



Name of meeting: Corporate Parenting Board

Date: 15 November 2022

Title of report: Virtual School Headteachers Report

Purpose of report: Annual Update

Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	Not Applicable
Key Decision - Is it in the <u>Council's Forward Plan (key decisions and private reports)?</u>	Key Decision – No Private Report/Private Appendix – No
The Decision - Is it eligible for call in by Scrutiny?	Yes If no give the reason why not
Date signed off by <u>Strategic Director</u> & name Is it also signed off by the Service Director for Finance? Is it also signed off by the Service Director for Legal Governance and Commissioning?	Jo-Anne Sanders Service Director Learning and Early Support – 3 rd November 2022 n/a n/a
Cabinet member <u>portfolio</u>	Give name of Portfolio Holder/s

Electoral wards affected: N/A

Ward councillors consulted:N/A

Public or private: Public

Has GDPR been considered? Yes

Summary

Headteachers report for Kirklees Virtual School for 2021-22 academic year.

Kirklees Virtual School – overview of work

The role of the Virtual School is clearly defined in Promoting the education of looked after children and previously looked after children statutory guidance for local authorities February 2018.

Kirklees Virtual School currently works with all young people in the care of Kirklees from the age of 2 through to age 18 (end of Year 13 with consent) when they become care leavers. This is delivered by an Early Years Foundation Stage (EYFS) / primary team and a secondary / Post 16 team. Advice and information are provided for children and young people who are previously care experienced (PLAC)

There is a current extension to the role of the Virtual School Head Teacher, Promoting the Education of Children with a Social Worker.

The Virtual School Team support and challenge schools and other professionals to enrich the learning experience of our children and young people in care by striving to close the achievement gap through targeted support and intervention when needed. Our main priorities are to: -

- Ensure all children and young people in care are in an education provision that is right for them
- Ensure all children and young people in care have a high-quality Personal Education Plan (PEP), completed within timescales, which meets their needs.

To achieve these priorities: -

- We allocate all young people to an Achievement Coordinator, who is responsible for monitoring and tracking their cohort and supporting the educational needs of their young people.
- We lead and coordinate all initial Personal Education Plan (PEP) meetings when a young person comes into care – or has turned 2 – to ensure that support is in place as soon as possible within their school or educational placement.
- We provide the specialist educational challenge and support PEP Review Meetings, liaising closely with Social Workers, Designated Teachers, and Carers.
- We provide advice and guidance to Designated Teachers and coordinate individualised targets and support for our young people to accelerate their progress in education. These are funded through Pupil Premium Plus and their impact reviewed as part of the PEP process.
- We review attainment and progress data on a termly basis to identify the level of need and intervention and use this data to plan our support.
- We commission work across services to prioritise work for our young people.
- We strengthen partnership working with senior managers in Social Care to ensure that education is integral to any decision taken about our children and young people in care.

- We are proactive in supporting Social Workers with school applications (where a school move is unavoidable) and support the transition into the new educational placement.
- We closely monitor attendance and establish plans to improve engagement when needed.
- We offer support, guidance, and training to Foster Carers, Head Teachers, Designated Teachers, Social Workers, and Independent Reviewing Officers to enable them to work together to put education at the centre of all work with our young people.
- We offer advice and information to key professionals in relation to the educational offer for previously care experienced young people.

Kirklees Virtual School self-evaluation

We rate ourselves as good overall with some outstanding features and some areas for development

Key strengths of Kirklees Virtual School:

Most recent national indicators show that Kirklees Virtual School is Quartile A in five of the indicators and B in one of the indicators.

- We have an experienced and effective team who work with all young people to monitor their educational progress; therefore, we know our young people well and their progress and attainment are reviewed at least termly so that we can intervene as appropriate.
- We collaborate well with other professionals including Social Workers (SW), Designated Teacher's, Carer's, Special Educational Needs Assessment and Commissioning Team (SENACT), Education Psychologists (EP) to provide the best for our young people.
- We have robust systems and processes which provide accurate data linked to our priorities and statutory duties.
- The majority of all children in care access free early education and continue to be placed with a provider judged 'Good' or 'Outstanding'.
- Year 1 phonics screening is above the national average for children and young people in care in 2022.
- The percentage of KS1 pupils reaching expected or higher standard for Reading, Writing and Maths and RWM combined is above the national average for children and young people in care 2022.
- Improvements in KS2 results in 2022 has highlighted that Kirklees are now above national averages for Reading, Writing and Maths individually and just below for combined.
- The last fully reported outcomes for our young people taking GCSEs were the highest ever in 2019 and above national for children and young people in care. In 2022 Kirklees is above the 2019 national CLA data however we do not have fully validated results or national comparators for 2022.
- Most young people who achieved national expectations at the end of earlier Key stages progressed on the trajectory to expected outcomes at the end of Key Stage 2 and Key Stage 4.
- Participation and progression remain strong in Post 16 despite the remaining challenges following the pandemic.

- There has been no permanent exclusion of a child and young person in care since the Virtual School was set up. This is testament to the collaborative approach to supporting those with challenging behaviour and the access to effective support services that ensure those pupils at risk of exclusion receive appropriate intervention.
- The electronic PEP system enables the Virtual School to monitor the completion and quality of PEPs and allows for systematic application, authorisation, and monitoring of Pupil Premium Plus funding for individual pupils. All Designated Teachers (DTs), Social Workers and Independent Reviewing Officers have access to this system and can contribute to the PEP process. This process is used to challenge schools to support pupils' individual needs and is currently quality assured by the Virtual School Headteacher and team managers who sign off all PEPs.
- 100% PEP completion within termly timescale
- Initial PEP completion in ten school days of VS notification was 98% in 2021/22 up on 97% in 2020/21
- The Virtual School Team Managers oversee school changes and make sure the new school is at least 'good' and will meet the curriculum needs for the young person. In July 2022, 81% of children and young people in care were attending good or outstanding schools. We have a clear understanding of the 19% who are attending education provisions judged as requires improvement / inadequate at their last Ofsted visit or with no inspection report (13%). When a schools Ofsted judgement is downgraded, extra monitoring and support is put in place to ensure that the educational needs of our young people are met.
- 89% of school moves took place with no break in learning and 92% of these took place within 20 days.
- We always work closely with other agencies, and this can be clearly evidenced in the PEPs.
- We have commissioned multi-agency support working across the Education Psychology Service including dedicated Educational Psychologist support, inclusion workers supporting complex young people, and nationally recognised work with schools through the Timpson Project. Additional resource is also commissioned for Childrens Emotional Wellbeing Service (ChEWS) which enhances the offer to our children and young people in care.
- We have commissioned programmes of work from the Kirklees Early Years Outcomes Team to provide opportunity for parents/carers and Early Years Practitioners to work together around school readiness (START programme) and language development (50 things to do before you're 5 programme)
- We have developed our structure in the Virtual School to ensure that young people with SEND have specialist and timely support from the Virtual School.
- We have an established Governing Body that meets regularly with a cross section of representation that holds the Virtual School to account through supportive and challenging meetings. Regular analysis and reporting of data is presented to the group which provides discussion points, further scrutiny and challenge to the Virtual School.

How do we get to outstanding?

We have highlighted several areas that we believe would take Kirklees Virtual School to Outstanding. Each of these are addressed fully in our Action Plan

- Reduce the number of suspensions for all young people with a particular focus on secondary education (reduction in suspensions).
- Improve provision to meet the needs of those who are going through instability in their placement and school place (less pupils “not in full time” (NIFT) and improved attendance and persistent absence PA)
- Improving strategies to re-engage young people who have significant attendance issues – particularly in Key Stage 4 (less unauthorised absence and PA)
- Building Virtual School involvement from age 2 to support earlier assessment, intervention, and access to training for Early Years Practitioners, with a focus on supporting development of the prime areas and characteristics of effective learning (improved GLD).
- Focus on current Key Stage 1 cohorts to support accelerated progress from Early Years GLD (resulting in more pupils achieving expected at the end of KS1)
- Consistent improving trend in reading, writing and maths outcomes for all primary aged children (KS1 and KS2 outcomes data).
- Ensuring that Covid recovery and school led tutoring are embedded in all PEP meetings (Impact on Pupil Progress).
- Focussing on school stability, minimising changes, especially during Key Stage 4. (reduction in school moves)
- Developing partnership working with the care leavers team, to work with all young people if they remain in education / training to 25 and ensure care planning is linked as young people approach 18 (Impact on NEET statistics 19-21).
- Provision for those who move back into Kirklees without an education provision (NIFT and Attendance)
- Enhanced the provision to support UASC young people for the full year. (provision in place over the summer)
- Embedding the work for Children and young people with a social worker so that it becomes system led and system wide throughout the authority and education system. (improved discussion and educational information in Child in Need and Child Protection plans.)

1. Information required to take a decision

N/A

2. Implications for the Council

3.1 Working with People

N/A

3.2 Working with Partners

N/A

2.3 Place Based Working

N/A

2.4 Climate Change and Air Quality

N/A

2.5 Improving outcomes for children

The report is a summary of the outcomes for children and young people in the care of Kirklees Local Authority

2.6 Financial Implications for the people living or working in Kirklees

N/A

2.7 Other (eg Integrated Impact Assessment (IIA)/Legal/Financial or Human Resources) Consultees and their opinions

As well as considering other implications, you should add in here a paragraph making appropriate reference to the IIA.

3. Next steps and timelines

Action Plan in place

4. Officer recommendations and reasons

N/A

5. Cabinet Portfolio Holder's recommendations

N/A

6. Contact officer

Louise Hallas – Virtual School Headteacher

Headteacher Report 2021-22

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7. Background Papers and History of Decisions

See previous minutes of Corporate Parenting Board

8. Service Director responsible

Jo-Anne Sanders Service Director Learning and Early Support