Annual Report of the Head of the Virtual School for Looked After Children (LAC) for the academic year 2015 – 2016.

SUMMARY

1.1 **Major changes to assessment and accountability measures**

2016 saw major reforms to the primary school accountability measures. This included new attainment and progress performance measures; and a new floor standard for schools.

The former assessment system of using 'National Curriculum levels' has stopped for children in primary school education. Instead there is now a new 'expected standard' (a higher standard than in 2015), along with new national curriculum tests in English reading, mathematics and grammar, punctuation and spelling (GPS): with outcomes reported as scaled scores ranging from 80 to 120, rather than levels.

Pupils achieving the expected standard is a combined measure across the three subjects of reading, writing and mathematics. To be counted towards the measure, a pupil must have achieved a scaled score of **100 or more** in reading **and** a scaled score of 100 or more in mathematics; **and** have been teacher assessed in writing as 'working at the expected standard' or 'working at a greater depth in the expected standard'.

Pupils achieving at a higher standard is also a combined measure across the three subjects. To be counted towards the measure, a pupil must have achieved a 'high scaled score' of **110 or more** in reading **and** mathematics; **and** have been teacher assessed in writing as 'working at a greater depth within the expected standard'.

A school will be above the floor if at least 65% of pupils meet the expected standard in English reading, English writing and mathematics; **or** the school achieves sufficient progress scores in **all three** subjects.

1.2 In secondary schools there have been changes in the way headline performance measures are reported. The previous measure of 5 good GCSE passes at A*-C grades including English and maths have gone. It has been replaced with the following measures:
- Progress 8 – this is the progress which students make in eight subjects.
- Attainment 8 – this is the average points score a student gains in eight subjects.
- The percentage of pupils achieving A*-C in English and maths
- The percentage of pupils achieving the English Baccalaureate (GCSE A*-Cs in Maths, English, Science, a Humanities subject and a foreign language)

1.3 With these significant changes to the Primary and Secondary performance measures and the curriculum, the DfE has advised not to compare the performance in 2016 with previous years.

1.4 The data contained within this report is provisional until the DfE releases the validated data in March 2017. In addition, there are no national comparative attainment and progress figures published as yet. As a result this report only contains Derby data for 2016 for LAC who were

in the care of the local authority for more than 12 months as of 31/3/16.

1.5 Derby's LAC population have greater barriers to overcome than LAC nationally. This is concluded by analysing the percentage of LAC with special educational needs, and also analysis of average Strengths and Difficulties Questionnaire scores. Both of these indicators are higher than national.

SDQ Scores	National	Derby
2013	14.9	16.8
2014	13.9	16.3
2015	13.9	16.0
2016	tbc	16.3

A high score suggests that individual children have a range of barriers which they need to overcome.

1.6 **The reportable cohort numbers broken down by SEN needs**

The reportable cohort is the group of children who have been in care for twelve months or more as of 31 March 2016.

The table below shows that more LAC children in the reportable cohort have an identified special educational needs than do not have an identified special educational needs. This could either be at 'SEN Support' (those with an identified need, but do not need an educational or health care plan) or those children with a statement of special educational needs or an education and health care plan (EHCP).

	Reportable Cohort	No SEN	SEN Support	EHCP / Statement
Key Stage 1 (7 year olds)	11	3 (27%)	5 (45%)	3 (27%)
Key Stage 2 (11 year olds)	19	5 (26%)	4 (21%)	10 (53%)
Key Stage 4 (16 year olds)	35	13 (37%)	9 (26%)	13 (37%)

1.7 **Attainment Key Stage 1 (7 year old children) reaching the "Expected Standard"**

	Reportable Cohort	No SEN	SEN Support	EHCP / Statement
No. of Children	11	3	5	3
Reading	2 (18%)	2 (67%)	0 (0%)	0 (0%)
Writing	2 (18%)	2 (67%)	0 (0%)	0 (0%)
Maths	2 (18%)	2 (67%)	0 (0%)	0 (0%)
RWM	2 (18%)	2 (67%)	0 (0%)	0 (0%)
GPS	2 (18%)	2 (67%)	0 (0%)	0 (0%)

There was 1 pupil who was teacher assessed as working at the "higher standard" in reading, writing and maths.

1.8 **Attainment Key Stage 2 (11 year old children) reaching the "Expected Standard"**

	Reportable Cohort	No SEN	SEN Support	EHCP / Statement
No. of Children	19	5	4	10
Reading	5 (26%)	2 (40%)	2 (50%)	1 (10%)
Writing	7 (37%)	4 (80%)	1 (25%)	2 (20%)
Maths	5 (26%)	4 (80%)	1 (25%)	0 (0%)
RWM	4 (16%)	2 (40%)	1 (25%)	0 (0%)
GPS	5 (21%)	3 (60%)	1 (25%)	0 (0%)

The number of pupils working at the "higher standard" (a scaled score of 110 or more) was: reading 2; writing 2; maths 1; and GPS 2.

1.9 **Progress from KS1 to KS2**

The way that progress is measured from the end of Key Stage 1 to the end of Key Stage 2 has changed this year. The table below shows the amount of progress made by each pupil for reading, writing and maths. Where the progress made was better than pupils from the same starting point the table is shaded green; where it is amber sufficient progress has been made; and where it is red the pupil has made less progress than others nationally from their starting point. The numbers indicate the number of scaled points above or below the national progress expected for the pupil.

Key Stage 2 LAC Progress		
Pupil	Reading Progress	Writing Progress	Maths Progress
G	-22.1	-11.8	No test
H	-12.6	-9.7	-14.5
I	-9	-1.6	-9.5
Q	-7.9	-12.9	1.9
D	-2.4	4.8	1.2
L	-1.8	1.9	-8.1
J	-1.6	-1.1	4
R	-1.6	2.3	-5.5
C	-0.6	-9.7	-14.5
O	1.2	1.9	-3.1
E	4.6	4.8	7.2
P	9.2	1.9	0.9
A	10.1	17.1	12.9
B	12.4	8.9	8
F	12.7	16.3	2.7
M	No KS1 data		
S	No KS1 data		
K	No tests		

N	No tests		
T	No tests		

2.0 **Key Stage 4 – (16 year old students) – GCSE attainment**

	Reportable Cohort	No SEN	SEN Support	EHCP / Statement
No. of Children	35	13	9	13
5A*-C EM	3 (9%)	2 (15%)	0 (0%)	1 (8%)
5A*-D EM	10 (29%)	7 (54%)	2 (22%)	1 (8%)

The Key Stage 4 performance will be published as in 1.1 above but we can still calculate the old measure as in the table above. The table shows that three pupils achieved the old measure of 5A*-C EM passes with a further seven pupils just missing out on five higher grade passes by achieving 5A*-D EM grades. This result of is lower than last year's result of 4 LAC (11%) achieving 5A*-C EM.

2.1 Overall, LAC attendance levels was 94.05% in 2015/16.

2.2 There was one permanent exclusion in 2015/16 resulting in a loss of 66 half days education. The young person in question had already committed the offence before coming into care. This compares with one permanent exclusion in 2014/15 and the loss of 14 half days.

There were 113 instances where fixed term exclusions were issued which resulted in a loss of 817 half days education. This compares to 97 instances in 2014/15 and a loss of 500 half days.

Reducing exclusions has been a focus for the team this year and this is being achieved through a variety of means:

- The Virtual School has commissioned the Educational Psychology Service to provide additional emotional and behavioural support to schools
- Additional Pupil Premium Plus resources have been allocated to support young people in school who are at risk of exclusion
- The Virtual School is encouraging schools to use alternative provision placements/packages as opposed to excluding

In the first two months of this academic year the number of fixed term exclusions has fallen by two thirds, as shown in the tables below. The table shows the number of half days lost due to exclusion.

2015/16	Children	Total	Fixed	Perm
Sept	8	69	69	0
Oct	13	87	87	0

2016/17	Children	Total	Fixed	Perm
Sept	1	4	4	0
Oct	10	50	50	0

The data shows that 30/50 of the exclusions occurred in the last week before the October half term.

2.3   The number of schools accessed by Derby LAC according to their OFSTED rating is outlined below:

Ofsted Rating	Outstanding	Good	Requires Improvement	Inadequate	Unknown
Number of Pupils attending (%)	39 (15%)	154 (60%)	43 (17%)	4 (2%)	15 (6%)

The table shows that 75% of the LAC pupils attended a school which was good or better. This compares to 70% in 2014/15.

2.4   **2016-17 Priorities**

1. To advocate on behalf of LAC to ensure that:
   - the Progress 8 score at the end of KS4 is positive reflecting more progress than their peers nationally from the same starting point
   - the progress made from KS1 to KS2 is at least sufficient and in many cases better than that of other children from the same starting point
   - a greater proportion at the end of KS1 are at the national expected standard in each of reading, writing, mathematics, phonics, and grammar, punctuation and spelling (GPS).
2. To ensure that the support needs identified in the new Early Years Foundation Stage ePEP are acted upon in the school setting
3. Continue to ensure the educational achievement of each LAC is recognised through documents and reports (e.g. Personal Education Plans also known as PEPs), and through celebration events.
4. To trial specific emotional and behavioural support for LAC working with the Education Psychology Service
5. To track the provision and attendance of LAC Post 16
6. Further develop the advocacy role of the service with schools through the Designated Teachers Network, regular updates and briefings.
7. To provide an expanded training offer to support the staff supporting LAC.
8. Ensure the Virtual School delivers a focus on attendance, reducing exclusions and getting pupils into appropriate provision with as little delay as possible.
9. Make intelligent use and analysis of data to influence practice and ensure the appropriate use of resources; ensuring that our most able have access to appropriate provision.
10. Ensure that every Officer and professional has the skills and knowledge to challenge schools on the educational attainment and progress of LAC, to signpost them to appropriate avenues of support and to ensure that the Virtual School is informed of any concerns.
11. Strengthen the processes and opportunities for LAC to capture their voice and raise concerns about their educational provision through the PEP, social care and to the Virtual School.
12. Continue to improve the quality and consistency of PEPs, through the embedding of our ePEP.

RECOMMENDATION

2.1   To recognise the achievement of Derby's children who are looked after.
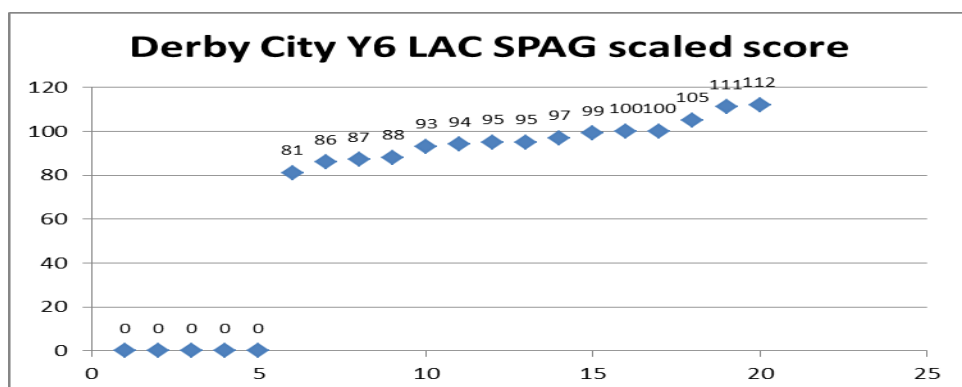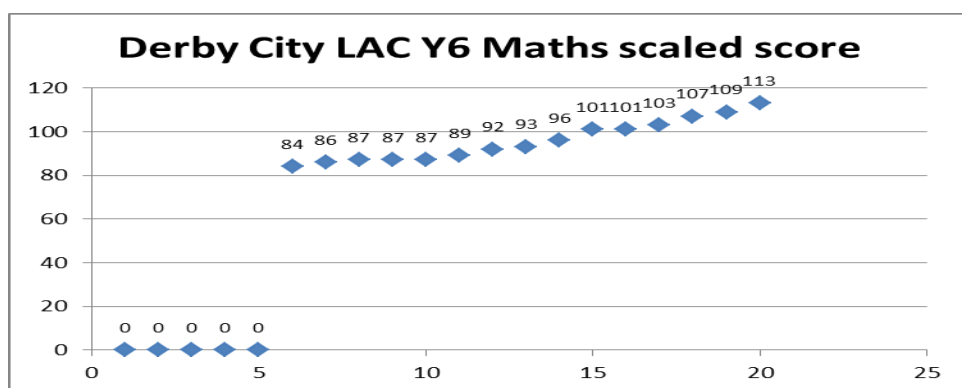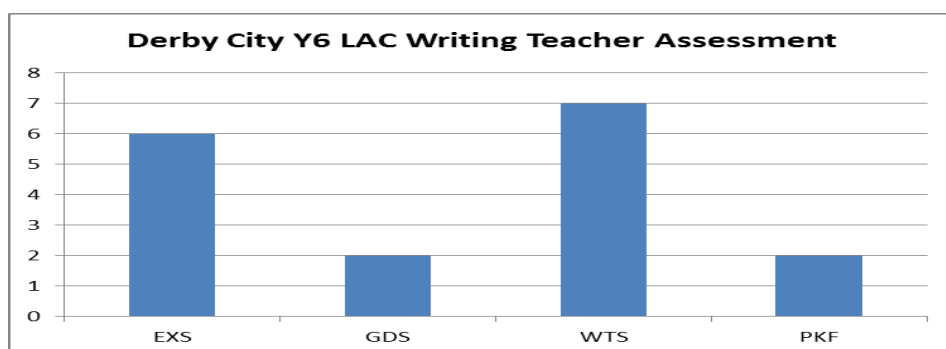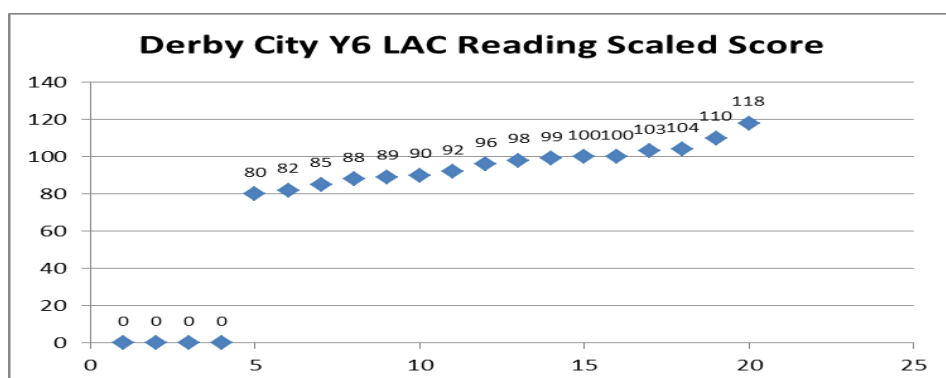
2.2   To support the areas for development as highlighted within the report.

REASONS FOR RECOMMENDATION

3.1   Maximising educational opportunities is important for Derby's Looked After Children. The recommendations in 2.4 provide a route to continue this venture.

SUPPORTING INFORMATION

Key Stage 2 Test Mark Distribution Y6 LAC

Derby City Y6 LAC Reading Scaled Score

Data points: 0, 0, 0, 0, 80, 82, 85, 88, 89, 90, 92, 96, 98, 99, 100, 100, 103, 104, 110, 118

Derby City Y6 LAC Writing Teacher Assessment

Category	Count
EXS	6
GDS	2
WTS	7
PKF	2

Derby City LAC Y6 Maths scaled score

Data points: 0, 0, 0, 0, 0, 84, 86, 87, 87, 87, 89, 92, 93, 96, 101, 101, 103, 107, 109, 113

Derby City Y6 LAC SPAG scaled score

Data points: 0, 0, 0, 0, 0, 81, 86, 87, 88, 93, 94, 95, 95, 97, 99, 100, 100, 105, 111, 112

There are zeros where the pupil is either below the level of the test, absent, educated in Wales or still in Y5.

4.2 **Year 1 Phonics**

In 2016 Derby LAC at Year 1 phonics outcomes increased for the 3rd year running. The national data will be published in March 2017.

It should be borne in mind that the numbers of children are small and the percentage swings should be treated with caution. This is shown below:

2014 Phonics

Year 1 Cohort – 12
Number who achieved phonics level – 6
Percentage – 50%

2015 Phonics

Year 1 Cohort – 8
Number who achieved phonics level – 5
Percentage – 63%

2016 Phonics

Year 1 Cohort – 20 (2 dis-applied from this)
Number who achieved level – 13/18
Percentage – 72%

4.3   **Y11 Cohort Analysis**

The local analysis of the cohort in 2016 showed there were 35 LAC in Y11 at the time of GCSE and other public examinations. (The SFR11_2017 will give us validated data)

However, the 2016 Year 11 LAC cohort of 35 children was characterised as follows:

- Of the 35 LAC students who were in KS4 in 2015-16, only 5 (14%) were LAC when they took their KS1 SATs in 2006-07.

- The academic years in which the children became looked after are outlined below:

Academic Year	Number of children	Percentage of Cohort
Y10	3	9%
Y9	3	9%
Y8	4	11%
Y7	2	6%
Y6	5	14%
Y5	6	17%
Y4	6	17%
Y3	1	3%
Y2	3	9%
Y1	2	6%

- 17 young people (47%) were in Derby City provision and 19 were in Out of Area (53%).

- 12 young people (34%) were in special schools, 19 (54%) were in mainstream and 4 (12%) were in alternative provision.

- 14 young people (39%) had significant Special Educational Needs and were in receipt of a Statement/EHCP to support their emotional, social, behavioural, communication and learning needs. 9 young people (25%) of the cohort were on the SEN Support. So in total (64%) were on the SEN Code of Practice.

- The "Placement Type" for the 35 young people was as follows:

Placement Type	Number of children	Percentage of Cohort
K1 Secure Unit	1	3%
K2 Home and Hostel	9	26%
P1 Parent/other with PR	5	14%
R1 Residential Care Home	1	3%
U1 Foster Care with relative / friend	2	6%
U4 Foster Care long term	16	45%
U6 Foster Care not long term	1	3%

4.4 **LAC Exclusions 2015-16**

One LAC was permanently excluded from a school in 2015-16. This pupil was taken into care just before Christmas 2015 having already committed the offences with which he was permanently excluded for.

Table 18 - Fixed Term and Permanent Exclusions 2015-16

The table below outlines **the number of half days lost** to both fixed term and permanent exclusions in the academic year 2015-16. The Virtual School has the records for each individual pupil. Both the numbers pupils and exclusions are up from last year.

2015/16	Children	Total	Fixed	Perm	Female	Male	IB	OB
Sept	8	69	69		33	36	47	22
Oct	13	87	87		9	78	21	66
Nov	7	35	35		5	30	13	22
Dec	9	59	59		20	39	49	10
Jan	9	86	48	38	22	64	65	21
Feb	14	87	59	28	30	57	59	28
Mar	13	59	59		10	49	35	24
Apr	8	47	47		10	37	27	20
May	17	174	174		62	102	62	112
Jun	10	74	74		22	37	27	47
Jul	5	40	40		2	15	29	11
Totals	113	817	751	66	225	544	434	383

4.5 **Attendance**

The provisional attendance for Derby City LAC in 2015-16 was 94.05%; 4.19% was authorised absence; and 1.75% was unauthorised

4.6 **Training and Development**

To fulfil its training and development role members of staff of the Virtual School have taken part in and led a series of training events.

Virtual School Workshop Days

Training with the Virtual School has included:

- Learn the Child Attachment Training with Kate Cairns
- Boxall Profile Training with Derby City Council Behaviour Support Teachers
- Foetal Alcohol Syndrome Disorders with Brian Roberts, FASD Trust
- Training for the implementation of the new electronic Personal Education Plan

The above were attended by Virtual School staff, designated teachers, school staff, social workers, residential home staff and foster carers. All have been attended by a mix of the above staff.

4.7 **Links with Other Services**

Training that has been held with other services includes:

Education for Children in Care training for Governors and designated teachers, explaining their roles and responsibilities towards Children in Care has taken place and is planned:

02/07/15 14/10/15 23/10/15	Corporate Parenting and the Role of the Designated Teacher For Children In Care
14/09/15 19/11/15	Role Of Designated Governor For Children In Care
04/05/16 18/05/16 01/07/16	The Fragmented Mind – disassociation training
25/11/15 10/01/16 21/06/16	Designated Teacher Network Meetings
15/10/15 29/1/16 18/5/16	Full day training course outlining the education system from nursery to Higher Education. Audience is social workers, residential staff and carers

Plans are in place for 2016/17 to facilitate an accredited Trauma and attachment course; and to provide training specifically for Care Homes Education Champions.

4.8 **The Personal Education Plan**

The Local Authority has a statutory duty to maintain Personal Education Plans (PEP) for every school age LAC up to the end of the school year in which the LAC turns 16 (i.e. the end of Year 11). A LAC must have a PEP written within 20 schools days of coming into care. The PEP must be reviewed at least once every six months, or at any time of significant changes to their placement or education provision.

During 2014-15 the Virtual School procured an electronic personal Education Plan (ePEP) from a company called Welfare Call. This platform was consulted upon, developed and trialled in the spring and summer of 2015; with the launch from 1 September 2015. The new way of working has proved to be very successful with the PEP completion rate consistently above 90% and even rose to 98% at the end of the summer term 2016.

4.9 **Quality Assurance of ePEPs**

A system is now in place which ensures that every ePEP which is completed is quality assured by the Virtual School team. There is now a clear link between the SMART targets outlined in the ePEP and the distribution of PP+ funding. This funding is allocated in accordance with the PP+ Policy which was written to provide guidance, clarity and transparency as to how the Virtual School saw PP+ money supporting LAC

OTHER OPTIONS CONSIDERED

5.1   None

This report has been approved by the following officers:

Legal officer	
Financial officer	
Human Resources officer	
Estates/Property officer	
Service Director(s)	
Other(s)	Graeme Ferguson – Virtual School Head

For more information contact:	Graeme Ferguson 07812301044 graeme.ferguson@derby.gov.uk
Background papers:	
List of appendices:	Appendix 1 – Implications

IMPLICATIONS

Financial and Value for Money

1.1   None

Legal

2.1   None

Personnel

3.1   None

IT

4.1   None

Equalities Impact

5.1   None

Health and Safety

6.1   None

Environmental Sustainability

7.1   None

Property and Asset Management

8.1   None

Risk Management

9.1   None

Corporate objectives and priorities for change

10.1   Safe - a place where people are safe and the vulnerable are put first and supported.

Ambitious - a place where we support our children and young people to achieve their full potential