



Corporate Parenting Committee – Supplementary Agenda

Thursday 26 April 2018 at 5.00 pm

Board Room 2 - Brent Civic Centre, Engineers Way,
Wembley HA9 0FJ

Membership:

Members

Councillors:

M Patel (Chair)
Conneely
Hossain
Kansagra
Thomas

Substitute Members

Councillors:

S Choudhary, Crane, Dixon and
Hoda-Benn

Councillor:

Warren

For further information contact: Bryony Gibbs, Governance Officer
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www.brent.gov.uk/committees

The press and public are welcome to attend this meeting

Notes for Members - Declarations of Interest:

If a Member is aware they have a Disclosable Pecuniary Interest* in an item of business, they must declare its existence and nature at the start of the meeting or when it becomes apparent and must leave the room without participating in discussion of the item.

If a Member is aware they have a Personal Interest** in an item of business, they must declare its existence and nature at the start of the meeting or when it becomes apparent.

If the Personal Interest is also a Prejudicial Interest (i.e. it affects a financial position or relates to determining of any approval, consent, licence, permission, or registration) then (unless an exception at 14(2) of the Members Code applies), after disclosing the interest to the meeting the Member must leave the room without participating in discussion of the item, except that they may first make representations, answer questions or give evidence relating to the matter, provided that the public are allowed to attend the meeting for those purposes.

*Disclosable Pecuniary Interests:

- (a) **Employment, etc.** - Any employment, office, trade, profession or vocation carried on for profit gain.
- (b) **Sponsorship** - Any payment or other financial benefit in respect expenses in carrying out duties as a member, or of election; including from a trade union.
- (c) **Contracts** - Any current contract for goods, services or works, between the Councillors or their partner (or a body in which one has a beneficial interest) and the council.
- (d) **Land** - Any beneficial interest in land which is within the council's area.
- (e) **Licences**- Any licence to occupy land in the council's area for a month or longer.
- (f) **Corporate tenancies** - Any tenancy between the council and a body in which the Councillor or their partner have a beneficial interest.
- (g) **Securities** - Any beneficial interest in securities of a body which has a place of business or land in the council's area, if the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body or of any one class of its issued share capital.

**Personal Interests:

The business relates to or affects:

(a) Anybody of which you are a member or in a position of general control or management, and:

- To which you are appointed by the council;
- which exercises functions of a public nature;
- which is directed is to charitable purposes;
- whose principal purposes include the influence of public opinion or policy (including a political party of trade union).

(b) The interests a of a person from whom you have received gifts or hospitality of at least £50 as a member in the municipal year;

or

A decision in relation to that business might reasonably be regarded as affecting, to a greater extent than the majority of other council tax payers, ratepayers or inhabitants of the electoral ward affected by the decision, the well-being or financial position of:

- You yourself;
- a member of your family or your friend or any person with whom you have a close association or any person or body who employs or has appointed any of these or in whom they have a beneficial interest in a class of securities exceeding the nominal value of £25,000, or any firm in which they are a partner, or any company of which they are a director
- any body of a type described in (a) above.

Agenda

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The purpose of the annual report is to outline the activity and impact of the Brent Virtual School during the academic year 2016-2017. The report includes details of the educational outcomes of our Brent looked after children who had been in care for a year or more. It reflects on the impact of our activities and identifies areas of future development to achieve improved outcomes for our looked after children.



Please remember to set your mobile phone to silent during the meeting.

- The meeting room is accessible by lift and seats will be provided for members of the public.

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 <p>Brent</p>	<p>Corporate Parenting Committee 26 April 2018</p>
	<p>Report from the Strategic Director of Children and Young People</p>
<p>Brent Virtual School for Looked After Children - Annual Report 2016/17</p>	

Wards Affected:	All
Key or Non-Key Decision:	
Open or Part/Fully Exempt: (If exempt, please highlight relevant paragraph of Part 1, Schedule 12A of 1972 Local Government Act)	Open
No. of Appendices:	2
Background Papers:	
Contact Officer(s): (Name, Title, Contact Details)	<p>Nigel Chapman Operational Director, Integration and Improved Outcomes Nigel.Chapman@brent.gov.uk 020 8937 4387</p> <p>Sarah Miller, Head of Inclusion and Headteacher, Brent Virtual School sarah.miller@brent.gov.uk 020 8937 3804</p>

1. Purpose of the Annual Report

- 1.1. The purpose of the annual report is to outline the activity and impact of the Brent Virtual School during the academic year 2016-17. Data contained in this report is for looked after children who were in the care of Brent Council for the academic year 2016/17, and includes outcomes for all children who have been in care for a year or more as at 31st March 2017, (“eligible cohort”).

2. Summary Statement of Impact for 2016/17.

Brent Virtual School (BVS) has achieved the following for the children and young people in its care during 2016/17:

- All 213 children received appropriate education, including 95% in Good or Outstanding provision.
- There were no Permanent Exclusions.
- Fewer Looked After Children were excluded from school – 29 compared with 45 in the previous academic year.
- Attainment at Primary school was strong and demonstrated an improvement from the previous year at Key Stage 2, with 80% of children in Year 2, and 86% of children in Year 6, achieving the expected standard in Reading; both of these percentages higher than for LAC National.
 - in Year 2, the 40% of Brent LAC who achieved the expected standard (or higher) was equal to LAC National;
 - at Year 6, the 57% who achieved the expected standard (or higher) was above LAC National (39%).
- At Year 11, a new tutoring initiative boosted Brent individual student results, although the overall number of LAC achieving English and Maths GCSE was lower than LAC National. BVS has now developed and expanded the tutoring offer, (alongside evidence based research from the Institute of London) to include Years 6, 10, 11 and 12. BVS has also now appointed a KS4 Attainment consultant who is working individually with each Year 11 to devise tailored and creative support, in order to maximise attainment and positive outcomes.
- A diverse and exciting enrichment programme reached nearly 100 Brent LAC across the year and took them to Art Exhibitions, Theatre, outdoor activities and a number of universities – including a residential trip to Cambridge University with overnight accommodation within St John's college. See Appendix 2.
- Brent Celebration event welcomed over 150 LAC and heard from an Unaccompanied Minor about his progress and success at KS4. See Appendix 1.
- The team was strengthened with the arrival of the Deputy Head, which meant the KS5 cohort could be monitored and supported alongside Statutory School Age. 95% of LAC had a destination school or college place secured for September 2017. NEET panels were established in conjunction with social care, to monitor and track the attendance and engagement of Year 12 and 13 across the academic year.
- Brent Virtual School training reached over 50 social workers to improve the quality of PEPs. Designated teachers for LAC (a statutory role), came to the Civic Centre to attend termly VS training: over 20 schools

attended across the year, from in and out of borough. There was a successful multi-agency conference in March 2017 that considered attachment issues for Looked after Children. Attachment and Mental health are now recognised as barriers for LAC achievement in the newly revised Statutory Guidance for Virtual Schools, which was released in February 2018.

3. Role of the Brent Virtual School and the Virtual Headteacher

3.1. The Virtual School in Brent (BVS) has the overall responsibility for the monitoring, supporting and provision of interventions to ensure that looked after children (LAC) achieve the best possible educational outcomes. Looked after Children attend mainstream and special schools in the communities where they live, but receive additional support from their Virtual school which is based at BCC.

3.2. BVS strives to achieve this by:

- Co-ordinating and quality assuring all Personal Education Plans (PEPs) in schools
- Monitoring and challenging schools to make effective use of Pupil Premium in line with DfE guidance
- Tracking the academic progress, attendance and exclusions of LAC
- Using tracking data to highlight individuals who are not on target to achieve their predicted outcomes and providing them with additional educational support.
- Ensuring Special Educational Needs or Disability (SEND) needs are identified and supported appropriately, including applications for statutory assessment
- Implementing a range of targeted interventions to raise academic standards
- Providing support and challenge to LAC, schools and carers, ensuring that expectations around achievement are high
- Ensuring effective transition between schools or specialist providers
- Encouraging LAC to have high aspirations about their futures and helping to remove barriers to further education
- Leading training for foster carers, designated teachers, school governors and bespoke training for alternative learning providers and staff in schools
- Encouraging LAC and their carers to engage in a wide range of enrichment activities
- Providing education updates and expertise for the various LAC and Permanency Panels; keeping education and educational attainment high on the agenda for LAC, across CYP
- Celebrating LAC achievements
- BVS supports LAC from Early Years (aged 3) to 18 years, and beyond to 25 years if the young person is in education or training. BVS regularly

provides education advice and information for Care Leavers, including those due to be released from YOI.

3.3. **Role of the Headteacher of the Virtual School**

3.4. The concept of the 'Virtual School Headteacher' for Children Looked After was first outlined in the White Paper 'Care Matters: Time for Change' (DCSF, June 2007). Directors of Children's Services have a statutory responsibility to make sure that their local authority promotes the educational achievement of the children they look after, regardless of where they are placed.

3.5. The Children and Families Act 2014 (amended section 22 of the Children Act 1989), placed a statutory duty on all local authorities to appoint a Virtual School Head (VSH) to promote the educational achievement of its Looked After Children. It is the responsibility of the Director of Children's Services and the Cabinet Member for Children's Services to ensure that these duties are met.

3.6. The role was expanded in the DfE document 'Promoting the Education of Looked After Children, statutory guidance for local authorities' July 2014. This document prescribes clearly that: Virtual School Headteachers are in place and that they have the resources, time, training and support they need to discharge the duty effectively.

3.7. The revised Statutory guidance in February 2018 states:

As leaders responsible for ensuring that the local authority discharges its duty to promote the educational achievement of their looked-after children, Directors of Children's Services and Lead Members for Children's Services should ensure that:

Top priority is given to creating a culture of high educational aspirations and that the authority strives for accelerated progress and age-related attainment or better for looked-after children.

3.8. Following a re-structure of Head of Service roles in December 2017, the Head of Virtual School role now sits within the remit of Head of Inclusion. Sarah Miller (Headteacher of Brent Virtual School) was appointed to the role of Head of Inclusion, and now manages the Virtual School team alongside other teams within Inclusion – the specialist SEND team, SENAS (Special Educational Needs Assessment Service), Inclusion Support, SEND Developments and Projects, and the Educational Psychology service.

4. The Impact of the Children and Social Work Act, 2017.

- 4.1. The Children and Social Work Act gained Royal Assent in May 2017. There are two main provisions within the Act that affect the Virtual School, from 2017 onwards:
Firstly, it has extended the role of the Virtual School Head Teacher to include promoting the interests of children who have been adopted or who are in long term care permanent arrangements (under an adoption, special guardianship or a child arrangements order).
- 4.2. In addition, it has introduced a new set of measures in respect of care leavers. These include a new requirement on local authorities to consult on and publish a local offer, setting out the support available for care leavers, and allowing all care leavers to have support from a personal adviser up to the age of 25 if they need it; (previously it was only those in education and training who had access to this support after age 21).
- 4.3. It is too early to assess the full impact of these changes, but early indications suggest that by bringing adopted children under the remit of the Virtual School Head Teacher there could be an approximate doubling of the support and advice currently undertaken by the Virtual School. (The DfE has now indicated an additional grant will be made available from April 2018 to support with this work.)
- 4.4. Identifying and profiling the cohort of children who are no longer in the care of the local authority presents challenges. It is dependent on self-disclosure by parents or guardians and is, by default, only required if there is a problem in school or if the parent has reason to believe that it will entitle them to a service or other provision.
- 4.5. With regard to Care Leavers, the Virtual School already shares the responsibility of providing support to care leavers up to the age of 21, but the new requirement to provide education support and guidance will apply to all relevant young people up to the age of 25, should they request it. The current remit to monitor and report on education, training and employment status is also likely to broaden, which will mean maintaining contact with further and higher education establishments, gathering data and preparing reports. Brent Virtual School is already working with other teams to ensure adequate support is in place post 16 – see staffing list below.

5. Brent Virtual School Staff 2016/17

The Virtual School team comprised a Head, Deputy Head, 3 LAC Advisory teachers for KS1/2, KS3 and KS4 respectively and a Data analyst to track and monitor LAC progress at school.

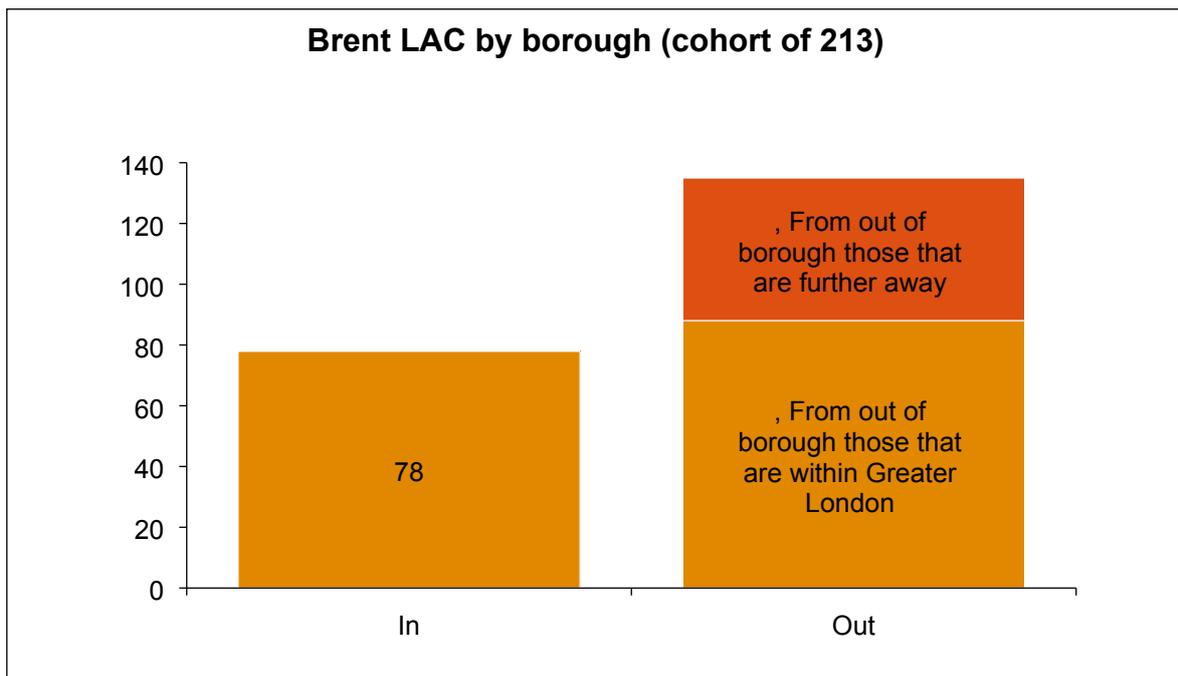
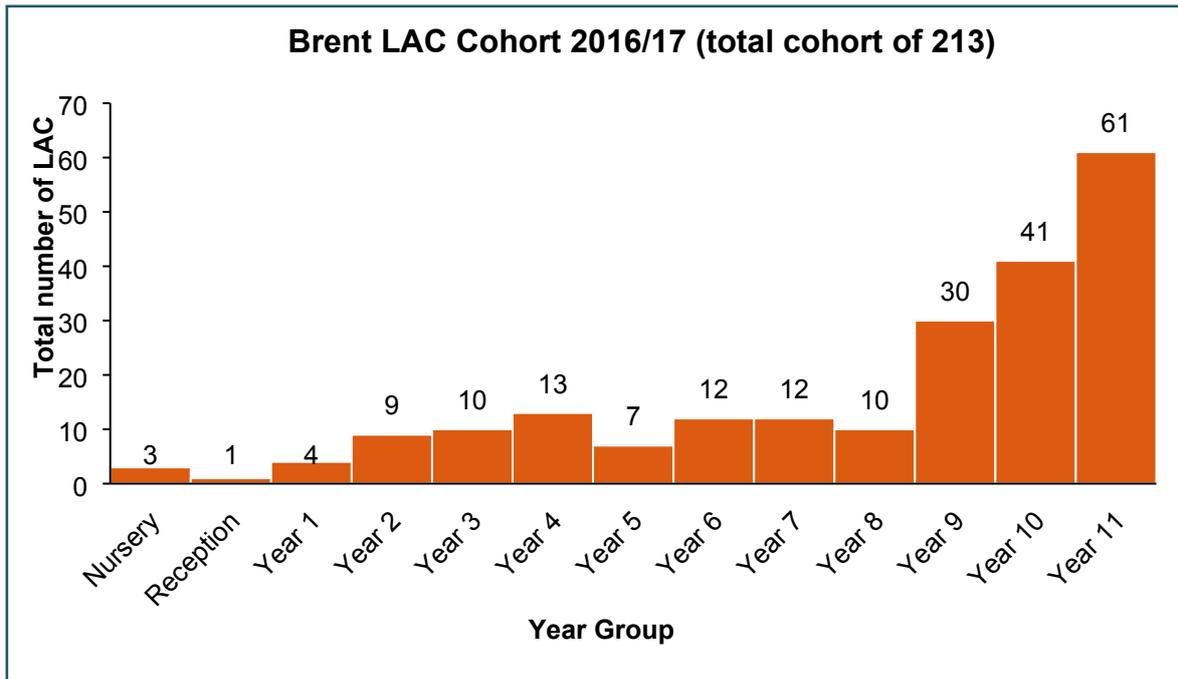
This team is supported by a 0.8 Educational Psychologist, and full time Year 11 Life Coach who supports with Year 12 destinations.

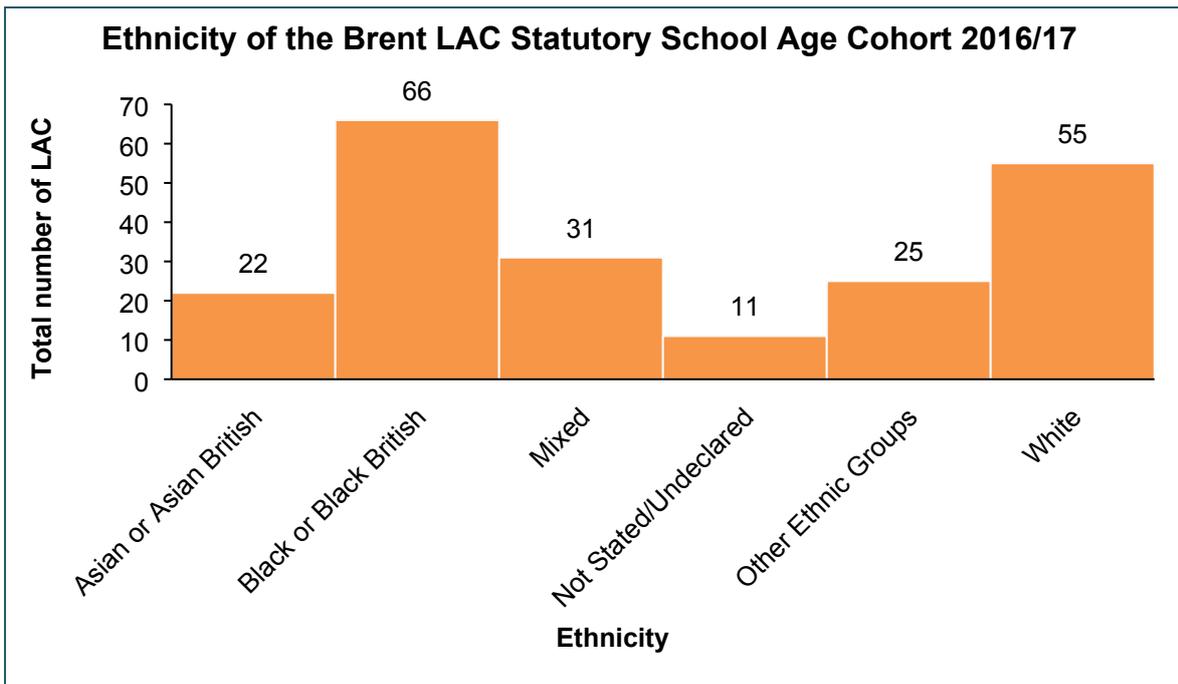
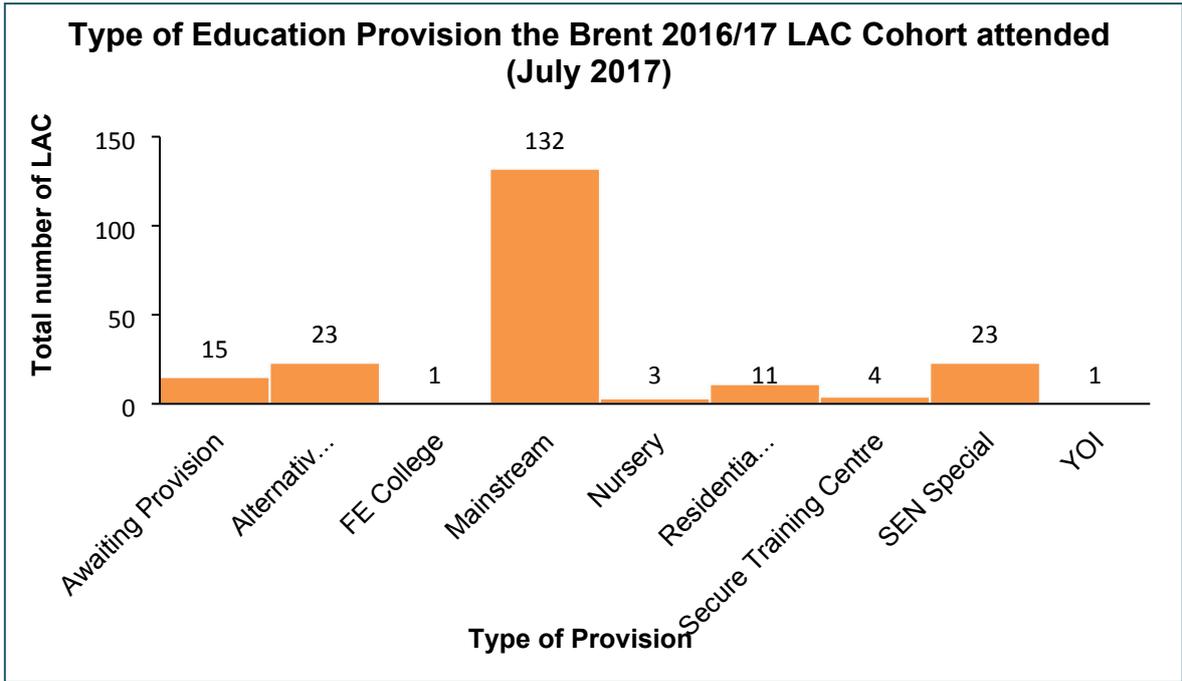
To support KS5, plans were put in place to create additional Life Coach roles, in order to address attendance and engagement for the post 16 cohort, with

tailored support for the high percentage of Unaccompanied Asylum Seeking Children (UASC) who come into care in Brent.

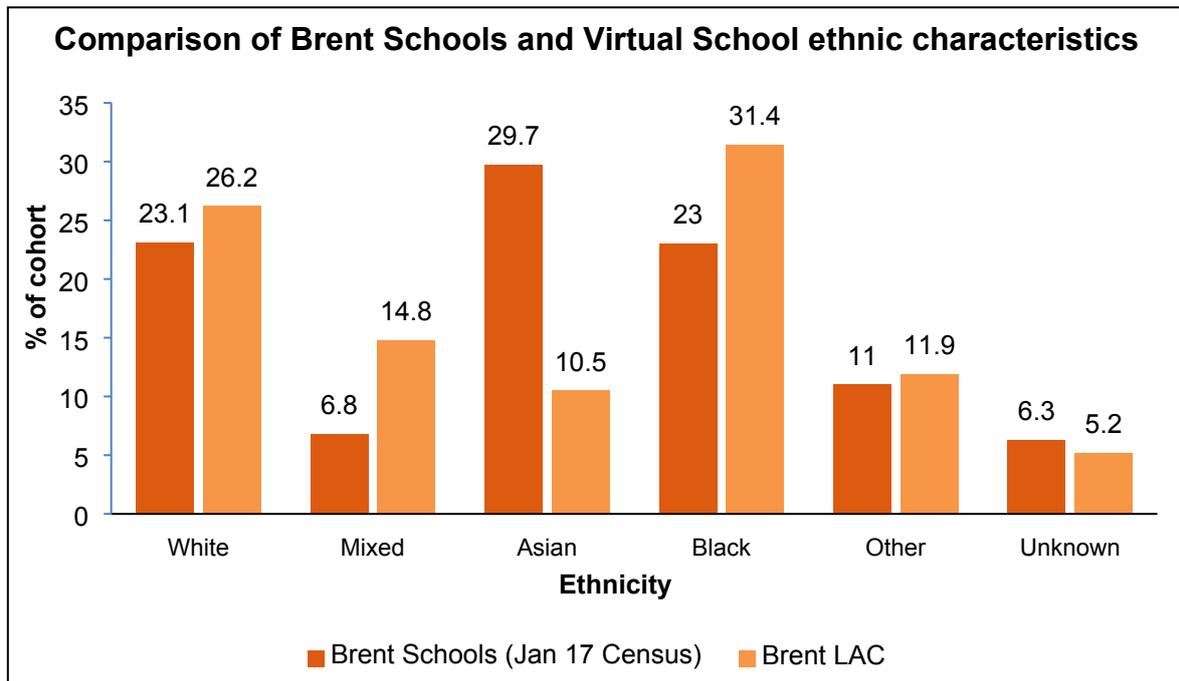
6. Brent's Looked After Children Population 2016/17: Nursery to Year 11

6.1. In July 2017 213 (Nursery - Year 11) children were looked after, 78 attending Brent schools and 135 attending schools outside the borough. Of these 135, 88 were in schools in greater London, with the remainder placed outside London, some at a significant distance, including residential placements in Wales and Scotland.

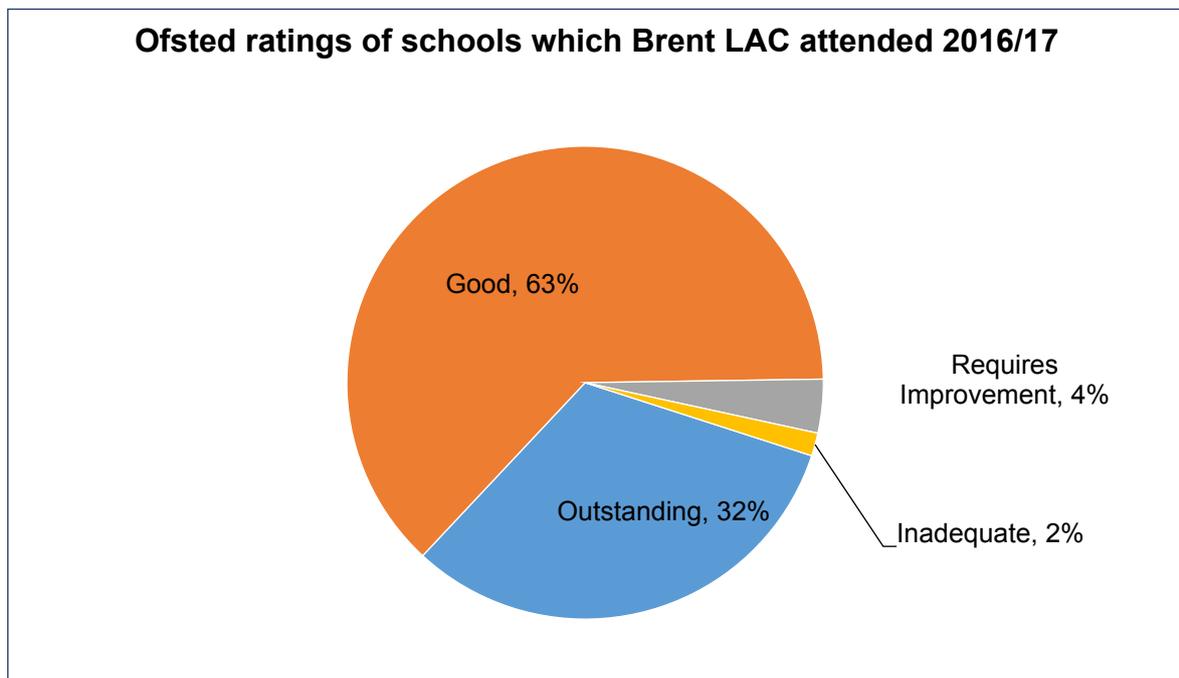




6.2. The ethnic breakdown of the 2016/17 LAC cohort does not reflect that of the general Brent school population, as certain ethnic groups are over-represented as follows:



6.3. BVS interventions for over-represented groups, namely black African-Caribbean boys, include 1:1 tutoring to boost confidence and fill knowledge gaps alongside positive role modelling via education mentoring, for which excellent feedback has been received from social care colleagues and carers.



- 6.4. In 2016/17 95% of statutory school aged LAC attended schools that were Ofsted rated as Good or Outstanding, 3% (7 LAC) attended schools that Required improvement and 2% (3 LAC) attended an Inadequate provision.
- 6.5. Brent LAC (new to care) are not placed in RI or Inadequate schools, but if they are attending an RI school when they come into care, BVS works with the school management team to ensure sufficient support is in place, or looks at better options within the local area of placement, particularly if the young person is in Year 10 or below. Ofsted monitoring of RI schools enables high visibility of progress. BVS would endeavour to move any LAC placed in Inadequate provision in line with Statutory Guidance, unless there are clear and justifiable reasons not to. All LAC placed in Inadequate provision are discussed and signed off by the Operational Director.
- 6.6. Within the chart above 3 (out of 210) LAC attended education provision judged Inadequate as follows; all were in KS4.
- 2 LAC at Medway Secure Training Centre, which was judged Inadequate during 2017; one LAC moved to Wetherby YOI in February 2018; the other LAC was released December 2017, and returned to Beckmead School in Croydon, which is judged Ofsted Outstanding.
 - 1 UASC placed in school in spring term of Year 11. School taken over by Academy chain for 6th form. LAC monitored throughout to check progress.
- 6.7. BVS monitors the progress and achievement of all LAC paying particular attention to those placed in schools that are less than 'Good', and ensuring there is consistent support for those placed out of borough.
- 6.8. During 2016/17 Brent Virtual School wrote to inform 2 schools that they were minded to seek Secretary of State direction to place children. Both letters were successful in securing school places for the relevant Brent LAC – who benefited from fast-tracked admission and a supported transition.

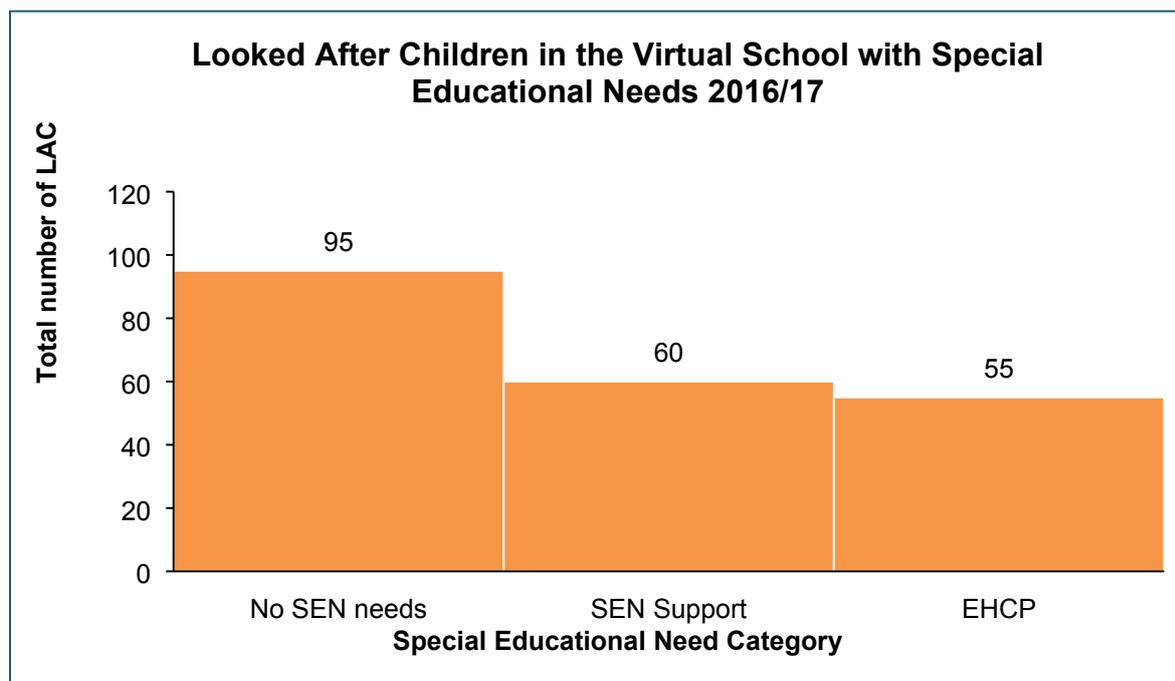
7. LAC Not In School

- 7.1. At any-time there are a few children or young people who are not in school or an appropriate alternative provision. This will be for a number of reasons: newly arrived from abroad as an unaccompanied minor with no age assessment, change of care placement at short notice or challenges in engaging with a young person. Where a young person disengages, BVS works with social work colleagues and schools to plan programmes to support re-engagement. Mentoring often plays a critical role in this process, and can be supported via Pupil Premium.
- 7.2. BVS monitors this roll of LAC not in school at fortnightly team meetings, and works closely with social workers and carers to secure appropriate provision. The average time to get a child or young person into school is under 4 weeks. In the meantime BVS arranges 1:1 tuition funded by the Pupil Premium Grant, often alongside education mentoring.

8. Unaccompanied Asylum Seeking Children (UASC)

- 8.1. Over the past 2 years Brent has seen a significant number of UASC come into care. In 2014/15 the Nursery to Year 11 LAC cohort comprised 16% UASC and in 2015/16 UASC comprised 23% of the LAC cohort. For 2016/17 the number is: 24 at KS4, 5 at KS3 and 1 at KS2, totalling 30, i.e. 14% of statutory school age cohort. Although this is a lower percentage for Statutory School Age, the percentage of UASC at KS5 has risen to over 40%.
- 8.2. Brent UASC come from a range of countries, principally Afghanistan and Albania, but also Iraq, Syria, Kuwait and Eritrea. Often they arrive without proof of age which can hamper school admission. The majority of UASC are in KS4/5 and if they are living in Brent, once their age has been assessed, they will be placed in one of the innovative ESOL projects at Queens Park, Newman Catholic or Claremont Schools. As their English improves they may move to other schools in the borough, or progress to the GCSE curriculum where they are. UASC in care outside Brent are referred to the relevant ESOL provision in their local area. As of 2017, social care colleagues have access to a one page flow-chart advising on the process for accessing UASC education.
- 8.3. Many Brent UASC are highly motivated to learn and make good progress. However they often face challenges regarding the right to remain in the UK (and funding), which can affect access to higher education. UASC who take GCSEs may take them later than other LAC.

9. SEND



Please note that the above graph represents LAC in Reception - Year 11

Special Educational Need Description (EHCPs)	Total
ASD - Autistic Spectrum Disorder	13
MLD - Moderate Learning Difficulty	6
PMLD - Profound & Multiple Learning Difficulty	5
SEMH - Social, Emotional, & Mental Health	17
SLCN - Speech, Language & Communication Needs	3
SLD - Severe Learning Difficulty	2
SPLD - Specific Learning Difficulty	7
VI - Visual Impairment	2

61.5% of the 2016/17 LAC cohort have a special educational need of some sort – either requiring SEND support in school, or an Education Health and Care Plan, to support their needs. This compares with 53.6% of LAC nationally*.

26% of the 2016/17 LAC cohort have a Statement of Special Educational Needs or Education Health and Care Plan, compared with 26.7% of LAC nationally; this is in contrast to the wider school population – where only 2.8% of all pupils nationally have an EHCP, & 3% of all pupils within Brent.

	Total	No SEN	No SEN %	SEN Support	SEN Support %	EHCP	EHCP %
Brent	210	95	45.2%	60	28.6%	55	26.2%

9.1. Primary Need:

- 8.1% of Brent LAC have an EHCP for Social Emotional Mental Health Difficulty (previously Behaviour Emotional Social Difficulty - BESD), accounting for 31% of the EHCP LAC cohort, significantly higher than the figure for non LAC.
- 1.4% of Brent LAC have a Speech and Language Communication Need (SLCN);
- 6.2% of Brent LAC have an EHCP for Autistic Spectrum Disorder (ASD), accounting for 24% of the EHCP LAC cohort, a similar figure to non LAC.

9.2. In the non-LAC National SEND population, the 2 most common needs are Moderate Learning Difficulty which affects 25% of those on SEN support, and ASD (Autism Spectrum Disorder) which affects 27% of those with EHCPs/Statements.

This disproportionately high percentage of Brent LAC with SEND is a significant barrier to LAC achievement in school. The particularly high figure for those with Social, Emotional and Mental Health needs evidences the trauma and attachment difficulties so many Brent LAC experience. BVS has invested in bespoke training for schools for academic year 2017/2018 and will promote training on attachment issues, and an understanding of trauma,

alongside the development of wellbeing and resilience in young people. BVS is offering termly training days for all Designated Teachers, (delivered in borough), as well as more in-depth school support for 5 Primary schools and 5 Secondary schools where Brent LAC are placed, including those placed out of borough.

- 9.3. To reduce the number of meetings and reviews BVS is working with SEND professionals to streamline the annual reviews of EHCPs alongside PEP or LAC meetings.

10. Brent's Looked After Children's Attainment 2016/17

- 10.1. Monitoring and improving outcomes for Brent LAC is a key priority for the BVS and although LAC numbers are relatively small, national and regional comparisons allow an understanding of educational and other outcomes achieved for children for whom Brent Council is responsible as the corporate parent. Outcomes are reported for LAC who have been continuously looked after for at least 12 months up to and including 31 March 2017.

- 10.2. New assessment measures have recently been introduced at Key Stages 1, 2 and 4 and National Curriculum Levels no longer exist. Instead at KS1 and 2 children are expected to achieve at least a scaled score of 100 to meet the expected standard.

- 10.3. The outcome measures at KS4 (GCSE) have also been revised, as of 2016.

10.4. Context of Looked After Children, and impact on outcomes

- 10.5. The educational attainment of LAC is measured against the educational attainment of all children. The majority of LAC face challenges and barriers to their overall achievement that the majority of other children do not.

- 10.6. Changes of care placement and school changes do have a negative effect on academic progress and achievement. Recent research into LAC attainment by the Rees Institute (Oxford University) and Bristol University (2016), showed a close correlation between high attainment and good attendance in a stable school placement, especially across a key stage - supported by a stable care placement.

- 10.7. The analysis highlighted also the significantly higher percentages of SEND (Special Education Needs and Disabilities) in the LAC population and the higher number of risk factors for LAC:

- 60% of LAC experience emotional and mental health problems: 4 times higher than children generally
- 66% of LAC have at least 1 physical health issue; are 3 times more likely to drink alcohol and/or smoke; 4 times more likely to take illegal drugs; more likely to become teenage parents
- Over 25% of LAC have an EHC Plan compared with only 3% of all pupils.

- 10.8. Brent's LAC reflect these national statistics. In addition the majority of Brent's LAC come into care between the ages of 11-16 at a time when the challenges faced by young people are more intractable and are more likely to result in placement breakdown and change of education setting.
- 10.9. BVS is now aiming to educate schools about these issues and to encourage them to adopt attachment aware approaches with LAC which will be supportive rather than punitive. In particular it is funding, through the retained Pupil Premium Grant, Attachment and Lego Theraplay Training for schools: 15 sessions to schools where Brent LAC are placed were delivered in 2016/17, with high feedback scores of over 8/10 for all: teachers particularly valued the "practical application for all staff."
- 10.10. Training by Kate Cairns Associates is planned for 2018/2019, including Designated Teacher Training days within Brent, and whole school training on Attachment for 10 schools where Brent LAC are placed both in and out of borough.
- 10.11. BVS is also using the Pupil Premium Grant to fund 3 schools in Brent with mental health support – all Secondaries.

Each receives CAMHS support through the Targeted Adolescent Mental Health Support (TAMHS), a school's resource which places a CAMHS counsellor in a school for a day or half a day a week. 3 LAC were supported at Preston Manor School and 6 at Newman Catholic College.

Attainment in Maths and Attainment in English were shown to be significantly improved across the time of counselling; LAC rated their confidence at school, their wellbeing, and their relationships with peers over 50% higher than for original baseline measures. One of the schools buys into TAMHS for an additional day each week as they recognise the positive impact, particularly for their UASC. LAC & Permanency and Youth Offending teams work in close collaboration with BVS to support LAC stability and ensure SMART targets are aligned (e.g. with Youth Referral Orders), to ensure best outcomes.

11. Early Years (Non Statutory) Provision 2016/17

- 11.1. 3 LAC aged 2-4 years were eligible in 2016/17 to access nursery education.

12. Year 1 Phonics Test

- 12.1. In 2017, there were four LAC in Year 1, who took the Phonics test. Two LAC did not take the test as they attend Special Schools: one has an EHCP for global developmental delay, and the other is non-verbal with an EHCP for Visual Impairment.
- 12.2. Of the 2 who took the test, only 1 had no Special Needs – and passed, hence 50% of Brent LAC achieved the required standard.

12.3. The one who didn't reach the pass mark is on SEND support within school, and is due to retake the Phonics screening test in summer 2018.

13. Key Stage 1 Statutory Attainment (2016/17)

13.1. Assessment for pupils in this key stage is conducted in the academic year pupils turn 7, i.e. Year 2.

13.2. In 2016 a new set of KS1 curriculum tests was introduced. Schools were required to administer 2 tests for English reading and 2 for Maths (arithmetic and reasoning) during May. There is also an optional test for Grammar, Punctuation and Spelling (GPS).

13.3. Each child's teacher is responsible for judging the standard that each child is working at in English, maths and science and to help inform these judgements, pupils sit national curriculum test in English and maths. Teachers use the results from these tests, alongside the work the child has done during the school year, to help them reach their own judgements about how each child is progressing at the end of KS1.

13.4. The data featured for KS1 is the percentage of Looked After Children who have been in care for a year or more, achieving the required standard – for all mainstream pupils.

13.5. At KS1 there are 2 LAC not featured in the attainment data as it would not have been appropriate for them to take the National assessments. Both have EHCPs (Education and Health Care Plans) and significant learning difficulties, one has a diagnosis for Autistic Spectrum Disorder, and the other has PMLD (Profound and Multiple Learning Difficulties): both are placed in Special Schools.

13.6. Each key stage does include a percentage figure for Progress for the whole year group, and this is broken down into the percentage of pupils achieving progress towards Age Related Expectations, and the percentage of pupils achieving progress towards their own personal targets. Progress data includes all LAC for that year group, regardless of when they came into care, and regardless of their English language speaking ability or any Special Needs or Disabilities.

13.7. In 2016/17 the LAC KS1 cohort comprised 9 children. Of that cohort only 5 children, eligible to take the tests, had been in care for more than a year. The data below compares Brent LAC and National LAC (excluding pupils with EHCPs in each case.)

KS1 TESTS	Excluding EHCP			All children
	Achieved Expected Standard (2016) (4 Children)	Achieved Expected Standard (2017) (5 Children)	LAC National	National Average
Reading, Writing and Maths	75%	40%	40%	64%
Reading	100%	80%	58%	76%
Writing	75%	40%	45%	68%
Maths	75%	40%	52%	75%

All LAC in Year 2 (Brent), incl. SEND, data from summer 2017.	45% were making progress (against Age Related Expectations) 81% were making expected progress (against personal targets)
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13.8. Key characteristics of the Brent cohort:

Of the 2 Brent LAC who achieved the expected standard, one had been in care the longest (of the 5), i.e. since 2012, the other came into care in early 2016.

Of those who didn't achieve the expected standard, all 3 were on SEN support. 1 child achieved the expected standard in reading (106) but not maths. The other 2 children achieved scores close to the expected standard in reading and maths, ranging from 87 – 97, where 100 is the expected standard. 2 out of the 3 children who did not achieve the expected standard have experienced 3 placement moves in their 3 years in care.

14. Key Stage 2 Statutory Attainment (2016/17)

14.1. Assessment for pupils in this key stage is conducted in the academic year that pupils turn 11, i.e. Year group 6.

14.2. In 2016 there were significant changes to national assessment at the end of KS2. These were:

- New curriculum and assessments
- Expected standard higher than previous Level 4
- Tests in reading and maths reported as scaled scores, not levels, with an expected standard of a scaled score of 100; maths papers comprise arithmetic and reasoning
- Compulsory English grammar, punctuation and spelling alongside reading

- Writing teacher assessment; must meet all statements at the standard and below.

The headline accountability measures for schools are:

- % achieving the expected standard in reading, writing and maths
- % achieving high standard in reading, writing and maths
- progress score in each of reading, writing and maths
- average scaled score in each of reading and maths.

KS2 Tests	Excluding EHCP			All Children
	Achieved Expected Standard (2015-16) (8 children)	Achieved Expected Standard (2016-17) (7 children)	LAC National	National Average
Reading, Writing and Maths	50%	57.1%	39%	61%
Reading	62.5%	86%	55%	72%
Writing	62.5%	71%	58%	76%
Maths	62.5%	71%	56%	75%
Grammar, Punctuation and Spelling	37.5%	86%	61%	77%

- The KS2 cohort performed well compared with LAC nationally, and close to the National average for all children. 3 out of the 4 LAC who achieved the expected standard at KS2, had also achieved the expected standard at KS1. One pupil made accelerated progress and moved from an old level 1 – to over 100.
- All LAC in this cohort had benefited from tight monitoring of the PEP process, even though the majority of this cohort were placed out of borough; several had been using the Lexia reading software.
- Of those Brent LAC who did not meet the required standard, the data above demonstrates that several did reach the standard in some of the subject areas.
- 1 scored 99 (raw score) for Maths but didn't reach the Writing standard; 1 scored 99 (scaled score) in reading, but reached the standard in all other areas (this LAC scored 36 on the SDQ, Strengths and Difficulties Questionnaire, which is a high score indicative of emotional instability); 1 LAC scored 100 in reading but just below expected standard in other areas, e.g. 97 in SPAG and 99 in maths (both raw scores.)
- Of the children who did not achieve the (overall) expected standard, all except one were on SEN support.
- 4 pupils in Year 6 with EHCPs are not included in table above: 3 have Moderate or Specific Learning Difficulties of whom 2 did not therefore take the tests. One LAC with less severe needs did take the tests and had scaled scores of over 95 in each area. The Looked After Child with EHCP for SEMHD did sit the test for maths and scored 86, alongside 90 for GPS. (100 is expected standard.) His attainment was below expected at KS1 tests

previously, but he has made progress during KS2 and is now in Year 7 in mainstream, within reach of Age Related Expectations. He has Teaching Assistant support for English and Maths, and will be using the Lexia Catch-up Reading software, purchased by BVS via Pupil Premium.

- 14.3. For the eligible cohort, of those that reached the expected standard at KS2, all were in Good or Outstanding schools. One child attended all BVS booster classes; 3 out of 4 benefited from 1:1 tuition.

Of the full KS2 cohort, 4 out of 12 had EHCPs, i.e. 25%.

All LAC in Year 6 (Brent), incl. SEND, data from summer term 2017	33% were making progress against Age Related Expectations 74% were making progress against their Personal targets
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15. BVS interventions and support for the Year 6 Cohort:

- 2 February half term & 4 Easter holiday booster days – subject specialist input
- 1:1 tuition for LAC who needed to close the gaps in particular subjects
- enrichment activities: visit to the Tate Museum, outdoor activities awayday, Thoughts and Sports week (see Enrichment Appendix 2)
- primary/secondary transition training for foster carers
- PEP transition meetings for all Year 6 LAC with respective secondary schools
- Learning mentors to support with transitions and placement moves
- Lexia reading software available to all year 6 – to boost reading scores (BVS bulk purchased 50 licences for use at home or school)

- 15.1. All children who do not reach the expected standard at KS2 are eligible for Year 7 Catch-Up funding in their first year at secondary school. BVS has ensured that additional support is being provided for Year 7 LAC who did not reach the expected standards; support/interventions are documented in their autumn term 2017 PEPs.

16. Rates of Progress from KS1

KS1-2 Progress		
	2016/17 Brent LAC	National LAC
Reading	+1.68	+0.16
Writing	-0.10	+0.04
Maths	+1.97	-0.24

- 16.1. The progress data for KS2 is encouraging and points to thorough monitoring of the KS2 cohort, accompanied by targeted interventions demonstrating effective use of PP+.

17. Key Stage 4 Statutory Attainment

- 17.1. Assessment for these pupils is conducted in the academic year pupils turn 16, i.e. school Year 11.
- 17.2. From 2016 assessment at KS4 places more emphasis on the progress of pupils and across a broader range of subjects than previously.
- 17.3. The headline KS4 accountability measures for schools in 2017 are:
- Progress 8 (progress in 8 qualifications)
 - Attainment 8 (average attainment in 8 qualifications)
 - % achieving A*-C in English and maths
 - % achieving the EBacc
 - % entering the EBacc
 - Destinations (% staying in education or training at post-16)

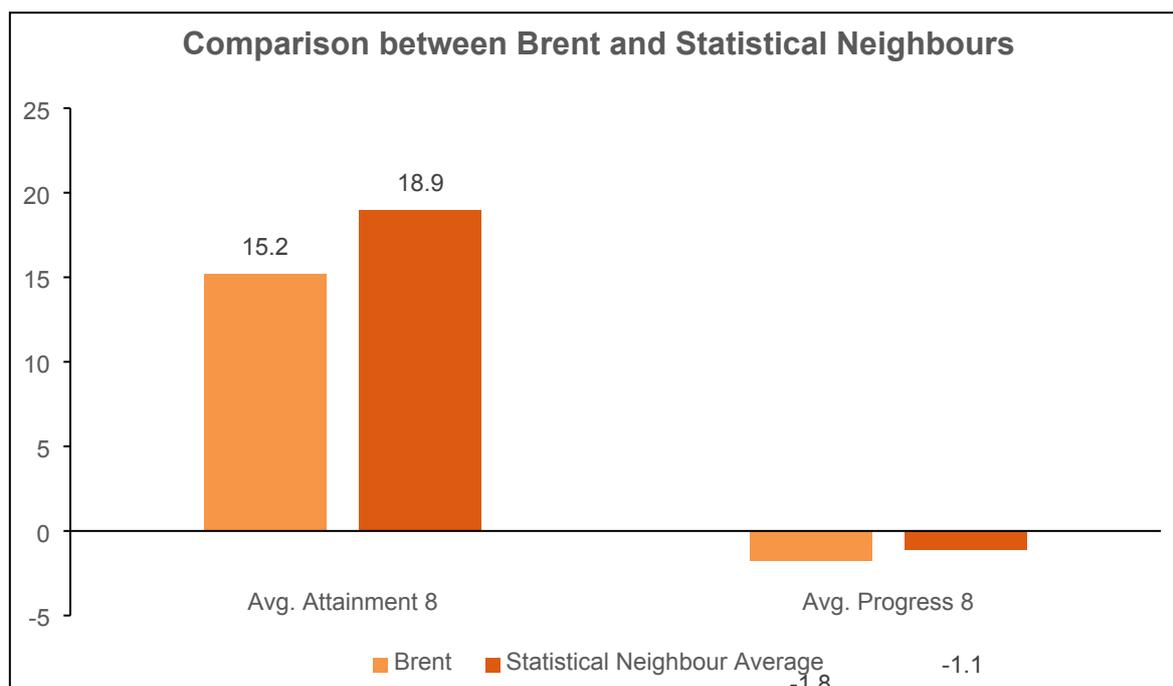
Descriptor	2015/16 Brent Data	Current (2016/2017) Brent	Comparison with National LAC Peers	National All
Progress 8	n/a	-1.76	-1.18	-0.03
Progress 8 (excluding EHCP)	n/a	-1.72	-0.94	+0.01
Average Attainment 8	n/a	15.2	19.3	46.3
Average Attainment 8 (excluding EHCP)	n/a	24	27.9	47.5
% achieving English and maths GCSE	n/a	11.5%	22%	42.6%
% achieving English and maths GCSE (excluding EHCP)	17%	20%	36%	44.1%
5 A* - C inc. English & Maths	13%	8.6%	15%	61.2%
5 A* - C inc. English & Maths (excluding EHCP)	17%	15%	24%	63.3%

All LAC in Year 11, incl. SEND, data from summer term 2017	7% were making progress towards Age Related Expectations; 47% were making progress towards personal targets (in PEPs)
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17.4. Key characteristics of the Brent cohort:

The 2017 Year 11 LAC cohort comprised a total of 61 pupils. The eligible cohort was 38, and 27 when excluding those with an EHC plan.

39 Year 11s were placed out of Borough, 10 of whom were placed in Alternative Provision, where the outcomes are known to be significantly poorer. (Reference Rees Institute research in conjunction with Bristol University, from 2016.)



17.5. Brent LAC attainment at KS4 remains challenging. It is difficult to compare year on year, partly because of changes to the performance measures (from 2016), and benchmark passes, but mainly because of the small size of the eligible cohort – which makes small data sets very volatile. The newer measures of Attainment 8 and Progress 8 are a useful way of analysing the whole cohort and figures are presented in the report, comparing Brent with statistical neighbours.

- **KS4** The more encouraging figure for BVS is that 22% of Year 11 LAC achieved 4 GCSEs including one core subject, and just missed attaining 5 GCSEs (including English and maths), because their other core subject grade was a 3 (equivalent to D.) The equivalent figure for previous year (2016) was 17%, which would point to the impact of core subject tutoring in 2017. This was a new initiative set up in conjunction with the Institute of Education, London University. Their research had indicated that for KS2, the most powerful intervention for LAC (nationally) was to offer 1:1 tuition in Literacy, but with the stipulation that this must be delivered by the class teacher, at Primary school. BVS piloted a new model for 2017, paying for 1:1 tuition at KS4 (where the need is greatest

for Brent), and asking relevant secondary schools to supply a core subject teacher in either English or maths, to deliver LAC tuition after school – generally 15 x 1 hour sessions from January to May, in the run up to GCSEs.

17.6. The PALAC tutoring programme has been further developed for 2017/18 to include Year 12 LAC GCSE retakes, those who just missed the pass last summer, and to include Year 6. This intervention uses evidence based research from the Institute of Education to impact meaningfully upon KS4 (and KS2) attainment. BVS has hired an attainment consultant to oversee this intervention for 2017/18.

17.7. Positive feedback was received from teachers who delivered the PALAC programme for 2017. A mentor from Ark Academy (tutored Year 11 LAC in maths) commented:

“Probably the biggest difference you can make is to give the student a little extra motivation and a little more self-belief; on some days you might need to devote the whole time to talking through big underlying issues, other days it might be just about the academics, but it’s helpful to aim for an overall ratio of 50:50 mentoring:tutoring.”

17.8. Both mentor and tutee were delighted when the tutee gained a secure pass (grade 4) Maths having been tracking at a 3 in the previous autumn term. The tutee confirmed that the tutoring had made a “real difference” to him and his outcomes.

“The sessions helped me a lot with understanding the questions more; ... instead of learning in the whole class basis, one to one is more helpful.”

17.9. Whilst these are encouraging signs, there is still a significant challenge around Secondary attainment for BVS. Attainment 8 and Progress 8 figures are disappointing, though not surprising, as Brent Primary LAC data far outstrips Secondary currently.

18. Key Stage Five Attainment 2016/17

18.1. BVS did not have a dedicated post-16 advisory teacher resource in 2016/17. The number of LAC has remained constant and the raising of the participation age by government to 18 has accentuated the need to ensure that post-16 LAC’s educational progress is monitored and supported. From September 2017 therefore, a new Personal Advisor has been recruited to support this cohort.

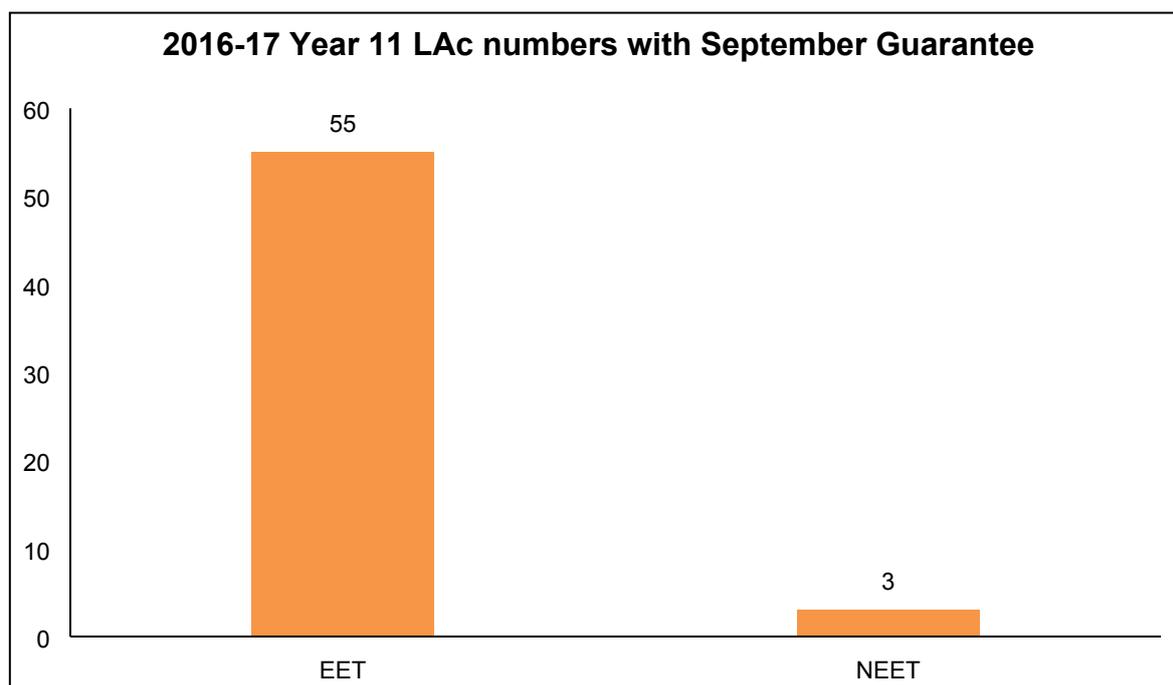
18.2. Admissions & attendance support were provided by BVS Head and Deputy, and PEPs were completed by social workers and Personal Advisors. BVS overturned 1 college exclusion for a SEND LAC, and maintained college places for several LAC where attendance levels had fallen, e.g. at Westminster Kingsway. For 2017/18, the new BVS Personal Advisor for Year 12 will be monitoring and attending PEP meetings.

18.3. For the academic year 2016/2017, **47** Care Leavers were attending university, which is higher than for the national position.

19. Destinations of LAC at 16+

19.1 By July 2017 95% (55 out of a total of 58) of the year 11 LAC cohort had a September Guarantee¹.

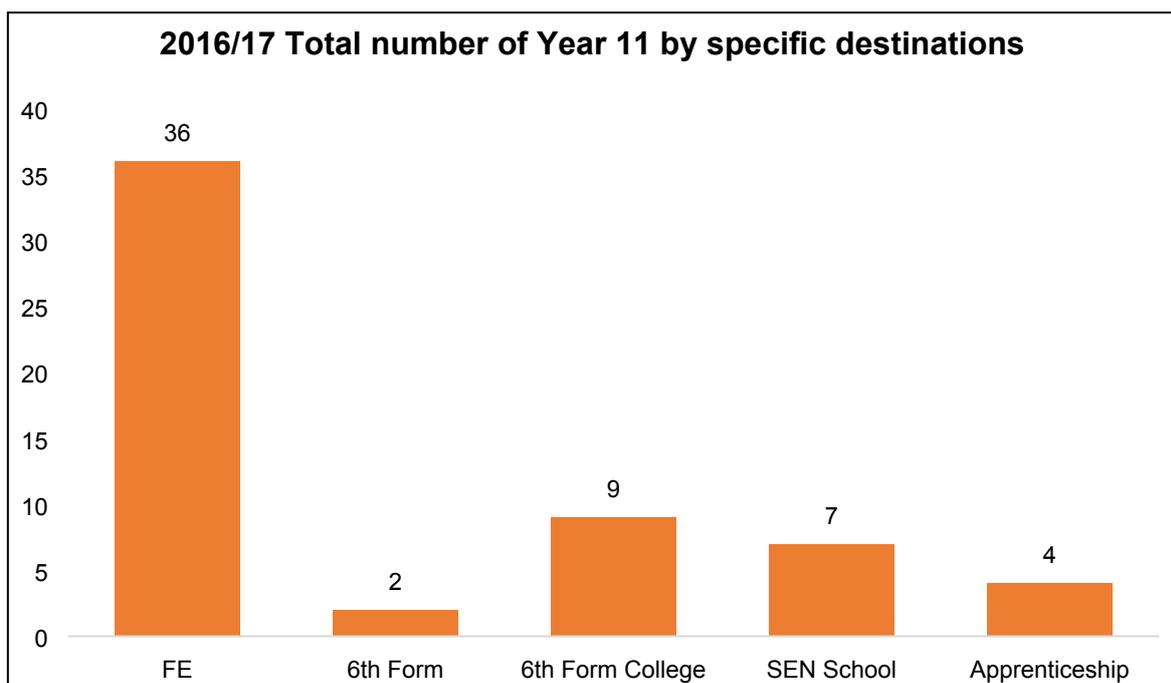
3 young people could not be placed since 2 had ended their LAC episode during the summer, but came back into care that autumn. One was on remand. All 3 were supported later in the academic year.



19.1. The 3 LAC identified as NEET continued to receive individual support and guidance from the BVS Life Coach. (One of these year 12s made a positive speech at Brent Celebration Event for LAC in April 2018, to evidence the turn-around in his life after leaving school. He is now re-taking English and maths GCSEs – in one case, to improve his grade, and has offers from sixth forms/FE colleges for this autumn.)

19.2. The graph below shows the specific destinations for Brent LAC who left school in summer 2017:

¹ The September Guarantee is an offer, by the end of September, of a suitable place in learning to young people completing compulsory education. The Guarantee was implemented nationally in 2007 for 16 year olds and extended to 17 year olds in 2008.



20. Year 11 support for Brent LAC, and transition into KS5.

- 20.1. The impact of the Year 11 Life Coach, funded by PPG, continues to make a significant contribution to the support Brent Year 11 LAC receive in helping them to make a positive post-16 transition. Whilst 95% of Brent LAC have a confirmed destination for autumn term 2017, the drop-out rate is high – as a result additional resource has been brought into support the Post 16 cohort. Coping with leaving a familiar school setting, often coinciding with the move into semi-independent accommodation, and coming to terms with a more open education setting at FE college place different pressures on Brent LAC and many find the adjustment difficult to manage.
- 20.2. BVS is now working closely with colleges to ensure Brent LAC have the best possible chance of success. During 2016/17, several Year 12 LAC were supported at college: one LAC with SEND had her exclusion overturned and has since made a success of the remainder of her course and year. Another Year 12 LAC was supported (with an interpreter) to explain the circumstances of his being asked to leave, such that he could make a “managed move” to another local college, with the designated member of staff fully aware of how to ensure the right pastoral care and monitoring were in place. He has made a success of the second college placement, making progress with English as a Second Language. When senior Brent Virtual School staff intervene at key junctures, Brent LAC undoubtedly benefit: a disputed age assessment resulted in a Brent LAC being refused a school place within Ealing, until Brent Deputy Head BVS intervened and secured a college placement for ESOL at a local 14 – 16 provision. Closer monitoring of the Post 16 cohort will result in better EET outcomes for Year 12 and 13 LAC. New NEET panels were established in 2017, bringing together colleagues from social care and BVS to ensure Brent LAC were supported at college. The NEET panels identified LAC such as those referenced above, to ensure they received support at critical moments, with positive outcomes.

21. Exclusion

- 21.1. No Brent LAC were permanently excluded in 2016/17. Fixed term exclusions were higher than in 2015/16 in terms of number of days lost to exclusion. However, the numbers of pupils excluded (fixed term) has decreased.

Please see below summary table for exclusions

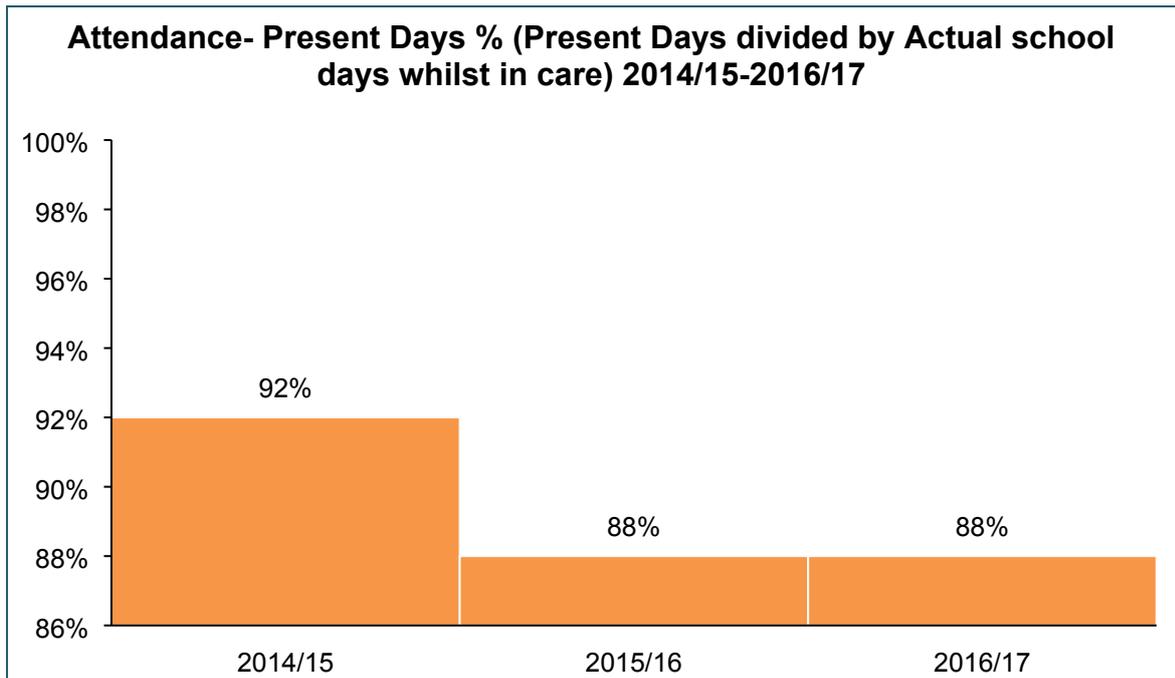
Exclusion Data²				
	2013/14	2014/15	2015/16	2016/17
Total number of fixed term exclusions- days	190.5	253	300	313
Number of pupils excluded- fixed term	38	35	45	29
Total number of permanent exclusions	1	1	0	0

22. Monitoring Attendance

- 22.1. Maintaining regular school attendance is fundamental to a young person achieving their potential at school. BVS recognises that monitoring LAC attendance is a key activity.
- 22.2. Since April 2012 the Welfare Call Service has been commissioned by the BVS to provide accurate data that enables it to monitor attendance, punctuality and exclusions for Brent LAC, wherever they live. The Welfare Call Service is used across the country by other local authorities and has an excellent track record in providing a variety of accurate attendance/exclusion reports and statistics on a daily basis.
- 22.3. An important aspect of the service is the daily call to each school attended by Brent LAC. Once an attendance issue is raised, the Welfare Call Service ascertains whether the absence is authorised or unauthorised and the type (e.g. medical, exclusion) as well as alerting both the social worker and the carer.
- 22.4. BVS is able to access regular datasets regarding young people's attendance at primary, secondary, special and residential schools across the country. Welfare Call reports are sent daily to BVS. If any unusual absences or significant concerns are noted, the relevant advisory teacher will send an alert to the social worker, their manager and any involved person, for further investigation.
- 22.5. Attendance for Brent LAC, remains a challenge particularly at KS4. The lower percentage attendance at this key stage reflects the increased challenge

² Please note that the figures included above are collected by Welfare Call.

presented by larger numbers of older children entering the care system. In many cases poor school attendance is engrained. However BVS is not complacent about this and is continuously looking at ways to support better LAC school attendance. BVS takes part in the monthly CME panel (Children Missing Education), and shares Persistence Absence data on a monthly basis with Head of LAC & Permanency. Where attendance is an issue, BVS works with social care colleagues to address underlying issues and if required, uses Pupil Premium funding for targeted educational mentoring. Several Brent LAC have sustained school places with mentor support in 2017, and avoided further exclusions.



23. PEP completion for the Statutory School Age Cohort

- 23.1. PEP completion rates continued to improve in 2016/17, reaching 96% completion for the summer term (2017). PEP meetings and the quality assurance of PEP reports are statutory requirements for Virtual Schools, as they allow for the monitoring of schools where LAC are placed. Since LAC have priority access to Good or Outstanding schools, ensuring attendance and engagement at school is the best way of supporting LAC attainment.
- 23.2. Termly audits carried out within the Virtual School, and alongside social care colleagues, demonstrated that over 75% of PEPs were of Good or Outstanding quality, according to BVS criteria. Use of the Welfare Call Notes system and DT training aim to push quality of PEPs to over 90% Good/Outstanding in 17/18.
- 23.3. Improved consistency within the team was achieved via moderation. Feedback to schools using email alongside the Notes tool on Welfare Call addressed any inadequacies in PEP reports, such that these were addressed before PEPs were accepted. PEPs rated AMBER or RED were returned to school colleagues (namely, Designated Teachers) for revision. The

introduction of mandatory fields for PEPs including Pupil Voice, helped to improve PEP quality.

24. PEP completion for the Post 16 LAC Cohort

- 24.1. Prior to September 2016, there had been inconsistent monitoring of the post-16 cohort, primarily due to the capacity of the BVS and PEP completion rates were low. From September 2016 onwards the BVS took a firmer grip of the situation both in terms of fast-tracked admissions, oversight of ESOL provision for unaccompanied minors, and attainment, using the termly PEP reports to monitor progress. Transferring the paper PEP onto the ePEP on the Welfare Call portal (as per Statutory School Age) resulted in better oversight of completed PEPs. The ePEP for Post 16 was launched in April 2017, and 2017/18 has seen significant improvement in PEP completion rates for this cohort. Headteacher BVS has further prioritised the KS5 cohort for 2017/18 with the appointment of a new Personal Advisor to oversee the Year 12 cohort and PEP completion rates for spring term 2018 have been significantly higher now, at over 70%. A further Personal Advisor, has been allocated, (in February 2018) to oversee the Year 13 LAC cohort: again, PEP completion is seen as a major priority – in order to monitor and boost academic progress, alongside maintaining EET outcomes.

25. Pupil Premium Grant

- 25.1. The Pupil Premium grant (PPG) for Brent LAC (£1900pa per LAC) is managed by the Headteacher of BVS. The DfE provides the PPG on a financial year basis. In 2016/17 BVS received £640,000 based on a register of 210 LAC, though every LAC who comes into care attracts PPG, even if they don't stay in care for more than a few weeks. The academic year spans 5 12ths of 1 financial year and 7 12ths of the following financial year.

		16-17 Budget	16-17 Spend	Variance
THE VIRTUAL SCHOOL	TOTAL			
(PUPIL PREMIUM)	EXPENDITURE	640,000	536,759	
	TOTAL INCOME	-640,000	-552,900	
		0	-16,141	-16,141

- 25.2. BVS policy is to provide schools with £900 per LAC made in 3 termly payments in arrears; the £1000 balance is retained for centrally funded support. Schools are asked to attach PPG spend to PEP targets which is then agreed by BVS as part of the quality assurance process of PEPs. Schools can bid for the whole £1900; each bid is approved on its own merits.

- 25.3. In 2016/17 the retained, cumulative balance funded the following BVS activity:
- Life Coach supported Post-16 transition, and EET destinations for Year 12
 - February half term and Easter Holiday revision sessions for Year 6 tests and Year 11 GCSEs, held in Brent
 - Additional 1:1 tuition, education mentoring sessions and additional support to a number of individual LAC who were not in school for a variety of reasons or were between schools due to foster placement changes
 - Attachment Training for schools provided by a national trainer
 - TAMHS (targeted adolescent mental health support) for secondary aged LAC in 3 secondary schools within Brent
 - 1:1 tuition as part of the PALAC intervention at Year 11 (pilot project), in conjunction with the Institute of Education, London University. BVS paid maths and English GCSE teachers at the secondary schools where Brent LAC are placed (both in and out of borough), to provide after school tuition to Brent LAC, ideally over a period of 3 – 6 months in the run up to GCSEs. PALAC tuition boosted LAC attainment in core subjects, though not all of those pupils targeted achieved 5 GCSEs in total, so impact on headline measures is not instantly recognizable.
 - Lexia reading software purchased to accelerate reading progress for KS2 LAC.
 - Annual Brent celebration Event for LAC, including awards
- 25.4. The Brent ePEP on Welfare Call requests details from all schools on PPG spend, (as a mandatory field), as Headteacher BVS is held accountable for the impact of that spend. The majority of schools spend Pupil premium on 1:1 or additional school-based interventions.
- 25.5. **Training and Advice:**
- The Virtual School staff provide training sessions to:
- Designated Teachers (termly DT forum sessions)
 - Foster Carers (bi-annually)
 - Fostering Team
 - Safeguarding Teams within schools
 - LAC Teams in schools
 - Social Workers – both newly employed and ongoing support, via bi-monthly forums
- 25.6. The content of these training sessions includes: ePEP guidance and PPG process, attachment disorders and strategies, school application and admission processes, expected roles and responsibilities to support Brent LAC, EHCP process and awareness of Special Educational Needs.

25.7. During 2016/17 members of BVS provided the following training:

- ePEP training, monthly drop-in for social workers
- Care Planning Staff Forum Training – bi-monthly on raising attainment for LAC
- Brent Governors' Forum Training
- Foster Carer Training – including Literacy (Lexia) and transition
- Social Worker Induction Training
- Designated Teacher Forum (termly): Attachment and ePEP Training
- Attachment conference, for Designated teachers and social care.

25.8. BVS works closely with the Head of LAC and Permanency to ensure that social workers receive appropriate and timely training on how to hold schools to account for the progress and attainment of Brent LAC. 50 Brent social workers attended lunch-time ePEP training from BVS during 2016/17.

26. Celebrating Achievement

26.1. Each year BVS organises a celebration event for LAC and invites nominations to recognise the achievements of the children and young people. For 2017, the event took place in February in the Grand Hall at Brent Civic Centre. 153 children and young people were nominated by their social workers, carers or designated teachers to receive a certificate of achievement. Certificates and prizes were presented by the Mayor of Brent, alongside the Lead Councillor for Children, and the Strategic Director of Children and Young People. For the first time, awards were given for outstanding achievement at each key stage, as well as awards for SATs and GCSE attainment. An Unaccompanied Asylum Seeker at Newman Catholic College in Brent made a powerful speech about making a success of his new life in the UK, praising his school and carer for the support he has received. (Appendix 1).

27. LAC Enrichment

27.1. BVS offers enrichment activities in almost all school holidays. During 2017 the enrichment programme included:

- The Letterbox Project – a literacy and numeracy initiative which promotes home learning. Feedback from pupils is very positive and foster carers report that receiving a book each month encourages greater interest in reading
- Visit to the Tate Gallery and an Art day (clay) for KS1/2
- Thoughts for Sports Activity Week, which supports Year 6 with transition
- Outdoor activity away-day at Shadwell, East London, incorporating canoeing, abseiling, and climbing
- Residential trip to St John's College Cambridge for LAC and foster carers, which included punting down the River Cam, an in-college formal dinner, tour of St John's and local environment; overnight accommodation for LAC and carers in college houses. (See full report within Appendix 2, including quotes from young people.)

- 27.2. The feedback received from LAC and carers following events helps to shape future events.
- 27.3. John Lyons' charity has agreed to fund a new post, that of Enrichment co-ordinator across 4 North West boroughs – Harrow, Brent, Barnet and Ealing. This will allow some economy of scale for bookings and allow more ongoing support of LAC enrichment. BVS aims to launch a university programme for all KS3 LAC who have reached the expected standard in their KS2 SATs, with termly visits to universities – both in London and further away, so that Brent LAC fully understand the nature of university life and can make an informed choice in Year 11/12. With the arrival of the new Enrichment co-ordinator (centrally placed), - due during 2018, BVS also plans a fuller Cultural programme, offering cultural arts enrichment to LAC year by year rather than on an ad-hoc nature, which has, by necessity, been the pattern to date.

28. Priorities for 2017/18

- Extend PALAC programme to include firstly Year 6, and then years 7/8. (Ensure LAC are confident in basic skills before starting GCSE curricula.)
- Work closely with social care colleagues around placements for KS4 LAC, especially those placed out of borough.
- Launch pre-grad University programme to all Year 7s who have reached the required standard in National Assessment tests, and for those in school years above with the academic potential.
- Work with Harrow, Barnet and Brent Virtual Schools to develop best practice and ensure full enrichment offer, utilising new resource of shared Enrichment co-ordination for the 4 boroughs, funded by John Lyons.
- Use PPG to hire in attainment consultant to oversee PALAC tutoring programme and challenge schools more closely around LAC potential especially in Years 10 and 11.
- Secure relationships with high performing Alternative Provisions, in and out of London, as these provisions are critical to the academic success of Brent LAC who cannot attend mainstream; it is clear from research that broadly - academic attainment for LAC in Alternative Provisions remains low. (Learn from best practice models.)
- Train foster carers as education mentors so that their aspiration for the young people placed with them is high. Coach them to be education champions, alongside Virtual school.
- Pilot “re-takes” programme for Year 12: as Corporate Parents, to ensure LAC have the chance to re-sit GCSEs where they have just missed the pass mark. (Build bank of reliable, quality assured tutors.)

- Set up high quality training for Designated Teachers from field leader in Attachment theory - Kate Cairns Associates.
- Build relationships with Headteachers in Brent, including those where no Brent LAC are currently placed.

Sarah Miller
Head of Inclusion and Headteacher, Brent Virtual School
April 2018

Appendix 1 Speech by BVS LAC Student (UASC) at Celebration Event, 2017
Appendix 2 Brent Virtual School Enrichment report (2016-17)

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Appendix 1 - Speech by Brent LAC (UASC) at Celebration Event 2017

Hello, guys. My name's H. I come from Afghanistan and I'm a student at Newman Catholic College. I'm very honoured to be speaking to you this afternoon as a refugee and young person in care of Brent Council.

Life is not easy for anybody. None of us here has had what could be described as an easy life. That's why we're here. Our lives have been disrupted in various ways, and now some of the good people of Brent have invited us into their homes to try to help us live as normal a life as possible.

Let me tell you a little bit about me. When I was younger, I lived in a small village in Afghanistan. You probably know something about what can happen in Afghanistan. I'm sure you've heard of ISIS. I'm sure you've heard of the Taliban. Well, in my village both ISIS and the Taliban were making our lives a misery. And I became a target. Life got dangerous so my family decided that I needed to be sent away to a place of safety. So here I am, and here are you, safely looked after by the good people of Brent.

It didn't always feel safe, though. When I first arrived here, I didn't know anything about the UK and I didn't know what to expect. I was taken by the police to stay with a foster carer. Now, you may have experienced something similar as you were probably taken in by a foster carer with a different background from your own. What I got was a big culture shock, particularly in relation to food. My foster carer was from Ghana in West Africa, which is as far away from Afghanistan as London is. Her cooking was very different from what I ate back home, so you can imagine how difficult I found it just to get used to the food. Besides, I couldn't communicate what I wanted to because I couldn't speak English. I felt a long way from home.

Soon, I went to Queen's Park Community School and started to learn English. I made good progress, so I soon moved on to Newman Catholic College to broaden my studies. I had always been keen to learn and, although I often used to get into trouble, I was supported all the way, and I am now both pleased and proud to be in the 6th form studying GCSEs and looking forward to a successful life. I don't know quite what that success looks like, although I'd like to be involved in international relations and politics.

What I do know is this. My success depends on my hard work and my willingness to communicate what I feel the need to, and to listen to what others have to tell me. This is true for you too. It is especially important in relation to our foster parents, as they want the best for us even if it doesn't always seem like that. They will never replace your parents, but then it wasn't always easy with your parents, was it? They didn't always give you everything you wanted, did they? Of course not. As you may guess, mine didn't either. So don't expect from your foster parents more than your parents gave you. Just remember, they're doing their best, and if something is not working for you, let them know.

One last thing. The key to your success, and mine, is education. Life is all about learning. I have had a huge amount of support along the way, not just from my foster carer but from my teachers and social worker too. I have learnt from, and been supported by others, too, along the way, all organised by my school. From the Afghan Peace Exchange who came into school to teach us Afghan students about the meaning of respect and taking the opportunities we're given. From my Paiwand mentor, Maty, who gave me a head start with my Maths. From Lord Alfred Dubs, a Second World War refugee from Nazi Germany, who encouraged and inspired us to support his stand on bringing young refugees to the UK from Calais. Through to Gulwali Passarlay who had a similar life journey to mine, and taught us never to lose hope and to fight for what we want.

Without all of these influences, my life would be much harder than it is today, and I almost certainly wouldn't be studying for GCSEs and aiming for the career that I know I'm capable of.

But I also know that hard work and self-belief are important qualities. In the end things may happen in your life but it is the choices you make that make the difference. You are the one in control, so do what you need to in order to create a happy and successful life.

Thank you.

Enrichment activity	Objective (s)	Date	No. of participants	Evaluation/pupil/carers voice/Impact
<p>Creative Clay Day + follow up visit to Tate Modern Art Gallery, led by qualified and experienced children's Art teacher.</p> <p>Target group: Years 4/5/6</p>	<p>Day 1: To improve children's confidence at taking risks in art activities, alongside specific skills with clay.</p> <p>Day 2: Visit to Tate with Artist To learn about different artists and genres, and to raise aspiration through providing experiences outside of the norm.</p>	<p>28/10/2016 & 21/01/2017</p>	<p>Creative Clay Day 12 children</p> <p>Tate Modern 8 children</p>	<p><i>"I enjoyed lots of things, like making my own jug.."</i></p> <p><i>"I learnt to coil and decorate."</i></p> <p><i>"I thought the creative clay day was very good, I enjoyed it! Working with clay making pots and tiles.."</i></p> <p><i>"The adults were very kind and generous, they extended my imagination"</i></p> <p><i>"...It was amazing"</i></p> <p><i>"It was amazing I learnt lots of things about Picasso!"</i></p> <p>All but one of the Looked After Children had never visited the Tate Modern, prior to this visit.</p>
<p>Arvon Residential week + follow-up Theatre Trip to 'Curious Incident of the Dog in the Night-time'.</p> <p>Target group of 6, ages 14-16.</p> <p>(Arvon, Ted Hughes' former home in Yorkshire)</p>	<p>To improve students' confidence in creative writing and writing skills, at KS4.</p> <p>To raise awareness of West End productions, and introduce the</p>	<p>August 2016(1 week)+ 18/03/17</p> <p>Follow-up theatre trip with Harrow</p>	<p>6 LAC</p>	<p><i>"The first day I wrote something, I wrote something in my room that evening. I never write, - so that was a good thing.. "</i></p> <p><i>"Before I came here I didn't know how to put things into words. I think I will take up writing.."</i></p> <p><i>"This course has made me write. Before I felt I couldn't write."</i></p> <p><i>"You lot showed me that writing can be fun –"</i></p>

	conventions of theatre.	Virtual School		<p><i>you made me see the better side of writing.”</i></p> <p><i>“Both of you (tutors) helped all of us to understand ourselves and each other better.”</i></p> <p>The residential in Yorkshire was at times challenging, (without wifi!), and the young people were forced to confront their own thoughts and feelings. One piece of writing about the experience of being in care was very cathartic for the young person - (extract): <i>“I can now say I’m a 14 year old girl that’s gone through more than most people my age. I’ll never treat my kids the way my mother treated me. To this day even though I have a choice to not see her, I still see her because it makes her happy. But I had to pay for her mistakes. She’s damaged my life emotionally not physically. I find it hard to let people in and have a tendency to push away people that love me the most. That’s my story.”</i> <i>(END)</i></p>
<p>Sports & Thought Football Skills</p> <p>Resilience Transition support for Year 5/6</p> <p>Target Group Year 5/6 – Actual attendees were Y4,Y5,Y6,Y7,Y8 – for the 2 successive sessions.</p>	<p>Through team work, to develop insight of impact of behaviour on others.</p> <p>Using football skills and coaching to build resilience and self-regulation, alongside self-awareness and reflective skills in readiness for school transition.</p>	<p>8th – 12th August 2016.</p> <p>30th May – Friday 2nd June 2017.</p>	<p>8</p> <p>5 LAC in total</p>	<p><i>“It’s fun. It’s good. I enjoyed the matches. I like chipping the ball..”</i></p> <p><i>“It was good playing football and passing the ball.” “Nothing could make it better!”</i></p> <p>Report from Adam Kay (Therapist): 85% of young people showed marked improvement, in terms of feeling less excluded from the game, (as the week went on); 71% felt</p>

				<p>more able “to share the game and pass their ball to fellow team-members”, and “to bear frustration when losing a game, and to keep up their motivation to finish it.”</p> <p>“We noticed as the week unfolded that older members of the group would often try to console younger members and bring them back in... (He) was more able to access what was on offer, and showed a more robust state of mind, which enabled him to share, to link up with others and to endure disappointments.”</p> <p>By the end of the week, “100% of our young people felt more equipped to support other team-members.”</p>
<p>Booster classes to support literacy and maths for National Assessments in Year 6, plus GCSE revision for Year 11.</p> <p>Target group: Years 6 & 11 attended</p>	<p>To provide targeted opportunity for revision, and skills development prior to school assessment in Years 6 and 11.</p>	<p>Feb 2017 (2.5 days)</p> <p>Easter Holidays 11 April 2017 (3 days)</p>	<p>15 LAC in total</p>	<p>The evaluation was done as a group discussion at the end of the session. The children were asked what had worked well:</p> <p><i>“The teacher’s practice tests and answering questions (worked well).”</i></p> <p><i>“Small groups, more staff and specific support.”</i></p> <p><i>“Feedback discussions and peer learning.”</i></p> <p><i>“Encouraging and being supportive of each other.”</i></p> <p>The Booster classes supported the PALAC 1:1 tutoring which had been taking place in the</p>

				spring and summer terms.
<p>Shadwell Outdoor Centre 2 days</p> <p>Target group: Years 6/7/8 activities – climbing, canoeing</p>	<p>To improve self-confidence and self-esteem through overcoming physical challenges and taking “safe” risks, and working as a team.</p>	<p>03/04/17 04/04/17</p>	<p>9 LAC, both boys and girls</p>	<p><i>“I liked climbing - but a bit scary at first”</i></p> <p><i>“I liked everything – boating, climbing, and fun with the others.”</i></p> <p>The young people visibly grew in confidence during the 2 days; behavioural issues on Day 1 decreased significantly on Day 2.</p>
<p>Visit Brunel University</p> <p>Target Group: Young people selected specifically for ability to go to university. Year groups 4 – 8.</p>	<p>To provide an opportunity at first-hand to experience what life at University would be like, and therefore to raise aspirations.</p>	<p>13/10/2016</p>	<p>9 LAC, from KS2 and KS3</p>	<p>Carers and LAC alike enjoyed the trip, and requested further university visits.</p>
<p>Residential Trip Cambridge University</p> <p>Target group: Students ages 12-15 years old, accompanied by their foster carers.</p>	<p>To raise aspirations for carers and young people and provide a unique insight into life at an Oxbridge college – including formal dinner, punting, taster sessions for 3 courses & a college tour/quiz. The LAC group also met other young people at University, including a young carer from a background not dissimilar to their own.</p>	<p>July 2017</p> <p>Target group: Years 7/8/9</p>	<p>10 students + 9 foster carers</p>	<p>Carers’ comments:</p> <p><i>“The overall impression from the trip was amazing. Learning about the courses and history of the university was very significant in helping us understand the wider picture of education.”</i></p> <p><i>“I do believe that visiting the St John’s campus did a lot for him, especially in reinforcing positive messages about further education.”</i></p> <p><i>“.....it did do a lot for his confidence.”</i></p> <p><i>“If you work hard, you can go to this Uni..</i></p>

	To provide an opportunity for the students to consider future choices and their own pathways.			<p><i>regardless of background.”</i></p> <p>Separate sessions were held for carers to discuss practicalities like student finance, as well as the academic benefits of Higher Education. One carer described the trip as a “retreat” which gave him the chance to reflect upon the benefits of University.</p> <p>The final session invited pupils to present back to the group, on what life at university would be like.</p>
<p>Theatre trip+ post-theatre meal. Group of 8 young people</p> <p>Page 37 Target group: Unaccompanied Minors.</p> <p>Play – ‘Dear Home Office’ Theme: struggling to adapt to a new country, language and culture</p>	<p>To enable UMs to meet other UMs who have adapted successfully and studied/performed in the UK. (NB the cast is made up Unaccompanied Minors).</p> <p>To provide a reflective experience for UMs that despite similar challenges other UMs have overcome these difficulties and been successful.</p> <p>To raise aspiration via providing the very first experience (for this targeted group), of a theatrical production in</p>	Saturday evening, October half term, 2017	4 x KS3/4 Unaccompanied Minors (LAC)	<p>Email from Phosphorous Theatre Company (part of Paiwand Afghan Association), which staged the show, to the Virtual School & Newman Catholic College:</p> <p>“I know most of the Unaccompanied Minors hadn’t been to the theatre before.. It was lovely to see them all on the stage afterwards chatting with the cast, taking pictures and speaking to our crew too. Our actors feel really proud to be spokesmen for their communities and take it very seriously that young people who are on similar journeys come and see the show.”</p> <p>Response from Teacher at NCC:</p> <p>“We had such a great time and were so glad to be invited. It was an amazing experience for the boys and they were so absorbed in the</p>

	London.			<p>events of the evening. It was fantastic for them to have the chance to go up on stage and meet the cast.”</p> <p>VS response: “The boys were very stuck by the fact that it mirrored their own lives so closely – “This is my story” as one young person said..”</p>
			Just under 100 young people took part in this year’s Enrichment activities.	