

Report sponsor: Andy Smith, Strategic Director  
People  
Report author: Graeme Ferguson, Virtual  
School Head teacher

## **Annual report of the head teacher of the Virtual School for Looked After Children (LAC) 2021-22**

### **Purpose**

- 1.1 To report on the academic outcomes of pupils in the Virtual School for the school year 2021-22
- 1.2 To outline the key education performance measures for LAC
- 1.3 To outline key successes and areas for development for the Virtual School
- 1.4 To celebrate the notable progress and achievements of the young people

### **Recommendations**

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

### **Reason**

- 3.1 Local authorities have a statutory duty under 22 (3A) of the Children Act 1989 to promote the educational achievement of looked after children. As corporate parents, maximising educational opportunities and outcomes is important for Derby's Looked After Children.
- 3.2 The improvement priorities outlined in this report provide a route to continue the progress and impact the Virtual School is making.

### **Supporting information**

- 4.1 The detailed analysis of the educational outcomes from both Primary and Secondary are outlined in the appendix. This appendix also highlights the work and impact the Virtual School is having in supporting the progress young people are making.

## **Public/stakeholder engagement**

5.1 None

## **Other options**

6.1 N/A

## **Financial and value for money issues**

7.1 None

## **Legal implications**

8.1 None

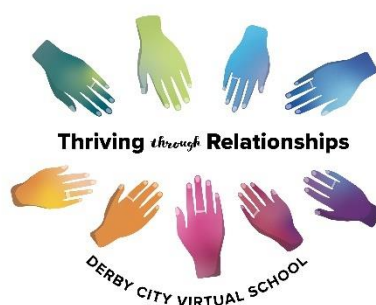
## **Other significant implications**

9.1 None

**This report has been approved by the following people:**

<b>Role</b>	<b>Name</b>	<b>Date of sign-off</b>
<b>Legal</b>	Olu Idowu	16/12/2022
<b>Finance</b>	Janice Hadfield	15/12/2022
<b>Service Director(s)</b>	Pauline Melvin	18/12/2022
<b>Report sponsor</b>	Andy Smith	18/12/2022
<b>Other(s)</b>		

<b>Background papers:</b>	
<b>List of appendices:</b>	Head teacher Report for the Virtual School for LAC 2021-22



## Head teacher Report on the Virtual School for Looked After Children 2021-22

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## **Ofsted March 2022**

Since the last Virtual School Headteacher report OFSTED have conducted an ILACS inspection (March 2022), which included inspecting the Virtual School. The OFSTED comments regarding the Virtual School were:

- Children in care make good educational progress from their starting points.
- The Virtual School works in close partnership with schools to ensure that children in care receive tailored provision and children are achieving well.
- Additional funds are used wisely to support children in care to help accelerate their progress.
- School leaders appreciate the creative solutions that are found to support children's educational attainment.
- Inspectors saw innovative and positive engagement with education, in art, computer programming and go-kart engineering. Projects such as these are helping to transform the lives of children in the care system.
- Personal education plans (PEPs) are detailed and of high quality and are reviewed regularly. Strong quality assurance processes are in place to ensure consistency in the work of designated teachers.
- Leaders have taken effective action to promote good attendance and keep the number of exclusions from school for children in care as low as possible.
- The Virtual School helps to provide support for asylum seekers, with access to tablet technology and courses to begin to learn the English language.

## **Introduction**

This report outlines the key educational outcomes for both Primary and Secondary pupils in the Virtual School. In addition, it contains contextual information about the pupils within the Virtual School and how the key functions that the Virtual School undertakes have an impact in supporting pupils to achieve and make progress."

The Virtual School in Derby City has the strap line, "Thriving through Relationships" and a new logo. These look to emphasise the importance of a relational approach to the work we do, both with children and the key adults supporting the child.

The number of statutory school aged pupils on roll in the Virtual School in 2021/22 was 390.

- 84% of these have been in care for over 12 months.
- 33% of pupils have educational provision within Derby. 67% of pupils' educational provision is outside of Derby.
- 47% of pupils are girls. 53% of pupils are boys.
- 45% are of primary school age. 55% are of secondary school age.
- 62% of pupils have either SEN Support or an Education Health Care Plan (EHCP). This figure does vary between different year groups and as a consequence there can be cohort variation when looking at the attainment and progress measures.

The staffing in Virtual School is structured to allow specific caseloads to be allocated to members of the Virtual School team. Virtual School team members are assigned to social work teams.

## Educational Outcomes

The educational outcomes in 2022 are the first published since the pandemic. As with previous Virtual School Head teacher reports the reader should be cautioned that although the outcomes this year are ones to be proud of and celebrated there are cohort variation factors which need to be understood as well as the impact on learning of the pandemic. Having said this, the Virtual School has several work streams which have had a significant impact in contributing to positive outcomes being achieved.

### Key points to note:

- 👍 Reception Good Level of Development above national
- 👍 Year 1 Phonics outcomes above national
- 👎 Key Stage 1 outcomes well below national (impact of SEND on results)
- 👎 Key Stage 2 attainment in combined reading, writing and maths in line with national
- 👍 Key Stage 2 progress above national, significantly in maths.
- 👎 Key Stage 4 GCSE Attainment 8 score in line with national
- 👍 Key Stage 4 GCSE Progress 8 score above national

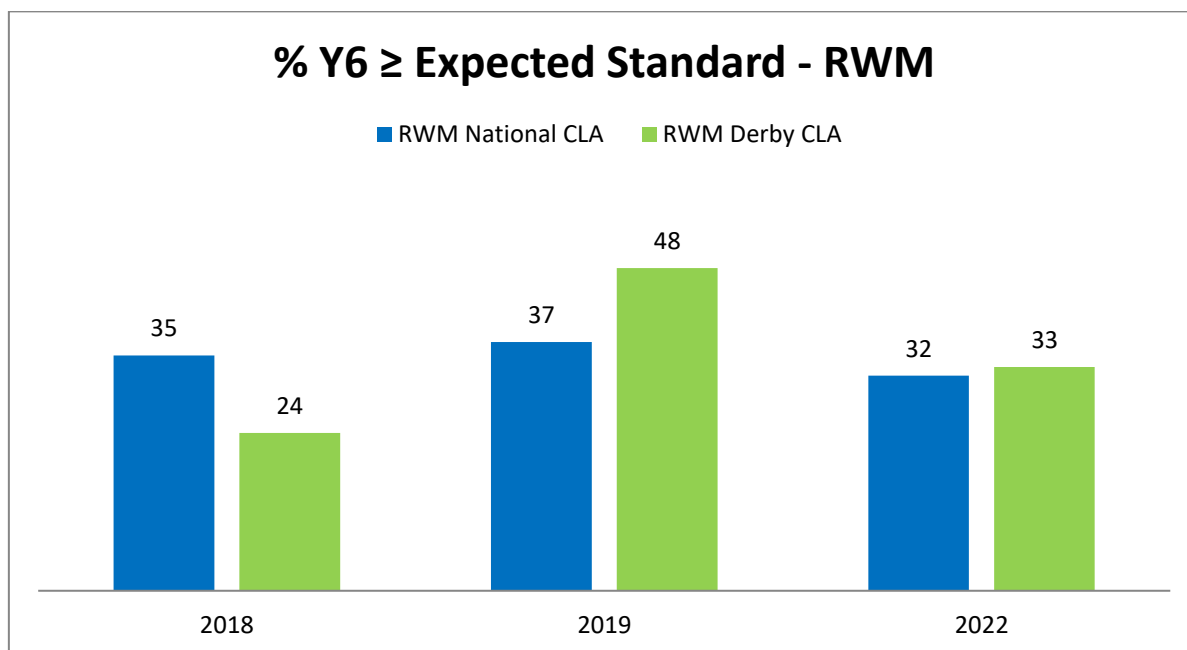
The following pages give a more detailed analysis of these outcomes.

The data which Virtual Schools can obtain allows a comparison to national outcomes for LAC. The data set used is predominantly the national NCER data but also included is data from Welfare Call who are commissioned to monitor attendance and exclusions and host the electronic Personal Education Plans (ePEPs) platform.

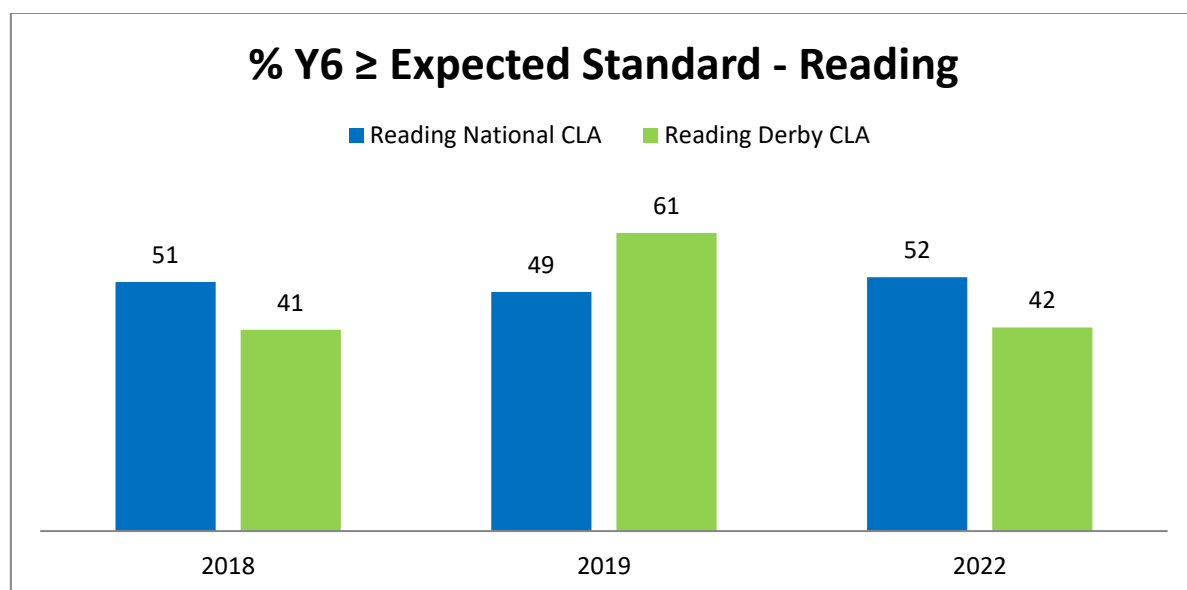
The pupils whose outcomes are reported are from the “reportable cohort” which means pupils who have been in care for 12 months or more on the 31<sup>st</sup> March 2022.

## Year 6 Attainment

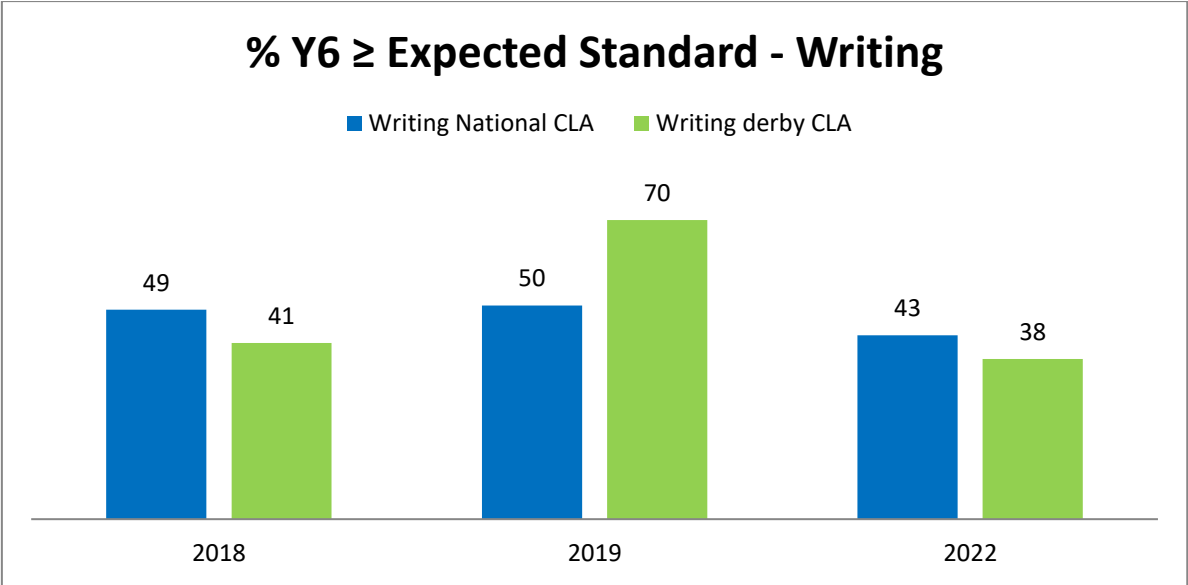
The number of LAC pupils in 2018, 17; 2019, 23; and 2022, 24



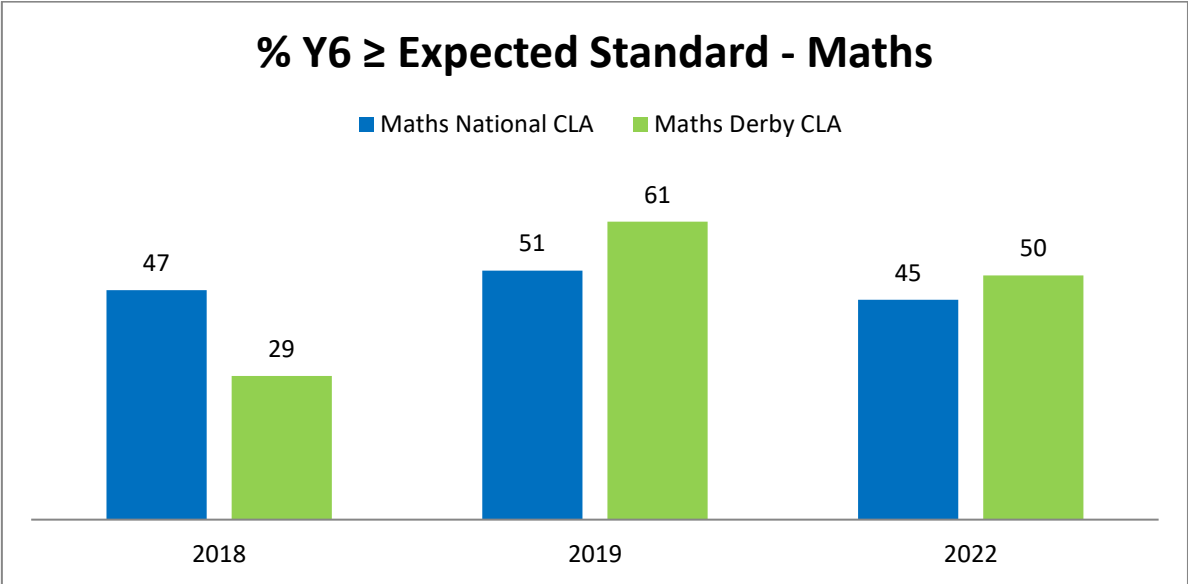
From a cohort of 24 pupils at the end of Key Stage 2, 33% achieved the expected standard in Reading, Writing & Maths, a total of 8 pupils. This is just above national.



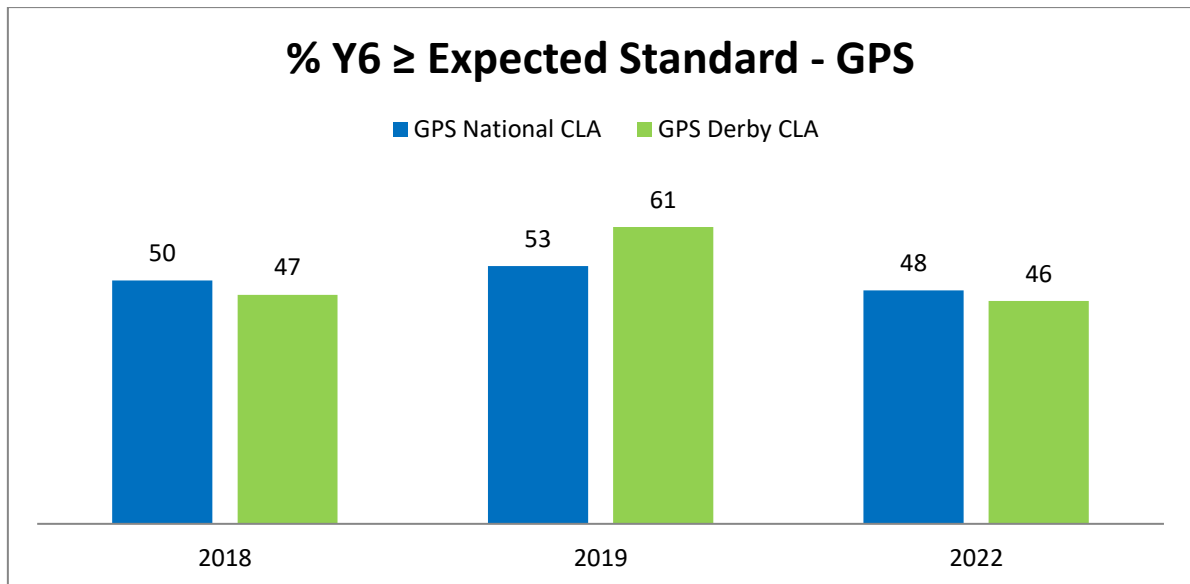
From a cohort of 24 pupils at the end of Key Stage 2, 42% achieved the expected standard in Reading, a total of 10 pupils.



From a cohort of 24 pupils at the end of Key Stage 2, 38% achieved the expected standard in Writing, a total of 9 pupils.

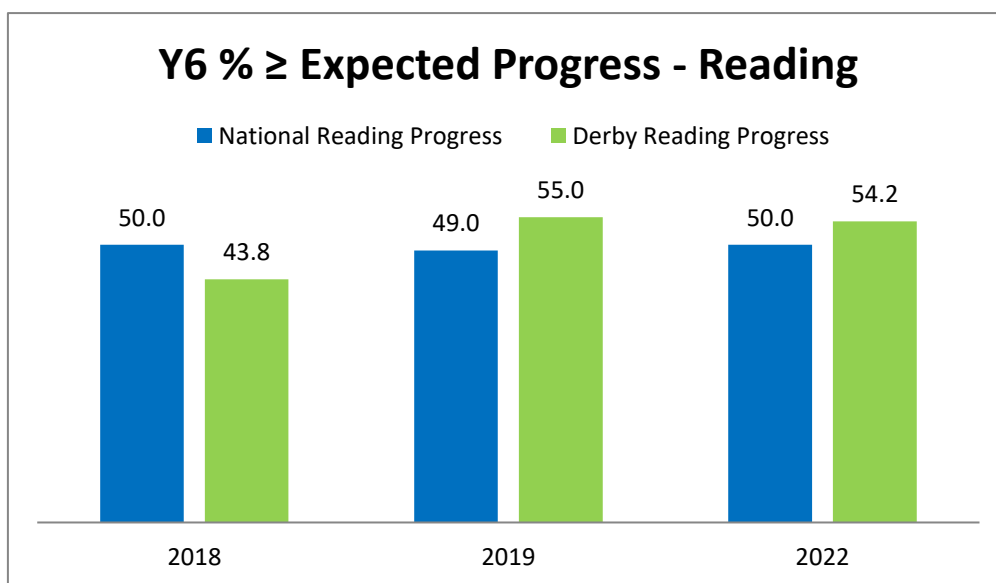


From a cohort of 24 pupils at the end of Key Stage 2, 50% achieved the expected standard in Maths, a total of 12 pupils.



From a cohort of 24 pupils at the end of Key Stage 2, 46% achieved the expected standard in Grammar, Punctuation and Spelling (GPS), a total of 11 pupils.

#### Year 6 Progress from KS1 to KS2

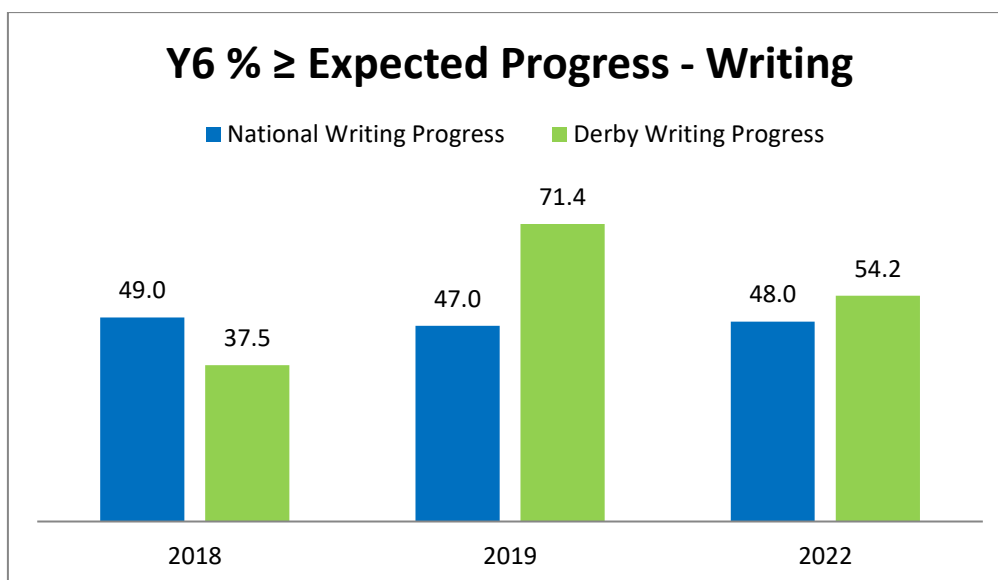


Based on a cohort of 24 pupils at the end of Key Stage 2, 54% of pupils made expected or better progress. Overall pupils achieved a progress score of +0.9 in Reading.

The Reading progress score of +0.9 is 1.3 higher than the National (CLA) cohort, who have a Reading progress score of -0.4.

Derby Virtual School has been above the National (CLA) average 2 times in the last 3 academic years for Reading progress.

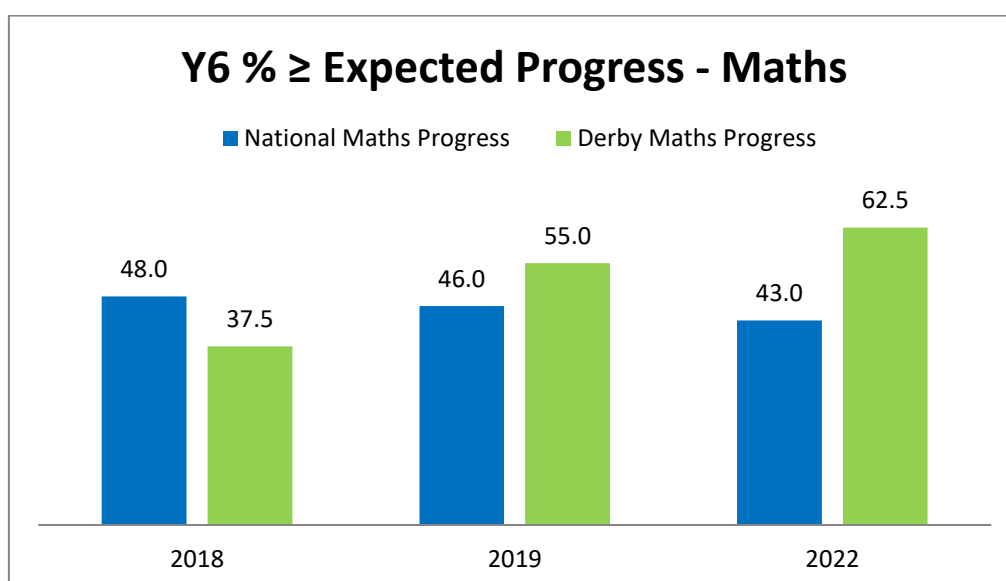




Based on a cohort of 24 pupils at the end of Key Stage 2, 54% of pupils made expected or better progress. Overall pupils achieved a progress score of +0.4 in Writing.

Writing progress score of +0.4 is 1.1 higher than the National (CLA) cohort, who have a Writing progress score of -0.7.

The Derby Virtual School has been above the National (CLA) average 2 times in the last 3 academic years for Writing progress.



Based on a cohort of 24 pupils at the end of Key Stage 2, 62.5% of pupils made expected or better progress. Overall pupils achieved a progress score of **+2.7** in Maths.

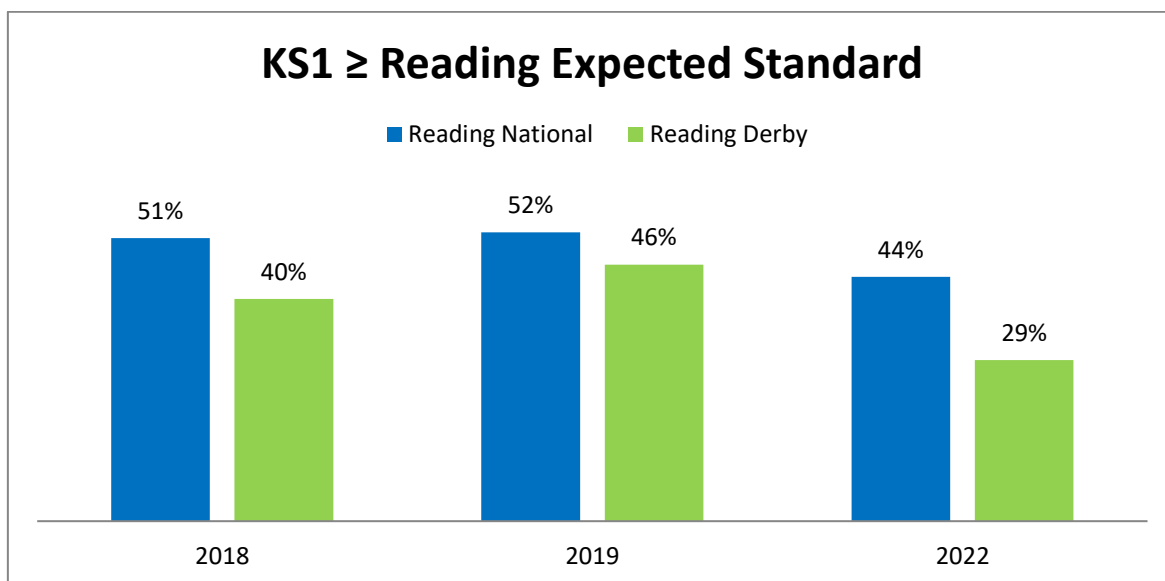
Maths progress score of +2.7 is 3.7 higher than the National (CLA) cohort, who have a Maths progress score of -1.0.

Derby Virtual School has been above the National (CLA) average 2 times in the last 3 academic years for Maths progress.

## Year 2 Attainment

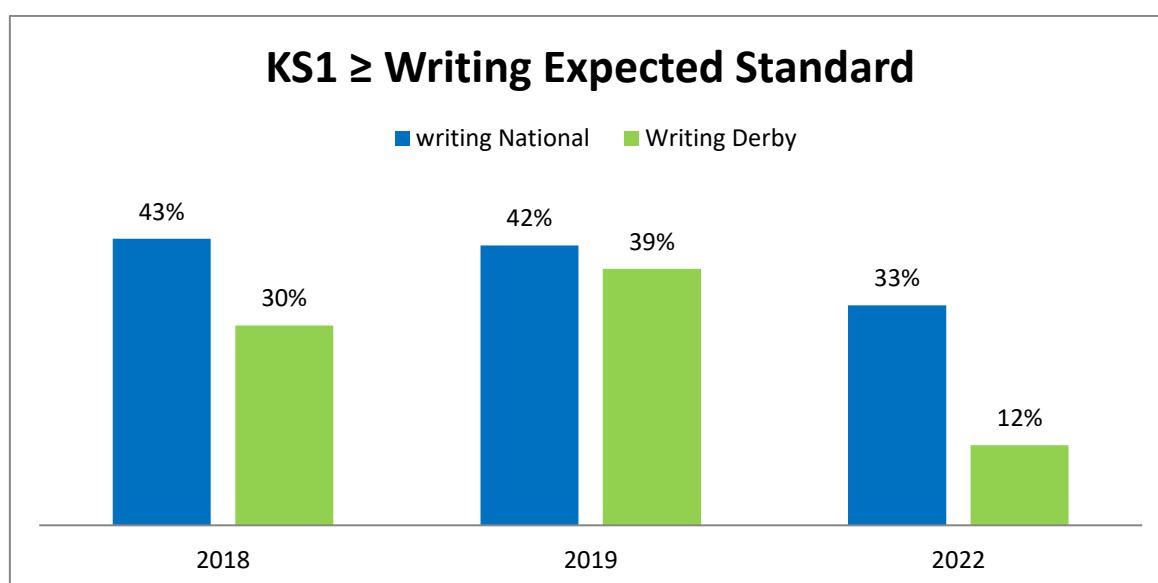
In outlining the results for Y2 in 2022 it should be noted that 69% of pupils within this cohort have identified SEND. That is 10 out of the 17 pupils.

The number of pupils in 2018 was 10; in 2019, 13; and in 2022, 17



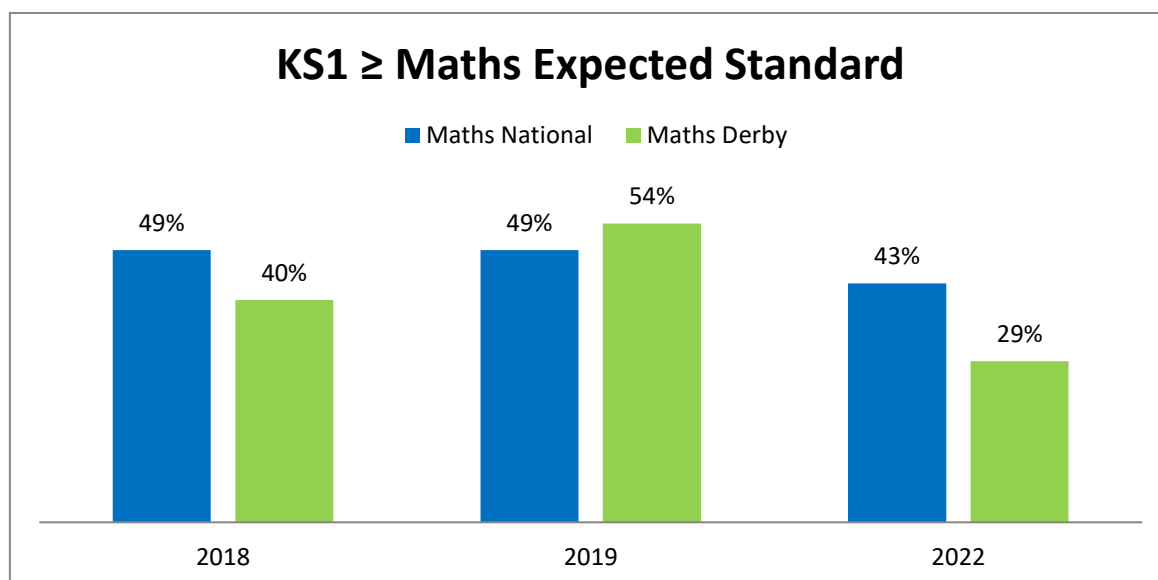
From a cohort of 17 pupils at the end of Key Stage 1, 29% achieved the expected standard in Reading, a total of 5 pupils.

12% achieved a greater depth in Reading, a total of 2 pupils.



From a cohort of 17 pupils at the end of Key Stage 1, 12% achieved the expected standard in Writing, a total of 2 pupils.

6% achieved a greater depth in Writing, a total of 1 pupil.

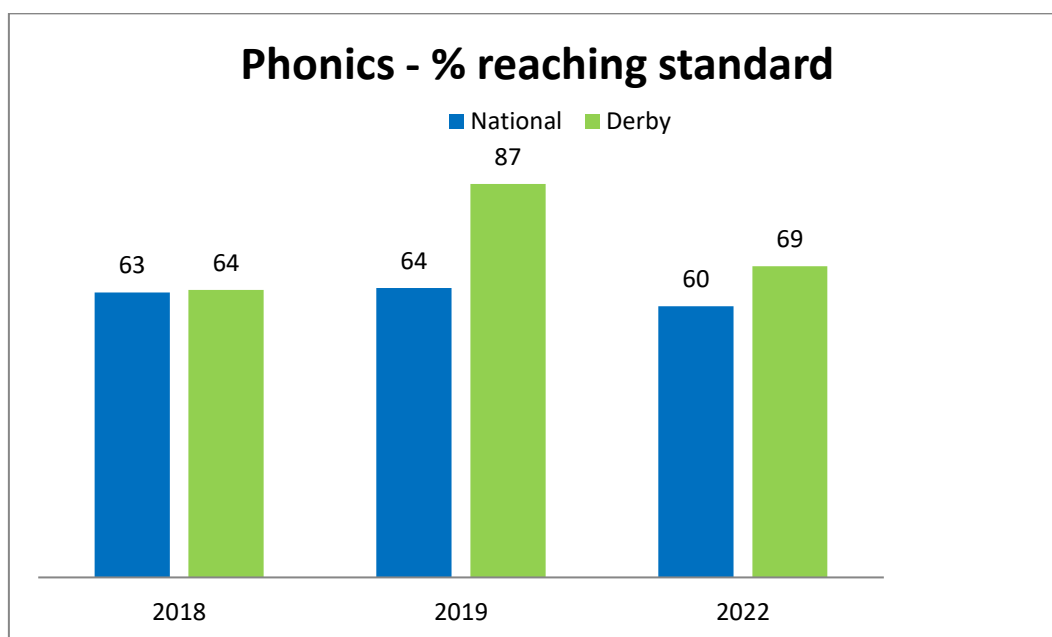


From a cohort of 17 pupils at the end of Key Stage 1, 29% achieved the expected standard in Maths, a total of 5 pupils.

6% achieved a greater depth in Maths, a total of 1 pupil.

## Phonics Check – Y1

The number of Y1 pupils in 2018 was 11; in 2019 it was 15.

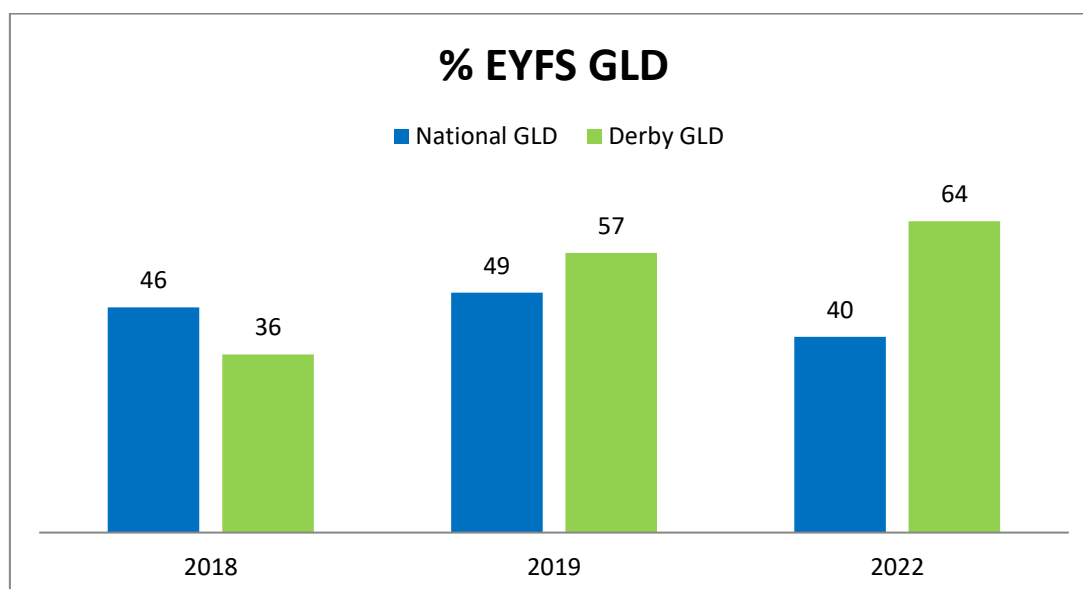


Of the 16 Y1 pupils in 2022 in the Virtual School, 69% achieved the expected standard of 32 marks, a total of 11 pupils. The average point score for Year 1 phonics cohort is 31.

Derby Virtual School has been above the National (CLA) average 3 times in the last 3 academic years for the Year 1 expected standard.

## Early Years Foundation Stage (EYFS) – Good Level of Development (GLD)

The number of pupils in 2018 was 11; in 2019, 7; and in 2022, 11.



From a cohort of 11 pupils in the Virtual School being assessed using the early years foundation stage profile, 64% are achieving a good level of development (GLD), a total of 7 pupils.

## Secondary GCSE Educational Outcomes

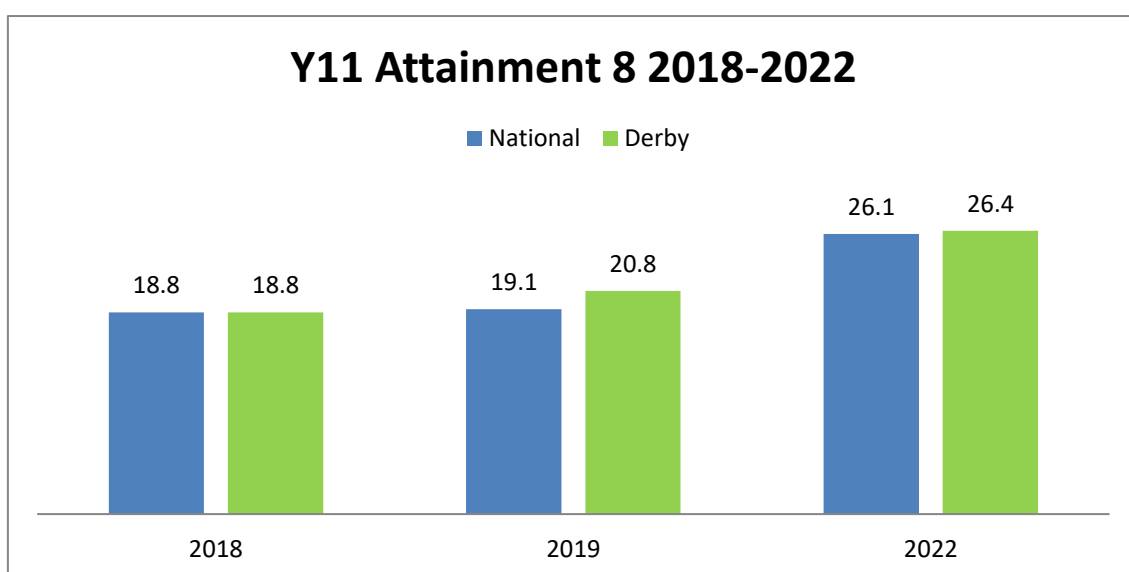
The Y11 pupil numbers in each year were as follows:

2018, 30                      2019, 29                      2022, 27

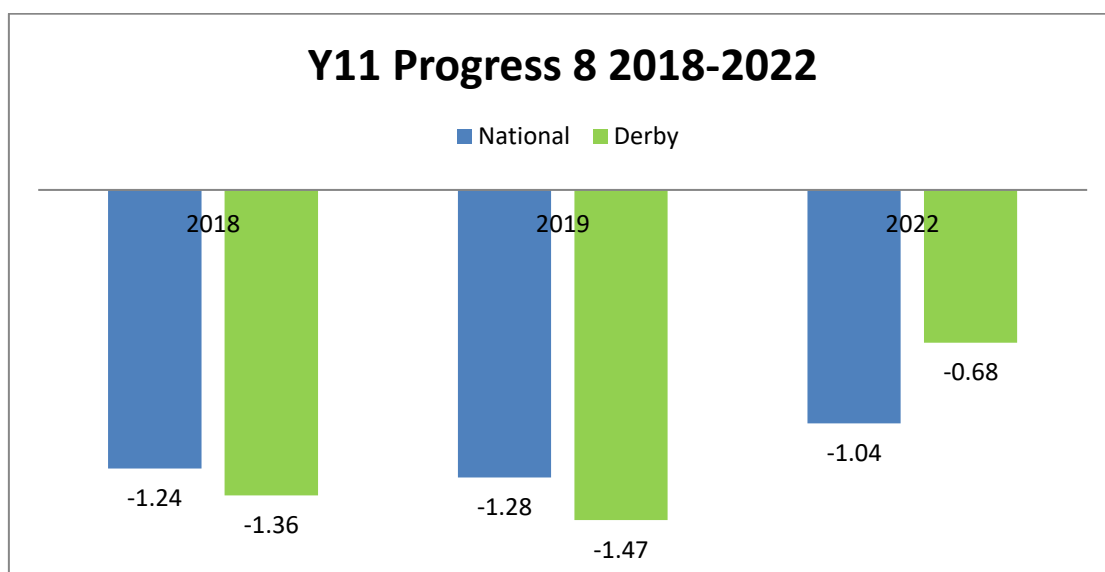
### Key points to note:

- 👍 Attainment 8 has improved significantly since 2018 and is in line with national
- 👍 The Progress 8 made by pupils is better than LAC national
- 👍 The percentage of pupils achieving English and maths GCSE grades at least at grade 4 has significantly improved.

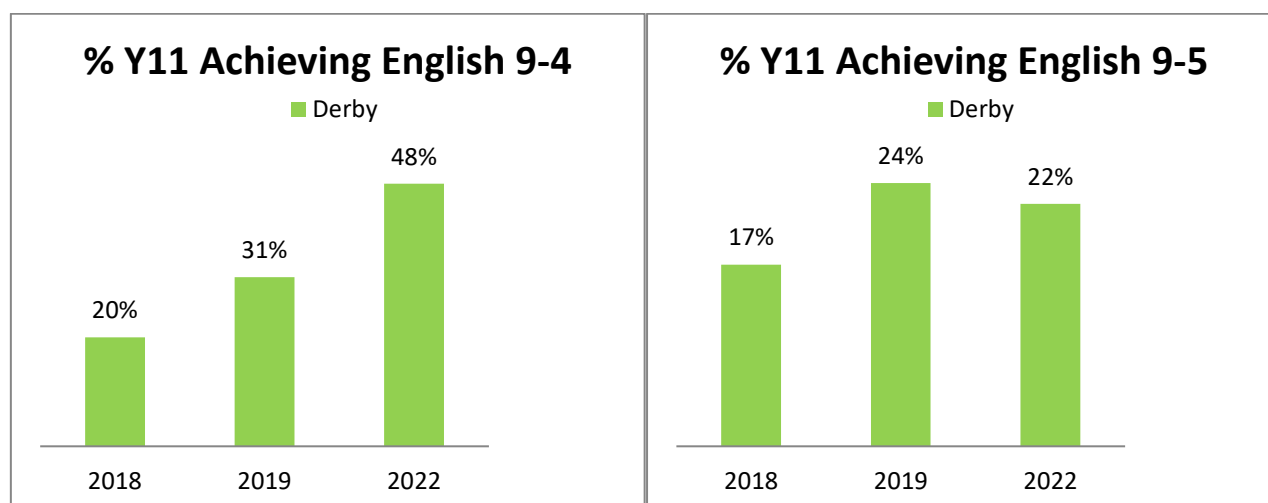
### Year 11 Attainment 8 (A8)



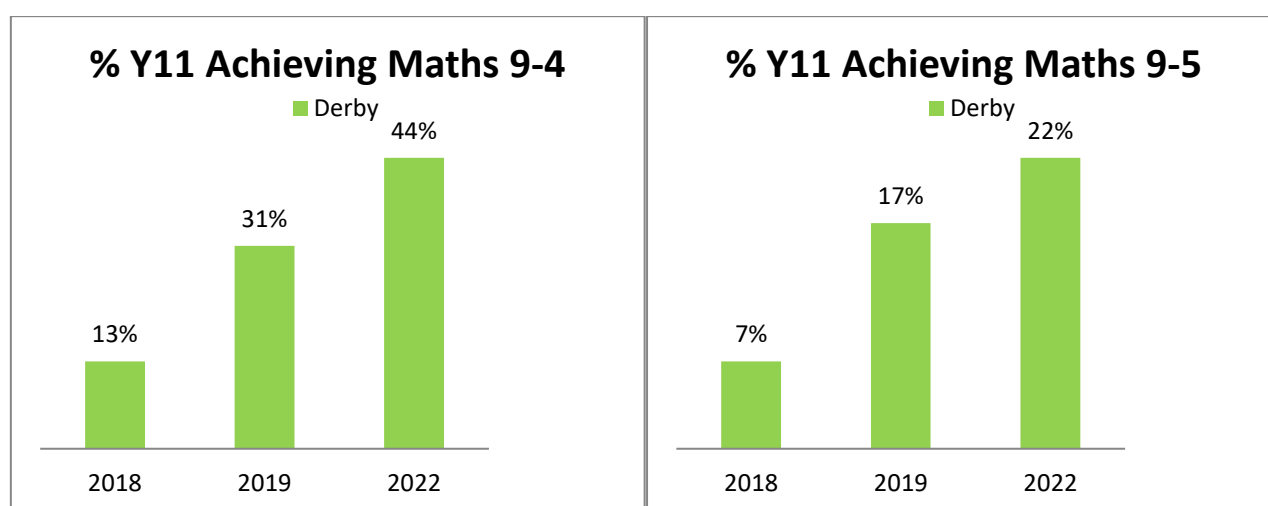
### Year 11 Progress 8 (P8)



## Year 11 English GCSE Outcomes



## Year 11 Maths GCSE Outcomes



## Case studies and initiatives which have led to better GCSE outcomes

AA came into care in Y10 and was unwilling to attend her secondary school. The Virtual School negotiated a dual registered place in another school, put in additional teacher support during Y11 and AA achieved 5 higher grade GCSE passes.

BB has always been a high achiever since coming into care while in primary school. During Y11 additional science support was provided to ensure the best outcomes could be achieved. BB gained all grade 9s apart from a grade 8 in physics. An outstanding set of results.

CC missed most of Y10 due to being a child slave in Africa. A secondary school place was identified with a fulltime supply member of staff employed. CC gained 4 GCSE passes, including English and maths, at grade 4 or above.

DD had a disrupted Y10 and moved care placement at the start of Y11. The school identified persuaded DD to repeat Y10. This lasted a couple of weeks and DD then refused to attend wanting to be in Y11. The school refused to enter DD for any exams if he moved as they felt too much learning had been missed. The Virtual School put in place tutors for

English, maths and geography; negotiated another exam centre and DD achieved grade 4 or above passes.

At one secondary school with several LAC pupils the Virtual School agreed to “pool” pupil premium plus funding to appoint a teaching assistant who worked closely with Y11 pupils to achieve grade 4 passes in English and maths

1 to 1 tuition was provided to pupils through the School Led Tutoring programme as appropriate

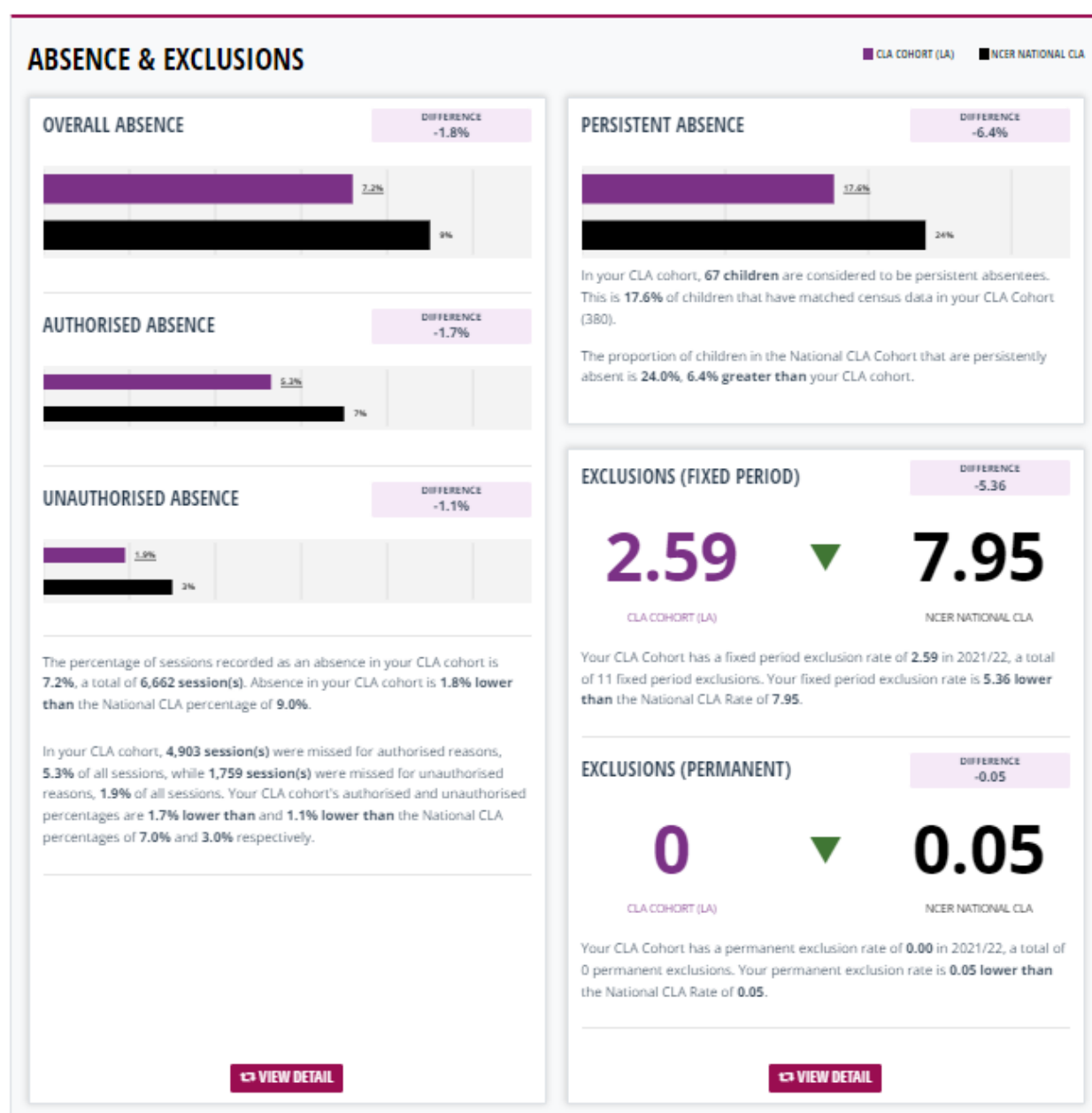
The locally produced English and maths resources, “Boundary Leapers” were made available as revision material to all Y11 pupils.

## Attendance and exclusions of pupils in the Virtual School in 2021-22

Attendance and exclusions are monitored by the Virtual School using data provided on a daily basis from Welfare Call. This enables the Virtual School to monitor absence and exclusions very closely and take action as necessary wherever the pupil is educated..

### Key points to note:

- 👍 Overall absence, authorised absence, unauthorised absence and persistent absentees are all better than national
- 👍 Fixed term exclusions (now suspensions) are lower than national
- 👍 No permanent exclusions



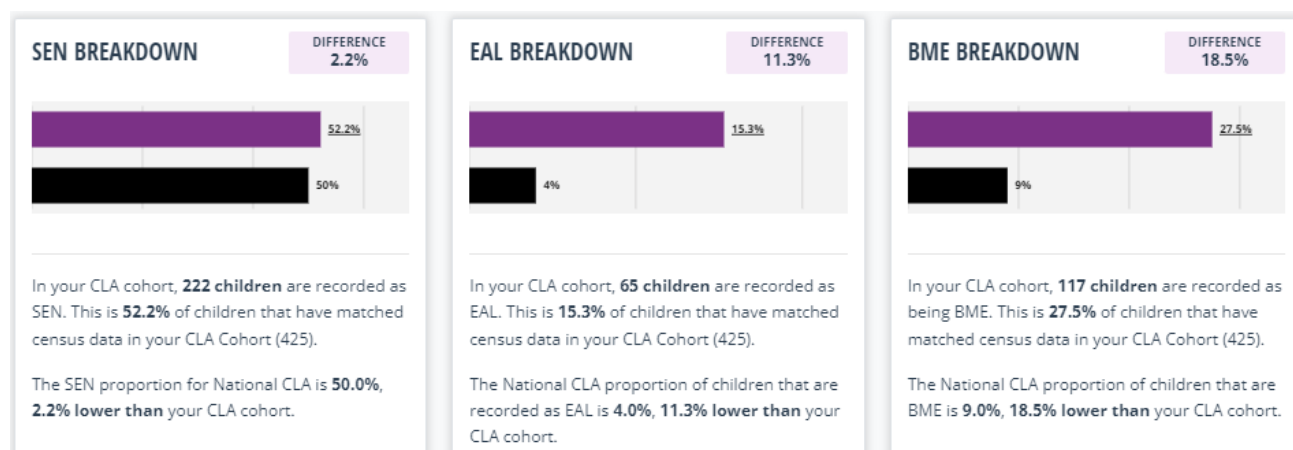


## School Census Characteristics

### Key points to note:

Derby City Virtual School had more pupils than the national Virtual School average:

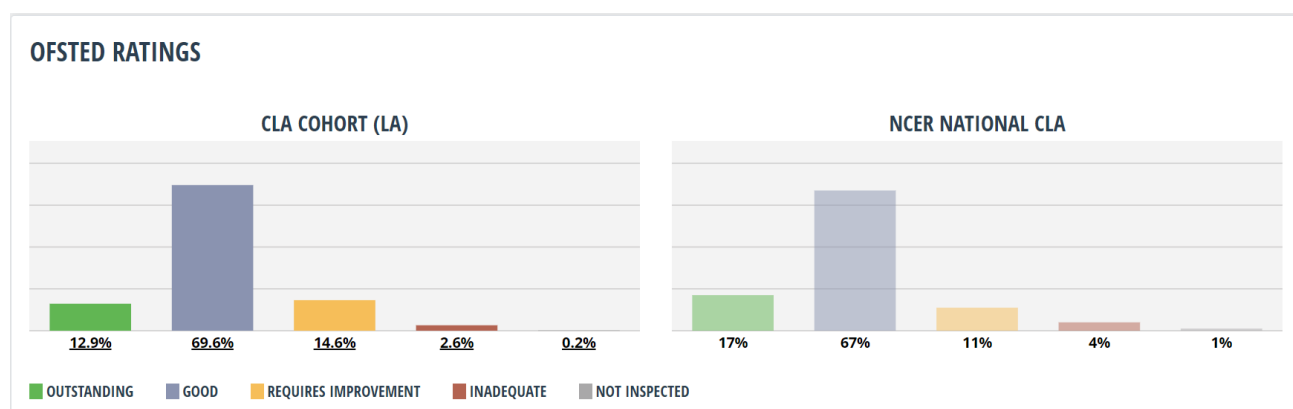
- with SEND
- with English as an Additional Language
- from Black and Minority Ethnic groups



## Ofsted Grades of schools where Virtual School pupils were taught

National guidance states the Virtual School should look to have LAC pupils educated in schools which are graded by Ofsted as good or better. This is a policy which the Virtual School follows but in certain circumstances this is not always possible. The main reasons why this is not always possible are when:

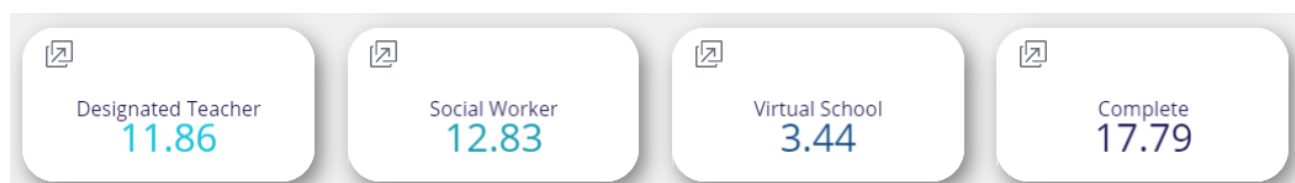
- the pupil becomes LAC and they are already attending a school which is graded less than good. The Virtual School would not change the school when the pupil is settled and has a support network already in place.
- the pupil is placed in a school graded good or better but then a subsequent inspection gives the school a less than good grading.



## Personal Education Plans for pupils

The Local Authority has a statutory duty to maintain Personal Education Plans (PEP) for every LAC up to age 18. Pre 16 pupils have an ePEP on the Welfare Call system. Post 16 the PEP is within the Pathway Plan. A LAC must have a PEP written within 20 school days of coming into care. The PEP must be reviewed 3 times a year, or at any time of significant changes to their placement or education provision.

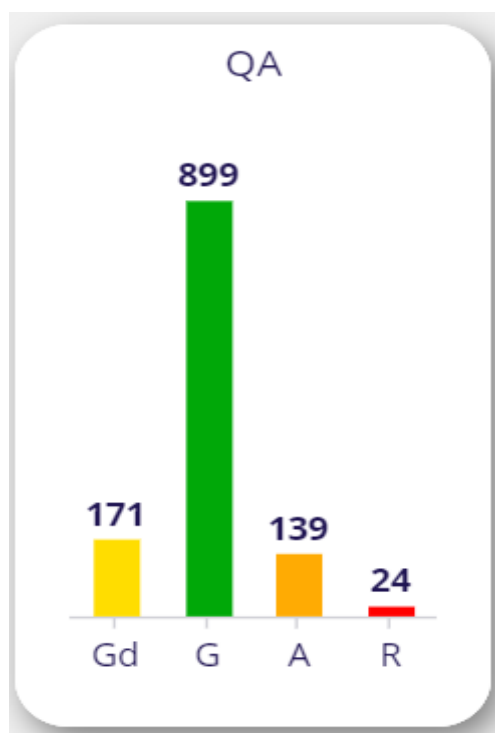
During 2021-22 the Virtual School has continued to use an electronic Personal Education Plan (ePEP) from Welfare Call for both statutory school age and EYFS pupils. This way of working has proved to be very successful with the PEP completion rate within one month of the PEP meeting being above 95%. The number of days taken to “sign off” a PEP as complete is shown below:



Every PEP on the Welfare Call system goes through the quality assurance process. The Ofsted comment on PEPs was, “Personal education plans (PEPs) are detailed and of high quality and are reviewed regularly. Strong quality assurance processes are in place to ensure consistency in the work of designated teachers.”

The graph below shows the grading PEPs were given through the PEP QA.

(GD – Gold, G – Green, A – Amber, R – Red):



Pupil Premium Plus (PP+) funding is allocated to schools on an individual pupil needs basis. Schools cost out targets within the PEP and these are considered during the PEP QA process before money is allocated to the school. The graph below shows the interventions which were funded to support pupils via PP+ funding and other funding grants from the DfE.

Two additional funding streams have been made available to the Virtual School as a result of the pandemic. These are the Recovery Premium and the School Led Tutoring grant.



The funding stream allocations from the DfE to the Virtual School were:

Pupil Premium Plus	
School Led Tutoring	
Recovery Premium	
PLAC	£46K
All children with a social worker	£100K

## **Virtual School work steams supporting improved outcomes**

In addition to the allocation of PP+ funding to schools funding is also used to pay for the specific activities listed below. Several of these were reported on in previous years so the detail has not been repeated here. Many of these activities are becoming “business as usual” and continue to have an impact on learning outcomes for young people.

**Bespoke provision for looked after children in the Childrens Homes** - two members of staff from Kingsmead School (1.2FtE) have been commissioned to work on promoting educational provision for young people in the Derby City Childrens homes. Wilf the therapy dog became an increasingly favourite visitor.

**Creative Mentoring** - working with the creative industries in Derby we have been able to offer six-week blocks of mentoring support

**Mentoring for disengaged LAC** - The Virtual School commissioned a youth work organisation to provide a mentoring service to the most disengaged LAC young people.

**Speech and language support for those with poor literacy skills** - specialist literacy teaching in phonics and comprehension for those with poor literacy skills is commissioned

**Encouraging Reading** - we have continued to allocate £40 three times a year which allows young people to choose books and other educational resources. These resources are sent directly to the child's home.

**Educational Provision for pupils with no school place** - if a young person does not have a school place the Virtual School will commission a 1 to 1 tutor to provide learning whilst a school place is found.

**Cookery School** - runs three times a year at the YMCA

**Yipiyap Tutors** - two primary schools benefitted from having a gap year student who worked with the LAC pupils in the school to improve educational outcomes. Schools who had the highest number of LAC pupils on roll were allocated a Yipiyap tutor.

**Teaching Assistant Support** - one secondary school with large numbers of LAC pupils pools its PP+ money to pay for a full-time teaching assistant to support in school.

**Widening Participation Events** – in conjunction with the University of Derby two days have been run to encourage young people to consider going to University.

**Cromarty Model** – a framework called the Cromarty Model has been embedded as a way to measure the progress of young people across a range of indicators. This has been rolled out in the Enhanced Care Planning Meetings and looks at measuring progress across education, social, emotional and health indicators.

## **New Provision in 2021-22**

**Sewing Club** – Working with the Museum of Making and a local creative a Sewing Club has run giving young people to opportunity to design and make sustainable clothing

## **Wider Responsibilities of the Virtual School**

Since 2018 Virtual Schools have had responsibilities to give advice and information around Post Looked After Children (PLAC). This is outworked by responding to enquiries raised and offering “drop in sessions” to adoptive and SGO parents. The Virtual School works with Adoption East Midlands to offer training and support.

In June 2021 the DfE gave Virtual Schools a strategic responsibility to improve attendance and outcomes for all children with a social worker. This is predominantly children who are Children in Need (CiN) or on Child Protection (CP) plans. This is not to work with individual children or families but to ensure that education and social care systems work better together.

To date work has been undertaken in the following areas:

- Working within the Inclusion Partnership in the City to raise the profile of all children with a social worker
- Attendance of CiN and CP
- A citywide approach to attachment and trauma training by developing an eLearning course
- Encouraging schools to look at having relational behavioural management approaches
- Working with Education Welfare to look at how we can improve attendance of CiN and CP
- Reporting to Governors
- Ensuring the children with a social worker who are excluded are highlighted to the social worker
- Parttime tables
- Transition Portals

## **Training provided by Virtual School**

The Virtual School provides a range of training to partners involved with LAC. This includes:

- AC Education e-learning – online training modules
- Education Landscape - one day training three times a year for foster carers and social workers
- How to teach reading and maths – two-day course run twice a year for carers
- Trauma and Attachment Lead Training – 7-day course for schools
- Attachment conference training – two conference days for schools, social workers and carers
- Education training for staff in the Childrens' Homes

## **Priorities for 2022-23**

1. Continue with the targeted support activity for pupils to improve educational outcomes
2. Develop a city wide CPD course called “Behaviour – is there another way?”
3. Re-introduce the 7-day attachment and trauma course
4. Work towards the vision that Derby becomes an “Attachment and Trauma Informed City” with the rollout of an eLearning training package to all staff working with young people across the City.
5. Ensure that attendance of children with a social worker is reported on as a distinct group so interventions can be put in place.