

Annual report from Virtual School Head teacher for 2016/17

Graeme Ferguson

October 2017

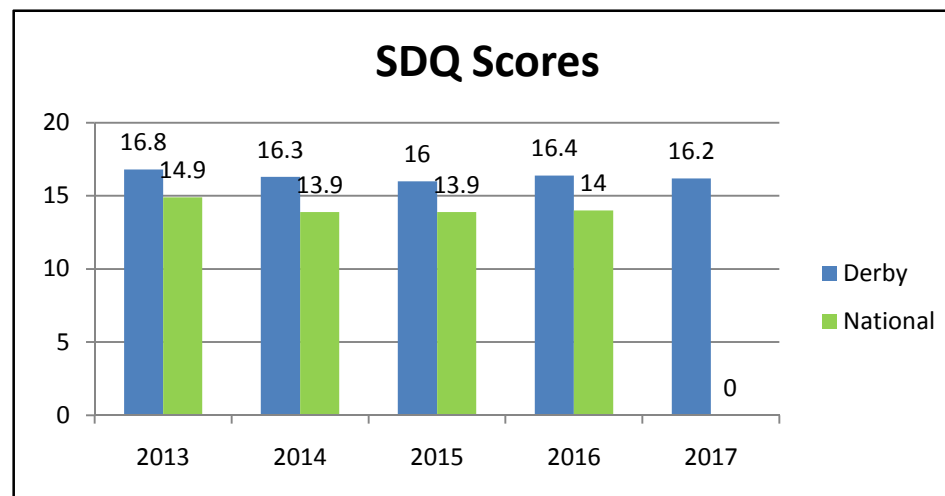


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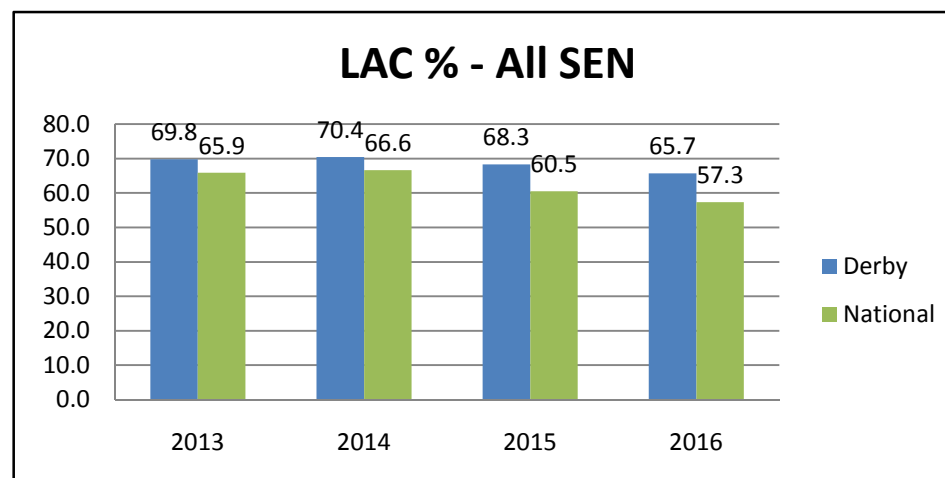


Greater barriers to learning compared to national

SDQ Scores	Derby	National
2013	16.8	14.9
2014	16.3	13.9
2015	16	13.9
2016	16.4	14.0
2017	16.2	tbc



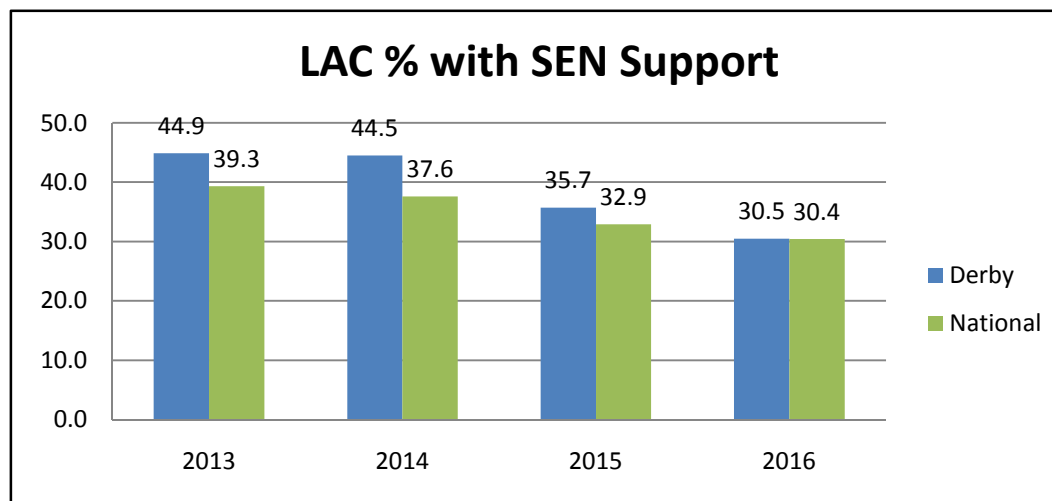
EHCP/ Statements	Derby %	National %
2013	24.9	26.7
2014	25.9	29.0
2015	32.6	27.6
2016	35.2	27.0



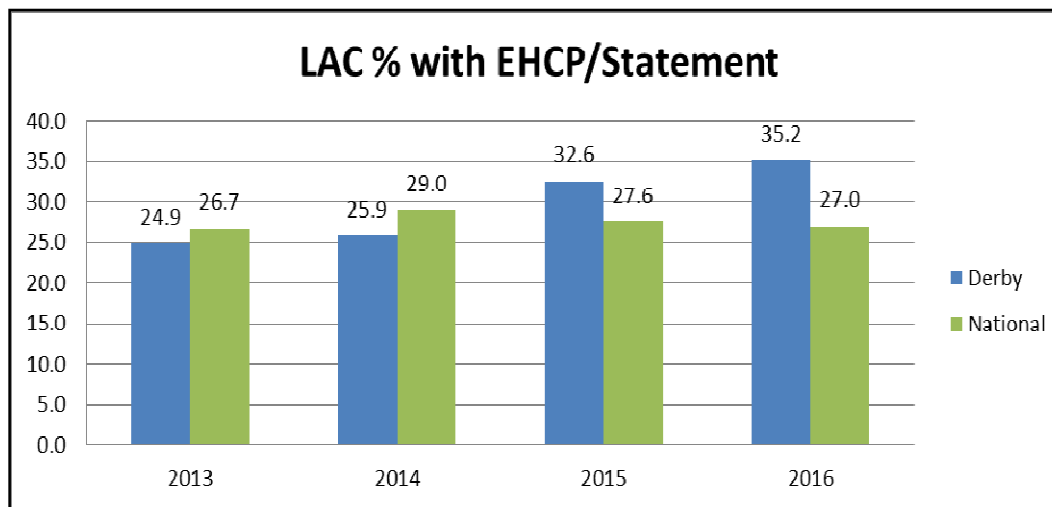
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SEND Profile

SEN Support	Derby %	National %
2013	44.9	39.3
2014	44.5	37.5
2015	35.7	32.9
2016	30.5	30.4



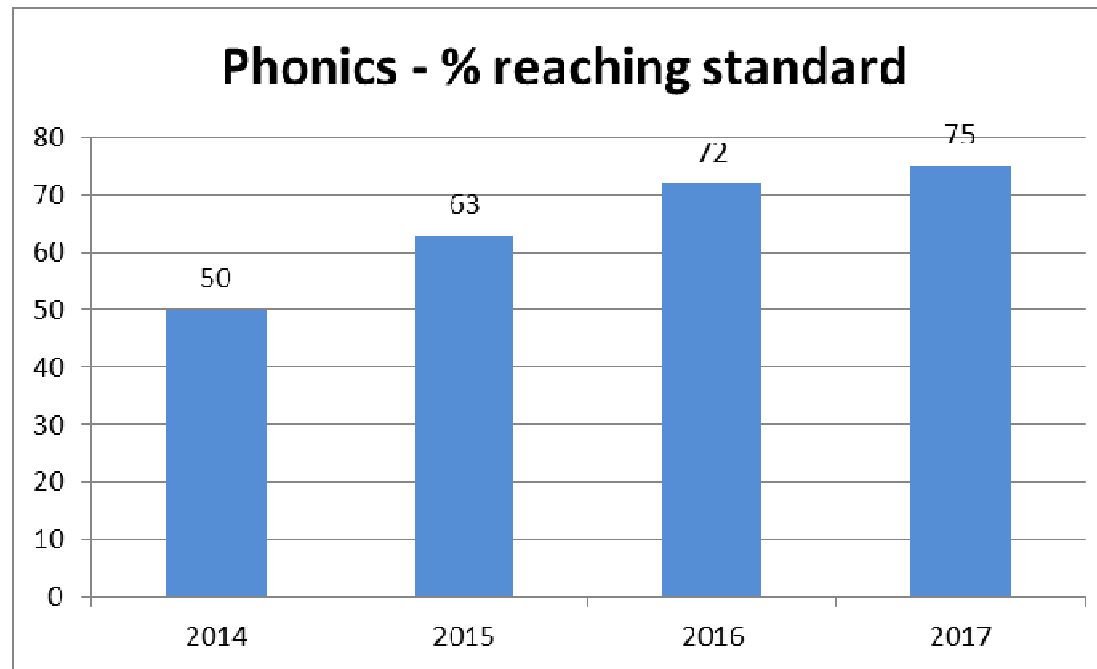
EHCP/ Statements	Derby %	National %
2013	24.9	26.7
2014	25.9	29.0
2015	32.6	27.6
2016	35.2	27.0



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Year 1 Phonics check

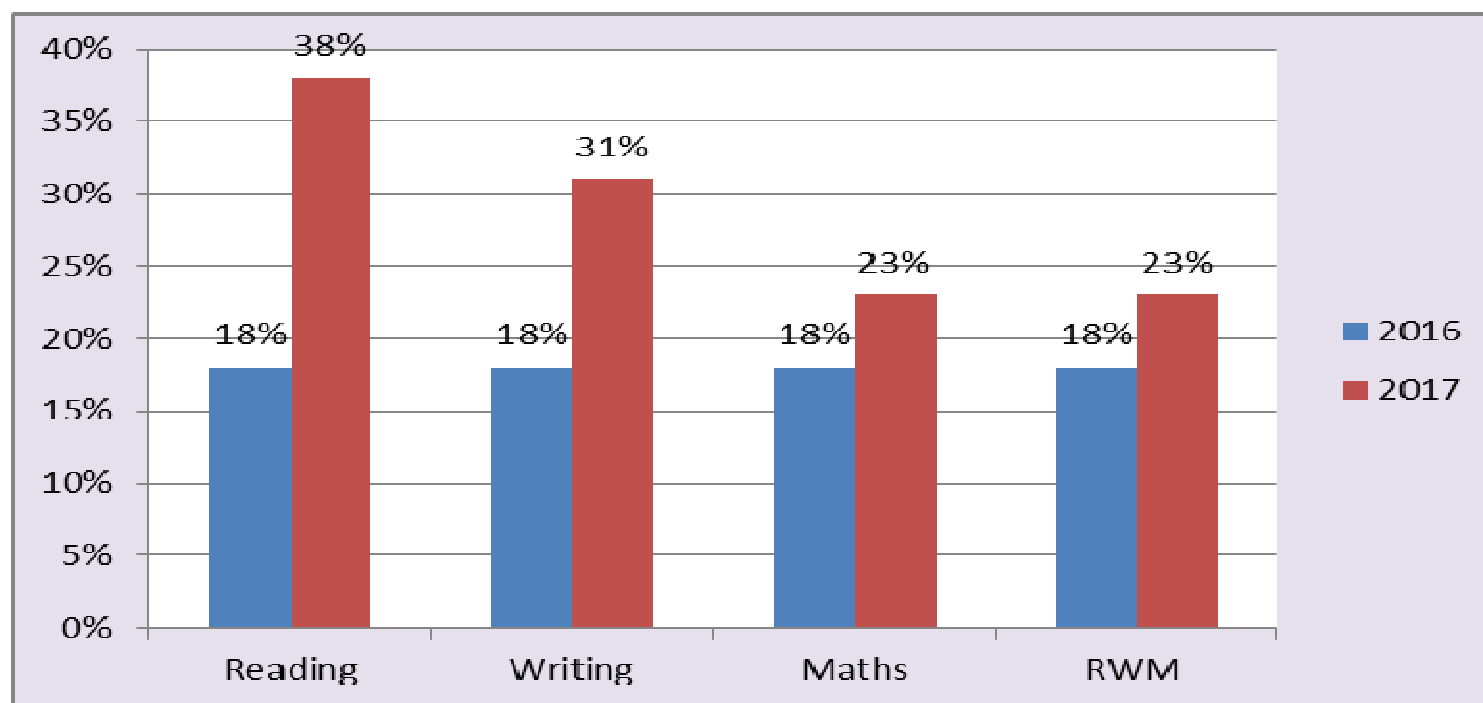
Phonics	Cohort	Dis-applied	Achieved check	%
2014	12	0	6	50
2015	8	0	5	63
2016	20	2	13	72
2017	11	3	6	75



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Year 2 SATs

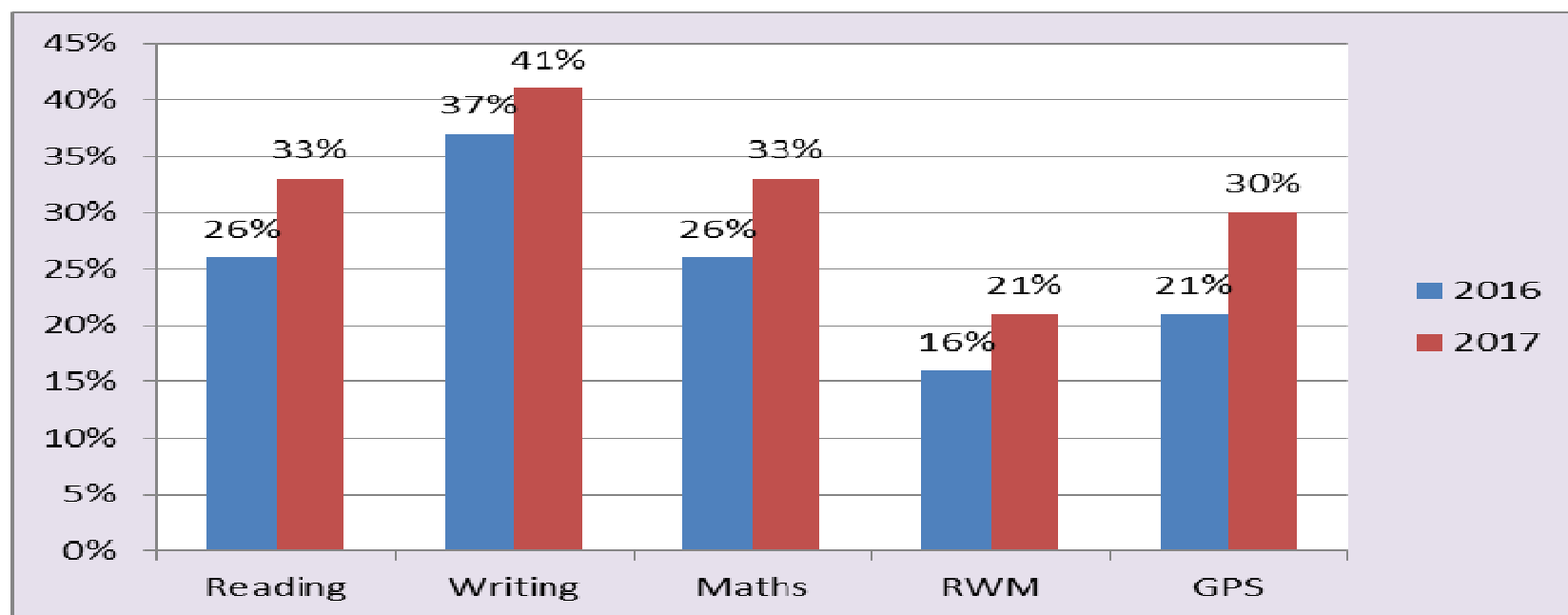
	Reportable Cohort		No SEN		SEN Support		EHCP / Statement	
	2016	2017	2016	2017	2016	2017	2016	2017
No. of Children	11	13	3	6	5	5	3	2
Reading	2 (18%)	5 (38%)	2 (67%)	4 (67%)	0 (0%)	1 (20%)	0 (0%)	0 (0%)
Writing	2 (18%)	4 (31%)	2 (67%)	3 (50%)	0 (0%)	1 (20%)	0 (0%)	0 (0%)
Maths	2 (18%)	3 (23%)	2 (67%)	2 (33%)	0 (0%)	1 (20%)	0 (0%)	0 (0%)
RWM	2 (18%)	3 (23%)	2 (67%)	2 (33%)	0 (0%)	1 (20%)	0 (0%)	0 (0%)



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Year 6 SATs

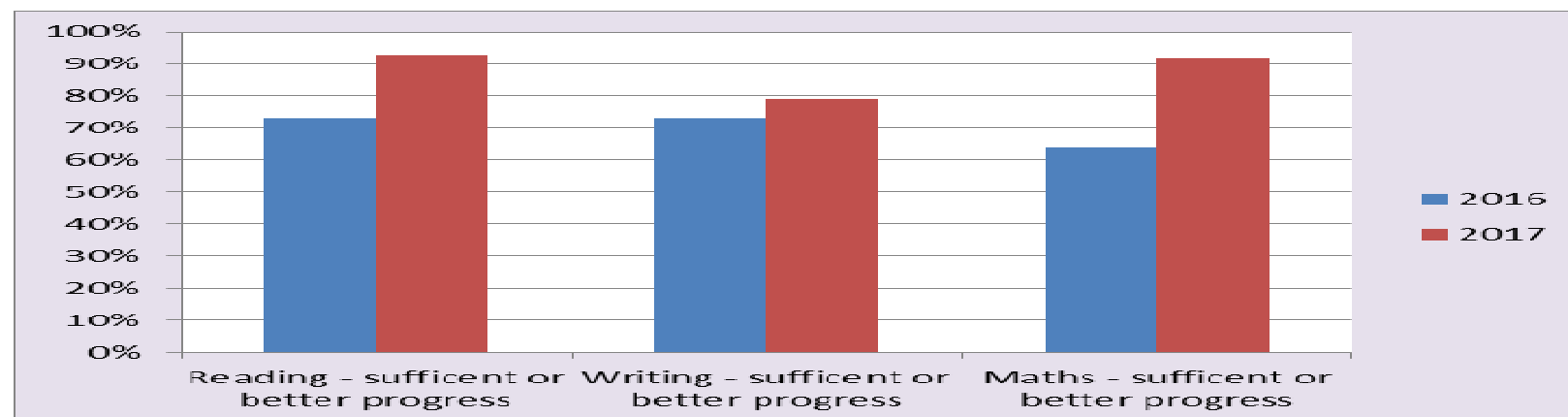
	Reportable Cohort – Y6		No SEN		SEN Support		EHCP / Statement	
	2016	2017	2016	2017	2016	2017	2016	2017
No. of Children	19	27	5	7	4	15	10	5
Reading	5 (26%)	9 (33%)	2 (40%)	6 (86%)	2 (50%)	3 (20%)	1 (10%)	0
Writing	7 (37%)	11 (41%)	4 (80%)	7 (100%)	1 (25%)	4 (27%)	2 (20%)	0
Maths	5 (26%)	9 (33%)	4 (80%)	7 (100%)	1 (25%)	2 (13%)	0	0
RWM	4 (16%)	7 (21%)	2 (40%)	6 (86%)	1 (25%)	1 (7%)	0	0
GPS	5 (21%)	8 (30%)	3 (60%)	6 (86%)	1 (25%)	2 (13%)	0	0
Science		12 (44%)		7 (100%)		5 (33%)		0



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Progress from KS1 to KS2

Key Stage 2 LAC Progress – Summary data 2016 and 2017					
Reading Progress (Number of pupils, %)		Writing Progress (Number of pupils, %)		Maths Progress (Number of pupils, %)	
2016	2017	2016	2017	2016	2017
6 (40%)	5 (36%)	9 (60%)	12 (63%)	8 (57%)	5 (38%)
5 (33%)	8 (57%)	2 (13%)	3 (16%)	1 (7%)	7 (54%)
4 (27%)	1 (7%)	4 (27%)	4 (21%)	5 (36%)	1 (8%)
Reading Progress – sufficient or better (Number of pupils, %)		Writing Progress – sufficient or better (Number of pupils, %)		Maths Progress – sufficient or better (Number of pupils, %)	
2016	2017	2016	2017	2016	2017
11 (73%)	13 (93%)	11 (73%)	15 (79%)	9 (64%)	12 (92%)
Insufficient data 5 pupils	Insufficient data 13 pupils	Insufficient data 5 pupils	Insufficient data 8 pupils	Insufficient data 6 pupils	Insufficient data 14 pupils



Key Stage 4 Outcomes

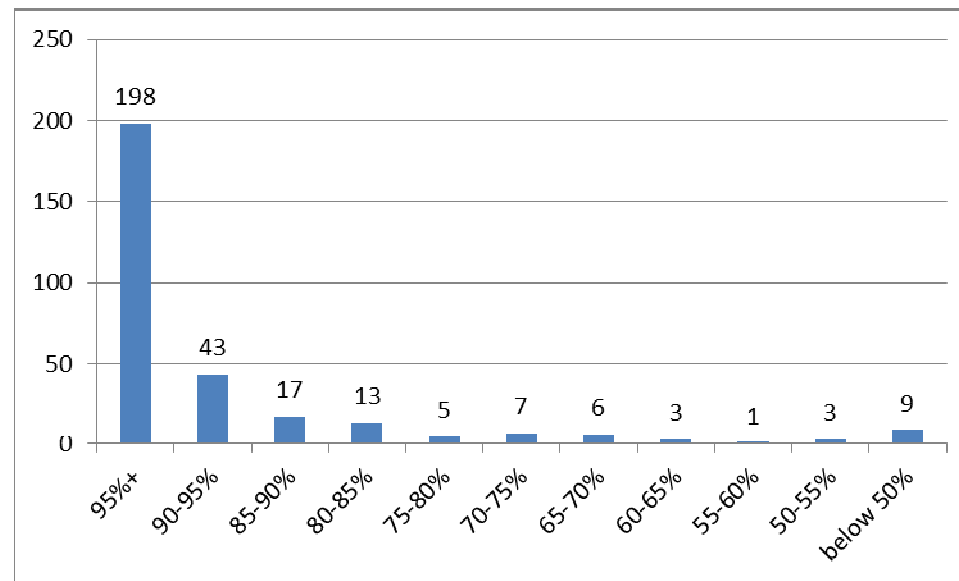
	Reportable Cohort	No SEN	SEN Support	EHCP / Statement
	2017	2017	2017	2017
No. of Children	26	9	6	11
English language or literature Grade 4 or above	7 (27%)	5 (56%)	1 (17%)	1 (9%)
Maths Grade 4 or above	5 (19%)	3 (33%)	1 (17%)	1 (9%)
English and maths combined Grade 4 or above	4 (15%)	3 (33%)	1 (17%)	0 (0%)
Achieved any higher grade pass	8 (31%)	6 (67%)	1 (17%)	1 (9%)
Achieved any qualification	19 (73%)	8 (89%)	4 (67%)	7 (78%)



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Attendance

- LAC attendance levels were 90% in 2016/17. This compares to 94% in 2015/16.
- There were 9 pupils attendance whose attendance was below 50%. When these pupils are discounted from the figures the percentage attendance rises to 94%.



Exclusions

Academic Year	Number of pupils excluded	Number of half days
2014/15	97	500
2015/16	113	817
2016/17	94	459

Year	Month	Children	Total	Fixed	Perm	Other	Female	Male	InB	OutB
2016	9	1	4	4			4			4
2016	10	12	55	55			19	36	15	40
2016	11	10	38	38			9	17	29	9
2016	12	5	22	22			10	12	10	12
2017	1	7	61	61			6	49	12	49
2017	2	14	58	58			17	35	29	29
2017	3	14	110	110			20	39	75	35
2017	4	5	20	20			6	14	6	14
2017	5	10	39	39			9	24	14	25
2017	6	8	18	18			2	16	4	14
2017	7	8	34	34			14	20	4	30
Total		94	459	459			116	262	198	261



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Ofsted rating of schools attended by LAC

Ofsted Rating	Outstanding	Good	Requires Improvement	Inadequate	Unknown
Percentage of Pupils attending:	17%	57%	16%	9%	2 schools

Personal Education Plan completion rate

In 2016/17 the PEP completion rate within one month of the due date was 95%



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