



Bromley Virtual School

Annual Report 2022-2023

Headteacher: Sally Kelly

Executive summary

1.1 Summary of Impact

The academic year 2022/23 was a successful year, building on the previous 2 years developments under the new Virtual School Headteacher. Leadership and practice go from strength to strength. We have developed the new duties further and integrated them into our team, and wider across Children's Services and partners. At the time of completing this report we have just taken part in the OFSTED ILAC inspection in which our strengths have been firmly validated. The impact of our work on outcomes for our young people continues to be strong. Young people and the professionals and parents in our network value the work that we do.

1.2 School placements and placement planning is strong and joined up.

Through good placement planning, the Virtual School has been successful in ensuring a high proportion of children are in good and outstanding schools (95%), and that children who must move schools do so at the right time and to the right school with the right support.

1.3 PEP compliance and Quality is very strong.

The Virtual School has been successful in maintaining high compliance rates for PEPs of over 95%, successful implementation of the new PEP in the social care system, introduction of a complex needs and post18 PEP. We have continued to improve quality through good quality assurance and management oversight. This was recognised in the recent ILACS inspection.

1.4 Use of Pupil Premium is very strong.

The Virtual School uses Pupil Premium effectively and creatively and administers it effectively with minimum administration. It has had a positive impact on young people's outcomes and well-being.

1.5 Attendance and Behaviour at school is strong.

The Virtual School has been successful in improving absence figures and persistent absence figures and these figures compare favourably to benchmark data. We have improved practice around exclusions (suspensions) and we compare well to national benchmarks. The 2023 ILACs inspection report read: "Attendance is good and improving".

1.6 Attainment and progress is broadly average.

The OFSTED ILAC inspection report (2024) states "Children in care in Bromley achieve well in school". 29% of year 11 students achieved English at Level 4 and 33% achieved level 4 in Maths. The combined scores are 21% as a number of our young people have specific learning needs such as dyspraxia and dyscalculia which affected their ability in the other subject. Attainment and Progress at Key Stage 4 are broadly average. At Key stage 1 and 2 pupils achieved significantly above the average, but progress was lower, although caution should be taken with these very low cohort sizes. At Key Stage 5 we have improved our EET figures (those in Education, Employment and Training) in year 12 and 22% of young people achieved a Level 3 qualification, with 3 more young people continuing into year 14 on Level 3 courses. 8 young people went on to Higher Education, with 2 further taking a gap year.

1.7 The work on previously looked after children (PLAC) and children with a social worker (CWSW) is very strong.

Virtual school, in accordance with the Children and Social Work Act 2017 and now the 2021 guidance has been very successful in structuring the roles in the team to ensure expertise and good overview of the journey of the child. In 2023-4 we appointed a further advisor on an interim basis but meet the demands of the new role, and this has since been made permanent which has meant that we have been able to engage with adoption and SGO teams well and

move forward the DESTY and Virtual Reality Headsets programme. Communication with partners has been excellent and feedback has been overwhelmingly positive. We know from two DFE visits – one to look at attendance and one to look at the work of the Virtual School that we are considered to be well advanced in this work. Outcomes for Children with a social worker compare positively with the National data and we have reduced permanent exclusions. We see from the number of successful interventions, and compliments from professionals and parents the difference we are making strategically and to individual children and families.

1.8 Our training offer is excellent, well planned and well thought out and is delivered by expert and engaging staff.

Training is integral to what we do. In 2022-23 we further expanded our offer, and we continue to deliver quality training to many groups of professionals locally, regionally, nationally. The “attachment and trauma informed schools” offer was launched at the end of the year and that has taken off well in 2023–2024. The ILAC inspection found that “the dynamic virtual school provides strong support to children and practitioners”.

1.9 Management and Leadership is strong.

Management oversight is good, we have good Quality Assurance and a strong monitoring and evaluation cycle which involves the whole team in evaluating what we do and improving both systems process and improving practice. The staff team are strong, experienced, and committed to their work.

We continue to play a significant role in planning and delivering the Corporate Parenting Strategy through membership of the Corporate Parenting Board. The leadership of the achievement and participation subgroup by the Virtual Head has launched the co-production training programme for schools. We also contribute to Support and Stability Corporate Parenting Subgroup.

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Glossary of Acronyms	
CIAG	Careers Independent Advice and Guidance
CIN	Child In Need
CLA	Child Looked After
CP	Child Protection
EET	In Education, Employment and Training
NEET	Not In Education, Employment and Training
PEP	Personal Education Plan
SDQ	Strength and Difficulty Questionnaire
SEMH	Social Emotional and Mental Health
SEND	Special Educational Needs and Disabilities
SGO	Special Guardianship Order
UASC	Unaccompanied Asylum Seeker

The Virtual School Report

Scope of report

This report outlines the activity and impact of Bromley Virtual School during the academic year 2022/23 and provides details of educational outcomes of Bromley Children Looked After. It reflects on the impact of our activities and identifies areas of future development to achieve improved outcomes for our children.

01 The Purpose of the Virtual School

The Virtual School is well respected, well led service with pro-active and experienced members of staff that go the extra mile for our young people.

The Virtual School provides strong support to in children in care and this is another area where schools feedback was very strong. The VS HT has a clear view of the service development and has worked to address the new duties.

OFSTED education inspector, Autumn 2023

The dynamic virtual school provides strong support to children and practitioners.

OFSTED ILAC report January 2024

1.1 The Role

The role of the Virtual School is to promote the best educational outcomes and raise attainment of all children looked After (CLA) by Bromley, and those that have been placed in our schools by other authorities. The children are educated across many different schools and local authority boundaries. The Virtual School therefore has a powerful role in tracking progress *as if* they were in a single school: combining expert school leadership with being the best of parents. Our key question every day is “*Would it be good enough for your child?*”

1.2 Responsibility

Bromley Virtual School works on the following four core, crucial, statutory areas of responsibility. The responsibilities of the Virtual School are outlined by the Department for Education within the Children and Families Act (2014); Section 4 of the Children and Social Work Act (2017), “*Promoting the education of looked after and previously looked-after children*” statutory guidance (2018) and “*Promoting the education of children with a social worker*” (2021).

Key areas of responsibility are:

- To ensure there is a system to track and monitor the attainment and progress of all children we look after.
- To ensure all CLA have a robust and effective PEP and monitor the use of the Pupil Premium grant.
- To champion educational needs of CLA and care leavers across Bromley and those placed out-of-authority.
- To champion educational needs of those children who were previously CLA and are now adopted, or in a Special Guardianship arrangement, or a subject of a Child Arrangement order.
- Shine a light on those children who have a social worker to support improved educational outcomes.

1.3 Tracking and use of data

Tracking is achieved through daily collection of attendance and exclusions data through Welfare Call provider. This ensures school places are updated and current. Progress data is collected at least twice a term through Welfare Call Service and PEP meetings. At the start of a term, we have a “*pupil progress day*” where advisors look at progress in all measures for a cohort, prioritise according to need to scrutinise and make decisions around pupil premium allocations. In addition, monthly supervisions, monthly team attendance meetings and cause for concern meetings ensures management oversight and development of reflective practice. Our dataset includes all contextual information together with progress and SEND information.

1.4 Quality Assurance

Quality Assurance is achieved through: Quality Assurance Officer scrutiny, advisor authorisation, dip samples, informal and formal PEP auditing. Moderation of progress data takes place on pupil progress day and management oversight of this, and pupil premium allocation takes place on this day, during regular scheduled leadership meetings and during termly monitoring and evaluation weeks.

1.5 Staffing

We had one member of staff retire at the end of 2022/23, but we recruited quickly as the internal interim member of staff was able to take that role. We have created a new role and recruitment is under way. Staff are highly qualified, experienced, and committed to their work. Our staffing model comprises the following:

- Virtual School Headteacher
- Deputy Head in charge of Secondary Phase and SENCO
- Deputy Head in charge of Primary and New Duties
- Business Support Officer
- 6 Advisory teachers
- 1 EET practitioner
- Senior Educational Psychologist (0.4)
- Quality assurance officer (locum) (0.6)

Over the last three years the model has developed into a specialist cohort model, allowing teachers with specialisms to take ownership, and have accountability for a cohort of young people. Caseloads are around 50-60 young people. Advisory teachers are responsible for monitoring progress, attendance, and behaviour, working with the network to ensure they have a quality PEP, where they will challenge and support the network to ensure that the right support is put in place and that aspiration is high. They will challenge exclusions and offer alternatives and supportive strategies, including staff training. Teachers will provide direct interventions, work with the Educational Psychologist to ensure need is understood and recommendations made, including statutory assessments. School places are overseen, and recommendations made for those making normal transfers as well as those few who need to move in year. Staff signpost young people to opportunities as well as organising and leading on several visits and projects.

1.6 Staffing: New duties, new structure and roles.

Three of our staff, including one of our Deputy Headteachers have part of their role supporting with both sets of New Duties. Responding to schools around previously looked after children or children with a social worker, as well as adoptive or Special Guardian parents is disproportionately time consuming, working with anxious parents and schools that have often been compassionate and supportive, but which have ultimately reached the end of their resources. In addition, enquiries from admissions and SEND regarding these children are also adding to the resources needed. However, this work has been very successful and has led to improved multiagency work around education.

02 Our Children

2.1 Children Looked After: March 2023

2.1.1 Number of Children

The number of Children Looked After increased by 15 (5%) from 328 to 343 as at March 2023. Those Looked after for 12 months or more decreased by 5.6% from 232 to 219. The rate of children looked after per 10,000 children population in Bromley increased by 3.8 points from 43.5 to 47.3 (provisional). Similarly, our statistical neighbours also recorded a rate increase of 3.2 points from 55.7 to 58.9. Bromley scores 12.6 points lower than our statistical neighbours 58.9, and 24 points lower than the national picture.

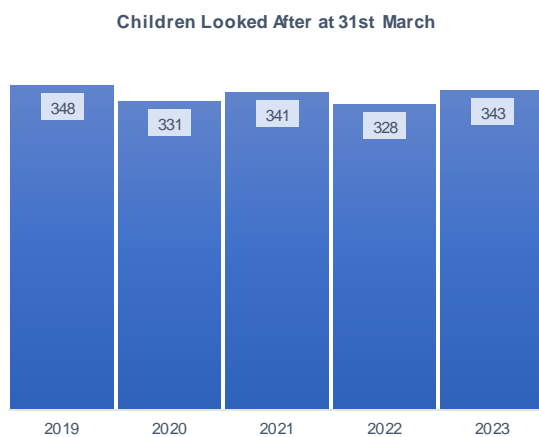


Figure 1: Number of Children on 31st March. Source Benchmarking Tool

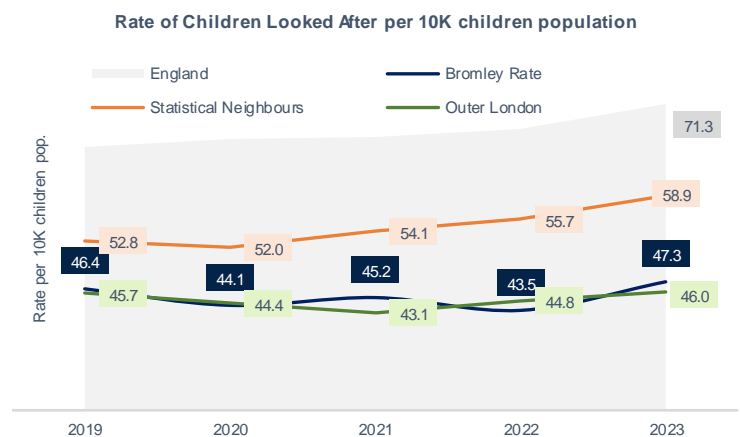


Figure 2. CLA per 10K children population. ONS Estimates. Source Benchmarking Tool

2.1.2 Contextual analysis of children

Age Distribution

The largest sub-group continues to be those aged between 10-15, making up 41% of the overall March 2023 cohort. This is 2% higher than our statistical neighbours and 3% higher than the England score of 38%.

Children aged 5-9 recorded the largest percentage increase year on year. Increasing by 21 (5%) from 45 to 66 children. Children aged 16 recorded a fall of 9 (4%) relative to last year.

Ethnic origin

Following a steady decrease from 61% (211) in 2019 to 54% (176) in 2022, the proportion of children from a white heritage increased by 2% to 56% (191) in 2023. For this group, Bromley scores 13% lower than our statistical neighbours and 15% lower than the national average.

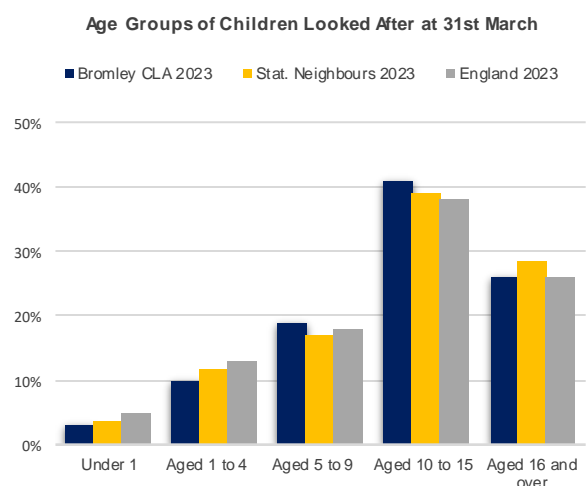


Figure 3. Source Benchmarking Tool

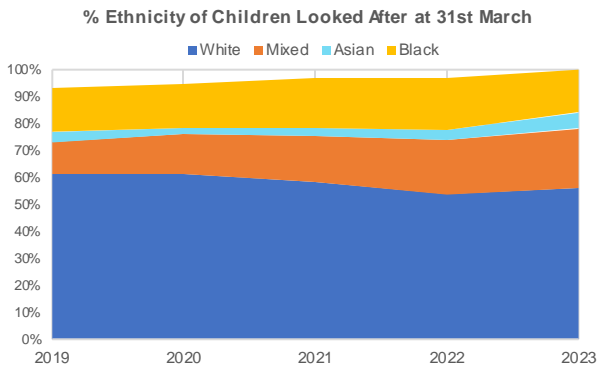


Figure 4: Bromley CLA ethnic backgrounds. Source Benchmarking Tool

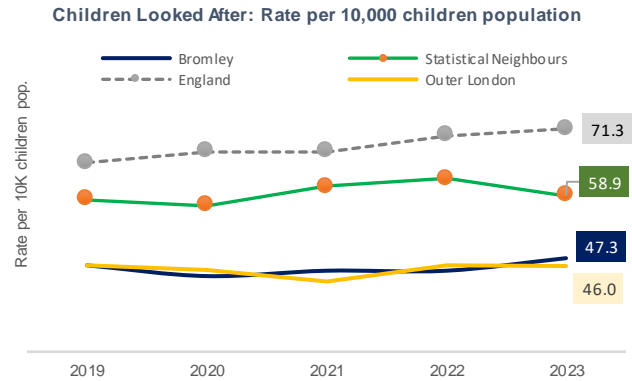
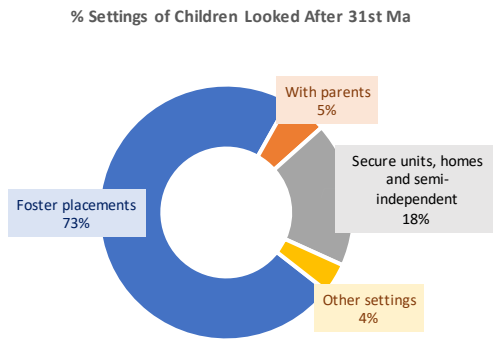


Figure 5: Comparing Bromley CLA. Source Benchmarking Tool

Placement Settings



As of the 31st of March 2023, the proportion of children in foster placements increased by 2.6% from 70.1% (230) to 72.6% (249). The proportion of children in Secure units, children's homes and semi-independent living accommodation fell in percentage terms from 18.6% to 18.4% but in increased in actual children from 61 to 63 children.

Figure 6: Children settings Source Benchmarking Tool

Placement Stability

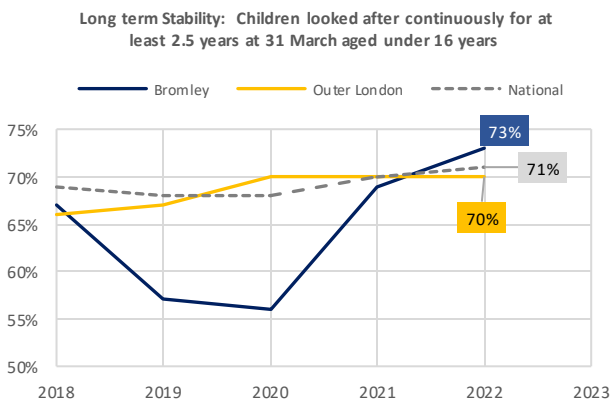


Figure 7: Higher is better. Source Benchmarking Tool

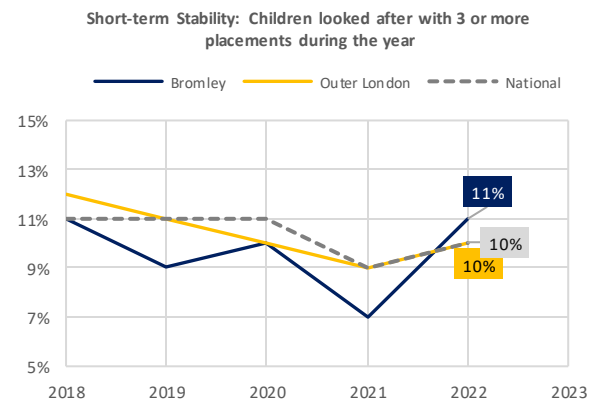


Figure 8: Lower is better. Source Benchmarking Tool

Figures for children looked after continuously for at least 2.5 years, aged under 16, include s only children living in the same placement for at least two years or if they have been placed for adoption, their adoptive placement and their previous placement combined last for at least two years.

2.2 Children Looked After: End of Academic year 2022/23

2.2.1 Number of Children

At academic year end 2022/23, there were 367 Children Looked After or Care leavers. A total of 245 (67%) children were of statutory school age (Years R to Year 11). 155 (63%) have been continuously looked after for 12 months or more.

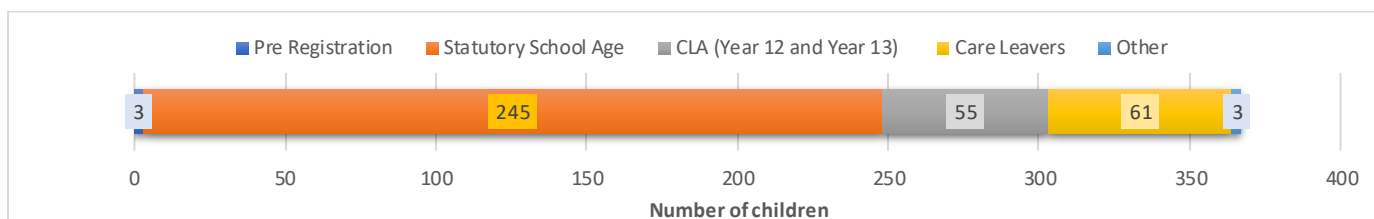


Figure 9 – Children profiles end of academic year 2022-23

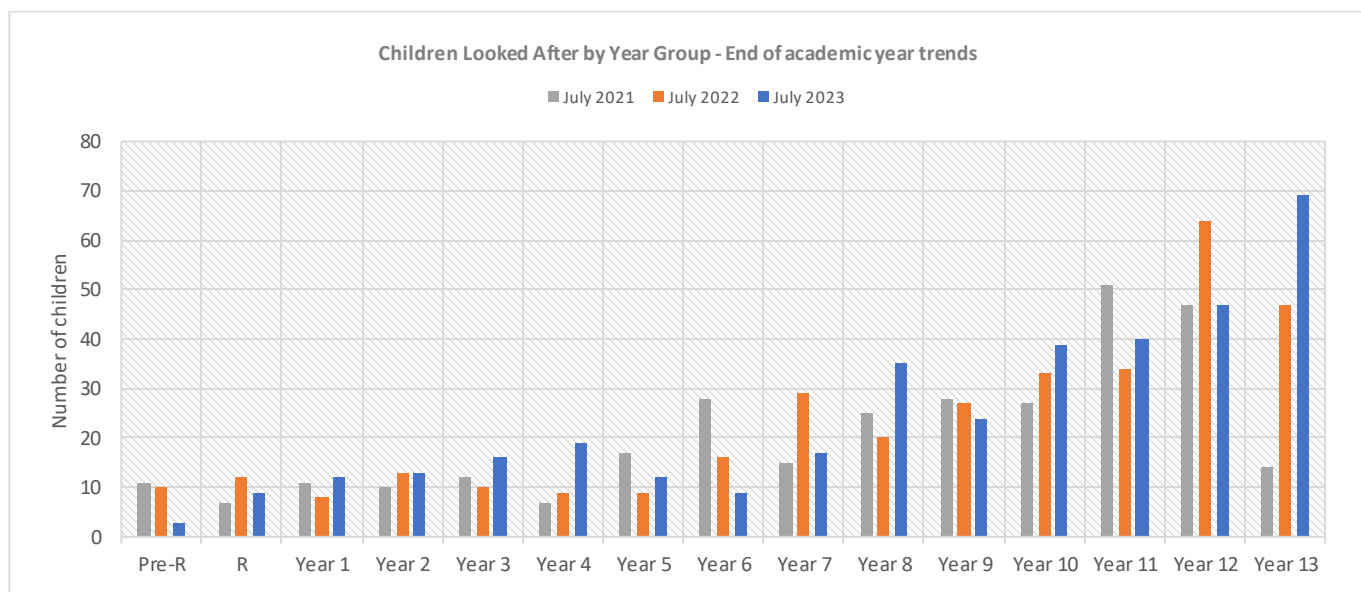


Figure 10: Children Looked after July-2021 – 2023 by Year group. Source provisional Local information

2.2.2 Older children

Older children continue to feature disproportionately in the Virtual School. 63% (155) of all the statutory aged children feature in the 7-to-11-year groups.

2.3 Children with Special Educational Needs

2.3.1 Special Educational Need and Disability

The latest published information is for Children Looked After for at least 12 months in March 2022. Where available this report may reference our provisional totals for March 2023 for local trend analysis.

The proportion of school age Children Looked After for 12 months or more on 31st March with statutory education, health care plan has remained consistently high in Bromley compared with benchmark groups. At the end of March 2022, Bromley’s score of 41% of children with EHC plans was 9% higher than our statistical neighbours and 11% above the England average. Provisional scores for Bromley at March 2023 indicate the proportion increased by 5% from 41% to 46% of our Children Looked After for 12 months or more.

At the end of March 2022, Bromley’s score of 58.7% of children with SEND was 2% higher than our statistical neighbours and England average. Provisional scores for Bromley at March 2023 indicate an increase in the proportion of children by 5.2% year on year from 58.7% to 63.9% of our Children Looked After for 12 months or more.

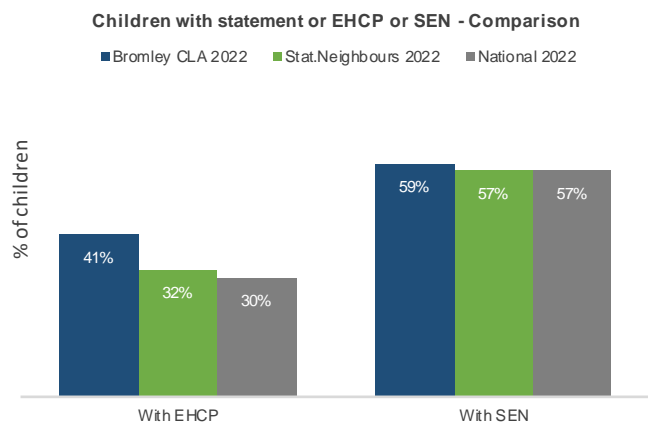


Figure 11 – Source Benchmarking Tool

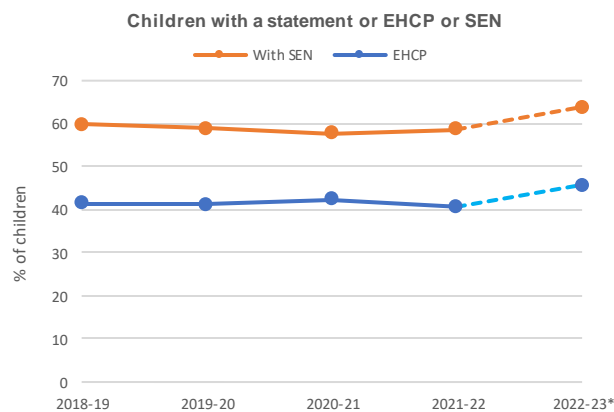


Figure 12 – Source Provisional 2023 Local Information

2.3.2 Working with SEND

Our SEND lead also acts as one of the Deputy Head Teachers. Close joined up work with the SEND team has developed this year with regular meetings to provide oversight at complex cases and ensure timeliness and minimise any time out of school for children who need a new provision.

The joined-up meetings continue and now include specific meetings in-addition to regular monthly discussions. These focus on key transition times for CLA Year 6, Year 7, Year 11, Year 12 and any arising 18 leaving care meeting. This continues to develop.

The SEN Lead meets 1:1 with the SEND Team manager to discuss not just cases but SEND team structure and changes in organisation. SEND have created a placement management post. They attend placement panels and VS SEND meets with them regularly to discuss the more complex SEND cases that have potential placement issues.

The combination of PEP with annual review has improved this year, with many taking place together.

There has been a strong focus on the join up between social care and Education over the year, culminating in a joint conference in September 2023 focussing on supporting children with SEND. This was organised and led by the Virtual School and attended by 150 staff from across the different social care teams, SEND, Inclusion and all the Virtual staff. It featured videos created by the Virtual School with interviews with foster carers and young people to ensure their voice was clearly heard.

The Virtual School Annual conference in June 2023 had a focus on attachment and trauma informed practice. 60 schools attended and the feedback was extremely positive. This is a very important development with 41% of our children who have EHCP having a primary need of SEMH (Social, emotional and mental health)

SEND cohort end July 2023	Number of young people	% of EHCP cohort
EHCP	116	100
SEMH primary need	48	41%
Cognition and learning primary need	30	26%
Communication and interaction primary need	31	27%
PMLD	1	0.8%
Plan maintained by Bromley	83	71.6%
Plan maintained by OOB	33	28.4%

Analysis of SEND cohort by need.

03 School Placements

3.1 End of Academic Year 2022/23

3.1.1.1 Borough placements

A total of 51% (124) of our statutory aged children attend Bromley schools and 45% (109) attend schools outside our borough. The remaining 4% (12) children are those who are not matched to a school at the time of this report. 8 of these young people were in residential homes without education on site, 5 of them had very recently moved placements. 4 young people were new into care and already out of school when they came into care. All young people awaiting a school place have tuition put in place for them, so all are in receipt of education. It is getting more difficult to source places at specialist provisions due to a national shortage in SEND places.

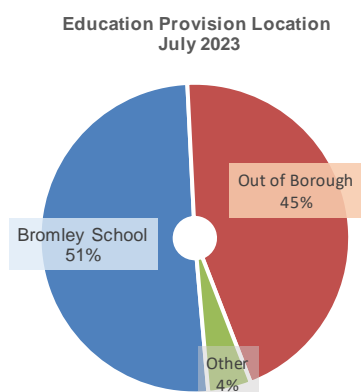


Figure 13. Source Local Information

Being involved in all placement planning means needs can be established early on with prospective carers. Where children move into care, or move placement, we work hard to keep most young people as close to home and strive to keep them in their Bromley school, unless they have moved to a very distant placement. There are increasing numbers of children in specialist provision – these tallies with increasing numbers of young people with Education Health and Care Plans.

3.1.2 Distribution of school placements

Through good placement planning, the Virtual School has been successful in ensuring a high proportion of children are in Good or Outstanding OFSTED rated schools, and children who must move schools do so at the right time, to the right school and with the appropriate support.

Designated teachers and senior school staff comment on how the Virtual School staff take practical steps to pursue stability in the lives of children looked after, for example supporting placement changes, ensuring children are transported to school when such changes occur and sitting in line with young people at college enrolment, 'as a parent would'.

Audit Feedback 2022

The Virtual School provides strong support to in children in care and this is another area where schools feedback was very strong.

OFSTED inspector feedback November 2023

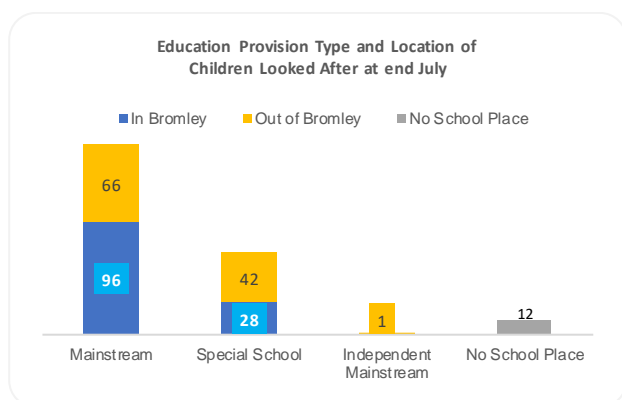


Figure 14. Source Local provisional

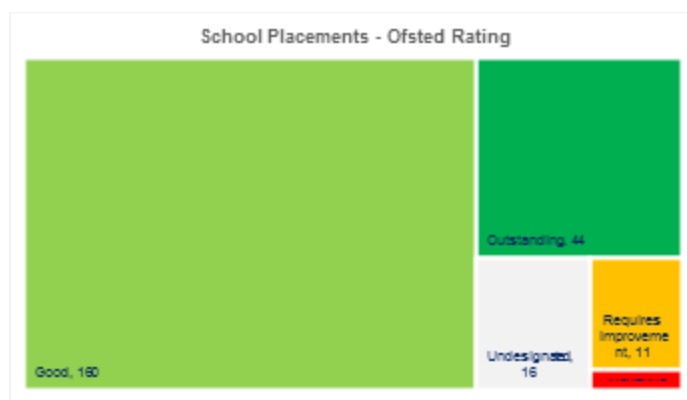


Figure 15. All 245 - Ofsted School ratings. Source local provisional

There were 183 (95%) children attending Good or Outstanding rated schools. 9 (4.6%) attend schools rated “Required Improvements” and 2 (0.4%) children attended “Inadequate” Ofsted rated schools.

The very positive outcomes on school placements are due to:

- good joined up work between social care, schools, and Virtual School staff on placement planning.
- We data and notification system, and social workers almost always consult with us when a child is coming into care or moving placements. Our views are “*given due weight*” in placement decisions (Statutory Guidance 2018).
- Virtual School work closely with admissions, SEN staff, schools, and other Virtual School teams to secure appropriate school places as quickly as possible. This means we can ensure that the right school is matched to the young person and that we get admission without delay.
- We have good oversight and tracking of 4-year-olds, year 6 children and year 11 young people which means we have oversight of normal school changes. The graph shows that we have 87.5% of our young people in good or outstanding schools.
- Children with EHCP transitions are also discussed and monitored through the SEND join - up meetings.

3.1.3 Children in Schools with OFSTED Require Improvement ratings.

There are 9 statutory age children in RI schools.

All children in RI schools are tracked through the monthly “Cases of most concern” panel.

- 1 is UASC young people who joined us in year 11. He is placed at a post 16 provision in Croydon in their very good ESOL provision.
- 1 is a UASC young person who joined in year 11. They are placed at our Bromley school which has a specialist UASC provision. Regular visits are undertaken and regular monitoring of progress.
- 2 secondary age, and 2 primary age young people are at schools where they were placed before coming into care. There was a careful review at the point of coming into care. They are doing well, and their progress is carefully monitored.
- 1 is at a school which have changed their grading since they started attending. A review was completed, and they are closely monitored.
- 2 are at independent specialist provisions. These were carefully chosen for this child as a school we felt could meet their needs.

Child A This child was moved placement into a rural area. The local school had a “requires improvement” rating. WE conducted a review of the school and found the school to be highly inclusive and the best one to meet her needs. We spoke to the Headteacher, and we were confident that the school improvement plan was on an upward trajectory. It was also the child’s wishes to be placed close enough to be able to make local friends. We monitored her progress monthly. She is doing well and happy in school.

3.1.4 Schools with OFSTED Inadequate ratings

There is 1 child at schools with an “inadequate rating”.

This is UASC young person placed in an area where the only UASC provision is in a college which is rated inadequate. The young person is making good progress, is happy and there is regular monitoring.

3.1.5 School moves & changes

Bromley Council is committed to ensuring that no child moves school unless necessary. We are clear that education is prioritised as part of all care and placement planning. School stability is essential in enabling children to make progress and succeed. (*The Educational progress of looked after children in England; Linking care and educational data, 2015*).

In 2022, 26 children and young people out of 152 statutory aged pupils had at least a school change. In 2022-23 this increased to 44 out of 235 or 19%. The increase can be explained by Covid-19 effect – in 2021-22 fewer children moved placement or school. It was not appropriate to move children's school who had moved placements or needed a new provision because of the lockdown. The figures ignore "natural" changes such as secondary transfer. Only two pupils in 2022-3 had 2 school changes.

3.1.6 Analysis of children who moved school in 2021-22

- 24 school moves were due to placement changes. There was more instability during this year – an after effect of problems that had mounted during lock down. We aim to keep placement changes local but sometimes this is not desirable or practical.
- 21 school moves took place because the assessment showed the child needed a more appropriate setting – either a fresh start in a new mainstream school, or a move to a specialist setting.
- 1 child was moved from a specialist setting back to mainstream due to the excellent progress they had made.

3.1.7 Examples of children we have supported with placement planning and education.

Case study B was moved out of London after 2 unsuccessful placements in Bromley. Despite a range of challenging behaviours which led to doubt he could manage in mainstream, VS managed to source an inclusive mainstream school and worked with the school to plan a very slow integration to the school. The whole network worked closely together throughout leading to a very successful transition into the new school and by the end of the school year he was working at expected levels in all areas.

Case Study C needed to move schools at the beginning of year 10 after coming into care. The identified placement was too far from her current school. However, as we were involved in plenty of time, we were able to quickly identify an inclusive school near her placement. The young person started quickly with lots of support and the Virtual School keeping the whole network involved. At the end of year 11 she completed her GCSE exams and achieved a good set of grades.

3.2. Transition to reception, secondary and post 16.

There is a clear message to the network that all school placement changes should be discussed and approved of through the Virtual School Advisors. With "natural" changes at 4, 11, 16 and 18 we are proactive. The advisors that oversee those cohorts track these children carefully. PEPs are targeted to ensure there is a network discussion early on, for example this would start at the end of year 5 for year 6 pupils.

We work closely with foster carers, social workers, and admissions to ensure that each child has their first choice offer on offer day. When a child comes in to care after the application deadline, we work to ensure they still have the offer of choice.

For children with an EHCP, work starts much earlier, as part of the timetabled SEND / social care join up meetings to ensure consultation can start as early as possible. Because of the planning work completed in 2022-2023, all reception and year 7 children had their choice of school place in September 2023 and had a careful transition plan to enable them to have a successful start.

Post 16 young people had a CIAG PEP meeting in spring term and those we were concerned may become NEET had further support through Fresh Start” to ensure they considered their choices, completed an application, and attended any interviews.

Child D was a 4-year-old looked after child placed for adoption. We had identified a range of learning needs at the first PEP. We wanted to ensure that all these needs had been assessed and the right school and support in place so that he could start reception and his adoptive placement with the best chance of success. We worked with the carer’s local authority and our own Educational Psychologist to ensure all needs were assessed. A school was identified and a draft EHCP completed in time for the child to start in reception in September 2023.

1.5 Supporting admissions for all vulnerable children.

We support with navigating needs assessments and searching for new educational placements supporting parents and professionals working with the child concerned. In addition, enquiries from admissions and SEND regarding these children and confirming status and needs ensuring they gain the priority that they are entitled to under government guidance. We have formed excellent relationships with Bromley post adoption support and meet monthly to ensure complex cases have joint up approaches across services. We have also provided training/support sessions to SGO (Special Guardianship Order) groups that are run within the borough offering advice and guidance around education. We have continued to work with post looked after families to ensure that their children are better supported in school challenging use of PP and helping them to seek new educational placements that are better able to support their child’s needs.

Child E: This child was on an SGO and was presenting with very challenging behaviour at home and school. Following our involvement and advice a dyslexia screen was taken and a number of further referrals and assessment led to an EHCP and consultation for a new school was made. As a result of the right specialist advice and the network joining up the outcomes are that the child’s behaviour has significantly improved at home and school.

04. Personal Education Plans (PEPs)

4.1 PEP Statutory Duties

Bromley local authority has a statutory duty to maintain PEPs 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.

4.2 Advisors responsibility

Advisors have responsibility for overseeing all children in their cohort have a PEP date and a conversation about whether the Advisor will be attending. Advisors cannot attend all due to caseloads but need to prioritise. However, Advisors will give advice ahead of meetings they cannot attend. Once the Quality Assurance officer has ensured the PEP is at the required quality, the Advisor will authorise the PEP.

4.3 PEP Quality

There has been a sustained improvement in the quality of PEPs over the year. The work of the Quality Assurance officer combined with advisors authorising all PEPs for their cohort and with regular fortnightly audits by the Headteacher has meant that we have made improvements in the quality of targets and the use of pupil premium as well as the child

and young person’s voice. Supervision and auditing opportunities provide line managers access to sample the quality of these authorisation comments. Members of the leadership team complete dip samples of pupils looking at education across the whole file including the PEP which has provided some useful feedback to social care managers around supervision and recording good multiagency work.

4.4 PEPs Completed

The table below shows number of PEPs completed within timescales against eligible CLA through the academic year.

Personal Education Plans (PEPs)d		2019/20	2020/21	2021/22	2022/23	Same time last year
Autumn Term	Cohort	188	203	200	221	
	Completed	89%	94%	83%	92%	
	Authorised	77%	67%	85%	96%	+12%
Spring Term	Cohort	207	214	201	234	
	Completed	85%	96%	83%	90%	
	Authorised	93%	90%	83%	97%	+14%
Summer Term	Cohort	223	219	200	243	
	Completed	55%	92%	95%	-	
	Authorised	88%	98%	96%	98%	+2%

Table 1: End of Academic year 2022/23. PEP timescales. Dip in Autumn and Spring 2021/22 performance due implementation of a new social care management system

4.5 PEP Compliance

PEP Quality and compliance is very strong. The Virtual School has been successful in

- maintaining high compliance rates for PEPs of over 90%,
- Continuing to improve the quality of the PEPs.
- Embedding the SDQ into the PEP

We have continued to improve quality through good quality assurance and management oversight. The number of PEPs completed within timescale increased by 2% from 96 % to 98% between summer term 2021/22 and 2022/23. Bromley scores 95% average completion over the past four years. The dip in performance was partly attributed to the implementation of the new Social Care Management System.

*PEPs continue to be of a high quality, as reported in previous Ofsted inspections. They are effectively quality assured and in a manner which supports educational settings to improve. PEPs centre well on children’s progress and targets, with the PEP process acting as a focus for social workers, settings, and Virtual School team members. **Audit 2022 feedback***

Personal education plans (PEPs) place the child at the centre of support, and an increasing number of children chair their own PEP meetings.

OFSTED ILACs report January 2024

4.6 Mental Health

Children Looked After experience significantly worse mental health than all other children. The Strength and Difficulty questionnaires (SDQ) assesses the progress in improving the emotional and behavioural health of children looked after. This describes the emotional and behavioural health of CLA, as recorded by a main carer in the strengths and difficulties questionnaire (SDQ). The SDQ is a short behavioural screening questionnaire. Its primary purpose is to give social workers and health professionals information about a child's wellbeing. A score of 0 to 13 is considered normal, 14 to 16 is borderline, and 17 to 40 is a cause for concern. For further information see the children looked after data collection guide.

4.7 SDQ Annual Out-turns

Of a total of 162 children aged 5-16 with an SDQ score, the average score per child increased by 0.6 points from 13.8 to 14.4 points in 2022/23. This equals our statistical neighbours and the National average but 1.1 points higher than the Outer London average. Over the last 4 years, Bromley has trended upwards in these scores, averaging an increase of 0.4 points per year since 2020.

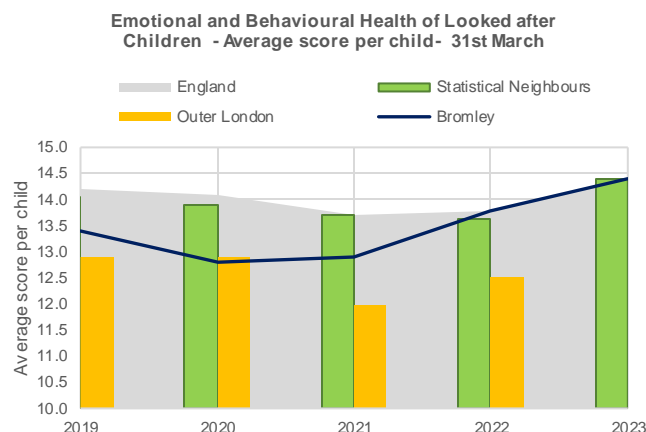


Figure 16: Average SDQ Scores. CLA 12 months or more.
Source Benchmarking tool

4.8 Strength and Difficulty Questionnaires

Strength and Difficulty questionnaires (SDQ) now form a significant part of the PEP and is in addition to the SDQ generally completed by the foster carer. At the end of summer term, 85% of CLA had their SDQ scores embedded in their PEP. Auditing and Dip samples have also shown that more of these SDQ results have relevant discussions about what they show and next steps where appropriate. The impact of this on education planning is that we are able to support schools to match interventions to areas of difficulty.

4.9 Training Sessions on PEPs

Training sessions on PEPs have been delivered to Social Workers; both new staff and those who needed a refresh. Regular bulletins go out to social care and school staff, reminding them of best practice. Advisors track and monitor their children and regularly offer ad-hoc training where needed. PEPs are also scrutinised, and outstanding actions raised both during both placement panel and permanence placement panel. We also started to test out the new "delegation model" where the relevant sections of the PEP are sent to professionals at schools for completion instead of them completing a paper form. This is still in the early stages, but once it is fully functioning it will be a much more efficient process.

4.10 Some examples demonstrating the quality of our personal education planning.

Case study F This young person came into care in year 10 and was really disengaged from education. We were able to bring the network together through the PEP. Interventions were put in place to support her to achieve 5+ GCSEs despite coming into care the previous year. The summer term PEP shows the excellent careers guidance and planning between provisions and the Virtual School to ensure that there was a smooth transition to her post 16 college course, where she is doing really well.

Child G: Placed out of London, the PEPs for this child show the good transition planning to her new school. The PEP which took place after a term at the new school showed how well she had settled in, and the relationships formed with staff at the school. The child had worked with the DT on how to take the lead share work, celebrate her own achievements as well as talking about the challenges she is facing. Professionals were prepared in advance for her to come in and take the lead. Because she had been prepared

and felt empowered, she was able to questions to ask and answered some questions from professionals. She was chairing the meeting and as a result she was at the centre of all the discussions. Although a bit nervous she enjoyed having some control. Action agreed in the meeting were set as a direct result of her input.

Case Study H: This young person came into care during her GCSEs and was struggling to attend school. We used a specialised tuition company to help her engage with GCSE work, and she was able to stay on roll at school who supported her with her work and to take her exams

05. Pupil Premiums

5.1 The Pupil Premium Grant

Use of Pupil Premium is very strong. The Virtual School administers the Pupil Premium creatively and effectively, with minimum administration. It has had a positive impact on young people's outcomes and well-being.

5.2 Children known to LA.

Children who have been in local authority care for 1 day or more attracted £2,410 of Pupil Premium funding in the financial year 2022/2023. This funding does not go directly to the schools but is managed by the Virtual School in the local authority that looks after the child. The Conditions of Grant require the Virtual School Headteacher to distribute funding. Funding should support children to meet their targets in the PEP.

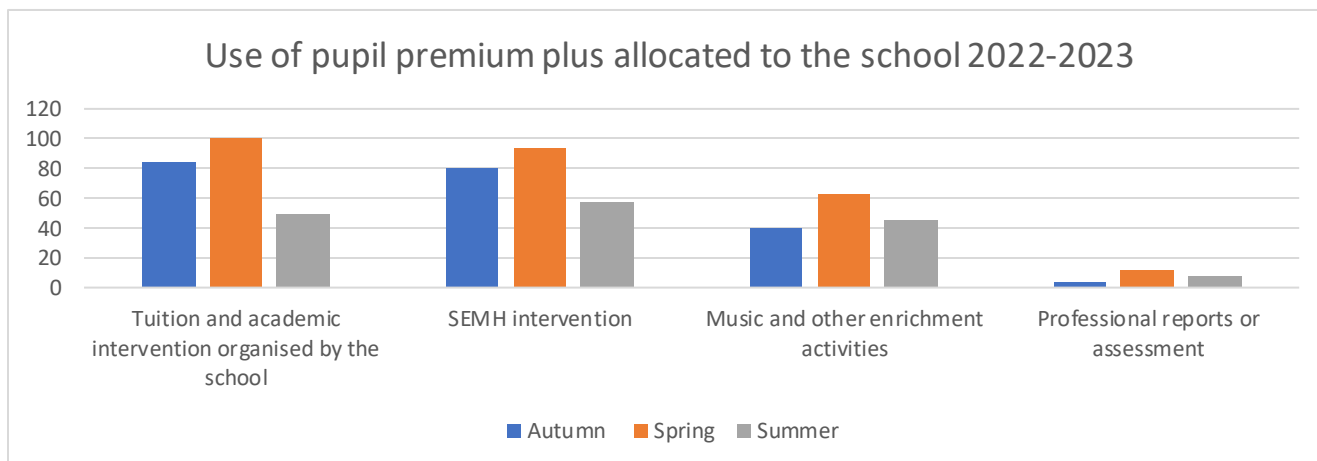
5.3 Pupil Premium (PP) distribution

Our process for distribution is set out in our "Pupil Premium Plus arrangements" documents which is sent out to every school setting at the start of the year. The essential elements of the arrangements are as follows:

- If children are making progress and there is a good quality PEP on the system, we automatically allocate £400 to the school for the child for that term.
- If the child is not making progress or the PEP is not on the system, then further scrutiny is needed. The PEP will be chased, amended, or clarity sought on what interventions will be put in place to help the child.
- More money can be offered where it is needed. If a child needs a higher level of funding due to individual circumstances, then this is discussed through the PEP and allocated at the end of each term.
- All allocations are therefore now termly, making evaluation of impact on the child more responsive. It also means that school changes are dealt with, and new schools automatically get the money for the term the child starts to attend. We have had positive feedback from schools that this is the most efficient way to get money to pupils.

5.4 Total payments

The total money paid to schools from the Pupil Premium budget was £264,565. The most common use of funding by schools is academic interventions and support, such as small group and one to one tuition, or in class TA support. Tuition usually dips in the summer when GCSE exams are complete year 11 students no longer require this. Social Emotional and Mental Health interventions are put in place for many of our pupil. In addition to this, many pupils receive other interventions either directly paid for by the Virtual School and there are many children with an EHCP who are already receiving the support they need without the need for pupil premium funding. We are pleased that more pupils are able to use funding for enrichment such as music lessons, sports, and school trips. We try to encourage schools to offer these enrichments without using the pupil premium funding, and also expect foster carers to use their allowances to fund some of these activities.



5.5 Retained Pupil Premium funding.

The remainder of the funding not allocated to schools is retained by the Virtual School. The funding allows us to put one to one tuition and other interventions in place where the school is not doing so. It also allows us to support children temporarily not in full time education, for example when an Unaccompanied Asylum Seeker arrives and needs intense tuition in English whilst an appropriate education provision is found, or where a child moves placement in an emergency and is awaiting a school place. We also ensure all our young people have a laptop. The funding has also allowed us to increase our capacity with staffing to have better coverage on the secondary age children. The Educational Psychologist working with us two days a week has been instrumental in providing support pathways for some of our most complex children.

During 2022-23 we have worked hard to ensure more children access one to one tuition, including increasing numbers of those waiting for a specialist placement. We have appointed a new advisor and a part time Educational Psychologist to absorb the extra work created by more children needing more support and the extra work generated by all our new projects. The increased spend reflects this extra tuition, a full year of the Educational Psychologist and new staff. The increased spend also reflects increased costs in all staffing, including one to one tutors.

	2022-3	2021-2
Alternative programmes (for children and young people not accessing a full-time school place)	£100,000.36	£59,963.85
Post 16 transition support	£37,564.33	£22,594.57
One to one tuition and other interventions not implemented by the school	£125,016.21	£83,051.00
Welfare Call	24,504.48	£24,179.40
Laptop vouchers and laptop repairs	£20,040.05	£20,939.96
Total contribution to staffing costs, including portion of Deputy Head, 2 x advisor and 0.2 Senior Educational Psychology	£99,286.69	£51,376.93
Total spend of retained pupil premium plus	£386,412.12	£262,105.71

5.6 Examples of positive use of the Pupil Premium plus funding

Case study J This young person was struggling at school. We used pupil premium funding to provide mentoring and increased academic support. This supported him whilst we looked for a more suitable school and supported his transition. He completed his GCSEs and has settled well at post 16 college in 2023.

Case study K. This young person was struggling with school attendance due to her anxiety and learning needs. We used the pupil premium to provide intensive tuition, to pay for assessments of need, to provide support during her exams. She achieved 6 GCSEs and a grade 5 in her English.

Case study L: The DESTY programme had been put in for this young person who struggles with emotional regulation. It is also being used to support three other children alongside him. He is really enjoying it, has lots of ideas and developing his existing knowledge of different emotions, and has led to a reduction in outbursts.

Case study M: We supported this young person had been supported to a new school where she was receiving good pastoral support. We were able to provide her with a laptop to access online resources to help her catch up, and a reading pen to support her with her specific learning needs during exams. She achieved her expected grades in her GCSEs.

Case study N: One of our unaccompanied Asylum Seekers started school in year 10 with little English. The Virtual School put in intensive tuition and ensured that he had good pastoral support he is now doing really well in school.

Case study O: This child who was an unaccompanied asylum seeker was supported in her transition into her first UK school. We provided resources for EAL and provided funding to the school so that they could put in extra academic support through TA time, as well as emotional support. She is making exceptional progress with her English language speaking and in her academic studies

Case study P: This young person really struggled with her peers. We provided the school with the DESTY licence, and they used it to train the member of staff and then supported her and 3 other vulnerable young people with the programme. It has helped her to work better in groups. It has also helped bond her to the DESTY mentor who is also her TA which means that she feels safer in class and is able to make better progress.

06. Attendance

6.1 The need for regular attendance

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 CLA, and academic achievement is the key to a successful and productive adult life and breaking the cycle of neglect and life in care.

*The team, in conjunction with schools, has helped improve attendance and reduce exclusions. **Audit feedback 2022***

*VS staff regularly discuss key issues including attendance **OFSTED feedback November 2023** and their attendance is good and improving. **OFSTED ILAC report January 2023***

6.2 Monitoring Attendance

The Virtual School utilises a service provided by “Welfare Call” to monitor daily attendance at school by an individual phone call to check every child is at school. For looked after children, the carer is contacted if there is an unauthorised absence, and the allocated Social Worker is notified. Attendance is scrutinised regularly by education advisors through the online portals. Individual reports of any children of concern may be reviewed at monthly Virtual School team meetings, and appropriate strategies discussed with the network. Regular training for social workers has meant an increase in awareness on the meaning and importance of attendance data. New holiday policy means that social workers must seek permission of the Virtual Headteacher, their line manager and the school that the child attends in order to authorise any term time holidays. This will only be done for exceptional reasons.

For children with a Child Protection Plan we also collect attendance data. This data is available for social workers, and Virtual School staff to use as queries arise. We also use it on a regular basis to look at patterns such as high exclusion rates or those with exceptional absence and discuss findings with schools and social care staff.

6.3 Attendance: Looked After Children for 12 months or more.

6.3.1 Overall Absence

The latest published information is for March 2022. The percentage of sessions missed reduced by 1.2% from 8.2% to 7.0% in 2021/22. This is 0.9% lower (better) than our Statistical and Outer-London comparison groups and 0.8% below the national average. The Bromley cohort has performed better than the National and Outer-London consistently over the last 5 years. Provisional score for March 2023 suggests a further improvement of 0.5%, from 7.0% to 7.5%.

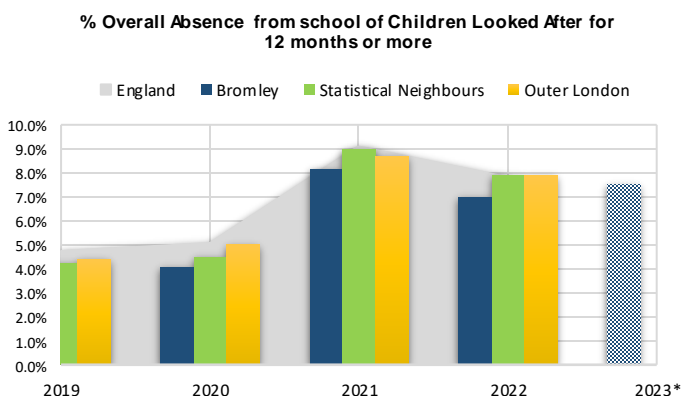
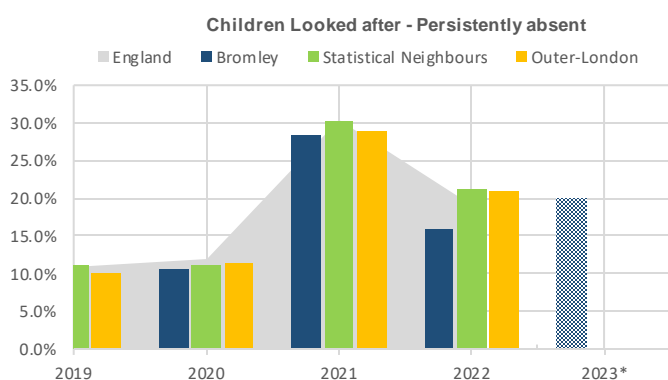


Figure 17 – * Provisional score 2023 - CLA 12months+



The percentage of CLA for at least 12 months and were persistently absent reduced by 12.5% from 28.5% to 16% in academic year 2021/22. Relative to out statistical neighbours and Outer-London comparison groups, Bromley records 5.3% and 5% lower levels of persistent absences respectively. However, it should be noted that scores for academic years 2020/2021 and 2021/22 have been affected by the pandemic where many pupils were recorded absent due to the circumstance.

Figure 18- * Provisional scores for 2023 – CLA 12+ month. Lower is better

6.4 Attendance: End of Academic year 2022/23

Attendance information is collated via the Welfare Call Service data reports and is based on 235 children of our 245 statutory school age children. Three children enrolled at a very late stage in the academic year. The remaining seven children did not have any attendance records to report (i.e., Awaiting placements).

Attendance	Academic year			DoT
	2020-21	2021-22	2022-23	
No. of CYP 5-16 (31 st July)	215	213	235	↑
All CYP	93.3%	90.4%	91.4%	↑
Primary	97.6%	95.5%	96.2%	↑
Secondary	90.7%	87.5%	89.1%	↑
KS-1	96.7%	95.4%	95.6%	↑
KS-2	97.9%	95.5%	96.5%	↑
KS-3	96.2%	91.0%	90.9%	↓
KS-4	86.1%	83.3%	87.3%	↑
School in Borough	93.4%	90.9%	92.3%	↑
School out of Borough	93.2%	89.3%	90.3%	↑
SEND without EHCP	96.9%	87.0%	91.1%	↑
EHCP	94.3%	90.9%	91.7%	↑
Unauthorised Absence	1.8%	2.7%	3.6%	↑
Persistently Absent ≤ 90%	25.1%	24.0%	20.9%	↓
Severely Absent ≤ 50%	-	-	4.7%	-

Table 2: All CYP – For 2022-2023 excludes 10 children with no recorded school and/or attendance 31st July 2023.

6.4.1 Overall attendance

For primary school age children, Bromley scored a 96.2% attendance rate, an improvement of 0.7% relative to the previous year. For Secondary school attendance, Bromley scores improved by 1.6% from 87.5% to 89.1%. Attendance of KS-4 improved by 4% from 83.3% to 87.3%. All other KS levels maintained a ±1% on previous year.

6.4.2 Persistent Absence

We saw a reduction in persistent absences for the second consecutive year in 2022-23 with a fall of 3.1% from 24.0% to 20.9%. Unauthorised absence scores increased by 0.9% for the second consecutive year, from 2.7% to 3.6% as at July 2023.

07. Exclusions and Suspensions

7.1 Developing Practice

We have been successful in developing our practice and raising our expectations that alternatives to exclusion should be found where possible. This has led to reduced suspensions, improving figures from our historically recorded levels.

7.2 Permanent Exclusions

There have been NO permanent exclusions of looked-after children in 2022-23. We have had intervene on 4 occasions when a school has indicated they were considering a permanent exclusion. On each occasion we have been able to work with the school to find an alternative and the permanent exclusion has been avoided.

- On one occasion the school were prepared to keep the child at the school with a large support package from the Virtual School, starting with a part time timetable.
- On two occasions we worked together to find a respite placement in an alternative provision.
- In one other case we worked with the school to secure a managed move for the young person to have a fresh start.

7.3 Suspension Rate

The latest published information is for Children Looked after for 12 months or more in March 2022. The proportion of children with at least 1 fixed term suspension remained unchanged year on year at 12% between March 2021 and 2022. This is 2.5% higher than our statistical neighbours and 2.7% above the England score. Provisional 2023 totals have been provided in the figures above and indicate that the as a proportion of the cohort the percentage remains unchanged at 12%.

Suspensions below is for Children Looked After for 12 months or more in March 2023.

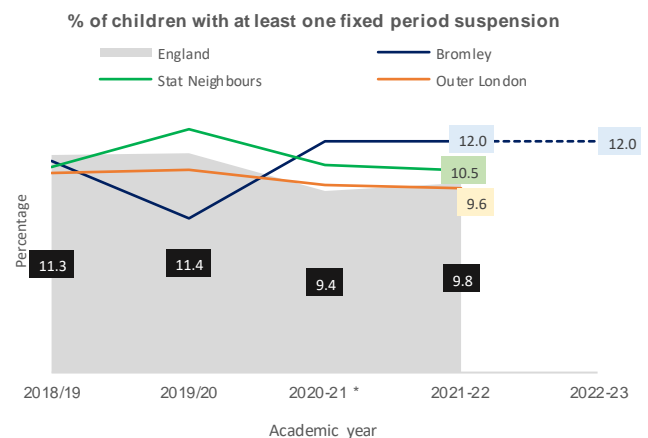
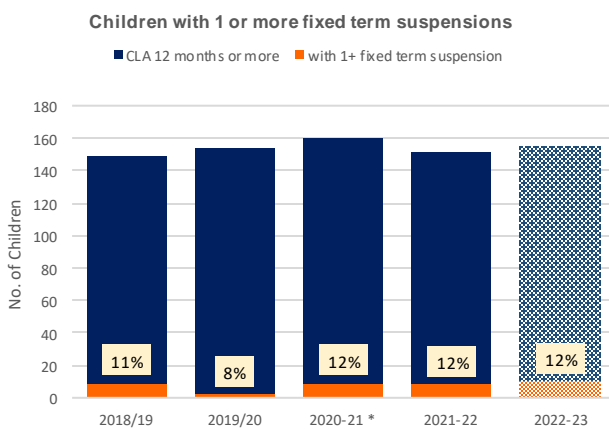


Figure 19: Source Benchmarking tool. *2023 provisional local

Figure 20: Source Benchmarking tool. *2023 provisional local

Suspensions

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
No of children with suspensions	25	18	23	19	24
No of days suspensions	123	70	92.5	95	101.5

Total Number of children suspended	24	Total number of days suspended – all children	101.5
Total Number of children with an EHCP suspended	8	Total number of days suspended children with an EHCP	36

Of the 24 children who received a suspension from school - a third of them had an EHCP and they received 27% of total days suspended. One of the cohort with EHCP received a total of 10 days suspension. He was unhappy at his school and did not want to engage. His distress manifested itself in escalating incidents many of which were managed appropriately and supportively by his school. Towards the end the decision was made to move this young person for a fresh start. An annual review was held, and the young person has now started at another school.

08. Educational Outcomes

8.1 Progress: Academic year end 2022/23

8.1.1 Overall Progress

Progress measures are collected twice per term for each pupil We analyse the data once per term and utilise it to support and plan our work. For overall progress, the information collected is based on 242 of the 245 Children Looked After of statutory age. Three children enrolled at a very late stage for information to be included. Overall, 73% (177) of our children are progressing as expected. Table 2 shows numbers of CLA making expected progress or better in school. This includes all CLA at the Summer data drop, irrespective of how long they have been looked after.

8.1.2 English and Maths Progress

As of July 2023, 71% and 75% made expected progress in English and Maths respectively. We continue to monitor pupil progress, put in place interventions such as one to one tuition where appropriate. Schools also have a range of “catch up” interventions and we are ensuring our young people can access these where needed.

	Cohort	Number of children	Making expected Progress					
			English		Maths		Overall	
Statutory aged CLA	All Children Looked After	242*	167	71%	173	75%	117	73%
	Key Stage 1	25	16	64%	22	88%	19	76%
	Key Stage 2	56	43	80%	48	89%	47	84%
	Key Stage 3	75	54	73%	54	73%	57	76%
	Key Stage 4	77	48	66%	41	59%	48	62%
	School in borough	124	89	73%	98	81%	98	79%
	School out of borough	110	78	73%	75	71%	79	72%
	SEND Without EHCP	54	30	58%	36	69%	33	61%
	EHCP	90	65	75%	70	80%	70	78%
	No SEN	98	72	75%	67	72%	74	76%
	Post-16 (Year 12-13)	118					70	60%

Table 3. Source provisional July 2023 information. *Excluded 3 pupils

8.1.3 Additional Support for those not making expected progress.

Of the 54 statutory age children who are not making the expected progress for their age and stage:

- 63% (34) were in care for less than 1 year, including 8 that came into care in the summer term. Progress often reflects their traumatic pre-care experiences as well as the upheaval of moving into care.
- 52% (28) have an EHCP – the vast majority for social emotional and mental health needs, Complexities mean that they struggle to attend and to focus, making expected progress challenging. All children are closely monitored, and good support can be seen through their Personal Education Plans.
- 55% (30) had other difficulties that contributed to at least one placement moves.

Case Study Q: Came into care 18 months ago after being permanently excluded from school. We spent time with her finding out her interests and got her on to a hairdressing course which helped her school attendance. We put in extra tuition, school counselling and other pastoral support. She managed to gain a pass in her English after being behind by 2 grades when she came into care.

8.2 Progress: Children Looked After for 12 months or more.

8.2.1 Early Years Foundation Stage

Of our cohort of 5 pupils being assessed using the early years foundation stage profile, 60.0% were achieving a good level of development (GLD). As a school unit, the good level of development of the EYFSP School has increased by 40.0% from 20.0% in 2021/22 to 60.0% in 2022/23. The National Score was 41% (nexus)

8.2.2 Key Stage 1 (Year 2)

Of our cohort of 5 pupils at the end of Key Stage 1, 60.0% (3) achieved the expected standard in Reading, Writing & Maths. The National average was 32% (Source: Nexus).

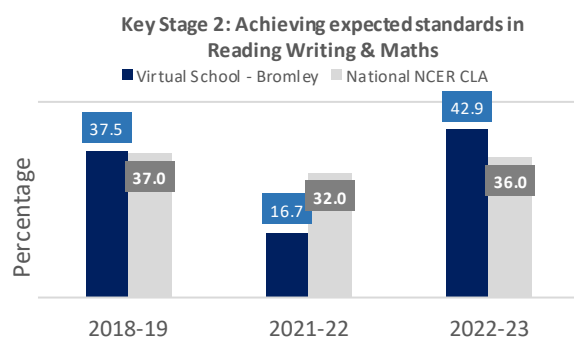
Phonics: 60% (3) of our children achieved the expected standards in Phonics, 15% lower than the National score. (Note: small sample size)

Multiplication (Year 4) – Of a cohort of 7, we have received information for 5 children. 2 achieved full marks. The average attainment score was 19.6 out of 25.

8.2.3 Key Stage 2 (Year 6)

Reading, Writing & Maths Expected Standards

From a cohort of 7 pupils at the end of Key Stage 2, 42.9% achieved the expected standard in Reading, Writing & Maths, a total of 3 pupils.,



The school's expected standard in Reading, Writing & Maths increased by 26.2%, from 16.7% in 2021/22 to 42.9% in 2022/23, the National (CLA) average increased by 4.0%, from 32.0% in 2021/22 to 36.0% in 2022/23.

The school's relative change for expected standard in Reading, Writing & Maths has improved by 38.0%, from -15.8% in 2021/22 to +22.2% in 2022/23 when compared to the National (CLA) average.

Figure 21 No data available for 2020-21. Source Nexus

Progress scores from Key stage 1 to 2 are below National. However, there are only 7 young people in the cohort – 5 of whom all whom have very significant need. 3 children had multiple placement changes and two were out of school for long periods of time because of a lack of a suitable school place. Although we put tuition in place because of their significant trauma they found it very difficult to engage. 2 made broadly average progress and 2 made really good progress but that is hidden by the very poor progress made by in particular by 3 young people for these complex reasons.

8.2.4 Key Stage 4 (Year 11) contextual information

Description	Academic year			
	2019/20	2020/21	2021/22	2022/23*
Number of pupils	28	39	24	25
% Cohort in borough	50% (14 pupils)	33% (13 pupils)	50% (12 pupils)	60% (15 pupils)
% In mainstream provision	61% (17 pupils)	72% (28 pupils)	71% (17 pupils)	68% (17 pupils)
% Special provision	suppressed	15% (6 pupils)	25% (6 pupils)	32% (8 pupils)
% Alternative provision	21% (6 pupils)	13% (5 pupils)	c	c
% Cohort with SEND	61% (17 pupils)	18% (7 pupils)	c	56% (14 pupils)
% Cohort with EHCP	43% (12 pupils)	38% (15 pupils)	50% (12 pupils)	36% (9 pupils)
% Cohort in care 1-2 years	18% (5 pupils)	23% (9 pupils)	c	23% (6 pupils)
% Cohort 2-5 years in care	36% (10 pupils)	36% (14 pupils)	38% (9 pupils)	28% (7 pupils)
% Cohort 5 years+	46% (13 pupils)	41% (16 pupils)	50% (12 pupils)	46% (12 pupils)

Table 4: Year 11 Children Looked after for 12 months or more (31st March 2023). * Provisional 2023 totals

The proportion of KS-4 Children looked after for 12 months or more at the end of March 31st with a SEND increased from previous years to 56%, although those with an EHCP decreased slightly from 50% (12 pupils) to 35% (9 pupils). However, at the end of the academic year, 4 pupils in this year group were awaiting an EHCP being finalised. Children who required special provision increased by 7% from 25% (6 pupils) to 32% (8 pupils). In addition, 5 pupils although on roll at a mainstream school were also attending alternative provision for part of their education with a package in place to keep them on roll so that they could sit exams due to their high levels.

8.2.5 GCSE Outcomes:

The table below shows GCSE outcomes in 2023 with historical context. N.B. it should be noted that national reporting is based on the number of CLA on roll in year 11.

Description	Region	2019/20	2020/21	2021/22	2022/23
% Grade 4 and above in English and Maths	Bromley	c	38.2%	24.0%	22%
	National	24.3%	28.8%	22.1%	*
% Grade 5 and above in English and Maths	Bromley	c	c	17.0%	9%
	National	10.8%	12.6%	11.0%	*
Average Attainment 8 score	Bromley	18.6	26.4	29.1	25.4
	National	21.4	23.2	20.3	*

Table 5: Outcomes for 3 children excluded for 2022/23 (no GCSEs). * Not published.

Table 8 shows the outcomes this year in comparison with previous years. The proportion of children achieving Grade 4 and above in English and Maths decreased by 2% from 24 to 22%. The proportion of children achieving a grade 5 or above in English and Maths also decreased by 8% from 17% to 9%. With cohort numbers of this size and the complexity

of the needs of each year group it is difficult to make comparisons between year groups. The outcomes are roughly comparable to National outcomes for all children looked after.

56% of the year group were on the SEND register at school. One fifth of the cohort were disapplied from any exams due to the nature of their learning disabilities. In addition to these young people with SEND, significant numbers of the cohort struggled significantly with their mental health. For these young people, the focus of the work of the Virtual School has to keep these young people as far as possible engaged in education and for many of our young people, it was a significant achievement just to sit their exams. We are proud of their resilience in the face of their struggles.

Children in Care achieve well in Bromley.
OFSTED ILAC report January 2024

8.2.6 Examples of Virtual School impact on young people's outcome at Key Stage 4

Child R: She had many placements during her time in care due to her difficulties settling. She was at expected standard in KS2 but missed most of year 10 when she suffered from emotionally based school avoidance. We worked with the school to put in many interventions and had intensive tuition to support her throughout her school avoidance. The end result was that she achieved 6 GCSEs, including a grade 5 in the English GCSE, lower than we might expect from her Key Stage 2 results, but significantly higher than would have been predicted in year 10 due to her non-school attendance.

Child S: He became looked after in year 8 and had a range of learning needs. He moved school in year 10 and made significant improvements in his engagement at new school because of the interventions they put in place for him, he had tuition in place to support maths and English. He achieved a 3 in English and a 2 in maths. He is now at Bromley College completing Math, English and car Mechanics L1

Child T: This young person came into care during year 10 having missed nearly a year of school. We supported her to move school for better support and closer to home. Put in tuition for 3 subjects and ensured access to a school counsellor and mentoring. We identified a specific learning need and purchased a reading pen for exams. She also had special access arrangements for her exams due to her needs and anxiety. She achieved 5 GCSEs at grade 4 and above and is doing well in her post 16 studies.

09. Post-16 outcomes

Our vision is that all young people over 16 who are looked after, or care leavers will be engaged in education, employment, or training (EET) commensurate with their ability and aspirations and be making significant progress towards recognised career ambitions. Our work with the Post 16 young people is strong, The DFE pilot project is a success. Young People are well tracked and supported, and we are persistent with our “stuck” young people.

9.1 Transition

There is continued focus on the transition of young adults at age 16+ years old and improving the quality of post-16 PEPs. We are embedding the use of PEPs beyond 18 for those still completing Key stage 5 education where young people wish to continue receiving support. The Virtual School is part of the EET Strategy Group, sitting on the EET panel.

9.2. EET practitioner

A new role was developed in response to identified needs towards the end of 2021-22. However, the practitioner went on maternity leave in May 2023, we have had an interim member of staff but only for one day per week. Despite this, good progress has been made with a number of young people not in education, progressing a number of them on to short courses. The EET practitioner is allocated caseloads of young people 16-18 who are at high risk of NEET or are currently NEET. The role works to build up relationships with young person, their advisors and social workers as well as placement staff to develop a plan back to EET with the young person at the centre.

Child U: this unaccompanied asylum seeker came into care in summer 2023. A PEP was scheduled within a few days and options discussed, including a referral to the refugee council and onto the Virtual School UASC summer programme. We supported him with a college application to complete an ESOL course and supported him with the interview. He started soon after and is working hard, excellent attendance and enjoying learning. He continues to access support through the Virtual school through the LSEC project.

Child V: We supported this young person from NEET to EET. He Came into care in summer term. The NEET support worker met with them regularly and built a relationship which allowed EET options to be discussed and find the right thing to engage this young person back in to education. He has now started in construction training and is making good progress.

9.3 Destinations of students from year 11 to post 16.

Once again, we used our successful partners “Fresh Start in Education” during the spring and summer terms and provided intensive independent careers advice and guidance support to year 11 students making choices about post-16 progression. 100% of CLA started year 12 with a secure place in a sixth form, college or other EET opportunity in September 2023. This is improved from the previous year.

	2020	2021	2022	2023
No of Children	49	64	34	42
Sixth form	20.4%	25.0%	14.7%	16.6%
College	32.7%	47.0%	47.0%	69.04%
Independent School	-	1.6%	-	2.38%
Sport/Football academy	-	-	3.0%	-
Training Provider	12.2%	3.1%	3.0%	-

Apprenticeship	-	-	5.9%	2.38%
Specialist SEND	8.2%	9.4%	14.7	9.52%
Hospital	-	3.1%	2.9%	-
Returned Home	-	4.7%	2.9%	-
On Remand	4.1%	-	-	-
NEET	22.5%	7.8%	8.8%	

Table 6. Provisional local 2023

9.4 Post 16 pupil premium plus funding.

2022 to 2023 saw the second year of the Bromley LSEC college post-16 project. The aims of the project are to improve retention and completion of courses as well as improve attendance and learner experience for our young people in our local LSEC colleges, where we had 26 of our young people studying.

In order to achieve our aims, we have:

- Had regular planning and review meetings with senior staff in LSEC colleges.
- Post 16 advisor and EET practitioner are based in LSEC colleges one day per week.
- They work closely with the safeguarding lead and designated member of staff.
- VS staff have access to the college IT systems and co-located with pastoral staff.
- Have regular drop-ins for the young people.
- Have developed relationships with tutors and subject leads.
- Led of attachment and trauma training for teaching staff in the college
- Worked with the leadership team to support with policy development.
- We have offered to support them to look at a “charter” or care leaver policy.

9.4.1 Examples of Impact of the post 16 pilot project

Case Study W: started at LSEC colleges at the start of the academic year. Through regular monitoring of attendance, it was clear there were some issues. So regular meetings took place. The VS observed and supported him in some lessons. However, he was still not happy and a stage 1 disciplinary took place. A plan was able to be drawn up. Because of the good relationship built the young person was able to articulate the issues and meetings took place with tutors to make some changes. His attendance is now 100%

Case study X: – started at LSEC at the beginning of the academic year. Concerns around behaviour and attendance emerged over the first 3 months and the Virtual School got involved quickly making a referral to the well-being team. VS were able to attend a stage 1 disciplinary with him and a plan was put in place with all staff in the college and his tutor to ensure his needs were met. Attendance is now 100% and he is making good progress on the course.

9.5 Care leavers outcomes

Although the Virtual School only has funding to work with those up to the age of 18, we work closely with the CLA and Care Leavers service to ensure that any care leaver who is NEET has the support and every opportunity to re-engage with education and training. The Virtual School contributes to the EET strategy and post-16 advisors attend the EET panel. Involvement with the panel has improved the working together practice and this has resulted in improved EET figures at post-16 and beyond.

9.6 Care Leavers by activity aged 17-18

There was a total of 66 Care leaves aged 17-18 at the end of March 2023.

9.6.1 in Education, Employment or Training (EET)

Bromley	2018-19	2019-20	2020-21	2021-22	2022-23
% In education other than higher education	57%	58%	54%	38%	55%
% In training or employment	c	c	c	21%	14%
% In training or employment (excl. apprenticeship)	0	0	0	21%	14%
% In higher education i.e., studies beyond A level	c	c	c	c	c
% In an apprenticeship	0	0	0	c	c
% Total number in education, employment or training (EET)	70%	69%	61%	64%	71%

Table 7: Aged 17-18. Percentage EET. Source Benchmarking Tool

9.6.2 Not in Education, Employment or Training (NEET)

Bromley	2018-19	2019-20	2020-21	2021-22	2022-23
% NEET due to other reasons	c	c	33%	21%	23%
% NEET due to pregnancy or parenting	c	0	c	c	C
% NEET due to illness / disability	c	c	c	c	c
Total number not in education, training or employment (NEET)	c	c	28%	37%	27%

Table 8: Aged 17-18. Percentage NEET. Source Benchmarking Tool

9.7 Care Leavers by activity aged 19-21

9.7.1 In Education, Employment or training (EET)

Although the Virtual School works up to the age of 18, it is important to understand destinations for our young people beyond that. In March 2023, we recorded 187 Care leavers, with 175 that Bromley continues to be in contact.

Bromley	2018-19	2019-20	2020-21	2021-22	2022-23
% In training or employment	17%	20%	12%	22%	30%
% In education other than higher education	17%	20%	27%	21%	17%
% In higher education i.e., studies beyond A level	11%	6%	4%	c	c
% In an apprenticeship	0	0	0	c	c
% In training or employment (excl. apprenticeship)	0	0	0	c	c
% Total number in education, employment or training (EET)	45%	47%	42%	51%	55%

Table 9: Aged 19-21 EET. output suppressed, totals may not always perfectly sum. Source Benchmarking Tool

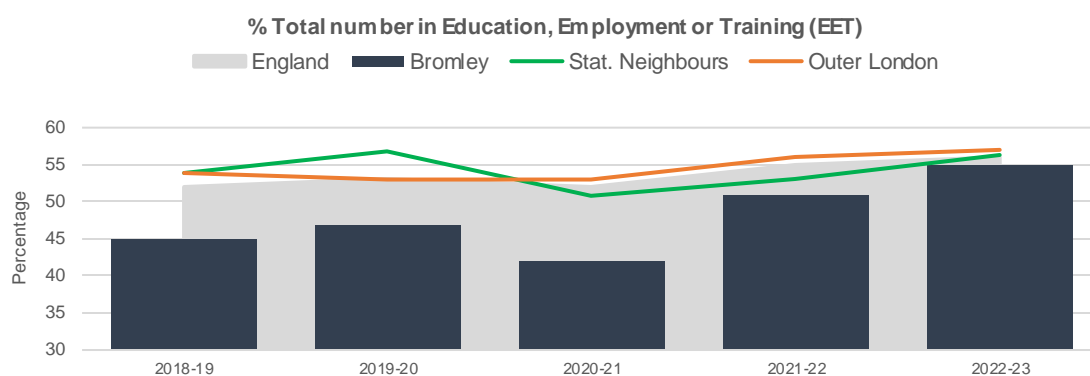


Figure 22. Aged 19-21, Higher is better. Source Benchmarking Tool

The proportion of Care leavers aged between 19-21 that are in Education Employment or training increased by 4% from 51% to 55% in March 2023. This remains 1% lower than the England and statistical neighbours score of 56% and 2% lower than the Outer London borough scores.

Although the proportion of care leavers who are in Education, Employment or Training (EET) is improving, they remain marginally below our benchmark groups. Recent improvement is as a result of concerted efforts by a specialist worker and others in the Leaving Care Service to provide tailored and creative support with a focus on helping care leavers into suitable opportunities. Staff are ambitious for care leavers, and those care leavers who are not in EET are considered at the fortnightly EET panel.

9.7.2 Not in Education, Employment or Training (NEET)

Bromley	2018-19	2019-20	2020-21	2021-22	2022-23
% NEET due to illness / disability	7%	7%	5%	4%	5%
% NEET due to other reasons	24%	25%	36%	30%	28%
% NEET due to pregnancy or parenting	8%	6%	6%	3%	6%
% Total number not in Education, Training or Employment (NEET)	39%	37%	46%	38%	39%

Table 10: Aged 19-21 and NEET. Based on 175 children in contact. Source Benchmarking Tool

The proportion of Care leavers aged 19-21 and NEET due to illness or disability increased by 1% from 4% to 5%. This remains below our statistical neighbours by 2% and equal the England and Outer London percentages.

The proportion of Care leavers aged 19-21 and NEET due to a pregnancy or parenting increased by 3% from 3% (6) to 6% (11) but remains 4% below our statistical neighbours and England percentage. Bromley has trended the England for this NEET category.

9.8 Year 13 contextual information and achievements.

Cohort Description	Academic Year			
	2020	2021	2022	2023
Reporting cohort	28 pupils	28 pupils	46 pupils	69 pupils
% Attaining L1	46% (13 pupils)	39% (11 pupils)	18% (8 pupils)	10% (7 pupils)
% Attaining L2	25% (7 pupils)	36% (10 pupils)	20% (9 pupils)	10% (7 pupils)

Cohort Description	Academic Year			
	2020	2021	2022	2023
% Attaining Level 3	7% (2 pupils)	25% (7 pupils)	22% (10 pupils)	22% (15 pupils)
% SEND	14% (4 pupils)	4% (1 pupil)	18% (8 pupils)	36% (25 pupils)
% EHCP	21% (6 pupils)	39% (11 pupils)	40% (18 pupils)	29% (20 pupils)
% EET (of known)	68% (19 pupils)	61% (17 pupils)	69% (31 pupils)	65% (45 pupils)
% Cohort in borough	-	-	31% (14 pupils)	25% (17 pupils)
% In care 1-2 years	39% (11 pupils)	14% (4 pupil)	24% (11 pupils)	42% (29 pupils)
% In care 3-5 years	36% (10 pupils)	43% (12 pupils)	27% (12 pupils)	30% (21 pupils)
% In care 5 years or more	7% (2 pupils)	43% (12 pupils)	40% (18 pupils)	28% (19 pupils)
UASC	43% (12 pupils)	4% (1 pupil)	2% (1 pupils)	14% (10 pupils)

Table 11 – Provisional local 2023 Data

9.9 year 13 qualifications attained at end of year 13 2023.

Table 13 outlines the level qualification reached at the end of year 13 by our care leavers. It does not represent the final tally of level 1, 2, or level 3 qualifications that will be achieved by these young people. Many of the young people who appear not to have achieved any qualifications are part way through apprenticeships and many who have achieved ESOL, or level 1 qualifications have now gone on to further courses and have trajectories that could eventually take them to level 3 qualifications or beyond. The figures are affected by the large increase in UASC young people who start their UK education with little or no English.

9.10 Contextual information

Table 13 also shows what a complex range of learning abilities and vulnerabilities associated with our older cohorts. A much higher proportion of young people have SEND than in previous years, and 29% have an EHCP. A much higher proportion of young people who have only been in care 1-2 years representing the increase in complexity of need.

9.11 Higher Education

We have a comprehensive aspirational programme for our children in care to aim for Higher Education. Last year we took young people to visit 4 different Universities, including Cambridge University. The Virtual Head worked with Cambridge University to put on the first ever Pan- London HE fair for children in care. We also took young people of visits to large organisation such as Clifford Chance to look at routes such as degree apprenticeships. Young People were able to access the mentoring project co-produced by the young people in LINC and CFCF, and good careers advice and guidance is discussed through PEP meetings.

At the start of 2022/23, 21 young adults were enrolled in higher education L4+ courses, compared with 20 last year. We have 8 care leavers who have started an undergraduate course in 2023, compared with 6 last year. We are exceptionally proud of them for continuing with their studies.

10. Children with a social worker and those previously looked after

The Virtual School provides strong support to in children in care and this is another area where schools feedback was very strong. The VS HT has a clear view of the service development and has worked to address the new duties.
OFSTED ILAC Inspector feedback November 2023

10.1 Response to the new guidance

The Virtual School has made significant and rapid progress putting this guidance into place. There are already some impacts seen for individual children and cohorts in terms of improved attendance. Since 2018 we have had the duty of promoting the education of children who were previously looked after but are now not because they are adopted, on a Special Guardianship Order or Child Arrangements order.

New guidance was issued in June 2021 expecting Virtual Schools to take on a new role from September 2021 “Promoting the education of all children with a social worker”. We have been given grant funding to carry out this work. The new roles: Deputy and now two advisors who work across children in care and the two sets of new duties as worked extremely well, feedback from networks has been very strong. Although the new duties are not part of the ILAC inspection framework the inspectors noted in the feedback that we had made good progress addressing these duties.

10.2 Key Elements of the Plan for Promoting the Education of Children with a social worker.

- Monitor outcome data (attainment, progress, attendance and exclusions) annually through the census, and then analyse, disseminate and work on joint action plan.
- Track attendance daily for children on child-protection plans.
- Discuss and signpost parent’s carers and professionals around education issues.
- Support social workers through consultations and training and use of the child protection data on attendance.
- Work with Education colleagues to ensure work with SEND services, Fair Access Panel and Admissions, as well as attendance services including Child Missing Education and Elective Home Education is joined up.
- Use current strong networks, such as the designated safeguarding leads group. Join up with early help, inclusion and social care to develop the work and action plan.
- Support schools with students who are on CIN and CP plans where there are direct concerns about education, offering advice on individuals as well as guidance around strategic planning and staff training.
- Development of the cross London network around these new duties to ensure we are learning from others and that we can work with boarding boroughs.

10.3 Outcomes - Attendance and Exclusions of Children with a Social Worker

10.3.1 Welfare call

We use Welfare Call to collect the attendance data for children on a Child Protection (CP) plan. The cohort is ever changing and just maintaining an up-to-date list has been a challenge. We are working with performance to streamline information gathering. Bromley schools have engaged very well, and all are working with the system to share the information required. The information helps to highlight to social workers where attendance is a concern. Where there is a pattern of suspensions, or children are out of school we have been able to intervene.

10.3.2 Impact of work so far has been:

10.3.3 Training and raising awareness of new duties:

- Training and workshops with schools and within the different teams of social care and the educational departments in the borough
- Attended and presented at DSL borough network and training meetings.
- Connected persons and adopters’ training/workshops for carers and reaching out to support groups.

- Presenting at Head teachers forums about the new duties and presenting the initial Census data
- Deputy Head plays a major role in the cross London CWSW NAVSH network.

10.3.4 Attendance and Behaviour:

- 100% compliance across all schools in gaining our daily attendance data for our CP children.
- Welfare Call daily checks for children on a child protection plan have given us live statistics to look at exclusions/suspensions and identify patterns where schools or social care may need support.
- Social care staff can access the portal to check attendance.
- WE have successfully challenged exclusions and now suspensions for our CP children (using welfare call)
- Exclusion lead in the borough knows to flag all CIN and CP children to us so we can challenge schools – this has resulted more than 15 children not being permanently excluded from school 2022-2023.
- Census data has our CIN absence rate 0.9% lower than national. Our PA is 35.3% which is 1.8% lower than national and also a fall from the previous year but this is still a real challenge. Severe persistent absence is 5.3% which is 1.3 below national of 6.6%.
- Severe persistent absence is 5.3% which is 1.3 below national of 6.6%.
- There were 5 permanent exclusions for our CLN cohort 2022-2023 which is 0.18% below national. Our suspension rate of 10.3 (333) was 6.31 lower than the NCER National CIN. This really demonstrates the focus we had on this last year and the support, training and challenge that we put in place for this group.
- Supporting Transitions: Working with admissions and social workers to ensure that our families have all accepted their school places for reception and Year 7 to be ready for the transition days in the summer term.

(All data from NEXUS)

10.3.5. Attainment and Progress of Children with a Social Worker:

- KS2 CIN achieve significantly higher with reading, writing and maths than national with 34% of KS2 children gaining the national average and above compared to 30.4%. GPS had an average score of 102.8 compared to 100.03 national and 102.3 London.
- The proportion of CIN achieving GLD in KS1 was 49.1% which was 8.2% greater than the comparator.
- Phonics – The proportion of our CIN cohort working at the expected standard is 0.4% greater than expected.
- Children in our CIN KS5 cohort have an average attainment 8 score of 30.1, this is 3.7% greater than national CIN. The proportion of our CIN cohort gaining 5+ in English and Maths is 7.2% greater than our comparator at 24.6%
- Progress 8 KS4 is slightly below national with a Progress 8 score of -1.4 compared to -1.22 (results day not confirmed which is an improvement on last year).
- DESTY (an emotional resilience programme) - assisting with our children when placed out of borough to adoptive parents aiding transition and school in Bromley with high CIN numbers.

(All data from NEXUS)

10.3.6. Strategic development within education and social care:

- Attendance taskforce was set up across education and the LA has invested in Study bugs.
- We play a key role in gateway panel and Fair Access panel attendance and planning for and advocating for our CWSW.
- Direct work with CME EWO officer identifying children quickly who are out of school.
- Education being part of the supervision for social workers when reviewing the child on a CIN/CP
- A children Services wide join up conference was a huge success in ensuring that social care and education staff are working well together.
- Weekly drop-in sessions to safeguarding and RAS to raise awareness and advise and signpost social workers around education for our children have been well attended.
- Monthly meetings with post adoption to ensure support and joint up working for our adoptive families in

Bromley that may need assistance around anything to do with education.

- Extension of the “Dolly Parton Imagination Library” to SGO carers and Care Leavers children.

10.3.7 Example of good practice, children within the new duties

Child Y: Was a child on a child protection plan had a managed move break down in another LA. It was a complicated picture as it involved cross borough collaboration with different educational authorities and other organisations. Virtual school organised the network and put together a comprehensive letter to help headteachers understand why this child needed a fresh start, and we were able to get agreement to a managed move. The VS monitored and supported school in the process and getting the child to attend. This was very successful - the managed move was completed before the end of the academic year and the child is on their way to completing their GCSE courses successfully. This contributed to lead to stepping down of the case within social services

11. Training offer.

11.1 Comprehensive training package for staff

Our training offer is excellent, well planned and well thought out, delivered by expert and engaging staff.

Staff are provided with professional development which enables them to fill their role with integrity and skill, which has a positive impact on children.

OFSTED inspector feedback November 2023

Training is integral to the role we do. Over 2022-23 we have delivered:

- A once a term bulletin to social workers and social care staff
- Co-ordinated a cross service training day with 150 colleagues
- Launched our “attachment and trauma informed schools” offer through the conference in June 2023. 60 schools attended. Feedback was fantastic and has been a springboard for so many requests for training in schools this year.
- We started the project with Living in Care Council co-producing training for schools. 3 of these young people spoke at the conference, facilitating a session for the Designated Teachers on what it is like to be in care, in school.
- 2 further staff completed the Bath Spa University Post Graduate course “promoting the Education of children in care” and both earned distinctions.
- One of the advisors leads on the hugely impactful “Virtual Reality” trauma training. There are central training sessions at the civic centre and bespoke sessions offered in schools to their staff.
- One of our advisors led on the “DESTY” programme which offers online training for a lead member of staff in schools and then intervention support for up to 5 children at a time. This has been hugely successful, and 15 schools are now using this scheme.
- Training to the London network for Children with a social worker
- The Virtual Head has delivered a webinar for the staff at LSEC college as well as organised and delivered in a conference for SE London Virtual School colleagues.
- A once per term network meeting for Designated Teachers well attended.
- Part of the induction training offer to new social workers and NQSW and AQSW – a half-day session on “Education for social workers – all you need to know”.
- Twice yearly training for social workers – for refresher training
- Part of the primary and secondary headteachers inclusion conference.
- Delivered whole staff attachment and trauma training in over 10 schools.
- Resilience and mindfulness course part 1 and 2 (to work with young people) delivered to 20 staff in one of our secondary schools.
- Comprehensive training package for the Virtual school staff including the NAVSH (National Association of Virtual School Heads) conference. Two staff have embarked on the NPQ for Headteachers
- Consultation staff for VS staff from the educational psychologist. Training package for schools and “Time to Talk”.

11.2 Work of the Senior Educational Psychologist

We have used some of the retained pupil premium to buy in a Senior Educational Psychologist for 2 days per week. She is extremely experienced and has brought a wealth of skills and support for both young people and staff.

During 2022-2023 she provided:

- Monthly groups consultation to the Virtual school staff and SENCO

- 10 x 1 hour “bite-size” online training for school professionals, on topics such as “Tree of Life”, “PACE” “emotion Coaching” and the impact of caring.
- 32 Innovative “time to talk” sessions the network of professionals around young people who are facing transitions or struggling with their learning or behaviour. 5 of these sessions generated some follow up work.
- Case work for 5 young people needing assessment or in-depth advice.
- Creating resources for schools for interventions such as “circle of friends”
- Wellbeing and in person training sessions for schools

Feedback has been extremely positive from all professionals involved in any of these sessions and we were able to work together to plan further work for 2023-2024.

11.3 DESTY

One of our advisors is leading on this programme. Education DESTY Ltd. aims support children with their emotional literacy. The programme trains a member of staff and then they implement of a series of 40- minute individual sessions which are child-centred and, to a large extent, child-led. A range of additional activities are also provided to the Mentor such as a variety of games that are included with the DESTY Feeling Cards and DESTY Puppet that come as part of the Mentor's DESTY Kit. DESTY Mentors are also provided with an on-going programme of training.

Bromley Virtual School have used the pupil premium to offer schools a free DESTY package worth £500. 5 children can access each package.

So far 8 schools are partaking, and 2 more schools are about to have a member of staff trained. At the end of 2023 to 2024, 18 children are accessing the programme. Many more schools are interested to come aboard and use this successful programme.

Comments from the staff trained and using the programme.

I think DESTY will provide me as an educator, the tools to help enable some of the children I work with to equip themselves with a more extensive emotional vocabulary.

I have learnt skills and techniques to enable children to discover and identify all the different feelings that they may be experiencing, and how to cope with these feelings in a positive manner.

The course was great! So much relevant information regarding resilience. It was very much motivating!

11.4 Feedback from the network on training

I would like to send a big thank you for the talk that you did at our school. It has really hit home with staff which was the intended effect, and they all really enjoyed it and found it enlightening.

Assistant Headteacher primary school on attachment and trauma training

I have to say many staff have stopped me today to especially thank you via me for what was so helpful in building understanding, patience and empathy! The resounding request has been for more training especially to learn more about emotional coaching and the opportunity to practice that..... Many thanks again - best Conference speaker yet!

Feedback from training across 4 schools.

12. Evaluating the success of 2022/23

12.1 Development plan

The development plan has been RAG rated and can be seen in appendix 1. Overall, it was a very successful year, The audit in the Autumn term confirmed our view that the strong leadership has shaped a team that delivers good

outcomes for young people. This has since been validated by the OFSTED ILAC inspection in Autumn 2023. New roles are in place. Attendance and suspensions continue to be strong and improving. Tracking for our children is stronger than ever as is PEP practice. Attainment is about in line with what was expected and with national, although we continue to build on our practice this is against the backdrop of higher need and fewer resources. Staff have received excellent training and development and are all leading on areas delivering training to schools.

13. Plans for 2023-2024

Team Virtual School Plan 2023-2024 Objective	Actions to deliver objective
<p>Attainment and progress</p> <ul style="list-style-type: none"> • Maximise numbers going to HE • Improve progress at Key stage 4. • Improve post 16 EET figures. • Improve the quality of tuition and interventions for students taking exams 	<ul style="list-style-type: none"> • Recruit permanent advisor to increase capacity • Improve quality of tuition through developing guide for foster carers and write policy on audit • Develop aspiration to HE offer through trips visits and other opportunities • Improve the use of prior attainment in PEPS
<p>Improve attendance and behaviour of all young people.</p> <ul style="list-style-type: none"> • To reduce PA to well below National of stat age children. • To reduce exclusions further • To improve EET figures for post 16. • To increase the number of schools who have received whole staff attachment and trauma training. 	<ul style="list-style-type: none"> • Improving placement planning further, particularly for complex young people who have more frequent placement moves. • Create a policy on PCLA children for schools and other professionals • Create guidance on school attendance for foster carers and social workers for looked after children and early help. • To work cross borough to support young people in non LSEC colleges • Investigate commissioning our own VR equipment for training as well as embed the well-being and resilience programme • Increase use of EP / advisor observations of children of concern • Social worker “drop in” sessions to become targeted and better advertised • Develop join up work on CIN plans and CP assessments / meetings to ensure education is a high priority.
<p>Improving transitions: into care, to new placements, to new schools and out of care to adulthood.</p> <ul style="list-style-type: none"> • Over 90% of children in good or outstanding school provisions. • Reduce number of children out of school • Multiagency conference on SEND. • Secondary places all approved before deadline. • Year 12’s have destination /start a post 16 placement in September 	<ul style="list-style-type: none"> • Develop co-produced training for education (admissions, EWO, SEND, commissioning), fostering. • Develop SEND join up through conference and supporting the SEND team to improve their data and tracking on vulnerable children • Meeting cycle with BSO and advisors to ensure data set /WC correct • Work with 0-25 team to support transitions to adulthood. • Ensure PEPs for 3-year-olds, year 6 and year 11 and 18 year olds have a clear transition plan. Look at summer term targets for year 5 and year 10 and 12 (transition to adulthood). • Develop a UASC offer including assessment and education offer for those in different year groups and in / out of authority and guidance for social care and advisors.
<p>Improve quality of PEPs particularly young person’s voice, transition planning, use of SDQ’s and more accountability for pupil premium.</p> <ul style="list-style-type: none"> • SDQ return at least 80% in spring 2023 	<ul style="list-style-type: none"> • Promote improved student voice through the LINCC co-produced school training and promoting students chairing their own PEPs. • Roll out the delegation model • Develop team PEP audit, management oversight and dip samples. • Share the analysis of the PP+ spend more widely across social care and schools to promote enrichment activities • Ensure prior data is included in the PEP – find a way round the LL recording issue • Develop use of non-stat PEPs for SGO / adopted young people • Increase use of face-to-face PEPs and increase monitoring at transitions
<p>Leadership and staff development.</p>	<ul style="list-style-type: none"> • Recruit new advisor and develop graduate intern role.

<ul style="list-style-type: none"> • Improved outcomes for CIN/CP children • Improved outcomes for SEND children • Improved wellbeing for staff and young people 	<ul style="list-style-type: none"> • Develop PATH work with EP and promote more widely time to talk and bite size training • Develop webpage and twitter profile • Continue to develop the use of NEXUS for both CLA and CIN/ CP • Improve consistency and quality of supervision and professional reviews • Develop tuition guide/ expectations for foster carers • Continue to develop join up work with inclusion and admissions on CME, EHE, FAP, gateway. • Launch better multiagency SEND work through conference and supporting the use of data in SEND • Develop team expertise in SEND identification • Develop co-produced training with LINC, promote to Headteachers, and roll out to schools. • Promote the attachment and trauma informed schools project – aiming for at least 20 schools to engage with training
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14. Evaluation of 2021-22 development plan (appendix 1)

Team Virtual School Objective	Actions to deliver objective		Comments / evidence etc
<p>Attainment and progress</p> <ul style="list-style-type: none"> Maximise numbers going to HE Improve post 16 EET figures. Improve the quality of tuition and interventions for students taking exams. 	<ul style="list-style-type: none"> Develop interventions in the house 		<p>Revision sessions have taken place in the run up to the exams at the request of LINC. 6 young people came. Planning for some foster carer training in there.</p>
	<ul style="list-style-type: none"> ensure Post 16, KS4 and year 6 students have access to quality one to one tuition 		<p>Commissioning of SPROC taken place. We have developed a 10% spot check system and we need to develop a guide for foster carers,</p>
	<ul style="list-style-type: none"> develop aspiration to HE offers through trips visits and other opportunities 		<p>Several visits to universities have taken place. Winchester project and Cambridge project both started. Brighton visits also taking place as well as Greenwich Uni. Also, Bromley were instrumental in setting up the PAN London care leavers HE event. Mentoring project extended to year 11 – post 16. 11 offers of Uni places this year and 8 have started.</p>
	<ul style="list-style-type: none"> Improve the use of prior attainment to ensure systematic use of collecting, sharing and use to challenge target setting. 		<p>All staff now have most prior attainment on their trackers. This is built into pupil progress day Because of LL issue we cannot enter it into the PEP, but staff are using their trackers to ensure prior attainment is considered in target setting.</p>
<p>Improve attendance and behaviour of all young people.</p> <ul style="list-style-type: none"> To reduce PA by half of stat age children. To reduce exclusions To improve EET figures for post 16. To increase the number of schools who have received whole staff attachment and trauma training. 	<ul style="list-style-type: none"> Improving placement planning through use of notifications and managers reminders so no break in education. 		<p>Fostering now regularly alert and PCT moved into CLA so more accessible. However we are still not always involved in early placement planning meetings,</p>
	<ul style="list-style-type: none"> Develop use of CP and other attendance data with social workers. Create guidance on school attendance for foster carers and social workers. 		<p>Use of CP data very effective with VS and starting to improve with social care. Checklist for schools and social workers has been developed but needs to be rolled out to staff</p>
	<ul style="list-style-type: none"> To improve post 16 attendance through LSEC pilot. 		<p>This has helped to avoid several withdrawals and to intervene early where attendance has dropped. Issues with staffing at LSEC are presenting challenges but the pilot means we are in a better position.</p>
	<ul style="list-style-type: none"> Develop VR training and EP bite size training for schools as well as the well-being 		<p>EP bite size training has started. VR training delivered to VS staff and school staff. To be further developed at the mini conference</p>

	and resilience programme.		and a schedule developed for next academic year.
	<ul style="list-style-type: none"> Implement the DESTY pilot 		This is rolled out and more schools have come on board. Impact evaluation complete.
	<ul style="list-style-type: none"> Develop attendance surgery for CP / CIN children. 		Weekly Safeguarding “drop-ins” have developed instead, and these have been hugely successful. Looking at attendance and other education issues
	<ul style="list-style-type: none"> Develop join up work on CIN plans and CP assessments / meetings to ensure education is a high priority. 		We have started to attend a few of these to work out the next steps for developing this.
<p>Improving transitions: into care, to new placements, to new schools and out of care to adulthood.</p> <ul style="list-style-type: none"> Over 90% of children in good or outstanding school provisions. Reduce number of school changes Training for social workers on all vulnerable children Secondary places all approved before deadline. Year 12's have destination /start a post 16 placement in September 	<ul style="list-style-type: none"> Track referrals for new placements, ensuring social care and virtual school join up 		Better join up – placement referrals not really being used but join up better and BLA report helps. Fostering team and PCT on board.
	<ul style="list-style-type: none"> Develop SEND work with social care: join up meetings and MASAP. Develop join up training. 		SENCO / VS deputy now invited to MASAP. Lots of training and join up meetings. Joint conference planned.
	<ul style="list-style-type: none"> Develop the role of the vulnerable children advisor to look at transitions between social care status and impact on education 		We have seen the impact of this in some of the dip samples. The role is well developed, and the message is strong to most of social care.
	<ul style="list-style-type: none"> Work with 0-25 team to support transitions to adulthood. 		This has started – one meeting!
	<ul style="list-style-type: none"> Ensure PEPs for 3-year-olds, year 6 and year 11 and 18 year olds have a clear transition plan. 		18-year-olds needs to improve
	<ul style="list-style-type: none"> Develop a UASC offer including assessment and education offer for those in different year groups and in / out of authority and guidance for social care and advisors. 		Early stages – talks with TLC online company who do assessments. One advisor focussed on UASC during their post graduate studies and is developing a welcome pack.
	<ul style="list-style-type: none"> Embed the use of the SDQ questionnaires so that discussion which is linked to interventions and use of PP+ is captured in the PEP. 		SDQ – have developed an excel spreadsheet which calculates the scores. Returns up to 90%. Working now on ensuring the results are discussed in the PEP meetings and actions clearly outlined.

<ul style="list-style-type: none"> SDQ return at least 80% in spring 2023. 	<ul style="list-style-type: none"> Develop leadership PEP audits, practice reviews and dip samples. 		<p>Dip samples well established – 6 per months. PEP auditing still informal – working on developing something more formal.</p>
	<ul style="list-style-type: none"> Work with SPROC to improve the DPS to improve quality of one-to-one tuition. 		<p>We have made some improvements and have a procedure and policy for use.</p>
<p>Leadership and staff development.</p> <ul style="list-style-type: none"> Improved outcomes for CIN/CP children Improved outcomes for SEND children. Improved wellbeing for staff and young people 	<ul style="list-style-type: none"> Evaluate first year of new duties new work – complete analysis of the 2022 census as well as end of spring term CP data. 		<p>Work has started using NEXUS data although it is incomplete but we have developed other ways of evaluating the work</p>
	<ul style="list-style-type: none"> Develop work with new EP in consultation for staff and use of EP for new duties and post 16 pilot. 		<p>Strong start on training for schools and consultations for VS staff and multiagency. Time to talk really popular. PATH training for VS</p>
	<ul style="list-style-type: none"> Set up twitter profile 		<p>Now live.</p>
	<ul style="list-style-type: none"> Use NAVSH for development opportunities for staff. Continue to develop the well being programme 		<p>Half of staff attended conference online. Staff accessed webinars, local groups and 2 more staff are completed to the post grad programme. TC is key founding member of CWSW London NAVSH group. Resilience and well being programme completed and rolled out to social workers and schools.</p>
	<ul style="list-style-type: none"> Improve consistency and quality of supervision and professional reviews 		<p>Deputies have had annual review in new process. They are in process of completing other staff. Supervision – use a consistent format.</p>
	<ul style="list-style-type: none"> Develop practice guide for all professionals on CLA, PLAC and CIN CP. 		<p>This has made a bit of a start</p>
	<ul style="list-style-type: none"> Develop join up work with inclusion and admissions on CME, EHE, FAP, gateway. 		<p>This is developing well. TC sits on all of these panels and has had positive outcomes for many CIN/ CP YP</p>
	<ul style="list-style-type: none"> Join up work with YJS. YJS and teacher and VS monthly join up meetings on cases of concern. /School liaison officers/advice for schools. For CLA and CIN 		<p>HC and MC meet monthly on these CLA cases, Need to think about CP/CIN next</p>