

AfC Virtual School

Governors Training

M arch 2021

**Suzanne Parrott
AfC Virtual School
Headteacher**



AfC Virtual School



WILLKOMMEN

欢迎

स्वागत

BIENVENIDA

WELCOME

BIENVENUE ようこそ

добро пожаловать

ترحيب

BEM-VINDO

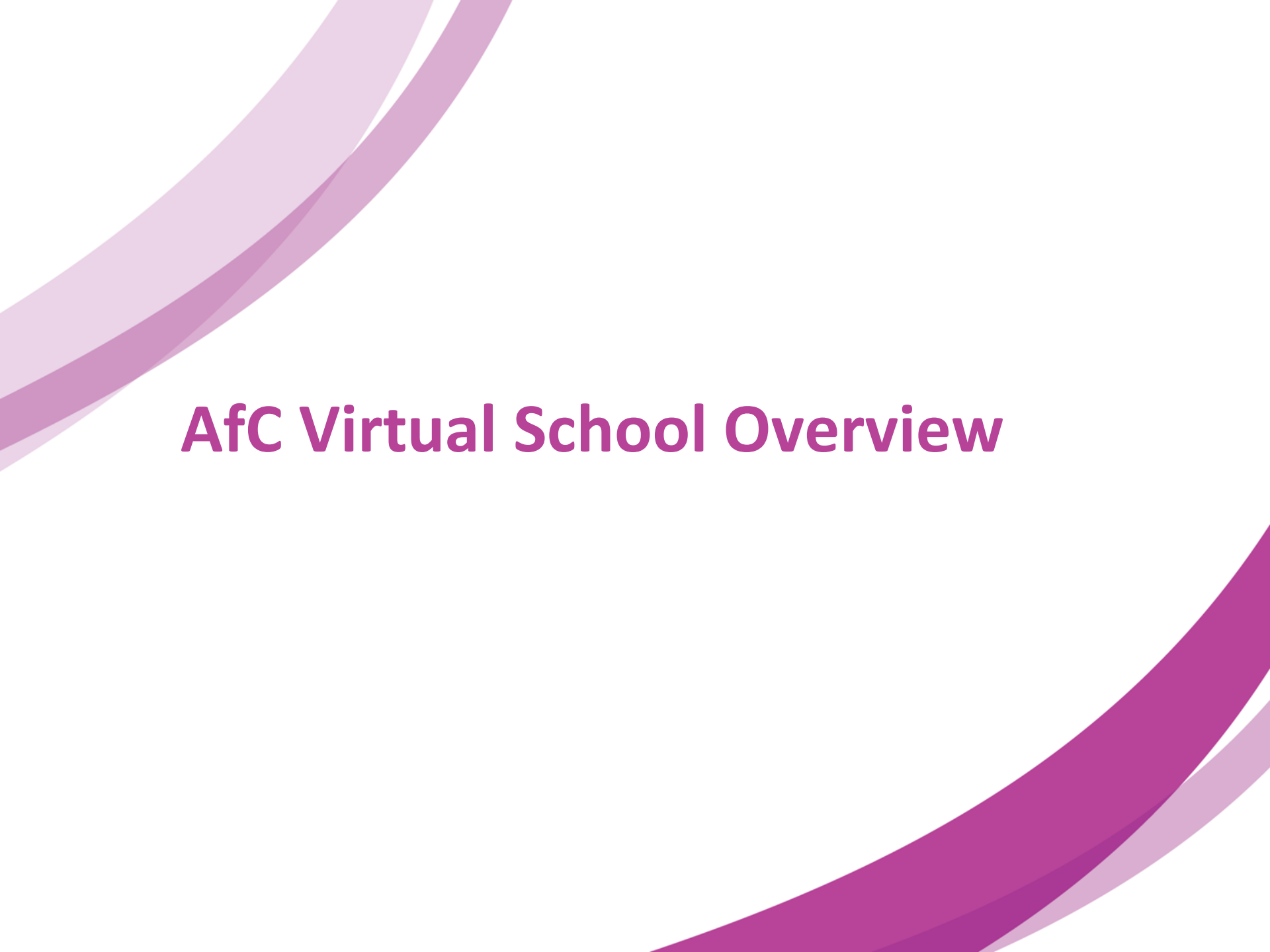
Aims / Agenda for Today

AfC Virtual School Overview

My Role as Governor

Emotion Coaching

AfC Virtual School, Attachment Aware
Schools Programme



AfC Virtual School Overview

'If you've got really good, education-focused foster carers, really good, aware, designated teacher at the school who cascade information to other staff and help provide the training, if the school's 'attachment aware', if you're got good links with the social worker, and if you've got a good case-worker from the Virtual School, you put all those things together and that young person is going to progress and succeed in some way...' (Designated Teacher)

**Educational Progress of Looked After Children,
Rees Centre, 2015.**

The AfC Virtual School

- Champion the educational needs for children looked after wherever they are educated.
- Track and monitor each looked after child as though they are part of one school.
- Work alongside School and Social Care Professionals to ensure looked after and previously looked after children's needs remain high on the agenda.

Introducing the AfC Virtual School

The Virtual School Team



Suzanne Parrott
Head Teacher



Paul Chapman
Deputy Head
AMT Richmond



Clare Farley
Assistant Headteacher
Kingston



Christina Buckley
Assistant Headteacher
REWM



Michael Guard
Virtual College, Assistant
Headteacher



Tav Juttla
School Business Manager



Gill Higgins
Specialist Careers Adviser
for Looked After Children



Emma Oyer
Teacher in Charge of
Previously Looked After
Children



Dr Sara Friesap
Educational Psychologist



Dr Kim O'Connor
Educational Psychologist



Dr Jennifer Head
Educational Psychologist



Dr Sylvia Rojas
Educational Psychologist



Job Pimental
Outreach Learning
Mentor



Rochelle Watson
Post 16 Outreach
Learning Mentor



Tayyaba Iqbal
Outreach Learning Mentor
REWM



Marc Mack Davies
Data Manager



Tavana Young Thomas
Business support
Apprentice



Mark Farmer
AfC Transition Hub
Lead Teacher



Kelly Holloway
AfC Transition Hub
Senior Outreach Learning
Mentor



Faith Aiwolope
AfC Transition Hub
Outreach Learning Mentor



Lauren Wright
AfC Transition Hub
Outreach Learning Mentor



Affan Malik
AfC Transition Hub
Business Support

The Role of Virtual School Headteacher

- The Virtual School Headteacher is a statutory post appointed to advocate for the education of children looked after.
- Every Local Authority must have a Virtual School Headteacher.
- The role extended in September 2018 to support the education of Previously Looked After Children.

National Key Data

- The number of looked after children has increased steadily over the past seven years and is currently around 70,000.
- **14%** achieve expected grade outcomes at 16years old (Year 11) compared with 58% of all young people.
- CLA are **twice** as likely to be Permanently Excluded
- CLA are **three times** as likely to have a Fixed Term exclusion.
- 38% of care leavers are **Not in Education, Employment or Training**
- Only 5% access **Higher Education** compared to 50% of general population
- CLA represent 27% of the **Prison Population** although they are **only 0.1% of the greater population.**
- 60% of women in prison are care experienced.

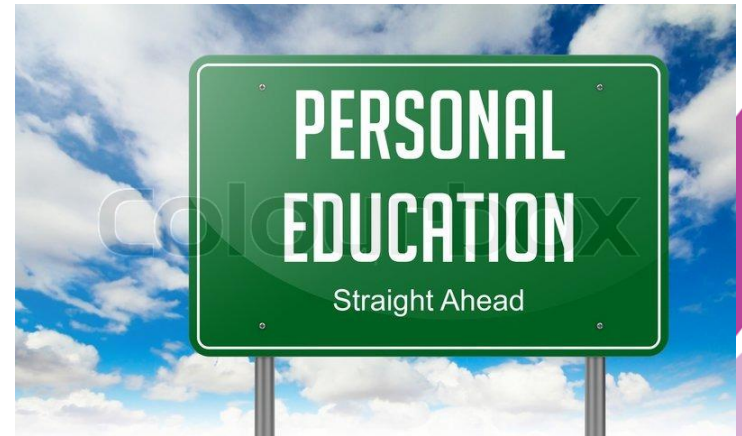
Oxford University REES Centre Research/DfE National Data

Local Key Data Academic Year 2019 - 2020

	Richmond	Kingston	RBWM	Whole VS	National
Total No. CLA	137	142	125	404	>70,000
Early Years	3	5	7	15	-
Primary	16	23	27	66	-
Secondary	56	54	48	158	-
Post 16	62	60	43	165	-
EHCP	43 (31%)	35 (25%)	30 (24%)	108 (27%)	27.2% (CLA) 3.1%(All)
FT Exclusion	8.1%	8.6%	9.1%	8.6%	11.7% (CLA) 2.3% (All)
P. Exclusions	0	0	0	0	0.1% (CLA) 0.08 (All)
KS4 Attainment 8	34.2	34.5	29.4	32.7	19.1 (CLA) 46 (All)

What can we do to improve outcomes for Children Looked After?

Personal Education Plans ePEP's



Personal Education Plan (ePEP)

- Statutory document from Pre-School to 18 (end Yr 13).
- Living document that records what needs to happen for CLA to enable them to fulfil their potential.
- Joint responsibility of the local authority and the School or College.
- Contains information regarding how Pupil Premium funds are being spent.
- Robust SMART educational targets where we are all held accountable.

- Targets are key ingredients of the ePEP and drive forward improvement. It is a statutory requirement to set educational targets (ie: Not about behaviours) using the SMART Target format.
- Targets are broken down into manageable chunks. Everyone around the young person should be sure of their role in supporting the completion of the target.

S –	Specific
M-	Measurable
A –	Achievable
R -	Relevant
T -	Timed

School Placement Stability

Securing appropriate education

- The child's allocated social worker should do everything possible to minimise disruption to the child's education, whatever the child's age but particularly at key stage 4, and this should involve the Virtual School.
- If it is not possible to maintain the child's existing education placement, the child's new education placement should be arranged in consultation with the Virtual School at the same time as the care placement.
- The Virtual School Headteacher has primary responsibility for ensuring that there is suitable education in place for all children looked after by the local authority.

Pupil Premium

Closing The Gap Pupil Premium LAC

- £2,345 per pupil, which is not ring-fenced
- £300 to schools termly
- Additional funding form
- Outcomes monitored through the PEP
- Evidence based interventions
- Duty to monitor impact on pupil progress

Interventions- What Works Well...

Filter Toolkit

Toolkit Strand ^

Cost v

Evidence Strength v

Impact (months) v

Filter results by keywords



Cost



Evidence



Months Impact

Reset

Phonics

Moderate impact for very low cost, based on very extensive evidence.
For under 10yrs



+4

Oral language interventions

Moderate impact for very low cost, based on extensive evidence.



+5

Collaborative learning

Moderate impact for very low cost, based on extensive evidence.



+5

Social and emotional learning

Moderate impact for moderate cost, based on extensive evidence.



+4

Summer schools

Low impact for moderate cost, based on extensive evidence.



+2

Reading comprehension strategies

Moderate impact for very low cost, based on extensive evidence.



+5

One to one tuition

Moderate impact for high cost, based on extensive evidence.



+5

Peer tutoring

Moderate impact for very low cost, based on extensive evidence.



+5

Behaviour interventions

Moderate impact for moderate cost, based on extensive evidence.



+3

Early years intervention

Moderate impact for very high cost, based on extensive evidence.



+5

Meta-cognition and self-regulation

High impact for very low cost, based on extensive evidence.



+8

Delegated and Strategic use of PP+

The Virtual School Headteacher is the named official in a local authority who is responsible for distributing and measuring the impact of Pupil Premium Plus.

In addition to delegating funds to schools we 'top-slice' funding, so we can support evidence-based strategic projects.

AfC Virtual School Strategic Projects include:

TLC Live 1:1 Tuition
Letterbox
Fast Tomato Careers Tool
PALAC at London University
Achieving for All
Website

Aim Higher
Specialist Staff
Attachment Aware Schools
Summer School
AfC Virtual College
Training Programme

Pupil Premium Projects

Operation Centaur at Richmond Park was a successful project where young people were able to care, conserve and coach horses.

Career Goals project at Stamford Bridge was a two part programme. Career Inspiration specialises in supporting young people in their future and assisting them to make informed decisions in order that they can achieve their ambitions.



AfC Virtual School is making positive progress in our aim to improve outcomes for looked after children....

AfC Virtual School 'a significant success story'

Matthew Brazier, Ofsted, National Virtual School Headteacher's Conference, March 2018

- AfC Virtual School was identified as demonstrating 'Best Practice' in the Richmond Ofsted and Outstanding in the Kingston Ofsted
- *'Ultimate Education Advocates'* in the RBWM Ofsted.

But we are not complacent....

We are branding 2020-21 as our 'Year of Stability'. Without stability of education, we will only scratch the surface in changing outcomes for our children. This is why our Attachment Aware Schools Awards Programme is so important.

Thank you for coming on this journey with us

2. How can I support looked after children and previously looked after children in my Lead Governor role?

Group Discussion

- 1. How do you know whether looked after children and previously looked after children are progressing?**
- 2. How do you monitor whether Personal Education Plan meetings are held termly, completed to a high standard and use SMART targets which are shared with relevant staff?**
- 3. How do you monitor how Pupil Premium and other school funds are used to close the gaps in learning?**
- 4. What specialist provision is in place to identify and support mental health needs and attachment needs in your school?**

Looked After Policy

See the shared template Looked After Policy – Group Discussion of the policy you use in your school

Sample Report to Governors

See the shared example of a Report to Governors – Group Discussion – is this similar to the one you use in your school?



**There will now be a short comfort
break and we will come back for**

- Emotional Coaching
- Attachment Aware Schools Award



**Thank you for listening and your
participation**

Any Questions?



Afc Virtual School

