

**CHILDREN LOOKED AFTER**

**ANNUAL REPORT ON THE WORK OF THE VIRTUAL SCHOOL**

**SEPTEMBER 2013 - JULY 2014 (2013/14 ACADEMIC YEAR)**

**BACKGROUND AND CURRENT NATIONAL PICTURE ON ATTAINMENT OF CHILDREN LOOKED AFTER**

Ensuring that Children Looked After receive a high quality education is the foundation for improving their lives. They themselves have told us how important this is.

Children Looked After have poorer educational outcomes than non-looked after children. They still face significant challenges with a high proportion (67.8%) having special educational needs and their emotional and behavioural health is often a cause for concern. During the year ending 31 March 2013, 6.2 per cent of Children Looked After aged 10-17 had been convicted or were subject to a final warning or reprimand and 3.5 per cent of all Children Looked After had a substance misuse problem. Children Looked After are twice as likely to be permanently excluded from school and nearly three times more likely to have a fixed term exclusion than all children.

The Department for Education report "*Outcomes for Children Looked After*" showed that in 2013 only 15.3% per cent of looked after children who have been looked after for at least a year achieved five good GCSEs including English and maths, compared to 58% per cent for non-looked after children. Although this gap has narrowed in recent years to 42.7 percentage points, it is still higher than it was in 2009.

At 31 March 2013, there were 68,110 Children Looked After in England. This is an increase of 2 per cent compared to 31 March 2012 and an increase of 12 per cent compared to 31 March 2009.

Narrowing the gap between the attainment of Children Looked After and all young people remains a high priority of the department for education.

**STATUTORY DUTIES ON LOCAL AUTHORITIES AS CORPORATE PARENTS**

Responsibility to promote the educational achievement of looked after children has been a statutory duty placed upon Local Authorities since the Children Act 1989 ("the 1989 Act") (as amended by the Children and Families Act 2014). The Children and Families Act 2014 amended the Children Act 1989 to require local authorities in England to appoint at least one person for the purpose of discharging the local authority's duty to promote the educational achievements of its Children Looked After, wherever they live or are educated. That person (the VSH) must be an officer employed by the authority or another local authority in England.

In July 2014, the department for education produced an amended statutory guidance for local authorities on the promotion of the educational achievement of looked after children which replaced the version published in March 2010.

The key points highlighted in this guidance include a responsibility on social workers, Virtual School Heads and Independent Reviewing Officers, school admissions officers and SEN departments to work together to ensure that except in an emergency – appropriate education provision for a child is arranged at the same time as a care placement. This is in line with the Care Planning, Placement and Case Review Regulations 2010 as amended by the Care Planning, Placement and Case Review Regulations 2013 and the Adoption and Care Planning Regulations 2014 outlining how local authorities should seek to ensure, as an integral part of care planning, that all looked after children are supported to achieve educational outcomes that are comparable to those of their peers.

**HOW LOCAL AUTHORITIES CAN IMPROVE EDUCATIONAL OUTCOMES FOR CHILDREN LOOKED AFTER****The role of the Virtual School**

The core purpose of the Virtual School (VS) is to promote the best educational outcomes and raise attainment of all Children Looked After by Croydon, including those that have been placed in schools in other authorities. As Children Looked After are being educated across a large number of schools, the virtual school has a powerful role in tracking their progress as if they were in a single school.

In Croydon, the number of school aged Children Looked After from Reception to Year 11 increased from 371 in September 2013 to 526 in July 2014. This was an 8% increase on the previous year with the increase intake over the year of 29%, which was in line with the figures published for 2012/13 academic year.

Almost 40% of those were unaccompanied minors (a 10% increase on the previous year's figure) and approximately one third were educated outside of Croydon (in line with the previous year). Over two thirds of the statutory school age Children Looked After population were of secondary school age (in line with the previous year).

The Croydon VS continue to work on the following three key areas of responsibility:

- **To make sure that there is a system to track and monitor the attainment and progress of all Children Looked After :**
  - We will rigorously track and monitor attainment and progress data, including attendance, behaviour and exclusion on a termly basis for all Children Looked After under the care of Croydon and ensure appropriate provision is being made within schools both as curricular and extracurricular support, challenging schools where progress is not in line with local and national expectation.
  - We will work in partnership with our schools and other organisations to improve overall attainment of both individuals and cohorts of Children Looked After, by maximising educational opportunities, resources and funding, as well as by providing training and signposting of available services to support specific needs.
  
- **To ensure that all Children Looked After have a robust and effective personal education plan and monitor the use of the Pupil Premium Grant:**
  - We will work with relevant professionals to provide support and training to ensure PEPs are of a high quality, subject to a rigorous monitoring and evaluation process, with impacts and outcomes that are followed up. In conjunction with School Improvement Partners we will challenge schools and others when appropriate to improve the quality of the PEP and promote faster progress.
  - We will ensure that Children Looked After are able to access the Pupil Premium Grant (PPG) and monitor the use and impact of these funds on raising educational standards. We will assist schools to explore other sources of additional funding/support where possible.
  
- **To champion the educational needs of Children Looked After across the authority and those placed out-of-authority:**
  - We will champion the needs of Children Looked After across the authority and spread effective practice, particularly in relation to improving behaviour and

attendance, promoting stability of placement and school stability through admissions policies.

- We will work with others in local authorities and schools to ensure that measures are taken across the authority to promote positive behaviour, good attendance, and reduce exclusions, which should in turn lead to good progress and improved attainment.
- We will ensure social workers adequately consider the educational needs of Children Looked After when a child/young person comes into care or when taking decisions about moving placements.

In order to support us to achieve these objectives and raise outcomes and aspirations for all Children Looked After under the care of Croydon, we expect schools to commit to partnership working and implement the following:

- Ensure that there is a designated teacher who is best placed within your school to be responsible for the welfare of Children Looked After and their contact details are shared with the Virtual School as the point of contact for all communications.
- Provide termly data through completion of the Virtual School Tracker form (sent to all designated teachers)
- Provide End of KS 2 and 4 achieved grades for the previous academic year's cohorts, where applicable.
- Inform the Virtual School of any changes to your school roll in respect of Children Looked After.
- Contact the Virtual School with any concerns, requests, suggestions which will impact on positive outcomes for Children Looked After.
- Ensure relevant persons attend training provided by the Virtual School to inform and support practice and policy with respect to Children Looked After.
- Provide a timely response to offers of provision or requests for information.

#### **Staffing/Service delivery:**

The main focus for the 2012/13 academic year was to create a service which was fit for purpose and consequently create a team which was best placed to meet the changing needs and demands of Croydon's Children Looked After population. Following the agreement of Schools Forum to invest in the Croydon Virtual School from High Needs Dedicated Schools Grant in June 2013, my main priority was to develop robust processes and work patterns for the new staff and embed service offer and delivery. The new structure of 15 staff was in place by January 2014 and allowed for 2 terms worth of intensive work to ensure that impact of the growth could be measure by the end of the summer term. The growth has enabled an extended offer to include post 16 Children Looked After and care leavers, as well as the ability to undertake individual case work utilising the education caseworkers and Post 16 Personal Advisers.

#### **Tracking the attainment of Children Looked After:**

Last academic year the VS worked with schools opt in to pilot their online portal with the year 5 Children Looked After cohort, running alongside our in house data collection system for the remaining year groups. Following the trial, it was decided based on feedback from schools, that the in house system was an easier process and as such will continue to be adopted for the forthcoming academic year. In the previous year, the concerns with our own system were around recovery of the tracker being that it was exhaustive in terms of time and human resources. However, with the increased capacity of the team and the introduction of the return being linked to the release of pupil premium the return rates are now in excess of 95% for each data collection cycle.

A trial with Welfare Call was also undertaken over 2 terms for the year 11 Children Looked After cohort in order to improve our collection of attendance and exclusion information and enable the team to intervene at the earliest opportunity. This trial proved successful and consequently the service has been commissioned for all Croydon Children Looked After commencing Sept 14.

### **Outcomes for Children Looked After:**

Attainment at the end of Key stage 1 remains low with 44%, 39% and 33% achieving a level 2B in reading, writing and maths respectively. These statistics are reflective of the experiences of these young people prior to entering care, with many not having the nurturing environment which most children enjoy at this early age. There is often delayed learning and considerable work is being undertaken in KS1 and KS2 to bridge the gaps. The Primary team have RAG rated the children to focus where direct work can take place and where the support from the VS will be through the Personal Education Plan (PEP) process and training of Designated Teachers (DT's) within their school settings. The list of children who will be provided with time-limited support packages delivered by the Primary Officer and Primary Education Caseworker in either their school settings or at the foster carer (FC) placements have been shared with agencies in advance and preparation for this work (creation of teaching materials for example) to begin from the start of the Autumn term has been completed. The timetable for VS intervention for primary aged Children Looked After is reviewed on a termly basis and support is intended to rotate so that as many of the cohort are supported in some form or other through the year.

Multi-agency working with SEN and Tier 3 Mental Health Services has also been developed by the Primary VS team who have instigated the statementing/EHCP process for a number of KS1 and KS2 Children Looked After and brought to the notice of mental health partners, the need for personalised therapy for particular cases. The Primary Officer regularly attends the CAMHS Children Looked After team meeting to share the perspective of education with this agency and promote joint working. The impact of this has been that both SEN and CAMHS now have more detailed knowledge of cases referred to them, giving all agencies a real opportunity to intervene at earlier stages in the educational experience of Croydon Children Looked After.

The table below demonstrates the attainment and progress of the Year 6 cohort. The VS has been involved in supporting, challenging and advising schools and FC in order to improve outcomes, an example is student E, where the VS were in regular liaison with the FC and school in relation to the how his needs were being met and what support/interventions were in place.

Student	Reading: End of KS1	Writing: End of KS1	Maths: End of KS 1	English - End of KS2	Maths - End of KS2

A	2A	2B	3	5	5
B (DISCOUNTED)	-	-	-	2B	4B
C	W	W	W	P7-1C	P7-1C
D	1	1	2C	R4, W3B	3B
E	2C	2C	2C	4	4
F	2C	1	2C	4	3A
G	1	1	2C	3C	4B
H	W	W	1	R4B,W3	4C
I	W	W	W	4	4
J	3	3	3	4A	5
K	2B	2A	2B	4	4B
L	2A	2C	2C	3	3
M	W	W	W	2A	2B
N	2C	2C	1	4	4
O	1	1	2C	4	4
P	2B	1	2B	5C	5C
Q	W	W	W	3C	3B
R	2C	2C	2A	4	4
S	3	2B	2A	R5C,W4A	5C
T				R2C, W1A	2B

Since 2012 the percentage of Children Looked After under the care of Croydon who have been in care continuously for 12 months achieving the expected level in English and maths at the end of Key Stage 2 has improved.

End of KS2 Results	2011/12 (7 Children Looked After)		2012/13 (14 Children Looked After)		2013/14 (19 Children Looked After) VS data
	DFE Validated data	VS data	DFE Validated data	VS data	
Achieved Level 4 or above in English	Cohort too small to report	29% (below target)	53%	57% (exceeded target)	58% (exceeded target)
Achieved Level 4 or above in maths		43% (met target)	53%	57% (exceeded target)	63% (exceeded target)
Achieved Level 4 or above in English and maths		29% (below target)	Not reported	57% (exceeded target)	53% (exceeded target)

Attainment at the end of Key Stage 3 has remained consistent in English over the last 2 years with 50% of the cohort achieving a level 5/6. In maths, the % achieving a level 5/6 has improved from 57% in 2012/13 to 63% in 2013/14.

The focus for the majority of the secondary work of the Virtual School last academic year was on transition from primary to secondary and statutory school age to Post 16, KS3 and the newly arrived Unaccompanied Asylum Seeking Children (UASC) who

were of year 10 age. Although it is acknowledged and evident that improving Children Looked After results at Key Stage 4 in Croydon is a challenge, considering the background and educational history of the individuals who make up the cohort, many of whom enter the education system at the end of KS3/start of year 10, over time the considerable work being undertaken at KS2 and KS3 should impact on achievement in later years, further supported by the work implemented to raise aspirations of our Children Looked After cohort. This academic year, secondary and Post-16 staff are designing and will be running a comprehensive year long study skills programme for year 11 Children Looked After which incorporates educating foster carers on how to support their young person in this crucial year, a further intervention to address the challenges at KS4. To put into context the challenges faced, for last academic years Yr 11 full Children Looked After cohort of 173, 129 were UASC with 108 entering the care system in KS4 with little to no prior education from non-English speaking countries and the remaining 21 starting school in year 9.

Since 2011 the percentage of Children Looked After under the care of Croydon who have been in care continuously for 12 months achieving 5 A\*-C including English and maths at the end of Key Stage 4 as reported by the DfE, is an improving picture. The % recorded in 2010/11 was 8.4% (DfE validated data – national indicator 101).

End of KS4 Results	2011/12		2012/13		2013/14 VS data unvalidated
	DfE Validated data	VS data	DfE Validated data	VS data	
Achieved 5 A*-C EM	16%	14.6%	17.5%	12% (below target of 16%)	10.6% (marginally below target of 11.1%) but above 14% target at 14.3% if correct discounts are applied

The 2013/14 results are pleasing taking into account the National Indicator 101 cohort (66), with 17 not following GCSE courses, 2 UASC only sitting GCSE maths and 1 Child Looked After sitting GCSE English only. 17 of the 66 were UASC who entered the UK from a non-English speaking country less than 2 years prior to sitting their exams and thus their results can be discounted by schools.

Our target would have been exceeded by 3% if a further 2 students who were predicted and on track to achieve 5 A\*-C EM, as per the termly data submitted by schools, had achieved the grades they had expected. Unfortunately, both students only achieved 5 A\*-G. with one achieving 4 A\*-C E, with a D in maths, however the other was significantly off, achieving 4 A\*-C with a D in maths and a U in English. Considering the disparity in target and achieved grades it does bring into question the reliability of the data which we received and/or the assessment/target setting processes which the school are adopting to arrive at these predictions. The VS will be challenging and questioning the school in respect of these results, particularly given that we are only able to base our deployment of services and support on the information we receive. VS involvement in respect of this cohort, concentrated on those targeted but not on track,

of which two achieved 5 A\*-C EM, another achieved 5 A\*-C M, with a D in English and a further achieved 5 A\*-C E, with a D in maths.

Until the national statistics are published we cannot confirm whether the drop in our % compared to 2012/13 performance is localised or across the Children Looked After cohort as a whole. However, through initial conversations with other Virtual School heads the picture appears to be the same across other London local authorities with all recording statistics below predictions, in some cases considerably down. These results are also reflective of the overall GCSE 5 A\*-C EM picture in Croydon with a decline in performance, as well as the national profile especially in English.

#### Expected progress:

The percentage of Children Looked After making expected progress has increased. In April 14 65% of the Children Looked After cohort for whom we held historic and current data were making expected rates of progress. In August 14 this figure had increased to 70%. For the 72 Children Looked After where we are unable to make a judgement, 55 entered care in the summer term 14, 37 of which were UASC with no prior education data or history. For the 85 not making expected progress, in most cases this related to one subject area. For example many UASC were not making expected progress in English, but were making accelerated progress in maths.

The percentage making expected or accelerated progress between KS1 and KS2 has remained constant over the last 2 years with approx 80 % of the cohort for whom we hold historic and current data making at least 2 levels progress.

Between KS2 and KS3 this is an improving picture with 79% making expected or better progress in English compared to 65% in the previous year and 82% making expected or better progress in maths compared to last year's figure of 70%.

Please note: All data for 2013/14 has been provided by individual schools, social workers and foster carers. We trust the source to provide accurate data as we are unable to verify the information at the point of submitting this report.

#### Post 16 Children Looked After/Care Leavers:

Since January 14, the work of the Post 16 team has focused on compiling a comprehensive and robust data set, which previously did not exist, gaining young person's consent to share and gather data and forging relationships with education providers.

From the data, caseloads were identified and as a result of the work undertaken by the personal advisers we have supported 13 not in education, employment and training (NEET) young people into education or training, with a further 28 NEET supported with applications and interviews for college courses starting in September 2014. This team has also worked with the most challenging Yr 11 Children Looked After to ensure they have education pathway plans post 16, as well as supporting care leavers into HE.

A very low percentage of Croydon's Children Looked After and Care Leavers studied AS and A2 levels in 2013-14 so the results recorded below are only based on the 11 learners for whom we have consent. However, those studying at this level have recorded some very pleasing results on the whole. Also represented here are the 14 Level 3 BTEC students for whom we have results.



schools/provisions to considered alternatives such as managed moves or placement through Fair Access Panel. The increase in % persistent absentees and fixed term exclusions is a consequence of having more comprehensive data than in previous years and also impacted on by the changing UASC population who are entering the country for economic reasons and hence their motivation is different with a desire to work rather than attend school. There are also concerns around the age of some of this cohort and this is evidenced in their behaviours and attitudes which are resulting in schools following disciplinary processes.

#### **Children Looked After out of education:**

The number of Children Looked After out of education throughout last academic year remained on average at 6%, in line with previous year's figure. This continues to be due to the in year admission of UASC. We started 2013/14 with 2% more UASC than the previous year and this figure increased by 29% over the academic year. As in 2012/13, on average we saw 4 new Children Looked After per week entering the care system, most of whom had no education provision in place. The spread of YP out of education included those placed in Croydon, as well as those placed out of borough. In order to address this issue and support appropriate placement, the VS introduced fortnightly UASC assessment sessions to ascertain ability and need which commenced over the summer holidays 2014, this will support the out of school PEP which is convened at the earliest opportunity, usually within 2 weeks of entering care. Where possible the out of school PEP is attended by a member of the VS, who ensures an application for a school place has been submitted and if not completes the form with the carer. They also provide resources for the carer that can be used with the young person until a suitable education provision is identified.

#### **Children Looked After accessing alternative provision:**

At the end of the academic year, the number of Children Looked After accessing alternative provision was 115/526 (22%). This included those in EAL provision (71%), on remand in YOI (3%), home tutored (3%), placed in independent provision (6%), PRU's (14%) and placed at college (3%).

The alternative provision at John Ruskin College continues to support a substantial number of our UASC learners

and the assessments conducted by the VS pre admission ensure that the young people are challenged and placed on the appropriate The VS UASC officer worked very closely with the college to ensure our UASC learners settled well into the provision and that their needs were being met on an ongoing basis. The college were also part of a review of the experiences of our UASC undertaken by the Improvement Officer which considered the induction process, support and curriculum offered in a range of different establishments. Although the VS track and monitor the attainment and progress of every young person irrespective of provision, engagement with YOI's and some secure units has been difficult.

#### **Personal Education Plans:**

The Virtual School continues to monitor the timely completion and quality assurance of all PEPs. As a result of the growth of the team, we have also had increased involvement in these meetings and consequently been able to challenge schools to a greater degree, as well as model good practice and hence capacity build with respect to our social care colleagues. The out of school PEP completed for newly arrived UASC continues to be a valuable document informing placement in a suitable education

provision. The completion of this document is now more timely given there are better systems in place to alert us to the young person's entry into care. We have continued to provide ongoing training on PEPs for social workers; however, it is a challenge to maintain social worker knowledge and understanding of the process given the churn of social care staff. The PEP statistic dashboard is now provided to the Director of Social Care and Family Support and Head of Looked after Children on a weekly basis, with data on completed/outstanding PEPs by case, provided to delivery and unit managers. Although overall statistics for PEP documents completed in timescale has dropped since last year, the quality of the documents continues to improve. Extensive work was undertaken last academic year to transfer PEP completion onto CRS and it is intended that the system will be trialed with a small group of social worker In Spring 15 in order to eradicate any issues before it is rolled out to all. There are still issues which exist which currently prevent the use of CRS for reporting PEP statistics, however, the system is being utilised where possible by the Virtual School to record PEP dates and upload approved PEP documents.

	Sept 2013	Oct 2013	Nov 2013	Dec 2013	Jan 2014	Feb 2014	Mar 2014	Apr 2014	May 2014	June 2014	July 2014
Number of children of statutory school age expected to have a PEP	383	387	390	401	416	447	469	479	486	504	526
Number of children of statutory school age with up-to-date PEP (i.e. reviewed within the last 6 months)	166	166	144	296	310	321	344	331	298	328	352
% of children of statutory school age with up-to-date PEP	43%	43% →	37% ↓	74% ↑	75% ↑	72% ↓	73% ↑	69% ↓	61% ↓	65% ↑	67% ↑

### Pupil Premium:

From 1 April 2014 all Children Looked After, who have been in care for at least one day or more and are in full time education (Reception to Year 11), became eligible for the Pupil Premium Plus. The allocation per pupil for 2014/15 for Children Looked After increased to £1900 from £900 in the previous year.

In addition to the changes to eligibility and funding level the Virtual School Head was given greater responsibility for managing the allocation of funds. Although under the

new grant conditions, the funds could be retained centrally and spent by the VS Head in accordance with the child's PEP, as a Virtual School we felt that they were still best released to the school on a termly basis on receipt of a fully completed tracker, clearly outlining how these funds will be used in line with the young person's Personal Education Plan targets. However, with the increased management responsibility, it did allow discretion to withhold payment if agreed support was not put in place or the educational needs of the individual child remained unmet. In such situation a meeting was called with the school and other relevant professionals to discuss the concerns and moving forward what interventions would be implemented and how this would impact on their attainment and progress. Staff in the Virtual School continue to provide advice and guidance on appropriate usage of PPG through training, PEP meetings and one to one conversations with schools, foster carers and social workers. This has been supported further by the development of a Croydon Pupil Premium Plus Policy which has been shared with all designated teachers and social workers.

### **Training:**

Last academic year the VS focused its training offer on how social workers and foster carers could support the educational needs of their young people and improve outcomes for Children Looked After. This was a planned programme supporting both in house carers and those working for independent fostering agencies, as well as a rolling programme for new social workers to Croydon. We also delivered training on Children Looked After to SEN colleagues and delivered whole school and individual DT training where a need had been identified. We also attended the Year 6-7 transition network event to ensure that staff were aware of the VS and the services it provided but also to have the opportunity to meet with individuals within the schools who were taking a Croydon Children Looked After in year 7 and share relevant information. Planning for the DT's network forum commenced last academic year with the first session taking place in Autumn 14.

### **Resources/Support/Intervention:**

The level of support and services available to Children Looked After increased considerably over the 2013/14 academic year and this has been a direct result of the increased capacity of the team and access to additional funds. It has also been supplemented by the developing and strengthened relationships with a number of partner organisations.

The VS provided the following support to its Children Looked After last academic year and over the summer holidays:

- One to one Tuition provided by Fleet tutors for Children Looked After identified as underachieving.
- Bespoke packages for groups or individual Children Looked After such as intensive reading and writing catch up, additional maths and English tuition, coursework and study skills support, mentoring and counselling delivered by education caseworkers.
- Established relationship between schools and Beanstalk, a cost effective reading mentoring organisation.
- Employability workshops delivered by post 16 VS team.
- Level 2 results clinics delivered by post 16 VS team.
- Initial assessments for UASC delivered by Improvement Officer and education caseworker for UASC. These initial assessments provide more accurate baseline data for new arrivals and better inform the support offered to carers

and social care to meet the educational needs of UASC prior to starting school. The initial assessment sessions have also provided an opportunity to gather more information about the learning needs of new arrivals.

- Series of 6 summer ESOL sessions for post 16 UASC who entered the country over the summer break delivered by a post 16 personal adviser.
- A UASC girls group established by education caseworker for UASC with a particular focus on raising aspirations and engagement with education
- Commissioned Letterbox Scheme – to raise self-esteem as well as literacy and numeracy skills of our Children Looked After (Evaluation of letterbox scheme attached)
- Aim Higher and University trips for Children Looked After and care leavers run by VS staff. Impact of these trips evidenced by the exceeded expected progress made by 2 attending students. A further student with ambitions to enter the midwifery profession met a midwifery student at Kingston University who inspired her to improve academically. The young person has had a chequered history in education having been moved from mainstream to alternative provisions. Given this desire to change, she is currently on trial at a mainstream school where she has shown great improvement in both her attitude to learning, attendance and punctuality.
- Zippy's Friend - a 24 session programme to improve the mental and emotional health and well-being of KS1 Children Looked After. Following the success of Zippy's Friend, we will now be piloting the follow up programme Apple's Friends to further develop and enhance the resilience factors of our vulnerable cohort. Programme delivered by VS staff.
- A programme of enrichment activities delivered by VS staff which included a primary aged theatre trip, a museum trip, a London landmarks tour, a trip to the Houses of Parliament and a 4 day immersive theatre course for local Children Looked After from years 8-11.
- Primary to secondary 2 day transition workshop delivered by VS staff which included information on how to handle change, making new friends, organisation skills, and the learning was supplemented by a day trip to the ragged school museum and the V and A museum of childhood. The Primary Officer has also developed a close link with the Rees Centre (Oxford University) and been selected by them to contribute to a research project that is focused around designing a set of transferable tools for educational practitioners to use directly with Children Looked After in the transition from Years 6 to 7.
- Funded 2 schools (Edenham High and Addington High) to pilot the London Fostering Achievement Project in conjunction with Achievement for All, which Croydon were selected to be part of as one of only 9 London local authorities. This will commence Sept 14.

### **Celebrating Achievement of Children Looked After:**

In November 2013, the Virtual School and Social Care held an awards ceremony at the Fairfield Halls to recognise the significant achievements of our Children Looked After. Young people were nominated by a range of professionals, in a variety of categories and the selected winners were invited to attend the event with friends, carers, teachers, family and collect their award. We also showcased work and performances from talented artists, musicians, singers, dancers and sportspersons. The event was attended by 200 people and opened by the Worshipful Mayor of Croydon.

**Predicted outcomes for Academic year 2014/15:**

The VS has used the data gathered from schools to provide a schools target and an aspirational VS target.

**KS2:**

Schools target: 47% and 41% of Croydon Children Looked After who have been looked after for at least a year targeted and currently working at level 4 or above in English and maths respectively. (16 in cohort – 7 statement/EHCP, 4 Additional Support Programme (ASP))

VS target: 56% and 51% of Croydon Children Looked After who have been looked after for at least a year targeted and currently working at level 4 or above in English and maths respectively. (16 in cohort – 7 statement/EHCP, 4 ASP)

**KS4:**

Schools target: 9% of Croydon Children Looked After who have been looked after for at least a year are targeted to achieve 5 A\*-C including English and maths. However, only 4 are currently on track. (92 in cohort – 9 statement/EHCP, 19 ASP, 58 UASC – 36 of whom entered care after Sept 13)

VS target: 10.3% of Croydon Children Looked After who have been looked after for at least a year are targeted to achieve 5 A\*-C including English and maths. However, only 4 are currently on track. (92 in cohort – 9 statement/EHCP, 19 ASP, 58 UASC – 36 of whom entered care after Sept 13)

**Focus for future development:**

The following areas for development have been identified:

- To maximise progress and close the attainment gap for Children Looked After, Care Leavers and Young Carers by informed use of data, particularly at KS2, KS4 and KS5.
- To improve transition for Children Looked After and Young Carers from year 6 into year 7 to eliminate dip in attendance/attainment/progress and for Year 11 into sustained further education or training.
- To improve the quality of data provided and targets being set in PEP meetings to raise the attainment of Children Looked After and remodel the document for targeted Young Carers and order to implement a PEP meeting structure for this vulnerable cohort.
- To improve the quality of support and intervention offered by schools through monitoring pupil premium plus usage and by actively recommending quality first strategies.
- To utilise Welfare Call to identify persistent absentees (85% and below) at the earliest opportunity and to work closely with Social Workers, Foster Carers and educational settings to improve the overall attendance to school of Children Looked After, in particular identified UASC.

- To offer targeted support to Children Looked After most at risk of underachievement, through improved initial assessment for UASC, more comprehensive data collection and analysis and utilisation of education caseworkers and post 16 personal advisers
- To improve outcomes for AG&T Children Looked After, particularly in our UASC cohort, through early identification and targeted support.
- To improve the mental health of Children Looked After, particularly those of primary age.
- To work with schools to improve identification of SEND needs of UASC.
- To develop a wider enrichment offer for Children Looked After and Care Leavers by the VS in order to raise aspirations and increase learner confidence.
- To reduce CLA NEET statistics by supporting young people, wanting to engage with education, onto suitable courses.
- To work with partner agencies and establishments to influence course offer for Post 16 CLA and Care Leavers
- To continue to forge and strengthen relationships with other agencies and community groups to support our work with Children Looked After and Young Carers.
- To embed the London Fostering Achievement Project for Children Looked After and the Young Carers in Schools Programme to improve outcomes.
- Improve the knowledge of designated teachers, Young Carers representatives, social workers and foster carers to support Children Looked After and Young Carers through termly network forums, regular training and sharing of good practice.