

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 - CLA 2017-18 GCSE progress update

Background

1. 1.1 The Virtual Headteacher report 2017-18 outlined that 10 GCSE students who achieved level 4 in English and Maths at KS2 did not achieve a pass at Level 4+ in GCSE English and Maths (see table):

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. Placement	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			

(Key for the table is included in appendix 1).

- 1.2 This report seeks to analyse any further support that could have been made available and interventions that might have had a mitigating effect on these young people.

	<p>1.3 The Virtual School has been restructured and there are now two Virtual Head teachers and an additional two Advisers. This has increased the capacity of the Secondary team and will allow a more strategic approach for swifter response in supporting schools to meet the needs of our young people and work towards improving progress and attainment.</p> <p>1.5 During the academic year 2017-18, the Virtual School has been developing its support and training offer to schools, through our advisers and the work of the VS Education Psychologists. This has already had a positive impact on exclusions of CLA, within authority. There is evidence in the VHT report that exclusions within Rotherham have decreased this year, and there have been no off rolling incidents this last academic year. However, 60% of the YP in this list suffered school placement breakdown. In most cases this was due to behaviour related to attachment and trauma issues. However, for the list of 10 young people:</p> <p>1) At least 70% of the YP would have been offered a Solution Focussed staff meeting. A solution focussed staff meeting is a training opportunity, for those staff working closely with the young person, to increase staff empathy and develop a bespoke plan to prevent, connect and deescalate. These were not available when required for these YP.</p> <p>2) 70% of the YP would have been referred for Creative Mentoring had it been available. The Creative Mentoring programme provides creative/artistic professionals who work alongside the young people on a creative project to build positive relationship skills and self-confidence. The focus is learning through the process.</p> <p>3) Attachment Friendly Schools training offered by the Virtual School would have had an impact on schools' ability to contain and support the YP, reducing education placement breakdowns.</p>
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Key Issues

<p>2.</p>	<p>2.1 The group of 10 young people who did not make progress shared a number of similar characteristics which will have reduced their stability, both in terms of care and education. It is clear, from those who made the most progress, that stability is a key factor in academic success.</p> <p>2.2 The impact of instability on our more able learners appears to be greater than for those who did not achieve key stage 2 benchmarks.</p> <p>2.3 The level of support available to the 10 young people was below that which is now in place (see 1.5 above) and as such they will not have benefited from the developments in the same way as future cohorts.</p> <p>2.4 Sufficiency to support the SEMH needs of our more able learners has been an issue in a number of the 10 cases. Providing appropriate education to meet need and allow for formal assessment of need was not always possible as provision was not available for these young people.</p>
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Key Actions and Relevant Timelines

<p>3.</p>	<p>3.1 With the restructure of the Virtual School team, the Virtual Headteacher for Secondary and Post 16 has been given more capacity to undertake the following:</p> <p>1) Virtual Headteacher to analyse the data for all Y10 and Y11 to ensure that schools and advisers are clear on the KS2 attainment data and this is used to ensure appropriate interventions are in place.</p> <p>(From Dec 2018 then ongoing termly)</p> <p>2) Virtual Headteacher to discuss pupil outcomes, with RMBC Secondary Head teachers,</p>
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with a focus on the disparity between the achieved grade and subject teacher prediction.

(Starting Dec 2018)

3) Improve data collection through ePEP changes to ensure more effective monitoring of progress against benchmarks.

(From Jan 2019)

4) Virtual Headteacher to work more closely with RMBC SEMH provision and LA service managers to ensure transitions are swift and carefully planned.

(From Nov 2018)

5) Virtual Headteacher to support advisers in seeking appropriate and timely placements when young people are moved OOA.

(From Sep 2018)

3.2 Both care and education placement choice and stability are predictors of future outcomes. With this in mind the following challenges need to be considered:

1) Improved communication between Social Workers and Virtual School, particularly at entry to care would ensure improved placement stability in terms of education and care.

(Briefing paper submitted Oct 2018)

2) Improvements to attachment, loss and trauma training to foster carers and Residential care staff are vital in improving placement stability and the ability of carers to contain and support YP in emotional regulation.

(Ongoing 2018-19)

3) Impact of moves on those YP who have high levels of SEMH but no EHCP. Often this causes dramatic delays in accessing appropriate education provision. Formal discussions with EHCP team to agree policy for RMBC LAC placed OOA.

(Jan 2019)

Recommendations

4. CPP receive this report and note the actions above.

Appendix 1:

Key for table 1.1:

Code	Placement Type
A5	Placed for Adoption With Placement Order (current Foster Carer)
A6	Placed for Adoption With Placement Order (not current Foster Carer)
U1	Foster placement with relative or friend- long term fostering
U3	Foster placement with relative or friend- not long term or FFA
U6	Placement with other foster carer - not long term or FFA
P1	Placed with parents or other with Parental Resp
K2	Children's Home
H5	Resid. Accom. not subject to Children's Homes Regulations.
P2	Independent living (flat/lodgings/friends/B&B)
Z1	Z1 - Other Placement