

Report To: EDUCATION ATTAINMENT IMPROVEMENT BOARD

Date: 23 October 2018

Reporting Officer: Tim Bowman, Assistant Director, Learning

Subject: VIRTUAL SCHOOL ANNUAL REPORT

Report Summary: The following report outlines the successes of the Virtual School over the last year and also the priorities for the coming year.

Recommendations: That the content of the report be noted.

Links to Sustainable Community Strategy: The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.

Policy Implications: There are none arising from this report.

Financial Implications: There are none arising from this report.

(Authorised by the Section 151 Officer)

Legal Implications: It is important that the Local Authority ensure that it fulfils all its statutory obligations in relation to the education achievement of looked after children.
(Authorised by the Borough Solicitor)

Risk Management: There is a risk of our looked after children not achieving their potential if statutory functions are not carried out.

Access to Information The background papers relating to this report can be inspected by contacting Amanda Aylward, Virtual School Headteacher.



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Tameside Virtual School Annual Report August 2018

EXECUTIVE SUMMARY

This report sets out the work of the Tameside Virtual School in 2017/18. This year has seen a relentless focus on increasing the Personal Education Plan (PEP) completion rate as the PEPS are critical documents for our young people, their carers and schools. The completion rate has risen from 69% to 97% in term 3 of 2017/18.

Effective use of Pupil Premium Grant (PPG) to help ensure all our LAC pupils achieve their full educational potential has been a priority this year. There have been some good examples of this including accelerating learning for a young person who has missed periods of education by providing additional tutors. The service continues to review PPG in conjunction with the Corporate Parenting Board and schools.

Promoting good attendance levels remains a priority for the service after a steep rise in LAC pupils who were persistently absent (PA) in 2016/17. All members of the team have focused on attendance in contacts with schools and young people and this appears to have had some impact with PA around 14% in 2017/18. However, the staffing within the team has increased to include an Education Welfare Officer to continue this focus and provide a more bespoke service.

There have been no permanent exclusions of LAC pupils in 2017/18 and this has been achieved with targeted work with the Pupil Referral Service, better use of alternative provision to engage pupils, particularly those in Key Stage 4 and to be responsive to crises and closer work with colleagues in the SEND Team to ensure our young people are in the most appropriate placements to meet their needs. The level of fixed term exclusions of our LAC pupils remains too high and will be a priority in 2018/19.

The number of LAC pupils with an Education Health and Care Plan (EHCP) is significantly below our statistical neighbours (24%). The necessity to appropriately identify special educational needs and disabilities in a timely manner is a priority for the Tameside area and this year a triage system has been introduced for when a child becomes LAC to appropriately support them if necessary.

Attainment in Key Stage 1 remains patchy with reading, writing and maths performing less well in 2018 than in 2017. However, phonics saw a big increase. Latest results in Key Stage 2 in English and maths increased and all outperformed the England average. Key Stage 4 showed increases in attainment 8 scores and 19% of our young people achieved a standard pass in English and maths compared to 17.5% nationally.

Current levels of NEET are too high. The Virtual Head is to develop a Virtual College to raise aspirations among our young people, reduce levels of NEET, increase participation and support transition into post 16 learning. With the development of Virtual School into a Virtual College we will be tracking the current Year 11 (Class of 2018) as a priority group working collaboratively with the Leaving Care and Employment and Skills teams alongside external partners to ensure more robust pathways to higher education and employment.

IMPACT OF THE VIRTUAL SCHOOL IN 2017/18

- In 2017/18, progress in Key Stage 2 reading, writing and maths has all increased
- In 2017, we increased attainment 8 scores

- In 2017, LAC pupils outperformed national average for LAC pupils achieving a standard pass in English and maths (19% compared to 17.5% nationally)
- In 2017, 79% of LAC pupils achieved a pass in any GCSE subject.
- Significantly increased PEP completion rates
- Introduced an SEND triage system to quickly identify and appropriately support LAC pupils if necessary
- Had no permanent exclusions of LAC pupils

PRIORITIES FOR 2018/19

- Ensuring PEPs are of good quality to inform the progress of our LAC pupils
- Reducing levels of persistent absence for our LAC pupils
- Reducing levels of fixed term exclusions for our LAC pupils
- To develop better transitions from Year 6 to Year 7
- Ensure SEND needs are identified and addressed at the earliest opportunity
- Working with the School Improvement Team and schools to increase attainment in Key Stage 1.
- Developing a Virtual College for our post 16 learners
- Reduce levels of NEET

“Doing well at school is important to me because I want to be a teacher. I want a good job because I want to be able to go shopping and buy lots of clothes.”

Year 8, Samuel Laycock Special School

1. BACKGROUND

- 1.1 Tameside Virtual School works to ensure that the education of our children and young people in care is of an exceptional standard. We aim for learners to have access to high quality, personalised and aspirational learning opportunities and strive to ensure they receive this.
- 1.2 The School aims to close the educational gap between children who are looked after and their peers who are not, alongside reducing rates of exclusions and persistent absence.
- 1.3 The School works directly with children and young people in their placements. We support schools directly and indirectly in collaboration with children's social care teams and social workers alongside foster carers and residential care workers to provide a team of professionals putting the child or young person and their needs at the centre of decision making and planning.
- 1.4 The Head of Virtual School provides strategic leadership and operational management to the Virtual School. The Virtual School is located in the Access Service within the Education Service.

Virtual School Team

Headteacher	Amanda Aylward
Specialist Intervention	Sarah Hall
Finance & Information	Phillip Allen
Education Welfare Officer	Rosie Spiers
SEND Caseworker	Hecabe DuFraise

- 1.5 **Moving Forward:** The service has recruited an Education Welfare Officer (EWO) to improve attendance and engagement of LAC and previously LAC pupils. This post commenced on 1 August 2018. The main purposes of the role will be to:
- Target LAC with under 90% attendance
 - Work with schools to reduce the number of fixed term exclusions
 - Attend initial PEP meetings wherever possible to ensure any educational needs or requirements for young people just going into care are met immediately

2. SCHOOLS INFORMATION DATA

- 2.1 The vast majority of LAC pupils attend good and outstanding schools. Where children are placed in schools that require improvement to be good, all cases are individually considered. The following data is correct at the end of the summer term 2017/18

OFSTED Rating	Number of Pupils	Percentage of cohort
Outstanding	70	16%
Good	274	62%
Requires	63	14%
Inadequate	17	4%
Not yet inspected	18	4%

Pupil numbers by type of school	Number of pupils	Percentage of
Number of LAC pupils in mainstream	355	78%
Number of LAC pupils in alternative provision	15	3%
Number of LAC pupils in special school	55	15%
Number of LAC pupils in schools attached to residential	17	4%

Tameside's Virtual School Roll (as at 3 August 2018)

Pupil Numbers by year group		
Primary Phase		
Reception	=	30
Year 1	=	19
Year 2	=	25
Year 3	=	31
Year 4	=	37
Year 5	=	33
Year 6	=	40
Total	=	215
Secondary Phase		
Year 7	=	35
Year 8	=	38
Year 9	=	48
Year 10	=	62
Year 11	=	44
Total	=	227
Total statutory school age	=	442
Post 16 Phase		
Total	=	53
Total all key stages	=	495

Year 6 into 7 Information and analysis

**subject to changes with move of placements or new children BLA*

	Number of Pupils	% of cohort
Year 6 LAC pupils with allocated secondary school	38	100%
To attend school within Tameside	23	61%
To attend school outside Local Authority	15	39%
To attend schools rated 'Outstanding' by OFSTED	10	26%
To attend schools rated 'Good' by OFSTED	18	47%
To attend schools rated 'Requires Improvement' by	5	13%
To attend schools rated 'Inadequate' by OFSTED	0	0%
To attend Welsh schools or schools with no rating	Less than 10	13%

“L enjoys school. She likes learning and has friends in school. She sometimes finds maths tricky but she is working hard. She has been a monitor in the classroom. L likes the sports clubs that she takes part in at dinner time. After school she likes going to Brownies and horse riding.”

Year 3, Ravensfield Primary School

- 2.2 **Moving Forward:** The role of the EWO will encompass working with Year 6 pupils transitioning to high school and will monitor and advise carers and social workers on school choices to ensure as many young people as possible are transitioning to Good or Outstanding schools.

3. PERSONAL EDUCATION PLAN (PEP) COMPLETION

- 3.1 Tameside Virtual School requires a PEP to be completed on a termly basis. The PEP return rate has significantly improved over the last two terms as demonstrated by the following data:

	2017/18			2016/17		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
In borough	75%	92%	96%	67%	79%	72%
Out of borough	40%	93%	97%	46%	40%	49%

- 3.2 All Tameside LAC are required to have a termly PEP meeting with the document completed and returned within two weeks of the meeting. Increasing PEP completions has been a focus for the service and the improvements were made by:
- Redesign of PEP document to make it more user friendly
 - Closer partnership working with Heads of Services for LAC and Child Protection
 - Improved tracking data reports created
 - New document with flowchart outlining new systems for all Social Workers (SW)
 - Meetings with schools and highlighting to SW and Independent Reviewing Officers (IRO) any issues arising through Quality Assurance (QA) of PEPs

“A has worked so hard to reach her targets. Her mindset has really improved due to all the support. A has really become a student who now enjoys school life.”

Year 11 Hyde Community College

- 3.3 **Moving forward:** The drive on PEP completion has been relentless. The focus going into the new term will be around the content of the PEP document:
- Stronger pupil voice
 - Better use of Pupil Premium Grant (PPG) funding when a child is already achieving well. Schools need to be using it to accelerate learning or offer new and aspirational experiences
 - Ensuring PPG is used specifically as an “above and beyond” intervention, not homework club or after school lessons that they could be attending anyway
 - More detailed information around academic information, particularly in non-mainstream schools such as schools attached to children’s homes

- Training for schools and social workers from Virtual School
- Improved feedback to schools on quality and content of PEPs as outlined above to ensure continuous improvement of information in PEPs to better inform LAC pupil learning and attainment

4. PUPIL PREMIUM GRANT FUNDING

- 4.1 The Pupil Premium Grant funding (PPG) is to help ensure all our LAC pupils achieve their full educational potential, develop their aspirations and reach their goals. It is the Virtual School Head's responsibility to determine how the funding is used and distributed to schools to effectively support Looked After Children to make good progress and achieve well.
- 4.2 £600 per term is allocated per child to a school on receipt of a good quality and timely PEP demonstrating clear use of Pupil Premium Grant to promote and accelerate the learning of our young people.
- 4.3 Examples of use of individual PEP funding in 2017/18 include:
- Accelerating the learning of a young person who has missed periods of education through additional tutoring or resources
 - Educational Psychology reports to ensure a young person's SEN needs are identified and met
 - Promote areas of particular strengths or talents
 - Assist in periods of transition between key stages or school moves if necessary
 - Provide additional educational resources such as books, apps or software
 - Ensuring emotional or behavioural needs are met in school to promote inclusion
 - Improving attendance and engagement in school

"M is attending SHINE group on Tuesday and Thursday lunchtimes and attends Pop Choir on Monday lunchtimes and Guides on Wednesday evenings. M says she is very good at creative writing and public speaking. She would like to be a Primary school teacher or a paediatric nurse in the future."

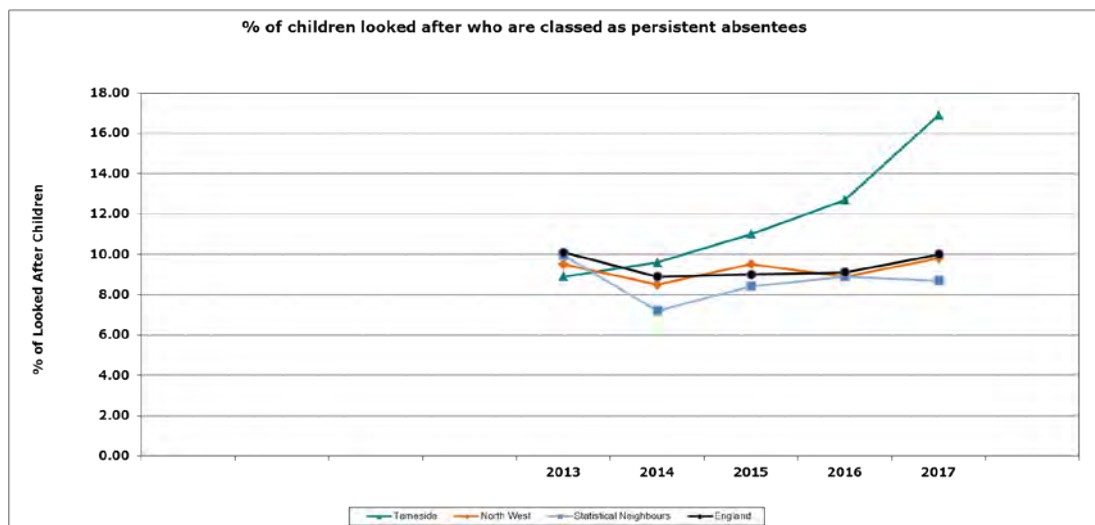
Year 7, Fairfield High School for Girls

- 4.4 Centrally held funding by the Virtual School is used to provide a range of support and interventions all dedicated to our LAC pupils and include:
- Dedicated SEN Case worker
 - Dedicated Education Welfare Officer
 - Additional funding for individual young people where specific and complex needs are identified through the PEP process. This may include individual cases when they are not in school due to a traumatic experience or extreme emotional response, waiting for an EHCP, supporting Alternative Provision for respite or perhaps accelerating learning when there is a specific need that needs additional funding.
 - Training on attachment
 - Training offered to all Designated Teachers

- 4.5 **Moving forward:** the Head of the Virtual School will continue to monitor how PPG is used to support the learning of LAC pupils in the borough. It will do this by
- Providing regular reports to the Corporate Parenting Group and Schools Forum.

5. ATTENDANCE DATA 2017/18

- 5.1 Good attendance is essential to maximise attainment for all pupils. Increasing attendance is a priority for the Virtual School.
- 5.2 A significant rise in the number of LAC pupils who were persistently absent as shown in the data below has led to the recruitment of an Education Welfare Officer specifically to the Virtual School Team. Early indications are that there has been a slight drop in levels of persistent absence.



Source DfE LAIT

Data as at end of July 2018

All LAC pupils average attendance	90.14%
LAC pupils with persistent absence (below 90%)	14% (62 LAC)
LAC pupils with 100% attendance	12% (56 LAC)
In borough LAC pupils average attendance	90%
Out of Borough LAC Average Attendance	90.52%
Mainstream LAC Average Attendance	92.35%

- 5.3 Some of the data above includes the time period before a young person became LAC and therefore doesn't demonstrate the improvement of attendance for certain young people when they become LAC due to the commitment of joint working between Virtual School, carers, schools and social workers.
- 5.4 **Moving forward:** As indicated earlier we have appointed an Education Welfare Officer to target persistent absentees under 90%. In addition to this:
- New data system commissioned to monitor attendance and exclusion data through a live tracking system.
 - Attendance action plans to be introduced and agreed between school, carer and young person and monitored by Virtual School.
 - Positive rewards systems for young people with high and improved attendance such as cards and vouchers, working in collaboration with Participation Officer for LAC.

6. EXCLUSION DATA

6.1 Whilst the level of permanent exclusions is a concern in the borough, there have been no permanent exclusions of LAC this academic year.

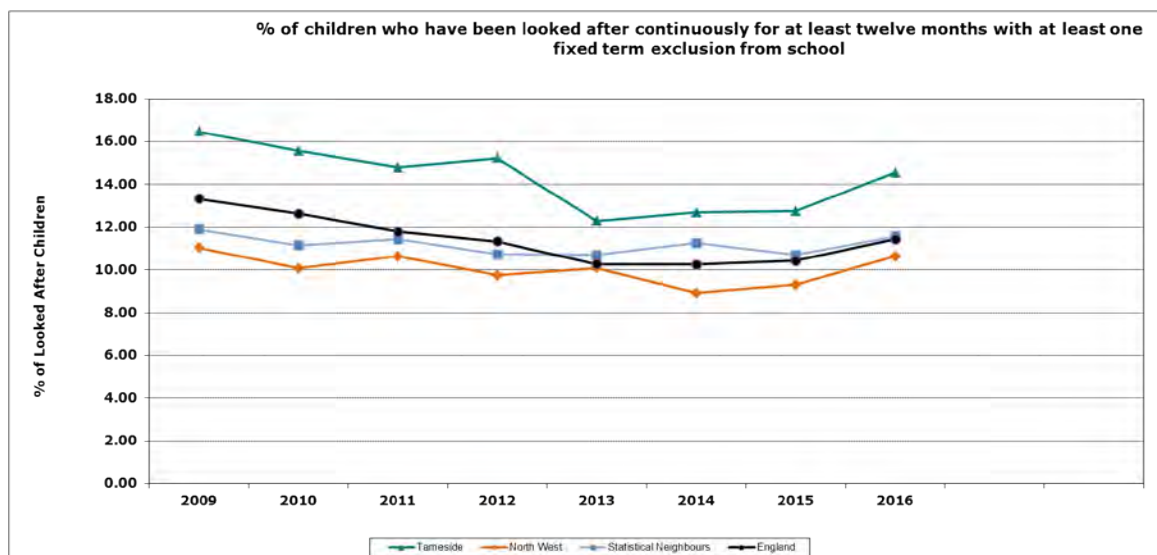
Permanent Exclusions	0
Number of LAC with Fixed Term	54 (8.38%)
Number of days of fixed term exclusion	204
Average number of days lost per	3.77

6.2 The drive to achieve no permanent exclusions has been a priority for the service and has been achieved by:

- Establishing a close relationship with the Pupil Referral Service where we work together to ensure a Looked After Child is not permanently excluded if at all possible. This is due to potential complex issues for a looked after child which we do not want to exacerbate with another rejection of a permanent exclusion. The impact of this has been a swifter resolution for the young person resulting in minimum disruption and time out of school
- The PRS and Virtual School work together to ensure that appropriate provision is put in place immediately for our young people. We have pupils who are in alternative provisions where they are concentrating on completing their GCSE work but struggle with working in a larger environment, pupils who need a more active or vocational education route or in exceptional cases we have tutors commissioned to go into children's homes to ensure they are still receiving some education specifically tailored to them. The impact of this is again to minimise periods of time when a young person is not accessing education due to any set of circumstances wherever possible
- The SEND team worked closely with the service to identify when respite learning may be appropriate enabling an Education, Health and Care Plan (EHCP) assessment to take place quickly through a place at a specialist provision prior to finalising an EHCP. Collaborative working between services is the key to young people being placed in appropriate provisions and a swifter response to their complex needs
- Where there has been a one off incident which may have resulted in a permanent exclusion some secondary schools are working closely with Virtual School to look at alternatives that don't undermine their usual behaviour policy but takes into account the crisis period the looked after child may be living through. These have included successful managed moves, respite time from the school (short period of time at an alternative provision where behaviour issues can be looked at intensely), additional mentoring time funded by the Virtual School within the school setting, joint school placement with a midweek respite alternative provision, partnership working with Tameside College.

"I think maths is going well- fractions is going well- having the tutor is helping me in school, I will keep doing this next year. When I go to High School I am looking forward to making new friends, doing more art and geometry. Whilst I have been at Oasis I think I have improved a lot and done well."

Year 6, Oasis Academy, Tameside.



Source DfE LAIT

- 6.3 The days lost and emotional impact of fixed term exclusions is too high particularly when compared to other areas. As with attendance data, some of the exclusions may have occurred before the young person became LAC and this does not reflect the good work and progress made following their involvement with Virtual School. However, this doesn't negate the impact on the young people who have received these fixed term exclusions.

"I feel that my class work and my responses to staff have improved since the last PEP meeting. I have improved my grades in maths, ICT, Music and Science and I know I am doing better in other subjects. Even though I didn't want to stay behind on Friday to see the maths tutor, I know that he has helped me to get a better grade and I understand more in class. I like my English teacher because she is always calm."

Year 8, Hyde Community College

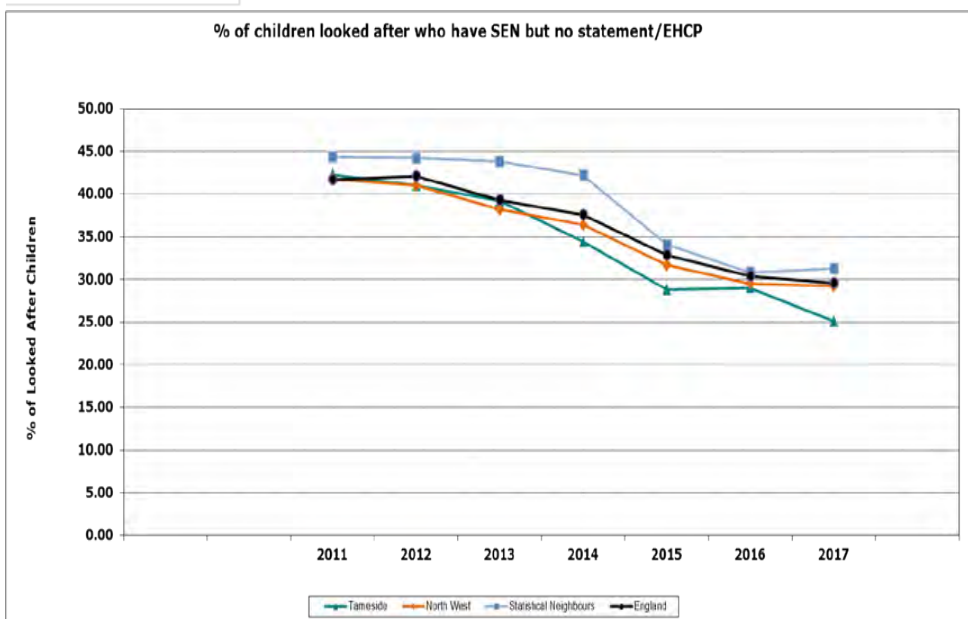
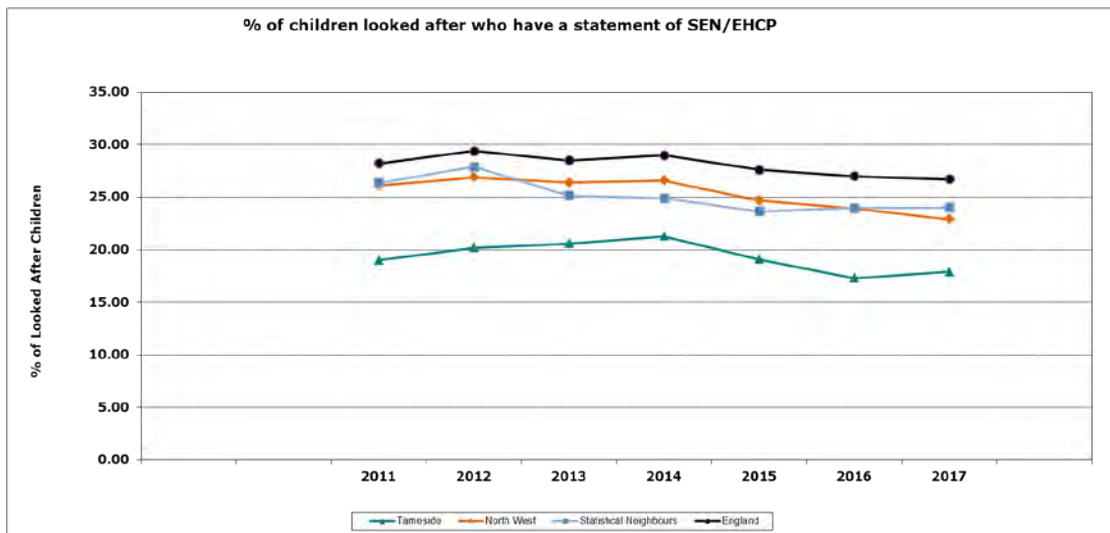
- 6.4 **Moving forward:** the Virtual School will retain its focus on exclusions and maintaining a zero permanent exclusion rate. It will do this by:
- Establishing involvement earlier with Virtual School when we know there is a risk of a young person BLA
 - Ensuring Initial PEPs are held within timescale and a representative from Virtual School to attend whenever possible
 - Promoting training on Attachment Awareness. Virtual School have already signed up to a commitment with Timpson Trust alongside other North West Virtual School Head teachers to do this and will be providing training through this network
 - A new partnership with Active Tameside where Virtual School have commissioned a service which will provide us with 15 flexible places in their education provision. This should reduce fixed term exclusions for LAC by working with schools to give a young person some respite from school if needed in a planned and structured way providing

immediate support for a crisis period which a school may not have access to on a personalised “Step Out” style of programme.

7. SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND)

7.1 Our LAC pupils just like their national peers, experience more special educational needs than children who are not looked after. Disproportionately these are social, emotional and mental health needs, again like their national peers. Historically in Tameside these needs have not been identified soon enough, we are working hard to improve this.

Number of school age LAC with EHCP	62	14%
Number of LAC in maintained special schools (included in above)	38	11%
Number of LAC in non-maintained special schools	10	2%



- 7.2 The number of LAC pupils with an EHCP is significantly below our statistical neighbours (24%). The necessity to appropriately identify needs in a timely manner is a priority for the Tameside area as identified in the area SEND self assessment commissioned by the Tameside SEND Strategic Group.
- 7.3 In order to do this, a triage system has been introduced for when a child becomes LAC with the SEN caseworker contacting the school and the Pupil Support Service to appropriately support LAC pupils if necessary.
- 7.4 **Moving forward:** the Virtual School will continue to focus on ensuring all LAC pupils with SEND have access to appropriate pathways to identify and meet their needs and the Virtual School will achieve this by:
- 7.5 The SEN Caseworker will ensure that LAC pupils are placed on the most appropriate pathway as soon as possible and this will be monitored through weekly meetings between the teams and PEP analysis.
- 7.6 The Head of Virtual School and Head of Pupil Support will work closely to ensure swift processes for LAC pupils and have already secured assessment places in specialist provisions before an EHCP has been agreed when this is clearly the correct pathway for the young person and their needs.

8 ATTAINMENT DATA 2018 EYFS, KS1 & KS2.

- 8.1 Attainment in Key Stage 1 remains patchy with reading, writing and maths performing less well in 2018 than in 2017. However, phonics saw a big increase. Latest results in Key Stage 2 in English and maths increased and all outperformed the England average. Key Stage 4 showed increases in attainment 8 scores and 19% of our young people achieved a standard pass in English and maths compared to 17.5% nationally.
- 8.2 Comparisons have been made between LAC pupils in borough in the Virtual School in 2017 and to all pupils in Tameside. Results for LAC pupils educated out of borough are not yet available. All analysis will need to be updated when these are available.

	Key Stage - Cohort	2018	2017	All Pupils in
LAC pupils achieving a good level of development in Y1	EYFS – cohort of 22 (2017 cohort of less than 10)	41%	44%	66%
LAC pupils achieving expected standard in Y1 Phonics	Y1 Phonics – cohort of 18 (2017 cohort of 20)	61%	40%	79%
LAC pupils achieving expected standard in reading at KS1	KS1 – cohort of 19 (2017 cohort of 14)	42%	57%	73%
LAC pupils achieving expected standard in writing at KS1	KS1 – cohort of 19 (2017 cohort of 14)	42%	64%	67%
LAC pupils achieving expected standard in maths at KS1	KS1 – cohort of 19 (2017 cohort of 14)	37%	64%	73%

LAC pupils achieving the expected standard in reading, writing and maths	KS2 – cohort of 24 (2017 cohort of 24)	54%	29%	63%
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KS2 Provisional progress scores

	2018	2017	All Pupils in
Progress in	1.3	-1.6	0
Progress in	-0.7	-0.8	0.3
Progress in maths	2.6	-0.8	0.3

8.3 Moving Forward:

- KS1 to be identified as a key group for specific work and interventions
- Virtual School specialist teacher to be allocated this cohort to identify the needs of individuals and work with school and carers to close the gap
- Provide funding for this cohort for any additional requests such as tutoring or resources
- Offer homework clubs within the service in conjunction with the Participation Officer. Often contact interferes with after school activities or time to do homework so a resource nearby to one of the contact centres may help
- Specialist teacher to continue work with Book Start and ensure new books and any literacy projects are being promoted and accessed
- Offer incentives and rewards to this cohort for progress made
- EWO to monitor attendance of this group

KS4 Cohort 2017

8.4 LAC continuously for 12 months

The average Attainment 8 score for LAC was 25.8 and the average Progress 8 score was -1.34. These results are up on 2016 where Attainment 8 was 21.1 and Progress 8 was -1.45. The Tameside figure for all pupils for Attainment 8 was 44.8 and the Progress 8 figure for the LA was -0.13.

- 8.5 19% of LAC achieved a standard pass in English and maths compared to 17.5% nationally, with 13% achieving a strong pass in English and maths. The figure for a standard pass in Tameside in English and maths were 62% and the figure for a strong pass in English and maths was 39%. 79% of LAC achieved a pass in any subject compared to 98% of all pupils in Tameside.

KS4 Cohort 2018

- 8.6 At this point in the year, GCSE results are not yet known, however, the following information lifted from our Year 11 tracking indicates the high ambitions of many of our pupils moving into post 16 provision.

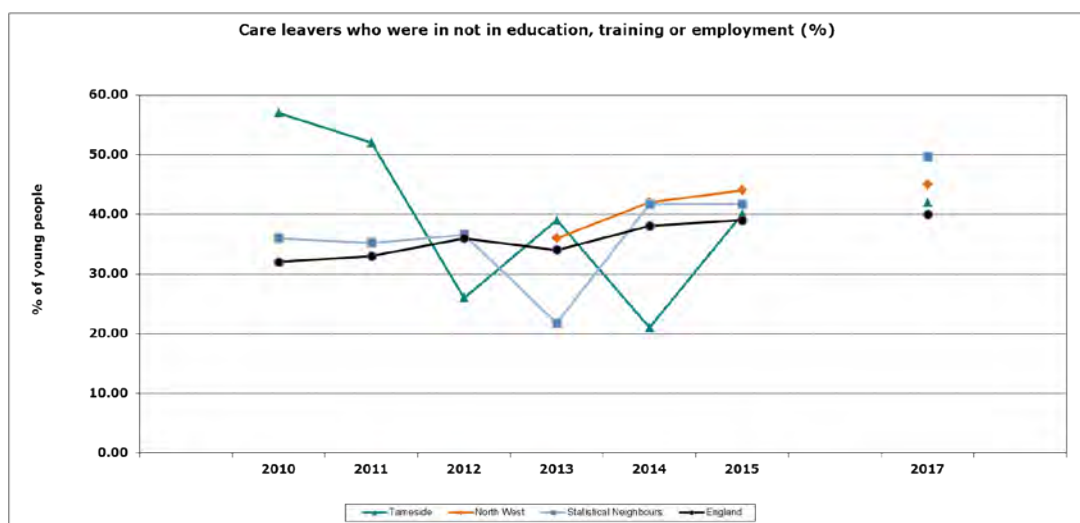
Awaiting GCSE results	Anonymised Post 16 intentions	
Tameside College to study Hair and Beauty.	Tameside College	Tameside College Hair and beauty
Completed college applications with Positive Steps. Wants to be an air	Hopwood Hall. Health and Social Care leading to Paramedic.	Tameside College Childcare

Completed application for police cadets	Moved to Milton Keynes. Milton Keynes College or Christian	Tameside College Hair and Beauty
Currently being educated at home with tutor. Serious mental health preventing a placement	Receiving home tuition currently. Unsure of post-16 plans	Works 4 U
Aquinas College "A" Levels	Tameside College	Currently in secure unit. Plan was to have been Tameside Active
I have passed the English and Maths entrance tests at the Skills Centre in Trafford Park. Training as	Had additional IAG support from positive steps and encouraged to apply for college courses.	
Staff at the home are supporting her to investigate courses and suitable colleges.	Tameside College Bakery	My preference is Ashton 6 th form However, I have also applied to Trafford College and Manchester College, and I got accepted at
Tameside College for catering. Unconditional offer	Hyde Clarendon suggested but SEN case worker citing there may be issues – needs investigating further	Health and Social Care, Trafford College
Aquinas College	Clarendon College to study Art and Design, level 2	College Hair and Beauty Course
Ashton 6 th Form or Clarendon; and the courses I have applied for are: art, photography and	Ellesmere Port College	Tameside College Catering
Cromwell High	Shropshire College or Northop College	1st choice Apprenticeship in accountancy. Applying to Kaplan/Apprenticeship Academy/Damar training & Skills Co. Or Tameside college Level 3 Accountancy & Business

Awaiting GCSE results	Anonymised Post 16 intentions	
		vocational course.
Poynton 6 th Form	Ashton 6 th or Stockport Health and Social care- TBC	He has been for a college interview and met with Positive steps
The Acres Residential Home , continuing in	Health and Social Care to lead to nursing	Holyhead High 6 th Form for A levels, or college for catering
Reddish Hall School	Tameside College	Ashton 6 th Form "A" Levels
Placement search out for semi independent living . Post 16 training to be considered urgently once the area has been decided	Computing at Ashton Sixth Form or Tameside College	Tameside College either Hair and beauty or child care

9 POST 16

- 9.1 Current levels of NEET for our LAC young people are too high. However, they have reduced significantly from a high point in 2010. They are now broadly in line with regional and national averages.



Source DfE LAIT

- 9.2 The Virtual Headteacher has recently written a proposal to extend the remit of Virtual School to include a Virtual College which has been approved in principle by the DCS. The intention of extending the school into a college is to ensure a quality and seamless transition from secondary education into post-16 further education, training or employment. The current Year 11 will be the first cohort to be part of the college. Outcomes to be:
- raising the aspirations of all our Looked After Children in Tameside
 - eradicating NEET for LAC
 - increasing the numbers of LAC who attend Further Education and progress to Higher Education
 - a much clearer and natural transition for our young people
- 9.3 This will be done through working with key partners, planning opportunities for different cohorts, forward planning, data tracking and direct work with young people and professionals. We would aim to put all the existing resources, experience and active partnerships within Tameside under one umbrella; maximising the knowledge, expertise and impact of the current providers. I want to ensure that the young people in our cohorts are at the centre of what we do, bringing the opportunities *to them* as opposed to the opportunities being there for them to access, as they themselves may not be at a stage where they have the skills, experience, confidence or support to do this in the same way as their peers.

"S is loving school and says that everything is 'excellent'. He particularly loves P.E. and attends all lunchtime PE activities. He also thoroughly enjoys maths. S has lots of friends in school. He is much more organised now and manages to get homework in on time."

Year 7, St Damian's RC High School

10. COLLABORATIVE WORKING

10.1 The service is dependent on a multi-agency approach to ensure that our looked after pupils make the progress they should in school. Staff within the Virtual School are involved in the following networks:

- Member of Tameside Association of Secondary Headteachers – enables networking with secondary Heads with particular reference to LAC pupils and to keep up to date with latest developments and changes in the secondary phase
- Attendance at weekly Legal and Resource panel meetings with children's social care ensures education is considered when a child moves placement.
- Attendance and contribution to Schools Child Protection Network – there is often an overlap between the safeguarding lead and the designated teacher in schools so this is a good opportunity to contribute to this forum
- Attendance at all North West Regional Virtual Heads Meetings – ensuring a network of colleagues and providing training opportunities for Tameside designated teachers
- Greater Manchester Higher network – providing opportunities from a network of Universities for our learners including Manchester University, MMU, Salford and Bolton Universities
- BookStart reading programme – to ensure new literacy opportunities provided to schools are prioritised to LAC
- Member of National Virtual Head Teachers Association – to be aware of National updates including legislation
- Attend the DfE national Boarding School partnership – a new opportunity that has arisen that will share information from a pilot in the South of England in conjunction with the DfE
- Attend Adoption Panels as appropriate – collaboration and professional development with children's social care
- Attend placement disruption meetings to support and work with foster carers whenever possible
- Regular visits to children and staff in Tameside residential homes by Virtual School staff including over school holidays to maintain good relationships with the young people and assist staff with any education queries
- Report to the Corporate Parenting Board – a comprehensive report by the Virtual School to council leaders is provided at every meeting to ensure effective governance for the Virtual School
- Attend LAC care leavers apprenticeships and work experience meetings – regular Collaboration with these colleagues to ensure opportunities for LAC are prioritised and appropriate
- Positive Steps – regular meeting with the area's information, advice and guidance provider to ensure Key Stage 4 LAC are on appropriate pathways and receiving correct guidance for post 16 opportunities

11. SUMMARY OF IMPACT OF THE VIRTUAL SCHOOL IN 2017/18

11.1 The Virtual School has had a successful year and has:

- In 2017/18, progress in Key Stage 2 reading, writing and maths has all increased
- In 2017, we increased attainment 8 scores
- In 2017, LAC pupils outperformed national average for LAC pupils achieving a standard pass in English and maths (19% compared to 17.5% nationally)
- In 2017, 79% of LAC pupils achieved a pass in any GCSE subject.
- Significantly increased PEP completion rates
- Introduced an SEND triage system to quickly identify and appropriately support LAC pupils if necessary

- Had no permanent exclusions of LAC pupils

12. PRIORITIES FOR 2018/19

- Ensuring PEPs are of good quality to inform the progress of our LAC pupils
- Reducing levels of persistent absence for our LAC pupils
- Reducing levels of fixed term exclusions for our LAC pupils
- To develop better transitions from Year 6 to Year 7
- Ensure SEND needs are identified and addressed at the earliest opportunity
- Working with the School Improvement Team and schools to increase attainment in Key Stage 1
- Developing a Virtual College for our post 16 learners
- Reduce levels of NEET

13. RECOMMENDATION

- 13.1 The Board are asked to note the content of the report.