

## April 2016 Report to the Corporate Parenting Board

### Authors:

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### Introduction and York context

#### 1. Students in the Virtual School

The City of York has a fluctuating cohort of school aged Looked After Children. The Virtual School is made up of the whole cohort of school aged Looked After Children where York is the corporate parent but they may live and be educated anywhere. In July 2015 that cohort was 132 (down from last July's 169) 5-16 year olds, 70% were educated in York with 30% in a range of schools across the country. In December 2015 there are 133 5-16 year olds (an increase of 1child).

2015/16 (December may change)	Primary		Secondary		Total/%
CYC CLA (5-16)	<b>53</b>	<b>(40%)</b>	<b>80</b>	<b>(60%)</b>	<b>133 (100%)</b>
Educated in York	<b>30</b>	<b>(57%)</b>	<b>59</b>	<b>(74%)</b>	<b>89 (67%)</b>
Educated OOA	<b>23</b>	<b>(43%)</b>	<b>21</b>	<b>(26%)</b>	<b>44 (33%)</b>
Mainstream in York	<b>26</b>	<b>(49%)</b>	<b>38</b>	<b>(48%)</b>	<b>64 (48%)</b>
Mainstream OOA	<b>21</b>	<b>(39%)</b>	<b>14</b>	<b>(18%)</b>	<b>35 (26%)</b>
Specialist in York	<b>4</b>	<b>(8%)</b>	<b>21</b>	<b>(26%)</b>	<b>25 (19%)</b>
Specialist OOA	<b>2</b>	<b>(4%)</b>	<b>7</b>	<b>(8%)</b>	<b>9 (7%)</b>
2015/16 (September 2015)	Primary		Secondary		Total/%
CYC CLA (5-16)	51	(39%)	81	(61%)	132 (100%)
Educated in York	31	(61%)	61	(75%)	92 (70%)
Educated OOA	20	(39%)	20	(25%)	40 (30%)
Mainstream in York	28	(55%)	38	(46%)	66 (50%)
Mainstream OOA	18	(35%)	11	(14%)	29 (22%)
Specialist in York	3	(5%)	23	(29%)	26 (20%)
Specialist OOA	2	(4%)	9	(11%)	11 (8%)

2014/15 (end of year)	Primary		Secondary		Total/%	
CYC CLA (5-16)	69	(41%)	100	(59%)	169	(100%)
Educated in York	44	(64%)	73	(73%)	117	(69%)
Educated OOA	25	(36%)	27	(27%)	52	(31%)
Mainstream in York	42	(25%)	42	(25%)	84	(50%)
Mainstream OOA	22	(13%)	18	(11%)	40	(24%)
Specialist in York	2	(1%)	31	(18%)	33	(19%)
Specialist OOA	3	(2%)	9	(5%)	12	(7%)

Since September 2014 there has been increased capacity as Sarah Clarke was appointed as Assistant Head with a clear remit to strengthen links between the Virtual School, Social care and schools, provide training (on PEPs, Designated Teacher and Developmental Trauma and Attachment), support and challenge in improving outcomes for children and young people in care. After a period of induction Sarah Clarke became the Virtual School Head on 01/11/2015 and Tricia Head became the Consulting Headteacher. Tricia Head's role provides links with Headteachers' forums as well as providing advice and support around this vulnerable cohort, many of whom are at Danesgate Community, and input on strategic innovations within the Virtual School.

There is much work to be done in all aspects of the Virtual School but we are in a much better place than we were a year ago. We have a working School Self Evaluation and School Improvement Plan and we know what work there is to do and have identified a tight set of operational actions and strategic work-streams in order to improve the virtual school. With the capacity provided by the VSH, Consulting Head, Specialist Teacher and CLA Connexions advisor and now the appointment of an Administrative assistant for four days a week we are already seeing improved outcomes and better support for staff in schools to meet the needs of their looked after children and young people by ensuring clear transition plans, closer monitoring of attendance, exclusions, PEP targets and progress and attainment data alongside training.

## 1. Staff in the Virtual School from 01/11/2015

Name	Title	Contact details
Sarah Clarke	Virtual School Headteacher (teaching load of 2-6 hours pw)	sarah.clarke@york.gov.uk
Tricia Head	Consulting Headteacher (seconded from The Danesgate Community one day a week)	tricia.head@york.gov.uk
Anna Pearson	Specialist Teacher for Looked After Children (2.5 days a week)	anna.pearson@york.gov.uk
Cathy Ardern	Educational Psychologist for CLA (2 days a week)	cathy.ardern@york.gov.uk
Gill Clapham	Connexions Adviser for CLA (3 days a week)	gill.clapham@york.gov.uk
Susan Large	Administrative Assistant (seconded from Danesgate for 4 days a week)	susan.large@york.gov.uk

Other LA colleagues give of their time to be part of the Virtual School senior leadership team – these are **Stephanie Windsor** (Early Years Senior Adviser), **Maxine Benson** (Early Years Consultant), **Karron Young** (Head of Primary School Improvement), **Mike Jory** (Head of Secondary School Improvement) and **Nikki Wilson** (Children’s Rights Advocate).

## **EDUCATIONAL OUTCOMES FOR YORK’S LOOKED AFTER CHILDREN**

Please see a detailed breakdown attached (**Appendix A**).

### **The Personal Education Plan (PEP)**

A PEP is a document which summarises educational provision for a CLA and, crucially, highlights targets for the year and additional support needed. Improving the quality and completion of PEPs was an Ofsted action point from May 2012 inspection. The current PEP (including MSP and EHCP completion rate is 75%. There is a seasonal variation but in July 2015 we had reached 94%.

The educational psychologist, Paul Bent, re-wrote the PEP document last year in line with the My Support Plan (MSP) and Education, Health, Care Plan (EHCP) to meet the new Special Educational Needs and Disability (SEND) code of practice. This document from mainstream settings to make it a slimmer, more usable and user-friendly document. Karron Young, Primary School Improvement Adviser, and Mike Jory, Secondary School Improvement Adviser, are working with Sarah Clarke to quality assure the PEPs regularly so feedback can be given to schools and designated teachers on their quality and areas for improvement.

Sarah Clarke worked with the Show Me That I Matter Group and The Children's Trust to develop a child and young person centred explanation of PEPs. By working with Show Me That I Matter we were able to get user involvement on the wording and lay-out of the document to ensure it met their needs.

### **2015/16 Priorities for the Virtual School**

The School Improvement Plan for 15/16 details all the work planned for this year and it is all aimed at raising achievement and improving progression.

The School Improvement Plan will form part of our presentation to the CPB so we can go through it in more detail with elected members and explain how the school improvement priorities link to our school self evaluation.

### **New developments**

During the course of 2014/15 Sarah Clarke undertook full school/setting training sessions at: Copmanthorpe Partnership, St John's CE Primary School (Knaresborough – where we had a York Looked after child – now adopted), Sherburn Hungate Primary (several York looked after children there) and staff at Westfield Children's Centre.

Sarah Clarke trained the Pastoral Team at Joseph Rowntree School. She also presented to Adoption UK Funded Yorkshire Adopters meeting. This year she has trained the whole staff at Archbishop of York's Junior School and Copmanthorpe Primary and already has dates in the diary to train staff at Danesgate Community, Early Years' Learning Leaders and Lord Deramore's.

In 2015/16 PAC-UK have government funding to deliver training in Fulford School, Acomb Primary and Joseph Rowntree School. We also have a series of Developmental Trauma and Attachment courses running as part of the Pathfinder continuing professional development programme and will be presenting to trainee secondary teachers at The University of York in June 2016.

Training is provided to foster carers and social care on PEPs and educational matters on a rolling programme led by Anna Pearson and Sarah Clarke.

Cathy Ardern, the new educational psychologist will work with Sarah Clarke to do termly drop-ins for staff with live developmental trauma and attachment cases. This will enable staff to come and discuss what strategies might help them manage the challenges that the children and young people present in the classroom. Best practice will be shared and there will be an opportunity for learning. This opportunity is being extended to staff working with children on the fringes of care and adopted as well as those in care as City of York are very aware that the challenges presented by children in care are also those shown by these cohorts.

Tricia Head and Sarah Clarke.

April 2016

### **Appendices**

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| Appendix A | Educational Outcomes for Looked After Children                               |
| Appendix B | Promoting the Education of Looked After Children (DfE publication June 2014) |
| Appendix C | Pupil Premium for CLA  |

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

<https://www.gov.uk/pupil-premium-virtual-school-heads-responsibilities>

### **List of Abbreviations used in report and Appendix A**

- |      |                              |
|------|------------------------------|
| CH   | Consulting Head              |
| IEM  | Including English and Maths  |
| CLA  | Children Looked After        |
| CPB  | Corporate Parenting Board    |
| CYP  | Children and Young People    |
| DfE  | Department for Education     |
| EHCP | Education, Health, Care Plan |

FSM	Free School Meals
GCSE	General Certificate Secondary Education
HT	Head Teacher
KS	Key Stage
MSP	My Support Plan
OOA	Out of Area
PAC-UK	The Agency for Adoption and Permanency Support
PEP	Personal Education Plan
PP+	Pupil Premium Plus
SEND	Special Educational Needs and Disability
VSH	Virtual School Head