



Cornwall Virtual School – Improvement Plan September 2020- August 2021

Ofsted ILACS report – November 2019

'The experiences and progress of children in care and care leavers' Outstanding

How to maintain Outstanding?

- *improving children's experiences and their outcomes*
- *Virtual school leaders to continue to be ambitious for pupils*
- *school places are quickly identified for children when they come into care.*
- *children's attendance at school is rising.*
- *Relationships between the virtual school and designated teachers are strong.*
- *The personal education plan (PEP) process is well established and comprehensive*
- *Children are making good educational progress*
- *Children's achievements are celebrated and children are actively involved in planning these events*
- *Corporate parents place high value on improving outcomes for children and ensure substantial investment for children in care and care leavers.*

Next steps for the school:

- *Improved communication and information sharing across agencies/departments'?*
- *The majority of care leavers need to be well supported to succeed in education and training*
- *Careers advice – earlier intervention, this was discussed and plan already in place for this to be implemented in yr9, this is in our service plan*
- *Data – post 16 needs to be 'clean', 17/18 yr olds, correct contact numbers to enable accurate targeted support*
- *Staff Development*
- *Monitoring of children in RI/ category schools*
- *Covid-19 impact – vulnerable year groups*
- *Transitions*
- *Curriculum – Maths in particular*

Covid-19 renewal plan required as appendix to school improvement plan *

Priority 1: To improve the educational achievement of CiC
***Covid-19 impact**

Targets:

- To raise attainment in line with CLA national average in each Key stage – (Need to see what the DFE guides in National indicators for 20/21 results)
Baseline will be 2019 data but Covid-19 impact will be significant for CiC
- To embed SEN improvements and develop inclusion for all learners
- To raise attainment in Maths at KS2
- To raise attainment in English
- To ensure CiC have full access to education provision and are attending post Covid-19
- Ensure CiC access Good / Outstanding provision in / out of Cornwall – CiC placed out of LA & CiC placed in LA
- To ensure every CiC has a quality and effective personal education plan

Success criteria	Actions	Led by	Who is involved	Start/end dates	Resources	Monitoring of Implementation	Evaluation Mid year -2021 Year end – August 2021
<p>Increased % achieving secure- Progress over time *Cornwall CiC</p> <p><u>2019/2020</u></p> <p>EY – cohort 11 GLD – 45%</p> <p><u>KS1 expected – cohort 6</u> Reading – 50% Writing – 33% Maths – 50% RWM – 33%</p> <p><u>KS2 – Expected - cohort 14</u> Reading – 57% Writing – 50% Maths – 57% RWM – 50%</p>	<p><u>2020/2021 projections</u></p> <p>EY – cohort 13 GLD – 60%</p> <p><u>KS1 expected – cohort 16</u> Reading – 35% Writing – 27% Maths – 40% RWM – 27%</p> <p><u>KS2 – Expected - cohort 15</u> Reading – 35% Writing – 30%</p>	Emma Chloe Jac	Whole team	Sept 2020	Direct targeted support	<p>HLTA direct support – monthly supervision</p> <p>Weekly monitoring</p> <p>Termly PEPS</p> <p>Termly pupil progress meetings</p> <p>Termly SEN liaison meetings</p>	

GPS - KS4 -	Maths – 35% RWM – 30% GPS Yr6 will be the focus group for direct support KS4 –						
	Review yr1/2 & yr5/6 Maths / writing project- CP to work with HLTA's to look at what is available in Cornwall and nationally.	Chloe	HLTAs Sorrell Jemma Phil	Sept 20- July 21	Direct school support Training	weekly observation of the child Monitoring through consistent communicating and viewpoint of teachers and gathering further evidence/knowledge from other agencies involved with that child. A flexible timescale will be needed as the overall Covid situation will be everchanging	
	Yr10 /Yr11 focus- getting back to school – targeted support Monitor and support Post16 destinations	Jacqui	HLTAs Post 16 lead	Sept 20	Direct support	HLTAs allocated a 'case load' to monitor weekly	
	Early years focus - transition	Chloe	HLTA – Sammi Ed Psych Sali	Sept 20	Direct support		
Website updated with statutory SEN information.	To update the Virtual School website directing schools and parents / carers to statutory SEN information.	Chloe	Chloe Helen Emma Sarah H	Sept 2020		Termly updates of Virtual School website to ensure information is accurate	
Attendance at all area SENCO cluster meetings	VS SENCO or Deputy SENCO to attend termly cluster meetings for all cohorts		Chloe Helen			Information sharing from all cluster meetings to VS team as appropriate	

Further develop communication and joint working with the statutory SEN team	Termly meetings with SEN managers to share complex case work		Chloe – Primary Jacqui – secondary Emma			Monitoring of collaborative working and increased communication through termly meetings and individual case work for cohort leads.	
Raised attainment in Maths KS2	Maths project Maths direct support Maybe this needs to be an increase of maths booster sessions for year 5 and year 9 or 10??? Could use tutors funded by excess PPP which is separate to HLTA support???		HLTAs Sorrell Jemma Phil	Sept 20	Curriculum training	Individual children's end of term reports	
Raised attainment in Writing KS2	Writing project Writing direct support English project ? – possible writers block intervention for Year 8 students ahead of their GCSE focus??		HLTAs Sorrell Jemma Phil	Sept 20	Curriculum training	Individual children's end of term reports	

	<p>Reducing exclusions and CiC and PLAC – promoting a basic underlying message of Inclusion and Equity for all</p> <p>Reduction in exclusions to below 100 episodes in 2020/21 (108 in 2018/29, 109 in 2019/20)</p> <p>Promoting cultures of trauma informed approaches – within schools and our own practice</p> <p>Attendance monitoring to streamline the attendance spreadsheet to meet the needs of the EWO</p>						
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	<p>Attendance at Behaviour 4 learning panels Build good communications with attendance monitoring officers Work closely with EWO to ensure the timely monitoring of exclusions.</p> <p>To have all vulnerable children back in full time education as soon as is viably possible. This is going to be on-going until attendance meets the levels it was 'pre' Covid 19.. Encouraging teachers and children that are shielding due to medical reasons (themselves/or carers to have daily Zoom lessons, SEMH 'catch ups.'</p>					<p>evidence from Virtual School attendance at school meetings and HTLAs in schools</p> <p>Monitored by attendance feedback from the schools. Ensuring that carers are being made aware of all the procedures that have been put into place in their CiC's school setting so they feel confident that all is being done to minimise risk</p>	
Improve communication with complex case OOC children who are both CiC and EHCP More accurate data on OOC children; more streamlined approach	<p>monthly meetings with SEN case workers Measure monthly report from Sarah Lewis with information provided via monitoring visits and PEP QAing</p>	Sarah H				Six monthly reviews	
Every CiC attends a good /outstanding provision	<p>Annual school monitoring visits to category schools where CiC attend Annual secondary school monitoring visits</p>	Emma Chloe Jac Vicky		Sept 20	Time	Monitoring report produced for every visit Feedback to School Effectiveness & Education SLT	
Every child has a fit for purpose ePEP and learning is progressed	<p>Improve the written quality of the ePEP promoting positive attitude and</p>	Sarah N			Welfare Call	QA process, feedback from the people who QA- Higher number of green rated PEPs	

	appropriate use of language for better outcomes for CiC						
Effective use of Pupil premium plus	PEP cycle completion timescales tightened to ensure provisions are being put in place for CiC as soon as possible.	Sarah N/ Emma / Chloe / Jac			PPP conference will go ahead on 15/1/2021 (postponed twice already)	QA process, additional funding requests, feedback from the people who QA.	
Implementation of PLAC ePEP Achieve Adoption Friendly Schools Mark.	Development of the PLAC resources/offer for schools on-going development of the offer for our PLAC students. ePEP to be completed and circulated to school staff by September 2020. Research and development regarding the Adoption Friendly School Mark to take place through Summer 2020 and Autumn 1. Present to SLT .	Rose Rose / Kim/ Sali		Sept 20		requested feedback from schools throughout year. Possible incentive for schools to complete programme. PLAC lead and VS EPs to monitor the workload in respect of the planned activities and allocated to be made available for the development of the offer. Individuals to be reflective and flexible to presenting issues from school staff in case the content of this priority needs to change.	

Priority 2: To improve Mental health & well-being. Personal Development, Behaviour & Welfare for CiC & PLAC *Covid-19 impact.

Targets:

- All staff to receive TIS (or equivalent) training or refresher course to ensure children are supported with the transition back to school following COVID 19.
- To prioritise SEMH needs
- To ensure PEPs focus on SEMH
- To support schools in adopting a 'nurturing approach'
- Promotion and development of the Educational Psychology (EP) role & strengthening links between teams

Success criteria	Actions	Led by	Who is involved	Start/end dates	Resources	Monitoring / Implementation	Evaluation
All staff are Trauma informed trained ALL staff understand the complexities children face when returning to school	All staff to receive TIS (or equivalent) training or refresher course to ensure children are supported with the transition back to school following COVID 19.	Chloe	HLTAs	Sept 20	Head start TIS training		
SEMH needs are being met by school setting and Virtual School support	To prioritise SEMH needs before moving onto supporting academically as a lot our children will struggle hugely going 'back to normal'. Need to work with children on feeling safe within the 'new normal' circumstances. This can be done on 1:1 SEMH sessions from the virtual school HLTAs.	Chloe / Jacqui	HLTAs: Sorrell Sammi Rachel Phil Sarah C	Sept 20		monitored through their behaviour and ability to work/be in the classroom settling. Weekly logs maintained	
Increased focus on SEMH	PEPs to focus on SEMH, what needs to be put in place to support children. VS team to attend as many PEPs as possible to ensure this is the focus.	Sarah N	All staff			Quality assurance of all PEPs	

<p>Schools adopt a positive nurturing approach – an inclusive approach for all Children’s SEMH needs met in order to achieve academically. Cornish schools to recognise that the VS offer wider Nurture support.</p>	<p>To support schools target the SEMH needs of children following the Covid pandemic as children return to education To provide advice, guidance and or a Nurturing Provision to target CiC/PLAC following Covid</p>	<p>Helen Sarah C</p>		<p>Sept 20</p>		<p>School feedback Attendance Parent/carer feedback</p>	
<p>Schools, carers and Social Workers have timely access to an EP for advice and guidance re. CiC Ensure Schools are aware and use the Core offer for CiC and CP school staff and professionals to understand when to refer to an EP</p>	<p>To promote and clarifying the roles of the EPs available to work with CiC, specifically the school’s link EP, the Virtual School EPs and Fostering EPs. To monitor the numbers of Core cases, numbers of CiC are experiencing difficulties in education who have not been seen by an EP increased CiC receiving EP involvement in a timely fashion, positive feedback from those involved regarding the impact of this involvement.</p>	<p>Kim Sali</p>		<p>Dec 20 Ongoing project</p>			

Priority 3 : to strengthen and further develop the service offer for Post 16 *Covid-19 impact to offer aspirational support for EET

Targets:

- To ensure children have full access to education and transition planning at yr11 and Post 16
- To ensure there is guidance and support available to support transition to KS5

Success criteria	Actions	Led by	Who is involved	Start/end dates	Resources	Monitoring of Implementation	Evaluation
KS4 children return to provision KS5 children return to post 16 provision KS4 children to have support with their transition to Post 16 provision Close the achievement gap for CiC in Further and higher education Reduce poor attendance	<p>Focus on KS4 children re. transition back to school. Liaising with schools regularly so that difficulties can be identified quickly and support can be proactive. . Increase in attendance.</p> <p>Direct liaison between Post 16 worker and schools' careers advisor.</p> <p>Termly monitoring of year 11 students</p> <p>Liaise with 16plus team to support transition</p> <p>Engage with young people in groups to discuss university. Link in with Carefree to support pathway planning to encourage CiC to have high aspirations</p> <p>Engage with young people and act as an advocate. Strong links with Carefree</p>	Jacqui / Post 16 lead		Sept 20		<p>Number of PEPs attended. School engagement. Proactive assessments for those needing extra support</p> <p>As above</p> <p>University taster days fully embedded in planning</p> <p>Less NEETs due to attendance</p>	



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<p>Deliver training when appropriate to outside agencies and stakeholders</p>	<p>Gain a full understanding of complexities of Post 16</p>					<p>Higher level of challenge from foster carers. Less NEETs</p>	
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Priority 4: To develop further the monitoring of previously looked after children (PLAC) and other vulnerable groups (CP & CIN)

Targets:

- *As part of renewal plan - develop methods for all services to continue to work in the positive multi agency way since the start of the pandemic.*
- *Development of PLAC, CP and CIN resources*
- *Implementation of EPEP*
- *Develop information and understanding of all stakeholders for this group of vulnerable children*

Success criteria	Actions	Led by	Who is involved	Start/end dates	Resources	Monitoring of Implementation	Evaluation
ePEP in place for PLAC improving educational attainment	ePEP to be completed and circulated to school staff by September 2020	Rose	Kim/Sali				
PLAC receive a good level of support, advice and guidance from the Virtual School	on-going development of the offer for our PLAC students. This priority particularly focuses on the development of the PLAC ePEP and consideration given to the creation of an Adoption Friendly Schools Mark.	Rose	Emma/Chloe/ Jacqui	Sept 20			
child support services continue to work in the cohesive style which supports clear outcomes for children/ young people. Users will provide feedback to information given. We could see a	development of VS information packs for foster parents/ new guardians- information and guidelines that can be provided to 'new to role' guardians etc on how the VS can support them, contact details and useful resources to make a first point of contact. This could be a helpful response to queries stating 'I didn't know about the VS' etc.	Rose	team	Sept 20		creation of virtual 'hub' meetings with partner agencies / stakeholders packs to be created as a team (including EPs) starting with	

<p>reduction in initial contact from these categories asking 'what can you do for me?' and more specific requests which could be acted upon more promptly.</p>						<p>Foster parents by January 2021.</p>	
<p>Raised awareness and confidence for schools</p>	<p>PLAC Lead working groups (virtual or physical) – PLAC Leads from around country to have better communication with one another to share ideas, programmes and act as advice hubs for one another. This could lead to a creation of a 'PLAC Conference' annually.</p>	<p>Rose</p>	<p>Emma/ Chloe / Jac</p>	<p>Sept 20</p>		<p>by September 2020, Cornwall PLAC Lead to collate contact details of PLAC Leads for other counties and create a group email as first point of contact. January 2021 – online meeting with pre decided agendas for discussion points. Look at a physical meeting</p>	

Priority 5: Training and learning – supporting partner agencies on the education for vulnerable children

Targets:

- *Training for foster carers*
- *Training for designated teachers – school staff & governors*
- *Effective communication to all stake holders*

Success criteria	Actions	Led by	Who is involved	Start/end dates	Resources	Monitoring of Implementation	Evaluation
All designated teachers (DT) are advocates in settings for CiC and other vulnerable children	Webinars for advice, guidance and questions DT induction training DT networks Virtual School Annual conference	Emma / Chloe / Jac	team	Sept 20			
All foster carers are informed and supported by the Virtual School	delivery of training for foster carers on supporting the literacy and numeracy of CiC at home. Library Card project	Kim / Sali	Kim/ Sali – specialist fostering team?	Dec 20		EPs will look at online methods for delivering this training. One cohort of each training to be delivered by Christmas as a minimum. Positive is received by attendees. Training is offered via the Foster Carer portal on a routine basis.	
Communication from the Virtual School is clear, up to date, relevant and helpful	Website review To maintain a consistent and strong communication between schools and outside agencies to ensure that the child is safe, stable (as best as they can be) and making progress in some way. Twice yearly newsletter	Emma / Chloe / Jacqui	Jemma team	Sept 20	Website	Ongoing review and updates	



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<p>Championing best practice – of Schools and Virtual Schools</p>	<p>Annual priorities and actions be reviewed and agreed by SLT (i.e. via DT training, in school training, DT conference, Other LA virtual school visits) Feedback from schools and DTs, possibly requesting that schools submit their best practices regularly (?) Developing reflective practitioners/schools/organisations (including our own) (not sure how we physically evidence this!)</p>						
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Priority 6 : Safeguarding – see S157/175 for detail DSL Emma Phillips / DDSL Sarah Hamshaw

Targets:

- *All staff to be updated in their training – Tier 2*
- *Safeguarding documents updated*
- *To see a reduction in cases of Child Exploitation*

Success criteria	Actions	Led by	Who is involved	Start/end dates	Resources	Monitoring of Implementation	Evaluation
All staff and Governors are at least tier 2 trained	INSET day – Safeguarding training	Sarah H	Emma	November 2020	Sarah needs KCSIE update from Helen Trelease when this is available. Sarah needs to wait for postponed Train the Trainer course, attend and pass, in order to deliver tier 2 training to Governors	Before and after surveys	
S157/175 actions are achieved	More regular monitoring of priorities arising from 157/175 SEF	Emma	Sarah H	Ongoing		Set monthly monitoring slot in calendar	
Safeguarding documents reviewed	Child protection / safeguarding policy is update		Sarah H	ASAP	CAPH draft policy	May need updates when new KCSIE is published	
Reduced incidents / experiences of child exploitation	Fortnightly MACE panels Missing & Exploitation Group (MEG) Exploitation campaign	Emma as CE lead for Education		Ongoing		Communications with schools, gathering information and intelligence to share at MACE and feedback to schools	



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Safeguarding procedures are effective	Cause for concern forms to be reviewed Password protected file set up Safeguarding checks carried out on external provision	Emma	Sarah H / Jacqui	Ongoing	Time to discuss Time to visit and risk assess external provision	Set up better communication with external providers so that RAs are working documents. Include session with team of cause for concern forms	
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