

REPORT TO:	Corporate Parenting Panel January 2019
SUBJECT:	Virtual School Annual report
LEAD OFFICER:	Robert Henderson, Executive Director Children, Families and Education Department
CABINET MEMBER:	Alisa Flemming, Cabinet Member for Children, Young People & Learning
WARDS:	ALL
CORPORATE PRIORITY/POLICY CONTEXT:	
A caring city: Provide safer, high quality, integrated healthcare and social care services close to home with a focus on maternity, children and young people, and mental health services. Corporate Parenting.	
FINANCIAL IMPACT	
No financial considerations.	
FORWARD PLAN KEY DECISION REFERENCE NO: N/A	

1. RECOMMENDATION
1.1 Corporate Parenting Panel to note the annual report from the Virtual school.

2. EXECUTIVE SUMMARY

- 2.1 The corporate parenting responsibilities of local authorities include having a duty under section 22(3)(a) of the Children Act 1989 to safeguard and promote the welfare of the children they look after, including eligible children and those placed for adoption, regardless of whether they are placed in or out of authority or the type of placement. This includes the promotion of the child's physical, emotional and mental health and acting on any early signs of health issues.
- 2.2 This report is in response to the panel's request for an overview of the work of the Virtual school including data in relation to educational outcomes for children looked after.

3. DETAIL OF REPORT

THE CROYDON CLA COHORT 2017-2018 (Overall Numbers and Demographics)

- In 2017-18 726 children and young people were in care continually for 12 months.
- A total of 884 children were in care at any time throughout the academic.
- During 2017-2018 a total of 50% of CLA attended schools in borough and 50% of CLA were placed in schools out of borough.
- In September 2017-18 a total 717 children were placed in the care of Croydon. This went up to 884 by July 2018. This saw an increase of 167 CLA into care between September 2017-July 2018 (18.9%). (A full breakdown of the respective cohorts is provided in the table below).
- Of the total number of CLA in care at the end of the academic year, 59 (6.67%) attended special schools and 33 (57.9%) of these special schools were schools outside of Croydon.
- Of the 217 children and young people recorded as having SEN needs, 107 CLA had an EHCP, 100 were on the SEN register and 11 CLA were receiving SEN support. (Please see percentage breakdown of the overall CLA numbers in the chart below).
- In 2017-18, 71% of the number of children and young people in care were made up of 71% males compared to 29% females.
- With regards to CLA ethnicity, of the 884 CLA, 483 children and young people were recorded as *local* compared to 401 young people who were recorded as *Unaccompanied Asylum Seeking* minors. (Please see the full ethnic breakdown of the CLA cohort for 2017-2018 below).

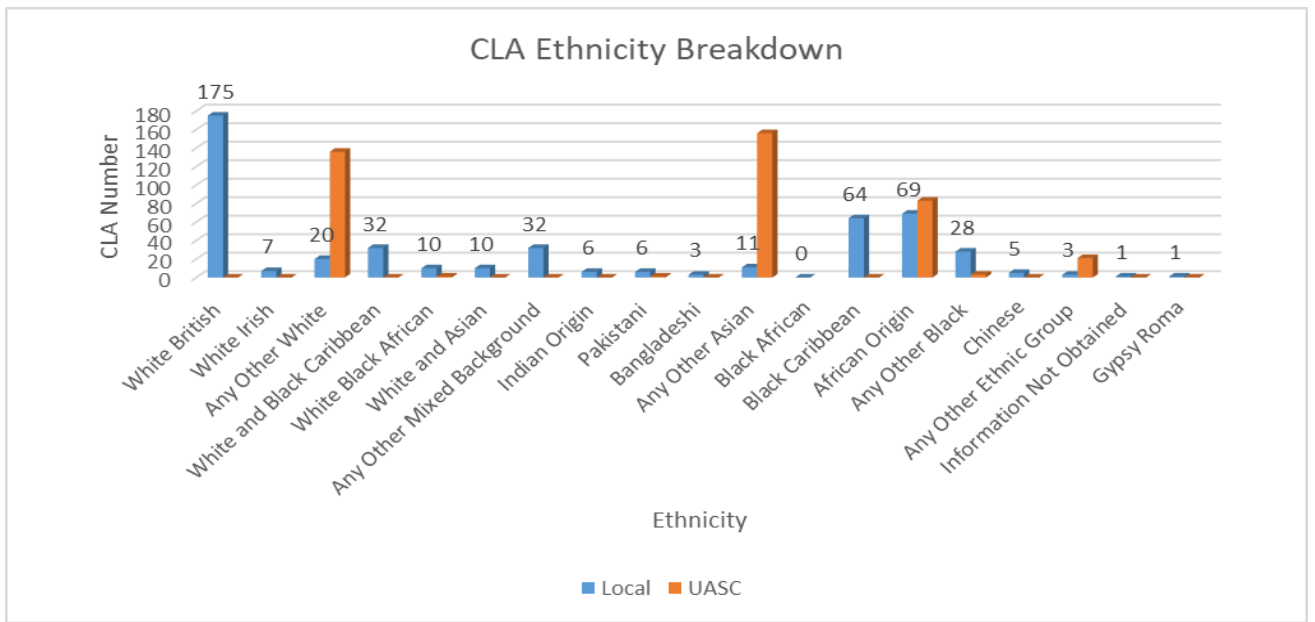
Table 3.1: Cohort Breakdown

Cohort Breakdown	Beginning of the academic year September 2017		End of the academic Year July 2018	Percentage increase of CLAs + ↑
Nursery Age	18 CLA		27 CLA	33% + ↑
Primary Age (KS1-KS2)	105 CLA		142 CLA	26% + ↑
Secondary Age (KS3-KS4)	251 CLA		346 CLA	27% + ↑
Post 16 Age (KS5)	343 CLA		369 CLA	7% + ↑

Table 3.2. SEN CLA Breakdown

SEN Category	Number of CLA	% of the overall CLA Cohort
CLA with an EHCP	107	12%
CLA on the SEN Register	207	21%
CLA SEN Support	100	11%

Bar Chart: 3.3 Croydon CLA Ethnicity Breakdown



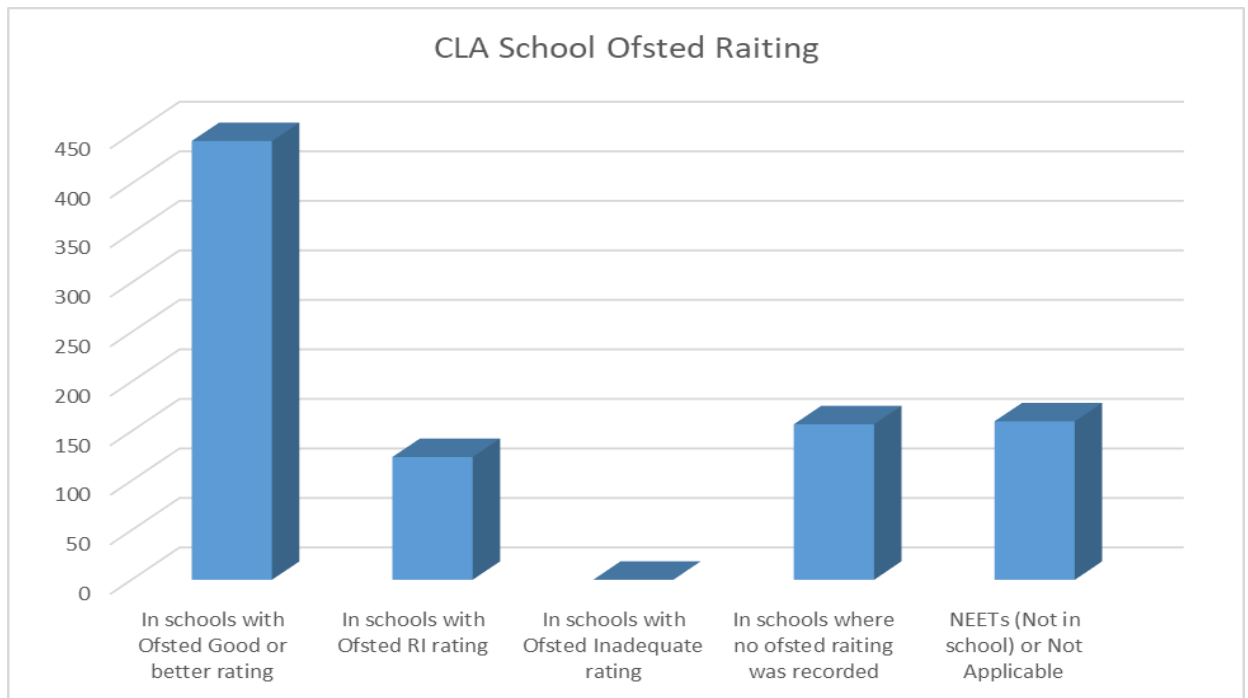
School Ofsted Rating

At the end of 2017/18, 78.1%% of statutory school age CLA attended schools rated by Ofsted as 'Outstanding' or 'Good'.

The Ofsted rating of a school where the child moves in-year is an increasing priority for Croydon and there is a now a dedicated section in the e-PEP to monitor school moves more closely.

Table 3.4: School Ofsted Rating

	Number	%
In schools with Ofsted Good or better rating	443	78.1%
In schools with Ofsted RI rating	124	21.9%
In schools with Ofsted Inadequate rating	0	0%
In schools where no ofsted rating was recorded	157	18%
NEET (Not in education) or Not Applicable	160	18%



¹. Where possible, children are placed in schools rated 'good' or better. However, if a child comes into care while in a school rated less than good it is often inappropriate to move their school place simply on the basis of the Ofsted rating of their current school.

4. Children Looked After educational Outcomes 2017/18:

4.1 EYFS (5 year olds) Reportable cohort: 8

The phonics screening check is taken individually by all children in Year 1 in England. It is designed to give teachers and parents and carers information on how children are progressing in phonics. It is aimed at helping to identify whether a child will need additional support at this stage so that they do not fall behind in this vital early reading skill.

OVERALL

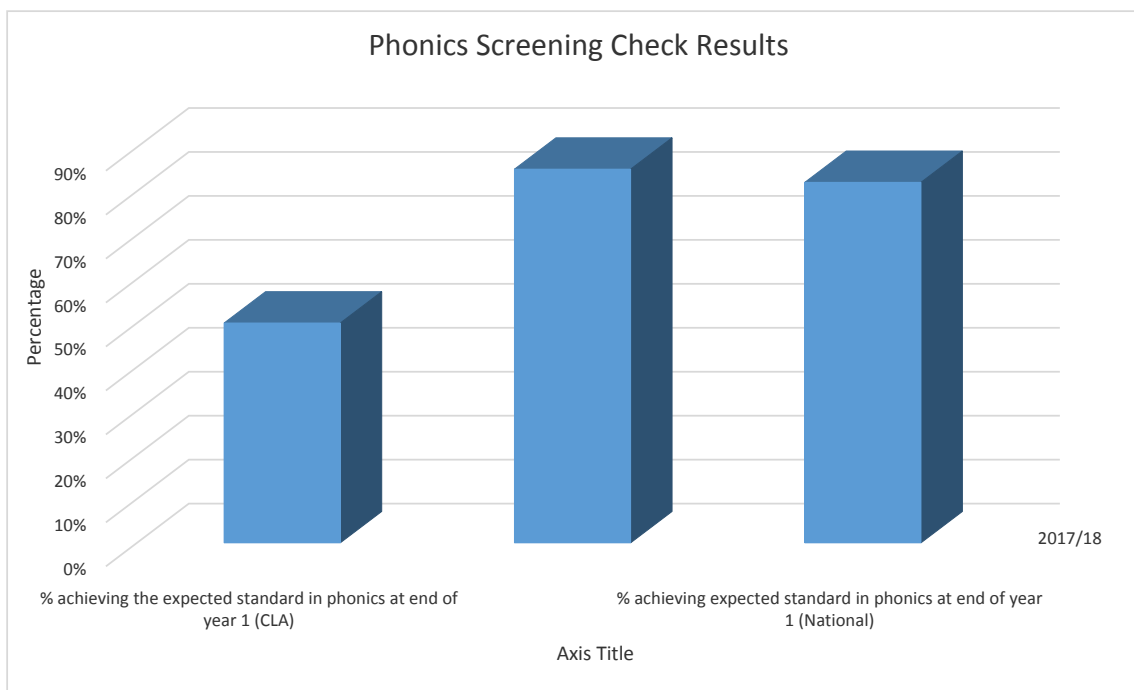
4.2 Phonics Screening Check

Table: Phonics Screening Results

Phonics screening	No. in cohort	No. in cohort eligible	No. of CLA achieving the expected standard	% of CLA achieving the expected standard
2016/17	15	10	4	40%
2017/18	16	8	4	50%

Table: Phonics Screening : Comparisons

Phonics Screening Check	% achieving the expected standard in phonics at end of year 1 (CLA)	% achieving expected standard in phonics at end of year 1 (Croydon)	% achieving expected standard in phonics at end of year 1 (national)
2017/18	50%	85%	82%



- In the 2017-2018 academic year there was an overall increase in those achieving

the expected standard in phonics screening by 10%.

- Phonics screening check, performance in 2017/18 was better than in the previous year with 50 % of children gaining the expected level. (4 out of 8 eligible pupils)
- Of the 4 who did not achieve the expected standard, 1 child missed the expected standard by 2 marks, 1 child was disapplied by their school, and the other 2 children were well below the expected standard. 62.5% of the full cohort gained the expected standard. (10/16)

4.3. **Key Stage 1 (7 year olds)**

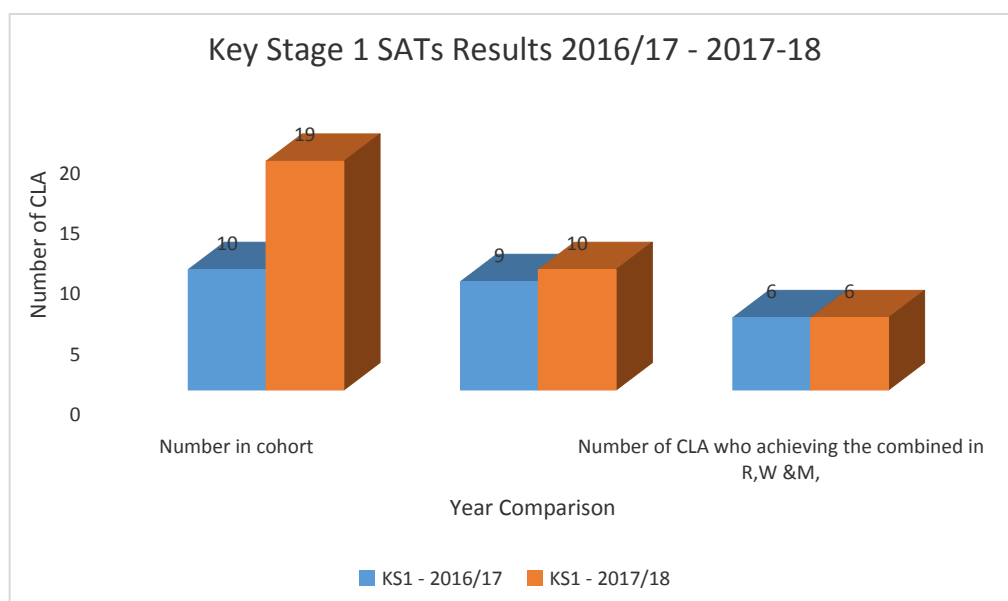
Reportable cohort: 10

Children in English schools take SATs twice during their school career. The first time is in Key Stage 1, when they will have tests in Year 2, at the end of infants (aged 7). They are tested in mathematics and English (reading and spelling, punctuation and grammar). Teachers generally try to keep the testing procedure informal; the papers are not strictly timed, and are usually taken in a normal classroom situation. On 14 September 2017 it was confirmed that the KS1 SATs will be made non-statutory (so schools will be able to choose whether to administer them or not) from 2023. Until then children will continue to be assessed in May during Year 2.

KS1 SATs	Number in cohort	Number eligible	Number of CLA who achieving the combined in R,W &M,	% of CLA achieving the expected standard in combined R,W & M
KS1 - 2016/17	10	9	6	66%
KS1 - 2017/18	19	10	6	60%

% of CLA working at expected standard for the eligible cohort (2017-2018)

	%
Working at the expected standard in reading	70%
Working at the expected standard in writing	60%
Working at the expected standard in mathematics	70%
Working at the expected standard combined	60%



- KS1 performance in 2017/18 SATs fell by 6% compared to the previous year, with 60% of children, gaining the required levels in combined reading, writing and mathematics. (6/10).
- Of the four who did not achieve the expected standard, 1 achieved the expected standard in reading and mathematics, but not in writing and 1 was working at well below the expected standard in all subjects. The other two were not entered for testing across any of the subjects.

- 42.11% of the full cohort gained the expected standard in reading, writing and mathematics (8/19)
- One pupil who did not count in the data achieved a *Greater Development* standard in reading and mathematics.
- There was an overall de-increase in 2017/18 from the previous year in those achieving the expected standard in combined reading, writing and mathematics by 6%.

4.4 Key Stage 2 (11 year olds)

Reportable cohort: 20

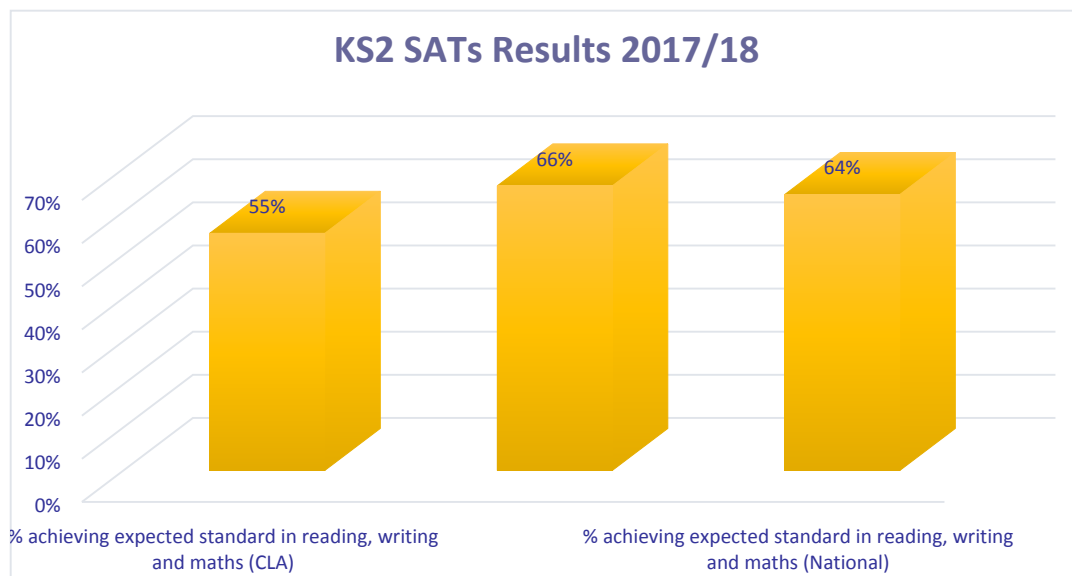
The next time a child will take SATs will be in Key Stage 2 in Year 6, aged 11. More formal than Key Stage 1, these written tests (in English, mathematics.

KS2 SATs	Number of CLA in cohort	Number of CLA eligible	Number of CLA achieving the combined in R,W & M	% achieving the expected standard
KS2 - 2016/17	18	14	5	36%
KS2 - 2017/18	33	20	11	55%

% of CLA working at expected standard for the eligible cohort 2017-2018

	%
Working at the expected standard in reading	55%
Working at the expected standard in writing	55%
Working at the expected standard in mathematics	60%
Working at the expected standard combined	55%

KS2 SATs	% achieving expected standard in reading, writing and maths (CLA)	% achieving expected standard in reading, writing and maths (Croydon)	% achieving expected standard in reading, writing and maths (National)
2017/18	55%	66%	64%



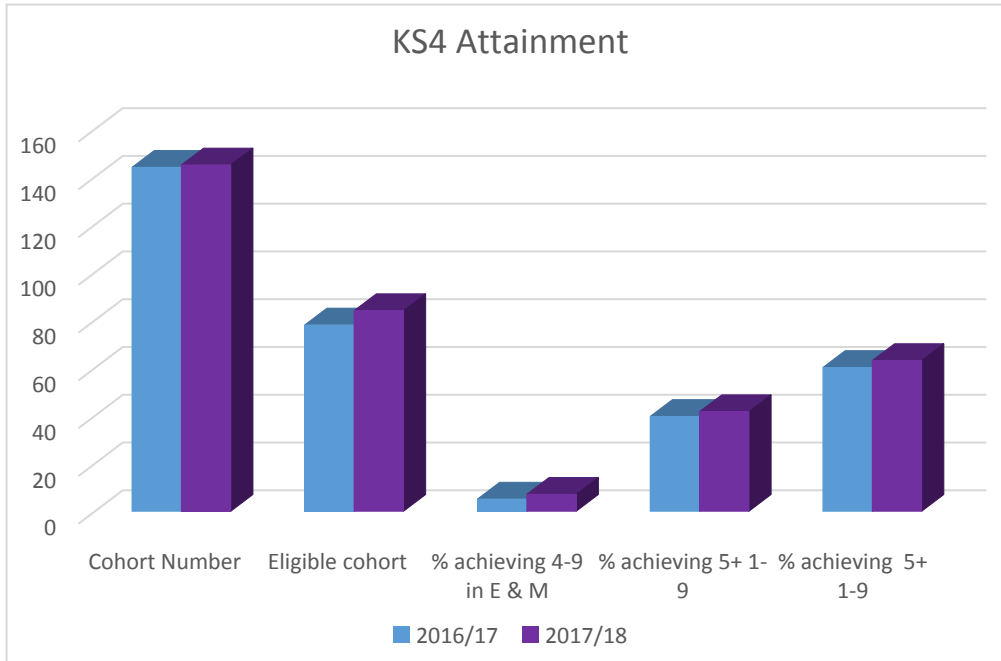
- KS2 performance in 2017/18 improved with an overall 55% of our looked after children achieving the expected standard in reading, writing and mathematics.
- In 2017-2018 there was an overall increase in those achieving the expected standard by 19% in combined reading, writing and mathematics.

- 48% of the full cohort of children achieved the expected standard in reading, writing and mathematics (16 out of 33 pupils), of the 16 children who did not gain the expected standard, 7 children were not entered for testing by their school and 2 children achieved at a greater depth standard in Reading.
- One pupil who did not count in the data achieved at the greater depth standard in Reading, Writing and Mathematics.

4.5. Key Stage 4 (16 year olds)

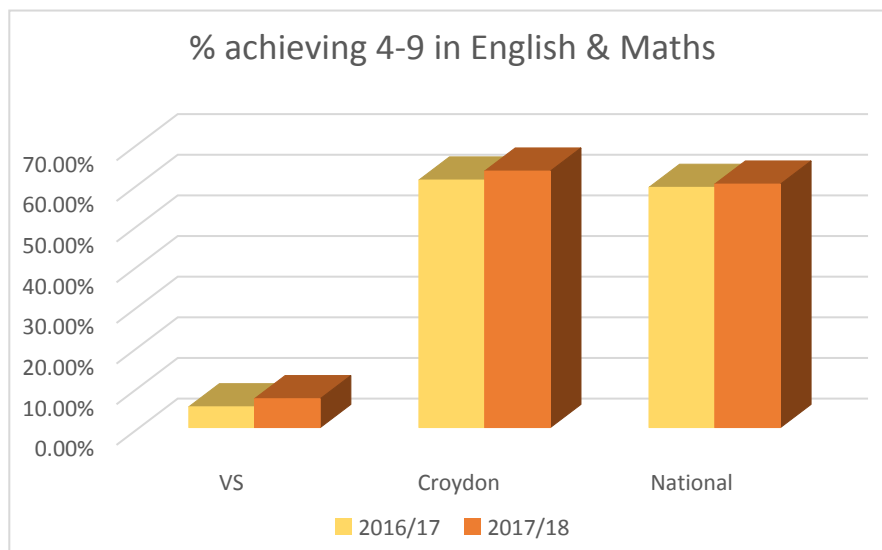
Reportable Cohort: 145

	Number in cohort	Eligible Cohort	% achieving 4-9 in English & Maths	% achieving 5+ 1-9	% achieving at least 1 grade 1-9
2016/17	144	78	5.1%	39.7%	60.2%
2017/18	145	84	7.1%	41.7%	63.1%



Comparison with local and national data
% achieving 4-9 in English & Maths

	VS	Croydon	National
2017/18	7.1%	63.1%	59.9%
2016/17	5.1%	60.9%	59.1%



- The number of children achieving the expected standard of grade 4 and above in English & Maths has increased by 2% this year.

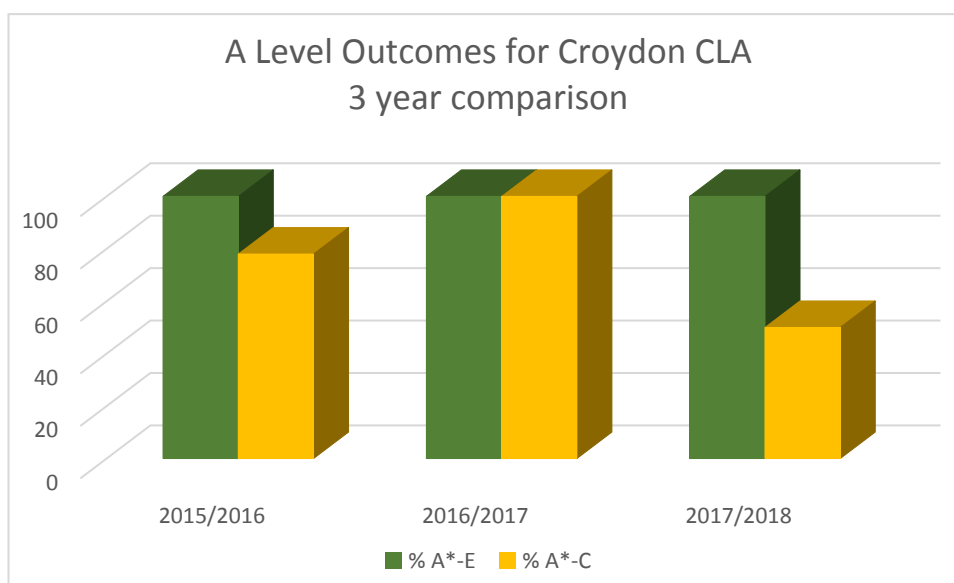
- Whilst the number of our cohort achieving the expected standard continues to be low compared to local and national outcomes, we continue to see an increase in the number of children achieving 5+ GCSEs.
- An increase is also seen in the attainment of 1+ GCSE grade which can be an exceptional achievement for some students, in particular our UASC cohort who often still have limited English at the end of Key Stage 4.
- When comparing the Croydon CLA attainment with local and national data, we see that whilst there remains an attainment gap Croydon CLA has made a 2% increase compared to 0.9% nationally.

Please note that validated data for Attainment 8 is not yet available for CLA outcomes

4.6 Key Stage 5 (18 year olds)

Reportable Cohort: 139

	2015/2016	2016/2017	2017/2018
% A*-E	100	100	100
% A*-C	78	100	50



- The trend of 100% pass rate at A Level has continued for the last 3 years.
- In 2017/2018, 50% achieved 100% A*-C.
- We continue to see a decline in the number of students enrolling for A Level courses as more students opt for vocational courses.
- L3 BTEC results continue to be good with 36% of the cohort achieving Distinction* grades in 2017/2018.
- 7 year 13 students completed GCSEs in Maths & English all in conjunction with a vocational diploma course at either Level 2 or Level 3 standard.
- The remainder of the cohort studied Level 1 diplomas or entry level ESOL courses in line with their academic needs.

- In year 12, 18 students were entered for GCSEs to provide the opportunity to achieve a grade 4 or above in English and Maths.

5. SUMMARY OF KEY SUPPORT, ACHIEVEMENTS AND CHALLENGES

5.1 Virtual school support for the education of our looked after children:

- Providing advice, guidance and support for children and young people and professionals working with our young people through increased participation in PEP meetings, professional meetings, re-integration meetings, post exclusion meetings, Team Around the Child (TAC) meetings as well as Looked After Child (LAC) reviews.
- Funding and organisation of the Letterbox book club scheme
- One to one tuition for looked after pupils identified as underachieving.
- Additional 'booster' 1:1 tuition to support children in Year 6 and Year 11 with targeted preparation for SATs and GCSEs.
- 'Exam Ready' booster sessions for KS2 children preparing for SATs and KS4 young people preparing for GCSEs run by 'Fix Up'.
- Individual casework; school admission application submissions (both in borough and out of borough), EHCP needs assessment request submissions, residential home education provision quality assurance visits, mentoring and counselling for young people.
- Aim Higher University trips for looked after children and care leavers and Post 16 Conference
- Jamie's Farm residential visits for primary, Secondary and UASC cohorts. Jamie's Farm acts as a catalyst for change, enabling disadvantaged young people to thrive academically, socially and emotionally. This is done through a unique residential experience and rigorous follow-up programme, combining farming, family and therapy.
- A more rigorous quality assurance process of pupils e-PEPs (Personal Education Plans)
- Primary to secondary 'transition' workshops delivered in partnership by VS staff and Croydon Music Arts which included information on how to handle change, making new friends, organisation skills and support with confidence building.
- Ongoing development and delivery of the Virtual School Interim Provision. This incorporates the initial assessment which informs the teaching and individualised education plans for each young person attending the provision. The provision is open to Croydon CLA irrespective of where they live and currently we have young people travelling from Brent, Lambeth, Merton and Southwark.
- Counselling for CLA being delivered by COMPASS

- Access to our attached Educational Psychologist to support with the EHCP assessment process and for NEET CLA to inform appropriate placement, in particular our UASC students who arrive with little or no prior information
- Attendance at SEN panel meetings and compiling the submission for a needs assessment to be progressed
- Provising pupils with a resource to support reading, writing and mathematics piloted with KS2, KS4 and UASC CLAs.
- The launch of the “Gifted and Talented” project for a group of primary, Key Stage 3 and Key stage 4 children and young people
- Supporting the Refugee Council via the Croydon Young Refugee Network, and Cricket Project
- Croydon looked after children in year 6 were involved in a week long transition programme of activities, aimed at preparing them for their transition to secondary school, held jointly by Croydon Virtual School staff members and the team at Croydon Music Arts. This year's summer school explored transition to secondary school through music. The course concluded with a graduation ceremony held at Heathfield House, Training Centre, in Croydon.
- Letterbox is a national programme that provides personalised reading materials, games and exercises directly to CLA. The aim is to improve our CLA with confidence in learning, and to increase the confidence of the carers helping them at home; most importantly it is an opportunity for the whole family to engage in learning activities including the carers’ own children.
- The Virtual School commissioned Achievement for All to deliver the Achieving Well-Being Programme for 10 schools to build capacity amongst staff to acquire the skills, knowledge and tools to support vulnerable children, especially CLA, and to improve their emotional wellbeing and success within the classroom which will lead to improved attainment and attendance and reduce exclusions.
- A specific package of online support for Children Looked After, supporting their social and emotional well-being. Lexia enables students of all ages and abilities to master essential reading skills. The program can be used as a component of any literacy curriculum, and the needs of both primary and secondary schools can be met, at very little cost, when compared to traditional approaches, which are often difficult to manage.

5.2 Impact of VS restructure:

- The Virtual school restructure was implemented in February 2018 the rationale for the restructure was so that the team are structured like a school with a focus on pupil outcomes.
- Appendix 2 shows the current structure of the school following the restructure.
- The new structure is now well embedded, although during the last 12 month the headteacher has been absent. Despite this there has been a smooth transition into

the new roles. Staff are now much more focussed on supporting pupils to achieve better outcomes and ensuring that there is virtual school attendance at the PEP meetings for our vulnerable students or those where we have concerns.

5.3. **Key achievements 2017/18**

- In the 2017-2018 academic year there was an overall increase in those achieving the expected standard in phonics screening by 10%.
- Phonics screening check, performance in 2017/18 was better than in the previous year with 50 % of children gaining the expected level. (4 out of 8 eligible pupils)
- KS2 performance in 2017/18 improved with an overall 55% of our looked after children achieving the expected standard in reading, writing and mathematics.
- In 2017-2018 there was an overall increase in those achieving the expected standard by 19% in combined reading, writing and mathematics.
- There has been a small improvement in the number of fixed term exclusions for statutory school age CLA in 2017-2018 .
- In 2017-2018 there were no permanent exclusions for statutory school age CLA.
- There has been an improvement over the past five years in the number of permanent exclusions for Croydon Children Looked After. The challenge is to maintain this positive trend.
- The Virtual School Interim Provision has been developed further during the year. This has including a redesign of the programme to add variation to the day as well as improving the English skills of the students. This provision is attended by new arrivals to the UK whilst they await a school place. The programme seeks to support life and culture skills as the children adapt to UK life and education provisions. We have had an opportunity to move into a new classroom within a local school which has enabled us to be a part of the mainstream environment. This has proved to be extremely positive. A varied programme is provided including cookery with an experienced cookery teacher, English, Maths, Science and Geography as well as a Sports programme to help healthy life style and well-being. We also have a trained counsellor who teaches PSHE providing the opportunity to assess learners and identify needs such as PTSD and trauma. .
- In 2016/17 the cumulative attendance for Croydon CLA at statutory school age was 91.99%. In 2017/18 this figure rose to 93.4%. This has been achieved by using the PEP document to help to focus schools, foster carers and social workers on attendance by encouraging schools to engage the work of their education welfare officers earlier with Croydon CLA. In addition to this, education caseworkers were allocated to target students with low attendance to put into place appropriate interventions to improve attendance.

5.4 **Key Challenges 2017/18:**

(Please see appendix 2 'Action Plans addressing key challenges')

5.4.1 **Access to Education:**

- Persistent absence rates in the most recently published figures (2017) for Croydon Children Looked After are still high at 18%, and 34% for post 16. This is an area of focus that continues to be a priority for the Virtual School.
- Croydon Children Looked After who do not have a full time school offer. An ongoing focus area will be to reduce the wait time for children and Young People without a school place, accessing a part-time timetable or being educated offsite.
- **Narrowing the gap:** The results for all Croydon schools and all schools nationally have improved this year so the gap remains similar between the Croydon and national across the core subjects. The results for Croydon Children Looked After are still substantially below, in all the key stages compared to Croydon and national averages and continues to be an area of focus for Croydon Virtual School.
- **Children not in education and training (NEETs):** weekly tracking of our children and young people out of education, employment or training has helped us to identify children and young people not accessing education in much more timely focused way. What this means for us as a service, is that Virtual School Senior Leads are able to allocate children and young people out of education to a Virtual School Advisory Teacher who will be assigned the role of supporting the process of admission into schools more effectively. This is working well across statutory school age and Post 16, however, the challenge is the rising number of CLA into care versus the wait times when placing children. The challenge is increased more so when placing children and young people into schools that are out of borough.

5.4.2 Personal Education Plans (PEPs):

- The launch and roll out of e-PEP (the new e-platform for recording the child/young person's Personal Education Plan) as well as internal team training, social worker and school Designated Teacher training has been a big focus area for Croydon Virtual School and continues to be an area of challenge. The initial launch during this academic year has inevitably impacted on the overall PEP stats for 2017-2018.
- The number of Personal Education Plans (e-PEPs) that are in date and completed has fallen to 22%, at the end of the 2017/18 academic year.
- Rising cohort size: The number of Children Looked After in Croydon is increasing rapidly. The total number has increased from **726** CLA in September 2017 to **884** in July 2018.
- Targets and The Young Person's Voice: The PEP targets and child's voice is not always captured effectively in the e-PEP so it is not always taken into consideration when targets are set by some schools. The challenge is to ensure that the young person's voice informs our practice and priorities.
- As part of the restructure a new quality assurance role that has recently been appointed to. Quality assurance remains a focus of improvement for the team in terms of the speed in which PEPs are being quality assured. To mitigate against this we have employed two temporary members of staff, both of which have teaching qualifications, to support with this process.

- Greater partnership working is being developed with our social care colleagues to ensure that social workers are well supported with the PEP process and the importance of education being part of our looked after pupils plans.

VIRTUAL SCHOOL TRAINING AND DEVELOPMENT 2017/18

To fulfil its training and development role, members of the Croydon Virtual School staff team have taken part in and/or led a series of training events to particularly support the introduction of e-PEP.

Designated Teacher Drop in Sessions (Surgeries)

Individual training for new Designated Teachers, as required, on the role of the DT, how e-PEP works, the 'PEP' and how Children Looked After should be supported in school.

Termly Designated Teacher 'Arena'

Training covered this year has included:

- Ongoing e-PEP (system) training
- Trauma training, 'The impact of trauma on vulnerable children and CLAs'
- Teaching and Learning strategies to support vulnerable children
- Attachment Awareness Training
- 'What does a good e-PEP look like?' including 'Writing good SMART targets'.

Bespoke training for social workers, schools and other organisations

During 2017-18 a range of training was provided at the request of individual schools and other groups. This included:

- Training for school teams including teachers and senior practitioners in schools across Primary, Secondary and Post 16 providers
- e-PEP system training
- The Virtual School team, co-locating across the social care teams, throughout the week, to support with more general enquiries around e-PEP and or children in young people in education.
- Social Worker training (particularly induction of newly qualified staff on regular Tuesday afternoon sessions)
- Individual and small group training for Designated Teachers and other school staff working with CLAs
- Supporting CLAs in the classroom

Partnership working both external and internal:

- Continued engagement with the National Association of Virtual School Heads at regional and national level.
- Virtual School participation in various local authority strategy groups – including; *Corporate Parenting Panel, Missing Mondays, Fair Access Panel, Fostering Panel, LAC Managers Meetings, YOS resettlement Panel.*
- Increased 'cross-border' working' with neighbouring Virtual Schools. The challenge here is to meet the needs of Croydon children placed in care out of authority and to support the virtual schools of other authorities that have CLA attending Croydon schools.
- The Virtual School has attended the SEN SAG panel and Social Care MARP panel as well as many placement planning meetings (for children moving out of borough). This enables the Virtual School to participate and contribute to key decision making processes and plan for effective and smooth school transitions.
- The Virtual School continues to play a key role in the South London and South East Post 16 Virtual School and DMS network. This network brings together local colleges

and post 16 Virtual school representatives to improve the collaborative work across the region between colleges and virtual schools to improve the overall outcomes for post 16 students. This has built stronger links with local virtual schools and colleges leading to an improved sharing of data and good practice to support our young people.

6. FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS

6.1. There are no financial considerations arising from this report.

7. COMMENTS OF THE COUNCIL SOLICITOR AND MONITORING OFFICER

7.1. There are no legal implications of this report.

8. HUMAN RESOURCES IMPACT

8.1 There are no human resources implications of this report.

9. EQUALITIES IMPACT

9.1 This report is not proposing a change in policy or service.

10. ENVIRONMENTAL IMPACT

10.1 There are no environmental implications of this report.

11. CRIME AND DISORDER REDUCTION IMPACT

11.1 There are no crime and disorder implications of this report.

CONTACT OFFICER:

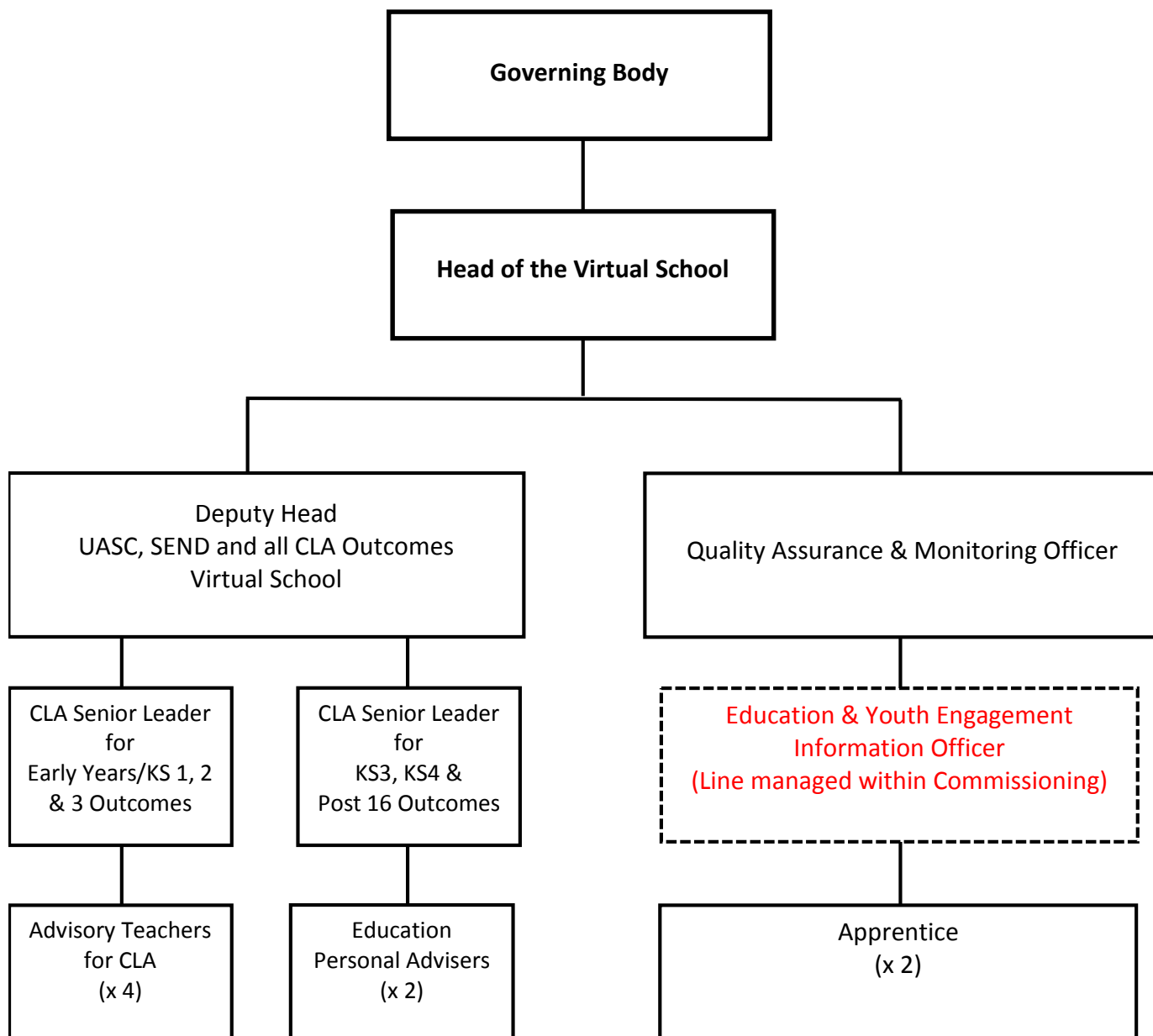
Shelley Davies, Head of Education standards, Croydon Council

BACKGROUND DOCUMENTS

Not applicable

APPENDIX 1: Current Structure for the Virtual School

Virtual School



APPENDIX 2: Action Plans addressing key challenges

How the Virtual School are addressing the key challenges in 2018/19?

All the challenges outlined above are addressed in the Virtual School Action Plan 2018/19.

Appendix A includes a summary of the information in the action plan. For each identified area of challenge the following information is summarised:

- What the Virtual School are currently doing to improve or address this?
- What requirements are needed to make this work?
- What are our performance indicators / success criteria?
- Evaluation of the impact of Virtual School actions?
- What we will do to improve further in 2018/19?

Challenge 1 – Access to Education

<p>What is the challenge?</p>	<ul style="list-style-type: none"> • Persistent absence rates in the most recently published figures (2017) for Croydon Children Looked After are too high (18%) and above national average for Children Looked After. • There has been an improvement over the past five years in the number of fixed term exclusions for Croydon Children Looked After. The challenge is to maintain this positive trend. • Croydon Children and Young People who are Looked After who do not have a full time school offer. Focus on children without a school place, accessing a part-time timetable or being educated offsite. • For post 16 students, low prior attainment limits the courses that they are able to access.
<p>What we are doing to address / improve this?</p>	<ul style="list-style-type: none"> • Daily attendance was previously collected by Welfare Call for all Croydon Children Looked After. (Since autumn 2018 this has now been commissioned to Stat Solutions). • Stat Solutions to notify the Virtual School if the child or Young Person is not at school and no reason provided for the absence as a safeguarding measure. • Poor attendance, exclusions, late marks and children not on a full time school roll are highlighted in the Virtual School weekly report. • This information is scrutinised in the Virtual School performance meeting and is used to monitor ongoing issues and track where children are not accessing a full time offer and/or are attending alternative provision • Virtual School contact the Designated Teacher or the Social Worker to challenge how the attendance issue is being addressed and request that strategies are recorded in the child's e-PEP and reviewed every term. • Monthly child level attendance information forwarded to Social Care colleagues to see if they can work with the carer and school to improve attendance • Virtual School works alongside social care colleagues at permanence and leaving Care on Tuesday afternoons to support and advise on education issues. • Tracking and monitoring of school moves to challenge any school moves to settings not rated 'good' or 'outstanding' by Ofsted.
<p>What requirements are needed to make this work?</p>	<ul style="list-style-type: none"> • Designated Teachers to record the current strategies to address attendance, exclusions and alternative education arrangements in the e-PEP and to review and update these this work regularly.
<p>What are our performance indicators / success criteria?</p>	<ul style="list-style-type: none"> • Improve persistent absence rates for Croydon CLA to be in line with national average • Reduce fixed term exclusion rates for Croydon CLA to exceed the national average • All Croydon CLA to access a full time school offer • Any CLA who is not in education to be placed on a school roll within 20 working days • CLA to attend good or outstanding schools from current proportion of 78.1% towards a target of 100% by August 2019

<p>Evaluation of the Impact of Virtual School Actions</p>	<ul style="list-style-type: none"> • The Virtual School has a rich amount of data concerning attendance and exclusions and on young people not accessing school full time. • Trends and issues are identified promptly and tracked more effectively. • However, persistent absence rates are still too high and are not reducing as much as compared to previous years. Personal Education Plans do not all include strategies being employed to address issues and circumstances around children on a part time timetable or accessing alternative provision. • The Virtual School is consulted on the suitability and current Ofsted rating of school moves. This has improved since making school move planning part of the PEP process
<p>What we will do to improve further?</p>	<ul style="list-style-type: none"> • Monitor and challenge the school of any child with poor attendance or exclusions and ensure school record the strategies being used to address this issue in their PEP, and when these strategies will be reviewed. • Monitor and challenge all relevant services regarding any child without a school place or not accessing a full time timetable and support the Admissions Service and the Children Missing from Education Team to ensure all children have a full time offer. • Reinforcing procedures and protocols with Children Missing from Education (CME), the Admissions Service and SEN to ensure the education of looked after children is not disrupted • For children whose education is disrupted, ensure the e-PEP provides details on extra help that will be provided to help the child make up learning that has been missed • Ensure any Alternative Provision that may be accessed is approved as part of the PEP with a good quality registered provider and that progress at the offsite provision is regularly reviewed. • Work with the Social Care Service to investigate and improve the links between school attendance and social care placement and provide targeted training for Croydon residential home staff to address the poor attendance rates at these settings compared to other social care placements. • Continue to attend the Education Health Care (EHC) SAG panel more regulary and the Social Care Resources and Placement Panel (MARP) to ensure the Virtual School contribute to decisions concerning the education needs of Croydon CLA • Deliver a Virtual School Arena meeting in 2019 that highlights access to education issues. • Formalise the process and procedures of addressing access to education issues across all education phases including Early Years and Post-16
<p>Lead Officer</p>	<p>Shelley Davies</p>
<p>Who is progress reported to?</p>	<p>Annual reporting to Schools Forum Board Quarterly reporting to Corporate Parenting Board</p>
<p>Review Date?</p>	<p>Spring 2019</p>

Challenge 2 – PEPs

<p>What is the challenge?</p>	<ul style="list-style-type: none"> The number of Personal Education Plans (PEPs) for school age CLA that are in date and are high quality has fallen and is currently between 22% in date. The number of in-date Early Years and Post-16 PEPs is lower still.
<p>What we are doing to address / improve this?</p>	<ul style="list-style-type: none"> Deliver ongoing training on e-PEP for Designated Teachers and Social Workers Hosted regular e-PEP drop in surgeries to support Designated Teachers and Social Workers e-PEP guidance produced and made available to all Designated Teachers and Social Workers to support them during the meeting Ongoing examples of an 'outstanding' school age e-PEP created as a training resource for school professionals Monthly lists of out of date e-PEPs are sent to Social Care Team Managers to raise at social worker supervision Quality assure a sample of PEPs to ensure consistency Termly reminders sent to schools via email to update attainment and progress in the PEP Pupil Premium withheld from schools if there is no engagement in the PEP process
<p>What requirements are needed to make this work?</p>	<ul style="list-style-type: none"> We require Designated Teachers and social workers to keep the e-PEP updated, regularly review the strategies, targets and actions included in the plan and to use the PEP as a live document.
<p>What are our performance indicators / success criteria?</p>	<ul style="list-style-type: none"> All CLA to have a high quality personal education plan in place that details how school is supporting the child to meet all of their educational needs and that is reviewed and updated termly
<p>Evaluation of the Impact of Virtual School Actions</p>	<ul style="list-style-type: none"> PEP completion rates are below the target level of 85% The training and drop in sessions for DTs and social workers (although well received) only attracted small numbers of participants. The samples of e-PEPs that have been quality assured showed variable PEP quality
<p>What we will do to improve further?</p>	<ul style="list-style-type: none"> Moving to a new way of working by January 2019 whereby Senior members of the Virtual School are more office based and have more time to monitor and scrutinise e-PEPs and follow up with school and social worker if a PEP is out of date. Advisory Teachers to Quality assure their own caseloads' e-PEPs (particularly for those children's PEP meetings that they have attended). Ensure the e-PEP contains challenging but realistic attainment and personal development targets and assigns clear accountabilities for actions so the Virtual School can monitor these. Training with schools so that they use the e-PEP as a live document and review regularly. Ensure the e-PEP takes into account the child's Educational Health & Care Plan (EHCP) and/or the social care plan where necessary Rigorous tracking and monitoring of Pupil Premium spend to ensure this is used appropriately to raise the attainment of looked after children and support them to achieve the targets in their PEP Pupil Premium to be withheld until school provide evidence in the PEP how it is being used to raise attainment

	<ul style="list-style-type: none"> • Weekly monitoring of PEP numbers in-date through a new dashboard report which will be discussed and scrutinised at the team meeting. • Formalise the PEP training offer for schools, Social Care and the Fostering Service and target schools where completion rates are low • Create an example of an early years and post-16 'outstanding' PEP to use as a training resource • Implement a rigorous system of PEP quality assurance with regular feedback to DTs and social workers
Lead Officer	Shelley Davies
Who is progress reported to?	Quarterly reporting to Corporate Parenting Board
Review Date?	Spring 2019