

**The Royal Borough of Kingston upon Thames and
the London Borough of Richmond upon Thames**

Minutes of the Virtual School Governing Board

Meeting held: Tuesday 12 July 2016

Guildhall 2, 3:00pm

Constitution, Membership and Attendance

Director for Education Services	Charis Penfold (CP)
Director of Social Care	Alison Twynam (AT)
Head of Service for Children Looked After	Fiona Cisneros (FC)
Virtual School Head Teacher	Suzanne Parrott (SEP)
Secondary Headteacher	Tom Gibson (Holy Cross School) (TG)
Young Care Leaver RBK	Anzene Kabombo (AK)
Young Care Leaver LBR	Gabriella Kitto (GK)
Foster Carer	Suzanne Proetta (SP)

bold = absent

Apologies: FC / TG/SP

Absent without apologies: Not applicable

Also attended: Angela Langford (AL) – Clerk / Kathy Godwin (KG) – Interim Designated Nurse CLA

1.	Apologies/Declarations of interest	ACTIONS
1.1	CP opened the meeting and welcomed Kathy Godwin, Interim Designated Nurse for Children Looked After. CP acknowledged that due to the late change in date of the Board meeting this had an unfortunate knock on effect to member's attendance this term. Apologies recorded as above. No declarations of interest were made.	
2.	Membership update	
2.1	The clerk confirmed the current position regarding vacancies. Health Representative: Kathy Godwin (KG) introduced herself and confirmed her interest in formally joining the Board membership in her capacity as a health professional. Her position was formally ratified by the Board.	
2.2	Primary Headteacher Representative: It was noted that Paul Clayton, Head of Heathfield Schools Partnership, had previously expressed an interest in joining the Board as Primary Heads' representative for Richmond. It was agreed that the Clerk make contact with Paul Clayton to clarify his continued interest and formally invite him to join the Board at the first meeting of the Autumn term.	Clerk
2.3	Councillor Representation: Following the interest shown by Cllr Andrea Craig at the previous board meeting in March, it was agreed that the Clerk should approach both Lead Members of RBK and LBR, Andrea Craig and Paul Hodgins, to ascertain their	

	potential interest and availability to join the membership of the Board, or propose borough representatives on their behalf.	Clerk
2.4	Young Care Leavers RBK and LBR: In reviewing the membership of the Board at this stage in the academic cycle, it was noted that attendance for both AK and GK has understandably been difficult whilst managing their academic studies. Members therefore discussed and proposed that both AK and GK be invited to remain fully involved with the work of the Board in the capacity of Associate Members . This would allow both AK and GK the flexibility of involvement and allow the Board to adopt a more youth friendly, supportive approach to maintain their valued input. It was agreed that the Clerk make contact with both AK and GK to propose this alteration to their membership. It was also agreed that the decision planner for the academic cycle be fully assessed to build in an annual invitation to the Young Care Leavers. CP / SEP and AL to meet and design the content of the decision/work planner prior to presentation at the first meeting of the autumn term.	Clerk CP/SEP/AL
2.5	Clerking change: A final alteration proposed within a review of membership was that Angela Langford in her capacity as AfC Head of Governor Support join the main membership of the Board, allowing Julia Hunt, Governor Support Officer to take up the role of Clerk to the Virtual GB. This change in membership was agreed and will take effect from the autumn term.	
3.	Code of Conduct	
3.1	It was acknowledged that the Code of Conduct adopted by the Virtual GB at the March meeting had been updated and circulated to all members. Clerk to arrange for KG to receive a copy of the Code. There is an expectation for all members to abide by the Code of Conduct in relation to their duties on the Virtual GB.	Clerk
4.	Minutes of the last meeting – 03.03.16	
4.1	The minutes were agreed as an accurate record.	
5.	Matters Arising	
5.1	3.1 – SEP to provide Cllr Craig with information concerning the resourcing of RBK’s Virtual School provision – this action has been carried forward in light of funding changes.	SEP
5.1.1	8.5 – CP/SEP and AL to formulate draft work plan for the Board, as outlined above in item 2.4	
5.1.2	8.2 - SEP confirmed the averages and trends across 3 years progress will be the Virtual Schools most important analysis with National CLA data being our comparative. KS2/4 outcomes report will go to Corporate Parenting in November and SEP will be able to present actual results at the autumn term board meeting.	SEP
5.2	AT advised a summit with the police had been held yesterday and Chelsea’s Choice mentioned. To ensure co-ordination of training under the CSE subgroup it was suggested that SEP link in with Elisabeth Major to co-ordinate and maintain an overview. SEP to action.	SEP
5.3	KG raised awareness to the NSPCC theatre workshop programmes that are also currently rolling out which SEP may also benefit from linking into.	SEP
6.	Virtual Headteacher’s Report – Summary for both Richmond and Kingston	
6.1	SEP led governors through two comprehensive reports which had previously been circulated to all members. The key headlines discussed were:	

6.2	Electronic Personal Education Plans (ePEP's):	
6.2.1	<u>Richmond</u> <ul style="list-style-type: none"> • Statutory School age 80% (65) • Post 16 48.39% (62) • Early Years 40% (5) 	
6.2.2	<u>Kingston</u> <ul style="list-style-type: none"> • Statutory School age 72.73% (83) • Post 16 73.49% (33) • Early Years 33.33% (3) 	
6.2.3	Key points acknowledged: <ul style="list-style-type: none"> • Post 16 now includes 18 yr olds until end Year 13 • Post 16 will transition onto Welfare Call electronic ePEP in September for better monitoring and accountability than paper copies • The LA now measures audited ePEPs not booked meetings • Three opposed to two meetings a year since Jan 2016 • Virtual School appointed ePEP Champion to provide 121 training to ease transition. <p>SEP concluded that good progress was being made on new systems.</p> <p>Q: Is there any difference between in and out of borough data? No, the issue is attainment.</p>	
6.3	Exclusions	
6.3.1	<u>Richmond</u> <ul style="list-style-type: none"> • No permanent exclusions (PEX) in three years • National Children Looked After (CLA) Fixed Term 10.25% • Richmond CLA Fixed Term 7.7% • No FTE during the Summer Term • All Pupils national Fixed Term 1.86% 	
6.3.2	<u>Kingston</u> <ul style="list-style-type: none"> • No permanent exclusions in three years • National CLA Fixed Term 10.25% • Kingston CLA Fixed Term 6% • All Pupils national Fixed Term 1.86% 	
6.3.3	Key factors acknowledged: <ul style="list-style-type: none"> • Pattern of no Permanent Exclusions due to close working with Virtual School and Headteachers • Decrease in number of children with fixed term exclusion due to early intervention by Virtual School • AfC Virtual School, average 30% less Fixed Term exclusions than CLA National Average • AfC Virtual School, better PEX record than National CLA or National All Children • Richmond showing three year improvement trend in Fixed Term Exclusions • Continue through training of Designated Teachers and School Governors to raise awareness of Children in Care (CiC) and through enhanced teaching 	

	<p>methodology improve teachers ability to manage CiC</p> <ul style="list-style-type: none"> Continue to attend ePEPs where there is cause for concern to advice on strategies to minimise exclusions. Prioritise early intervention. Ensure that focus is now directed to Kingston Virtual School as has been on Richmond to prepare for Ofsted. <p>SEP concluded that good progress has been made with no exclusions to report due to early intervention strategies, however it was acknowledged by the Board that there is still work to be done to close the gap.</p> <p>Q: Governors queried the possibility of producing the two borough’s data in the same format to aid analysis and comparisons?</p> <p>SEP confirmed the team is moving towards consistency.</p> <p>Governors also acknowledged that literature on Teaching Methodology to support CLA was distributed at Foster Care Training in July.</p>	
6.4	<p>Attendance</p>	
6.4.1	<p>SEP reported a more positive picture in Richmond currently than in Kingston. Governors acknowledged the impact with regard to data cleansing and rigour, already evident following the appointment of the new Performance Manager post. SEP confirmed the focus is now to extend this work into Kingston. Across the AfC Virtual School the pupil attendance tables highlight an awareness of students who are at risk and therefore are being monitored closely.</p>	
6.4.2	<p><u>Richmond</u></p> <ul style="list-style-type: none"> <u>2015-16 OC2 Average Attendance = 94.22% (Average Absence 5.72%)</u> <u>Summer Term 2016 OC2 Average Absence lowest in 3 years at 4.6%</u> 2014-15 National Average Absence = 4.6% = we are closing the gap this term Whole School Attendance stabilising after a rise through Spring 2015-2016 Richmond OC2 PA Yr1-11 – 10.81% 	
6.4.3	<p>Interpretation of Three Year Trend, Breakdown Key Stage data and Pupil Attendance (PA) details:</p> <ul style="list-style-type: none"> Average Absence in Summer Term 2016 lowest in three years for OC2 suggesting that interventions are showing signs of embedding. Additionally, Yr 1-11 OC2 Average Absence at 5.4% down from over 15% in Autumn and Spring Summer OC2 Absence at 4.6% has closed the gap with Absence for All Pupils nationally which is 4.6% KS3 OC2 Attendance positive with 0% PA in the Spring Term down from 9.09% in the Autumn Term. KS3 Whole Cohort is also positive with a reduction from 17.67% to 7.67%. This has been discussed at Team Meetings and Attendance Awards are being introduced to capitalise on this and aim to continue this trend as they transition into KS4. Absence in KS4 is a concern. This situation is being addressed in a variety of ways: raised awareness across partners of the impact on pupil engagement of moving schools in KS4; the appointment of a Performance Analysis Manager to provide greater scrutiny of Welfare Call data; the introduction of ‘Performance Analysis’ at weekly Team Meetings; the development of ‘Transition’ in the Outreach Worker’s Job Description to provide intervention from Year 5 through to Higher Education. 	

<p>6.4.4</p> <p>6.4.5</p> <p>6.5</p> <p>6.5.1</p> <p>6.5.2</p> <p>6.5.3</p>	<p>Kingston</p> <ul style="list-style-type: none"> • CiC Kingston 87.17% (12.83% absence) • CiC PA Kingston 30.26% • CiC OC2 PA Yr1-Yr11 – 20.37% <p>Key points noted:</p> <ul style="list-style-type: none"> • PA 0 at KS1 and 20% at KS3 compared with 37% at KS4. Important to ensure that there is early intervention in September for KS2 and KS4 and positive transition work in place to reduce absence for 2016-17 in this crucial key stage. This is already being shared at weekly Team Meetings. • High PA and higher than Richmond– why? Is this due to incorrect data coming from Welfare Call? Are schools not aware of attendance at alternative provisions? Solution – appointed Data Manager who will drill into these figures and lead on challenge. Ofsted has meant that priority for data cleansing has been focused in Richmond. • Emphasis on getting CiC into school as soon as they come into care through close partnership working with Social Care. • Avoiding school moves especially in KS4 as this has a significant impact on attendance and attainment. • Promoting uniformly high expectations of CiC and ensuring that Social Workers, Teachers and Carers instil the importance of school attendance as all good parents would with their own children. <p>SEP concluded that attendance is a concern and action is being taken to address this. Data scrutiny needs to be determined and SEP confirmed she would report back in the autumn.</p> <p>AT confirmed the importance of the Virtual School to participate on the A&R panel from September. SEP confirmed it was the expectation that AHTs attended A&R for their relevant LA. SEP would like to know of any non-attendance by the Virtual School.</p> <p>Q: How does the Virtual School find out about non-attendance in a timely manner? SEP confirmed <i>the team receive a Welfare call via the attendance officer.</i></p> <p>SEP confirmed the Virtual School has been acknowledging and rewarding attendance this term with certificates issued to designated teachers and tokens to foster parents. SEP to produce a newsletter to foster parents to raise awareness of the scheme.</p> <p>Q: What happens if a CLA has a change of placement and school? SEP expressed <i>this was a scenario avoided where at all possible, however where it happens the Virtual School sources a new school.</i></p> <p>Not in Education, Employment or Training (NEETs)</p> <p>Richmond</p> <ul style="list-style-type: none"> • 2015-16- OC2 Richmond CiC (Yr 12 and 13) 30% • 2013-14 – National NEET 7.3% <p>Kingston</p> <ul style="list-style-type: none"> • 2015-16- 3.3% OC2 Kingston CiC (Yr 12 and 13) • 2013-14 - 16% Year 12 only Kingston CiC • 2013-14 – National NEET 7.3% • 2014-15 Kingston All Pupils NEET 7% <p>Key points noted:</p>	<p>SEP</p>
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	<ul style="list-style-type: none"> ● Significant increase in KS5 students being looked after in Virtual School. This is largely due to fact that since January 2016 the Virtual School has elected to monitor students who are 18 until the end of Year 13 rather than until their 18th Birthday. ● National NEET figures for CLA at 19-21 are 39%. Richmond VS below this for 16-18 at 30%. ● Kingston Virtual School significantly below National NEET figures for all 16-18 pupils at 3.3%. ● NEETs for Richmond CLA are significantly above National NEET figures for all 16-18 pupils. ● Kingston Post 16 demographic half that of Richmond. This suggests that the Virtual School is not monitoring all 16-18 students or that there is an unusual difference between boroughs. We are investigating this with Leaving Care in Kingston. This could be hiding higher NEET figures if we do not have notice of all Year 13 students. 	
6.5.4	<p>Governors requested further information from SEP regarding the NEET process as at September, covering the summer period.</p>	SEP
6.5.5	<p>Asylum seeker numbers were also requested for Richmond. SEP to report back.</p> <ul style="list-style-type: none"> ● Strategies to overcome NEET - Newly instigated Careers advice – Fast Tomato – SEP confirmed this as an excellent career tool, documenting targets, action plans, statements for uni etc and will go on the Virtual School website. ● Newly Appointed Transition Worker across all transitions ● ‘Next Steps’ section introduced on Post 16 ePEP to be used from September 16 ● With the focus on improving Attendance in KS4 we expect to see improved engagement for KS5. ● Provide greater support to Leaving Care team now that Data Management taken from AHTs and given to incoming Performance Analysis Manager. ● Working with Leaving Care Teams and 14-19 Team to address NEETs by sharing strategies and data. ● Figures are worse in Year 13 in Richmond, this is partly due to expected additional challenges in this year group, regarding engagement, but additionally, may be due to students moving to semi-independent – this is only a hypothesis at this stage which needs to be explored further. The Virtual School has only recently started to monitor Year 13 and it is hoped that this area in Richmond will improve in time. In Kingston the figures show 0% NEET in Year 13. There are smaller numbers to monitor which will have an impact, however, good practise needs to be shared across the school/leaving care teams. <p>SEP concluded that the NEET figures are linked with concerns in Attendance at KS4 and strategies are in place to address them. There are questions around the excellent figures in Kingston which need to be explored as it could be that we have not had access to the entire cohort. On current figures Kingston has promising NEET figures and has closed the gap.</p> <p>Governors noted that Eamonn Gilbert’s figures are clearly triangulating with data analysis via the Data Manager in an agreed system. This is culminating in valuable</p>	SEP

	<p>intervention sharing and producing combined intervention planning.</p> <p>Q: Do we have benchmarking analysis regarding transition of NEETS? SEP confirmed that we do not have this information at present and a NEETS national figure for KS4 cannot be found.</p>	
6.6	<p>Children Missing Education (CME)</p>	
6.6.1	<p><u>Richmond</u></p> <ul style="list-style-type: none"> • Currently the Richmond cohort of the VS has 4.68% of students who are CME. 3 in total, 1 of whom is missing from care. • One student is on a reduced timetable receiving Virtual School On Line tuition. This is due to a recent emergency move out of borough and schools are being sought. Virtual School aware of and acting on these cases. 	
6.6.2	<p><u>Kingston</u></p> <ul style="list-style-type: none"> • 2 CME – 1 missing child and one just entered UK in May and has started TLC on line tuition. • 2 less than 25hrs 	
6.6.3	<p>Key Points</p> <ul style="list-style-type: none"> • We link with LA CME panel and closely monitor all students. • There are clear ‘stories’ around students who are missing education and action plans in place. 	
6.7	<p>Demographic</p>	
6.7.1	<p>Key Points Richmond</p> <ul style="list-style-type: none"> • Rising population of CiC within Richmond Virtual School, 65 in 2014 to 130 in 2016. Performance Analysis Manager recruited to meet this challenge. • 23.44% of Richmond Virtual School have an EHCP or Statement compared with 2.8% of the National Population. This is a factor that needs taking into account when making comparison with Attainment Outcomes. • In 2015 there was a National increase in Unaccompanied Asylum Seeking Children (UASC) applications of 46% which may be an upward trend that will impact on Virtual School numbers going forward. • School Gradings have improved in 2016 with 89% in Good or better schools compared with 77% in 2015. In 2015 67% of Out of Borough schools were Good or better compared with 92% in 2016. In addition to a general improvement it is positive that Out of Borough students are not receiving a less good service due to distance. • With regard to the breakdown of students who were in Ungraded schools, in 2015 22% of Out of Borough students had individual learning plans (ILPs) or were not on roll (NOR). Currently there is 1 student (1.61%) in an Academy awaiting an Ofsted grading showing an improved performance in this area again reflecting that Out of Borough young people receive as good a service as those in borough. • Requires Improvement (RI) Grading was 5.8% in 2015 and is now 6.45% which is a slight increase. In 2015 3 students out of Borough were attending RI schools and 1 In Borough. This has reversed in 2016 to 3 in Borough and 1 out. Although we aim to have all our students in Good or Better schools having students in a RI school in 	

	<p>borough, with our close ties with the School Improvement service is less of a risk than having students Out of Borough in RI. Additionally, it is important to balance the risk factor of moving schools with that of attending an RI school.</p> <ul style="list-style-type: none"> • A greater number of SEND students are educated out of borough – 12 compared with 5 in borough. 10 students attending special school are placed out of borough which is a picture repeated for UASC, NOR and Alternative Provision. Last year a breakdown of students achieving 5 A*-C showed that 40% of the cohort who lived in borough achieved and 0% of the cohort who lived Out of Borough achieved. It is important to reflect that where we place our students, which schools and which type of placement setting has a direct correlation with GCSE outcomes. <p>6.7.2 Key Points Kingston</p> <ul style="list-style-type: none"> • Rising population of students as with Richmond. • 82.9% of children in Good or Better schools – a little less than Richmond. • Good and Outstanding schools for Kingston all pupils – 97% Primary and 89% Secondary. • Number Not on roll (NOR) • The majority of students at special school are educated Out of Borough as with Richmond and raising the same concerns. • SEND 37% - highest in 3 yrs • 86% not moved school for last 2 years cf last year 70%. Working with Social Care to reduce this further. Moving students 3 times during secondary school gives them only 27% chance of 5 A*-C. • The Virtual School supports colleagues in AfC in plans to build in borough children’s homes and alternative provision. We hope this will have a direct impact on CiC educational outcomes. <p>6.8 CP acknowledged the usefulness and thorough analysis of the Headteacher’s report/s but proposed, due to time constraints, that the areas of attainment, progress and SEND be carried forward to the autumn meeting when data would be available to analyse against comparative national figures. Item to be continued. Clerk to note for next agenda.</p>	
<p>7. 7.1 7.2</p>	<p>Virtual GB year planner</p> <p>As outlined under item 2.4 above CP/SEP and AL to meet and design the content of the decision/work planner prior to presentation at the first meeting of the autumn term.</p> <p>Agreed KG to include a CLA health focus on future FGB agendas, to gain an holistic approach and sharing of health annual reports.</p>	<p>CP/SEP/AL KG</p>
<p>8. 8.1</p>	<p>Training Requirements/link governors</p> <p>It was unanimously agreed to carry this item forward to the autumn term in light of changes to membership and attendance levels. The decision/work planner (item 2.4) will also incorporate training expectations for all members, proposed committee structure and link governor allocations.</p>	<p>CP/SEP/AL</p>
<p>9. 9.1</p>	<p>Policies – Complaints</p> <p>It was acknowledged that the Virtual School did not require its own complaints procedure, as individual school policies where CLA were placed would be applied if necessary.</p>	

<p>10.</p> <p>10.1</p> <p>10.2</p> <p>10.3</p>	<p>Future meeting dates:</p> <p>Autumn term: Monday 28 November 2016 5:30-7:00pm, The Salon York House (please note this is a date change from previously communicated)</p> <p>Proposals for future meetings included:</p> <ul style="list-style-type: none"> • Venue – rotation of meetings between York House, Twickenham and the King Charles Centre, Surbiton. • Timings - move to 5:30 -7:00pm • Frequency – 1 x FGB meeting per academic term (sub committees to be determined) <p>Clerk to plan meeting schedule for academic year 2016-17 and circulate to all members at the beginning of the autumn term. Please note the scheduled date of the autumn term meeting above was previously agreed and should be in all member’s diaries.</p>	<p>Clerk</p>
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The meeting ended at 5.15 pm.

Signed by the Chair _____

Date _____

Summary of Actions

<i>Item</i>	<i>Action</i>	<i>Responsible Governor</i>
2.2	Clerk to contact Paul Clayton to clarify his continued interest and formally invite him to join the Board at the first meeting of the Autumn term.	Clerk
2.3	Clerk to approach both Lead Members of RBK and LBR, Andrea Craig and Paul Hodgins, to ascertain their potential interest and availability to join the membership of the Board, or propose borough representatives on their behalf.	Clerk
2.4	Clerk to make contact with both AK and GK to propose an alteration to their membership on the Board to Associate Members.	Clerk
3.1	Clerk to send KG a copy of the Code of Conduct.	Clerk
5.1	SEP to provide Cllr Craig with information concerning the resourcing of RBK's VS provision.	SEP
5.1.2	KS2/4 outcomes report will go to Corporate Parenting in November and SEP to present actual results at the autumn term board meeting.	SEP
5.2	To ensure co-ordination of training under the CSE subgroup SEP to link in with Elisabeth Major to co-ordinate and maintain an overview.	SEP
5.3	SEP to link in with the NSPCC theatre workshop programmes.	SEP
6.4.5	Attendance Data scrutiny needs to be determined and SEP confirmed she would report back in the autumn.	SEP
6.5.4	SEP to provide further information on the NEETs process as at September, covering the summer period.	SEP
6.5.5	Asylum seeker numbers were also requested for Richmond. SEP to report back.	SEP
6.8	Headteacher Report - areas of attainment, progress and SEND to be carried forward to the autumn meeting when data would be available to analyse against comparative national figures. Clerk to ensure added to next agenda.	Clerk
7.1	GB Decision/work planner to be designed for academic cycle 2016-17 for presentation at the first meeting of the autumn term, incorporating an annual invitation to the Young Care Leavers. The decision/work planner will also incorporate training expectations for all members, proposed committee structure and link governor allocations.	CP/SEP/AL
7.2	KG to include a CLA health focus on future FGB agendas, to gain an holistic approach and sharing of health annual reports.	KG
10.3	Clerk to plan meeting schedule for academic year 2016-17 and circulate to all members at the beginning of the autumn term.	Clerk