# AfC V▮rtual School

'Together we can achieve!'

Report compiled by
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**AfC Virtual School Headteacher**

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# Contents

# Executive Summary

**AfC Virtual School** was established in January 2016 to champion the education of children looked after by Richmond and Kingston local authorities. As of 1 October 2017 the Virtual School was restructured to include the Royal Borough of Windsor and Maidenhead. AfC Virtual School has eight guiding mission statements which are led by members of the school leadership team. 2017-18 saw improvements to our offer and this report provides commentary and evaluation of impact, identifying areas for improvement for 2018-19.

## AfC Virtual School Outcomes

With such small cohorts it is helpful to look at **AfC Virtual School** results as a whole. In KS1 AfC Virtual School achieved 67% in Reading, 100% Writing and 67%. In addition 67% of Phonics students attained the benchmark grade. This exceeds the national outcomes for looked after children and is closing the gap with non-looked after peers. In KS2 AfC Virtual School achieved 67% in Reading, 50% in Writing and 63% Maths in line with National outcomes for looked after children in Reading and exceeding them in Writing and Maths. At KS4 our average Attainment 8 was 31.8 as compared with the national children looked after average of 18.8.

## Richmond Outcomes

In 2018, 100% of KS1 pupils made age related progress. In KS2 in 2017, 100% of eligible students achieved age related expectations; closing the gap with looked after peers at 32% and non-looked after children at 61%. In 2018 33% of students achieved age related expectations in Reading, 67% in Writing and 100% in Maths. Of this very small sample (3), none achieved age related expectations in the combined reading, writing and maths (RWM) measure.

The Average Attainment 8 for KS4 students in Richmond was 27.2 which is positive as compared with National looked after outcomes (18.8). 50% of KS4 pupils were entered for EBACC compared with 8.3% of children looked after peers nationally illustrating the high aspirations we have for our pupils. The average points score for English Baccalaureate (EBACC) was 6 which is above the 4.8 average for looked after peers. Progress 8 for Richmond was -0.42 which is above the national for looked after of -1.24.

In 2018 Average Absence in the Richmond cohort was the lowest recorded in five years at 3.2%, closing the gap and going against the trend as compared with the national looked after figures which have increased from 3.9% in 2016 up to 4.5% in 2018. In addition we have closed the gap with the data for all children nationally (4.8%). Richmond's Persistent Absence at 2.8% is the lowest recorded in three years and shows strong improvement from 2017 (9.1%). This closes the gap with national looked after peers at 10.6% and the national statistic for all pupils of 11.2%.

The long established trend of zero Permanent Exclusions continued in 2018 and 8.1% of looked after children in Richmond received 1 or more Fixed Term Exclusions which is improved on the 2017 figure and closes the gap with the looked after peers nationally which was at 11.8%.

**AfC Virtual School** is responsible for ensuring high quality educational provision for the students in our care. In 2018 92% of pupils attended a Good or Outstanding school which is a 15% improvement on 2016 and closes the gap with the national percentage for looked after peers at 80% 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, 66% in 2017 and is now at 89%.

Personal Education Plan (PEP) completion rates for statutory school age students have improved from 55% in Spring 2016 to 97% in Summer 2018. Post 16 PEP completion rates were 29% in Spring 2016 and improved to 98% by Summer 2018. We developed and strengthed our Quality Assurance Criteria to increase the impact of the PEP process on pupil progress. 87% of statutory school age PEPs were rated Good or Outstanding in the Summer Term 2018.

**Kingston Outcomes**

There were no KS1 entries in Kingston however 50% of Phonics pupils achieved the threshold standard which is above national looked after peers (45%). In KS2 50% of eligible students achieved the expected in 2018 compared with 25% in 2016. This closes the gap with results for all pupils nationally (35%).

KS4 students achieved an average Attainment 8 of 31.3 which was an improvement on 2017 where our Year 11's achieved 29.4 and we have closed the gap with looked after children nationally at 18.8. In KS4 23% of students were entered for EBACC compared with 8.3% of national CLA. Progress 8 was at -1.12 which is slightly above the -1.24 achieved by looked after peers.

Kingston average absence was 10.8% in 2016. As a result of the introduction of new interventions and systems this has reduced to 6.5% in 2018 which is starting to close the gap on looked after peers at 4.5%. Persistent absence in Kingston was high in 2016 at 27% and has reduced to 9.3% in 2018 which closes the gap with the national looked after average of 10.6% and the persistent absence for all children (11.2%). In Kingston 15% of Year 12 and 13 looked after students are not in education, employment or training which closes the gap with looked after peers nationally and is a reduction on 2017 figures (23%). Attendance remains a priority for 2018-19.

There is a continued trend of zero exclusions in 2018 and pupils with 1 or more fixed term exclusions have decreased to 5.4% compared with the National CLA average of 11.8%. Exclusions are monitored daily through our partnership with Welfare Call.

PEP completion for statutory school age students has increased from 66% in Spring 2016 to 100% in Summer 2018. Post 16 PEP completion has risen from 36% in Spring 2016 to 100% in Summer 2018 with 82% of statutory school age PEPs quality assured as Good or Outstanding. In 2018 95% of students attended a Good or Outstanding School which closes the gap with looked after and non-looked after peers.

**Royal Borough of Windsor and Maidenhead Outcomes**

In KS1 100% was achieved in Phonics and 100% in Writing. In KS2 33% of eligible students achieved expected in 2018 which is roughly in line with national looked after peers (35%). 67% of the cohort meeting expectations in Reading. KS4 students achieved an average Attainment 8 of 34.4 closing the gap with looked after children nationally which was 18.8 and 55.6% of students were entered for EBACC compared with 8.3% of national CLA illustrating our high aspirations for our students. Progress 8 was -0.63 which is improved on the -1.24 achieved by National looked after peers.

Windsor and Maidenhead's average absence remained stable through the transition to AfC Virtual School at 5.7%. Persistent absence in Windsor and Maidenhead was 17.3% in 2017 and has reduced to 12.2% in 2018 which brings the cohort closer to the national looked after average of 10.6%. 24% 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 2018-19.

There were no permanent exclusions in 2018 and pupils with 1 or more fixed term exclusions has decreased slightly from 14.5% in 2017 to 14% in 2018. This reflects a wider culture in Windsor and Maidenhead and we are working with colleagues to raise awareness of the negative impact that exclusions have on vulnerable groups. This is an improvement target for 2018-19.

PEP completion for statutory school age students has increased from 59% in Spring 2016 to 100% in 2018. Post 16 PEP completion has risen from 15% in Spring 2016 to 65% in Summer 2018. 90% of statutory school age PEPs were quality assured as Good or Outstanding in the Summer Term. In 2018 91% of students attended a Good or Outstanding School which closes the gap with looked after and non-looked after peers.

**Whole School Developments**

In 2017-18 we provided training for partners which continued to be well received:

*'Yet more fabulous training from virtual school - Thank you so much!...Fantastic - really one of the best AFC trainings each year.'*

We have introduced post training 'impact' Case Studies and a recent survey revealed that 91% of Designated Teachers who attended AfC Virtual School training had led staff training once back at school. 94% of Designated Teachers found that Virtual School training made a difference to their practice and work with children, young people and their families. 92% of Designated Teachers agreed that the application of their learning contributed to improved outcomes for children, young people and their families.

The Pupil Premium Plus template in the PEP form has enabled us to track how schools are using delegated funding and we compile a report annually. In 2017-18 we created 'Link Governors' who were allocated Mission Statement areas. The Virtual School Headteacher reports to the Director of Social Care to sign off completed and projected Pupil Premium budgets.

We have partnered with UCL/Institute of Education (IoE) to research best practice for meeting the educational needs of Unaccompanied Asylum Seeking Children. This research will be published in 2019. In 2018 we started working with Achievement for All on a mental health programme for ten of our schools where Designated Teachers are offered coaching to develop best practice, whole school, approaches for looked after children.

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 providing presentations and workshops 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.

# 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 2017/18, 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, Richmond and Windsor & Maidenhead local authorities with particular reference to those who have been in care for a year or more as of 31 March 2018.

This report will be presented to the corporate parenting groups in Kingston, Richmond and Windsor and Maidenhead, AfC Virtual School Board of Governors and the Children in Care 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 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. Since October 2017 this has included the Royal Borough of Windsor and Maidenhead. In January 2016, Kingston's and Richmond's education services for looked after children were united as one school under the name 'AfC Virtual School' with a further expansion to include the Royal Borough of Windsor and Maidenhead in October 2017. The 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 is a major priority for our authorities and for **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 social workers, 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, with the support of a Deputy Headteacher who has responsibility for the Richmond cohort and with Assistant Headteachers providing day-to-day operational management of Kingston and Windsor & Maidenhead cohorts.

AfC Virtual School has a small team of Outreach Learning Mentors and Educational Pscyhologists  who provide targeted, time-bonded interventions to meet student need. The Performance Analysis Manager 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.   The Virtual School Headteacher benefits from the services of a School Improvement Partner in line with Headteachers' of local physical schools.

Pupil Premium Plus funds have been used to engage a Pupil Premium project worker to source, project manage and evaluate the impact of strategic projects commissioned to raise attainment and support wellbeing.

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.

## The Virtual School Team

Suzanne Parrott
Head Teacher

Alex Colclough
Deputy Head
AHT Richmond

Kerry Crombie
Assistant Headteacher
Kingston

Clare Farley
Assistant Headteacher
RBWM

Emma Dyer
Teacher in Charge of
Previously Looked After
Children

Dr Sara Frietag
Educational Psycologist

Dr Samantha Caswell
Educational Psychologist

Dr Beth Turner
Educational Psychologist
RBWM

Marc Hack Davies
Data Manager

Sam Connor
Pupil Premium
Project Manager

Mickel Johnson
Post 16 Outreach
Learning Mentor

Faith Awalope
Outreach Learning Mentor

Tayyaba Iqbal
Outreach Learning Mentor
RBWM

Tavana Young Thomas
Business support
Apprentice

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# Mission statement

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

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

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

3. **Educational provision:** We ensure that children looked after have access to a suitable range of high quality education placement options that take account of their duty to 3. promote pupils' educational achievement. We champion educational stability and have strategies in place to support transition.

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

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

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

7. **Communication and working with others:** We work together with partners to ensure that the educational achievement of children looked after by the authority is seen as a priority by everyone who has responsibilities for promoting their welfare. We regularly update our records so that effective information, reporting and data systems are in place.

8. **Previously Looked After Children:** We are committed to closing the attainment and progress gap between previously looked after children and their peers through providing comprehensive information and advice to parents, educators and other professionals to promote the educational achievement of this group.

# Performance Area 1: Attainment and progress

## Attainment and progress at Key Stage 1
**Key Stage 1: Percentage of pupils achieving Age Related Expectation**

| | 2016 | | | | 2017 | | | | 2018 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of pupils Richmond | 0<br>0% SEND | | | | 0<br>0% SEND | | | | 2<br>50% SEND | | | |
| Number of pupils Kingston | 8<br>50% SEND | | | | 0<br>0% SEND | | | | 0<br>0% SEND | | | |
| Number of pupils RBWM | | | | | 6 | | | | 1<br>0% SEND | | | |
| | Reading | Writing | Maths | RWM | Reading | Writing | Maths | RWM | Reading | Writing | Maths | RWM |
| **AfC Virtual School** | | | | | | | | | 67 | 100 | 67 | 67 |
| Richmond | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 100 | 100 | 100 | 100 |
| Kingston | 25 | 25 | 25 | 25 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| RBWM | | | | | | | | 33 | 0 | 100 | 0 | 0 |
| **National CLA** | 50 | 37 | 46 | 25 | 51 | 39 | 46 | 34 | 51 | 42 | 49 | |
| All National | 74 | 65 | 73 | 60 | 76 | 68 | 75 | 64 | 75 | 70 | 76 | |

**AfC Virtual School - KS1 2016/2018**



AFC Virtual School

(Bar chart legend: 2016, 2018, National Average 2018)
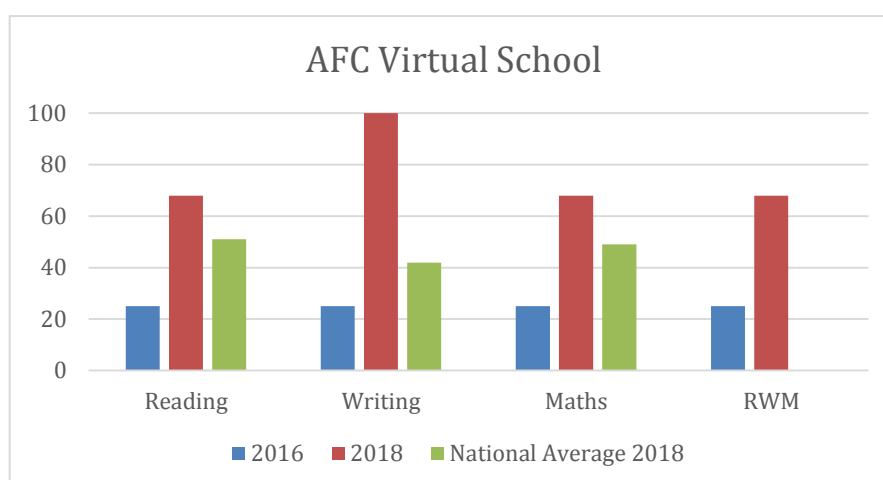
**KS1 : Phonics**

| Richmond/ Kingston/RBWM | In/Out | Gender | SEND | Achieve Expected | Actual Phonics (Threshold 32) | Pupils meeting threshold | AfC Virtual School % meeting threshold 2018 | National Looked After 2018 |
|---|---|---|---|---|---|---|---|---|
| Kingston | IN | F | N | N | 21 | 50% | | |
| Kingston | IN | F | N | Y | 36 | | 67% | 45% |
| Richmond | | | | | | | | |
| RBWM | IN | M | N | Y | 37 | 100% | | |

# Comment and analysis on Key Stage 1 attainment and progress

All students in the eligible KS1 cohort were male. There were 2 further students in this cohort throughout the academic year who were not in care for a year or more. One was working well below age related expectations as a result of their refugee status and the other left care prior to the end of the academic year. 33% of AfC Virtual School KS1 OC2 cohort have an Education Health and Care Plan which is above the national for looked after children (26.5%) and significantly higher that the Education Heath and Care Plan percentage of all pupils nationally(2.9%).

The three eligible Phonics students were all educated in their respective boroughs. None of the cohort had an identified SEND need. Overall, 67% AfC Virtual School Phonic student entries achieved the threshold standard.

**Richmond CLA**
There were no phonics entries in Richmond. 100% of students in KS1 achieved the expected national standard. This is a reflection of a cohort of two OC2 children. One child made good progress, after a change of foster carer, which incurred attending a new school that had been identified as an appropriate school by the Virtual School. The second young person has moved placement four times since being in care. He has an Education Health and Care Plan (EHCP) and a new school closer to his new carer was identified. This placement has since broken down. The Virtual School has worked closely with the young person's in-borough school to ensure he remains there so that this school remains consistent through placement changes. The Virtual School have provided additional funding for 1:1 support for this pupil and referred into the behaviour support service who are providing 1:1 support sessions for the teaching assistants working with this pupil.

**Kingston CLA**
In Kingston 50% of KS1 students achieved the Phonic's threshold. There are no students who have been in care for a year or more (OC2) in the current Year 2.

**Royal Borough of Windsor and Maidenhead**
There was one KS1 eligible pupil. This young person was working towards the expected standard in Reading and Maths and achieved only 3 points below the expected standard (97). In Writing she exceeded her target achieving the 100 age related expectation. Through effective intervention and support we aim to close the gap by KS2.
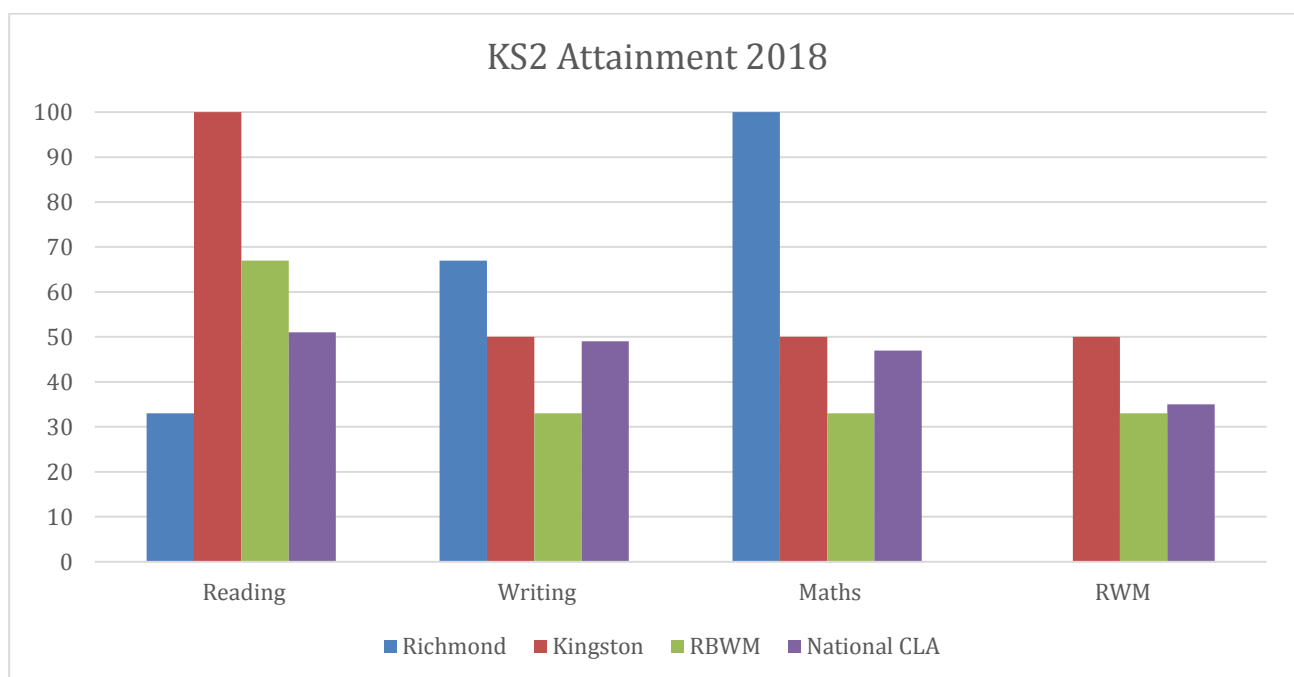
# Attainment and progress at Key Stage 2

**Key Stage 2:** Percentage of pupils achieving Age Related Expectations

| | 2016 | | | | 2017 | | | | 2018 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Number of pupils Richmond SEND** | 4 100 % | | | | 4 50% | | | | 4 50% | | | |
| **Number of pupils Kingston SEND** | 4 100% | | | | 2 50% | | | | 3 | | | |
| **Number of pupils RBWM SEND** | | | | | 15 Not | | | | 3 33% | | | |
| | Reading | Writing | Maths | RWM | Reading | Writing | Maths | RWM | Readin | Writing | Maths | RWM |
| **AfC Virtual School % Achieving Expected** | | | | | | | | | 63 | 50 | 63 | 25 |
| Richmond %CLA achieving expected | 25 | 50 | 50 | 25 | 100 | 100 | 100 | 100 | 33 | 67 | 100 | 0 |
| Kingston %CLA achieving expected | 25 | 75 | 50 | 25 | 100 | 100 | 100 | 100 | 100 | 50 | 50 | 50 |
| RBWM %CLA achieving expected | | | | | | | | 40 | 67 | 33 | 33 | 33 |
| **National CLA** | **41** | **46** | **41** | **25** | **45** | **48** | **46** | **32** | **51** | **49** | **47** | **35** |
| National all pupils | 66 | 74 | 70 | 53 | 79 | 76 | 77 | 61 | 75 | 78 | 75 | 64 |
| Richmond all pupils | 81 | 77 | 82 | 67 | 85.5 | 83 | 86.3 | 75.5 | 87 | 87 | 88 | 80 |
| Kingston all pupils | 75 | 72 | 79 | 59 | 75.8 | 76 | 81.7 | 64 | 81 | 80 | 80 | 70 |
| RBWM all pupils | | | | 58 | | | | 52 | | | | 68 |
| **Richmond CLA KS1-KS2 Average Progress** | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | +2.41 | +4.42 | +3.99 | |
| **Kingston CLA KS1-KS2 Average Progress** | 75 | 75 | 50 | 50 | 100 | 100 | 100 | 100 | +8.21 | +2.19 | +5.02 | |
| **RBWM CLA KS1-KS2 Average Progress** | | | | | | | | 73 | +9.08 | -4.42 | -0.07 | |
| **Average Progress Score National CLA** | | | | | -0.7 | -0.9 | -1.1 | | -0.2 | -0.8 | -0.8 | |
| **Average Progress Score National All Pupils** | | | | | 0.0 | 0.0 | 0.0 | | 0.0 | 0.0 | 0.0 | |
| **Average Progress Score AfC Virtual School** | | | | | 3.6 | 2.0 | 0.6 | | +6.6 | +0.73 | +2.98 | |

## KS2 Attainment 2018



*Chart: KS2 Attainment 2018 showing Reading, Writing, Maths and RWM for Richmond, Kingston, RBWM and National CLA*

| | Reading | Writing | Maths | RWM |
|---|---|---|---|---|
| Richmond | 33 | 67 | 100 | |
| Kingston | 100 | 50 | 50 | 50 |
| RBWM | 67 | 33 | 33 | 33 |
| National CLA | 51 | 49 | 47 | 35 |

## 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 pupil premium funded activities. 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 PEP meeting. KS1-KS2 Progress was very positive at +6.6 for Reading compared with looked after children peers at -0.2. The average progress for Writing across AfC Virtual School was +0.73 which is above national peers (-0.8) and again in Maths AfC Virtual School is significantly above national looked after peers with +2.98 compared with -0.8.

**Richmond**

In 2018 outcomes in Richmond were: Reading 33% Writing 67% Maths 100%. In writing and Maths this was significantly above the outcomes for peer looked after children. However none of this small cohort were able to achieve the 'gold standard' age related expectations for Reading, Writing and Maths (RWM). This compares with 2017 where 100% of looked after children in Richmond achieved the expected standard in RWM which closed the gap with looked after children nationally at 32% and non-looked after children at 61%. With very small cohorts there are likely to be swings in data from year to year.

With regard to progress from KS1 to KS2 Richmond results were very positive with +2.41 for Reading, +4.42 for Writing and +3.99 for Maths. This closes the gap with looked after peers and all pupils nationally. Looked after children often come into the Virtual School with a low attainment level that masks their potential. As a Virtual School we encourage partners in schools to have high expectations and set progress targets higher than for non-looked after peers.

**Kingston**

At KS2, Pupils made above average progress with +8.21% for Reading, +2.19 for Writing and +5.02 for Maths. This exceeds data for looked after children and all children nationally. 50% of the eligible cohort attained age related expectations in Reading, Writing and Maths. 1 student achieved age related expectations in line with her targets and progress during the year. The 2nd has made significant progress and achieved 96 in Maths and exceeded age related expectations in Science and Reading. This particular student's outcomes were impacted due to instability in the care placement and 2 school moves in the last 2 years. The Virtual school has been actively involved with this young person; strongly advocating school stability at a time of care placement changes and ensuring good communication was maintained with the host school to identify additional support. In the Summer Term the Virtual School Educational Psychologist provided intervention to assist transition to secondary school. The 3rd KS2 student has made individual progress within the identified specialist education setting but was not entered for KS2 examinations due to learning difficulties.

**Royal Borough of Windsor and Maidenhead**

33% of Year 2 eligible pupils achieved age related expectations in Reading, Writing and Maths. Progress in Reading from KS1 to KS2 was strong with an average of +9.08 however progress in Writing was significantly below National outcomes at -4.42. With Maths the average progress was -0.07 which is in line with all pupils nationally and closes the gap with looked after peers.

There were 4 KS2 students who had been in the care of the local authority for a year or more. Of these students 1 was identified as on track to achieve expected for Reading, Writing and Maths (RWM) in the summer. This young person met their target including attaining 118 for Reading and 115 for Maths. Of the 3 who did not achieve expected, one attained P levels in KS1 and did not have a target to achieve expected at KS2 another had learning difficulties and was not entered for examinations and one was working towards age related expectations. The Virtual school attended all Year 6 PEP's and put interventions in place e.g. 1:1 tuition.

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. PEPs were completed in the summer term for this group and were audited by the Virtual School and any concerns addressed with relevant partners. 50% of the KS2 cohort was educated in an in borough placement and 50% was educated in out of borough placements.

# Progress and attainment at Key Stage 4

| | 2016 | | | | | 2017 | | | | | 2018 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Number of pupils Richmond** | 8  25% SEND | | | | | 11  45% SEND | | | | | 8  38% SEND | | | | |
| **Number of pupils Kingston** | 5  40% SEND | | | | | 13  46% SEND | | | | | 13  54% SEND | | | | |
| **Number of pupils RBWM** | | | | | | 5  40% SEND | | | | | 9  33% SEND | | | | |
| | 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 | % English & Maths Expected | P8 Score | Average attainment 8 | % Entering EBACC | Average Point Score EBACC | % 4 (C) and above English and Maths | P8 Score |
| Richmond CLA | 12.5 | 37 | 0 | 25 | 12.5 | 31 | 27.2 | 0 | 11 | -1.79 | 27.2 | 50 | 6 | 13 | -0.42 |
| Kingston CLA | 20 | 60 | 20 | 20 | 20 | 29.4 | 31 | 15 | 22 | -.91 | 31.3 | 23 | 3 | 8 | -1.12 |
| RBWM CLA | ■ | ■ | ■ | ■ | ■ | 22.1 | 0 | 0 | ■ | -.23 | 34.9 | 55.6 | 10 | 33 | -0.63 |
| **National CLA** | **13.6** | ■ | ■ | ■ | **17.4** | **19.3** | **8** | **2** | **17.5** | **-1.18** | **18.8** | **8.3** | **4.8** | **17.5** | **-1.24** |
| All National | 66.9 | 98.4 | 61 | 60.2 | 58.8 | 44.5 | 38 | 21 | 58.9 | 0.08 | 46.5 | 35 | 13.4 | 43 | 0 |

*- Change of assessment system. -*



Average attainment 8 2018

- Richmond, 27.2
- Kingston, 31.3
- RBWM, 34.9
- National CLA 18.8
- Non Looked After, 46.5
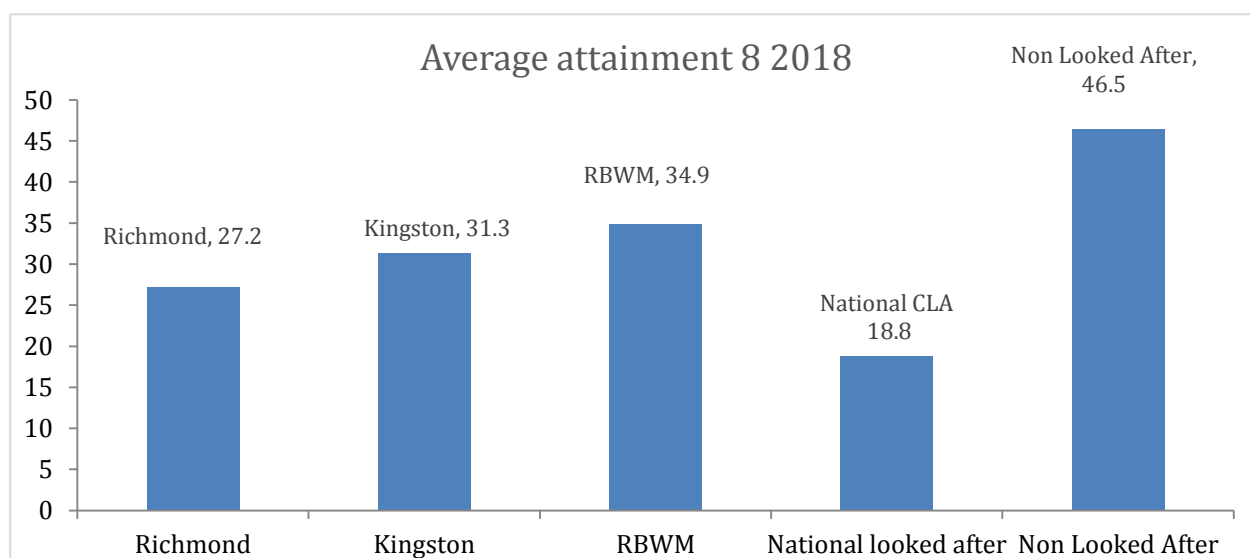
# Comment and analysis on Key Stage 4 progress and attainment

Students in both local authorities have access to a 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 support from our Learning Mentors and Educational Psychologists and involvement in projects such as St Mary's University, Star Academy.

**Richmond**

The KS4 cohort in Richmond comprised 8 students of whom 5 were entered for GCSE examination. Two students were involved with the Aim Higher 'Next Steps' programme funded by the Virtual School. Three students had an EHCP, 38% of the OC2 cohort were Unaccompanied Asylum Seeking Children (UASC).

The Average Attainment 8 score for Richmond was 27.2 which is above the National average for Looked After Children of 18.8.  The Progress 8 score was -0.42 which compares positively when compared with the National Looked After figure of -1.0.  50% of students of the cohort of 8 (80% of those put forward for GCSEs) were entered for the EBACC compared with 8.3% of looked after and 35% of all pupils nationally. The average points score for the EBACC was 6 compared with 4.8 for looked after children nationally.

**Kingston CLA**

The Kingston Year 11 cohort achieved Average Attainment 8 of 31.3 which is an improvement on 2017 where we achieved 29.4. This compares positively with national looked after peers whose Average Attainment 8 was 18.8. 23% of the Kingston cohort were entered for EBACC as compared with 8.3% of children looked after nationally.  The Progress 8 for Kingston students was -1.12 which is slightly improved on the national average for looked after children of  -1.24.

If we look at only those students who were able to be entered for examinations, 20% achieved grade 4+ in English and Maths and 60% were entered for EBACC .

Of those who were not entered for examinations, 2 young people were regular missing persons, 2 had mental health difficulties and 4 had learning disabilities.  AfC Virtual School ensured that education provision was in place for missing persons when they returned to placement and maintained regular communication with social care as to the permanency arrangements and next steps. The Virtual School has supported each individual through specific strategies such as additional online tuition, EP assessment of needs, careers advice and maintaining placement stability where possible.   For new UASC, 1:1 online tuition was promptly put in place to ensure the transition to school was smooth and language barriers were reduced.

In KS4, 10 of the 13 OC2 students did not have a school move in Year 11 however 46% of the cohort have moved throughout KS4 which is a concern.  A recent REES study found that pupils with moves during KS4 drop an average of 5 grades at GCSE.  1 student has had three moves over the last 2 years, one move being in Year 11. 10 students were educated out of borough. 10 students are attending Good or Outstanding Schools, 1 was in a Requires Improvement school, 1 in a hospital school awaiting grading and 1 student was not

attending school as a result of a lack of stability and multiple missing episodes. The student attending the Requires Improvement school was placed there prior to the inspection outcomes and as a result of the EAL provision they could provide. AfC Virtual school carried out a risk assessment on this school and the young person continued to progress throughout his time there. There were concerns regarding attendance for 3 students in the cohort. This was as a result of missing episodes, school refusal and illness. AfC Virtual school addressed this by implementing strategies to support the young person to re-engage with education and by putting in place a bespoke education programme. There have not been any Fixed Term or Permanent Exclusions incurred by this cohort.

All PEPs were completed for the Summer Term with the Virtual School in attendance at many to ensure support was in place for the KS4 exams and transition into further education.

**Royal Borough of Windsor and Maidenhead**
There were 10 Year 11 students who had been in care for a year or more, one of whom, an unaccompanied asylum seeker, was year-delayed and will sit examinations in 2019. Two students achieved national expectations at KS2 and were supported to meet KS4 targets and transition to Sixth Form and College. 2 students were dis-applied due to their complex learning needs and disabilities.

The year 11 cohort achieved an Average Attainment 8 of 34.9 comparing positively with their national peers at 18.8. Progress 8 was -0.63 which is improved on looked after children nationally at -1.24. 55.6% of the eligible cohort were entered for EBACC compared with 8.3% nationally. The EBACC average point score was 10 as compares with children looked after nationally where it was 4.8. 20% of Year 11s achieved English and Maths grade 4 or above compared with 17.5 for looked after peers.

60% 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.

All PEPs 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 outcomes**

| Area | Year | A – Level | BTEC and other qualifications |
|------|------|-----------|-------------------------------|
| **Richmond** | 2016 | 4.3% | 41.4% |
| | 2017 | 5% | 83% |
| | 2018 | 0% | 21% |
| **Kingston** | 2016 | 0% | 67% |
| | 2017 | 0% | 64% |
| | 2018 | 13% | 43% |
| **RBWM** | 2016 | | |
| | 2017 | | |
| | 2018 | 22% | 77% |

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

Post 16 education has made progress during 2017-18 but remains a focus for improvement going forward. We aim to increase the number of students engaged in education, employment or training and support higher numbers of students continuing to University or College. We believe that the newly appointed Post 16 Outreach Learning Mentor (June 2018) will assist us in realising our goals.

In 2016 AfC Virtual School expanded provision to include Year 12 & 13. Personal Education Plan (PEP) meetings were increased and delivered termly. PEP processes were embedded during 2017 and further enhanced with the introduction of quality assurance graded criteria to raise standards. 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 and identify action plans to support them. AfC Virtual School's Outreach Worker has facilitated transition from Year 11 to Year 12 assisting in the completion of application forms and open day visits. In 2017-18 we collaborated with PALAC (Promoting the Education of Looked After Children) at the Institute of Education/University College London (UCL) to research best practice for teaching UASC. This research will be published in 2019. With this evidence base we aim to establish a UASC educational transition unit to promote integration into mainstream school and improve outcomes for this group.

**Richmond CLA**

We are pleased to see that PEP figures are improving with 98% completion for Post 16 in Summer 2018. This compares with 96% completion in Summer 2017 and represents a 69% total improvement on Spring 2016 figures.

In May 2018 in Richmond the NEET figure for Year 12 and 13, at 24%, was showing an improvement on July 2016 (30%) and July 2017 (25.5%). We temporarily lost the support of our outreach worker and our experienced Assistant Headteacher due to the expansion to the new local authority. These factors may explain the dip in NEETs in the latter half of the

summer term (30%). Additionally, we were disappointed to see a drop in examination outcomes for Post 16 this year.  With the appointment of the new Post 16 Outreach worker we hope to see an improvement in 2018-19.

**Kingston**

In 2018 13% of the Year 13 cohort achieved A level passes and 43% attained other qualifications. PEP completion has improved in Kingston from 36% in Spring 2016 to 100% in Summer 2018 which has enabled AfC Virtual School to monitor more closely the journey of the young person and ensure appropriate support was in place.

In Kingston students not in education, employment or training has decreased from July 2017 (23.3%) to July 2018 (15.7%)  This improvement may be attributed to extending the role of the Virtual School Assistant Headteacher to include KS5 students and introducing PEPs three times a year until the end of Year 13.  Those not in education, employment and training were monitored monthly through a multi-agency meeting establishing an action plan for each young person in this group.

**Royal Borough of Windsor and Maidenhead**

In 2018 there were  there were nine  year 13  looked after children who had been in care for a year or more in the RBWM cohort of the Virtual School. 22% sat A level s/ BTEC level 3 Qualifications  and  moved  on  to  University . 22%  were  UASC's  and  received  ESOL qualifications 22%  were attending apprenticeships 11% completed Maths and English GCSE's,  11% attended a specialist education provision and 1 pupil (11%) was NEET

With the introduction of the new PEP system in Spring 2018 Post 16 completion improved in from 15% to 65% by Summer 2018.  This enabled AfC Virtual School to monitor more closely the journey of the young person and ensure appropriate support was in place.

The percentage of students not in education, employment and training in KS5 in Windsor and Maidenhead is at a reasonable level (24%) and when the planned Outreach Learning Mentor is in place we hope that this figure will show further improvement in 2019.

## 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?

Across AfC Virtual School Phonics outcomes improved on national peers.  At KS1 100% of Richmond pupils achieved the expected standard in Reading, Writing and Maths and in Windsor and Maidenhead 100% of pupils achieved the expected standard in Writing. The average across AfC Virtual School was above national peers.

The majority of KS2 students reached their own individual target and made good progress throughout the key stage.  In each of the individual measures of reading, writing and maths this cohort performed well.   In Richmond percentages included 67% for Writing and 100% for Maths; in Kingston Reading was 100% and Writing and Maths was 50%. In Windsor and

Maidenhead Reading was strong at 67%.

The KS4 Richmond cohort achieved Average Attainment 8 of 27.2, Kingston 31.3 and Windsor and Maidenhead 34.9. All three areas of the Virtual School were significantly above the statistics for National peers (18.8). Progress from KS2-KS4 was above that of national peers in all three areas.

KS5 provision benefitted from the newly appointed Outreach Learning Mentor (in place since June 2018) and regular multi-agency meetings to track and impact on NEET cases. PEP meetings are now delivered three times a year whether a young person is placed in or out of borough additionally, PEPs are held for students who are NEET.

**KS1 AfC Virtual School attainment; KS1-2 Progress and KS4 Attainment 8 and Progress 8 are all strong and represent a Good service.**

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

AfC Virtual School tracks pupil progress using the school Performance Tracker and Mountains Document which identifies students in ability groups and facilitates targeted interventions. Additionally, we hold Learning and Progress meetings, where professionals discuss each student, examine the interventions around them and set targets ensure students in all years groups are achieving and progressing.

Each of the three local authorities has a Deputy or Assistant Headteacher, an Outreach Learning Mentor and an Educational Psychologist.

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 the Virtual School 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 the outreach worker provides 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.

The Virtual School Performance Analysis Manager effectively gathers and tracks data around progress and attainment through the Virtual School performance tracker. 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 team performance meetings where outcomes are challenged and appropriate interventions discussed.

**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 2018-19 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.

- Ensure early intervention and support is in place for KS2 students so that increased numbers of students are able to achieved age related outcomes.  Consider re-using the PALAC/UCL/AfC Virtual School literacy intervention.

- Make effective use of the Post 16 Outreach Learning Mentor post to provide time-bonded interventions, improve attendance, minimise exclusions and to raise attainment for the 16-25 age group.

- Work with Achieving for All to coach Designated Teachers.

- Work with Post-16 colleges aiming to narrow the gap with peers at Key Stage 5 and for 80% 16 to 18 to be in education, employment or training in 2019. To effectively share data and create personalised intervention packages for Post-16 students through close working with Leaving Care and the 14-19 teams.

- Continue to embed the Virtual School approaches in Windsor and Maidenhead improving on outcomes in primary.

# Performance Area 2: Attendance and exclusions

| National Data | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|
| % National Absence for Looked After Children | 4.0 | 3.9 | 4.3 | 4.5 |
| % National Absence for All Children | 4.6 | 4.6 | 4.7 | 4.8 |
| % National Persistent Absence for Looked After Children | 9.0 | 9.1 | 10.0 | 10.6 |
| % National Persistent Absence for All Children | 11.0 | 10.5 | 10.8 | 11.2 |
| % National Looked After Children with one or more fixed term | 10.88 | 11.44 | 11.8 | |
| % National All Children with one or more fixed term exclusion | 1.98 | 2.11 | 2.3 | |
| % National Looked After Children with permanent exclusion | 0.14 | 0.10 | 0.1 | |
| % National All Children with permanent exclusion | 0.07 | 0.08 | 0.1 | |

| Local Data | Richmond | | | Kingston | | | RBWM | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| Average percentage absence R- Year 11 | 4.4 | 3.8 | **3.2** | 10.8 | 7.7 | **6.5** | | 5.6 | **5.7** |
| Percentage of students with persistent absence. | 8.1 | 9.1 | **2.8** | 26.9 | 17.3 | **9.3** | | 17.3 | **12.2** |
| Percentage with one or more fixed term exclusion | 9.8 | 8.6 | **8.1** | 1.92 | 13.10 | **5.4** | | 14.5 | **14** |
| Percentage with permanent exclusion | 0 | 0 | **0** | 0 | 0 | **0** | | 0 | **0** |

## Comment and analysis on attendance and exclusions

**Richmond CLA**

There have been improvements in Average Absence which at 3.2% is below that of the national figure for looked after children (4.5%) and has closed the gap with the figure for all children (4.8). Persistent Absence at 2.8% is considerably lower than that of looked after peers (10.6%) and all children (10.8%) and demonstrates a three year trend of improvement in Richmond since 2016. Fixed Term Exclusions at 8.1% have closed the gap with looked after peers (11.8%) and demonstrate a three year trend of improvement since 2016. The long tradition of no permanent exclusions continues in Richmond for looked

after children.

**Kingston CLA**

There have been improvements in Average Absence which at 6.5% is above that of the national figure for looked after children (4.5%) however shows a considerable improvement from 2016 where it was 10.8%. Persistent Absence at 9.3% is lower than that of looked after peers (10.6%) and all children (10.8%) and demonstrates a three year trend of improvement in Kingston since 2016 where it was 26.9%. Fixed Term Exclusions at 5.4% have closed the gap with looked after peers (11.8%) and demonstrate a 8.6% improvement since 2017. The long tradition of no permanent exclusions continues in Kingston for looked after children.

**Royal Borough of Windsor and Maidenhead**

Since October 2017, when AfC Virtual School expanded to support looked after children for Windsor and Maidenhead, there has been a focus on monitoring and reducing absence. Average absence was at 5.7%, which is higher than the national average for looked after children. There has been a reduction in persistent absence from 17.3% in 2017 to 12% persistent absence which is only slightly above the national averages for peers at 11.8%. There have been no permanent exclusions for looked after children which has been achieved through close working with local schools where concerns arose.

## Evaluation of Performance Area 2: Attendance and exclusions

### How good is the attendance of children looked after?

Annual absence in 2018 for all children nationally was 4.8% and 4.5% for children looked after. In Richmond this year we have closed the gap achieving the lowest average absence in five years. Additionally, in Richmond persistent absence has reduced by 6.3% from 2017. Having successfully introduced new data systems in Richmond in 2016, Kingston absence has been a focus of improvement for since 2017. 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. With fixed term exclusions we are closing the gap with all children nationally and have improved on our own figures for last year.

With our new area, Windsor and Maidenhead, there was a reduction in persistent absence. and challenges to permanently exclude our children were resolved.

**Taking the performance of all three cohorts into consideration 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 attendance was an area for improvement which continues to be addressed through a variety of strategies.

● A shared understanding with colleagues in social care of the need to source schools at the same time as care moves and, except in an emergency, for these moves to be planned in advance with the Virtual School to avoid absence from education

● The introduction of performance analysis at team meetings

● AfC Virtual School continues to use Pupil Premium Plus funds to invest in attendance rewards –distributed termly to students who improve or excel.

● School stability is monitored and information shared with social care colleagues to raise awareness of the impact on school moves on outcomes.

● Students missing education or on reduced timetables are monitored closely with a view to re-engaging in full time, appropriate education without drift.
   • The Virtual School liaises with colleagues in SEND to promote timely allocation of schools.
   • Virtual School Educational Psychologists provide targeted work with schools to support our students with Education, Health and Care Plans.
   • 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 5% by 2019.

● Persistent absence in Kingston to reduce to 8.5% by 2019.

● Fixed term exclusions in Windsor and Maidenhead to reduce to 10.5% by 2019.

● Continue to improve engagement in Key Stage Four to facilitate a positive transition to Key Stage Five including improvements in school stability through collaboration with social care colleagues.

# Performance Area 3: School Provision and Pupil Characteristics

**Number of students in AfC Virtual School , 31 July 2018**

| | 2015/16 | | 2016/17 | | | 2017/18 | | |
|---|---|---|---|---|---|---|---|---|
| | Richmond | Kingston | Richmond | Kingston | RBWM | Richmond | Kingston | RBWM |
| Early years | 5 | 7 | 0 | 7 | 9 | 2 | 3 | 3 |
| Statutory school age | 65 | 78 | 66 | 84 | 72 | 64 | 84 | 81 |
| Post-16 | 62 | 34 (16+17 year olds) | 55 | 43 | 30 | 52 | 51 | 37 |
| **Total** | **132** | **119** | **121** | **134** | **111** | **118** | **138** | **121** |
| % of state school age with SSEN/EHCP | 23 | 22 | 24 | 38 | 32 | 30 | 30 | 16 |
| -% of national population with SSEN/EHCP | 2.8 | 2.8 | 2.8 | 2.8 | 2.8 | 2.9 | 2.9 | 2.9 |

### School moves in a two year period

| | | | Students who have had 2 year educational stability. | Two plus school moves | Three moves | Four moves |
|---|---|---|---|---|---|---|
| 2016/2017 | Richmond | In | 10 | 18 | 0 | 0 |
| | | Out | 6 | 29 | 0 | 2 |
| | | Total | 16 (66%) | 47 (34%) | 0 (0%) | 2 (3%) |
| | Kingston | In | 17 | 18 | 3 | 0 |
| | | Out | 7 | 38 | 1 | 0 |
| | | Total | 24 (76%) | 56 (24%) | 4 (5%) | 0 (0%) |
| 2017/2018 | Richmond | In | 17 | 1 | 1 | 0 |
| | | Out | 40 | 6 | 0 | 1 |
| | | Total | 57 (89%) | 7 (11%) | 1 (2%) | 0 (0%) |
| | Kingston | In | 26 | 4 | 3 | 0 |
| | | Out | 38 | 16 | 0 | 0 |
| | | Total | 64 (76%) | 20 (24%) | 0 (0%) | 0 (0%) |
| | RBWM | In | 42 | 4 | 1 | 0 |
| | | Out | 28 | 7 | 1 | 0 |
| | | Total | 70 (86%) | 11 (14%) | 2 (2%) | 0 (0%) |

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

| | | 2016/17 | | | 2017/18 | | |
|---|---|---|---|---|---|---|---|
| | | In | Out | Total | In | Out | Total |
| **Statutory school age** | Richmond | 28 | 38 | 66 | 18 | 46 | 64 |
| | Kingston | 38 | 46 | 84 | 30 | 54 | 84 |
| | RBWM | | | 72 | 46 | 35 | 81 |
| **Mainstream** | Richmond | 22 | 30 | 52 | 17 | 29 | 46 |
| | Kingston | 24 | 30 | 54 | 23 | 39 | 62 |
| | RBWM | | | | 33 | 26 | 59 |
| **Special school** | Richmond | 2 | 6 | 8 | 0 | 15 | 15 |
| | Kingston | 6 | 14 | 20 | 4 | 15 | 19 |
| | RBWM | | | | 9 | 8 | 17 |
| **Alternative provision** | Richmond | 1 | 2 | 3 | 0 | 2 | 2 |
| | Kingston | 1 | 2 | 3 | 2 | 0 | 2 |
| | RBWM | | | | 1 | 1 | 2 |
| **UASC in college** | Richmond | 8 | 18 | 26 | 1 | 24 | 25 |
| | Kingston | 7 | 19 | 26 | 5 | 29 | 34 |
| | RBWM | | | | 0 | 5 | 5 |
| **NOR** | Richmond | 3 | 0 | 3 | 1 | 0 | 1 |
| | Kingston | 7 | 0 | 7 | 1 | 0 | 1 |
| | RBWM | ■ | ■ | ■ | 3 | 0 | 3 |
| **SSEN/EHCP** | Richmond | 3 | 13 | 16 | 4 | 15 | 19 |
| | Kingston | 12 | 20 | 32 | 6 | 19 | 25 |
| | RBWM | | | | 6 | 6 | 12 |
| **% of UASC in all key stages including Key Stage 5** | Richmond | 27 | 37 | 33 | 10 | 30 | 40 |
| | Kingston | 26 | 35 | 31 | 8 | 30 | 38 |
| | RBWM | | | | 2 | 6 | 8 |

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

## School provision grading

| | | | % Good or Better | % RI | % Awaiting grading | % Other |
|---|---|---|---|---|---|---|
| **2015/2016** | Richmond | In | 24/28 85.7 | 3/28 10.7 | 1/28 3.4 | |
| | | Out | 35/37 94.6 | 1/37 2.70 | | 1/37 2.6 |
| | | Total | 59/65 90.7 | 4/65 6.2 | 1/65 1.54 | 1/65 1.5 |
| | Kingston | In | 31/36 86.1 | 2/36 5.56 | | 3/36 8.3 |
| | | Out | 36/42 85.7 | 3/42 7.1 | 1/42 2.4 | 2/42 4.8 |
| | | Total | 67/78 85.9 | 5/78 6.4 | 1/78 1.3 | 5/78 6.4 |
| **2016/2017** | Richmond | In | 23/24 95.83 | 1/24 4.16 | | 4/24 16.7 |
| | | Out | 36/37 97.29 | 1/37 2.70 | 1/37 2.7 | |
| | | Total | 59/62 95.16 | 2/62 3.23 | 1/62 1.6 | 4/62 6.5 |
| | Kingston | In | 27/28 96.42 | 1/28 3.57 | | |
| | | Out | 44/46 95.65 | 2/46 4.35 | | |
| | | Total | 71/74 95.95 | 3/74 4.05 | | |
| | RBWM | In | 33/39 84.62 | 6/39 15.38 | | |
| | | Out | 28/33 84.85 | 2/33 6.06 | | 3/33 9.09 |
| | | Total | 61/72 84.72 | 8/72 11.11 | | 3/72 4.17 |
| **2017/2018** | Richmond | In | 15/17 88.24 | | 2/17 11.76 | |
| | | Out | 43/46 93.48 | 3/46 6.52 | | |
| | | Total | 58/63 **92.06** | 3/63 4.76 | 2/63 3.18 | |
| | Kingston | In | 28/28 100 | | | |
| | | Out | 50/54 92.59 | 4/54 7.41 | | |
| | | Total | 78/82 **95.12** | 4/82 4.88 | | |
| | RBWM | In | 40/43 93.02 | 2/43 4.65 | 1/43 2.33 | |
| | | Out | 31/35 88.57 | | 4/35 11.43 | |
| | | Total | 71/78 **91.03** | 2/78 2.56 | 5/78 6.41 | |

In/Out Borough Provision. Statutory School

■ In  ■ Out



Provisions Type Statutory School Age

■ Mainstream  ■ Special School
■ Alternative Provision  ■ NOR



OFSTED Grades

■ Good  ■ RI  ■ Awaiting
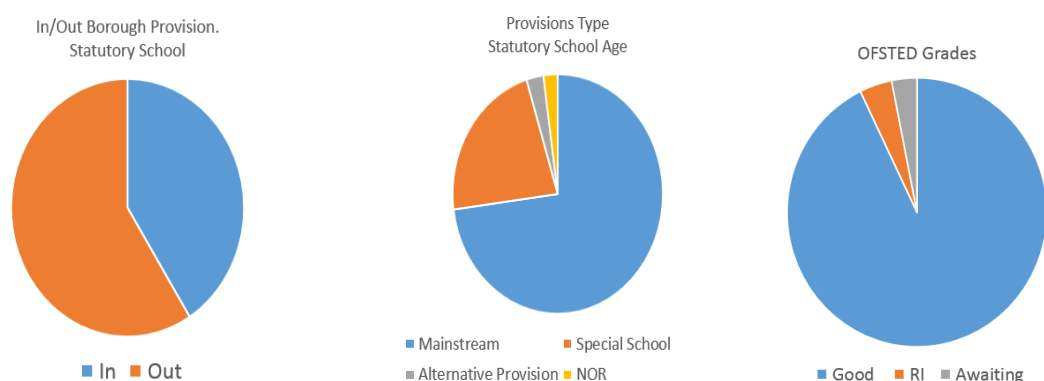
# Comment and analysis of school provision and pupil characteristics

**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. We balance the risk caused by leaving a new into care student in a Requires Improvement School with the importance of educational stability.  Where a young person comes into care in a school of a lower Ofsted grading the Virtual School conducts a risk assessment and monitors closely. 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.  School provision 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.

**Richmond cohort**
In 2016-17 AfC Virtual School extended to monitor the education of Post 16 students through to the end of Year 13.  In 2018 there were increased numbers of students with an EHCP in Richmond (30%) which compares with 2.8% of non-looked after peers. This is a factor that we take into account when considering outcomes.

School gradings have improved in 2018 with 92% in 'Good' or better schools compared with 77% in 2015. This exceeds the average for looked after children at 80% Good+ and all pupils nationally at 86%.  In 2018 72% of Richmond statutory school age students were educated in out of borough provision.   This compares with 58% in 2016. The cohort attending special schools has almost doubled and all provision is out of borough. AfC Virtual School is dedicated to attending school meetings wherever there is need.

In 2015, 67% of out-of-borough schools were 'Good' or better compared with 92% in 2018. 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. There were 88% of pupils attending Good or better schools in borough compared with 93% out of borough in 2018.
89% of students achieved two year educational stability which represents a trend of improvement since 2015 where it was 59%.  This has been achieved through a collaborative multi-agency team approach and targeted training.

In 2016-17 we started gathering data for Post 16 students and there were 33% of UASC

students across the Richmond cohort.  In 2018 this has increased to 40% with 96% of the cohort being educated out of borough.

**Kingston cohort**

In Kingston, 30% of statutory school age students have an EHCP with the highest number of students attending specialist provision of our three authority areas. Unaccompanied Asylym Seeking Children represent 38% of the Kingston cohort.

100% of in-borough students and an average of 95% of Kingston statutory school age pupils attended 'Good' or 'Outstanding' schools compared with 85.9% in 2016. This exceeds the average for looked after children at 80% Good+ and all pupils nationally at 86%.  There has been a consequent reduction in the number of students attending a 'Requires improvement' school.   There has been a reduction also in the number of students not on roll, 1,  compared with 7 in 2017.  There are similar numbers of students in the statutory school age cohort compared with 2017 however 64% are placed out of borough compared with 55% the previous year.  AfC Virtual School is committed to meeting the needs of looked after children's education wherever they are placed.

76% of Kingston statutory school age pupils had educational stability over 2017-18 which is improved from 73% in 2015.   There were no students with more than 2 school moves in 2 years which again is improved on previous figures.

**Royal Borough of Windsor and Maidenhead**

In Windsor and Maidenhead, 15.6% of statutory school age students have an EHCP, Windsor and Maidenhead cohort has a lower number of Unaccompanied Asylum Seeking Children compared to Richmond and Kingston with  representing 8% of the cohort.

In 2018 91% of statutory school age pupils attended 'Good' or 'Outstanding' schools which is an increase from 2017 (84.7%) and exceeds the average for looked after children at 80% Good+ and all pupils nationally at 86%.  No students have been placed in less than good schools this year and 86% of students have had school stability for the last 2 years or more.

The majority of students in Windsor and Maidenhead, unlike Richmond and Kingston, are educated at in borough schools.

# Evaluation of Performance Area 3: School provision and pupil characteristics

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

AfC Virtual School provides an outstanding service, securing  high quality education for the great majority of its pupils and closing the gap not only with looked after but non-looked after peers.  This high standard has been maintained despite increased numbers of out of borough placements requiring more out of borough visits and complex negotiations with out of borough admissions teams.

**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. 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 school. 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.

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. Through embedded strategies, multi-agency training and challenges to performance at regular Virtual School meetings, our expectation is to ensure all students are accessing full time, Department for Education 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 85% 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 and continued sharing of the Stability Index report.
- 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.
- To develop a Joint Protocol 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 and promotes high aspirations. Develop closer working with Leaving Care teams and the 14-19 Service through the appointment of a Virtual School, Post 16 Outreach Worker.

## Performance Area 4: Personal Education Plans

| | Overall Completion Rates 2017/18 | | |
|---|---|---|---|
| | **Richmond** | **Kingston** | **RBWM** |
| **Statutory School Age** | **96%** | **95%** | **88%** |
| Year 12 - 13 | 89% | 95% | 52% |
| Total | 93% | 95% | 76% |

| RICHMOND | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **2015/16** | | **2016/17** | | | **2017/18** | | |
| | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** |
| **Early Years** | 100% | 100% | 25% | X | X | 100% | 100% | 100% |
| **Statutory Sch. age** | 55% | 84% | 98% | 100% | 100% | 98% | 91% | 97% |
| **Post-16** | 29% | 52% | 100% | 94% | 95% | 90% | 79% | 98% |

| KINGSTON | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **2016** | | **2016/17** | | | **2017/18** | | |
| | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** |
| **Early Years** | X | 67% | 67% | 50% | 95% | 86% | 67% | 100% |
| **Statutory Sch age** | 66% | 100% | 99% | 97% | 100% | 99% | 91% | 100% |
| **Post-16** | 36% | 80% | 98% | 93% | 95% | 94% | 92% | 100% |

| Royal Borough of Windsor and Maidenhead | | | |
|---|---|---|---|
| | **2017/18** | | |
| | **Autumn** | **Spring** | **Summer** |
| **Early Years** | 86% | 100% | 100% |
| **Statutory School age** | 59% | 100% | 100% |
| **Post-16** | 15% | 53% | 65% |

## PEP Completion Quality
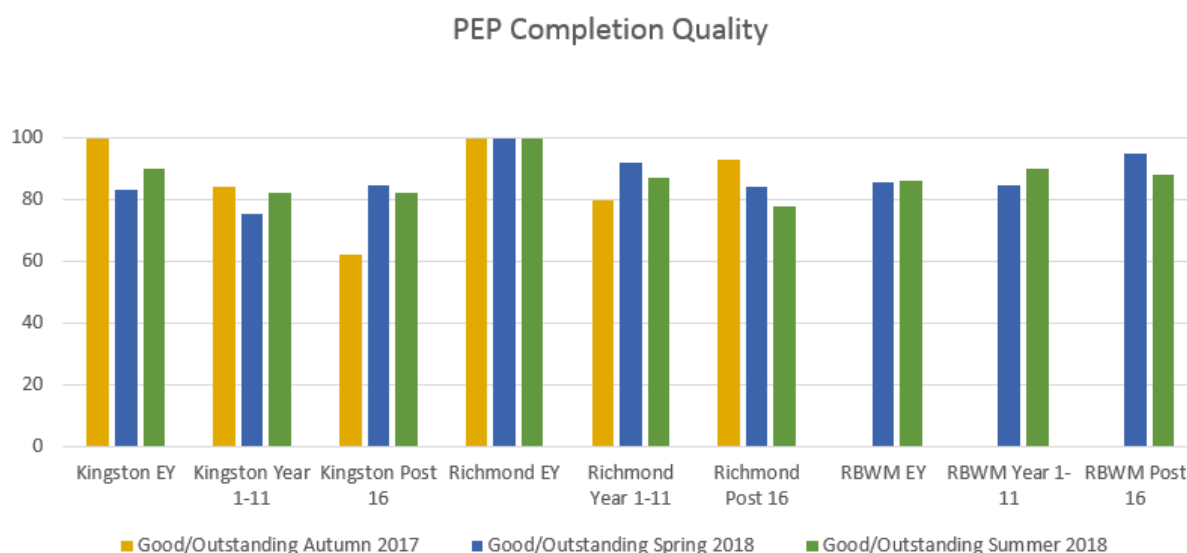


## Comment and analysis of Personal Education Plans

The PEP process in AfC is managed through an electronic system administered by Welfare Call. Whilst Kingston and Richmond have been using this system for 2 years now Windsor and Maidenhead were first introduce to it in the spring term of 2018. A significant amount of training and administrative support was put in place to ensure that Social Workers's and Designated Teachers were trained up and ready for the spring term delivery.

The Virtual School continues to perform strongly with PEPs with a greater quality of PEPs being submitted by the end of the academic year. Despite a number of challenges faced by Virtual School staff completion rates have reached , and in some areas exceeded, the target of 90%.

Our commitment to monitoring education can be evidenced by the fact that in Summer 2018 in Kingston, 100% of students had a completed PEP compared with 66% in Statutory School and 36% in Post 16 in Spring 2016. In Richmond in Spring 2016 55% of Statutory School Age and 29% of Post 16 had completed PEPs whereas by Summer 2018 this was 97% and 98%. This year we have embedded new systems in Windsor and Maidenhead and seen a significant improvement in PEPs over the year with 59% statutory school age and 15% Post 16 completion at the start of the year replaced by 100% statutory school age and 65% Post 16 by Summer 2018. ePEPs are now delivered throughout the service to students until the end of Year 13.

Young people transitioning schools are closely monitored to ensure that the Designated Teacher from the new school/college is invited to the Summer PEP to provide a successful and positive move. The Virtual School attend all PEPS for those young people transitioning or taking key exams.

We identify high performing Social Workers termly and acknowledge their hard work around PEP 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?

AfC Virtual School values the Personal Education Plan as a 'window to the provision'. We encourage our partners to celebrate success and give detailed feedback into the progress of our children. We have trained Designated Teachers to chair PEP meetings empowering them to drive forward improvements in their schools around the support of looked after children's education. Social Workers are given training via formal conferences and can access 1:1 PEP training from the Virtual School at any time. We provide three face to face PEP meetings a year and continue with PEPs after the 17 to ensure students are supported until the end of Year 13.

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. There is a significant improvement in 100% completion in the Summer Term in six of the nine cohort areas. With systems now embedded we are able to make good use of the PEP data that is produced and triangulate with our School Performance tracker to facilitate better monitoring of progress.

Effective training, the 'ePEP Champion' approach in Windsor and Maidenhead 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 8 out of the 9 cohort areas by Summer 2018 achieving 80% or more Good + quality rating. In October 2017 the Richmond Ofsted found PEPs to be 'Good'. **We continue to provide a Good quality of service in this area.**

**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 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.

Moderation of PEP quality resulted in the Virtual School being more stringent with quality assuring PEPs. In particular through following up 'Requires Improvement' PEPs by contacting both Designated Teachers and Social Workers to help them identify areas for improvement. From the second half of the Spring term and into Summer term, a weekly e-mail was sent to social workers to remind them of the PEP completion date and a reminder of how to contact the virtual school should they required additional support.

PEP completion continues to be a standing item at the AfC Virtual School staff meetings and the Virtual School quality assures each PEPs on a termly basis. The Virtual School carries out regular sampling of PEPs to ensure consistent standards are applied.

A self-evaluation form which poses specific questions around the PEP to those actively involved was distributed in the summer term. It was clear that the respondents were actively involved in their PEP and attended their meetings.

**What are the key areas for improvement?**

**Target: 95+% PEP 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 practice.

- To ensure Welfare Call PEP templates are fully populated and kept up-to-date.

- To ensure continued improved outcomes in Windsor and Maidenhead.

# Performance Area 5:Training and CPD

# Comment and analysis of training and CPD

Our training programme runs throughout the academic year to include networks, conferences and drop in sessions for all professionals involved with children looked after. This year has seen a focus on ensuring that all agencies are working together successfully to champion the needs of our Children Looked After.  For example, our Designated Teacher Networks have included multi-agency panels to improve knowledge and understanding of the network of support around each child with a view to ensuring effective inter-agency working.  In addition to our foundation programme, the DHT, AHTs and Perfomance Analysis Manager have provided a range of bespoke training opportunities for social workers and designated teachers particularly in ensuring their skill around ePEP completion.  Designated Teachers are strongly encouraged to lead whole staff training in their schools to raise awareness of Children Looked After and to disseminate learning from the network meetings. Our Educational Psychologists continue to contribute significantly to training, providing information on Attachment Theory to schools and foster carers.

**We leave comment and analysis of our training to our partners who have attended our various training events in 2018-19.**

| Title of training | Date | Guest speakers | Comments | Over all descriptor |
|---|---|---|---|---|
| ePEP Training | Various dates: Oct 2017 to March 2018 | NA | The discussion of SMART targets and the focus on education was really helpful…the Virtual School Headteacher ensured that training was done in a timely fashion, thank you! (SW)<br>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) | *The training has helped me develop my role as a Designated Teacher*<br><br>96% Very Good/Excellent |
| SW Training | 28<sup>th</sup> Nov 2017 | Foster Focus | I found the presentation from Foster Focus extremely informative, it opened my eyes to what children in care go through and their feelings. (SM)<br>The training was informative & beneficial to my practice. Presentation from Foster Focus was 'powerful' & 'thought provoking', extremely well delivered/presented. (AJ) | *The content supported my role with regard to education and ePEP*<br><br>95% Very Good/Excellent |

| | | | | |
|---|---|---|---|---|
| New DT Training | 27 Sep 2017 | Jaz Ampaw-Farr | Yet more fabulous training from virtual school - Thank you so much! - CM. Fantastic - really one of the best AFC trainings each year. Could there be opportunities for schools to hear Jaz together again and in a bigger venue? – CA. I can use the funding even better. I will be buying resources to use with children and staff (L) Kept feeling hugely inspired - JLP | *The training has helped me develop my role as a Designated Teacher* 97% Good/Excellent |
| DT Forum (Kingston) | 23rd Nov 2017 8th March 2018 21st June 2018 | NA | 'Great, Thanks! Good to have a chance to meet with colleague to similar challenges." (EF) 'Very useful and I look forward to attending further training'. (MB) 'All DT training welcome – always high standard and informative'. HC | NA |
| Attachment Training | 4th July 2018 | Luke Rogers | 'Very informative training. Will use methods shown/explained within my role, was able to have Q&A time, useful resources/links given!' – (ER) 'Very good and informative day. AfC team & other speakers were great. Luke's presentation was illuminating!' - JC 'Very informative & interesting session with helpful insights. Luke's presentation/life story enabled us to see life through the eyes & experience life of the child in care!'- CM 'Very high quality presentation. Plenty of time for questions/answers. Very emotive presentation from Luke. Recognised many behaviour patterns with our young lady. Will build on this. Our older/young people could benefit from Luke's story!' – SM | *The content & presentation from VS was informative* 97% very good/excellent |
| DT Forum (Richmond) | 11th Oct 2017 16th Jan 2018 8th May 2018 | NA | Really liked the discussion forum. AF It's good to have practical support. SK Helped to hear other people's views and to get advice and possible solutions. EM | NA |

| | | | | |
|---|---|---|---|---|
| Governor's Training | 22 Feb 2018 | 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) | NA |
| Adoptive Parents Training | 22 Mar 2018 | NA | 'This has proved to be a very informative session, lots to think about.' 'I have attended lots of seminars and this covered more than 2 or 3 day courses (much better than most) Thank you!' | *The training has increased my knowledge of the impact of attachment needs on behaviour, wellbeing and learning.* 100% Very Good/Excellent |
| DT Forum (Windsor and Maidenhead) | 5th Dec 2017 8th Feb 18 24th April 2018 | NA | 'Very informative attachment training. Any further training that would help in my role as DT would be appreciated'. LG 'Good information linked to specific group of Children with specific needs'. ES | NA |
| Foster Carer Training | 27th March 18 22nd May 2018 | Andy Stokes Aim Higher | 'I think it was outstanding, very helpful'. CP 'Good delivery – sufficient time for questions, very informative. HP 'Very informative, great to meet staff again + network with other FC's. GY | The training has helped me develop my role as a carer 98% Very Good/Excellent |

## Evaluation of Performance Area 5: Training and CPD

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

We 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.

We know from our feedback that 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?**

A recent survey revealed that 91% of Designated Teachers who attended AfC Virtual School training had led staff training once back at school. 94% of Designated Teachers found that Virtual School training made a difference to their practice and work with children, young people and their families. 92% of Designated Teachers agreed that the application of their learning contributed to improved outcomes for children, young people and their families.

The Headteacher of AfC Virtual School attends and presents at senior management, head of service meetings and whole service events within social care and highlights key areas with service leaders to impact on educational outcomes. In Windsor and Maidenhead the ePEP Champion has delivered one-to-one support to social workers to assist the transition to ePEP. In addition, social workers have been invited to group training on the new ePEP process delivered by the Virtual School and Welfare Call.

The delegate feedback forms assist the Virtual School in developing training which most effectively addresses partners' needs. The delegate satisfaction rating ranges from 95% to 100% 'Very Good' or 'Excellent' grading.

**What are the key areas for improvement?**

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

● Continue to develop the range of training offered to meet the varying need in the three authority areas.

● Explore training as a method of income generation.

● Develop Pod Casts using the radio station to extend training to a wider audience.

● Extending training to offer greater support around Post-16

● Continue to support Previously Looked After Children's education through further development of the programme to meet this need.

● 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.

● Further refine administrative processes to enable advance booking of courses by delegates

# 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 PEP 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.  This has been embedded in 2017-8.

The Virtual School Headteacher delegates £300 funding, per student, each term to schools with children in care to Richmond, Kingston or Windsor and Maidenhead local authorities. 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.

AfC Virtual School Pupil Premium Plus accounts balanced at the end of the financial year 2017-18. 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 Plus Funding?

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

Through Designated Teacher Networks; Virtual School Conferences, emails, website information and one to one training we have raised awareness of Pupil Premium Plus processes with partners and highlighted completion of the relevant section of the PEP to facilitate monitoring of impact. In 2017-18 we were able to access 70% of Pupil Premium Impact information via the new electronic platform. Where sections are not completed the Pupil Premium Coordinator liaises with schools to obtain missing information.

We highlight the importance of research, for example by the Education Endowment Foundation, 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 the interventions offered against each pupil and monitors the impact. The table below is a sample from the Pupil Premium Plus, Delegated Funding, Impact report for 2017-18.

| | Pupil Premium Plus Delegated Funding | Funding used for? | Impact |
|---|---|---|---|
| Student A | £900 | 1-1 support sessions for Literacy, reading, improving vocabulary and Maths | Student A has made outstanding effort in English and their last 3 assessments were all on target |
| Student B | £900 + £400 | Reading passport and associated activities, 1:1 sessions with the student support manager<br>Spain trip. £400. Support student B with developing language skills and confidence in Spanish. | Student B has Increased in number of level 1 and 2 grades in the interim reports.<br>Improved confidence in speaking Spanish and supported learning for GCSE. |
| Student C | £900 | Drama Therapy through which pupil A was able to explore and challenge their emotions around their placement and separation from parents. | Due to this the pupil was able to concentrate in class and showed more focused in their lessons which improved their attendance and over all behaviour. |
| Student D | £900 | Through the use of art therapy, the pupil was able to engage with the therapist and talk about their feelings | Resulted in making overall good progress in all subject areas. The student has responded really well to art therapy and expresses himself appropriately. Very positive relationship developed with the therapist. |

**What are the Key Area's for Development?**

**Target: 85% of ePEPs have fully completed Pupil Premium Plus Impact sections.**

Continue to ensure that Pupil Premium Plus impact is demonstrated on all PEPs and that AfC Virtual School routinely maintains robust records of impact against all spending.

● Continue 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.

## 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. 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 2017/18 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 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 sited in the Education Endowment Foundation.

> *'Student E made great progress throughout his time having lessons with TLC Live, and feedback from both himself and his carer were very positive. Overall, he was an engaging student who attended well, and showed great academic improvement since the beginning of the course to the end'.* (TLC Live 1:1 tuition, 2018)

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.

> *'Fast Tomato is a very good website. I have learned more about myself through using the website, and also about what type of career choices I should make - and how to achieve these goals and ambitions. Thank-you'. (*Student F)

● Distribution of Letterbox to foster homes in all three authorities.   PALAC (Institute of Education/University College London) support this initiative to promote reading opportunities in the home.

> *I have been wanting to let someone know the deep joy that this parcel brings to foster children: because it's a parcel, through the post, just for them, full of really interesting, and creative things. We played with each thing and read all the books. Please keep them going!' (Foster Carer)*

● Our Virtual School website has been successfully developed and is in place, providing additional support to our partners. 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 Plus strategic funds are used to engage a Pupil Premium Project Manager who has developed a research-based approach to projects which are

systematically evaluated through feedback forms. The impact of Delated funding is monitored through PEP scrutiny.

● Funding Welfare Call PEPs and attendance monitoring to improve PEP quality and reduce absence. This strategic use of funding has seen absence decline and enabled PEP quality and completion to improve.

● Pupil Premium Plus Funding supports our training programme . Feedback is very strong and delegates report that they feel confident to cascade their learning to staff teams in their schools.

● Provision of the AfC Virtual School summer school with workshops including, music, art, science, broadcasting and drama.

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*'I did not know Thames River is so polluted. I liked the water testing and finding out the results. I also enjoyed the boat trip and learning how to steer the boat'. Student G*

*'Super-hero workshop. I learnt that we are all superheroes and we can all help each other in this life', Student H*

*'I would like to take the time to give you some feedback from NT for Thursday's music workshop and the theatre on Friday. A big massive thank you to you and the team as it was a huge success, NT finds it difficult to be in new situations and meet new people and she really enjoyed both days and felt very welcome, and really enjoyed both days. Can you please pass on to the team involved a huge thank you from us'. Foster Carer*

*'Thank you so much for organizing today's trip to Chessington, we all had a fab time, my new in care was able to spend time with me & my daughter in a fun way today!' Foster Carer*

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● 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, Kingston and Windsor and Maidenhead 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.

● **AC Education** - online programme which combines one or more short courses with a range of web-links and downloadable resources to support users in their work. We have used these for staff Professional Development and to induct new staff into the Virtual School.

● **Achievement for All - Achieving Wellbeing (CLA) Programme -** The Achieving Wellbeing

   programme for looked after children runs across one year and comprises nine half day coaching visits for Designated Teachers, supported by online learning portal 'The Bubble'. This programme specifically targets the improved wellbeing and attainment of looked after and potentially previously looked after children

● Educational Psychologist - We have invested in three part time educational psychologists with specialist knowledge of looked after children. This has enriched our

training and support offer to partners.

● Promoting the Achievement of Looked After Children— PALAC is a knowledge exchange programme that seeks to support practice in schools and research that contributes to knowledge about the education of children and young people in care.

> *'The process of working out my role vis-à-vis the virtual school has forced me to objectively consider what realistic goals I could set – and make a difference to how the virtual school supports looked after children.'* (Teacher from a partner school.)
>
> *'I have worked on my literacy and I have seen a difference in my writing. I can write in more detail.' (*KS3 Pupil involved in the project).

● First Star Academy- we are 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.

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

● Continued focus on robust tracking of the impact of Pupil Premium projects.

● 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.

● Work with Achieving for All to offer coaching to Designated Teachers in ten of our schools with a view to creating improved wellbeing and outcomes for looked after children.

# 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 Deputy and 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. Deputy and Assistant Headteachers maintain regular contact with schools and colleges through training, and by attending meetings to ensure our students are supported to achieve. Additionally, training is provided to school governors responsible for children looked after so they can better support and challenge Designated Teachers in their schools.

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.

The Virtual School Headteacher is Vice Chair for the pan-London network meetings, and participates in the South East Virtual Headteachers Network; the Extended National Association of Virtual School Headteacher's board and attends the National Association of Virtual School Headteachers' Conferences.

AfC Virtual School Headteacher reports to the Corporate Parent groups in Kingston, Richmond and Windsor and Maidenhead and is accountable to 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.

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. We have significantly improved data collection systems, designed and populated the Virtual School pupil progress tracker and applied rigorous standards. The Virtual School Administrator keeps contacts for Social Workers, Designated Teachers, Headteachers and Foster Carers to enable effective communication regarding training and interventions.

We further demonstrate our commitment to communication with the development of Radio Aspire Youth (RAY), the first radio station for Children in Care, which we operate 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 University College London, participating in research with the dedicated looked after team (PALAC). In 2017-18 our learning exchange research around Literacy and Attachment was published by UCL.

**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 improved outcomes in attainment, attendance, PEP 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.

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 2018/19 and further demonstrate the impact of the Virtual School with others.

**What are the key areas for improvement?**

- Continue to apply rigorous standards of data collection

- 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

- Plan with the Pan London Virtual School Virtual School Headteachers to hold a Virtual School's London Conference in 2019.

# Performance Area 8: Previously Looked After Children's

## Education Comment and Analysis

In 2017-18 we have been in preparation for the new duties incumbent on Virtual Schools in light of the Children and Social Work Act. This has included:

- Extending our training offer to parents of previously looked after children
- Working with a Richmond primary school and their adoptive parents to create a follow on 'PEP' which we have entitled an 'Excellence in Education Plan' or an 'EEP'.
- Provision of training on the new duties for Designated Teachers
- Providing help and advice to partners and parents. Creating a call log to document all discussions.
- Creation of an Action Plan for the new Mission Statement 8 area.
- Raising awareness of Department of Education funding with local authority leaders.
- Meeting with the Adopter Hub to explore working together to support parents and schools in 2018-19.
- Creating a Job Description for a dedicated post to lead on previously looked after provision.

## Evaluation of Impact

- The Excellence in Education Plan is available on our website and has been shared with Designated Teachers at training events.
- Funding was agreed to finance a new, fixed-term contract, post and we will recruit in 2018-19.
- Training on Attachment was well received by Adoptive Parents
- A log of calls was maintained to evidence need and assist in planning for 2018-19.

## What are the key areas for development in 2018-19?

In 2018-19 we plan to meet the new responsibilities by:

- Recruiting a teacher in charge of Previously Looked After Children's Education
- Researching and developing a website dedicated to supporting Previously Looked After Children's Education to include a 'frequently asked questions' section.
- Agreeing funding and set up log in details for the Adopter Hub.
- Continuing to log calls and provide advice and support to parents and schools.
- Continuing to provide training to support previously looked after children's education
- Networking with other agencies to raise awareness of the needs of this group and to be able to efficiently sign post parents and schools.

# Glossary

| | | |
|---|---|---|
| **A** | **AfC**<br>**AHT** | Achieving for Children<br>Assistant Headteacher |
| **B** | | |
| **C** | **CLA**<br>**CiC** | Child looked after<br>Children in care |
| **D** | DfE | Department of Education |
| **E** | **EHCP**<br>**PEP**<br>**EP**<br>**ESOL**<br>**EET**<br>**EBACC** | Education health and care plan<br>Electronic personal education plan<br>Educational psychologist<br>English for speakers of other Languages<br>Education, Employment or Training<br>English Baccalaureate |
| **F** | **Fast Tomato** | Careers on line service |
| **G** | **GCSE** | Exams taken in Year 11 in Key Stage 4 |
| **H** | | |
| **I** | **IoE** | Institute of Education |
| **J** | | |
| **K** | **KS1, KS2, KS3 etc** | Key stages of education in schools |
| **L** | **LAC** | Looked after children |
| **M** | | |
| **N** | **NCER**<br>**NOR**<br>**NEET** | National Consortium for<br>Examination Results Not on Roll<br>Not in Education, Employment or<br>Training |
| **O** | | |
| **P** | **PALAC**<br>**PEP**<br>**PA** | Promoting the Achievement of Looked After Children<br>Personal Education Plan<br>Persistent absence |
| **Q** | | |
| **R** | **RI**<br>**RWM** | 'Requires improvement' Ofsted grading<br>Reading, Writing and Maths |
| **S** | **SC SEND** | Social care<br>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<br>Virtual School |
| **W** | **Welfare Call** | Agency which manages ePEPs and attendance |
| **X** | | |
| **Y** | | |