

TOGETHER FOR CHILDREN CORPORATE PARENTING BOARD	
DATE:	18th July 2022
REPORT AUTHOR:	Linda Mason HEAD TEACHER Virtual School
SUBJECT:	Head Teacher's Report
PURPOSE:	FOR INFORMATION

1. SUMMARY

The purpose of this agenda item is to provide the Corporate Parenting Board with updated information about the education of cared for children since the last report on 25th May 2022.

2. RECOMMENDATION(S)

The Board is requested to receive the report for information

3. COHORT

Currently as of 4 July 2022 (report written) we have 550 Cared for Children aged 0 – 18 a reduction of 11 compared to 561 Cared for Children in February 2022. 98 cared for children became cared for in 2022 and 101 ceased being cared for. This data gives an overview of the normal turbulence on the Virtual School roll. For example, 98 new EPEPs within 20 school days are required, new schools/designated teachers and school staff to build relationships with (potentially).

Historical cohorts (when report written)

July 2022	550
February 2022	561
November 2021	564
September 2021	586
April 2021	625
January 2021	633

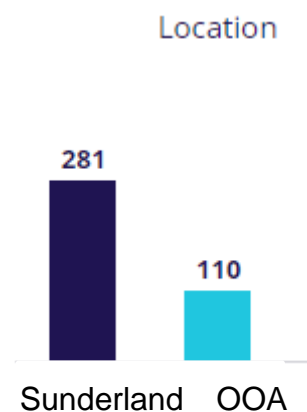
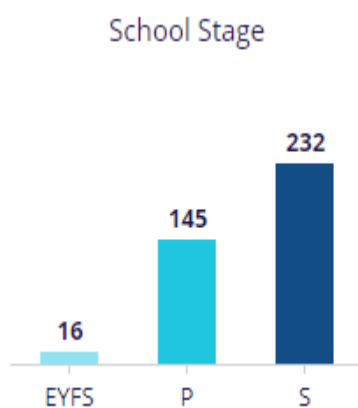
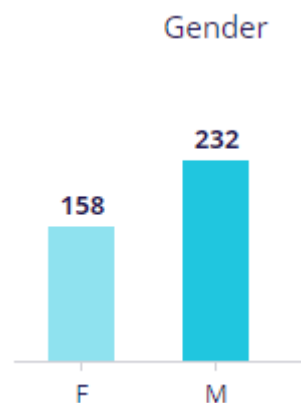
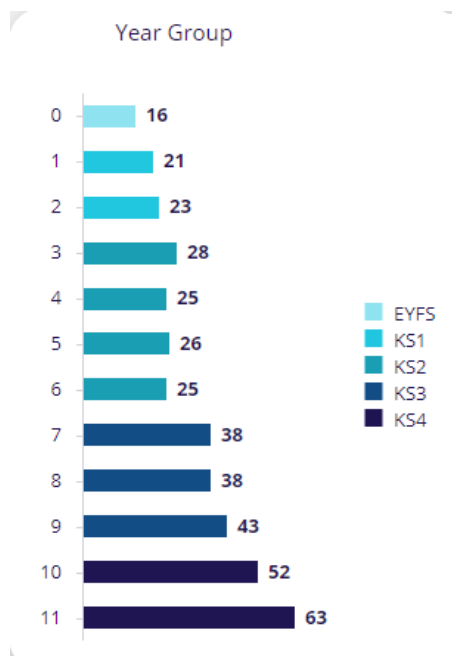
3.1 COHORT

Source Virtual School Data July 2022

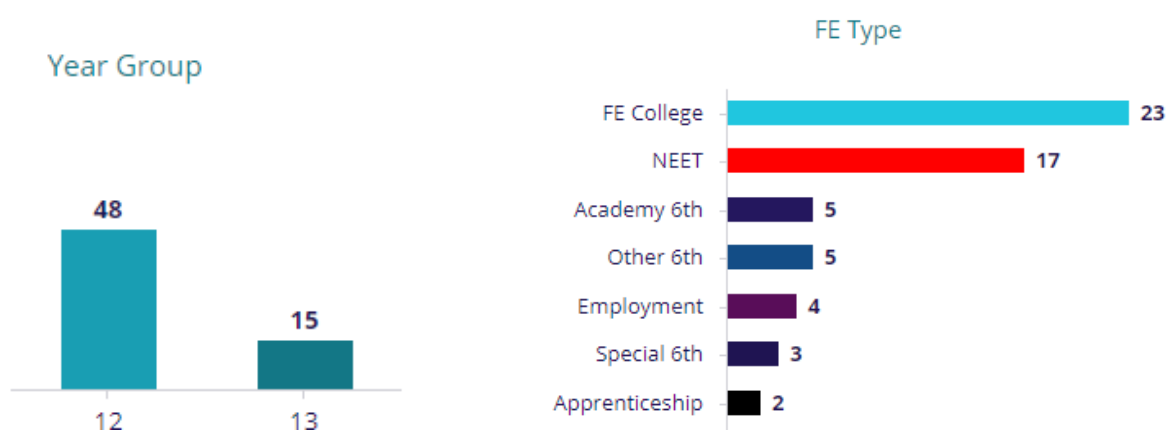
Of the 550:

- 94 are Pre School (0 – 4+yrs) of which,
 - 39 attend nursery or early years provision (2/3 and 3/4yr), the remainder are aged 0-2 years
- 395 are school age Reception to year 11
- 61 are Post 16

RECEPTION TO YEAR 11



POST 16

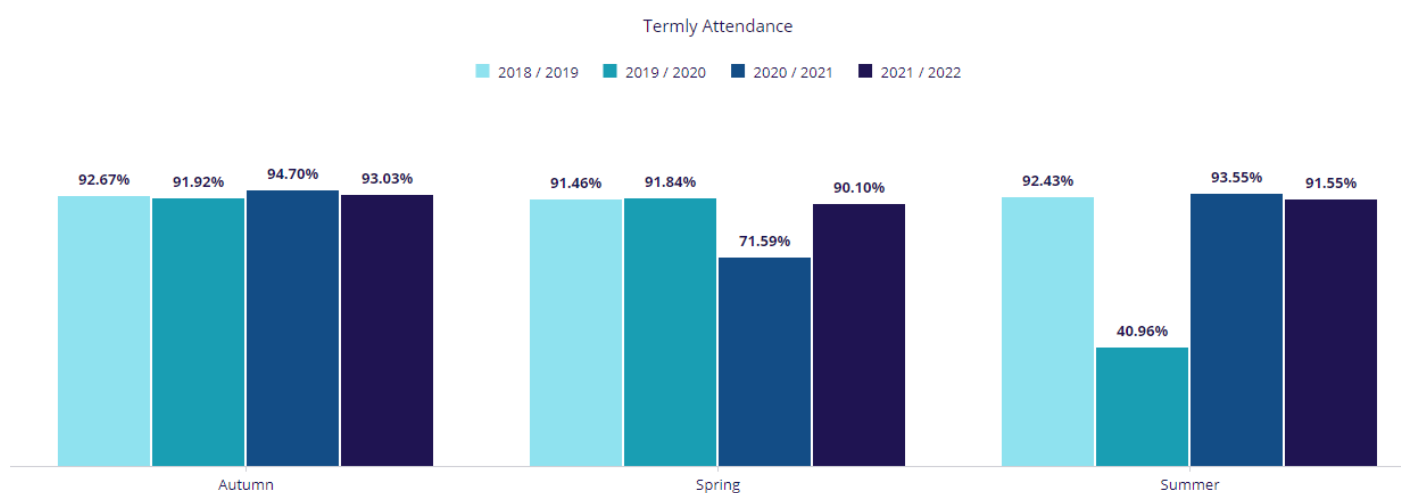


4 Progress and Achievement

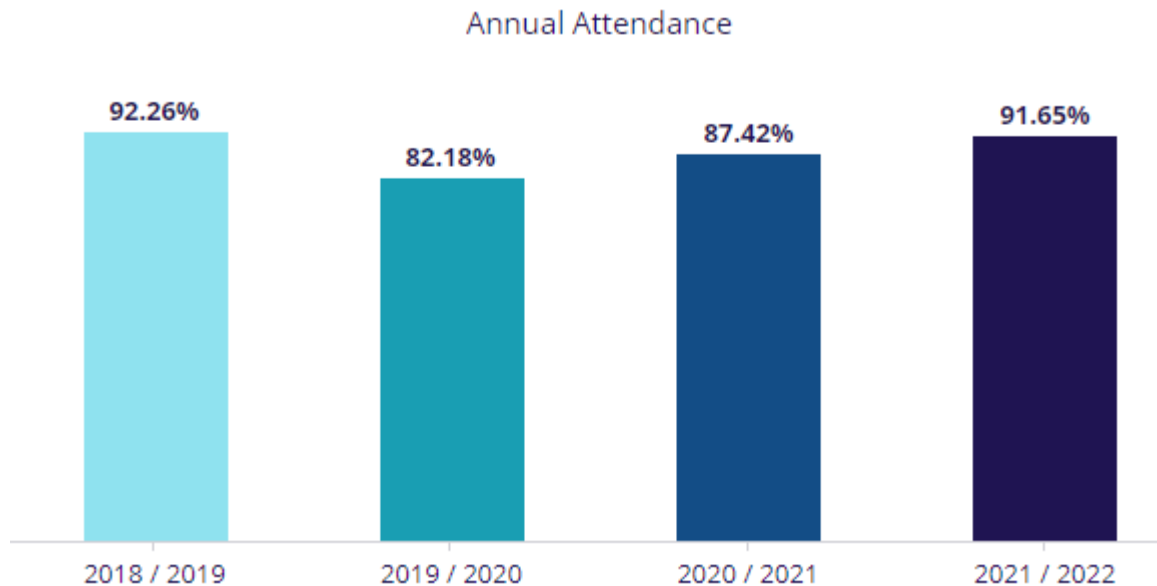
There is no progress and achievement data to report.

5 Attendance and Absence monitoring

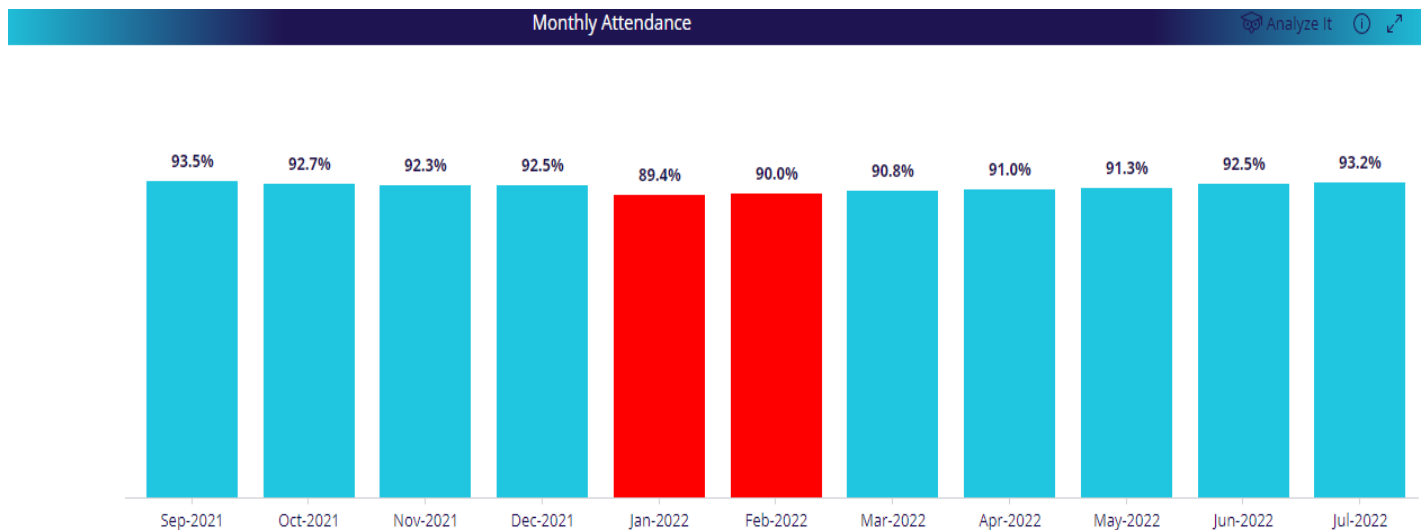
Term on Term analysis comparisons



Annual Analysis



Monthly Attendance



Nationally Covid has had a significant impact on attendance this academic year.

The Virtual School monitors attendance daily through Welfare Call and contacts carers to ensure attendance at school is a key priority if concerns arise. Analysis of the detail behind the data occurs termly and virtual school staff work closely with schools, carers and social workers to ensure attendance is improved.

6 Suspensions and Permanent Exclusions

Autumn 2021/Spring Term 2022/Summer Term 2022 (11 July 2022)			
Permanent Exclusions	0	0	0
Fixed Term Suspensions	86 episodes	187.5 days	38 children

Of the 38 children

18 Cared for Child received more than 1 exclusion

20 are in Key Stage 4

10 live in a residential children's home

9 have an EHCP of which 7 attend specialist provision

12 receive SEND support

1 attends a Pupil Referral Unit

13 currently live and attend schools outside of Sunderland LA

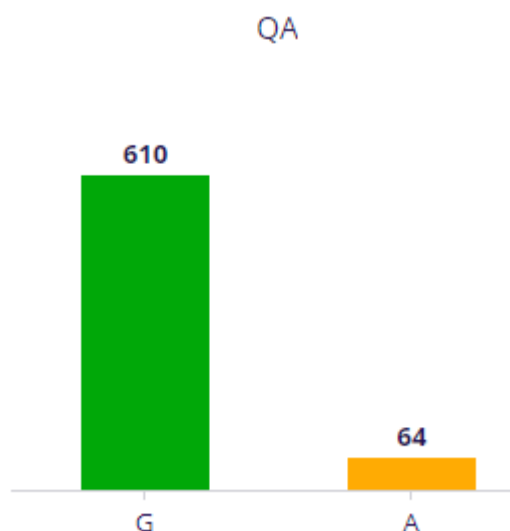
The Virtual School works closely with schools, carers and social workers when suspensions occur to understand the antecedents and to ensure appropriate support and plans are put in place to prevent further suspensions. This includes the use of the SEND ranges to ensure needs are identified and resources are put in place, but also referrals to other agencies are aligned such as CYPS, CAMHS for example. The EPEP should include targets related to any social and emotional or mental health needs.

7 EPEPS

Quality assurance continues to be a key area of focus this year. Each section of the EPEP is assessed and this is fed back to schools using a RAG rating. If there are concerns about the quality of the EPEP a meeting is held to consider how it can be improved. Virtual School staff are also involved in moderation exercises to ensure a consistency of judgements. This will be expanded in future training with Designated Teachers.

90.5% of EPEPS have been quality assured as Good and 9.5% as Amber.

(2021/22 up to 11 July 2022)



Current EPEP Statutory Compliance is 98.5%.

8 STRUCTURE

The new team has been in place since May 1 2022

VIRTUAL SCHOOL	
Anita Swales	Senior Lead
Emma Pattison	Senior Casework Lead SEND Complex Needs
Timothy Worley	Senior Casework Lead Secondary
Vivien Fell	Senior Casework Lead Primary
Kelly Woods	Senior Casework Lead Post 16 job share
Helen Taylor	Senior Casework Lead Post 16 job share
Emma Mickle	Caseworker Early Years Primary SEND Fixed term
Jill Heslop	Caseworker Secondary SEND
	Caseworker Yr11/Post 16 SEND Fixed Term
Jean Graham	Caseworker Primary SEND
Maria Hetherington Start date 1 September 2022	Caseworker Complex SEND
Leanne Greenlaw	Business Support
Adam Reynolds	Business Support Data (Education Data and Information Team)

We have had continued DFE CIN funding confirmed so will be seeking to extend the 2 current fixed term posts.

8.1 HEAD TEACHER RETIREMENT AND REPLACEMENT PLANS

As you will be aware I am retiring on 31 August 2022. In discussions between TFC and the Virtual School Governing Board it was decided not to recruit to the post of Head Teacher and to have an Acting Head Teacher, the main reason was to provide some stability for the team following the recent structural changes.

I am delighted to announce that Anita Swales my current Senior Lead (deputy) was interviewed and has been offered the post of acting Head Teacher. To ensure continued capacity we also advertised a secondment or fixed term post to replace the Senior Lead post. We have successfully appointed to this post, and they will start (clearance allowing) on 1 September 2022.

8.3 GOVERNING BOARD

We have had two resignations:

- Rachel Donahue Special School Head who is leaving the area for a new headship in North Yorkshire
- Sue Hamilton Secondary Head as she has a new role at Thornhill Academy

Both colleagues have made a significant contribution to the Governing Board, and I wish them well with their new roles.

We are already seeking replacements.

8.4 THANK YOU

I would like to thank the Corporate Parenting Board for their support and challenge since I joined TFC in November 2018. I would like to think I have left the Virtual School in a good position ... to continue being the best advocate for cared for children's education. The Team are very passionate about making a difference.

I have every confidence that Anita will continue this excellent work. I look forward to hearing positive things in the future.

NEXT ... Yes, I am retiring BUT I have just had it confirmed that the National Association for Virtual Schools NAVSH would like me to be their strategic lead for Peer Reviews of Virtual Schools, this will involve working across the country to assist Virtual Schools to review their performance in a constructive and supportive manner. It will involve working for a number of days per year depending on the demand.

9 BACKGROUND PAPERS

None

10 CONTACT

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