

BRIEFING	TO:	CPP
	DATE:	18.12.2018
	LEAD OFFICER <i>(Full name, title and Directorate)</i>	Peter Douglas/Tina Hohn Virtual School Head teachers C&YPS
	TITLE:	Virtual School priorities and actions
Background		
1.	<p>1.1 The Virtual School Headteacher's report 2017-18 outlined the progress made by the Virtual School and the academic achievements of this year's cohort of young people.</p> <p>1.2 The Virtual School was restructured in Sep 2018 with the appointment of two Virtual Head teachers; Tina Hohn (Early Years and Primary) and Peter Douglas (Secondary and Post 16).</p> <p>1.3 This report outlines the key priorities and actions based on the data and analysis contained in the Virtual Headteacher's report and the trajectory the Virtual School is working towards over the coming year.</p> <p>1.4 These priorities are detailed within the Virtual School Development plan which will be presented to the Virtual School Governing body at its next meeting Nov 21st 2018.</p>	
Key Issues		
2.	<p>2.1 Attainment and progress at GCSE is below expected.</p> <p>2.2 10 young people who achieved a level 4, English and Maths, at the end of KS2 did not achieve GCSE Level 4+ in English and Maths.</p> <p>2.3 Persistent Absence has increased and was raised as a concern in the previous OFSTED.</p> <p>2.4 Exclusions of our young people are still a concern, particularly for those in key stage 4 who are placed out of authority; this was raised as a concern in the previous OFSTED.</p> <p>2.5 Placement stability across all key stages is a concern with an increasing number of care placement moves resulting in the need to change school. The issue is exacerbated as the time it takes to successfully organise admission to new setting is increasing. This leads to young people being out of education for prolonged periods of time. There is a growing body of evidence that stability in care and education has a clear link to academic progress and attainment, we have seen the negative impact of an increased number of moves on our young people's outcomes.</p>	
Key Actions and Relevant Timelines		
3.	<p>3.1 Develop the attainment reporting through ePEP to allow for more detailed analysis of progress, allowing Virtual School Advisers to identify those groups who need specific intervention to support progress.</p> <p>(Termly reports to start in Jan 2019)</p>	

3.2 Improve links with Head teachers in and out of authority to investigate more effective use of PP+ to support pupil emotional health and accelerate academic progress.

(To start in Nov 2018 on going throughout the year).

3.3 Weekly attendance and exclusion reports to be monitored by Virtual School Advisers and a policy to be developed around intervention response for those whose attendance is a concern.

(Attendance and exclusions report is in place. Policy in place by Dec 2018)

3.4 Attendance and exclusion reports to be shared with:

- Virtual School Governing body for scrutiny, support and challenge
- Social Care service/Team Managers to raise awareness.
- Other interested parties

(Attendance and exclusions report is in place. Policy in place and distribution list agreed by Dec 2018)

3.5 Increased focus and support for those young people placed out of authority to enable OOA schools to access, to improve stability, increase attendance, raise attainment and reduce the risk of exclusion:

- Solution focussed staff meetings to support transition into new settings.
- Emotion coaching training to school staff, social workers and foster carers to enable them to effectively meet the needs of young people.
- Whole school attachment training to increase the understanding and empathy of staff toward those young people impacted by trauma and attachment difficulties.
- Training at least another 30 Emotional Literacy Support Assistants to deliver specific support to our learners, places to be offered to OOA school staff.
- Increase the network of Creative Mentors and in the second round of intervention work with those young people who are more disengaged.
- Develop our approach to become increasingly person centred and have trained at least 15 staff to support PATH planning for our young people.

(Already in progress and developing links with OOA schools).

3.6 Placement policy agreed with Social Care, Virtual School, Commissioning and EHCP teams (See additional briefing report – OOA placement policy and recharging update). Training delivered to Social Worker and Foster Carers on the importance of stability in education.

(Policy in place by Dec 2018, training to be delivered once policy agreed and in place and start no later than Jan 2019)

3.7 Track, monitor and update the VS improvement plan. Share the improvement plan on a page with key partner stakeholders once agreed by governors and CPP (See Appendix 1)

Recommendations

4. CPP receive this report and note the actions above
 Agree improvement plan on a page or advise any specific alterations required before sharing with stakeholders.

