

## Children and Young People Scrutiny Committee 14<sup>th</sup> March 2022

### Report of the Director of Children's Services

#### Dudley Virtual School (DVS) Annual Report 2020 – 2021

##### Purpose

1 The purpose of this report is to update Scrutiny on the developments of Dudley Virtual School

##### 2 Recommendation

It is recommended that Members: -

- Note the contents of this report and consider progress made

##### 3 Background

##### 4 Dudley Virtual School (DVS) Cohort

The academic outcomes reflect upon the Dudley Virtual School (DVS) whole cohort, the OC2 group and how this compares with data at a national and regional level for Children In Care as well as the local and national data for all children (this is often referred to as the 'gap' in educational outcomes). This analysis will be severely affected by the impact of Covid-19, the cancellation of key assessments and reporting

5 The children receive their statutory education within Early Years Foundation Stage – ages 3-5 (Nursery and Reception).

School Year	No of Pupils	Educated In Borough	Educated OOB
Reception	20	17	2
Year 1	25	16	8
Year 2	21	14	7
Year 3	25	21	3
Year 4	32	19	13

- Key Stage 1 – ages 5-7 (Years 1 and 2)
- Key Stage 2 – ages 7-11 (Years 3 -6)
- Key Stage 3 – ages 11-14 (Years 7-9)
- Key Stage 4 – ages 14-16 (Years 10-11)

and the proceed to education, employment or training for 18 to 18 year old.

6 The Virtual School currently reports on five focus points. These are EYFS, Year One, (Phonics), Key Stage One in Year Two, Key Stage Two in Year Six and Key Stage Four in Year Eleven.

7 The normal sources of data for this report are:

- Internal
- National Consortium of Examination Results (NCER/Nexus)
- Local Authority Interactive Tool (LAIT)  
This will be limited this year.

9 Full Cohort

The full cohort of all Children In Care (CiC) includes Post 16 with the statutory age from Reception to Year 11 bring the reporting group. There were 55.13% educated within borough and 40.33% out of borough. At the end of the year there were a small group of young people in the process of moving into new educational provision.

The profile of the Dudley cohort of CiC continues to show the older age groups being larger.

10 Table One : Cohort Breakdown

<b>Year 5</b>	32	23	8
<b>Year 6</b>	38	20	16
<b>Year 7</b>	43	25	18
<b>Year 8</b>	42	20	20
<b>Year 9</b>	50	19	30
<b>Year 10</b>	43	21	21
<b>Year 11</b>	48	17	23
	419	232	169

11 Special Educational Needs and Disabilities (SEND) Cohort

12 Table Two : Special Educational Needs & Disabilities (As at end of 2021)

<b>Pupils With EHCP</b>	<b>Pupils With SENS</b>	<b>Pupils In Borough Provision With EHCP</b>	<b>Pupils OOB Provision With EHCP</b>	<b>Pupils In Borough With SENS</b>	<b>Pupils OOB With SENS</b>	<b>Pupils Not In Provision With EHCP</b>	<b>Pupils Not In Provision With SENS</b>
1	6	1	0	6	0	0	0
2	3	1	1	3	0	0	0
2	4	2	0	2	2	0	0

3	8	2	1	7	1	0	0
7	9	3	4	5	4	0	0
10	9	4	5	8	1	1	0
13	7	4	9	4	3	0	0
10	5	4	6	4	1	0	0
11	10	6	5	4	6	0	0
12	13	4	8	5	8	0	0
13	9	6	7	3	6	0	0
17	8	6	10	3	5	1	0
101	91	43	56	54	37	2	0

<b>Total CLA Pupils with EHCP (R - Yr 11)</b>	24.46%	101
<b>Total CLA Pupils with SENS (R-Yr11)</b>	22.03%	91
<b>CLA Pupils Educated In Borough with EHCP</b>	42.57%	43
<b>CLA Pupils Educated OOB with EHCP</b>	55.45%	56
<b>CLA Pupils Not in Education Provision with EHCP</b>	1.98%	2

13 OC2 Cohort

14 These are the children as at 31/03/2019 who have been in care for a least 12 months

15 Mobility Of Children & Young People

There has been a focus upon young people who have experienced a change in educational setting. These have been supported on an individual basis and the data collected will be used as a basis for future developments. The Virtual School are represented at all Social Care panel meetings where representation about maintaining educational placements is emphasised.

16 In this academic 12% of the cohort have experienced an educational placement move

17 Table Three : Children looked After (CLA) School Moves during 2020/2021

<b>CHILDREN LOOKED AFTER (CLA) School Moves During 2020/2021 (Excludes transition moves)</b>	<b>Autumn Term 2020</b>	<b>Spring Term 2021</b>	<b>Summer Term 2021</b>	<b>Total No. of School Moves</b>
No of Pupils who moved school during term	30	9	12	51
No of pupils who moves more than once during term	0	0	2	

18 There has been a reduced data set of academic outcomes due to the changes across the education system

19 Academic Outcomes

20 (a) **Year One**

The phonics assessment was postponed from the summer term of Year One until the Autumn Term of Year Two

21 **Table Four – Year One Phonics (Nov 2021 – taken in Year Two) (Unvalidated)**

22

	<b>APS</b>	<b>Working At</b>
<b>National CHILDREN LOOKED AFTER (CLA)</b>	30.4	66.00%
<b>Regional CHILDREN LOOKED AFTER (CLA)</b>	30.9	66.00%
<b>All Dudley Pupils</b>	32	75.60%
<b>DUDLEY VIRTUAL SCHOOL (DVS)</b>	33	72.70%

23 The results indicate that our cohort are performing well compared to all Dudley pupils and those in the care system regionally and nationally

24 (b) **Key Stage Two**

25 The Key Stage data is currently being developed. At the time of this report there was a 68% of the OC2 cohort, so this analysis is limited to that number. There were 10 males in this group and 12 females currently reported on.

26 The full cohort has 38 young people attending 36 different educational settings.

27 There is an upward trend in the all the Key Stage Two areas of Reading, Writing, Maths and the combined Reading/Writing/Maths (R/W/M). The outcomes for 2020/21 are:

28 **Table Five – Key Stage Two Outcomes (Unvalidated & Incomplete)**

29

	<b>DVS</b>	<b>Dudley LA (all schools)</b>	<b>WM CiC</b>	<b>National CiC</b>
<b>Reading</b>	59.1%	75.6%	53.0%	50.0%
<b>Writing</b>	50.0%	68.7%	43.0%	41.0%
<b>Maths</b>	59.1%	69.0%	50.0%	47.0%

<b>RWM</b>	50.0%	60.5%	41.0%	37.0%
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30 There has been a closing of the gap between Dudley CiC and their peers in the borough in all areas

31 **Table Six – Key Stage Two Average Progress Score (Unvalidated & Incomplete)**

	<b>DVS</b>	<b>Dudley LA (all schools)</b>	<b>WM CiC</b>	<b>National CiC</b>
<b>Reading</b>	+2.20	-0.05	-2.00	-1.61
<b>Writing</b>	+2.61	-0.38	-2.02	-1.88
<b>Maths</b>	+2.85	-0.28	-1.80	-1.80

33 The male children performed better (-0.23) in Reading than the Dudley Average Progress Score (-0.74) and the regional Children Looked After (CLA) (-5.03) and national CLA (-2.77). The female children (+4.34) performed better than the males and the Dudley (+0.62), Regional CLA (+0.58) and National CLA (-0.15).

34 In Writing and Maths, there was a similar picture with the cohort currently being reported outperforming Dudley Schools, Regional CLA and National CLA by both males and females, with females performing better.

35 **(c) Key Stage Four**

36 The results have been collected from the educational settings for Key Stage Four, there has been internal refining to identify the OC2 group (ie those that have been in care for at least 12 months on 31<sup>st</sup> March). There are also two further young people who have just completed Year 11 but are in fact Year 12 so have not been included in this analysis.

37 **Table Seven – Context : Full Year 11 Cohort**

<b>Boys</b>	<b>Girls</b>
32	18

39 **Table Eight : Year 11 OC2 Cohort 20/21 Educational Settings Attended**

<b>Dudley</b>		<b>Out Of Area</b>		<b>Other</b>	
Number	%	Number	%	Number	%
17	45	22	55	0	

41 The number of young people attending alternative providers has been reduced this year.

42 In addition to the OC2 Group Year 11 cohort this academic Year has been included.

- 43
- 3 young people who have recently left care
  - 2 young persons who was in their third year in Key Stage Four (one who secured 8 GCSE/equivalent passes at Grade 4 or above)
  - 3 young people who are Unaccompanied Asylum Seeking Children (UASC)
  - 8 young people who are new to care
- 44 The cohort of young people in our care continues to be distributed across a wide geographical area. This is illustrated by the Year 11 cohort.a

45 **Table Nine : Out of Area Educational Setting Locations**

46

Local Authority	Number
Bedford	1
Coventry	1
Herefordshire	1
Manchester	1
Sandwell	3
Shropshire	1
Stoke	2
Telford	1
Walsall	2
Warwickshire	1
Wolverhampton	1
Worcestershire	3

47 **Table Ten : Year 11 (Key Stage Four) Unvalidated Outcomes 2020/2021**

48

Category	2020/2021 Number	2020/2021%	2019/2020 Number	2019/2020%
Eng 4+	19	50	19	33
Maths 4+	17	44.7	13	23
Eng 5+	8	21	11	19
Maths 5+	12	26	9	16
Eng 6+	4	10.5	n/a	n/a
Maths 6+	3	8	n/a	n/a
Eng 7+	0	0	n/a	n/a
Maths 7+	1	2.6	n/a	n/a
Eng 8+	0	0	n/a	n/a
Maths 8+	1	2.6	n/a	n/a
Eng/Maths 4+	14	37	13	23
Eng/Maths 5+	5	12.5	7	12
E-Bacc Achieved	6	15	7	12

49 This represents an upward trend, with further improvements from 2019.20, which had built upon the improvement on the outcomes from the academic year 2018.19 where the young people with English/Maths combined at 5+ was 6.1% (7.9% in 2017.18).

50 In considering those young people who have been following courses leading to GCSE qualifications then outcomes are further improved to 48% of the OC2 cohort achieving Grade 4+ in both English and Maths, with 18.5% achieving grade 5+ in English & Maths.

51 **Table Eleven: Year 11 OC2 (Key Stage Four) Unvalidated Outcomes In & Out Of Borough**

52

Category	Dudley		Out Of Area		Other	
	Number	% of Dudley Cohort	Number	% of OOB cohort	Number	%
<b>E/M 4+</b>	9	22.5	10	26	n/a	n/a
<b>E/M 5+</b>	1	2.5	4	10	n/a	n/a
<b>E-bacc</b>	5	12.5	2	5	n/a	n/a
<b>No quals</b>	2		1			n/a

The unvalidated data in Table Six suggests that young people attending Dudley educational settings have improved on the previous year where the OOB young people outperformed those in borough. The focus English and Maths in Pep targets will be continued this year, with a further focus on SMART targets.

53 **Table Twelve – OC2 Year 11 Breakdown of qualifications 2020.21 (Unvalidated)**

54

	Grades 9-4
Achieved 8x GCSEs	3
Achieved 7x GCSEs	3
Achieved 6x GCSEs	4
Achieved 5x GCSEs	4
Achieved 4x GCSEs	1
Achieved 3x GCSEs	2
Achieved 2x GCSEs	3
Achieved 1x GCSEs	1

55 In addition there were 12 young people who secured a Pass, Merit or Distinction at Level 2 in one or more BTEC subject.

56 A further young person secured Functional Skills at Level Two in Literacy and Numeracy.

57 **Table Thirteen – OC2 Year 11 Breakdown of Qualifications Entered 2020/2021 (Unvalidated)**

58

	Numbers
Entered for 8x GCSEs/BTEC/FS L2	15
Entered for 7x GCSEs/BTEC/FS L2	3
Entered for 6x GCSEs/BTEC/FS L2	2
Entered for 5x GCSEs/BTEC/FS L2	1
Entered for 4x GCSEs/BTEC/FS L2	0
Entered for 3x GCSEs/BTEC/FS L2	1
Entered for 2x GCSEs/BTEC/FS L2	0
Entered for 1x GCSEs/BTEC/FS L2	3
Achieved 0x GCSEs	7

59 In the OC2 group there are 17 young people who have an Education, Health & Care Plan (EHCP), 16 of whom attended a Special School, with a further young person attending an Alternative Provision. In this group:

- 60
- 2 young people achieved a grade 4 in GCSE English, with a further 1 securing a Functional Skills at Level 2 Literacy.
  - 1 young person achieved grade 4 in GCSE Maths, with a further 1 securing a Functional Skills at Level 2 Numeracy.

61 Furthermore, one young person secured Functional Skills at Level One literacy, and another at one at Entry Level One Literacy. In Functional Skills Numeracy, two young people secured Entry Level One.

62 A further success story is a young person who was in danger of securing no qualifications, has achieved a grade B in Maths, in a YOI in Wales (equivalent to Grade 6/7) and a Level One in literacy Functional Skills.

63 A focus on those young people with identified Special Educational Needs (including EHCP's) identifies that of the 27 young people, 14 followed GCSE courses of which:

64 **Table Fourteen: Year 11 OC2 SEN Group English & Maths (Unvalidated)**

65

	Grade 4+	Grade 5+	Grade 6+	Grade 7+
English	9	3	1	0



Maths	9	6	3	1
English and Maths	7	0	0	0

66 There were 12 young people with identified SEND needs who attended mainstream schools, of which 9 followed GCSE courses.

67 As in the last academic year, there is a cohort of young people who are following courses leading to Level One or below outcomes. These are very appropriate to their learning needs at this time and can lead to Level Two in future years. There are 15 young people attending Special Schools.

68 The reporting of the Attainment 8 and Progress 8 will not be possible this year. Similarly, the comparative data with other groups, SEND, local authorities and trends will not be made available.

69 The academic tracking system that has been developed over the year and has identified the cohort in the following categories:

70 **Table Fifteen: Year 11 Tracking Categories**

71

Code	Focus	Detail	OC2 Numbers 2020/2021
	4+ E&M	Young People following GCSE courses and baseline data supports securing Grade 4 or above in core subjects	19
	1x4+ E or M	Young people following GCSE courses and baseline data supports securing Grade 4 or above in either English or Maths	3
	GCSE E&M >4	Young people following GCSE courses and baseline data supports securing below a Grade 4 in the core subjects	2
	FS	Young people following Functional Skills qualifications	13
	No quals.	Young people who have been disengaged from education and are at risk of not securing any qualifications	2

72 A review of the targets (Table Ten) included in the Personal Education Plans (Pep's) identifies that current outcomes are similar to the targets for the group of young people who have studied GCSE courses and demonstrated the academic ability to achieve a 'pass' grade. This information has been shared with schools in the training made available for Designated Techers. The first Pep meeting of the year has been used to establish the criteria

by which a school sets its targets in order that there is consistency of understanding by the Virtual School.

**73 Table Sixteen: Year 11 Pep Outcomes Targets**

**74**

<b>Autumn Term 2020</b>				
<b>Group</b>	<b>At expected or above in English number</b>	<b>At expected or above in English %</b>	<b>At expected or above in Maths Number</b>	<b>At expected or above in Maths %</b>
<b>Blue</b>	12	30	12	30
<b>Green</b>	2	5	3	7.5
<b>Amber</b>	3	7.5	2	5
<b>Yellow</b>	2	5	2	5
<b>Purple</b>	0	0	0	0
<b>Spring Term 2021</b>				
<b>Group</b>	<b>At expected or above in English number</b>	<b>At expected or above in English %</b>	<b>At expected or above in Maths Number</b>	<b>At expected or above in Maths %</b>
<b>Blue</b>	10	25	10	25
<b>Green</b>	2	5	2	5
<b>Amber</b>	4	10	3	7.5
<b>Yellow</b>	1	2.5	1	2.5
<b>Purple</b>	0	0	0	0
<b>Summer Term 2021</b>				
<b>Group</b>	<b>At expected or above in English number</b>	<b>At expected or above in English %</b>	<b>At expected or above in Maths Number</b>	<b>At expected or above in Maths %</b>
<b>Blue</b>	14	35	8	20
<b>Green</b>	3	7.5	2	5
<b>Amber</b>	6	15	3	7.5
<b>Yellow</b>	1	2.5	1	2.5
<b>Purple</b>	0	0	0	0

**75** The number of young people with no qualifications in the two previous academic years has been a real concern. There was a focus on this year during 2019.20 helping with a 44% reduction of the number of young people in this category. In 2020.21, there were three young

people in this category, all of whom had experienced a change in residential placement which adversely affected the academic progress and outcomes, not helped by the change in assessment processes with centre assessment grades (CAG's).

- 76** The Pathways Programme, a partnership with Juniper work-based training provider, has targeted the disengaged young people in Year 11 and 12 to be supported by tuition leading to Functional Skills qualifications.
- 77** The initial plan was for the Pathway provision to deliver focused learning to this group of young people who were not anticipated to achieve at GCSE level. The pandemic presented challenges for the programme which was addressed by implementing online delivery of the provision. This change in intent presented some barriers however it also enabled the provision to become accessible for young people who are out of borough, disengaged with school and/or currently NEET and lacking the motivation to engage in FE or employment.
- 78** The key progresses identified in the pilot of the provision is the number of young people who have engaged with the provision, and although they may complete the full programme and achieve a qualification, the positive experience and skills developed have aided their transition into Further Education (FE) or employment.
- 79** There were sixteen learners who were signed up to the provision, the following outcomes were established.
- 80** Nine Learners engaged with the provision online at several stages throughout the provision, seven learners were referred however failed to attend or complete their initial assessments to enable them to have their provision planned.
- 81** This illustrates that the pathways provision available for them to access enables any gaps in education to be minimized. This offer not only provides academic development, it too has proven to help build the young person confidence in working with people, their focus and drive to see their own potential and to drive themselves forward into a positive outcome.
- 82** These outcomes have included re-engagement with education, securing paid employment and also feeling more comfortable in moving forward into and Further Education (FE) or college placement.
- 83 Post 16**
- 84** The Post 16 cohort needs to be considered over a three, and sometimes four year period. There are a number of young people who take longer to navigate their Post 16 pathway due to such issues as mental health problems, changes in educational placements during secondary education, breakdown of residential placements etc – all adversely affecting the continuity of their education. This can, and does lead to disengagement, underachievement in outcomes, a lowering of aspirations and enrolment on inappropriate courses. The Virtual School (VS) has embedded excellent relationships to ensure advice and guidance can meet need and the Children and young People (CYP) following successful courses.
- 85** The cohort attending Further Education (FE) Colleges fall into two categories. The first, those completing Level 2 by the end of the academic year will move to Level 3 if they want a

University Course. These young people will be Year 14 before they conclude Level 3 studies so the Virtual School is developing work alongside the Care Leavers Team.

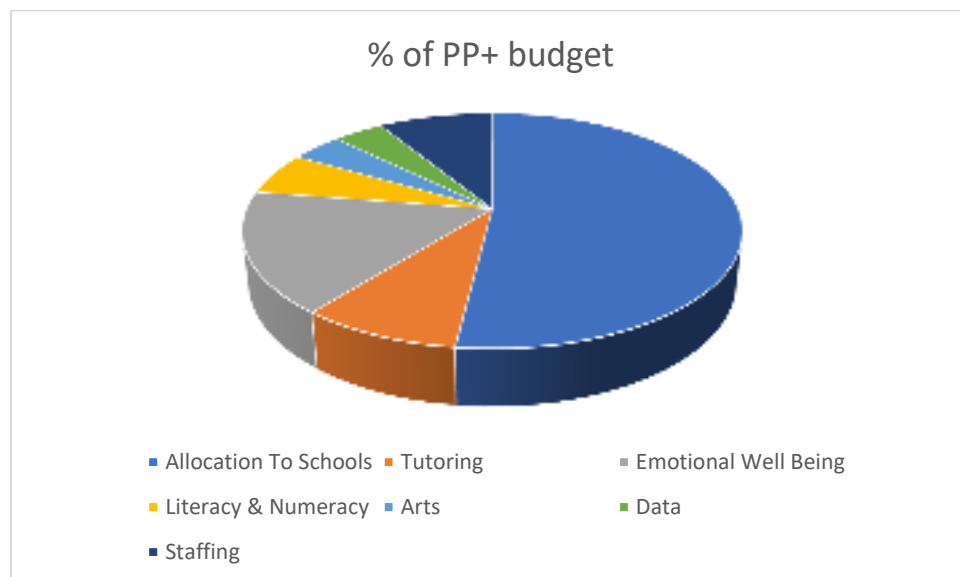
- 86** The second group, Level 1 Students who are placed on their courses due to their GCSE Results not being at Grade 4 have to complete another year of GCSE.
- 87** The partnership work with Her Majesty's Young Offender Institute (HMYOI) provision has continued to be developed to ensure that young people who 'on release' can be quickly, and seamlessly re-integrate back into an employment, education or training pathway.
- 88** The transient nature of Post 16 staffing in the educational settings has the risk of reducing continuity in relationships with our young people. All changes are quickly identified, and action, training and support rapidly taken. This is also helping to develop the resilience of our young people to cope with the changes as they are moving towards becoming an independent adult.
- 89** The Post 16 cohort for 202.21 was 144 with 65 young people in Year 12 and 79 in Year 13
- 90** In Year 13, 76% (6) achieved one or more accredited qualification this academic year. At 'A' Level there was 100% pass rate of young people achieving their grades. There will be 5% (5) will be attending University via A Level or Level 3 routes set to increase next year. There are 5% (5) of young people in prison and on remand for this academic year. Furthermore, in Year 13 38% of the cohort have confirmed re-enrolment to next level of course representing a significant improvement from the previous two years.
- 91** In the Post 16 cohort (Yr. 12 & 13) 4% have an Apprenticeship or Traineeship, whilst 6% have entered employment.
- 92** In Year 12 Students 72% are moving up a level after their first year of study.
- 93** An individualised approach to supporting Year 12 & 13 young parents to return to college has seen all targeted (2%/4). This has resulted in all having been supported with gaining finance and nursery provision for their children for the duration of the course.
- 94** There has also been a concerted effort in supporting young people who have followed other courses.
- 95** In Year 12 & 13 English and Maths Functional Skills Award gained are:
- 96** English
- |              |            |
|--------------|------------|
| Entry 3 - 5% | 5 students |
| Level 1 – 5% | 5 students |
| Level 2 – 5% | 6 students |
- 97** Maths
- |              |            |
|--------------|------------|
| Entry 3 - 5% | 7 students |
| Level 1 – 5% | 7 students |

Level 2 – 5% 7 students

- 98** These are young people who had not achieved GCSE Grades in school
- 99** In addition, there are a group of young people who have secured their GCSE in English and/or Maths including:
- 100** GCSE Maths Grade 4 or above 6% 9 students  
GCSE English Grade 4 or above 7% 10 students  
This cohort were young people who achieved 3 or less in school.
- 101** The Dudley Virtual School receive a Pupil Premium Plus grant of £1,081,045 for 461 children and young people. A total of £579,367 was distributed to educational settings linked to the Personal Education Plan.
- 102** The revised Pupil Premium Plus (PP+) Grant policy was approved by the Director Of Children Services and shared with Designated Teachers as part of the briefing during the Spring Term. This was fully implemented over the Summer Term.
- 103** The adjustment of the Pupil Premium plus (PP+) grant made by the DfE at the start of the Spring Term created a 10% reduction in financial resources available to the Virtual School. The flexibility of the budget plan ensured that there has been no overspend this financial year. In accordance with this reduction, the Virtual School Head Teacher readjusted the termly amount linked to the PEP from £550 to £500, again from the Summer Term. This is included in the policy.

#### **104 Graph One – PP+ Distribution 2019/2020**

**105**



#### **106 Attendance And Exclusions**

- 107** The attendance across all ages has been affected over the academic year by the pandemic, with a slight increase in attendance this year when compared to 2019/2020 but lower than the previous three years pre-pandemic. The Virtual School has worked in close partnership with their settings, Carers and Social Care colleagues to ensure that each individual child or young person's circumstances are considered.
- 108** "During the pandemic, collaborative working between children's services and education has resulted in good school attendance of education by vulnerable children."
- 109** Ofsted Nov 2020
- 110** The Virtual School supported Carers with their approaches to home education through additional resources on the website, the Love To Learn bulletin and the focus on ensuring young people had independent IT devices.
- 111** The attendance monitoring was maintained throughout the pandemic integrating the commissioned services with school DfE returns.

**112 Table Seventeen: Attendance Academic Year 2020/2021**

**113**

Total Average % Attendance	2020/2021
Year Reception to Year 11	88.27%
Year Reception to Year 6	92.50%
Year 7 to Year 11	84.42%

**114 Table Eighteen: Attendance breakdown 2020/2021**

**115**

Attendance	No of Pupils	%
No of Pupils with Attendance Under 50%	6	1.43%
No of Pupils with Attendance 50% to 79.9%	103	24.59%
No of Pupils with Attendance 80% to 89.9%	70	16.71%
No of Pupils with Attendance 90%+	226	53.93%
No Attendance Collected for **	14	3.34%

- 116** *\*\* No attendance collection may mean that children have only just become Children Looked After (CLA), they may not be attending an education provision or are Unaccompanied Asylum Seeking Children (UASC).*
- 117** The incidents of exclusions are comparable to previous years. The range of interventions available have been adversely affected due to the lack of possibilities for face-to-face work with individual children and young people. This, plus the higher rates of anxieties in both the young people and the key adults, alongside a reduced capacity for individualised work

has narrowed the capacity within educational settings for workforce development and support potential.

**118** The use of the Pupil Premium + grant, either through the payments to settings or additional funding requests have been used to attempt to provide some additional support in times of crisis.

**119 Table Nineteen: Exclusion Data for Academic Year 2020/2021**

<b>Term</b>	<b>Cohort</b>	<b>Total no of pupils Excluded</b>	<b>Total No of Exclusion Days</b>	<b>Total No of Exclusion Episodes</b>	<b>Pupils with EHCP</b>
<b>Autumn Term 2020</b>	Reception to Yr 11	<b>25</b>	<b>86.5</b>	<b>40</b>	<b>13 (52%)</b>
	<i>(397 pupils in Cohort)</i>				
	Reception - Yr 6 (Primary)	4	13.5	6	2
	Yr 7 - Yr 11 (Secondary)	21	73	34	11
<b>Spring Term 2021</b>	Reception to Yr 11	<b>12</b>	<b>58</b>	<b>19</b>	<b>5 (41.6%)</b>
	<i>(403 pupils in Cohort)</i>				
	Reception - Yr 6 (Primary)	3	4	3	2
	Yr 7 - Yr 11 (Secondary)	9	54	16	3
<b>Summer Term 2021</b>	Reception to Yr 11	<b>18</b>	<b>69</b>	<b>28</b>	<b>8 (44.44%)</b>
	<i>(419 pupils in Cohort)</i>				
	Reception - Yr 6 (Primary)	1	4.5	1	0

	Yr 7 - Yr 11 (Secondary)	17	64.5	27	8
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**120 Table Twenty: Exclusions 2020/2021 Summary**

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	Total No. of pupils Excluded During Academic Yr	Total No of Exclusion Days	Total No of Exclusion Episodes
<b>Total Exclusions 20/21</b>			
<b>Reception to Yr 11</b>		<b>213.5</b>	<b>87</b>
<b>Reception - Yr 6 (Primary)</b>	<b>5</b>	<b>22</b>	<b>10</b>
<b>Yr 7 - Yr 11 (Secondary)</b>	<b>35</b>	<b>191.5</b>	<b>77</b>
<b>Exclusions from Dudley Schools</b>	<b>16</b>	<b>98</b>	<b>35</b>
<b>Exclusions from Out of Borough (OOB) Schools</b>	<b>24</b>	<b>115.5</b>	<b>52</b>

**122** A higher level of alert system has been introduced to highlight young people who are excluded via the Attendance & Exclusions monitoring service commissioned. This has added more critical cases to also be identified on the 'Vulnerable Pupil List' which is reviewed weekly. This 'RAG' rated approach is increasingly informing partnership work with the Educational Psychology Service and colleagues from SEND. As a result, systems of intervention and approaches to EHCP assessments have become more developed.

**123 Table Twenty Two – Dudley Virtual School (DVS) Fixed Term Exclusions (Four Year Trend)**

<b>124</b>	<b>DUDLEY VIRTUAL SCHOOL (DVS)</b>	<b>2019 - 20</b>	<b>2018 – 19</b>	<b>2017 - 18</b>	<b>2016 - 17</b>
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<b>Number Of CiC</b>	31	60	52	47
<b>Number of events</b>	91	159	163	95
<b>Days</b>	215.5	217.5	313	188.5

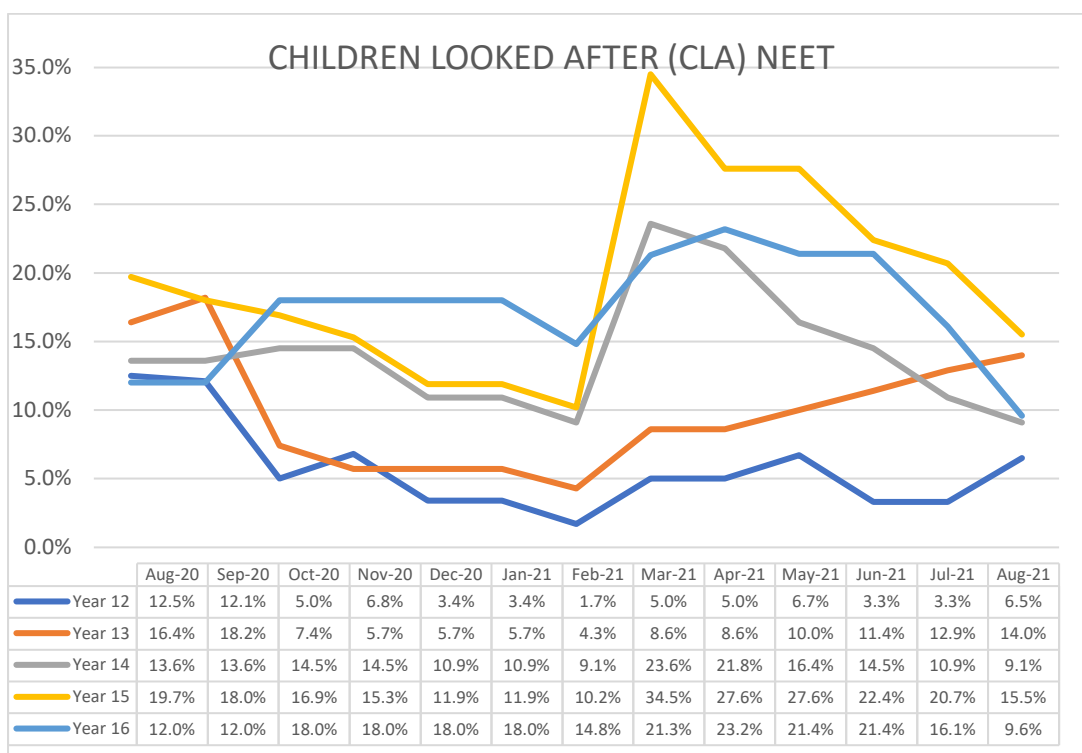
**125** There continues to be a priority of ensuring that CiC are no permanently excluded from their educational setting. This work continues to demand strong relationships with schools, a workforce development programme and collaboration with Health and Social Care.

**126 Not in Education, Employment or Training (NEETS)**

**127** There continues to be downward trend in those young people who are becoming Not in Employment, Education or Training. The partnership work between the Lead Education Advisor and the Connexions PA is increasingly ensuring that all young people are able to have confidence in the support that they are given, and as such becoming very responsive to the advice and guidance provided.

**128 Graph Two : NEET's 2020/2021**

**129**



**130** There has been an emphasis on developing the quantity, quality and impact of the Careers Education, Information, Advice & Guidance (CEIAG) to our young people Pre and Post 16, plus linking this to their learning pathways. This has significantly helped to ensure a growing number secure the qualifications they need to follow education, training and apprenticeships through Post 16, university and employment.

### **131 Emotional Well-Being Programme**

**132** The Virtual School continues to commission a range of services to support the cohort of children and young people including:

- 133** (a) Educational Psychology Service  
(b) Dudley Counselling Service  
(c) Dudley Lighthouse Links  
(d) Evolve  
(e) Dare2Dream  
(f) Barnardos  
(g) Attachment & Trauma Informed Schools  
(h) Nurture & Resilience Programme

### **134 Personal Education Plan (PEP)**

**135** The numbers of Peps being completed has continued to rise this academic year to 96.66%.

**136** The quality of the document has benefitted from the more rigorous framework of the quality criteria allowing for all professionals to have appropriate guidance.

**137** There have been further improvements in both quantity and quality of the Peps for Post 16 learners, building on from their introduction in the last academic year.

**138** The Post 16 PEP meetings piloted young people chairing their own meetings. It has been clearly identified that this requires a training and development programme for the young people, which will be integrated into the planned employability programme. The recently introduced partnership work with the Care Leavers Forum/Children In Care Council (CiCC) will be developed and expanded to ensure the voice of the young person is central to all Pep developments and delivery.

**139** There has been very focussed work alongside the Children In Care Council to further improve the Pep's for Primary and Secondary aged young people. This work is illustrated in the youtube clip created by the CiCC.

140 Table Twenty-Three: Personal Education Plans – Autumn Term 2020

141

Cohort	Total no of pupils on VS	Total no of Pupils with Completed Peps during	Outstanding	Good	Requires Improvement	Inadequate	No Pep	Not Arranged/Not Signed Off	Signed Off but No PAC	
<b>Autumn Term 2020</b>										
Reception - Yr 11	<b>397</b>	<b>389 (97.98%)</b>	<b>35</b>	<b>300</b>	<b>42</b>	<b>12</b>	<b>4</b>	<b>4</b>		
Reception - Yr 6 (Primary)	184	181 (98.36%)	17	143	17	4	2	1		
Yr 7 - Yr 11 (Secondary)	213	208 (97.65%)	18	157	25	8	2	3		
Early Years (Age 3+)	<b>42</b>	<b>17 (40.47%)</b>	<b>2</b>	<b>13</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>20</b>		<b>5</b>
Post 16	<b>137</b>	<b>74 (54.01%)</b>	<b>3</b>	<b>49</b>	<b>20</b>	<b>2</b>	<b>18</b>	<b>45</b>		
Year 12	62		1	20	14	1	9	17		
Year 13	75		2	29	6	1	9	28		
<b>Total</b>	<b>576</b>	<b>480 (83.33%)</b>	<b>40</b>	<b>362</b>	<b>62</b>	<b>16</b>	<b>22</b>	<b>69</b>		<b>5</b>

142 Table Twenty Four: Peps Spring Term 2021

143

Cohort	Total no of pupils on VS Roll	Total no of Pupils with Completed Peps during Term	Outstanding	Good	Requires Improvement	Inadequate	No Pep	Not Arranged/No details	Not Signed Off	Signed Off but No RAG	
<b>Spring Term 2021</b>											
Reception - Yr 11	<b>403</b>	<b>392 (97.27%)</b>	33	267	71	20	6	3	2	1	
<b>Reception - Yr 6 (Primary)</b>	184	181 (98.36%)	16	133	28	3	1	0	2	1	
<b>Yr 7 - Yr 11 (Secondary)</b>	219	211 (96.34%)	17	134	43	17	5	3	0	0	
Early Years (Age 3+)	<b>42</b>	<b>23 (54.76%)</b>	1	15	6	1	1	12	0	0	6
<b>Post 16</b>	<b>140</b>	<b>79 (56.42%)</b>	3	65	9	0	5	56	0	2	
Year 12	64		1	38	4	0	2	18	0	1	
Year 13	76		2	27	5	0	3	38	0	1	
<b>Total</b>	<b>585</b>	<b>494 (84.44%)</b>	37	347	86	21	12	71	2	3	6

144 Table Twenty Five : Peps Summer Term 2021

Cohort	Total no of pupils on VS Roll	Total no of Pupils with Completed Peps during Term	Outstanding	Good	Requires Improvement	Inadequate	No Pep	Not Arranged/No details	Not Signed Off	Signed Off but No RAG	Other (Apprenticeship, Employed, Prison, Work)	No EY Provision
<b>Summer Term 2021</b>												
Reception - Yr 11	419	397 (94.74%)	30	277	72	18	9	12	1	0		
Reception - Yr 6 (Primary)	193	184 (95.33%)	21	121	37	5	2	6	1	0		
Yr 7 - Yr 11 (Secondary)	226	213 (94.24%)	9	156	35	13	7	6	0	0		
Early Years (Age 3+)	41	31 (75.60%)	2	18	8	3	1	7	0	0		2
Post 16	142 (126*)	73 (57.93%)	5	56	10	0	15	27	11	2	16	
Year 12 (Edu & Train)	61 (*)		2	34	7	0	4	9	5	0		
Year 12 (Other)	5										5	
Year 13 (Edu & Train)	65 (*)		3	22	3	0	11	18	6	2		
Year 13 (Other)	11										11	
<b>Total</b>	<b>586</b>	<b>501 (85.49%)</b>	37	351	90	21	25	46	12	2	16	2

- 145** This work of Dudley Virtual School (DVS) alongside the Children In Care Council has been developed over the academic year. It was agreed that it would be beneficial to gather a broader range of views on PEPs. A short survey created by the Virtual School was identified, and implemented, as the best way to contact young people in the care of Dudley MBC aged 8 and above.
- 146** Responses suggest that most looked after children & young people are aware of who the Designated Teacher (DT) is in their school (72.5 % of those aged 8-10 and 59.7% of those aged 11+) and that most meet with their DT prior to their PEP meeting (58% of the young group and 80.6% of the older group).
- 147** These pre-meetings appear to cover a wide range of topics, with the top two issues discussed for both age groups being 'how they are getting on at School' and 'what they needed help with'.
- 148** The question 'My PEP meetings help me make progress at School' asked respondents to rate how much they agreed or disagreed with this statement: 60.9% of 8-10 year olds and 61.8% of the older cohort felt that they agreed, more than disagreed, with the statement.
- 149** Results appear to show that children and young people would benefit from having more information about their PEP meetings – 71% and 46% of the two age groups felt that this would help them find PEP meetings more useful, with large numbers also feeling that having their targets discussed after the meeting would also be beneficial - 45.7% and 35.2%.
- 150** In response to the findings the quality assurance rating was revised in January 2021 and shared with schools at DT training sessions. There has been a calendar of dates for further training for schools and social care colleagues, with the social worker training also reflecting the findings of young people's contributions and further improving the qualities of PEPs. This was enhanced by a PEP improvement workshop at the Dudley Virtual school conference focussing on examples of outstanding PEPs.
- 151** The work with the Children in Care Council continued through the year , with a number of young people acting as PEP champions and are providing feedback about their PEP meetings. The Champions are also meeting to discuss how best to inform children in care about the PEP process. This linked to a further series of consultations with targeted Designated Teachers and Social Workers. This provided a professional users perspective and has been used to help plan refinement for the next academic year.
- 152** The use of the Pep to raise aspirations of CiC has been focussed upon this year. The pandemic has certainly made CEIAG more challenging across our settings, particularly for Year 9 and 10. It did, however, gain some momentum as children and young people returned to their educational settings.
- 153** The majority of older young people have targets linked to Literacy and Numeracy, with a growing number of Primary-aged children also having both.

**154** At Post 16 the number of Peps completed remains at over 63%. The academic year has seen a refinement in the approaches to this age group to identify the number of young people who do not hold a Pep. This includes those on apprenticeships, in employment, in hospital, on remand, are a young parent, or are care leavers.

**155 Table Twenty Six: CEIAG Completed Sections In Pep 2021 (Unvalidated)**

**156**

<b>CEIAG</b>	<b>Autumn Term 2020</b>	<b>Spring Term 2021</b>	<b>Summer Term 2021</b>
<b>Year 9</b>	n/a	74	82
<b>Year 10</b>	62.5	85	87
<b>Year 11</b>	70	88	93

**157** The quality of this information is very varied, with some excellent examples of pathways through statutory education, into Post 16 and onto either university or employment. In Post 16 64% of young people have CEIAG recorded in their Pep's and at Year 13 73% who are involved in Peps have the CEIAG section populated.

**158 Learning Developments**

**159 Literacy**

**160** Letterbox parcels from the BookTrust is a Virtual School promoted intervention to support reading and developing a lifelong love of reading.

**161** This has been in response to evidence (Juniper Education) that Year 1 children were particularly disadvantaged by the lockdowns. In the academic year:

**162** 50% of our Year 1 children now have Letterbox compared to 27% the year before.  
52% of Year 2 children are receiving Letterbox parcels compared to 25% the year before.  
This intervention is aimed at providing children with reading material at their ability at home to support their engagement with reading. This will continue to be prompted this academic year.

**163** There is a growing use of Pupil Premium + being used to support the teaching of phonics and writing interventions in Key Stage One. Interventions include precision teaching, 1:1 time with support staff or teachers and the use of schemes such as RWI, Bug Club and Reading Fluency to support accelerated progress.

**164** The Primary Team has continued to provide phonics training for Dudley Schools. This has been further informed by an audit of the Pupil Education Plan's (PEPs) shows that Designated teachers (DTs) are targeting phonics and reading of high frequency words, these targets are specific and show progress.

## 165 Numeracy

- 166 The Basics Of Success programme has continued through the academic year, moving from a hub-based group model to individualised virtual sessions. This has supported four of the original group to ensure there has been continuity.
- 167 The programme is to be re-launched once the restrictions around Covid 19 are lifted to allow a hub approach.

## 168 Arts

- 169 Artslink is part of the West Midlands Virtual Schools Children in Care Foundation. The programme, through the regional Arts Co-ordinator and the local Arts Ambassadors, supports the 14 West Midlands Virtual Schools to work together to develop a regional arts and cultural offer for all children and young people in care, their carers and foster families across the region. Artslink provides a strategic model which supports Virtual Schools to extend their existing arts offers by working in geographic clusters, Dudley being in the Birmingham and Black Country cluster. Each cluster designs and commissions high-quality arts events and training which enables all those involved to develop as learners, as people and as artists, benefitting from economies of scale and the potential to attract larger numbers of participants.
- 170 The financial contributions from the 14 virtual schools is an investment in creating an infrastructure for developing the cultural capital of children and young people in care across the West Midlands. The model that has been devised is pioneering, the only one of its kind in the country, and enables Virtual Schools to work together to create:
- 171 • CPD and an infrastructure to build a 'care aware' workforce of artists and arts organisations, and connect partners around the region into the programme. **ICE (In care experience)**.
- 172 At the webinar on 23 February 2021 ICE (In Care Experienced) was launched, a toolkit and covenant for artists & arts organisations working with, or looking to work with, care experienced young people. Those signing up will be given the ICE badge to use on their branding, as a way to demonstrate their commitment to working in this field, and unlocks Artslink's support in helping to publicise their care-relevant offers
- 173 ICE is part of the strategy to grow the database of artists and arts orgs in the West Midlands who Virtual Schools can approach to commission arts activities. Whilst not a quality assurance framework, ICE is intended to give reassurance that those carrying the badge understand the particular requirements of working in this field, have some degree of experience, and are committed to improving their understanding and expertise. More at <https://www.artslinkwm.org.uk/ice>
- 174 A high-quality regional arts and cultural offer including a programme of opportunities to suit care experienced children & young people of different ages, interests, experience and circumstances.



- 175** Access to an accredited qualification (Arts Award accredited by Trinity College) for care experienced children and young people
- 176** Opportunities for the development of leadership, knowledge and confidence of all those involved (carers, artists, Virtual School (VS) staff) in creating opportunities for, and attracting engagement from, children in care.
- 177** An extensive online arts offer of care experience informed arts practice (developed in response to lockdown), including specifically commissioned films for care experienced young people and carers in addition to hundreds of arts and cultural activities and sources of information, including careers. To date: 21,500 website page visits
- 178** Research and evidence which can influence/persuade decision-makers and wider stakeholders of the value of arts and cultural experiences for children in care
- 179** Artslink is also involved in developing a national arts and cultural entitlement for children and young people in care in collaboration with East and West Midlands Virtual schools, Arts Connect (West Midlands Bridge organisation) and The Mighty Creatives (East Midlands Bridge organisation). Virtual Schools within the West Midlands form the basic infrastructure of 'holding' and disseminating the offer
- 180** **Arts Award Discover At Home – update**
- 181** The Arts Award is an ongoing offer via Artslink and supported by the Dudley Arts Ambassador and the Dudley Participation Officer. In the summer term four young people commenced the scheme
- 182** **Instrumental Lessons**
- 183** There have been 34 instrumental lessons delivered across a range of instruments during this academic year despite Covid restrictions. Online instrumental lesson were a challenge for some of the cohort, however it was pleasing to note that with the help of DT's we did manage to teach some children in care online while they were in school
- 184** Out of the 34 lessons:
- 185**
- 14 children were part of the Year 4 funded lessons cohort
  - 8 Year 5 children continued their lessons from the previous year
  - 14 children from Year 2 – Year 9 started instrumental lessons after discussions in ePEP meetings
- 186** **Network Meetings**
- 187** There have been the introduction two online network meeting this years. One for designated teachers, social workers and virtual school staff, the second was for foster carers. These were planned to talk about Arts opportunities available for children in care and how to access them. They provide a great platform to raise awareness of the work and have been calendared for the new academic year. This work has initiated more dialogue with virtual school staff and designated teachers talking about music lessons.

## **188 Residential Childrens Home Projects**

**189** There has been a new focus upon Arts projects in three children's homes across the borough. Covid delayed the start of the project but we managed to get projects off the ground in two of the homes

**190** • Tipton Road – Edward Davies Singing and Song Writing Workshop

**191** Provided 4/4 workshops for 4 young people with a range of learning disabilities. Feedback from the home was 'a positive experience for all our young people' and they are looking at ways to progress from the workshop activities to have some studio sessions with Edward. The home were really keen for their young people to engage in the arts and very supportive of children and Edward.

**192** • St James – Bethany Slinn Story Telling Workshop

**193** Provided 4/4 workshops for 2 young people. When Bethany started the home only had one child (KR). She did 3 workshops with this child but the last one was cancelled because he was going home to his parents. KR said how much he enjoyed his sessions with Bethany. The last workshop was with a new child. Bethany actually delivered an extra session because she could see that this young person was gaining so much confidence from the workshop.

**194** • Maitland Road - This home didn't have any children in until after Easter and then it was decided that the planned workshops for graffiti art were now no longer suitable for the young people they had in the home

**195** Evaluation meetings with care home managers is planned for this year to discuss the impact of the sessions, ways they could be improved and built upon.

## **196 Key Stage Three Band In a Day**

**197** This took place over two Fridays towards the end of the summer term. It was hugely affected by working within bubbles, children self-isolating and general COVID restrictions, however both days were incredibly successful. We worked with Stour Vale Academy Trust and Invictus Academy Trust. Although this project was aimed at Year 7 and 8 children in care, they were amongst a group of approximately 20 children from the year groups. The Dudley Performing Arts (DPA) staff taught them basic skills on drums, keyboard, lead and bass guitar, then one child from each instrument group formed a band and worked on 7 Nation Army. Lunch was provided. They arrived as shy, timid, quiet children and left on an incredible high having performed to the rest of the group.

**198** One comment from a member of school staff that particularly resonated with me was about a young Year 8 young person who hadn't engaged with anything since lockdown began - this was the first time she had seen her smile.

**199** Several children decided they wanted to continue learning their instrument as a result of the day.

## **200 Cluster Programme**

**201** During May half term we hosted a face-to-face session at Resonance on a Sunday afternoon with VITAL, a local rapper. This came as the culmination of a series of four online sessions for the Rap 'n' Write project. Children were invited from across our Artslink cluster. The afternoon included creating video material to run alongside the rap the children had created during the online sessions and each young person got the chance to record their part of the rap in the studio at Resonance. VITAL edited the material together and has been shared across Artslink. From participants

**202** *"I can't get my feelings out when I talk. This is easier it means I can say what I'm feeling."*

**203** *"We want loads more of this cos it's good and we can say what we want to say."*

## **204 Come and Play Project**

**205** This was unable to take place due to a lack of easing of restrictions in June. After advice from Public Health it was deemed unsafe to invite children and carers from different schools to be in one room in order for this to take place. It is planned December 2021.

## **206 Layers Of Legacy Project**

**207** This project was developed to celebrate important figures in Black History. This required children and young people to watch leading videos and 'create something' as a response to what they have seen. This was to be in any Art form, ie pictures, photographs, poems, songs etc.

## **208 Holiday Offers**

**209** To extend the *Check it out Challenge* online February half term offer the Birmingham & Black Country cluster opted to create a number of online artist sessions over 2 days. A member of staff from each VS was responsible for identifying the art form of each session, selecting an artist (from a selection of pre-vetted experienced artists), and attending and co-hosting the sessions

**210** Sessions offered: Breakin (dance), rapping & beats (music) drawing with everyday objects, mask making and graffiti drawing (visual arts), writing for social media, story play and poems (literature). 87 young people took part in 9 online artist sessions, the majority were young people from the cluster and in addition there were bookings from Worcestershire, Warwickshire, Shropshire and Coventry (bookings were opened to all VSs in the 10 days leading up to sessions).

**211** Feedback included requests for more online sessions. Follow up included Arts Award offer, signposting to Connect & Create creative challenges and receiving updates via Artslink's mailing list. An Artslink Instagram account was launched to track the event, participants from sessions are invited to photograph and submit work to be featured in the online gallery and on Instagram (safeguarding protocols apply to the Instagram content and the young people are anonymised).

## **212 Summer School**

**213** As part of the first Virtual School summer school there five days of Arts to a group of children age 9 – 16 at The Source Youth Centre.

**214** This used DPA instrumental staff and a freelance artist to work with the group on two themed days – a STOMP style junk percussion day linked with eco art and a samba music day linked with carnival mask making. A third day had a graffiti artist working individually with the young people creating their own art work, this was alongside a word poet, Kurly McGeachie and Birmingham's poet laureate, Dreadlock Alien who worked with the group to write and perform a rap/poem about being in care and their thoughts about what they wish their social workers were like. This was edited using some of their animations. There were two further days supported by the Museums Teams

**215** The mindset of the Arts days was that everyone there took part – all young people, staff and youth workers and this approach worked well.

## **216 (a) Sport Link**

**217** The parallel programme, focussing on Sport was introduced in September 2020. The initial phase has seen a number of organisations and partners approached to develop an offer including:

- 218**
- Sports4Life
  - WBA Foundation
  - Active Black Country
  - Basketball England (Signposting to clubs)
  - Wicketz Cricket

**219** Due to the impact of Covid-19, sessions both outdoors and indoors for sports were postponed until safe after lockdown.

**220** This academic year has been used to pilot a number of sporting opportunities.

## **221 Yoga & You:**

**222** Yoga and You offered online sessions after school hours to keep young people (and carers) engaged and fit regardless of the restrictions. The sessions were a success, with children and young people who attended regularly started to build up relationships and confidence with the instructor. Sessions ran for young people in care Mondays, Wednesdays, and Fridays. Later, in the year, sessions for carers were organised and ran Tuesdays and Thursdays. These although not child based, deemed to be quite popular. There were over 150 participants in this programme which provided a potential exit route to private sessions

## **223 October Half Term 2020:**

**224** In October half term, Wicketz hosted a session for beginners and for anyone who was interested to attend at the Dudley Leisure Centre. In total 8 young people attended this event and really enjoyed it.

## **225 February Half Term 2021**

**226** In February Half term, a range of online sporting activities were made available for our cohort. These sessions included:

- 227**
- Embracing PE
  - Beginners Fitness with Gwen
  - Intermediate with Gwen
  - Yoga and You
  - 60 Second Challenges
  - Talk with Bernardo Pezo

**228** During the week, there was a total of 37 within the Birmingham & The Black Country, with the activities that were pre-recorded being readily available on the West Midlands Children in Care (WMCiC) Foundation website after the week.

## **229 Workforce Development**

**230** Dudley Virtual School were involved in organising and/or hosting 36 separate formal training sessions. One to one and informal training carried out by individual members of staff also take place regularly on an ad hoc basis. These are not included in this data.

**231** In addition, the Educational Psychology Service, on behalf of the Virtual School, has provided whole school training on Attachment throughout the year to a number of schools.

**232** A small number of the formal sessions were cancelled or postponed due to Covid related restrictions but, despite this, training was delivered to nearly 600 designated teachers, social workers, carers and other professionals.

## **233 (a) Dudley Virtual School (DVS) Annual Conference – Nurturing Educational Success For Children in Care**

**234** This on-line event took place on Thursday 9<sup>th</sup> July 2021. This targeted Designated Teachers, Senior Leaders in charge of Teaching & Learning, Governor's with responsibility for CiC, Social Workers. It featured a focus on an Attachment Aware & Trauma Informed School, led by Stuart Guest (Head Teacher of a Primary School) and a second on being Care Experienced from Luke Rogers (Care Leaders).

- 235**
- Supporting Foster Carers
  - Nurture Provision
  - Post 16 Development
  - Youth Offending Service Development
  - Training Offered By Dudley Virtual School (DVS)

## **236 Finance**

**237** The developments within this report are supported by the Pupil Premium Plus Grant. This provides £2345 per young person in care. The financial plan is reviewed on a monthly basis to ensure targets are met.

**238 Law**

There are no direct implications arising from the contents of this report.

**239 Risk Management**

**240** This section should list any “material” risks that result from the proposals. “Material” risks should be determined by reviewing the Council’s Risk Management Framework. This section should also include how these risks are going to be mitigated. If any “material” risks are identified they should be recorded on the Council’s Risk Management System - Spectrum.

**241 Equality impact**

**242** There are no direct implications arising from this report.

**243** This report highlights the impacts made for Children In Care. It includes some consultations with children and young people in developing the offer.

**244 Human Resources/Organisational Development**

**245** There are no human resources/transformation implications.

**246 Commercial/Procurement**

**247** This report has no impact on trade and/or customer base.

**248 Council Priorities**

**249** This reports supports the Council priority to become Child Friendly.

**250** In particular this report supports the aim for Dudley to be a place where everybody has the education and skills they need, and where outstanding local schools, colleges and universities secure excellent results for their learners.

**251** This report integrates with the Corporate Parenting Issue.



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