

People Directorate
Setting and School Effectiveness

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September 2016



Version 1

School Improvement Plan 2016-2017



People Directorate Service Plan 2016-2017 Target

To improve educational outcomes for all learners:

This Virtual School is specifically involved in the following functions:

- The development of more inclusive practice across settings and schools
- Strategies that target vulnerable groups
- Provision of a Virtual School to support individual attainment of CLA

Priority 1

Continue to support and challenge all schools and early years services to be good or outstanding.

Performance Indicator

- Percentage of Looked After Children at-attending a good or outstanding school target 2017 85%

Virtual School Aims

1. To continue to support and challenge all schools and early years' services to offer good or outstanding provision for all children and young people that are looked after by Milton Keynes.
2. To continue to raise attainment for the children and young people that are looked after by Milton Keynes.
3. To develop programmes and systems which will ensure the gap is narrowed between the CLA group and all children.
4. To ensure the Virtual School is efficient and effective so the provision meets the needs of the entire CLA group from 3 years to 18 years.
5. To train teachers and school staff so that they have a good understanding of how to ensure that all children and young people that are looked after by Milton Keynes make good progress.

Objective	Milestones	Timeframes	Responsible officer	Resources / CPD	Impact by when (Success Criteria)	Further info / comments
1. To further develop the tracking of attainment and progress for the Virtual School.	<p>To work with Welfare Call to personalise the reporting to support the Milton Keynes systems.</p> <p>To further develop the progress analysis with the analyst.</p> <p>To participate in the research with CIRCE to produce appropriate comparators for CLA</p>	<p>10/16</p> <p>09/16 ongoing once each term</p> <p>To be confirmed when research pilots begins</p>	<p>MM / DE / new business support</p> <p>MM / VH</p> <p>MM / VH</p>		<p>The attainment and progress is accurate and received in an appropriate timeframe</p>	
2. To raise attainment through targeted support for groups identified within the school.	<p>Personalised resources are developed to support individuals:</p> <ul style="list-style-type: none"> • Nimbl • TLC • Tutoring support • Letter box • Aspirational visits eg Jacqueline Wilson, Skills Show 	<p>Ongoing led by need</p> <p>Y1 ,3, 5 + 7</p> <p>11.16</p>	DE / MM	Pupil premium funding	Progress and attainment improves for the individual	

	<p>Young people transitioning to the next key stage:</p> <p>Key transition role created in Senior Education officer role.</p> <p>Y11 Tutoring support for maths and English</p> <p>Year 6 transition tutoring project from year 6-7:</p> <ul style="list-style-type: none"> • 2016 evaluation • 2017 new project <p>UASC personalised package agreed with the school funded from pupil premium</p> <p>To work closely with Head of Delivery of CPT regarding care leaver strategy</p> <p>Care leavers have appropriate education support from Personal advisers</p> <p>UCAS / HE / GCSE training for Personal advisers sourced from Bedfordshire University</p> <p>Care leavers are supported to request support from the Virtual School if it is required by Personal advisers.</p>	<p>09/16</p> <p>12/16</p> <p>12/16 06/17</p> <p>Ongoing</p> <p>From 09/16</p> <p>MM to meet with personal advisers 09/16</p> <p>28/09/16</p>	<p>MM / DE</p> <p>DE</p> <p>DE DE</p> <p>MM / admissions team</p> <p>MM</p> <p>MM / DE</p> <p>DE / HG</p> <p>Data analyst LCS /</p>	<p>Pupil premium funding</p> <p>6 weekly meetings</p> <p>Time to meet</p> <p>Training session @ Bedfordshire University MK</p>	<p>Progress and attainment improves for the individual</p> <p>Strategies in place work together to improve services</p> <p>The care leaving group have appropriate education and the Virtual School accurate records.</p> <p>PAs understand new GCSE format, how to apply for FE & HE</p>	
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	The Virtual School begins to collate information regarding care leaver education destination and awards	Ongoing after the meeting 09/16	MM		
3. To further develop the PEP processes to ensure every child and young person looked after by Milton Keynes has a high quality up to date PEP completed by the appropriate member of MKC.	<p>Reorganise caseloads to create sufficient time for 10 day timescales to be met wherever possible</p> <p>Introduce a new process for UASC to ensure previous school experience is captured – out of education PEP</p> <p>Further develop transition PEP processes for year 11 include within the IAG process</p> <p>To develop the role of the EY improvement officer so that the EYs officer quality assures the settings and high quality EYs PEPs are in place.</p>	<p>09/16 complete set by 12/16</p> <p>09/16</p> <p>11/16</p> <p>09/16 ongoing</p> <p>10/16</p>	<p>NC</p> <p>JC / NC</p> <p>DE / HG</p> <p>MM / RB</p>	<p>N/A</p> <p>HG to shadow PEP officers</p> <p>RB to shadow PEP officers</p>	<p>Data regarding 10 day timescales shows improvement</p> <p>Early school experience captured to ensure personalised provision is designed effectively.</p> <p>PEP and IAG processes are smart and accurate without duplication</p> <p>All 3 & 4 year olds CLA attend quality assured, appropriate settings and PEPs are in place.</p>

	Design a process to prioritise PEPs and decide who is best to attend The PEPs will be prioritised in line with the process Process will be shared with the Social Worker teams.	11/16	Team Team MM / NC	Team day Meeting Time	Process for prioritising PEPs is embedded in practice 01/17 All teams are aware of the process 12/15	.
4. To collate the impact of pupil premium across the whole school.	Spreadsheet produced All staff to add impact discussed as PEPs take place VSHT to monitor monthly and compile impact statistics	09/16 09/16 ongoing 10/09	Team	n/a	Pupil premium impact is measured across the whole virtual school	
5. To work with colleagues across the council to ensure young people are admitted to good or outstanding schools and colleges in a clear timeframe, needs are met	To further develop the work with admissions by; <ul style="list-style-type: none"> Embedding the process for application Ensure all key stage transfer carers are targeted with application information To further develop our work with SEND by:	Ongoing 09/16	MM / DE / SS and admissions team	Time	Young people are admitted to schools in a clear timeframe. The needs of the young person are met with efficient use of the MKC resources.	

effectively and there is a continuing efficient use of MKC resources.	Working closely when young people required SEND provision by; <ul style="list-style-type: none"> holding regular meetings between the Virtual School and the SEND team. 	09/16	MM / NM / WS/ CM	Time	
6. To further develop the training offer from Milton Keynes Virtual School.	To conclude the attachment pilot with celebration and discussion where next. To offer a second attachment awareness programme To offer a conference focussing on The mental health issues which are often associated with CLA and how schools can support the young people involved. To develop a learning opportunity to help teacher's understand Post Traumatic Stress disorder. To work closely with the fostering team and workforce development to further develop the Virtual School offer of training to foster carers.	29/09 01/17 03/17 03/17 Initial meetings 08/16 Interim plan 09/16-12/16 New plan 01/17	MM / NC MM / NC Team / business support Team MM MM/ NC MM/ NC	Time Time	Evaluations demonstrate that staff involved have a greater awareness of attachment. Staff involved have learned strategies to effectively support young people who are experiencing mental health issues. Course evaluations demonstrate the fostering training is improving foster carers understanding of the importance of educations. 07/17 evidence of trained foster carers are involved in young people education.