



Children Looked After

Annual Report of the work of the Virtual School

September 2017 – August 2018

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Executive Summary

During 2017/18 the Virtual School has continued to support all children looked after and has continually reviewed its operation to ensure it is meeting its statutory duties while providing effective support.

The overall number of children has risen. Although the proportion of children with Special Educational Needs is similar to the previous year, there has been a notable increase noted in the range of complex and high level needs.

All children have access to the Pupil Premium Grant to put in place actions and interventions which are additional to the normal school support and which will help them achieve targets.

The completion rate of Personal Education Plans (PEPs) has risen to over 95%. From 2018, the Virtual School has developed an ePEP which will reduce the amount of paperwork and hence time needed for the PEP process.

Attendance overall is good and has remained high across primary and secondary schools.

Schools have been supported to continue to try and reduce fixed term exclusions and the impact of this has been a reduction in the overall number of days lost and a reduction in the percentage of children with one or more fixed term exclusion. There have been no permanent exclusions.

The Virtual School works closely with other teams in Social Care, SEN, School Admissions and in some cases this is through panels and meeting groups such as the Life Chances Team.

Results at Key Stage 1 remained at 100% achieving the expected level. There were only two children in the group so statistically significant. At Key Stage 2 there was an improvement in the percentage of children achieving the expected level in maths, reading, writing and grammar, punctuation and spelling in comparison to 2016/17. Progress was however lower for children looked after with SEN where in one case they were dis-applied from the tests. The targeted use of the Educational Psychologists time as well as establishing a working protocol is already under way to address this area for 2018/19.

At Key Stage 4 there has been an increase in the number of children gaining 5 or more grade 4 GCSE (or equivalent) passes. All pupils have been supported to find positive destinations for post 16 and all started these programmes in September 2018. Progress was greatest in pupils with good levels of attendance and so this will be continually monitored and challenged. Progress and outcomes were highest for children with none or only one move compared to those with more placements.

Post-16 engagement is supported and monitored on a monthly basis. Of the 25 care leavers who were Not in Education Employment or Training (NEET) in July 2018, 17 were actively engaging with the Virtual School and therefore being supported to secure positive destinations. There were more care leavers starting higher education in 2018 than the previous year.

Priorities for 2018/19

1. Strengthen support and interventions for schools and children to improve outcomes, evaluating the impact of the intervention and use of Pupil Premium.

2. Identify and implement changes resulting from the Social Care Bill which includes Virtual School Headteacher to have responsibilities for previously looked after children as well as looked after and care leavers.
3. To co - develop and promote a training programme for schools to build their capacity in meeting the needs for children looked after.
4. Develop and monitor the ePEP system ensuring high standards are maintained across all its elements.
5. Support schools to direct the use of the Pupil Premium Grant more effectively for children looked after.

Role of the Virtual School

The role of the Virtual School is to promote the educational achievement of children looked after, whether educated in Bracknell Forest or placed out of authority, through having high aspirations and working to close the attainment gap between them and their peers. There is a requirement to maintain an up to date roll and have robust procedures in place to monitor the attendance and educational progress.

In Bracknell Forest, attendance and progress is monitored through a commissioned service 'Welfare Call'. There is a requirement to inform head teachers that they have a child on roll that is looked after by the Local Authority. In addition the Virtual School should ensure that each child has an up to date, effective and high quality Personal Education Plan (PEP) that focuses on education outcomes.

In addition to fulfilling their educational potential and increasing life chances through academic achievement; it is a priority for young people leaving care to be positive and contributing members of their communities.

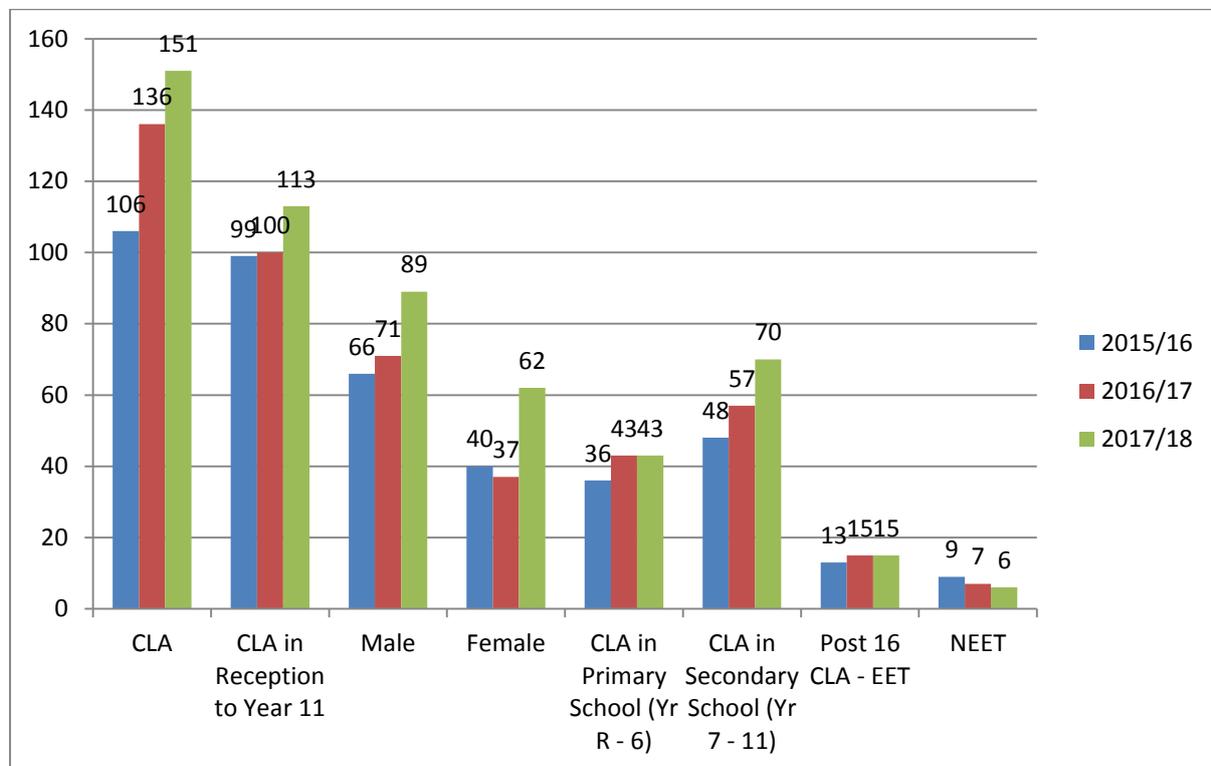
At the end of the 2016/17 academic year, there were 136 children looked after from Reception to Year 13 on Bracknell Forest Virtual School roll. These children attend 63 schools, 37 of which are in other Local Authorities. The attendance data collected by Welfare Call allows us to take individual and urgent action where attendance becomes an issue and to use data to better plan intervention, to identify risk factors and to be pro-active in tackling poor engagement before patterns become ingrained.

In accordance with changes previously introduced by the DfE regarding the administration of Pupil Premium funding for children looked after, the Conditions of Grant state that Pupil Premium for children in care must be managed by the Virtual School Head. This means that Bracknell Forest Virtual School is responsible for monitoring and auditing the use of this funding and ensuring that the money makes a real difference to the individual children in the cohort.

As a Virtual School, we continuously seek to develop an in-depth understanding of the child's educational needs and challenges, advise on, secure and maintain best possible education provision according to these needs, raise awareness of attachment issues and barriers to learning with schools and providers through termly Designated Teacher forums, coordinate, chair and process Personal Education Planning (PEP) meetings and documentation, arrange access to additional resources to raise attainment and progress, and develop interests and provide additional one to one advice, guidance and support for engagement in education, training and employment.

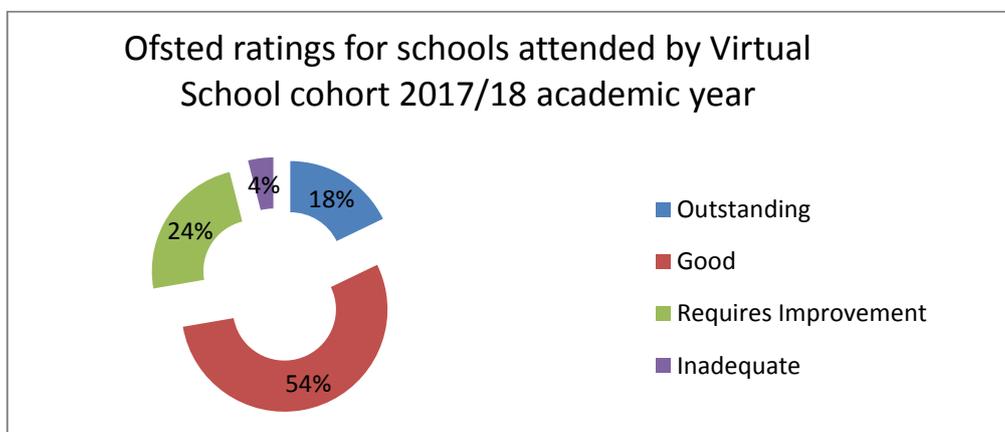
Virtual School Roll

The number of children looked after remained similar to those for the previous academic year. Bracknell Forest children looked after attend 63 schools in 21 different local authorities. More of Bracknell Forest's children looked after attended schools in other local authorities than in the borough.

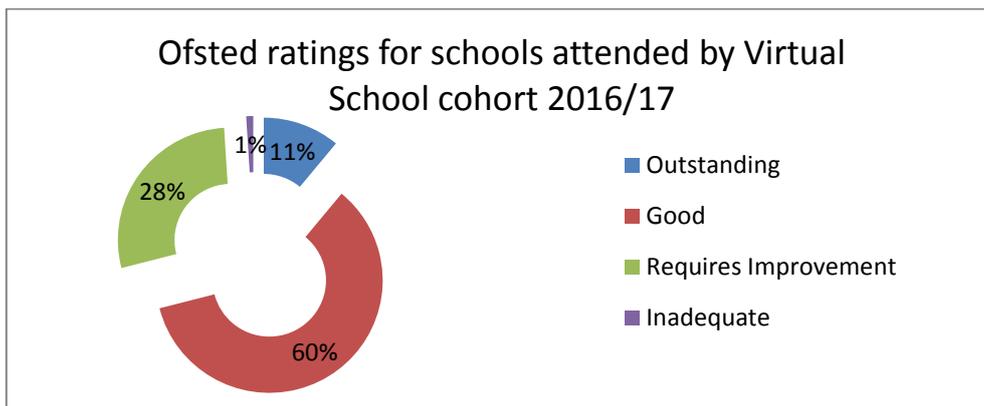


Ofsted Ratings

The statutory guidance 'Promoting the Educational Achievement of looked after children' states that schools judged by Ofsted to be 'good' or 'outstanding' should be prioritised for children looked after in need of a new school and that, unless there are exceptional, evidence-based reasons, children looked after should not be placed in a school judged to be 'inadequate'. The majority of Bracknell Forest's children looked after (72%) attend 'good' or 'outstanding' schools.



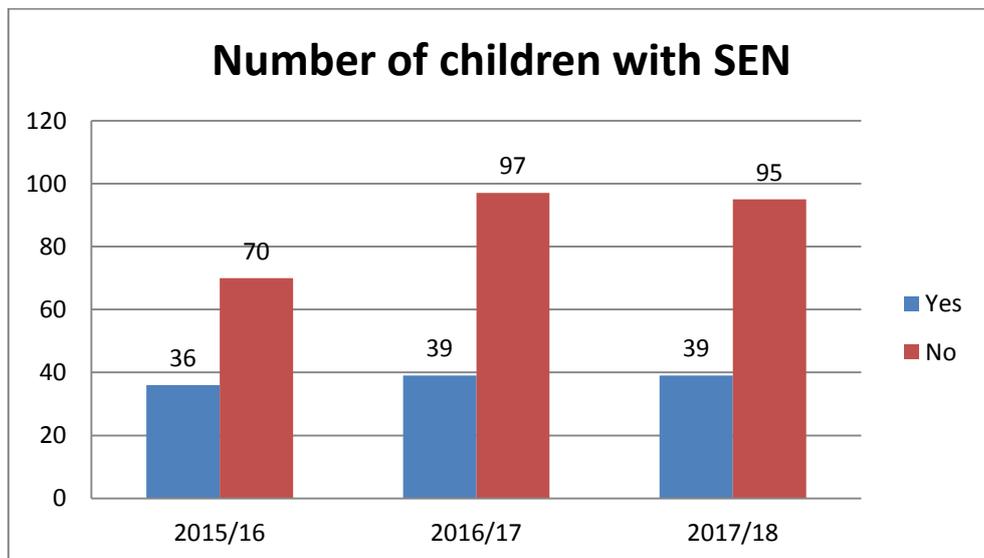
This is a marginal 1% increase from the same period last year.



When children are placed at a school before a judgement which is less than 'good' is made consideration must always be made by the Virtual School as to whether a fall in Ofsted grading would justify disrupting a child's education with a school move.

Special Educational Needs

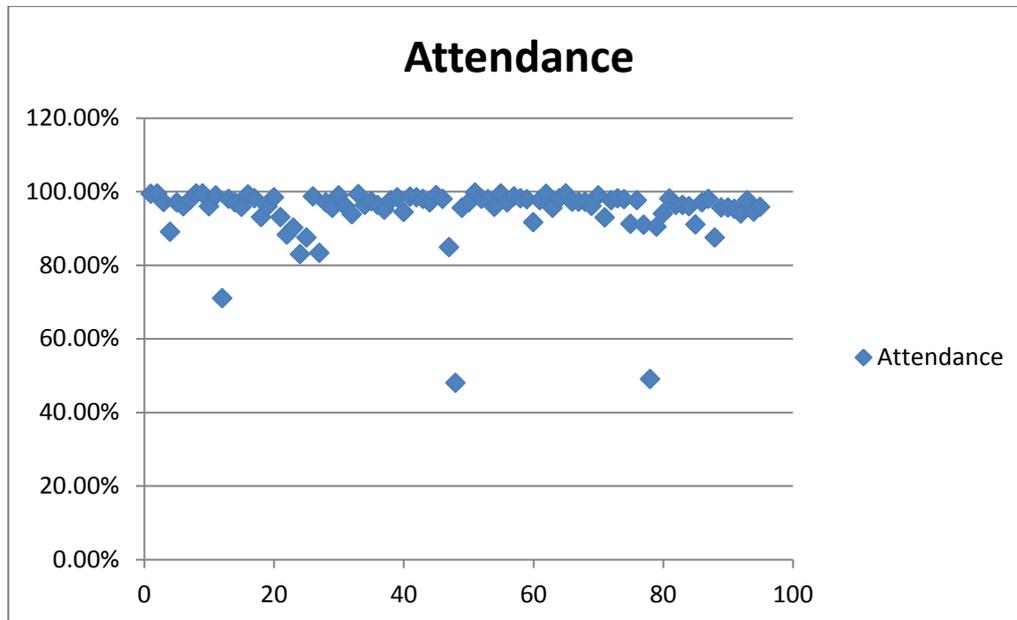
At the end of the 2016/17 academic year, there were 39 pupils with an Education, Health, Care plan. This is around 29% of the total cohort. This reflects a 5 % decrease for the cohort from the previous year which was mainly due to the progression of older children in this cohort who were no longer looked after.



It is essential that there are robust arrangements in place to ensure that any undiagnosed special educational needs are addressed through the SEND framework as soon as possible and this remains a key task for the Virtual School. To address this, a protocol is being developed in partnership with relevant teams that will not serve purpose to highlight the additional challenges this cohort of children looked after experience but also strengthen support the LA offers to vulnerable children. This is expected to be in place during the 2018/19 year.

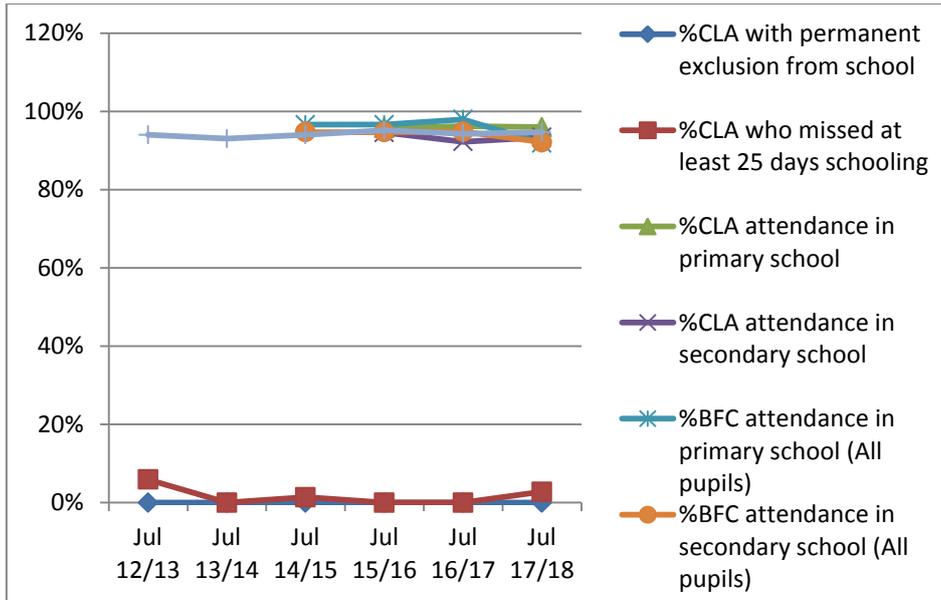
Attendance

Bracknell Forest Virtual School has commissioned the services of Welfare Call to monitor the attendance of Children Looked After. They call each school every day to ensure we have a pro-active approach to improving the attendance of our looked after children.

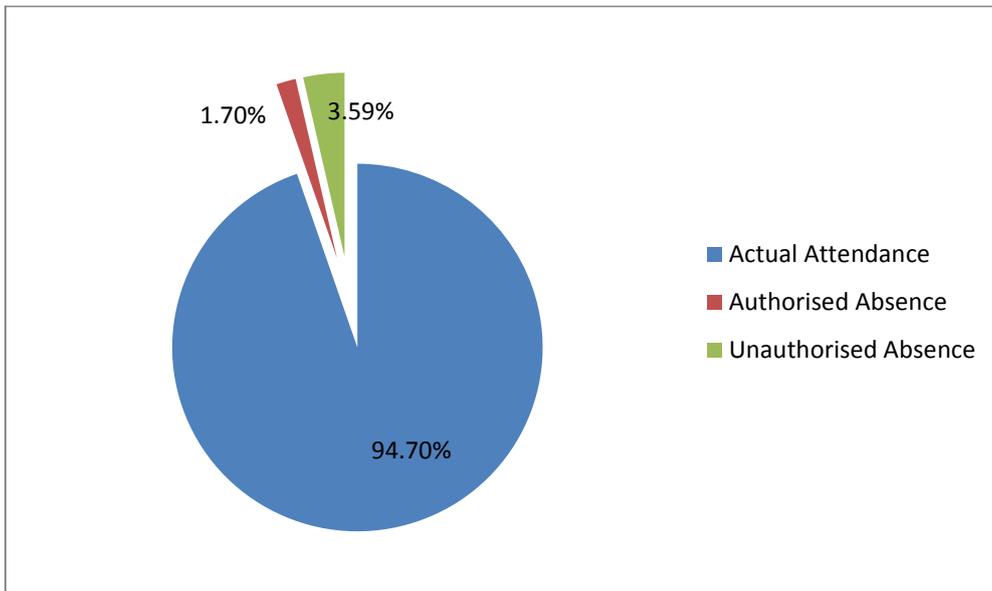


There were two pupils with significant absenteeism and a range of strategies were put in place with limited success. They have now left formal education and have secured full time employment. There were 11 pupils whose attendance fell below 85%. In all cases, this was also combined with a lack of engagement with their education and behaviour for a period of time across the academic year. This is clearly of great concern and tackling this absenteeism is a key priority for the Virtual School. Working closely with social care to support schools in having a better understanding of the needs of children looked after will be one of the key areas of planning. The Virtual School works closely with the Education Welfare Service to ensure those pupils with poor attendance are not only offered the support and interventions they need to address this but more importantly, the risk factors are identified much earlier for future poor attendance and work pro-actively to prevent this.

Trends noted for the past three years reflect a continuously high rate of attendance for children looked after in line with their peers. This can be noted in the rate of attendance of 94.70% of the total Bracknell Forest school population during 2016/17 and is analysed to be in line with their peers across the borough:



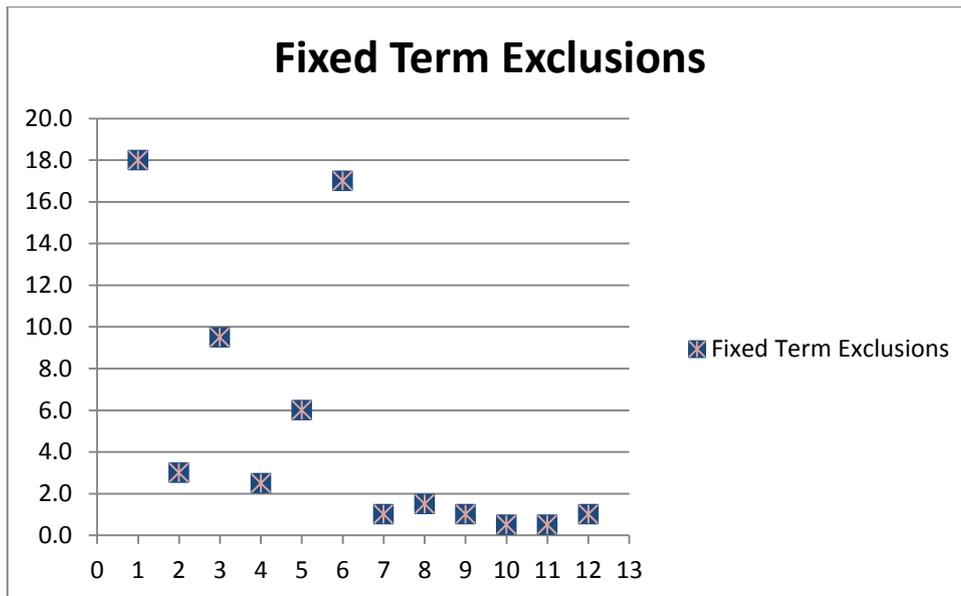
A further area of interest is the information on the remaining 5.74%. This is made up of:



Foster carers are aware of the processes related to term time absence. A significant proportion of the unauthorised absence is also linked to those who had either an average attendance figure lower than 85% and/or a fixed term exclusion. As raised previously, this continues to remain an area of priority for the Virtual School.

Exclusions

The statutory guidance ‘Promoting the Educational Achievement of looked after children’ states that “head teachers should, as far as possible, avoid excluding any looked after child”. Twelve children looked after have recorded fixed term exclusions in the 2017/18 academic year, losing a total of 73 school days. The chart below shows the number of days lost to fixed term exclusions for each of the identified pupil (numbers 1 – 12 represent each of the children in this cohort).



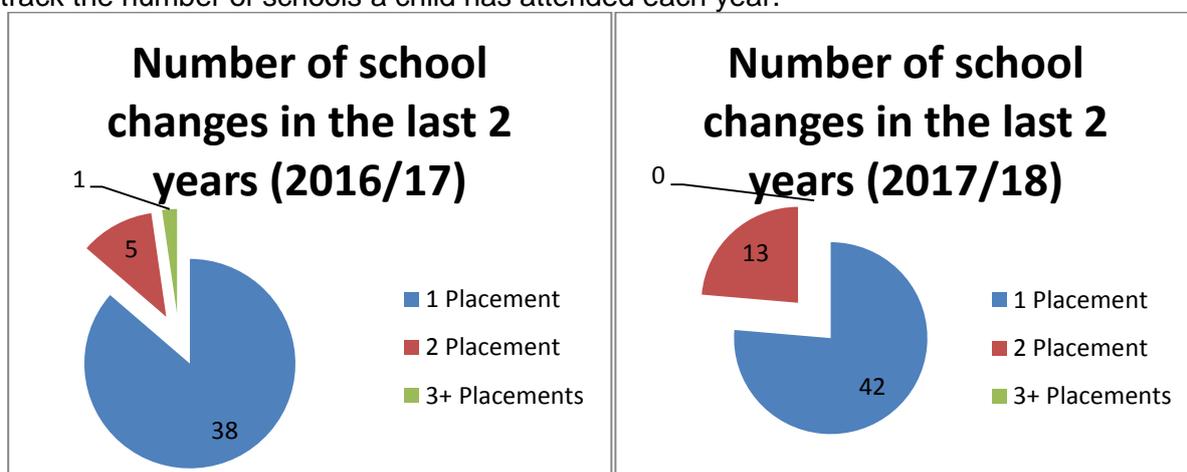
This was in comparison to 14 children experiencing fixed term exclusions resulting in a total of 76 days missed from school for the previous academic year.

No child looked after was permanently excluded during the 2017/18 academic year. However, there were two who had a higher than average fixed term exclusion incidence than the cohort. Both were in year 10. They have now made a positive start to the 2018/19 academic year and are in a more stable situation.

There were various reasons behind each of these incidents. A member of the Virtual School and the child's social worker was always present at reintegration meetings at school to not only advocate for the young person but also to support the school to ensure they had the resources to meet their needs.

Achieving Stability

Underpinning all aspects of the Virtual School's work is a commitment to minimising disruptions to learning so that children looked after achieve the stability they need to learn and flourish. Research is clear that disruption to school placements can have a detrimental effect on any child's education and it has been identified as a contributing factor to the attainment gap between children looked after and their peers. In Bracknell Forest, every effort is made to maintain education placements even when a child may move home. We track the number of schools a child has attended each year.



Children move schools for a number of reasons which include:

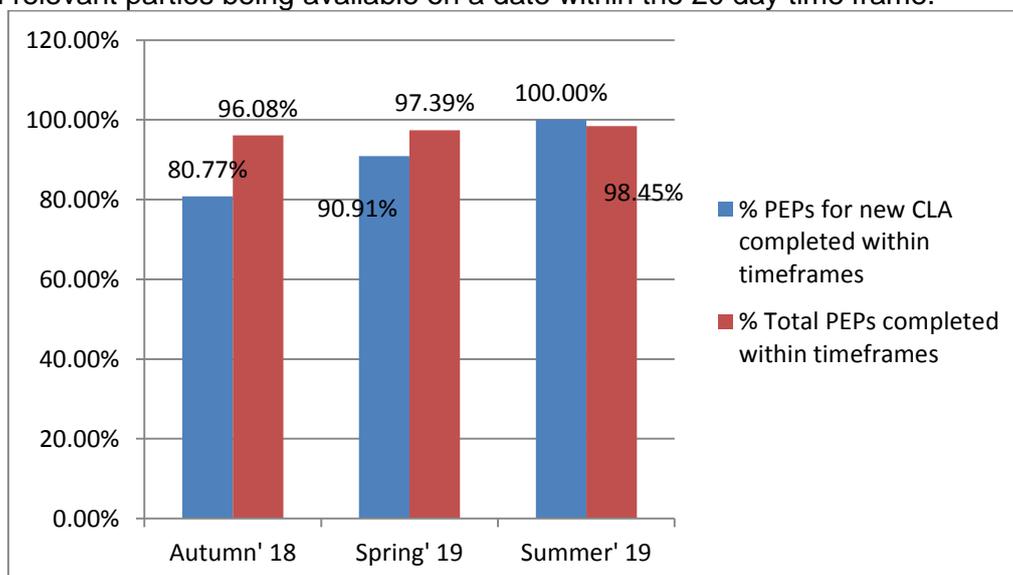
- Change of foster placement which means that continuing at current school is unrealistic
- Carers move house which means that continuing at current school is unrealistic
- Change to live with adopters
- Change of school if proximity to social contacts/family mean are having a strong negative impact
- impact on the child's progress and learning
- Change when school can no longer meet needs (SEN or non-SEN)

The Virtual School supports Children's Social Care where a new school place is to be secured. Where possible, we look to minimise moves especially during Key Stage 4. Once a notification from the social worker has been received, the Virtual School generally takes on the responsibility to identify suitable schools by liaising with Admission Teams in Bracknell Forest and other local authorities, searching against information held by Ofsted and having discussions with foster carers about their local knowledge of schools.

Personal Education Plans (PEPs)

The Virtual School attends all PEP meetings for children and young people between the ages of three and eighteen years old. During the initial PEP the Virtual School leads the meeting to demonstrate how the PEP should be completed and how to ensure that targets are SMART and appropriate. The Virtual School also takes responsibility for ensuring that the PEP is completed and the Social Worker is aware of the details in readiness for the initial PEP which is no longer than twenty days since coming into care. PEPs are reviewed each term with the education provider to taking a lead in these by reviewing the impact of the previous actions, update the PEP and return to the Virtual School. Support and training is available to assist schools and settings with the PEP process. The timeframe specified by the DfE mentions two PEPs a year.

This year there has been a drive to ensure that all PEPs are completed and loaded onto the child's case within 5 working days of the PEP meeting. The chart below shows the percentage of PEPs for school age children which have been completed. The target for completion is 95% each term. The shortfall in the Autumn and Spring term for the proportion of PEPs completed for children new to in care (5 in the Autumn term and 1 in the Spring term) was due to the challenges with all relevant parties being available on a date within the 20 day time frame.



The quality of the PEP is the joint responsibility of the local authority that look after the child and the school. Social workers, carers, VSHs, Designated Teachers and, as appropriate, other relevant professionals will need to work closely together. Social Workers have been asked to prioritise attendance at PEP meetings so that they gain essential information about their child. As well as updates on their attainment and progress this should include discussion of their attitude, emotional state, friendships etc.

If a child has an Education Health and Care Plan (EHCP) then one of PEP meetings is run alongside the annual SEN review. This means that targets in the EHCP can be addressed through the PEP and that Social Workers and carers have the chance to review the impact of the SEN support for the child.

Although our approach and performance reflects a position of strength of the Virtual School, it also builds on the quality assurance process we have developed over the past year in relation to PEPs. The key questions we ask are:

- Is there detailed information about the young person's engagement with learning, social engagement, strengths and interests?
- Analysis of need – is there sufficient information of the young person's barriers to achievement?
- What is currently in place – is there a clear link between analysis of need, strengths and actions taken by the school/setting/college?
- Future Planning – are actions linked to stated areas of interest?
- Are the outcomes linked to analysis of need? Are they aspirational and relevant? Do actions match the outcomes? Is it clear how the impact is being measured?
- Spend details of the Pupil Premium that are linked to targets
- Pupil voice clearly portrays young person's views
- PEP sent within advised timescales

Pupil Premium

The Conditions of Grant for Pupil Premium Plus published in March 2014 stated that the funding should be managed by Virtual School Heads from April 2014.

At the end of March 2018, approximately £150k had been allocated to schools against plans they had submitted. This was from a total allocation of £170k where £20k was allocated to the Educational Psychology Service to account for the resource we commission.

Transfer of the CLA Pupil Premium Grant is made in two instalments at two specific junctures in the financial year. The first payment is made at the end of Autumn Term to account for the most recent Summer and the current Autumn Term (hence includes payments for two terms). There are concerns that if the money is paid as a lump sum then it excludes those children who may become eligible later in the term. Similarly there may be CLA who change education placements after payment of the grant. It is not possible to pay the grant twice for any looked after child. Therefore, we make payments to settings that a LAC attends at the start of each term. This practice has been shared at the regional Virtual School Heads meeting and has been adopted by a number of other Virtual Schools as a result of being cited as good practice.

The focus of the Pupil Premium for children looked after is on the following areas:

- Academic achievement and progress – clear outcomes and actions.
- Wider achievement – in an area in which the child is gifted and talented.
- Attendance.
- Inclusion – by reducing internal and external exclusion.
- Resilience training, social skills and therapeutic work.

- Transition into the next key stage and/or a new learning provider.

Increasingly, more examples of the effective use of pupil premium are being reported. Some of these include:

- Additional support in school that will build self-esteem, confidence, resilience or learning skills. Examples of this have been nurture group provision and therapeutic support.
- Aspiration raising activities often outside of school to support engagement with learning in school.
- Extra learning resources over and above what the school provides for all children.
- Alternative education packages.

These case studies reflect examples of impact in relation to the effective use of the Pupil Premium:

Barriers to progress and learning for A: Poor self-esteem, history of self-harming and neglect.
Actions: Deputy Head Teacher identified as the link adult for A to 'check in' with at lunch time each day. Teachers are better informed of A's challenges which has led to a significant decrease in the number of detentions. Cost for a residential trip covered to aid self-confidence, challenge A physically and enrich his experience of school life.
Outcomes: Pupil A is now more confident, has less times when he cannot cope with issues that arise and has academically improved.

Barriers to progress and learning for D: Although a popular member of her class, D can be resistant to receiving constructive feedback which thereby restricts the sound development of her knowledge.
Actions: D recognised the positive impact that the trips she had funded by the pupil premium had on her learning by saying that excursions to places such as the Natural History Museum helped her to place learning in context by seeing "...real examples of fossils and dinosaurs." D has actively engaged with the extra-curricular opportunities on offer to her this year, having participated in Lego, football, arts & crafts, gardening and ICT club. These clubs gave her the chance to "... be more creative and find different ways of doing something."
Outcomes: D has made good academic progress to reach at least age related expectations. Provision for extra-curricular and non-academic pursuits has ensured that she develops her social skills as well as making academic progress.

Barriers to progress and learning for S: Significant history of neglect and trauma. Difficulties in making lasting friendships.
Actions: Through IAG sessions, S demonstrated a passion for performing arts. Weekend drama sessions were arranged and a mentor allocated from a local theatre.
Outcomes: S agreed to attend after school support sessions for core subjects. After 2 terms worth of intensive support, he achieved above his target grades and has now enrolled on a level 3 programme at college.

Attainment

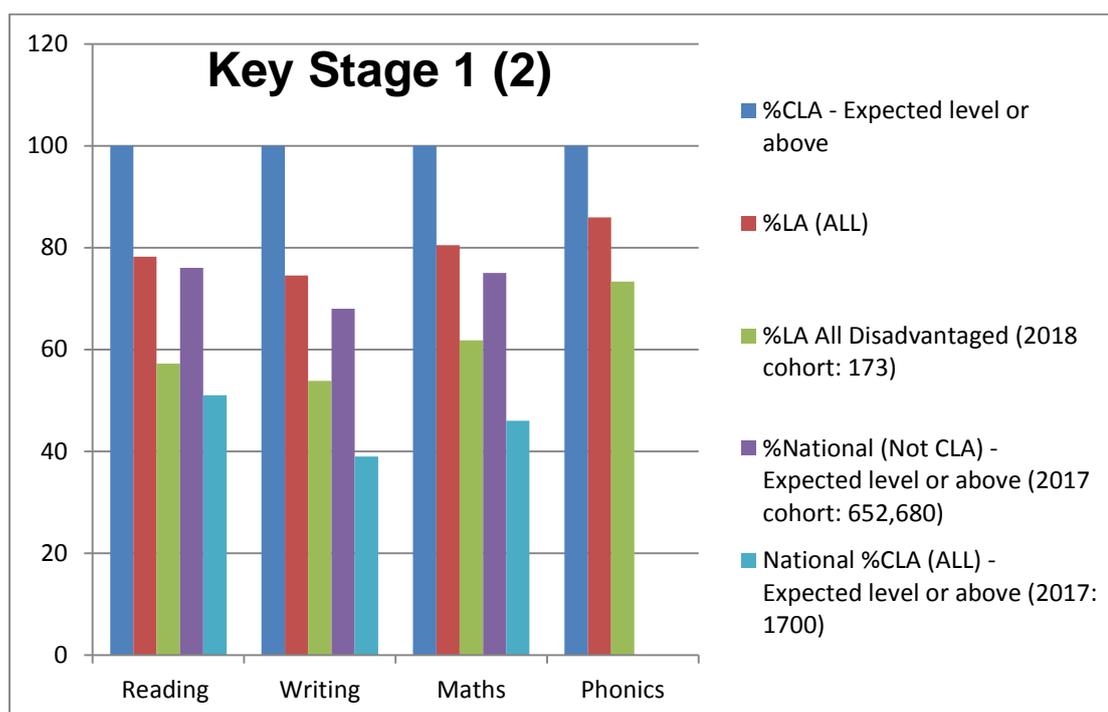
The numbers in each cohort are often very small, therefore the outcomes for one or two children can have a significant impact on results expressed as a percentage. Care should be applied when analysing and comparing the results, which are based on small numbers of children.

Early Years

There were no Bracknell Forest CLA who attempted National Assessments at this level for 2017/18.

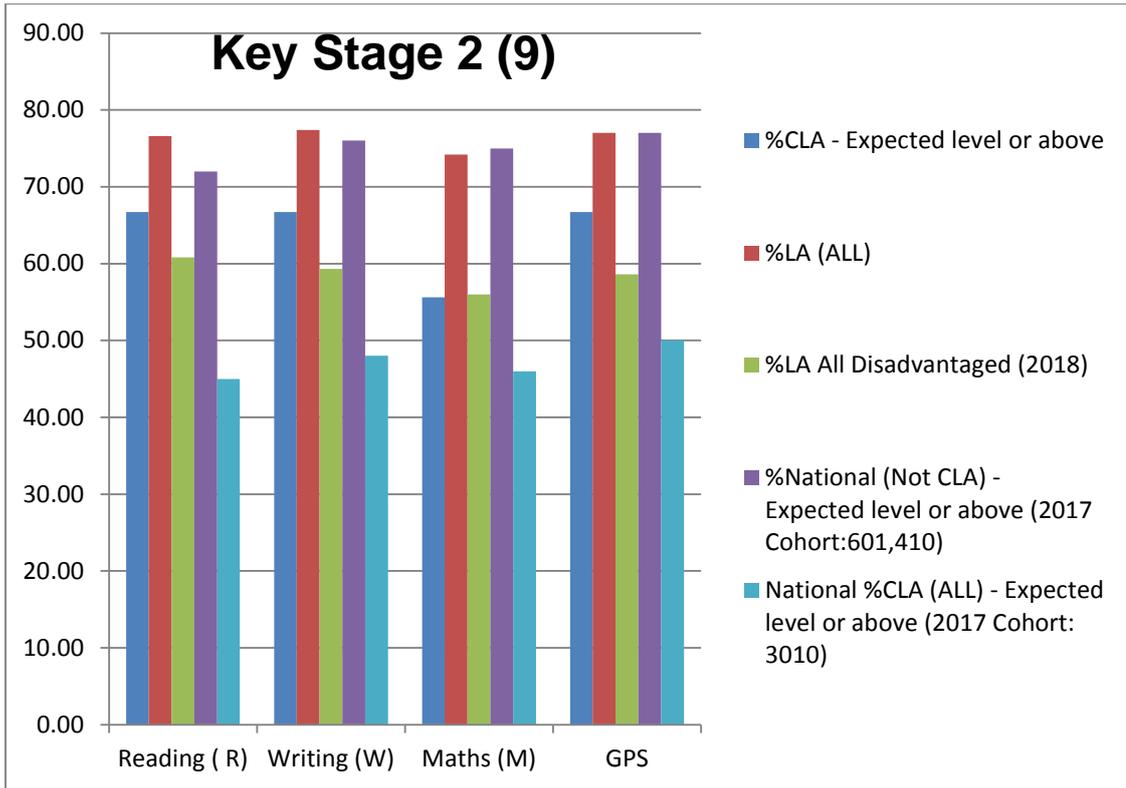
Key Stage 1

There were 2 CLA in the cohort who attempted National Assessments at this level for 2017/18 – this was similar to the cohort for the previous academic year. Comparing the performance of our small cohort against that of their peers across the borough presents a largely positive outcome where performance is above that of the LA average across assessed areas – including analysing performance against all groups of disadvantaged children.



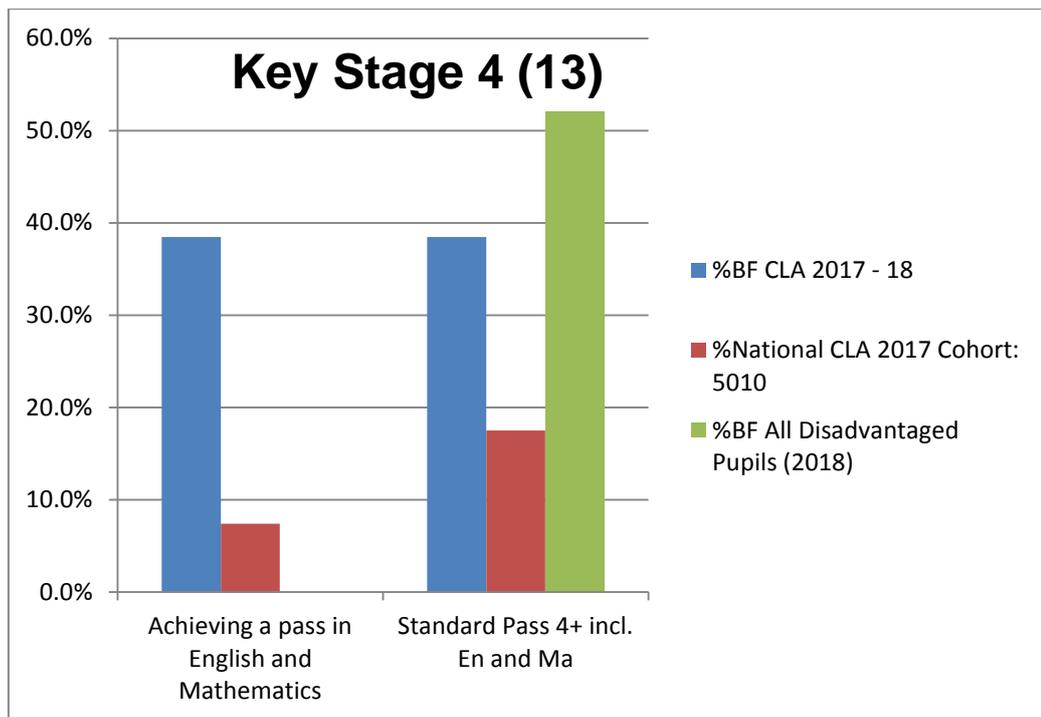
Key Stage 2

There were 9 CLA in the cohort eligible for tests and teacher assessments at the end of Key Stage 2 in 2017/18. The main threshold measures at Key Stage 2 are the percentage of children working at the Expected Standard or at Greater Depth across each assessed area. The average attendance figure for all four was at least 98%. The proportion of children attaining at least the expected standard across Reading, Writing and Maths was significantly higher than both the national and regional average based on 2017 figures.



Key Stage 4

There were 13 CLA in the cohort that attempted GCSE and equivalent examinations at the end of Key Stage 4 in 2017/18, compared with 14 in 2016/17 and 6 in 2015/16. There are a wide range of performance measures at GCSE. The outcomes for this group were higher than national benchmarks observed in 2017 for this cohort.

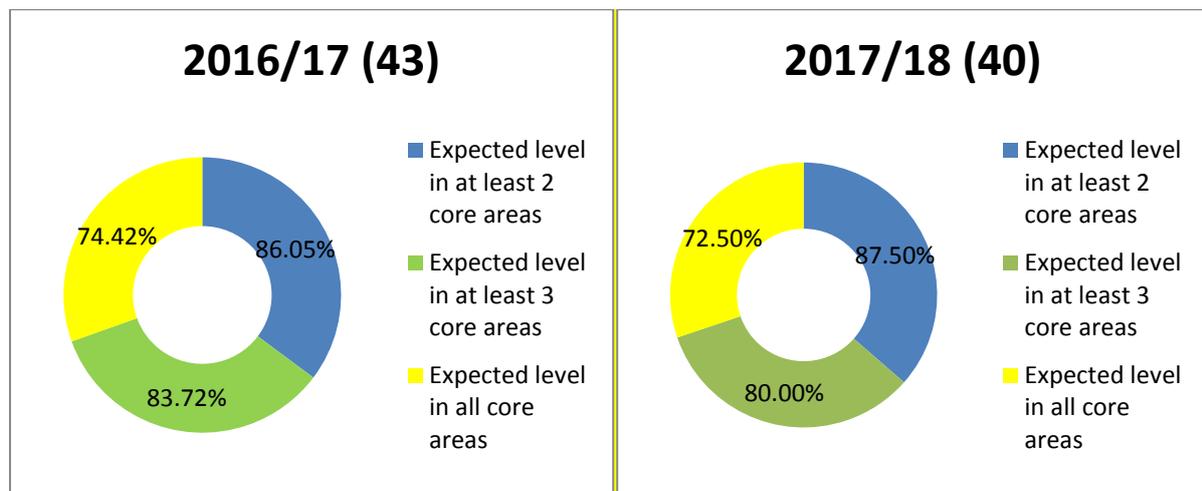


All 13 from this group have progressed onto a range of different post 16 destinations from September 2018. These include Health and Social Care, construction, employability skills, business administration (apprenticeship), A Levels and travel and tourism amongst others.

Tracking Progress

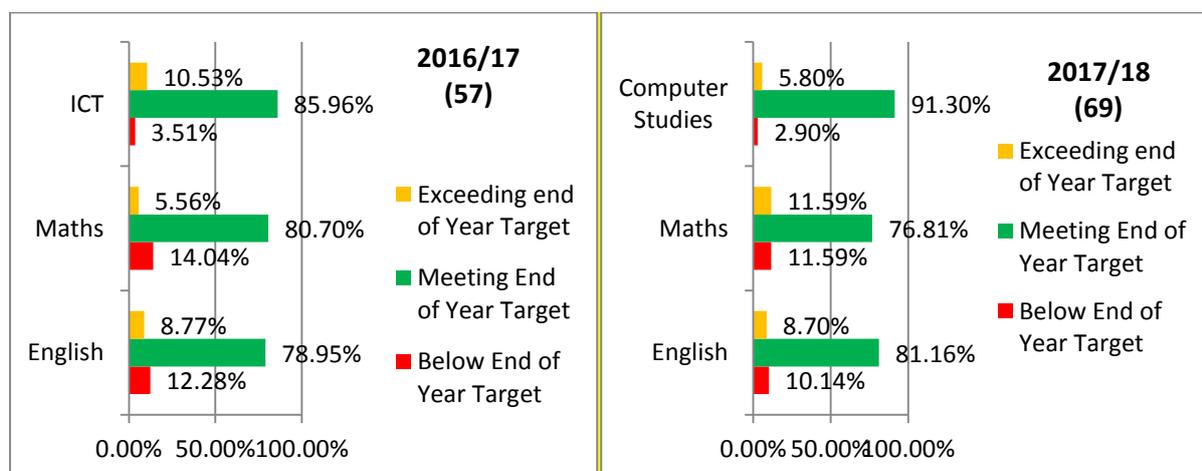
Phonics: The percentage of children looked after in Year 1 phonics reaching the required standard was 80% from a cohort of 5. 4 of the children attended Bracknell Forest schools.

Primary: 29 out of the 43 children looked after in this cohort attended a Bracknell Forest school. Pupil progress is tracked termly across four core areas: Reading, Writing, Speaking & Listening and Mathematics. Outcomes recorded were broadly similar to those from the previous academic year where a marginally higher proportion was recorded for children looked after who achieved at least the expected level across all core areas:



Secondary:

26 out of the 69 children looked after in this cohort (i.e. Year 7 – 11) attended a Bracknell Forest school. An increase in the proportion of children looked after either meeting or exceeding their end of year targets were noted across English and Computer Studies for 2017/18 in comparison to the previous year:



Designated Teachers

Designated Teachers' Forums are key in establishing a Virtual School approach in Bracknell Forest and these forums are held on a termly basis. The aim of these forums is to:

- Provide information to designated teachers about their role
- Provide specific training to designated teachers on issues relating to children in care
- Provide an opportunity for designated teachers to discuss and share strategies and initiatives aimed at improving the support to children looked after.

Members of the Virtual School are involved in a number of different intervention programmes across the year. These are usually specific to either primary or secondary schools. However, they are always transferrable in content. Some of the agenda items from these forums over the 2017/18 year have included:

- Planning and demonstrating the impact of the Pupil Premium for children looked after
- Proposed changes from the Children and Social Work Act 2018
- Understanding of factors behind behaviour
- Effectively using the new ePEP system

Work Experience

The advantage of the set up of our Virtual School has continued over 2017/18 where we have been able to maintain our partnership with local agencies that offer work experience. These are bespoke and limited number of opportunities available specifically for our children looked after who are at least 12 years old. We offer a lighter touch support package for Year 7 students that develops into more intensive and tailored support for students in Years 8 and 9 and can be extended into Key Stage 4 as required.

A total of 16 CLA benefitted from this offer in various forms. Some of these experiences have been captured to reflect the impact this has had on them as individuals as well as aided their life chances:

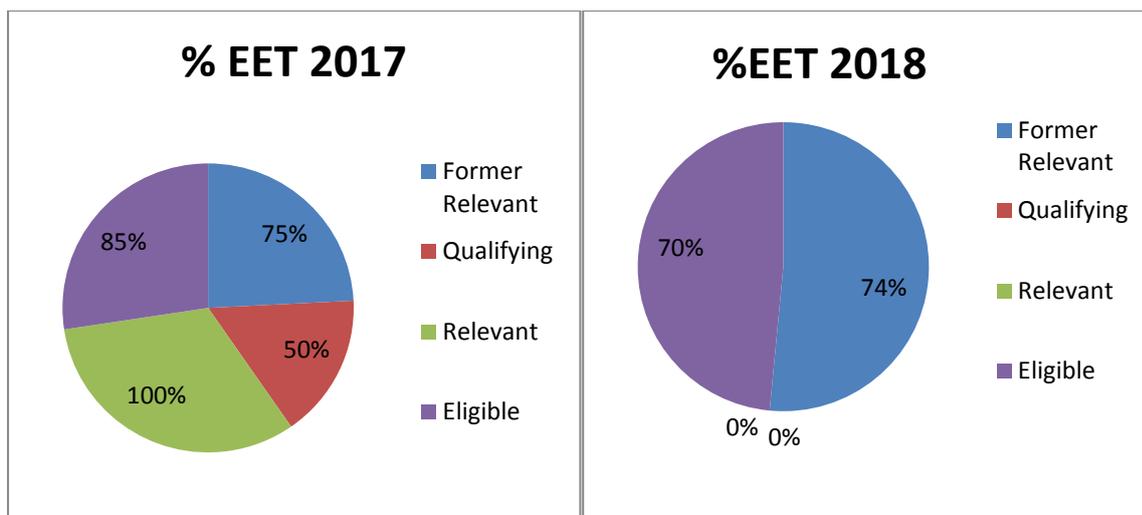
Child	Year	Number of hours	Career Aspirations	Outcomes Achieved
A	7	4	To work with young children possibly in a child care environment	A 3 week placement was secured at a nursery local to A so that he could attend after school. Having attended this for a couple of hours each week, A now has clear aspirations for a permanent role in this industry when he leaves school.

B	9	7	Sports related	B is a confident young person but wasn't sure how best to direct his passion for sport. B lives an active life and a 4 week placement was secured at the local leisure centre over the summer holidays. B is now clear that he wants to be a gym instructor and has taken up relevant options for his GCSE's.
C	11	8	Self employed – interior decoration	C was experiencing a number of challenges in school that were reflected in the frequency of sanctions he had received. Following intensive careers guidance sessions, a placement was sought with a local trade building and decorating company. C has established a positive working relationship and is learning the skills needed to be effective in his chosen area so that in future he could set up his own company.
D	12	5	D has various ideas about her future. These change regularly so work experience was identified as a support tool. Some examples of this include electrician, footballer, engineer, mechanic, actor and security guard.	Although D made a positive start at her local college, she didn't like the experience. An alternative course was identified that was combined with a 4 week placement at a very supportive local travel company. D subsequently re-enrolled onto a travel and tourism apprenticeship and according to her tutor, is 'thriving' in all areas of the programme.

Young People Aged over 16 and Care Leavers

The Virtual School has an Education Support Officer who focuses particularly on supporting children looked after from Year 11 through to post 16. Recognising the good practice on PEPs for CLA from Year R to 11, this has been adapted to develop a participation plan for 16 to 18 year olds which has been adapted for the new ePEP system. These have been developed in partnership with social workers and young people to ensure they are appropriate and will achieve a positive outcome.

The impact of the increased focused approach when working with children looked after at post 16 and care leavers has been the increase in the proportion of young people in education and training.



This performance equates to a proportion of 73% of children looked after and care leavers being in either education, employment or training (EET) at the end of August 2018 compared with 74% for the same cohort 12 months ago.

We aim to get the best outcomes for our care leavers by working with them as individuals, ensuring wherever they are placed, they are engaged in education, employment or training commensurate to their ability and aspirations. Each individual young person receives support and guidance towards their desired destination. For those young people moving on to university, the Virtual School has continued to remain involved at each step of the process. This has included working on the UCAS form and Personal Statement, applying for student finance and attending Open Days.

These brief examples highlight the outcomes achieved and impact of the work of the Virtual School when working with care leavers during 2017/18:

- One young person was supported through levels 1, 2 and 3 of a motor mechanics course at local college. She was a relatively late entrant to further education, only deciding to go down this route once she was nearly 20. At the end of the final course she was helped with the writing of a CV so that she could start applying for jobs. She is now working in a garage. In a text to the Virtual School team member she said: “thanks again for all your help and support means a lot – not sure if I could have done it without you”.
- A young man was supported through the final year of A Levels and on to university. The Virtual School provided a tutor for his A Level maths enabling him to progress from a predicted grade U to a final B in 12 months and to get into his first choice institution. He has also been helped with planning for his finances and with reassurance over his general level of anxiety regarding the transition to higher education.
- Another student has been supported at university over the last four years. Her engagement has been varied with other professionals with most interactions done though the Virtual School. She graduated in 2018 with a 2:1 and is now working, with a view to moving on to a PhD in the next two years or so. Her text to the member of the Virtual School on the day of her results was: “Thank you for all your help”.

Despite her previous reluctance to be seen as a child in care or care leaver, she is also going to be applying to join the local fostering panel, in the capacity of care-experienced member.

Learning & Behaviour Coordinator

The Learning & Behaviour coordinator is an essential member of the Virtual School. The focus of this role is to help to increase emotional resilience and problem solving skills with a strong focus on developing relationships and understanding the causes of children's behaviour using a combination of attachment and social learning theory. This work involves supporting young people with positive activities, independent living, physical and mental health, thinking skills and social support and working closely alongside carers, teacher's, tutors, social workers, youth offending team case managers, birth family and CAMHS. A proportion of the role is spent working with young people who have disengaged from education, who are at risk of school exclusion or who are long term NEET. Many have issues around emotional behavioural difficulties, high risk of placement breakdown and risk of offending.

The impact of this role can be observed from these brief case studies and comments from the young person involved:

- 1) M was a school refuser during year 10, refusing to engage with other services, frequent missing episodes (16 episodes between Sep'17 and Jul' 18), repeated offending behaviour including gang involvement and was grieving for the recent bereavement of his mum.

In light of the exhibited behaviour and professional feedback, an intensive piece of work lasting 12 months that included a bespoke emotional resilience programme, study skills and GCSE exam preparation, careers IAG and school support interventions was put in place and agreed with M.

Following the delivery of the resilience programme, M agreed to re-attend school in March 2018. During a PEP meeting the following targets were set; attendance 95%, sit GCSE exams in English, maths and science in May 2018, career plan, visit army centre and sign up to college course for September 2018.

Careers IAG was completed which identified a long term plan to join the air force within engineering. During this period, contact was also re-established through his social worker. During October '17, work experience was arranged which M completed. Boxing sessions were arranged mainly because M was in agreement and also as a fitness test was the entry requirement for the armed forces.

Over February to June '18, M was provided with intensive support to prepare for his exams following which he successfully achieved 100% attendance and passed two 45 minute long exams. He is now attending a level 2 electrical course at college on a full time basis and has a clear plan on what he will be doing at the end of the programme in June 2019.

M reflected on his experience of working with the Virtual School: "You never gave up on me".

- 2) The first year at college was proving to be a struggle for S. A PEP meeting was arranged early in the Autumn term. College explained that on current performance, S was not going to succeed on the Extended Certificate.

During the PEP meeting the following targets were agreed: completion of two assignments and relevant work experience to help make that theory to practice link. As a result, study support was provided to complete the assignments and an application was sent for work experience as a life guard at Coral Reef. At this time the young person was also supported with sessions in therapy by the foster carers. Despite support it was decided that college was not appropriate at this time and he left college towards of the Autumn term.

The Virtual School organised a Health and Safety in Construction Environment course to achieve a CSCS card. This would allow a pathway to work in construction. S successfully passed both tests and achieved his CSCS card. He is now fully employed in the construction industry.

- 3) B experienced domestic violence and neglect which brought her into care. Through an assessment for an education, health and care plan it was identified that social and emotional behaviour and communication difficulties have impacted on school learning. This young person has moved school 4 times in three years and was currently out of school and frequent missing reports. B struggled to trust people and refused to engage with support.

Due to the complexity of B's needs, the Virtual School worked closely with SEN, CSC, the IRO and placement staff was considered to be the best way forward. The situation was discussed with the educational psychologist and an engagement approach using nurture group principles was agreed. Investing time and following his lead, B developed a positive relationship with the Virtual School allowing us to build bridges between B and school engagement.

Tuition was arranged until a school was confirmed. As B didn't engage with mainstream education a package including an 'outreach' approach based on life skills was developed. Several schools were sought but none appropriate to meet his needs.

Two terms later, B is now attending school on a full time table and is making constant improvements across his life experiences. B will be selecting options to study for GCSE's this academic year.

- 4) T is an unaccompanied asylum seeker who had to leave his home country because he was going to be forced into military service and feared he would never be able to leave. T travelled across several countries and was rescued by an Italian ship as there were hundreds of people fleeing in one small boat. T commented that they were packed so tight into the boat he could hardly breath.

During T's first PEP meeting, it was identified that learning to communicate in English was a priority. He was enrolled at the local college on ESOL, maths and ICT functional programmes and skills tuition was arranged.

As part of the home education package, counter terrorism, Trust Me (CSE tool) and Prevent for schools was delivered.

Towards the end of the first academic year, College have feedback that from being a complete beginner in English T has passed reading and writing at Entry Level 3. He has also passed Entry Level 3 ICT and will now has now progressed to Level 1. T has now enrolled on to a level 2 programme.

Celebrating Achievement

Recognising and rewarding success is a key element of the drive to improve educational attainment as well as raise aspirations in general. We continue to arrange and hold an annual awards event to recognise and celebrate the achievements and contributions of young people in care. This is proven to be an effective source of motivation both for the young people and their foster carers as it gives all those involved a good opportunity to reflect on the positive experiences of the past 12 months and share these with others in a similar situation to them.

Virtual School Service Development Objectives 2018 – 2019



People Directorate Vision and behaviours	Outcomes – the impact we want to have
<p>“Working together towards a better future for all children and young people”</p>	<p>To drive up improvements in the educational progress and attainment of all children looked after by Bracknell Forest, supporting them to thrive in learning and empower them to be active citizens who are proud to succeed.</p>
Our Priorities for 2017/18	How we will measure success
<ol style="list-style-type: none"> 1) Strengthen support and interventions for schools and children to improve outcomes, evaluating the impact of the intervention and use of Pupil Premium for children looked after. 2) Identify and implement changes resulting from the Social Care Bill 2018 which includes Virtual School Headteacher to have responsibilities for previously looked after children as well as looked after. 3) To co - develop and promote a training programme for schools to build their capacity in meeting the needs for children looked after. 4) Develop and monitor the ePEP system ensuring high standards are maintained across all its elements. 5) Support schools to meet the needs for vulnerable children. 	<ol style="list-style-type: none"> 1) All PEPs are graded ‘Green’ with clear targets linked to the Pupil Premium that demonstrate progress. 2) A clear and appropriate offer of support from the Virtual School is in place and widely understood by partners. 3) An annual training programme is in place based on pupil need in schools. Each event is well attended. 4) Designated Teachers and Social Workers confidently complete PEPs with 100% of the plans completed within timescales. All PEPs are graded ‘Green’. 5) Schools routinely access specialist advice and support to meet the needs for vulnerable children. Improved partnerships between the Virtual School and other services that work closely with schools such as STEPs, SEN and EPS.
What will drive our work	
<ul style="list-style-type: none"> ➤ We will involve children and young people when developing policies and practices. ➤ We will work in partnership with others to ensure we are providing the best possible opportunities to our children and young people to thrive and succeed. ➤ We will make the best use of available resources. 	