



## ***Improvement plan for the education of Looked After Children, Oxfordshire, September 2013 - September 2015***

### **The Virtual School for Looked After Children and Care Leavers, 0-25**

#### Targets:

1. To ensure that Looked After Children achieve 100% attendance in an appropriate educational setting
2. To enable all Looked After Children to engage for a minimum of 25 hours per week in appropriate educational activity which encourages a positive attitude to learning.
3. To raise educational attainment of all Looked After Children, and secure progress which is at least in line with national expectations, particularly from Key Stage 2 to Key Stage 4
4. To narrow the gap between Oxfordshire's Looked After Children and all children in England as resources are used effectively and interventions positively impact on outcomes.
5. To secure 100% participation in employment, education and training in years 12 and 13

#### Strengths

- Significantly above average progress from KS1 to 2
- Attendance above average for LAC, all pupils in Oxfordshire and England
- Significantly improved timeliness and quality of PEPS
- Reduction in fixed term exclusions has been sustained from 2011

#### Priority areas for development

- Improve attainment and progress from KS2-4
- Accelerate the progress of students arriving in care in from year 9 onwards
- Reduce repeated exclusion of those newly arrived in care
- Sustain above average progress from KS1 to 2 in the light of a higher profile of need in cohort
- Children taken into care during the Early Years phase of education have good plans to secure progress in the early learning goals.
- Full participation in employment, education and training for all care leavers year 12 and 13

#### Opportunities

- Pupil premium plus (PPP) and national developing role of Virtual Schools in ensuring this is effectively used by schools
- Bursary for care leavers 16-19
- More effective training of governors to challenge schools on good provision for LAC and impact of the pupil premium plus, provided by NCTL
- Increased focus of section 5 inspection of schools on the impact of the pupil premium
- All 2 year olds in care entitled to EYFS provision

## Challenges

- Continuing rise of the proportion of children and young people coming into care at a high level of need, especially in KS2 and 4.
- Increasing numbers of older children admitted to care in year 9 and later, with a disproportionate group joining care in year 11.
- Increasing numbers of children arriving in care with SEN or statements.
- All children must be in the best school for their needs in the context of proportionate availability of schools judged good or better in the right place
- Placement strategy 'riskiest closest' to secure immediate provision for more children in Oxfordshire and longer term strategic capacity planning to secure Oxfordshire care for children and young people at a high level of need.
- Introduction of Raising the Participation Age (RPA) requiring effective monitoring and support for the participation in education, employment and training of all care leavers 1-25
- Organisational review of vulnerable learner services within Children, Education and Families

Target	Key Actions	Success Criteria	Responsibility and date	1 <sup>st</sup> monitoring March 2014
<b>1. To ensure that looked after children achieve 100% attendance in an appropriate educational setting.</b>	<b>1.1 Review resources, roles and responsibilities in the Virtual School (VSLAC) to secure proportional support and challenge for schools so that children wish to attend, engage well with learning and are not excluded. Reduce repeated exclusion of those newly arrived in care.</b>	1.1.2 Contracts with associates including those with One-eighty and The Children's Society are reviewed in line with PBS so that all children meet individual attendance targets.	VM April 2014	
		1.1.3 Virtual School staff and associate staff are appropriately allocated in line with priorities and regular monitoring systems so that all children attend school.	VM On going	
		1.1.4 Schools are fully aware of the protocol for fixed term exclusion (developed and consulted from March 2013 onwards) and adhere to the advice given in at the VSLAC behaviour guidance. One of more fixed term exclusions have reduced from 2012/13 and are lower than the England average for LAC 2011/12.	VM Dec 2014	
		1.1.5 PEP targets for any student at risk of persistent absence show effective use of the PP to prevent absence. Persistent absence is reduced further from 2012/13 and is significantly below that of England LAC average for 2012/13 and all children in Oxfordshire and England 2013/14.	VM Sept 2015	
		1.1.6 All children educated by other LAs, or educated in Oxfordshire schools other than those with DT leading practitioners, or a good record of 'green' have a first PEP led by VSLAC and have attendance of 100%.	SM Sept 2015	
		1.1.7 New database measuring the impact of care shows that care has improved attendance of all looked after children over one year compared with the year prior to care.	VM Sept 2015	
		1.1.8 Develop internet space so that schools in other LAs can access fixed term exclusion protocol, behaviour guidance and all other VSLAC resources.	LW March 2014	
		<b>2. To enable all looked after children to engage for a minimum of 25 hours per week in appropriate education activity which encourages a positive attitude to learning.</b>	<b>2.1 Good systems for monitoring the quality of school provision, particularly for those arriving in care late in secondary education, or at a high level of</b>	2.1.1 The proportion of children educated by independent and maintained providers which are judged as good or outstanding has increased from 73% to 90%
2.1.2 All independent providers are regularly monitored where inspection report is more than years ago and reports show that provision is at least good.	VM July 2014			
2.1.3 All students with a statement have provision which meets their needs.	SM July 2014			
2.1.4 Unity College, part of the Thames Valley Partnership commission with 4 other LAs is judged by independent advisors and TVP education commissioner by March 2014 and by Ofsted Section 162a) inspection, by September 2015 to be Good.	VM Sept 2015			

	need ensure all students are in the best provision.			
<b>3. To raise educational attainment of all looked after children and secure progress which is at least in line with national expectations, particularly from Key Stage 2 to Key Stage 4.</b>	<b>3.1 Sustain above average progress from KS1 to KS2 in the light of a higher profile of need in the cohort.</b>	3.1.1 Enlarge the pool of associate staff and implement revised contracts so that schools can use the PP for ready access to a further enlarged resource of high quality, well-trained staff who understand the needs of students arriving in care so that those in Key Stage 2, 3 and 4 make accelerated and sustained progress.	LW/VM July 2015 and On going	
		3.1.2 Retain monitoring and support for targeted year 7 by VSLAC transition staff throughout the school year, to ensure that the year 7 catch up grant is well-used and that all these students make more than expected progress and catch up.	SM On going	
	<b>3.2 Accelerate the progress of those in care in KS2 who continue throughout KS3.</b>	3.1.3 Target the work of the intervention manager so that those pupils making only expected or less than expected progress in year 7 accelerate their progress in year 8 and 9.	SM On going	
		3.1.4 VSH and Corporate Parenting Manager work together to secure an Edge of care strategy which impacts on students in assessment and step-down centres engaging quickly with learning on entering care because providers meet their needs with effective interventions using the pupil premium. All students arriving in care in years 9, 10 and 11 take at least 5 level 1 or 2 qualifications including English and mathematics.	ME/VM On going	
	<b>3.3 Accelerate the progress of students arriving in care during years 9, 10 and 11.</b>	3.1.5 VSH, Corporate Parenting Manager, Thriving Families Manager develop alerts system based on persistent absence as a proxy measure of educational need for CiN and students with CP. Schools receive early challenge from Attendance and Engagement staff so that if they come into care appropriate agencies are already fully informed and absence is already reducing to below PA level in the last full term before care.	SB/ME/VM July 2014	
		3.1.6 VSLAC staff and associate staff are effectively deployed, with schools using the PP to buy associate staff time. Students make rapid progress on arrival in care and 2014 and 2015 outcomes at 5+ A*-C are at least in line with all England LAC.	LW Sept 2015	
	<b>3.4 Develop educational input to edge of care strategy so that all training of all Oxfordshire partners makes clear the target groups and the</b>	3.1.7 DT leading practitioners are strong champions for looked after children's inclusion and progress and the effective use of the PP as evidenced in evaluations of training by schools.	SM July 2014	
		3.1.8 Evaluations of training for all school staff in attachment, priorities for LAC achievement and the needs of edge of care learners impact on 95% 'green' PEPs with clear impact of the pupil premium, early referrals to social care and other agencies, improved attendance and engagement prior to care and accelerated progress following entry to care.	SM July 2014	

	<b>rapid actions needed to secure progress.</b>	3.1.9 Headteachers and DTs fully understand priorities for looked after children following Summer 2013 DT event and presentation to OSSHTA March 2014 as evidenced by 2013 consultancy review of year 11 and school improvement checks.	VM/SB/SV July 2014	
	<b>3.5 Every child in the EYFS phase has a PEP of high quality.</b>	3.2.1 All PEPs from Sept 2013-Sept 2014 by their effective use of SMART targets and the pupil premium demonstrate a determination by schools to accelerate the progress of all looked after children; as evidenced by a rise in 'green' PEPs from 73% to 95%.	VM Sept 2015	
		3.2.2 Governor Training in the use of the PP continues to be well-attended and evaluated as evidenced by evaluation reports. All schools return reports to governing bodies on attendance, exclusion and achievement of looked after children.	VM/SB/VQ May 2013	
		3.2.3 Revised PEPS either through the introduction of E-PEPs (project under consultation) or by updating existing PEPs include last OE, achievement, behaviour and safety, teaching and leadership and management grades for each school. Schools are aware at every PEP of the way in which provision for looked after children may contribute to future Ofsted outcomes.	VM July 2013	
		3.2.4 Early years worker appointed and trained by VSLAC. Every child age 2-RI has a 'green' PEP.	SM/NB	
<b>4. To narrow the gap between Oxfordshire's looked after children and all children in England, as resources are used effectively and interventions positively impact on outcomes.</b>	<b>4.1 See key actions for targets 1, 2 and 3</b>	4.1.1 Attainment at level 4 at KS2 and progress from KS1 to KS2 are above average for all children in Oxfordshire and England for 2013/14 and 2014/15. The gap has narrowed successively in each of these years.	VM Sept 2015	
		4.1.2 APS at the end of KS2 is above the average for all children in Oxfordshire and England in 2013/14 and 2014/15. The gap has narrowed successively in each of these years.	VM Sept 2015	
	<b>4.2 Develop 'Caremark' in partnership with Young Carers team to include provision for LAC in order to stimulate good practice and formalise differentiation in support and challenge to</b>	4.1.3 The proportion of students achieving The Basics and 5+ A*-C EM is at least equal to that of England LAC average by 2014/15. The gap has narrowed successively from 2013 to 15.	VM Sept 2015	
		4.1.4 APS at the end of KS4 is rising more rapidly than that of all England children from 2013 to 2015.	VM Sept 2015	
		4.1.5 VSH completed 5 <sup>th</sup> section 5 lead inspection and credibility secured by this evident in outcomes of challenge dialogue with headteachers on fwi.	VM May 2014	
		4.1.6 All governors aware of NCTL courses introduced September 2014 including learning about the education of LAC and the role of this group in narrowing the gap. Governors sign up to courses and challenge schools effectively on narrowing the gap as evidence by school inspection reports from November 2014 onwards.	VM/VQ/SB Sept 2014	

	<b>schools</b>	4.1.7 Pilot of support and challenge package developed by VSLAC and OXIT to support and challenge 3 primary schools judged below grade 2 and with high proportions of CIN, CP and LAC has led to Section 8 good progress or Section 5 good judgements.	SM Sept 2015	
		4.2 Criteria and evaluation process agreed and shared with all designated teachers.	LW Sept 2014	
		4.2.1 4 secondary schools and 3 primary schools assessed and awarded the new Caremark. Caremark schools scheduled for differentiated monitoring of standards and approaches to allocation of pupil premium and other funding.	LW Sept 2015	
<b>5. To secure 100% participation in employment, education and training in years 12 and 13.</b>	<b>5.1 Complete all actions in 0-25 plan to secure employability and progression for all students 0-25</b>	5.1.1 All actions in 0-25 plan are completed so that VSLAC resources are effective aligned with those of the RAISE team impacting on 100% EET in year 12 and 13, sustained and improving high proportions of EET at 19 and an increase in the proportion of care leavers in higher education.	CM Sept 2015	
		5.1.2 More automated monitoring tools are in place so that EET figures for y12 are reported termly to deputy director alongside LAC attendance.	CM Sept 2014	
		5.1.3 All PEPs in KS4 show that students have had IAG in their curriculum, individual IAG support and good plans for the next phase of education, employment or training.	LW July 2015	
	<b>5.2 Review VSLAC post-16 resources in line with priorities.</b>	5.1.4 New EET support worker appointed. Impact can already be seen by July in year 12 NEET reduced from 4 to nil by July 2014.	CM July 2014	
		5.1.5 Training for all social care key workers secures high levels of expertise in promotion of EET, impacting on 100% of year 12 and 13 who are aware of good local sources of advice, how to contact VSLAC and can access the CiCC website.	CM July 2014	
	<b>5.3 Review contracts with The Children's Society and Activate Learning.</b>	5.1.6 Review of resources and structure of VSLAC empowers social care key workers to lead effectively on engagement in EET, has used opportunities to develop continuity of relationships from year 11 to 12 and allocated high levels of expertise in IAG to priority students in year 11 and 12.	VM Sept 2014	
		5.1.7 Joint leadership review of attendance, engagement, completion and progression by care leavers at Activate Learning has resulted in best value review of contract with VSLAC for 1 post.	CM July 2014	
		5.1.8 Pilot partnership in EET for care leavers set up in Banbury in place. Minutes of meetings show impact on the quality of planning and smooth transition to EET from year 11. Good practice developed to review partnership and develop in Central and South areas.	CM Nov 2014	

		5.1.9 Review of contract with The Children's Society secures high quality orientation and induction of all UASC so that all 16-19 new arrivals are quickly on roll in school/college and immediately attend and engage, making good progress in their learning, particularly in English.	VM March 2014	
		5.2.1 Contracts for new supported housing pathway shows specific measures and actions to promote and secure EET.	ES/ CM March 2015	
		5.2.2 Looked after children aspiration partnership developed with clear plan of action by university engagement partners, volunteer team, VIP+, The Rees Centre, The Oxford University Hub, The Children's Society and other key partners.	VM July 2014	

### Glossary

CiCC	Children in Care Council
LAC	Looked after children
PP	The Pupil Premium, becoming the Pupil Premium Plus on 1 April 2013
UASC	Unaccompanied Asylum Seeking Children
VSH	Virtual School Head
VSLAC	The Virtual School for Looked After Children and Care Leavers, 0-25, Oxfordshire

VM – Venetia Mayman  
LW – Lucy Wawrzyniak  
SM – Susie Mullin  
CM – Clare McLening  
ES – Eleanor Stone  
SB – Sue Bainbridge  
VQ – Vince Quayle  
NB – Netta Bucket  
ME – Matthew Edwards

V2 11/11/2013 VM  
V3 17/11/3013 VM  
V4 18/11/2013 SB  
V5 19/11/2013 VM  
V6 24/11/2013 V7 15/12/2013