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Dear Member

**POLICY DEVELOPMENT AND DECISION GROUP (JOINT COMMISSIONING TEAM) -
MONDAY, 16 APRIL 2018**

I am now able to enclose, for consideration at the Monday, 16 April 2018 meeting of the Policy Development and Decision Group (Joint Commissioning Team), the following reports that were unavailable when the agenda was printed.

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10.	Torbay Virtual School Annual Report	(Pages 99 - 139)

Yours sincerely

Amanda Coote
Clerk



TORBAY VIRTUAL SCHOOL

ANNUAL REPORT

(2016-17) OF THE VIRTUAL

SCHOOL GOVERNING BODY

November 2017

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Torbay Virtual School
Governing Body Annual Report
November 2017
Foreword by the Chair of the VSGB

I am delighted, as Chair of the VSGB, to write this introduction to the seventh annual report of the VSGB. The purpose of the VSGB is to take the lead in ensuring that schools fulfil their responsibilities to Children Looked After and maximise their attainment and achievement and narrow the gap between our Children Looked After and their peers.

The VSGB mirrors the role of school governing bodies in that it provides a strategic view, acts as a critical friend and ensures accountability. It also expects that all its members will be actively committed to the success of the Virtual School. The membership includes representatives from primary and secondary schools, the FE College, governors from schools in Torbay, local authority officers and elected members in their role as Corporate Parents.

I hope you get from the Annual Report how determined we are to ensure our Children Looked After get the very best experience from their schools and the best outcomes they can achieve. The members of the VSGB are very clear that schools need to ensure that our most vulnerable learners are given every opportunity to succeed. This isn't about equality of opportunity but equality of outcome.

The Virtual School works in a very inclusive way. It also looks at the empirical evidence from research about where pupils learn and achieve best. It has a determination to have our children in the very best schools and to keep them in those schools no matter what.

In terms of our pupils' achievement this year we have seen improvements in national tests at EYFS, KS2 and KS4. The journey for the VS at KS5 is in its early phase but must be as rigorous as for statutory age groups.

The Virtual School in Torbay appears to be fairly unique in that it provides a tremendous amount of support to our schools and as a result receives a tremendous amount of support from our schools and positive regard.

I trust that the Annual Report will demonstrate our commitment and passion to our children.

Stuart Heron

Chair, TVSGB

The Virtual School

This is the seventh annual report of the Virtual School Governing Body as the VSGB was formed during the academic year 2010/11. The Annual Report details the work of the Virtual School during the academic year and will highlight the educational performance of all of our Children Looked After and the wider work of the Virtual School.

The Virtual School was set up in 2010 and at that point consisted of a Headteacher (0.5 FTE) and a full time Advisory Teacher. Over the years through support of the Schools Forum and the Local Authority the staffing in the Virtual School now comprises of the Headteacher (0.6 FTE), 1 Primary CLA Teacher, 1 Secondary Maths Teacher, 1 Secondary English Teacher and an Attendance Officer. The Virtual School staff sit within social care teams and is located in Torhill House in Torquay.

The three key responsibilities of the Virtual School are:

1. To make sure there is a system to track and monitor the attainment and progress of children looked after.
2. To ensure that all children looked after have a robust and effective personal education plan and access to 1:1 support, including personal tuition.
3. To champion the educational needs of children looked after across the authority and those placed out of authority.

The purpose of the Virtual School Governing Body sees it taking a lead in ensuring that schools fulfil their responsibilities to Children Looked After and maximise their attainment and achievement. The VSGB mirrors the role of school governing bodies in that it provides a strategic view, acts as a critical friend and ensures accountability. It also expects that all its members will be actively committed to the success of the Virtual School.

All of the data about the Virtual School contained in this report will be from the academic year 2016/17.

The Virtual School consists of three groups of CLA

- All Torbay CLA who are educated in Torbay schools
- CLA from other authorities and educated in Torbay schools
- Torbay CLA who are educated in other local authority or independent schools.

The main focus of the work of the Virtual School relates to CLA who are of statutory school age but also includes those who are in Early Years settings and those who are post 16.

The school roll at the end of the academic year is shown in the table overleaf:

Age group	Total in Virtual School (A+B)	All CLA in Torbay schools (A)	Torbay CLA in out of area schools (B)	Out of area CLA in Torbay educational provision
Early Years	32			
Reception	9	8	1	0
Year 1	6	5	1	1
Year 2	11	6	5	0
Year 3	11	7	4	3
Year 4	20	12	8	3
Year 5	18	13	5	1
Year 6	23	10	13	0
Year 7	23	17	6	6
Year 8	17	12	5	1
Year 9	23	9	14	2
Year 10	22	10	12	5
Year 11	29	17	12	6
Post 16	49			
Total of statutory school age	212	126	86	28
GRAND TOTAL (columns A + B)	293			

The number of CLA of statutory school age in the VS at the end of the academic year saw a reduction of 17 from the previous year. This was the third year in succession of a reduction in numbers as a result of a continued focus on ensuring children only remaining in care if there are no other options such as a Special Guardianship Order.

OFSTED ratings for schools may change within an academic year. Where a school slips into RI or Inadequate the VS looks at each individual case and decides whether it is in the child's best interests to maintain their place at that school.

The VS continues to monitor the OFSTED ratings of the schools. At the end of the academic year there was 91.1% of the cohort in OFSTED rated Good or Outstanding schools. This is an improvement of 8.1% from the previous year.

During the year two primary schools in Torbay were judged as Inadequate by OFSTED. There were four children in the two schools with one child in one in Torquay and three children in Brixham. The decision was made to move one of the children immediately as this child was having a placement move and, weighing up all factors, it made sense to move school at the same time to ensure a good quality of education was experienced. The child moved to a school rated Good by OFSTED in Paignton. For the other three children, the action plan presented by the school was subject to review, with the view that it would not turn around quickly so the decision was made to move the children. All three now attend schools rated as Good by OFSTED. For all four robust transition plans were put in place to ensure a smooth transition.

Outcomes for CLA

The Department for Education only measures the educational outcomes of the children who have been in continuous care for 12 months. For the performance measures for the academic year ending

July 2017 the children whose outcomes are measured are those children who were in care on 1 April 2016 and remained in care until 31 March 2017. The progress and attainment of all the children in the Virtual School is important and therefore the data will be captured for the Continuous Care CLA and those who have been in care outside of 12 months criteria.

The Virtual School captures data from all their cohort's schools three times a year at the end of November, March and June.

HEADLINES:

1. In Reception there was an increase in the percentage of children achieving a Good Level of Development of 25% from the previous year to 75% in 2017. This was though a very small cohort of four.
2. At KS1 there was much improvement on the previous year's results. An increase of 7.12% in those achieving at least expected outcomes in reading; 17.84% in writing; 5.34% in maths; and an increase of 17.84% in reading, writing and maths.
3. At KS2 there was considerable improvement on the previous year's results. An increase of 10% of those achieving at least expected outcomes in reading; 5% in writing; 10% in SPAG; and 25% in maths. These results mean that the gap reduced between our CLA and all Torbay children reduced by 5.9% in reading; 5.4% in SPAG; and 20.4% in maths. In writing the gap between all children in Torbay and our CLA increased by 5.6%. In reading, writing and maths attainment was increased by 15% and the gap reduced between our CLA and all Torbay by 6.5%. Boys' progress from KS1 – 2 was excellent at +7.5 which is significantly above the national average.
4. At KS4 it was a mixed picture. The number gaining 5A*-C including English and maths increased marginally by 0.3% but disappointingly the national figure for CLA was 15%. There was an increase in the number getting 5A*-C of 9.4% on the previous year's figure. There was a decrease in the number getting at least a Grade 4+ in English on the previous year of 4.3% and a decrease in the number getting a Grade 4+ in maths of 5% on the previous year. On the positive side 13.6% (3 young people) got a strong pass in English and maths (i.e. Grade 5+). The national CLA figure for a strong pass in both English and maths was 9%. This is a new measure. When you compare the results of our non-selective schools in this measure the VS has made a good start and is only 9.3% behind the nearest mainstream school.
5. The Attainment 8 score increased marginally from the previous year by 3.94 to 22.84. This is very slightly higher than the national CLA figure for A* in 2016. The Progress 8 score was -1.41 and whilst we cannot compare with the previous year it is a disappointing result. However it should be noted that girls', in mainstream schools and entering care before their 14th birthday, performance was strong and higher than national CLA performance in P8 +0.14. Performance of boys and girls entering care before their 14th birthday and in mainstream schools was also stronger than the whole continuous care cohort with a P8 score of -0.54 again higher than national CLA performance for a similar cohort.

The range of Progress 8 scores for individuals ranged from +2.32 to -4.07.

6. The English Baccalaureate refers to a combination of subjects that the government thinks is important for young people to study at GCSE. It includes:
 - English language and literature
 - maths
 - the sciences
 - geography and history
 - and a language

One child at KS4 achieved the EBACC. This is the first since 2010 that a child passed a range of GCSEs including a modern foreign language. There was only one continuous care CLA entered for the EBACC. If you include those CLA for less than 12 months there were three CLA in total who achieved this measure.

7. At the end of KS5 there were only two young people studying L3 courses with the rest of the cohort (12) following either L2 or L1 courses. One was following a vocational route and passed the two year L3 Animal Care qualification. This young person was at the FE college attached to Paignton Zoo (Bridgwater College). The other young person was studying A Levels at Exeter College and got an A, B and C in her three A Levels.
8. Exclusions - There is continued success of no permanent exclusions for our CLAs. However there were two managed moves to avoid permanent exclusions. One from a school in Torbay for a Y5 child with an EHCP and one for a Y11 child in an out of area school. The number of CLA experiencing at least one fixed term exclusion has decreased to 3.72%. This may be as a result of work completed with Designated Teachers on alternative to exclusions as well as a positive impact of the attachment training. This needs further enquiry.
9. Attendance - The overall attendance has improved marginally to 96% and those who have had 100% attendance rose from 34 continuous care children last year to 54 for this academic year. The percentage of continuous care CLA who were categorised as PA fell to 5.9% which compared to the figure for 2016 is a decrease of 4.8%. The PA figure for all children in Torbay in 2016 was 12.5% which was 2% above the national all pupil figure of 10.5%.

End of Year Results:

For the children at the end of Reception, the end of KS1 and KS2 and the end of KS4 the following results are national results and published by the DfE for those in continuous care. For all other year groups the results are taken from the data drop at the end of June.

Reception: At the end of the year there were four Reception children who were in continuous care and of these three achieved a Good Level of Development. This was the expected outcome. There were six other children in Reception of these three achieved a Good Level of Development.

Key Stage 1 - Year 1: There were 3 continuous care children in this year group but 6 Torbay CLA in total. Due to the changes in assessment children should be at ARE (age related expectations) at the end of Year 1. The table below shows the number of children achieving at least ARE in Reading, Writing and Maths.

	Reading	Writing	Maths
Less than 12 months CLA	1	1	1
Continuous care CLA	2 (66%)	2 (66%)	2 (66%)

Year 2: There were 7 continuous care children in this year group but with 11 Torbay CLA in total. The children are expected to be at the Expected Standard by the end of this year. The table below shows the number of children who achieved the Expected Standard in Reading, Writing and Maths in SATs.

	Reading	Writing	Maths
Less than 12 months CLA	1	1	1
Continuous care CLA	4 (57.1%)	3 (42.8%)	3 (42.8%)

Key Stage 2 - Year 3: There were 8 continuous care children in this year group but with 11 Torbay CLA in total. The children are expected to be at ARE by the end of this year.

The table shows those children achieving at least ARE by the end of the year in Reading, Writing and Maths.

	Reading	Writing	Maths
Less than 12 months CLA	1	1	1
Continuous care CLA	4 (50%)	2 (25%)	5 (62.5%)

Year 4: There were 17 continuous care children in this year group but with 20 Torbay CLA in total. At child expected to achieve at least ARE by the end of this year.

The table below shows those children achieving at least ARE by the end of year in Reading, Writing and Maths.

	Reading	Writing	Maths
Less than 12 months CLA	0	0	0
Continuous care CLA	5 (29%)	3 (17.4%)	4 (23.2%)

Year 5: There were 15 continuous care children in this year group but with 18 Torbay CLA in total. A child is expected to achieve ARE at the end of this year.

The table below shows those children achieving at least ARE by the end of this year.

	Reading	Writing	Maths
Less than 12 months CLA	0	0	0
Continuous care CLA	2 (13.2%)	2 (13.2%)	2 (13.2%)

Year 6: There were 20 continuous care children but with 22 children in total. This is the end of KS2 and the results of the continuous care children are published by the DfE and scrutinised by OFSTED. A child is expected to achieve Expected Standard in Reading; Writing; Grammar, Punctuation and Spelling; and Maths.

The following table shows those children achieving at least Expected Standard in their SATS:

	Reading	Writing	Grammar, Punctuation & Spelling	Maths	ES in Reading, Writing and Maths
Less than 12 months CLA	0	0	0	4	0
Continuous care CLA	10 (50%)	9 (45%)	10 (50%)	11(55%)	7 (35%)

Key Stage 3 (Years 7, 8 and 9)

Year 7: There were 20 continuous care children but with 23 children in total. Again children need to achieve Age Related Expectations.

	English	Maths	Science
Less than 12 months CLA	0	0	0
Continuous care CLA	9 (45%)	7 (35%)	9 (45%)

Year 8: There were 15 continuous care children and 17 CLA in total in this year group. The minimum expectation would be ARE. The table below shows the children who have achieved at least ARE.

	English	Maths	Science
Less than 12 months CLA	0	0	0
Continuous care CLA	9 (59.4%)	9 (59.4%)	10 (66%)

Year 9: There were 22 continuous care children and 23 Torbay CLA in total in this year group. Again the minimum national expectation is ARE by the end of Y9. The table overleaf shows the children who achieved at least ARE by the end of the year.

	English	Maths	Science
Less than 12 months CLA	0	0	0
Continuous care CLA	8 (36%)	10 (45%)	9 (40.5%)

It should be noted that some schools are now choosing to commence GCSE courses in Y9.

Key Stage 4 - Year 10:

There were 16 continuous care children and 22 Torbay CLA in total in this year group. At the start of the year targets for the end of KS4 were set from each school's Fisher Family Trust (D) data set. This

data set uses prior attainment data and contextual factors to predict outcomes should that a young person achieve in line with the top 25% of students in similar contexts.

Of the 16 continuous care cohort 10 should achieve a Grade 4 in English and 10 should achieve in Maths. This would equate to 62.5% achieving 5 A* - C including English and Maths.

Year 11/ End of Key Stage 4: There were 22 continuous care young people and 29 Torbay young people in total in this year group. The DfE publishes the end of KS4 results for the continuous care group and OFSTED will scrutinise them during inspection. The following table gives details of the end of KS4 results for the continuous care young people.

	5A*-C inc E&M	5A* - C	EBACC	Grade 4+ (or C+ pre 2017) in E & M	Grade 4+ (or C+ pre 2017) in English (Lit or Lang)	Grade 4+ (or C+ pre 2017) in Maths
Torbay CLA 2017	13.6% (3)	22.7% (5)	4.5% (1)	13.6% (3)	22.7% (5)	27% (6)
Torbay CLA 2016	13.3%	13.3%	0%	20%	27%	27%
Torbay CLA 2015	14%	14%	0%	14%	18%	18%
Torbay CLA 2014	0	8%	0%	8%	20%	8%

The following table includes all CLA in Y11:

	5A*-C inc E&M	5A* - C	EBACC	Grade 4+ (or C+ pre 2017) in E & M	Grade 4+ (or C+ pre 2017) in English (Lit or Lang)	Grade 4+ (or C+ pre 2017) in Maths
ALL Torbay CLA 2017	17.2% (5)	24% (7)	10% (3)	17.2% (5)	27.5% (8)	27.5% (8)

Attainment 8 measures the average achievement of pupils in up to eight qualifications including English (double weighted if both Language and Literature are taken), maths (double weighted), three further qualifications that count in the EBACC and three further qualifications that can be GCSE or any other non-GCSE qualification on the DfE approved list.

In terms of Attainment 8 the score improved marginally by 3.94 to 22.84. This is set amongst the backdrop of Attainment 8 dropping nationally for all children this year from the previous year. This drop was an expected drop due to structural changes in the way Attainment 8 was calculated.

Progress 8 is a relative measure, which means that the overall national score remains the same between years. Progress 8 is more relevant where we can compare between groups. The Progress 8 measure should not be compared year on year, however, at school level it may be useful to compare a school's percentile rank based on Progress 8. For example, knowing a school had a Progress 8 score of -0.2 in 2016 and a score of -0.2 in 2017 tells you how the school did compared to national average in those years but not whether their performance improved across years. However, knowing that they were in the 86th percentile in 2016 and in the 70th percentile in 2017 tells you they have improved over time compared to other schools.

Percentile ranks should still be comparable despite possible changes in the distribution of Progress 8 scores and are a good starting point for understanding performance on this measure over time. Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero. When including pupils at special schools the national average is not zero as Progress 8 scores for special schools are calculated using Attainment 8 estimates based on pupils in mainstream schools.

In terms of Progress 8 the score was -1.41 this year for our CLA. The all pupil figure for Torbay was -0.3 this year.

Attendance

The Virtual School wants all children to have the best possible attendance at their individual schools to enable each and every child to reach their full potential.

There is a strong link between good school attendance and achieving good results for children. Children who frequently miss school may fall behind in their work which may affect their future prospects. Good school attendance also shows future employers that a young person is reliable, more likely to achieve well and play a positive role in their community.

Very often, prior to children becoming looked after their attendance at school has been poor although not in all cases.

As of September 2015 the Department for Education (DfE) announced that any student whose attendance falls below 90% will be classed as a Persistently Absent student. Therefore, if a student misses 19 or more days over an academic year they will be classed as Persistently Absent.

The DfE say...“If over 5 academic years a pupil has attendance of 90% the child will miss a half of a school year, that's a lot of lost education.”

The Virtual School promotes good attendance and expects children to be at school unless the child is seriously unwell.

Attendance is collected weekly for the majority of children but for those for whom there is a concern this is done on a daily basis. The Virtual School also has commissioned a service to obtain the daily attendance of all our children who are not in schools in Torbay. It was recognised that there is

excellent communication between schools in Torbay and the Virtual School and that by commissioning this service it meant that our children in out of area school are not disadvantaged by the location of their school.

Attendance Key Points

1. After each data drop attendance was RAG rated. The RAG is as follows:
 GREEN = 95% and above
 AMBER = 91% - 94%
 RED = 90% and below.
2. The attendance figures in this report are for the children who have been in continuous care for 12 months.
3. Two years ago attendance was a focus area for improvement which was successful. The following year attendance improved and this year has seen a small improvement too. This is sustained progress.
4. There is a decrease in the number of children characterised as Persistent Absentees. This year there were ten children in this category. Three secondary and seven primary. Of these five have an EHCP and all now attend special schools. Two of these children experienced delays in securing appropriate specialist provision but did have packages of provision whilst the consultation process was in train.
5. There were 27 primary CLA with 100% attendance and 27 secondary with 100% attendance. This is a rise of 58% on last year's total of 34. What is pleasing to note is that many of these children have had 100% in the previous year. These children all received a certificate and gift token to mark their achievement.
6. Attendance will continue to be a focus for the VS as children need to be in school to benefit from it.

	Primary	Secondary	Overall
Attendance 2017	97.5%	95.1%	96%
Attendance 2016	96.8%	94.7%	95.7%
Attendance 2015	97.99%	93.33%	95.7%
Attendance 2014	92.34%	92.36%	92.35%

Children on Part-time Timetables

During the year there were four children on part-time packages – these were due to schools not meeting the child's needs. These were all a minimum of 16 hours a week and in one case it moved from part-time to full time provision external to the school where the child was on roll. Two were secondary aged children and one of these children is a school aged mum.

There was one Y11 who from the Easter period attended a medical PRU and received 16 hours a week. The child had high anxiety and the part-time package with 1:1 support ensured completion of Y11 and the external exams. The child did not achieve as well as predicted but anxiety can be an incredibly debilitating condition.

Exclusions

It is pleasing to report that there have been no permanent exclusions this year. This has been the pattern since 2010. It is important to note that this year there were **two managed moves** to avoid permanent exclusions. Both of these children were swiftly offered new school places and with intensive support sustained their places in these schools.

The data for Fixed Term Exclusions is also pleasing as a drop has been experienced after last year's increase. For this academic year there was a FTX rate of 3.72% (that is children experiencing at least one exclusion). On a positive note this is a decrease from the previous year when the FTX rate was 8.2%. The reasons for the reduction are unclear but over the last two academic years much training has been completed on attachment and trauma. This has given strategic staff in schools an opportunity to understand attachment and trauma and give strategies to ensure the children are kept within school. This is alongside work with Designated Teachers looking at the impact of exclusions and alternatives to exclusion.

Special Educational Needs

Torbay has a higher percentage of all pupils with SEN in particular those with Education Health Care Plans. This is also reflected in the number of CLA with special educational needs in the Virtual School.

In terms of the children in the Virtual School there are 21 children in primary phase with an EHCP and 26 in secondary phase. This is a slight decrease on the previous year's figures. In the previous year there were 32% of the cohort with an EHCP or Statement and for this year there was 28%.

There are 38 primary aged pupils at SEN Support and 46 secondary aged pupils at SEN Support. This equates to 49.5% of the cohort at SEN Support. This is an increase on the previous year's figure of 43.7%.

This means that 77.5% of the cohort was identified as having SEN. (National data for 2016 sees this as 57.3%.)

One of the VS teachers undertook the post grad SENCO qualification, The National Award for Special Educational Needs Co-ordination, at Marjon in Plymouth and passed with distinction. This is a national qualification which teachers who are new to the role of SENCO in a school must achieve and takes a year to complete whilst also working in a school. This will be of great benefit to our work.

During the year the VS supported schools in requesting statutory assessment for 8 CLA. All 8 have undergone the assessment and EHCPs are in train or already issued.

Outcomes at end of KS2 and 4 for children with SEN

In the KS2 continuous care cohort of 20 there are 12 children at School Support and 6 with Education, Health and Care Plans. Of the children with EHCP there is one whose primary need is moderate

learning difficulty with the primary need for the remaining (5) being social, emotional and mental health. In terms of outcomes at the end of KS2 in Reading 7 children at School Support and 1 child with an EHCP reached expected standard. The total number in the whole cohort achieving this measure was 10. In Writing 6 children at School Support and 1 child with an EHCP reached the expected standard. The total number in the whole cohort achieving this measure was 9. In Maths 8 children at School Support and 1 child with an EHCP reached the expected standard. The total number in the whole cohort achieving this measure was 11. In SPAG 7 children at School Support and 1 child with an EHCP reached the expected standard. The total number in the whole cohort achieving this measure was 10. One child with an EHCP and 4 children at School Support reached the expected standard in Reading, Writing and Maths. The total number in the whole cohort achieving this measure was 7.

At KS4 out of the 22 continuous care cohort there are six children with an EHCP. There are 2 with the primary need being at least a moderate learning difficulty; 1 with a specific learning difficulty; and three with social, emotional and mental health needs. From this cohort no child with an EHCP achieved 5A*-C including English and maths; 3 children at School Support did achieve this measure. In terms of Progress 8 4 children at School Support had positive P8 scores - +2.03; +1.29; +0.29; and +0.75%.

Unaccompanied Asylum Seeking Children

During the academic year there have been six young people with USAC status who are in care to Torbay. There were three of statutory school age and three who were post 16. There was a girl who technically was in Y11 but in order to maximise potential started in Y10 in order to complete GCSEs the following year and two boys in Y11 who arrived in the summer term. Both boys had plans for their post 16 education being in FE so they were placed in Y11 in schools near to their foster families. There were three boys who were post 16 when they arrived in Torbay. Two in Y12 and one in Y13. They were placed at the local FE college and primarily had timetables based around their acquisition of the English language.

The Y10 child took part in the Virtual School's PP+ video and spoke about the impact for her of learning English and being part of a school community in Torbay.

There were two other USAC children receiving education in Torbay who were looked after by a neighbouring authority.

PEPS AND PP+

The Personal Education Plan (PEP) is the statutory tool to ensure that everyone is actively prioritising the education of the child/young person, carefully tracking their progress and supporting them to achieve and be aspirational. All children looked after (CLA) have a statutory care plan, which is drawn up and reviewed by the Local Authority who looks after them. The Personal Education Plan (PEP) is a legal part of the Care Plan; which is a statutory requirement for CLA from age of 3 years if in educational provision up to the age of 18.

The key personnel who should be involved in every PEP meeting are the child, the social worker, the carer and the school's Designated Teacher or Early Years Lead or FE College lead for CLA.

For children of statutory school age the PEP must be held every term. The CLA Teachers will attend PEPs of children who are struggling at school wherever possible. This also includes advising, supporting and challenging on inclusive practice in order to maintain children in their schools.

Since September 2015 the Virtual School has used an electronic PEP for children of statutory school age. This ensures that timescales for PEP completion can be monitored more easily than in previous years. The VSGB sets a target of 90% of PEPS to be completed within timescales. At the end of the year there were 92% of PEPS within timescales.

Audits of PEPs this year has identified that where some long standing Designated Teachers have retired that the quality of PEPS isn't as strong as they used to be in those schools. The VS Team have embraced this and is an area for focus in the new academic year. Again producing high quality PEPS will be a focus of training for the Designated Teachers as well as each teacher within the Virtual School monitoring both timeliness and quality of PEPS. There is also the need for each school to take accountability for the quality of its PEPS and the QA process for schools will be refreshed and training provided for the CLA governors in the next academic year.

The VS staff will liaise with Designated Teachers over academic targets within PEPS. The VS will target children in Y6 and Y11 who are within a 40 mile radius to work intensively towards SATS/GCSE English and maths. Where it is impossible to work directly with a child the specialist teachers will advise/liase over suitable targets and interventions funded through PP+. These children are discussed at our half termly Progress Review Intervention Monitoring (PRIM) meetings and their data is closely monitored.

In 2013 the DfE introduced Pupil Premium Plus (PP+) for children looked after and previously looked after children. In doing this, the DfE acknowledged the enduring impact of trauma and loss in the children's lives and the key role of schools in supporting children who have had a difficult start in life. Pupil Premium Plus currently stand at £1900 per child. The Local Authority who looks after the child is responsible for distributing the PP+ to schools and academies. The Virtual School Head has responsibility and accountability for making sure there are effective arrangements in place for allocating the PP+ to benefit each child looked after by the LA. Each Virtual Head must develop a policy for the funding of PP+ for the LA. The grant must be managed by the Virtual School Head and used to improve outcomes and 'narrow the gap' as identified in the PEP in consultation with the Designated Teacher in the school.

Pupil Premium Plus continues to be welcomed and embraced by schools especially by the Designated Teachers. It has given weight to the Personal Education Plan meetings as it has given the Designated Teachers a resource to use for interventions. Torbay has a policy on PP+ which describes the process. Very simply if a target is identified through the PEP process which will enable the child to accelerate progress or engage more meaningfully in education it needs to be evidenced through the PEP a SMART target written with costs. This then comes to the VSHT for approval.

Another area noted through the PEP for improvement is the voice of the child. It must be noted that there are Outstanding PEPS where the voice of the child is truly captured within the PEP process but this is not the majority of cases. This is another area of work for the next academic year with the Designated Teachers being reminded about the importance of the child's voice at each termly Designated Teachers' Forum. This will include feedback from the children to the Designated Teachers.

The vast majority of targets in the PEPS are SMART which are clear and progressive.

In the primary phase 80% of individual targets are reported as achieved and in secondary it was 81%.

PP+ funded projects

There are a number of projects and interventions which are supported through PP+ such as The Get Gritty Transition Project. This was designed to increase resilience in the child and effect a smooth transition into Y7. It uses the medium of Outdoor Education in order to set challenges which increase individual resilience and enhance team work. This transition project started in the summer term of 2015 and has proved very successful. It takes place after SATS and not only enables young people to have strategies to help them overcome challenges with a positive mind set but also enhances the relationship of the child with the VS staff. We should never underestimate the power of relationship and the team have found this very beneficial when working with the children once in Y8 or 9. There are four activity days in the summer term after SATS followed by a day prior to the start of the autumn term and their new school which ensures any last minute concerns are addressed and solutions found. The staff then closely monitor the group during their first weeks in secondary school. Each child who moves from Y6 to Y7 gets a transition pack which includes a rucksack which has an array of stationery and educational resources to support them in their new school.

Other activities funded through PP+ include the university taster days – one day with Y6 and one day with KS4; the Science Technology Engineering and Maths (STEM) day for those in KS1 and in KS2; the Surf Day for Y10 and Y11; and the PGL Day when around 50 young people from the Virtual School visit the PGL Centre in Torquay and undertake group challenge work..

All of the Attachment in Schools Training is paid through PP+. The Attachment work commenced in October 2015 and has developed since then. There is a clear understanding that getting all professionals to understand attachment is crucial in order for all of our young people to gain the very best they came from our schools. We have a clear strategy on ensuring that training is ongoing each year and training is now not only offered to schools but also to Early Years settings as well as colleagues from social care. This appears to be showing good results with positive change happening in schools and a greater understanding that a behaviour policy has to include an understanding of the impact of attachment and trauma on the child and the behaviourist model does not work with child with significant trauma or attachment needs. It should be noted that all but one school in Torbay has undertaken some form of training in attachment. This would be at least one day of training. It is pleasing to note that 30 schools have sent at least one member of staff on the Seven Day Attachment course with 103 training places being taken up.

It should be noted that all Educational Psychologists undertook the first tranche of Attachment Training and worked alongside school staff. The EPs now run a half termly attachment support group in recognition of the impact of work with the children with attachment and trauma. The other point to note is that EP reports now all have a section on the attachment needs of the child. This gives added weight to the VS's desire and belief in attachment and trauma based work.

A major focus of training has been on attachment. The staff from Torbay schools who have attended see this as the 'missing link' in that for some children they could not make a behaviourist approach work. For example not giving a child attention when they demonstrate attention seeking behaviour –

this is a behaviourist approach. For a child with an insecure attachment it is vital to give the child attention otherwise it reinforces their sense of insecurity/anxiety/lack of worth.

By the end of the academic year 55 staff in schools will have completed their 7 Day Attachment in Schools course. A further 48 will commence the same course in September 2017 and participants will include personnel from the LA's Social Work teams, primarily Community Care Workers.

Two of the VS Team have completed the training and a third is joining the cohort which commences in September. Two members of the team have undertaken attachment training for whole school teams in schools in Torbay and further afield.

One member of the team is regularly consulted by social workers around attachment and trauma and strategies for working with the children.

Other training has included mindfulness for teachers, support staff in schools, foster carers and children looked after.

The final account for PP+ (financial year to March 2017) is shown overleaf:

PP+ Expenditure 1 April 2016-31 March 2017

Income		Expenditure	
PP+ Grant from the DfE	£453,730	Direct Expenditure through Action Plans	£368,218.83
		Support for schools	£29,760
		PP+ Video	£2,000
		PGL Activity Day	£3,312
		Surfing Day	£864
		Achievement Awards	£4,000
		Get Gritty Y6 Transition Project	£2,071.60
		Mindfulness Training	£4,980
		Attachment Training	£7,103.40
		University Days	£140
		STEM Day	£530
		NIMBL	£18,600
		Calculators	£362.89
		Training resources + rooms	£1,149
		TestBase	£240
		iPad	£249
		Letterbox Club	£7,621.58
		Teaching Resources	£2,527.69
		TOTAL:	£453,730

Support Work

In addition to the work we undertake with the schools and children to ensure best outcomes for our children we also have wider support work. This includes the Virtual School continuing its membership of the Letterbox Club. This is a programme where a parcel of resources is sent to a child over a period of six months. The main purpose is to improve literacy and increase a child's love of reading. A total of 56 young people are in Letterbox: 5 children in Y1; 12 children in Y3; 17 children in Y5; and 22 children in Y7. The Letterbox is well received by the children and their foster carers.

All members of staff in the VS are THRIVE trained. This has seen an increase in direct support with children or support to staff delivering THRIVE in their schools. It has also linked with the foster carers and their THRIVE based training.

Mindfulness continues to have a focus with training for school staff as well as pupils and foster carers. There are 12 teachers trained to teach mindfulness to their pupils – PAWS-B. (Mindfulness with primary aged pupils.) Following the training there are mindfulness groups operating in six of these schools. The CLA Teacher trained in PAWS-B is also trained to teach secondary aged pupils. This has seen mindfulness operating in one of our large secondary schools.

One of the Virtual School Team following her successful completion of the seven day Attachment in Schools course has requested attendance at a L1 Theraplay course.

One of the team also sits on the Pupil Placement Panel which is run by Admissions and will act as an advocate for CLA when discussing appropriate provision for both our own CLA and out of area CLA living in Torbay.

A three times a year newsletter for the Virtual School has also been published during the year. Its circulation is to all foster carers, DTs and social workers. There have been articles written by DTs; the staff of the VS and CLAs.

Training – various training is offered by the VS. This has included training 3 times a year for Foster Carers on specific educational topics. Training for Social Workers is also offered – this year training has been offered on the ePEP as well as attending SW Team Meetings.

Training for Designated Teachers is offered through the DT Forum which meets three times a year as well as bespoke training. The sessions always include updates on policy regarding the education of CLA as well as a short workshop on a theme. Over the last year the major focus on attachment in schools has continued which DTs have reported as very useful. The DT Forum also ensures that DTs new to the role are able to network with established DTs and form informal mentoring arrangements.

The Virtual School also ran at the start of the school year an induction day for new DTs. This was well attended with DTs from schools in Torbay and Devon attending (Devon schools with Torbay children).

Other opportunities this year for the young people include the continuation of the VS Choir which meets every Tuesday at 4pm at Sacred Heart School. A professional singing teacher is used to facilitate the sessions. Anecdotal evidence has seen the children grow in confidence as well as improving their singing ability.

Following last year's successful Outdoor Activity session another one was planned for July. Again over 50 young people took part with a Foster Carer also supporting alongside two social workers as well as the VS Team. Again a very successful day which sees the child's foster carer taking them to Barton Hall to meet the team and then collect the children at the end of the day.

STEM Enrichment Day – as we did last year a STEM Day was planned by the VS. This summer twenty four young people in Y1 – 5 took part to two sessions (one for years 1, 2 and 3; the other for Years 4 and 5). The venue this year was Cockington Court and this proved very positive. The work looked at Carbon Dioxide – Friend or Foe? Forces; Problem Solving; and Trebuchets. The young people had an amazing time and it engaged children who sometimes struggle in the school environment. Next year's date has already been booked.

In February the Torbay Teaching School asked for Care Leavers to speak at the Teaching School's Annual Conference on Pupil Premium. Through discussion it was felt that Care Leavers would not be best placed to do this as the time frame for impact had not been long enough, however, the VS has some positive case studies with current children in care. So the idea of filming children was developed. The result is a very professional film in which eight children aged from 8 to 16 were filmed being interviewed by staff in the VS about how PP+ was used to support their education and the impact they felt it had for them. It also included a narrative from the VSH on PP+ on how it could be used and why it was important. It is a very powerful film and was very well received. Feedback from the conference was very positive. The insights of the children are profound. The film has been used now for a number of training events.

Educational Research

The Educational Progress of Children Looked After in England: Linking Care and Educational Data – this was a research project undertaken by the University of Bristol and the Rees Centre, Department of Education and the University of Oxford. It was the first major study in England to explore the relationship between educational outcomes, young people's care histories and individual characteristics. The main analysis concentrated on the progress at secondary school (KS2 – 4) of young people who had been in care for over a year at the end of KS4.

The research's key findings show the following may contribute to the educational progress of young people in care:

- **Time in care.** Young people who have been in longer-term care do better than those 'in need' (CIN) and better than those who have only been in short term care – so it appears that care may protect them educationally.
- **Placement changes.** Each additional change of care placement after age 11 is associated with one-third of a grade less at GCSE.
- **School grades.** Young people in care who changed school in Y10 or 11 scored over five grades less than those who did not.
- **School absence.** For every 5% of possible school sessions missed due to unauthorised school absences, young people in care scored over two grades less at GCSE.
- **School exclusions.** For every additional day of school missed due to a fixed term exclusion, young people in care scored one-sixth of a grade less at GCSE.
- **Placement type.** Young people living in residential or another form of care at age 16 scored over six grades less than those who were in kinship or foster care.
- **School type.** Young people who were in special schools at age 16 scored over 14 grades lower in their GCSEs compared to those with the same characteristics who were in mainstream schools. Those in Pupil Referral Units with the same characteristics scored almost 14 grades lower.
- **Educational support.** Young people report that teachers provide the most significant educational support for them but teachers suggest that they need more training to do this effectively.

The findings of the research have been shared with the Designated Teachers, the Virtual School Governing Body and the Corporate Parenting Body. As a Virtual Head there were no major surprises in the findings of the research but having empirical evidence showing that school moves, placement

moves, types of schools etc. ensures that the message from the Virtual School is heard across a range of professionals and demonstrates that the Virtual School cannot improve outcomes for our young people on its own.

John Timpson Research

At the time of writing this report there have been early conversations about the Rees Centre undertaking research on attachment in schools. It is hoped that by the time of next year's annual report further information on this can be reported.

Data Collection

There is an expectation for a data collection three times a year. This is at the end of November; March and June. The data is sent electronically from schools and it is then put into the relevant year group's data sheet. This data is RAG (red/amber/green) rated. Information on English and maths is collected for all year groups with the addition of Science at KS3 and all subjects at KS4. Also collected are the attendance and exclusions data and the date of the last PEP and whether the foster carer was present.

The data collection is quite a laborious process. The vast majority of schools do comply with our request but as data is put on ePEP each term there is an opportunity to check each child's PEP record from ePEP.

Priorities

- To build on the improvement in the quality of Personal Education Plans to bring consistently high quality PEPS.
- To continue the focus of the PRIM (progress, review, intervention meetings) on Y6 and 11 with a view to commence these in Y5 and Y10
- Review roles and responsibilities in the VS in order to provide greater support post 16 and provide advice and support to children previously in care
- To continue the focus and training on attachment in schools
- To repeat the training for CLA Governors in schools in Torbay

- Ensure all foster carers have up to date knowledge of the changes within the curriculum at all key stages, life without levels, progress 8 and attainment 8, as well as understanding their role in PEPs, PP+ interventions and the support they provide for children placed in their care.

Conclusions

It has been another busy and successful year for the Virtual School. The focus on achieving the best outcomes for our children remains and is our primary focus. It should be noted when considering the data for the cohorts in the under 12 months in care that almost all children when entering care in the 2016/17 academic year were below age related expectations. This is not unusual and has been the case in all the years the Virtual School has been in place. However it exemplifies the importance of the personal education plan in ensuring that each child has a tailored approach to her or his learning in order to address any barriers to learning.

In terms of educational outcomes the trend for this year has been upwards in all areas when comparing with national CLA data except for KS4 5A-C inc. E& M where it was one percentage point below. There was also a drop in the percentage gaining at least a Grade 4 in either English or maths against the previous year. There was exceptional progress for boys between KS1 and 2.

The focus on attachment appears to be having an influence on inclusion and should ultimately impact on attainment. The Virtual School understands that all professionals need to be attachment aware and has widened its training to all professionals. The attachment training will continue in the next academic year.

A child needs to feel safe and secure in school and this also demonstrates to them their worth. This then optimises their belief in themselves and as the Rees Report states the young person's agency is crucial in achieving better outcomes. Indeed without their desire to do well no intervention will ameliorate their disadvantage.

It is clear that the schools in Torbay have a positive partnership and commitment to the Virtual School and I would like to thank Headteachers and Principals of our schools for their continued support.

The Virtual School team consists of highly competent professionals with a passion to ensure our children looked after achieve the very best they can. They demonstrate on a daily basis their knowledge and understanding of the young people and have excellent links with their social care colleagues.

There are good systems in place to track and monitor our children. The VS knows its children and young people very well. It works with the child, with the carer, with the school and demonstrates doing 'with' rather than too.

The Virtual School will make difficult decisions when schools are clearly not the best settings for our children and cannot demonstrate improvements which meet the timescales for our children as shown in moving children from Inadequate schools. Only the best is good enough for our children and young people.

The Virtual School offers training to a variety of professionals on educational attainment and inclusion. It also demonstrates the importance of CPD for its own staff by ensuring that team members are able to take advantage of training opportunities identified through appraisal.

There are areas for development. It is clear that our Attendance Officer has gained skills that sees her working directly with children on attachment and with teachers on inclusion. This may mean that the staffing and roles need to be reviewed in the future.

We need to ensure that all Personal Education Plans are rated 'Good' on every occasion and that children are encouraged to participate in a meaningful way in their PEP.

The SEF which follows this annual report gives a more comprehensive picture of why the school is described as a 'Good' Virtual School and its areas for development.

Finally I would like to add my thanks to all who support our young people to achieve the very best they can and of course the young people themselves for all the joy they bring us along as well as the problem solving opportunities too.



TORBAY

VIRTUAL SCHOOL FOR CHILDREN IN CARE

SELF EVALUATION REPORT

October 2017

CONTENTS

- 1. Summary**
- 2. Outcomes**
- 3. The experiences and progress of looked after children**
- 4. The experiences and progress of care leavers**
- 5. Leadership, management and governance**

1. SUMMARY

Current self-evaluation judgement	GOOD
The Virtual School is good because:	<ul style="list-style-type: none"> ● The commitment and experience of the Headteacher as well as the team of highly competent teachers. All with a passion to ensure our children looked after achieve the very best they can. ● The knowledge and understanding the VS Team have of their young people especially those of statutory school age ● The positive partnership and commitment to the VS by Torbay schools ● Excellent working relationships between the VS, Designated Teachers and Foster Carers ● Good links with wider services such as the CLA CAMHS worker, SEN and Educational Psychology ● The focus on the emotional well-being of the children and young people and its links with underachievement/lack of engagement in learning. ● Excellent secondary school transition project which has seen positive impact on young people's resilience when transferring from primary to secondary. ● Excellent progress of boys at KS1-2 and good overall progress for the whole KS2 cohort ● Girls at KS4 made good progress particularly those in mainstream schools ● A well-established Virtual School Governing Body which supports and challenges the VS with at least 3 governors who also sit on a school/academy governing body ● Good systems in place to ensure regular monitoring of pupil progress. ● Good training packages for a variety of professionals ● Low FTX rate ● Excellent attendance with systems in place to reward good attendance and interventions when attendance is of a concern. ● Staff trained in THRIVE and Attachment ● Commitment to training in schools on attachment which is now in its third year
What the Virtual School needs to do to improve:	<ul style="list-style-type: none"> ● Continue to focus on outcomes at KS4 and KS2 even though progress was seen this year ● The monitoring and tracking at KS5 through effective links with FE and other post 16 providers ● Enhance links with Early Years' providers to ensure effective monitoring of EY cohort and use of EY PP ● Ensure educational continuity for children placed for adoption ● Ensure SEN work in a timely manner to secure appropriate schooling for those with an EHCP including those moved in an emergency

- Ensure all PEPS are at least rated Good
- Improve the voice of the child through the PEP process

What the inspection judgements mean

1. **An outstanding local authority** leads highly effective services that contribute to significantly improved outcomes for children and young people who need help and protection and care. Their progress exceeds expectations and is sustained over time.
2. **A good local authority** leads effective services that help, protect and care for children and young people and those who are looked after and care leavers have their welfare safeguarded and promoted.
3. **In a local authority that requires improvement**, there are no widespread or serious failures that create or leave children being harmed or at risk of harm. The welfare of looked after children is safeguarded and promoted. Minimum requirements are in place. However, the authority is not yet delivering good protection, help and care for children, young people and families.
4. **A local authority that is inadequate** is providing services where there are widespread or serious failures that create or leave children being harmed or at risk of harm or result in children looked after or care leavers not having their welfare safeguarded and promoted.

2.OUTCOMES 2017

Performance indicator		TORBAY children in care % *	National children in care %	TORBAY all pupils %	National all pupils %	RAG Based Torbay CLA v national CLA
EYFS % reached GLD	↑	75% (3)	Not available	71.7%	70.7%	G
KS1 % Reached at least expected standard - Reading	↑	57.1%(4)	52%	74%	76%	G
KS1 % Reached at least expected standard - Writing	↑	42.8% (3)	41%	68%	68%	G
KS1 % Reached at least expected standard - Maths	↑	42.8% (3)	48%	75%	75%	A
KS1 % Reached at least expected standard – Reading, writing and maths	↑	42.8% (3)	36%	Not available	Not available	-
KS2 % Reached at least expected standard - Reading	↑	50% (10)	45%	72%	71%	G
KS2 % Reached at least expected standard - Writing	↑	45% (9)	48%	75%	76%	A
KS2 % Reached at least expected standard - SPAG	↑	50% (10)	50%	76%	77%	G
KS2 % Reached at least expected standard - Maths	↑	55% (11)	46%	55%	75%	G
KS2 % Reached at least expected standard - Reading, Writing and maths	↑	35% (7)	32%	59%	61%	G
KS4 % 5+ GCSEs at grades A*-C including English (Grade 4+) and Maths (Grade 4+)	↔	13.6% (3)	15%	Not available	Not available	A
KS4 % 5+ GCSEs at grades A*-C	↑	22.7% (5)	Not available	Not available	Not available	-
KS4 % gaining a strong pass in both English and maths at Grade 5+	new	13.6% (3)	7%	48.7%	39.1%	G
KS4 % gaining a Grade 5+ in English	new	18.2%	16%	62.6%	Not available	I
KS4 % gaining at least a Grade 4 in English	↓	22.7% (5)	Not available	Not available	Not available	-
KS4 % gaining a Grade 5+ in maths	new	18.2%	11%	53.4%	Not available	-
KS4 % gaining at least a Grade 4 in maths	↓	27% (6)	Not available	Not available	Not available	-
KS4 Attainment 8 score	↑	22.84	18.9	47.9	44.2%	A
KS4 Progress 8 score		-1.41	-1.19	-0.03	Not applicable	A
Y1 – Y11 % attendance 2016-17	↑	96%	96.1%(2016)	96% (2016)	Not yet available	A
% receiving at least one fixed term exclusion	↓	3.7%	10.4%(2016)	5.05% (2016)	Not yet available	G
% receiving a permanent exclusion	↔	0	0.14%(2016)	0.13% (2016)	Not yet available	G
KS5 number following and completing a L3 qualification		2	Not available	Not available		-
Total of 18-24 year old care leavers participating in Higher Education		4.9%	7% (2016)	-		R

Key: Red – well below national CLA outcome Amber – in line with national CLA outcome Green – above national CLA outcome

*In Torbay children in care column (number) = number of CLA who achieved this measure

3. THE EXPERIENCES AND PROGRESS OF LOOKED AFTER CHILDREN

Criteria	Key phases from Ofsted framework describing 'good' performance	Judgement (1234)	Main strengths & areas for improvement	Evidence and examples
Quality of education of schools where children in care are on roll	<i>All looked after children and young people attend a good school.</i>	2+	<ul style="list-style-type: none"> • VS has policy of checking school rating prior to application. SW to liaise with VS Team (according to phase). • Torbay has a mixed picture of OFSTED ratings but there is good knowledge of the inclusive practices and the commitment and determination for our CLA. • Residential placements – system now in place in order for VS/SEN to 'vet' any which include education within their contract. • List kept of OFSTED ratings. • Comparison made of out of area/in area schools for OFSTED ratings. • Good links with SW region VS Teams – particularly Plymouth and Devon – our near neighbours. • Newly Qualified SW receive training from VS Team on all matters appertaining to education – includes SW from all teams. • The location of Attendance Officer on 1st Floor North with the Safeguarding and Families Team has given a real presence and the Attendance Officer is consulted on all matters when a child comes into care by this team. This has helped agency social workers understand the admissions process. 	<ul style="list-style-type: none"> • Prior to a school application a member of the VS checks the OFSTED rating. If there is a compelling case for the child to attend an RI school it will be considered after a conversation with the HT of the VS in that area if out of area; or a school improvement advisers. If there is agreement for them to attend the RI school there is close monitoring of PEPS. • When a school moves from Good/Outstanding to RI/Inadequate the VS looks at each individual case and decides whether it is in the child's best interests to maintain their place at that school. During this academic year the decision was made to move four children from two Inadequate schools in Torbay. This followed discussions which indicated neither school were going to improve in a timely manner and it was felt that a move was appropriate in terms of quality of provision for the children. All were in the primary phase. One moved to a Good school in Paignton; one moved to a Good school in Brixham and two moved to a Good school in Galmpton. All four settled well with the VS ensuring there was a good, robust transition in place. Improvements in outcomes were seen by the end of the summer term. • Further evaluation is needed to assess whether there is a difference in progress for children in RI/Inadequate schools v those in Good/Outstanding schools. • In secondary 8 of the RI/Inadequate schools are out of area and 1 of them in Torbay. • In primary there were children in 2 schools rated RI both are in Torbay. There were 2 primary schools in Torbay rated Inadequate during this academic year. By the end of the year the children in the Inadequate schools had been moved so no children were in Inadequate schools by the end of the academic year.

			<p>Areas for improvement</p> <ul style="list-style-type: none"> Notification of out of area schools going into a category. List is compiled by VSHT as no admin support in place. 	<ul style="list-style-type: none"> In primary there were 91.5% in Good or Outstanding schools. In secondary there were 90.7% in Good or Outstanding schools. There were a total of 91.1% in Good or Outstanding schools. This is an improvement on the previous year's figure of 83%.
Attendance	<i>Children and young people attend school or other educational provision and they learn.</i>	2+	<ul style="list-style-type: none"> Attendance at primary is 97.5% and secondary 93.05%. This is a fall of 1.1% at primary and an increase for secondary of 1.4% on the previous year's attendance. Overall attendance is 96%. This is small increase of 0.3% on the previous year. Ten children are categorized as Persistent Absentees this is a reduction of three on the previous year. This is 5.9% and is lower than the previous year's figure for Torbay and the national CLA PA rate. 	<ul style="list-style-type: none"> The Attendance Officer monitors attendance daily for children whose attendance is slipping and create action plans for children whose attendance is starting to give cause for concern. This will include contacting the child's SW and foster carer as well as their school. The AO's role has expanded following attachment training which is putting pressure on getting attendance data. Of the PA children 50% have an EHCP and attend special schools with 50% attending mainstream. Three of the children with EHCP and categorised as PA had delays in securing appropriate specialist provision and had packages of provision whilst waiting. Of the PA children 50% were in schools in Torbay. Three of the children categorised as PA were in primary with 1 in Y7; 1 in Y9; 2 in Y10 and 3 in Y11. One PA Y10 had a child during this year. FTX rate at 3.72% (CLA experiencing at least one exclusion). This was a decrease of 4.48% on previous year's figure. Much work had been completed with DTs on alternatives to exclusion. There may also be a correlation between the impact of attachment and trauma training with schools and the reduction in FTX. There were two managed moves to avoid PX. One was from a Torbay school and the other out of area. VSHT had to issue a Direction Notice to one school (out of area). Fortunately this was then withdrawn as the school found a place for the child. Four children had part time packages at some stage throughout the year. These equated to a minimum of 16 hrs per week. One of these children was the school aged mum.

			<p>Areas for improvement</p> <ul style="list-style-type: none"> • Investigate other ways of collecting attendance data – such as Welfare Call; Looked After Children Call; and others as per procurement rules. • Analyse of out of area v in area attendance. • Analyse FTX details to see if there is a link to where the child is placed i.e. in area v out of area. 	
Attainment and progress	<i>The attainment gap between them and their peers is narrowing.</i>	2	<ul style="list-style-type: none"> • Improved outcomes of those in Reception reaching a Good Level of Development – up by 25% on the previous year. • Improved outcomes at KS1 from the previous year. An increase of 7.12% in those achieving at least expected outcomes in reading; 17.84% in writing; 5.34% in maths; and an increase of 17.84% in reading, writing and maths. • Improved outcomes at KS2 from the previous year. An increase of 10% in reading and the gap reduced between our CLA and all Torbay children reduced by 5.9%. In writing attainment increased by 5% but gap with all children in Torbay increased by 5.6%. In SPAG attainment increased by 10% and the gap between all children in Torbay reduced by 5.4%. Maths was a much improved figure with an increase of 25% reaching at least expected standard and the gap reduced by 20.4%. In reading, writing and maths attainment was increased by 15% and the gap reduced between our CLA and all Torbay by 6.5%. • At KS2 boys' performance was particularly strong. 60% of continuous care, in mainstream schools, boys achieved expected standard in RWM against 29% similar national group; 80% of same cohort achieved expected standard in maths against 34% of similar national group; 100% of this cohort achieved expected standard in Reading against 34% of the similar national cohort. In reading 20% of this cohort achieved at or above the higher threshold in the test against 5% of the similar national cohort. • In terms of progress between KS1 and 2 the continuous care boys group had an average progress score of +7.5 this is reported as significantly above the national average. The girls' progress score was -0.83. 	<ul style="list-style-type: none"> • The Primary CLA Teacher undertook interventions with CLA who were not secure in gaining ARE. • At KS4 the picture has improved but there is no complacency. This year three children got 5A*-C including E & M but two others should have. One of these was a persistent absentee and despite challenge all through Y11 only decided to knuckle down in March just prior to the external exams. The other was a child who suffered with anxiety who struggled to attend school. Both had individual 1:1 support during the year. • Interventions from the VS were put in place to try to secure 4+ grades in English and Maths. • Good relationships between CLA Teachers (English and maths specialists) and identified Y11 intervention CLA. • RAP in place to ensure targeted approach to improvement at both KS2 and KS4. PRIM meetings in place to monitor progress. • Letterbox – designed to raise achievement/love of reading of CLA. Monthly parcels for six months from Y3; Y5; Y7 as well as special needs. All eligible children receive parcels which are well regarded as reported by DTs and Foster Carers. The benefits include the increased involvement of foster carers and the engagement of the children in their own learning. • Mindfulness group for young people in a school has operated and included CLA but also some of their peers. This work also involved foster carers. • University taster day undertaken at Exeter aimed at KS4. Thirteen young people took part and two sets of foster carers too. A very positive day and the young people were enthused about the possibilities.

		<ul style="list-style-type: none"> • At KS4 it was a mixed picture. The number gaining 5A*-C including English and maths increased marginally by 0.3%. There was an increase in the number getting 5A*-C of 9.4% on the previous year's figure. There was a decrease in the number getting at least a Grade 4+ in English on the previous year of 4.3% and a decrease in the number getting a Grade 4+ in maths of 5% on the previous year. • On the positive side 13.6% got a strong pass in English and maths (i.e. Grade 5+). This is a new measure. • 16.7% of Torbay's continuous care cohort achieved at least a Grade 4 in English and maths against a national figure of 8%. This cohort from Torbay saw 33.3% get a Grade 4+ in English plus 4 other GCSEs against 22% of the national CLA group; and 16.7% of the Torbay cohort achieve at Grade 4+ in maths plus four other GCSEs against a national CLA figure of 11%. • The Attainment 8 score increased marginally from the previous year by 3.94 to 22.84. This is very slightly higher than the national CLA figure for A8 in 2016. This is against a back drop of a national drop of 4 points for all pupils this year from the previous year. • The Progress 8 score increased marginally by 0.051 from the previous year. This needs to set alongside the percentile ranking and compared to the previous year's ranking to see if there is an improvement in progress. The P8 was -1.41. The range of Progress 8 scores for individuals ranged from +2.03 to -3.04. • Girls' performance was stronger than the boys at KS4. For the girls continuous care group in all schools the P8 score was -0.83 against a national figure of -1.03. If you only include girls in the continuous cohort who entered care before they were 14 the Torbay P8 +0.14 against the similar national CLA group P8 of -0.55. If you include all continuous care girls in all schools the P8 score was -0.83 against a national figure of -1.03 for a similar cohort. • At KS5 there were only two young people completing L3 qualifications. One took a L3 Animal Care course and successfully completed this. Another took 3 A Levels and was successful in getting an A in Graphics, a B in Media and a C in Photography. This young person has now commenced a Foundation Arts Course at university. 	<ul style="list-style-type: none"> • University Taster Day at Marjon for those at the end of KS2. Seven children in Y6 attended and experienced various forensic activities and heard about university life. • STEM day held in summer term. This time the focus was on KS1 and 2. Twenty four children took part in this event. The themes were: Carbon Dioxide – Friend or Foe? Forces; Problem Solving; and Trebuchets. Very well received and will be repeated. • VS Team all have high expectations for all our children and young people and will always go the extra mile. • Good knowledge of interventions and support for vulnerable learners – inclusive practice. Knowledge gained through PRIM process. • Over 100 staff from schools have completed the 7 day Attachment Awareness in schools. • All Educational Psychologists have also completed the 7 day training. The impact of this is now seen in the reports they write with attachment firmly embedded in the report and advice for the schools which is based on attachment and trauma principles. • Two staff in the VS have completed the 7 day course and now work in schools either directly with children or advising staff in how to work with the child. • Support for mindfulness in schools • Secondary English teacher trained to deliver mindfulness in schools. • TVS is a member of the Letterbox Club • All staff THRIVE trained • Individual case work includes targeted interventions on attainment as well as inclusion • Raise Foster Care knowledge of HE and the support for CLA when in HE to ensure they give positive messages. • Enhance links with Early Years to ensure the earliest engagement for our CLA and school readiness • Establish regular programme of monitoring visits by the VSHT to schools in Torbay to discuss with HT and DT. • NIMBL, a tablet educational resource, purchased for all children.
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<p>Data tracking and intervention</p> <p>Page 132</p>	<p><i>The local authority maintains accurate and up-to-date information about how looked after children are progressing at school and takes urgent and individual action when they are not achieving well.</i></p> <p><i>Urgent action to protect children is taken where they are missing from school or their attendance noticeably reduces.</i></p>	2	<ul style="list-style-type: none"> System in place to track academic data. This also captures attendance; exclusions; date of PEP and if carers were present. Each KS has its own tracking sheet. The DT completes this and returns by secure e-mail to the VS. Excellent compliance by all schools. VSHT ensures data put on to tracking sheet. The HT RAG rates the data and this informs the VS Team for interventions by themselves or through negotiation with the school. Raising Attainment Plan in place for Y6 and Y11 VS Team has very good understanding and knowledge of those children of statutory school age both academically and emotionally <p>Areas for improvement</p> <ul style="list-style-type: none"> Ensure rigour of each school's system of capturing data 	<ul style="list-style-type: none"> From baseline data at start of year children are highlighted for interventions. These are in Y11 and once the primary CLA was in place in Y6 too. Regular (PRIM) meetings to update on interventions and progress. Monitoring of individuals PEP and AP. Use of VS Ed Psych for young people when an issue identified around cognition or behaviour. VS has dedicated EP time which, when used, can be added to through bespoke funding according to need through PP+.
<p>Children placed out of area</p>	<p><i>Children and young people who live away from their 'home' authority have immediate</i></p>	2	<ul style="list-style-type: none"> Admissions policy in place Children placed out of area in a planned way are not subject to a delay in attending a new school (within 20 working days of placement) and wherever possible work 	<ul style="list-style-type: none"> Admissions policy in appendices Good liaison with other VS Teams SW in CLA Team work in same location as VS Team CLA Teachers available for case discussions and advice about school applications

	<p><i>access to education that meets their needs as soon as they begin to live outside of their 'home' area.</i></p>		<p>is sent to ensure some continuity of education whilst the admission is processed.</p> <ul style="list-style-type: none"> • Out of area children placed in Torbay all have an admissions meeting with the receiving school and the VS prior to a start in school. This is to ensure the right support is put in place. <p>Areas for Improvement</p> <ul style="list-style-type: none"> • Emergency placements may experience delay. Often these children have complex needs and support packages need to be in place to ensure a successful transition in school. • SEN children are subject to a period of consultation and may sometimes experience a delay. 	<ul style="list-style-type: none"> • Torbay Admissions manages the process once the school has been identified for all CLA for schools both in area and out of area. • CLA Teachers very proactive in the support for children placed out of area for those within a 50 mile radius of Torbay and will endeavour to attend at least the first PEP for these young people. • Training for new social workers in place. • Attendance Officer sits on floor with Safeguarding and Families Team – this is the team which would take a child into care. • VSHT receives PARIS notification of a child entering or leaving care. This is shared on the day the report arrives as the team have a deadline to work to if the child is not attending a school or is placed out of area and needs a new school as the distance is too far for daily travel.
<p>PEP quality assurance</p>	<p><i>Accurate and timely assessments of their needs, as well as specialist support where it is needed, help them to make good progress in their learning and development wherever they live.</i></p>	<p>2</p>	<ul style="list-style-type: none"> • PEP QA process in place although this is solely for children in Torbay schools as relies on CLA Governor in the school to QA the PEP with the DT. • VSHT reads all PEPs before agreeing to the PP+ targets and requests for interventions. • E-PEP implemented on 1 November 2016 and is now well embedded for school aged children. • On notification of a child coming into care the Attendance Officer puts the child and SW onto ePEP and notification about the PEP meeting is generated. • PEPs are now termly for all school aged children. • PEP meetings held within timescales has been around 90% all year. However lack of admin support sometimes sees a delay in getting the PEP from ePEP onto the social care recording system (PARIS). • PP+ allocated through action plans on ePEP. <p>Areas for Improvement</p> <ul style="list-style-type: none"> • Embed Early Years PEP in the ePEP system 	<ul style="list-style-type: none"> • PEP QA document in appendices. • Ongoing training for ePEP throughout year for both DTs and social workers. • Evidence of Action Plans in PEPS with SMART targets which allow next PEP to review whether the plan is effective in lowering the barriers, meeting needs and stimulating improved educational outcomes. • Each team member has an allocation of schools and PEPS are a high priority. • PEPS are now completed termly. • The VSGB set a target of 90% completed and on PARIS. This means completed PEPs on ePEP must be saved on to PARIS. • PEPS are a regular discussion at our DT Forums. • Team liaise with DTs over individual PEPS as and when necessary. • If a child is in Y6 or Y11 and is located too far away for an intervention from the VS specialist teachers then contact is

			<ul style="list-style-type: none"> • Currently post 16 PEP is paper based and may need to move to ePEP • Investigate a PEP Co-ordinator to ensure timeliness of getting completed PEP onto PARIS. • Strengthen the voice of the child within the PEP process. 	made with the school to ensure a relevant target and intervention is included in the PEP.
Alternative provision	<i>Children and young people who do not attend school have access to 25 hours per week of good-quality registered alternative provision. They are encouraged and supported to attend the provision and there is regular review of their progress.</i>	2	<ul style="list-style-type: none"> • Small numbers attend AP. During this academic year the following numbers were in a PRU or with an alternative provider: - 1 x Y8; 2 x Y9; 1 x Y10; 4 x Y11. All received full time programmes and all were registered provision. This equates to 3.7% of the cohort. • There is close monitoring of children in AP provision. • Staff in VS work hard to keep children in mainstream settings as all outcomes are better for a child to stay in mainstream (evidence from Rees Report). This also can adversely affect the VS in terms of P8 scores as PRUs and AP are not included in this measure. However the needs of the child are paramount and MUST take priority. <p>Areas for Improvement</p> <ul style="list-style-type: none"> • Analysis of reasons for the need for alternative provision – track the educational history and reasons for the need for AP. 	<ul style="list-style-type: none"> • Where possible the team works to keep a child in a mainstream school as we know the child will get better outcomes. Sometimes this may mean we suggest some interventions which may include using a key worker and the school sending someone on the attachment training. • At the start of the year we received a child into care who had been subject to a permanent exclusion at the end of the summer term. The child was placed in Torbay but our PRU was then rated as Inadequate. After careful consideration it was decided not to send the child to our PRU. She was put on roll of a mainstream school and a full time package created around the child to ensure educational and emotional needs were met. The majority of this was 1:1 and also included Equine Therapy. The EP was engaged early on and it was quickly apparent that a request for statutory assessment be made. The child subsequently got an EHCP and was moved to a PRU in Devon as her placement had changed.
Support for education: foster carers	<i>They receive the same support from their carers as they would from a good parent.</i>	2	<ul style="list-style-type: none"> • Training is part of the universal training offered to all carers. • Topics in academic year included SEN support including involvement of EPs; mindfulness; understanding THRIVE within an educational context; supporting your child to read; changes to curriculum including new GCSE grades. • Bespoke training re changes to curriculum and assessment. <p>Areas for Improvement</p>	<ul style="list-style-type: none"> • The VS Team deliver at least three training sessions per year to the Foster Carers • Attendance at PEPs is monitored • Reading target which involves foster carers was included on PEPs for all primary aged children following a review of PEPs by the Virtual School Governing Body. • Good links with foster carers – VS Team will contact to highlight any concerns or praise. • Foster carers receive the termly Newsletter from the VS. • Good liaison with foster carers by the VS Team for all the Y6 transition children on Get Gritty • 8 week mindfulness course undertaken for foster carers.

			<ul style="list-style-type: none"> • Important to capture some good practice of foster carers supporting their children within the VS newsletter. Ensure foster carers understand changes to numeric grades for GCSE English and Maths for exams sat in 2017. 	
<p>Support for education: social workers</p>	<p><i>Ofsted does not refer to support for social workers but our view is that they should understand the PEP process to be able to support and challenge schools regarding the education of looked after children.</i></p>	2	<ul style="list-style-type: none"> • Training offered to all SW on PEP process and the importance of the PEP. • VS Team located in the CLA Team area so are readily accessible. • VSHT sits on Permanence Panel which meets weekly. <p>Areas for Improvement</p> <ul style="list-style-type: none"> • Ensure agency social workers have same understanding of VS as established staff • Changes in the management structure of Children's Services has seen Education and Social Care being separated so that Heads of Service sit in their respective area. This has seen a delay in communication at best. 	<ul style="list-style-type: none"> • Social Workers have daily contact with the VS Team as they are located on the same floor. • Newly Qualified SW receive a briefing about the VS and the work of the VS in the Autumn Term and when requested by the Training Group. • Social workers receive the termly Newsletter from the VS. • ePEP training ongoing through the year. • VS Team attend team meetings when necessary. • CLA Teachers will support SW in attending PEPS when requested. • VS staff trained in Attachment are regularly consulted in order for SW to work more effectively 1:1 with the children. This is particularly so on the SAF floor.
<p>Support for education: designated teachers and other school staff including CLA Governor</p>	<p><i>Ofsted does not refer to support for designated teachers but our view is that they should be given the training support and resources in order to carry out the statutory responsibilities. We also believe that</i></p>	2	<ul style="list-style-type: none"> • Good knowledge of DTs • DT Forum is well attended by DTs in Torbay (usually around 30 DTs each session). • VS Team have positive relationships with in area and out of area DTs. • Training for CLA Governors undertaken in order to ensure they are effective CLA Governors. • Names of CLA Governors held by the VS. 	<ul style="list-style-type: none"> • Comprehensive list of DT within Torbay held as well as list of DTs in schools where we have CLA placed out of area. • All school and DTs (in and out of area) receive the VS Newsletter. • Ongoing initial 8 week mindfulness training on offer to all DTs. • DTs enabled to attend the mindfulness training - PAWSBE • CLA Teacher trained to deliver mindfulness to secondary aged children • DT sends the VS a copy of their Annual Report to their Governing Body on their CLA. • Template used from the VS for DT Report.

	<p><i>each school should have a designated governor for children in care who should receive appropriate training to ensure that the governing body is fulfilling its statutory obligations.</i></p>		<p>Areas for Improvement:</p> <ul style="list-style-type: none"> • Initiate programme of regular monitoring visits with CLA Governors. • Ensure training takes place annually for CLA Governor. 	<ul style="list-style-type: none"> • VS asked to produce articles for the Governing Body Support Newsletter. • DTs are kept fully informed of the VS results and the need to narrow the gap. • All CLA Governors have a checklist of questions to ask their DT in order to ensure effectiveness of their intervention in school. • On-going attachment 7 day courses. Two completed during this academic year and more planned for next. • Attachment support group led by Eps in place. Meets half termly. • KS5 PEP training held at SDC. • Good links between the VS and DT
<p>Effective use of resources including Pupil Premium Plus 36</p>	<p><i>Inspectors must report on how well pupil premium funding is targeted to help children achieve well and in accordance with the grant conditions</i></p>	<p>2</p>	<ul style="list-style-type: none"> • PP+ was well received in schools and DTs felt liberated by being able to able for funding for interventions. 	<ul style="list-style-type: none"> • Get Gritty Y6 Transition project was funded through PP+. Designed to increase the child's resilience and effect a smooth transition into Y7. It used the medium of outdoor education in order to set challenges which increased individual resilience and enhanced teamwork. Unintended outcome was that the group found it positive to be working within a CLA group. This was undertaken after SATs in the summer term. • Y7 Get Gritty update course in place for those GG pupils from previous year. • VS Choir in place – meets weekly at Sacred Heart School. • Activity Day (outdoor activities) put on in July – 50 yp as well as the majority of the VS plus a foster carer. Very successful. • STEM Day paid through PP+ • University Taster Days paid for by PP+ • Surf Day for KS4. Nine young people took part in this day. None of them had surfed before and were not a typical surf sizes. They thoroughly enjoyed and embraced the activity and a clear enjoyment and feeling good about themselves was observed.

Areas for Improvement:

- Analysis of PP+ in both out of area and in area schools in order to assess if there is a difference in impact for out of area v in area

- In February the Teaching School asked if the VS could get some Care Leavers to talk about the impact of PP+. It was felt that it would be more productive to use some school aged children. The VS pulled together some case studies and in order for the voice of the child be heard a professional film company was engaged to film the children talking about the impact of their interventions through PP+. This meant we could hear the children but there were no shots of their faces. Seven children took part aged from 7 – 16. The insights of the children are profound and feedback from the conference was very positive.

4.THE EXPERIENCE AND PROGRESS OF CARE LEAVERS

Criteria	Key phases from Ofsted framework describing 'good' performance	Judgement (1234)	Main strengths & weaknesses	Evidence and examples
<p>Education, Employment and Training and support for Post 16s</p> <p style="text-align: center;">Page 138</p>	<p><i>Care leavers have access to appropriate education and employment opportunities, including work experience and apprenticeships.</i></p> <p><i>They are encouraged and supported to continue their education and training, including those aged 21 to 24 years</i></p>	<p>3</p>	<ul style="list-style-type: none"> • VS Team capture destinations of Y11 in Summer Term • VS Team have knowledge of Y12/13 who are in education – school or FE • CLA Team now includes up to 18 in the same team as all CLA. They are located on same floor as VS. • CSW have a contract for one day a week to support Care leavers. • Representative from South Devon College on VSGB. <p>Areas for Improvement</p> <ul style="list-style-type: none"> • Capacity of team to actively work these cases. • Quality of PEPs for Care Leavers. 	<ul style="list-style-type: none"> • PEP training held at SDC. • In Y12 3 were NEET; 1 with an EHCP on a part time programme for GCSEs (child with mental ill health) and not receiving 16 hours. The rest of the cohort are engaged in school or a FE college on either Entry Level, L1, 2 courses. One young person was working but plays to return to education in September. • In Y13 there are two young people on apprenticeships; 4 young people are NEET with one of these being a young mum. Of the rest six are in employment (five full time employment). There are six at FE colleges on at least 16 hours a week. Two on L1 courses, two on L2 courses and two on L3 courses.
<p>Tracking of Post 16s</p>	<p><i>Care leavers are progressing well and achieving their full potential through life choices, either in their attainment in further and higher education or in their chosen career/occupation.</i></p>	<p>3</p>	<ul style="list-style-type: none"> • 10 care leavers in HE during this academic year. <p>Areas for Improvement</p> <ul style="list-style-type: none"> • Identify resource which sees closer links to the VS for this group. • Capture the views and harness the positive experience of care leavers in HE to aspire and motivate younger Children in Care towards HE. 	

5. LEADERSHIP, MANAGEMENT AND GOVERNANCE

Criteria	Key phases from Ofsted framework describing 'good' performance	Judgement (1234)	Main strengths & weaknesses	Evidence and examples
Virtual School accountability to Local Authority		2	<ul style="list-style-type: none"> • Commitment to supporting CLA in education from VSHT to Corporate Parent to Schools. • Shared focus with VS Team and partners • VS Governors take role very seriously and it is now confident in challenging and supporting the VS in order to help drive forward improvements. • Close links between the Corporate Parent Group and VSGB • A well-established Virtual School Governing Body which supports and challenges the VS • VS Team operate as a team in supporting our learners. • All workers receive 1:1 and annual appraisals. • Accessibility of the VSHT • Clear lines of accountability • VSGB have an accurate and comprehensive understanding of the needs of their pupils and the reasons for underachievement. • VSGB plan and monitor actions in order to improve the school's work. • Four of the VSGB are CLA Governors in their own schools. • Performance management is used effectively to improve outcomes. 	<ul style="list-style-type: none"> • VSGB membership includes CLA Governors from four schools; a rep from TASH and TAPS; senior managers from Social Care and Education; FE college rep; foster carer. • Schools Forum agreement to fund a primary CLA Teacher has seen this post now integrated within LA. • VSHT Annual Report to Governors presented to Corporate Parenting Group.
Virtual School as champion for looked after children's education		1	<ul style="list-style-type: none"> • VSHT is clear on the vision for improvement • VS Team is passionate and committed to all of its pupils. • VS Team strives to ensure each child has access to good quality education and any barriers are removed. • VS Team not afraid to challenge schools when necessary • Torbay schools very supportive of the VS 	
Virtual School's self-evaluation and development planning		2	<ul style="list-style-type: none"> • The VS knows its strengths and areas for development. • The increase in the size of the team has increased capacity. A clear commitment to our CLA and recognition of the capacity of a small, and well respected, team. 	