

Worcestershire Virtual School Self-Evaluation Summary - MINIMIZE

Virtual Head	Gwen Fennell	VS Education Coordinator	Anne Griffin	DATE	September 2018
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SECTIONS	SUMMARY EVALUATION	
SCHOOL CONTEXT	<p>Worcestershire Virtual School Head Teacher remains with the Local Authority for the purpose of discharging the local authority's duty under The Children Act 1989 as amended by the Children and Families Act 2014, to promote the educational achievement of its looked after children. The Virtual School is outsourced by an integrated education Virtual School Team from Babcock Prime. There are currently 817 Looked After Children with 552 compulsory school age; 0.5% SEN, 13.6% EHCP, 25% SEND Support, 3.4% Asylum seekers of total population with 2.2% of compulsory school age and 0.2% EAL. 52.5% of our children are in Foster Care, 26.2% with relatives/family members, 11% in Residential Homes, 1.1% in Secure Accommodation/Health Provision and 8.3% in Adoption Placement, Family Centre, and Independent Living & Other Supported setting. 410 of our pupils are placed in our schools across Worcestershire with 142 schools accommodating our Out of County children.</p>	
OVERALL EFFECTIVENESS		
<p>Virtual School requires improvement and is on its journey to be Good. Virtual School Head (VSH) has been in post since mid-February 2016. Virtual School Team was outsourced to a contractor Babcock Prime in October 2015. We are currently in Year 4 of a five year contract. Since the appointment of our Area Learning Advocates PEP completions have increased from 47% (OOC) to 94%. Challenge to schools and social care continue to improve the efficiency and effectiveness of the support provided to individual Looked After Children. The Virtual Head and wider virtual school team have identified the main areas to develop this academic year (2018/19) will be attendance, exclusions and those in receipt of <25hrs. As a team we will continue to challenge and support schools to raise attainment through monitoring and evaluating progress for all Children in Care.</p>		
EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT	Key Strengths	Areas for Development
	<ul style="list-style-type: none"> Virtual School Head has a clear vision & relentless drive for further improvement. This is communicated to all agencies. The areas for development are being strategically and decisively addressed (see outcomes and processes). Established systems and effective use of funding streams to narrow the attainment gap. The VS challenges & supports all agencies to promote high standards. Virtual School Governing Board (VSGB) (established Spring 2017) holds the VS robustly to account. 	<ul style="list-style-type: none"> Clear understanding of legislation and raise awareness of roles & responsibilities across all education establishments, WVS Team and Social Care colleagues. To develop jointly agreed challenging Strategies where other agencies are not delivering adequate provision. Escalation processes to be clarified adopted and applied for all operational issues (Autumn Term). Identify the most appropriate resources to improve outcomes GB to report to CPB and Scrutiny Panel on a termly basis.
EFFECTIVENESS OF MULTI-AGENCY SUPPORT	Strengths	Areas for Development
	<ul style="list-style-type: none"> Schools receive support and challenge at an individual level through the Wider Virtual School Team. PEP meetings (95%) attended by PEP Coordinators & Area Learning Advocates, foster carers, DTs, SW, and other agencies. Consistently high 96%+ of PEPs completed. Robust ePEP in place since January 2017 to track and analyse education outcomes on a termly basis. Quality Assurance of PEPs undertaken termly – resulting in targeted support and challenge. IRO's have access to e-PEP Where personalised alternative provision exists pupils thrive and often re-integrate back into mainstream provision. 	<ul style="list-style-type: none"> Review the Pre School Forum to identify actions and developments to improve early identification of need, with a requirement for specialist agencies to align their services (via WCC SEND Action Plan). EYFS PEPs to be completed by Social Care and Nursery Settings To ensure communication is improved between Social Care and VST particularly prior to placement moves. To work in greater partnership with SEND Team focusing on pupils with an EHCP To promote better inter-agency working so each service is aware of thresholds for intervention IRO's to develop their knowledge further on SENDIAS, home tuition and exclusion processes. All Post 16 Pupils to be offered a PEP and support offered where appropriate.
EFFECTIVENESS OF PUPIL PREMIUM PLUS (See SIP for further evidence)	<ul style="list-style-type: none"> Schools are requested to breakdown PP+ spend and its impact on narrowing the gap. This is evidenced through ePEP. 	<ul style="list-style-type: none"> Increase the awareness and profile of the potential impact of PP+ funding Continue to hold schools to account for

	<ul style="list-style-type: none"> To intervene and provide alternative provision (Green Fingers, Fresh Air Project, Dare2Dream, Mentor link, Be You) prior to permanent exclusions. One to One tuition (Explore Learning, KIP McGrath, Worcester Learning Zone) closing the literacy & numeracy gap. Early Years Project: Love trust Learn Programme (VIG – Video Integration Guidance) has improved practice, fostered confidence and understanding in specific interactions that can support the development of our children. Letterbox (Year 1-7) has increased reading engagement. 20 Schools across Worcestershire are participating in Attachment Aware Schools Project where they will become a centre of excellence for Attachment. Profile improved through KS1-2 Education Awards July 2018 & KS3-4 Nov 2018 'Looked After Child Champion' termly network cluster meetings to engage and increase awareness – all districts engaged 	<p>their PP+ spending and its impact</p> <ul style="list-style-type: none"> Prioritise groups of pupils are not making expected progress or where attainment is below Age Related Expectation - facilitate high quality provision To engage further participation in Video Integration Guidance project across nursery settings Provision of training and awareness to School Governors, DTs and senior leaders To monitor effective use and uptake of EYFS PP+ and its impact on improving outcomes for looked After Children in Early Years 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 stayed the same but is still higher than that of their peers. In June 2018 the percentage of Looked After young people that were NEET was 14.3% compared with 2.7% for the wider cohort of their 16-18 year old peers in the county.</p> <p>Commissioned Services with our Education Partner "Prime" has been refocused to have a lead on looked after children/care leavers in the 16-18 yr old group. This change was commenced in May 2018.</p> <p>Regularly meetings with Education partner 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>WCC has been successful in becoming a Careers hub that will offer individualised support. This includes 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 on its Careers planning web resource to allow our young people access to and understand support offer in County.</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. LAC prioritisation.</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>OUTCOMES Attainment & progress over last three years.</p>  <p>Copy of LAC Summer Assessment Charts EY</p>  <p>Report Card 17th Sept 2018 Report Card.xlsx</p>	<p>EYFS: There has been a 9% increase over the last three years (35.3% in 2016 to 44.4% in 2018) where our Looked after Children have achieved a Good level of development.</p> <p>KS1: There has been increase in the percentage of Looked After Children achieving expected standard in Reading, Writing and Maths at Key Stage 1 from 16.7% in 2016 (60% of this cohort are SEN) to 44% in 2017 (32% of this cohort are SEN), with 64.6% of their peers achieving expected standard in all three areas. There was a slight dip this year (38.7%).</p> <p>KS2: There has been an increasing trend in the percentage of Looked After Children achieving expected standard in Reading, Writing and Maths at Key Stage 2 over the last few years (15% in 2016 to 26% in 2018)</p> <p>Awaiting statistical neighbours and national data.</p> <p>KS4: The percentage of Looked After Children achieving Grade C+/4+ in English and Maths has increased from 29% in 2017 (61% of this cohort was SEN) to..... (awaiting results) The gap is narrowing for our Looked After Children in comparison to last year for Progress 8.</p>	

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

We are currently awaiting 2018 KS4 results.

Areas for Development

- To develop writing skills (KS1 and KS2) through carer workshops, staff professional development sessions with a Literacy focus and boys engagement.
- Develop reading skills in year 2 – all those not on track to achieve Age Related Expectations
- Increase attainment in maths (Years 5 and 6) focus on SEN pupils and those not making better than expected progress.
- Develop attainment in English Language and Literature (Year 11) – focus on pupils not achieving target grades.
- Allocate additional PP+ funding where an identified method of intervention will support greater progress and improved attainment.
- Provide training for new Designated Teachers to make explicit expectations for Looked After Children and Previously Looked After Children (PLAC).
- Provide training for Governors to develop their understanding of the school’s statutory role in supporting Looked After Children and Previously Looked After Children (PLAC).
- All SEND pupils to make at least expected progress because of effective early identification and intervention. Timely support provided by outside agencies.
- PEP targets and outcomes are reviewed termly to monitor the effectiveness of the newly adapted and designed PEP for use in special schools.
- WCC Commissioning Officer to monitor and evaluate performance of standards, liaising closely with VSH and Education Advisor for Vulnerable Learners, for all our Looked After Children who are placed in Alternative Provision.

It should be noted that cohort numbers are too low to identify groups of learners within some year groups e.g. SEN support, gender, CLA with EHCP etc

POST 16

Year 12 to 14 Looked After Children

The proportion of the cohort of Looked After young people that are NEET has stayed the same but is still higher than that of their peers. In June 2018 the percentage of Looked After young people that were NEET was 14.3% compared with 2.7% for the wider cohort of their 16-18 year old peers in the county.

	30th June 15	June 2016	June 2017	June 2018
NEET	27.60%	28.6%	13.9%	14.3%
Education	42.70%	38.2%	69.3%	56.1%
Employment	14.60%	26.1%	7.9%	15.3%
Training	8.30%	4.3%	7.9%	11.2%
Unknowns	5.20%	0.9%	1.0%	2.0%
Other	1.50%	2.6%	0%	0%

21 of our Care Leavers are attending University

Attendance, Alternative Provision, Exclusions & <25hrs (Report Card)

Welfare Call monitors attendance and provides assessment for all of our Looked After Children. This enables the Virtual School to challenge the setting and its effectiveness whilst the child/children are being educated.

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.

- Education Welfare Service to intervene where attendance is affected – this needs to demonstrate impact.
- Evaluation of Attendance Action plans to be undertaken to ensure attendance improves as a result.
- All Alternative Provision (inc Secure Units) 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.
- 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
- Holding schools to account for re-integration back into school following a

There are stronger monitoring arrangements in place for OOC children in receipt of <25hrs education.

period of time attending alternative provision

- To ensure social workers and VS Staff are aware of their role in securing a school place when considering changing a child's care placement e.g. Social Care compulsory training. VS to monitor the speed of school placement.
- All pupils in receipt of <25hrs to be monitored and reviewed fortnightly by VS Team and education settings. Action taken if schools do not comply.
- Effective and regular monitoring of Looked After Children at risk of non-attendance, not receiving 25hours and at risk of attending inappropriate provision leading to poor academic attainment to be undertaken
Escalation process to put the above into action.

PRIORITIES FOR WHOLE SCHOOL DEVELOPMENT

Key priorities identified through school performance review & evaluation – See SIP for further details.

Virtual School Improvement Plan 2018/19

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