



# Virtual School Annual Report 2017-18

## Executive Summary

### Report Summary

Executive Summary of the impact of the Slough Virtual School

**Policy Owner:** Anne Bunce, Virtual School Headteacher

**Version:** 1

**Date:** November, 2018



A hands-on approach to help children in Slough be

..... Safe, Secure and Successful

This is the Executive Summary of Slough's Virtual School for July 17 to June 18. It is one of a suite of three documents.

- Full Annual Report
- Executive Summary (this document)
- Summary for the children

## Some technical information

Nationally reported exam results are only for children who have been in care for at least a year. In Slough these groups are small or very small in number. So we often use fractions rather than percentages.

For consistency, the information is taken from a single Virtual School register On 11 June, 2018, the last week of June's GCSEs.

There is a glossary of terms and references at the back of this document.

## References

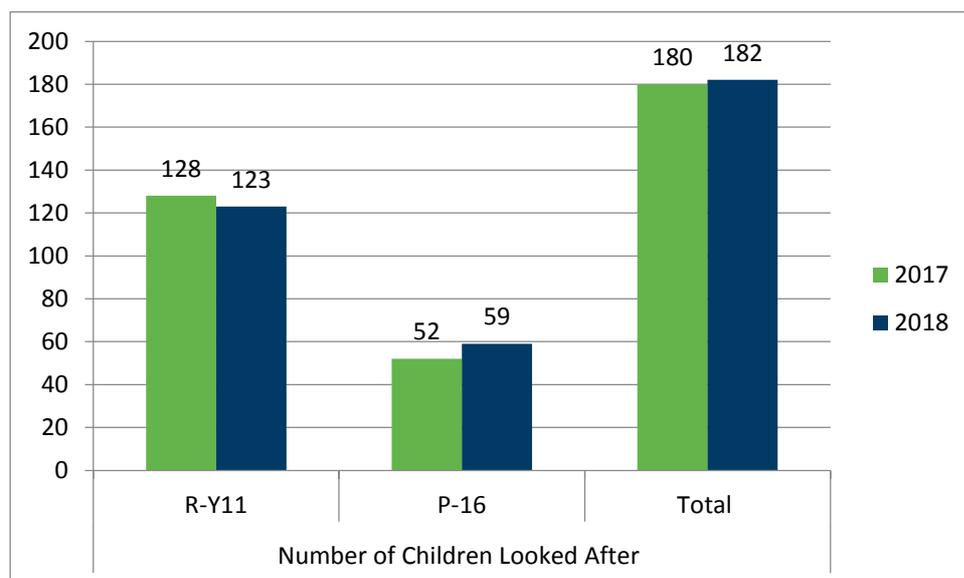
This report uses current references fully listed in Annual Report.

A key document cited in the Executive summary is the ***10 Questions to ask if you're scrutinising services for looked-after children*** is a document published by the LGA in 2015 to help councillors in their scrutiny of services for CLA. The second question is:

How well do children in care do at school, both academically and in terms of other achievements?

This question is broken down in the document and these more specific questions headline each section of the Annual Report. Together they answer Question 2. They are indicated in ***blue text*** in this document.

## Executive Summary



**Graph 1: Number of children looked after on census day (11 June, 2018)**

## Performance in Key Performance Indicators

### Exam results for June 18

#### *How well do children in care do at school, both academically?*

Only 2 year groups had cohorts of reportable size.  
Full result analysis is available in the Annual Report.

#### Year 6

There are eight reportable children. Two have EHCPs. Four are at school in Slough and four out. Five are girls and three boys.

- Slough CLA were close to matching **non-CLA** peers in Slough and nationally in maths, Writing and passing all three subjects.
- Slough CLA exceeded **non-CLA** peers in Reading.
- Fewer Slough CLA than the **non-CLA** cohort were achieving at greater depth.
- Slough CLA did much better than CLA in other local authorities (based on national 2017 figures), in Reading, Writing, maths and passes in all three subjects.
- Taking into account those with SEND needs and the very small cohorts, the performance in and out Slough was similar.
- One child made well below expected progress; four children made expected progress; three children (one with an EHCP) made well above expected progress.

## **Year 11**

This year group was predicted as the weakest academically in the school. Although many had results in Year 6 that would have predicted higher grades at GCSE, the cohort has had significant contributing factors, particularly in the crucial years 10 and 11. Poor emotional wellbeing is a feature of the cohort.

There are 15 reportable students. Three students have EHCPs. two are in Slough and 13 out. There are seven girls and eight boys. Four who have been missing from education for significant amounts of time of their GCSE study. One UYAS student is studying ESOL.

One student on returning to mainstream from alternative education has chosen to re-do Year 10 and is on track for excellent GCSEs next year. Another student did not take exams for medical reasons and will retake next year. Both of these will be reported as a year 11 next year.

Our 2018 results are compared with 2017 comparators. This is weak information as there have been significant changes to GCSEs including explicitly more rigour and exam only results.

In attainment Slough Year 11 CLA did not come close to matching non CLA peers, in either their Attainment 8 score or percentages reaching the required standard in English and maths.

Compared with CLA in other authorities their Attainment 8 score of 16 is similar to the (2017) national figure of 19.3.

Compared with CLA in other authorities the percentage of those passing English and maths at 6% compares unfavourably with the (2017) national figure of 17.5%.

Progress from Key Stage 2 is the Progress 8 number 0 represents expected progress. Anything with a positive number is better than expected performance. Three children were not in English schools in Year 6, so do not have a baseline score.

Overall the Slough CLA cohort got -0.835, this compares favourably with 2017 figure for CLA peers of -1.18, but is not close to non-CLA peers nationally who got -0.08

## **Other qualifications gained by young people at different times from their peers**

One young person got distinctions on 15 elements of their Level 3 qualification, opening up the chance to go to University.

One young person got qualifications in construction at level 3 allowing them to go to University to study building management.

One Year 12 achieved good passes in English, maths and art at GCSEs to complete their qualifications after a significantly disrupted Year 11.

One Year 12 got her GCSE maths pass, whilst taking the first year of A Levels

### The impact of having a special educational need

Of the 123 CLA in Years R- 11 on the 11 June register, 33 or 27% had an EHCP.

For Slough this figure is 3.6% and nationally 2.8%.

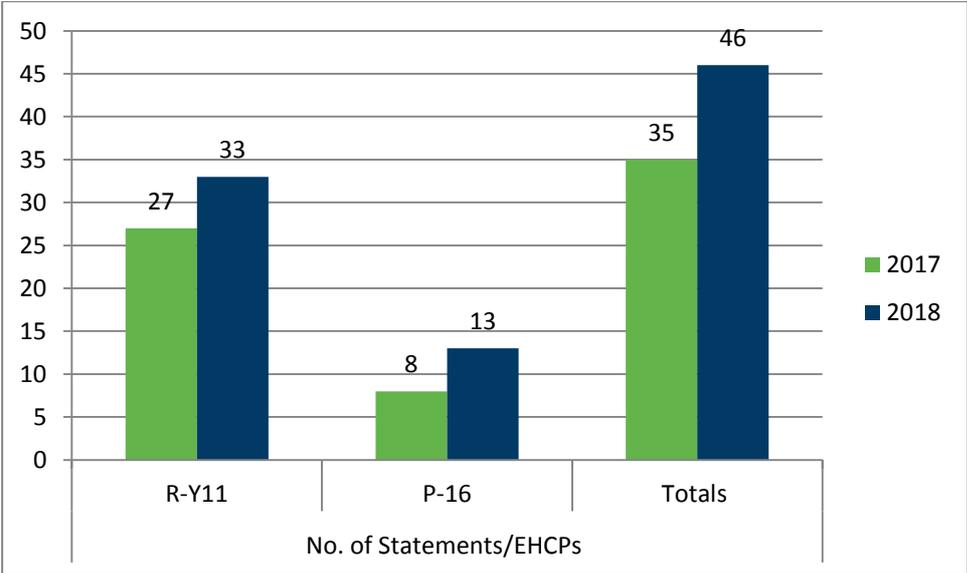
For the 60 CLA on the Year 12 and 13 register 13 or 26% had an EHCP.  
(All conversions from statements have been completed for all CLA under 18).

20/33 or 60% of Slough CLA in Years R-11with EHCPs have their primary need identified as Social Emotional and Mental Health. This is significantly higher than the 12% of the national SEND population and higher than the 40% of the national CLA population.

CLA with learning and cognition as their primary need it is often speech and language difficulties. Provision has been hard to find in Slough, but a new arrangement is starting in January 2019.

PEP meetings are times to coincide with Annual Reviews of EHCPs wherever practical.

### Number of Statements/EHCP



Between June 2017 and June 2018, five children left care who had EHCP/Statements.

Although there are more young people in Y12-13 who have a special educational need the percentage is smaller due to a bigger cohort.

We have worked hard to identify those young people who may have a special educational need and worked with the Educational Psychologists to create a Service Level Agreements between our teams. This helps us identify those young people who may need support earlier

in their care journey. The Ed Psych team have been trained on our ePEP system, have log-ins and access to the children's files on their caseload.

### Performance by children with Special Educational Needs (SEND)

#### Year 6 (two children with EHCPs)

- One child with an EHCP exceeded the national standard in maths. His progress in English was well above expected rate.
- The other child with an EHCP had a very disrupted year but is now on track and predicted to make good progress in Year 7.

#### Year 11(three students with EHCPs)

- Attainment 8 score nationally for CLA with SEND is 6.8 if they have an EHCP. Slough SEND CLA Attainment 8 average score is 0.0.
- Progress 8 score nationally for CLA with SEND is -1.6. Slough SEND CLA Progress 8 average score is -3.21 but only based on the 2 students who had taken Key Stage 2 SATs and had an EHCP.

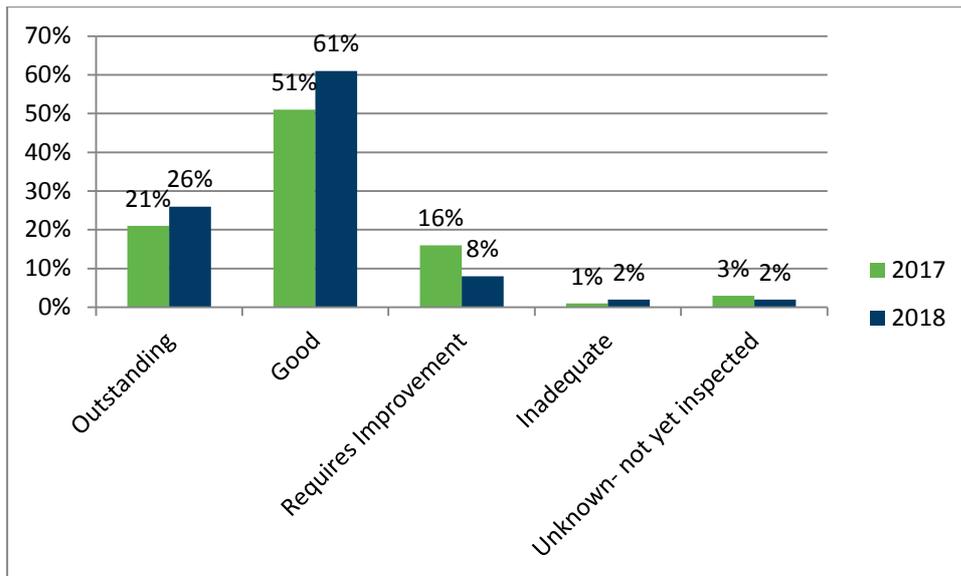
The children who need EHCPs have now got one, or it is being prepared.

### Quality of schools

87% of children are in Good or Outstanding schools. No child is ever moved to a school that is not good or outstanding. However, sometimes we have a child come into care in schools that are not Good or Outstanding. We only move the child's school if it is in their best interest. For example this may have to wait until the care situation is secured by a Full Care Order. Learning Advocates focus on any children in requires improvement and inadequate schools to ensure the children are not disadvantaged.

A key provider, Arbour Vale our local specialist school for learning and cognition, previously good was judged as Inadequate by Ofsted in an inspection during the year. There have been five young people on the register for the whole time this report covers. All these cases were reviewed in September 17 and judged to be better supported at Arbour Vale than moving to new provision.

### Reception to Y11



**Graph2: Quality of schools for CLA aged Reception to Year 11**

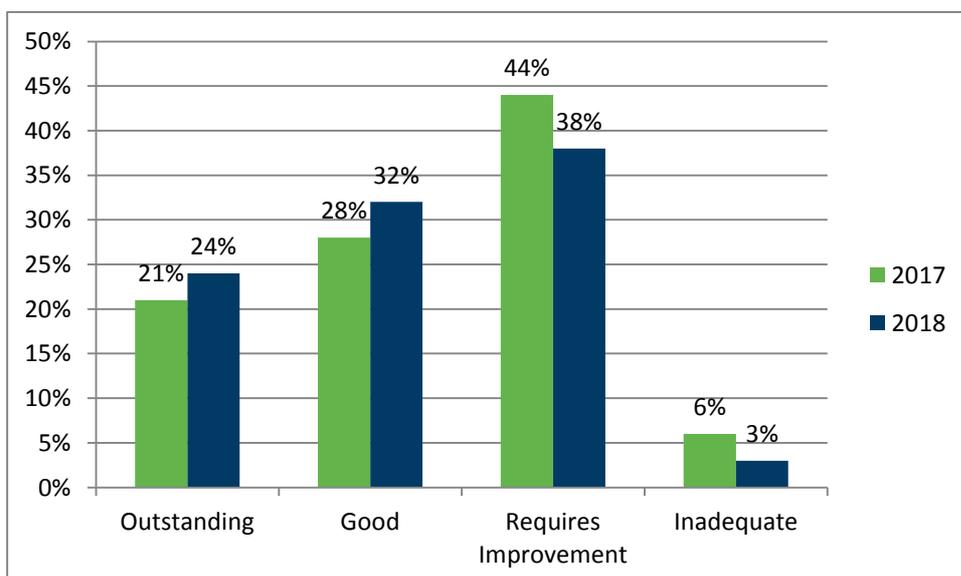
### Quality of Post 16 Provision

#### Post- 16

A key provider, Windsor Forest College, (formerly known as East Berkshire College), who was previously good was judged as Requires Improvement by Ofsted in an inspection during the year. This had a big impact on our young people doing ESOL and Post 16 courses. There were thirteen of these, two aged under 16.

In 2017 16 young people were NEET, two were taking online tuition, one was undertaking an apprenticeship and one is attending a sports academy sponsored by a premier league club.

In 2018 16 young people were NEET, one young person was undertaking an online course, three young people undertaking an apprenticeship, six young people were employed full or part time and two young people were in custody.



**Graph 3: Quality of schools for Post-16**

## PEPs

### PEP Numbers

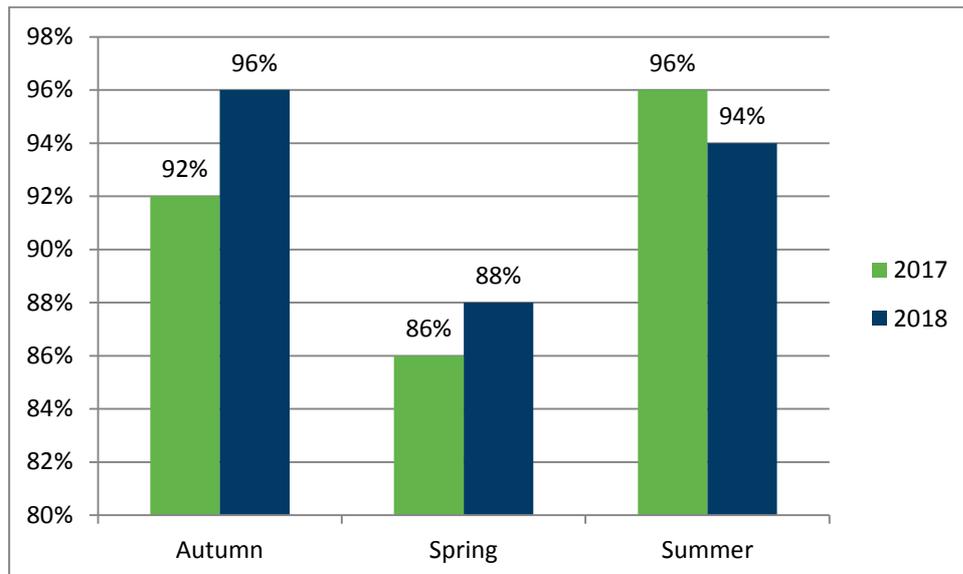
There continues to be a rise in the number of PEPs. With the increased flexibility in staffing for the next academic year the ambition is for 100% in every term the coming year.

All children of statutory school age and those in a pre-school setting have three PEPs a year, of which at least two are led by the Virtual School.

From birth to pre-school there is one PEP a year, which is related to health visitor assessments.

From age 16 up to 25 for those in education there should be two PEPs a year. These should be embedded in Pathway Plans. This work is in its early stages. A post-16 PEP will be rolled out in September.

### Year R-Year 11 PEPs

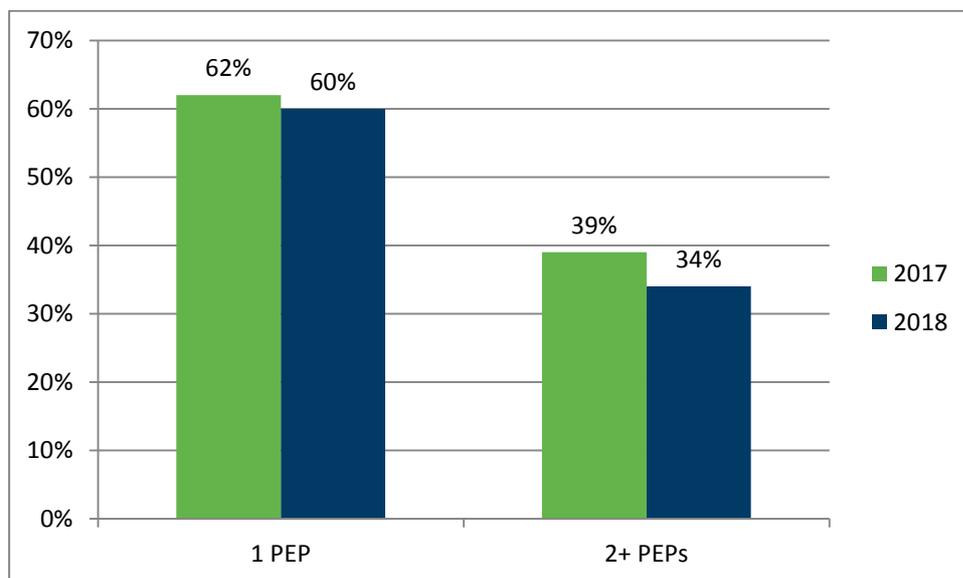


**Graph 4: PEPs for Reception to Year 11**

## Post-16 PEPs

We had a slight decrease on the amount of PEPs successfully completed for this cohort in comparison to 2016/17 academic year. We are looking to improve this in the next academic year and have taken the following steps to make this happen:-

- Provided training on the ePEP system for Windsor Forest College as they have historically taught a large proportion of our P16 cohort in further education. In June 2018 30% of those in further education attended Windsor Forest.
- Created a new P16 PEP which is better focused towards this age group.
- Created an 'Informal PEP' that can be used for those who are NEET.
- Employed a P16 advisor who will focus exclusively on the Y12 and Y13 cohort.

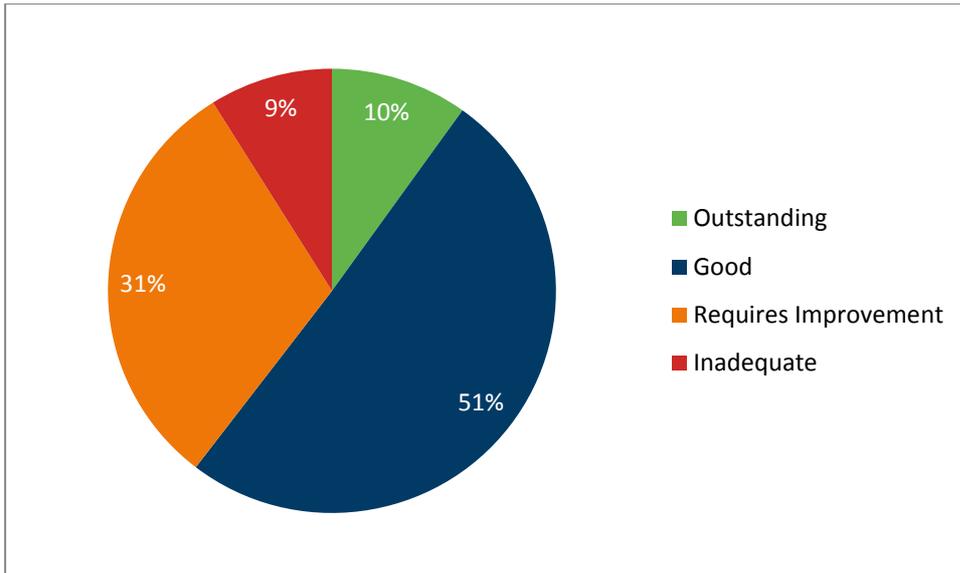


**Graph 5: PEPs for Post-16**

## PEP Quality for Reception to Year 11

This is a benchmark for us going forward; we aim to increase the number of 'Good' and 'Outstanding' PEPs by the end of academic year 18/19. Planned actions going forward include:

- Learning advocates having ipads to complete EPEP at meeting, to ensure completion.
- Specialist training on the ePEP system for Designated Teachers.
- Focusing on those schools or colleges that have received Inadequate ratings throughout the year.
- Our PEP Champion provides 1-2-1 training for schools and colleges.
- Re-design of post-16 PEP.

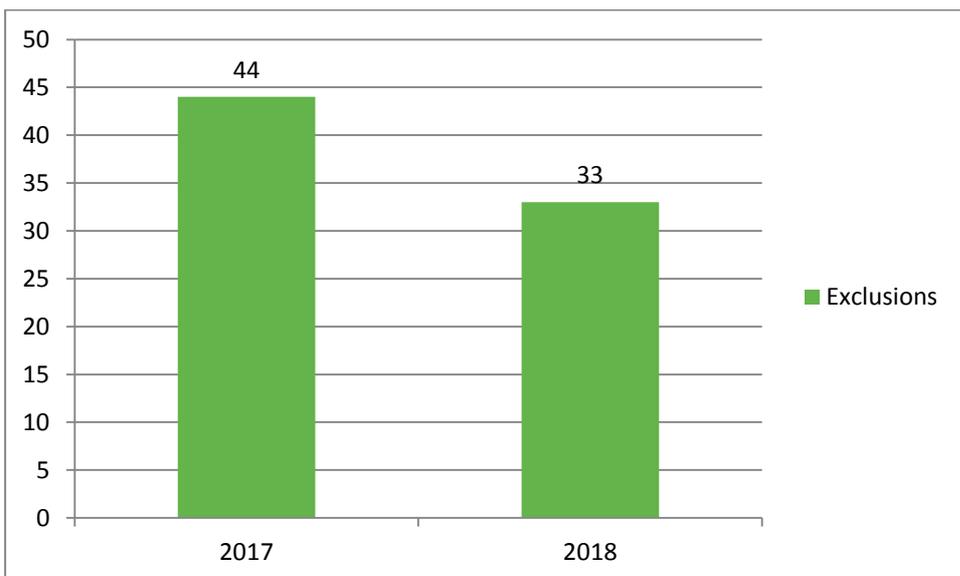


**Graph 6: PEP quality for Reception to Year 11**

No PEPs can be signed off without a quality judgement being recorded, using the criteria in Appendix 4 of the full report. PEPs are either inadequate, requires improvement, good or outstanding. A key element to be rated good or better is that a PEP has to have the voice of the child. We audit the PEPs routinely and there continues to be an increase in PEP quality. This has accelerated considerably in September and October, with team changes.

The vast majority of Requires Improvement PEPs had good and even outstanding qualities but were incomplete. Most Inadequate schools are historical as the child left the school. In the five cases where the child is still in the school the Virtual School Headteacher has taken this up with the school directly.

### Exclusions



**Graph 7: Number of exclusions**

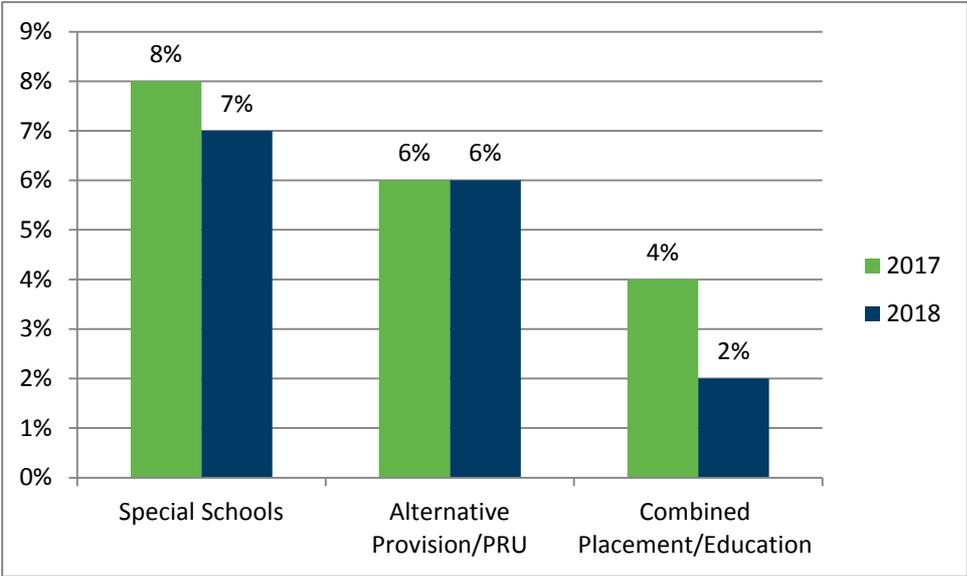
In the 2016-17 academic year we had 19 (**15%**) in students R-Y11 who had a fixed term exclusions. This amounted to 44 incidents across the year. 10 students were excluded multiple times. (In 2017 2.11% of all children nationally have one or more fixed term exclusions, for CLA the national figure is 7.65%.)

In the 2017-18 academic year we had 14 (**11%**) students R-Y11 who had fixed term exclusions. This amounted to 33 incidents across the year. 8 students were excluded multiple times.

Slough CLA had 0 permanent exclusions. 0.08% of all children nationally are permanently excluded. 0.1% of CLA.

Each Learning Advocate on the team has forged relationships with designated teachers of the schools and social workers to try and reduce the number of fixed term exclusions experienced by our young people by offering support and guidance when situations arise. We have used the pupil premium to manage situations to avoid full expulsion e.g. funding 1-2-1 assistants. Every exclusion, is followed up with an 'ABC' form to analyse the Antecedents, Behaviour and Consequences, with the school and for the Virtual School to reflect on any patterns.

**Alternative Provision**



**Graph 8: Percentage of looked-after children in alternative provision**

53 children are in Slough mainstream schools, including four in Grammar Schools and two others in Slough special schools.

As a proportion of the children in Slough in alternative provision has reduced significantly, with five children in alternative provisions. Two were in Year 11, one in Year 10 and one in alternative Primary provision and one in unregistered Primary provision.

One child who was in alternative provision has made outstanding progress and now attends mainstream Primary. One got five GCSEs and has secured a college placement. One is in

special school and is now making good progress. One has left care and the other is now in specialist residential placement.

## Attendance

Attendance has been more rigorously tracked this year with every school phoned every day and weekly reports taken. All cases where there is a drop in attendance are followed up with social worker and school.

47 (38%) children and young people in R-Y11 had attendance below 95%. However this includes a number of Y11 students who would have undertaken study leave which would have affected their overall attendance percentage for the year.

This number has risen slightly compared to the 42 students in 2016-17 academic year. Unfortunately the number of children missing education in this cohort has risen due to a refusal to engage in education. For the majority of those whose attendance is below 95% their attendance has risen since being in care.

13 (11%) children and young people had attendance below 85%. Reasons those who had a low attendance on entry into care and chronic sickness due to special needs.

Attendance is always discussed in the PEP meetings. Learning Advocates received reports weekly for their cohort, and promptly address any long term sickness, unauthorised absences or pre-approved holidays.

Within the P-16 cohort we have 35 students attending school or college. 51% of this cohort has attendance 95% or above. This is nearly a 10% increase from last year.

## Children Missing Education

A key group are children missing education. In 2017 one young person was child missing education. 99% of the cohort was in full time education.

As at June 2018, four young people are missing education and one young person is in custody. This is partially due to the change in statutory regulations in regards to Youth Offending and the obligations on the Local Authority for their care. 95% of the cohort was in full time education.

These children and young people have been offered a really wide range of options. For example these include bespoke face to face tutoring on a 1:1 basis; tutoring with specialist tutors using work context based learning; on-line tutoring (which can support them if they move round the country as placements change.); traineeships; vocational courses in alternative provision, courses with Duke of Edinburgh Awards and Prince's Trust.

We re-visit these cases all the time and try to engage the young person in learning, and on occasion have had times when they could engage, but not sustain. Three of the cases were in Year 11. In year 12 we got all three to engage initially with something, but it has not

sustained. We will continue to try. For a younger child once in 52 week care is currently attending the attached educational provision.

### NEETs (Not in Employment Education or Training)

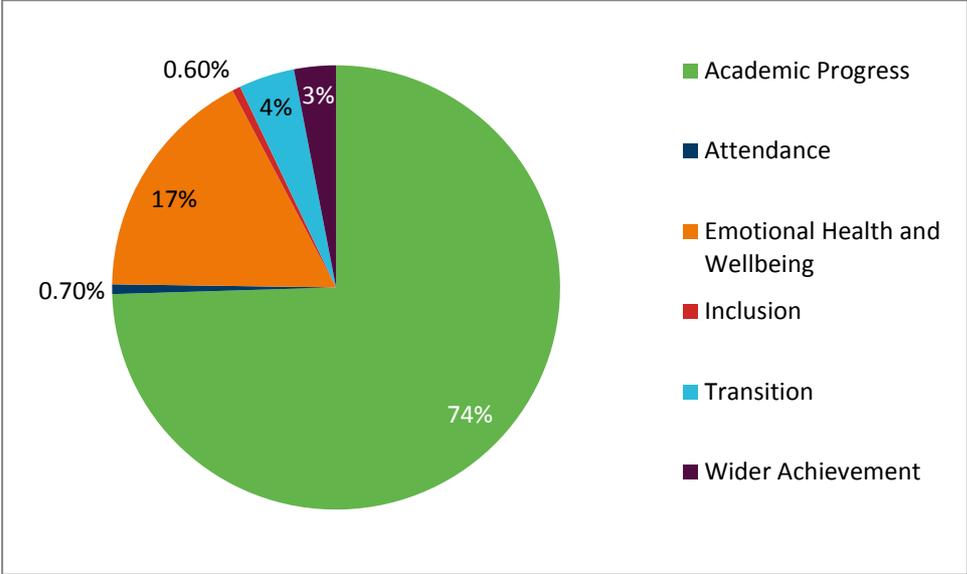
Significant and effective work is going on to reduce the numbers of CLA who are NEET. Most cases have entrenched needs and take time, effort and expertise to move to EET. The key time of July to October for return to education is not covered by this report, but case studies will be written up. The development of a post-16 team in the Virtual School, a Personal Adviser with responsibility for NEET leadership, and the new NEET worker role in Young People’s Service has great potential for improving our support for children missing education and NEET to move to EET. It is a strong feature that they are working with Out of Borough children who are over-represented in our CME and NEET figures.

### Pupil Premium Plus Funding

All Pupil Premium Plus funding was used last year. Its use is led by need and is thus timely. No spending on an individual child can be passed unless it is recorded as a SMART target in the PEP. The improvement in results and rates of progress show that we that we are spending PP+ well to have impact on the learning and life chances of our CLA.

We have used Pupil Premium funding in a number of ways, led by the needs of individual children.

We have bought in occupational therapy to support a child’s handwriting development.



Graph 9: Reasons for use of Pupil Premium Plus

## You said - we did

### *What do looked-after children themselves say about their education and aspirations?*

For the Slough Virtual School this is the key question. To be rated good or outstanding the PEP has to have the child's voice recorded. For older young people this may be replaced by their active engagement in the meeting being recorded. Another conduit has been the career aspiration visit to Year 11 and the work experience offered to Year 10, based on their interests. We also make sure that book choices in parcel in the Post reflect individual; interests. We seek out the child's voice through a range of stakeholders, examples of you said we did are given below.

<b>You said...</b>	To your social worker... I want to move from alternative provision to mainstream school; Live with my family.
<b>We did...</b>	<ul style="list-style-type: none"> <li>• Work with you to find the right local school that will respect you and meet your needs.</li> <li>• Worked with staff at the school to know what you needed and be trained.</li> <li>• Sort a place with school admissions.</li> <li>• Design and set up a transition programme, including with staff from your old school</li> <li>• Hold PEPs.</li> </ul>
<b>What happened next...</b>	All three young people started their new schools in January 2018 and have attained at levels similar to their non CLA peers and made excellent progress. The children moved to family members are all doing really well in new schools.
<b>You said...</b>	In schools... Teachers should have more understanding of children looked after and how to support children and young people with their emotional wellbeing.
<b>We did...</b>	<ul style="list-style-type: none"> <li>• Offer all schools that have a child looked after by Slough attachment training.</li> <li>• All new Designated Teachers a day's training including the impact of early life trauma on learning.</li> <li>• Run Designated teachers meetings.</li> <li>• Develop the measurement of emotional wellbeing in school with SDQs in PEPs.</li> </ul>
<b>What happened next...</b>	We agree with you this is an area that needs more development and it is one of the three priorities identified in the Virtual School's Action Plan for next year.

<b>You said...</b>	In your PEP... I want to be a programmer
<b>We did...</b>	<ul style="list-style-type: none"> <li>• Set up out of school tutoring in Raspberry Pi.</li> </ul>
<b>What happened next...</b>	You are now starting to programme in Scratch. Your attainment at school is above your peers in maths. You have made excellent progress this year and have made a great transition to secondary school.

<b>You said...</b>	To your Personal Adviser... I want to be tested for dyslexia.
<b>We did...</b>	<ul style="list-style-type: none"> <li>• Sorted dyslexia assessment through Service Level Agreement with Slough Educational Psychologists.</li> <li>• Set in train an application for an Education Health and Care Plan.</li> </ul>
<b>What happened next...</b>	Your learning options are secured until you are 25.

<b>You said...</b>	To Virtual School in PEP meetings... I want to stay at my school.
<b>We did...</b>	<ul style="list-style-type: none"> <li>• Sorted viable transport arrangements.</li> </ul>
<b>What happened next...</b>	In one case all GCSEs taken. The other exceptional results (against non CLA peers) maintained.

<b>You said...</b>	To social worker (on entry to care)... I don't feel safe to take my exams.
<b>We did...</b>	<ul style="list-style-type: none"> <li>• Arrange that school staff you trust supervised your arrival in the school carpark and took you to the exam hall. After exam they returned to taxi in school grounds for you return journey.</li> </ul>
<b>What happened next...</b>	Exams successfully taken.

<b>You said...</b>	To personal adviser... I want to do an apprenticeship.
<b>We did...</b>	<ul style="list-style-type: none"> <li>• Sourced the apprenticeship.</li> <li>• Worked with Team Around the Apprentice.</li> </ul>
<b>What happened next...</b>	Exceptional reports on your qualities as an apprentice. Level 2 apprentice qualified and linked to mentor and opportunities at Heathrow.

<b>You said...</b>	To social worker... I want to do GCSE maths as soon as possible and I want a good tutor.
<b>We did...</b>	<ul style="list-style-type: none"> <li>• Re-employ your preferred tutor.</li> <li>• Change the focus of the tutoring to GCSE not functional skills.</li> </ul>
<b>What happened next...</b>	You were ready to take your GCSE by June.

<b>You said...</b>	To post-16 lead in Virtual School... I want complete my Level 3 (A level equivalent) specialist course and go to University.
<b>We did...</b>	<ul style="list-style-type: none"> <li>• Source specialist tutors to help develop your English and maths, to allow your ability in your specialist area to be pursued at university.</li> </ul>
<b>What happened next...</b>	3 qualifications at A level standard, all graded at distinction. Russell Group University place secured, doing preferred management course.
<b>You said...</b>	To Virtual School... I want to go to University.
<b>We did...</b>	<ul style="list-style-type: none"> <li>• Support for course selection and universities with specific support for care leavers.</li> <li>• Signposting sources of funding and other support.</li> <li>• Taster visits to Oxford and Brunel Universities.</li> <li>• Current Slough CLAs spoke to peers at different events.</li> </ul>
<b>What happened next...</b>	<p>Six due to start University in September.</p> <p>Four are already doing degrees.</p> <p>Three Masters level students graduated this year. WOW!</p>
<b>You said...</b>	To Virtual School in PEP... I want to be a Police Officer.
<b>We did...</b>	<ul style="list-style-type: none"> <li>• Approached police officer in Innovations Hub who arranged visits.</li> </ul>
<b>What happened next...</b>	You got on really well and use him as a mentor. (He loves meeting up too!)
<b>You said...</b>	To post-16 lead in Virtual School... I want to do work and learn on-line at the same time.
<b>We did...</b>	<ul style="list-style-type: none"> <li>• Funded online learning at a higher level than Young person thought they could do.</li> </ul>
<b>What happened next...</b>	Young person now looking at a wider range of learning to continue education.
<b>You said...</b>	To social worker (on day of release from prison)... I want to do a (named) trade.
<b>We did...</b>	<ul style="list-style-type: none"> <li>• Same day two options in that trade found and discussed with you.</li> <li>• Applications in on same day.</li> </ul>
<b>What happened next...</b>	Place secured within week.

<b>You said...</b>	To Virtual School... I don't feel confident enough to talk to other people and am feeling lonely. I want to do well.
<b>We did...</b>	<ul style="list-style-type: none"> <li>• Arranged individual tutoring.</li> <li>• Got you a place on a course with Community Voluntary Service.</li> <li>• Invited you to attend English and Maths classes run weekly by the Virtual School.</li> <li>• Invited you to Easter and Summer school revision classes.</li> <li>• Provided tablet with revision materials.</li> <li>• Signing up on ICT course for next year.</li> <li>• Researched ways to learn tailoring, your favoured career.</li> </ul>
<b>What happened next...</b>	You had the confidence to take the offered opportunities. Your personal adviser and foster carer report you are much happier and have the self belief to have a go. You now initiate conversations. Now you understand English well enough to understand the questions, your maths results improved dramatically. You make delicious food for the young people who attend events with you.

## Working Together to develop and embed best practice

One of the key questions identified by The 10 Questions to ask if you're scrutinising services *for looked-after children* published by the LGA in 2015

### *How effective is the Virtual School Head Service and what impact has it had?*

The Virtual School has many opportunities this year to influence policy and practice for the education of CLA across Slough and in schools beyond with Slough CLA. The impact has been wider and deeper understanding of the needs of the group by a wide range of professionals.

**Virtual School Activity:** Links to Slough schools and Slough Borough Council Education colleagues

#### **Impact for CLA:**

- Service Level Agreement (SLA) in place with Educational Psychologists to visit all children after first PEP and attend the second to inform support offered to child. For example dyslexia screening and support for EHCP applications.
- Moves between Slough schools are built on trust, and can be achieved quickly.
- Exclusions in Slough schools picked up readily by SBC Education team.
- Admissions to Slough schools achieved quickly.

**Virtual School Activity:** Meetings with multi-agency professionals including YOT, Early Years, SBC Young People's Service

#### **Impact for CLA:**

- Different teams who work with CLA in their specialist roles join up for the benefit of CLA. For example links between IROs in the Trust and SEND Team within SBC established. This means that SEND discussions in CLA Reviews and CLA matters in Annual Reviews of SEND are mutually informative. YOT in Trust knows who the educational psychologists are in SBC. This allows discussions on assessment of educational need for CLA known to the Justice System.

**Virtual School Activity:** SEND Panel membership.

**Impact for CLA:**

- EHCPs for children who have experienced early life trauma are understood by Panel.

**Virtual School Activity:** Placement Panel membership.

**Impact for CLA:**

- The mantra, 'no placement is a placement without a school agreed by Virtual School', is now evident in all cases that come to Panel. Social workers actively seek advice from the Virtual School Team.

**Virtual School Activity:** Classes for English and maths which were requested by care leavers

**Impact for CLA:**

- For the young people who attended regularly, significant improvement for exam results. For one young person in six months a score 6/50 became 43/50 and a pass at Level 2 maths functional skills.

**Virtual School Activity:** Trust SMT and Operational Management Team membership

**Impact for CLA:**

- Education issues understood by senior and operational managers and profile of Virtual School is high.

**Virtual School Activity:** Designated Teacher Meetings

**Impact for CLA:**

- Professionals explain ideas to DTs who disseminate in schools. For example SDQs in schools. Having this information has better targeted support for young people in their PEPs.

**Virtual School Activity:** Revision classes in Easter and summer holidays

**Impact for CLA:**

- See Appendix 3 of the full report for feedback from Summer School July 18.

**Virtual School Activity:** Links to clinicians

**Impact for CLA:**

- Virtual School staff link to the Systemic View of social work practice when working with professionals in schools. Builds the system of support for CLA.

**Virtual School Activity:** Training IFAs, Foster Carers, Designated Teachers, social workers, SGOs and adopters

**Impact for CLA:**

- By developing a shared view of what good education for CLA looks like the child benefits from all professionals working to same goal. In particular, not confusing being a CLA, with lack of aspiration.

**Virtual School Activity:** Newsletter

**Impact for CLA:**

- DTs in schools in and out of Slough are kept up to date with training opportunities, new research and developments in the Slough Virtual School.

## **Virtual School Activity: Leadership of Heathrow Education of CLA Group**

### **Impact for CLA:**

- A possibly transformative set of opportunities have been created with Heathrow and Heathrow Academy. 75,000 jobs are predicted to be coming with new runway.
- Opening the Heathrow Academy courses from 16, those who are disengaged with a school approach at 16 to have a safe pre pre-employment option. This can go onto the pre- employment route already offered by Heathrow Academy at 18.
- At our suggestion they have employed someone to actively engage with CLA and help them look at opportunities at Heathrow for employment and training at all levels.

### **The Virtual School has continued to develop this year**

- Since January 18 we have supported Previously Looked After children, that is adopted or under Special Guardianship Orders, who are in Slough schools. This became a statutory duty in September 18.
- We have run well evaluated education training for number of stakeholders.
- We have made links to a much wider variety of post-16 education options, including the Academy at Heathrow Airport
- Transition from Primary to Secondary school has been particularly strong
- School judgements of the mental health of their young people is now assessed and recorded in SDQs
- Educational Psychologist will routinely attend the 2<sup>nd</sup> PEP with information on the child from observational visits and testing.
- In the Working Together to develop and embed best practice, the widening range of activity of the Virtual School is matched with the impact it has had for CLA, for example being part of the Slough Association of Secondary Headteachers (SASH).
- All children who need an EHCP have one. All Statements have been converted to EHCPs.
- Support for the Early Years has been transformed by having a specialist lead.
- We send you cards to every child on their birthday and to mark special achievements like starting secondary school.

### **Priorities for next year**

In the full Annual Report the priorities for next year for the Virtual School have been compared with the key questions identified by *'The 10 Questions to ask if you're scrutinising services for looked-after children'* published by the LGA in 2015. They are summarised below

#### ***What plans does the local authority have to raise the educational attainment of looked-after children?***

The team has grown and from September will be at full capacity. This has allowed for greater capacity for leadership

There are three key priorities for next year.

- 1) A greater focus on Year 11 and into Post 16
  - a) Greater capacity in the Team.
  - b) Education element of Pathway Planning enhanced with use of specialist PEP.
  - c) Development of the offer to post-16 allowing ready support at any point of entry.
  - d) The Personal Adviser with responsibility for NEET leadership, and the new NEET worker role in Young People's Service, has great potential for improving our support for children missing education and NEET to move to EET. It is a strong feature that they are working with Out of Borough children who are over-represented in our CME and NEET figures.
- 2) A strategic focus on employability skills through
  - a) Better links to Young People's Services in SBC on this vulnerable group, in particular supporting young people living outside of Slough.
  - b) Development of Heathrow Project.
  - c) Employability Project, including supported career decisions for Years 8 and 10. Work experience in Year 10.
- 3) Mental Health in schools
  - a) Development of Designated Teachers' understanding of:
    - i. Impact on learning of Early Life Trauma and resources available to schools.
    - ii. Part of the roll out to schools of The Reading University ANDY Clinic referral model for 7-18 year olds who are suffering (not CAMHS threshold) anxiety and depression.
    - iii. Social and Emotional Aspects of Learning.
    - iv. Support for Personal social and Emotional Development teaching.

In addition:

- 4) Continue to develop our offer to PLAC.
- 5) More emphasis on the Gifted and Talented cohort.
- 6) More support for out of school learning.
- 7) More support for those known to criminal justice system and YOT.
- 8) Develop the voice of the carer on ePEP.

The planned outcomes are:

- Reduction in the numbers of CMEs and NEET.
- Greater breadth and depth of choices by young people.
- Increase in University applications.
- Increase in apprenticeships and other forms of meaningful employment.

## Appendix 1

### Our offer to all our children

To support you do well in all aspects of school life, in line with the Slough Pledge and seven Corporate Parenting Principles identified in the *Children and Social Work Act*.

- To be your advocate and aspire for you educationally.
- To find a setting/ school / college / other provision that is best for you.
- To find a setting/ school / college / other provision rated good or better by Ofsted.
- Appeal to get you the right setting or schools.
- To hold termly PEPs of good quality.
- Invite you to your own PEP.
- Listen to your voice in the EPEPs and act on any comments.
- If you move school/ college/ other provision to include you in the decisions.
- Arrange support visits to new schools.
- Support for Education, Health and Care Plan.
- Educational Psychology report.
- Dyslexia and other testing.
- Specialist support for needs identified on gifted and talented register.
- If we hear of any bullying to get it sorted straightaway.
- Priority PEPs children and young people new in care.
- Funding for anything that will help raise your educational attainment.
  - For example, tutoring in person/online/ with revision tablet.
  - In school support for example small groups or specialist resources.
- Follow up on any gaps in attendance.
- Follow up on any exclusion.
- We also send you a card for your birthday or to mark a special achievement.

### Additionally we offer all our children Birth to 3

- One PEP a year linked to Early Learning goals from birth led by Virtual School Early Years specialist.
- Three PEPs a year once in setting. Two led by Virtual School Early Years specialist.

### Additionally we offer all our children aged 4-7

- Three PEPs a year. Two led by Virtual School Early Years specialist.
- Parcel in the Post monthly book parcels which match your interests you have told us about in your PEP.
- Library events.
- Priority PEPs in Reception class.
- Priority PEPs in Year 2.

## **Additionally we offer all our children aged 7-11**

- Three PEPs a year. Two led by Virtual School specialist.
- Parcel in the Post monthly book parcels led by individual children's interest.
- Tablet computers for Year 6 revision.
- 11+ tuition and appeals.
- Find your new secondary school and include you in the decision.
- Transition day for Year 6s.
- Priority PEPs in Year 6 to support SATs.
- Priority PEPs to make sure you are settled in Year 7.

### *How are young people supported to continue into further and higher education?*

## **Additionally we offer all children 11-16**

### **In our Employment Strategy we say:**

We are committed to ensuring wherever you are placed, you are engaged in education, employment or training commensurate with your ability and aspirations and are helped to make significant progress towards achieving your recognized career ambitions, so you grow up prepared for the future.

### **In our Care Leavers Strategy we say we will:**

- Improve the support and contact we have with you.
- Improve the availability and access to education, employment and training opportunities.
- Ensure you have suitable, appropriate accommodation.
- Involve you in helping us shape our services.
  - 3 PEPs a year. Two led by Virtual School secondary school specialist.
  - Revision tablets for Years 10 and 11.
  - Easter and summer revision classes offered.
  - 3 enhanced career aspiration visits.
  - Priority PEPs in Year 11 to support GCSEs.
  - Priority PEP in your GCSE choosing term. (this varies).
  - Where moving to a new school work with others to minimise disruption in exam years 9-11 and match GCSEs choices and exam boards.
  - If changing schools give you a choice between at least two options.
  - Support for applications to the next phase of learning, including college and sixth form courses.
  - Taster visits to universities.
  - Opportunity to attend National Citizenship Service week in summer holiday.
  - Support your applications to apprenticeships at levels 1, 2 and 3.
  - GCSE adaptations for example small group, more time or a reader.
  - Online tutoring for learners of English within a week.
  - Part fund alternative provision to keep your schooling options open.
  - Work experience offer to Year 10.

## **Additionally we offer post-16**

- PEPs into your Pathway Plans led by Virtual School's post-16 specialist.
- Chance to meet your new advocate at final enhanced career plan visit.
- Aspire for you in this stage of your education and beyond.
- Two PEPs a year whether at school or college.
- Support to make the transition to the independent learning styles in college.
- Support application to Key Stage 5 options at all levels of demand.
- Support for applications to Higher Education.
- Support for GCSE re-takes in English and maths.
- Tutoring.
- Online tutoring for learners of English within a week.
- Resources to support work related training, such as appropriate tools.
- In conjunction with Young People's Service Life Skills residential week.
- Annual £2,000 bursary to support you at university.
- Support your applications to apprenticeships at all levels.
- Adaptations for GCSE re-takes for example small group, more time or a reader.
- Educational psychology report.
- Appeals to get you the right further and higher education options.

## Glossary

Age Related Expectation (ARE)	Government defined statements of what children of a given age are expected to be able to do by the end of that academic year
Achievement	Non-academic areas. in which children have made their mark
Attainment	The level of academic performance in absolute terms compared with children of the same age.
Bucket	A term used by national government to describe different groups of academic subjects that are given weighting to score GCSEs.
Children Missing Education (CME)	Children Under 18 not in school or alternative provision at any time.
Child Looked After (CLA)	Child looked after. (Nationally replacing term LAC for looked after child.)
Designated Teacher (DT)	The named teacher responsible in school for any CLA
Educational Health and Care Plan (EHCP)	Educational Health and Care Plans have completely replaced the old Statement of Educational Need. EHCPs take a more holistic approach to assessing the special needs of children.. They are more flexible and can support CLA by recognising under-performance compared to academic potential. Combining this with the impact on learning of Early Life Trauma, gives a clear and individual plan to narrowing the gap.
Emotional health and well being (EHWB)	Increasingly this is a measure of the success of services around CLA.
Eligible	Eligible children are those in a year group who have been in care for the past year.
Electronic Personal Education Plans (EPEP)	The recording of the PEP meetings with care information, attendance, attainment and progress data, any special educational needs, EHWB, extra support, views of the child about their learning, views of the carer, targets and the spending of PP+. Other documents such as EHCPs, annual school reports, educational psychology reports and certificates of achievement etc are attached.
Early Years Foundation Stage (EYFS)	Early Years Foundation Stage from when a child first starts at pre-school to reception class when they pass their fifth birthday. It has 17 measures, in particular those in the 3 Prime Areas of Learning- personal, social and emotional development; communication, language and literacy; physical development
Exclusion	Following a meeting school governors can exclude children on their school roll. This is normally for a fixed term of a few days. In the most serious cases they can permanently exclude from their school. The child then has to start at another school. Usually through a managed move, supported by the Local Authority Panel.
GLD Good level of development (GLD)	GLD means meeting or exceeding national expectation for the age in all 17 areas of the EYFS.

<b>Joint Strategic Needs Assessment (JSNA)</b>	The <b>Joint Strategic Needs Assessment</b> is what we use to assess the current and future healthcare and wellbeing needs of Slough and other East Berkshire residents
Key Stage	Key Stage represents phases of education. Key Stage 1 is ages 5-7, (Years 1 and 2); Key Stage 2 is ages 7-11 (years 3-6). Key Stage 4 is ages 14-16 (Years 10-11, where GCSEs are usually taken); Key Stage 5 ages 16-18 (Years 12 and 13 where A levels are usually taken.)
Not in Education, Employment or Training (NEET)	This category applies post 18
RI Requires improvement (RI)	The OFSTED grade between good and inadequate.
Out of (Slough) Borough (OOB)	An important measure to understand the Virtual School is meeting the needs of all children looked after by Slough.
Promoting achievement of looked after children (PALAC)	Promoting achievement of looked after children unit is part of University of London and Institute of Education
Personal Education Plans (PEP)	Statutory meetings twice a year for CLA. These use SMART targets and Pupil Premium Plus funding to plan the next aspirational steps in learning.
Pupil Premium Plus (PP+)	Funding from central government to support the learning and educational aspiration of CLA.
Progress	How fast the children are learning from their own starting point.
Reportable	To avoid identification of children cohorts of fewer than 10 are not reported on. As Year 6 are 8 children we have decided to report on these, but not the 3 eligible children in Key stage 1 or the 1 child in Year 1 Phonics testing.
Standardised Assessment Tests (SATs)	These are taken at the end of Years 2 and 6. Children are graded against the descriptions of national expectation for those ages in reading, writing and maths
SDQs Strengths and Difficulties Questionnaire (SDQ)	A nationally recognised measure of emotional health and wellbeing
Social, emotional mental health (SEMH)	Designation of some special schools and the main feature of some EHCPs
Specific, Measureable, Achievable, Realistic and Timed targets (SMART)	Used to plan and assess the next steps in learning. All Slough PP+ funding allocated to individual children through this mechanism in EPEPs.
Spelling, punctuation and grammar (SPAG)	Part of the writing assessment of SATs.