

Annual Report of the Virtual Headteacher  
2021/22

## Foreword

The Virtual School in North Lincolnshire is committed to ensuring that we take a One Family Approach for all of our children in care, ensuring that children have a sense of belonging and equality of opportunity, developing on strengths and building resilience so that they can find solutions to overcome problems and live and attend school as part of their community.

We set the highest expectations of schools and settings, of our corporate parents and of our children to ensure they have the opportunities they are entitled to through their education and care. We strive to ensure they develop both academically and socially, discover hidden talents and participate fully in the curriculum and wider opportunities.

This report highlights the achievements of our children this year and showcases the work of the Virtual School in supporting them in these successes. Progressing out of Covid has presented as many challenges as the previous years and we have continued to have a determined focus on ensuring our children have access to the highest standard of care and support through:

- High quality Personal Education Plans (PEPs), with robust quality assurance to promote best practice in ensuring high expectations and aspirations.
- Providing private tuition through the school-led tutoring grant to raise attainment and support.
- Training offer to schools offering whole school trauma and attachment training alongside training to designated teachers, foster carers and professionals supporting our children.
- Development of protocol to reduce suspensions for our children in care.
- Support for previously looked after children, care leavers and post 16 children in care to raise aspirations and promote education, employment and training (EET).
- Extending the remit of the Virtual School to improve support and raise achievement for children with a social worker.

Our young people have again excelled in their educational outcomes this year, despite the challenges, they have achieved some of the highest academic results that we have seen whilst maintaining excellent levels of attendance and behaviour, we could not be more proud of their energy and commitment to their educational improvement. We know that the progress they have made will enable them to have a positive onward journeys as they move into adult life.



**Dave Flowitt**

Virtual Headteacher

## Headlines

- School stability is a priority and is improving year-on-year. In July 2022, 88% of our children in care were being educated in schools judged good or better by Ofsted. Due to Covid-19, there are no validated education outcomes data for 2020 or 2021, however provisional outcomes for 2022 show North Lincolnshire's children in care achieved above their national peers in:
  - Early Years Foundation Stage
  - Year 1 Phonics
  - Reading and mathematics at Key Stage 1
  - Reading, writing and mathematics at Key Stage 2
- Three North Lincolnshire Education Settings have achieved the GOLD Caring 2 Learn award. The project aims to improve the learning outcomes for our children by upskilling and supporting educators and carers, encouraging participation and improving attendance, promoting good practice to support the wellbeing, emotional and mental health of all vulnerable children at home or in their education setting, reducing the number of fixed-term suspensions and permanent exclusions and having fewer Post 16 Not in Education, Employment or Training (NEET) young people by promoting higher aspirations and self-esteem.
- The overall absence rate of children in care continuously for 12 months or more in North Lincolnshire in 2020/21 was 8.1%, which is better than the national average of 9.1%. The overall absence rate for children in care was ranked 41<sup>st</sup> out of 149 local authorities. This places the authority in quartile B.
- The percentage of children in care continuously for 12 months or more in North Lincolnshire receiving one or more suspension in 2019/20 was 4.4%, which is better than both national & regional averages. The suspension rate for children in care was ranked 2<sup>nd</sup> out 141 local authorities.
- Additional/one to one tuition continues to be offered to our children to assist in catch up following the Covid pandemic and missed learning.

## Creating Success for Children in Care Conference

### The Virtual School held its second Children in Care Conference in November 2021.

Luke Rodgers delivered a powerful keynote speech “Living a Careless Life” which provided an emotional, thought provoking and in depth understanding of a young person’s perspective and journey through care. The keynote focused on the power of relationships, what individuals can do to have a huge impact on the lives of children in the care system. How to see the messages in children’s behaviour and spotting triggers that often cause trauma in children.

Rohit Naik, headteacher of a special school for social, emotional and mental health shared his experience of the journey he took to gain a gold award for being an attachment and trauma sensitive school.

Bowmandale School talked about being the 1<sup>st</sup> North Lincolnshire School to gain the Caring2Learn Gold Award and shared their experiences.

Thrive Approach joined us to promote children’s and young people’s positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour.

“Very useful and knowledgeable from an Early Years setting. Helpful to know what happens when at school and how children are supported”

“Lovely to be able to speak to so many colleagues. The information from speakers and stalls was invaluable”

“A really well organised event. Powerful and thought provoking speakers”

“Very inspirational and reassuring to hear the voices of experts who have the same ethos and values as those we are developing in our school”

Children in Care/Children with a Social Worker conference is scheduled for 20 January 2023

## Partnership and Collaborative Work

In keeping with the One Family Approach, the Virtual School functions within Children and Families care and health. The collaboration and sharing of information, resources and provision works best for our children and we continue to support each other to drive forward outcomes. We are proactive in building relationships with our Designated Teachers in order to improve outcomes for children in care and previously looked after children and champion the Designated Teacher role as set out in the statutory guidance (Feb 2018).

The Virtual School has collaborated with the Independent review team, SEND, social work and school improvement team as part of a task and finish group to reduce suspensions and exclusions for children in care. Together we have agreed a suspension/exclusions flow chart and protocol to encourage schools, carers and social workers to work closely in identifying changes in behaviour, triggers and challenges early to ensure support is in place to help prevent a suspension/exclusion. Where a suspension/exclusion has taken place, this triggers a meeting chaired by the Independent Reviewing Officer in partnership with the Virtual School to challenge the suspension/exclusion, check first day provision and the support in place for the child and to plan future support to prevent any further suspensions/exclusions. The meetings have encouraged reflection and have been positive in promoting collaborative working to reduce suspensions/exclusions in schools.

The Virtual School has provided advice, guidance and additional funding where needed to promote inclusion and reduce suspensions. Examples of support that the Virtual School has offered have included close working with the EHCP co-ordinator where a new provision was named on the EHCP to help better support the child's needs as a managed move and the exclusion rescinded. Additional funding was provided to a school to fund 1:1 support whilst the child was experiencing some trauma triggered behaviour – this enabled her to access work experience that would have been unable to go ahead due to safety concerns without an additional staff member to support. Additional funding has also been offered for therapeutic interventions and advice given to schools to promote trauma informed practice and having a plan in place to prevent further suspension/exclusion where possible.

## Child Voice

Education Inclusion Officers, alongside Designated Teachers and Social Workers ensure that children and young people are consulted via the PEP process, regarding their views on their education.

Children are encouraged to attend their termly PEP meeting where possible, but where they do not wish to, the Virtual School requests that their views are still collated prior to the meeting and included on the PEP so that child focused plans can be included with appropriate targets.

The child's views, wishes and feelings are gained and added to a specific tab on the PEP. Different child voice templates are available to use based on the relevant key stage of the child, including a template for non-verbal children's views.

The following are examples of responding to child voice, all evidenced in the PEP with impact measures that are reviewed.

- Setting up and funding private tuition to support with SATs, GCSE, GCSE re-sit and A Level attainment. Children have been keen to access this support and some even requested to continue this throughout the school holiday period giving positive feedback!
- Laptops have been provided where requested to support additional tuition and continued self study. This offer has been extended to our post 16 cohort, where needed, including our unaccompanied asylum seeking children (UASC) who requested online ESOL tuition.
- Pupil premium plus and additional pupil premium plus has been granted to meet child need and to respond to requests for support including therapeutic interventions, quality first teaching, 1:1 academic interventions, small group work, social story and friendship work around culture and religion, forest school to promote leadership skills, fishing 1:1, art materials, family cooking sessions, music tuition, purchase of resources including books and rewards.
- Child voice was an integral part of our last CIC conference where children were consulted on their views of education which was shared on video clips. One of our children in care also presented the caring2learn award to a local school.

### Outcomes for Children in Care 2021

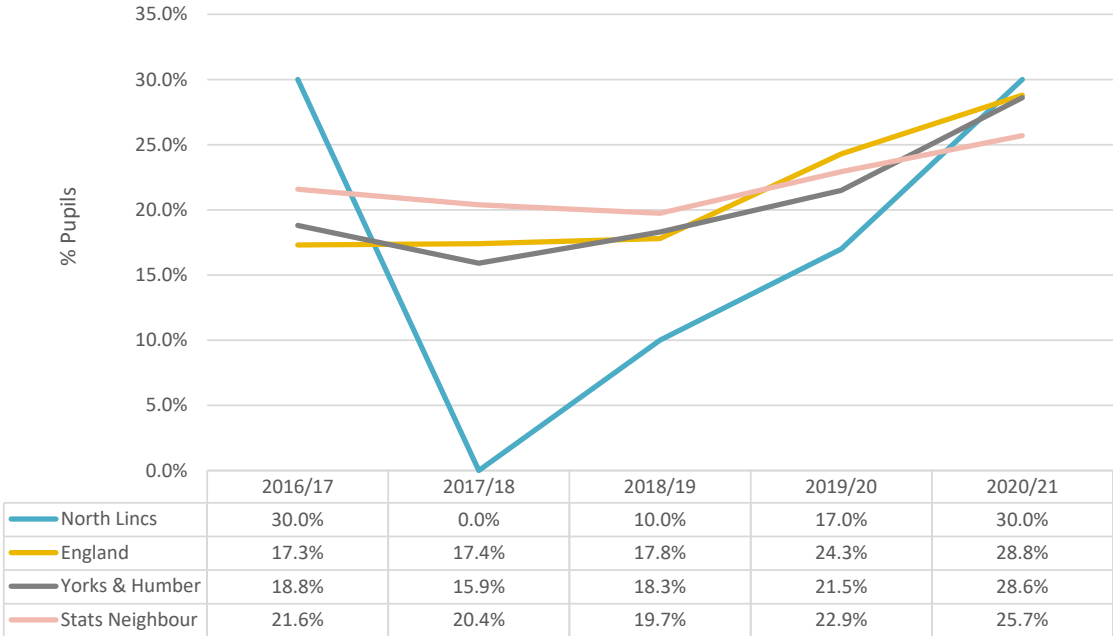
The 2020 & 2021 summer exam series, including A levels, GCSEs and other qualifications, and all primary assessments, were cancelled in the fight to stop the spread of coronavirus. The government took the decision not to publish any school or college level educational performance data based on tests, assessments or exams for 2020 or 2021.

In 2021, there were **20** children looked after in the Key Stage 4 cohort in North Lincolnshire.

**KS4 attainment in both English and Maths GCSEs**

- In 2020/21, 30% of the children looked after continuously for 12 months or more in North Lincolnshire achieved **Grade 4 or above** in both English and Maths GCSEs, an increase of 13 percentage points from the previous year.
- The outcome for North Lincolnshire was 1.2 percentage points above the national average of 28.8%
- North Lincolnshire ranked =58<sup>th</sup> out of 119 local authorities in 2020/21, an improvement of 43 places from the previous year and placed the authority in quartile B.
- 11% of the children looked after continuously for 12 months or more in North Lincolnshire achieved **Grade 5 or above** in both English and Maths GCSEs, equal to the outcome from the previous year.
- The outcome for North Lincolnshire was 1.6 percentage points below the national average of 12.6%

KS4 - % Pupils achieving Grade 4+ in English & Maths GCSE - LAC 12 months + as at 31st March



**Outcomes for Children in Care 2021 (continued)**

The 2020 & 2021 summer exam series, including A levels, GCSE’s and other qualifications, and all primary assessments, were cancelled in the fight to stop the spread of coronavirus. The government took the decision not to publish any school or college level educational performance data based on tests, assessments or exams for 2020 or 2021.

Indicator	North Lincs 2019/20	North Lincs 2020/21	North Lincs 2021/22 (provisional)	Latest Yorks & Humber average	Latest National Average	Comments
<b>PROVISIONAL – KS4 outcomes</b>						
<b>Children in care, for 1 year or more, achieving Grade 4+ in English &amp; Maths GCSEs (%)</b>	15% (3/20)	30% (6/20)	27% (6/22)	28.6%	28.8%	<p>In 2020/21, 30% of the children looked after continuously for 12 months or more in North Lincolnshire achieved Grade 4 or above in both English and Maths GCSEs, an increase of 15 percentage points from the previous year.</p> <p>The outcome for North Lincolnshire was 1.2 percentage points above the national average of 28.8% and 1.4 percentage points above the Yorkshire and Humber average of 28.6%.</p> <p>North Lincolnshire ranked =58<sup>th</sup> out of 119 local authorities in 2020/21, an improvement of 43 places from the previous year and placed the authority in quartile B.</p>
<b>Children in care, for 1 year or more, achieving Grade 5+ in English &amp; Maths GCSEs (%)</b>	10% (2/20)	10% (2/20)	23% (5/22)	13.8%	12.6%	<p>In 2021, 10% of the children looked after continuously for 12 months or more in North Lincolnshire achieved Grade 5 or above in both English and Maths GCSEs, equal to the outcome from the previous year.</p> <p>The outcome for North Lincolnshire was 2.6 percentage points below the national average of 12.6% for those children who are looked after continuously for 12 months that achieved Grade 5 or above in both English and Maths GCSEs.</p> <p>North Lincolnshire was 3.8 percentage points below the Yorkshire and Humber average of 13.8%.</p>



Outcomes for Children in Care 2022 (provisional)

LAC for 12 months or more as at 31st March										
		2018	2019	2020*	2021*	Provisional 2022	National 2019	Diff	Provisional National 2022	Diff
<b>EYFS</b>	% achieving a Good level of Development	50.0%	62.5%			<b>50.0%</b>	48.0%	2.0%	40.0%	10.0%
<b>KS1</b>	% EXS+ in Reading	80.0%	60.0%			<b>50.0%</b>	52.0%	-2.0%	44.0%	6.0%
	% EXS+ in Writing	80.0%	40.0%			<b>25.0%</b>	43.0%	-18.0%	33.0%	-8.0%
	% EXS+ in Maths	60.0%	60.0%			<b>50.0%</b>	49.0%	1.0%	44.0%	6.0%
<b>KS2</b>	% EXS+ in Reading, Writing & Maths	33.3%	33.3%			<b>50.0%</b>	37.0%	13.0%	32.0%	18.0%
	% EXS+ in Reading	40.0%	66.7%			<b>66.7%</b>	49.0%	17.7%	52.0%	14.7%
	% EXS+ in Writing	46.7%	83.3%			<b>50.0%</b>	50.0%	0.0%	43.0%	7.0%
	% EXS+ in Maths	40.0%	50.0%			<b>83.3%</b>	51.0%	32.3%	45.0%	38.3%
<b>KS4</b>	% Grade 4+ in English & Maths	0.0%	10.0%	17.0%	30.0%	<b>27.0%</b>	17.8%	9.2%	-	-
	% Grade 5+ in English & Maths	0.0%	0.0%	11.0%	11.0%	<b>23.0%</b>	7.2%	15.8%	-	-

**Please note:**  
Caution should be taken when comparing 2022 results to previous years due to GCSEs being teacher assessed in 2020 & 2021.

The last time exams took place was in 2019, therefore the difference to 2019 outcomes is shown as a more representative comparison

- In 2020 & 2021 - assessments in EYFS, KS1 & KS2 did not take place due to the Covid pandemic
- KS4 - Outcomes in 2020 & 2021 were based on teacher assessment grades
- EYFSP - A new framework was introduced in 2022, therefore figures are not comparable to previous years

## Attendance and Exclusions - Looked After Children

Indicator	North Lincs 2018/19	North Lincs 2020/21	North Lincs 2021/22 (provisional)	Latest Yorks & Humber average figure	Latest National Average	Comments
<b>Children in Care</b>						
Overall absences from school for children looked after for 1 year or more (%)	4.0%	8.1%	6.9%	8.1% 2020/21	9.1% 2020/21	The overall absence rate of children looked after continuously for 12 months or more in North Lincolnshire in 2020/21 was 8.1%. North Lincolnshire's result was 1 percentage point better than the national average, and equal to the Yorkshire and Humber average. North Lincolnshire's overall absence rate was ranked =41 <sup>st</sup> out of 149 local authorities, this places the authority in quartile B. Provisional data for 2021/22 shows the overall absence rate of children looked after continuously for 12 months or more in North Lincolnshire was 6.9%.
Children in care who are classed as persistent absentees (%)	8.3% (9/109)	29.5% (33/112)	15.9% (14/88)	26.4% 2020/21	30.4% 2020/21	The overall percentage of children looked after continuously for 12 months or more in North Lincolnshire who were classed as persistent absentees in 2020/21 was 29.5%. North Lincolnshire's result was 0.9 percentage points lower than the National average, and 3.1 percentage points above the Yorkshire and Humber regional average. North Lincolnshire's persistent absence rate was ranked 65 <sup>th</sup> out of 148 local authorities, this places the authority in quartile B. Provisional data for 2021/22 shows the persistent absence rate of children looked after continuously for 12 months or more in North Lincolnshire was 15.9%.
Children in care, for 1 year or more with at least one or more suspension(%)	15% (18/120)	4.4% (7/111) 2019/20	8.9% (9/101)	9.3% 2019/20	9.4% 2019/20	Provisional figures for 2021/22 indicate the suspension rate in North Lincolnshire for children looked after continuously for 12 months or more is 8.9%, as recorded at the end of July.  The suspension rate in North Lincolnshire for children looked after continuously for 12 months or more was 4.4% in 2020. This was 5 percentage points lower than the national average and 4.9 percentage points lower than the Yorkshire and Humber average.  The suspension rate for looked after children in North Lincolnshire was ranked 2 <sup>nd</sup> out of 141 local authorities.

### Outcomes for Children in Need 2021

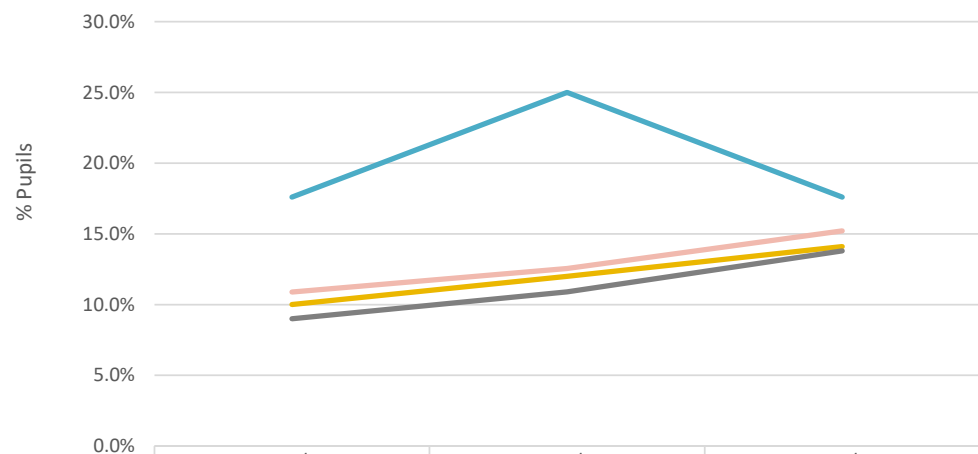
The 2020 & 2021 summer exam series, including A levels, GCSEs and other qualifications, and all primary assessments, were cancelled in the fight to stop the spread of coronavirus. The government took the decision not to publish any school or college level educational performance data based on tests, assessments or exams for 2020 or 2021.

In 2021, there were **34** children in need in the Key Stage 4 cohort in North Lincolnshire.

**KS4 attainment in both English and Maths GCSEs**

- In 2020/21, 17.6% of children in need in North Lincolnshire achieved **Grade 5 or above** in both English and Maths GCSEs, a decrease of 7.4 percentage points from the previous year.
- The outcome for North Lincolnshire was 3.5 percentage points above the national average of 14.1%.
- North Lincolnshire ranked =32nd out of 111 local authorities in 2020/21, a fall of 28 places from the previous year and placed the authority in quartile B.
- 20.6% of children in need in North Lincolnshire achieved **Grade 4 or above** in both English and Maths GCSEs, a decrease of 20.3 percentage points from the previous year.
- The outcome for North Lincolnshire was 6.6 percentage points below the national average of 27.2%

KS4 - % Pupils achieving Grade 5+ in English & Maths GCSEs – CIN as at 31st March 2022

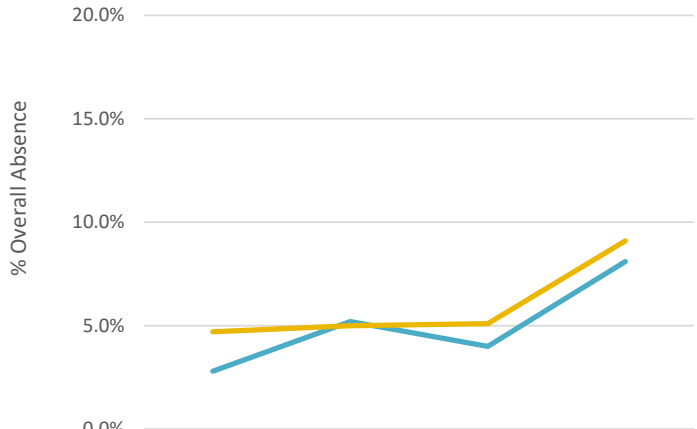


	2018/19	2019/20	2020/21
North Lincs	17.6%	25.0%	17.6%
England	10.0%	12.0%	14.1%
Yorks & Humber	9.0%	10.9%	13.8%
Stats Neighbour	10.9%	12.6%	15.2%

### Overall Absence

#### Children in Care

**% Overall Absence – Children Looked After 12 months + as at 31st March**

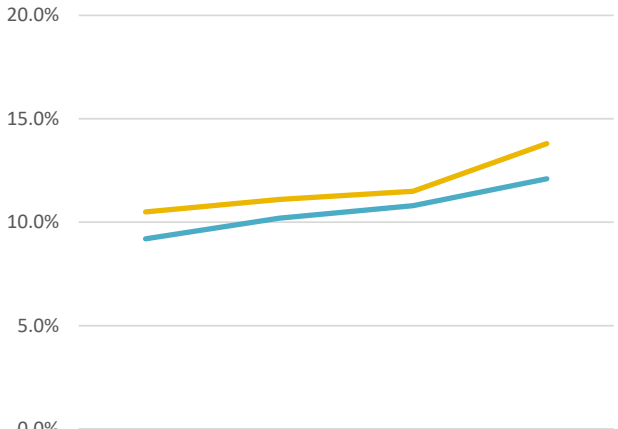


	2016/17	2017/18	2018/19	2020/21
North Lincs	2.8%	5.2%	4.0%	8.1%
England	4.7%	5.0%	5.1%	9.1%

The overall absence rate for children looked after continuously for 12 months or more in 2020/21 was 8.1%,  
The outcome for North Lincolnshire was 1 percentage point lower than the national average of 9.1%

#### Children in Need

**% Overall Absence Children in Need as at 31st March 2022**

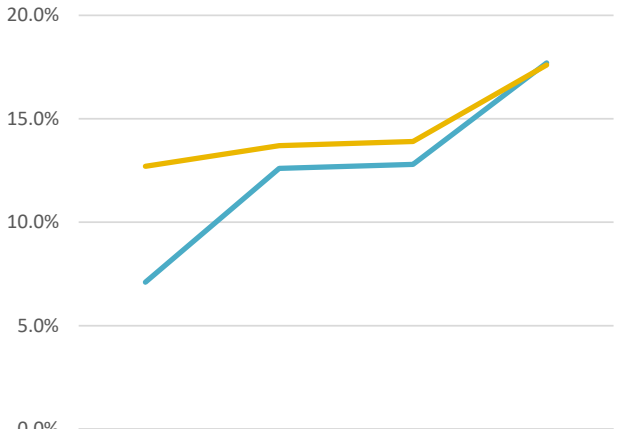


	2016/17	2017/18	2018/19	2020/21
North Lincs	9.2%	10.2%	10.8%	12.1%
England	10.5%	11.1%	11.5%	13.8%

The overall absence rate for in need in 2020/21 was 12.1%.  
The outcome for North Lincolnshire was 1.7 percentage points lower than the national average of 13.8%

#### Child Protection Plan

**% Overall Absence - Child Protection Plan as at 31st March**



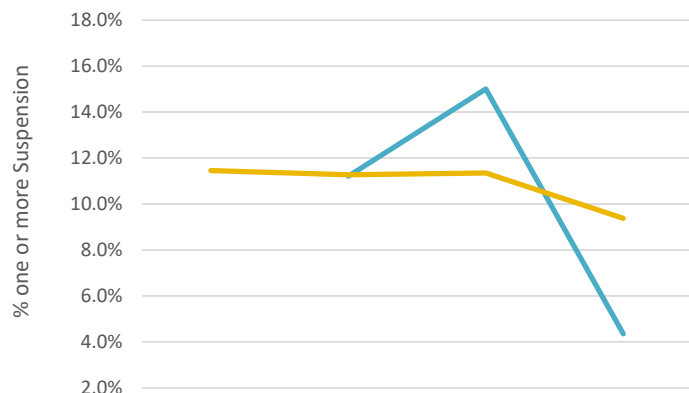
	2016/17	2017/18	2018/19	2020/21
North Lincs	7.1%	12.6%	12.8%	17.7%
England	12.7%	13.7%	13.9%	17.6%

The overall absence rate for children on a child protection plan in 2020/21 was 17.7%.  
The outcome for North Lincolnshire was 0.1 percentage points higher than the national average of 17.6%

## Suspensions

### Children in Care

% Pupils with one or more Suspension – Children Looked After 12 months + as at 31st March



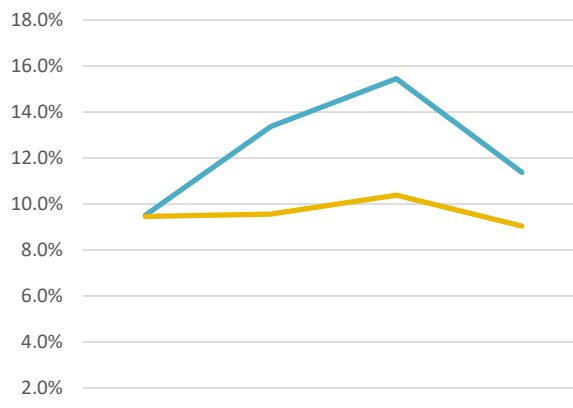
	2016/17	2017/18	2018/19	2019/20
North Lincs	<i>Suppressed</i>	11.2%	15.0%	4.4%
England	11.5%	11.3%	11.4%	9.4%

The percentage of children looked after continuously for 12 months with one or more suspension in 2019/20 was 4.4%.

The outcome for North Lincolnshire was 5 percentage points lower than the national average of 4.4%

### Children in Need

% Pupils with one or more Suspension – Children in Need as at 31st March 2022



	2016/17	2017/18	2018/19	2019/20
North Lincs	9.5%	13.4%	15.5%	11.4%
England	9.5%	9.6%	10.4%	9.0%

The percentage of children in need with one or more suspension in 2019/20 was 11.4%.

The outcome for North Lincolnshire was 2.4 percentage points higher than the national average of 9.0%.

### Child Protection Plan

% Pupils with one or more Suspension - Child Protection Plan as at 31st March



	2016/17	2017/18	2018/19	2019/20
North Lincs	<i>Suppressed</i>	15.9%	15.1%	<i>Suppressed</i>
England	11.8%	12.2%	12.6%	10.6%

In 2019/20, the percentage of children on a child protection plan with one or more suspension in North Lincolnshire was suppressed due to confidentiality.

Nationally, the percentage of children on a child protection plan with one or more suspension in was 10.6%.

## Pupil Premium Spend

Through the PEP Review process, the Virtual School monitors how Pupil Premium is used to ensure that children in care benefit from this additional resource in relation to making good progress in schools. The Virtual Headteacher is responsible for managing the allocation of the funding to schools and academies each term.

The annual pupil premium payment made available to schools to request using the personal education plan is £2000 per child. The spend of pupil premium is encouraged and discussed within the PEP meetings and scrutinised throughout quality assurance processes. We continue to work with schools to identify opportunities to support our children and young people within this spend to ensure best outcomes and to support their emotional health and wellbeing. Additional payments over and above the £2000 rate is made following individual requests from schools and in agreement with the Virtual School. There are a number of children who have benefitted from this additional funding following exceptional requests for support where additional need has been highlighted. The LA continues to hold a small budget from pupil premium for such need.

This collaborative approach between schools demonstrates commitment to ensuring all looked after children have the best opportunities to progress in learning.

Any increase in pupil premium funding is considered within School Forum as and when required.

Funding is distributed termly and quality assured via the PEP. Challenge remains in place with schools where PEP quality may require some improvement or pupil premium spend is not clarified to benefit that particular child or young person.

It remains that the full pupil premium grant is utilised each financial year. Schools also have additional support opportunities through commissioned placements at other settings which support small group and/or therapeutic settings. Children from reception to NCY 7 are sent a total of 7 parcels per year through 'Letter Box' with reading books, activities and games to enhance their reading skills. All of our children in care up to the age of five years receive a monthly reading book through North Lincolnshire's Imagination Library.

## Electronic PEPs (EPEPs) and Welfare Call

The Virtual School works directly with children, carers, designated teachers, and social workers to ensure that the electronic PEPs are consultative and responsive to the child's needs as well as recording their educational journey from the point they become looked after.

The Virtual School ensures that the PEP review process is undertaken within appropriate timescales and has aspirational targets, whilst addressing social and emotional needs.

PEPs use SMART targets and provide a pathway to achieve successful outcomes and regularly reviews the PEP to ensure it is aspirational and demonstrates how the pupil premium enhances the child's attainment.

Welfare Call collects the daily attendance for all our children in care. An analytics tool has been developed which provides us with statistical data that can be utilised during meetings and included in reports.

Additional quality assurance meetings are held termly and more recently to monthly to focus on Fisher Family Trust (FFT) estimates. Senior leads, multi-agency partners and the Virtual Headteacher attend this meeting and key year groups are allocated a focus at specific meetings to support best outcomes, challenge to schools and transition arrangements for that group.

The Virtual School is directly responsible for:

- Quality assuring the documents and RAG rating accordingly
- Holding to account those with responsibility for ensuring that the agreed objectives, actions and support are delivered
- Monitoring the use of pupil premium spend and child progress
- Ensuring a termly quality assurance meeting is held and supported by social care, education and schools randomly selecting a number of EPEPs for Quality Assurance.
- Monthly audits of looked after children takes place
- Challenge to schools where there is evidence that an Education, Health and Care Plan application should be made

## Supporting High Quality PEPs

### Measuring Virtual School Impact

- A consistently high completion rate of Initial PEPs within 10 school days, and PEP reviews within timescales
- Clear evidence that Pupil Premium + is used effectively through monitoring of individual PEP targets.
- Targets have clearly identified outcome/improvements and are RAG rated before new targets are set
- PEPs are submitted for sign off at the meeting as a result of good preparation
- A child's views are clearly recorded on the PEP and targets are child focused to meet identified need.
- There is a clear progression pathway identified, taking account of the young person's ability, hopes and aspirations in all PEPs
- Agreed actions are clearly followed up and reviewed at subsequent PEP meetings
- All PEPs are quality assured and a new PEP QA tab has been added to the PEP to provide feedback and where necessary appropriate challenge and/or action is taken.
- All PEPs have all appropriate sections completed before sign-off.
- Monthly PEP QA meetings are in place to assess the quality of PEPs and provide feedback to schools to ensure PEPs are of a high quality.



School Led Tutoring Grant

The School Led Tutoring Grant for children in care has been used to support catch up learning by providing additional tuition for our children. This has been accessed by a number of children in care, who are finding the support very useful in increasing attainment. Tuition has included mainly Maths and English but also Science, Biology, RE, Physics and History. Private tutors with DBS clearance have been funded as well as specific tuition packages delivered by schools to raise attainment. The Virtual School has extended this offer to our cohort where English is a second language and provided on line ESOL courses to our unaccompanied asylum seeking children (UASC) and recent UASC care leavers. Tuition support has been offered to all our children in care through education, social care and direct with foster carers, with particular emphasis on current year 11's with GCSE support and year 6's with support in SATs. We have also offered additional tuition for GCSE re-sit's and support with A level examinations. The additional tuition has proved to be popular with some great feedback from children and tutors. Exam results demonstrate the impact of the funding.

" In his science assessment on 10<sup>th</sup> June 2022, he scored 7% ....and in the August 2022 assessment he scored 40% "

He tackled several 4 and 6 mark questions which he would previously leave blank as he 'cant do 6 markers'"

" He took over an hour to complete the test (last time he 'finished' in 25 minutes) and scored 74 out of 100 – initially he scored 36 so there has been a vast improvement.

"Starting point in Maths GCSE mock exam Feb 22 grade 2 – achieved grade 4 in GCSE Maths in August 2022"

"was not doing well in maths and was going to be well below 100 before we intervened. He achieved above 100 scaled score and carer was ecstatic about where he is placed in his maths sets for y7!

### Staffing of the Virtual School

The Virtual School continues to hold a staffing structure which includes a team of Education Inclusion Officers, Senior Education Inclusion Officer, Lead Officer and the Virtual Headteacher. Every child in care has an allocated officer who oversees their education provision. Expertise and knowledge around the needs of children in care continues to grow with an emphasis on ensuring that the emotional health and wellbeing of our children is best supported. Staff attend regular training to support their roles and are more confident in providing support and positive challenge to schools where benchmark attainment targets are not in line with FFT20.

The Education Inclusion Service’s core contribution to improving education outcomes for children in care is by working with schools and other professionals to make sure that the conditions for learning are right. Achieving stability is key so that each child’s journey through the education system and into education, employment or training is as smooth as it can be.

A Children in Care Education Officer (1 full time equivalent) continues to develop the practice of the Virtual School by undertaking quality assurance to identify areas for development. The role has provided training and support to Designated Teachers to enable them to champion for the children in their setting, raise aspirations and support positive outcomes.

A Careleaver Education Officer was appointed in January 2021 focusing on supporting previously looked after children and care leavers to ensure that this cohort has support in raising aspirations, access to education, employment and training and preventing NEET.

A Deputy Virtual Headteacher to support the additional duties placed on the Virtual School. From September 2022 a temporary education officer has been appointed to monitor those children supported by a Social Worker CIN/CP.



## Training

Training continues to be provided by the Virtual School and a selection of courses are offered to Education Settings, Inclusion Officers, Social Workers, Adopters, SGO's and Foster Carers. Education Settings have been offered the opportunity to undertake whole school Trauma Informed Practice Training. 24 schools have completed this training and a number still undertaking the training as per scheduled dates.

### **On Line training:**

These courses can be accessed and completed in own time: the role of the Designated Teacher, supporting children with unmet attachment needs, understanding trauma and the impact on young people, and raising attainment.

### **Virtual Training:**

Interactive Workshops for North Lincolnshire Education Settings include Kids Skills, Creating Calm for children and adults, Understanding Compassion Fatigue and the Importance of Self Care, A relationship based approach to inclusion and Supporting Grief and Loss.

### **Other Tools/Resources**

Guidance leaflets have been issued to Designated Teachers around SMART target setting, how to complete the attainment section of the PEP at each key stage and self evaluation for Designated Teachers.

## On line learning provided

- Whole School Trauma & Attachment training.
- Promoting the achievement of looked after children
- Positive Parenting
- Healing Environments
- The Role of the Designated Teacher
- Adoption, post permanence and the school role
- Understanding trauma and the impact on Young People
- Attention deficit hyperactivity disorder (ADHD)
- Emotion Coaching
- Supporting pupils with unmet attachment needs
- Supporting young people leaving care

## Caring 2 Learn

Caring2learn will be relaunched at our next CIC Conference in January 2023 with a new streamlined self-evaluation framework that will give schools the ability to audit their trauma informed practice, provision and policies to ensure there is support in place for our most vulnerable children to achieve their full potential and families and schools to work together effectively.

The project aims to improve the learning outcomes for our children by ensuring learning communities in which our children and young people feel safe and believe they belong by:

- upskilling and supporting our educators and carers
- encouraging participation and improved attendance
- promoting good practice to support the wellbeing, emotional and mental health of all vulnerable children at home or in their education setting
- reducing the number of fixed-term suspensions and permanent exclusions
- having fewer post-16 NEET young people by promoting higher aspiration and self esteem.
- hosting Caring Schools Awards
- providing on-line training

In addition to the award a full training offer is available for schools, professionals and carers to access free of charge to support trauma informed practice.

## Child in Care Education Officer (Previously Looked After/Care Leavers)

Commencing in January 2021 the role was created to support care leavers that were Not in Education Employment or Training (NEET) into Education, Employment & Training (EET) this includes working in partnership with the Department of Work and Pensions, Probation, Personal Advisers (PAs) and Life Skills Officers (LSOs). Support was also offered to previously looked after young people in school with any educational issues, which includes an emphasis on supporting into EET if NEET post 16. Support is already underway with the current year 11 cohort of children in care. This includes:

- Support given to the Education Inclusion Officers to improve support for potential NEETs who remain in care.
- Direct support given to current Y11 cohort of children in care. This forms the discussions around what is available post 16, support with applications and transitions into post 16 provision. Support has also been given with individuals to visit training providers and colleges.
- Working alongside colleges and training providers to identify appropriate provision for individual young people.
- Working alongside the Education & Health Care Plan (EHCP) coordinators to support with post 16 applications and transitions for young people with EHCPs.

Wider support to care leavers NEETs was offered in a number of ways including:

- Intensive support face to face (home visits) or by phone if the young person preferred this
- Support to enable routes to employment including CVs, regular job searches ,encouragement given to apply for suitable posts, applications, interview techniques/preparation training, registering to recruitment agencies, transport to and from interviews and support with meetings with other professionals
- Referral to other supporting agencies for example Ongo or the Action Station
- Support to enable access to college including applications and follow up, mediate on behalf of young people to enable them to access college places
- Referral to provision and training providers for example YMCA, National Apprenticeships
- Contact made with employers to increase employment or work experience opportunities.

**Support to previously looked after young people was offered in a number of ways including:**

- The support that was offered to care leaver NEETs was also offered to previously looked after NEET young people to support them moving into EET
- The Children in Care Education Officer attends an education drop in along with the adoption service manager every month to offer support to parents of previously looked after students
- Home visits are offered and carried out to speak to parents and children face to face
- If requested by parents, the Education Officer can attend all meetings, for example Early Help Assessment (EHA) reviews that are held in school or virtually in regards of the issues the young person and parents are experiencing
- Point of contact to offer support to schools with queries re previously looked after issues/concerns
- Part of a team that created the 'Education Passport' for all previously looked after students. The Education Passport will support parents and staff within school in providing the best education experience for students, this has now been rolled out to all schools with encouragement given to use and support offered if required to complete.

**Examples of our young people's successes:**

- Two care leavers commenced full time positions with one of our partner employers – Lebus.
- One care leaver accessed Proud to Care training and secured a full-time post as domiciliary care worker.
- One young person secured a full-time post with the Local Authority (LA) she has since passed her 6-month probation period and now has a permanent position with the LA.
- Apprenticeship opportunities.
- A child in care achieved his Health & Safety Passport which was funded by the virtual school in order for him to secure a full-time post.
- One of our current Y11 cohort was supported with visiting a local college and making an application. He has since sat his GCSEs and has secured a place on an A level course.

## Outcomes

Outcomes since the role of the Careleaver Education Officer commenced:

Number of young people making applications for EET since January 2021 – 98

Number of young people moved into EET since January 2021 - 63

## Governance and Accountability

The Virtual School and the Virtual Headteacher are accountable to the **Corporate Parenting Board** through quarterly reporting to the **Multi Agency Looked After Partnership (MALAP)** through to the Board.

The Virtual Headteacher is a member of the Corporate Parenting Board. The Children in Care Education and Employability Group (CICEEG), which meets monthly, feeds into this framework via progress reports to the MALAP group and the Education Inclusion Partnership.

The CICEEG meeting is chaired either by the **Lead Officer for Education Inclusion or the Virtual Headteacher**. Its membership includes representatives from social care, education, post 16, health and early years. The meeting is held monthly to monitor the progress, attendance and needs of looked after children and to celebrate areas of success for our children who are looked after. The meeting includes challenge and feedback on specific actions and quality assurance checks. Data is scrutinised and actions arising from this scrutiny are monitored. All potential school moves must have discussion at this meeting to ensure stability of placement and education is paramount. Our ambition is to ensure best outcomes for our looked after children, in order to ensure attainment is high and our children have the support they need to gain qualifications that will enable them into college and university. The Virtual School supports our children through to adulthood to ensure they have the opportunities for their chosen career paths and to become independent and successful adults.

**The Virtual School continues to champion the needs of looked after children on behalf of North Lincolnshire Council and works with schools and other education providers to ensure support and resources for looked after children are used effectively and efficiently in line with their Personal Education Plan.**



## Our plans for the next 12 months

### We will:

- Continue to roll out 'Caring 2 Learn' to our schools and to encourage all our schools to become Whole School Trauma Informed Practice trained and to follow this up with Whole School Emotion Coaching training
- Ensure that all children in care's individual needs in education are reviewed to ensure they remain on track to achieve their outcomes
- Further improve the quality of children's education plans through
  - target setting through the use of SMART targets and national (FFT20) benchmarks to improve children's outcomes at Key Stage 2 and Key Stage 4
  - Ensuring PEPs are completed and signed off by the Designated Teacher and Social Worker at least 4 weeks prior to the end of term
  - Improving the consistency of access to high quality of education by ensuring positive transitions at all stages in a child's education journey, improving attendance and further reducing persistent absence; continuing to challenge fixed term suspensions and permanent exclusions
  - Continuing to increase proportion of looked after children in mainstream education
  - Continuing to identify and assess SEND needs at the earliest point so that all looked after children have a learning offer that meets their needs
  - Continue to offer schools additional tuition opportunities for our children in care in year 11 and year 6 to help support their GCSE exams in 2022 and end of Key Stage tests and assessments in May 2022, and roll out to year 10 and year 5 later in the year
  - Continue to provide the Letter Box reading book scheme to children from NCY0 to NCY7.
- Continue to work to develop our data analytics to ensure timely data, learning and planning
- Develop further access to employers and bespoke apprenticeships and raise incentives and support to encourage young people to engage with and remain in education, employment or training
- Develop the additional duties placed on the Virtual Headteacher and Virtual School in respect of those children in receipt of social worker support.

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