

Virtual School Development Plan 2017-2018



Outcomes

- EYFS- increase the numbers of children achieving GLD.
- KS1 - Increase the numbers of children making or exceeding age related expectations and / or reaching agreed targets in all four strands.
- KS1-Improving reading to impact on the Phonics Screening test score
- KS2 –Increase the numbers of children achieving age related expectations in reading and RWM combined from below England average
- KS4- Increase the numbers of young people achieving both English and maths combined at A*-C grades and increase the Attainment 8 and EBACC outcomes.
- Address the needs of higher achieving children

Teaching, Learning, Assessment

- Develop social workers and foster carers knowledge and understanding of education to support learning.

Personal Development, Behaviour & Welfare

- Establish regular surveys of schools, children and carers to support improved services.
- Increase the opportunities for access to information, advice and guidance about post 16 pathways.

Leadership & Management

- Establish regular communications with schools and children
- Develop the leadership skills and knowledge in the Virtual School team
- Develop school leadership to meet the needs of children and families of adopted children, SGO and AO's. as set out in the Children and Social Work Act 2017.
- Work in partnership with social care and prospective parents to enable smooth transitions from care to adoption in respect of education.
- Implement the recommendations from the Pupil Premium Health Check.

Early Years

- Improve the tracking of children in Early Years setting to evidence accelerated learning.
- Enhance the scrutiny of all children's learning and progress.
- Develop the work with pre-school settings to maintain a smooth transition into Reception.
- Increase the number of children accessing the 2 & 3 year old free entitlement.

Post 16

- Secure resources to provide appropriate intervention to prevent and reduce NEET in post 16 young people in care.
- Improve relationships and provide training opportunities for FE providers to enhance the provision for young people in care.
- Develop improved tracking for young people in FE to enable early intervention and prevention of NEET
- Establish aspirational information and opportunities in EET for young people leaving care

Overall Effectiveness

- Continue to develop the ethos and of the wider Virtual School and strengthen school leadership in a school led improvement environment to be able to drive forward improved outcomes for children in care.
- Improve resources on the website for schools, children and families that are adopted, Special Guardianship Orders or Child Arrangement Order that meets the requirements.

1. Outcomes for Children

	Priority	Leader Accountable	Actions Point(s)	Success Criteria	Funding/training	Evidence of Impact
1.1	Increase the number of children that achieve their GLD score.	Diane Rideout & Jane Mills	<p>Scrutinise the children who do not make the GLD to ascertain the difficulty.</p> <p>Inform schools of areas of learning which past performance indicates areas for improvement.</p> <p>Ensure that schools are robustly tracking in the target areas.</p> <p>Offer advice, support and challenge to teachers and carers in these target areas early enough to make an impact.</p> <p>Ensure the PPG+ is used to maximum benefit to improve outcomes.</p>	<p>Early identification and intervention will impact resulting in greater number of children achieving the GLD.</p> <p>Training develops awareness of rigorous monitoring and the need for continuous assessment.</p>	Available from PPG+ centrally	Performance data will show accelerated progress in the focused areas from starting points.

	Priority	Leader Accountable	Actions Point(s)	Success Criteria	Funding/training	Evidence of Impact
1.2	KS1 - Increase the numbers of children making or exceeding age related expectations and / or reaching agreed targets in all four strands.	Sylvia Ruck	<p>To formulate a reporting process which evidences accelerated process for those pupils involved in TSAs projects.</p> <p>Commission focused training for school leaders</p> <p>Develop a robust tracking system to identify those pupils who are not on target to achieve ARE. Tracking system to comprise visit schedule and monitoring telephone calls. Identification to be made in September and visits to be structured to enable the most appropriate team member to be assigned to the school.</p> <p>Early identification of low ability readers that impact on the Phonics Screening test to ensure that 1:1 provision can be implemented at the earliest opportunity.</p>	<p>KS1 predicted outcomes for 2017 will be 38% across all three strands</p> <p>Those areas with TSAs working will demonstrate through data and case studies accelerated progress.</p> <p>Training develops awareness of rigorous monitoring and the need for continuous assessment.</p> <p>Children's needs are assessed in order that support is apportioned appropriately. Support leads to an increase in number of children who achieve ARE by summer 2017</p>	Funding made available from PPG (2017-18)	<p>Data will show accelerated progress from starting points.</p> <p>Learning for schools is sustainable</p>

	Priority	Leader Accountable	Actions Point(s)	Success Criteria	Funding/training	Evidence of Impact
1.3	KS1/EYFS-Improving reading to impact on the Phonics Screening test scores	Diane Rideout & Jane Mills	<p>EYFS visits focus on progression within phonics.</p> <p>Early intervention strategies to be strongly recommended so EYFS children do not fall behind.</p> <p>Specific recommendations to be made to inform schools of strategies for improvement e.g. training or carer involvement.</p> <p>Robust monitoring of phonics for pupils not on track to be undertaken to inform need.</p> <p>Ensure transitions from EYFS to KS1 are smooth in order to hold schools accountable. PEP should learning objectives reflect the areas of continuous improvement.</p>	<p>Early identification and intervention will have an impact prior to and continuing into year 1.</p> <p>Early identification of gaps in learning ensures schools implement interventions earlier resulting in better progress.</p> <p>Strong transitions will enable schools to be held to account with supporting evidence.</p>	Funding from PPG+ (2017-18)	More children will pass the phonic screening test.

	Priority	Leader Accountable	Actions Point(s)	Success Criteria	Funding/training	Evidence of Impact
1.4	KS2 –Increase the numbers of children achieving age related expectations in reading and the combined measure of RWM from below England average	Sylvia Ruck	<p>Commission the TSAs to undertake work with schools to accelerate progress.</p> <p>Commission focused training for school leaders.</p> <p>Develop a robust tracking system to identify those pupils who are not on target to achieve ARE. Tracking system to comprise visit schedule and monitoring telephone calls. Early identification to be made and visits to be structured to enable the most appropriate team member to be assigned to the school.</p>	<p>Improved outcomes for 2017 in reading and the combined RWM measure.</p> <p>Those areas with TSAs working will demonstrate through data and case studies accelerated progress and contribute to school led improvement.</p> <p>Schools are categorised in order that support is apportioned appropriately. Support leads to an increase in number of children who achieve ARE by summer 2017</p>	Funding made available from PPG (2017-18)	Data will show accelerated progress from starting points. Learning for schools is sustainable

	Priority	Leader Accountable	Actions Point(s)	Success Criteria	Funding/training	Evidence of Impact
1.5	KS4- Increase the numbers of young people achieving both English and maths combined at A*-C grades, Attainment 8 and EBACC	TBC	<p>Commission focused training for school leaders.</p> <p>Develop a robust tracking system to identify those pupils who are not on target to achieve ARE. Tracking system to comprise visit schedule and monitoring telephone calls. Early identification to be made and visits to be structured to enable the most appropriate team member to be assigned to the school.</p> <p>Commission the TSAs to undertake work with schools to accelerate progress.</p> <p>Commission focused training for secondary school leaders to share best practice in tracking and accelerating progress across the curriculum.</p>	<p>KS4 predicted outcomes for 2017 will be improved.</p> <p>Those areas with TSAs working will demonstrate through data and case studies accelerated progress and contribute to school lead improvement.</p>	Funding made available from PPG (2017-18)	Data will show accelerated progress from starting points. Learning for schools is sustainable

	Priority	Leader Accountable	Actions Point(s)	Success Criteria	Funding/training	Evidence of Impact
1.6	Address the needs of higher achieving children.	Sylvia Ruck	<p>Define high achievement and set criteria across all key stages.</p> <p>Review data and request information from schools of children that are higher achieving and the area of focus.</p> <p>Establish robust tracking to ensure above average progress is maintained.</p> <p>Collate and organise half day workshops.</p> <p>Liaise with schools to commission venues and tutors</p>	Those children that are higher achievers have programmes that stretch their abilities to make maximum gain and enrichment.	Funding made available from PPG (2017-18)	<p>Evaluation of the workshop from pupils on the day.</p> <p>Review of attainment levels at the end of term/year.</p> <p>Review shows enhanced attainment.</p>

2. Teaching , learning and assessment

	Priority	Leader Accountable	Actions Point(s)	Success Criteria	Funding/training	Evidence of Impact
2.1	Develop social workers and foster carers' knowledge and understanding of education to support learning.	Clare Davis	<p>Provide formal and informal training opportunities</p> <p>Inclusion officers to 'embed' in social care teams on a regular basis.</p> <p>Develop a programme of training to enhance the basic and compulsory elements of foster carer training</p>	Social work staff will have access to Inclusion officers and be able to seek advice and information routinely.	Funding made available from PPG (2017-18 and from VS Improvement budget)	Social workers and foster carers have increased knowledge and understanding of education.

3. Personal development, behaviour and welfare

	Priority	Leader Accountable	Actions Point(s)	Success Criteria	Funding/training	Evidence of Impact
3.1	Establish regular surveys of schools, children and carers to support improved services.	Mandy Griffin	Move website to mobile-friendly host Establish Essex Insight Survey contact details	Children's, schools and carers views are obtained and used to drive improvements by July 2018	Training on new web platform	There will be clear evidence that views and feedback have informed service improvements
3.2	Increase the opportunities for access to information, advice and guidance about post 16 pathways to education, employment and training (EET)	TBC	Consult with schools on the provision of additional IAG for young people. Explore the example from Birmingham of holding regular focused careers events for young people and carers. Ensure this aspect is included within the secondary school visit process.	Young people are engaged in making good choices about post 16 pathways into EET.	Funding from PPG+ (2017-18)	Young people make informed choices that contributes to reduced NEET

4. Leadership and management

	Priority	Leader Accountable	Actions Point(s)	Success Criteria	Funding/training	Evidence of Impact
4.1	Establish regular communications with schools, children and carers	Mandy Griffin	<p>Build different focus groups and media for surveys and newsletter distribution.</p> <p>Update a more 'child friendly' information sheet for children new into care to explain the role of the Virtual School and the help and support available.</p> <p>Establish a regular pattern for communications with schools through the development of a newsletter.</p> <p>Ensure regular opportunities to engage with carers through the Support Network.</p>	Raised awareness of the Virtual School, its role for children and professionals	No cost	Schools, carer and children will be better informed and seek services to support their education.

	Priority	Leader Accountable	Actions Point(s)	Success Criteria	Funding/training	Evidence of Impact
4.2	Develop the leadership skills and knowledge in the Virtual School team	Cathryn Adams	<p>Ensure staff have the appropriate opportunities to develop and use leadership skills.</p> <p>Ensure each member of staff has a leadership goal in their performance management plan</p>	All staff will be confident and demonstrate growth in their leadership skills that influences schools practice.	<p>Internal courses (no cost).</p> <p>Attendance at appropriate opportunities (conferences/ training)</p>	Virtual school staff will develop their leadership skills and demonstrate this is the work with schools and other professionals.

	Priority	Leader Accountable	Actions Point(s)	Success Criteria	Funding/training	Evidence of Impact
4.3	Develop school leadership to meet the needs of children and families of adopted children, SGO and CAO's as set out in the Children and Social Work Act 2017.	Cathryn Adams	<p>Identify where school leadership is already strong and demonstrates good outcomes.</p> <p>Provide resources for schools to support them meeting the needs of these vulnerable learners.</p> <p>Continue to roll out the programme of Attachment Aware Schools</p> <p>Provide opportunities for school-led improvement</p> <p>Improve advice, signposting and resources available on the Virtual School website.</p>	Schools will be more confident in meeting the increasingly complex needs of these children and families	Funding made available from Virtual School Improvement funding.	School leaders will alert to and be able to meet the needs of these vulnerable learners and their families.

	Priority	Leader Accountable	Actions Point(s)	Success Criteria	Funding/training	Evidence of Impact
4.4	Work in partnership with social care and prospective parents to enable smooth transitions from care to adoption in respect of education.	Hedda Wright	<p>Develop good communications to ensure early identifications of children moving from care to adoption or SGO.</p> <p>Develop a process to manage the transition from care to adoption, SGO, CAO.</p> <p>Develop a format for Education Transition Meetings.</p> <p>Put in place a system to monitor the effectiveness of the support.</p>	Children make smooth transitions from care to adoption, SGO, CAO in regards to their education.		Monitoring effectiveness reports.

	Priority	Leader Accountable	Actions Point(s)	Success Criteria	Funding/training	Evidence of Impact
4.5	Implement the recommendations from the Pupil Premium Health Check.	Cathryn Adams	<p>Redesign the PEP 1 to more clearly reflect the expectations in the Quality framework.</p> <p>Encourage greater involvement by schools and carers in partnership to support agreed strategies and dispel misconceptions.</p> <p>Consider the inclusion and content of PPG into the VS Annual Report.</p> <p>Engage schools to provide case studies and evidence of impact of the use of PPG+.</p>	Schools and carers will work in partnership to ensure the maximum impact of the Pupil Premium Plus grant.	No cost	There will be greater impact on learning through better use of PPG+

5. Early Years

	Priority	Leader Accountable	Actions Point(s)	Success Criteria	Funding/training	Evidence of Impact
5.1	Improve the tracking of children in Early Years setting to evidence accelerated learning.	Mandy Griffin	Generate tracking sheets similar to other year groups that collate information from PEP1 that identifies progress and risks of delay.	Tracking shows children at risk of delay and highlights visits to focus on.	No cost	Tracking clearly shows progress from starting points.
5.2	Enhance the scrutiny of all children's learning and progress and a method of judging the quality of learning that will impact on KS1 outcomes.	Diane Rideout	<p>Focused visits to reception aged CiC ensuring that teaching is centred on accelerating children's learning.</p> <p>Following visits taking place in the summer term 2016, review and identify main barriers and challenges to learning.</p> <p>Provide focused training for EYFS practitioners.</p> <p>Develop the use of the EY Quality Framework to use with providers to improve the quality of provision for these vulnerable learners.</p>	Children are school ready at the end of EYFS (will no longer be a EYFSP measure after 2016)	Training to be provided on competing EY PEPs	Children have a smooth transition and are ready for learning.

	Priority	Leader Accountable	Actions Point(s)	Success Criteria	Funding/training	Evidence of Impact
5.3	Develop the work with pre-school settings to maintain a smooth transition into Reception	Diane Rideout	<p>Identify the EY settings where children are earlier to improve communication and ensure that all EY PEP1s are completed.</p> <p>Identify settings from tracking where children are at risk of not being 'school ready' and focus visits on how setting is using EYPP to support children's learning.</p> <p>Ensure visits in the summer term focus on working with schools to ensure effective transition.</p>	All EY PEP1s are completed. Focused visits and EYPP is used effectively. Schools and settings are working together to ensure transition meets the needs of individuals.	Funding made available from PPG (2017-18)	Children have a smooth transition into reception.

	Priority	Leader Accountable	Actions Point(s)	Success Criteria	Funding/training	Evidence of Impact
5.4	Increase the number of children accessing the 2 & 3 year old free entitlement.	Cathryn Adams	<p>Establish regular patterns of identification of the children that are entitled.</p> <p>Work with children's social workers to agree the appropriate timing and provision.</p> <p>Ensure inclusion into foster carer training and communications.</p> <p>Improve resources and information on the Virtual School website.</p>			

6. Post 16

	Priority	Leader Accountable	Actions Point(s)	Success Criteria	Funding/training	Evidence of Impact
6.1	Secure resources to provide appropriate intervention to prevent and reduce NEET in post 16 young people in care	Cathryn Adams	Make business case for additional resources. Recruit to a post 16 Inclusion type post.	There will be a member of staff in the Virtual School that leads on children in care post 16.	Funding for post to be established from VS budgets Formal induction and training as required. Informal learning through work shadowing and liaison with other services. Collate best practice from other LAs	Improved attendance and improved number of young people engaged in Education, employment and training.
6.2	Develop more effective relationships with FE providers to enhance the provision for young people in care.	(TBC)	Provide learning opportunities for FE designated staff.	There will be good relationships with FE providers that enhance the experience for young people in care and care leavers.	Funding made available from Virtual School	More young people complete their chosen courses.
6.3	Develop improved tracking for young people in FE to enable early intervention and prevention of NEET	Mandy Griffin	Generate tracking sheets similar to other year groups	There will be high quality tracking of attendance and progression that is in time and leads and supports intervention.	No cost	There will be a suite of reports available for use throughout the year with in-time data available.

6.4	Establish aspirational information and opportunities in EET for young people leaving care.	(TBC)	<p>Develop methods of communicating opportunities for children to participate.</p> <p>Work with schools to ensure all eligible children have access to high quality IAG by July 2017</p> <p>Establish a pro-active approach to raising aspirations through research with other LAs</p>	All young people will be able to access aspirational opportunities and have high quality information to make informed choices.	Funding made available from VS improvement funding (2017-18)	More children and young people will make aspirational choices and progress to FE, HE, and apprenticeships
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7. Overall Effectiveness

	Priority	Leader Accountable	Actions Point(s)	Success Criteria	Funding/training	Evidence of Impact
7.1	Continue to develop the ethos of the wider Virtual School and strengthen school leadership in a school led improvement environment to be able to drive forward improved outcomes for children in care.	Cathryn Adams	<p>Ensure this is a key theme through any training or other opportunities.</p> <p>Aspire to Achieve Conference key theme in 2018</p> <p>Governors to develop the concept with their Associations other professionals and colleagues.</p>	Schools know, share and buy into the ethos of the Virtual School	None	Schools will have a shared priority to raise the attainment and improving outcomes of children in care.

	Priority	Leader Accountable	Actions Point(s)	Success Criteria	Funding/training	Evidence of Impact
7.2	Improve resources on the website for schools, children and families that are adopted, Special Guardianship Orders or Child Arrangement Order that meets the requirements	Cathryn Adams	<p>Consult with families on the support, advice and intervention they require.</p> <p>Provide on-line resources as the first line of support.</p> <p>Develop the skills of the Virtual School team to support children, schools and families of these vulnerable learners.</p> <p>Establish a monitoring methodology to track the types and resource implications.</p>	Children, schools and families of these vulnerable learners will be able to access the right level of support and intervention that meets their needs.	No cost.	Evidence of intervention and outcomes. Website 'hits' seeking information. Feedback from families and schools.