

Worcestershire Virtual School Self-Evaluation Summary


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

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

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

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

	<p>decisions they make.</p> <p>Virtual School is engaging with the Worcestershire Skills Show in 2018 and will plan to invite all young people in Care from Years 8 – 13 and their carers to attend the show and make positive use of this event.</p>	
<p>OUTCOMES</p> <p>Attainment & progress for individuals, different groups, particularly SEND pupils – current progress and progress over last three years.</p> <p>Data EYFS-KS4</p>  <p>LAC Summer Assessment Charts EY</p>	<p>EYFS</p> <p>EYFS:</p> <p>Good level of development has increased very slightly from 35.3% in 2016 to 36.4% in 2017.</p> <p>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%)</p> <p>In Reading our average points score was 1.45 in 2017 in comparison to 1.53 (-0.08) in 2016.</p> <p>In Writing our average points score was 1.36 in 2017 in comparison to 1.35 in 2016 (+.01)</p> <p>SEN Pupils made the same progress as our non-SEN in Reading & Writing.</p> <p>In Maths (Numbers & Shape) our average points score was 1.55 in 2017 in comparison to 1.44 in 2016 (+. 11) SEN pupils (1.33) did not achieve as well as our non-SEN (1.76).</p> <p>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.</p> <p>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.</p> <p>Awaiting statistical neighbours and national data.</p>	<p>Areas for Development</p> <ul style="list-style-type: none"> To track and monitor all EYFS in order to close the attainment gap in Writing Reading & Number. To ensure girls achieve a good level of development. EYFS & Nursery Workshops in Numeracy & Literacy for staff and Carers All professionals and carers work closely to support the young person to have the ability to access and engage in the curriculum. Completed EY PEP's to be collected and progress to be tracked. Establish a process for recording progress of Looked After Children. To establish clear protocol for supporting individual Looked After Children who do not meet Inclusion team criteria of support.
	<p>KS1</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>Areas for Development</p> <ul style="list-style-type: none"> Set aspirational targets for all our Looked After Children and identify appropriate interventions to close the gap through rigorous monitoring. Literacy & Numeracy Workshop for Carers Raise the profile of our Looked After Children and ensure progress checks are followed up with schools where pupils are not on track to achieve expected standard. Ensure the curriculum is appropriately personalised in order to meet individual learning needs and is evident in PEP. Ensure Writing is in line with Maths and Reading. PP+ is used effectively with designed interventions to improve the outcomes for our young people to narrow the gap. Analysis of PP+ spend and its impact on progress.

	<p>beginning to narrow.</p> <p>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.</p> <p>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.</p> <p>Awaiting statistical neighbours and national data.</p>	<ul style="list-style-type: none">All SEN pupils make progress because of early identification and intervention, as well as support from outside agencies. PEP targets are reviewed termly.Ensure schools are providing a range of interventions - Phonic Counts through School Effectiveness Team, PEP Reviews & DT workshops			
	KS2	Areas for Development			
	<p>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%.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Awaiting statistical neighbours and LAC national data.</p>	<ul style="list-style-type: none">Challenging targets set for progress in Y3-6 supported by specific intervention with particular focus on Y4 & 5.Ensure that pupil data is used effectively & proactively to inform provision and early intervention – Babcock School Improvement Team to work with (Y2, 6, 7, 11 cohorts) schools where our children are not making necessary progress.The gap between Worcestershire LAC and all pupils nationally narrows in terms of proportions making good/expected progress in Reading & MathsLooked After Children with EHC plans make good progress from starting points.To ensure Reading is in line with Maths & writing.To ensure SEN pupils are provided with a range of interventions to improve Maths and narrow the gap between their peers.			
	<ul style="list-style-type: none">KS4	Areas for Development			
	<p>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).</p> <p>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</p> <p>Awaiting statistical neighbours and national data.</p>	<ul style="list-style-type: none">The proportion of all Worcestershire Looked After Children achieving C+/4 in English & Maths is at least in line with the National Average for Looked After ChildrenTo support underperforming in English & Maths (1-1 tuition, Mentor Support, Pearsons, personalised learning)To encourage schools to offer a range of courses and wider curriculum to suit the needs of our pupils.			
POST 16	Year 12 to 14 Looked After Children				
		30th June 14	30th June 15	June 2016	June 2017
	NEET	22%	27.60%	28.6%	13.9%
	Education	47.30%	42.70%	38.2%	69.3%
	Employment	3.90%	14.60%	26.1%	7.9%
	Training	11.20%	8.30%	4.3%	7.9%
	Unknowns	15.10%	5.20%	0.9%	1.0%
	Other	0.50%	1.50%	2.6%	0%
	19 of our Care Leavers are attending University				

ATTENDANCE & EXCLUSIONS – Admissions Protocol



2017-18 Protocol for
the Admission of Look

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

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

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

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

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

Total number of PX for year 16/17 is:

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

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

Total: 5 (3.5%)

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

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

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

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

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

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

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

School Attendance training has been provided to new Social Workers.

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

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

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