

**Virtual School for Children in Care & Previously looked after Children**  
**Self-Evaluation – September 2020**  
**West 3, New County Hall. Truro**

Introduction

- A. Contextual information
- B. Summary
- C. Current evaluation
- D. Performance information

# Cornwall Virtual School



**Education Strategy**  
for Cornwall 2018-2022:  
Raising Aspiration & Achievement

## Introduction:

This annual self evaluation provides an up to date assessment of the Virtual School, effectiveness of current provision and performance for children in care and previously looked after children (where possible). As part of Education in the Together for Families Directorate, this service operates as a school, with an annual School Improvement Plan and performance data. We form part of the South West regional Virtual Schools and are members of the National Association of Virtual School Heads (NAVSH)

- What do we know about the quality and impact of Cornwall Virtual School?
- How do we know it?
- What are our plans for the next twelve months to maintain or improve practice?

## Links and reference to:

- ILACS framework
- Education SEF
- One Vision
- School Improvement Plan

## A. Contextual information

- **Cornwall Virtual School (CVS)** is a statutory, centrally based service, part of Education and wider Together for Families Directorate. Our aim is to respond to the needs of children in care (CiC) and previously looked after children (PLAC) at both a strategic and operational level.
- To promote the educational attainment and achievement of Children in Care, under section 52 of the Children Act 2004 and to fulfil the statutory requirements as described in “Promoting the education of looked after children and Previously Looked after Children\* statutory guidance for Local Authorities” (DfE, revised February 2018.) Implemented September 2018.
- The service has increased from eight fulltime (2008) to 18 in the team (2020), 3 are part time, 10 are term time only. In addition, we have two Educational Psychologists providing a service two days a week and two business support colleagues
- The Headteacher reports to the Service Director for Education. There is a Governing body who meet twice a year, providing challenge, peer support and feedback on the service.
- Our Service delivery and core duties have remained unchanged despite the re-structure and re-focus in April 2016, a review is due in spring 2021
- CVS main base is New County Hall. The team are co-located supporting integrated working with Social care, School Effectiveness Cornwall, SEND, School admissions, Finance, Safeguarding and LADO. *Due to the Covid-19 situation, all non- school based staff are working from home*
- We have had three recent Inspections:
  - June 2016 - Inspection of services for children in need of help and protection, children looked after and care leavers
  - October 2018 – Joint targeted area inspection completed
  - October 2019 – ILACS graded ‘Outstanding’

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## Children in Care by NCY Breakdown including children from other LAs (93)

As of 13/08/2020 the Cornish Virtual School roll is 423, increased from 403 on 8th July.

School Stage	NCY	Total	M	F
Post 16	Year 13	84	44	40
	Year 12	58	32	26
<b>Post 16 Total</b>		<b>142</b>	<b>76</b>	<b>66</b>
Secondary Age	Year 11	66	29	37
	Year 10	49	26	23
	Year 9	39	20	19
	Year 8	33	26	7
	Year 7	23	12	11
<b>Secondary Age Total</b>		<b>210</b>	<b>113</b>	<b>97</b>
Primary Age	Year 6	21	13	8
	Year 5	26	16	10
	Year 4	21	15	6
	Year 3	10	7	3
	Year 2	20	11	9
	Year 1	11	6	5
	Reception	13	3	10
<b>Primary Age Total</b>		<b>122</b>	<b>71</b>	<b>51</b>
Pre-School (NCY-1/-2)	(-1) 13		7	9
	(-2) 13	<b>42</b>	16	10
<b>Grand Total</b>		<b>516</b>		

## Current numbers of Cornish Children in Care placed in settings other than in mainstream schools or out of County NCY-2 to NCY 13

	as at Date:	No. of CiC
Cornish CiC	20/04/2018	71
Cornish CiC	06/08/2018	77
Cornish CiC	26/09/2018	71
Cornish CiC	01/10/2019	78
Cornish CiC	08/07/2020	78
Cornish CiC	<b>01/08/2020</b>	<b>76</b>

### Leadership and Management

The Head of Service for CVS is a member of the Education Senior Leadership Team, Extended leadership group and Together for families SLT. The Head of Service is also the Designated safeguarding lead, Education lead for Child exploitation and a member of both the Missing & Exploitation group and MACE

The two Deputy Head's of Service lead in different areas:

- Chloe Phillips leads on the Primary phase, SENCo, School Effectiveness and attends the east Resource and Care panel
- Jacqui Lewis leads on the Secondary & Post 16 phases, Corporate Parenting, Pupil Placement at APAs, attends mid Resource and care panel
- Vicky Thornton, our EWO attends half termly Behaviour for learning partnerships at The Wave MAT (APA).
- Sarah Hamshaw, our Out of county lead – focuses on CiC placed in non-Cornish provision and monitors children in care placed out of authority (COLAS). Sarah is the deputy designated safeguarding lead and deputy SENCo
- Ros Hughes leads on PLAC / Adoption and termly PLAC PEP
- Sam Whitchurch leads on Post 16 and KS4/5 transition, NEETS & EETS
- Sammi Morgan and Sali Kew-Jones lead on the EY's phase, attending and quality assuring PEP's and supporting transition

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## **Governance** - Governing Body representation:

- Independent Chair- Julie Orrell (retired Head Teacher)
- Minutes – Cornwall Virtual School
- Elected Member – Sally Hawken
- Primary – Karen Brown – Head Teacher of Cubert Primary
- Secondary – Lisette Neesham- Vice Principal Pool Academy
- Voluntary Sector – Tori Cannell / Kate Driver from Carefree
- Young people – Charlotte R
- Foster carers- Claire Wilson / Nicky Johns (Foster carer network)
- Virtual School – Emma Phillips (HOS)

## **Part B: Summary**

2019 / 2020 has been an interesting year due to challenges from Covid-19.

### **COVID Response – see appendix**

Since the announcement of the lockdown, due to COVID 19, CVS with SEN, Education, Social care and the data team immediately set up a comprehensive spreadsheet in order to track all our vulnerable children, our focus was children in care, where / how they were being educated. This was an extensive piece of work for all SLT and admin, to ensure all information was updated daily / weekly depending on vulnerability

Following this a vulnerable group was set up integrating senior leaders from both education and social care. The aim of the group was to enable daily discussions with regard to schools and children of concerns; CiC, CP, CHIN and those at risk of exploitation using a spreadsheet for all children within the vulnerable groups categories to be carefully monitored. Attendance data collected from schools was incorporated into the spreadsheet to allow for accurate attendance.

Discussions are now being held as to how the collated information can be used moving forward in September and a summary looking at processes, timescales, support, input from schools and lessons learnt will be drawn up over the coming weeks. Next steps will be determined over the summer break. This was a valuable meeting to enable professional discussions and a platform for sharing expertise about children and schools. It is hoped that this will continue moving forward, but no decisions have yet been made.

### **Safeguarding.**

The 175/157 safeguarding self-evaluation form has now been quality assured and has once again received excellent feedback.

2019 feedback *'You have submitted a thorough and detailed self-assessment which reflects a strong commitment to safeguarding within the Virtual school. There is evidence of some very robust processes in place e.g. CMIE.'*

2020 feedback - *You have once again submitted a thorough and detailed self-assessment which reflects a strong commitment to safeguarding within the Virtual school. Each section demonstrates robust safeguarding practice.*

There is an action plan in place to address the training needs highlighted from the audit.

In terms of Covid-19, a core team was checking on the plans that were in place for vulnerable learners and were RAG-rated these in terms of both education and safeguarding. Situations and circumstances that arose re. significant concerns were followed up rigorously and shared with SLT who

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attended the Vulnerable Groups meetings to ensure a robust and multi-agency approach. This tracking and monitoring is now under review due to the longer term Covid situation and expectation that all children will return to school in September

- We work closely with Our Safeguarding Children's Partnership (OSCP). The audit results in an action plan presented to staff and governors and followed up over the year.
- We adhere to both documents re. Keeping children safe in education (KCSIE) / Working together to safeguard children
- Virtual school audits safeguarding twice a year and reports back to Governors twice a year

## **Deployment of the team to support CiC: 'meeting the needs of our individual learners'**

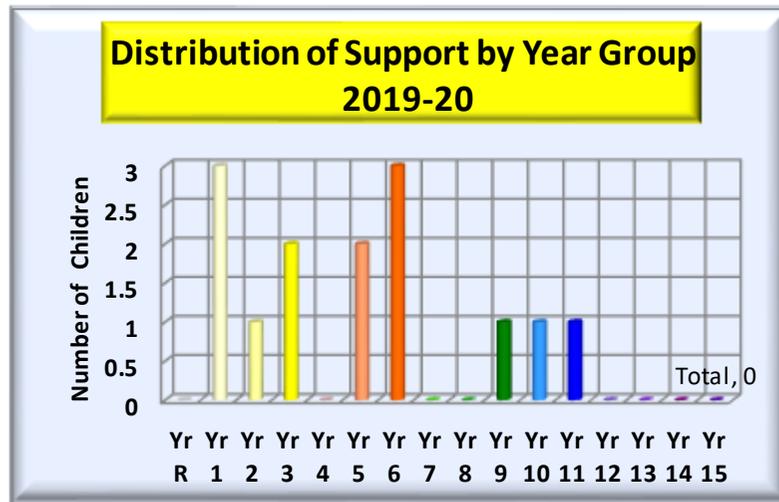
Our HLTAs have directly supported 21 CiC 19/20 academic year, this is positive given five months where support has not been in place due to Covid-19 and we have had 3/6 HLTAs off work. The majority has been primary age support and mainly the west of the county. Our HLTAs returned to direct school support with full safety and risk assessments on June 1<sup>st</sup> 2020.

September - The HLTAs are currently directly supporting 31 CiC across Cornwall.

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## What do we know about the quality and impact of Cornwall Virtual School?

### How do we know it?

Are of service delivery	Impact
Frontline working	<ul style="list-style-type: none"> <li>Allocation of school support is led by FFT data, NCER and PEP data along with service knowledge about individual cases. For the autumn term, we are deploying due to need and impact of Covid-19 for some CiC returning to school</li> <li><u>Projects</u> – The Wave/ Writers Block / Cornwall Music Hub / CYMAZ /Sexpression - Relationships, Sex, education project have all resulted in improved attendance, improved behaviour , a more positive attitude at school with a reduction in sanctions, raised levels of confidence, developed motivation and resilience, improved confidence, self-esteem and developed positive relationships. An increased understanding and more positive attitude towards and across curriculum subjects and improved confidence , safety in their school and their individual learning ability and reduced some levels of risk. This is now a rolling project with Health year on year.</li> </ul>

- Outcomes of creative interventions have led to successful school moves, avoidance of permanent exclusions, positive impact on attainment and progress and improved mental health & well-being.

**Post 16-** commitment to raising aspiration and achievement for every CiC

A new Specialist Educational Lead was appointed in September 2020. With the aim of forming stronger links with post 16 providers and professionals to advance the opportunities and outcomes of care-leavers.

For the next 12 months, priorities will be:

- Working with young people with a particular focus on attendance issues & NEET.
- To monitor progress and offer appropriate and timely interventions when necessary.
- To increase the number of 16-25 year olds accessing further and higher education and ensure young people are aware of the support these institutions can offer.
- To work with Social care Post 16 team and Carefree from the Voluntary sector

**Attendance, Exclusions, Reduced Timetables, Children missing education:** EWO is now a full time member of CVS – this has allowed robust discussions to take place with schools where FTEX are becoming more of a regular occurrence. This information is shared with School Effectiveness and followed up by the VSH in a monitoring visit to the school. This has had a positive impact, the result being schools contacting the VS as situations escalate rather than schools excluding at crisis point

- Attendance of CiC in Cornwall Schools continues to be above the national and south west averages but there are still concerns
- Inclusion Support Funding is available to prevent exclusion with short-term, time-limited TA support
- Y6 / Y7 transition discussions have been established with DT's and where possible Heads of Year, and these have proved extremely useful in highlighting the needs of CiC & extra support needed and to reaffirm the expectation that no CiC will be excluded
- End of year FTEX is at 110 episodes, given this is the same as last year but with five months less attendance at school – this is an area of concern
- Due to Covid-19 there will be no RTT at the start of September, all children are required back in school full time

September update:

Central government expectation is that all children are back in school full time from this academic year – all phased transitions to be completed by the 21<sup>st</sup> September. Shielding advice paused on 1 Aug 2020, so all children can return to school.

Attendance data collection for our Children in Care has resumed – Lauren Hufford, Attendance Officer is the main Virtual School

contact. Schools all expected to complete attendance return to the DFE and LA as well for all children

**SEND:**

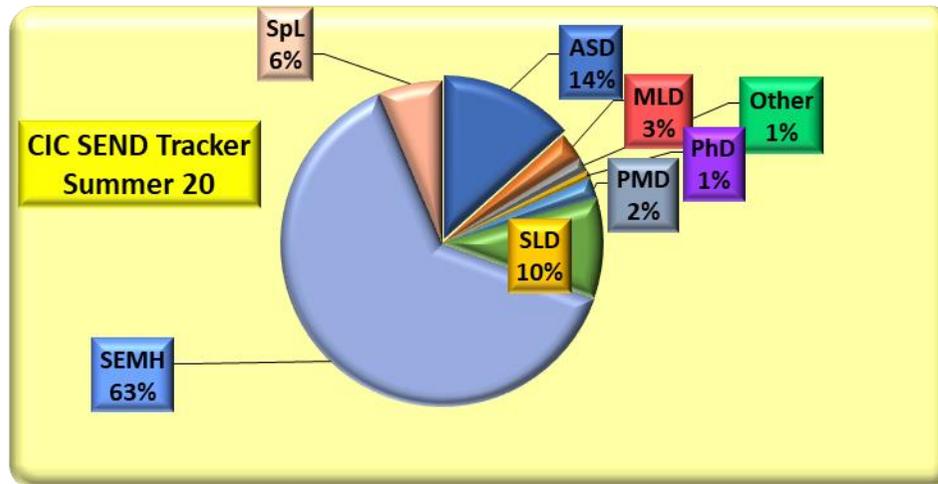
Termly tracking is in place identifying; area of SEND need, current support in place, which school a child attends, whether an up-to-date PEP is in place and if the child has an EHC plan.

Summer 2020

	0-4yrs	5-10yrs	11-15yrs	16+	Total CiC	%
Autistic Spectrum Disorder	0	2	9	8	19	13.5 %
Moderate Learning Diff	0	1	2	1	4	2.8 %
Other Difficulty / Disability	0	1	1	0	2	1.4 %
Physical Disability	0	0	1	0	1	0.7 %
Profound and Multiple Diff	0	1	1	1	3	2.1 %
Severe Learning Diff	0	3	6	5	14	9.9 %
Social, Emotional and Mental Health	0	22	44	23	89	63.1 %
Speech Lang or Comm Diff	0	5	3	1	9	6.4 %
<b>Totals</b>	<b>0</b>	<b>35</b>	<b>67</b>	<b>39</b>	<b>141</b>	<b>100</b> %

Total Cornish LAC (-2-Yr13)	406	
Total LAC OOC (-2-Yr12)	95	
Total LAC (-2-Y13)	<b>501</b>	
Total Cornish LAC with EHCP	119	29.3 %
Total LAC inc OOC with EHCP	141	28.1 %
Total <b>National</b> LAC with EHCP		<b>26.7</b> %
Total LAC with EHCP for Autistic Spectrum Disorder.	19	13.4 %

Total LAC with EHCP for Social, Emotional & Mental Health.	89	63.1	%
Total <b>National</b> LAC with Social, emotional and mental health.	15.9	37.6	%



**Mental health & Well being** – The CVS supports schools using attachment based models e.g Nurture Groups, TISUK, Thrive. The team are trained in all of these approaches adapting their assessment on an individual child and setting where appropriate

- Thrive & TISK / Nurture approach - team use the Boxall profile to ensure a measure is made of impact on starting and ending an intervention or direct support. This has enabled a consistent measure across the team in line with the Educational psychology team.
- Cornwall Area Nurture Group – ‘CAN’: this was a pilot project set up to support children on reduced timetables and those who require a nurture provision. It was KS1&2, started October 2019. Three staff were trained in the Nurture UK training There were five children identified to attend starting in November 2019. Funding came from Troubled Families & CVS for this initial year. An impact report was completed in March 2020 – the provision closed due to Covid-19. Plans of how to move this provision forward are under discussion.

- Educational Psychology – Two days a week of EP work. The two EPs in this role have developed knowledge of CIC and PLAC children, both in terms of practical systems surrounding them and more psychological theory and approaches/interventions. Training, support and guidance form the role as well as providing a balanced and holistic overview of the child and their context with regards to education

- Out of county monitoring

The OOC lead is now a full time member of CVS. There are currently 75 learners on roll of OOC settings, and a further 3 who are on roll of Cornish schools but are accessing other provision OOC. A further 3 learners are OOC but are in short-term placements and should return to Cornwall soon, and a further 2 children are OOC but have yet to have their educational setting named. Of the above 83 learners, 40 have EHCPs, and there are applications in place for a further learner. (1 is at stage 2 and the first draft was written last week for multi-agency to consider).

The Out of County Lead is responsible for:

- Being the first point of contact for OOC Designated Teachers, being the first point of contact for the social workers/IROs of children placed OOC
- Main liaison link with the Cornwall statutory SEN service for OOC
- Carrying out monitoring visits to all settings at least annually (ks1-ks4) with occasional visits to ks5 provision
- Quality assuring PEPs for OOC children
- This has been a positive feature for the Virtual School in supporting the monitoring of how our CIC achieve out of the county. There is now a far more robust structure for these education visits (involving social workers where possible). This ensures aspects of the child's life, placement and education are viewed and experienced together. Monitoring reports are shared with SEN/ SEC / SLT and Social care on quality of provision and progress being made.

The Out of County lead has very recently taken further responsibility for other areas. This includes:

- Being the lead for children placed in Cornwall who are out of their local authorities (COLAs)
- Being the DDSL for CVS

	<ul style="list-style-type: none"> <li>• Being the CVS lead for Sowenna</li> <li>• Being the Deputy-SENDCo for CVS</li> </ul>
Data and Stats	<ul style="list-style-type: none"> <li>▪ Quality of Provision accessed by Children in Care to Cornwall- 81% of our children in care attend good or better provision overall (80% in previous year)</li> <li>▪ All tracking and data for the VS is gathered and compiled via Council Stats team / ASPIRE FFT / NCER NEXUS / LAIT and live attainment tracking with the EPEPs. Regular discussions with VSH / SEC are held to cross reference data.</li> <li>▪ After two years of using the Attendance monitoring via Welfare Call, it was decided to bring this element back 'in house'. This ties in with the EPEP role of monitoring officer and attendance co-ordinator. This is resulting in more timely and efficient data sets for the CVS on a weekly basis and a reduction in outgoings</li> <li>▪ OC2 data is submitted but CVS works from live day to day data of CIC in their settings at any given moment in time.</li> </ul>
Personal Education Plans	<p><b><u>PEP Co</u></b></p> <ul style="list-style-type: none"> <li>• Due to Covid-19 the full ePEP was paused and a 'light touch' PEP put in place – this was greatly appreciated by Social care and Schools – we had a fantastic completion rate of 97% (400/410 summer PEPs completed)</li> <li>• The full PEPs is back in place this term – however they can be held virtually. The SW, DT, Carer &amp; Child (unless specifically don't wish to) must attend.</li> <li>• Template changes have been made to the ePEP including a Covid-19 tab requesting a contingency plan if schools are in lock down again</li> <li>• There have been some concerns raised with DTs where they have delegated access in completing the ePEP. The DT is required to have overview and sign off on all PEPs and delegation only where absolutely necessary</li> </ul>
Previously looked after children	<ul style="list-style-type: none"> <li>▪ The PLAC Lead impacts on the delivery and promotion of the DFE guidance for Previously Looked After, Adopted and SGO children by providing support and guidance in response to parent/carers queries; sharing useful information and resources, alternative therapy providers and departments who offer further support and guidance where necessary.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ The PLAC lead continues to build working relationships and connections with supporting teams such as Adoption and Fostering, Educational Psychologists, the Family Plus Team and similar departments to help strengthen the communication and delivery of the service. This encourages education settings and professionals to share expertise on what works in supporting previously looked-after children's education with regular DT conferences and networking events.</li> <li>▪ A strong relationship between the PLAC lead and the VS School Educational Psychologist allows us to support schools by offering guidance and support via email, telephone and attending meetings with colleagues where specific children under this remit require priority attention or support. Together, the PLAC Lead and the Educational Psychologist have created a new PLAC PEP tool, which is being rolled out across Cornwall's schools. Alongside this, the PLAC Lead is having virtual drop in sessions for Designated Teacher's throughout the school year to ensure they are supporting these children to the best of their abilities. They are also working together to create an 'Adoption Friendly Schools Quality Mark' and resource pack to further guide schools best practise.</li> <li>▪ On a regular basis the PLAC lead will liaise with the VS Education Welfare Officer, Clinical &amp; Educational Psychology and Behaviour support/SEN teams to advise and guide schools on how they can support PLAC to improve behaviour and help avoid issues such as FTX.</li> <li>▪ The PLAC Lead welcomes communication from parents and carers about the educational provision for children in their care and works collaboratively to ensure positive relationships in teams around the child.</li> <li>▪ Recently, the PLAC Lead has also joined Cornwall's Adoption Panel, acting as a voice for Education.</li> </ul>
Training	<ul style="list-style-type: none"> <li>▪ The training offer is in line with statutory requirements and in line with the annual safeguarding return (S175/157) – The training offer was inline with the statutory requirements in March but due to Covid a lot had to be cancelled. Two virtual, Designated Teacher Induction sessions booked in October. The Nurture UK training has been cancelled until further notice.</li> <li>▪ All VS Staff are up to date with their Safeguarding Training.</li> <li>▪ Annual conferences continue to be held: this June was 'Making choices' – with Adoption UK – The 2020 Conference entitled 'Rewriting the Narrative: Be The Change' has been moved to June 2021.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Designated teacher autumn &amp; spring network meetings and Induction training are offered – significantly increased attendance this year but will still need to target those schools who don't attend and are therefore non-compliant with their S175/157. Schools attend to present and share good practice in supporting CiC and PLAC – We carried out the March 2020 Induction sessions but the Network sessions were cancelled due to Covid. We have two Induction sessions taking place in October 2020. <i>September DT forum held via Teams – 85 attendees, very positive feedback on content and format.</i></li> <li>▪ Multi-agency training programme is in place ensure all partner agencies are kept up to date and informed of education changes and Virtual school service delivery. All multi-agency training that was organised in 2020 had been cancelled but is now booked in for Autumn 2020. All training to be carried out virtually and by Teams : Foster carers, Social care and DTs</li> </ul> <p><b><u>External CPD delivered by the Virtual School (excluding conferences)</u></b></p> <ul style="list-style-type: none"> <li>▪ 2020/2021 – 85 designated teachers at VS Forum, two induction sessions planned for October and Head teacher Induction. Child exploitation sessions x2 Oct / Nov for DTs</li> <li>▪ 2019/2020 – 174 designated teachers Induction&amp; Network – significantly reduced number due to Covid-19 impact.</li> <li>▪ 2018/19 – 442 colleagues from all agencies (includes Conference)</li> <li>▪ 2017/18 – 476 colleagues from all agencies</li> <li>▪ 2016/17 – 380 colleagues trained to date</li> <li>▪ 2015/16 – 376 colleagues training</li> <li>▪ 2014/15 – 779 trained with CVS</li> <li>▪ 2013/14 - 692 professionals attended CVS training/ networks/ support groups</li> <li>▪ 2012/13 - 518 colleagues attended CVS training</li> </ul>
<p>Cross remit / Multi-agency working: Social Care Health Fostering &amp; Adoption Independent Reviewing officers Schools SEND</p>	<ul style="list-style-type: none"> <li>▪ TFF SLT are held monthly – introduced by the new Director of TFF in Autumn 2019</li> <li>▪ Extended leadership group is held weekly due to current Covid and Council situation</li> <li>▪ Lessons learned workshops are attended by the team and presented by Social care, impact is more learning is shared and gained about driving forward better and more informed practice</li> <li>▪ MACE - these are becoming an increasingly important information sharing forum with intelligence shared and followed up on our most vulnerable young people in Cornwall.</li> <li>▪ Attendance at the weekly Area Resource &amp; Care Panels is in place. These provide early warning of Children in Need, on Child Protection and whose engagement in education is at risk and ensures consistency of approach and information is maintained by the VSH</li> </ul>

Virtual Schools Elected Members Probation Voluntary sector	<ul style="list-style-type: none"> <li>SS103 timely and robust updating by admin has led to up to date information on any changes to the child's situation: newly accommodated, de-accommodated, change of placement, change of social worker, change of legal status, change of school, respite, holidays</li> <li>Subsidising places at outdoor education has led to positive on going relationships, greater communication across multi – agencies and has ensured attendance at care reviews, PEP meetings and placement meetings, re-integration programmes and transitions between settings, offering consistency throughout.</li> </ul>						
Finance / Funding	<p><b>Budget</b> The CVS budget has remained the same for four years. Due to the extended duties and increase in staffing to deliver this statutory role the budget will need to be reviewed with the Service Director for Education going forward. Whilst this statement stands, we are aware all budgets are under scrutiny due to the impact of Covid-19.</p> <ul style="list-style-type: none"> <li><b>Pupil premium plus allocation</b> Decision to allocate £350 termly for each child, with an option of 'bidding for a further £350 via the EPEP has been very successful. The funding has been more targeted to need, more focused and part of SMART targets set and reviewed impact of the funding in the next PEP. CiC are making progress and receive funding where it is now required to enhance and move their learning experience on</li> <li>Pupil Premium Plus supports the team structure to enable psychology, education welfare services and training consultant resulting in a multi-faceted skilled team to support CiC and PLAC and partner agencies</li> <li>This year CVS has allocated significant additional amounts to school for specific purposes: Setting up a nurture group/ sensory room / outdoor space/ staff training/ support for high numbers of CiC in one setting. This is now being reviewed and the impact being monitored in our CiC achievement and engagement with learning.</li> </ul> <table border="1" data-bbox="510 1090 2063 1345"> <tr> <td data-bbox="510 1090 869 1161">2016/17</td> <td data-bbox="869 1090 2063 1161">Spent: £708,092 - allocation of £600 per term per CiC</td> </tr> <tr> <td data-bbox="510 1161 869 1233">2017/18</td> <td data-bbox="869 1161 2063 1233">Spent: £666,502 – allocation of £300 per term, additional £300 via EPEP bid per term per CiC</td> </tr> <tr> <td data-bbox="510 1233 869 1345">2018/19</td> <td data-bbox="869 1233 2063 1345">Allocation: allocation of £350 per term, additional £350 via EPEP per term, per CiC - Summer 2018 allocation - £165,883 Autumn 2018 allocation</td> </tr> </table>	2016/17	Spent: £708,092 - allocation of £600 per term per CiC	2017/18	Spent: £666,502 – allocation of £300 per term, additional £300 via EPEP bid per term per CiC	2018/19	Allocation: allocation of £350 per term, additional £350 via EPEP per term, per CiC - Summer 2018 allocation - £165,883 Autumn 2018 allocation
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		Funded some ACE provision this year – heavy costs Staff costs
2019/20		Allocation: allocation of £350 per term, additional £350 via EPEP per term, per CiC - Summer 2020 allocation - £ Nurture group costs Staff costs
<b><u>Inclusion support funding</u></b>		
2016/17		£13,604
2017/18		£ 5,348
2018/19		Spend so far: £5,313
2019/20		£13,100 (7 CiC were allocated this funding)
Celebrating success	<ul style="list-style-type: none"> <li>▪ <b>Annual celebration event held Autumn:</b> Carer quote ‘ <i>Just like to say how well we thought the evening went on Friday. I appreciate all the hard work that goes in to make such an event a success and think it was definitely one of the best that we’ve been to.</i>’ CiC Nurse ‘<i>It was a pleasure to attend the event.</i>’</li> </ul> <p><i>‘I would like to say a big Thank You to you and the team for organising the Celebration of Achievement Event. The hotel is really pretty, especially inside with all the fairy lights twinkling, and the glass beads on the tables. The food was really nice, especially the cakes, and plenty of it.</i></p> <p><i>It was not too long so I didn’t get bored waiting for the certificates to be given out.</i></p> <p><i>The music was amazing!</i></p> <p><i>Kirsty (young person, 11)’</i></p> <p>Letters sent to all yr12 celebrating their yr11 achievements</p> <ul style="list-style-type: none"> <li>▪ Letters sent to those who achieve their potential or achieve a milestone for them</li> <li>▪ Twitter account to celebrate what is taking place and what has taken place – over 1000 followers for our annual conference</li> <li>▪ ‘Take over day’ yr11 joined us and shadowed the team for a day – she enjoyed it so much, so has joined our Governing Body and is an active and vocal member of the body</li> </ul>	

	<p><b>Autumn 2020 Celebration</b> – this will be done via personalised letter to all our children due to the pandemic. We will be sending out book tokens and a reading pack for all our children.</p> <p><b>Healthy Schools- we continue to hold this status</b> Awarded <b>the Healthy Schools Award</b> in Autumn 2018. It is confirmed that CVS has achieved Healthy Schools Status for 2018- 2020. This recognises the hard work and dedication that the team have demonstrated in supporting the wellbeing of the school community. Sally Hawken and Brian O’Neill commented: <i>“It is great to hear about the fantastic work that is taking place with some of our most vulnerable young people”, “The annual celebration for young people who are supported by the Virtual School is a super event”, “The shared language the staff of the Virtual School are using, alongside TIS practitioners, is a vital stepping stone in young people’s education”.</i></p>
Quality assurance and audits	<ul style="list-style-type: none"> <li>▪ Quality assurance is a regular and robust activity in the CVS from the EPEPs to lesson planning and recording. This QA process has increased the effectiveness and accuracy of reporting and made the information shared more meaningful for the child and team around going forward in education.</li> </ul>

## LAIT Indicators 2019 (as at September 2020)

LAIT Descriptor	Year	Quartile Grade where applicable	Metric		Trend	Change from previous Year	Latest National Rank
Percentage of LAC reaching the expected std in Maths KS2	2019 Cohort 13		C	31%	↓	Down from 64% 2018	Not known
			NAT CLA	51%			
			NAT ALL	79%			
Percentage of LAC reaching the expected std in Reading KS2	2019		C	39%	↓	Down from 79% 2018	Not known
			NAT CLA	49%			
			NAT ALL	73%			
Percentage of LAC reaching the expected std in Writing KS2	2019		C	39%	↓	Down from 86% 2018	Not known
			NAT CLA	50%			
			NAT ALL	78%			
Percentage of LAC reaching the expected std in GPS	2019		C	39%	↓	Down from 70% 2018	Not known
			NAT CLA	53%			
			NAT ALL	78%			
Percentage of LAC reaching the expected std in	2019		C	23%	↓	Down from 63% 2018	Not known
			NAT CLA	37%			

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Reading, Writing and Maths KS2			NAT ALL	65%			
Avg Progress score in Maths	2019	D	C	-2.70	↑	Progress increased from 2018 -0.70	103
			SW	-1.50			
			SN	-2.11			
			N	-1.00			
Ave Progress Score in Reading	2019	B	C	1.20	↑	Progress increased from 2018 0.9	33
			SW	-1.00			
			SN	-1.10			
			N	-0.20			
Ave Progress score in Writing	2019	D	C	-2.60	↓	Down from 0.3 2018 -2.9	105
			SW	-2.30			
			SN	-1.24			
			N	-0.80			
Ave Attainment 8 Score	2019	B	C	20.90	↓	Slightly down from 22 2018 -1.00	51
			SW	16.8			
			SN	17.47			
			N	19.20			
Ave Progress 8 Score	2019	C	C	-1.39	↓	Slightly down from 2018 -0.12	93
			SW	-1.44			
			SN	-1.18			
			N	-1.23			
Percentage of LAC achieving 9-4 pass in En and ma	2019	B	C	23.30	↑	Slightly up from 22%	22
			SW	14.80			

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			SN	19.45			2018	
			N	18.00			1.10	
Percentage of children who have been looked after continuously for at least twelve months with at least one fixed term exclusion *downward trend is better*	2018	D	C	14.21		↑	Negative increase from 12.17 2018 .04	110
			SW	15.13				
			SN	11.90				
			N	11.67				
Percentage of children with unauthorised absence who have been looked after continuously for twelve months	2019	C	C	1.40		↓	Slight negative increase from 1.2 2018 +0.20	79
			SW	1.20				
			SN	0.99				
			N	1.40				
Percentage absence from school of children who have been looked after continuously for at least twelve months	2019	D	C	5.80		↑	Negative increase from 4.4 2018 1.40	126
			SW	5.10				
			SN	4.76				
			N	4.70				
Percentage of LAC who are classed as persistent absentees	2019	C	C	12.40		↑	Negative increase from 11.2	94
			SW	12.60				
			SN	11.33				
			N	10.90				

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						<b>2018</b>		
						<b>1.20</b>		
Percentage of LAC with an EHCP	2019	-	C	29.80	↓		-4.30	-
			SW	33.50				
			SN	31.88				
			N	27.20				
Care Leavers – Education, Employment or Training	2019	A	C	69.00	↓		Negative decrease from 72 2018	6
			SW	54.00			-3.00	
			SN	50.22				
			N	52.00				
Care Leavers who were in higher education	2019	D	C	4.00	↓		Negative decrease from 6 2018	86
			SW	6.00			-2.00	
			SN	5.50				
			N	6.00				
Care Leavers who were not in education employment or training	2019	A	C	31.00	↑		Negative increase from 28 2018	18
			SW	40.00			+3.00	
			SN	42.00				
			N	39.00				
Percentage of LAC with 3+ placements	2019	C	C	12.00	↓		-3.00	93
			SW	10.00				
			SN	9.89				
			N	10.00				
Percentage of LAC who had a missing incident during the year ( <i>improving yr on yr</i> )	2019	-	C	8.00	↓		-2.00	-
			SW	11.00				
			SN	9.88				
			N	11.00				

## Academic data KS1 / KS2 unvalidated and provisional – Sept 2020

<b>KS1 2019 / 2020</b>	
Cohort of 10	Cornwall Cohort 6
<b>Working at expected</b>	Reading 3 (50%) ↑
	Writing 2 (33.3%) ↑
	Maths 3 (50%) ↑
	R,W & M 2 (33.3%) ↑
	GPS 3 (50%)
<b>Working towards</b>	Reading 0
	Writing 0
	Maths 0
<b>Working below</b>	Reading 3 (50%)
	Writing 4 (66.6%)
	Maths 2 (33.3%)
	R, W & M 2 (33.3%) Child is receiving VS support
	GPS 3 (50%)

<b>KS2 2019/2020 Cohort</b>		
Cohort of 21 inc OOC	Cornwall Cohort 14	EHCP – 4 (28.5%)
<b>Working at expected</b>	Reading 8 (57.1%) ↑	
	Writing 7 (50%) ↑	
	Maths 8 (57.1%) ↑	
	R, W & M 7 (50%) ↑	
	GPS 8 (57.1%) ↑	
<b>Working towards</b>	Reading 1 (7%)	
	Writing 2 (14.2%)	
	Maths 1 (14.2%)	
<b>Working below</b>	Reading 5 (35.7%)	
	Writing 5 (35.7%)	
	Maths 5 (35.7%)	
	R, W & M 5 (35.7%) Of which ALL have an EHCP	
	GPS 6 (42.8%)	

<b>KS1 2020 / 2021 Projected</b>			
Cohort of 19	Cornwall Cohort 15 (will be 16)	EHCP 2	No data 1 (school place in process)
<b>Working at expected</b>	Reading 5 (33.3%)		
	Writing 4 (26.6%)		
	Maths 6 (40%)		
	R,W & M 4 (26.6%)		
<b>Working towards</b>	Reading 0		
	Writing 0		
	Maths 0		

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	R,W & M 0
<b>Working below</b>	Reading 10 (66.6%)
	Writing 11 (73.3%)
	Maths 9 (60%)
	R, W & M 9 (60%) 2 of which have an EHCP
*** Year 1 working towards / below will be our HLTA target group for next academic year.	
<b><i>KS2 2020 / 2021 Projected</i></b>	
Cohort of 22 inc OOC	Cornwall Cohort 15 + 2 (2 no data – New CiC so cannot report yet) EHCP 2
<b>Working at expected</b>	Reading 6 (35.2%) (-2 40%)
	Writing 5 (29.4%) (-2 33.3%)
	Maths 6 6 (35.2%) (-2 40%)
	R, W & M 5 (29.4%) (-2 33.3%)
	GPS 5 (29.4%) (-2 33.3%)
<b>Working below</b>	Reading 9 (52.9%) (-2 60%)
	Writing 10 (58.8%) (-2 66.6%)
	Maths 9 (52.9%) (-2 60%)
	R, W & M 8 (47%) (-2 53.3%) 2 of which have an EHCP
	GPS – 10 (58.8%) (-2 66.6%)
*** Year 5 working towards / below will be our HLTA target group for next academic year.	

## **CENTRE ASSESSMENT GRADE DATA AUGUST 2020**

### **Cohort of 48 – OC2. Those with EHCP 15 (31.25%)**

National standard (grade 4-9) in English – 17 (35.42%)

National standard (grade 4-9) in Mathematics – 18 (37.5%)

National standard (grade 4-9) in both English and Mathematics – 13 (27.08%)

National standard (grade 4-9) in English, Mathematics and 1+ Science – 10 (21%)

Number of students reaching National Standard in 5+ GCSEs (grade 4-9) – 16 (33.3%)

Number of students who were not entered into GCSEs –13 (27.08%)

### **Headlines**

- Slight increase in students not entered into GCSEs examinations.
- Significant increase in students achieving NS in Mathematics (This was a targeted piece of work by VS with 1-1 tuition from qualified Mathematics teacher put in place)
- Good level of increase in students achieving NS in either English Language or, English literature.
- Increase in students getting NS in both Eng/Math
- Slight decrease in students getting NS in all 3 key subjects (Eng/Math/Science) – will look at how VS can target this.
- Similar number of students with an education health and care plan but as the number of students not taking GCSEs increased this will need to be considered and evaluated.
- Good level of students getting NS in 5+ GCSEs
- School really prompt at distribution of results.

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## Post 16

- Yr12 (19/20)
- Year 13 (19/0)

### **First draft of CENTRE ASSESSMENT Post 16 DATA AUGUST 2020**

- **Cohort of 25 – OC2 - we are still waiting for 2 results and therefore this may be subject to change.**
- - Number of students attending College but not sitting formal qualifications – 8 (32%)
  - Number of students achieving A Level grades – 3 (12%)
  - Number of students achieving Diploma/BTEC – 1 (4%)
  - Number of students participating in Apprenticeship linked qualifications – 5 (20%)
  - Number of students achieving Functional Skills/GCSEs 3 (12%)
  - Number of students undertaking Vocational courses / qualifications – 3 (12%)
  - Unknown – 2 (8%)

### **Attendance 2018/19 – Cornwall LA School Census autumn 2018, spring 2019, summer 2019**

	Number of Pupils	Possible Sessions	Sessions Authorised Absence	Sessions Unauthorised Absence	Total Sessions Absence	% Absence
APA (Full academic year)	37	7,848	1,546 (19.70%)	349 (4.45%)	1,895	<b>24.15%</b>
Primary (Full academic year)	102	29,801	1,540 (5.17%)	474 (1.59%)	2,014	<b>6.76%</b>
Secondary (Full academic year)	167	49,755	2,937 (5.90%)	1,066 (2.14%)	4,003	<b>8.05%</b>
Special (Full academic year)	11	3,715	498 (13.41%)	26 (0.70%)	524	<b>14.10%</b>
<b>All (Full academic year)</b>	<b>317</b>	<b>91,119</b>	<b>6,521 (7.16%)</b>	<b>1,915 (2.10%)</b>	<b>8,436</b>	<b>9.26%</b>

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**This is showing an increase in absences year on year, 2017/18 6.9%, 2018/19 8.2%, 2019/20 9.2%**

**The impact of Covid-19 on school attendance and absence will be significant for reporting on**

## Exclusions 2019/20

### Exclusions update for Children in Care

Episodes of Fixed term exclusion	2016/17	2017/18	2018/19	2019/20
Primary Schools	10	3	24	9
Secondary Schools	91	83	49	71
Alternative Education Provision	79	35	32	30
Special Schools	0	0	2	0
<b>Total</b>	<b>180</b>	<b>121</b>	<b>107</b>	<b>110</b>

This shows a trend of increasing exclusions and an area of focus for the Education Inclusion project

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## Reduced Timetables for CiC & PLAC – Autumn 2019

	Primary	Secondary	APA	Special	Total
CiC	1	3	6	0	10 (5%)
PLAC	9 (1 equates to a full time timetable)	4	2 (1 equates to a full time timetable)	1 (equates to a full time timetable)	16 (7%)

**This shows an increase in CiC on RTT and a decrease for PLAC on RTT compared to autumn 2018 below and a significant rise in RTT at the APAs.**

	Primary	Secondary	APA	Special	Total
CiC	3 (2 equate to a full time timetable)	0	1	0	4
PLAC	6 (1 equates to a full time timetable)	4	8 (1 equates to a full time timetable)	1 (equates to a full time timetable)	19

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## **School admissions for CiC and PLAC over last yr 2019/20 (does not included those with an EHCP)**

School places allocated - 84

School places accepted - 67 first preference, 3 second pref, 1 third pref, 13 nearest school (7 remaining at current)

Delays in admissions- 22 took more than 10 working days

## **What are our plans for the next twelve months to maintain or improve practice?**

### **Cornwall Virtual School offer**

- To work in line with DFE / Govt guidance re. Recovery from Covid-19
- To ensure all CiC attend school and are engaged with learning
- To implement School Improvement Plan – 6 whole school/ service priorities
- To reduce FTEX and RTT
- To continue with the statutory duty for the Local Authority re. Children in Care & Previously looked after children
- To implement the use of Google Classrooms

## **How to effectively improve outcomes for CIC & PLAC in Cornwall**

- Enhance and strengthen the work of the Corporate Parent in Cornwall (N/A to PLAC)
- To work with schools on how they are assessing pupil progress, robust and regular analysis of this in light of Covid-19
- To continue to close the gap in attainment and achievement between Children in care and all children.
- To ensure CIC & PLAC have full and appropriate access to appropriate and impact led Pupil Premium Plus / Early years PP+
- To continue to raise standards of achievement, attainment and progress in all Key Stages
- To continue to reduce episodes of exclusions significantly
- To ensure every CiC has an up-to-date, relevant EPEP
- To work with the county CE & CSA strategy – schools and agencies
- To continue to work cross remit
- To maintain Healthy Schools status (awarded 2018) and Mental health & wellbeing
- To work with and support the SEN Code of Practice
- To identify new creative projects

## Staff

### 1. Oracle - Performance Development System (PDS)

- Training record maintained for all staff linked to Oracle PDS
- 1:1 Supervision with the team takes place monthly by SLT, Clinical Supervision is offered via our Educational Psychologists
- Staff meetings are held every two weeks with an agenda'd meeting with a clear focus each week and standing agenda items of Safeguarding / Mental health & wellbeing/ Service plan/ Covid update
- VSH attends the South West Regional VHT network meetings
- VSH is a member of the National Association Virtual Schools Head (NAVSH)
- Robust systems are in place for reflective evaluation on current practice; this forms the basis of our 'evidence based' commentary.
- Views are sought on the effectiveness of the Virtual School, these are reviewed, developed and inform future practice

### 2. Oracle performance targets for the team, linked to 2020/21 School Improvement plan

- To promote the educational achievement of CiC, to ensure CiC achieve educational outcomes comparable to peers, with robust procedures in place to achieve potential
- To continue to measure the improvement in quality of EPEPs -every CiC has a high quality PEP yr-3 –yr13.
- To monitor education provision for CiC placed Out of County
- To monitor and evaluate education of CiC placed for Adoption / PLAC
- To monitor and track early years, access to pre-school, PEPS, Pupil premium and transition
- To ensure that CiC make better than expected progress or in line with age related expectations at each key stage
- Raising aspirations, self- esteem and confidence by involving targeted groups in creative projects & partnership working / Aspirations raised to remain EET post 16
- Engage with CSW and Social care 16+ team on closer monitoring post16 and destinations
- Engage with pupils who are not attending mainstream or alternative provision
- Ensure all secondary schools are aware of year 6 pupils moving into year 7 and that relevant support and information is in place- To support Y6 Transition to secondary school, follow up in yr7
- Ensure all CiC have appropriate access to pupil premium plus / EY Pupil Premium Plus – robust monitoring of impact
- All CiC attend a Good or Outstanding education setting, where possible –this is an area to monitor and closely track progress