

## MVS Improvement Plan Academic Year 2018-19

### Context for plan

Priorities are drawn from the analysis of pupil performance and the updated guidance from the DfE “*Promoting the education of looked-after children and previously looked-after children Statutory guidance for local authorities February 2018*”\*. Pupil performance data, where statutory assessments have been made, has been drawn from NEXUS to inform planning. These data sets are provisional and, in the case of statistical neighbours and national, confidential to the working of the Local Authority until the release of the data by the DfE, expected March 2019. Data and information for other year groups has been drawn from PEPs and Looked After Call. The amount of missing information confirms that the current arrangements for completing PEPs and securing data returns from schools are not sufficiently robust to adequately inform planning and secure improvement.

### DfE\* Guidance

ensure that:

- arrangements are in place to improve the educational experiences and outcomes of the authority’s looked-after children, including those placed out-of-authority
- the educational attainment and progress of children looked-after by the local authority are monitored and evaluated as if those children attended a single school

there are effective systems in place to ensure that there is:

- an up-to-date roll of its looked-after children who are in school or college settings, and gather information about their education placement, attendance and educational progress
- sufficient information about a child’s mental health, SEN or disability is available to their education setting so that appropriate support can be provided

and that:

- head teachers and designated teachers in schools are informed if they have a child on roll who is looked-after by the VSH’s local authority
- social workers, designated teachers and schools, carers and IROs understand their role and responsibilities in initiating, developing, reviewing and updating the child’s PEP and how they help meet the needs identified in that PEP
- PEPs are up-to-date, effective and high quality and focus on educational outcomes, and that all looked-after children, wherever they are placed, have such a PEP
- drift or delay is avoided in providing suitable educational provision, including special educational provision, and unplanned termination of educational arrangements through proactive, multi-agency co-operation. *Where this requires negotiation with other authorities this should be completed in a timely manner and with the best interest of the child as paramount*
- the educational achievement of children looked after by the authority is seen as a priority by everyone who has responsibilities for promoting their welfare

and

- report regularly on the attainment, progress and school attendance of looked-after children through Medway Council’s corporate parenting structure
- support the corporate parenting board in the delivery of the seven key principles of looked-after children, particularly:
  - to promote high aspirations and seek to secure the best outcomes for children and young people and
  - for children and young people to be safe, and for stability in their home lives, relationships and education or work

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Priorities	Success criteria
<p>Close the gap in achievement between pupils and their peers through:</p> <ul style="list-style-type: none"> <li>• Securing accelerated progress</li> <li>• Improvements in the quality and impact of PEPs so that these are meaningful documents that make an effective contribution to the wider care plan of each individual</li> <li>• Improved attendance and reduced exclusions so that pupils spend more time receiving quality first teaching</li> </ul> <p>Supported by:</p> <ul style="list-style-type: none"> <li>• Developing efficient and effective collection, analysis and use of information and data to inform day to day and strategic work</li> <li>• Effective partnership working across and beyond Medway Council</li> </ul>	<ul style="list-style-type: none"> <li>• In year and end of year pupil targets are met (individual PEP); where they have not been met there is clear evidence as to changes and actions taken to mitigate any widening of the gap</li> <li>• No 'unofficial' exclusions</li> <li>• Attendance improved for all children who are looked after</li> <li>• Reliable data set available for the achievement of pupils used to inform CPD and support</li> <li>• Drift and delay in the payment of PP+ has been addressed</li> <li>• Evaluation of PP+ spend identifies impact of spend against outcomes for pupils</li> </ul>

*Themed actions below broadly outlines the challenge, support and CPD offer to be implemented to ensure children and young people are:*

- *in the **right school**,*
- *receiving the **right support***

*and can respond well to the opportunities offered to them so that they make good or better progress*

Strand / action	Date / frequency	lead person	Milestones	Monitoring
<p><b>Outcomes for children and young people (attendance and exclusion)</b> Support SW in the selection of school and the admissions process</p> <p>secure early intervention to support pupils and schools through attendance and participation in targeted PEP discussions; ensure any early signs are acted upon to address attendance and behaviour</p>	<p>Weekly SSG meeting</p> <p>PEP / reviews 3x year</p>	<p>VHT</p> <p>VHT</p>	<p>SW liaise with MVS where a school change may be required (Sept 2018 and ongoing)</p> <p>MVS attend PEPs where support required (Sept 2018 and ongoing)</p>	<p>Attendance / CME data</p> <p>PEP record and review</p> <p>Autumn / Spring / Summer data capture (teacher assessment)</p> <p>KS4: range and quantity of examined subjects</p>

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<p>input into School Support Group (SSG) for every child that is looked after (Medway or other) / SGO / previously looked after</p> <p>provision of online curriculum resources and secure tablets for individual revision (KS2-KS4)</p> <p>Inclusion of VHT in notifications of Medway inspections and early outcomes to ensure rapid action where required</p> <p><i>Challenge, support and CPD outlined below to ensure children and young people are:</i></p> <ul style="list-style-type: none"> <li>• <i>in the <b>right school</b>,</i></li> <li>• <i>receiving the <b>right support</b></i></li> </ul> <p><i>and can respond well to the opportunities offered to them so that they make good or better progress</i></p>	<p>1-1 support SW</p>	<p>VHT</p> <p>VSO</p> <p>VHT</p>	<p>Virtual school included on weekly distribution of papers (SSG) (Sept 2018)</p> <p>Carers are equipped to challenge any unofficial exclusion and work with MVS / social workers and the school to support pupil to access education</p> <p>Effective use of assessment and cohort data to inform use of PP+ (Dec 2018 and then Easter / Summer term)</p> <p>Risk assessment developed to be used in any circumstances where Ofsted (Oct 2018)</p>	<p>EYFS/KS1/KS2 statutory assessments</p> <p>Attendance / exclusion data</p> <p>Days lost whilst awaiting school placement</p> <p>In school reviews (ISR)</p>
<p><b>Develop CPD programme for DLACTs and School staff:</b></p> <ul style="list-style-type: none"> <li>• Termly briefings for DLACTs</li> <li>• New to role CPD (DLACT)</li> <li>• NQT</li> <li>• Attachment – whole school</li> <li>• Intervention support (Lego, emotional wellbeing)</li> </ul>	<p>Termly (Autumn, Spring, Summer)</p>	<p>VHT</p>	<p><b>Autumn</b> DLACT briefing, new to role NQT attachment</p> <p><b>Spring</b> DLACT briefing Attachment Intervention support</p> <p><b>Summer</b> DLACT briefing Intervention support</p>	<p>take up of and attendance at training evaluation / feedback</p> <p>interventions on PEPs (evidenced based)</p> <p>data tracking (pupil level)</p>

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<b>Finance</b> Ensure that PP+ is devolved without drift or delay against appropriate pupil targets <ul style="list-style-type: none"> <li>Recruit and induct MVS practice support officer</li> <li>Establish panel and process for PP+ review</li> <li>Establish regular meetings with finance to monitor spend</li> </ul>	October 2018 and ongoing (weekly)	VHT	Review system established – September 2018	weekly tracking (spreadsheet) Finance monitoring – quarterly
<b>PEPs</b> <ul style="list-style-type: none"> <li>Training for staff (online, 1-1, team)</li> <li>Implement tracking for completion of PEPs</li> <li>Improved quality and effectiveness of targets</li> </ul>	August 2018 and ongoing	VSO	Termly increase in PEPs completed and submitted within time frame  Effective use of assessment and cohort data to inform use of PP+	Monthly tracking of PEP document availability Tracking of PP+ applications, review and feedback to schools and SW
<b>Projects (schools)</b> <ul style="list-style-type: none"> <li>Develop school based strategic approach to use of PP+ where greater numbers of Medway Looked After children attend schools (Secondary and Primary)</li> </ul>	Autumn 2019 (pilot)  January 2019 and ongoing	VHT  VDHT	Dec 2018: identified schools aware of project Feb 2019: plans received and application for funding secured March 2019: funding devolved for projects  Effective use of assessment and cohort data to inform use of PP+	School project plans Review meetings with school (cohort impact) PEP review forms / individual achievement information
<b>Projects (children and YP)</b> <ul style="list-style-type: none"> <li>Develop Arts Award projects within the community</li> <li>Encourage children and Young people to attend the projects and achieve another certificated award</li> </ul>	Feb half term / key school holidays	VSO	Children will achieve an Arts Award certificate and will learn new skills to move forward with.	School holiday tracking of participants and achievements Project plans Photographic evidence of achievements

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<p><b>Effective use of Looked After Call to aid attendance monitoring</b></p> <ul style="list-style-type: none"> <li>Secure extension to contract and procure service (2 years)</li> <li>Training for staff across the Council</li> <li>establish system for Attendance, exclusions and absence codes</li> <li>develop notification system for Social Workers for absence</li> </ul>	<p>August 2018</p> <p>April 2019 and on going</p>	<p>VPSO</p>	<p>August 2018: extension secured</p> <p>Spring 2019: procurement complete</p> <p>April 2019: implementation of new service</p>	<p>Weekly tracking of attendance information within the Virtual School</p> <p>Attendance will be improved and Social Workers will be aware of reasons for absence with their Looked after children.</p>
<p><b>Partnerships</b></p> <p>Raise expectations of and for children and YP in care and those previously looked after</p> <p>develop range of activities with partners to support the engagement of pupils, including support for previously looked after (new responsibilities)</p> <p>work with fostering team to provide events to promote engagement in learning, love of learning (link also with libraries)</p> <p>NAVSH</p>	<p>Sept 2018 and as per meeting cycle</p> <p>Sept 2018, school holidays</p> <p>Termly meeting (DfE schedule)</p>	<p>VHT</p>	<p>Corporate parenting board meetings (see schedule) MCYPC</p> <p>On going in response to requests from families (see dates for fostering events)</p> <p>pupils and careers are supported to develop good daily learning habits and to participate in other opportunities to increase rates of individual progress</p>	<p>Minutes of meeting Pupil targets (PEPs) and outcomes</p> <p>Feedback from events</p> <p>Take up of activities</p> <p>Minutes of meeting</p>

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<p><b>CME / NEET /</b>                      Link with attendance, Inclusion, IAG, leaving care team, inclusion team and youth service to support range of engagement routes</p> <p>transition project (Y6/Y7)  <i>to sit alongside focussed Arts Award activities for this age group</i></p>	<p>Feb 2019                      (set up)                      August 2019                      Autumn 2019</p>	<p>VHT                       VSO</p>	<p>Certificated activities through Youth service and MVS (ASDAN, Arts Award)</p>	<p>Completion of certificated events</p> <p>Attendance (transition)                      Pupil voice – including feedback</p>

**Note:**

*Attainment – the level secured, this can be compared to national performance*

*Progress – the ‘distance’ travelled compared to peers; again this can be compared to national performance*

*Comparisons to national can only be made when there are end of year statutory assessments*