Notice of a public meeting of

Corporate Parenting Board

To: Councillors Brooks, S Barnes, Cuthbertson, Gunnell, Rawlings and Runciman

Date: Monday, 27 June 2016

Time: 5.00 pm

Venue: The Thornton Room - Ground Floor, West Offices (G039)

A G E N D A

1.   Appointment of Chair and Vice Chair
Members are invited to elect a Chair and Vice Chair for the Board for the current municipal year.

2.   Declarations of Interest
At this point, Members are asked to declare any personal interests not included on the Register of Interests, any prejudicial interests or any disclosable pecuniary interests which they may have in respect of business on this agenda.

3.   Minutes   (Pages 1 - 6)
To approve and sign the minutes of the meeting held on 18 April 2016.

4.   Public Participation
At this point in the meeting members of the public who have registered to speak regarding an item on the agenda or an issue within the Board's remit can do so. The deadline for registering is **5pm on Friday 24 June 2016.**

Filming or Recording Meetings
Residents are welcome to photograph, film or record Councillors and Officers at all meetings open to the press and public. This

includes the use of social media reporting, i.e. tweeting. Anyone wishing to film, record or take photos at any public meeting should contact the Democracy Officer (whose contact details are at the foot of this agenda) in advance of the meeting.

The Council's protocol on Webcasting, Filming & Recording of Meetings ensures that these practices are carried out in a manner both respectful to the conduct of the meeting and all those present. It can be viewed at

https://www.york.gov.uk/downloads/file/6453/protocol_for_webcasting_filming_and_recording_council_meetingspdf

5. **Update on Show Me That I Matter Panel**
    Members will receive a verbal update on the Show Me That I Matter (SMTIM) Panel including the Bright Futures Scheme. This will include a presentation by young people.

6. **Corporate Parenting Board Programme of**   (Pages 7 - 16)
    Work and Priorities
    Members are asked to consider a number of options and suggestions regarding the future operation of the Corporate Parenting Board and to consider a proposed work plan. The Board will also receive an update on member visits to children's homes.

7. **Virtual School Development Updates**   (Pages 17 - 46)
    Members will be asked to note progress against key priorities included in the 2015/16 Virtual School Improvement Plan. They will receive an update on the development of the 2016/17 Improvement Plan and be asked to consider the implications of the Rees Centre report and how this can inform the priorities for the 2016/17 plan. Members will also be advised of the outcome of a recent poetry competition celebrating the creativity and talent of York's Looked After Children.

8. **Urgent Business**
    Any other business which the Chair considers urgent under the Local Government Act 1972.

Democracy Officers
Name: Catherine Clarke and Louise Cook (job-share)

Contact Details:
Telephone: (01904) 551031
Email: catherine.clarke@york.gov.uk and louise.cook@york.gov.uk

For more information about any of the following please contact the Democratic Services Officers responsible for servicing this meeting:

- Registering to speak
- Business of the meeting
- Any special arrangements
- Copies of reports and
- For receiving reports in other formats

Contact details are set out above.

This information can be provided in your own language.

我們也用您們的語言提供這個信息 (Cantonese)

এই তথ্য আপনার নিজের ভাষায় দেয়া যেতে পারে। (Bengali)

Ta informacja może być dostarczona w twoim własnym języku. (Polish)

Bu bilgiyi kendi dilinizde almanız mümkündür. (Turkish)

(Urdu) یہ معلومات آپ کی اپنی زبان (بولی) میں بھی مہیا کی جاسکتی ہیں۔

☎ (01904) 551550

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Agenda Item 3

City of York Council	Committee Minutes

Meeting	Corporate Parenting Board
Date	18 April 2016
Present	Councillors Brooks, Cuthbertson, Douglas, Gunnell and Runciman
Apologies	Councillors Cannon, D'Agorne and Funnell

11. Declarations of Interest

At this point in the meeting, Members were asked to declare any personal interests not included on the Register of Interests or any prejudicial or disclosable pecuniary interest they may have in relation to the business on the agenda or other general interests they might have had within the remit of the Board. None were declared.

12. Minutes

Resolved: That the minutes of the last meeting of the Corporate Parenting Board held on Monday 15 February 2016 be approved as a correct record and then signed by the Chair.

13. Public Participation

It was reported that there was one registration to speak under the Councils Public Participation Scheme, in relation to the Boards remit. A long-standing Foster Carer spoke on his knowledge and experiences. He questioned why Members had queried the word 'professionalise' in the Children and Young People in Care Strategy and expressed his views on this. He also felt that the fostering community should be given the opportunity to engage more in the Strategy and that their opinions should also be taken into account .

14. Virtual School Update

Members considered a report that highlighted the work of the Virtual School.

The Virtual School Head gave an update and confirmed that York had a fluctuating cohort of school aged children in care.

She confirmed her staff had increased which allowed a clearer remit to strengthen links and to provide further training to support and challenge colleagues in improving educational outcomes for children and young people in care.

Members noted that the Virtual School had a working School Self Evaluation and a School Improvement Plan that identified a tight set of operational actions and strategic work streams in order to improve outcomes and support a child in care.

The Head stated that all children in care had a Personal Education Plan (PEP) which would support their personalised learning. She confirmed that currently 75% of PEPs had been completed and officers would continue to complete more and quality assure them regularly so feedback could be given to the child's school and designated teachers.

Members noted the educational outcomes for York's children in care and the Head confirmed her future developments would continue to focus on narrowing the gap in reading and maths in KS1 and 2.

The Head stated that the attendance figures for children in care in primary schools was higher than secondary so they were trialling a 100% attendance initiative with students. She also stated that they used an integral database that allowed them to track termly each child's progress.

 In answer to Members questions it was confirmed:
- York Cares would be launching an enterprise to create an opportunity for children in care to meet with some employers and take advantage of a range of work based opportunities.
- The Show Me That I Matter Panel would consider how the achievements of children in care could be celebrated.
- Officers would continue to manage and monitor pupil premium figures.
- Training with foster carers, social care workers and schools would continue
- Future Corporate Parenting Board meetings could include a private pre meeting or be part exempt if individual cases were to be discussed.

The Chair thanked the Head for her update.

Resolved: (i)   That the report be noted
          (ii)   That the School Improvement Plan be emailed to Board Members. [1]

Reason: To keep the Board updated on the work of the Virtual School

Action Required
Arrange for the School Improvement Plan to be emailed to Board Members.   JK

15. Children and Young People in Care - York's Strategy 2016-2020

The Board were asked to endorse the final draft of York's Children and Young People in Care Strategy 2016-2020 and consider the options to inform all Councillors of their role as a Corporate Parent.

Members noted that the strategy focused on the councils work around children and young people in care and agreed it should be endorsed at Executive and Full Council where all Councillors would be required to sign a copy of York's Guarantee to children and young people in care.

Resolved:
    (i)   That York's Children and Young People in Care Strategy 2016-2020 be endorsed by Executive and Full Council.
    (ii)   That arrangements be made for the relevant Corporate Parenting Board Members to visit The Glen and Wenlock Terrace children's homes.
    (iii) That the Director of Children's Services, Education and Skills informs Group Leaders and the independent Councillors that York's Guarantee would be endorsed at Full Council where all Members would be asked to sign a copy.
    (iv) That the Children and Young People in Care Strategy 2016-2020 be added to the Forward Plan for endorsement at the June Executive.
    (v)   That a Corporate Parent training session be arranged for all Councillors.

Reason: In order to strengthen corporate parenting arrangements in the city.

16. Update from the Show Me That I Matter Panel

Members considered a verbal update on the progress of the Show Me That I Matter (SMTIM) Annual Report and the work of the panel.

The Advocacy and Participation Worker gave an update and confirmed:

- 12 young people in care aged between 14 and 19 sat on the Show Me That I Matter Panel and discussed important issues with the aim of helping to shape and improve services.
- The panel meets twice a month, once formally and another to campaign and plan.
- SMTIM was on twitter and support from Members would be appreciated.
- Takeover Week was in July and would offer young people in care the chance to experience a wide variety of jobs through York Cares.
- That some children in care had represented the Council regionally and nationally which included a trip to Westminster.
- All achievements made by young people in care were recognised and rewarded accordingly.
- One inspiring young person in care was nominated three times at the Lord Mayor of York's Shine Awards.
- York had the funding to become a Human Rights City and part of this accreditation would require designated and targeted work from young people in care. Further information can be found at www.yhrcproject.co.uk.

Members noted that the panels current project 'Aspire to More' raised aspirations specifically aimed at care experienced young people. The panel had the opportunity to interview positive and inspirational role models and their work could be viewed at www.aspiretomore.wordpress.com.

The Board thanked officers for their positive update and agreed that they should meet with the SMTIM Panel.

Resolved:
  (i) That the update be noted.
  (ii) That arrangements be made for the Board to meet with the SMTIM Panel.[1]

Reason: To keep the Board updated on the work of SMTIM.

<u>Action Required</u>
That arrangements be made for the Board to meet   JK
with the SMTIM Panel.

17. **Visit to York by the Children's Commissioner**

The Director of Children's Services, Education and Skills confirmed that the Children's Commissioner was unable to attend the meeting and had sent her apologies.

Resolved: That new arrangements be made for the Children's Commissioner to visit York.

Resolved: To keep the Board updated on the work of the Children's Commissioner.

18. **Workplan**

Members considered the Boards work plan for the 2016-17 municipal year.

The Independent Advisor was in attendance to highlight her thoughts on the Boards work plan and remit.

She felt that the Board would want to:
- work closer with children in care.
- focus on championing the rights and aspirations of children in care.
- raise awareness of the Corporate Parent role to all Councillors, colleagues and external partners.
- commit to monitoring the outcomes for every child in care.
- work with the Show Me That I Matter panel.
- develop a 12 month workplan which would also include the relevant reports and strategy's that the Corporate Parenting Board were required to consider.

Resolved: That a draft work plan and remit be prepared by the Independent Advisor and distributed for approval at the next meeting.[1]

Reason: To consider a work plan for future meetings.

Action Required
To include a draft work plan in the next agenda   JK

Cllr Brooks, Chair
[The meeting started at 5.05 pm and finished at 6.50 pm].

Corporate Parenting Board   **27 June 2016**

Report of the Assistant Director, Children's Specialist Services

Corporate Parenting Board Programme of Work and Priorities

Summary

1.   This report is asking Board members to consider and provide feedback regarding the suggestions and options included within the report. Do Board members agree that some or all of the suggestions will provide the right framework and opportunities to develop and strengthen local Corporate Parenting arrangements?

2.   At a previous Corporate Parenting Board meeting, members requested a report which summarised proposals of a 12 month programme outlining Corporate Parenting Board work and priorities. Board members supported a principle that a forward plan could assist in ensuring that priorities were focused and closely supported the revised strategy for children and young people in care (2016).

Background

3.   When Corporate Parenting Groups are at their best, arrangements provide the leadership necessary to drive an ambitious and coherent multi agency approach to improving outcomes for children and young people in care.

4.   Building from a position of strength and committed member engagement, initial feedback provided by members of York Corporate Parenting Board has identified a number of priorities.

5.   York Corporate Parenting Board would like to:

        a. Refresh the purpose and role of the Board, promoting closer direct engagement with children, young people and professionals working with children in care

b. Champion the rights, aspirations and achievement of children and young people in care, monitoring progress and outcomes

c. Raise awareness of the corporate parenting role, responsibilities and opportunities in order to extend the principles of corporate parenting to a wider group of officers and elected members

d. Actively engage with young people through existing forums, such as Show Me That I Matter (SMTIM), in order to stay connected to the experiences of young people and ensuring a sustained focus on the voice of the child, outcomes and progress

6. There is no 'right' way of establishing Corporate Parenting arrangements. Different models can be effective and for York, the 'best fit' is likely to be an approach which explicitly supports the priorities outlined above.

York Strategy for Children and Young people in Care

7. Significant work has been completed to develop and implement a new strategy for children and young people in care. The strategy document introduces 6 strategic themes and a new Strategic Partnership for Children and Young People in Care. In addition, the nine priority actions and projects provide a structure to plan future Corporate Parenting Board Meetings and other related activity.

8. The six new strategic themes are ambitious, challenging and well placed to support the development of local corporate parenting arrangements. The themes can be used to measure service and/or partnership progress and outcomes for children, promoting a balance between qualitative and quantitative evidence and promoting a greater focus on outcomes and experiences of children and young people.

9. York Corporate Parenting Board might want to consider how the 6 strategic themes could be used to develop a framework to measure the effectiveness of member support and challenge and/or Corporate Parenting Board self assessment.

> **6 strategic themes:**
>
> **Ambition:** *'good enough is not good enough'.*
> **Personalisation:** *'every child and every family is different'.*
> **Normality:** *'every child and young person is entitled to a normal, stable, caring family life'.*
> **Trust:** *'as professionals we need to trust each other better, and young people even more'.*
> **Accountability:** *'we need to be clear who is responsible for what'.*
> **Efficiency:** '*we have to live within our means'.*

Consultation

10. The development of the revised strategy document involved significant consultation with a cross cutting range of stakeholders. This consultation and engagement included a number of services and agencies and the feedback and ideas have helped to shape the priorities and approach outlined. This process in itself will have encouraged agencies to think differently about the opportunities and their responsibilities to improve outcomes for children and young people in care. This work will provide a platform from which services and standards can further develop.

Options

11. This report promotes a twelve month forward plan which includes a dual approach, including formal meetings and other related Corporate Parenting Board activity.

12. In addition to regular Corporate Parenting Board Meetings, there are opportunities for Board members to be more closely connected to practice and children's experiences of care. This activity could include visits to services and teams, providing a further opportunity to promote a focus on the effectiveness of services, within a context of the 9 outcomes and 6 strategic themes.

13. Consideration should be given to the following activity:

   - 4 or 5 Corporate Parenting Board Meetings each year

- Visits to teams, services and related consultation groups
- Member training

14. **A suggested structure for future meetings:**

   1. Clarify the purpose of the session considering the 9 priority actions and projects. What is it we are doing and why? How does the agenda link to the 9 priority actions?

   2. Timetable reports and presentations which provide narrative, details of progress and areas which require further development or improvement. Officers might be encouraged to prepare reports and presentations, using the 6 strategic themes, to evaluate the effectiveness of practice and partnership arrangements.

   3. Highlight plans to prioritise the voice of the child and/or experience of practitioners. Opportunities might include practitioners attending the Board Meetings.

   4. Discussion following the presentation and/or report which considers other related activity and visits as part of a Corporate Parenting Board forward plan.

   5. Corporate Parenting Board members provide feedback regarding observed strengths and effectiveness, considering one or more of the 6 strategic themes.

   Planned CPB activity between meetings

15   In some ways the activity which takes place between Corporate Parenting Board Meetings might be the most valuable. If planned and consistent with a wider set of priorities, this activity will allow members to promote the Corporate Parenting Board role, equipping them with the detail and insights they need in order to be most effective.

16.   Priorities for Board members might include:

   - Routine and planned engagement and discussion with young people, teams and services which support children and young people in care

   - An extended use of case studies to develop insight into the experiences of children, young people and carers

- Member training and workshops with wider service and agency representation

- A developed 'link role' to key service areas, establishing relationships and developing oversight of effectiveness over time. A link role could be established in the following areas:

  Show Me That I Matter
  Housing
  Pathway Team
  Education/ schools
  Health
  Placement Team, Fostering Service and Short Breaks
  Virtual Head and School for children in care

Analysis

17   As stated earlier in this paper, there are no right or wrong ways to deliver corporate parenting arrangements and the most important feature is that arrangements reflect local priorities, approach and vision. Equally, arrangements should be well understood and easily communicated by all relevant stakeholders.

Questions for York Corporate Parenting Board

18.   Which suggestions or ideas would members like to prioritise or take forward?

19.   Language is important and immediately sets a tone and approach. Do members want to be a Board, Committee, Panel or a Group? A Board immediately suggests a formal process; a Group might promote a set of priorities and activity which is ongoing and inclusive.

20.   Membership can and should be determined on a local basis. Is the membership right for York or do members wish to extend and include wider agency representation? Membership doesn't necessarily mean that individuals attend every meeting, for example; the Virtual Head Teacher for Children in Care might be a member, attend once or twice a year and be included in wider communications and other activity between formal meetings.

21.   How do York Corporate Parenting Board routinely feedback and communicate with services and other strategic groups? Member

attendance at the Strategic Partnership for Children and Young People in Care will be critical but other groups will be equally important. For example; foster carer consultation groups, teams and services working directly with children in care.

22. How will the views of young people be represented? York Corporate Parenting Board has well established relationships with SMTIM which might be extended to include a wider group of children and young people.

Council Plan

23. The forward plan should reflect the priorities set out in our Children in Care Strategy alongside the priorities and interests of Board members. Members of the Corporate Parenting Board are asked to consider the following proposals from which a detailed programme can be developed.

24. Key elements of a forward plan could include the following over the course of a year:

- Reflecting the 9 strategic priorities of the Children in Care Strategy.
- Joining up seemingly separate strands of work and maintaining a clear focus on outcomes for individual children and all children in care.
- Case studies can be used to illustrate the complexity and connections of themes and issues.
- Members may also wish to consider looking at aspects of the work plan outside of Board meetings, for example; visits to the SMTIM Panel, meetings with staff and foster carers, visits to key places, for example the Danesgate school.
- Reports from and dialogue with the Show Me That I Matter Panel (SMTIM). Panel members could attend Board meetings.
- Elected Member visits to children's homes
- Annual Independent Reviewing Officer Report
- Annual Report from the Strategic Partnership for Children in Care to the YorOK Board and Health & Wellbeing Board
- Other suggestions from Corporate Parenting Board members?

25. <u>Illustrative forward plan</u>

Meeting Date	Items for Forward Plan		
	Strategic Themes	**Strategic item**	**Tabled items**
1	Education Respect & Involvement	• Virtual School Improvement Plan • Rees Centre for Education – key issued for Elected members • Decision making & delegation • Support for placements	• SMTIM Panel Input • Case Studies
2	Health Emotional Health & Wellbeing	• Health passport • Health profile / issues for children in care • Local arrangements	• SMTIM Panel Input • Independent Reviewing Officer Annual Report and IRO (Independent Reviewing Officer) attendance and case studies
3	Good safe placements	• Vision for Foster Care • Placement Sufficiency Strategy • Increasing placement capacity	• SMTIM Panel Input • Strategic Partnership Annual Report • Feedback from foster carer consultation group • Quality Assurance of residential provision, including case studies
4	Relationships Identity	• Working with birth families • Normality / Making York Home / Delegation	• SMTIM Panel Input • Attendance or case studies reflecting the strengths of professional core groups and the impact this can have on outcomes for children
5	Moving to Adulthood Corporate Parenting	• Staying Put • Performance scorecard	• SMTIM Panel Input • Member visits to children's homes

Implications

26.

- **Financial:** *None*

- **Human Resources (HR)***: None*

- **Equalities**: None

- **Legal***: None*

- **Crime and Disorder**: None

- **Information Technology (IT)**: None

- **Property**: None

- **Other**: None

Risk Management

27. Potential risks which would require further consideration might include:

- Some confusion by some people as to the nature and purpose of any changes. This would require clear communication across agencies and further consultation around the proposals with SMTIM

- A detailed and ambitious 12 month programme could become too complicated and resource intensive. This would require careful planning and review of arrangements throughout the 12 month period

- Terms of reference would need reviewing to ensure clarity of purpose

- The experiences of children and young people must remain the priority and agenda setting would need to make sure that all work and priorities retained this focus

Recommendations

28. Members are requested to consider the report and provide feedback so that their thoughts and ideas are used to further strengthen local arrangements.

Reason:The feedback will be used to develop a detailed work programme which will be shared with members for final approval. A draft Communication Strategy will also be circulated for member approval.

Contact Details

Author:	**Chief Officer Responsible for the report:**
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Judy Kent,
Group Manager, Achieving Permanence, Children's Social Care
01904 554039

Report Approved	✓	Date	*21 June 2016*

Wards Affected: All

Background Papers: None
Annexes: *None*

Abbreviations

SMTIM   Show Me That I Matter Panel

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Corporate Parenting Board   **27June 2016**

Report of the Head of the Virtual School for Looked after Children and Young people

Virtual School Development Updates

Summary

1. Following a presentation by the Virtual Head Teacher at the last Board meeting, this report provides an update on some key areas including;

    - the development of the 16/17 Virtual School Improvement Plan [the 2015/16 Virtual School Improvement Plan is attached at Annex A for information]

    - the implications of the Rees Centre report and how this can inform the priorities for the 16/17 improvement plan [Annex B]

    - the outcome of a recent poetry competition which celebrates the creativity and talent of our Looked After Children [Annex C]

Background

2. The Virtual School Improvement plan attached is due to be re-written for the academic year 2016-17. As a local authority we need to decide what the priorities for the Virtual School will be going forward, in line with the 'Children and Young People in Care: York's Strategy 2016-2020' policy document so these can be written in to the new school improvement plan.

Consultation

3. This is the start of a comprehensive consultation in relation to the key priorities for the Virtual School's improvement plan for 2016 /17

Options

4.   At this stage the Board is simply invited to comment and give their views informed by the other material presented today.

Analysis

5.   Not applicable.

Council Plan

6.   The relevant sections of the Council plan that help to inform the Virtual School Improvement plan include:

Section 4.49(p.13)

Ambition – 'We need to ensure there is a spirit of constructive challenge in our debates about the way forward, and to reinvigorate our whole approach.'

Section 5.5 (p.19)

'Tackle the challenges around educational attainment with increased vigour and purpose.'

'Review and implement as appropriate the recommendations of the Rees Centre report about the 'Educational Progress of Looked After Children.'

'Support the Virtual School in its self-evaluation processes , and implement its improvement plan.'

Other developments (p.29)

'The Virtual School ...provides challenge around narrowing the gap..'

Implications

7. An analysis of the key implications includes:

Financial: Once the Virtual School Improvement priorities are agreed a fully costed plan will be presented to the Board.

Human Resources (HR):There are no HR implications.

Equalities: None

Legal: There are no legal implications.

Crime and Disorder :There are no legal implications.

Information Technology (IT):These will be reviewed in light of the recent implementation of the MOSAIC childrens management system once the priorities have been identified.

Property: None

Other: There are no legal implications.

Risk Management

8. There are no known risks.

Recommendations

9. Members are asked to consider

- the implications of the Rees Centre report and how it can inform the priorities in the virtual school improvement plan for 16/17

- progress against the key priorities included in the 15/16 plan

    Reason: To help identify the key priorities for the Virtual School Improvement Plan 2016 /17

Contact Details

Author
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Head of the Virtual School
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| **Report Approved** | √ | **Date** | 22/06/16 |

Eoin Rush
Assistant Director – Childrens Specialist
Services

Wards Affected: List wards or tick box to indicate all   **All** | Yes |
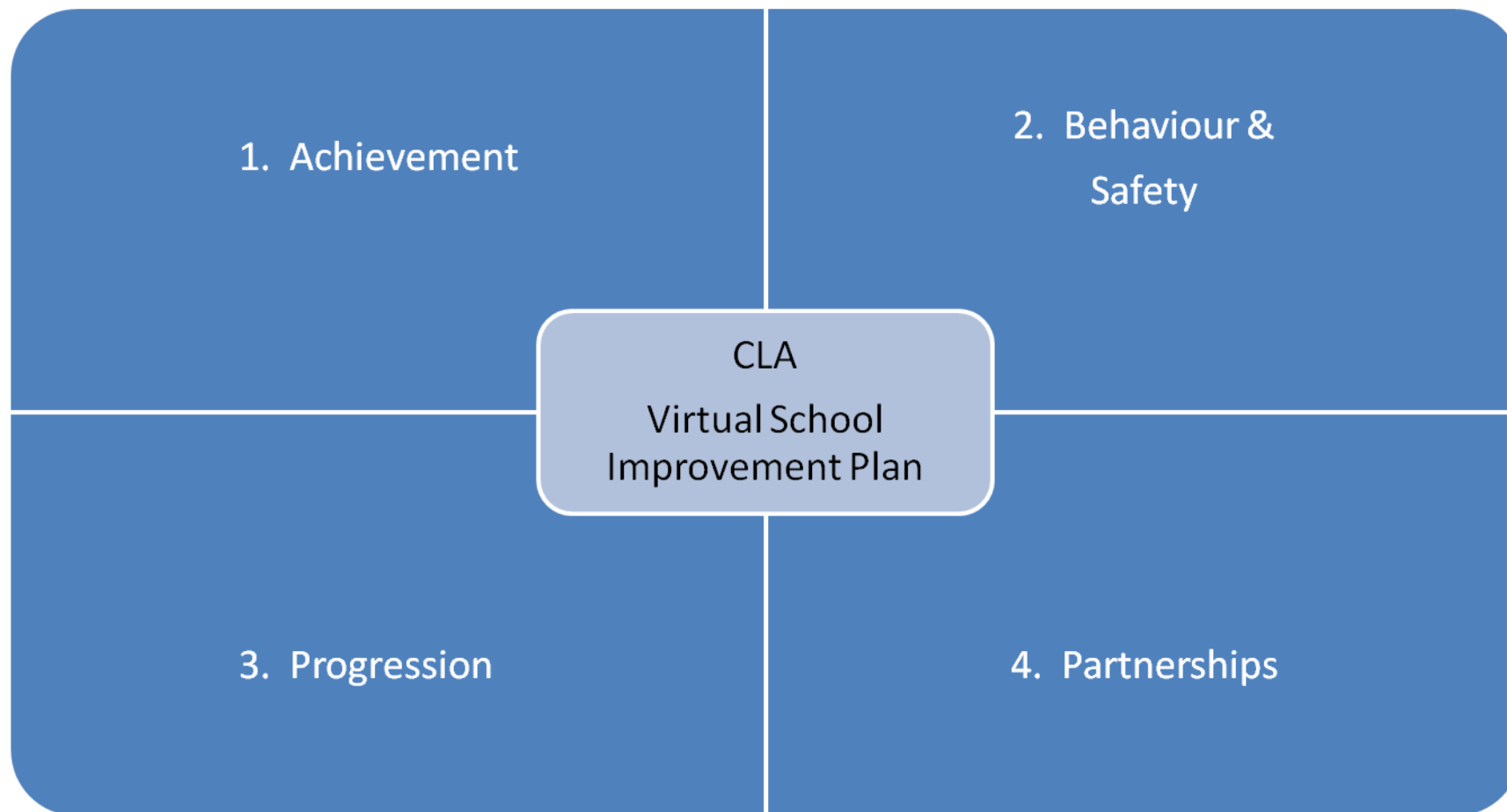
For further information please contact the author of the report

Annexes

Annex A - School Improvement Plan - 2015/16
Annex B - Summary of Rees Centre Report
Annex C - Outcome of Poetry Competition

Virtual School Improvement Plan 2015/16

1. Achievement	2. Behaviour & Safety
3. Progression	4. Partnerships

CLA
Virtual School
Improvement Plan

1. **Achievement** (links to CSS SP action number 10 – Improve educational outcomes for looked after children, in particular for children placed outside York and to CSS SP action number 11 – use personal education plans to drive up standards and to CSS SP action number 12 – improve the number and quality of PEPs)

1. Achievement	What we will do	Who will do it and when	Resource implications
1.1 EYFS 0-5 year olds (Child care provision, Nursery, Reception)	1.1.3 Monitor PEPs to ensure CLA are making Satisfactory progress. Challenge settings where necessary to focus on the needs and progress of the children. Moderate EYFSP outcomes for all CLA at the end of reception	1.1.3 – MB/SW – on going	Consultant/advisor time (to be reflected in SIS service plan)
1.2 KS1/2 Primary phase – 5-11 year olds 60% to gain L4 or better in Eng (in area only achieved 2012/13) 70% to gain L4 or better in Maths (in area only 40% 2012/13)	1.2.1 – transition planning. Review of where CLA are placed in terms of primary setting and why. Concern around CLA not being in best schools as per Ofsted measures although might be best school for other reasons. 1.2.2. – improve progress tracking and central collection of data for KS1 and KS2 (see 1.5	1.2.1 – SC- on-going on database. Report from SC at each Virtual school meeting. 1.2.2. – KY, MJ & SC	Attendance at transition PEPs and VSH/SpT time. Time to QA PEPs and clearer access to central collection of data (data to reflect all York CLA

	below)		not just in York CLA).
1.3 KS3/4 Secondary phase – 11-16 10% to gain 5A*-C IEM (changes each year based on pupil led targets) (in area only 33% 2012/13)	1.3.1 – support transition from KS2-3. Specifically we want to have clear progression plans that come out of PEP review in Autumn term of Y6. This would need support from Social Worker and IRO to line up meetings and who would be invited etc. 1.3.2 – KS3 – identify process for using tracking data to provide a 'health check' on personalising provision for Y8 pupils. This to be around what the schools know about how these pupils learn best and what are potential barriers to achievement. 1.3.3 – progress tracking and intervention points to be highlighted and enforced. See 1.5 below. 1.3.4 CLA summer school to be developed as part of strategic plan for key transition between Yr	1.3.1 – SC – likely to use support of Specialist Teacher (AP) with this work. Capacity issues. See also 3.1 below. 1.3.2 – MJ/TH/SC – likely to use support of AP with this work. 1.3.3 – see 1.5 below. 1.3.5 – SC/TH – supported by specialist teacher and EP – by Dec 2014. 1.3.4 SC, AP & GC to deliver the summer school in conjunction with York College and Askham	1.3.2 - Consultancy time. This work should lead to effective use of pupil premium to support secondary outcomes. 1.3.4 - Consultancy time. Cost of summer school taken from PP+.

		11 and 12.	Bryan College. Sian Clare, Moor Lane Youth Club also offered help. Links with York Cares (universities) to raise aspirations.	This work should lead to effective use of pupil premium to support young people into appropriate education, apprenticeship or employment. All young people for whom it is applicable will have applied for bursaries and bus passes.
1.4	Post 16 achievement	1.4.1 –Continue to develop and strengthen a clear transition from Connexions to Pathway for Post 16 students. 1.4.2 – English and Maths gaps identified as restricting post 16 progression 1.4.3 – functional skills July and summer programme at Danesgate to be further investigated	1.4.1 – GC (SC) ongoing 1.4.2 – Work with sixth form providers to identify any support required. Use AP. 1.4.3 – TH to discuss with JT	Meeting time with S Gennery, D Purcell and J Langdale. SpT has helped All Saints student to pass at C GCSE Maths in November 2015.
1.5	Role of Specialist Teacher	1.5.1 – Role of Specialist Teacher as teacher to support p&a and emotional wellbeing of cyp. 1.5.2 –AP to add detailed notes	1.5.1 –SC/AP– on going 1.5.2 – ongoing	SpT to make notes on impact of interventions e.g. GCSE results of those tutored and assess impact through questionnaires with

	on interventions taken and outcomes on Pen Portraits. 1.5.3 – analysis of impact on achievement through data tracking and school contact	1.5.3 – SC – on going –link to progress tracking.	students/staff.
1.6 SEF data and issues from partner schools	1.6.1 – establish school database that allows for fixed snap shots of cohort at key times over an academic year 1.6.2 – agree data calendar with School Imp Leads 1.6.3 – collect data as per calendar and link to database to allow for progression monitoring at end Sept (Y11 only), end Nov, end Feb, end June (KS1/2/3)	1.6.1 –SL– on going , monthly report in place 1.6.2 –done but needs constant embedding with support of SL 1.6.3 – INTEGRIS database now operational but needs embedding	Admin support hours - £10k per year Meeting time. Capacity through appointment and retention of Virtual Head for CLA and Admin Assistant

2. **Behaviour and Safety** (links to CSS SP action number 10 – Improve educational outcomes for looked after children, in particular for children placed outside York and to CSS SP action number 11 – use personal education plans to drive up standards and to CSS SP action number 12 – improve the number and quality of PEPs)

2. Behaviour and Safety	What we will do	Who will do it and by when	Resource implications
2.1 Supporting inclusion	2.1.1 – SEF shows need for TA support at times of crisis and/or to support complex transition issues. Identify supply TA in liaison with Outreach to allow for this support to take place. 2.1.3 – review role of Specialist Teacher in this area	2.1.1 – dependent upon de-delegation 2.1.3 – SC & AP	2.1.1 - £120 daily supply rate x 30 days set aside from BSS Outreach budget 13/14 = £3600.

2.2 Attendance	2.2.1 –SL to monitor attendance by contacting schools regularly and inputting on INTEGRIS.	2.2.1 –SL ongoing	2.2.1 Retention of CLA admin assistant Sue Large.
2.3 Exclusions	2.3.1 – as per 2.2.1 above 2.3.2 – awareness raising re DfE guidelines on exclusions for CLA with support available from LA to help in times of crisis (see 2.1.2)	2.3.1 – as per 2.2.1 above 2.3.2 – TH – circulated annually Autumn term.	
2.4 Health	2.4.1 – develop broader health partnerships 2.4.2 – engage with 'Let's talk about mental health' conference (Pathfinder) 2.4.3 – develop Designated Teacher Forum (through Pathfinder) to include live case drop in to gain support for social, emotional and mental health issues	2..4.1 – done through Strategic Partnership for Children 2.4.2 TH/SC 2.4.3 CA/SC	Build Strategic Partnership for Children links. 2.4.2 Time and costs to develop and deliver training on Anxiety and Attachment 2.4.3 Time and costs to develop and deliver

3. Progression (links to CSS SP action number 10 – Improve educational outcomes for looked after children, in particular for children placed outside York and to CSS SP action number 11 – use personal education plans to drive up standards and to CSS SP action number 12 – improve the number and quality of PEPs)

3. Progression	What we will do	Who will do it and by when	Resource implications
3.1 Transition points	3.1.1 – direct analysis of Y6-7 and Y9-10 transition needed with case studies produced to support future action planning. This direct analysis to take two forms – first survey emailed out to all HTs and second – project focus day in Spring term 2015. 3.1.2 SEF to be completed by October 2015 to be informed by CPB report (early October 2015).	3.1.1 – AP to administer survey for all schools in Nov 2015. 3.1.1 – TH to raise awareness of key issues for education with SWs (see 4.2 below) 3.1.2– TH/SC to review SEF in Oct 2015 with support of SLT to inform next year's plan.	3.1.1 – admin hours 3.1.2 – SLT - time to meet built into annual plans and work loads.
3.2 Post 16 progression	3.2.1 – list of who is named Connexions worker for each CLA Y11 to be circulated to all stakeholders. This will require	3.2.1 – GC/SC in conjunction with SG by October 2015	VHT management time

	meeting with S Gennery to ensure information is correct and understood before circulation. 3.2.2 - TPUM to add all Y11 CLAs to agenda where progression plans not clear by Sept in Y11 – intervention work to be on-going with Connexions input from this point. 3.2.3 – Springboard worker to support work placements 3.2.4 Post 16 PEP format to be designed and rolled out with support from Connexions worker	3.2.2 – TH in liaison with JG or ER (?) or JT (?) 3.2.3 – TH to find out who manages Springboard workers 3.2.4 – SC/TH in liaison with GC	3.2.4 – Planning and meeting time. January 20th 2016 – meeting with Connexions/Pathway to check transitions in place.
3.3 Connexions	3.3.1 – Gill Clapham, Connexions worker, to spend three days per week on CLA building relationships with Yr 9 upwards and doing intensive work with vulnerable CLA in Year 11/12 transition. Case studies to be completed on vulnerable transitions with lessons learned.	3.3.1 – TH/SC/GC – ongoing discussions and monitoring of impact.	3.3.1 Continued agreement with Connexions re her work and how it is monitored.

| 3.4 PEPs reviewed and monitored

80% completion rate target to be reviewed. 92% achieved in July 2014. | 3.4.1 – Input information on PEP quality monitoring to SEF. This to include review of training impact.

3.4.2 – New PEP forms to be produced meet needs of long and short term objectives, monitoring schools' usage of Pupil Premium Plus monies and impact.

3.4.3 –completed PEP forms to come back to VHT.

3.4.4 - Improved awareness and understanding of the importance of PEP's and need for children and young people to contribute to the completion of their PEP. | 3.4.1 – SC by end June 2015.

3.4.2 –SC– Review and amend CYC PEP so it is a workable and manageable document for DTs.

Share revised versions of CYC PEP and CYC guidance on how to complete a PEP with CYC education settings and social workers and post on CYC LAC website. By June 2016.

3.4.3 – Request has been built in to new PEP forms. SL to follow up any not sent.

3.4.4 SC/ Nikki Wilson.

Consultation exercise with CYP in care (SMTIM) on their experience of completing PEP's and what schools can do make it easier for them to participate / contribute to their PEP. Spring 2016.

Views of CYP on things that schools can do to make it more likely that they will actively | 3.4.1 TH/SC

3.4.2 – SC/AP (Dec. 2015) |

		contribute / participate to be shared with schools, foster carers and social workers through revised PEP training and revised CYC guidance on PEP's "All About Personal Education Plans". June 2016 3.4.5 – SC/GC	
	3.4.5- Write Post-16 PEPs in partnership with YC and ABC and embed practice. To be reviewed Summer term 2016. 3.4.6– case studies on where PEPs are not straightforward to inform future action planning. 3.4.6 -Work with colleagues in education settings and social care to ensure that every CYP in care has a high quality PEP that is regularly reviewed.	3.4.6- SC/SL/KY/MJ to develop a more rigorous approach to QAing PEPs and reviewing targets termly. 3.4.6 –AP/SC/CA Provide joint termly training sessions on Personal Education Plans to designated teachers / workers for CLA in CYC schools and early years settings. Training sessions include: Key issues for CLA, What is a PEP? The importance of the PEP in helping to raise	3.4.5 – Meeting time. Development of improved QA tool and procedure and tool for sending out termly reviews of targets to schools. AP, CA and SC meet termly to discuss QAed PEP quality and then feed back to / challenge schools and social workers. SC and KY to meet termly to review EYFS and Primary PEPs to

		educational achievement, How to complete a PEP? The importance of involving CYP in their PEP? Feedback from CYP in care on what schools can do to make it more likely that they will contribute to their PEP and what helps their education? What makes a quality PEP? One session a term. Monitor the quality of CYC PEP's to identify gaps / areas for improvement and devise strategies for improving the quality. Random selection of 10 PEP's 1 from each year group and rate these against the CYC criteria for a quality PEP. Twice a year October 2015 and March 2016.	review quality and then feed back to / challenge schools and social workers. SC and MJ to meet termly to review Secondary PEPs to review quality and then feed back to/challenge schools and social workers. 3.4.6 Time and travel costs
3.5 Writing skills focus	3.5.1 – VSH to devise a peace poem competition to run Spring term 2016.	3.5.1 – NW to publicise on newsletter	3.5.1 – Time and printing/postage costs. Prize costs £3 x £25 and 3 x £5
3.6 Post-18	3.6.1 – Pathways team to liaise with North CLASS to support yp	3.6.1 – GC/DP to work together to ensure yp get support they are	3.6.1 – Meeting time/ travel

education	to progress to university.	entitled to.	costs.
3.7 Celebrate educational and personal success of CYP	3.7.1– Collect, collate and deliver GCSE results for CLA to John Stonehouse to send letter to YP. 3.7.2 – Send 100% attendance certificates to CLA achieving this termly plus entry in to a yearly prize draw. Attendance at school is linked to progress and attainment so is a good use of PP+.	3.7.1 – SC to collect data and deliver by beginning October 2015. 3.7.2 – SL to collect data on students gaining 100% attendance. SC to send out certificates.	3.7.2 – contact with schools, time. 3.7.2 – admin time, printing costs and prize cost (£100 book token).

4. Partnerships (links to CSS SP action number 10 – Improve educational outcomes for looked after children, in particular for children placed outside York and to CSS SP action number 11 – use personal education plans to drive up standards and to CSS SP action number 12 – improve the number and quality of PEPs)

	What we will do	Who will do it and by when	Resource implications
4.1 SLT established	4.1.1 – SLT with calendar of meeting dates in place for academic year. Focus on SLT to	4.1.1 – TH by Sept 2015.	Admin support hours already in budget plan as indicated above.

	be as per school improvement model not CYC action plan and PI model. 4.1.2 – discussion with councillors about their corporate parenting and statutory duties to fund and support the VS.		4.1.1 – VHT/AVHT time to be costed for 15/16. Other SLT time to be absorbed by LA but recognised in their workloads and plans. 4.1.2 – Meeting time TH/SC
4.2 Awareness raising with key stakeholders - SMs, SWs, Advocates, Foster carers, schools, web space	4.2.1 –Training and meeting times – TH, CA, SC, AP4.2.2 – Meetings with DTs and SWs to explain Pupil Premium and discuss how monitoring/delivery of PP Plus money should happen. Currently £1,900 but delivered termly. 4.2.2 – TH/SC to speak to Foster carers at local forums. 4.2.3 – VH/AVSH to attend SMTIM to maintain presence of Virtual School and respond to questions and seek input/changes to policies where necessary. 4.2.4 – regular meetings as per calendar to meet with	4.2.1 – ongoing 4.2.2–meetings to be booked in before December 2015. 4.2.3 – TH/SC ongoing SMTIM meeting cycle. 4.2.4 – SC/GC/SG/DP/JL ongoing on annually set calendar of meetings.	VHT management time. Understanding of difference between foster carers and enhanced foster carers needed.

	Connexions, Pathways, PSI and Springboard. 4.2.5 – training schedule to be planned with Pathfinder on Developmental Trauma and Attachment	4.2.5 – SC/AP/CA to deliver training.	
4.3 Change forms and moving schools protocol	4.3.1 – Ensure as work force changes VS still has a high profile. HTs all to know who VSH/AVSH are and Education Access Team to contact them with any admissions/transport request. 4.3.2 – ensure all SWs, SM, IROs, Foster carers etc understand what is expected when a move of school is needed and education reference is completed. 4.3.3 – attend meetings between Yorkshire and Humber VSHs to ensure protocol/information sharing. 4.3.4 – keep a record of children who have missed education as a	4.3.1 – TH/SC – meetings with SMs and SWs. 4.3.2 – TH/SC to discuss with SWs, SM, IROs and Foster carers. TH to circulate simple guide and follow up with meetings with key partners (by end July 2015) 4.3.3 TH/SC to attend programmed meetings. 4.3.4 SC/SL to report to TH by end Summer 2016.	Time/ Travel costs SC sending out Changing School information sheets when Change of Placement forms come in. 4.3.4 Admin time/AVSH time.

	result of placement moves and identify what hampered quick move to 25 hour education.		
4.4 Specialist teacher and EP training programme	4.4.1 Provide training for school / early years staff, social workers and foster carers so that they are able to support the education of CYP in care. 4.4.2 Review Lime Trees CLA involvement in VS following SB moving jobs.	4.4.1.CA/AP/ Lime Trees CLA Team Training for staff from CYC schools and early years settings on the impact of early trauma and attachment difficulties on later learning and behaviour of CYP and strategies that they can use to help and support these children in school. Training during 2015/16 includes: Whole school training on request. CLA EP Half day session as part of the CYC ELSA programme. ELSA training. Foster carer training 4.4.2. Review if this provision will still be available termly for staff from various CYC schools/ early years settings and school/	

		settings from other authorities, whose CAMHS input is provided by Lime Trees. Training for Designated Teachers and Workers in CYC schools and early years settings on the Role and Responsibilities of the Designated Teacher for CLA. Revise the current training programme for initial foster carers: "Supporting Your Child's Education". Changes to take into account the trainees evaluation feedback from previous sessions and changes in SEN which are effective from 1/9/14.	
	4.4.3– continue school visits to designated teachers as low uptake of training.	4.4.2 – PB/AP/TH/SC 4.4.3 AP/SC	
4.5 Links with Adoption Services	4.5.1 Regular 'Attachment Friendly' schools meeting to move on getting parity with CLA for adopted children.	4.5.1 TH/SC/MMcK/EL	4.5.1 Meeting time and travel costs

and PAC-UK	4.5.2 Involvement with PAC-UK trial project on 'Adoption Friendly' schools as Virtual School representatives. Monitoring impact of PAC-UK project with involved schools.	4.5.2. SC to attend meetings in Leeds and liaise with DTs in involved project schools to see impact. Hold 'Supporting Children with histories of trauma and loss' conference open to DTs, SENDCos, Children's centre staff, foster carers etc 14/03/2016	4.5.2 Meeting time and travel costs
4.6 PEPs reviewed and monitored	4.6.1 – collect in all PEPs from schools so that rigorous check can be carried out. Review of all PEPs and report to SPLAC and CPB. This report to inform future planning/response.	4.6.1 – SC to read all PEPs monthly and feedback to schools.	Meeting time. Administration costs built into re-charge to LA.

Rees Centre report – informing Corporate Parenting Board agreement on key priorities to drive Virtual School Improvement Plan for 2016-17.

Background

The Rees Centre report is seen as the latest research in the area of factors impacting on the educational progress of looked after children and young people and has some key findings. As an LA we need to decide what the priorities for the Virtual School will be going forward, in line with the 'Children and Young People in Care: York's Strategy 2016-2020' policy document and discuss any capacity/ cost implications that this generates.

Rees Centre Report

A joint research project between the School for Policy Studies and Graduate School of Education University of Bristol and the Rees Centre for Research in Fostering and Education and Education Department, University of Oxford. It was funded by the Nuffield Foundation.

It focuses on the reasons for the low educational outcomes of young people in care (looked after) in secondary schools in England.

Why is this research needed?

Children who are in care are one of the lowest performing groups in terms of educational outcomes. They also have poorer employment prospects and health outcomes than the general population and are over-represented in the homeless and prison populations. Poor educational progress and low achievement are known to contribute to these long-term outcomes. What is unclear is the factors which facilitate or limit educational progress for these young people. Identifying the relationships between care experiences and educational progress will enable schools and services for children and young people to better support their education and improve outcomes.

Key Findings

What are the key factors contributing to the low educational outcomes of young people in care in secondary schools in England? The analysis

reveals that controlling for all factors, the following contribute to the educational progress of young people in care:

- **Time in care.** Young people who have been in longer-term care do better than those 'in need' but not in care, and better than those who have only been in short term care – so it appears that care may protect them educationally.

- **Placement changes.** Each additional change of care placement after age 11 is associated with one-third of a grade less at GCSE.

- **School changes.** Young people in care who changed school in Years 10 or 11 scored over five grades less than those who did not.

- **School absence.** For every 5% of possible school sessions missed due to unauthorised school absences, young people in care scored over two grades less

- **School exclusions.** For every additional day of school missed due to fixed-term exclusions, young people in care scored one-sixth of a grade less at GCSE.

- **Placement type.** Young people living in residential or another form of care at age 16 scored over six grades less than those who were in kinship or foster care.

- **School type.** Young people who were in special schools at age 16 scored over 14 grades lower in their GCSEs compared to those with the same characteristics who were in mainstream schools. Those in pupil referral units with the same characteristics scored almost 14 grades lower.

- **Educational support.** Young people report that teachers provide the most significant educational support for them but teachers suggest that they need more training to do this effectively.

Policy and Practice Implications

- The progress of children in care shows much variation, which suggests that any interventions need to be tailored to the characteristics and experiences of the individual.

- Education needs to be supported at a much younger age and while children are still living with their birth families, in order to reduce later difficulties relating to adolescence.

- Greater focus on *progress* over time is needed and recognition that some young people take longer to make significant progress.

- When placement moves are essential, school moves should be avoided especially in the final years of schooling.

- Children in care should be placed in mainstream schools with appropriate support wherever possible.

- We need to support young people in care to achieve high attendance at school and we need to support schools not to exclude them.

- Schools that benefit all children are likely to benefit those in care so prioritizing their admission is justified. Teachers need better understanding of children's social, emotional and mental health problems; social workers need better understanding of the education system.

- Schools and local authorities should use extra help such as paired reading and one-to-one tuition that are supported by evidence.

- The Virtual Schools, schools, social workers and foster carers should work closely together and involve the young person in decisions affecting them.

Further Information
To find out more about the research:
http://reescentre.education.ox.ac.uk/research/educational-progress-of-looked-after-children/
http://www.bris.ac.uk/sps/research/
http://www.nuffieldfoundation.org/educational-progress-looked-after-children

The overview report is available in hard copy and on the websites of the Rees Centre, University of Bristol and the Nuffield Foundation. To request a free copy, please send an email to
rees.centre@education.ox.ac.uk

The link to the documents about the Rees Centre project is below:
http://reescentre.education.ox.ac.uk/research/educational-progress-of-looked-after-children/

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Virtual School Poetry Competition

Summary

1. The report comprises the winning entries for the poetry competition run by the Virtual School.

Background

2. The competition was a way of raising the profile of writing (an area for improvement in attainment) with the cohort and foster carers but also celebrating achievement.

Consultation

3. The entries were taken to a Virtual School meeting where members, including school improvement and Children's Trust partners, voted on the winning entries.

Focus on Writing

One of our priorities this year has been with regards writing. Through the Show Me That I Matter newsletter we sent out a request for poems about the theme of peace.

We received lots of lovely entries and below are the winners' poems:

We were delighted with the work that had gone in to writing them and the effort some children had gone to illustrate them too. Unfortunately for confidentiality reasons we cannot reprint them here as they had children and young people's names on them.

First prize winners

I wish for peace,

That's not too much to ask,

But people fail with that task.

Waking up in a world of war,

Makes everything feel sore.

People must learn to get along,

Or our world will do us wrong.

Everyone should give a helping hand,

But I have never seen anything more than a demand.

Change red and black to pink and gold,

Or our world will shred us all.

Never seen such a terrible place

For what it's worth we could change the human race.

KD

Peace from god above us.

Everybody's happy, may peace be with us.

Arguing doesn't solve anything.

Caring for people should be one of our main priorities.

Every time you hear the word peace remember what it means**.**

LRP

Peace is people making peace in the world.

Peace with each other.

Peace is calm and gentle.

Keep calm, keep peace.

SK

Highly commended prizes

Tranquility

Peace is beautiful, quiet, still and calm.

No arguing! No guns! No war!

Peace is my life, colours bright, flowers white.

Peace – what is the definition of peace?

Freedom from fear.

Friendship, kindness, trust.

Blissful existence.

Nations speak of peace.

BH

Peace for company

Everyone is happy

Arguing is not allowed

Care for one another

End of all fights.

Anonymous – if whoever wrote this poem wants to write it out in their own handwriting, so it can be checked, and send it to the Virtual School with their name and address Sarah Clarke has a prize to send you.

Please help all children

Enjoy happy moments.

Always be kind and love one another.

Control your anger and stay calm.

Everybody should be included.

AA

The link to the poetry competition entries on the Virtual School website is:

http://www.yor-ok.org.uk/workforce2014/Virtual%20School/virtualschool