



Derby City Council

CORPORATE PARENTING COMMITTEE
23 February 2016

ITEM 9

Report of the Acting Strategic Director for
Children and Young People

Annual Report of the Head of the Virtual School for Looked After Children for the Academic Year 2014–15.

SUMMARY

- 1.1 Derby's Looked After Children'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.
- 1.2 Key Stage 1 (7 year old children) – 2015 standards at Key Stage 1 (KS1) in each of reading, writing and mathematics at Level 2+ are improving faster for Derby's LAC than nationally and are in line or better than national in reading, writing and mathematics.

The Year 1 phonics attainment and narrowing the gap data are both above the national figures in 2015. The Year 2 phonics attainment and narrowing the gap data has rapidly improved to be broadly in line with national.

Four out of five LAC KS1 achievement outcomes for Derby's LAC were better than LAC nationally.

- 1.3 Key Stage 2 (11 year old children) – 90% of Derby's Year 6 LAC with matched data and who were eligible to take the tests made the nationally expected progress between KS1 and KS2 in each of reading, writing and mathematics.

2015 attainment at Key Stage 2 (KS2) is below national, but is improving at a faster rate than national in reading and in line with mathematics at Level 4+ when examining outcomes between 2012 – 2015. Attainment at Level 4+ in writing and reading, writing and mathematics combined is below national during the same time period. Rapid improvement is needed if standards for Derby's KS2 LAC are to reach national averages for 11 year old looked after children.

The progress of LAC, for whom we have matched data and were able to sit the SAT tests, shows that the expected level of progress was 90% in each of reading, writing and mathematics. This is above national.

- 1.4 Key Stage 4 – (16 year old students) – 2015 attainment for Derby's LAC at five good passes at grades A*-C (including English and mathematics) GCSE is lower than national. It is not possible to get an accurate progress figure at this stage as the national LA figures are not published until March 2016.

Overall, LAC attendance levels was 94% in 2014/15

1.5 2015-16 Priorities

1. To advocate on behalf of LAC to ensure that the attainment outcomes at the end of KS4 are above national and a greater number are making more than three levels of progress.
2. To improve the outcomes at the end of KS2 by narrowing the gap with national across reading, writing and mathematics; particularly in terms of attainment; and increase the numbers making more than two levels progress
3. Continue to advocate on behalf of LAC to ensure that a greater proportion at the end of KS1 are at the national expected standard in each of reading, writing, mathematics, phonics and spelling, punctuation and grammar (SPaG).
4. Further develop the advocacy role of the service with schools through the Designated Teachers Network, regular updates and briefings.
5. 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.
6. Ensure the Virtual School delivers a focus on LAC attendance at PEP meetings and LAC reviews, and through effective advocacy with Multi Agency Teams and other workers to address specific issues.
7. Make intelligent use and analysis of data to influence practice and ensure the appropriate use of resources.
8. 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.
9. 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.
10. Strengthen in year tracking of pupil progress and attendance.
11. Continue to improve the quality and consistency of PEPs, through the embedding of our new 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 1.5 provide a route to continue this venture.

SUPPORTING INFORMATION

4.1 Key Stage 1 Attainment 2014 – 2015

In 2014-5 there were 17 LAC in Year 2 at the time of Key Stage 1 tests. Of these,

- 15 were in the reportable cohort and had been in care for 12 months.
- 11 (73%) children in the reportable cohort achieved level 2+ in reading.
- 10 (67%) children in the reportable cohort achieved level 2+ in writing.
- 12 (80%) children in the reportable cohort achieved level 2+ in mathematics.
- The reportable cohort for Year 1 Phonics was 8
- 5 (63%) children in the reportable achieved the expected phonics standard compared to 55% nationally.

The 2014-2015 full Year 2 cohort of 17 LAC is two less than the cohort of previous year with the reportable cohort being 15 children. Two (14%) children are counted within the figures but did not sit the SAT tests as they were deemed to be functioning below the test level.

Nine (60%) of the reportable cohort number of Looked After Children were educated in Derby City schools and six (40%) placed out of area (OA). Six (40%) children were on the Special Educational Needs (SEN) Code of Practice.

In 2015:

In **reading** – Eleven (73%) of Derby's LAC in the reportable cohort achieved the national expectation of Level 2 or above for a seven year old. This is in line with the national outcome of 73% for LAC. If this figure is calculated using the number of LAC who were able to sit the SAT test the figure would be 11 out of 13 (85%).

In **writing** – Ten (67%) of Derby's LAC in the reportable cohort achieved the national expectation of Level 2 or above for a seven year old. This is two percentage points above the national average of 65%. If this figure is calculated using the number of LAC who were able to sit the SAT test the figure would be 10 out of 13 (77%).

In **mathematics** – Twelve (80%) of Derby's LAC achieved the national expectation of Level 2 or above for a seven year old. This is 4% above the national average of 76%. If this figure is calculated using the number of LAC who were able to sit the SAT test the figure would be 12 out of 13 (92%).

In **Year 1 phonics** Five (63%) of Derby's LAC achieved the national standard. This is 8% above the national average of 55%. Of the eight children within the reportable cohort two were either disapplied or absent. Therefore of those of sat the assessment, five out of six (83%) achieved the standard. The gap between Derby not LAC and Derby LAC was 7% compared to the national gap of 22%.

In **Year 2 phonics** Twelve (67%) of Derby's LAC achieved the national standard. This is 6% below the national average of 73%. The gap between Derby not LAC and Derby LAC was 20% compared to the national gap of 17%.

One child achieved level 3 in **reading** and one in **mathematics**, both at a city school.

Table 1 - Key Stage 1 LAC Attainment vs National LAC Attainment

Year	Derby Cohort	Reading		Writing		Mathematics	
		Derby	National	Derby	National	Derby	National
2011	15	51%	59%	45%	52%	56%	63%
2012	15	60%	67%	47%	57%	67%	71%
2013	16	76%	69%	76%	61%	76%	71%
2014	15	71%	71%	71%	61%	71%	72%
2015	15	73%	73%	67%	65%	80%	76%

Table 1b – based on DfE Raiseonline figures 3/12/15

Year	Derby Cohort	Y1 Phonics		Derby Cohort	Y2 Phonics	
		Derby	National		Derby	National
2015	8	63%	55%	18	67%	73%

Four out of five LAC KS1 achievement outcomes for Derby's LAC were better than LAC nationally.

Table 2 - Trend of improvement from 2011 - 2015

		% Level 2 reading change	% Level 2 writing change	% Level 2 mathematics change
2011 – 2015 change	Derby	+22%	+22%	+24%
	National	+14%	+13%	+13%

Note – Green highlights shows whether outcomes in Derby or nationally are improving faster.

Between 2011-2015

- LAC outcomes at KS1 have improved so that the attainment is in line with national in reading; and above in writing and mathematics
- LAC outcomes in Derby at KS1 have improved faster than national improvements

It is important to note that the number of LAC in the Reportable Cohort is only fifteen pupils and as such the percentages should be treated with some caution. Of these fifteen pupils, two pupils were deemed to be working below the level of the SATs tests.

4.2 Narrowing the Gap at KS1

Table 3 - KS1 LAC attainment and narrowing the gap at L2+ reading

	2011	2012	2013	2014	2015
LAC Actual (%)	51%	60%	76%	71%	73%
City Actual (%)	83%	84%	85%	86%	87%
Difference between LAC and City	-32%	-24%	-9%	-15%	-14%

The pace of improvement for LAC at L2+ in reading is faster than that for all children in the City. Between 2011 – 2015, there has been a 22 percentage point improvement for LAC, against four percentage point improvement for all children. The trend for the gap between LAC and all children has narrowed between 2011 – 2015.

Table 4 - KS1 LAC attainment and narrowing the gap at L2+ writing

	2011	2012	2013	2014	2015
LAC Actual (%)	45%	47%	76%	71%	67%
City Actual (%)	79%	79%	81%	82%	83%
Difference between LAC and City	-34%	-32%	-5%	-11%	-15%

The pace of improvement for LAC at L2+ in writing is faster than that for all children in the city. Between 2011 – 2015, there has been a 22 percentage point improvement for LAC, against four percentage point improvement for all children. The trend for the gap between LAC and all children has narrowed between 2011 – 2015, although the one year analysis shows that it has widened over the past 2 years.

Table 5 - KS1 LAC attainment and narrowing the gap at L2+ mathematics

	2011	2012	2013	2014	2015
LAC Actual (%)	56%	67%	76%	71%	80%
City Actual (%)	87%	88%	88%	90%	90%
Difference between LAC and City	-31%	-21%	-12%	-19%	-10%

The pace of improvement for LAC at L2+ in mathematics is faster than that for all children in the City. Between 2011 – 2015, there has been a 24% point improvement for LAC, against 3% point improvement for all children. The trend for the gap between LAC and all children has narrowed between 2011 – 2015.

Table 6 - KS1 LAC attainment and narrowing the gap at Year 1 and Year 2 Phonics

Year 1 Phonics	2014		2015	
	Derby	National	Derby	National
LAC (%)	50%	53%	63%	55%
Non LAC (%)	64%	74%	70%	77%
Difference – LAC and Non LAC	-14%	-19%	-7%	-18%
Year 2 Phonics				
LAC (%)	14%	50%	67%	73%
Non LAC (%)	57%	66%	87%	90%
Difference – LAC and non LAC	-43%	-16%	-20%	-17%

In 2015 Derby LAC at Year 1 phonics outperformed national by eight percentage points and the gap between LAC and non LAC reduced to seven percentage points, again better than national.

The Year 2 phonics screening check showed a rapid improvement from 2014 both in terms of attainment and in narrowing the gap to non LAC.

However, 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%

Year 2 Cohort – 7
Number of achieved phonics level – 1
Percentage – 14%

2015 Phonics

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

Year 2 Cohort – 18
Number of achieved phonics level – 12
Percentage – 67%

4.3 Key Stage 2 Attainment 2014 – 2015

In 2014-5 there were 30 LAC in Year 6 at the time of Key Stage 2 tests. Of these,

- 30 were in the reportable cohort and had been in care for 12 months.
- 17 (57%) children in the reportable cohort achieved level 4+ in reading.
- 13 (43%) children in the reportable cohort achieved level 4+ in writing.
- 14 (47%) children in the reportable cohort achieved level 4+ in mathematics.

The 2014-2015 Year 6 cohort of 30 Looked After Children is 14 more than the cohort of previous year. Eight (27%) children are counted within the figures but did not sit the SAT tests as they were deemed to be functioning below the test level. This needs considering when reviewing the overall headline results.

Sixteen (54%) of the reportable cohort number of Looked After Children were educated in Derby City schools and fourteen (46%) placed out of area (OA). Twenty-three (77%) children were on the Special Educational Needs (SEN) Code of Practice.

In 2015

In **reading** – 17 (57%) of the cohort achieved L4+; this is a drop of six percentage points from 2014 but 13 percentage points above 2012. The pace of improvement in Derby is significantly faster than national (13 percentage points in Derby against 7 percentage points nationally). However, standards remain below the national average of 71%. If this figure is calculated using the number of LAC who were able to sit the SAT test the figure would be 17 out of 22 (77%).

In **writing** - teacher assessments of L4+ indicates 13 (43%), 7% points lower than 2014 results. The pace of improvement in Derby is slower than national (-1% points in Derby against +12% points nationally 2012-2015). Attainment is below the national average of 63%. If this figure is calculated using the number of LAC who were able to sit the SAT test the figure would be 13 out of 22 (59%).

In **mathematics**, 14 (47%) of Derby City's Looked After Children achieved Level 4+, a 3% increase on 2014 results. The pace of improvement in Derby is in line with national (9% points in Derby against 9% points nationally between 2012-2015). Standards remain below the national average of 65%. If this figure is calculated using the number of LAC who were able to sit the SAT test the figure would be 14 out of 22 (64%).

In **reading, writing and mathematics** combined In the measure of Level 4+, 12 (40%) of Derby's LAC achieved this benchmark compared to 53% nationally. Derby's pace of improvement is below the national pace of improvement between 2012-2015. If this figure is calculated using the number of LAC who were able to sit the SAT test the figure would be 12 out of 22 (55%).

Key Stage Two LAC Attainment vs National LAC Attainment

Table 7 - Key stage 2 – measures of Level 4+ reading, writing and mathematics

Year	Co ho rt	Reading		Writing		Mathematics		RWM	
		Derby	Nat.	Derby	Nat.	Derby	Nat.	Derby	Nat.
2012	15	44%	64%	44%	51%	38%	56%	38%	42%
2013	25	56%	63%	48%	55%	56%	59%	40%	45%
2014	16	63%	68%	50%	59%	44%	61%	44%	48%
2015	30	57%	71%	43%	63%	47%	65%	40%	53%
2015 outcome for Derby's KS2 eligible to take the tests									
2015		77%		59%		64%		55%	

Table 8 - Trend of improvement from 2012 – 2015

		% change Level 4 reading	% change Level 4 writing	% change Level 4 mathematics	% change Level 4+ in reading, writing and mathematics combined
2012 – 2015 change	Derby	+13%	-1%	+9%	+2%
	National	+7%	+12%	+9%	+11%
2012 – 2015 improvement for Derby's LAC eligible to take the tests (Note – 2012 outcomes are for all LAC)					
	Derby	+33%	+15%	+26%	+17%

Note – Green highlights shows whether outcomes in Derby or nationally are improving faster

Between 2012-2015

- LAC outcomes achieving Level 4+ combined in reading, writing and mathematics at KS2 are below the attainment nationally for LAC and the percentage achieving the outcome is lower than in 2014. When examining 2015 outcomes for those LAC who were eligible to take the tests, then outcomes were marginally better than national. However, there is no national data set which accurately records outcomes for those eligible to take the tests and wide fluctuations will occur between LAs.
- LAC outcomes at Level 4+ in Derby at KS2 have improved faster than national improvements in reading and are in line in mathematics. Derby LAC outcomes are below the improvements seen nationally in writing and the combined measure.

Significantly

- The number in the reportable cohort this year is almost double last year.
- Eight (27%) out of the 30 children were working below the level of the tests. This is a large number and needs considering when reviewing the headline outcomes.

4.4 Progress from KS1 to KS2

In order to measure progress, pupils must have matched data from KS1 to KS2. The table below shows the number of children who achieved the expected level of progress, how many from the reportable cohort have matched data and the percentage achieving the expected progress.

Table 9 - Expected level of progress KS1 to KS2:

Derby 2014-15 KS1 – KS2 Expected Progress	number of pupils achieved			number in denominator			% achieved expected progress		
	R	W	M	R	W	M	R	W	M
	19	19	18	25	26	24	76%	73%	75%

Children are expected to make two levels progress between the ages of 7 years and 11 years, for example, moving from Level 2 at the age of 7 years to Level 4 at the age of 11 years.

- **Matched data for progress in reading**
 - 25 KS2 pupils had matched data out of the reportable cohort of 30 pupils.
 - Of the 25 pupils with matched data, 19 pupils made expected progress (76% against national average of 82% - no statistical significant difference identified by Raiseonline).
 - However, when examining the data 8 out of the cohort of 30 were working below the level of the test; four of those working below the level of the test had matched data; therefore 21 of the 25 who had matched data could register two levels progress
 - ***Of the 21 children 19 made expected progress – 90%***
- **Matched data for writing**
 - 26 KS2 pupils had matched data out of the cohort of 30 pupils.
 - Of the 26 pupils with matched data, 19 pupils made expected progress (73% against national average of 84% - no statistical significant difference identified by Raiseonline).
 - However, when examining the data, eight out of the cohort of 30 were working below the level of the test; five of those working below the level of the test had matched data; therefore 21 of the 26 who had matched data could register two levels progress
 - ***Of the 21 children 19 made expected progress – 90%***
- **Matched data for mathematics**
 - 24 KS2 pupils had matched data out of the cohort of 30 pupils.
 - Of the 24 pupils with matched data, 19 pupils made expected progress (75% against national average of 78% - no statistical significant difference identified by Raiseonline).
 - However, when examining the data eight out of the cohort of 30 were working below the level of the test; 3 of those working below the level of the test had matched data; therefore 21 of the 24 who had matched data could register two levels progress
 - ***Of the 21 children 19 made expected progress – 90%***

Table 10 – Progress in reading, writing and mathematics.

Subject	2014-15		
	% 2 level progress nationally with matched data	% 2 level progress in Derby with matched data	% 2 level progress in Derby of children with matched data and eligible for tests
Reading	82%	76%	90%
Writing	84%	73%	90%
Mathematics	78%	75%	90%

Note – Green indicates the higher outcome.

4.5 Narrowing the Gap at KS2

Table 11 - KS2 LAC attainment and narrowing the gap at L4+ reading

	2012	2013	2014	2015
LAC Actual (%)	44%	56%	63%	57%
City Actual (%)	83%	82%	87%	86%
Difference between LAC and City	-39%	-26%	-24%	-29%

The pace of improvement for LAC at L4+ in reading is faster than that for all children in the city. Between 2012 – 2015, there has been a 13% point improvement for LAC, against 3% point improvement for all children. The trend for the gap between LAC and all children has narrowed between 2012 – 2015, but widened from 2014.

Table 12 - KS2 LAC attainment and narrowing the gap at L4+ writing

	2012	2013	2014	2015
LAC Actual (%)	44%	48%	50%	43%
City Actual (%)	76%	79%	83%	82%
Difference between LAC and City	-28%	-31%	-33%	-39%

The pace of improvement for LAC at L4+ in writing is slower than that for all children in the city. Between 2012 – 2015, there has been a drop of one percentage point for LAC, against six percentage point improvement for all children. The trend for the gap between LAC and all children remains stubbornly wide between 2012-2015 and has widened.

Table 13 - KS2 LAC attainment and narrowing the gap at L4+ mathematics

	2012	2013	2014	2015
LAC Actual (%)	38%	56%	44%	47%
City Actual (%)	81%	83%	85%	83%
Difference between LAC and City	-43%	-27%	-41%	-36%

The pace of improvement for LAC at L4+ in mathematics is faster than that for all children in the city. Between 2012 – 2015, there has been a nine percentage point improvement for LAC, against two percentage point improvement for all children. The trend for the gap between LAC and all children has narrowed slightly between 2012 – 2015.

Table 14 - KS2 LAC attainment and narrowing the gap at L4+ combined measure reading, writing and mathematics combined.

	2012	2013	2014	2015
LAC Actual (%)	38%	40%	44%	40%
City Actual (%)	70%	72%	77%	75%
Difference between LAC and City	-32%	-32%	-33%	-35%

The pace of improvement for LAC at L4+ in reading, writing and mathematics combined is slightly slower than that for all children in the City. Between 2012 – 2015, there has been a two percentage point improvement for LAC, against five percentage point improvement for all children. The trend for the gap between LAC and all children has remained stubbornly wide between 2011 – 2015.

Interventions and rewards for primary aged LAC

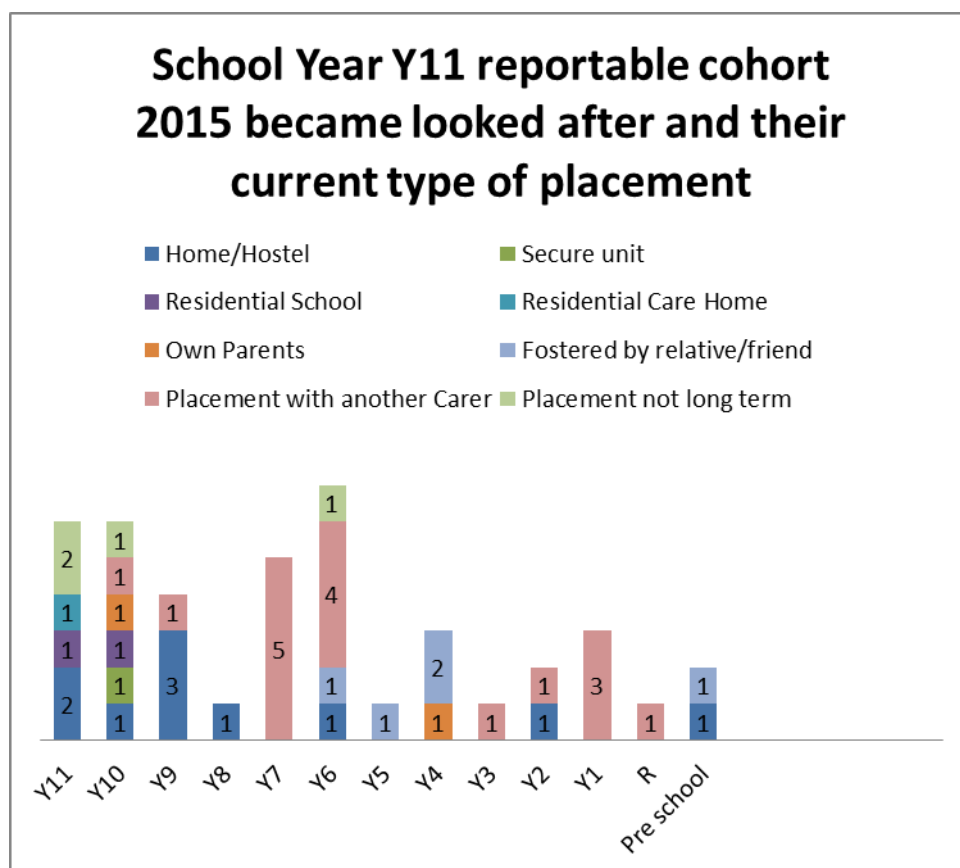
See below for examples of how the Virtual School has advocated for LAC

- Letterbox for Years 1,3,5 and 7
- Library reading challenge in the spring and summer
- 'One plus' – a scheme to encourage attendance at theatre and arts events
- Christmas pantomime tickets
- Cricket and football tickets
- Actively encouraging carers and schools to include LAC in out of core school hours activities, increasing their engagement and reducing isolation
- Pupil premium delivered to schools for things such as 1:1 tuition, play therapy or additional in class support.

4.5 Key Stage 4 Attainment 2014-2015

In 2015 there were 42 LAC in Y11 in the reportable cohort at the time of GCSE and other public examinations. The 2015 Year 11 Lac cohort was complex and of these:

- Of the 42 LAC students who took KS4 in 2014-15, only nine (21%) were LAC when they took their KS1 SATs in 2005-06.
- Significantly, the numbers within the Reportable Cohort rose from 30 last year to 42 this year.
- The graph below shows the academic year in which the 42 LAC came into care and the type of care placement they were in. The majority of LAC required placements other than a foster care family setting.
- In addition, significantly, 12 young people (29%) became LAC in Key Stage 4 and this resulted in a further challenge for the students.



Of the 42 young people:

- 15 young people (36%) did not undertake GCSE examinations, and instead undertook courses appropriate to their needs or capabilities, such as Entry Level, ASDAN and Moving On/Starting Out modules.
- 23 young people (55%) were in Derby City provision and 19 were in Out of Area (45%).
- 13 young people (31%) were in special schools, 26 (62%) were in mainstream and 3 (7%) were in alternative provision.
- 13 young people (31%) had significant Special Educational Needs and were in receipt of a Statement/EHCP to support their emotional, social, behavioural, communication and learning needs. 16 young people (38%) of the cohort were on the SEN Support. So in total 29 (69%) were on the SEN Code of Practice.
- This year 4 LAC (10%) achieved 5 GCSEs A*-C including English and mathematics. This result of is lower than last year's result of 5 LAC (16%) and lower than the national average of 16%.

Alternative educational packages have supported young people to access education appropriate to their needs. This includes Enhanced Care Programme support, vocational and on-line learning. Alternative accredited courses including Entry Level, ASDAN, OCR and ABC have been undertaken by some of the cohort and a number have attained the highest Levels.

Table 15 - Key Stage 4 Attainment

Year	No. of LAC	%5ACEM Derby LAC	% 5ACEM LAC national
2011	35	17%	14%
2012	35	30%	15%
2013	25	8%	15%
2014	30	16%	14%
2015	42	10%	16%

Note – Green indicates the higher outcome.

The small cohort sizes make a statistically robust analysis difficult, however outcomes for Derby's LAC at 5ACEM have been better than LAC nationally in three of the last five years. The percentage of LAC achieving 5A*- C EM GCSE nationally has fluctuated depending upon the cohort between 2011 – 2015.

4.6 Progress from KS2 to KS4

In order to measure progress, students must have matched data from KS2 to KS4. Students are expected to make three levels progress between the ages of 11 years and 16 years, for example, moving from Level 4 in mathematics at the age of 11 years to Grade C at the age of 16 years.

The national LA reportable cohort data is not published until March 2016 so the figures given below in Table 15 are taken from Raiseonline data.

Table 16 – Progress at Key Stage 4 – 2015 data

Subject	2014/15	
	% 3 level progress nationally	% 3 levels progress in Derby
English	38%	na%
Mathematics	30%	na%

4.7 Narrowing the Gap at KS4

Table 17 - Narrowing the gap at KS4 attainment at 5 passes at grades A*-C (English and mathematics)

	2012	2013	2014	2015
LAC Actual (%)	30%	8%	16%	10%
City Actual (%)	57%	57%	53%	49%
Difference between LAC and City	-27%	-49%	-37%	-39%

The trend for the gap between LAC and all students has fluctuated between 2012 – 2015. Caution needs to be applied to these figures as cohort size and composition plays a significant part in the figures.

4.8 2014-15 Interventions

Examples of the support brokered or commissioned for the KS4 cohort.

- 121 tuition provided via out of area Local Authority or Teaching Personnel Ltd.
- Junction 16 via Kingsmead PRU offer the following:
Baby J, Ozbox, The Island, The Salon, Cast, Engineered Learning, Happy Hens, Pedestrian Urban art and design, TopTec, YMCA, Access Construction and Multi Sports at Kingsmead.

4.9 Quality of school placements

In 2014/15 70% of LAC attended a school judged to be 'Good' or better.

If a school moves from being 'Good' or better to being in an OFSTED category of concern, then an Officer visits the school to discuss the quality of education for any LAC at the school. This is more important than the OFSTED judgement. For example, the Head of Quality Standards and Improvement discussed the quality of education for LAC with Merrill Academy. This is a secondary school which was judged to have 'Serious Weaknesses'.

A LAC would only be moved school if the quality of education for that child was failing.

4.10 LAC Exclusions 2014-15

- One LAC was permanently excluded from a school in 2014-15. This LAC lost 3 days education before the Easter break and 4 days after as shown in the Table 17 below in the March and April figures.
- The number and percentage of LAC given fixed term exclusions has reduced over the last three years as shown in Table 18.

Table 18 - Fixed Term Exclusions 2014-15

The table below outlines **the number of half days lost** to both fixed term and permanent exclusions in the academic year 2014-15. The Virtual School has the records for each individual pupil. Only one pupil was excluded permanently – 6 half days before Easter and 8 half days after.

2014/15 Academic Year - all exclusions are counted in sessions (half days)									
Month	Children	Total - half days	Fixed	Perm	Other	Female	Male	In Derby	Out of Area
Sept	7	27	27			10	17	23	4
Oct	7	31	31				31	17	14
Nov	10	66	60		6	2	64	48	18
Dec	5	16	16				16	12	4
Jan	9	41	41			10	31	21	20
Feb	8	70	70			30	40	30	40
Mar	13	82	76	6		16	66	50	32
Apr	7	38	30	8		14	24	24	14
May	8	26	22		4	16	10	16	10
Jun	12	43	43			12	31	24	19
Jul	11	60	60			12	48	46	14
Totals	97	500	476	14		110	378	311	189

Table 19 - Fixed Term Exclusions National Data

	Percentage of LAC with at least one fixed term exclusion						
	2009	2010	2011	2012	2013	2014	Reduction
Derby	18%	8%	10%	8%	7%	na	-11%
National	14%	13%	12%	11%	10%	na	-4%
Comparator LAs	15%	13%	12%	11%	10%	na	-5%

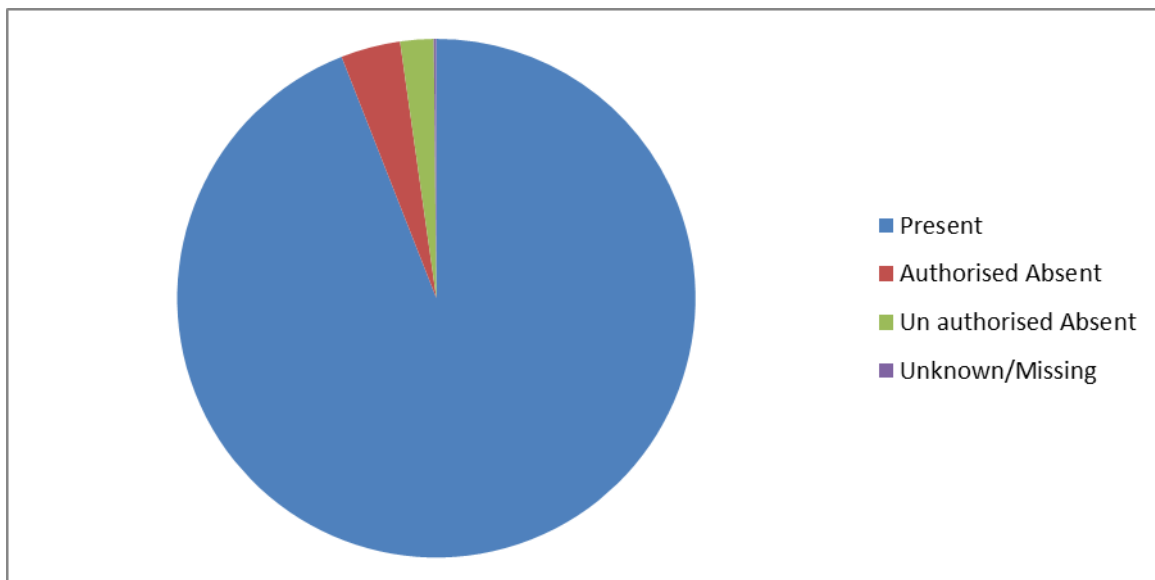
- The reduction in the percentage of LAC who had at least one period of fixed term exclusion has been faster than seen nationally between 2009 -2012. It is now below national and comparator LAs, compared to being above in 2009. National data is not yet available for 2013/14 the academic year. Through our new monitoring systems our local data shows that forty six children had a least one fixed term exclusion in the academic year 2014/15.

4.11 Attendance

From April 2015 the Virtual School has commissioned Welfare Call to track the attendance of LAC. This is done via a daily/weekly phone call to each individual school to collect the attendance marks. As part of the commission Welfare Call back dated the attendance records to the 1st September 2014 so that the full academic year figures were obtained. The graph below shows the attendance of LAC in the academic year 2014-15.

Table 20 - Attendance Summary Academic Year 2014-15

Present	47,250	94.0%
Authorised Absent	1,867	3.7%
Un authorised Absent	1,047	2.1%
Unknown/Missing (unable to collected from schools)	81	0.2%
	50,243	100.0%

**4.12 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.

4.13 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:

01/07/2014	Corporate Parenting And The Role Of The Designated Teacher For Children In Care
16/10/2014	Corporate Parenting And The Role Of The Designated Teacher For Children In Care
16/09/2014	Role Of Designated Governor For Children In Care
19/11/2014	Role Of Designated Governor For Children In Care
02/07/2015	Corporate Parenting And The Role Of The Designated Teacher For Children In Care
14/09/2015	Role Of Designated Governor For Children In Care
12/10/2015	Corporate Parenting And The Role Of The Designated Teacher For Children In Care
23/10/2015	Corporate Parenting And The Role Of The Designated Teacher For Children In Care
19/11/2015	Role Of Designated Governor For Children In Care
08/06/2016	Corporate Parenting and the roles of the Designated Governor and Teacher for Children in Care
13/10/2016	Corporate Parenting and the roles of the Designated Governor and Teacher for Children in Care
04/01/2017	Corporate Parenting and the roles of the Designated Governor and Teacher for Children in Care
15/10/15	Full day training course outlining the education system from nursery to Higher Education. Audience is social workers, residential staff and carers
29/1/16	
18/5/16	

- ePEP training and update sessions for social workers – 10/6/15, 29/6/15 and 9/7/15
- Disassociation Training Conference 17th March 2015
- The Fragmented Self – conference on the 17th March 2016

4.15 Designated Teachers Network

The Designated Teacher network meets 3 times a year. The issues and topics discussed have been:

- OFSTED – LAC as a regional priority, questions that could be asked
- Thrive – helps adults prepare children and young people for life's emotional ups and downs.
- Promoting educational achievement; LAC outcomes
- Role and responsibilities of a DT
- Training on the ePEP and quality assurance
- Outcomes for LAC
- Pupil Premium Plus Policy
- Pupil Voice

- LAC Handbook

4.16 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. With any new system there has been the usually settling in period adjusting to a new way of working. What the Virtual School has noticed is an improvement in the quality and completeness of the PEPs which are being returned.

4.17 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

5.2

This report has been approved by the following officers:

Legal officer Financial officer Human Resources officer Estates/Property officer Service Director(s) Other(s)	Iain Peel – Service Director - Learning and Inclusion Services
For more information contact: Background papers: List of appendices:	Graeme Ferguson 07812301044 graeme.ferguson@derby.gov.uk Appendix 1 – Implications Appendix 2 – Additional data Appendix 3 – 2014-2015 Y11 LAC Reportable Cohort Destinations Appendix 4 – 2015 destinations for care leavers who are 19, 20 or 21 years old Appendix 5 - 2014-15 LAC Reportable Cohorts by Gender Appendix 6 - 2014-15 LAC Reportable Cohorts by Ethnicity

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 Ambitious for Derby – Attainment and Skills

Appendix 2 – Additional data

Percentage of LAC with SEN - All SEN

	National	Derby
2015	67%	69%

Percentage of LAC with SEN - with Statements / EHCP

	National	Derby
2015	29%	31%

Percentage of LAC with SEN Support

	National	Derby
2015	38%	38%

Emotional and behavioural health of LAC – Strengths and Difficulties Questionnaire scores (SDQ)

	National	Derby
2013	14.0	16.8
2014	13.9	16.3
2015	13.9	16.0

Appendix 3 – 2014-2015 Y11 LAC Reportable Cohort Destinations

Destination	Number
Further Education College	14
Post 16 provision in school	9
In training / apprenticeship or employment	11
Total number in education, employment or training	34 (81%)
Other (custodial)	1
Not in education, employment or training (NEET)	7
Total NEET	8 (19%)

Appendix 4 – 2015 destinations for care leavers who are 19, 20 or 21 years old

Care leavers aged 19, 20 and 21 by activity						
All eligible 19,20,21 year olds	Higher Education	In Education but not HE	In training or employment	Total EET	Total NEET	Unknown
160	0	50	50	105	35	0

Notes:

Local authority figures have been rounded to the nearest 5.

NEET can be due to illness/disability, pregnancy or other reasons

Appendix 5 - 2014-15 LAC Reportable Cohorts by Gender

Gender	Y2	Y6	Y11
Male	10	22	24
Female	5	8	18

Appendix 6 - 2014-15 LAC Reportable Cohorts by Ethnicity

Ethnicity	Y2	Y6	Y11
Asian or Asian British - Indian			1
Asian or Asian British - Other			1
Asian or Asian British - Pakistani	1	1	
Black or Black British – African			1
Black or Black British – Caribbean			
Dual Heritage – Other			2
Dual Heritage – White and Asian		1	
Dual Heritage – White and Black African			1
Dual Heritage – White and Black Caribbean	1	1	3
Gypsy/ Roma			
Other/Not Declared		1	1
Traveller of Irish Heritage			
White British	11	26	31
White - Irish			1
White – Other European	2		