



ANNUAL REPORT (2018-19) OF THE VIRTUAL SCHOOL GOVERNING BODY

NOVEMBER 2019



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Foreword by the Chair of the VSGB

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

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

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

In terms of our pupils' achievement this year we have seen a mixed picture. Despite an increase in those achieving a Good Level of Development it is disappointing to see this result is below the national CLA data. A similar picture was seen with KS2 SATS with an increase across the board but still below national data. At KS1 there was a terrifically improved result in maths which saw this cohort perform better than the national cohort. This is particularly pleasing as maths was highlighted last year as a problem area. The GCSE results dipped from the previous year when we were amongst the best in the country however it should be noted that this had been predicted all through the year so came as no surprise.

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 ninth 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, a PEP Co-ordinator and a 0.5 Admin Officer. The Virtual School staff sit within social care teams with half of the team located in the SAFS Team in Electric House and the teachers located with Specialist Services in Torhill House in Torquay.

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

The four key responsibilities of the Virtual School are:

1. To make sure there is a system to track and monitor the attainment and progress of children looked after.
2. To ensure that all children looked after have a robust and effective personal education plan and access to 1:1 support, including personal tuition.
3. To champion the educational needs of children looked after across the authority and those placed out of authority.
4. To provide advice and guidance to schools and parents/guardians of post LAC children and young people.

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

All of the data about the Virtual School contained in this report will be from the academic year 2018/19.

The Virtual School consists of three groups of CLA

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

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

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

Age group	Total in Torbay Virtual School (A+B - C)	All CLA in Torbay schools (A)	Torbay CLA in out of area schools (B)	Out of area CLA in Torbay educational provision
Early Years	20			
Reception	10	5	5	0
Year 1	11	9	4	2
Year 2	10	8	2	0
Year 3	11	12	2	3
Year 4	16	13	4	1
Year 5	20	18	8	6
Year 6	28	26	8	6
Year 7	25	13	14	2
Year 8	27	16	12	1
Year 9	33	23	18	8
Year 10	21	16	7	2
Year 11	37	21	19	3
Post 16	46			
Total of statutory school age	249	180	103	34
GRAND TOTAL	315			

The number of CLA of statutory school age in the VS at the end of the academic year saw a decrease of 23 on the previous year which had seen an increase of 60. Whilst this does not take the numbers back to the numbers of two years ago it is a trend in the right direction. It should also be noted that there was a decrease of 7 of out of area CLA in schools in Torbay.

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. Fortunately no school became Inadequate during this academic year. It should be noted that one of the children moved from an Inadequate school to a Good school during the previous academic year reached the Expected Standard in all four areas of KS2 SATS and indeed gained Greater Depth in Reading. Looking at the forecast data from the

Inadequate school this may not have been the case if the child had remained on their roll. A really positive outcome for our child and an excellent base to commence the new school in Y7.

The VS continues to monitor the OFSTED ratings of the schools. At the end of the academic year there were 88% of our CLA in schools which were rated Good or Outstanding. This is a decline of 1% on the previous year. It should be noted that 4% of our CLA are in schools which do not have an OFSTED rating due to them being academy converters and the schools are awaiting an inspection. In these situations close monitoring of the progress of the children is undertaken.

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 2019 the children whose outcomes are measured are those children who were in care on 1 April 2018 and remained in care until 31 March 2019. 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 2018 - 31 March 2019.

Headlines:

1. In Reception there was a slight increase in the numbers achieving a Good Level of Development from the previous year from 25% to 28.5%. However this is still below the national CLA figure of 49%. This needs further investigation looking not only at the quality of education but also if the good record on adoption the LA has impacts on this cohort.
2. At KS1 there was a downward trend on the previous year. However it should be noted there were only two in last year's cohort which meant only one of the two achieved the Expected Standard in Reading, Writing and Maths. This cohort whilst still small with 7 children in the continuous care cohort, did see more children achieve the Expected Standard in Reading, Writing and Maths. This saw Torbay CLA in line with national CLA in Reading and Writing and above national data by 15% in Maths.

3. At KS2 whilst there was an upward trend in all areas from the previous year this still saw Torbay below national data in all of the SATs. It should be noted that 47% of the children in Year 6 had an EHCP with either Cognition and Learning or SEMH as the primary need. Further investigation needs to see how that relates to the national continuous care data set for this year group but that detail is not yet available at the time of writing.
4. At KS4 there was an expected downward trend in all areas. Currently the national data set for this age group is not yet available. It should be noted that this group had 10 children with EHCPs and of these only two attended mainstream schools.
5. The Attainment 8 score reduced this year. This is not surprising due to the high numbers attending special schools in this cohort. The range of Progress 8 scores was considerable. The best was +0.72 and the least was -4.41. It should be noted that the least P8 score was for a young person in a Tier 4 mental health unit. There were five young people in this cohort with positive P8 scores. This means they performed better than expected against their peers nationally.
6. KS5 - the good news is that 25% of this cohort successfully completed Level 3 qualifications.
7. Exclusions - there was a 1% decrease in the number of children experiencing a least one fixed term exclusion throughout this academic year.
8. Attendance remained level with the previous year and stood at 95% for the whole school. However the attendance at the secondary phase dropped and therefore the focus will remain on attendance as the excellent attendance in the primary phase of 97% masked the poor attendance in the secondary phase.

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 10 children in this year group. There were seven children in the continuous care cohort with only two achieving a Good Level of Development with a further 3 who were CLA by the end of the year but had not been in care for 12 months. From this group 2 achieved a Good Level of Development. One child in the continuous care cohort has an EHCP for Cognition and Learning.

Key Stage 1 - Year 1: There were 6 continuous care children in this year group with 11 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.

In the continuous care cohort there were two children with EHCPs one for Cognition and Learning and the other for Social Emotional Mental Health. Both children are in special school settings.

	Reading	Writing	Maths
Less than 12 months CLA	4	3	3
Continuous care CLA	4 (66%)	4 (66%)	4 (66%)

Year 2: There were 7 continuous care children in this year group but with 10 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. It should be noted that in the continuous care cohort 3 achieved Greater Depth in Maths, 2 achieved Greater Depth in Reading and 1 achieved Greater Depth in Writing.

There are two children in the continuous care cohort who have EHCPs. One for Cognition and Learning and the other for SEMH. Both of these children are currently in mainstream settings and the child with the SEMH diagnosis is working at ARE.

	Reading	Writing	Maths
Less than 12 months CLA	2	2	2
Continuous care CLA	3 (42.6%)	3 (42.6%)	4 (56.8%)

Key Stage 2 - Year 3: There were 5 continuous care children in this year group but with 11 Torbay CLA in total. The children are expected to be at ARE by the end of this year.

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

	Reading	Writing	Maths
Less than 12 months CLA	2	1	2
Continuous care CLA	3 (60%)	2 (40%)	3 (60%)

Again there were 2 children with EHCPs. One for Cognition and Learning and this child is in a special school setting and the other for SEMH but in mainstream.

Year 4: There were 9 continuous care children in this year group but with 16 Torbay CLA in total. A child is expected to achieve at least ARE by the end of this year.

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

	Reading	Writing	Maths
Less than 12 months CLA	1	1	2
Continuous care CLA	4 (44.4%)	4 (44.4%)	3 (33.3%)

In the continuous care cohort there are 3 children with EHCPs. Two for Cognition and Learning with one child in mainstream and the other in a special school setting and the other for SEMH within a mainstream setting.

Year 5: There were 15 continuous care children in this year group but with 20 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	1
Continuous care CLA	7 (46.2%)	7 (46.2%)	6 (39.9%)

There are two children in the continuous care cohort with EHCPs both for SEMH and both children are in mainstream schools.

Year 6: There were 19 continuous care children but with 28 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	4	3	4	4	2
Continuous care CLA	8 (42.1%)	7 (36.8%)	5 (26.3%)	8 (42.1%)	5 (26.3%)

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.

There were three children in the continuous care cohort who achieved Greater Depth in Reading and one in the less than 12 months cohort. Three of these children were educated in schools in Torbay and the other was out of area. There was one child who achieved Greater Depth in writing. This child was in an out of area school.

In the continuous care cohort there are nine children with EHCPs. Of these five are in mainstream school settings. There are five children with Cognition and Learning named as their primary need and the rest have SEMH as their primary need.

The table below shows the progress measures for the continuous care cohort. It will pose some questions for Headteachers with CLA in schools within Torbay as the data demonstrates that for our CLA in Torbay their progress compares negatively with our CLA education out of area.

	Reading	Writing	Maths
All continuous care CLA	-3.09	-0.97	0.67
All continuous care CLA in Torbay schools	-4.53	-2.71	-0.95
All continuous care in out of area schools	-1.86	+0.52	-0.44

It should also be noted that the data for children in the continuous care cohort with no reported SEN shows their progress in Reading as +1.11; writing +2.65 and maths -0.81. All of these were in out of area schools.

Key Stage 3 (Years 7, 8 and 9)

Year 7: There were 21 continuous care children but with 25 children in total. Again children need to achieve Age Related Expectations.

	English	Maths	Science
Less than 12 months CLA	0	1	0
Continuous care CLA	6 (28.6%)	5 (23.8%)	8 (38.1%)

There are 9 children with EHCPs in the continuous care cohort with only 3 of these in mainstream schools. Of the 9 there are seven children with Cognition and Learning as their primary need. The remaining two have SEMH as their primary need.

Year 8: There were 21 continuous care children and 27 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	1	2	2
Continuous care CLA	8 (38.1%)	5 (23.8%)	9 (42.8%)

There are 8 children with EHCP in the continuous care cohort with 2 having Cognition and Learning as their primary need and seven have SEMH as their primary need. Seven of these children are educated in special school settings.

Year 9: There were 27 continuous care children and 33 Torbay CLA in total in this year group. Again the minimum national expectation is ARE by the end of Y9. The table shows the children who achieved at least ARE by the end of the year.

	English	Maths	Science
Less than 12 months CLA	0	0	0
Continuous care CLA	13 (48.1%)	12 (44.4%)	13 (48.1%)

There are 9 children with an EHCP in the continuous care cohort. Only two attend mainstream schools.

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 19 continuous care children and 21 Torbay CLA in total in this year group. At the start of the year targets for the end of KS4 were set from each school's Fisher Family Trust (D) data set. This data set uses prior attainment data and contextual factors to predict outcomes that a young person should achieve in line with the top 25% of students in similar contexts.

Of the continuous care cohort 13 have at least a Grade 4 as a target in English and 11 have a target in Maths. At the end of term 8 were on track in English (42.1%) and 4 (21%) in Maths. This would see 21% achieving 5 A* - C including English and Maths. However the young people who were not working to target are receiving interventions to try to get them back on to target.

There are 6 children with EHCP in the continuous care cohort who are all educated in special school settings.

Year 11/ End of Key Stage 4: There were 28 continuous care young people and 37 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 2019	14.3% (4)	14.3% (4)	2 (7.1%)	14.3% (4)	32.1% (9)	21.4% (6)
Torbay CLA 2018	33.3% (7)	33.3% (7)	0	38.1% (8)	42.8% (9)	38.1% (8)
Torbay CLA 2017	13.6% (3)	22.7% (5)	4.5% (1)	13.6% (3)	22.7% (5)	27% (6)
Torbay CLA 2016	13.3%	13.3%	0%	20%	27%	27%
Torbay CLA 2015	14%	14%	0%	14%	18%	18%
Torbay CLA 2014	0	8%	0%	8%	20%	8%

It is really positive to report that two of the young people in the continuous care cohort achieved the EBACC this year.

The following table includes Y11 CLA who had not been in care for 12+ months:

	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 2019	0	0	0	0	2	1

There are 10 children with EHCP in the continuous care cohort and only 2 attended mainstream schools.

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 for the continuous care group was 21.9. The following table gives a comparison for both A8 and P8:

	Torbay CLA (100% coverage)	SW Region CLA (94% coverage)	National CLA (92% coverage)
A8	21.9	22.1	25.2
P8	-1.17	-1.19	-0.96

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 2018 and a score of -0.2 in 2019 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 2018 and in the 70th percentile in 2019 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 -1.17 this year for our CLA whereas the national CLA P8 was -0.96. It should be noted that we had 100% coverage included in the data whereas the national data was only 92% which means some young people nationally were not included. It should also be noted that neither our A8 nor P8 is seen as significantly below the national or regional data.

As with KS2 there are questions to be asked when looking at P8 and A8 data for the continuous care cohort in Torbay schools against those in out of area schools.

	Continuous care CLA in Torbay schools	Continuous care CLA in out of area schools
Progress8	-1.58	-0.89
Attainment8	17.6	24.9

It is important to recognise that the results of GCSEs were predicted to decline this year. There were no surprises and although interventions were in place both through PEPS and the PRIM process in order to successfully engage young people we need their commitment and desire to do well. Whilst some of the young people had been in care for a long time a number of children became looked after during their Y10 and became part of the continuous care cohort. This included one Unaccompanied Asylum Seeking Child, five other children who entered care in KS4 and from within the longer term continuous care cohort one child questioning their gender and another focussing only on returning home to mum.

Key Stage 5

In KS5 the young people may be following a L1, L2 or L3 course and as often our young people need a longer time to complete the expected courses for Y11 it can be quite complex to track their achievements. However the data is that 25% completed a L3 course with one of these being A levels and the others vocational L3. The young person studying the A levels achieved a BBC in English, Psychology and Sociology and commenced studies at Bath Spa University in September. This child came into care during Y11. Another 25% completed a L2 qualification with a further 15% completing a L1.

In terms of post 16 there were 5 young people with Education Health Care Plans. The primary needs were for 1 x SLD; 1 x SEMH; 3 x 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 Inclusion Officer collects the reasons for an absence in school and will know if it is due to illness or otherwise. Analysis of the absences looks for patterns.

The VS has a policy of no holidays in school time for our CLA unless it is a school based activity and part of the school curriculum.

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

2. The attendance figures in this report are for the children who have been in continuous care for 12 months.
3. Three years ago attendance was a focus area for improvement and since then the attendance has improved incrementally. This year the attendance has remained at 95% which is the same as last year. This is sustained progress.
4. There is an increase in the number of children characterised as Persistent Absentees on the previous year's figure of eight. This year there were 11 children and young people categorised as Persistent Absentees. Of these six were in Y11. It should be noted that for some of the young people whilst they were still PA their attendance improved significantly from the previous year. Two of the young people increased their attendance by 17% and 10% on the previous year's attendance and it should be noted that these two young people came into care during their Y10 and had a long history of poor attendance.
5. There were only 21 continuous care children and young people with 100% attendance. This is a decline from 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 2019	97%	90.15%	95%
Attendance 2018	97.5%	94%	95%
Attendance 2017	97.5%	95.1%	96%
Attendance 2016	96.8%	94.7%	95.7%
Attendance 2015	97.99%	93.33%	95.7%
Attendance 2014	92.34%	92.36%	92.35%

Children on Part-time Timetables

During the academic year there were eleven children on part-time timetables at some point during the year.

One of these was a Y9 children who upon entering care had not been in school for a number of years and was electively home educated. One child was in a mainstream school and had a package of 21 hours over five days. Two were children with EHCPs for whom part-time packages were created as there were no schools in the area where they were residing which could meet need and both young people had packages of 21 hours per week over five days. Two children had part-time provision whilst a school place was being sought. This took the form of online learning packages and a tutor.

Five children had part-time transitions into schools following being placed out of area and therefore changing schools. These were closely monitored by the Inclusion Officer in order that a timely return to full time education was achieved.

Exclusions

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

During the academic year 32 children were subject to fixed term exclusions. This would be an exclusion rate of 12.8%. When you extract the continuous care children there were 26 who were subject to at least one FTX. This would see 13% of continuous care children subject to a FTX. This is a small reduction of 1% on last year's FTX rate. Looking at the data on continuous care children there is an equal split of children subject to FTX.

It should be noted that one Y11 children who was a new entrant into care was Permanently Excluded by their school. Following a great deal of research by the Inclusion Officer this was successfully challenged and the PX was overturned.

A child in Y1 who was another new care entrant was subject to a PX. This was a situation whereby the school had not acted soon enough in terms of engaging the Educational Psychologist, when the child started attending the school in order to get

some strategies and eventually put in a Request for Statutory Assessment. When the child came into care the behaviours in school escalated and a number of staff received physical injuries. The VS attempted to put in support and alternatives but it was clear the child needed specialist provision. An application was sought for this but at this point the LA had a policy of only children subject to PX being taken on at the LA's Behaviour Unit. This then saw the VSHT reluctantly advise the school to PX the child. It should be noted that the LA has now renewed its policy and this situation will not arise again for a CLA.

No continuous care child was subject to a PX and no managed moves were used during the year.

Special Educational Needs

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

At the end of the academic year there were 69 children, of statutory school age, with EHCP's in the Virtual School. This sees 27.6% of the VS's school population being subject to an EHCP. Of these 69 children and young people 47 of them are in specialist provisions. This immediately raises concerns as the evidence from the Rees Report sees children not in mainstream schools doing less well than their peers in mainstream in terms of reaching age related expectations. This however does not mean they do not make good progress it means they do not reach the level expected for their age group set by the DfE.

It should be noted that there are 12 more children and young people with EHCP's than the previous year which also saw a significant rise in those with EHCPs.

In Y11 there were eleven children with EHCPs, ten of whom are categorised as in the continuous care cohort. Only three of the eleven were in mainstream schools and one of these was not in the continuous care cohort.

There were 44 children and young people identified as needing SEN support in those of statutory school age.

When combining the number with an EHCP and those at SEN support the data shows that 45.2% of those of statutory school age have special educational needs.

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

Outcomes at end of KS2 and 4 for children with SEN

At KS2 there were 4 children at SEN Support and 11 with Education, Health and Care Plans. Of the children with EHCP six children's primary need is a moderate learning difficulty with the remaining five being social, emotional and mental health. The table following gives detail of their performance.

	CLA in VS	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	11	3	2	1	3	1
Number at School Support	4	2	1	1	1	0

At KS4 there are eleven young people with an EHCP. There are three with the primary need being a moderate learning difficulty; and eight with social, emotional and mental health needs. From this EHCP cohort no one achieved a Grade 4 in either maths or English. However the young people at SEN support did achieve some good results. One child achieved nine GCSEs. In fact the achievement was one Grade 6, five Grade 5s and 3 Grade 4s. This included Grade 5 passes in both English and maths. One young person achieved seven GCSEs at Grades 4 and 4 and this included a strong pass in maths and a Grade 4 in English. The third young person achieved 5 GCSEs at Grade 4s and 5s including a strong pass in English and a Grade 4 in maths. It should be noted that these three young people (all boys) also received tuition from the VS in both English and maths throughout the year.

As noted by the Rees Report the type of school a child attends is one of the strongest predictor of outcomes. The educational outcomes for children attending non-mainstream schools are far lower than for those who attend mainstream. In the Y6 cohort five of the continuous care children attended special or residential schools. In the Y11 continuous care cohort eight young people either attended special schools or alternative provision.

Unaccompanied Asylum Seeking Children

During the year there has been one UASC of statutory school age. This child was in an out of area school and in Y11. A detailed plan of support for English lessons were in place throughout the year. It is pleasing to note that this child passed GCSE maths

with a Grade 4 along with Double Science at Grade 2 and a BTEC Level 1 in Hospitality. This young person is planning to undertake a L1 Hair and Beauty course at the local FE College from September.

There were three UASC in Y12 and 13. They were all undertaking vocational courses in their local FE colleges.

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 the age of 3 years if in educational provision up to the age of 18.

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

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

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

The VS staff will liaise with Designated Teachers over academic targets within PEPS. The VS will target children in Y6 and Y11 who are within a 40 mile radius to work intensively towards SATS/GCSE English and maths. Where it is impossible to work directly with a child the specialist teachers will advise/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 £2300 per child. The Local Authority who looks after the child is responsible

for distributing the PP+ to schools and academies. The Virtual School Head has responsibility and accountability for making sure there are effective arrangements in place for allocating the PP+ to benefit each child looked after by the LA. Each Virtual Head must develop a policy for the funding of PP+ for the LA. The grant must be managed by the Virtual School Head and used to improve outcomes and 'narrow the gap' as identified in the PEP in consultation with the Designated Teacher in the school.

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

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

The vast majority of targets in the PEPS are SMART which are clear and progressive. There continues to be 80% of targets being achieved.

PP+ funded projects

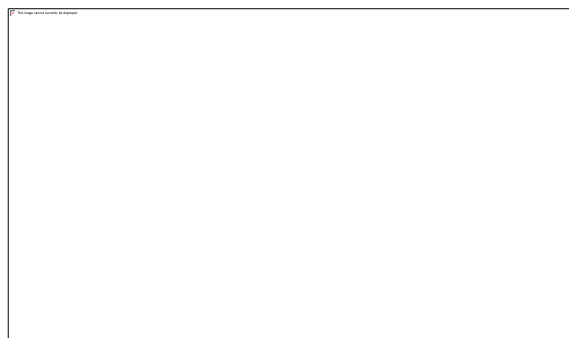
There are a number of projects and interventions which are supported through PP+ such as The Get Gritty Transition Project. This was designed to increase resilience in the child and effect a smooth transition into Y7. It uses the medium of Outdoor Education in order to set challenges which increase individual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

moves from Y6 to Y7 gets a transition pack which includes a rucksack which has an array of stationery and educational resources to support them in their new school.

As with every educational experience there is the process of plan, do and review. Following the review of *Get Gritty* in 2018 it was decided to use a new provider in 2019. This proved very beneficial and added value to the experience of the young people. We will continue to use this new provider in 2020.

It was also decided this year to focus on the children who had been in the first *Get Gritty* cohort who were now in Y10. It was felt important for the group to come together and re-visit some of the outcomes of *Get Gritty*. It was important, of course, to ensure the young people didn't just have a replica of *Get Gritty* so after much research it was decided to use wild water rafting as the medium. Hence *Get Grafting* took place in the Spring Term. This was very well received by the young people and enabled good working relationships between the staff and young people. We should never underestimate the power of relationships and indeed it is the building block of good attachment work.

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 for this year a second STEM experience was added. This saw a group of secondary aged pupils build two boats from cardboard, having first designed the boats, during the latter half of the summer term. The boats once built then had to be painted in order to make them watertight. This was so they could take part in the final element of the Boat Challenge Project. This saw a group of 4 boys take to the water in Plymouth Sound to race against five other schools. It was a very rewarding project and not only were STEM principles used but the young men involved learnt much about themselves and how to work as a team. Ultimately the teams had success in coming first and second in the race. This was quite an achievement for a Virtual School and an amazing achievement and experience for the young men involved.



All of the Attachment in Schools Training is paid through PP+. The Attachment work commenced in October 2015 and has developed since then. There is a clear understanding that getting all professionals to understand attachment is crucial in order for all of our young people to gain the very best they can from our schools. We have a clear strategy on ensuring that training is ongoing each year and training is now not only offered to schools but also to Early Years settings as well as colleagues from social care. This appears to be showing good results with positive change happening in schools and a greater understanding that a behaviour policy has to include an understanding of the impact of attachment and trauma on the child and the behaviourist model does not work with a child with significant trauma or attachment needs. It should be noted that all but one school in Torbay has undertaken some form of training in attachment. This would be at least one day of training. It is pleasing to note that 30 schools have sent at least one member of staff on the Seven Day Attachment course with 127 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 a further 24 staff in schools had completed their 7 Day Attachment in Schools course. A further 24 will commence the same course in September 2019 which will again be hosted through the Torbay 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 her first two years as Attendance Officer the role changed to one of Inclusion Support Officer. This also sees the post holder being our Attachment Lead in the VS.

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

Storyboard 1- Y10 Female

What was the issue?

The young person had experienced trauma, bereavement of birth mother and loss of long term placement. This led to further feelings of rejection as the siblings remained in the placement. There had been changes to social care professionals and a period of instability whilst the previous foster carers discussed ending the placement.

The change in placement meant a school move so she also lost peer support and loss of her therapist. Some of the behaviours due to her distress included dysregulation; refusal to engage with adults; class based learning was difficult with refusal to attend lessons or leaving the lesson/site; anger issues and friendship difficulties.

The young person also had experienced a period of stability as she was originally placed as a respite whilst an appropriate therapeutic placement was sought. She remains with the respite carer. The student had a period at YMCA and with tutors whilst the placement was uncertain and then ensured a school place was obtained.

This included liaising with the school on previous, current and future plans

Our journey so far....

The Keyworker with the Virtual School has become the significant adult that the student turns to when she has education issues. Due to changes in social worker and not currently having an allocated social worker the key worker has provided consistency and an adult she can approach and also ensures social care are updated on changes that occur. Since working with the children the keyworker at the Virtual School had become their significant adult.

Methods have included:-

- Direct work in attachment and trauma informed practice/Theraplay
- Communication with key professionals
- Through PEPs provide the right support needed for these children
- Attending reviews/PEPs
- PSHE activities (as the young person refuses to attend lessons)
- Working with the school on adapting the timetable to meet the current needs
- Liaising with CAMHs nurse to get therapy restarted
- College Course at SDC established
- Request for Ed Psych assessment
- Working with other involved professionals

What have we done?

- To support the student and ensure her needs are met through direct and indirect work
- Regular check-ins from team/pastoral support
- Sensory breaks and safe space created
- Ongoing support of foster carers, school staff with strategies
- Student provided with opportunities to E 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. Exeter College
- Individual teaching of 'how our brains work' - hand model of the brain (Dan Siegal) and reflection when the student has calmed
- PP+ supported a 1:1 to encourage student to attend and stay in lessons
- Worked with SDC to find a suitable mentor to support young person when heightened at college

What difference has this made?

- The student has built some trust in their key adults in school
- The student is engaging positively with college as she is studying a course related to her interests
- Student is starting to make some plans for the future
- Starting to develop an awareness of feelings and emotions
- Attending some Maths and Art lessons independently
- Engaging well with small group class based learning set up by school
- Engaged appropriately on school trip
- Accesses intervention centre at break and lunchtimes
- Can sometimes follow direction by staff in school

Areas for further action

- Whole school training in attachment for school staff - Spring Term
- Further strategies to be developed for unstructured times to be more successful
- School encouraged to share strategies that work well
- Student to independently seek out key adults, safe space and calming techniques
- CAMHs to commence
- To access more of her lessons
- To increase her feelings of self-worth

Immediate next steps

- Work with named member of pastoral staff to ensure students' needs are met
- Review PEP targets

- Work on student taking responsibility for some choices

Author

Anna Walker - Secondary Teacher/SENDCo

Storyboard 2 - male 13 years old - school refuser

What was the issue?

This young man had become a school refuser. His lived experiences had resulted in many complex needs due to trauma as well as being diagnosed with ADHD. He had been placed locally with a sole carer. Sole carer struggled with this young person refusing to attend school; get out of bed; nocturnal traits and lack of social engagement.

This did eventually result in a placement breakdown; a move out of area which caused distress; change in social care professionals and a subsequent school move. Most of this young person's behaviours was due to his distress included dysregulation; wetting; refusal to engage with adults; class based learning was impossible; seeking solitude; hypervigilance; refusal to eat.

The young person was unable to recognise or verbalise his feelings and emotions due to receiving messages from his parents that 'he was different from everyone due to his ADHD'.

Our journey so far....

Initially, support was given to his carer in providing strategies to help the young person engage; leave his bed. It was explained to the young person that he had a 'team' around him. This would include a keyworker from the Virtual School, his carer, social worker and the assigned Community Care Worker (CCW). The keyworker at the Virtual School had become a significant adult. To provide consistency and build trust the keyworker visited each morning and demonstrated for carer the strategies to encourage the young person to develop a morning routine. This was extended in transporting him to school.

Methods have included:-

- Thrive sessions
- Sensory work
- Working with professionals involved / providing support with further transitions
- Direct work in attachment and trauma informed practice/Theraplay/Getting alongside the child
- Communication with key professionals
- Training of school staff in Trauma Informed Practice
- Training of foster carer in Trauma Informed Practice
- Set up a team around each child within school; meet and greet; key adult
- Through PEPs provide the right support needed for him
- Attending reviews/PEPs
- YMCA keyworker introduced to support the plan

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

To help this young person build on his routine a part time timetable was agreed and a bespoke timetable to suit his educational needs. Drumming lessons were included (rhythm and music stimulates the vagus nerve and results in calming and improving the vagal tone). Included in his timetable was support from a YMCA keyworker to improve his social, emotional and mental health.

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.

With the placement breakdown further support was given to this young person. As he was moved out of area support was given during the transition. A visit was completed to reassure him that he was being 'kept in mind'. This young person had a love for playing Chess - Chess set purchased and sent through the post as a reward to his engagement. Schools were explored. A school with a small cohort was chosen; a meeting held with Head and pastoral support alongside the social worker and carer. Transition plan was made to ensure success.

What have we done?

- To support the child and ensure his needs are met through direct and indirect work
- A keyworker was engaged to deliver tutoring within the home and to develop a positive relationship in order to provide support with transition into school
- All staff provided with a level of training in Trauma Informed Practice and Theraplay informed
- intervention in person; by phone and email
- Work closely with the Thrive practitioner of the school via telephone in the provision of a team around the child
- Meet and greet
- Regular check-ins from team
- Visual timetable which included sensory breaks
- Safe space created for child
- Work in line with the educational psychologist assessment and request made for EHCP
- Ongoing support of foster carers, school staff with strategies. Home/school partnership agreement for consistency of strategies/communication with the keyworker (tutor)

- Provision of Therapeutic Horsemanship care; Drumming lessons within school; continuation to build his self-awareness, self-esteem, and confidence as well as building resilience; Chess club; Archery lessons
- Encouraged the child to engage in whole school events - resilience building; team work; trust.
- Transition plan made ready for moving from Middle School to High School for September 2019; encouraged school to employ a member of staff to support this young person 1:1 for lessons he found tricky - suggested a meal time assistant (someone that this young person would already be familiar with)
- Work alongside new social worker so that there is consistency with the support this young person is receiving.

What difference has this made?

- The child has built trust in his key adults and been on a journey from dependency to interdependency
- He is able to follow direction from school staff
- Increased awareness of feelings and emotions alongside strategies to help him settle to learn
- 'Window of tolerance' has improved dramatically. Dysregulation has decreased
- He has developed some friendships; has a sense of belonging
- He is accessing class based education 85 -90% of time
- Eating well and sleeping much better
- School have an understanding of the effects of trauma on the brain, becoming more aware and develop empathy
- He is more relaxed and able to verbalise his feelings
- Tutor is no longer required; he now has an established relationship with his key adult within the school setting and has transitioned into the High School well
- Recent events have included one of the carers being seriously ill. He has coped with the uncertainty of placement, showing a level of resilience
- Equine therapy has been positive: recent comments - *It is evident that x's confidence around the horses has grown hugely and he has demonstrated real empathy and developed a lovely relationship with both Jodi and Webster. This enabled x to achieve his own goal of leading a horse at liberty which clearly made him happy and proud. He is also showing an emerging resilience and emotional intelligence that was evident during his final session when both horses were reluctant to do what he was asking. This has also been noticed and commented on by his foster carer, Y.*

Moving forward, x has identified and expressed a couple of things that he would like to work on, including "letting go of his self-consciousness", which he is aware is limiting him from doing certain things. As well as practicing more techniques to help him to "manage his anxiety", and to

"focus and manage his ADHD" better, without medication. He is also aware that this will help him to cope with the transitions and changes ahead, as well as help him become more successful at Archery which he is currently enjoying doing. I would therefore be happy to offer a follow up bespoke programme that would focus more on these areas.

Areas for further action

- Continued support for him to become more dependant learners
 - Strategies to be developed for unstructured times
 - Share best practice so as to raise awareness for what has worked well and not so well
- Continued support for school staff with training in trauma informed practice

Immediate next steps

- Work with new staff to ensure they have an understanding of team around the child
- Review home/school partnership agreement and look for areas to improve
- Review PEP targets

Author

Tracey Powell - Inclusion Support Office/Attachment Lead

Storyboard 3 - female 5 year old

What was the issue?

The young person had difficulty settling in class. To illicit care had taken on baby voice; wetting. She was having difficulty with peer friendship; play was challenging and she would refuse any help from the adults around her. She was relatively isolated as she lacked emotional engagement with other children or with adults. This was impacting within her placement. The young person's behaviours was due to her lived experiences and included sudden and apparently inexplicable tantrums which was quickly over. Generally appeared happy.

The young person was unable to understand or verbalise her feelings and emotions. Her coping mechanism was to say, 'everything is ok', 'I'm fine' and presented as anxious avoidant. She would rely on knowledge and ignore feelings to guide her behaviour.

When stressed she would wet; teacher felt this was deliberate act for attention. Feelings of failure and toxic shame.

Our journey so far....

Direct work commenced with the young person. The keyworker at the Virtual School had become a significant adult within school base initially. To provide consistency and build trust the keyworker visited once a week for 40 minutes. Communication with class teacher and carer was done on a regular basis. Extended a team around the child which included the class teaching assistant and class teacher. Methods have included:-

- Working with professionals involved / providing support with further transitions
- Direct work in attachment and trauma informed practice/Theraplay/Getting alongside the child
- Communication with key professionals
- Training of school staff in Trauma Informed Practice
- Communication with foster carer in Trauma Informed Practice as well as training
- Set up a team around each child within school; meet and greet; key adult
- Through PEPs provide the right support needed for her
- Attending reviews/PEPs
- Peer whole group Theraplay activities
- Shining the light on positive behaviour of others around and on her rather than focus on negative behaviours

Additionally, we have produced a range of supporting literature, videos and strategies for carer and professionals regarding different aspects of attachment and trauma related behaviours to meet the needs of the child. We meet regularly to discuss the progress of the young person and review the work. Consistent strategies between home and school have been important. Story time has been an important aspect of time with this young person. We have used therapeutic story telling. Time to explore feelings and make circle of trust bracelet.

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.

Work began early on within the Summer term to ensure that a robust planned transition into Year 1 was made and executed.

What have we done?

- To support the child and ensure her needs are met through direct and indirect work
- A keyworker to develop a positive relationship in order to provide support with transitions in school

- Staff member provided with a level of training in Trauma Informed Practice and Theraplay informed intervention in person; by phone and email
- Work closely with the Designated Teacher of the school via telephone in the provision of a team around the each child
- Meet and greet
- Regular check-ins from team
- Ongoing support of foster carers, school staff with strategies. Home/school partnership agreement for consistency of strategies
- Encouraged the child to engage in whole class activities - resilience building; team work; trust. Play with class peers initiated in the time scheduled for Virtual School keyworker
- Transition plan made ready for moving from Reception to Year 1 for September 2019; suggested teacher have lunch with young person and 1:1 time allocated to build on relationship and familiarise.
- Work alongside new social worker so that there is consistency with the support this young person is receiving

What difference has this made?

- The child has built trust in his key adults and been on a journey from dependency to interdependency
- She is able to follow direction from school staff
- Increased awareness of feelings and emotions alongside strategies to help her settle to learn
- 'Window of tolerance' has improved. Dysregulation has decreased at school. Home is a work in progress but there has been improvement
- She has developed some friendships; has a sense of belonging
- School have an understanding of the effects of trauma on the brain, becoming more aware and develop empathy
- She is more relaxed and able to verbalise her feelings

Quote from carer:

Thanks so much Tracey!

x has always struggled with imaginative play- I would pretend to feed her my little pony and she would say things like "it's not real!!" More recently she is beginning to play with a baby doll, she mirrors what I do with her sister sometimes but her play is often centred on the baby being "good" which I find interesting as it's not something I have ever said. She is also quite fixated on having "real food" for her baby and looks at me as if I've lost the plot if I give her an empty bowl and ask her to pretend "but it's EMPTY!!"

According to x mum did very little playing at her home, instead using an old mobile phone of mums which she played games on and watched YouTube. She has the phone here with her at our house but we highly discourage her use of it.

We have had some breakthrough with x recently, in terms of her outbursts. We've put the strategies in place. She is calmer in her nature this week which helps her concentration for sure!

Areas for further action

- Continued support to become more dependant learners
- Strategies to be developed for unstructured times
- Share best practice so as to raise awareness for what has worked well and not so well
- Continued support for school staff with training in trauma informed practice

Immediate next steps

- Work with new staff to ensure they have an understanding of team around the child
- Review home/school partnership agreement and look for areas to improve
- Review PEP targets

Author

Tracey Powell - Inclusion Support Office/Attachment Lead

The final account for PP+ (financial year to March 2019) follows:

PP+ Grant from the DfE	- £563,500	Direct Expenditure through Action Plans	- £418462.76
		Direct work and resources	- £3236.59
		Salary costs	- £30,043.92
		Training for staff	- £804.40
		CLA Awards	- £183.77
		Get Gritty Y6 Transition Project	- £2083.26
		Bus hire	- £726.51
		Attachment Training (17-18)	- £5548.45
		Attachment Training (18-19)	- £17135.90
		STEM Day	- £1335
		NIMBL annual licence	- £17635
		Room hire	- £939.15
		Letterbox Club	- £9972.53
		ePEP annual renewal	- £9360
		WelfareCall	- £15242
		PGL Activities	- £1056
		Music Project	- £5000
		Mindfulness Training (DT and FC)	- £3990
		Book and Amazon Vouchers	- £4000
		Residue (CLA Awards)	- £16744.76
		TOTAL	£563,500

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.

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

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

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.

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

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

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

Other opportunities this year for the young people include the continuation of the VS Choir which 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. In the summer term whilst the young people attending were growing in confidence the choir numbers had dropped so following our plan, do and review cycle it was identified that we needed to re-invigorate the choir for the September term.

It was also decided to have a branding for the Virtual School activities. So the branding is now 'Get Gritty', Get Rhythmical, Get Grafting etc..

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 Rees Centre is undertaking a national research project on attachment in schools and its impact. It is pleasing to note that there are eight schools enrolled on this

project which runs over a three year cycle. Five of these schools started in Year 1 (2018-19) with the rest commencing in Year 2 (2019-20). The project will capture the understanding of staff of attachment and trauma informed practice prior to whole school training. Then the impact of the training on the attitudes, values and ways of working of the staff will be monitored.

Depending on the outcomes of the research this may influence, hopefully, inclusion and behaviour policies and practice in all schools.

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

The Virtual School now has a 0.5 Admin Support Officer who commenced her role in the Autumn Term 2018. This now sees the VS with 3 full time teachers, a fulltime Inclusion Support Officer, a full time PEP Co-ordinator, and a 0.6 HT.

The vacancy for a Post LAC Advice and Guidance Officer will be advertised in the next academic year. This post is funded by the DfE.

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

Children Looked After Celebrations

This academic year the task of organising the CLA Award Ceremony again fell to the Virtual School. This saw the main CLA Awards Ceremony taking place on Friday 5 October 2018. 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.

The main attraction was a young man who had been in care in the South West and he writes about his experience of being in care and now being a care leaver. His name was Solomon OB and he is a rapper and poet (spoken word artiste) and a musician. He gave very powerful performances and inspirational words which really resonated with the young people and their carers.

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

Acts of Kindness - 13 nominations

Attainment - 11 nominations

Attendance - 15 nominations

Community Champion - 7 nominations

Creative Genius - 15 nominations

Growth Mindset - 18 nominations

Musical Maestro - 4 nominations

Overcoming Obstacles - 50 nominations

Personal Achievement - 50 nominations

Progress Award - 21 nominations

Sporting Prowess - 12 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 21 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 28 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 identify the causes of the low percentage of children achieving a Good Level of Development at the end of the EYFS and research solutions
- 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 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 and to identify ways to influence the practice of staff working with our CLA particularly in secondary schools.
- To continue to improve the completion and quality of post 16 PEPS.
- To continue to strengthen the relationship between the VS staff and foster carers in order to ensure all foster carers have high educational aspirations for all our CLA.
- To identify how Foster Carers can support the work of schools particularly in the primary phase with reading as well as expectations on supporting their CLA into and during HEIs.
- Ensure all foster carers have up to date knowledge of the changes within the curriculum at all key stages, life without levels, progress 8 and attainment 8, as well as understanding their role in PEPs, PP+ interventions and the support they provide for children placed in their care
- To repeat the training for CLA Governors in schools in Torbay
- To continue to monitor Fixed Term Exclusions and identify any impact of attachment and trauma informed practice on reducing FTX
- To review each FTX in terms of the exclusion protocol implemented for all exclusions for children in Torbay schools.

Conclusions

It has been another busy and successful year for the Virtual School. The focus on achieving the best outcomes for our children remains and is our primary focus. 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 2018/19 academic year were below age related expectations. This is not unusual and has been the case in all the years the Virtual School has been in place. However it exemplifies the importance of

the personal education plan in ensuring that each child has a tailored approach to her or his learning in order to address any barriers to learning.

There was mixed success with our attainment this year. Some individual children and young people made excellent progress and met age related expectations. Others made good progress but did not meet these expectations.

The focus on attachment will continue as FTX only reduced by 1% and there was no difference in the number of FTX between Torbay and out of area schools. The work on attachment should ultimately impact on attainment but is not a quick fix. The Virtual School understands that all professionals need to be attachment aware and has widened its training to all professionals. The attachment training will continue in the next academic year but we will consider how we can ensure that more staff understand how their teaching style and relationships with the children and young people impact on their engagement in learning.

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

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.

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

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

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

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

Appendix 1 - Outcomes 2019

2.OUTCOMES 2019						
Performance indicator	T R E N D	2019 TORBAY children in care %	2019 National children in care %	2019 TORBAY all pupils %	2018 National all pupils %	RAG Based Torbay CLA v national CLA
EYFS % reached GLD	↑	28.5% (2) *	49%	71%	71.5%	D
KS1 % Reached at least expected standard - Reading	↓	42.9% (3)	42%	76.2%	75%	A
KS1 % Reached at least expected standard - Writing	↓	42.9% (3)	42%	69.2%	70%	A
KS1 % Reached at least expected standard - Maths	↑	57.1% (4)	49%	75.4%	76%	C
KS1 % Reached at least expected standard - Reading, writing and maths	↓	42.9% (3)	37%	64.9%	Not available	C
KS2 % Reached at least expected standard - Reading	↑	42.1% (8)	49%	75%	75%	D
KS2 % Reached at least expected standard - Writing	↑	31.5% (6)	50%	77%	78%	D
KS2 % Reached at least expected standard - SPAG	↑	31.5% (6)	53%	74%	78%	D
KS2 % Reached at least expected standard - Maths	↑	42.1% (8)	51%	79%	76%	D
KS2 % Reached at least expected standard - Reading, Writing and maths	↑	26.3% (5)	36%	66%	64%	D
KS4 % 5+ GCSEs at grades A*-C including English (Grade 4+) and Maths (Grade 4+)	↓	14.3% (4)	Not available	Not available	Not available	D
KS4 % 5+ GCSEs at grades A*-C	↓	14.3% (4)	Not available	Not available	Not available	D
KS4 % gaining a strong pass in both English and maths at Grade 5+	↓	3.57% (1)	10%	47.8%	40.2%	D

Appendix 1 - Outcomes 2019

KS4 % gaining a Grade 5+ in English	↓	17.8% (5)	23%	58.8%	Not available	R
KS4 % gaining at least a Grade 4 in English	↓	32.1% (9)	Not available	71.2%	Not available	A
KS4 % gaining a Grade 5+ in maths	↓	7.1% (2)	14%	50.6%	Not available	R
KS4 % gaining at least a Grade 4 in maths	↓	21.4% (6)	Not available	68.4%	Not available	A
KS4 Attainment 8 score		21.9	25.1	47.7	44.5	A
KS4 Progress 8 score		-1.17	-0.97	-0.12	0.22	A
Y1 - Y11 attendance	↔	95%	TBC	TBC	TBC	G
% receiving at least one fixed term exclusion	↓	13%	TBC	TBC	TBC	G
% receiving a permanent exclusion	↔	0	TBC	TBC	TBC	G
KS5 % gaining L3 qualifications	new	25% (5)	Not available	Not available	TBC	
KS5 % gaining L2 qualifications	new	25% (5)	Not available	Not available	TBC	
KS5 % gaining L1 qualifications	new	15% (3)	Not available	Not available	TBC	
Total of 18 - 24 year old care leavers participating in Higher Education		8% (2018)	6% (2018)	TBC	TBC	

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

Amber - in line with national CLA outcome 2019

Green - above national CLA outcome 2019

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

Appendix 2 - Glossary

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

GSCE - 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