

Virtual School, Ealing Looked After Children and Care Leavers

Head Teacher's Annual Report

Academic Year September 2017 - July 2018

Children's and Adults' Services



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Virtual School, Ealing Looked After Children Head Teacher's Annual Report

Academic Year September 2017 - July 2018

1. The Work of the Virtual School

The role of Ealing's virtual school is to raise the attainment and educational achievement of Ealing's looked after children (LAC) and care leavers. The virtual school team work directly with the children and young people as well as providing training, advice, support and consultancy to a number of stakeholders to ensure that Ealing's LAC and care leavers receive a high standard of education and are engaged in appropriate educational activity. The key focus of the virtual school is on raising aspirations of the young people and relevant professionals so that they reach their potential and move forward into further and higher education, training and employment.

There were 338 LAC at the start of the school year on the 1st September 2017 aged 0-17 years. The virtual school has a qualified teacher allocated to each Key Stage (KS) from Early Years to Post 16. The Post 16 teacher also worked directly with 48 18-25 year old care leavers in higher education. In 2017/18 there were 48 (45 last year) students (17%) at university.

2. Staffing Report

Current Staffing

The virtual school staff team comprise:

Bridie McDonagh, Head Teacher, Ealing Virtual School
Sian Hender, Early Years and KS1
Sally Obado, Interim Senior Teacher
Alison O'Connor, KS2
Sue Tarry, KS3
Maureen Registe, KS4
Sundeep Gill, Post 16
Irene Tymkiw, Senior Educational Psychologist (0.5fte)
Zainab Idris, Lead Mentor

All the teachers retain a key stage specialism as above but there is a cross-school approach. This enables a stronger attainment and progress tracking process providing opportunities for joint discussions between teachers to utilise data, develop work and practice together around key themes and patterns. In addition there are benefits in skills' sharing and insight as well as individual relationships with children and sibling groups.

At the period covered in this report, the Head Teacher had been in post for six years. The core staff team had continued to remain stable for a number of years and we were pleased to be able to retain our KS2 teacher to cover the secondment to the interim senior position. The Lead Mentor left the virtual school at the end of the academic year to take up a post as a Teaching Assistant in an Ealing high school. The post is appointed initially for one year and is an Ealing Council long standing commitment to give a care leaver graduate /university student experience prior to their further studies and/or next career steps. It is sometimes extended beyond that year if developments warrant that. In this case it was a two year period from the academic years Sept 2016-July 2018.

The virtual school Educational Psychologist (EP) is a 0.5fte post and has been in place since April 2015.

Students have continued to benefit from additional sessional support provided by a qualified maths teacher at the weekly study support sessions.

The virtual school team meet weekly to plan, consider issues, take forward new initiatives and ensure priority actions are progressed.

The virtual school head teacher meets KS lead teachers every 6 weeks with a focus on the KS cohort progress, attainment and outcomes.

3. The Work of the Team

Support to Social Workers

A key role of the virtual school team is to work in partnership with Ealing social workers (SW), advising, consulting and supporting the education of their young people through:

- Personal Education Plan (PEP) training to SWs both in groups and 1-1, attendance in SW offices, team meetings, attendance and education contribution at Away Days and Leaving Care Team (LCT) meetings
- PEP process advice, guidance and training on PEPs / PEP meetings
- Training on educational matters, updating them with current practice
- Applications and admissions process both in and out of borough
- Special Educational Needs (SEN) processes and advice on schools/appropriate educational provision
- SEN funding process and support matters
- Leaving Care training on Post 16 SEN
- Advising on pupil premium grant and financial support for education, including Post 16 bursary and Higher Education (HE) Grant, HE scholarships and bursaries.
- Offer of, or signpost to, extra-curricular activities
- EP consultation sessions with social workers to offer support around SEN and/or Social Emotional and Mental Health (SEMH) needs
- LCT training on mentoring and PEPs
- Training and highlighting the SEN handbook for social care staff
- Building links with educational institutions via the designated teachers
- PEP audit feedback

Support to schools/colleges/universities

- LAC Designated Teachers' (LAC DT) Network -training, support and advice forum
- Liaising with LAC DTs
- Chairing and attending PEPs
- Training on PEPs and strategies for supporting LAC and care leavers
- Providing advice and targeted intervention
- Ensuring pupil premium grant is maximised and used effectively
- EP advice and support offered to school staff when the school EP cannot respond quickly enough
- VS EP liaison with school EPs to ensure LAC discussed at SEN Plan where necessary
- Developmental trauma training to education staff
- Attending professional/student meetings to support learning

Support to Foster Carers

- Training on supporting children in their education in Early Years, KS1 & KS2

- Distributing and recommending educational materials when appropriate
- Being available for regular progress discussion
- Modelling appropriate enrichment activities
- Providing trips and activities

Working with other professionals

- Fostering team, Post Adoption Team
- Ealing Alternative Provision and out borough PRUs and APs
- Admissions' Teams, Exclusions' Officers
- London and national networks of virtual school heads, virtual schools and local authority colleagues
- LAC Psychologists, LAC Nurse
- SEN
- Youth and Connexions
- Youth Justice Service
- Independent Reviewing Officers
- Widening Participation Officers at Colleges and Universities
- Foster Carer Recruitment Team

Direct Work with young people including mentors

Key Stage	Activities available
EYs	Advice, demonstration and modelling of resources Holiday Enrichment Activities
KS1 & 2	PEPs Direct 1-1 teaching of pupils at Horizons and at home Junior Council Become magazine sent out to all KS2 quarterly Letterbox project for LAC in and out borough Study Support (Y6) Holiday Enrichment Activities Intervention Strategy activities
KS3 & KS4	PEPs Mentoring through Ealing run programme & St Mary's University Study Support 1-1 teaching Holiday Enrichment Activities Intervention Strategy activities
Post 16	PEPs ME induction training for mentoring volunteers Induction Training, Lead Mentor and Apple Mac Training Post 16 Pathway Plans Information and Advice Thursday drop-in Financial advice on bursaries etc 1-1 support with applications 1-1 academic support in person or via email/telephone Signposting for support agencies e.g. unaccompanied asylum seekers Training the Lead Mentor with new responsibilities to track attainment of Post 16 learners Assessments for young people returning to education for Care Leavers' Funding Panel Supporting young people at progress/professional meetings at schools, colleges and universities. Intervention Strategy activities

4. Progress and Impact of the LAC Education Team Business Plan

Key priorities identified in the Virtual School Education Development Plan September 2017-August 2018.

<p>Priority 1: To improve outcomes through the effective use of data and targeted intervention</p> <p>Review and improve systems across all indicators to ensure progress and attainment are tracked robustly and all indicators of attendance, exclusions, prior attainment and current assessments are used to target timely and effective intervention</p> <p>To increase attendance, reduce persistent absence and reduce fixed term exclusions targeting timely support and ensuring clear individual action plans and intervention.</p> <p>Maximise progress and close the attainment gap for all statutory school aged LAC by informed use of prior data and targeted support.</p> <p>Continued use of Post 16 tracker to track and monitor progress in year 12 and 13</p> <p>To improve the impact of the PEPs in raising attainment through adjusting PEPs to be more complementary to existing processes in social work teams for improved compliance and quality.</p> <p>To offer support to LAC at risk of under achieving and not making expected or better levels of progress through informed use of prior data.</p>	<p><i>Key Stage Lead meetings embedded and tracking systems for all years in place.</i></p> <p><i>Reporting systems in place so that senior managers are kept informed of CS PEP performance</i></p> <p><i>Outcomes consistently better than London and national average, however KS2 dip this year due to the cohorts needs and there remains on-going attainment gap for LAC at KS4 reflected nationally for this group (see attainment and progress section).</i></p> <p><i>Discrete PEP process in CWD Team and UASC.</i></p> <p><i>Intervention Strategy in place, outcomes to be reviewed</i></p> <p><i>Daily dashboard and alert on attendance and exclusion. Monthly reporting highlighting issues of non-attendance, analysis through KS Lead meetings. Improvement in attendance (+1.7%) Attendance remains a key area of priority (see attendance section).</i></p>
<p>Priority 2: To further develop SEN processes for improved identification, assessment and intervention</p> <p>Embed all current processes and systems so they are robust and routine and 'drift and delay' minimised</p> <p>Develop the approaches to children and young people with SEMH as a priority SEN. -reduce the prevalence of LAC with significant SEMH needs, to minimise the risk of school exclusion and how the virtual school may be involved in supporting them</p>	<p><i>Dedicated Senior Education Health and Care Coordinator (EHCCo) has oversight for LAC with SEN (with EHC Plans or undergoing statutory assessment).</i></p> <p><i>SEN Plan meetings embedded, SEN Processes developed in borough and liaison for out borough</i></p> <p><i>Developmental Trauma Training for schools roll out</i></p>

<p>Better utilise the SEMH scores recorded on the PEP for identification and intervention</p> <p>Carry out training of social care staff of SEN and the Code of Practice (COP); SEN handbook to be launched across teams.</p>	<p><i>Flexible training to SW and SEN delivered</i></p> <p><i>Education Guidance handbook for SW teams published</i></p> <p><i>Fully up to date SEN Register covering CYP with EHCPs, primary and secondary SEN, name of CYP ECHCo, name of LA of residence, funding allocated to support the SEN</i></p> <p><i>Transition Year 5 to Year 6 project underway.</i></p> <p><i>Training offered on clarity of the role of schools and expectations regarding identification of SEN</i></p> <p><i>Introduction of schools to FAGUS –tool for SEMH needs, use of SEMH scores on the PEP</i></p>
<p>Priority 3: To extend and further develop education staff and LAC DT training and professional development programme</p>	<p><i>Networks held with a training element at all. Content included: New statutory guidance, interventions session, metacognition, Sutton Trust, PPG+ provision mapping across schools; whole school to individual provision plans, the leadership role of the DT, understanding the work of the social worker, adoption & SGO information, emotion coaching (see section 15)</i></p>
<p>Priority 4: Review of current mentoring programme to include mentoring panels and outreach mentoring.</p>	<p><i>Programme was reviewed and changed, recruited to full time contract; new panels started in Sept 2017 through the autumn term; outreach work initiated later in January 2018.</i></p> <p><i>Strengths in the structure, community meal, social skills and relationship development</i></p> <p><i>Panels -questions and topics have been wide ranging and good queries</i></p> <p><i>New programme has improved the quality of mentoring, but further modification required (see mentoring section of the report).</i></p>

5. Outcomes: Attainment and progress of children and young people July 2018

Educational progress and achievements for all key stages as well as activity throughout the year have been submitted to the Corporate Parent Committee regularly through written and verbal Education reports to each meeting. Numbers are updated for each meeting and reflect current cohorts. Attainment for the academic year September 2017 –2018 was reported in October 2018 after results had been analysed locally. A full outcomes' report on all Ealing children who have been looked after continuously as above is available to members from the Head Teacher and is published on the Ealing Council website.

The Head Teacher's Annual Report focuses on the statistical first release (SFR) that provides national and local authority (LA) level outcomes on the children who have been looked after continuously for at least 12 months as at 31 March 2018 in LAs in England. Information on attainment, SEN, absence and exclusions are based on children looked after data matched to attainment, school census and alternative provision census data. This measure seeks to capture the children that LAs and virtual schools nationally can reasonably be held to account for. However, a caveat to this is that placements can break down for young people even if they are in them for an extended period and that then can have a major disruption on attendance and progress. A key strength of Ealing's strategy is in the longer-term investment in our care leavers' education as evidenced by higher ETE figures than the average for London and national and in our university entrants and ongoing success at Post 16.

The attainment and progress data focuses on Year 6 and Year 11 outcomes.

End of Key Stage 2 & 4 Results 2017-2018

Key stage 2 eligibility and performance of children who have been looked after continuously for at least twelve months at 31/03/2018

Key Stage 2 performance						
	Number of LAC*	R	W	M	GPS	RMW
Ealing 2017/18	13	31%	39%	39%	54%	23%
Ealing 2016/17	17	76%	59%	65%	65%	53%
Inner London	80	58%	52%	56%	57%	44%
Outer London	120	60%	54%	54%	55%	41%
England	3130	57%	49%	47%	50%	35%
Ealing schools average (NON-LAC)	4098	68%	79%	82%	85%	68%

The SFR shows the % achieving the expected standard as a % of all children in the KS2 cohort, not just those entered.

Ealing LAC performed higher in GPS than the national average, however this was below last year (-11%) when measured against Ealing 2017/18. This cohort performed below the London average and the national average in reading, writing and maths

As reported in October 2018, although there were high achieving children in this cohort, there were a number of children who narrowly missed the national average score of 100. In reading, two children achieved a reading score of 110 but a further six children scored between 92 and 99 points, two achieving 99, just below the national average score of 100. In maths, five children in the year 6 cohort achieved between 92 and 99 points which included two children with Education Health and Care Plans (EHCP)s.

Key stage 2 average progress scores of children who have been looked after continuously for at least twelve months at 31/03/2018

Progress at key stage 2

Progress scores are calculated for each of reading, writing and maths; these individual scores are not combined to provide an overall progress measure. The scores are calculated by comparing pupils' results to the actual achievements of other pupils nationally with similar prior attainment.

Progress scores are presented as positive or negative numbers either side of zero. A score of zero means that pupils in a particular group made the same progress as those with similar prior attainment nationally; a positive score means that they made more progress than those with similar prior attainment; a negative score means they made less progress than pupils with similar starting points nationally.

Key stage 2 progress						
	Number of LAC*	R	Number of LAC*	W	Number of LAC*	M
Ealing LAC	12	-1.4	12	-1.9	12	-2.3
Inner London	120	0.6	130	-0.7	120	-0.6
Outer London	180	1.8	180	-0.5	180	0
England	2900	-0.2	2960	-0.8	2900	-0.8
Ealing schools average (NON- LAC)	3737	0.5	3763	0.6	3743	1.4

Progress in reading, writing and maths is negative. Ealing LAC made less progress than pupils with similar attainment in reading, writing and math and were below the London and national averages.

However, individual children did make good progress in their social, emotional and communication development not measured in the national tests and one child with an EHCP achieved the highest score in his school in the combined total of RWM. Although this cohort has not achieved as highly as last year, a number have been targeted for the virtual school intervention strategy and have worked hard to achieve close to the national average e.g. one child has moved from giving no eye contact with very limited communication to being fully involved in discussing a comprehension paper and creative writing. Two others have been able to develop their presentation skills to the extent that they have been able to confidently deliver two public presentations. In addition, two children had EHCPs that provided additional support last year and with further virtual school targeting of the group a further five, making a total of seven children, transitioned to year 7 with an EHCP to ensure additional provision could be made for them to support a successful entry to high school.

Key stage 4 eligibility and performance of children who have been looked after continuously for at least twelve months at 31/03/2018

Attainment in English and maths (4-9*)

This measure looks at the percentage of pupils achieving 4+ in both English and maths. From 2016, pupils could achieve the English component of this with 4+ in English language or literature.

Key stage 4 performance 4+ in English and Maths								
	Number of LAC*	2014-15	Number of LAC*	2015-16	Number of LAC*	2016-17	Number of LAC*	2017-18
Ealing	30	x	30	22.6%	18	33%	24	25%
London	800	19%	800	20.8%	780	20%	900	15.6%
England	4960	15.90%	4890	17.5%	5010	18%	5130	17.8%
Ealing schools average (NON-LAC)	2818	63.80%	2781	65.0%	2723	70.5%	2853	69.4%

Ealing LAC performed above (+9.4%) the London average in KS4 performance 4+ in English and maths and above (+7.2%) the national average.

Key stage 4 performance 5+ in English and Maths				
	Number of LAC	2016-17	Number of LAC	2017-18
Ealing	18	22%	24	17%
London	780	10%	740	9%
England	5010	7%	5130	8%
Ealing schools average (NON- LAC)	2723	50.70%	2853	52%

In 5+ English and maths, Ealing LAC performed above (8%) the London average and above (9%) the national average.

Key stage 4 average Attainment 8 scores of children who have been looked after continuously for at least twelve months at 31/03/2018

Attainment 8

Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if the combined English qualification, or both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

KS4 average Attainment 8 scores		
	Number of LAC*	2017-2018
Ealing	24	20.5
Inner London	300	20
Outer London	440	18.5
England	5130	18.9
Ealing schools average (NON- LAC)	2853	50

*Only children who have been matched to key stage 4 data are included.

Ealing LAC achieved an Attainment 8 score of 20.5, above (2.0 points) the outer London average and above (1.6 points) the national average.

Key stage 4 average Progress 8 scores of children who have been looked after continuously for at least twelve months at 31/03/2017

Progress 8

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure; therefore the national average Progress 8 score for mainstream schools is zero.

*Only children who have been matched to key stage 4 data are included.

Key Stage 4 progress		
	Number of LAC*	2017-2018
Ealing	16	-0.97
Inner London	210	-1.35
Outer London	270	-1.17
England	3980	-1.2
Ealing schools average (NON- LAC)	2516	0.53

The progress of Ealing LAC at KS4 is negative and similar to the London and national average (the differences are insignificant when referring to such small cohorts).

Post 16 2018 Degree Results

9 x graduates including two 1st Class honours degrees.
 1 x Post graduate pass
 10 x First year University entrants, 17% of care leaver population
 4 x students deferred to start in Sept 2019.

6. Attendance

Headline summary

There are 130 Ealing LAC in the census cohort matched to data.

Attendance over time

Overall* average attendance in Ealing (primary and secondary stated funded)

	Ealing Average (NON- LAC)	Ealing (LAC) Average	London (LAC) Average	National (LAC) Average
2014/15	95.60%	96.00%	96.30%	96.00%
2015/16	95.40%	95.40%	95.90%	96.10%
2016/17	95.70%	94.60%	95.40%	95.70%
2017/18	95.60%	95.30%	95.20%	95.50%

Ealing LAC attendance has increased by 0.7% this year. It is similar to the London average and slightly lower than the national average by (-0.2%) and the Ealing non-LAC average attendance (-0.3).

Ealing LAC Absence

	2014/15	2015/16	2016/17	2017/18	2017/18 England Avg.	2017/18 Inner London Avg.	2017/18 Outer London Avg.
Unauthorised Absence - % sessions missed by children looked after for at least 12 months (6 terms from 2013)	0.7	1.3	1.76	1.8	1.3	1.5	1.6
Authorised Absence - % sessions missed by children looked after for at least 12 months (6 terms from 2013)	3.4	3.3	3.64	2.9	3.2	3.4	3
Overall Absence - % sessions missed by children looked after for at least 12 months (6 terms from 2013)	4	4.6	5.4	4.7	4.5	4.8	4.6
Persistent Absence (PA) - % children looked after for at least 12 months classed as persistent absentees (6 terms from 2013)	11.3	14.5	14.28	13.1	10.6	11.9	11.2

Overall, attendance has improved. However unauthorised absence is slightly higher than the average for London and the national average; authorised absence is slightly lower. Ealing LAC's average persistent absence rate has improved by +1.18%, slightly lower than last year but is still higher than the inner London average by 1.2 % and the national average by 2.5%.

**NB the average percentages are based on 'sessions' – half days and the number of looked after children achieving <90%, as matched to the absence data.*

Attendance remains an ongoing priority. There is clear evidence to show the negative impact absence from school or education has for LAC on attainment and progress. However, the context is that a very small number of children and young people with poor or sometimes non-attendance impacts negatively on performance increasing authorised and unauthorised absence rates. Evidence indicates a higher prevalence of SEMH needs in the LAC population due often to underlying attachment and trauma needs. This can act as a barrier for LAC at given points to engage in education: they go missing, they abscond, they can have mental health needs. In addition, exclusion contributes to authorised absence.

Good attendance is supported by good data systems to trigger action and to challenge absence routinely. In addition, knowledge of the children and young people to ensure absence is noted and acted on appropriately and that the young people are given every encouragement and support to engage with education.

Our virtual school aim is to ensure that every child's journey is understood by the team around that child and where necessary, creative interventions and solutions offered to re-engage with education.

Attendance is monitored rigorously by the virtual school through:

- Daily alerts from LAC Call
- PEP attendance data and recording system
- Regular attendance reports
- No School Place lists produced and circulated to social work managers weekly to highlight any child not on the roll of a school and the date they were off roll.

Further actions in 2018-2019

- Monthly attendance cohort tracker data to inform key stage lead meetings with the virtual school head teacher. Targets are set through PEPs and actions to improve the attendance of the overall cohort and individual student's performance are identified and reviewed for improved attendance.

7. Summary & comparison of fixed-term exclusions for Ealing LAC in 2017-18

In 2018, SFR figures are based on the number of children looked after continuously for at least 12 months at 31 March who were aged 5-15 at the start of the academic year (31 August) and were matched to the school census. However, the school census collects exclusions information two terms in arrears. For example, the summer school census collects information on exclusions occurring during the autumn term.

The latest available exclusions data from the SFR that can provide comparisons is for the 2016 to 2017 school year.

Therefore, a separate report on Ealing LAC exclusions is prepared for Corporate Parent Committee members and the Children's Services Management Team with whole cohort exclusion data for 2017-2018.

For 2017-2018, the total exclusions totalled 12.9% of the LAC population, similar to last year at 13%. This relates to 26 pupils who amongst them had 77 instances of F/T. This is a reduction of 13% in the number of students excluded for a fixed term, from 30 students in 2016-2017 to 26 students in 2017-2018. (See report, *LAC Exclusion Summary and Comparison*)

8. 19th Annual Education Awards – September 2017

The 19th Annual Education Awards Ceremony for Ealing's Looked After Children and Care Leavers took place on 22nd September 2017 and was a great success.

Young people, foster carers, social workers, schools and colleagues from Ealing's Children and Adults' Services attended the event to celebrate the educational achievements of Looked After Children and care leavers.

Special guests attended the ceremony including the Mayor of the London Borough of Ealing; Councillor Simon Woodroffe; Judith Finlay, Executive Director of Children, Adults and Public Health; the Cabinet Member for Children and Young People, Councillor Binda Rai, and the Leader of Ealing Council, Councillor Julian Bell.

All the young people invited to receive academic awards were presented with a certificate, vouchers and had their photograph taken with The Mayor of Ealing. Cllr Binda Rai enjoyed a key role presenting the certificates to the children and young people. Social workers and carers were delighted to see the children proudly show them their certificates. Special Awards were presented by the teachers for exceptional effort or achievement.

The ceremony was a wonderful opportunity to publicly recognise and celebrate the work of the foster carers, social workers and teachers who have supported the children and young people's successful outcomes in education, some of them over many years.

The Education Awards ceremony is part of the calendar of events each year to ensure education is kept at the forefront of the LAC overall care plan.

9. Student Leadership Committees

Junior Council

Established in September 2010, this year, the Junior Council comprised 7 members, all in KS2. Representatives aim to improve the lives of children in care through sharing their views, developing projects and communicating with senior officers and elected members. The projects are developed through the monthly meetings (led by two virtual school teachers) and the children present their work to the Corporate Parent Committee at regular meetings. Over the last 6 years, the Junior Council has improved communication between young people and social services and has changed and influenced the corporate parenting they receive.

This year the Junior Children in Care Council have worked with the Letterbox Club. Letterbox is a project funded by the charity Booktrust, a scheme that the virtual school have subscribed to for a number of years. The parcels always contain a high quality book appropriate for the age group that has been chosen by a specialist panel, along with a maths game, as well as stationary. Foster carer interaction with their children is an important part of the process. 2018 was the fifteenth year of the Letterbox Club and to celebrate, the Letterbox team came to the Horizons Education and Achievement Centre to make a national film to celebrate and recognise the work of the Letterbox Club in improving outcomes for vulnerable children. The Junior Council and their carers were filmed and interviewed opening and exploring the parcels and sharing their very positive views with other children nationally.

The Children in Care Councils (CICs) have shaped LAC services by undertaking a survey on the statutory review process. Reviews are now shorter and children are supported by IROs to take a lead where they wish to. The CIC came to a training day for social workers, health and IROs to share their findings and to help formulate a plan to change reviews.

The Junior Council continues to play an important role in improving services for looked after children both locally and nationally.

Mentoring Programme

The (ME) Mentoring Project is in its 12th year. The project is run by care leavers and is for young people in care from years 8 to 13. Most of our Lead Mentors have been drawn traditionally from Ealing care leaver graduates and our Lead Mentor for 2017/18 graduated in summer 2016.

In 2017, the project was reviewed and developed into monthly panels in line with our Junior Council that take place monthly. This also enabled our Lead Mentor to offer outreach mentoring to local schools as a pilot to support with the VS intervention work.

We have had nine Lead Mentors to date since the project started. All our Lead Mentors and Volunteer mentors are care leavers.

Although the format of our project changed this year, the aims remained the same. The uniqueness of this project is that young people are mentored by those with similar life experiences. We aim to help and support young people as they navigate some of the challenges arising from life in care, so they can reach their potential. Another aim of the project is to encourage positivity, raising aspirations amongst our mentees as well as our mentor. The project changed from weekly sessions to monthly panels. This involved the mentees bringing their problems and questions to the mentors. They could ask the mentors questions about anything that they were interested in or concerned about such as, 'What happens when they turn 16 years?' 'What support would they receive in university?' The questions went into a box anonymously and the mentors answered the questions. One to one outreach mentoring sessions have taken place on the Mondays when sessions did not run and when the lead mentor visited young people after school and for outreach mentoring in two schools in Ealing.

The Lead has worked with four students in William Perkin High School (WPHS) since the pilot started in 2017. The school has a number of LAC and the LAC DT and virtual school proposed a pilot for mentoring sessions to take place. Outreach mentoring sessions were provided on a weekly basis after school. Discussions during this outreach work included themes on friendships, peer pressure, and bullying. Feedback forms completed by young people were used to keep a record of progress during sessions. Young people are identified for outreach mentoring by recommendations from virtual school teachers or social workers and the Designated Teacher.

Outreach sessions have also taken place after school at the placement or in a local café and involved working with the young person to help them develop their goals. The first meeting usually involved an informal chat and a 'get to know me' activity which involves talking about hobbies and interests. The second meeting involved identifying areas for improvement and setting up a plan with the young person. The rest of the sessions followed on from this. The meetings could also involve setting goals and helping the young person to work towards them. Some feedback included, "I was expecting a robot but got a great mentor instead".

Outreach mentoring also took place via the phone to a young person who is more vulnerable. A further development considered is in reaching out to those who cannot attend via video link.

The outreach work with WPHS took place once a week during term time. Before the pilot was set up there was an induction training for the virtual school Lead Mentor at the school that included a tour of the school and health & safety regulations. An initial meeting also took place with the school, the Lead and Post 16 teacher to discuss potential students and how the mentoring could work best for the young people at the school. The school's feedback was positive about benefits of the outreach mentoring in school, and feedback included e.g. the sessions are 1-1 which makes it easier to build a relationship; the students feel more comfortable because the mentoring is being provided by somebody who is external.

Mentors and mentees also attend Corporate Parent four times a year to provide an overview and update of what has taken place each term.

10. Pupil Premium Grant 2017-2018

The pupil premium grant (PPG) allocated for each Looked After Child is £1,700 and in 2017-2018, the PPG continued to include children in care for one day or more as possible as recorded in the March census.

An Ealing Policy setting out Ealing's approach for the PPG is reviewed annually. From April 2017, £1,700 per child was allocated for September 2017-July 2018 academic year. The remainder is used for a variety of purposes including the funding of a part-time Educational Psychologist in the team and the Lead Mentor post.

The Ealing policy principles:

- Ealing would embrace the spirit of the intention in the increase in the grant to adopt a 'child centred' approach.
- Ealing Virtual School will take a pragmatic approach to the Pupil Premium Plus that centres around the statutory tool of the Personal Education Plan.
- We will support good practice in schools for PEPs, that PEPs are in place and complete with SMART targets, outcomes identified, impact assessed.
- If there are concerns with progress or the grant is not being used appropriately to fund what is agreed at the PEP, this will trigger a conversation with the DT in the school.

Schools were allocated the funding distributed in two tranches, in September 2017 and January 2018. This money was accounted for on a child's 'Pupil Premium Plus Provision Plan' which was returned to the Virtual School and monitored via the Spring PEP. The grant retained by the Virtual School is used to fund some additional staffing in the virtual school, commissioning a part time Educational Psychologist to support Ealing LAC in mainstream schools and to support enhanced training and development for LAC Designated Teachers and other enhancement activities for LAC.

The policy remains that the second tranche of the PPG is only paid once the Pupil Premium Plus Provision Plan has been received which improves the rate of returns.

Allocations of the second tranche is agreed by virtual school teachers weekly via a conference call with the PPG administrator to ensure the distribution of money to children new into care or changing schools, to check PPG provision plan returns and to monitor PPG. A further action for the virtual school teachers is to use that meeting for checking returned provision maps for targets in more detail and going back to schools where the interventions are not in line with the pupils' targets.

Schools are asked at PEP meetings how the pupil premium is being used; its impact on attainment and this is noted on the PEP document. Tracking progress, evidencing good practice and measuring the impact of interventions funded through the pupil premium grant continues to be an on-going area of development.

11. Special Educational Needs

SEN Plan meetings between the virtual school EP and each VS teacher are embedded in practice and take place a minimum of once (but more usually twice) per half term.

This increase in frequency is reflected in the increasing complexity of cases, particularly those relating to children and young people placed out of borough, as well as greater awareness of SEN. It is established practice now for the virtual school teacher to bring their ongoing and new concerns to the meeting. The child or young person's special educational needs are explored and decisions recorded regarding appropriate actions to be taken and by whom.

Feedback continues to be consistently good.

Overall aims of SEN Plan Meetings

At an individual level:

- To discuss individual children and young people who are causing concern. Concern will already have been identified by the virtual school teacher using knowledge of the child and available data
- To seek to understand the child or young person better and to explore issues which may be contributing to the individual difficulties
- To identify next steps and make plans
- To monitor and review interventions already in place
- To check accuracy of records (ensuring child / YP is on the SEN register and that the correct SEN code of practice stage is recorded)

At an organisational level:

The aim of SEN Plan meetings is also to identify recurring themes which should be addressed in order to improve outcomes for LAC generally and, more specifically, LAC with SEN. Themes identified this year:

Transition Year 5 to Year 6 is often problematic and children need supporting at this stage in order to minimise the risk of difficulties arising during Years 7 – 9. Some fact finding has taken place this year around what schools currently have in place to support children (all children and LAC) during Years 5 & 6. A transition project is underway.

Schools' identification of SEN: When are CYP placed on school's SEN register? How do schools decide? Clarity achieved around the role of schools and expectations regarding identification of SEN

Need for face to face Spring PEPs for some children

Use of the Annual Review process when concerns exist about education placement

SEMH needs: How to use SEMH scores on the PEP and consideration of the FAGUS scheme as a tool.

Difficulties contacting SENAS departments in other Local Authorities that can result in delay with accessing provision including interim provision

Liaison between LAs when CYP move. Minimising delays in sending paperwork with consequent delay in CYP accessing provision. Training has been provided aimed at speeding up this process. See below.

SEN processes

The virtual school EP has continued to liaise with SENAS over the course of the year to ensure processes and procedures are tight and robust.

A dedicated Senior Education Health and Care Coordinator (EHCCo) has been appointed with oversight for LAC with SEN (with EHC Plans or undergoing statutory assessment). The Senior EHC Co is a point of contact for social workers and teachers and directs them to the caseworker responsible for a CYP. This was an important development in minimising delay for the professionals involved with a child to know who to contact. The Senior EHC Co and EP have half termly meetings.

The SEN Handbook for Social Care staff has been published and is online. This contains key information relating to the SEN Code of Practice (COP) and '**Top Tips**' for Social Workers. It covers:

- The responsibilities of schools relating to the identification of Special Educational Needs (SEN)
- The different categories of SEN
- Looked After Children and Young People with Social, Emotional and Mental Health needs
- Providing support in school: The SEN Support stage of the Code of Practice and the importance of the Assess, Plan, Do, Review cycle
- The EHCP process
- The role of the Educational Psychologist (virtual school and school attached)
- SEN in the Looked After population: Incidence and categories of need
- Procedures relating to children and young people placed out of borough, especially relating to responsibilities for assessment.
- The role of the social worker

The Handbook has been shared with all Social Care 'Connect' teams and also with the Leaving Care Team at LAC SEN training sessions.

SEN Data & SEN Register

Work has continued around obtaining accurate SEN data and devising a process for regularly updating this information over time.

The EP has continued to work with the LAC data officer to examine SEN information held about our children and young people on both the Social Care *Framework i* system (now Mosaic) and the SENAS '*Tribal*' system. There is now a fully up to date SEN Register which contains the following information:

- Whether the CYP has an EHC Plan or is at SEN Support (this stage is still work in progress but EHC Plan is accurate)
- CYP's primary and secondary SEN
- Name of CYP EHC Co for ease of reference and contact
- Name of LA of residence (to make clear who is responsible for the administration of the Plan)
- The funding allocated to support the SEN

All of the above is in addition to the usual demographic information.

Other work includes the advice and support relating to individual children assessments. As was the case last year, only one individual assessment has been carried out this year. This was in relation to a young person in a new (independent) school placement where the school requested updated information and where the young person did not have access to any other EP. It remains important to ensure that LAC and care leavers access school services in the same way as any other child. For this reason, fewer individual cases are seen by the virtual school EP; instead advice is provided to teachers and liaison takes place with school allocated EPs.

Sessions have also been offered to social workers on request and these sometimes included the virtual school teacher. These meetings have received positive feedback.

12. Enhanced Curriculum and Holiday Activities

Every half term, Easter, Christmas, summer and some weekends, the virtual school team offers educational enrichment activities from Horizons and in locations around London and nationally.

Partners in the projects' delivery are drawn from a cross section of fields in the Arts, Drama, Music, Business and Sports. These activities are always aspirational in content and focused around building confidence in learning. The John Lyon's Charity have supported these activities through funding and developing their own cross virtual school approach in the boroughs where the charity targets their support. The programmes are reported at every Corporate Parent. The 2017-2018 is summarised in the table below.

Summary of the Virtual School Enrichment Programme 2017- 2018

Date	Programme
October 2017 –Half Term	<ul style="list-style-type: none"> • Sports session at Haven Green. 20 young people aged from 5- 17 attended. Led by volunteers in the community and from GHS. • Workshop to prepare for visit to see The Lorax. How to make and use puppets, taking themes from The Lorax. Run by puppeteers from the Old Vic. • Performance of Dr Suess's The Lorax at the Old Vic. 25 attended, both from those living in Ealing and half the group were LAC living out of borough. Ages from 6-15 years. • Macbeth workshop with the National Theatre, working on the themes of the play. 8 students attended, in years 10/11, as an intervention to supporting the GCSE text and studies.
	<p><i>Students involved and comments</i> approx. 16 children for each activity, age range from 7 yrs plus. ' I called my puppet "Bob" and took him home afterwards' Jaden yr 5</p>
December 2017 -Christmas Holidays	<p>Old Vic production of A Christmas Carol. 30 free tickets given by the Old Vic. Ages from 7 years upwards and a range of children living around London. A follow up visit in January was arranged for those children unable to attend over Christmas. A group of 10 children enjoyed the show and met the actor playing Scrooge after the show and were able to hear about his life and ask questions on about being an actor.</p>
	<p><i>Students involved and comments</i> 38 children aged from 8yrs-16 yrs .'This really helped me with my Christmas Carol essay – I got a level 7 after seeing this' – Nicole yr 11</p>

<p>February 2018 -Half term</p>	<p>Launch of the Horizon's Choir! 1st February at Horizons. 16 children came and were supported by our volunteer group to play guitar and percussion instruments as well as singing. Trip to the Lyric to see "The Hare and the Tortoise" – ages 3-8.(Tues 13th) Sunday 11th – a special trip (intervention for GCSE studies) to see Macbeth at the Rose Theatre in Southwark – original home of Shakespearian theatre. 8 young people attended. Mon 12th Feb– dress rehearsal of "Iolanthe" at the English National Opera. 8 young people aged from 14- 18years, plus 2 foster carers and 2 teachers. Tuesday 13th – Romeo and Juliet at the Orange Tree in Richmond. 12 children, aged from 14-16years attended. Q & A after the show with the cast. 14th Feb– "Love of Books Day" – celebrate the day of love, to reading and writing stories. Session lead by James, playwright and poet. 12 boys attended and 3 girls. Ages from 9- 12years. The aim was to prepare the group for forthcoming SATs exams and school transition. Two came from Essex to attend the day at Horizons. 15th Feb – Music day at Horizons. With our choir volunteers from the community – preparation for the big performance at the Education Awards</p>
	<p>Students involved and comments Target groups Yrs 6/7 and GCSE studies.-'I loved Romeo and Juliet, we were so close to the acting!' Ahlyna yr 8</p>
<p>Easter 2018</p>	<p>Coding Session at Heathrow. 12 young people came to visit Heathrow Airport and take part in a coding challenge, make robots and learn how to programme them. They heard about the experiences of those working at Heathrow and ways of entering this work force.</p>
	<p>Students involved and comments 12-16 yrs age group- 'Great fun way to learn about coding. The race at the end was fun!'</p>
<p>April 2018</p>	<p>The intervention programme continued (started in Oct 2017), with individual visits to our young people. Target groups year 6 and year 11.</p>
<p>May 2018 -Half term</p>	<p>Trips included the Regents Park Theatre to see "Peter Pan", a lovely production with some modern twists on WW2 and the little boy who didn't want to grow up! 16 LAC attended including 4+ from out of borough. Sports session at Haven Green- all ages from 5years and up. Friday 1st June – our annual day out with the younger ones, from ages 6 – 12years. Hosted by Opera Holland Park (OHP) and with free tickets for the group to celebrate OHP winning the annual award for outstanding outreach work in the theatre. 26 children with their families and carers attended a workshop in Holland Park, learning about opera and the fantastic sounds that can be created. The workshop very cleverly worked with emotional responses to sounds and music and got the children moving around.</p>
	<p>Students involved and comments young people aged from 5 yrs- 16yrs. 'It was great meeting the cast after the show and we got our photo taken with them!' 'Did Peter Pan get adopted in the end'-Kyrell yr 6</p>
<p>July 2018 – Summer programme</p>	<p>Choir practice before the last few opportunities in September and the Awards' performance. Trip to Jamie Oliver's kitchen at Westfield. 12 young people took part in a cookery session, learning to make pasta from scratch and then sat down to eat the dishes afterwards which was very popular. Ages from 11- 15 years. Several in special schools and one from east London attended.</p>

	<p>Return trip to Regents Park and the Open Air Theatre – Jesus Christ Superstar. 16 young people. ‘We loved the guy playing Judas – he had an amazing voice!’</p> <p>First Star residential summer camp at St Mary’s University. This is the second year our group of 5 Ealing students have taken part in this exciting programme that offers tuition, mentoring and a huge range of sports, through August. The group also meet during the year and go to St Mary’s on the first Saturday of each month.</p>
	<p><i>‘This is an amazing opportunity for us. We even met Mo Farah during the summer’</i> <i>‘the best thing is meeting good friends – I think we will always be friends’ – Valentino yr 11</i></p>

13. Horizons Centre

The unique Horizons Education and Achievement Centre continues to offer a great space, young person friendly and dedicated to Looked After Children and care leavers to access support and engage in activities designed to increase their skills, broaden their knowledge base and ultimately to raise attainment and achieve. The strength of the Horizons’ model continues to be the added value of a young person led centre with all key staff working out of one place and working closely together. There are ongoing easy access opportunities for joining up with the other colleagues on projects and initiatives. The centre is a hub for strong outreach work based on relationships developed over time for Ealing’s LAC and care leavers.

The LAC Education Team has continued to run the mentoring programme and training for mentors from Horizons this year, as well as the additional teaching and holiday activities and our Junior Council.

Key activities offered from Horizons are study support sessions on Wednesday afternoons, Thursday Drop-Ins for Post 16 and individual study support. This can be after school tailored individual support or to care leavers and college or University students who have made use of it during the day time to support their coursework and studies.

The Horizons ‘HIT’ Team, LCT and Post 16 Teacher worked together on a Care Leavers Pack for young people this year. A ‘Moving Forward: New era for Leaving Care’ session for staff held at the centre planned for the Staying Put programme and extended use of Horizons by partners.

We have had many visits from other LAs keen to see how Horizons can contribute to the success of the work with our Looked After Children and care leavers.

The Corporate Parent Committee holds all its meetings at Horizons.

14. Complaints

There have been no formal complaints regarding the virtual school this academic year.

15. The work of the Virtual School 2017-2018, some highlights

The Annual Awards 2017 were well attended and a great celebration of the children and young people's progress and achievement.

The new outreach model for mentoring brought mentoring into the community in schools and elsewhere.

Another strength has been in maintaining University numbers- with a low drop-out rate of young people.

Graduate results included 4x 2:1 and 2 x 1st class degrees

The Developmental Trauma Training roll out has continued ensuring schools are increasingly skilled with good access to trauma training.

(See over page for details)

The Enrichment Programme targeting around GCSE texts has yielded good results for young people taking part.

The LAC DT Network has achieved consistently 'excellent' and 'very good' evaluations across all indicators.

Developmental Trauma training was run for the 2nd time in the Autumn Term 2017 (DT2) and more recently the 3rd cohort was trained in Summer 2018 (DT3).

This is four session training course which has been developed with an EP colleague from the Post Adoption Service. The course is aimed at education staff working with vulnerable children who are presenting with social, emotional and mental health needs, in particular those children who are (or have been) in the social care system or those who are adopted. The training is entitled:

‘Understanding and supporting children who have experienced developmental trauma’

This training has been delivered to a range of education staff (teachers, SENCOs, teaching assistants, designated teachers and pastoral support workers).

The course had the following aims:

1. To understand Developmental Trauma and how it impacts on:
 - Brain development
 - Attachment and Relationships
 - Social and emotional development and
 - Learning
2. To understand the unique experiences and challenges faced by children in care, adopted from care, or otherwise permanently placed, such as those under Special Guardianship Order (SGO)
3. How to use this knowledge to support children’s behaviour and development.

Developmental Trauma course evaluation

The course has been evaluated using feedback questionnaires. Feedback continues to be highly positive and the course will continue to be run twice yearly. See Appendix for full details of the evaluation of the third cycle (DT3) run during the Summer term 2018. A number of schools are requesting whole staff training. Two follow up work discussion groups will be held for attendees in the Autumn term 2018 (maximum of 8 education staff)

The following is a sample of feedback responses taken from this evaluation

‘The course has been amazing and very informative’ (LSA)

‘This is one of the most informative and enjoyable courses I have been on. The structure, content and delivery have been spot on; a well thought out process that delivered the right blend of theory and practical strategies. Thank you’ (Headteacher)

‘A brilliant course that all SLT should attend and Early years staff. A good start is key. One of the best courses I’ve attended’ (Deputy Head, Safeguarding and Inclusion lead)

Other training:

Introduction to Emotion Coaching at the Designated Teachers’ network meeting
Child Development training for foster carers with VS teacher colleague

2017 -2018 LAC DT Networks

Content included:

- Coverage of the new statutory guidance, new developments
- An interventions session –metacognition, Sutton Trust
- Opportunity to read and discuss
- Networking, sharing ideas, sharing issues and solutions
- Getting to know the VS contacts
- PPG+ provision mapping across schools; whole school to individual provision plans
- The leadership role of the DT- what does that look like for you?
- A day in the life of... a social worker
- Test your knowledge - DT Quiz
- Presentations and documents shared –‘thank you’ to Cardinal Wiseman High School, Horsenden Primary School, Brentside High School
- Adoption & SGO Team information and advice
- Emotion Coaching

How did attendees use the sessions when back in schools?

- Feedback and update: senior leadership team, line managers, teams in schools, governors, Heads, staff meetings, briefings
- Organise and/or training -supporting children with trauma past
- Train/disseminate to Pastoral Leads, SLTs, whole staff groups
- Business managers -update and discuss funding
- Awareness raising
- Review and update policies, update paper work
- Draft own 2018 -2019 DT priorities and/or action plan
- Improve PEP meetings
- Strategies for use in daily work with children & families/ increased understanding
- Create a schools’ LAC/PLAC folder
- Effective provision within a range of schools and services available

Future networks -What did attendees want more of?

- Training- *Impact of Trauma and Loss*
- Time to reflect and consider, ask questions
- Invite governors to a session
- PEPs –anonymised examples, evaluate /moderate as a group
- More ideas for supporting/interventions for PLAC
- Resources ideas, PPG+ ideas –good and innovative practice
- Use of case studies /pen profiles
- PAC training information
- Model behaviour policy incorporating emotion coaching
- Practical examples from school leaders
- Impact measures–linked to PEP and PP+

EBIs

- E-PEPs online
- FAQ
- Whole day event /session/conference
- New DTs- Induction pack, pre- reading

16. Priorities for 2018/19

Priority 1: (Retained from 2017-18 plan) **To improve outcomes through the effective use of data and targeted intervention**

Review and improve systems across all indicators to ensure progress and attainment are tracked robustly and all indicators of attendance, exclusions, prior attainment and current assessments are used to target timely and effective intervention

To increase attendance, reduce persistent absence and reduce fixed term exclusions targeting timely support and ensuring clear individual action plans and intervention.

Maximise progress and close the attainment gap for all statutory school aged LAC by informed use of prior data and targeted support.

Continued use of Post 16 tracker to track and monitor progress in year 12 and 13

To improve the impact of the PEPs in raising attainment through adjusting PEPs to be more complementary to existing processes in social work teams for improved compliance and quality.

To offer support to LAC at risk of under achieving and not making expected or better levels of progress through informed use of prior

Priority 2: To improve outcomes for LAC with SEND by further development of virtual school SEN processes, systems and data and training

Embed all current processes and systems so they are robust and routine and 'drift and delay' minimised

Rolling out the Developmental Trauma training

Present to the EPS on the work of the Virtual School and improving educational outcomes of LAC

Refine systems for SEN data collection, thereby maintaining an accurate Virtual School SEN register

Continue to offer consultation support to social care staff and virtual school teachers

Continue with SEN Plan meetings at least half termly to support teachers in developing a better understanding of individual children and young people's SEN

Continue to liaise with key contacts in the SEN assessment service to ensure that LAC with SEN are responded to quickly and efficiently in order to prevent delay and drift

Work on a primary to high school Transition Project with one of the virtual school teachers in order to identify the specific transition needs of LAC, develop guidance for schools and to provide individual/small group support where necessary.

Develop the approaches to children and young people with SEMH as a priority SEN. - reduce the prevalence of LAC with significant SEMH needs, to minimise the risk of school exclusion and how the virtual school may be involved in supporting them including the use

of the SEMH scores recorded at the PEP to plan SEMH interventions where needed. To use the Fagus tool for identifying SEMH needs

Better utilise the SEMH scores recorded on the PEP for identification and intervention

Carry out training of social care staff of SEN and the CoP; SEN handbook to be launched across teams.

Priority 3: To extend and further develop education staff and LAC DT training and professional development programme.

Develop Ealing schools as trauma and attachment aware schools.

Bridie McDonagh
Head Teacher, Virtual School, Ealing Looked After Children
Summer Term 2019



Good, genuinely
affordable homes

Opportunities and
living incomes

A healthy,
great place

