AfC Virtual 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. This report provides commentary, evaluation of impact and identifies areas for improvement for 2019-20.

AfC Virtual School Progress and Attainment Outcomes

With such small cohorts it is helpful to look at **AfC Virtual School** results as a whole. In KS1 71% 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 100% Reading Writing and Maths (RWM) in Richmond; 75% RWM in Kingston and 67% RWM in RBWM with 100% of the non-SEND cohort meeting age related expectations. AfC Virtual School outcomes were above National outcomes for looked after children (37% RWM) and for non-looked after children (45%). Average KS1-2 Progress in Reading, Writing and Maths across AfC Virtual School was above National for all pupils with particular strength in Richmond and RBWM. At KS4 our average Attainment 8 was 31.8 as compared with the national children looked after average of 19.1. Richmond achieved Attainment 8 47.8, Kingston 31.6 and RBWM 29.3. Progress 8 for AfC Virtual School was -0.6 which compares favourably with -1.23 for National looked after children.

AfC Virtual School additional outcomes by local authority

Richmond

In 2019 Average Absence in the Richmond cohort was 4%, closing the gap as compared with the national figures for looked after and non-looked after children of 4.7%. Richmond's Persistent Absence at 5.7% closes the gap with national looked after and non-looked after peers at 10.9%. The children not in education employment and training figure (NEET) has dropped to 18.9% in 2019 compared with 30% in 2016 due to the recruitment of a dedicated Post 16 Outreach worker and a close scrutiny multi-agency panel chaired by the Virtual School Headteacher.

The long established trend of zero Permanent Exclusions continued in 2019 and 8.1% of looked after children in Richmond received 1 or more Fixed Term Exclusions which is improved as compared with the 2016 figure of 9.8% and closes the gap with looked after peers nationally which was at 11.7%.

AfC Virtual School is responsible for ensuring high quality educational provision for the students in our care. In 2019 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 school engagement. Achieving educational stability is an ongoing area for development requiring close partnership working with schools, fostering and commissioning. Two year stability has dropped from 89% in 2018 to 70% in 2019. On a positive note,

the 2019 Children's Commissioner Stability Index shows 1 year school stability rates are 87% (2017-18) and above the National school stability figure of 83%.

Personal Education Plan (PEP) completion rates for statutory school age students have improved from 55% in Spring 2016 to 91% in Summer 2019. There was a dip in standards in Spring 2019 due to staff changes. These challenges have been overcome during the Summer Term with the appointment of new staff.

Kingston Outcomes

Kingston average absence was 10.8% in 2016 and as a result of the introduction of new interventions and systems this reduced to 6.5% in 2018 and further to 4.1% in 2019. This has closed the gap as compared with looked after peers at 4.7%. Persistent absence in Kingston was high in 2016 at 27%, and has reduced to 9.6% in 2019 maintaining the improvement achieved in 2018 in comparison with the national average for looked after and non-looked after children of 10.9%. In Kingston 18.6% 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%).

There is a continued trend of zero exclusions in 2019 and pupils with 1 or more fixed term exclusions have decreased to 5.4% compared with Kingston's 2017 looked after figure of 13% and the 2019 National CLA average of 11.7%. Exclusions are monitored daily through our partnership with Welfare Call.

Two year school stability remains at 73% in 2019 showing that 27% of students move during a two year period. Raising awareness across our networks of the importance of school stability is an ongoing priority. The 2019 Stability Index shows 88% of Kingston looked after children had one year school stability (2017-18) above the National rate of 83% for children in care.

PEP completion for statutory school age students has increased from 66% in Spring 2016 to 98% in Summer 2019. Post 16 PEP completion has risen from 36% in Spring 2016 to 100% in Summer 2019. In 2019 90% 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 2017-18 Windsor and Maidenhead's average absence remained stable through the transition to AfC Virtual School at 5.7%. In 2019 this has improved to 3.7% for looked after children. Persistent absence in Windsor and Maidenhead was 17.3% in 2017, reduced to 12.2% in 2018 and further to 6.7% in 2019 closing the gap with the national looked after average of 10.9%. In 2018 24% of Year 12 and 13 looked after students were not in education, employment or training. Through the implementation of a range of strategies this figure has reduced to 16.7% in 2019.

The culture of no permanent exclusions continued in 2019 and pupils with 1 or more fixed term exclusions has decreased from 14.5% in 2017 to 10.8% in 2019. AfC Virtual School continues to work with colleagues to raise awareness of the negative impact that exclusions have on vulnerable groups.

Two year school stability rates showed increased school moves with 73% having stability over 2017-2019. The Stability Index for 2019 shows that in 2017-18 80% of looked after children in RBWM had

school stability below the National school stability for looked after children by 3%. Stability of education is our key priority with partners for 2019-20.

PEP completion for statutory school age students has increased from 59% in Spring 2016 to 100% in 2019. Post 16 PEP completion has risen from 15% in Spring 2016 to 100% in Summer 2019. 96% of students attended a Good or Outstanding School which closes the gap with looked after and non-looked after peers.

Whole School Developments

In 2018-19 we provided training for partners which continued to be well received:

- ✔ *' Attending the attachment training and the teenage brain meant I could disseminate to other staff so they have greater awareness about the impact of an insecure attachment for a student's progress.'*

- ✔ *' Reflective practice meant I can use the same technique with my pastoral team when they feel stuck or overwhelmed by a case'*

- ✔ *' I have disseminated the info around foetal alcohol syndrome so that it is now something that is routinely considered when the pastoral team start to work with a young person'*

- ✔ *'By attending the attachment training I have an improved understanding of the difficulties facing these students, an increased awareness of importance of building relationships with them and believing in them so that they began to develop more of a feeling of self-worth.'*

Previously we had partnered with UCL/Institute of Education (IoE) to research best practice for meeting the educational needs of Unaccompanied Asylum Seeking Children. These findings were published in 2019 and provided a launch pad to apply for funding from the Youth Engagement Foundation to open a Transition Hub to support new into care.

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.

With Department of Education funding we employed a teacher in charge of Previously Looked After Children who has developed a dedicated website dedicated to supporting this group.

Overview of AfC Virtual School

Purpose of the Annual Report

The purpose of the Annual Report is to outline the achievement and progress of pupils within AfC Virtual School in 2018-19; to acknowledge our successes and identify areas for development.

Data contained within this report is for children looked after by Achieving for Children on behalf of Kingston, Richmond and Windsor & Maidenhead local authorities with particular reference to those who have been in care for a year or more as of 31 March 2019.

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

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 local authorities' 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. Narrowing the attainment and progress gap between children looked after, care leavers and their peers; minimising disruption to education and creating a culture of high aspirations are major priorities within Achieving for Children.

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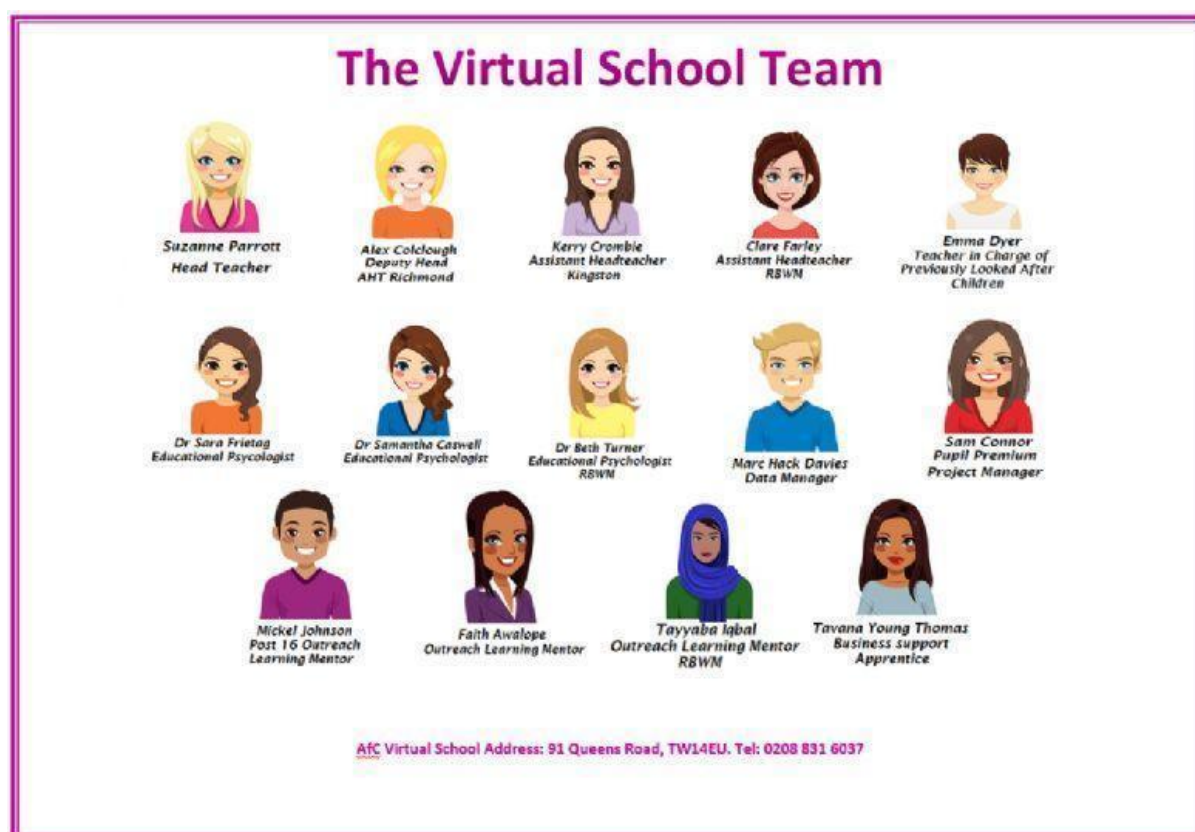
Staffing structure of AfC Virtual School

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 team of Outreach Learning Mentors and Educational Psychologists 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 Councils.

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

AfC Virtual School Address: 91 Queens Road, TW14EU. Tel: 0208 831 6037

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

	2017				2018				2019			
Number of pupils Richmond	0 0% SEND				2 50% SEND				0 0% SEND			
Number of pupils Kingston	0 0% SEND				0 0% SEND				2 50% SEND			
Number of pupils RBWM	6				1 0% SEND				1 0% SEND			
	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM
AfC Virtual School					67	100	67	67	67	33	0	0
Richmond	N/A	N/A	N/A	N/A	100	100	100	100	N/A	N/A	N/A	N/A
Kingston	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	50	0	0
RBWM	■			33	0	100	0	0	0	0	0	0
National CLA	51	39	46	34	51	42	49		52	43	49	38
All National	76	68	75	64	75	70	76	■	80	72.9	80.1	69.6

AfC Virtual School - KS1 2018/2019

Legend: 2018, 2019, National Average 2019

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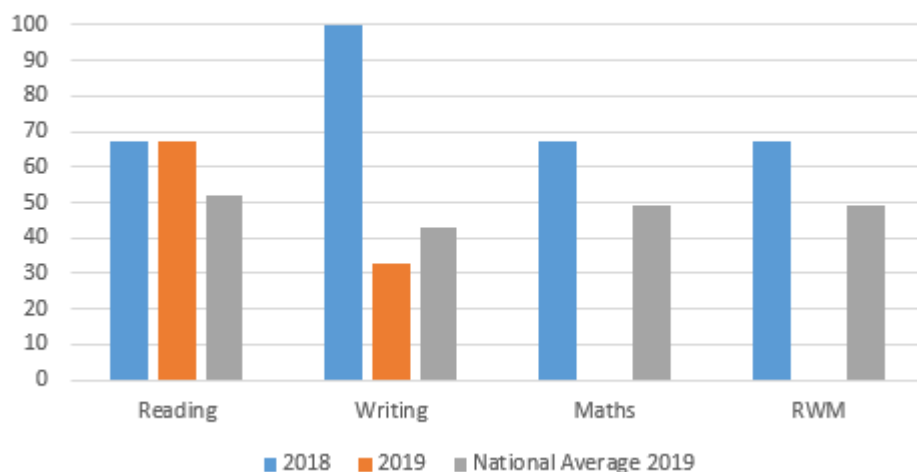
KS1 : Year 1 Phonics

Richmond/ Kingston/RBWM	In/Out	Gender	SEND	Achieve Expected	Actual Phonics (Threshold 32)	Pupils meeting threshold	AfC Virtual School % meeting threshold 2019	National Looked After 2018
Kingston	Out	M	K	WT	28			
Kingston	In	F	N	WA	40	75%		
Kingston	In	F	N	WA	34			
Kingston	Out	F	N	WA	40		71%	64%
Richmond								
RBWM	Out	M	K	WA	37			
RBWM	Out	M	K	WA	37	67%		
RBWM	Out	F	N	WT	24			

Comment and analysis on Key Stage 1 attainment and progress

Richmond CLA

There were no eligible phonics or KS1 SATs entries in Richmond this academic year as there were no children who had been in the care of the local authority for over a year (OC2).

Kingston CLA

There were two eligible students in Kingston in Yr 2 who have been in the care of the local authority for over a year (OC2). Both students achieved the standard in reading, and both had achieved their phonics score in Year 1. Student one also achieved the standard in Writing but not was just below in Maths; it is hoped she will be on track in all three areas at KS2. Student two did not achieve the standard in Writing or Maths, her attainment had been seriously affected by her health condition and an EHCP has now been agreed. Both attend Ofsted Good+ schools. Maths is an improvement focus for all Kingston schools as attainment was less for all Kingston students in Maths.

There were 4 eligible students in Kingston in Yr 1 who have been in the care of the local authority for over a year (OC2). 75% (3/4) students achieved the Phonics threshold. The one student that did not meet the threshold has had a difficult year and now has an EHCP in place; a specialist provision is being sought to meet his needs.

Royal Borough of Windsor and Maidenhead

There was one eligible student in KS1 who has been in the care of the local authority for over a year (OC2) and attends a school judged 'Outstanding' by Ofsted. She is a Syrian Refugee who arrived in the country in 2017; English is a barrier however she is continuing to make progress through effective intervention and support and we aim to close the gap by KS2.

67% (2 out of 3) students in Year 1 achieved the threshold for phonics.

Attainment and progress at Key Stage 2

Key Stage 2: Percentage of pupils achieving Age Related Expectations

	2017				2018				2019			
Number of pupils Richmond SEND	4 50% SEND				4 50% SEND				1 0% SEND			
Number of pupils Kingston SEND	2 50% SEND				3				4 25% SEND			
Number of pupils RBWM SEND	15 Unavailable				3 33% SEND				3 33% SEND			
	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM
AfC Virtual School % Achieving Expected					63	50	63	25	75	75	75	75
Richmond %CLA achieving expected	100	100	100	100	33	67	100	0	100	100	100	100
Kingston %CLA achieving expected	100	100	100	100	100	50	50	50	75	75	75	75
RBWM %CLA achieving expected				40	67	33	33	33	67	67	67	67
National CLA	**45**	**48**	**46**	**32**	**51**	**49**	**47**	**35**	**49**	**50**	**51**	**37**
National all pupils	79	76	77	61	75	78	75	64	73	78	79	65
Richmond all pupils	85.5	83	86.3	75.5	87	87	88	80	87.3	87.9	89.9	80.4
Kingston all pupils	75.8	76	81.7	64	81	80	80	70	77.8	80.5	82.6	68.9
RBWM all pupils				52				68	76.8	76.1	78.6	66.8
Richmond CLA KS1-KS2 Average Progress	100	100	100	100	+2.41	+4.42	+3.99		14.6	11.1	8.3	
Kingston CLA KS1-KS2 Average Progress	100	100	100	100	+8.21	+2.19	+5.02		4.7	1.75	-2	
RBWM CLA KS1-KS2 Average Progress				73	+9.08	-4.42	-0.07		3.58	3.04	2.29	
Average Progress Score National CLA	**-0.7**	**-0.9**	**-1.1**		**-0.2**	**-0.8**	**-0.8**		**-.22**	**-.77**	**-.95**	
Average Progress National All Pupils	0.0	0.0	0.0		0.0	0.0	0.0		0	0	0	
Average Progress AfC Virtual School	3.6	2.0	0.6		+6.6	+0.73	+2.98		5.52	3.04	2.29	

KS2 Attainment 2019
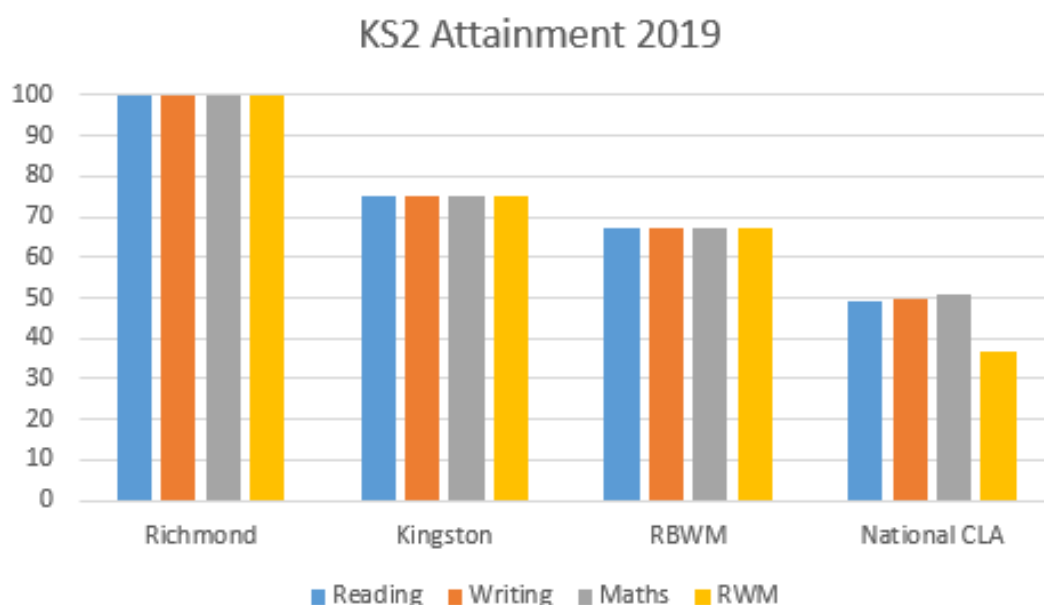
Comment and analysis on Key Stage 2 attainment and progress

Richmond

In 2019, in Richmond, there was only one student who had been in the care of the local authority for more than one year (OC2) and he achieved Age Related Expectations in Reading, Writing and Maths.

With regards to progress from KS1 to KS2 Richmond results were extremely positive with +14.6 for Reading compared with a National CLA score of -0.22, and +11.1 for Writing compared with a National CLA score of -0.77 and +8.3 for Maths compared with a National CLA score of -0.95.

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

In 2019, in Kingston , there were four students who had been in the care of the local authority for more than one year (OC2) and three achieved Age Related Expectations in Reading, Writing and Maths. The one student who did not achieve Age Related Expectations attended a specialist provision for SEMH and has made his own expected progress

Progress from KS1 to KS2 Kingston results were positive with +4.7 for Reading compared with a National CLA score of -0.22, and +1.75 for Writing compared with a National CLA score of -0.77. Maths unfortunately was -2 which is below the national CLA score of -0.95. Underachievement in Maths is a borough wide issue and is being addressed by all Kingston schools.
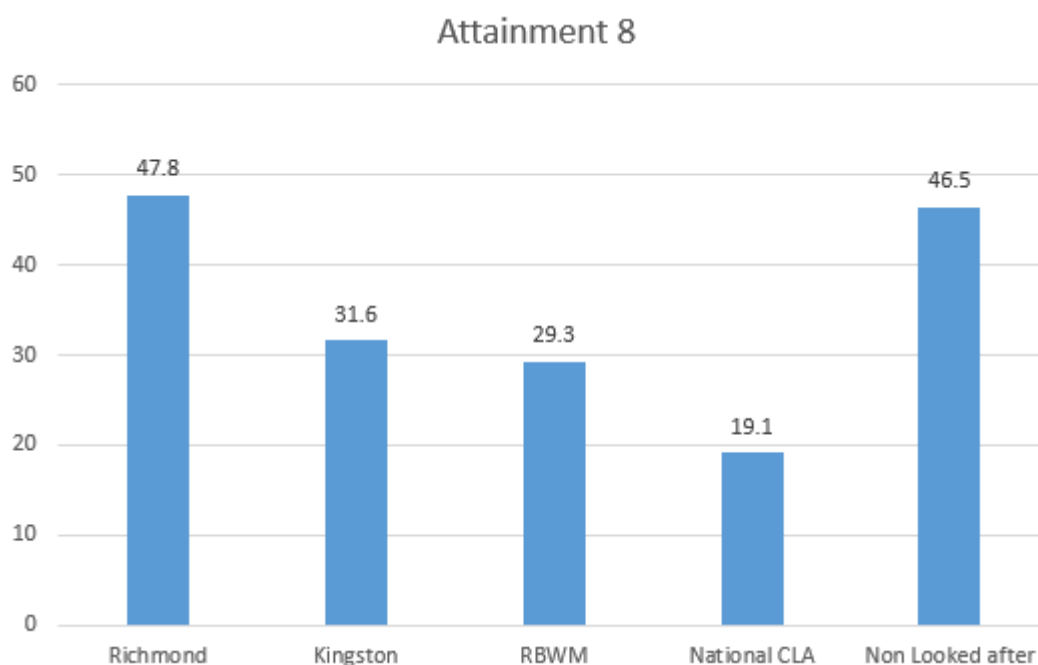
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Royal Borough of Windsor and Maidenhead

In 2019, in RBWM , there were five students who had been in the care of the local authority for more than one year (OC2). Two students achieved Age Related Expectations in Reading, Writing and Maths. One further student with an EHCP achieved Age Related Expectations in Reading and made good progress with Writing and Maths. Two further students who did not achieve Age Related Expectations attended specialist provisions; both of these students were unable to access the KS2 curriculum due to high level SEN.

Progress from KS1 to KS2 RBWM results were positive with +3.58 for Reading compared with a National CLA score of -0.22, and +2.29 for Writing compared with a National CLA score of -0.77. Maths was +3.04 which also compares favourably with the national CLA score of -1.03.

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. Two of the KS2 cohort were educated in an in borough placement and three were educated in out of borough placements.

Progress and attainment at Key Stage 4

Attainment 8

	Richmond	Kingston	RBWM	National CLA	Non Looked after
	47.8	31.6	29.3	19.1	46.5

KS4 Outcomes

	2017					2018					2019				
Number of pupils Richmond	11 45% SEND					8 38% SEND					6				
Number of pupils Kingston	13 46% SEND					13 54% SEND					11				
Number of pupils RBWM	5 40% SEND					9 33% SEND					8				
	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	Average attainment 8	% Entering EBACC	Average Point Score EBACC	% 4 (C) and above English and Maths	P8 Score
Richmond CLA	31	27.2	0	11	-1.79	27.2	50	6	13	-0.42	47.8	50	14	75	-0.6
Kingston CLA	29.4	31	15	22	-.91	31.3	23	3	8	-1.12	31.6	12.5	9.1	25	-0.6
RBWM CLA	22.1	0	0	■	-.23	34.9	55.6	10	33	-0.63	29.3	50	8	50	-.06
National CLA	19.3	8	2	17.5	-1.18	18.8	8.3	4.8	17.5	**-1.24**	**19.1**	**9**	**1.52**	**7***	**-1.23**
All National	44.5	85	21	58.9	0.08	46.5	35	13.4	43	0	44.6	35	3.84	39.5*	0

* At grade 5+

Comment and analysis on Key Stage 4 progress and attainment

Richmond

The KS4 (OC2) cohort in Richmond comprised of 6 students of whom 4 were entered for GCSE examinations. One student had an EHCP and was omitted from the results due to his disability. 2 of the OC2 cohort were Unaccompanied Asylum Seeking Children (UASC) one of whom was omitted from results as she was not entered for exams..

The Average Attainment 8 score for Richmond was 47.8 which is well above the National average for Looked After Children of 19.1. The Progress 8 score was -0.6 which compares positively when compared with the National Looked After figure of -1.23. 50% of students of the cohort of 6 were entered for the EBACC compared with 9% of looked after and 35% of all pupils nationally. The average points score for the EBACC was 14 compared with 1.52 for looked after children nationally.

Kingston CLA

The KS4 (OC2) cohort in Kingston had 11 students who had been in the care of the local authority for more than one year (OC2) of whom 8 were entered for GCSE examinations. 3 students had an EHCP and attended specialist provisions due to their special educational needs and were not entered for exams.

The Average Attainment 8 score for Kingston was 31.6 which is substantially above the National average for Looked After Children of 19.1. The Progress 8 score was -0.6 which compares positively when compared with the National Looked After figure of -1.23. 12.5% of students of the cohort of 8 were entered for the EBACC compared with 9% of looked after pupils nationally. The average points score for the EBACC was 9.1 compared with 1.52 for looked after children nationally.

Royal Borough of Windsor and Maidenhead

The KS4 (OC2) cohort in RBWM had 8 students who had been in the care of the local authority for more than one year (OC2) of whom 6 were entered for GCSE examinations. 2 students had an EHCP and attended specialist provisions due to their special educational needs and were not entered for exams.

The year 11 cohort achieved an Average Attainment 8 of 29.3 comparing positively with their national peers at 19.1. Progress 8 was -0.6 which is improved on looked after children nationally at -1.23. 50% of the eligible cohort were entered for EBACC compared with 9% nationally. The EBACC average point score was 8 as compared with children looked after nationally where it was 1.52. 50% of Year 11s achieved English and Maths grade 4 or above compared with 7% looked after peers nationally.

Progress and attainment at Key Stage 5

Analysis of Key stage 5 outcomes

Area	Year	A – Level	BTEC and other qualifications
Richmond	2017	5%	83%
	2018	0%	21%
	2019	0%	52%
Kingston	2017	0%	64%
	2018	13%	43%
	2019	7%	41%
RBWM	2017		
	2018	22%	77%
	2019	7%	47%

Comment and analysis of Key Stage 5 outcomes

Richmond

In 2019 there were 21 Year 13 looked after children who had been in care for a year or more in the Richmond cohort of the Virtual School. 52% (11) of these students were entered for and passed exams. These ranged from ESOL qualifications for 8 students to GCSE and AS Level for 1 student each respectively.

PEP completion figures for Post 16 dropped during the year compared to the previous 2 years. This is a focus for improvement over 2019-20.

NEET figures for Y12 - 13s in Richmond dropped from 24% in May 2018 to 18.9% at the end of August 2019, a huge improvement year on year compared with 30% in July 2016.

Kingston

In 2019 there were 29 Year 13 looked after children who had been in care for a year or more in the Kingston cohort of the Virtual School. PEP completion figures for Post 16 remained consistently high across the school year. NEET figures for Y12 - 13s in Kingston were 18.6% which compares positively with 23% in 2017.

Royal Borough of Windsor and Maidenhead

In 2019 there were 15 Year 13 looked after children who had been in care for a year or more in the RBWM cohort of the Virtual School. Eight of these students were entered for and passed exams (54%) . These ranged from ESOL qualifications for four students to GCSE and A Level exams for two and one student/s respectively.

PEP completion figures for Post 16 improved during the year with 100% completion in summer 2019. This showed a significantly improvement from summer 2018 where completion was 65%.

NEET figures for Y12 - 13s in RBWM dropped from 24.4 % in May 2019 to 18.2% at the end of August 2019 and from 20% to 16.7% for the OC2 cohort.

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

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

There were three OC2 pupils in the KS1 cohort. All OC2 pupils were female and one pupil had SEND support. Two of the three students achieved the expected standard in Reading, one in Writing and none of the three achieved the expected standard in Maths. AfC Virtual School exceeded the National looked after outcomes for Reading but was below the outcomes Nationally for Writing and Maths. This was a very small data sample and it is hard to draw any conclusions.

What is more significant is that according to their PEPs all schools reported that students were making expected progress from their starting point. 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 exceeding their national peers.

AfC Virtual School KS2 eligible students exceeded the national averages for looked after and non-looked after children with 75% of students achieving RWM. This compares with 37% of Looked after children and 65% of non-looked after students nationally. Looked After outcomes exceed those for all pupils in their respective local areas. When we look at AfC Virtual School students without SEND 100% achieved RWM as compares with 63% of looked after children nationally, and 74% of non-looked after children with no identified SEND.

KS1-2 Progress was strong. In Kingston we saw better progress than National CLA and All Pupils in Reading and Writing. In Richmond average Progress was significantly better progress than Richmond non-looked after and all CLA Nationally. Finally, in RBWM progress outcomes were significantly better than RBWM non-looked after and all CLA Nationally.

The KS4 the average Attainment 8 for AfC Virtual School was 33.7 significantly above the statistics for National peers at 19.1. The percentage of pupils across AfC Virtual School cohorts achieving E&M (4+) was 44% in 2019 this compares favourably with the National CLA average 2018 of 17.5%.

AfC VS looked after students with SEND achieved average Attainment 8 of 28.7. AfC Virtual School EHCP students average Attainment 8 was 17.2 this was above the National EHCP Average Attainment 8 of 13 and the National looked after children with an EHCP average Attainment 8 of 6.9. AfC Virtual School students without SEND's average Attainment 8 score was 36.2 as compared with the National looked after figure of 30.8. Additionally we have exceeded National Attainment 8 figures for non looked after students receiving SEN support (30.4) with AfC Virtual School average at 34.5.

62% of OC2 pupils attended out of borough schools. 24% of pupils were unable to take KS4 exams due to disabilities, missing episodes, year delayed or disengagement with education. 16% pupils sat alternative exams such as Functional skills or ESOL.

In 2018-19, KS5 provision benefitted from the newly appointed Outreach Learning Mentor (in place since June 2018) who has facilitated transition from Year 11 to Year 12 assisting in the completion of application forms and open day visits. 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. 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 and this research was published in 2019. PEP meetings continue to be 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.

AfC Virtual School Attainment and Progress offer a Good service with particular strengths this year in KS2; KS1-2 Progress and KS4 Attainment and Progress 8.

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 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.

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, where 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.

AfC 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 interventions in similar way to a physical school. Performance is a running item at team performance meetings where outcomes are challenged and appropriate interventions discussed.

Were the Areas for Development set in the 2017-18 Annual Report met?

Development Area set for 2018-19	What were the outcomes?
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.	Met 2019 Outcomes positive in KS4 Next Steps: improvements in School stability still required.
Ensure early intervention and support is in place for KS2 students so that increased numbers of	Met: 2019 KS2 outcomes strong

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.	Met: Improvements made in NEET figures Support extended around NEETs to support 18-25 Next Steps: More analysis of attendance and exclusions of Key Stages required in 2019-20
Work with Achieving for All to coach Designated Teachers.	Met: Impact from programme evaluations strong. Repeating programme in 2019-20
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.	Partially Met Next Steps : Greater focus on KS5 attainment and transition to University, Apprenticeships and College required in 2019-20 through the stablishment of a Virtual College Model
Continue to embed the Virtual School approaches in Windsor and Maidenhead improving on outcomes in primary.	Met: Effectively embedded with improvements seen across the service.

What are the key areas for improvement for 2019-20?

- 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 2019-20 are:
- Ensure efficient data sourcing and tracking for all cohorts across the year; with effective use of Learning and Progress Meetings to set individual targets, commission interventions and monitor progress.
- Further development of the 'Mountains' document with full prior data, clear targets and defined interventions, or 'Streams', scheduled to target pupil needs.
- Recruit a Careers Advisor for looked after children to further raise standards at KS5 promoting greater take up of A level and University through improved information and access to open days.
- Plan to extend AfC Virtual School and develop AfC Colleges for each local authority area with a focus on improvement KS5 outcomes and further reduce students not in education, employment or training.
- Strengthen the 'zero moves in KS4' approach to improve two year school stability and raise outcomes for looked after children.
- Greater analysis of attendance and exclusion for KS5 and in general by Key Stages to understand and impact on any negative trends and raise outcomes.

Performance Area 2: Attendance and exclusions

National Data	2016	2017	2018	2019
% National Absence for Looked After Children	3.9	4.3	4.5	4.7
% National Absence for All Children	4.6	4.7	4.8	4.7
% National Persistent Absence for Looked After Children	9.1	10.0	10.6	10.9
% National Persistent Absence for All Children	10.5	10.8	11.2	10.9
% National Looked After Children with one or more fixed term exclusion	11.44	11.8	11.7	
% National All Children with one or more fixed term exclusion	2.11	2.3	2.3	
% National Looked After Children with permanent exclusion	0.10	0.1	0.05	
% National All Children with permanent exclusion	0.08	0.1	0.1	

Local Data	Richmond			Kingston			RBWM		
	2017	2018	**2019**	2017	2018	**2019**	2017	2018	**2019**
Average percentage absence R- Year 11	3.8	3.2	**4**	7.7	6.5	**4.1**	5.6	5.7	**3.7**
Percentage of students with persistent absence.	9.1	2.8	**5.7**	17.3	9.3	**9.6**	17.3	12.2	**6.7**
Percentage with one or more fixed term exclusion	8.6	8.1	**4.8**	13.10	5.4	**6.1**	14.5	14	**10.8**
Percentage with permanent exclusion	0	0	**0**	0	0	**0**	0	0	**0**

Comment and analysis on attendance and exclusions

Richmond

It is positive to see that Average Absence has reduced in the past year from 6.5% to 4.1% this is now below that of the national figure for looked after children and for all children, which is 4.7%. Persistent Absence at 5.7 % has risen considerably on last year (2.8%) but is still around half of that for looked after peers and all children (10.9%). Fixed Term Exclusions at

4.8% are significantly down on 8.1% from last year and have further closed the gap with looked after peers (11.7%) and demonstrate a four year trend of improvement since 2016. The long tradition of no permanent exclusions continues in Richmond for looked after children.

Kingston

Average Absence has risen in the past year from 3.2% to 4% but remains well below that of the national figure for looked after children (4.7%). Persistent Absence at 9.6% has risen slightly on last year 9.3% but is still less that the national figure for looked after children and all children at 10.9%. Fixed Term Exclusions at 6.1% are slightly raised on 5.4% from last year but still lower than the national looked after figure of 11.7%. The long tradition of no permanent exclusions continues in Kingston for looked after children.

Royal Borough of Windsor and Maidenhead

Average Absence has dropped in the past year from 5.6% to 3.7% this is now below that of the national figure for looked after children and for all children, which is 4.7%. Persistent Absence at 6.7% has dropped for the second year (from 17.3% in 2017 to 12.2% in 2018) and remains below that for looked after peers (10.9%) and all children (10.9%) Fixed Term Exclusions at 10.8% are down on 14% from last year and have further closed the gap with looked after peers (11.7%) and demonstrates a positive trend of improvement since though the ambition remains to reduce this further. There were no permanent exclusions in RBWM for looked after children.

Evaluation of Performance Area 2: Attendance and exclusions

How good is the attendance of children looked after?

Average absence in 2019 was 4.7% for all children nationally and for children looked after. Across AfC Virtual School cohorts we have achieved better attendance than for national peers. Additionally, in Richmond persistent absence has reduced by 3.4% from 2017 to 5.7%. Kingston persistent absence has seen a year on year improvement trend and reduced signficantly to 9.6% compared with 27% in 2016. In Windsor and Maidenhead persistent absence has reduced considerably to 6.7% in 2019 from 17.3% in 2017 when AfC Virtual School took over leadership of looked after children's education. These improvements are due to daily absence monitoring; half termly 'Deep Dive' Attendance analysis, termly attendance rewards and effective case management.

AfC Virtual School continues a trend of zero permanent exclusion closing the gap with the national data for both looked after and all pupils. All cohorts of AfC Virtual School are improved on National looked after fixed term exclusion statistics with significant reductions in Richmond and RBWM since 2018.

Taking the performance of all three cohorts into consideration we evaluate our work to promote attendance and reduce exclusions as 'Outstanding'.

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. Ongoing improvement in Attendance 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

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

- 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?

Were the Areas for Development set in the 2017-18 Annual Report met?

Development Area set for 2018-19	What were the outcomes?
Average absence in Kingston to reduce to 5% by 2019.	Met and exceeded. Average Absence 4.1%
Persistent absence in Kingston to reduce to 8.5% by 2019.	This has been achieved in Richmond and RBWM but not yet in Kingston (9.6%)
Fixed term exclusions in Windsor and Maidenhead to reduce to 10.5% by 2019.	RBWM fixed term exclusions reduced by 3.2% from 14% in 2018 to 10.8% in 2019. Although this is 0.3% shy of the target significant progress has been made.
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.	Outcomes for KS4 were strong. 16-18 NEET data is at 18.9% in Richmond, 18.6% in Kingston and 16.7% in RBWM compared with 38% National CLA.

What are the Areas for Development for 2019-20?
- Further reduce Persistent Absence in Kingston
- Provide Key Stage Analysis of attendance and exclusion trends to share and trigger appropriate intervention
- Identify key causes of absence, raise awareness and support improvements
- Work closely with SEND colleagues to ensure prompt sourcing of provision
- Work with Social Care partners to ensure links between school moves, school attendance & outcomes are understood and collaborative action taken to improve educational stability.

Performance Area 3: School Provision and Pupil Characteristics

Number of students in AfC Virtual School , 31 July 2019

	2016/2017			2017/2018			2018/2019		
	LBR	RBK	RBWM	LBR	RBK	RBWM	LBR	RBK	RBWM
Early years	0	7	9	2	3	3	5	10	3
Statutory school age	66	84	72	64	84	81	60	77	81
Post-16	55	43	30	52	51	37	64	62	44
Total	121	134	111	118	138	121	129	149	128
% R-11 with SSEN/EHC	24	38	32	30	30	16	56	47	24
-% of national population with SSEN/EHCP	2.8	2.8	2.8	2.9	2.9	2.9	2.9	2.9	2.9

School moves in a two year period

	2016/2017	2017/2018	2018/2019
Richmond	66%	89%	70%
Kingston	76%	76%	76%
RBWM		86%	73%

Children's Commissioner, Stability Index Report, August, 2019

	2017-18 any school change in 1 year	Mid Year School Move 2017-18	School Move in 2 Consecutive years	Combined stability indicator: Any of: 1+ placement move; any school move; 1+ SW change over 2017-18	Combined stability indicator: All of: 1+ placement move; any school move; 1+ SW change over 2017-18
National	17%	11%	4%	72%	5%
Richmond	13%	8%	4%	81%	5%
Kingston	12%	8%	3%	75%	5%
RBWM	20%	14%	4%	76%	11%

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

		2017/18			2018/19		
		In	**Out**	**Total**	**In**	**Out**	**Total**
Statutory school age	**Richmond**	18	46	64	24	39	63
	Kingston	30	54	84	34	49	83
	RBWM	46	35	81	38	45	83
Mainstream	**Richmond**	17	29	46	16	22	38
	Kingston	23	39	62	21	34	55
	RBWM	33	26	59	36	32	68
Special school	**Richmond**	0	15	15	0	14	14
	Kingston	4	15	19	6	11	17
	RBWM	9	8	17	1	7	8
Alternative provision	**Richmond**	0	2	2	0	3	3
	Kingston	2	0	2	1	4	5
	RBWM	1	1	2	0	6	6
UASC in college	**Richmond**	1	24	25	1	21	22
	Kingston	5	29	34	6	17	23
	RBWM	0	5	5	1	8	9
NOR	**Richmond**	1	0	1	4	0	4
	Kingston	1	0	1	3	0	3
	RBWM	3	0	3	1	0	1
SSEN/EHCP	**Richmond**	4	15	19	12	23	35
	Kingston	6	19	25	11	28	39
	RBWM	6	6	12	9	13	22
% of UASC in all key stages including Key Stage 5	**Richmond**	10	30	40	14	31	45
	Kingston	8	30	38	16	23	39
	RBWM	2	6	8	3	10	13

School provision grading

			% Good or Better	% RI	% Awaiting grading	% Other
2016/2017	Richmond	In	95.83	4.16		16.7
		Out	97.29	2.70	2.7	
		Total	95.16	3.23	1.6	6.5
	Kingston	In	96.42	3.57		
		Out	95.65	4.35		
		Total	95.95	4.05		
	RBWM	In	84.62	15.38		
		Out	84.85	6.06		9.09
		Total	84.72	11.11		4.17
2017/2018	Richmond	In	88.24		11.76	
		Out	93.48	6.52		
		Total	**92.06**	4.76	3.18	
	Kingston	In	100			
		Out	92.59	7.41		
		Total	**95.12**	4.88		
	RBWM	In	93.02	4.65	2.33	
		Out	88.57		11.43	
		Total	**91.03**	2.56	6.41	
2018/2019	Richmond	In	87.5	12.5		
		Out	94.9	5.1		
		Total	92.7	7.3		
	Kingston	In	88.9	7.4	3.7	
		Out	91.3	6.5	2.2	
		Total	90.4	6.9	2.7	
	RBWM	In	94.6	2.7	2.7	
		Out	97.7	2.3		
		Total	96.3	2.5	1.2	

In/Out Borough Provison Statutory School Age

In Out

Provision Type Statutory School Age
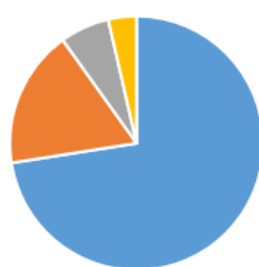
Mainstream Special Alternative NOR

OFSTED Grades Statutory School Age

Good RI Awaiting

Evaluation of Performance Area 3: School provision and pupil characteristics

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

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

AfC Virtual School provides a Good 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 significant 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.

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?

Were the Areas for Development set in the 2017-18 Annual Report met?

Development Area set for 2018-19	What were the outcomes?
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.	Met: There are low numbers of children out of education and these students are effectively monitored through the monthly Performance Board, Students Causing Concern Meetings and multi-agency professionals meetings.

To improve educational stability further through close working with our partner agencies and continued sharing of the Stability Index report.	Area of Continued focus: Educational stability is an area of concern and two year stability rates have dropped in Richmond and RBWM in 2019. A multi-agency Education Board Chaired by the VSH has been established in the Summer Term 2019 to raise awareness of Education across partner agencies.
To continue work with schools, foster carers and other partners through discussion and training, to reduce fixed term exclusion and continue to uphold the trend of zero permanent exclusions.	Met: There is a downward trend in fixed term exclusions over the last three years in Richmond, Kingston and RBWM.
To develop a Joint Protocol with colleagues in SEND, Social Care and the Virtual School to minimize educational drift regarding EHCP pupils.	Partially Met: Meetings have taken place and a draft document has been produced.
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.	Partially Met: Good relationships established with leaving care and the Post 16 Outreach Worker has been appointed.

What are the areas for improvement for 2019-20?

Target: Promote a culture of zero school moves in Key Stage 4 and improve school two year stability aiming for 85% by 2020.
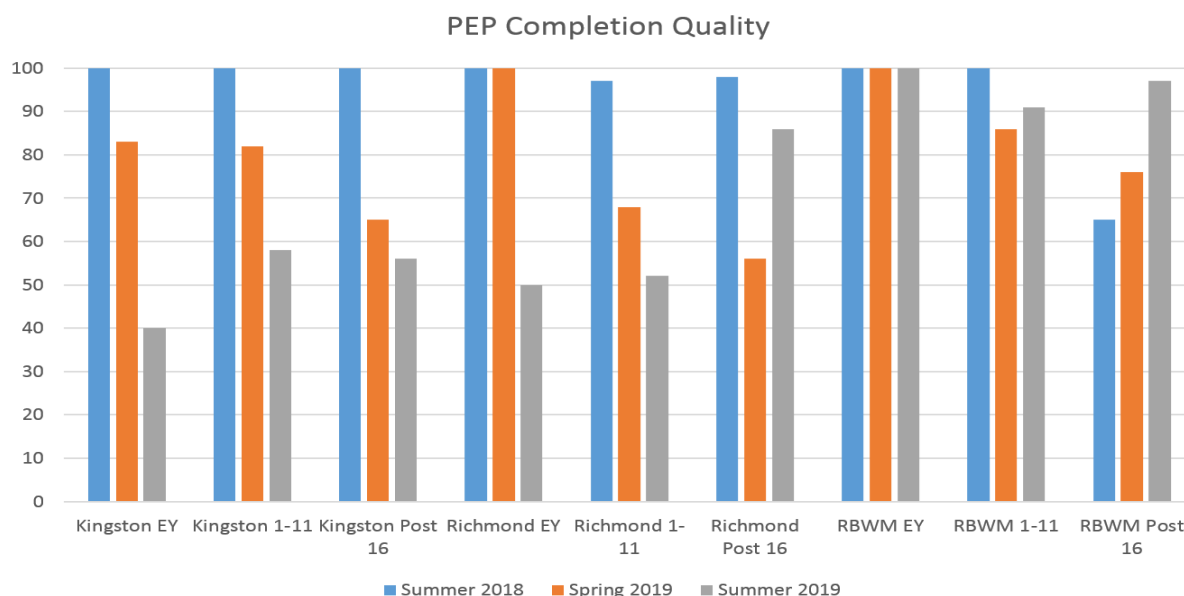
- To continue the Education Board meetings in RBWM with a key focus of raising awareness of stability and strategies to reduce school moves.
- To establish a similar forum in Richmond and Kingston to improve educational stability further.
- Finalise, publish and implement the Joint Protocol document.

Performance Area 4: Personal Education Plans

RICHMOND									
	2016/17			2017/18			2018/19		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Early Years	25%	X	X	100%	100%	100%	100%	75%	80%
Statutory Sch. age	98%	100%	100%	98%	91%	97%	90%	77%	91%
Post-16	100%	94%	95%	90%	79%	98%	86%	67%	47%

KINGSTON									
	2016/17			2017/18			2018/19		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Early Years	67%	50%	95%	86%	67%	100%	100%	100%	100%
Statutory Sch age	99%	97%	100%	99%	91%	100%	98%	100%	97%
Post-16	98%	93%	95%	94%	92%	100%	91%	92%	100%

Royal Borough of Windsor and Maidenhead						
		2017/18			2018/19	
	Autumn	Spring	Summer	Autumn	Spring	Summer
Early Years	86%	100%	100%	67%	100%	100%
Statutory School age	59%	100%	100%	100%	100%	100%
Post-16	15%	53%	65%	89%	93%	100%

PEP Completion Quality

Legend: Summer 2018 | Spring 2019 | Summer 2019

Categories: Kingston EY, Kingston 1-11, Kingston Post 16, Richmond EY, Richmond 1-11, Richmond Post 16, RBWM EY, RBWM 1-11, RBWM Post 16

Comment and analysis of Personal Education Plans

The PEP process in AfC Virtual School 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.

Despite a number of challenges faced by AfC Virtual School staff completion rates exceeded, the target of 90% for Statutory School age pupils in Richmond in all cohorts for Kingston and RBWM.

In Summer 2019 in Kingston, 97% of statutory school age students and 100% of Post 16 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 students had completed PEPs whereas by Summer 2019 this was 91%. Due to staffing changes in Richmond there was a dip in performance in Spring 2019 which was already in recovery by Summer 2019. In 2017-18 we embedded new systems in Windsor and Maidenhead and since have seen a significant improvement in PEP completion with 59% statutory school age and 15% Post 16 completion at the start of the year replaced by 100% completion for statutory school age and Post 16 by Summer 2019. PEPs 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. AfC Virtual School attends 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 PEP service for children looked after?

AfC Virtual School values the Personal Education Plan as a 'window to the provision'. We encourage our partners to celebrate pupils' success and we expect to see detailed feedback outlining the progress of our children. 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 PEP meetings until the end of Year 13.

The introduction of Quality Assurance Criteria ensures that standards of completion we expect are shared. There have been steady improvements in RBWM but due to temporary staffing in Richmond and Kingston during the latter part of the school year quality dipped. These posts have since been recruited to and high standard are expected to resume in 2019-20.

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; in particular through following up 'Requires Improvement' PEPs by contacting both Designated Teachers and Social Workers to help them identify areas for improvement. AfC 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.

PEP completion continues to be a standing item at the AfC Virtual School staff meetings and the Virtual School carries out audits of PEPs on a termly basis learn from good practice examples. The Virtual School Headteacher carries out regular sampling of PEPs to ensure consistent standards are applied.

In light of the revised statutory requirements for Virtual Schools (1.9.18) SDQ's are planned to be introduced into PEPs in 2019-20 and AfC Virtual School Educational Psychologists have provided CPD to the Virtual School team to support this process.

What are the key areas for improvement?

Were the Areas for Development set in the 2017-18 Annual Report met?

Development Area set for 2018-19	What were the outcomes?
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.	Met in RBWM and Kingston. Dip in Richmond overcome through a concerted campaign in Summer 2019. Further progress to be made in quality in Kingston and Post 16 in Richmond. Completion of Post 16 in Richmond requires improvement.
Continue to promote high quality and standards of completion across the Virtual School by sharing good practice.	Met: Sharing of good practice is established in the Virtual School as part of the auditing process. PEP completion and quality standards shared with partners through well received training. Continue to focus on quality completion to raise standards in 2019-20.
To ensure Welfare Call PEP templates are fully populated and kept up-to-date.	Partially Met: In most cases PEP quality is improving and where PEP data is missing it is challenged by Virtual School SLT.
To ensure continued improved outcomes in Windsor and Maidenhead.	Met: Successful improvements made in Post 16 and sustained in Statutory School Age

What are the areas for improvement for 2019-20?

- **Target: 95% PEP Completion. 85%+ Good or Outstanding ePEPs.**
- To complete PEPs by Half Term of each term
- To embed a system for SDQs and impact on pupil wellbeing
- To deliver PEP training to all new social workers as part of their induction
- To ensure PEP figures are produced weekly and shared with VS SLT for monitoring
- Ensure 85% of Pupil Premium Impact sections are completed through effective quality assurance and training.

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 Performance 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.

Below are some examples of our training offer and feedback from our partners.

Title of training	Date	Guest speakers	Comments	Over all descriptor
ePEP Training	Various dates: Oct 2018 to March 2019	VS	This has helped me understands how best to complete the information so it supports all the adults working with the child. The ePEP trainer explained things clearly helping me understand how the PEP will support my yps' education.	*The training has helped me develop my role as a Designated Teacher* **96% Very Good/Excellent**
New DT Training	13th Sep2018	Daniella	It was very useful to network with other new DTs. The session on targets and outcomes in PEPs was useful and practical as well as reminders about behaviour for learning. RL Great, informative training that will be very useful in my new role. VK Really engaging and informative throughout. Talk from Daniella was really eye-opening and I'd like to roll this out as a whole school approach. AS	*The training has helped me develop my role as a Designated Teacher* **97% Good/Excellent**

New /refresher DT	17th September 2018	VS	Great info provided thanks very much. I am leaving the training today greatly informed and felling that I am well supported. Great training with fantastic guest speakers,	
'Promoting the education & the love of learning' Foster Carers and Supervising Social Workers	2nd Oct 5th March		Very good course. Plenty of feedback and good knowledge. The course was very user friendly with good input and lots of ideas.	Really informative and engaging session. **95% Very Good/Excellent**
Governor's Training	28th Feb 2019 20th March 2019	VS	'Found very useful information. Really informative, learnt loads of things. Inspired to learn more. Speakers very knowledgable.	NA
Conference for Foster Carers and their Supervising Social Workers *Supporting the education of children in care*	13th June and 11th July, 2019	VS	'I enjoyed the presentation from SEN Bernadette was a great trainer – right amount of info and interaction. Excellent training. Will recommend it to all social workers. Very useful information in relation to CLA & their education needs as it is a new area of practice for me.	Very informative in terms of our role in working with the schools **97% 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 2020.

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

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.

What are the key areas for improvement?

Were the Areas for Development set in the 2017-18 Annual Report met?

Development Area set for 2018-19	What were the outcomes?
Continue to develop the range of training offered to meet the varying need in the three authority areas.	Met: Training continues to be of a high standard and delivered to a range of partners.
Explore training as a method of income generation.	Partially Met: Systems being developed to trial this for the Pan London Virtual School event in November 2019.
Develop Pod Casts using the radio station to extend training to a wider audience.	Not yet Met: Planning in place for these to be rolled out during 2019-20.
Extending training to offer greater support around Post-16	Met: Post 16 colleges invited to training. Specific training to be developed with the extension in 2020 to offer a Virtual College approach.
Continue to support Previously Looked After	Met: Previously Looked After children's

Children's education through further development of the programme to meet this need.	families supported through Attachment Training. DTs and parents offered log ins to The Adopter Hub funded by AfC Virtual School. Website developed to support the Previously Looked After network.
Triangulate the impact of training on student outcomes by closer examination of pupil data in relation to delegate attendance of Virtual School training.	This has not yet been completed.
Embed the collection of post training feedback from delegates to further assess the impact of our training.	Partially Met: This has been started and requires further development to ensure a reliable system is in place.
Further refine administrative processes to enable advance booking of courses by delegates	Partially Met: Profile of advance marketing raised and further administrative improvements planned for 2019-20

What are the areas for improvement for 2019-20?

- **Target: 95% 'Good' or 'Outstanding' feedback from every training event**
- Embed the collection of post training feedback from delegates to further assess the impact of our training.
- Triangulate the impact of training on student outcomes by closer examination of pupil data in relation to delegate attendance of Virtual School training.
- Further refine administrative processes to enable advance booking of courses by delegates and increase attendance.
- Develop Pod Casts to extend reach of training
- Explore training as an income generation source.

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. 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.

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 Additional Funding Form which is processed at weekly Virtual School finance meetings.

A Pupil Premium page in the ePEP template enables AfC Virtual School to draw down data and monitor the impact of pupil premium plus on pupil progress. Through our Designated Teacher training sessions we highlight the importance of research, for example by the Education Endowment Foundation, and share which interventions have been identified as being effective in closing gaps in learning e.g. one to one tuition.

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 2018-19. There was no surplus or need to return monies to the Department for Education. All funds were spent on supporting the Education of Children in Care. Governance of AfC Virtual School provides challenge and support for all mission statement areas and there are annual meetings with the Link Governor for Pupil Premium.

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?

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

Examples include:

- **TLC Live and Prospero**- One-to-one tuition has strong evidence of impact as sited in the Education Endowment Foundation.

> *'X was able to integrate his basic grammar knowledge into his listening and speaking skills and he successfully completed his listening tasks and to take part in short dialogues. In general, X is making a slow but secure progress and more practice will be very beneficial for him'. (Prospero)*
>
> *'Y is half way through fractions and is getting more comfortable dealing with improper fractions and mixed numbers. Next step is the addition and subtraction of fractions. Psychologically, after doing the 8 dividend division by 2 divisors, working with 1 or 2 numbers involving 2 or 3 steps has become very easy for him'.(Prospero)*

- **Fast Tomato online Careers advice** - 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.

> *'X accessed Fast tomato as a Post 16 student to explore his career options. The outcome helped him understand his key strengths. Through the 'Interests' he found that he is most interested in a practical career, one which his efforts result in a real, physical outcome something he can see and touch. This contains a huge range of careers varying from design and technology through engineering, construction and transport to service jobs like hospitality and security as well as agriculture and land-based careers. X's 'work-style' questions revealed that he appears to be comfortable with the idea of being the leader within a group of people. He is prepared to take responsibility for the actions of others and could therefore develop a career managing and/or advising other people. X appears to be an ambitious person and likes to set targets for himself and will then strive to achieve them. Possible careers areas range from travel, sports, leisure, hospitality and entertainment through to medicine, police, and the armed services.'*

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

> Pupils send back postcards to the Virtual School stating the impact of their Letterbox parcels. Some comments include*: 'Firstly, I would like to say thank you so much, I absolutely love to get the parcels you send me, it keeps me out of the bored zone'*

- **AfC 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 Project Manager** - who has developed a research-based approach to projects which are systematically evaluated through feedback forms. The impact of Delegated funding is monitored through PEP scrutiny.
- **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.
- **Training programme** - Feedback is very strong and delegates report that they feel confident to cascade their learning to staff teams in their schools.

- **AfC Virtual School Summer School -** with workshops including, music, art, science, broadcasting and drama.

> *"It was really valuable for X to play with other looked after/adopted children and realise that there is nothing different about them. She would love to do more, she especially loved the sculpting/arts day. Please let us know if you do more!".*
>
> *"I can honestly say that we BOTH enjoyed the day as a whole. The treasure hunt around Windsor was good fun, and suitable for X's age group, and even mine! I love these activity days."*
>
> *"Both boys benefited from making friends with the other children who attended the activities. We would be really happy for them to attend any further opportunities in the future. We particularly felt that the days benefited X with social situations with other young people and having adult leaders who understood his background and needs.".*
>
> *"There were some great events. The people looking after the children were really lovely. They enjoyed everything and were totally engaged. X got a very clever gift on the day which inspired him to write **Robert The Robot** so well done to you guys. This is his first attempt at writing and a sign that he is gaining in confidence as he recovers from a neglectful start. Too often people focus on the half empty nature of life but you guys put together a fascinating week, which stretched the children and introduced them to new and exciting pursuits. You should be proud of what u did this week! Well done and please pass my thanks on to all involved. They loved it "!*

- **Radio Aspire Youth (RAY) -** 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.

- **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 Area's for Development?

Were the Areas for Development set in the 2017-18 Annual Report met?

Development Area set for 2018-19	What were the outcomes?
Target: 85% of ePEPs have fully completed Pupil Premium Plus Impact sections.	The majority of PEPs have completed impact sections but this is an ongoing area for improvement.
To continue to raise awareness of Pupil Premium expectations and effective use of funding through on-going training.	Met
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.	Met: Pupil level and strategic level impact reports maintained Quality Assurance process challenges 'blank' impact sections in PEPs.
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. Continued focus on robust tracking of the impact of Pupil Premium projects.	This is embedded in our reporting systems.
Maximize engagement by pupils in strategic projects run by the Virtual School.	Increased engagement in strategic projects 76 young people across Richmond, Kingston and RBWM took part in this year's Summer Activity week Compared to 51 students last year. This shows the attendance was up by 47%.
Engage in research with PALAC to develop an understanding of best practice around educational provision for UASC.	UASC research engaged in Bid to Youth Endowment Foundation submitted in collaboration with Dr Catherine Carroll.
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.	Met

What are the areas for improvement for 2019-20?

- Maintain focus on monitoring impact at pupil and project level with 85%+ Impact sections completed on PEPs
- Continue to use Pupil Premium funding to recruit additional staffing where this will positively impact on pupil outcomes
- Invest further in Achieving for All to support Designated teacher development in support of pupil wellbeing
- Invest in Attachment aware interventions
- Ensure robust financial processes are maintained.

Performance Area 7: Communication and Working with others

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 advocate for educational stability, 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 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' Conferences and Forums.

Although not located within the Social Care Directorate, the work of AfC 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.

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

AfC Virtual School maintains a website for looked after children and this year has developed an additional website dedicated to the support of previously looked after children's education.

The Virtual School Headteacher is 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. This engagement ensures that AfC Virtual School is aware of research, initiatives and developmental strategies that support looked after children's progress. Our children are often placed out of borough and are supported by the strong links AfC Virtual School maintains across the virtual school national community.

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 monthly Social Care Performance Boards 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 the local authorities' key resource on looked after children's data. 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 external partners to support the outcomes of looked after children such as Aim Higher and University College London, participating in research with their dedicated looked after team (PALAC). In 2018-19 our learning exchange research around Unaccompanied Asylum Seekers was published by UCL.

We are providing an Outstanding 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 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.

What are the key areas for improvement?

Were the Areas for Development set in the 2017-18 Annual Report met?

Development Area set for 2018-19	What were the outcomes?
Continue to apply rigorous standards of data collection	Met. Continued high standards expected. This needs to continue as a focus for 2019-20.
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	Engagement in meetings has been a keen focus during 2018-19. Strategies have been introduced which we look forward to seeing embed in 2019-20
Plan with the Pan London Virtual School Virtual School Headteachers to hold a Virtual School's London Conference in 2019.	Met. Planning in place for November 2019 Pan London Conference.

What are the areas for improvement for 2019-20?
- Embed systems to improve delegate attendance of training
- Continue to apply rigorous standards of data collection and quality.
- Host the Pan London 2019-20 Virtual Schools Conference. Successfully evaluated.
- Host the Celebration of Achievement Awards for looked after children with positive engagement across all year groups and involving a wide range of partners.

Performance Area 8: Previously Looked After Children's

Comment and Analysis

Since January 2019 we have had a lead teacher in post for previously looked-after children's education to respond to the policy document 'Promoting the education of looked-after children and previously looked-after children' (Feb 2018) by providing information and advice to parents, schools, designated teachers and other members of the local authority.

The following actions have been implemented:

- The creation of a new website, complementary to the existing AfC Virtual school website. Content has been researched and is continually improved and updated. The website can be found at https://www.afcvirtualschoolpreviouslylookedafterchildren.org.uk/

- A busy caseload has been supported responding to emergency situations with exclusions/admissions, including independent schools. The lead teacher for previously looked after children regularly meets with parents and teachers to mediate and encourage, offering training for schools and support for parents in navigating the educational system.

- Researching the Previously Looked After website and engagement with clients has provided a valuable insight into recurring challenges for parents and schools with respect to previously looked-after children's education. This learning has been shared with the heads of department concerned including Admissions and SEND local offer managers. Themes arising include transition; admissions related concerns; provision of information to support selection of out of borough special schools; and exclusions from independent schools.

- A concise and informative e-brochure for distribution to adoptive parents via the website and DTs has been compiled.

- A half-termly newsletter is distributed to all designated teachers across AfC to keep them up to date with our training offer and new resources, including the new website, and to introduce them to new members of staff at AfC.

- A partnership with The Adopter Hub (a support and resources platform created by the adoption charity PACT) has been established to support as many adoptive families and DTs across AfC. A mailshot will be going out to all DTs in September 2019 from the Adopter Hub to ensure that as many parents as possible will have access to excellent resources on attachment and a peer-to-peer support hub.

- Now that regionalisation is in process, new links will be forged with the regional adoption agencies South London Adopt. and Adopt Thames Valley. Plans are in place for the teacher in charge of previously looked after children's education to present at the Adopt Thames Valley Autumn 2019 meeting in Reading.

- The lead teacher for the education of Previously Looked After Children is involved in training across all three boroughs, presenting at half-termly events to governors and DTs working closely with the Educational Psychologists to ensure that the best advice is given to adoptive families and schools.

- A podcast featuring staff from the Virtual school and partners is currently being developed by Emma and the first episodes will be ready to download by December 2019.   This will extend the existing training offer from the Virtual School.

   We are providing a Good level of 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?

Previously Looked After Children: Case Study 1

Overview of initial query

Request for help and support received by email to the Virtual School from the adoptive parents of 5-year old child who had been excluded from a private school in Twickenham for a week in the last week of the summer term and who were looking for an alternative, maintained school for her for the autumn.

The school subsequently also requested help and support from the teacher in charge of PLAC.

 Virtual School involvement

Lead teacher offered advice and support via emails, phone calls and then a face-to-face meeting.

She then arranged a formal meeting with the school to discuss how a return to school after the exclusion could be managed and how strategies could be put in place to make the child's last weeks at the school beneficial to her, socially as well as educationally.

The lead teacher then consulted with one of AfC Virtual School's Educational Psychologists, who was able to provide an educational psychologist's perspective on the situation and on how the child could be supported. The last three weeks of school passed without any further incidents and the child was able to say goodbye to friends and teachers without feeling shame and guilt. The teachers were also supported in creating artefacts for the child to support closure, such as a memory book for the child, who had been in the school for 2 years.

The head teacher of the school felt an obligation to record that the child had been excluded for a week. In consultation with AfC Virtual School Educational Psychologist, she made the decision to retract the exclusion, recognising that a week's exclusion had not been an appropriate sanction for a 5 year old child.

Parents were given support in choosing a new school for the child. Before the beginning of term, the lead teacher for the VS attended a meeting with parents, the class teacher and the SENDCo/Designated teacher to discuss how to effect a positive transition into the school. Regular

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meetings with parents, the school, the adoption agency and the VS lead teacher have been held to ascertain how to meet the child's needs, including working with an ELSA in the school. The DT has come to the VS for training on attachment and has consulted with the lead teacher on how to support their cohort of adopted children.

The VS lead teacher has also advised the parents about adoption support funding and how this might be used, putting them in touch with the adoption support team to further their application.

Impact of VS involvement

The parents felt supported 'I don't know what we could have done without you' and the school also know that they have a support network through DT training and advice from their Virtual School.

The child's needs, due to attachment issues, have been identified early and are being addressed thoughtfully by all professionals.

The private school that she formerly attended were supported in their needs for attachment awareness and have a greater knowledge base and understanding if similar cases occur in future. They also know that they can come to the VS for further training and support.

Previously Looked After Children: Case Study 2

Summary of query

● Behaviour support and training for school staff on understanding needs of PLAC

Initial Source of Query

● Adopted parents
● School Headteacher and SENCo

Overview of Query

Parent called to discuss strategies that could be used to support child's additional needs in school. Child has attachment disorder in addition to SEN and parents wished support to identify positive strategies to include him the mainstream life of the school. Headteacher of school made contact to request support in meeting to help identify previously looked after children's needs and specific support strategies

Virtual School involvement

Advice and support was provided to parents through a variety of phone calls and e-mails. Conversations were specifically around strategies that could be used to support their child in the classroom. Discussions were also had around how they as parents can be involved in the EHCP process and use the Education Excellence Plan created by AfC Virtual school to support their understanding of progress. Discussions were also around the use of PPG funding. Strategies such as enabling the child to read to younger year groups, use of peer mediation and identified 1:1 LSA support were discussed with the school. The use of the PPG in addition to support outlined in the EHCP were discussed such as using it for lego therapy. Following a request from both school and

parents to attend a review meeting at the school AfC Virtual School attended to support both parents and school in identifying additional strategies to enable the child to progress in education. School and parents have been signposted to a number of support groups and resources to help aid the young person through education and ensure that the school is inclusive and aware of early trauma and the impact of it on the child.

Impact of Virtual School involvement

Strategies discussed have started to be put in place and are being used consistently by parents and school staff. Lego therapy is being sourced to support emotional needs whilst improved literacy levels are being enabled through the introduction of reading to the younger year groups. The school are looking into staff CPD on becoming an attachment friendly school and have access to a number of resources highlighted by AfC Virtual School. AfC Virtual School is receiving regular requests to deliver attachment training to support this group. AfC Virtual School highlighted the impact of early trauma on children and how this can manifest allowing the school to identify behaviour as communication and respond in a more inclusive way. The young person has a time bonded plan in place to be enabled to return to mainstream class and no longer be isolated.

What are the key areas for improvement?

Were the Areas for Development set in the 2017-18 Annual Report met?

Development Area set for 2018-19	What were the outcomes?
● Recruiting a teacher in charge of Previously Looked After Children's Education	Met: staff member in post
● Researching and developing a website dedicated to supporting Previously Looked After Children's Education to include a 'frequently asked questions' section.	Met: New Website created and ready for Autumn 2019 launch
● Agree funding and set up log in details for the Adopter Hub.	Met: Adopter Hub funding agreed and distribution ready for September 2019
● Continuing to log calls and provide advice and support to parents and schools.	Met: Spreadsheet logging calls maintained
● Continuing to provide training to support previously looked after children's education	Met: Training offered
● Networking with other agencies to raise awareness of the needs of this group and to be able to efficiently sign post parents and schools.	Met: Partnership working with other agencies to inform and improve practice in this area.

What are the areas for improvement for 2019-20?

- Evaluate dataset and compile a report to address general themes across the tri-borough. Share this learning with relevant partners to impact on improvements in local authority support of previously looked after children's education.
- Further raise the profile of the Previously Looked After element to the work of the Virtual School in collaboration with the Virtual School Headteacher and through reports and

presentations to AfC Virtual School Governors, Performance Board, School Improvement Forum and partner training events.
● Continue to offer effective support and guidance to schools, parents and professionals and maintain strong communications through the website and newsletters.

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

AfC Virtual School working with our partners in Education, Social Care and Health

Identification, monitoring and support of pupils in our care with SEND

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

Multi-agency working

- AfC Virtual School promotes close liaison with relevant professionals regarding children and young people with SEND. These include half termly meetings between the Virtual School and SEND Team and attendance by the Virtual School at Social Care planning meetings.
- Professionals meetings across education, health and care, are held to ensure that there is efficient information sharing and joint problem solving involving the team around the child.

- Where the young person is located out of borough, AfC Virtual School contacts the Local Authority in which the young person is placed, to identify and progress involvement of appropriate services.
- Training is provided by AfC Virtual School to partners around the child including Designated Teachers, Foster Carers, Social Workers and School Governors.
- Termly Designated Teacher Forums are held to ensure effective information sharing. Designated Teachers access group reflective practice sessions facilitated by Educational Psychologists.

Meeting the SEND needs of young people new into care and those experiencing school moves

- AfC Virtual School expects that all young people new into care receive a PEP within the statutory timescale of 20 days. Please see above for how the Virtual School identifies, monitors and meets the SEND needs of young people in care, including those new into care, through the PEP process.
- When a young person is new into care, the AfC Virtual School Deputy or Assistant Headteacher liaises with school professionals to gather prior progress data and assessment information. If the young person has not been making expected progress, they are discussed at a 'Learning and Progress' meeting at the Virtual School, to consider appropriate next steps to identify any SEND / ensure appropriate support is in place to close the gap.
- If a young person requires a school move, AfC Virtual School Outreach Learning Mentors visit the young person and carry out a 'Passport' activity to aid effective information sharing and a positive transition and into their new school, including information and provision in relation to SEND.
- If a young person is going to move to an out of borough school AfC Virtual School contacts the local Virtual School Headteacher informing them of a new looked after student moving into their area. Information around the school and the local offer is gathered to ensure appropriate provision is available.

Glossary

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