

Report of the Deputy Director (Children's Social Care) to the meeting of Corporate Parenting Panel to be held on 21 January 2019

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Subject: ANNUAL REPORT OF THE VIRTUAL SCHOOL

Summary statement:

This is the statutory annual report of the Virtual School Head and Virtual School for the City of Bradford Metropolitan Borough Council. This report highlights the work of the Virtual School; the Local Authority and partner agencies to improve outcomes for children in care from the early years up to targeted care leavers aged 25. The report covers progress and attainment at all key stages. The report also outlines the activity of the Virtual School Head Teacher, the Virtual School and the 2018 educational outcomes of children in care which are available currently. It reflects on achievements and progress against the development plan and also identifies areas of development to achieve the best outcomes for children in our care.

Data contained in this report, is for children who were in the care of the City of Bradford Metropolitan District council) for a year or more as at 31 March 2018.

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Overview & Scrutiny Area :

Children's Services

1. SUMMARY

1. At Bradford's Virtual School (VS) we know that the key to improving outcomes for our children is to be aspirational corporate parents. Working in partnership across Children's Services and other partners creates the right ethos and best practice for our children to flourish. We aim to improve stability for children, build understanding with leaders and practitioners to ensure that education is given a high priority in care planning and those issues are understood by schools. We track progress attendance, attainment and behaviour carefully so we can target interventions well, closing gaps and nurturing wider educational interests and talents.
2. Our effectiveness has improved through working more closely with the Through Care Service to second a CRW with significant post 16 experience, particularly with the "third sector" providers to work within the Virtual School. This has allowed our work across Children's Services and in particular the interface between social care and the Virtual School team to target improving outcomes for post 16 Children Looked After (CLA).
3. Educational outcomes based on unvalidated data sets shows improvements at all key stages. Our challenge is to show even more improvement at KS2 and KS4.
4. Attendance outcomes are good and have improved for the 5th consecutive year. We have achieved this through good monitoring, use of data and communication with educational providers.
5. Personal Education Plans (PEP's) continue to improve in quality and we have sustained good timeliness, at over 90% average for the last school year. However, we are making slower progress at improving the timeliness of completed PEP forms on the system. Despite improvements to the quality of PEPs overall, there still remains pockets of inconsistency that need addressing.
6. The percentage of children in good or outstanding schools has increased this year. This is due to improved transition planning and closer liaison with the Admissions Team. Social workers see education as an important part in placement planning and involve the Virtual School from an early planning stage. The involvement of the VS at Complex Care Panel has meant that there is an improvement in transition planning for those with an Education Health and Care Plan (EHCP).
7. Interventions continue to be well targeted and of high quality. The use of VS Associates continues to be very successful with 100% positive feedback from schools. Children have access to wider educational activities such as music through our Music and reading projects.
8. School Improvement work with schools, developing their capacity to provide a suitable environment for children with attachment issues has developed very well this year. Good partnership working with the University of Brighton has enabled the Virtual School to provide the Attachment Lead Course for staff working in school across the District and is starting to have an impact on school's understanding of the needs of our children.

9. Leadership is good and improving, demonstrated by improving outcomes and ability to deploy resources strategically. These are achieved through a clear vision communicated to all in our own borough and beyond. Leaders have developed good quality systems, processes and practice across the team and working across Children's Services to ensure that education is prioritised for all our children in care. Our challenge is to maintain this in the light of the current re-structure and increasing numbers of CLA.

10. Voice of the child is embedded in what we do. Personal Education Planning good practice ensures that the child's views, concerns and wishes are listened to and carried out. Quality Assurance of PEPs on a regular basis ensures the pupils voice is more consistently followed up.

11. Our key areas for development for the coming year 2018-19
 - a. Improve attainment and progress
 - (i) Maintain the drive to improve outcomes particularly at Key Stage (KS2) and Key Stage 4 (KS4)
 - (ii) Reduce the number of days fixed term exclusions (particularly boys)
 - (iii) Improve attendance for post 16 students and impact on the number of those completing courses
 - (iv) Continue to improve outcomes for those with SEND through developing joint working on transitions, quality provision and good joint planning
 - b. Curriculum and Interventions
 - (i) Continue to improve PEP quality, particularly the review document and compliance.
 - (ii) Continue to develop the data tracking system for CLA.
 - c. Leadership and Management
 - (i) Ensure the effects of the current re-structure do not impact on the work of the Virtual School and outcomes for children
 - (ii) Embed the new statutory guidance for children looked after and those previously looked after
 - (iii) Improve transitions for young people by continuing to develop the post 16 leadership in order to improve systems of monitoring and support for relevant children and care leavers.

2. BACKGROUND

VIRTUAL SCHOOL HEAD TEACHERS' REPORT

Self-evaluation is integral to the Headteacher's report.

Introduction

2.1 Vision and Ambition

The Bradford Virtual School is highly ambitious for our CLA. We care deeply and are passionate about their educational needs and entitlements. We believe they

should have the best education available to them and this belief drives our developments and actions on a continual basis.

We strive to respond swiftly and effectively to emerging situations where our CLA are at risk of exclusion or by challenging and supporting our partners to ensure the best outcomes as quickly as possible. We do this whilst simultaneously developing the service's capability to prevent exclusion and underachievement issues emerging.

We work closely with our CLA, designated teachers, school staff, social care colleagues, carers and other partners to improve attendance, attainment and progress and reduce exclusions. We are focussed on increasing the progress and attainment of all our CLA as part of the LA's plan to improve and increase the life chances of all our children and young people.

2.2 **The purpose and role of the Virtual School**

The purpose of the Bradford Virtual School for Children Looked After is to raise educational achievement, promote emotional wellbeing, and improve the life chances of children and young people in care and care leavers. The children we look after (CLA) are being educated across a large number of schools. The Virtual School has therefore has a powerful role in tracking these children as if they were in a single school: combining expert school leadership with being the best of parents. Our key question is "would it be good enough for your child?"

The Bradford Virtual School continues to work on the following three core, crucial areas of responsibility:

- To make sure that there is a system to track and monitor the attainment and progress of all children we look after.
- To ensure that all children looked after have a robust and effective personal education plan (PEP) and monitor the use of the Pupil Premium grant where a child is eligible.
- To champion the educational needs of children looked after and care leavers across the authority and those placed out-of-authority.

2.3 **Key methods of working**

- Strategic work with schools to ensure that they fulfil their statutory duties and have high support and challenge for our children. We aim for all schools to become "attachment aware".
- Strategic work with Through Care and Social Care, Fostering, SEN (Special Educational Needs Team), YOT (Youth Offending Team) Educational Psychology, School Improvement and other agencies, both in and out of Bradford and to ensure that process and practice across the services support our children with their education.
- Collecting key progress data on a termly basis for all children in education. Virtual school staff monitor the progress of each child, making judgements

with the school as to whether the children are making expected progress or not. We prioritise interventions for those not making expected progress.

- Ensure that we constantly monitor, evaluate and improve what we do, within a self-evaluation annual cycle.
- Monitoring the effective use of Pupil Premium Plus in schools.
- Ensuring effective transition between schools or specialist provider
- Encouraging young people to have high aspirations about their futures and remove barriers to further and higher education.
- Developing Attachment Friendly Schools Networks through Attachment Lead Training at both level 4 and level 6 through Partnership with Brighton University.
- Leading training for foster carers, designated teachers, school governors and providing bespoke training for alternative learning providers and staff in schools.
- Celebrating CLA achievements through our annual awards ceremony.
- Supporting all PEP meetings for all CLA aged 2-18 new into care.
- Quality assuring Personal Education Plans.
- Tracking the academic progress, attendance and exclusions of CLA.
- Ensuring CLA with Special Educational Needs or Disability (SEND) are identified and supported appropriately.
- Working pro-actively to support children who have a change in placement or difficulties at school to ensure that education is continuous and meets their needs.
- Tracking the destinations of all Y11, Y12 and Y13 CLA to ensure plans are properly in place in order that colleges are able to support CLA effectively.
- Implementing a range of targeted interventions to raise academic standards, ensure stability and aid transition through effective deployment of VS Associate staff.
- Providing support and challenge to students, schools and carers, and other professionals who work with CLA in and out of authority.
- Offering a range of opportunities outside the classroom for CLA to build self-esteem and life skills.
- Work in multiagency partnerships on an organisational and individual level, communicating effectively with all our stakeholders.
- Ensure all staff keep abreast with the latest legislation and research and apply key learning in order to develop work.

In order to properly support the education of children looked after and to narrow the attainment gap between them and their peers, Virtual School staff uses National Consortium for Educational Research (NCER), Fisher Family Trust (FFT) data sets and termly data it collects from schools to support our most vulnerable CLA and young people's PEP meetings. We endeavour to ensure that appropriate and SMART targets are set, that progress is monitored and that the targets set drive

improvement.

It is recognised that, for children and young people in care, there are significant emotional and mental health barriers to educational progress. To this end we use a Senior Educational Psychologist to support work in this area - directly with CLA and staff in schools, through half-termly 'surgeries' and support for the VS continuous professional development (CPD) programme to improve learning and teaching for CLA. The Principal Educational Psychologist is a member of the Virtual School Management Committee. The prominence and importance of promoting emotional wellbeing is also reflected in a plethora of recent reports from the Consortium for Emotional Well Being in Schools, the NSPCC, and the Carter Review of Initial Teacher Training, the Attachment Aware Schools' Project and the DfE. Bradford is working closely with Brighton University to support delivery of Attachment Awareness through an accredited course (**see Appendix 1 Attachment Friendly Schools**).

2.4 **The Virtual School Measures of Success are:**

- improving attainment and progress at all key stages
- pupils attending 'good' or 'outstanding' schools wherever possible
- ensuring that as many pupils as possible remain in mainstream schools
- school moves only taking place when absolutely essential, with the virtual school being involved in all transition planning
- facilitating rapid admissions to new educational settings
- minimising the number of days lost to education through exclusions and absence
- increasing number of Care Leavers engaging with education and training and successfully entering employment
- increasing numbers of young people in care participating in higher education
- improvements in schools' knowledge and understanding of how to most effectively support children and young people with complex needs, rooted in their pre-care experience
- maintaining high levels of PEP compliance and PEP quality to underpin improved educational outcomes.

It is important, however, that outcomes are interpreted intelligently. For example making sense of GCSE outcomes requires that outcomes are measured taking into account the many risk and protective factors which affect educational progress.

The invaluable research undertaken by the Universities of Oxford and Bristol helps to quantify these factors. For example, their analysis found that young people in care, who changed schools in Years 10 or 11, scored over 5 grades less at GCSE than those who did not, and that those in non-mainstream schools (PRUs, SEMH), **compared with those with the same characteristics** as those in mainstream schools, scored almost 14 grades lower at GCSE.

The CLA data analysis undertaken by NCER and supported by ACDS is also a welcome development in this area. Moreover, the CLA population is characterised

by a high level of turnover as a result of admissions and discharges (c.20%p.a.), a disproportionate number of children and young people in care have statements of SEN/Education & Health Care Plans, and many attend non-mainstream educational settings. Clearly this is part of the context within which educational outcomes need to be placed, in order to make intelligent judgements. **See Appendix 2: The Educational Progress of Looked After Children in England: Linking Care and Educational Data.** University of Oxford and the University of Bristol. November 2015.

2.5 **Ofsted**

The local authority received its first ILACs over the two weeks period 17 September to 28th September. There were two areas that required improving and one area that was judged inadequate which is a limiting judgement which meant the outcome overall was inadequate. The Virtual School was one the areas that was a strength in the report. The report highlighted the improving outcomes and attendance of children and the partnerships we have developed with colleagues in schools and social care - *'The virtual school has focused on improving the attendance and outcomes of children in care in partnership with schools and social work colleagues. As a result, attendance has steadily risen over the past five years, and in 2017–2018, attendance was at 96.2% for children in care. No children in care have been permanently excluded and fixed-term exclusions are reducing.'*

What was particularly pleasing was recognition of the support and advice we undertake as a Virtual School which has been a key strategy over the last two years – *'A strength of the virtual school team is the guidance and advice programme they offer to young people and the different opportunities that are in place through the team to ensure that the most vulnerable young people get personalised support and advice. This is particularly evident for those in education, employment and training (EET); 84% of 16- and 17-year-old children in care are EET, which is a strong performance and higher than the national average.'*

Our own self-evaluation recognised that whilst outcomes are improving and in a number of areas above those nationally for children looked after they are not where we want them to be as a virtual school. HMI agreed with our evaluation. There was also recognition that whilst PEP quality had improved there were still areas of inconsistency - *'Personal education plans are too variable, with some lacking clear targets for improvement,'* again this was highlighted in our own self-evaluation so came as no surprise. HMI commented on how we celebrate the achievements of children in care - *'Children's achievement events celebrate and acknowledge successes and raise aspirations. Inspectors also saw good examples of children being supported to pursue their own hobbies, interests and sports.'*

3. **Staffing**

The current virtual school team is small in comparison to other Virtual Schools as shown by an audit done across the region by our regional NAVSH group and certainly given the size of our cohort (Bradford Virtual School is one of the largest in the country). There has been a local authority re-structure in process that has affected the staffing of the Virtual school and the definition of previous roles. In April 2018 we seconded a colleague from the Through Care Team to focus on working

with Post 16 CLA and Care Leavers in light of our self-evaluation and the need to add capacity in this area. Already we are seeing impact of this work across the district – this was also recognised by Ofsted as a real strength of the team and our work.

Name	Title
Ken Poucher	Virtual School Headteacher – VSH (0.5) Lead Area Achievement Officer (0.5)
Rita Kumar	Specialist Teacher for CLA (f/t)
Louise Coates-Black	Specialist Teacher for CLA (f/t)
Caroline Dolan	Specialist Teacher for CLA (f/t)
Joy Robson	Post 16 Specialist (4 days per week), seconded until December 2018.
John Whittock	Specialist Teacher for CLA (8 hours per week)
Fiona Wood	Data Collection & Analyst Officer (p/t)
Joanne Henry	Data Collection & Analyst Officer (p/t)
Yvett Green	Data Collection & Analyst Officer (p/t)

3.1 Professional Development

The Virtual School has a role to ensure that professionals working with children in care have the right knowledge, information and skills to enable them to fulfil their role in contributing to improving the educational outcomes of children in care. The Virtual School offers a termly central programme and bespoke CPD training to all schools, Designated Teachers, Governors and Social Care Services.

During the course of 2017/8 an overview of key training that was delivered to schools and educational settings includes:

- Attachment Theory/Aware Training
- Lead Attachment Training
- Implementing a whole school approach to Emotional Health and Wellbeing
- Foetal Alcohol Syndrome Disorder
- Key Adult Training for staff working with pupils who are looked after
- Child Sexual Exploitation
- Signs of Safety Briefings
- Using Reflective Language to Manage Interactions
- Precision Teaching
- Role of Governors for CLA

Training is well attended by both primary and secondary school designated teachers and evaluations indicate consistently good feedback.

Members of the Virtual School have their own CPD requirements met through both in-house and external providers. CPD training attended over the year has been extensive and includes:

- Attachment Lead Training
- Signs of Safety Advanced Practitioner
- Key Adult Training BSS

- FASD Training
- Implementing a whole school approach to Emotional Well-Being
- Safeguarding Training
- EHCP Conversion Training
- CSE Training
- Working with Children in Public Care
- VSHT Regional Network
- NAVSH National Conference

4. **Summary of Progress from development plan 2017-18**

4.1 ***To track and support the improvement of CLA progress using data analysis and precision intervention.***

- The education of children looked after and previously looked after children is everyone's responsibility. Virtual School Heads may have overarching responsibility, but we are reliant on schools playing their part too, and education outcomes for 2017-18 would suggest that we are working together well to drive improvement.
- This year we have new, different and better data sets to work from. If we take the approach that data tells us something but not everything, then there are many interesting questions to ask about the journeys of our children who are looked after and the impact this has had on their education outcomes. Attainment data gathered termly for each CLA. Use of NCER and FFT data sets enable realistic challenge.
- Associates are deployed to prevent exclusion and ensure inclusion to raise attainment. Specific attachment advice given to support this from associates and VS specialist teachers.
- Weekly emails are sent to all social workers to prompt for the arrangement of new to care pep's within the 10 day period with follow up by VS to ensure this has been done
- VS specialist teachers prioritise the attendance of every new into care pep. As a result VS colleagues have been able to provide extra resources and funding where necessary.

4.2 **Areas for Improvement/next steps**

- Interrogation of data to inform the strategic deployment of VS staff at both LA and school level.

4.3 To improve the quality of practice through high quality PEPs and Pathway Plans effectively delivered and monitored.

4.4 **Our journey so far...what we are doing?**

- Set a performance target of 98% of PEPs being current.
- Virtual School team doing monthly quality assurance audits with all social teams covered, all phases both in and out of the LA.

- Outcomes shared with Deputy Director (CSC), Service Managers and Team Managers.
- Bespoke training to IRO's, Team Managers, Social Workers and also to individual SW's.
- Joint working and communication from Virtual School and Through Care service managers with social workers which has resulted having high aspirations for looked after children and care leavers.
- Bespoke 16+ PEP's in place.
- Looked after children and care leavers education success has been celebrated, via monthly awards, education awards and care leavers event.
- Virtual School targeting development work to those who needed it most.
- Meetings with Designated teachers to establish the system and promote the requirement for every PEP to be 'good'.
- Designated teachers routinely reviewing progress made against previous targets
- The Virtual School has written and distributed guidance on the completion of the PEP for the benefit of: social workers; designated teachers; foster carer and parents as well as other professionals.
- Joint funded worker (Virtual School and Through Care) sighted in the virtual school who is tracking all 16+ young people and mapping all alternative provision in the district.
- Exemplar PEPs for each key stage posted on the VS website on Bradford Schools On-line (BSO).
- Team Managers taking greater ownership for the quality of PEPs for SW's in their teams.
- Virtual School team support 100% of PEPs for children new into care

4.5 **What difference has this made?**

- Completion rate now in the mid 90%'s.
- Quality of PEP's has improved over the course of the school year. The latest PEP quality assurance audit in June 2018 showed 74% of PEPs being good or outstanding with just 3% being judged as inadequate.
- High aspirations for 16+ young people; intelligence has been gathered regarding destinations, reduction in NEET and time as NEET.
- Consistent joint working and tracking between LEAP and Virtual school for 16+.
- Schools are routinely showing the progress that is being made by each pupil, particularly progress in reading, writing and mathematics. It has been noticeable in the last year that the quality of target setting from schools has been more relevant and in many cases more aspirational.
- More advice is provided at an age appropriate level for children and young people.

4.6 Areas for improvement/next steps

- Redesign PEPs to be more phase specific and incorporate the review document and give more explicit outcome data
- Further working with schools on the quality of PEPs so they are able to show impact on placement stability, attendance and pupil outcomes
- Examine the current rationale for retaining 25% of PPP
- Ensuring all PEPs have the review document attached to the PEP on the system
- Use evidence from tracked cases and the termly data input to challenge schools when progress is unexpectedly slow, and ensure that appropriate support is put in place to drive more rapid improvement.
- SEN/EHCP planning generally and for 16+ ensure no child slips through the net.
- Continuing with monthly audits and building on this to feedback quality as well as compliance to teams every month. Include 'targeted PEPs e.g those CLA who are in Children's Homes
- Continuing the cycle of multi-agency and targeted training including regular bulletins to designated teachers and social carer.
- Ensure 100% compliance on PEP returns with timescales.

4.7 To develop the role of key personnel linked to the Virtual School

Multi agency training and partnership work continue to be a strength of the Virtual School. Key work includes:

- Quality training for multi-agency and bespoke groups (Foster Careers, Adoption Teams, Children's Homes, Social Care Teams, Independent Reviewing Officers, Designated Teachers).
- Setting up high aspiration and ambition when working with other professionals. 'Would it be good enough for your child? Mantra'.
- Develop schools and designated teacher knowledge and understanding of developmental trauma through targeted training
- VS arranged Attachment Lead training from Brighton University to develop an Attachment Lead Network across the district.
- Behaviour support service training organised by the VS on the importance of the key adult to stabilise pupil experiences within school offered to all schools with CLA
- VS specialist teachers have delivered attachment training to school staff across the district to increase awareness, understanding of CLA needs and promote stability of school placements.
- Extensive CDP program offered on a range of topics related to Attachment, trauma and CLA issues in education.

4.8 Areas for Improvement/next steps

- In collaboration with One Adoption and the local collaborative promote news ways of working to respond to the requirements for Previously Looked After Children as indicated in the new statutory guidance.
- Business plan for VS to increase staffing in response to CLA numbers

4.9 Improve the tracking of children in Early Years setting to evidence accelerated learning through using data analysis and precision intervention.

- Links made with Early Years Achievement team and officer (PD) from the team has worked with the VS early Year Specialist within the VS (CD). PD visited schools in the spring term to look at how we could close the achievement gap for the lowest attaining pupils. She provided advice and guidance and CD contacted schools where necessary to provide extra support.
- Early years pep's have been scrutinised as part of the quality assurance meetings and challenged where below good or outstanding.
- VS staff have attended pep meetings to ensure improved outcomes and CD has prioritised PVI settings to ensure extra support in writing the pep.

4.10 Areas for improvement/next steps

- VS staff meeting half termly with Early Years Officer (EYO) and QA officers to scrutinise data and progress and identify where extra support is needed. QA officers and EYO will discuss CLA as part of their regular visits and identify areas of improvement for children in authority care early enough so support can be put in place.

4.11 Improve systems to track progress, attendance and aspirations of post 16 CLA with the Leaving Care Team and wider teams.

- Virtual School is working closely with the Through Care Team. The secondment in the summer term of a CRW to focus on post 16 CLA has had impact, for example:
- KS5 LCS now informs the attendance and attainment data of post 16 CLA 's and linked to Post 16 PEPs;
- There is a suite of reports available for use throughout the year with in-time data available.
- Attendance data from post 16 providers is now recorded on BSO.
- We are waiting for an IT response on Post 16 Providers being able to access PEPs on BSO and record attainment.

4.12 Areas for Development/next steps

- Formalise the CRW post 16 specialist role within the structure of the VS in partnership with the Through Care Team

4.13 Develop additional employment training opportunities for CLA and care leavers

- Close links have been made with Bradford University, with offer for Looked After young people in development (to include training and support for carers, better links with residential and semi-independent accommodation providers, earlier and more prolonged contact with the university for CLA, mentoring opportunities.

4.14 **Areas for Development/next steps**

- Increase the number of CLA in work experience or becoming an apprentice through improving access to work, education and training and ensuring young people who leave care have access to a safe place to live.

4.15 **Explore how further links can be made with further education (HE) institutions so CLA and care leavers are supported to find establishments that understand and work to meet the needs of CLA and care leavers.**

- There is a suite of reports available for use throughout the year with in-time data available.
- Post 16 provision in Bradford mapped and a quick guide with key contacts distributed round the service to enable workers to identify suitable provision more readily, understand what options are available and know who to contact.

4.16 **Areas for Development/next steps**

- To ensure greater academic progression within the post 16 pathway to enable a clear exit strategy.

4.17 **To work closely with residential homes and settings to ensure multi-professional responses to education matters**

- VS specialist teachers are linked to residential homes and regularly visit to support. Education proforma completed with each home.
- Regular visits to residential homes and semi-independent accommodation providers by the VS to work directly with CLA on accessing and maintaining education. Better links have been made between accommodation and education providers in order to improve communication and maximise positive outcomes for CLA

4.18 **Areas for Development/next steps**

- To continue to work closely with residential homes to ensure education remains a high priority.

4.19 **Key areas for improvement for the coming year**

1. Our key areas for development for the coming year 2018-19

a. Improve attainment and progress

- (i) Maintain the drive to improve outcomes particularly at KS2 and KS4.
- (ii) Improve attendance for post 16 students and impact on the number of those completing course
- (iii) Continue to improve outcomes for those with SEN through developing joint working on transitions, quality provision and good joint planning.

b. Curriculum and interventions

- (i) Improve PEP quality and eradicate areas of inconsistency.
- (ii) Ensure early identification of those with special needs and improve the quality of planning for these children.

c. Leadership and Management

- (i) Formulate a business plan utilising additional pupil premium plus funding in order to increase the staffing of the VS.
- (ii) Embed the new statutory guidance for children looked after and those previously looked after.
- (iii) Improve transitions for young people by continuing to develop the post 16 leadership in order to improve systems of monitoring and support for relevant children and care leavers thereby improving numbers of care leavers who are in EET.

5. The Context: nationally and locally

- The number of children looked after (CLA) in the district has risen, which is the national picture, however our number per 10,000 is less than statistical neighbours. In July 2018 Bradford had 1,043 children who were looked after and 495 Care leavers.
- Bradford has 11 children’s homes and 500 in house foster carers
- Our looked after children’s attendance at school has improved over the last 5 years. The latest figures released from the DfE show overall attendance at 96.2%, better than the national figure.
- The Council tries where it can to make sure children are cared for in their home. We are seeing more children being adopted or cared for within their birth family with quality support from Be Positive Pathways (BPP).
- The numbers of young people who have left care and gone on to university or higher education has gone up, with currently 26 young people at University.
- In July 2018, 25 young people aged 16 to 18 and 35 18+ Unaccompanied Asylum Seeking young people have integrate into Bradford community.
- The percentage of CLA educated in schools with a good or outstanding rating has risen from 55% in June 2015 to 72% in June 2018.
- The increase in numbers of school age looked after children continues to rise. There are currently 852 school age looked after children in the Virtual School (YR-Y13).

5.1 Our Children

As of today (10th December 2018) there are 1075 Children Looked After aged 0-18. This number obviously changes daily and the data we have is updated daily. There are 852 children in care who are school age (YR-Y18) on this date.

5.2 By Gender and Local Authority

	Bradford Schools		Out of Authority (OOA)		All	
Gender	Number	Percentage	Number	Percentage	Number	Percentage
Female	330	38.7%	85	10%	415	48.7%
Male	338	39.7%	99	11.6%	437	51.3%
Total	668	78.4%	184	21.6%	852	100%

5.3 By Ethnicity

Ethnic Group		CBMDC	OOA	All	Percentage
Asian/British Asian – Bangladeshi	ABL	5	3	8	0.9%
Asian/British Asian – Indian	AI	6	1	7	0.8%
Asian/British Asian - Other	AO	5	0	5	0.6%
Asian/British Asian – Pakistani	AP	61	13	74	8.7%
Black/Black British – African	BA	13	8	21	2.4%
Black/Black British – Caribbean	BC	1	0	1	0.1%
Black/Black British – Other	BO	1	0	1	0.1%
Chinese	C	0	0	0	0%
Dual Heritage – Black/White	BW	0	0	0	0%
Gypsy/Roma	GR	14	6	20	2.3%
Information not yet known	UNK	4	2	6	0.7%
Mixed – Other	AB	10	4	14	1.6%
Mixed – White/Asian	AW	66	12	78	9.2%
Mixed – White/Black African	B2	10	1	11	1.3%
Mixed – White/Black Caribbean	B1	23	7	30	3.5%
Other ethnic group	O	17	1	18	2.1%
Refused	F2	0	0	0	0%
Traveller of Irish Heritage	TOIH	4	2	6	0.7%
White British	WESW	395	123	518	60.8%
White- Eastern European	WEE	6	0	6	0.7%
White – Irish	WI	0	0	0	0%
White – Other	WO	27	1	28	3.3%
Total		668	184	852	

5.4 By Special Educational Needs & Disability – all CLA (1075)

SEND	CBMDC	OOA	All	Percentage
EHCP	133	44	177	16.4%
EHCP pending	1	0	1	0.1%
SEND Support	218	29	247	23%%
Total SEND	352	73	425	39.5%
No SEND	499	151	650	60.5%
All	851	224	1075	100%

5.5 By Special Educational Needs & Disability – School age reception to Y13 (852)

SEND	CBMDC	OOA	All	Percentage
EHCP	133	44	177	20.8%
EHCP pending	1	0	1	0.1%
SEND Support	214	29	243	28.5%
Total SEND	348	73	421	49.4%
No SEND	320	111	431	50.6%
All	668	184	852	100%

5.6 Primary CLA by NCY and local authority

NCY	Bradford Schools		Out of Authority (OOA)		All	
	Number	Percentage	Number	Percentage	Number	Percentage
Year 0	35	4.1%	15	1.8%	50	5.9%
Year 1	31	3.6%	9	1.1%	40	4.7%
Year 2	33	3.9%	6	0.7%	39	4.6%
Year 3	34	4.0%	11	1.3%	45	5.3%
Year 4	42	4.9%	7	0.8%	49	5.7%
Year 5	39	4.6%	7	0.8%	46	5.4%
Year 6	48	5.6%	6	0.7%	54	6.3%
ALL	262	30.7%	61	7.2%	323	37.9

There are **323** CLA in primary schools. 262 (81.1%) are in Bradford & 61 (18.9%) are OOA primary schools

5.7 Secondary CLA by National Curriculum Year (NCY) and local authority

NCY	Bradford Schools		Out of Authority (OOA)		All	
	Number	Percentage	Number	Percentage	Number	Percentage
Year 7	51	6.0%	16	1.9%	67	7.9%
Year 8	50	5.9%	14	1.6%	64	7.5%
Year 9	57	6.7%	23	2.7%	80	9.4%
Year 10	47	5.5%	14	1.6%	61	7.2%
Year 11	74	8.7%	25	2.9%	99	11.6%
Year 12	71	8.3%	18	2.1%	89	10.4%
Year 13	56	6.6%	13	1.5%	69	8.1%
ALL	406	47.7%	123	14.3%	529	61.7%

There are 529 CLA in secondary schools. 406 (76.7%) are in Bradford & 123 (23.3%) are OOA secondary schools

The number of children entering care in KS4 is increasing. Year 11 is the most populated year group with currently 99 CLA. There are currently 529 CLA in KS4, 153 with a notably high number of needs. This has significant implications for service capacity and delivery, data gathering and partnership working to support individual CLA.

6. CLA Outcome data (unvalidated for 2018)

6.1 Attainment and progress require improving.

Education is promoted for children in care and they are well supported by the VS team as far as we are able given the size of our team. We are committed to improving educational outcomes for Bradford children. Outcomes for children in care from Early Years to key stage 4 shows an improving picture over time. By the time they leave school, the progress made by children in care compares favourably to the national picture. Monitoring and tracking and PEP quality is better which has led to pupils being placed in better schools, issues being picked up earlier and interventions being put in place and effectively monitored. An improved personal approach has meant that pupils with more complex challenges are supported to achieve. Great multi-agency work by the team means that all professionals are working together to improve attainment. The impact of this is that levels of attainment

and pupil progress are improving.

6.2 Foundation Stage outcomes

The overall outcomes for Early Years in 2018 maintained the overall improving picture over time but there is still more to be done to reach the national average. Those who did not achieve the expected levels were mainly due to not achieving the standard in personal, social and emotional development (PSED), where this links directly with their emotional needs and the insecure attachment issues which in turn affects the prime area of communication, language and literacy (CLL).

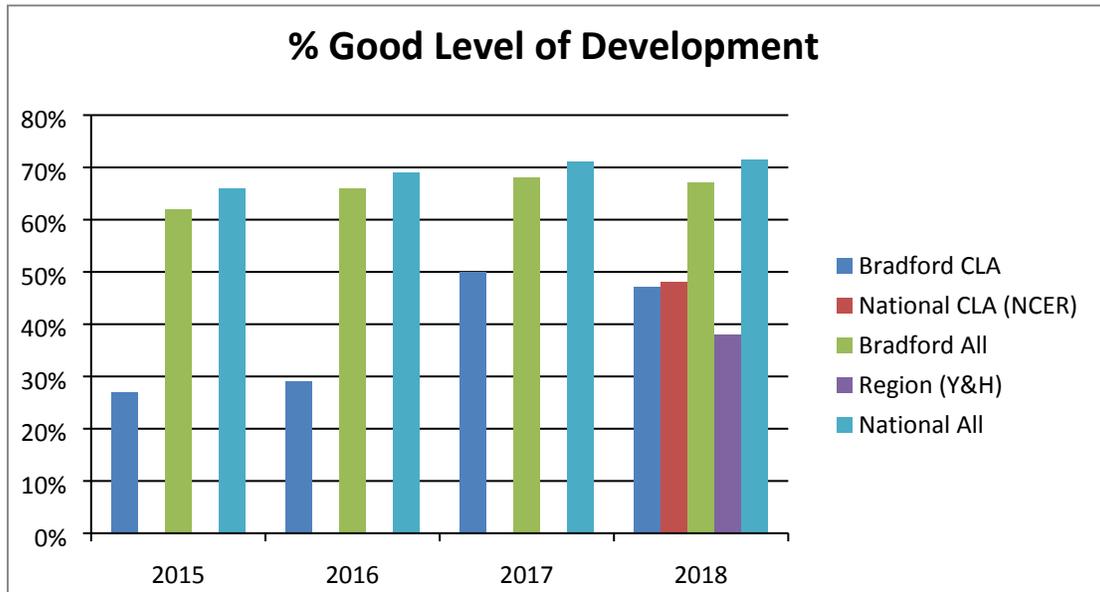
% Good Level of Development	2015	2016	2017	2018
Bradford CLA	27%	29%	50%	47%
National CLA (NCER)	N/A	N/A	N/A	48%
Bradford All	62%	66%	68%	67%
Region (Y&H)	N/A	N/A	N/A	38%
National All	66%	69%	71%	71.5%

2018 total number of CLA = 30.

Total number of CLA in cohort (in care for a year or more as of 31st March 2018) = 20. Number of CLA out of LA = 10

% Prime Goals	2015	2016	2017	2018
Bradford CLA	N/A	N/A	N/A	58.0%
National CLA (NCER)	N/A	N/A	N/A	56.0%
Region (Y&H)	N/A	N/A	N/A	44.0%
Bradford All	74.3%	76.3%	77.5%	76.6%
National All	76.3%	78.1%	79.0%	79.4%

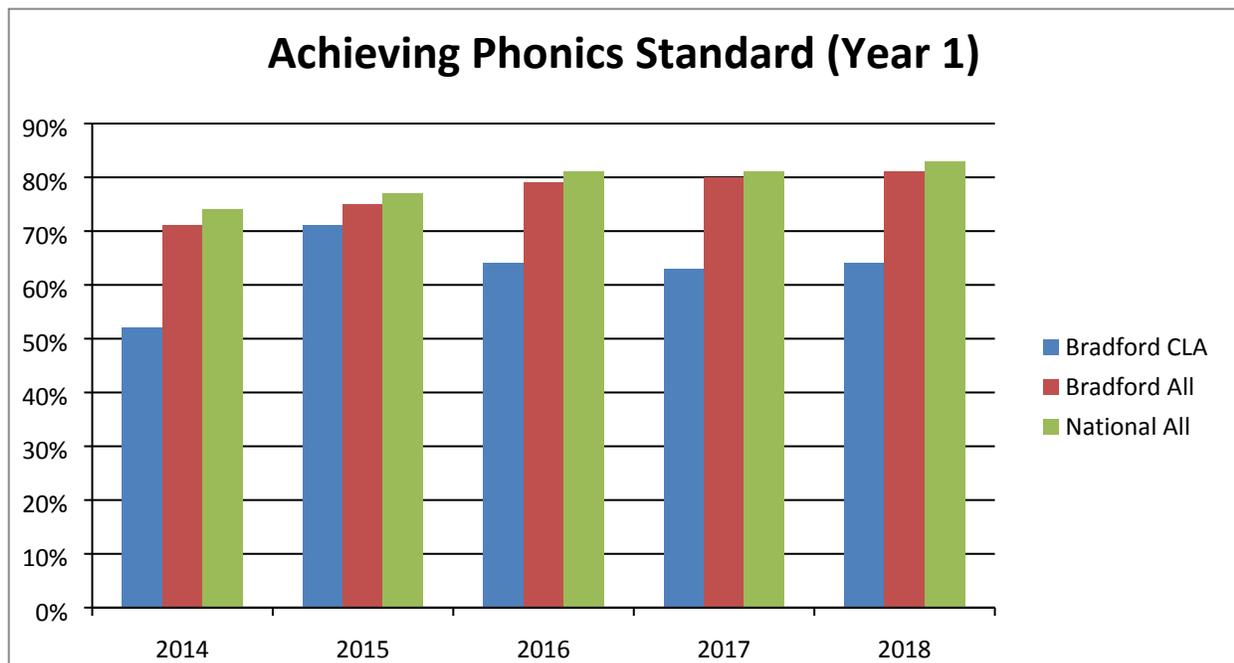
Total Points Score	2015	2016	2017	2018
Bradford CLA	N/A	N/A	N/A	31.7
National CLA (NCER)	N/A	N/A	N/A	30.0
Region (Y&H)	N/A	N/A	N/A	29.5
Bradford All	33.0	33.7	33.8	33.6
National All	34.3	34.5	34.5	34.6



6.3 Phonics

Achieving Phonics Standard (Year 1)	2014	2015	2016	2017	2018
Bradford CLA	52%	71%	64%	63%	64%
Bradford All	71%	75%	79%	80%	81%
National All	74%	77%	81%	81%	83%

Total Number of CLA = 38
 Total Number of CLA in Cohort (in care for a year or more at 31st March 2018) = 33.
 Number of CLA out of LA = 5



6.4 Key Stage 1

In 2018 54% of looked after children reached the expected standard in reading, 54% in writing, 50% in maths and 36 in the combined measure. This is higher in the combined measure and reading, the same in maths but lower in reading. Compared with looked after children nationally the results for Bradford' looked after children are better in all four measures.

Compared to Bradford non-looked after children, attainment for Bradford looked after children is much lower. The largest differences are in maths and the combined measure. The differences are much closer in all four measures than those nationally.

The percentage point difference between the attainment of looked after children and non-looked after children has increased slightly in reading and maths and closed slightly in writing and the combined measure.

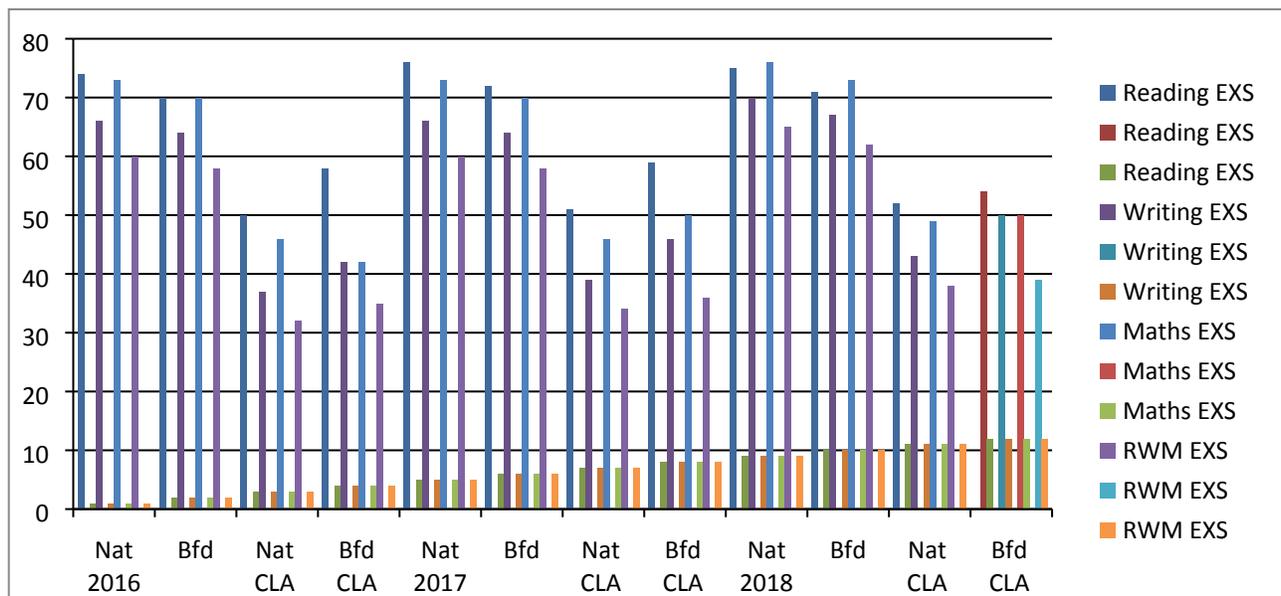
		2016				2017				2018			
		Nat	Bfd	Nat CLA	Bfd CLA	Nat	Bfd	Nat CLA	Bfd CLA	Nat	Bfd	Nat CLA	Bfd CLA
Reading	EXS	74%	70%	50%	58%	76%	72%	51%	59%	75%	71%	52%	54%
Writing	EXS	66%	64%	37%	42%	66%	64%	39%	46%	70%	67%	43%	50%
Maths	EXS	73%	70%	46%	42%	73%	70%	46%	50%	76%	73%	49%	50%
RWM	EXS	60%	58%	32%	35%	60%	58%	34%	36%	65%	62%	38%	39%

Total Number of CLA = 42. Data for 3 pupils to be validated

Total Number of CLA in Cohort (in care for a year or more at 31st March 2018) = 28

Number of CLA out of LA = 5

Gender breakdown – 26 female; 17 male



6.5 Key Stage 2 – Year 6 Outcomes 2018

In 2018, 28% of looked after children reached the expected standard in the headline combined measure (RWM). This is lower than the percentage reaching the expected standard in individual subjects which ranges from 41% in writing to 48% in in reading, maths and grammar, punctuation and spelling.

Compared to non looked after children, attainment for looked after children is much lower.

Results for CLA in Bradford gaining the expected standard in reading have improved by 10 percentage points to within 3% of CLA nationally but are still well below non-looked after children in Bradford. Results for CLA in Bradford gaining the expected standard in maths have improved by 9% and are 1 percentage point above CLA nationally but still well below non looked after children in Bradford. Results for CLA in writing and GPS have improved by 5% and 3% respectively, writing below looked after children nationally and well below non looked after children in Bradford.

		2016				2017				2018			
		Nat	Bfd	Nat CLA	Bfd CLA	Nat	Bfd	Nat CLA	Bfd CLA	Nat	Bfd	Nat CLA	Bfd CLA
Reading	EXS	66%	56%	41%	35%	71%	65%	45%	38%	75%	70%	51%	48%
	GDS	19%	12%	7%	10%	25%	19%	9%	6.0%	28%	23%	14%	13%
GPS	EXS	72%	68%	44%	49%	77%	74%	50%	45%	78%	76%	50%	48%
	GDS	19%	12%	7%	10%	25%	19%	9%	6.0%	34%	32%	14%	6.5%
Maths	EXS	70%	65%	41%	39%	75%	72%	46%	39%	76%	73%	47%	48%
	GDS	17%	13%	4%	8%	23%	19%	7%	6.0%	24%	22%	8%	4%
Writing	EXS	74%	74%	46%	45%	76%	74%	48%	36%	78%	75%	50%	41%
	GDS	17%	13%	3%	2%	18%	15%	6%	0.0%	20%	17%	6%	0%
RWM	EXS	53	46%	25%	17%	61%	56%	32%	28%	64%	60%	35%	28%
	GDS	17%	13%	3%	2%	18%	15%	6%	0.0%	10%	8%	2%	0%

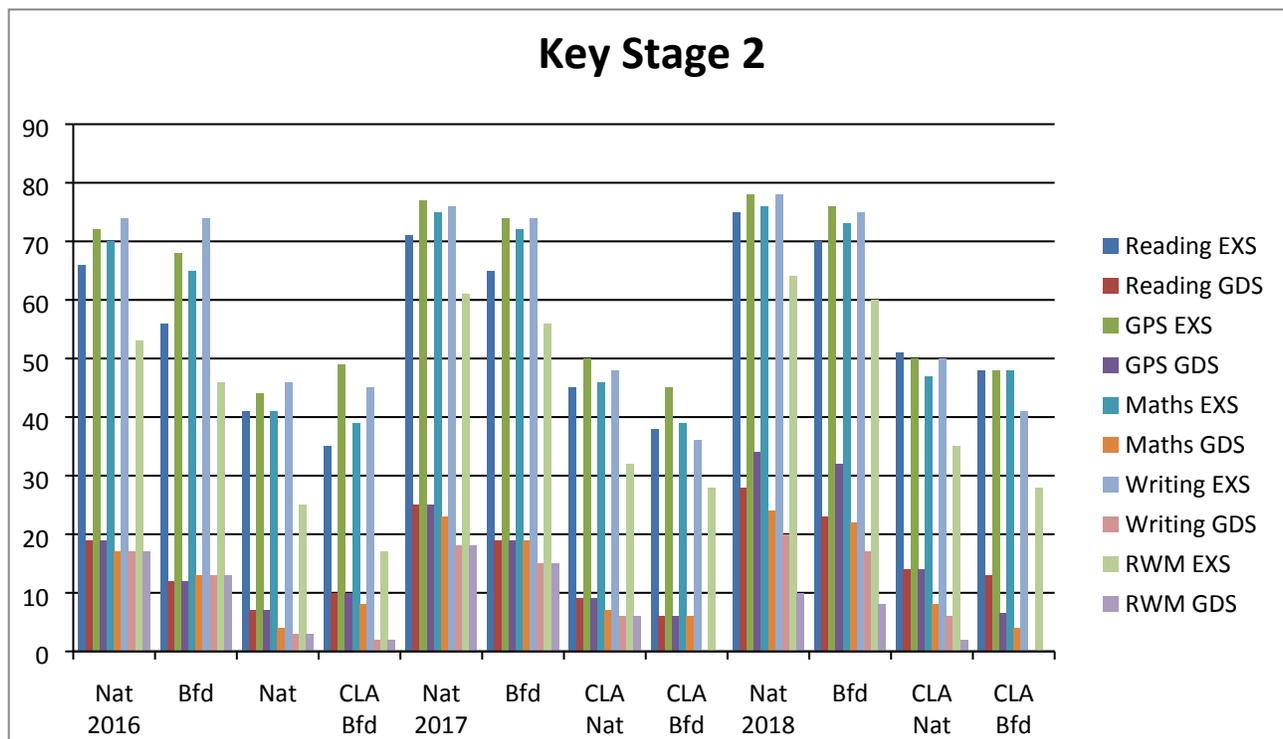
Total Number of CLA = 63.

Total Number of CLA in Cohort (in care for a year or more at 31st March 2018) = 50.

1 child in Scotland. 1 child offset a year.

Gender breakdown – 28 female; 34 male

SEND breakdown – 34 in total, 17 pupils with EHCP at 20 School Action



6.6 Key Stage 4 outcomes

The average Attainment 8 score for looked after children nationally is 24.7% compared to 44.3% for non-looked after children. The equivalent attainment 8 measure for Bradford children looked after is 25.8% compared with 42.4% for non-looked after children in Bradford.

As detailed below, the average Attainment 8 for Bradford's looked after children is 19.4% compared to 42.4% for the non looked after cohort. However, the figures show that 47% of looked after children at the end of key stage 4 have a special educational need (SEN) compared to 14% of non-looked after children and attainment rates for children with SEN are much lower.

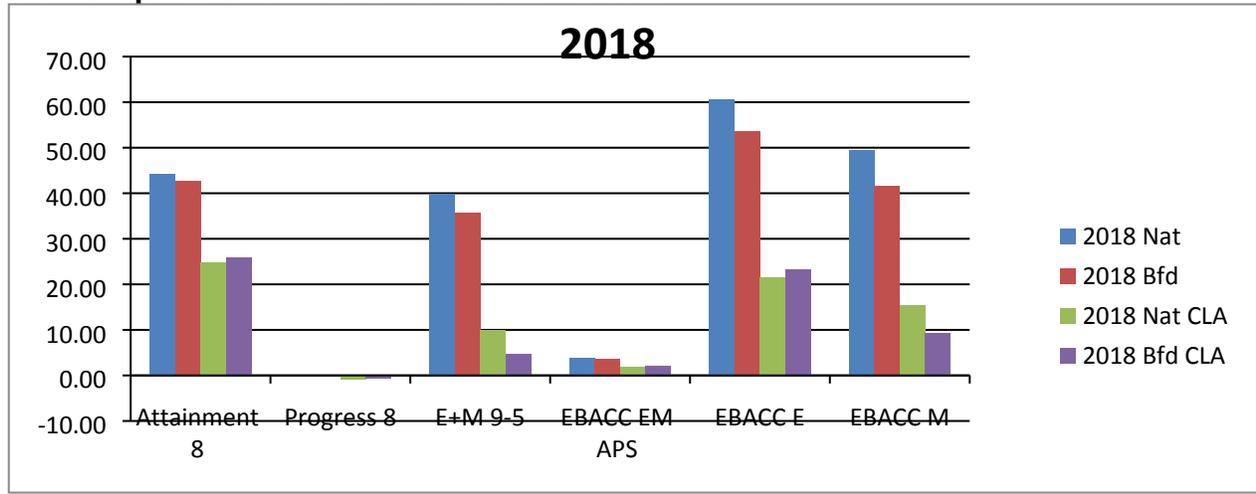
For all children included in the progress measures calculations (state-funded schools, maintained special schools and alternative provision), looked after children progress less well than non-looked after children.

6.7 Key Stage 4 results overview

63 CLA pupils	2017			
	Nat	Bfd	Nat CLA	Bfd CLA
Attainment 8	44.6%	42.4%	19.3%	19.4%
Progress 8	-0.03	+0.02	-1.18	-1.02
Basics 9-4	59.1	56.1	15.0%	12.5%
EBACC	21.9%	11.2%	4.5%	4.3%

43 CLA pupils	2018			
	Nat	Bfd	Nat CLA	Bfd CLA
Attainment 8	44.3%	42.6%	24.7%	25.8%
Progress 8	-0.08	0.00	-0.93	-0.70
E+M 9-5	39.9%	35.8%	10.0%	4.7%
EBACC EM APS	3.83	3.7	1.94	2.06
EBACC E	60.5%	53.7%	21.6%	23.3%
EBACC M	49.4%	41.5%	15.4%	9.3%

6.8 Graph to show 2018 KS4 outcome data



6.9 Cohort characteristics Y11 2018

Gender		Local Authority		School Type		SEND	
Female	Male	CBMDC	OOA	Mainstream	Non-mainstream	EHCP	SA
42	40	68	14	53	29	24	15
51%	49%	83%	17%	65%	35%	29%	18%

- 47% with special needs
- 29% with high levels of need (EHCP)
- 1 in 3 in non-mainstream (NMS)

6.10 Key Stage 5 (aged 17-18) Care Leavers – Education, Employment or Training: 2018

The position (11.09.18) of destinations for the KS5 cohort is shown in the table below. See appendix.

	Total	Further Education	Apprenticeship	Employed	Special School	Secure Unit/Custody	Total EET	NEET: Active	NEET: Other reason
England	NYA	NYA	NYA	NYA	NYA	NYA	NYA	NYA	NYA
Bradford	171	109	3	2	15	3	132	36	1

6.11 Predicted outcomes for next year:

Outcomes at key stage 1, 2, and 4 are expected to improve next year and be above the statistical national average based on the FFT benchmark and our own data tracking. However as more and more children achieve permanence through adoption and special guardianship orders and as further children come into care this means the remaining cohorts do tend to have higher and more complex needs and less likely to meet nationally expectations. However we expect that our careful tracking and quick intervention should result in at least equally good progress. Clearly the predicted outcomes will change as the year progresses.

6.12 Predicted outcomes 2019 (based on FFT indicators 09/18)

2019 estimated outcomes based on FFT 50 & 20	Reading		Writing		Maths		Combined	
	FFT 50	FFT 20	FFT 50	FFT 20	FFT 50	FFT 20	FFT 50	FFT 20
Key Stage 1	48%	54%	45%	53%	45%	53%	35%	41%
Key Stage 2	46%	54%	50%	58%	51%	60%	33%	41%
	% Grade 4+ E+M		% Grade 5+ E+M		Attainment 8 overall		Attainment 8 Ebacc	
Key Stage 4	36%	43%	18%	23%	3.4	3.8	2.6	2.7

6.13 Attendance outcomes are good and improving

Bradford is graded 'B' on the latest DfE matrix for absence from school for those children who have been looked after for 12 months or more. Annual figures have improved for the 5th consecutive year. Overall attendance continues to be above that nationally. Persistent absence continues to fall and is below the national average. The DfE matrix also grades Bradford as 'B' for this measure. We continue to have an impact on attendance as a result of:

- The Virtual School Attendance Strategy Group meeting every nine weeks to monitor the attendance of CLA pupils.
- The pupils identified and discussed are those whose attendance falls below 90%

- These forums enable the attendance issues to be identified in relation to poor attendance for the pupils thereby enabling a co-ordinated response and actions to be taken undertaken to address this.

6.14 Attendance statistics with time series

	2013-14	2014-15	2015-16	2016-17	2017-18
Number of children 0-18	875	880	845	925	974
Overall attendance CLA Bradford	95.9%	96.0%	96.0%	96.20%	96.0*
Overall attendance CLA National	96.1%	96.0%	96.1%	95.7%	NYA
Overall Attendance Bradford (all pupils)	96.7%	96.6%	96.7%	97.1%	NYA
Persistent Absence (PA) Bradford CLA	11.9%	8.8%	9.8%	8.8%	7.09*
Persistent Absence Bradford All Pupils	4.68%	12.47%	12.9%	13.0%	NYA
PA National	8.9%	9.0%	9.1%	10.0	NYA

*local figures, to be verified

6.15 Exclusion figures are Good

Bradford is graded 'B' on the latest DfE matrix which only includes those looked after for a year or more and although figures for last year through our own tracking shows that the percentage of children who have received a fixed term exclusion has decreased last year.

We are able to show that despite our cohort growing significantly over the last two years with proportionately more children having emotional and behaviour difficulties we have been able to respond quickly and effectively so they are less likely to receive another exclusion. There are a number of children who display extreme behaviour and we work with the schools to 'hold on' to them rather than go for a permanent exclusion. No looked after child was excluded permanently last year. We continue to use the Pupil Premium as a support and lever to help schools to put in packages for children to support their behaviour at an early stage and reduce further exclusions.

6.16 Fixed Term Exclusions with time series

% of pupil who have received a fixed term exclusion	2014	2015	2016
Bradford	6.87	8.76	10.37
National	10.25	10.42	11.44

6.17 Areas for improvement

- The current review of BACs provision and the move towards a traded service will impact on the VS's intervention to influence the exclusion agenda for children who are looked after. The VS will need to ensure CLA receive alternative provision in a timely manner.

7 Curriculum and Interventions

7.1 Personal Education Plans (PEPs)

Our PEP compliance is good and shown improvement over the last 18 months with the percentage of PEPs completed on time showing 90% plus with a high of 96%. Quality has improved, particularly in the area of target setting and use of pupil premium. The latest PEP quality assurance audit in June 2018 showed 74% of PEPs being good or outstanding with just 3% being judged as inadequate, the remainder requiring improving.. Schools are routinely showing the progress that is being made by each pupil, particularly progress in reading, writing and mathematics. It has been noticeable in the last year that the quality of target setting from schools has been more relevant and in many cases more aspirational. More advice is provided at an age appropriate level for children and young people; however I would still judge the quality of PEPs as still too variable.

7.2 Areas for Improvement

- Redesign PEPs to be more phase specific and incorporate the review document and give more explicit outcome data.
- Further working with schools on the quality of PEPs so they are able to show impact on placement stability, attendance and pupil outcomes and pupil premium plus
- Examine the current rationale for retaining 25% of PPP
- Use evidence from tracked cases and the termly data input to challenge schools when progress is unexpectedly slow, and ensure that appropriate support is put in place to drive more rapid improvement.
- SEN/EHCP planning generally and for 16+ ensure no child slips through the net.
- Continuing with regular audits and building on this to feedback quality as well as compliance to teams every month. Include 'targeted PEPs e.g those CLA who are in Children's Homes.
- Continuing the cycle of multi-agency and targeted training including regular bulletins to designated teachers and social care to reduce variability and drive up quality even further.
- Ensure 100% compliance on PEP returns with timescales.

7.3 Quality of Provision

We have an increasing number of children in good or outstanding schools. In July 2018 the number of children in Grade 4 schools was 36. We never place a in a school that is grade 4; we monitor closely the children if an OFSTED inspection changes the judgement of a school to 3 or 4. We would only move a child as a last resort as our children have already had enough change, transition and loss in their lives. We occasionally place in a Grade 3 school if this is assessed as being the right place for them.

To ensure that schools and provisions are supportive to our children as well as being OFSTED rated good or better we assess the inclusive practice. We also offer bespoke training to schools as well as guiding schools to self-assess their quality of

provision for looked after children.

7.4 Number of CLA attending schools by Ofsted category and local authority in July 2018 Reception to Year 11

CLA attending	CBMBC schools	OOA schools	Total	Percentage
Outstanding	65	15	80	13
Good	219	73	292	47
Requires Improving	95	19	114	18
Inadequate	34	2	36	6
Not Yet Inspected	79	16	95	15
ALL	492	125	617	
60% of school pupils attend schools judged by Ofsted to be good or outstanding				

7.5 Areas for improvement quality of provision

- To continue to strengthen the placement planning processes for children with EHC plans through attendance at the pre-complex care and complex care meetings.
- To work more closely with the Admissions team so the VSH has to 'sign off' all Bradford school application forms to ensure all CLA are placed in schools that are good or better and where a request is made for an RI school there must be compelling evidence the pupil will thrive in that school.

7.6 Pupil Premium Plus

Arrangements for distribution have been designed effectively to get maximum value to support the young people with their education. Children looked after become eligible for funding from the first day of the care episode. Children looked after have educational needs that can change rapidly during their time in care and will need differentiated Pupil Premium Plus funding accordingly.

In 2017-18 for children looked after between YR and Y11 **£1400** has been allocated to the schools or settings for all CBMDC children looked after both in and out of the Local Authority at **£466** per term. Allocation of the funding is linked to clear Personal Education Plan targets for progress. All eligible provisions received their pupil premium in 2017-18.

The "top-slice" money has been used on one to one tuition, music project, and extra support staff in the VS to improve the quality of PEP planning and support packages for schools to help new children who are particularly traumatised and challenging to settle in well.

New arrangements due to changes of pupil premium plus funding from 2018 have been discussed with Schools Forum. The Virtual School Management Committee has ratified the funding policy for 2018-19. The basic Pupil Premium Grant of £1725, at £575 per term will be transferred to schools mid-term in June, November and March. This will be transferred directly by Schools Funding for CBMDC Schools and by BACs for academies or schools attended by CBMDC Children Looked After out of authority.

Additional funding from the centrally held resource must be agreed through and applied for separately as part of the PEP meeting and clearly identified in the PEP Action Plan. The additional funding form must outline the cost of interventions. The form must be agreed and signed off by the Virtual School Head before payment.

Subsequent termly reviews will evaluate and evidence the impact of the allocation. The PEP review will be the means to record the impact of Pupil Premium Plus allocation.

7.7 **Schools' Use of Pupil Premium**

The impact of the new Pupil Premium policy has meant that increasingly it is being spent appropriately to support the child to meet their needs. Using the pupil progress termly meetings, any child who is not making expected progress will have their PEP scrutinised and the school may be challenged if the money is not supporting them to make a difference.

7.8 **Impact of PPP**

- VS Associates support the educational and pastoral needs of CLA and have:
- Enabled the Virtual School to provide a swift and rapid response to urgent matters and issues as they arise in relation to its Children Looked After Cohort
- Been pro-active in planning for the needs of its pupils
- Allocated associate staff to intervene to support the educational attainment of young people who may not be attending school or need a further individualised teaching and learning approach
- Closed gaps in learning and impact on progress and attainment
- Minimised exclusions and add stability to the educational placement of the looked after child by offering consistency and familiarity in maintenance of adult relationships
- Added additional capacity to schools over and above its own school resources to support the needs of its looked after pupils.

Other key spending:

- Where schools have been able to demonstrate that additional funding is needed to support the CLA further to close gaps in learning, additional funding has been allocated on a need basis. This has been in addition to the £1400 PPP+ payment
- Provided 1:1 support through an adult prior to the EHCP plan
- Provided immediate funding to support the emotional and pastoral needs of children as soon as they come into care, short term care, low incidence care and those who are leaving care and on the edge of care
- Provided intervention eg Play Therapy for those young people who can't access CAMHS because they do not fulfil the criteria for the allocation of a CAMHS assessment
- Supported the LA SEND team with home tuition

7.9 **Virtual School interventions and liaison with other services and schools**

7.10 **Through Care Service**

Collaborative work between the Virtual School and the Through Care Service has been successful in getting higher aspirations for 16+ young people and feeding these back into PEP's; intelligence has been gathered regarding destinations, reduction in NEET and time as NEET. Consistent joint working and tracking between LEAP and Virtual school for 16+ is much stronger and also forms part of our on-going development at 16+

7.11 **Associates**

The role of the Virtual School Associate is to develop and deliver short term interventions in education placements with looked after pupils of all ages who are experiencing difficulties engaging in learning and/or who are at risk of permanent exclusion.

Many of our twenty-nine associates are deployed to actively promote inclusive practices and ensure the education, social, emotional and health development of Virtual School pupils is fully supported. All associates actively promote inclusive practice within the classroom setting to ensure acceptance of all children. Virtual School associate staffs add additional capacity to schools over and above its own school resources to support the needs of its children looked after. Feedback from all schools and settings has been 100% positive about the impact of the Associates' work with the young people.

7.12 **Music Tuition**

In partnership with Bradford's Music Service and identified residential homes, the Virtual School is jointly funding on-site music provision at three Bradford residential homes.

This provision is enabling young people to benefit from a creative curriculum within the home setting and is now in its second year of implementation.

7.13 **Literacy Programme**

In partnership with the National Literacy Trust and residential homes, the Virtual School has launched a literacy programme. All residential homes have a Literacy Champion whose key role is to promote literacy engagement (through book engagement) within the home with its young people.

7.14 **Transition Programme**

Through the Virtual School's involvement in the Emerge Project, targeted Y6 pupils have been mentored to support transition to secondary school. The impact of this will be measured from increased participation in mentoring, raised self esteem and confidence in all pupils. Virtual School Specialist teachers promoted and attended transition PEP's to highlight areas of concern and ensure receiving school made appropriate provision. Virtual School Specialist teachers have attended extra meetings for those with complex and special needs to ensure a robust transition plan was made including extra visits, bespoke plans, additional funding, multi agency working etc.

7.15 Head teachers/Senior Leadership

The Virtual School Team communicate regularly with school senior leadership teams (SLT) when individual CLA are at high risk of disengagement and/or exclusion. This role involves VS advocacy on behalf of the CLA in question, strong challenge for the individual to remain in mainstream education with support in accordance with their needs, offers of VS support and resources, and on-going monitoring. The VSH/DH gets directly involved in such high risk cases, reminding schools of their statutory duties to support our CLA and usually drawing on any evidence re attachment or FASD issues that may be fuelling challenging behaviour that is affecting the CLA's ability to stay in school.

7.16 Governors Services

The VSH has established links with Governor Services and has delivered governor training as part of their training package throughout the LA. A further three sessions are planned for 2018/19. The Governor Service is also the advisor and clerk to the Virtual School Management Committee on the best mode of governance for the VS.

7.17 Social Workers

The VS have very strong relationships with social workers. The VS team is sited geographically with the social workers to ensure and there is daily contact between the VS and social workers in relation to a number of CLA in need of education support. Social workers are encouraged to alert the VS of any CLA who come into care to avoid delay in ensuring an up to date PEP is completed.

7.18 Independent Reviewing Officers

The VSH and SW's are in regular contact regarding individual CLA. The VS have worked with the IRO team on the quality of PEPs. The VSH attends strategic meetings led by the Deputy Director where the lead IRO is in attendance. The VS team advise IRO's of any educational concerns and ensure that there is a completed PEP within the last 6 months supporting the 6 monthly LAC review.

7.19 Carers

The VS supports carers in the following ways:

- Day to day contact re queries and concerns.
- Through PEP meetings.
- Training – a number of foster carer education sessions including supporting
- CLA with specific educational needs e.g. literacy and numeracy are planned and will be delivered by the end of 2018.
- Carers are supported to access appropriate schools for the CLA and encouraged to advocate on the CLA behalf through delegated authority.

7.20 Other services

The VS has very strong working relationships with a range of other Council Services, and continues to develop these relationships and those with services outside the authority, supporting and challenging officers in their role as the corporate parent. Equally, the VS is highly dependent upon the expertise of these services to support our work by ensuring our CLA are getting the best support needed. These services include, SEN, Behaviour Support Service, Educational Psychology, Admissions & Attendance Service, Connexions, School Improvement,

CiCC, other Virtual Schools, alternative educational providers, post 16 providers, the YOT.

7.21 **Transition Support**

The Virtual School works pro-actively with schools to support pupils transferring from primary to secondary school. The Virtual School provides the respective secondary schools with details about future Y7 admissions relating to children who are looked after. This information supports existing arrangements in the preparation of a robust transition plan between the respective primary and secondary school.

Schools are required to call a review before the Easter break with the respective secondary school where information can be exchanged and transition plans can be drawn up. The Transition Plan is the joint responsibility of primary schools and the receiving secondary school. The continued involvement of the Virtual School, post transfer is re-negotiated as part of the transition planning process.

The Virtual School supports care for post 16 care leavers by:

- Ensuring a PEP is maintained as part of the preparation and review of the pathway plan and builds on the young person's educational progress
- Ensuring each pathway plan review helps the young person to prepare for when he or she ceases to be CLA
- Maintaining links with further education and higher education institutions; Connexions Teams and Apprenticeship providers
- Ensuring each eligible care leaver knows about the Bursary Fund

This year we have seen a huge improvement with being informed much earlier in the transition. Social workers are more aware that the Virtual School needs to be informed at the first stage. This has prompted many more conversations with the social workers earlier to enable a better outcome for our young people. There is a culture change with social workers now directly informing the Virtual School when they consider the move, or if a child is likely to go into care. This helps us to meet the guidance in the 2014 Children and Families Bill.

We are still however having issues with the in-agency moves and occasionally struggle to find a way of combatting us still not being informed of any potential move. Also when young people are accommodated as an emergency we are sometimes not informed, although this is much improved from last year.

8 **Pupil Voice**

The most regular way of collecting views is through the PEP consultation form. The fact that our PEPs are attended by our social worker with support from member of the VS at times means that they can respond in real time to needs and wishes of the child. Improvement in the quality of PEPs has meant that the voice of the child is now central to most meetings. There are numerous examples where issues raised by children such as need for IT support or a wish for one to one tuition has been addressed quickly through the PEP and follow up actions. As we develop more and more opportunities to meet with children, we will be able to learn more about individuals and also look for patterns that may impact on service development.

8.1 **Celebrating Achievement**

The Virtual School holds an annual Education Achievement Awards Ceremony for it's looked after children in March every year. The awards ceremony celebrates the educational achievements of Bradford CLA and awards are presented on the following criteria:

- Actual examination/test results
- Improvement between Key Stage tests or assessments
- Progress
- Effort

This is a high profile event attended by the Bradford's Lord Mayor, senior council members and the Director of Children's Services and other members of the Children's Services Directorate.

3. OTHER CONSIDERATIONS

N/A

4. FINANCIAL & RESOURCE APPRAISAL

N/A

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

N/A

6. LEGAL APPRAISAL

N/A

7. OTHER IMPLICATIONS

7.1 EQUALITY & DIVERSITY

N/A

7.2 SUSTAINABILITY IMPLICATIONS

Contact the Policy Officer, on Bradford 434123 or e-mail jamie.saunders@bradford.gov.uk for further guidance.

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

N/A

7.4 COMMUNITY SAFETY IMPLICATIONS

N/A

7.5 HUMAN RIGHTS ACT

N/A

7.6 TRADE UNION

N/A

7.7 WARD IMPLICATIONS

N/A

**7.8 AREA COMMITTEE ACTION PLAN IMPLICATIONS
(for reports to Area Committees only)**

N/A

7.9 IMPLICATIONS FOR CORPORATE PARENTING

7.10 ISSUES ARISING FROM PRIVACY IMPACT ASSESMENT

N/A

8. NOT FOR PUBLICATION DOCUMENTS

N/A

9. OPTIONS

N/A

10. RECOMMENDATIONS

That the Corporate Parenting Panel note the report.

11. APPENDICES

Appendix 1 – Promoting Emotional Wellbeing

Appendix 2 – The Educational Progress of Looked After Children in England : Linking Care and Educational Data. University of Oxford and the University of Bristol. November 2015

Appendix 3 – Attainment 8 and Progress 8

12. BACKGROUND DOCUMENTS

None.

Appendix 1: Promoting Emotional Wellbeing

Consortium for Emotional Well Being in Schools(CEWB)

The Consortium for Emotional Well Being in Schools represents the views of a wide range of education practitioners, research academics and trainers. **It argues that accredited training in children's emotional development and attachment is an essential entitlement for all who work in our schools.** The case for this has been supported by the Carter Review of Initial Teacher Training which has acknowledged the case put forward by the Consortium and made this one of its recommendations to the DfE.

CEWB Manifesto 2015

- Championing outstanding practice in schools
- Establishing a national register of trainers
- Widening the role of Virtual Headteachers to provide whole staff training in children emotional development and attachment.
- Securing the support of children's organisations for accredited training of the children's workforce in children's emotional development and attachment
- Making whole school training in children's emotional development and attachment an inspection issue within the Ofsted Framework

http://southoverpartnership.com/wpcontent/uploads/2015/04/EX_Final_Report_for_CEWBS.pdf

Achieving emotional wellbeing for looked after children: A whole system approach –report from the NSPCC June 2015

The National Society for the Prevention of Cruelty to Children (NSPCC) has released this report, published June 2015. **Authors:** Louise Bazalgette, Tom Rahilly and Grace Trevelyan

<http://www.nspcc.org.uk/globalassets/documents/research-reports/achieving-emotional-wellbeingfor-looked-after-children.pdf>

Research has shown that children in care are 4 times more likely to have a mental health problem than children living with their birth families. These mental health needs are often unmet, which increases children's risk of a variety of poor outcomes including placement instability and poor educational attainment. This report provides recommendations and evidence for how the care system can be changed to prioritise and achieve good emotional wellbeing for all looked after children and care leavers. It is part of the NSPCC's Impact and evidence series.

Carter review of initial teacher training (ITT) Sir Andrew Carter OBE. January 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/399957/Carter_Review.pdf

Child and adolescent development – ITT should provide new teachers with a grounding in child and adolescent development, including emotional and social development, which

will underpin their understanding of other issues such as pedagogy, assessment, behaviour, mental health and SEND. ITT should also introduce new teachers to strategies for character education and supporting pupil wellbeing.

Attachment Aware Schools

Attachment Aware Schools is a partnership between Bath Spa University, Bath and North East Somerset Council, the National College for Teaching and Leadership, a range of third sector organisations, attachment specialists and schools.

http://www.attachmentawareschools.com/in_school.php

A growing number of children and young people have emotional and behavioural needs that go beyond the strategies we have learned through our training and experience. Whilst these children and young people can be hard to reach, they need our greatest nurturing and care.

Research indicates that an awareness of how to support children and young people's emotional needs and development can promote better learning and health outcomes. National policy and guidance, like the Marmot Review, confirms this.

Marmot Review

<http://www.instituteofhealthequity.org/projects/fair-society-healthy-lives-the-marmot-review>

In November 2008, Professor Sir Michael Marmot was asked by the then Secretary of State for Health to chair an independent review to propose the most effective evidence-based strategies for reducing health inequalities in England from 2010. The final report, 'Fair Society Healthy Lives', was published in February 2010.

Promoting children and young people's emotional health and wellbeing: a whole school and college approach. March 2015

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotionalhealth-and-wellbeing>

Guidance for head teachers and college principals on the 8 principles for promoting emotional health and wellbeing in schools and colleges.

Promoting the health and wellbeing of looked-after children. March 2015

<https://www.gov.uk/government/publications/promoting-the-health-and-wellbeing-of-looked-afterchildren--2>

This guidance is for, among others, designated and named professionals for looked-after children. It aims to ensure looked-after children have access to any physical or mental health care they may need.

Statutory guidance is issued by law; you must follow it unless there's a good reason not to.

Appendix 2: The Educational Progress of Looked After Children in England: Linking Care and Educational Data. University of Oxford and the University of Bristol. November 2015

The Educational Progress of Looked After Children in England: Linking Care and Educational Data. University of Oxford and the University of Bristol. November 2015 http://reescentre.education.ox.ac.uk/research/educational-progress-of-looked-after-children	
Key Factor	Significance
Time in Care	Young people in care who have been in longer term care: (i) do better than those 'in need' but not in care, and (ii) better than those who have only been in short term care. So it appears that care may protect them educationally.
Placement Changes	Each additional change of care placement after age 11 is associated with one-third of a grade less at GCSE.
School Changes	Young people in care who changed schools in Years 10 or 11 scored over 5 grades less than those who did not.
School Absence	For every 5% of possible school sessions missed due to unauthorised school absences, young people in care scored over 2 grades less at GCSE.
School Exclusions	For every additional day of school missed due to fixed term exclusions, young people in care scored one-sixth of a grade less at GCSE.
Placement Type	Young people living in residential or another form of care at age 16 scored over 6 grades less than those who were in kinship or foster care.
School Type	Young people in special schools at age 16 scored over 14 grades lower in their GCSEs compared with those with the same characteristics who were in mainstream schools. Those in PRUs with the same characteristics scored almost 14 grades lower.
Educational Support	Young people report that teachers provide the most significant educational support for them but teachers suggest that they need more training to do this effectively.
Feeling secure and cared for	Young people can engage with learning better when they feel secure and cared for in a placement.
Birth family issues	Young people can engage with learning better when their birth family issues are also being addressed.
Teachers' understanding	Teachers need better understanding of children's social, emotional and mental health problems.
Social workers' understanding	Social workers need better understanding of the education system.

Appendix 3: Attainment 8 and Progress 8

About 2018 KS4 figures

The 2018 figures in this report are unvalidated and reflect results provided by Bradford schools and academies and by schools and academies out of the LA. Establishments continue to provide updated results following their own analysis and therefore current figures are subject to change GCSEs in England continue to be reformed and are graded with a new scale from 9 to 1, with 9 being the highest grade. 2018 sees a further 20 subjects that have been reformed, which have a more challenging content. Eventually all GCSEs taken in England will receive numerical grades.

The Department for Education recognises grade 4 and above as a 'standard pass' which is the equivalent of an old grade C. A grade 5 and above is recognised as 'strong pass' which is the equivalent of an old grade C+.

The old and new grading scales do not directly compare.

A grade 5 and above ('strong pass') is not comparable to the old grade C, and therefore no comparisons can be made to previous years for this measure.

The headline accountability measures that were introduced in 2016 remain largely the same, although from 2018 the EBacc headline measure is now an average point score rather than a threshold measure. The headline measures are: Progress 8; Attainment 8; percentage of pupils achieving at least a grade 5 (C or above) in English and maths; percentage of pupils entering the English Baccalaureate; and English Baccalaureate average point score.

Attainment 8 measures a student's average grade across eight subjects – the same subjects that count towards Progress 8. This measure is designed to encourage schools to offer a broad, well-balanced curriculum.

The eight subjects fit into three groups:

- English and maths. These are double-weighted, which means they count twice.
- English Baccalaureate (Ebacc). These are the highest scores from the sciences, computer science, geography, history and languages.
- Open group. Any remaining GCSEs and other approved academic, arts or vocational qualifications.

Due to the underlying data used to calculate Progress 8 not being available on results day, schools are not able to provide an accurate figure for this measure. This will be available when the DfE Statistical First release is published in October 2018.

The provisional KS4 results will be published by DfE in the Statistical First Release in October 2018 and revised results will be published by DfE in the Statistical First Release and Secondary Performance Tables in January 2019.

The data for Attainment 8 and Progress 8 will be calculated and published in Spring 2019. The data below for 2017 was published in March 2018.

At key stage 4 outcomes in terms of attainment 8 for Bradford CLA in 2017 were in-line with national outcomes. The average attainment 8 score for Bradford CLA was 19.4 this is

marginally better than the national figure of 19.3. This compares with 44.6 for all non CLA in England and 42.4 for all non CLA in Bradford indicating the need to close the gap in the attainment 8 measure. In terms of Progress 8 Bradford's CLA outcomes were above those nationally. The average progress 8 score for Bradford was -1.02. This compares with -1.17 for all CLA in England and +0.02 for all non CLA in Bradford.

Attainment 8:

Attainment 8 measures a student's average grade across eight subjects – the same subjects that count towards Progress 8. This measure is designed to encourage schools to offer a broad, well-balanced curriculum.

The eight subjects fit into three groups:

1. English and maths. These are double-weighted, which means they count twice. There are rules around how English and maths qualifications are added to this group and how to count them: see the Department for Education's Progress 8 page.
2. English Baccalaureate (Ebacc). These are the highest scores from the sciences, computer science, geography, history and languages.
3. Open group. Any remaining GCSEs and other approved academic, arts or vocational qualifications.

Calculating Attainment 8

For a student, add up the points for their 8 subjects and divide by 10 to get their Attainment 8 score. A school's Attainment 8 score is the average of all of its students' scores. Students don't have to take 8 subjects, but they score zero for any unfilled slots.

GCSE qualifications from 2017 (examined in 2018)

From 2017, points will be allocated to the new GCSEs on a 1–9 point scale corresponding to the new grading system. So a grade 9 will get 9 points.

Legacy GCSEs (graded A* to G) will also be mapped on to the 1–9 point scale from 2017. However, legacy GCSEs will only get a maximum of 8.5 points under the new system.

Progress 8:

- Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4.
- It compares pupils' achievement (attainment 8 score) with the average Attainment 8 score of all pupils nationally who had a similar starting point (prior attainment).
- A school's Average Progress 8 score is calculated as the average of its pupils' Progress 8 scores. It gives an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools.
- An Average Progress score of zero means pupils in the school on average do about as well at key stage 4 as other pupils across England who got similar results at the end of key stage 2.
- A score above zero means pupils made more progress, on average, than pupils across England who got similar results at the end of key stage 2.
- A score below zero means pupils made less progress, on average, than pupils across England who got similar results at the end of key stage 2.

- A negative progress score does not mean pupils made no progress, or the school has failed, rather it means pupils in the school made less progress than other pupils across England with similar results at the end of key stage 2.