

The Virtual School for Children Looked After: NELC

Virtual School Headteacher Annual Report (September 2019)

Context

The Virtual School is the key educational advocacy service for all children looked after (CLA) whether they are living in and attending school within North East Lincolnshire or for those placed out of area. The focus of our statutory duty is to improve educational outcomes through challenging and supporting schools, academies and specialist settings to ensure that CLA:

- attend school on a full-time basis
- receive the best possible opportunities as learners by accessing mainstream education (or, when appropriate, specialist or alternative provision) through attending schools which are judged to be at least 'Good' in Ofsted Inspections
- maintain at least expected rates of progress relative to their starting points on becoming looked after
- close the achievement gap with their peers

Officers in the Virtual School act as champions for CLA by fulfilling the responsibilities of being a highly ambitious, pro-active and effective 'Corporate Parent'. There is a clear emphasis on the combined need to raise aspirations and improve rates of progress to close the attainment gap between CLA and their peers.

By definition the Virtual School is not a registered educational provider. Given this context, it is clearly recognised that each school/academy is directly responsible for improving the rates of progress and educational outcomes of CLA on roll. Through the effective use of Personal Education Plans (PEPs), the Virtual School holds schools and academies to account in relation to the:

- provision offered
- level of aspirations encouraged
- setting and reviewing of SMART targets
- reduction of fixed term exclusions and need to find alternatives to permanent exclusions

In combination, this range of inter-related protective factors leads to improved self-esteem, positive outcomes and enhanced life chances for children looked after. For instance, the Virtual School arranges places at Orchard (Independent Registered Alternative Provision) for secondary age CLA who receive fixed exclusions. This is supportive of carers in maintaining placement stability which can be at risk when individual CLA receive repeat exclusions. Through discussions at PEP Reviews, additional 1-1 tuition is arranged particularly for GCSE English and Maths. Other enhancement and nurture based provisions are accessed as individual and specific support needs are identified.

CLA cohort in NELC = 503 (all ages)

This represents a significant increase from 31.08.2018 when the figure was 382. In 2018, NELC had a rate of 112 CLA per 10,000 children which is well above national (60). As well as the upward trend over the period from 2013, the rankings below show the sustained and significant increase in comparison to national, regional and statistical neighbours.

| | NELC CLA per 10,000 & LA Ranking | |
|-----------------------------|---|--------|
| 2013 | 58 | 80/152 |
| 2014 | 76 | 47/152 |
| 2015 | 77 | 41/152 |
| 2016 | 86 | 29/152 |
| 2016 National | 60 | - |
| 2016 Yorkshire & Humber | 63 | 2/15 |
| 2016 Statistical Neighbours | 81 | 4/11 |

Virtual School Roll = 503 (all ages)

(382 on 31.08.2018)

- Early Years LAC = 123 (73)
- Years 12 & 13 = 68 (60)
- **Statutory School Age = 312** (249)

Gender/School Types: Reception–Year 11 cohort = 312 *(Figures in brackets = 31.08.2018)*

- male: **167** = 53.5% (134 = 53.8%)
- female: **145** = 46.5% (115 = 46.2%)
- within NEL: **246** = 78.8% (186 = 74.7%)
- out of area: **66** = 21.2% (63 = 25.3%)
- Mainstream Schools: **255** = 81.7% (201 = 80.7%)
- Non-Mainstream Schools: **57** = 18.3% (48 = 19.3%)
- Special Education Day Schools in NEL: **13** = 4.2% (11 = 4.4%)
- Special Education Day Schools Out of Area: **4** = 1.3% (2 = 0.8%)
- Independent Special Education Out of Area: **1** = 0.3% (1 = 0.4%)
- Residential Home/Linked Education (*all out of area*): **15** = 4.8% (13 = 5.2%)
- PRUs within NEL: **4** = 1.3% (7 = 2.8%)
- PRUs out of area: **2** = 0.6% (2 = 0.8%)
- Orchard AP: **9** = 2.9% (7 = 2.8%)
- TAG 14 -16: **3** = 0.9% (2 = 0.8%)
- CLS: **1 x UASC** = 0.3% (1 = 0.4%)

Priority 1: Continue to increase the proportion of CLA in mainstream schools

The above profile of school types represents a continued improvement since 2012 in terms of CLA sustaining their places in mainstream schools. In May 2012, 25% of the cohort of 72 (including 53 secondary aged CLA) were placed in PRUs or Alternative Provision due to behavioural difficulties which led to referrals placing them outside mainstream schools. Since then – and whilst the CLA numbers continue to increase sharply - we have been successful in ensuring that a higher proportion of CLA remain in mainstream schools.

However, as the table below demonstrates, between May 2012 and July 2019 we were much more effective in ensuring primary age CLA successfully completed their education in mainstream schools in contrast with young people in local secondary academies. Despite this concern, it is positive that since June 2015 we have ensured that a higher proportion of secondary age CLA remain in local mainstream secondary academies, particularly during Key Stage 3.

Key Stage 4 remains a significant challenge: for the new Year 11 beginning their final year at school, only 46% are on roll at mainstream academies. The context for the new Year 10 cohort is more positive with 71% attending mainstream.

| | Mainstream | SEND | Other | Total |
|--------------------------------------|--------------------|-------------------|------------------|------------|
| | No. & % | No. & % | No. & % | No |
| Primary CLA: September 2015 | 92 = 93% | 4 = 4% | 3 = 3% | 99 |
| Secondary CLA: September 2015 | 38 = 47% | 13 = 16% | 30 = 37% | 81 |
| Primary CLA: September 2017 | 98 = 92.5% | 7 = 6.6% | 1 = 0.9% | 106 |
| Primary CLA: September 2018 | 119 = 93% | 8 = 6.2% | 1 = 0.8% | 128 |
| Primary CLA: September 2019 | 155 = 95.1% | 7 = 4.3 % | 1 = 0.6% | 163 |
| Secondary CLA: September 2017 | 65 = 57.5% | 26 = 23% | 22 = 19.5% | 113 |
| Secondary CLA: September 2018 | 82 = 67.8 % | 19 = 15.7% | 20 = 16.5% | 121 |
| Secondary CLA: September 2019 | 99 = 66.5% | 26 = 17.4% | 24 = 16.1 | 149 |

- **SEND** = special schools (named provision in Education, Health & Care Plan)
- **Other** = Pupil Referral Units, registered alternative provision and other provision identified to meet needs.

Priority 2: ensure that CLA successfully sustain the transition to mainstream secondary academies within North East Lincolnshire.

Priority 3: ensure that higher numbers of CLA complete their key stage 4 courses in mainstream education to improve their GCSE Best 8 Attainment and Progress outcomes at the end of Year 11.

These linked priorities have been particularly challenging since 2014 when the proportion of CLA cohorts completing Year 11 in mainstream schools has typically only been 33% and fell as low as 25% in 2014. This has had an adverse impact on GCSE outcomes. The introduction of the GCSE Best 8 Attainment and Progress indicators in 2016 has further accentuated this challenge. In 2016 the majority of the Year 11 cohort were not entered for up to 8 GCSE subjects: 66% of the cohort were not following a GCSE curriculum as they were on a PRU roll and/or attending Alternative Provision.

There were significant improvements in the 2017 and 2018 Best 8 Attainment results with the most positive GCSE results since 2013. In 2017 half of the cohort successfully completed Year 11 in mainstream academies enabling them to be entered for a full range of GCSE courses. Although the proportion in mainstream decreased again in 2018 (to 33%) and 2019 (38%), the majority of young people who did take GCSE exams achieved GCSE pass grades in the majority of their subjects.

SEND and CLA

In May 2012 the proportion of CLA placed on SEN registers = 80% (of a cohort of 72). This was significantly higher than the national average of 58% typically identified at SEN Support by the end of Key Stage 2. As our CLA cohort has increased significantly since then – and particularly in response to the implementation of the revised SEND Code of Practice from September, 2014 - the percentage with SEND has reduced. We have encouraged schools to place CLA on SEND registers to reflect those children with specific learning needs in relation to learning and cognition and/or social emotional and mental health needs. SEMH accounts for 38% of the primary needs for CLA with SEN.

Where appropriate for individual CLA, the Virtual School Head works closely with schools, social care and health professionals to support the Statutory SEND Assessment process.

Source: Statistical First Release data (NELC in bold; national in brackets)

- No SEN = **42%** (33%)
 - SEN = **58%** (66%)
 - SEN without an EHCP = **39.5%** (37.6%)
 - SEN with an EHCP = **18.5%** (29%)
-
- September 2017: 44 CLA with an Education, Health & Care Plan = 19.9 %
 - September 2018: 41 CLA with an EHCP = 16.5%
 - **September 2019: 60 CLA with an EHCP = 19.2%**

These figures for EHCPs are below national CLA (26.5%) which indicates an under-diagnosis of CLA particularly in the areas of social and emotional mental health needs. This has been highlighted in a presentation to the SENCO Forum and needs further investigation.

Questions need to be asked at PEP Reviews – particularly for CLA on school registers at SEN Support - as to whether a Statutory Assessment leading to an Education, Health and Care Plan would be appropriate for individuals in order to more precisely identify and support both their SEMH and learning needs.

Section A: Key Objectives for the Virtual School

Access and Admissions: to ensure that all CLA have a school place and that there is no drift or delay in children and young people accessing their education, both within NEL and for those placed out of area. The Virtual School advises social workers, carers and the Admissions Service to ensure that all CLA are placed in schools appropriate to their needs. The highest priority is given to access places in schools which are at least 'Good' in terms of their Ofsted Inspection judgements.

Percentage of CLA on roll at Good/Outstanding Schools:

- April 2014: 74 of 119 = 62%
- June 2015 135 of 180 = 75%
- October 2015: 121 of 203 = 60% (reported to Ofsted's National Survey of Virtual Heads)
- July 2017: 71.8% of LAC cohort (data presented to Ofsted Inspection)
- September 2018: 80.24% This represents our highest percentage for placing CLA in schools which are at least 'Good'. This placed us in line with the average for all children in England & Wales.
- **September 2019:**

78.2% of CLA attend Good or Outstanding Schools

No CLA on roll at schools judged Inadequate by Ofsted within or outside NEL

| SCHOOL OFSTED RATINGS: September 2019 (September 2018 % in brackets) | % Outstanding | % Good | % Requires Improvement | % Inadequate |
|--|--------------------------|--------------------------------|-----------------------------------|---------------------|
| All NELC CLA | 19 (18.6) | 59.2 (61.7) | 21.8 (15.3) | 0 (4.4) |
| CLA in North East Lincs Primary Schools | 11.5 (12.3) | 68.7 (69.1) | 19.8 (4.9) | 0 (13.6) |
| CLA in Out of Area Primary Schools | 7.4 (12) | 81.5 (72) | 11.1 (16) | 0 (0) |
| CLA in NEL Secondary Schools | 32.7 (29.3) | 38.5 (22.7) | 28.8 (20) | 0 (28) |
| CLA in Out of Area Secondary Schools | 14.8 (17.4) | 70.4 (69.6) | 14.8 (8.7) | 0 (4.3) |
| All pupils in NEL Infant/Junior/Primary Schools | | Good or Outstanding | | |
| 2013 | | 67 | | |
| 2014 | | 68 | | |
| 2015 | | 67 | | |
| 2016 | | 72 | | |
| 2017 | | 81 | | |
| 2018 | | 84 | | |
| 2019 | | 86 | | |
| All Pupils in NEL Secondary Academies | | | | |
| 2013 | | 41 | | |
| 2014 | | 44 | | |
| 2015 | | 77 | | |
| 2016 | | 85 | | |
| 2017 | | 76 | | |
| 2018 | | 86 | | |
| 2019 | | 75 | | |
| 2018: All Pupils: | | | | |
| • National Primary Schools | 20 | 68 | 10 | 2 |
| • National Secondary Schools | 28 | 54 | 14 | 4 |
| 2019: All Pupils at Good or Outstanding Schools | | NEL = 81.7 Nat = 85.6 | | |

Admissions: The Virtual School hold schools and academies to account in their implementation of the DfE's School Admissions Guidance. All CLA are placed on roll at a mainstream or specialist setting appropriate to their SEND and/or social, emotional and behaviour needs.

There are effective working relationships with Virtual School Heads particularly across the Yorkshire and Humber region through which current CLA data is shared at termly meetings. Colleagues liaise closely ranging from routinely signposting specific services and contacts in their respective LAs through to problem solving support for more complex cases.

Attendance: to ensure regular attendance we monitor all CLA working closely with schools, social workers and foster/residential/relative carers.

In 2015-16 and 2016-17, 83 and 98 CLA respectively had an attendance rate of at least 98%. This represents well over a third of our school age CLA cohort who received an Attendance Award at our Annual Presentation Evenings in October 2016 and 2017. The number was 63 for 2014-15 from a similar size cohort.

Over time our Primary School LAC cohort has averaged a 98% attendance rate which is above the rate for all primary aged children in NELC and nationally.

Ensuring regular attendance is one of our key strengths but we are not complacent about the need to maintain the high profile of this priority. When attendance issues occur, we commission support for individual CLA from appropriate agencies: for example, a designated Educational Welfare Officer who has worked closely with care officers in residential homes.

LAC Absence Rates 2012 - 2017 (source: LAIT website 2018)

| Year | Authorised Absence % | Unauthorised Absence % | Overall Absence % | Persistent Absence % |
|-------------------------------|----------------------|------------------------|--|---|
| 2012 national | 3.4 | 1.2 | 4.7 | 6 |
| 2012 NELC | 2.5 | 2.4 | 4.9 | X = suppressed data |
| 2013 national | 3.3 | 1.1 | 4.4 | 10.1 |
| 2013 NELC | 1.9 | 0.3 | 2.2 LA rank = 2 | X |
| 2014 national | 2.9 | 1.0 | 3.9 | 8.9 |
| 2014 NELC | 1.5 | 0.6 | 2.2 LA rank = 6 | X |
| 2015 national | 3.0 | 1.0 | 4.0 | 9.0 |
| 2015 NELC | 1.8 | 0.3 | 2.1 | X |
| 2016 national | 2.9 | 1.0 | 3.9 | 9.1 |
| 2016 NELC | 2.0 | 0.9 | 2.8 | X |
| 2017 Benchmarked Data: | | | rankings: 13/151 (Nat) 4/15: regional 2/11: stat neighbours National = 4.3 Yorks/Humber = 3.9 NELC = 3.5 National Rank = 28 Quartile A | 10 9.1 8.3 National Rank = 36 Quartile B |
| 2018 national | 3.2 | 1.3 | 4.5% | 10.6 |
| 2018 Yorks/Humber | 3 | 1.5 | 4.5 | 10.2 |
| 2018 NELC | 2.4 | 1.6 | 4% | 9.5 |

Attendance Data: NELC LAC/NELC All Pupils/National All Pupils

| PRIMARY | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-2017 |
|---------------------|---------|---------|---------|---------|---------|-------------|
| NELC LAC | 95.1 % | 97.65 % | 98.25 % | 98 % | 98.2% | 96.5 |
| NELC all pupils | 95.6 % | 95.2 % | 96.2 % | 94.7% | 94.8% | - |
| National all pupils | 95.6 % | 95.2 % | 96.1 % | 96% | 96% | 96.1 |

| SECONDARY | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-2017 |
|---------------------|---------|---------|---------|---------|---------|--------------|
| NELC LAC | 95.1 % | 95.94 % | 94 % | 95 % | 93.2% | 91.4% |
| NELC all pupils | 93.9 % | 93.8 % | 95.1 % | 94.7% | 94.8 % | - |
| National all pupils | 94.3 % | 94.2 % | 94.9 % | 95% | 95% | - |

Exclusions: the Virtual School works closely with Designated Teachers, school/academy senior leaders, social workers and carers to reduce the number of CLA who are at risk of being excluded. In NEL the overwhelming majority of exclusions are for young people in mainstream secondary academies. As detailed in the report the BAC panels are the key mechanism to avoid the use of permanent exclusions and to ensure that senior leaders understand the importance of reducing fixed term exclusions for CLA. Locally generated data since 2010 indicates that – in a typical academic year - up to 30 LAC were subject to one or more fixed term exclusions although we had a spike during 2016-17 when 43 CLA (38 secondary and 5 primary) received one or more fixed term exclusions. *This resulted in 16.42% of CLA receiving at least one fixed term exclusion which was higher than national (11.8%) and regional (12.6%).*

Apart from this increase in 2017, the number of LAC receiving one or more fixed term exclusions since 2010 has been in line with the numbers of looked after children nationally (source: Statistical First Release).

Behaviour and Attendance Collaboratives (BACs)

The BAC Panels consider all behaviour referrals across primary and secondary schools in NEL. They were established in September 2012 to address the increasing numbers of secondary age permanent exclusions including vulnerable young people. The BAC process is used to consider referrals for all students at risk of permanent exclusion. It enables managed moves to take place to other mainstream schools, PRUs or registered alternative provision.

The VSH has effectively used the BAC process to increase the understanding of senior leaders that CLA face acute social, emotional and mental health challenges which can manifest themselves in the form of challenging behaviours within school. The VSH highlights that CLA are particularly vulnerable to the negative impact of exclusion upon their self-esteem, care placement stability, progress and life chances. The BAC has been the vehicle through which the principle of no permanent exclusions has been agreed. Whilst this position statement in practice has not been unconditionally guaranteed by every secondary academy, the concept of permanent exclusion as ‘a last resort’ (based on the DfE Guidance September, 2012) – is applied by the overwhelming majority of headteachers. The VSH undertakes significant levels of direct casework with senior leaders to ensure that they provide additional support for CLA in their schools or consider alternative placements (managed through the BAC process and Virtual School) rather than issue repeat fixed term or permanent exclusions.

There have been four permanent exclusions since 2010 two of which were before the BAC was introduced in 2012.

Case Study: *Two permanent exclusions of secondary age CLA were issued in the Summer Term 2017 (one local academy and one out of area). Following the DfE's Guidance on Exclusions, the VSH challenged both decisions and both went to Independent Appeals Hearings in October 2017. Unfortunately, the respective Pupil Disciplinary Committees at both academies decided to uphold the Principal's original decision rather than implement the clear recommendations of the Independent Appeals Panel.*

Behavioural issues leading to fixed term exclusions are more acute in local secondary academies. Our most significant challenge is supporting CLA to remain in mainstream academies until the end of Year 11. Typically, the proportion completing Year 11 in mainstream academies has been very low: 38% in 2019; 33% in 2015, 2016 and 2018; 25% in 2014. The VSH has consistently highlighted to senior leaders from all ten academies at the Secondary BAC Panel the need for a collective improvement across North East Lincolnshire.

Other potential permanent exclusions have been prevented either through the direct involvement of the VSH and/or a managed move through the BAC. The challenge of the BAC process for the Virtual School is that, historically, the majority of referrals for CLA have resulted in placements in PRUs or Alternative Provision. Across NEL it has been challenging to convince secondary academies to successfully support the integration of CLA who were deemed to have 'failed' in another mainstream school. *For example, only two student at Key Stage 4 have successfully transferred from a PRU to a mainstream academy.*

During the last two academic years the numbers of CLA being referred to the respective BACs due to being at risk of exclusions has significantly reduced compared to previous years. ***There have been no permanent exclusions from local schools and academies in the last two years.***

Officers from the Virtual School devote a significant amount of time to direct case work to reduce fixed term exclusions. The VSH frequently meets with Head Teachers and other senior leaders to plan school based interventions to avoid the use of repeat exclusions and to provide support for CLA at risk of permanent exclusions. The differentiated use of Pupil Premium Plus funding has resulted in increased allocations to individual schools that have been able to demonstrate effective and inclusive practice.

Achievement: the Virtual School challenges schools, academies and other providers to ensure that CLA receive and benefit from the best possible educational provision including the need to make at least expected rates of progress. The Virtual School arranges additional learning support where appropriate, working in close partnership with carers, designated teachers and the Inclusion Service to ensure full attendance and maintain good rates of progress. In addition, the Virtual School supports social workers and carers to develop their understanding of school systems, the barriers CLA face in their learning and solution focused strategies to overcome these challenges.

Personal Education Plans: through leading the PEP process, the Virtual School works directly with young people, carers, designated teachers, social workers and IROs to ensure that PEP and LAC

Reviews are consultative and responsive to the young person's needs as well as recording their educational journey from the point they become looked after. The Virtual School ensures that the PEP Review process is timely, inclusive of all parties and recognises a wide range of achievements. PEPS use SMART targets and provide a pathway to achieve successful outcomes. The Virtual School is directly responsible for:

- arranging and reviewing the PEPs in schools
- completing and quality assuring the documents
- holding to account those with responsibility for ensuring that the agreed objectives, actions and support are delivered.

Ofsted Report (September 2017). Having scrutinised the PEPs of over 40 children and young people, **Ofsted judged our PEP Reviews as Good.**

Priority 4: we endeavour to ensure that all CLA have a current high quality PEP which is reviewed regularly within statutory timescales. The PEP – as both a document and process – are central to informing the support needs for each child and young person.

Priority 5: ensure that all PEPs are uploaded within Liquid Logic (Social Care database introduced in the Spring Term 2019).

Priority 6: explore the potential of the online Portal within Liquid Logic. This will enable designated teachers in schools and academies to directly review and add information and data to individual PEPs.

The Virtual School believes that the direct management, delivery and quality assurance of the PEP Review process enables officers to develop an individual knowledge and understanding of the children and young people in terms of their strengths and difficulties. Setting and reviewing progress targets with carers and professionals enables all agencies to have a clear understanding of each young person's educational journey. This enables the Virtual School to identify specific needs as well as to support and challenge schools and academies in a more focused and informed way. Leading the PEP Review process through this direct partnership with schools is also the most effective way of providing continuous professional development for Designated Teachers.

PEP Review Completion Target within timescale = 95%.

- July 2017 = 96%
- July 2017 = 72%
- July 2018 = 70%

Significant staff absence from May 2018 onwards has created a backlog of PEP Reviews which the team continues to address. It is challenging, not least due to the sustained increase in CLA numbers.

Priority 7: Develop the Inclusion Service within which the Virtual School is located.

A major re-structure was implemented from April 2019 following a review across Education Services. The former LACE Team is now part of an Inclusion Service working closely with colleagues from the Behaviour and Educational Welfare Services. Serious consideration is being given as to how the new structure can add value through closer integration and further collaboration.

LAC Pupil Premium Plus funding:

For the financial year 2019-20, the standard allocation is £2,300 per CLA. Through the PEP Review process, the Virtual School monitors how Pupil Premium Plus is used to ensure that CLA benefit from this additional resource in relation to making good progress in schools. The Virtual Head is responsible for managing the allocation of the funding to schools and academies each term. Prior to receiving the payments in their budgets, all Head Teachers are required to sign and return an agreement that this additional funding will be allocated to meet the targets specified in each Personal Education Plan and in accordance with the terms and conditions of the DfE grant.

Since 2012 all NELC Personal Education Plan (PEP) Reviews have been the key forum and reporting mechanism through which the carers and professionals working with the child/young person can make recommendations on how these funds should be most effectively allocated. At the PEP Review, professionals also provide feedback on the impact of the personalised intervention and support strategies which have been in place for the previous six months. This is in line with the DfE Conditions of Grant letter to local authorities (paragraph 16):

‘The local authority should ensure that they discuss, via their Virtual School Head working in partnership with designated teachers, how the amount for looked after children is to be used by the school to the benefit of the looked after child’s educational needs as described in their Personal Education Plan (PEP).’

Designated Teachers are also encouraged to make referrals for enhanced Pupil Premium Plus allocations to support additional and personalised intervention strategies which promote inclusive practice and ‘closing the gap’ interventions.

The Virtual School does not *automatically* allocate LAC Pupil Premium Plus in the following cases:

- To schools/academies where there are quality concerns about the PEP or review process
- To schools/academies where children and young people are at serious risk of repeat or permanent exclusions
- To out of area specialist educational and/or residential settings commissioned through SENAG and/or Social Care funding agreements

Requests to access standard or enhanced LAC Pupil Premium Plus funding can always be considered at each PEP Review.

Enhancement Activities.

The Virtual School encourages additional requests for care placement based learning and enhancement activities which have not been met through the allocated Pupil Premium Plus funding to schools. For example, the Virtual School promotes access to IT equipment by ensuring that each foster and residential placement has, as an absolute minimum, one PC or laptop to support homework and independent access to school's virtual learning environments or platforms. Through a referral system, carers will be re-funded to the value of £250 to pay for - or partially cover the total costs of - IT purchases. There is financial support to provide music lessons, 1-1 tuition (particularly but not exclusively for GCSE English and maths) as well as sporting activities, extra-curricular trips and residential visits.

The Virtual School has organised, supported and commissioned enhancement activities including:

- Participation in the bespoke programmes delivered by staff at Best Futures Nurture Provision for primary and lower secondary aged CLA including support for Year 6 - 7 Transition
- LAC Health Day
- Art Day and art lessons
- Letter Box Club reading programme for primary aged children

Part B: Key Partnership Working

CLA Designated Teachers: ongoing professional development is primarily provided through the Virtual School leading and quality assuring PEP Reviews. Designated Teachers are also strongly encouraged to attend all LAC Reviews and many take place in schools to facilitate this. These reviewing processes are supplemented by additional school based meetings to address individual concerns particularly in response to under-achievement or repeat fixed term exclusions. A range of training courses have been provided: for example, attachment awareness; the promotion of trauma informed practice for schools and across LA services; the development of sensory processing skills with a specialist CAMHS trainer.

Carers: foster, residential and relative carers.

The VSH contributes to the foster carers' training programme covering areas such as: Personal Education Plans, Pupil Premium Plus funding, the role of the VSH and the work of the LACE Team. The Virtual School has also provided specific training for Regulation 24/relative carers.

Corporate Parenting Board: quarterly meetings.

Independent Reviewing Officers: PEPs are sent to IROs prior to every LAC Review. In addition, IROs regularly contact the VSH between reviews to monitor the progress of agreed educational actions and outcomes for children and young people. The VSH has attended IRO Team Meetings.

Social Workers in the Through Care & Children's Assessment & Safeguarding Services as well as fostering and relative carer link workers.

Fostering & Adoption Team: two colleagues are Train the Trainers accredited and they deliver school based whole staff sessions on attachment awareness and the impact of trauma on children's learning. Following attachment training for Designated Teachers and at the SENCO Forum, whole staff training has been requested and delivered at 14 schools and academies in NEL.

The Virtual School provides transitional support – discussed and planned at PEP Reviews – where children are permanently placed through adoption, child arrangement and special guardianship orders. This includes signposting services and providing advice in relation to Admissions, Exclusions, Pupil Premium Plus funding and the SEND Code of Practice. The VSH has attended the local network for Adoptive Parents to provide training on the priority status and statutory entitlements of children previously looked after. In terms of meeting the legislative changes from September 2018, the Virtual School, supported by officers across the wider Inclusion Service, provides information, advice and guidance to the parents or guardians of permanently placed children as well as to colleagues from Fostering & Adoption Service who continue to work with them.

LAC Health: The Virtual School Head attends the monthly meeting to discuss the results of initial and subsequent 12 month LAC Health Assessments including SDQ scores. This leads to follow-up case work including discussions with schools about the need to provide additional support for children and young people with high SDQ scores.

NELC Education Services:

Education Group Managers: monthly meeting chaired by the Assistant Director - Education:

- Access & Behaviour Support Service Manager
- Principal Educational Psychologist
- SEND Team Manager/Manager of the Special Advisory Service
- Virtual School Head Teacher for LAC

Behaviour & Attendance Collaboratives: weekly meetings for Primary & Secondary Schools

SEND: The VSH attends regular surgeries with the SEND Team Manager to monitor:

- The progress of Annual EHCP Reviews for CLA
- SEND Consultations to access places in specialist residential and/or educational settings
- The Statutory Assessment process for CLA

Outcomes Based Accountability. NELC is committed to this methodology to monitor and improve outcomes across all services. The VSH and other members of the Virtual School have attended Turning the Curve workshops to address areas of concern across the local authority, for example: LAC Attainment at KS 4 (Best 8 Attainment & Progress); LAC Attendance (secondary age residential LAC); Regulation 24 placements; Care Placement Stability; Teenage Pregnancy.

Regional Virtual School Heads for Yorkshire & Humberside: VSH attends all termly meetings.

National Association of VSH (NAVSH): VSH has attended all Annual Conferences since 2011.

Part C: Virtual School Roll = 312 (13.09.2019)

(249 on 10.09.2018)

Need to complete a further audit of the non-mainstream school data below

| Year Group | M | F | Total | Mainstream School | Special School | Independent Special School out of area | PRU | Alt Prov | Residential Home with Education out of area | NEL total | Out of Area total |
|-------------------|------------|------------|------------|-------------------|----------------|--|----------|-----------|---|------------|-------------------|
| Reception | 10 | 13 | 23 | | | | | | | 20 | 3 |
| 1 | 9 | 13 | 22 | | | | | | | 20 | 2 |
| 2 | 9 | 12 | 21 | | | | | | | 19 | 2 |
| KS 1 | 28 | 38 | 66 | 66 | | | | | | 59 | 7 |
| 3 | 12 | 8 | 20 | | | | | | | 14 | 6 |
| 4 | 14 | 15 | 29 | | | | | | | 22 | 7 |
| 5 | 11 | 12 | 23 | | | | | | | 18 | 5 |
| 6 | 18 | 7 | 25 | | | | | | | 20 | 5 |
| KS 2 | 55 | 42 | 97 | 89 | | | | | | 74 | 23 |
| Primary | 83 | 80 | 163 | 155 | | | | | | 133 | 30 |
| 7 | 20 | 9 | 29 | | | | | | | 21 | 8 |
| 8 | 13 | 7 | 20 | | | | | | | 17 | 3 |
| 9 | 12 | 14 | 26 | | | | | | | 23 | 3 |
| KS 3 | 45 | 30 | 75 | | | | | | | 61 | 14 |
| 10 | 17 | 14 | 31 | | | | | | | 23 | 8 |
| 11 | 23 | 20 | 43 | | | | | | | 29 | 14 |
| KS 4 | 40 | 34 | 74 | | | | | | | 52 | 22 |
| Secondary | 85 | 64 | 149 | 99 | | | | | | 113 | 36 |
| School Age | 168 | 144 | 312 | 254 | 17 | 1 | 9 | 16 | 15 | 256 | 66 |

Part D: Performance Outcomes:

DRAFT OUTLINE ONLY: needs to be reviewed/amended before & after the publication of validated benchmarked national 2019 data for Key Stages 1, 2 & 4

2018 Headline Attainment Data:

- Key Stage 1: **45%** achieved the expected combined standard in Reading, Writing & Maths
- Key Stage 2: **43%** achieved the expected combined standard in Reading, Writing & Maths

Both KS 1 & KS 2 are above national CLA attainment.

- Key Stage 4: **33%** achieved 5 + GCSE Grades 4 - 9 including English & Maths

33% on this measure in 2017 placed NELC in Quartile A nationally with a ranking of 5

2017 GCSE: % of CLA achieving grades 9 – 4 in English & Maths

NELC: 33.3%; National = 17.5%; Yorks & Humber = 18.7%; Statistical Neighbours = 16.7%
NELC National Rank = 5 (Quartile A)

GCSE KS 4 Average Attainment Points:

2017: NELC = 21.2; National = 19.3; Yorks & Humber = 20.1; Statistical Neighbours = 21.1

2017 & 2018: GCSE Attainment 8 was in the top quartile regionally and NELC was significantly above national CLA results in both years.

Priority 3: Progress 8 is still an area of weakness (Rank =116/Quartile D) but 2017 (-1.55) is a slight improvement on 2016 (-2.25). It is still in the lowest quartile and to improve upon this we need a higher proportion of CLA to successfully complete Year 11 in mainstream academies so that they can be entered for a higher number of GCSE exams.

Key Stage 2 Progress: 40-50% of Year 6 CLA have consistently achieved Expected Standards for Reading, Writing & Maths demonstrating above average rates of progress from Key Stage 1.

2017 Benchmarked Average KS 1 – KS 2 Progress Scores:

- Reading: national rank = 4
- Writing: national rank = 2
- Maths: national rank = 15
- *All scores in Quartile A for both national and regional comparators*

2018 KS1–KS2 Progress Scores are well above both national and regional CLA performances

- Reading: **NELC = + 3.4** (national = - 0.2; regional = - 0.7)
- Writing: **NELC = + 2.6** (national = - 0.8; regional = -0.9)
- Maths: **NELC = + 3.5** (national = - 0.8; regional = - 0.6)

Key Stage 1 2016 results

Figures for 2016 are not directly comparable to those for previous years: new expected standards for Year 2 are broadly similar but not equivalent to a previous National Curriculum Level 2 b.

12 children in the Year 2 cohort: 3 were disapplied from the assessments due to their SEND status/EHC Plans.

| At Standard | NEL LAC % (number of LAC in brackets) | National LAC % | National All Pupils % |
|-------------------------------------|---------------------------------------|----------------|-----------------------|
| Reading | 66% (6) | 50 | 74 |
| Writing | 66% (6) | 37 | 66 |
| Maths | 56% (5) | 46 | 73 |
| At Standard across Combined Measure | 56% (5) | | |
| Not at Standard in any area | 33% (3) | | |

Key Stage 2 - 2016 results:

Year 6 cohort = 17. Three LAC were disapplied from the assessments due to their SEND status/EHC Plans. NELC LAC performance was just below the national combined measure for all Year 2 children (53%) and in line with all children in North East Lincs (51%).

KS 2 Average Progress scores in 2016 compare positively with the data for LAC nationally and across the Yorkshire & Humberside region:

| 2016 Key Stage 2 Attainment | % achieving At Standard for Reading, Writing & Maths combined measure | NELC LAC 2016 Rankings |
|-----------------------------------|---|------------------------|
| NELC LAC | 50% | 5/152 LA's |
| NELC all pupils | 51 | 106/152 LA's |
| National LAC | 25 | - |
| National all pupils | 54 | - |
| Yorkshire & Humber LAC | 25 | 1/8 |
| Yorkshire & Humber all pupils | 50 | 7/15 |
| Statistical Neighbours LAC | 33.3 | 1/4 |
| Statistical Neighbours all pupils | 52.8 | 8/11 |

Key Stage 1 – 2 Progress Scores:

In 2016 the previous *expected progress* measure was replaced by **value added**. A score of 0 means that pupils in a particular group made the same progress as those with similar prior attainment nationally.

| 2016 Key Stage 1 - 2 Average Progress Scores | Reading | Writing | Maths |
|--|---------------------------------|---------------------------------|---------------------------------|
| NELC LAC | - 0.3 LAC Ranking = 58/133 | + 1.3 LAC Ranking = 14/135 | - 0.9 LAC Ranking 51/136 |
| NELC all pupils | - 1.1 | 2.1 | + 0.2 |
| National LAC | - 0.05 | - 1.0 | - 1.3 |
| National all pupils | 0.0 | 0.0 | 0.0 |
| Yorkshire & Humber LAC | - 0.8 NEL LAC Ranking = 5/14 | - 0.5 NEL LAC Ranking = 3/15 | - 1.4 NEL LAC Ranking = 6/15 |
| Yorkshire & Humber all pupils | - 0.5 | + 0.1 | - 0.1 |
| Statistical Neighbours LAC | + 0.7 NEL LAC Ranking = 6/9 | - 0.2 NEL LAC Ranking = 2/10 | - 0.5 NEL LAC Ranking = 7/10 |
| Statistical Neighbours all pupils | - 0.2 | + 0.3 | + 0.3 |

Key Stage 2: from 2016 KS 2 assessments are no longer reported as National Curriculum Levels. The new *expected standards* are broadly similar but are not directly equivalent to Level 4 b as reported in 2015 and previous years.

| 2016 KS 2: At Standard | NEL LAC % (number of LAC in brackets) | National LAC % | National All Pupils % |
|-------------------------------------|--|----------------|-----------------------|
| Reading | 50% (7) | 41 | 66 |
| Writing | 64.2% (9) | 46 | 74 |
| Grammar/Punc/Spelling | 64.2% (9) | 44 | 73 |
| Maths | 64.2 % (9) | 41 | 70 |
| At Standard across Combined Measure | 50% (7) | 25 | 54 |
| Not at Standard in any area | 28.5 % (4) | - | - |

Key Stage 2 results over time: Year 6 results have been consistently good since 2011. The trend has been for at least half the cohort to achieve the expected levels of achievement which is higher than for national Year 6 LAC. The previous attainment gap between Year 6 LAC and all LA and national Year 6 pupils closed significantly in 2016 as the relative performances were in line. *Please note the caution in relation to statistical significance and reliability. The Year 6 cohort only reached 10 in 2014. Some performance figures for Key Stages 1 & 2 prior to 2014 have been suppressed from validated national data sets due to the small cohort sizes.*

| Level 4 + | NELC LAC% (Numbers in brackets) | National LAC% | National All Pupils% |
|----------------------|--|---------------|----------------------|
| 2011 English | 100 (2 <i>plus 2 SEND disappplied</i>) | 50 | 81 |
| 2011 Maths | 100 (2 <i>plus 2 SEND disappplied</i>) | 51 | 80 |
| 2011 English & Ma | 100 (2 <i>plus 2 SEND disappplied</i>) | n/a | 74 |
| 2012 Writing | 100 (2) | 51 | |
| 2012 Reading | 100 (2) | 62 | |
| 2012 Maths | 100 (2) | 48 | |
| 2012 Combined | 100 (2) | 42 | 75 |
| 2013 Writing | 40% (5 <i>plus 2 SEND disappplied</i>) | 55 | |
| 2013 Reading | 60% (5 <i>plus 2 SEND disappplied</i>) | 61 | |
| 2013 Maths | 80% (5 <i>plus 2 disappplied</i>) | 59 | |
| 2013 Combined | 60.5% (5 <i>plus 2 disappplied</i>) | 45 | 76 |
| 2014 Writing | 80% (10 <i>plus 2 SEND disappplied</i>) | 59 | |
| 2014 Reading | 80% (10 <i>plus 2 SEND disappplied</i>) | 68 | |
| 2014 Maths | 70.3% (10 <i>plus 2 SEND disappplied</i>) | 61 | |
| 2014 Combined | 50 % (10 <i>plus 2 SEND disappplied</i>) | 48 | 79 |
| 2015 Writing | 50% (10) | 61 | 87 |
| 2015 Reading | 50% (10) | 71 | 89 |
| 2015 Maths | 50% (10) | 64 | 87 |
| 2015 Combined | 50% (10) | 52 | 80 |

50% of eligible pupils achieved the expected Level 4+ standards for Reading, Writing and Maths in 2013, 2014, 2015 and 2016.

There are no direct comparisons for results prior to 2013 because of national changes in the SATs and Teacher assessment arrangements.

Key Stage 4 Trends:

GCSE results for NEL LAC were well above national LAC between 2010 and 2013. They were below national LAC in 2014 and 2015 (6%) when only one LAC out of the cohorts of 16 and 17 respectively achieved the headline measure of 5 + GCSE grades A* - C including English & Maths. 2 students achieved this measure in 2016 which is in line with all LAC nationally.

2016 Best 8 scores:

| KS 4 Average Best 8 Scores | Attainment 8 | Progress 8 | Attainment 8 Disadvantaged Students | Progress Disadvantaged Students |
|----------------------------|----------------------------|--------------------------|-------------------------------------|---------------------------------|
| NELC LAC | 12.1 | - 2.25 | n/a | n/a |
| NELC All | 47.8 | - 0.06 | 40.8 | - 0.39 |
| National LAC | 22.8 NEL rank = 149/149 | - 1.14 rank = 146/146 | n/a | n/a |
| National All | 48.5 | - 0.03 | 41.2 | - 0.38 |
| Yorks & Humber LAC | 21.4 NEL rank = 15/15 | - 1.16 rank = 15/15 | n/a | n/a |
| Yorks & Humber All | 48.9 | - 0.03 | 39.5 | - 0.40 |
| Stat Neighbours LAC | 21.5 NEL rank = 11/11 | - 1.2 rank = 11/11 | n/a | n/a |
| Stat Neighbours All | 48.5 | - 0.17 | 39.8 | - 0.51 |

GCSE Attainment Over Time:

| Year | 5 + GCSE A – C grades including English & Maths | 5 + GCSE grades A - C | GCSE A* - C grades in English & Maths |
|------------------|--|-----------------------|--|
| 2010 National | 12.4 % | 28.8 % | 13 % |
| 2010 NELC | 44 % | 75 % | 44% |
| 2011 National | 13.6 % | 33.5 % | 14% |
| 2011 NELC | 33 % | 53.8 % | 33% |
| 2012 national | 14.9 % | 37.2 % | 15.4 % Yorkshire & Humber region = 13.9 % |
| 2012 NELC | 16 % | 46.7 % | 16% |
| 2013 National | 15.5 % | 37.2 % | 16.2 % Yorkshire & Humber region = 14.7 % |
| 2013 NELC | 26 % | 54.5 % | 26% |
| 2014 National | 12 % | 16.3 % | 14.3 % Yorkshire & Humber region = 12.8% |
| 2014 NELC | 6 % 1 student achieved | 25 % | 6% 1 student achieved this measure |
| 2015 National | 13.9% | | 15.9 % Yorkshire & Humber region = 15.4% |
| 2015 NELC | 6% 1 student achieved 'headline measure' | See below | 6% 1 student achieved this measure |
| 2016 National | 13.6% | | 17.5 % Yorkshire & Humber region = 15.8 % |
| 2016 NELC | 13% 2 students achieved headline measure | See below | 13% 2 students achieved this |

Appendix 6: further attainment data for Key Stages 1, 2 and 4 is available in the series of Virtual School Head reports (2011 – 2016) presented to the Corporate Parenting Board.

The Virtual School is not complacent about GCSE results and fully supports the national and local imperative to close the significant attainment gap with all Year 11 students in NELC and nationally.

As referenced throughout this report there is an urgent requirement to ensure that CLA remain in mainstream academies to successfully complete a minimum of 8 subjects to GCSE level.

2017 & 2018 Year 11 Cohorts:

These GCSE results demonstrated a marked improvement on the last three years. In 2017, 50 % of the cohort successfully completed their Year 11 in mainstream academies which is the highest percentage since 2013. This enabled them to complete 8 GCSE subjects which lead to improved Best 8 outcomes for both attainment and progress measures.

Part E: Virtual School Objectives for 2019 - 2020

1. Increase the number of Year 11 taking more GCSE courses and achieving the national standard of 8+ higher grades (4 – 9) including both English & Maths to improve both *the Best 8 Attainment* and *Best 8 Progress* outcomes.
2. For Year 6 ensure that the gap with all NELC pupils is reduced in terms of meeting targets for age related expectations for the combined Reading, Writing, SPAG and Maths measure.
4. Increase the proportion of Year 2 achieving the expected age related standards for Reading, Writing and Maths in the Key Stage 1 Teacher Assessments.
5. Ensure that the implementation of the Inclusion Service enables the Virtual School to fulfil its statutory role to improve educational outcomes and the extended duties: that is, the provision of information, advice and guidance to previously looked after children (*those permanently placed through adoption, child arrangement or special guardianship orders*).
6. Support the Educational Psychology Service Transition Pilot to enable children to enjoy a more successful transfer to secondary education.
7. Develop the new educational setting (alternative provision) for CLA to reduce the need for NELC to place young people out of area.

8. PEP Reviews:

Ensure that all PEPs are of a high quality including the use of SMART targets. All completed PEPs are to be quality assured by the Virtual School and uploaded onto Liquid Logic. There needs to be clear and consistent evidence of the use of challenge during reviews through the focus on rates of progress towards improved outcomes. Explore the potential of the online Portal within Liquid Logic so that designated teachers and social workers can add information and data to the PEPs.

9. Pupil Premium Plus Funding

Continue to evaluate the ways in which Pupil Premium Plus is used by schools to support improved rates of progress and outcomes. The emphasis needs to be on the *impact* of specific interventions and personalised learning strategies *on the rates of progress made by individual CLA*. Detailed discussions about the allocation and effectiveness of Pupil Premium Plus is an integral part of the Personal Education Plan.

Part F: Training and Support

(i) Designated Teachers:

- Further develop the advocacy role of the Virtual School with schools and academies through supporting Designated Teachers.
- The most immediate, consistent and effective form of support is through the PEP Review process in schools which fully involves the designated teacher in reviewing, planning and setting revised targets for individual children and young people. This should be routinely used to support and challenge as well as recognise good practice.
- Ensure that all designated teachers have the skills and knowledge to contribute to and review high quality PEPs which clearly identify the needs of the child, plan the use of appropriate teaching and learning strategies and specify the resources to improve outcomes for each individual.
- Ensure the educational journey and achievements of every Looked After Child are recognised through and accurately recorded in Personal Education Plans as well as by organising celebration events such as the Annual LACE Awards Presentation Evening.
- Ensure the Virtual School delivers a focus on the importance of high levels of CLA attendance through PEP meetings and LAC Reviews, as well through effective advocacy with the Educational Welfare Service to address specific issues such as any incidents of Persistent Absence.
- Arrange additional reviews – as appropriate - for individual CLA which have a single focus on prevention and early intervention strategies: for those at risk of exclusions; re-integration meetings; transitions to new schools; behaviour reviews.
- Make intelligent use and analysis of data to influence practice and inform the setting of appropriate targets and strategies. Colleagues from the NELC Informatics Team are providing additional capacity (equivalent to 2 days per week) for the Virtual School. This includes the use and application of the nationally developed NCER/Nexus data aligning contextualised care placement data with attainment and progress measures.

(ii) Multi-Agency Professionals:

- Ensure that all colleagues demonstrate the skills and knowledge to challenge schools on the educational attainment and progress of CLA, to signpost them to appropriate forms of support and to ensure that the Headteacher of the Virtual School is informed of any concerns.
- In partnership with the Through Care Service and YPSS, develop and extend the role of the Virtual School to monitor post-16 educational provision for CLA through clear links with Pathway Plans.
- Strengthen the processes and opportunities for CLA to raise concerns about their educational provision through the PEP Reviews, their foster/residential carers and social workers. Such concerns and issues must be recorded in the PEP and addressed by the Virtual School.