

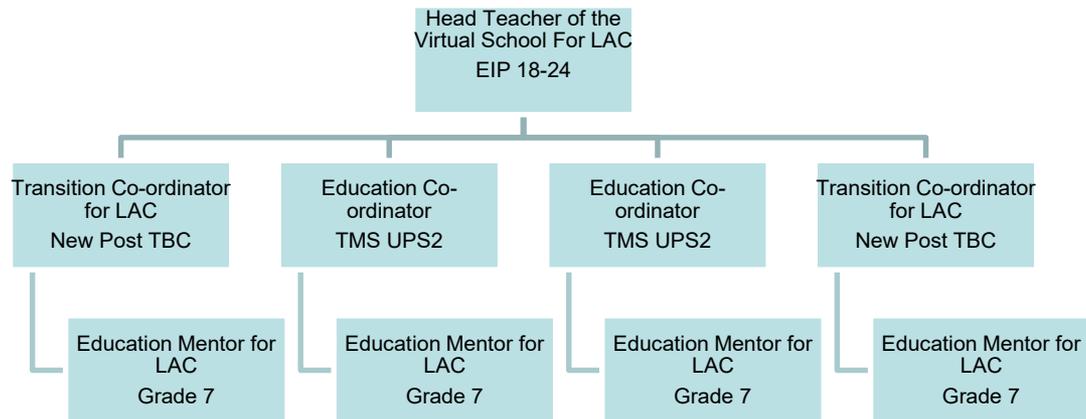
**“Ensure all Looked after Children receive a  
good education”**

Sarah Rivers  
Head Teacher of The Virtual School for  
Looked After Children

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# The Proposed Virtual School Structure



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## Role of the Education Co-ordinator

The Education Coordinators' key role is to promote access to education and the raising of educational achievement for Looked After Children. This is achieved through liaison and signposting to other teams and agencies; contributing to multi-disciplinary discussions and meetings as appropriate. The Education Coordinators develop and deliver training for a variety of audiences to help to raise awareness of the children's needs. In addition, they use data to monitor the progress of Looked After Children, disseminating information as appropriate.



## Role of the Education Mentor

The Virtual School staff team includes Education Mentors who work under the direction of the Education Coordinators for Looked After Children. They work in a variety of schools and settings and offer direct educational mentoring support. Their key roles and aims are to support young people with improving their levels of progress and attainment alongside their personal development. The Mentors encourage the young people to achieve and aspire by promoting learning and participation through positive role modelling and effective mentoring relationships.



## Some Key National Headlines in 2014

### Children and Families Act 2014

Placing a duty on each local authority in England to appoint an officer to promote the educational attainment of looked after children.

The provision had the effect of putting virtual school heads on a statutory footing.

### Pupil Premium Plus April 2014

- £1900 per LAC Pupil
- Previously could be accessed after 6 months of being LAC, now from day 1 of being LAC
- No longer paid directly to school budget, paid to Virtual School

### Promoting the Education of Looked After Children: July 2014, DfE Statutory Guidance

- Supporting education 0-25
- Personal Education Plans required in the early years and post 16
- Involvement of the Virtual school in all school moves
- Promoting attendance at good or outstanding settings

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## Key Data 2013

	Staffordshire Data 2013	National Data Non LAC 2013	National LAC data 2013
EYFS Good level of development	15%	52%	Not available
KS1 Level 2			
Reading	64%	89%	69%
Writing	52%	85%	61%
Maths	64%	81%	71%
KS2 Level 4			
Maths	64%	85%	59%
Reading	69%	86%	63%
Writing	53%	83%	55%
Grammar	44%	74%	45%
KS4 GCSE			
A* to C in Eng /Maths	19%	59%	16%
5 A* to C inc eng/maths	19%	58%	15%
5 A* to C	46%	80%	37%

## Virtual School: Closing the Gap Priorities

- Promoting engagement in early years services to support improved developmental outcomes
- KS 1 and KS 2 Letterbox reading initiative and partnership with Libraries
- Reducing those not in education, employment or training (NEET) through Post 16 Virtual School mentoring and link role

How we are going to do this?

- A revised training offer
- Developing a Virtual School tracking system
- Developing a single fast response additional funding process
- Supporting implementation of PEPs 0-18
- Role in the education, health and care plan pathways



## Under 2s

How are we promoting the development of children under 2

- Children's Centre Services
- Library Offer
- Local parent and toddler groups
- Childcare Provision
- What we offer in the home environment is key

Useful web links

<http://www.foundationyears.org.uk/parents>

<http://www.staffordshire.gov.uk/education/childcare/families/ccentres/home.aspx>

<http://www.staffordshire.gov.uk/leisure/librariesnew/whatson/libraryevents.aspx>

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## 2, 3 and 4 Year Olds

- Accessing Think 2 Offer
- Accessing 3 and 4 year Free childcare provision
- Accessing children's centre and community groups

### Useful Web Links

<http://www.staffordshire.gov.uk/education/childcare/families/Childcare/choosing-childcare.aspx>

<http://www.staffordshire.gov.uk/education/childcare/families/EarlyEducation/think2/fundedplacesfortwoyearolds.aspx>

<http://www.staffordshire.gov.uk/education/childcare/families/EarlyEducation/earlyeducation.aspx>



## Statutory School Age Years

- Importance of finding the right school
- Importance of supporting transition and school changes
- Knowing the key stages and assessments that that place
- Linking with the designated teacher
- Being part of the Personal Education Planning process setting long term and short term targets
- Discussions around the use of pupil premium to support attainment
- Linking to specialist support services
- Supporting Learning in the home environment and support aspiration

### Useful Web Links

<http://www.staffordshire.gov.uk/education/schoolsandcolleges/home.aspx>

<http://www.bbc.co.uk/schools/parents/>

<http://webarchive.nationalarchives.gov.uk/20130903171935/http://www.education.gov.uk/schools/pupilsupport/parents/keepinginformed/a0010865/resources>

## Post 16

- Raising the Participation Age, all young people in a form of education or training until their 18<sup>th</sup> Birthday
- Staffordshire is supporting the development of a Post 16 Learner Agreement with local colleges, universities and alternative education providers
- Support from the Careers and Participation Service
- The Virtual School team of mentors are developing a link role with key post 16 providers to support sustained engagement in post 16 education.
- The next Unify event will be held on the 12<sup>th</sup> November 2014 at Staffordshire University, Stoke Campus.
- Support to those attending university through the Chairman's Bursary

### Useful Web Links

<http://www.youthbox.info/HelpAdvice/LearningChoices/UNIFY/UNIFY.aspx>

<http://www.apprenticeships.org.uk>

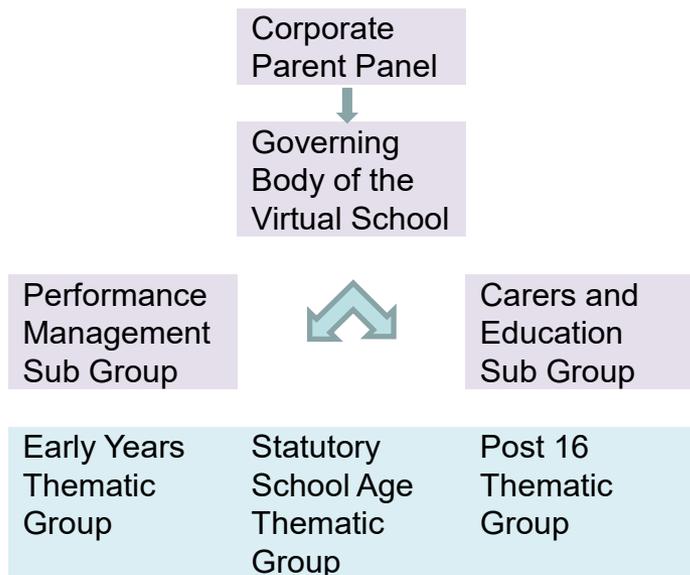
<http://nationalcareersservice.direct.gov.uk>

<http://www.education.gov.uk/19to19/participation/RPA>

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# Governance of the Virtual School: An Invitation



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# Save The Date

Virtual School Conference

11<sup>th</sup> February 2015

Yarnfield Training and Development Centre

Pupil Premium Plus

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