Virtual School Headteacher Report 2018

Virtual School Team
Looked After and Previously Looked After
Children & Young People
September 2018

Index

Introduction

The school year 2017.2018 has been busy, demanding and one characterised by frequent change, which means it has also been typical.

In September 2017 there were 337 looked after children & young people on the Virtual School roll, from Reception to Year 11. By July 2018 the roll had increased by 109 (32%) to 446. There were 137 admissions and 28 discharges from care. Additionally the Virtual School Team was also supporting 96 young people in Years 12 and 13, so 542 in all.

The increase in the number looked after and the rate of those looked after per 10,000 of the under 18 population, has been much greater than regional and national comparators.

Following a long period of ill health, the Virtual School Headteacher, Lorraine Dale, decided to retire at the end of the school year. Lorraine is now in much better health and we wish her well for a long, healthy, and fulfilling retirement. We also need to thank her for the major part she played in establishing and developing a robust, effective and successful Virtual School Team, as recognised in the January 2018 Ofsted report.

After relevant consultations and a recruitment process, there are now two Virtual School Headteacher positions, one for Early Years & Primary and one for Secondary & post 16. Congratulations to Tina Hohn and Pete Douglas on their appointments and thanks to them for their major contributions to Virtual School improvement since 2014. We wish them well and hope they go from strength to strength.

In November 2014 the Ofsted Inspection judged 'the experiences and progress of children looked after and achieving permanence' as inadequate. It also concluded that education support for looked after children was poor and that looked after children and care leavers were not aware of their rights and entitlements, and care leavers did not have good access to emotional support and mental health services.

More specifically the report noted:

- Virtual school arrangements were under review because of weak performance in some key areas.
- Challenge and scrutiny by the Corporate Parenting Board have been ineffective until recently.
- Attainment by looked after children at both Key Stage 2 and Key Stage 4 has declined in 2014.
- Attendance is monitored centrally for looked after children both in Rotherham and out of the authority, and swift action is taken to make sure children and young people attend regularly. In 2013–14 average attendance was good at 93%.
- The role of designated looked after children's teachers within schools has been under-utilised and this, too, is facing scrutiny.
- Exclusions: only one looked after child has been permanently excluded, although the number of fixed term exclusions has increased for all pupils across the borough.
- Ofsted School Ratings: there were more pupils in out of borough inadequate schools than in Rotherham.
- The very large majority of personal education plans were completed in the required timescales. However, the quality of the PEPs sampled was inconsistent and the majority were poorly completed.

- The LAACT team ensures that children can access therapeutic support without delay. Many of the children and young people's files seen by inspectors had evidence of LAACT team support and some of this was excellent.

The Re-inspection Report published in January 2018, and other feedback during the inspection, recognised that the Virtual School has made great strides since 2014:

- It observed that 'there is a much-improved strategic commitment and operational focus on improving the educational outcomes of children looked after' but that 'this has only just begun to close the gap in attainment between the most vulnerable children and other pupils in the borough.'

- The quality of personal education plans (PEPs) has improved significantly since the last inspection. The completion rate of the now termly PEPs is high, at 96%. The great majority of plans contain specific, timed and measurable targets that focus on educational progress and the wider social and emotional development of pupils. Virtual School Advisers from the virtual school attend every PEP meeting to ensure that there is a clear focus on educational attainment, and to hold schools to account for the performance of children looked after.

- The local authority has successfully challenged schools that are using informal exclusions, which has resulted in an increase in formal exclusions. More work is needed to reduce these and persistent absenteeism.

- Despite overall education attendance for children looked after being high at 95%, the proportion of persistent absentees among a small cohort of children looked after has risen.

The 2017.2018 educational outcomes have several positive features. The compliance rate for PEPs and their quality remains very high, and improving further on this is a key priority of the Virtual School.

Interpreting outcomes against the key performance indicators in the public domain, remains very challenging given the volatility of the looked after population, and the multiplicity of contextual variables from cohort to cohort. These variables include: type of school, special educational needs, prior attainment, placement type, quality of placement, placement moves, emotional wellbeing, and time in care.

Good and better attendance improved 2017.2018 from 71% to 76%.The provisional persistent absence figure provided to the inspection team was in fact 3.1% higher than the figure in the DfE statistics (13.3%) published in April 2018. Taking the local figures persistent absence has declined 2017.2018 but risen slightly taking the DfE figure as the base!

Exclusions have fallen 2017.2018 from 15% to 12.8%, and there were fewer exclusions at key stage 4. Overall there were only 7 exclusions from RMBC secondary schools. BME pupils made up 25% of all exclusions.

Primary outcomes in 2018 show significant improvements. Year1 phonics are the best in 3 years and KS1 outcomes show improvements compared with 2017. At KS2 outcomes in reading, writing and maths are the best in 3 years and show year on year improvement.

At KS4 56% of the cohort were in non-mainstream schools. Of those in mainstream, 26% achieved grade 4+ in English, 42% in Maths and 16% in both English and maths.

Those with the best results were in foster care, in mainstream schools, had no SEN, and had placement stability. Those who did not make expected progress from KS2 to KS4 had the opposite set of characteristics.

The proportion of 16 -25 year olds in education, employment and training continues to compare favourably with regional and national comparators

There are, of course, may other positive outcomes not captured by the data in the public domain such as securing faster entry to new schools, the impact of the Attachment Friendly Schools' Initiative (AFS), and the creation of a cadre of Emotional Literacy Support Assistants (ELSAs).

Combined with the Creative Mentoring scheme which should be 'up and running' in September, the increasing interest in the value of Emotion Coaching, the development of the Mockingbird Fostering initiative, the Speech & Language pilot, AFS and ELSAs represent the Virtual School's commitment and contribution to meeting the holistic needs of children and young people in care. It is also central to the strategy for reducing persistent absence and minimising fixed term exclusions. Details of all these initiatives can be found in the appendices of this report.

Embracing Social Pedagogy in this way, is seen as the route from good to outstanding in the next phase of development of the Virtual School, and also recognises that, key to this, is the need to work in close collaboration with a range of other professionals and children & young people.

With effect from 1.9.2018, the Children and Social Work Act 2017 places a new responsibility on local authorities and schools to promote the educational achievement of previously looked after children, aged 3-16. Previously looked after children are those who are the subject of an adoption, special guardianship or child arrangements order, or were adopted from 'state care' outside England and Wales. The duty applies to children who are in early years' provision and continues throughout the compulsory years of education where the child is in provision funded in part or in full by the state.

Local authorities are required to appoint an officer employed by the authority, or another authority, to make sure that its duty to promote their educational achievement is properly discharged. This is generally assumed to be the Virtual School Headteacher.

Previously looked-after children start with the disadvantage of their pre-care experiences and, often, have special educational needs. Virtual Schools have a key role to ensure these children have the maximum opportunity to reach their full educational potential - an important part of why this role was made statutory.

For previously looked-after children, the VSH will be a source of advice and information to help their parents to advocate for them as effectively as possible. VSHs are not acting as the corporate parent in these circumstances, but are there to promote the educational achievement of these children through the provision of advice and information to relevant parties viz.

- any person that has parental responsibility for the child;
- providers of funded early years education, designated teachers for previously looked-after children in maintained schools and academies, and
- any other person the authority considers appropriate for promoting the educational achievement of relevant children.

The ways in which Virtual School Rotherham will discharge its responsibilities in relation to previously looked after children is outlined in Appendix 6
.
Huge thanks are due to the wider Virtual School Team, the Virtual School Governing Body and the Corporate Parenting Panel, for their commitment and tireless efforts on behalf of those looked after by Rotherham and its care leavers.

No doubt the next school year will be as challenging as the last, but the Virtual School is determined to work collaboratively in the pursuit of its ambitions to raise attainment, promote emotional wellbeing, remove barriers, and improve the life chances for looked after children & young people and care leavers, as well as contributing to improvements for those previously looked after.

The Context: regionally and nationally

The distribution and concentration of LAC regionally and nationally   **March 31st 2017**

Number of LAC in England and by region 31.3.2017	Number of LAC	%age	Per 10,000 aged under 18
England	72670	6	62
North East	4840	6.7	92
North West	13230	18.2	86
York & the Humber	7720	10.6	67
East Midlands	5400	7.4	55
West Midlands	9500	13.1	75
East of England	6460	8.9	49
Inner London	4230	5.8	58
Outer London	5680	7.8	45
South East	9830	13.5	51
South West	5790	8.0	53

Number of LAC by region 31.3.2017

Rate per 10,000 aged under 18 2017
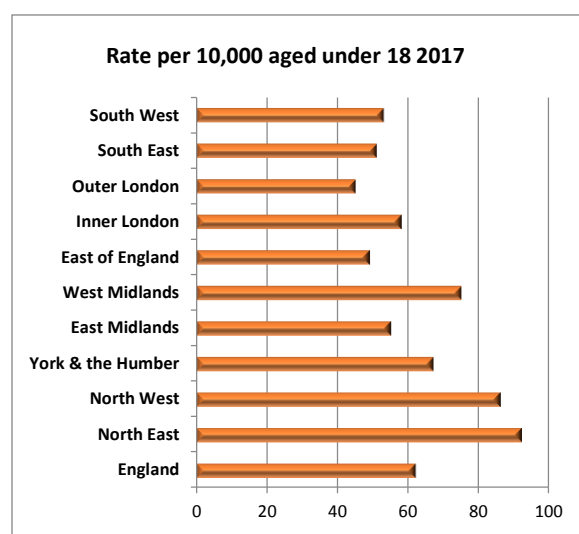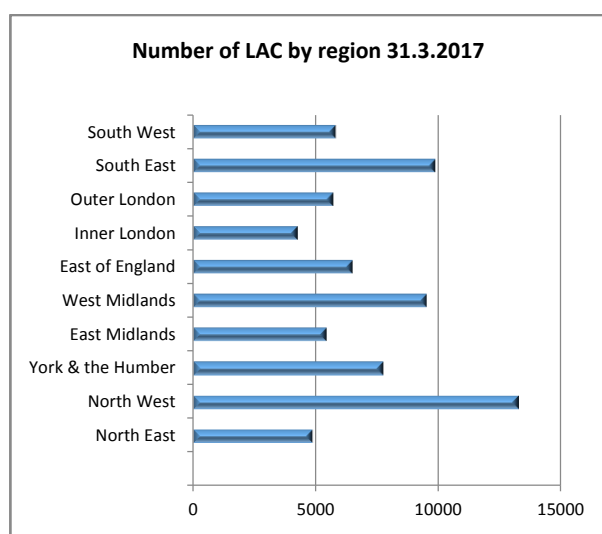
- There were 72,670 LAC in England in March 2017 with the largest number in the North West (18.2%). This is an increase of 2,230 (3.2%) on 2016

- Just over 1 in 10 LAC were in Yorkshire and the Humber making it the 4th largest region by number of LAC.

- In terms of concentration, Yorkshire and the Humber with 67 LAC per 10,000 of the under 18 population in the region, was the 4th highest rate per 10,000 in England. This is a decrease from 73/10,000 in 2016.

- The highest was in the North East with 92/10,000 and the lowest was in the East of England with 49/10,000. This compares with a national average of 62/10,000 (60/10,000 in 2016)

Number and rate of children looked after/ 10,000 of the under 18 population: 31 March 2012-2017							
	2012	2013	2014	2015	2016	2017	Change 2016.2017
Rotherham (number)	380	390	395	405	430	485	12.8%
Yorkshire and the Humber (number)	7530	7420	7380	7260	7240	7720	6.6%
England (number)	67,070	68,060	68,810	69,480	70,440	72670	3.2%
Rotherham (rate)	68.0	70.0	70.0	72.0	76.0	86	+10/10,000
Yorkshire and the Humber (rate)	67	66	65	64	63	67	+ 4/10,000
England (rate)	59.0	60.0	60.0	60.0	60.0	62	+ 2/10,000

Yorkshire and The Humber	Number of LAC 2017	Rate/10,000 under 18 2017
Yorkshire and The Humber	7,720	67
Barnsley	290	58
Bradford	925	66
Calderdale	315	69
Doncaster	510	78
East Riding of Yorkshire	285	46
Kingston Upon Hull	695	124
Kirklees	700	70
Leeds	1,255	76
North East Lincolnshire	295	87
North Lincolnshire	225	64
North Yorkshire	425	36
Rotherham	485	86
Sheffield	585	50
Wakefield	520	74
York	205	56
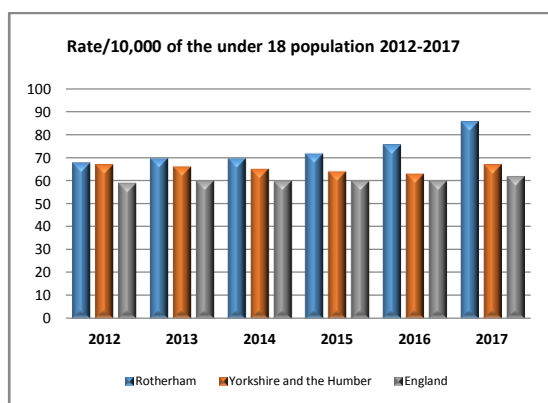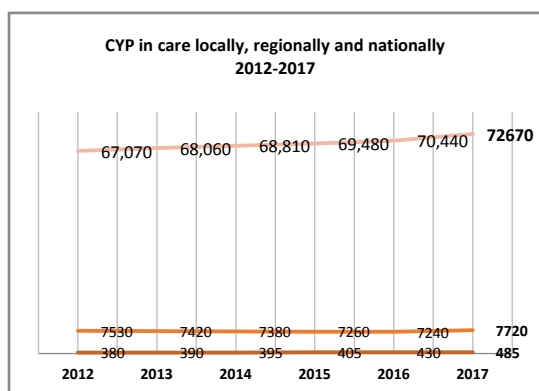
- There has been a 26% increase, 2012-2017, in the number of children & young people in care to Rotherham and an increase of 26% in the rate/10,000 of the under 18 population from 68/10,000 to 86/10,000. There was a 13% increase in the rate 2016-2017
- In England while the number of CYP in care has risen by 8% to 72,670, the rate/10,000 has increased by 5% between 2012 and 2017.
- Regionally there has been an increase of 2.5%, 2012-2017 with the rate/10,000 increasing to the 2012 high of 67/10,000 after a period of steady decline
- Of the 15 LAs which comprise the Yorkshire & Humber region, Rotherham has the 3rd highest LAC rate after Kingston Upon Hull and North East Lincolnshire and is significantly above the regional rate.

The current school age looked after population in care to Rotherham (Sept. 2018)

By gender and local authority

Gender	Rotherham schools (RMBC)		Out of Authority schools (OOA)		ALL	
	Number	%age	Number	%age	Number	%age
Female	121	44	64	45	185	45
Male	151	56	77	55	228	55
Total	272		141		413	

By ethnicity

Ethnic Group	RMBC	OOA	ALL	%age
White British	188	99	287	69
Any other White background	13	2	4	4
Gypsy/Roma	21	16	37	9
White & Black Caribbean	5	1	6	1
Caribbean	0	1	1	0
White & Black African	4	0	4	1
White & Asian	11	15	26	6
Any other mixed background	1	1	1	0
Pakistani	7	5	12	3
Any other Asian background	5	0	5	1
African	7	0	7	2
Any other Black background	3	0	3	1
Chinese	2	0	2	0
Any other ethnic group	3	1	4	1
Information noy yet obtained	2	0	2	0
Total	272	141	413	100

By Special Educational Needs (SEN)

SEN	RMBC	OOA	ALL	%age
EHCP/Statement	52	41	93	23
EHCP/Statement pending	6	9	15	4
SEN support	42	36	78	19
No SEN	144	52	196	47
Not yet known	28	3	31	8
ALL	272	141	413	100

Primary LAC by NCY and local authority

NCY	Rotherham schools (RMBC)		Out of Authority schools (OOA)		ALL	
	Number	%age	Number	%age	Number	%age
Year 0	15	10	3	16	18	9
Year 1	20	13	4	8	24	12
Year 2	18	12	7	13	25	12
Year 3	16	10	5	10	21	10
Year 4	26	17	15	29	41	20
Year 5	28	18	10	19	38	18
Year 6	32	21	8	15	40	19
ALL	155	100	52	100	207	100

There are 207 LAC in 105 primary schools. 75% are in Rotherham primary schools & 25% are in OOA primary schools.

Secondary LAC by NCY and local authority						
	Rotherham schools (RMBC)		Out of Authority schools (OOA)		ALL	
NCY	Number	%age	Number	%age	Number	%age
Year 7	24	21	12	13	36	17
Year 8	25	21	15	17	40	19
Year 9	21	18	19	21	40	19
Year 10	26	22	23	26	49	24
Year 11	21	18	20	22	41	20
ALL	117	100	89	100	206	100
There are 206 LAC in 93 secondary schools. 57% are in Rotherham secondary schools & 43% are in OOA secondary schools.						

Number of LAC attending primary schools by Ofsted category and local authority				
LAC attending	Rotherham schools	OOA schools	Total	%age
Outstanding	14	11	25	12
Good	101	35	136	66
Requires Improvement	33	0	33	16
Inadequate	4	1	5	2
Unknown/not applicable	3	5	8	4
ALL	155	52	207	100
161/199 (81%) of primary pupils attend schools judged by Ofsted to be good or outstanding.				

Number of LAC attending secondary schools by Ofsted category and local authority				
LAC attending	Rotherham schools	OOA schools	Total	%age
Outstanding	13	15	28	14
Good	88	47	135	66
Requires Improvement	6	17	23	11
Inadequate	7	3	10	5
Unknown/not applicable	3	7	10	5
ALL	117	89	206	100
163/196 (83%) of secondary pupils attend schools judged by Ofsted to be good or outstanding.				

The current school age LAC population in Rotherham in September 2018 in summary:

Number:	413
Phase:	207 primary 206 secondary
Gender:	228 male 185 female
Ethnicity:	69%% White British, 6% White & Asian, 9% Gypsy/Roma, 3% Pakistani
SEN:	45% have special educational needs; 26% have statements/EHCPs inc. pending
Local Authority:	272 in RMBC schools and 141 in OOA schools
Number of schools:	185 schools in 40 Local Authorities
Ofsted school category:	82% in good or better schools; primary 81%, secondary 83%

Educational Outcomes Summary 2018 (provisional)

Early Education: significant increase in take-up of Early Education Places maintained

EYFS: 4/10 (40%) with a Good Level of Development

Year 1 Phonics: 78% passed the test compared with 60% in 2017

Key Stage 1:   improvements on 2017 particularly in maths

Key Stage 2:   best results over the last 3 years in reading, writing and maths; 42% achieved all 3

Key Stage 2:   contextualised outcomes at KS2 2016-2018 show a year on year improvement

Key Stage 2:   average progress scores in 2016 significantly above LAC national and regional comparators and below in 2017

Key Stage 4:   4/43 (9%) achieved 5+ GCSE at grade 4 +
3/43 (7%)   achieved 4+ GCSE inc. English & maths at grade 4+
6/43 (14.0%) achieved 4+ GCSE at grade 4+

Key Stage 4   **Of those in mainstream schools:**

4/19 (21%) achieved 5+ GCSE at grade 4 +
6/19 (32%) achieved 4+ GCSE at grade 4+
26.3% achieved grade 4+ in English
42% achieved grade 4+ in maths
15.8% achieved grade 4+ in both English and maths

Attainment 8: In 2016 RMBC above regional, and in line with LAC national comparators. In 2017 Rotherham outcomes were above national & regional comparators and below statistical neighbour outcomes.

Progress 8:   In 2016 above national, regional and statistical neighbour comparators. In 2017 above the national comparator, in line with statistical neighbours and below the regional comparator.

Attendance: overall attendance 94% similar to previous years and comparators. Improvement in good or better attendance. Increase in persistent absence from 13.3 to 14.7%

Exclusions: Fixed term exclusions have fallen from 15% to 12.8%. Fewer exclusions at KS4 Significantly more were excluded from out of authority schools. There were 12 exclusions from RMBC schools, 5 primary and 7 secondary

PEP Compliance: remains very high and is typically 95% + at the end of each term in July 2018

PEP Quality: at least 2/3 judged to be good or better throughout2018

School ratings: 82% in good or outstanding schools in September 2018 (83% in 2017)

Looked After Children taking up Early Education Places 2016-2017

On a regular basis, the Virtual School Headteacher (Early Years & Primary) and Primary Virtual School Advisers contact Social Workers of any children not taking up a 2 year old place, to ensure that they are aware of the entitlement and support them to take up the place where appropriate. They ensure that places for the children are in settings judged to be good or better. This proactivity has lead to a significant increase in the level of take-up. The team also ensures that the children have a Personal Education Plan.

%age LAC 2 year olds taking up an EEF place in Rotherham						
Spring 2016	Summer 2016	Autumn 2016	Spring 2017	Summer 2017	Spring 2018	Summer 2018
6 (46%)	(9) 82%	10 (77%)	9 (82%)	12 (86%)	27 (81)%)	27 (81%)

A similar exercise commenced in Summer 2017 for 3 and 4 year old places for which there is a very high level of take-up.

LAC 3/4 year olds taking up an EEF place in Rotherham 2016-2018							
Term	No. LAC	LAC in EEF Place	%age	Term	No. LAC	LAC in EEF Place	%age
Autumn 2016	11	11	100%	Autumn 2016	26	24	92%
Spring 2017	14	13	93%	Spring 2017	26	24	92%
Summer 2017	19	19	100%	Summer 2017	26	24	92%

EYFS	Number	Good Level of Development	% GLD
DfE cohort	10	4/10	40%
Comment: a good level of development (GLD) at the end of the EYFS involves achieving at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in the specific areas of mathematics and literacy. **2015:** 0% achieved a GLD **2016:** 29% (2/7) achieved a GLD **2017:** 67% (4/6) achieved a GLD 70% of all Rotherham children in 2016, 72% in 2017 and 73% in 2018 achieved a GLD.			

Early Years Foundation Stage

Year 1 Phonics

Year 1 Phonics	Number	WA	WT	Disapplied
DfE Cohort	11	7/11 (64%)	2/11 (18%)	2/11 (18%)
Excluding Disapplied				
DfE Cohort	9	7/9 (78%)	2/9 (22%)	
Comment: • These are the best results in 3 years. • This year the results are close to all children in RMBC (81%) and nationally (83%) in 2018				

Key Stage 1 SATs: Cohort Characteristics

Number	Gender		Ethnicity				LA		SEN Status			Number of Placements				Time in care (years)		
	M	F	WBRI	MWA	APKN	AOBB	RMBC	OOA	E	K	N	1	2	3	4+	1+	2+	3+
13	6	7	10	1	1	1	10	3	2	6	5	3	5	1	4+	8	2	3

Key Stage 1 SATs results 2018

KS1	Number	Reading	Writing	Maths	Science
DfE Cohort	13	5/13 (38%)	5/13 (38%)	8/13 (62%)	9/13 (69%)
Excluding EHCP					
DfE Cohort	11	5/11 (45%)	5/11 (45%)	8/11 (73%)	9/11 (82%)
Comment: - some improvements in reading, writing and maths compared with 2017 - Deficit greater in reading and writing than maths. This will clearly need to be a major focus for schools and Virtual School Advisers in the personal education planning process. - Excluding those with EHCPs the number reaching expected standard in maths is broadly in line with outcomes for all pupils in RMBC (75%) and nationally (76%).					

Key Stage 1 SATs results 2016-2018 %age LAC reaching expected standard compared nationally

	2016			2017			2018		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
RMBC	67	56	56	25	17	33	38	38	62
England	50	37	46	51	39	46			

Key Stage 2 SATs: Cohort Characteristics

Number	Gender		Ethnicity				LA		SEN Status			Number of Placements				Time in care (years)			
	M	F	WBRI	MWA	GRT	APKN	RMBC	OOA	E	K	N	1	2	3	4+	1+	2+	3+	4+
24	15	9	20	2	1	1	15	9	5	6	13	7	7	2	8	4	7	3	10

Key Stage 2 SATs results 2018

KS2	Number	Reading	Writing	Maths	Science
DfE Cohort	24	13/24 (54%)	13/24 (54%)	14/24 (58%)	13/24 (54%)
Excluding EHCP					
DfE Cohort -5 EHCP	19	12/19 (63%)	12/19 (63%)	13/19 (68%)	12/19 (63%)

Comment:
- 10/24 (42%) achieved the expected standard in reading, writing and maths (all 3) which is significantly above the number and %age for 2016 and 2017.
- Excluding those with EHCPs close to 2 out of 3 reached expected standards in reading and maths which is closer to all children in RMBC and nationally
- 1 CYP with an EHCP met expected standards across the board at KS2

KS2 SATs 2016-2018: %age LAC reaching expected standard) compared regionally & nationally

	2016				2017				2018			
	Reading	Writing	Maths	RWMa	Reading	Writing	Maths	RWMa	Reading	Writing	Maths	RWMa
England	41	46	41	25	45	47	46	32				
Yorkshire & Humber	39	47	40	25	44	46	45	30				
RMBC	38	33	33	x	39	39	26	x	54	54	58	42

Comment:
- The variability of outcomes at KS2 is explained partly by the variability of cohort composition, especially in relation to special educational needs:

- 2016   2/21 (10%) had statements/EHCPs
  2017   7/24 (29%) had statements/EHCPs
  2018   5/24 (21%) had statements/EHCPs

Key Stage 2 SATs: Contextualised Outcomes 2016-2018 (excluding EHCPs)

RMBC:	KS2 Contextualised Outcomes 2016-2018 (excluding EHCPs)				
	Cohort	Reading	Writing	Maths	RWMa
2016	19	8 (42%)	7/19 (37%)	7/19 (37%)	5/19 (26%)
2017	17	9/17 (53%)	8/17 (47%)	8/17 (47%)	6/17 (35%)
2018	19	12/19 (63%)	12/19 (63%)	13/19 (68%)	9/19 (47%)
Comment:					
The contextualised outcomes (excluding pupils with EHCPs) 2016-2018 show a year on year improvement.					
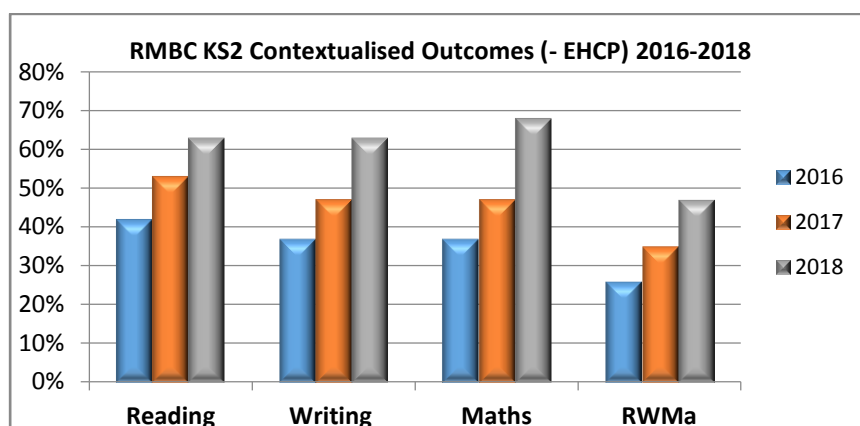
Key Stage 2: Average Progress 2016 and 2017

	Reading	Writing	Maths		Reading	Writing	Maths
England	-0.5	-1	-1.3		-0.7	-0.9	-1.1
Yorkshire & Humber	-0.8	-0.5	-1.4		-0.8	-0.8	-1.3
RMBC	-0.4	-0.9	-0.5		-1.12	-1.33	-1.972
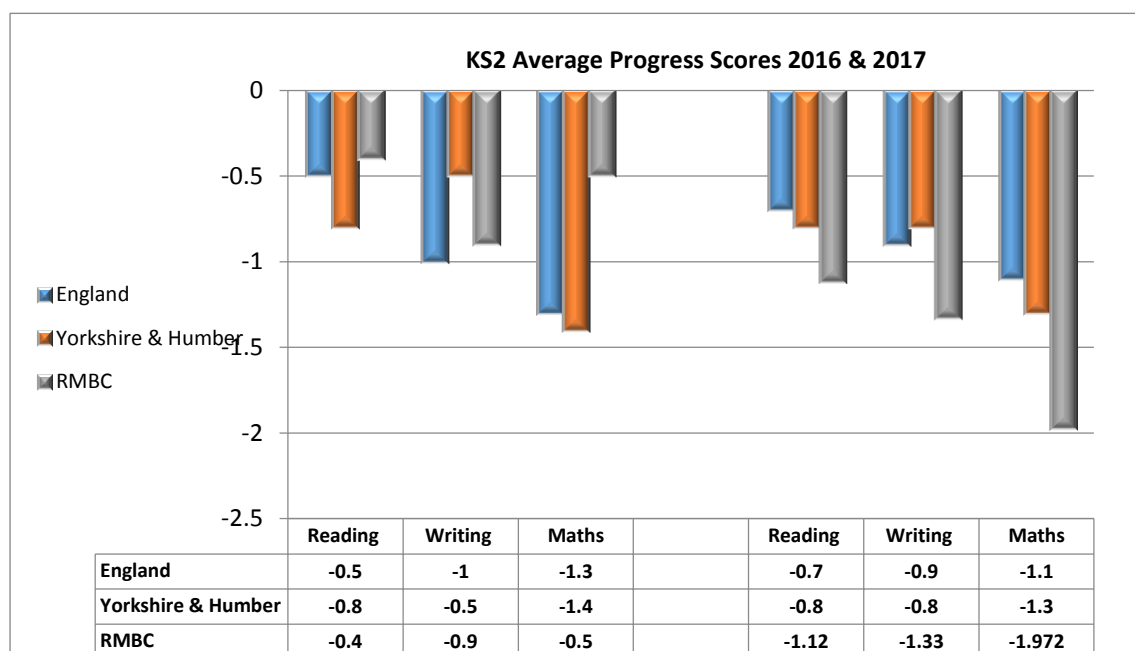
The deterioration in Average Progress Scores is also directly linked with the proportion of the cohort with EHCPs. The 2018 data when published should show a significant improvement on 2017.

Educational Outcomes for RMBC LAC compared with all pupils in RMBC and with all LAC and all pupils nationally	National All Pupils (%)			Rotherham All Pupils (%)			National LAC		Rotherham LAC		
	2016	2017	2018	2016	2017	2018	2016	2017	2016	2017	2018
EYFS Good Level of Development	69.3	70.7	71.7	70.4	72.1	73.1			29% (2/7)	67% (4/6)	**40% (4/10)**
Y1 Phonics	81	81	81.0	79	79	83.0			67% (6/9)	60% (3/5)	**78% (7/9)**
KS1 Reading Reached Expected Standard	74	76	75.5	71	73	72.7	50	51	67% (6/9)	25% (3/12)	**38% (5/13)**
KS1 Writing Reached Expected Standard	66	68	70.0	65	69	69.8	39	39	56% (5/9)	17% (2/12)	**38% (5/13)**
KS1 Mathematics Reached Expected Standard	73	75	76.1	71	75	74.9	46	46	56% (5/9)	33% (4/12)	**62% (8/13)**
KS2 SP&G Reached Expected Standard	72	77	78.0	71	76	74.2	44	50	33% (7/21)	46% (11/24)	
KS2 Reading Reached Expected Standard	66	72	75.0	64	69	70.2	41	45	38% (8/21)	42% (10/24)	**54% (13/24)**
KS2 Writing Reached Expected Standard	74	76	78.0	78	77	79.4	46	47	33% (7/21)	38% (9/24)	**54% (13/24)**
KS2 Mathematics Reached Expected Standard	70	75	76.0	72	76	73.7	42	46	33% (7/21)	33% (8/24)	**58% (14/24)**
KS2 Reading, Writing & Maths Reached Expected Standard	53	61	64.0	54	61	61.4	26	32	24% (5/21)	25% (6/24)	**42% (10/24)**

LAC KS2 summary:
Year 1 Phonics: these are the best outcomes in 3 years
Key Stage 1: some improvements in reading, writing and maths compared with 2017
Key Stage 2: best results over the last 3 years in reading, writing and maths, with 42% achieving all 3
Key Stage 2: contextualised outcomes at KS2 2016-2018 show a year on year improvement

Year 11 Outcomes 2018

Year 11 Cohort Characteristics 2018

Gender		Ethnicity				Local Authority	
Female	**Male**	**WBRI**	**MWA**	**MOTH**	**OTH**	**Rotherham**	**OOA**
20	10	25	2	2	1	18	12
67%	33%	83%	7%	7%	3%	60%	40%

- 2:1 female to male
- 83% white British
- 3:2 Rotherham schools

SEN Status				School Type		School Ofsted Category				
EHCP/S	**K***	**K**	**N**	**MS**	**NMS**	**O/S**	**Good**	**RI**	**Inadequate**	**N/A**
7	3	10	10	20	10	9	14	2	1	3
23%	10%	33%	33%	67%	33%	30%	47%	7%	3%	10%

- 67% with special needs
- 33% with high level special needs (EHCP/Statement/ Statement pending)
- 1 in 3 in non-mainstream schools (NMS)
- 77% in schools rated good or outstanding by Ofsted

K* = EHCP pending

Type of Placement				Placement Moves						Years in Care				
Foster	**Resid**	**Parents**	**IL**	**1**	**2**	**3**	**4**	**6**	**8**	**<2**	**<3**	**<4**	**<5**	**5+**
17	10	1	2	14	9	2	1	3	1	5	7	5	1	12
57%	33%	3%	7%	47%	30%	7%	3 %	10%	3%	17%	23%	17%	3%	40%

- 1 in 3 in residential placements
- 2 independent living
- 84% with 3 or fewer placements
- 18/30 became LAC during their secondary school years
- 12/30 became LAC in Years 9, 10 and 11
- 5/30 became LAC in Years 10 and 11

GCSE results 2018 and contextualised by SEN and school type			
Number of GCSE grade 4 +	%age GCSE grade 4+ (cohort 43)	%age excluding EHCP (cohort 23)	%age mainstream only (cohort 19)
9	2.3	4.3	5.3
8	4.8	8.7	10.5
5	7.0	13.0	15.8
5	9.3	17.4	21.1
4	11.6	21.7	26.3
4	14.0	26.1	31.6
3	16..3	30.4	36.8
3	18.6	34.8	42.1
2	20.9	39.1	47.4
2	23.3	43.5	52.6
1	25.6	47.8	57.9

Cohort: 43
EHCP/Statement: 20
EHCP/S/Statement pending: 24
Mainstream: 19
Non-mainstream: 24 including special, secure, not in education

Full cohort:
- 4/43 (9%) achieved 5+ GCSE at grade 4 +
- 3/43 (7%)   achieved 4+ GCSE inc. English & maths at grade 4+
- 6/43 (14.0%) achieved 4+ GCSE at grade 4+

Of those in mainstream schools:
- 4/19 (21%) achieved 5+ GCSE at grade 4 +
- 6/19 (32%) achieved 4+ GCSE at grade 4+

Grade 4+ in English and Grade 4 in Maths				
	English Grade 4+		Maths Grade 4+	
Full cohort (43)	5/43	11.6%	8/43	18.6%
Excluding EHCP (23)	5/23	21.7%	8/23	34.8%
Mainstream ((19)	5/19	26.3%	8/18	42.0%

Full cohort: 11.6% achieved grade 4+ in English and 18.6% in maths
                              7.0% achieved grade 4+ in both English and maths

Of those in mainstream: 26.3% achieved grade 4+ in English and 42% achieved grade 4+ in maths
                              15.8% achieved grade 4+ in both English and maths

Number grade 4+ GCSE	GCSE English grade	GCSE Maths grade	Gender	Ethnicity	School Type	SEN	Placement Type	No. Placements	Exclusions	Days Absent	Time in care	KS2 grade English	KS2 grade maths
9	5	5	F	WBRI	MS	N	U4	2	NO	1.5	9+	NK	NK
8	7	6	F	WBRI	MS	N	U6	2	NO	6	1+	NK	NK
5	4	4	F	WBRI	MS	N	U4	3	NO	1.5	6+	4	4
5	4	2	F	WBRI	MS	N	U6	2	NO	2.5	1+	3	3
4	3	4	M	WBRI	MS	N	U6	5	NO	1	6+	4	4
4	3	4	M	BWA	MS	N	U6	1	NO	1	1+	4	5
3	3	8	M	WBRI	MS	N	U4	2	NO	6.5	5+	4	6
3	4	2	F	WBRI	MS	N	U4	1	NO	0	6+	4	4
2	3	5	M	WBRI	MS	N	U4	1	NO	0	3+	3	4
1	2	4	F	AOWB	MS	K*	U6	2	YES	14	1+	3	4
1	2	2	F	WBRI	MS	E	U6	4	YES	3	5+	4	4

Characteristics of Highest Achieving LAC GCSE 2018

11/11 in foster care   **11/11 in mainstream schools**   **2/11 with SEN**

8/11 in one or two placements   **9/11 with very good /excellent attendance**

9/11 no exclusions   **7/11 female**   **9/11 WBRI**

LAC achieving level 4+ in English and Maths at KS2 achieving neither grade 4 + in English or maths

Gender	Ethnicity	School Type	SEN	Placement Type	No. Placements	Exclusions	Persistent Absence	Time in care	Eng GCSE	Maths GCSE
F	WBRI	MS	E	U6	4	YES	NO	5+	2	2
M	WBRI	NMS	K	P1	4	NO	YES	7+	No quals	
M	WBRI	MS	N	P1	2	NO	NO	5+	U	1
F	WBRI	MS	N	U6	1	NO	YES	1+	2	2
F	WBRI	NMS	K	H5	9	NO	YES	4+	0	0
M	WBRI	NMS	E	K2	6	NO	YES	4+	1	3
F	WBRI	MS	K	K2	5	YES	YES	2+	0	2
F	WBRI	MS	E	P2	15	NO	YES	9+	0	0
F	WBRI	NMS	E	K2	4	NO	NO	2+	D	3
F	WBRI	NIE	E	P2	5	NO	YES	3+	0	3

7/10 female   **10/10 WBRI**   **5/10 non-mainstream school**   **5/10 EHCPs**

4/10 residential   **2/10 with parents**   **2/10 living independently**   **2/10 foster care**

6/10 with 4+ placement moves   **7/10 persistent absentees**   **6/10 < 4 years in care**

Attainment 8 and Progress 8, 2016 and 2017

Attainment 8

- In terms of Attainment 8 Rotherham LAC outcomes in 2016 were below national outcomes and above regional and statistical neighbour outcomes.
- In 2017 Rotherham outcomes were above national & regional comparators and below statistical neighbour outcomes.
- In 2017 this gives a national rank of 53 and places RMBC in quartile banding B
- The score of 21 compares with 45.00 for all pupils in Rotherham and 44.6 for all pupils in England.

LAC: Attainment 8 2016-2017

	England	Yorkshire & the Humber	Rotherham	Stat Neighbours
2016	22.8	21.4	22.6	21.16
2017	19.3	20.1	21	21.91
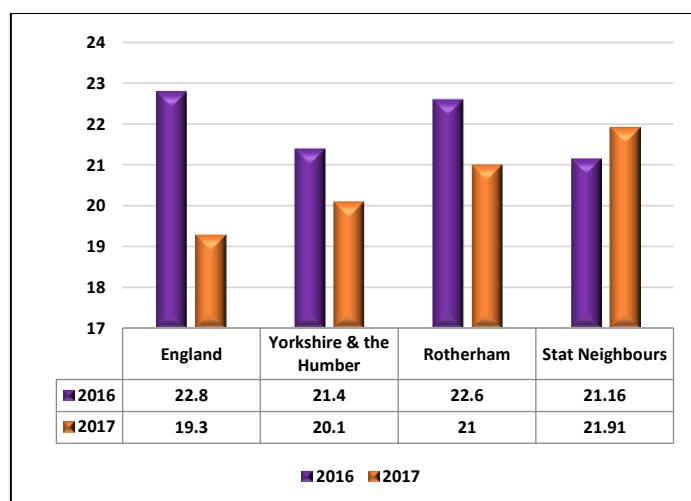
Progress 8

- In terms of Progress 8 Rotherham LAC outcomes in 2016 were above national, regional and statistical neighbour comparators.
- In 2017 RMBC outcomes were above the national comparator, in line with statistical neighbours and below the regional comparator.
- In 2017 this gives a national rank of 54 and places RMBC in quartile banding B
- It compares with 0.06 for all pupils in Rotherham, -0.03 for Yorkshire & Humberside and 0.10 for statistical neighbours

	England	Yorkshire & the Humber	Rotherham	Stat Neighbours
2016	-1.14	-1.16	-0.94	-1.06
2017	-1.18	-0.97	-1.06	-1.06
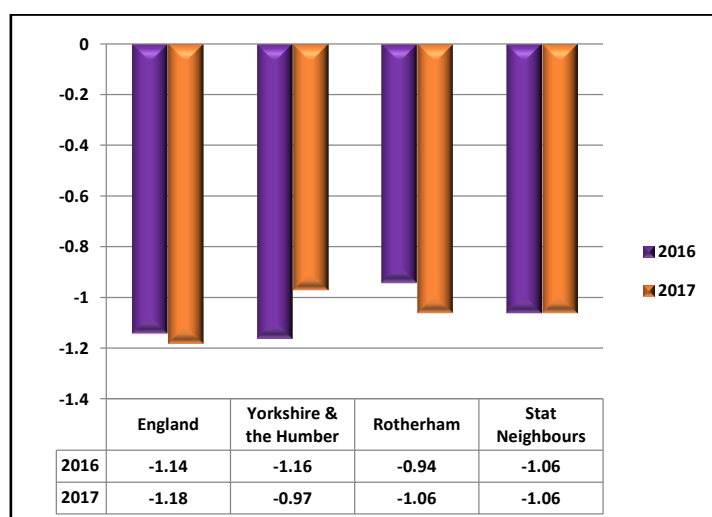
Attainment 8 and Progress 8

Attainment 8:

- Attainment 8 measures the achievement of a pupil across 8 qualifications including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure, and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or technical awards from the DfE approved list.

- In measuring Attainment 8:
  A*= 8 points
  A = 7 points
  B = 6 points
  C = 5 points
  D = 4 points

  Points are doubled for English and maths

  So a pupil with 5 grade Cs including English and maths would attain 35 points.

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 (attainment 8 score) with the average Attainment 8 score of all pupils nationally who had a similar starting point (prior attainment).

- A school's Average Progress 8 score is calculated as the average of its pupils' Progress 8 scores. It gives an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools.

- An Average Progress score of zero means pupils in the school on average do about as well at key stage 4 as other pupils across England who got similar results at the end of key stage 2.

- A score above zero means pupils made more progress, on average, than pupils across England who got similar results at the end of key stage 2.

- A score below zero means pupils made less progress, on average, than pupils across England who got similar results at the end of key stage 2.

- A negative progress score does not mean pupils made no progress, or the school has failed, rather it means pupils in the school made less progress than other pupils across England with similar results at the end of key stage 2.

Care Leavers (aged 17 & 18) - Education, Employment or Training (%): 2016 and 2017

Care Leavers aged 17 & 18 in Education, Employment & Training 2016 and 2017 (%age)
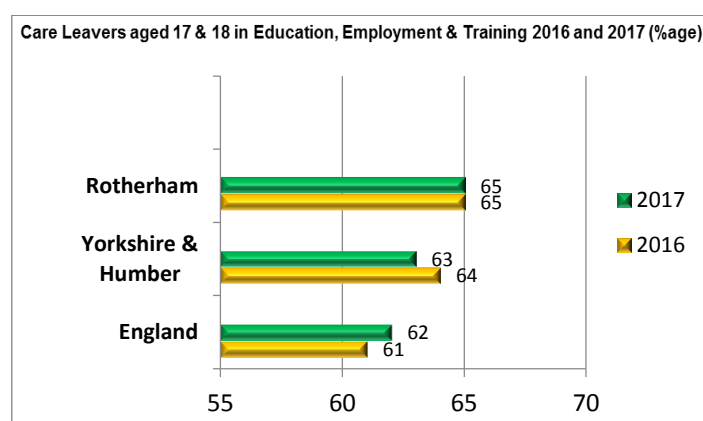
Commentary: This data was collected for the first time in 2016. They are experimental statistics and need to be treated with caution. Nonetheless it is gratifying to see that Rotherham's performance compares favourably in both years, with national and regional comparators with 2/3 care leavers aged 17 and 18 in education, employment or training.

Care Leavers (19, 20 and 21 year olds) - Education, Employment or Training (%): 2011-2018

	2011	2012	2013	2014	2015	2016
Rotherham	68.00	68.00	61.00	47.00	61.00	61.00
England	61.00	58.00	58.00	45.00	48.00	49.00
Yorkshire and The Humber	63.00	61.00	58.00	47.00	53.00	52.00
Statistical Neighbours	56.20	58.60	58.80	40.80	50.40	55.60

National Rank 2016:	16
Quartile Banding 2016:	A

Care Leavers (19, 20 and 21 year olds) - Education, Employment or Training (%): 2011-2016
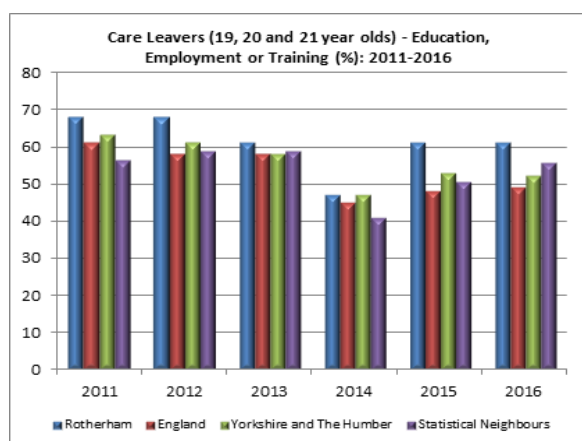
Between 2011 and 2016, Rotherham has consistently outperformed national, regional and statistical neighbour comparators and, in several years by significant margins, apart from 2014, when Rotherham and its statistical neighbours were in line.

In 2016, with 61% of 19-21 year old care leavers in education, employment and training, Rotherham's national ranking was 16th which placed it in quartile band A.

In 2017 the measure for care leavers has been changed to those up to the age of 25. Local performance data shows a small increase from March 2017 to March 2018

- March 2017:   62.9% EET
- March 2018:   63.6% EET

Attendance 2017 – 2018

Headlines
- **Overall Attendance:**   **2018: 94%**   **2017: 93.5%**
- **Full Attendance:**   **2018: 14.3% (38/266)**   **2017: 15% (33/220)**
- **Good or better attendance:**   **2018: 76%**   **2017: 71%**
- **Persistent Absence (20+days):**   **2018: 14.7%**   **2017: 13.3%**

Year	Overall Attendance
0	96%
1	95%
2	97%
3	96%
4	98%
5	97%
6	99%
7	96%
8	97%
9	90%
10	89%
11	85%
Total	**94%**

Days Absent	2018	2017
0 days absent	14.3%	15%
<5 days absent	59.0%	56%
<10 days absent	75.9%	71%
<15 days absent	82.7%	78%
<20 days absent	85.3%	84%
<25 days absent	88.7%	87%
25 days + absent	11.3%	13%

Attendance Analysis 2017-2018

100%	NCY/Days Absent	0-4.5 days	5-9.5	10-14.5	15-19.5	20-24.5	25 + days	Total
2	**0**	5	2	2	0	1	0	10
2	**1**	5	2	1	0	1	1	10
0	**2**	9	2	1	0	1	0	13
3	**3**	16	0	1	2	1	1	21
4	**4**	15	2	0	0	0	0	17
3	**5**	11	5	0	2	0	0	18
6	**6**	20	4	0	0	0	0	24
20	**Total primary**	**81**	**17**	**5**	**4**	**4**	**2**	**113**
17.7	**%age primary**	**71.7**	**15.0**	**4.4**	**3.5**	**3.5**	**1.8**	
6	**7**	15	7	2	0	1	3	28
5	**8**	19	5	3	0	0	1	28
1	**9**	14	5	2	0	0	5	26
4	**10**	13	5	2	1	2	5	28
2	**11**	15	6	4	2	2	14	43
18	**Total secondary**	76	28	13	3	5	28	153
11.8	**%age secondary**	49.7	18.3	8.5	2.0	3.3	18.3	
38	**Total all**	157	45	18	7	9	30	
14.3	**%age**	59	16.9	6.8	2.6	3.4	11.3	
	Cumulative total	157	202	220	227	236	266	
	Cumulative %	59	75.9	82.7	85.3	88.7	100	

Characteristics of Persistent Absentees 2018

NCY	No. in NCY	Persistent Absentees	%age of NCY	Gender		Ethnicity						Local Authority		SEN Status				Mainstream	Non- m/s	School Ofsted Category				
				Male	Female	WBRI	GRT	AOWB	AFR	MWA	MWBA	RMBC	OOA	EHCP	K* EHCP pending	School Intervention	None			Outstanding	Good	RI	Inadequate	N/A
0	10	1	10	1	0	-	-	-	-	-	1	1	0	0	0	1	0	1	0	0	1	0	0	0
1	10	2	20	0	2	2	-	-	-	-	-	1	1	1	0	0	1	2	0	2	0	0	0	0
2	13	1	7.7	1	0	1	-	-	-	-	-	0	1	0	0	0	1	1	0	0	1	0	0	0
3	21	2	9.5	1	1	2	-	-	-	-	-	1	1	0	0	2	0	2	0	1	1	0	0	0
4	17	0	0	0	0	-	-	-	-	-	-	0	0	0	0	0	0	0	0	0	0	0	0	0
5	18	0	0	0	0	-	-	-	-	-	-	0	0	0	0	0	0	0	0	0	0	0	0	0
6	24	0	0	0	0	-	-	-	-	-	-	0	0	0	0	0	0	0	0	0	0	0	0	0
PRI	**113**	**6**	**5.3**	**3**	**3**	**5**	**0**	**0**	**0**	**0**	**1**	**3**	**3**	**1**	**0**	**3**	**2**	**6**	**0**	**3**	**3**	**0**	**0**	**0**
7	28	4	14.3	4	0	2	1	-	-	1	-	0	4	1	1	2	0	0	4	0	3	1	0	0
8	28	1	3.6	0	1	-	-	-	-	1	-	0	1	0	1	0	0	0	1	0	1	0	0	0
9	26	5	19.2	3	2	5				-	-	1	4	1	1	3	0	2	3	1	4	0	0	0
10	28	7	25.0	5	2	4	1	1	1	-	-	3	4	4	1	1	1	3	4	0	5	1	1	0
11	43	16	37.2	10	6	13	3	-	-	-	-	5	11	8	1	5	2	4	12	2	9	1	1	3
SEC	**153**	**33**	**21.6**	**22**	**11**	**24**	**5**	**1**	**1**	**2**	**1**	**9**	**24**	**14**	**5**	**11**	**3**	**9**	**24**	**3**	**22**	**3**	**2**	**3**
Total	**266**	**39**	**14.7**	**25**	**14**	**29**	**5**	**1**	**1**	**2**	**1**	**12**	**27**	**15**	**5**	**14**	**5**	**15**	**24**	**6**	**25**	**3**	**2**	**3**
%age				**64**	**36**	**74.4**	**12.8**	**2.6**	**2.6**	**5.1**	**2.6**	**31**	**70**	**38.5**	**12.8**	**36**	**12.8**	**38.5**	**61.5**	**15.4**	**61.5**	**7.7**	**5.1**	**7.7**

The main characteristics of persistent absentees 2017.2018:

*Male : 64%   * White British: 74%   *Out of authority: 70%   * Years 10 & 11: 59%   * High level of SEN: 51%   *In non-mainstream schools

*Attending good/outstanding schools: 76%   * not in foster care: 67%   * 4+ placements: 64%   * 21/33 (64%) of secondary in care from Year 7 or later

*11/33 secondary excluded between 3 and 38 days

Note: The only significant difference from 2017 is that the majority were in Rotherham schools (69%)

NCY	No. in NCY	Persistent Absentee	Placement Type										Number of Placements									
			A5	A6	U1	U3	U6	P1	K2	H5	P2	Z1	1	2	3	4	5	6	7	8	9	10+
0	10	1						1						1								
1	10	2		1			1						1	1								
2	3	1					1							1								
3	21	2	1				1								1	1						
4	17	0																				
5	18	0																				
6	24	0																				
PRI	113	6	1	1	0	0	2	2	0	0	0	0	1	2	2	1	0	0	0	0	0	0
7	28	4					3	1						1		1				2		
8	28	1					1									1						
9	26	5			1			1	3					2			1	1				1
10	28	7				1	1	2	3					1	1	2	1			1		1
11	43	16					2	3	5	1	4	1	2	1	1	3	3	2		1	2	1
SEC	153	33	0	0	1	1	7	6	12	1	4	1	2	5	2	7	5	3	0	4	2	3
Total	266	39	1	1	1	1	9	8	12	1	4	1	3	8	4	8	5	3	0	4	2	3
%age			2.6	2.6	2.6	2.6	23	20.5	30.8	2.5	10.3	2.5	7.7	20.5	10.3	20.5	12.8	7.7	0	10.3	5.1	7.7

Code	Placement Type	Code	Ethnicity
A5	Placed for Adoption With Placement Order (current Foster Carer)	WBRI	White British
A6	Placed for Adoption With Placement Order (not current Foster Carer)	GRT	Gypsy Roma
U1	Foster placement with relative or friend- long term fostering	AFR	Sfrican
U3	Foster placement with relative or friend- not long term or FFA	MWA	White & Asian
U6	Placement with other foster carer - not long term or FFA	MWBA	White & Black African
P1	Placed with parents or other with Parental Resp	AOWB	Any other white background
K2	Children's Home	AOAB	Any other Asian background
H5	Resid. Accom. not subject to Children's Homes Regulations.	AOBB	Any other black background
P2	Independent living (flat/lodgings/friends/B&B		
Z1	Z1 - Other Placement		

Characteristics of those with 100% attendance 2018

Total	Gender		Phase		Ethnicity						School Type		SEN		
	M	F	PRI	SEC	WBRI	AOWB	GRT	BWA	AOAB	AOBB	MS	NMS	E	K	N
38	26	12	20	18	27	3	2	4	1	1	34	4	7	6	25

Placement Type						Number of Placements					Time in Care (years)				
A6	U3	U4	U6	P1	K2	1	2	3	4	5+	1+	2+	3+	4+	5+
2	1	12	19	2	2	17	8	5	3	5	11	6	6	3	12

- Those with 100% attendance (14.3%) are predominantly male, white British, in mainstream school, and are in foster care.
- 66% have no special educational needs and 66% have only 1 or 2 placements
- There are similar numbers in primary and secondary school
- There is no strong correlation with duration of time in care

Attendance over time: 2012-2017

LAC Overall Absence 2012-2017	2012	2013	2014	2015	2016	2017
Rotherham	5.80	4.20	3.70	5.00	4.1	5.7
England	4.70	4.40	3.90	4.00	3.9	4.3
Yorkshire and The Humber	4.50	4.00	3.70	3.70	3.5	3.9
Statistical Neighbours	4.27	3.57	3.32	3.38	3.46	3.9
%age difference RMBC and England	1.1	-0.2	-0.2	1	0.2	1.4
%age difference RMBC & Stat. Neighbours	1.5	0.6	0.4	1.6	0.7	1.8
ALL RMBC schools	5.6	5.9	5.0.	5.3	5.1	5.2

Persistent Absence 2013-2017	2013	2014	2015	2016	2017
Rotherham	10.50	6.40	11.70	12.2	13.3
England	10.10	8.90	9.00	9.1	10.0
Yorkshire and The Humber	9.30	8.10	8.30	8.4	9.1
Statistical Neighbours	8.17	8.23	8.23	8.9	9.36
%age difference Rotherham and England	0.40	-2.50	2.70	3.1	3.3
%age difference Rotherham & Stat. Neighbours	2.33	-3.83	2.70	3.1	3.3
ALL RMBC schools	-	-	-	13.0	13.0

- Local information for 2017 was higher than the DfE calculation by 3.1 percentage points
- The local figure for 2017 is 14.7% which gives an increase rather than a decrease
- **In 2017 the persistence absence for LAC was broadly in line for that of <u>all RMBC pupils.</u>**

Persistent Absence compared: 2013-2017
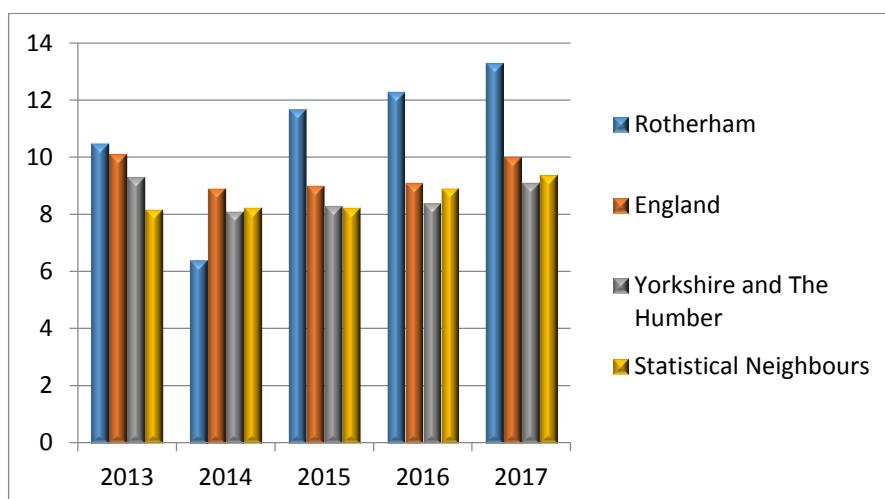
In summary

- There have been some small but welcome improvements in attendance 2017.2018
- Good or better attendance has increased by 5 percentage points.
- Persistent absence has increased by 1.4% based on the Dfe figure for 2017. This is 3.1 percentage points lower than the local calculation
- Comparing and contrasting persistent absentees with those with 100% attendance the key correlations are in relation to the type and number of care placements, special educational needs, and whether or not the CYP is in a mainstream or non-mainstream school. These are, of course, inextricably interrelated.

Virtual School Actions:

The Virtual School maintains its robust strategy to improve overall attendance and to tackle persistent absence particularly in Years 10 and 11.

Welfare Call contacts schools, education providers and tutors on a daily basis to ask whether each looked after child is accessing education that day. Attendance monitoring reports are provided to the Virtual School on a daily and weekly basis, and issues where children are not in attendance can be investigated in a timely manner and inform interventions.

A high priority is placed on attendance at PEP meetings. Those with high rates of absence will be closely monitored during the school year 2018/19 and solutions will be sought to minimise absence.

Persistent absence is clearly connected with placement type and placement stability as well as school type and special educational needs. These are both intertwined and, in turn, rooted in the emotional wellbeing of the children & young people.

Recognising this, the Virtual School's longer term strategy is focused on improving attendance by promoting emotional wellbeing through Attachment Friendly Schools, Emotion Coaching, Solution Focused Staff Meetings, Creative Mentoring, and creating a cadre of Emotional Literacy Support Assistants.

Exclusions 2017 – 2018

	2017.2018	2016.2017
Permanent:	0	0
Fixed term	34/266 (12.8%)	33/220 (15%)
Number of exclusions	17/34 had 3+ exclusions	15/34 had 3+ exclusions
Days excluded in total	17/34 (50%) with 4 + days of exclusions	15/34 (44%) with 4 + days of exclusions
NCY	38% in Years 10 and 11	50% in Years 10 and 11
Phase	15% primary	12% primary
School Type	1 in 3 in non-mainstream	1 in 3 in non-mainstream
Ofsted Rating	3 out of 4 excluded from good + schools	3 out of 4 excluded from good + schools
Local Authority	68% from OOA schools	47% from OOA schools
Gender	53% female	44% female
Ethnicity	Predominantly white British; 4 GRT	Predominantly white British; 1 GRT
SEN	56% high level needs	65% high level needs
Time in Care	44% in care for 5 years +	35% in care for 5 years +
Placement type	65% in foster care	71% in foster care
Placement moves	47% had 3 or more placements	76% had 3 or more placements

No. of Exclusions	No. of pupils
1	13
2	4
3	4
4	5
5	1
6	2
7	1
9	2
11	1
13	1

Reason for Exclusion	Total days of exclusion
Unacceptable Behaviour	54.5
Verbal Abuse / Threatening Behaviour Against an Adult	39
Disruptive Behaviour	34.5
School Unable to Supply Reason	30.5
Persistent Disruptive Behaviour	23.5
Physical Assault - Pupil	18
Verbal Abuse / Threatening Behaviour Against a Pupil	16
Aggressive Behaviour	10
Non - Cooperation with staff	10
Drug/Alcohol Related	10
Physical Assault - Adult	7
Damage	5
Sexual misconduct	5
Other	3.5
Racist Abuse	2
Theft	0.5
Total	**269**

Commentary:

- Based on local data, fixed term exclusions have fallen 15% from 15% to 12.8%
- 50% had 3 or more exclusions
- There were fewer exclusions at KS4
- Significantly more were excluded from out of authority schools
- There were 12 exclusions from RMBC schools, 5 primary and 7 secondary
- More females than males this year
- Pupils from black or other minority groups made up 29% of excluded pupils. By days, BME pupils received over a third of total exclusions
- Significantly fewer with multiple placement moves than last year
- Placement stability is a much stronger predictor of exclusion than length of time in care
- Unacceptable, threatening or otherwise disruptive behaviour account for the overwhelming majority of days lost to exclusions

Characteristics of Excluded LAC 2018

NCY	No. Excluded	Gender		Ethnicity						LA		SEN Status				Mainstream	Non- m/s inc. AP	School Ofsted Category			
		Male	Female	WBRI	GRT	AFR	APKN	MWA	AOWB	RMBC	OOA	EHCP	K* EHCP pending	K: School Intervention	None			Outstanding	Good	RI	Inadequate
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	3	2	1	3	0	0	0	0	0	3	0	3	0	0	0	3	0	0	3	0	0
5	2	1	1	2	0	0	0	0	0	2	0	0	1	1	0	2	0	0	1	1	0
6	1	0	1	1	0	0	0	0	0	0	1	0	0	0	1	1	0	0	1	0	0
PRI	6	3	3	6	0	0	0	0	0	5	1	3	1	1	1	6	0	0	5	1	0
7	4	3	1	2	1	0	1	0	0	0	4	0	1	3	0	1	3	1	2	1	0
8	5	2	3	4	0	0	0	1	0	1	4	3	1	0	1	4	1	0	3	2	0
9	6	3	3	4	0	0	0	2	0	2	4	1	1	3	1	5	1	1	4	0	1
10	7	4	3	3	3	1	0	0	0	1	6	3	1	2	1	1	6	0	5	1	1
11	6	1	5	5	0	0	0	0	1	2	4	3	1	2	0	5	1	0	5	0	1
SEC	28	13	15	18	4	1	1	3	1	6	23	10	5	10	3	16	12	2	19	4	3
Total	34/266	16	18	24	4	1	1	3	1	11	23	13	6	11	4	22	12	2	24	5	3
%age	12.8	47	53	70.6	11.8	2.9	2.9	8.8	2.9	32.4	67.6	38.2	17.6	32.4	11.8	64.7	35.3	5.9	70.6	14.7	2.9

| NCY	No. Excluded	Placement Type					Number of Placements										Time in Care (years)				
		U4	U6	P1	K2	P2	1	2	3	4	5	6	7	8	9	10+	1-2	2-3	3-4	4-5	5+
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	3	0	3	0	0	0	2	0	0	0	0	1	0	0	0	0	0	1	1	0	1
5	2	0	2	0	0	0	0	1	1	0	0	0	0	0	0	0	1	1	0	0	0
6	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0
PRI	6	0	6	0	0	0	2	2	1	0	0	1	0	0	0	0	1	2	2	0	1
7	4	0	4	0	0	0	0	0	1	1	0	0	1	1	0	0		1	1		2
8	5	3	2	0	0	0	2	1	0	1	0	0	0	1	0	0					5
9	6	1	1	2	2	0	0	2	2	0	1	0	0	0	0	1	2		2	1	1
10	7	0	1	0	6	0	0	2	1	0	2	0	0	1	0	1	3			1	3
11	6	1	3	0	1	1	0	2	0	1	2	1	0	0	0	0	1	1	1		3
SEC	28	5	11	2	9	1	2	7	4	3	5	1	1	3	0	2	6	2	4	2	14
Total	34/266	5	17	2	9	1	4	9	5	3	5	2	1	3	0	2	7	4	6	2	15
%age	12.8	14.7	50.0	5.9	26.5	2.9	11.8	26.5	14.7	2.9	14.7	5.9	2.9	2.9	0	5.9	20.6	11.8	17.6	5.9	44.1

	Placement Type	Code	Ethnicity
U4	Placement with other foster carer- long term fostering	WBRI	White British
U6	Placement with other foster carer - not long term or FFA	GRT	Gypsy Roma
P1	Placed with parents or other with Parental Resp	AFR	African
K2	Children's Home	MWA	White & Asian
P2	Independent living (flat/lodgings/friends/B&B	APKN	Pakistani
		AOWB	Any other white background

Exclusions 2009-2016

Fixed Term Exclusions 2012-2015	2010	2011	2012	2013	2014	2015	2016
Rotherham	9.95	9.42	6.38	7.61	10.61	11.79	13.11
England	12.62	11.79	11.32	9.77	10.25	10.42	11.44
Yorkshire and The Humber	11.65	9.97	9.66	8.22	9.38	10.35	11.72
Statistical Neighbours	13.54	12.26	10.77	9.81	10.71	10.52	12.68
%age difference RMBC and England	-2.67	-2.37	-4.94	-2.16	0.36	1.37	1.67
%age difference RMBC & Stat. Neighbours	3.59	-2.84	-4.39	-2.21	-0.1	1.27	0.34

Note: Exclusions data are collected two terms in arrears, so the latest DfE exclusions data available is from the academic year 2015/16.

LAC Exclusions 2009 - 2016
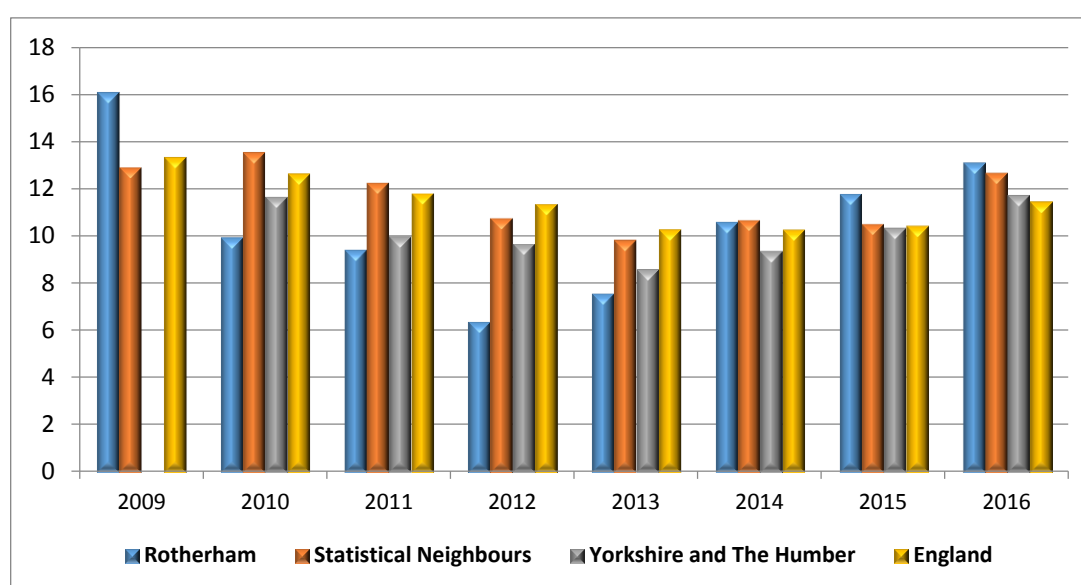
Commentary on exclusions over time:

Looked After Children and Young People are five times more likely to have a fixed period exclusion than all children and one and a half times more likely than children in need. Fixed term exclusions were on a downward trend 2009-2012 locally, regionally, in Rotherham's statistical neighbours, and nationally. This trend would appear to have gone into reverse since 2013.

Fixed term exclusions in Rotherham in 4 out of 6 years between 2010 and 2015 were significantly below national, regional and statistical neighbour comparators and broadly in line in 2014. They were 1.37 percentage points above the national average in 2015 and 1.67 in 2016.

2016 saw a significant increase in fixed term exclusions. In 10 out of 33 (33%) cases the exclusion was requested by the Virtual School, as the Virtual School was challenging the practice of schools 'informally' excluding young people. This appears to be the principal reason for the increase. Excluding these 10 would have given an exclusion rate of 10%.

Virtual School Actions:

Minimising fixed period exclusions is a major priority for the Virtual School and was identified as a key recommendation in the Ofsted Report. Exclusions impact negatively on placement stability, on emotional wellbeing, and on educational attainment. For every additional day of school missed due to fixed term exclusions, young people in care scored one-sixth of a grade less at GCSE (Rees Report).

Promoting attachment awareness in schools through central and school-based training is a key element in the endeavour to reduce fixed term exclusions. The range of complementary initiatives, funded by the Virtual School, is extensive:

- Attachment Friendly & Trauma Informed Schools
- Emotion Coaching
- Solution Focused Staff meetings
- Creative Mentoring
- Emotional Literacy Support Assistants

Early intervention is also crucial in ensuring that young people have access to any additional support that is identified through the PEP process.

Those with exclusions will be closely monitored by the Virtual School Team and appropriate and timely interventions will be put in place during the next school year.

Appendix 1: Promoting Emotional Wellbeing and Removing Barriers

Attachment Friendly Schools Project

Rotherham VS is establishing a network of Attachment Friendly Schools (AFS). These are settings which have not just shown an understanding of attachment difficulties, and the effect of trauma on child development, but have firmly embedded this knowledge base and skill set within their setting. Attachment Friendly Schools recognise and celebrate the importance of nurturing relationships as well as educating children and young people

The Attachment Friendly Schools' Initiative continues to develop with 23 schools currently participating. In the first year, this involves two members of staff from these schools attending the 7 day Touch Base (Louise Bomber) training. In the following year, the schools engage in whole school development activities based on an audit and action research model. This work is supported by the Virtual School LAC Educational Psychologists.

Attachment Research Community (ARC)

Several schools as well as Rotherham's Virtual School are members of the **Attachment Research Community (ARC).** ARC is a national community of schools and settings committed to supporting everyone's attachment needs. It is dedicated to sharing best practice, and turning important research and understanding into practical ways of working that make a difference within schools and settings. Recognising that the best developments are those designed and developed locally, at the core of the ARC sits a web platform which supports members to share and develop best practice.

Attachment Friendly Schools Evaluation

The Evaluation of Attachment Friendly Schools Phase 1 is now available from the Virtual School.

This includes an analysis of the impact on exclusions:

- Five settings showed a decrease in overall exclusions and four showed an increase, 2015-2017.
- Within the participating schools fixed term exclusions increased 2015-2017 with the number of permanent exclusions decreasing from 6 to zero. No pupils were permanently excluded from the Cohort 1 schools during the year that the schools engaged in the training.
- When the data is interrogated further it is clear that there are significant differences between different settings. Five settings showed a decrease in overall exclusions and four showed an increase.

Anecdotally, it would appear that those schools that engaged strongly with the course and took steps to generate change at a whole school level showed reductions in exclusions. These schools also showed the highest engagement from members of the SLT.

The AFS project aims to work closely with a core group of schools towards becoming Attachment Friendly Schools/Settings. However, we also recognise that the focus and outreach needs to be broader that just these few schools and settings. Virtual School EPs are seeking to share more widely knowledge, understanding and research around attachment and trauma through locality wide training and development and individual casework. Beyond this they are seeking to develop and provide specific interventions and strategies which develop SEMH provision and practice in its widest sense.

Emotion Coaching

From the ARC project, Emotion Coaching has been recognised as a cost effective strategy which schools in other areas have supported and found very effective. As a result, EPs within Rotherham have been trained in Emotion Coaching and are now able to provide training and development to schools. So far approximately 20+ schools and setting have received Emotion Coaching training with more events planned for the next academic year. The VS EP is also offering **Emotion Coaching training to Foster Carers** which has been very well received.

What is Emotion Coaching?
Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience. Research by Gottman found that Emotion Coached children and young people:
- Achieve more academically in school
- Are more popular
- Have fewer behavioural problems
- Have fewer infectious illnesses
- Are more emotionally stable
- Are more resilient

How does Emotion Coaching work?
Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically

Emotional Literacy Support Assistant (ELSA)

ELSA is an initiative developed and supported by educational psychologists who apply psychological knowledge of children's social and emotional development to particular areas of need and to specific casework.

The ELSA (Emotional Literacy Support Assistant) project was originally developed within Southampton then Hampshire by Sheila Burton, Educational Psychologist. It was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. It recognises that children learn better and are happier in school if their emotional needs are also addressed.

The EPS completed the initial ELSA training in the Summer term 2018. 34 schools participated: 24 primary, 6 secondary and 4 specialist. It has received excellent evaluations. The VS hopes to re-run the training during 2018.2019.

Creative Mentoring

The Virtual School is currently working with colleagues in Derbyshire County Council and Grimm and Co to develop a Creative Mentoring Programme for Rotherham. Kim Johnson from Derbyshire's Virtual School Team describes the concept below:

Creative Mentoring in Derbyshire

Young people have Creative Mentors for reasons such as exclusion from school, poor school attendance, because they are struggling with behaviour difficulties or perhaps where they are experiencing a significant life challenge (e.g. bereavement, mental health problems or moving foster home).

Creative Mentoring offers young people one to one support through a carefully designed programme that is both nurturing and education focussed; seeking opportunities to help unearth where the gems of talent lie in each and every one of them.

This is achieved by the mentor and young person working together in a practical way, using a wide range of activity is included e.g. eco skills, digital media, outdoor pursuits, art, science, computing, craft making, sport, music etc. Emphasis is placed on transferable skills e.g. communication, planning, reflection, organisation and team work, using creative tools such as film and photography to record and share the work.

The Creative Mentor supports the child for as long as schools, professional agencies and carers feel it is needed and there is a review of progress at each PEP meeting.
Compelling evidence is emerging that, over time it has had a positive, transformative impact on young people's confidence and willingness to engage in education.

Creative mentors focus on emotional readiness for learning; and approach activity in a way that is in line with international education development - where the emphasis is shifting to work readiness skills such as empathy, leadership, teamwork, problem solving, determination, calmness and respect, all skills that employers are increasingly requesting.

Creative Mentors encourage other supporting adults to be aspirational for the children we care for, by helping to make visible their unique talents to reveal their often hidden ambition. We have seen young people grow in confidence and go on to achieve way beyond what they thought they could, becoming successful in school, gaining qualifications, making friends, gaining apprenticeships and going to University.

"Human resources are like natural resources; they're often buried deep. You have to go looking for them, they're not just lying around on the surface. You have to create the circumstances where they show themselves." Ken Robinson

The Mockingbird Fostering Initiative

Mockingbird is an alternative method of delivering foster care with the potential to improve placement stability, safety and permanency for children and young people in care and to improve support for, and retention of, foster carers.

Mockingbird increases the protective factors around children through the simple provision of an extended network of family support. It uses the concept of a constellation which is where six to 10 satellite families of foster and kinship carers live in close proximity to a dedicated hub home of specially recruited and trained carers offering respite care, peer support, regular joint planning and social activities.

Relationships are central to Mockingbird, with hub carers and foster carers providing frontline care and with social workers able to concentrate on successful relationship building. The hub empowers families to support each other and overcome problems before they escalate, and offers children a more positive experience of care.

The constellation also builds links with other families important to the children's care plans and to resources in the wider community which can provide them with enhanced opportunities to learn, develop and succeed.

It is envisaged that the Virtual School will establish a relationship with Hubs and be a point of reference in providing information, support, advice and training to the Hub Carers and to provide the Hub Carers with the knowledge, understanding and skills to advocate for children and young people when challenges and difficulties arise around school matters, including admissions and exclusions.

As noted above, the VS EP is offering Emotion Coaching training sessions to Foster Carers.

As with Creative Mentoring, it will also be of value to explore the relationship and philosophy underpinning Mockingbird through the twin foci of Attachment Theory and Social Pedagogy.

The Speech & Language Project:

Specialist Speech and language therapists (0.6 FTE) are joining the VST in September 2018 to ensure that the particular communication and interaction needs of looked after children & young people group are better met. This is through a Service level agreement with the Rotherham NHS Foundation Trust, fixed for 1 year in the first instance.

Children and young people who are looked after represent a vulnerable group likely to have additional needs, including those related to speech and language. This is because:

Children brought up in areas of deprivation are more likely to have speech and language delays, which puts them at an educational disadvantage before they even start school. Children entering care are more likely to come from this demographic.

Looked after children are also more likely to have experienced neglect or poor attachment, both of which are associated with delayed or atypical patterns of communication and interaction.

Issues with non-attendance at health appointments can mean that communication needs are not identified or, if identified, that no intervention has been provided e.g. missed Speech and language therapy appointments. This can lead to secondary problems such as challenging behaviour linked to frustration or embarrassment, social withdrawal and/or poor educational attainment
Almost more than any other group of children, looked after children really need to have strong communication skills in order to be able to voice their experiences and feelings and contribute to discussions about their own care.

Failing to support communication needs can have long-term consequences in terms of poorer mental health, lower educational attainment, reduced employability and independence, and increased likelihood of entering the criminal justice system .

The speech and language therapist (SLT) would be embedded within the Virtual School team and have 4 main roles:

- Increasing awareness and skills across the team and providing training for carers, school staff, social workers
- Identifying the needs of individual children
- Providing support for the most complex children
- Monitoring provision for children out of area

Solution Focused Staff Meeting:

The Solution Focused Staff Meeting has been used effectively in supporting CYP in crisis or where difficulties are anticipated: new to care, changing placement, moving school, contact difficulties, relationship breakdowns. 'All transitions trigger stress response', observes Louise Bomber.

Central to the process is the view that, on a strictly private & confidential basis, all those who teach and support children & young people in care, need to know some detail about their pre-care story and their story since admission to care. Understanding the impact of past experience on current behaviour is crucial to providing sensitive support in home and school. Hearing about the traumas and losses in the young person's life invariably has a significant impact on staff perspectives about them.

The Educational Psychologist provides us with the opportunity to deepen understanding from a the twin lenses of attachment and trauma and shed light on questions about why some children are much more easily 'triggered' than others.

The process concludes with developing a plan of action to support the young person more effectively, taking into account how to prevent 'arousal', how to de-escalate and accessing longer term term interventions to stabilse and promote emotional wellbeing.

Solution Focused Staff Meeting:

Supporting the emotional wellbeing of children and young people in care and previously in care

THE FACILITATORS/ CONTRIBUTORS	THE PROCESS	THE PURPOSE
Teachers Learning support Designated Teacher, SENCO, SLT Key Adult The Team Around Carers Professionals (EP, CAMHS….)	**THE POSITIVES** Identify and share interests, strengths, talents, personality traits…….	To build upon as a means of engagement and motivation To ensure perspective by focusing on the positive and knowing the CYP in the round
Social worker Carer	**THE CHRONOLOGY** Outline the principal traumas, separations and losses in the CYP's life pre-care, post care and currently **N.B. confidentiality**	To understand the impact of the CYP's past experience on current behaviour and emotional wellbeing To explore how this might inform interventions and support
Educational Psychologist or some other suitable professional	**THE THEORY** A brief overview of Attachment Theory	To help make sense/shed further light on current behaviour and emotional wellbeing To consider how this might inform interventions and support
Designated Teacher Educational Psychologist or some other suitable professional	**THE SUPPORT** Based on the knowledge and understanding gained from the above process, how do we work together to PREVENT, CONNECT, DE-ESCALATE and help to stabilise and repair	To ensure that the school and carers have a range of effective strategies, which are consistently implemented to support the wellbeing and behaviour of the CYP To ensure the school is supported by the home and other agencies

Appendix 2: Virtual School Team 2018

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                                                          ┌─────────────────────────────┐
                                                          │      Margaret Gilbert        │
                                                          │  Data and Systems Officer    │
                                                          └─────────────────────────────┘
                                                          ┌─────────────────────────────┐
                             ┌──────────────────────────┐ │    Helena Szczepkowski       │
                             │       Emily Keefe         │ │   Virtual School Adviser     │
                             │ Speech & Language Therapist│└─────────────────────────────┘
                             └──────────────────────────┘ ┌─────────────────────────────┐
                                                          │        Jane Taylor           │
                                                          │   Virtual  School Adviser    │
                             ┌──────────────────────────┐ └─────────────────────────────┘
                             │    Rebecca Whitehouse     │ ┌─────────────────────────────┐
                             │ Speech & Language Therapist│ │       Sarah Cairns           │
                             └──────────────────────────┘ │   Virtual School Adviser     │
 ┌──────────────────────┐                                 └─────────────────────────────┘
 │ Virtual School        │                                ┌─────────────────────────────┐
 │ Headteachers          │  ┌──────────────────────────┐  │     Rebecca Holland          │
 │ Tina Hohn (EY &       │  │     Daniel Chedgzoy       │  │   Virtual School Adviser     │
 │ primary)              │  │     Data Manager &        │  └─────────────────────────────┘
 │ Pete Douglas          │  │     ePEP Co-ordinator     │  ┌─────────────────────────────┐
 │ (secondary & post 16) │  └──────────────────────────┘  │     Colleen Middleton        │
 └──────────────────────┘                                 │   Virtual School Adviser     │
                             ┌──────────────────────────┐  └─────────────────────────────┘
                             │       Karen Davies        │  ┌─────────────────────────────┐
                             │ Educational Psychologist  │  │       Steve Trotter          │
                             └──────────────────────────┘  │   Virtual School Adviser     │
                                                          └─────────────────────────────┘
                             ┌──────────────────────────┐  ┌─────────────────────────────┐
                             │        Kat Thorn          │  │     Christine Waugh          │
                             │ Educational Psychologist  │  │   Virtual School Adviser     │
                             └──────────────────────────┘  └─────────────────────────────┘
                                                          ┌─────────────────────────────┐
                                                          │       Vicki Tansley          │
                                                          │   Virtual School Adviser     │
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Appendix 3: Key Questions for School Leaders

For school leaders, the answers to the following key questions, should assist in auditing current practice and should point the way forward in terms of possible future refinements and developments in school.

• Is there a robust information management system in place to monitor attendance, attainment and progress, and barriers to progress, and which informs appropriate interventions?

• Are highly effective literacy and numeracy interventions readily available and accessible for young people?

• Is the curriculum, especially for lower attainers, sufficiently relevant, challenging and engaging?

• How do we encourage and promote the highest possible expectations for looked after and previously looked after children and young people?

• Is there a really effective system of pastoral support, which is alert and sensitive to the more vulnerable moments (care start, placement changes, changes in contact arrangements, transitions in school) in the lives of vulnerable young people?

• Does the personal education plan (PEP) focus on the positives (strengths, talents and interests), and how to encourage and capitalise on the positives to promote self-belief and self-esteem?

• Does the PEP have SMART and relevant targets which are regularly reviewed in terms of impact?

• Does the designated teacher for a looked after children and young people, if not a member of the SLT, have direct access to the SLT?

• Does the DT produce and present a report to the SLT on a regular basis?

• Does the Designated Teacher attend the LA network meetings and training?

• Is there a designated governor who, with the designated teacher, raises the profile of the looked after child and acts as their champion, advocating for them, both in school and within the governing body?

• Is there a long-term programme of professional development for all staff about promoting the wellbeing of looked after children and young people? Does it focus on deepening the understanding through the twin lenses of attachment and trauma?

• Does the school work in close collaboration with the LA Virtual School for looked after children and young people?

Appendix 4: Pupil Premium Plus 2018/19

The 2018/ 19 PPP allocation is £1,085.600 for the financial year.

- Approximately 40% is centrally retained to fund interventions accessible to all looked after children & young people, in and out of authority.

- The remainder is available for schools to spend to assist in removing barriers, promoting emotional wellbeing, raising expectations and attainment, improving attendance, minimising exclusions and nurturing the talents and interests of children & young people in care.

- The level of school funding is determined as part of the PEP target setting process

- Clearly there are significant differences in the needs of CYP in care and these needs vary over time.
  In practice this means that the needs of the most vulnerable, disaffected and disengaged CYP, who are unable to access mainstream education and many of whom do not have EHCPs and the associated funding. Often these CYP need temporary in-school support while others require additional alternative and complementary provision, including one to one tuition for those in receipt of less than 25 hours education. Typically, in order to avoid drift, and to ensure that there is immediate provision for the following categories, one to one tuition is put in place:

  - not on roll
  - not in education
  - where there are safeguarding issues
  - in transition between settings, often linked to a placement move
  - for those whom more appropriate alternative/complementary provision is being sought

Central Retained Funding

Educational Psychology: two very experienced EPs (one full time equivalent) provide the team with support, advice and guidance. A core element of their brief is to promote, organise and manage the Attachment Friendly Schools' Project. They also make regular contributions to the Designated Teacher Network meetings, provide training for schools and carers in Emotion Coaching, and train and support the ELSA network

Emotion Coaching: see Appendix 1

Emotional Literacy Support Assistants: see Appendix 1 and http://www.elsa-support.co.uk

Speech & Language Therapy: see Appendix 1

Mockingbird: see Appendix 1

Virtual School Advisers: 2 additional VS Advocates are funded through PPP to ensure that all PEP meetings (2-18 years of age) are attended by a member of the VST. The regularity of the meetings (termly) means that the VST has excellent intelligence on all LAC aged 2-18: those who are making good progress, those who are gifted and talented, those who are underachieving, those whose who

are NEET, those who are particularly vulnerable with poor emotional wellbeing, those for whom attendance is an issue, and those who are at risk of exclusion. VSAs ensure that there are SMART targets with tailored interventions in place to meet the individual needs of the CYP.

The Letterbox Club: designed to inspire a love of reading and engagement with numeracy in children who are looked-after from EYFS to Year 7. Across the UK, children are enrolled for the Letterbox Club by local authorities and schools. Each child receives their own colourful parcel of books, maths games, stationery and other high quality materials once every month for six months, from May to October. For many children, it's the first time they have had a letter or a parcel through the post and for some it's the first time they have had books of their own.

Creative Mentoring: we are currently in the process of launching a Creative Mentoring Programme in collaboration with Grimm and Co.(grimmandco.co.uk). See Appendix 1.

Sound Training: the Sound Training Intervention (catch up literacy) is a work in progress to accelerate progress in Years 5, 7, and 9.

ePEP: the ePEP system is in place and is generally regarded as having enhanced the PEP process. Compliance at the end of the school year 2016/17 was 97% and were judged to be good or better through the external quality assurance process.

Welfare Call: monitors and reports on attendance and exclusions for all LAC of statutory school age, both in and out of authority which provide the basis for a robust strategy to maximise the former and minimise the latter.

NCER: Rotherham is part of the NCER project: The Association of Directors of Children's Services (ADCS), the National Association of Virtual School Heads (NAVSH), and the National Consortium for Examination Results (NCER) have launched the Children Looked After (CLA) Analysis Project. This project has been jointly funded by the Department for Education, ADCS and 147 individual local authorities.The CLA Analysis Project is a new national system, run by NCER on behalf of local authorities, to measure the educational performance and progress of children and young people whilst in care.

The data will enable Virtual School Heads to write more analytical action plans and annual reports, providing a clear idea of their children's progress from prior attainment, as well as attainment compared with regional and national trends. It will also help Virtual School Heads to ensure the effective use of Pupil Premium Plus funding and provide evidence to the local authority or Ofsted of their effectiveness in improving educational outcomes.

Complex needs inc. post 16, AP and tuition: Additional alternative and complementary provision, including one to one tuition for those in receipt of less than 25 hours education. Typically, in order to avoid drift, and to ensure that there is immediate provision for the following categories, one to one tuition is put in place:

- not on roll
- not in education
- where there are safeguarding issues
- in transition between settings, often linked to a placement move
- for those whom more appropriate alternative/complementary provision is being sought

Appendix 5: The Budget 2018.2019

Income

Total PPP Income:	**1,085,600**
Previously LAC Grant:	**30,000**
Total Income:	**1,115,600**

Expenditure

Centrally Retained PPP spending 2018.2019

Total	**482,600**
Allocation to schools	**633,000**
Total Expenditure	**1,115,600**

Appendix 6: Previously Looked After Children & Young People

Supporting Post LAC 2018.2019

The Children and Social Work Act 2017 has placed a new responsibility on local authorities and schools to extend their remit to support the education of previously looked after children aged 3-16 and specifically to promote the educational achievement of previously looked-after children in their area, with effect from 1.9.2018.

A. New responsibilities for Virtual Schools for post LAC outlined in the draft statutory guidance:

1. **Advice, information and training for:**
   - Adoptive parents/PR
   - Social workers and IROs
   - Virtual School Team
   - Early Years (funded) providers
   - Designated Teachers and other school staff
   - School Governors

2. **Advice and information and training about:**
   - Admissions
   - SEN
   - Attendance and Exclusions
   - Behaviour
   - Homework and options
   - Promoting positive activities
   - Encouraging high aspirations
   - Pupil Premium Plus and its effective use

3. **The provision of training for schools in mental health and promoting emotional wellbeing**

4. **Working collaboratively with:**
   - Schools and Early Years settings
   - Post Adoption Support Team
   - Health, Education, Social care and others

B. Current resources (people) available to support parents, guardians, carers and children in RMBC:

Fostering & Adoption Manager	Anne-Marie Banks
Therapeutic Team	Sara Whittaker
Post SGO social worker	Abi Hall
Post adoption social worker	Julie Link
Post adoption therapeutic intervention worker	Leah Eggington

The Therapeutic Team

Rotherham's Therapeutic Team is managed by a Clinical Psychologist and consists of both Social Workers and therapists including Art Therapists.

MASH: getting help for a looked after or adopted child

The Looked After and Adopted Children Support and Therapeutic Team can be accessed by contacting the Multi Agency Safeguarding Hub (MASH) on 01709 823987.

Post adoption support group

This is a support group for adoptive parents and provides opportunities to:

- Meet other adoptive parents of children
- Share experiences of life with their child
- Share and discuss strategies and celebrate success

The group can also help to explore other issues such as:

- Sensory integration
- Education
- Executive functioning
- Trauma
- Sleeping
- Eating/food issues
- The brain
- Attachment
- Pace (Playfulness, Acceptance, Curiosity, Empathy) parenting principles
- Grandparents
- Looking after yourself
- Triggers from your own childhood

Current resources available to support parents, guardians, carers and children in RMBC:

- **Adoption Support Fund**

The Adoption Support Fund (ASF) is a fund established to help pay for essential therapy services for adoptive/SGO families as and when they need it. A Social Worker within the Post Adoption/SGO Support Team will complete an assessment and make an application to the fund on behalf of parents, guardians or carers

- **Pupil Premium Plus**:

Paid directly into schools. From 1.4.2018 £2300 p.a. Pupils must be identified as eligible on the January PLASC. It is held by schools who are accountable for its use through the annual report to the Governing Body. The Virtual School has a PLAC grant of £30,000 p.a. for 2 years. Part of this grant will be used to secure the services of PAC-UK https://www.pac-uk.org/ to assist in delivering its responsibilities.

C. Current position

The Virtual School Team met with the Head of LAC Service, the Therapeutic Team manager, one of the post adoption social workers, the post SGO social worker and the post adoption therapeutic

intervention worker, to consider how we could work together in discharging the new statutory responsibilities of the Virtual School.

There are approximately 200 post adoption live cases and 150 post SGO live cases.

Of these there are about 20 acute post adoption cases and 15 acute ost SGO cases at any one time.

D. The VS will continue to clarify over the next few months how it can best meet its responsibilities.

It has been agreed that:

- To modify the training the VS already provides to carers, schools, governors, social workers and so on to incorporate support for post LAC. The professional development programme will continue to focus on deepening the understanding of professionals who work with LAC and post LAC and improving the quality of the support they receive in overcoming barriers to learning.

- To raise awareness through:
    - SENCO network
    - Headteacher network
    - The DT network
    - Governor Training
    - ELSA network
    - AFS network

- To establish systems and processes need to signpost, provide advice and guidance to all relevant parties

- To provide consultancy to the post LAC team

- To attend the post adoption support group/ drop-ins when required

- To provide guidance in making the most effective use of Pupil Premium Plus for LAC and post LAC

- To encourage school capacity building measures such as ELSA

- To provide highly accessible written and electronic leaflets/ communications for parents, carers and teachers in the area of understanding and responding to challenging behaviour.

- To produce case studies of good practice

- To contribute to the regional website

- The Head of the LAC Service will discuss with David McWilliam about the possible role of Early Help in this area

- Duty and Assessment and MASH will require guidance and training to ensure that enquiries are directed appropriately

Appendix 7: Signs of Safety Framework

The Virtual School for Looked After Children

What are we doing well and what's working well?

- The Information & Data Management System is first class. It is accessible, accurate, up-to-date, easy to use and extremely well managed. The IDMS is the bedrock of the Virtual School It informs interventions:
    - to raise attainment and to accelerate progress of those in care
    - to promote their emotional wellbeing
    - to improve their life chances

- The Virtual School Advisers attend all termly PEP meetings. This mean that the VST has detailed knowledge of all CYP in care (2-19), not least those with the greatest vulnerability, both in Rotherham schools and schools out of authority. This ensures that SMART targets are set and that progress against them is closely monitored on a regular basis.

- PEP compliance and quality: compliance is 95% + and external quality assurance deems that at least 8/10 are good or better. Indications are that this continues to improve.

- The Attachment Friendly Schools' Project is central to the drive to remove barriers and to improve the emotional wellbeing of CYP in care. Phase 1 has been evaluated very positively. Phase 2 is over-subscribed. At the heart of this is:
    - the endeavour to deepen professional knowledge and understanding in schools about the complex needs of CYP in care, through the twin lenses of attachment and trauma
    - to provide schools with assistance in developing more effective strategies to better support CYP; many schools have undertaken whole school training in Emotion Coaching

The AFSP currently has 23 participating school and is managed by two highly experienced LAC Educational Psychologists.

- In embracing social pedagogy, in addition to AFS, the VS:
    - has funded the training of Emotional Literacy Support Assistants covering 32 schools in RMBC; first class evaluations
    - is funding a I year speech & language pilot to help to minimise barriers in this area
    - has developed a Creative Mentoring scheme which is launching in September 2018

- The robust support for pre-school LAC continues to develop through the work of the primary team and is reflected in the high take-up of Early Education Places and in primary LAC educational outcomes. There were significant improvements in KS1 and KS2 outcomes in 2018 with year on year improvement at KS2, 2016-2018

- There was a significant reduction of 15% in fixed term exclusions 2017.2018 with far fewer exclusions from RMBC secondary schools. (7/34)

- There were significant improvements in those with good and better attendance 2017.2018. Persistent absence rose slightly.

- More effective collaborative working with colleagues in social care, Educational Psychology, the Therapeutic Team, Early Help & Intervention, SEN & Inclusion, Admissions and with carers is evident in, for example, the establishment of the multiagency group to track and intervene to support those with less than 25 hours education.

- The Designated Teacher Network meetings are well attended and are designed to keep DTs up to date and to provide professional development for the group.

What are the current challenges and priorities?

The most significant challenges are interrelated:

- persistent absence
- fixed term exclusions
- those not accessing 25 hours education

The VS also needs to ensure that:

- it discharges its new responsibilities effectively in relation previously looked after children and young people
- to manage the budget as efficiently as possible given the unpredictable demands upon it

What needs to happen and by when?

In responding to these challenges the VST:

- will continue to monitor closely the patterns of absence and exclusions at individual and cohort level to inform interventions (in place and ongoing)
- will continue to work with colleagues in social care, Admissions, Early Help and Inclusion Services through the multiagency group monitoring and intervening to support those not accessing 25 hours education (in place and ongoing)
- has launched a Creative Mentoring programme to support the most disaffected and disengaged CYP (September 20118)
- is exploring ways of expanding the range of alternative and complementary provision for Years 10 and 11 (Sept 2018-July 2019)
- has continued to develop its Attachment Friendly Schools programme
- has commenced a speech & language pilot to ensure that the particular communication and interaction needs of looked after children & young people group are better met.
- Is expanding the capacity of schools through the ELSA programme
- will ensure that it meets its new statutory obligations in relation to those previously looked after
- regular budget monitoring and reporting will be a standing item at VS SLT meetings

Judgement: 8/10

This updated Signs of Safety provides the starting point for the Virtual School Improvement Plan 2018.2019

Nurturing interests & talents

Building self-belief and aspirations

CYP Voice

Collaborations:

Education & Skills, EPS, Schools, Social Care , Inclusion, Mockingbird, Carers, Speech & Language ....

Raising attendance & attainment

Accelerating Progress

Minimising Exclusions

Robust SMART PEPs

IMPROVING THE LIFE CHANCES OF CHILDREN & YOUNG PEOPLE IN CARE

Promoting Emotional Wellbeing

Rigorous Monitoring & Appropriate Interventions

Attachment Friendly & Trauma Informed Schools

Emotion Coaching

Solution Focused Staff Meeting

Creative Mentoring

Cadre of ELSAs

The Virtual School Vision