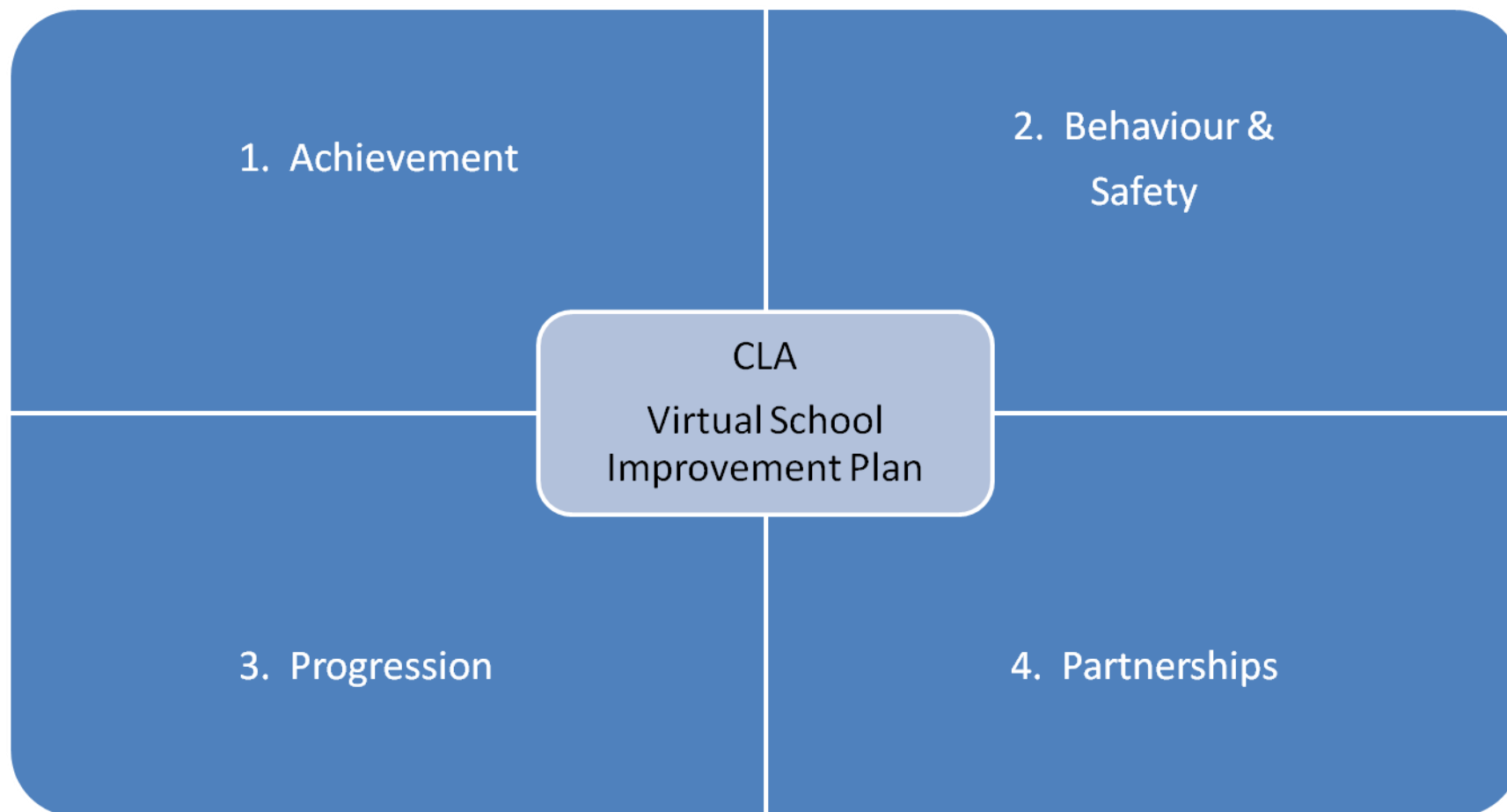


Virtual School Improvement Plan 2015/16



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).
<p>1.3 KS3/4</p> <p>Secondary phase – 11-16</p> <p>10% to gain 5A*-C IEM (changes each year based on pupil led targets)</p> <p>(in area only 33% 2012/13)</p>	<p>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.</p> <p>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.</p> <p>1.3.3 – progress tracking and intervention points to be highlighted and enforced. See 1.5 below.</p> <p>1.3.4 CLA summer school to be developed as part of strategic plan for key transition between Yr</p>	<p>1.3.1 – SC – likely to use support of Specialist Teacher (AP) with this work. Capacity issues. See also 3.1 below.</p> <p>1.3.2 – MJ/TH/SC – likely to use support of AP with this work.</p> <p>1.3.3 – see 1.5 below.</p> <p>1.3.5 – SC/TH – supported by specialist teacher and EP – by Dec 2014.</p> <p>1.3.4 SC, AP & GC to deliver the summer school in conjunction with York College and Askham</p>	<p>1.3.2 - Consultancy time. This work should lead to effective use of pupil premium to support secondary outcomes.</p> <p>1.3.4 - Consultancy time. Cost of summer school taken from PP+.</p>

	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	<p>1.4.1 –Continue to develop and strengthen a clear transition from Connexions to Pathway for Post 16 students.</p> <p>1.4.2 – English and Maths gaps identified as restricting post 16 progression</p> <p>1.4.3 – functional skills July and summer programme at Danesgate to be further investigated</p>	<p>1.4.1 – GC (SC) ongoing</p> <p>1.4.2 – Work with sixth form providers to identify any support required. Use AP.</p> <p>1.4.3 – TH to discuss with JT</p>	<p>Meeting time with S Gennery, D Purcell and J Langdale.</p> <p>SpT has helped All Saints student to pass at C GCSE Maths in November 2015.</p>
1.5 Role of Specialist Teacher	<p>1.5.1 – Role of Specialist Teacher as teacher to support p&a and emotional wellbeing of cyp.</p> <p>1.5.2 –AP to add detailed notes</p>	<p>1.5.1 –SC/AP– on going</p> <p>1.5.2 – ongoing</p>	SpT to make notes on impact of interventions e.g. GCSE results of those tutored and assess impact through questionnaires with

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

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	<p>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.</p> <p>2.1.3 – review role of Specialist Teacher in this area</p>	<p>2.1.1 – dependent upon de-delegation</p> <p>2.1.3 – SC & AP</p>	<p>2.1.1 - £120 daily supply rate x 30 days set aside from BSS Outreach budget 13/14 = £3600.</p>

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	<p>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.</p> <p>3.1.2 SEF to be completed by October 2015 to be informed by CPB report (early October 2015).</p>	<p>3.1.1 – AP to administer survey for all schools in Nov 2015.</p> <p>3.1.1 – TH to raise awareness of key issues for education with SWs (see 4.2 below)</p> <p>3.1.2– TH/SC to review SEF in Oct 2015 with support of SLT to inform next year's plan.</p>	<p>3.1.1 – admin hours</p> <p>3.1.2 – SLT - time to meet built into annual plans and work loads.</p>
3.2 Post 16 progression	<p>3.2.1 – list of who is named Connexions worker for each CLA Y11 to be circulated to all stakeholders. This will require</p>	<p>3.2.1 – GC/SC in conjunction with SG by October 2015</p>	VHT management time

	<p>meeting with S Gennery to ensure information is correct and understood before circulation.</p> <p>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.</p> <p>3.2.3 – Springboard worker to support work placements</p> <p>3.2.4 Post 16 PEP format to be designed and rolled out with support from Connexions worker</p>	<p>3.2.2 – TH in liaison with JG or ER (?) or JT (?)</p> <p>3.2.3 – TH to find out who manages Springboard workers</p> <p>3.2.4 – SC/TH in liaison with GC</p>	<p>3.2.4 – Planning and meeting time.</p> <p>January 20th 2016 – meeting with Connexions/Pathway to check transitions in place.</p>
3.3 Connexions	<p>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.</p>	<p>3.3.1 – TH/SC/GC – ongoing discussions and monitoring of impact.</p>	<p>3.3.1 Continued agreement with Connexions re her work and how it is monitored.</p>

<p>3.4 PEPs reviewed and monitored</p> <p>80% completion rate target to be reviewed. 92% achieved in July 2014.</p>	<p>3.4.1 – Input information on PEP quality monitoring to SEF. This to include review of training impact.</p> <p>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.</p> <p>3.4.3 –completed PEP forms to come back to VHT.</p> <p>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.</p>	<p>3.4.1 – SC by end June 2015.</p> <p>3.4.2 –SC– Review and amend CYC PEP so it is a workable and manageable document for DTs.</p> <p>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.</p> <p>3.4.3 – Request has been built in to new PEP forms. SL to follow up any not sent.</p> <p>3.4.4 SC/ Nikki Wilson.</p> <p>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.</p> <p>Views of CYP on things that schools can do to make it more likely that they will actively</p>	<p>3.4.1 TH/SC</p> <p>3.4.2 – SC/AP (Dec. 2015)</p>
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		<p>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</p> <p>3.4.5 – SC/GC</p>	
	<p>3.4.5- Write Post-16 PEPs in partnership with YC and ABC and embed practice. To be reviewed Summer term 2016.</p> <p>3.4.6– case studies on where PEPs are not straightforward to inform future action planning.</p> <p>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.</p>	<p>3.4.6- SC/SL/KY/MJ to develop a more rigorous approach to QAing PEPs and reviewing targets termly.</p> <p>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</p>	<p>3.4.5 – Meeting time. Development of improved QA tool and procedure and tool for sending out termly reviews of targets to schools.</p> <p>AP, CA and SC meet termly to discuss QAed PEP quality and then feed back to / challenge schools and social workers.</p> <p>SC and KY to meet termly to review EYFS and Primary PEPs to</p>

		<p>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.</p> <p>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.</p>	<p>review quality and then feed back to / challenge schools and social workers.</p> <p>SC and MJ to meet termly to review Secondary PEPs to review quality and then feed back to/challenge schools and social workers.</p> <p>3.4.6 Time and travel costs</p>
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	<p>3.7.1– Collect, collate and deliver GCSE results for CLA to John Stonehouse to send letter to YP.</p> <p>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+.</p>	<p>3.7.1 – SC to collect data and deliver by beginning October 2015.</p> <p>3.7.2 – SL to collect data on students gaining 100% attendance. SC to send out certificates.</p>	<p>3.7.2 – contact with schools, time.</p> <p>3.7.2 – admin time, printing costs and prize cost (£100 book token).</p>

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.

	<p>be as per school improvement model not CYC action plan and PI model.</p> <p>4.1.2 – discussion with councillors about their corporate parenting and statutory duties to fund and support the VS.</p>		<p>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.</p> <p>4.1.2 – Meeting time TH/SC</p>
<p>4.2 Awareness raising with key stakeholders</p> <p>- SMs, SWs, Advocates, Foster carers, schools, web space</p>	<p>4.2.1 – Training and meeting times – TH, CA, SC, AP</p> <p>4.2.2 – 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.</p> <p>4.2.2 – TH/SC to speak to Foster carers at local forums.</p> <p>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.</p> <p>4.2.4 – regular meetings as per calendar to meet with</p>	<p>4.2.1 – ongoing</p> <p>4.2.2 – meetings to be booked in before December 2015.</p> <p>4.2.3 – TH/SC ongoing SMTIM meeting cycle.</p> <p>4.2.4 – SC/GC/SG/DP/JL ongoing on annually set calendar of meetings.</p>	<p>VHT management time.</p> <p>Understanding of difference between foster carers and enhanced foster carers needed.</p>

	<p>Connexions, Pathways, PSI and Springboard.</p> <p>4.2.5 – training schedule to be planned with Pathfinder on Developmental Trauma and Attachment</p>	<p>4.2.5 – SC/AP/CA to deliver training.</p>	
<p>4.3 Change forms and moving schools protocol</p>	<p>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.</p> <p>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.</p> <p>4.3.3 – attend meetings between Yorkshire and Humber VSHs to ensure protocol/information sharing.</p> <p>4.3.4 – keep a record of children who have missed education as a</p>	<p>4.3.1 – TH/SC – meetings with SMs and SWs.</p> <p>4.3.2 – TH/SC to discuss with SWs, SM, IROs and Foster carers.</p> <p>TH to circulate simple guide and follow up with meetings with key partners (by end July 2015)</p> <p>4.3.3 TH/SC to attend programmed meetings.</p> <p>4.3.4 SC/SL to report to TH by end Summer 2016.</p>	<p>Time/ Travel costs</p> <p>SC sending out Changing School information sheets when Change of Placement forms come in.</p> <p>4.3.4 Admin time/AVSH time.</p>

	result of placement moves and identify what hampered quick move to 25 hour education.		
4.4 Specialist teacher and EP training programme	<p>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.</p> <p>4.4.2 Review Lime Trees CLA involvement in VS following SB moving jobs.</p>	<p>4.4.1.CA/AP/ Lime Trees CLA Team</p> <p>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:</p> <p>Whole school training on request.</p> <p>CLA EP Half day session as part of the CYC ELSA programme. ELSA training.</p> <p>Foster carer training</p> <p>4.4.2. Review if this provision will still be available termly for staff from various CYC schools/ early years settings and school/</p>	

		<p>settings from other authorities, whose CAMHS input is provided by Lime Trees.</p> <p>Training for Designated Teachers and Workers in CYC schools and early years settings on the Role and Responsibilities of the Designated Teacher for CLA.</p> <p>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.</p>	
	4.4.3– continue school visits to designated teachers as low uptake of training.	<p>4.4.2 – PB/AP/TH/SC</p> <p>4.4.3 AP/SC</p>	
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.