

Annual Report of the Head of the Virtual School for Looked After Children (LAC) for the academic year 2016 – 2017

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 within 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 9-4 in English and maths
- The percentage of pupils achieving the English Baccalaureate (GCSE higher grades in Maths, English, Science, a Humanities subject and a foreign language)

2017 saw the introduction of the new, more challenging GCSEs in maths and English with grades awarded on a 9-1 scale. This again makes comparisons with previous years problematic.

- 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 2017 with outcomes before 2016 for Primary and before 2017 for Secondary.
- 1.4 The data contained within this report is provisional until the DfE releases the validated data later this academic year. Where there is validated comparative data from 2016 this has been included but caution must be used when comparing across 2016 and 2017 as the cohort numbers are small meaning the statistical significance may not be valid. This report only contains Derby data for LAC who were in the care of the local authority for more than 12 months.
- 1.5 Derby's LAC population have greater barriers to overcome than LAC nationally. We can draw this conclusion from analysing the Strengths and Difficulties Questionnaire (SDQ) average scores and the percentage of LAC with special educational needs. Both of these indicators are higher than national.

Table 1 / Graph1

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

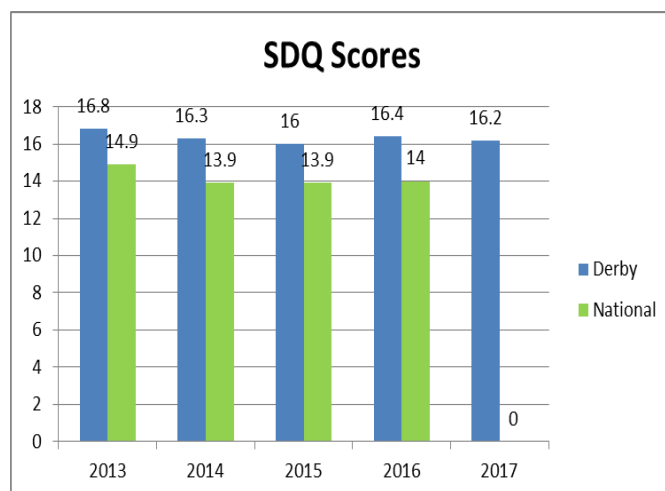
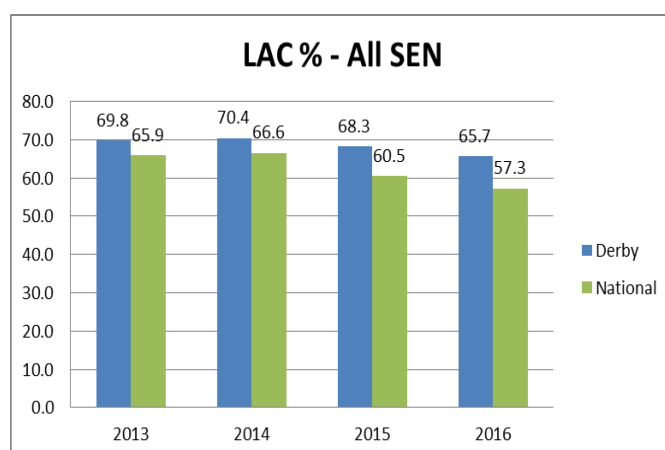


Table 2 / Graph 2

All SEN	Derby %	National %
2013	69.8	65.9
2014	70.4	66.6
2015	68.3	60.5
2016	65.7	57.3



1.5b All Virtual School pupils by the type of SEN need

When the type of SEN need is broken down the percentage of LAC with SEN Support is in now in line with national but the numbers with more complex needs, having an EHCP/Statement, are much higher than national. This was a fact that the Ofsted inspection 2017 picked up that despite having a greater number of SEN pupils the outcomes for LAC were broadly in line with national.

Table 3

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

Graph 3

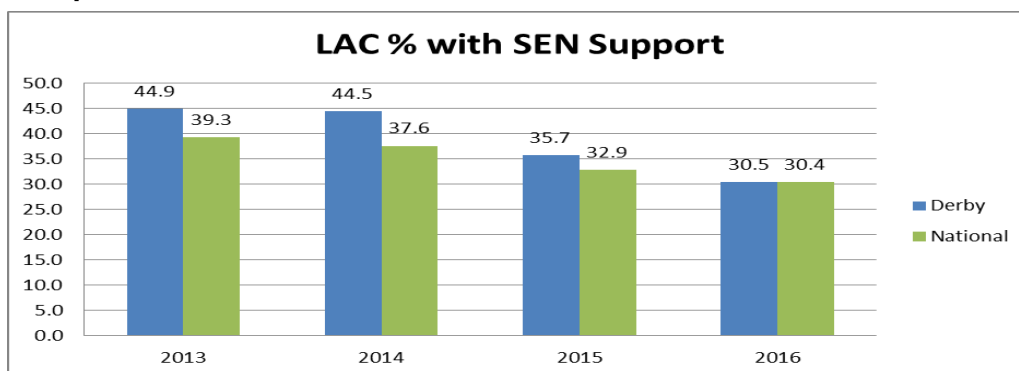
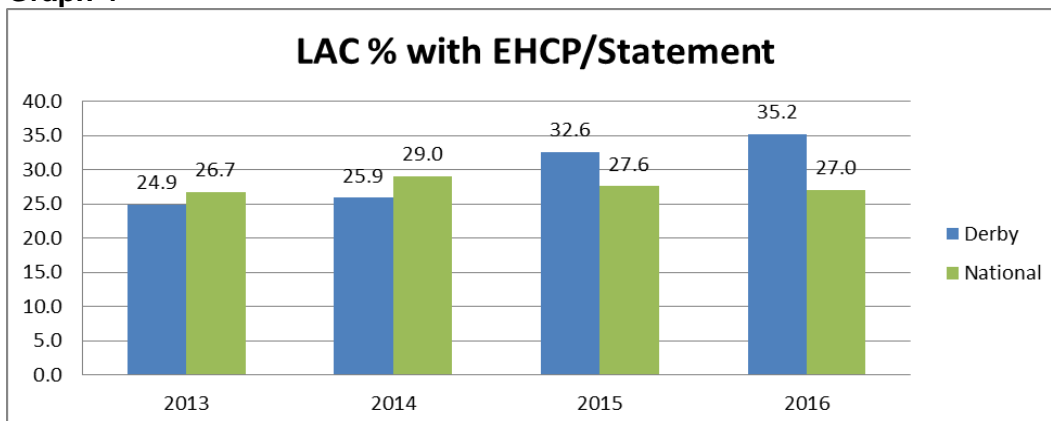


Table 4

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

Graph 4



1.6 The reportable cohort numbers broken down by SEN needs

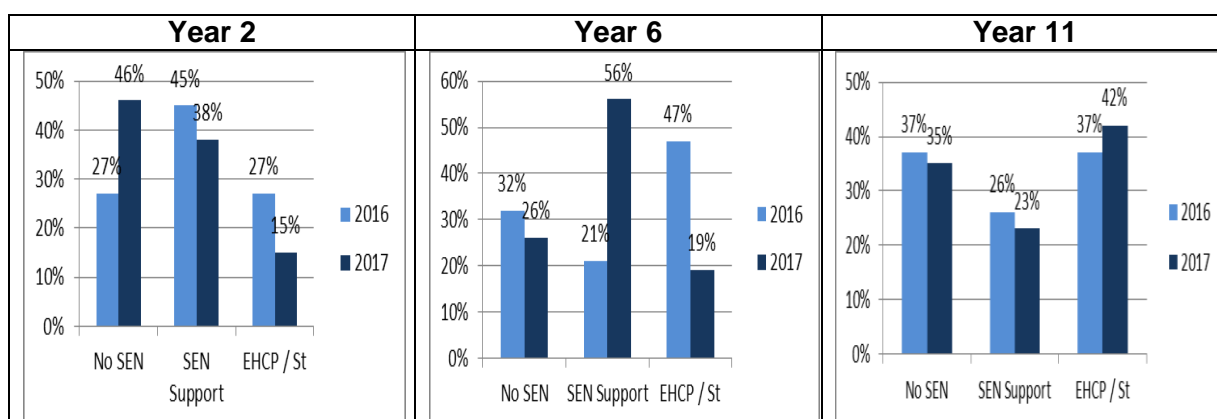
The reportable cohort is the group of children who have been in care for twelve months or more as of 31 March 2017.

Table 5 and Graph 5 show that more LAC children in the reportable cohort have an identified special educational need than do not have an identified special educational need. This could either be at 'SEN Support' (those with an identified need, but do not need an educational health care plan) or those children with a statement of special educational needs or an education and health care plan (EHCP). The data shows the number and percentages in 2016 and 2017.

Table 5

	Reportable Cohort		No SEN		SEN Support		EHCP / Statement	
	2016	2017	2016	2017	2016	2017	2016	2017
Year 2 (7 year olds)	11	13	3 (27%)	6 (46%)	5 (45%)	5 (38%)	3 (27%)	2 (15%)
Year 6 (11 year olds)	19	27	6 (32%)	7 (26%)	4 (21%)	15 (56%)	9 (47%)	5 (19%)
Y11 (16 year olds)	35	26	13 (37%)	9 (35%)	9 (26%)	6 (23%)	13 (37%)	11 (42%)

Graph 5 - The percentage of SEN in each reportable cohort year

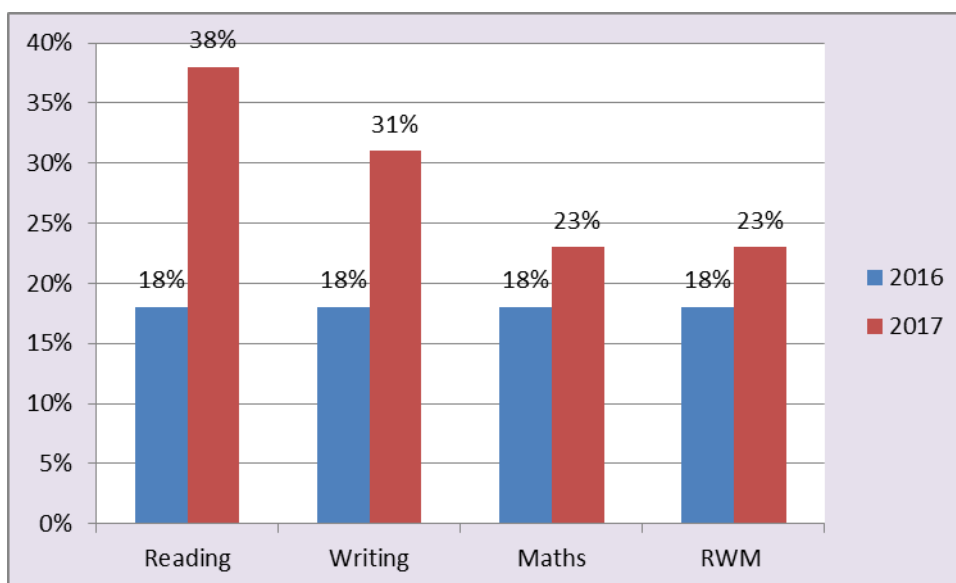


1.7 Attainment Year 2 (7 year old children) reaching the “Expected Standard”

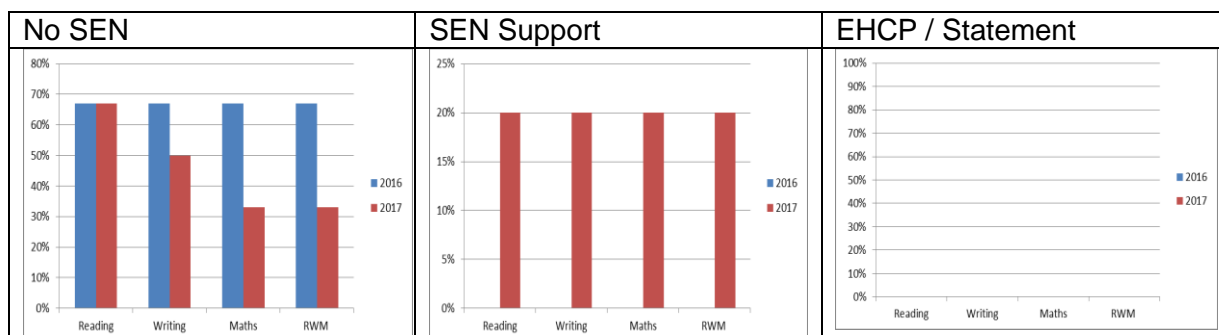
Table 6

	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%)

Graph 6 - Attainment of the “expected standard” of Y2 Reportable Cohort in 2016 and 2017 against the accountability measures



Graph 6b - Attainment of Y2 Reportable Cohort by SEN type



Year 1 Phonics

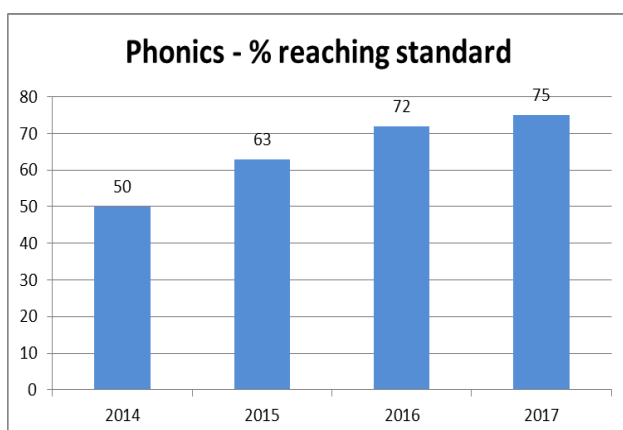
In 2017 the Year 1 phonics check outcomes for LAC increased for the 4th year running. The validated national data will be published in March 2018.

It should be borne in mind that the numbers of children are small and the percentages should be treated with caution. In 2016 and 2017 we have seen pupils being dis-applied from the check due to their ability level. These pupils have not been counted in the percentages below.

Table 7

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

Graph 7 - Percentage of Y1 pupils reaching phonics check standard – 2014-17

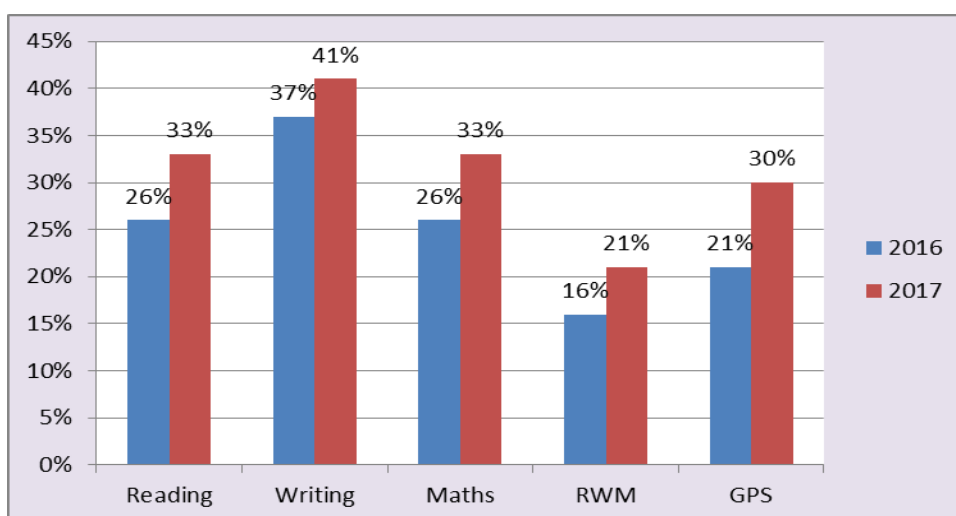


1.8 Attainment Year 6 (11 year old children) reaching the “Expected Standard”

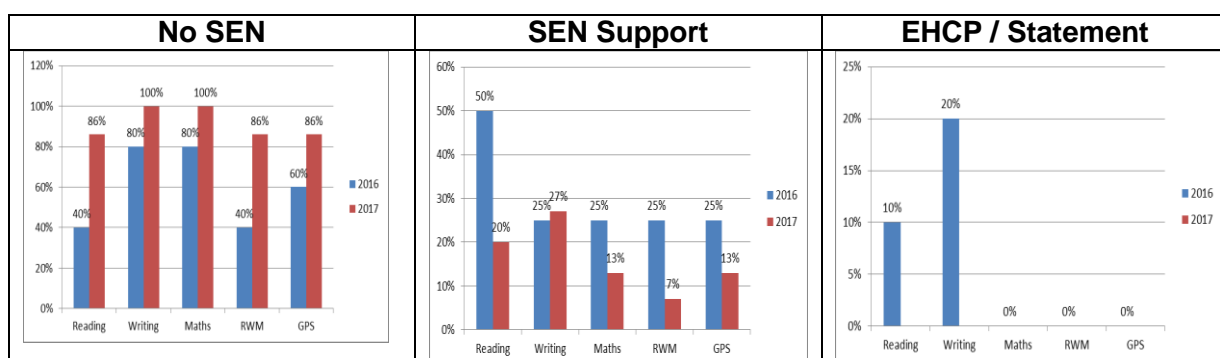
Table 8

	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

Graph 8 - Attainment of Y6 Reportable Cohort in 2016 and 2017



Graph 8b - Attainment of Y6 Reportable Cohort by SEN type



Working at Greater Depth at within the Expected Standard

The number of pupils working at the “higher standard” (a scaled score of 110 or more) was: reading 3; writing 3; maths 1; and GPS 1.

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 changed in 2016. Table 9 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.

Table 9

Key Stage 2 LAC Progress 2017 – anonymised pupil data			
Pupil	Reading progress	Writing progress	Maths progress
A	-4.07	-5.6	-0.57
B	no progress score	2.58	no progress score
C	-3.24	9.06	-3.49
D	0.56	-7.39	-4.22
E	no progress score	-12.42	no progress score
F	-0.12	0.5	-0.18
G	-2.99	-8.3	no progress score
H	1.56	4.61	1.78
I	-6.05	0.54	0.4
J	5.67	7.68	0.53
K	no KS1 results		
L	no progress score	10.87	no progress score
M	8.1	8.51	-0.08
N	no KS1 results		
O	no progress score	no progress score	no progress score
P	not enough data		
Q	7.2	3.31	7.94

R	no KS1 results		
S	no progress score	-2.95	no progress score
T	-4.53	14.61	10.48
U	no progress score	no progress score	no progress score
V	-0.99	3.7	-0.44
W	no progress score	no progress score	no progress score
X	-2.47	-3.76	-1.7
Y	no progress score	no progress score	no progress score
Z	no progress score	-3.57	no progress score
AA	-0.53	2.58	-5.52

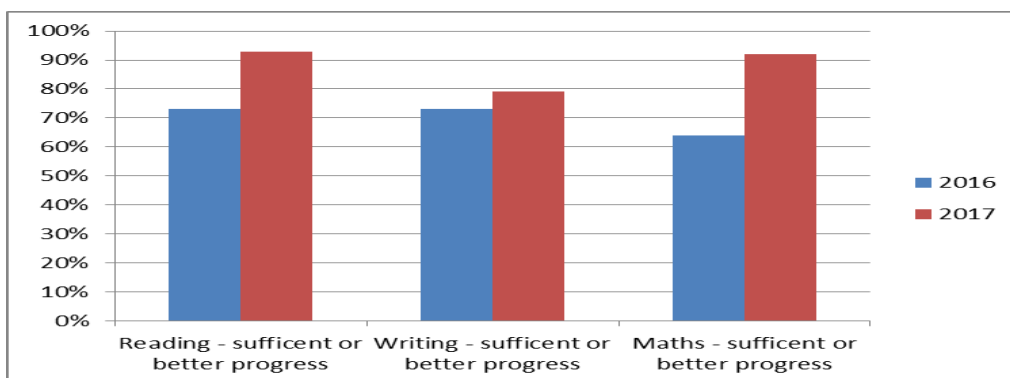
Table 10 shows the progress from KS1 to KS2 across reading, writing and maths comparing 2016 to 2017.

The percentage is calculated from the progress data which is available.

Table 10

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

Graph 10 - Sufficient or better progress in reading, writing and maths between 2016 and 2017



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

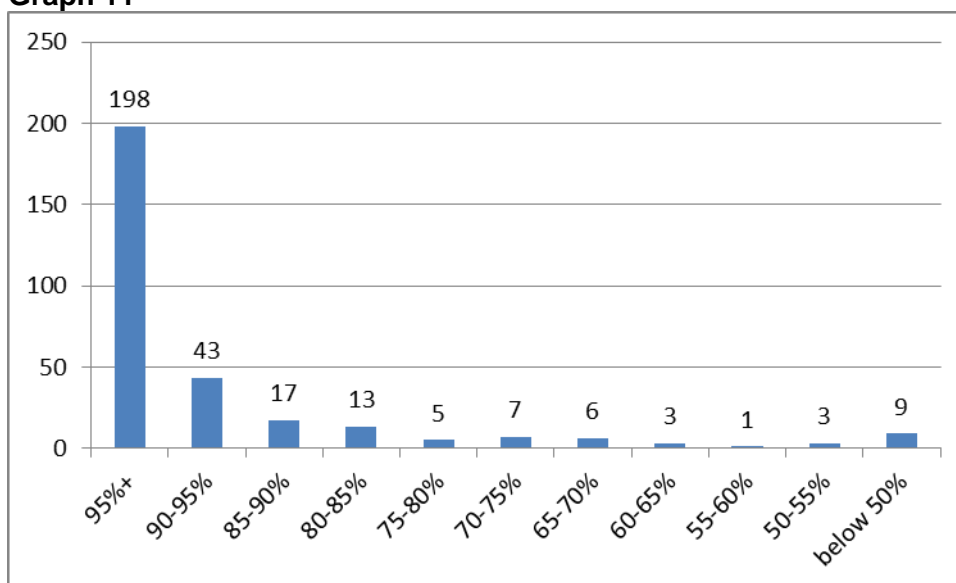
Table 11

	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%)

This is the first year that English and maths have been graded using the 9-1 scale.

- 1.12 Overall, LAC attendance levels were 90% in 2016/17. This compares to 94% in 2015/16.

Looking at the reason why there was a drop can be predominantly explained by the number of pupils who struggled to attend school for large parts of the year. The graph below shows the number of pupils and the percentage bracket in which their attendance falls. There were 9 pupils attendance whose attendance was below 50%. When these pupils are discounted from the figures the percentage attendance rises to 94%. The majority of the pupils with attendance of below 50% are in the later years of secondary and in either special schools or specialist provision.

Graph 11

- 1.13 There were no permanent exclusions in 2016/17 due to the Virtual School working with schools to ensure alternatives were implemented.

Table 12 shows the number of pupils who had a fixed term exclusion and the number of half days which were lost due to fix term exclusions

Table 12

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

Table 12b gives a further breakdown of **the number of half days lost** to both fixed term and permanent exclusions in the academic year 2016-17. The Virtual School has the records for each individual pupil. Both the numbers pupils and exclusions are down from last year.

Table 12b

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

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

- 1.14 The number of schools accessed by Derby LAC according to their OFSTED rating in 2016/17 is outlined below:

Table 13

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

Table 13 shows that 75% of the LAC pupils attended a school which was good or better in 2016/17. This compares to 70% in 2014/15 and 75% in 2015/16

1.15 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 2016-17 the Virtual School has continued to use an electronic Personal Education Plan (ePEP) from a company called Welfare Call after a successful trial in 2015-16. The new way of working has proved to be very successful with the PEP completion rate within one month of the PEP meeting being above 95%.

In response to the Osted recommendation regarding PEPs the design of the target setting page has been changed to focus on SMART target completion. In addition, the Virtual School have produced some exemplar targets and a model process and agenda for a PEP meeting.

With the introduction of the Early Years Pupil Premium Plus (EYPP+) funding the Virtual school has drawn up an Early Years ePEP, EYPP+ policy and mechanism for distributing the £300 allocations.

1.15 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.

1.16 2017-18 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 begin working with the Chatsworth Trust to provide opportunities for LAC and their families.
5. Continue specific emotional and behavioural support for LAC working with the Education Psychology Service.
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. To improve the quality of target setting in PEPs, through the introduction of a simpler proforma to complete.

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 improvement priorities in 1.16 provide a route to continue this venture.

SUPPORTING INFORMATION

4.1 Y11 Cohort Analysis

The local analysis of the cohort in 2017 showed there were 26 LAC in Y11 at the time of GCSE and other public examinations. (The SFR11_2018 will give us validated data)

However, the 2017 Year 11 LAC cohort of 26 children was characterised as follows:

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

Table 14

Academic Year	Number of children	Percentage of Cohort
Y10	6	23%
Y9	4	15%
Y8	1	4%
Y7	1	4%
Y6	0	0%
Y5	1	4%
Y4	2	8%
Y3	1	4%
Y2	3	11%
Y1	1	4%
Y0 (or earlier)	6	23%

- 12 young people (46%) were in Derby City provision and 14 were in Out of Area (54%).
- 12 young people (46%) were in special schools, 14 (54%) were in mainstream schools.
- 11 young people (42%) had significant Special Educational Needs and were in receipt of a Statement/EHCP to support their emotional, social, behavioural, communication and learning needs. 6 young people (23%) of the cohort were on the SEN Support. So in total (66%) were on the SEN Code of Practice.
- The “Placement Type” for the 26 young people was as follows:

Table 15

Placement Type	Number of children	Percentage of Cohort
Foster Care	19	73%
Residential	3	11%
Care Home	3	11%
Semi Independent Living	1	4%

4.2 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 for the full range stakeholders working with LAC.

Table 16

31/10/16	Inside I'm Hurting – attachment training conference
16/12/16	What About Me – attachment training conference
30/01, 27/02, 24/03, 24/04, 12/06, 23/06 and 21/07/2017	7 Day Attachment training course accredited by Brighton and Hove University – 11 schools, 22 staff involved
08/06/16 13/10/16	Corporate Parenting and the Role of the Designated Teacher For Children In Care
08/06/16 13/10/16	Role Of Designated Governor For Children In Care
27/6/17 10/7/17	Attachment Awareness in Practice – Kate Cairns attachment training
11/11/16	Foetal Alcohol Syndrome
11/11/16	Boxall Profile Training
18/11/16 6/2/17 22/6/17	Designated Teacher Network Meetings
29/3/17 6/4/17	Education training for final year derby University Social Work students
1/12/16 25/1/17 17/5/17	Full day training course outlining the education system from nursery to Higher Education. Audience is social workers, residential staff and carers

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)	
For more information contact: Background papers: List of appendices:	Graeme Ferguson 07812301044 graeme.ferguson@derby.gov.uk Appendix 1 – Implications Appendix 2 – Annual Report from Virtual School Head Teacher 2016-17

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