

## CORPORATE PARENTING BOARD REPORT

21<sup>st</sup> March 2011

<b>Title of paper:</b>	Children in Care Attainment	
<b>Director(s)/ Corporate Director(s):</b>	Ian Curryer, Corporate Director Gill Ellis, Director Schools and Learning	<b>Wards affected:</b> ALL
<b>Contact Officer(s) and contact details:</b>	Lorna Beedham, Virtual Head Teacher 0115 8764817/07957 Lorna.beedham@nottinghamcity.gov.uk	
<b>Other officers who have provided input:</b>	<ul style="list-style-type: none"><li>Lorna Beedham</li></ul>	
<b>Relevant Council Plan Strategic Priority:</b>		
World Class Nottingham		
Work in Nottingham		
Safer Nottingham		
Neighbourhood Nottingham		
Family Nottingham		
Healthy Nottingham		
Serving Nottingham Better		
<b>Summary of issues (including benefits to customers/service users):</b>		
The report details work and activities undertaken over the previous 6 months since the report last came to the CPB. The report gives an update on related actions in the CPB Action Plan following the Ofsted Inspection in December 2010.		
<b>Recommendations:</b>		
1	The Board are asked to note the report and the related activity that is driving service performance towards ensuring sound educational outcomes for all children in care aged 3-16 years of age.	

## 1 **BACKGROUND**

The work of establishing the virtual school and its related systems has been on-going since August 2010. This report details outcomes against the objectives set out in the enjoy and achieve section of the CPB Action Plan.

### PEPS

3.1 All children in care will have a high quality 'Personal Education Plan' that drives improved educational attainment.

3.1.1 Improve PEP process for CiC out of city placements

94% of PEPs up to date from out of city (target of 85%)

91% of PEPs up to date in city (target of 99%)

PEPs for out of city children improved to 94% in March 2011

The Virtual School staff support social workers and designated teachers to ensure PEP completion and attendance at PEP meetings for high profile LAC in the city and county remains high.

### PEA's

3.1.2 Promote creative, constructive use of Personal Education Allowances

PEA applications increased over past 12 months which resulted in the majority of 2010-11 budget being claimed and spent. PEAs have been used to support a variety of out of school activities, purchase of laptops, educational visits, additional tuition. Foster carers indicate that they are more informed of PEA availability and have successfully completed a number of requests in collaboration with the social workers and the designated teachers.

Funding is only guaranteed as available for 2011-12 and would not therefore fund every young person of school age who is in care at £500 each.

New guidance and selection criteria has been sent out to designated teachers and social workers. Tighter monitoring of applications has improved and applications are only approved if completed accurately. There will be an in-year financial audit of 10% of applications to ensure that all funding spent as requested

### LAC Admissions

3.2.1 Ensure Admission Policy is fit for purpose

As long as Virtual School and Admissions team informed of CiC without school place or due to move admissions to school now within 20 days.

The establishment of a 'Named Admissions Officer' has meant a quicker response time and direction from the local authority given to schools to admit pupils who are in care.

Formal meetings have taken place between admissions, the virtual school and social worker team leader to map out and establish a clear pathway to ensure that identification of roles within the admissions process is clear and robust. It is identified that all parties need to ensure that schools are kept fully informed of changes to young peoples care plans and any potential school moves in a timely manner.

Some work has been undertaken with schools to clarify the position on any schools who struggle to accept some young people onto their rolls. Some further work is required around creating the capacity to provide tuition whilst children and young

people are waiting for a school place. This may be dovetailed with incorporating some teaching posts to provide tuition where required.

It is identified that training for CiC social workers in admissions and education procedures is an early requirement.

#### Attendance/ without a school place

3.2.2 Weekly monitoring of CiC attendance at all educational provision

3.2.3 Weekly monitoring of CiC WASP (without a school place)

No previous systematic process was in place to collect data to support schools to report CiC attendance. The LA has agreed a new Virtual School package will allow collection from the Education Management System for children in care pupils in the city.

Welfare Call has been employed to start collecting summer data for out of city educated CiC. All schools have been informed about the system. Welfare Call will begin undertaking this role from the beginning of June 2011. Analysis of data will be produced on a monthly basis and included in quarterly performance reporting.

The Admissions Team in the LA monitors all children who are considered WASP. The Virtual School has a duty to understand and improve this position for all children in care and therefore is continuing to liaise with admissions and the child/young persons social worker. The Virtual School will make alternative provision as required and will conduct all liaisons with receiving LA's for our children in care.

#### LAC Attainment

3.2 Improve the attainment of children in care at all key stages

3.2.5 Proactive planning and support to CiC and CL to ensure attendance at GCSEs

Yr10 and 11 pupils present some challenges in terms of attending school and SEN.

Carefirst information and correspondence with designated teachers and social workers identifies several Yr11 pupils who are not engaging with school and will not achieve national indicators for GCSEs in summer 2011.

Installation of new IT record system should ensure better monitoring of pupils (2011/12 onwards) to allow for personalised provision to be made.

Some collaborative work is being undertaken with the Virtual School and the Residential Service to ensure that children and young people are supported to attend school regularly. It is anticipated that the establishment of the small group homes model will facilitate this.

For young people who are Asylum Seekers, there remains the risk that they will not achieve their GCSE passes in Yr11, as some arrive with little or no English. Some Asylum seekers take their GCSE's through Castle College provision.

Laptop provision in every residential home to allow home study learning has been implemented (March 11).

Identified work to translate outcomes for young people into positives include

- a) development of alternative learning for those not taking GCSE's
- b) virtual School involvement in PEP meetings/ case reviews to drive GCSE provision

- c) new IT system and Welfare Call provision should aid early identification of attendance/exclusion challenges
- d) provide individual/small group tutoring/teaching where needed

### Sport and Leisure CiC

3.3 Develop alternative and accredited learning opportunities for CiC in sport, physical activity and leisure related education i.e. leadership (also contributes to Being Healthy)

3.3.1 Work in partnership with Schools and Sport and Leisure by utilising the PEA to secure continued opportunities

In 2010-11 11 PEAs were used for sports activities and a further 17 for leisure activities including music lessons, dance and drama.

Many PEAs have been for social/leisure opportunities to develop CiC's social and emotional resilience and skills

The 'Irise project' has resulted in accreditation for CiC in sports leadership skills.

The Virtual School Head teacher is working with Sports and Leisure Officer to identify opportunities and alternative funding sources for such activities.

The Virtual School newsletter/website is being used to identify such opportunities to CiC, designated teachers, social workers and foster carers. This was a successful programme in 10/11 with a positive comment from Ofsted in the last inspection in December 2010.

## **2 REASONS FOR RECOMMENDATIONS (INCLUDING OUTCOMES OF CONSULTATION)**

The Board is asked to note the report and actions detailed

## **3 OTHER OPTIONS CONSIDERED IN MAKING RECOMMENDATIONS**

None

## **4 FINANCIAL IMPLICATIONS (INCLUDING VALUE FOR MONEY)**

The Personal Education Allowance (PEA) is from the governments Area Based Grant and is therefore not secure beyond 2011/12 financial year.

## **5 RISK MANAGEMENT ISSUES (INCLUDING LEGAL IMPLICATIONS, CRIME AND DISORDER ACT IMPLICATIONS AND EQUALITY AND DIVERSITY IMPLICATIONS)**

Participation by young people in care in their education is vital to ensuring sound outcomes for them in later life. The Virtual School will be tracking the outcomes of all children in care and additionally those who have accessed the PEA to ensure that the funding is having an impact on their overall grades.

The Board is asked only to note this report.

## **6 LIST OF BACKGROUND PAPERS OTHER THAN PUBLISHED WORKS OR THOSE**

**DISCLOSING CONFIDENTIAL OR EXEMPT INFORMATION**

None

**7 PUBLISHED DOCUMENTS REFERRED TO IN COMPILING THIS REPORT**

Corporate Parenting Action Plan