<p style="text-align:center">Public Document Pack</p>

CHILDREN & FAMILIES SCRUTINY & IMPROVEMENT COMMITTEE

TUESDAY, 24 JANUARY 2023 AT 10.00 AM

REDCAR & CLEVELAND CIVIC CENTRE, RIDLEY STREET, REDCAR, TS10 1TD

CONTACT
David Boville
01642 444617
Monday, 16 January 2023

CIRCULATION

Councillors V Rider (Chair), C Hannaway (Vice-Chair), G Cutler, D Fisher, T Gray, M Head, C Holmes, K King, D Rees, C Richardson, A Turner, G Williams and M Wilson

Councillors Barnes, Kay, and Lanigan (Cabinet Members - for information)

All Members of the Council (for information)

Executive Director for Children and Families

The Press [except for Confidential item(s)]

A G E N D A

		Pages
1.	Apologies for Absence	
2.	To confirm the Minutes of the meeting held on 13 December 2022.	2 - 5
3.	Declarations of Interest.	
4.	Virtual School Annual Report.	6 - 32
5.	Relevant Cabinet Reports.	
	Would Members please refer to their copy of the Cabinet Workbook for the meeting (these papers will follow).	
6.	Action Update.	33
7.	Any items the Chair certifies as urgent.	

this is **Redcar & Cleveland**

Tuesday, 13 December 2022

CHILDREN & FAMILIES SCRUTINY & IMPROVEMENT COMMITTEE

A meeting of the Children & Families Scrutiny & Improvement Committee was held on Tuesday, 13 December 2022 at the Redcar & Cleveland Civic Centre, Ridley Street, Redcar, TS10 1TD.

PRESENT   Councillor V Rider (Chair)
Councillors D Fisher, K King and A Turner.

OFFICIALS   K Boulton, V McLeod, C Mahoney, F Oliver, S Connolly and D Boville.

IN ATTENDANCE   Councillor S Kay.

APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors A Barnes, T Gray, M Head, C Holmes, D Rees, G Williams and M Wilson.

17   **TO CONFIRM THE MINUTES OF THE MEETING HELD ON 1 NOVEMBER 2022.**

RESOLVED that the Minutes of the Children & Families Scrutiny and Improvement Committee held on 1 November 2022 be confirmed and signed by the Chair as a correct record.

18   **HEALTH VISITING AND SCHOOL NURSING SERVICE ANNUAL REPORT.**

The Service Manager for Health Visiting and School Nursing presented the annual report which summarised the work and impact of the 0-19 Service (Health Visiting & School Nursing) from 1 April 2021 to 31 March 2022.

Areas highlighted within the report included:

- Ongoing delivery of the Healthy Child Programme which remained responsive and adaptive during the ongoing pandemic.
- Performance against national reported indicators remained consistently strong when benchmarked regionally and nationally.
- The outcome of the 2021 CQC inspection was 'low risk' with the inspector commenting on the commitment of the Council's nurses continuing to deliver the Healthy Child Programme and supporting children, young people and their families during the pandemic.
- There had been an increased service demand during 2021-22, specifically for supervision and advice calls with practitioners.

Tuesday, 13 December 2022

- The issues arsing from the receipt of information relating to Operation Encompass had now been resolved**:-NOTED**

19   **Q2 DIRECTORATE PERFORMANCE REPORT.**

The Executive Director for Children and Families presented an update on Directorate performance as at the end of Quarter 2 2022/23. As part of the overview the following points were made:-

- Despite significant challenges both local and nationally in placing children with in-house Foster Carers, the Council continued to remain above or very near to its target of 65% over the last year.
- The number of young people supported through the No Wrong Door Edge of Care service had continued to increase.
- There had been a 43.5% increase in the number of contacts to the Early Help, Safeguarding and Children in our Care teams since 2018/19.
- There had been an increase in the number of children subject to Child Protection Plans, while the numbers of Children in Need had remained static.
- There had been a reduction in the number of SEN pupils who are electively home educated.
- There was now almost full coverage for Mental Health Services for children to access within their schools.
- There had been an increase in the number of children requiring and Education Health Care Plan, as was the trend nationally.
- The Autumn 2022/23 term 1 saw a reduction in the number of children who had been suspended from school and the number of permanent exclusions. This was also a decrease on the same period in the last academic year. While this was a positive there was still concern around the high number of exclusions and suspensions.

As part of the ensuing discussion, the following points were made:

- The Ofsted Inspection of the Residential Provision was now scheduled to take place on 6 January 2023 and the Council would find out within two weeks if all the requirements had been met and the Residential Provision could be launched. Members raised concern at the amount of time it had taken for this inspection to take place.
- Further analysis was being undertaken into the reasons for the increase in demand for early help services and what could be done

CHILDREN & FAMILIES SCRUTINY & IMPROVEMENT COMMITTEE
_____

Tuesday, 13 December 2022

to understand and address that need in the most appropriate way. The results of this analysis would be reported back to committee when available.
- A review of the managed move system was currently taking place.
- Data would be circulated on exclusions and suspensions comparing the current and previous academic years**:-NOTED**

20 **FEES AND CHARGES 2023-24.**

The Executive Director for Children & Families presented a report setting out the Cabinet's proposals for the fees and charges for the 2023/24 financial year, which was due to be considered by Cabinet on 20 December 2022**:-NOTED**

21 **CHILDCARE SUFFICIENCY REPORT 2022/23**

The Executive Director for Children & Families presented a report setting out how the Council was meeting its statutory duty to secure sufficient childcare and funded early years education places, which was due to be considered by Cabinet on 20 December 2022**:-NOTED**

22 **ACTION UPDATE.**

The Governance Manager presented an update on the progress made against outstanding actions from previous meetings of the Children & Families Scrutiny and Improvement Committee**:-NOTED**

23 **ANY OTHER BUSINESS.**

The Chair advised that the VR headset demonstration scheduled to take place following the meeting would be rescheduled for a future date**:- NOTED**

Children and Families Scrutny Committee

ATTENDANCE RECORD - 2022/23

Surname	First name	14.06.22	26.07.22	21.09.22	01.11.22	13.12.22	24.01.23	dd.mm.yy	dd.mm.yy	dd.mm.yy	Total Meetings Attended / total possible
Rees	Dan	Apols	✔	Apols	✔	Apols					
Williams	Geraldine	✔	X	✔	Apols	Apols					
Richardson	Carrie	✔	RA	✔	RA	X					
Head	Malcom	✔	✔	Apols	X	Apols					
King	Karen	Apols 2	✔	Apols	✔	✔					
Wilson	Margaret	Apols 1	✔	✔	✔	Apols					
Turner	Andrea	✔	✔	Apols	X	✔					
Holmes	Craig	Apols	Apols	X	X	Apols					
Thomson	Phillip	✔	✔	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Rider	Vera	✔	✔	✔	✔	✔					
Gray	Tim	Apols	Apols	Apols	Apols1	Apols2					
Wells	Billy	✔	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Hannaway	Craig	✔	Apols	✔	✔	X					
Cutler	Graham	n/a	Apols	Apols	Apols2	X					
Fisher	Dave	n/a	n/a	Apols	X	✔					
Substitutes											
Brook	Adam		✔		✔						

Key	
✔	Attended
RA	Apologies Submitted (replacement attended)
Apols	Apologies Submitted (no replacement)
X	Did Not Attend (no apologies received)
C	Cancelled Meeting
n/a	Not a Member

Reason for Absence (NB Full details may not be provided for reasons of confidentiality)	
1	Personal Commitment
2	Work Commitment
3	Illness/Medical
4	Conflicting Council Commitment
5	Other
6	Civic Duties

Scrutiny Report

Virtual School Annual Report 2021-22

Report to:	Scrutiny
Report from:	Executive Director for Children & Families
Portfolio:	Children & Families
Report Date:	January 2023
Decision Type:	Executive
Council Priority:	Meeting Residents' Needs

HEADLINE POSITION

1.0 Summary of report

1.1 This report covers the work of the Virtual School in the academic year 2021/22, to inform Members of:

- The general context of the Virtual School, in which the education of Children in our Care (CoiC) in Redcar and Cleveland Council is supported and promoted
- The educational outcomes of CioC, including their performance at the end of Key Stage 4, and also to report on their attendance and exclusions
- The activities and developments to support and promote the educational achievements of CioC
- The areas and priorities for further improvement and development to support the progress of CioC.

2.0 Recommendation

2.1 The purpose of this report is for information only; members are asked to note the information provided only.

DETAILED PROPOSALS

3.0 What are the objectives of the report and how do they link to the Council's priorities

3.1 The DfE document *'Promoting the education of CIOC and previously CIOC, statutory guidance for local authorities'* February 2018 prescribes that:

- VSHs are in place and that they have the resources, time, training and support they need to discharge the duty effectively;
- VSHs have robust procedures to monitor the attendance and educational progress of the children their authority looks after, including those educated out of borough;
- VSH must maintain an up-to-date roll of the Local Authority's CioC who are in school or college settings and gather information about their attendance and educational progress;
- Ensure Social Workers, Designated Teachers and school staff, carers and Independent Reviewing Officers (IROs) understand their role and responsibilities in initiating, developing, reviewing and updating each child's Personal Education Plan (PEP) and ensuring that identified needs are met;
- Ensure that up to date, effective and high-quality PEPs focus on educational outcomes and that all CioC, wherever they are placed, have an effective PEP;
- Ensure the educational achievement of CioC and previously looked-after is seen as a priority by everyone who has responsibility for promoting their welfare.
- Report regularly on the attainment of CioC through the authority's corporate parenting structures.

3.2 The information within this report fulfils all points above.

4.0 Impact Assessment

4.1 Social Value
The annual report of the Virtual School informs service improvement planning within the Children's Services directorate and forms part of the required information of Annex A, within ILACS inspection.

4.2 Legal
The information contained within the Annual Report of the Virtual School falls into the statutory responsibilities of the Headteacher of the Virtual School.

5.0 Appendices and Background Papers

5.1 Appendix One – Virtual School Annual Report 2021-22

5.2 Appendix Two – Pupil Outcomes

6.0 Contact Officer

6.1 **Name:**   Jo Johnson
     Position: Headteacher of the Virtual School
     Email Address: jo.johnson@redcar-cleveland.gov.uk
     Telephone Number: 01642 837770

VIRTUAL SCHOOL ANNUAL REPORT
2021-2022

Thriving children, fulfilling their dreams.

Contents

Thriving children, fulfilling their dreams.

Introduction

The Virtual School (VS) is the key educational advocacy service for Redcar & Cleveland's Children in our Care (CioC) regardless of where they are placed. Its role is to promote the educational achievement of CioC, and challenge schools and other education providers to ensure that our young people have the best possible education. It does not itself provide education. Instead, it recognises that schools are responsible for the educational outcomes of its children and holds them to account for the provision they offer and deliver, and we champion each young person to ensure the best life chances are achieved.

This report covers the work of the Virtual School in the academic year 2021/22, including information of the achievement of Redcar & Cleveland's CioC, key challenges and data on attendance and suspensions. Due to the COVID-19 pandemic, some data that is usually compared year on year is to be analysed with the context of the previous few years in mind, and caution made to direct comparisons.

All data in this report, unless specified, is internal data.

The key characteristics and contextual information of the Virtual School 2021-2022

(at end of academic year unless stated)

283
Total number of CioC enrolled in Virtual School over full academic year 21/22

108 females (47.87%)
117 males (51.76%)
1 other (0.44%)

154 pupils (68.14%) in Redcar & Cleveland

72 pupils (31.85%) in school in other authorities.

215 (95.13%) White British
9 (3.98%) Other Ethnicity
2 (0.88%) unaccompanied asylum-seeking young people

217 pupils (96.01%) within the North East region
205 pupils (90.70%) within Tees Valley

226 Children in our Care (of statutory school age) in 91 provisions

32 CioC changed schools (above usual transition points)

89 New children coming into Virtual School over course of academic year 21/22

3 (1.32%) attend residential school

40 (17.69%) with SEND
62 (27.43%) with EHC Plan

9/11 (81.81%) Special schools and 1/2 (50%) of alternative provisions are graded Good or better by Ofsted.

26/44 (59.09%) primary schools
22/34 (64.70%) secondary schools
for our CioC are graded Good or better by Ofsted

Largest group age KS3 with 66 pupils (29.20%)

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- Numbers of statutory school aged CioC enrolled in Virtual School (VS) at the end of the school year have increased this year with 9 more pupils than last year. Moreover, the total number of CioC enrolled over the full year continues to rise at 283; 89 new CioC enrolled in the VS over the course of the year.

Academic year	Number of R&C CioC (Statutory school age)
2019-2020	226
2020-2021	217
2021-2022	226

Team structure
- Addition of 2 Pupil Inclusion Officers (Jennifer Stewart and Nyla Imaan) to increase capacity within the team in line with previous increasing cohort numbers. With more manageable caseload capacity, more in depth work with schools and young people undertaken.
- New Senior Inclusion Officer (Eilidh Mietelska) to cover Extended Duties of the VS, from Sept 21, regarding all children with a social worker (CWSW) with considerable experience from across primary and secondary education sectors, SENDIASS and YOS adding expertise.
- Employment of Careers and Participation advisor (3.5 days) within Employability team to support CioC, Louise Smith.
- Funding towards recruitment of an Education, Employment and Training Development Officer, Summer 22, to increase participation in EET for CioC and Care Leavers and to implement promises under the Care Leaver Covenant.

Summer 22 external examination and awards
- Summer 22 GCSEs returned to externally marked examination but due to the arrangements over the pandemic, these results should not be compared with the previous 2 years of centre-assessed grades reported by schools. It is also important to remember that, at this point of writing, these are provisional results and have yet to be ratified.
- Of our year 11 cohort of 25 pupils, only 3 did not receive any external examinations: one young person attends a special school, and this was not applicable to his curriculum and 2 young people did not attend their examinations.
- 15/22 pupils were awarded external certification (9 with EHCPs) including GCSEs, equivalent passes such as level 1 and 2 awards, Entry levels, functional skills, ASDAN awards and qualifications in Construction. All pupils follow an individualised pathway with relevant qualifications. 22/25 pupils left education with a nationally recognised qualification or certification, gained with both VS advice and intervention. Gaining a certification proves a young person has followed a nationally recognised course that requires resilience, has developed social, organisational, practical or career focused skills in preparing them for the wider world and their post 16 journey, and are recognised by employers. These certifications are just as relevant for the young person's needs as the more formal qualifications and should be celebrated in the same way.
- 10 pupils gained at least one GCSE pass at grade 4 or higher (or equivalent) including 4 pupils with EHCPs. These 10 pupils gained 40 GCSE grade 4 or above or an equivalent pass. A further 7 pupils gained GCSEs grades 1 to 3 alongside other external accredited courses. See tables 1&2 below.
- For grade 5 or equivalent pass or above, 7/22 pupils gained at this level. There were a total of 13 grade 5 or above (or equivalent) passes.

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> - I have been working hard and it is starting to pay off in my exams. I have attended lots of interventions for Maths. I want to go to college and do child development for working with children or go into the army. *Date: Y11 pupil May 2022*

> I want to study law at A'level at college and then go onto university I have enjoyed completing the Duke of Edinbrough Award. My confidence has increased - Behaviour wise, there are no concerns and education described her as a dream!
>
> *Date: Y11 student February 2022*

> Hard work, revision and support from carers and school are helping me get my place at Stockton Riverside College to study Travel and Tourism or an apprenticeship with TUI.
>
> *Date: Y11 student January 2022*

Table 1- **GCSE grades at 4**

GCSE grades at 4 or above	Number of students	Including passes in GCSE subjects
6 GCSEs	2	English Lang, Eng Lit. and 2 Sciences. English Lang, Eng Lit. and Science.
5 GCSEs	1	English Lang, Maths and Science.
4 GCSEs	0	
3 GCSEs	2	1 including English Lang., Maths and 1 Science. 1 including English Lang., Eng Lit. And Science.
2 GCSEs	2	1 Including English Lang.
1 GCSEs	3	1 including English Lang

Table 2- **GCSE grades at 4 or above OR equivalent passes**

GCSE passes 4 or above OR equivalent	Number of students	Including passes in GCSE subjects
11 passes	1	including English Lang. Eng Lit and 2 Sciences
6 passes	1	English Lang, Eng Lit. and 1 Science.
5 passes	1	English Lang, Maths and Science.
4 passes	2	1 Including English Lang 1 including English Lang, Eng Lit. and 1 Science.
3 passes	1	including English Lang., Maths and 1 Science.
2 passes	3	1 Including English Lang. 1 including 1 Science.
1 pass	1	1 Including English Lang.

For individual results please see appendix 1 at end of report.

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Participation rates

Participation rate for our year 11 cohort (going into Y12 in Sept 22) at the end of the Summer 2022 term was 80.77% (21/26). Undoubtably lockdowns had a significant impact upon the previous cohort regarding enrolling for college and their onward destinations. Due to the continued work of our Careers and NEET worker over the summer months, and the significant impact of bespoke interventions, we now see a return to pre-pandemic participation levels, at this point in the year.

Admissions/mobility

- Admissions within R&C are timely, and all head teachers are proactive in receiving our cohort.
- Due to the grading of the secondary schools within R&C, it is not always possible to place children in an Ofsted graded school of Good or above. For those schools who are not graded Good or above, monitoring meetings occur every half term, in addition to individual children's meetings, so that attainment and progress can be robustly monitored.
- There have been 32 school changes over the course of the school year (above those natural progression points); 23/32 (71.88%) were linked to changes in placement. Many of the remainder were moves to specialist provision. Very few mid-year transfers occur. All decisions regarding school changes are completed with multi-agency input including the young person and their carer.
- It has not been necessary to make any referrals to Secretary of State to direct the admission of a looked after child to school. This indicates the successful relationship VS has with schools and the support provided. VS ensure through training and discussions that schools understand their statutory responsibility to CIOC and the importance that all barriers to learning need to be removed to allow young people to succeed.
- When a pupil is accessing Alternative Provision, additional information is recorded in the PEP document, and this is quality assured and monitored closely. We have excellent relationships with our local providers, who are flexible and adapt to change on a weekly basis to curriculum content or timings etc, to support the individual CioC needs and issues as well as providing emotional and therapeutic support. This flexibility and partnership with school and VS helps prevent suspensions or permanent exclusion.

Attendance

- Due to the COVID-19 pandemic, comparison of previous years' attendance data should be treated with caution, due to the effect of lockdowns and partial school closures; it is important to maintain an understanding of the context in any comparison.
- Overall attendance of the Virtual School cohort for 2021-22 rose by over 4.68% from 86.90% in 2020-21 to 91.58%. Most notably, there were increases across all key stages but especially for Key stage 3 and 4.
- Key stage 3 & 4 attendance were an area of intensive work this academic year; KS3 attendance improved by 8.23% and KS4 by 5.57% on the previous academic year (see table below).
- If we take out the Covid years and look at attendance from 2018-19, VS attendance has improved by 3.54% (see table below).

	Overall cohort % Attendance for term	EYFS	KS1	KS2	KS3	KS4
Autumn 21	92.80%	98.54%	96.21%	97.72%	93.83%	82.20%
Spring 22	91.14%	94.67%	96.46%	97.35%	92.98%	77.40%
Summer 22	90.88%	94.14%	98.58%	97.16%	91.04%	75.42%
Overall % attendance		95.34%	97.03%	97.45%	93.86%	78.47%

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Overall % attendance	
2018-19	75.21%
2019-20	47.21%
2020-21	55.07%
2021-22	91.58%

- VS work with schools and partner agencies to adopt bespoke interventions where necessary to improve attendance. Individual and small cohort interventions, such as the MFCF Chances programme were used with great success.
- Case study 1: A Y10 student has now successfully reengaged after low attendance in Y9, recurrent absconding from school and causing issues within the local community. He is now attending full time with a blended timetable of school, Evolve (AP), Redcar and Cleveland training (AP). He is also accessing the Chances Programme with MFCF to help develop his social skills and his love of sport. Support to reconnect with a swimming club and football club, that he accessed before the pandemic, has also helped.
- Case study 2: A Y11 pupil who in Y10 had a high number of suspensions linked to behaviour started with a modified timetable with school 3 days and 2 days AP to support SEMH and has progressed to a full-time alternative provision in Y11. Needs were assessed every 3 weeks and attendance improved to 100% as behaviour issues declined.
- New internal system so that a monthly record of all problem absences is sent to Social Care leads and all VS team to investigate.
- Introduction of weekly mark analysis and day-to-day attendance marks reports now a standing item on weekly team meeting for follow up by VS team for further scrutiny and accountability.
- Whilst national attendance figures for CioC will not be released until the Spring of 23, a benchmark comparison can be done against all authorities using Welfare Call for their attendance collection (over 100 authorities and an estimated 2/3 of all statutory aged CioC). Their overall attendance for last academic year was 88.84%, with Redcar & Cleveland almost 3% higher at 91.81%. Moreover, R&C had less authorised and unauthorised absence too.

	Welfare Call	Redcar & Cleveland
% Attendance present	88.84%	91.81%
% Authorised absence	7.84%	5.23%
% Unauthorised absence	3.22%	2.95%
% Overall primary attendance	94.28%	97.4%
% Overall secondary attendance	85.15%	86.9%

- The only area that we were slightly behind the average was with secondary attendance where R&C were slightly under national figures (Welfare Call) by 0.8%:

	Welfare Call	Redcar & Cleveland
KS3 attendance	89.2%	92.2%
KS4 attendance	80.5%	79.7%

- There were 56 days were lost to holidays over the course of the year; a sibling group of 3 going on a fortnight's holiday with a kinship carer, significantly raised this figure. Subsequent training for foster carers and social workers has been implemented and VS hope to reduce this figure in 2022-23.
- The most recent NCER Insights data (up to end of 20/21 currently) records a national rise of absence that has not been matched in R&C

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Absence - Full Year: Overall Absence | Trend
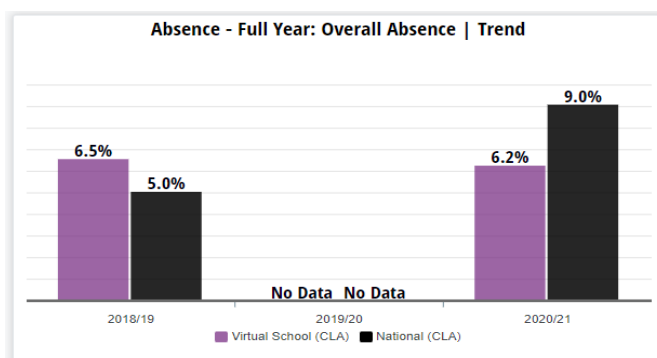
- Overall absence has decreased in R&C from 6.5% pre-pandemic to 6.2% in 20/21, whilst the national trend has increased significantly from 5% to 9%, not a trend that has been seen in R&C. Moreover, data shows R&C overall absence of 6.2% is 2.8% lower than the national average of 9%. This is the equivalent to 1,226 fewer missed sessions than the national cohort. Pupils in R&C VS missed an average of 18.8 sessions; this is 8.4 fewer than national cohort.
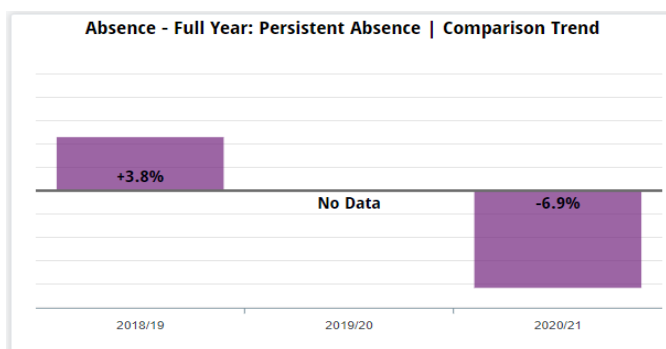

Absence - Full Year: Overall Absence | Relative Change	2018/19 Value	Trend	2019/20 Value	Trend	2020/21 Value
Virtual School (CLA)	6.5%	-	-	-	6.2%
National (CLA)	5.0%	-	-	-	9.0%
Relative Change	-	-	-	-	-

- Persistent absence rates in R&C have also not mirrored the huge national increases.

Absence - Full Year: Persistent Absence | Trend
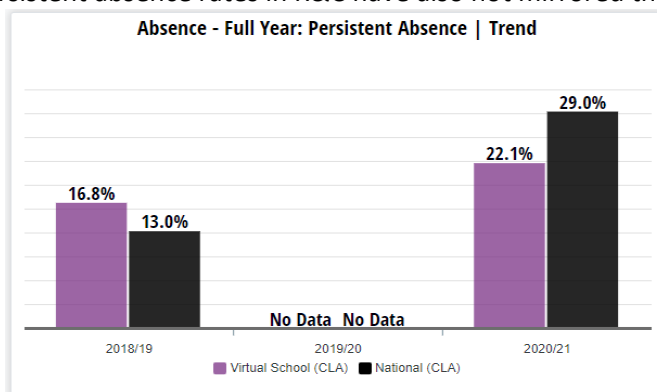
- Whilst our persistent absence rate has risen by 5.3%, this is far less significant than the national rise of 16%.

Absence - Full Year: Persistent Absence | Comparison Trend

*all data/tables on this page from NCER Insights.

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- R&C's persistent absence of 22.1% is 6.9% lower than the national average of 29%. This is 10 fewer persistently absent pupils than the national cohort.

Absence - Full Year: Persistent Absence | Relative Change

	2018/19 Value	Trend	2019/20 Value	Trend	2020/21 Value
Virtual School (CLA)	16.8%	-	-	-	22.1%
National (CLA)	13.0%	-	-	-	29.0%
Relative Change	-	-	-	-	-

*all data on table from NCER Insights.

- R&C have significantly improved our persistent absence value in comparison to national figures. Internal data from 2021-22 suggests this trend; once NCER data released this will be ratified.

Suspensions
- The Virtual School has maintained its record of no PEx of a CioC since 2011. This is despite the Redcar & Cleveland partnership of head teachers ceasing to operate a 'no permanent suspension' practice in the 2016 - 2017 academic year.
- On 14 occasions during 2020-21, a CioC has been significantly at risk of PEx, or threatened with PEx, and it has proved possible to work in partnership with schools and other professionals to find alternatives and packages of education to avoid this course of action. VS interventions have avoided many further suspensions. There were also occasions where pupils came into care directly after receiving a PEx where a bespoke package of intervention and support was put into place immediately; in these cases, the pupils are now settled and doing well in their education provision.
- A total of 30 (10.6%) pupils received at least one suspension in 2021-22. Whilst the number of children gaining these remained the same as the previous year, as a percentage of the VS cohort, this reduced year on year over last 4 years.
- Again, national comparisons take some time to be ratified and data is lagged by a year. However, by comparing with those LAs that use Welfare Call for collection of attendance and suspension data, the average figure for over 100 LAs stood at 11.96% of the CIOC cohort was suspended, whilst R&C was 1.9% lower at 10.06% of our cohort.
Whilst lowering the number of pupils receiving suspensions, conversely, the number of days these 30 pupils were suspended for increased significantly from the previous year from 212.5 days to 326.5 days. This was an ongoing concern of Virtual School. Due to this rise, bespoke interventions and strategies were implemented by VS in partnership with schools, and an extensive and enhanced training offer was provided in response; by the summer term 2021, this was beginning to have an effect. The impact being that despite higher numbers of days of suspension, VS managed to reduce these each consecutive term, showing the positive impact of the interventions provided for both individual pupils and school staff.

Days lost to suspensions

	2018-19	2019-20	2020-21	2021-22
Total days	265	214.5	212.5	326.5
Autumn	n/a	121	97.5	128
Spring	n/a	89.5	32.5	106
Summer	n/a	4	82.5	92.5

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Number of pupils receiving suspensions

	2018-19	2019-20	2020-21	2021-22
Total no. of pupils	21 (14.5%)	36 (13.24%)	30 (11.49%)	30 (10.6%)
Autumn	n/a	26	18	19
Spring	n/a	22	12	16
Summer	n/a	3	21	13

Pupils by year group

Year group	Number of pupils
5	1
7	7
8	3
9	5
10	8
11	6

Days lost by year group

Year group	Days lost
5	2
7	117.5
8	20.5
9	44.5
10	106
11	36

- Out of the 30 pupils who received suspensions, 6 pupils received over half of these days between them (183.5 days out of 326.5). Of these 6 pupils, 4 moved on to more appropriate specialist provision. The remaining 2 had bespoke packages of support put in place including time at Alternative Provision. All 6 received extra Pupil Premium Plus funding to increase support over this time.
- The most days lost by year group was year 7 accounting for 117.5 days (35.98%) and year 10 with 106 days (32.46%) which are both significantly higher than any other year group.
- When looking at the individual issues surrounding the year 7 cohort, it appears that the high number of suspensions for this cohort were due to the pandemic and the effect of some year 7s not being secondary ready, having had time in much reduced class sizes over the covid period in schools. It is felt that this anomaly of high suspensions for yr7 was much in part to 'hidden' issues stemming from the unsettled pandemic school years. An enhanced transition package has been a focus for the summer term, and we hope to see the impact of this upon yr7 suspensions in the Autumn term 2022.
- Main reasons for suspensions were *Persistent Disruptive Behaviour* which accounted for 98/174 suspension episodes (56.32%), followed by *Verbal abuse/threatening behaviour against adults* for 19 suspensions (10.91%) which is similar pattern as the previous academic year.
- National data from NCER Insights compares our cohort of children who have been in care for a period of 12 months or more. National comparisons for the previous years' show R&C's suspension rate is still significantly higher compared nationally. For 20/21 our rate was 49.32 (49.32 per 100 pupils) which is 28.32 higher than national suspension rate of 21.

*all data on table from NCER Insights
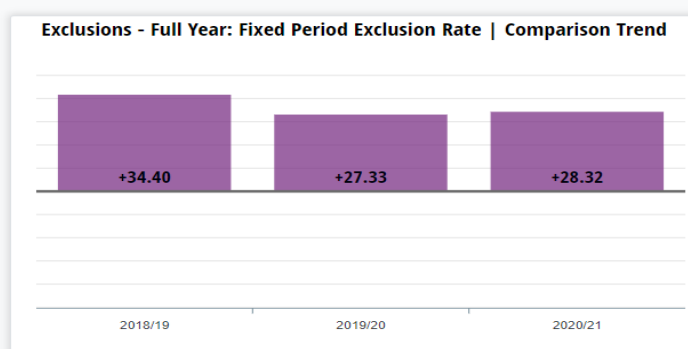
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Whilst this data has yet to be released for the academic year 2021-22, internal data shows a reduction in rate which will hopefully be seen in NCER data, set to be published in early 2022.

PEP quality monitoring and completion rates

- Significant changes to the format of PEPs, completed as a co-production between VSH, SW and DTs during previous academic year, now fully embedded. Training and refreshers continued to be rolled out; feedback from all regarding PEP changes has been overwhelmingly positive.
- Individual training for each new social worker or those new to CioC have been introduced, along with a one-page quick guide for all DTs and SWs.
- Changes to quality assurance (QA) processes from Sept 21 including training Inclusion Officers to quality assure their PEPs, dip sampling of PEPs by VSDHT and external QA by Middlesbrough VS in Nov 2021.
- Following NAVSH Peer Review, Feb 22. VS developed an external group of professionals to QA our PEPs: 3 DTs(HT/SLT Primary and Secondary phases),SW and IRO to QA our PEPs
- Over the academic year, a total of 940 PEPS for the whole cohort of young people in the Virtual school (Early Years EYFS, Statutory School age SSA + Post 16 P16) were written and quality assured.
- For statutory age pupils 650 PEPs were completed. The quality of PEPs has increased; over previous 3 years, we have lowered the number of amber PEPS from 22.7% to 9.38%. for this cohort. We have also increased the number of good or outstanding PEPS over the same period from just under 74% to 90.6% (522 greens/gold combined PEPs to 589) for the SSA cohort.
- For the full cohort amber PEPs have been lowered from 22.7% to 10.9%. For, green and gold PEPs have been increased from 77% to 89.1% (522 to 838)
- Feedback from DTs and SWs reflected partners feel more confident, skilled, and supported with the PEP process
- Feedback from **NAVSH Peer review report, Feb 2022 "**_It is impressive that PEP completion rates for the end of 2021 stood at 99%. This represented 290 PEPs out of 292. Quality assurance placed 89% of these PEPs as good. Internal scrutiny of PEPs is also good and there is an established reporting system to Extended Leadership and the Corporate Parenting Board._"

Table 1: Whole Cohort (EYFS, SSA, Post 16)

PEP standard	Number (%) completed 2019-20	Number (%) completed 2020-21	Number (%) completed 2021-22
Total number completed	675	831	940
Red	0 (0%)	0 (0%)	0 (0%)
Amber	153(22.7%)	111 (13.4%)	102 (10.9%)
Green	458 (67.8%)	590 (71.0%)	756 (80.4%)
Gold	64 (9.5%)	130 (15.6%)	82 (8.7%)

- All PEPs graded as red were returned to educational settings and social workers to address the concerns raised in the feedback. There were 0 inadequate PEPs remaining at the end of the summer term.
- Completion rates for SWs has reduced by almost 13 days from 19.06 days to 5.71 days; for DTs, completion has reduced by 8 days from an average of 15.06 days to 6.88 days.

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Completed by	Average days to sign off PEP 2019-20	Average days to sign off PEP 2020-21	Average days to sign off PEP 2021-22
Designated teachers	15.06	8.95	6.88
Social workers	19.06	9.22	5.71
Virtual School quality assurance	13.95	16.31	4.89

- Completion time for quality assurance by VS has by an average of 5 days; quality assurance processes have been developed in the 2021-22 academic year to reduce this by 9 days (14 days 2019-20, 5 days by 2021-22) for both the whole cohort and statutory age.
- Statutory first PEP for SSA completion rates have reduced significantly from 51 average days previously to 16 days (2021-22) for initial PEP meeting. There has also been an improvement in average days to fully complete the initial PEP from 84 days to 26 days this year. More focused work is required into 22-23 to ensure this is brought under statutory requirements of 20 days.

Statutory first PEPs	2019-20	2020-21	2021-22
Number of pupils joining VS	77	73	89
Average days to PEP meeting	50.9	17.3	16.2
Average days to complete PEP	83.7	34.5	25.6

Table 2: PEPs Statutory Age pupils only

PEP standard	Number (%) completed 2019-20	Number (%) completed 2020-21	Number (%) completed 2021-22
Total number completed	675	645	650
Red	0 (0%)	0 (0%)	0 (0%)
Amber	153(22.7%)	70 (10.8%)	61 (9.38%)
Green	458 (67.8%)	461 (71.5%)	512 (78.76%)
Gold	64 (9.5%)	114 (17.7%)	77 (11.84%)

Completed by	Average days to sign off PEP 2019-20	Average days to sign off PEP 2020-21	Average days to sign off PEP 2021-22
Designated teachers	15.06	8.33	7.36
Social workers	19.06	9.08	5.98
Virtual School quality assurance	13.95	16.76	5.28

Pupil Premium Plus
- For the 2020-21 academic year an allocation of £2,345 was received per CioC based on the CLA Data Return (SSDA903) for March of the preceding year. Of this per capita funding, £1,300 was allocated directly to the schools our CioC attend and was paid in 3 instalments: Autumn £500, Spring £400, Summer £400.
- From the PP+ funding sent directly to schools, the spend category linked to targets that was by far the most popular was for social and emotional support and interventions. The second highest spend category included strategies including one to one tuition and small group support. In these cases, pupils did meet the target set.

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- From Sept 21 we made changes to our PEP document linked to Welfare Call Analytics so that a more accurate and real time picture of PP+ there will be changes to the PP+ page on the PEP so that a 'dashboard' of interventions can be viewed, giving VS greater analysis of impact.
- Only a small % of PP+ linked to targets was used on more holistic activities such as afterschool activities, summer school, outdoor adventure learning, hobbies/special interests, and arts participation.
- Less PP+ was spent on digital technology and IT equipment then in prior years; possibly due to the high level of support with DfE laptops in the previous pandemic years.
- In addition to the automatic payments to schools totalling over £267,900, a further £67,020 was given as additional payments from individual requests.
- Other strategies used to positively impact targets of young people included phonics, rewards, specialist assessments, learning resources, sport sessions, art therapy, behavioural interventions, and aspirational interventions.
- VS continue to remain updated with research into effective strategies and disseminate good practice to DTs through links to research such as EEF and the Rees Centre and sharing good practice within our regional VHs group.

Voice of child/young person

- The pupil's opinion is paramount and included in the PEP quality assurance process; any issue that could be improved upon must be added to an action and addressed, then reviewed in the next PEP. Questions within the Pupil Voice form follow the 'Signs of Safety' model wherever possible. The child's views are addressed within the PEP meeting, and, through quality assurance procedures, VS ensure these translate into linked targets for the individual child so that we can resolve any concerns or wishes they may have. This will be checked through QA and reinforced through PEP training.
- Whilst the children's comments are unique, the overwhelming majority reported that they enjoy school and feel safe. Of the 178 responses to the question, "Do you feel safe in school?", 128 (96.8%) report they do feel safe. Where things are not as they should be, these are followed up by VSH officers to ensure all is being done for each individual pupil.

> *I feel proud of my good pieces of work.*
>
> *Date: PEP May 22*

> *I have really enjoyed netball club at school and have asked my carer and teacher to help me join a local team outside of school Date: PEP March 22*

- Whilst there are many positives captured, the majority of the issues reported by the children were surrounding the pandemic.

> *I was worried about my Maths work during lockdown My 1:1 tutor has really supported my work has really improved. My tutor is going to work with me over the Summer holidays. Date: PEP June 22*

- In each case, the VS officer will then follow this with the SW/DT to include targets and add interventions to aid, funded by Pupil Premium Plus. Due to the wide range of difficulties being seen following the pandemic, we have included a much wider range of strategies and interventions to aid individual circumstances. (See section on **Interventions**)

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Support for pupils who have been adopted (Previously Looked after Children PLAC)

- From September 2019 VS has part funded a regional Tees Valley Previously CioC worker to help support with new duties regarding those who have been adopted. Based at Adoption Tees Valley, this joint initiative (across the 5 authorities within the Tees Valley) has been highly successful and is now a permanent role. This year she supported 15 R&C families within R&C.

- Recurring themes for the officer around those Previously in Care were:
    - Helping schools to understand developmental trauma and the impact of the child's early life experiences on the behaviour and, at times, their ability to manage the school environment.
    - Understanding adoption and the impact of early life experiences.
    - Instances where more support is required in school from SEN support plans and behaviour support plans to the school being encouraged to apply for extra funding in order to meet the child's needs.
    - Lack of understanding and awareness of Foetal Alcohol Spectrum Disorder and the impact of the child's daily life has been evident.
    - Behaviour systems and policies that have a detrimental effect on the young person and the need to make reasonable adjustments at times.
    - Managing transitions to secondary schools.
- In addition, the Thrive Approach has been used with 7 schools (in addition to those schools our VS officers have provided Thrive assessments for CioC) and supported with social and emotional intervention work.
- Our PLAC officer has also provided training in:
    - Adoption and developmental trauma training
    - Presentation to Department for Education on Adoption Tees Valley's adoption support.
    - School Readiness training for adopters – 5 families attended.
    - Work with Digital Voice to produce a film to raise awareness of adopted children's experiences in schools. Used within DT training.
    - Training from FASD UK to deliver session; 47 professionals in attendance.
- Advice and guidance is also given to schools and parents regarding pupils who have been awarded Special Guardianship Orders. Within R&C we have an SGO team with whom we work in partnership. Training was offered to all DTs on the services the SGO team can provide. Notably, here have been less direct requests to VS regarding SGO pupils this year, perhaps as a direct result in all partners being aware of this new support.
- Virtual School provided a short term 'turn-around' provision at an Alternative Provision, Education Plus, for x4 KS3/4 pupils with an SGO. This was also provided for a pupil who was no longer in our care but had recently been in care for a short period. VS do not withdraw support but continue to monitor until child is settled and achieving well.

Pupils who are placed out of area

- For the majority of R&C CioC, 217 pupils (96.01%) live within the northeast region so although they may be officially 'out of area', they still reside within the Tees Valley and are therefore not far away geographically. Both the Tees Valley Virtual Heads and the wider group of Northeast regional group of Virtual Heads meet termly and are committed towards collaborative, regional improvements. Strong networking ensures timely intervention if issues arise within this area.
- For pupils who live away from their 'home' local authority there does not appear to be any significant disparity within the data to suggest any difference between those in or out of borough in terms of attainment, progress, attendance, etc. Usually, issues are expedited swiftly within our home authority due to the strength of relationships between services. However, as a Virtual School we endeavour that for all our children, wherever they are placed geographically, achieve the very best they can.

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- Whilst the VSH do not have a statutory responsibility for children placed in care within R&C by other local authorities (we are the 'host' authority, rather than the 'home' authority), we are always happy to give advice and guidance on education to other Virtual Schools when the need arises. Cross authority working was strengthened during the pandemic; the inception of our R&C 'valuable' list proved immensely helpful towards the extended duties for VSH.

Interventions/Extended duties of the Virtual School
- Variety of external agencies commissioned to provide as wide a range of appropriate interventions as possible. Each young person's individual educational needs are assessed to ensure that the right intervention is provided. These are robustly monitored and adapted if needed, to ensure the right intervention is in place. Engagement in education and pupils' well-being is always at the forefront to help the young person gain the best outcomes.

> Going to Sportsworks cheers me up!
> Year 4, In Borough pupil

> I'm most proud of going to the library. I enjoy the Lego therapy. Year 7, Out of area school

- Virtual School Careers Adviser completes early intervention at year 10 to ensure, wherever possible, transitions are smooth, young people have high aspirations and NEET numbers are kept to a minimum. This work is continued for our post-16 cohort. Post 18 we now have a Careers and EET officer working within the Leaving Care 'Target' team; this post is partly funded by VS.
- VS has part funded a regional Tees Valley Previously CioC worker to help support with new duties regarding those who have been adopted. Based at Adoption Tees Valley, this joint initiative (across the 5 authorities within the Tees Valley) has been highly successful and is now a permanent role. This year she supported 15 R&C families within R&C.
- 1 VS officer commenced Trauma Informed Education course with TouchBase.
- X2 sets of 12 Virtual Reality headsets (Antser) purchased for training for next 3 years. At the end of July 2022 VR training was delivered across 13 settings (inclusive of Primary to Post 16) to 197 participants. 100% of evaluations good – excellent. A cohort of governors also accessed the training.
- 3 primary settings have commenced the Trauma Accredited School pathway.
- Generic Trauma and Attachment training delivered to Education Training Collective (Redcar College, Stockton Riverside College & Bede Sixth Form) over the Summer holidays 2022 (150 participants). Feedback overwhelmingly positive.

> **One headteacher reported, June 2022: '***Today I have seen an immediate impact in my staff's practice. We have a child who goes into crisis every day and today the way the staff approached and support the child was strikingly different. In such a positive way. Can't thank you enough***'**

- Also used with wider all children with a social worker cohort awareness raising, such as with school governors, councillors and corporate members.
- VR headsets used to embed child-focussed practice and understanding of trauma, within Education (Virtual School and Inclusion teams), Early Help (Prevention, Youth Service and Family Hubs), Workforce Development team and many of the social work teams including Fostering team. Trainers trained to use these headsets within each service area.
- Trauma informed certification for schools as R&C accreditation initiated; 3 schools currently underway with this work.

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- Extensive work with Middlesbrough Football Club Foundation (MFCF):
  - MFCF Chances programme- a national sport and activity programme helping young people achieve positive outcomes including improving physical literacy, improving attendance at school, re-engaging back into Education, Employment or Training and/ or reducing offending and reoffending. Effective impact on 4 CIOC who were successful in being referred to the programme by July 2022. 2 young people also attended summer school clubs including 1 Y11 student who received several suspensions, and who was at risk of NEET, is now enrolled in education ready for Y12. A Y8 student now also reengaged after low attendance, recurrent absconding from school and causing issues within the local community. He is now attending full time with a blended timetable of School and AP.
  - MFCF worked with 3 primary schools (Westgarth (x2 cohorts), Green Lane and Ormesby Primary) on Premier League Primary Stars project. Similar courses focussed on Reading Stars and core PE skills were also implemented. Evidence of impact gathered from young people and from schools were enormously positive.
  - MFCF worked with 3 secondary schools (year 10 & 11 pupils) on the Gibson's Gig initiative. Feedback from pupils and teachers was positive and all felt that this has a significant impact upon outcomes.
- Collaboration with Redcar and Cleveland MIND on an Art Therapy project for Unaccompanied Asylum Seeking Children.
- Collaboration with Blue Cabin/Artsmark to deliver bespoke Creative Arts Therapy for x 2 CIOC (funded via PP+) to explore the emotional wellbeing and past trauma.
- Consultation day with Blue Cabin/Artsmark around Creative Therapy (8 children reception to year 4) to capture CIOC perspective around being in our care.
- Investment in Anspear Pupil Perception survey tool and diagnostics offered to all schools - 'powerful diagnostic tool to help you understand more about your pupils' readiness for learning. It provides insights into the health of your school and the concerns, wellbeing and safeguarding issues that might be affecting learning'. Pilot projects with one primary and one secondary commenced. Impact to be gathered next academic year.
- VS worked collaborated on work around Care Leavers Covenant Plan: develop action plan, timelines involving partners and local businesses, continue to seek Care Leavers' views, identify chair of working group to support cross-cutting ownership of Covenant. Cabinet endorsed this plan and now included in our corporate plan.
- VS held a joint conference with Middlesbrough Virtual School for 200 delegates, keynote speakers including some of the most respected names in the field, including Dr Nikki Luke from Oxford University, Elspeth Soutar, Lisa Cherry, author, poet and broadcaster Lemn Sissay and care-experienced entrepreneur Luke Rodgers, plus local partners and including R&C VS delivering trauma aware virtual reality headset training.
- ANSPEAR training/development app commissioned and available to all DTs, SWs, foster carers and care leavers. Modules include emotional wellbeing, budgeting, teenage life, personal development.
- VS attend the young people's 'Have your Say' monthly group, addressing any items they would like us to raise.

Agencies and professionals working together / Training opportunities
- Jan 22, VS took part in a NAVSH Peer review. Feedback reflected significant improvements since the previous peer review 3 years' prior (2 of the same initial reviewers were involved) and good practice seen in all 4 agreed areas of scope.

> '*The peer team were particularly impressed with the positive relationships with schools that resulted in this emphasis on attending training. Training programmes for DTs on trauma and attachment has been well received. An on-line programme has been commissioned from AC Education. Training for NQTs was also described as of a high quality. "Training delivered by VS has been well received by teachers."*

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"VS have a lot of knowledge –I don't know how they could do any better. A lot of schools could learn a lot from them." (DT voice Jan 2022 During Peer review)
*'The VS works well with and is keen to engage with other VS teams across the Tees Valley region. The joint conference planned with Middlesbrough VS for February 2022 being one example, ongoing work on a regional data dashboard for northeast VS being another. However, partnership working across the Tees Valley is much more expansive than simply with the other VSH. There are good working relations with SEND teams, FE providers and Alternative Provision'. **Peer Review Jan 2022***

The peer team readily acknowledge good working relationships between the VS and internal partners, specifically children social care.

"It doesn't feel like us and them re-education and social care -it has been a major shift."

*We heard good examples of the VS leading training for social workers. As part of induction, staff within the VS have shadowed social workers to learn about their role. **Peer Review Jan 2022***

*"The Virtual School really drive education for our children in care." "Direction of the local authority is to put children first when planning and making decisions." "The team is there if I need them". - Voice of VS partners interviewed in Peer Review. **Peer Review Jan 2022***

- Monthly VSH and AD for SC meeting introduced after peer review recommendation, proved to be particularly helpful in the light of the extended duties placed on the VSH to include, in a strategic capacity, educational oversight of all children with a social worker.
- Extensive training package for DTs including online learning modules on *The role of the Designated Teacher*, *Supporting pupils with unmet attachment needs*, *Understanding trauma and the impact upon young people*, *Road to recovery: returning to school*. 3 live webinars covering *Trauma, Attachment and Adverse Childhood Experience*s, and *Emotion Coaching*. In addition, DTs attended a Tom Bennett webinar on Behaviour for SEN. DTs have access to online CPD via the ANSPEAR app and access to a variety of modules.
- Individual training for all DTs
- Each PEP gets a QA rating and schools were really welcoming of the PEP feedback, even nurturing a sense of pride.
  "I feel I've been naughty if I don't get all green!" stated a DT!

  *"It is no small feat to create a climate whereby DTs clearly value feedback and embrace the standards set out and expected from the Virtual School. Conversely feedback from schools has informed VS practice, an example being rapid changes and adaptations to the early years PEP documentation to reflect the recent changes to the EYFS curriculum so the portal can be responsive to meet developing needs and improvements." **Peer Review Jan 2022***

- Training for foster carers included VS input on Role of Virtual School, PEPs, and Pupil Premium Plus, SEND processes/procedures, behaviour and suspensions, an example of the positive feedback below.

> It enhanced my knowledge so I can be more confident in meetings
>
> *Foster carer*

- The VS works collaboratively with all partners. Work was completed around school attendance at regular Designated Teacher forums, which are now well-attended where good practice is shared. VS team hold Social Care drop-in sessions for any issues to be discussed. VS attend PEP meetings, plus many CioC reviews and professional's meetings, especially where there are complex cases. We promote the sharing of responsibility of corporate parenting and work together to form cohesive

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and collaborative plans to ensure the best outcomes for our young people. Case studies are available which capture examples of actions taken and impact shown.

- Termly DT briefings are extremely well attended, and this year included following: PLAC worker, PEP completion expectations including SMART target writing and good practice regarding Pupil Premium Plus spending. Impact of this was that number of cases referred to the SGO and PLAC team rose, as did the amount of green and gold standard PEPS. Also covered was feedback from Ofsted monitoring visit, training opportunities for DTs, changes to the Admissions code, peer abuse updates and presentations on the National Tutoring Programme, Youth Offending Service and Contextual Safeguarding.
- VS provided training for both R&C Initial Teacher Training students and R&C Newly Qualified teachers in *The role of the Virtual School*, *Trauma & Attachment and strategies for the classroom and VR headset training*.
- VS provided training for governors (both R&C and Middlesbrough Council) on *The Role of the Virtual School and how governors can support CIOC* and *An introduction to trauma informed and attachment aware practice*.
- Workshops held for Early Help practitioners, Social Workers and Independent Reviewing Officers focussing on education related topics – attendance, attainment/progress, behaviour, SEND, suspensions.
- Feedback from NAVSH Peer review, Feb 2022, "*There is a plan in place for the implementation of the additional duties for children with a social worker, consisting of the roll out of learning workshops for social workers and foster carers. This will include upskilling social workers on school related issues to enable them to effectively challenge and advocate on behalf of children i.e., SEN workshops and attendance workshops.*"
- VS are represented on the Resource and Support Panel and the secondary school Pupil Inclusion Panel to offer advice/guidance/support to panel.
- Attendance and contribution (providing updates) at a variety of network meetings e.g., SENDCO, DSL's, Head Teachers.
- VS are represented on the Local Offer and Communications group as well as both the Strategic and Operational No Wrong Door Groups.
- X2 VS officers completed 5-day Signs of Safety practice leads course and are embedding best practice from this model within our service area.

Leadership
- Virtual Headteacher (VH) reports directly to Assistant Director for Education. VH reports to and challenged by the Director of Children's Services and the extended Directorate Management Team on a quarterly basis at a performance presentation. VH attends weekly Education Senior Management Team and monthly extended Directorate Management Team meetings.
- Introduction of monthly line of sight meeting between VH and AD for Social Care and Early Help, as an opportunity to further align care placements, educational outcomes and progression.
- VS report directly to Corporate Parenting Board (CPB) 6 times annually, 3 with CioC Have Your Say group in attendance. Data and key performance indicators discussed and monitored.
- VS termly reports are submitted and shared at CPB meetings; with the strong commitment of members, VS are held to account.
- **Line management within The Virtual School -** The VS Head teacher line manages the VS Deputy Head and the Business Support Administrator. HTVS, DHT VS and Business support meet weekly and discuss the weekly team meeting, forth coming events and training, the VS team's cases, development plan, concerns and developments. The Head teacher line manages the Business Support Administrator and the Senior Inclusion Officer (Extended duties). The DHT VS line manages the 7 VS Inclusion officers. Each team member has monthly supervision where caseloads are RAG rated and discussed advice, support and actions are given. Weekly formal, informal meetings and day to day contact and communication ensure the team are supported, developed and accountable.

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- Successful integrated working with partners.
- VS participation in local school leadership forums- Education Improvement Partnership, Strategic Education Board and Primary Heads' Forum.
- Annual presentation to Schools' Forum (Virtual School finance).
- Continued engagement with the National Association of Virtual School Heads and with other VHs (Tees Valley and wider North East regional group), providing and receiving regular collaboration, peer challenge and increased 'cross-border working' with neighbouring Virtual Schools. VH is Vice Chair of the North East regional group.
- Ongoing work on regional data dashboard with Middlesbrough Virtual School with Welfare Call; potential pilot to roll out to wider North East. Annual joint PEP quality assurance with Middlesbrough Virtual School. These collaborations aid in meeting the needs of Redcar & Cleveland children placed in our care out of authority and to support the VSs of other authorities that have CioC attending Redcar & Cleveland schools.

The key things we need to do next
- Maintain high rates of timeliness for PEP completion rates and continue to improve the quality to ensure PEPs are not variable. Use the external quality assurance working group to support QA on a termly basis.
- Ensure timescales for completion of first PEPs are lowered. Ensure schools and academies are accountable for their PP+ to support CioC learners within their educational settings. Analyse impact of spending. Share good practice based on current research with schools.
- Continue to challenge and support schools with high rates of suspension. To be included in half termly monitoring meetings with schools. Continue to reduce the number of fixed term suspensions for CIOC and deliver new ways of supporting our most vulnerable teenagers using the Virtual school Suspension and exclusions system developed within our team from September 2022.
- Work with schools to reduce the number of persistent absentees to improve overall attendance by ensuring that in PEP meetings that absenteeism is challenged and actioned, supported and reviewed regularly- checked weekly in VS team meetings, fortnightly with each DT/SW and in monitoring meetings half termly.
- Establish a management committee as an additional monitoring and reporting system.
- Continue to support all young people's wellbeing by promoting creative interventions that link to the curriculum – e.g., Blue Cabin Art therapy, MFC, YOS preventions programme, Yoga. This will also help to improve engagement, progress, and attendance.
- Continue the Trauma Informed certification for schools as R&C accreditation, assess and improve upon roll out of virtual reality headsets to embed child-focussed practice.
- Continue to embed extended duties of VS to include strategic improvements for cohort of young people with a SW and those previously with a SW and assess impact.

For a more detailed overview of key objectives and strategies on developments, please see Redcar & Cleveland Virtual School Improvement Plan 2022-2023.

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Appendix 2

Surname	SEN status	ALT Ed		Subject	Qualification Type	Grade Achieved	GCSE Equivalent	Additional info
Pupil A			English Lit	GCSE	1			
			PE	GCSE	2			
			Geography	GCSE	2			
			English Language	GCSE	4			
			Design technology	GCSE	4			
			Combined Science	GCSE	4			
			Combined Science	GCSE	5			
			Maths	GCSE	6			
Pupil B	EHCP		Combined Science	GCSE	2			
			Maths	GCSE	2			
			History	GCSE	2			
			Combined Science	GCSE	3			
			English	GCSE	3			
			English Lit	GCSE	3			
			Drama	GCSE	4			
			Art & Design	GCSE	5			
			Hospitality & Catering in Action	L1L2/B	M2	6		
			Hosp & Catering Industry Paper	L1L2/B	P1	1		
			Hospitality & Catering Award Cash-in	L1L2/B	P2	4		
Pupil C		Alt Ed	Maths	GCSE	1	-		
			English Language	GCSE	2	-		

			Spoken English	GCSE	P	-	
			Maths	Functional Skills L1	P	3	
			English	Functional Skills L1	P	3	
Pupil D			English	GCSE	2	-	
			Maths	GCSE	2	-	
			English Lit	GCSE	3	-	
			English writing	Functional Skills L1	Pass	3	
Pupil F			English	GCSE	1		
			Maths	GCSE	1		
			Science	GCSE	1		
			Hospitality	L1	Pass	1	
Pupil G	EHCP	Alt Ed					Did not attend
Pupil H		Alt Ed	Speaking and Listening, Reading, and Writing	Functional Skills L1	Pass	3	
			Maths	Functional Skills L1	Pass	3	
Pupil J	EHCP		Maths	GCSE	4		
			Biology	GCSE	5		
			English Language	GCSE	6		
			Number & Measure	L1	P	1	
Pupil K	EHCP		Combined Science	GCSE	1		
			Combined Science	GCSE	2		
			English Language	GCSE	3		
			Science	Entry Level L1	L1	1	
			English Functional Skills	Functional skills L2	L2	4	
			English Language Speaking & Listening	GCSE	Merit		
			Information Technology	Asdan Award	Pass	0	
			Personal Growth and Wellbeing Entry Level Award	Asdan Award	Pass	0	
Pupil L			Combined Science	GCSE	2		

			Combined Science	GCSE	2		
			Maths	GCSE	3		
			Art & Design (Fine Art)	GCSE	4		
Pupil M	EHCP	Alt Ed					No graded qualifications
Pupil N			Maths	GCSE	1		
			Science	GCSE	2		
			Geography	GCSE	2		
			English	GCSE	3		
Pupil O	EHCP	Alt Ed	English	Functional Skills L1	Pass	3	
			Maths	Functional Skills L1	Pass	3	
			Construction	Qual	Pass		Construction qualifications
Pupil P	EHCP		Personal Progress	ASDAN award	Pass	2	
Pupil Q			RE	GCSE	1		
			English Lit	GCSE	1		
			Maths	GCSE	2		
			Combined Science	GCSE	2		
			Combined Science	GCSE	2		
			Design technology	GCSE	3		
			Art & Design	GCSE	4		
			English Language	GCSE	4		
Pupil R			Combined Science	GCSE	1		
			Maths	GCSE	1		
			Combined Science	GCSE	2		
			English	GCSE	2		
			English Lit	GCSE	2		
			Art & Design (Fine Art)	GCSE	6		
			Hospitality & Catering Award Cash-in	L1L2/B	P1	1	
			Hospitality & Catering in Action	L1L2/B	P1	1	

			Hosp & Catering Industry	L1L2/B	P2	4	
Pupil S	EHCP						No exams taken-not appropriate.
Pupil T			English	GCSE	4		
			Maths	GCSE	5		
			French	GCSE	5		
			English Lit	GCSE	6		
			Ent & Mrkt: Dsgn Bsnss Prpsl Pst Mod	CNAT/1&2	*2	9	
			Ent & Mrkt: Entrprse & Mrktng Cncpts	CNAT/1&2	D1	3	
			Ent & Mrkt: Mrkt & Ptch Bsnss Pst	CNAT/1&2	D2	7	
			Enterprise and Marketing	CNAT/1&2	M2		
			Sport & Coaching Award	L1L2/B	M2	6	
			Sport & Coaching Improving Performance	L1L2/B	M2	6	
			Sport & Coaching Coaching Principles	L1L2/B	M2	6	
			Combined Science	GCSE	5		
			Combined Science	GCSE	4		
Pupil U	EHCP		Maths	GCSE	1		
Pupil V	EHCP		Maths	GCSE	1		
			Combined Science	GCSE	2		
			Drama	GCSE	2		
			Combined Science	GCSE	3		
			Art & Design	GCSE	3		
			English Lit	GCSE	3		
			English Language	GCSE	4		
			Humanities	Entry level EL3	Pass	1	
			Contentious Issues	Entry level EL3	Pass	1	
			Prejudice & Discrimination	Entry level EL3	Pass	1	
			Responses to contemporary CO	Entry level EL3	Pass	1	
Pupil W			Maths	GCSE	1		
			Combined Science	GCSE	3		

			Subject	Qualification	Grade		Notes
			History	GCSE	3		
			Combined Science	GCSE	4		
			Geography	GCSE	4		
			Art & Design (Photography)	GCSE	5		
			Art & Design (Art, Craft & Des)	GCSE	6		
			English Lit	GCSE	6		
			English	GCSE	7		
Pupil X			Combined Science	GCSE	3		
			History	GCSE	3		
			Combined Science	GCSE	4		
			English Language	GCSE	4		
			English Lit	GCSE	6		
			Health and Social Care	NCFE Cache Level 2	Merit	6	
Pupil Y							Gained no graded qualifications

Children & Families Scrutiny and Improvement Committee – Action List

Actions from 1 November 2022		
Action:	**Responsible Officer:**	**Comment:**
Principal Social Worker Annual Update Members to be given the opportunity to experience the Virtual Reality Headsets.	LB	Item originally scheduled to take place following December's committee meeting, this will now be rescheduled as soon as possible.