**MEETING - Corporate Parenting Board**
**Date - 18ᵗʰ February 2019**

**ITEM 7**

Report sponsor: Andy Smith Strategic Director
Report author: Graeme Ferguson Virtual School
Head teacher

# Annual report of the head teacher of the Virtual School for Looked After Children 2017/18

## Purpose

1.1 To report on the academic outcomes of pupils in the Virtual School for the school year 2017-18

1.2 To outline the key education performance data for LAC

1.3 To outline key successes and areas for development for the Virtual School

1.4 To celebrate notably achievements of the young people

## Recommendation(s)

2.1 To recognise the achievement of Derby's children who are looked after.

2.2 To support the areas for development as highlighted within the report.

## Reason(s)

3.1 Maximising educational opportunities is important for Derby's Looked After Children. The improvement priorities provide a route to continue this venture as outlined in 4.16.

## Supporting information

4.1 **Executive Summary**

It should be noted that making comparisons between different years be done cautiously due to small cohort numbers and cohort variations. However the data for 2017/18 shows:

- The Strengths and Difficulties scores for Derby LAC to be above the national average
- Derby has a higher % of LAC with EHCPs
- Early Years Foundation Stage outcomes have improved compared to 2017
- Phonics Check pass dropped slightly
- Key Stage 1 attainment has improved since 2016 in reading writing and maths
- Key Stage 2 attainment has improved since 2016 in reading, writing, maths and grammar, punctuation and spelling
- Key Stage 2 progress is positive for pupils with no SEN and SEN Support
- Key Stage 4 attainment and progress overall is slightly below average except for pupils with no SEN
- National and regional comparisons for educational performance are now available
- Attendance has improved to 92% from 90% the previous year
- The number of days lost to exclusions is down; there were no permanent exclusions
- Personal Education Plans completed with a mot h of the due date is above 95%

4.2 **Other supporting information**

**Major changes to assessment and accountability measures**

2017 saw the embedding of major reforms to the primary school accountability measures. This included the attainment and progress performance measures; and a floor standard for schools.

The former assessment system of using 'National Curriculum levels' has stopped for children in primary school education. Instead there is now an 'expected standard' along with new national curriculum tests in English reading, mathematics and grammar, punctuation and spelling (GPS): with outcomes reported as scaled scores ranging from 80 to 120, rather than levels.

Pupils achieving the expected standard is a combined measure across the three subjects of reading, writing and mathematics. To be counted towards the measure, a pupil must have achieved a scaled score of **100 or more** in reading **and** a scaled score of 100 or more in mathematics; **and** have been teacher assessed in writing as 'working at the expected standard' or 'working at a greater depth within the expected standard'.

Pupils achieving at a higher standard is also a combined measure across the three subjects. To be counted towards the measure, a pupil must have achieved a 'high scaled score' of **110 or more** in reading **and** mathematics; **and** have been teacher

assessed in writing as 'working at a greater depth within the expected standard'.

A school will be above the floor if at least 65% of pupils meet the expected standard in English reading, English writing and mathematics; **or** the school achieves sufficient progress scores in **all three** subjects.

4.3     In secondary schools there have been changes in the way headline performance measures are reported.  The previous measure of 5 good GCSE passes at A\*-C grades including English and maths have gone.  It has been replaced with the following measures:
- Progress 8 – this is the progress which students make in eight subjects.
- Attainment 8 – this is the average points score a student gains in eight subjects.
- The percentage of pupils achieving 9-4 in English and maths
- The percentage of pupils achieving the English Baccalaureate (GCSE higher grades in Maths, English, Science, a Humanities subject and a foreign language)

2018 saw the introduction of the majority of more challenging GCSEs across most subjects with grades awarded on a 9-1 scale.  This again makes comparisons with previous years problematic.

4.4     With these significant changes to the Primary and Secondary performance measures and the curriculum, the DfE has advised not to compare the performance in 2018 with outcomes before 2016 for Primary and before 2017 for Secondary.

4.5     The data contained within this report is provisional until the DfE releases the validated data later this academic year.  Where there is validated comparative data from 2017 this has been included but caution must be used when comparing across 2016 to 2018 as the cohort numbers are small meaning the statistical significance may not be valid.  This report only contains Derby data for LAC who were in the care of the local authority for more than 12 months.  This data is known as the reportable cohort.

4.6     Derby's LAC population have greater barriers to overcome than LAC nationally. We can draw this conclusion from analysing the Strengths and Difficulties Questionnaire (SDQ) average scores and the percentage of LAC with special educational needs. Both of these indicators are higher than national.

**Table 1 / Graph1**

| SDQ Scores | Derby | National |
|---|---|---|
| 2013 | 17 | 15 |
| 2014 | 16 | 14 |
| 2015 | 16 | 14 |
| 2016 | 16 | 14 |
| 2017 | 16 | 14 |
| 2018 | 16 | |



**Table 2 / Graph 2**

| All SEND | Derby % | National % |
|---|---|---|
| 2013 | 70 | 66 |
| 2014 | 70 | 67 |
| 2015 | 68 | 61 |
| 2016 | 66 | 57 |
| 2017 | 62 | 56 |
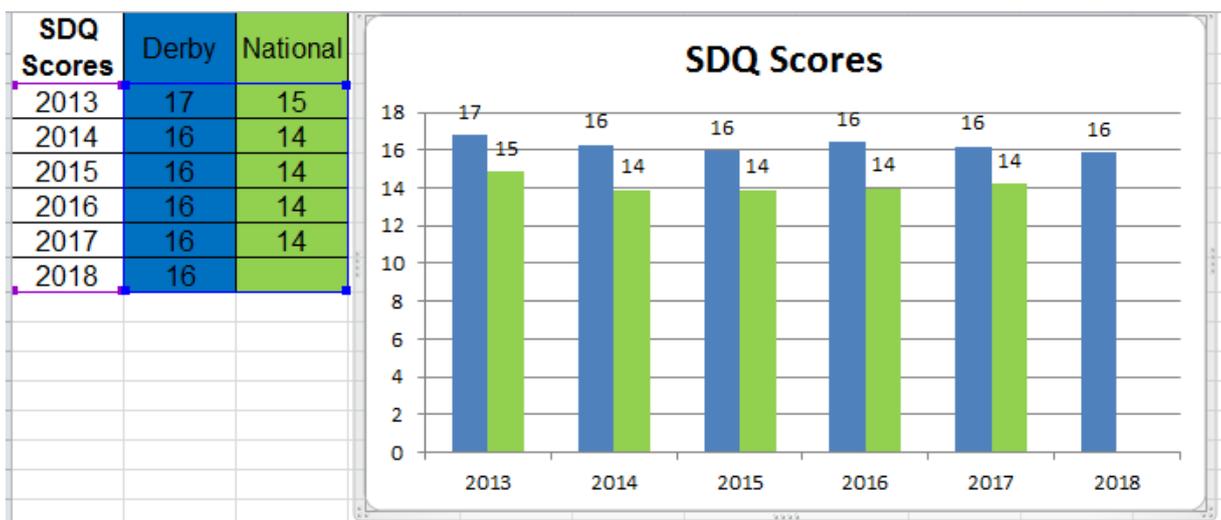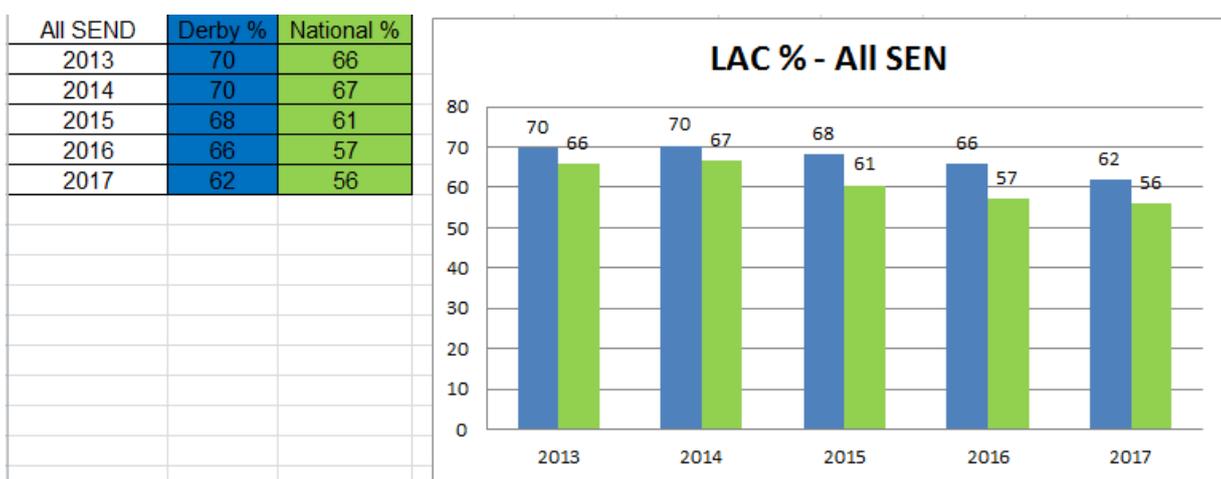


**All Virtual School pupils by the type of SEN need**

When the type of SEN need is broken down the percentage of LAC with SEN Support is in now in line with national but the numbers with more complex needs, having an EHCP, are much higher than national.  This was a fact that the Ofsted inspection 2017 picked up that despite having a greater number of SEN pupils the outcomes for LAC were broadly in line with national.

**Table 3**

| SEN Support | Derby % | National % |
|---|---|---|
| 2013 | 45 | 39 |
| 2014 | 45 | 38 |
| 2015 | 36 | 33 |
| 2016 | 31 | 30 |
| 2017 | 30 | 30 |

**Graph 3**



LAC % with SEN Support
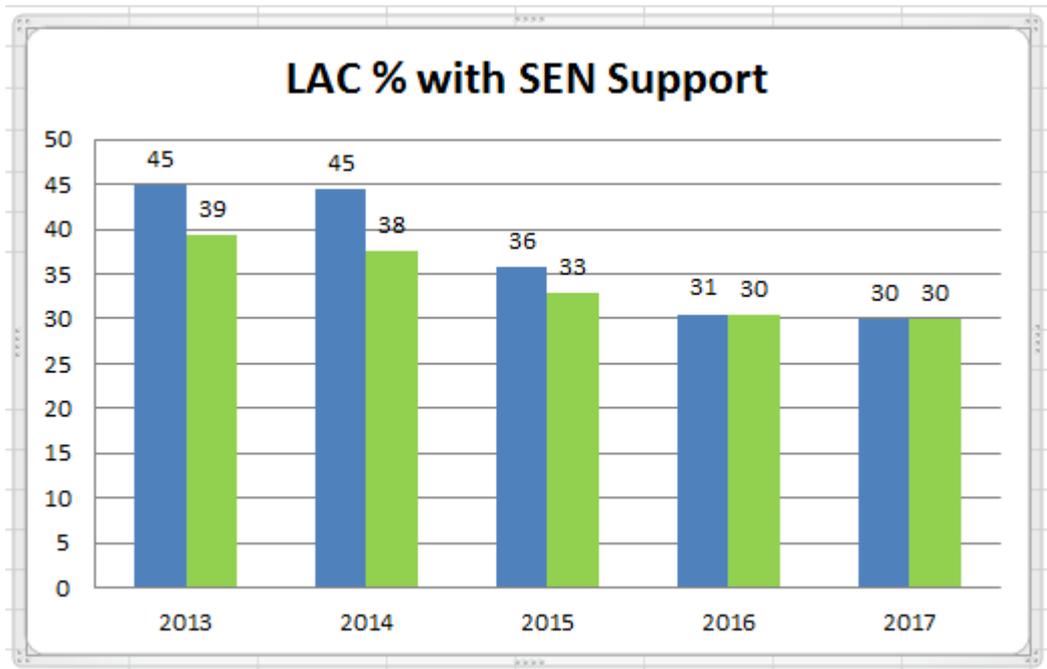
**Table 4**

| EHCPs | Derby % | National % |
|---|---|---|
| 2013 | 25 | 27 |
| 2014 | 26 | 29 |
| 2015 | 33 | 28 |
| 2016 | 35 | 27 |
| 2017 | 33 | 27 |

**Graph 4**
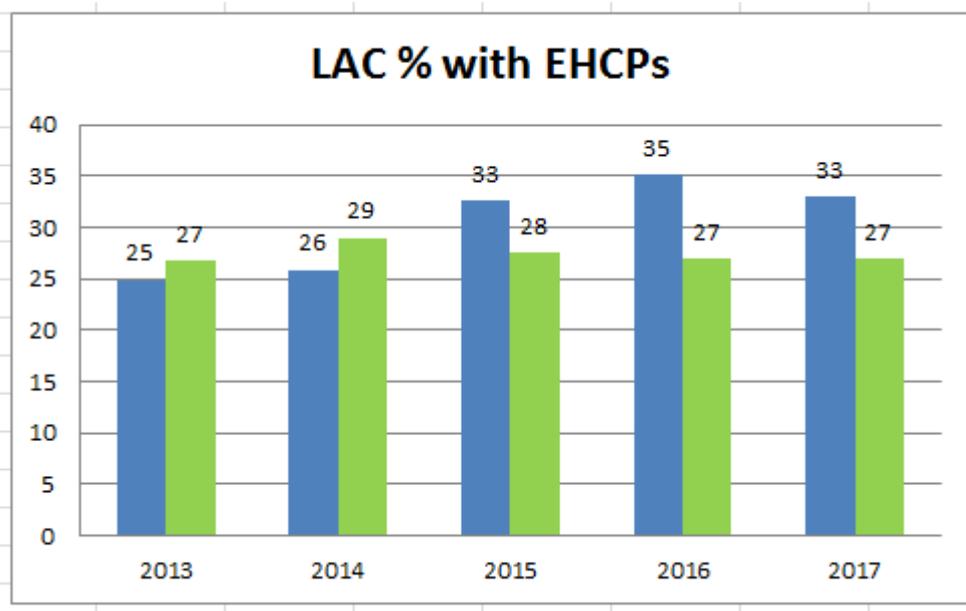


**The reportable cohort numbers broken down by SEN needs**

Table 5 and Graph 5 show the number of LAC children in the reportable cohort who have No SEN, SEN Support or an EHCP in each of the national testing year groups. The data shows the number of pupils and percentages in 2016, 2017 and 2018. In all the year groups the number of pupils with an identified SEND need is higher than pupils with no SEND.

**Table 5**

| | Year 2 | | | Year 6 | | | Year 11 | | |
|---|---|---|---|---|---|---|---|---|---|
| Year | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| Reportable Cohort | 11 | 13 | 10 | 19 | 27 | 20 | 35 | 26 | 23 |
| No SEN | 3 (27%) | 6 (46%) | 5 (50%) | 6 (32%) | 7 (26%) | 5 (25%) | 13 (37%) | 9 (35%) | 9 (39%) |
| SEN Support | 5 (45%) | 5 (38%) | 1 (10%) | 4 (21%) | 15 (56%) | 6 (30%) | 9 (26%) | 6 (23%) | 6 (26%) |
| EHCP | 3 (27%) | 2 (15%) | 4 (40%) | 9 (47%) | 5 (19%) | 9 (45%) | 13 (37%) | 11 (42%) | 8 (35%) |

**Graph 5 - The percentage and number of SEN in each reportable cohort year**



6
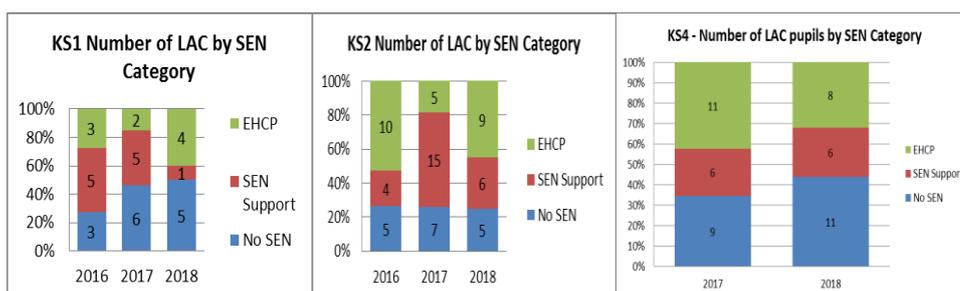
4.7 **Attainment Year 2 (7 year old children) reaching the "Expected Standard" 2016-2018**

**Table 6**

|  | KS1 Outcomes 2016-18 | | | | | |
|---|---|---|---|---|---|---|
|  | 2016 | % | 2017 | % | 2018 | % |
| Reportable Cohort | 11 |  | 13 |  | 10 |  |
| Reading | 2 | 18% | 5 | 38% | 4 | 40% |
| Writing | 2 | 18% | 4 | 31% | 3 | 30% |
| Maths | 2 | 18% | 3 | 23% | 4 | 40% |
| RWM | 2 | 18% | 3 | 23% | 3 | 30% |

**Graph 6**
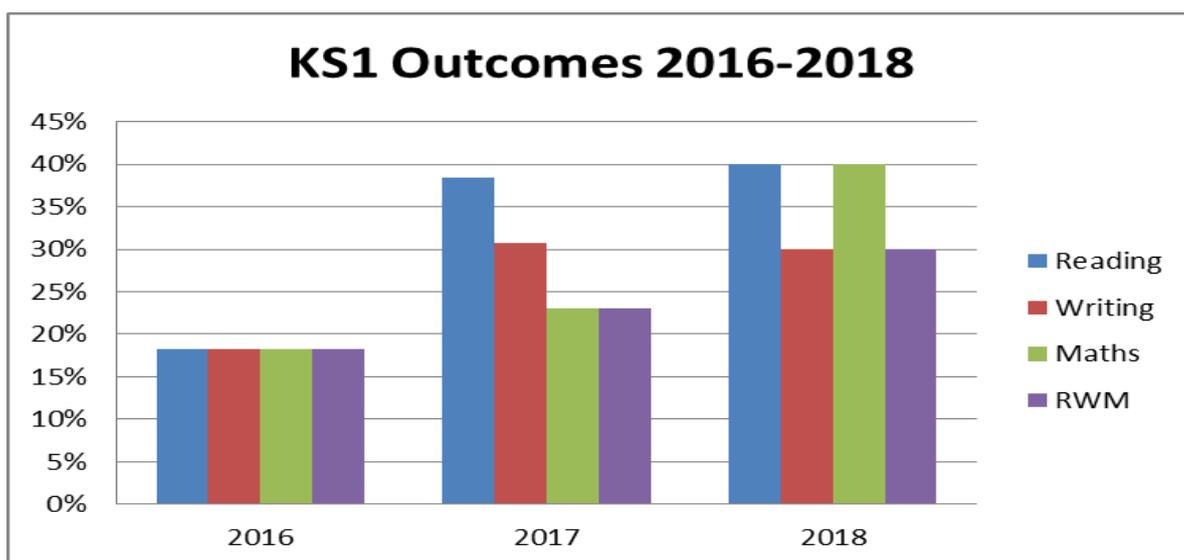


**Table 6b - Attainment of Y2 Reportable Cohort by SEN type**

|  | No SEN | | | SEN Support | | | EHCP | | |
|---|---|---|---|---|---|---|---|---|---|
|  | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| No. of Children | 3 | 6 | 5 | 5 | 5 | 1 | 3 | 2 | 4 |
| Reading | 67% | 67% | 80% | 0% | 20% | 0% | 0% | 0% | 0% |
| Writing | 67% | 50% | 60% | 0% | 20% | 0% | 0% | 0% | 0% |
| Maths | 67% | 33% | 80% | 0% | 20% | 0% | 0% | 0% | 0% |
| RWM | 67% | 33% | 60% | 0% | 20% | 0% | 0% | 0% | 0% |

**Graph 6b**

**KS1 Outcomes - No SEN 2016-2018**



**KS1 Outcomes - SEN Support 2016-2018**
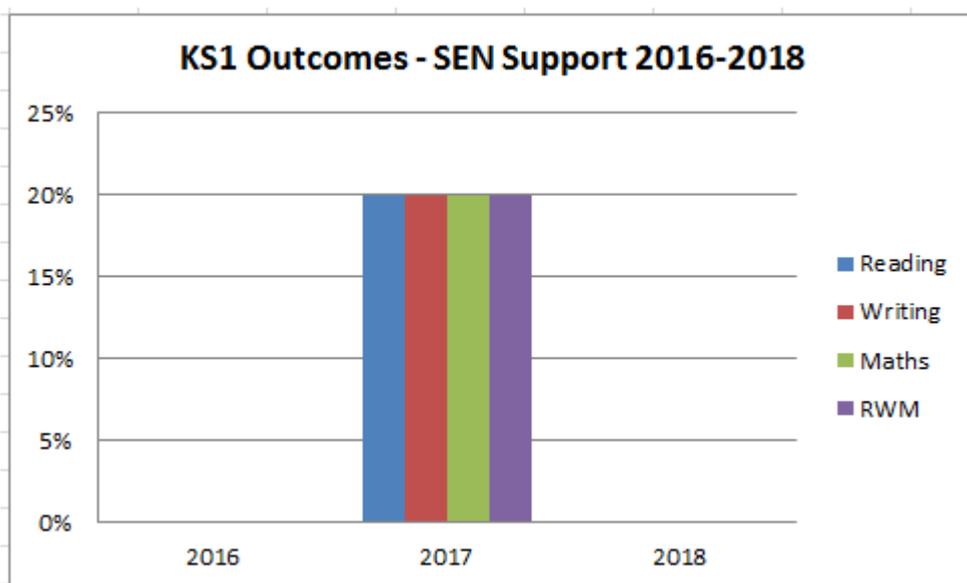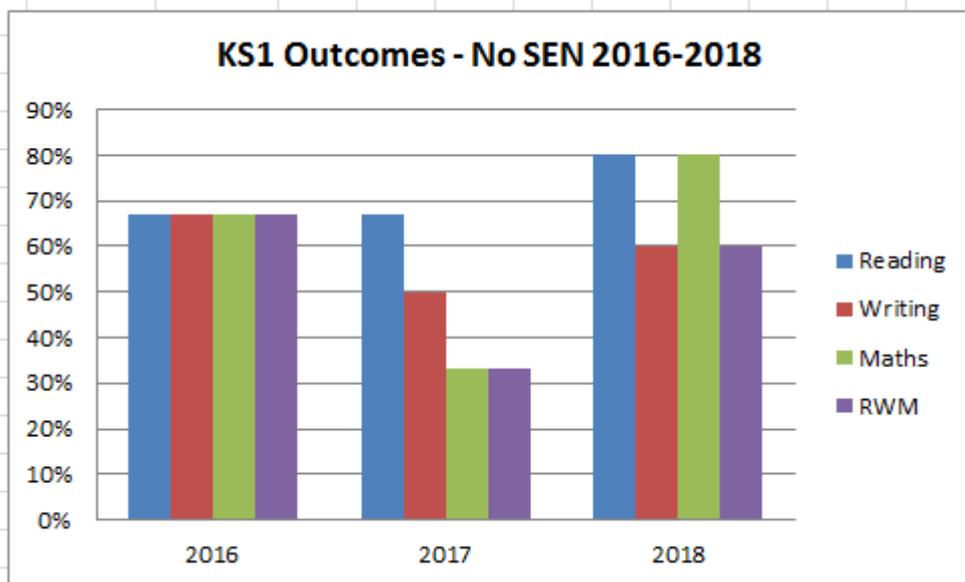


**Year 1 Phonics**

In 2018 the Year 1 phonics check outcomes for LAC dropped slightly with the biggest cohort since phonics was introduced.

Between 2016 and 2018 we have seen pupils being dis-applied from the check due to their ability level. These pupils have not been counted in the percentages below.

**Table 7**

| Phonics | Cohort | Dis-applied | Achieved check | % |
|---|---|---|---|---|
| 2014 | 12 | 0 | 6 | 50 |
| 2015 | 8 | 0 | 5 | 63 |
| 2016 | 20 | 2 | 13 | 72 |
| 2017 | 11 | 3 | 6 | 75 |
| 2018 | 24 | 7 | 11 | 69 |

**Graph 7 - Percentage of Y1 pupils reaching phonics check standard – 2014-18**
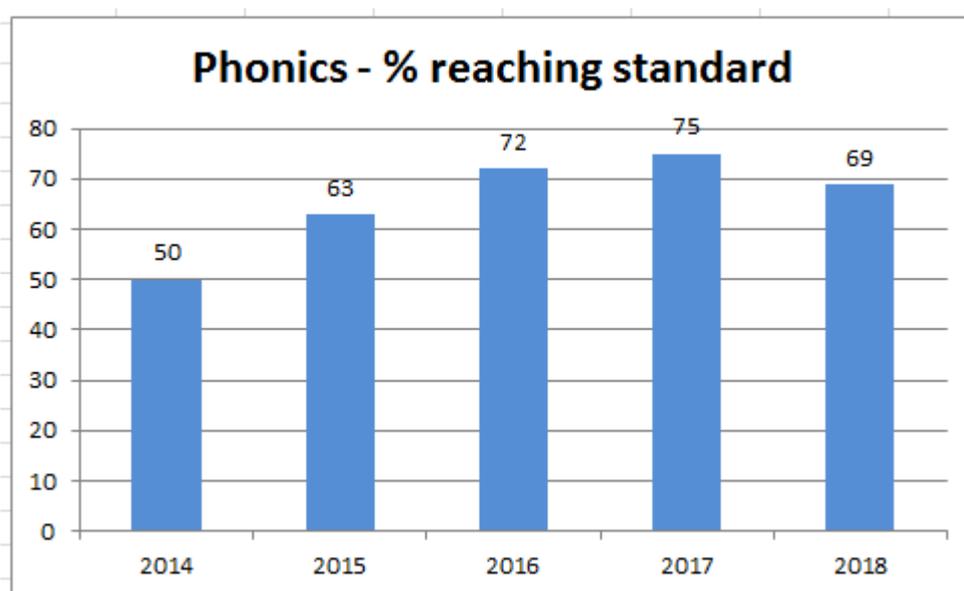
4.8  **Attainment Year 6 (11 year old children) reaching the "Expected Standard"**

**Table 8**

| | KS2 Outcomes 2016-18 | | | | | |
| | 2016 | % | 2017 | % | 2018 | % |
|---|---|---|---|---|---|---|
| Reportable Cohort | 19 | | 27 | | 20 | |
| Reading | 5 | 26% | 9 | 33% | 8 | 40% |
| Writing | 7 | 37% | 11 | 41% | 8 | 40% |
| Maths | 5 | 26% | 9 | 33% | 6 | 30% |
| RWM | 4 | 21% | 7 | 26% | 5 | 25% |
| GPS | 5 | 26% | 8 | 30% | 9 | 45% |

**Graph 8 -  Attainment of Y6 Reportable Cohort in 2016 and 2018**
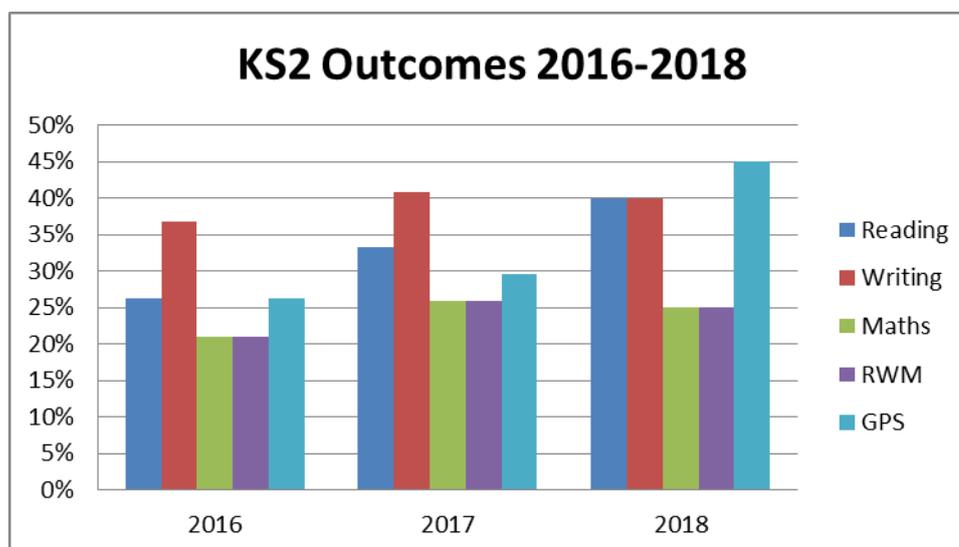


**Table 8b**

| | No SEN | | | SEN Support | | | EHCP | | |
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|---|---|
| No. of Children | 5 | 7 | 5 | 4 | 15 | 6 | 10 | 5 | 9 |
| Reading | 40% | 86% | 80% | 50% | 20% | 50% | 10% | 0% | 11% |
| Writing | 80% | 100% | 100% | 25% | 27% | 50% | 20% | 0% | 0% |
| Maths | 80% | 100% | 60% | 25% | 13% | 50% | 0% | 0% | 0% |
| RWM | 40% | 86% | 60% | 25% | 7% | 33% | 0% | 0% | 0% |
| GPS | 60% | 86% | 100% | 25% | 13% | 67% | 0% | 0% | 0% |

**Graph 8b - Attainment of Y6 Reportable Cohort by SEN type**



KS2 Outcomes – No SEN 2016-2018



KS2 Outcomes – SEN Support 2016-2018



KS2 Outcomes – EHCPs 2016-2018
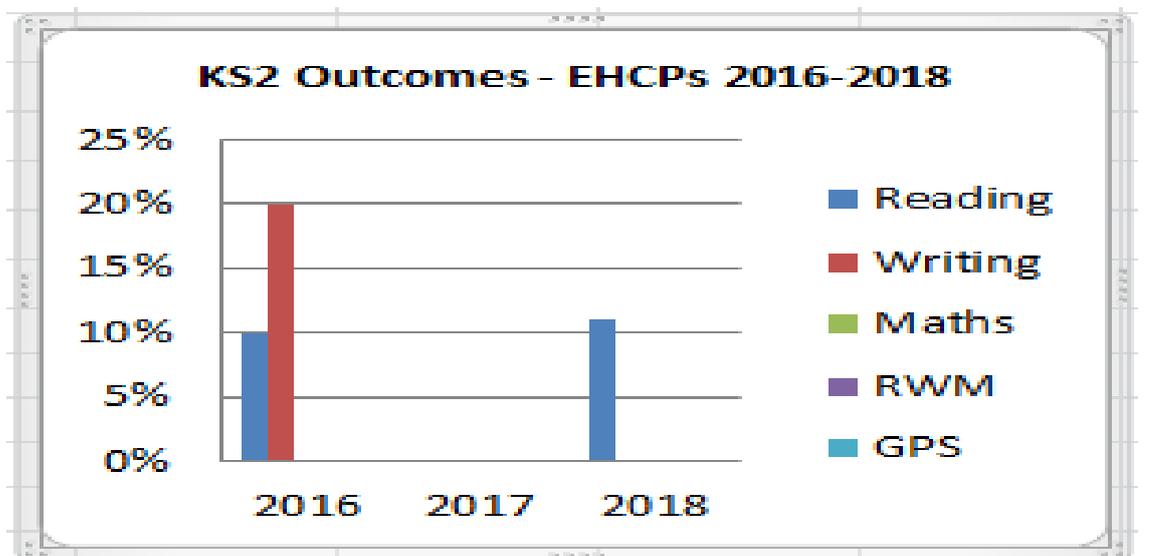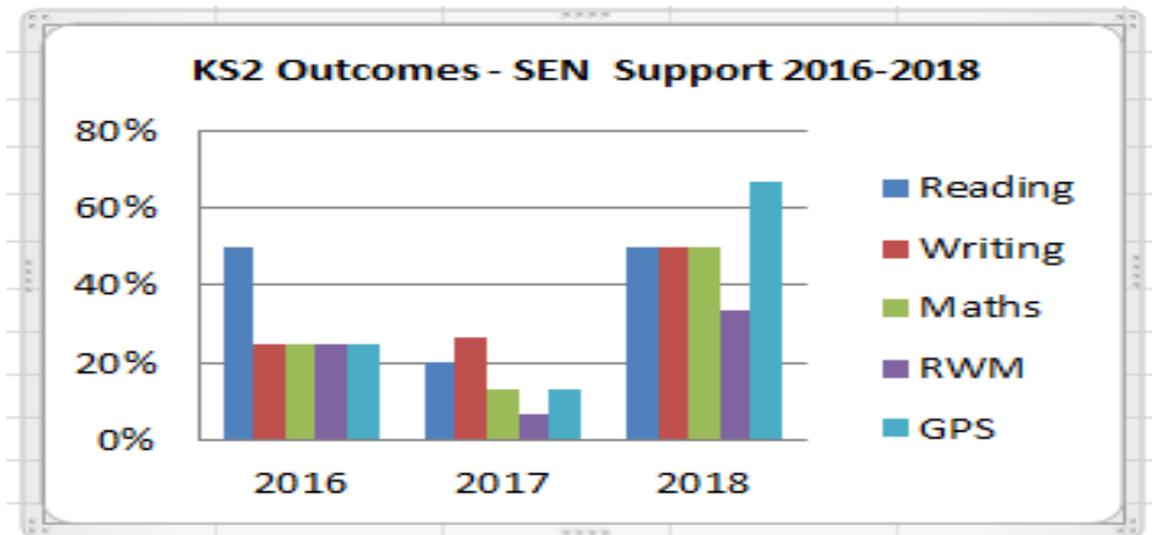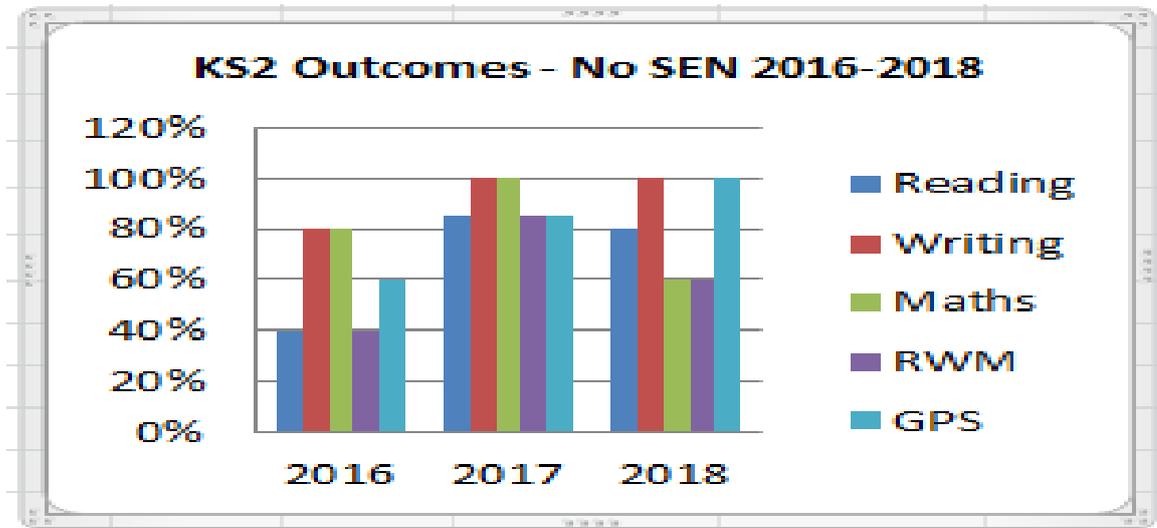
## 4.9 Progress from KS1 to KS2

For the first time we have local, regional and regional data which outlines the progress made by pupils from KS1 to the end of KS2. The number of pupils who have been in care for 12 months or more is 18. Below are a series of tables which show progress for all pupils, pupils with no recorded SEN, pupils with SEN Support and pupils who have EHCPs. It is clear from the data that pupils with either no SEN or pupils with SEN Support have made better than expected progress. Pupils with EHCPs have made much less progress. It should be borne in mind that the cohort sizes are small and the statistics should be treated with caution.

**Table 9a**

| KS2 Progress Benchmark (CLA) (Keypas) | | Progress 2018 \| CLA 12 Months | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | READING | | WRITING | | | MATHS | | |
| | Cohort | Prog. Score ≥0 | Avg. Prog. Score | Prog. Score ≥0 | Avg. Prog. Score | Cover. | Prog. Score ≥0 | Avg. Prog. Score |
| NCER National (CLA) | 1,800 | 48.6% | -0.29 | 48.1% | -0.84 | 91.5% | 46.9% | -0.70 |
| DfE Region - East Midlands (CLA) | 120 | 39.0% | -1.79 | 47.0% | -1.41 | 93.0% | 36.0% | -2.62 |
| Virtual School - Derby | 18 | 43.8% | -1.03 | 37.5% | -0.95 | 88.9% | 37.5% | -2.82 |

**Table 9b**

**KS2 Progress Benchmark (CLA) (Keypas)**

**Progress 2018 | No recorded SEN | CLA 12 Months**

| | Cohort | READING | | WRITING | | MATHS | | |
|---|---|---|---|---|---|---|---|---|
| | | Prog. Score ≥0 | Avg. Prog. Score | Prog. Score ≥0 | Avg. Prog. Score | Cover. | Prog. Score ≥0 | Avg. Prog. Score |
| NCER National (CLA) | 690 | 58.8% | +1.16 | 60.0% | +1.08 | 95.8% | 53.2% | +0.53 |
| DfE Region - East Midlands (CLA) | 40 | 50.0% | +0.52 | 55.0% | +1.07 | 98.0% | 45.0% | -0.69 |
| Virtual School - Derby | 3 | 100.0% | +6.75 | 50.0% | +4.48 | 66.7% | 100.0% | +3.12 |

**Table 9c**

**KS2 Progress Benchmark (CLA) (Keypas)**

**2018 | SEN Support | CLA 12 Months**

| | Cohort | READING | | WRITING | | MATHS | | |
|---|---|---|---|---|---|---|---|---|
| | | Prog. Score ≥0 | Avg. Prog. Score | Prog. Score ≥0 | Avg. Prog. Score | Cover. | Prog. Score ≥0 | Avg. Prog. Score |
| NCER National (CLA) | 600 | 48.5% | -0.19 | 47.0% | -1.11 | 92.6% | 48.6% | -0.60 |
| DfE Region - East Midlands (CLA) | 40 | 42.0% | -1.51 | 53.0% | -1.35 | 95.0% | 40.0% | -1.86 |
| Virtual School - Derby | 8 | 50.0% | +0.26 | 50.0% | +0.33 | 100.0% | 50.0% | +0.69 |

**Table 9d**

**KS2 Progress Benchmark (CLA) (Keypas)**

**2018 | EHCP | CLA 12 Months**

| | Cohort | READING | | WRITING | | MATHS | | |
|---|---|---|---|---|---|---|---|---|
| | | Prog. Score ≥0 | Avg. Prog. Score | Prog. Score ≥0 | Avg. Prog. Score | Cover. | Prog. Score ≥0 | Avg. Prog. Score |
| NCER National (CLA) | 380 | 27.7% | -3.66 | 28.0% | -4.03 | 82.4% | 28.4% | -3.95 |
| DfE Region - East Midlands (CLA) | 30 | 21.0% | -5.59 | 29.0% | -4.84 | 85.0% | - | -6.48 |
| Virtual School - Derby | 7 | 16.7% | -5.35 | 16.7% | -4.47 | 85.7% | 0.0% | -9.47 |

### 4.10 Key Stage 4 – (16 year old students) – Attainment and Progress

The attainment of all 23 LAC pupils at the end of KS4 is broadly in line with national. When you break down the LAC cohort you find that pupils with no recorded SEN are attaining more than national with their progress being in line. Pupils with SEN Support and EHCPs are attaining and progressing below national.

**Table 11a**

**KS4 Benchmark (CLA) (Keypas)**                    2018 | CLA 12 Months

| | Cohort | Attainment 8 | Progress 8 Avg. Score | 9-5 EBacc Eng. LL | 9-5 EBacc Mat. | 9-5 E&M | EBacc Entry | EBacc APS |
|---|---|---|---|---|---|---|---|---|
| NCER National (CLA pupils) | 2130 | 24.6 | -0.94 | 21.2% | 15.3% | 10.0% | 12.4% | 1.96 |
| DfE Region - East Midlands (CLA) | 150 | 21.7 | -1.03 | 17.8% | 13.2% | 7.9% | 10.5% | 1.75 |
| Virtual School - Derby | 23 | 22.0 | -1.43 | 21.7% | 8.7% | 8.7% | 17.4% | 1.86 |

**Table 11b**

**KS4 Benchmark (CLA) (Keypas)**          2018 | No recorded SEN | CLA 12 Months

| | Cohort | Attainment 8 | Progress 8 Avg. Score | 9-5 EBacc Eng. LL | 9-5 EBacc Mat. | 9-5 E&M | EBacc Entry | EBacc APS |
|---|---|---|---|---|---|---|---|---|
| NCER National (CLA pupils) | 1060 | 32.3 | -0.79 | 33.0% | 23.8% | 16.5% | 19.0% | 2.62 |
| DfE Region - East Midlands (CLA) | 70 | 30.1 | -0.74 | 32.4% | 19.1% | 14.7% | 17.6% | 2.49 |
| Virtual School - Derby | 9 | 38.8 | -0.90 | 55.6% | 22.2% | 22.2% | 44.4% | 3.3 |

**Table 11c**

**KS4 Benchmark (CLA) (Keypas)** — 2018 | SEN Support | CLA 12 Months

| | Cohort | Attainment 8 | Progress 8 Avg. Score | 9-5 EBacc Eng. LL | EBacc Mat. | E&M | EBacc Entry | APS |
|---|---|---|---|---|---|---|---|---|
| NCER National (CLA pupils) | 540 | 25.4 | -0.77 | 15.3% | 11.5% | 6.1% | 9.7% | 2.01 |
| DfE Region - East Midlands (CLA) | 40 | 24.8 | -0.89 | - | 15.8% | - | - | 1.97 |
| Virtual School - Derby | 6 | 17.8 | -1.15 | 0.0% | 0.0% | 0.0% | 0.0% | 1.47 |

**Table 11d**



**KS4 Benchmark (CLA) (Keypas)** — 2018 | EHCP | CLA 12 Months

| | Cohort | Attainment 8 | Progress 8 Avg. Score | 9-5 EBacc Eng. LL | EBacc Mat. | E&M | EBacc Entry | APS |
|---|---|---|---|---|---|---|---|---|
| NCER National (CLA pupils) | 530 | 8.4 | -1.39 | 3.7% | 2.2% | - | 1.9% | 0.61 |
| DfE Region - East Midlands (CLA) | 50 | 6.6 | -1.55 | - | - | 0.0% | 0.0% | 0.46 |
| Virtual School - Derby | 8 | 6.3 | -2.24 | 0.0% | 0.0% | 0.0% | 0.0% | 0.54 |

The table below shows the grade breakdown for pupils who achieved a grade 3 in

English or above.  It shows how close several pupils were to achieving grade 4 in maths or English which would have significantly improved the outcomes data.

| SEN | Pupil | English Language | English Literature | Maths | Science – two grades |
|---|---|---|---|---|---|
| No SEN | A | 6 | 6 | 6 | 55 |
| No SEN | J | 5 | 4 | 7 | 76 |
| No SEN | I | 5 | 4 | 4 | 43 |
| No SEN | G | 5 | 7 | 3 | 54 |
| No SEN | K | 3 | 3 | 4 | 43 |
| No SEN | M | 3 | 2 | 4 | 43 |
| No SEN | H | 3 | 5 | 3 | 33 |
| SEN support | B | 3 | 4 | 3 | 33 |
| EHCP | S | 3 | 3 | 3 | 44 |
| SEN support | C | 3 | 2 | 3 | 43 |
| EHCP | R | 3 | 3 | 2 | 32 |
| No SEN | L | 3 | 2 | 2 | 33 |
| No SEN | P | 3 | | 1 | 22 |

4.11 Overall, LAC attendance levels were 92% in 2017/18.  This compares to 90% in 2016/17.

The graph below shows the number of pupils and the percentage grouping in which their attendance fell.  There were 11 pupils attendance whose attendance was below 50%.  When these pupils are discounted from the figures the percentage attendance rises to 94%.  The majority of the pupils with attendance of below 50% are in the later years of secondary and in either special schools or specialist provision.

**Graph 11**



17
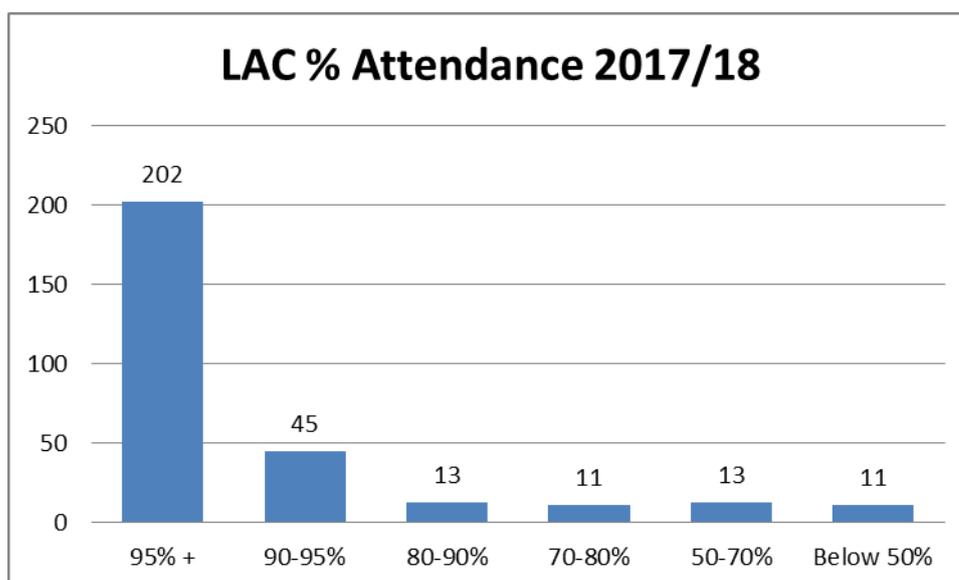
4.12    There were no permanent exclusions in 2017/18 due to the Virtual School
        working with schools to ensure alternatives were implemented.

        Table 12 shows the number of instances of pupil fixed term exclusions and the
        number of half days which were lost due to fix term exclusions.  There were a
        total of 40 pupils who had a fixed term exclusion..

**Table 12**

| Academic Year | Number of instances of pupil exclusions | Number of half days |
|---|---|---|
| 2014/15 | 97 | 500 |
| 2015/16 | 113 | 817 |
| 2016/17 | 94 (45 pupils) | 459 |
| 2017/18 | 113 (40 pupils) | 414 |

Reducing exclusions has been a focus for the team this year and this is being
achieved through a variety of means:

- The Virtual School has commissioned the Educational Psychology
  Service to provide additional emotional and behavioural support to
  schools
- Additional Pupil Premium Plus resources have been allocated to support
  young people in school who are at risk of exclusion
- The Virtual School is encouraging schools to use alternative provision
  placements/packages as opposed to excluding

4.13    The number of schools accessed by Derby LAC according to their OFSTED
        rating in 2017/18 is outlined below:

**Table 13**

| Ofsted Rating | Outstanding | Good | Requires Improvement | Inadequate | Unknown |
|---|---|---|---|---|---|
| Percentage of Pupils attending: | 19% | 59% | 15% | 7% | 20 schools |

Table 13 shows that 78% of the LAC pupils attended a school which was good
or better in 2017/18.  This compares to 70% in 2014/15, 75% in 2015/16 and
75% in 2016/17.

4.14    **The Personal Education Plan**

        The Local Authority has a statutory duty to maintain Personal Education Plans (PEP)
        for every school age LAC up to the end of the school year in which the LAC turns 16
        (i.e. the end of Year 11). A LAC must have a PEP written within 20 schools days of

coming into care. The PEP must be reviewed at least once every six months, or at any time of significant changes to their placement or education provision.

During 2017-18 the Virtual School has continued to use an electronic Personal Education Plan (ePEP) from a company called Welfare Call after a successful trial in 2015-16. The new way of working has proved to be very successful with the PEP completion rate within one month of the PEP meeting being above 95%.

In response to the Ofsted recommendation regarding PEPs the design of the target setting page has been changed to focus on SMART target completion. In addition, the Virtual School have produced some exemplar targets and a model process and agenda for a PEP meeting.

With the introduction of the Early Years Pupil Premium Plus (EYPP+) funding the Virtual school has an Early Years ePEP, EYPP+ policy and mechanism for distributing the £300 allocations.

4.15    **Quality Assurance of ePEPs**

A system is now in place which ensures that every ePEP which is completed is quality assured by the Virtual School team. There is now a clear link between the SMART targets outlined in the ePEP and the distribution of PP+ funding. This funding is allocated in accordance with the PP+ Policy which was written to provide guidance, clarity and transparency as to how the Virtual School saw PP+ money supporting LAC.

The breakdown of how the PP+ allocation (£) in 2017/18 has been allocated is shown below:

| | |
|---|---|
| Pupil targets in ePEP | 300,000 |
| In School Support | 130,000 |
| Training | 46,000 |
| Rewards/incentives | 26,000 |
| Staffing | 135,000 |
| Other projects | 28,000 |
| | |
| Total | 665,000 |

The breakdown of the allocation of PP+ to each pupil can be seen in the graph below. The circled red line indicates where a pupil has received the £1900.

Pupil Premium Allocations 2017/18
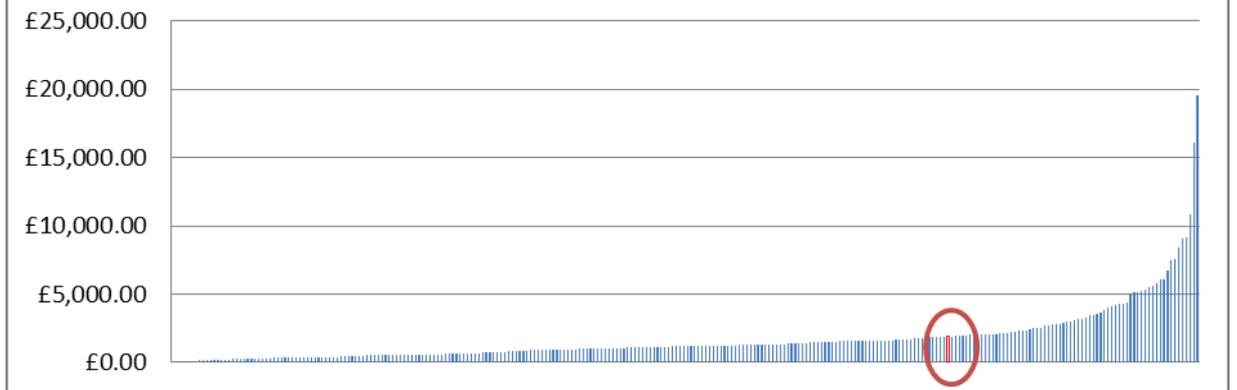
4.16 **2018-19 Priorities**

1. To advocate and allocate staffing on behalf of LAC to ensure that:
   - the Progress 8 score at the end of KS4 is at least in line with the national data for children from the same starting point
   - the progress made from KS1 to KS2 is at least in line with the national data for children from the same starting point
2. To ensure that the needs of pupils entering care are identified, in particular, SEND needs, so these are not missed; and schools are supported in
3. To implement the new duties placed on the Virtual School providing support and information for PLAC
4. To implement "mentoring support" programmes to identified LAC.
5. Expand the role of the Virtual School up to the age of 18 by monitoring post 16 participation and expanding the Pathway Plan to include a post 16 PEP.
6. Continue specific emotional and behavioural support for LAC working with the Education Psychology Service.
7. Further develop the advocacy role of the service with schools through the Designated Teachers Network, regular updates and briefings.
8. To continue providing training and CPD opportunities for key adults supporting LAC
9. Ensure the Virtual School delivers a focus on attendance, reducing exclusions and getting pupils into appropriate provision with as little delay as possible.
10. Ensure that every Officer and professional has the skills and knowledge to challenge schools on the educational attainment and progress of LAC, to signpost them to appropriate avenues of support and to ensure that the Virtual School is informed of any concerns.
11. Strengthen the processes and opportunities for LAC to capture their voice and raise concerns about their educational provision through the PEP, social care and to the Virtual School.
12. Continue to ensure the educational achievement of each LAC is recognised through documents and reports (e.g. Personal Education Plans also known as PEPs), and through celebration events.

4.17 To fulfil its training and development role members of staff of the Virtual School have taken part in and led a series of training events for the full range stakeholders working with LAC.

**Table**

| | |
|---|---|
| 6/10/17<br>1/12/17 | Inside I'm Hurting – attachment training conference<br>What About Me – attachment training conference |
| 26/01, 9/02,<br>16/03,<br>23/04,<br>11/05,<br>23/06 and<br>20/07 | 7 Day Attachment training course accredited by Brighton and Hove University – 12 schools, 24 staff involved |
| 08/06/17<br>13/10/17 | Role Of Designated Governor For Children In Care |
| 3/10/18 | Preventing Disaffection Eileen Murphy Training |
| 25/6/18 | Attachment Awareness in Practice – Kate Cairns attachment training |
| 6/2/17<br>24/5/18 | Designated Teacher Network Meetings |
| 21/3/18<br>22/3/18 | Education training for final year Derby University Social Work students |
| 21/6/18 | Advanced Children in care Training |
| 6/12/17<br>18/4/18 | Full day training course outlining the education system from nursery to Higher Education.  Audience is social workers, residential staff and carers |

## Public/stakeholder engagement

5.1    None

5.2

## Other options

6.1    N/A

6.2

## Financial and value for money issues

7.1    None

## Legal implications

8.1    None

## Other significant implications

9.1    None

**This report has been approved by the following people:**

| Role | Name | Date of sign-off |
|---|---|---|
| **Legal** | | |
| **Finance** | | |
| **Service Director(s)** | Pauline Anderson | 10/1/19 |
| **Report sponsor** | Andy Smith | 10/1/19 |
| **Other(s)** | | |