



Harrow Virtual School School Improvement Plan-Review Jan 2015 2014-15



"Partners for Excellence"

Vision, Values and Principles

- Harrow Children and Families will assure provision for CLA which gives each child/young person a sense of security, safety, emotional attachment, continuity, commitment, identity and high achievement.
- Looked After Children's "Journey" from entering through to leaving care, will provide high quality learning and development experiences, which prepares them well for adult life.
- The quality of education or training is inspiring and challenging leading to the best possible outcomes for every child/young person.
- Leadership and governance arrangements will provide both support and challenge to all with responsibility for CLA so that nothing but the best possible outcome for each CLA child/ young person will be accepted.
- Pupil participation and engagement will underpin the creation and implementation of the overall strategy for CLA provision.
- The voice of every CLA is heard and given priority within the educational or EET settings and policy

Targets for 2014-2015

- Improvement in achievement rates towards goal of top quartile performance
- Reduction in absence rates to 5% or below
- 95% of PEPs and Pathway Plans completed in timescale
- Reduction in fixed term exclusion to less than 10% (CLA 1 year+)
- Effective partnerships between designated teachers, the virtual school and foster carers to ensure all involved in corporate parenting work maximise education achievement of CLA
- Ensure that no outstanding health issues impact on a child/young person's development and achievement
- NEET reduction-75% to be EET (16-18 year olds)

Priorities for 2014-15

- Raise the achievement of Children Looked After so that each child maximises their full potential.
- To improve the quality of practice through high quality PEPs and Pathway Plans effectively delivered and monitored
- CLA have improved outcomes through effective strategies and interventions which are established to improve the attendance, punctuality and participation of all CLA
- CLA pupils make good progress through supported, trained and developed Virtual School staff , designated teachers, social workers and foster carers
- CLA to have improved outcomes through effective and robust support systems for 'at risk' CLA/Care leavers
- CLA pupils make good progress through improved quality of provision

PRIORITY

I. Raise the achievement of Children Looked After and Care Leavers so that each child maximises their full potential.

Outcomes sought

- CLA achievement is at least in line with National Expectations in all phases
- CLA feel safe, secure and thrive at their homes, school/settings and wider communities
- CLA in their early years show development at expected levels
- Year 12 and 13 students gain the qualification and skills they need, and reach high levels of participation to be successful into employment or further education.
- CLA have a clear and meaningful transition plans integral within the PEPs
- Achievement and progress regularly tracked and analysed to inform planning
- Robust plans written for targeted intervention groups (Years 9 and 10 students) *****
- Effective monitoring of how enhanced pupil premium is spent to ensure impact on progress and attainment
- All CLA's who change placement, should attend 'Good or Outstanding' school (where possible)

Action to be taken

- At least one termly monitoring and challenge visit to in borough setting/schools (including special) on the achievement and well being of CLA to monitor and track student progress
- At least one annual monitoring and challenge visit to in out of borough setting/schools (including special) on the achievement and well-being of CLA to monitor and track student progress with termly phone calls
- VHT to collate and analyse data in liaison with the Assessment and Monitoring Team
- To ensure the education of CLA is given high priority in relevant key council strategies and plans.
- Termly pupil progress meetings to track and monitor progress to identify students at risk of low attainment
- Ensure timely and appropriate education provision/intervention is made to each CLA (including EHC plans if appropriate)
- Robust PEPs to support and challenge educational outcomes
- Virtual School to monitor use of Enhanced Pupil Premium and challenge if impact is not evident
- Establish joint planning with YOT (Youth Offending Team) to specifically plan for the education of CLA known to YOT
- Key worker to be allocated to Years 9 and 10 to improve engagement, progress and

By Whom	By When:	Lead:	QA By:
V.H.Ts	Dec 2014/ongoing	JM/TH	FA
VHT	Ongoing annually	JM/TH	FA
VHT/GA VHT/PT	Termly Termly	JM/TH JM/TH/PT	FA FA
Staff/GA	Termly	JM/TH	FA
Staff EPS/SENCO	Ongoing	JM/TH	?
AF JM	Ongoing Termly	JM/TH JM	FA ?
AG/VHTs	Ongoing	AG	FA
AF	Ongoing	VHTs	FA

Appendix

<p>attainment</p> <ul style="list-style-type: none"> To work with school to provide alternatives to exclusion or managed move for CLAs Each CLA to have an identified Health Care Professional to assess and meet their medical needs Admissions need to prioritise CLA pupils to ensure high quality placements Transitions to be planned for effectively 	<p>EPS</p> <p>CLA Nurse</p> <p>RP/JT Staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>?</p> <p>VHTs</p> <p>VHTs</p>	<p>FA</p> <p>FA</p> <p>FA</p> <p>FA</p>
<p>Success criteria</p> <ul style="list-style-type: none"> Evidence of significant improvements in achievement both in terms of Key Stage, Results and early learning goals Attainment is currently being tracked monitored and will be evaluated at the end of the Spring term Results at key stages are in the top quartile compared with statistical neighbours Reduction in fixed term exclusion to less than 10% (CLA 1 Year=) = (17% at August 2014) EET figures in line with statistical neighbours 				
<p>Termly progress</p> <ul style="list-style-type: none"> To be reviewed in January 2015 	<p>Outstanding</p>	<p>Good</p>	<p>Satisfactory</p>	<p>Limited</p>
<p>Next steps</p> <ol style="list-style-type: none"> At least one annual monitoring and challenge visit to in out of borough setting/schools (including special) on the achievement and well-being of CLA to monitor and track student progress with termly phone calls <i>Pupil progress meetings identify which schools have not been visited or provided data. VS staff to prioritise over next term</i> To ensure the education of CLA is given high priority in relevant key council strategies and plans. <i>Progress has been made to promote CLA in council strategy and plans. SIP shared at and approved at Council Level by FA. Pathway Plans and PEP QAs are shared with professionals. VHTs to take advice to further promote the profile of the VS within the council from FA.</i> Ensure timely and appropriate education provision/intervention is made to each CLA (including EHC plans if appropriate) <i>Positive and proactive communication between agencies through regular planning meetings with detailed Action Plans to ensure appropriate provision is made in a timely manner. Continued profile raising of the VS in Children and Families.</i> Robust PEPs to support and challenge educational outcomes <i>Electronic PEP trial successful in Autumn Term. Training for all professionals 25/26th Feb 2015. Launch in March 2015.</i> Virtual School to monitor to monitor use of Enhanced Pupil Premium and challenge if impact is not evident <i>VS to review impact for CLAs of the targeted interventions funded by EPP. To be monitored through PEPs and at end of Financial year</i> Establish joint planning with YOT (Youth Offending Team) to specifically plan for the education of CLA known to YOT <i>VS to liaise with YOT team to establish systems and protocols for sharing information and strategies for CLAYOT</i> Key worker to be allocated to Years 9 and 10 to improve engagement, progress and attainment 				

Appendix

Until restructure of VS is facilitated there is no staffing capacity to support this action

8 To work with school to provide alternatives to exclusion or managed move for CLAs

Progress has been made with individual cases-but this is ongoing. Plan to train schools on the impact of Attachment/Trauma

9 Each CLA to have an identified Health Care Professional to assess and meet their medical needs

Work with multi agencies especially Sue Nixon to plan for the implementation of this action

10 Transitions to be planned for effectively

Need for information about CLA in EY settings in order to plan for effective transition into schools

Secondary transition to include proposed schools to be invited to the transition PEP

Post 16 Schools now identifying proposed transitions to FE. More work needed with receiving institution

PRIORITY				
II. To improve the quality of practice through high quality PEPs and Pathway Plans effectively delivered and monitored				
<p>Outcomes sought</p> <ul style="list-style-type: none"> The completion of PEPs and PPs are timely, completed and of high quality to directly impact on the positive progress of CLA and Care Leavers All PEPs and PPs are part of a rigorous monitoring and review cycle The PEPs and PPs link effectively with other information and plans for the young person including the statement of special educational needs/care plan where appropriate. To monitor the use of Enhance Pupil Premium through robust PEP procedure 				
<p>Action to be taken</p> <ul style="list-style-type: none"> Pilot the electronic PEP to improve management of the system. 100% of all PEPs and Pathways plans to include an action plan Targets on Action Plans to become SMARTER and have greater impact (academic and well-being) Further training provided for participants of the PEP/Pathway plans Use of Enhance Pupil Premium to be identified on PEP to ensure the objectives on the Action Plan are met Regular 'support' meetings with social workers to ensure that PEPs and Pathways plans are meeting the 95% completion target 	<p>By whom</p> <p>AF AF AF/VHTs</p> <p>AF AF</p> <p>AF</p>	<p>By when:</p> <p>Jan 2015 Dec 2014 April 2015</p> <p>July 2015 Termly</p> <p>Ongoing</p>	<p>Lead:</p> <p>JM/TH JM/TH JM/TH</p> <p>JM/TH JM/TH</p> <p>JM/TH</p>	<p>QA by:</p> <p>JM VHTs VHTs</p> <p>VHTs VHTs</p> <p>VHTs</p>
<p>Success criteria</p> <ul style="list-style-type: none"> Electronic PEP is successfully piloted and a decision made as to whether Harrow implements this system <i>Electronic system is now in place and all PEPs to be done electronically from March 1st therefore becoming more efficient and improving outcomes</i> All PEPs and Pathway Plans include an action plan <i>In the last QA process all PEPs had an Action Plan. Pathway Plans have dates missing but both have improved</i> Evidence shows that PEPs and PPs are effective in the planning of high quality provision and outcomes for CLA <i>PEPs are demonstrating that closer monitoring is occurring and targeted interventions are in place to narrow the Gap bewtween CLA and their peers</i> PEP and Pathway Plans are completed and reviewed in a timely and efficient manner This will be improved as the Electronic PEP is implemented as a more robust system is 				

Appendix

<p><i>in place to monitor the completion of PEPs. Plans are in place to use the same system for Electronic PEPs</i></p> <ul style="list-style-type: none"> Enhanced Pupil Premium is claimed and used effectively to support and improve outcomes for CLAs Currently schools claim £500 termly and this is monitored by the VHT. In future EPP will be allocated as a consequence of a robust PEP 80% of pupils report their voice is heard, evidenced and acted on throughout the process Currently this is not evidenced in PEPs and Pathway Plans. It is more like 50% 95% of all PEPs and Pathway Plans are completed within timescales <p><i>Currently we are operating at 70% completion but this will improve with the implementation of the Electronic PEP</i></p>				
<p>Termly progress</p> <ul style="list-style-type: none"> To be reviewed January 2015 	Outstanding	Good	Satisfactory	Limited
<p>Next steps</p> <ul style="list-style-type: none"> To be reviewed January 2015 				

PRIORITY

III. CLA have improved outcomes through effective strategies and interventions which are established to improve the attendance, punctuality and participation of all CLA

Outcomes sought

- Increase average attendance levels for CLA are in line with the borough expectation of 95%
- Reduce incidence of persistent and long term absenteeism
- Following a change of placement, students should be placed in an educational provisional quickly as possible
- Reduce fixed term exclusions from 17% (2013 - 2014) to 10%
- NEET (Year 13) CLA figures are reduced to be at least in line with statistical neighbours

Action to be taken

- Welfare call to monitor absence and report to social worker within 24 hours
- Attendance and punctuality to be tracked at termly meetings and PEP meetings
- Visits to schools to ensure early intervention strategies are implemented when attendance or behaviour decline
- Implement support systems for 'at risk' students
- Work closely with admissions teams when CLA are between schools to ensure 'speedy' admissions to 'Good/Outstanding' provisions
- Liaise with CFBT to review, track and engage NEET to become EET and achieve sustainable pathways to economic independence

By whom

JT
Staff
Staff

VHTs
VHTs/RP

CC

By when:

Ongoing
Ongoing
Ongoing

Ongoing
Ongoing

Termly
Meeting/Ongoing

Lead:

JT
JT/VHT
VHTs

VHTs
VHTs

VHT

QA by:

VHT
FA/Gov.
Body

FA/Gov
Body

FA/Gob
Body

Success criteria

- Average attendance meets 95%
- *Currently our average is 86.1% so this is an area that needs to be addressed*
- Reduction in sessions missed to less than 10%
- *Currently we are operating at 11.7%*
- No more than 9% of CLA missing 25 or more days of school (compares with target of 12% for 2013-14 academic year, may be achieved)
- 14.73% missed 25 days or more
- Persistent absentee rate to be no more than 12% (17% at August 2014)
- All CLAs to be receiving an educational provision within 15 working days

Appendix

<ul style="list-style-type: none">• <i>Protocols have been written with admissions team to improve timeliness of educational provisions</i>• EET figures improve to be in line with statistical neighbours				
Termly progress <ul style="list-style-type: none">• To be reviewed by January 2015	Outstanding	Good	Satisfactory	Limited
Next steps <ul style="list-style-type: none">• To be reviewed by January 2015				

PRIORITY				
IV. CLA pupils make good progress through supported, trained and developed Virtual School staff, designated teachers, social workers and foster carers				
Outcomes sought				
<ul style="list-style-type: none"> All Virtual School staff should be confident and competent at working partnership with children, families and setting/school to promote the development and education of CLAs. All adults to take proactive responsibility and have high expectations for progress of CLA Social workers / foster carers to have greater understanding of age related expectations and how outstanding progress measured is in setting/school Foster carers are trained to support and overcome potential barriers to learning and underachievement Plan and offer an effective, appropriate training programme for all key professionals and carers in issues key to raising achievement and supporting transitions Health Care Professionals to be consulted on matters of physical, emotional and mental health as well as substance misuse if appropriate Virtual school staff to be available for coaching and advice if educational or emotional issues To empower foster carers to support learning more effectively 				
Action to be taken				
<ul style="list-style-type: none"> Virtual school staff to receive relevant training to promote good educational outcome for CLA 	By whom All Staff	By when: July 2015	Lead: JM/TH	QA by: FA
<ul style="list-style-type: none"> Designated teachers termly meetings in conjunction with the LSCB on CPD online 	VHTs	Termly	JM/TH	FA
<ul style="list-style-type: none"> Regular engagement at social work meetings to support and update on educational reform, effective use of enhanced pupil premium and PEPs 	VHTs	Ongoing	JM/TH	FA
<ul style="list-style-type: none"> Annual Conference for all involved with CLA 	VHTs	July 2015	JM/TH	FA
<ul style="list-style-type: none"> Foster carer training how to support learning, overcoming barriers to progress and closing the gap (including Reading Coaches Training and London wide training). 	VHT	Termly	JM/TH	PT
Success criteria				
<ul style="list-style-type: none"> Designated teachers challenging and championing improved outcomes for all CLA student Termly meeting take place for all professionals concerned with Safeguarding in Schools Improved communication between agencies with a more effective drive to outstanding progress All professionals to be confident and competent in planning for good progress and challenge each other to achieve this All professionals are currently wrestling with Assessment without levels but progress has been made with improved communication between SW and schools Improved attendance at social worker meetings, especially CIN and CWD teams The Virtual School now has a regular slot at the Induction training sessions We still need to form better links with CWD team Improved attendance at foster carer meetings 				

Appendix

Termly progress judgement against success criteria	Outstanding	Good	Satisfactory	Limited
<ul style="list-style-type: none">To be reviewed in January 2015				
Next steps <ul style="list-style-type: none">To be reviewed in January 2015				

PRIORITY				
V. CLA to have improved outcomes through effective and robust support systems for 'at risk' CLA/Care leavers				
Outcomes sought				
<ul style="list-style-type: none"> • Early identification and implementation of strategies for students who are at risk of underachieving • Early identification of students and implementation of strategies with students who are at risk of exclusion • Reduce fixed term exclusions • Disengagement from education is prevented • Reduce NEETs • Improve engagement with education for identified at risk students 				
Action to be taken	By whom	By when:	Lead:	QA by:
<ul style="list-style-type: none"> • 'RAG' (Red, Amber, Green) rating at pupil progress meetings identify CLAs at risk of underachieving • Respond with solution focused interventions in a timely manner (e.g. Grasvener Project) • Engage with schools so that they are proactive in communicating with the Virtual School before issues escalate to a Fixed Term Exclusion • Use enhanced pupil premium to meet the needs of the identified 'at risk' students • Pilot the online 'Mindful Online Counselling' to support the emotional behaviour and mental health needs of the 'at risk' students • Identified staff member to target Year 9, 10 and 11 students who are considered to be 'at risk' • A planned intervention strategy for PA (persistent absentees) to include transport to the educational setting • To liaise with CFBT to reduce NEETs • Attendance at 'Risk and Vulnerability multi-agency Group' which implements strategies to prevent an escalation in offending 	Staff	Termly	JHTs	FA
	Staff	Ongoing	JHTs	FA
	Staff	Ongoing	JHTs	FA
	JM VHTs	Ongoing July 2015	JM VHTs	FA PG
	AF	Ongoing	VHTs	FA
	JT	Ongoing	VHTs	FA
	TH	Termly	TH	FA
	AF/JM	Every 3 Weeks	AG	AG
Success criteria				
<ul style="list-style-type: none"> • All students identified as being at risk at pupil progress meetings through thorough analysis of data and multi-agency collaboration • Termly pupil progress meeting identify pupils who are at risk of under achieving • Reduction in fixed term exclusion through a greater engagement with schools and other educational providers and projects • Fixed term exclusions are still an issue for CLA . Research is being done into a project which champions Attachment Friendly schools • Educational attainment and outcomes are improved for all CLAs considered to be 'at risk' with proactive communication and interventions between 				

Appendix

<p>The Virtual and mainstream schools.</p> <ul style="list-style-type: none"> • Following • 'Mindful online counselling' evaluated and impact evidenced • PAs reduced • There have been no permanent exclusions since July 2013 • A greater educational engagement with Year 9, 10 and 11 students • <i>The strategies we are now putting in place with individuals will take time to improve outcomes</i> • Reduction of NEETs • A reduction in the number of CLAs involved in Youth Offending 				
<p>Termly progress</p> <ul style="list-style-type: none"> • To be reviewed in January 2015 	<p>Outstanding</p>	<p>Good</p>	<p>Satisfactory</p>	<p>Limited</p>
<p>Next steps</p> <ul style="list-style-type: none"> • 				

PRIORITY

VI. CLA pupils make good progress through improved quality of provision

Outcomes sought

- A robust system for one to one tuition is implemented
- Attendance at Maths and English Homework Club increases
- Enrichment activities are well attended to increase aspirations and broaden experiences
- A Virtual School who are effective at attaining, conveying and responding to CLA views
- Engagement with Corporate Parent Panel to improve council response to CLA needs

Appendix

- The implementation of a governing body for the Virtual School to oversee and evaluate the effectiveness of provision and outcomes for all CLAs

Action to be taken	By whom	By when:	Lead:	QA by:
<ul style="list-style-type: none"> Liaison with Participation Officer to incorporate views expressed at Beyond Limits Meetings 	Staff	Ongoing	DA/VHTs	NG
<ul style="list-style-type: none"> Links have been formed with Participation officer and plans are in place to have a specific feedback form 	TH	Ongoing	TH	PT
<ul style="list-style-type: none"> Effective procedures for referral, monitoring and review of impact of one to one tuition provided by tutoring agencies (e.g. Regent College) 	Staff Staff	Ongoing Half Terms	JM JM	CP TH
<ul style="list-style-type: none"> Winchmore tuors and Regent College are both used for 1-1 and their impact is monitored 	Staff	Feb 2015	VHTs	PT
<ul style="list-style-type: none"> Invitations to targeted students to homework club 	Staff	Ongoing	JM	TH
<ul style="list-style-type: none"> Targetted students have been invited but attendance remains low 	Staff	Ongoing	JM	TH
<ul style="list-style-type: none"> Invite secondary CLA students to university visits (Royal Vet College, Roehampton and St Mary's) 	DA	Monthly	JM	NG
<ul style="list-style-type: none"> Visits this academic year have attracted 10 CLA per trip 	JM	3 monthly	JM	Council Leader Council?
<ul style="list-style-type: none"> Virtual School to support the planning of the annual celebration event in February 2015 to which all CLAs are invited 	FA	December 2014	FA	Council Leader Council?
<ul style="list-style-type: none"> Jo T (EWO in VS) was a valuable member of planning group and was responsible for awards 				
<ul style="list-style-type: none"> Calendar of events to be advertised to CLA students to enrich and extend experiences (e.g. drumming workshop, writing workshop, theatre visits) 				
<ul style="list-style-type: none"> Trips to drumming workshop/British Library have been well attended. Planned trip to Stamford Bridge in Easter to look at careers 				
<ul style="list-style-type: none"> 'Beyond Limits' (Student Voice for CLAs) feedback is integrated within the virtual school and used to improve services, by relevant staff and governance bodies. 				
<ul style="list-style-type: none"> VHT to attend the planning group to guide and support corporate parents in the attainment and outcomes for CLAs 				
Close liaison with Peter Tolley CLA service Manager but limited group meetings.				
<ul style="list-style-type: none"> To appoint a governing body to support and provide accountability to the Virtual School 				
<ul style="list-style-type: none"> The Virtual School is currently line managed by Harrow School Improvement Partnership 				

Appendix

<p><i>which provides accountability. A SLT is to be re established once a permanent VHT has been appointed</i></p>				
<p>Success criteria</p> <ul style="list-style-type: none"> • One to one tuition improves academic outcomes for CLAs • Winchmore tutors and Regent College are providing targeted individuals to improve progress • Attendance at homework club increases • We still only have 3 regulars but these CLA are making progress • A breath and variety of enrichment and out of school learning is offered and well attended • University Trips, Drumming workshop and visit to British Library had 10 CLA • CLA views are incorporated in all virtual school strategies • We need to improve formally seeking and implementing views of CLA • The virtual school has an effective governing body which holds the virtual school accountable • Once permanent VHT has been appointed SLT will be established. Accountability is through HSIP • Corporate parents are well informed about the education outcome s of CLAs and Care leavers 				
<p>Termly progress judgement</p> <ul style="list-style-type: none"> • To be reviewed in January 2015 	Outstanding	Good	Satisfactory	Limited
<p>Next steps</p> <ul style="list-style-type: none"> • To be reviewed in January 2015 				