



Report sponsor: Andy Smith,  
Strategic Director People  
Report author: Graeme Ferguson,  
Virtual School Head teacher

## **Annual report of the head teacher of the Virtual School for Children Looked After (CLA) 2022-23**

### **Purpose**

- 1.1 To report on the academic outcomes of pupils in the Virtual School for the school year 2022-23
- 1.2 To outline the key education performance measures for CLA
- 1.3 To outline key successes and areas for development for the Virtual School
- 1.4 To celebrate the notable progress and achievements of the young people

### **Recommendations**

- 2.1 To recognise the educational achievement of Derby's children who are looked after.
- 2.2 To support the areas for development as highlighted within the report.

### **Reason**

- 3.1 Local authorities have a statutory duty under 22 (3A) of the Children Act 1989 to promote the educational achievement of Children Looked After. As corporate parents, maximising educational opportunities and outcomes is important for Derby's Children Looked After.
- 3.2 The improvement priorities outlined in this report provide a route to continue the progress and impact the Virtual School is making.

### **Supporting information**

- 4.1 The detailed analysis of the educational outcomes from both Primary and Secondary are outlined in the appendix. This appendix also highlights the work and impact the Virtual School is having in supporting the progress young people are making.

## Public/stakeholder engagement

5.1 None

## Other options

6.1 N/A

## Financial and value for money issues

7.1 None

## Legal implications

8.1 The report provides a level of assurance about the Council meeting its statutory obligations under section 22(3A) of the Children Act 1989.

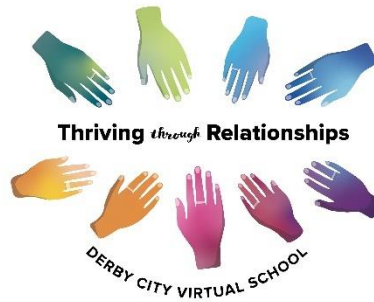
## Other significant implications

9.1 None

This report has been approved by the following people:

Role	Name	Date of sign-off
Legal	Olu Idowu, Head of Legal and Insurance Services	8 December 2023
Finance	Janice Hadfield, Head of Finance	11 December 2023
Service Director(s)	Sharon Buckby, Director of Learning, Inclusion & Skills	12 February 2024
Report sponsor Other(s)	Andy Smith, Strategic Director of Peoples Service	12 February 2024

Background papers: List of appendices:	Head teacher Report for the Virtual School for CLA 2022-23
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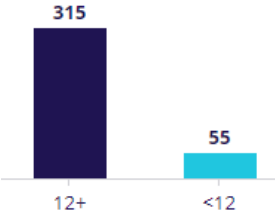
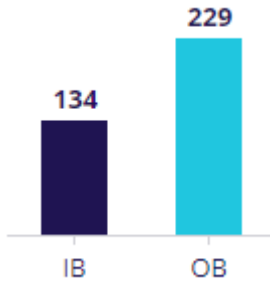
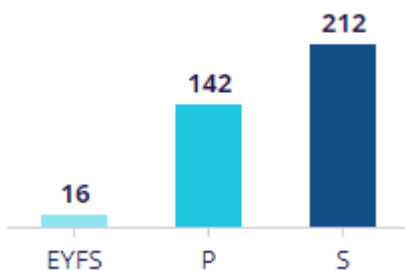
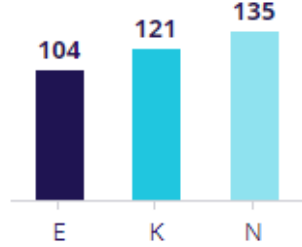


## Head teacher Report on the Virtual School for Children Looked After 2022-23

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## Introduction

1. This report outlines the key educational outcomes for both Primary and Secondary pupils in the Virtual School. In addition, it contains contextual information about the pupils within the Virtual School and how the key functions that the Virtual School undertakes have an impact in supporting pupils to achieve and make progress.
2. The Virtual School in Derby City has the strap line, “Thriving through Relationships” and a new logo. These look to emphasise the importance of a relational approach to the work we do, both with children and the key adults supporting the child.
3. The number of statutory school aged pupils in the Virtual School in 2022/23 was 391.

<p>85% of these have been in care for over 12 months.</p>	 <table border="1"> <thead> <tr> <th>Care Duration</th> <th>Number of Pupils</th> </tr> </thead> <tbody> <tr> <td>12+</td> <td>315</td> </tr> <tr> <td>&lt;12</td> <td>55</td> </tr> </tbody> </table>	Care Duration	Number of Pupils	12+	315	<12	55		
Care Duration	Number of Pupils								
12+	315								
<12	55								
<p>37% of pupils have educational provision within Derby (IB). 63% of pupils' educational provision is outside of Derby (OB). This contrasts with the national figure of 65% of CLA being educated IB.</p>	 <table border="1"> <thead> <tr> <th>Location</th> <th>Number of Pupils</th> </tr> </thead> <tbody> <tr> <td>IB</td> <td>134</td> </tr> <tr> <td>OB</td> <td>229</td> </tr> </tbody> </table>	Location	Number of Pupils	IB	134	OB	229		
Location	Number of Pupils								
IB	134								
OB	229								
<p>43% are of primary school age. 57% are of secondary school age.</p>	 <table border="1"> <thead> <tr> <th>Age Group</th> <th>Number of Pupils</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>16</td> </tr> <tr> <td>P</td> <td>142</td> </tr> <tr> <td>S</td> <td>212</td> </tr> </tbody> </table>	Age Group	Number of Pupils	EYFS	16	P	142	S	212
Age Group	Number of Pupils								
EYFS	16								
P	142								
S	212								
<p>62% of pupils have either SEN Support (K) or an Education Health Care Plan (EHCP). This figure does vary between different year groups and as a consequence there can be cohort variation when looking at the attainment and progress measures.</p>	 <table border="1"> <thead> <tr> <th>Category</th> <th>Number of Pupils</th> </tr> </thead> <tbody> <tr> <td>E</td> <td>104</td> </tr> <tr> <td>K</td> <td>121</td> </tr> <tr> <td>N</td> <td>135</td> </tr> </tbody> </table>	Category	Number of Pupils	E	104	K	121	N	135
Category	Number of Pupils								
E	104								
K	121								
N	135								

4. The staffing in Virtual School is structured to allow specific caseloads to be allocated to members of the Virtual School team. Virtual School team members are assigned to social work teams; and, as and when available, appropriate education psychology support hours are assigned to each caseload.

### **Educational Outcomes**

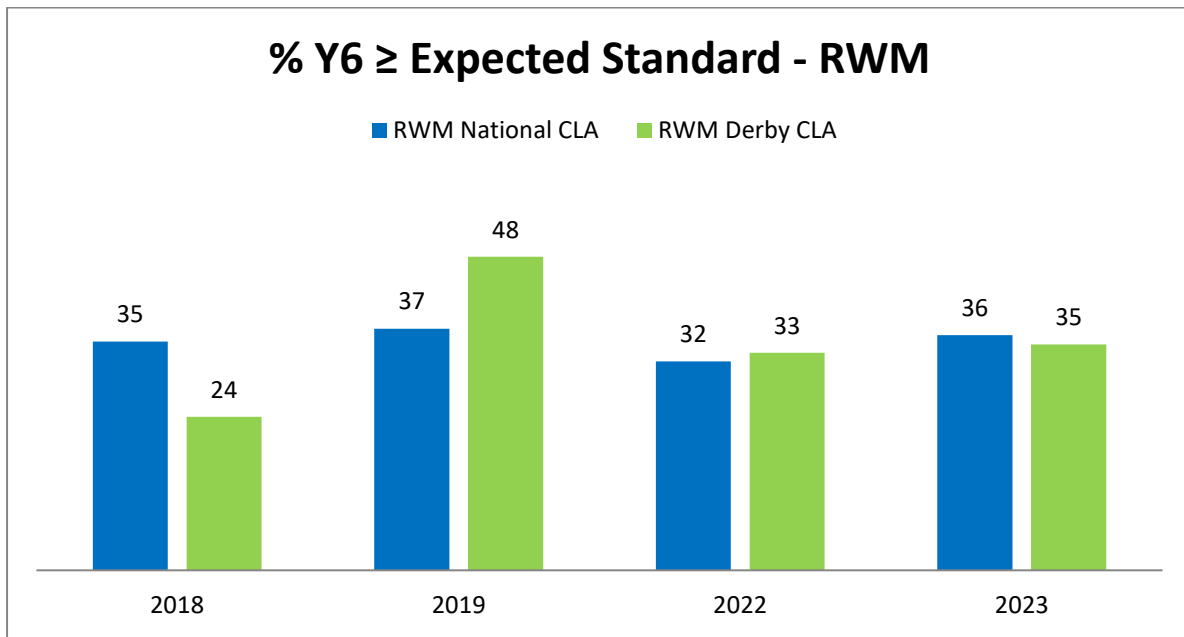
5. The educational outcomes in 2023 are the second published since the pandemic. As with previous Virtual School Head teacher reports the reader should be cautioned that although the outcomes this year are ones to be proud of and celebrated there are cohort variation factors which need to be understood as well as the impact on learning of the pandemic. Having said this, the Virtual School has several work streams, paragraphs 42-57, which have had a significant impact in contributing to positive outcomes being achieved.
6. It should be noted that due to a Department for Education announcement, this will be the last year that Key Stage 1 (KS1) SATs tests will be a requirement for schools to administer.

### **Summary of the key educational outcomes in 2022-23:**

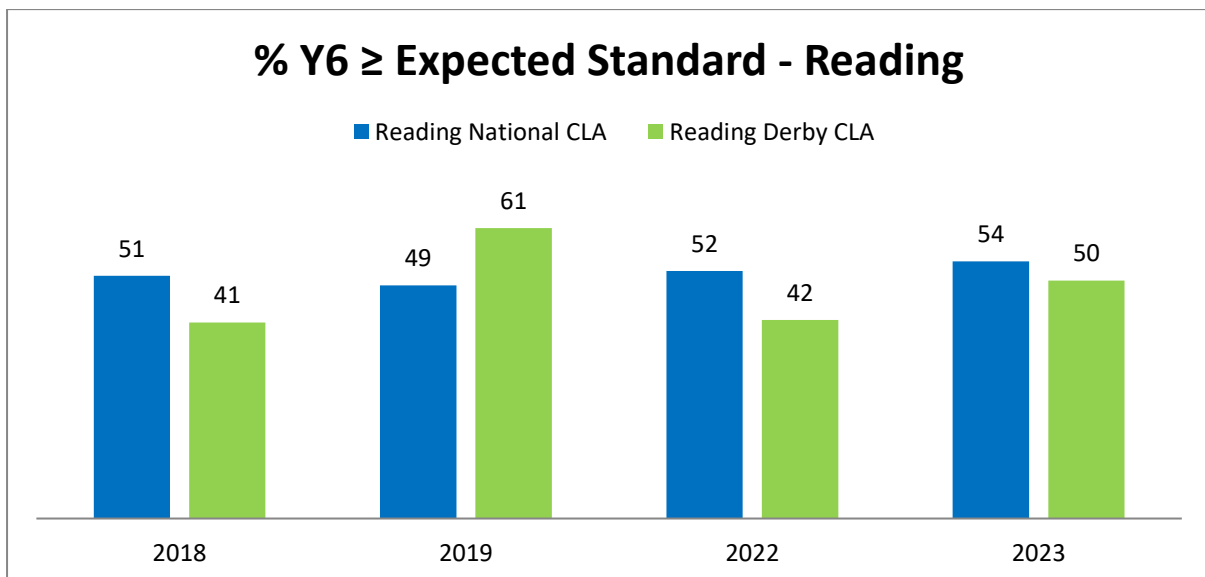
- Reception Good Level of Development well below national
  - Year 1 Phonics outcomes above national
  - Key Stage 1 attainment is slightly below national for the reading, writing and maths but the combined RWM is broadly in line.
  - Key Stage 2 attainment is slightly below national for the reading, writing, maths and GPS but the combined RWM is broadly in line.
  - Key Stage 2 progress above national for the third year running, in reading, writing and maths.
  - Key Stage 4 GCSE Attainment 8 score below national – see paragraph 28
  - Key Stage 4 GCSE Progress 8 score slightly above national
7. Paragraphs 9-29 give a more detailed analysis of these outcomes and show the trend data over the past four years. The data which Virtual Schools can obtain allows a comparison to national outcomes for CLA. The data set used is predominantly the national NCER data but also included is data from Welfare Call who are commissioned to monitor attendance and exclusions and host the electronic Personal Education Plans (ePEPs) platform.
  8. The pupils whose outcomes are reported are from the “reportable cohort” which means pupils who have been in care for 12 months or more on the 31<sup>st</sup> March 2023.

## Year 6 Attainment

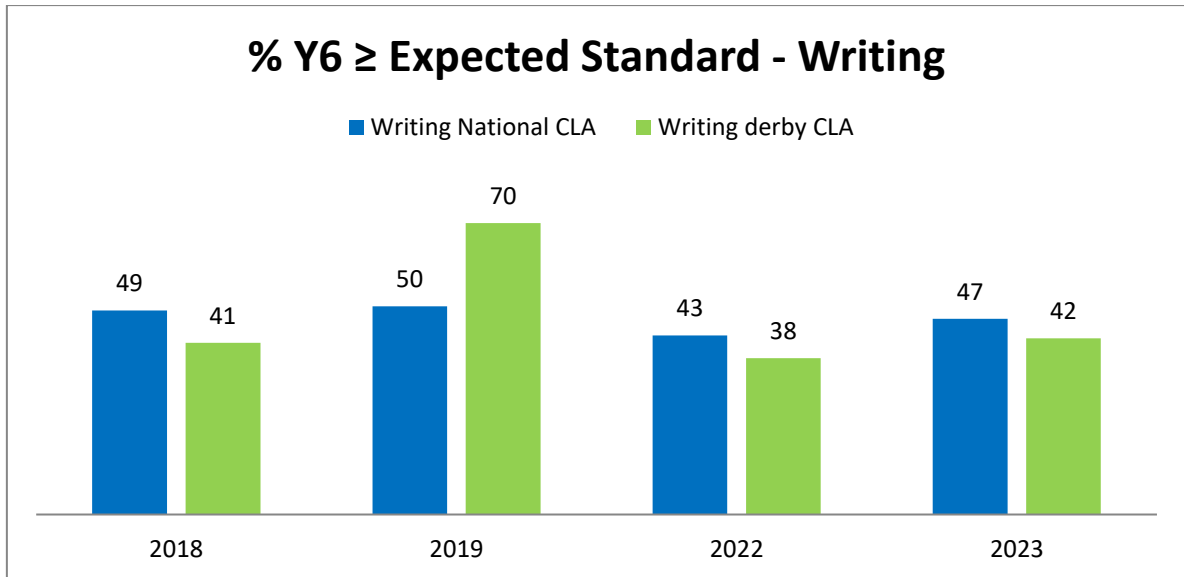
9. The number of CLA pupils in 2018, 17; 2019, 23; 2022, 24; and 2023, 26



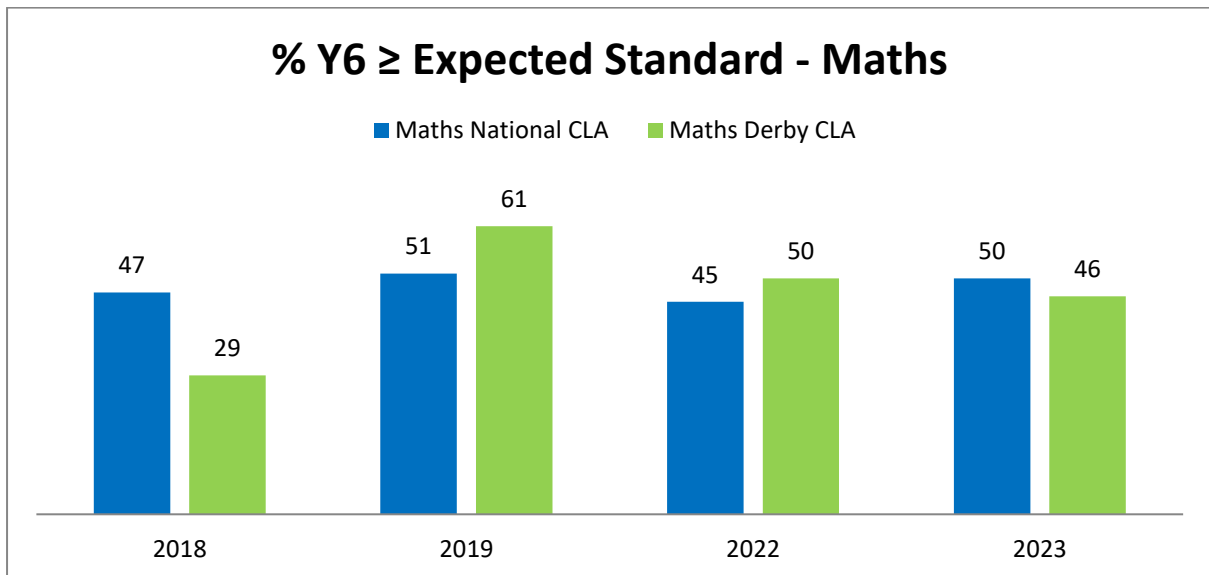
10. From a cohort of 26 pupils at the end of Key Stage 2, 35% achieved the expected standard in Reading, Writing & Maths, a total of 9 pupils. This is in line with national.



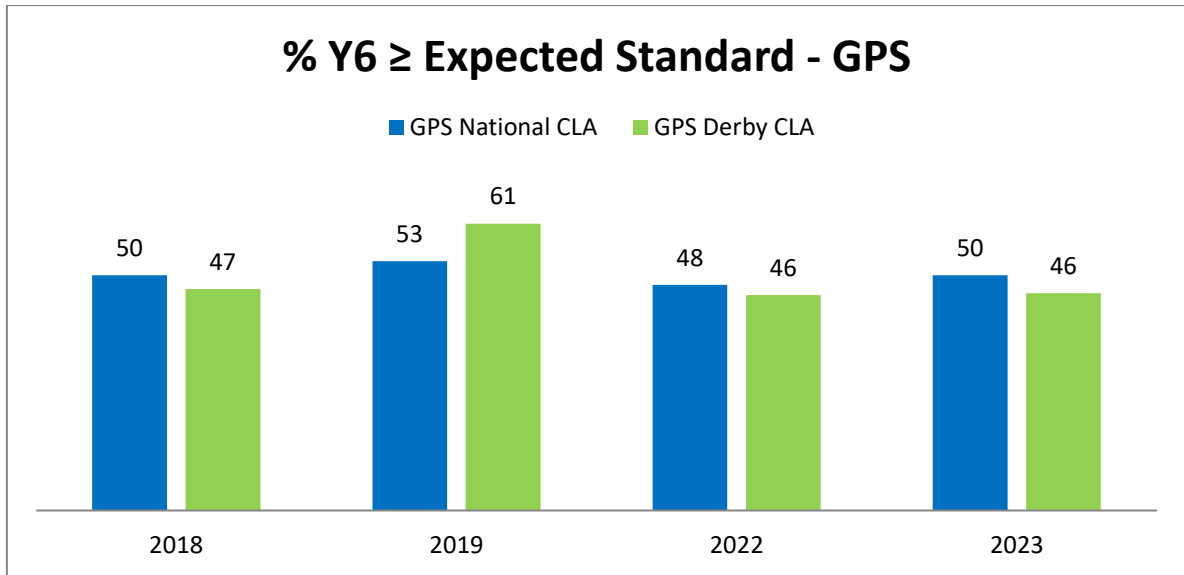
11. From a cohort of 26 pupils at the end of Key Stage 2, 50% achieved the expected standard in Reading, a total of 13 pupils.



12. From a cohort of 26 pupils at the end of Key Stage 2, 42% achieved the expected standard in Writing, a total of 11 pupils.

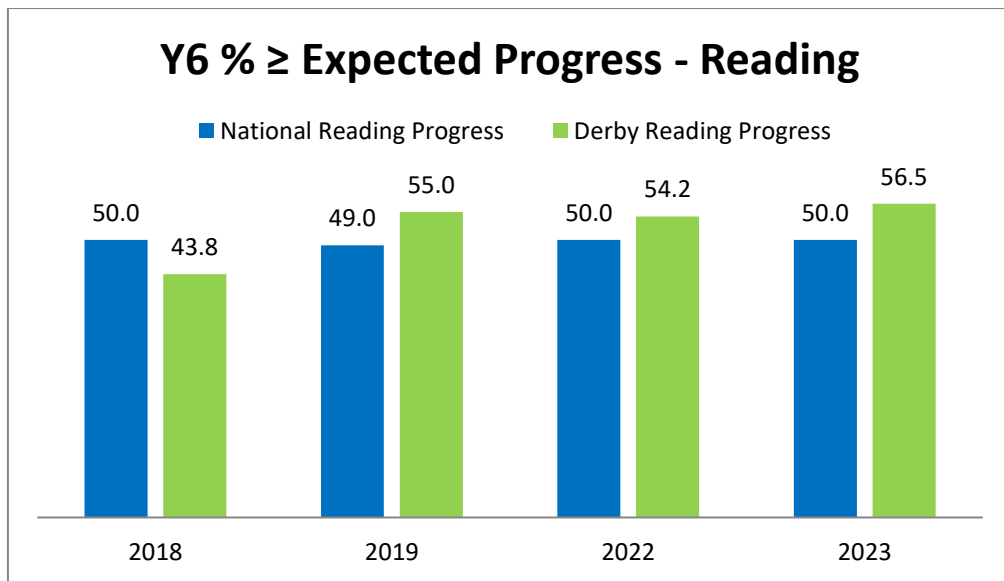


13. From a cohort of 26 pupils at the end of Key Stage 2, 46% achieved the expected standard in Maths, a total of 12 pupils.



14. From a cohort of 26 pupils at the end of Key Stage 2, 46% achieved the expected standard in Grammar, Punctuation and Spelling (GPS), a total of 12 pupils.

#### Year 6 Progress from KS1 to KS2

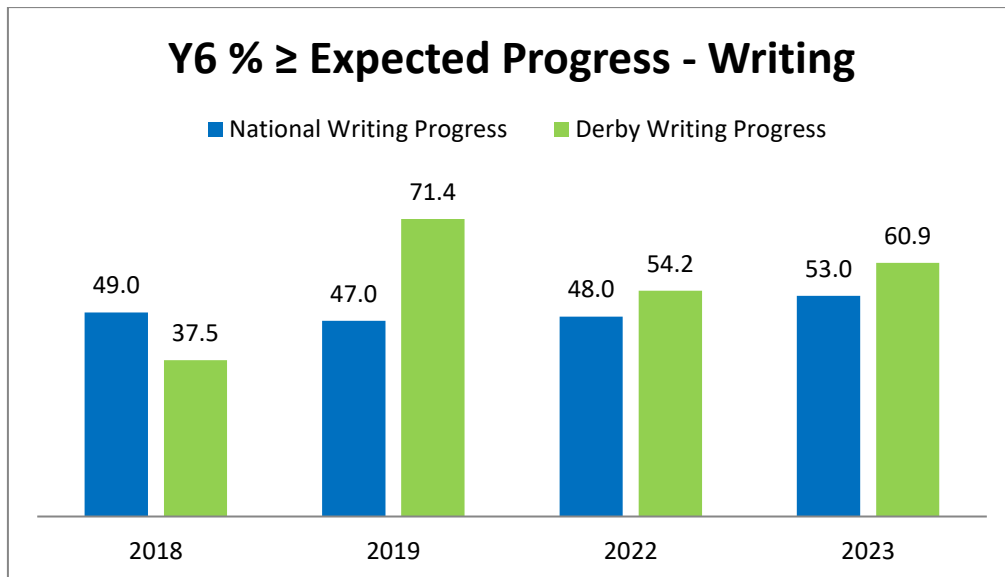


15. Based on a cohort of 26 pupils at the end of Key Stage 2, 56% of pupils made expected or better progress. Overall pupils achieved a progress score of +1.17 in Reading.

The Reading progress score of +1.17 is 1.26 higher than the National (CLA) cohort, who have a Reading progress score of -0.09.

Derby Virtual School has been above the National (CLA) average 3 times in the last 3 academic years for Reading progress.

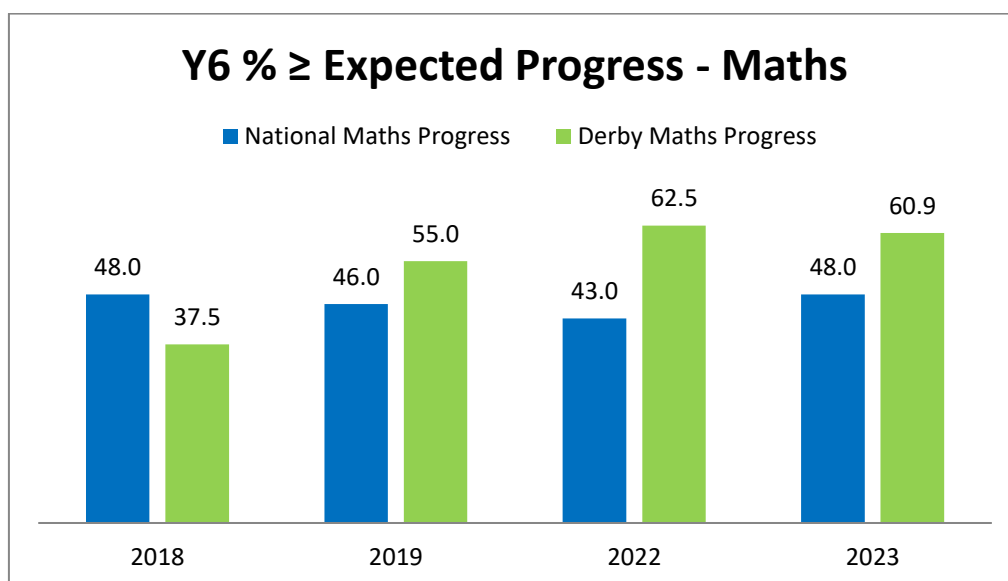




16. Based on a cohort of 26 pupils at the end of Key Stage 2, 54% of pupils made expected or better progress. Overall pupils achieved a progress score of +0.99 in Writing.

Writing progress score of +0.99 is 1.44 higher than the National (CLA) cohort, who have a Writing progress score of -0.45.

The Derby Virtual School has been above the National (CLA) average 3 times in the last 3 academic years for Writing progress.



17. Based on a cohort of 26 pupils at the end of Key Stage 2, 61% of pupils made expected or better progress. Overall 16 pupils achieved a progress score of +0.33 in Maths.

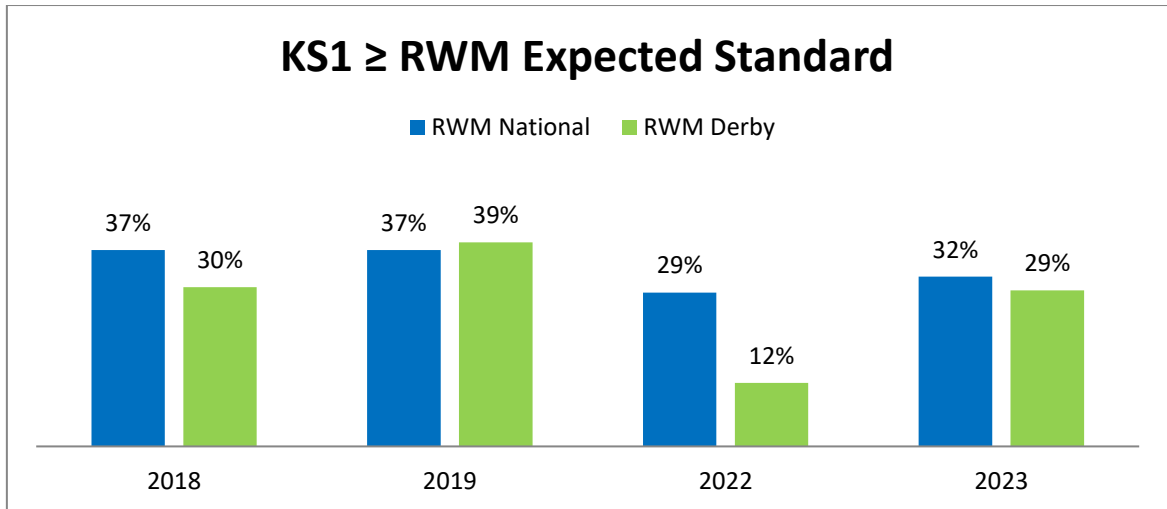
Maths progress score of +0.33 is 1.05 higher than the National (CLA) cohort, who have a Maths progress score of -0.72.

Derby Virtual School has been above the National (CLA) average 3 times in the last 3 academic years for Maths progress.

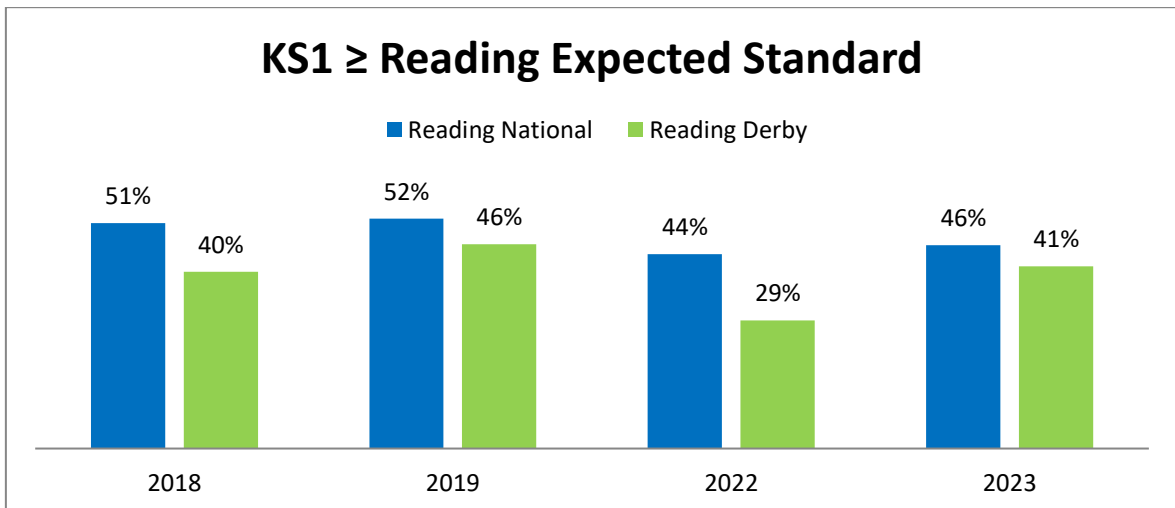
## Year 2 Attainment

18. In outlining the results for Y2 in 2023 it should be noted that 71% of pupils within this cohort have identified SEND. That is 12 out of the 17 pupils. Nationally, 51% of the cohort had identified SEND.

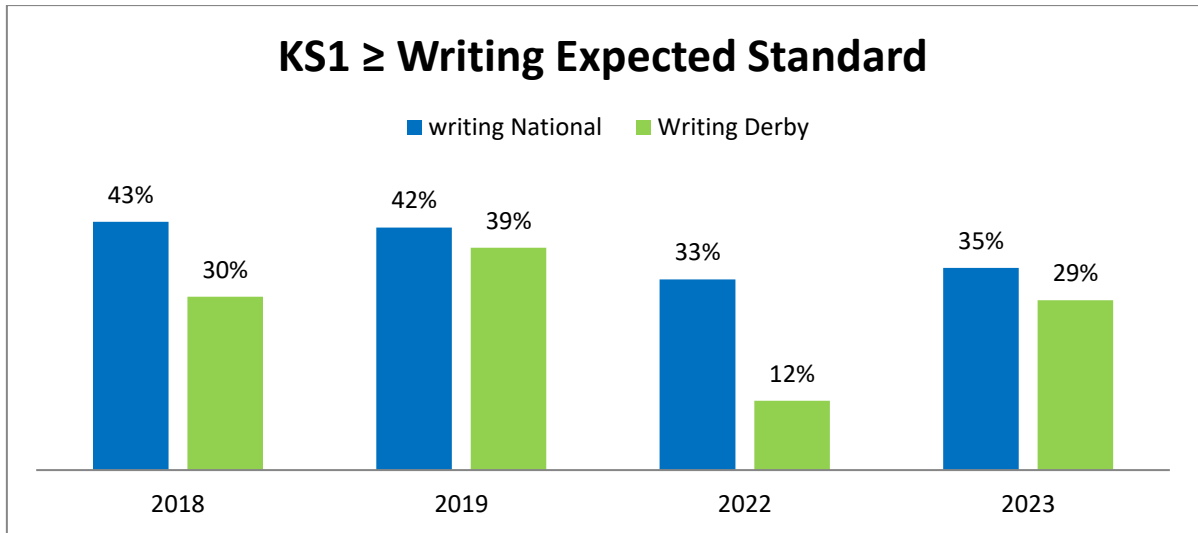
19. The number of pupils in 2018 was 10; in 2019, 13; in 2022, 17; and in 2023, 17.



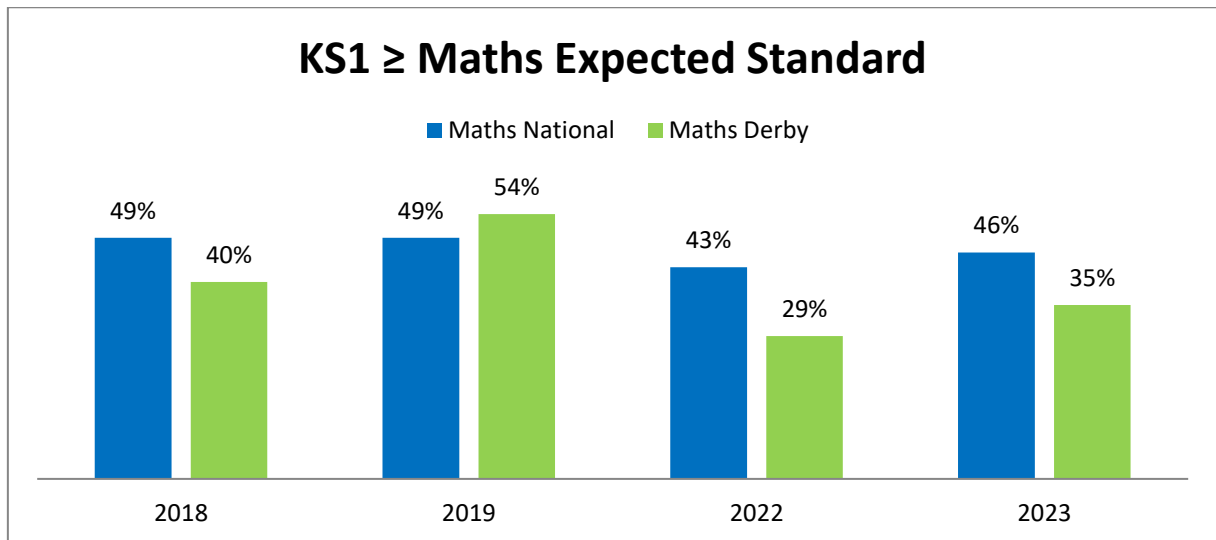
20. From a cohort of 17 pupils at the end of Key Stage 2, 29% achieved the expected standard in Reading, Writing & Maths, a total of 5 pupils.



21. From a cohort of 17 pupils at the end of Key Stage 1, 41% achieved the expected standard in Reading, a total of 7 pupils.



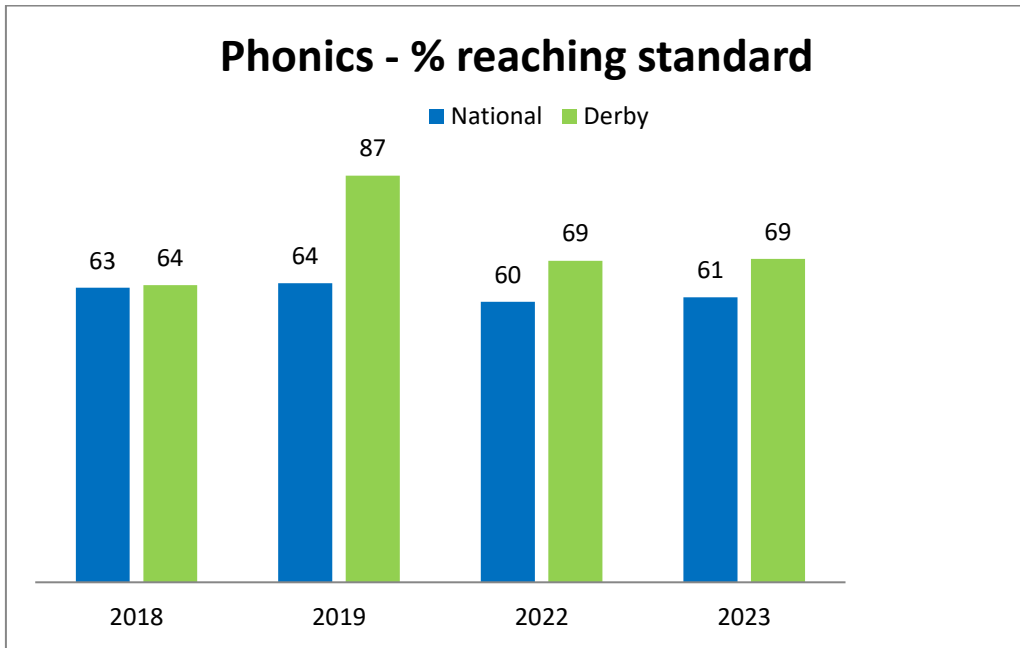
22. From a cohort of 17 pupils at the end of Key Stage 1, 29% achieved the expected standard in Writing, a total of 5 pupils.



23. From a cohort of 17 pupils at the end of Key Stage 1, 35% achieved the expected standard in Maths, a total of 6 pupils.

## Phonics Check – Y1

24. The number of Y1 pupils in 2018 was 11; in 2019, 15; in 2022, 16; and in 2023, 13

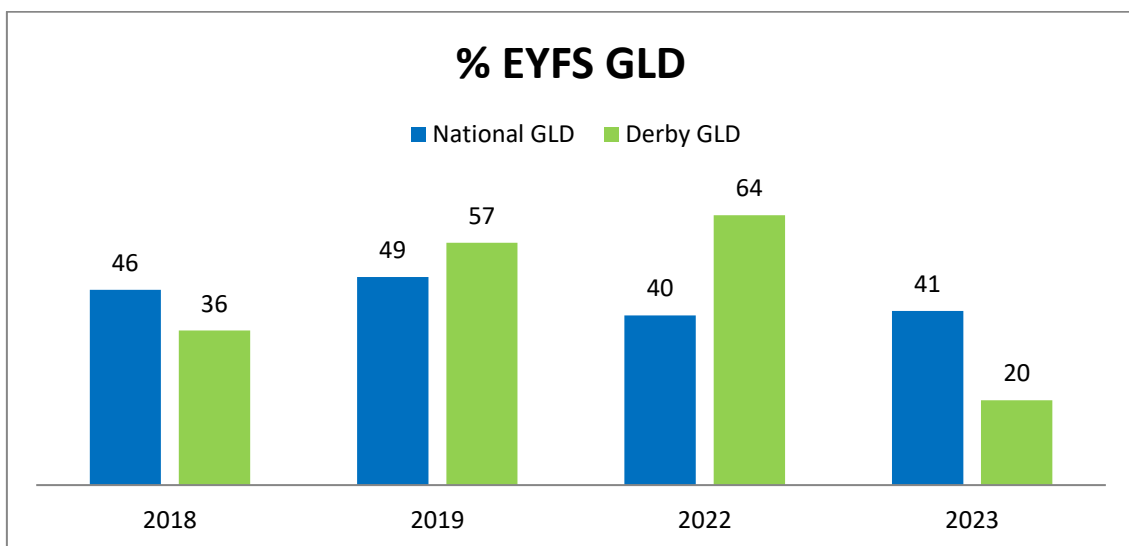


25. Of the 13 Y1 pupils in 2023 in the Virtual School, 69% achieved the expected standard of 32 marks, a total of 9 pupils.

Derby Virtual School has been above the National (CLA) average 4 times in the last 4 academic years for the Year 1 expected standard.

## Early Years Foundation Stage (EYFS) – Good Level of Development (GLD)

26. The number of pupils in 2018 was 11; in 2019, 7; in 2022, 11; and in 2023, 5



27. From a cohort of 5 pupils in the Virtual School being assessed using the early years foundation stage profile, 20% are achieving a good level of development (GLD), a total of 1 pupil.

## Secondary GCSE Educational Outcomes

28. The Y11 pupil numbers in each year were as follows:

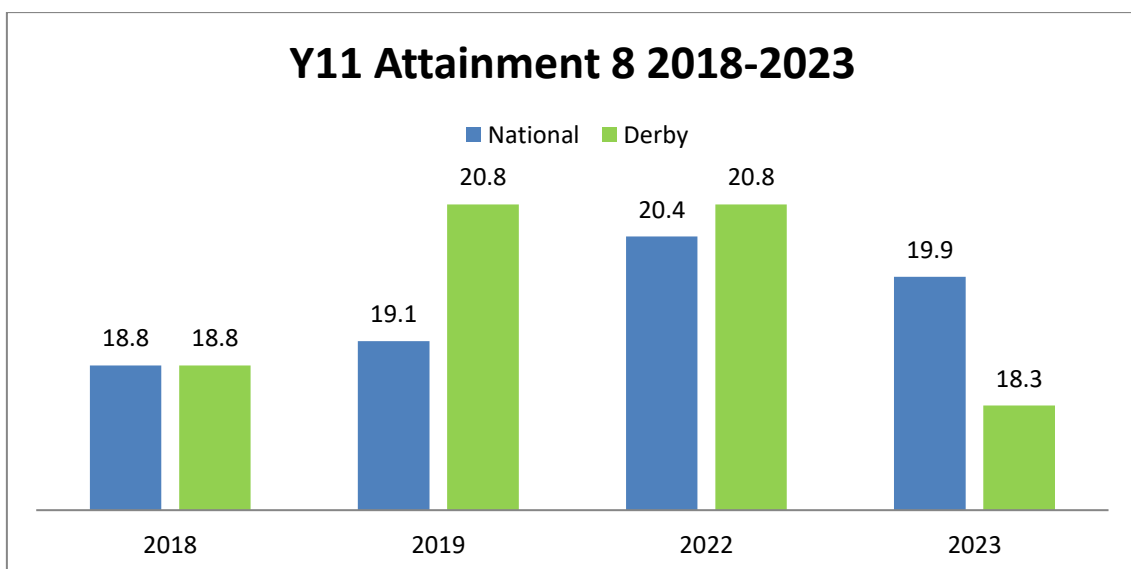
2018, 30                      2019, 29                      2022, 27                      2023, 37

### Key points to note:

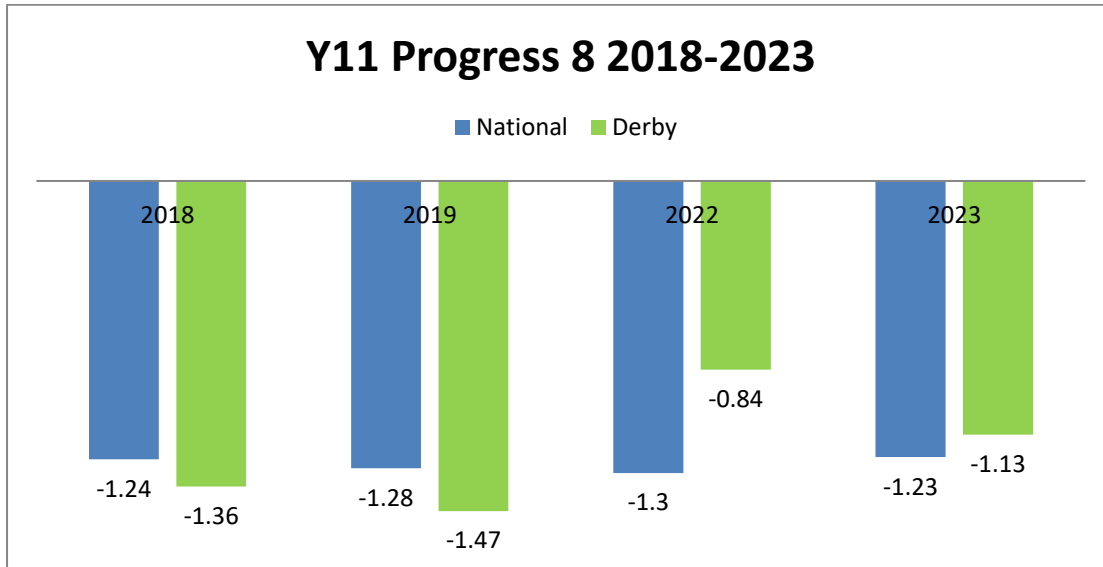
- Attainment 8 in 2023 is below national.
- The Progress 8 made by pupils is slightly better than national.
- The percentage of pupils achieving English GCSE grades at grade 5 has improved since last year.
- The percentage of pupils achieving maths GCSE grades at grade 5 is slightly below last year.
- The profile of the Y11 CLA cohort in 2023 is important to note. Of the 37 pupils, 29 have identified SEND needs (78%); this compares to 63% of the national cohort having SEND needs.

29. To keep reporting year on year consistent the data outlined in this report is the reportable cohort. If data had been presented for the whole CLA cohort the Attainment 8 would have been (19.8) above national (18.7) and the progress better than national. The reason for this is several pupils left care just before the cut-off date to be included in the reportable cohort but the Virtual School and the school they attended continued with support through to their GCSE exams. All these pupils achieved higher grades and made better than expected progress.

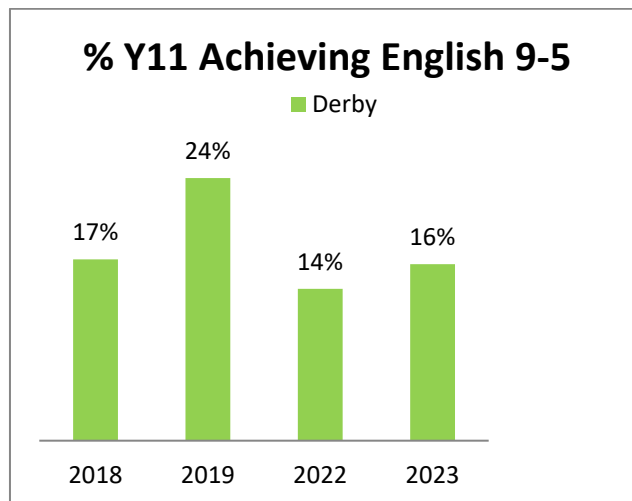
### Year 11 Attainment 8 (A8)



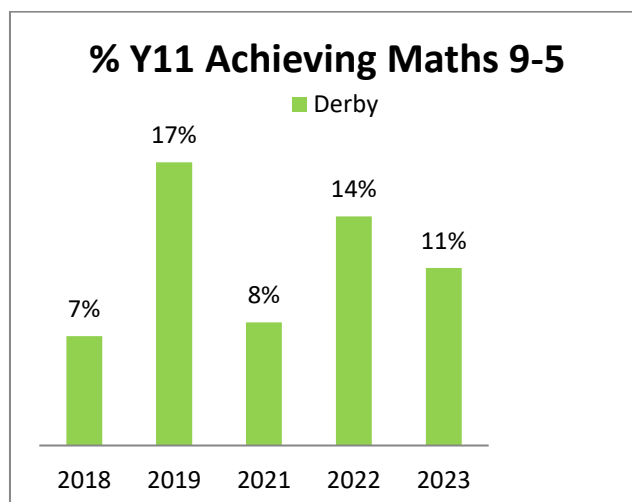
## Year 11 Progress 8 (P8)



## Year 11 English GCSE Outcomes



## Year 11 Maths GCSE Outcomes



## Attendance and exclusions of pupils in the Virtual School in 2022-2223

31. Attendance and exclusions are monitored by the Virtual School using data provided on a daily basis from Welfare Call. This enables the Virtual School to monitor absence and exclusions very closely and take action as necessary wherever the pupil is educated.

### Key points to note:

- 👉 Overall absence, unauthorised absence and persistent absentees are all better than national
- 👉 Suspensions are higher than national
- 👉 No permanent exclusions

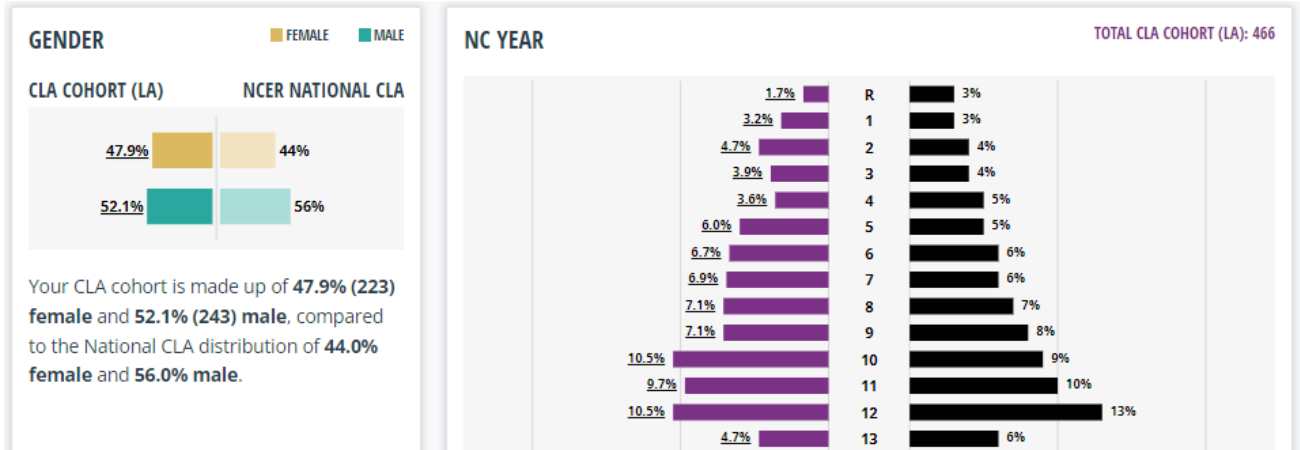


## Child Characteristics

### Key points to note:

32. Derby City Virtual School had:

- 👉 more female pupils than the national Virtual School average:
- 👉 the distribution of pupils across the year groups mirrors the national profile

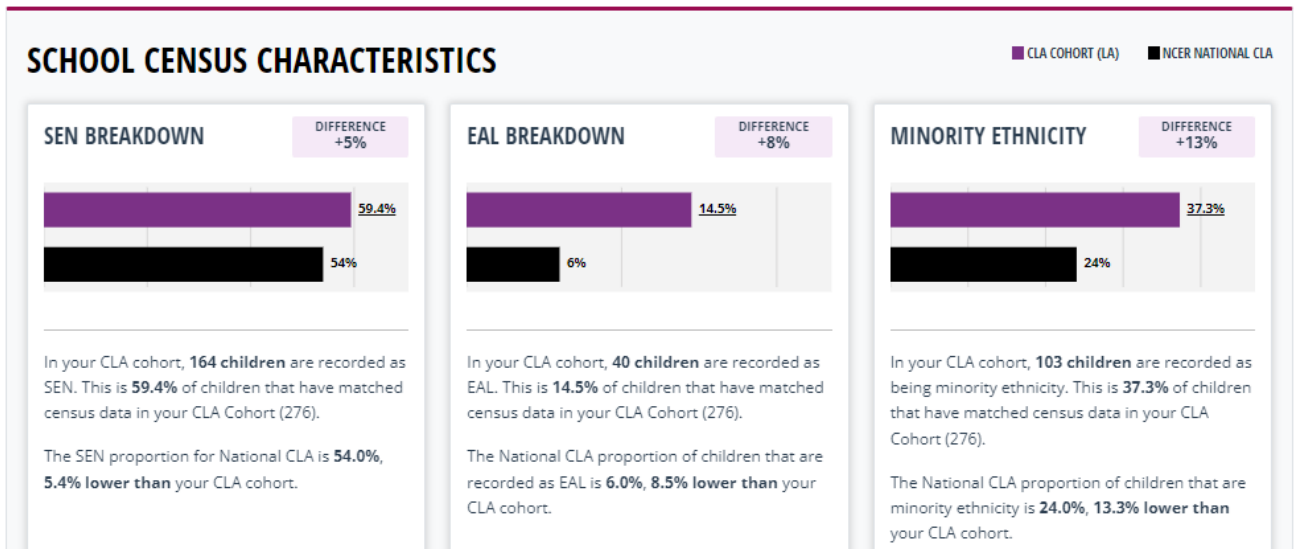


## School Census Characteristics

### Key points to note:

33. Derby City Virtual School had more pupils than the national Virtual School average:

- with SEND
- with English as an Additional Language (EAL)
- from Minority Ethnic groups

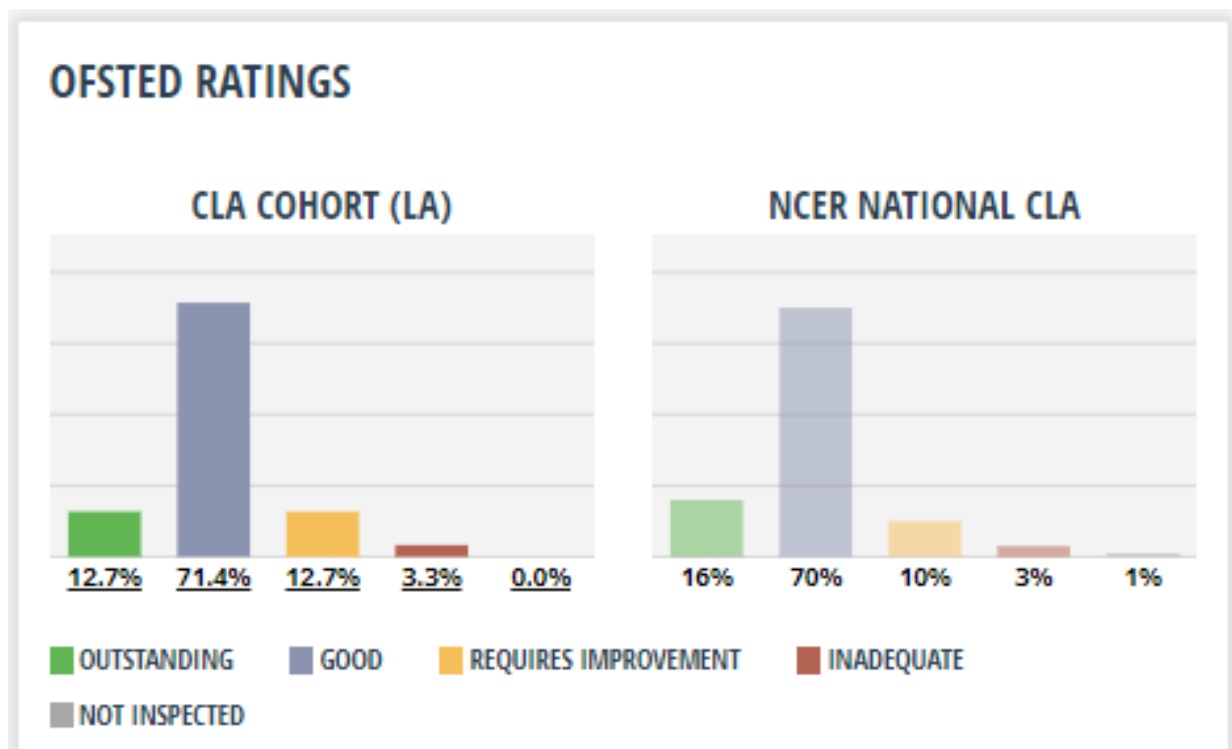




## Ofsted Grades of schools where Virtual School pupils were taught

34. National guidance states the Virtual School should look to have CLA pupils educated in schools which are graded by Ofsted as good or better. This is a policy which the Virtual School follows but in certain circumstances this is not always possible. The main reasons why this is not always possible are when:

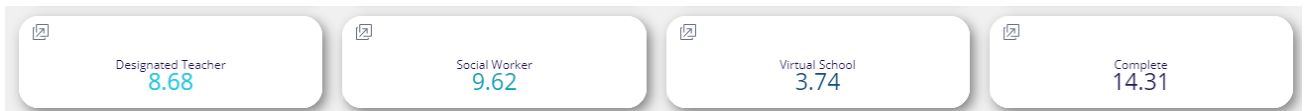
- the pupil becomes CLA and they are already attending a school which is graded less than good. The Virtual School would not change the school when the pupil is settled and has a support network already in place.
- the pupil is placed in a school graded good or better but then a subsequent inspection gives the school a less than good grading.



## Personal Education Plans for pupils

35. The Local Authority has a statutory duty to maintain Personal Education Plans (PEP) for every CLA up to age 18. Pre 16 pupils have an ePEP on the Welfare Call system. Post 16 the PEP is within the Pathway Plan. A CLA must have a PEP written within 20 school days of coming into care. The PEP must be reviewed 3 times a year, or at any time of significant changes to their placement or education provision.

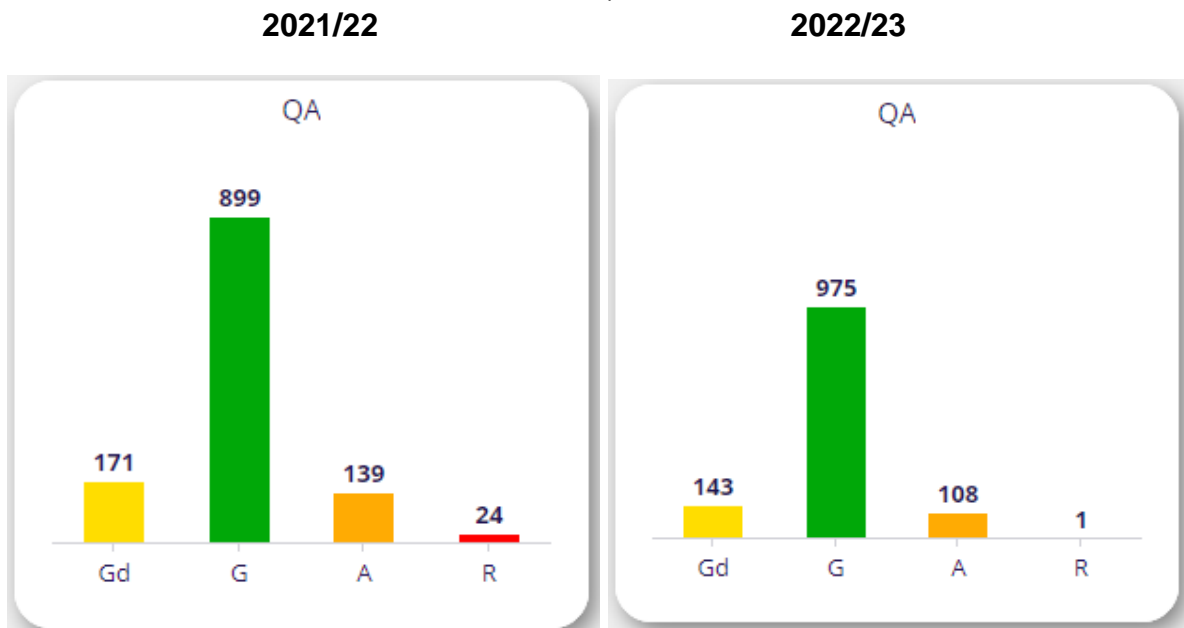
36. During 2022-23 the Virtual School has continued to use an electronic Personal Education Plan (ePEP) from Welfare Call for both statutory school age and EYFS pupils. This way of working has proved to be very successful with the PEP completion rate within one month of the PEP meeting being above 95%. The number of days taken to “sign off” a PEP as complete is shown below. Compared to 2021/22 this is 3.5 days quicker.



37. Every PEP on the Welfare Call system goes through the quality assurance process. The Ofsted comment on PEPs was, “Personal education plans (PEPs) are detailed and of high quality and are reviewed regularly. Strong quality assurance processes are in place to ensure consistency in the work of designated teachers.”

38. The graphs below show the grading PEPs were given through the PEP QA for 2012/22 and 2022/23

(GD – Gold, G – Green, A – Amber, R – Red):



39. From the graphs it shows that improvement have been made in reducing the Amber and Red PEPs with more PEPs been rated as Green.

## Virtual School Funding

40. The majority of the funding for the Virtual School comes from the Pupil Premium Plus grant from the DfE (£2,410 per child). In addition, four further grants are allocated from the DfE. Two grants are for the duties of the Virtual school in relation to previously looked after children and for the extended duties for all children with a social worker. A further two grants are allocated to help with covid recovery; the Recovery Premium and the School Led Tutoring Grant. The amount of funding for each grant is set out below under Income. How this money is spent to support pupils and to enable the Virtual School to fulfil its statutory duties is outlined under Expenditure.

<b>Income</b>	<b>(£)</b>	<b>Expenditure</b>	<b>(£)</b>
PP+	1,205,000	PP+ to schools	591,000
Recovery Premium	121,000	Virtual School Staffing	213,000
School Led tutoring	123,000	1 to 1 tuition	214,000
Extended Duties	100,000	Creative activities	16,000
pLAC	46,000	Training CPD	53,000
		Amazon	24,000
		Education Psychology	15,000
		Welfare Call contract	67,000
		Mentoring	40,000
		Staffing for Attachment and Trauma	296,000
		Extended Duties activities	66,000
	1,595,000		1,595,000

41. For the pupils in school who had PEPs that set targets outlining additional support needs which required funding, the average amount per pupil over the academic year was £1,750. The main areas which schools requested additional funding from PP+ were for 1 to 1 tuition and support from social and emotional difficulties.

## **Virtual School work steams supporting improved outcomes**

42. In addition to the allocation of PP+ funding to schools funding is also used to pay for the specific activities listed below. Many of these activities are becoming “business as usual” and continue to have an impact on learning outcomes for young people.

43. **Bespoke provision for Children Looked After in the Childrens Homes** - two members of staff from Kingsmead School (1.2FtE) have been commissioned to work on promoting educational provision for young people in the residential homes. In total 21 pupils benefitted from 677 hours of tuition which led to qualifications being achieved which would not have otherwise.

44. **Creative Mentoring** - working with the creative industries in Derby we have been able to offer six-week blocks of mentoring support. Through the year 19 young people had in total 336 mentoring sessions in areas such as dance, music production, drawing, painting and singing.

Creative mentoring sessions taking place at a secondary school helped encourage a young person to attend school and build self confidence. M would be more likely to attend school on this particular day as this session was motivating her to go to school, being able to have a dedicated session for art mentoring to create drawings gave her a sense of achievement and pride. She was able to depict emotions felt through the characters designed and enabled her to build a positive relationship with the mentor. She is soon to cease care and this provision is forming part of her plan with social care to fund the continuation of creative mentoring as it has been so positive for M

Childrens Homes creative workshops in the evenings planned and co-ordinated with Plus One Derby Theatre and Baby People. Weekly creative workshops gave the children an opportunity to learn new skills, dj-ing, music producing, lyric writing and graffiti artwork. The impact of this was that some were proud to showcase their new skills to others when visiting the home, and then developed further creative skills by participating in creative mentoring sessions and participating at derby theatre Monday evening Drama group.

45. **Mentoring for disengaged CLA** - The Virtual School commissioned a youth work organisation to provide a mentoring service to the most disengaged CLA young people. Over the year 13 young people have been supported with this mentoring. A case study is outlined below:

CB is a young person who has experienced a lot of trauma and rejection and who has been moved around numerous social care placements and even experienced being secured on grounds of welfare. For a relationship to be successful with CB, the worker needs to be firm, consistent and caring and without these skills and qualities, CB will not tolerate the person being a part of his life.

CB has embraced the support and guidance. He enjoys the sessions and even when challenged over his use of language and some of his views, he has listened and made changes to his language and behaviour. The sessions have varied from positive activities, one of CB wishes were to join a gym, he had been asking this for a while from

his SW and staff at the home, but it never materialised. I liaised with the SW and the staff at the home and contacted Derby County Community Trust and got CB signed up with a local gym, CB appreciated this, and I believe it helped CB to build his rapport with myself.

CB is due to complete successfully the Intensive Supervision and Surveillance (ISS) element of his Court Order, in discussion with his YOS worker he is happy for the support to continue and being a core element of his Youth Rehabilitation Order when the ISS element ceases. This really demonstrates how much he enjoys and values the sessions. The YJS Worker comment is:

*"I honestly think that your support has and is making such a difference in CB's life – it is clear that he trusts and respects you, listens to the advice and mentoring support that you provide, and I genuinely believe that this has been invaluable. Your feedback and insight into CB has also been extremely helpful in YJS meetings to look at risk & wellbeing for CB and the regular communication between ourselves to share any concerns or positives has also been appreciated."*

46. **Speech and language support for those with poor literacy skills** - specialist literacy teaching in phonics and comprehension for those with poor literacy skills is commissioned.
47. **Encouraging Reading** - we have continued to allocate £40 three times a year which allows young people to choose books and other educational resources. These resources are sent directly to the child's home.
48. **Storytime magazine** – is sent to 148 CLA of Primary school age to encourage them to read, the feedback from children and carers is very positive.
49. **Educational Provision for pupils with no school place** - if a young person does not have a school place the Virtual School will commission a 1 to 1 tutor to provide learning whilst a school place is found. In 2022-23 25 children benefited from this until a school place was identified.
50. **Cookery School** - runs three times a year at the YMCA. This is the 5<sup>th</sup> year this activity has run. Each attendee gets a Virtual school Chef's apron and a cookery book. A comment from a carer was:

*"I really like the relaxed atmosphere, where she learns lots every time, but can work at her own pace because of her needs. It meets her needs, and has given her really great experience of learning how to stay safe in a working kitchen, and be more aware of health and safety. It's really good that carers are there too, it's a pleasurable activity for kids and carers and pulls us all together, as well as us all learning new skills."*



51. **Teaching Assistant Support** - one secondary school with large numbers of CLA pupils pools its PP+ money to pay for a full-time teaching assistant to support in school.

52. **Widening Participation Events** – in conjunction with the University of Derby two days have been run to encourage young people to consider going to University.

53. **Cromarty Model** – a framework called the Cromarty Model has been embedded as a way to measure the progress of young people across a range of indicators. This has been rolled out in the Enhanced Care Planning Meetings and looks at measuring progress across education, social, emotional and health indicators.

54. **Sewing Club** – Working with the Museum of Making and a local creative a Sewing Club has run giving young people to opportunity to design and make sustainable clothing and accessories. Below are some of the examples which our young people have made.



## New support for pupils in 2022-23

55. **Apprentice Teaching Assistants** - four primary schools have co-funded with the Virtual School apprentices to work with CLA and other pupils known to social care to improve educational outcomes. A framework to measure outcomes called the Moray Model has been developed to helping with monitoring and reporting.
56. **Nature Explorers** – 5 week “Nature Explorers” project with The University of Derby Dr Jamie Bird (Head of Art Therapy) and Dr Kirsten McEwan (Associate Professor Health and Well-being), St James’ Infants Head Teacher and 5 children who were either LAC or have a social worker. The children participated in and experienced a range of therapeutic environmental arts activities within nature at Darley Park. The feedback from the project showed that the children had reduced levels of anxiety, developed better social connections with their peers and staff members, were more able to feel calm and regulated back in school by using some of the strategies within the nature sessions, and were more aware of their senses and actions. The Head teacher presented these findings in a DT Network meeting to share the project and this has led to a development of the project with others schools for '24. In addition, this project was presented as case study at a health and Wellbeing Conference in Bangkok!



57. **Virtual School Festival** - In July 2023 a Virtual School Festival to celebrate the achievements of our young people was arranged. This gave the young people the chance to work with local artists in 30-minute workshops, with the aim of engaging them in creative activities. 156 people attended, made up of children and their carers.

The evaluation of this indicated that the children enjoyed being celebrated and trying new creative activities. As a result of this, a programme of extra-curricular creative activities has been developed for 2023-24 called “Making Thursdays” to which interested young people have been invited. Some feedback from a carer said,

*“I would just like to say a huge thank you to everyone at the virtual school for the lovely evening spent at the chocolate factory for the VS Festival. C, my little one, had a fantastic time. Loving every minute, in fact reluctant to leave, she loved the*

*animation workshop and is hoping this is something that she can continue with later in the year.*

*Everyone was so nice, the people that provided the lovely food and drinks, the ice cream lady and everyone who provided the workshops, it was a very enjoyable and knowledgeable three hours.” – feedback from Foster Carer.*



## **Wider Responsibilities of the Virtual School**

58. Since 2018 Virtual Schools have had responsibilities to give advice and information around Post Looked After Children (pLAC). This is outworked by responding to enquiries raised and offering “drop-in sessions” to adoptive and SGO parents. The Virtual School works with Adoption East Midlands to offer training and support.

An example of where support from the Virtual School has been instrumental in adoption support is:

R moved to Devon to live with his prospective adoptive parent in autumn ‘22. R was struggling to regulate at his new school and was at high risk of exclusion. This also impacted on the status of the adoption plan with the school situation causing stress to the adopter. Virtual School planned and financially supported bespoke education provision funding a teaching assistant, alternative provision Running Deer and funding an educational psychology assessment to help escalate the EHCP application process. This resulted in R not being excluded due to a tailored, personalised provision, building good relationships with the team around the child in Devon to support the EHCP process enabled R to gain an EHCP and be accepted at an independent SEMH provision. This provision means that R is much more settled and regulated, which has enabled the adopter to feel more content and secure to pursue the adoption plan.

59. In June 2021 the DfE gave Virtual Schools a strategic responsibility to improve attendance and outcomes for all children with a social worker. This is predominantly children who are Children in Need (CiN) or on Child Protection (CP) plans. This is not to work with individual children or families but to ensure that education and social care systems work better together.



60. To date work has been undertaken in the following areas:

- Working within the Inclusion Partnership in the City to raise the profile of all children with a social worker
- Attendance of CiN and CP
- A citywide approach to attachment and trauma training by developing an eLearning course
- Encouraging schools to look at having relational behavioural management approaches
- Working with Education Welfare to look at how we can improve attendance of CiN and CP
- Reporting to Governors
- Ensuring the children with a social worker who are excluded are highlighted to the social worker
- Parttime tables
- Transition Portals

## Training provided by Virtual School

61. The Virtual School provided a range of training opportunities to partners involved with CLA. This training was very well received and seen as innovative in looking to improve educational outcomes for young people in City schools.

The training included:

- “The Kindness Principle” conference based on a book by the same name. This book was made available to each school in the City to read before the conference. The author of the book presented on the day and schools were asked to consider whether they wanted to participate in developing further a relational approach to behaviour management. Schools which wanted to progress were then given the opportunity to participate in an innovative course designed and procured by the Virtual School called “Behaviour – is there another way?”
- “Behaviour – is there another way?”-
  - 7 day course looking at encouraging a relational approach to behaviour management in schools.
  - Working with national experts from Independent Thinking
  - 45 schools across the City involved from Primary, Secondary and Special schools
  - 90 delegates participated
  - Working with Derby Theatre and local poets we create 7 pupil voice videos which aligned to the themes of the training days
  - The evaluation video of this course can be found <https://youtu.be/WEicA2WZ9Lo>
- Relational, Attachment and Trauma Informed Classrooms
  - 7-day course for schools
  - 35 schools with 50 delegates
  - Working with a local trainer
  - Additional funding made available to schools to purchase resources and provide Teaching assistant release time to embed the practice in schools
- 8 module eLearning course on attachment and trauma
  - commissioned by the Virtual School to enable all staff in schools access to the training.
  - A management information system allows for the Virtual School to track enrolments and completion of the course by institution.
  - To date 1700 staff have enrolled on the course and 1400 have completed.

## Other training offered

- Training the next generation of social workers coming to work for us in DCC CSC CIC teams:

- Annual delivery as guest speakers at Derby University of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year Social Work Practice students in the education of children in care, attachment and trauma, and the safeguarding of children with SEND needs.
- Course leader commented – “just wanted you to both know that a number of our students have used your two days to reflect for their professional module which has been super to hear, the passion many feel towards your service has been amazing to hear.”
- Guest lecture to Nottingham University trainee secondary teachers outlining what the role and functions are of the Virtual School
- AC Education e-learning – 45 online training modules are made available to schools with Derby City CLA
- Education Landscape - one day training three times a year for foster carers and social workers.
- How to teach reading and maths – two-day course run twice a year for carers.
- Babies course – looking at attachment and early learning.
- Attachment conference training – a conference day for schools, social workers and carers for 100 delegates
- Education training for staff in the Childrens’ Homes.
- SEND workshop for adoptive parents.

### **Priorities for 2023-24**

- Continue with the targeted support activity for pupils to improve educational outcomes, in particular maths GCSE outcomes.
- Develop a city wide CPD courses:
  - “Making it Stick” which will look to embed the developing relational behavioural management in schools
  - Drawing and Talking
  - Learning through Theraplay
  - FASD
- Continue to work towards the vision that Derby becomes an “Attachment and Trauma Informed City” with the rollout of an eLearning training package to all staff working with young people across the city.
- Devise a Post 16 Pupil Premium Plus Policy to allocate the additional resources from the DfE.
- Ensure that attendance of children with a social worker is reported on as a distinct group so interventions can be put in place.
- Devise and run 4 lunchtime learning sessions for social care on educational issues.
- Gaining Arts Award status for the Virtual School.
- Continue to expand the creative offer by putting in place a “Making Thursdays” programme of activities throughout the academic year using various cultural venues in the city.