



AfC Virtual School

'Together we can achieve!'

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Executive Summary

AfC Virtual School was established in January 2016 to champion the education of children looked after by Richmond and Kingston local authorities. AfC Virtual School is structured around seven mission statements which are led by members of the strategic team. Significant progress was made over 2016-17 and this report identifies the areas for continued improvement in 2017-18.

Richmond Outcomes

In 2017, 100% of eligible KS2 students achieved expected attainment closing the gap with looked after peers at 32% and non-looked after children at 61%. Additionally, this compares favourably with AfC Virtual School KS2 outcomes in 2016 where we were in line with national peers.

At KS4 our average Attainment 8 was 31 as compared with the national children looked after average of 19.3. 27% of KS4 pupils were entered for EBACC compared with 8.6% of children looked after peers nationally. Average Attainment 8 for looked after pupils with SEND in Richmond was 19.5 closing the gap with national SEND attainment for children looked after at 6.8 and all pupils 13.2. This is significant as 46% of Richmond eligible KS4 pupils have SEND compared with 14% of all pupils nationally.

In 2017 Average Absence in the Richmond cohort was the lowest recorded in four years at 3.8% closing the gap with the national looked after figures which have increased from 3.9% in 2016 up to 4.3% in 2017. Richmond's Persistent Absence at 9.1% closed the gap with national looked after peers at 10% and the national statistic for all pupils of 10.8%. There was a 5% reduction in Year 12 & 13 NEET figures from 2016 and **AfC Virtual School** remains below the national NEET figure for children looked after.

The long established trend of zero Permanent Exclusions continued in 2017 and 8.6% of CLA in Richmond received 1 or more Fixed Term Exclusions compared with looked after peers nationally which was at 11.4% (2016).

AfC Virtual School is responsible for ensuring high quality educational provision for the students in our care. In 2017 97% of pupils attended a Good or Outstanding school which is a 20% improvement on 2016 and closes the gap with the national percentage for looked after peers at 75% and all pupils at 86%.

We promote the importance of school stability with partner agencies and AfC Virtual School outreach professionals provide interventions to support engagement. Two year school stability has risen from 59% in 2016 to 66% in 2017. This remains an improvement focus for 2017-18.

Personal Education Plan (PEP) completion rates for statutory school age students have improved from 55% in Spring 2016 to 100% in Summer 2017. Post 16 PEP completion rates were 29% in Spring 2016 and improved to 96% by Summer 2017. Having established positive completion rates in the Summer Term we introduced Quality Assurance Criteria to increase the impact of the PEP process on pupil progress. The first term's results were promising with 86% of PEPs rated Good or Outstanding.

Kingston Outcomes

In KS2 100% of eligible students achieved expected in 2017 compared with 25% in 2016. This closes the gap with results for all pupils nationally and looked after peers.

At KS4 students achieved an average Attainment 8 of 29.4 closing the gap with looked after children nationally which was 19.3. In KS4 31% of students were entered for EBACC compared with 8.6% of national CLA. Average SEND Attainment 8 of eligible students was 12 compared with 6.8 for looked after peers nationally. 38% of Kingston KS4 students have SEND compared with a national SEND population of 14%.

Kingston average absence was 10.8% in 2016. As a result of the introduction of new Virtual School interventions and systems in 2017 this has reduced to 7.7% which is positive and starting to close the gap on looked after peers at 4.3%. Persistent absence in Kingston was high in 2016 at 27% and has reduced to 17% in 2017 which brings the cohort closer to the national looked after average of 10.5%. In Kingston 23% of Year 12 and 13 looked after students are not in education, employment or training which closes the gap with looked after peers nationally. Attendance remains a priority for 2017-18.

There is a continued trend of zero exclusions in 2017 however pupils with 1 or more fixed term exclusions have risen to 13% compared with the National CLA average of 11.4%. Exclusions are monitored daily through our partnership with Welfare Call and through our Outreach teachers, Educational Psychologists and training we have provided interventions and support to address this concern. This is an improvement target for 2017-18.

ePEP completion for statutory school age students has increased from 66% in Spring 2016 to 100% in 2017. Post 16 PEP completion has risen from 36% in Spring 2016 to 95% in Summer 2017. In 2017 96% of students attended a Good or Outstanding School which was up 5% from 2016 figures and closes the gap with looked after and non-looked after peers.

Whole School Developments

In 2016-17 we provided training for partners which continued to be well received: 'Absolutely thorough.. one of the most meaningful training sessions I have attended..inspired to do my best for these children'. We have introduced post training 'impact' Case Studies post and a recent survey revealed that 93% of Designated Teachers had led staff CPD back at school having attended Virtual School training.

A focus of 2016-17 was to monitor the impact of Pupil Premium Plus (PP+) more closely. The newly introduced PP+ template in the ePEP form has enabled us to track how schools are using delegated funding.

We have partnered with UCL/Institute of Education (IoE) and local schools in devising an Attachment Literacy Programme which enabled targeted students to improve their reading accuracy by 1.3 years over the 10wk programme.

We have developed our Website and Radio Aspire Youth to ensure we can champion pupil voice, communicate widely and share resources with partners. Our collaboration with others has included funding key note education speakers at Social Care Away Days. We are now able to share intelligence with partners concerning the education of Children Looked After having designed and embedded a comprehensive Virtual School performance tracker.

This year we have assigned Link Governors to each of our seven mission statements and provided tailor-made induction training on each area.

Overview of AfC Virtual School

Purpose of the Virtual School report

The purpose of the Virtual School report is to outline the achievement and progress of pupils within the Virtual School in 2016/17, to acknowledge our successes and identify areas for development. The report will provide an overview of initiatives within the Virtual School this school year.

Data contained within this report is for children looked after by Achieving for Children on behalf of Kingston and Richmond local authorities with particular reference to those who have been in care for a year or more as of 31 March 2017.

This report will be presented to the corporate parenting groups in Kingston and Richmond, **AfC Virtual School** Board of Governors and the Children in Care Council.

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 (VSH) who has the resources, time, training and support needed to discharge the duty effectively.

The Virtual School Headteacher is the lead responsible officer 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.

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. With the arrival of a new Virtual School Headteacher 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**. The Virtual School benefits from working within an organisation where the education of looked after children is seen as a priority.

The role of the Virtual School

We know that children looked after and care leavers face significant barriers to achieving good educational outcomes, therefore closing the attainment and progress gap between children looked after, care leavers and their peers, minimising disruption to their education and creating a culture of high aspirations for them is a major priority for Kingston's and Richmond's local authorities and **Achieving for Children**.

AfC Virtual School maintains accurate and up-to-date information about how children looked after and care leavers are progressing in education and takes prompt action when they are not achieving well. It does this by providing advice, training and information for staff, carers and schools, ensuring that each child or young person has an up-to-date education plan and by providing direct support for children and young people to address their educational problems early to prevent them from escalating.

Staffing structure of AfC Virtual School

AfC Virtual School is led by the Virtual School Headteacher (VSH) with two Assistant Headteachers (AHTs) providing day-to-day operational management of Kingston and Richmond cohorts.

The VSH and AHTs are supported by an Outreach and Transition worker who provides targeted, time-bonded interventions to meet student need and a newly appointed performance analysis manager who ensures that statutory requirements around information are met through effective gathering, processing and distribution of data.

AfC Virtual School is located within the Education Directorate highlighting the focus on educational attainment and progress. AfC Virtual School works with school improvement partners and maintains strong working relationships with agencies across Achieving for Children especially the looked after and leaving care teams.

AfC Virtual School converted to electronic PEPs during 2016-2017 and used Pupil Premium Funding to support an ePEP Champion to provide training and ensure effective transition to the new system. In addition, Pupil Premium Plus funds have been used to engage a Pupil Premium project worker to source, manage and evaluate the impact of strategic projects commissioned to raise attainment and support wellbeing. Other workers include a part-time school finance and administration coordinator. New to the team for 2016-17 are two educational psychologists with responsibility for supporting pupils with SEND and leading interventions and training on Attachment.

AfC Virtual School's Headteacher provides strategic leadership and is accountable to a Board of Governors, Corporate Parenting Groups and the Children in Care Council.

Mission statement

The seven 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**' (July 2014) and these golden threads are the foundation of our annual reporting, leadership areas and school improvement planning.

Attainment and progress: We are committed to closing the attainment and progress gap between children looked after and their peers through stringent tracking of data and provision of suitable interventions. We are dedicated to promoting a culture of high aspirations.

Attendance and exclusions: We rigorously monitor attendance and exclusions and act promptly where there are concerns to minimise absence and reduce exclusions.

Educational provision: We ensure that children looked after have access to a suitable range of high quality education placement options that take account of their duty to promote pupils' educational achievement. We champion educational stability and have strategies in place to support transition.

PEPs: We have robust systems to ensure up-to-date, effective and high quality electronic PEPs which drive forward improvement.

Training and CPD: We structure an annual training programme which aims to meet the needs of those responsible for promoting the educational achievement of children looked after.

Pupil Premium and funding: We have systems in place to delegate Pupil Premium Plus to our school placements and the Virtual School uses funds imaginatively to raise attainment and improve wellbeing. We routinely monitor the impact of this spending to improve student outcomes.

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.

Performance Area 1: Attainment and progress

Attainment and progress at Key Stage 1

Key Stage 1: % achieving L2 +/% achieving 100 (2016)

	2015					2016				2017			
Number of pupils Richmond	2 50% SEND					0 0% SEND				0 0% SEND			
Number of pupils Kingston	3 SEND not available					8 50% SEND				0 0% SEND			
	Reading	Writing	Maths	RWM		Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM
Richmond	50	50	50	50		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kingston	100	100	100	100		25	25	25	25	N/A	N/A	N/A	N/A
National CLA	71	63	73	x		50	37	46	25	51	39	46	34
ALL national	90	88	93	86		74	65	73	60	76	68	75	64

2017	Richmond CLA	Kingston CLA	National CLA
% of pupils making expected level of progress in reading and writing	x	x	51
% of pupils making expected level of progress in Maths	x	x	39
% of pupils making expected level of progress in Reading, Writing and Maths	x	x	46
% where concern about school place or attendance	x	x	
% with persistent absence	x	x	
% with 1 or more fixed term exclusion or permanent exclusion	x	x	

Comment and analysis on Key Stage 1 attainment and progress

Richmond CLA

There were no Key Stage 1 students.

Kingston CLA

There were no Key Stage 1 students.

Attainment and progress at Key Stage 2

Key Stage 2: % achieving Level 4+ /% achieving 100 (2017)

	2015					2016				2017			
Number of pupils	3					4				4			
Richmond SEND	33% SEND					100 % SEND				50% SEND			
Number of pupils	6					4				2			
Kingston SEND	83% SEND					100% SEND				50% SEND			
	Reading	Writing	Maths	RWM		Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM
Richmond %CLA achieving expected	33	33	100	33		25	50	50	25	100*	100*	100*	100*
Kingston %CLA achieving expected	67	67	67	67		25	75	50	25	100*	100*	100*	100*
National CLA	71	61	64	52		41	46	41	25	45	48	46	32
National all pupils	89	87	87	80		66	74	70	53	79	76	77	61
Richmond all pupils	95	92	92	88		81	77	82	67	85.5	83.6	86.3	75.5
Kingston all pupils	92	91	91	85		75	72	79	59	75.8	76	81.7	64
Richmond CLA % Achieving Expected Progress	0	100	100	0		100	100	100	100	100*	100*	100*	100*
Kingston CLA % Achieving Expected Progress	67	67	67	67		75	75	50	50	100*	100*	100*	100*
Average Progress Score National CLA	71	61	64	52						-0.7	-0.9	-1.1	
Average Progress Score National All Pupils	89	87	87	N/A						0.0	0.0	0.0	
Average Progress Score AfC Virtual School										3.6	2.0	0.6	

* 50% including dis-applied children

Comment and analysis on Key Stage 2 attainment and progress

AfC Virtual School worked with all students across Year 6 to put in place a range of interventions including one-to-one support, outreach worker visits and attendance of Project Centaur, an equine therapy scheme identified and funded by the AfC Virtual School strategic pupil premium budget. Additionally, AfC Virtual School ensured that a transition package was in place for all students including designated teachers from secondary school attending the last Year 6 ePEP meeting.

Richmond

In 2015, 33% of Richmond Key Stage 2 children looked after achieved Level 4 and above in Reading Writing and Maths (RWM) where the national average for looked after children was 52%. In 2016, looked after children in our care for a year or more at Key Stage 2 results show that 25%, of a cohort of four, achieved the expected standard in RWM. In 2017 100% of looked after children in Richmond achieved the expected standard in RWM which has closed the gap with looked after children nationally at 32% and non-looked after children at 61%. The cohort included two students who were dis-applied and educated in a therapeutic setting and two students who were entered for KS2 and achieved the expected standard. These students achieved at KS1 and were supported by one to one tuition in English and Maths funded by Pupil Premium Plus.

The proportion of pupils with SEND in the Year 6 cohort is 50% which is slightly less than the National figure for looked after children of 59%. All pupils had 'Good' or 'Outstanding' secondary schools in place for Year 7. 50% (two) remained in their specialist provisions. One moved out of Borough as attained a place at Lord Wandsworth school as a foundation student. 25% (1) of the cohort had one or more schools move during the last two years including a move to a permanent foster placement. The cohort is made up of 75% boys 25% girls.

Kingston

In 2017, there were two year 6 looked after children who had been in care for a year or more in the Kingston cohort of the Virtual School. Only one of these young people was accessing the national curriculum at age related expectations and prepared to take Key Stage 2 exams. The other child attended a specialist school for learning disabilities and was dis-applied from KS2 exams however, made their own, individual progress. It is promising that 100% of the eligible cohort achieved age related outcomes at the end of KS2 showing an increase on the previous year's outcomes where 25% of students achieved the expected standard of 100 in RWM.

The gender split was 50% boys and 50% girls with the latter achieving higher outcomes. Although it is noted that we are comparing very small cohorts we have closed the gap with looked after peers and non-looked after children nationally.

In Kingston, 50% of the cohort had an EHCP and attended a specialist school for children with disabilities. All students attended a school provision which was Ofsted rated 'Good' or above and had transition plans in place for a secondary school of a similar quality. ePEPs were completed in the summer term for this group and were audited by the Assistant Headteacher for Kingston and any concerns addressed with relevant partners. 100% of the Kingston KS2 cohort was educated in out of borough placements.

Progress and attainment at Key Stage 4

	2015				2016					2017						
Number of pupils Richmond	9 44% SEND				8 25% SEND					11 45% SEND						
Number of pupils Kingston	8 38% SEND				5 40% SEND					13 46% SEND						
	5+GCSE A-C inc E&M	5+ GCSE A-C	5+ A-G GCSE	1+ A-G GCSE	5+ GCSE A-C	5+ A-G GCSE	C and above Maths	C and above English	% English and Maths Expected	Average attainment 8	% Entering EBACC	% Achieving EBACC	% 4(C) & above Maths	% 4(C) and above English	% English & Maths Expected	P8 Score
Richmond CLA	22	22	55	89	12.5	37.	0	25	0	31	27.2	0	27	45	11	-1.79
Kingston CLA	0	13	x	88	20	60	20	20	17	29.4	31	15	31	23	22	-.91
National CLA	14	18	x	x	13.6				17.4	19.3	8	2			17.5	-1.18
All National	53	64	x	x	66.9	98.4	61	60.2	58.8	44.5	38	21	69	76	58.9	0.08

% CLA pupils making Key Stages 2-4 expected progress - three year trend

	2015	2016	2017 Personal progress from starting point data excludes UASC.
Richmond CLA- Expected level of progress English	33	87.5	91
Richmond CLA Expected level of progress Maths	22	62.5	91
Kingston CLA-Expected level of progress English	38	40	85
Kingston CLA– Expected level of Progress Maths	25	60	85

Comment and analysis on Key Stage 4 progress and attainment

Students in both local authorities have access to a wide range of interventions from **AfC Virtual School**. Data is scrutinised to determine the most appropriate support and this could include one-to-one tuition from our partners **TLC Live** and Careers Advice from our on line tool, **Fast Tomato**. Additionally, we provide outreach visits and direct funding of school-based activities.

Richmond CLA

Richmond Average Attainment 8 was 31 which closed the gap with the national for looked after children which was 19.3. 18% of students achieved grade 4 or above in English and Maths compared with 17.5% of national peers. There were 11 students in the eligible cohort 9 of whom were educated out of borough, 1 was long term missing and 1 educated in borough. 2 students achieved National Expectations at KS2 and 1 of these students realized their potential at KS4 and transitioned to Sixth Form. The other student was supported through her maternity leave with 1:1 on line tuition funded by Pupil Premium Plus. Although not fully meeting KS4 targets this young person has transitioned to college.

5 other students were identified as having the potential to achieve based on their KS2 prior attainment. Unfortunately, despite a range of interventions and close monitoring we were unable to overcome significant barriers this group faced including absconding, anxiety, lack of engagement and placement breakdowns causing school moves. 2 students had complex disabilities and were not entered for KS4 examinations.

Measuring progress can be challenging as not all students enter care with a full set of prior data. Where data does not exist we have assessed progress based on professional judgements of host school teachers. 87% of students made expected progress from their starting points and there is an improved picture compared with previous years.

46% of eligible students had an EHCP. Of this group the Average Attainment 8 was 19.5% compared with 6.8% achieved by SEND peers in care nationally. In addition we have closed the gap with non-looked after peers where the Average Attainment 8 of SEND students was 13.2%.

27% of the Richmond cohort was entered for EBACC compared with 8.6% of children looked after nationally. Richmond cohort educated out of borough achieved 31.8 Average Attainment 8 compared with 24 Average Attainment 8 in borough. The sample is small but it is positive to see that out of borough, although the larger cohort, were not disadvantaged with regard to outcomes.

100% of ePEPs were completed and reviewed by the Richmond AHT in Summer 2017.

Kingston CLA

In Kingston in 2017 there were 13 Year 11 students in the eligible cohort for GCSEs. Four students achieved national expectations at KS2 and were supported to meet KS4 targets and transition to Sixth Form and College. 6 students were dis-applied either due to their complex learning needs and disabilities, missing episodes or KS4 placement and school moves. There were 3 UASC students where we had no prior data as a baseline. One of these young people achieved A* in Persian and will take the full set of GCSE's at college in 2017-18.

The Kingston Year 11 cohort achieved Average Attainment 8 of 29.4 comparing positively with their national peers at 19.3%. 31% of students achieved the expected standard for English and Maths closing the gap with the 17.5% achieved by peers nationally. 31% of the Kingston eligible cohort were entered for EBACC as compared with 8.6% of children looked after nationally. 15% of Kingston students achieved EBACC improving on 2.7% of peers.

69% of Year 11 pupils who had been in care for a year or more were educated out of borough. AfC Virtual School professionals do not allow distance to be a barrier to ensuring that these students receive support. However, out of the small sample of 6 students who sat the examinations, the average attainment 8 for out of borough pupils was 30.8 compared with 52 for in borough pupils. This would support the research evidence that being educated in borough is a protective factor.

All ePEPs were completed for the summer term with the Assistant Headteacher in attendance at many to ensure support was in place for the KS4 exams and transition into further education.

Progress and attainment at Key Stage 5

Analysis of Key stage 5 CLA outcomes

	Richmond		Kingston	
	2016	2017	2016	2017
A-Level	4.3%	5%	0%	0%
BTEC	11%	14%	0%	0%
Other	30.4%	83%	67%	64%

Comment and analysis of Key Stage 5, post-16 and care leaver outcomes

In 2016 **AfC Virtual School** expanded support to Year 12 & 13. Personal Education Plan (ePEP) meetings were increased and delivered termly. ePEP processes were embedded during 2017 and further enhanced with the introduction of quality assurance graded criteria to raise standards. In the Summer Term 2017 83% of Post 16 ePEPs were quality assured as meeting the standards of a 'Good' or better PEP. To improve outcomes AfC Virtual School's Headteacher chairs a monthly meeting with Leaving Care and the 14-19 Team to monitor students who are underachieving or at risk identifying action plans to support them. **AfC Virtual School's** Outreach Worker has facilitated transition from Year 11 to Year 12 assisting in completion of application forms and visits to open days. Additionally, we have seen the introduction of Pupil Passports for new into care. There are plans to continue our work with PALAC (Promoting the Education of Looked After Children) at the Institute of Education to research best practice for teaching UASC. We aim to source funding to provide a UASC educational transition unit to improve integration into mainstream school.

Richmond CLA

14% of the eligible cohort achieved a BTEC qualification which has improved from 8.7% in 2016. 5% of the eligible cohort achieved A level passes and progressed to University compared with 4.3% in 2016. One student achieved three A level's above her predicted

grades and is attending Brunel University. In total 83% of the eligible cohort achieved an appropriate qualification compared with 30.4% in 2016.

We are pleased to see that ePEP figures are improving with 96% completion in Summer 2017 which represents a 40% improvement on Summer 2016 figures.

Richmond NEET figures for 16-18 year olds reduced from 30% to 25%. This was achieved through partnership working, improved ePEP monitoring and the newly introduced Outreach and Transition role.

Kingston CLA

64% of the eligible cohort achieved a qualification in 2017 providing the young people with the skills and abilities to move successfully onto the next stage of their lives. ePEP completion improved in Kingston from 79% in Summer 2016 to 95% in Summer 2017 which enabled AfC Virtual School to monitor more closely the journey of the young person and ensure appropriate support was in place.

In 2016 Kingston reported on looked after children who were not in education, employment and training up to age 17. In 2017 we have extended data collection to KS5 18 year olds. It is promising to see that at 23% we are significantly below the 40% national average for looked after students at 19-25.

Students not in education, employment or training	National Figures (All children)	Kingston	Richmond
2015/2016	39%	3.3% (16/17 years old)	30%
2016/2017		23.26%	25.45%

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

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

Richmond CLA

In KS2 100% of students achieved the national expected standard. In KS4 Richmond outcomes closed the gap with looked after peers in the following nationally measured areas: Average Attainment 8; the percentage of students achieving GCSE 4+ in English and Maths; the percentage of students entering EBACC, pupils who are not in education employment or training and the percentage of fixed term exclusions. In the following areas AfC Virtual School, Richmond cohort closed the gap with looked after peers and non-looked after peers: Average Attainment 8 for pupils with SEND; average absence; average persistent absence; permanent exclusions and the percentage of pupils at Good or better schools. 100% of Statutory School age ePEPs were completed and 96% of Post 16 ePEPs.

At the time of writing this report we have the benefit of having had Ofsted where education was highlighted as an area of Best Practice. At the National Association of Virtual School Headteachers Conference in March 2018 an Ofsted presentation included commentary on work they had seen stating that AfC Virtual School (Richmond upon Thames Ofsted) demonstrated 'a significant success story'.

Although steps forward have been taken in Post 16 provision there are improvements to be made during 2017-18.

Kingston CLA

KS2 outcomes were positive with 100% of the cohort achieving national expected standards. The following areas closed the gap with looked after peers nationally: Key Stage 4 average attainment 8 scores; the percentage of students with English and Maths GCSE 4 or above; the percentage of students who entered or achieved EBACC; Average Attainment 8 for pupils with SEND and numbers of students in education, employment and training. The gap was closed with looked after children and non-looked after children with respect to KS2 expected standards; permanent exclusions and good or better school provision percentages.

These are strong achievements however, there are areas for improvement where the gaps with peers have not been closed. Average Absence and Persistent Absence although improving are not where they need to be for all students to be able to achieve their full potential. Related to this are the numbers of fixed term exclusions in 2016-17 which requires consideration in 2016-17.

The attainment and progress of children looked after is very good and reflects the determination of **AfC Virtual School** and our partners professionals, in driving forward improvements in the education of CLA.

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

Each looked after child has an allocated Assistant Headteacher (AHT) who is responsible for monitoring the progress and attainment of a cohort of children. In addition, they make referrals to Admissions and promote high aspirations for children looked after students within the educational provisions they attend. The AHTs, supported by the Virtual School Headteacher (VSH), provide advice and support to social workers, carers and schools to ensure that education is prioritised in the decision making for each pupil.

AfC Virtual School provides challenge, if necessary, to ensure that the educational needs of children in care are not overlooked. AfC Virtual School's expertise and recommendations are respected by other professionals who involve AHTs in care planning, attend our training events and are supportive of new initiatives to raise the profile of education. In turn, AfC Virtual School is committed to close working with our valued partners in schools and across Achieving for Children. Virtual School representatives regularly attend professionals meetings to champion the education of children looked after. Where more detailed follow up work is required, AHTs refer students to the outreach worker for targeted, time-bonded interventions to assist in closing the gap. This role has been developed to include specific transition activities from early years through to university to support engagement, improve attendance, reduce exclusions and raise attainment.

In June 2016, we recruited a Performance Analysis Manager to effectively gather and track data around progress and attainment through the creation of a school performance tracker. This released the AHTs from data collection and enabled them to dedicate more time to student interventions. AfC Virtual School interrogates attainment, progress and attendance data to assess, review and plan in similar way to a physical school. Performance is a running item at weekly team performance meetings where outcomes are challenged and appropriate interventions discussed. Improvements in data rigour through 2016-17 was acknowledged in the September 2017 Ofsted Inspection.

What are the key areas for improvement?

We are ambitious for our young people and having high aspirations for their achievement and progress is the first of our mission statements and central to all we do. The areas for improvement for Mission Statement One in 2017-18 are:

- Continue to raise the progress and attainment of Key Stage 4 students to close the gap further with peers. Through training and partnership working we aim to prioritise Key Stage 4 educational permanence and minimise disengagement caused by school moves at this critical time.
- Monitor pupil progress at scheduled Learning and Progress Meetings across the year to ensure close scrutiny of all students.
- Continue to develop the role of the Performance Analysis Manager to ensure that the tracker is fully populated and informs interventions.
- Make effective use of the Outreach and Transition Worker to provide time-bonded interventions, improve attendance, minimise exclusions and to raise attainment.

- Extend our good practice in Primary and Secondary to our work with Post-16 colleges aiming to narrow the gap with peers at Key Stage 5 and for 75% 16 to 18 EET for 2018. To effectively share data and create personalised intervention packages for Post-16 students through close working with Leaving Care and the 14-19 teams. Ensure that all Post-16 students have timely, quality ePEPs with the new 'Next steps' section completed and frequent use made of our careers partners, **Fast Tomato**.
- Develop closer links with SEND colleagues to ensure that SEND students are fully supported and that their transitions to out-of-borough schools are attachment aware and time out of school is minimised. Continue to develop the role of the educational psychologists in the Virtual School to support pupils with SEND and teachers through training.
- To continue the focus on data scrutiny to enable early intervention and improved engagement.
- Increase the training offer with effective monitoring of feedback and impact.
- Implement and extend the two year school improvement plan around the **AfC Virtual School** seven mission statements to drive up standards in each area and thus support attainment and progress of looked after children.
- Maintain standards in Richmond and Kingston whilst leading expansion of the Virtual School to Royal Borough of Windsor and Maidenhead ensuring that there are sufficient staff to support the third borough. Continue to develop the vital role of the Performance Analysis Manager ensuring a smooth transition to becoming a tri-borough Virtual School. Support the increased work of the Performance Analysis Manager with the assistance of the newly appointed Apprentice.
- Work with Achieving for Children colleagues to respond appropriately and meet the requirements of the Children and Social Worker bill which extends the responsibilities of the Virtual School to support the education of Previously Looked After Children.
- Work with colleagues in Leaving Care to extend the support of the Virtual School to include children in care up to the age of 25.

Performance Area 2: Attendance and exclusions

National Data	2015	2016	2017
% National Absence for Looked After Children	4.0	3.9	4.3
% National Absence for All Children	4.6	4.6	4.7
% National Persistent Absence for Looked After	9.0	9.1	10.0
% National Persistent Absence for All Children	11.0	10.5	10.8
% National Looked After Children with one or more fixed term exclusion	10.88	11.44	
% National All Children with one or more fixed term exclusion	1.98	2.11	
% National Looked After Children with permanent exclusion	0.14	0.10	
% National All Children with permanent exclusion	0.07	0.08	

	Richmond			Kingston		
	2015	2016	2017	2015	2016	2017
Average percentage absence R- Year 11	5.36	4.35	3.8	3.5	10.83	7.7
Percentage of students with persistent absence (85% and above until August 2015 then 90%)	7.5*	8.1	9.1	21.15	26.92	17.31
Percentage with one or more fixed term exclusion	9.84	9.76	8.6	7.15	1.92	13.10
Percentage with permanent exclusion	0	0	0	0	0	0

Comment and analysis on attendance and exclusions

Attendance

Richmond CLA

Over the last year there has been a focus on reducing absence with key groups of children. This has included analysis of the causes of high absence, where it occurred, and the development of an attendance action plan to address findings. Average absence for Richmond, in summer term 2017 was the lowest in four years suggesting that interventions are embedding.

Kingston CLA

There has been a significant reduction in the percentage of students with persistent absence in the academic year 2016/17. In 2016, 26.92 % of students had attendance of 90% or below. Following the implementation of daily attendance checks between Welfare Call and the Performance Analysis Manager, we have been able to scrutinise attendance data in the early stages and intervene where required. This has resulted in a drop to 17.33% of students with persistent absence. Similarly, average absence has fallen from 10.8% in 2016 to 7.7%. We continue to work closely to support partners in order to minimise school moves and avoid absence during transition periods.

Exclusions

In Kingston and Richmond there is a four year trend of no permanent exclusions achieved through close working between **AfC Virtual School**, social care and our partner headteachers.

In Kingston there has been a rise in the number of fixed term exclusions during this academic year resulting in Kingston figures exceeding the national looked after children figure for Fixed Term Exclusion. In particular, two children received a significant exclusion period which was positively challenged by AfC Virtual School resulting in the avoidance of permanent exclusions. As a result, a number of support strategies have been offered to schools including early identification and interventions where a young person is at risk of an exclusion.

In Richmond students with fixed term exclusions reduced from 9.76% to 8.6% due to a range of Virtual School strategies including the new Outreach and Transition Worker and Educational Psychologists.

Evaluation of Performance Area 2: Attendance and exclusions

How good is the attendance of children looked after?

Annual absence in 2017 for all children nationally was 4.7% and 4.3% for children looked after. In Richmond this year we have closed the gap achieving the lowest average absence in four years at 3.8. Additionally, in Richmond persistent absence is at 9.1% closing the gap with looked after peers nationally at 10% and all pupils nationally at 10.8. Having successfully introduced new data systems in Richmond in 2016, Kingston absence was a focus of improvement for 2016/17. There have been significant improvements due to the

introduction of daily absence monitoring; half termly 'Deep Dive' pupil absence analysis and termly attendance rewards.

Kingston and Richmond continue a trend of zero permanent exclusion closing the gap with the national data for both looked after and all pupils. In Kingston fixed term exclusions were at 1.92% in 2016 however there was as steep rise in the overall percentage in 2017 which was due to a few key cases despite considerable intervention from Virtual School staff. In Richmond we are closing the gap with all children nationally and have improved on our own figures for last year and national figures for looked after children.

Taking the performance of both cohorts into consideration and the improvements that our strategic approach is having we evaluate our work to promote attendance and reduce exclusions as 'Good'.

What is the evidence of the virtual schools impact on improving the attendance and exclusion performance of children looked after and care leavers?

AfC Virtual School works collaboratively with partners to ensure that, except in an emergency, all students are attending school and where this is temporarily not possible they have access to one-to-one tuition. With the appointment of the Performance Analysis Manager the Virtual School has explored improvements in how data could be collected and calculated to ensure rigour and this has seen positive results.

In 2016 Key Stage 4 attendance was an area for improvement which continues to be addressed through a variety of strategies.

- A training focus regarding sourcing schools at the same time as care moves and, except in an emergency, these moves to be planned in advance to avoid absence from education
- The introduction of performance analysis as a rolling item at team meetings
- AfC Virtual School has used Pupil Premium Plus funds to invest in attendance rewards – book tokens and certificates to be distributed in the summer term to students who:
 - improved their attendance
 - achieve 95% or above
 - achieve 100% attendance
- The embedded AfC Virtual School attainment tracker has 'attendance' and 'school moves' columns to reinforce the link between school stability and improved attainment and attendance.

AHTs attend children missing education meetings with colleagues from across the Local Authorities to raise concerns and collaborate with other teams. **AfC Virtual School** assistant headteachers attend ePEPs where attendance is a concern and the outreach worker provides targeted intervention for students at risk of permanent exclusion. Through our training of partners we aim to promote strategies and increase understanding in order to further reduce exclusions.

What are the key areas for improvement?

- Average absence in Kingston to reduce to 6.0% by 2018 and 4.3% by 2019.
- Persistent absence in Kingston to reduce to 14% by 2018 and 10.8% by 2019.
- Zero permanent exclusion to continue in 2017-18 for Richmond and Kingston
- Fixed term exclusions in Kingston to reduce to 13% by 2018 and 10% or under by 2019.
- Continue to improve engagement in Key Stage Four to facilitate a positive transition to Key Stage Five.
- Ensure high standards around Attendance and Exclusions are applied to the new cohort in the Royal Borough of Windsor and Maidenhead.

AfC Virtual School introduced a range of new roles, systems and approaches to monitor and improve data rigour in Richmond first then Kingston. These systems have led to significant improvements which through 2017-8 we intend to embed.

The immediate challenge for 2017-18 will be sustaining these improvements whilst expanding to deliver services to the Royal Borough of Windsor and Maidenhead and planning to meet the new responsibilities introduced to Virtual Schools by the Children and Social Work Act (2017). Initially we will have a temporary restructure. By the second part of the year we plan to recruit Statutory and Post 16 Outreach and Transition Workers who will play a key part in the reduction of absence and exclusions.

AfC Virtual School introduced two designated educational psychologist professional in 2016-17 to provide early intervention support to schools; targeted support of students at risk of exclusion and training to DTs on effective teaching strategies for students with additional needs. Nationally, SEND students are six times as likely to receive a fixed term exclusion and over seven times as likely to be given a permanent exclusion. Pupils who have SEND but no statement, have the highest levels of exclusion, being nine times more likely to receive a permanent exclusion than pupils without SEN. Looked after children cohorts typically have high levels of SEND students and whilst this should not be used as an excuse it does assist with understanding the data and selecting the type of training required for partners going forward.

Full, comprehensive data sets have been made possible with the introduction of the Virtual School data lead which inform early intervention. This includes monitoring days out of school between school moves on the school tracker. Embedding new data systems and high expectations for data accuracy will continue during 2017-18.

Performance Area 3: School provision and pupil characteristics

Number of students in care to Richmond and Kingston across the whole school 31 July 2016

	2014/15		2015/16		2016/17	
	Richmond	Kingston	Richmond	Kingston	Richmond	Kingston
Statutory school age	69	89	65	78	66	84
Post-16	29 (Year 12)	20 (Year 12)	62	34 (16+17 year olds)	55	43
Early years	1	21	5	7	0	7
Total Richmond Virtual School cohort	99	131	132	119	121	134
% of state school age with SSEN/EHCP	33	34	23	21.9	24	38
-% of national population with SSEN/EHCP	2.8	2.8	2.8	2.8	2.8	2.8

Breakdown of provision and key pupil characteristics: % In/Out of borough

	2015-16						2016/17					
	Richmond			Kingston			Richmond			Kingston		
	In	Out	Total	In	Out	Total	In	Out	Total	In	Out	Total
Statutory school age	28	37	65	36	42	78	28	38	66	38	46	84
Mainstream	28	20	48	24	26	50	22	30	52	24	30	54
Special school	0	10	10	6	15	22	2	6	8	6	14	20
Alternative provision	0	5	5	2	2	4	1	2	3	1	2	3
UASC in college	0	x	X	0	2	2	8	18	26	7	19	26
NOR	0	x	X	0	0	0	3	0	3	7	0	7
SSEN/EHCP	5	x	X	8	23	31	3	13	16	12	20	32
% of UASC in all key stages including Key Stage 5	tbc	tbc	tbc	tbc	21.01	26.52	27	37	33	26	35	31

School provision grading

2015/2016							2016/2017					
	Richmond			Kingston			Richmond			Kingston		
	In	Out	Total	In	Out	Total	In	Out	Total	In	Out	Total
% Good or Better	24/28 85.7%	35/37 94.6%	59/65 90.7%	31/36 86.1%	36/42 85.7%	67/78 85.9%	23/24 95.83%	36/37 97.29%	59/62 95.16%	27/28 96.42%	44/46 95.65%	71/74 95.95%
% RI	3/28 10.7%	1/37 2.70%	4/65 6.2%	2/36 5.56%	3/42 7.1%	5/78 6.4%	1/24 4.16%	1/37 2.70%	2/62 3.23%	1/28 3.57%	2/46 4.35%	3/74 4.05%
% Awaiting grading	1/28 3.4%		1/65 1.54 %		1/42 2.4%	1/78 1.3		1/37 2.7%	1/62 1.6%			
% Other		1/37 2.6%	1/65 1.5%	3/36 8.3%	2/42 4.8%	5/78 6.4%	4/24 16.7%		4/62 6.5%			

* Awaiting grading

School moves in a two year period

	2015/16						2016/17					
	Richmond			Kingston			Richmond			Kingston		
	In	Out	Total	In	Out	Total	In	Out	Total	In	Out	Total
Students who have had 2 year educational stability.	21	19	40* (63%)	33	37	70 (90%)	10	6	16 (66%)	17	7	24 (76%)
Two plus school moves	6	18	24* (37%)	3	5	8 (10%)	18	29	47 (34%)	18	38	56 (24%)
Three moves	0	2	2	0	1	1	0	0	0	3	1	4
Four moves	0	0	0	0	1	1	0	2	2	0	0	0
School moves during KS4	0	4	4	1	4	5	0	1	1	0	0	0

*One student out of the whole cohort of 65 was long term missing.

Comment and analysis of school provision and pupil characteristics

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 the Virtual School is informed and supports provision of a school place. Where a student is likely to be out of school for a short time they are referred to TLC Live, our on line tuition partners. The expectation is to find a school place in advance of, or simultaneously with, a placement move. Attendance data is reported monthly to the Performance Board in Social Care and raised at 'Students Causing Concern' meetings with Assistant Headteachers and the Virtual School Headteacher.

Analysis of Richmond cohort

In 2016-17 AfC Virtual School extended to monitor the education of Post 16 students through to the end of Year 13 which is reflected in the increased cohort figures. 24% of students 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 non-looked after peers.

School gradings have improved in 2017 with 95% in 'Good' or better schools compared with 77% in 2015. In 2015, 67% of out-of-borough schools were 'Good' or better compared with 97% in 2017. In addition to the improvement in provision, it is positive to note that distance does not impact on the quality of education we provide to our students.

In 2016-17 we started gathering data for Post 16 students and there were a total of 26 UASC pupil with 69% educated out of borough and attending college. There were 33% of UASC students across the Richmond cohort. Students educated at schools with a 'Requires improvement' grading was 6.15% in 2016. This has reduced to 3.2% in 2017 equating to one student in borough and one out. At the end of the year we had four students who were not on the roll of a Department of Education registered school.

We balance the risk of creating instability by moving schools with keeping a new into care in a Requires Improvement school. Where a young person comes into care in a school of a lower Ofsted grade the Virtual School conducts a risk assessment and monitors closely. 66% of students achieved two year educational stability which represents an improvement from previous years.

Analysis of Kingston cohort

In Kingston, 38% of statutory school age students have an EHCP, an increase from 2016 and there are 14% more EHCP students than in the Richmond cohort. Kingston has a similar number of UASC students attending college as in Richmond and UASC students represent 31% of the Kingston cohort.

96% of Kingston statutory school age pupils attended 'Good' or 'Outstanding' schools and there has been a drop in the number of students attending a 'Requires improvement' graded school.

Additionally, 83% of Kingston statutory school age pupils had educational stability over 2016-17 and 76% didn't move schools in the last two years which is up from 73% in 2015.

During the course of the year 7 children were not on roll in-borough. These students were found appropriate schools, however due to MISPER some were not accessing education. These were closely monitored and data shared with partners at CME meetings.

Evaluation of Performance Area 3: School provision and pupil characteristics

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

The Virtual School has 'Outstanding' provision of education with 95% 'Good' or better schools in Richmond and 96% in Kingston. This closes the gap with all pupils nationally at 86% and national looked after children at 75%.

What is the evidence of the virtual schools impact on improving the educational experiences and outcomes of children looked after and care leavers?

The Virtual School has effective partnerships with schools, social workers, admissions teams and SEN and evidence shows that the Virtual School secures high quality education for the

majority of its pupils with the percentage of pupils in 'Good' or 'Outstanding' schools improving across the Richmond and Kingston cohort. Investment in TLC Live, an online tuition service, offers the opportunity of rapid provision of education where students are out of school. Within the Virtual School there is an emphasis on sourcing high quality schools and rigorously pursuing a start date within days of a pupil being out of education. Time out of school between school moves is now added to the tracker for 2016/17 to enable the VSH to monitor absence caused by school transition.

Although our aim is for all students to be in 'Good' or 'Outstanding' schools, occasionally we have students in 'Requiring improvement' graded schools where evidence shows that in balance moving schools would have a negative impact.

Where students are without a school place, this is generally due to an emergency move or entering care without an existing provision. With new strategies around attendance, exclusion, transition and training along with challenges to performance at weekly Virtual School meetings, our aim is to ensure all students are accessing full time Department for Education (DfE) registered, high quality education.

What are the key areas for improvement?

Target: Promote a culture of zero school moves in Key Stage 4 and improve school two year stability aiming for 80% by 2019.

- To continue to reduce the number of pupils not on roll by effectively sourcing appropriate education in a timely fashion. Any cases where students are not educated in 'Good' or 'Outstanding' DfE registered provision to be routinely reviewed.
- To improve educational stability further through close working with our partner agencies.
- To continue work with schools, foster carers and other partners through discussion and training, to reduce fixed term exclusion and continue to uphold the trend of zero permanent exclusions therefore reducing the number of students who are without education.
- Continue to work with colleagues to reduce the need for school changes, especially in KS4, and to ensure that schools are found in conjunction with residential placements.
- To develop further partnership working with colleagues in SEND, Social Care and the Virtual School to minimize educational drift regarding EHCP pupils.
- Ensure that Post-16 provision is well matched to pupil needs, promotes high aspirations and meets DfE and Ofsted expected standards for children in care through closer working with Leaving Care teams and the 14-19 Service and appointment of a Virtual School Post 16 Outreach Worker.
- Developing a greater awareness of cases which are on the edge of care through close working with relevant teams so that appropriate provision can be swiftly sourced should they transition into care.
- Good relations are further developed with the Admissions teams in out-of-borough areas to enable timely sourcing of schools.
- To ensure these standards are introduced and embedded in the Royal Borough of Windsor and Maidenhead after the Virtual School restructure.

Performance Area 4: Personal Education Plans progress and development

	2015/16 Richmond			2016/17 Richmond		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Statutory Sch. age	83.3%	55%	83.6%	98.3%	100%	100%
Post-16	41%	29%	51.6%	100%	94.1%	95%
Early Years	x	100%	100%	25%	X	X

	2015/16 Kingston			2016/17 Kingston		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Statutory Sch age	88%	66%	100%	98.6%	97.3%	100%
Post-16	62%	36%	79.4%	97.5%	92.7%	95%
Early Years	83	X	66.7%	66.7%	50%	95%

Comment and analysis of Personal Education Plans

There have been considerable improvements made to administration of PEPs since Spring 2016 with a view to impacting on the educational performance of children in care. The transitions to new systems have been successful across Kingston and Richmond with over 98% of ePEPs being completed across all cohorts by the end of the academic year. This is a significant improvement in Richmond with an increase of over 28% completion. With systems now embedded we are able to make good use of the ePEP data that is produced and triangulate with our School Performance tracker to facilitate better monitoring of progress.

With the advent of new responsibilities for Virtual School Headteachers in light of the Children and Social Work Act we worked with a Richmond primary school and their adoptive parents to create a follow on 'ePEP' which we have entitled an 'Excellence in Education Plan' or an 'EEP'. This is available to our schools for use via our website.

We identify high performing Social Workers termly and acknowledge their hard work around ePEP quality and completion by awarding 'Top of the PEPs' Certificates. Feedback includes; *'You have made my bank holiday and set the standard high for next term!'*

Evaluation of Performance Area 4: Personal Education Plans

How good is the completion rate, quality and impact Personal Education Plans?

Partners are well supported by **AfC Virtual School** and our commitment to monitoring education can be evidenced by the fact that 98.5% of Kingston students and 98.33% of Richmond students across all phases have received three PEPs in 2016-17. ePEPs are now delivered throughout the service to students until the end of Year 13 and Post 16 ePEPs have successfully transitioned to Welfare Call's electronic platform. Effective training, the 'ePEP Champion' approach and day to day case support provided by Virtual School Assistant Headteachers has ensured that completion rates are high. The introduction of Quality Assurance Criteria has ensured that the quality improved with 85% of ePEPs achieving a Good or better rating.

Table of improvement with regard to completion over the summer term

	29/07/2016	31/07/2017	Difference
Kingston EYFS	66.7%	100%	+33.3
Kingston Years 1-11	100%	100%	0
Kingston post-16	79.4%	95%	+15.59
Kingston	93%	98.5%	+5.5
Richmond EYFS	100%	X	N/A
Richmond Years 1-11	83.6%	100%	+16.4
Richmond post-16	51.6%	96%	+44.4
Richmond Total	69.4%	98.3%	+28.9

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

Robust and effective management of the Personal Education Plan process

AfC Virtual School continues to quality assure each PEP to ensure that it is fit for purpose. The implementation of the quality assurance document has enabled both designated teachers and social workers to have a checklist of what constitutes a good PEP. The Virtual school continues to take responsibility for the training of partners on a regular basis to ensure that all users of the system are up to date with not only practicalities of the system but also the statutory obligations. Training sessions empower the designated teachers in the PEP system and support them to lead this education meeting and inform on student progress and the implementation of SMART targets.

There has also been a significant increase in the PEP completion at Post 16 across the two boroughs with Kingston increasing from 36% in Spring 2016 to 95% in 2017 and Richmond increasing from 29% in Spring 2016 to 95% in 2017. This period has seen the transition of PEPs from paper to electronic with the oversight of Post 16 education moving within the remit of the Virtual School assistant headteachers. This has been alongside the direct support offered to further education provisions. It must also be mentioned that ongoing social work training, particularly targeting those new in the teams, has been an important aspect of ensuring PEPs continue through to year 13.

High standards across all cohorts were promoted through a quality assurance document and checklist for all users. All guidance is readily available on the website along with references to training schedules where ePEPs are a key agenda item.

ePEP completion continues to be a standing item at the **AfC Virtual School** staff meetings and ePEP data is regularly shared with social workers by the Performance Analysis Manager with monthly analysis of progress, underperforming areas and lists of incomplete ePEPs.

AHTs audit ePEPs on a termly basis and through the Welfare Call system are able to send feedback notes to colleagues in schools and return ePEPs that do not meet the required standard.

What are the key areas for improvement?

Target: 95% ePEP Completion. 80%+ Good or Outstanding ePEPs.

- Through training and the auditing process we will continue to focus on the quality and impact of ePEPs and especially of SMART, educationally focused, rigorous targets and clear accountability regarding the use of Pupil Premium Plus funding.
- Continue to promote high quality and standards of completion across the Virtual School by sharing good practise.
- For the Performance Analysis Manager to continue to ensure Welfare Call ePEP templates are fully populated and kept up-to-date and reflect our changing cohort.
- To ensure the introduction of effective ePEP systems in the expansion to the Royal Borough of Windsor and Maidenhead.

Performance Area 5: Training and CPD

Comment and analysis of training and CPD

We leave comment and analysis of our training to our partners who have attended our various training events in 2017-18.

Title of training	Date	Guest speakers	Comments
ePEP Training	Various dates Oct 2016 to March 2017	NA	The discussion of SMART targets and the focus on education was really helpful...the VSH ensured that training was done in a timely fashion, thank you! (SW) The ePEP Champion provided the training in a calm and patient manner. She explained things clearly and did not mind going over different matters several times to make sure that I understood. I now feel more confident in going in to colleges to complete the ePEPs. (AB)
SW Training	14 Sep 2016	Foster Focus	I found the presentation from FF extremely informative, it opened my eyes to what children in care go through and their feelings. (SM) The training was informative & beneficial to my practice. Presentation from FF was 'powerful' & 'thought provoking', extremely well delivered/presented. (AJ)
New DT Training	28 Sep 2016	Luke Rodgers	One of the best courses I have been on, I found it very informative and interesting. (LH) Absolutely thorough, inspirational yet practical. (MP) This has been one of the most meaningful training session I have ever been on. It's been so well organized, incredibly informative and incredibly inspirational talk from Luke. (AO) Excellent training, understand my role and inspired to do best for these children. (ES)
DT Forum	18 Oct 2016	NA	'Solution Circle' was really useful!
	15 Nov 2016		Very useful and I look forward to attending further training. (MB)
Attachment Training	30 Nov 2016	Scott King	An informative training which has given me many ideas to take back to share and use at school. (RM) This was a superb session that gave me lots of food for thought & ideas to take back to school, thank you! (MA) You guys just get better and better, absolutely brilliant training, thank you! (AO) A thoroughly thought provoking course, very informative. (KH) Fantastic, accessible! The theory behind attachment was at a level that helped to have a deeper understanding, really enjoyed and learnt from this training. (NT) Very clear and practical. (PK) I've really enjoyed the training! Excellent delivery from the people presenting Useful suggestion for the classroom Amazing venue A powerful talk from Scott, learned a lot Can't wait to feedback to other staff
DT Forum (K)	19 Jan 2017	NA	Thank you for a very helpful session, lots of points clarified – great chance to network and ask questions. (GN)
Governor's Training	23 Feb 2017	NA	'Incredibly knowledgeable facilitators...enlightening and moving...the passion of the facilitators really comes through... one of the best training sessions I have ever attended. (PC)
DT Forum (R)	09 Mar 2017	NA	Really helpful to share practical and hands on update on most recent procedures etc. (CM) Great documents were shared, very useful. (SK)

Adoptive Parents Training	22 Mar 2017		This has proved to be a very informative session, lots to think about. (ANON) I have attended 'lots' of seminars and this covered more than 2 or 3 day courses (much better than most) Thank you!
Post 16 DT Training	25 April 2017		'Excellent! More VS training please!'
DT Forum (K)	08 May 2017	NA	Today's session answered all of my questions. Thank you VS team. (ANON)
Foster Carers Conference	18 May 2017	Aim Higher Foster Focus	'Excellent... best training I have been on...powerful talk making us think again about what is written about our children... the VS team are so professional'
DT Forum (R)	04 July 2017	NA	Excellent! The documents shared are really useful! (LB)

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 work closely with partners and offer both informal and formal training. We have continued our training offer to designated teachers, social workers, foster carers and governors raising awareness of the barriers to learning and highlighting strategies to meet looked after children's educational needs and highlighting the responsibilities of professionals regarding the education of children in care.

In addition we have extended our provision to offer 'Attachment' for parents of Previously Looked After Children. The Virtual School has included inspirational guest speakers in our training offer and arranged for our partners at Foster Focus to speak at a Social Care Away Day. Our Educational Psychologists provide Education Surgeries for Social Workers and we expanded our training to Independent Reviewing Officers to support their access to ePEPs.

Colleagues from the Virtual School are encouraged to attend Continuing Professional Development which has included School Leadership Conferences and training on therapeutic interventions.

The quality of training offered by the Virtual School is very Good. We aim to increase the number of out-of-borough delegates and through broadening our reach and further evaluating the impact of our training we are aiming to become 'Outstanding' in this area by 2019.

What is the evidence of the virtual schools impact on improving the educational experiences and outcomes of children looked after and care leavers?

In addition to providing a formal training programme, **AfC Virtual School** offers a half-termly Designated teacher network meetings.

The Headteacher of AfC Virtual School attends senior leadership and head of service meetings within social care and works with service leaders to highlight key areas that impact on education. The ePEP Champion has delivered one-to-one support to social workers to assist the transition to ePEP. Social workers have been invited to group training on the new ePEP process delivered by the Virtual School and Welfare Call.

The introduction of quality assurance measures via the delegate feedback forms assist the

VSH in developing training which most effectively addresses need. This has been extended with follow up Case Studies to assess the impact of Virtual School training once delegate teachers return to school and college. This is a practice we want to develop further in 2017.

What are the key areas for improvement?

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

- Develop further the training programme offered to schools, social care, fostering, school governors and widen engagement of out of borough partners sustaining good practice in Richmond and Kingston whilst extending to support colleagues in the Royal Borough of Windsor and Maidenhead.
- Explore training as a method of income generation.
- Extending training to offer greater support around post-16, SEND, attachment and Wellbeing including SEND clinics for Social Workers.
- Through discussions with the Adoption team establish needs leading to the provision of training and support to adoptive parents in light of the DfE White Paper recommendations and expected new Parliamentary Bill.
- Triangulate the impact of training on student outcomes by closer examination of pupil data in relation to delegate attendance of Virtual School training.
- Embed the collection of post training feedback from delegates to further assess the impact of our training.
- Refine administrative processes to enable advance booking of courses by delegates and engagement in Virtual School training events improves by 30% in 2017/18 compared with 2016/17 figures.

Performance Area 6: Funding available to the Virtual School

Comment and analysis of funding

AfC Virtual School is part funded by the Delegated Schools Grant and part funded by Richmond and Kingston local authorities. These funds are used to support staffing and the administration of the Virtual School.

Pupil Premium Plus funding is used to finance a variety of strategic projects run directly by

AfC Virtual School and to support in-school interventions decided by the designated teacher and monitored by the Virtual School Headteacher via the ePEP process. In April 2016, a Pupil Premium page was added to the ePEP template enabling the Virtual School to draw down data and monitor the impact of pupil premium plus on pupil progress.

The Virtual School Headteacher delegates £300 funding per student each term to schools with children in care to Richmond or Kingston local authority. Where schools need supplementary funding for students they can access this through completion of an **AfC Virtual School** additional funding form which is processed at weekly Virtual School finance meetings.

Pupil Premium Funding has been dedicated to fund a pupil premium manager who works with the Virtual School Headteacher to research evidence, source and run strategic projects and to monitor value added.

Virtual School Pupil Premium Plus accounts balanced at the end of the financial year 2016-17. There was no surplus or need to return monies to the Department of Education. All funds were spent on supporting the Education of Children in Care. Governance of AfC Virtual School provides challenge and support for all mission statement areas and there are annual meetings with the Link Governor for Pupil Premium.

How good is quality and impact of the Virtual School's delegated Pupil Premium Funding?

Since 2016, **AfC Virtual School** has developed an effective system for delegating funds to schools. The Virtual School Headteacher and school administrator rigorously monitor that all schools receive funds, following up concerns and holding regular meetings with partners in finance.

Through Designated Teacher Networks; Virtual School Conferences and one to one training we have ensured that partners are aware of Pupil Premium processes and that the relevant section of the ePEP is completed to facilitate monitoring of the impact of funding.

We highlight the importance of research with our Designated Teachers and share which interventions have been identified as being the most impactful e.g. one to one tuition.

We are providing a 'Good' service in this area.

What is the evidence of the virtual schools impact on improving the educational experiences and outcomes of children looked after and care leavers?

AfC Virtual School documents interventions offered against each pupil and monitors the impact. Students who are underachieving are routinely offered one-to-one tuition. One example of the use of Pupil Premium is the provision of GCSE art for a Year 11 student who didn't achieve well in her school-based exams but attained an A in the art exam which has enabled her to go to college. Another example was learning leader intervention and guitar lessons which impacted on a much improved ePEP report. Additionally, one-to-one Maths and literacy tuition was used in another school and along with access to the school counsellor this enabled the student to make good academic progress, particularly in writing.

	Pupil Premium Delegated Funding	Funding used for?	Impact
Student A	£900	Maths 'Catch-up', FIZZY Gross Motor Skills, 'Clever Hands' Fine Motor Skills, Speech and Language, Reading, Auditory Memory	Student A knows his number bonds to 10 and his number bonds to 20 are now secure, shown an improvement in balance and coordination, able to write clearer, unless it is an extended piece of writing, using cleaner speech sounds. He is able to do some self-correcting, reading age has improved to 6 years 6 months, is able to explain each step, with adult questioning, such as 'What do you need to do next?'.
Student B	£900	Additional support from senior teachers leading English, Math's and Behaviour.	Making expected progress, this is an improvement; Student B's progress has historically been below expected. He has made 2 points of progress in half a year, expected at Key Stage 3 is 4 APS in one year.

What are the Key Area's for Development?

Target: 90% of ePEPs have fully completed Pupil Premium Impact sections. Attainment and progress targets are met

- To ensure that Pupil Premium impact is demonstrated on all ePEPs and that **AfC Virtual School** routinely maintains robust records of impact against all spending.
- To review prior Virtual School impact data along with research from bodies such as the Education Endowment Foundation and the Sutton Trust to ensure that all future planned Pupil Premium Funding has sound supporting evidence of raising attainment or supporting wellbeing.
- To continue to raise awareness of Pupil Premium expectations and effective use of funding through on-going training.
- To continue to work closely with finance to monitor accounting of Pupil Premium Plus and to align systems across all areas of the Virtual School with the expansion to the Royal Borough of Windsor and Maidenhead.

How good is quality and impact of the Virtual School's strategic use of Pupil Premium Funding?

Virtual School retains a portion of annual Pupil Premium Funding to support strategic projects. These are decided by the Virtual School Headteacher and the Virtual School team and operationally managed by the Pupil Premium Manager. Funding is used innovatively and appropriately to raise attainment or improve wellbeing. Feedback on projects and training is positive and a detailed breakdown of strategic Pupil Premium funded projects in 2016/17 and their impact is available on request. Practice in this area is 'Good'.

What is the evidence of the virtual schools impact on improving the educational experiences and outcomes of children looked after and care leavers

The Virtual School uses Pupil Premium funding to impact on attainment for a variety of imaginative and diverse strategic projects. These include:

- One-to-one tuition from our online tuition partners TLC Live. One-to-one tuition has strong evidence of impact as cited in the Education Endowment Foundation.

"Student A began his lessons with little English speaking ability. He has now progressed to being able to converse confidently with the tutor. He began as a beginner, and is now working at an intermediate level. Throughout the lessons, Student A has shown himself to be dedicated and a quick-learner, and this is reflected in how far he has come". (TLC Live 2017)

- Careers advice from our online partners Fast Tomato. As a Virtual School, we have invested in Fast Tomato's careers programme which is available to all our students and assists in setting goals and supporting them in selecting appropriate training, qualifications and jobs.

"A very useful tool for looking at different occupations and discovering new possibilities for a future career, I enjoy that you can easily change the categories to suit you, even after taking the different surveys, to help even more with finding new possibilities". (Student B)

- Distribution of Letterbox to foster homes in both authorities; PALAC (Institute of Education) support this initiative to promote reading opportunities in the home.

"AM absolutely loves Letter box. He gets very excited to open his box and find out which book he will be reading that month. He sits in the kitchen and reads to me often". (Student C Foster Carer)

- Our Virtual School website has been successfully developed and in place, providing additional support to our partners, an online booking system which encourages participation in training for out-of-borough colleagues. The website is updated regularly to ensure colleagues are informed of AfC Virtual School's developments, services and resources to support looked after children. The Website was launched in January 2017 and within two terms had 4,500 hits showing that it is a recognized source of support.
- Pupil Premium funds are being used to support an ePEP champion who has provided one-

to- one ePEP training to effectively smooth the transition to the new ePEP system. Impact of this initiative can be seen in the considerable rise in PEP completion and quality.

- Funding selected students to take part in Project Centaur (equine therapy). This was well received and students engaged positively. Anecdotal evidence from carers suggests that even at home, changes were in evidence. Social workers have also commented on how they hadn't seen some children in such an animated and social state.

'Student D has wanted to go every week to horse therapy which doesn't always happen with other activities...she chose to continue 3 weeks after the official programme ended. We have noticed she has grown in confidence over the last couple of months and seems to feel more comfortable in her physical space. She used to make herself as small and invisible as possible...also she talks less about being treated badly by her friends'.

- Piloting **Chelsea's Choice** to raise awareness of Child Sexual Exploitation through drama with excellent feedback from students (93% reported having an improved understanding of Child Sexual Exploitation) and staff, including the headteacher and safeguarding lead:

'Engaging and thought provoking for students...the shocking nature of the material was very effective, performances were very convincing and engaging' (Teacher Christs, November 2016).

- Pupil Premium strategic funds are used to engage a Pupil Premium Project Coordinator who develops a research-based approach to strategic projects which are systematically evaluated through feedback forms and ePEP scrutiny. This initiative has supported the monitoring of impact and developed the range of interventions we are able to offer our students.
- Funding Welfare Call ePEPs and attendance monitoring to improve PEP quality and reduce absence. This strategic use of funding has seen absence decline and enabled ePEP quality and completion to improve considerably.
- Pupil Premium Funding enables us to offer a training programme with free resources for delegates to promote children in care's education. Feedback from training is very strong and delegates report that they feel confident to cascade training to staff teams in their schools.
- Organizing an **AfC Virtual School** summer school with resources to support workshops including, music, art, science, broadcasting and drama.

'My best thing was playing the violin...mine was litter picking because it shows you pollution is really bad and some people just don't care about litter and throw it on the floor & river'(Year6).....'I really had fun as I made a new friend' (Year3)....'I loved learning how to be a DJ & recording a part in the RAY show' (Year7)

- Weekly funding of a programme of drama workshops with Richmond Theatre and Culture4Keeps. Student feedback has been positive:

'Student E joined drama Club with enthusiasm, but was somewhat nervous with this new group of peers. She joined drama club with English as her second language and her English language skills have improved significantly in her time at drama club. This has been an important chance for her to practice public speaking and script reading with a supportive

group of her peers. She has really flourished, and her confidence has noticeably developed over the months she has been attending. Last term she performed on stage in front of a large audience at Richmond Theatre, and she continues to attend the club, working towards her next performance'

- AfC Virtual School now has now a fully working radio station which broadcasts shows every week from Wednesday to Sunday at 6:00pm. The content of the show is spread across five areas, Sting RAY- showbiz gossip, fascinating facts and quiz, RAY of Sunshine- interviews and news, X-RAY factor- celebration of achievements and talents, Dr RAY- dilemma of the week and finally RAY Bands- includes information on festivals, tours and local bands. The aim behind RAY is to promote a sense of belonging for all Richmond and Kingston Looked After Students regardless of where they are educated. We are grateful for support from the Radio Jackie breakfast show presenter who produces our shows.
- Educational Psychologist. We have invested in two part time educational psychologists with specialist knowledge of looked after children. This has enriched our training and support offer to partners.
- PALAC— We continued our research work with University College London implementing a Literacy and Attachment programme in targeted schools. All children improved and 2 boys increased reading accuracy by 1yr 3months.

"I learned stuff so when I am in class ..I do well" Yr 5 Boy.

- Prospero designated Unaccompanied Asylum Seeking Children (UASC) programme provides support for UASC students and facilitates integration into mainstream school.
- First Star Academy- we have become involved in a four year programme at St Mary's University which promotes engagement in further education for looked after children at St Mary's University.

"Student F presented the final show with another student, she did a truly fantastic job. I am very proud of her, she threw herself into life on campus, growing in confidence and making a lot of friends. Student F won The Sportswoman award for graceful strength and amazing team spirit, which she was thrilled about. University is a realistic ambition for this student'.

What are the key areas for improvement with regard to strategic projects?

- Continued focus on robust tracking of the impact of Pupil Premium projects.
- Continue to work with Aim Higher to support high aspirations across all phases.
- Ongoing development of **AfC Virtual Schools** website to support training and raise attainment
- Maximize engagement by pupils in strategic projects run by the Virtual School.
- Engage in research with PALAC to develop an understanding of best practice around educational provision for UASC.
- Further develop use of research in identifying and matching appropriate projects to raise attainment and improve wellbeing.

Performance Area 7: Communication and working with others

How well does the virtual school work with others (social workers, IRO's carers designated teachers and schools)?

AfC Virtual School works collaboratively with a range of professionals within the local authority and across partner schools. **AfC Virtual School** staff attend meetings widely to represent children in care's education, support colleagues and where necessary champion change. The Virtual School Headteacher attends social care heads of service meetings and contributes education data to the monthly performance management board meetings.

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

Although not located within the Social Care Directorate, the work of the Virtual School is embedded within a multi-agency framework. Through being situated within the Education Directorate, we benefit from access to a wide range of networking opportunities with schools and to close working with the School Improvement team. 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.

The 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. 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.

To maximise our impact, we invested in a website which was completed in December 2016. This has proved a well used tool to support our partners whether they are placed in or out of borough. We would like to make more use of Twitter in 2017-18 to share information with our associates.

Our work with others includes participation in the pan-London network meetings, where the Virtual Headteacher is Vice Chair, and attendance of the National Association of Virtual School Headteachers' Conference.

The Virtual School Headteacher reports to the Corporate Parent groups in Kingston and Richmond and the Virtual School Board of Governors. Additionally, the Virtual School Headteacher is accountable to the monthly Social Care Performance Board and receives support and challenge from a nominated School Improvement partner and an experienced Virtual School Headteacher mentor. During 2016/17, we developed the governance of the Virtual School and allocated governors to each mission statement area. Each Governor

received induction training from the Virtual School.

In June 2016 we appointed a Performance Analysis Manager to enable the Virtual School to become a valuable resource for partner agencies. We are now able to supply information on demand around the education of children in care. Over 2016-17 we improved data collection systems, designed and populated our Virtual School pupil progress tracker and applied rigorous standards. The Virtual School now has up-to-date pupil registers and contact details which triangulate with details on Welfare Call to improve ePEP and attendance monitoring. The Virtual School Administrator keeps contacts for SW, DTs, Lead Governors and Foster Carers to enable effective communication regarding training, interventions or to share Virtual School Newsletters.

The Performance Analysis Manager liaises with NCER and local authority professionals so that AfC Virtual School can benefit from new developments from NCER. The Nova Project collects National Data on children looked after making links between educational outcomes and social care factors such as placement moves.

We further demonstrate our commitment to communication with the development of Radio Aspire Youth, the first radio station for Children in Care, which we run with a producer from Radio Jackie and with input from the Children in Care Council. Our aim with RAY is to provide looked after children with a vocal platform and to offer a sense of belonging to any looked after children listening to our programmes.

AfC Virtual School also communicates with partners to support the outcomes of looked after children such as Aim Higher and UCL, participating in PALAC research.

What is the evidence of the virtual schools impact on improving the educational experiences and outcomes of children looked after and care leavers?

AfC Virtual School is reflective, evaluative and committed to ensuring our work with others has a positive impact on the outcome of our cohorts. The impact of our close partnership working with others can be seen in the improved outcomes in attainment, attendance, ePEP completion and school provision. We have established high expectations around co-planning care with education and the importance of school stability as a protective factor.

With projects such as PALAC and Chelsea's Choice we carried out direct work within schools. We worked with the Children in Care Council on a well received schools workshop to raise the profile of looked after children in our schools. Additionally, the Virtual School presents the education section of the annual Celebration of Achievement Event.

Our Summer Activity Week, Radio Aspire Youth, TLC one-to-one education, Fast Tomato, Letterbox and other projects attract engagement and positive feedback from our young people, which we hope will go from strength to strength in 2017/18 and further demonstrate the impact of the Virtual School with others.

What are the key areas for improvement?

- Continue to improve data collection and ensure all systems are up-to-date sustaining existing good practice whilst extending the Virtual School service to support the

education of looked after children in Windsor and Maidenhead.

- Continue to improve attendance of training to ensure all schools are aware of recent developments and continue to extend our work to a greater number of schools and designated teachers
- Continue to build a robust and well informed governing board which can appropriately challenge, guide and support the work of the Virtual School Headteacher.

Glossary

A	AfC AHT	Achieving for Children Assistant Headteacher
B		
C	CLA CiC	Child looked after Children in care
D	DfE	Department of Education
E	EHCP ePEP EP ESOL EET	Education health and care plan (replaces statement of special educational needs) Electronic personal education plan Educational psychologist English for speakers of other Languages Education, Employment or Training
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 etc	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	PALAC PEP PA	Promoting the Achievement of Looked After Children Personal Education Plan Persistent absence
Q		
R	RI RWM	'Requires improvement' Ofsted grading not permitted for CLA Reading, Writing and Maths
S	SC SEND	Social care Special educational needs and disabilities
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 Call	Agency which manages ePEPs and attendance for virtual schools
X		
Y		