



# TORBAY VIRTUAL SCHOOL

## ANNUAL REPORT OF THE VIRTUAL SCHOOL GOVERNING BODY

November 2011

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Torbay Virtual School  
Governing Body Annual Report

November 2011

This is the first annual report of the VSGB as the VSGB was formed during the academic year 2010/11.

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. 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 VSGB constitution was adopted in September 2011 and can be seen in Appendix 1 - this also describes the membership of the VSGB.

The Virtual School

All of the data about the Virtual School contained in this report will be from the academic year 2010/11.

The Virtual School consists of three groups of CLA

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

The main focus of the work of the Virtual School relates to CLA who are of statutory school age. However the Virtual School also has oversight of the Early Years and post 16 CLA.

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

Age group	Total in Virtual School	All CLA in Torbay schools	Out of area CLA in Torbay schools	Torbay CLA in out of area schools
Early Years	63			
Reception	7	6	1	0

Year 1	5	5		
Year 2	8	8		
Year 3	13	9	0	4
Year 4	6	6		
Year 5	8	5	2	3
Year 6	12	11	3	1
Year 7	18	14	3	4
Year 8	14	10	0	4
Year 9	19	13	2	6
Year 10	22	16	1	6
Year 11	20	12	3	8
Year 12	3	2	0	1
Post 16	57			
Total of statutory school age	153			
<b>GRAND TOTAL</b>	<b>276</b>			

The school roll increased steadily throughout the year. At the start of the academic year there were 115 CLA of statutory school age whereas at the end of the school year the number of CLA of statutory school age was 153.

The Virtual School staff team consists of a full time Advisory Teacher who is based at Union House and a 0.5FTE Headteacher.

### Outcomes for CLA

The table below describes the outcomes for the cohort of CLA who were in continuous care by September 2010. It should be noted that the DfES has the definition for CLA in continuous care and for 2011 the date is set at 31 March 2011.

KS2 results	All Torbay CLA 2009/10	SW CLA 2009/10	National CLA 2009/10	All Torbay CLA 2010/11
English L4+	11.11%	44%	45%	<b>50%</b>
Maths L4+	22.22%	43%	44%	<b>33.3%</b>
Eng & Maths L4+	11.11%	34%	36%	<b>33.3%</b>

KS4 Results	All Torbay CLA 2009/10	SW CLA 2009/10	National CLA 2009/10	All Torbay CLA 2010/11
5+A*-C inc Eng&Maths	6.3%	9.8%	11.6%	<b>38.5%</b>
5+A*-C	41.2%	54.2%	26.1%	<b>46.1%</b>
1+A*-G	70.6%	71.9%	72.5%	<b>93%</b>

### Attendance

The table below gives the attendance over the last two years. On the whole the attendance of CLA is good and there were four CLAs who achieved 100% attendance during the 2010/11 academic year. This was acknowledged with an award at the Celebration of Achievement Awards Ceremony.

	Torbay CLA 2009/2010	National all CLA	SW CLA	Torbay CLA Target for 2010/11	Torbay CLA 2010/11 (using raw data)
Primary	95.3%	<b>Not available</b>	<b>Not available</b>	<b>97%</b>	<b>96.2%</b>
Secondary	94.37%	<b>Not available</b>	<b>Not available</b>	<b>96.5%</b>	<b>94.4%</b>
Overall	96.3% (taken from DFES)	<b>95.8%</b>	<b>93.5%</b>	<b>No target set for overall.</b>	<b>95.1%</b>

## Exclusions

The table below shows the fixed term exclusions for those CLA who have been in continuous care for 12 months for 2010/11.

Year Group	Number of FTX	Reasons	Days excluded
Y6	2	Assault on pupil x 2	3.5
Y6	1	Assault on pupil	3
Y8	1	Damage	2
Y8	4	Drug&alcohol related x2; Persistent disruptive behaviour; Verbal abuse of a pupil.	14
Y9	1	Assault on adult	1
Y9	1	Verbal abuse of an adult	1
Y9	3	PDB x2; Verbal abuse of a pupil	7
Y9	3	PDB; Assault on a pupil; Verbal abuse of a adult.	6
Y10	1	Verbal abuse of an adult	2
Y10	4	PDB x3; verbal abuse of an adult	6
Y11	1	PDB	1
<b>Total</b>	<b>22</b>		<b>46.5</b>

\*PDB - persistent disruptive behaviour

The VS Headteacher is working hard with schools to reduce the number of FTX and find alternatives to FTX.

There was one permanent exclusion of a CLA. This young person was in Y10 and has now been placed with an out of area independent provider.

### The work of the Virtual School

The three key responsibilities of the Virtual School are:

1. To make sure that 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.

Tracking and monitoring - this has been quite a time consuming task as it has seen the advisory teacher contacting schools for this data. However a web based software package has been acquired which will make tracking far easier. This system will enable schools to put the progress and attainment data on to the system once a term which can be accessed by the Virtual School Headteacher.

### Personal Education Plans

Every CLA is required to have a PEP. The PEP format was been updated during the academic year 2010/11 and from this September the new format has been in place. The improvements to the PEP were put together with consultation with the Designated Teachers in the schools. Early indications are that the new format is now fit for purpose and that the CLA also have a better opportunity to voice how they feel about their education.

### DT Forum

The DT Forum meets termly and is for the Designated Teacher for CLA in schools. Every school is required to have a DT who is a qualified teacher. The purpose of the sessions are to provide training, highlight good practice, discuss alternatives to exclusion and the roll of the Virtual School.

### Foster carers

There are three training sessions promoted by the Virtual School for foster carers. The areas covered were: attachment and its relationship to positive relationships in the classroom; e-safety; and special educational needs.

Support documents - documents have been collated by the Virtual School in order to assist school governors in their work. These include:

- a template for the Designated Teacher's Annual Report to the Governing Body on Children Looked After (appendix 2)
- ten questions for use by the nominated governor at a visit to the school's Designated Teacher for Children Looked After (appendix 3)

Every school governing body has been requested to send their annual report on CLAs to the VSGB. This will enable the VSGB to see trends in the provision of education to CAL and give opportunities to support and challenge school governing bodies.

Service Improvement - there is a development plan for the Virtual School and this is attached as appendix 4.



## APPENDICES

### Appendix 1



## **Torbay Virtual School for Children Looked After Governing Body**

### **DEFINITION**

The Virtual School for **C**hildren **L**ooked **A**fter aims to ensure that children and young people in care receive a 'first class education'. The concept of the Virtual School is based on the same principles as for any other school but rather than being an 'actual' or 'real' school, the Virtual School Headteacher uses a virtual school improvement framework to drive up standards for the children on roll regardless of where they are educated.

The three key responsibilities of the Virtual School are:

1. To make sure that 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.

Therefore, the Virtual School does not replace a child's existing school but instead, seeks to raise attainment by supporting and challenging their educational provision and progress by working in partnership with all agencies concerned

### **PURPOSE**

The Virtual School Governing Body has been established to take the lead in ensuring that schools fulfil their responsibilities to Children Looked After and maximise their

attainment and achievement. The VSGB will mirror the role of school governing bodies providing a strategic view, acting as a critical friend and ensuring accountability and all members will be expected to be actively committed to the success of the Virtual School.

## **MEMBERSHIP**

The VSGB will have fourteen members.

**Three Parent Governors:** Those eligible will be Torbay Councillors or Foster Parents nominated by the Council's Corporate Parent Group. All governors in this category will serve for a 2 year term.

*Current Parent Governors:*

- 1 **Cindy Stocks** ~ Chair of the Corporate Parent Group -
- 2 Either a councillor or a nominated Foster Parent
- 3 Either a councillor or a nominated Foster parent

**Five Staff Governors:** Those eligible will be staff representing early years, primary and secondary phases plus the Virtual School's Head Teacher. The staff representing secondary and primary phases will be nominated by TASH and TAPS, respectively, and will serve for a two year term. An early-years advisory teacher and the Virtual School's Head Teacher will serve *ex officio* for as long as they hold the position from which governorship derives.

*Current Staff Governors*

- |                  |  |
|------------------|--|
| 1 Jane Inett     | Virtual School Head Teacher                      |
| 2 Mark Treadwell | Early Years Advisory Teacher                     |
| 3 Jane Young     | Head Teacher, Barton Primary School              |
| 4 Jane English   | Principal, Paignton Community and Sports College |

**Three Authority Governors:** Those eligible will be Children's Services staff in key roles relevant to CLA. They will be nominated by the Director of Children's Services and will serve for a three year term.

*Current Authority Governors*

- 1 Richard Williams                      Executive Head, Children, Schools and Communities
- 2 Claire Hummerstone                Service Manager Permanency Planning
- 3 Adrian Williams                      Care to Community 16+

**Three Community Governors:** This category will be appointed by other members of the governing body and will serve for a three year term. It is intended to enable the governing body to include individuals with specific expertise or experience.

*Current Community Governors*

- 1 Liz Childs                                Director Of Nursing & Governance/Dep.Ch Exec. S .Devon  
Healthcare NHS Foundation Trust
2. Tish Laing-Morton Semi-retired Ex-GP and Consultant in Public Health
3. David Bubbear      Retired -    ex-police and Further Ed teacher

**Resignation**

A governor may, at any time, resign from office by giving written notice to the Clerk to the Governing Body. The original nominating body will be expected to nominate a substitute.

**Substitute Governors**

A substitute governor holds office until the expiry of the term of office of the governor being replaced.

## **Removal of Governors**

Any nominating body may remove a governor from office. The reason for removal shall be notified in writing to the VSGB Clerk and to the governor so removed.

The governing body may remove any governor at the request of the nominating body.

A resolution to remove a governor from office must include the reason for removal and afford an opportunity to the named governor to make a statement in response.

The resolution to remove a governor shall be confirmed by a resolution passed at a second meeting of the governing body held not less than fourteen days after the first meeting.

Both resolutions shall be specified as an item of business for each meeting.

## **MEETINGS**

An individual (employed by Torbay Council) with suitable experience should be nominated to act as Clerk.

Meetings will usually be held six times a year. As far as is possible, all paperwork will be circulated to members by the Clerk five working days before any meeting.

The quorum for any meeting will be seven members.

All members will have equal voting rights and the Chair will have an additional casting vote in the event of a tie.

A Chair and Vice-Chair will be elected from the governing body at the first meeting of each autumn term. Nominations should be sought from members by the Clerk and a secret ballot conducted by the Clerk (even if only one candidate).

The Chair will work with the Head of the Virtual School, the Clerk and others as appropriate to draw up purposeful agendas.

If members are unable to attend meetings, they are expected to inform the Chair and/or Clerk. The Chair will be expected to follow up members' absences of more than two meetings to discuss continued membership.

The governing body may establish working parties or commission individuals to carry out specific tasks as required.

### **Accountability**

The VSGB will report annually to Torbay Council normally in November. This report is to be adopted at the November VSGB meeting.

### **Training**

The VSGB will be responsible for identifying and planning training for Governors. This training is to be delivered via Torbay Council.

### **Annual Tasks**

The VSGB will be responsible for drafting an annual list of routine tasks to be performed throughout the year.

### **Additional Voices**

At least once a year the VSGB will invite the Chair of Children's Council to attend. Representatives from other groups will be invited on an ad hoc basis as and when a need is identified by the VSGB.

## **Review of Virtual School Governing Body Composition and size**

This may be conducted as and when required. Either Torbay Council or the VSGB may propose amendments which need to be agreed by both bodies before implementation.

## **Effective Date**

This document shall take effect on 13<sup>th</sup> September 2011 and reviewed annually.

## **Appendices**

Appendix A            Checklist year planner

Appendix B            Glossary

## Year Planner Checklist for Governors

### General tasks to be performed on a regular basis

- Monitor the resourcing and delivery of the school improvement/development plan
- Organise support and training for governors
- Arrange governors' visits to schools and the Designated Teacher Forum
- Governing body meeting

### General tasks to be performed any time throughout the year

- Preparation for OFSTED
- Induction for new governors
- Appoint clerk [Torbay Council function]
- Review terms of reference
- Receive SEN report

### Autumn Term

- Set objectives for the governing body for the year
- Approve the school improvement/development plan
- Receive the assessment and examination results from the previous year
- Review the annual performance of CLAs
- Receive Head Teacher's report
- Elect chair and vice chair (and schedule next election)
- Review performance management policy
- Review Head Teacher performance
- Decide committee structure, membership and terms of reference
- Prepare and publish an Annual Report for Torbay Council

### Spring Term

- Review school improvement/development plan progress
- Review budget and staffing structure and make recommendations
- Receive Head Teacher's report
- Review special educational needs policy
- Review CLA exam predictions

## Summer Term

- Set dates of meetings for the year
- Review of governing body's performance
- Receive Head Teacher's report
- Review attendance of pupils/staff/governors
- Review pupil exclusions for the year
- Review school improvement plan progress
- Review governors visits

## Appendix B

## Glossary

**CLA = Child Looked After** The term "looked after children and young people" is generally used to mean those looked after by the state, according to relevant national legislation which differs between England, Northern Ireland, Scotland and Wales. This includes those who are subject to a Care Order or temporarily classed as looked after on a planned basis for short breaks or respite care.

The term is also used to describe "accommodated" children and young people who are looked after on a voluntary basis at the request of or by agreement with their parents. We refer to these children as "child/ren in care".

There is also a broader and more inclusive definition of looked after children to include all those in out-of-home care. This includes, for example, children who are locked up in young offender institutions and prisons because of the offences they have committed; children who are in secure immigration and removal centres because of the parents' status as asylum seekers, and children who are privately fostered.

**TASH** = Torbay Association of Secondary Heads

**TAPS** = Torbay Association of Primary & Special School Heads



# TORBAY VIRTUAL SCHOOL

## Designated Teacher's Annual Report to the Governing Body on Children Looked After

Name of School: .....

Date: .....

Report is for  
the academic year: .....

Prepared for the full

Governing Body

Meeting to be held on: .....

**A copy of the completed document should be shared as Part Two minutes at the Governing Body meeting**

To protect a child's need for confidentiality it is also important to ensure that the reports do not mention individual children by name. The report should enable the governing body to make judgements about the designated teacher role

**N.B. Details of this information are confidential – names and specific circumstances cannot be discussed.**

Author: .....

Name of Designated Teacher and Position within the School, e.g. SENCO, Assistant Headteacher, (as indicated by the annual register) etc;

.....

Name of Nominated CLA Governor .....

This page must be completed by the Designated Teacher and attached to the minutes of the meeting for the Governing Body. If there are currently no children who are looked after on the school roll, please sign and date below. **In this circumstance only this page should be attached to the minutes:**

I confirm there are currently no children looked after on the school roll.

**Signed:**

**Date:**

## **WHOLE SCHOOL ISSUES:**

Summary of Designated Teacher Training:

- *It is recommended that all designated teachers should attend designated teacher training every two years.*
- *It is recommended that the Designated Teacher attend the termly Virtual School meetings.*
- *It is recommended that all nominated CLA governors attend training on the education of Children Looked After.*

<b>Role in School</b>	<b>Date Of Training</b>	<b>Name of course</b>	<b>Provider</b>
Headteacher			
Designated Teacher			
Nominated CLA Governor			
<b>Other Staff e.g. learning support assistants, pastoral staff, SENCO, etc</b>			

**Training provided by Designated Teacher to colleagues about the education and well being of CLA:**

Focus of Training	Date of Training	Colleagues trained

**Policy and other documents relating to the education of Children Looked After:**

Policies and/or procedures for Safeguarding	Date approved by Governing Body	Next review date
Policy on the Education of Children Looked After		
Any other related procedures/policies		

**Is a record maintained to evidence that all relevant staff/volunteers have access to the above policy, including one to one tutors? YES/NO**

**Who is responsible for maintaining that record? .....**

## Children Looked After Additional Information :

Definition of a CLA – a child looked after by a local authority either under a court order or through a voluntary arrangements made with the child's parents (section 20). More detail is contained in the Virtual School Designated Teacher Manual.

On the 1 June 2011 how many pupils on roll are defined as Children Looked After?	
How many of the pupils have Torbay Council as their Corporate Parent?	
How many pupils on roll have a different Local Authority as corporate parent? Please note the local authorities.	
How many PEPs are fully up to date and formally reviewed at least annually?	
How has the Pupil Premium funding been used to support the children looked after in school?  e.g. allocated on an individual basis or used generally to support CLA.	
Has the Designated Teacher quality	

<p>assured all PEPs and reviewed the targets on at least a half termly basis?</p>																										
<p>How many CLA are making the expected progress in English, Maths and Science?</p> <p>Please delete Key Stages not applicable to your school</p>	<table border="1"> <thead> <tr> <th data-bbox="719 640 863 871"></th> <th data-bbox="863 640 983 871"></th> <th data-bbox="983 640 1102 871">Number making progress English</th> <th data-bbox="1102 640 1222 871">Number making progress Maths</th> <th data-bbox="1222 640 1350 871">Number making progress Science</th> </tr> </thead> <tbody> <tr> <td data-bbox="719 871 863 1072">Number of CLA at KS1</td> <td data-bbox="863 871 983 1072"></td> <td data-bbox="983 871 1102 1072"></td> <td data-bbox="1102 871 1222 1072"></td> <td data-bbox="1222 871 1350 1072"></td> </tr> <tr> <td data-bbox="719 1072 863 1274">Number of CLA at KS2</td> <td data-bbox="863 1072 983 1274"></td> <td data-bbox="983 1072 1102 1274"></td> <td data-bbox="1102 1072 1222 1274"></td> <td data-bbox="1222 1072 1350 1274"></td> </tr> <tr> <td data-bbox="719 1274 863 1476">Number of CLA at KS3</td> <td data-bbox="863 1274 983 1476"></td> <td data-bbox="983 1274 1102 1476"></td> <td data-bbox="1102 1274 1222 1476"></td> <td data-bbox="1222 1274 1350 1476"></td> </tr> <tr> <td data-bbox="719 1476 863 1597">Number of CLA at KS4</td> <td data-bbox="863 1476 983 1597"></td> <td data-bbox="983 1476 1102 1597"></td> <td data-bbox="1102 1476 1222 1597"></td> <td data-bbox="1222 1476 1350 1597"></td> </tr> </tbody> </table>			Number making progress English	Number making progress Maths	Number making progress Science	Number of CLA at KS1					Number of CLA at KS2					Number of CLA at KS3					Number of CLA at KS4				
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Number of CLA at KS1																										
Number of CLA at KS2																										
Number of CLA at KS3																										
Number of CLA at KS4																										
<p>What is the % of attendance for CLA and how many have an attendance figure below 90%?</p>																										

<p>How many CLA have been subject to a FTX? How many occasions and days? What are the causes of the FTX and what are you putting in place to prevent such occurrences?</p>							
<p>How many pupils are registered on the SEN register and at what stage?</p>	<table border="1"> <tr> <td data-bbox="719 629 823 831">School Action</td> <td data-bbox="823 629 924 831"></td> <td data-bbox="924 629 1027 831">School Action Plus</td> <td data-bbox="1027 629 1131 831"></td> <td data-bbox="1131 629 1248 831">Statement</td> <td data-bbox="1248 629 1351 831"></td> </tr> </table>	School Action		School Action Plus		Statement	
School Action		School Action Plus		Statement			
<p>How many CLA pupils are registered on the G&amp;T register?</p>	<div style="border: 1px solid black; width: 80px; height: 60px; margin: 0 auto;"></div>						
<p>List three interventions which are being used to support the educational attainment and achievement of Children Looked After?</p> <p>List three partner agencies who have been supportive of your work with CLA</p> <p><i>E.g., social worker, Virtual School, educational psychologist, SIPs etc.? (List number of meetings, reports prepared and outcomes)</i></p>							
<p>Number completing KS4</p> <div style="border: 1px solid black; width: 80px; height: 60px; margin: 20px auto;"></div>	<p>Please list destinations:</p>						



--	--

**Other comments on Children Looked After and actions to be taken:**

.....

.....

.....

.....

.....

.....

.....

**Signed**.....

**Dated**.....

### Appendix 3

#### Recommended - Ten questions for use by the nominated governor at a visit to the school's Designated Teacher for Children Looked After

1. Has the DT had appropriate training to carry out the role?
2. What arrangements are in place to allow the DT sufficient time and resources to discharge her/his responsibilities as set out in the statutory guidance? (e.g. to chair the PEP meetings; attend CLA reviews; liaise with staff; etc)
3. How does the senior leadership team have oversight of this role and the progress of/issues for CLA?
4. How does the DT manage the PEP meetings? (The DT should chair all PEPs, gathering the information ready for the meeting, talking to the child to obtain his/her views and follow up of the PEP action plan after the meeting.)
5. How are the staff informed about CLA? How do they find out about:
  - The name of the DT and who else performs this role.
  - The children in their class who are looked after.
  - Personalised strategies to use in class and around school.
6. What training have the staff had on CLA?
7. How does the school support a child who is in care and new to the school to quickly feel at home?
8. How are additional resources that come into school for CLA used to raise achievement? (Pupil premium of £430 and rising in future years.)
9. Are there any school related issues that prevent CLA from achieving?
10. What arrangements are in place which have contributed to successful provision and/or the child making good or better than expected progress?

Appendix 4

TORBAY VIRTUAL SCHOOL DEVELOPMENT PLAN  
2010 - 2012

Updated  
July 2011

# The Development of the Virtual School in Torbay

## INTRODUCTION

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

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

## KEY RESPONSIBILITIES OF VIRTUAL SCHOOL HEAD

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

- **To make sure that there is a system to track and monitor the attainment and progress of looked after children to:**
  - rigorously track and monitor data on where looked after children are at school and their progress, in a similar way to a head teacher of any school.
  - ensure that schools know which children are looked after and make sure that there is a Personal Education Plan (PEP) for all looked after children and one-to-one support where appropriate.
  - maintain an accurate record of the location and educational progress of looked after children in their authority, including those whom they look after but are placed in another authority or a non local authority school and those who are looked after by another authority but educated in this one.
  - act where necessary and work towards improving overall attainment at the virtual school, by maximising achievement and progress of both individual and cohorts of looked after children.
  - ensure that the head teacher and the designated teacher in each school know which of the children on their roll are in care, and what can be done to support them.
  
- **To ensure that all looked after children have a robust and effective personal education plan and access one-to-one support, including personal tuition where appropriate by:**
  - working with relevant professionals to ensure PEPs are of a high quality, subject to a rigorous monitoring and evaluation process, with impacts and outcomes that are followed up. In conjunction with School Improvement Partners they should challenge schools and others when appropriate to improve the quality of the PEP and promote faster progress.
  - They should also ensure that looked after children are able to access one-to-one tuition and Personal Education Allowances (PEAs) (see link below) wherever appropriate. They should also explore other sources of additional funding/support e.g. disadvantaged subsidy/home access project.
  
- **To champion the educational needs of looked after children across the authority and those placed out-of-authority by:**

- championing the needs of looked after children across the authority and spread effective practice, particularly in relation to improving behaviour and attendance, promoting stability of placement and school stability through admissions policies and use of school transport.
- working with others in local authorities and schools to ensure that measures are taken across the authority to promote positive behaviour, good attendance, and reduce exclusions, which should in turn lead to good progress and improved attainment.
- ensuring social workers adequately consider the educational needs of looked after children when a child/young person comes into care or when taking decisions about moving placements. Where moving placements is absolutely essential, wherever possible a new placement should be found which enables continuity of schooling but at KS4 ensures there is no change of educational placement. The virtual school head should take responsibility for making sure that admissions powers to admit looked after children to the most appropriate school are used wherever necessary, and they should ensure that school transport is provided as required to help children stay in the same school.

## THE TORBAY VIRTUAL SCHOOL

Torbay appointed its current Virtual School Headteacher following the publication of "Care Matters" and as part of the transformational agenda with the remit to look initially at existing good practice across Torbay regarding the promotion of educational achievement and well being of its Children Looked After (CLA).

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

Currently the Virtual School also has an advisory teacher, Suzanna Kleczkowski, who has been working for Torbay Council since September 2000 and has many years of experience of working with Torbay schools in the promotion of achievement of CLA.

Prior to setting up the Virtual School the authority had an Education Action Group which involved a range of agencies to monitor CLA.

Every school in Torbay is committed to supporting CLA and has a designated person responsible for their achievement and well being. This group of designated professionals now meet regularly to monitor Torbay's CLA's.

In addition the Head of the Virtual School and the advisory teacher meet fortnightly to look at the progress of individual year groups within the Virtual School.

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

This Development Plan has now been written in partnership by the Head of the Virtual School and the Joint Head of School Leadership & Improvement, in recognition of the key priority for the Local Authority and schools is improved educational outcomes for Children Looked After.

**Jane Inett, Virtual School Headteacher**

**Jane English, Joint Head of School Leadership & Improvement**

**July 2010**



Torbay Virtual School Development Plan 2010 - 2012

Priority 1	Formally set up Virtual School		
Objective	Create an effective virtual school which leads to improved outcomes for CLA	Person(s) with overall Responsibility:	JI

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG
1.1 Confirm vision, aims, objectives, core functions and admission criteria to the virtual school	Sept 2010	JI	<ul style="list-style-type: none"> <li>▪ Approved by Children's Services Management Team and agreed and published on Virtual School web pages</li> <li>▪ Shared with schools and partners across Torbay</li> <li>▪ Shared with carers and Children Looked After</li> </ul>	MJE	Amber Green
1.2 Formalise the constitution of the Governing Body. Recruit Governing Body members which will provide rigour and accountability	October 2010	JI	<ul style="list-style-type: none"> <li>▪ Constitution which is fit for purpose is in place</li> <li>▪ Full complement of effective governors in place</li> <li>▪ Meeting schedule and code of practice</li> <li>▪ Training provided from National Strategies</li> </ul>	MJE	Green

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG
			team		
<p><b>1.3</b></p> <p>Develop policies - initially admissions; protocol with schools</p> <p>Review existing policies, target setting, monitoring progress</p>	October 2010	JI	<ul style="list-style-type: none"> <li>▪ Policies fit for purpose are put in place by the Governing Body</li> <li>▪ Clear protocol established with schools</li> <li>▪ Policies lead to improved outcomes for CLA</li> </ul>	MJE	<b>A</b>
<p><b>1.4</b></p> <p>Review existing staffing structure which includes defining roles and responsibilities</p> <p>Performance management system in place</p>	Sept 2010	JI	<ul style="list-style-type: none"> <li>▪ Staffing structure meets the needs of the virtual school</li> <li>▪ Clear job descriptions produced</li> <li>▪ Effective performance management in place which leads to identifying training needs</li> </ul>	SF	<b>Green</b>
<p><b>1.5</b></p> <p>Provide a training session to raise awareness of the Virtual School ensuring that CLA; Carers; Social Workers; Schools;</p>	annually	JI	<ul style="list-style-type: none"> <li>▪ Virtual School has a high profile with all relevant partners</li> </ul>	SF	<b>Amber green</b>

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG
Headteacher/Principals; Health; elected members; Designated Teachers; etc are fully informed.					
<b>1.6</b> Ensure all schools have a nominated Governor for CLA.	Sept 2011	JI	<ul style="list-style-type: none"> <li>▪ Collate a list of the names of the nominated CLA Governor.</li> </ul>	SF	Amber green
<b>1.7</b> Produce a template for use by all Governing Bodies for their Annual Report on CLA	July 2011	JI	<ul style="list-style-type: none"> <li>▪ Template agreed and sent to all schools</li> <li>▪ Designated Teachers have been informed of the template.</li> </ul>	SF	Green
<b>1.8</b> Virtual School Governing Body requests a copy of each school's Annual Report for CLA and uses them to ensure that any training and development needs are highlighted and discussed at the VS Governing Body meetings.	Sept 2011	JI	<ul style="list-style-type: none"> <li>▪ All schools return their CLA report</li> <li>▪ The VS Governors monitor to identify any training needs or matters which need support and challenge.</li> </ul>	SF	Amber Green

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG
<p><b>1.9</b></p> <p>Deliver an annual training event on raising the attainment of <i>CLA</i> for all nominated <i>Governors</i> through the <i>Torbay Governing Support Training Programme</i>.</p>	<p>October 2011</p>	<p>JI</p>	<ul style="list-style-type: none"> <li>▪ Date advertised through <i>Governing Support Training Programme</i></li> <li>▪ Nominated governors have a range of strategies to support and challenge their own schools</li> </ul>	<p>SF</p>	<p><b>Amber green</b></p>
<p><b>1.10</b></p> <p>Ensure all schools have an up to date and relevant policy on the education of <i>CLA</i>.</p>	<p>December 2011</p>	<p>JI</p>	<ul style="list-style-type: none"> <li>▪ Highlight through <i>DT Forum</i></li> <li>▪ <i>VSGB</i> requests policies from all schools</li> </ul>	<p>SF</p>	<p><b>Amber</b></p>

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Priority 2	Support Provision for CLA in Virtual School		
Objective	Ensure CLA's receive their entitlement to support and that support impacts on their progress and development	Person(s) with overall Responsibility:	SF

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG
<p><b>2.1</b></p> <p>Develop audit tool to Quality Assure Personal Education Plans (PEPS) and act as a process of self evaluation.</p> <p>Undertake audit of PEPS on a termly basis</p>	Sept 2011	JI	<ul style="list-style-type: none"> <li>▪ Audit of 30 PEPS per term with a formal written report produced</li> <li>▪ Audit tool is effective in both QA of PEPS with measurable improvements seen in the quality</li> <li>▪ Audit tool also provides some self evaluation of provision for CLA</li> <li>▪ PEPs are focussed, fit for purpose and impact on provision/interventions for CLA</li> </ul>	MJE	<b>G</b>
<p><b>2.2</b></p> <p>Provide an infrastructure and CPD to the Designated Teachers Forum and</p>	Sept 2010	JI	<ul style="list-style-type: none"> <li>▪ Dates set for DT Forum to meet every term</li> <li>▪ Membership of DT Forum by all schools</li> <li>▪ Terms of reference for DT Forum published</li> <li>▪ Training programme published</li> </ul>	SF	<b>Green</b>

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG
provide suitable training for them on all aspects of the care system; clarity on how to support carers and social workers; an understanding of their role as a resource for school governors; and developing and influencing policies and the sharing of good practice amongst colleagues.			<ul style="list-style-type: none"> <li>▪ Training is accessed and attended by DTs according to need</li> <li>▪ All schools with CLA attend the DT Forum</li> <li>▪ Training provided leads to improvement in outcomes for CLA and is evidenced through Good Practice Case Studies</li> </ul>		
<b>2.3</b> Implement induction programme/peer support programme for new DTs/inexperienced DTs.	Oct 2011	JI	<ul style="list-style-type: none"> <li>▪ Introduce induction programme for newly appointed DTs and inexperienced DTs and a support network of peers willing to mentor</li> <li>▪ CPD is provided from Torbay Good Practice and external trainers as required</li> </ul>	SF	<b>A</b>
<b>2.4</b> Pupil Premium - ensure clear policy is shared with schools, carers of the purpose of PP and how to access for CLA and evaluation processes to ensure impact	Nov 2011	JI	<ul style="list-style-type: none"> <li>▪ Through the PEP process the PP is accessed in order to support the education progress of the CLA</li> <li>▪ The spending of the PP is monitored to ensure it is providing value for money and impacting on the progress and development of CLAs</li> </ul>	SF	<b>Amber Green</b>
<b>2.5</b>	Ongoing	JI	<ul style="list-style-type: none"> <li>▪ Attendance is monitored fortnightly using</li> </ul>	MJE	<b>Amber</b>

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG
<p>FFT data is used to set targets for CLA</p> <p>Attendance targets for individual pupils</p> <p>Engage with the school matrix being developed by Torbay to ensure appropriate and timely data is produced on the progress of CLA.</p> <p>Data is used by the virtual school management team to identify underperformance.</p> <p>Governors have a termly update on pupil progress and development.</p>			<p>Base to Base system</p> <ul style="list-style-type: none"> <li>▪ Attainment and social development targets monitored half termly</li> <li>▪ Provide training for social workers</li> <li>▪ Provide training for carers</li> </ul>		
<p><b>2.7</b></p> <p>Ensure all schools are providing, promoting and implementing 1:1 (Making Good Progress) Tuition for all CLA</p>	<p>Dec 2010</p>	<p>JI</p>	<ul style="list-style-type: none"> <li>▪ Take up of 1:1 tuition is achieved for all CLA</li> <li>▪ The impact of 1:1 tuition can be evidenced on the progress and levels of attainment of CLA</li> </ul>	<p>SF</p>	<p><b>Not yet started</b></p>

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG
<p><b>2.8</b></p> <p>Ensure schools promote the Universal Curriculum and Foundation Learning at both KS4 and KS5.</p> <p>Ensure all CLA, carers, SW, Independent Reviewing Officers are aware of Torbay Universal Curriculum at KS4 and encourage CLA to take advantage of it if appropriate</p>	Ongoing	JI	<ul style="list-style-type: none"> <li>▪ Annual information sessions in advance of start of KS4</li> <li>▪ Included in induction training for SW</li> <li>▪ Contact made with carers prior to Y9 Option Evenings</li> </ul>	SF	A/G
<p><b>2.9</b></p> <p>Ensure the utilisation of appropriate technologies in the support of learning.</p>	On-going	JI	<ul style="list-style-type: none"> <li>▪ All CLA have access to technology including the internet</li> <li>▪ All CLA have training on e-safety</li> <li>▪ All CLA have training on effective use of internet for academic study</li> </ul>	SF	A
<p><b>2.10</b></p> <p>To undertake with the IEHS a pilot</p>	January 2012	JI	<ul style="list-style-type: none"> <li>▪ All CLA who would benefit from a THRIVE approach have access to it</li> </ul>	SF	A



Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG
<p>project for THRIVE for CLA; and to support THRIVE schools in delivering the programme to CLA</p> <p>Ensure social workers/carers are fully informed of the THRIVE philosophy and ways of working</p>			<ul style="list-style-type: none"> <li>▪ Maintain a list of CLA who have received THRIVE</li> <li>▪ The emotional development of CLA is enhanced by THRIVE approaches</li> </ul>		
<p><b>2.11</b></p> <p>To plan three training events for Foster Carers in order to support them in their role in supporting their CLA in educational attainment.</p>	<p>By Sept each year</p>	<p>JI</p>	<ul style="list-style-type: none"> <li>▪ Foster carers are sent details of the dates and content of the sessions.</li> </ul>	<p>VSGB</p>	<p><b>G</b></p>
<p><b>2.12</b></p> <p>Produce a booklet on 'Advice to Foster Carers - What you need to know about education for your looked after child'</p>	<p>Sept 2011</p>	<p>JI</p>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>VSGB</p>	<p><b>A/G</b></p>

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Priority 3	Data Analysis		
Objective	Ensure that quality data provides evidence to challenge CLA and their schools and brings about better outcomes for CLA	Person(s) with overall Responsibility:	CT

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG
3.1 Develop effective use of data by establishing a Management Information System e.g CLA Target Tracker	End of Sept 2011	JI	<ul style="list-style-type: none"> <li>▪ CLA tracker in place</li> <li>▪ CLA progress is monitored half termly</li> <li>▪ Training provided on effective use of CLA Tracker to interrogate relevant data for school and virtual school personnel</li> </ul>	SF	Amber Green
3.2 Monitor the performance of CLA by gender, SEN and transience Monitor performance of CLA against	Oct 2011	JI	<ul style="list-style-type: none"> <li>▪ Clear data is provided on the performance of specific groups of CLA</li> <li>▪ Action is taken to ensure all groups at the expected level</li> </ul>	MJE	A

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG
statistical neighbours and Out of Area CLA in Torbay schools  Monitor progress against non-CLA pupils					
<b>3.3</b>  Ensure consistency of reporting exclusions from schools; analysis of reasons for the exclusion and identification of any mitigating circumstances; encourage schools to be proactive in avoiding exclusions; and that CLA exclusions are in line with/or less than the school target for all pupils	Nov 2010 and annually thereafter	JI	<ul style="list-style-type: none"> <li>▪ Policy on exclusions in place</li> <li>▪ Monitoring of exclusions through B&amp;A Partnership</li> <li>▪ Reasons for exclusion are analysed and strategy put in place to reduce incidence of exclusions</li> </ul>	MJE	<b>A</b>
<b>3.4</b>  Monitor the impact of transience and support schools in the implementation of personalised packages for supporting transient	Jan 2011	JI	<ul style="list-style-type: none"> <li>▪ Transient CLA have a realistic full time package which provide opportunity for academic success</li> </ul>	SF	<b>G</b>

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG
CLA where necessary					
<b>3.5</b> Through the B&A Partnership ensure that data on CLA achievement is shared between schools to identify good practice and influences curriculum planning	Jan 2012	JI	<ul style="list-style-type: none"> <li>▪ Schools compare performance of their CLA</li> <li>▪ Greater personalised curriculum provided for CLA</li> </ul>	MJE	A/G
<b>3.6</b> Expected levels of progress, average points score, progress against FFT targets and CVA for CLA is collated and analysed and challenged and praised accordingly	Oct 2011	JI	<ul style="list-style-type: none"> <li>▪ Evidence of a great interrogation of CLA data by schools and the virtual school which leads to changes in policy and practice to bring about improvement</li> </ul>	SF	Amber Red

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Priority 4	Raising Attainment and Aspiration		
Objective	The attainment of <i>CLA</i> in Torbay is raised to be in line with the National Average and then exceeds the National Average	Person(s) with overall Responsibility:	Ji

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG
4.1 Ensure all schools have a collective and individual target for CLAs	End Sept 2011	Ji	<ul style="list-style-type: none"> <li>▪ CLA and carers are clear of individual targets</li> <li>▪ Through the SIP target setting process all schools set attendance and attainment targets for CLA</li> </ul>	SF	Amber Green
4.2 Ensure CLA have equal access to school activities and events	Jan 2012	Ji	<ul style="list-style-type: none"> <li>▪ Schools to monitor CLA engagement in extra curricular activities, pupil voice, positions of responsibility</li> <li>▪ Virtual school collects and analyses data to monitor engagement on an annual basis</li> <li>▪ Annually, a focus group of CLA attend a Governors meeting to discuss engagement</li> </ul>	SF	A

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG
			opportunity		
<p><b>4.3</b></p> <p>Ensure guidance on career, vocation and continuing education is based on early, optimistic assessments of the CLA potential</p>	Jan 2012	JI	<ul style="list-style-type: none"> <li>• Careers South West prioritises CLA and provides evidence of involvement twice a year to Governors of the virtual school</li> <li>• 100% CLA move on to training or employment or remain in school or progress to Further Education.</li> </ul>	MJE	A/G
<p><b>4.4</b></p> <p>Review the current Torbay PEP format, CS0014, and make it more focussed on educational attainment, targets and progress</p>	Sept 2011	MJE	<ul style="list-style-type: none"> <li>▪ A PEP which is more rigorous in identifying progress towards educational attainment</li> <li>▪ PEP available for all Key Stages</li> <li>▪ PEP available on Torbay website</li> <li>▪ Improved educational outcomes for CLA</li> </ul>	CH	Amber Green
<p><b>4.5</b></p> <p>At KS4 at the latest, within the PEP. progression opportunities for post 16 studies are discussed and planned</p>	Feb 2012	JI	<ul style="list-style-type: none"> <li>▪ DTs in all secondary schools actively promote post 16 studies, including FE and HE, to the CLA group</li> <li>▪ Y10s and Y11s are encouraged to attend Open Events at local 6th Form Colleges and FE Colleges.</li> <li>▪ Torbay Care Leavers who are in Higher Education are used to promote the</li> </ul>	SF	A

Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG
			opportunities of HE and the support afforded to CLA when in HE.		
<p><b>4.6</b></p> <p>Review each schools' Gifted and Talented Register to identify which CLA are identified and ensure CLA have no barriers to participating in the training days promoted for G&amp;T pupils</p>	October 2012	JI	<ul style="list-style-type: none"> <li>▪ The Virtual School keeps a G&amp;T register</li> <li>▪ Participation of CLA in G&amp;T events is monitored and CLA views are collected on potential barriers to their participation</li> </ul>	SF	R
<p><b>4.7</b></p> <p>Provide an opportunity for all KS3 and 4 CLA to have access to free and impartial Careers Information, Advice and Guidance regarding opportunities within school 6<sup>th</sup> Forms, FE and HE.</p>	Sept 2012	JI/AH	<ul style="list-style-type: none"> <li>▪ Actions identified within PEP Interviews conducted by Careers South West, School 6<sup>th</sup> Form Managers, Helpzone Manager at South Devon College.</li> </ul>	JE	A/G

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<b>Priority 5</b>	<b>Student Voice</b>		
<b>Objective</b>	Engage with CLA to ensure a clear understanding of their views on the strengths and weaknesses of the provision in place for them	<b>Person(s) with overall Responsibility:</b>	JI

<b>Actions</b>	<b>Deadline Date</b>	<b>Person Responsible for Action</b>	<b>Required Outcome</b>	<b>Person with monitoring role</b>	<b>RAG</b>
<b>5.1</b> Survey CLA at least once a year on impact of school/virtual school, feeling safe, progress, healthy lifestyles, economic well-being and making a positive contribution	April 2012	JI	<ul style="list-style-type: none"> <li>▪ Information provided is part of virtual school self evaluation process and leads to future policy and strategy</li> </ul>	SF	R
<b>5.2</b> Monitor student views from PEPs	Annually	JI	<ul style="list-style-type: none"> <li>▪ Monitor PEPs each term - 30 per term.</li> <li>▪ Written report will provide views of CLA on their education</li> <li>▪ Evidence the impact of their views on change in practice</li> </ul>	MJE	Amber Red



Actions	Deadline Date	Person Responsible for Action	Required Outcome	Person with monitoring role	RAG
<p><b>5.3</b></p> <p>The Governing Body of the Virtual School. Survey carers, SW and IRO on school/virtual school</p>	<p>April 2012</p>	<p>JI</p>	<ul style="list-style-type: none"> <li>▪ Survey provides information on the effectiveness of policy and strategy on supporting the voice of SW and carers</li> </ul>	<p>SF</p>	<p>R</p>
<p><b>5.4</b></p> <p>Elected Members to meet a student voice group to gauge their views on an annual basis</p>	<p>January 2012</p>	<p>JI</p>	<ul style="list-style-type: none"> <li>▪ Information provides Elected Members with a clear picture on students' views which Elected Members are able to use to influence strategy as appropriate</li> </ul>	<p>MJE</p>	<p>R</p>
<p><b>5.5</b></p> <p>Virtual School Head and advisory teacher engage termly with a focus group of CLA</p>	<p>April 2012</p>	<p>JI</p>	<ul style="list-style-type: none"> <li>▪ Discussion focus on the ways the virtual school can improve provision and support for CLA outcomes and lead to their inclusion in the virtual school development plan</li> <li>▪ Evidence the impact of their views on the changes in practice</li> </ul>	<p>SF</p>	<p>R</p>

**JI** Jane Inett, Torbay Virtual School Headteacher

**SF** Suzie Franklin, Head of School Support and Challenge

**MJE** Jane English, Joint Head of School Improvement

**CH** Claire Hummerstone, Operations Manager, Specialist Services

**AH** Alex Howarth, SDC Helpzone Manager

**VSGB** Virtual School Governing Body