

Virtual School

Annual Report October 2017

(First version. January 2018 Performance update will compare NYCC Virtual School with National Looked After, Attainment 8 and Progress 8)



“Best day ever – more please”

JJ and HW

(Summer Activity Day, Scarborough, August 2017)

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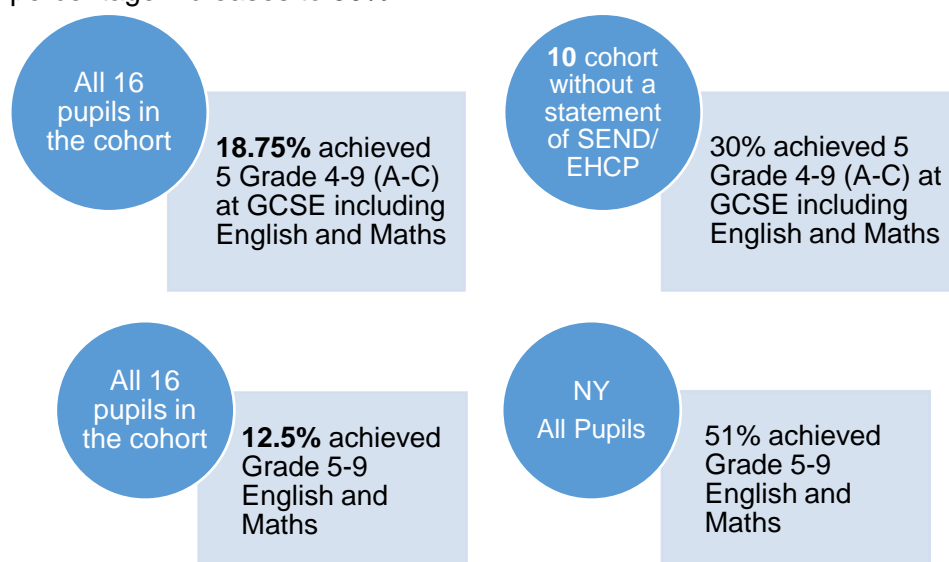
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Executive Summary

For reporting purposes, both to the Department of Education (DFE) and internally, the progress and performance of Looked After Children in North Yorkshire County Council is based on those who have been Looked After continuously for a minimum period of 12 months. The achievements of those in Further Education and Higher Education is included within the full report. This executive summary covers the achievements for Early Years and those aged 7 (Key Stage 1), aged 11 (Key Stage 2) and those aged 16 (Key Stage 4). Longitudinal and progress analysis is more challenging this year in all Key Stages, including Key Stage 4. It is not appropriate to provide comparative data to previous years

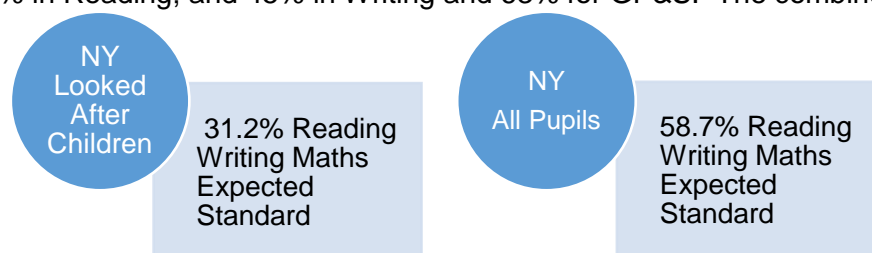
Early indications, in this baseline year, signal that the overall performance of North Yorkshire Virtual School for 2017 will remain better than National Virtual School averages, with a slight dip in Key Stage 2, the only comparable Key Stage result.

Key Stage 4 92% of the Looked After Children attended a school judged good or outstanding by OFSTED. In common with the Key Stage 2 results, due to the high number of the cohort with EHCP, attainment is provided for both the cohort as a whole and for those without a statement. Including all 16 in the cohort, 18.75% achieved 5 Grades 4-9 (A-C) at GCSE including English and Maths. When focusing on the 10 without a statement of EHCP, this percentage increases to 30%.



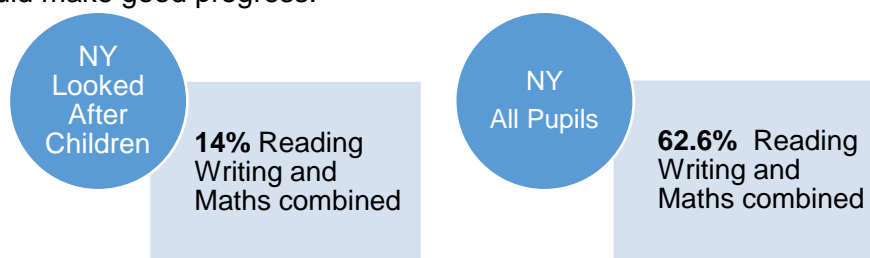
Key Stage 2 90% of the Looked After Children attended a school judged good or outstanding by OFSTED. 31.2% reached the expected standard or better in Maths; 43% in Reading; and 31.2% in Writing. This is a slight decrease from last year of 37.5%. The combined figure for all three subject areas is 31.2%. 43% achieved the expected level in Grammar, Punctuation and Spelling. Performance for those without a SEND statement/EHCP increases to: 45% in Maths; 63% in Reading; and 45% in Writing and 63% for GP&S. The combined figure being 45%.

In all areas of the curriculum 62% of KS2 children are making progress against prior attainment.



In terms of progress, based on prior attainment from Key Stage 1 (for those with an EHCP both P levels and teacher assessment has been used), 68% of children made expected progress in Reading, 81% in Writing and 62.5% in Maths, 68% in GP&S.

Key Stage 1 96% of the Looked After Children attended a school judged good or outstanding by OFSTED. The Virtual School is confident that all children attended a school where they could make good progress.

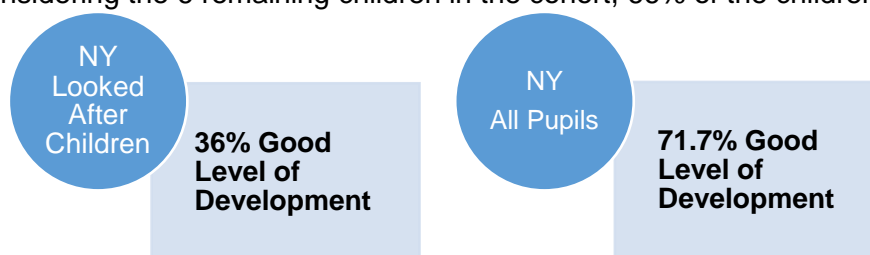


At the end of Key stage 1, 85.7% of all children made good or accelerated progress (against prior attainment) in Maths and Writing. 71.4% of the children made good or accelerated progress in both Reading and Grammar, Punctuation and Spelling. 71.4% of the children made good or accelerated progress in all areas.

14% attained the expected standard in Reading, Writing and Maths both separately and combined.

50% had an Education Health Care Plan; 2 others had severe SEND and one was moved to an adoptive placement so had a period of time out of school in order to attach to his new family. As all figures are so small they are statistically unreliable.

Early Years 11 NYCC Looked After Children met the DfE continuous care status 12m+. 100% of the children attended a school or setting judged good or outstanding by OFSTED. One child was adopted and 5 children new to care during the year. Out of the 11, 4 of the children, (36%) achieved a Good Level of Development (GLD). This is a slight decrease from last year which was 40%. Three children had an EHCP in place and are 2 undergoing assessments. Considering the 6 remaining children in the cohort, 66% of the children have achieved GLD.



Attendance and Exclusions

The attendance rate of all Looked After Children attending North Yorkshire maintained schools was 95.56% and the small number attending academies, had an average attendance of 95.61%. The overall attendance rate for those of primary school age was 96.22% and 94.75% for those of secondary age. Attendance for those placed outside of North Yorkshire boundaries was 86.46%. No permanent exclusions of Looked After Children since 2011.

Voice of child/ young person

The wishes and feelings of each pupil are captured on their Personal Education Plan (PEP), where there is a section to be completed by each child or young person. Further strategies to capture the voice of the child are included in the full report.

Celebrating success

The Virtual School held a 'Graduation Day' for those successfully completing year 11, post 16 or a degree course. Nine young people and an invited guest attended the event held at County Hall followed by a meal at Allerton Court. 27 children and young people were supported through our Positive Activities Scheme, receiving a grant of up to £200 and it is very pleasing to highlight that 48 children and young people in our care, received a letter and voucher to acknowledge their achievements.

1 Introduction

This is the statutory annual report of the Virtual School Head and Virtual School for North Yorkshire County Council. This report highlights the work of the Virtual School, the Local Authority and partner agencies to improve outcomes for Looked After Children from the Early Years up to targeted care leavers aged 25. The report covers progress and attainment at all key stages. It further covers destinations post 16 and, most importantly, how the voice of the child and young person is considered to influence practice.

Please be aware that whilst national level comparisons do help us understand how we are performing in relation to the bigger, national picture, it is important to remember that this is only a guide and due to the nature of the Looked After Children cohort, these benchmarks need to be applied appropriately.

A new data tool has been developed through the National Consortium for Examination Results (NCER), Association of Directors of Children's Services (ACDS), and the National Association of Virtual School Heads (NAVSH), linking the national pupil data base to local authority 903 returns.

This is a significant piece of work, as it allows filters to be applied to the data available for Looked After Children, showing results by: length of time in care, gender, SEND, and placement changes allowing us to see how different indicators potentially affect the attainment of Looked After Children.

The Children's Commissioner's Office has research in this area supporting the idea that the stability of both placement and school is critical to success for Looked After Children.

2 Purpose of the Report

The purpose of this report is to outline the activity of the Virtual School Head Teacher, the Virtual School and the 2016-2017 educational outcomes of Looked After Children. It reflects on achievements and identifies areas of development to achieve the best outcomes for Looked After Children.

Data contained in this report, is for Looked After Children in North Yorkshire County Council (NYCC) for a year or more as at 31 March 2017.

3 Contextual Information at a National and Local Level¹

3.1 Numbers in Care

Nationally, there were 70,440 Looked After Children to year end 31 March 2016, an increase of 1% compared to 31 March 2015 and an increase of 5% compared to 31 March 2012. This is in part due to the increase in number of Unaccompanied Asylum Seeking Children. This is in contrast to the figures for Looked After Children North Yorkshire County Council (NYCC). The number of Looked After Children in NYCC has fallen from 469 in 2011 (a high was reached of 495) to 425 at the 31st March 2017. This includes 16 who are Looked After due to the short breaks legislation (75 day rule). The reduction in numbers can continue to be attributed to a strategic approach to target resources at those at the 'edge of care' through the Prevention Service, including Family Intervention and the 'No Wrong Door' approach.

Nationally, the number of Looked After Children, has increased steadily over the past eight years.

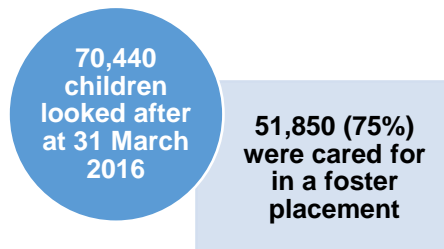
The number of NYCC Looked After Children has fallen.

¹ Please note the latest available figures nationally are for 2016

3.2 Care Placements

As in previous years, the majority of Looked After Children were in foster care. In 2016, nationally 51,850 of 70,440 Looked After Children were in a foster placement. Although the number of Looked After Children has increased, the proportion fostered is the same as previous years (75%).

Nationally



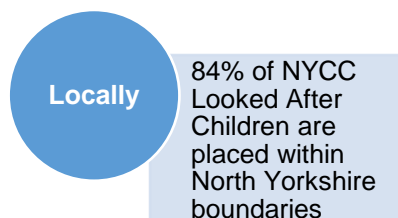
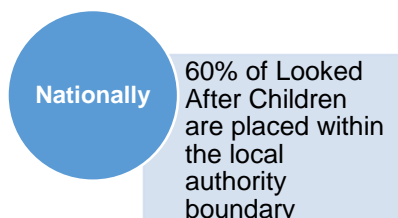
North Yorkshire



On the 31st March 2017 there were 425 Looked After Children in NYCC, of which 314 were living in foster care, this equates to 73.8%. When analysing the 314 living in foster care, only 11 were placed through an Independent Foster Agency and so consequently 303 of NYCC Looked After Children, living in foster care, were living with NYCC foster carers. 65 children were placed with family and friends foster carers (equivalent to 20.7%, compared to 13.3% nationally).

Young people who have been in longer term care do better than those in need but not in care and better than those who have only been in short term care so it appears that care may protect them educationally.

3.3 Where Placed



Nationally out of the 70,440 Looked After, some 52,830 are placed within 20 miles of their home (75%). With reference to local authority boundaries, 42,264 (60%) are placed inside their own local authority boundary².

For those NYCC Looked After Children, at the 31st March 2017, a total of 84% children and young people were placed inside of North Yorkshire's geographical boundary. Of the 16% who live outside of NYCC boundaries, this includes a small number who are placed with NYCC foster carers out of authority.

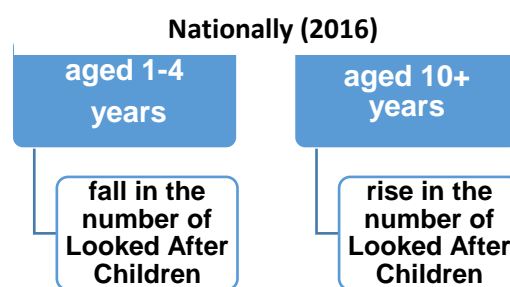
3.4 National Age Profile of those in Care

Nationally, the age profile of Looked After Children has been changing slightly over recent years. The proportion of Looked After Children who are older is steadily increasing, with 21% of children Becoming Looked After aged between 10-15 years old. This resulted in 15,063 aged 10+ being in care as of 31st March 2016 an increase of 1,193 children, compared to 2015.

² Source: Department for Education

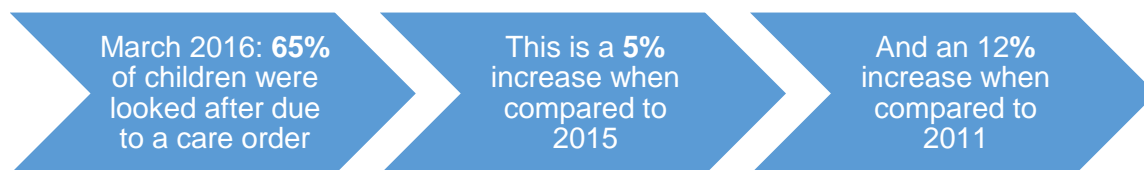
There continues to be a reduction in the numbers of Looked After Children aged 1-4 years to 13% in 31 March 2016 from 18% in 2012. Only 5% of the total number of Looked After Children were under 1 year old in 2016, a slight decrease over the years, from 6% in 2012

31,710 children ceased to be Looked After in 2016



For those Becoming Looked After, we must plan their education provision at the same time as we plan their care placements. This is particularly crucial for those aged 14-16 (Key Stage 4)

Nationally



At 31 March 2016, the number of children who are on a full or interim care order has continued to increase, with 60% (42,039) in 2015, to 65% (45,440) in 2016. In 2015 29% (19,850) were looked after under a voluntary agreement (section 20). This has gone down slightly in 2016 to 27% (18,730). The number of children granted adoption orders has reduced from 9,620 in 2014, to 5,990 in 2016. This is being attributed to recent case law.

3.5 Special Educational needs or Disability and Social, Emotional and Mental Health Needs

Nationally, 2.8% of the total pupil population of children have an Education Health Care Plan (EHCP). This has remained the same since last year.

Looked After Children are:

- 4 times** • more likely to have special educational needs than all children
- 10 times** • more likely to have an EHCP

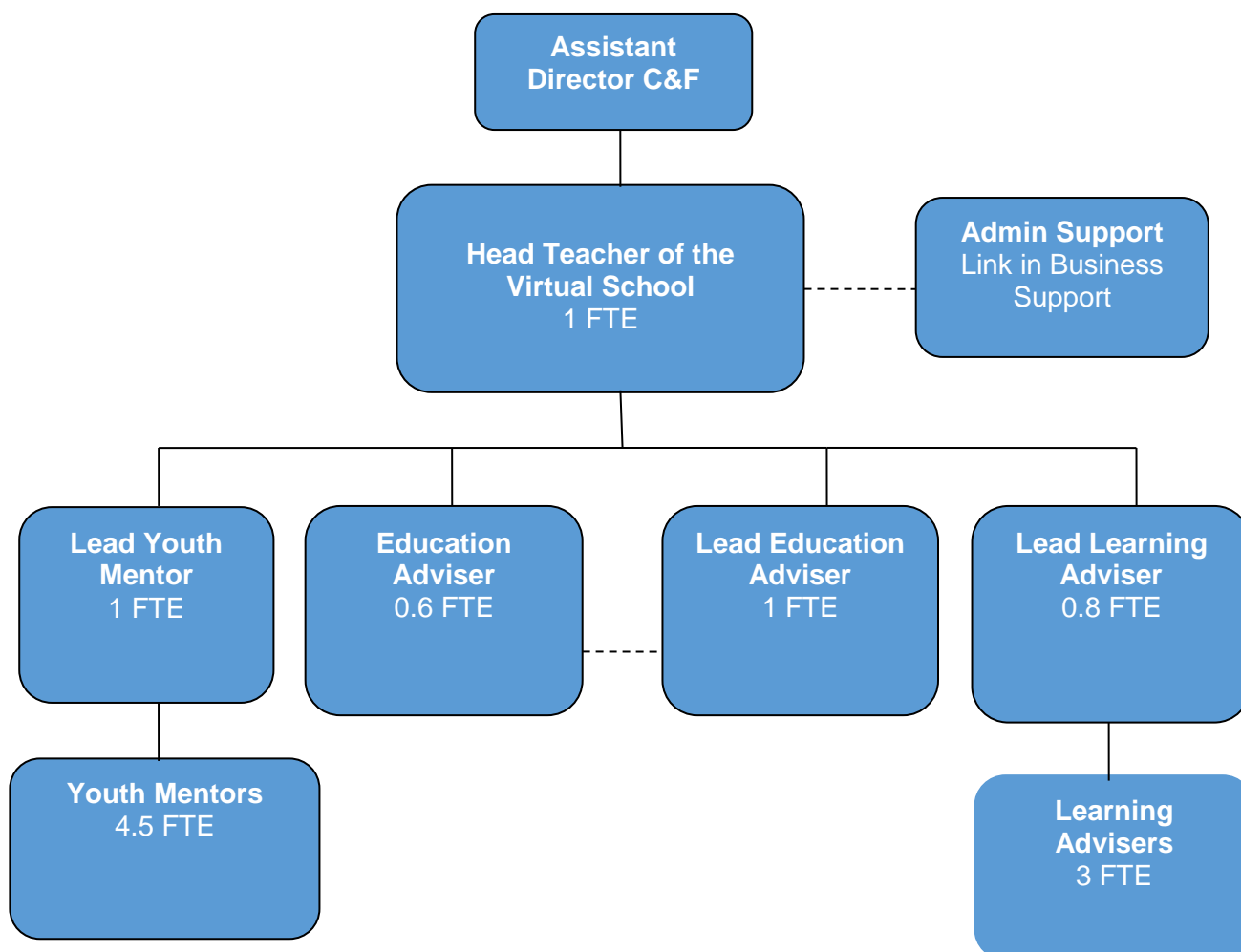
In 2017, there are 71 Looked After Children of secondary age in NYCC with a SEND/EHCP 28.6%. For those Looked After Children of primary in NYCC the number is 13 this represents 16.8%. The highest single cohort of Looked After Children in NYCC with an EHCP is year 12, with 17 young people, this represents 27.8%.

Nationally, in 2016, 57.3% of Looked After Children had a special educational need, (27% have an EHCP) compared to 46.7% of 'children in need' and 14.4% of all children. Social, emotional and mental health (SEMH) was the most common primary need identified for Looked After Children, whether they had a statement, EHCP or not. If they did have an EHCP, they were twice as likely to have an SEMH and less likely to have a specific learning difficulty, compared to non-looked after pupils with a statement or EHCP.

4 The Role of the Virtual School

As Corporate Parents, the Virtual School and Virtual School Head have a leading role in promoting the educational achievement of Looked After Children. However, to successfully meet the aspirational targets we have set involves a collective responsibility between the local authority, partner agencies and all schools. Education that encourages high aspirations and individual achievements, with a minimum disruption, is central to improving immediate and long term outcomes for Looked After Children.

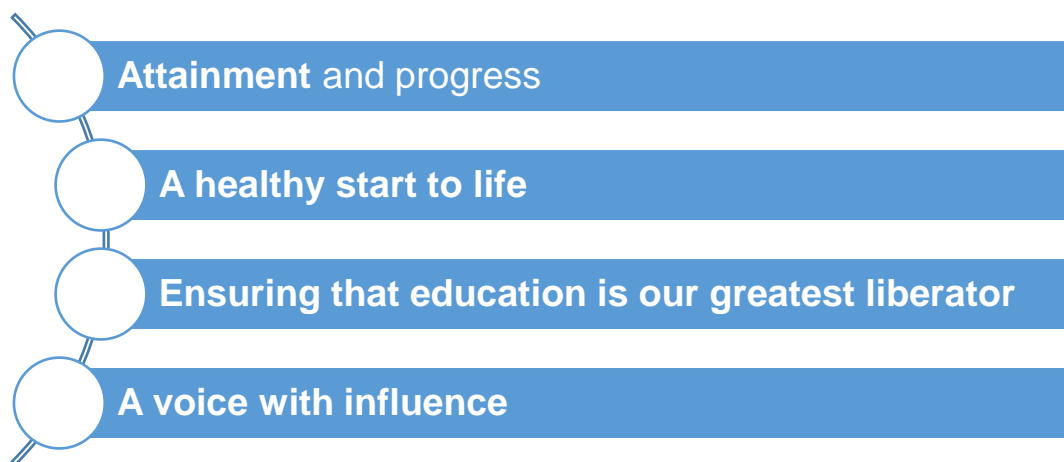
4.1 Structure Chart



5 What are the Virtual School and Local Authority's Priorities to Improve Outcomes?

The Virtual School's priorities for improvement are directly linked to the targets included within the overarching CYPS Young and Yorkshire plan as well as the local authority and partners' targets set out in the Looked After Children Strategy.

The main areas of focus are on:



6 Who does the Virtual School Report to and how is it accountable?

The Virtual School is structurally within ‘Children and Families’ but has very close working relations with both ‘Education and Skills’ and ‘Inclusion’. The Virtual School self-evaluates against its own service plan, the local authority post OFSTED action plan and the over-arching local authority ‘Looked After Children Strategy’. Reporting arrangements and challenge are provided through its own ‘Management Committee’ that includes: three head teachers; county councillors, including the lead member for children and families; social care manager, fostering manager and a foster carer. The Virtual School Head reports regularly to: the Management Committee; Children and Families Senior Leadership Team; Children and Young People’s Service Senior Leadership Team; and the Looked After Children Members Group on performance and impact. Regular meetings are held between Virtual School staff and a Lead Adviser within Education and Skills in the same way as head teachers of maintained schools are supported and challenged.

The Virtual School Head is a member of the Children and Families Senior Leadership Team and the extended Education and Skills Leadership Team. The Virtual Head is an active member of NAVSH.

7 How does the Virtual School Ensure the Voice of Children and Young People Influences Practice?

The Virtual School maintains good communication with the Young People’s Council (YPC), attending their meetings, associated conferences and Consultation Days. The Participation Manager who supports the running of the YPC is a member of the Virtual School Management Committee and provides an update on YPC progress and wider Voice, Influence and Participation developments. The Manager also provides Your Voice statistical information on what Looked After Children are saying about their experiences of education. During the previous year, a percentage of Looked After Children have reported not being happy in their education/training or employment, with some of the 16 plus year olds saying they need more support. Although the Social Worker has sight of these answers and will address these issues with their individual young people, the Virtual School plans to go further and work closely with the YPC to do a wider consultation, on what additional/alternative support they could offer to further improve young people’s educational experiences.

The Growing Up in North Yorkshire Survey 2016 is actively used to inform Virtual School practices and is particularly useful when indicating issues pertinent to the Looked After Children cohort. It gives practitioners a rich insight into the views of children and is used to identify key strategic priorities. The Virtual School contributes every quarter to the “You Said, We Did,

They've Done" document which is coordinated by the NYCC Participation Officer. Last year members of the Young Person's Council participated in the interviews for Virtual School Head and their views were taken into account in the selection process. A representative of the Virtual School attends the Young Person's Council meetings.

The wishes and feelings of each pupil are captured on their PEP where there is a section to be completed by each child or young person. Looked After Children also have the opportunity to have their views captured through Your Voice and also through the LAC review process.

As part of the Quality in Careers Standard (Career Mark) award assessment, we arranged for some young people to give their views about the support they have received. We had positive feedback in terms of the individual support a worker was able to give around post 16 options and transitions. One thing requested was for a clearer understanding of the financial support available in FE. The Virtual School Youth Mentor team produced an information leaflet which has been well received.

Virtual School staff are trained in the use of the Rickter assessment tool and this is used to capture the wishes and feelings of each young person they work with as it measures social and emotional well-being.

8 Who is on the Roll of the Virtual School?

8.1 Numbers on Roll

There has been a further reduction to the number of Looked After Children in NYCC since last year's report. Current figures (31 March 2017) show 409 Looked After with a further 16 due to short breaks indicating 425 in total.

Primary School		Secondary School	
Year Group	Numbers	Year group	Numbers
Pre-reception	83	Year 7	28
Reception	14	Year 8	27
Year 1	15	Year 9	30
Year 2	9	Year 10	48
Year 3	8	Year 11	20
Year 4	10	Year 12	51
Year 5	16	Year 13	49
Year 6	17		

8.2 Identifying a Wider Cohort that the Virtual School Supports

Identifying the numbers of Looked After Children in North Yorkshire at a fixed period is not representative of the numbers supported by the Virtual School. Although there were 425 Looked After Children at the end of March 2017 there were 580 who were looked after at some point between April 2016 and the end of March 2017.

8.3 Those Placed in North Yorkshire by other Local Authorities

Through continuation of our diligent tracking we have much better information on those Looked After Children from other local authorities placed in North Yorkshire. There were 232 children from 54 different local authorities placed in North Yorkshire (31st March 2017), a significant number of whom attend a maintained school or academy in North Yorkshire. The highest placing authorities are not surprisingly geographical neighbours, York and Leeds. All

placements in North Yorkshire should, wherever possible, be planned with the local authority informed prior to the placement.

8.4 Those Adopted from Care

With specific reference to those who left care under an adoption order and who are of compulsory school age: The January 2017 school census figures indicated 361 children were attending schools in North Yorkshire. The DFE have indicated that the numbers adopted from care are much higher than the census indicates. Adoptive parents may choose not to inform schools that their child is adopted from care. In such cases the pupil premium plus payment for those adopted from care will not be claimed by schools on their census.

We are awaiting guidance on the Children and Social Work Act 2017 which received Royal Assent on 27th April 2017

For the 2016/2017 Academic year 'Adopted from Care' will be renamed to 'Post Looked After Arrangements' (PLAA) to more accurately reflect the data being collected, as 'Adopted from Care' was causing confusion.

8.5 Special Guardianship

The January 2017 census also confirmed that 72 children attended schools in North Yorkshire and had a Special Guardianship Order, 29 had a Residence Order and 10 a Child Arrangement Order.

In summary, all the children and young people named may not be on the Virtual School roll for reporting purposes, but our support in different forms may extend to 1284 children and young people rather than 425.

8.6 Unaccompanied Asylum Seeking Children

20 Unaccompanied Asylum Seeking Children have been placed in the care of NYCC in the last academic year. 8 young people were aged 17, 7 were aged 16 and 5 young people were aged 15 on arrival in North Yorkshire.

Currently 6 students are placed in mainstream schools and one 15 year old is attending a pre16 course at college. The majority of the post 16 students are attending ESOL courses at their local colleges. One student is awaiting a place at school. All these young people have full LAC status and therefore are entitled to the same services and support as Looked After Children in NYCC.

The majority of the young people have arrived with no or very little English and therefore it has been a challenge for schools and colleges to develop educational programmes which can support their needs as well as taking into account social and emotional needs arising from experiencing trauma and danger and family separation on their journeys to the UK.

Schools in North Yorkshire are not experienced in receiving this group of young people and funding is limited in most cases to the Pupil Premium. Therefore it has been a steep learning curve, in most cases for schools as often the student will require one to one support to progress with their language development and schools are not usually able to provide this within existing resources. In most cases the young people are very keen to access education and integrate as quickly as possible into schools and colleges. Schools and colleges have worked hard to help them settle and feel comfortable and happy in their communities and have been flexible around timetables and areas of curriculum.

The Virtual School has attended all school admission and PEP meetings for those young people under 16 and offered advice to schools, colleges and social workers.

The Virtual School has also liaised with the Minority Ethnic Achievement service to ensure that their support is available to schools, especially in relation to language assessment.

The Virtual School ran some English support sessions for a group of 5 young people in the Harrogate area during the summer holidays to support the work already being undertaken by volunteers. This was well received by the young people who participated.

9 How well have our Children and Young People Achieved?

9.1 Early Years

During the last academic year, 16 children have been monitored and supported by the Virtual School, with 11 Looked After Children who met the DfE continuous care status reporting criteria for a minimum of 12 months from 1st April 2016 until 31st March 2017. One child has been adopted and 5 children Became Looked After during the year. Three of the children were attending settings out of authority.

Assessments are carried out throughout early years' settings following the EYFS profile. A Good Level of Development (GLD) is defined as having achieved the age expected level in Communication and Language, Personal, Social and Emotional, Physical Development, Literacy and Mathematics. These goals are described and scored as Emerging (1), Expected (2) or Exceeding (3). A GLD is regarded as achieving a total of 24 points, reaching the expected level (2) in each of these 5 areas. This is calculated from breaking down the 5 areas into a further 12 sub categories.



Four out of the 11 children (36%) achieved a Good Level of Development. The range of scores achieved by the cohort is between 17 and 51 with one of the children receiving a score of 3 in every area, showing that she is exceeding in all areas.

It is interesting to note that 3 of the 11 children have an EHCP in place and another 2 are undergoing assessments for EHCP's. If we were to report on the remaining 6 children in the cohort then 66% of the cohort would have achieved a Good Level of Development with a range of 26 to 51. This is very significant when considering the cohort size and the complexities of the cohort.

When looking at all of the settings that have been attended this year every setting had an Ofsted grade of good or outstanding. There were also 10 out of the 11 students who had taken part in the Imagination Library.



9.2 Early Years Case Example

Case Study T (Early Years)

An Early Years setting requested assistance to assist with supporting the needs of T, a four year old who had experienced a difficult early life with his birth parents, an adoption breakdown and several foster placements. An EHCAR was submitted and throughout the process support was given by the Learning Adviser. Throughout disruption to the foster placements, the Learning Adviser supported home and school. The transition process to his long term school was supported by the Virtual School and the Learning Adviser continues to monitor T's progress at the new school. The new school is currently receiving training delivered by an Educational Psychologist employed through the Virtual School's Attachment & Trauma Aware Schools Project, to help them meet T's SEMH needs.

9.3 Key Stage 1 Nationally

New reporting measures have been introduced by the DfE for results from 2016 onwards to reflect the new curriculum. Data is therefore not comparable to previous years. Attainment is now measured as whether a child is working at (or at greater depth than) the expected standard.

9.4 Key Stage 1 NYCC Looked After Children

For this year's Key Stage 1 cohort there were unusually small numbers, only eight children had been Looked After by NYCC for 12 months or more from 1st April 2016 until 31st March 2017. One was dis-applied so the results are out of a cohort of seven. At the time of

This year's cohort is unusually small and has a very high SEND percentage

Visual representation of Key Stage 1 cohort - (7)



- Achieved all National Age Related Expectations (NARE)-1
- EHCIP-did not achieve NARE-4- 1 dis-applied.
- pending or awarded EHCP after 1 April 2017-did not achieve NARE-2
- did not reach NARE but subsequently adopted-1

testing, four had an EHCP and another was awarded an EHCP that term, one more child was undergoing SEND assessments. Of the two remaining pupils, one reached all expected standards and one was placed for adoption immediately prior to the tests. Hence the figures are so small to be statistically irrelevant, the progress behind each child is more positive and reliable.

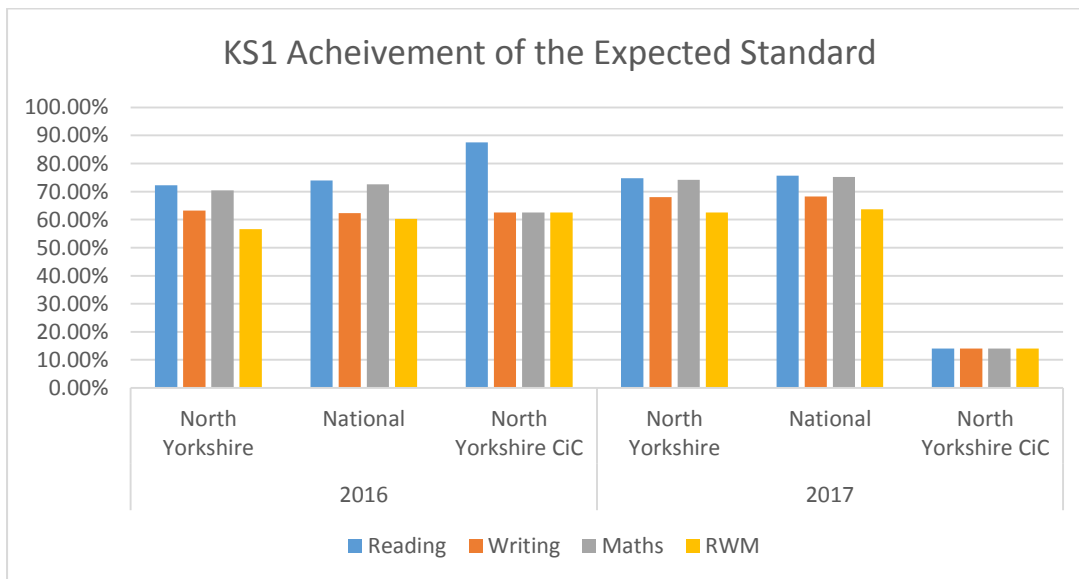


9.5 Key Stage 1 Attainment

14% attained the expected standard in Reading, Writing and Maths combined. National figures are not yet available for Looked After Children for 2017.

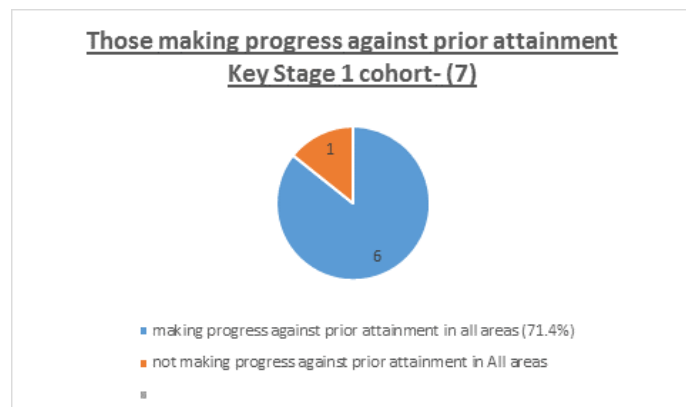
% of pupils attaining expected standard is a concern, however this is a small cohort with a high proportion of SEND

95% of national results included)	NYCC LAC	National LAC	North Yorkshire All children	National All children
%EXS+ Reading	14%	National LAC figures available Dec 2017	74.8%	75.6%
%EXS+ Writing	14%		68.1%	68.2%
%EXS+ Maths	14%		74.3%	75.2%
%EXS+ Science	14%		83.8%	82.6%
RWM combined	14%		62.6%	63.7%



9.6 Key Stage 1 Progress

At the end of Key stage 1, 85.7% of all children made good or accelerated progress (against prior attainment) in Maths and Writing. 71.4% of the children made good or accelerated progress in both Reading and Grammar, Punctuation and Spelling. 71.4% of the children made good or accelerated progress in all areas. 14% attained the expected standard in



Reading, Writing and Maths combined. National figures are not yet available for Looked After Children for 2017.

9.7 Key Stage 1 Case examples

Case Study S (Year 2)

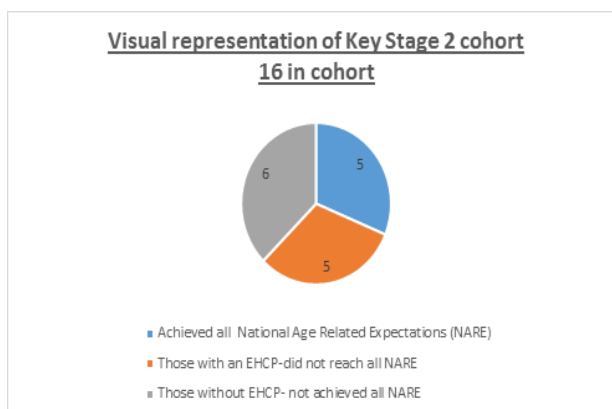
The class teacher of S. expressed concern that he would not reach National Age Related Expectations at the end of year 2. It was agreed at the PEP, to allocate a Virtual School Learning Adviser to work with him in the classroom. S is a capable boy although easily distracted and lacking in confidence. A Learning Adviser worked alongside S in the class for two terms helping him to concentrate on tasks and giving him encouragement to stay on task. S was supported by the Learning Adviser to do his year 2 assessments in a small room with minimal distractions. He managed to meet the expected standard for year 2 and has grown in confidence. S continued to be supported by the Virtual School for a short time with transition to year 3 and is now managing independently.

9.8 Key Stage 2 Nationally

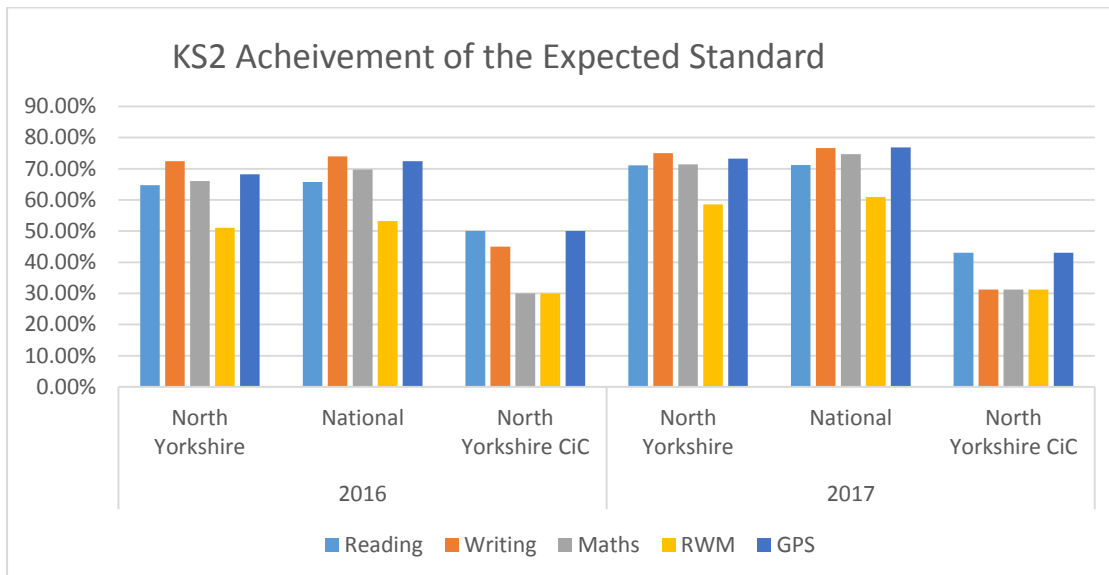
Attainment is now measured using the same method as Key Stage 1, whether a child is working at (or at greater depth than) expected standard.

9.9 Key Stage 2 Attainment

90% of Looked After Children attended a school judged good or outstanding by OFSTED. 31.2% reached the expected standard or better in Maths; 43% in Reading; and 31.2% in Writing. The combined figure for all three subject areas is 31.2%. A slight dip from last year at 37.5%. 43% achieved the expected level in Grammar, Punctuation and Spelling. Performance for those without a SEND statement/EHCP increases to: 45% in Maths; 63% in Reading; and 45% in Writing and 63% for GP&S. The combined figure being 45%.

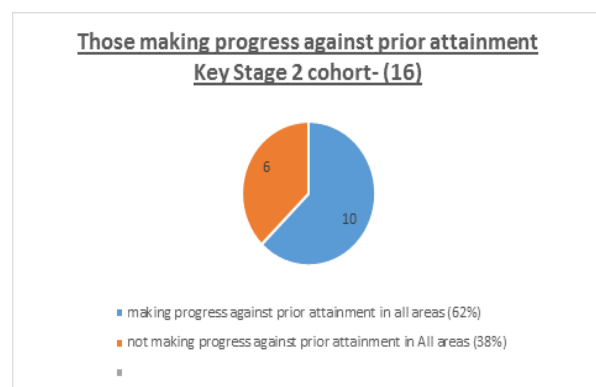


% working at or above expected standard	NYCC Looked After Children	National LAC	2016 all children nationally Provisional	All Children North Yorks Provisional
Reading test (scaled score of 100+)	43%	National LAC figures available Dec 2017	71.4%	71.7%
Maths test (scaled score of 100+)	31.2%		74.8%	71.4%
Writing teacher assessment (working at expected standard or working at greater depth)	31.2%		74.8%	75.1%
Reading, Writing, Maths combined	31.2%		61%	58.7%
English Grammar Punctuation and Spelling test (scaled score of 100+)	43%		76.9%	73.2%



9.10 Progress

In terms of progress, based on prior attainment at Key Stage 1 (for those with a statement of SEND/ EHCP both P levels and teacher assessment has been used) 68% of children made progress in Reading and Grammar, Punctuation and Spelling and 81% in Writing and 62.5% in Maths.. This is in part through additional targeted support by schools and the Virtual School.



9.11 Key Stage 2 Case Examples

**Case Study H
(Year 6)**

A Learning Adviser began working with H following a school exclusion. H was due to move school due to a placement move. The Learning Adviser met with the new school staff ahead of the move to make them aware of her needs. Both pupil and Learning Adviser undertook some visits to the school and supported H's transition process. Prior to the yr 6 assessments, the Learning Adviser met H one evening a week after school, to increase her confidence. The Learning Adviser took advice from the Educational Psychologist attached to the Virtual School team, who suggested using Growth Mindset to help H's fear of failure. H moved placement again before her assessments, however she remained at the same School due to the intervention of the Lead Learning Adviser in conjunction with Social Care. H achieved the National Age Related Expected standard in all areas and achieved greater depth in her writing. She has now transitioned to Secondary school and has settled well.

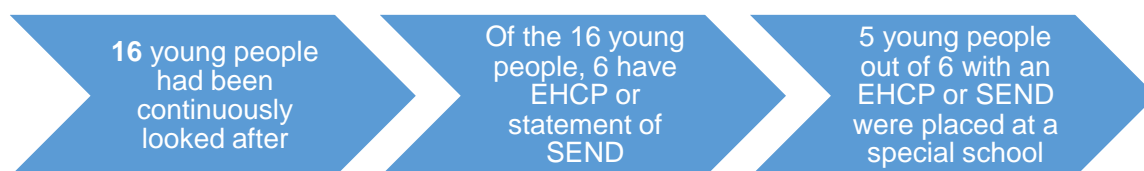
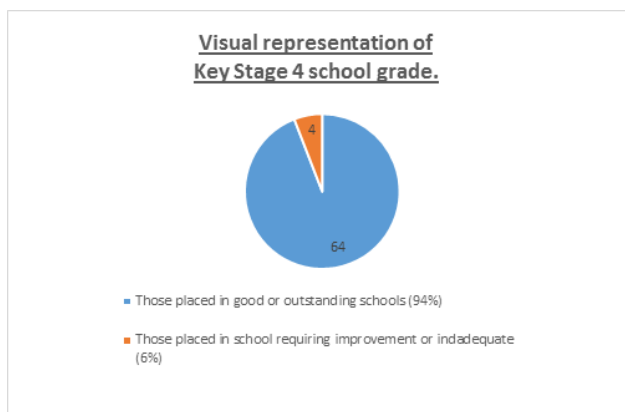
9.12 Key Stage 4 Nationally

Attainment 8- a "value added" measure of attainment across eight subjects: English and Maths (with double weighting for these two); along with the pupil's highest scores in Science, Computer Science, History, Geography and Languages; and the pupils three highest scores in other subjects across the curriculum. The resulting score is their Attainment 8 score, which gives a comparison to all other pupils with similar prior attainment.

Progress 8- using the score from Attainment 8, this is then taken away from the average with similar prior attainment (this average is essentially the expected attainment) giving a score that allows us to see how well the individual/cohort has progressed compared to pupils with a similar “starting point”, with 0 being the same, negative values being below and positive values being above.

9.13 Key Stage 4 NYCC Looked After Children

There were 16 young people who had been Looked After by NYCC for a minimum continuous period of 12 months from 1st April 2016 until 31st March 2017 in the year 11 cohort. 92% of the total Key Stage 4 cohort attended a school judged Good or Outstanding. Out of the 16 young people 6 had an EHCP or a statement of SEND. Of the 6 pupils with and EHCP 5 were placed at a special school. Out of the 16 young people, 3 were placed in a PRU.

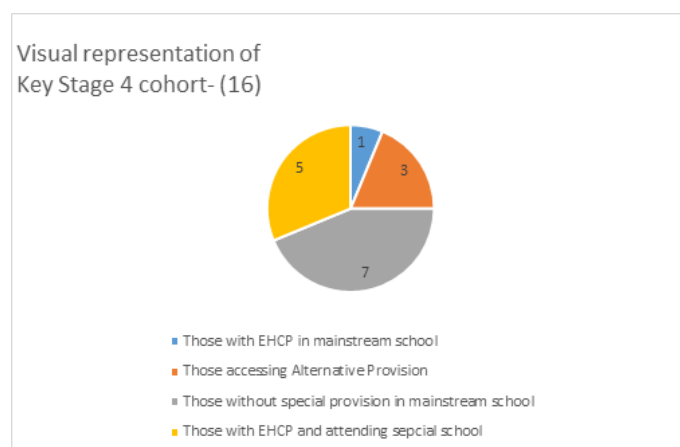


9.14 Key Stage 4 Attainment

In presenting the attainment results they are presented in two formats: The first includes all 16 young people in the 12 months cohort; the second, only the young people without a statement of SEND or Education Health Care Plan.

Including all 16 in the cohort 18.75% achieved 5 Grade 4-9 including English and Maths. The same percentages were achieved for 5 A*-C without English and Maths. When focusing on the 10 without an EHCP this percentages increases to 30%.

43.75% of the cohort achieved GCSEs grades 1-9. Including all 16 in the cohort 12.5% achieved English and Maths Grade 5 and above, which is going to be a key indicator for all schools nationally.



Progress 8 figures

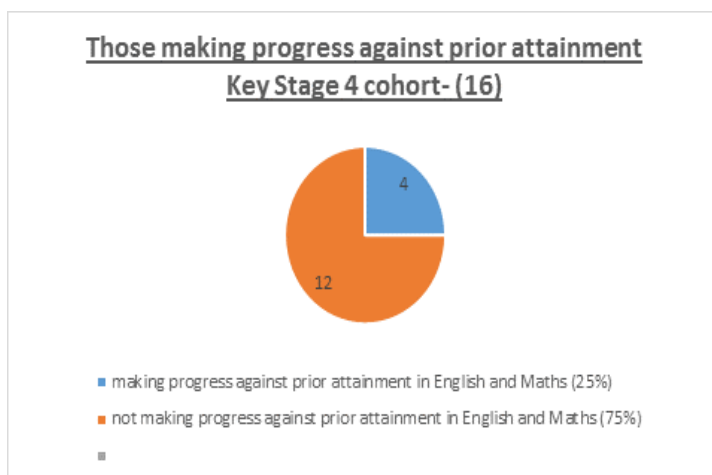
In the year 11 cohort, seven pupils had a progress 8 score ranging from a high of +1.62 down to -1.437. For nine pupils the progress 8 was not applicable, five attending a special school, three attending alternative provision and one in Scotland.

The majority of those in the year 11 cohort, 92% attended a school judged good or outstanding by OFSTED. It is important to note that in a very small number of cases a young person was educated off the site of the school, such cases it was the role of the designated teacher to monitor progress and attendance.

9.15 Progress

The percentage of the 12+ cohort making good progress is 25% (including at P level). One young person completed ASDAN Gold at a Special School and another gained two Scottish National 5 and four National 4 qualifications.

9.16 Key Stage 4 Case Example



Case Study (Year 11)

A Youth Mentor and Learning Adviser worked together to support a young man through year 11. The young man was with North Yorkshire carers, placed out of county and undertaking a mixed timetable of practical, work related learning with Maths and English. The Learning Adviser worked alongside the young man in community venues, to improve his Maths and English skills. The young man would often struggle to keep his focus but had an ambition to go into working with wood. The Learning Adviser helped to make the Maths and English study relevant to his ambitions. During this time the young man was struggling with an ongoing family situation and involvement with substance abuse. The Youth Mentor helped the young man to talk through issues he had with his family and gave advice and support regarding the substance abuse issues. The young man refused referral to support services but the Youth Mentor worked closely with the Social Worker to ensure that safeguarding practices were upheld. Despite having had a very turbulent time during year 11, including a breakdown of placement around the time of his exams, the young man completed his exams and has now enrolled on a carpentry course at York College.

9.17 Key Stage 5 Achievements and Areas of Further Participation

Of the 31 Looked After Children at some point in 2017, who completed year 11:

- 26 have moved into full time education or training
- 2 are Not in Education, Employment or Training (NEET)
- 1 young person is in a Secure Unit
- 2 Have destinations we currently do not know due to restrictions on their casefiles.

Five of the cohort in education are Unaccompanied Asylum Seeking Children, 3 of whom are in secondary education, one of whom is in sixth form and one is included in the unknown category.

Of the 63 Looked After Children in year 13:

- 49 Are in full time education
- 5 Are NEET
- 5 are undertaking apprenticeships
- 3 are in full time work
- 1 is currently receiving support from a specialist hospital for Mental Health services

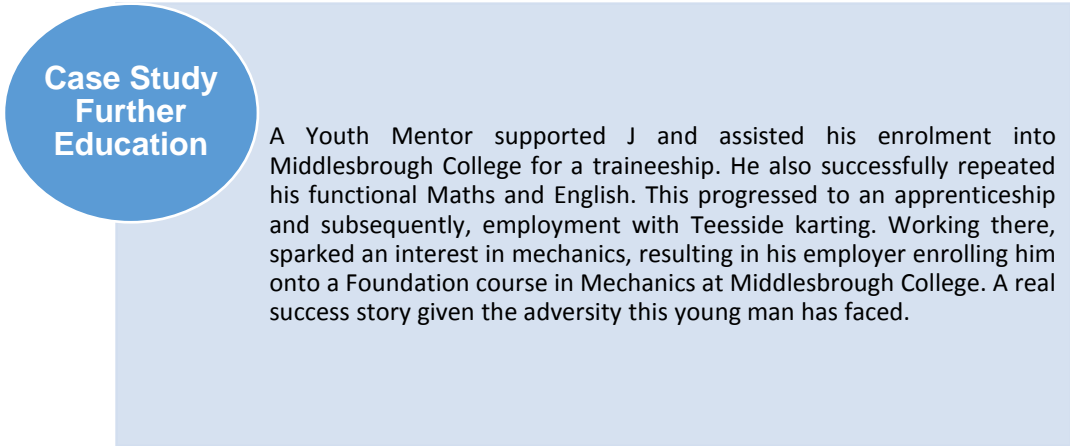
Overall, the number of young people who are NEET is low, but the Virtual School recognises that more work needs to be done to support these young people into meaningful education and employment. The Virtual School is working to make links with the new Opportunities Team (part of No Wrong Door) to ensure that we identify young people in need of support and make appropriate referrals to their opportunities brokers to help them find work.

The Virtual School reviews post statutory school age PEPs to monitor the progress of all young people aged 16 -18, including those who are not in education, employment or training (NEET). The post 16 PEPs is an effective method of ensuring that young people are accessing the 16-19 bursary which is paid by central government via schools and colleges and is used to support learning through funding course costs such as equipment and travel.

In response to feedback from the Young People’s Council the Virtual School has developed information regarding further education and options which has been added to the website and will continue to be developed and added to in due course.

Further Education

Of the Looked After Children / Care Leavers who completed year 13, 6 young people have successfully completed A-level or equivalent courses before the summer, in a range of subjects. 4 young people are expected to start university in September 2017.



Case Study Further Education

A Youth Mentor supported J and assisted his enrolment into Middlesbrough College for a traineeship. He also successfully repeated his functional Maths and English. This progressed to an apprenticeship and subsequently, employment with Teesside karting. Working there, sparked an interest in mechanics, resulting in his employer enrolling him onto a Foundation course in Mechanics at Middlesbrough College. A real success story given the adversity this young man has faced.

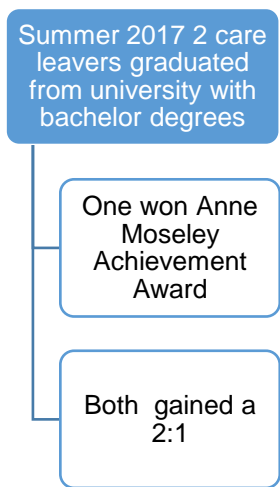
9.18 Higher Education Participation and Achievements

The university cohort

In the last academic year 14 Care Leavers attended university, 13 undergraduates and 1 post graduate who was awarded a prestigious scholarship from the University of Beijing, to study a 2 year MA in Economics & Chinese Development, in China. 7 young people started in their first year.

One young person dropped out this year (a first year) who said it wasn't what she had expected and felt she had rushed into it, but would like to return a go to a “proper university, to a college offering HE next time”. One young person is resitting his 4th year due to mental ill health (which he is receiving appropriate support for and has returned to his course this September).

Young people are attending a wider geographic spread of universities (having previously tended to stay in the North) including Aberystwyth, Kingston Upon Thames, and Cambridge.



The courses studied are varied including nursing, zoology, photography, graphic design, social work and maths.

Two young people graduated this summer, one from Cambridge with a 2.1 honours in theology, the second from Leeds Beckett with a 2.1 honours in social work and given the Ann Moseley Award for achievement by her department.

What has the Virtual School been doing to promote higher education to Looked After Children?

In February we delivered county wide drop in sessions and invited leaving care teams, social workers and foster carers to attend, to look at post 16 options and higher education.

We attended briefings about developments with The Children's University and promoted The Children's University with foster carers and schools. Continued links with local universities (North Yorkshire Coast Higher Education Collaboration- NYCHEC) and changes to funding and new outreach opportunities which are promoted to young people via Facebook, and Children and Families Services. We worked in partnership with the National Collaborative Outreach Programme, covering York and North Yorkshire, targeting young people in school with the potential to go to university, ensuring our looked after young people are included. The Virtual School attended the fostering conference in Sept 2016 and 2017, staffing an information stand so foster carers could find out about FE & HE opportunities and the Virtual School. We have developed and distributed a NYCC HE flyer to young people and within CSC, detailing financial entitlements for care leavers. The higher education lead has advised leaving care and social work teams around individual cases and developments. We have encouraged and supported young people to access careers advice and post 16 options to prepare and inform them about FE and HE courses.

Future:

The number of NYCC Care Leavers at university in 2017-2018 is currently looking to be 15 (2 post graduates and 13 undergraduates- 4 new starters). 14 young people have been identified as considering university for Sept 2018. Working together with the new Transitions Team (Leaving Care) to promote further and higher education, we will continue to work closely with local HE partnerships to involve young people in university outreach work (The Children's University, taster days, workshops, residential etc). Twilight training sessions are planned with foster carers county wide, about FE & HE.

North Yorkshire Virtual School is the first virtual school in the country to be awarded the Careers Mark

10 How the Virtual School and Local Authority has Monitored, Supported, Challenged and Intervened to Improve the Educational Outcomes for Looked After Children

10.1 The importance of the Personal Education Plan (PEP)

The Virtual School continues to monitor the quality of the PEPs. Our focus is to look at what progress has been made since the last PEP. Progress against prior attainment and Age Related Progress. We will look at what aspirational targets have been set to ensure that progress continues to be made and what steps have been taken to minimise/remove barriers to learning.

The PEP also records

- The attendance of the child/young person and where attendance is poor, what steps have been taken to improve attendance
- School Ofsted grade & date
- What the Pupil Premium is being spent on and what is the impact on learning
- The child/young person's views
- The carers' views

From the PEPs we are able to collate data such as

- Numbers in cohort
- Numbers placed in different Authorities
- Numbers with EHCP
- SDQ Scores (where appropriate)
- Those attending a special school or alternative provision
- Predicted outcomes for KS1 & KS2
- Predicted GCSE grades
- Transition and FE destinations
- Careers advice/information

For the academic year 2016/2017 the timeliness of PEPs completed is at 83.5%, slightly up on last year which was 83%

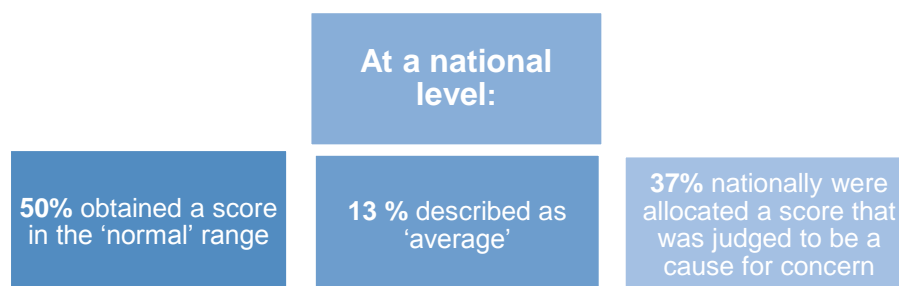
Looking forwards...

The secondary school education section has been updated to take into account progress 8 and the English Baccalaureate. The education sections for all age groups are annually reviewed and updated.

10.2 Strengths and Difficulties Questionnaire (SDQ)³

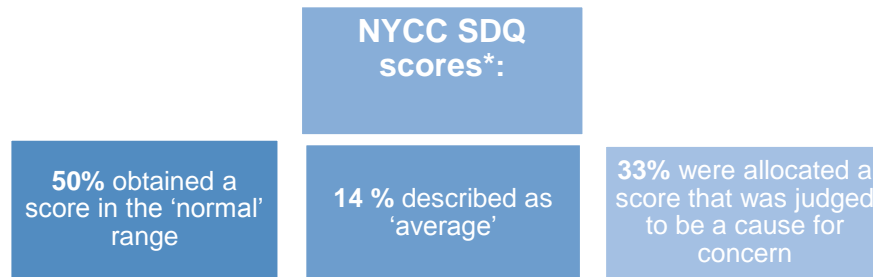
Strengths and Difficulties questionnaires were introduced as a screening tool to assist in measuring the emotional and behavioural health of children and young people. All Local Authorities are required to provide information on the emotional and behavioural health of Looked After Children.

The scoring range is between 0-40. On an individual basis a score of 13 or below is normal and 17 and above is a cause for concern, 14-16 is borderline cause for concern and normal.



We have created a process in North Yorkshire whereby the young person's score on a SDQ is shared with schools at a Personal Education Plan (PEP) meeting. Where the score is above 14, school complete SDQ on a young person and the scores from the foster carer, young person (where appropriate) and school can be triangulated. At the PEP meeting

there will be a discussion about intervention and support and what will be the next steps.



**3% did not have an SDQ score as at 31st March 2017*

SDQ scores are broadly in line with the national average. It is pleasing to note that we have a lower percentage of those showing cause for concern. North Yorkshire takes the mental wellbeing of Looked After Children very seriously, and has made services available for children with high SDQ scores; through CAMHS (for children with a score of 21 or higher) and through the Health Child Programme (for children with a score between 17 and 21).

10.3 The Distribution and Impact of the Pupil Premium

The Virtual School has published guidance on the distribution of the £1,900 Pupil Premium for North Yorkshire Looked After Children. Advice has also been provided for parents of children adopted from care. Funding of up to £1,900 per Looked After Child is allocated by the Virtual School Head to the establishment where the pupil is on roll at the start of each term. In instances where NYCC has commissioned an educational residential placement at an Independent Special School, the Pupil Premium is included within the overall arrangements. North Yorkshire County Council received £611,800 for 2016/17. This is solely for the benefit of Looked After Children. All other aspects of the Pupil Premium grant are paid directly to schools.

The final spring term instalment of £634 depends on the school satisfying the Virtual School Head that a number of criteria have been met. These include:

- Has the Designated Teacher undertaken termly monitoring of the education section of the PEP?
- Can the Designated Teacher itemise and demonstrate how the Pupil Premium funding has been spent and the impact that it has made on the individual? (including whole school strategies and the individual's pupil premium spend)
- Is the Pupil Premium being used effectively to ensure the individual child makes progress?

A final payment may, therefore, not be paid for all Looked After Children. Any payment not allocated to schools was redistributed to areas of high need or to assist those in care accessing alternative provision. Additional funding has been provided through a 'service level agreement' to fund an additional 1 FTE Educational Psychologist to deliver the Attachment Aware Schools programme.

10.4 The Importance of Training, Advice and Communication

10.4.1 Training

Pupil premium plus funding has been used to create a secondment opportunity for one full time equivalent post of our Educational Psychologist team to join the Virtual School team, initially this being for one year. Marianne Doonan and Dr Clare Stephens have been appointed on a job share basis. The focus of their work will be to train schools in attachment and trauma. This work will benefit staff understanding of attachment issues and provide strategies to address individual needs. A much wider cohort than Looked After Children will potentially benefit from this initiative. After some staff illness in this appointment, we have been assured that no time will be lost to the project and all EP hours will be honoured. Work has now begun and there are 27 schools signed up to the project.

The Virtual School were involved in joint planning with the Inclusion Service for this year's conference on Social, Emotional and Mental Health, which was held at The Pavilions, Harrogate. This involved organising the format, workshops and securing guest speakers. It resulted in a most productive and informative day for NYCC professionals.

The Virtual School staff, in conjunction with two seconded Educational Psychologists, delivered three twilight sessions in host secondary schools over various corners of the county. Delivering on PEPs and pupil premium but predominantly on a taster of Trauma and Attachment awareness training. These twilights were held in Skipton in November, where 25 attended; Northallerton in February where 37 attended and Scalby, Scarborough in June, where 18 attended.

Virtual School offer regular training to foster carers, designated teachers, social workers and other partners on issues specific to the education of Looked After Children and care experienced.

10.4.2 Website

Virtual School regularly update the website, complete with all the latest forms that young people, schools, social carers and foster carers would need.

It contains advice, links to other organisations within the NYCC and nationally.

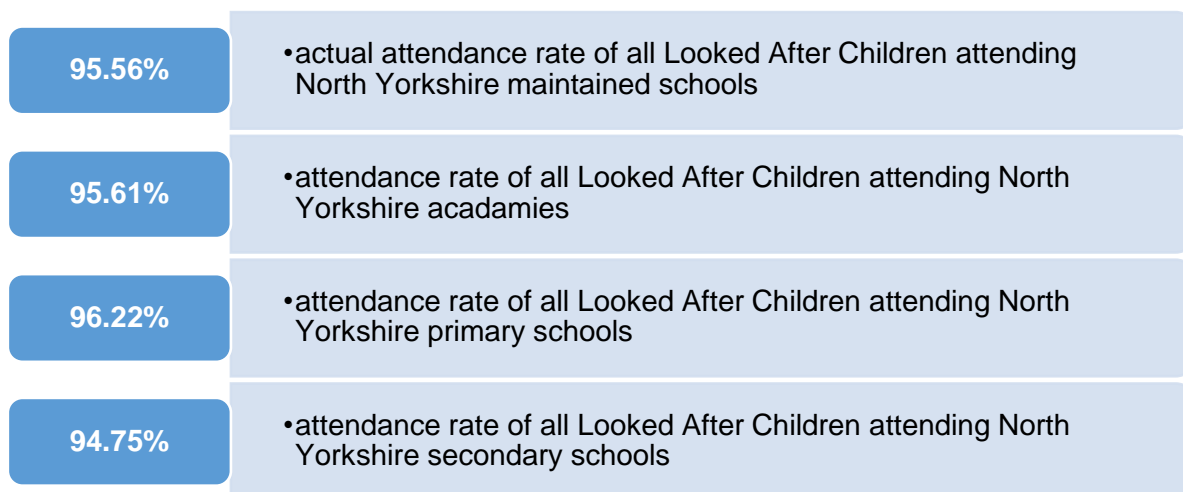
<http://cyps.northyorks.gov.uk/virtual-school>

10.5 How good is the Attendance of Looked After Children?

The attendance data presented is based on those children and young people attending mainstream schools within North Yorkshire's geographical boundaries. This data excludes those who are in nursery classes and year groups 12 and 13 as well as those placed out of authority. This is the same process as used for the monitoring of attendance of children at special schools. For these children and young people the Virtual School concentrates on PEP monitoring and direct contact by Virtual School staff with designated teachers in schools.

It is important to highlight the Department for Education interpretation of persistent absence changed in September 2015 to 10% of possible session rather than the 15% of total sessions it had been up until this date. This has had an impact on the persistent absences recorded.

The actual attendance rate of all Looked After Children attending North Yorkshire maintained schools was 95.56%(95.86% for 2015/16) with an absence rate of 4.4%(4.14%) and the small number attending academies had an average attendance of 95.61%(94.81%). The overall attendance rate for those of primary school age was 96.22%(97.26%) and 94.75%(95.31%) for those of secondary age.



Over the previous academic year (2015/16), the overall absence rate for maintained Primary Schools in North Yorkshire was 3.64% (3.3% authorised absence and 0.34% unauthorised absence). Over the course of the last academic year (2016/17), this absence rate has increased slightly to 3.82% (3.33% authorised absence and 0.48% unauthorised absence), an increase of 0.18%. A similar trend has been observed in NYCC secondary schools, with the overall absence rate increasing by just 0.54%, from 4.85% (4.23% authorised absence and 0.62% unauthorised absence) to 5.39% (4.39% authorised absence and 1% unauthorised absence). Contrary to the overall trend, the absence rate for North Yorkshire's Children in Care (for over 12 months as at 31st March 2017) in NYCC primary schools has decreased compared to the previous year's cohort, falling from 2.74% (2.73% unauthorised absence and 0.01% authorised absence) in 2015/16 to 2.43% in 2016/17 (2.28% authorised absence and 0.15% unauthorised absence). The overall absence rate for Looked After Children in NYCC secondary schools, however, has increased substantially from 4.69% (4.42% authorised absence and 0.26% unauthorised absence) to 8.3% (4.13% authorised absence and 4.17% unauthorised absence).

As can be expected, given the limited change in the overall absence rates for NYCC primary schools, the persistent absence rate (based on the DfE definition of a child missing 10% or more of possible sessions) has remained relatively stable (decreasing by just 0.2%) from 7.13% in 2015/16 to 7.11% in 2016/17. Similarly, there has been little overall change in the persistent absence rate for pupils in NYCC secondary schools, increasing by 0.75% from 11.86% in 2015/16 to 12.62% in 2016/17. The Persistent Absence rates for Looked After Children, compared the previous year, has seen some more noticeable changes. The Primary

School LAC persistent absence rate has decreased from 7.13% last year to just 4.35% this year, whilst the Secondary School LAC persistent absence rate has increased from 11.28% to 13.33%. Overall, the combined persistent absence rate for all Looked After Children has only increased slightly from 9.02% to 9.16%.

10.5.1 Out of Area Attendance

The attendance data presented for out of area children is provided by Welfare Call and is based on the July 2017 snapshot cohort. There were 44 (66 2015/16) children in NYCC care educated out of authority between 2016 and 2017, 28 in mainstream, (17 Secondary and 11 Primary) 11 in Special school and 5 in Alternative Provision. The attendance rate of children at school is good overall with 94.87% attendance rate for those in secondary school and 96.55% for those in primary.

10.6 Securing Timely Admissions and Supporting Transitions

The Virtual School works with designated teachers and social workers primarily through PEP planning to assist transitions to a new school. For most Looked After Children who are changing schools at the end of an academic year, a solid transition plan will be in place; support will have been identified, new relationships will have been initiated and the impact of change will have been minimised.

What has been described is usually the case for Looked After Children who live in stable placements and where admissions forms are completed in the year before they are needed. However, there is another group of Looked After Children and those adopted from care who may have a very different experience. It is important to acknowledge that Looked After Children who have suffered from trauma and attachment related issues can, and will, present challenges in school. In the best case scenarios, head teachers often welcome discussions with a Virtual School Head Teacher where support, resources and strategies to meet needs can be agreed. There may be a case of additional resources being provided through the Pupil Premium grant.

There is nothing in legislation or in the School Admissions Code that gives any advantage to Looked After Children for in year transfers between schools other than the powers of direction.

There is no requirement for schools to give Looked After Children any priority for in year admissions and there is no requirement to have any provisions in the Fair Access Protocol that relate to the admission of Looked After Children or children formerly Looked After, therefore mid-year admissions can be challenging. The Local Collaborative Panels and Pupil Referral Services play a vital role in securing good educational provision. The Virtual School has continued to rigorously monitor those young people who await a school place or are out of school for any reason. In the vast majority of cases admission to a new school is negotiated rather than a direction letter being required. It is also important to note that with approximately 175 (230 2015/16) Looked After Children other local authorities placed in North Yorkshire. Assistance is often required to secure a school place either through the School Admissions Code or the SEND Admissions process.

10.7 Strategies to Support Full Time Provision

The Virtual School monitors and tracks all Looked After Children who are not receiving 25 hours of education

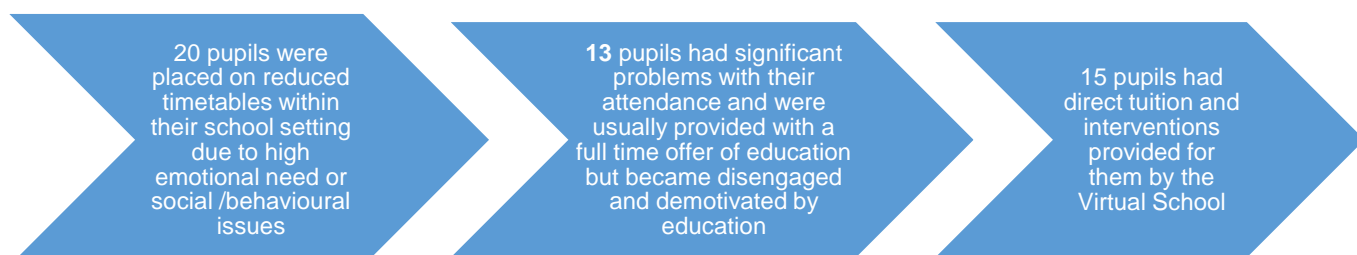
In the last academic year 40 pupils were not in receipt of 25 hours of education at any one time. The highest number of young people being in year 11:



The Virtual School is represented on the County Monitoring Vulnerable Groups meetings and this is a useful forum to share information and discuss ideas and resources across teams. 23 pupils have been Looked After less than 12 months. 12 pupils have an EHCP and 3 pupils have had an EHCAR initiated in the academic year.

15 pupils have had direct intervention from a Virtual School Youth Mentor and 6 pupils have had intervention from a Learning Advisor. This indicates the extent of Virtual School staff resources being devoted to this group of pupils. There were 7 pupils with no identified provision at any one time. This lack of provision was generally due to a care placement move or admission to care which resulted in the pupil being unable to access their existing provision. 3 of this group were Unaccompanied Asylum Seeking Children who required a school place. 20 pupils had a reduced timetable due to emotional/behavioural needs. 3 pupils were provided with a home tutor for some of their provision.

13 pupils had offers of provision but were refusing to attend/not engaging with their provision. One new development is that the Virtual School in partnership with No Wrong Door has plans to create a pool of sessional tutors who can respond at short notice where some immediate provision is required for the young person whilst longer term provision is identified. This will help bridge some of the gaps which can occur when a young person is received into care or moves placement. Virtual School have recruited to these positions.



Although an alternative provision curriculum should be co-ordinated and monitored by a school designated teacher, for Looked After Children, on many occasions the lead was taken by the Virtual School, due to the young person being at risk of permanent exclusion.

10.8 Reducing Exclusions

Nationally, fixed term exclusions are more than five times as likely for Looked After Children than for all children. Looked After Children are also more likely to have a fixed term exclusion than Children in Need (one and a half times the rate). LAC Primary Exclusions (% of cohort with at least 1 exclusion): 12%. LAC Secondary Exclusions: 19.6%

For North Yorkshire's Looked After Children and attending a school within North Yorkshire's boundaries, there were 5(4) children of primary age fixed term excluded and 27(15) of secondary age. A total number of 10.5(32.5) days were lost due to exclusion for those children of primary school age, mainly due to one child, and 164(74.5) days were lost for those of secondary school age.

Fixed term exclusions from 1st September 2016 to the 26th July 2017 (full academic year) are shown below. This data does not include NYCC Looked After Children attending schools outside of North Yorkshire. In a small number of cases Virtual School staff have supported these cases that have presented some of the most challenging circumstance for the team. We have seen a number of children receiving multiple exclusions in the 16-17 academic year and four individual exclusions in excess of ten days.

Fixed term exclusions are more than **five times** as likely for Looked After Children

We have seen an increase in the use of multiple day exclusions

Across North Yorkshire, 5 (4) children of primary age were fixed term excluded and 27(15) of secondary age

Primary school	Boys			Girls		
	Excluded	Total exclusions	Total days lost	Excluded	Total exclusions	Total days lost
North Yorkshire	4	5	9.5	1	1	1
Other Local Authority	3	5	10	1	2	8
Totals	7	10	19.5	2	3	9

Secondary school	Boys			Girls		
	Excluded	Total exclusions	Total days lost	Excluded	Total exclusions	Total days lost
North Yorkshire	20	61	140	7	8	24
Other Local Authority	3	3	13	0	0	0
Totals	23	64	153	7	8	24

When compared to girls, boys have a higher proportion of days lost to fixed term exclusions at both primary and secondary school.

10.9 Avoiding Permanent Exclusions

In North Yorkshire there has not been a permanent exclusion of a Looked After Child since 2011. There have been occasions where a permanent exclusion has been considered but either a head teacher has reconsidered the options available to them or a decision has been rescinded before governors have met. In some cases the outcome has meant a change of school or educational provision.

There have been no permanent exclusions of a Looked After Child since 2011

10.10 Intervention Projects

10.10.1 Imagination Library

The Imagination library is a literacy scheme targeting 2, 3 and 4 year old Looked After Children. All Looked After Children are eligible to be part of the scheme and when registered, receive a book every month. This year a total of fifty children have taken part in the scheme which aims to support their learning and help promote early childhood literacy. As an extension to this project funding has been secured through the Early Years Improvement Partnership to register settings attended by children accessing the Imagination Library onto the scheme as well so that the settings receive the books at the same time as the children.

Alongside the Imagination Library being extended to the settings, a resource book was developed by the virtual school, supported by an Early Years Consultant and Vulnerable Learner Adviser. This resource book was initially designed to support settings who receive Imagination library parcels, providing a variety of ideas and activities that can be carried out at home or at the setting with the registered child. All relevant settings receive a copy of the resource book when initially registered. This has been an extremely popular document with lots of interest from other early year's settings. Due to the interest this is now being produced and made into a document that can be sold and will be available for settings to purchase during the autumn term of 2017.

Future Aims

All Looked After Children aged 2, 3 and 4 are eligible for 15 hours free early education a week during term time. It is not appropriate for some children to attend an early years setting for various reasons. Over the next year the Virtual School are looking to distribute a document called 'What to Expect, When?' to support PEPs carried out. This document gives a breakdown of development milestones that children should be achieving by certain ages. It will allow carers to provide information of the child's development that could be missed if not being recorded by early year's settings. The Virtual School are also looking at collating early year's artwork and learning journeys and develop memory boxes that can be passed on to the children in the future.

10.10.2 Rainbow Readers

The Rainbow Readers Project has run again this year. The Virtual School sent out books to pupils in years 2, 6 and 9. In 2016-17 parcels of books and stationery were sent for a 6 month period to a total of 46 children.

We continue to evaluate the project on a rolling programme by sending out evaluation forms. All forms returned included positive comments from both the young people and the carers. A suggestion from a previous year's evaluation was to allow the young people to choose a book to receive in their final parcel, with eleven young people making a personal choice this year.

Please tell us what you thought about the Rainbow Readers Project...



I think it was amazing because it got me inspired more about reading and it was something to look forward to.

Please ask your carer for their comments..... We think this is an amazing project with a fantastic range of books. A [redacted] was thrilled to get the parcels through the post & is now reading some of the books for the second time. She uses our local library & her reading has improved at school. Thank you for including her in the project.

Thank you for your comments.

10.10.3 Inspire

The Virtual School continues to work in conjunction with York St. John University to offer work placements to students undertaking a “Counselling, Coaching and Mentoring” degree. This year, 4 students started the project which aims to match York St. John students to some of the Looked After Children who would not usually qualify for Youth Mentor support. The student mentors are supported by the Virtual School and must attend a training session as well as supervision sessions. This project will run again this year with the possibility of a research project which would focus on the impact of the mentoring placements, in discussion.

10.10.4 Careers Project

Over the summer Youth Mentor Team Ross Welford and David Snell completed a mapping exercise to evaluate how the Virtual School compares to the benchmarks set out by the Career Development Institute (CDI) Framework. The results will form the basis of the development of the Virtual School’s careers offer for the forthcoming year. A number of training needs have been identified which would benefit the team and these will be explored with Workforce Development.

The Virtual School monitor PEP forms to ensure that Looked After Children are receiving careers information, advice and guidance at key points in their academic career. Schools have a duty to provide independent careers advice and the Virtual School advocates for those young people not in receipt of this, so they have access as soon as possible. Where a young person is educated outside of mainstream education, we ensure that they receive guidance from the school to which they are enrolled.

The Virtual School is the first Virtual School in the country to be awarded the nationally recognised quality Careers Mark

10.10.5 Summer Activities

During the summer the Virtual School organise educational activities for young people. This summer we held a beach day at Scarborough, an educational visit to the Dog’s Trust and a music workshop.

Virtual school enjoyed taking 17 young people to the Scarborough Art gallery, firstly, to see the entrants that had been submitted to “Home is where the Art is” competition that the Virtual School has been running over the year. We also visited the beach to enjoy a paddle and beach games. When we were wet and hungry we walked along the prom to get the obligatory fish and chips. With ice-creams in hand we walked back up the hill to the bus after a tiring and enjoyable day.



"This was the best day ever"

The Dog's trust Darlington was the destination for our next outing. We were joined by 7 dog lovers and their owners. The Dog's trust has organised a full timetable for us which included making dog biscuits, finding out how to look after dogs and handle them safely, followed by a visit to the dogs in the kennels. We all agreed it was a great trip as we “ooed and ahed” at the dogs in the kennels. We sadly left without a dog but agreed to come back again next year.

The Virtual School organised and delivered a Vocal and Music making day at Knaresborough Children's Centre. The activity engaged 11 Looked After Children. The session ran from 10.00-15.00pm and was led by Youth Mentor Nikera Davidson. The event was also supported by Jen Aspinall, fellow youth mentor and the Head of Virtual School Julie Bunn. The team were positive, fully committed to the playful ambience of the day and were able to inspire and energise the group of young people.

The day comprised of sensory games, developing and exploring 'soundscapes', Musical interactive play, Rhythm games, acapella chamber choir ensemble (Soprano, Alto, Tenor Bass) vocal arrangements, vocal exercises, song sharing and learning various vocal techniques and practice. It was a very lively and energetic day, where the young people fully participated and enjoyed the creative freedom and the joy of singing and sharing song collectively. It was a positive event, as the young people could be excitable, creative, playful, and curious. It ran as a non-school event in terms of the atmosphere we wanted to nurture and evoke, and the approach of the practitioner was led by the voice and direction of the young people. It attracted all vocal and musical abilities, a mixture of gender and the ages ranged from 9-16 all with complex needs and some challenging behaviours. As an event, it received positive feedback and it will feature as a regular activity day within our Virtual School summer scheduling.

11 How is the success of children and young people celebrated?

11.1 Graduation Ceremony

A very successful 7th Graduation Ceremony was held on 5 July 2017 at County Hall to celebrate the achievements of those young people who had successfully completed their secondary, post 16 and degree courses. One of the graduates had finished the first year of a scholarship to Beijing and gave an inspirational talk to the young people and their guests. The County Councillors and staff who were in attendance were visibly moved by her journey. Craig Bradley, “That Poetry Bloke”, was also a guest speaker and wrote a poem especially for the young people that day. Certificates were presented by Pete Dwyer and the whole event was covered by a professional photographer.

After the formal event the young people and their guests were taken to Allerton Court Hotel for a two course meal, where Craig Bradley again entertained everybody with his poetry and stories of his life experiences.

Fly Free

Look at this, if you dare,

I found it outside, just over there,

A broken shell, a home for a chick,

But it's flown free, and that's the trick,

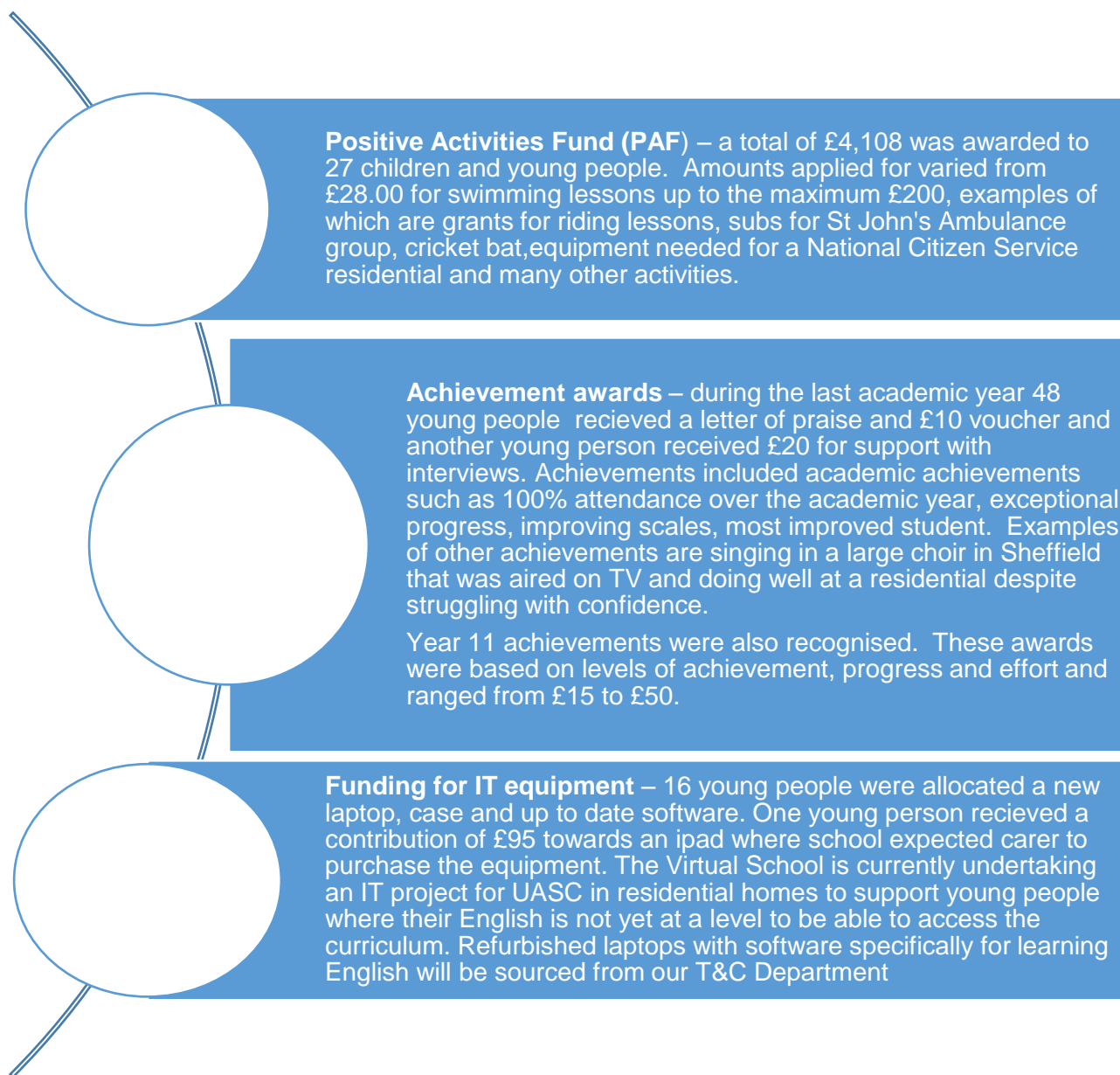
Like you lot, it's past the test,
You've worked hard, you've tried your best,
Nothing in it, nothing behind it,
Live life it's over there,
If you find it, so face your future,
Take a chance, don't be shy,
Soon you'll be like that chick,
Just spread your wings - and fly!

By Craig Bradley July 2017

11.2 Resource Panel

Resource Panel is held monthly and looks at those not in 25 hours education, exclusions and any additional educational support that may be required.

Other sources of support considered are:



12 Summary and Recommendations

In terms of attainment and progress this has proved to be a successful year for a significant number of Looked After Children in NYCC. Attainment at KS4 dipped but remains strong,

compared to National. KS1 is a concern but this was a small cohort with high needs, we will, however track these pupils very carefully and ensure that they receive support in order to achieve their potential, Virtual School will attend every PEP. The majority of KS2 made expected progress, pupil tracking systems will be improved to ensure that all children make progress and additional needs are identified early. Virtual School PEP champions will attend the majority of PEP meetings to ensure close monitoring of pupil premium spend and the setting of SMART targets. The Virtual School and local authority continues to celebrate the success of Looked After Children. We are becoming more flexible in the way we listen to the views of young people and how we respond to their requests. This report has demonstrated how we monitor, support, challenge and intervene with Looked After Children aged 0 to 18 and with the support of the leaving care team and SEND teams up to the age of 25.

Awareness needs to be drawn to the increasing number of Looked After Children who are Unaccompanied Asylum Seeking Children and the increase in number of Looked After Children placed in North Yorkshire by other local authorities. Careful consideration needs to be given when considering the resources that will be required to meet need.

That this annual report is noted by Executive Members, LAC Members CYPLT and the Virtual School Management Board.