

Bromley Virtual School

Annual Report

2017/18

'A Trauma-informed Approach to Teaching Children in Care',



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1. The Purpose of the Virtual School

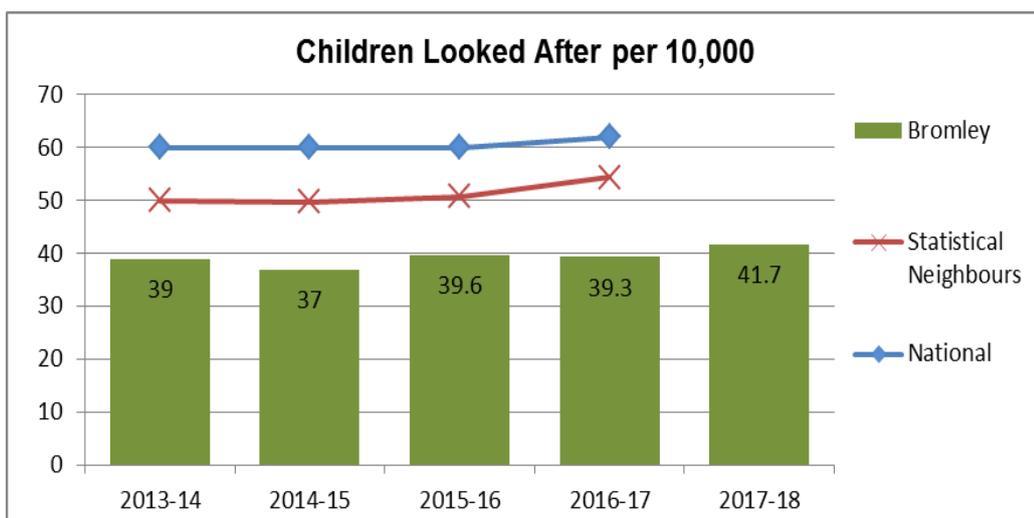
- 1.1 The Virtual School in Bromley exists to support children looked after to engage with and enjoy their education and to achieve their potential. We want to see our children go on to be successful in their careers and become active and useful members of society, just like any parent does.
- 1.2 This report outlines the activity and impact of Bromley Virtual School during the academic year 2017-2018 and provides 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.
- 1.3 Data contained in this report is for looked after children who were in the care of the LB Bromley for the academic year 2017/18 and includes outcomes** for all children who have been in care for a year or more as at 31st March 2018.

*** N.B. This data is not validated until the publication of the Statistical First Release, expected between December 2018 and March 2019.*

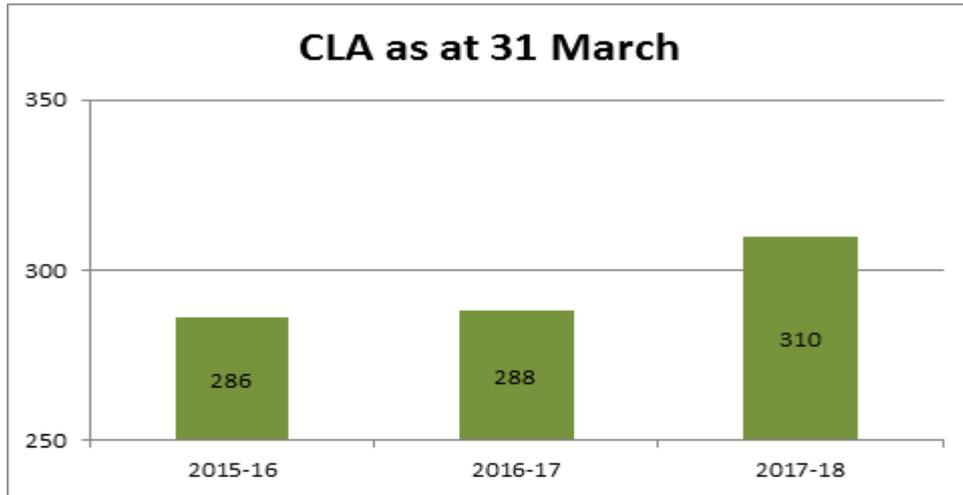
2 Our children

2.1.1 Children Looked After: numbers as at 31st March 2018

The numbers of children looked after per 10,000 in Bromley remain much lower than those in statistical neighbours and significantly lower than the National picture.



2.1.2 **Graph:** Children looked after: rates per 10,000, including statistical neighbours and national statistics

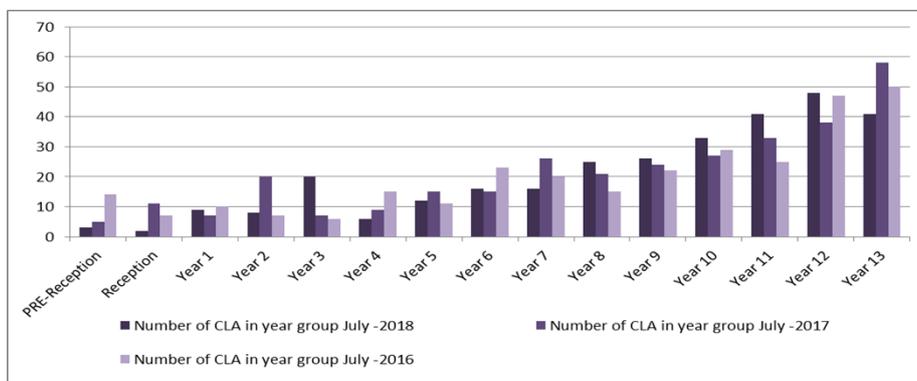


2.1.3 Graph: Numbers of children looked after with historical context

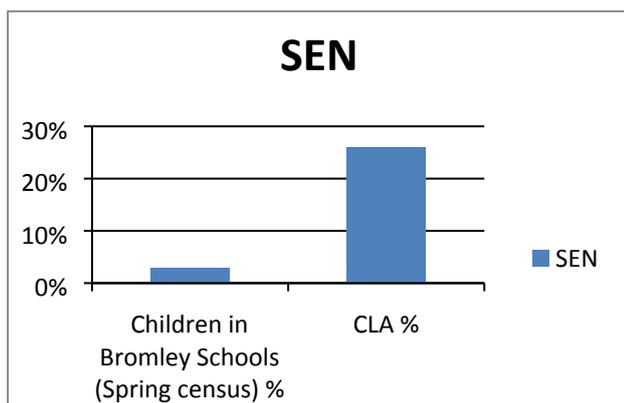
2.1.4 Around 300 children looked after and care leavers aged 18 were in the Virtual School at any point in the academic year 2017-18. The features of the cohort are representative of all Bromley children in terms of gender and ethnicity and, as might be expected, secondary aged children are slightly over-represented,

2.1.5 Of the cohort in care at the end of the academic year, around 50% were in schools outside the borough. Some of these were schools close to Bromley, in neighbouring authorities, and some were as far away as Liverpool or Gateshead. Around 14% of Bromley CLA were in special schools.

2.1.6 At any point during academic year 2017-18, just over 50% of Bromley CLA were educated out of borough and almost half of those were in special schools or accessing alternative provision. Of the 50% of children in school within the borough, 85% were in mainstream schools. The cohort completing YR10 in July 2018 has grown from 23 students to 34 in during the academic year. This is an increase of almost 49%. 18 students in this group will start YR11 in schools outside Bromley; 14 children in the cohort have EHC plans and, of those, 16 are educated in specialist or alternative provision.



2.1.7 Graph: Bromley Virtual School Year Group Cohorts as at 31/07/2018 including data for previous years



In comparison with the overall school age cohort in Bromley, the proportion with an EHC plan are much higher in the Children Looked After cohort.

2.1.8 Graph: showing SEN status of Bromley CLA and all Bromley children

2.2 Educational outcomes

2.2.1 Key Stage 1 Summer 2018(7 year olds)

2.2.1 8 children in care ended KS1 in August 2018. Of these, **4** had been continuously looked after for at least 12 months (to 31st March 2018) and these pupils form the **reporting cohort**.

	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
Bromley CLA	0	0	1 (25%)
Bromley	81%	76%	81%
National	76%	76%	76%

2.2.2 Table: showing KS1 outcomes and comparator data

2.2.3 All of these children have made progress during the last academic year, but 2 children (50%) in the cohort have a statement of SEN or EHC plan and they and one other were working below the level of assessment at the end of YR2.

2.2.4 Two students in this cohort were in mainstream school. One was in an out of authority independent specialist residential school as a day student and one was in an alternative provision on an assessment basis.

<i>Date of birth</i>	<i>Attended school in/out of borough</i>	<i>Length of time CLA</i>	<i>SEN</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
2011	IN	1-2 years	EHCP	BLW	BLW	BLW
2011	OUT	1-2 years	EHCP	BLW	BLW	BLW
2010	IN	1-1 years		BLW	BLW	EXS
2010	IN	2-3 years		NS	NS	AS

2.2.5 Table: showing pupil level data for KS1 in 2018
Legend: BLW – Below the level of assessment/ did not sit the test; NS

Has not met the standard; AS – has met the expected standard

2.3. Key Stage 2 Outcomes Summer 2018 (Age 11 years)

2.3.1 16 children in care ended KS2 in August 2018. Of these, 11 had been continuously looked after for at least 12 months (to 31st March 2018) and these pupils form the **reporting cohort**.

	<i>Reading</i>	<i>Writing*</i>	<i>Maths</i>	<i>GPS</i>
Bromley CLA	45% 5 of 11 students (2 at Greater Depth)	45% 5 of 11 pupils	55% 6 of 11 pupils	45% 5 Of 11 pupils
Bromley	82% (provisional)	87% (provisional)	83% (provisional)	83% (provisional)
National	76% (provisional)	78% (provisional)	75% (provisional)	76% (provisional)

2.3.2 **Table:** showing numbers of children who achieved expected standard at KS2
*Writing based on Teacher assessment.

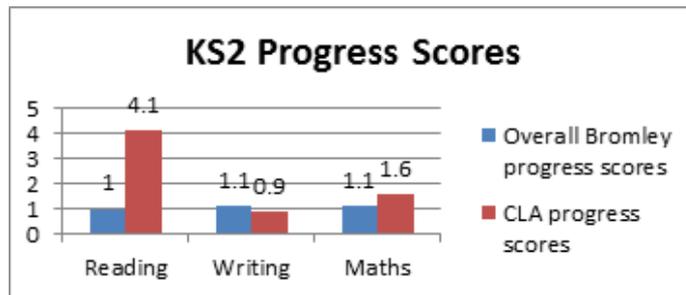
2.3.3 8 of the 11 children in the reporting cohort (72%) have identified special educational needs, with 5 of them (45%) already having an Education, Health and Care Plan (EHCP) and another under statutory assessment. 2 children are recorded to have been below the level of assessment and did not sit SATS tests. Their results, however, are included in the cohort outcomes as that is government expectation.

<i>Date of birth</i>	<i>Length of time in care</i>	<i>In/out of borough</i>	<i>SEN</i>	<i>Reading</i>	<i>Maths</i>	<i>GPS</i>	<i>Writing</i>
2007	9-10 years	out	SEN support	GDS	EXS	EXS	EXS
2007	2-3 years	out	EHCP	Dis	Dis	Dis	Dis
2007	2-3 years	out	SEN support	EXS	WTS	EXS	NS
2006	1-2 years	in	EHCP	WTS	EXS	WTS	WTS
2006	5-6 years	out	EHCP	NS	NS	NS	
2007	3-4 years	in	SEN support	WTS	EXS	EXS	EXS
2007	1-2 years	in	none	EXS	EXS	WTS	EXS
2007	2-3 years	in	none	EXS	EXS	EXS	EXS
2007	6-7 years	in	EHCP	NS	NS	NS	PKG
2007	3-4 years	out	none	GDS	EXS	EXS	EXS
2006	5-6 years	in	EHCP	Dis	Dis	Dis	Dis

2.3.4 **Table:** showing pupil level data for KS2 in 2018
Legend: GDS- Student working above expected standard, at greater depth;
EXS student working at expected standard; NS – student has not met the

expected standard; WTS – student working towards the expected standard; Dis – student dis-applied (working below the level of assessment).

2.3.5 Progress measures at Key Stage 2 have changed, since the curriculum changes introduced for September 2015. Progress scores are presented as positive or negative numbers either side of zero. A score of zero means that children in the group have made the same progress as those with similar prior attainment, with a positive score meaning they have made more than expected progress. Bromley CLA made significantly better progress in Reading and maths than other Bromley 7 year-olds.



The average progress score for Bromley CLA was 4.1 for Reading and 1.6 for maths, significantly better than for all Bromley children at 1 and 1.1 respectively.

2.3.6 Graph: showing average progress points for Bromley CLA and all Bromley children at KS2

2.4 Key Stage 4 Outcomes 2018

2.4.1 41 children in care ended YR11 in August 2018. Of these, **20** had been continuously looked after on roll in YR11 for at least 12 months (to 31st March 2018) and these pupils form the **reporting cohort**. The table below shows that Bromley Children have performed better than all CLA nationally last year.

	English 4+	Maths 4+	English and Maths 4+
Bromley CLA	35%	25%	15%
Bromley	84%	80%	75%
National	72%	71%	Not yet available
National CLA (2017)	15%	10%	14%

2.4.2 Table: showing GCSE outcomes with local and national comparator data

	2018 Reporting Cohort of 20 pupils	2017 Reporting Cohort of 19 pupils	2016 Reporting Cohort of 12 pupils	2015 Reporting Cohort of 19 pupils
5 A* - C incl. English and Maths	15% (3 pupils)	26% (5 pupils)	25% (3 pupils)	26% (5 pupils)

5 A* - C	20% (4 pupils)	26% (5 pupils)	25% (3 pupils)	37% (7 pupils)
5 GCSEs	65% (13 pupils)	47% (9 pupils)	42% (5 pupils)	63% (12 pupils)
1 A*-G	80% (16 pupils)	84% (16 pupils)	50% (6 pupils)	84% (16 pupils)

2.4.3 Table: showing GCSE outcomes 2018 with historical context

*N.B. it should be noted that national reporting is based on the number of CLA **actually on roll in YR11**. This data includes 2x17 year olds who completed YR11 in August after having previously missed a year of education.*

2.4.4 Within this cohort young people accessed their education in a variety of settings:

- Mainstream: 12 (60%), 7 in borough, 4 out of borough and 1 independent school, also out of borough
- Special School: 5 (25%), 4 of whom were out of borough
- Alternative Provision: 2 (10%) 1 of whom was out of borough
- 1 student (missing from care) was not roll.

Statistics show that pupils do equally well in out of borough schools when they are settled and receiving adequate support. Children do less well when they experience disruption and school changes and 2 young people in this cohort became increasingly difficult to engage during YR11. They experienced periods missing from care and they were subsequently not entered for GCSE or alternative qualifications.

2.4.5 15% of the reporting group of CLA left year 11 with five or more GCSEs at grade 4+ (equivalent to A*-C) including English and Maths in the summer of 2018. The small cohort size means that this data will be suppressed in national reporting.

2.4.6 6 young people in the reporting cohort have an EHC plan. This equates to 30% of the reporting cohort against a national figure of 2.8% (all children). A further 5 children in this group were receiving additional support in school without recourse to an EHC plan, making a total of 55% with identified special or additional needs.

2.4.7 4 of the young people in this year group were accommodated by the local authority at the end of YR9 (after April 2016) or during Key Stage 4.

KS4 reporting cohort - Time in care	%
In care at the end of KS3	80%
In care at the end of KS2	50%

In care at the end of KS1	15%
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KS4 reporting cohort – Type of placement	%
Foster care	65%
Residential care	25%
Parents or connected persons	10%

2.4.8 7 students experienced one or more placement changes during KS4 and 6 of those required a change of education provision.

DOB	Length of time CLA	Placed In/Out of borough	SEN	No. of GCSEs	Maths 4+	Eng 4+	5 A - C inc. English & Maths	5 A - C
2002	2-3 yrs.	In		8				
2002	5-6 yrs.	In	SEN support	9		•		•
2002	9-10 yrs.	In	Sen support	4				
2001	1-2 yrs.	In	EHCP	4				
2001	3-4 yrs.	In		7		•		
2002	8-9 yrs.	Out	EHCP	4		•		
2001	9-10 yrs.	In		6				
2002	6-7 yrs.	In	EHCP					
2001	2-3 yrs.	Out	School support	9				•
2001	2-3 years	Out	EHCP					
2001	8-9 yrs.	Out		9	•	•	•	•
2002	11-12 yrs.	In	SEN support	7	•			
2002	5-6 yrs.	In		8	•	•	•	•
2001	1-2 yrs.	Out	SEN support	2		•		
2002	1-2 yrs.	Out	EHCP					
2002	7-8 yrs.	Out	EHCP					
2001	3-4 yrs.	Out	EHCP	4				
2001	6-7 yrs.	Out	SEN support	8	•	•	•	•
2002	1-2 yrs.	Out		8	•			

2.4.9 Table: showing pupil level data with number of years in care and

SEN status.

2.5 Post-16 young people

- 2.5.1** Our vision is that all young people over 16 who are looked after or care leavers will be engaged in Education, Employment or Training commensurate with their ability and aspirations, and be making significant progress towards recognised career ambitions.
- 2.5.2** Bromley Virtual School has been strengthening partnership working with the 16+ Leaving Care team, colleges and other providers to ensure that Bromley CLA and care leavers access to a wide range of opportunities beyond statutory education. In 2017-18 this has meant focusing on transitions and improving the quality of post-16 PEPs. Additional temporary staffing in the virtual school and the 16+ Leaving Care Team has enabled more effective tracking of young people as well as more capacity for face to face work and research into available courses and employment programmes for individuals.
- 2.5.3** 37 of the YR 11 cohort of 41 (90%) young people progressed to post-16 destination for September 2017. This is an increase of 6%, up from 84% in September 2016.
- 2.5.4** 8 care leavers went to university for the first time in September 2017.
- 2.5.5** Successful participation in a winning bid for Social Impact Bond funding. In partnership with Lewisham, Greenwich and De Paul, we will be introducing the Your Chance programme which will place secure accommodation and a highly personalised, assertive support relationship as the foundation for a successful springboard to Education, Training and Employment (ETE) opportunities for some of our most difficult to reach care leavers.
- 2.5.6** Introduction of a fortnightly NEET Panel to ensure consistency of practice and decision making and to promote improved outcomes in the areas of independent skills development and EET. This is a multi-agency panel designed to break down barriers and identify pathways to education, training or employment.
- 2.5.7** A Partnership with Fresh Start in Education during the spring and summer terms provided intensive support to YR11 students making choices about post-16 progression, ensuring that all students had a secure and appropriate offer of a place for September 2018.

2.5.8 A collaboration with Bromley’s Human Resources team has provided guaranteed interviews for Bromley CLA and Care Leavers who apply to level 2 Apprenticeships within the authority.

2.5.9 Free leisure activities have been made available to all young people through an exciting partnership with Bromley Mytime Active. Initial reporting suggests that this has been warmly welcomed by young people who are making good use of a range of gym and swimming activities across a number of facilities in the borough.

2.5.10 There were 29 young people in the KS5 reporting cohort (young people completing YR13 who have been in care for one year from 01/04/2017 to 31/03/2018). Of these, 6 (20%), are unaccompanied asylum seekers; 7 (24%) have Education, Health and care plans and 10 (34%) were not in care at the end of KS4.

2.5.11 Three of these young people and one other (not in the reporting cohort) are progressing to university this year.

<i>Young Person</i>	<i>time in care</i>	<i>UASC (Y/N)</i>	<i>SEN status</i>	<i>ETE status at end of academic year</i>	<i>Level 1 qualification</i>	<i>Level 2 qualification</i>	<i>Level 3 qualification</i>
A	9 yrs		EHCP	NEET	•		
B	1 yr			NEET		•	
C	8 yrs		EHCP	6 th form			•
D	8 yrs			College			•
E	9 yrs		EHCP	NEET			
F	1yr	Y		College (ESOL)			
G	4yrs			NEET (young parent)		•	
H	1yr	Y		College (ESOL)			
I	7yrs		EHCP	College	•		
J	2 yrs			NEET		•	
K	2 yrs	Y		College (ESOL)			
L	2yrs		EHCP	NEET		•	
M	2yrs			NEET (young parent)		•	
N	2 yrs			NEET		•	

O	2yrs			NEET (mental health)			
P	5yrs		EHCP	NEET			
Q	3yrs			NEET (mental health)		•	
R	1yr	Y		College (ESOL)			
S	12yrs			6 th form			•
T	3yrs			NEET		•	
U	2yrs			Employed (self-study)			•
V	2ys	Y		College (ESOL)			
W	2yrs			College	•		
X	4yrs			Training provider		•	
Y	1yr	Y		College (ESOL)			
Z	17yrs		EHCP	College		•	
AA	2yrs			College			•
AB	2yrs			College	•		
AC	1yr			College			•

2.6.2 Table: showing KS5 outcomes for reporting cohort 2018.

Legend:  = qualifications achieved summer 2018.

2.7 Regular Attendance at School

2.7.1 Regular attendance at school is vital to help children achieve and get the best possible start in life. Good attendance is a protective factor for children looked after and academic achievement is the key to a successful and productive adult life and breaking the cycle of neglect and life in care.

2.7.2 The Virtual School utilises a service provided by 'Welfare Call' to monitor attendance at school and alternative provisions on a daily basis by an individual phone call to check every child is at school. Where students are not at their provision the Carer is contacted to ascertain the reason for absence and the Social Worker and Virtual School are notified. This ensures the whereabouts of every student is monitored on a daily basis and serves as an early warning system to patterns of lateness and non-attendance. Attendance reports are reviewed at weekly Virtual School team meetings and children at risk or poor attendance are

identified. Contact is made with the foster placement or residential care home to discuss concerns and plan strategies for improvement.

- 2.7.3** In 2017/18, 19% of Children Looked After had less than 90% attendance. This percentage is too high, and work continues to be done in partnership with schools and social care professionals to reduce further the number of CLA who are persistently absent from school. (See section 6.1, Challenge 1)
- 2.7.4** As corporate parents, we continue to be aspirational and plan for the education of children who are missing from care or refusing to engage with education. This means that PEPs will still take place, whether the child is present or not and the Virtual School also provides supports to social workers of these children in placement searching activities, strategy meetings and risk assessments.
- 2.7.5** Where young people come into care or have changes of placement without education provision, we work harder to find new school places and we put 1:1 tuition in place in the interim period. This is usually commissioned for up to 20 hours per week and will commence at 2-3 hours a day increasing as and when the student is ready for more. 1:1 tuition is very stressful and spending all day making eye contact with a single person is not an option for some students. The carer or residential unit will be expected to provide additional learning activities.
- 2.7.6** Fixed term exclusions of CLA remain high and during 2017/18. Of the children continuously looked after for one year between April 2017 and March 2018, 19 children experienced a total of 44 fixed term exclusions an aggregate of 138.5 days of exclusion from school during the academic year. 66 of these days were accounted for by 3 students.

Of the 19 CLA, 7 students were excluded for single incidents and no further exclusions have been recorded and 7 have been moved to more appropriate education provisions. In all, the VS provided direct intervention for 12 children who were experiencing repeated fixed term exclusions or were at risk of permanent exclusion. The Virtual School provides support and challenge to schools to help them manage the behaviour of children who have experienced a chaotic home life and/ or significant trauma and loss. Training for schools is funded from top sliced pupil premium funding and understanding the needs of our children can make a considerable difference to teachers and managers in schools (see section 5.1.3, Training).

- 2.7.7** Of the children we moved to new provisions, only one was a formal managed move; the others were all moves to more appropriate mainstream or special schools or alternative provisions. As a result of this work, only 1 child was permanently excluded from school during the school year.

3 Personal Education Plans (PEPs)

3.1 PEP Activity

3.1.1 The Local Authority has a statutory duty to maintain Personal Education Plans (PEP) for every school age CLA up to the end of the school year in which they turn 18 (i.e. the end of Year 13). The PEP must be reviewed at least termly, or at any time of significant changes to placement and/or education provision. Social Workers are jointly responsible along with school Designated Teachers for writing, reviewing and taking actions written into the PEPs.

3.1.2 As PEP compliance improves, attention has been turned to improving quality. Over time there has been an improvement in quality, especially in the area of target setting. This is the result of an improvement in the information provided by schools on the monitoring form sent to them before the PEP meeting. This form was designed in partnership with Bromley Schools and has been reviewed and revised in the last 2 years to ensure that designated teachers understand what is required of them and can provide information that is current and already held in school in a similar format. At the same time the form, which is given to social workers at the meeting, replicates the language used in the PEP assessment on CareFirst, so that social workers are also clear about what needs to be recorded in the target section.

3.1.3 The PEP should also clearly record what is going well in school and anything about which there are concerns. This provides a narrative of the child's experience of school and allows professionals to share their impressions of the child's presentation. This is the sort of detail that a parent would know and keep in mind.

3.1.4 Attainment and progress reporting are recorded well (this data is also well reported on the monitoring forms by schools). Key Stage data is recorded on CareFirst by the strategy and performance team and it can be pulled through onto the PEPs using the 'Peek and grab' facility.

3.2 PEP Training

3.2.1 Three identical PEP training events are provided each term. These are offered to all social workers who are new to Bromley and any others who may need a 'refresher'. Occasionally a whole team may be targeted for one of the sessions.

3.2.2 Virtual School officers accompany all new social workers to at least one PEP meeting to model good practice and offer deskside advice and training on recording PEPs where required.

- 3.3.3** The Virtual School PEP Quality Assurance Officer reviews all PEPs to ensure that they are ready for authorisation. When there is missing information or poor quality data, she challenges schools and social workers and builds any forthcoming information into the assessment before it is reviewed and authorised by the VSH.
- 3.3.4** The VSH authorises every PEP once it has been released by the PEP Quality Assurance Officer. This ensures that the Virtual School has an overview of the needs of all of the children on its roll and can address any concerns and outstanding issues with social workers, foster carers or schools. Frequently it is possible to anticipate issues before they become real problems at school and Virtual School Education Advisers are tasked with making enquiries or visiting schools to get a better understanding of the presentation of a child in school or of their needs.
- 3.3.5** The VSH has met with IROs to ensure that they have a good understanding of what constitutes a good PEP. Every PEP now has a quality assurance comment at authorisation, providing managers and IROs with information that they need to help with the work of improving the quality of education planning for Bromley CLA.
- 3.3.6** A large part of the Virtual School Conference in May, attended by designated teachers and Head Teachers, was devoted to strengthening PEPs and the PEP process. One of the Virtual School Education Advisers has subsequently met with new designated teachers in their schools to do further work to help them understand their role.

3.4 PEP completion 2017-18

- 3.4.1** 90% of Bromley CLA had 2 or more PEPs in 2017-18.
- 3.4.2** Work continues to ensure that social workers, designated teachers and schools, carers and IROs understand their role and responsibilities in initiating, developing, reviewing and updating the child's PEP and how they help meet the needs identified in that PEP.

4 Pupil Premium Plus Funding for CLA 2016-17

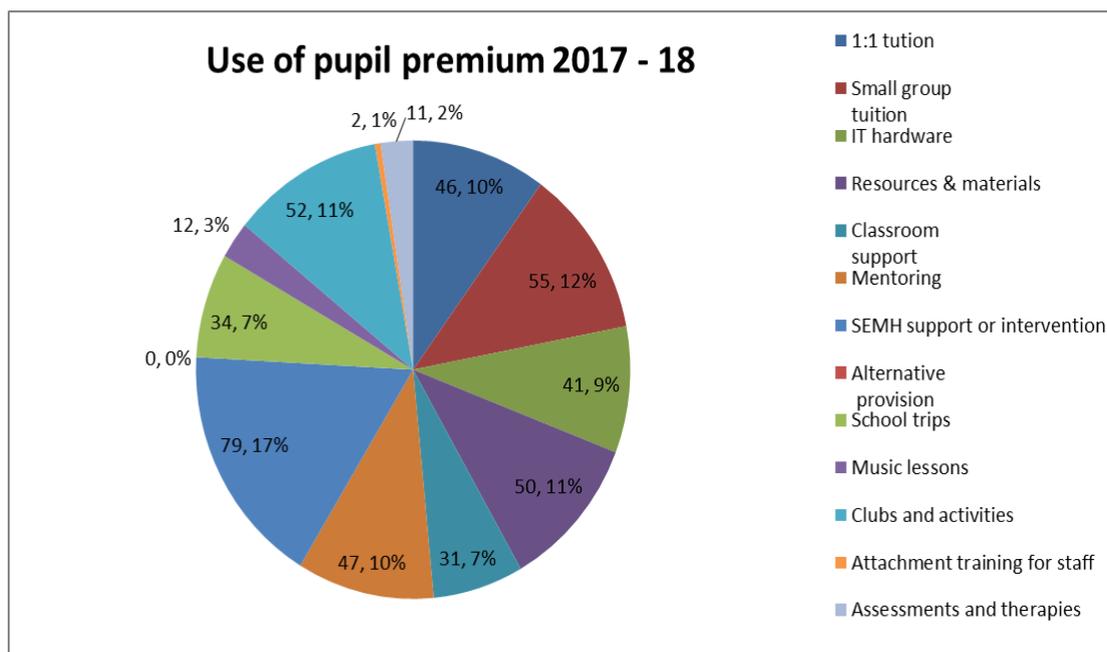
4.1 The Purpose of Pupil Premium Plus

- 4.1.1** Children who have been in local-authority care for 1 day or more attracted £1,900 of pupil premium funding in financial year 2017/18 (This rose to £2300 in 2018/19) . This does not go directly to the schools pro rata but is managed by the Virtual School in the local authority that looks after the child.

4.1.2 During the 2017-18 financial year, the Virtual School implemented a revised Pupil Premium policy. The key elements of the new policy are given below:

- The main purpose of Pupil Premium funding is to close the gap and, as last year, the Virtual School retained an element of the funding to ensure that it could be re-allocated to where the need was greatest. In the first instance, schools received up to £1400 of funding for each child for whom a monitoring form was completed and returned. Further funding could be accessed through the year where there was demonstrable need and clear links to the needs and targets identified in the Personal Education Plan (PEP).
- Pupil Premium was released only on the completion and return of a Progress Monitoring Form from school. Interventions and resources were required to be costed and the intended outcomes and measures of success clearly stated.
- All allocations were made as a full year payment except where there is an expected transition (e.g. secondary transfer). In these cases the primary school was given 1/3 of the funds, and the receiving secondary school the remaining allocation when the child was on roll and a monitoring form was completed in the autumn term.
Both the primary school and the receiving secondary school may have received larger allocations where it was known that additional support or resources are required.
- Early Years Pupil Premium, (up to £300), was available for looked after children who are taking up the free early education entitlement for 3 or 4 year-olds, including nurseries and childminders. During financial year 2017/18, The Virtual School attended all early years PEP meetings to provide guidance and support for providers on the allocation and use of Early Years Pupil Premium.
- The Virtual School considers withholding Pupil Premium Plus when children are placed in high-cost residential provision if it is considered that this funding can be better directed to support other Looked After Children in other settings.

4.1.3 Schools are becoming more creative with the use of pupil premium plus funding and the VSH is unlikely to refuse requests for funding as long as there is a clear link to the needs and targets discussed in the PEP and the school has identified outcome indicators. Quite rightly, increasing amounts of money are being used to fund support for mental health needs and for clubs and activities inside and outside school.



4.1.4 Chart: showing use of pupil premium plus funding delegated to schools

4.2 Use of Retained Funding

4.2.1 Retained funding last year paid for:

- Laptops/tablets and software for CLA
- Alternative education provision for CLA out of school
- Targeted 1:1 tuition for year groups 6,10 and 11
- Various TA support provision for individual CLA.
- The YR8 Aspiration projection in partnership with Greenwich University
- Theatre tickets for CLA
- EP and other assessments where these needed to be done in a hurry
- The VS Conference, 'More than just Surviving School'
- Resources for Designated Teachers, in the form of packs of books to support the new Statutory Requirement and accredited online training
- Whole school attachment awareness and emotion coaching training from Kate Cairns Associates
- YR11 transition project – ensuring all YR11 students had an appropriate post-16 destination
- ESOL resources for unaccompanied minors

4.2.2 Pupil Premium Case Studies

- Student A (YR9 Selective School)

Student A has presented as a very distressed child over a number of months and his behaviour in class, though not malicious, became distracting for teachers and peers. He sang, seemingly without his knowledge and fidgeted with whatever equipment he had available; he became less and less able to complete his work. A claimed he had no friends though he was seen around the school with a group of boys and did not seem to have the same difficulties in unstructured time. A learning support assistant had previously been funded and A had access to the learning support centre which he made use of at time of high stress or if he was sent out of the classroom. None of those interventions reduced the 'stress behaviour' exhibited in the classroom, though it became clear that he could relax in the presence of certain known adults in the school. A was refusing to meet with a psychotherapist through CAMHS.

The need for co-regulation was discussed in PEP and other meetings in school and the Virtual School agreed that, alongside 1:1 tuition for catching up with missed work during the school day, it would fund additional hours for a known member of staff to provide 'Co-regulation' for A. The remit of this member of staff, who replaced existing TAs in most classes, was to observe when A was becoming agitated and then to sit next to him without speaking or directing him, if possible, to support A to regulate his emotions and provide a window for engagement and learning in lessons.

This occasional support for A proved successful through a trial period in the spring term and was extended into the summer term. The success of this work can probably be accounted for by the lack of dialogue/direction, the presence of which had been unacceptable for A when delivered by previous 1:1 support. This co-regulation model may be used as a trial for other students.

- Student B (YR3 Mainstream with high levels of support through an EHCP)
Following a year in which B made better than expected progress with speech and language (S&L) skills, it was agreed that pupil premium plus funding could be used for a speech and language therapist to work with him in school every week. Not only did this result in further accelerating of this speech and language skills but it released his Learning Support Assistant to undertake intensive handwriting support for him. This produced an improvement from working at Reception YR for handwriting to working at just below age-appropriate within the academic year (see attached).
- Student C (YR3, Independent special school)
Student placed, mid-year, into specialist provision. Previously a young carer, this child exhibited lack of physical coordination and poor fine and gross motor skills. C needed physical containment and nurturing in her new provision as well as support to behave in a more age-appropriate way around other children (not 'little mother').

School has used pupil premium to develop her 'team player' skills by introducing team sports and supporting her to join clubs inside and outside school. Her coordination skills have been improved through horse-riding and swimming lessons. An OT (sensory) stool has been provided to enable C to get sensory feedback from rocking without the risk of physical harm.

5 Summary of Key achievements and challenges through the academic year

5.1 Key Achievements 2017/18

5.1.1 Universal support for CLA

- Monitoring and supporting the education of over 300 children and young people aged 3-18 through PEP activity.
- Tracking and monitoring ETE activity of 16-21 year-olds
- Ongoing work to improve PEP compliance and quality
- Attendance at annual review meetings for CLA with EHC plans
- Administration of Pupil Premium Plus funding for CLA aged 3-15 years

5.1.2 Targeted support for CLA

- Provision of tuition for students in year groups 6, 10 and 11 to support KS2 SATs and GCSEs.
- YR8 Aspiration Project.
- YR6 Transition Project
- YR11 Transition Project
- Post-16 engagement project

5.1.3 Training

- Regular training events for social workers, foster carers, adopters and special guardians.
- Termly Designated Teachers' Forum
- Online training offer for designated teachers
- Delivery of 'Trauma and Neglect in the Classroom' training in schools
- Funding of whole-school Attachment Awareness and Emotion Coaching training delivered by Kate Cairns Associates
- Participation in Schools' Mental Health Forum

5.1.4 Networking and partnership activity

- Participation in Regional and National NAVSH (National Association of Virtual School Heads) events.
- Participation in strategic boards and panels within the local authority, including the Corporate Parenting Strategy Group; Children's Social

Care Funding Panel; Youth Offending Service Management Board; EHC Plan Auditing Group

- Development of Partnership with MyTime Active resulting in the provision of free leisure activities for children and young people looked after by LB Bromley
- Creation of Partnership with Greenwich university to deliver YR8 Aspiration Project

5.2 Key Challenges 2017/18

5.2.1 Access to Education:

- Persistent absence rates remained high in 2016/17
- Fixed term exclusions of Bromley CLA continue to be a cause for concern
- Children changing placements can spend too long without a school place and have to rely on tuition on site as an interim arrangement
- Too many YR12 students drop out of ETE provision early in the course
- Post-18 NEET figures remain higher than we would like

5.2.2 Personal Education Plans (PEPs):

- PEP compliance is improving but the timeliness of PEP recording on CareFirst remains a challenge. Late recording means that the Virtual School can miss opportunities to provide interventions for children and causes a backlog at the authorisation stage

5.2.3 Attainment and Progress at KS4:

- High numbers of CLA entering the care system during KS4 correlates with high numbers of Virtual School students who fail to achieve level 2 qualifications. Such students are frequently poor attenders or do not have an appropriate education provision when they become looked after.
- Though data shows that attainment for Bromley children looked after at KS 4 is above the national average for children looked after, it is recognised that the small cohort means that each student carries a significant percentage weighting and numbers of children achieving good GC SE passes remain low.
- Attainment at KS4 for children looked after is below Bromley and national averages for all children

5.2.5 New Duties

Published in February 2018, new statutory guidance for local authorities, *Promoting the education of looked-after children and previously looked-after children*, sets the framework through which the role of the Virtual School Head Teacher has been extended to include promoting the interests of children who have been adopted or who are in long term care

permanent arrangements (under an adoption, special guardianship or a child arrangements order). In addition, it introduced a new set of measures in respect of care leavers which has required the authority to review and improve its offer of support to care leavers.

The Virtual School already shares the responsibility to providing support to care leavers up to the age of 21 with the 16+ Leaving Care team but the requirement to provide education support and guidance will apply to all relevant young people up to the age of 25, should they request it. The current remit to monitor and report on education, training and employment status is likely to broaden, too, which will mean maintaining contact with further and higher education establishments, gathering data and preparing reports.

5.2.6 Providing support at KS5 and beyond

Improving the number of young people completing Key Stage 5 with level 3 qualifications requires more work. It is recognised that this work needs to begin much earlier than the point at which young people begin their post-16 education and that there are strong links between placement stability and late entry to care to the ability to engage and complete course of study.

The Virtual School needs to continue to encourage schools, colleges and other education providers to ensure the educational experience of CLA and care leavers is aspirational and provides chances to experience success and develop resilience.

Around 40% of the YR12 and YR13 cohorts were accommodated within the last year and over half of the new entrants to care were asylum seeking young people. 83% of the cohort lives outside Bromley, which means that researching resources and opportunities as well as providing face to face support for them places heavy demands on staff time.

Unaccompanied asylum seeking children and young people are particularly vulnerable as they are alone, in an unfamiliar country and are likely to be surrounded by people unable to speak their first language. They may have experienced emotional trauma in their country of birth, in their journey to the UK or through their treatment by adults in the UK. As such, we must continue to work to ensure these individual young people are provided with additional support that takes their circumstances into account, including language support and interpreters/translation services. Immigration challenges for young adults can lead to difficulties in accessing ETE opportunities, including access to university and the local authority recognises that being out of education, training or employment is not always a choice.

6 Addressing key challenges in 2018/19

6.1 Challenge 1

<p>What is the challenge?</p>	<p>Persistent absence rates in the most recently published figures (2018) for Bromley Children Looked After are too high at 19% and above national average for Children Looked After.</p> <p>The Virtual School has a rich amount of data concerning attendance and exclusions and on young people not accessing school full time. Trends and issues are not identified promptly enough however, or tracked effectively.</p> <p>Personal Education Plans do not always include strategies being employed to address issues and circumstances around children whose attendance is poor .</p>
<p>Current Measures</p>	<p>Daily attendance collected by Welfare Call for all Bromley Children Looked After.</p> <p>Welfare Call phones the carer and/or social worker if the child is not at school and no reason provided for the absence as a safeguarding measure</p> <p>Poor attendance, exclusions, late marks and children not on a full time school roll are highlighted in the Virtual School monitoring exercise in the weekly team meetings.</p> <p>The Virtual School monitors and challenges all relevant services regarding any child without a school place or not accessing a full time timetable.</p> <p>The Virtual School will eventually consider if the provision is appropriate and will recommend further assessments or a change of education provider.</p>
<p>Future work</p>	<p>From September 2018, the Virtual School will alert foster carers and social workers when it sees a pattern of absence emerging and, in any case, when attendance drops to below 95%.</p> <p>Home visits or extra PEP meetings may take place where the absence from school is not understood.</p> <p>Once the reason for absence has been established,</p>

	<p>a strategy for improving attendance will be drawn up with the school and the student. This may involve the supervising social worker and the IRO as well as the child's social worker and carer if appropriate.</p> <p>Monitoring will continue and the student will be offered ongoing support and incentives to attend.</p> <p>Further assessment of need may be required, as may a professionals' meeting, to discuss if the placement and/or education provision are able to meet the needs of the student. Ultimately a change of provision may be required.</p>
What are our performance indicators / success criteria?	<p>Bromley CLA attendance figures to be at least as good as all other Bromley children.</p> <p>All Bromley CLA to have access a full time school offer.</p> <p>Any CLA who is not in education to be provided with 1:1 tuition in the placement as an alternative to school within 1 working week and on a school roll within 20 days wherever possible.</p>

6.2 Challenge 2

What is the challenge?	<p>Measures in place to reduce the number of children experiencing fixed term exclusions and the number of fixed term exclusion episodes have not been successful</p> <p>Schools continue to issue fixed term exclusions even when the Virtual School has acknowledged that there is a problem and agreed to seek alternative provision.</p> <p>Alternative provision remains problematic both within the borough and further afield.</p>
Current Measures	<p>Daily and weekly exclusion data collected by Welfare Call for all Bromley Children Looked After.</p> <p>The Virtual School maintains open channels of communication with schools and attends reintegration meetings whenever possible. The Virtual School suggests or provides interventions</p>

	<p>and/or assessments to support behaviour.</p> <p>The Virtual School works with partners, such as the Inclusion, Support and Advisory Team, to deliver strategies and solutions to schools.</p> <p>The Virtual School encourages schools to look beyond the behaviour at adverse childhood experience and modify their responses to and discourse with, children. Training on Trauma and Neglect in The Classroom is offered to schools. This may be followed by whole school Attachment Awareness or Emotion Coaching training</p> <p>The Virtual School will eventually consider if the provision is appropriate and will recommend further assessments or a change of education provider</p>
<p>Future work</p>	<p>The Virtual school will continue to work with schools, academies and local authority colleagues to encourage agreement that they will not exclude Children Looked After but will consider a range of other measures and interventions and will challenge fixed term exclusions where appropriate.</p> <p>The Virtual School will increase the number of visits to schools where children are experiencing fixed term exclusions and will encourage referrals to the Inclusion Support Advisory Team.</p> <p>Schools will be required to address and record the strategies being used to prevent exclusion in PEPs. The Virtual School will seek to have an input into local plans to increase and improve the range of Alternative Provisions.</p>
<p>What are our performance indicators / success criteria?</p>	<p>All Bromley children looked after are in the most appropriate education setting to meet their needs.</p> <p>The number of fixed term exclusions of Bromley children Looked after to reduce year on year.</p> <p>All Bromley Schools take advantage of the offer of Attachment Awareness training</p>

6.3 Challenge 3

<p>What is the Challenge?</p>	<p>The drive to improve outcomes for children by achieving 3 high quality PEPs per year for all CLA.</p>
<p>Current measures</p>	<p>Training sessions for social workers new to Bromley are provided every term.</p> <p>Training on the Education of CLA and on the function and practice of PEPs is delivered to newly qualified workers</p> <p>Regular updates on PEP activities are circulated to social work managers.</p> <p>PEP practice is modelled by Virtual School education advisers.</p> <p>Virtual school education advisers and now co-located in the long term CLA team</p> <p>2 layers of quality assurance are in place, both before and at authorisation stage.</p> <p>Support and guidance is provided to Designated teachers at the termly forum and in 1:1 support visits from the Virtual School</p>
<p>Future work</p>	<p>Provision of a PEP surgery for social workers is being provided</p> <p>Weekly monitoring of PEP numbers in-date through a new data set report which will be discussed and scrutinised at the team meeting</p> <p>PEP data to be used to provide challenge in Funding Panel</p> <p>Create an example of an early years, Pan London and post-16 'outstanding' PEPs to use as a training resource</p>
<p>What are our performance indicators / success criteria?</p>	<p>All CLA to have 3 high quality personal education plans each that detail the child's experience of school and how school is supporting the child to meet all of their educational needs.</p>

6.4 Challenge 4

<p>What is the Challenge?</p>	<p>Too few young people achieve level 3 qualifications that allow them to progress to university or into their chosen careers at 18+</p>
<p>Current measures</p>	<p>Provision of support to ensure that young people transition to appropriate post-16 education or training</p> <p>Thanking of attendance at KS5 to provide an early warning of something going wrong for young people</p> <p>Provision of tuition for young people retaking level 2 qualifications</p> <p>Continuation of good quality personal education planning throughout KS5</p> <p>1:1 support from ETE workers for young people who are not in education or training or who are at risk of becoming NEET</p> <p>Partnership with London Boroughs of Lewisham, Greenwich and De Paul in your Chance project which will secure housing and mentoring support for up to 74 Bromley young people in Bromley over the next 3 years.</p>
<p>Future work</p>	<p>We will continue to listen to our young people and ensure that their voices are heard by Corporate Parents and partners</p> <p>Ensure that all key managers, Elected Members and staff in LB Bromley understand their role and responsibilities and the responsibility of others for raising the aspirations and achievement of Children Looked After and those Leaving Care.</p> <p>We will work with partners to ensure that there is a high quality and wide range of alternative education provision and post 16 opportunities for all vulnerable groups.</p> <p>We will provide opportunities for CLA and Care leavers to develop pre-employment skills</p> <p>We will work with Bromley SEN to assess the educational needs of late entrants to the care</p>

	<p>system</p> <p>We will ensure robust processes are in place to track all children looked after and young people leaving care so those at risk of NEET, or who are NEET, are identified at an early stage enabling targeted support to be put in place.</p> <p>We will work with individual young people to reduce barriers to engagement, including the legal status of unaccompanied asylum seekers and permissions to obtain paid employment.</p> <p>We will make sure a Pathway to ETE plan is completed, alongside the Care Plan, and regularly reviewed for all post-18 young people who are NEET or at risk of becoming NEET, putting in place targeted support for the most vulnerable groups including those with disabilities and those not participating in learning to ensure they are offered a suitable place in learning.</p>
<p>What are our performance indicators / success criteria?</p>	<p>100% of LAC/LC aged 16-18 years participate in learning and compliant with their Raising Participation Age duty.</p> <p>All students have a secure YR12 destination and are supported to enrol at the appropriate time.</p> <p>80% of care leavers 18+ are in education, employment or learning.</p>