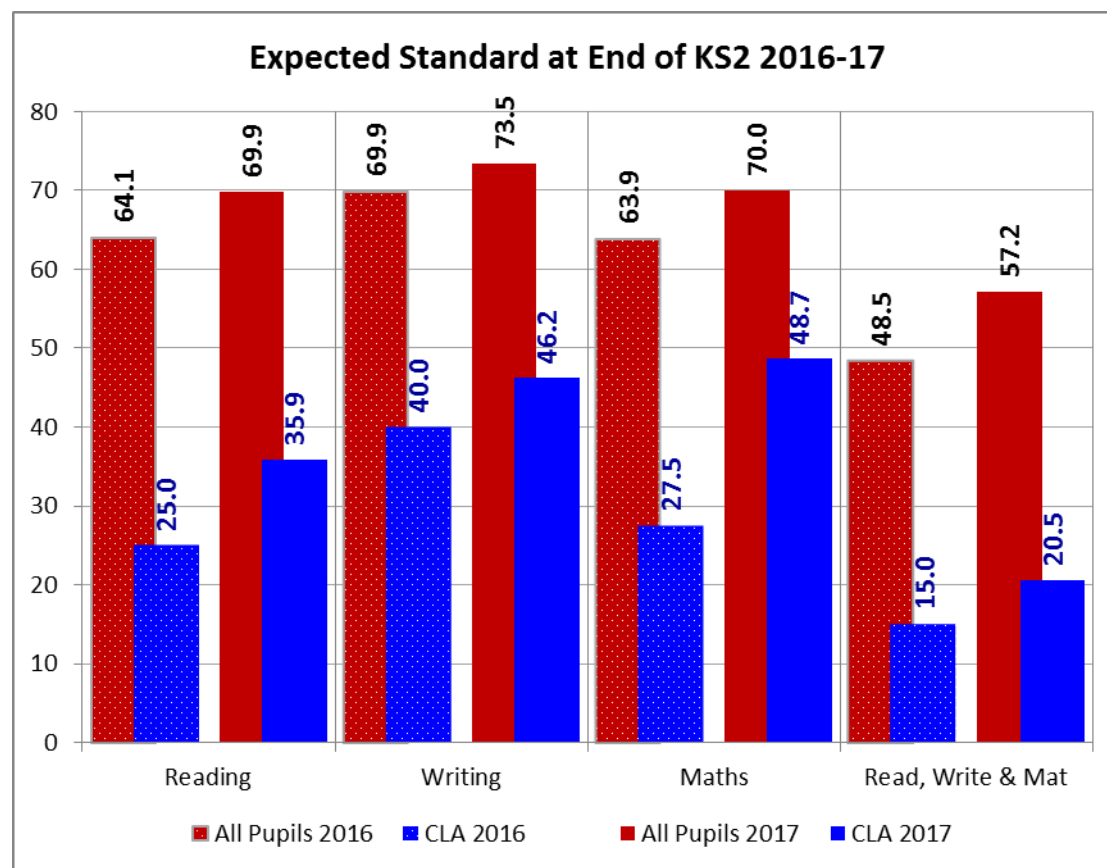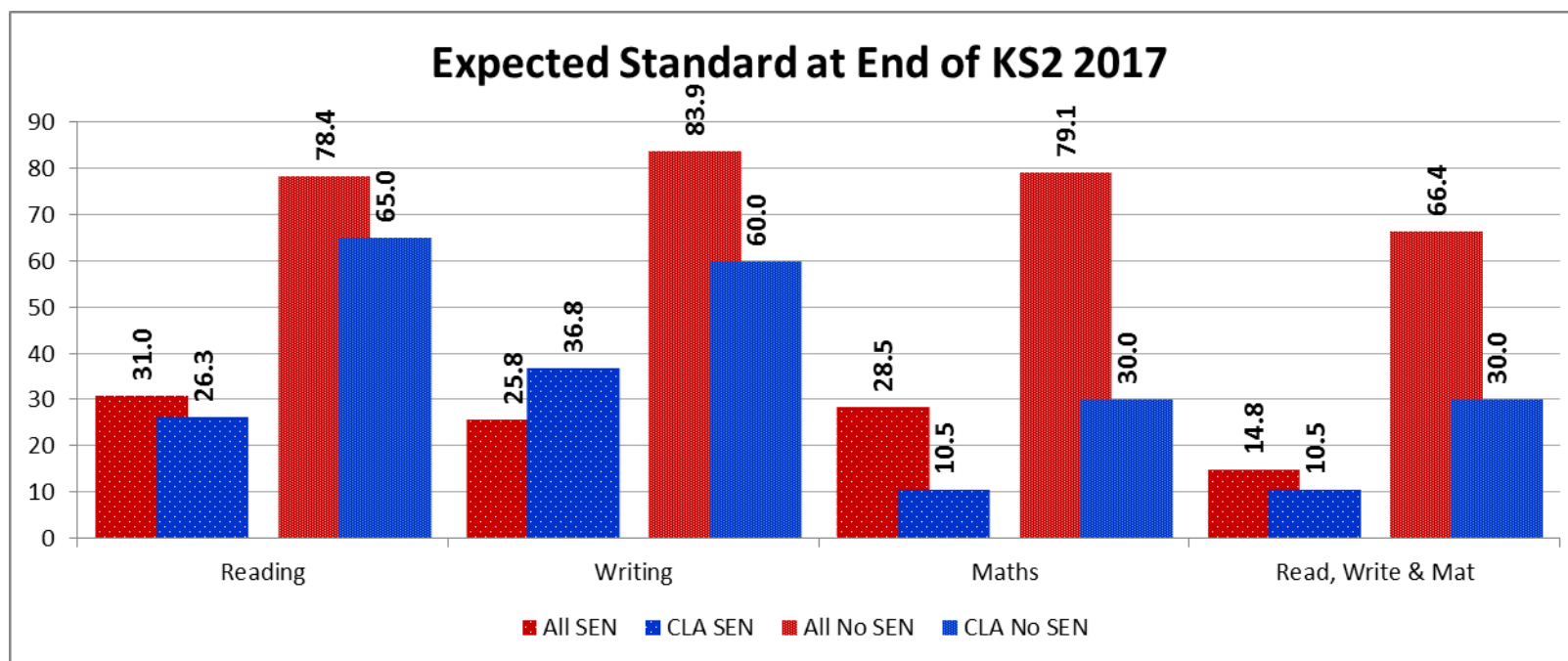
In Writing, 46% of Worcestershire Looked After Children achieved expected standard, compared to 73% of their peers. This was higher than in 2016 where 40% of Looked After Children with 69% of their peers gaining the expected standard. The gap is beginning to slightly narrow.

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 Chidren's national data.

Expected Standard at End of KS2 2016-17

| | Reading | Writing | Maths | Read, Write & Mat |
|---|---|---|---|---|
| All Pupils 2016 | 64.1 | 69.9 | 63.9 | 48.5 |
| CLA 2016 | 25.0 | 40.0 | 27.5 | 15.0 |
| All Pupils 2017 | 69.9 | 73.5 | 70.0 | 57.2 |
| CLA 2017 | 35.9 | 46.2 | 48.7 | 20.5 |

## Expected Standard at End of KS2 2017

Reading: All SEN 31.0, CLA SEN 26.3, All No SEN 78.4, CLA No SEN 65.0

Writing: All SEN 25.8, CLA SEN 36.8, All No SEN 83.9, CLA No SEN 60.0

Maths: All SEN 28.5, CLA SEN 10.5, All No SEN 79.1, CLA No SEN 30.0

Read, Write & Mat: All SEN 14.8, CLA SEN 10.5, All No SEN 66.4, CLA No SEN 30.0

Legend: ■ All SEN  ■ CLA SEN  ■ All No SEN  ■ CLA No SEN

**Expected Standard at End of KS2 2017**



| | Reading | Writing | Maths | Read, Write & Mat |
|---|---|---|---|---|
| All Boys | 66.6 | 66.9 | 69.9 | 53.5 |
| CLA Boys | 28.6 | 38.1 | 57.1 | 19.0 |
| All Girls | 73.2 | 80.2 | 70.1 | 60.9 |
| CLA Girls | 55.6 | 55.6 | 38.9 | 22.2 |

Legend: ■ All Boys  ■ CLA Boys  ■ All Girls  ■ CLA Girls

**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.
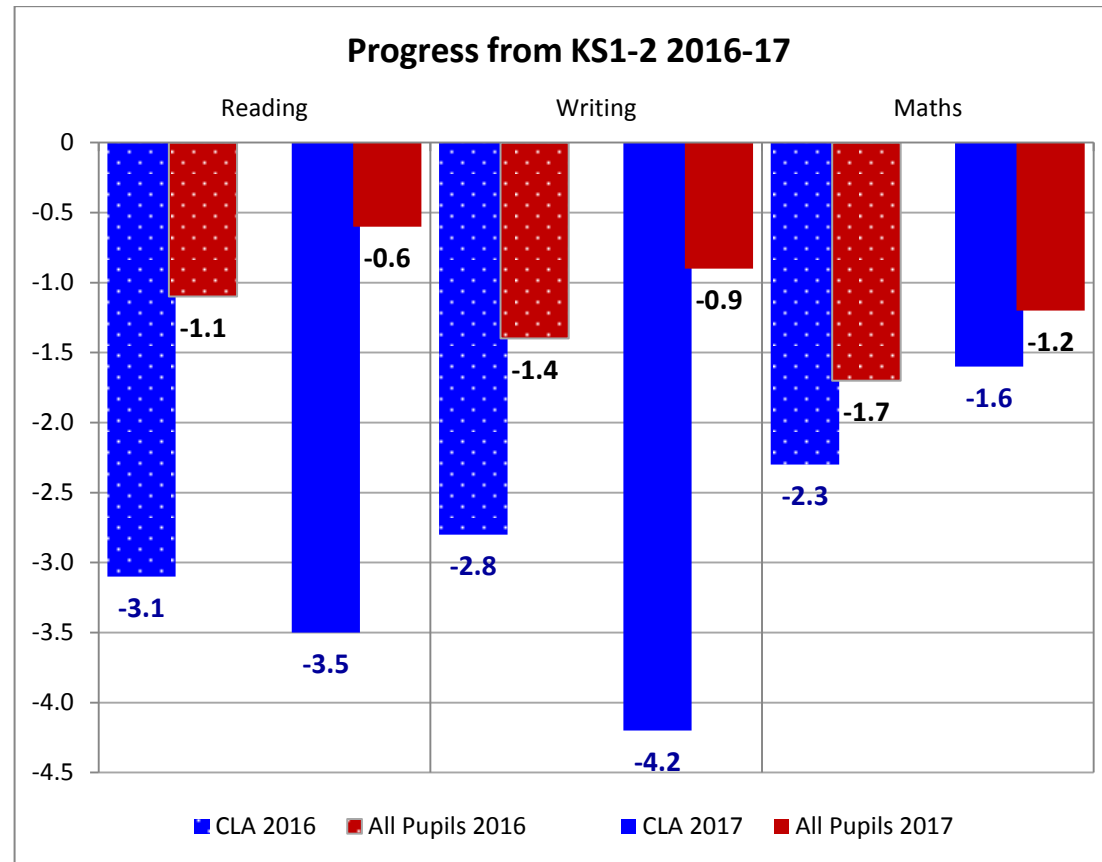The remaining children (for whom we do not have census info) are included in the no SEN figures.

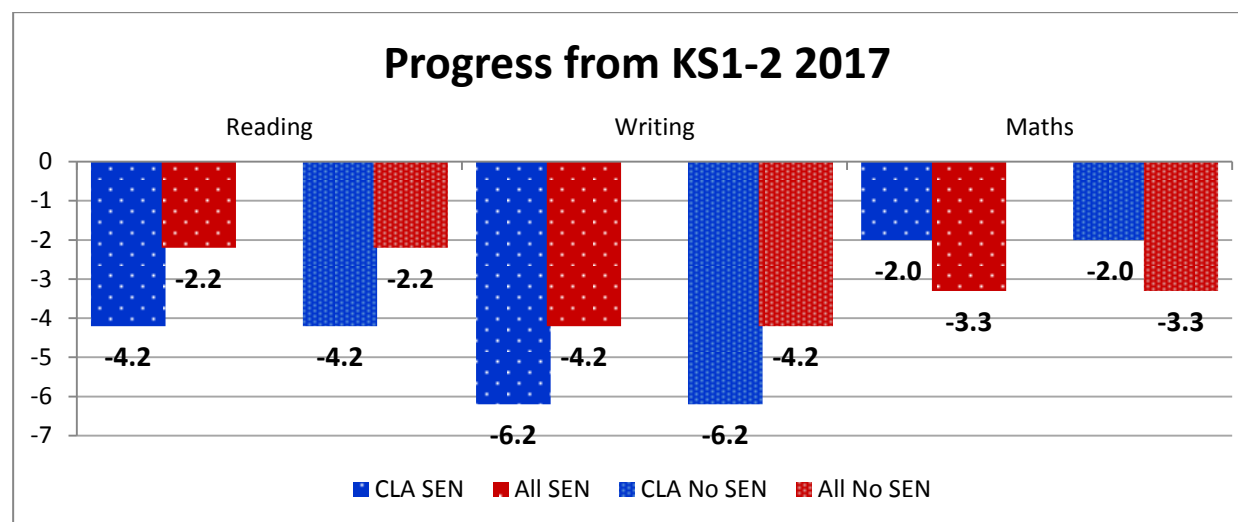In **2016**, 40 children (26 boys and 14 girls) were listed of whom 25 had SEN.

2016 information was obtained from the NCER CLA project and may differ from analyses carried out last autumn.
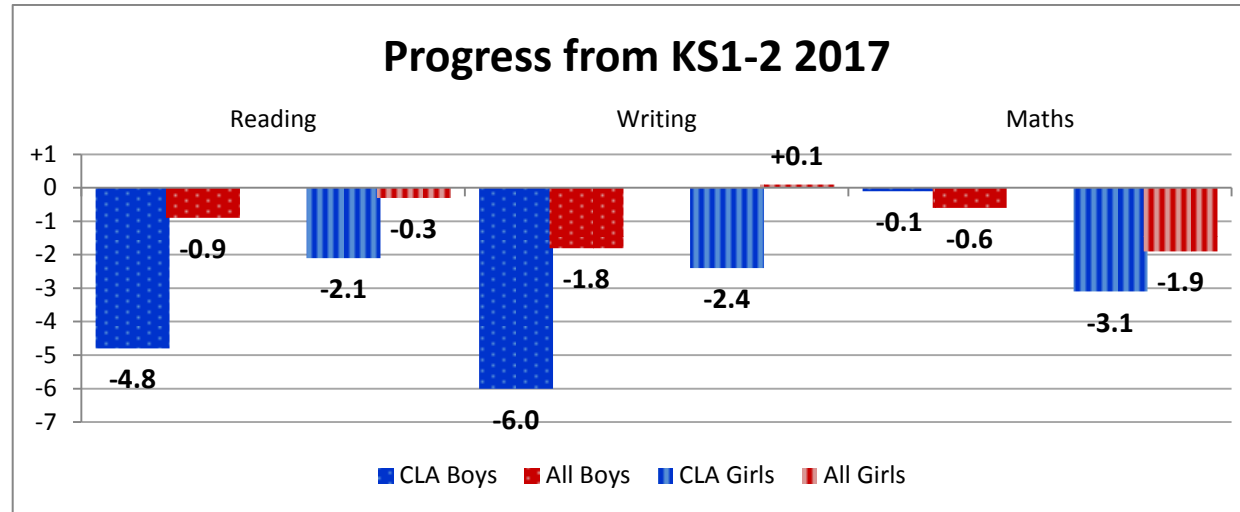
| 2016 | All Pupils | | | | | CLA | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Overall | Boys | Girls | SEN | No SEN | Overall | Boys | Girls | SEN | No SEN |
| Reading | -1.1 | -1.4 | -0.7 | -3.6 | -0.5 | -3.1 | -3.2 | -2.8 | -4.6 | -1.0 |
| Writing | -1.4 | -2.3 | -0.4 | -4.1 | -0.7 | -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 |

## Progress from KS1-2 2017

Reading         Writing         Maths

| | Reading | Writing | Maths |
|---|---|---|---|
| CLA SEN | -4.2 | -6.2 | -2.0 |
| All SEN | -2.2 | -4.2 | -3.3 |
| CLA No SEN | -4.2 | -6.2 | -2.0 |
| All No SEN | -2.2 | -4.2 | -3.3 |

Legend: ■ CLA SEN   ■ All SEN   ■ CLA No SEN   ■ All No SEN

## Progress from KS1-2 2017

Reading       Writing       Maths

- Reading: CLA Boys -4.8, All Boys -0.9, CLA Girls -2.1, All Girls -0.3
- Writing: CLA Boys -6.0, All Boys -1.8, CLA Girls -2.4, All Girls +0.1
- Maths: CLA Boys -3.1, All Boys -0.1, CLA Girls -1.9, All Girls -0.6

Legend: CLA Boys, All Boys, CLA Girls, All Girls

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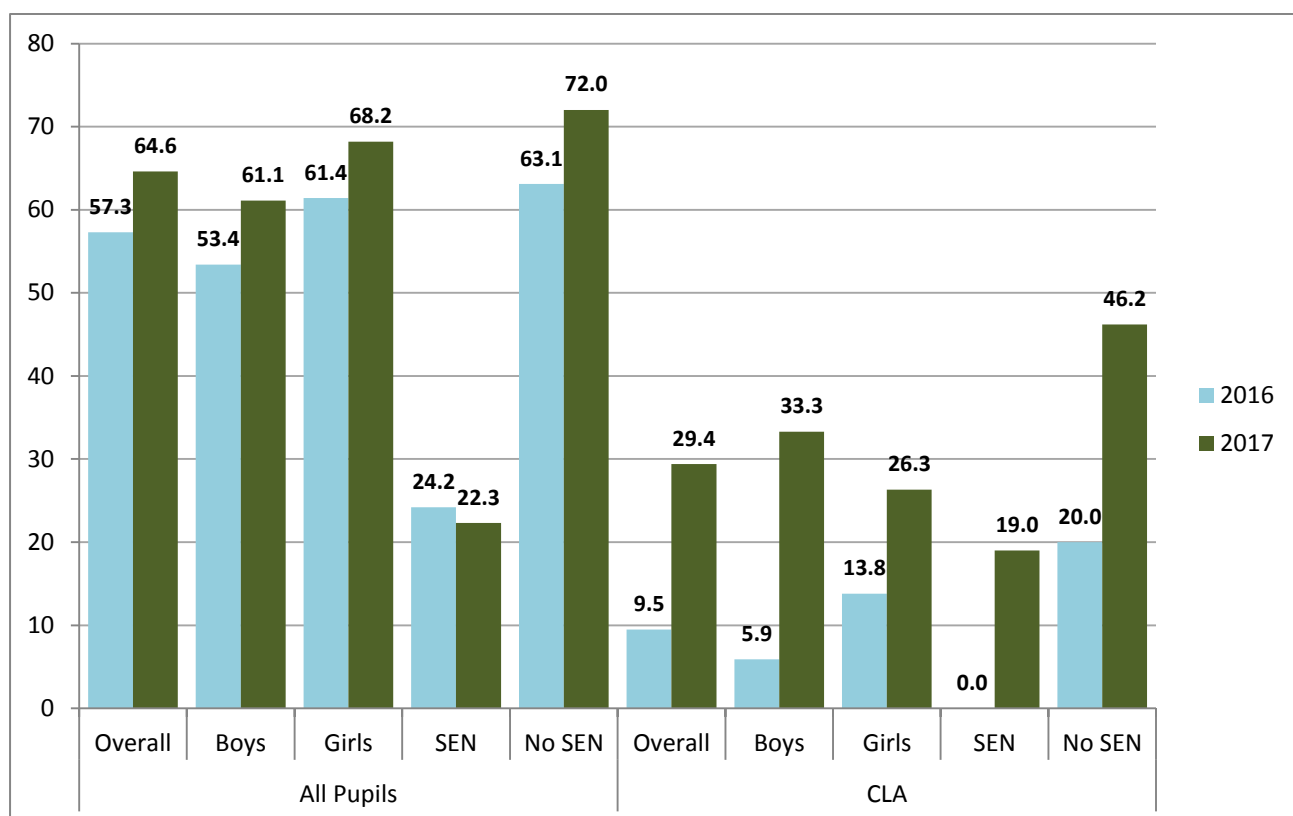
The gap is narrowing for our Looked After Children in comparison to last year for Progress 8

- 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.**

All Pupils

| | Overall | Boys | Girls | SEN | No SEN |
|---|---|---|---|---|---|
| 2016 | 57.3 | 53.4 | 61.4 | 24.2 | 63.1 |
| 2017 | 64.6 | 61.1 | 68.2 | 22.3 | 72.0 |

CLA

| | Overall | Boys | Girls | SEN | No SEN |
|---|---|---|---|---|---|
| 2016 | 9.5 | 5.9 | 13.8 | 0.0 | 20.0 |
| 2017 | 29.4 | 33.3 | 26.3 | 19.0 | 46.2 |

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 |
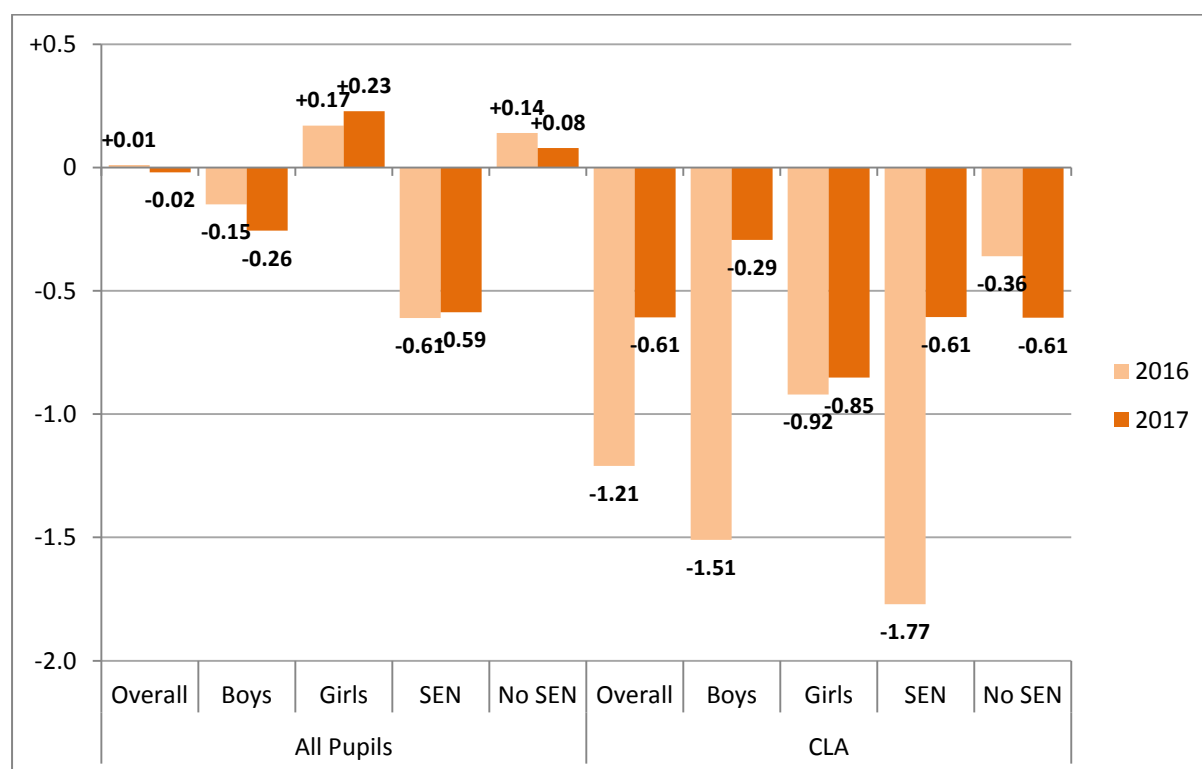
## School Improvement Priorities 2017/18

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