

30-11-18

Virtual School Annual Report 2017/18

(DRAFT awaiting publication of national outcomes for LACYP.)



2018 Best Results Ever

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Section 1: Background/ Contextual information

1.1 Stockton on Tees has a Virtual School Headteacher (VSHT) for Children and Young People in Our Care (CYPIOC) who is also a Senior Adviser as part of the Schools and SEN Service.

The main aim of the school is 'To improve the academic success and life chances of all CYPIOC from within Stockton on Tees.'

The Headteacher works in partnership and collaboration with key services (Social Care including IROs, Youth Direction, BUSI, SEN, Educational Psychologists,, Admissions, Finance, Health, Youth Offending, Police, Schools, Educational settings and Post 16 Providers) across the LA to champion the educational needs of CYPIOC. The DCS and all senior officers of the LA give a high level of strategic and operational support to the Virtual School.

The VSHT is also part of the NE and National Network of VSHT; this provides an opportunity to share best practice and work proactively to share information on Stockton LACYP living in other boroughs and CYPIOC attending schools in Stockton from other local authorities. In 2015, the Stockton VSHT was appointed as Regional Lead for the NE VSHT representing the NE at the National Association of VSH (NAVSH) to support national development in partnerships with key organizations - DfE, OFSTED, ADCS, and Research Institutions. This continued in 2017/18.

Over the last three years there have been a number of key changes to the structure of the Schools and SEN Service and the Virtual School to provide increased capacity and support the personalised needs of CYPIOC. It is expected that all personnel within the Schools and SEN Service work in partnership to prioritise the needs of CYPIOC. Advisors, at all levels, within the Education Improvement Service continue to play a key role in supporting the quality assurance procedures to provide challenge and support to schools in championing the needs of CYPIOC. The Virtual School has developed a strong partnership with the SEN Service and an EDA attends weekly panel meetings

As part of the **Pupil Premium Plus** budget the Virtual School has also enhanced its capacity by appointing a:-

- Educational Development Adviser (EDA) (October 14) to provide increased support and challenge to CYPIOC in out of borough schools
- Specialist Participation Officer within Youth Direction to provide enhanced support in line with the 14-19 CYPIOC Entitlement.
- Second EDA (September 2016) to support the day to day needs of CYPIOC within Stockton that was previously met by the LACE Team.
- HTLA (September 2017) to support the day to day needs of CYPIOC within Stockton that was previously met by the LACE Team.
- Part Time – fixed term EDA (June – Nov 18) to develop and deliver training on Attachment Difficulties and Developmental Trauma

In September 2017 a Service Level Agreement was set up with the Education Psychology Service (12 days pa) to provide a monthly EP consultation surgery for schools and provide additional EP support for CYPIOC. Since the surgery was not used by schools this ended in July 2018, however additional EP capacity for the Virtual school will continue in 2018/19. The role of Senior Information and Administration Officer, has supported the development and implementation of the E PEP and the improved pupil tracking procedures aligned to the NCER data base

Over the last six years there has been increased challenge and accountability to all partners to secure the effective educational provision for CYPIOC in Stockton and out of borough placements. **This was acknowledged in the OFSTED Report 2016- 'Strong, incisive leadership and support and challenge by the Virtual School Headteacher to schools are helping to drive improvement in pupils' achievement and attendance'.**

In 2017/18 this was further enhanced through the development of a termly VS Strategic Meeting with senior partners in social care, including the IRO manager, SEN, and EIS. It has been agreed to invite the senior manager in Youth Direction in 2018/19.

The Virtual School also takes part in an annual Quality Team Performance Review led by the Assistant Director for Schools and SEN,

1.2 Number on roll

At the end of the **July 2018**, there were 492 CYPIOC in Stockton-On-Tees, This has increased from 433 in July 2016.

The 492 comprised of:

- 299 pupils were in Reception to Year 11, (277, 2015/16, 291 – 2016/17)
- 33 pupils were in Year 12 and 13, (38, 2015/16, 42- 2016/17)
- 130 children were at pre-school age. (92- 2016/17)
- 116 of these pupils were educated outside of the borough in other LAs. (99- 2016/17)

In 2017/18 46 LACYP from other LAs were educated in Stockton (50- 2016/17)

Current number on role November 2018 508

1.3 Good or better Schools

As reported by OFSTED June 2016 - Concerted efforts are made to ensure that children looked after attend good or better schools. At 82%, the proportion is broadly similar to that found for all children in Stockton-On-Tees and nationally. Robust commissioning arrangements and pre-placement checks ensure that children with complex needs placed out of the borough are in good or better provision, and they are achieving well. Checks have been made to ensure the suitability of provision. Regular visits from the Educational Development Adviser and key local authority staff ensure that young people are safe and their needs are well met, and that they are achieving well. **In 2017/18 84% of LACYP attended schools that are currently judged good or better**

1.4 SEN

In 2017/18 (as at July 2018) the percentage of CYPIOC at school age with a SEN Status is 45%, 147 pupils (54%- 2016/17) (Nat av. LACYP 56% 2017). The number of pupils with a EHCP is 23.1%, 76 pupils (Nat. av. LACYP 26.7% 2017) and at SEN Support 22%, 71 pupils (Nat. av 29.7% 2017)

1.5 Contextual Data

(See table below Context as @ 24th August, 2018)

	No. of LAC	Male	Female	Stockton School / Setting	OoB School/ Setting	EHCP	K	FSM	FSM 6	EAL	Remand	Asylum	LAC belonging to other LAs								
-5	33	18	15	1	0	0	0	0	0	0	0	0	0								0
-4	26	8	18	3	0	0	0	0	0	0	0	0	0								0
-3	20	6	14	11	4	0	0	1	0	0	1	0	0								0
-2	34	15	19	22	6	1	0	3	0	0	1	0	0								0
-1	21	9	12	19	2	1	4	6	0	0	0	0	0								0
Reception	20	12	8	17	3	1	3	11	0	2	0	0	0								0
Year 1	19	9	10	11	8	0	6	10	0	0	0	0	0								1
Year 2	22	13	9	20	2	1	3	16	0	2	0	0	0								1
Year 3	18	12	6	11	7	3	7	9	0	0	0	0	0								1
Year 4	20	11	9	18	2	4	6	14	0	1	0	0	0								1
Year 5	37	16	21	27	10	9	12	26	1	2	0	0	0								1
Year 6	29	18	11	24	5	5	6	18	2	0	0	0	0								1
Year 7	35	16	19	22	13	11	3	23	22	1	0	0	0								5
Year 8	35	20	15	23	11	9	8	22	21	0	0	0	0								5
Year 9	32	18	14	18	14	10	7	20	18	1	0	0	0								8
Year 10	35	21	14	20	15	11	6	27	19	2	0	0	0								4
Year 11	32	16	16	18	14	13	3	14	12	1	0	0	0								6
Year 12	28	18	10	11	10	11	5	16	12	0	0	0	0								8
Year 13	1	0	1	1	0	0	0	1	1	0	0	0	0								4
Total	497	256	241	297	126	90	79	237	108	14	0	0	0								46
Ethnic Group Breakdown (excluding from other LAs)																					
Year -5	Year -4	Year -3	Year -2	Year -1	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13			
WHB - 30	WHB - 24	WHB - 17	WHB - 29	WHB - 20	WHB - 19	WHB - 16	WHB - 21	WHB - 15	WHB - 18	WHB - 30	WHB - 29	WHB - 33	WHB - 31	WHB - 31	WHB - 33	WHB - 29	WHB - 25	WHB - 1			
AAO - 1	AAO - 1	AAO - 1	WHA - 1	MBA - 1	APK - 1	APK - 1	BLF - 1	AAO - 1	AAO - 1	AAO - 1	APK - 1	BLF - 1	WHA - 1	APK - 2	WHT - 1	WHT - 1					
BLF - 1	WHA - 1	BLF - 1	BLF - 1			BLF - 1		APK - 1	APK - 1	APK - 2	MWA - 1	MOT -			AIN - 1	BLF - 1					
WHA - 1		MBA - 1	MOT - 1			MBA - 1		MWA - 1		BLF - 2		NOT - 1			APK - 1	MWA - 1					
			MWA - 2							MBA - 1		OEO - 1									
										MWA - 1											

Key: AIN Indian, APK – Pakistan, AAO Any other Asian background, BLF African, CHE Chinese, MOT Any other mixed background, NOT Information not obtained, OEO Any other ethnic group, , MWA White Asian, WEN White British, WHT White Traveller

Section 2: Educational Outcomes

2.1 SBC Virtual School EYFS and KS (1- 4) results - 903 cohort, KS5 Progression and Retention

Educational Outcomes

It is recognised that:-

- National statistics pertaining to LACYP only considers a limited range of factors pertaining to the 903 cohort (children in care for 12 mths. plus) in KS2 and KS4. It is nationally recognised that the system for measuring and comparing the progress of looked after children is problematic and often not of significance due to small or diverse cohorts. Stockton is part of the national initiative with NCER (National Consortium for Examination Results) to secure improved data for CYPIOC. Although this will enable us to monitor our progress more accurately and work with schools in setting realistic and ambitious targets for CYPIOC, the timeliness of providing this data has been challenged by the NAVSH.
- At present there is no national data available for looked after children for 2017/18. Last year it was published by the Dfe in March of the following year, 7 months after GCSE results.
- In Stockton the Virtual School monitors attainment and progress of all LACYP in all key stages – Early Years, Year 1-11 and Post 16. Every term, information is gathered on each year group to inform action to challenge schools. The VS is working with partners to implement improved analytical tools on the data for all pupils in the VS.

Attainment & Progress Annual Outcomes 2017/18 based on End of Key Stage data for 903 Cohort – 12mths plus

Phase		2015/16 LACYP 903 Results	2016/17 LACYP 903 12 mths +	2017/18 CYPIOC 903 12 mths +	2016/17 LACYP National Results	2017/18 All Pupils National Results
Early Years Foundation Stage GLD 14 pupils SEN 23.8%- EHCP 4.8%, K 19%	% of those achieving a good level of development at the end of EYFS	38%	25%	64%	xxx	71.5%
Year 1 12 pupils SEN 8.3%, EHCP 0%, K 8.3%	Phonics WA year 1	50%	67%	83.3%	xxx	83%
	Phonics WA year 2	67%		67%		
Key Stage 1 11 pupils SEN 29.1%- EHCP 4.8%, K 14.3%	KS1 Reading EXS +	63%	50%/ NCER 53%	63.6%	NCER 51%	75.4%
	KS1 Writing EXS +	38%	38% /NCER 33%	81.8%	NCER 39%	69.9%
	KS1 Maths EXS +	63%	50% /NCER 53%	81.8%	NCER 46%	76.1%
	KS1 RWM EXS	38%	31% NCER 27%	63.6%	NCER 34%	NO NAT.FIG.

Key Stage 2 25 pupils SEN 36.7%, EHCP 16.7%, k 20%	RWM Expected Standard	9	10%	36%	NCER 30%	64%
	Reading Standard Expected	23	26%/ NCER 30%	44%	NCER 45%	75%
	Writing TA Expected Standard	59	35%/ NCER 40%	52%	NCER 48%	78%
	SPAG Expected Standard	45	52% NCER 53%		NCER 50%	78%
	Maths Standard Expected	36	26%/ NCER 23%	48%	NCER 46%	76%
Key Stage 4 28 pupils SEN 50%, EHCP 9.4%, K 40.6%	5+inc EM		17.4%	11%	15%	
	Pupils achieving Grade 4+ in English and Maths	-	17%	17.8%	xxx	Tbc
	Pupils achieving Grade 4+ in English (Literature or Language)		30%	32.1%	xxx	Tbc
	Pupils achieving Grade 4+ in Maths		17%	17.8%	xxx	Tbc
	Pupils achieving Grade 5+ in English and Maths		0%	3.6%	xxx	Tbc

	Pupils achieving Grade 5+ in English (Literature or Language)		17%	14.3%	xxx	Tbc
	Pupils achieving Grade 5+ in Maths		4%	7.1%	xxx	Tbc
	Progress across 8 qualifications		-0.88	tbc	-1.19	Tbc
	Attainment across the same 8 qualifications		20.8	tbc	18.9	Tbc

**Historic figures locally calculated where suppressed or not available on SFR (1) – based on 13 out of 14 available results*

LOOKED AFTER CHILDREN AND YOUNG PEOPLE (LACYP) Summary (903 Cohort)

- Outcomes for Early Years LACYP have increased significantly from 25% (2017) to 64% (2018) and there has also been a significant increase in Phonics attainment in Year 1 from 67% (2017) to 83% (2018). KS1 shows a significant increase in attainment and is now above the national average for LACYP in 2017. KS2 shows a significant increase and is now above the national averages for 2017.
- LACYP KS4 attainment. This year new accountability measures have been introduced whereby school are expected to report on the number of pupils who achieved Grade 4 or above in English and maths in their GCSEs. 32% achieved Grade 4 or above in English and 14% achieved grade 4 or above in Maths. Of those who attended mainstream school 72% achieved grade 4+ in English and 42% achieved grade 4+ in maths. National figures for all pupils have not been released and outcomes for LACYP will not be available until March 2019
- KS5 data shows that the high percentage are on target to progress. Rigorous action is taken to support those who are NEET. 92% of pupils in Year 11 in 2018 have progressed into education, employment or training.
- LACYP progression to university is pleasing, with 22 students now undertaking Higher Education courses. 6 students started university in 2018.
- Preliminary data indicates that LACYP attendance and exclusion rates remain very favourable in comparison to national averages

In 2017/18 there have been significant improvements in many areas especially GLD, phonics, Key Stage 1 and 2. However the **Virtual School recognises the need to continue to close the attainment gap in all areas and ensure that all pupils make expected progress in line with their personalised learning, contextual issues and special educational needs**

2.2 Early Years (EY) 903 cohort: 12 months plus, 14 pupils: 9 boys, 5 girls 1 pupil = 7%

Context of cohort

- In 2018, 24% of EY had a special educational need (SEN), this is well below the national average for LACYP (56% in 2017).
- 11 pupils (79%) were educated in Stockton schools and 1 pupils (7%) was educated out of the Borough. 2 pupils (14%) moved into an adoptive placement during the year.

GLD	2016	2017	2018 14 pupils
Stockton LACYP	38%	25%	64%
Stockton	65%	78%	70.4%
National	69%	71%	71.5%

Achievement

- In 2018 attainment at the end of EYFS, as determined by children achieving a Good Level of Development (the number of children achieving at least 'expected' in each of the Prime Areas and in the Specific Areas of Literacy and Mathematics) is 64%. This is below the national average for all children (71% in 2018) but demonstrates a significant improvement since 2017. There is no Early Years national data for CYPIOC. Attainment on entry for these children was significantly below expectations and therefore progress is described as good.

2.3 Y1 Phonics Screening – 903 Cohort 12 mths. plus, 12 Pupils: 7 boys, 5 girls, 1 pupil = 8.3%

Context of cohort

- In 2018, 1 pupils (8%) in Year 1 has an SEN status of SEN support,
- 4 pupils were educated in Stockton, 5 pupils were educated OOB, 2 pupils moved into adoptive placement

Pass Year 1	2016 16 pupils 2 dis-applied	2017 9 pupils	2018 12 pupils
Stockton LACYP	50% (57%*)	67%	83.3%
Stockton	83%	83%	83.6%
National	81%	81%	83%
National LACYP	No data	No data	tbc

- In 2018 83.3% of children achieved the expected standard in the Phonics Screening Check. This is significantly higher than 2017 and in line with outcomes for all pupils (83%)
- The Virtual School has identified each pupil who has not met the standard at the end of Year 1 and 2 to confirm or co-ordinate targeted support in 2018/19.

2.4 Key Stage 1 903 Cohort, 12 months plus, 11 pupils, 17 boys and 4 girls 1 pupil= 9.1%

Context of cohort

- In 2018, 3 pupils (27%) of the KS1 cohort had a special educational need (SEN) this is well above the national average for all pupils and below the national average of LACYP (56% 2017). 1 pupil 9% has an EHCP and 2 pupils (18%) are at 'SEN support'.
- 10 pupils (91%) were educated in Stockton schools and 1 pupil (9.1%) was educated out of the Borough,

Achievement KS1 LACYP – using the new national assessment systems –Expected Standard EXS+.

903 12mths Cohort EXS+	2015/16 Stockton LAC	2015/16 National LAC	2016/17 Stockton LAC	2016/17 National LAC	2016/17 Stockton all pupils LA	2016/17 National all	2017/18 Stockton CYPIOC	2017/18 National LAC	2017/18 National All
8 pupils 1 pupil =12.5% 2 Dis-applied			16 pupils 1 pupil =6.25% (NCER – 15 pupils)				11 pupils 1 pupil = 9%		
Reading	63%	50%	50% (53)	51%	76%	76%	64%	tbc	75%
Writing	38%	37%	38% (33)	39%	72%	68%	82%	tbc	70%
Maths	63%	45.6%	50% (46)	46%	77%	75%	82%	tbc	76%
Combined RWM	38%	32.5%	31% (27)	34%	67%	xxx	64%	tbc	No Nat,fig

- In 2018 Preliminary data shows that outcomes improved significantly in all areas. In writing and maths CYPIOC performed above the national average for all children and were well above the national outcomes for LACYP in all areas in 2016/17.
- The Virtual School has identified that reading is a key focus for identified pupils.
- In 2016 38% of this cohort achieved a Good Level of Development GLD. In 2018, 64% achieved EXS+ in CRWM and in writing and maths 82% achieved EXS+, in reading 64% achieved the EXS+, therefore progress is described as good in all areas.

2.5 Key Stage 2 (25 pupils, 16 Boys 9 Girls) (903, 12mths plus cohort) 1 pupil = 4%

Context of cohort

- In 2018, 12 pupils (48%) had a special educational need, this is significantly above the national average for all pupils and well above the national average of LACYP 56% in 2017. 5 pupils (20%) have an EHCP and 7 pupils (28%) require 'SEN Support'.
- 20 pupils (80%) were educated in Stockton Schools and 5 pupils (20%) were educated in out of borough schools; of those 1 pupil (4%) attended a Special School

Achievement KS2 2018

KS2 903 12mths Cohort EXS+	Stockton LAC 2015/16 22 pupils 1 pupil =4.5% 1 Dis- applied	National LAC 2015/16	Stockton LAC 2016/17 31PUPILS 1 pupil =3.2% 1 Dis-applied (NCER – Pupils)	National LAC 2016/17	Stockton CYPIOC 2017/18 25 pupils 1 pupil = 4%	National LAC 2017/18	National All 2017/18
Reading	23%	41%	26% (30)	45%	44%	Tbc	75%
Writing	59%	46%	35% (40)	48%	52%	Tbc	78%
Maths	36%	41%	26% (23)	46%	48%	Tbc	78%
Combined RWM	9%	25%	10% (10)	30%	36%	Tbc	64%
SPAG	45%		52% (53)	50%	tbc	tbc	78%

- In 2018, preliminary data shows that there are significant improvements in all areas. Outcomes remain well below national average for all pupils but are in line or above national outcome for LACYP in 2017.
- The Virtual School will ensure that all secondary schools, especially mainstream secondary schools, provide the appropriate support and intervention for all pupils who did not achieve the expected standard in Year 6.

2.6 Key Stage 4 903 Cohort 12mths plus (28 pupils, 14 Boys, 14 Girls) 1 pupil = 3.6%

Context of cohort

- In 2018, 16 pupils (57%) had a special educational need, this is above the national average for all pupils and below the national average of LACYP (56% in 2017). 12 pupils (43%) have an EHCP and 4 pupils (14%) require SEN Support’.
- In 2018, 20 pupils (71%) were educated in Stockton and 8 pupils (29%) were educated in out of borough schools: of these 17 pupils (61%) attended a special school in line with their personalised needs. 1 pupil attended a mainstream school on a part time table due to SEMH issues and a further student decided to retake Year 11 but then left at the end of Year 11. To that end only 9 pupils (32%) followed a normal mainstream timetable.

KS4 Achievement

KS4 903 cohort 12mths +	Stockton LAC 15/16	National LAC 15/16	Stockton LAC 2016/17 23 pupils	National LAC 2016/17	Stockton CYPIOC 2017/18 28 pupils	National LAC 2017/18	National All 2017/18
Pupils achieving Grade 4+ English Lang /Lit		x	30%	x	32.1%	tbc	tbc
Grade 4+ Maths	x	x	17%		17.8%	tbc	tbc
Grade 4+ Eng. & Maths	x		17%	x	17.8%	tbc	tbc
Grade 5+ English Lang /Lit	x		17%	x	14.3%	tbc	tbc
Grade 5+ Maths	x	x	4%	x	7.1%	tbc	tbc

Grade5+ Eng. & Maths	x		0%	x	3.6%	tbc	tbc
Attainment 8			20.8	18.9	Tbc	tbc	tbc
Progress 8			-0.88	-1.19	tbc	tbc	tbc

- This year new accountability measures have been introduced whereby school are expected to report on the number of pupils who achieved Grade 4 or above in English and maths in their GCSEs. 32% achieved Grade 4 or above in English and 14% achieved grade 4 or above in Maths.
- **Of those in mainstream schools** 72% achieved grade 4+ in English and 42% achieved grade 4+ in maths. At grade 5+,4 pupils (14.3%) achieved grade 5+ in English Language or literature and 2 pupil (7.1%) achieved grade 5+ in maths. 1 pupil (3.6%) achieved both English and maths at grade 5+. National figures for all pupils have not been released and outcomes for LACYP will not be available until March 2019
- The Virtual School recognises the ongoing need to reduce the gap between LACYP and all pupils.

2.7 KS5 Outcomes

- At KS5, data shows that a high majority are on target to progress to the expected level. Rigorous action has been taken to support those who are NEET. 92% of pupils in Year 11 in 2018 have progressed into education, employment or training. See table 2.10

2.8 Higher Education

- LACYP progression to university is pleasing, with 22 students now undertaking Higher Education courses. 6 students started university in 2018.

2.9 LACYP Attendance and Exclusions

- Preliminary data shows that LACYP attendance continues to be in line with the national and local averages for all primary and secondary schools. LACYP persistent absence has increased slightly but this is attributed to safeguarding issues. LACYP exclusion figures decreased in 2018 to 63.5 days of fixed term exclusion; which involved 12 pupils (see table below)
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	2015/2016	2016/17	2017/18
Attendance CYPIOC	95.8% Secondary 93.4, Primary 97.4	Overall 95.5% Secondary – 93.4% Primary – 97.1%	tbc
National	Primary 96.1% Secondary 94.7%	Not yet released	tbc
Stockton LA	Primary 96% Secondary 94.4%	Not yet released	tbc
Persistent absences CYPIOC	90% = 8.5% 85% = 6.1%	90% = 8.7%	tbc
PA National	Primary 8.2% Secondary 13.1%	Not yet released	tbc
PA Stockton	Primary 7.7% Secondary 14.3%	Not yet released	tbc
Exclusion PEX	0%	0%	0%
Exclusion FXT No of pupils	12 pupils – 5.2% check 51 days	17 pupils 5.7% 82.5 days	12 pupils (1 pupil entered care June 18 with a high number of FTE 20.5 days, prior to care) 63.5 days (includes 20.5 days as noted above)

The tracking of attendance outside the borough remains a problem due to technical IT issues together with the reduction in human resources. BUSI are currently working with Xentrall to consider different options and resolve the issues. Interim measures have been put in place to ensure any attendance concerns are immediately reported to the VS and social worker

2.10 Post 16 Destinations at the end of Year

	Sept 15 903 cohort 15 pupils	Sep 16 903 Cohort 18 pupils	Sep 17 903 Cohort 23 pupils	Sep 18 903 cohort 28 pupils
Education	(12) 80%	(14) 78%	(22) 96%	(21) 76%
Employment	(1) 7%	(1) 5.5%	(0) 0 %	(2) 8%
Training	(1) 7%	(2) 11%	(0) 0%	(2) 8%
NEET	(1) 7%	(1) 5.5%	(1) 4%	(1) 4%
Other				(1) 4%

Section 3: Educational Challenge and Support

The VSHT, in partnership with key services, has implemented a number of key initiatives and procedures to support and challenge the educational needs of LACYP.

3.1 Monitoring – Schools/ Pupil Tracking / E Files

As noted in Section 1, the position of Senior Information and Administration Officer was introduced in September 2017. The new position oversees the data collection and analysis previously carried out by BUSI, the current administration systems and the newly implemented E PEP.

The Senior Officer is managed by the VSHT and will enable the VS to monitor and review data in a timely way, improve communication, secure accurate cohort lists, develop strong relationships with DTs and Data Managers in school, as well as providing deep evaluation of the data sets in line with the needs of the VS.

E files and updated chronology forms continue to be implemented to record information on our LACYP

3.2 SIA programme

The VS continues to be supported by a School Improvement Advisor (SIA) who is a Senior Advisor within the EIS. The advisor meets termly with the VSHT and acts as a critical friend as part of the support and challenge process. The School Development Plan, VSHT Report and Quality Performance Review are shared as part of this process.

3.3 School Monitoring Visits

In 2017/18 the Virtual School carried out over **400 meetings** to support CYPIOC and **15 quality assurance visits** were carried out in out of borough placements. This is a rigorous process in partnership with SEN to ensure all issues are addressed and challenged and to provide a good understanding of the educational provision offered to our CYPIOC in out of borough places. **In addition to this, approximately 1200 PEPs** were quality assured by senior officers in School and SEN where further challenge and support was given where appropriate

3.4 Quality Assurance of Personal Education Plans

OFSTED June 2016 noted Significant, successful work has been carried out with schools to develop and implement personal education plans that meet individual pupils' needs, track their progress regularly, include measurable targets for improvement and identify the impact of the use of the additional government funding for looked after pupils, termed the 'pupil premium plus'. Rigorous monitoring of plans takes place to make sure that they are conducted on time, are of a good quality and drive improvement. Where there are concerns, action is required to be taken immediately

In 2017/18 the quality assurance of all PEPs continued to be carried out by the VS supported by members of the EIS. The SEN Service were unable to provide this support in 2017/18 but a small number of senior managers, and colleagues in Youth Direction trained to undertake this role. This has helped to raise the profile and needs of CYPIOC. There has been a notable improvement in the quality of PEPs over the last three years. With the introduction of the E PEP all PEPs must now reach an Amber standard to be signed off. QA staff provide support to colleagues where the PEP does not meet the accepted standard.

In line with statutory guidelines; the VS also monitors the number of PEPs in place. In 2017/18 reports have shown a significant improvement, especially for those in Early Years and Post 16 which was identified as an area for further improvement in 2016/17.

Record of PEPs in place August 2018

	Early Years	School Age	Post 16	
PEPs in place	98%	91%	100%	
PEPs to be closed off	24%	40%	36%	

3.5 Pupil Premium Plus Audit

With the implementation of the E PEP, the VS is now able to closely monitor the use of the PPP in line with the targeted support identified in the PEP. Following the audit carried out in 2016/17 and the discussion at the Schools Forum the funding policy was revised; schools and setting now only receive the money recorded in line with the targeted support recorded in the PEP. This will secure improved sufficiency in line with the E PEP system and planned innovative work within the Virtual school.

The VS has worked with the Finance and Planning and Partnership Service to ensure the **PP+ for 3 / 4 year old** is allocated termly in line with the need identified in the child's PEP.

3.6 Audit tools

The VS has developed two documents, *'The Quality Assurance of Educational Provision for CYPIOC' (Ref. 3.3)* and *the Audit tool for the provision and support of looked after children in schools'* These enable schools to quality assure the provision for CYIOC at school and individual pupil level and in Stockton can form part of the Excellence in Inclusion Award. In 2016/17 a new toolkit was produced by the National Association of VSHTs to support schools in identifying strengths and areas for improvement. The revised statutory guidance for Designated Teachers also provides some key questions for schools to evaluate their provision in schools.

In summer 2018 the VS launched the **'PPP Award'**, this will enable schools to evaluate their practice in an effective way and provide a useful tool to demonstrate their provision for CYPIOC to governors and Ofsted Inspectors.

3.7 CPD

In 2017/18 CPD was provided regularly by the VSHT, and EDA to all stakeholders (DTs, Teachers and Support Staff, Governors, Social Workers, IROs, Residential Workers, Foster Carers, Youth Offending NQTs, and Trainee Teachers) to support the needs of CYPIOC

The following training events took place

- Termly CPD for all DTs (Bespoke support is given to new DTs when required)
- Oct 2017 Making Sense of Education, Social Care /Residential workers
- Spring 2018, Governor Briefing attended to discuss revised guidance
- Ongoing Foster Care Training in line with each new foster preparation group (6 sessions)
- Ongoing Bespoke Training for individual teachers/teacher assistants or whole school training on Attachment Difficulties/Developmental Trauma/ Emotion Coaching and Theraplay.
- Attendance at Social Care Team Meeting to update staff on local and national development
- Autumn, 2017 Headteacher Induction Training – LACYP Policy and Procedures
- Spring 2018 NQT/SCITT Training
- VSHT attends Primary and Secondary Head meeting, 'Education Matters', Schools' Safeguarding Forum, EIS Team Days and Social Care Managers meetings to keep senior leaders and key staff up to date with national developments

- PAC UK, as part of the Dfe project, continued to deliver free Attachment Training to schools/ settings up until March 2018. 46 school and settings including SCITT, Governors and LA services took up this offer.

In 2017/18, 24 colleagues from schools and the LA took part in a **7 day (200 hours) Attachment Lead Course** accredited by Brighton University. 21 were successful in achieving the award which has proved invaluable for the VS, SEN Service and senior colleagues in school in supporting pupils with Attachment Difficulties and Developmental Trauma. In addition to this, the VS organised further training on **Emotion Coaching** and **Theraplay**. Due to demand and success, further courses have been arranged for 2018/19. 5 schools will take part in a course for senior leaders and all staff led by Kate Cairns Associates on Attachment Difficulties and Emotion Coaching and the Attachment Lead Course for 2018/19 has already been filled with a further 24 staff from schools.

In response to the Pupil Voice and identified need to support pupil finance, the VS invited the **London Institute of Banking & Finance** to discuss the courses available to schools and other organisations. A number of schools, together with 'Let's take Action', have decided to run the on line courses for CYPIOC. It is hoped that all CYPIOC will have access to the online courses in the future

As noted in Section 1, the VSHT continues to attend the termly NE Network of VSHT and the annual VSHT conference to share and learn from best practice. In 2017/18 the Stockton VSHT continued to be the regional lead for the NE. This is allowing Stockton to take part in national decision making and steer regional development. In 2017/18 the NE VSHT network group worked with UCL (University College London) on a PALAC (Promoting the Achievement of Looked after Children) Research Project to support schools in developing new strategies to support the needs of LACYP. The report will be published and shared nationally in autumn 2018. The high level of engagement by Stockton DTs has been recognized.

All member of the VS team regularly attend key meeting within the Education Improvement Service to keep abreast of local and national developments and safeguarding issues and a representative (EDA) attends the Social Care Operational Managers Group as well as the weekly SEN meeting. The VSHT continues to be a member of both the VEMT strategic and operational group.

3.8 Additional Support/Pupil Premium Plus Funding - HTLA

As noted in section 1, the new revised structure has resulted in a HTLA joining the VS team. This role has impacted positively on the capacity of the VS to provide immediate bespoke support to pupils at times of crisis as well as precise intervention in line with the VS monitoring system.

In 2017/18 the HTLA has worked with 33 pupils as well as providing them with 1-1 support in line with their personalised need to overcome barriers to learning or by providing bespoke advise to schools. In addition to this, the HTLA has carried a high number of observations and represented the VS at PEPs meetings and looked after reviews. The HTLA is currently training as a qualified therapist, this work is helping to support the work undertaken by the VS. The HTLA was successful in passing the Attachment Lead Course for practitioners accredited by Brighton University

The Additional Learning Support /Pupil Premium Plus is available to schools at times of crisis. This provides financial support when other resources e.g. Pupil Premium, LAC Funding, have been exhausted. Following a referral request, the panel makes a recommendation on the type and amount of the support to be offered. In 2016/17, 10 pupils were supported by the ALS/PPP funding.

3.9. Virtual School Website

In 2017/18 on going work has taken place in readiness for the launch of the new website in Autumn 18. The site will provide an effective method of providing up to date information or sign posting, advice and guidance to CYPIOC, parent /carers and other stakeholders

Section 4: Service Practice

4.1 Accountability process

In 2017/18 the VSHT and Assistant Director for Schools and SEN, met monthly to discuss key issues pertinent to the VS and to monitor progress and identify actions for improvement. The QA and time framework of PEPs are discussed and shared with CSMG, social care, schools and educational settings to ensure PEPs are in place in line with statutory requirements. Monthly reviews are shared with Heads of Service, Social Care Managers, social workers and schools where appropriate. This is now supported by the implementation of the **VS Strategic Group Meeting**

4.3 SIA report on Virtual School

The SIA provides a report to the Assistant Director for SEN and Schools on a termly basis. The report gives up to date information on Pupil Outcomes, Leadership and management, School priorities and progress against action agreed at the last meeting

4.4 MALAP

THE VSHT attends the MALAP (Multi Agency Looked after Partnership) Board Meetings and provides regular updates and report on the educational progress and activities of LACYP. In 2018/19 the Corporate Parenting Board will take over this role. A new 'Governing Body' is being proposed as part of the Corporate Parenting Plan to support school improvement.

4.5 Political Accountability

Reports are submitted annually to the Children and Young Persons Committee, Children and Young Person's Partnership and Cabinet which set out the performance of all LACYP compared to previous years and national averages. Reports are submitted to CSMG to detail ongoing progress and initiatives.

4.6. Virtual School Meetings

The VSHT chairs (*) or attends a number of other key meeting to support the ongoing development of CYPIOC and ensure that their individual needs are being met

- Attendance and Well Being Meeting (*)
- VS Monitoring Meetings (*)
- 0-5 LAC Working Party (EDA Chairs)
- LAC 14-19 Working Party(EDA Chairs))
- Social Care- Service Manager Meeting (EDA attends)
- CMAP (EDA for OOB attends)
- PEP/LAR meetings when required
- EET Clinic for LACYP (attended by EDA for Post 16))
- Schools Safeguarding Forum
- VEMT Strategic Group
- VEMT VPG – operational group

- EHC panel meeting (EDA attends)
- Culture Initiative/ Blue Cabin (+EDA)
- MALAP
- CSMG
- SMT/SLT
- SEN Panel Mtg (EDA for OOB/Post 16)

Section 5: Continual Improvement

5.1 File audits

File audits have been carried out in 2017/18 to identify best practice and areas for further development as part of the safeguarding process. The VSHT gave an input at one of the termly Safeguarding Forum events and continues to provide bespoke training to schools with regard to reporting and recording, and chronologies.

5.2 File management for schools and templates

Individual Pupil Files are provided for all CYPIOC in schools in line with the content agreed at the safeguarding training. This has impacted positively on the quality and consistency of the individual files and has supported pupil transition where there is a change of educational placement.

With the introduction of the E PEP this is no longer mandatory but schools must ensure all information is uploaded onto the EPEP system or maintained within the file. All schools are expected to keep a chronology of events in line with safeguarding procedures

5.3 Post 16 EET clinic

The EET Clinic continues to meet monthly to monitor the progress and provision of Post 16 CYPIOC/Care Leavers. This is supported by the VS EDA and Specialist CYPIOC Participation Officers.

5.4 Youth Direction/ Youth Offending

Following a review and evaluation the Specialist Participation Adviser for CYPIOC have returned from their base in Youth Offending to Youth Direction. This has impacted positively on the enhanced work, co-ordination and data analysis with the VS. In 2017/18, the report from Youth Direction evidences that the **CYPIOC Participation Officers (FTE 1.2) have carried over 1200 significant interventions** with CYPIOC

In 2017/18 the Specialist Participation Adviser for CYPIOC extended their remit to attend PEP meeting in Year 9 in addition to Year 10/11. This will provide increased consistency and ongoing support in Key Stage 5. The Specialist Participation Advisers continue to attend PEP meetings, where appropriate, for Post 16 pupils in education, training or employment. This partnership, as noted by OFSTED (June 16) together with the VS Post 16 CYPIOC meeting has enhanced the timely support offered by all services to CYPIOC in schools and Post 16 establishments.

In 2017/18 two new initiatives were introduced for CYPIOC – **'Matty's Bistro'** and a summer **'Allotment Project'**. Both schemes proved to be highly successful engaging pupils in employability skills, accreditation in Food Hygiene and providing personal development opportunities.

The VS continues to work more closely with the Youth Offending Team and a representative now attends the half termly Attendance and Well Being Meeting.

5.5 Post 16 / EYFS/ Out of Borough Pupils

On-going discussions/actions continue to improve the provision for LACYP in Early Years, Post 16 establishments, and those placed outside the borough.

- As noted by OFSTED June 2016, the appointment of the EDA for CYPIOC in out of borough schools/Post 16 has impacted positively by providing increased challenge and support to OOB educational settings and Post 16 provision. The EDA continues to ensure that educational provision is effective in out of borough placements and attends PEPs Meetings /SEN annual Reviews where necessary to support and challenge the needs of CYPIOC. The work of the EDA has impacted positively providing clear expectations to our out of borough schools and DTs who have not able to engage in our training.
- The EDA for Stockton continues to work in partnership with the Early Years Adviser to secure increased understanding of CYPIOC within the Early Years, especially in PVI's (Private, Voluntary and Independent Sector) CPD has been provided which has enabled PVI's to have a clear understanding of E – PEP process and social care procedures. Further work has been undertaken to secure the early identification of need and the implementation of appropriate support. The work of the EDA has impacted positively on the number of E PEPs in place for Preschool children 0-5. Training for social workers has been planned for the Autumn Term

5.6 Transition Guarantee – Moving Forward Document

The LA have developed a Transition Guarantee between all Primary and Secondary Schools to support the effective transition of pupils from Year 6 to Year 7. In 2016/17 the Moving Forward Document was also implemented to support the transition of Early Years to Primary School. A protocol to support the transition of pupils into Post 16 establishments is currently been piloted. The VS encourage all schools to implement transition planning meetings for staff and CYPIOC when any change of educational placement take place.

5.7 Pupil Premium Plus

In 2014 the Pupil Premium Plus (PPP) for LACYP was implemented in line with the new national conditions. Following consultation at all levels, it was agreed that £1400 of the £1900 would be given direct to schools to support LACYP in line with the targeted support recorded in the PEP. This amount has been increased in 2018/19 to £2300. Following review and evaluation it was decided that the amount given to schools would remain the same to support individual pupils with increased need, to maintain the enhanced staffing of the VS and create further opportunities for innovative work within the VS.

Main Areas of Expenditure for centrally held funding:-

- Staffing, EDA x2, HTLA, Youth Participation Officer (FTE1.2)
- EP Service level agreement
- Support to individual pupils in need of additional and personalised support
- CPD for DTs/VS
- Primary/Secondary Hubs
- Enrichment Activities e.g. Matty's Bistro, Summer allotment Project
- E PEP Service
- Support for Children in Care Council
- Arts Project

The PPP is given to Stockton Schools retrospectively on termly basis so the money follows the pupil. For out of borough schools the money is administered yearly. The VSHT carries out an annual audit* of the use of the PPP to ensure it is used effectively and impacts positively on pupil outcomes. (As noted in Section 3.5 the Pupil Premium Plus spend is now monitored through the E PEP process.)

5.8 Pupil, Parent /Carer Voice

The three **Primary Hubs** (North, South and Central) set up in 2016/17 by the Stockton EDA continue to be highly successful –, not only for the pupil voice, but in securing activities where CYPIOC can socialise and develop their social and emotional skills. Over 40 pupils attended these events. In 2017/18 a Secondary Hub was set up for pupils in Year 7 and 8 to provide continuity and facilitate a focus on long term aspirations. The first session took place at Stockton Sixth Form College where 18 pupil attended (NB. Attendance at November Event 38 pupils)

The VS continues to work in partnership with Youth Direction staff / Lets Take Action Group to support local events and listen to the child's voice to influence further development. In 2016/17 the PPP was used to enable members of the Lets Take Action Group to engage in a residential event and to support the Corporate Parenting Event organised by the group.

5.9 Mental Health

SDQ

The VS has worked with Social care and Health to implement SDQs in schools for teachers and pupils age 11+, via the E PEP Process. This will secure the triangulation of results received from carers and trigger action where required.

Training for services and schools – As noted in Section 3.2, the Virtual school has provided training on Attachment Difficulties and Developmental Trauma, Emotion Coaching and Theraplay. The training is having a significant impact in schools and settings empowering staff to implement key strategies to support the social emotional and mental health difficulties of CYPIOC. The VS is currently working with key services to implement an 'Attachment Aware Behaviour Regulation Policy' for school.

5.10 Revised Statutory Guidance Promoting the education of looked-after children and previously looked-after children

The VSH is working with the Director of Children Services to secure the extended duties of the VSH and all services in relation to Previously Looked-After Children.

Training has been undertaken with Designated Teachers in Schools and Governing Bodies to raise awareness of their new extended duties in relation to the revised guidance for schools. The VSH has also worked with the newly formed Regional Adoption Agency to secure collaborative working across the agencies.

Section 6: Child Engagement/Celebration

The VS continues to work in partnership with Social Care Managers to organise the Annual Celebration of Achievement events

- In October 2017, the Celebration of Achievement Event for Year 1-10 took place during the half term holiday at Billingham Forum. In addition to the formal presentations, a variety of events were organised for pupils and their parent /carers. There was a significant increase in the number of children been nominated for an educational award, Sport and Leisure or Personal Achievement. The celebration for 2018 was organised in the summer holiday days where the pupils had the opportunity to experience the activities at Preston Hall

- In Jan 2018 the Y11/Post 16 Celebration of Achievement Event took place at Billingham Forum. The event included a meal cooked and served by CYPIOC involved in an apprenticeship scheme. Presentations and special awards for Educational Achievement, Success in Education Training and Employment and Personal Achievement took place. All celebration events are supported by key senior managers within the LA including the DCS, Chief Executive and Lead Member of the Council.
- The VS continues to encourage schools to celebrate pupil achievement in its widest sense on the child/young person's PEP. Schools are encouraged to use the VS Ten Challenges which supports schools in engaging pupils in a variety of activities that evidence social skills and personal development. The challenges are bespoke to all phases

Section 7: Priorities for 2018/19 aligned to Council Plan and Children's Services Strategy Priorities (6 key priorities)

1 Giving children the best Start – Issue 4

- Continued emphasis on early years in readiness for school – training for social workers, importance of Early Years PEP
- Early Identification of need – SEN, EP, SDQs

2. Focusing on schools and learning outcomes- Issue 7.9,10

- Continued emphasis on Attachment and Developmental Trauma Training in all schools
- Implementation of Attachment Aware Behaviour Regulation Policy
- Clear pathways for Post 16/Implementation of Work Experience/ Work Shadowing Year 9-11
- Options for Alternative Provision for CYPIOC where appropriate

4. Safeguarding and Protecting- Issue 24

- as above working to transform support for young people with SEMH difficulties: Attachment Aware

5. Focus on better outcomes for CYPIOC

- See action in all areas

6. Working Collaboratively (see VS Strategic Plan)

- Training for social care – understanding the Education system, SEN, VS, Importance Of Early Years
- Ensure social workers/schools submit PEPs in a timely manner
- Improved data sharing with all partners

DR