

2023-24 Annual Report

AfC rtual School

'Together we can achieve!'

Report compiled by

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Executive Summary

AfC Virtual School Progress and Attainment Outcomes

This is the Annual Report for Richmond, Kingston and the Royal Borough of Windsor and Maidenhead (RBWM) covering education performance and compliance with statutory requirements for the following cohorts - Children in Need (CIN), Child Protection (CP), Looked After Children (CLA), Previously Looked After Children and Care Leavers.

Children Looked After

AfC Virtual School KS2 students achieved above national averages for CLA in Reading, Writing and Maths (RWM) with 60% achieving the expected standards. AfC Virtual School's combined KS4 Average Attainment 8 was 36.4 compared with 18.3 for looked after children nationally. Looking at individual authorities: Richmond achieved attainment 8 of 31.5, Kingston 40.2 and RBWM 38.8. AfC Virtual School's Average Attainment 8 for students with SEND is 35.2, which is above the national average for all pupils with SEND, which was 27.8. AfC Virtual School's grade 5 English and Maths average was 23.1% compared with the CLA National of 9%.

Education stability is a key component in enabling our children to achieve. Current two year education stability rates are low compared with recent years with Richmond 73% down from 81%; in Kingston 74% down from 84% and in RBWM 75% down from 78%. There is still more work that can be done here, alongside partner agencies, particularly in Key Stage Four.

At year end 2024 97.2% in Richmond were attending Good or Outstanding provisions; in Kingston it was 100% and in RBWM 97.7%. This compares with 86% nationally for all children and 80% for looked after.

Average Absence in AfC Virtual School overall was 5.3% compared with the national for CLA of 8.8%. Overall Persistent Absence in AfC Virtual School was 16.8% compared with 20.8% nationally. Richmond was 6% down from 12.4% in 2023. In Kingston Average Absence was 6% down from 7.1% in 2023 and in RBWM 4.4% down from 8.4% (2023). Persistent Absence figures in Richmond were 15.8%, a reduction from 2023 where it was 34.2%; in Kingston 17.9%, a decrease from 21.6% in 2023 and RBWM 16.7% a reduction from 18.8% in 2022.

Personal Education Plan (PEP) completion and quality remains strong across AfC Virtual School with 100% total completion and 96.8% PEP documents being quality assured as Good or Outstanding.

Extended Duties - CIN and CP

In 2021 the Department for Education extended the responsibility of virtual schools nationwide, requiring Virtual School Headteachers to become the officer responsible for the education of all children with a social worker. This has seen a broad offer developed to support schools and social care. A key area has been the development of a bespoke data collection system which facilitates weekly data sharing across children's social care.

Average Absence for CP in Richmond was 19%, in Kingston 20.5% and in RBWM 22.3% this compares with National CP average absence of 22.3%. Persistent Absence for CIN in Richmond was 40.9% down from 50% in 2023, in Kingston there has been a slight rise from 50.7% to 52.5% and in RBWM a rise from 40.7% to 44.2% this compares with National CIN Persistent absence of 47.9% demonstrating that in Richmond and RBWM AfC Virtual School is below the absence of peers whilst in Kingston it is above.

Persistent Absence for CP in Richmond was 44.4% down from 49.5% in 2023, in Kingston it was 49.6% down considerably from 2023 (63.1%) and in RBWM there was a slight rise from 44.6% to 45.3% this compares with National CP average absence of 57.2% nationally with all authorities achieving below the persistent absence of peers.

CIN suspensions in Richmond were 6.7% reduced from 7.3% in 2023, in Kingston suspensions were 6.5% raised from 5.2% last year and in RBWM suspensions were 13.6% raised from 9.3% in 2023. This data compares positively with national CIN suspension data of 13.6%.

CP suspensions in Richmond were reduced to 9.1% (from 16.5% in 2023), in Kingston they were 5.3% compared with 10.7% in 2023 and in RBWM they have risen from 12.8% to 15.6%. All authorities are below the national CP suspension data of 16.1%. There is still some distance to travel to close the gap with national peers at 3.7%.

There were 0.6% Permanent Exclusions of CIN students in Richmond, otherwise there were no Permanent Exclusions for CIN, CP and CLA across AfC. Statistica we attribute, in part, to our focus on the Attachment Aware Schools' award.

The Attachment Aware Schools Award

AfC Virtual School's Attachment Aware Schools Award is designed to support schools to identify areas of attachment aware and trauma informed practice they would like to develop across the whole school throughout their time on the project.

The aim of the AfC Virtual School's Attachment Aware Schools' Award is for schools to go on an individual journey. Schools are supported by coaches from Achieving for Children's Educational Psychology Services and AfC Virtual School. Settings develop their practice as an attachment aware school, where change to whole school practice is observable and measurable.

The full programme of support offered by AfC Virtual School now spans across three years as we recognise that the culture shift to becoming an Attachment Aware school and community is gradual. The learning and embedding of strategies and practice is something that must continue to be worked on and kept high on the agenda for schools so that we provide an inclusive and trauma-informed education for all students. 159 schools have graduated from the Award.

AfC Virtual College

AfC Virtual College was opened in September 2020 offering support for the 16-25 age group. This included Education Excellence Pathways; strategies to increase numbers of those in Education, Employment and Training and the establishment of Care Leaver Executive Boards to champion an Attachment Aware Community approach. A bespoke 'Welcome Programme' provides English tuition and 'Cultural Capital' visits to Unaccompanied Asylum Seeking Children. Activities led to a reduction in those not in education employment and training and an increase in examinations taken. Of the eligible cohort in KS5 91% achieved a qualification. This is an improvement from 46% in 2019.

Overview of AfC Virtual School

Purpose of the Annual Report

The purpose of our Annual Report is to outline the achievement and progress of pupils within AfC Virtual School in 2023-24; to acknowledge our successes and identify areas for development.

Data contained within this report is for children looked after by Achieving for Children on behalf of Kingston, Richmond and Windsor & Maidenhead local authorities with particular reference to those who have been in care for a year or more as of 31 March 2023. The report covers the broader activities of AfC Virtual School with sections dedicated to Extended Duties and AfC Virtual College.

This report will be presented to the corporate parenting groups in Kingston, Richmond and Windsor and Maidenhead; AfC Virtual School Board of Governors and the Children in Care Councils. AfC Virtual School operates a distributed leadership approach and this report is a collective achievement from a range of professionals.

Context

Local authorities have a duty under the Children Act 1989 to safeguard and promote the education of children in care wherever they live or are educated. The Children and Families Act 2014 amended the Children Act 1989 to require local authorities in England to appoint a Virtual School Headteacher 'who has the resources, time, training and support needed to discharge the duty effectively'.

A Virtual School Headteacher is the local authorities' lead officer responsible for ensuring that arrangements are in place to improve the educational experiences and outcomes of the authorities' children looked after as if they attended a single school. In 2018 virtual school headteachers' duty was extended to support previously looked after children and in 2021 the Department for Education established virtual school headteachers as the officer responsible for the progress of all children with a social worker. The Department for Education further extended the work of virtual Schools from 2024 to include children in Kinship arrangements.

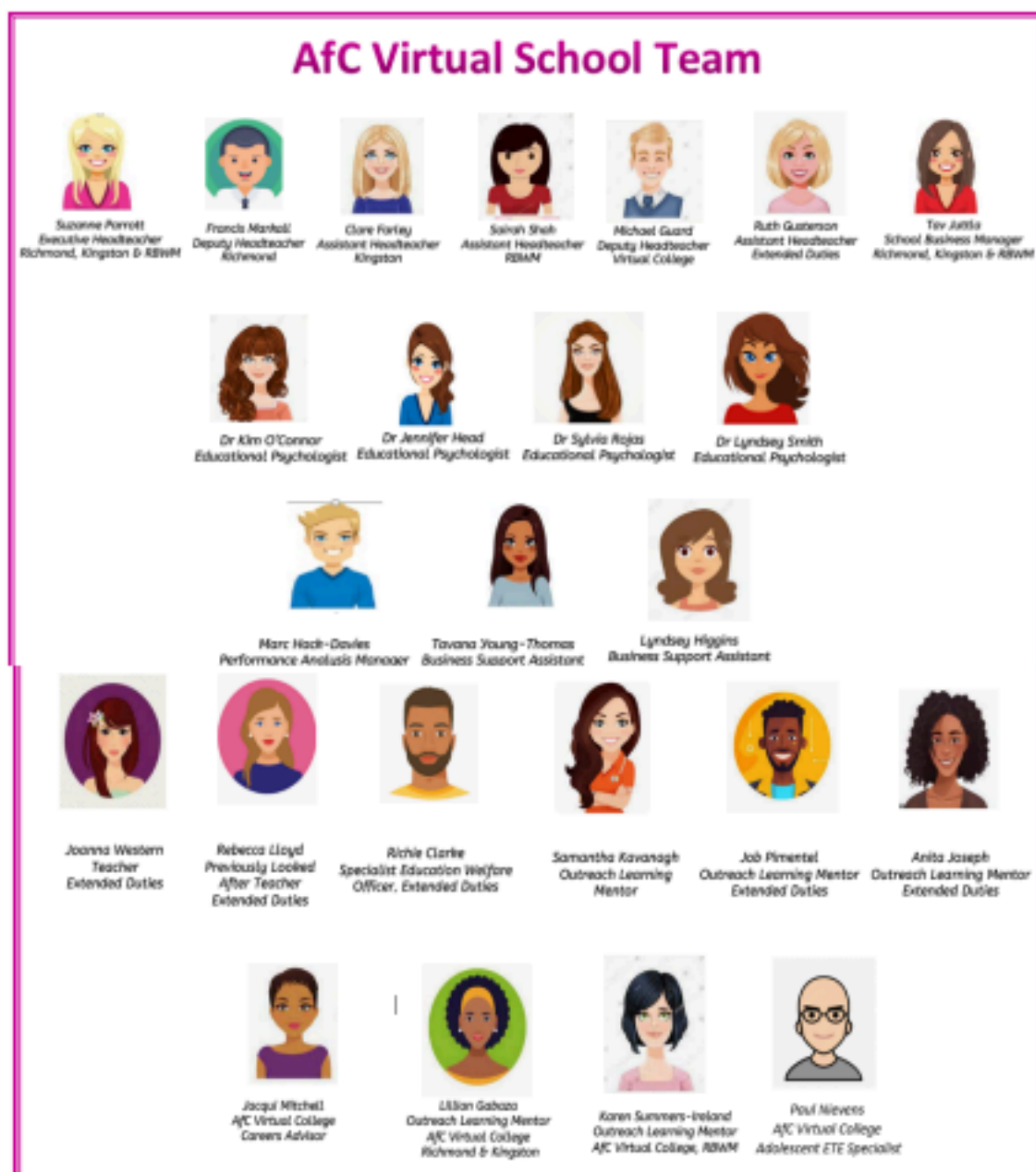
Achieving for Children is a social enterprise company created by the Royal Borough of Kingston upon Thames and the London Borough of Richmond upon Thames to provide their children's services. Since October 2017 this has included the Royal Borough of Windsor and Maidenhead. In January 2016, Kingston's and Richmond's education services for looked after children were united as one school under the name 'AfC Virtual School' with a further expansion to include the Royal Borough of Windsor and Maidenhead in October 2017.

The role of AfC Virtual School

We know that children with a social worker face significant barriers to achieving good educational outcomes. Narrowing the attainment and progress gap between children with a social worker and their peers; minimising disruption to education and creating a culture of high aspirations are major priorities within Achieving for Children.

AfC Virtual School maintains accurate and up-to-date information regarding pupil progress and champions student's rights to educational stability. We do this by providing advice, training and information for social workers, carers, parents and schools; ensuring that each child or young person in care has an up-to-date education plan and by providing direct early intervention.

Staffing structure of AfC Virtual School



AfC Virtual School is located within the Social Care Directorate and line-managed by the Director of Children's Services in RBWM. AfC Virtual School's Executive Headteacher/Associate Director provides strategic leadership and is accountable to a Board of Governors, Corporate Parenting Groups and the Children in Care Councils.

AfC Virtual School is led by a Senior Leadership Team with additional staff including Educational Psychologists, a Careers Advisor, an ESOL teacher, a Youth Offending teacher, Outreach Workers and leads for Previously Looked After Children, Kinship, The UASC Welcome Programme, The Transition Hub and the Attachment Aware Schools Award.

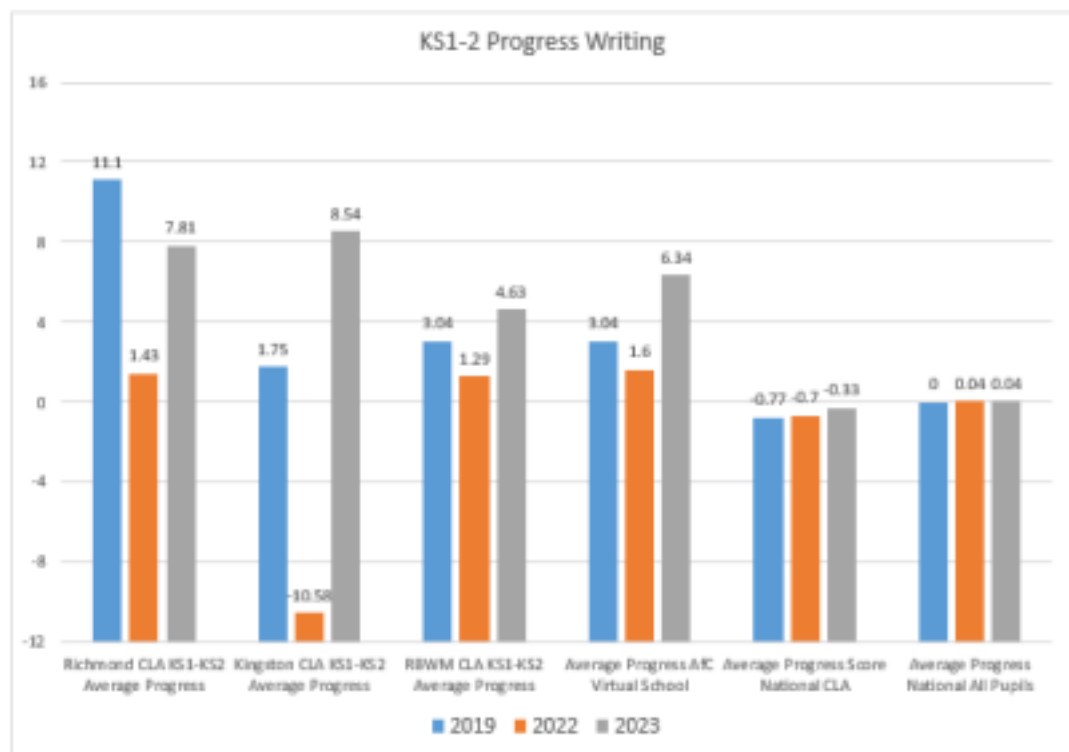
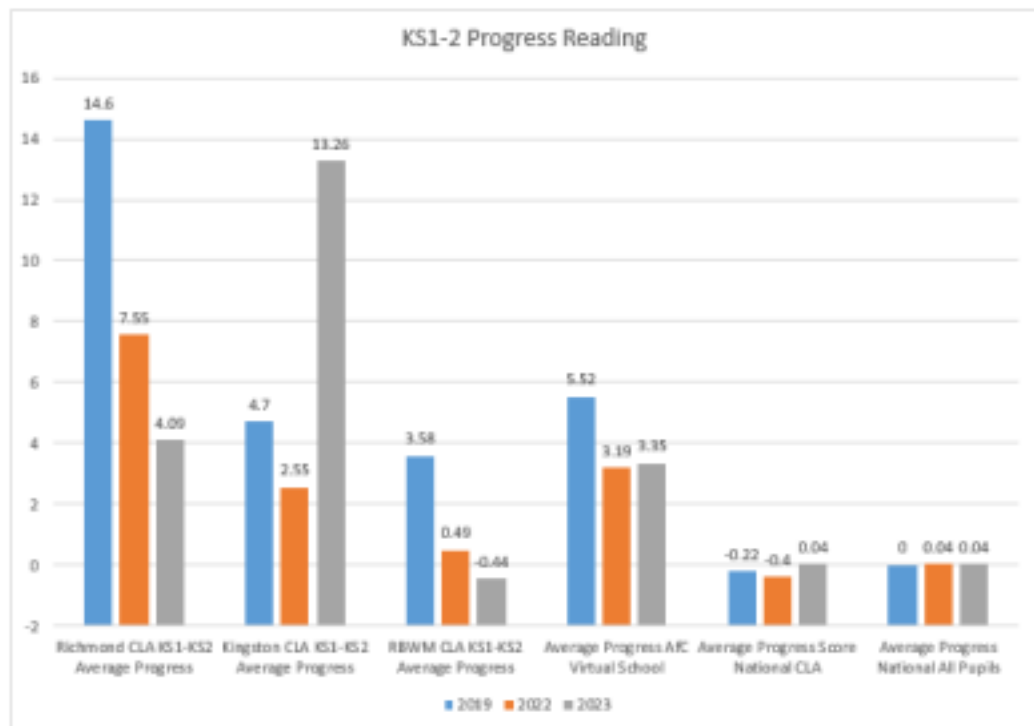
Mission statement

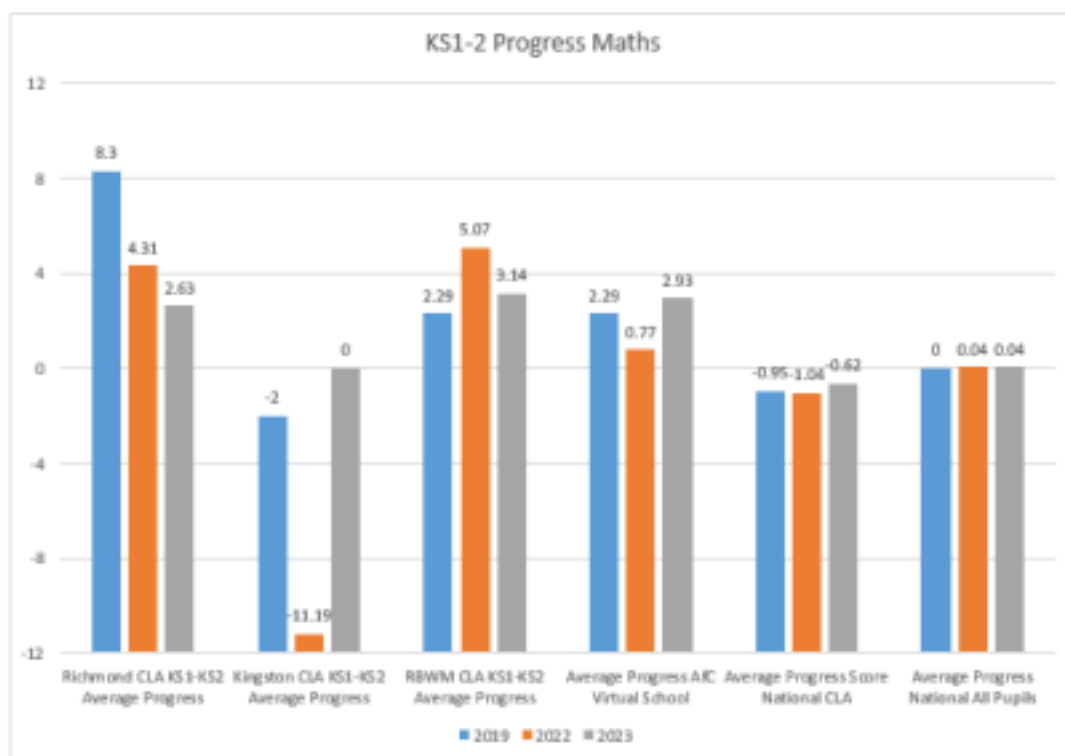
The ten areas of our mission statement are adapted from the 'High Level Responsibilities for Local Authorities' as set out in 'Promoting the Education of Children Looked After' (February 2018) and 'Promoting the Education of Children with a Social Worker' (March 2024). These golden threads are the foundation of our annual reporting, leadership areas and school improvement planning.

1. **Attainment and progress:** We are committed to closing the attainment and progress gap between children looked after and their peers through tracking of data and provision of interventions. We promote a culture of high aspirations.
2. **Attendance and exclusions:** We rigorously monitor attendance and exclusions and act promptly to minimise absence and reduce exclusions.
3. **Educational provision:** We ensure that children looked after have access to a suitable range of high quality education placement options that promote pupils' educational achievement. We champion educational stability and have strategies in place to support transition.
4. **PEPs:** We have robust systems to ensure up-to-date, effective and high quality electronic PEPs which drive forward improvement.
5. **Training and CPD:** We structure an annual training programme to meet the needs of those responsible for promoting the educational achievement of children looked after.
6. **Pupil Premium and funding:** We have systems in place to delegate Pupil Premium Plus to our school placements and AfC Virtual School uses funds imaginatively to raise attainment and improve wellbeing. We routinely monitor the impact of this spending to improve student outcomes.
7. **Communication and working with others:** We work together with partners to ensure that the educational achievement of children looked after by the authority is seen as a priority by everyone who has responsibilities for promoting their welfare. We regularly update our records so that effective information, reporting and data systems are in place and shared with partners through a robust reporting schedule.
8. **Previously Looked After Children:** We are committed to closing the attainment and progress gap between previously looked after children and their peers through providing comprehensive information and advice to parents, educators and other professionals to promote the educational achievement of this group.
9. **AfC Virtual College:** established to create pathways for students from 16-25, promoting an attachment aware community with the result of reducing students not in education, employment or training and raising aspirations.
10. **AfC Extended Duties and the Transition Hub:** Supporting the engagement of CIN and CP children by strategic awareness-raising activities across schools and social care. To include a Transition Hub offering re-engagement in learning support with a Child Ready, Home Ready, School Ready approach and effective delivery of the Attachment Aware Schools Award.

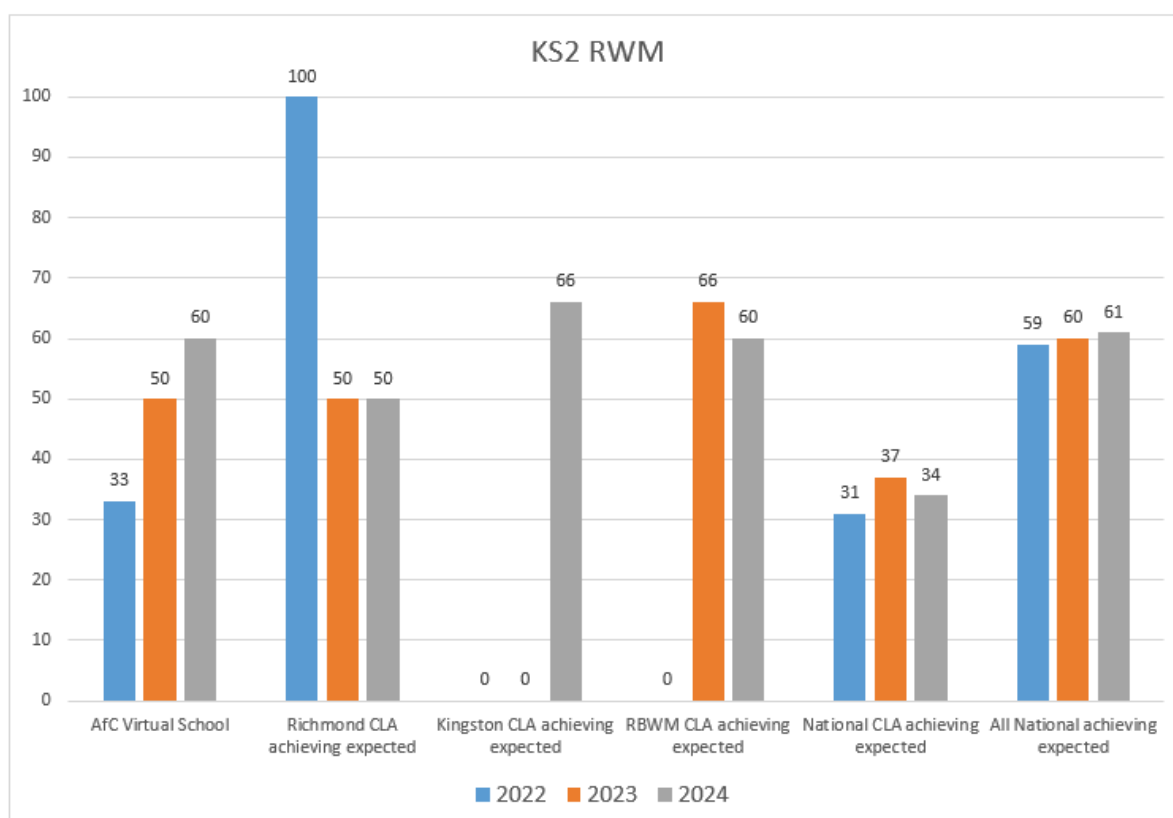
Performance Area 1: Attainment and progress

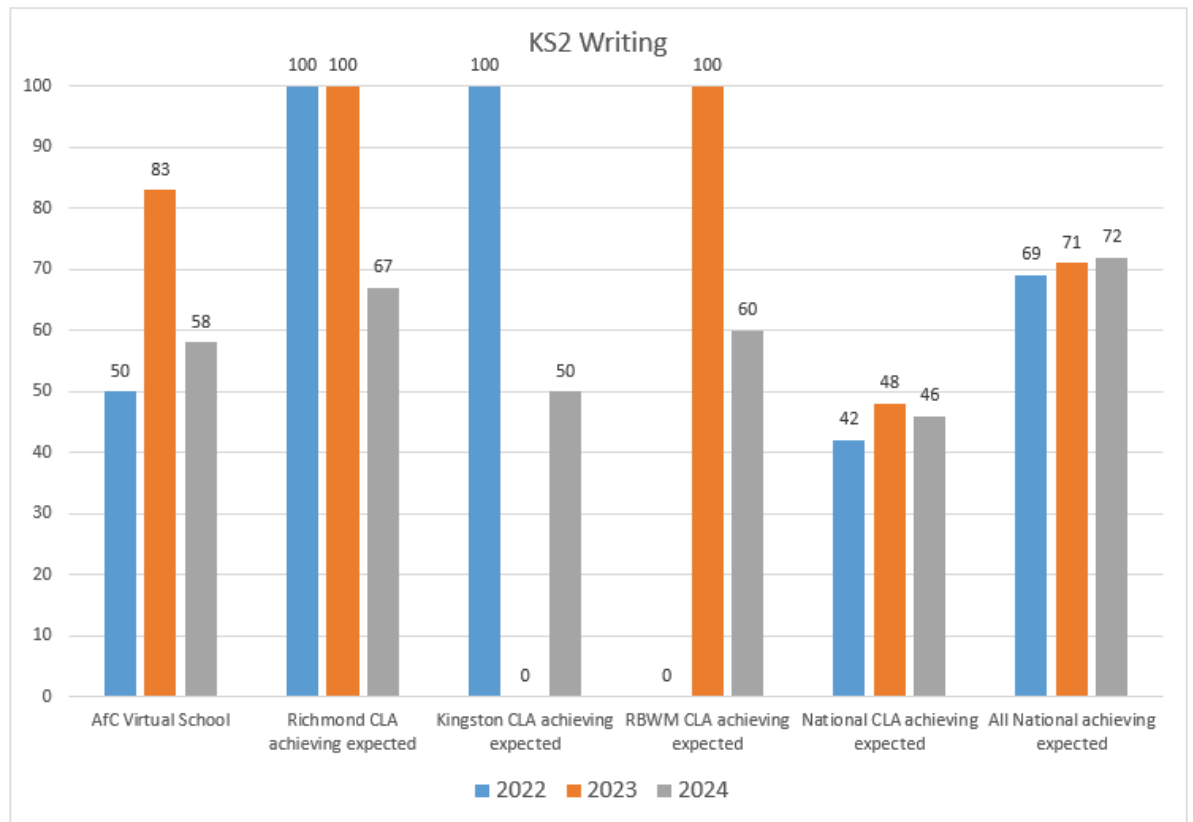
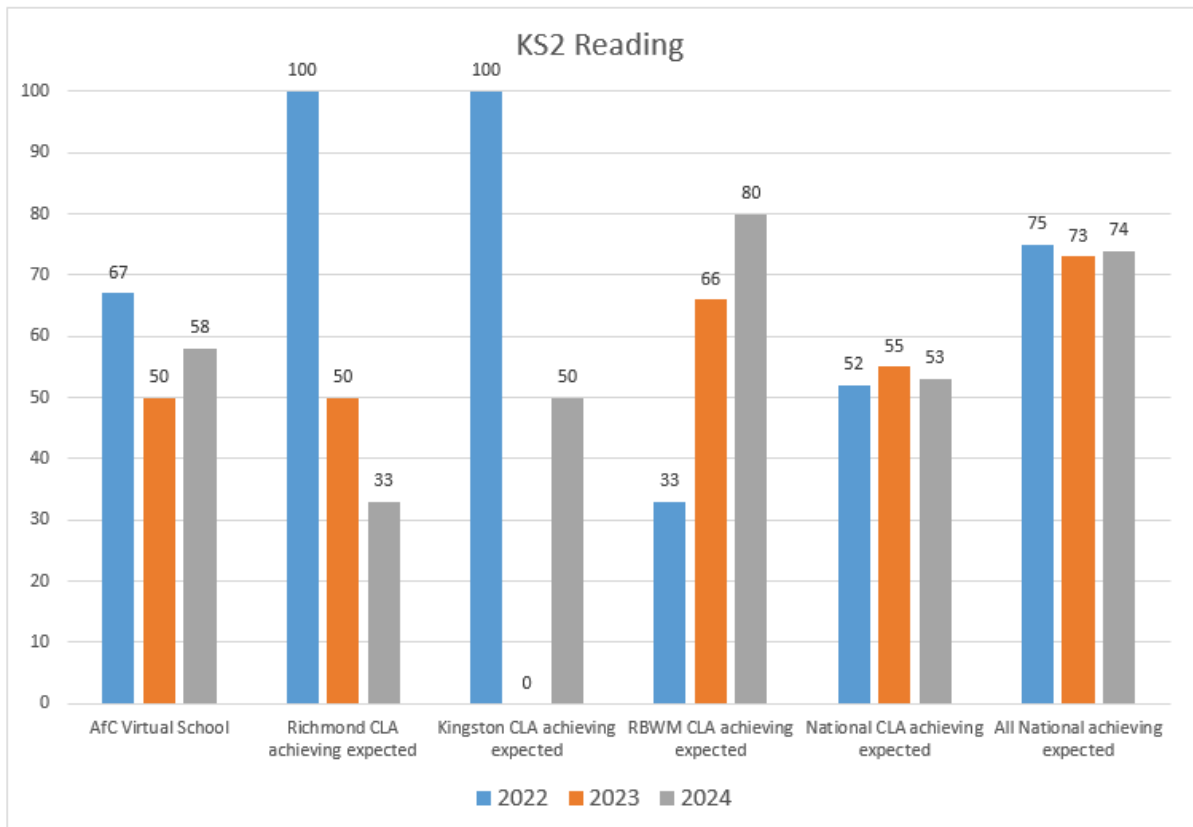
Progress at Key Stage 1

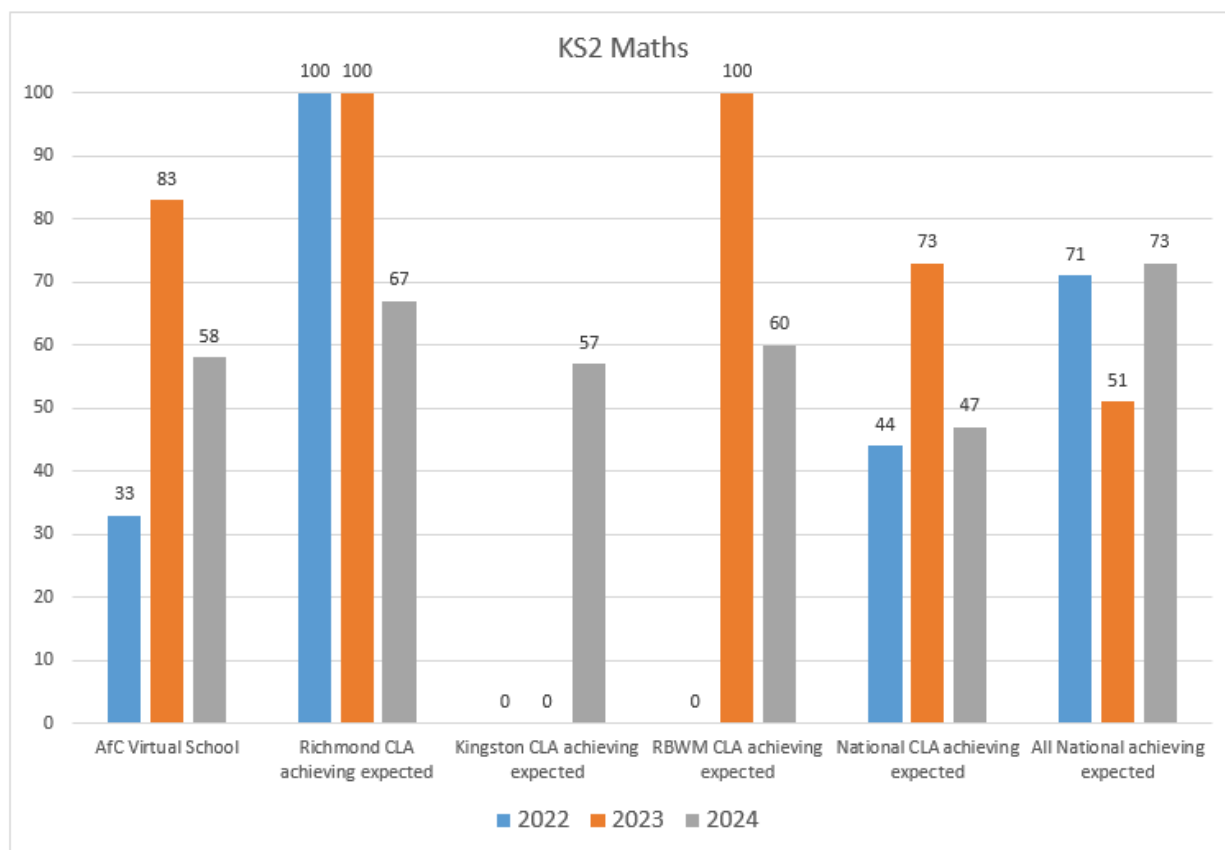




Progress and attainment at Key Stage 2







Comment and analysis on Key Stage One and Two progress and attainment

There were thirteen (13) OC2 Year Six students. Of which, three (3) were disapplied due to their needs (EHCP), or because they attended an independent setting where SATs were not undertaken. 60% (6/10) of Year Six OC2 students met the expected standard in reading, writing and Maths (RWM). This is an increase of 10% from 2023 and 27% from 2022, and is higher than the percentage of CLA achieving this standard nationally in 2023. In addition, the percentage (60%) of Year Six OC2 students meeting the expected standard in RWM is in line with all students nationally. Girls (57% 4/7) performed less well when compared to boys (66% 2/3) in terms of achieving the expected standard in RWM. Also, students living in the borough (75% 3/4) performed better than those residing out of the borough (50% 3/6). It is also worth noting that students in 'Outstanding' schools (66% 2/3) performed better than those schools graded 'Good' (57% 4/7) by Ofsted. Clearly, there is a gap between the outcomes of SEN and non-SEN students. Primarily, this is down to the individual needs of the students, with the two students not meeting the standard both having EHCPs for Cognition & Learning. However, it should be noted that these two OC2 SEND students made exceptional contextual progress: one student met the standard in reading and the other student scored 97 in reading and 99 in GPS. That said, we are continuing to work alongside our SEN colleagues, and the DfE, to resolve the conflict in the guidance between 1996 Belongings Regulations and the 2022 High Needs Funding Guidance.

Overall, the positive outcomes are the result of a number of strategies in use across AfC Virtual School: Learning & Progress Meetings to monitor the students and initiate interventions (Educational Psychologist consultations & outreach support) to support them, attending Personal Education Plan meetings, organising face-to-face and online tuition, support to schools through pupil premium funding and 100% Personal Education Plan completion.

AfC Virtual School

In Key Stage One Phonics, 100% of AfC Virtual School Year One students achieved the national expected standard which is well above the national achievement for all looked after (46%) and non-looked after pupils (79%). In Year Six, 60% of students met the expected standard in reading, writing and Maths. This is well above the national achievement for all looked after (34%) and in line with non-looked after pupils (61%)

Richmond

In Year One, we had two students who had been in local authority care for a year or more (OC2) These students passed their Phonics test and scored well above the expected standard of 32.

In Year 6, there were two students who undertook their SATs and one met age related expectations in reading, writing and Maths. Both young people were supported with additional one-to-one tuition.

Kingston

Kingston had one OC2 Year One student. This student passed their Phonics test and scored above (37) the expected standard of 32.

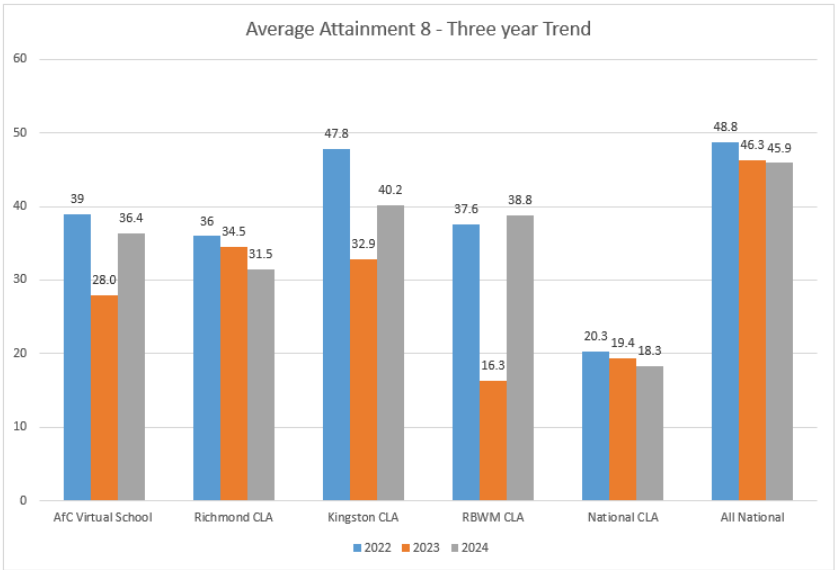
In Year Six, there were three OC2 students who undertook their SATs. Two met the age related expectations in reading, writing and Maths, and one did not. In part, this was because the young person had Special Educational Needs & Disabilities (SEND), an EHCP (Cognition & Learning) and was in line with their prior attainment at Key Stage One.

Royal Borough of Windsor and Maidenhead

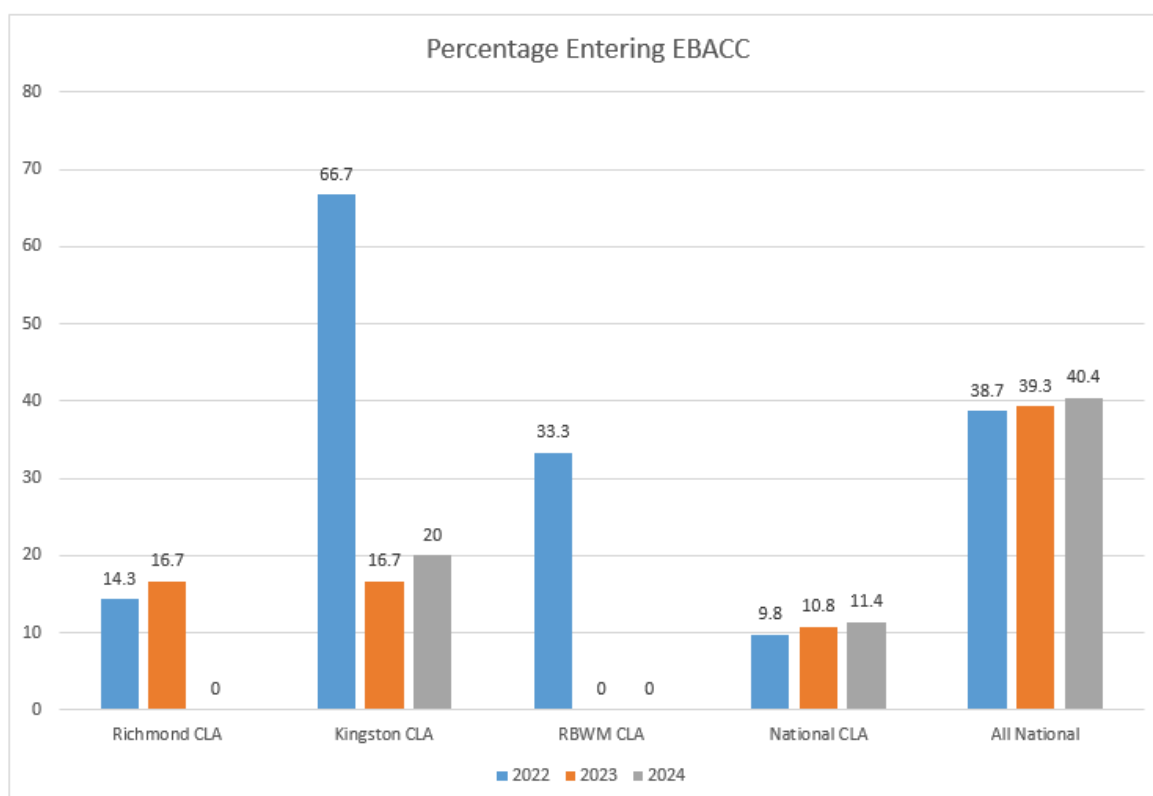
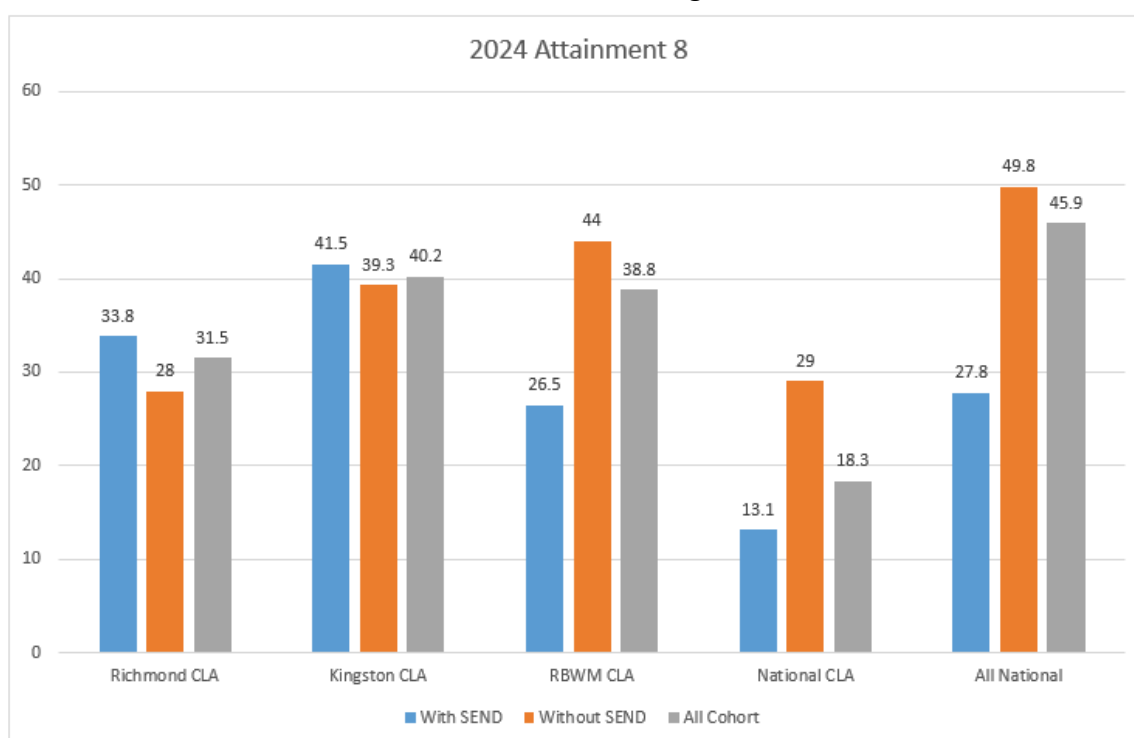
Windsor & Maidenhead had one OC2 Year One student. This student passed their Phonics test and scored above (35) the expected standard of 32.

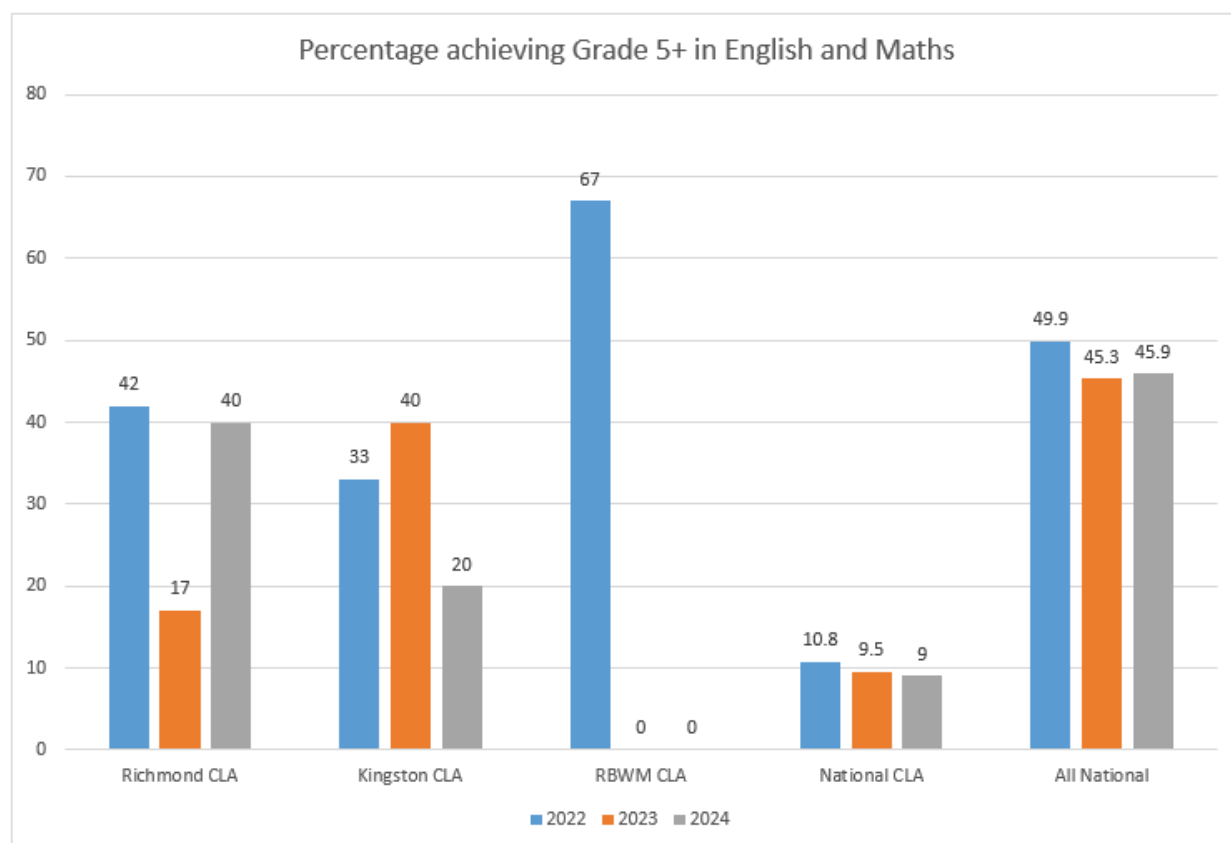
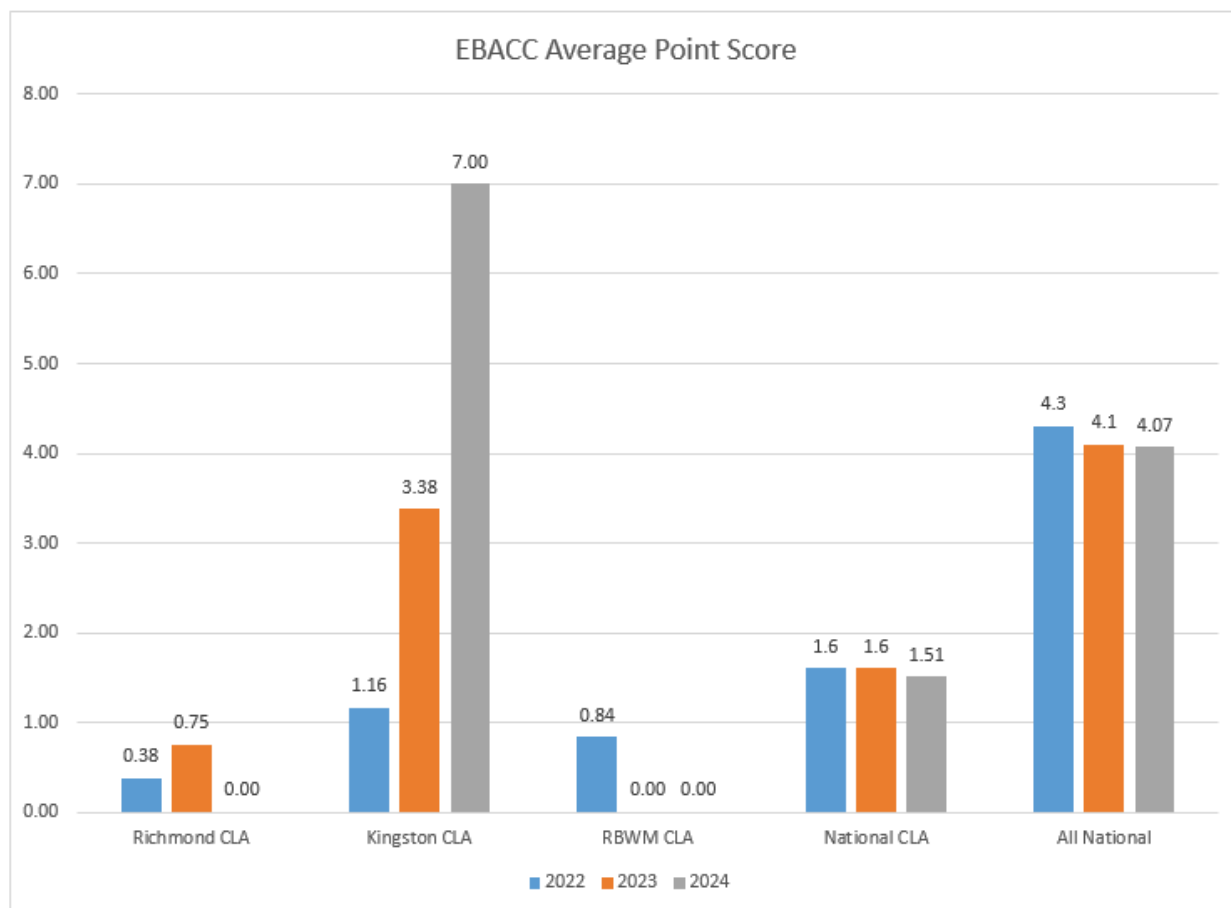
In Year Six, there were three students who undertook their SATs and two met age related expectations in reading, writing and Maths. This was achieved by supporting both young people with additional one-to-one tuition.

Progress and attainment at Key Stage 4



Average Attainment 8 - With and Without SEND





Comment and analysis on Key Stage 4 progress and attainment

All of the 2024 OC2 cohort were girls (100% 4/4). OC2 students out of the borough (75% (3/4) performed the same as OC2 pupils in the borough (100% (1/1)). The positive outcomes are the result of a number of strategies in use across AfC Virtual School: Learning & Progress Meetings to monitor the students and initiate interventions to support them, attending Personal Education Plan meetings, organising face-to-face and online tuition, support to schools through pupil premium funding and 100% Personal Education Plan completion.

In Year 11, our results in all of the key areas are above the national averages for Children Looked After (CLA), and have increased significantly since 2022-23. Of the 13 OC2 students who were not dis-applied, 6 students (46%) met the expected standard in Key Stage Two. There was an increase in Attainment 8 across the school and in all three areas. In addition, there was an increase (53.8%) in pupils achieving Grade 4 in English and Maths when compared to 2023 (18%).

However, there is a trend of underperformance in terms of students attaining English and Maths at Grade 5. Although this is above the national average for looked after peers, it is well below parity with non-looked after peers. Crucially, students without an EHCP only performed marginally better than those with an EHCP. Moving forwards, we will be focussing on improving outcomes in English and Maths. This includes placing all of our children in 'Good' & 'Outstanding' schools, advocating against school moves (particularly at Key Stage Four) and utilising interventions to overcome barriers to learning, outreach learning support, educational psychologist consultations, one-to-one tuition and online learning platforms such as Sam Learning. These processes start in primary school in order to achieve positive outcomes at the end of secondary education (Year 11).

Richmond

The Key Stage Four (OC2) cohort in Richmond achieved the Average Attainment 8 score of 31.5, which was a decrease from 2023 (34.5), but above the national average for children looked after (18.3).

None of the students within the cohort were entered for The English Baccalaureate (EBacc) compared with 11.4% of children looked after nationally.

40% achieved English and Maths GCSE Grade 5 which is an increase on 2023 (17%), and well above the national average (9%) for children looked after.

Looking at students with Special Educational Needs & Disabilities (SEND) the Average Attainment 8 figure is 33.8. This compares positively with the National average of 13.1.

Kingston CLA

The Key Stage Four (OC2) cohort in Kingston achieved the Average Attainment 8 score of 40.2, which was an increase from 2023 (39.3), but above the national average for children looked after (18.3).

20% of the students within the cohort were entered for The English Baccalaureate (EBacc) compared with 11.4% of children looked after nationally.

60% achieved English and Maths GCSE Grade 5 which is an increase on 2023 (40%), and well above the national average (9%) for children looked after.

Looking at students with Special Educational Needs & Disabilities (SEND) the Average Attainment 8 figure is 41.5. This compares favourably with the National average of 13.1.

Royal Borough of Windsor and Maidenhead

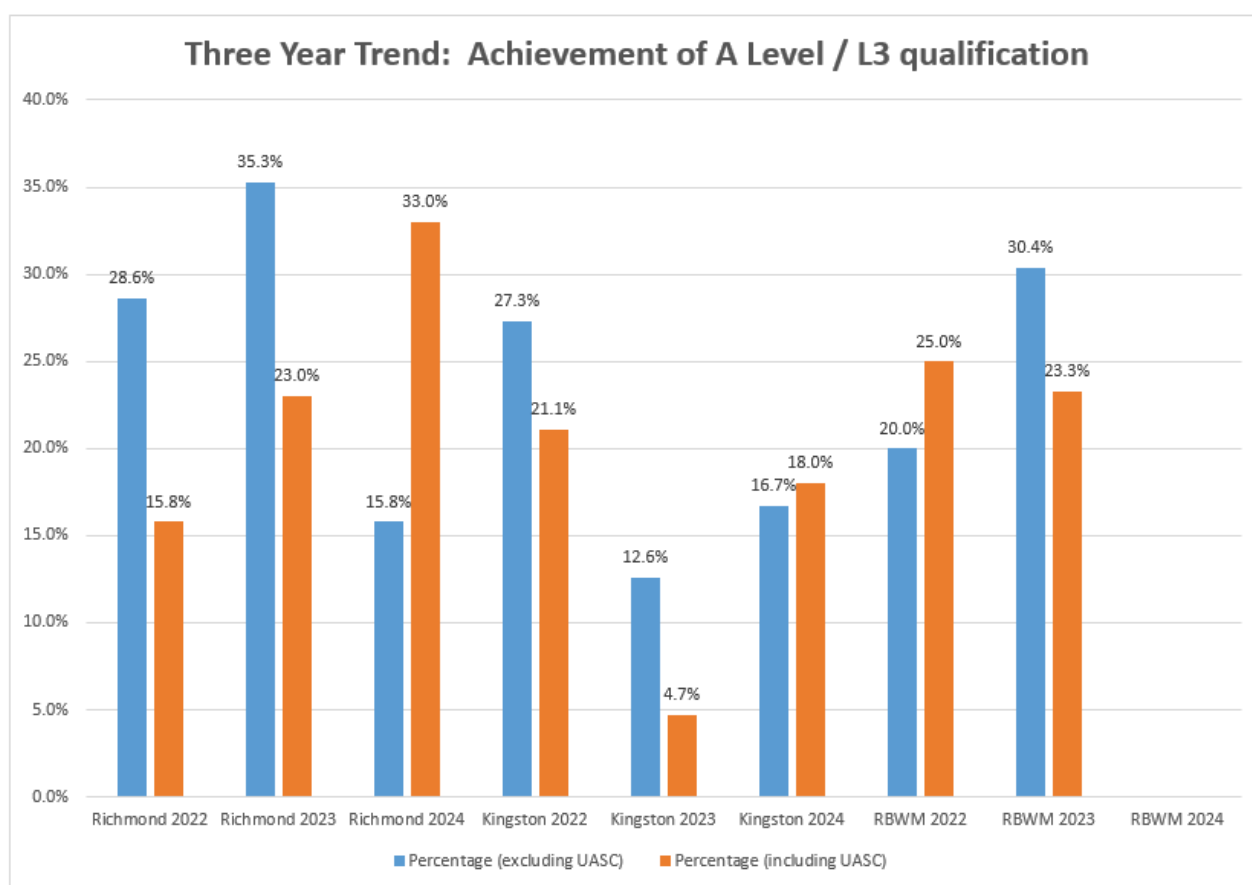
The Key Stage Four (OC2) cohort in Windsor & Maidenhead achieved the Average Attainment 8 score of 38.8, which was a decrease from 2023 (44), but above the national average for children looked after (18.3).

None of the students within the cohort were entered for The English Baccalaureate (EBacc) compared with 11.4% of children looked after nationally.

66% achieved English and Maths GCSE Grade 4, which is an increase on 2023 (0%), and well above the national average (9%) for children looked after.

Looking at students with Special Educational Needs & Disabilities (SEND) the Average Attainment 8 figure decreases to 26.5. This compares with the National average of 13.1.

Progress and attainment at Key Stage 5



Comment and analysis of Key Stage 5 outcomes

- 90.9% of the eligible cohort achieved qualifications appropriate to their ability or 57.1% of the entire cohort including non-eligible students. This compares with 46% of the entire cohort in 2019, prior to AfC Virtual College.
- 11.4% of the eligible cohort (7.1% of the entire cohort) undertook level 3 qualifications. This is a decrease of 24% against the previous year. 4 young people have completed year 1 of their level 3 course (6% of cohort). 52% of the entire Cohort are UASC and have been in the UK, on average 26 months with only 1 UASC young person working at level 2 or above.
- 15.9% of the eligible cohort, (10% including the non eligible cohort), undertook level 2 qualifications. This has improved from 6.5% for level 2 in 2019 but work to ensure year 11 outcomes in English and maths

will increase the numbers undertaking courses at this level and above.

- 72.7% of the eligible cohort, (45.7% of the entire cohort), undertook level 1 or below qualifications. This includes young people enrolled at specialist SEN provisions, ESOL and pre-entry English and Maths. This is just under a 30% increase on the previous year.

Level 3 achievement:

- 80% of those entered for Level 3 qualifications (4/5) achieved C or above. This is 4% higher than the national figure for all children in 2023.

Level 2 achievement:

- 71.4% of young people who were entered for level 2 qualifications (5/7) achieved a level 2 qualification. This is a 16.1% decrease on the previous year

Level 1 or below achievement:

- 96.7% (31/32) of young people entered at this level young people achieved qualifications of some kind. This includes a combination of ASDAN, ESOL, CSCS as well as pre-entry functional skills

University

- 7% of the eligible cohort of year 13 students achieved a place at university (4.3% when we include the non-eligible cohort). 60% of eligible Year 13 entered for Level 3 qualifications, achieved a place at university (3/5), this figure is in-line with 22/23 outcomes.
The remaining 2 were supported into employment.

Key Stage 5 SEND achievement

- 82.3% (15/17) young people entered for Level 1-3 qualifications passed which is inline with non-SEN entrants within this cohort. A 65% increase on 2019.
- 17.6% of the SEN cohort were NEET. This is a 0.9% increase on the previous year. This is also 0.5% higher than the whole cohort average.

UASC Achievement

- 93.9% (31/33) of UASC eligible to be entered for examinations passed; higher than non-UASC entrants within this cohort.
- 93.5% of this cohort (29/31) completed level 1 qualifications or below. This was a combination of ESOL, maths as well as technical qualifications such as plumbing. This represents 85.2% of the entire UASC cohort including non-eligible which is a 40% improvement on the previous year.
- 11.8% (4 young people) were NEET during this period-the lowest percentage compared to non-uasc or SEN groups.
- 5.8% of this cohort completed level 2 qualifications with no UASC young people completing level 3 qualifications.
- The average length of time in the UK for this cohort is 2.2 years (2 years 3 months in Kingston, 3 years 8 months in Richmond and 1 year 9 months in RBWM) which equates to starting UK education in the summer term (exam season) of year 11. This group also represents 52% of the entire cohort which is a strong factor for the higher percentage of level 1 and below qualifications undertaken in comparison to level 2 and 3 at this stage.

Richmond

Area	Qualification Level	Number of young people entered	Percentage achieved
Richmond	Level 3 (A Level, Btec, T-level)	3	100% (3/3)
	Level 2 (GCSE, Functional Skills Level 2)	3	33% (1/3)
	Level 1 or below (ESOL, Functional Skills level 1 or below, entry level qualifications)	14	100% (14/14)

In 2024, there were 30 Year 13 looked after children who had been in care for a year or more in the Richmond cohort. 66.6% (20) of these students were entered for and passed exams which were selected as appropriate to ability and included ESOL qualifications, GCSE and Functional Skills.

Of the 3 young people who completed level 3 qualifications, 3 achieved a place at university. 1 young person achieved a level 2 qualification and was supported into employment by AfC Virtual College with the remaining 2 being supported to undertake further studies. All 14 young people who undertook level 1 or below qualifications completed their courses.

Personal Education Plan (PEP) completion figures for Post 16 were 100% completion for the Autumn Term, Spring and Summer Terms which maintains the high level of success from the previous year.

Kingston

Area	Qualification Level	Number of young people entered	Percentage achieved
Kingston	Level 3 (A Level, Btec, T-level)	2	100% (2/2)
	Level 2 (GCSE, Functional Skills Level 2)	1	100% (1/1)
	Level 1 or below (ESOL, Functional Skills level 1 or below, entry level qualifications)	7	100% (7/7)

In 2024, there were 18 Year 13 looked after children who had been in care for a year or more in the Kingston cohort of AfC Virtual School. 55.5% (10) of these students were entered for and passed exams.

2 young people completed level 3 qualifications with both being supported into employment (1 directly within AfC). 1 young person entered and achieved level 2 qualifications. Finally, 7 young people were entered for Level 1 and below qualifications (including SEN related programmes), with all achieving a pass.

PEP completion figures for Post 16 remained consistently high across the school year with 100% completion rates across all three terms.

Royal Borough of Windsor and Maidenhead

Area	Qualification Level	Number of young people entered	Percentage achieved
RBWM	Level 3 (A Level, Btec, T-level)	0	0% (0/0)
	Level 2 (GCSE, Functional Skills Level 2)	3	100% (3/3)
	Level 1 or below (ESOL, Functional Skills level 1 or below, entry level qualifications)	11	90.1% (10/11)

In 2023 there were 22 Year 13 looked after children who had been in care for a year or more in the RBWM cohort. 63.6% (14) of these students were entered for and passed exams.

No young people completed level 3 qualifications. This is in part due to the increase in the number of young people who selected employment and apprenticeships (23% of the cohort).

3 young people who completed level 2 qualifications passed their examinations with 90.1% of the 11 young people who undertook level 1 and below qualifications achieving a pass. Of those who were not entered for exams, 2 young people were NEET (10%) with 8 young people undertaking 'The Welcome Programme' (AfC Virtual School's in house programme which delivered 8 hours per week of English language lessons alongside trips and activities). Whilst this provided a robust preparation for life in the UK education system, no qualifications are associated with the course.

PEP completion figures for Post 16 were consistently high across the three terms with 100% completion in all three terms.

Evaluation of Performance Area 1, the attainment and progress of children looked after and care leavers

How good is the attainment and progress of children looked after?

Looking at summary data for AfC Virtual School we can see that overall 100% of children in Year One achieved the expected standard (32) in Phonics compared with the national figure of 46%. It is to be noted that this was a small cohort size of four children.

In Key Stage Two, 60% of eligible students met the expected standard in Reading, Writing and Maths. This is above the percentage of CLA achieving this standard (34%) but just lower than the percentage of all students who met the standard nationally (61%).

AfC Virtual School Year Eleven Average Attainment 8 is 36.4 compared with National CLA 18.3. For

students without an EHCP the Average Attainment 8 in AfC Virtual School was 37.5. This is higher than national CLA without SEND (29.2), but lower than all pupils (49.8) without SEND. AfC Virtual School Year Eleven Average Attainment 8 for CLA with an EHCP (35.2) compares favourably with national CLA with an EHCP (13.1) and all pupils nationally (27.8).

Grade 5 English and Maths average was 23.1% compared with CLA National of 9%. English Baccalaureate (EBACC) Entry nationally for CLA was 11.4 compared with 7.7% within AfC Virtual School.

Progress 8 scores were not calculated for this cohort due to the pandemic and its impact on this group of young people's ability to sit their Year Six SATS.

In conclusion, AfC Virtual School overall Key Stage One, Two and Four outcomes are above national outcomes for peers.

There is a strong picture of progress in AfC Virtual College with 91% of students in KS5 achieving qualifications appropriate to their ability. The number of students transitioning to University has dropped (7%) and this is an area for improvement in 2024-25. Steps have been taken to address this working with Aim Higher and Mentoring programmes.

The role of a Virtual School is not only to support examinations but to raise awareness of the organisational barriers to students achieving their potential. We are addressing education disruption caused by school moves through initiatives including the 'Stability Symposium' and the 'Attachment Aware Schools' Award'. We provide 'Letterbox' to carers to raise literacy standards and fund maths and English tuition to all students who require support. 'The UASC Welcome Programme' offers ESOL tuition and cultural capital visits. The introduction of AfC Virtual College in 2020 with the support for Careers and initiatives in place to improve EET has contributed to improved outcomes with a 45% rise in KS5 students attaining qualifications from 2019. 20.3%

AfC Virtual School Attainment and Progress offer is comprehensive and impactful showing improved outcomes compared with national averages.

Were the Areas for Development set in the 2022-23 Annual Report met?

Development Area set for 2023-4	Who is responsible?	Met/Not Met
To put early interventions in place and set targets based on prior data to ensure progress from KS2- KS4 improves further.	Deputy Headteacher i/c Learning and Progress	Progress as such not gathered nationally due to COVID. However, KS4 outcomes are strong.
Ensure that data is collected from schools so that prior data is always considered in target setting and progress as a measure features in accountability documentation.	Deputy Headteacher i/c Learning and Progress	MET
To work in partnership with the Performance Team so that NOVA exam results reflect correct data and are used as part of day to day reporting and	Deputy Headteacher i/c Learning and Progress in	This was actively worked on during 2023-4 and is being embedded.

monitoring.	collaboration with the Data Manager.	
Maths and English support in Primary in collaboration with schools and carers is a priority in order to improve outcomes. Ensuring that tuition and other interventions are in place and impact is tracked via the Termly Reports.	Deputy Headteacher i/c Learning and Progress in collaboration with Area Leads in Kingston and Windsor and Maidenhead.	Outcomes are strong and interventions closely tracked via the Mountains document. MET
Come to a clear understanding of the factors that are contributing to rising NEET in RBWM and put interventions in place to address.	Deputy Headteacher i/c AfC Virtual College.	NEET is closely monitored via the CL NEET Board and termly accountability documents. NEET outcomes are significantly below National. RBWM KS5 NEET reduced by 18.2% MET
Improve stability and school engagement by leading compliance with the school move authorisation form and reduction of absence understanding the part that education stability plays in achieving KS4 potential.	Deputy Headteacher i/c Stability Assistant Headteacher i/c Attendance Supported by Area Leads and administrative staff	Stability across the school is an area for improvement. This is a national issue and we will redouble our efforts through the AASA in schools, partnership working with Social Workers and Foster Carers and use of the School Move Authorisation Form. Not Yet MET
Ensure an effective KS4 to KS5 Transition plan is in place with early intervention for KS4 who are likely to become NEET. With particular focus on raising numbers of young people who take any exam in RBWM and who enter Level 3 exams in Kingston.	Deputy Headteacher i/c AfC Virtual College in collaboration with the Deputy Headteacher and Assistant Headteachers in AfC Virtual School.	Transition for KS4 to KS5 is in place and NEET outcomes are lower than national. MET

What are the key areas for improvement for 2024-25?

Development Area set for 2024-5	Who is leading on this?
Continue to improve stability of education	Deputy Headteacher AfC Virtual School
Increase numbers of students taking Level 3 qualifications and impact on percentages who can access University.	Deputy Headteacher AfC Virtual College
Ensure all SLT have NOVA access and can use local and national data to inform their practice.	Deputy Headteacher AfC Virtual School

Performance Area 2: Attendance and exclusions

National Data	2020	2021	2022	2023	2024
% National Absence for Looked After Children	5	9.1	7.8	8.3	8.8
% National Absence for All Children	5.5	4.6	7.6	7.5	7.3
% National Persistent Absence for Looked After Children	12.5	30.4	19.1	20	20.8
% National Persistent Absence for All Children	13.4	12.3	22.8	21.5	20.3
% National Looked After Children with one or more suspension	9.4	9.8	12.2	13.7	
% National All Children with one or more suspension	2	2.3	3.1	3.7	
% National Looked After Children with permanent exclusion	0.05	0.03	0.06	0.1	
% National All Children with permanent exclusion	0.06	0.05	0.08	0.11	
% National Looked After NEET 16-18/KS5	28.5	28.5	28.5	29	23
% National Looked After NEET 19-21	40	40	38	38	39

* Please note that National Exclusion data is always a year delay.

AfC VS Averages vs National Children with a Social Worker and All Children.	CLA National	AfC VS 2024 CLA	CIN National	AfC VS 2024 CIN	CP National	AfC VS 2024 CP	All Pupils National
% Average Absence	8.8	5.3	17.8	19.8	22.3	20.3	7.3
% Persistent Absence	20.8	16.8	47.9	45.6	57.2	46.7	20.3
% one or more suspension	13.7	11.5	13.6	8.9	16.1	9.1	3.7
% permanent exclusion	0.1	0	0.9	0.2	1.31	0	0.11
% NEET 16-18 / KS5	20	11.7					
% NEET 19-21	39	29.6					

	Overall Absence			Persistent Absence		
	CLA OC2	CINO	CPPO	CLA OC2	CINO	CPPO
Richmond	6%	19.7%	19%	15.8%	40.9%	44.4%
Kingston	6%	19.6%	20.5%	17.9%	52.5%	49.6%
RBWM	4.4%	20.1%	22.3%	16.7%	44.2%	45.3%

KS5 Care leavers

	Overall Absence OC2	Persistent Absence OC2
Richmond	18.6%	50%
Kingston	22.9%	66.7%
RBWM	17.4%	52%

	Suspensions			Exclusions		
	CLA OC2	CINO	CPPO	CLA OC2	CINO	CPPO
Richmond	10.7%	6.7%	9.1%	0%	0.6%	0%
Kingston	10.6%	6.5%	5.3%	0%	0%	0%
RBWM	13%	13.6%	15.6%	0%	0%	0%

Comment and analysis on attendance and exclusions

We have developed a three wave Attendance Strategy:

Looked After Children

Wave 1 - within AfC Virtual School

- AfC Virtual School collects the attendance of all of Achieving for Children's Looked After Children from Reception to Year 13 daily whether they attend in or out of borough schools. This is shared with Assistant/Deputy Headteachers in AfC Virtual School who provide interventions to support absence.
- Attendance is a standing item at AfC Virtual School Meetings and line management
- Half termly 'Attendance Deep Dive' into every young person's attendance with the Data Manager and Assistant/Deputy Headteacher
- Termly Certificates and Prizes for improved and outstanding attendance
- Attendance Data shared in termly and annual reports and evaluated for action
- 'Quick Note Home' post card system to acknowledge improvements
- Close monitoring of attendance, by area leads, at pupil level - rag rating to highlight concern.
- Use of Pupil Premium to support wellbeing and support Emotional Related School Avoidance.

Wave Two - across the local authorities

- Attendance Data shared in monthly Performance Quality Innovation reports and evaluated for action within AfC Virtual School
- Training of Social Workers and other Local Authority professionals at formal events and through visits to team meetings
- Accountability to Board of Governors, Monthly Performance Quality and Innovation Boards, Corporate Parents, Scrutiny Boards etc
- Implementation of the 'School Move Authorisation Form' to minimise absence through school moves.

Wave Three - Within the Community

- Attachment Aware Schools Award operating in 67 schools throughout 2023-4 supporting whole school change with a view to improving the inclusion of children in care.
- Outreach Workers, Transition Hub and Educational Psychologists provide interventions to support absence in collaboration with schools and families
- Training provided to Designated Teachers and Foster Carers regarding the impact of absence and effective strategies
- Attendance discussed at Personal Education Plans and other professionals meetings

Extended Duties - Children in Need /Children on a Child Protection Plan

Wave 1 - within AfC Virtual School

- Establishment of a data collection approach with partners at Welfare Call triangulating our CIN and CP social care register with students' Department for Education, Unique Personal Numbers. This has achieved 96% school compliance.
- Recruitment of new staff to meet the challenge of the DfE Extended Duties.
- Analysis of CIN and CP data to identify targeted students and schools
- Development of Coaching approach for schools and other professionals
- Production of regular impact reports to understand areas for ongoing improvement and celebrate successes

Wave Two - across the local authorities

- Established multi-agency Attendance Board to meet termly and aims to scrutinise the absence of children with a social worker.
- Absence data shared weekly with Social Workers of CIN and CP Children.
- EP/VS Clinics for Social Workers of Targeted support students. **70** clinics were held in 2022-23
- Audit of Child Protection and CIN Plans to assess focus on education
- Raising awareness activities e.g. attendance of team meetings ops 1 and ops 2
- DSLs attended 1:1 coaching sessions with Extended Duties

Wave Three - Within the Community

- Extension of Training and Attachment Aware Schools Award to include Designated Safeguarding Leads and development of a Silver Award and Gold Award
- Extension of AfC Transition Hub to support CIN and CP Children as well as new into care.
- Questionnaire to schools asking for feedback on support that we can offer CIN and CP Children in their school
- School Safeguarding Clinics with Headteachers and DSLs in RBWM
- Collating attendance best practice brochure updates from schools
- Presentations to Headteachers and other forums (BOSH, Heads Together) to raise awareness of Children with a Social Worker's needs.

AfC Virtual College

Wave 1 Within AfC Virtual College

- Careers advice, Outreach Learning Mentor Support and Mentoring offer- pupil level support
- Monitoring of performance data and taking early and preventative action
- UASC Welcome Programme providing ESOL support

Wave 2- across the local authorities

- Overseeing 100% PEP completion with partners
- Visiting Leaving Care team and delivering training
- Multiagency NEET meetings every 6 weeks to ensure an action plan for every NEET 16-25

Wave 3 Within the Community

- Visiting Colleges routinely to discuss absence
- Executive Board for Care Leavers to champion attachment aware communities and support recruitment for Care leavers. Including Better Futures Business training events

Evaluation of Performance Area 2: Attendance and exclusions

How good is the attendance and exclusion of children with a Social Worker?

Looked After Children

Overall Absence for AfC Virtual School was 5.3% compared with the National for looked after children of 8.8%. Persistent Absence for AfC Virtual School was 16.8% compared with 20.8% for nationally looked after children. In both respects we have closed the gap on outcomes for all children nationally being 7.3% for Overall Absence and 20.3% for Persistent Absence.

In Kingston Average Absence was 6% at the end of 2024 down from 7.1% in 2023. In Richmond it was 6% down from 12.4% the previous year. In Windsor and Maidenhead Average Absence was 4.4% down from 8.4% in 2023. Persistent Absence figures in Richmond were 15.8%, a reduction from 34.2% in 2023 where it was 34.2%; in Kingston 17.9%, a decrease from 21.6% in 2023 and RBWM 16.7% a reduction from 18.8% in 2022.

AfC Virtual School continues a trend of zero permanent exclusion closing the gap with the national data for both looked after and all pupils. Over AfC Virtual School the average percentage for students with one suspension or more was 11.5% as compared with 13.7% for looked after children nationally. Suspensions in Richmond are 10.7% down from 17.6% last year. Kingston at 10.6% up from 7.4% last year and Windsor and Maidenhead at 13% down from 17.6%.

Care Leavers

For Overall Absence, Kingston saw an increase from 18% in July 2023 to 22.9% in 2024. Richmond saw a decrease in absence from 21.4% in 2023 to 18.6% in 2024. RBWM saw an increase from 16.9% to 17.4%.

When measuring Persistent Absences, Kingston saw an increase from 65% in July '23 to 66.7% in 2024. RBWM saw a decrease in persistent absence to 52% in 2024 from 60.9% in 2023 and Richmond saw an improvement from 54.1% in 2023 to 50% in 2024. It is worth noting that there are no national absence figures for CLA young people or non CLA in KS5 to serve as a benchmark.

AfC Virtual School KS5 NEET figure was 11.7% compared with the national figures of 20% and 19-21 NEET group was 29.6% in 2024 compared to the national figure of 39%.

For Richmond young people the NEET figure was 12% and in line with the previous academic year. This is 3.9% lower than the same point in 2019. For those aged 18-25, the NEET figure at this same point was 31.2% compared to the national average for young people with a care background of 36%. This is 5% lower than the previous year.

NEET figures for Y12 - 13s in Kingston as of July 2024 were 14.3% which is a decrease of 12.3% on 21/22 and in line with the previous academic year. This figure remains below the national average for young people with a care background (28.5%). For those aged 18-25, the NEET figure at this same point was 32.5% compared to the national average for young people with a care background of 36%. This is a 2% increase on the previous year.

NEET figures for Y12 - 13s in the OC2 RBWM as of July 2024 was 8.4%. This is not only a 18.2% improvement on the previous year but is in-line with the non-looked after average of 8.4% and a fall from the same point in 2019/20 (35%). For those aged 18- 25, at this same point, the NEET figure was 34%. This is below the national average of 36%.

The low numbers of NEET figures can, in most cases, be attributed to the work AfC Virtual College has undertaken to ensure institutions consider the impact of instability and are therefore working harder to retain young people who would otherwise have been withdrawn due to low attendance. It is clear that we need to continue to step up the focus on KS5 attendance through collaboration with colleagues, carers and social workers.

CIN and CP students

2022-23 represented the first year where we were able to collect CIN and CP data which we embedded in 2023-24. Average Absence for CIN in Richmond was 19.7%, in Kingston 20.5% and in RBWM 22.3% this compares with National CIN average absence of 17.8%. Average absence is above national averages across all three areas.

Average Absence for CP in Richmond was 19%, in Kingston 20.5% and in RBWM 22.3% this compares with National CP average absence of 22.3%. Average absence is being kept in line or below the national average.

Persistent Absence for CIN in Richmond was 40.9 down from 50% in 2023, in Kingston there has been a slight rise from 50.7% to 52.5% and in RBWM a rise from 40.7% to 44.2% this compares with National CIN Persistent absence of 47.9% demonstrating that in Richmond and RBWM AfC Virtual School is below the absence of peers whilst in Kingston it is above.

Persistent Absence for CP in Richmond was 44.4% down from 49.5% in 2023, in Kingston it was 49.6% down considerably from 2023 (63.1%) and in RBWM there was a slight rise from 44.6% to 45.3% this compares with National CP average absence of 57.2% nationally with all authorities achieving below the persistent absence of peers.

CIN suspensions in Richmond were 6.7% reduced from 7.3% in 2023, in Kingston suspensions were 6.5% raised from 5.2% last year and in RBWM suspensions were 13.6% raised from 9.3% in 2023. This data compares positively with national CIN suspension data of 13.6%.

CP suspensions in Richmond were reduced to 9.1% from 16.5% in 2023, in Kingston they were 5.3% compared with 10.7% in 2023 and in RBWM they have risen from 12.8% to 15.6%. All authorities are below the national CP suspension data of 16.1%. There is still some distance to travel to close the gap with national peers at 3.7%.

There were 0.6% Permanent Exclusions of CIN students in Richmond, otherwise there were no Permanent Exclusions for CIN, CP and CLA across AfC. A statistic we are proud of and attribute, in part, to our focus on the Attachment Aware Schools' award.

Although there are still areas for improvement regarding Post 16 attendance and CIN overall absence there are good outcomes for looked after attendance and across the board for exclusion and suspensions. We will always want to aim for all our children to be in education, employment and training. However, NEET results are significantly improved on the national picture and the work of partners should be congratulated.

Were the Areas for Development set in the 2023-24 Annual Report met?

Development Area set for 2023-24	Who is leading?	Met/not yet MET
Analysis of which groups are not attending e.g. in or out of borough and by age group. Target registration of schools who have not been on the Attachment Aware Schools Award. Consider an out of borough package for those schools where our children attend outside of Achieving for Children.	Attendance Leads	Analysis of attendance data is embedding and the impact is evident. There is a comprehensive offer in this area. MET
Continue to monitor Persistently Absent students using RAG comparing prior data to assess improvement. Share and discuss at Governors meetings.	Attendance Leads	This is particularly strong for the Virtual School cohort and supported through the ability to case manage. Continue to progress with this area across the school.
Allocate three leaders to Mission Statement 2 to cover VS, VC and Extended Duties.	Executive Headteacher	MET
Distribute the Attendance Brochure to schools	Lead Extended Duties	MET
Continue to raise awareness of Attendance through training and the Three Wave Plan	Attendance Leads	Training content is highly considered. Coverage of school partners is strong, the Whole Service event facilitated better coverage of Social Workers along with weekly attendance data. Targeted support of parents/carers via the Transition Hub is effective.

What are the key areas for improvement for 2024-25?

Development Area set for 2024-5	Who is leading on this?
Continue to improve attendance across all cohorts making good use of interventions and strategies available in the Virtual School.	Attendance Leads
Monitor the impact of sharing attendance data with partners ensuring follow up support for students and professionals.	Attendance Leads
Continue to champion alternative approaches in schools to reduce suspension for all children and exclusion for CINO and CPPO	All Virtual School staff working with schools AASA support lead by AASA lead AAHT.

Performance Area 3: School Quality and Stability of Provision

Number of students in AfC Virtual School, 31 July 2023

Number of students in the national category, 2021/2022									
2021/2022			2022/2023			2023/2024			
	LBR	RBK	RBWM	LBR	RBK	RBWM	LBR	RBK	RBWM
Early years	8	7	7	3	7	4	5	9	4
Statutory school age	64	66	76	65	79	87	75	80	98
Post-16	72	67	52	68	54	68	50	52	48
Total	144	140	135	136	140	159	130	141	150
% R-11 with SEND	54.4	54.9	45.6	44.1	50.6	50.5	53.3	56.5	49
-% of national population with SEND	16.6			17.3 (4.3% EHCP)			13.4% SEN Support 4.7% EHCP		

School Stability in a two year period

	2021/2022	2022/2023	2023/2024
Richmond	81%	81%	73.3%
Kingston	82%	84%	74.1%
RBWM	80%	78%	75%

School provision grading Looked After Children Attending

		% Good or Better Schools		
		2021-22	2022-23	2023-24
Richmond	In	95	100	100
	Out	93.6	100	95.7
	Total	94	100	97.2
Kingston	In	79	100	100
	Out	95.7	100	100
	Total	90.8	100	100
RBWM	In	100	100	100
	Out	100	98	95.6
	Total	100	98.9	97.7

Comment and analysis of Performance Area 3

School Stability

In 2024, the number of pupils in AfC Virtual School decreased to 421 pupils compared to 435 in 2023. School stability fell in all three areas: Richmond 81% to 73.3%, Kingston 84% to 74.1% and RBWM 78% to 75%. Out of a total cohort of statutory school age children of 253, 69 young people (27%) have experienced a school move in the last 2 years with 73% having stability. Looking at the 69 students who moved schools the highest proportion were in Key Stage Four:

EYFS	KS1	KS2	KS3	KS4
3% (2)	16.4% (11)	19.4% (13)	26.9% (18)	34.3% (23)

The Department for Education statutory guidance requires that wherever possible children are not moved school in Key Stage Four, as this negatively impacts on their outcomes. Additionally, the Department for Education requires authorities to take significant steps to avoid a school move when a

young person comes into care.

If we consider school moves in relation to cohort size the greatest percentage of school moves occur in Key Stage Two (KS2). All of these moves were to long term carers.

EYFS	KS1	KS2	KS3	KS4
25%	42.3%	22.4%	27.7%	22.1%

Common trends behind the school moves were moves to specialist SEND provision; moves due to placement breakdown or Child Sexual Exploitation risks; moves to secure accommodation and moves when coming into care.

When a school move has to happen AfC Virtual School works with the current and new school to provide as smooth a transition as possible. Every attempt is made to avoid time out of school but should this be unavoidable AfC Virtual School ensures that online tuition is available to that young person.

Links with SEND have also improved this year working towards timely moves, without drift. A school move authorisation form is now in place across AfC Virtual School, so that all school moves need to be approved at Associate Director level of AfC Virtual School and Social Care.

School Quality

No young people were placed in Requires Improvement schools this academic year. 100% of young people in Kingston were in Good plus schools. In RBWM and Richmond in borough young people all attended good or outstanding schools. Three young people were in a Requires Improvement school at the end of 2024 these were all specialist provision out of the borough. Stability of education was balanced with the policy to place only in Good or Outstanding provision and a decision was taken to maintain the current provision with a Risk Assessment in place.

At the end of the Summer Term 2024 there were ten children not on roll. Two in Kingston, two in Richmond and six in RBWM. Four young people were new into care, one a UASC and the other six young people had EHCP's and due to placement shortages appropriate provision has been difficult to source. All young people had a programme of tuition in place. In 2023 there were 5 Not on Roll and in 2022 only 4 so this is an area we are monitoring and working closely with SEND to provide appropriate specialist provisions

In July 2024, there were 46 students attending special school provision which is an increase of 5 since 2023. Students with SEND have increased to 137 from 117 in 2023, 112 in 2022. The percentage of young people with SEND in 2023 was 48% and in 2024 51%.

Evaluation of Performance Area 3: School provision and pupil characteristics

How well does the virtual school secure appropriate high quality education?

AfC Virtual School works closely with social workers to ensure that very few children miss education because they do not have a school place. When a pupil comes into care AfC Virtual School is informed and sources a school place where needed. The expectation is to find a school place in advance of, or simultaneously with, a placement move.

The Stability drive including the multi-agency Stability Symposium and the introduction of the Attachment

Aware School Award and the School Move Authorisation form have raised awareness of schools stability which is shared as a priority across partners. However, we are concerned that the current stability rates are low compared with recent years. We know there is still more work that can be done collectively, particularly in Key Stage Four.

At year end 2024 97.2% in Richmond were attending Good or Outstanding provisions; in Kingston it was 100% and in RBWM 97.7%. This compares with 86% nationally for all children and 80% for looked after.

There were some students, generally with an EHCP, who were receiving Alternative Provision due to the national insufficiency of placements and inter-borough legislative and administrative barriers. AfC Virtual School colleagues work to overcome SEND related disruption to education and have positive links with colleagues in AfC SEND and out of borough Virtual Schools.

AfC Virtual School provides an effective service, securing high quality education for its pupils and closing the gap not only with looked after but non-looked after peers. The stability of education will continue to be a priority area in 2025 with another Stability Symposium, further developments in SEND and the 92 schools registered on the Attachment Aware School's Award.

The Stable Education Pledge was created with students in RBWM and reminds us that our work is to champion pupil voice. Our students want us to help them achieve a stable education which all partners join with us to work towards.

The Stable Education Experience Pledge

ACHIEVE OUR GOALS:

'Provide us with a stable education experience to enable us to achieve our full education potential and to achieve our goals.'

BELONGING AND FRIENDSHIP:

'Provide us with a stable education experience to allow us to find secure and meaningful friendships and offer us a sense of belonging.'

CONFIDENCE TO BE HEARD:

'Provide us with a secure and stable school experience so we can build positive relationships with teachers and adults which gives us chance to have our views heard, to grow in confidence and make positive decisions.'

DEVELOPMENT AND TRANSITION:

'Provide us with a stable school experience to enable us to thrive in all aspects of our educational development and prepare us for successful transition to college, university, work and beyond.'

What are the key areas for improvement?

Were the Areas for Development set in the 2022-23 Annual Report met?

Development Area set for 2023-24	Who leads?	Was this Met or not yet MET?
Carry out termly audits of the school move authorisation form across AfC and reduce school moves further by 2024. Target for each LA to improve by 5%.	Deputy Headteacher i/c Stability	This has not yet been met
Develop further links with SEND raising awareness of the conflicting legislation and its impact on young people. Establish a SEND Looked After Board and create a SEND CLA Joint Protocol 'held' by this Board.	Deputy Headteacher i/c Stability and SEND	MET
Deliver a Stability Symposium for 2023-4 which has a high profile and is well attended by target groups.	Deputy Headteacher i/c Stability and Assistant Headteacher i/c Training	MET
Increase placement in Outstanding Schools and ensure Good + schools are always chosen for our children.	Deputy Headteacher i/c Stability supported by Area Leads.	Sourcing the best schools for our children is always a priority. The grading of schools is changing and we will need to scrutinise performance data and visit provision to quality assure. MET
Reduce the number of children who are Not on Roll ensuring that all students are on the roll of a DfE registered, Good+ provision and that this improves in monthly PQI monitoring.	Assistant Headteacher i.c Quality of Education	This has not been MET and will continue to be a priority

What are the areas for improvement for 2024-5?

Development Area set for 2024-25	Who is responsible?
Carry out termly audits of the school move authorisation form across AfC and reduce school moves further by 2024. Target for each LA to improve by 5%.	Deputy Headteacher i/c Stability
Deliver a Stability Symposium for 2024-5 which has a high profile and is well attended by target groups.	Deputy Headteacher i/c Stability and Assistant Headteacher i/c Training
Create a strategy to ensure continued high quality provision with the transition away from single judgement gradings.	Assistant Headteacher i.c Quality of Education
Reduce the number of children who are Not on Roll ensuring that all students are on the roll of a DfE registered, high quality provision and that this improves in monthly PQI monitoring.	Assistant Headteacher i.c Quality of Education

Performance Area 4: Personal Education Plans

Annual Total PEP Completion and Quality ratings 2023/24

	Completion Total and Percentage	Average Annual Quality Rating Percentage
Richmond	100%	99.4% Good +
Kingston	100%	96.3% Good +
RBWM	100%	95% Good +
Total	100% (1167/1167)	96.8% Good +

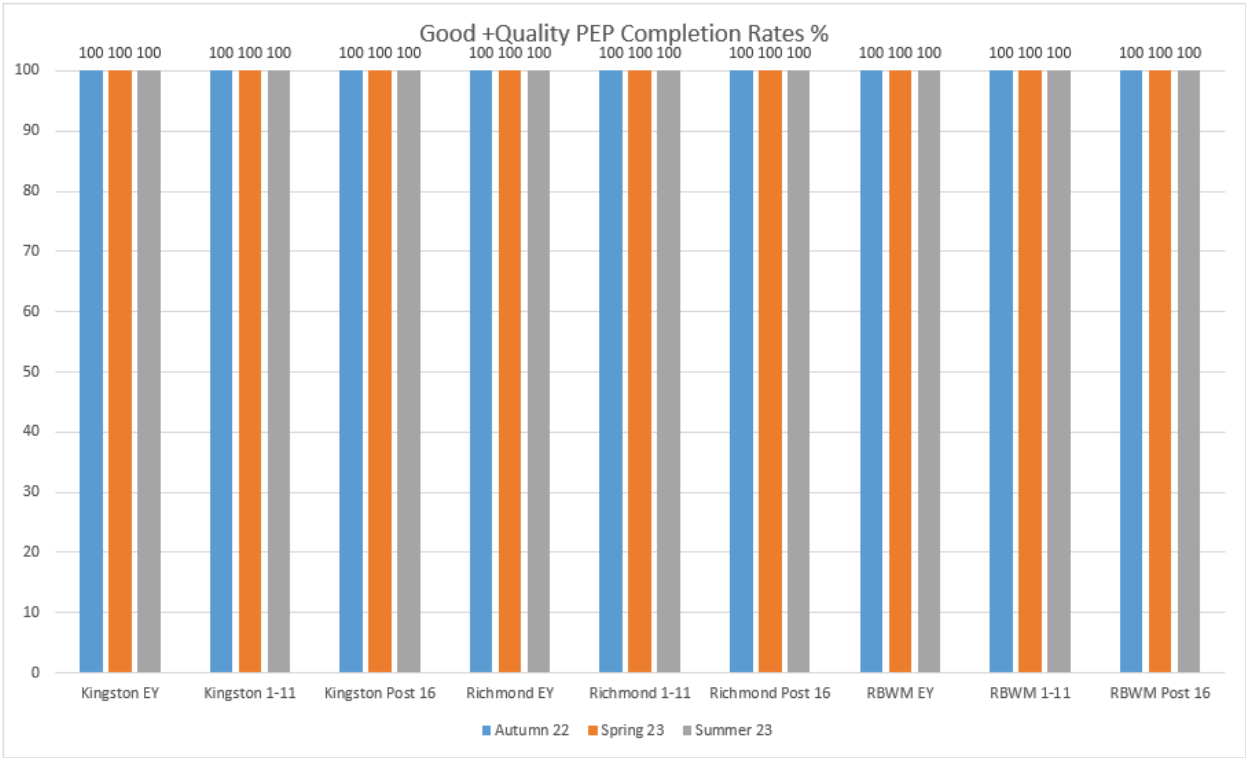
The PEP process in AfC Virtual School is managed through an electronic system administered by Welfare Call. In 2023-24 we achieved 100% completion rate and 96.8% of PEPs were quality assured by AfC Virtual School senior teachers as being Good or Outstanding.

In the Autumn term we had 4% Outstanding PEP's ,3% in the Spring and 6% in the Summer, giving an average of 4% Outstanding PEP's for the year, this is down 2% on last year. This remains a focus for the academic year 24/25 to increase the amount of outstanding PEPs to 10%.

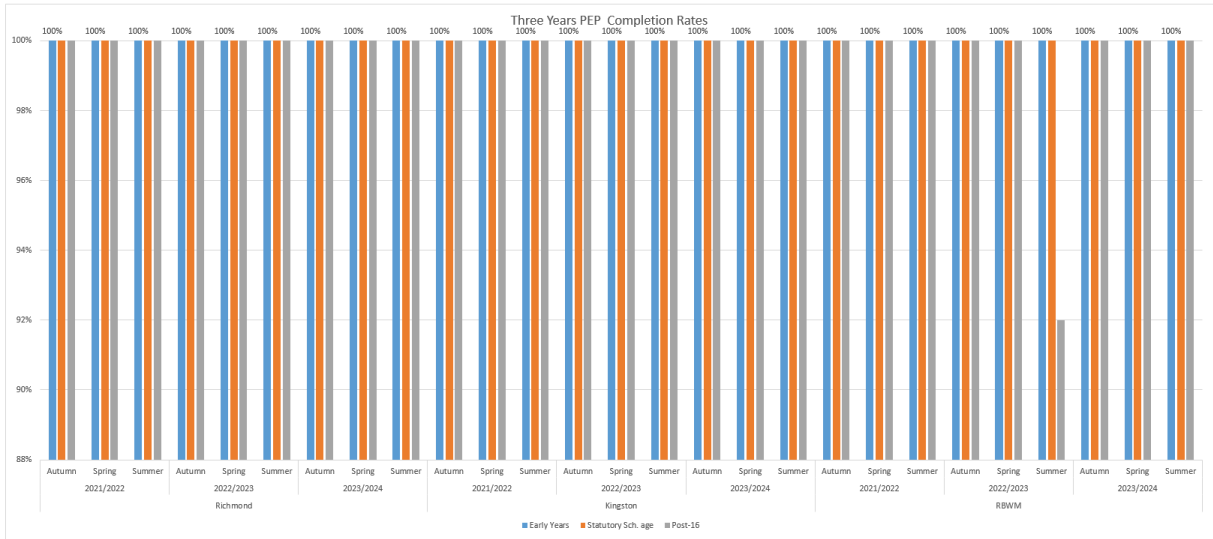
The ongoing use of the Strengths and Difficulties Questionnaire (SDQ) demonstrates a commitment to supporting wellbeing in our schools and through using the shared online platform with social care professionals offers important information sharing opportunities. In 2023-24 we triangulated education data with social care SDQ's, ensuring support was in place for all high risk young people.

Half termly PEP audits are undertaken by the Senior Leadership Team, where areas for improvement are identified, to support the ongoing improvement of PEP. PEP observations were also introduced so that paperwork and meetings can be compared to see if the meetings are also of a Good + standard. A report of the finding is shared with the senior leadership team and areas of improvement identified. Both of the above then feed into our training programme

PEP Quality



Three Year PEP Completion Rates - demonstrating high levels of 100% completion rate



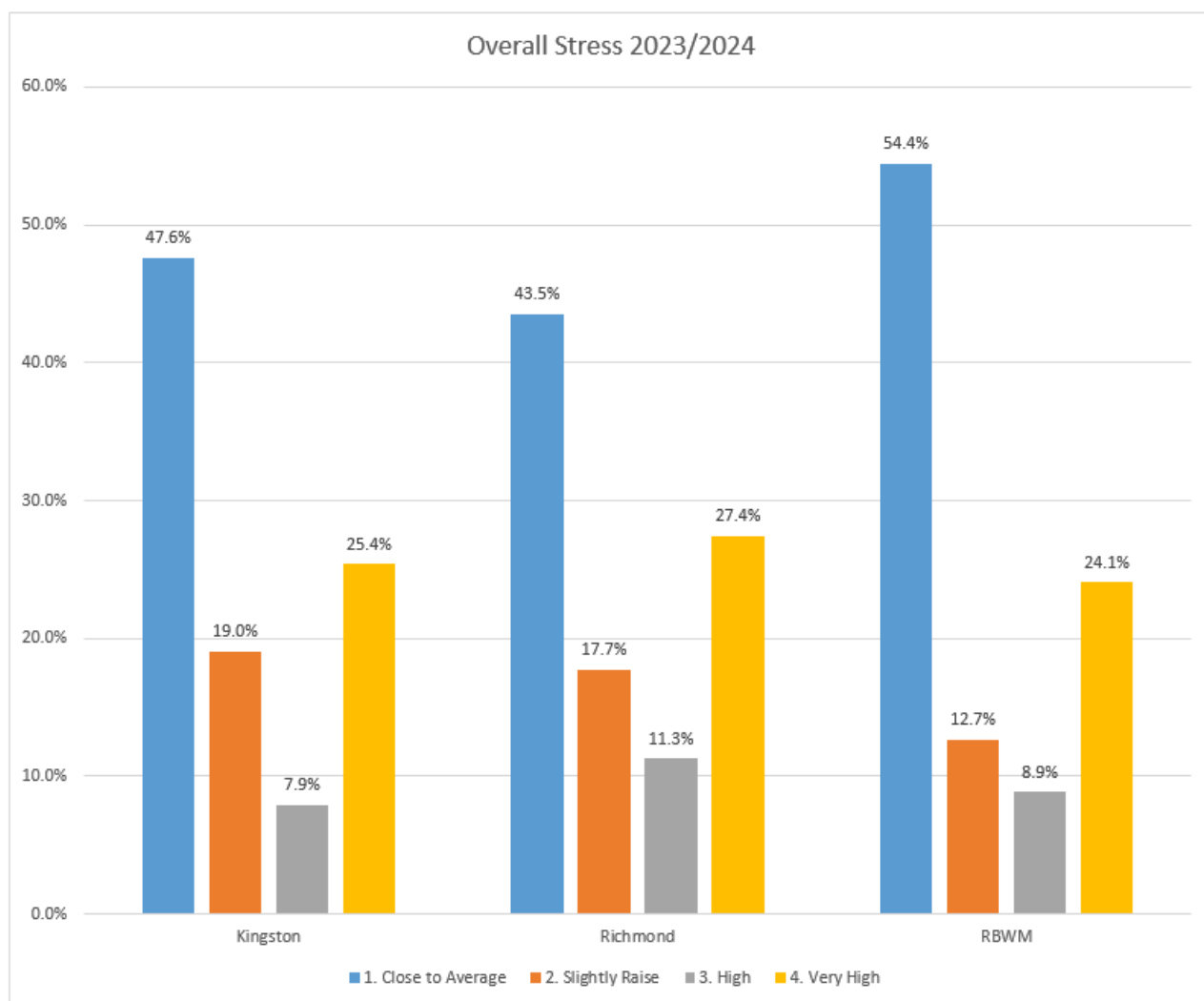
SDQ – Strengths and Difficulties questionnaire

This is the third year that AfC Virtual School has used the SDQ's as part of their ePEP process.

Statutory School Age

In 2022/2023, 78% of Designated teachers returned their SDQ questionnaires which increased to 78.2% in 2023/24. We aim to continue this improvement trend through raising awareness of the process with Designated Teachers, planning across the admin team from earlier in the year and promoting DHT / AHT follow up on non-returns.

In 2022/2023 - 62% of Designated teachers completed the SDQ returns which has increased to 69% in 2023-24. There were some barriers to completion at some colleges and we will explore solutions for these non completed questionnaires when we repeat the process in 2024-25.



Key Characteristics

High Result

- 19 young people received High results , 1/ 11 (9%) EYFS , 14/ 145 (10%) Statutory School Age and 4/ 48 (8%) Post 16
- Of the 19 young people who had high results 5 (26%) have EHCP's , 3 (16%) have SEN support K 11 (58%) have no SEN need reported
- Of the young people with no SEN support all are receiving interventions through Pupil Premium plus

including, EP consultation, ELSA support, school counsellors, and mentors to support their level of need.

Very High Result

- 39/ 204 (19%) of young people received Very High results, 3/11 (27%) EYFS, 32/ 145 (22%) Statutory School aged and 4/48 (8%) Post 16
- Of the 52 young people who had very high results 29(56%) have EHCP's, 10(19%) have SEN support K, 13 (25%) have no SEN reported
- Of the young people with no SEN support all are receiving interventions through Pupil Premium plus including, EP consultation, ELSA support, school counsellors, and mentors to support their level of need.

AfC Deputy heads and Assistant Head teachers are aware of the high and very high risk students. Results have been shared via a spreadsheet and completed to list interventions in place and next steps. Any cases of interest highlighted can be discussed with the AfC Educational Psychologist in their area and if concerns are raised set up a meeting with the school.

The majority of pupils (79%) have close to average or slightly raised readings in their Education SDQ which is a positive reflection of the support that is in place.

To ensure that interventions are being effective they are discussed as part of the ePEP process termly, looking at the SDQ targets as well as at the effectiveness of the Pupil Premium Plus interventions. The SDQ provides another layer of scrutiny of the emotional health of our young people to enable them to achieve their maximum potential.

All SDQs are collected on the 'Youth in Mind' social care SDQ site allowing us to download data and monitor wellbeing at home and school. In 2024-25 a process is being developed to facilitate this cross agency analysis with input from social care, health and virtual school professionals.

Evaluation of Performance Area 4: Personal Education Plans

How good is the PEP service for children looked after?

AfC Virtual School values the Personal Education Plan as a 'window to the provision'. We encourage our partners to celebrate pupils' success and we expect to see detailed feedback outlining the progress of our children.

The completion rate is excellent with 100% of children having termly PEPS. The Quality rating is also strong. We have further developed the quality of provision with observations of meetings and half-termly SLT audits. We are working on completion of PEPs by half term with a return to more face to face meetings and continuing to improve completion rates of SDQ's.

The remarkable PEP completion rates are sustained and are driving multiagency support for our children's education. The quality of audits has improved and provides useful recommendations to build on practice. It would be good to move towards half term completion of PEP meetings and a protocol regarding face to face meetings. Further analysis and promotion of the Circles of Stability document is a focus for next year. The SDQ information is helpful and embedded and going forward it would be good to see higher completion rates and triangulation of results with the carer and young person analysis.

What are the key areas for improvement?

Were the Areas for Development set in the 2022-3 Annual Report met?

Development Area set for 2023-4	Who is responsible?	Met or not yet Met?
Target: 99% PEP Completion. 95%+ Good or Outstanding PEPs.	Assistant Headteacher i/c PEPs	100% Completion 96.8% Quality MET
To complete 80% of PEPs by Half Term of each term to maximise impact on pupil outcomes	Assistant Headteacher i/c PEPs	Autumn 25.8% PEPs completed Spring 30.4% PEPs completed Summer 44.4% PEPs completed Completion rate not met
SDQ Continued focus with target completion of 85%	Assistant Headteacher i/c PEPs	Completion rate not yet met
PEPs to be completed within the 20 day timeframe for new into care and an increase in face to face meetings.	Assistant Headteacher i/c PEPs	Autumn 72.3% completed in 20 days Spring 76.2% completed in 20 days Summer 84.2% completed in 20 days Autumn 17.5% Face to face / 17% were hybrid Spring 7.9% Face to face / 16.1% were hybrid Summer 9.8% Met Face to face 14.8% were hybrid
95% of Pupil Premium sections of the PEPs to be completed termly.	Assistant Headteacher i/c PEPs	The old PPP form to be re introduced for 24/25 Completion rate not met
PEP Audits to be shared at SLT for wider learning	Assistant Headteacher i/c PEPs	MET
System of observation of PEP meetings to be in place supported by documentation and a rota.	Assistant Headteacher i/c PEPs	MET
Circles of Stability forms to be routinely used in the Autumn Term and at periods of change thereafter. 75% of pupils have completed Circles of Stability forms.	Assistant Headteacher i/c PEPs	37% of Circle of stability forms were completed Completion rate not met

What are the areas for improvement for 2024-25?

Development Area set for 2024-5	Who is lead?
Target: 100% PEP Completion. 96%+ Good or Outstanding PEPs.	Assistant Headteacher i/c PEPs
To complete 85% of PEPs by Half Term of each term	Assistant Headteacher i/c PEPs
SDQ Continued focus for 2022-23 with a view to developing the evaluative section of the SDQ report and triangulation between SDQ data to better understand our pupils.	Assistant Headteacher i/c SDQs
SW PEP Training - Visits to train SWs at the team meetings to continue routinely in 2025-26 Circles of stability to be completed in 80% of PEPs and used to support children's wellbeing	Assistant Headteacher i/c PEPs Assistant Headteacher i/c PEPs
PEPs to be completed within the 20 day timeframe for new into care	Assistant Headteacher i/c PEPs
95% of Pupil Premium sections of the PEPs to be completed.	School Business Manager
Section of PEP to provide feedback to partners regarding the grading of the PEP	Assistant Headteacher i/c PEPs
Consideration of PEP grading in light of change to single judgement Ofsted. Aim for 10% of PEPs to be the highest quality grade, currently 'Outstanding'	Assistant Headteacher i/c PEPs

Performance Area 5: Training and CPD

Comment and analysis of training and CPD

Our training programme runs throughout the academic year and includes face to face and on-line networks, conferences and drop in sessions for all professionals involved with the cohorts we support. One of the main areas of training continues to be the Attachment Aware Schools Award - the year-long programme was offered to the second cohort of schools and developed with 61 schools across the three LAs taking part.

In addition to our foundation programme, the DHT, AHTs and Performance Analysis Manager have provided a range of bespoke training opportunities for social workers and designated teachers particularly in ensuring their skill around PEP completion. Designated Teachers are encouraged to lead whole staff training in their schools to raise awareness of Children Looked After and to disseminate learning from the network meetings. Our Educational Psychologists continue to contribute significantly to training, providing information on Attachment Theory to schools and foster carers.

The delegate feedback forms assist AfC Virtual School in developing training which most effectively addresses partners' needs. Examples of feedback include:

Title of training	Date	Comments	Feedback
Social Workers, PA's and IRO's Conference	12th October 2023	<p>'This training has more than met my expectations which will both personally and professionally open my eyes to different ways of how children in care education can be elevated to greater heights.'</p> <p>'It was truly amazing to hear from someone who had experienced being in care and all the difficulties she went through and found school to be a safe place. It was also incredible to see how well she has been doing and now has her own business.'</p> <p>'I have learnt how to be mindful of the use of language when supporting young people.'</p> <p>'I have learnt what our children in care are entitled to from an educational provision and how we can support them'.</p> <p>'What a way to start a training morning for staff to have not only an individual who has been a child in care and has moved through the other side in such a positive way, but also someone who has such a genuine and heart-felt way to telling their story whilst also advocating for young people in her position now; it was really quite outstanding listening to her speak.'</p> <p>'I feel this whole event was very motivational and shows how with the right support children in care can also have amazing outcomes. I strongly feel that we need more trainings like this and for children that we care for also to be involved in such talks so they can be as motivated as I felt after hearing this talk.'</p>	100% Good/ Excellent
Designated Teacher Forum for Looked After Children	31st January March 2023	<p>'Really useful, thanks. Transition to secondary school information and support in this has been excellent.'</p> <p>'I have really Enjoyed the break out room discussions'</p>	100% Good/ Excellent

Designated Teacher Conference	6th March 2024	<p>'Excited to take learning back to school. Challenging stereotypes and boys are seen in school.'</p> <p>'A greater appreciation for wellbeing strategies for school staff.'</p> <p>'Trauma informed strategies for Children in Care.'</p> <p>'The EP workshops were excellent and highly relevant'</p> <p>'Changing language used around schools especially in regard to boys'</p> <p>'Great opportunity to reflect with colleagues'.</p> <p>'From this conference I and another Head teacher are going to create a transition policy'.</p> <p>'Keeping up to date and Inspiring and thought provoking'</p>	100% Good/ Excellent
Conference for Foster Carers and their Supervising Social Workers	30th April 2024	<p>'Always great to reflect more on how we help our children by empathy rather than judging behaviour'</p> <p>'Thinking about language and skills to help improve Executive Functioning'</p> <p>'It's great to leave with these tools and tips to help support a child to succeed.'</p> <p>'It opened my mind how to look at the bigger picture'</p> <p>'Very well organised.'</p> <p>'Helps to keep me more child focused and remain empathetic'.</p>	100% Good/ Excellent
Designated Teacher Forum	14th May 2024	<p>'Thank you - always informative. I have great ideas and resources that I want to share with my team.'</p> <p>'Breakout rooms were great - Really useful session'</p> <p>'Nice to have the break out room to discuss success and things that do not always go well'</p> <p>'It was a good mixture of presentation and sharing'</p> <p>'The presentation was really useful and the time to talk to colleagues to know that we are all feeling similar is really helpful to help support us.'</p> <p>'Thank you for the chance to talk/ listen to others in the break out room.'</p> <p>'It is always supportive to have the space to talk with colleagues, share experiences and feel reassured that we are all in the same boat'.</p> <p>'Really useful session, both the input and the breakout room chats. Thank you'</p>	100% Good/ Excellent

Evaluation of Performance Area 5: Training and CPD

How good is the quality and impact of training for designated teachers, social workers and carers?

We know from our feedback that the quality of training offered by AfC Virtual School is very good. The focus going forward is on recruiting more delegates for foster care and social work training. To this end we have created a training brochure to raise awareness and promote advance booking. There has been some progress with targets to further improve this service

What are the key areas for improvement?

Were the Areas for Development set in the 2022-23 Annual Report met?

Development Area set for 2023-4	What were the outcomes met?
Explore training as a method of income generation. Considered as part of AfC Virtual College Welcome Programme for UASC.	Not yet Met. Roll over to 2024-25
Develop Pod Casts using the radio station to extend training to a wider audience.	Not yet Met. Roll over to 2024-25
Triangulate the impact of training on student outcomes through closer examination of pupil data in relation to delegate attendance of AfC Virtual School training.	Not yet Met. Roll over to 2024-25
Embed the collection of post training feedback from delegates to further assess the impact of our training.	In progress
Develop a CPD strategy to better understand the training attended and delivered by AfC Virtual School Staff.	In progress

What are the areas for improvement for 2024-5?

Target 1: 95%+ 'Good' or 'Outstanding' feedback from every training event

Target 2: Improve attendance of training by 30%

Target	Who is responsible?
Continue to explore ways to increase attendance of training in particular for SW and FC. To include a robust marketing strategy monitoring of coverage.	AHT i/c Training
Explore training as a method of income generation.	AHT i/c Training in collaboration with SLT running the AASA and AfC Virtual College.
Develop Pod Casts using the radio station to extend training to a wider audience.	AHT i/c Training and DH i/c Communication

Triangulate the impact of training on student outcomes through closer examination of pupil data in relation to delegate attendance of AfC Virtual School training.	AHT i/C Training and DH i/c Learning and Progress - Report due Summer Term 2025
Embed the collection of three month post training feedback from delegates to further assess the impact of our training.	School Business Manager in collaboration with AHT i/c Training. System to be created Summer Term 2023 with roll out Summer 2024.
Develop and embed a CPD strategy to better understand the training attended and delivered by AfC Virtual School Staff.	AHT i/C Training - report due Summer 2025.

Performance Area 6: Funding available to the Virtual School

Comment and analysis of funding

AfC Virtual School is funded by a range of revenue streams. These funds are used to support pupil interventions, staffing and the administration of AfC Virtual School. Pupil Premium Plus funding is received by AfC Virtual School from the Department for Education and is used to finance a variety of strategic projects managed and coordinated by AfC Virtual School.

Pupil Premium Plus is designed to benefit the child in care and must be used to enhance and improve their educational outcomes. The child in care's voice and their specific needs are of paramount importance in considering the use and impact of this money by schools and settings.

AfC Virtual School's Executive Headteacher delegates £300 funding per student (£100 for Early Years students), each term to schools with children in care in Richmond, Kingston and Windsor & Maidenhead local authorities. Supplementary funding for students can be accessed through completion of an Additional Funding Form, which is processed at weekly AfC Virtual School finance meetings. The Additional Funding Form seeks information on the expected impact of the sum being requested and an outline of how delegated funds have been spent.

A Pupil Premium Plus page in the ePEP template enables AfC Virtual School to draw down data and monitor the impact of delegated pupil premium plus on pupil's educational progress and outcomes. Through our Designated Teacher training sessions we highlight the importance of research, ie: by the Education Endowment Foundation, and share which interventions have been identified as being effective in closing gaps in learning, ie: 1:1 tuition and metacognition.

In addition, Pupil Premium Plus funding has been dedicated to fund the School Business Manager, who works with AfC Virtual School's Executive Headteacher to manage finance, research evidence of impact, source and run strategic projects and to monitor additionality and added value. We also use this funding to strategically provide Educational Psychologists and Outreach Learning Mentors to support pupil outcomes.

AfC Virtual School Pupil Premium Plus accounts balanced at the end of the financial year 2023/24. There was no surplus or requirement to return monies to the Department for Education. All funds were spent on

supporting the Education of Children in Care. Governance of AfC Virtual School provides accountability, scrutiny and challenge for all mission statement areas and there are annual meetings with the Link Governor for Pupil Premium Plus.

Additional funding from the Department for Education includes the Previously Looked After grant; Post 16 Pupil Premium Plus Pilot, Extended Duties grant; School Led Tuition grant and COVID recovery funding. All budgets are tracked at weekly finance board meetings led by AfC Virtual School's Associate Director/Executive Headteacher.

What is the evidence of AfC Virtual School's impact on improving the educational experiences and outcomes of children looked after and care leavers?

AfC Virtual School Strategic Projects

AfC Virtual School uses Pupil Premium Plus funding to provide a positive impact on attainment via a variety of strategic projects. An annual 'Pupil Premium Narrative' report is produced to evaluate the impact of strategic projects and inform decisions on the allocation of future funding. This report is available on request.

Strategic Funding - Some Impact examples:

Tuition: Both 1:1 and online tuition has strong evidence of impact as cited in the Education Endowment Foundation adding an average 5 months progress. It is found that tuition used strategically and through delegated funding contributes to closing the gaps in learning.

Equine Therapy: Research evidence shows that working with horses, combined with equine assisted learning, makes a difference. For example, in Real HorsePower programmes, this dramatically changed attitudes towards bullying and increased prosocial behaviours in schools. Our foster carers report improvement in confidence and social skills for children involved in this intervention.

Letterbox Parcels (Booktrust): Parcels are distributed to foster carer homes and residential placements in all three of our local authorities. PALAC (Institute of Education/University College London) research supports this initiative to promote Literacy, Reading and Maths opportunities in the home.

Training Programme: Feedback is strong and delegates report they feel confident to cascade their learning to staff teams in their schools. Delegate feedback can be found under the Training Section (Performance Area 5).

Educational Psychologists: AfC Virtual School has invested in educational psychologists with specialist knowledge of looked after children. This strategic intervention has enriched our training offer and provides invaluable support to our children, their carers and schools. Through investment in Educational Psychologists we have been able to develop the Attachment Aware Schools Award and the intensive support offered in our Transition Hub. Impact reports are available on both programmes.

Summer Activities Week: Workshops including multisport activities, standup paddle boarding, kayaking, pottery, cookery, arts and crafts, river cruise and learnings, dance academy workshops and more. This intervention is aimed at developing cultural capital and enhancing social skills - one of our primary aims is to improve learning needs with an academic component.

CARERS & YOUNG PEOPLE FEEDBACK on PUPIL PREMIUM FUNDED PROJECTS

Girls loved the water sports day and being with other adopted/looked after children. They were sad we couldn't do more dates this year.

X did the cooking and boat trip and loved it all. Great to have such a skilled team supporting the children. X loves all hands on activities and was sorry he couldn't make the Albany day as this was a hit last year.

*The twins loved them. They enjoyed them all but the arts and crafts were the best.
They also enjoyed learning how to ride the boat.
Definitely yes. They would love to do the cooking next time too.*

*How was the week!? Fab, brilliant, exciting, engaging, interesting etc etc ...
X had a great time. He loved the different experiences
(And as a parent I was so delighted he could try so many new things).*

The best part is probably the social side/friendships built. X has already mentioned he wants to go again next year and it's great he will be 8 by then!

Huge thanks to you and the team. A lovely team of engaging folks who helped make the week as great as it was.

Thanks so much for putting on the activities again. It is much appreciated and greatly enjoyed by the children. X thoroughly enjoyed all activities, very positive feedback. He wasn't looking forward to the dance session as much as the others, but came back very pleased and told me about different moves he had learnt.

Loved all the crafts, which he likes to gift and the cooking, well he ate it before I saw it, so it was definitely a big hit.

Huge thanks to all the staff for arranging and looking after them. It's a highlight of the holidays and we look forward to getting the email detailing what the activities will be. We are only sorry we missed the first 2 days due to our planned holiday.

*Thank you for taking care of X this week and organising all the activities he really enjoyed them.
Could you please send me the pizza recipe X used during the cookery workshop?
He's eager for us to all make them at home.*

X had a lovely time the two days she attended and is keen to try more next year. Thank you for all the hard work that I have no doubt goes into organising these weeks.

1. Creation Station Arts & Crafts session: X enjoyed all the crafting activities she did and reported that she had had a lovely day, and all the leaders were very nice. She also made a lovely friend on this day.

2: Albany Multi Sports Day: X was very happy when I picked her up, and said how much she enjoyed the day which was lovely to hear as she had been feeling a bit apprehensive when I dropped her off. She really enjoyed the kayaking, made a lovely friend who she exchanged details with, and has been in contact with since.

This was the first time X has attended any of these days and it was such a positive experience for her which was great, and she has said that she would be keen to do some again next year

*Thank you for all your hard work in organising these days.
X enjoyed the water park activity with her friends and loved each part of the activity.*

X attended the cookery event and she had a really good time. She made a friend who had the same interests as her and was really happy when I picked her up. Often X is quite nervous about attending activities in new places and where she knows nobody but she really enjoyed this and went to it without persuasion and without me having to stay or pick her up early.

*Thank you so much for the wonderful activities that you provided. X really enjoyed all of the sessions very much and said that the staff were all very kind and helpful to her. She especially enjoyed the Watersports as this was a new skill for X. Thank you for giving her this opportunity. The cookery and crafts were also really enjoyable.
I think she benefited from the smaller group and the extra attention.*

Just to say that X & X really enjoyed the craft session and we would definitely be interested in more activities in the future.

X thoroughly enjoyed the pottery painting workshop as she loves being creative and the Cookery Masterclass, where she learnt how to make a pizza from scratch. She also absolutely loved the day at Albany Park doing the water sports as she loves to be active. X was reticent to attend initially but the staff were really welcoming and friendly and she even made some friends during the week. Thank you very much for organising such wonderful activities for the children to experience. For X, it was good to be with other adopted children who live locally.

*X enjoyed meeting other children and loved the activity (water sports).
Please do more of these activities!*

X enjoyed every single one of the activities, she was particularly pleased with the cooking activity and would definitely like to do it again, she also would like to try water sports again and arts and crafts.

X and X were involved in the crafts day in Cookham. They came back feeling very accomplished with what they made and they were certainly buzzing from the lava lamps that were created.

Just to say a big thank you to all the team involved in putting on the Activities Week. Both X and X had a great time enjoying all the different things they were able to do during the week. We've just picked up their pottery items this afternoon and they were fantastic.

X loved the cookery class – very unusual for him to engage so well. Thanks

Pupil Premium Plus Delegated Funding - Examples of Pupil Impact from our schools.

X has just achieved her Entry 3 Maths exam. She has just completed some initial assessments and the results show that AG is working securely at Entry 3 in English.

X loves climbing and recently graduated to a level where he can climb independently.

X has passed ESOL Entry 2, progression to Level 3. X has already passed Entry 3 Maths functional skills; progression to Level 1. X achieves well enough in her Physics GCSE to be able to study Physics a Level at Norwood 6th form.

X has started to build a relationship with the Therapy dog and handler to talk through her issues.

X has a keen interest in becoming a bus driver - this trip has sparked his interest.

X has been receiving play therapy since his time at Colnbrook, professionals believe this is highly valuable for his development.

X has developed the independence and confidence to persist with an activity for an increasing period of time.

X is more confident to approach his peers. He can sit for 5 minutes with adult support.

X has passed her 2xtables. It took her some time but she has now completed this level. Massively improved focus and listening. Exceeding target, now working at a 4.

X has made progress in this area and she is now able to read and blend 2 letter CVC words. X is able to maintain her attention during the carpet sessions.

Xs spelling is improving, she uses her phonic knowledge for support but is now starting to spell Year 1 common exception words correctly.

X's fluency has improved. Her reading age has increased to 9 years and 7 months. She is becoming more confident to present her ideas and to show and tell. She will, on occasion, ask to sing to the class song she has made at home. She has maintained expected progress in all three subjects.

X is having tuition and this is really helping him to make progress.

Demonstrated growing confidence in her abilities throughout these sessions. X is attending a boxing club every Monday. Improvement in X's social skills and confidence in leaving the home.

X's strength, coordination and body awareness all appear to be good. X is developing her stamina when writing and does not complain of fatigue during longer writing tasks.

X attends breakfast club, and is more focussed in class.

X is more confident in understanding Circle theorems and is exceeding her target grade in Maths. Positive progress and her answer was used as a model for others to follow. X has been doing well in practising the 12 mark questions.

X is now confident in number bonds to 10 and is working towards number bonds to 20. X has formed good relationships with his peers and engages well during social activities such as trips to the park.

During her stay at iRock, X has significantly increased her confidence. She takes the lead by asking to explain the iRock rules to the other students in the class. She has been on the guitar since last term and is doing incredibly well with counting to the rhythm of the song.

X completes his homework and this has reduced pressure on his grandparents. Kidz Club has enabled X to meet and socialise with more children and this has increased his social skills.

Daily, 5 minute, 1:1 support with teaching assistant to support transition has led to smoother transitions for X, Daily 10 minutes per week, 1:1 with Class Teacher has led X to begin to regulate his emotions, Weekly, 10 minute, 1:1 session with Teaching Assistant has led to X developing peer relationships.

X has made accelerated progress in her reading comprehension and fraction work. Division and word problems is an area we will be focusing on next. X has been able to regulate her emotions better than this time last year however this is something that needs to continue. X really enjoyed her residential stay at PGL - we have noticed a really positive impact in her behaviour and attitude towards her peers since.

X is a joy to teach at iRock. Throughout this term and last term, he has been developing his skills on the guitar. He pays close attention to instructions and is happy to answer questions throughout the class.

Evaluation of Performance Area 6: Funding

How good is the quality and impact of funding available to the virtual school

There are robust procedures in place for allocating, processing and distributing funds. Funding supports evidence based strategies which support pupil progress and wellbeing. Criteria and legislation underpinning budgets within Virtual Schools are well understood and systematically applied. Pupil Level Impact is collected termly from PEPs and strategic interventions and a report compiled. Annually a Pupil Premium Narrative Report evaluates the impact of the strategic initiatives in place. An independent routine audit gave AfC Virtual School finance the highest assurance rating in all areas.

What are the Key Areas for Development?

Were the Areas for Development set in the 2022-23 Annual Report met?

Target	Who is responsible?	Was this Met?
95% of termly pupil level impact reports are completed. Report shared termly with AD/EH	School Business Manager in collaboration with SLT and School Data Manager	Met
Recruitment needs met	School Business Manager, AHT i/c Extended Duties and AD/EH	Met

Attendance of School Activities Week increases through early promotion	School Business Manager, DH i/c Learning and Progress and AD/EH	Promotion of Summer Activities Week is now earlier in the year. Year on year attendance remains the same.
Pupil Premium Policy reflects increased budgets	Executive Headteacher	Met
Maintain standard of finance management	School Business Manager, DH i/c Learning and Progress and AD/EH	Met

What are the areas for improvement for 2024-25?

Target	Who is responsible?
Maintain standard of financial management across the service	School Business Manager in collaboration with the Executive Headteacher
Create additional guidance to support practice	Executive Headteacher
Source additional funding e.g. through engaging in research; bids to charity and income generation.	Executive Headteacher in collaboration with Deputy Headteachers

Performance Area 7: Communication and Working with others

Comment and Analysis

AfC Virtual School works collaboratively with the children in care council and a range of professionals within the local authority and across partner schools. AfC Virtual School staff attend meetings widely to advocate for educational stability, advise colleagues and where necessary champion change. The Executive Headteacher/Associate Director of AfC Virtual School attends social care heads of service meetings and contributes education data to the monthly performance management board meetings.

The Deputy and Assistant Headteachers attend Accommodation & Resource Panel, Permanency Planning Meetings and Network Meetings. The Executive Headteacher chairs the Learning and Development sub group for the Local Safeguarding Children Board. Additionally, members of AfC Virtual School attend school improvement meetings hosted by the Education Directorate and the Executive Headteacher attends Headteachers' Conferences and Forums.

Located within the Social Care Directorate, the work of AfC Virtual School is embedded within a multi-agency framework. It is through this connected and supportive network that the local authority is best able to raise standards of education of our children looked after.

AfC Virtual School works closely with Foster Carers and provides training to make sure that they are able to support the education of the children in their care. Deputy and Assistant Headteachers maintain regular contact with schools and colleges through training, and by attending meetings to ensure our students are supported to achieve. Additionally, training is provided to school governors responsible for children looked after so they can better support and challenge Designated Teachers in their schools.

The Executive Headteacher of AfC Virtual School attends the Pan-London network meetings, participates in the South East Virtual Headteachers Network and attends the National Association of Virtual School Headteachers' Conferences. This engagement ensures that AfC Virtual School is aware of research, initiatives and developmental strategies that support looked after children's progress. Our out of borough children are supported by the strong links AfC Virtual School maintains across the virtual school national community.

The Executive Headteacher of AfC Virtual School reports to the Corporate Parent groups in Kingston, Richmond and Windsor and Maidenhead and is accountable to AfC Virtual School's Board of Governors. Additionally, the Executive Headteacher of AfC Virtual School is accountable to monthly Social Care Performance Boards.

The work of our Performance Analysis Manager enables AfC Virtual School to be the local authorities' key resource on children with a social worker's education data. AfC Virtual School keeps contacts for Social Workers, Designated Teachers, Headteachers and Foster Carers to enable effective communication regarding training and interventions. A comprehensive schedule of reports ensures colleagues are updated on pupil progress and AfC Virtual School developments.

AfC Virtual School has developed a new data collection system dedicated to Children In Need and Child Protection children. This collects absence and exclusion data on a daily basis from schools with 96% schools compliance.

Evaluation of Performance Area 7: Communication

How good is the quality and impact of funding available to the virtual school

AfC Virtual School staff are visible and accessible across the service. We work in a multi-agency context and consistently raise the profile around the education of children with a social worker. There are further developments to make with regard to marketing events and making good use of multi-media opportunities.

What are the key areas for improvement?

Were the Areas for Development set in the 2022-3 Annual Report met?

Target 2023-24	Who is responsible?	Was this target Met?
Continue to ensure routine updating of contact lists	DH i/c Communications in collaboration with the School Business Manager	Met
Develop the potential of Radio Aspire Youth and video production	DH i/c Communications	Not yet met. Roll over to 2024-5
Ensure a routine system for Newsletters, Enews, AfC news bulletins	DH i/c Communications in collaboration with the School Business Manager and the AHT i/c Extended Duties and the DH i/c AfC Virtual College	Effective DT newsletter system in place. Roll over to 2024-5 to broaden communication strategy.
Ensure a routine system for updating the Website	DH i/c Communications in collaboration with AfC Virtual School SLT and the School Data Manager.	This work is in early stages. Roll over to 2024-25 to complete.

What are the areas for improvement for 2024-5?

2024-25	Who is responsible?
Continue to ensure routine updating of contact lists	DH i/c Communications in collaboration with the School Business Manager
Develop the potential of Radio Aspire Youth and video production	DH i/c Communications
Ensure a routine system for Newsletters, Enews, AfC news bulletins	DH i/c Communications in collaboration with the School Business Manager and the AHT i/c Extended Duties and the DH i/c AfC Virtual College
Ensure a routine system for updating the Website	DH i/c Communications in collaboration with AfC Virtual School SLT and the School Data Manager.

Performance Area 8: Previously Looked After Children

Comment and Analysis

Since January 2019 we have had a lead teacher in post for Previously Looked After Children's education to respond to the policy document 'Promoting the education of looked-after children and previously looked-after children' (Feb 2018) by providing information and advice to parents, schools, Designated Teachers and other members of the local authority. In October 2023 a new lead teacher was appointed, as part of the Extended Duties team who additionally leads the Transition Hub and the new Kinship duties.

The lead for Previously Looked After Children maintains a full caseload, supporting Designated Teachers and SENCOs with advice and training across a range of subject areas.

This includes:

- responding to emergency calls from parents and schools regarding exclusions and admissions across schools in all three boroughs of AfC;
- offering mediation between parents and schools;
- supporting staff across a wide range of schools, both mainstream and private to support Previously Looked After Children;
- working with schools to suggest ways of using funding and ensuring that therapies provided under Pupil Premium Plus are not better funded by Adoption support funding;
- attendance of EHCP and other professionals meetings to represent and advise;
- collaboration with professionals in areas including post-adoption support, SEN and admissions
- working closely with adoption agencies
- managing subscriptions of parents, carers and Designated Teachers to the CATCH platform and working with them on content
- Delivering an online forum for Parents and carers focused on supporting transitions

We support new Designated Teachers, especially those who are not aware of funding opportunities for adoptive families such as the Adoption Support Fund, and advise about Pupil Premium Plus. The lead teacher offers problem-solving consultations to Designated Teachers and SENCOs to develop their understanding of resources available and aspects of their role for children previously looked after.

The Previously Looked After Children lead's work involves targeted direct work to support individuals alongside strategic work across all borough schools. The Previously Looked After Children works very closely with Adopt London South and Adopt Thames Valley and regularly advises their social workers.

The Lead teacher manages all aspects of the partnership with CATCH, encouraging parents and carers to subscribe, compiling up to date lists of Designated Teachers, liaising with the hub managers about content and attending webinars. She also provides regular emotional support for parents who feel they have nowhere to turn for support with their children when they are in crisis. Feedback from parents shows that they would have no alternative advice and support and feel less alone and more confident in moving forward.

The lead teacher is involved in training events, presenting at several of the Designated Teacher events and keeping Designated Teachers up to date with the latest developments either in person or online if this is not possible.

What is the evidence of the Virtual School's impact on improving the educational experiences and outcomes of previously looked after children?

Previously Looked After Children CASE Studies across Richmond, Kingston and Windsor and Maidenhead boroughs

Context: A Y7 adopted child in a specialist school. Headteacher contacted PLAC lead due to concerns around attendance, ERSA related. Discussed support available, signposted to CATCH, ASF and suggested a TAC meeting. PLAC lead then contacted parents to outline support and strategies they could use to support attendance including resources from ERSA toolkit.

Facilitated Team Around the Child (TAC) meeting with school, parents and other professionals including Adopt London South social worker. It was clear that attachment and trauma were major barriers to attendance, along with other family issues such as a recent bereavement which the child had really struggled to cope with.

The TAC meeting resulted in a plan being created with clear actions for school and support for parents. It was also suggested that the EHCP caseworker should be involved. Regular meetings were then held to review targets and discuss progress. Parents now feel that there is a coherent plan in place to support an increase in attendance and improved communication with school. The school now feels supported by the multi-agency approach and that they have a better insight into the situation at home and the impact of trauma on this child in terms of his attendance.

Attendance has slowly improved with the child's view being at the centre of the plan, which is flexible enough to allow for adjustments when necessary. Relationships have been developed with the school so that they know to contact the PLAC lead for support with other children at an earlier stage where there are concerns.

Previously Looked After Children CASE Studies across Richmond, Kingston and Windsor and Maidenhead boroughs

Context: Year 1 adopted child at RBWM primary school. DT contacted PLAC lead due to concerns about behaviour in school and impact of trauma. The school had also struggled to get parents to understand their concerns. Discussed strategies to enable her to feel more settled at school and to build up strong and positive attachments with school staff. Encouraged positive noticing to improve self esteem as well. Signposted the DT to various forms of support including CATCH and the Anchor team at Adopt Thames Valley. The school worked really proactively to put these strategies in place and to continue to build a positive relationship with parents. However, the parents then informed school that they were moving to Lancashire to be closer to family. The PLAC lead was then able to support the school with an attachment aware transition plan and also contacted the PLAC lead in Bolton Virtual School for advice on schools. This then enabled both schools to have a transition meeting to ensure that the process was as smooth as possible.

This feedback was given by the school in RBWM just before she was due to move to her new school:

'Just thought I would email you to let you know that X was bouncing around on the stage at our EYFS and Key Stage 1 Nativity, singing her little heart out to the 'wiggly nativity'. It was just glorious and she shone. It was much because of your advice which has helped us get support right for X.'

Evaluation of Performance Area 8: Previously Looked After Children

How good is the quality and impact of the Previously Looked After Children service?

There is a strong offer for this cohort of children with advice, training and facilitated support in place. The profile has been raised through effective communication and presentations across the network.

What are the key areas for improvement?

Were the Areas for Development set in the 2022-3 Annual Report met?

Target for 2023-4	Who is responsible?	Was this target met?
Continue to embed Previously Looked After post within Extended Duties with consideration of developments needed. Maintain effective documentation to evidence impact.	Previously Looked After lead in collaboration with Deputy Headteacher i.c Extended Duties	Met
Continue to raise awareness of the service offered to support Previously Looked After children. Evidence impact through a questionnaire or similar to schools.	Previously Looked After Lead in collaboration with the Deputy Headteacher i.c Extended Duties	Met and evidenced in a well maintained log.
Continue to provide training to adoptive parents.	Previously Looked After Lead in collaboration with the Deputy Headteacher i.c Extended Duties	Met
Recruit a full time Previously Looked After Lead teacher	Deputy Headteacher /Executive Headteacher	Met

What are the areas for improvement for 2024-5?

2024-25 Target for improvement	Who is responsible?
Integrate Lead Teacher responsibilities for Previously Looked After Children alongside Kinship and leadership of the Transition Hub	Previously Looked After Lead
Ensure effective management of CATCH monitoring engagement with training and resources	Previously Looked After Lead
Continue to raise awareness of the service to Previously Looked After Children through presentations and visiting teams across AfC. Monitor through questionnaires or similar.	Previously Looked After Lead

Performance Area 9: AfC Virtual College

Comment and Analysis

AfC Virtual College was launched in September 2020 and has been developed to ensure that young people with a care background, aged 16-25, are provided with the opportunities and assistance required to become independent, confident members of society.

The main aims of AfC Virtual College are to create an ethos of proactive and preventative support in order to promote the numbers of young people in Education, Employment and Training ('EET'), increase attendance at university and provide structures to encourage long-term success at adulthood. To help achieve its aims, AfC Virtual College has installed a number of initiatives:

- Pathways to Success: Different pathways have been created to support each young person based on their current context. It has been designed to ensure no one is 'left behind' and has well matched education, employment, and wider cultural capital opportunities.
- University talk series: Focussing on supporting young people from the ages of 14 and above, as well as foster carers and key workers, the talks, created in collaboration with a number of universities and the Care Leavers Covenant, are designed to ensure young people and their carers were better equipped to university applications and the areas of support given to young people with a care background
- Care Leaver 'NEET' Board: Undertaken every 6 weeks, the meetings, which are attended by department leads of each key service, meet to discuss strategies and SMART targets to support each individual NEET young person.
- Care Leaver Executive Board: A forum, including AfC Virtual College, alongside local councillors, university deans, business leaders and other members of the local community has been convened to champion opportunities for care leavers and aspire to an Attachment Aware Community. This helped lead to AfC becoming a signatory of the Care Leaver Covenant and RBWM and Kingston Councils declaring Care Status as a protected characteristic.
- Better Futures Business events held for both RBWM (92 attendees) and R&K (100 attendees). Businesses have become signatories of the Care Leaver Covenant with further work experience and employment opportunities provided to young people.
- Skills for Success Workshop: This one day workshop has been designed to support those aged 18-25 with preparing for EET opportunities. This includes CV updates, job/course applications and interview practice. The programme was undertaken twice and supported 10 young people, 7 of whom have since enrolled in courses of job roles.
- 'EET' Training for AfC staff: To ensure all staff are better equipped to support EET opportunities, AfC Virtual College hosted a training session to ensure Personal Advisors and Social Workers had a greater understanding of employment and course application processes in order to support the urgent and preventative ethos of AfC Virtual college.
- The UASC Welcome Programme: A six week ESOL programme, with cultural visits, designed to support Unaccompanied Asylum Seeking young people who are new to the UK. The intervention is designed to make it easier to access mainstream education alongside the programme. This has been extended to support young people aged 19 and those in Key stage 4 across all Local Authorities.

Evaluation of Performance Area 9, AfC Virtual College

AfC Virtual College has achieved a great deal since launching in September 2020 and has significantly raised awareness of the education and employment needs of the Post 16 group. Feedback from partners including social workers, carers and young people has been positive. NEET figures are under the national percentages for care leavers and more students are achieving qualifications. We have been proactive in supporting the needs of unaccompanied Asylum Seekers and have created a bespoke ESOL programme which has seen all students make progress and transition to college.

Key Achievements in 2023-24

- 7% of the eligible cohort of year 13 students achieved a place at university (4.3% when we include the non-eligible cohort). 60% of eligible Year 13 entered for Level 3 qualifications, achieved a place at university (3/5), this figure is in-line with 22/23 outcomes. The remaining 2 students were supported into employment.
- 90.1% of the eligible cohort achieved qualifications appropriate to their ability or 57.1% of the entire cohort including non-eligible students. This compares with 46% of the entire cohort in 2019, prior to AfC Virtual College.
- 11.4% of the eligible cohort (7.1% of the entire cohort) undertook level 3 qualifications. This is a decrease of 24% against the previous year. 4 young people have completed year 1 of their level 3 course (6% of cohort). This decline can be attributed to the fact that 52% of the entire Cohort are UASC and have been in the UK, on average 26 months with only 1 UASC young person working at level 2 or above. There has also been an increase in the number of young people who have a higher level of SEN need which has impacted the level of study they are undertaking. 80% of those entered for Level 3 qualifications (4/5) achieved C or above. This is 3.4% higher than the national figure for all children in 2023.
- 15.9% of the eligible cohort, (10% including the non eligible cohort), undertook level 2 qualifications. This has improved from 6.5% for level 2 in 2019 but work to ensure year 11 outcomes in English and maths will increase the numbers undertaking courses at this level and above. 71.4% of young people who were entered for level 2 qualifications (5/7) achieved a level 2 qualification. This is a 16.1% decrease on the previous year
- 72.7% of the eligible cohort, (45.7% of the entire cohort), undertook level 1 or below qualifications. This includes young people enrolled at specialist SEN provisions, ESOL and pre-entry English and Maths. This is just under a 30% increase on the previous year. 96.7% (31/32) of young people entered at this level young people achieved qualifications of some kind. This includes a combination of ASDAN, ESOL, CSCS as well as pre-entry functional skills.
- NEET figures for year 12-13 remained well below the national average for CLA young people (28.5%) at 11.7% overall.
- For Richmond young people the NEET figure was 12% and in line with the previous academic year. This is 3.9% lower than the same point in 2019. For those aged 18-25, the NEET figure at this same point was 31.2% compared to the national average for young people with a care background of 36%. This is 5% lower than the previous year.
- NEET figures for Y12 - 13s in Kingston as of July 2024 were 14.3% which is a decrease of 12.3% on 21/22 and in line with the previous academic year. This figure remains below the national average for young people with a care background (28.5%). For those aged 18-25, the NEET figure at this same point was 32.5% compared to the national average for young people with a care background of 36%. This is a 2% increase on the previous year.
- NEET figures for Y12 - 13s in the OC2 RBWM as of July 2024 was 8.4%. This is not only a 18.2% improvement on the previous year but is in-line with the non-looked after average of 8.4% and a fall from the same point in 2019/20 (35%). For those aged 18- 25, at this same point, the NEET figure was 34%. This is below the national average of 36%.

Were the Areas for Development set in the 2021-2 Annual Report met?

Target 2023-24	Who is responsible?	Was this met?
Ensure Business Events take place again in Ops1 and 2	Deputy Headteacher i/c AfC Virtual College	Met
Ensure that the Executive Board holds the community to account by implementing the Action Plan	Deputy Headteacher i/c AfC Virtual College in collaboration with Executive Headteacher	Met
Effectively spend the Pupil Premium Grant with measurable impact on outcomes.	Deputy Headteacher i/c AfC Virtual College in collaboration with Executive Headteacher	Met
Provide training sessions to managers in AfC and Councils regarding Care Leaver Recruitment	Deputy Headteacher i/c AfC Virtual College	Not yet Met. Carry forward to 2024-25
Continue to reduce students not in Education, Employment and Training in all areas through effective cross agency networking and use of Pupil Premium interventions. Ensuring robust attendance of the NEET Board.	Deputy Headteacher i/c AfC Virtual College	NEET levels are lower than national but an area for ongoing consideration.
Develop a mentoring scheme for Care Leavers	Deputy Headteacher i/c AfC Virtual College and designated lead	In progress
Raise attainment for KS5 students	Deputy Headteacher i/c AfC Virtual College	Strong take up of a Level 1 or 2 qualification. On going work to be done for level 3 qualification engagement and transition to University
Increase the percentage of students transitioning to University.	Deputy Headteacher i/c AfC Virtual College	As above
Reduce the persistent absence rates of KS5 students	Deputy Headteacher i/c AfC Virtual College	Improving but still an area for attention
Launch the Careers Website	Deputy Headteacher i/c AfC Virtual College and designated lead	Met
Ensure the Welcome Programme planning is in place so that trips consistently occur and the course is well attended.	Deputy Headteacher i/c AfC Virtual College and designated lead	Met

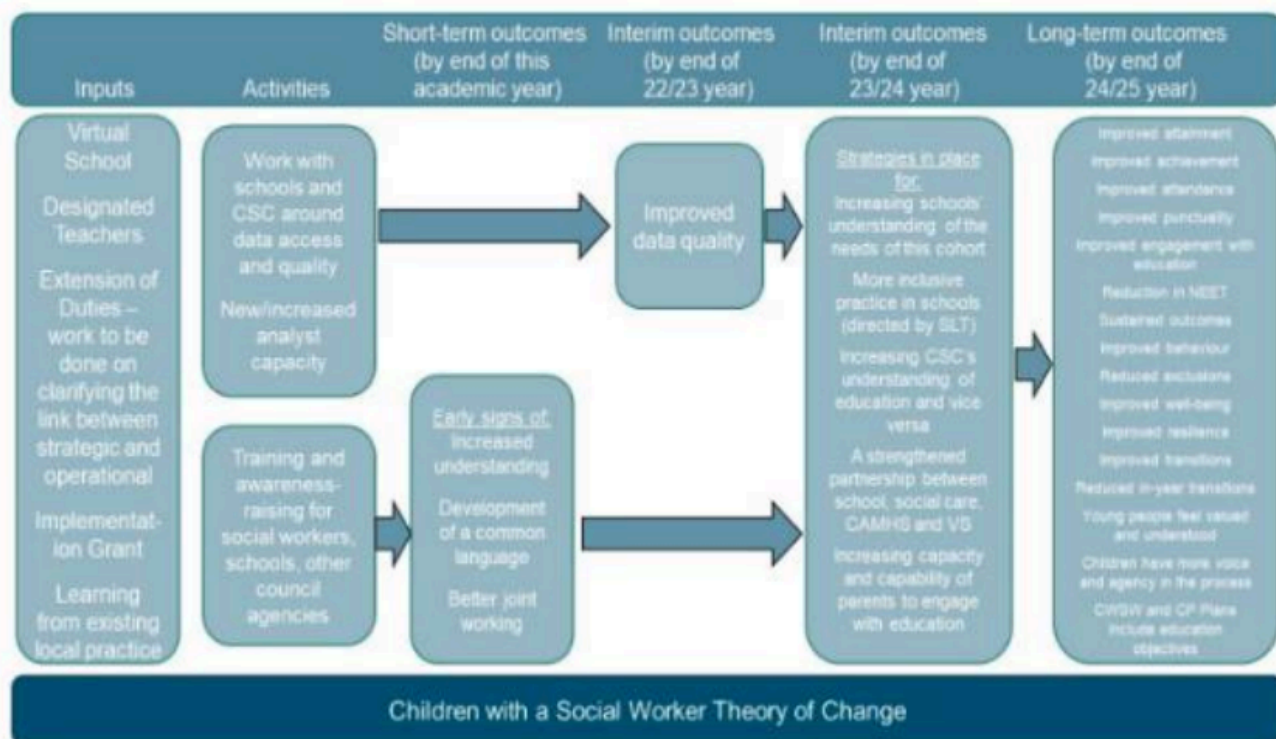
What are the areas for improvement for 2024-25?

Target 2023-24	Who is responsible?
Create an online training module for Business in Collaboration with key partners.	Deputy Headteacher i/c AfC Virtual College and Executive Headteacher
Collaborate with Commissioning to roll out contracts with social value clauses which reference care leavers.	Deputy Headteacher i/c AfC Virtual College in collaboration with Executive Headteacher
Provide training sessions to managers in AfC and Councils regarding Care Leaver Recruitment	Deputy Headteacher i/c AfC Virtual College
Continue to reduce students not in Education, Employment and Training in all areas through effective cross agency networking and use of Pupil Premium interventions. Ensuring robust attendance of the NEET Board.	Deputy Headteacher i/c AfC Virtual College
Embed a mentoring scheme for Care Leavers	Deputy Headteacher i/c AfC Virtual College and designated lead
Raise attainment for KS5 students	Deputy Headteacher i/c AfC Virtual College
Increase the percentage of students transitioning to University.	Deputy Headteacher i/c AfC Virtual College
Reduce the persistent absence rates of KS5 students	Deputy Headteacher i/c AfC Virtual College

Performance Area 10: Extended Duties

Comment and Analysis

Extended Duties of Virtual Schools



In 2021, the Department for Education extended the responsibilities of virtual schools nationally to support the education of children in need and those on a child protection plan. In 2021-22 we created a data collection system for CIN and CP children with 96% school compliance and we recruited two new members of staff. During 2022-23 The Transition Hub and Extended Duties were combined within one department and became Mission Statement 10.

*'The particular strengths of the (AfC) programme to date have been the: very **swift collection of CIN/CP data** which has then been effectively used to underpin other activities including: the focus on **attendance in training, AAS Award, Social Worker Consultation Clinics**, the **strengthening** of existing partnerships and establishing of **new collaborations**'. St Mary's University Research findings.*

In 2023-24 we developed further the Extended Duties strategy to raise awareness for this CWSW group which included recruiting staff to relaunch the AfC Transition Hub, increasing the offer in our Attachment Aware Schools Award, providing Educational Psychology Clinics to Social Workers, offering Safeguarding support to Schools in collaboration with social care and raising awareness through reporting and data sharing of student absenteeism. We conducted an Audit on the evidence of Education targets in CP Plans and sought the view of schools via a questionnaire. We started an audit of CiN plans with Social Care professionals.

Social worker clinics 2023-2024 IMPACT

The table below shows the number of social workers who attended a one-to-one clinic with a senior member of extended duties and an Educational Psychologist. Due to demand Extended Duties have further supported Social Workers offering a 1:1 consultation space.

- In **Richmond and Kingston** **84%** of social workers supporting CWSW attended a Clinic with Extended Duties in 2023-24.
- In **RBWM** **81%** of social workers supporting CWSW attended a Clinic with Extended Duties in 2023-24.
- A total of **83 clinics** were held in **Richmond and Kingston** and a total of **49 clinics** were held held in RBWM.

Area	Autumn Term 2023	Spring Term 2024	Summer Term 2024	Totals
Ops 1	18	22	16	56
Ops 2	14	21	14	49

Full impact report see appendix:

We continued our work with St Mary's University who quality assured our offer against the Department for Education Theory of Change and findings from the report include:

*'This is being achieved through implementing a **thoughtfully considered strategic and extensive programme of activities** that combine universal and targeted activities and interventions.'*

AfC Transition Hub

'Our students enjoyed the sessions; the content has raised their self-esteem.' DSL feedback

In October 2019, AfC Virtual School, in collaboration with Barnet Virtual School (delivered by Cambridge Education) and St Mary's University were awarded a research grant, for two years, by the Youth Endowment Fund (YEF) for a **feasibility study** to implement a Transition Hub for children in care aged 11 to 14. The approach was a 'child ready', 'carer ready' and 'school ready' method covering four stages of change: 'Stabilisation', 'Adjustment', 'Initial school encounters' and 'Assessment & preparation'. All students were monitored via a 'Journey Planner' and the content of the intervention was underpinned by 'Positive Youth Development' '6C's' principles:



In December 2023 - December 2024 we continued with this model but extended the Transition Hub to include Children In Need and Child Protection Children. We employed two Outreach Learning mentors offering 1:1 support where attendance is 80%-89.9%. The objective is to change engagement behaviours before absence escalates.

Children and young people are provided with support through a bespoke 12 week programme of 1-2-1 sessions with learning mentors. The learning mentors also work with schools, families and social workers to provide holistic support.

Case Study 1

Referred to TH as a new move to school and struggling with emotions and resilience. School felt she needed a safe space to work through emotions and to be able to explore what is going on in her life. It was hoped that the sessions can help to increase X's resilience and confidence and also help X with endings and offer ways to take the positives forward (class teacher whom she had bonded with was leaving at Christmas)

School: Thank you so much for everything you have done with X. The changes this term to her engagement in class have been significant and she seems much more settled in school and with the changes that are underway. I hope that we get to have you to work with more at school X children soon

X reported that she has seen and felt the difference with the Learning Mentor being there for her. She noted the positive difference in X's attitudes to her engagement with school, friendships and in her mood/happiness. She appreciated the parental sessions and felt they were helpful. The Learning Mentor will visit the following year to reassess using the PASS survey.

Case Study 2

Background: Child B and her younger sister had recently been removed from their family home and are currently living with their grandmother under a SGO.

Child B school reported they were struggling with friendships; her attendance was low at 80%. Child B attendance improved throughout the 12 week programme, child B and I looked at friendships.

Child B was unable to describe or name what any friends in her class were. She answered all the questions and liked everything. Everyone is my friend.

What's your favourite colour, Child B would reply all the colours are my favourite. By the end of the 12 weeks programme child B had found her voice, she was able to name children in her class who she enjoyed playing with. She was able to describe her favourite game to play at play time. She spoke about things that she enjoyed doing with her grandma and younger sister.

Journey Planner Scores Pre: 63

Journey Planner Scores Post 70

6Cs focus Confidence: Pre programme: 6 Confidence: Post: 9

Pass scores

	Feelings about school	Preparedness for school	Learners self worth	Response to learning	Over profile rating
Pre	44.4	100	8.7	28.4	17.2
post	44.4	100	35.1	75.5	51.0

Pass survey scores have shown improvements in Self Worth, Response to Learning and the Overall Profile rating.

Attachment Aware School's Award (AASA)

AfC Virtual School offers three levels on the Attachment Aware Schools Programme. We are launching a Platinum Board for those schools who have completed the three year course. This enables collaborative decision making and ownership of the programme between schools and AfC Virtual School.

The course offers year long training, EP coaching, regular training sessions for Designated Teachers and Designated Safeguarding Leads and a whole school change project based on an initial attachment audit. The Silver Programme allows for continued coaching, training as schools embed their work and with the Gold Programme schools become Attachment Beacons providing training to other organisations and creating interventions that engage families.

Feedback shown in the AASA 2023-24 Evaluation report:

"The course organisation is outstanding.

Thank you - children's lives are being made better daily because of this approach."

Bronze Schools:

"Emotion coaching really does work – we've seen first-hand how it helps kids open up and manage their feelings better, making our classrooms happier and more harmonious places to learn." - Staff member, Primary School

"[We have noticed] the support that adults give each other to facilitate children with co-regulation."
- Assistant Headteacher, Primary School

"The feedback from the CPD has been very positive and staff have stated that many have changed their practice and now have increased awareness. Staff are considering these issues further when dealing with students on a day-to-day basis. Some have reflected that they are considering the ways in which they use this knowledge with all students and that 'all interactions are an intervention'. #be-more-frontal-lobe."
- Designated Teacher, Secondary School

Silver Schools:

"Keeping an attachment-informed approach alive in school by embedding, celebrating good practice and developing new strands."

"Developing and embedding attachment and trauma informed practice across the whole school community and environment"

"Staff are using emotion coaching not only in everyday use in response to students having difficulties, but also in written policies as a strategy to use with students to de-escalate difficulties before they arise. This shows that it is an embedded strategy, rather than just a 'one-off' strategy." (Designated Teacher, specialist setting)

Gold Schools:

Members of schools' wider communities (including practitioners and parents/carers) noted the positive impact of activities delivered through the Gold AASA projects:

"It has given new strategies to manage difficult behaviours."

"[We] Absolutely loved learning about emotions. It was presented very well and I will use it at home with my three year old."

"This will help us to develop our practice and to give the youngest children to verbalise their feelings when they are unable to self-regulate. An excellent session!" (Nursery staff member)

Number of schools on the AASA programme at each level in 2023-24:

Total Bronze 11
Total Silver 31
Gold 19
Overall Total Schools Passed 61

There is more detailed feedback in the AASA 2023-24 Evaluation report ([see link here](#) and in [Appendix](#)) which is produced annually by one of AfC Virtual Schools link Educational Psychologists.

We have some outstanding attachment aware schools in our local areas who are meeting the needs of vulnerable children and we are sharing their best practice along with research on Relational approaches to behaviour management to support all our schools in becoming fully inclusive. Please see evidence below from current schools practice:

Post AASA 2020 - reduction of suspensions and exclusions:

2019-20	Post Attachment Award 2020-date 4th year
4 Permanent Exclusions	0 Permanent Exclusions
Centralised Detention system Punitive sanctions	Restorative Conversations and designated room for regulation and reflection (EBASE)
76% of students repeat suspensions	41% repeat suspensions
Many suspensions linked to high level defiance	Suspensions linked to one off incidents
Lack of understanding of students with trauma/Adverse Childhood experiences Limited Emotional Coaching- key staff only	Strong staff-student relationships Embedded strategies in class. Regular Attachment updates/training

Academic year	Total number of fixed term exclusion (suspension) incidents	Total number of students	Total number of permanent exclusions
2017-18	37	22	3
2018-19	51	32	1
2019-20	30	22	0
2023-2024 (Spring term)	17	16	0

During 2023-24, we saw some improvements in absence reduction as a result of new interventions and additional staffing but these need time to embed as per our Theory of Change (TOC) in 2024-25.

Evaluation of Performance Area 10

Were the Areas for Development set in the 2022-23 Annual Report met?

Target 2023-24	Who is responsible?	Was this Met?
Continue to implement an Attendance Strategy and report half termly from Spring 2023 impacting on absence of CIN and CP children.	DH i/c Extended Duties	Attendance reports are weekly. Met
Continue to provide training and awareness raising activities on the Extended Duties department and key issues e.g. attendance and exclusion	DH i/c Extended Duties	Met
Deliver the AASA Bronze, Silver and Gold Award and recruit all remaining schools to achieve the 2025 goal.	DH i/c Extended Duties and AASA Lead	85% recruited in 2023-4
Continue to Deliver the Clinic offer to SW in collaboration with AfC Virtual School EPs	DH i/c Extended Duties	Met
Continue to offer the Transition Hub to new into care, CIN and CP students reporting termly on the impact data and feedback.	DH i/c Extended Duties and lead teacher TH	Met
Establish a cycle of Audits for CIN and CP plans and share findings at relevant internal multi-agency forum	DH i/c Extended Duties	In progress - a formal cycle is not yet in place however CIN audit is being finalised
Summer 2024 Questionnaire to schools regarding what is working with collaboration with social care and areas for development and assess impact from 2022-23 survey identifying what is working and areas for development.	DH i/c Extended Duties	Not Met - roll over to 2024-5
Complete and Distribute Good Practice School to School guidance on strategies that impact on absence.	DH i/c Extended Duties	Met

2024-5 Target	Who is responsible?
Establish a cycle of Audits for CIN and CP plans and share findings at relevant internal multi-agency forum	DH i/c Extended Duties
Summer 2024 Questionnaire to schools regarding what is working with collaboration with social care and areas for development and assess impact from 2022-23 survey identifying what is working and areas for development.	DH i/c Extended Duties
Monitor exclusion and suspension data, triangulate with AASA and offer targeted support and challenge to schools	DH i/c Extended Duties
Recruit AASA schools onto all levels of the programme aiming for 100% to meet national challenge.	Lead for AASA
Take targeted action with children with Persistent Absence by strategic visits to schools to jointly problem solve. Making referrals across the LA's where appropriate.	DH i/c Extended Duties
Produce termly one page updates on Extended Duties data to include engagement in Clinics; impact of Transition Hub; reduction of exclusion and suspension etc	DH i/c Extended Duties

SEND Strategy

Identification and support of Children Looked After with Special Educational Needs and Disability

- AfC Virtual School promotes multi-agency working across education, health and care to ensure support is in place to meet the needs of young people with Special Educational Needs & Disabilities (SEND).
- Attainment and progress is monitored through the Personal Education Plan (PEP). PEP meetings are held termly and a rigorous quality assurance criteria applied.
- If a young person has not been making expected progress, they are discussed at a 'Learning and Progress' meeting at AfC Virtual School, to consider appropriate next steps to identify any Special Educational Needs & Disabilities (SEND) / ensure appropriate support is in place to close the gap.
- Personal Education Plan (PEP) meetings include AfC Virtual School, Social Worker, Designated Teacher, Foster Carer and young person. The PEP meeting may also include other professionals relevant to the young person e.g. School Nurse, special educational needs and/or disabilities coordinator (if different from the Designated Teacher) Headteacher, Learning Mentor, Classroom Teacher, AfC Virtual School Educational Psychologist. Strength & Difficulties Questionnaires (SDQs) are embedded into the PEP process.
- The Personal Education Plan (PEP) form includes a Special Educational Needs & Disabilities (SEND) page prompting discussion of any identified SEND needs. This includes whether the young person is identified as receiving SEN Support or having an Education, Health and Care Plan (EHCP), in line with the Code of Practice. The PEP form requires the school placement to provide information about the SEN provision in place to meet the young person's needs e.g. Individual Education Plans, up-to-date EHCP and Annual Review documents, which is reviewed during the PEP quality assurance process.
- Pupil Premium delegated funds are spent on interventions to support wellbeing and to close gaps in learning as identified in PEP targets.
- A young person who presents with Special Educational Needs & Disabilities (SEND) will typically be assessed and supported by their school, following the SEN Code of Practice and utilising services available in the local offer.
- When an education provision does not have direct access to professionals that can effectively support the process of identifying Special Educational Needs & Disabilities (SEND), or a young person is not in an education provision, AfC Virtual School Educational Psychologists can provide support to understand a young person's SEND, through consultation and possible direct work, as well as guidance regarding SEND school support and where appropriate, the EHCP process. AfC Virtual School Educational Psychologists will liaise with relevant education, health and care professionals to support their assessment and intervention planning.

Multi-agency working

- AfC Virtual School is aware of the conflict between the guidance produced by the Department for Education. Under The 1996 Belongings Regulations, a child looked after by a local authority for whom an Education & Health Care Plan is maintained is treated as belonging to the area of the local authority which looks after him/her. Under the Inter-authority Recoupment (England) Regulations 2013, recoupment is permitted in some cases and may be required in others. so that outside areas may reclaim the cost of the provision from AfC. Simply put, this means that out of the borough SEND
- Departments are happy to fund educational settings for children looked after living in their area, but only if they can recoup the money from AfC. The High Needs Operation Guide (February 2022) states that recoupment is 'not normally appropriate'. This is because "from 2018 the high needs funding formula and associated arrangements have been designed to ensure that local authorities' allocations of funding for SEND are based on the characteristics of the children and young people living in their area, including any Looked After Children.
- Essentially, some SEND Departments across the country believe that the Belongings Regulations take precedence over the High Needs Funding Guide. Other SEND Departments believe the opposite to be true. This conflict is leading to inter-authority disputes over who is responsible for funding the educational placements of children looked after. Ultimately, this delays the process of a child looked after

being able to attend an educational setting identified by AfC Virtual School.

- AfC Virtual School promotes close liaison with relevant professionals regarding children and young people with Special Educational Needs & Disabilities (SEND). These include half termly meetings between AfC Virtual School and the SEND Team and attendance by AfC Virtual School at Social Care planning meetings.
- Professionals meetings across education, health and social care, are held to ensure that there is efficient information sharing and joint problem solving involving the team around the child.
- Training is provided by AfC Virtual School to partners around the child including Designated Teachers, Foster Carers, Social Workers and School Governors. Due to COVID-19 a considerable online offer has developed.
- Termly Designated Teacher Forums are held to ensure effective information sharing. Designated Teachers access group reflective practice sessions facilitated by Educational Psychologists.

Meeting the Special Educational Needs & Disabilities (SEND) needs of young people new into care and those experiencing school moves

- AfC Virtual School expects that all young people new into care receive a PEP within the statutory timescale of 20 days. Please see above for how AfC Virtual School identifies, monitors and meets the SEND needs of young people in care, including those new into care, through the PEP process.
- When a young person is new into care, the AfC Virtual School Deputy or Assistant Headteacher liaises with school professionals to gather prior progress data and assessment information. If the young person has not been making expected progress, they are discussed at a 'Learning and Progress' meeting in AfC Virtual School, to consider appropriate next steps to identify any SEND / ensure appropriate support is in place to close the gap.
- If a young person is going to move to an out of borough school AfC Virtual School contacts the local Virtual School Headteacher informing them of a new looked after student moving into their area. Information around the school and the local offer is gathered to ensure appropriate provision is available.
- AfC Virtual School has developed a School Move Authorisation Form to provide a 'stop and think' moment to strive to reduce school moves in particular where placements break down.
- The Attachment Aware Schools Award is designed to support a trauma informed approach creating school environments where children feel safe and their emotions and needs are understood and supported.
- AfC Virtual School provides annual SEND reports, shares monthly SEND data at Performance Quality and Innovation meetings and presents SEND findings to our Board of Governors and Corporate Parents.

What is the evidence of AfC Virtual School's impact on improving the educational experiences and outcomes of children looked after and care leavers?

SEND Attainment 8 2024

Richmond	Kingston	RBWM	AfC VS	National CLA with SEND	National All SEND Pupils
33.8	41.5	26.5	35.2	13.1	27.8

EHCP Characteristics 2024

	Richmond	Kingston	RBWM
Attending Good+School SSA	96.8%	100%	91.7%
NEET (KS5 and above only)	17.6% of the SEN cohort were NEET. This is a 0.9% increase on the previous year. This is also 0.5% higher than the whole cohort average.		
Not on Roll	5.9%	3.2%	11.5%
Less than 25 hours SSA	17.7%	16.1%	23.1%
Suspensions (Statutory School Age)	16.7%	6.3%	20.7%

What are the key areas for improvement?

Were the Areas for Development set in the 2022-23 Annual Report met?

Target 2023-24	Who is responsible?	Were targets met?
Create a SEND Protocol	Deputy Headteacher i/c AfC Virtual College	Not yet Met
Zero tolerance strategy for time out of school caused by school moves. Develop a SEND stability form.	Deputy Headteacher i/c AfC Virtual College in collaboration with Executive Headteacher	Met
Ensure financial and legal guidance clashes are not impacting on pupil school experience in Ops 1. Raise awareness with DfE and AfC SLT. Liaise with NAVSH re Position Statement.	Deputy Headteacher i/c AfC Virtual College in collaboration with Executive Headteacher	Met
Continue to promote early identification of SEND and appropriate support to facilitate progress and engagement.	Deputy Headteacher i/c AfC Virtual College	Met

What are the areas for improvement for 2024-5?

Target 2024-25	Who is responsible?
Create a SEND Protocol	Deputy Headteacher i/c AfC Virtual College
Impactful outcomes are achieved from the SEND Board to reduce incidence of children with SEND missing education	Deputy Headteacher i/c AfC Virtual College / Executive Headteacher
Continue to promote early identification of SEND and appropriate support to facilitate progress and engagement.	Deputy Headteacher i/c AfC Virtual College

Appendix 1

Attachment Aware Schools Award Evaluation 2023-24

This report is available on the AfC Virtual School Website and can be found [here](#).

Appendix 2

St Mary's University Evaluation of Extended Duties

This report is available on the AfC Virtual School website and can be found [here](#)

Appendix 3 AfC Virtual School Demographics

		2021/22			2022/23			2023/24		
		In	Out	Total	In	Out	Total	In	Out	Total
Statutory school age	Richmond	21	47	68	26	42	68	28	48	76
	Kingston	23	48	71	30	51	81	37	48	85
	RBWM	46	33	79	49	42	91	54	46	100
Mainstream	Richmond	19	29	48	20	28	48	23	25	48
	Kingston	17	32	49	22	32	54	25	32	57
	RBWM	33	25	58	43	28	71	42	33	75
Special school	Richmond	1	13	14	3	7	10	2	17	19
	Kingston	2	12	14	2	15	17	2	13	15
	RBWM	4	6	10	2	12	14	1	10	11
Alternative provision	Richmond	0	5	5	0	7	7	0	6	6
	Kingston	0	4	4	2	4	6	7	2	9
	RBWM	0	2	2	0	2	2	0	3	3
NOR	Richmond	0	0	0	2	0	2	2	0	2
	Kingston	1	0	1	1	0	1	2	0	2
	RBWM	3	0	3	2	0	2	6	0	6

		2021/22			2022/23			2023/24		
EHCP/ SEND	Richmond	7	30	37	11	19	30	12	28	40
	Kingston	12	27	39	11	30	41	21	27	48
	RBWM	16	20	36	20	26	46	20	29	49
UASC in college	Richmond	1	25	26	0	14	14	0	15	15
	Kingston	0	27	27	0	17	17	0	22	22
	RBWM	0	5	5	0	26	26	0	20	20
% of UASC in all key stages including KS5	Richmond	10	33	25	17	30.3	25.7	12	28.8	22.3
	Kingston	11	35	27	24.6	34.2	30	15.8	26.2	22
	RBWM	25	11	19	13.6	37.2	25.2	15.1	33.8	24.7

Appendix 4

Impact Report 2023/24

Clinics for Children With a social worker, children in need and child protection

[Impact Report 2023/24 Clinics for Children With a social worker, children in need and child protection](#)

Glossary

A	AfC AHT AASA	Achieving for Children Assistant Headteacher Attachment Aware Schools Award
B		
C	CLA CiC	Child looked after Children in care
D	DfE	Department for Education
E	EHCP PEP EP ESOL EET EBACC	Education health and care plan Electronic personal education plan Educational psychologist English for speakers of other Languages Education, Employment or Training English Baccalaureate
F	Fast Tomato	Careers on line service
G	GCSE	Exams taken in Year 11 in Key Stage 4
H		
I	IoE	Institute of Education
J		
K	KS1, KS2, KS3 , KS4, KS5	Key stages of education in schools
L	LAC	Looked after children
M		
N	NCER NOR NEET	National Consortium for Examination Results Not on Roll Not in Education, Employment or Training
O		
P	PEP PA	Personal Education Plan Persistent absence

Q		
R	RI RWM	'Requires improvement' Ofsted grading Reading, Writing and Maths
S	SC SEND SDQ	Social care Special educational needs and disabilities Strengths and Difficulties Questionnaire
T	TLC Live	Online tuition delivered live by qualified teachers
U	UASC	Unaccompanied asylum seeking child
V	VSH VS	Virtual School Headteacher Virtual School
W	Welfare Cloud	Agency which manages ePEPs and attendance
X		