



**CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY
COMMITTEE – 5th NOVEMBER 2018**

LEICESTERSHIRE VIRTUAL SCHOOL

**REPORT OF THE DIRECTOR OF CHILDREN AND FAMILY
SERVICES**

Purpose of the Report

1. The purpose of this report is to provide a summary of the role and the work undertaken by the Virtual School (VS) in raising aspirations and attainment. This report also provides a contextual summary of the VS 2017 cohort and their 2017 examination results.

Policy Framework and Previous Decisions

2. The 1989 Children Act places a duty on the local authority to promote the educational achievement of looked after children, and the Children and Social Work Act 2017 extended this duty to include previously looked after children. These duties are set out in the 2018 statutory guidance “Promoting the education of looked after children and previously looked after children”.
3. In an effort to narrow achievement gaps over time between children in care and their non-looked after peers, the authority has a duty to:
 - promote the aspirations and educational achievement of children in care wherever they live or are educated;
 - work in partnership with all agencies to ensure appropriate education provision;
 - ensure good quality Personal Education Planning (PEP);
 - manage the Pupil Premium Plus funding for children in care;
 - monitor the results of children in care and report on them.
4. The VS discharges its duties to previously looked after children by delivering educational advice and information to schools, parents and others who the VS Head considers necessary.
5. Results in this report relate to children in the care of Leicestershire for 2017. National benchmark data was published in March 2018 and is taken into account in this report.

New developments - The Children and Social Work Act 2017

6. The Children and Social Work Act 2017 became effective from 1 September 2018, extending the roles of the Virtual School Head and of Designated Teachers:
"...to children who have been adopted or who are in long-term care (under an adoption, special guardianship or a child arrangements order). These changes... will enable adopted children to retain the educational support they had whilst they were in care and help improve their educational outcomes."
7. The Department for Education (DfE) has recognised the implications on VS capacity as a result of the additional duties and in 2018-19 has allocated £45,446.37 to Leicestershire to meet the new statutory duty which will be fulfilled through the Virtual School. The funding amount for 2019-20 will be made known by DfE in February 2019.

Background

The role of the Leicestershire Virtual School

8. The Leicestershire VS has a focus on improving educational outcomes for children in care (from Early Years upwards), care leavers to age 21 years (or 25 if requested) and previously looked after children up to the age of 16 years, from the point at which the child becomes eligible for free early education (currently the start of the term following a child's second birthday).
9. Leicestershire's VS is 'virtual' in the sense that it works to support children and young people in care and care leavers regardless of where they are living in the country. They attend many different schools, colleges and settings and are placed on the VS roll as if they were in a single school. Children and young people are supported by members of the team acting as corporate parents with a specific focus on education.
10. The VS is an essential advocate for the importance of education for all children and young people in care and care leavers. It is concerned with raising self-esteem, expectations and aspirations, removing barriers to learning and working with schools, colleges and settings to enable children and young people to improve their educational outcomes and life chances.
11. The VS does not teach the children in care, as responsibility and accountability for this rests firmly with their schools and settings.
12. In line with legislation, Leicestershire Children and Family Services' Departmental Plan and developmental priorities, the remit has extended significantly beyond the statutory school age range. The VS provides support to all Unaccompanied Asylum Seeking Children and Young People (UASC) and now offers support to pre-school children in care in partnership with the Early Learning and Childcare Service to ensure effective transition into primary provision. In line with Social Care duties, the VS supports an increasing number of young people up to age 21, and potentially up to age 25 if support is requested.

13. Statutory Guidance is clear that the work of the VS must be collaborative, and whilst working with a full range of stakeholders, key to the task is the work with schools, including Head Teachers, Secondary Education Inclusion Partnerships, Designated Teachers (DT) (a statutory post to support children in care in all schools) and school governors, who are vital to securing accountability for this agenda and achieving greater successes for children in care.
14. As adoptive parents have become aware of the Children and Social Work Act, the VS has experienced an increasing number of requests for advice and help. The VS team are corporate parents to children in care but not to children adopted from care who have their own parents to advocate for them. Accordingly, the team provides light touch support, delivering information and advice and in-school training and signposting of resources where appropriate.
15. Capacity of the VS has been stretched but it has managed the additional demands by adjusting work practice and delivering additional training that enables partners to develop their knowledge and skills to support children. The additional DfE funding will support the efforts to meet the new statutory duty.

Particular difficulties experienced by children in care and previously looked after children which impact on their education

16. Children in care and previously looked after children are not homogenous groups and whilst their early life experiences may be similar, their needs are many, complex and varied. Whilst some children in care achieve well at school over time, many others do not and this is evidenced in the national, regional and local attainment gaps between children in care and all other pupils.
17. Key drivers for the under achievement currently experienced by the majority of children in care are exemplified by the 2015 REES report “The Educational Progress of Looked After Children in England”.
18. The majority of children in care have not had stable home lives and the most common reason nationally for children becoming looked after is abuse and/or neglect (62%). Children entering care have often already been struggling in school and their progress is often delayed. Many may have unmet attachment and trauma needs which can negatively impact on their readiness to learn and which can be triggered at different points in their lives.
19. Some children may have had historically poor attendance and engagement in school and some children in long-term care, who may have achieved national expectations at KS2, may experience further instability, trauma and emotional triggers over time, including placement moves, which impact negatively on their KS4 outcomes. Children in care are more likely to have identified special educational needs.
20. These factors contribute to making it difficult for schools and settings to make a perceived difference in terms of educational outcomes within the given timeframes.

Four Key Priorities

21. The VS has four priorities which support the aims identified in the Leicestershire Children and Family Services' Departmental Plan and the VS Service Delivery Plan. Specific actions are detailed in the VS 2018/19 Development Plan and the priorities are under constant review throughout the year:
- a) To narrow progress and attainment gaps:
 - By raising the aspirations of children in care and the aspirations adults have for children in care.
 - By ensuring good quality and timely Personal Education Plan meetings (PEPs) that promote actions that facilitate academic progress and ensure the Pupil Premium Plus (PPP) is spent appropriately.
 - By ensuring there is a clear focus on Education, Employment and Training (EET) and those not in Education, Employment and Training (NEET).
 - b) Support schools and stakeholders to improve understanding of the educational needs of children in care and those who have left care:
 - By targeting schools' senior leadership to promote the VS delivery of attachment and trauma awareness training to ensure the needs of all children in care and previously looked after children are met.
 - By developing VS capacity in order to deliver a quick and supportive response to adopters and schools queries regarding the education of previously looked after children.
 - c) Grow an Outstanding Team:
 - By continuing to develop the skills of VS staff to deliver the best possible service to children.
 - By supporting the well-being of team members.
 - d) Continue to develop opportunities for children and young people to inform decisions regarding their education and raise aspirations:
 - By identifying opportunities to gather voice/choice from a wider range of children and young people, ensuring they understand the support available from the VS and helping them to make the right choices in order to optimise their chances of success.

Virtual School support for children

22. The VS has a unique, specialist and strategic perspective on children's education which is used to:
- advocate on their behalf and champion their right to the best education

- nurture recovery and progress over time
 - understand their needs and promote understanding of these in others.
23. Through effective partnership and collaboration, the VS ensures that all children, including those placed out of county, receive the best support for their emotional and mental health needs so that their education is stabilised, they learn more effectively and are able to make progress.
 24. The VS works closely with schools and has well-established links with Leicestershire Primary and Secondary Heads' forums. It undertakes ongoing work with partner organisations - the local Secondary Education Inclusion Partnerships, the Educational Psychology Service, Admissions, Foster Carers, Special Educational Needs Assessment Service (SENA) and Social Care - to ensure education for children in care is prioritised; early interventions are undertaken and have a positive impact, particularly at transition points.
 25. The VS seeks to ensure the most appropriate education setting for all its children and the majority attend Ofsted rated 'good' or 'outstanding' schools.
 26. As corporate parents, the VS works to unlock children's potential and the belief that they can achieve success. It provides a range of participation opportunities that raise aspirations and promote engagement in education.
 27. The VS arranges multi-agency PEP meetings which identify appropriate educational targets and provision and ensures that pathways are robust and clear for each child in care. It encourages children's attendance at their PEPs so they are able to express their views which are taken into account when planning their education.
 28. There are excellent links between the VS and Early Years. This works particularly well as the VS Improvement Officer responsible for Early Years also works in the Early Years team. All Early Years PEPs are covered by this VS Officer, which ensures good transitions to Primary School.
 29. The VS manages and distributes the PPP funding, requiring schools to define its intended use and impact against specific PEP targets. This is monitored by the VS on an ongoing basis through PEP meetings and rigorous quality assurance procedures.
 30. Where children are out of education as a result of a placement move, or a delay in accessing a special school place, the VS will identify and fund interim alternative education provision comprising a variety of interventions.

Post-16 young people

31. The VS has two full-time post-16 Education Improvement Officers who support the transition from KS4 to further education, employment or training opportunities. Priority is given to ensure that all young people at the end of KS4 have an identified destination and remain EET during subsequent years.

32. The VS has close links with all local colleges and chairs termly meetings, attended by Designated Persons for looked after children from the colleges. Meetings are hosted by the participating colleges in turn, guest presenters facilitate discussions around key issues affecting children in care and good practice is shared.
33. Half-termly progress, qualifications and attendance details are sent to the VS to inform PEP and/or Pathway planning.

EET/NEET

34. The VS Head contributed to the re-drafting of the Leicestershire EET Strategy Report and is implementing an action plan that focuses on working pro-actively with schools so that individualised careers advice to targeted pupils is delivered in Years 9, 10 and 11.
35. In collaboration with the Careers Service, the VS has delivered training to foster carers and Social Care personal advisors to ensure that professionals working with children in care and care leavers have the knowledge to be able to deliver appropriate advice regarding careers options.
36. The Virtual School Head has achieved agreement from Leicestershire County Council (LCC) People Strategy Board to ring-fence six LCC apprenticeships for children in care and care leavers. The apprenticeships are matched to young people who have expressed an interest in that area of work and have the relevant qualification. The target is for six young people to be in post by April 2019.

Pupil Premium Plus (PPP)

37. The Pupil Premium for looked after children is managed by the VS Head, who monitors very closely the use and impact of all PPP allocations, ensuring that schools allocate funding to interventions that support the individual needs of the child.
38. Schools are held accountable for the results of children in care and for using the PPP grant appropriately and effectively to support and improve educational outcomes. Schools complete a costed PPP plan within the PEP. The VS robustly monitors, supports and challenges PPP decisions and progress outcomes on an ongoing basis via the PEP process.
39. 2018-19 funding has been top-sliced by £400 per pupil, enabling the VS to pool funding which will benefit students who require more than the individual pupil allocation to meet needs and to provide aspirational, educational support to groups.

2018-19 academic year targeted activities

One to one tuition

40. The VS promotes one to one tuition as an effective means of enabling pupils to fulfil their academic potential. Supplementary tuition for primary and secondary pupils, agreed at PEP meetings, is funded through PPP, managed by the VS and allocated to schools.
41. The VS can arrange for tuition to be provided by tuition companies on its standing list of providers; thereafter schools are able to commission them directly. Post-16 students requiring support to improve their maths and English qualifications can also be provided with tuition funded by the central VS budget.

Learning Support Assistant (LSA)

42. The VS funds additional LSA support to facilitate effective transitions, academic progress and promote emotional stability in class.

Educational Psychologist Support

43. The VS has a contract with the Leicestershire Educational Psychology Service (LEPS) to provide 52 days of dedicated Educational Psychologist (EP) work during the year. This embeds the work of LEPS into the work of the VS and facilitates timely access to the Education, Health and Care Plan (EHCP) process for children in care.

Participation activities

44. The VS organises, promotes, leads and supervises a full range of educational participation activities for children and young people, which raise aspirations, promote greater engagement in education and focus on future educational pathways.
45. Children and young people are encouraged to attend University Experience days and residential visits at the University of Leicester, De Montfort and Loughborough Universities which give them the opportunity to experience university life, discover the courses that are available, how their attendance can be supported financially and how Higher Education (HE) can enhance employment prospects.
46. Other participation events are sport- or culture-based, giving children and young people the opportunity to take part in activities that they might otherwise not experience. This includes theatre trips, author events, music workshops, sporting activities and the annual Year 11 post exam Tall Ships reward trip.
47. During the financial year 2017-18, 132 places on 14 different activities were filled by 85 different children and young people. There were five university events and nine cultural or sporting events, all of which had a focus on learning.
48. All the participation events are well-attended and feedback from each demonstrates progress in confidence, self-esteem and attitudes to the learning experience:

"An amazing day", "It has made us want to come to uni" and "A great experience" are just a few of the young people's comments.

Cultural Passport – Curve Theatre

49. Many children in care do not get opportunities to experience cultural events such as attending the theatre. PPP funding was used to give all Leicestershire school-aged children and young people in care, living in the vicinity of the county, an opportunity to attend Curve Theatre with their carer to see a live production of their choice. Over 142 young people took up this offer.
50. The VS also offered a number of performances as participation events, with groups of children and young people attending performances accompanied by VS personnel.
51. Feedback in PEP meetings, or during phone calls and written feedback from carers and the children and young people, was very positive and many, including those for whom this was their first experience of theatre, expressed a wish to attend future performances. The surveys demonstrated that children enjoyed all aspects of the shows they saw.

Book Parcels

52. Monthly book parcels are sent out to children: Bookworm parcels go to children in Reception and Year 2 between November and April; Boomerang parcels go to children in Years 4 and 6 from May to October; and Letterbox book parcels go to children in Years 1, 3, 5 and 7 from May to October.

Newsletters

53. The bi-annual Virtual School newsletter is sent to every child in the care of Leicestershire during the autumn and summer terms. This newsletter promotes children's involvement in educational experiences and celebrates their success.
54. The VS sends a termly Designated Teacher newsletter to all Leicestershire schools and out of county schools attended by Leicestershire children in care. It keeps DTs up-to-date with local and national developments, events and training and provides useful advice about PEP meetings, PPP spending, children adopted from care and other issues pertinent to the role of DT. The VS makes monthly contributions to Fostering News, Special Guardian (SGO) and adoption newsletters.

Virtual School Training

Training for schools

55. The VS continues to offer a bespoke attachment, trauma and emotion coaching training package to schools, which is very well received. Recent comments about the training:

- *“I feel more confident in how to handle situations in school and how to help children to feel safe”*
 - *“Made me feel very differently about children I work with: lots sprang to mind!”*
 - *“I now have strategies to use to help children manage their emotions”*
 - *“Increased my awareness of the reasons behind some behaviours”*
 - *“Very well presented and informative”*
56. The publication of ‘The Leicestershire Virtual School’s Attachment Aware Schools Programme: Evaluation Report’ by The Rees Centre, University of Oxford in February 2018 showed how the VS attachment and trauma awareness training programme 2016-17 has influenced practice in schools and the resultant outcomes:
- A statistically significant reduction in hyperactivity symptoms.
 - 81% agreed the training had impacted positively on their knowledge and understanding of Attachment Awareness.
 - 91% of schools’ professionals agreed that the A&T training impacted positively on their professional practice.
 - 89% agreed the training impacted positively on child behaviour.
57. The report highlights that *“senior leader commitment, support and resource allocation was crucial to effective engagement and impact on the school.”* and recommends *“A specific programme focussing on leadership issues...to address systemic issues such as behaviour management policies.”*
58. The Attachment Aware Schools Project evaluations show that 80% of schools where a high priority was given to attachment awareness evidenced that improvements in behaviour were recorded.
59. The VS is now developing training that targets school senior leadership teams in order to more effectively embed attachment aware practice in both primary and secondary schools in Leicestershire.
60. The innovative Leicestershire VS Key Adult Learning Module project is well-embedded in the Leicestershire Designated Teacher training programme.
61. The VS also offers training to foster carers in a number of topics from Early Years to Post-16, helping to raise educational and EET awareness, as well as helping them to develop an understanding of the barriers to learning that children in care face and giving them strategies to support.
62. Induction training for new Designated Teachers is held twice yearly, as is training for governors and social workers. Designated Teacher cluster events promote networking opportunities, and a Designated Teacher Forum takes place every November providing information about new and impending legislation and policies; signposting useful resources and agencies to support children and young people in care and promoting VS initiatives.
63. Evaluation of all the training is excellent: 99% of attendees rated the training as “Useful” or “Very Useful” and would recommend to others.

Training for social workers, personal assistants (PAs) and foster carers

64. The VS offers educational awareness training covering provision for Early Years to Post-16. These sessions help carers to develop an understanding of the barriers to learning faced by children in care and offers strategies in support.
65. Training for social workers and personal assistants covers education issues and how to support young people to remain in or re-engage in EET.

2017 Leicestershire Children in Care

66. As at the end of the academic year 2017-18, there were 348 Leicestershire children of statutory school age in care: 187 boys and 161 girls. The number of children in care of statutory school age has risen from 263 at the same point in 2012 to 348 in 2017 (an increase of 32% in 5 years and an increase of 9% on 2016). The largest rise is at Key Stage 3 where there has been an increase of 41.2% (28 pupils) since 2013.
67. Numbers of pupils with Special Educational Needs or Disability (SEND) make up a high proportion of the VS cohort. At Key Stage 4, twenty-eight pupils (29%) had an EHCP, whilst across the whole VS population, ninety-four pupils (27%) had an EHCP compared with 3% of the general school population.
68. 269 pupils (77%) were attending Leicestershire schools and 79 pupils (23%) were attending out of county schools. Overall, 294 (87%) of all children in the care of Leicestershire were in 'Good' or 'Outstanding' Ofsted rated schools.

2017 Key Stage Test and Examination Results

69. References to VS children in care include pupils being educated in schools both within and beyond Leicestershire (the VS cohort) and figures are for those in care continually for at least 12 months as at 31 March 2017.
70. Instability, high levels of complex needs and length of time in/point of entry into care remain key factors influencing GCSE attainment at Key Stage 4. The numbers in each cohort are relatively small, so each child in KS1 equals 9.1%, in KS2 equals 5.6% and in KS4 equals 2.6%. Therefore one child's results have a significant impact on the figures for the whole cohort.
71. 2016-2017 Headline Summary Children in Care Attainment against Key Measures – all Key Stages:

	2017
KS1 Expected Standard Reading, Writing and Maths	18.18%
KS2 Expected Standard Reading, Writing and Maths	22.2%
KS4 Attainment 8	18.46
KS4 Progress 8 - State funded schools	-1.24

72. 2017 was the first year of reformed GCSEs in English and Maths in England, with a new grading scheme running from 9 at the top down to 1, replacing A* to G. There were new syllabuses for other subjects, meaning that courses have a greater emphasis on final exam marks, with little or no coursework counting towards final grades. It is therefore it is impossible to make comparisons with previous years.
73. DfE headline measures have changed to focus on Progress 8; Attainment 8; passes at grade 5 or above in English and maths; EBacc entry and success and the percentage of students staying in education or employment after KS4.

	Total cohort	Good Pass English (5 or above)	Good Pass Maths (5 or above)	Good Pass Eng and Maths (5 or above)	Good Pass Ebacc (5 or above)	5 Good GCSEs inc Eng and Maths (5 or above)	Standard Pass English (4 or above)	Standard Pass Maths (4 or above)	Standard Pass Eng and Maths (4 or above)	Standard Pass Ebacc (4 or above)	5 Standard GCSEs inc Eng and Maths (4 or above)
Financial Year - In care for continuous 12 Months as at 31 March 2017	38	3	4	1	0	1	8	11	6	0	6
Financial Year - In care for continuous 12 Months as at 31 March 2017		7.89%	10.53%	2.63%	0.00%	2.63%	21.05%	28.95%	15.79%	0.00%	15.79%

74. Of those young people who finished Year 11 in the academic year 2015-16, of the 30 young people who had been in care for a continuous 12 months as at 31 March 2016, 26 (86%) were still in education, employment or training at the end of the academic year.

2017 Attendance and exclusions

75. In monitoring the attendance, exclusions and the attainment and progress of children and young people, the VS obtains a unique oversight of their education which is shared with relevant partners with the aim of securing accountability for their educational outcomes, supporting and challenging partners as necessary to help the children and young people to achieve their full potential.
76. Each VS Education Improvement Officer is responsible for monitoring and challenging the attendance and exclusions of their own caseload of pupils. A trend of increasing absences and exclusions is of concern and the VS is working with schools and education services to address the reasons for these increases.

Attendance

77. Reporting is prompt and supported by the use of Welfare Call alerts; and weekly and ongoing attendance and exclusion reports allied to termly Social, Emotional, Mental Health (SEMH) Red / Amber / Green (RAG) reports from schools enable the VS to robustly monitor and support this agenda and respond to issues arising.
78. Absences are increasing and the VS works collaboratively with social workers, carers and schools to address individual attendance issues as they appear. Attendance has fallen from 91.76% in 2016-17 to 91.02% in 2017-18, although the percentage of pupils with persistent absence (less than 90% attendance) has dropped from 23.83% in 2016-17 to 22.17% in 2017-18.

Exclusions

79. The VS works closely with Schools/Settings/Services to develop an understanding of looked after children's issues and appropriate strategies to address them. The VS is working with the Leicestershire Secondary Heads group to promote the attachment and trauma training to school senior leadership teams and identifying alternatives to exclusion.
80. There were no permanent exclusions of Leicestershire looked after children in 2017-2018 as a result of the collaborative work the VS has undertaken with schools. However, overall the percentage of children receiving fixed term exclusions has risen from 9.83% (forty pupils) in 2016-17 to 12.32% (fifty pupils) in 2017-18.
81. Primary fixed term exclusions have fallen by 0.32% but secondary fixed term exclusions have increased by 4.13%, with a significant increase in fixed term exclusions for Y10 pupils: 14 pupils out of 50 (28%) in 2017-18 compared with 6 out of 48 (12.5%) in 2016-17. Secondary head teachers attribute the increase in part to limited resources to address the complex issues presented by some pupils.

School Admission Performance Information

82. In terms of mid-year admissions to Leicestershire schools, children in care have usually been admitted promptly and there have been some examples of good practice with schools in their acceptance of in-year requests for school places. However, the VS is seeing evidence of barriers to children's mid-year enrolment at the school of choice.
83. There have been some instances where Leicestershire children placed out of the county have had problems accessing a prompt start in a new school, particularly Leicestershire Unaccompanied Asylum Seeking Children entering care during the Summer term who were in Year 11 and placed in other authorities. These have been supported by VS-funded one-to-one language support. Another Leicestershire child seeking enrolment at an out of authority academy had to go to ESFA appeal before being allocated a place.

84. As the remit of the VS extends into advice for previously looked after adopted children, it has also become aware of some issues where resistance has been experienced by adoptive parents on applying for a school place. In one instance three primary schools all expressed negativity towards parents applying for a school place on the basis of the high level of adopted/looked after children already on roll. In the end another school was extremely welcoming and the child was given a place there.

Resource Implications

85. The new duties of the VS in relation to previously looked after children has resulted in 47 telephone and 52 email enquiries and attendance at three meetings in the first seven weeks of the autumn term 2018. This has impacted on capacity as the VS attachment training that ensures the emotional needs of vulnerable children are met in school experiences greater demand.
86. The additional DfE funding has been accessed this quarter to ensure that statutory work is completed to meet rising numbers of children entering care, the new duties and the resultant pressure on VS officers as the service expands its 'raising aspirations' participation programme and leads on EET Strategy and the LCC Apprenticeship Scheme.

Conclusions

Leicestershire Virtual School next steps

87. The VS Head will seek to extend access to LCC apprenticeships for Leicestershire children in care and care leavers by establishing contact with district councils and contractors to LCC to provide further work/apprenticeship opportunities. The VS Head will encourage LCC members to influence local industry to support participation, apprenticeship and employment opportunities for Leicestershire children in care and care leavers in order to contribute to a reduction in the levels of NEET amongst Leicestershire children in care and care leavers.
88. Raising aspirations of, and for, children is key to engaging them in education. As of September 2018, the VS and Corporate Parenting co-fund a participation officer working across both areas, delivering greater capacity and ensuring continued collaboration across services to provide a balanced programme of events across the year, appealing to primary, secondary and post-16 children and young people and covering a wide range of interests.
89. School senior leader commitment, support and resource allocation is crucial to effective engagement and impact on the school of attachment and trauma training. The 2018 VS conference in November is aimed at head teachers and other primary and secondary school senior leaders, governors and designated teachers and will show how senior leaders can develop whole-school policies and approaches that work for all, demonstrating how all pupils can be supported and enabled to make progress. Improved understanding, policies

and approaches should lead to fewer fixed term exclusions for vulnerable pupils.

90. To improve accessibility and dissemination of education information to partner professionals and the public, the Leicestershire VS will have a bespoke website, developed by LCC Corporate Resources Communications Team, which should be operational by the end of 2018. This will enable the VS to ensure that all corporate parents understand, recognise and actively highlight the importance of education and promote the attendance and engagement at school of children and young people in care.
91. The VS will spend more time delivering training to partners inside and beyond Children and Families Services, evaluating, quality assuring, challenging and tracking the work of others to secure greater accountability for improved educational outcomes in schools and settings for children in care.
92. It is the aim that all children and young people will have prompt access to a 'good school'. The VSH will work with the Head of LCC Admissions to produce a locally agreed agenda for LAC children having difficulty securing a local school place.

Background Papers

Statutory guidance for local authorities

www.gov.uk/government/publications/promoting-the-education-of-looked-after-children

Statutory guidance for school governing bodies

www.gov.uk/government/publications/designated-teacher-for-looked-after-children

The Rees Centre <http://reescentre.education.ox.ac.uk>

<http://reescentre.education.ox.ac.uk/research/educational-progress-of-looked-after-children/>

Children and Social Work Act 2017 <http://services.parliament.uk/bills/2016-17/childrenandsocialwork.html>

Circulation under the Local Issues Alert Procedure

93. None.

Equality and Human Rights Implications

94. There are no equality or human rights implications arising from this report.

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