

Work Plan

Directorate/Service Area:

CYP / Looked after Children

Business Plan Accountable Officer:

Darren Martindale

What?


Who?

Why?

When?

With What?



So What?

Corp. Plan Ref	Action Title	Responsible Officer	Anticipated Outcome/Result	Timescales		Performance Measures	Progress Update	RAG Rating
				Proposed Start Date	Proposed End Date			
Data Management								
Challenging and supporting schools to provide the best education for children and young people	Improve COPE team's access to up-to-date attainment & attendance data for all LAC from EYFS to year 13	Darren Martindale	Accurate and regular monitoring of pupil's progress in school, leading to earlier intervention and better prioritisation	July 2015	March 2016	Virtual school data to include attendance & attainment levels for all LAC from reception to year 13 and EYFS (if attending an early years provision), updated on a termly basis	All end-of-key stage data now collected and reported in VSH 2015 Annual Report. KS1 & KS4 show clear improvement in 2015 and likely to be well above national average for LAC. EYFS & KS2 levels lower than last year but still showing general upward trajectory since	


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							<p>2012. Annual report also now contains post-16 educational outcomes.</p> <p>Close partnership working with Standards / School Improvement has revealed likely inaccuracies in some historical attainment data, and has now cleansed the data to a point where it is accurate and as comprehensive as possible.</p> <p>COPE are monitoring attendance & attainment of all LAC on a termly basis. Majority of data requests are returned from schools; from 2016 requests will be linked to pupil premium allocation to facilitate 100% returns.</p>	
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							16+ EET Co-ordinator now monitoring progress of LAC in year 12/13 on a termly basis.	
	Improve data on LAC cohort characteristics (e.g. in-city/out-of-city, age,gender,SEN;protected characteristics), to be cross-referenced with attainment data	Darren Martindale	Improved awareness of the diverse needs of the cohort, particularly with reference to protected characteristics, will help us to identify gaps in service and to target resources on areas where the achievement gap is widest	July 2015	January 2016	Cohort data and analysis provided in VSH annual report and LAC balanced scorecard	BIT supplied data comparing the attainment of boys and girls at KS1 & KS2, cross-referenced with in-city and out-of-city status. Data revealed clear & interesting trends which will be analysed in detail in early 2016. Other cohort characteristics have not yet been analysed.	
Personal Education Plans								
	Improve the quality of Personal Education Plans (PEPs)	Darren Martindale	More robust monitoring and support of the educational progress of LAC through quality educational planning	May 2015	March 2016	Monthly PEP quality audit – target 70% outstanding/good overall	Report completed on first 3 months audits – 33% rated as good or outstanding. VSH shared data with senior managers & has formed a working group to	



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							<p>plan form an improvement plan – December meeting had to be cancelled but group with convene in February 2016. From 2016 completed audits will be copied to IROs and Designated Teachers as well as social workers and recorded on child's Carefirst record to enable added scrutiny and link to performance management of social workers.</p>	
	<p>Ensure that PEPs are in place for LAC attending Early Years provision</p>	<p>Darren Martindale</p>	<p>Improved monitoring & support for LAC at EYFS through quality educational planning</p>	<p>July 2015</p>	<p>January 2016</p>	<p>Monthly PEP data from Business Intelligence – target 70% completion for LAC in Early Years settings</p>	<p>EYFS PEP now on Carefirst. VSH visiting all social works units to brief on EYFS & 16+ PEP – 5 units visited so far. EYFS PEP included in October training for NQSWs</p>	


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							(8 attended). Data not yet reflected in balanced scorecard; this was requested from BIT on 21.10.15.	
	Ensure that PEPs are in place for LAC at 16+	Darren Martindale	Improved education support for LAC at 16+, improved engagement in EET	May 2015	March 2016	Monthly PEP data from Business Intelligence – target 80% completion	16+ PEP now on Carefirst, VSH has delivered training to Transitions Team on correct use. Recent performance monitoring; approx. 50% completed. EET Co-ordinator will support improvement in this area.	
	Increase social workers' participation in PEP training through introduction of a mandatory e-training module and face-to-face session for NQSWs	Darren Martindale	More robust monitoring of the educational progress of LAC, more robust support and challenge to schools	July 2015	March 2016	Target - 80% of CIN/CP/LAC social workers to complete the appropriate PEP training	VSH has written 90% of content for e-learning module. Training & Development now working on converting content to e-learning format. VSH delivered PEP training for NQSWs September 2015 - 9 attended. Very positive feedback. VSH visiting all Social Work Units	



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							to explain statutory requirements regarding PEPs & Pupil Premium.	
	Explore an electronic PEP solution, with access for schools and social care, via Carefirst	Darren Martindale	E-PEP would contain all virtual school data, reports could be provided as required, PEP auditing more robust	June 2015	March 2016	Electronic PEP in place, educational reporting mechanisms established	VSH met with Dave Slade and ascertained that Sharepoint could be used to enable schools to access a Carefirst PEP. Follow-up meeting, involving Carefirst team, arranged for 25 Jan 2016.	
School Admissions & Inclusion								
	VSH/COPE to be consulted prior to any school change for a LAC	Darren Martindale	Timely advice given to avoid inappropriate school changes or LAC moved without a school place	June 2015	January 2016	All placement requests on carefirst to include VSH advice, COPE alerted to school changes and proactive in giving appropriate advice	VSH now using Carefirst placement change alerts for early identification of planned changes. This is enabling the Virtual School to be more proactive in providing earlier advice, although VSH still not always consulted directly. VSH is	

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						Placement stability data	addressing this with senior managers in LAC/CIN/CP and ways of evaluating the impact of this are currently being considered.	
	Strengthen the expectation that LAC will be given top priority in School Admission, reduce delay in allocation of school/PRU places and alternative provision	Darren Martindale Bill Hague	All LAC in an appropriate school place without drift or delay, in a school rated as good/outstanding unless there is a suitable reason to attend a school rated otherwise	June 2015	March 2016	Reduction in time out of school for LAC Increase in % of LAC attending a good/outstanding Wolverhampton school to 70% (primary), 60% (secondary) and 89% (special). Data on this will be prepared for VSH annual report in December 2015.	Model school policy completed, consultation with School Improvement completed and currently being shared with schools for consultation. Policy was discussed at October DT's forum and presented at November Head Teachers Forum; generally positive response. To be launched in early 2016. New Fair Access Policy completed with stronger/clearer expectations on schools. In general, school admissions for LAC are	



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							arranged without delay. Most cases of delay are due to LAC high a high level of need which cannot be met within existing resources.	
	Increased monitoring and support for LAC disengaged from education (or at risk of) – PNIFTED/residential /alternative provision/YOT – in COPE casework	Anne Foster Huw Williams	A proactive focus is needed on the most vulnerable LAC to tackle persistent lack of engagement	July 2015	March 2016	Improved data, e.g. complete & up-to-date PNIFTED list, and decrease in persistently low school attendance (under 85%) to no more than 5% of LAC.	PNIFTED list completed and updated every half-term; 10 LAC at December 2015, action plans in place in all cases. Persistent low attendance out-turn for 2014/15 academic year was 7%	
	Close alignment with YOT & EET action plans, to enable more joined-up working with most vulnerable LAC	Darren Martindale	Most vulnerable children are better supported through services working together on strategic and operational levels	July 2015	March 2016	Reduction in LAC with order who are PNIFTED or NEET	Oct update: YOT & COPE now working very closely together: monthly PNIFTED meetings where an action plan is agreed to address every PNIFTED case, plus YOT/LAC	


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							attendance meetings every half-term involving Connexions and other key partners. All of this included in both YOT and COPE improvement plans. Impact of this will be measured in reduction of LAC, open to YOT, who are NEET at the end of their order.	
	High-cost (none-maintained) education provision to be quality-assured by COPE education Psychologists	Huw Williams	LAC with the highest levels of need to have their needs met by an appropriate, high-quality provision which offers value for money	August 2015	March 2016	All high-tariff educational provisions to be quality-assured at least once every 6 months, reports then provided to EPP informing placement decisions	New working procedure now in place between COPE Psychologists & EPP, with greater COPE involvement around quality-assurance. COPE Psychologists now visiting OOC placements whenever appropriate	



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Student Support to Raise Attainment								
	<p>Ensure that Pupil Premium+ is appropriately used by all schools, and the Virtual School, to support each Looked after Pupil's learning targets as recorded in their PEP</p> <p>PP use to be monitored via monthly PEP audit, frequent COPE attendance at PEPs and ongoing communication with schools & key partners</p>	Darren Martindale	All LAC to be provided with the optimum level of support in school, leading to better attainment and progress	April 2015	March 2016	<p>Attainment measures at KS1, KS2 & KS4. Key target; % of LAC achieving 5+ GCSEs at A*-C at KS4 - improvement (from 16% in 2014) to 20% in 2015 & 25% in 2016</p>	<p>KS1 & KS4 show clear improvement in 2015 and likely to be well above national average for LAC. KS4 target exceeded – 20.4%.</p> <p>EYFS & KS2 levels lower than last year but still showing general upward trajectory since 2012. Full details contained in VSH Annual Report 2014/15</p>	
	<p>Proactive use of centrally-retained Pupil Premium for initiatives to raise achievement for groups of LAC with identified need:</p> <p>1> 16+ EET work 2> Assistant Educational Psychologists –</p>	Darren Martindale	Increased educational support in areas of identified and urgent need	April 2015	March 2016	<p>1> All year 11 LAC to be supported into an appropriate EET destination</p> <p>2> Improved</p>	<p>Still awaiting completion of Carefirst classifications to enable accurate EET data for eligible children specifically.</p> <p>KS4 attainment:</p>	


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	<p>focus on C/D borderline KS4 attainment</p> <p>3> <i>Beanstalk</i> - Volunteer Reading Help for primary-aged LAC</p> <p>4> Designated Teachers' training</p> <p>5> Flexible / early intervention where urgently needed</p>					<p>KS4 attainment – see previous action</p> <p>3> Improved literacy levels at primary age, particularly at KS1 (target: 80% achieving age-related expected levels in reading & 70%% in writing)</p> <p>4> Attendance and feedback forms from DT's training events</p>	<p>see above.</p> <p>KS1 targets exceeded for in-city LAC by 2-3%. Still working toward targets for OOC LAC, this will be informed by a detailed analysis of results will be completed in early 2016</p> <p>34 Designated Teachers attended October DT's forum, continuing the very positive increase in attendance since 2014.</p>	
	Issue PP+ to LAC in early years settings	Darren Martindale	Supporting improved outcomes for LAC	June 2015	October 2015	All LAC in early years settings	39% of LAC in Early Years setting received a term's	



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			in early years			to receive funding	allocation of PPG (£100) in summer 2015. Remaining LAC do not have their provider recorded on Carefirst – VSH repeatedly asked social care staff to update this information – to be discussed in VSH's meetings with SWUs	
	Increase focus on literacy at KS1, particularly writing, in learning interventions by COPE & school staff	Anne Foster	Address & improve the current attainment gap which is particularly wide in this area	September 2015	March 2016	80% of KS1 LAC in Wolverhampton schools achieving age-related expected levels in reading & 70%% in writing)	Target exceeded; reading-82%, writing-73%	
	COPE to provide timely challenge & support to LAC pupils & schools with an increased focus on quality educational planning for LAC placed outside Wolverhampton	Darren Martindale	Increased LAC engagement & attainment, particular for LAC placed outside Wolverhampton	April 2015	March 2016		Approx 60% returns on attendance requests to OOC schools. Of these, attendance outturn is 97% for OOC LAC & 92% for in-city. All OOC schools being	



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							repeatedly contacted to increase % of returns. This will be linked to pupil premium allocation in future, to increase % of returns. Lower attendance of in-city LAC will be addressed through improvements in PEP quality and termly attendance monitoring meetings by COPE	
Training & Advisory								
	Provide clear guidance to schools, social care staff and carers in the appropriate use of Pupil Premium, to complement existing policy	Darren Martindale	PP being used appropriately in all educational settings, leading to better educational outcomes for LAC	April 2015	September 2015		Guidance completed, disseminated to all schools and discussed at October DTs' forum. PP use being monitored in PEP audits and daily communication with schools and social workers. VSH has reiterated key messages in	


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							visits to SWUs and IROs team meeting.	
	Strengthen training for Designated Teachers, school governors and other key school staff	Darren Martindale Anne Foster	All schools aware of, and enabled to meet, the needs of their looked after pupils	April 2015	March 2016	Provision of termly sessions for designated teachers and school governors, annual attachment/trauma training conference and 4 training sessions in Emotion Coaching – review of attendance rates and feedback forms from training sessions	October DTs forum completed 8 Oct (34 attendees), second Schools Governors training delivered on 14 Oct. Attachment conference arranged for January 2016. COPE currently preparing four Emotion Coaching training sessions for DTs in spring term 2016	
	Provide more focussed training in education support to carers, e.g. PEPs, FE/HE applications. Establish a carers' "Higher Education Champion" to raise carers' aspirations	Darren Martindale Amarpal Bagri	Carers with higher aspirations and better enabled to support the educational progress of LAC in their care	June 2015	March 2016	At least one session delivered each term in addition to "skills to foster" training as required. Carers' attendance and feedback. Numbers of	Carers training delivered 12 Oct. PEP / study support training arranged for Feb 2016. 11 LAC/CL in HE currently, 7 entered in 2015. 7 CL expected to	

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						LAC / Care leavers in further and higher education – target 8 to enter HE in 2015, 10 for 2016	enter HE in 2016. 16+ PEP & EET Co-ordinator providing closer tracking & support for LAC in year 12/13.	
	Establish a good practice framework for schools and FE providers in supporting LAC, associated resources: model school policy, 16+ learner support agreement, DT's handbook, schools self-assessment tool & template for Designated Teachers' annual report	Darren Martindale	Improved safeguarding practice and strong support for vulnerable students in schools & FE providers (now a key priority in Ofsted school inspections)	April 2015	March 2016	Feedback from schools and 16+ providers - target: 80% of key local education/training providers to sign learning agreement, I	Model School Policy will be launched March 2016. Wolverhampton. Template for DT's annual report to school gov's included as appendix to model policy, training on this delivered heads of governors 12 Oct. Wolverhampton College signed up to 16+ LSA; other local providers currently being approached.	
	"Aspire2Uni" project - Increased support to identified cohort of current year 6 LAC throughout secondary school	Darren Martindale	Higher aspirations for LAC, ultimately leading to increased numbers of care leavers in HE	June 2015	March 2016	Attendance & feedback at termly events, attainment and progress measures for	University open days for LAC and carers held in summer term 2015 followed by a successful launch	

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	plus termly university-awareness days for LAC and carers					identified year 7 LAC	event on 30 September – 8 LAC and carers attended launch, mentors now recruited, trained & being matched with year 7/8 LAC at introductory event in Jan 2016. SLA on safeguarding / information-sharing currently being finalised	
	Continue to work closely with Ofsted & the VSH National Steering Group to raise the awareness of LAC among HMI	Darren Martindale	An increased focus on LAC in school inspections, resulting in improved support for LAC in schools	July 2015	March 2016	Ofsted inspection framework & reports Meeting with Lead	VSH is attending termly strategic meetings with lead HMI. Current outcome is that LAC will be one of 5 regional priorities for Ofsted in 2015. Support for LAC is starting to inform Ofsted's judgements of schools. Next VSH/HMI meeting Jan 2016.	

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RAG Rating:

Off Track



In Progress



Completed

