

## **April 2018 Report to the Corporate Parenting Board**

### **Authors:**

Karron Young (Deputy Headteacher of the virtual school for Looked After Children - VSDHT)

Maxine Squire (Headteacher of the virtual school for Looked After Children – VSHT)

### **Introduction**

In February 2018 new statutory guidance was issued from the Department for Education (Appendix A). It is issued under section 7 of the Local Authority Social Services Act 1970. This means that it must be followed unless there are exceptional circumstances that justify departing from it.

This guidance sets the framework through which local authorities discharge their statutory duty under 22(3A) of the Children Act 1989 to promote the educational achievement of children in care. That includes those children placed out of authority. The Children and Families Act 2014 amended section 22 of the Children Act 1989 to require every local authority in England to appoint an officer employed by the authority, or another authority, to make sure that its duty to promote the educational achievement of its children in care is properly discharged.

This guidance also sets the framework through which local authorities discharge their statutory duty under 23ZZA of the Children Act 1989 (added by section 4 of the Children and Social Work Act 2017) to promote the educational achievement of children previously in care. Local authorities are required to appoint an officer employed by the authority, or another authority, to make sure that its duty to promote their educational achievement is properly discharged.

### **Main points from the new guidance**

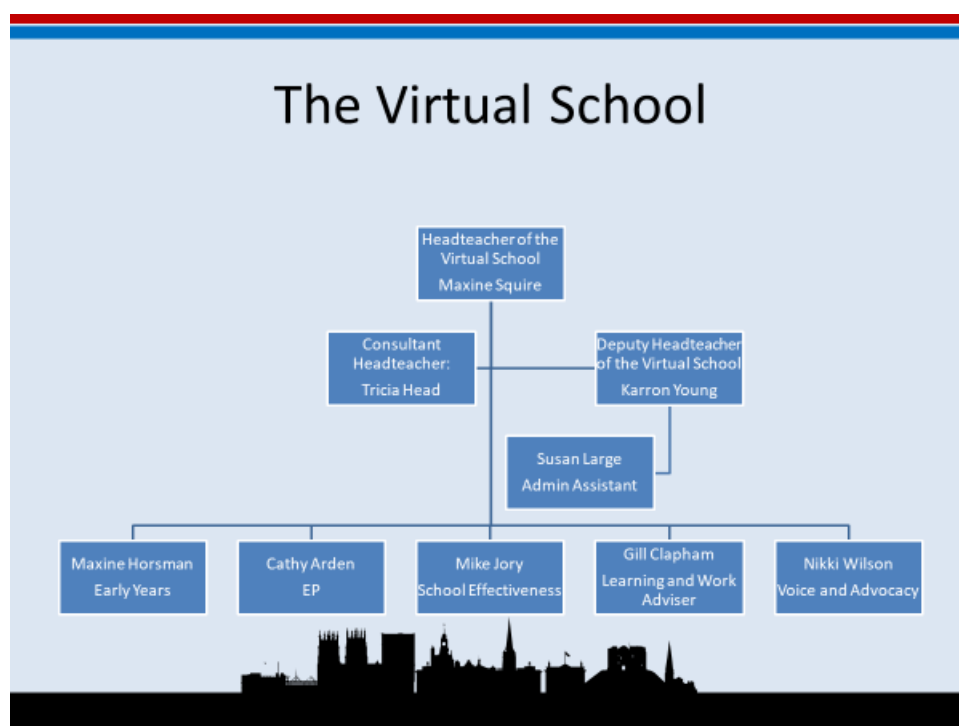
- Children in care and those previously in care start with the disadvantage of their pre-care experiences and often have special educational needs. VSHTs have a key role to ensure these children have the maximum opportunity to reach their full educational potential - an important part of why this role was made statutory.

- For children in care, as part of a local authority's corporate parent role, the VSHT needs to be the educational advocate that parents are for others.
- For children adopted from care, the VSHT will be a source of advice and information to help their parents to advocate for them as effectively as possible. VSHTs are not acting as part of the corporate parent role in these circumstances, but are there to promote the educational achievement of these children through the provision of advice and information to relevant parties listed in the section on page 6 of the guidance (Previously looked after-children.)

### Virtual school arrangements in York

The former Virtual School Headteacher (VSHT) was absent from April 2017 and left her position at the end of August 2017. During this period the members of the virtual school senior leadership team continued to provide support for designated teachers and social workers to fulfil the statutory duties of the virtual school.

*Structure of the virtual school senior leadership team (from Jan 2018) – please note that there has already been a change to this team. Two school representatives have joined the team, Cath Precious (HT Tang Hall Primary) and Dan Bodey (DHT Fulford School). The admin assistant, Susan Large, retired on 31.3.18.*



A review of the virtual school is currently taking place to ensure that new permanent arrangements are in place by September 2018. This will ensure that the virtual school arrangements are developed to reflect the new duties introduced by the Children and Social Work Act 2017.

**The priorities of York's virtual school are as follows:**

- To ensure the effective use of the pupil premium plus through targeted interventions to support the educational achievement of children in care
- Improving the completion, quality and impact on outcomes of PEPs
- Supporting the professional development of designated teachers so that they are effective in their role and understand how best to support the educational achievement of children in care and those adopted from care
- Working with settings, schools and colleges to ensure that children in care and children adopted from care achieve well and develop the skills they need to realise their ambitions

**Virtual school roll (academic year 2017-18)**

The city of York has a constantly changing cohort of school aged children in care. The virtual school is made up of the whole cohort of school aged children where York is the corporate parent but they may live and be educated out of area (OOA). In March 2018 that cohort was one hundred and twenty-one 5-16 year olds, 66% are educated in York with 34%<sup>i</sup> in a range of schools across the country.

17/18 (March 2018 snapshot)	Primary	Secondary	Total
CYC CLA (5-16)	47	74	121
Educated in York	32	48	80 (66%)
Educated OOA	15	26	41 (34%)
Mainstream York	27	33	60 (50%)
Mainstream OOA	12	18	30 (25%)
Specialist York	5	15	20 (17%)
Specialist OOA	3	8	11 (9%)

With the capacity provided by the VSHT, VSDHT, Consultant Headteacher and other members of the senior leadership team there is a good interim structure in place to support staff in schools to meet the needs of their children and young people in care by ensuring clear transition plans, closer monitoring of attendance, exclusions, PEP targets and progress and attainment data alongside training.

### **Educational Outcomes (2016-17 academic year)**

Please see benchmark performance for each key stage attached (Annex B).

KS1 commentary – at the time of reporting KS1 data there were nine children in care. Only four of those children are still in care. Four out of nine had SEND with two EHCPs. Those four made progress from their Early Years Foundation Stage starting point but none met the DfE standard of attainment at the end of Y2. Of the four who are still in the care of CYC, three are educated in York schools and one within 15 miles of York. Each child represents 11% within the statistics.

KS2 comment – at the time of the KS2 tests and data reporting there were nine children in the Y6 cohort. One is no longer in care. Eight out of the nine have SEND with 1 EHCP. The child with no SEND met the DfE standard of attainment at the end of Y6. One child with SEN support also met the DfE standard and a further child with SEN support missed the standard in reading. Six of the nine children have had three or more placements. Of the eight who remain in the care of CYC, four are educated in York schools and the other four are out of York. Each child represents 11% within the statistics.

KS4 comment – at the time of the GCSE examinations at the end of KS4 there were twenty-two young people in the Y11 cohort. Two of the young people are no longer in care. Fourteen of the twenty-two have identified SEND with four EHCP. Ten of the young people have had three or more care placements. Only five of the young people were attending education out of York at the time of the GCSE examinations, however eight young people were in specialist provision. All the attainment and progress scores for the cohort are better than the statistics for national CLA. Each child represents 4.5% within the statistics.

## **Personal Education Plans (PEP)**

The PEP is a document which summarises educational provision for a CLA and, crucially, highlights targets for the year and additional support needed. The full PEP must be reviewed on an annual basis by children's social care and schools in preparation for each Child or Young Person's Annual Care Review. The virtual school asks that educational targets within the PEP are reviewed on a termly basis and that in-year attainment and progress data is reported to the Virtual school at the end of each term. Where children and young people have identified SEND a My Support Plan or Education, Health and Care Plan can replace the educational element of the PEP to avoid duplication. ALL children and young people in the care of city of York have a completed PEP; however some are in need of updating and/or reviewing. Current PEP (including MSP and EHCP) overdue rate is 16% - there are 19 currently due to be forwarded to the virtual school, 13 from OOA providers. The completion rate changes on a monthly basis depending on when the annual review is due to be undertaken.

## **Annexes**

Annex A Promoting the Education of Looked After Children (DfE publication February 2018)

Annex B Educational Outcomes for Looked After Children (NCER reports)

## **List of Abbreviations used in reports and Annexes:**

- CH Consultant Headteacher
- IEM Including English and Maths
- CLA Children Looked After
- CPB Corporate Parenting Board
- CYP Children and Young People
- DfE Department for Education
- NCER National Consortium for Examination Results
- EHCP Education, Health and Care Plan

- FSM Free School Meals
- GCSE General Certificate of Secondary Education
- HT Headteacher
- 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
- VSHT Virtual school headteacher

---

<sup>i</sup> Please note that the majority of OOA CLA are within a 20 mile radius of York