

REPORT TO THE CORPORATE PARENTING BOARD

MARCH 2017

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1. PURPOSE OF THE REPORT

The purpose of this report is to outline the activity of the Virtual School Head teacher, the Virtual School and the 2015/16 educational outcomes of York's children and young people in care. It reflects on the achievements and identifies areas of development to achieve the best outcomes for the children and young people for whom we are corporate parents.

Data contained within this report is for young people who were within the authority's care during the academic year 2015/16.

2. CONTEXT

2.1 National Context

The idea of a Virtual School Head was first outlined in the White Paper 'Care Matters: Time for Change' (DCSF, June 2007). Directors of Children's Services are given a statutory responsibility to make sure that a local authority promotes the educational achievement of their looked after children and young people regardless of where they are placed.

The Children and Families Act (2014) amended Section 22 of the Children's Act (1989) placing a statutory responsibility on all local authorities to appoint a Virtual School Head (VSH) to promote the educational achievement of looked after children and young people. It is the responsibility of the Director of Children's Services and Lead Member for Children's Services to ensure that these duties are carried out.

The role of the Virtual Head has had additional responsibilities placed upon it by the DfE document 'Promoting the Education of Children Looked After, statutory guidance for local authorities' (July 2014). This document states that:

VSHs are in place and have the resources, time, training and support to discharge their duties effectively;

VSHs have robust procedures in place to monitor the attendance and educational progress of the children their authority looks after (whether placed in or out of authority);

VSH must maintain an up to date roll of the Local Authority's Children and Young People in Care who are in school or college settings and gather information about their education placement, attendance and educational progress and attainment.

VSH must inform Head Teachers and Designated Teachers in schools if they have a child or young person in care from their local authority on their roll;

Ensure Designated teachers, social workers, IROs, carers and school staff understand their role in initiating, developing, reviewing and updating each child or young person's Personal Education Plan (PEP) and ensuring their identified needs are met.

Ensure that up to date, effective and high quality PEPs focus on educational outcomes and ensure that all children and young people in care (who do not have a My Support Plan – MSP- or Education, Health and Care Plan –EHCP- which count as PEPs in York) have an up-to-date and effective PEP.

Ensure that the educational progress and achievement of the Local Authority's looked after cohort is seen as a priority by everyone involved in their welfare.

Report regularly on the attainment of children and young people in care through the authority's corporate parenting structure.

2.2 Context in York

From November 1st 2015 the role of Virtual School Head is held by Sarah Clarke. The role is both strategic in influencing practice and operational in training and supporting professionals working with looked after children and young people. Prior to this the role was held by Tricia Head, Head of Danesgate Community and she remains as a Consultant Head (CH) to provide advice and support and input on strategic innovations within the Virtual School.

2.3 Staff in the Virtual School from 03/09/2016

Name	Title	Contact details
Sarah Clarke	Virtual School Headteacher - VSH (teaching load of 2-6 hours pw)	sarah.clarke@york.gov.uk
Tricia Head	Consultant Headteacher (seconded from The Danesgate Community one day a week) -CH	tricia.head@york.gov.uk
Position vacant as of 31/08/2016	Specialist Teacher for Looked After Children (2.5 days a week) – SpT Learning and wellbeing worker post to be advertised- LAWW	
Cathy Ardern	Educational Psychologist for CLA (2 days a week) - EP	cathy.ardern@york.gov.uk
Gill Clapham	Education Work Advisor CLA (4 days a week) - LAWA	gill.clapham@york.gov.uk
Susan Large	Administrative Assistant (seconded from Danesgate for 3 days a week) -AA	susan.large@york.gov.uk

Other LA colleagues give of their time to be part of the Virtual School senior leadership team – these are Maxine Benson (Early Years Consultant), Karron Young (School Improvement Adviser, Primary), Mike Jory (School Improvement Adviser, Secondary) and Nikki Wilson (Children’s Rights Advocate). They meet regularly to ensure that priorities identified in the virtual school’s improvement plan are being addressed. Strategic input, support and advice is also given by Maxine Squire, Assistant Director of Education and Skills who oversees the work of the Virtual School and reports to the Director of Children’s Services, Jon Stonehouse.

The VSH works closely with the SEN Manager, Lisa Abel, and the SEN Information Systems/Finance Co-ordinator, Ben Drake, to ensure that those looked after children and young people with special educational needs and/or disabilities are well supported whether in City or out of area.

The VSH also reports to the Corporate Parenting Board, CEC Extended Directorate Management Board and the Strategic Partnership Board who oversee the work of the Virtual School and support and challenge its work ensuring it meets its statutory duties and is working with schools and other partners to narrow the gap.



3. ROLE OF THE VIRTUAL SCHOOL

The Virtual School has the responsibility for monitoring, supporting and providing interventions to ensure that children and young people in care achieve the best outcomes possible. We strive to do this by:

- Leading training for schools, foster carers, trainee teachers and social care.
- Quality assuring all PEPs;
- Monitoring and challenging schools to use the Pupil Premium Plus funding to improve the educational outcomes for children and young people;
- Tracking the progress, attendance and exclusions of York's children and young people in care;
- Using our tracking data to identify children and young people who are not making expected progress and using the School Improvement Team to support and challenge schools to get them back on track;
- Working with the SEND team to ensure that children and young people with SEND are identified and provided with the support they need;
- Providing support and challenge to schools, carers and students.
- Ensuring effective transitions between schools or providers;
- Working with partners to promote high aspirations and opportunities for education, employment and training and remove barriers to further education;
- Celebrating attendance and end of key stage success.

4. LINKS TO OTHER STRATEGIES AND ACTIONS GOING FORWARD OR ONGOING

Aspects of York's Guarantee¹ to children and young people

RESPECT

We will make sure you are always treated with respect, and we'll make sure you know about your rights and entitlements when you first come into care.

The Virtual School treats all children and young people with respect and listens to their voice and, where appropriate, advocates for them within schools. We work to involve young people, wherever possible, in the design of services and information and to provide them with opportunities which show they are valued. For example, the Chair and Co-chair of Show Me That I Matter presented at the National Association of Virtual School Heads Conference in York this year.

SUPPORT WITH SCHOOL

We will support you with school and help you catch up if you fall behind. We will also make sure you know about support available if you move on to college or university.

The Virtual School works with schools to ensure that children and young people are provided with additional resources, tutoring (in some instances) or help in order to catch up. We work with Learning and Work advisors, (LAWAs, Pathways, Higher York and other agencies to offer information and support to ensure young people can transition to college or university successfully.

¹ Show Me That I Matter, the Children's Care Council chose 'guarantee' over the word 'pledge' as they better understood the meaning of this word.

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

'Education: Children and young people receive a planned and stable education which enables them to fulfil their educational, social and emotional potential, and to have high aspirations for their future.'

The Virtual School will:

Work with social care to ensure, wherever possible, continuity of education.

Will tackle the challenges around educational attainment with increased vigour and purpose.

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

Will focus on the completion rate of Personal Education Plans (PEPs) and improve consistency and quality.

'Emotional Wellbeing and Mental Health: Children and young people have any need for emotional support recognised and addressed, and have the knowledge and skills to achieve emotional resilience and self-confidence.'

The Virtual School will:

Continue to deliver training to schools about the neuro-science of developmental trauma and attachment issues and provide strategies to use to help children and young people develop emotional resilience and self-confidence.

Be involved in working with the 'Wellbeing workers' to ensure that children and young people have the skills and knowledge to manage their thoughts, feelings and behaviour and be better ready to learn as a result.

Work with partners in CAMHS to support those at Tiers 3 and 4 in and out of services to get the support they need to continue with their education.

Moving to Adulthood

The Virtual School will:

Ensure advice, guidance and support for young people promotes the optimum education, training and employment options. Pupil Premium Plus will be used to fund the post of a 0.8 Learning and work adviser (LAWA) to support those vulnerable to becoming NEET and oversee the work of other LAWAs in relation to looked after young people.

5. SCHOOL ROLL AND CHARACTERISTICS

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 2016 that cohort was 141 5-16 year olds, 69% were educated in York with 31% in a range of schools across the country.

5.1 Number of pupils by phase and location, including numbers of pupils placed and educated in Out of Authority placements

2016/17 (September may change)	Primary	Secondary	Total/%
CYC CLA (5-16)	55 (39%)	86 (61%)	141 (100%)
Educated in York	30 (54%)	67 (78%)	97 (69%)
Educated OOA	25 (46%)	19 (22%)	44 (31%)
Mainstream in York	28 (51%)	43 (50%)	71 (51%)
Mainstream OOA	22 (40%)	11 (13%)	33 (23%)
Specialist in York	2 (4%)	24 (28%)	26 (18%)
Specialist OOA	3 (5%)	8 (9%)	11 (8%)

5.2 Children by Year Group and gender, **July 2016**

Year Group (Total)	Boys	Girls	
1	4	4	
2	4	2	
3	2	1	
4	6	5	
5	5	5	
6	5	3	
Total in Primary	26	20	Total Primary 46

Year Group (Total)	Boys	Girls	
7	8	3	
8	6	6	
9	9	7	
10	6	3	
11	8	10	
Total in Secondary	37	29	Total Secondary 66

6. PLANNING FOR CHANGE

With the resignation of the Specialist teacher we have the opportunity to review what is needed in the virtual school in terms of resource and create a post which will meet our strategic and operational aims. To this end we are looking to appoint a member of staff who can work with the vulnerable cohort who struggle with mental health issues below CAMHS thresholds, who pose considerable challenge in mainstream education and are vulnerable to exclusion. The remit of the role will be to teach children and young people strategies to better manage their thoughts, feelings and exhibiting behaviours, to up-skill the teachers and staff working with them and maintain the children and young people in mainstream education wherever possible so that they can learn and achieve. This role will also maintain an overview of the impact of interventions on improving academic progress.

In the last year our partners in the School Improvement team have been making a valuable contribution in supporting and challenging schools around the attainment of children and young people in care. This work is to be extended with the School Effectiveness and Achievement Officers having children in care as one of their focuses when visiting schools. The aim is to continue to raise the profile of looked after children in schools, to support and challenge schools to be dogged in their focus on narrowing the gap for this cohort of children as well as providing support and challenge about how best to use the Pupil Premium Plus to support children and young people to make good or better progress.

7. EDUCATIONAL OUTCOMES FOR YORK'S LOOKED AFTER CHILDREN

7.1 Early Years Foundation Stage results and analysis

See Appendix A

Three children make up this cohort.

7.2 Key Stage 1 results and analysis

See Appendix A

Three children make up the cohort.

7.3 Key Stage 2 results and analysis

See Appendix A

Ten children were of an age to sit Key Stage 2 Standard Assessment Tests (SATs); five of these have MSPs or EHCPs. Eight sat at least some of the tests. Of the two who did not sit any of the tests one was at an independent school which did not sit the SATs (this has been followed up with them as they are still reporting in National Curriculum levels). For the second child it was considered detrimental for him to sit the tests as he would not be able to access them. This second child is undergoing regression therapy and his social and emotional needs and low attainment has led to the school, social worker and virtual head agreeing to his remaining in Year 6 for a further year and not transitioning to secondary school in September 2016 but instead September 2017.

Of the remaining eight children:

Reading

Reached the expected standard	Had not met the standard	Pre-key stage development
37.5%	37.5%	25%
66% Nat. non Looked After		
41% Nat. Looked After		

Writing

Reached the expected standard	Had not met the standard	Pre-key stage development
12.5% 74% Nat. non Looked After 46% Nat. Looked After	62.5%	12.5%

Maths

Reached the expected standard	Had not met the standard	Pre-key stage development
25% 70% Nat. non Looked After 41% Nat. Looked After	62.5%	12.5%

Going forward all areas need further work but Maths was of most concern with 75% overall not meeting age related expectations.

These results are set against a National picture (DfE, Outcomes for children looked after by local authorities in England, 31 March 2016 – SFR 12/2017, 23 March 2017):

	National (all)	Variation (+/-)	CiC, York	National CiC	Variation (+/-)
Reading	74%	-36.5%	37.5%	50%	12.5%
Writing	66%	-53.5%	12.5%	37%	24.5%
Maths	73%	-48%	25%	46%	21%

York's Looked After Children appear to have a significant attainment gap between the national *and* the national CiC data. With such small numbers of children in care to York in Key Stage 2 the data is statistically insignificant. Currently we are not able to isolate the results of those who have SEND needs and those without to refine the data set to see how

this would impact on the findings; 50% had MSPs or EHCPs which will impact greatly on the results. Next year with the Nexus Nova system we will be better able to isolate data to look at variables.

York as an LA has a focus on improving the teaching and learning of writing in schools and this will be developed over the next academic year which shows the biggest gap in attainment at Key Stage 2 for children in care with their peers. The Virtual School will continue to work with School Effectiveness and Achievement advisers in their work to support schools to meet the challenges of the new tests by teaching innovative and engaging curriculums. We will advise and support Head teachers about the outcomes for York's children in care so that they can focus their efforts on narrowing the attainment gap.

7.4 Key Stage 4 results and analysis

See Appendix A

Summary 2016 CLA outcomes KS4 Analysis:

2015 All Y11s (excluding Applefields)

Total	5+A-Ciem	5+A-C	5+A-G	1 A*-C	1+A-G	Year
18	3	4	11	7	16	2016
18	3	3	11	9	17	2015
20	5	6	12		18	2014
	17%	28%	66%	39%	89%	2016
	17%	17%	61%	50%	94%	2015
	20%	30%	60%		95%	2014

Results are consistent with previous years with a slight drop in the 1 A*-C and 1+ A*-G outcomes; this is an area for focus in 2016-17. We will work with schools to try and ensure that all young people leave with at least 1 A*-G qualification and with more achieving 1 A*-C.

Eighteen young people were entered for GCSE and vocational qualifications in summer 2016 of these all but two attained some qualifications. For those who gained qualifications there was a range of between 5-13 qualifications achieved. We know that if a young person is successful in gaining a qualification then they feel they can gain more and this has a positive impact on their life chances. The two who did not gain qualifications refused to engage with professionals who worked exceptionally hard to engage them and set up exam centres in their local communities so they could sit examinations without travelling; unfortunately their social and emotional issues prevented them from accessing the support or the provision set up for them and so they were unsuccessful in gaining a qualification.

In 2016 nationally 17.5% of looked after children obtained 5 A*-Cs including English and Maths; York falls 0.5% short of the national average for looked after children. The Virtual School's increased focus on the quality of PEP targets and how these will impact on progress and attainment at Key Stage 4 is a focus this year.

Next year with the new Nexus Nova system in place we will progress to reporting on Progress 8 and Attainment 8 measures for our looked after cohort. Nationally looked after children progress less well than their non looked after peers, even when the proportion of those assessed as having an identified SEN is considered. York is working to address this through high quality PEPs with a focus on academic progress, termly progress data collection and analysis, usage of PP+ to narrow the gap and utilising the School Effectiveness and Achievement advisors to monitor, support and challenge schools to improve progress.

8. PROGRESS AND DEVELOPMENT AROUND PERSONAL EDUCATION PLANS (PEPS)

A PEP is a document which summarises educational provision for a child in care and, crucially, highlights targets for the year and additional support needed. Improving the quality and completion of PEPs was an Ofsted action point from the May 2012 inspection. My Support Plans (MSPs) and Education Health Care Plans (EHCPs)/Statement reviews count as PEPs in York. EHCPs are reviewed by the SEND team but the Virtual School also quality assures MSPs and EHCPs in terms of short term objectives and use of PP+. The current PEP (including MSP and EHCP) completion rate is 78%. This is not good enough and one of our Virtual school improvement focuses for this year is working with schools and social care to ensure that these are completed in a timely manner and to a high standard. We anticipate that the new focussed Permanent Placement social care team will mean that there will be a marked improvement on PEP completion and quality. The Virtual School will monitor this closely to ensure it happens.

Last academic year the VSH re-wrote the PEP document, after consultation with mainstream settings, to make it a more usable and user-friendly document. The documentation can now be found on the Virtual School webpage:

<http://www.yor-ok.org.uk/workforce2014/Virtual%20School/peps>

Work is currently being undertaken to put the paperwork on to MOSAIC. Karron Young, Primary School Effectiveness and Achievement Adviser, and Mike Jory, Secondary School Effectiveness and Achievement Adviser, are working with Sarah Clarke to quality assure the PEPs on a regular cycle so feedback can be given to schools and designated teachers on their quality and areas for improvement. Since the new paperwork has come in to effect and with direct support to schools the quality of PEPs has improved. This year we are embedding a data collection calendar linked to payment of the Pupil Premium Plus which we hope will lead to improved completion rates. We held a Designated Teacher Conference on 7th December 2016 with a key focus on the quality of long and short term PEP objectives and narrowing the gap.

9. TRAINING PROVIDED BY THE VIRTUAL SCHOOL

During the course of 2015/16 the following training was planned and delivered:

Developmental Trauma and Attachment Theory and Practice Training (VSH)

8th September 2015 - Archbishop of York's Junior School (whole staff)

7th October - Copmanthorpe Primary School (whole staff);

20th October – Training all Early Years Foundation Stage leads, New Earswick Folk Hall (VSH – three x two hour sessions);

17th February – York St John psychology students

20th April – Osbaldwick Primary (whole staff)

4th May – Fountains CE Primary School, North Yorkshire (bespoke whole staff for boy who moved there)

11th May - Hemingbrough Primary (whole staff)

19th May - St Lawrence's (whole staff)

6th June – Knavesmire Primary School (whole staff)

13th June – The University of York PGCE students

Lunchtime Supervisors' Training

12th January - Yorkshire Room, Cliffe Primary (VSH/SpT)

18th May – Hemingbrough Primary School, North Yorkshire (several York children)

Designated Teachers' Cluster

20th January – West Offices (VSH, EP, SpT) – The Roles and Responsibilities of a Designated Teacher

1st March – A Child's Journey Through Care

Foster Carers' Training: Supporting Your Child in Education

18th November – West Offices (SpT)

13th April – West Offices (SpT/VSH)

Pathfinder Mental Health Conference

9th February – presented strategies to support children and young people learn from and manage their thoughts, feelings and challenging behaviours (VSH)

CAMHS Cluster Pilot: Developmental Trauma and Attachment Theory and Practice

14th April – Millthorpe Library (EP/VSH)

27th April – Tang Hall (EP/VSH)

24th May – Archbishop Holgate's (EP/VSH)

In 2015/16 PAC-UK used government funding to deliver training in Fulford School, Acomb Primary and Joseph Rowntree School on Attachment.

Developmental Movement Trauma – getting movement right in the early years and how to re-visit in older children (Karen Doyle) - 2nd March 2016 – Childminders, Nursery and Reception teachers and foster carer

“Understanding the experience of the abused and neglected child is an intervention in itself.”

Calmer Classrooms

Training has made a difference to teachers, TAs, foster carers and midday supervisors' attitudes towards the behaviour of children and young people in care seeing behaviour as an expression of their feelings enables them to try and understand what is being expressed and find solutions.

“Your success as an educator is more dependent on a positive, caring, trustworthy relationship than on any skill, idea, tip or tool”

Professor Eric Jensen

A change in attitude can be enough, however, teachers, TAs, foster carers and midday supervisors need to have a toolbox of techniques and so we work with schools and carers to advise on strategies that may help their child manage their feelings and progress. In 2016-17 we are doing some Action based research with Primary and Secondary schools to focus on the impact of strategies learned in the classroom.

9.1 Staff CPD and training opportunities summary

Basic CSE Awareness Training, Jack Raine Foundation – LAWA and VSH

Fresh Start Literacy Intervention, Danesgate – VSH

The Critical Friend, West Offices – VSH

Prevent training, on-line –VSH

Understanding School and Academy Finance, West Offices –VSH

Understanding SEN strip, Danesgate – VSH

No Wrong Door Conference – VSH, SpT, LAWA, EP

MOSAIC training – VSH, SpT

Pathfinder Mental Health Conference – VSH/CH

PAC-UK's 'Towards Joined-up working: Supporting children on their Journey through care and beyond'. (18th February) – VSH

Governor Training – VSH

Developmental Movement Trauma – getting movement right in the early years and how to re-visit missed movement in older children – Karen Doyle, Haxby Road – VSH/SpT

National Virtual School Heads Conference, York St John University -VSH

York Headteachers' Conference, Harrogate -VSH

Two Day Team Teach Training, Danesgate – VSH

EHCP evaluation and changes.

Speak Up taster –VSH/SpT/LAWA

Children and young people's plan –VSH/SpT

N.B. The LAWA completed additional training through the Connexions team and by attending up-date training provided by York College.

10. COLLABORATIVE WORKING

Regular meetings with Secondary Designated Teachers and Primary Designated Teachers where there were challenges and support and advice needed;

Regular meetings with social workers, IROs and Designated Teachers at CCRs/PEPs;

Support and advice given to social workers and IROs as needed;

Member of Joint Panel -VSH;

Member of CSES Extended Directorate Management Team (DMT) -VSH;

Member of Strategic Partnership (formerly MALAP) – VSH/CH;

Member of PAC-UK Education Advisory Group – VSH;

Member of National Association of Virtual School Heads (NAVSH) – VSH;

Yorkshire and Humber Virtual School Heads meetings – VSH;

Forensic Panel (as needed) – VSH;

Attachment Friendly Schools – working with adoptive parents, adoption social care and school partners to work on how best to provide support and advice to schools, adoptive parents and children and young people –VSH;

Innovation Project sprints, work on devising the best ways to engage and support foster carers and improve placement planning – VSH;

Making York Home Project member –VSH;

Higher York – providing aspirational opportunities such as the Whistle Stop Campus Tour to young people in care –VSH/SpT/LAWA;

The Children’s Trust – Takeover week –VSH/SpT/LAWA.

11. PUPIL ISSUES

11.1 Year 11 Destination Pathway July 2016

DESTINATION
Health and Social Care, Level 3
MPC & P/T job
CONSTRUCTION
LEVEL 2 ICT
Childcare Level 1
Childcare/H&S
NOT READY Recent move to HH working with Clare Hogan – YOT*
6 th Form –A levels
HMYOI*
Construction Level 1
Pregnant –NEET*
A levels
Childcare/ HS
6 th Form A levels
EMPLOYED
LEVEL 1 ANIMAL MAN
LEVEL 1 ANIMAL MAN
APPRENTICESHIP – NHS

*Concerns for transition. Will need additional support from LAWA.

Primary attendance 2015/16	
Year 1	Range 96.88-100% Average 97.46%
Year 2	Range 87.82* -99.33% Average 96.2%
Year 3	Range 92.33-100% Average 98.4 %
Year 4	All had 100% attendance (7 children)
Year 5	Range 93.62-100% Average 99.1%
Year 6	Range 91.81-100% Average 98.7%

*GH came in to care on 10th February and our system only reports from then so looks like absent on system. During reported period GH had 8 unauthorised and 13 authorised absences.

There are some concerns for a minority of children in Key Stages 1 and 2 whose attendance falls below the nationally accepted level of 95%. However, the majority of children have excellent attendance; Year 4 being an exceptional cohort in terms of attendance.. The Virtual School monitor attendance and work, if appropriate, with schools and foster carers to improve it.

Secondary attendance 2015/16	
Year 7	Range 94.92-100% Average 99.5%
Year 8	Range 88.74*-100% Average 97.6% *A boy had several long exclusions and a placement breakdown exacerbated by one of the carers having a terminal illness.
Year 9	Range 78.26*-100% Average 97.4% *A girl was Section 3 (her mother has a terminal illness).
Year 10	Range 87.50-100% Average 97.25%
Year 11	Range 83.14-100% Average 96.3%

Key Stage 3 and 4 attendance for *some* young people remains a concern. We monitor this closely. The low absence rates are largely for children who are educated in the specialist provision at Danesgate Community and we are aware through monitoring and dialogue that staff work tirelessly with foster carers and other professionals to get young people in to school and engaged in learning but that a minority remain hard to reach. Low attendance obviously has an impact in terms of their individual progress. However, the majority of young people in Key Stages 3 and 4 have good attendance and this is seen in all of the average attendance figures being above 95%.

Celebrating 100% attendance

This year we had a new initiative which was to send 100% attendance certificates to children and young people termly with a ticket going in to an end of year draw for a £100 book token. Children and young people could receive a maximum of 3 tickets in the draw. Feedback from foster carers was good and reported that children and young people liked receiving the certificates and wanted to have 100% attendance to get a prize draw ticket. One young lady who was distressed when her attendance fell below 100% was sent a personalised card saying we understood that she was trying her best and having to attend a funeral and a dental appointment were necessary absences. KR, a year 3 girl at Haxby Road Primary Academy, won the £100 prize drawn on the last day of the summer term.

Exclusions

Year group	Number of exclusions	No. of days	Gender/ Total no.cyp excluded
7	1	1	Male
	Total 1	Total 1 day	Total 1
8	1	2	Male
	Total 1	Total 2 days	Total 1
9	2	4	Female
	2	6	Female
	5	8	Female
	1	5	Male
	1	0.5	Male
	Total 11	Total 23.5 days	Total 5
11	3	6.5	Male
	4	4.5	Male
	1	0.5	Male
	1	1	Female
	Total 9	Total 12.5	Total 4

There were no permanent exclusions.

Admissions and numbers of pupils admitted within statutory 20 school day timeframe

All children in York are admitted to school or specialist provision within the 20 school day timeframe.

Pupils with disrupted education and remedial/management action

We have four children who have had disrupted education where they were not placed during the statutory 20 school day timescale. This was largely due to their being placed out of area and having serious mental health challenges which impact on their ability to access mainstream education. One young man is now accessing education in a CAMHS facility, one is engaging with tuition in the home (10 hours -this is under review), one is accessing tuition outside the home (8 hours- English & Maths) and within the home (2 hours –Science) as an interim measure prior to integration back in to a mainstream school (total 10 hours) and the final young man was integrated in to a mainstream primary school after a slight delay so that the whole school staff, foster carer and her network of support could undertake bespoke training on Developmental trauma and attachment difficulties and strategies to use to support the young man in school. This last school placement has managed to retain the young man and the foster placement has invested in the young man which can be seen as a success.

OFSTED status of schools and provisions

	Primary Schools			Secondary Schools			Specialist Schools		
	RI	Good	Outst	RI	Good	Outst	RI	Good	Outs
York	3	9	1	1	5	3	0	3	0
OOA	2	8	3	1	5	1	1	6	1
Total	5	17	4	2	10	4	1	9	1

The City of York use the DfE statutory guidance 'Promoting the Educational Achievement of Children Looked After' (July 2014) and DfE statutory guidance, 'Out of authority placement of looked after children (July 2014) in making applications and allocations of school places for children and young people in care.

The Virtual School has worked with social care to ensure that wherever possible and practicable young people who have moved educational placements have been placed in 'Good' or 'Outstanding' schools as quality first teaching is a key factor in children making good or accelerated progress. The majority of York's children and young people in care are placed in 'Good' or 'Outstanding' schools. In York the School Effectiveness and Achievement advisers have a focus on looked after children in 'Requires improvement' schools during visits to ensure they are making good progress. The Virtual School closely monitors the progress of children in out of area 'RI' schools and challenges, supports and advises as appropriate.

Details of all pupils receiving alternative education and individual plans for their return to mainstream education (if applicable)

Two year 11 students from mainstream York schools access alternative provision through Danesgate Community:

Male (Monday Ad Astra via Danesgate and Friday pm catering)

Female (Hair & Beauty Mon and Friday mornings)

All the children and young people who attend Danesgate Community who are looked after receive alternative educational provision and individual plans are available at the school. There are termly reviews to discuss whether a return to mainstream is possible. One Year 7 boy is attempting a transition back to mainstream currently but this has been impacted on by a placement breakdown and a move out of area to a foster placement. The foster carer is working with Danesgate Community and the mainstream school to provide continuity of education.

Details of all children missing from education and management action to locate and place them

York did not have any looked after children missing from education. We had one North Yorkshire looked after child missing education in York and this was followed up by the Virtual School and School Services and was due to an extended period out of education in order to bond with prospective adoptive parents.

Use of funding available to the Virtual School

The Virtual Head post is funded by the City of York Council. All other posts are paid for through Pupil Premium funding to enable monitoring of attendance and progress and to aid clear transition pathways into education, employment or training post-16. The top-slice of £300 was agreed at Heads Forum to fund the work of the Virtual School in supporting and challenge schools.

The Pupil Premium is paid to schools in three retrospective payments:

Autumn term	-	£500
Spring term	-	£600
Summer term	-	£500

During 2016/17 we are moving to a data collection calendar which will mean that schools have to produce either a high quality PEP or a review of PEP with clearly identified usage of Pupil Premium Plus and expected impact alongside progress data each term in order to qualify for their Pupil Premium funding. Through the School Improvement Team there will be greater challenge around the use of Pupil Premium and Heads will be provided with an insight into best practice with regards tracking, analysing data and putting systems in place to enable good or better progress in the disadvantaged cohort. Those schools who are not using Pupil Premium effectively will not receive it and this will be used to enable services to be provided externally to support the child or young person.

The use and impact of funding on pupil achievement

The Pupil Premium has been used in a variety of ways. One example was the purchase of a Hudl to film the impact of developmental movement therapy in order to have examples to show colleagues from Early Years and Primary how to re-visit missed movement in older children and the impact on children's educational progress during training sessions. This project is being run in conjunction with Tower Hamlets. The project is being developed further this year with the hope that we can train all Early Years SENDOs and further offer training to Nursery, Reception and Primary teachers as well as foster carers.

For two OOA looked after children some Pupil Premium was used to fund transport to a 'Whistle Stop Campus Tour' set up by Higher York. During the Higher York tour young people in care met care leavers and other disadvantaged young people who were able to show that education was accessible and achievable for them. This has resulted in one young lady re-focusing on her academic achievement as she now sees university as something attainable for her and the other maintaining her commitment to work hard to attend university one day.

Having an Education Work Advisor (formerly Connexions advisor) attached to the Virtual School has led to secure transitions to education, employment or training (EET) and young people being found alternative EET where the transition was not secure in a timely manner.

The Specialist teacher has worked with children and young people and has had impact in preventing permanent exclusions by supporting and advising staff and working with children and young people to learn strategies to manage their thoughts, feelings and behaviour. The Specialist teacher also worked with two young people. One year 12 who was re-sitting GCSE Maths achieved a grade C in November 2015 and a year 11 achieved GCSE Maths grade C in the summer 2016 examinations. These students were both a risk of not achieving C or above in these examinations.

CLA Funding Pupils Per 15/16 SSDA903 Return		Pupils Nos	Allocation		Total
			£	£	£
	CLA Pupil Funding from DfE	175	1900		332500
	Top Slice PPG CLA Funding to be held by CYC on UB500	175	300		-52500
	Funding available to Pass Out to schools				280000
	Transfers out to schools				
	York schools			138993	
	York Academy Schools			32251	
	CSES Contractual Placements			12048	
	Other educational Establishments			96239	279531
	Unallocated Funding to be used for the In Year CLA pupils not on the 15/16 SSDA903 Return				469

IMPACT OF THE VIRTUAL SCHOOL

Using data to inform and drive progress

The VSH in conjunction with the School Improvement leads and schools monitors progress and has used this in the following ways:

Directing Specialist teacher to tutor young people to achieve C grades in Maths (intervention successful; both achieved Cs);

Challenging school that student's grades were slipping and they would not be achieve their aspirations –achieved 8 A*-C GCSEs;

School Improvement leads using data to go in to schools and complete a Pupil Pursuit to analyse what needs to change for progress to be accelerated and support teachers to put support/interventions in place. Progress accelerated;

Challenging RI school re lack of progress, training and working with school and foster carer to achieve good progress. Progress accelerated.

Children out of authority

The VSH works with local Virtual School Heads and teams to ensure children and young people get in to 'Good' or 'Outstanding' schools or schools which are considered to have a positive impact on the progress and achievement of children and young people in care.

Where appropriate, supporting and training out of area schools in order that they can maintain challenging looked after children in mainstream settings.

Work with OOA colleagues to ensure assessments are carried out and EHCPs are put in place for those who need them.

Complete, where appropriate, one to one work with children to teach them strategies to manage their thoughts, feelings and resultant behaviours in order to maintain their mainstream school placement.

Attend child care reviews if there are educational concerns to advise, support and challenge so that children and young people are able to progress.

A member of Virtual School team to visit out of area settings at least once per year to meet child and talk to staff about progress, attainment, wellbeing and transition planning.

Children with a plan for adoption

We work closely with adoption services and have a regular 'Attachment Friendly Schools' meeting to ensure that we are providing adoptive parents with the advice they need so they feel supported. We work with schools and settings where appropriate to sign post to agencies which can support them or to offer training on Developmental Trauma and Attachment and useful strategies to employ with adopted children.

Children in foster care

Monitor progress and challenge schools if children are not meeting their targets.

Monitor attendance and exclusions and work with schools to find solutions to issues e.g. managing a Year 10 girl by enabling her to do a hair and beauty course at Danesgate which enables her to maintain her mainstream school place.

Celebrate good attendance – 100% attendance certificates.

Attend PEP meetings as appropriate.

Support foster carers to help the children and young people learn and progress as appropriate e.g. providing 'Happiness Diary' to boost mood of primary age child and 'writing cubes' to encourage writing skills at home.

Work with social care to either maintain school placements or organise smooth transitions or 20 day admissions when there are emergency placement moves that require a change of educational provision.

Children in residential settings

Visits with social care to quality assure provision, meet children and young people to hear their views and challenge schools and settings when they are not meeting the child or young person's needs. Work with social care to find alternative appropriate provision if necessary.

Children with disabilities

Work with colleagues in the SEND department to ensure children and young people's needs are met. Support schools with the MSP/EHCP process. MSPs and EHCPs are quality assured by the SEND department who send a copy to the Virtual School.

Case Studies

Individual, anonymised, case studies include work with one secondary and one primary age child as exemplar of the work of the virtual school.

Child A– placed at local ‘Good’ PRU following a placement move from OOA foster carer to local York foster carer. Integrated well and started making progress. Mum’s health deteriorated; mum terminally ill. Risk increased. Moved to OOA placement on CAMHS advice. Worked with social care to complete In Year admissions, after requesting advice from local Virtual School Head and Admissions Team. One admission refused. We were told confidentially by local VSH that they had gone in to Special Measures during a recent OFSTED inspection – we would not place at a failing school. Re-applied. Meanwhile Child A’s risk increased and they were sectioned in a CAMHS institution. Liaised with education staff in CAMHS institution. Child A started education whilst having treatment. Visited Child A three times to see if they were alright, were progressing and to plan for discharge. Completed In Year application for schools after liaising with VSH in LA they moved to for bespoke residential care. Coordinated tuition outside of the home to support them back in to education to assess their ability to manage education following their Section 3 admission and build them back up to full-time in a mainstream setting. Liaison with home, social worker and IRO re education plans to ensure will meet their needs.

Child B– VSH attended CAMHS meeting. Offered training to school and foster carer to support maintaining them in placement. Before school had time to have training delivered placement broke down. Moved to temporary placement. Liaised with former school to see if Child B could return. Incident with foster carer meant could not return. Found alternative school setting near new foster carer rated as ‘Good’ and went to visit school with foster carer and advisor. Trained whole school staff, foster carer and their support network on specific needs of Child B related to Developmental Trauma and Attachment and provided strategies to support. Keep in contact with foster carer to monitor resilience and contact with school to monitor progress. Keep reviewing if additional tuition is needed to fill in gaps of education- needed but placement feels this would place undue pressure on stability at present.

Sarah Clarke

11/11/2016

Updated 24/03/17 Following SFR 12/2017, 23 March 2017

APPENDICES

Appendix A

See attached sheet.

Appendix B

Promoting the Education of Looked After Children can be found on this hyper link if desired:

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

Appendix C

Pupil Premium for Virtual School Heads' Responsibilities

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