



**MANCHESTER**  
CITY COUNCIL

# **Virtual School Head's Report**

**An overview of 2020-21**

# Introduction

During 2020-21 the Virtual School Team has been working hard with Social Workers, Designated Teachers, Personal Advisers, Carers, Youth Justice colleagues, Independent Reviewing Officers, other services and partners to support Our Children and Young People, from 2- 25 years, in their Education, Employment and Training and to enable them to attend well, make good progress, achieve good outcomes and to progress into positive destinations at every stage.

The views, wishes and feelings of Our Children and Young People about their education and life as a whole, inform and sit at the heart of the Virtual School approach. The work of the Virtual School has informed and influenced the development of Manchester's Inclusion Strategy [https://secure.manchester.gov.uk/directory\\_record/376574/manchester\\_inclusion\\_strategy](https://secure.manchester.gov.uk/directory_record/376574/manchester_inclusion_strategy) In all of our conversations, quality assurance, advice, guidance and training the whole team is, in line with the Manchester Inclusion Strategy, focused on ensuring that every child and young person, whatever their age, identity, circumstances or ability, experiences a sense of belonging, feels respected and valued for who they are and is effectively supported to lead a safe, happy, healthy and successful life. This report provides an insight into the views, wishes and feelings expressed by our Children and Young People during 2020-21.

**During 2020-21 the Virtual School Team refreshed its action plan. The key priorities for the Virtual School are to ensure:**

- Manchester has a highly skilled, confident, competent and aspirational Virtual School and wider workforce working to promote the Education, Employment and Training (EET) of Our Children and Young People.
- All Our Children and Young People have their views heard, appropriately responded to and used to inform and influence service improvement.
- All Our Children and Young People are well supported to achieve good outcomes at every age and stage.
- All Our Children and Young People are well supported to access appropriate EET provision at every age and stage.
- All Our Children and Young People are well supported to attend well in their EET provision at every age and stage.
- All Our Children and Young People are well supported to have their needs met and to be fully included in their EET provision at every age and stage.
- All Our Children and Young People, are well supported to experience positive transitions at every age and stage.

# Introduction continued

## **This report provides an overview of :**

- What has been delivered.
- What has been achieved.
- What the challenges have been.
- What still needs to be done.

Unless otherwise stated, the data within this report refers to children and young people who have been in the care of Manchester for 12 months or more as of 31st March 2020.

## **Acknowledgements**

2020-21 has presented many opportunities as well as significant challenges including those arising from the COVID-19 pandemic. The Virtual School Head and Virtual School Team would like to acknowledge the hard work of all the children and young people during 2020-21 and to thank them for their engagement and participation in developing and reviewing their Personal Education Plans (PEPs). We ran a 2020-21 Achievement Awards process to celebrate Young People's achievements, but unfortunately this could not be a face-to-face event. 250 young people were nominated, and certificates, vouchers and trophies were distributed. We look forward to being able to celebrate young people's achievements back in the Whitworth Hall in the University of Manchester during 2021-22.

The Virtual School Team would also like to acknowledge the hard work of all the partners who have worked to support the Education, Employment and Training of all of Manchester's Children and Young People including Designated Teachers, Social Workers, Educational Psychologists, Youth Justice colleagues, Independent Reviewing Officers, Leaving Care Personal Advisers, Carers and family members. Key information from this report will be shared with all partners who are involved in the care, education, employment and training of Our Children and Young People.

**Jane Johnson**

**Virtual School Head**

**January 2022**

# Summary: Virtual School 2020-21

## What have we delivered?

- Completion and quality assurance of PEPs from pre-school – Post 16.
- Ensuring all young people have an appropriate IT device to access learning.
- Provided advice, guidance, training and challenge to Designated Teachers, Social Workers, Personal Advisers, Foster Carers and Youth Justice staff.
- Early identification of and intervention for young people at risk of exclusion or becoming NEET.
- School directions for 12 children needing a school place with provision of interim tuition.
- A team redesign to ensure robust line management, strategic planning and strengthened focus on inclusion.
- A new Virtual School website. <https://www.manchester.gov.uk/virtualschools/>
- Introduced the Virtual Education, Employment and Training Opportunities (VEETO) briefings attended by Social Workers, Personal Advisors and Youth Justice Workers.
- Run repeated CSCS training sessions, including bespoke sessions for particularly vulnerable young people.
- Implemented a Youth Justice PEP for all young people supported by the service.

## What difference have we made?

- Children and young people with an approved, up-to-date PEP in place; **EYFS** - 73%, **Year 1– Year 11** – 96.4% & **Post 16** – 89.5%.
- 82% of children in Reception – Year 11 attend good or better schools.
- Maintained overall attendance of 88% during 2020-21 with 94% attendance by half term 1 2021-22.
- Reduced fixed term exclusions from 292 in 2018-19 to 191 in 2020-21.
- Prevented 3 Post 16 exclusions.
- Prevented 5 exclusions of young people supported by Youth Justice.
- Supported children into new schools in a timely way.
- Increased the number of 16- & 17-year-olds in full-time EET from 65.7% in 2018-19 to 71%.
- Increased the number of 16 & 17 year olds who are currently NEET and who are accessing positive activity supporting them towards and into EET from 28% in 2018-19 to 47%.
- Secured employment opportunities for Young People including within the Our Town Hall project and with other construction companies.
- Provisionally 37% of Year 11s achieved grade 4+ and 12.3% achieved grade 5+ in English and maths GCSEs.
- Ensured the right transition support is in place for young people at key transition points.

## What have been our challenges?

- Ensuring PEP meetings, other education meetings and Virtual School training continue to happen using on-line platforms.
- Monitoring the attendance, engagement and well-being of young people, wherever they live, through the ePEP system during periods of lockdown.
- Monitoring and supporting the health and emotional well-being of members of the team working remotely.

## What do we still need to do?

- Implement the new Virtual School duty to promote the education of all children and young people with, or who have ever had a social worker.
- Implement plans within our successful DfE Post 16 Pupil Premium pilot bid.
- Revert to delivering more face-to-face training events including for foster carers, Designated Teachers, Social Workers, IROs and CEIAG leads.
- Further strengthen the relationships with employers to increase the number of high quality employment and training opportunities which can be accessed by Our Children and Young People.
- Collate, analyse and respond to the views being expressed by young people in relation to their identity and personal characteristics through our 2021-22 revised PEP template.
- Continue to improve the completion rate of PEPs for children in the EYFS and young people supported by the Youth Justice Service.
- Continue to develop the work of the team to promote equality, diversity and inclusion, with a particular focus on race, in relation to children and young people, team members, and the wider MCC workforce.

# Virtual School Workforce Development

## What has been delivered.

- Service redesign, staff recruitment and refreshed action plan to strengthen focus on inclusion at every age and stage.
- All staff well equipped to work from home.
- Regular full team meetings, sub-group and 1-1 meetings throughout the pandemic.
- Strong daily communication between and amongst the team members. Team walks when possible. Acknowledgement of birthdays and significant life events.
- Educational Psychology support and supervision.
- Attendance at the Virtual School Heads' Annual Conference.
- e-Learning modules including equality, diversity and inclusion, race equality, information governance, armed forces covenant, health and safety safeguarding & EYES system.
- Established a Virtual School Race Equality focus group
- Supporting team members back into face-to-face working

## What has been achieved.

- Good staff attendance throughout the pandemic.
- Maintained a strong sense of belonging to a team with everyone supporting each other.
- Business as usual in promoting the Education of our children and young people, maintaining support and challenge to partners.
- Development opportunities promoted across the team.
- Staff booked on to refreshed managers' training.
- Different members of the team participating in recruitment panels.

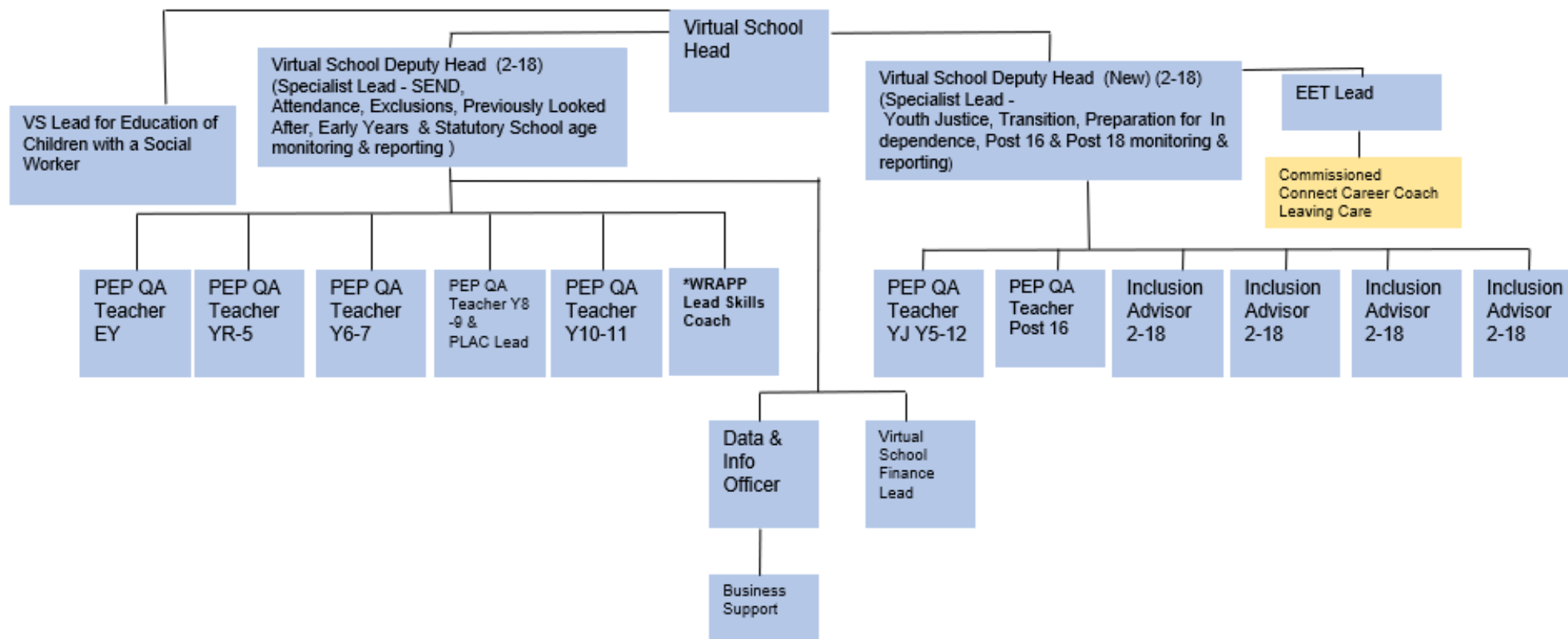
## What the challenges have been.

- Face to face contact only been possible towards the end of the year.
- Ensuring new staff received a positive induction and began to feel a sense of belonging whilst working at home.
- Monitoring the health and emotional well-being of team members and responding effectively to need whilst all working at home.
- Ensuring staff had the appropriate equipment and IT access to ensure effective, agile working.

## What still needs to be done.

- Introducing a model of group supervision facilitated by an Educational Psychologists.
- Identify more training and development opportunities for all members of the team to support service delivery and career progression.
- Recruit capacity to deliver new Virtual School duty to promote the education of all children with a social worker.
- Revisit and refresh our action plan and 1:1 sessions to ensure all staff are being well supported in their personal development, career aspirations and progression.
- Implement the new Virtual School duty to promote the education of children with a social worker.

# Virtual School Structure - October 2021



# Wider Workforce Development

## What has been delivered.

- Virtual School advice and support to education settings, social workers, carers and other partners via phone, video calls, email and via the Manchester Virtual School website <https://www.manchester.gov.uk/virtualschools/> on promoting the education of Looked After and Previously Looked After Children.
- Educational Psychology consultation for Designated Teachers and Social Care staff to discuss inclusion needs of children and young people.
- Introduction of the Virtual Education, Employment and Training Opportunities (VEETO) on-line briefings.
- PEP training sessions for early years settings, schools, Post 16 providers, social workers and Youth Justice Team.
- Webinars for foster carers delivered by EPs, CAMHs, Secure Base, Foster Care training team and Virtual School focusing on supporting positive transitions, SEND processes, Promoting positive mental health and well-being and anxiety based school avoidance. Sessions developed following a foster carer survey.

## What has been achieved.

- Verbal feedback about the on-line training, consultation and advice that has been delivered to education settings, social workers, carers and other partners has been that this has effectively supported them in their work to promote the education of the children and young people they support. Evidence of this positive support to children is reflected through many of the views expressed by children throughout the year, through the high quality of personal education plans and through the positive attendance, progress and outcomes of young people.

## What the challenges have been.

- Face to face contact only been possible towards the end of the year so we have had to refine our delivery of training via on-line platforms.
- Members of the Virtual School Team would usually spend time each week with social workers and Leaving Care Personal Advisers in each of the Locality Offices and in The Beehive. This has not been possible during the pandemic.

## What still needs to be done.

- Beginning to deliver wide ranging face-to-face training sessions. Dates have been booked and live training sessions and webinars prepared including Attachment Training.
- Re-establishing the rota of Virtual School staff being based in the Locality offices and the Beehive.
- Further develop the process by which we provide on-line training when necessary, including to enable access by colleagues from other Local authorities.
- Work with multi-agency colleagues to develop guidance and training on Promoting the Education of Children with a Social Worker.
- Work with other MCC colleagues to ensure high quality advice, guidance and training to education settings on promoting equality, diversity and inclusion including a strong focus on race, religion, gender, SEND and sexuality.

# Children & Young People's Views, Wishes & Feelings – Early Years & Primary

## What has been delivered.

- Children have shared their views throughout 2020-21 and these have been recorded in their termly PEP.
- Designated Teachers and social workers are encouraged through Virtual School training and PEP Quality Assurance feedback, to record the views of young people based on their ongoing conversations with them along with evidence as to how these views have been responded to.
- If a child is very young, experiences some form of SEND or is reluctant to talk Designated Teachers and Social Workers are also encouraged to record their observations of what seems to be going well for the child, what they seem to be worried about and what seems to help them.
- In children's PEPs we can see evidence of how their views wishes and feelings have been responded to, where this is not the case the Virtual School follows up with the Designated Teacher and/or social worker.

## What the challenges have been.

**Very few children in this age group talked about having any worries linked to the pandemic. The main things they have told us they are worried or concerned about are:**

- Leaving their parents and carers when they go into nursery.
- Having bad dreams sometimes.
- Wanting to see members of their birth family more frequently.
- Being worried about members of their birth family being unwell.
- Playing with new friends or joining in with new activities.
- Being worried about decisions being made at court. Sometimes children want to have more time with or return to live with their birth families and sometimes they don't.
- Being worried about some lessons and wanting more help.
- One child said, "I don't like the germs."

## What has been achieved.

**Many children in the early years and primary age groups have told us that they are not worried about anything and that they generally feel happy at home and in their nursery or school. The types of things they say are going well include:**

- Feeling happy and settled with the carers or parent/s they are living with.
- Spending time with members of their birth family.
- Having good friends and making new friends.
- Coming to school and enjoying their learning.
- Being back in school after lockdown and feeling happy and comfortable to be back in school.
- Feeling comfortable to be themselves in school.
- Playing with their toys and iPad. Dinosaurs and playdough get a mention!
- Celebrating special times including birthdays and Eid.
- Going on holiday, having days out, going swimming and attending clubs.

## What still needs to be done.

In preparation for 2021-22, the Virtual School has amended the views template within the PEP to put a stronger emphasis on supporting children and young people of all ages to talk about the things that are important to them including in relation to their personal identity and protected characteristics. Effective use of this template needs to be promoted and embedded over the coming year to ensure we are capturing rich information about what is important to children and young people and responding, in the best possible way to support them. In addition to the strengths-based questions, (What I think is going well, what I am concerned about and what needs to happen) there is now also a section which opens;

**"Please consider the things that are important to me in relation to my race, ethnicity, culture, religion, language, gender, and the people I love."**



# Children & Young People's Views, Wishes & Feelings – Secondary

## What has been delivered.

- Young People have shared their views throughout 2020-21 and these have been recorded in their termly PEP.
- Designated Teachers and social workers are encouraged through Virtual School training and PEP Quality Assurance feedback, to record the views of young people based on their ongoing conversations with them along with evidence as to how these views have been responded to.
- In children's PEPs we can see evidence of how their views wishes and feelings have been responded to, where this is not the case the Virtual School follows up with the Designated Teacher and/or social worker

## What the challenges have been.

**More young people in this age group talked about having worries than on the younger age groups. There were some worries linked to the pandemic. The main things they have told us they are worried or concerned about are:**

- Going back into face to face lessons, having to wear masks and stay in bubbles
- Specific subjects that they felt they were behind in.
- Knowing which GCSE subjects they will be able to study from the ones they have chosen.
- Whether they will get the results they will need to go to college.
- Wondering about how they will get to college.
- Moving away from the people who support them in school when they start college.
- Being able to live with their birth family.
- Worrying about getting to school on time.

## What has been achieved.

**Many young people in the secondary age groups have told us that they are not worried about anything and that they generally feel happy at home and in school. The types of things they say are going well include:**

- Attending school throughout lockdown.
- Feeling settled in their new school.
- Enjoying certain lessons, doing well in learning & feeling proud of their work.
- Having a laptop that works well.
- Going on school trips and doing fun activities including cooking.
- Spending face-to-face time with friends now that the lockdown restrictions have been lifted.
- Things going well at home with foster carers or parents.
- Getting on well with friends and members of their birth family.
- Having birthday parties and Eid celebrations.

## What still needs to be done.

In preparation for 2021-22, the Virtual School has amended the views template within the PEP to put a stronger emphasis on supporting children and young people of all ages to talk about the things that are important to them including in relation to their personal identity and protected characteristics. Effective use of this template needs to be promoted and embedded over the coming year to ensure we are capturing rich information about what is important to children and young people and responding, in the best possible way to support them. In addition to the strengths-based questions, (What I think is going well, what I am concerned about and what needs to happen) there is now also a section which opens;

**"Please consider the things that are important to me in relation to my race, ethnicity, culture, religion, language, gender, and the people I love."**

# Children & Young People's Views, Wishes & Feelings – Post 16 in Education, Employment and Training

## What has been delivered.

- Young People have shared their views throughout 2020-21 and these have been recorded in their termly PEP.
- Designated Teachers and social workers are encouraged through Virtual School training and PEP Quality Assurance feedback, to record the views of young people based on their ongoing conversations with them along with evidence as to how these views are being responded to.
- In young people's PEPs we can see evidence of how their views wishes and feelings have been responded to, where this is not the case the Virtual School follows up with the Designated Teacher and/or social worker

## What the challenges have been.

**There were young people in this group that said they weren't worried about anything and others who were very clear about what their concerns were. The main things they have told us they are worried or concerned about are:**

- Being able to remain living in the same area when they left care to be near friends.
- Feeling isolated.
- Moving on to the next stage of their education.
- Moving into independent accommodation and having enough money.
- Knowing what kind of support they will have when they leave care.
- Accessing driving lessons and passing their theory and practical tests.
- Applying for and achieving the grades they need to go to university.
- Being worried about there being future lockdowns because they prefer face-to-face learning.
- The health and well-being of members of their birth families.

## What has been achieved.

**The types of things young people in this age group said are going well include:**

- Enjoying their courses in college or training centres and feeling they were doing well.
- Being happy about being back in face-to face learning and socialising with friends.
- Having good attendance.
- Having a mentor and finding the support helpful
- Looking after their physical and mental health by keeping to good routines, exercising.
- Submitting applications for university and receiving offers.
- Feeling happy at home and having positive or improving relationships.
- Feeling positive about keeping positive during periods of lockdown.
- Having driving lessons.
- Going on holiday.
- Doing voluntary work or looking forward to the prospect of doing some paid work.

## What still needs to be done.

In preparation for 2021-22, the Virtual School has amended the views template within the PEP to put a stronger emphasis on supporting children and young people of all ages to talk about the things that are important to them including in relation to their personal identity and protected characteristics. Effective use of this template needs to be promoted and embedded over the coming year to ensure we are capturing rich information about what is important to children and young people and responding, in the best possible way to support them .

In addition to the strengths-based questions, (What I think is going well, what I am concerned about and what needs to happen) there is now also a section which opens; **"Please consider the things that are important to me in relation to my race, ethnicity, culture, religion, language, gender, and the people I love."**

# Children & Young People's Views, Wishes & Feelings – Post 16 Not Currently in Education, Employment and Training

## What has been delivered.

- Young People have shared their views throughout 2020-21 and these have been recorded in their termly PEP. This includes young people who are not currently in Education, Employment and Training.
- Social workers are supported and encouraged through Virtual School training and PEP Quality Assurance feedback, to record the views of young people based on their ongoing conversations with them along with evidence as to how these views have been responded to.
- In young people's PEPs we can see evidence of how their views, wishes and feelings have been responded to, where this is not the case the Virtual School follows up with the social worker and/or the young person's personal advisor.

## What the challenges have been.

**The young people in this group seemed to have more worries and concerns than children and young people in other groups. The main things they have told us they are worried or concerned about are:**

- Finding employment and a means to earn money.
- Having more money.
- Their physical and mental health.
- Waiting to secure a college place.
- Not making good progress in gaining independence skills.
- Finding new employment after a period of furlough has come to an end.
- The pandemic having brought barriers to finding employment.
- What will be decided in court about their future care arrangements.
- Wanting to get their own space.

## What has been achieved.

**The types of things young people in this age group said are going well include:**

- Making positive progress with completing their Youth Justice order.
- Being in a positive relationship with a girlfriend or boyfriend.
- Liking where they are living and managing their independence well.
- Being clear about where they will be living after they turn 18.
- Having the freedom to make choices and making good choices.
- Securing and attending positive learning activity.
- Being given a gym pass and attending the gym regularly.
- Improving their English.
- Being well organised, keeping their accommodation tidy and maintaining a good routine.
- Seeing friends and family.
- Managing their money well and feeling they are learning to budget.
- Feeling supported by others in their lives.

## What still needs to be done.

In preparation for 2021-22, the Virtual School has amended the views template within the PEP to put a stronger emphasis on supporting children and young people of all ages to talk about the things that are important to them including in relation to their personal identity and protected characteristics. Effective use of this template needs to be promoted and embedded over the coming year to ensure we are capturing rich information about what is important to children and young people and responding, in the best possible way to support them.

In addition to the strengths-based questions, (What I think is going well, what I am concerned about and what needs to happen) there is now also a section which opens; **"Please consider the things that are important to me in relation to my race, ethnicity, culture, religion, language, gender, and the people I love."**

# Children & Young People's Views, Wishes & Feelings – All Young People supported by the Youth Justice Service.

## What has been delivered.

- Young People have shared their views throughout 2020-21 and these have been recorded in their termly PEP.
- Teachers, Youth Justice Workers and social workers are encouraged through Virtual School training and PEP Quality Assurance feedback, to record the views of young people based on their ongoing conversations with them along with evidence as to how these views are being responded to.
- Through the new Youth Justice ePEP we are beginning to see evidence of how their views, wishes and feelings have been responded to, where this is not the case the Virtual School follows up with the Designated Teacher, Youth Justice Worker and/or social worker

## What the challenges have been.

**A number of young people said they didn't have concerns. The main things young people have told us they are worried or concerned about include:**

- Drinking too much alcohol sometimes.
- Relationship break-ups.
- Moving into the next year group.
- What other people think of me.
- Not getting on with teachers .
- Needing help with schoolwork and getting used to using college systems.
- Their own health and the health of family members.
- The outcome of court hearings.

## What has been achieved.

**The types of things young people supported by Youth Justice said are going well include:**

- Going to school, enjoying certain lessons and doing well with revision and assessments and completing more schoolwork than before.
- Spending time at home and getting on well with family.
- Physical and mental health and emotional well-being.
- Beginning to establish a positive routine.
- Participating in sport including football and boxing.
- Getting on well with people at school.
- Being awarded a CSCS card and passing construction qualifications.
- Being offered a college place and starting to attend college.
- Getting a job and enjoying it.
- Attending Youth Justice appointments and feeling supported.

## What still needs to be done.

In preparation for 2021-22, the Virtual School has amended the views template within the PEP to put a stronger emphasis on supporting children and young people of all ages to talk about the things that are important to them including in relation to their personal identity and protected characteristics. Effective use of this template needs to be promoted and embedded over the coming year to ensure we are capturing rich information about what is important to children and young people and responding, in the best possible way to support them .

In addition to the strengths-based questions, (What I think is going well, what I am concerned about and what needs to happen) there is now also a section which opens;

**"Please consider the things that are important to me in relation to my race, ethnicity, culture, religion, language, gender, and the people I love."**

# Outcomes for Our Children in the Early Years

## What has been delivered.

- A named Early Years PEP Quality Assurance Teacher providing advice, guidance, support and challenge and attendance at PEP meetings when appropriate.
- PEP Quality assurance of every PEP with written feedback to the Designated Teacher and Social Worker.
- Analysis of areas for development in Early Year PEP completion and actions for improvement agreed at the QA Board and being taken forward.
- Online PEP training for Designated Teachers and Social Workers.
- Telephone Educational Psychology consultation for all Designated Teachers and Social Workers.
- Information, advice and guidance available through the Virtual School Website.

## What the challenges have been.

- Ensuring effective Personal Education Plans are in place for the two year old children who are not yet in provision.
- As part of their care plan 72% of 2 years old are not yet in an education provision.
- 56% of children aged 2- 4 years have been identified as having some SEND need.
- 41% of those identified with SEND have communication and interaction difficulties
- 13% of 2-4 year olds have one setting move this year.

## What has been achieved.

- 64.3% children were entitled to the free 15 hours and of these 89% have taken up the offer with 37% having accessed more than 15 hours.
- 44.4% of children attending provision were judged by their setting to be making the expected level of progress
- 43.1% of children judged to be on track to achieve a good level of development.
- 95% of children had a positive transition into a confirmed reception destination in September 2021. Destinations are being confirmed for two children on adoption pathways.
- 73.1% of children, including those in reception, had an approved PEP in place with 54% being judged as good or outstanding. (PEPs requiring some improvement were still judged as effective plans. PEPs judged to be inadequate are not approved until recommended improvements are made )

## What still needs to be done.

- Share and discuss 2020-21 Early Years data and analysis at Designated Teacher Networks and social worker training to identify key actions to be taken by DTs and Social workers to promote inclusion and further improve outcomes.
- Further developing work with social workers for two-year-old children to ensure effective PEPs are in place to support them towards and into provision.
- More training for private nursery staff on SEND, attachment and PEPs
- More work with the adoption and SGO teams to further strengthen education planning for children moving towards becoming previously looked after.
- Further extend the Local Authority's current Wellcomm training offer to all Designated Teachers to further strengthen their understanding of speech and language development and the communication approaches which effectively support children.

# Outcomes for Our Children in Reception

## What has been delivered.

- A named Early Years PEP Quality Assurance Teacher providing advice, guidance, support and challenge and attendance at PEP meetings when appropriate.
- PEP quality assurance of every PEP with written feedback to the Designated Teacher and Social Worker.
- Online PEP training for Designated Teachers and Social Workers.
- Advice, support and challenge regarding effective use of pupil premium and payment of additional funding to personalise support where appropriate.
- Telephone Educational Psychology consultation for all Designated Teachers and Social Workers.
- Information, advice and guidance available from team members and via the Virtual School Website.

## What the challenges have been.

- An increase in the number of reception aged children from 39 in 2019-20 to 52 in 2020-21
- 15 children came into care during their Reception year
- 32.7% of children have an identified SEND with 52.9% of these being identified as having Social, Emotional and Mental Health (SEMH) Needs

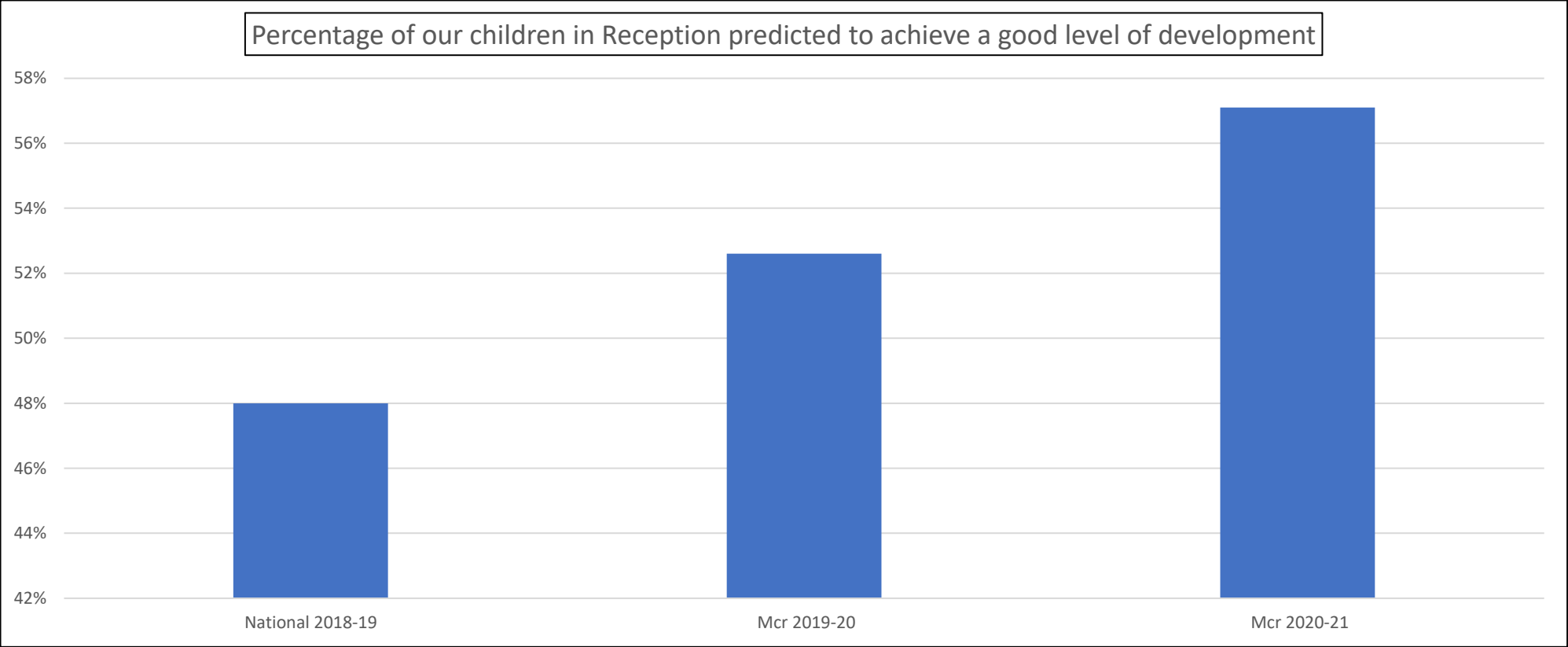
## What has been achieved.

- Designated Teachers have reported that 68.7% of children are on track to achieve a good level of development. This is an increase from 51.3% the same time on in 2020.
- Designated Teachers have assessed that 75% of children are making the expected level of progress regardless of their ability.
- A decrease in the percentage of children in Reception having 1 or more school move from 47.4% in 2019-20 to 20% in 2020-21
- Overall DTs report the positive impact Pupil Premium has made the main use has been learning resources (24.7%), interventions (15.3%) and 1:1 support (12.9%)

## What still needs to be done.

- Sharing and discussing Early Years and Reception data at Designated Teacher Networks and Social work training to identify actions to be taken by both to promote inclusion and further improve outcomes.
- Returning to more face-to-face training including a focus on new designated teachers, SEND, attachment, PEPs and DT networks. 2021-22 dates in place.
- Extend work with adoption and SGO teams to further strengthen education planning for children moving towards becoming previously looked after.
- Extend the Local Authority's current ELKLAN training offer to all Designated Teachers to further strengthen their understanding of speech and language development and the communication approaches which effectively support children.

# Outcomes for Our Children in Reception



# Outcomes for Our Children in Key Stage 1

## What has been delivered.

- A named Year 1 to Year 5 PEP Quality Assurance Teacher providing advice, guidance, support and challenge and attendance at PEP meetings when appropriate.
- PEP Quality assurance of every PEP with written feedback to the Designated Teacher and Social Worker.
- Online PEP training for Designated Teachers and Social Workers.
- Advice, support and challenge regarding effective use of pupil premium and payment of additional funding to personalise support where appropriate.
- Telephone Educational Psychology consultation for all Designated Teachers and Social Workers.
- Information, advice and guidance available through the Virtual School Website.
- Advise and support re effective use of pupil premium

## What the challenges have been.

- 42.6% of children in Year 2 had some form of SEND. Of these 16.7% had an EHCP. This is an increase from 2019-20 when 35.4% had an identified SEND with 10.4% having an EHCP.
- 29.6% of children with an identified SEND have SEMH as their primary need.
- Ensuring all children have access to appropriate IT devices during the pandemic.

## What has been achieved.

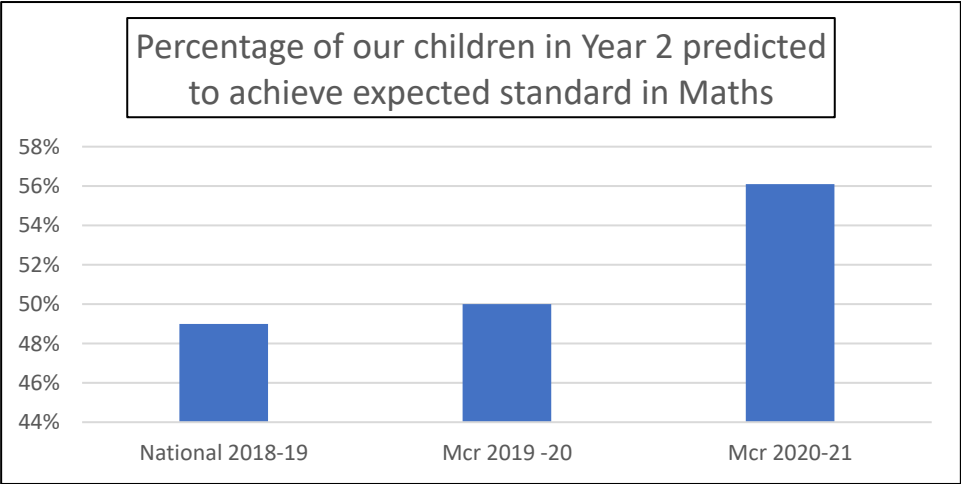
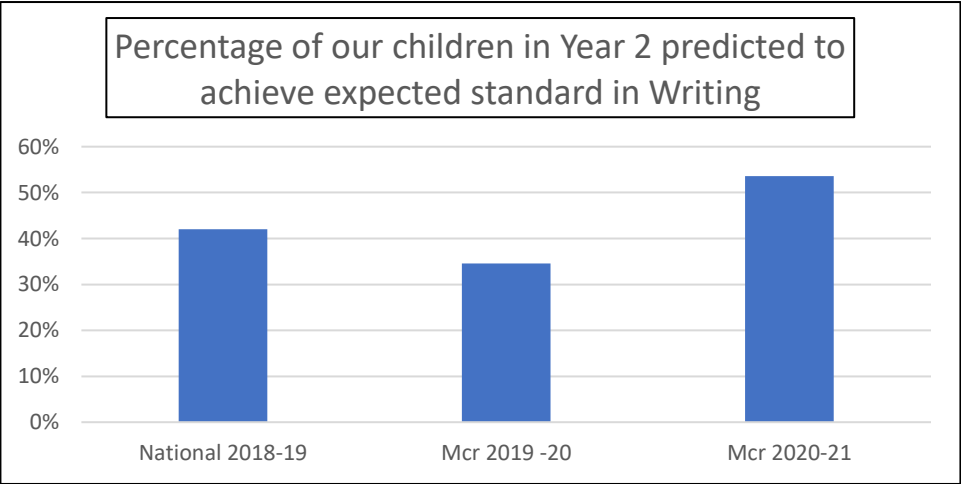
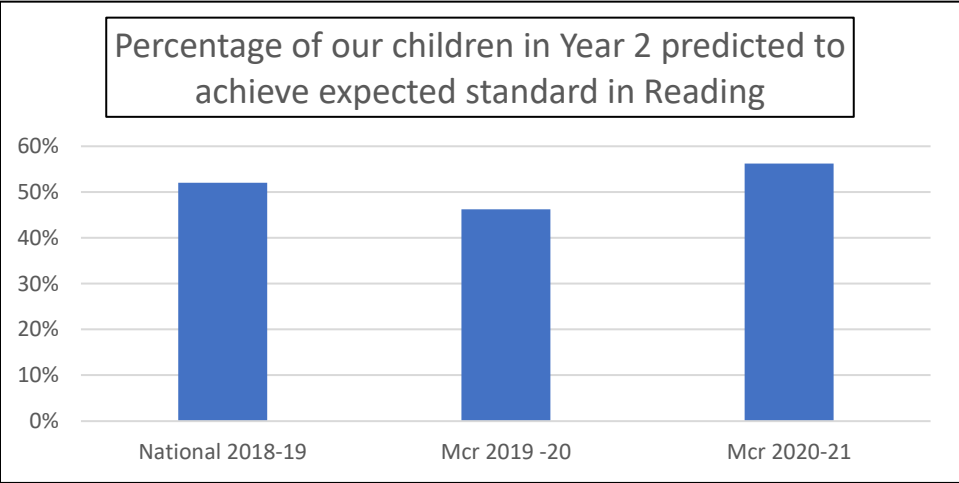
- 56.1 % of children have been assessed by their school to be reaching national standards in reading, an increase from 46.2% in 2019-20
- 53.6 % of children have been assessed by their school to be reaching national standards in writing, an increase from 34.6% in 2019-20
- 56.1% of children have been assessed by their school to be reaching national standards in maths, an increase from 50% in 2019-20
- 75.6% of children are reported by their schools to be making at least expected progress in reading.
- 58.5% of our children are reported by their schools to be making at least expected progress in writing
- 65.8% of our children are reported by their schools to be making at least expected progress in science.
- Overall, DTs report positive impact of Pupil Premium. The main uses in Key Stage 1 have been 1:1 support (26.2%), therapeutic interventions (23.1%) & school interventions (12.3%).

## What still needs to be done.

- Sharing and discussing Key Stage 1 data at Designated Teacher Networks and Social work training to identify actions to be taken by both to promote inclusion and further improve outcomes. Highlight gender gap in predictions in all areas with more girls being predicted to achieve the expected standard in all areas than boys. This will also be monitored through PEPs.
- Returning to more face-to-face training including a focus on new designated teachers, SEND, attachment, PEPs and DT networks. 2021-22 dates in place.
- Extend work with adoption and SGO teams to further strengthen education planning for children moving towards becoming previously looked after.
- Extend the Local Authority's current ELKLAN training offer to all Designated Teachers to further strengthen their understanding of speech and language development and the communication approaches which effectively support children.



# Outcomes for Our Children in Key Stage 1



# Outcomes for Our Children in Key Stage 2

## What has been delivered.

- A named PEP Quality Assurance Teacher providing advice, guidance, support and challenge and attendance at PEP meetings when appropriate.
- PEP quality assurance of every PEP and written feedback to the Designated Teacher and Social Worker
- Online PEP training for Designated Teachers and Social Workers.
- Telephone Educational Psychology consultation for all Designated Teachers and Social Workers.
- Information, advice and guidance available through the Virtual School Website.
- Advice, support and challenge regarding effective use of pupil premium and payment of additional funding to personalise support where appropriate.
- Advise and support re effective use of pupil premium
- Identification of children needing additional support at transition.
- Involvement of Virtual School Inclusion Advisers and targeted support from Assistant EPs for vulnerable young people at Key Stage 2 – 3 transition.

## What has been achieved.

- 54.4% of children have been assessed by their school to be reaching national standards in reading, an increase from 53.1% in 2019-20
- 57.9% of children have been assessed by their school to be reaching national standards in writing. an increase from 46.9% in 2019-20
- 52.6% of children have been assessed by their school to be reaching national standards in maths. This is a decrease compared with the 57.8% of children achieving this measure in 2019-20
- 49.1% of children have been assessed by their school to be reaching national standards in Grammar, Punctuation and Spelling (GPS), an increase from 37.5% in 2019-20
- 82.4% of children are reported by their school to be making at least expected progress in reading.
- 75.4% of our children are reported by their school to be making at least expected in science and maths regardless of their ability.
- 97.6% had a confirmed Year 7 destination in September. Special School consultation was in progress for two children. Interim tuition was put in place for both children.
- Overall DTs report positive impact of Pupil Premium. The main uses in Key Stage 2 have been therapeutic interventions(16.3%), 1:1 School support (9.7%), and music (6.5%)

## What the challenges have been.

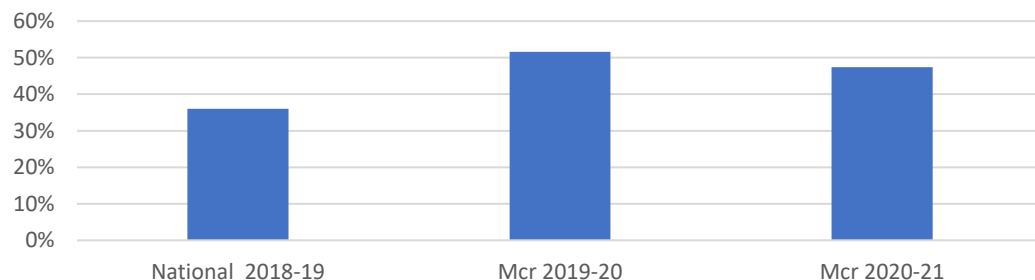
- High level of fixed term exclusions in Year 6 – 22 children with one or more incident with 25 incidents in total.
- 68.4% of children in Year 6 had some form of identified SEND and of these 24.6% had an EHCP.
- Ensuring all children have access to appropriate IT devices.

## What still needs to be done.

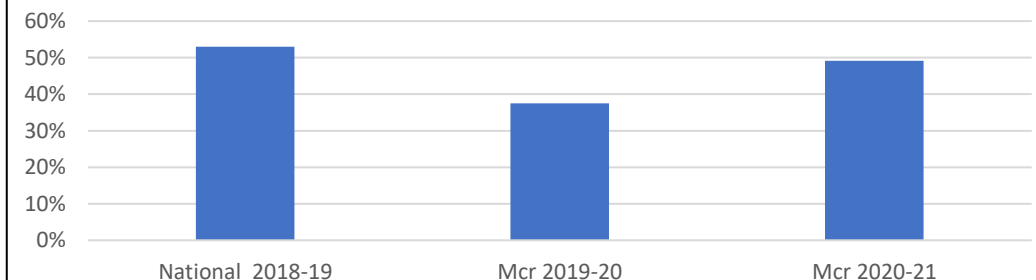
- Discussing Key Stage 2 data including fixed term exclusions data and analysis at Designated Teacher Networks and social worker training to identify actions to be taken by DTs and social workers to promote inclusion and further improve outcomes. Also discuss the progress being made in maths and the dip in children who have been assessed as achieving the expected standard in Grammar, Punctuation and Spelling (GPS) in 2020 & 2021 compared to 2019. This will also be monitored through children's PEPs.
- More targeted trauma and attachment training to Designated Teachers of Key Stage 2 and Key Stage 3 to support positive transitions and to reduce fixed term exclusions.
- Targeted promotion of the Virtual School EP consultation service with Designated Teachers for Key Stage 2 and 3 children to support positive transition planning.
- Monitoring through the PEP process the intervention being put in place throughout the year to support children identified as needing addition Key Stage 2 – 3 transition.
- Targeted promotion of the Virtual School Assistant EP mentoring support for children preparing to move to Year 7.

# Outcomes for Our Children in Key Stage 2

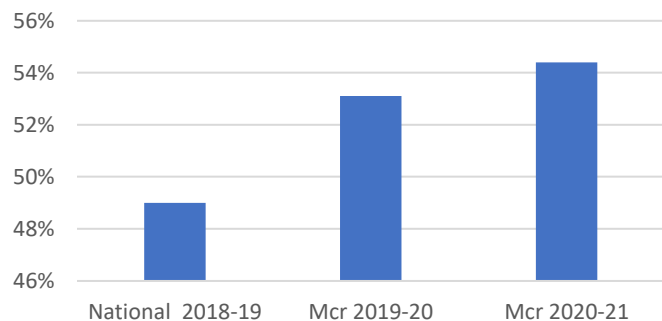
Percentage of our children in Year 6 predicted to achieve expected standard in RWM



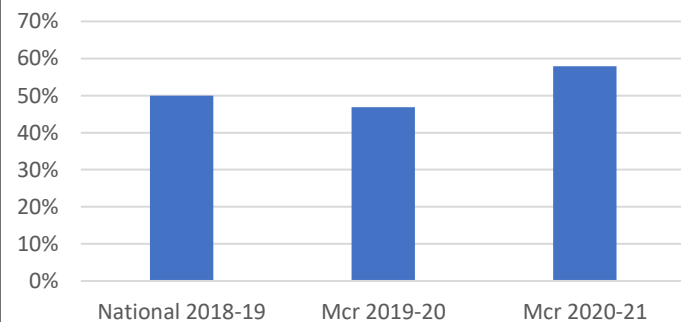
Percentage of our children in Year 6 predicted to achieve expected standard in GPS



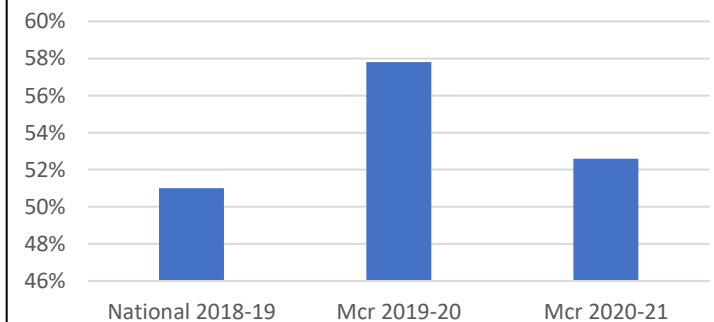
Percentage of our children in Year 6 predicted to achieve expected standard in Reading



Percentage of our children in Year 6 predicted to achieve expected standard in Writing



Percentage of our children in Year 6 predicted to achieve expected standard in Maths



# Outcomes for Our Young People in Key Stage 3

## What has been delivered.

- A named Year 7, 8 & 9 PEP Quality Assurance teacher providing advice, guidance, support and challenge and attendance at PEP meetings when appropriate.
- PEP Quality Assurance of every PEP with written feedback to the Designated Teacher and Social Worker.
- Online PEP training for Designated Teachers and Social Workers.
- Educational Psychology phone consultation for all Designated Teachers and Social Workers.
- Advice, support and challenge regarding effective use of pupil premium and payment of additional funding to personalise support where appropriate.
- Identification of young people at risk of NEET from Year 7 and monitoring of plans to mitigate against this risk.
- Involvement of Virtual School Inclusion Advisers and targeted support from Assistant Educational Psychologists for vulnerable young people at transition.

## What the challenges have been.

- 55.3% young people in Year 9 attend a school outside Manchester
- 73.4% of young people in Year 9 had an identified SEND need with 28.7% of these having an EHCP.
- Ensuring all children have access to appropriate IT devices.

## What has been achieved.

- 37.2% of young people in Year 9 were assessed as being on track to achieve Grade 4 or above in English by the end of Key Stage 4.
- 28.7% of young people in Year 9 were assessed as being on track to achieve Grade 4 or above in maths by the end of Key Stage 4.
- 63.8% of Year 9s were assessed by their schools to be making expected progress in English.
- 53.2% of Year 9s were assessed by their schools to be making expected progress in maths.
- Overall DTs report the positive impact of Pupil Premium in Key Stage 3. The main uses have been, tuition (29.4%), IT devices (26.1%), music (9.8%), learning resources (6.5%) and therapeutic interventions (6.5%).

## What still needs to be done.

- Sharing and discussing Key Stage 3 data and analysis at Designated Teacher Networks and social worker training to identify actions to be taken by DTs and social workers to promote inclusion and further improve outcomes.
- Returning to more face-to-face training including a focus on New Designated Teachers, SEND, Attachment, PEPs and DT Networks. 2021-22 dates in place.
- Monitoring through the PEP process the intervention being put in place throughout the year to support Young People to make good progress, achieve good Key Stage 4 outcomes and to achieve a positive transition to Post 16 destinations.

# Outcomes for Our Young People in Key Stage 4

## What has been delivered.

- A named Year 10 & 11 PEP Quality Assurance teacher providing advice, guidance, support and challenge and attendance at PEP meetings when appropriate.
- PEP Quality Assurance of every PEP with written feedback to the Designated Teacher and Social Worker.
- Online PEP training for Designated Teachers and Social Workers.
- Educational Psychology phone consultation for all Designated Teachers and Social Workers.
- Advice, support and challenge regarding effective use of pupil premium and payment of additional funding to personalise support where appropriate.
- Identification of young people at risk of NEET from Year 7 and monitoring of plans to mitigate against this risk.
- Involvement of Virtual School Inclusion Advisers and targeted support from Assistant Educational Psychologists for vulnerable young people at transition.

## What the challenges have been.

- 60.8% young people in Year 11 attended a school outside Manchester
- Collecting the GCSE data from schools in the context of the pandemic with an earlier than usual results day.
- 71% of young people in Year 11 had an identified SEND need with 39.2% of these having an EHCP.
- Ensuring all children have access to appropriate IT devices.

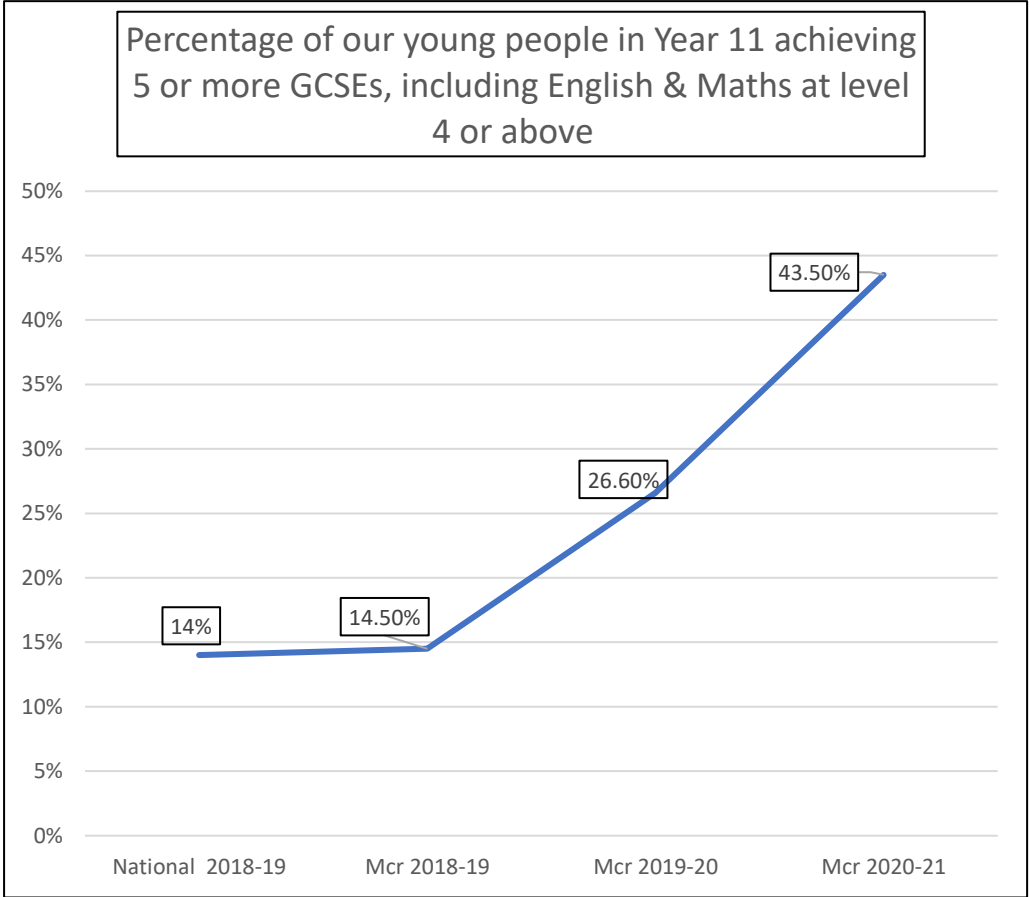
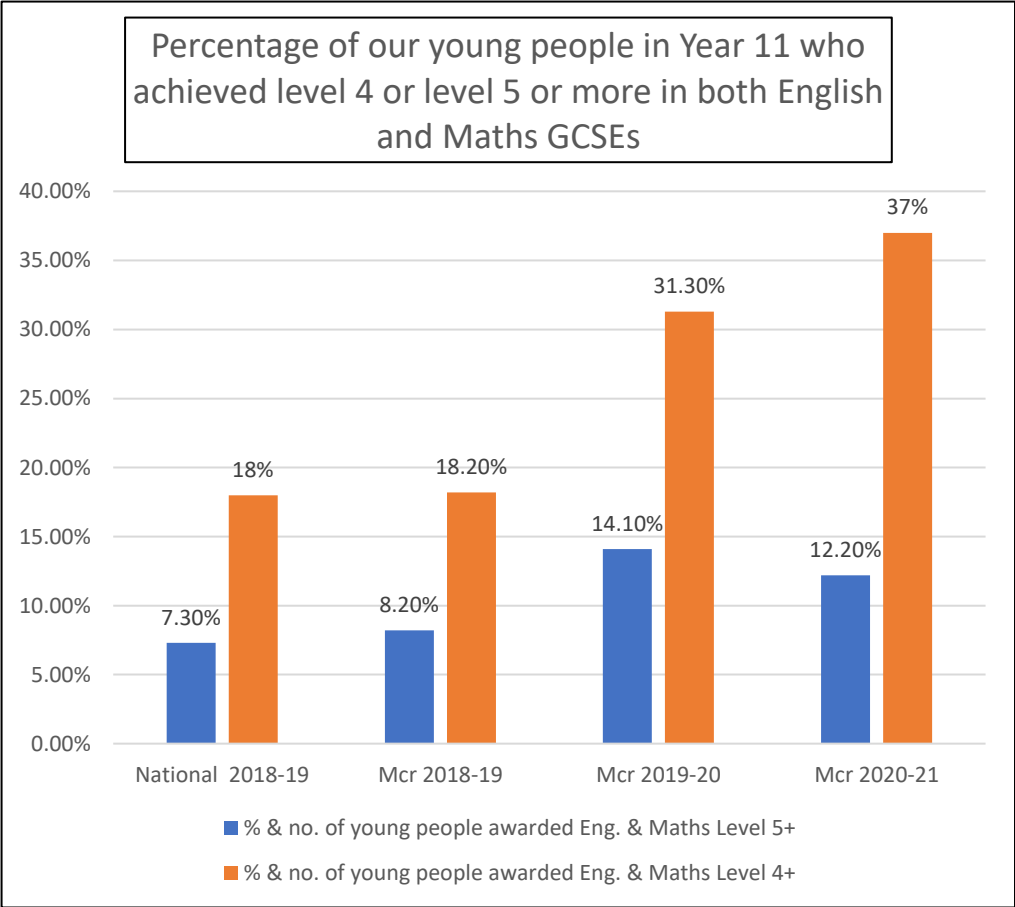
## What has been achieved.

- 33% of young people in Year 10 were assessed as being on track to achieve Grade 4 or above in English and maths by the end of Key Stage 4.
- 65.5 % of Year 10s were assessed by their schools to be making expected progress.
- 37% of young people are reported by schools to have achieved 4+ in both English and maths GCSEs which is an increase on 2019-20 at 31.3%
- 12.2% of young people are reported by schools to have achieved 5+ in both English and maths GCSE.
- 71.6% of Year 11s were entered for GCSEs an increase from 2019-20 at 66.6%.
- 43.5% of young people who were entered for GCSEs achieved 5 GCSEs Grade 4 and above including English and Maths, an increase from 2019-20 at 26.6%
- 55.6% of all young people who achieved Grade 4 or more in English and Maths were from a Black Asian or Minority Ethnic background.
- Overall DTs report the positive impact of Pupil Premium The main uses have been tuition (28.1%), IT equipment (25.9%) and resources (11.1%).

## What still needs to be done.

- Sharing and discussing Key Stage 4 data and analysis at Designated Teacher Networks and social worker training to identify actions to be taken by DTs and social workers to promote inclusion and further improve outcomes.
- Returning to more face-to-face training including a focus on New Designated Teachers, SEND, Attachment, PEPs and DT Networks. 2021-22 dates in place.
- Monitoring through the PEP process the intervention being put in place throughout the year to support Young People to make good progress, achieve good outcomes and to achieve a positive transition to Post 16 destinations.

# Outcomes for Our Children in Key Stage 4



# Outcomes for Our Young People in Key Stage 5

## What has been delivered.

- A named Year 12 & 13 PEP Quality Assurance Teacher providing advice, guidance, support and challenge and attendance at PEP meetings when appropriate.
- PEP Quality Assurance of every PEP with written feedback to the Designated Teacher and Social Worker including for young people who are currently NEET.
- Online PEP training for Designated Teachers and Social Workers.
- Telephone Educational Psychology consultation for all Designated Teachers and Social Workers.
- Ongoing monitoring of young people at risk of NEET ensuring appropriate plans are in place to mitigate against this risk.
- Involvement of Virtual School Inclusion Advisers to support social workers, personal advisers and carers in supporting young people who are currently NEET towards and into provision.
- Manchester Virtual School Head Chairs the Northwest Virtual School Heads Post 16 Subgroup.

## What the challenges have been.

- Collecting the Key Stage 5 data from Post 16 settings in the context of the pandemic with an earlier than usual results day.
- Some settings being reluctant to share the attendance data of our children and the achievement data of young people aged 18, due to interpretation of GDPR regulations and sharing of information agreements
- 46.93% of young people had an identified SEND need with 56.52% of these having an EHCP.
- Ensuring all children have access to appropriate IT devices.

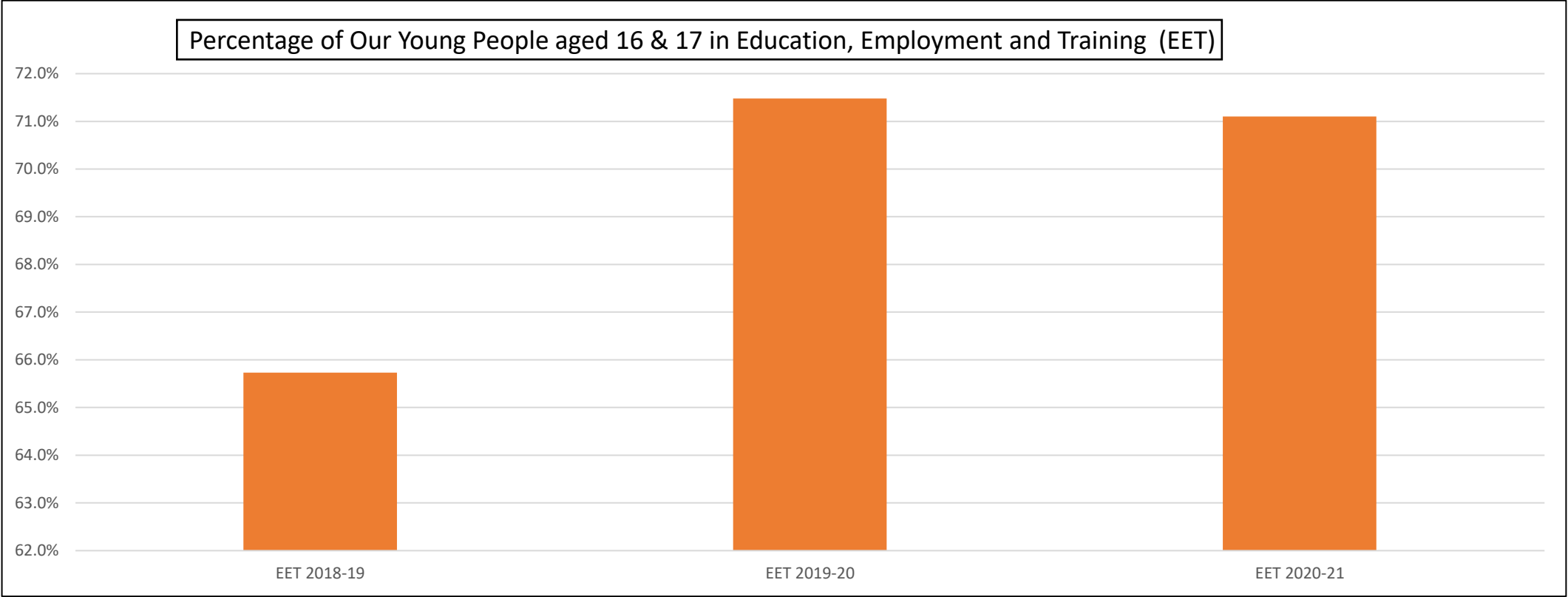
## What has been achieved.

- Successful DfE Post 16 Pupil Premium Pilot bid.
- 80.7% of young people achieving Pre-Entry Level qualifications
- 81.4% of young people achieving Entry Level qualifications (some continuing across academic years)
- 76.1% of young people achieving Level 1 qualifications
- 80% of young people achieving Level 2 qualifications
- 90.77% of young people achieving Level 3 qualifications
- 78.16% Successful progression into Post 16 EET for the 21/22 academic year
- Virtual School input into House Project Steering Group, The Beehive Steering Group, The Post 16 Referral Hub, Supported Lodging and Staying Put Task & Finish group in order to ensure that education, employment and training is maintained as a focus in the planning for all Post 16 and Care Leavers

## What still needs to be done.

- Highlight the importance of securing permission from the young person for ongoing collection of data – specific question in the PEP for DT's and SW to be aware of
- Sharing and discussing Key Stage 4 & 5 data and analysis at DT networks and social worker & personal adviser training to identify actions to be taken by all to promote inclusion and further improve outcomes.
- Returning to more face-to-face training including a focus on New Designated teachers, SEND, Attachment, PEPs and DT Networks. 2021-22 dates in place.
- Monitoring through the PEP process the intervention being put in place throughout the year to support Young People to make good progress, achieve good outcomes and to achieve a positive transition to Post 18 destinations.
- Implement our successful Post 16 Pupil Premium Pilot bid plan.
- Consideration of extending the ePEP monitoring until the end of the academic year in which the young person becomes 18 (Year 13)

# Young People in Key Stage 5 in Education, Employment and Training (EET)





# Outcomes for Our Care Leavers

## What has been delivered.

- A named Virtual School Education, Employment and Training Lead providing advice, guidance, support, training and challenge to social workers and leaving care Personal Advisers.
- A named, co-located Career Connect worker working with the Virtual school EET Lead and Leaving Care Managers to provide advice, guidance, support and training to social workers and leaving care workers to support young people towards and into EET destinations.
- Introduction of the Virtual Education, Employment and Training Opportunities online briefings for social workers, personal advisers and partners.

## What the challenges have been.

- Ensuring all children have access to appropriate IT devices.
- Maintaining engagement with remote learning offers for young people who were not able to attend regular place of learning

## What has been achieved.

- Virtual School input into House Project Steering Group, The Beehive Steering Group, The Post 16 Referral Hub, Supported Lodging and Staying Put Task and Finish Group in order to ensure that education, employment and training is maintained as a focus in the planning for all Post 16 and Care Leavers.
- 8.6% (98 young people) aged 18-25 are in Higher Education and 5 young people are being supported at Masters Level.
- 12 young people attended and completed bespoke CSCS Card training course resulting in immediate 50% conversion rate into employment/training
- 18 young people engaged with We Mind The Gap, bespoke intensive support programme
- 79 young people accessed ring fenced EET opportunities with over 50% positive success rate over the year
- Improved collaboration with MCC Social Value procurement group, GM Delivery Group and Care Leaver Covenant partners such as John Lewis Partnership.

## What still needs to be done.

- Further training with social workers and personal advisers to strengthen knowledge and understanding of the Post 16 and Post 18 Education, Employment and Training landscape.
- Further support and encouragement for Personal Advisers to attend PEP meetings for young people, particularly the final PEP before the young person becomes 18

# Outcomes for all Young People supported by Youth Justice.

## What has been delivered.

- Launch of the Youth Justice ePEP in January 2021 for all young people, not just those in our care, who are supported by the Youth Justice Service.
- A named Youth Justice PEP Quality Assurance Teacher providing advice, guidance, support and challenge and attendance at PEP meetings when appropriate.
- PEP Quality Assurance of every PEP with written feedback to the named Teacher Youth Justice Worker and/or Social Worker.
- Collection of Key Stage 4 data (GCSEs) undertaken for the cohort for the first time
- Delivery of ePEP training to all Youth Justice case managers and named teachers.
- Liaison with custodial setting to agree principles for information sharing and establishing input for the PEP process
- Bespoke CSCS card training offered to small group requiring intensive support due to low levels of literacy and numeracy

## What the challenges have been.

- 63.3% have some form of identified SEND with 33.3% having an EHCP
- Working to ensure that all young people are in the right provision accessing the right support.
- Collecting the GCSE data from schools in the context of the pandemic with an earlier than usual results day.
- Ensuring all children have access to appropriate IT devices.
- Only 44.4% of young people entered for GCSE were entered for 5 or more.

## What has been achieved.

- 86% of Young People attended schools judged by Ofsted to be good or better.
- Data sharing protocols and weekly data exchange between Youth Justice and Virtual School.
- Strengthened links between Youth Justice and Manchester Secondary PRU and The Endeavour Federation
- 53.5% of all young people supported by the Youth Justice Service had a PEP in place by Summer 2021
- Development of multi-agency support panels for young people with the most complex needs – at both statutory school age and Post 16
- Close working relationship between the YJ service, YJ PEP QA Teacher and VS EET Lead to develop ring fenced employment and training opportunities for young people supported by Youth Justice Service.
- 70% were entered for GCSEs, which is about the same for young people who have been looked after for 12 months or more at 71.6%
- 9.5% of young people achieved 4+ in both English and Maths 9.5% and achieved 5+ in both English and Maths.

## What still needs to be done.

- Sharing and discussing the findings from the Youth Justice PEP data with key partners including schools, colleges, Youth Justice colleagues, social workers and the Youth Justice Board to identify actions to be taken by all to promote inclusion and further improve outcomes.
- Ensure young people are being entered for an aspirational number of appropriate qualifications.
- Returning to more face-to-face training including a focus on SEND, Attachment, PEPs and networking. 2021-22 dates in place.
- Monitoring through the PEP process the intervention being put in place throughout the year to support Young People to make good progress, achieve good outcomes and to achieve a positive transitions.
- Timely PEP completion for whole cohort

# Unaccompanied young people.

## What has been delivered.

- Making sure every unaccompanied young person received an age-appropriate education offer – either of a school place, interim 1-1 tuition, or access to Post 16 ESOL classes
- Improved offer to Post 16 young people including Summer school to support transition for late Summer arrivals
- Additional mentoring support available to those attending The Manchester College
- Agreed programme of enrichment activity to support young people's sense of belonging
- Trial of specialist weekly mentoring support
- Distribution of IT equipment, in conjunction with learning providers – including, laptops, tablets, iPad and Wi-Fi dongles

## What the challenges have been.

- Roll out of IT equipment and access to ongoing WiFi or data for those young people in semi-independent living arrangements where WiFi is not included
- Shortage of provision of ESOL for part of the year
- Increased demand for places at The Manchester College as facilities being accessed by many LA's within and outside of GM
- Progress of many has been slower due to online learning – more efficient progress made by learners experiencing face to face or classroom-based teaching
- Young people feeling more isolated due to lockdown and not becoming as familiar with the local area as quickly as when no restrictions in place, sometimes leading to frustrations with professionals at the length of time some things took
- A small number of young people not able to engage with an EET offer – due to ill health, desire to work in unregulated employment or prolonged period of missing from home

## What has been achieved.

- 89% of all those young people enrolled on ESOL courses, achieved 2 or more qualifications in functional skills and personal development
- 92% of all those young people enrolled on ESOL courses were retained in their education settings and are either continuing or progressing on to the next level of study
- Development of stronger working relationships with New Arrivals Social Work team including delivery of PEP training and specialist Educational Psychologist and CAMHS training

## What still needs to be done.

- To ensure that all young people continue to have appropriate access to a device for learning and can access WiFi in their home environment
- To work with colleges to ensure that ample provision for 16-18 year old learners is in place throughout the academic year and that waiting lists are kept to a minimum.
- To ensure that school places are applied for as swiftly as possible for unaccompanied young people in Year 11.

# Accessing appropriate EET provision at every age and stage

## What has been delivered.

- Education, Employment and Training advice, guidance support and challenge provided to DTs, Social workers, Personal Advisers and other partners.
- Monitoring through the PEP process, the experience and progress of children in Alternative Provision and in educational provision judged to be less than good.
- School directions for 12 children.
- High aspirations promoted from Early Years to Post 16 through the PEP process.
- Advice and guidance through the PEP Process to social workers and Personal Advisers on supporting young people, aged 16 & 17, who are currently NEET, towards and into positive EET destinations.
- Introduction of the Virtual Education, Employment and Training Opportunities (VEETO) on-line briefings for social workers, Personal advisers and partners.
- High levels of support to help young people consider and move into well-supported EET opportunities provided by MMC social value employers.
- Virtual School membership of monthly Education Access Board and Schools QA Board to escalate concerns and provide scrutiny of Virtual School service and outcomes.

## What has been achieved.

- 82% of children in Reception – Year 11 attend good or better schools, a decrease on the previous year (92%) due to an increase in the percentage of schools which have not yet inspected from 4.4% to 9.4%. Only 1.8% of children attend inadequate schools. All of these children are of secondary age. This is a decrease from 2.5% in 2019-20.
- Of the 56 school aged young people supported by Youth Justice 86% attended good or better schools. Of these 12 young people were in our care, 2 were previously looked after, 3 were on Child in Need Plans and 4 on Child Protection Plans.
- All 12 school directions were successful, and the children started to attend their preferred school provision.
- By July 2021 71% of 16 & 17 year olds were in full-time EET, an increase from 65.7% in 2018-19. Of the 29% of young people who were NEET, 47% were accessing positive activity an increase from 28% in 2018-19
- Virtual School membership of the multi-agency SEND & Residential panels & input into some individual permanency planning and care plane review meetings to ensure EET is a key focus in all young people's plans.

## What the challenges have been.

- Schools refusing to admit children to a school place on the grounds that they already cater for a high number of children with additional needs.
- During the pandemic, the availability of vocational opportunities greatly reduced as a result of the social distancing restrictions and companies furloughing their staff.
- Due to Covid closures in some post 16 settings, no capacity to enrol newly arrived Unaccompanied young people for a period of time, resulting in delay in access to formally structured learning

## What still needs to be done.

- Revisiting the importance with all education settings of supporting children to develop Skills for Life .
- Support and challenge all partners to strengthen the work to promote aspiration throughout the young person's educational journey and to ensure that all young people with the aspiration and ability can attend HE.
- Earlier promotion and awareness raising of the support package for Higher Education which exists via the Leaving Care Service to encourage more young people to actively consider Higher Education.
- Promoting early conversations about ambition and aspiration with Unaccompanied young people and ensuring access to appropriate CEIAG regardless of language ability

# Attendance at EET provisions at every age and stage.

## What has been delivered.

- Assistance and challenge to social workers, carers, schools and Post 16 provisions to support the attendance of our young people during the pandemic.
- Promoting the Manchester school anxiety pathway where appropriate
- Close partnership working between the Virtual School and the Manchester Attendance and Exclusion team in promoting key messages .
- Use of the COVID contact page within the ePEP to maintain an overview of the whereabouts, educational offer, progress and well-being of children and young people during periods of lockdown.
- Virtual School membership of monthly Education Access Board and Schools QA Board to escalate concerns and provide scrutiny of Virtual School service and outcomes.
- Work with Adoption Counts to ensure the education of Previously Looked After Children is promoted.

## What the challenges have been.

- School closures in Jan – March not all young people took up the offer to attend schools
- Monitoring the attendance of children in the context of periods of lockdown and the school bubble system with, as a result of COVID infections, some young people being education at home and some in school .
- Ensuring all young people had the necessary IT and data they require.
- Not all Post 16 settings provided face to face offer throughout the duration of the pandemic, leading to difficulties for new enrolments for newly arrived (UASC) young people and a consistent educational offer for vulnerable young people

## What has been achieved.

- Continued monitoring of attendance through use of the Manchester COVID contact page within the ePEP system.

### **School attendance 2020-21:**

- 91.2% attendance in Primary
- 85.6% attendance in secondary
- 88% attendance in all mainstream schools
- 87.8% attendance in special schools
- Autumn term 2020-21 attendance was very positive and in-line with 2019-20 at 94.8%
- Positive start to Autumn term 2021-22 attendance. By end of September - **All schools 94.7%, Primary 95.8% & Secondary 93.9%.**
- 55.38% of children in Post 16 settings had attendance between 75% and 100%
- 6.92% of children in Post 16 settings had attendance below 25%
- Post 16 average attendance 78.80% at end of June 2021

## What still needs to be done.

- Deliver networks to include both Attendance leads and Designated Teachers.
- Develop and deliver attendance training for Carers with the Manchester attendance and exclusion team
- Developing a more consistent approach to addressing absence in all Post 16 settings, ensuring that early identification of absence is highlighted to Virtual School and Social Work staff in order to provide more support.

# High quality inclusion at every age and stage

## What has been delivered.

- Virtual School Head leads on the Manchester Inclusion Strategy.
- [https://secure.manchester.gov.uk/directory\\_record/376574/manchester\\_inclusion\\_strategy/category/1479/childrens\\_services](https://secure.manchester.gov.uk/directory_record/376574/manchester_inclusion_strategy/category/1479/childrens_services) Virtual School promoted the principles of the Inclusion Strategy with all partners working with young people who are in the care of Manchester, Previously Looked After and supported by Youth Justice.
- PEP format developed to further promote all aspects of inclusion.
- COVID contact page refined to monitor and promote safeguarding and engagement in learning.
- Early intervention and support for complex cases with multi agency involvement to prevent exclusion and ensure appropriate provision to support good progress and outcomes.
- Targeted use of Education Psychologists and Assistant Educational Psychologist support in education settings across the whole age range.
- Targeted use of pupil premium support appropriate personalisation.
- Audit of SEND status of children & young people and follow up conversations about concerns.

## What has been achieved.

- Reduction in the percentage with one or more incident of fixed term exclusion from 13.2% in 2018-19 provisionally to 10.9% in 2020-21.
- Reduction in the number of secondary fixed term exclusions from 258 in 2018-19 to 146
- Prevented 3 Post 16 exclusions.
- Prevented 5 exclusions of young people supported by Youth Justice.
- More in depth understanding of different settings' approaches to identifying and addressing the SEND of young people.
- More in depth understanding of some Post 16 settings' inappropriate use of the early completion of courses.
- Successfully matching young people to aspirational opportunities through work with partners such as the EY Foundation and the House Project.
- Distribution of 409 IT devices and dongles plus devices purchased through Pupil Premium for children in Reception to Year 11.
- Identification of the need for a stronger emphasis on personal identity (linked to equality characteristics) when talking to young people as part of the PEP process.

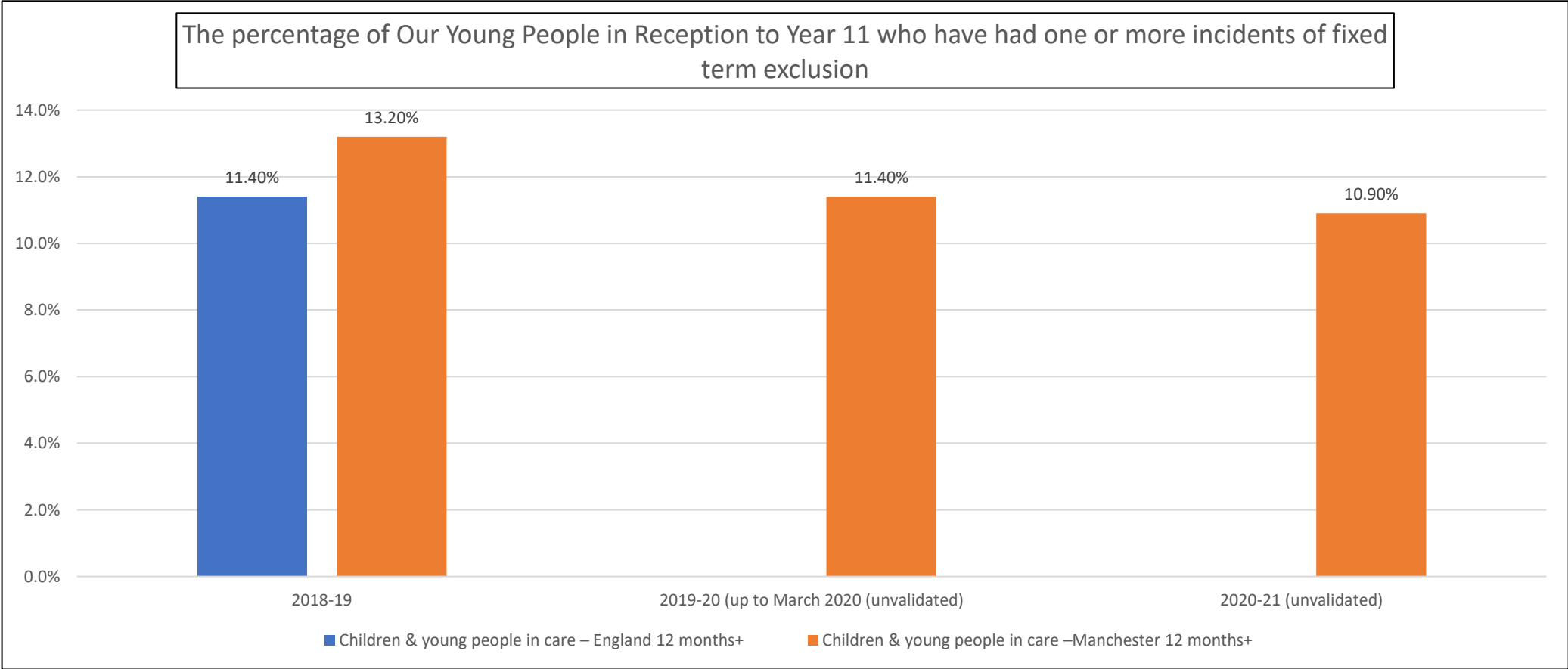
## What the challenges have been.

- Understanding the implications of inclusion data within the context of COVID.
- Shift in the main reasons for fixed term exclusions from persistent disruptive behaviour to physical and verbal assault towards adults and peers.
- Shift in the main reasons for Post 16 disciplinary incidents from physical & verbal assault to non-attendance.
- Inconsistent recording by different settings of Post 16 attendance at on-line classes.
- Some settings' negative perceptions of children in care and those supported by Youth Justice.
- Ensuring all young people have access to appropriate IT devices and reliable wifi.

## What still needs to be done.

- Work closely with education settings, especially Early Years and Post 16, to develop their offer to young people who require support as SEN Support level.
- Embed the use of our new student voice format in the PEP to celebrate young people's personal identities (linked to equality characteristics) and ensure all appropriately personalised support is in place to enable all young people to be safe, happy, healthy, successful and independent.
- Refresh inclusion focused training offer (face-to-face and online) including attachment, race equality, gender, sexuality, SEND & transition.
- Implement the new Virtual School duties to Promote the Education of Children with a Social Worker.

# Our Children who have had one or more fixed term exclusion



# Looking ahead to 2021-22

2021-22 brings with it a cautious sense of optimism for us all as confidence increases in the ability to safely have face-to-face contact with children and young people and with colleagues. The Virtual School looks forward to the benefits of face-to-face networks, training session and working alongside social work colleagues in the different locality buildings. We know from young people's PEPs that overall, they are glad to be back accessing learning in person. We hope that next year's Virtual School Head's report will be one that reflects that face-to-face learning could take place throughout 2021-22.

## **During 2021-22 the key high-level priorities for the Virtual School are to:**

- Ensure all young people are being appropriately supported through their PEPs in their education and well-being, in the wake of the global pandemic.
- Refresh our Virtual School training offer to the wider workforce working to promote the Education, Employment and Training (EET) of Our Children and Young People, offering face-to-face training wherever possible including with a focus on literacy, equality and diversity, trauma and attachment, listening and responding to the views of young people and supporting positive transitions.
- Promote a strong focus on listening to what is important to young people in relation to their circumstances and personal identity through the revised voice section within the PEP.
- Continue to reduce the number of young people receiving fixed term exclusions through early intervention, appropriate assessment and reasonable adjustment.
- Continue to work with partners to embed the use of the Youth Justice PEP and improve the educational experience, attendance, progress, outcomes and progression of young people supported by the Youth Justice Service.
- Continue the close working between the Virtual School and the Leaving Care Service to further improve young people's education, employment and training experiences, outcomes and progression and to continue to reduce the number of young people not in education, employment and training.
- Continue the close work of the Virtual School with Manchester's Work and Skills Team and local employers to further expand and support young people into high quality, well supported employment and training opportunities.
- Ensure the new Virtual School duties to promote the education of children and young people, (aged birth to 18 years) with a social worker are effectively implemented. In Manchester this will be delivered within the context of the Manchester Inclusion Strategy.
- Ensure the successful Manchester Post 16 Pupil Premium bid is effectively implemented, and impact evidenced and shared with the DfE and other key partners.