



TORBAY VIRTUAL SCHOOL

ANNUAL REPORT (2017-18) OF THE VIRTUAL SCHOOL GOVERNING BODY

December 2018

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Torbay Virtual School
Governing Body Annual Report
December 2018
Foreword by the Chair of the VSGB

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

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

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

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

In terms of our pupils' achievement this year we have seen great improvements in national tests at KS4 with the reverse at EYFS and KS2.

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.

Nikki Prentice

Chair, TVSGB

The Virtual School

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

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

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 2017/18.

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 Virtual School (A+B)	All CLA in Torbay schools (A)	Torbay CLA in out of area schools (B)	Out of area CLA in Torbay educational provision
Early Years	12			
Reception	11	8	3	2
Year 1	11	9	2	1
Year 2	12	10	2	3
Year 3	15	13	2	1
Year 4	21	17	4	4
Year 5	28	18	10	5
Year 6	23	16	7	1
Year 7	24	10	14	2
Year 8	37	24	13	8
Year 9	22	16	6	2
Year 10	34	14	20	5
Year 11	34	18	16	7
Post 16	45			
Total of statutory school age	272	173	99	41
GRAND TOTAL	329			

The number of CLA of statutory school age in the VS at the end of the academic year saw an increase of 60 from the previous year. This has followed three years of numbers reducing as a result of a continued focus on ensuring children only remaining in care if there are no other options such as a Special Guardianship Order. There is still a focus on children moving from Care Orders to SGO but there was a significant increase in the number entering care. It should also be noted that there are 41 out of area CLA who are in schools in Torbay. That is an increase of 13 on the previous year.

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

The VS continues to monitor the OFSTED ratings of the schools. At the end of the academic year there was 89.3% of the cohort in OFSTED rated Good or Outstanding schools. This is a decline of 1.8 % from the previous year.

During the year two schools, both out of area, were judged as Inadequate by OFSTED. There were two children in each of the two schools. One of the schools was a residential school and both young people were in Y11. The decision for these children was to rather than disrupt their education and care placement that they should remain in the provision. However close monitoring of the provision and the progress of the two young people was put in place. Both young people completed their GCSEs and their results did not appear to have been affected by the school being Inadequate. They completed their studies at this provision on the final Friday in June. The second provision was a Pupil Referral Unit in a neighbouring authority. At this provision there was a Y11 and a Y7 from Torbay. Initially there was great confusion as the school was closed temporarily in February supposedly for a week in order to complete some building works. This week extended and eventually the school closed. In order to ensure some educational continuity both children received part-time packages brokered by the Virtual School. The Y11 remained on a brokered full-time package until the end of the GCSE period and the Y7 transitioned into another school, a SEMH independent school which had just opened in Cornwall. For this child a robust transition plan was put in place to ensure a smooth transition.

Outcomes for CLA

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

The Virtual School 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 2017 - 31 March 2018.

HEADLINES:

1. In Reception there was a decrease in the percentage of children achieving a Good Level of Development of 50% from the previous year in 2017. This was though a very small cohort of four.
2. At KS1 there was improvement on the previous year's results in three measures. A decrease of 7.1% in those achieving at least expected outcomes in reading; an increase of 7.1% in writing, maths and the same increase in reading, writing and maths. Again this was a very small cohort of two.
3. At KS2 the results were as predicted but these are below the national all CLA results in all areas. It is important to understand the context of this group. There were 17 children in the cohort and seven of them have an EHCP. Two of the children have the primary need of SEMH and five have MLD+. These results mean that the gap between our CLA and all Torbay children increased this year significantly from the previous year.
4. At KS4 there were considerable improvements on the previous year's results. It must be noted that this was expected. The number gaining 5A*-C including English and maths increased by 19.7%. This is the second year of an increase but this is much larger than the previous year's. At the time of writing the national figure for CLA for this measure is not available. There was an increase in the number getting 5A*-C of 10.6% on the previous year's figure. There was an increase in the number getting at least a Grade 4+ in English again of 20.1% and an increase in the number getting a Grade 4+ in maths of 11.1% on the previous year. This year it was also very positive to see yet another increase of those getting a strong pass in both English and maths. This year 33.3% (7 young people) got a strong pass in English and maths (i.e. Grade 5+). The national CLA figure for a strong pass in both English and maths was 10.2% this year. When you compare the results of our non-selective schools in this measure the VS is ahead of three of our non-selective schools in this measure.
5. The Attainment 8 score increased marginally again from the previous year by 3.41 to 26.25. This is very slightly higher than the national CLA figure for A8 in 2018 which was 24.6. The Progress 8 score was -1.106 and whilst we cannot compare with the previous year it is a disappointing result. The P8 score for all CLA in England was -0.93.

The range of Progress 8 scores for individuals ranged from the lowest being

-5.76 and the best being +2.06.

6. At KS5 there were 12 young people who completed their Y12 qualifications, with one completing an apprenticeship at L2 which is now a permanent position; and two completing A levels or equivalents. In Y13 there were eight young people who successfully completed their qualifications. Four of these were at L3 which is an increase of 50% from the previous year.
7. Exclusions - There is continued success of no permanent exclusions for our CLAs. The picture with Fixed Term Exclusions is not so good with an increase in FTX this academic year. This is against a background of a rise nationally for all children, not just CLA. This needs further interrogation and a strategy developed.
8. Attendance - The overall attendance has declined marginally from the previous year by 1% and was 95%. There were 55 continuous care children who had 100% attendance. There were 8 continuous care children who were classified as Persistent Absentees. There was one in Y7, one in Y8, two in Y9 and four in Y10. Three of the children (Y7, 8 and 10) had attendance below 95% due to fixed term exclusions; one child in Y9 had a road traffic accident which saw a prolonged spell in hospital and home - there was though a part-time package in place during his home recovery; three children who were refusing school - all with issues relating to either placement moves or instability in the placement. It should be noted that these three children are now in new placements and their attendance is good.

End of Year Results:

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

Reception: At the end of the year there were four Reception children who were in continuous care and of these only one achieved a Good Level of Development. This was not the expected outcome as one child should have achieved this but was placed in the adoptive family during the latter part of the Spring Term. This adversely, in the short term, affected educational outcomes but gives the child greater security in the long term both educationally and socially.

Key Stage 1 - Year 1: There were 7 continuous care children in this year group but 10 Torbay CLA in total. Due to the changes in assessment children should be at ARE (age related expectations) at the end of Year 1. The table below shows the number of children achieving at least ARE in Reading, Writing and Maths.

	Reading	Writing	Maths
Less than 12 months CLA	3	2	3
Continuous care CLA	4 (57%)	1 (14.2%)	1(14.2%)

Year 2: There were 2 continuous care children in this year group but with 9 Torbay CLA in total. The children are expected to be at the Expected Standard by the end of this year. The table below shows the number of children who achieved the Expected Standard in Reading, Writing and Maths in SATs.

	Reading	Writing	Maths
Less than 12 months CLA	5	5	4
Continuous care CLA	2 (100%)	1 (50%)	1 (50%)

Key Stage 2 - Year 3: There were 8 continuous care children in this year group but with 14 Torbay CLA in total. The children are expected to be at ARE by the end of this year.

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

	Reading	Writing	Maths
Less than 12 months CLA	1	1	1
Continuous care CLA	3 (37.5%)	3 (37.5%)	2 (25%)

Year 4: There were 11 continuous care children in this year group but with 16 Torbay CLA in total. At child expected to achieve at least ARE by the end of this year.

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

	Reading	Writing	Maths
Less than 12 months CLA	2	1	1

Continuous care CLA	6 (54.5%)	3 (27.2%)	3 (27.2%)
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Clearly this is a year group which is underperforming in all two of the three areas. Whilst not an excuse it should be noted that 13 of the cohort are on the SEN register with three of the cohort being at a special school. It is evident from the tracking that whilst children are under ARE schools report they are making progress in writing and maths. There will be a focus on accelerating the progress for all children in both mainstream and special schools. It should, however, be noted that for the LA writing and maths performance is a concern.

Year 5: There were 19 continuous care children in this year group but with 23 Torbay CLA in total. A child is expected to achieve ARE at the end of this year.

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

	Reading	Writing	Maths
Less than 12 months CLA	1	1	0
Continuous care CLA	3 (15.8%)	3 (15.8%)	4 (21%)

Clearly this is also a year group is underperforming in all three areas. Whilst not an excuse it should be noted that 15 of the cohort are on the SEN register with six of the cohort (32%) being at a special school. It is evident from the tracking that whilst children are under ARE they are making progress. Four of the children have Moderate Learning Difficulties as the primary need on their EHCP. There will be a focus on accelerating the progress for all children in both mainstream and special schools.

Year 6: There were 17 continuous care children but with 22 children in total. This is the end of KS2 and the results of the continuous care children are published by the DfE and scrutinised by OFSTED. A child is expected to achieve Expected Standard in Reading; Writing; Grammar, Punctuation and Spelling; and Maths.

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

	Reading	Writing	Grammar, Punctuation & Spelling	Maths	ES in Reading, Writing and Maths
Less than 12 months CLA	2	2	2	2	2
Continuous care CLA	6 (35.3%)	4 (23.5%)	5 (29.4%)	4(23.5%)	3 (17.6%)

Again these were disappointing results but were not unexpected. Of the 17 in this cohort there are 7 with an EHCP (2 for SEMH and 5 for MLD or SLD) as the primary need. Four of the cohort were educated in schools outside of Torbay with six of the cohort educated in special school settings.

Key Stage 3 (Years 7, 8 and 9)

Year 7: There were 21 continuous care children but with 22 children in total. Again children need to achieve Age Related Expectations.

	English	Maths	Science
Less than 12 months CLA	0	0	1
Continuous care CLA	12 (57%)	12 (57%)	11 (52.3%)

There are 7 children with EHCPs in the continuous care cohort.

Year 8: There were 22 continuous care children and 29 CLA in total in this year group. The minimum expectation would be ARE. The table below shows the children who have achieved at least ARE.

	English	Maths	Science
Less than 12 months CLA	4	4	3
Continuous care CLA	11 (49.5%)	10 (45%)	10 (45%)

There are 6 children with EHCP in the continuous care cohort.

Year 9: There were 17 continuous care children and 20 Torbay CLA in total in this year group. Again the minimum national expectation is ARE by the end of Y9. The table overleaf shows the children who achieved at least ARE by the end of the year.

	English	Maths	Science
Less than 12 months CLA	0	0	0
Continuous care CLA	11 (55%)	9 (45%)	10 (50%)

There are 4 children with EHCP in the continuous care cohort.

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 22 continuous care children and 29 Torbay CLA in total in this year group. At the start of the year targets for the end of KS4 were set from each school's Fisher Family Trust (D) data set. This data set uses prior attainment data and contextual factors to predict outcomes should that a young person achieve in line with the top 25% of students in similar contexts.

Of the 22 continuous care cohort 11 (49.5%) should achieve a Grade 4 in English and 9 (40.5%) should achieve in Maths. This would see 41% achieving 5 A* - C including English and Maths.

There are 7 children with EHCP in the continuous care cohort.

Year 11/ End of Key Stage 4: There were 21 continuous care young people and 27 Torbay young people in total in this year group. The DfE publishes the end of KS4 results for the continuous care group and OFSTED will scrutinise them during inspection. The following table gives details of the end of KS4 results for the continuous care young people.

	5A*-C 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 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%

The following table includes all CLA in Y11:

	5A*-C inc E&M	5A* - C	EBACC	Grade 4+ (or C+ pre 2017) in E & M	Grade 4+ (or C+ pre 2017) in English (Lit or Lang)	Grade 4+ (or C+ pre 2017) in Maths
ALL Torbay CLA 2018	25.9% (7)	25.9% (7)	0	33.3% (9)	40.7% (11)	33.3% (9)

There are 7 children with EHCP in this cohort.

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

In terms of Attainment 8 the score improved marginally by 3.41 to 26.25. The national CLA A8 score was 24.6.

Progress 8 is a relative measure, which means that the overall national score remains the same between years. Progress 8 is more relevant where we can compare between groups. The Progress 8 measure should not be compared year on year, however, at school level it may be useful to compare a school's percentile rank based on Progress 8. For example, knowing a school had a Progress 8 score of -0.2 in 2017 and a score of -0.2 in 2018 tells you how the school did compared to national average in those years but not whether their performance improved across years. However, knowing that they were in the 86th percentile in 2017 and in the 70th percentile in 2018 tells you they have improved over time compared to other schools.

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

In terms of Progress 8 the score was -1.106 this year for our CLA whereas the national CLA P8 was -0.93. This demonstrates that while our attainment is amongst the best in the country in terms of progress we did not perform well.

Key Stage 5

Year 12 - there were 30 young people in this cohort. There were five who were NEET with 25 studying courses at L3 (2); L2 (5) and L1 (8).

Year 13 - there were 11 young people in this cohort although it should be noted that the group was larger but they had gainful employment and therefore not counted in the VS data. Out of the 11 there were four who were NEET; 2 undertaking L3 courses; 1 undertaking a L2 course and 2 undertaking access courses. In terms of results one of the L3 candidates took 3 A Levels and got an E in Maths and a U in both Biology and Psychology. It should be noted that this young person did her studies over three years as there were some mental health illness. The E in maths was described as a really good result. The other L3 course was not completed but the young person enrolled for a different L3 course for September 2018.

In terms of post 16 there were seven young people with Education Health Care Plans. The primary needs were 1 for SLD; 5 for SEMH; 1 for MLD.

Attendance

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

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

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

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

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

The Virtual School promotes good attendance 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 SW 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 Attendance 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 Attendance 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.
3. Two years ago attendance was a focus area for improvement which was successful. The following year attendance improved and this year has seen a small improvement too. This is sustained progress.

4. There is a decrease in the number of children characterised as Persistent Absentees on the previous year. Whilst the decrease was only one it is an improvement. There was one in Y7, one in Y8, two in Y9 and four in Y10. Three of the children (Y7, 8 and 10) had attendance below 95% due to fixed term exclusions; one child in Y9 had a road traffic accident which saw a prolonged spell in hospital and home - there was though a part-time package in place during his home recovery; three children who were refusing school - all with issues relating to either placement moves or instability in the placement. It should be noted that these three children are now in new placements and their attendance is good. One of the young people was a child who had a period of time without a school place but did have a package of provision but was not on the roll of a school.

5. There were 55 with 100% attendance. This is one more than last year. What is pleasing to note is that many of these children have had 100% in the previous year. These children all received a certificate and gift token to mark their achievement.

6. Attendance will continue to be a focus for the VS as children need to be in school to benefit from it.

	Primary	Secondary	Overall
Attendance 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 year there were six children on part-time packages - these were due to schools not meeting the child's needs or they became CLA when already on a part-time programme. There were two continuous care children on part-time timetables during the year. Out of the four remaining three became CLA whilst already being on part-time timetables.

Exclusions

It is pleasing to report that there have been no permanent exclusions this year. This has been the pattern since 2010. It is important to note that this year there was **one**

managed move to avoid permanent exclusion. The poor behaviour was a reaction to the care placement breaking down. It is pleasing to note that once a stable placement had been found the child has engaged with education and isn't at risk of PX.

The data for Fixed Term Exclusions is disappointing after last year's drop. For this academic year there was a FTX rate of 14% (that is children experiencing at least one exclusion). This is an increase of 10.28%. There is a background of increasing exclusions both in Torbay and nationally. It should also be noted that we are very diligent about ensuring that schools record an exclusion officially and we also have WelfareCall calling the schools daily. Whilst this will impact on the increase it cannot account for the actual increase. Again this needs further investigation.

Special Educational Needs

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

In terms of the children in the Virtual School there are 57 children in Reception - Y11 with an EHCP. This is a significant increase on the previous year's figures. In the previous year there were 47 of this cohort with an EHCP or Statement - this is an increase of 10.

There are 62 children in Reception to Y11 at School Support. This equates to 27% of the cohort at SEN Support. This is a decrease on the previous year's figure of 49.5%.

Of the EHCP's 36 are for SEMH; 9 MLD; 6 for Speech and Language; 2 for ASD; 3 for SLD; 1 for PMLD.

This means that 51.2% of the cohort was identified as having SEN. (National data for 2017 sees this as 26.7% for EHCP and 29.6% for School Support. This is 56.3% and is the first time we have been below the national date since the inception of the VS.)

It should be noted even though there has been a decrease this year that the high incidence of children identified with SEN who are CLA is also reflected in the figures for all children within Torbay. This may be a reflection of the fact we have a selective school system and three special schools, two of which are highly regarded, within Torbay.

One of the teachers in the VS, as she was supported to achieve the National SENCO Qualification, was asked to act as SENCO for the VS. This will be of great benefit to our work.

During the year the VS supported schools in requesting statutory assessment for 16 CLA. All 16 have undergone the assessment and EHCPs are in train or already issued.

Outcomes at end of KS2 and 4 for children with SEN

At KS2 in the continuous care cohort there were 7 children at School Support and 6 with Education, Health and Care Plans. Of the children with EHCP one child's primary need is a moderate learning difficulty with the remaining five being social, emotional and mental health. The table on the next page gives detail of their performance.

	Continuous care cohort	Reached at least EXS Reading	Reached at least EXS Writing	Reached at least EXS Maths	Reached at EXS SPAG	Reached at least EXS in Reading, Writing and Maths
Number with EHCP	7	1	0	0	0	0
Number at School Support	6	3	2	3	4	2

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.

At KS4 out of the 21 continuous care cohort there are nine children with an EHCP. There is 1 with the primary need being a moderate learning difficulty; and eight with social, emotional and mental health needs. From this cohort one child with an EHCP achieved 5A*-C including English and maths; and one child at School Support did achieve this measure. In terms of Progress 8, 1 child at School Support had positive P8 scores - +0.99%. As with the Y6 group there is a Y11 PRIM process. This will see our Maths Secondary CLA Teacher and English CLA Teacher undertake targeted 1:1 interventions or when out of area ensure that the relevant 1:1 sessions are implemented.

Unaccompanied Asylum Seeking Children

During the academic year there have been four young people with UASC status who are in care to Torbay. There was one of statutory school age and three who were post 16 although one of these young people was undertaking her GCSEs in Y11. This young

person achieved a Grade 4 in English and Maths and a Grade 6 in Photography. One person is in Y10 and receiving extra support in order to improve her English. There are two post 16 both enrolled on courses at their local FE College.

PEPS AND PP+

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

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

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

Since September 2015 the Virtual School has used an electronic PEP for children of statutory school age. This ensures that timescales for PEP completion can be monitored more easily than in previous years. The VSGB sets a target of 90% of PEPS to be completed within timescales. At the end of the year there was a completion rate of 97% of PEPS within timescales but 18% of these needed to be put on to PARIS from the ePEP system.

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

The VS staff will liaise with Designated Teachers over academic targets within PEPS. The VS will target children in Y6 and Y11 who are within a 40 mile radius to work

intensively towards SATS/GCSE English and maths. Where it is impossible to work directly with a child the specialist teachers will advise/liaise over suitable targets and interventions funded through PP+. These children are discussed at our half termly Progress Review Intervention Monitoring (PRIM) meetings and their data is closely monitored.

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

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

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

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

There continues to be 80% of targets being achieved.

PP+ funded projects

There are a number of projects and interventions which are supported through PP+ such as The Get Gritty Transition Project. This was designed to increase resilience in the child and effect a smooth transition into Y7. It uses the medium of Outdoor Education in order to set challenges which increase individual resilience and enhance

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

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

All of the Attachment in Schools Training is paid through PP+. The Attachment work commenced in October 2015 and has developed since then. There is a clear understanding that getting all professionals to understand attachment is crucial in order for all of our young people to gain the very best they 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 child with significant trauma or attachment needs. It should be noted that all but one school in Torbay has undertaken some form of training in attachment. This would be at least one day of training. It is pleasing to note that 30 schools have sent at least one member of staff on the Seven Day Attachment course with 103 training places being taken up.

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

A major focus of training has been on attachment. The staff from Torbay schools who have attended see this as the 'missing link' in that for some children they could not make a behaviourist approach work. For example not giving a child attention when they demonstrate attention seeking behaviour - this is a behaviourist approach. For a child with an insecure attachment it is vital to give the child attention otherwise it reinforces their sense of insecurity/anxiety/lack of worth.

By the end of the academic year 95 staff in schools will have completed their 7 Day Attachment in Schools course. A further 20 will commence the same course in September 2018 which will be hosted through the teaching school.

All of the teachers in the VS have completed the training as well as the Attendance Officer. 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 the last two years her role has 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 has been produced by the VS Attachment Lead:

Storyboard 1 - 3 sibling group

What was the issue?

The three sibling group had experienced adverse experiences resulting in many complex needs due to trauma. There had been several placement moves, changes in social care professionals and a school move resulting in further loss. Some of the children's behaviours due to their distress included dysregulation; hiding under tables; refusal to engage with adults; class based learning was difficult; smearing and eating of faeces; seeking each other out during lesson times; hypervigilance; stealing food. The children were unable to recognise or verbalise their feelings and emotions.

Our journey so far....

Since working with the children the keyworker at the Virtual School had become their significant adult. To provide consistency and to build trust in adults, the keyworker has remained as an attachment figure. Methods have included:-

- Thrive sessions
- Sand tray work
- Working with professionals involved / providing support with further transitions
- Direct work in attachment and trauma informed practice/Theraplay
- Communication with key professionals
- Training of school staff in Trauma Informed Practice
- Training of foster carers in Trauma Informed Practice
- Set up a team around each child within school
- Through PEPs provide the right support needed for these children
- Attending reviews/PEPs

Additionally, we have produced a range of supporting literature, videos and strategies for families and professionals regarding different aspects of attachment and trauma related behaviours to meet the needs of the children. We meet regularly to discuss the progress of each child and review the work.

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. Transference of attachment to carers and establish 'bond' is paramount.

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 Thrive practitioner of the school in the provision of a team around the each child
- Meet and greet
- Regular check-ins from team with each child
- Visual timetables which have included sensory breaks
- Safe space created for each child
- Engage our CAMHs worker to provide supervision for all working alongside these children, including carers. This has provided us with a clear picture of the level of trauma and how best we approach our work
- Work in line with the educational psychologist assessment and request made for EHCPs
- Ongoing support of foster carers, school staff with strategies. Home/school partnership agreement for consistency of strategies
- Each child has had provision of Sirona, Therapeutic Horsemanship care; Drama Academy; Ballet in order to build their self-awareness, self-esteem, and confidence as well as building resilience.

- Encouraged the children to engage in days provided by VS e.g. PGL day - resilience building; team work; trust.
- Whole class teaching of 'how our brains work' - hand model of the brain (Dan Siegal)

What difference has this made?

- The children have built trust in their key adults and been on a journey from dependency to interdependency
- The children are 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
- Smearing and eating of faeces; stealing; seeking each other out has diminished
- Children are accessing class based education 85 -90% of time
- Food remains an important aspect for the children in connection with their emotions. However, the need to steal food no longer exists
- Whole class have an understanding of the effects of trauma on the brain, becoming more aware and develop empathy with each other. Friendships have been established.
- Children are more relaxed and able to verbalise their feelings.
- Their 'need' to seek out attachment keyworker has become less significant as they have developed positive relationships with other adults
- Children have participated in Christmas Nativity, school events and talent shows

Areas for further action

- Continued support for the children to become more dependant learners
- Further strategies to be developed for unstructured times to be more successful
- Share best practice so as to raise awareness for what has worked well and not so well
- CAMHs worker to provide a follow up with carers and staff
- Continued support for school staff with training in trauma informed practice
- Phased ending to attachment work as 'bonds' are firmly established with carer; their positive relationship and stability maintained

Immediate next steps

- Work with new staff to ensure they have an understanding of team around the child
- Work with SENCO and Thrive practitioner to develop CDP for whole school training

- Explore the use of video testimonials to share information
- Review home/school partnership agreement and look for areas to improve
- Review PEP targets

Author

Tracey Powell - Inclusion Support Officer/Attachment Lead

Storyboard 2 - Female CLA aged 14

What was the issue?

- This young person attended mainstream, and due to many traumatic events her conduct and behaviour became unmanageable. She had a managed move to another school which failed as her mental health declined and presentation was chaotic and distressed. Various CAMHs professionals advised different things: she was too unwell for school, yet conflictingly her issues were behavioural and not mental health. This led to a complex situation where school felt they could not keep her and other pupils safe.

Our journey so far....

- A recommendation from CAMHs, the Medical Tuition Service (who normally educate poorly people) would not educate the young person immediately as their remit was not behavioural issues and they felt they needed to protect other young people from any bullying. A PRU referral was discussed and vetoed as the young person was too vulnerable to be safe in this environment. To prevent the young person being out of school, The Virtual School set up a bespoke package of education for involving personal and social support, and academic tuition. Methods have included:-
- YMCA youth worker support
- 1-1 academic tuition
- Sirona Therapeutic horsemanship
- Direct work 1-1 theraplay informed support from VS staff
- Communication with key professionals
- Set up a team around each child within school (Louise Bomber's Team Pupil approach)
- Through PEPs provide the right support
- Attending reviews/PEPs
-
- 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?

- Evidence that the young person's educational needs could be met by the Medical Tuition Service
- To support the young person and ensure their needs are met through direct and indirect work
- Staff at Medical Tuition Service provided with a level of training in Trauma Informed Practice and Theraplay informed intervention so as to ensure successful transition
- Work closely with MTS in the provision of a team around the each child
- Meet and greet
- Regular check-ins from the team around the child - i.e. recognition to ensure the child knows is in mind
- Sensory breaks
- Provision of Sirona, Therapeutic Horsemanship care in order to build their self-awareness, self-esteem, and confidence as well as building resilience. This has led to this young person engaging with Level 1 Horse Care
- Encouraged the young person to engage in days provided by VS e.g. PGL day - resilience building; team work; trust. VS Choir
-

What difference has this made?

- The child is now full time in the Medical Tuition Service
- The young person has built trust in their key adults
- Led to improvement in their wellbeing and mental health
- The ability to manage their emotions in a positive way (previously there were incidences of self-harm)
- Improved attendance
- Improved attainment
- Engagement in VS choir and other activities outside of school
- Participation and solo singing performance at the CLA Awards

Areas for further action

- The Team around the young person to remain coordinated by VS
- Continued support for school staff with training in trauma informed practice
- Share best practice so as to raise awareness for what has worked well and not so well

Immediate next steps

- Review home/school partnership agreement and look for areas to improve
- Review PEP targets

Author

Louise Kilshaw CLA Teacher

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

The final account for PP+ (financial year to March 2018) is shown overleaf:

Pupil Premium Expenditure 2017 - 18

PP+ Grant from the DfE	£450535	Direct Expenditure through Action Plans	- £314587.33
		Direct work and resources	-£26274.73
		PGL Activity Day	- £3188.15
		CLA Awards	- £11404.20
		Get Gritty Y6 Transition Project	- £3594.98
		Mindfulness Training	- £2660
		Attachment Training	- £12815.88
		STEM Day	- £688
		NIMBL annual licence	- £14302
		NIMBL additional hardware	- £3400
		Room hire	- £333.33
		Letterbox Club	- £9300.90
		ePEP annual renewal	- £9360
		Timpson Research Project	- £1800
		WelfareCall	- £12650
		Torbay Teaching School training	- £17135.50
		Music Project	- £5000
		Training	- £2040
		TOTAL	£450535

Support Work

In addition to the work we undertake with the schools and children to ensure best outcomes for our children we also have wider support work. This includes the Virtual School continuing its membership of the Letterbox Club. This is a programme where a parcel of resources is sent to a child over a period of six months. The main purpose is to improve literacy and increase a child's love of reading. A total of 81 young people are in Letterbox: 16 children in Y1; 15 children in Y3; 24 children in Y5; 25 children in Y7; and 1 for SEN. The Letterbox is well received by the children and their foster carers.

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.

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

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

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

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

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

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

Following last year's successful Outdoor Activity session another one was planned for July. Again over 50 young people took part with all of the VS Team. Again a very successful day, which clashed with the England World Cup quarter final match, which sees the child's foster carer taking them to Barton Hall to meet the team and then collect the children at the end of the day. This year we ran a session in the morning with one cohort and a different cohort in the afternoon.

STEM Enrichment Day - as we did last year a STEM Day was planned by the VS. This summer twenty four young people in Y1 - 5 took part in two sessions (one for years 1, 2 and 3; the other for Years 4 and 5). The venue this year was Cockington Court and this proved very positive. The young people had an amazing time and it engaged children who

sometimes struggle in the school environment. Next year's date has already been booked.

Educational Research

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

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

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

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

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

John Timpson Research

The last Annual Report stated that early conversations about the Rees Centre undertaking research on attachment in schools in Torbay was highlighted. There are eight schools enrolled on this project and it runs over a three year cycle.

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.

Staffing

As mentioned earlier in the report one member of staff has been promoted to the role of Inclusion Support Officer. The VS also has a PEP Co-ordinator who started during the academic year and this is having a positive impact on completion of PEPS. This will give the teachers greater capacity to improve the quality of PEPS as they no longer need to do the chasing for dates etc. It has also been agreed that a 0.5 Admin Support Worker will recruited for September 2018.

One of the priorities last year was to review roles and responsibilities of staff to give greater capacity. The Inclusion Support Officer is one aspect of this the other was that one of the secondary teachers now has responsibility for post 16 and therefore has a reduced caseload at KS3 and 4. This is not like numbers for like numbers, but every 2 post 16 young person will equal one pre 16 CLA. Some work undertaken by teachers on school applications will now be the responsibility of the Inclusion Support Officer.

Children Looked After Celebrations

This academic year the task of organising the CLA Award Ceremony fell to the Virtual School. This saw the main CLA Awards Ceremony taking place on Friday 23 March. It was held at the English Riviera Centre and was a sparkling affair.

There were 300 people in attendance with 125 being our CLA. 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. A local celebrity came to give some 'sparkle' to the event.

The awards had been reviewed and new criteria were put in place. Nominations were requested from schools, social workers and foster carers.

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

Acts of Kindness - 13 nominations

Attainment - 12 nominations

Attendance - 16 nominations

Community Champion - 7 nominations

Creative Genius - 16 nominations

Musical Maestro - 6 nominations

Overcoming Obstacles - 52 nominations

Personal Achievement - 54 nominations

Progress Award - 22 nominations

Sporting Prowess - 14 nominations

Triple A - 1 nomination

For each award, bar the Triple A, there was a primary aged winner and a secondary aged winner. It was a fabulous affair and a great improvement on previous years. All children received a certificate for the nominations and every one received a gift bag with a range of items including a book token.

On 22 June the VS arranged a celebration for the Under 7s. This was hosted in a local hotel and an entertainer was booked to provide a party atmosphere and some structure to the event. This was attended by 32 children and they were accompanied by their carers. Every child was presented with a goody bag which included a book, some bubbles to aid their breathing and calmness, some sensory putty and a certificate. This event was also well received and will become a permanent fixture in the VS's calendar.

Priorities

- To focus on English and Maths outcomes at KS4
- To continue the focus of the PRIM (progress, review, intervention meetings) on Y6 and 11 with a view to commence these in Y5 and Y10
- To determine the intervention necessary to improve progress in primary writing
- 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
- To improve the completion and quality of post 16 PEPS.
- 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.
- 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 repeat the training for CLA Governors in schools in Torbay
- To determine the causes of the increase in Fixed Term Exclusions

Conclusions

It has been another busy and successful year for the Virtual School. The focus on achieving the best outcomes for our children remains and is our primary focus. It should be noted when considering the data for the cohorts in the under 12 months in care that almost all children when entering care in the 2017/18 academic year were below age related expectations. This is not unusual and has been the case in all the years the Virtual School has been in place. However it exemplifies the importance of the personal education plan in ensuring that each child has a tailored approach to her or his learning in order to address any barriers to learning.

In terms of educational outcomes the upward trend for this year at KS4 sees the GCSE results amongst the best in England for CLA.

The focus on attachment will continue even though there has been a rise in FTX. This 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.

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

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

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

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

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

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

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

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

TORBAY

VIRTUAL SCHOOL FOR CHILDREN IN CARE

SELF EVALUATION REPORT

October 2018

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

1. SUMMARY

Current self-evaluation judgement	GOOD
The Virtual School is good because:	<ul style="list-style-type: none"> • The commitment and experience of the Headteacher as well as the team of highly competent teachers. All with a passion to ensure our children looked after achieve the very best they can. • The knowledge and understanding the VS Team have of their young people especially those of statutory school age • The positive partnership and commitment to the VS by Torbay schools • Excellent working relationships between the VS, Designated Teachers and Foster Carers • Good links with wider services such as the CLA CAMHS worker, SEN and Educational Psychology • The focus on the emotional well-being of the children and young people and its links with underachievement/lack of engagement in learning. • Excellent secondary school transition project which has seen positive impact on young people's resilience when transferring from primary to secondary. • Excellent Y11 results which will be amongst the best in the country for CLA • A well-established Virtual School Governing Body which supports and challenges the VS with at least 3 governors who also sit on a school/academy governing body • Good systems in place to ensure regular monitoring of pupil progress • Good training packages for a variety of professionals • Low numbers in alternative provision • Excellent attendance with systems in place to reward good attendance and interventions when attendance is of a concern. • Staff trained in THRIVE and Attachment and are used by social work professionals as well as schools to inform practice. • Commitment to training in schools on attachment which is now in its fourth year

What the Virtual School needs to do to improve:

- Continue to focus on outcomes at KS4 and KS2
- Writing in KS1 and 2
- The monitoring and tracking at KS5 through effective links with FE and other post 16 providers
- Enhance links with Early Years' providers to ensure effective monitoring of EY cohort and use of EY PP
- Ensure educational continuity for children placed for adoption
- Ensure SEN work in a timely manner to secure appropriate schooling for those with an EHCP including those moved in an emergency
- Ensure all PEPS are at least rated Good
- Continue to improve the voice of the child through the PEP process through demonstrating its importance and linking progress in school to the feedback from young people.

What the inspection judgements mean

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

2.OUTCOMES 2018

Performance indicator	T R E N D	2018 TORBAY children in care %	2018 National children in care %	2017 TORBAY all pupils %	2017 National all pupils %	RAG Based Torbay CLA v national CLA
EYFS % reached GLD	↓	25% (1) *	47%	71.7%	70.7%	FD
KS1 % Reached at least expected standard - Reading	↓	50% (1)	53%	74%	76%	A
KS1 % Reached at least expected standard - Writing	↑	50% (1)	43%	68%	68%	G
KS1 % Reached at least expected standard - Maths	↑	50% (1)	49%	75%	75%	G
KS1 % Reached at least expected standard - Reading, writing and maths	↑	50% (1)	38%	Not available	Not available	G
KS2 % Reached at least expected standard - Reading	↓	35.3% (6)	51%	72%	71%	FD
KS2 % Reached at least expected standard - Writing	↓	23.5% (4)	50%	75%	76%	FD
KS2 % Reached at least expected standard - SPAG	↓	29.4% (5)	50%	76%	77%	FD
KS2 % Reached at least expected standard - Maths	↓	23.5% (4)	47%	55%	75%	FD
KS2 % Reached at least expected standard - Reading, Writing and maths	↓	17.6% (3)	35%	59%	61%	FD
KS4 % 5+ GCSEs at grades A*-C including English (Grade 4+) and Maths (Grade 4+)	↑	33.3% (7)	Not available	Not available	Not available	G
KS4 % 5+ GCSEs at grades A*-C	↑	33.3% (7)	Not available	Not available	Not available	-
KS4 % gaining a strong pass in both English and maths at Grade 5+	↑	33.3% (7)	9.9%	48.7%	39.1%	G

KS4 % gaining a Grade 5+ in English	↑	33.3% (7)	21.5%	62.6%	Not available	G
KS4 % gaining at least a Grade 4 in English	↑	42.8% (9)	Not available	Not available	Not available	-
KS4 % gaining a Grade 5+ in maths	↑	33.3% (7)	15.2%	53.4%	Not available	G
KS4 % gaining at least a Grade 4 in maths	↑	38.1% (8)	Not available	Not available	Not available	-
KS4 Attainment 8 score	↑	26.25	24.6	47.9	44.2%	G
KS4 Progress 8 score		-1.106	-0.93%	-0.03	Not applicable	
Y1 - Y11 % attendance 2017-18	↓	95%	96.1%(2016)	96% (2016)	Not yet available	A
% receiving at least one fixed term exclusion	↑	14%	10.42%(2016)	5.05% (2016)	Not yet available	A
% receiving a permanent exclusion	↔	0	0.14%(2016)	0.13% (2016)	Not yet available	G
KS5 number following and completing a L3 qualification		2	Not available	Not available		-
Total of 18-24 year old care leavers participating in Higher Education	↔	4.9%%	7% (2016)	-		A

Key: Red - well below national CLA outcome 2017

Amber - in line with national CLA outcome 2017

Green - above national CLA outcome 2017

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

3. THE EXPERIENCES AND PROGRESS OF LOOKED AFTER CHILDREN

Criteria	Key phases from Ofsted framework describing 'good' performance	Judgement (1234)	Main strengths & areas for improvement	Evidence and examples
Quality of education of schools where children in care are on roll	<i>All looked after children and young people attend a good school.</i>	2+	<ul style="list-style-type: none"> • VS has policy of checking school rating prior to application. SW to liaise with VS Team (according to phase). • Torbay has a mixed picture of OFSTED ratings but there is good knowledge of the inclusive practices and the commitment and determination for our CLA. • Residential placements – system now in place in order for VS/SEN to 'vet' any which include education within their contract. • List kept of OFSTED ratings. • Comparison made of out of area/in area schools for OFSTED ratings. • Good links with SW region VS Teams – particularly Plymouth and Devon – our near neighbours. • Newly Qualified SW receive training from VS Team on all matters appertaining to education – includes SW from all teams. • The location of Inclusion Officer on 1st Floor North with the Safeguarding and supporting Families Team has given a real presence and the Officer is consulted on all matters when a child comes into care by this team. This has helped agency social workers understand the admissions process and ensure they understand that a CLA only have a new school admission for a Good or Outstanding school. 	<ul style="list-style-type: none"> • Prior to a school application a member of the VS checks the OFSTED rating. If there is a compelling case for the child to attend an RI school it will be considered after a conversation with the HT of the VS in that area if out of area; or a school improvement adviser. If there is agreement for them to attend the RI school there is close monitoring of PEPS. • When a school moves from Good/Outstanding to RI/Inadequate the VS looks at each individual case and decides whether it is in the child's best interests to maintain their place at that school. During the previous academic year the decision was made to move four children from two Inadequate schools in Torbay. This followed discussions which indicated neither school were going to improve in a timely manner and it was felt that a move was appropriate in terms of quality of provision for the children. All were in the primary phase. One moved to a Good school in Paignton; one moved to a Good school in Brixham and two moved to a Good school in Galmpton. All four settled well with the VS ensuring there was a good, robust transition in place. Improvements in outcomes were seen by the end of the summer term which has continued into the academic year ending in 2018. • Further evaluation is needed to assess whether there is a difference in progress for children in RI/Inadequate schools v those in Good/Outstanding schools. • In secondary all seven of the RI schools are outside of Torbay. There were no children in Inadequate schools.

				<ul style="list-style-type: none"> • In primary there were two Torbay schools which were RI and one out of area school. • There are 4 primary aged children and 7 secondary aged young people in RI schools. • One of the secondary aged children was in Y11 and obtained four strong passes and one pass in GCSEs – one of the strong passes was a Grade 7. This young person is now undertaking A level studies at this school. This is a fantastic result as the first three years in secondary school saw a very mixed picture of progress and behaviour escalation. The new school was attached to a residential setting and for this young person has proved very successful. • In primary there were 91.9% in Good or Outstanding schools. In secondary there were 89.2% in Good or Outstanding schools. • During the year one child was in a school rated as Inadequate in January. This school closed six weeks later. The child had an EHCP so a package of tailored teaching and support was created and as the child was in Y11 arrangements to sit GCSEs made. • 4% of the total cohort are in schools without an OFSTED judgement (academy converters or new schools). • There were a total of 91% in Good or Outstanding schools. This matches the previous year's percentage ratings. • List now compiled by the ePEP and Systems Co-ordinator on a half-termly basis.
Attendance	<i>Children and young people attend school or other educational provision and they learn.</i>	2+	<ul style="list-style-type: none"> • Attendance at primary is 97.7% and secondary 92%. This is a very small increase of 0.2% at primary and a decrease for secondary of 1.05% on the previous year's attendance. • Overall attendance is 94.85%. This is a decrease of 1.15% on the previous year.* • There were eight continuous care children categorized as Persistent Absentees. The rate of PA has reduced again this year. This is 4.5% and is lower than the previous year's figure for Torbay and the national CLA PA rate. There was 	<ul style="list-style-type: none"> • The Inclusion Officer monitors attendance daily for children whose attendance is slipping and create action plans for children whose attendance is starting to give cause for concern. This will include contacting the child's SW and foster carer as well as their school. Data is collected by WelfareCall and monitored by our ePEP and Systems Co-ordinator. • Of the PA continuous care children 37.5% (3) have an EHCP and attend special schools.

			<p>one child who came into care during the Spring Term who was categorised as PA.</p> <p>Areas for improvement</p> <ul style="list-style-type: none"> Analyse of out of area v in area attendance. Analyse FTX details to see if there is a link to where the child is placed i.e. in area v out of area. Compare the rise in CLA FTX with the rise of all children subject to FTX. 	<ul style="list-style-type: none"> Two of the continuous care children with EHCP and categorised as PA had delays in securing appropriate specialist provision and had packages of provision whilst waiting. One of the cases had appropriate provision but refused to engage. This child subsequently was moved from the carers into residential provision. Attendance is now at 100% Of the PA continuous care children 25% were in schools in Torbay. Out of the continuous care children categorised as PA there were 1 in Y7; 1 in Y8; 2 in Y9; and 4 in Y10. One cc PA Y9 was involved in a car accident which saw long periods in hospital with only part time provision via a medical tuition service. The child categorised as PA but came into care in the Spring saw an increase in her attendance which is expected to be sustained into the next academic year. FTX rate at 14.2% (CLA experiencing at least one exclusion). This was an increase of 10.5% on previous year's figure. Whilst much work had been completed with DTs on alternatives to exclusion there has been an increase. This needs further analysis. Only three children in primary were subject to a FTX. Of these two have an EHCP with SEMH being the primary need. Of the 22 children in Y7 – 11 subject to a FTX nine of them have an EHCP with SEMH as the primary need. Of these six attend specialist provision for SEMH. There may also be a correlation between the impact of attachment and trauma training with primary schools and the low number of FTX in primary schools. Children joined the VS during the year who were on part time packages. These were worked intensively to secure full time education and ensure best chances for GCSE exams.
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<p>Attainment and progress</p>	<p><i>The attainment gap between them and their peers is narrowing.</i></p>	<p>2</p>	<ul style="list-style-type: none"> • Outcomes of those in Reception reaching a Good Level of Development – down by 25% on the previous year. It should be noted that this is a very small cohort of four. • Outcomes at KS1 have decreased from the previous year. There are only two in this cohort. A decrease of 7.1% in those achieving at least expected outcomes in reading; 7.2% in writing; 7.2% in maths; and a decrease of 7.2% in reading, writing and maths. • A similar picture to KS1 was seen in KS2 with decrease in those reaching Expected Standard. However it should be noted that out of the cohort of 17 7 have EHCP. Of these seven there are five with the primary need in their EHCP being cognition with MLD+ noted. The decreases were disappointing after the previous year’s results but they were expected. • In terms of progress between KS1 and 2 of the continuous care children 29.4% made positive progress in Reading; 34.8% in writing; and 23.2% in maths. • At KS4 it was a much stronger picture and again this was expected. The number gaining 5A*-C including English and maths was 33%. This was an increase of 19.7% on the previous year when we were in line with the national CLA attainment. There was an increase in the number getting 5A*-C of 15.1% on the previous year’s figure. There was an increase in the number getting at least a Grade 4+ in English on the previous year of 20.1% and an increase in the number getting a Grade 4+ in maths of 11.1% on the previous year. • On the positive side this year we saw an increase of 19.7% gaining a strong pass in English and maths (i.e. Grade 5+). In this measure last year we exceeding the national CLA data for this measure. • 33.3% of Torbay’s continuous care cohort achieved at least a Grade 4 in English and maths against a national figure last year of 8%. This cohort from Torbay saw 42.8% get a Grade 4+ in English plus 4 other GCSEs against 22% of the national 	<ul style="list-style-type: none"> • The Primary CLA Teacher undertook interventions with CLA who were not secure in gaining ARE mainly for Reading but not exclusively. • At KS4 the picture has vastly improved. It should be noted that these were children who achieved the L4 in their SATS and were not subject to either placement or school moves during secondary school. • Interventions from the VS were put in place to try to secure 4+ grades in English and Math for those who were predicted 3 and 4s. • Good relationships between CLA Teachers (English and maths specialists) and identified Y11 intervention CLA. • RAP in place to ensure targeted approach to improvement at both KS2 and KS4. PRIM meetings in place to monitor progress. • Letterbox – designed to raise achievement/love of reading of CLA. Monthly parcels for six months from Y3; Y5; Y7 as well as special needs. All eligible children receive parcels which are well regarded as reported by DTs and Foster Carers. The benefits include the increased involvement of foster carers and the engagement of the children in their own learning. • Mindfulness group for young people in a school has operated and included CLA but also some of their peers. This work also involved foster carers. • University taster day undertaken at Exeter aimed at KS4. A very positive day and the young people were enthused about the possibilities. • University Taster Day at Marjon for those at the end of KS2. Seven children in Y6 attended and experienced various forensic activities and heard about university life. • STEM day held in summer term. This time the focus was on KS1 and 2. Twenty four children took part in this event. The themes were: Carbon Dioxide – Friend or Foe? Forces; Problem Solving; and Trebuchets. Very well received and will be repeated.
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			<p>CLA group; and 38.1% of the Torbay cohort achieve at Grade 4+ in maths plus four other GCSEs against a national CLA figure of 11%.</p> <ul style="list-style-type: none"> • The Attainment 8 score increased marginally from the previous year by 3.41 to 26.25. • The Progress 8 score decreased marginally by 0.09 from the previous year. This needs to set alongside the percentile ranking and compared to the previous year's ranking to see the effect of the decrease. The P8 was -1.106. The range of Progress 8 scores for individuals ranged from +2.19 to -5.22. • At KS5 there were three young people studying L3 qualifications who passed them. Two of these have moved on to an HEI and one has gone into employment. The majority of the young people either completed L1 and plan to move onto L2 in September with a smaller number completing L2 qualifications and moving on to L3 in September. <p>Areas for improvement</p> <ul style="list-style-type: none"> • Continued focus on outcomes at KS4. • The gender difference on attainment • Further analysis of data to look at performance on gender/ SEN/ length of care episode/ placements (school and carer) • Use of Care Leavers in HE to demonstrate fulfilment of aspiration. • Visits for Y7+ to HE institutions to raise profile of opportunities for them in HE. • Greater liaison with post 16 providers. • Greater analysis on the impact of PP+. 	<ul style="list-style-type: none"> • VS Team all have high expectations for all our children and young people and will always go the extra mile. • Good knowledge of interventions and support for vulnerable learners – inclusive practice. Knowledge gained through PRIM process. • Over 120 staff from schools have completed the 7 day Attachment Awareness in schools. • Five schools have agreed to take part in the Timpson Research Project on attachment which will see all staff receive training on attachment. • All Educational Psychologists have also completed the 7 day training. The impact of this is now seen in the reports they write with attachment firmly embedded in the report and advice for the schools which is based on attachment and trauma principles. • Four staff in the VS have completed the 7 day course and now work in schools either directly with children or advising staff in how to work with the child. • Support for mindfulness in schools • Secondary English teacher trained to deliver mindfulness in schools. • TVS is a member of the Letterbox Club • All staff THRIVE trained • Individual case work includes targeted interventions on attainment as well as inclusion • Raise Foster Care knowledge of HE and the support for CLA when in HE to ensure they give positive messages. • Enhance links with Early Years to ensure the earliest engagement for our CLA and school readiness • Establish regular programme of monitoring visits by the VSHT to schools in Torbay to discuss with HT and DT. • NIMBL, a tablet educational resource, purchased for all children. • PP+ is allocated every term through the PEP process. A range of interventions are seen with many, once the child is ready to learn, focussing on accelerating progress.
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<p>Data tracking and intervention</p>	<p><i>The local authority maintains accurate and up-to-date information about how looked after children are progressing at school and takes urgent and individual action when they are not achieving well.</i></p> <p><i>Urgent action to protect children is taken where they are missing from school or their attendance noticeably reduces.</i></p>	<p>2</p>	<ul style="list-style-type: none"> • System in place to track academic data. This also captures attendance; exclusions; date of PEP and if carers were present. • Each KS has its own tracking sheet. The DT completes this and returns by secure e-mail to the VS. • Excellent compliance by all schools. • VSHT ensures data put on to tracking sheet. • The HT RAG rates the data and this informs the VS Team for interventions by themselves or through negotiation with the school. • Raising Attainment Plan in place for Y6 and Y11 • VS Team has very good understanding and knowledge of those children of statutory school age both academically and emotionally <p>Areas for improvement</p> <ul style="list-style-type: none"> • Ensure rigour of each school’s system of capturing data 	<ul style="list-style-type: none"> • From baseline data at start of year children are highlighted for interventions. These are in Y11 and once the primary CLA was in place in Y6 too. • Regular (PRIM) meetings to update on interventions and progress. • Monitoring of individuals PEP and AP. • Use of VS Ed Psych for young people when an issue identified around cognition or behaviour. • VS has dedicated EP time which, when used, can be added to through bespoke funding according to need through PP+.
<p>Children placed out of area</p>	<p><i>Children and young people who live away from their ‘home’ authority have immediate access to education that meets their needs as soon as they begin to live outside of their ‘home’ area.</i></p>	<p>2</p>	<ul style="list-style-type: none"> • Admissions policy in place • Children placed out of area in a planned way are not subject to a delay in attending a new school (within 20 working days of placement) and wherever possible work is sent to ensure some continuity of education whilst the admission is processed. • Out of area children placed in Torbay all have an admissions meeting with the receiving school and the VS prior to a start in school. This is to ensure the right support is put in place. 	<ul style="list-style-type: none"> • Admissions policy in appendices • Good liaison with other VS Teams • SW in CLA Team work in same location as VS Team • CLA Teachers available for case discussions and advice about school applications • Torbay Admissions manages the process once the school has been identified for all CLA for schools both in area and out of area. • CLA Teachers very proactive in the support for children placed out of area for those within a 50 mile radius of Torbay and will endeavour to attend at least the first PEP for these young people.

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

			<ul style="list-style-type: none"> • Currently post 16 PEP is paper based and may need to move to ePEP • Continue to strengthen the voice of the child within the PEP process. • Specialist teachers to QA a sample group of PEPS from their schools. This will allow for focussed improvement on quality of PEPS by individual schools were necessary. 	made with the school to ensure a relevant target and intervention is included in the PEP.
Alternative provision	<i>Children and young people who do not attend school have access to 25 hours per week of good-quality registered alternative provision. They are encouraged and supported to attend the provision and there is regular review of their progress.</i>	2	<ul style="list-style-type: none"> • Small numbers attend AP. During this academic year no continuous care children attended alternate provision. However two Y11s came into care during the year who were on roll at the KS4 PRU in Torbay. Both of these had poor attendance and the VS staff worked hard to ensure there was rigour to their programmes and an increase in attendance by ensuring an appropriate programme was in place. • There is close monitoring of children in AP provision. • Staff in VS work hard to keep children in mainstream settings as all outcomes are better for a child to stay in mainstream (evidence from Rees Report). This also can adversely affect the VS in terms of P8 scores as PRUs and AP are not included in this measure. However the needs of the child are paramount and MUST take priority. 	<ul style="list-style-type: none"> • Where possible the team works to keep a child in a mainstream school as we know the child will get better outcomes. Sometimes this may mean we suggest some interventions which may include using a key worker and the school sending someone on the attachment training.
Support for education: foster carers	<i>They receive the same support from their carers as they would from a good parent.</i>	2	<ul style="list-style-type: none"> • Training is part of the universal training offered to all carers. • Topics in academic year included SEN support including involvement of EPs; mindfulness; understanding THRIVE within an educational context; supporting your child to 	<ul style="list-style-type: none"> • The VS Team deliver at least three training sessions per year to the Foster Carers • Attendance at PEPs is monitored • Reading target which involves foster carers was included on PEPS for all primary aged children following a review of PEPs by the Virtual School Governing Body.

			<p>read; changes to curriculum including new GCSE grades; attachment</p> <ul style="list-style-type: none"> Bespoke training re changes to curriculum and assessment. <p>Areas for Improvement</p> <ul style="list-style-type: none"> Foster carer representatives on the VSGB. 	<ul style="list-style-type: none"> Good links with foster carers – VS Team will contact to highlight any concerns or praise. Good liaison with foster carers by the VS Team for all the Y6 transition children on Get Gritty 8 week mindfulness course undertaken for foster carers Congratulation letters sent to foster carers of Y11s to thank them for their support to their children – feedback from this simple ask was fantastic.
<p>Support for education: social workers</p>	<p><i>Ofsted does not refer to support for social workers but our view is that they should understand the PEP process to be able to support and challenge schools regarding the education of looked after children.</i></p>	<p>2</p>	<ul style="list-style-type: none"> Training offered to all SW on PEP process and the importance of the PEP. VS Team located in the CLA Team area so are readily accessible. VSHT sits on Permanence Panel which meets weekly. <p>Areas for Improvement</p> <ul style="list-style-type: none"> Ensure agency social workers have same understanding of VS as established staff Changes in the management structure of Children’s Services has seen Education and Social Care being separated so that Heads of Service sit in their respective area. This has seen a delay in communication at best. 	<ul style="list-style-type: none"> Social Workers have daily contact with the VS Team as they are located on the same floors. Newly Qualified SW receive a briefing about the VS and the work of the VS in the Autumn Term and when requested by the Training Group. ePEP training ongoing through the year. VS Team attend team meetings when necessary. CLA Teachers will support SW in attending PEPS when requested. VS staff trained in Attachment are regularly consulted in order for SW to work more effectively 1:1 with the children. This is particularly so on the SASF floor Closer links with the Fostering Social Workers have been forged.

<p>Support for education: designated teachers and other school staff including CLA Governor</p>	<p><i>Ofsted does not refer to support for designated teachers but our view is that they should be given the training support and resources in order to carry out the statutory responsibilities. We also believe that each school should have a designated governor for children in care who should receive appropriate training to ensure that the governing body is fulfilling its statutory obligations.</i></p>	<p>2</p>	<ul style="list-style-type: none"> • Good knowledge of DTs • DT Forum is well attended by DTs in Torbay • VS Team have positive relationships with in area and out of area DTs. • Training for CLA Governors undertaken in order to ensure they are effective CLA Governors. • Names of CLA Governors held by the VS • Re-establish the VS Newsletter. <p>Areas for Improvement:</p> <ul style="list-style-type: none"> • Initiate programme of regular monitoring visits with CLA Governors. • Ensure training takes place annually for CLA Governor. 	<ul style="list-style-type: none"> • Comprehensive list of DT within Torbay held as well as list of DTs in schools where we have CLA placed out of area. • Ongoing initial 8 week mindfulness training on offer to all DTs. • DTs enabled to attend the mindfulness training - PAWSBE • CLA Teacher trained to deliver mindfulness to secondary aged children • DT sends the VS a copy of their Annual Report to their Governing Body on their CLA. • Template used from the VS for DT Report. • VS asked to produce articles for the Governing Body Support Newsletter. • DTs are kept fully informed of the VS results and the need to narrow the gap. • All CLA Governors have a checklist of questions to ask their DT in order to ensure effectiveness of their intervention in school. • On-going attachment 7 day courses. Two more courses completed this academic year and a further group will commence in September which is being hosted through Torbay Teaching School. • Attachment support group led by VS in place. Meets half termly. • Inclusion Support Officer is the attachment lead in the VS. • KS5 PEP training held at SDC. • Good links between the VS and DT
<p>Effective use of resources including Pupil Premium Plus</p>	<p><i>Inspectors must report on how well pupil premium funding is targeted to help children</i></p>	<p>2</p>	<ul style="list-style-type: none"> • PP+ was well received in schools and DTs felt liberated by being able to apply for funding for interventions. 	<ul style="list-style-type: none"> • Get Gritty Y6 Transition project was funded through PP+. Designed to increase the child's resilience and effect a smooth transition into Y7. It used the medium of outdoor education in order to set challenges which increased individual resilience and enhanced teamwork. Unintended

	<p><i>achieve well and in accordance with the grant conditions</i></p>		<p>Areas for Improvement:</p> <ul style="list-style-type: none"> • Analysis of PP+ in both out of area and in area schools in order to assess if there is a difference in impact for out of area v in area 	<p>outcome was that the group found it positive to be working within a CLA group. This was undertaken after SATs in the summer term.</p> <ul style="list-style-type: none"> • Y7 Get Gritty update course in place for those GG pupils from previous year. • VS Choir in place – meets weekly at Sacred Heart School. • Activity Day (outdoor activities) put on in July – 50 yp as well as the majority of the VS plus a foster carer. Very successful. • STEM Day paid through PP+ • University Taster Days paid for by PP+ • Surf Day for KS4. young people took part in this day. None of them had surfed before and were not a typical surf sizes. They thoroughly enjoyed and embraced the activity and a clear enjoyment and feeling good about themselves was observed • NIMBLs have been purchased for all children from Y4- 10.
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4.THE EXPERIENCE AND PROGRESS OF CARE LEAVERS

Criteria	Key phases from Ofsted framework describing 'good' performance	Judgement (1234)	Main strengths & weaknesses	Evidence and examples
<p>Education, Employment and Training and support for Post 16s</p>	<p><i>Care leavers have access to appropriate education and employment opportunities, including work experience and apprenticeships.</i></p> <p><i>They are encouraged and supported to continue their education and training, including those aged 21 to 24 years</i></p>	<p>3</p>	<ul style="list-style-type: none"> • VS Team capture destinations of Y11 in Summer Term • VS Team have knowledge of Y12/13 who are in education – school or FE • CLA Team now includes CLA up to 18 in the same team as all CLA. They are located on same floor as VS. • CSW have a contract for one day a week to support Care leavers. • Representative from South Devon College on VSGB. <p>Areas for Improvement</p> <ul style="list-style-type: none"> • Capacity of team to actively work these cases. This is young people who are Care Leavers rather than just CLA who are post 16. The Care Leavers is a large group and currently it is their Pas who support the educational aspect. • Quality of PEPs for Care Leavers. 	<ul style="list-style-type: none"> • PEP training held at SDC at least termly. • Teacher with responsibility for post 16 has delivered training on attachment at SDC and has been pro-active in establishing a good working relationship with the CLA Co-ordinator at the FE Colleges. • In Y12 5 were NEET; 23 at college with only two of these working at L3; and 2 on apprenticeships. • In Y13 there are two young people on apprenticeships; 7 young people are NEET with two of these being a young parent. Of the rest one is in employment; and 15 are at college with two out of this group studying at L3.

Tracking of Post 16s	<i>Care leavers are progressing well and achieving their full potential through life choices, either in their attainment in further and higher education or in their chosen career/occupation.</i>	3	<ul style="list-style-type: none"> • 8 (4.9%) care leavers in HE during this academic year. This is two less than the previous year but is as the results of completion of degrees. <p>Areas for Improvement</p> <ul style="list-style-type: none"> • Identify resource which sees closer links to the VS for this group. • Capture the views and harness the positive experience of care leavers in HE to aspire and motivate younger Children in Care towards HE. 	
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5. LEADERSHIP, MANAGEMENT AND GOVERNANCE

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

and development planning			<ul style="list-style-type: none">• The increase in the size of the team has increased capacity. A clear commitment to our CLA and recognition of the capacity of a small, and well respected, team.	
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Glossary

EYFS - Early Years Foundation Stage

GLD - Good Level of Development

DT - Designated Teacher

EHCP - Education, Health and Care Plan

SEMH - Social and Emotional Health

MLD - Moderate Learning Difficulty

ASD - Autistic Spectrum Disorder (Condition)

PMLD - Profound and Multiple Learning Disabilities

SEN - Special Educational Need

EBACC - English Baccalaureate

NEET - Not in Education, Employment or Training

VS - Virtual School

SGO - Special Guardianship Order

RI - Requires Improvement (OFSTED category)

KS - Key Stage

FE - Further Education

ARE - Age related expectations

PA - Persistent Absence

SATS - Standardised Assessment Tests

GCSE - General Certificate of Secondary Education

SMART - Specific, measurable, attainable, realistic/relevant, timebound

STEM - Science, technology, engineering and maths

PRIM - Progress review intervention monitoring

PP+ - Pupil Premium Plus

EP - Educational Psychologist

CPD - Continuing Professional Development

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

ePEP - Electronic Personal Education Plan

UASC - Unaccompanied Asylum Seeking Children

PX - Permanent Exclusion

FTX - Fixed Term Exclusion