

# Virtual School Middlesbrough (VSM) Annual Report

September 2017 - September 2018

*The contribution of the Virtual School in improving educational outcomes for Looked After Children.*

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## Introduction

The purpose of this report is to provide an overview of the effectiveness of the Virtual School for the period September 2017 to September 2018 in carrying out its statutory role of supporting Looked after Children to do well at school. It is an opportunity to highlight areas of practice which are good and those which require improvement. The report identifies emerging themes and trends and describes areas of work which should be prioritised during the coming year.

## Vision

In Middlesbrough, we want all our looked after children and young people (LACYP) to:

- Attend a wonderful school
- Have fantastic attendance
- Make accelerated progress and attain amazing exam results
- Receive incredible support from their corporate parents
- Have stability in care and education placement
- Receive insightful information, advice and guidance about employment and training or further and higher educational opportunities
- Receive regular and meaningful recognition for their achievements
- Enjoy celebrating success and growing in confidence and self esteem

To achieve this, the Virtual School aims to ensure all LACYP have a high quality and robust Personal Education Plan (PEP) resulting in challenging and meaningful targets, which are aspirational and include details of the support needed to enable the plan's outcomes to be achieved. We aim to track attainment, progress, attendance and exclusion rates, as this data signals areas where early intervention can raise attainment, or remove barriers to progress. The Virtual School will also take every opportunity to advocate on behalf of the child to ensure their experience at school is as positive as it possibly can be.

## Review of the 2017-18 Action Plan

A detailed Action Plan was created in September 2017 to steer developments and help target resources towards addressing the identified areas requiring improvement in the previous cycle. The table below evaluates the degree to which the plan was successful in driving improvement. In some cases, where the improvements are not yet embedded, the action will be carried forward into the 2018-19 Action Plan.

<b>Planned Action Sept 2017- Sept 18</b>	<b>Progress</b>
Identify the cohort and create support plans for key students in yr. 6 and 11, including interventions and homework support.	Year 11 and EYFS will be a key focus in the coming year as the data suggests that KS2 are achieving well
Amend PEP template so that revision plans for SATs and GCSE are more transparent.	PEP template amended and incorporated into ePEP
Allocate a named member of staff to oversee year 6 transition and maintain a 'transitions map' detailing offers, visits, etc	Complete
Improve progress and attainment data collection system by using Welfare Call.	Welfare Call to start data collection from September 2018
Progress and attainment tracking system used to highlight areas of concern and action plans used to address.	ePEP will provide data once all schools and systems use and embed the system
Increase both expectation and support offered to foster carers, through training, direct intervention and producing a 'revision handbook' to support increased attainment.	Four training events delivered, with comprehensive support materials provided.
Attend the Foster Carer Forum Monthly meetings	VS has attended the Forum as often as was possible Education conference scheduled to agree new way of working with carers
Review primary and secondary school effectiveness re. provision for LAC, in terms of improved outcomes. Present review outcome as a 'score card'. Intervene where appropriate.	School performance Dash Board completed and owned by S. Davison. VS requested access
Recruit a team of permanent staff, who are highly trained, focussed and able to drive the educational agenda.	All staff recruited and appointed into posts
Improve expertise of the team via 'supervision' style meetings (to be known as Case Review meetings) – on going over the next 12 months.	All staff trained and are using supervision model

Ensure appropriate budgeting and future financial projections are in place, so that consistency and quality of provision can be maintained.	Budget proposal accepted by DMT
Provide training, advice and support to Designated Teachers for Looked After Children via termly network meetings hosted by VSM.	DT training programme delivered.
Provide bespoke training packages to schools	Training provided where requested
Package of Governor training to be delivered both at individual school level and through training offered by SGSS.	First presentation delivered to Governors Forum in May.
Improve the quality and usefulness of PEPs ensuring the expectation of Designated Teacher, class teacher, social worker and carer are clear.	Template redesigned and incorporated into ePEP
Embed the use of Pupil Premium Provision Maps, including clear and measurable impact as an integral part of the PEP.	Clearer provision map is now an integral component of the template and embedded into ePEP
Establish and maintain a clear system for the quality assurance of PEPs, with appropriate remedial actions an integral element.	Sample of PEPs QA for 17-18. Plans to QA dip sample every term
Implementation of electronic PEPs.	System live as of November 19
Provide tailored progression advice to year 10, 11, 12 and 13 LACs to promote successful progression, including a Career Progression Time Line as an integral part of the ePEP.	Targeted advice has been provided to year 10 – 13, with a clear focus on year 11. All but 1 year 11 students have a viable destination for year 12.
Improve the quality of Post 16 PEPs, and ensure they are part of the ongoing quality assurance system.	A post 16 PEP advisor is in post and co-located between the Virtual School and Pathways. The worker is supporting personal advisors to lead on PEPs which includes a NEET PEP.
Develop a NEET (not in education training or employment) PEP to support young people who are NEET.	The worker has an overview of 16-18 year olds and tracks their EET
Target post 16 students who do not have A-C in English and maths.	
Explore ePEPs for post 16 students.	
Current destinations of all Post 16 LAC to be identified and support those who are currently refusing/excluded or NEET to facilitate return to education and training (see action above re NEET PEP).	95% of destinations are known.
Improve attendance tracking and analysis and use it to intervene in a timely way to improve attendance.	Attendance information will be collected systematically by Welfare Call.

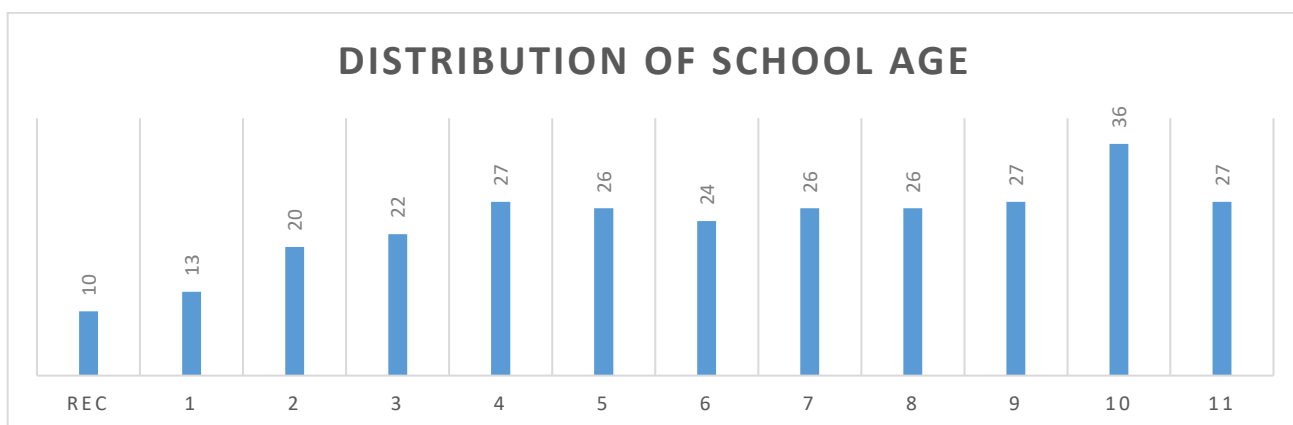
Reduce FT and perm exclusions through closer liaison with schools and providing emergency and respite provision.	Intervention Centre works closely with schools to offer first day provision for fixed term exclusions and prevent permanent exclusions
Research best practice nationally regarding accommodating fixed term excluded LACs by Virtual Schools.	Feedback from networking with regional colleagues and consultation with NAVSH has identified the intervention centre as an area of best practice
Work closely with Social Care to help reduce school change when placements are changed to maintain stability of education.	Roll out of MALAP (multi agency looked after partnership) has created a forum for regular meeting between agencies and development of the school move protocol. VS attends Gateway Panel to support social care colleagues in decision making.
Plan for the introduction of the new responsibilities for Virtual Schools for post LAC children, including securing the additional funding from DfE.	Planning for the new responsibilities is under way. Training will be delivered at DT (Designated Teacher) Conference
Establish time table of monthly meeting with HoS SEND and HoS Social Care and HoS Alt Ed to review difficult cases.	Roll out of MALAP has created a forum for regular meeting between agencies and development of the school move protocol. VS attends Gateway Panel to support social care colleagues in decision making.

## Looked After Children by Year Group March 2019

The cohort of children in care is transient with children entering and exiting care by way of reunification, adoption, Special Guardianship Orders or Child Arrangement Orders, or reaching adulthood throughout the year. This makes target setting and predicting outcomes challenging. In order to try and overcome this there are two main cohorts of children, those recognised by the DfE for reporting purposes as the ‘qualifying cohort’ who are those children that have been in care for one year or more on 31st March. In Middlesbrough we are commissioned to work with all children in care regardless of the length of time in care. The total LAC on the Virtual School Middlesbrough roll, as of 31 March 2019, was 284.

School NCY	LAC
Rec	10
1	13
2	20
3	22
4	27
5	26
6	24
7	26
8	26
9	27
10	36
11	27
Total	284

The distribution of school age LAC was reasonably even across the year groups, with a slight increase in the size of the population in year, 10 and a decline in the population in reception.



## **Stakeholder Training**

### **Training for Designated Teachers, Social Workers and Foster Carers**

The Virtual School plays a role in ensuring that professionals have the right knowledge, information and skill to enable them to fulfil their role in contributing to improving the educational outcomes of children in care.

#### **i) Attachment Training**

All Middlesbrough schools were offered free attachment training, throughout the year whole school attachment training has been delivered to three Middlesbrough secondary schools and one primary school.

#### **ii) Designated Teacher Forum**

Virtual School Middlesbrough ran a series of three network meetings for Designated Teachers. At each meeting, Designated Teachers were provided with advice and guidance to empower them to carry their role successfully and effectively. By providing high quality training opportunities, the Virtual School was able to raise awareness of Designated Teacher statutory duties by ensuring Designated Teachers were up to date with current legislation changes.

Training covered the following essential elements:

- Designated Teacher role, statutory responsibilities and expectations of Designated Teachers' best practice
- DFE planned changes to the responsibilities of Designated Teachers
- Maximising impact from Pupil Premium+ spend
- Attachment theory and related issues
- Tools for building the resilience of Looked After Children
- Working with Governors and Academy Boards
- Ofsted preparation



### **iii) Social Workers**

Virtual school have worked closely with the Pathways post sixteen service and the transitions team to raise awareness of the Virtual school role, the importance and value of PEPs and the key role social workers play in ensuring good quality education for looked after children. Further training is planned in the coming year to work more closely with all social care colleagues. All social workers were invited to two ePEP training events to ensure that they were familiar with the new ePEP system. A member of the Virtual School continues to be co-located in the team to embed education planning into their processes.

### **v) Foster Carers**

Foster carer training on education was delivered by the Virtual School and a representative of the Virtual School attended Foster Carer meetings at Easterside Hub upon invitation. During the academic year two development days were held at Thorntree Community Hub. Carers were also invited to events at Teesside University and a, “who cares, we do” taster day in partnership with the Leaving Care team and Middlesbrough College.

Three foster carer training sessions were also run covering purpose of the Virtual school, PEP myth busting and how to support young people to prepare for GCSE.

### **Raising Aspirations**

The Virtual School supported year 10 and 11 pupils to access six visits to local Universities taking advantage of the North East Raising Aspiration Partnership events “Choices” programme. The programme involved taster sessions, career opportunities, information on funding and the support available. The Student Ambassador programme ensures that LAC are encouraged to aspire to further and higher education by meeting students from similar backgrounds and of a similar age. The events informally explore University life and all the possible routes to higher education. A total number of 6 Middlesbrough looked after young people from a cohort of 60 took part, which was the highest proportion of any local authority in the region.

## Personal Education Plans (PEPs)

### **Progress and Development of Personal Education Plans**

Ensuring the high quality of Personal Education Plans is a crucial priority of the work carried out by Virtual School Middlesbrough. In Middlesbrough, Virtual School PEP Advisers arrange triannual Personal Education Plan meetings. When a young person's needs change or there has been a significant event in their life, Virtual School Middlesbrough will convene a PEP review meeting ensuring that the PEP remains fit for purpose and meets the needs of the LACYP.

Virtual School PEP Advisers chair the PEP review meeting and complete the PEP document, in conjunction with the young person's Social Worker, Carer, Designated Teacher and where appropriate the young person. VS PEP Champions ensure that all statutory requirements of the PEP are met, give educational advice and guidance to Designated Teachers, Social Workers and Carers, signpost other sectors and professionals where needed, guarantee that the young person's voice is heard and hold the school accountable for raising aspirations for LACYP.

A key recommendation of the OFSTED report 2015 was to "Sharpen the focus of PEPs on addressing the specific actions that LAC pupils and their teachers need to take to improve progress, as well as on setting out in detail how the school will use the PP+ to improve behaviour, attendance and attainment"

To address this, each PEP is now quality assured by the PEP Adviser and graded into one of three categories; red, amber or green. Green standard is awarded where a PEP has met all statutory requirements, encompasses best practice and clearly evidences high aspirations for LACYP. Amber is awarded to PEPs that meet statutory requirements. Red is awarded to PEPs that do not meet statutory requirements. Where a red grade is awarded the Designated Teacher and the Social Worker are contacted and required to rectify any incomplete sections of the PEP within a given timeframe.

The Virtual School encourages children and young people to attend the PEP meetings. Where this is not appropriate the child or young person's wishes are noted and considered in decision making.

The Virtual School has invested in an ePEP platform for the academic year 2018/19 and as such will roll out a training programme for schools and social workers. The Virtual Head carried out a PEP audit in 2017/18 and this will be used as the benchmark for improvement in the next academic year. A sample of PEPs will be audited every term and a quality assurance report presented to the Virtual School Governing Body.

## Local Developments

The twelve North East Regional Local Authorities collaborated and commissioned a piece of research by University College London to understand the experiences of looked children. Virtual School Heads wanted to understand the experiences of children who do well as much of the research often focuses on negative aspects of being in care.

The overall aim of the project was to gain an insight into teaching and learning practice in schools in the North East England at the pupil and whole school level to support the education of children in care. Specifically, the study sought to generate new evidence about high quality teaching and learning for children in care and how school leaders and practitioners can adapt or change their approaches at the classroom and whole school level.

Over the spring and summer terms of 2018, data were collected from an e-survey of overall designated teachers across the North East England, focus group meetings with designated teachers in two local authorities, face to face interviews with children and lesson observations. The aim was to involve twenty four children, two from each local authority. It was agreed that children would choose which lessons they would be observed in.

The research will be one of the first large scale studies in England to investigate, in depth, teaching and learning practices in schools for a group of children and young people who experience significant disadvantage. The report is due to be published in February 2019. A summary report of findings for Middlesbrough local authority was submitted. Around a third of schools participated in the survey and Designated Teachers identified the Virtual School as being their number one source of advice and support. Their three priorities for the coming year were more data on the evidence base on what works, information on funding streams for looked after children and how to implement change programmes in schools.

## National Developments

The Department for Education published statutory guidance in February 2018 for looked after and previously looked after children. The guidance underscores much of good practice from previous legislation but also included additional duties towards 'previously looked after children'.

To summarise Governing Bodies have a duty to:

- designate a member of staff as having responsibility to promote the educational achievement of looked-after children (and of previously looked after children)
- Ensure that the designated person undertakes appropriate training

“Many looked-after and previously looked after children have suffered disrupted learning, may have missed extended periods of school and many have special educational needs. The gaps in their learning and the emotional impact of their experiences, are likely to have become significant barriers to their progress. The complexity of this fragmented educational experience with high incidence of SEN, needs careful assessment and planning. Excellent practice already exists in many schools. **The designated teacher role is statutory to help ensure that effective practice becomes universal.**”

### **The Role of the Designated Teacher**

An appropriately qualified and experienced member of staff undertakes the responsibilities within the school to promote the educational achievement of looked-after and previously looked children on the school's roll

- Central point of contact
- Leadership role to influence culture
- Ensure staff understand Looked After Children & post LAC
- Lead on implementation of PEPs
- Source of advice for teachers
- Work directly with children & families
- 'Manage' pupil premium plus

### **New responsibility to support previously looked after-after children ('post LAC')**

A previously looked-after child is one who is no longer looked after because they are subject to an **adoption, special guardianship or child arrangement order**. These children are also eligible for pupil premium funding which reflects the barriers that they continue to face as a vulnerable group. Pupil premium for these children is managed by the schools whereas pupil premium for looked after children is managed by the Virtual School. The amount a school receives for 'post LAC' is based on the number of eligible children recorded in the school's annual January School Census return.

The new duty places a responsibility on the Virtual School to offer advice and support on the education of these children. Local authorities have been given 'new burden' funding of £30K for two years to support in the discharge of this additional work. Middlesbrough Virtual School is collaborating with colleagues in the Tees Valley with a view to creating an education adoption support worker post.

## **Pupil Premium**

### **Using the Pupil Premium Plus to Improve Outcomes**

There was a change in government policy and practice which now means that the Pupil Premium of Looked After Children is paid direct to LAs to be distributed according to the need of children and young people and at the discretion of the Virtual School Head. This is providing an opportunity for additional support to key groups.

Pupil Premium Plus is paid by DfE at an annual rate of £2300 per looked after child aged between 4 and 16. No funding is provided for post 16 students. An amount of £302 per annum is paid for Early Years children.

The distribution of the £2,300 funding in 2017-18 was as follows:-

- £1,350 (as agreed by SMF) was sent directly to schools to facilitate the support that schools provide for Looked After Children.
- Schools could apply for additional funding where there was a legitimate need that could not be otherwise met. The need must be detailed in the PEP with appropriate SMART targets associated with the outcome.
- The majority of the remaining PP funding was used to employ staff to provide targeted support in schools in a number of ways e.g.
  - Experienced teachers who attended a school that had recently been judged by Ofsted to be inadequate but was the only school equipped to meet the social and emotional needs of the student.
  - English/Maths/Science teachers on a part time basis to provide 1:1 support in school for children who needed it – in terms of organisation these colleagues were deployed mostly in secondary schools
  - Math/English/Science booster sessions were provided by qualified teachers.
  - PEP Advisors were employed to ensure PEPs were of high quality, that school staff could access advice and children received appropriate and timely interventions.

### **Early Years Pupil Premium**

In response to changes brought about by the new statutory guidance 'Promoting the Education of Looked After Children' 2014 and the Pupil Premium for children in care in the Early Years, Virtual School appointed an Early Years PEP Adviser to improve the learning outcomes of children in care within the Early Years sector. The Early Years PEP Adviser is working with providers to accelerate progress and ensure appropriate use of the newly introduced Early Years Pupil Premium Grant (£302.10 per eligible child per year). The EY lead will be reviewing these arrangements to make recommendations for further improvement.

## Outcomes GCSE

### GCSE Outcomes for Middlesbrough Looked After Children (12+ Months)

2018	Total Students	4-9 Eng	4-9 Maths	4-9 E&M (Basics)	5+ 4-9 inc. E&M	Attain 8	P8
All students	29	6	7	3	3		
In area	14	4	3	2	1		
Out area	15	2	4	1	2		
All students	100%	<b>21%</b>	<b>24%</b>	<b>10%</b>	<b>10.3%</b>	<b>21</b>	<b>-1.32</b>
In area	48%	28%	21%	14%	7.1%		
Out area	52%	13%	27%	7%	13.3%		
National LAC	5230	16%	12%	8%	15%	18.7	-1.24

2017	Total Students	4-9 Eng	4-9 Maths	4-9 E&M (Basics)	5+ 4-9 inc. E&M	Attain 8	P8
All students	30	5	7	5	3		
In area	11	1	1	1	1		
Out area	19	4	6	4	2		
All students	<b>100%</b>	16.7%	23.3%	16.7%	<b>10.0%</b>	<b>16.3</b>	<b>-1.33</b>
In area	36.7%	9.1%	9.1%	9.1%	9.1%		
Out area	63.3%	21.1%	31.6%	21.1%	10.5%		
National LAC	4980	16%	11%	7%	15%	19.3	-1.17

2016	Total Students	A-C Eng	A-C Maths	A-C E&M (Basics)	5+ 4-9 inc. E&M	Att 8	P8
All students	22	4	4	3	3		
In area	10	2	2	2	2		
Out area	12	2	2	1	1		
All students	100%	<b>18.2%</b>	<b>18.2%</b>	<b>13.6%</b>	<b>13.6%</b>	<b>-1.33</b>	<b>-1.93</b>
In area	45.5%	20.0%	20.0%	20.0%	20.0%		
Out area	54.5%	16.7%	16.7%	8.3%	8.3%		
National LAC	4870	28%	23%	17.4	13%	19.3	-1.17

## GCSE Analysis

- Group sizes are very low and cohorts are volatile; for example in 2018 only three looked after students achieved 5 passes including English and maths, so statistical significance needs to be considered carefully.
- In 2017 two thirds of the cohort were educated outside of the borough and this has reduced to around half in 2017-18 (see Appendix). There is a flux in the numbers of children in and out of the borough in each cohort. These changes tend to be around the availability of foster carers. There is no significant difference in the performance of children based upon whether they live in or out of the authority.
- In 2018 the cohort of 29 students attended 22 different secondary schools. This can make it difficult to monitor the quality of teaching and learning, however PEP advisers convene meetings for every child, three times a year, wherever they are located.
- In 2018 three students out of a total of 29 achieved 5 passes including English and maths. Caution with year on year comparison should be taken as notational statically analysis methods has varied across the years. However GCSE attainment is in line with the national average for looked after children for a number of key indicators.

## Gap Analysis

Key Stage 1 Gap Analysis – Middlesbrough Compared to National (for all students)

	4-9 English and Math	5+ 4-9 inc. E&M	Attainment 8	Progress 8
2018 Gap (provisional)	-29.1	-29.9	-25.5	-1.3
2017 Gap	-23.2	-39.3%	-27.9	-1.25
2016 Gap	-49.4%	-38.4%	-48.5	-1.85

- Progress 8 is the relatively new measure of student performance and is useful because it compares how each individual performed in their best 8 subjects, compared to all students nationally who had the same starting point (key stage 2 score). Nationally, LAC perform significantly worse than their non LAC peers. In 2017 the all children’s national P8 score was –0.08 and in 2018 it was even lower at -0.02. For Middlesbrough LAC in 2018 a P score of -1.3 showed a continuation of a close in the gap between Middlesbrough LAC and their peers.

GCSE outcomes in terms of progress and attainment are too low for Middlesbrough's looked after children, however progress has improved markedly since 2016 which suggests that the approach the Virtual School is taking is having a real and significant impact on outcomes.

## Outcomes KS2

### 2018 Reaching the expected standard (%)

	Total Pupils	Reading (test)	Writing (teacher assessment)	Mathematics (test)	Grammar, punctuation and spelling (test)	Reading, writing and mathematics
<b>All</b>	20	13	14	11	14	10
<b>In</b>	11	7	9	8	9	7
<b>Out</b>	9	6	5	3	5	3
<b>All</b>	100%	<b>65%</b>	<b>70%</b>	<b>55%</b>	<b>70%</b>	<b>50%</b>
<b>In</b>	55%	63%	81%	72%	81%	63%
<b>Out</b>	45%	66%	55%	33%	55%	33%
<b>Nat All 2018 est</b>		<b>75%</b>	<b>78%</b>	<b>75%</b>	<b>77%</b>	<b>64%</b>
<b>Nat LAC 2018</b>		51%	49%	47%	50%	35%
<b>GAP</b>		-10%	-8%	-8%	-20%	<b>-15%</b>

### 2017 Reaching the expected standard (%)

	Total Pupils	Reading (test)	Writing (teacher assessment)	Mathematics (test)	Grammar, punctuation and spelling (test)	Reading, writing and mathematics
<b>All</b>	18	10	7	8	11	7
<b>In</b>	11	6	5	6	6	5
<b>Out</b>	7	4	2	2	5	2
<b>All</b>		<b>55.6%</b>	<b>38.9%</b>	<b>44.4%</b>	<b>61.1%</b>	<b>38.9%</b>
<b>In</b>	61.1%	54.5%	45.5%	54.5%	54.5%	45.5%
<b>Out</b>	38.9%	57.1%	28.6%	28.6%	71.4%	28.6%
<b>Nat All 2017</b>		71%	76%	75%	77%	61%
<b>Nat LAC 2016</b>		<b>40.8%</b>	<b>45.9%</b>	<b>41.9%</b>	<b>44.3%</b>	<b>25.7%</b>
<b>GAP</b>		-14.8%	-7%	-2.5%	-16.8%	<b>-13.2%</b>



**2016 Reaching the expected standard (%)**

	Total Pupils	Reading (test)	Writing (TA)	Mathematics (test)	Grammar, punc and spelling	Reading, writing maths
<b>All</b>	12	7	4	6	6	3
<b>In</b>	3	3	2	1	2	1
<b>Out</b>	9	4	2	5	4	2
<b>All</b>	100.0%	<b>58.3%</b>	<b>33.3%</b>	<b>50.0%</b>	<b>50.0%</b>	<b>25.0%</b>
<b>In</b>	25.0%	100.0%	66.7%	33.3%	66.7%	33.3%
<b>Out</b>	75.0%	44.4%	22.2%	55.6%	44.4%	22.2%
<b>Nat All 2016</b>		<b>66%</b>	<b>74%</b>	<b>70%</b>	<b>73%</b>	<b>54%</b>
<b>Nat LAC 16</b>		40.8%	45.9%	41.9%	44.3%	25.7%
<b>GAP</b>		-17.5%	-40%	-20%	-23%	<b>-29%</b>

**KS2 Analysis**

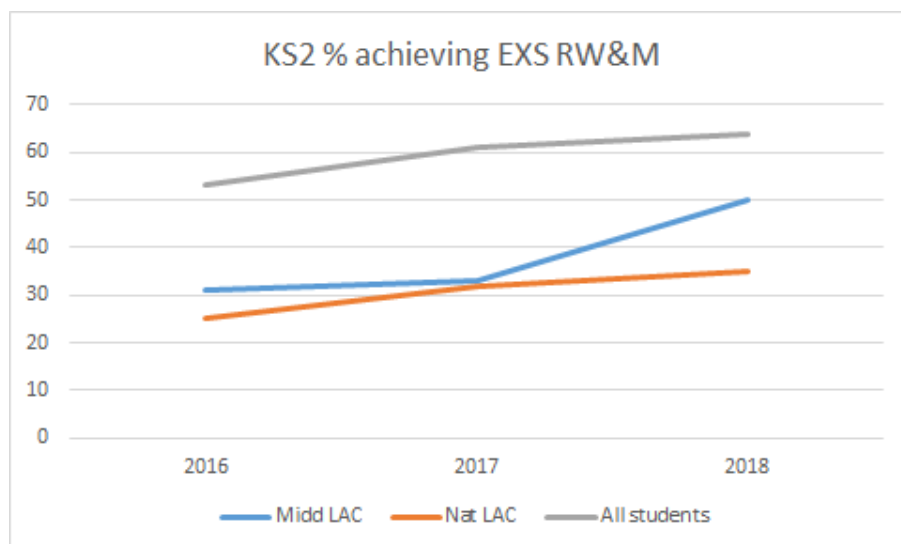
- In 2017 about two thirds of year 6 students were educated in Middlesbrough this has lowered slightly to around 55% of students in 2018.
- In 2018 looked after children attained above the expected standard in every area when compared to their peers nationally.
- There was a tendency for children living in the borough to perform better than those out of borough.

**KS2 Gap Analysis**

Key Stage Two Gap Analysis – Middlesbrough Compared to National (for all students)

	Reading	Writing	Maths	GPS	Combined
2018 Gap	-10.3	-8.3	-20.6	-9.3	<b>-15</b>
2017 Gap	-15.4	-37.1	-30.6	-15.9	<b>-13</b>
2016 Gap	-7.7	-40.7	-20	-23	-29

The 'gap analysis' table above compares Middlesbrough's looked after children to all students nationally. The gap between looked after children and all students nationally has narrowed significantly in writing and grammar, punctuation and spelling. This has not been reflected in the reading or maths measure.



Using the Reading, Writing and Mathematics Combined measure, the gap between LAC and all students nationally narrowed from 29% in 2016 to 14% in 2018 which represents a good improvement.

## Outcomes KS1

### 2018 Reaching the expected standard or above (%)

	Total Pupils	Reading	Writing	Mathematics	Science
<b>All</b>	15	10	8	7	
<b>In</b>	9	7	6	5	
<b>Out</b>	6	3	2	2	
<b>Middlesbrough</b>	100%	66.7%	53.3%	46.7%	
<b>In</b>	60%	78%	67%	56%	
<b>Out</b>	40%	50%	33%	33%	
<b>Nat All 2018 est</b>		75.4%	69.9%	76.1%	
<b>Nat LAC 2018</b>		51%	42%	49%	

**2017 Reaching the expected standard or above (%)**

	Total Pupils	Reading	Writing	Mathematics	Science
<b>All</b>	16	8	6	9	11
<b>In</b>	10	6	5	6	6
<b>Out</b>	6	2	1	3	5
<b>All</b>		50.0%	37.5%	56.3%	68.8%
<b>In</b>	62.5%	60.0%	50.0%	60.0%	60.0%
<b>Out</b>	37.5%	33.3%	16.7%	50.0%	83.3%
<b>Nat All 2017</b>		76.0%	68.0%	75.0%	83.0%
<b>Nat LAC 2016</b>		50.2%	38.6%	46.4%	46%

**2016 Reaching the expected standard or above (%)**

	Total Pupils	Reading	Writing	Mathematics	Science
<b>All</b>	9	4	3	5	3
<b>In</b>	5	3	2	3	2
<b>Out</b>	4	1	1	2	1
<b>All</b>		44.4%	33.3%	55.6%	55.6%
<b>In</b>	55.6%	60.0%	40.0%	60.0%	40.0%
<b>Out</b>	44.4%	25.0%	25.0%	50.0%	25.0%
<b>Nat All 2016</b>		74.0%	65.0%	73.0%	64.5%
<b>Nat LAC 2016</b>		50.2%	38.6%	46.4%	46%

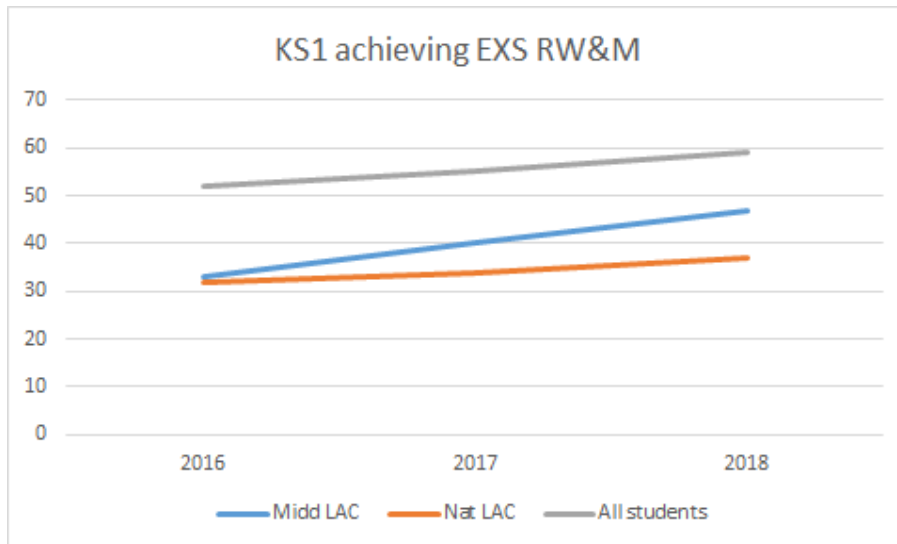
**KS1 Analysis**

- In 2017 about two thirds of the children were educated in Middlesbrough, this has remained the same in 2018 (60%).
- Outcomes in 2018 show that looked after children perform better than their peers nationally in Reading and Writing and in line with maths.
- There was a tendency for children living in the borough to perform better than those out of borough.

**Key Stage 1 Gap Analysis – Middlesbrough Compared to National (for all students)**

	Reading	Writing	Maths	RWM
2018 Gap	-9	-16.6	-29.4	-12
2017 Gap	-26	-30.5	-18.7	-15
2016 Gap	-29.6	-31.7	-17.4	-19

The 'gap analysis' table above compares the performance of Middlesbrough's LAC to all children nationally. The gap in Reading and Writing has narrowed significantly. The gap in mathematics has widened.



Using the Reading, Writing and Mathematics Combined measure, the gap between LAC and all students nationally narrowed from 19% in 2016 to 12% in 2018 which represents a good improvement.

## Attendance

### Absence from School for LAC

	2015		2016		2017*	
	Overall absence	Percentage absentees	Overall absence	Percentage persistent absentees	Overall absence	Percentage persistent absentees
<b>ENGLAND</b>	<b>4.0</b>	<b>9.0</b>	<b>3.9</b>	<b>9.1</b>	<b>4.3</b>	<b>10</b>
<b>NORTH EAST</b>	<b>3.4</b>	<b>7.3</b>	<b>3.1</b>	<b>6.7</b>	<b>3.7</b>	<b>8.3</b>
Darlington	5.7	15.6	3.7	9.3	4.3	7.2
Durham	2.5	3.6	2.7	4.7	3.1	6.4
Gateshead	4.2	11.8	2.8	4.8	2.6	6.6
Hartlepool	1.9	x	2.8	x	3.7	6.4
<b>Middlesbrough</b>	<b>3.4</b>	<b>9.2</b>	<b>3.0</b>	<b>9.5</b>	<b>4.2</b>	<b>10.8</b>
Newcastle	3.6	10.1	3.0	6.6	3.9	9.9
North Tyneside	3.9	7.1	4.4	7.5	4.2	6.9
Northumberland	4.7	10.8	3.8	13.5	4.0	11.1
Redcar & Cleveland	2.4	x	2.7	x	5.0	12.2
South Tyneside	4.1	8.3	3.7	7.0	4.4	11.7
Stockton-on-Tees	2.4	3.9	2.4	3.6	2.6	4.5
Sunderland	2.8	4.7	3.3	7.0	3.9	8.4

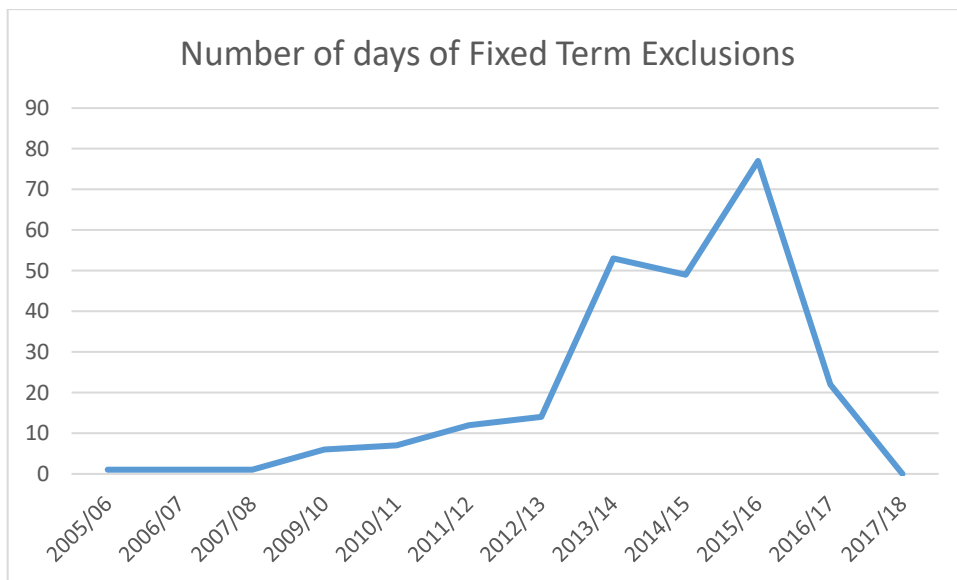
The table above shows that absence from school of Middlesbrough LAC (4.2%) is just below the average for England at 4.3%. Absence rates in Middlesbrough have started to rise in the last three years and will be a priority in the action plan.

Persistent absence is marginally above the national average, and marginally higher than in 2016 and 2015. Responding to persistent absence is another key area requiring further analysis.

\* The published LAC attendance for 2017/18 hasn't been released yet, it was due to be released on 28th March however the DfE have changed the release date to this Thursday, 11th April.

## Fixed-Term Exclusion

### Fixed Term Exclusions

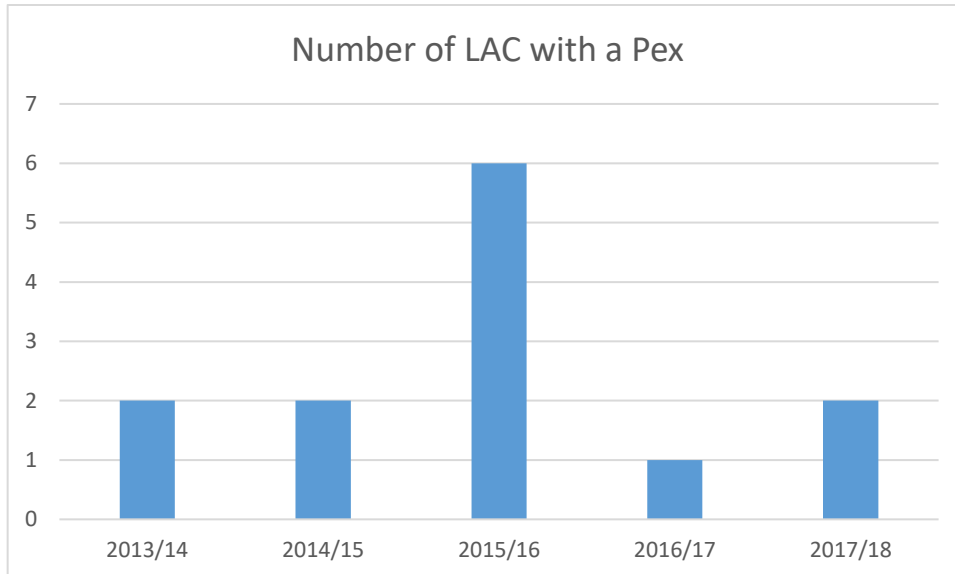


### One or more Fixed Term Exclusions

Year	% 1 or more FTE
2013/14	11.4
2014/15	12
2015/16	10.5
2016/17	0.5
2017/18	13.6

The tables above shows how the rate of fixed term exclusion appears to have improved and dramatically rose again in 2017-18. This was due to the way that schools were recording exclusions. The current figure reflects a more accurate way of recording the data which is slightly above the 2016 national comparator (11%). The 2017 national comparator will be published in March 2019.

## Permanent Exclusion



### Number of Permanent Exclusions

Year	Number of P Exclusions
2013/14	2
2014/15	2
2015/16	6
2016/17	1
2017/18	2

The tables above show how the rate of permanent exclusion fell dramatically between 2016 and 2017. This success came about as a result of closer working between the Virtual School and its partner schools. The Virtual School intervenes whenever a school is considering permanent exclusion, and supports the school's leadership to seek out and consider alternative approaches to dealing with and correcting the child's behaviour. This approach has had a demonstrably positive impact. Two students were permanently excluded in the academic year and both attended out of borough schools. The Virtual School will aim to ensure that no children are permanently excluded in 2018-2019 by highlighting further the preventative work of the Intervention Centre.

## The Virtual School Intervention Centre

The Virtual School monitors the educational provision, attendance, progress and attainment of all Middlesbrough Looked after Children (LAC), irrespective of where they are placed. The aims of the Virtual School are to promote achievement, raise attainment and ensure equality of opportunity to enhance the life chances of all LAC. The Virtual School plays a strategic role in ensuring the corporate parenting responsibilities of the Local Authority, with regard to the education of LAC are met.

There are inevitably times when children and young people are in a state of flux, experiencing a transition or in crisis. The Virtual School has always worked in collaboration with schools to offer bespoke in the moment support to these students and the Intervention Centre arose out of this work.

The aims of the Centre are to:

- Reduce exclusions
- Improve school attendance and therefore attainment and progress
- Re-integrate students back into the most appropriate education provision

	2016-17	2017-18
Referrals	40	33
Reintegration	22	27
Students in transition	9	5
No of students fixed term excluded	9	6

During the academic year 33 students were referred into the service and 27 were reintegrated back into school. Students in a variety of different contexts, including those from other local authorities were also supported whilst awaiting a school place or as a place to receive nurturing support or therapeutic support as part of a fixed term exclusion. A permanent member of staff will be recruited to manage the centre and formalise systems to support this cohort.



## Appendix 1 Case Studies

### Case Study Record 1 Virtual School Middlesbrough

#### Educational Event

Area: Virtual School Evaluator: JEAN MADDISON Post 16 PEP ADVISOR

P16 YP S - academically bright, excellent GCSE results, has ambitions to go to University and work in the legal profession. She is also a valuable and pro-active member of Children in Care Council(CiCC). She has very supportive foster carers (FCs) and lives in her 'forever' home. S recently became very unsettled at home and college, after finding out on Facebook that her Mum was having another baby and that S would have no part in the baby's life. S started getting into trouble, arguing with peers/staff and missing lessons in college. Work rate was poor and progress declined. She was being unpleasant and argumentative with FCs and generally on a downward trend. She wanted to leave college and drop out. Concerns were raised by college, FCs and SW. SW contacted VS re. intervention.

	Evaluation	Next steps
Virtual School intervention.	VS P16 Advisor contacted S immediately to ascertain the facts. After a number of meetings, the real issues became apparent and that the problems at college and home were consequences of childhood trauma resurfacing following the 'new baby' news. S eventually disclosed her huge concerns for the safety of the new baby and her own inability to protect the child because she was to have no contact. The VS Dep. Head, who had a good relationship with S through involvement with CiCC, also supported the young person and listened to her issues. A PEP meeting, chaired by VS, took place and the college issues were addressed. It was agreed she could drop a subject and the College would put in support study lessons. They would also arrange counselling sessions to help S deal with trauma issues. SW would monitor this sessions. S was allocated a 1-1 mentor and a place to go in college if she felt stressed or unhappy. Foster carers were offered support too with direct contact with VS Advisor. S also has direct contact with VS	The VS intervention was timely and identified trauma issues as being the underlying cause of the problems, this was based on Attachment Theory training which VSM staff are undergoing. The trauma issue was explained by VS to the college and Foster Carers and this knowledge made a significant difference to the way they approached solutions for the YP. They were much more concerned about the YP as a whole person rather than focussing on the individual problems. The VS intervention can make a big difference to the life chances of young people, and can contribute significantly to avoiding dropping out.

	<p>staff. A further meeting took place between college staff and VS to check everything was in place. S is back on track and dropping out (NEET) has been avoided. S continues to make good progress both in herself, at home and college. This is monitored regularly.</p>	
<p>What made the difference?</p>	<ul style="list-style-type: none"> <li>• VSM staff trained on Attachment Theory and being able to put this into practice to understand and support our LAC.</li> <li>• Having a dedicated Post-16 Advisor who listened and built a working relationship with S.</li> <li>• Regular contact by VS with S.</li> <li>• Arranging a 1-1 mentor in college and time-out facilities.</li> <li>• Arranging counselling to help deal with trauma issues.</li> <li>• Taking the time to listen to S and identify underlying problems.</li> <li>• Praise for her CiCC work.</li> <li>• Arranging SW support for Carers</li> <li>• Facilitating regular communication between all involved.</li> <li>• VS supplied a Laptop to facilitate the heavy coursework load so S could work at home. This was financed through Yr11 Pupil Premium.</li> </ul>	<p>Deliver Attachment Theory training to schools, and carers to empower them to work with young people in a different way, especially LAC.</p> <p>Ensure all involved are ‘in the loop’ and have support available.</p>
<p>Conclusion</p>	<p>S was on the verge of dropping out, due to trauma issues in childhood resurfacing and affecting her life. Becoming NEET was avoided by VS intervention and the application of Attachment Theory/Trauma by trained VSM staff who were able to identify what was behind the poor behaviour of S. After intervention, S is happier and has re-established and enjoys a good relationship with Foster Carers. College is very supportive and are more understanding of the needs of S. She is making good emotional and educational progress. She is forecast Distinction grades in Law and Business</p>	<p>The identifying of childhood trauma and recognising the effect of this on S. and her consequential issues.</p> <p>Putting in measures to help and support S to deal with these issues, stay in college and not become NEET.</p>

Case Study Record 2      Virtual School Middlesbrough  
**Educational Event**

Area: Virtual School

Evaluator:

Outline issues  
 C is a year 3 student who, prior to becoming LAC, was encouraged to stay at home and not engage in education.

He became LAC in 2017 and Nudge were commissioned to work with him to support his transition back to school.

	Evaluation	Next steps
Virtual School intervention.	<p>When C became a LAC he was a school refuser as a result of being encouraged to stay home and not engage in education.</p> <p>Nudge were commissioned to support C in his transition back to school. As he lives out of area, this was undertaken in a local community centre.</p> <p>It soon became clear that C needed a specialist provision to support his SEMH therefore an EHCP application to assess was made to North Tyneside SEN in February 2018.</p> <p>A change of PEP advisor occurred on 19<sup>th</sup> April 2018 and a PEP was booked for the beginning of June. Following this date, SEN were regularly followed up for updates.</p> <p>On 26<sup>th</sup> June, SEN informed us that the assessments were to be completed and returned by 6<sup>th</sup> Aug. It was agreed that Nudge would remain in place, as a short term measure, as we were so close to an EHCP decision.</p> <p>On 6<sup>th</sup> September we were notified that C's EHCP application has been approved and that his draft EHCP would be sent to a local school. This was regularly chased. On 9<sup>th</sup> November the PEP advisor contacted the local school directly and discovered that they had already replied to SEN to say they could not offer a placement as they did not specialise in SEMH. The ARP was contacted and</p>	<p>VS to work closely with school to ensure C is fully assessed for language and communication, OT, EP and cognitive assessments.</p> <p>The results of these will be used to inform the recommendations for his educational provision.</p> <p>If needed, the ARP will keep him beyond the initial year and it has been agreed that his next move has to be the right one to ensure he can close the gap on NARE</p>

	<p>they offered to meet C, carers and PEP Advisor on 13<sup>th</sup> November.</p> <p>This visit was a success and C started the school on 19<sup>th</sup> November.</p> <p>He is now thriving in the school, making friends and his needs are being identified and supported</p>	
What made the difference?	<ul style="list-style-type: none"> <li>• Providing specialist support to address C’s reasons for refusing to attend school</li> <li>• Constantly chasing and challenging other professionals</li> <li>• Seeking support from VS in North Tyneside who know the schools in the area</li> <li>• Regular communication with carers</li> <li>• A supported trial in the ARP prior to joining</li> <li>• Regular contact with the ARP to ensure C’s needs are being met and the next step is being supported</li> <li>• All professionals working together</li> </ul>	<p>Deliver training to schools to empower them to work with young people in a different way, incorporating some of the techniques illustrated here.</p>
Conclusion	<p>C could very easily have remained a school refuser or been placed in a provision that couldn’t meet his needs.</p> <p>This lack of education and his behaviour whilst trying to process his SEMH needs could have also led to a placement breakdown.</p> <p>C is now forming friendships, engaging in education and being assessed for a permanent provision.</p>	<p>Timely PEPs, EHCP processing and improved communication between professionals could have prevented the delay in C’s transition</p>

Case Study Record 3      Virtual School Middlesbrough  
**Educational Event**

Area: Virtual School

Evaluator: Trevor Dunn

Date: June 2018

Case Context

K was taken into care at the age of 9 following significant trauma and neglect. His primary school did not identify need, but he suffered from significant attachment issues resulting in the failure of his foster placement when he was in year 8 (attending a Stockton secondary school). He came back to Middlesbrough but was not emotionally able to take up a place at a secondary school.

	Evaluation	Next steps
Virtual School intervention.	<p>When K returned to Middlesbrough he was initially educated by the Virtual School as it was clear that immediately transferring to a new mainstream secondary school would be too much for him to cope with.</p> <p>The Virtual School worked with K, helping him to build self-confidence, learn to self regulate his emotions, improve his hand writing and accept that it was ok to make mistakes.</p> <p>During this period K displayed no challenging behaviour of any kind.</p> <p>After three months K transitioned to Macmillan Academy. The Virtual School provided one to one support for him in lessons but after six weeks the academy felt it was not required and asked for it to be removed. Since then K's behaviour has become more difficult for the academy to manage and he is at serious risk of permanent exclusion.</p>	<p>Developing and funding appropriate support packages for students moving back in to mainstream provision should be given significant priority by the VS.</p>
What made the difference?	<ul style="list-style-type: none"> <li>• Providing a key worker who was able to take a pastoral lead and provide the one to one support that K needed. The various experiences of rejection K had suffered during his life had compounded and resulted in very low self-esteem and low levels</li> </ul>	<p>Ensure that the training of VS staff is good enough to enable them to design and deliver specialist intervention where needed.</p>

	<p>of self-confidence. This impacted on every aspect of his life including school work and learning. Developing a trusting relationship with an adult was a key strategy in helping to overcome these obstacles.</p> <ul style="list-style-type: none"> <li>• Using reward systems to praise everything positive that K did or said.</li> <li>• Setting clear boundaries and expectations and making sure they were consistently applied. This consistency helped K because it made the world more predictable and less uncertain for him. Anxiety was a key barrier to progress so by reducing it we were able to make rapid progress.</li> <li>• Creating a climate where failure was ok because it was part of the learning process. K's lack of self-confidence made this a difficult concept for him to accept. Failure to achieve a task was regarded by him as a reflection of his failure as a person. We had to model and demonstrate failure and 'learning from mistakes' to show him how to process and manage negative feelings.</li> </ul>	
<p>Conclusion</p>	<p>This case demonstrates the degree of complexity of need that some young people present with, and shows that with carefully targeted and managed interventions significant progress can be made in a short period of time. It also shows that often the level of support offered by the VS needs to be maintained when the child enters mainstream to prevent rapid failure. Often the level of support needed is more than the mainstream school is able to offer so finding the right balance between school intervention and VS support is crucial for long term success.</p>	<p>Plan strategically to enable more comprehensive in class support to be available where needed.</p>



## Appendix 2

Virtual School Action Plan 2018 – 19



# **Middlesbrough Virtual School Service Improvement Plan**

**DRAFT TO BE APPROVED BY GOVERNING BODY**

**September 2018 – August 2019**



## **Vision**

Middlesbrough has a clear focus on the needs of our most vulnerable children and young people. We have absolute determination to provide outstanding opportunities and support for these children, and see it as our duty to treat the most vulnerable as our own.

## **Corporate Parents**

As Corporate Parents, the Virtual school and Virtual school Head teacher have a leading role to promote the educational achievement of children in care. To be able to meet our targets and aspirations involves a collective responsibility between the Local Authority, partner agencies and all schools and providers. Education encouraging high aspiration and individual achievements with minimal disruption is central to improving immediate and long term outcomes for children in care.

## **Aims of Middlesbrough Virtual School**

The main aims of the Service are to work in partnership with schools and other agencies to:

- Promote the educational achievement of all looked after and previously looked after children of statutory school age;
- Champion the needs of looked after and previously looked after children;
- Track and monitor the attainment, progress and attendance of all looked after children;
- Support individual looked after children in their learning;
- Support individual looked after children who have problems with attendance or are at risk of exclusion;
- Provide advice on the production of an appropriate Personal Education Plan (PEP) and ensure that each looked after child has an effective plan ;
- Offer advice and training to Designated Teachers, foster carers, social workers and other school staff on supporting the educational achievement of looked after and previously looked after children;
- Increase the educational aspirations of looked after children;
- Celebrate the achievement of looked after children.

## **Objectives of Middlesbrough Virtual School**

### **Attainment & Progress**

Ensure all performance indicators are in line or above local and national indicators

Ensure that a high proportion of looked after children are placed in schools that are graded good or better

Gather and analyse data on looked after children to inform service development

### **Key Stage 4**

Increase the percentage of looked after children attaining 5+ GCSE's at grade 5-9 (including English and mathematics).

Ensure that every looked after child makes expected progress from KS2 to KS4.

Ensure that every looked after child is supported into appropriate education, training or employment at the end of KS4.

### **Key Stage 2**

Increase the percentage of looked after children reaching the expected standard in Reading, Writing and mathematics.

Ensure that every looked after child makes expected progress from KS1 to KS2.

### **Key Stage 1**

Increase the percentage of looked after children achieving the expected standard in Reading, Writing and mathematics.

### **Attendance & Exclusions**

Decrease the percentage of looked after children who miss school

Improve attendance overall so that it is in line with or better than the national average.

Create the presumption that looked after children do not move schools except in exceptional circumstances

Intervene and prevent permanent exclusions.

Intervene and further reduce fixed term exclusions.

### **Personal Education Plans**

Ensure every looked after child has a high quality effective Personal Education Plan

### **Pupil Premium**

Ensure that schools consider the full range of interventions particularly evidence based to target pupil attainment and progress

Gather and analyse data on pupil premium in order to better understand and influence the impact it has on student outcomes

### **Training & Development**

Offer a rolling programme of training to key partners to promote corporate parenting and highlight the complex needs of looked after children

**Year 11 Destinations:**

Ensure all leavers are in education, employment or training.

**Participation and Consultation**

Support the development of CiCC

Ensure looked after children actively participate in a wide range of activities and shape service provision.

**Finance**

Continue to offer value added services and secure extra resources from a range of funding streams.

## Context

The underachievement of looked after children (LAC) is well documented and has been revisited in research and numerous reports. Their education has been characterised by fragmentation and unacceptable levels of failure. Outcomes for looked after children tend to be below that of their peers in every key stage. They are more likely to be excluded from school, have problems attending and less likely to go on to further and higher education. Whilst substantial progress has been made in some areas and the gap between them and their peer is narrowing overall, academic attainment and progress remains lower than the national expectations.

In **May 2000** the DfES/DoH published “The Guidance on the Education of Young People in Public Care”. The document made a number of recommendations and placed and advised local authorities to work together to tackle the underachievement of looked after children and safeguard their education. This was followed in September 2003 by a report from the Social Exclusion Unit, “A better education for children in care.” This examined the barriers that prevent looked after children achieving their educational potential and highlighted specific areas to improve their life chances. The document reinforced government objectives set out in “Every Child Matters” including the broad aim of “enjoying and achieving: getting the most out of life and developing skills for adulthood.”

The duty on local authorities to promote the educational achievement of LAC was introduced by Section 52 of the Children Act 2004 and came into force in **July 2005**. It is designed to ensure that local authorities take particular account of the educational implications of every decision they take about the welfare of every child they are responsible for looking after. **Care Matters 2006** set out a radical package of proposals for change and these included: Piloting the introduction of a ‘virtual head teacher’ and creating a presumption that LAC do not move placement in Years 10 and 11.

The Ministerial stock take of **Care Matters in 2009** further underlined the government’s commitment to improving outcomes for children in care and encouraged the continuing development of the virtual head role as well as introducing Care2Work an initiative to create training and work opportunities for care leavers. In **March 2013** the government announced plans to make the role of Virtual Head Statutory this came into force in September 2014. Pupil Premium plus was introduced in April 2014. This increased the amount paid to schools but now also includes payments to all school age looked after children as well as those adopted, on residence orders and special guardianships.

In **February 2018** the government consolidated the above through the publication of statutory guidance particularly aimed at the Director of Children’s Services, Virtual School Heads, Social Workers and Designated Teachers. The guidance underscored that looked after and previously looked after start with the disadvantage of their pre-care experiences and often have special education needs. It highlighted the role of Virtual School Head as the advocate that parents are for others. The guidance also placed a statutory responsibility on Virtual School Heads, local authorities and schools to be a source of advice and information for ‘previously looked after children’ and to help parents advocate for them as effectively as possible.

Objective	Actions	RAG	By whom	By when	Intended outcomes	KPIs	Progress	Impact
<b>Improve achievement</b>	<b>Review early year's provisions by correlating good academic outcomes against provision type.</b>		VB/ GC/DV	June 18	To identify the best quality early year setting	A clear understanding of what a good early years provision looks like for LAC	Key data identified and in the process of being cleaned for analysis	<b>Raise the attainment outcomes for LAC in EYFS</b>
	<b>1:1 Tuition scheme for targeted Year 11 students in collaboration with Teesside University</b>		VB/TS	March 19	Year 11 students to access bespoke revision sessions	All young people to attend regularly.  All target students achieve or exceed KS4 targets	5 Young people attend regular sessions	<b>Raise KS4 attainment</b>
	<b>All VS staff to have access to NCER data</b>		VB	April 19	VS staff can identify individual needs and cohort needs/ trends	100% of staff have access to NCER	100% staff have access to NCER	<b>Early and accurate identification of educational need</b>
	<b>Deliver training to foster carers</b>		VB /JM	April 19	Children receive more focussed support for their education from carers.	5 Foster carer workshops completed	1 workshop completed, 4 further workshops scheduled to be delivered	<b>Raise over all Middlesbrough LAC attainment across Key Stages</b>

	<b>Track and monitor progress and attainment for all LAC outcomes termly</b>		MB/VB	Jan 19	To inform early identification of LAC who need additional support	Meeting held termly and 90% of PEPs attend by virtual school staff	Meeting held termly and 95% of PEPs attend by virtual school staff	<b>Raise over all Middlesbrough LAC attainment across Key Stages</b>
<b>Providing quality Information, guidance and signposting and training</b>	<b>Recruit a team of permanent staff, who are highly trained, focussed and able to drive the educational agenda.</b>		TD/MB/VB	Jan 19	Quality of support offered to schools will increase and outcomes for children will improve.	<ol style="list-style-type: none"> <li>1. Agency staff expenditure less than 10% of net PP.</li> <li>2. Commissioning agree that staffing arrangements are in line with expectations.</li> <li>3. Staffing model accepted by MBC.</li> <li>4. Staff successfully recruited.</li> </ol>	<ol style="list-style-type: none"> <li>1. Agency staff expenditure less than 10% of net PP.</li> <li>2. Commissioning agree that staffing arrangements are in line with expectations.</li> <li>3. Staffing model accepted by MBC.</li> <li>4. Staff successfully recruited.</li> </ol>	<b>Increase in capacity to support schools, carers and those responsible for the education of post looked after</b>
	<b>Hold a Designated Teacher conference</b>		MB/VB	Feb 19	Designated Teachers will be informed of statutory duties and given practical tools and knowledge to empower Designated Teachers to	Conference held	Conferenced held	<b>Schools understand LAC issues and needs</b>

					carry out their duties effectively			
	<b>Attachment training offer</b>		VB	Sep 18	To raise awareness of attachment an trauma in schools	Schools take up the offer of free attachment training	4 schools have taken up the offer	<b>Raise attainment and reduce exclusions</b>
	<b>Offer a bespoke training programme for the Virtual School Team</b>		MB/VB	Dec 18	To ensure VS staff have up to date skills and knowledge of interventions and legislation	CPD annual calendar completed	CPD annual calendar completed	<b>VS staff have up to date skills and knowledge of interventions and legislation</b>
	<b>Commission Theraplay to offer group training session for practitioners</b>		MB/VB/LT	March 18	To offer school Theraplay training to empower schools to support SEMH issues in school	All 36 commissioned placements are allocated	All 36 commissioned placements are allocated	<b>Improvement of school inclusivity</b>
	<b>Organise an annual Foster Carers Education Conference</b>		MB/LT/VB	June 19	Foster carers will be informed of schools statutory duties and given practical tools and knowledge to empower foster carers to support LAC and challenge schools	Foster Carers Education Conference	Date scheduled	<b>Improve outcomes for all Middlesbrough LAC</b>

<b>Attendance and exclusions</b>	<b>Track and analyse attendance data of all looked after children</b>		VB	Dec 18	To inform early identification of LAC of negative attendance patterns	Monthly reports ran and alerts to LAC social workers sent	Monthly reports ran and alerts to LAC social workers sent	<b>Raise attendance of LAC</b>
	<b>Explore capacity for VS attendance officer</b>		VB	Jun 18	For VS to be able to offer a proactive approach to increase attendance	Funding secured within budget  JD and PS identified	No progress made	<b>Raise attendance of LAC</b>
	<b>Develop a school moves protocol in collaboration with SEND team, admissions and social care</b>		MB/VB	Dec 18	Increase school stability for LAC	1.Protocol in place and embedded 2.effective monitoring of school moves	1.Protocol in place and embedded 2.effective monitoring of school moves	<b>Raise attendance of LAC and improve outcomes for all LAC</b>
	<b>Continue to offer support to students without a school place through the Interventions Centre. Produce an annual report on impact.</b>		VB/TS	Sep 18	To provide short term education solution for fixed term exclusion and those LAC awaiting a school placement	<ol style="list-style-type: none"> <li>1. Support is offered on the first day of exclusion or dispersal from placement</li> <li>2. Produce an impact report</li> </ol>	<ol style="list-style-type: none"> <li>1.Support is offered on the first day of exclusion or dispersal from placement</li> <li>2.impact report presented at virtual school governing body</li> </ol>	<b>Raise attendance of LAC and improve outcomes for all LAC</b>
<b>Improve the quality of PEPs</b>	<b>To go live and implement electronic PEPs. Offer training, support and advice to partners on how to use the system</b>		VB	Nov 18	<ol style="list-style-type: none"> <li>1.To streamline PEP process</li> <li>2. Increase accessibility for all stake holders</li> <li>3. Provide fast and efficient quality</li> </ol>	<ol style="list-style-type: none"> <li>1.All school age LAC to have an EPEP</li> <li>2. All stake holders to be offered training</li> </ol>	<ol style="list-style-type: none"> <li>1.All school age LAC to have an EPEP</li> <li>2. Social workers, designated teachers and VS offered training</li> </ol>	<b>To improve the quality of PEPs</b>



					assurance of PEPs 4.improve reporting ability			
	To carry out a monthly dip sample quality assurance audit of PEP		VB	Feb 19	Benchmark PEP quality	Increase in PEP Quality to 90% of PEPs being good or above	PEP Quality at last <b>sample 47%</b>	To improve the quality of PEPs
	Incorporate a mechanism within ePEP to track how schools use the pupil premium and write a Pupil Premium Policy		VB	Nov 18	To track pupil premium effectively  Ensure school use pupil premium appropriately	100% of completed PEPs have pupil premium spend incorporated into the plan	100% of completed PEPs have pupil premium spend incorporated into the plan	To improve the quality of PEPs and improve outcomes for all Middlesbrough LAC
	PEPs to be carried out three times per year/ within 10 days of becoming LAC or a school placement move Each PEP attended by a council officer		VB	Sep 18	All sections of PEPs are completed within time scales	90% PEPs completed within time scales  100% have at least 1 council officer present	<b>??% of PEPs completed in time scale</b>  <b>100% of PEPs are attended by at least one officer</b>	To improve the quality of PEPs and improve outcomes for all Middlesbrough LAC
Corporate Parenting- Supporting the wider aims of the school & its community	To support the Children in Care Council 'CiCC' to meet weekly and inform service development		VB/LT/BB	Sep 18	To support CiCC to share their lived experience to encourage change and support good practice	CiCC meets bi weekly	CiCC meets bi weekly	CiCC runs efficient and effectively championing positive change for lives of LAC

	<b>To create the education sub-group of the MALAP</b>		MB/VB	Jan 18	To raise awareness of education issues amongst partners and track those students not receiving 25 days education	MALAP meetings run monthly  TOR agreed	MALAP meetings run monthly  TOR agreed	<b>Improve educational outcomes for Middlesbrough LAC Build on positive cross service working</b>
	<b>Post Looked After Children Support To track and analyse the support offered to Adopted Children, their schools and parents. Collaborate with the Tees Valley and regional adoption agency to fund an education adoption support worker</b>		MB/VB/LT	Jun 19	To track and analyse the support offered to Adopted Children, their schools and parents.	Collaborate with the Tees Valley and regional adoption agency to fund an education adoption support worker	Agreement across Tees valley to commission education adoption support worker	<b>Support offered to Adopted Children, their schools and parents</b>
	<b>Update the Virtual School website</b>		VB	May 19	Website to reflect changes in team structure and add pupil premium policy & school moves protocol	Website updated	Draft completed	<b>Raise the profile of VS Offer accessible IGS</b>

<b>Actions carried over from previous year</b>	<b>Identify the cohort and create support plans for key students in yr. 6 and 11, including interventions and homework support</b>		MB/VB	Jun 16	Targeted support at key transitional Key Stages			

## **Monitoring:**

- **The Virtual Head Teacher will review progress on the implementation and impact of this plan every half term. Each item will be RAG rated to indicate current progress.**



















## **Evaluation**

- **The Virtual Head Teacher will produce a termly report for the Virtual Governing Body and present the action plan for consideration. The Virtual Governing Body will evaluate the progress made, approve the plan and advise on any additional issues /actions to be taken.**










## Appendix 3

### Middlesbrough Virtual School Key Stage One, Two and Four Cohort Data 2018








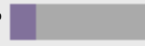
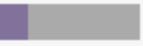









#### Key Stage 1

CONTEXT		Virtual School	DfE Region (CLA)		National (CLA)	
Item		Value	Value	Gap	Value	Gap
Cohort		15	120	n/a	1,700	n/a
Gender (Boys)		53.3% 	49.0% 	+4.3%	55.0% 	-1.7%
SEN Support		33.3% 	31.0% 	+2.3%	39.0% 	-5.7%
EHCP/Statement		6.7% 	13.0% 	-6.3%	12.0% 	-5.3%
CLA 1 year+		100.0% 	100.0% 	0.0%	100.0% 	0.0%
Educated in LA		60.0% 	72.0% 	-12.0%	67.0% 	-7.0%
SDQ average		12.1 	12.7 	-0.6	13.7 	-1.6













#### ASSESSMENTS

		Virtual School	DfE Region (CLA)		National (CLA)	
Subject	Level	Value	Value	Gap	Value	Gap
Reading	≥EXS	66.7% 	55.0% 	+11.7%	51.0% 	+15.7%
Writing	≥EXS	53.3% 	48.0% 	+5.3%	42.0% 	+11.3%
Maths	≥EXS	46.7% 	50.0% 	-3.3%	49.0% 	-2.3%


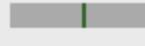


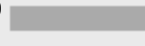




## Key Stage 2

CONTEXT	Virtual School		DfE Region (CLA)		National (CLA)	
Item	Value		Value	Gap	Value	Gap
Cohort	20		210	n/a	3,130	n/a
Gender (Boys)	45.0% 		61.0% 	-16.0%	55.0% 	-10.0%
SEN Support	40.0% 		34.0% 	+6.0%	36.0% 	+4.0%
EHCP/Statement	5.0% 		18.0% 	-13.0%	22.0% 	-17.0%
CLA 1 year+	100.0% 		100.0% 	0.0%	100.0% 	0.0%
Educated in LA	55.0% 		67.0% 	-12.0%	66.0% 	-11.0%
SDQ average	11.2 		14.1 	-2.9	14.1 	-2.9

### ATTAINMENT & ASSESSMENTS

		Virtual School		DfE Region (CLA)		National (CLA)	
Subject	Level	Value		Value	Gap	Value	Gap
RWM	≥EXS/Exp. Std.	50.0% 		39.0% 	+11.0%	35.0% 	+15.0%
Reading (test)	≥Exp. Std.	65.0% 		52.0% 	+13.0%	51.0% 	+14.0%
Writing (TA)	≥EXS	70.0% 		56.0% 	+14.0%	49.0% 	+21.0%
Maths (test)	≥Exp. Std.	55.0% 		52.0% 	+3.0%	47.0% 	+8.0%

### PROGRESS

		Virtual School		DfE Region (CLA)		National (CLA)	
Subject	Level	Value		Value	Gap	Value	Gap
Reading	Avg. Prog. Score	+0.01 		+0.21 	-0.20	-0.21 	+0.22
Writing	Avg. Prog. Score	+0.93 		-0.10 	+1.03	-0.90 	+1.83
Maths	Avg. Prog. Score	-1.28 		+0.08 	-1.36	-0.86 	-0.42

## Key Stage 4

CONTEXT	Virtual School		DfE Region (CLA)		National (CLA)	
Item	Value		Value	Gap	Value	Gap
Cohort	29		300	n/a	5,230	n/a
Gender (Boys)	44.8%		50.0%	-5.2%	56.0%	-11.2%
SEN Support	27.6%		21.0%	+6.6%	22.0%	+5.6%
EHCP/Statement	13.8%		22.0%	-8.2%	20.0%	-6.2%
CLA 1 year+	100.0%		100.0%	0.0%	100.0%	0.0%
Educated in LA	48.3%		68.0%	-19.7%	63.0%	-14.7%
SDQ average	15.8		13.1	+2.7	13.8	+2.0

### ATTAINMENT & PROGRESS

		Virtual School		DfE Region (CLA)		National (CLA)	
Subject	Level	Value		Value	Gap	Value	Gap
Avg. Att8 Score		21.0		20.8	0.2	18.7	2.3
Avg. Prog8 Score		-1.32		-1.25	-0.07	-1.24	-0.08
EBacc. Entered		6.9%		9.0%	-2.1%	9.0%	-2.1%
EBacc. APS		1.53		1.58	-0.05	1.47	+0.06
EBacc Achieved	Standard, 9-4 & A*-C	3.4%		4.0%	-0.6%	3.0%	+0.4%
	Strong, 9-5 & A*-C	3.4%		3.0%	+0.4%	2.0%	+1.4%
EBacc Eng. Achieved	Standard, 9-4	24.1%		32.0%	-7.9%	26.0%	-1.9%
	Strong, 9-5	13.8%		20.0%	-6.2%	16.0%	-2.2%
EBacc Mat. Achieved	Standard, 9-4	24.1%		26.0%	-1.9%	24.0%	+0.1%
	Strong, 9-5	10.3%		14.0%	-3.7%	12.0%	-1.7%
Achieved Basics	Standard, 9-4	13.8%		21.0%	-7.2%	17.0%	-3.2%
	Strong, 9-5	3.4%		10.0%	-6.6%	8.0%	-4.6%
Any Qualification		75.9%		74.0%	+1.9%	72.0%	+3.9%

Appendix 4 Abbreviations of Terms

<b>LAC</b>	<b>Looked After Child</b>
<b>LACYP</b>	<b>Looked after children and young people</b>
<b>PEP</b>	<b>Personal Education Plan</b>
<b>ePEP</b>	<b>Electronic Personal Education Plan</b>
<b>Dis</b>	<b>Discharged from care</b>
<b>KS</b>	<b>Key Stage</b>
<b>ASS</b>	<b>Additional SEN Support</b>
<b>SEND</b>	<b>Special Educational Needs and Disability</b>
<b>CWD</b>	<b>Children with Disabilities</b>
<b>EET</b>	<b>Education Employment and Training</b>
<b>'Post LAC'</b>	<b>Children who were previously looked after children</b>
<b>SGO</b>	<b>Special Guardianship Order</b>
<b>CAO</b>	<b>Child Arrangement Order</b>
<b>MALAP</b>	<b>Multi-agency Looked After Partnership</b>
<b>IN</b>	<b>In-borough</b>
<b>OOB</b>	<b>Out of borough</b>