

**TORBAY VIRTUAL SCHOOL DEVELOPMENT PLAN
2013 - 2016**

September 2013

The Development of the Virtual School in Torbay

INTRODUCTION

Directors of Children's Services have a statutory responsibility to make sure that their local authority promotes the educational achievement of the children they look after, regardless of where they are placed. The virtual school head role is one of the key ways in which a local authority can demonstrate to inspectors that it is discharging that legal obligation.

The core purpose of this role is to be relentless in driving up improvements in the educational progress and attainment of all children looked after by their authority, including those that have been placed in schools in other authorities. They will also have an important role in working in partnership with virtual school heads in other authorities to support the educational progress of children in their schools but looked after by other authorities.

KEY RESPONSIBILITIES OF VIRTUAL SCHOOL HEAD

The three key areas of responsibility of a Virtual School head for which she should be accountable are:

- **To make sure that there is a system to track and monitor the attainment and progress of looked after children to:**
 - rigorously track and monitor data on where looked after children are at school and their progress, in a similar way to a head teacher of any school.
 - ensure that schools know which children are looked after and make sure that there is a Personal Education Plan (PEP) for all looked after children and one-to-one support where appropriate.

- maintain an accurate record of the location and educational progress of looked after children in their authority, including those whom they look after but are placed in another authority or a non local authority school and those who are looked after by another authority but educated in this one.
 - act where necessary and work towards improving overall attainment at the virtual school, by maximising achievement and progress of both individual and cohorts of looked after children.
 - ensure that the head teacher and the designated teacher in each school know which of the children on their roll are in care, and what can be done to support them.
- **To ensure that all looked after children have a robust and effective personal education plan and access one-to-one support, including personal tuition where appropriate by:**
 - working with relevant professionals to ensure PEPs are of a high quality, subject to a rigorous monitoring and evaluation process, with impacts and outcomes that are followed up. In conjunction with School Improvement Partners they should challenge schools and others when appropriate to improve the quality of the PEP and promote faster progress.
 - They should also ensure that looked after children are able to access one-to-one tuition and that the Pupil Premium is used to support progress. They should also explore other sources of additional funding/support if available.
- **To champion the educational needs of looked after children across the authority and those placed out-of-authority by:**
 - championing the needs of looked after children across the authority and spread effective practice, particularly in relation to improving behaviour and attendance, promoting stability of placement and school stability through admissions policies and use of school transport.
 - working with others in local authorities and schools to ensure that measures are taken across the authority to promote positive behaviour, good attendance, and reduce exclusions, which should in turn lead to good progress and improved attainment.
 - ensuring social workers adequately consider the educational needs of looked after children when a child/young person comes into care or when taking decisions about moving placements. Where moving placements is absolutely essential,

wherever possible a new placement should be found which enables continuity of schooling but at KS4 ensures there is no change of educational placement. The virtual school head should take responsibility for making sure that admissions powers to admit looked after children to the most appropriate school are used wherever necessary, and they should ensure that school transport is provided as required to help children stay in the same school.

THE TORBAY VIRTUAL SCHOOL

The Virtual School in Torbay has been in existence since September 2010. It is staffed by a full-time teacher, a 0.5FTE Headteacher and admin support. It has a Governing Body which operates just like any school governing body and holds the VSHT accountable for the performance of the VS as well as acting as a 'critical' friend. Its membership includes corporate parents; headteachers; community governors; representative from FE; a Foster Parent; and officers from the LA Social Care teams.

Torbay's Virtual School works with children from the age of 2 in Early Years settings; those aged 4 in reception class to the end of their post 16 education. In view of the significant number of CLA's who go on to Higher Education it would wish to involve those young people within the Virtual School as role models for others.

Every school in Torbay is committed to supporting CLA and has a designated person responsible for their achievement and well being. This group of designated professionals now meet regularly to monitor Torbay's CLA's and any out of area CLAs educated in their school/college. In addition the Head of the Virtual School and the advisory teacher meet fortnightly to look at the progress of individual year groups within the Virtual School.

The Ofsted framework for schools means a greater focus on the CLA's as one of the Ofsted groups. This means that a wealth of information and data is available to the Virtual School Headteacher on individual pupils and by group in each school.

This Development Plan has now been written in partnership by the Head of the Virtual School and the Secondary Headteacher representative on the VSGB, in recognition of the key priority for the Local Authority and its partnership with schools/academies in improved educational outcomes for Children Looked After.

Jane English Principal Paignton Community and Sports Academy
Jane Inett Headteacher Torbay Virtual School

Torbay Virtual School
 Summary of Performance Data at end of KS2 and KS4
 (12 months continuous care)

KS2 % reaching L4 in English

	09/10	10/11	11/12	12/13
Torbay CLA	11.11%	50%	50%	83%
National CLA	45%	50%	60%	55%
All Torbay children	79%	77%	84%	87.7%

KS2 % reaching L4 in Maths

	09/10	10/11	11/12	12/13
Torbay CLA	22.22%	33.3%	50%	83%
National CLA	44%	48%	56%	59%
All Torbay children	80%	79%	88%	87.3%

KS2 % reaching L4 in English and Maths

	09/10	10/11	11/12	12/13
Torbay CLA	11.11%	33.3%	33.3%	66.6%
National CLA	36%	40%	50%	Not available
All Torbay children	79%	77%	84%	77%

KS4 % achieving 5+ A* - C including English and Maths

	09/10	10/11	11/12	12/13
Torbay CLA	6.3%	38.5%	16.5%	0%
National CLA	11.6%	12.8%	14.6%	15.3%
All Torbay children	54.1%	57.2%	60.5%	59.2%

KS4 % achieving 5+ A* - C

	09/10	10/11	11/12	12/13
Torbay CLA	6.3%	46.1%	33%	21.4%
National CLA	26.1%	31.2%	36.8%	36.6%
All Torbay children	75.1%	80.9%	82.4%	TBC

KS4 % achieving 5+ A* - G

	09/10	10/11	11/12	12/13
Torbay CLA	18.8%	76.9%	88%	64.3%
National CLA	72.6%	na	na	na
All Torbay children	94%	95.2%	93.8%	TBC

Torbay Virtual School Development Plan 2013 - 2016

Priority 1	Raising Attainment and Aspiration		
Objective	The attainment of CLA in Torbay is raised to be in line with the National Average and then exceeds the National Average.	Person(s) with overall Responsibility:	JI

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG	Evidence
1.1 Collect all collective and individual targets for CLAs from each school/educational setting.	By end of September for each academic year	JI	<ul style="list-style-type: none"> ▪ Each CLA individual targets are within the VS data information file and checked in order to ascertain they are fit for purpose. ▪ Comparison of previous year's school based targets to see progression ▪ Ensure all CLA and Foster Carers are clear of individual targets 	SF		
1.2 Improve the monitoring of all pupil progress and intervene more speedily with schools	Termly	LK	<ul style="list-style-type: none"> ▪ Each school completes the data drop at end of Nov/March/June ▪ Through tracking meetings highlight those not making sufficient progress and highlight need for urgent 	JI		

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG	Evidence
			<p>intervention by school.</p> <ul style="list-style-type: none"> ▪ Monitor interventions for impact. ▪ Intervene if impact is insufficient. ▪ Establish a benchmark for % of CLA making expected levels of progress from KS1 - 2. ▪ Establish a benchmark for % of CLA making expected levels of progress from KS2 - 4. ▪ Establish a benchmark for completion rates of courses in post 16 provision and the NEET figure. 			
<p>1.3 Improve schools assessment of those entering care</p>	<p>January 2014</p>	<p>LK</p>	<ul style="list-style-type: none"> ▪ Ensure all schools/settings complete the Baseline Assessment when a child becomes a CLA. ▪ Information entered into Data Tracking System and first PEP uses information to set challenging targets plus immediate interventions if working below national standards. ▪ Secure expected outcomes for each 	<p>JI</p>		

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG	Evidence
			child			
1.4 Ensure all PEPS are of a high standard	By end of Spring Term each academic year	JI	<ul style="list-style-type: none"> ▪ Clarity for all key education staff (DTs/Governors) and social care staff on what a good quality PEP looks like. ▪ Ensure all social workers are aware and adhere to PEP timeframes. ▪ Continue with the cycle of PEP QA audits at both school and LA level. 	JE		
1.5 At KS4 at the latest, within the PEP, progression opportunities for post 16 studies are discussed and planned.	By end of Spring Term each academic year	LK	<ul style="list-style-type: none"> ▪ DTs in all secondary schools actively promote post 16 studies, including FE and HE, to the CLA group ▪ Y10s and Y11s are encouraged attend Open Events at local 6th Form Colleges and FE Colleges. ▪ Foster Carers of Y10s and Y11s are required to take their foster child Open Evenings in order to support the child's decision on best route for progression. ▪ CLA Teacher supports the Foster Carers in their knowledge of 	JI		

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG	Evidence
			progression routes.			
1.6 Ensure effective use of Pupil Premium	Dec 2013 and each year thereafter	JI	<ul style="list-style-type: none"> ▪ Analysis of CLA Governor Annual Reports which identifies interventions and outcomes ▪ DTs are made aware of the PP Toolkit and its potential for identifying impact. ▪ Interventions are highlighted in the PEPs. ▪ Impact of PEP actions are evaluated. 	SF		
1.7 Raise the profile and importance of education with Foster Carers and Fostering Social Workers	June 2014	JI	<ul style="list-style-type: none"> ▪ Ensure education matters are discussed at supervision session with Foster Carers ▪ Programme of training and resources on education for Foster Carers is developed. This will include training in expected levels and progress as well as careers guidance. ▪ Ensure all SW are fully conversant with current education practice in order to act as a critical friend to FC's 	SF		

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG	Evidence
			<p>in relation to education and school processes.</p> <ul style="list-style-type: none"> ▪ Ensure an annual event is offered to new and existing Foster Carers on Rights and Responsibilities on Internet Safety. ▪ Investigate the use of a Learning Gateway or similar to raise awareness of Foster Carers and its potential benefits to each CLA. 			
<p>1.8 Ensure all EY and post 16 CLA have a PEP in place</p>	<p>By June 2014</p>	<p>LK</p>	<ul style="list-style-type: none"> ▪ Post 16 PEP form rewritten ▪ All CTC workers receive updates on process and timescales ▪ Post 16 providers receive support in PEP process where necessary ▪ EY settings introduced to the EY PEP and given CPD and timescales ▪ All SW receive CPD on PEPs for all age groups ▪ VS monitors timeliness and quality of PEPs 	<p>JI</p>		

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG	Evidence
1.9 Acknowledgement of the achievement of CLAs	By July each academic year	JI	<ul style="list-style-type: none"> ▪ Attendance of over 95% receive a 'well-done' letter. ▪ All those with 100% receive certificate at the Celebration of Achievement Evening. ▪ Letters written to those who achieve their expected grades at KS2/4/5 ▪ Recognise not only attainment but also effort and distance travelled. Ensure that each school's DT nominates a child for an award in this category if appropriate for the Celebration of Achievement. ▪ CLA identified for 'Learner of the Year' in primary and secondary phases and awarded at Celebration of Achievement. 	SF		
1.10 Ensure CLA have opportunities to develop their career knowledge relevant to both their academic ability and	Annually by October	LK	<ul style="list-style-type: none"> ▪ All foster carers and Social Workers are aware of enrichment programmes in order to enhance outcomes for CLA. ▪ Participation of CLA in Enrichment 	JI		

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG	Evidence
talents.			<p>Programmes is monitored and any barriers to participation are removed.</p> <ul style="list-style-type: none"> ▪ Monitor academic achievement and match to career aspirations and challenge where necessary. ▪ Ensure Foster Carers and Social Workers promote high aspirations and the support available to care leavers in HEIs. 			

Priority 2	Stability of educational placements		
Objective	Ensure that CLA receive their entitlement to full time education and receive support which positively impacts on their academic progress and personal development	Person(s) with overall Responsibility:	JI

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG	Evidence
2.1 Admission arrangements are reviewed in order to ensure no CLA is without a school place for more than 20 days	By November each academic year	TH	<ul style="list-style-type: none"> ▪ Admissions protocol is reviewed and updated where necessary ▪ Regular updates for SW on admission process and understanding that it is SW responsibility to apply for a school place ▪ VS is notified of any application for a school place in order to monitor timescales and support where necessary ▪ HT will challenge any practice which sees a delay in securing a school place in Torbay or Out of Area schools 	JI		
2.2 No child in Y6 or KS4 move education placements due	On going	LK	<ul style="list-style-type: none"> ▪ Raise awareness amongst SW and those securing care placements of the 	JI		

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG	Evidence
to a care placement move			<p>harmful effects of mobility for a child particularly in Y6 and KS4 which sees children only moving in exceptional circumstances.</p> <ul style="list-style-type: none"> ▪ Where necessary transport will be provided to get a child in Y6/KS4 to their school ▪ VS is notified of change of care placements in order to support the CLA remaining in their current school. 			
2.3 No child receives a PX from their school		JI	<ul style="list-style-type: none"> ▪ All DTs receive training in attachment and strategies for engagement in schools for particularly those with disorganised attachment. ▪ All DTs and CLA Governors act as a champion for every CLA in order ensure all CLA receive the support they need to access their education ▪ Continued zero PXs across Torbay schools of CLA ▪ VS HT will challenge any PX in either a 	SF		

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG	Evidence
			Torbay or out of area school.			
2.4 There is a reduction in the number of CLA experiencing a FTX.		JI	<ul style="list-style-type: none"> ▪ All schools understand the impact of a FTX on the child and care placement. ▪ VS continues to monitor and challenge ▪ DTs review alternatives to FTX 	SF		
2.5 At KS4 all CLA receive at least eight subject qualifications including English and Maths (value added best eight measure).		LK	<ul style="list-style-type: none"> ▪ VS monitors qualifications and challenges any educational provision not providing the national minimum. 	JI		

Priority 3	Effective Data Management System and Data Analysis		
Objective	To improve the quality of access to data and management information systems for educational data for the Virtual School	Person(s) with overall Responsibility:	JI

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG	Evidence
3.1 Monitoring process for school roll	End of each half term	LK	<ul style="list-style-type: none"> ▪ DT agree to send their CLA on roll to the VS each half term ▪ CLA teacher liaises with out of area/independent schools to confirm school places 	JI		
3.2 Process for collecting data clearly defined	On going	LK	<ul style="list-style-type: none"> ▪ All DTs adhere to the expectation of a baseline assessment when a child becomes CLA ▪ Data drop is completed three times a year - end of November/March and June. Data will include current levels; attendance; exclusions and PEP dates. ▪ Data is entered into the VS system by Information Officer 	JI		

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG	Evidence
3.3 Continue effective use of data	Termly	LK	<ul style="list-style-type: none"> ▪ Progress of CLAs is monitored every term ▪ For those CLA not making expected progress challenge school/provider on the interventions and impact ▪ Progress data shared with the VSGB three times a year 	JI		
3.4 Monitor the performance of CLA by the OFSTED groups. Monitor performance of CLA against statistical neighbours	Annually in September	JI	<ul style="list-style-type: none"> ▪ Clear data is provided on the performance of specific groups of CLA ▪ Action is taken to ensure all groups at the expected level 	SF		
3.5 Expected levels of progress, average points score, progress against FFT targets and value added for CLA is collated and analysed and challenged and praised accordingly	Annually in September	JI	<ul style="list-style-type: none"> ▪ Evidence of great interrogation of CLA data by schools and the virtual school which leads to changes in policy and practice to bring about improvement ▪ Interventions and their impact need to be shared in order for all schools to target interventions effectively. 	SF		

Priority 4	Extra-curricular activities and leisure interests		
Objective	To ensure all CLA are able to enjoy a wide range of extra-curricular activities and leisure interests and to keep a record of this	Person(s) with overall Responsibility:	JI

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG	Evidence
4.1 All CLA are encouraged to access a wide range of extra curricula activities including out of school activities	End of each term	LK	<ul style="list-style-type: none"> ▪ Numbers monitored through the PEP/CLA review process ▪ Identify opportunities within schools and share with Social Workers and Foster Carers in order to promote CLA's attendance ▪ Identify any barriers to a CLA's participation in these events ▪ Identify any opportunities for activities within the wider community such as libraries, Torbay Coast and Countryside Trust, Parkfield, theatre groups etc and share with Social Workers and Foster Carers. ▪ All CLA take part in one holiday 	JI		

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG	Evidence
			programme and/or summer school.			
4.2 Identify which young people are not participating in extra activities	End of each term	LK	<ul style="list-style-type: none"> ▪ Investigate reasons behind non-attendance and encourage through Foster Carers and Social Workers ▪ If CLA's interests are not reflected in the current offer try to source activity 	JI		
4.3 HEI activities	By end of Autumn Term in each academic year	LK	<ul style="list-style-type: none"> ▪ Confirm which HEIs are still providing HE opportunities ▪ Ensure CLA are prioritised ▪ Liaise with DTs re promoting access of CLAs on to HEI activities. ▪ Monitor which CLA attend events and assess impact. 	JI		

Priority 5	Effective communication		
Objective	To strengthen communication between TVS, its pupils, the carers, the governing body and corporate parents	Person(s) with overall Responsibility:	JI

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG	Evidence
5.1 Develop a communication strategy for the Virtual School	January 2013	JI	<ul style="list-style-type: none"> ▪ All DTs know who to contact within the Virtual School ▪ All carers and young people are informed of the VS and know how to contact its staff ▪ All Social Workers are updated through team meetings of the Virtual School and processes relating to the education of CLAs ▪ Virtual School web pages are updated and contain all policies and procedures for CLAs 	SF		
5.2 A Virtual School Newsletter is published termly	December 2013	LK	<ul style="list-style-type: none"> ▪ Three newsletters produced each academic year with the first being during Autumn Term 2013. 	SF		

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG	Evidence
5.3 Student Voice - CLA council	Easter 2013	LK	<ul style="list-style-type: none"> ▪ Capture views of CLAs on education through each CLA council or through PEP process ▪ Bring CLA Council together at least once a term 	JI		
5.4 Corporate Parents are updated of the progress of their CLAs	October each academic year	JI	<ul style="list-style-type: none"> ▪ Corporate Parents Evening held annually ▪ Corporate Parents Group receives education report at each meeting which are held every two months 	SF		