

Virtual School Improvement Plan

Priority 1: Effectiveness of Leadership & Management

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

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

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

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

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

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	Target any Looked After Child in school who is at risk of exclusion and allocate resource		/	Resources identified such as Academic Mentoring (Mentor Link) show impact for individual students.			
	Follow up visits to Worcestershire Secondary/AP/Special where there are concerns about progress being made or data not returned.			Follow up visits documented and shared with BC and VS GB			
	Target LAC additional support and resource to these schools if appropriate and match Mentors to identify pupils who require additional support	/	/	The curriculum is appropriately differentiated/ personalised in order to meet the young person's individual learning needs. Enhanced/additional provision to target specific needs is carefully monitored and demonstrates impact on learning/wider outcomes			
				Educational Outcomes are improved			
	Identify school-based Looked After Children 'Champions' who would facilitate School to School Support (Cluster/District/PEP Areas)		/	At least 1 LAC Champion identified in each targeted area and feedback from them via a feedback form shows impact in the work of others			

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Improve attendance and reduce exclusions for our Looked After Children	Provide Mentoring support where required.	/	/	Attendance for LAC in Worcestershire increase from ? to ? in primary phase and ? to ? in secondary phase. Fixed term exclusions are reduced from ? to ? in primary phase and ? to ? in secondary phase. Permanent exclusions are reduced from ? to ? in primary phase and ? to ? in secondary phase			
	Provide Training for residential staff about their responsibilities as a Corporate Parent.		/				
	Training for School Staff (Wider School Team) – awareness and understanding of Attachment & needs of the Young Person		/				
	Mentor Link (Academic, Social & Emotional)	/					
	VS Conference Attachment Training Attachment Aware Schools Bill Say Training (4 x Workshops)	/					
	Where necessary negotiate supporting additional provision to maintain education placements and avoid exclusion	/	/	Examples of additional provision in place			
	Where necessary use value added projects providing educational outcomes to support school place	/		The following re in place and have demonstrable outcomes for identified and referred LAC Fresh AIR Project Attachment Aware Schools Mentor Link VIG Project KIP McGrath 1-1 Tuition			

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

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

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

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

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

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Work with Worcestershire SEND Team & Special Schools to develop a tracking and monitoring documentation and process for LAC with SLD and PMLD	Work with SEND team to further refine the tracking report for LAC on alternative provision			All Looked After Children with SLD/PMD progress is centrally tracked and monitored by Babcock SEND & VS Team No Looked after Child is denied FT education provision due to lack of Educational Psychologist/SEN Support			
	Offer support to those Special Schools/settings through visits/phone calls where data indicates a concern with a young person's progress or attainment		/				
	Attend Special Schools Head's meetings to: <ul style="list-style-type: none"> ○ Agree appropriate criteria to measure the progress of SLD and PMLD LAC each term ○ Development of a simple appropriate data return format and process 	/	/				
	Use termly returns to inform the judgement on expected progress for LAC with SLD and PMLD		/				

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Priority 4: To raise the profile of Worcestershire Virtual School

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