

Scrutiny of attainment for children and young people who are Looked After

Attainment from the Virtual School 2011

The work of the School Improvement Partners for the last three years has provided pupil level data on vulnerable groups which has been used to track pupil progress as part of the School Improvement Partner meetings with Heads. This has helped to ensure that the profile of LAC has been raised in all schools. There have been changes to the KS4 curriculum and accreditation routes which have helped to narrow gaps between students who are LAC and their peers.

Comparisons 2009-2011

Key Stage 1. The strength is in mathematics which has seen the gap narrowed for two years.

L2+	Maths	LA	GAP
2009	25%	92%	-67.3%
2010	80%	91%	-11.0%
2011	85.7%	91%	-5.5%

Key Stage 2 significant strength in English and maths

L4+	English	LA	GAP
2009	55.6%	81%	-25.6%
2010	30%	84%	-53.5%
2011	66.7%	83%	-16.3%

L4+	Maths	LA	GAP
2009	55.6%	80%	-24.1%
2010	30%	83%	-52.7%
2011	55.6%	83%	-27.4%

Key Stage 4 has seen a significant improvement across all indicators. (Cohort 17) The gap over three years is narrowing over three of the four indicators and especially in the headline 5A*-C En &Ma.

5 A*-C En&Ma		LA	GAP
2009	0	59.1%	-59.1%
2010	5.6%	59.1%	-53.5%
2011	23.5%	61.9%	-38.4%

5 A*-C (GCSE)			
2009	0	72%	-72%
2010	11.1%	80.5%	-69.4%
2011	29.4%	85%	-55.6%

5A*-G(GCSE)			
2009	50%	95.2%	-45.2%
2010	50%	95.9%	-49.9%
2011	47.1%	96.5%	-49.4%

1A*-G(GCSE)			
2009	58.3%	97.9%	-39.6%
2010	77.8%	98.3%	-20.5%
2011	82.4%	99.3%	-16.9%

Action Plan to raise attainment

There is an annual action plan to raise the attainment and the achievement of children and young people who are looked after. This is written in consultation with the senior leaders of the virtual school. The action plan is derived directly from the Local Authority strategy for looked after children. The priorities include:

- Communication of an annual report to Heads and Strategic Partners which analyses the educational performance of LAC students including attendance and exclusion information enabling schools to inform their practice for the next academic year.
- Tracking the progress of children and young people termly enabling the accurate allocation of resources.

- Quality assurance of the Personal Education Plans ensuring the targets are meaningful and have an impact.
- Supporting and delivering a Designated Teacher training programme enabling schools to understand the issues of being looked after.
- Encouraging our able students to aspire to post 16 and higher education through taster sessions and mentoring.
- Research to consider the good practice available in establishing a 0-5 strategy
- Developing a sustainable rewards programme for the virtual school that students value.

The plan is monitored by the Assistant Directors for Children and Families and School and the Assistant Director for Education. The virtual school also has a School Improvement Partner to provide appropriate challenge to the school.

Additional support for homework, gifted and talented and its impact.

Individual schools offer homework support and make decisions about who requires that support. Our specialist teacher for Looked After students does address this issue with targeted individuals in liaison with schools.

Green Apples, AimHigher and mentoring are programmes that encourage targeted students to aspire to higher education. They are co-ordinated for students who are looked after by our specialist teacher. Mentoring has been beneficial to those students who have engaged with it.

The Independent State School Partnership offers enrichment sessions for all students in York. Participation in these activities is through individual and teacher nomination.

The impact of the above is seen at an individual school level and through the achievement of students.

Progress of children and young people in more specialised settings out of the local area.

We have received some very positive reports on the progress of students who have complex and challenging needs and are placed out of authority. This is due to the multi -agency work from admissions officer, connexions, educational psychologist, social workers and the virtual head to secure educational programmes and residential settings that benefit students. We have visited educational and residential establishments to ensure that we are happy with the provision and the educational outcomes offered to students.

Schools admissions policy

Looked after children and young people are given first priority in the admissions process. They receive the school they ask for and are able to attend the schools alongside their foster siblings. This is true of both the Academies in the local authority, who support and uphold the Local Authorities admissions policy.

Structure of the Virtual School

The virtual school is led by Siân Rees, Deputy Head at Fulford School. It has a multi-agency senior leadership team of very experienced practitioners. The school has a school improvement partner, Maxine Squire, who provides additional support and challenge to the school. The school is directly accountable to both Assistant Directors of Education and Children and Families.

Participation in after school activities and the wider community

The recent OFSTED report Oct 2011 of the fostering services in York state that children and young people are actively encouraged to be involved in activities they enjoy in their local community. Provision of a max card offering free leisure access was very valuable. The All Together Active initiative has been developed to support children and young people who find partaking in these activities alongside non-looked after children and young people challenging. Children under 5 are taken to baby groups and children's centres to get involved in stimulating activities. Children and young people develop friendships, enjoy activities and social events.

Celebration of the achievement of children who are Looked After.

A priority for 2012 is the development of a sustainable rewards programme which all children and young people value. This will be discussed with the Show Me That I Matter and I Matter Too on the 6th February 2012.

What do children and young people say about school

We know that young people and children value school and that 87% believe that they receive a good education. They have raised concerns about how young people will be involved in the consultation of how the Pupil Premium will be spent. This is a question raised at the Personal Education Plan meeting and one I will address with Heads on 19th January 2012.

Siân Rees

Headteacher of the Virtual School for Children Looked After.