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| **Inverclyde Virtual School****Standards and Quality 2022/23** |  |

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| Context of the Establishment:  |
| **Our Establishment** The virtual school was established in June 2022 with the creation of a Virtual School Headteacher post. This is a 23-month temporary post funded through the CECYP Fund. The virtual school’s role is to support, track and monitor children and young people who are looked after by Inverclyde as if they attended a single school, however, children and young people will remain in their school's current role. In its first year, the main focus has been to create stronger processes and procedures that ensure our care-experienced children and young people are known, understood and are accessing appropriate support where required. This is to ensure we are striving toward better educational outcomes for all young people who have experienced care in any capacity. This has included partnership working with HSCP colleagues to identify and overcome barriers to achieving better outcomes and significant awareness raising across all education establishments.The virtual school works with a wide range of partners including HSCP, Barnardo’s, MCMC, Action for Children, I Promise Team, Children’s Hearings Scotland, all schools and ELC’s, Childrens Houses, outside providers and the wider national virtual school HT network.Moving into year two the virtual school HT will have the strategic overview of the Lomond View service re-design. This prioritises diverting resources and support to care experienced children and young people through the new primary nurture service, Lomond View Academy, and the corporate parent staff. |

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| **Establishment priority 1**: Closing the attainment gap between the most and least disadvantaged children |
| NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people-NIF Driver School ImprovementAssessment of children's progress | HGIOS/ELC QIs 3.1 Ensuring wellbeing, equality and inclusion2.1 Safeguarding and child protection UNCRCArticle 28: (Right to education):*Article 3 (Best interests of the child):*  |
| **Outcome:** 1. By Oct all care experience pupils status will be known to all schools
2. By June 23 all care experienced learners’ attainment and attendance data will be known to schools resulting in improved outcomes for each learner
3. By June 23 all care experienced pupils will have an effective social work and/or education support plan, where required

**Progress and impact of outcomes for learners:*** The virtual school has now been established, which has led to the creation of a process to monitor, evaluate, support and challenge schools with regards to their care experienced learners. Within the virtual school data is analysed monthly and distributed to schools for discussion. This year the initial focus was to ensure schools had a raised awareness of their care experienced cohort as well as addressing any gaps in knowledge regarding these young people. There was also support provided in the early few months with regards to SEEMIS recording and updating of records including evaluating individual establishments processes and procedures for this. Establishments reported that they found this helpful and confidence was increased in terms of knowing this cohort.
* The virtual HT and the I Promise manager delivered awareness raising training to 23 schools and one nursery. This contributed to achieving the first outcome of pupils’ status being known within each school. The virtual HT also attended all secondary school achievement meetings to contribute towards a joint focus between the virtual school and each secondary on the improvement of attainment of all those with care experience.
* Data meetings have progressed to focus on attendance, attainment, engagement and interventions, creating space for school leaders to reflect on each child or young person’s experiences and their response to this. Schools have an established contact for care experienced pupils. In most cases these sessions have led to action being taken by the schools to address any gaps or concerns and has demonstrated a proactive response to ensuring equity for this cohort. There has been a specific attendance project ongoing for secondary schools to assist with understanding the cause of lower attendance (progress discussed in next priority).
* The process of engagement with the virtual school has been successful. School leaders are buying into the process and are confident in their own school’s systems surrounding care experienced young people.
* A review of the corporate parent team took place in June 2022. All stakeholders were consulted and engaged well in the process. The service is widely recognised as being valued by education staff, young people and their families. Social workers were also keen to highlight the importance they place on having corporate parent teacher support, for those young people who are not attending school. There were many strengths highlighted during the review and central to all of them was the passion and commitment shown for the young people and the relationships they have with young people, families and partners. The review highlighted that the main (and crucial) aspect that should be prioritised was the overall rationale of the service, including aim, structure, procedures, and aspects of delivery. The findings of the review are being used to implement a robust self-evaluation process by engaging in support offered. This includes a joint planning model with partner schools.
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| **Next steps:** * Gather evidence as to what impact the corporate parent service is having directly on the attendance, engagement and attainment of the cohort in order to establish clear criteria for accessing and exiting support.
* Outline and formalise the role of a designated manager for care experience and explore this through training and support from the virtual head. This would ensure the work that has been started would be embedded and continue, making clear what the responsibilities are for those with this title on their remit.
* It will be crucial next year to establish ways to share any good practice, identified through the termly meetings, that is positively impacting care experienced children and young people.
* Establish a way to identify attainment data for the virtual school and use this to identify gaps to be addressed across the authority for this cohort. Use this data to identify next steps and where support may be required.
* Use attainment data and other intelligence to identify areas of good practice and share with colleagues.
* Continue to establish strong working relationships with HSCP colleagues to improve the child’s planning process.
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| **Establishment priority 2**: **Improvement in children and young people’s health and wellbeing** |
| NIF Priority Improvement in children and young people's health and wellbeing-NIF Driver Assessment of children's progressSchool Improvement | HGIOS/ELC QIs 3.1 Ensuring wellbeing, equality and inclusionChoose an item. UNCRCArticle 28: (Right to education):Choose an item.  |
| **Outcome:** 1. Reduce number of incidents of exclusions of care experienced pupils across the LA by **50%** by June 23 (baseline of **27** number of incidents 2021/22)
2. Almost all identified care experience learners who are **looked after at home** and living in Inverclyde will meet individual attendance targets by June 23.
3. Most care experienced learners **previously looked after at home** who are living in Inverclyde will increase attendance at school to more than 85% by June 23.

**Progress and impact of outcomes for learners:*** The number of incidents of exclusion for care experienced young people reduced from 27 to 17. This was four more than our target of 13 (reducing by 50%). We implemented a refreshed exclusion guidance document and introduced a procedure which included discussions with the virtual school HT before an exclusion was completed. There were 7 exclusions processed before we shared the updates to procedures.
* Improving attendance rates continue to be a challenge for this cohort. There is fluidity within the numbers month to month and this can make comparisons difficult. To give further context the virtual school headteacher has been working with the data from May 22 to ensure accurate recording was taking place so this has had an impact on the figures as young people were recorded inaccurately over a period of months until this stabilised in February 2023.
* Those living away from home are averaging 91-92% most months and are supported to attend school effectively. There is little change in the size of this group over the year. Only 1 young person in the cohort is under 50%. These young people are supported to attend school via the universal offer provided within each establishment, and where required a more specific multi agency approach.
* Those who are looked after at home have the lowest attendance of the categories. This group are averaging between 75%-78% attendance per month, however the cohort has decreased in size from 86 (in June) to 63 (in May). In discussions with schools this group are facing multiple barriers to attending school including mental health of themselves or parents/care givers, condoned absences, caring roles within the household, truancy due to dysregulated behaviour at school. This is not an exhaustive list. 21% of this cohort are under 50% attendance currently (10 pupils). The children and young people are supported at an enhanced collaborative level to attend school and there is evidence of collaborative approaches being tried. When children and young people are in school there are clear examples of flexible approaches to learning and timetables being utilised to create opportunities for relationships to be built and learning gaps to be addressed. For next year, a collaborative approach to low or non-school attendance including social workers will require to be prioritised in line with the authority attendance strategy.
* For our biggest cohort, those who are previously looked after, the average attendance is between 85%-87% each month. This cohort has increased in size from 252 – 277 since the virtual school started. 4% of this cohort are under 50% attendance (12 pupils). 27% (76 pupils) are between 80%-90% attendance and these are the pupils that have been targeted to assist in meeting the stretch aim set out to increase the number of pupils attending for over 85% of the time. 69% of the cohort are over 85% attendance and this is fairly consistent month to month. This is lower than the 71% we ended with in session 21/22.
* The attendance project is ongoing with the six secondary schools targeting previously care experienced young people who were between 70-84% attendance with a view to increasing the number of young people attending school for over 85% of the time. The early signs are that there will be small improvements made but it is unlikely the ambitious target will be met. These small tests of change are supporting schools to reflect on their universal support and approach to improving attendance through engaging in self-evaluation tools. It is also allowing us to work collaboratively to identify the causes and themes leading to low attendance across the authority and put in specific responses to this.
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| **Next steps:*** Continue to implement an exclusion procedure for care experienced young people but use the data collated this year to identify what support is required to minimise this further next year and share findings with colleagues. This will also inform the correct support being offered through LVA.
* Continue with focused work around the attendance of care experienced young people but move towards a collegiate approach and a creation of a tiered response involving social worker colleagues and our wider third sector partners. Work on this has begun with the targeted secondary schools and authority attendance group.
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| **Establishment priority 3**: Improvement in employability skills and sustained positive school leaver destinations for all young people |
| NIF Priority Improvement in skills and sustained, positive school-leaver destinations for all young people-NIF Driver Assessment of children's progressChoose an item. | HGIOS/ELC QIs 3.3 Increasing creativity and employability3.2 Securing Children's Progress UNCRCArticle 29 (Goals of education):Choose an item.  |
| **Outcome**1. By June 23 the number of care experienced young people in positive and sustained destinations will increase by 15%

**Progress and impact of outcomes for learners:*** The number of care experienced young people in a positive destination was 83%, this increased from 70% at the start of the school year and was an increase from 55% in June 2022.
* This was not directly linked to specific work done by the VSHT but did highlight the continued need to develop post school support for this group.
* Having the VSHT on the Inverclyde ASN offer group has helped to raise awareness of care experienced young people more effectively and action supports quickly.
* The implementation of the out of authority JST has allowed us to also action earlier support and intervention for those who are living out with Inverclyde but who may return for employment or further education.
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| **Next steps:** * Work with secondary schools, partners such as MCMC, DYW and wider partners to identify early those care experienced young people who may be leaving school without a destination, or who may need support post school to remain in a sustained destination. This may be a target group for the Education Support officer attached to the Virtual School.
* Support the work being developed around enhanced transitions to college in partnership with WCS, MCMC and the Senior Phase Officers
* Work with I promise team and wider partners to explore how we enhance the knowledge and understanding of those who may be supporting a care experienced young person in their destination such as local businesses and college.
* Continue to be part of the senior phase ASN workstream to advance the improvement plan for this group
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| **Establishment priority 4** Placing the human rights and needs of every child and young person at the centre of education |
| NIF Priority Placing the human rights and needs of every child and young person at the centre of education-NIF Driver Assessment of children's progressChoose an item. | HGIOS/ELC QIs 2.7 Partnerships3.1 Ensuring wellbeing, equality and inclusion UNCRCArticle 12 (Respect for the views of the child):*Article 3 (Best interests of the child):*  |
| **Outcome*** By June 23 multi-agency communication processes are improved to ensure all parties have up-to-date flow of information

**Progress and impact of outcomes for learners:*** The Request for Assistance process has been jointly reviewed and developed in collaboration with social work colleagues. This has led to a more effective response for children and families when concerns are raised. This is leading to a more streamlined system and the right support being put in place by the right service.
* There was a pilot conducted using new paperwork for child’s planning combining the new paperwork we use for single agency education plans and imbedding this into the multi-agency plan to detail a more specific and significant set of actions and outcomes for those young people who have a multi-agency child’s plan. This will support the one child one plan approach.
* Communication via the VSHT has ensured more effective working and sharing of information in some cases e.g., out of authority placements and those within Inverclyde who are being supported by foster, adoption and kinship. However, work continues to be required to ensure effective communication at all levels between services.

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| Next steps: * Continue work with SW/Police/Education on finding ways to communicate effectively i.e., communication flowchart and missing persons’ protocol.
* VSHT to meet weekly with residential manager to communicate any ongoing/new concerns that may impact education, including those young people moving in or out of houses.
* Establish a more robust point of contact with SW service manager team to discuss issues/data/share information that may impact education
* Implement training for social workers to highlight purpose/expectations of virtual school and to implement from these small tests of change regarding attendance/data/communication.
* Develop small working group with education and social work staff to agree a process for ensuring communication is improved.
* Build on multi agency pieces of work – revisit RfAs, child’s planning paperwork and implement new focus.
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| Data  |
| **Key Strengths:****Impact of Virtual School*** Data has shown a reduction in the number of incidents of exclusion for care experienced children and young people from 27 to 17. Although this did not meet the target of 13 there were four exclusions carried out before the guidance and new process was launched and a further four were done without consultation. This process is allowing a clearer understanding of the supports required to prevent exclusion for this cohort, this will remain a priority for next year.
* 100% of the education establishments engage in termly meetings with the Virtual Head to discuss attainment, attendance and wellbeing of the cohort, leading to earlier intervention and an increased understanding of pupil needs.
* 100% of the education establishments have reviewed their processes for care experienced children and young people and have an increased confidence in who these children are within each school, contributing to an increased understanding of individual’s needs.
* 100% of the children or young people being educated out with Inverclyde have an allocated Educational Psychologist and are discussed monthly and appropriate action/support is implemented earlier.
* 18 primary, 4 secondary and both ASN schools have all had full staff training on The Promise, Care Experience and their role in fulfilling the outcomes in Plan 21-24.

**Attainment/Attendance*** Of the 186 care experienced children in primary school 71% are at their expected level for listening and talking.
* The attendance project has produced marginal gains, however more importantly this has informed decisions towards the planning for next year.

**Key Priorities:** **Impact of Virtual School*** Data held on care experienced young people continues to need work. There are anomalies and inconsistencies between services and what they hold. This continues to be a work in progress.
* Improved tracking of attainment with the development of targeted support for key pupils.
* Attendance tests of change are required due to the lack of progress made this year with our targeted project.

**Attainment/Attendance*** 51% of the care experienced children in primary school are behind expectation in writing, 45% for reading and 46% for numeracy. Planning for how to address the attainment gap specifically for this cohort is a priority.
* There is no readily available data for BGE secondary progress however this is being explored and will be available for the virtual school next session.
* 32% of care experienced cohort within primary and secondary have attendance below 85%. 26% of those are looked after at home and 58% are previously care experienced. The targeted piece of work this year on improving the attendance of previously care experienced young people.
* Only 45% of the full care experienced cohort across primary and secondary have attendance above 90%. Improving engagement, attendance and the educational offer for this group remains a priority.
* An improvement in the offer for supporting attainment and engagement of targeted pupils
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National Improvement Framework Quality Indicators

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| 1.3 Leadership of change **Satisfactory** |
| Key Strengths:* Use of data to inform understanding of virtual school context and ensure this is driving all school improvement planning
* Including staff in the process of change and ensuring opportunities for feedback to be given
* Sharing widely with staff across all schools the priorities and direction of the virtual school

Key Priorities: * Lead service improvement of Lomond View Academy, specifically focusing on supporting leadership at all levels, self-evaluation leading to school improvement and establishing vision and values.
* Continue to develop Virtual School vision and values
* Improve service from virtual school to move towards achieving better outcomes for care experienced learners
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| 2.3 Learning, teaching and assessment **Satisfactory** |
| Key Strengths:* The Corporate Parent Team has developed a method for measuring the impact of the service with a focus on literacy and numeracy improvement
* The work being done to develop interventions and evaluate the impact on attainment. This is focused on SP but will develop into BGE focused work next year.

Key Priorities: * Develop a learning, teaching and assessment strategy for Lomond View
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| 3.1 Ensuring wellbeing, equity and inclusion **Good** |
| Key Strengths:* Improved equity for cohort by developing an increased awareness of who the children and young people are and supporting schools to be better equipped to support them within schools.
* Championing the needs of these children and young people and attempting to address any barriers to learning
* Strategic planning to address gaps in inclusion support

Key Priorities: * Increase the resources and interventions available with a specific focus on wellbeing within the virtual school to address inequity for care experienced learners, in particular access to LVA.
* Increase pupil voice and leadership opportunities within the virtual school
* Continue to work with colleagues and partners to increase understanding of care experienced learners
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| 3.2 Raising attainment and achievement/Securing children’s progress Good Choose an item. |
| Key Strengths:* Development of tracking tool for primary attainment

Key Priorities: * Increase the resource and intervention available within the virtual school to address attainment and achievement gaps for care experienced learners
* Improve the tracking of attainment across all schools for this cohort, facilitating further collegiate approaches to improvement
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| **Key Achievements of the Establishment** |
| Opportunity to celebrate activities, awards, events, partnershipsThe partnership working created between the virtual school and the I Promsie Team. Social Work Service Managers, Social Workers, Schools, Third sector partners and wider education colleagues. |