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CARE SERVICES PORTFOLIO HOLDER BRIEFING

Meeting to be held on 28th June 2016

These items will only be debated if a member of the Committee requests a discussion be held, in which case please inform the Clerk 24 hours in advance indicating the aspects of the information items you wish to discuss. In addition, questions on the briefing should also be sent to the Clerk at least 24 hours before the meeting.

QUESTIONS ON THE INFORMATION BRIEFING

The Briefing comprises:

- 1 CARE SERVICES PORTFOLIO PLAN PRIORITIES UPDATE (Pages 3 - 8)**
- 2 VIRTUAL SCHOOL ANNUAL REPORT 2015/16 (Pages 9 - 44)**
- 3 CONTRACT ACTIVITY 2016**

To Follow.

Members and Co-opted Members have been provided with advanced copies of the Part 1 (Public) briefing via email. The Part 1 (Public) briefing is also available on the Council website at the following link:

<http://cds.bromley.gov.uk/ieListMeetings.aspx?CId=559&Year=0>

Printed copies of the briefing are available upon request by contacting Kerry Nicholls on 020 8313 4602 or by e-mail at kerry.nicholls@bromley.gov.uk.

Copies of the Part 1 (Public) documents referred to above can be obtained from
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London Borough of Bromley

PART 1 - PUBLIC

Briefing for Care Services
Policy Development and Scrutiny Committee
28th June 2016

Care Services Portfolio Plan Priorities Update

Contact Officer: Angela Buchanan, Planning and Development Manager
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1. Summary

- 1.1 This report provides Members with the most recent update on progress against the actions contained within the Care Services Portfolio Plan 2015/16.

2. THE BRIEFING

2.1 Progress on the current Care Services Portfolio Plan

The 2015/16 Care Services Portfolio Plan details the four priority outcomes and supporting aims for the Care Services Portfolio as agreed in June 2015.

Outcome 1: Ensuring the health and wellbeing of children, young people and their families, and enhancing quality of life for adults and older people with care and support needs

Outcome 2: Maximising independence and reducing the need for care and support

Outcome 3: Ensuring that people have a positive experience of care and support

Outcome 4: Ensuring children and young people are safe within the community, and adults and older people whose circumstances make them vulnerable are protected from avoidable harm

These outcomes remain aligned to the national areas covering housing, adults and children's social care and public health, and reflect the Government's outcome frameworks for these services. They take account of the vision for adult social care services as defined by the Care Act 2014 which details the approach to the law on adult social care, prioritising wellbeing, highlighting the importance of prevention and postponement of the need of basic care and support, and putting people in control of their care and support.

2.2 Progress on the 2015/16 Care Services Portfolio Plan

Of the 53 actions to be progressed during the year, 43 have been achieved and 10 actions will be factored into the new plan.

In terms of direct impact for our adult and children social care service users, the highlights are:

- Through the Children's Social Care Service User Engagement Framework, strengthened engagement with children, young people, their parents and carers. Since its inception, 457 feedback forms and 95 responses to the pilot annual survey have been received, ensuring that the voice of service users and carers is heard and considered when commissioning services.
- Piloted the Single Integrated Pathway into Special Educational Needs Services with 509 Education, Health and Care Plans currently in place, of which 470 were finalised in 2015. A further 141 transitions are currently in progress.
- Through the Bromley Children's Trust Stakeholder Conference, explored with over 60 individuals who work with children and young people how partnership working could maximise the success of young people in all fields of later life and maintain their emotional wellbeing.
- 85 pupils are on track to become independent travellers opening up opportunities to participate in further and higher education, work experience/employment opportunities, by August 2016.
- In partnership with the third sector, parents and disabled children, developed the Local Offer to maximise opportunities for Children and Young People to access short break provision within their own communities.
- Since August 2014, the Bromley Youth Employment Project has enabled 22 Children Looked After to undertake work experience placements and placed 87 young people into contracted employment.
- 38,238 unique visitors to the MyLife website during 2015/16 (2014/15 – 29,154) with 189,203 page views (2014/15 – 158,027), guiding people to extra support to help with their care needs by showing them, or the person they care for, what services are available in the local area and how to access them.
- Developed the Bromley MyLife 'Living Well with Dementia' section to support people with dementia, and their carers, to make informed choices about their lives. New pages include 'Things to do and places to go' and 'What is Dementia?' Since its launch, the enhanced section of the website has received 3,064 unique visitors viewing 4,974 pages.
- As at April 2016, of the 3,698 people who have received reablement since the start of the programme in February 2010, 2,348 (63%) did not require an ongoing service.
- Effectively supported hospital discharges and prevented readmissions through the 'Winter Resilience Programme'. Strengthened, through the integrated 'Transfer of Care' bureau, integrated seven day working between

Health and Social Care at the Princess Royal University Hospital (PRUH), resulting in an increase in planned discharges.

- Successfully diverted over 1,000 households (86%) approaching in housing need, therefore avoiding homelessness.
- Maximised the effectiveness of the NHS Health Checks programme by ensuring that individuals at high risk of diabetes who require intensive lifestyle interventions to reduce the risk are managed appropriately.

2.3 Key areas for the 2016/17 Portfolio will include:-

- Focusing on preventing homelessness by working in partnership to maximise access to accommodation that is affordable, and by increasing the level of prevention work undertaken with vulnerable families and young people who have social care needs.
- Enabling residents to manage their care and support needs through the provision of a good quality, co-ordinated information and advice service. Where identified needs are eligible for support, service users are informed at an early stage, through a clear entitlement statement, as to how that support will be provided.
- Launch of the new 'Dementia Hub', in partnership with Bromley Clinical Commissioning Group, offering a single point of access to information, advice and personalised support planning.
- Implementing a new commissioning strategy for carers in conjunction with Bromley Clinical Commissioning Group.
- Producing a plan for the integration of local health and social care services in accordance with the Department of Health, and Department of Communities and Local Government Guidance.
- Improving prevention of cardiovascular disease through monitoring and review of the NHS Health Checks programme and evaluation of outcomes.
- Increasing the number of in-house foster carers to a level that reflects the needs of all Bromley's children in care, including emergency, short-term and long-term placements, family and friends carers, children with disabilities and parent & child placements. Work continues to explore ways to continually attract new carers to Bromley, both to replace carers that have decided to retire from fostering and to meet the needs of children and young people requiring placements.
- Following the recent Ofsted inspection of services for children in need of help and protection, children looked after and care leavers, and the Local Children Safeguarding Board, improvement areas will be reflected in this year's Portfolio Plan.

2.4 The PDS Committee and Executive have received a number of detailed reports on the key areas covered within this report; the table below provides more details:

PDS number	Meeting Date	Agenda Item	Report Title
CS 15903	23rd June 15	7b	Budget Monitoring 2015/16
ED 15127	23rd June 15	7f	Adults Transport Policy
CS 15905	23rd June 15	7g	Fostering Service Annual Report
CS 15906	23rd June 15	7h	Adoption Service Annual Report
CS 15909a	23rd June 15	8c	Direct Care (Learning Disabilities) Contract Award
CS 15916	23rd June 15	2	Transfer of Health Visiting to Local Authority
ED 15104	22nd July 15	5	Findings of the full joint inspection of youth offending services work in Bromley 2015 and post inspection improvement plan Appendix 1 - HMI Probation Report Appendix 2 - Improvement Plan
CS 15926	23rd Sept 15	8d	Post Diagnosis Dementia Support
CS 15922	23rd Sept 15	8e	Gateway Report - Older Person's Respite Care
CS 15927	23rd Sept 15	11	Children's Prevention and Early Intervention Strategy 2015-18
CSD 15110	29 th Sept 2015	6a	Update on Youth Offending Services Improvement Plan Appendix 1 - Improvement Plan
CS 15932	4 th Nov 2015	7	Bromley NHS Health Checks Programme Appendix 1 - NHS Health Checks Evaluation
CS 15937	17th Nov 15	6a	Budget Monitoring 2015/16
CS 15938	17th Nov 15	7a	Drawdown on the Homeless Contingency Needs Grant
CS 15940	17th Nov 15	7c	Update on Tackling Troubled Families Project - Update on Outcomes and Grant Drawdown
ED 15133	24th Nov 15	6a	Update on Progress of the Youth Offending Service Improvement Plan Appendix 1 - Improvement Plan Appendix 2 - Structure Chart Appendix 3 - National Standards Audit Action Plan

			Appendix 4 - Performance Data
ED15127	26th Nov 15	11	Bromley Youth Employment Project - Progress Update
CS 16004	12 th Jan 16	6b	Updated Temporary Accommodation Procurement Strategy and Placement Policy
CS 16001	12 th Jan 16	6e	Annual Quality Monitoring Report Appendix 1 - (Domiciliary Care, Extra Care Housing and Supported Living) Appendix 2 - Adult Residential and Nursing Care Appendix 3 - Children's Social Care Placements Appendix 4 - Domiciliary Care Appendix 5 - Residential and Nursing Care
CS 16007	12 th Jan 2016	7a	Gateway Report - Temporary Accommodation
ED 16010	19 th Jan 2016	9b	Update on Youth Offending Service Improvement Plan Appendix 1 - Improvement Plan Appendix 2 - Performance Data Appendix 3 - Case Synopsis
ED 16019	8 th March 2016	7	Update on Youth Offending Services Improvement Plan Appendix 1 - Improvement Plan
CS 16020	10 th March 2016	7a	Budget Monitoring 2015/16 Appendix 1
CS 16025	10 th March 2016	7e	Health Visiting and National Child Measurement Programme
CS 16052	10 th March 2016	7k	Dementia Post Diagnosis Service
CS 16026	10 th March 2016	7o	Draft Joint Strategy for Carers

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London Borough of Bromley

PART 1 - PUBLIC

Briefing for Care Services Policy Development and Scrutiny Committee 28th June 2016

Virtual School Annual Report 2015/16

Contact Officer: Kay Weiss, Interim Director: Children's Services
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Chief Officer: Interim Director: Children's Services (ECHS)

1. Summary

- 1.1 Local authorities have a duty under the Children Act 1989 to safeguard and promote the welfare of a child looked after by them. This includes a particular duty to promote the child's educational achievement, wherever they live or are educated. The authority must therefore give particular attention to the educational implications of any decision about the welfare of those children, including children who have been placed for adoption until the court makes the adoption order giving parental responsibility to the adoptive parents.
- 1.2 Every local authority is required to ensure that a Virtual School Head Teacher is in place, giving that officer responsibility for arrangements which ensure that looked after children have access to a suitable range of high quality education placement options and that there are robust procedures in place to monitor the attendance and educational progress of the children in its care.
- 1.3 Reporting on the progress, performance and development of the Virtual school is a key activity and the annual Report of the Virtual School Head Teacher is a requirement of Ofsted during an inspection.

2. THE BRIEFING

- 2.1 The committee is asked to note the content of the attached report (Appendix 1).

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Annual Report on the Work of the Virtual School

April 2016

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1. The Purpose of the Annual Report

- 1.1 The purpose of this annual report is to outline the activity and impact of Bromley Virtual School during the academic year 2014-15. The report includes full details of the educational outcomes of Bromley Children Looked After (CLA). It reflects on the impact of our activities and identifies areas of future development to achieve improved outcomes for our looked after children.

Data contained in this report is for looked after children who were in the care of the LB Bromley for the academic year 2014/15 and includes outcomes for all children and validated data for children who have been in care for a year or more as at 31st March 2015.

2 The Role of Bromley Virtual School

2.1 Bromley Virtual School Statement of Purpose

Bromley's Children in Care, regardless of their location, deserve the best start in life. Enabling them to secure good educational outcomes is key to ensuring that their dreams and aspirations can be realised. As Corporate Parent, Bromley Council is committed to ensuring that children and young people in care have access to high quality education provision and timely and appropriate support when it is needed. Securing good educational outcomes for children in care will enable them to live economically independent, successful and fulfilling adult lives.

- 2.1.1 The Bromley Virtual School works strategically across the local authority and in partnership with schools and other agencies, in order to improve standards of achievement for this group of children and young people, whether they are placed in Bromley or far from home.

Vision

To ensure that Bromley's children and young people in care have access to high quality educational provision and achieve at a similar level to all other children and young people.

2.2 Objectives

- to ensure that children and young people looked after the LB Bromley have access to appropriate, high quality education provision
- to champion high academic expectations, working with social workers, carers, designated teachers and Head Teachers to ensure every looked after child has an ambitious and challenging personal education plan

- to track and monitor the academic progress of children and young people in care, ensuring they are making progress in line with National expectations, by maintaining effective monitoring and recording systems
- to monitor the education provision and expectations for children, especially those with disabilities, who are working below the level of assessment and/or age-related expectation
- to provide training that will raise awareness of the importance of education for children in care, inform of changes to statutory guidance, provide clarity of roles and responsibilities for key professionals and share good practice
- work with within the local authority and with partner agencies to ensure continuity of schooling for children in care
- to support and challenge schools and other education providers to promote stability and success for children
- provide additional, personalised support through access to advice and guidance, 1:1 tuition and additional resources whenever need is identified
- to celebrate success

2.3 Delivery methods

- Working in partnership with the Bromley admissions team and its counterparts in other authorities to ensure that children are placed in an appropriate school with a 'Good' or 'Outstanding' Ofsted rating
- Working strategically with partner schools and providers to ensure that they fulfil their statutory duties and provide high support and challenge for our children.
- Monitoring and evaluating the progress of Bromley's Children Looked After through Personal Education Planning (PEPs) and the collection of termly teacher assessments as well as Early Learning goals, SATs results and GCSE outcomes.
- Using data to provide universal and targeted support for year groups cohorts and individual Children Looked After, including the commissioning of assessments where appropriate.
- Promoting and/or actively seeking statutory assessment for children with special educational needs, including Social Emotional and mental health difficulties (SEMH), whether in Bromley schools or in schools in other authorities or in independent settings.
- Ensuring that children are provided with additional support through transition times, especially when a change in placement requires a school place change.
- Regular reviewing of the Virtual school Development Plan through consultation with senior management groups in the local authority and with the Corporate Parenting Strategy Group.
- Providing a regular forum for Designated Teachers and a range of training opportunities for other partners, including foster carers, social workers, school governors and adopters. All Bromley Schools are being encouraged to take up whole school Attachment Awareness training.
- Promoting out of school learning and other activities for Children Looked After and their carers.

- Ensuring that Bromley Virtual School Staff are well-informed and knowledgeable about new legislation, research and available resources.

2.4 The Role of the Virtual school Head Teacher

The role of the Virtual school Head Teacher is largely strategic and is the lead officer for ensuring that arrangements are in place to improve the educational experiences and outcomes of the authority’s children looked after, including those placed outside the authority’s boundaries. The roll requires her to establish relationships with the schools in which Bromley’s children are placed so that effective planning and target-setting can be undertaken and data on progress and attainment can be exchanged. With this information, the Virtual School Head Teacher can identify children who are at risk of underachieving and determine what action to take to secure appropriate support or interventions.

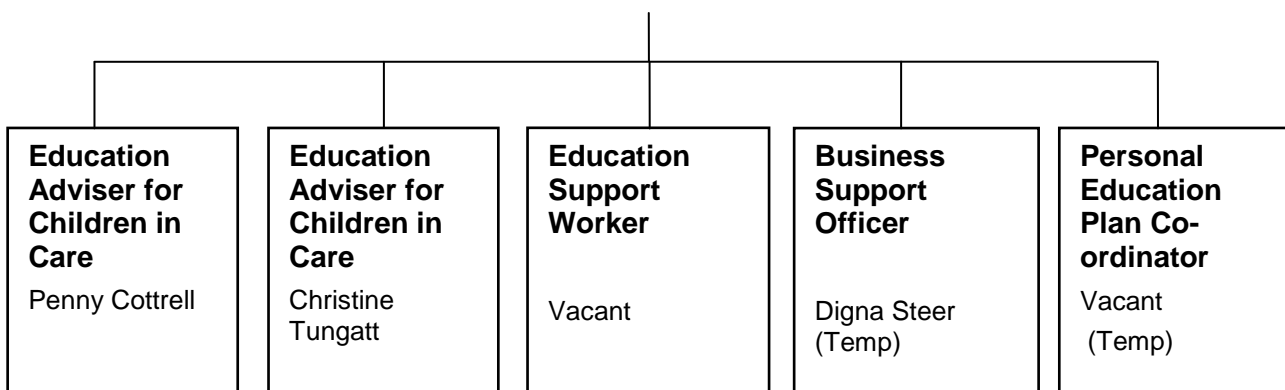
The Virtual School Head Teacher is also responsible for evaluating the impact of actions taken to improve attainment and progress, particularly in relation to the use of Pupil Premium Plus funding allocation.

2.5 Virtual School Staffing

The structure of the Virtual School has remained little changed in the last year. A new, temporary post funded from top-sliced pupil premium has been created to drive up achievement by more effective monitoring of Personal Education Planning and use of Pupil Premium funding. The post holder has been in place for just over a month at the date of publication the impact of the post will be evaluated in March 2017 to establish next steps.

Helen Priest

Head Teacher, Bromley Virtual School



2.6 Professional Development

Virtual School staff continue to access professional development opportunities, as a whole school and as individuals, whenever possible:

- All staff have undertaken Signs of Safety training within the local authority

- The Transition to Adulthood Team provided training on conversion of Statements of SEN to Education Health and Care Plans
- Welfare Call provided training on the reporting of attendance and exclusions as well as the use of attainment tracking
- The VSH has attended the National VSH conference in York and regular London Regional meetings.
- All staff attended training on Attachment Awareness, delivered by Kate Cairns and the First Annual Bromley Virtual School conference, '**A Trauma-informed Approach to Teaching Children in Care**', in partnership with Kate Cairns Associates
- Staff attended RAISEonline training on assessment and reporting at KS2 and KS4.
- Early Years Specialist visited the Phoenix Centre to learn about Portage Services and the specialist early years provision

3 Summary of achievements of the Virtual School since the last Annual Report

3.1 Bromley Virtual School Development Plan

The Virtual School completed the first 2 year development plan successfully, making progress or achieving against all 7 priorities. Noteworthy highlights include the significant improvement of the quality of Personal Education Plan (PEPs) and the embedding of both the early years PEP and the Post-16 PEP into the care planning process. Particularly pleasing is the recognition of the early years PEP as valuable information collecting exercise in the planning for permanence for our very young children. This document, used in Bromley for all 3 and 4 years olds in pre-school settings and in Reception Year, has been adopted by colleagues in authorities across London and in other parts of the country.

After more than a year of piloting in the Virtual School, the post-16 PEP was built onto CareFirst, and is being implemented by the social workers in the 16+ Leaving Care team. A simpler version of the Pan London PEP, which is used for children of statutory school age, this assessment has been designed for use across the range of post-16 education and training providers and is suitable for use with young people who are not in education, training or employment (NEET) or who are unwilling to engage at all (as they can be completed without the young person present and will reflect the aspiration of the corporate parent for that young person).

A new development plan, '*Supporting Trauma-informed Education*', for academic years 2015-2017 was presented to the Senior Management Team and the Corporate Parenting Strategy Group in the autumn term 2015. A copy of the Virtual School Development Plan can be found at [ANNEX A](#)

3.2 Training

The virtual school has delivered a range of training and the highlight was the successful first annual Conference, '**A Trauma-informed Approach to Teaching Children in Care**', in partnership with Kate Cairns Associates. The conference was attended by Head Teachers, governors and designated teachers from within

Bromley as well as partners from outside the authority. The conference was well received and has resulted in an increase in the number of schools accessing whole-school attachment awareness training. Other training delivered included:

- The Virtual School Head Teacher has delivered 'Attachment Disorder in the Classroom' training in a number of schools. This training is suitable for delivery in a staff meeting at the end of the school day and has been welcomed by schools inside and outside the borough.
- Training for foster carers, with a focus on progress and the purpose of the PEP has been delivered on two occasions in the last year.
- Training on Pupil Premium Plus for adopters has been delivered twice since the last report.
- Training is delivered to designated teachers through a termly forum meeting. Subjects covered include PEP improvement and the use of Pupil Premium Plus, statutory assessment for CLA. A working group of Head Teachers and designated teachers was convened to develop the data reporting mechanisms between schools and the Virtual School.
- Training on the work of the Virtual School was delivered to elected members of the council in the Social Care Policy Development and Scrutiny Committee, in March 2016.
- Regular meetings with Independent Reviewing Officers (IROs) takes place to provide updates on Virtual School provision, changes in education legislation and the use of resources.
- Training on PEPs has been delivered to social workers in the Safeguarding teams, CLA team and the 16+ Leaving Care team.
- Training on the Virtual School and the needs of CLA was delivered to Bromley SENCOs in February 2016.

3.3 Multi-agency working

Co-location with SEN, the Transition to Adulthood Team, EWS and EPS ensures that the Virtual School is able to engage with optimal multi-agency communication which reduces drift for CLA with special or additional needs. This provides opportunities to engage with schools and facilitate support and additional assessments. We have seen a rise in the number of children referred for statutory assessment, including children with SEMH, in line with the new SEN Code of Practice. In partnership with the Principal Educational Psychologist, the virtual school has developed the practice of not accepting the model of 'Additional resource' funding, (frequently offered to schools for children who do not meet the threshold for EHC plans), for Looked After pupils because of their mobility (funding of this nature does not follow children across schools and local authorities) EHC plans are more appropriate for this highly vulnerable group.

3.3.1 The Virtual School works closely with the Bromley Education Business Partnership, identifying young people who are suitable candidates for work experience through the very successful Youth Employment Scheme (YES) project. Young people are interviewed and their interests recorded to in an endeavour to facilitate a good match with an employer and a successful work placement. The target for placements in 2014/2015 was 6 young people, but

this was exceeded greatly and 11 young people took up placements during the year. Signposting to this service has been improved by the appointment of the vulnerable NEET coordinator in the Youth Support Service who is located in the leaving care team for part of the week.

- 3.3.2** Bromley Virtual School entered into a partnership with Kate Cairns Associates (KCA) in spring 2015. As well as delivering the highly regarded Virtual School conference in February 2016, the partnership has enabled the Virtual Schools to roll out whole-school attachment awareness training and emotion coaching to schools across the borough. As a direct result of the training, schools have reported making changes to behaviour policies and reductions in confrontations and the frequency of fixed term exclusions. There has been a widespread recognition that understanding social and emotional needs provides benefits to a much wider group of pupil in a school than the CLA population. KCA has also provided the Creating Connections programme in the schools of two very vulnerable children.
- 3.3.3** The termly Designated Teacher Forum has continued to attract colleagues from a range of education providers both in Bromley and beyond. These include maintained and academy schools across the age range, special schools, early years providers, alternative provisions and FE colleges. Subjects covered in these meetings have included recognizing attachment disorder in the classroom; Achievement for All; the SEN Code of Practice and the conversion of Statements to EHC plans and improving Personal Education Plans. Designated teachers also took part in a small working group formed to examine the paperwork sent to schools before PEP meetings. The aim of the group was to agree on the nature of the dataset required now that there is no longer a common tracking mechanism for attainment and progression and to eliminate duplication for schools. The newly agreed wording for attainment and progression descriptors will be piloted in the progress monitoring forms for pupil premium in the new financial year.

4 Virtual School Students

- 4.1** During the academic year 2014/15, the Virtual School has had over 300 children on roll, with every child over the age of 3 who becomes looked after becoming entitled to a service, regardless of whether they remain in care for a few days or for several years. At any time during the year, the average number of children, aged 3-19, on roll is around 285 with approximately 75 of those being in National Curriculum year groups 12 and 13.
- 4.2** Around 190 students on the Virtual School roll at any time are of statutory school age. They attend between 130 and 140 schools.
- 4.3** On 31 March 2015, 85 students of a total of 194 students, (around 43%) out of the statutory school age cohort were in schools outside Bromley. Although most children are in mainstream provision, children with special and/or additional needs are more likely to be placed out of borough, especially those

needing specialist therapeutic residential provision or schools. Table 1, below, shows the much higher proportion of SEN schools attended outside Bromley.

Type of School	In borough	Out of borough
Mainstream	52	93
Special	25	10
Additionally resourced unit in mainstream	2	2
Alternative provision	6	4
Total	85	109

Table 1. Showing types of school attended by Bromley CLA at 31/03/2015

- 4.4 CLA attend alternative provision for a few days or weeks or for longer periods of time when they are unable to access education in a mainstream or special school setting for some reason. Historically, such children might have been provided with a home tutor, but there has been a gradual rise in the numbers of children attending alternative provision, in part, due the increase in the availability of the provisions themselves. In Bromley, The extension of Bromley Trust Academy to include assessment placements for mainstream pupils who are in difficulty has enabled us to keep them in roll in their schools, while they undergo assessments in the alternative provision. Outside Bromley, we have welcomed the creation of alternative education provisions in motor repair businesses and football academies, where young people can begin their journeys to vocational programmes while achieving qualifications in functional skills. Placing children in these establishments, particularly when they are outside Bromley, means that there is an increasing responsibility to quality assure them. Given the difficulties of the young people who require such placements, staff in the Virtual School make more frequent visits to alternative provisions than they might to other types of schools.
- 4.5 In response to statutory requirements that commenced during the academic year 2014/15, the virtual School has taken on the responsibility of monitoring and supporting the education of CLA up to 3 years before they commence statutory schooling. All 2 year-old children in care are monitored and, although the local authority does not expect every 2 year-old who is a CLA, to take up free early-years provision a number of children are taking up their entitlement to free provision at the time they become looked after. Many of our children are in stable home environments for the first time and the focus is on building an attachment with the main carer and/or being prepared for an adoptive placement. Existing placements in EY provisions, however, are not likely to be disrupted unless there are safeguarding concerns. The Virtual School attends Looked After Reviews and discusses possible provision where it becomes apparent that provision is appropriate.
- 4.6 There are between 15 and 18 CLA aged 3 and 4 at any time. Most of these children are in Early Years provision, taking up some or all of their entitlement to free provision. All of these children are now entitled to the early years

element of pupil premium, which is administered by the virtual School and all now have PEPs every term. Most of these settings are unfamiliar with the PEP process or the needs of children who are in the care of the local authority and they require intensive support to enable them to make their contribution to the care planning process. Because many of these children are moved to connected persons or adoptive placements, there is a lot of movement between education provisions. The Virtual School is responsible for ensuring that these young children are placed in provision that is Ofsted rated Good or Outstanding.

- 4.7 The changing nature of the age profiles of Bromley's children looked after has continued to have an impact on the work of the Virtual School. During the 2014/15 academic year, we have seen unprecedented growth in size of the year group cohorts in key stages 1 and 2. Where we would previously have been working with a YR1 group of 5 or 6 children, the group was as large as 11 at one stage during the year. Many of these children have placement orders, so are already in pre-adoptive placements or awaiting matching. This means that Virtual School involvement with the children can be very brief but is very intensive as we ensure that we assist in the adoption process and secure places in new schools when children are placed.
- 4.8 The year 6 cohort, normally 12-14 children rose to 20 during the year. Unlike the younger, YR1 children, these children are likely to stay in care for longer periods and we expect to monitor them throughout the secondary school careers and beyond. This 'bulge' year group is likely to grow still further through KS3 and 4 and may be almost double that size by YR11.
- 4.9 There were 28 YR11 students on the roll of the virtual School at the end of the 2014/15 academic year. This made the cohort one of the smallest since reporting began and only 19 students had been in care for at least a year on 31st March 2015, making these the *reporting cohort*. 12 students, (61%), were in schools outside the borough and more than half of these had a Statement of Special Educational Needs or an Education, Health and Care Plan. In addition to the outcome report for the year group at 5.4.6, a more detailed, pupil-level report in Annex B shows how the length of time each student has been in care and their attainment levels at the point of accommodation. Most students even those who had performed significantly below expectation previously made good or very good progress.
- 4.10 As well as encompassing 3 and 4 year old CLA, the role of the Virtual School was expanded to include years 12 and 13 during the last year. Although work to ensure a successful transition to post-16 provision had been undertaken for some time, as had the monitoring of the education, training and employment (ETE) status of young people up to their 19th birthday, engaging with the requirement of the new statutory guidance (*(Revised) Statutory Guidance on the Duty on Local Authorities to Promote the Education of Looked After children*, DfE, July 2014) has had a serious impact on the work of the Virtual School. As well as supporting PEP activity for an additional 80-90 young people three times a year, the Virtual School now monitors the level of the courses that they undertake and is responsible for providing support and

resources where needed and facilitating smooth and timely transition into new provision when young people drop out of their courses or enter care without provision. A YR12 cohort can grow by up to 40% during an academic year, which means that up to 20 young people, about whom the Virtual School has no prior knowledge will need support and planning. It should be noted that these young people do not attract Pupil Premium Plus, which is available only for young people up to YR11.

5.0 Educational attainment of Bromley CLA

5.1 Changes in national attainment reporting in the last year mean that most schools have abandoned national curriculum levels and level descriptors. Each school or group of schools has made its own decisions about the methodology they use to codify levels of attainment and how it measures success. The changes have made it very difficult for them to contextualise the progress of children against their previous individual trajectories and against other children nationally. The outcome of this change for the local authority and for the Virtual School is that the attainment and monitoring data that has been collected through the year cannot be used for the purpose of trend analysis or comparison with other years but can only be seen as stand-alone data and as the start of a collection of new data sets for individuals. The issue of comparing individuals in different schools, especially when up to half of the schools are in other authorities will remain a significant challenge for some time to come. This has not yet affected SATs reporting for the academic year, but the DfE has announced that how 'sufficient progress' is measured from KS1 to KS2 will not be decided until the first new KS2 tests are sat in the summer of 2016

5.2 KEY Stage 1 Outcomes Summer 2015 (Age 7 years)

Key Stage 1 outcomes in 2015 were lower than any previous year. As can be seen in the table at 3.2.6, below, this outcome reflects the high level of special needs experienced by the children and reflected in the number of statements of SEN.

5.2.1 Out of 9 looked after children who completed KS1 in August 2015 only **6** of these had been continually looked after during the reporting period (April 2014 to March 2015). These 6 children form the **reporting cohort**.

5.2.2 The national age-related expectation at age 7 is level 2.

5.2.3 Four of these children (66%) have Statements of SEN or EHC plans.

5.2.4 Two children were adopted out of authority during year 2. Both had been placed in their new schools during YR1 and both achieved at national expectation in KS1 SATs tests, despite the disruption and short periods out of

school. In both cases, the Virtual School had secured places in new schools and provided significant support to the schools to integrate the children.

5.2.5 Table 2. Key Stage 1 Pupil Level Data, 2015.

(Please see the end of this report for a glossary of terms)

Date of Birth	In/Out of Borough	Date became CLA	SEN	Reading	Writing	Maths
2008	OUT	05/11/2012	S	1	P8	1b
2008	IN	10/04/2012	S	B	B	B
2008	IN	adopted		2b	2c	2c
2008	IN	23/11/2012	S	1	2	W
2007	OUT	adopted		2a	2c	2a
2008	IN	07/02/2014	S	1b	P7	1c
2007	OUT	29/04/2015		2b	2b	2b
2008	IN	27/01/2015	S	P8	P8	1c
2008	IN	31/10/2014	SA+	1b	1c	1c

Legend

 = reporting cohort

 = in care at end YR2 but not in reporting cohort

5.2.6 Table 3. Key Stage 1 Outcome data 2015 with historical context. Pupils achieving level 2 or above:

Indicator	2015	2014	2013	2012	2011
Reading	33% (2 of 6 pupils)	55% (6 of 11 pupils)	60% (3 of 5 pupils)	57% (4 of 7 pupils)	76% (6 of 9 pupils)
Writing	50% (3 of 6 pupils)	55% (6 of 11 pupils)	60% (3 of 5 pupils)	57% (4 of 7 pupils)	44% (4 of 9 pupils)
Speaking and Listening		64% (7 of 11 pupils)	Not reported	Not reported	Not reported
Maths	33% (2 of 6 pupils)	55% (6 of 11 pupils)	60% (3 of 5 pupils)	42% (3 of 7 pupils)	76% (6 of 9 pupils)

5.3 Key Stage 2 Outcomes Summer 2015 (Age 11 years)

- 5.3.1 Key Stage 2 outcomes are in line with the expectations of the Virtual School. They reflect the current requirement to report how many children have reached a common target and not the progress on the individual child against his or her starting point. The table at 5.3.6 gives pupil level information, including the pleasingly high number of 7 year-old looked after children who made more than the expected two levels of progress between KS1 and KS 2, even if they did not reach national age-related expectation. This demonstrates that schools are setting high targets for children and that support and resources are being effectively targeted.
- 5.3.2 Twenty children in care ended KS2 in August 2015. Of these, 11 had been continuously looked after for at least 12 months (to 31st March 2015) and these pupils form the **reporting cohort**.
- 5.3.3 National age-related expectation at age 11 was level 4.
- 5.3.4 Two children in the reporting cohort (18%) have Statements of SEN or EHC plans and a further 4 are at School Action Plus, making a total of 6 (34%) with identified special educational needs.
- 5.3.5 All but one of the children in the YR6 cohort achieved *an increase of two or more levels of attainment or better in both English and Maths between YR2 and YR 6, including one who was working below the level of assessment*. The remaining pupil also exceeded expectations at the end of the key stage, national curriculum level 1 in his teacher assessments

5.3.6 Table 4. Key Stage 2 Pupil Level Data 2015

(Please see the end of this report for a glossary of terms)

DOB	In/Out of Borough	Date became CLA	SEN	Reading	Writing	Grammar, Spelling Punctuation	Maths	2 or more levels of progress
2004	IN	07/08/13	SA+	4 (1b)	4c (1b)	4	4 (1b)	Eng ✓ + Maths ✓ +
2003	IN	30/04/10		4A (2a)	4A (2b)	5C	5B (3)	Eng ✓ Maths ✓
2003	IN	12/06/09	SA	3 (1b)	4 (1b)	3	4 (1b)	Eng ✓ + Maths ✓ +
2004	OUT	17/06/09		5a (3c)	5b (2b)	5a	6b (3c)	Eng ✓ + Maths ✓ +
2004	IN	03/02/14		4 (1a)	3 (1)	3	4 (2c)	Eng ✓ + Maths ✓ +
2004	IN	11/03/11		4 (2b)	4 (2b)	4	4 (2b)	Eng ✓ Maths ✓

2004	IN	04/03/10		4 (2b)	4 (2c)	3	4 (2a)	Eng ✓ Maths ✓
2004	IN	27/11/09	S	2b (P6)	2c (P6)		2a (P7)	Eng ✓ + Maths ✓
2003	OUT	24/08/12	S	1 (b)	1 (b)		1 (b)	Eng N/A Maths N/A
2004	IN	27/02/09	SA	3 (2c)	3 (1)	3	3 (1)	Eng ✓ Maths ✓
2004	In	23/03/10		5 (1a)	4 (1b)	4	4 (2c)	Eng ✓ + Maths ✓ +
2003	IN	02/06/08	SA	5 (2b)	5 (2c)	5	4 (2a)	Eng ✓ + Maths ✓
2004	IN	30/07/14		2 (1c)	3 (1c)	3	3 (1c)	Eng ✓ Maths ✓
2003	IN	05/06/15		5	4	4	4	Eng ✓ Maths ✓
2004	IN	17/09/2014		4 (1)	4 (1)	4	4 (2c)	Eng ✓ + Maths ✓
2004	OUT	30/06/2014	S	3 (1)	3 (1)	3	3 (2c)	Eng ✓ Maths ✓

Legend

= in reporting cohort

= in care at end YR 6 but not in reporting cohort

✓ = achieved 2 levels of progress between KS1 and KS2

+ = achieved more than 2 levels of progress between KS1 and KS2

Figures in brackets represent KS1 attainment

5.3.7 Table 5. Key Stage 2 Outcome Data with Historical Context

Indicator	2015	2014	2013
Combined Reading, Writing and Maths Score	Bromley 58% (7 of 12 pupils)	Bromley 63% (5 of 8 pupils)	Bromley 55% (5 of 9 pupils)
	National CLA 52%%	National CLA 48%	National CLA 45%
	National not CLA 80%	National not CLA 79%	National not CLA Not available

5.4 Key Stage 4 Outcomes 2015

GCSE outcomes for Bromley Looked After children in academic year 2014/15 were the best since reporting began. The small cohort size means that this data was suppressed in national reporting. However, 26% of CLA left year 11 with five or more GCSEs at grade A*-C including English and Maths. The National figure was 14%, so Bromley was placed within the top 5% of all authorities in England last year.

- 5.4.1 28 children in care ended YR11 in August 2015. Of these, 19 had been continuously looked after *and* on roll in YR11 for at least 12 months (to 31st March 2015) and these pupils form the *reporting cohort*.
- 5.4.2 37% of the reporting cohort has identified special educational needs, with 5 young people having a Statement of SEN. This equates to 26% of the cohort having a Statement of SEN against a national figure of 2.8%.
- 5.4.3 Seven of the young people in this year group were accommodated by the local authority at the end of YR9 (after April 2013) or during Key Stage 4. Most of these young people continued to experience placement changes in the months after they become looked after although all were finally able to have a period of stability.
- 5.4.4 Two students in this cohort are unaccompanied minors.
- 5.4.5 Only 7 young people in last year's reporting group were in Bromley schools and of those one was on roll in alternative provision. All of the children achieving the expected outcome of 5 GCSEs at A*-C including English and Maths were in Bromley Schools.
- 5.4.6 A notable feature of these results is that all of the highest-achieving children in this group have experienced a period of long term, stable care in foster placements. This stability is a nationally recognised contributor to academic and personal success for Looked After children and is promoted by children's social care and the Virtual School.
- 5.4.7 Of the students placed out of authority, 7 were in specialist residential or school settings and only 4 in mainstream out of authority schools.

5.4.8 Table 6 GCSE Outcomes, reporting cohort 2015

DOB	Date LAC most recent episode	In/Out of Borough	SEN	Total Number of GCSEs	Acquired Maths A-C grade?	Acquired English A-C grade?	5 A*-C including English and Maths?	5 A* - C?
1999	27/06/2013	IN		11	•	•	•	•
1998	12/05/2012	IN		10		•		•
1999	29/06/2007	IN		10	•	•	•	•
1998	08/11/2010	IN		9	•	•	•	•
1998	21/04/2013	IN		8	•	•	•	•
1999	12/08/2005	IN		9	•	•	•	•
1999	25/11/2012	OUT	S	8	•			•
1998	20/02/1999	OUT	S	8		•		
1999	31/07/2013	OUT	S	7				
1999	11/10/2012	OUT		7		•		
1999	05/12/2013	OUT		6				
1998	18/02/2009	OUT	SA	6	•			
1997	15/11/2012	OUT		6				
1999	12/11/2013	OUT	S	5	•			
1999	20/09/2011	OUT	SA+	4				
1999	13/03/2014	OUT		2				
1999	04/02/2008	OUT	S	0				
1999	13/11/2013	OUT		0				
1999	27/03/2013	IN	SA+	0				

5.4.9 Table 7. GCSE outcomes 2014 with historical context

GCSE results	2015 Reporting Cohort of 19 pupils	2014 Reporting Cohort of 28 pupils	2013 Reporting cohort of 19 pupils	2012	2011	2010	2009
5 A* - C including English and Maths	26% (5 pupils)	14% (4 pupils)	16% (3 pupils)	11 % (2 pupils)	8.6% (3 pupils)	25% (4 pupils)	10% (2 pupils)
5 A* - C	37% (7 pupils)	25% (7 pupils)	21%	22%	26%	43%	29%
5 A*-G	63% (12 pupils)	46% (13 pupils)	21%	55%	49%	63%	48%
1 A*-G	84% (16 pupils)	74% (20 pupils)	26%	88%	74%	75%	71%

5.4.10 A table showing results for individual looked after pupils with detail showing progression since becoming looked after and KS2 attainment with brief commentary can be found at **Annex B**. The virtual School collects and collates this level of data about all children, including their attainment level at entry in to care. The judgements made by the Virtual School about the appropriateness of that attainment level both in the context of the underlying ability of the individual and of national expectation drive the allocation of resources and support that goes into schools and also dictate the degree of challenge that is directed towards them.

5.5 Post-16 Engagement

Working with schools we have seen an increase in the number of young people who stay on in 6th forms. This has resulted in an increase in the number of young people taking up level 2 and 3 courses since 2014 and we expect to see a corresponding increase in the number of university entrants. All young people not in education, training or employment are referred to and receive support from the Targeted Youth Support Service so no young person aged 16-19 is without support. The Transition to Adulthood team provides a similar range of support at transition for young people with SEN and/or disability. Bromley is a pathfinder authority for the EHC plan process and provides models of good practice in partnership with the Virtual School.

5.5.1 There were 27 eligible students in the 2014 reporting cohort and of these 25 (93%) progressed to education or training at the beginning of YR12. This reflects the additional work completed by the Education Support Officer in the Virtual School who took the work of supporting CLA through the 16+ transition during the summer term of 2014. 19 (70%) of these students were still in ETE at the end of the academic year.

5.6 Young people in Higher Education

The Virtual School has a discrete but significant role in supporting young people access higher education.

5.6.1 During academic year 2014/15 there were 16 care leavers attending university, with nine in year one, one in year 2, four in year 3 and two in year 4.

6 Attendance

The attendance of most Bromley CLA is very good and is the same as all other Bromley children. Some children have been poor attenders or not attending at all when they come into care and some find regular school attendance very hard when their families or placements are disrupted or they have other social, emotional or mental health issues, especially during adolescence. The Virtual School will put additional resources in place for these students, in the form of 1:1 tuition (either face to face or online) or alternative provision in an assessment centre or alternative education centre or work experience. Attendance at this provision is closely monitored and young people are visited frequently but, despite all offers of support,

some young people continue to refuse to engage and attend. Persistent absence (less than 85% attendance) is falling year on year, however and is inline with absence in similar authorities. 7.2% of CLA, representing 9 students dropped below 85% attendance in 2014/15.

7 Exclusions

There have been no permanent exclusions of Bromley CLA since 2008.

7.1 During academic year 2014/15, fixed term exclusions for Bromley looked after children reduced significantly, to the lowest number of days of fixed term exclusions since reporting began and resuming the downward trend after last year's spike.

7.2 Table 8. Fixed Term exclusions of CLA since 2009/2010

	Total number of days FX	No. of pupils represented	Bromley schools	Other schools	Total schools
2009/10	232	33	9	21	30
2010/11	134	24	9	13	22
2011/12	126	23	11	12	23
2012/13	91	13	5	6	11
2013/14	120	22	9	9	18
2014/15	80	20	8	11	19

7.3 This reduction is a result of partnership working with schools, to develop their understanding of the effects of trauma and neglect and encouraging them to view social, emotional and mental health difficulties as special needs and not simply as behavioural problems that need managing. Schools inside and outside the authority have responded well, finding new ways of managing the behaviour of these children without the need for repeated fixed term exclusions and have supported the Virtual School in managing school changes when it has become clear that children are in the wrong provisions. This activity has been support by the changes in the role and function of SEN Core Panel and by the re-establishment of the Children Out of Mainstream Education (COOME) working group.

7.4 17 days are accounted for by one student. This student has been successfully transferred to a smaller, maintained alternative provision in another local authority and has successfully negotiated a whole term without further exclusions

7.5 7 of the students who experienced fixed term exclusions during the year were in year 11 and had come into care with histories of difficult behaviour in school. Of those, 5 are now securely established in post-16 education.

7.6 6 of the excluding schools were primary schools, four of which were in Bromley. With the exception of one child, who was placed in alternative provision while awaiting a long term placement, all of the children involved had only a single exclusion and all have remained settled in their schools.

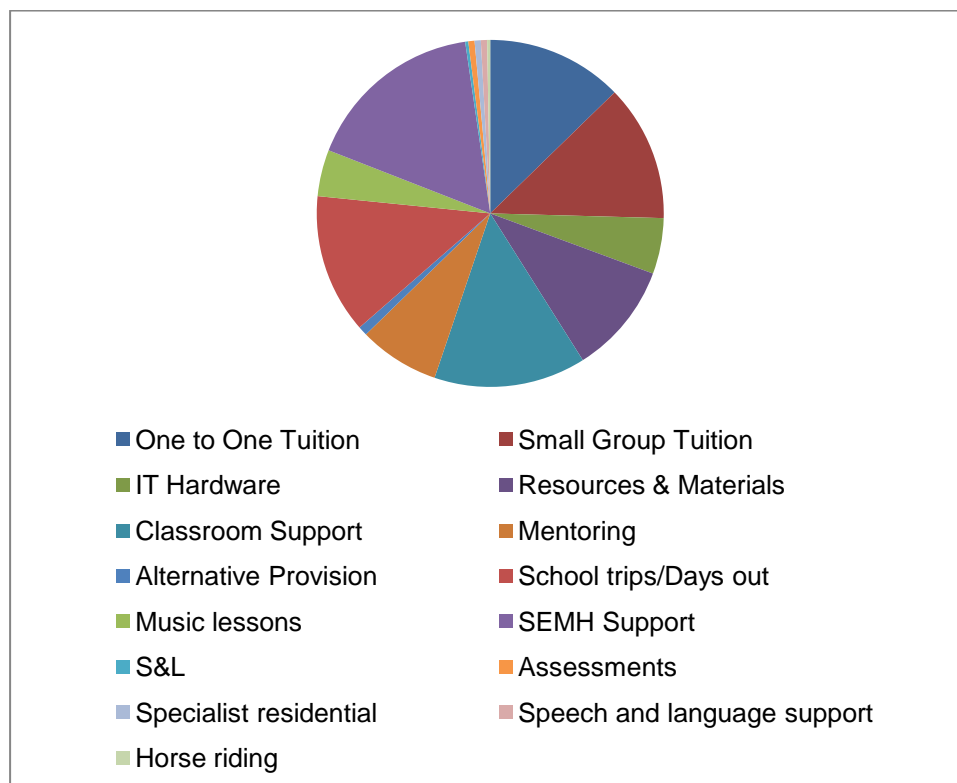
7.7 The Virtual School attends re-integration meetings wherever possible.

8 Pupil Premium Plus

Administering Pupil Premium Plus is now a major drain on the staffing and time resources of the Virtual School. The requirement to report to Ofsted on the use and outcomes of the funding means that collecting information about its planned use and the targets upon which it is proposed there will be an impact from schools is vital. Schools are asked to complete a progress monitoring form for the appropriate key stage and identify clear learning or SEMH targets which new funding will address and cost the planned provision and resources. Targets are necessarily individualised and should *not* include activities and support already provided in school or any ordinarily made available for all other pupils.

8.1 During the financial year 2015/16, over 80% of the pupil premium plus allocation for CLA was paid directly to schools in respect of individual students. 25% of the funding delegated to schools was spent on 1:1 or small group tuition and alternative provision for 3 students. A chart showing the breakdown of the use of funding by schools can be seen below.

8.2 Table 8. Use of Pupil Premium Plus funding by schools



- 8.3 Significantly, 39% of the funding was spent by schools on the provision of SEMH support, in the form of mentoring, counselling or classroom support. In addition, 12 schools accessed funds for whole-school attachment awareness training or emotion coaching using pupil premium funding.
- 8.4 Top-sliced funding was also used by the Virtual School to fund Education Psychology assessments, speech and language therapy, alternative provision, IT hardware, visits, 1:1 tuition and e-learning and for the Virtual School Conference. A temporary post, created to improve the quality and timeliness of PEPs and to ensure the effectiveness of the use allocated pupil premium.
- 8.5 The impact of pupil premium plus is difficult to assess but is known to be variable. Despite advice, some schools continue to use the funding allocated through the virtual school to offset to cost of activities provided for all pupils or to boost the pot of funding received for other vulnerable groups. Compliance with requests from the Virtual School to provide information about outcomes is poor and continued attempts to gather this information delays the distribution of funds. During the year, the VSH took the decision to agree funding for almost all students for whom a form was completed and returned (and for some for whom a form was never returned) but in the new financial year, a higher level of compliance will be required and the work will be undertaken by the temporary post funded by Pupil Premium.

Glossary of terms used in reporting tables:

Terminology	Definition
National curriculum levels	<p>At Key Stages 1, 2 and 3, attainment in the National Curriculum was formerly measured against 8 national attainment levels between the ages for 5 and 14. Level 1 is the lowest level and level 8 is the highest and is attained by the most able pupils at age 14.</p> <p>Each level is divided into three sub-levels:</p> <p>C – starting to work at this level</p> <p>B - working well within the level</p> <p>A - the child has reached the top of the level and is working towards the next level</p> <p>Children are expected to be considered to be progressing well if they have made two sub-levels or progress in an academic year.</p>
P scales	<p>Performance scales (P scales) are used at the end of key stages 1, 2 and 3 for reporting teacher assessment in English, mathematics and science for children with special educational needs who are working below level 1 of the national curriculum.</p> <p>P levels can be recorded from P1 to P8, with P1 being the lowest.</p> <p>P levels can further be broken down into i or ii (e.g. P3ii being a higher level than P3i)</p>
TA	<p>Teacher assessment. A teacher assessment is recorded where a child is absent from school on the day of the test or is considered to be below the level of assessment,</p> <p>Teacher assessment levels are also used where a curriculum area is no longer subject to national testing.</p>
S	Statement of Special Educational Needs
SA	<p>School Action is used when there is evidence that a child is not making progress at school and there is a need for action to be taken to meet learning difficulties. SA can include the involvement of extra teachers and may also require the use of different learning materials, special equipment or a different teaching strategy.</p>
SA+	<p>School Action Plus is used where SA has not been able to help the child make adequate progress. At SA+ the school will seek external advice from the other support services, the local Health Authority or from Social Care.</p>

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Bromley Virtual School Development Plan, Academic Years 2015 -2017
'Supporting Trauma-informed Education'

Priority and Activities	Outcomes	Measures of success	Progress status	Timescales	Lead
Priority					
1. Ensure that all looked after children and young people make progress that is at least as good as all other Bromley children					
<ul style="list-style-type: none"> Ensure all LAC in appropriate education provision 	<ul style="list-style-type: none"> LAC in mainstream or special schools wherever possible 	<ul style="list-style-type: none"> Frequent monitoring and reviewing of children out of school to reduce 1:1 tuition and/or use of alternative provision 	GREEN	Ongoing	VS
		<ul style="list-style-type: none"> 100% of LAC have education provision 	GREEN	Ongoing	
		<ul style="list-style-type: none"> Monitor and record Ofsted status of all provision and consider removing LAC if necessary 	GREEN	Ongoing	
<ul style="list-style-type: none"> Drive up timeliness of PEPs 	<ul style="list-style-type: none"> PEP timescales to be maintained. Improve compliance on PEPs for YR12 and YR13 LAC; all students to have PEP in autumn term 2015 All new LAC to have PEPs within 20 days 	<ul style="list-style-type: none"> All LAC have 3 PEPs during the academic year. 	AMBER	Ongoing	VS
		<ul style="list-style-type: none"> Increase number of PEPs completed within 20 day timescale for new LAC to over 80% 	AMBER	By December 2015 and ongoing	VS/Social workers
		<ul style="list-style-type: none"> All YR12 and YR13 LAC have PEPs in the autumn term of 2015/16 	RED	By December 2015 and ongoing	VS/16+LCT
<ul style="list-style-type: none"> Improve quality of PEPs 	<ul style="list-style-type: none"> PEP training for new social workers planned for September 2015. Target setting and pupil premium training for all social workers planned for September 2015 	<ul style="list-style-type: none"> PEP training for new social workers planned for May 2016. 	AMBER	May 2016	VS
		<ul style="list-style-type: none"> Target setting and pupil premium training for all social workers planned for May 2016 	AMBER	May 2016	VS
<ul style="list-style-type: none"> Develop prototype 3rd (Virtual) PEP model 	<ul style="list-style-type: none"> Embed 3rd PEP into Virtual school processes. 	<ul style="list-style-type: none"> Pilot extended for 2nd year with revised format 	AMBER	Awayday April 2016	VS
<ul style="list-style-type: none"> Early identification of failure to make progress 	<ul style="list-style-type: none"> All LAC make expected or better progress 	<ul style="list-style-type: none"> Increase in number of statutory assessment for EHC Plans 	GREEN	Ongoing	VS
		<ul style="list-style-type: none"> Pupils identified for allocation of nimbl and TextNow 	GREEN	Ongoing	VS
<ul style="list-style-type: none"> Build on Text Now pilot project, introducing it across the Virtual School 	<ul style="list-style-type: none"> Delivery of Text now programme to young people 9-15 years in academic year 2015/16 	<ul style="list-style-type: none"> Identify target group of young people known to be poor readers or otherwise making less than expected progress. 	Target group identified. Initial meeting with supervising social workers achieved October 2015 GREEN	Achieved	VS
		<ul style="list-style-type: none"> Undertake baseline word recognition and reading comprehension tests and assess improvement at the end of the project by December 2015 	Baseline assessments completed by specialist SEN teacher GREEN	Achieved	VS
<ul style="list-style-type: none"> Ensure appropriate allocation and use of Pupil Premium Plus 	<ul style="list-style-type: none"> Pupil Premium funding spent to achieve best possible outcomes 	<ul style="list-style-type: none"> Funds to be allocated to schools as far as possible. 	GREEN	Achieved	VS
		<ul style="list-style-type: none"> Top-sliced funding to be spent appropriately 	GREEN	Achieved	VS
		<ul style="list-style-type: none"> Appropriate recording of areas of spend and outcomes 	AMBER	July/August 2016	VS

Priority					
2. Increase accountability and performance management of Virtual School					
<ul style="list-style-type: none"> Explore the creation of a Governing Body for the Virtual School 	<ul style="list-style-type: none"> Governing body in place and terms of reference agreed. New target date June 2016 		AMBER	By June 2016	VS
<ul style="list-style-type: none"> Complete Head Teacher's Annual Report 	<ul style="list-style-type: none"> Annual Report written published. 	<ul style="list-style-type: none"> April 2015 	Completed April 2015 and presented to Corporate Parents and Education /Social care PDS GREEN	Achieved	VSH
		<ul style="list-style-type: none"> April 2016 	AMBER		
		<ul style="list-style-type: none"> April 2017 			
<ul style="list-style-type: none"> Develop LAC Data Set 	<ul style="list-style-type: none"> Develop and maintain Virtual School Data Set for regular reporting to SMT 	<ul style="list-style-type: none"> Agree data set for regular reporting to SMT 	Data set agreed Summer 2015 GREEN	Achieved	VSH/KW
		<ul style="list-style-type: none"> Create and maintain Virtual School 'dashboard' 	Dashboard created and under review GREEN	Achieved	VSH/TB VS
		<ul style="list-style-type: none"> Work towards 100% compliance with data collection through WelfareCall 'Track' 	WelfareCall Track collected 100% KS1 and 2 and GCSE September 2015 GREEN	Achieved	VS
		<ul style="list-style-type: none"> Collate and report on Key Stage and GCSE results by end of September 	Completed. GREEN	Achieved	
Priority					
3. Raise the aspirations of children and young people in care and the professionals that work with them					
<ul style="list-style-type: none"> Increase exposure of young people and their carers to experiences of higher education institutions 	<ul style="list-style-type: none"> Increase number of LAC and foster carer visits to Higher Education Institutions year on year 	<ul style="list-style-type: none"> Increase to 25 visits per year by summer 2016 	AMBER	Ongoing	VS
		<ul style="list-style-type: none"> Increase number of post-16 LAC and care leavers taking level 3 qualifications 	Increased numbers of LAC staying on in V1th form rather than transitioning to FE colleges. GREEN	Ongoing	VS/16+LCT
		<ul style="list-style-type: none"> Achieve/exceed target of 14 LAC engaged in YES project in academic year 2015/16 	GREEN	July 2016	VS/BEBP
<ul style="list-style-type: none"> Ensure that Success is celebrated 	<ul style="list-style-type: none"> Annual celebration of Achievement 	<ul style="list-style-type: none"> Work with Active Involvement officer to ensure successful event celebrates the success of an increasingly wide range of children and young people. 	GREEN	Achieved	VS/MB-A
Priority					
4. To further embed personal education planning within care and pathway planning					
<ul style="list-style-type: none"> Embed best practice and 	<ul style="list-style-type: none"> Regular visits to IRO team meetings 	<ul style="list-style-type: none"> Increased compliance with post 16 PEPs, including for LAC NEET and subsequent reduction in YR12 drop-out rate 	AMBER	Ongoing	VS/16+LCT

reviewing of PEP compliance with IRO team		<ul style="list-style-type: none"> Improved dialogue between IROs and Virtual School 	Termly meetings with IRO team GREEN	Ongoing	VSH/WK
<ul style="list-style-type: none"> Development of PEPs on CareFirst 	<ul style="list-style-type: none"> All PEPs on CareFirst as assessments 	<ul style="list-style-type: none"> 16 PEP built By December 2015 	Achieved GREEN	Achieved	VS
		<ul style="list-style-type: none"> Build capacity on CareFirst PEP for recording post 16 destination 	Achieved GREEN	Achieved	VS
		<ul style="list-style-type: none"> EYFS PEP built By December 2015 	RED		VS
		<ul style="list-style-type: none"> Update PEP in line with EYFS developments 	GREEN	Achieved	VS
		<ul style="list-style-type: none"> Roll out Early Years PEPs for 3 year olds from April 2015 in line with Pupil Premium changes 	Achieved GREEN	Achieved	VS
Priority 5. Improve post 16 engagement in EET					
<ul style="list-style-type: none"> Ensure multiagency support is in place 	<ul style="list-style-type: none"> All LAC have support from TYSS, Mentoring service, 	<ul style="list-style-type: none"> Improved tracking of YR11 students and Youth Contract 	GREEN	Achieved	VS/TYSS
		<ul style="list-style-type: none"> Increased referrals to TYSS for all LAC year 9 and above and all new entries 	GREEN	Achieved	VS/Social workers
		<ul style="list-style-type: none"> Joint working with TYSS to improve access to information, advice and guidance through sign posting services and providing published careers advice 	GREEN	Achieved	VS/TYSS
		<ul style="list-style-type: none"> Ensure 'Your Shout' website contains up to date IAG information and weblinks to advice agencies 	AMBER	Ongoing	VS/MB-A
Priority 6 Reduction of persistent absence and fixed term exclusions					
<ul style="list-style-type: none"> Early intervention by ensuring review of PEP at first return from exclusion (reintegration) meeting 	<ul style="list-style-type: none"> Reduction of repeated FX for individual LAC 	<ul style="list-style-type: none"> Reduction of fixed term exclusions for all Bromley LAC to under 80 days per year by summer 2015 	End of year reporting, July 2015 shows 88 days (down from 120 in 2014) GREEN	Achieved	VS
		<ul style="list-style-type: none"> VS to be represented at all reintegration meetings 	GREEN	Achieved	VS
		<ul style="list-style-type: none"> Review of PEP on return from first FX 	AMBER	Ongoing	VS/Social workers
<ul style="list-style-type: none"> Ensure that All LAC are in the correct provision 	<ul style="list-style-type: none"> All LAC have SEN identified appropriately and resources identified to meet need Ensuring that Statements of SEN are a true reflection of pupils' needs and that pupils are receiving their entitlement 	<ul style="list-style-type: none"> VS attendance at annual reviews where change to support package is suggested 	GREEN	Ongoing	VS
		<ul style="list-style-type: none"> Initiate exceptional Annual Reviews where concerns around appropriateness of support or provision have arisen during PEP process 	GREEN	Ongoing	VS/Partner schools
		<ul style="list-style-type: none"> Monitor conversion to EHC plans, particularly at transition times 	GREEN	Ongoing	VS/SEN/Transition Team
<ul style="list-style-type: none"> Roll out' 	<ul style="list-style-type: none"> School staff have 	<ul style="list-style-type: none"> All schools in pilot group take up training 	GREEN	April 2016	VS/Schools

Attachment Aware Schools' Training	greater awareness of the effects of trauma and neglect, resulting in fewer confrontations	• 10 new schools request training	GREEN	April 2016	VS/Schools
		• Schools report improvement against agreed criteria, including fewer FX	AMBER	April 2016	VS/Schools
Priority 7 Develop strategy for intensive education support for LAC who offend					
• Reduce repeat offending by improving engagement in education	<ul style="list-style-type: none"> Intensive education strategy developed and implemented Improved communication between YOS and Virtual School Reduction in rate of re-offending Reading assessments undertaken for all young people remanded into the care of the LA. 	• YOS/Virtual school information sharing protocol developed	AMBER	Ongoing	VSH/EB
		• YOS workers attend PEP meeting	AMBER	Ongoing	VSH/EB
		• Increased range of interventions available for LAC who offend and the education professionals who work with them	AMBER	Ongoing	
Priority 8 Increase awareness and competencies of foster carers and social workers to ensure high quality support for children					
• Ensure foster carers can confidently and competently support the education of children in care	• All foster carers provided with training pre and post approval	• Develop Virtual School's contribution to foster carer induction and ongoing training calendar	Training delivered 19/10/2015 and 23/02/2016 GREEN	Achieved	VSH/ME VSH/BAFC
		• Provide one topical information/training event per term	06/07/2016 planned AMBER	Ongoing	VS
		• Increase education opportunities available to children and carers	AMBER	Ongoing	
Priority 9 Increase awareness of statutory duty to educate and role of Virtual School among elected members of the council					
• Provide training for elected members	<ul style="list-style-type: none"> Wider range of councillors have understanding of their corporate parenting responsibilities Role and responsibilities of the Virtual School is better understood 	• Wider involvement of councillors in the lives of children in care, including the Celebration of Achievement.	GREEN	Ongoing	VS/MB-A/Social workers
		• Briefing sessions for elected members planned and delivered	Care Services PDS 10/03/2016 GREEN	Achieved	VSH
		• Elected members invited to Virtual School events and activities, eg, Designated Teacher Forum, Conference etc	GREEN	Achieved	VS

VS=Virtual School; VSH=Helen Priest; MB-A=Melissa Bob-Amara; IL=Ian Leadbetter; WK=Wendy Kimberley. EB= Eamon Brennan; TB=Tracey Beeson; ME=Mark Edmunds; 16+LCT= Leaving Care Team; SEN=Special Educational Needs Team; TYSS= Targeted Youth Support Service; BEBP=Bromley Education Business Support; BAFC= Bromley Foster Carers' Association

GCSE results and progression commentary for 2015 reporting cohort.

This table shows KS4 outcomes for Looked After pupil who had been in care for at least one year to 31st March 2015.

The 'RAG rated' column denotes levels of attainment at the point the young person became looked after. This is colour-coded green if the child was achieving at national expectation and/or achieving their potential. Amber and red denote the level of concern of the Virtual School at the time.

The commentary column on this table gives a brief explanation of the situation of the child and details of some of the intervention and support provided by the Virtual School. It also provides details of post-16 destinations. Some of these students have had many hours of support in the form of meetings, phone calls and assessments during KS4, help with college applications, requests for bursary funding and the provision of laptops and other essential equipment.

P number	Date became LAC	In/Out of Borough	SEN	Total Number of GCSEs	Maths A-C grade?	English A-C grade?	5 A*-C including English and Maths?	5 A* - C?	5 A*-G?	1 GCSE A*-G?	Attainment level on entry	KS2 outcomes	Commentary
P9887	27/06/13	IN		11	•	•	•	•	•	•	Eng: 7B M: 6A TA GREEN	Eng: 5 M: 4	Student above national expectation when accommodated. Single foster placement throughout. Provided with English and Maths tuition through academic years 10 and 11 and February 1/2 term revision programme.
P7988	12/05/12	IN		10		•		•	•	•	Eng: 5A M: 4b AMBER	Writing:3 Reading: 5 M:3	Student made negligible progress between end of key stage 2 and being accommodated aged 13.5. Very positive change of foster placement provided robust support for education and aspirational environment. Provided with English and Maths tuition through academic years 10 and 11

P8536	29/06/07	IN		10	.	.	.	.	.	.	Reading:3a Writing: 2a Sp and List:2 M: 2a AMBER	Eng:4 M: 4	Below national expectation when accommodated at age 8. Student has been placed with a single carer since becoming looked after achieving at national expectation by end of Key stage 2 and significantly above at GCSE. Provided with English and Maths tuition through academic years 10 and 11
P129510	08/11/10	IN		9	.	.	.	.	.	.	Eng:Absent M:5 TA RED	Eng:Absent M:5 TA	Student missing from education at end of Key stage 2 and beginning of KS3. Virtual School managed programme of home tuition and gradual integration into mainstream with additional support. Ended KS4 significantly above individual and national expectation. Provided with English and Maths tuition through academic years 10 and 11
P7953	21/04/03	IN		8	.	.	.	.	.	.	Eng: D M: F GREEN	Eng :4 M: 4	Student fully engaged and aspirational when accommodated. Successful and supportive foster placement. Provided with English and Maths tuition through academic years 10 and 11

P17050	12/08/05	IN		9	.	.	.	.	.	.	Reading: P8 Writing: P7 M: L1b RED	Eng: 4 M: 4	Student extremely vulnerable when accommodated aged 6 having suffered neglect and abuse and erratic school attendance. Single foster placement since becoming looked after but a period of disruption in the middle of year 11 which was overcome with support exceptional support from school. Provided with English and Maths tuition through academic years 10 and 11. Stayed on in school sixth form
P44388	25/11/12	OUT	S	8	.			.	.	.	Eng: 2TA M:3TA RED	Writing: B Reading: B M:B (2TA)	Child with disabilities and mental health difficulties. History of multiple school changes and elective home education. School change at end of year 10 and a new residential environment provided opportunity for academic engagement and success. Stayed on in residential 6th form with access to FE college.
P7636	20/02/99	OUT	S	8				.	.	.		Eng: 5 M: 3	Student with significant SEMH. Moved from mainstream to special school for KS3 and to specialist provision for young people exhibiting sexualised behaviour for KS4. Provided with English and Maths tuition through academic years 10 and 11. Exceptional achievement. Now in mainstream FE college with support. Accessing level 3 programme.

P8715	31/07/13	OUT	S	7							Eng: 3 M:4 RED	Reading:B Writing:B M: B	Student with SEBD and MLD placed in out of authority special school at the beginning of year 10. Progress and achievement (7 GCSEs at entry level), exceeded expectation based on all previous measures. Stayed on special school 6th form.
P211574	11/10/12	OUT		7							Read:age: 8yr 10 m Spell: 9yr 7m RED		New arrival in UK when accommodated with limited English although clearly educated in her own language. Overcame abandonment and language barrier with high levels of support from School and VS. Provided with English and Maths tuition through academic years 10 and 11. Attending 6th form college outside LA.
P246660	05/12/13	OUT		6							Eng: C M: D/C AMBER		Not in the UK at KS2. Accommodated midway year 10 following permanent exclusion from high achieving school out of LA. Unsuccessful attempt at integrating student into mainstream resulted in eventual placement in alternative provision with expected outcome of 6-8 GCSEs at C or above. Provided with English and Maths tuition through academic years 10 and 11. However student absconded from placement and was missing from school during examination period. Now engaged in pre-apprenticeship programme.

P22367	18/02/09	OUT	SA	6	.				.	.	Read: 4c Write: 3A GREEN	Eng: 4 M: 4	Student on track and meeting expectations until early year 11 when attendance dropped and student disengaged with all services. Foster placement broke down. Placed in alternative education provision. Refused tuition. Now refusing all attempts at engagement.
P7215	15/11/12	OUT		6					.	.	Eng:4TA M:5TA AMBER	Writing:3 Reading:3 M:3	Missing from education when accommodated. Provided with home tuition when placed in remote rural setting and returned to mainstream out of chronological year group in year 10. Provided with English and Maths tuition through academic years 10 and 11. Expected grades not achieved. No longer looked after.
P116579	12/11/13	OUT	S	5	.					.	Eng:4TA Maths:4TA RED	Eng:4 M: 4	Student missing from education when accommodated and at risk of CSE. Placed out of authority in residential provision with education on site. Exceeded expectation. No longer looked after.
P170663	20/09/11	OUT	SA+	4						.			Unaccompanied minor arrived in UK at end of year 6. No previous education and no English. Placed out of authority with culturally matched foster carers and enrolled in mainstream secondary school successfully. Provided with English and Maths tuition through academic years 10 and 11 and additional support for conversational

													English. Achievement in line with expectation. Now in college accessing level 2 programme and apprenticeship.
P91755	13/03/14	OUT		2							•	Functional: Read: L1 Writing: L1 RED	Eng: 4 M:4 Student in and on the edge of care for a number of years following an adoption breakdown and periods missing from home. High risk of CSE and difficult to foster. Period in secure accommodation from March 2014 then successful step down into out of authority residential provision. Student attending FE college accessing level 1 car mechanics.
P20482	04/02/08	OUT	S	0									Below level of assessment. Remains in residential special school.
P235233	13/11/13	OUT		0								Eng: 5 M: 3 AMBER	Eng: 3 M: 2 TA Young carer whose mother died during year 11. Disruptive, angry behaviour resulted in a multiple placement and school changes. Provided with English and Maths tuition through academic years 10 and 11. Engaged in alternative provision late in year 11 but not entered for GCSEs. Enrolled at FE college accessing Art & Design at level 1.

P38711	27/03/13	IN	SA+	0								Eng: 4B M: G RED	Eng: M Read:M- TA4 Write:M Maths: M - 3TA	At risk of permanent exclusion when accommodated, this student had a history of poor attendance and family disengagement with education. Provided with an alternative education package which included work placement but unable to maintain acceptable levels of behaviour. Finally placed in independent, alternative school and achieved a short period of stability. Provided with English and Maths tuition through academic years 10 and 11.
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