

TORBAY COUNCIL



**ANNUAL REPORT
(2019-20) OF THE
VIRTUAL SCHOOL
GOVERNING BODY**

NOVEMBER 2020



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Foreword by the Chair of the VSGB

I am delighted, as Chair of the VSGB, to write this introduction to the tenth 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.

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.

At the commencement of lockdown there was a weak start in terms of the take up of our CLA remaining in schools. By the end of July there was a very different picture. This was achieved through partnership working. The combined efforts of the VS Officers and the encouragement and hard work by schools in reassuring Children Looked After and their carers, and sometimes their social workers, that it was safe to do so paid dividends and attendance improved and the children and young people enjoyed the different ways of working during that time.

In terms of our pupils' achievement this year it has been a year like no other. There are no national performance tables so comparisons can only be made with last year's data. There were no SATS so all of the data the Virtual School holds for the end of year is from teacher assessment. There is a strong Y13 with some excellent outcomes and six of that cohort moving on to HEIs. The GCSE picture and KS2 is an improvement on last year and our young people, their schools and carers are to be congratulated.

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.

Leonora Critchlow

Vice-Chair, TVSGB

The Virtual School

This is the tenth 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 (VS) was set up in 2010 and at that point consisted of a Head teacher (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 Head teacher (0.6 FTE), 1 Primary CLA Teacher, 1 Secondary Maths Teacher, 1 Secondary English Teacher, an Inclusion Officer, a PEP Co-ordinator and a 0.5 Admin Officer. The Virtual School staff sit within social care teams with half of the team located in the SAFS Team in Electric House and the teachers located with Specialist Services in Torhill House in Torquay. Clearly since the lockdown of 23 March the whole team has been homeworking which impacts on the personal contacts within social care teams.

It should be noted that the VSGB has been instrumental in the increase of staffing in the VS. They have been supportive of the work and then used this support to challenge the LA to increase capacity in the VS.

The four 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.
4. To provide advice and guidance to schools and parents/guardians of post LAC children and young people.

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 2019/20 with the obvious fact that they are all based on teacher assessment. For those in Y11, 12 and 13 they are nationally awarded qualifications.

The Virtual School consists of three groups of CLA

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

Age group	Total in Torbay Virtual School (A+B - C)	All CLA in Torbay schools (A)	Torbay CLA in out of area schools (B)	Out of area CLA in Torbay educational provision (C)
Early Years	20			
Reception	6	6	1	1
Year 1	9	3	6	0
Year 2	15	11	6	2
Year 3	11	13	1	3
Year 4	13	11	5	3
Year 5	15	12	3	0
Year 6	21	12	10	1
Year 7	24	12	12	0
Year 8	25	15	12	2
Year 9	25	13	12	0
Year 10	34	21	17	4
Year 11	26	18	9	1
Post 16	72			
Total of statutory school age	224	147	94	17
GRAND TOTAL	316			

The number of CLA of statutory school age in the VS at the end of the academic year saw a decrease of 25 children. This builds on the previous year's reduction in numbers and continues the downward trend. Overall there was one child more in the grand total from the previous year with the increase being found in the post 16 cohort.

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. One school became Inadequate during this academic year (March) and due to the onset of Covid VS did not learn of this until late June. This is a school which was rated Outstanding when the child entered it and is an out of area school. It is an SEMH special school and as the child has an EHCP, and it looked unlikely that the school would turn around quickly, a request was made to our SEN Team to secure a new school for the child who is in Y2.

The VS continues to monitor the OFSTED ratings of the schools. At the end of the academic year there were 81.4% of our CLA in schools which were rated Good or Outstanding. This is a decline of 6.6% on the previous year.

The VS staff ensure that social workers are fully aware that applications for all children but especially Reception and Y7 should only be made to Good or Outstanding schools. Obviously the same is for mid-term transfers but these are discouraged due to the adverse effect on educational attainment.

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 2020 the children whose outcomes are measured are those children who were in care on 1 April 2019 and remained in care until 31 March 2020. 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 measures educational attainment and progress for all Children Looked After. This is beyond the national expectation and allows accurate tracking and intervention. We do not believe the statutory focus on 12 months continuous care CLA is sufficient.

Data is captured termly. Nationally reported data is for those in care from 1 April 2019 - 31 March 20.

Headlines:

1. In Reception - there is an upward trend and in line with the 2019 national CLA outcomes but this is a small cohort of 4 and based on teacher assessment.
2. At Key Stage 1 - there is an upward trend in reading and writing and it is just over the national CLA outcomes for 2019 in those areas. Clearly an issue around maths with a drop on previous year's outcome and 12% below the national CLA outcome for 2019. This then saw the reading, writing and maths (RWM) outcome be in line with the national CLA outcome in this measure from 2019.

3. At Key Stage 2 - there is a much stronger position in with an upward trend in all three. Consequently the combined RWM outcome is 25% better than the national CLA outcome for the previous year and only 5% less than Torbay's all pupils outcome from last year.
4. At Key Stage 4 - there was an expected upward trend in those achieving Grade 4+ in English and maths from the previous year. There was a downward trend in those achieving a strong pass in English with a small (3%) drop on the previous cohort's results. Whilst there was a small upward trend in strong passes in maths this was still below the national CLA outcomes for 2019.
5. Key Stage 5 - there was a very strong cohort taking A levels and other L3 qualifications. A small cohort of 14 in Y13 with 71.4% achieving L3 qualifications either 2 or 3 A levels or equivalent.
6. Exclusions - there is a small reduction on the number of pupils experiencing a fixed term exclusions. There has been no Permanent Exclusions for any CLA this year.
7. Attendance - the attendance rate had a slight dip on 0.2% on the previous year.

End of Year Results:

For the children at the end of Reception, the end of Key Stage 1 and Key Stage 2 the following results would, in normal circumstances, be national results and published by the DfE for those in continuous care. However 2020 has not been a normal year and national tests or publishing results were abandoned. There are national results for GCSE and A Levels and BTECs but there will be no performance tables for comparison. This means the only comparison can be trend data from previous years as well as expected outcomes based on Key Stage 2 data for those in Y11. For all other year groups the results are taken from the attainment data from each child's summer term PEP.

Reception: At the end of the year there were 6 children in this year group. There were four children in the continuous care cohort with two on track to achieving a Good Level of Development with a further 2 who were CLA by the end of the year but had not been in care for 12 months. From this group 1 was on track to achieve a Good Level of Development. One child in the continuous care cohort has an EHCP for Cognition and Learning.

Key Stage 1 - Year 1: There were 6 continuous care children in this year group with 9 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 on track to achieve at least ARE in Reading, Writing and Maths.

In the continuous care cohort there was one child with EHCPs one for Social Emotional Mental Health who attends a mainstream school.

	Reading	Writing	Maths
Less than 12 months CLA	3	2	2
Continuous care CLA	2 (33%)	2 (33%)	3 (50%)

Year 2: There were 8 continuous care (CC) children in this year group but with 15 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 were on track to achieve the Expected Standard in Reading, Writing and Maths if they had taken SATs. No CC child was on track to achieve a Greater Depth judgement but one child in the less than 12 months cohort was on track for Greater Depth in Reading and Maths.

There are three children in the continuous care cohort who have EHCPs. One for Cognition and Learning and two for SEMH. All of these children are currently in special school settings.

	Reading	Writing	Maths
Less than 12 months CLA	2	2	2
Continuous care CLA	4 (50%)	4 (50%)	3 (37.5%)

Key Stage 2 - Year 3: There were 7 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 on track to achieve at least ARE by the end of the year in Reading, Writing and Maths.

	Reading	Writing	Maths
Less than 12 months CLA	3	1	2
Continuous care CLA	4 (57%)	4 (57%)	4 (57%)

Again there were 2 children with EHCPs. One for Cognition and Learning and one for SEMH with both being in mainstream. The child with the SEMH primary need was on track to achieve ARE in all three areas of learning.

Year 4: There were 8 continuous care children in this year group but with 13 Torbay CLA in total. A child is expected to achieve at least ARE by the end of this year.

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

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

In the continuous care cohort there are 2 children with EHCPs. One for Cognition and Learning and one for SEMH both within special school settings.

Year 5: There were 15 continuous care children in this year group with no CLA of less than twelve months. A child is expected to achieve ARE at the end of this year.

The table below shows those children on track to achieve at least ARE by the end of this year.

	Reading	Writing	Maths
Less than 12 months CLA	NA	NA	NA
Continuous care CLA	5 (33.3%)	5 (33.3%)	7 (46.6%)

There are four children in the continuous care cohort with EHCPs with three as SEMH as the primary need and one for Cognition and Learning. Two of the children with SEMH are in mainstream schools with the other two children being in special schools. There is one child in this cohort undergoing statutory assessment which will be completed by the new school year.

Year 6: There were 18 continuous care children but with 21 children in total. This is the end of KS2 and in a normal year the children would sit their SATS in May. This was not the case this year. A child is expected to achieve Expected Standard in Reading; Writing; Grammar, Punctuation and Spelling; and Maths.

The following table shows those children assessed by their school as being on track to achieve at least Expected Standard in their SATS:

	Reading	Writing	Maths	ES in Reading, Writing and Maths
Less than 12 months CLA	1	1	1	1
Continuous care CLA	12 (66.6%)	11 (61.1%)	11 (61.1%)	11 (61.1%)

Whilst there is a focus through the PEP on ensuring there are interventions for each child to achieve ARE during Y6 the PRIM (performance review and intervention meeting) process commences. This sees a greater focus on individual children and will see the Primary CLA Teacher undertake interventions where necessary with individual children. When the child is placed out of area this will see the Primary CLA Teacher making individual contact with the DT to ensure that interventions are put in place and that the focus is one which meets need.

In the continuous care cohort there are four children with EHCPs. Of these two are in mainstream school settings and the other two in specialist, residential school settings. All four have their primary need as SEMH. One of this group was assessed by their school as meeting the expected standard in reading, writing and maths.

Key Stage 3 (Years 7, 8 and 9)

Year 7: There were 22 continuous care children but with 24 children in total. Again children need to achieve Age Related Expectations.

	English	Maths
Less than 12 months CLA	2	2
Continuous care CLA	11 (50%)	12 (54.5%)

There are 9 children with EHCPs in the continuous care cohort with only 2 of these in mainstream schools. Of the 9 there are three children with Cognition and Learning as their primary need. The remaining seven have SEMH as their primary need.

Year 8: There were 21 continuous care children and 25 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
Less than 12 months CLA	2	1
Continuous care CLA	5 (23.8%)	6 (28.5%)

There are 10 children with EHCP in the continuous care cohort with five having Cognition and Learning as their primary need and five have SEMH as their primary need. Six of these children are educated in special school settings.

Year 9: There were 23 continuous care children and 25 Torbay CLA in total in this year group. Again the minimum national expectation is ARE by the end of Y9. The table shows the children who achieved at least ARE by the end of the year.

	English	Maths
Less than 12 months CLA	1	1
Continuous care CLA	10 (43.4%)	8 (34.7%)

There are nine children with an EHCP in the continuous care cohort. All nine are in specialist schools. Two of the children have cognition and learning as the primary need and seven with SEMH as their primary need.

It should be noted that some schools are now choosing to commence GCSE courses in Y9. This now means that school will report attainment either as above, on or below ARE or as a GCSE grade. When commencing the GCSE course it is essential that the VS also receives the end of KS4 target to ensure the child is on track.

Key Stage 4 - Year 10:

There were 31 continuous care children and 34 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 that a young person should achieve in line with the top 25% of students in similar contexts.

Of the continuous care cohort 18 have at least a Grade 4 as a target in English and 13 have a target in Maths. At the end of term schools assessed that 8 were on track in English (25.8%) and 5 (16.1%) in Maths. This would see only 12.9% achieving at least a Grade 4 in English and Maths. There is an obvious imperative to ensure that the young people not meeting their targets have interventions to ensure they catch up with their learning in order to achieve them. These will be determined through the PEP and funded through PP+ from the Autumn PEP until the exam season commences.

There are 14 children with EHCP in the continuous care cohort with 10 educated in special school settings and four in mainstream schools. The primary need for 9 young people is SEMH, 4 for Cognition and Learning and 1 for Speech, Language or Communication.

Year 11/ End of Key Stage 4: There were 20 continuous care young people and 26 Torbay young people in total in this year group. In a normal year the DfE would publish the end of KS4 results for the continuous care group and OFSTED would scrutinise them during inspection. However I have no benchmark to measure this cohort against other than previous years as well as whether they met their targets based on their KS2 result. The following table gives details of the end of KS4 results for the continuous care young people.

	5A*-C or Grade 4+ including 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 2020	25% (5)	30%(6)	5% (1)	20% (4)	40% (8)	25% (5)
Torbay CLA 2019	14.3% (4)	14.3% (4)	7.1% (2)	14.3% (4)	32.1% (9)	21.4% (6)
Torbay CLA 2018	33.3% (7)	33.3% (7)	0	38.1% (8)	42.8% (9)	38.1% (8)
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%

It is important to celebrate the outstanding achievement of one of our cohort. This young person attended a school in Torbay and achieved in line with expectations - Grade 9 in Eng Lit, Grade 8 in Eng. Lang and Maths, Grade 7 in Double Science, Grade 6 in Religious Studies, Grade 6 in Statistics, Grade 5 in French, a Merit in ICT and a Distinction in Automotive Studies.

Based on KS2 SATS results 12 (60%) young people in this cohort should have achieved at least a Grade 4 in English and 10 (50%) in Maths. It should be noted that our 1:1 support in maths ceased at lockdown and often by having a tutor until the exam dates helps the young people just achieve their Grade 4. However it is disappointing that 4 didn't achieve their target in English and 5 in Maths. This underachievement also needs to be seen in the context of the Stability Report which looks at placement moves and types of accommodation or school which may adversely affect outcomes for our young people.

Comparing the data over the previous six years the outcomes this year are better than five of the years when outcomes were roughly in line with the national CLA figure (other than 2014) with the exception of 2018 when we were amongst the best CLA results in England.

In the less than 12 months cohort no young person achieved a Grade 4 or above in English or Maths. One young person achieved in line with her KS2 targets which is a fantastic achievement as the foster placement was in Taunton which saw a taxi to Torbay every day in order to maintain the same school. The placement was excellent and the young person's results were a testament to hard work by the young person, the school and the support and motivation provided by the carer. Two of this cohort were educated in a PRU, one was sent to a Youth Offending Institution in December and became a CLA on release in March, with a further one arriving in care in the Spring Term having not attended school during her Y11 and with poor school attendance in Y10.

There are 6 children with EHCP in the continuous care cohort and four of these attended specialist provision.

The main points are that the results were pleasing this year and there were no major surprises. Two of the Y11 who underperformed had really tested the resilience of their schools and both schools worked in partnership with the Virtual School to avoid Permanent Exclusions. It is pleasing to note that these two young people had both got plans for post 16 education in place for the start of their Y12. There was an upwards trend from the previous year. There is no national comparison available for all CLA so I am unable to comment on this.

Key Stage 5 (end of Y13)

10 young people were doing level 3 qualifications and 4 gained 3 A level passes and the rest gained two A level passes. One of the young people getting 3 A level passes has an EHCP with SEMH as the primary need. The Rees Report identifies that children in residential provisions do less well but it also identifies that the young person's agency, a desire to achieve, also is a huge factor in succeeding. This young person experienced 10 placements since entering care and the last placement was a residential setting. Clearly for this young person the residential setting had a huge impact which saw good GCSE results leading to the A level results this year. This young person has a place at an HEI for September 2020.

At the start of the September term 2020 there will be 6 young people commencing at University, the highest for a long time. Of the rest one has a place at an HEI and has deferred to September 2021, with two others doing more L3 qualifications in order to get enough points for their university of choice next year and the final one undertaking a Civil Engineering course. This was the cohort with excellent GCSE results from 2018 and none were at selective schools. One is undertaking civil engineering at Exeter, one has deferred to go to Brighton and one is completing a 3rd year at South Devon College to get more points to go to their chosen University and another one is doing a final A level.

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.

However this academic year was interrupted by the national lockdown from 23 March.

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 through ensuring foster carers have due diligence to good attendance as well as the children's social worker. Contact is made with children whose attendance has been a concern prior to coming into care to check what issues may have prevented good attendance. From the information received a plan will be written which will have action for all parties, the child, the school, the carer, the Social Worker and the VS. We all expect children to be at school unless the child is seriously unwell.

Each term the VS celebrates excellent attendance with the issuing of a certificate and for those with 100% attendance a book token. There are also attendance awards at our Annual Celebration of Achievement.

Attendance is now collected daily for all children but for those for whom there is a concern this is done on a twice daily basis. The Virtual School commissioned a service called WelfareCall to obtain the daily attendance of all our children no matter where they go to school and that by commissioning this service it means that our children, no matter where they go to school, have a focus on excellent attendance.

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.

The Inclusion Officer collects the reasons for an absence in school and will know if it is due to illness or otherwise. Analysis of the absences looks for patterns. The VS has a policy of no holidays in school time for our CLA unless it is a school based activity and part of the school curriculum.

If a child is rated as a RED the Inclusion Officer will contact all parties in order to formulate a plan around improving the attendance. When a child is rated as AMBER contact will be made with all parties to say the child's attendance rate is a concern and an expectation will be set for improvement.

2. The attendance figures in this report are for the children who have been in continuous care for 12 months and are for the first two terms September - Easter. This data is being used due to the impact of the lockdown. Further detail about school attendance in the Summer Term for our CLA will be discussed later.
3. Four years ago attendance was a focus area for improvement and since then the attendance has improved incrementally. This year the attendance had a slight dip by 0.2% with a figure of 95% for the previous two years. This is sustained progress but the slight dip means there needs to be a continued focus.
4. There is a small decrease in the number of children characterised as Persistent Absentees (PA) on the previous year's figure of eleven. This year there were 10 children and young people categorised as Persistent Absentees. Of these two were in Y11 and six in Y10. It should be noted that for some of the young people whilst they were still PA their attendance improved significantly from the previous year.
5. There was an increase of children having 100% attendance over the previous year. There were 48 continuous care children and young people with 100% attendance over two terms. In the Autumn Term 63 children and young people had 100% attendance. Obviously this is only over two terms but the previous year saw 21 achieve perfect attendance which was a decline on 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 2020	95.3%	94%	94.8%
Attendance 2019	97%	90.15%	95%
Attendance 2018	97.5%	94%	95%
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 academic year there were nine children on part-time timetables at some point during the year. Of these seven were children in the continuous care cohort. All nine children had an Education, Health and Care Plan for SEMH.

Four of the children had bespoke programmes and were not in education in a mainstream or special school. This saw them with programmes under 25 hours per week but not less than 20 hours. One child was in Y11 and his mainstream school reduced the timetable to ensure he was able to maintain a relationship with school in order to complete this important year. This young person did not achieve his academic potential, based on his Key Stage 2 data, but was able to complete his final year without a permanent exclusion. There were three more in Y11 one of whom had been on a bespoke package since Key Stage 3, one in an out of area school who had a history of disengaging in each year since Y9, and the other was a young person who arrived in care in Y9 without an EHCP. The EHCP for this young person was achieved during Key Stage 4 and will ensure the young person can have support up to the age of 25 if he or she decides this is the path they would like to follow. One of these was a Y9 child who upon entering care had not been in school for a number of years and was electively home educated.

One child in Key Stage 1 had a part time package due to medical reasons and resumed full time provision once fully fit.

All part-time programmes are closely monitored by the Inclusion Officer in order that a timely return to full time education is achieved.

Exclusions

There continues to be a focus on finding alternative sanctions rather than exclusion. Again the rigour the VS has with attendance monitoring means that exclusion figures are accurate and timely.

During the academic year 22 children were subject to fixed term exclusions (FTX). This would be an exclusion rate of 9.8%. When you extract the continuous care children there were 20 who were subject to at least one FTX. This would see 10.9% of continuous care children subject to a FTX. This continues the reduction we experienced last year for the FTX rate and we have reduced by 3.2%. Looking at the data on continuous care children there is an equal split of children subject to FTX in schools in Torbay and other local authorities. This demonstrates that our children receive the same support no matter where they go to school.

No continuous care child was subject to a Permanent Exclusion (PX) but there were two managed moves into the PRU to avoid Permanent Exclusions. One of these is a Case Study used later in this report.

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.

At the end of the academic year there were 76 children, of statutory school age, with EHCP's in the Virtual School. This sees 33.9% of the VS's school population being subject to an EHCP. Of these 76 children and young people 46 of them are in specialist provisions. This immediately raises concerns as the evidence from the Rees Report sees children not in mainstream schools doing less well than their peers in mainstream in terms of reaching age related expectations. This however does not mean they do not make good progress it means they do not reach the level expected for their age group set by the DfE and they are in these provisions because they best meet the child or young person's needs.

It should be noted that there are 7 more children and young people with EHCP's than the previous year which also saw a significant rise in those with EHCPs. This is the third year in a row of an increase seen in the number of children with EHCPs.

Of the 76 young people with an EHCP, 70 are in the continuous care cohort. There were six young people in the Y11 cohort with an EHCP with 4 of these being in specialist provisions.

There were 53 children and young people identified as needing SEN support in those of statutory school age. Of these 49 were in the continuous care cohort.

When combining the number with an EHCP and those at SEN support the data shows that 57.6% of those of statutory school age have special educational needs.

The VS has supported schools in 3 Requests for Statutory Assessment during this academic year.

Our SENCO has all the children and young people with an EHCP on her caseload and liaises between our SEN Team and Designated Teachers in schools. Here is an example of one piece of case work undertaken during this year:

What was the issue?

- The young person came into care during the Summer Holidays 2019. The Social Worker applied for a Devon mainstream school which, as he was a child in care, the school accepted on roll

Our journey so far....

- The Head teacher of the school contacted the Virtual school expressing concerns around the young person on their initial visit and querying whether they had any SEN needs - confirmed that he had an EHCP and informed Torbay SEN. The school agreed to take him on roll and recruit a 1:1.
The placement then broke down and he went into respite care

What have we done?

Inspire was engaged to work with the young person whilst in respite care.

A further respite carer was identified in Plymouth - Torbay Virtual School and SEN worked together to identify a provision for the young person. Inspire intervention service was put in place whilst a placement was sought TVS attended meetings at the provision to ensure that the child's needs could be met and a longer term plan was put in place that he would start at the main school site the following year. Although he was on roll of the outreach programme it was agreed that he would access the school site to ensure consistency and to allow the child to start building relationships with Key adults. Torbay Virtual School supported the carer by attending admission meetings and answering queries regarding the provision.

Three weeks later a permanent carer was identified in Torquay. TVS and SEN worked with his previous school in Torquay to get him back on roll with a support package. Whilst the consultation went ahead, Inspire was restarted as the child already had good relationships with the staff. The school agreed a start date and the carer gave notice. The child was returned to the respite carer in Plymouth.

TVS established he had not been taken off roll of the school identified when he was in Plymouth. As the country was now in lockdown, the school provided workpacks and arranged visits so the young person could re-familiarise himself with the school. Several sessions were arranged, including Forest School which he had previously enjoyed to ensure that he felt like a member of the school community.

What difference has this made?

Although the young person had many moves in the academic year, TVS and SEN ensured he always had a package in place and that provisions were identified in a timely manner.

The young person is now settled in school and is starting to build relationships with Key Adults and Peers. He is making small steps of progress and is able to join in with whole class learning for longer periods of time.

He is happy in school and becoming more focused. As he achieves more emotional regulation the school believes he will start closing the gap towards ARE.

The carer has established links with the Virtual School and is happy to communicate concerns or updates

Immediate next steps

To attend the Pep and Annual Review.

Ensure SEN are updated regarding Health Assessments that can now take place as the young person is more settled.

Anna Walker - Specialist CLA Teacher - SENCO

Outcomes at end of Key Stage 2 and 4 for children with SEN

At Key Stage 2 there were 9 children at SEN Support and 4 with Education, Health and Care Plans. Of the children with EHCP all of them have Social and Emotional Health as their primary need. The table following gives detail of their performance. **Please note this is based on teacher assessment.**

	CLA in VS	Reached at least EXS Reading	Reached at least EXS Writing	Reached at least EXS Maths	Reached at least EXS in Reading, Writing and Maths
Number with EHCP	4	3	3	3	3
Number at School Support	9	4	4	5	4

At Key Stage 4 there are six young people with an EHCP. All six had the primary need as being social, emotional and mental health needs. From this EHCP cohort one achieved a Grade 4 in maths and another in English. Both of these young people received interventions from the specialist teachers in the Virtual School.

Unaccompanied Asylum Seeking Children

There were no UASC of statutory school age this year.

There was one UASC in 13 who was attending courses at a language school.

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 is a legal part of the Care Plan; which is a statutory requirement for CLA from the 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.

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.

One of the advantages during the Summer Term is that all PEPS were held virtually using Teams or other similar platforms. This enabled the VS staff to attend every PEP. This saw a completion rate in the summer term of 97%.

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 stands at £2300 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 as 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.

There continues to be 80% of targets being achieved.

It was also decided that whilst the DfE provided allocations to schools for vulnerable pupils to receive computers and internet access we would use PP+ to ensure every CLA who needed a laptop

received one in order to complete online learning as and when required. Obviously this cost will not be shown in the annual PP+ expenditure as it is for the period from 1 April 2019 - 31 March 2020 and laptops were purchased during the summer term. Whenever possible the laptop was purchased through the PEP but where there was an urgency and speed was needed this would be bought direct using the Purchase Card in Finance.

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 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.

Unfortunately for the Y6s this summer the period of lockdown and then the stringent rules meant it was impossible to undertake the activity days. Various ideas were muted such as using the days for individual children and giving them an experience of the activities but in the end it was felt that the real essence of GG would be lost. Therefore all the children only received their transition bag but a close eye will be kept on them all in September. The one positive is that the young people enjoyed the small bubbles in the summer term so will return in September to a very different Y7 than normal and the bubbles may be an advantage to them. We will monitor the situation and if possible run activities for this year group whenever it is safe to do.

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. Extra STEM days were implemented during the summer term through using a virtual platform.

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 can 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 a 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 151 training places being taken up.

It should be noted that all Educational Psychologists (EP) 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 a further 16 staff in schools had completed their 7 Day Attachment in Schools course. A further 24 places are available for the same course in December 2020 which will again be hosted through the Torbay Teaching School. Again this is a delayed start due to Covid and at the time of writing 23 places have been booked.

All of the teachers in the VS have completed the training as well as the Inclusion Officer. The Post LAC Officer will undertake the course commencing in December. Attachment CPD is always on offer at the DT Forum and bespoke training for schools can be requested. Wherever possible there is agreement for the training to take place as it may well improve the school experience for our young people.

One member of the team is regularly consulted by social workers around attachment and trauma and strategies for working with the children. As a result of the training and skills this member of the team has gained in Torbay over her first two years as Attendance Officer the role changed to one of Inclusion Support Officer. This also sees the post holder being our Attachment Lead in the VS.

It is also important to give concrete examples of the attachment work we undertake and its impact. The following have been produced by the VS staff who undertake attachment work with young people:

Self-Assessment of Inclusion work

January 2019

March 2019

Attachment /Trauma

Informed Practice

Implementation **Torbay Virtual School**



Storyboard - Year 5

What was the issue?

The young person had experienced adverse experiences resulting in complex needs and sexualised behaviours due to the trauma. Being placed with younger sibling out of area has meant travel to school via taxi. Some of the child's behaviours due to their distress included dysregulation; attention seeking behaviours with adults; inappropriate behaviours and not understanding of boundaries; class based learning was difficult; periods of distress resulting in episodes of crying; hypervigilance; poor peer relationships with elements of jealousy. The young person was unable to recognise or verbalise their feelings and emotions and on occasion resulted in frightening experiences for them. Flight, fright and freeze were reactions to the young person's stress.

Carer had a lack of understanding around trauma and the need to support emotionally. Several occasions notice was given which was unsettling for our young person, as although this information was not shared with the young person, they picked up on the situation and un-surety of placement. Carer kept the young person busy with park runs; swimming etc.,

Areas in learning needing addressing - handwriting (WBARE) and reading (BARE)

Our journey so far....

Since working with the child the keyworker at the Virtual School has been able to build a positive trusting relationship with safe boundaries. To provide consistency and build trust the keyworker used the following interventions:

- Therapy based activities direct work
- Working with professionals involved / providing support with further transitions
- Communication with key professionals
- Provision of information relating to trauma/behaviours to support foster carer in Trauma Informed Practice through email/telephone calls
- Calm box for the classroom
- Input in reviews/PEPs

- Encourage writing and through therapeutic story telling build on her understanding concepts within language and focus on improving ability in reading

Additionally, we have produced a range of supporting literature, videos and strategies for the foster family and professionals regarding different aspects of attachment and trauma related behaviours to meet the needs of the child.

It has been our aim from initiating the work to offer a transparent approach to development, and share information as progress is made to all involved.

The young person responded very quickly to the interventions put in place and made good progress.

What have we done?

- To support the children and ensure their needs are met through direct and indirect work
- All staff provided with a level of training in Trauma Informed Practice and Theraplay informed intervention
- Work closely with the safeguarding and SENCO of the school
- Regular check-ins from team with child
- Work in line with the educational psychologist assessment
- Ongoing support of foster carers, school staff with strategies. Home/school partnership agreement for consistency of strategies
- Each child has had provision of Forest School that was initiated by School,
- Therapeutic story telling; making cards; reading stories together
- Encourage carer to continue with reading each evening through school targets but also to build on their relationship and offer nurture in a safe boundary way

What difference has this made?

- The child has built trust in their key adults and been on a journey from dependency to interdependency
- The child is able to follow direction from school staff
- Increased awareness of feelings and emotions alongside strategies to help them settle to learn
- 'Window of tolerance' for the children has improved dramatically. Dysregulation has decreased
- Child is accessing class based education more
- Child is more relaxed and able to verbalise their feelings
- Child has been able to join in group activities
- Child is able to repair relationships with her peers and school staff
- Child is more confident and self esteem
- Child can cope better when things go wrong
- Developing resilience
- Stability of placement and positive relationship with carer.
- Improvement in writing - was below WBARE now at ARE (school interventions too)
- Improvement in reading - BARE now at ARE (school interventions too)

Areas for further action

- Continued support for the child to become a more dependant learner
- Strategies to continue to be developed for unstructured times
- Share best practice so as to raise awareness for what has worked well and not so well
- Continued support for school staff with training in trauma informed practice
- Continue to develop peer relationships

Immediate next steps

- Review home/school partnership agreement and look for areas to improve
- Review PEP targets
- Follow up request for further work to be completed

Author

Tracey Powell - Inclusion Support Office/Attachment Lead

Self-Assessment of Inclusion work

January 2019

March 2019

June 2019

Attachment /Trauma

Informed Practice

Implementation **Torbay Virtual School**



Storyboard - Year 10

What was the issue?

The young person had experienced adverse experiences resulting in complex needs due to loss and trauma.

He had witnessed significant DV between his parents.

The young person's family is complex. Siblings (4) were living in separate placements, another 2 were placed together and had increased this young person's feeling of 'felt safety'. The dad had recently been released from prison and this had been a trigger for this young person. There is dependency on the carer placed with and there is a need for the learning of life skills. There is cause for concern around his nocturnal behaviours. Engages in organising wrestling events.

This young person's behaviour was escalating and school were concerned about the level of dysregulation and violence that this young person was demonstrating. Language can be explicit and can be derogatory towards women.

The stresses on this young person resulted in an assault of a member of school staff and school felt that this would warrant a PX. Attendance at 80%.

The placement was due to end, although the young person was not aware of this, due to CLA having a considerable amount of hypervigilance we were sure that there will be an element of not feeling secure or safe.

Carer described the young person as feeling that an exclusion will be like a 'badge of honour'. Prevention of PX. Support was needed in support around emotional and social wellbeing. Learning had become increasingly difficult for this young person to manage and being in a classroom; around busy times within school and peer relationships were also difficult.

Our journey so far....

Since working with the young person the keyworker at the Virtual School has been able to build a positive trusting relationship. To provide consistency and build trust the keyworker used the following interventions:

- Use trauma informed ways of working with the young person - Playfulness; Attunement; Curiosity and Empathy (PACE)
- Working with professionals involved / providing support with further transitions and to ascertain this young person's interest as well as encourage other pursuits rather than wrestling
- Communication with key professionals and transition for an assessment to be completed at the PRU
- Continuation of counselling received at school as this had been a positive experience for this young person and they had developed a trusting relationship.
- This young person had an interest in cars and enjoyed car maintenance. To find a course to enable this young person to complete a qualification in this subject.
- Encourage interdependency
- Encourage respectful speech as well as respect for all
- Increase attendance
- Referral made for this young person to have a male independent visitor through Children's Society

It has been our aim from initiating the work to offer a transparent approach to development, and share information as progress is made to all involved.

What have we done?

- To support the child's needs are met through direct and indirect work
- Work closely with the safeguarding and SENCO of PRU
- Regular check-ins
- Ongoing support of foster carers, school staff with strategies. Home/school partnership agreement for consistency of strategies
- Placement found at a local school provision for mechanics and bespoke timetable made to accommodate this

- Positive relationships between staff and the young person/model respect for each other/connection before correction
- Giving opportunities to be included in decision making
- Create 'felt safety' - dependency - interdependency to being independent. E.g. key worker from VS attended Burton Academy on first day and made introductions etc. Visits to other education provision for car mechanics; took journey by foot from PRU to other provision. Eventually, journey made on own and attends with no issue by themselves.
- Continue with the support provided with counsellor from mainstream school as well as independent visitor
- Through assessments it was deemed that mainstream was too much of an ask for this young person and to remain at the PRU. Carer reported that the young person is like a different child and is pleased with the progress made.

What difference has this made?

- The young person has built trust in their key adults and been on a journey from dependency to interdependency and working towards independency
- The child is able to follow direction from school staff is much more relaxed
- Increased awareness of feelings and emotions alongside strategies and ability to verbalise these to help them settle to learn
- School attendance is 100% - even through lockdown this young person attended the sessions timetabled to attend
- 'Window of tolerance' for the children has improved dramatically. Dysregulation has decreased
- Young person is accessing class based education and attending car mechanics - tutor has remarked on the young person's resilience; patience with other students and empathy towards to them as well 'knuckling down to do his work with no prompting'. He is seen as well mannered
- Young person is more confident and self-esteem has risen
- Developing resilience / taken up fishing and carer reports this activity is having calming influence too
- Stability of placement and positive relationship with carer

Areas for further action

- Continued support for the young person to become a more dependant learner
- Provide this young person with next steps in furthering his desire to open a garage and run own business

Immediate next steps

- Review PEP targets

Author

Tracey Powell - Inclusion Support Office/Attachment Lead

The teachers in the VS are responsible for ensuring that the young people on their case load also achieve their academic potential. The teachers are the first line of communication between the Designated Teachers who will have the attainment data and details of interventions. There is a real push for each school to ensure interventions are in place for English and maths in Y11 and reading and maths in Y6. On occasions the teachers will work 1:1 with children where other interventions have not been successful. This will usually see tuition being in place until the final examination in that subject has been taken.

Here are two case studies which demonstrate the impact of our work.

Example 1:

What was the issue?

- The young person had requested tuition for Mathematics to ensure that a Grade 4 could be achieved in the GCSE but this was not taking place. Currently working below a Grade 4.
-

Our journey so far....

- PP+ was provided to secure a tutor for the young person. However, after a few weeks the tutor became unwell and ceased the service. The school had difficulties securing another tutor but at that stage had not made the Virtual School aware.
-
- The Virtual school were notified by the carer as there were concerns that the school was not acting in a timely manner

What have we done?

- The Virtual School Maths Teacher contacted the carer and the school and arranged tuition in a free block during the school day.
- Relationships were quickly established as the teacher had met the young person on University days and the Y10 Get Surfing.
- Revision cards were provided by the virtual school and the first session involved sorting the cards into topics I know, topics I want to cover, topics I don't know. The young person was aware that some of the topics that he did not know would be covered during Y11.
- Weekly sessions took place - covering topics that the young person wanted to cover.
- An analysis was carried out using data provided by the school from tests ensure work was completed on work that had been identified as areas of weakness/not fully understood.

- The young person was shown how to link the cards to a revision website which included videos of the learning and worksheets that showed how concepts could be used in different ways by using examples taken from past GCSE papers.
- The young person quickly grew in confidence and would ask if certain concepts could be covered if he had not understood them in the lesson.
- Some attachment work was an integral part of the session as there had been some friendship issues in school - these included giving the young person time to talk, liaising with the DT so the young person had a safe space to access if he felt himself getting heightened and work on calming techniques.

Zoom tuition took place during lockdown ensuring the young person still had access to tuition.

What difference has this made?

The young person achieved Grade 4 in Maths and is now at SDC undertaking a Level 2 Course

Immediate next steps

To attend the PEP at SDC to ensure that the young person has settled and is aware that support can be accessed through the Positive Intervention Service.

The tutor to ask a member of the PIS to attend a tutorial so that the young person does not feel any different from peers.

Anna Walker Specialist CLA Teacher - Maths

Example 2:

What was the issue?

- The young person had requested tuition for Mathematics to ensure that a Level 4 could be achieved in the GCSE. She was consistently achieving a Level 3 in assessments but class work showed she could achieve higher
-

Our journey so far....

- The Virtual school Maths teacher liaised with the school and agreed weekly tuition sessions

What have we done?

The young person and the teacher had met several times previously on University

days and enrichment activities so relationships were established quickly

-
- The first session was a getting to know you and sorting of revision cards provided by the Virtual school.
- Data analysis was also carried out on past GCSE papers.
- It was apparent that the student could not see links between topics and struggled with applying knowledge in different contexts.
- Mind maps were started and at the end of each session links were made between other topics so there was visual evidence for the young person to refer to.
-
- After teaching a concept, a website was used that provides questions from past GCSE papers that cover this concept - this was used to provide consolidation of how topics link and to provide experience of applying knowledge in different contexts.
-
- The young person was shown how to link the cards to a revision website which included videos of the learning and worksheets that showed how concepts could be used in different ways.

Confidence was also an issue with this young person and she would say it was too hard if she did not grasp the concept quickly.

Various strategies were used to overcome this including work on a Growth mindset, using a variety of approaches - including concrete objects and visual representations.

Most sessions were started with work covered the previous week so that success was achieved early in the session. The learning objects also included engaging with the learning so that she could achieve success even if further work was needed on the concept.

Exam techniques were also covered as a part of many of the lessons - to encourage the young person to have a go. It also provided the young person with more experience of using concepts in a variety of applications

What difference has this made?

The young person achieved Level 4 in Maths and is now at SDC undertaking a Level 2 Course

Immediate next steps

To attend the PEP at SDC to ensure that the young person has settled and is making progress on her chosen pathway.

Anna Walker Specialist CLA Teacher - Maths

The final account for PP+ (financial year to March 2020) follows:

INCOME	EXPENDITURE	
DfE Grant £655,810	Annual ePEP fee	£10500
	WelfareCall	£34733.40
	Staffing	£39808.63
	Direct Expenditure to schools via targets	£364057.33
	Interventions	£37298
	Tutoring	£26202.64
	Attachment training	£45130.03
	Resources for VS teaching staff	£1032.26
	Resources for young people	£1158.46
	STEM	£1520
	Room hire	£2000
	Get Gritty	£9150.75
	University Tasters	£492.27
	Letterbox	£9300.96
	DT Forum	£320
	CLA under 7 Celebration	£350
	CLA Awards Celebration	£4480
	TTSA Annual Membership	£2981.25
	NAVSH Annual Membership	£500
	Paired Reading Project Resources	£395.80
	NIMBL Annual Licences	£16435
	Encyclopaedia Britannica	£2200
	Amazon Vouchers	£2000
	Book vouchers	£2000
	The Key for School Leaders	£1242
	Staff Training	£4813.37
	Timpson Project	£3000
	Wren Music	£10000
	Get Remixed Project	£14500
	Resilience Licence	£900
	Activities	£1127.85
	Ed.Psych SLA	£6180
	GRAND TOTAL:	£655,810

Support Work including Covid support

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 62 young people are in Letterbox. The Letterbox is well received by the children and their foster carers.

Last year the Virtual School joined The Imagination Library and it was a free two year programme. This is a book reading scheme funded through Dolly Parton's philanthropic work. It sees a carefully chosen book sent each month to our CLA from birth to age 5. This too has been well received by Foster Carers and works on at least two levels. Firstly, to increase a love of reading and widen imagination but will also enhance the bond between the care giver and child.

Looking at our data it is clear that there now needs to be not only a focus on reading but also on writing. One action will be to not only identify a writing programme to support our CLA but also promote this.

As a result of the need to focus on reading a pilot training programme was set up using paired reading as the medium to improve the children's reading. Paired reading sees the Foster Carers taking a daily active role in reading with their child. Elizabeth Archer is an Educational Psychologist in Torbay and is attached to the virtual school. She had undertaken a Paired Reading project in a previous role. Paired Reading is about the child reading a paragraph, then the foster carer reading one, then having a conversation about whether they understood it. There is a joint interest with the carer sitting alongside. Virtual school wanted to make an impact and the Carers are a key part of that too. It was set for year 2 and year 6 but not all children, those with severe learning difficulties were not included at this time. 15 carers attended the training. The impact of the Paired Reading has been difficult to evidence due to the interruption by Covid 19.

Another priority to take forward based on the data is performance in writing which is a Bay wide issue not just for our Children who are looked after.

Adverse Childhood Experiences - as the attachment work has progressed in the VS so has the impact of ACES. As a consequence of the training the decision was made to purchase a copy of the film Resilience. It costs £1k to host 10 public performances. The Designated Teachers were the first to get a screening of this at the DT Forum. Also present were three of the Educational Psychology Team. The VS then screened it during the autumn term to all Children's Services staff by running three lunchtime screenings. Following the screening at the DT Forum the DT for Torquay Academy went back to the SLT at school and requested that we be offered their new theatre in order to screen the film. This was a fantastic offer as it is a state of the art theatre and we could offer many more screenings. Initially two were planned one in January and one in February and both were held at 5:30pm. The attendance saw 17 schools in Torbay be represented and 90 members of staff. Following the screening the ACES scores were identified by each person individually. The purpose of this is to

show that many of us have a high ACES score yet we have been successful and therefore demonstrates the importance of relationships and working in an attachment informed manner. It is pleasing to note that some schools brought their whole Senior Leadership Team to view the film. Unfortunately, Covid then interrupted plans for more ACES work in the Summer Term.

The VS Governing Body also had a screening of Resilience at their March meeting and it was warmly welcomed by them. They requested that the VSHT write to all schools requesting that they review their behaviour policy in order to ensure the importance of relationship and attachment based work is captured within it.

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.

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 academic year training has been offered on the ePEP as well as attending SW Team Meetings. In October 2019 training was put on for Governors in schools in Torbay with responsibility for CLA. This looks at the reasons why children enter care and the impact this may have on the child in school. It then looks at ways schools can ameliorate this disadvantage. The training also has a focus on the responsibility of each CLA Governor in their own schools in order to equip them to support and challenge their own Governing Body around how CLA are supported and achieve in their own schools. A dozen schools were represented and the feedback was very positive.

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). This is now an annual event at the start of the academic year.

Other opportunities this year for the young people include the continuation of the VS Choir which met every Tuesday at 4pm at the YMCA until lockdown. 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 lockdown the choir were not able to meet but used Zoom instead. A decision was also made to add an extra dimension to the session by including learning to play a ukulele and each child was bought one through PP+ and they were delivered to their foster home. This proved very successful and hopefully will lead to this extra dimension being performed once we get back to being able to have public performances.

Covid Support - the immediacy of the lockdown caught us all by surprise but the immediate reaction of the VS was one of contentment that schools would remain open for children looked after as well as other vulnerable groups. What was expected was that many social workers when looking at risks

around Covid felt it was safer for the children and young people to not attend school. At first very small numbers of CLA continued to go to school. However the VS took the approach that as we were all working at home it meant we could attend the PEPs as they were being held virtually. Through the PEP process we were able to reassure carers of the rigour of Covid safety measures in schools and we saw our attendance figures rise.

All schools were providing work for those working at home and ensuring that our children and young people had ICT equipment in order to complete this work became a priority. Laptops were either requested through the PEP or purchased through the VS in order for expediency.

The Foster Carers also became a focus for us. During lockdown four letters were sent to them which gave hints and tips on how to support the school work whilst working at home. These included information to various websites for both academic and emotional support; access to the online Encyclopaedia Britannica; a sunflower growing and diary competition to name a few.

The VS also attended every PEP and saw a completion rate of 97% in the summer term.

Staff also learnt a new way of working. 1:1 tuition needed to continue and staff had to face their fears of this medium for teaching and deliver both tuition and attachment sessions on Zoom. Staff also kept in touch with young people through virtual picnics and similar activities. The choir sessions were also virtual and moved in teaching the ukulele with instruments being purchased for the young people. We also hosted two STEM zoom days which were very successful with the carers being part of the process too.

Tracey Powell, our Attachment Lead Officer, supported schools and carers in looking at how to make a return to school successful for our children and young people.

By the end of the summer term 75% of our young people were back in school.

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
- **Agency** – the young people need to have the desire and determination to do well in order to achieve best outcomes.

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.

The VSGB now receives a stability report each term in order to monitor impact on our young people and to hold education and social care to account when necessary. The stability report for the children in continuous care in R, Y2, Y6 and Y11 can be found in the appendices. It demonstrates the efficacy around the agency of the child. In the Key Stage 4 data both YP6 and YP 10 should have achieved Grade 5s in all their GCSEs. YP6 had been in care since 2011. YP6 worked well in school until Y9 which lasted through until Y11. At this point YP6 would have at least one serious wobble in the latter half of the Autumn Term. The VS supported the school with attachment training as it was an out of area school. The school engaged with the support services within its own LA and this joint effort always saw YP6 reduce problematic behaviours and therefore reduce the risk of permanent exclusion. However YP6 found it hard to focus on learning and did not, even after CBT, have the agency to want to do well and demonstrate this. YP6 underachieved. YP6 also experienced 8 social workers and 8 placement moves since entering into care. YP10 was late into care, entering in February 2018 when YP10 was in Y9. Despite incredible support from school and carers YP10 did not have the agency needed to achieve educational potential. In YP10s case there were a number of placement changes and social workers. These changes hinder the formation of relationships and therefore delays the processing in the young person of the loss they feel when they enter care. Finally YP19 who entered care in 2013 and also had a number of placement moves and social workers did get an excellent set of GCSEs. YP19 wanted to achieve and did work hard but probably could have achieved even better results. This must demonstrate that resilience must also have a part to play in this. Other factors

such as having life story work prior to becoming a teenager, for those entering care in primary school, so that the processing can take place, may also impact on outcomes.

John Timpson Research

The Rees Centre is undertaking a national research project on attachment in schools and its impact. It is pleasing to note that there are nine schools enrolled on this project which runs over a three year cycle. Five of these schools started in Year 1 (2018-19) with the rest in Year 2 (2019-20). It should be noted that the ninth school applied at the start of September 2019 and £3k was allocated for their training. The project captures the understanding of staff of attachment and trauma informed practice prior to whole school training.

Impact of the Timpson Research project - what we know about change is that the leaders of organisations need to truly believe that the change they want to implement is necessary and that they have the knowledge and understanding to ensure they take their teams with them. A number of forces have come together in Torbay. Firstly the VS focus on attachment and trauma informed practice started in 2014. Since then there have been yearly opportunities for staff to undertake the seven day attachment course. The Timpson Research project enabled schools to facilitate whole school training in order to start their attachment journey apply to whole school not just a small group.

There has been impact and two examples are both schools in Torquay one a primary school and one a secondary school. The primary school had their whole school training in July 2019 and the secondary in the Autumn Term 2019.

The primary school were early into the attachment work. The Timpson work allowed this work to be further developed and it is pleasing to note the feedback from the Timpson research team following the whole school training. In an email to our Attachment Lead Officer the researcher noted ' Most impressed with they (the school) have set up there following the Timpson training.' This school also provided quotes from children for Louise Bomber's latest attachment book as well as receiving a Silver Mental Health Award. The school's HT noted that:

'a large part of our mental health provision is our training and understanding of attachment across the school. In order to get the Gold Award we need to be doing more to support other schools and having a voice in the national arena (Timpson Project does contribute to this). I am hoping to go to Leeds Beckett in the summer term to collect our award and lead a table by talking to others on our attachment work.'

This HT in a further email to our Attachment Lead stated:

'I can't thank the Virtual School enough for getting us started on this attachment journey - it is transformative and I would love to help other schools in any way I can.' (SP HT Torquay primary school)

The secondary school, also in Torquay, was experiencing a high exclusion rate. The feeling amongst the VS team is that it is much harder to influence whole school practice in a secondary school for a variety of reasons. The school had a very behaviourist policy with the consequence being high

exclusions. They received their whole school training and the staff completed their review of the training on attitudes and values for the research project.

Feedback from the Deputy Headteacher in this school states:

'The Timpson Project for us was a springboard into a new way of working with our children. The training started a whole school review on our practice and generated lots of discussion around attachment and trauma related work. As a result we reviewed the language we use in school and now words such as regulate, relate, reason and repair are commonplace when talking to children and indeed adults, during debrief sessions. Staff more willingly accept dysregulation as a form of communication as opposed to a child 'being naughty' or 'badly behaved', and seek to understand a child and their life experiences.

Last year we continued this work through a focus on safe classrooms. Staff researched and introduced strategies which supported anxious children to feel safe in school - physically and emotionally. This has been of particular value in the current COVID climate and children returning to school after a period of lockdown.

The work is continuing this year as we begin to redesign our behaviour policy, moving away from a reward and consequence approach to a relational approach. '

It is incredibly rewarding for the VS team to know that their influence and practice is changing schools not just for our CLA but for all children. This is not an easy or quick process and just with supporting our young people it takes patience, tenacity, passion and determination. Together we can make a difference for young people not only in the here and now but in their future life chances.

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 resource intensive 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.

Post LAC Support Officer

The DfE has provided funding for this work since March 2018. At first the role was added on to the Inclusion Officers tasks but this was not a long term solution. In December 2019 Laila Rehman commenced as the Post LAC Officer. This has seen good partnership working between the SGO Team and Adoption SW. Laila went along to the SGO support group to inform them of the advice and guidance she could offer them around educational matters and now ensures all SGO carers receive

the letter informing them of PP+ entitlements once the SGO is in place. This has already had impact when a carer contacted her around the school not providing any ICT equipment. This saw Laila give the carer the information needed to challenge the school's view point with the impact being the young person received a laptop in February.

Staffing

The Virtual School has a 0.5 Admin Support Officer who commenced her role in the Autumn Term 2018. The hours needed to complete all tasks has seen this role have extra hours added to the post. This now sees the VS with 3 full time teachers, a fulltime Inclusion Support Officer, a full time PEP Co-ordinator, a post LAC support officer and a 0.6 HT.

Since the completion of the SENCo qualification by one of the team the roles have shifted slightly with the SENCO taking on case work for those with EHCPs and the two remaining teachers taking on R - Y7 and Y8 - Y11. The SENCO will also oversee the post 16 work.

During the year one of the CLA Teachers requested a Career Break and this was granted. From January 2020 it was hoped to appoint a teacher in this role and it was offered as a secondment. Unfortunately this was not successful. It was then decided to try to appoint an HLTA and this needed to go through the LA's recruitment process as this was fundamentally a different role. Again this was offered as a two term role or secondment. One person was interviewed just prior to half term. This was an excellent candidate and already employed in the LA in a similar role. However the candidate's service was unable to agree to a secondment and the candidate was concerned in taking a leap into a fixed term contract. This in essence was fortunate as Covid then happened and the CLA Teacher on the Career Break had to return early to England. This then saw a return to work after the June half term. Prior to this the work was mainly undertaken by the Inclusion Officer with any 1:1 tuition being instigated by the child's school.

Children Looked After Celebrations

This academic year the task of organising the CLA Award Ceremony again fell to the Virtual School. This saw the main CLA Awards Ceremony taking place on Friday 8 November 2019. It was held at the English Riviera Centre and was a sparkling affair yet again.

There were 300 people in attendance with 106 being our CLA and 63 being carers. The event looked very like the Brit Awards with round tables for the child and their carers to sit on with a veritable feast to enjoy. There were side events to enjoy after the presentations and formal aspects of the evening. The VS choir, whilst small, also gave a performance.

We had the fortune of having an amazing guest speaker - Sophia Alexandra Hall. Sophia is the first Looked After Child from her college to graduate from Oxford University. Despite technical errors, she gave a wonderful speech to our children and their carers about persevering with education, how support is imperative for success and just to believe in yourself. All of our children were in awe of Sophia, as were the adults! She did an amazing job and was very inspiring to us all. We would like to thank Sophia for coming to visit us and taking the time to share her experiences

Here are the names of the awards and the numbers of nominations:

Acts of Kindness - 7 nominations

Attainment - 15 nominations

Attendance - 11 nominations

Community Champion - 6 nominations

Creative Genius - 12 nominations

Growth Mindset - 31 nominations

Musical Maestro - 14 nominations

Overcoming Obstacles - 43 nominations

Personal Achievement - 35 nominations

Progress Award - 39 nominations

Sporting Prowess - 19 nominations

Triple A - 2 nomination

For each award, bar the Triple A, there was a primary aged winner and a secondary aged winner.

A new award was added called the Perseverance Award and was presented to four of our young people who had taken part in the STEM Boat building activity in the summer term and then the race in September at Plymouth. Not only did they have great fun but one of our team was the winning boat in the race. What a fantastic achievement for our young people and they thoroughly enjoyed themselves. It was a fabulous affair again and the organising team in the VS should be very proud of their achievements too. All children received a certificate for the nominations and every one received a gift bag with a range of items including a book token.

Unfortunately the Under 7s Celebration could not take place due to Covid as we were still in lockdown.

Priorities

- To focus on English and Maths outcomes at KS4
- Work in partnership with the Early Years Team in order to improve outcomes in the EYFS
- To continue the focus of the PRIM (progress, review, intervention meetings) on Y6 and 11 and Y5 and Y10
- To improve progress in primary writing and seek support from high performing schools
- To build on the improvement in the quality of Personal Education Plans to bring consistently high quality PEPS
- To continue the focus and training on attachment in schools and to identify ways to influence the practice of staff working with our CLA particularly in secondary schools.
- To continue to improve the completion and quality of post 16 PEPS and integrate into the ePEP system.

- To continue to strengthen the relationship between the VS staff and foster carers in order to ensure all foster carers have high educational aspirations for all our CLA.
- To identify how Foster Carers can support the work of schools particularly in the primary phase with reading as well as expectations on supporting their CLA into and during HEIs.
- 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
- To undertake the training for CLA Governors in schools in Torbay annually
- To continue to monitor Fixed Term Exclusions and identify any impact of attachment and trauma informed practice on reducing FTX
- To review each FTX in terms of the exclusion protocol implemented for all exclusions for children in Torbay schools.

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. However in this unprecedented year during the summer term our focus was ensuring our young people were either in school or had appropriate equipment in order to work from home. We also needed to ensure our young people's emotional health needs were also met.

The team also needed to work in very different ways. The team embraced the use of virtual platforms for attending PEPs, teaching maths or English, undertaking attachment work, STEM workshops and instrument group tuition. Some of these ways of working will remain with us as they have proved very useful and ensured the team can attend PEPs no matter where the location of the child's school.

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 2019/20 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.

There is better success with our attainment this year in all Key Stages. There needs to be a continued focus on achieving strong passes in GCSE English and Maths. The achievement at KS5 is excellent this year and there are six commencing university in September with another deferring the place to September 2021.

The focus on attachment will continue as FTX only reduced by 1% and there was no difference in the number of FTX between Torbay and out of area schools. The work on attachment should ultimately impact on attainment but is not a quick fix. 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 but we will consider how we can ensure that more staff understand how their teaching style and relationships with the children and young people impact on their engagement in learning.

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.

From this report there are clear examples of the impact of our work on individual CLA but also on whole school change. As HT I am incredibly proud of the work of my team and their desire to ensure every child has a positive and successful journey through school into their adult life.

It is clear that the schools in Torbay have a positive partnership and commitment to the Virtual School and I would like to thank Head teachers 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 to. OFSTED wrote in its June 2018 report that effective oversight and scrutiny is conducted by the VS.

The Virtual School will make difficult decisions when schools are clearly not the best settings for our children. 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.

The children with SEN now have the benefit of oversight by the VS's SENCO as well as the SENCO in their own school. This will need to be reviewed to look at the impact of this.

The Team have cases allocated to them which sees our Primary Teacher now keeping the children as they move from primary to secondary schools. Once the child moves to Y8 the case will be transferred to one of the VS's Secondary Teachers.

We continue 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.

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.

Appendix 1: Outcomes 2020

OUTCOMES 2020						
Performance indicator	T R E N D	2020 TORBAY children in care %	2019 Torbay Council children in care %	2019 National children in care %	2019 TORBAY all pupils %	RAG Based Torbay CLA v national CLA
EYFS % reached GLD	↑	50% (2) *	33%	49%	71%	A
KS1 % Reached at least expected standard - Reading	↑	50% (4)	42.9%	42%	76.2%	G
KS1 % Reached at least expected standard - Writing	↑	50% (4)	42.9%	42%	69.2%	G
KS1 % Reached at least expected standard - Maths	↓	37.5% (3)	57.1%	49%	75.4%	R
KS1 % Reached at least expected standard - Reading, writing and maths	↓	37.5% (3)	42.9%	37%	64.9%	A
KS2 % Reached at least expected standard - Reading	↑	66.6% (12)	42.1%	49%	75%	G
KS2 % Reached at least expected standard - Writing	↑	61.1% (11)	31.5%	50%	77%	G
KS2 % Reached at least expected standard - Maths	↑	61.1% (11)	42.1%	51%	79%	G
KS2 % Reached at least expected standard - Reading, Writing and maths	↑	61.1% (11)	26.3%	36%	66%	G
KS4 % gaining a strong pass in both English and maths at Grade 5+	↑	10% (2)	3.57%	10%	47.5%	A
KS4 % gaining a pass in both English and maths at Grade 4+	↑	20% (4)	14.3%	Not available	Not available	G
KS4 % gaining a Grade 5+ in English	↓	15% (3)	17.8%	23%	58.8%	R
KS4 % gaining at least a Grade 4 in English	↑	40% (8)	32.1%	Not available	71.2%	G

Appendix 1: Outcomes 2020

KS4 % gaining a Grade 5+ in maths	↑	10% (2)	7.1%	14%	50.6%	R
KS4 % gaining at least a Grade 4 in maths	↑	25% (5)	21.4%	Not available	68.4%	G
Y1 - 11 attendance	↔	94.8%	95%	95.3%	Not available	G
% receiving at least one fixed term exclusion	↓	10.9%	13%	11.67% (2018)	Not available	G
% receiving a permanent exclusion	↔	0	0	0.05% (2018)	Not available	G
KS5 (Y13) % gaining L3 qualifications	↑	71.4% (10)	25%	Not available	Not available	G
KS5 (Y13) % gaining L2 qualifications	↓	14.28% (2)	25%	Not available	Not available	A
KS5 (Y13) % gaining L1 qualifications	↓	7.28% (1)	15%	Not available	Not available	A
Total 18 - 24 year old care leavers participating in Higher Education	↑	6.5%	6%	Not available	Not available	G

Key: **Red** - well below national CLA outcome 2019

Amber - in line with national CLA outcome 2019

Green - above national CLA outcome 2019

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

Appendix 2: Continuous Care CLA - End of Academic Year 2020 - Stability Report

Last Name	Gender	Total Number of Care Placements (Inclusive)	Total Number of Social Workers since last care entry	Total Number of Care Episodes	Total Number of Schools (Secondary or Primary)	School Type	Attendance %	Continuous Care 01/04/2019 to 31/03/2020	Exclusions	Last Date Entered care	Torbay/ Out of Area School	School moves this academic year	EHCP	Met Age Related Expectations	Ofsted Rating
Reception															
Child 1	F	1	7	1	1	Main	96.1	Yes	0	09/01/2018	Torbay	No	No	Yes	Good
Child 2	M	6	7	1	1	Special	91.8	Yes	0	31/01/2018	OOA	No	Yes	No	Good
Child 3	M	3	11	1	2	Main	98%	Yes	0	05/01/2017	OOA	Yes	No	Yes	Good
Child 4	F	3	7	2	1	Main	91.5	Yes	0	11/04/2019	OOA	No	No	No	Good
Year 2															
Child 1	M	2	5	1	2	Main	100	Yes	0	25/05/2017	Torbay	No	Yes	Yes	Outstanding
Child 2	M	1	6	1	2	Residential	99.1	Yes	0	08/03/2019	OOA	No	No	No	Good
Child 3	M	1	4	1	1	Main	100	Yes	0	04/05/2018	Torbay	No	No	Yes	Good
Child 4	F	1	6	1	2	Main	98.3	Yes	0	16/02/2018	OOA	No	No	No	Good
Child 5	M	2	12	1	3	Main	95	Yes	0	11/04/2013	OOA	No	No	No	RI
Child 6	M	5	17	2	2	Special	98.9	Yes	0	18/09/2015	OOA	Yes	Yes	No	Outstanding
Child 7	M	3	11	1	1	Main	92.3	Yes	0	07/02/2018	Torbay	No	No	Yes	Good
Child 8	M	1	7	1	1	Special	98.3	Yes	0	21/11/2015	Torbay	No	Yes	No	Good
Year 6															
Child 1	M	6	16	1	3	Main	98.7	Yes	0	05/08/2013	OOA	No	No	Yes	Good
Child 2	M	2	8	1	1	Main	98.2	Yes	0	09/05/2016	Torbay	No	No	Yes	Good
Child 3	M	1	13	1	2	Main	99.1	Yes	0	22/07/2013	Torbay	No	No	No	Good
Child 4	F	1	8	1	2	Main	98.3	Yes	0	13/07/2018	OOA	No	No	Yes	Good
Child 5	F	1	8	1	2	Main	98.8	Yes	0	13/07/2018	OOA	No	No	Yes	Good
Child 6	F	2	3	1	2	Residential	98.7	Yes	0	23/01/2018	OOA	No	Yes	Yes	Good
Child 7	F	5	10	1	2	Main	94.3	Yes	0	10/01/2013	Torbay	No	No	Yes	Outstanding

Appendix 2: Continuous Care CLA - End of Academic Year 2020 - Stability Report

Year 6 Cont.																
Child 8	F	2	11	1	2	Main	98.8	Yes	0	13/09/2013	Torbay	No	No	Yes	RI	
Child 9	M	1	3	1	2	Main	100	Yes	0	10/05/2018	OOA	No	No	No	Good	
Child 10	M	2	9	1	1	Main	96.7	Yes	0	06/05/2010	OOA	No	No	Yes	Good	
Child 11	F	5	5	1	1	Main	100	Yes	0	23/06/2015	Torbay	No	Yes	No	Good	
Child 12	F	2	7	1	2	Main	97.9	Yes	0	16/02/2018	OOA	No	Yes	No	Good	
Child 13	M	1	11	1	1	Main	94	Yes	0	12/12/2011	OOA	No	No	No	Good	
Child 14	F	2	3	1	2	Main	93.5	Yes	0	07/11/2017	Torbay	No	No	No	Good	
Child 15	F	3	4	1	1	Main	98.2	Yes	0	31/03/2017	Torbay	No	No	No	Good	
Child 16	F	4	3	1	2	Main	100	Yes	0	06/11/2012	OOA	No	No	Yes	Good	
Child 17	F	3	3	3	1	Main	100	Yes	0	02/01/2019	Torbay	No	No	Yes	Good	
Child 18	F	2	9	1	1	Main	95.9	Yes	0	15/10/2014	Torbay	No	No	No	Outstanding	
Year 11																
YP1	F	1	9	1	1	Main	100	Yes	0	01/03/2013	Torbay	No	No	Yes	Good	
YP2	F	3	12	1	2	Main	97.4	Yes	0	12/12/2011	OOA	No	Yes	No	Good	
YP3	M	4	15	1	1	Main	96.7	Yes	0	06/10/2011	OOA	No	No	Yes	RI	
YP4	M	3	10	1	2	Main	100	Yes	0	11/03/2009	Torbay	No	No	No	Good	
YP5	F	2	10	1	1	Main	98.4	Yes	0	13/09/2013	Torbay	No	Yes	No	Good	
YP6	F	3	7	1	1	Main	70.9	Yes	1	06/12/2011	OOA	No	No	No	RI	
YP7	F	4	13	1	2	Main	100	Yes	0	08/02/2010	Torbay	No	No	No	Good	
YP8	M	3	8	1	5	Residential	92	Yes	0	23/06/2017	OOA	No	Yes	No	Good	
YP9	M	2	6	1	1	Main	96.2	Yes	0	02/03/2012	Torbay	No	Yes	No	Good	
YP10	F	1	5	1	1	Main	96.2	Yes	3.5	15/02/2018	Torbay	No	No	No	Good	
YP11	F	8	10	1	5	Special	93.8	Yes	1	16/08/2016	OOA	No	Yes	No	Good	
YP12	M	4	7	1	2	EOTAS	93.3	Yes	0	18/12/2013	EOTAS	No	Yes	No	None	
YP13	M	2	9	1	1	Main	98.8	Yes	0	10/01/2017	Torbay	No	No	No	Good	
YP14	F	5	2	1	3	Main	45.8	Yes	4	08/03/2019	Torbay	No	No	No	Good	

Appendix 2: Continuous Care CLA - End of Academic Year 2020 - Stability Report

Year 11 Cont.																
YP15	M	3	12	1	1	Main	90.3	Yes	1.5	02/08/2012	Torbay	No	No	No	Good	
YP16	M	3	10	1	1	Main	98	Yes	0	21/04/2011	Torbay	No	No	Yes	Good	
YP17	F	1	17	1	1	Main	99.2	Yes	0	17/06/2009	Torbay	No	Yes	No	Good	
YP18	F	2	12	1	1	Main	97.1	Yes	0	29/05/2009	OOA	No	No	No	RI	
YP19	M	1	5	1	1	Main	97.1	Yes	0	28/03/2013	Torbay	No	No	Yes	Good	
YP20	M	8	12	2	2	Main	81.2	Yes	5	27/07/2010	OOA	No	No	No	Good	

Appendix 3: Glossary

Glossary

ARE - Age related expectations

ASD - Autistic Spectrum Disorder (Condition)

CC - Continuous Care

CPD - Continuing Professional Development

DT - Designated Teacher

EBACC - English Baccalaureate

EHCP - Education, Health and Care Plan

EP - Educational Psychologist

ePEP - Electronic Personal Education Plan

EYFS - Early Years Foundation Stage

FE - Further Education

FTX - Fixed Term Exclusion

GLD - Good Level of Development

GSCE - General Certificate of Secondary Education

HEI - Higher Education Institution

KS - Key Stage

MLD - Moderate Learning Difficulty

NEET - Not in Education, Employment or Training

PA - Persistent Absence

PMLD - Profound and Multiple Learning Disabilities

PP+ - Pupil Premium Plus

PRIM - Progress review intervention monitoring

PX - Permanent Exclusion

RI - Requires Improvement (OFSTED category)

RWM - Reading, writing, maths

SATS - Standardised Assessment Tests

SEMH - Social and Emotional Health

SEN - Special Educational Need

SGO - Special Guardianship Order

SMART - Specific, measurable, attainable, realistic/relevant, time bound

STEM - Science, technology, engineering and maths

Appendix 3: Glossary

THRIVE - A therapeutic approach to help support children with their emotional and social development

UASC - Unaccompanied Asylum Seeking Children

VS - Virtual School

VSHT - Virtual School Head Teacher