

DERBYSHIRE COUNTY COUNCIL

ANNUAL REPORT AND SELF-EVALUATION THE VIRTUAL SCHOOL FOR CHILDREN AND YOUNG PEOPLE IN CARE ACADEMIC YEAR 2017/2018

Helen Moxon

Virtual Head for Children in Care

April 2019 – Version 2

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Academic Year 2017/2018

Purpose of the report

The purpose of this report is to outline the activity of the Virtual School Headteacher (VSH), the Virtual School and to report on the 2017 – 2018 educational outcomes of Derbyshire Children in Care. It reflects on achievements and identifies areas of development to achieve the best outcomes for our Children in Care.

Data contained in this report is for those children who were in the care of Derbyshire County Council for one year or more as at 31 March 2018 – the OC2 cohort. Data sources for information included are from Virtual School Database, Mosaic and Synergy.

Context

The Children and Families Act 2014 placed a statutory duty on all Local Authorities to appoint a VSH to promote the educational achievement of its Children in Care. The Children and Social Work Act 2017 has extended the role of the VSH to include a duty to monitor children previously in care i.e. adoption and those placed under special guardianship. It is the responsibility of the Director of Children's Services and the Lead Member for Children's Services to ensure that these duties are met. As a corporate parent for Children in Care we have high aspirations for our children. We ensure that wherever possible the young people experience the stability and support they need in schools and settings to make good progress. As an innovative Virtual School we also ensure that our young people have access to new and inspirational opportunities and experiences which open up new horizons, help build confidence and independence. We celebrate successes for each young person, at an individual level and through our annual Derbyshire Believes in Me Awards. Through individual Personal Education Plans (PEPs) we are working with others to ensure ambitious goals are set.

The VSH is a strategic role that can influence practice and the use of resources across the authority. This post has been held by Helen Moxon since January 2018.

The VSH role was expanded in the DfE document 'Promoting the education of Looked After Children and previously looked after children, statutory guidance for local authorities: February 2018. This document prescribes clearly that:

- VSHs have a key role to ensure these children have the maximum opportunity to reach their full educational potential - an important part of why this role was made statutory.
- **For looked-after children**, as part of a local authority's corporate parent role, the VSH needs to be the educational advocate that parents are for others.
- **For previously looked-after children**, the VSH will be a source of advice and information to help their parents to advocate for them as effectively as possible. VSHs are not acting as part of the corporate parent role in these circumstances, but are there to promote the educational achievement of these children through the provision of advice and information to relevant parties listed in Previously looked after-children.
- VSHs are in place and that they have the resources, time, training and support they need to discharge the duty effectively.
- VSHs have robust procedures in place to monitor the attendance and educational progress of the children their authority looks after (including those placed and educated out of county).

- VSH must maintain an up to date roll of the Local Authority's Looked After Children who are in school or college settings and gather information about their education placement, attendance and educational progress.
- VSH must inform headteachers and designated teachers in schools if they have a child on roll who is looked after by the VSHs local authority.
- Ensure Social Workers, Designated Teachers and Schools, Carers and Independent Reviewing Officers (IROs) understand their role and responsibilities in initiating, developing, reviewing and updating each child's PEP and ensuring that identified needs are met.
- Ensure that up to date, effective and high quality PEPs that focus on educational outcomes and that all Children in Care, wherever they are placed, have an effective PEP.
- Ensure the educational achievement of Children in Care by the authority is seen as a priority by everyone who has responsibility for promoting their welfare.
- Report regularly on the attainment, progress and school attendance of Children in Care through the authority's corporate parenting structure.

The VSH role is currently in a good strategic position to discharge the duties of the post effectively. The Virtual School team was restructured in 2014 and has just completed year four. Systems and procedures are becoming firmly embedded and the team structure and ways of working are having a positive impact.

Role of the Virtual School

The Virtual School has the overall responsibility for monitoring, supporting and providing or resourcing interventions to ensure the children in our care achieve their best possible educational outcomes. We strive to do this by:

- Co-ordinating and quality assuring all PEPs.
- Monitoring and challenging schools to make effective use of Pupil Premium Plus (PP+) in line with the Virtual School for Children in Care Pupil Premium Plus Guidance.
- Tracking the academic progress, attendance and exclusions of Children in Care.
- Using our tracking data to highlight individuals who are not on target to achieve their predicted outcomes and providing them with additional educational support, or challenge to schools.
- Ensuring Special Educational Needs or Disability (SEND) needs are identified and supported appropriately.
- Implementing a range of targeted interventions to raise academic standards.
- Providing support and challenge to Students, Schools, Advisers, Social Workers and Carers.
- Ensuring effective transition between settings, schools or specialist providers.
- Encouraging our young people to have high aspirations about their futures and removing barriers to education.
- Leading training for Foster Carers, Designated Teachers, School Governors, Elected Members and bespoke training for alternative learning providers and staff in schools and other agencies.
- Celebrating Children in Care achievements for pupils of school age and Care Leavers.

The Virtual School monitors the progress and achievement of all its pupils but we continue to pay particular attention to pupils placed in schools that Ofsted grade less than 'good'. We risk assess

school placements when schools go into 'less than good' categories and actions are taken as appropriate.

We consider the Ofsted category of the school a pupil is to attend at point of application and allocation. We use the DfE statutory guidance "Promoting the education of Looked After Children and previously looked after children, (February 2018) to support us in our work. These aspirations link directly to and are supported by DCC strategies. Monitoring and improving outcomes for Children in Care continues to be a priority and although Children in Care numbers are relatively small, national and regional comparisons allow an understanding of educational and other outcomes achieved for children for whom we are responsible as the corporate parent.

Care must be taken when interpreting the information due to the small numbers of children and the vulnerability of these cohorts.

Virtual School Staffing

(See Appendix 1 for structure chart)

Virtual School Head Teacher

Assistant Head Primary

Assistant Head Secondary

Arts Education Consultant

Specialist Senior Educational Psychologist (0.6)

Assistant Head Innovations

Early Years/Key Stage 1 Specialist Interventions Lead Teacher

Lead Teacher Post 16

Personal Adviser for UASC

Education Support Officers – Early Years, Primary, Secondary and UASC

16-25 Information Advice and Guidance Officer (0.4)

Data Manager

Business Services Officer

PEP Co-ordinator

Business Services Assistant

A number of staffing changes occurred throughout the 2017 – 2018 academic year and further changes are expected during 2018 - 2019.

The Virtual School is governed by the Virtual School Governing Body chaired by Kathryn Boulton, Service Director, Schools and Learning. The Governing Body meets on a termly basis and a headteachers report and data book are submitted to each meeting. Minutes of meetings are available to support this annual report. The Virtual School also reports to Corporate Parenting Committee on a regular basis.

Guidance documents developed/supported by the Virtual School

In line with the statutory duties of the VSH has developed the following guidance documents:

- Pupil Premium Plus Guidance 2018 – 2019 (Appendix 2).
- Virtual School Vision (Appendix 3).
- Virtual School Flyer (Appendix 4).
- Virtual School Governing Body Terms of Reference (Appendix 5).
- Virtual School Post 16 Leaflet (Appendix 6).

Links to Strategies and Policies

The Virtual School Action Plan, updated quarterly, outlines the priorities for our Children in Care and how we are meeting needs. (Appendix 7) This supports the Councils overarching plan for all children. The Virtual School will:

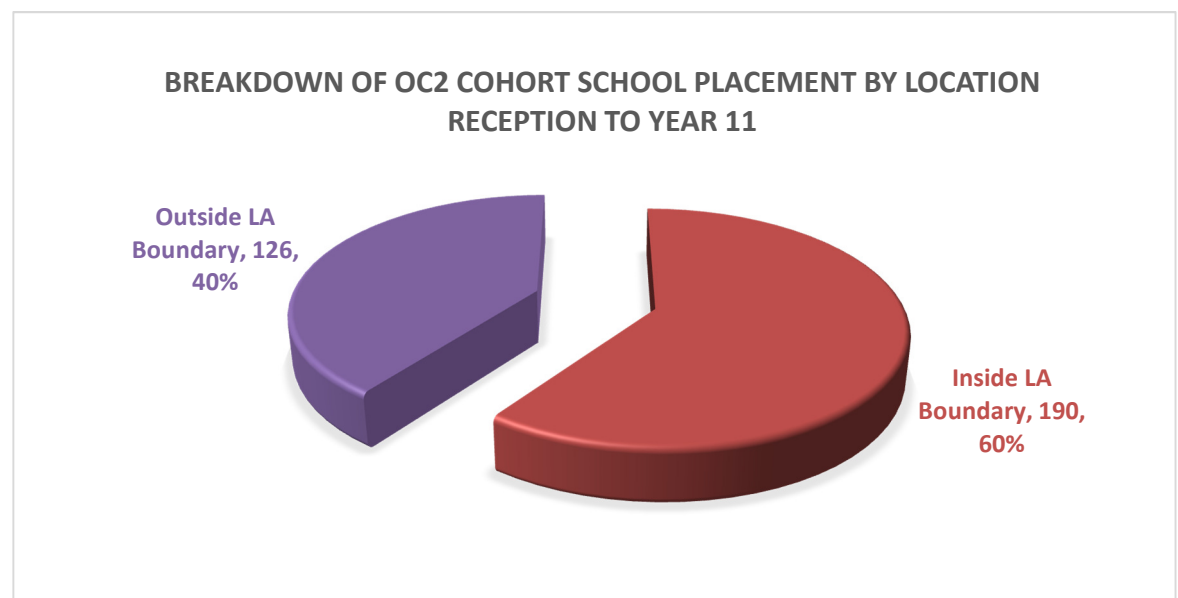
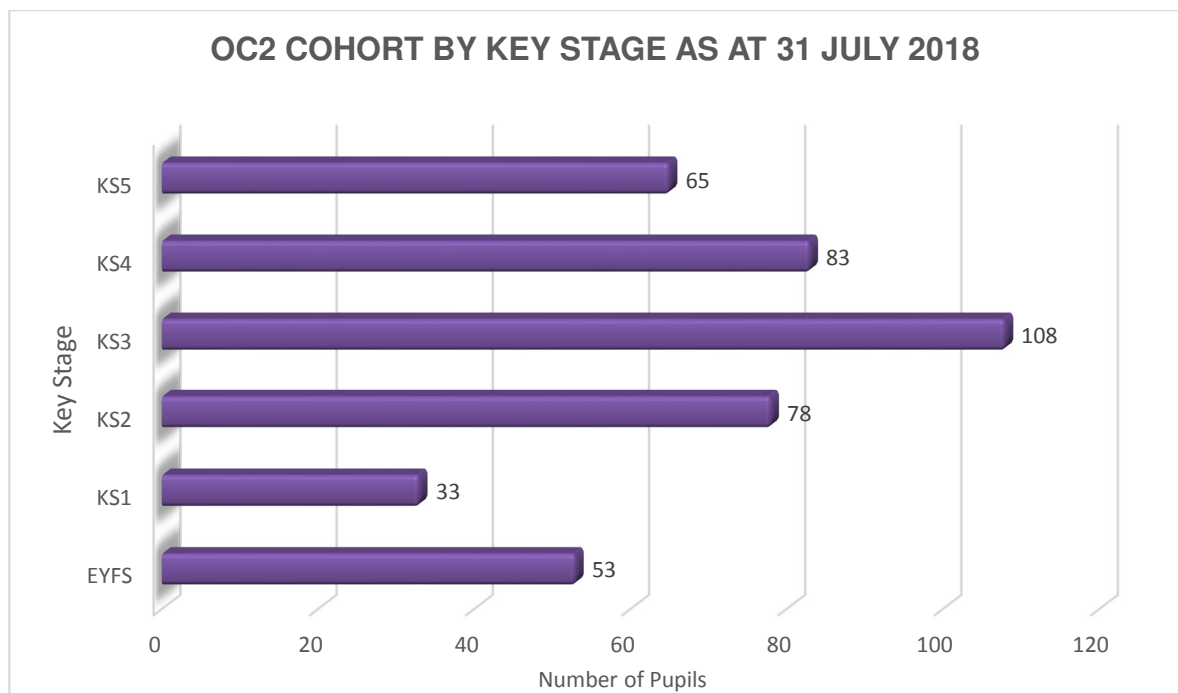
- Ensure a secure foundation is provided through learning and development opportunities that are planned around the individual needs and interests of each CiC so that children aged 5 are enabled to reach 'good levels of development'.
- Work towards narrowing the gap in achievement between CiC and their peers at Key Stages 1 and 2 – To reduce the percentage of CiC working below age related expectations and accelerate the progress of all Children in Care.
- Work towards narrowing the gap in achievement between CiC and their peers within the secondary phase – To reduce the percentage of CiC working below age related expectations and accelerate the progress of all children in care.
- Strengthen Further Education and Higher Education support networks and opportunities for Children in Care and Care Leavers to aid smooth transitions and to achieve 100% participation in Education, Employment or training (EET).
- Develop a programme to support cultural integration and develop English Language skills to enable UASC to access education across all the Key Stages.
- Work to improve attendance, and reduce the levels of fixed term exclusions and therefore reducing losses to learning.
- Develop opportunities for Children in Care to positively shape and influence their education.
- Facilitate training and support for schools, other agencies and relevant groups to ensure they understand and can compassionately resolve issues and deal with the needs of CiC and all vulnerable learners.

Derbyshire Children in Care Population

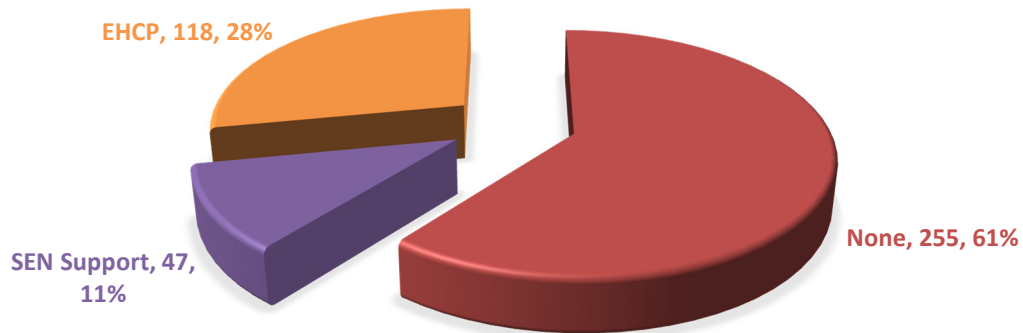
Our Children in Care population is an ever changing figure. Information as at 31 July 2018 indicated:

- 759 children and young people aged 0-18 in care
- 476 CiC attend school in 34 different local authorities (including Derbyshire), Reception – Year 11
- 173 CiC within early years (under fives)
- 200 CiC within Primary age range 137 (69%) in County Schools and 63 (31%) in Out of County Schools
- Primary children attend a total of 146 Schools, 93 (64%) Derbyshire Schools and 53 (36%) Out of County Schools
- 276 CiC within Secondary age range 175 (63%) in County Schools, 93 (34%) in Out of County Schools and 8 (3%) no school roll
- Secondary children attend a total of 139 Schools, 59 (42%) Derbyshire Schools and 80 (58%) Out of County Schools
- 110 CiC are post 16
- 226 CiC (72%) attend good or better Derbyshire schools and settings, Reception – Year 11

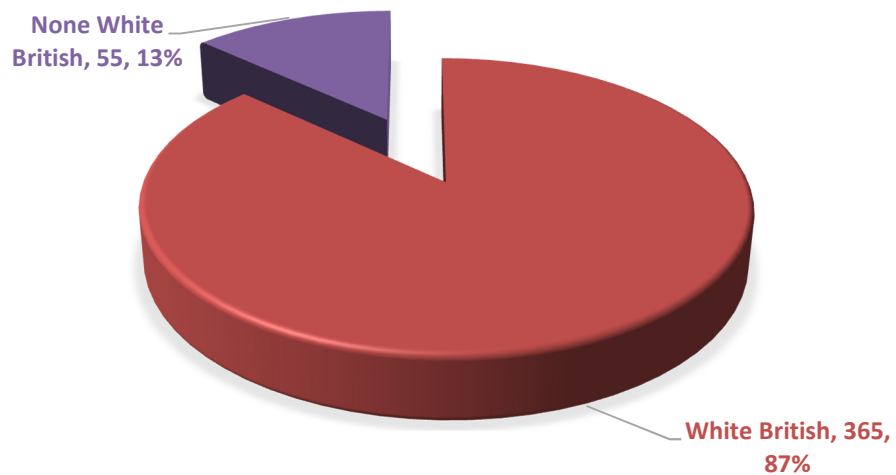
- 139 CiC (89%) attend good or better Out of County schools and settings, Reception – Year 11
- Of the 33 eligible two year olds as at Summer term 2018, 27/33 (82%) CiC are accessing provision 26/27 (96%) attend settings which are rated 'Good' or 'Outstanding' by Ofsted, 15/27 (55%) in Derbyshire Settings and 12/27 (45%) in Out of County settings
- Of the 48 three and four year olds cohort as at Summer term 2018, 47/48 (98%) CiC are accessing provision, of which 44/48 (92%) is rated 'Good' or 'Outstanding' by Ofsted, 28/44 (64%) in Derbyshire Settings and 16/44 (36%) in Out of County setting
- A high level of SEN 67/200 (34%) primary with EHCP or SEN support; 127/276 (46%) secondary with EHCP or SEN Support; 37/110 (34%) Post 16 with EHCP or SEN Support
- 37 CiC are Unaccompanied Asylum Seekers



BREAKDOWN OF OC2 COHORT BY SEN STATUS EARLY YEARS TO KEY STAGE 5

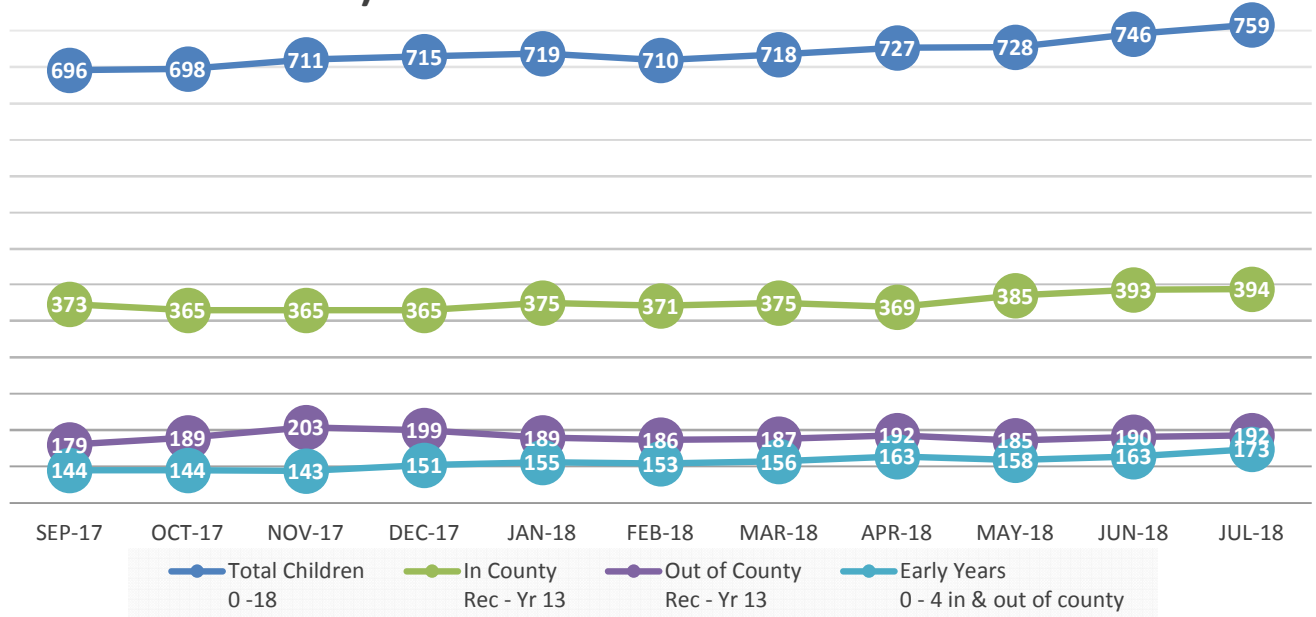


ETHNICITY OF OC2 COHORT EARLY YEARS TO KEY STAGE 5



Whilst 87% of the OC2 cohort is White British, 13% are from other backgrounds. There are a range of support services and activities which celebrate ethnic diversity across the county that are signposted and can be accessed and the Virtual School continues to adapt services to reflect the increased diversity of the Children in Care cohort.

NUMBER OF DERBYSHIRE CHILDREN IN CARE (FULL COHORT) BY MONTH EARLY YEARS TO KEY STAGE 5



Self-evaluation Summary

	Area	Priority Actions
1	EYFS	Monitor impact of early years interventions, organise training for foster carers relating to early years topics. Monitor, track & support the cohort by identifying appropriate interventions.
2	Key Stage 1	Further scrutiny of data to ensure timely targeted intervention.
3	Key Stage 2	Further scrutiny of data to ensure timely targeted intervention.
4	Key Stage 3	To work with schools and services to further reduce exclusions. To identify Year 7's for specific interventions.
5	Key Stage 4	Further scrutiny of data to ensure timely targeted interventions.
6	Key Stage 5	Develop the Virtual School 6 th Form.
7	Care Leavers in Higher Education	Ensure appropriate and timely advice is given to Barnados staff and young people. Develop & embed the HE advisor role.
8	UASC	Ensure speedy access to appropriate provision. Develop welcome guide.
9	Progress of pupils with SEND	Ensure pupils with SEND continue to make good or better progress through detailed tracking and appropriate intervention.
10	Data Tracking	Ensure data is fit for purpose with flight path information for all cohorts.
11	Attendance	Develop interventions to reduce absences.
12	Exclusions	Work with schools to find alternatives to exclusion to ensure exclusion rates fall further and are lower than national average.
13	Whole School Development	Continue developing the identified programmes and ensure these meet needs.
14	Safeguarding	Ensure relevant training is accessed by staff and supporting agencies.
15	Placements – Appropriate & Stability	Consolidate communications with Children's Homes and encourage CiC in residential settings to participate in the various Virtual School events.
16	Interventions	Develop systematic methods of measuring impacts.
17	Support to Designated Teachers	Continue to develop the Designated Teacher programmes especially around the new duty re previously looked after children.
18	Support for Carers	Continue to offer training, support, advice and guidance. Extend remit to adopters and special guardians under new duty.
19	Support to Professionals	Embed good working with EIS. Closer working with Social Care to ensure knowledge of access to Virtual School programmes.
20	Consultation with CiC/Young Peoples Voice	More young people to become involved in shaping the Virtual School service as it moves forward. Develop the role of student ambassadors.
21	Celebrating Achievement	Bring together partners to develop further programmes and embed the celebrations ensuring equality for all is embedded.
22	Equal opportunities	Facilitate more young people to become involved in delivering workshops or offering support to other CiC.
23	Financial Management	To income generate where possible and to improve budget oversight on project spending, on alternative provision placements.
24	Multi Agency	Embed the joint working with Early Years Service. Ensure Virtual School vision is shared widely.
25	PEP Compliance	Maintain high quality PEPs and continue to raise issues with relevant agencies.
26	Pupil Premium Plus	Share good practice widely. Develop creative use of PP+. Recording of impact of interventions.
27	Attachment Aware Schools	Evaluate the 3 year programme. Ensure findings are disseminated nationally. Seek funding for Year 4 and beyond.

28	Creative Mentoring Programme	Secure external funding to continue the programme. Extend the creative mentoring into mainstream schools & generate income for Virtual School. Recruit further Creative Mentors.
29	Improvement Projects and Programmes	Embed the learning from projects. Continue to seek funding to support. Evaluation of programmes, implement learning and share research.
30	Staff CPD	Continue to support individual CPD and ensure opportunities are encouraged to continue to build individuals confidence & expertise.
31	Leadership & Management	Ensure staff confidence & skills remain high. Embed & support new roles into the Virtual School structure.

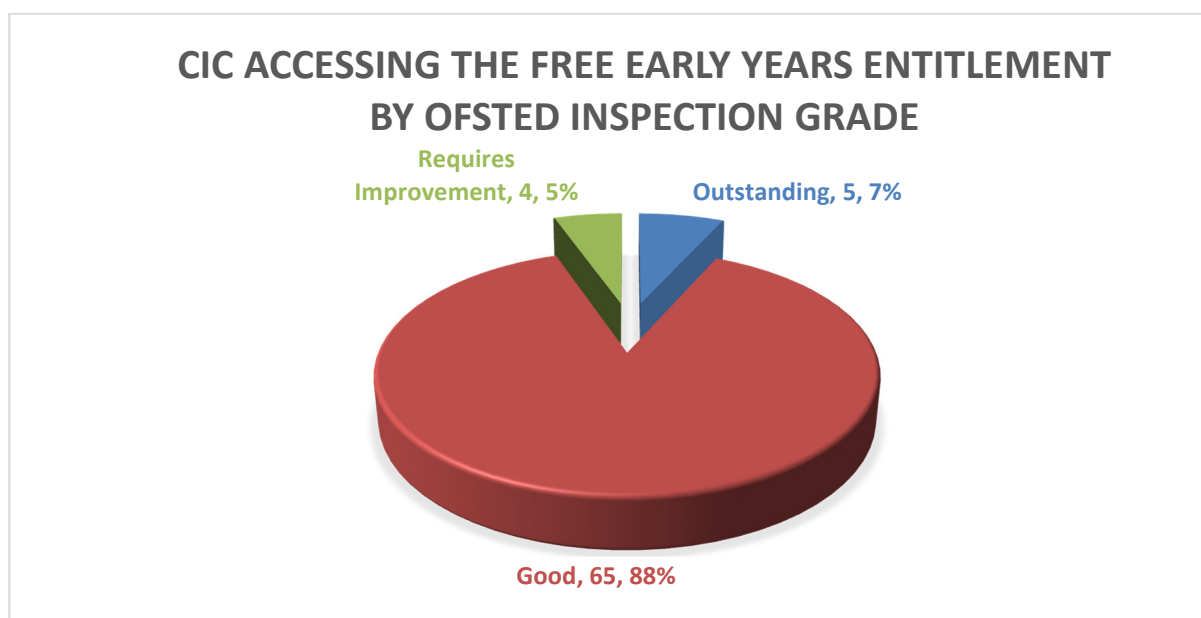
How well are pupils doing by Key Stage?

1 Early Years

In the Summer term 2018, 81 Children in Care aged two, three or four were eligible to access free early education.

Of the 33 eligible two year olds as at Summer term 2018, 27/33 (82%) CiC are accessing provision 26/27 (96%) attend settings which are rated 'Good' or 'Outstanding' by Ofsted, 15/27 (55%) in Derbyshire Settings and 12/27 (45%) in Out of County settings

Of the 48 three and four year olds cohort as at Summer term 2018, 47/48 (98%) CiC are accessing provision, of which 44/48 (92%) is rated 'Good' or 'Outstanding' by Ofsted, 28/44 (64%) in Derbyshire Settings and 16/44 (36%) in Out of County setting



Foundation Stage: Good Level of Development

The 2017/2018 OC2 cohort consisted of 14 pupils, 6/14 (43%) were boys and 8/14 (57%) were girls. 3/14 (21%) of the cohort achieved good levels of developments.

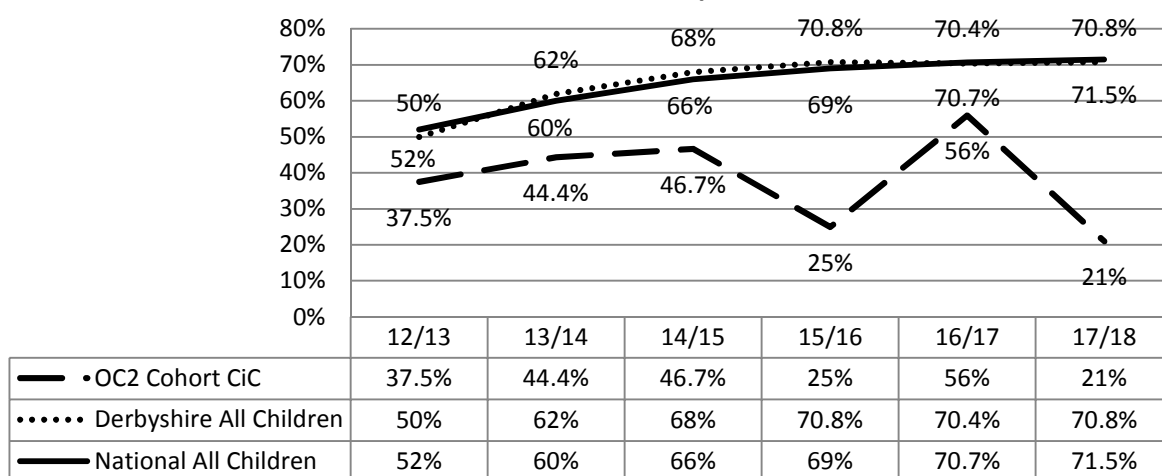
Of the OC2 cohort, 11/14 (79%) Children in Care attended Derbyshire schools, and 3/14 (21%) attended out of county schools.

2/14 (14%) have SEN Support and 12/14 (86%) have no identified SEND.

Of the 3 Children in Care who achieved good levels of development all attended Derbyshire schools. 1/3 (33%) was a girl and 2/3 (67%) were boys.

	EHCP	SEN Support	No SEN
Achieved Good Levels of Development	0	1	2
Not Achieved Good Levels of Development	0	1	10

Comparison of Foundation Stage OC2 Cohort by Year Achieving Good Levels of Development



The gap between Derbyshire OC2 CiC and all Derbyshire/National children at the end of Early Years Foundation Stage

	12/13	13/14	14/15	15/16	16/17	17/18
Derbyshire All Children	12.50%	17.60%	21.30%	45.80%	14.4%	49.8%
National All Children	14.50%	15.60%	19.30%	44.00%	14.7%	50.5%

Many children will have come into care during the Foundation Stage, and many will have suffered trauma and neglect and are likely to have significant developmental delays.

Many of these children will be expected to make greater than average progress during Key Stage 1 as a result of targeted support and having been placed in nurturing and stable environments.

The percentage of children achieving a Good Level of Development has decreased on previous year, however cohorts are small and the needs of the children are very variable.

		Derbyshire Children in Care				
		2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018
Number of Children in Care in the OC2 Cohort		18	15	12	9	14
Good Level of Development (At or exceeding the expected level in all twelve aspects of Prime, Literacy & Mathematics Areas of Learning)		44.4%	46.7%	25%	56%	21%
Prime Areas of Learning	Communication and Language	64.8%	66.7%	33.3%	67%	43%
	Physical Development	69.4%	70.0%	41.7%	56%	50%
	Personal, Social and Emotional Development	64.8%	71.1%	41.7%	56%	29%
Specific Areas of Learning	Literacy	61.1%	56.7%	33.3%	56%	21%
	Mathematics	72.2%	73.3%	33.3%	67%	29%
	Understanding the World	79.6%	82.2%	33.3%	56%	43%
	Expressive Arts and Design	72.2%	73.3%	41.7%	67%	50%
Average total points score		27.7	31.6	20.46	28.44	25.29

Achievements:

- Early Years tracking system has been embedded which identifies children who received targeted support, to allow appropriate interventions to be identified and put in place. Maintained the take up of the free entitlement for two, three and four year olds.
- Embedded pupil provision maps allowing impact assessments to be made.
- Maintained a robust auditing process for Early Years Pupil Premium (EYPP) to ensure funding is used appropriately.
- Increased the take up of EYPP.
- Worked in partnership with Early Years and Childcare Service to improve quality of PEPs for Early Years children by increasing the number of children in early years setting having a quality PEP in place to ensure provision is meeting children's needs.
- Forged closer links with foster families through a number of organised activities including Family Learning Project with Chatsworth and ensured children have access to aspirational experiences ensuring fosters carers have a clear understanding of how to support the child's education.
- Distributed leaflets to early years settings relating to Children in Care and work with EYIO to ensure Derbyshire Settings understand their roles and responsibilities.
- Delivered training to Social Workers and Foster Carers around early language development to increase understanding and ensure appropriate assessments are accessed.

The Virtual School have in place a number of strategies and interventions, training and activities to support both the young people and their families. The Virtual School now needs to embed and ensure all systems and processes are being used consistently.

The majority of our Children in Care will have entered early years provision well below age related expectations and generally make accelerated progress once settled.

Next Steps:

- Continue to maintain links with partner agencies
- Continue to identify children in Reception who are not likely to make a Good Level of Development and to identify any interventions that would accelerate learning.
- Implement a robust system and processes with social care to inform Virtual School around children accessing provision.
- Maintain high levels of take up of the free entitlement for two, three and four year olds.
- Early Years and Childcare Services to continue to work with EY Settings to improve the quality of PEP.
- Further increase the take up of EYPP and embed further the provision maps.
- Maintain the robust auditing process for EYPP.
- Continue to monitor impact of EY interventions as children progress through Key Stages.
- To forge closer links with foster families through a number of organised activities and ensure children have access to aspirational experiences.
- To share Early Language Resources with Social Workers and Fosters Carers.
- To ensure children placed for adoption and their families receive appropriate levels of support.
- Organise further Family Learning Project with Chatsworth.

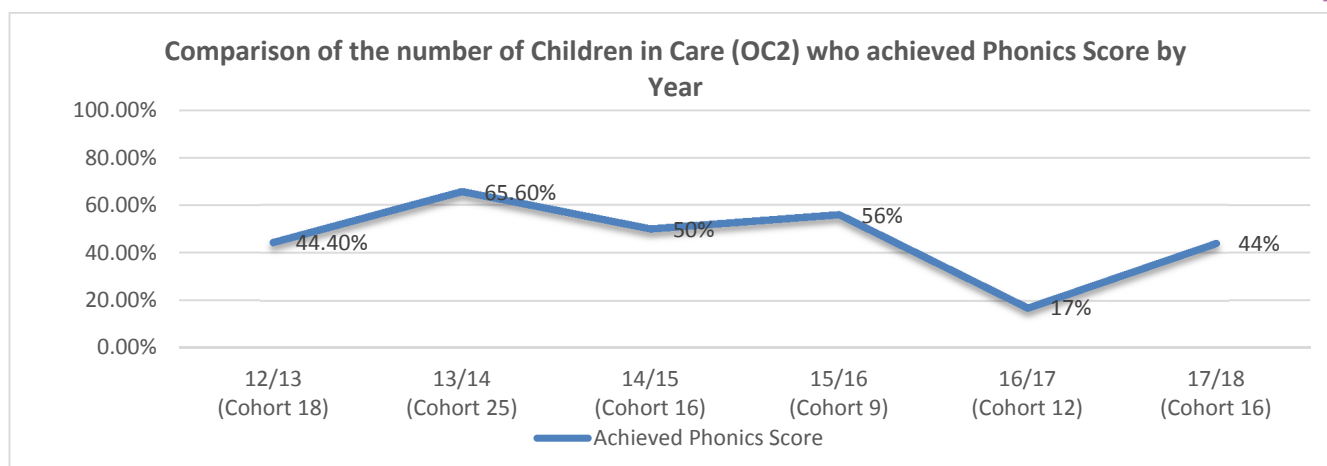
2 Key Stage 1

Phonics

The phonics screening check is undertaken during Year 1 to confirm whether individual children have learnt phonic decoding to an appropriate standard. For children who do not meet the standard in Year 1 the check is retaken in Year 2. The threshold for achieving the standard is 32 words out of 40 (80%).

The 2017/2018 OC2 cohort consisted of 16 pupils, 9/16 (56%) were boys and 7/16 (44%) were girls. 2/16 (13%) had an EHCP, 2/16 (13%) have SEN Support and 12/16 (74%) had no SEND. 7/16 (44%) achieved the phonics standard, however 3/16 (19%) were disapplied, therefore of the children who were assessed 7/13 (54%) achieved the phonics standard.

Of the OC2 cohort, 12 Children in Care attended Derbyshire schools and 4/12 (33%) achieved the phonics standard. 4 attended out of county schools and 3/4 (75%) achieved the phonics standard.



Of the 10 Children in Care in the 2016/2017 OC2 cohort who did not achieve the phonics standard in Year 1, 2 are no longer in care, 2 were disappplied and 4/8 (50%) achieved the standard in Year 2.

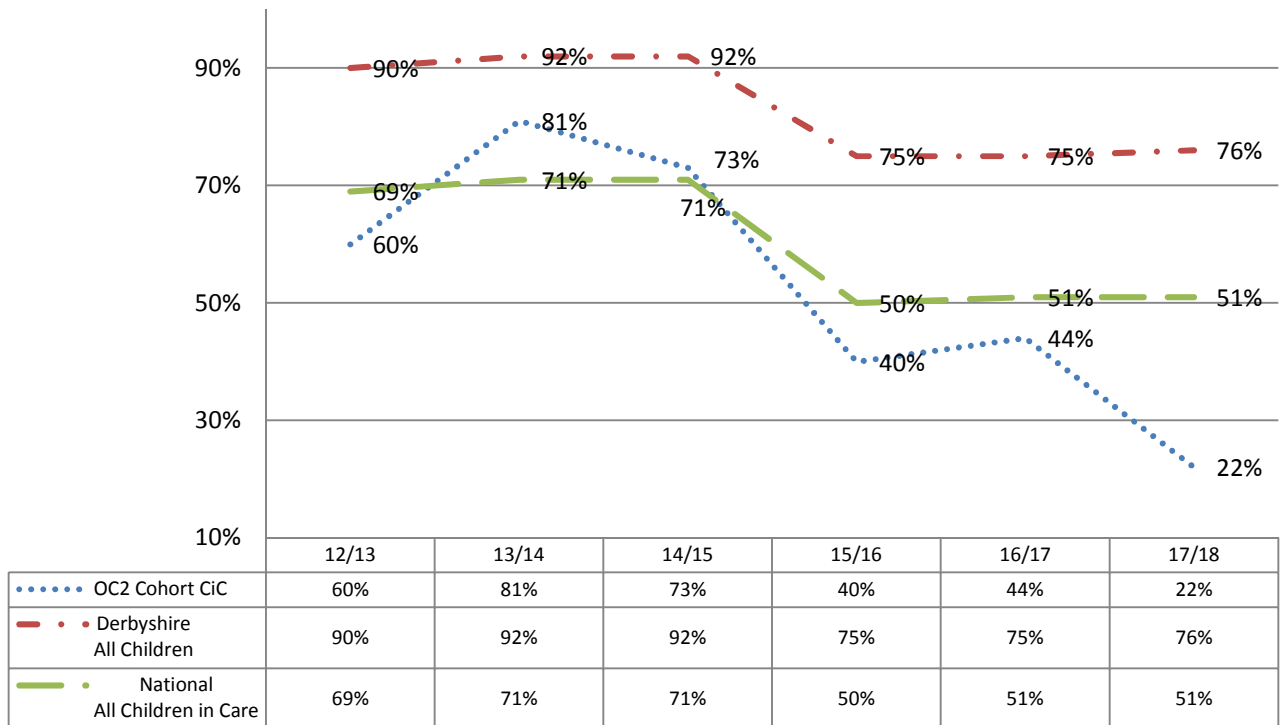
Key Stage 1 Results

The 2017/2018 OC2 cohort consisted of 18 pupils, 11/18 (61%) were boys and 7/18 (39%) were girls. 12/18 (67%) attended Derbyshire schools and 6/18 (33%) attended out of county schools. 5/18 (28%) had an EHCP, 4/18 (22%) had SEN Support and 9/18 (50%) had no identified SEND.

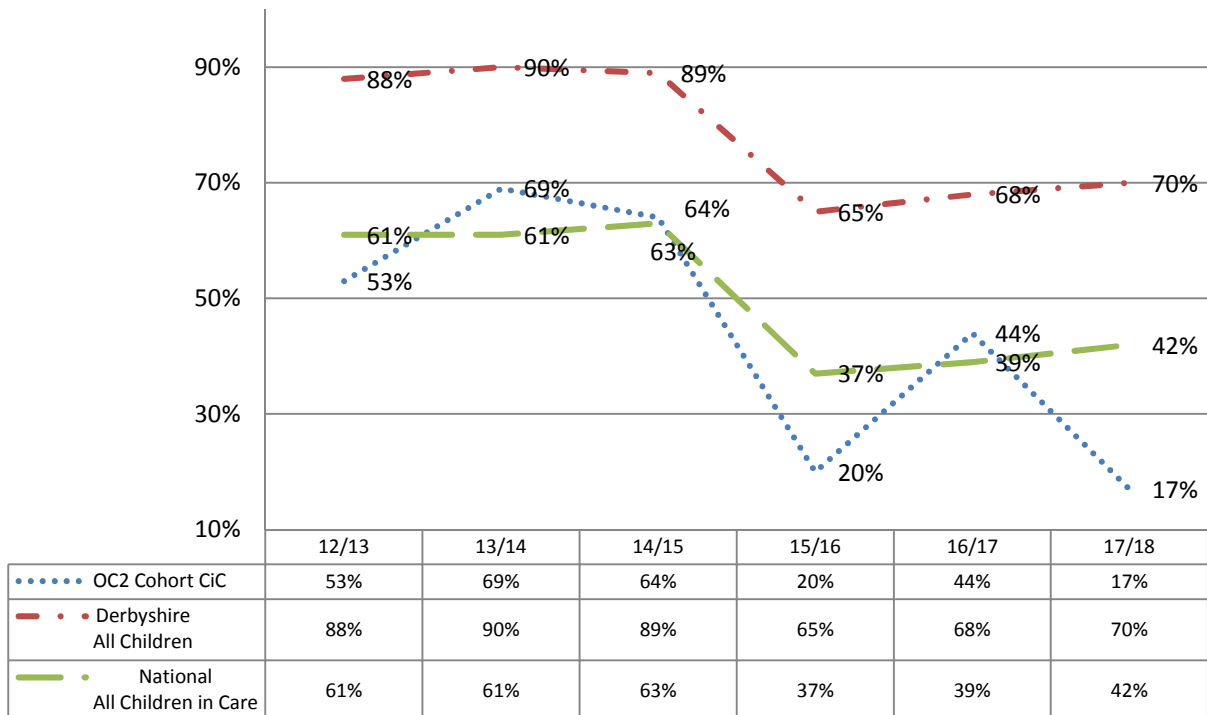
2018 Education outcomes of Year 2 Children in Care		% (number) of pupils	Age Related Expectations - % and number of pupils			
			Reading	Writing	Mathematics	Reading, writing and mathematics
*Based on OC2 cohort only	All CiC	24	7 (29%)	6 (25%)	8 (33%)	4 (17%)
	All CiC in care for 12 months continually as at 31/03/2018	18 (75%)	4 (22%)	3 (17%)	6 (33%)	2 (11%)
	CiC - No SEN*	9 (50%)	2 (22%)	2 (22%)	4 (44%)	1 (11%)
	CiC - SEN without EHCP*	4 (22%)	2 (50%)	1 (25%)	2 (50%)	1 (25%)
	CiC - SEN with EHCP*	5 (28%)	-	-	-	-

A total of 17 of the 18 OC2 cohort were assessed at Key Stage 1 as 1 was disappplied.

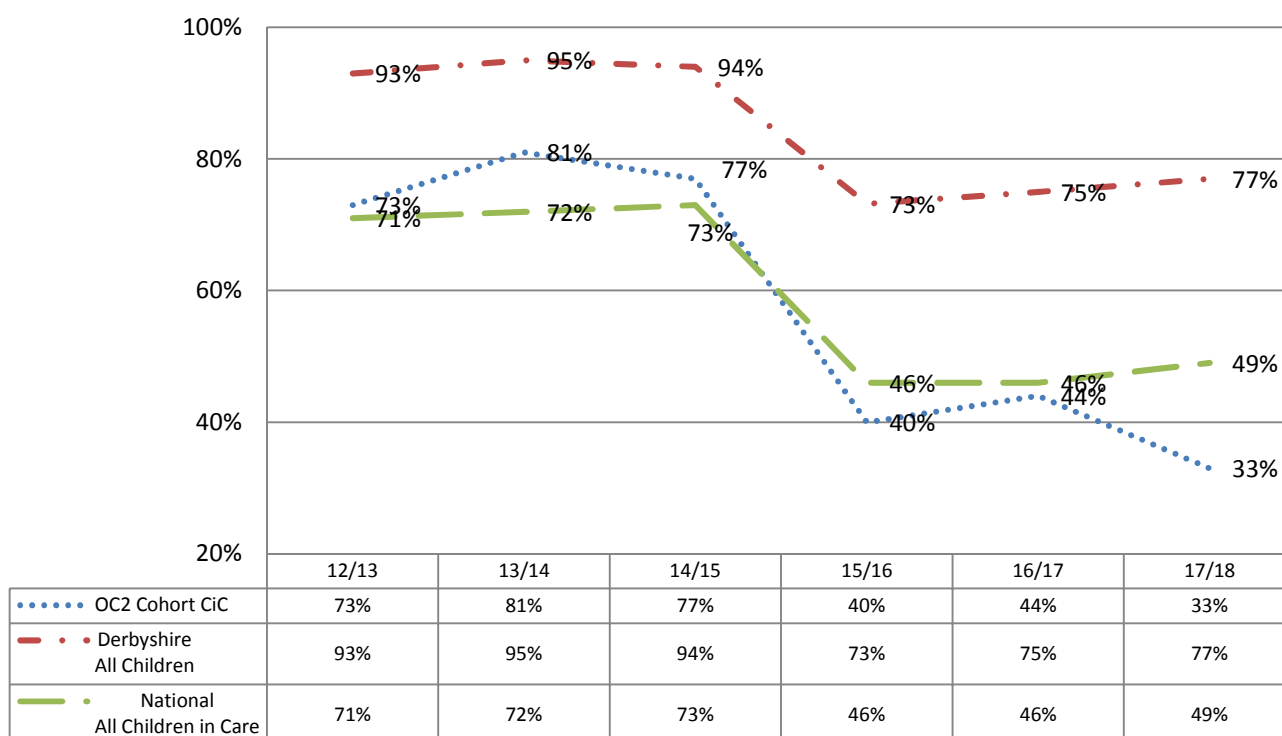
Comparison of Key Stage 1 Reading Results by Year



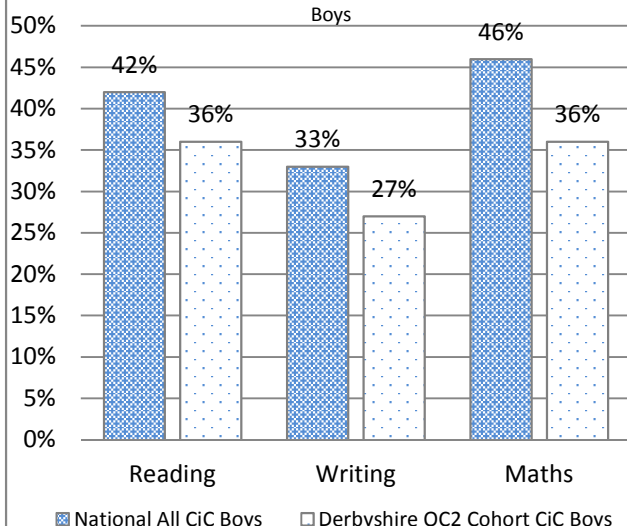
Comparison of Key Stage 1 Writing Results by Year



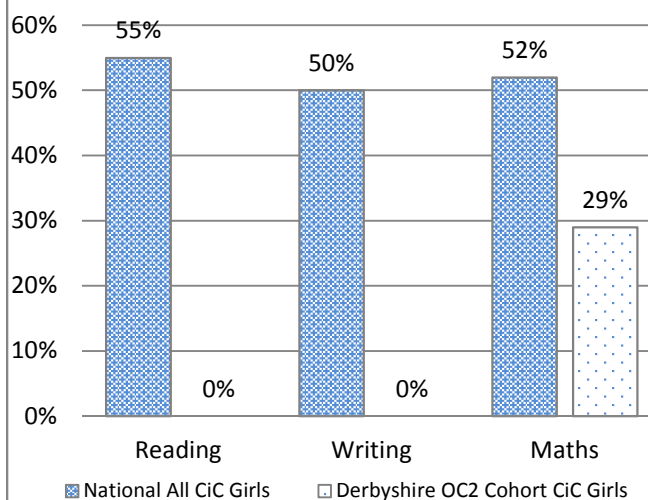
Comparison of Key Stage 1 Maths Results by Year



Comparison of Derbyshire and National Children in Care reaching the expected standard or above at Key Stage 1, Boys



Comparison of Derbyshire and National Children in Care reaching the expected standard or above at Key Stage 1, Girls



The Gap between Derbyshire OC2 CiC and all Derbyshire at Key Stage 1

	12/13	13/14	14/15	15/16	16/17	17/18
Reading	30%	11%	19%	35%	31%	54%
Writing	35%	21%	25%	45%	24%	53%
Maths	20%	14%	17%	33%	31%	44%

Achievements:

- Maintained links with partner agencies to support improving outcomes for Children.
- Identified those children in Year 1 who did not make a Good Level of Development in Early Years and ensured the weaker areas of learning were addressed by their school.
- Identified Year 2 children who were not likely or who were borderline to achieve the expected level at the end of Key Stage 1 and discuss with schools and carers any interventions that would promote learning.
- Worked with the Data Manager to produce cohort reports which highlight gaps in learning and achievement and which document interventions and impact.
- Continued to work with schools to monitor, track and support the cohort with appropriate interventions to positively impact on learning.
- Provided signposting to high quality targeted interventions in literacy and numeracy by the VSOs, evaluation and measured impact.
- Continued targeted interventions relating to emotional well-being, inclusion and transition to remove barriers to learning and ensure children's needs are well planned for, to ensure exclusions are avoided and learning opportunities maximised.
- Improved education assessment data on entry to care and accessing historic data where possible to understand the child's learning needs to provide effective planning.
- Close monitoring of the PP+ interventions through provision mapping and PEP targets to ensure PP+ is spent effectively.
- Ensured appropriate training was accessed by all Virtual School staff and learning put into practice to ensure the team has up to date knowledge to best support schools and other partner agencies.

PEPs have improved and targets are more specific, schools are being more creative in terms of targets. Tracking systems have improved which enables early identification of when interventions are needed. Provision maps utilisation of PP+ have improved.

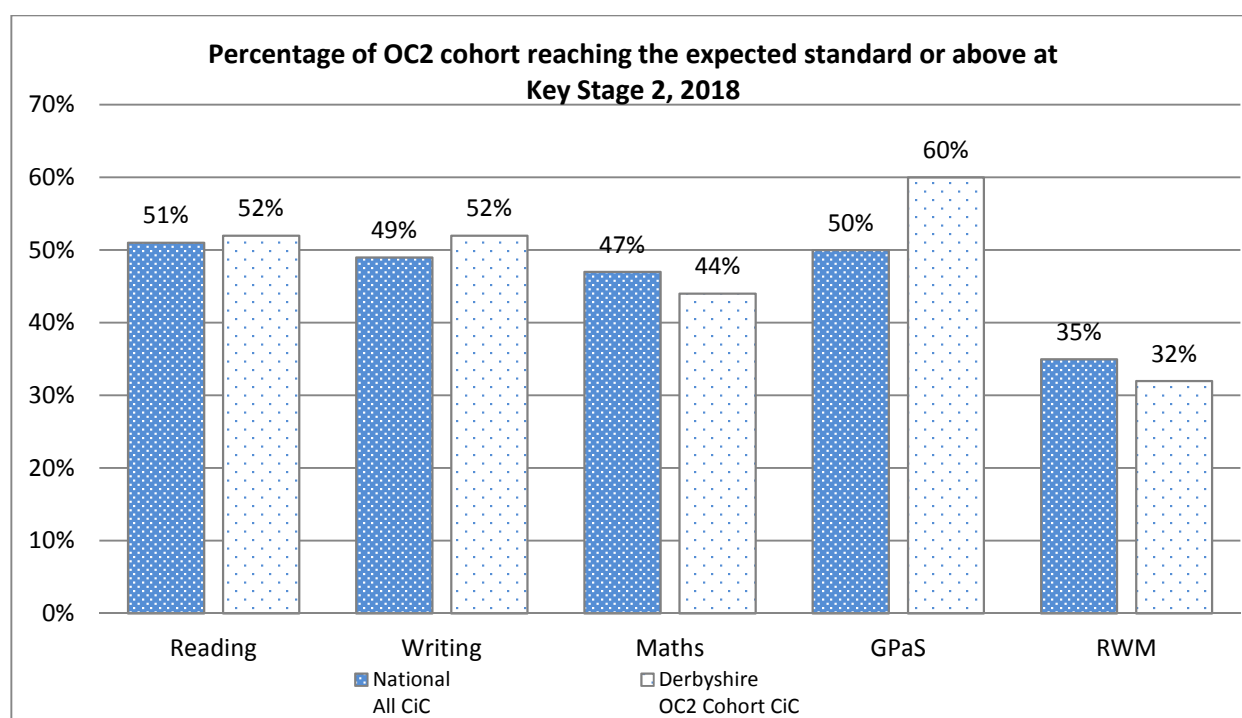
Next Steps:

- Discuss with schools on how to improve progress for Children in Care.
- Identify those children in Year 1 who did not make a Good Level of Development in Early Years and to ensure the weaker areas of learning are addressed by their school.
- Identify Year 2 children who are not likely or who are borderline to achieve the expected level at the end of Key Stage 1 and discuss with schools and carers any interventions that would promote learning.
- Continue to work with schools to monitor, track and support the cohort with appropriate interventions.
- Provide signposting to high quality targeted interventions.
- Continue to deliver targeted interventions as required.
- Continue the Family Learning Project with Chatsworth.
- Finalise the infant to juniors transition booklet.

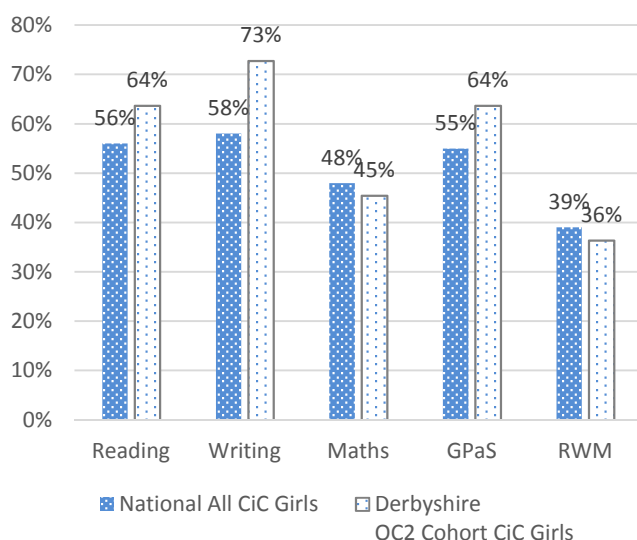
3 Key Stage 2

The 2017/2018 OC2 cohort consisted of 25 pupils, 14/25 (56%) were boys and 11/25 (44%) were girls. 13/25 (52%) attended Derbyshire schools and 12/25 (48%) attended out of county schools. 8/25 (32%) had an EHCP, 3/25 (12%) had SEN Support and 14/25 (56%) had no identified SEND.

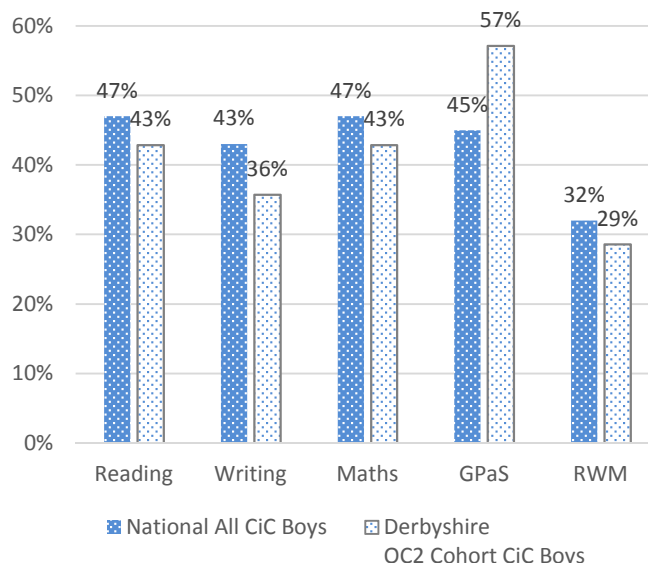
2018 Education outcomes of Year 6 Children in Care		% (number) of pupils	Age Related Expectations - % and number of pupils				
			Reading	Writing	GPaS	Mathematics	Reading, writing and mathematics
Cohort *Based on OC2 cohort only	All CiC	33	19 (59%)	17 (52%)	21 (64%)	16 (48%)	12 (36%)
	All CiC in care for 12 months continually as at 31/03/2017	25 (76%)	13 (52%)	13 (52%)	15 (60%)	11 (44%)	8 (32%)
	CiC - No SEN*	14 (56%)	10 (71%)	10 (71%)	11 (79%)	8 (57%)	5 (36%)
	CiC - SEN without ECHP*	3 (12%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	CiC - SEN with ECHP*	8 (32%)	3 (38%)	3 (38%)	4 (50%)	3 (38%)	3 (38%)



Comparison of Derbyshire and National Children in Care reaching the expected standard or above at Key Stage 2, Girls



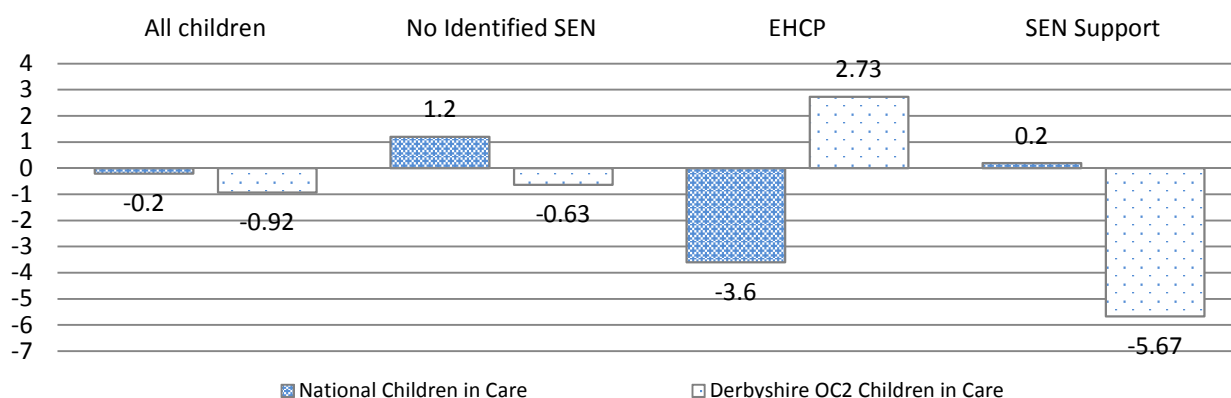
Comparison of Derbyshire and National Children in Care reaching the expected standard or above at Key Stage 2, Boys



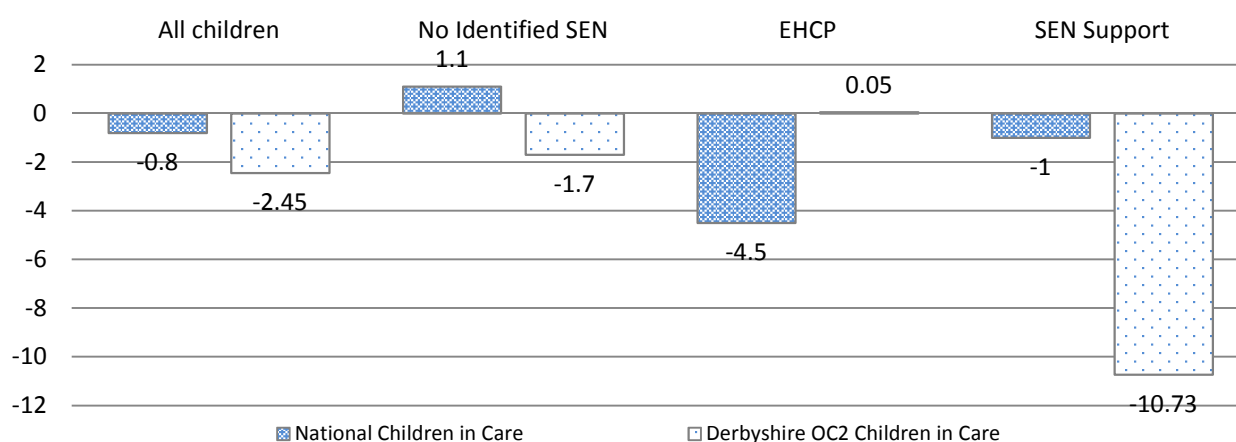
The Gap between Derbyshire OC2 CiC and all Derbyshire at Key Stage 2

	13/14	14/15	15/16	16/17	17/18
Reading	29%	22%	46%	28%	23.8%
Writing	44%	42%	30%	29.7%	26.7%
Maths	36%	39%	30%	34.9%	30.6%
Reading, Writing and Maths	38%	40%	43%	38.6%	31.8%

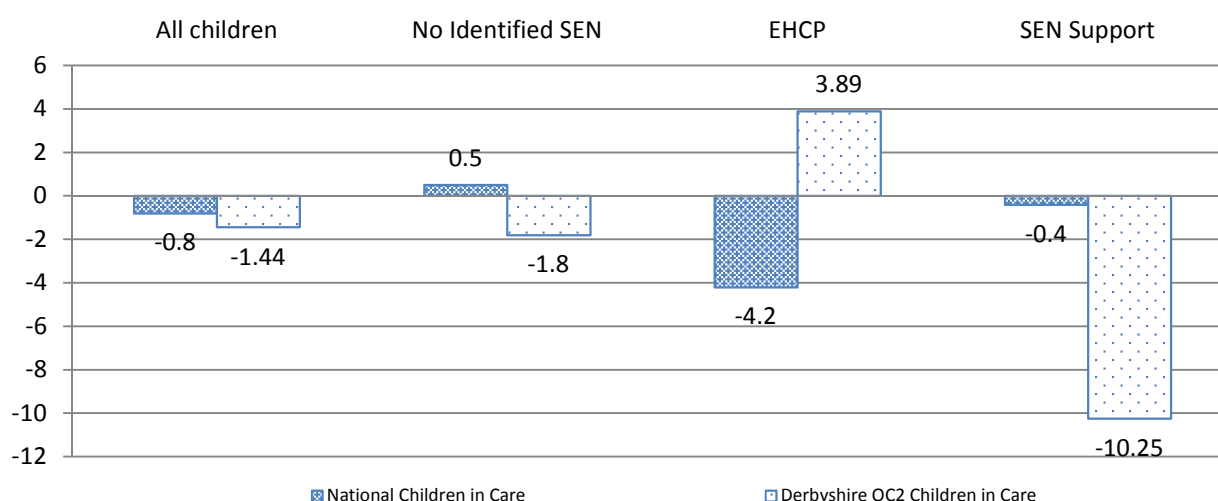
Comparison of Average Progress Scores in Reading, 2018



Comparison of Average Progress Scores in Writing, 2018



Comparison of Average Progress Scores in Maths, 2018



Achievements:

- Virtual School attendance at PEPs has provided more comprehensive data, and has supported the Children in Care to reach their expected levels.
- Worked with schools to monitor, track and support the cohort with appropriate interventions, especially those below age-related expectations to close the gap.
- PEP targets have continued to improve and usually reflect learning needs ensuring progress is made.
- Ensured PP+ has been used effectively, through monitoring the provision maps and ensuring impact measures are in place.
- Successful Creative Mentoring programme for young people ensures engagement, supports positive mental health and developing supportive relationships.
- Delivered Year 6 residential to aid transition planning.

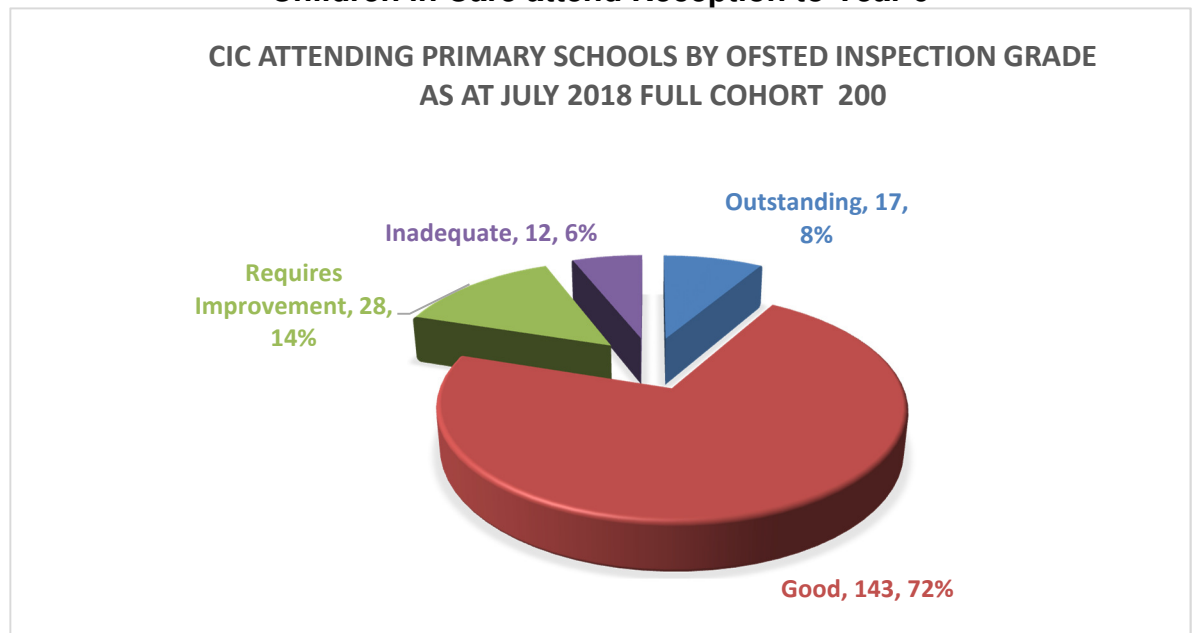
- Identified Key Stage 2 children who did not achieve the standard at Key Stage 1 and highlighted through the PEP process to ensure forward planning addresses learning needs.
- Reviewed transition programme to provide effective advice around transition to our partners.
- Ensured robust transition between primary and secondary was in place to ensure young people settle and achieve well in their new school. School is well able to understand on meet the needs of the children.
- ESO offered 1-1 support and interventions to prevent exclusion in a timely manner.
- Developed resources for emotional wellbeing for children to increase schools knowledge and understanding.
- Extended the UFA peer tutoring into the primary phase, to increase confidence, esteem, communication skills and leadership qualities.

Tracking systems have improved which enables early identification of when interventions are needed. PEPs have improved and targets are more specific and schools and being more creative in terms of targets. Provision maps utilisation of PP+ are improving. Work has been undertaken to ensure no permanent exclusions have taken place.

Next Steps

- Develop the Book gifting programme to promote literacy.
- Investigate the potential of using an on-line reading support programme with children and foster carers to promote literacy.
- Continue with 1:1 interventions as appropriate.
- Continue to work with schools to monitor, track and support the cohort with appropriate interventions, especially those below age-related expectations.
- Continue pupil progress meetings every half term.
- Identify Key Stage 2 children who did not achieve the standard at Key Stage 1 through PEP process and offer guidance and support to schools
- Ensure the PP+ is used effectively by continued monitoring of the provision maps and ensuring impact measures are in place.
- Implement a transition programme between Year 6 and Year 7.
- Continue to develop further resources for emotional wellbeing for children.
- Continue with UFA peer mentoring including training of Lead Peer Tutors.

Current Overall Effectiveness of all Schools in and out of County where Derbyshire Children in Care attend Reception to Year 6



4 Key Stage 3

Much work is done to prepare children for the often difficult transition to secondary school. Attendance data is used to provide early identification of fixed term exclusions and absences, to prevent/minimise any 'dips' in attainment.

Achievements

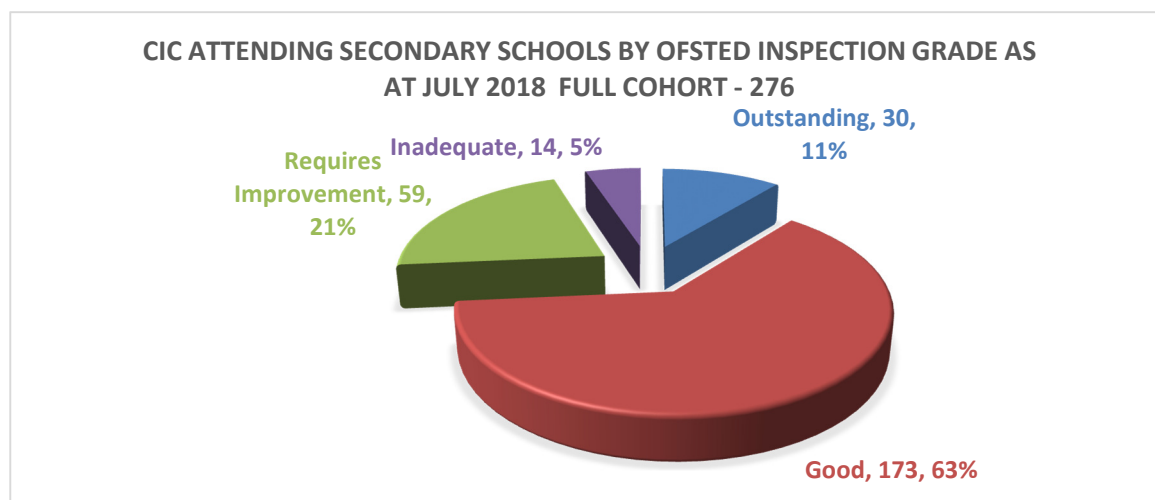
- Tracking of attainment procedures are in place to ensure progress is maximised.
- Transition meeting held with Primary team to support transition into Year 7.
- ESOs delivered personalised interventions on a 1-1 basis as identified through PEP and data analysis.
- ESOs supported and challenged schools to improve children's attendance and reduction of exclusions.
- IAG Officer ensured independent schools have been offered impartial career advice within Derbyshire.

Tracking systems continue to improve which enables early identification of when interventions are needed. PEPs are improving with smarter targets being set and the quality of provision maps are improving.

Next Steps:

- Further embed the tracking of attainment and progress.
- Continue to monitor information within the PEP on careers advice.
- Continue to support schools to further reduce exclusions at Key Stage 3
- IAG Officer continues to ensure independent schools are offer impartial career advice within Derbyshire.

Current Overall Effectiveness of all Schools in and out of County where Derbyshire Children in Care attend Year 7 to Year 11



5 Key Stage 4

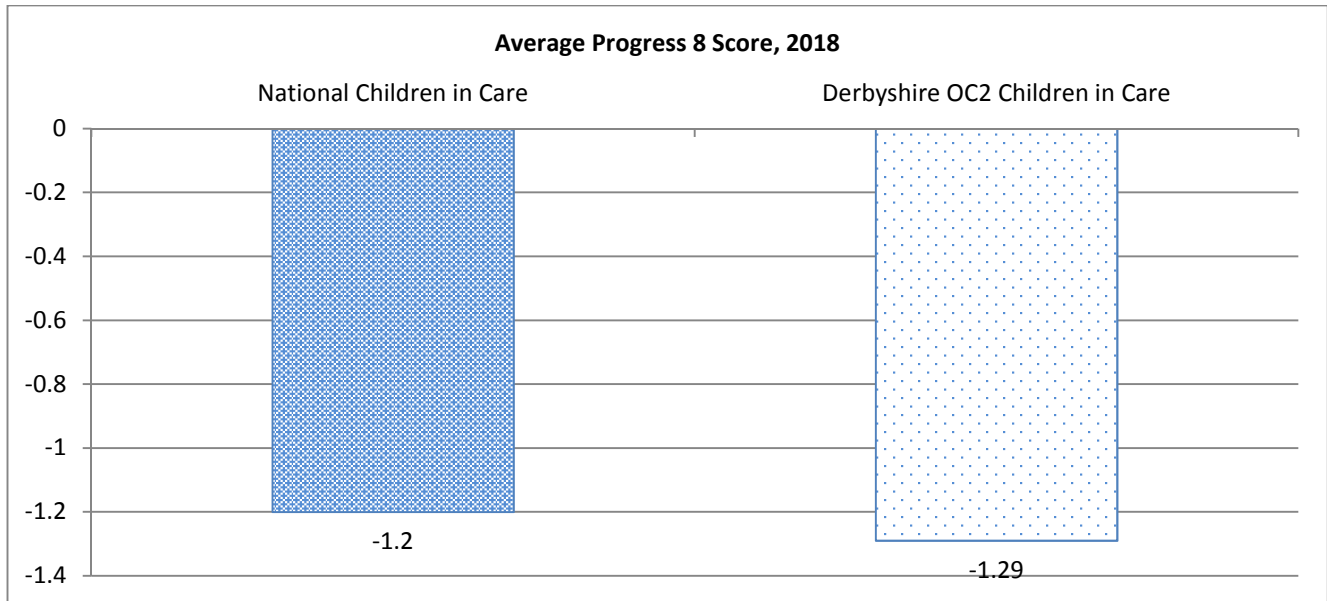
The 207/2018 OC2 cohort consisted of 47 pupils, 27/47 (57%) were male and 20/47 (43%) were female. 29/47 (62%) attended Derbyshire schools and 18/47 (38%) attended out of county schools. 14/47 (30%) had an EHCP, 3/47 (6%) had SEN Support and 30/47 (64%) had no identified SEND.

The gap between Children in Care and their non-cared for peers is still too wide and there is much to do to ensure that tracking and support is in place. The percentage of National Children in Care achieving 9 – 4 in English and maths is 17.5% which is 4.5 percentage points higher than Derbyshire Children in Care with 13%.

2018 Education outcomes of Year 11 Children in Care		%	GCSE (and equivalent) - % and number of pupils		
			9 - 5 in English & Maths	9 - 4 in English & Maths	EBacc
*Based on OC2 cohort only	All CiC	69	2 (29%)	8 (12%)	1 (1.5%)
	All CiC in care for 12 months continually as at 31/03/2017	47 (68%)	1 (2%)	6 (13%)	1 (2%)
	* CiC - No SEN	30 (64%)	1 (3%)	4 (13%)	1 (3%)
	* CiC - SEN without ECHP	3 (6%)	-	1 (33%)	-
	* CiC - SEN with ECHP	14 (30%)	-	1 (7%)	-

The Gap between Derbyshire OC2 CiC and all Derbyshire at Key Stage 4		
	16/17	17/18
GCSE 9 – 4 English and Maths	46%	51%
GCSE 9 – 5 English and Maths	38%	40%
GCSE 9 – 4 EBacc	17%	17.6%

The National Attainment 8 Score is 18.8 compared with 17.6 for Derbyshire Children in Care.



Achievements:

- All children entering Key Stage 4 were monitored and tracked. Interventions were identified and additional support offered as appropriate to maximise learning.
- Accurate data is available on attendance and exclusions by building relationships with schools to support attendance and reduce exclusions.
- Continued with GCSE Pod programme to support home study.
- Provided access to 1:1 revision sessions.
- Targeted individualised mentoring by ESOs to promote attainment.
- Supported revision programmes in conjunction with schools to promote attainment.
- Delivered enrichment visits, including attending University open days to raise aspirations.
- Supported schools to identify effective use of PP+ to improve outcomes and ensure its effective use.
- Supported this cohort of young people as they move into Key Stage 5, through;
 - Personalised experiences for young people at risk of becoming NEET.
 - Development of learning through young people's leadership programmes.
 - Creative Mentors for those most at risk of disaffection.
 - Developed project based learning alongside schools.
 - Established programme linking Creative Mentors and other DCC centres.
- Recruited new cohort of UFA peer mentors to increase confidence, esteem, communication skills and leadership qualities.
- Ensured career action plans for Year 11 are in place to ensure progression routes are clear
- Virtual School staff supported young people to sit their exams in locations appropriate to meet their needs to ensure exams are accessed.

The number of students achieving 9 – 4 in English and maths is lower than we would want. For those students entered for GCSE and achieving grades the judgement would be good. Tracking of the Year 11 cohort is continuing to improve, at the beginning of Year 11 we predicted 5 young people would achieve 9 - 4 in English and maths and this was exceeded. Our commitment is to a broad and balance curriculum for our children and we support them to sit exams which they have studied for. This was reflected in the number

of Children in Care achieving any qualification which was statistically higher than national Children in Care figures.

Next Steps:

- Continue to monitor, track and intervene for pupils coming into Key Stage 4 and offer additional support as appropriate.
- Support to schools to identify effective use of PP+.
- Continue to analyse the data relating to exclusions and attendance.
- Provide access to 1:1 and catch up sessions through schools.
- Targeted individualised mentoring by ESOs as appropriate.
- Continue with GCSE Pod programme and evaluate and refine usage.
- Ensure distribution of revision materials to young people.
- IAG Officer to monitor careers action plans for Year 11 to ensure aspirations have been achieved
- 100% of career action plans in place for Year 11, record the quality assurance outcomes and challenge as appropriate.
- Support this cohort of young people as they move into Key Stage 5.
- Continue with enrichment visits, attending University open days.
- Develop personalised experiences for young people at risk of becoming NEET.
- IAG Officer to ensure independent schools offer independent and impartial career advice.
- Further extend UFA peer mentoring with previous peer leads training new cohorts.

6 Key Stage 5:

A total of 5 Young People in Care sat A Levels or equivalents (BTEC level 3) during summer 2017. 3/5 (60%) achieved their results, 2 young people have secured a place at their chosen university and one has commenced an apprenticeship.

At the end of July 2018, 69% of PETPs were in place for Year 12 and Year 13 young people.

Achievements:

- Close monitoring & tracking of Year 12 and 13 students by the Post 16 Teacher in Charge and IAG Officer to ensure education is appropriate and being accessed and progress is being made.
- All Personal Advisers (PA) trained to undertake Post 16 PETPs for NEET and young people studying level 2 qualifications and below to support the PEP process.
- Closely monitored the allocation to PA and the quality assurance of PA intervention to ensure quality PETPs are in place.
- Embedded the Key Stage 5 PETP, Pathway planning linked to PETPs, with high aspirations for the next phase.
- Delivered PETP training to Social Workers and PAs to ensure ability to chair, complete and conduct PETPs.
- Continued working with IROs to support the plans.
- Increased the number of NEET into engagement programmes.
- Continued personalised and individualised transition programmes for students moving from Key Stage 4 to Key Stage 5 to support their transition.
- Further extended the Creative Mentoring programme into Key Stage 5 to provide individualised one to one support to develop aspiration and work readiness.
- Training delivered to 'designated' tutors in colleges and Principals in FE and independent to ensure they are well trained to support care leavers.

- University taster days accessed by Young People. Developed university campus tours and study skills session for Year 12 & 13 to support aspirations.
- Continued to work with further education colleges and education providers/work sectors to build opportunities for EET progression.
- Worked with DACES to improve young people's access to accreditation in local centres.
- Improved data information and collection on Key Stage 5 pupils.
- All A Level or equivalent students offered a University taster day to support aspirations.
- All A Level or equivalent students offered study skills session with University of Nottingham, Derby and Sheffield to support aspirations.
- Delivered training and refresher training to all relevant stakeholders to ensure PETPs are completed well.
- Tracking of Year 13 onto University. Embed robust timely data collection and protocols for this group.
- Maintained the number of students moving onto further education (FE) and higher education (HE).
- Established a process for undertaking PETPs for out of county young people who are NEET.
- Consulted with Young People on the experience of the programme and future developments of the concept of the Virtual School College for Care Leavers.
- Attended locality NEET meetings and shared information on Virtual School Sixth Form with social care colleagues.

We have improved the data and our knowledge of young people in Key Stage 5 and all young people in Year 13 who are going on to access higher education have a transition plan and a robust PETP in place. The number of young people taking A Levels or equivalent is increasing and young people are feeling well supported in their chosen education pathway. Social Workers feel supported, training for MAT PAs and Social Workers has been undertaken and gone well. The quality of Key Stage 5 PETP remains good. There has been an increase in the number of young people continuing with their education after Key Stage 5.

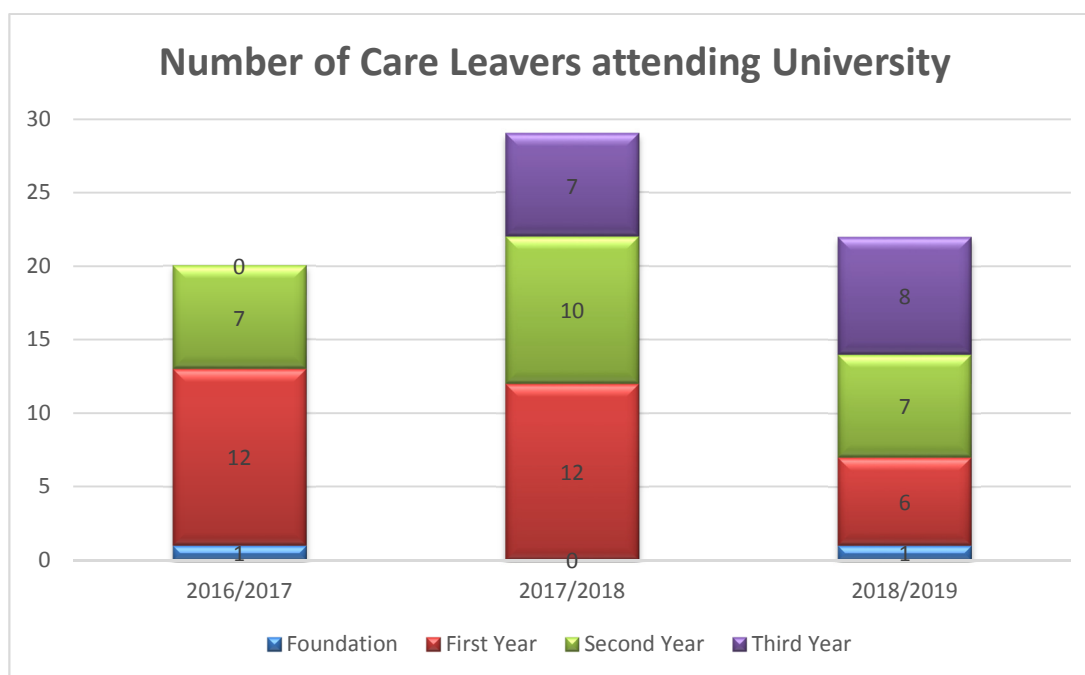
Next Steps:

- All A Level or equivalent students to be offered a University taster day.
- All A Level or equivalent students to be offered study skills session at a range of Universities.
- Close tracking and monitoring of interventions.
- Continue refresher training to all relevant stakeholders and undertake allocation meetings.
- Continue to embed the Key Stage 5 PETP, Pathway planning linked to PETPs, with high aspirations for the next phase.
- Close monitoring & tracking of Year 12 and 13 students by the Post 16 Teacher in Charge to ensure progress is being made.
- Continue to track Year 13 students wishing to attend higher education to ensure guidance is given.
- Aim for 100% EET as per DCC Strategy.
- Continue personalised and individualised transition programmes as appropriate for students moving from Key Stage 4 to Key Stage 5.
- Continue to offer effective signposting and IAG for pupils.
- Further work with 'designated' tutors in Post 16 provision and ensure they are well trained to support Children in Care and Care Leavers.

- Continue to work with further education colleges and education providers, DACES, work sectors to build opportunities for EET progression.
- Continue to develop accreditations for Children in Care through partnership working with DACES, specifically through innovative personalised study programme at Derbyshire ECO Centre.
- To embed Care Leavers support into Virtual School programmes and projects.
- To deliver Year 3 of Virtual Arts School as engagement and preparation for work.
- Further develop projects and programmes for the Key Stage 5 cohort in response to the Care Leavers Covenant and Keep on Caring Strategy.
- Continue good working relationships and collaborative practice with CLEP, Barnardos, MAT PAs and Services for Teenagers.
- Embed the Virtual School Sixth Form, which involves three levels of progression, Member, Ambassador and Leader.
- Further consult with Young People as they transition to 18 on their education experience and future developments, to help us develop support to meet their needs.
- Establish relationships with new cultural partners.

7 Care Leavers in Higher Education

The role of Higher Education Advisor has been integrated within the Virtual School with responsibility for ensuring all Care Leavers have access to support and guidance prior to attending university, including information on accommodation, bursaries and additional funding that may be available to them. The Higher Education Advisor will continue to support the Care Leaver throughout their time at university with a minimum of one visit per year, in conjunction with the Widening Participation Officer and/or the Aftercare Worker. This will ensure that Care Leavers have a greater support mechanism to achieve their full potential. 6 young people achieved their degrees in July 2018 and a further 7 young people have started university in September 2018.



Achievements:

- Delivered training to Aftercare workers, Social Workers and IRO to ensure the process for claiming HE funding is understood.
- Robust application process for HE Funding/bursaries in place.
- Improved data on the numbers of students and courses being studied.
- All potential Care Leavers had a visit prior to attending higher education from HE Advisor/After Care Worker.
- Successful university campus tour visits.
- Developed links with Widening Participation Officers to ensure funding opportunities are made available.
- Greater knowledge and understanding of university bursaries and scholarships to enable HE Advisor to signpost care leavers.
- Maintained the number of care leavers attending HE courses.

Improved communication with Aftercare Workers, which supports transition, the number of aftercare workers attending Year 13 PETP has increased. University campus tours have inspired young people to apply for university places. Increased support and advice has enabled those who dropped out to restart their studies.

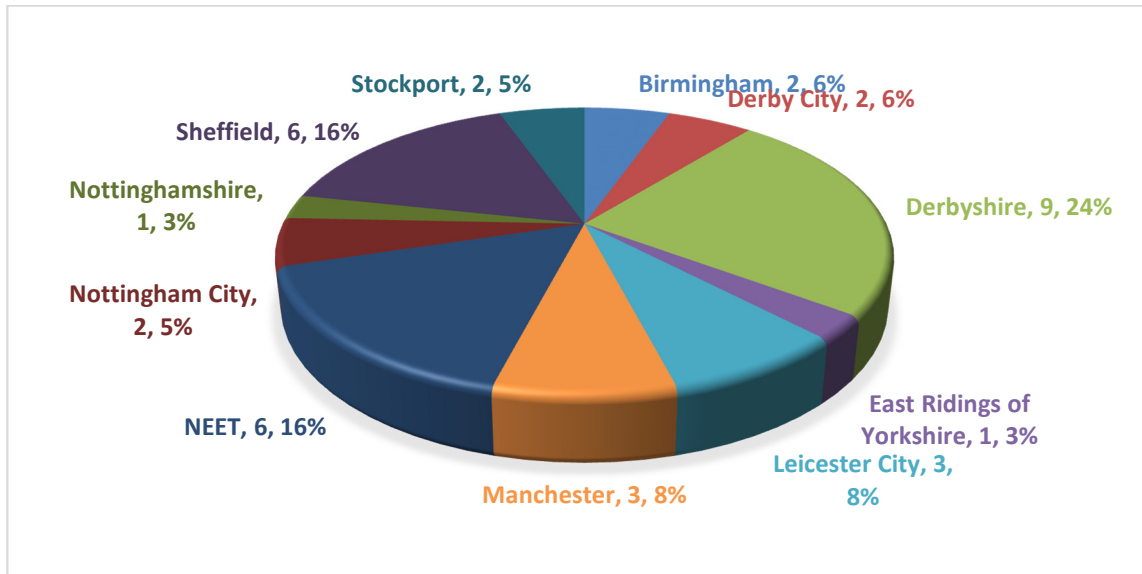
Next Steps:

- Increase communication with Care Leavers.
- HE Advisor to visit Care Leavers at least once per year.
- Early Identification of potential difficulties for Care Leavers.
- Increased communication with After Care workers.
- HE Advisor to contact Widening Participation Officers outside of the Midlands region.
- Track and report on progression routes for Care Leavers.
- Continue to improve data on young people attending University.
- Increase the number of university taster days to specific universities.
- Increase the number of NEET to attend university taster days.
- Undertake a review of the HE funding budget.

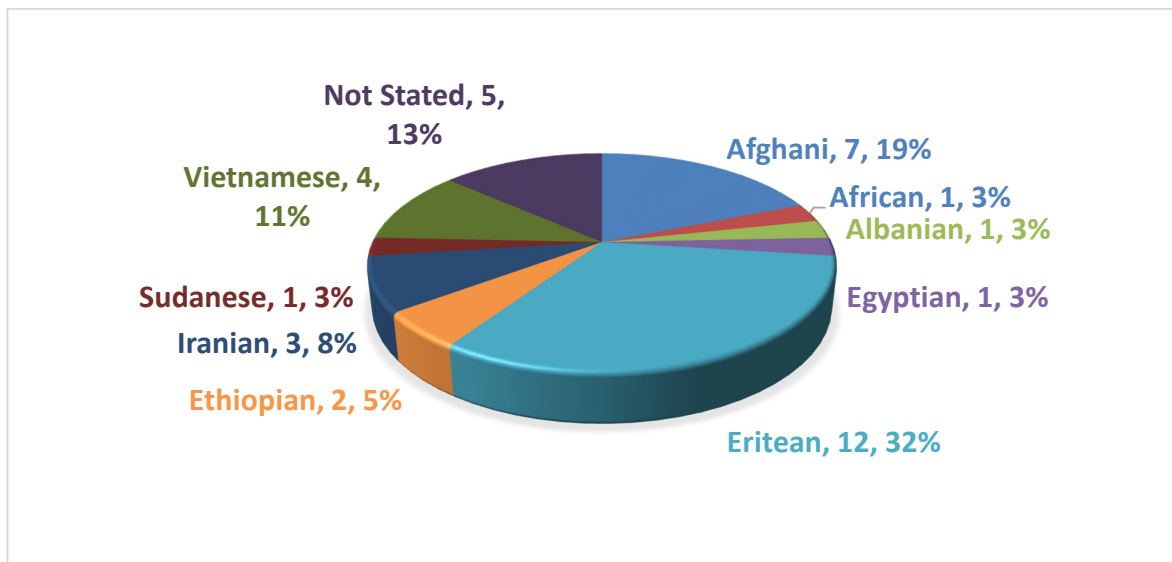
8 Unaccompanied Asylum Seeking Children (UASC)

As of 31 July 2018 the Virtual School had responsibility for a total of 37 UASC. 13/37 (35%) were in secondary age range and 24/37 (65%) were Post 16. 32/37(86%) UASC are male and 5/37 (14%) are female.

The graph below provides an overview in which local authorities the UASC receive their education as at 31 July 2018.



Below is a breakdown of the UASC nationality as at 31 July 2018.



Challenges experienced and how we have overcome:

- Some UASC continue to be placed out of county due to lack of foster care placements within Derbyshire, particularly if they are spontaneous arrivals. For those placed out of county we have continued to navigate new systems at a distance, and find out where support can come from. Additional extensive travel has been required by Virtual School Staff to support.
- College placements out of county have been oversubscribed and therefore it has been challenging to enrol young people on a course. Worked in partnership with DACES to provide personalised programmes for Post 16 and late year arrivals in Year 11.
- There has been significant amount of signposting and one to one tuition has been commissioned at a significant cost.
- Although the vast majority of students are literate in their own language the vast majority have little or no English.
- Identified suitable education placements & identified availability for those UASC who are Post 16.

- No colleges in Derbyshire deliver full time ESOL Programmes, which has resulted in young people having to travel significant distances to access programmes.
- All children currently in Year 10 and below will be included in following years OC2 cohort figures. This will impact on future cohort progress data.
- There are safeguarding concerns around trafficked young people having access to ICT. Each case is risk assessed to ensure safety.
- Some cases of criminal exploitation, have results in disengagement with education.
- Language courses have been very expensive to fund. The Virtual School under-budgeted for this expenditure due to being unaware of young people's needs for language support.

Achievements:

- Schools received extensive support in order to identify appropriate materials to support UASC educationally.
- Individual meetings with school to advise and support on available resources to support the young person to support UASC educationally.
- Purchased work books and resources to support USAC.
- Continue to access 'Rosetta Stone' - Language learning software to improve English.
- All young people have access to iPad or laptop, if appropriate to support education.
- Delivered a nine week summer school programme in partnership with DACES to promote English skills and cultural awareness.
- Delivered a complimentary learning programmes with Year 11 who arrived after the autumn term in partnership with DACES to support Post 16 planning.
- All Young People in Years 7 – 10 have a named secondary school.
- Schools are working flexibly with the Virtual School to find appropriate ways to access GCSE programmes.
- Creative use of PP+ to fund various programmes and support.
- Utilised Creative Mentors to support young people to promote esteem, confidence and language skills.
- All Year 11 had an identified college placement for September 2018.
- All young people Post 16 have accessed language courses.
- Continued to work in partnership with the UASC Social Work Team to ensure co-ordinated approach.
- Continued to work with colleges to achieve speedy access to ESOL.
- Provided signposting to services for Syrian refugee groups.
- Undertaken training and CPD within the Virtual School to improve knowledge of UASC.
- Delivered Designated Teacher Training in relation to UASC to improve understanding of UASC.
- Consulted with other Virtual Schools who have UASC on roll to learn about good practice.
- Delivered Cultural Engagement Programme to help young people to integrate into Derbyshire and wider society, practicing English as a second language and feel a sense of belonging.
- Worked with DACES to deliver British Values, cultural and enrichment programmes.
- Young People have had the opportunities to engage in British cultural activities.
- UASC attended University Open Days.
- Created a UASC best practice guide for schools to support understanding of UASC.
- Created a welcome guide for UASC to ensure they understand the support systems around them.

- Virtual School UASC Officers undertaken training in social, emotional and wellbeing of UASC.

All UASC are accessing education, the length of time taken for UASC accessing education continues to reduce. Additional bespoke programmes have been put in place alongside their education. Schools have appreciated advice and support given by the Virtual School. Aspirations of UASC have grown through advice and guidance by the Virtual School. Increased number of UASC wishing to access further and higher education.

Next Steps:

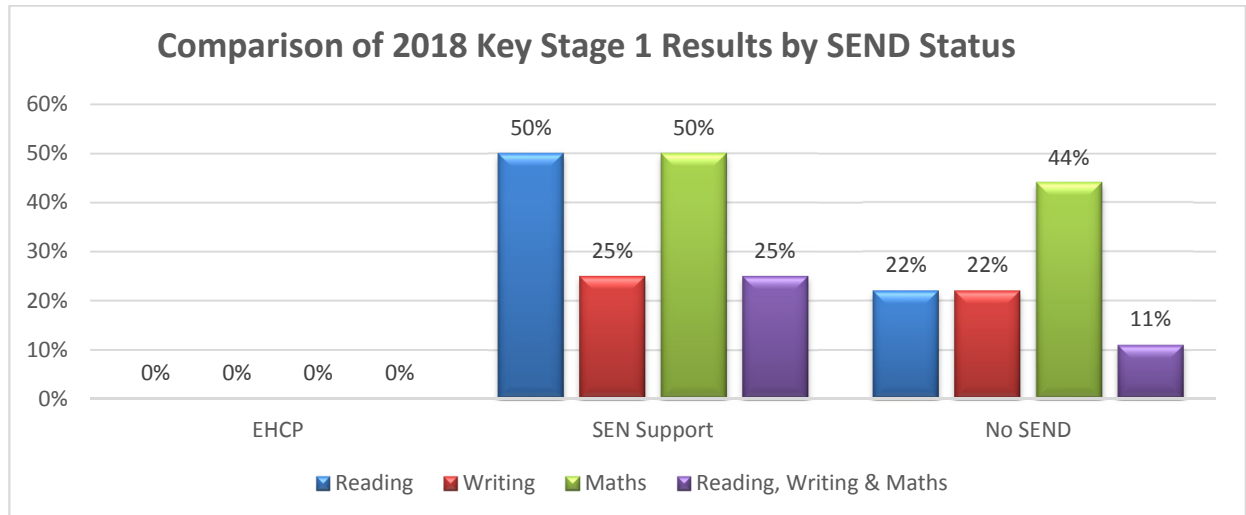
- Continue to work in partnership with the UASC Social Work Team.
- Continue to work with colleges to achieve speedy access to ESOL.
- Work with providers to establish ESOL provision within County.
- Identify training needs for Virtual School staff and internal and external partners on UASC including Immigration Training.
- Continue the Cultural Engagement Programme.
- Work with DACES to continue to deliver British Values, cultural and enrichment programmes.
- Continue to offer Young People opportunities to engage in British cultural activities.
- Continue to support smooth transition for newly arrived UASC into education.
- Develop case studies of good practice.
- Deliver training to education providers on social, emotional and wellbeing of UASC.
- Identify additional resources and ICT to support UASC.
- Apply for funding to support additional educational needs of UASC, including EAL support for school age pupils and training to schools. Bridging programmes for year 11, 12 and 13 mid-year arrivals without an educational place.
- Recruit and provide cultural mentors available to all UASC to assist with cultural integration.
- Support Post 16 transition into work or further education.
- Provide additional enrichment activities for UASC.
- Apply for Government funding from the Controlling Migration Fund to support the UASC cohort.

9 Progress of Pupils with SEND

Pupil progress is being tracked on an individual basis through the PEP. We have outcome data for all end of Key Stages. Challenges arise when analysing whether pupils have made expected progress as often young people are disapplied from Key Stage tests/exams. 194/476 41% Reception to Year 11 Children in Care have a special education need, this is 14.5 percentage points lower than the nation average for Children in Care in 2018.

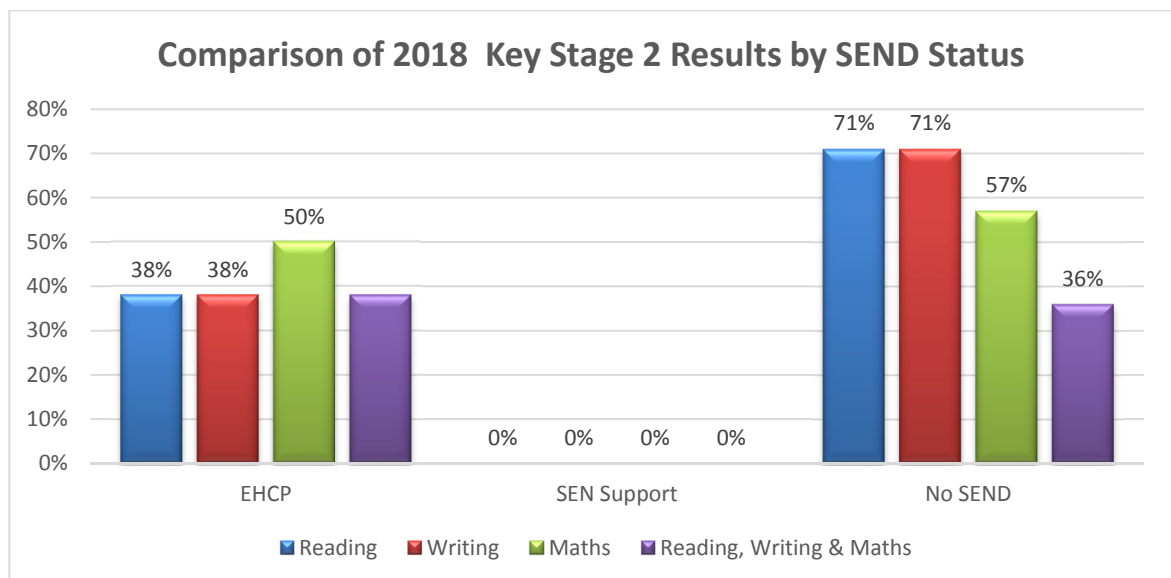
Key Stage 1 Results

Of the OC2 cohort 5/18 (28%) had an EHCP, 4/18 (22%) had SEN Support and 9/18 (50%) had no identified SEND.



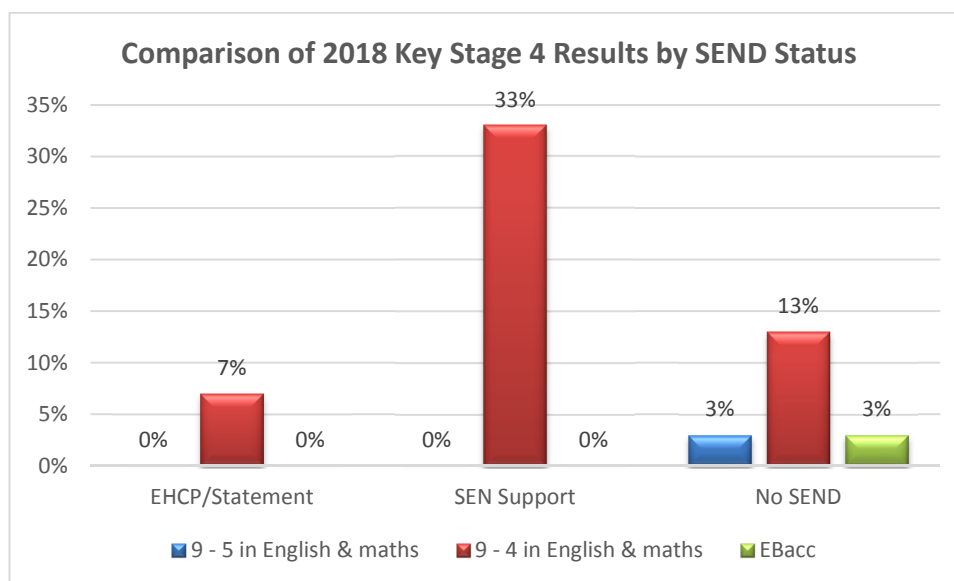
Key Stage 2 Results

Of the OC2 cohort 8/25 (32%) had an EHCP, 3/25 (12%) had SEN Support and 14/25 (56%) had no identified SEND.



Key Stage 4 Results

Of the OC2 cohort 14/47 (30%) had an EHCP, 3/47 (6%) had SEN Support and 30/47 (64%) had no identified SEND.



Achievements:

- Educational Psychologists continue to prioritise CiC for their involvement.
- Liaised with other agencies and departments to ensure any barriers to learning are minimised and appropriate support is in place.
- Liaised with other agencies and departments to ensure that fixed term exclusions are kept to a minimum and permanent exclusions continue to be avoided for CiC with a SEND.
- Continued to offer and provide input to Designated Teachers meetings on a termly basis to ensure that they understand and are aware of the implications of being looked after and having SEND.
- Special School head teacher is a member of the Virtual School Governing Body.
- Delivered 'Dance Interaction' – creative intervention with children with complex needs.
- Analysis of all attendance, exclusions data for CiC with SEND is included within the monthly databook.
- Delivered training for all Virtual Schools Education Support Officers in relation to identifying good and better progress for children with SEND so that they can challenge and support schools.
- Ensured information is available during the PEP meeting on how an EHCP and GRIP funding provides support for a child.
- Redefined Virtual School support offered to special schools.
- Virtual School representative attended SEND resources panel meetings.

Next Steps:

- Ensure schools collect relevant information over time pertinent to a GRIP application where appropriate to need.
- Develop further data collection which enables the Virtual School to track the progress and attainment of CiC with SEND and from this provide challenge and support to schools.
- Ensure the funding from EHCPs, GRIP and schools SEN budget is used to support the SEND needs of the young people.
- To provide an increased focus upon educational and training support for pupils with SEND who are post compulsory school age, in line with their EHCP.

- To reduce the number of days education missed for CiC with SEND due to school moves, consultation process and exclusions.
- To ensure consistency of recording SEND for all out of county pupils.
- To apply for additional funding to deliver a further phase of Dance Interaction from January 2019

10 Data Tracking

Achievements:

- Maintained the Virtual School tracking system at for all Key Stages to enable the team to identify appropriate interventions.
- Continue to improved accuracy of recording attendance and exclusions for all schools and challenge where necessary.
- Monitored and measured consistently specific interventions and track against pupil progress.
- Further developed the monthly data book for the Virtual School.
- Data is disseminated to stakeholders on a timely basis.
- All previous Key Stage data is identified at the point the Child enters care and shared with relevant staff.

Rigorous procedures are being established, and data is more readily available, reliable and accurate. RM management information system has become embedded within the Virtual School.

Next Steps:

- Develop reporting systems for tracking pupils attainment at all Key Stages.
- Continue to maintain the accuracy of recording attendance and exclusions
- Monitor and measure consistently specific interventions and track against pupil progress.
- Monitoring of attendance & exclusions with timely interventions in place.
- Further improve the accuracy of in-depth historical assessment data at point of entry to care.
- Further develop the monthly data book, as required to meet service delivery.

11 Attendance

Attendance is regarded as the best proxy indicator of attainment and progress.

A significant amount of work has been undertaken to improved accuracy of data collection and therefore the ability to intervene in a timelier manner. The attendance and persistent absence rates of Children in Care is monitored on a monthly basis and as soon as a Child in Care reaches persistent absence all relevant stakeholders are alerted which ensures high level oversight. Short term fluctuations in performance and numbers of persistent absent pupils are common, particularly in relation to persistent absentees as this is the most vulnerable group and absence is often a by-product of complex issues in the lives of these children. A significant amount of work has been undertaken to promote the local authority's position in relation to children taking holidays during term time, and statistics show the number of sessions lost is reducing.

Overview of Persistent Absence for OC2 Children in Care Reception to Year 11

Academic Year	OC2 Cohort	% of Persistent Absentees Derbyshire CiC	% of Persistent Absentees National CiC
2015 - 2016	267	9.8%	9.1%
2016 - 2017	280	15%	10%
2017 – 2018	316	17.09%	10.6%

A system has been created to record all attendance data accurately. The process works very well and information is shared appropriately. Data indicates the reasons for non-attendance and these include; ill health, exclusions, periods out of school due to change of placement, refusal to attend. There is close monitoring of part-time timetables and children with an effective school place.

Achievements:

- Timely attendance data is now available and interventions are used where appropriate.
- Pupil level data is distributed regularly to a range of stakeholders.
- Children Causing Concern meetings held monthly and this feeds into the Children not in receipt of full-time Education statistics and Education Planning Group.
- Monthly attendance figures reported to Assistant Head Primary, Assistant Head Secondary and Virtual School Head. Action taken as appropriate.
- Regular reports in place and distributed to Virtual School Head and Virtual School Senior Leadership Team on attendance.
- Attendance of Children in Care is reported to Corporate Parenting Committee at each meeting.
- Schools are aware of the protocol in place to alert the Virtual School when a pupil is excluded and reminded as appropriate.
- Reports in place to identify children taking holidays in term time.
- Reports to Head of Children in Care Service for children living in children's homes.
- Offered advice and guidance to Headteachers on the procedure for refusing authorisation for holidays in terms.
- Virtual School Assistant Heads have good oversight of educational plans for children who are not accessing education and on part time timetable.
- Robust challenge to other local authorities when delays occur in identifying a school roll.

Persistence absence figures remains too high at 6.49 percentage points above the national average for Children in Care. Accurate data enables Virtual School to ensure appropriate action is taken to support good attendance with continued monitoring, support and intervention.

Next Steps:

- Continue to improve the attendance information held on pupils, including alert system to ESO where attendance begins to decrease.
- Continue to analysis attendance figures monthly and report on falling and rising attendance to Assistant Head Primary, Assistant Head Secondary and Virtual School Head.
- Continue to report to Corporate Parenting Committee Children in Care who are Persistent Absentees.
- Continue to report on children taking holidays in term time.

- Continue to reports to Head of Children in Care for children living in children's homes.

12 Exclusions

A good relationship with all schools our children attends underpins the commitment to avoiding permanent exclusions and to keeping fixed term exclusions to a minimum, this is demonstrated with exclusions being reduced year on year. Exclusions are most common in Key Stage 3 and Key Stage 4 with 17/43 (40%) at each Key Stage, followed by Key Stage 2 with 7/43 (16%) and Key Stage 1 with 2/43 (4%).

Rapid response by the authority to situations that might lead to a permanent exclusion is in place; a good range of alternative and complementary provisions have been developed to support young people when there is a breakdown.

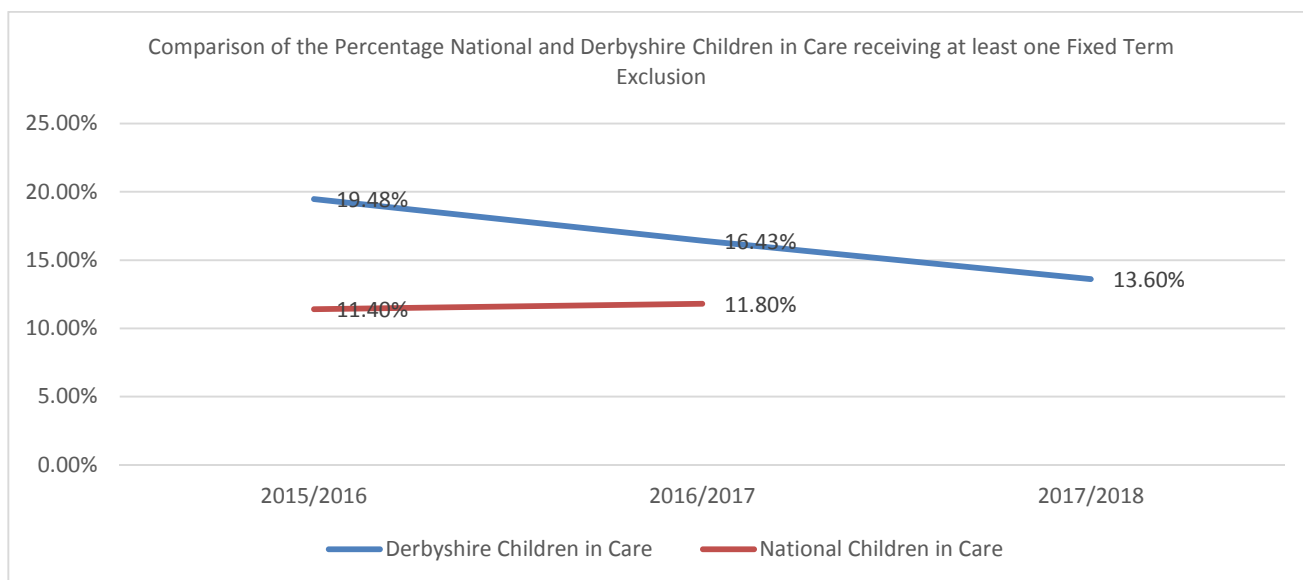
Overview of Exclusions for OC2 Children in Care Reception to Year 11

Summary	2015 – 2016	2016 - 2017	2017 - 2018
Number in OC2 Cohort	267	280	316
Permanent Exclusions	0	0	0
Fixed Term - Number of Exclusions	154	124	85
Fixed Term - Number of Pupils	52	45	43
Number of Days Lost	267	261.5	171
Percentage of School Aged CiC with Fixed Term Exclusions	19.48%	16.43%	13.60%

Below is a breakdown of the reasons for the fixed term exclusions received by our children and the number of days lost.

Number of Days Lost and Reasons for Fixed Term Exclusion	2015-2016	2016 - 2017	2017 - 2018
Bullying	2	8	-
Drug And Alcohol Related	10.5	2	-
Other	45	20.5	28
Persistent Disruptive Behaviour	69	111.5	62
Physical Assault Against A Pupil	14	8.5	7.5
Physical Assault Against An Adult	30.5	28	33
Racist Abuse	-	7	-
Sexual Misconduct	-	14	1
Theft	-	-	2
Verbal Abuse / Threatening Behaviour Against Adult	72.5	53.5	34.5
Verbal Abuse / Threatening Behaviour Against Pupil	23.5	8.5	3
Total	267	261.5	171

Exclusions data are collected two terms in arrears, so data with the Statistical First Release relates to the 2016/2017 academic year. Whilst nationally there has been a slight increase in exclusion, in Derbyshire there has been a 3.03 percentage point decrease, however, this figure is still above national average.



Achievements:

- Accurate reporting mechanisms in place for schools to report exclusions in a timely manner to ensure support and challenge is effected.
- Accurate data completed and analysis of data produced and reported on a regular basis.
- Ensured early warning systems are in place.
- Discussion with school for all pupils receiving second exclusion.
- Improved data collection in order that support can be identified and young people safeguarded.
- Developed alternative/complementary educational provision where mainstream has temporarily broken down and is not meeting the young person's needs.
- Improved access to data, regular review of PEPs and frequent tracking has identified issues before they have escalated.
- Improved liaison with relevant agencies to target schools where fixed term exclusions are repeated. Information shared at Corporate Parenting Committee.
- Attachment Aware School programme Years 1 - 3 schools have a significant understanding of behaviour, which has resulted in amendments to behaviour policies
- Referral to Education Planning Group as appropriate.
- Established 6th day provision for pupils who would otherwise have been permanently excluded.

Exclusions figures remains too high, whilst the number of children excluded has reduced the overall exclusion figure remains too high, we will continue to work with schools to ensure exclusions are kept to a minimum.

Next Steps:

- Continue to improve the analysis of data, and improved evidence and recording.
- Improve access to data, more regular review of PEPs and frequent tracking should identify issues before they escalate.

- Continue to ensure there are early warning systems in place.
- Continue to monitor the exclusion data and challenge schools where necessary.
- Continue to ensure Carers are supported when young people are excluded.
- Continue to ensure no 'illegal' or 'informal' exclusions occur, challenge where necessary.
- Referral to Education Planning Group as appropriate.
- Ensure 6th day provision is being accessed appropriately.
- Ensure timely access to alternative provision/support centres where appropriate, ensuring young people are not out of education.
- Continue to improve the data collection in order that support can be identified and young people safeguarded.
- Continue to develop alternative/complementary educational provision where mainstream has temporarily broken down and is not meeting the young person's needs.
- Signpost schools to appropriate agencies on strategies to understand and manage behaviour.
- Continue to promote to schools on the requirements of paperwork when a pupil is excluded.

13 Whole School Development

There have been a number of projects and programmes developing to support pupil engagement. These have been broken down into the following areas:

Engaging and broadening the curriculum

Achievement:

- Further developed and embedded closer monitoring of pupils out of school, including those on reduced timetables. Regularly reviewed and monitored children causing concern, and refined in line with current legislation to ensure there is no drift and delay in return to full time education.
- Delivered and evaluated the 'Get Creative' Event to offer a broad range of educational experiences to stimulate family learning.
- Developed a Post 16 Learning Programme for disengaged learners to re-engage and seek post 16 pathways.
- Delivered a nurture project for young people who are unavailable NEET due to mental health problems.
- Offered an expectant and young mums "Opportunities to Learning" programme.

Next Steps:

- Book gifting across all Key Stages.
- Continue to deliver the Virtual School celebrates programme.
- Further develop a Post 16 Learning Programme for disengaged learners.
- Build partnerships with Hopewell and other agencies to put new approach into practice
- Develop an expectant and young mum's hub with DACES and to seek funding for further work.

Enabling transition

Achievements:

- Ensured appropriate education placements are risk-assessed where Children in Care attend schools graded by Ofsted as Inadequate this includes consultation with other professionals to ensure provision is suitable.
- Supported transition at all stages – developed Early Years to secondary work booklets.
- Continued the transition programme at Lea Green.
- Contributed to Post 16 thematic group to develop a transition booklet.

Next Steps:

- Developing learning around supporting transition and in school changes for vulnerable learners through the Designated Teachers training programme.
- Autumn 2018 Designated Teacher Network meetings will be based on transition.
- Continue to risk-assess educational placements where Children in Care attend schools graded by Ofsted as Inadequate, including consultation with other professionals.

Developing emotional health and social wellbeing

Achievements:

- Letters and postcards sent to Children in Care to offer praise, support and encouragement.
- Year 3 Attachment Aware Schools completed.
- Year 2 evaluation of Attachment Aware Schools completed.
- Care Leaver presented case study to VSGB on her experiences of overcoming barriers to learning and impact of support given.
- Presented workshop at emotional wellbeing conference.
- Designed individualised programmes of support for young people.
- Delivered mentoring on therapeutic relationships to young people with emotional difficulties.
- Final report on Resilience Research Project completed. Dissemination with other partners nationally and in conjunction with EPS.
- Report completed on creative mentoring mental health project.

Next Steps:

- Developing knowledge for best practice in supporting emotional health and social wellbeing through the Designated Teachers training programme with specific input on mental health.
- Continue with letters and postcards to offer praise, support and encouragement to the young people.
- Deliver the Year 4 Attachment Aware Schools (AAS) programme.
- Present the Resilience Research Project evaluation at AEP national conference

Building partnerships

Achievements:

- Continued building relationships with Chatsworth House.
- Close working with a variety of educational providers to facilitate personalised learning.

- Education Planning Group used effectively.
- Maintained good links and liaison with Advisory Service.
- Shared good practice nationally and internationally.
- QDD process embedded with Virtual School.
- Develop partnerships to increase opportunities for learning within a variety of organisations and venues.
- Achieved external funding for a Cultural Education Partnership for work across cultural venues.

Next Steps:

- Maintained relationships with Chatsworth House
- Continue to work closely with a variety of educational providers to facilitate personalised learning.
- Continue to use Education Planning Group effectively.
- Continue to share good practice widely.
- VSH to continue visiting Derbyshire Schools to discuss support.
- Continue to gather Pupil Voice.
- Use SDQ and alternative sources of information to support learning.

Providing Training and CPD

Achievements:

- An extensive programme of training for Virtual School Workers, Designated Teachers, Foster Carers, Residential Workers and Social Workers was planned and delivered during 2017/2018 to support understanding of education for children in care.
- Family learning programme was adapted to incorporate working with expectant and young mums.
- Provided training for Foster Carers on how children learn, input into foster carers conference through Virtual School led workshops.
- Provided training to schools on behaviour needs of Children in Care.
- Delivered training to Creative Mentors on understanding safeguarding.
- Delivered training for Designated Teachers throughout the county to raise awareness of statutory duty.
- Co delivered workshops at conferences with AAS Schools.
- Delivered workshops at conference on AAS, attachment awareness and social emotional awareness.

Next Steps:

- Plan and deliver an extensive programme of training for Virtual School Workers, Designated Teachers, Foster Carers, Residential Workers and Social workers for 2018/2019.
- Evaluation the Family learning programme.

Researching Impact and Capturing Evidence

Achievements:

- Support to schools to identify effective use of PP+.
- Collated data on the impact of interventions using PP+.

- Embedded a system for measuring impact of interventions.
- Embedded a system for measuring impact of creative mentoring interventions.
- Continued evaluation of impacts from projects and programmes.
- Completed final year of research via Exchanging Notes looking at the impact of music participation on wider achievement and wellbeing through Birmingham City University.
- Rigorous mixed method of AAS written into academic paper.

Next Steps:

- Analyse the impact of interventions of PP+.
- Support to schools to identify effective use of PP+.
- Continued evaluation of projects and programmes to measure impact.
- Evaluate the system of the impact of Creative Mentor through the referral and review process.
- To publish academic paper on evaluation of AAS.

Funding and sustainability

Achievements:

In conjunction with partner organisations the Virtual School has been successful in securing funding from:

- Arts Council - £40K for 'Stars and Stories'
- D2N2 Careers Local – £15K for careers and enterprise education
- Mighty Creatives - £37.5K
- Careers Enterprise - £153K to ensure young people who are not accessing information, advice and guidance have access to careers advice.

Next Steps:

- Work with Virtual Schools in the West Midlands and North East areas to develop a Cultural Entitlement for Children in Care with a view to advocating Artsmark for Virtual Schools
- Virtual School to develop a model where schools and settings can access Creative Mentors for vulnerable learners not in care as a traded service.

A wide ranging curriculum is delivered and has received recognition from DfE and other Virtual Schools. Measuring impact and sustainability will continue to be a focus in the coming year.

14 Safeguarding

Generally attendance improves rapidly when young people come into care because the care, guidance and support they receive assist each child to overcome some of the emotional difficulties and barriers to learning. Our pupils generally feel safe in school and safeguarding is strong. Any issues around safeguarding are raised appropriately and acted upon.

Achievements:

- Tuition undertaken in appropriate environments.
- VSH worked closely with the Education Planning Group and Exclusions Group.
- Worked with Derbyshire Child Protection Manager.
- Risk Assessments in place where required for activities and interventions.

- Staff accessed relevant training, plus on line training undertaken as appropriate.
- Close monitoring and reporting on students on part time timetable.
- In-depth knowledge and plans in place to increase time at school for those on part time timetables.
- Monitored the exclusion data and challenge to schools where necessary.
- Information on exclusions and action planning shared with Strategic Director.
- Referral to Education Planning Group as appropriate.
- Identified access to alternative provision/support centres where appropriate
- 'PREVENT' used effectively.
- Ensured safeguarding referrals are dealt with in a timely way.
- Ensured staff comply with policies and procedures around lone working.
- All Creative Mentors receive regular supervision meetings.
- Annual Safeguarding training delivered to all Virtual School staff.

Next Steps:

- Maintain good links with safeguarding team.
- Continue to ensure safeguarding referrals are dealt with in a timely way.
- Continue to ensure staff comply with policies and procedures around lone working.
- Half termly meetings ongoing with Heads of Support Centre and Integrated Pathways Team.

15 Placement Appropriateness and Stability

Achievements:

- Ofsted judgement information and risk assessment in place when school is graded 'inadequate'.
- Joint working with stakeholders, Corporate Parents, and Commissioning Team to ensure appropriate provision is selected.
- Attended Education Planning Group, TAPS Panel, Exclusion Group and Head of Support Centre meetings.
- Attendance at Placement Matching Panel and Complex Cases Panel to contribute to appropriate matching.
- Utilised TAPs funding appropriately.
- Case management allocations and review meeting in place.
- Ensured early warning systems are in place for young people at risk of disaffection & support is given to these pupils.
- Continue communication between Virtual School, Schools, Social Work teams, Residential Homes.
- Regular meetings with various stakeholders, Foster Carer groups, Residential Managers meeting, MAT leaders.
- 14 - 19 team to undertake work with residential staff on aspiration to HE/FE for Young People

Out of area placements to be monitored closely and communication with Social Work and commissioning teams.

Next Steps:

- Consolidate continuous communication between Virtual School, Schools, Social Work teams and Residential Homes.

- Regular meetings with various stakeholders, Foster Carer groups, Residential Managers meeting, MAT leaders.

16 Interventions

Achievements:

- ESO mentoring undertaken to support outcomes for children.
- Auditing of pre visit and assessment of education placements in and out of county, to ensure provision is appropriate to meet the young person's needs.
- Engagement in learning programmes.
- Comprehensive systems in place for monitoring and guidance for schools in relation to research outcomes of PP+.
- A variety of enrichment activities undertaken for all age ranges.
- Extended Creative Mentoring programme beyond Virtual School as crisis management intervention for vulnerable pupils.
- Creative Mentoring programme developed for UASC.
- 1:1 tuition and tutoring in place.
- Supported students on part time timetables.
- Positive Play/Support in place to support social skills development.
- Support to schools for pupils close to permanent exclusion, with individualised/personalised timetables.
- Secondary ESOs attend final Year 6 PEPs and are involved in secondary school pre transition.
- In-depth transition planning at all stages.
- Comprehensive records available and audit trail for PP+.
- Developed schools understanding on how to use PP+ effectively.
- Encouraged take up of EYPP.
- Ensured provision meets pupils' identified needs.
- Ensured transition support from primary to secondary and secondary to Post 16 is a priority.
- Further developed the Virtual School Sixth Form to support Post 16 and to enable 'work readiness' to achieve 100% EET.

There is a well balanced range of evidence based, personalised interventions. Further work will be undertaken to develop a more systematic method of measuring impact.

Next Steps:

- Monitor and review specialised intervention at all Key Stages.
- Further develop schools understanding on how to use PP+ effectively.
- Ensure provision meets pupils' identified needs.
- Ensure transition support from primary to secondary and secondary to Post 16 and at 18 is a priority. To ensure children starting school for first time are well supported.

17 Support to Designated Teachers

Achievements:

- Action Research Projects – developing pedagogy and learning from new practice.
- Used further information on how to effectively use and measure impact of PP+.
- Rigorous moderation process for PEP audit and feedback to aid improvements.

- Designated Teacher Network and Induction Training programme completed for 2017/2018.
- 1:1 support from ESOs to schools is ongoing & timely.
- Increased the number of Designated Teacher induction sessions.
- Provided support and guidance to schools on the extended role of Designated Teachers to include previously looked after children.

Designated Teacher network and induction continues to be well received and well attended. Feedback is gathered at each session and incidentally throughout the year. Evidence of impact of our support to Designated Teacher is wide ranging at all levels. Communication continues to be regarded as excellent between Designated Teachers and Virtual School.

Next Steps:

- Continue Action Research Projects – developing pedagogy and learning from new practice.
- Continue to develop how to effectively use & measure impact of PP+ through consultation with schools.
- Plan and deliver the Designated Teacher Network and Induction Training programme for 2018/2019.
- Continue to support Designated Teachers in their new extended role to include previously looked after children.

18 Support for Carers

Achievements:

- Delivered a number of events for Foster Carers.
- Delivered sessions at Foster Carer conferences.
- Delivered sessions at Foster Carer induction.
- Attendance at foster support groups as appropriate.
- Delivered Chatsworth Family Learning Events.
- Continued to support all Children's Homes to encourage children's learning and good attendance.
- 'Story Roots' project developed as 'Stars and Stories'

The impact of support to Foster Carers is that they feel the Virtual School continues to make a difference by giving a higher level of visibility to the education needs of Children in Care

Next Steps:

- Continue the programme of events for Foster Carers.
- Continue work supporting all Children's Homes to encourage children's learning and good attendance.
- Secure funding for Film Project for Derbyshire Children's homes
- Continue to deliver sessions at Foster Carer conferences.
- Continue to deliver at foster induction sessions
- Continue to attend foster support groups as appropriate.
- Continue to deliver Chatsworth Family Learning Events.

- Offer advice/signposting for adopters and special guardians.
- Increase web information/presence.

19 Support to Professionals

Achievements:

- Supported a range of agencies, professionals and sectors.
- Developed AAS Action Research projects – developing learning from new practice.
- Delivered training for schools, consultants/advisers, settings, social workers and carers.
- Develop how to effectively use and measure impact of PP+ through consultation with schools.
- Continued to work with Schools and Learning Colleagues.
- Kept Schools & Learning colleagues apprised of Children in Care in linked schools.
- Briefed Advisory Service, Area Heads and foster carer support groups.
- Attended all district inclusion panels.
- A number of articles written for the Children's Services bulletin.
- Virtual School newsletter completed

Impact continues with our support to Children's Services colleagues. All round feedback informs us of the effectiveness of the service being delivered by the Virtual School. We continue to develop our communication methods with other agencies and professionals in response to their feedback. There is an inevitable challenge in meeting the professional needs of all our colleagues within a climate of increasing numbers of Children in Care.

Next Steps:

- Continue to support a range of agencies, professionals and sectors.
- Continue school practice development through AAS Action Research projects.
- Deliver appropriate and relevant training for schools, settings, social workers and carers.
- Continue to develop how to effectively use & measure impact of Pupil Premium Plus through consultation with schools.
- Keep Schools and Learning colleagues apprised of Children in Care in linked schools.
- Provide advice to Social Care colleagues as appropriate.
- Continue to work in partnership with the Advisory Service.
- Develop a programme of attachment awareness for DACES.

20 Consultation with Children in Care/Young People's Voice

Achievements:

- Involved Young People in the planning of the delivery of celebration events.
- Recruited Young Person representative on Virtual School Governing Body. Actively involved in meeting.
- Enrichment activities feedback, children's views are collected.
- Archive of films representing young people's voice.
- Involved Young People more in the planning of the delivery of celebration and Virtual School events.
- Attendance at the Big Conversation.

- Participation Officer attends the VSGB to feedback young people's opinions and opportunities available through Children in Care Council.

We regularly seek feedback from young people and act on their views. Young people are offered and take up the opportunities to become involved in a number of projects and programmes.

Next Steps:

- Create a bespoke training session to Virtual School staff on the rights of the child.
- Further develop skills in co-production with young people.
- Raise awareness of gender reassignment and sexual orientation.
- Further involve Young People in the planning of the delivery of celebration and Virtual School events.
- Design a Young Person's guide to PEPs.
- Continue to obtain young person's voice.

21 Celebrating Achievement

Achievements:

- Personalised academic rewards and personalised letters to celebrate achievement.
- Individual incentives as appropriate.
- Partnership delivery of 'Derbyshire Believes in Me' 2018.
- Delivered Get Creative 2018.
- Evaluated the Get Creative Event.
- Facilitated young people's performances at various events.
- Shared good news with the Virtual School Governing Body and through Children's Services bulletin.
- Online recognition via LGA, ADCS and DfE of the Virtual School practice.

The Virtual School continues to create many opportunities to recognise achievements. The Virtual School acts as a good corporate parent by ensuring our young people are offered the opportunities through which we can celebrate their achievements.

Next Steps:

- Continue individual incentives as appropriate.
- Partnership delivery of 'Derbyshire Believes in Me' 2019.
- Develop Get Creative programme for 2019.
- Continue to recognise young people's achievement through personalised letters and rewards sent to young people.
- Facilitate performances by young people at various events.

22 Equal Opportunities

Achievements:

- Continuous understanding of equal opportunities for all Children in Care.
- Peer mentoring programme is well established.
- Young people involved in planning events for other Children in Care.
- Person Centred Planning approach to PEP reviews is in place.
- All Virtual School staff understand and reflect on issues regarding all aspects of equal opportunities.

- Provide equal opportunities for all young people.
- Additional support offered for pupils with additional needs to access Virtual School enrichment activities and residential programme.
- Priority admissions to maintained schools for Children in Care.
- Personalised plans and individualised education plans in place.

A wide range of opportunities for young people are available irrespective of their abilities to ensure all young people are given equal life chances to thrive.

Next Steps:

- Continued understanding of equal opportunities for all Children in Care.
- Young People involved in planning events for other Children in Care.
- Person Centred Planning approach to PEP reviews to be embedded further.

23 Financial Management

Achievements:

- PP+ and EYPP monitored and tracked.
- Monitored the Virtual School team budget.
- Reduction in travel budget.
- Improved budget oversight of all projects.
- Continued to identify external funding where possible and submit bids as appropriate.
- Continued to make/highlight savings where possible.

Savings have been made by delaying appointments. There is effective monitoring of PP+, EYPP and budgets. Project/Grant funding is applied for where possible and will continue. Income generation continues from delivering training to schools and through courses and conferences. There is creative use of budgets.

Next Steps:

- Further improved budget oversight of all projects, programmes and events.
- Further embed robust financial systems, PP+, EYPP and financial budgets.
- Continue to income generate through delivery of training and conferences.
- Continue to identify external funding where possible and submit bids as appropriate.
- Continue to make/highlight savings where possible.

24 Multi Agency Collaboration

Achievements:

- Partnership working is embedded within the Virtual School, work with the Derbyshire Voluntary, Community and Independent sector has increased opportunities through Virtual School projects.
- Work/collaboration with Education Psychology Service when focussing on similar training and development issues.
- Ensured focussed use of Information Advice and Guidance Officer time, in conjunction with MATs
- Highlighted pupil attendance at cross professional meetings.
- Regular liaison between agencies, VSH attendance at Head Teacher forums.
- Established support and challenge meetings with schools.
- Delivered workshops at multi- agency training and events.

- Worked with Services to Teenagers to review offer.
- Commissioned Early Years Services to offer support to Early Years Providers.

Strong links have been established across services to ensure Children in Care are prioritised and their needs highlighted and understood. Virtual School structure enables accessibility for multi-agency professionals that we work with.

Next Steps:

- Further development of the partnership model for developing resources and further funding.
- Continue to work with Education Psychology Service when focussing on similar training and development issues.
- Embed internal and external joint working.
- Deliver joint development projects.

25 Personal Education Plan Compliance

The number of PEPs in place was 94% at the end of July 2018. Efficient processes are in place for setting up and monitoring receipt of PEPs. The PEP Co-ordinator is exceptionally efficient and ensures documents are uploaded to Mosaic. All PEPs are quality assured by ESOs and a random sample moderated by the Virtual School Assistant Head, Innovations and Learning to ensure consistency of grading. Work is undertaken with schools and advisory service where the quality of a PEP is deemed an issue.

Achievements:

- Report monthly on PEP compliance and identified PEPs overdue.
- Quality of targets and assessment data has improved and links with PP+. Impact is clearly recorded and monitored
- Utilisation of assessment data to challenge schools.
- Delivered PEP & PETP training for those who need it.
- Ensured SMART targets in all PEPs and PETPs and links to provision maps.
- Reviewed PEP paperwork including feedback from all stakeholders plus scoping, research and consultation to move to an electronic system.

Consistently high percentages of PEPs are in place. Quality of PEPs continues to improve. Rigorous quality assurance and moderation is undertaken and feedback given in order that standards improve.

Next Steps:

- To evaluate the benefits of an online PEP system.
- Improve Pupil Premium Plus linked to PEP targets and assessment data so that impact is clearly recorded and monitored.
- Deliver PEP & PETP training as required.
- Further improve smart targets in all PEPs and PETPs and links to provision maps.
- Continue to monitor quality assurance of PEPs.
- Ensure all initial PEPs are set up within ten school days, wherever possible, but certainly as timely as possible.
- PEP compliance to be above 95% throughout the year.
- Increase the percentage of Good and Excellent PEPs, reduce the percentage of Adequate and Needs Improvement PEPs.

- To explore different ways of capturing pupil voice to give young people a sense of ownership of the PEP process.
- Monitor compliance of Post 16 PETP with MATs.
- To ensure schools provide and record the evidence of careers action plans from Year 9 within the PEP.

26 Pupil Premium Plus (PP+)

The PP+ for Children in Care is additional funding given to schools so that they can support particular groups of pupils who are known to be at risk of underachievement and secure accelerated learning for all. From April 2014 the PP+ for Children in Care has been overseen directly by the VSH. The Derbyshire PP+ policy has been updated and schools are aware of the need to submit a termly provision map for each Derbyshire Child in Care. Early Years Pupil Premium came into effect in April 2015. The amount of funding available per pupil was increased in April 2018.

PP+ is discussed at the PEP meeting and applied for on a termly basis. ESOs ensure the PP+ applied for is linked to the targets discussed at the PEP. VSH will then approve the expenditure in line with the PP+ policy. Each terms allocation is reviewed and impact is recorded on the next terms provision map.

How PP has been used:	Virtual School	Schools
All transition support	✓	
One to one and small group work	✓	✓
Direct intervention	✓	✓
Creative Mentoring	✓	✓
Incentive programme and personalised incentives	✓	
ICT/technology programmes	✓	✓
Reading programmes and book gifting	✓	✓
Pastoral care, pupil voice, family work	✓	✓
Designated teacher training and network meetings	✓	
Educational visits	✓	✓
Positive play	✓	✓
Reading resources	✓	✓
Educational residential	✓	✓
Enrichment activities	✓	
Attachment Aware Schools	✓	✓
GCSE materials	✓	✓
SEND Support	✓	
A range of specialised equipment and services required by schools		✓
Alternative Provision	✓	✓
Emergency Provision	✓	

Achievements:

- Measurable impact recorded in provision maps to ensure attainment is promoted.
- Ensured all interventions are baselined at the start of the intervention and impact is measured once completed.

- Good practice supported by the use of case studies have been shared with Ofsted, Virtual Heads conferences, other Virtual Schools managements.

Provision maps clearly identifies the needs, progress and spend which gives an audit trail and a basis to evaluate impact and targeted spending. Provision maps are linked to PEPs and help to challenge and support schools appropriately.

Next Steps:

- Impact study to be undertaken and report compiled.
- Continue to ensure all interventions are baselined at the start of the intervention and impact is measured once completed.
- Evidenced and measurable impact recorded in all provision maps to ensure attainment is promoted.
- Continue to share widely good practice, supported by use of case studies.

27 Attachment Aware Schools Programme (AAS)

Achievements

- Launched and delivered of Year 3 AAS.
- Successful AAS sharing event delivered.
- AAS Action Research Projects – developing pedagogy and learning from new practice.
- Selected and recruited new cohort of AAS Schools for Year 4.
- Virtual School administrative support has improved the implementation of the programme.
- Years 1, 2 and 3 schools are centres of excellence.
- Some of the Years 1, 2 and 3 schools contributed to other training events and conferences for the Virtual School.
- Many schools have received outstanding in Emotional Wellbeing at Ofsted inspection since being part in the programme.
- Delivered at national ARC conference.
- Produced AAS booklet to disseminate throughout Derbyshire and wider.

Positive impacts continues to be expressed by participating schools in the Year 3 programme. A full evaluation of quantitative and qualitative data is integrated into the delivery and analysis of each year of the programme.

Next Steps:

- Year 4 of AAS to be delivered.
- Further Attachment Aware training and development day for existing Derbyshire AAS for additional staff.
- Further Attachment Aware training and development day for NQT in Derbyshire Schools.
- Continue to disseminate good practice developed with schools.
- Funding for further years still to be identified – programme may have to be redesigned due to funding available.
- Culmination of Year 4 programme to be shared at event.
- Continue to contribute to national Attachment Research Community (ARC).
- Gathering data and evidence towards Year 4 evaluation.
- Present a workshop at the ARC conference.
- Publish the academic paper on AAS.

- Contributing to Derbyshire's focus on Adverse Childhood Experiences (ACEs) through sharing AAS learning.
- Developing attachment aware work with DACES for young people 14 years plus.

28 Creative Mentoring Programme

Achievements:

- Evidence of impact relating to increased engagement, improved mental health of Young People, improved attendance, reduction in exclusions, increased the number of Young People EET.
- Embedded a good induction and supervision programme for Creative Mentors.
- Further refined the referral process to include baseline and ongoing monitoring.
- Risk assessment in place to ensure safety of those accessing Creative Mentoring programme.
- Evaluated the Peak 11 Creative Mentor programme.
- Delivered Creative Mentoring programme into Post 16 with year 2 external and partnership funding.
- Submitted best practice case study on Creative Mentoring on LGA website.
- Embedded the Creative Mentoring programme across all phases including UASC.
- Gathered specific case studies and Young People's voice to demonstrate impact.
- Developed a Virtual Art School Blog.
- Fed back to VSGB and CPC evidence of impact through specific case studies and Young People's voice.
- Delivered induction programme for Creative Mentors.
- Reviewed and embedded supervision system for Creative Mentors.

Several evaluation studies and ongoing research is evidencing the impact of Creative Mentoring. Professionals from across Children's Services and schools have reported that children and young people have improved emotional well-being, motivation and engagement. The programme has attracted significant national attention with other Virtual Schools developing creative mentoring in their own localities, drawing on Derbyshire model of excellence.

Next Steps:

- Undertake impact review of Creative Mentoring Programme.
- Embed induction programme and supervision system for Creative Mentors.
- Continue Year 3 Creative Mentoring programme Post 16 with external funding.
- Continue to identify and apply for additional funding to support the programme.
- Feedback to VSGB and CPC evidence of impact through specific case studies and Young People's voice.
- Assisting young people to develop their own digital portfolios.

29 Improvement Projects/Programmes

Achievements:

- Exchanging Notes, Year 4 project completed.
- Completed Year 3 of University of the First Age Peer Tutor Programme Key Stage 3 – 5.
- Make it – enterprise project completed and evaluated.

- Delivered Dance Interaction for children with SEND attending Derbyshire Special Schools.
- Involved Care Leavers in Virtual School programmes and projects.
- Supported student on Youth and Childhood Studies Placement.
- Evaluated Year 2 of the Virtual Arts School.
- ‘Stars and Stories’ developed from Reading Roots project towards a story telling theatre performance, involving 5 Post 16 young people.
- In Vogue and RHS Programmes completed in partnership with Chatsworth House.
- Developed the Internship programme.
- Delivered Year 2 Post 16 Engagement “Virtual Arts School” – ‘The Mighty Creatives’.

Virtual School Programmes recognise that children learn and develop in many different ways and require excellent practice in terms of academic, health and wellbeing, and cultural education. The vast range of projects we deliver exemplify outstanding working practice and added value for children and young people in care and their families. The Virtual School works collaboratively with schools and partners to test innovative approaches, setting the highest possible benchmark to demonstrate how learning can be holistic and transformative for all Children and Young People.

Next Steps:

- Explore next steps for ‘Stars and Stories’
- Continue to evaluate programmes and report on impacts.
- Deliver personalised learning programmes for targeted children.
- UFA peer mentoring extending into forth secondary cohort and second primary cohort young people who have graduated are being trained as Lead Peer Tutors.
- Continue to develop Chatsworth links.
- Develop a bid to continue to deliver Dance Interaction sessions in Special Schools and arts days at Lea Green.
- Deliver Year 3 Post 16 Engagement “Virtual Arts School” ‘The Mighty Creatives’.

30 Staff CPD

Achievements:

- Attendance at Virtual School Head annual conference.
- Membership of National Association of Virtual School Head (NAVSH).
- Training/CPD undertaken by Virtual School Team, including E learning.
- Individual self-funded training is enabling staff to gain new skills and self confidence.
- Delivered Virtual School Staff training has helped build confidence.
- Induction programme for all staff in place.
- Consultation with staff on training, individual training programme for all staff.
- Reflective practice sessions undertaken.
- CPD for Senior Leadership Team (SLT) as a group and individually.
- Developing and implementing impact evidence to understand how best to focus future working.
- Yearly training audit undertaken of all staff to focus training inputs for the coming year.

The teams’ professional development remains a core element in the strategic focus for the Virtual School. All staff members remain confident and feel well equipped to undertake their role. Staff participation in Virtual School events is high. A highly tailored and relevant programme continues to be implemented through a well planned meeting cycle.

Next Steps:

- Continue to implement and evolve the training for all Virtual School Team.
- Access to CPD for SLT as a group and individually to improve knowledge and skillset.
- Each staff member to be knowledgeable, confident and appraised in current educational best practice.
- Individual CPD will be accessed as identified within 'My Plan' process.
- Improve the system to disseminate individual training to the whole team.
- Improve communication systems around co-ordinating individual staff training.

31 Leadership and Management

Achievements:

- Flexible and diverse skill set of SLT. Power and accountability shared among members of the leadership team.
- Raised corporate awareness of Virtual School.
- Stability in staffing with good induction programme in place for new staff.
- Effective My Plans and supervision model in place.
- Regular team and SLT development days.
- Comprehensive opportunities for collaboration.
- Ensured all members of staff are confident and fully trained and have access to ongoing training as required.
- Matrix management of IAG post working well.
- VSH has clear strategic vision, communicated effectively.
- High expectations of all staff and pupils.
- Open culture of learning where excellence in all aspects of achievement is celebrated.
- Collaboration, partnerships and shared decision making.
- Values and vision developed and owned.
- Developed entrepreneurial and innovative approaches to improve education.
- Developed an aspirational culture in the Virtual School.
- Established good practice groups across phases where appropriate.
- Meticulous monitoring of outcomes for pupils.

There is a high level of corporate awareness and of support and challenge in the LA. Accountability structures are clear from in-school management and oversight through to Strategy Groups reporting to the Corporate Parenting Group. The Virtual School Governing Body is in place and provides professional oversight, support and challenge to the Virtual School. VSGB membership is broad and balanced. Consultation with Children in Care is good, young people are involved in recruitment and have the opportunity to become involved in a number of projects. Co-ordination of support to all relevant agencies is good and continues to improve. 1:1 support and supervision is an effective two way process. Good participation at whole school team meetings/events throughout the year. Throughout the year the number of Children in Care have continued to rise and this is a challenge and requires re-prioritisation over the coming year.

Next Steps:

- Embed good practice groups across phases where appropriate.

- To ensure Virtual School is inspection ready and comprehensive information is in place and available.
- Meticulous monitoring of outcomes for pupils.
- Review of the Virtual School model as numbers of Children in Care increase.

Appendices

Appendix 1:	Virtual School Staffing Structure
Appendix 2:	Pupil Premium Plus Guidance
Appendix 3:	Virtual School Vision
Appendix 4:	Virtual School Flyer
Appendix 5:	Virtual School Governing Body Terms of Reference
Appendix 6:	Virtual School Post 16 Leaflet
Appendix 7:	Virtual School Action Plan