

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) 2018/19**

### **Purpose**

- 1.1 To report on the academic outcomes of pupils in the Virtual School for the school year 2018-19
- 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 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	10/1/20
<b>Finance</b>	Alison Parkin	21/1/20
<b>Service Director(s)</b>	Pauline Anderson	9/1/20
<b>Report sponsor</b>	Andy Smith	9/1/20
<b>Other(s)</b>		

### **Background papers:**

<b>List of appendices:</b>	Head teacher Report for the Virtual School for Looked after Children 2018/19
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## **Head teacher Report for the Virtual School for Looked After Children 2018/19**

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## 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 has an impact in supporting pupils to achieve and make progress.

The Virtual School in Derby City has the strap line, “Thriving through Relationships”. This looks to emphasise the importance of a relational approach to the work we do, both with children and the key adults supporting the child.

Attendance and exclusions are monitored through a commissioned company called Welfare Call. Welfare Call also provide the electronic platform for the Personal Education Plan (ePEP)

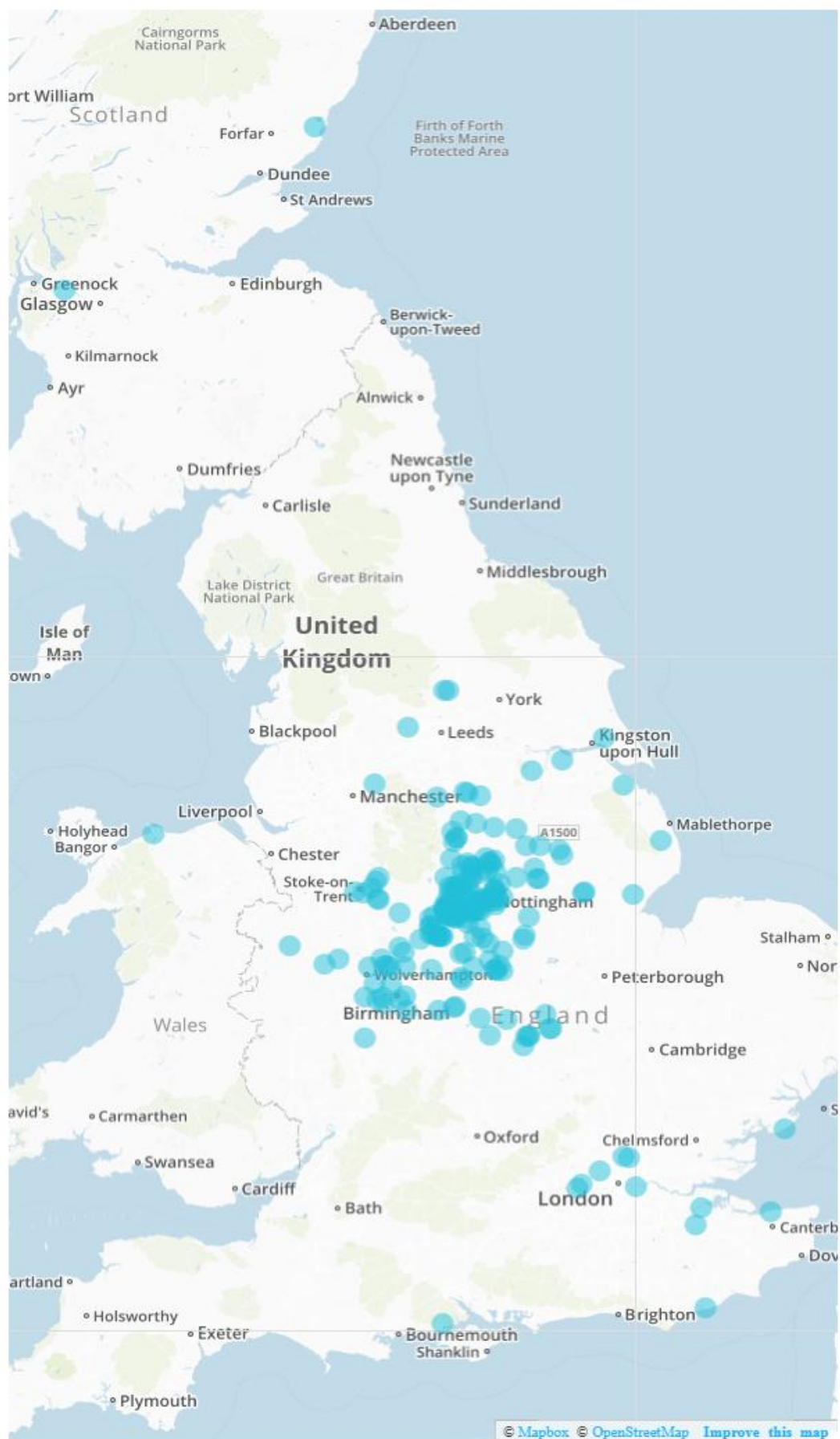
The data in this report is based on the national dataset from NCER. The pupil numbers are based on the “reportable cohort”, that is, those looked after children who have been in care for 12 months or more on the 31<sup>st</sup> March 2019.

The number of statutory school aged pupils on roll in the Virtual School in 2018/19 was 350.

- 80% of these have been in care for over 12 months.
- 35% of pupils have educational provision within Derby. 65% of pupils educational provision is outside of Derby.
- 45% of pupils are girls. 55% of pupils are boys.
- 40% are of primary school age. 60% are of secondary school age.
- 65% of pupils have either SEN Support or an Education Health Care Plan (EHP). This figure does vary between different year groups.

Bearing in mind that children come in and out of care; and move care placements, the following map gives an indication of the geographic spread of the school places being accessed by pupils.

**Geographic spread of educational provisions being attended by Derby City  
LAC**





## Statistically Significant Educational Outcomes for the Virtual School in 2019

The following data is from the NCER national dataset which compares the Virtual School performance against national looked after children data. Where there is statistical significance in terms of strengths and challenges these are identified. Below is a summary of the performance of the Virtual School across all key stages.

It is worth noting that:

- there are no statistically significant areas for Challenge but areas for improvement are highlighted later in the report.
- where there are no strengths or challenges identified – EYFSP, Phonics and Key Stage 1 – this is due to the small cohort numbers which makes the outcomes not having statistical significance. As outlined in the later pages of this report the outcomes in these areas are to be celebrated even if they do not have statistical significance.

Derby City Virtual School 2018/19		
Area	Strengths	Challenges
Absence	6/8	0/8
EYFS	0/4	0/4
Phonics	0/6	0/6
Key Stage 1	0/16	0/16
Key Stage 2	5/26	0/56
Key Stage 4	5/56	0/56

### The 6 significant strengths in Absence are:

Absence 2018/19				
Overall Absence Year on Year Trend	Virtual School 17/18 5.19%	Virtual School 18/19 4.06%	Difference -1.13%	Significant improvement this year
Overall Absence Gap to National	Virtual School 18/19 4.06%	National CLA 18/19 4.80%	Difference -0.74%	Significantly better than national
Authorised Absence Year on Year Trend	Virtual School 17/18 3.39%	Virtual School 18/19 2.54%	Difference -0.85%	Significant improvement this year
Authorised Absence Gap to National	Virtual School 18/19 2.54%	National CLA 18/19 3.20%	Difference -0.66%	Significantly better than national
Unauthorised Absence Year on Year Trend	Virtual School 17/18 1.81%	Virtual School 18/19 1.51%	Difference -0.30%	Significant improvement this year
Persistent Absence Year on Year Trend	Virtual School 17/18 15.09%	Virtual School 18/19 12.00%	Difference -3.09%	Significant improvement this year

There are no statistically significant challenges with Absence.



**The 5 significant strengths at Key Stage 2 are:**

<b>Key Stage 2 2018/19</b>				
RWM Expected Standard Year on Year Trend	Virtual School 17/18 23.5%	Virtual School 18/19 47.8%	Difference  +24.3%	Significant improvement this year
Maths Progress Year on Year Trend	Virtual School 17/18 -3.9%	Virtual School 18/19 -0.1%	Difference  +3.8%	Significant improvement this year
Writing Expected Standard Year on Year Trend	Virtual School 17/18 41.2%	Virtual School 18/19 69.6%	Difference  +28.4%	Significant improvement this year
Writing Expected Standard Gap to National	Virtual School 18/19 69.6%	National CLA 18/19 50.0%	Difference  +19.6%	Significantly better than national
Maths Expected Standard Year on Year Trend	Virtual School 17/18 29.4%	Virtual School 18/19 60.9%	Difference  +31.5%	Significant improvement this year

There are no statistically significant challenges in Key Stage 2.

**The 5 significant strengths at KS4 are:**

<b>Key Stage 4 2018/19</b>				
English and Maths 5+ Year on Year Trend	Virtual School 17/18 6.7%	Virtual School 18/19 17.2%	Difference  +10.5%	Significant improvement this year
English and Maths 5+ Gap to National	Virtual School 18/19 17.2%	National CLA 18/19 7.0%	Difference  +10.2%	Significant improvement this year
EBACC 5+ Maths Gap to National	Virtual School 18/19 17.2%	National CLA 18/19 11.0%	Difference  +6.2%	Significant improvement this year
EBACC 5+ Maths Year on Year Trend	Virtual School 17/18 6.7%	Virtual School 18/19 17.2%	Difference  +10.5%	Significantly better than national
EBACC 4+ Maths Year on Year Trend	Virtual School 17/18 16.7%	Virtual School 18/19 31.0%	Difference  +14.3%	Significant improvement this year

There are no statistically significant challenges in Key Stage 2.

## **Primary Educational Outcomes**

### **Key points to note:**

The Primary outcomes in 2019 are the best ever and are above national LAC outcomes in many areas. As with previous Virtual School Head teacher reports the reader should be cautioned that although the outcomes this year are ones to extremely proud of and celebrated there is a certain amount of cohort variation which needs to be taken into account. Having said this, the Virtual School have initiated several work streams which are having an impact and are contributing to these improved outcomes.

In addition, the capacity of the Virtual school has been increased this year with two new members of staff. This has allowed for specific caseloads to be allocated and members of the Virtual School team to be assigned to social work teams. The team is very effective in advocating for the looked after children and their education.

The main reasons for this improved performance in Primary outcomes are:

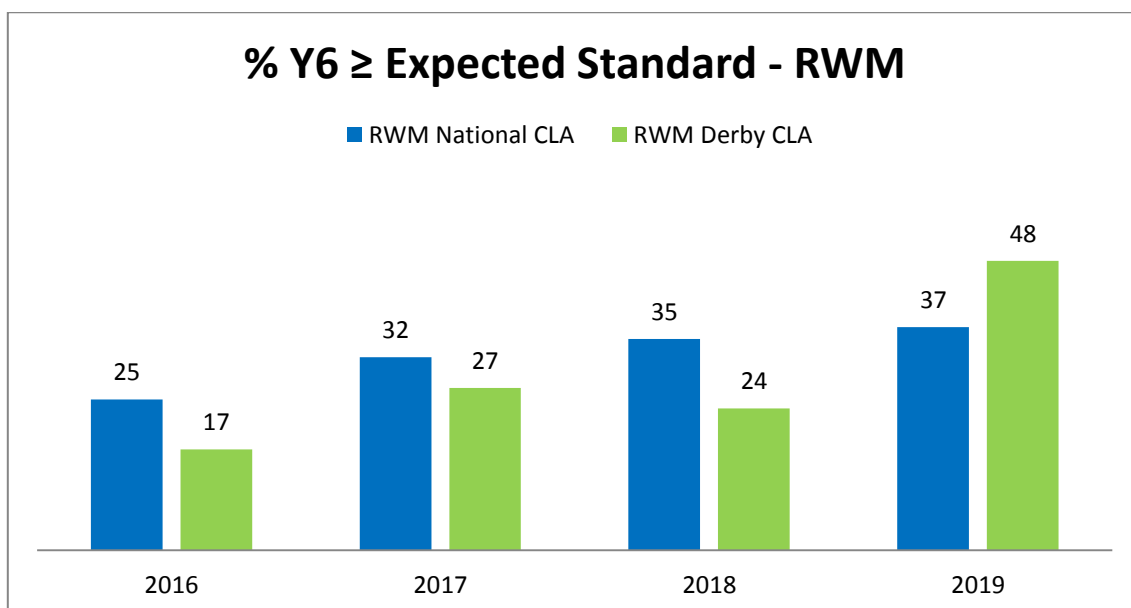
- Targeted work with specific identified pupils
- Fewer pupils with SEND in the Year 6 cohort
- A focus on quality academic targets within PEPs and the allocation of PP+
- Strong partnership working

The following pages give a detailed analysis of the outcomes for Derby LAC from the Early Years Foundation Stage, Phonics in Y1 and Y2, Key Stage 1, Key Stage 2 and KS4.

The quality of the data which Virtual Schools can obtain has much improved over the past couple of years. This allows the Virtual School to compare its outcomes with the National Outcomes for LAC. The data set used is predominantly the national NCER data. 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 2019.

## Year 6 Attainment

The number of LAC pupils in 2016 was 18; 2017, 27; 2018, 17; and 2019, 23



From a cohort of **23 pupils** at the end of Key Stage 2, **47.8%** achieved the expected standard in Reading, Writing & Maths, a total of **11 pupils**.

**21.7%** achieved a scaled score < 100 in Reading, Writing & Maths in your Virtual School, a total of **5 pupils**.

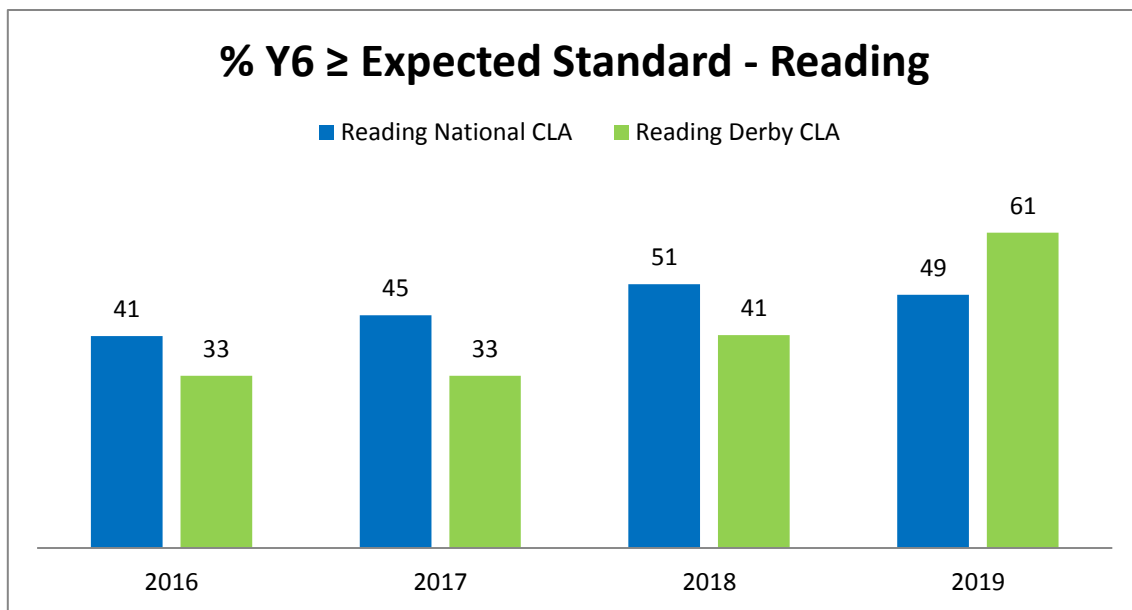
The Virtual School's expected standard percentage in Reading, Writing & Maths has **increased by 24.3%** from **23.5%** in 2017/18 to **47.8%** in 2018/19.

This is equivalent to approximately **6 more** pupils achieving the expected standard in 2018/19 compared to 2017/18.

**47.8%** achieved the expected standard in Reading, Writing & Maths in the Virtual School, **10.8% higher than** the National (CLA) average of **37.0%**.

This is equivalent to **2 more** pupils in the Virtual School achieving the expected standard compared to the National (CLA) average.

While the Virtual School average for expected standard in Reading, Writing & Maths has **increased by 24.3%**, from **23.5%** in 2017/18 to **47.8%** in 2018/19, the National (CLA) average **increased by 2.0%**, from **35.0%** in 2017/18 to **37.0%** in 2018/19.



From a cohort of **23 pupils** at the end of Key Stage 2, **60.9%** achieved the expected standard in Reading, a total of **14 pupils**.

**39.1%** achieved a scaled score < 100 in Reading in the Virtual School, a total of **9 pupils**.

**4.3%** achieved a higher standard in Reading, with a scaled score equal to or greater than 110, or equivalent TA result, a total of **1 pupil**.

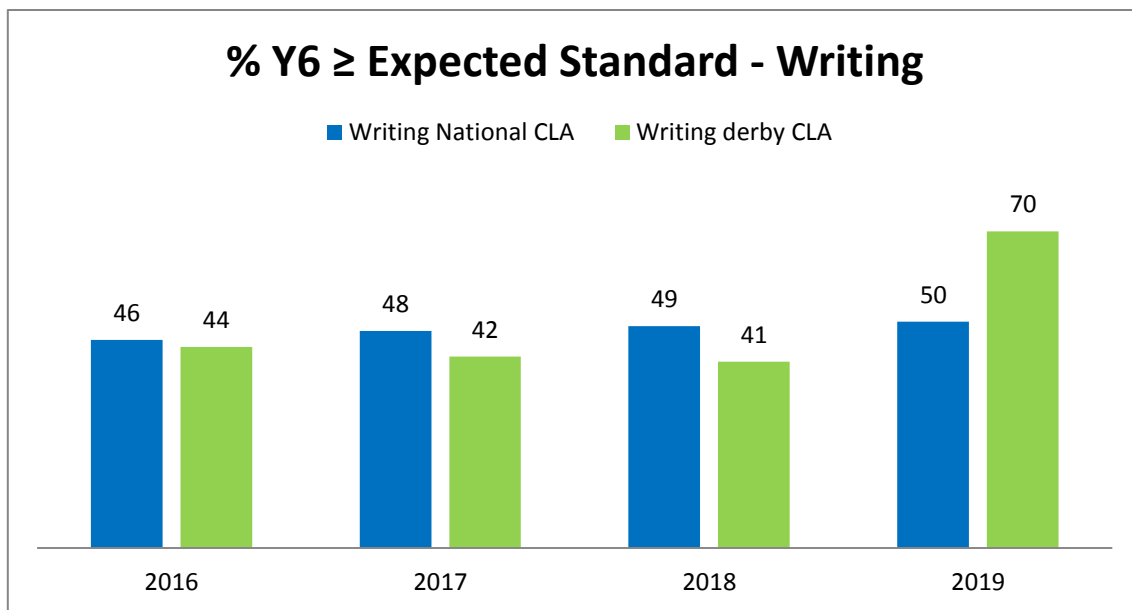
The Virtual School's expected standard percentage in Reading has **increased by 19.7%** from **41.2%** in 2017/18 to **60.9%** in 2018/19.

This is equivalent to approximately **5 more** pupils achieving the expected standard in 2018/19 compared to 2017/18.

**60.9%** achieved the expected standard in Reading in the Virtual School, **11.9% higher than** the National (CLA) average of **49.0%**.

This is equivalent to **3 more** pupils in the Virtual School achieving the expected standard compared to the National (CLA) average.

While the Virtual School average for expected standard in Reading has **increased by 19.7%**, from **41.2%** in 2017/18 to **60.9%** in 2018/19, the National (CLA) average **decreased by 2.0%**, from **51.0%** in 2017/18 to **49.0%** in 2018/19.



**From a cohort of 23 pupils at the end of Key Stage 2, 69.6% achieved the expected standard in Writing, a total of 16 pupils.**

**30.4%** achieved a TA Result below EXS in Writing in the Virtual School, a total of **7 pupils**.

**4.3%** achieved a greater depth in Writing, with a scaled score equal to or greater than 110, or equivalent TA result, a total of **1 pupil**.

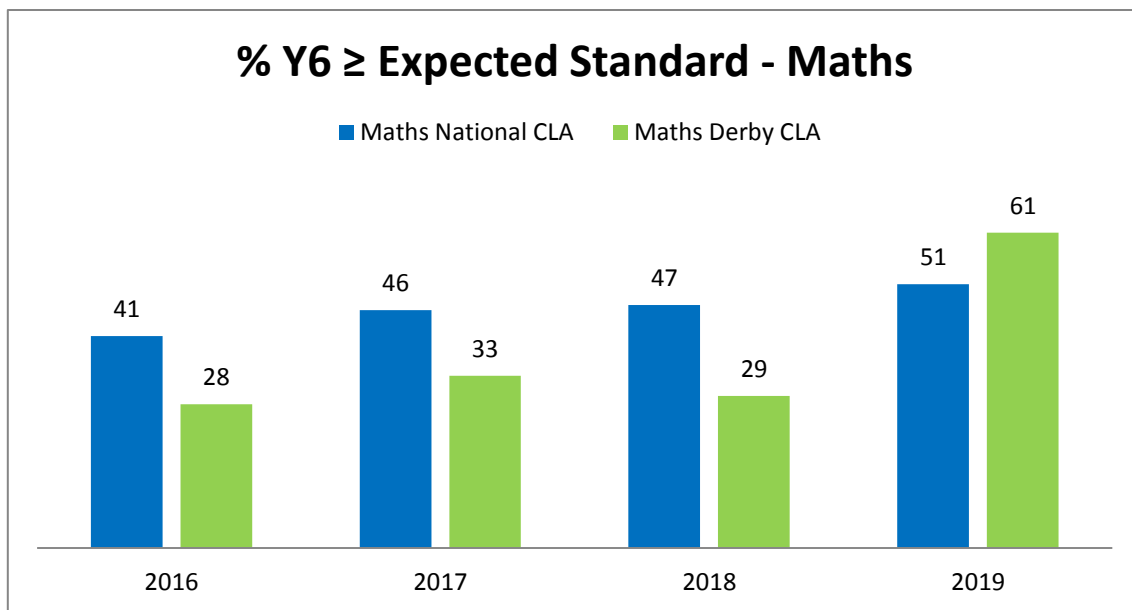
The Virtual School's expected standard percentage in Writing has **increased by 28.4%** from **41.2%** in 2017/18 to **69.6%** in 2018/19.

This is equivalent to approximately **7 more** pupils achieving the expected standard in 2018/19 compared to 2017/18.

**69.6%** achieved the expected standard in Writing in the Virtual School, **19.6% higher than** the National (CLA) average of **50.0%**.

This is equivalent to **5 more** pupils in the Virtual School achieving the expected standard compared to the National (CLA) average.

While the Virtual School average for expected standard in Writing has **increased by 28.4%**, from **41.2%** in 2017/18 to **69.6%** in 2018/19, the National (CLA) average **increased by 1.0%**, from **49.0%** in 2017/18 to **50.0%** in 2018/19.



From a cohort of **23 pupils** at the end of Key Stage 2, **60.9%** achieved the expected standard in Maths, a total of **14 pupils**.

**39.1%** achieved a scaled score < 100 in Maths in the Virtual School, a total of **9 pupils**.

**0.0%** achieved a higher standard in Maths, with a scaled score equal to or greater than 110, or equivalent TA result, a total of **0 pupils**.

The Virtual School's expected standard percentage in Maths has **increased by 31.5%** from **29.4%** in 2017/18 to **60.9%** in 2018/19.

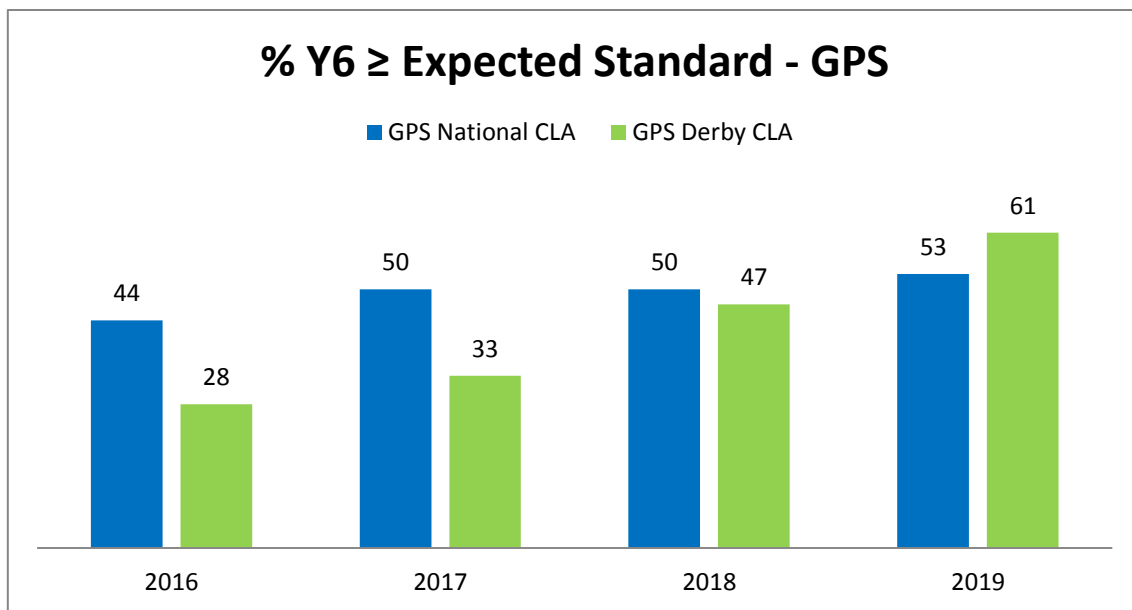
This is equivalent to approximately **7 more** pupils achieving the expected standard in 2018/19 compared to 2017/18.

**60.9%** achieved the expected standard in Maths in the Virtual School, **8.9% higher than** the National (CLA) average of **52.0%**.

This is equivalent to **2 more** pupils in the Virtual School achieving the expected standard compared to the National (CLA) average.

While the Virtual School average for expected standard in Maths has **increased by 31.5%**, from **29.4%** in 2017/18 to **60.9%** in 2018/19, the National (CLA) average **increased by 5.0%**, from **47.0%** in 2017/18 to **52.0%** in 2018/19.





From a cohort of **23 pupils** at the end of Key Stage 2, **60.9%** achieved the expected standard in Grammar, Punctuation and Spelling (GPS), a total of **14 pupils**.

**39.1%** achieved a scaled score < 100 in GPS in the Virtual School, a total of **9 pupils**.

**13.0%** achieved a higher standard in GPS, with a scaled score equal to or greater than 110, or equivalent TA result, a total of **3 pupils**.

The Virtual School's expected standard percentage in GPS has **increased by 13.8%** from **47.1%** in 2017/18 to **60.9%** in 2018/19.

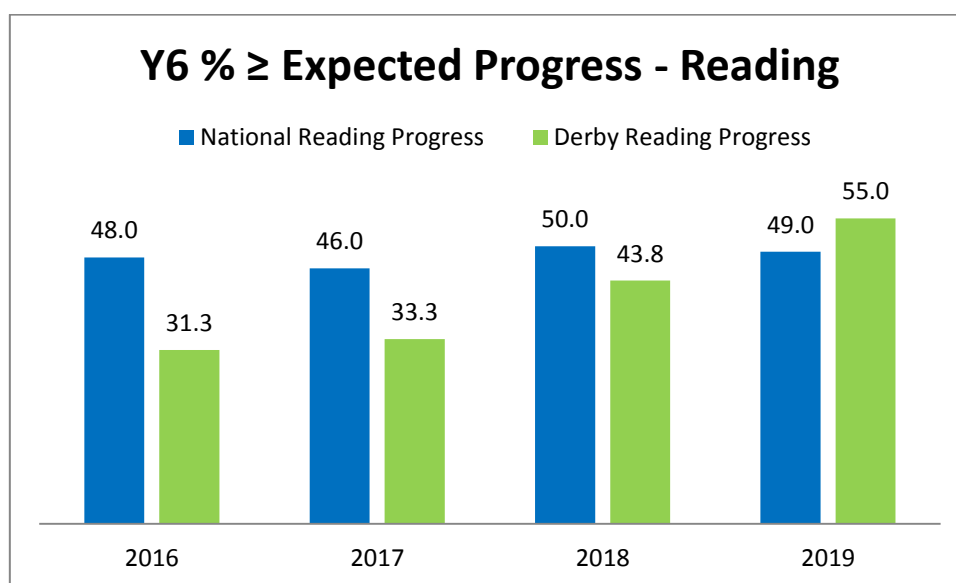
This is equivalent to approximately **3 more** pupils achieving the expected standard in 2018/19 compared to 2017/18.

**60.9%** achieved the expected standard in GPS in the Virtual School, **7.9% higher than** the National (CLA) average of **53.0%**.

This is equivalent to **2 more** pupils in the Virtual School achieving the expected standard compared to the National (CLA) average.

While the Virtual School average for expected standard in GPS has **increased by 13.8%**, from **47.1%** in 2017/18 to **60.9%** in 2018/19, the National (CLA) average **increased by 3.0%**, from **50.0%** in 2017/18 to **53.0%** in 2018/19.

## Year 6 Progress from KS1 to KS2



Based on a cohort of **20 pupils** at the end of Key Stage 2, pupils achieved a progress score of **+0.4** in Reading.

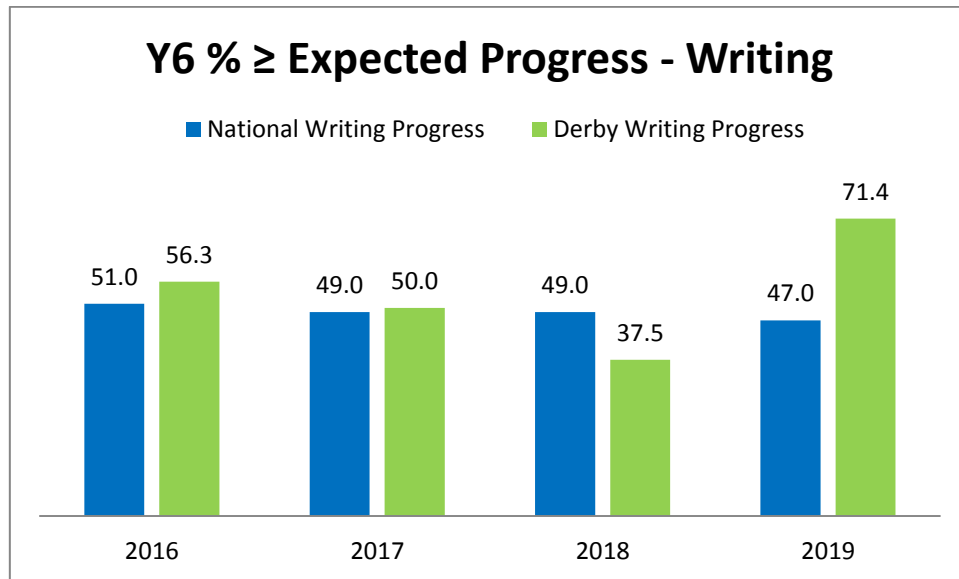
**55.0%** of the cohort achieved a progress score greater than or equal to 0, with **25.0%** having a score greater than or equal to 4.0.

The Virtual School's Reading progress score has **increased by 2.2** from **-1.8** in 2017/18 to **+0.4** in 2018/19.

This is equivalent to approximately **4 more** pupils achieving their progress estimate in 2018/19 compared to 2017/18.

The Reading progress score of **+0.4** is **0.6 higher than** the National (CLA) cohort, who have a Reading progress score of **-0.2**.

While the Virtual School average for Reading progress score has **increased by 2.2**, from **-1.8** in 2017/18 to **+0.4** in 2018/19, the National (CLA) average **decreased by 0.1**, from **-0.1** in 2017/18 to **-0.2** in 2018/19.



Based on a cohort of **21 pupils** at the end of Key Stage 2, pupils achieved a progress score of **+1.8** in Writing.

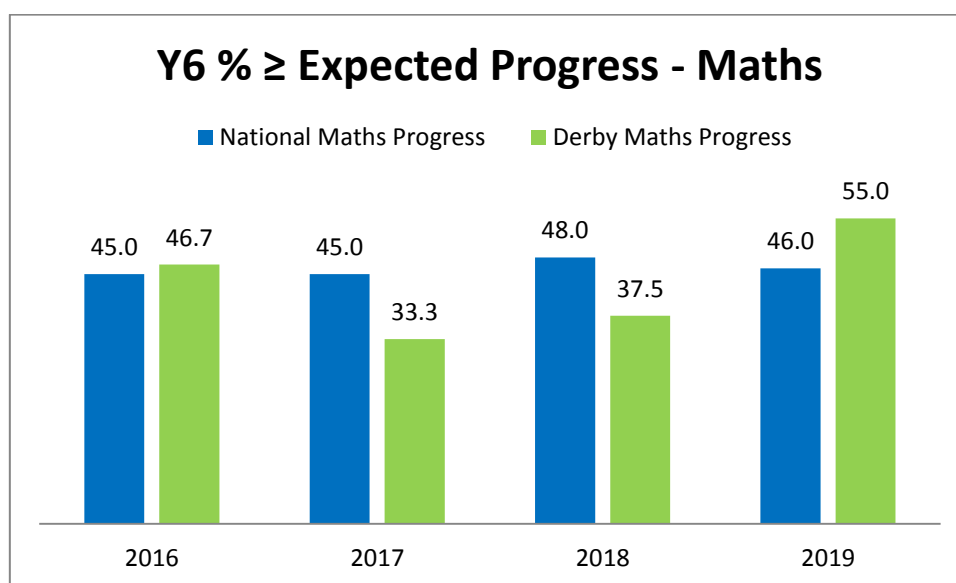
**71.4%** of your cohort achieved a progress score greater than or equal to 0, with **33.3%** having a score greater than or equal to 4.0.

The Virtual School's Writing progress score has **increased by 3.2** from **-1.4** in 2017/18 to **+1.8** in 2018/19.

This is equivalent to approximately **7 more** pupils achieving their progress estimate in 2018/19 compared to 2017/18.

Your Writing progress score of **+1.8** is **2.6 higher than** the National (CLA) cohort, who have a Writing progress score of **-0.8**.

While your Virtual School average for Writing progress score has **increased by 3.2**, from **-1.4** in 2017/18 to **+1.8** in 2018/19, the National (CLA) average **remained the same**, from **-0.8** in 2017/18 to **-0.8** in 2018/19.



Based on a cohort of **20 pupils** at the end of Key Stage 2, pupils achieved a progress score of **0.0** in Maths.

**55.0%** of the cohort achieved a progress score greater than or equal to 0, with **40.0%** having a score greater than or equal to 4.0.

The Virtual School's Maths progress score has **increased by 3.9** from **-3.9** in 2017/18 to **0.0** in 2018/19.

This is equivalent to approximately **5 more** pupils achieving their progress estimate in 2018/19 compared to 2017/18.

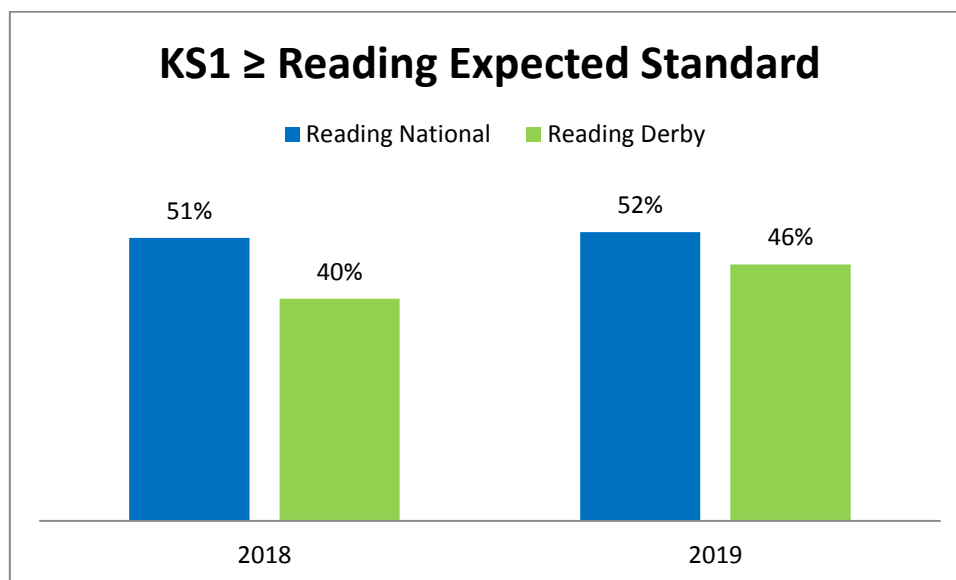
The Maths progress score of **0.0** is **0.9 higher than** the National (CLA) cohort, who have a Maths progress score of **-0.9**.

While the Virtual School average for Maths progress score has **increased by 3.9**, from **-3.9** in 2017/18 to **0.0** in 2018/19, the National (CLA) average **decreased by 0.1**, from **-0.8** in 2017/18 to **-0.9** in 2018/19.

## Year 2 Attainment

In outlining the results for Y2 in 2019 it should be noted that 69% of pupils within this cohort have identified SEND. That is 9 out of the 13 pupils.

The number of pupils in 2018 was 10; the number in 2019 was 13.



From a cohort of **13 pupils** at the end of Key Stage 1, **46.2%** achieved the expected standard in Reading, a total of **6 pupils**.

**7.7%** achieved a greater depth in Reading, a total of **1 pupils**.

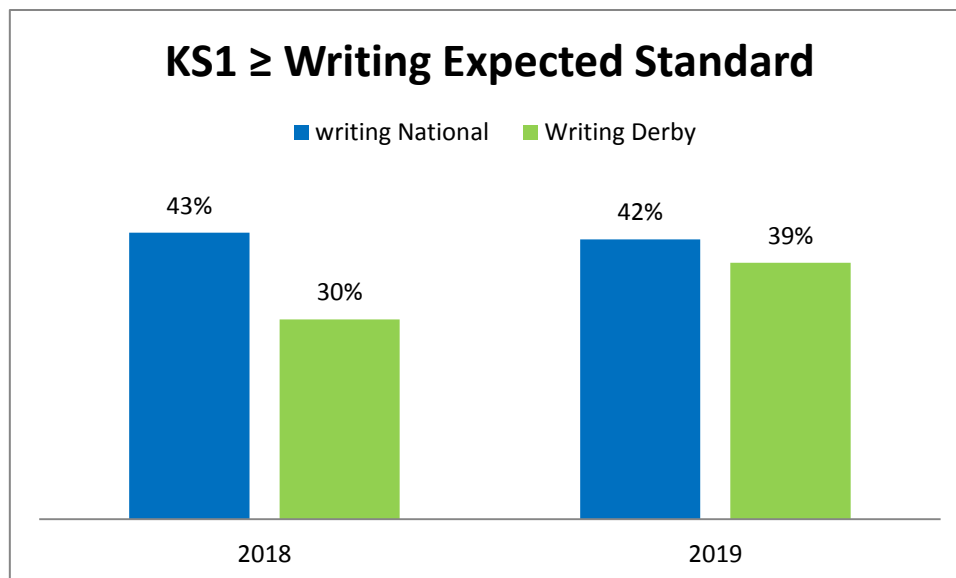
The Virtual School's expected standard percentage in Reading has **increased by 6.2%** from **40.0%** in 2017/18 to **46.2%** in 2018/19.

This is equivalent to approximately **1 more** pupil achieving the expected standard in 2018/19 compared to 2017/18.

**46.2%** achieved the expected standard in Reading in your Virtual School, **5.8% lower than** the National (CLA) average of **52.0%**.

This is equivalent to **1 fewer** pupil in the Virtual School achieving the expected standard compared to the National (CLA) average.

While the Virtual School average for expected standard in Reading has **increased by 6.2%**, from **40.0%** in 2017/18 to **46.2%** in 2018/19, the National (CLA) average **increased by 1.0%**, from **51.0%** in 2017/18 to **52.0%** in 2018/19.



From a cohort of **13 pupils** at the end of Key Stage 1, **38.5%** achieved the expected standard in Writing, a total of **5 pupils**.

**0.0%** achieved a greater depth in Writing, a total of **0 pupils**.

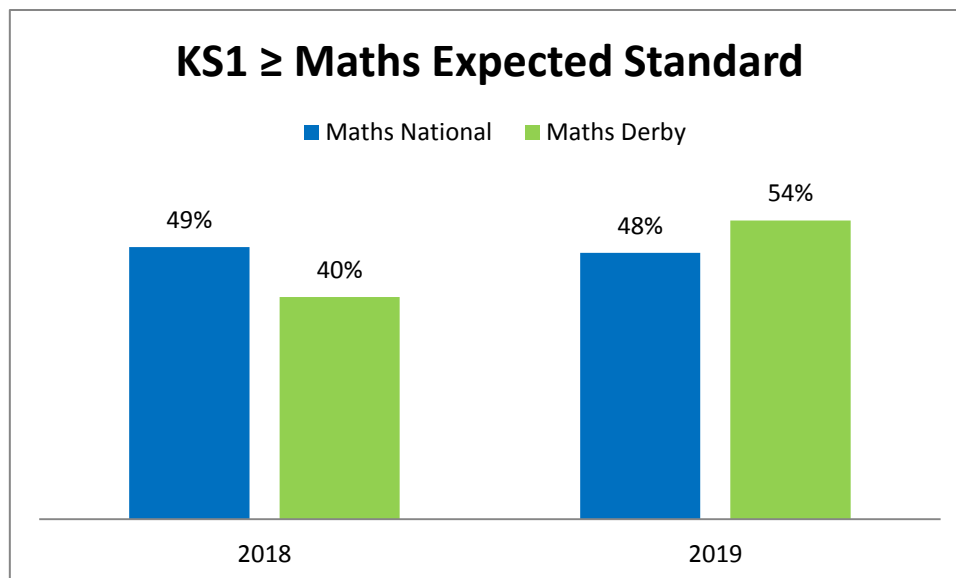
The Virtual School's expected standard percentage in Writing has **increased by 8.5%** from **30.0%** in 2017/18 to **38.5%** in 2018/19.

This is equivalent to approximately **1 more** pupil achieving the expected standard in 2018/19 compared to 2017/18.

**38.5%** achieved the expected standard in Writing in the Virtual School, **3.5% lower than** the National (CLA) average of **42.0%**.

This is equivalent to **the same number of** pupils in the Virtual School achieving the expected standard compared to the National (CLA) average.

While the Virtual School average for expected standard in Writing has **increased by 8.5%**, from **30.0%** in 2017/18 to **38.5%** in 2018/19, the National (CLA) average **remained the same**, from **42.0%** in 2017/18 to **42.0%** in 2018/19



From a cohort of **13 pupils** at the end of Key Stage 1, **53.8%** achieved the expected standard in Maths, a total of **7 pupils**.

**7.7%** achieved a greater depth in Maths, a total of **1 pupils**.

The Virtual School's expected standard percentage in Maths has **increased by 13.8%** from **40.0%** in 2017/18 to **53.8%** in 2018/19.

This is equivalent to approximately **2 more** pupils achieving the expected standard in 2018/19 compared to 2017/18.

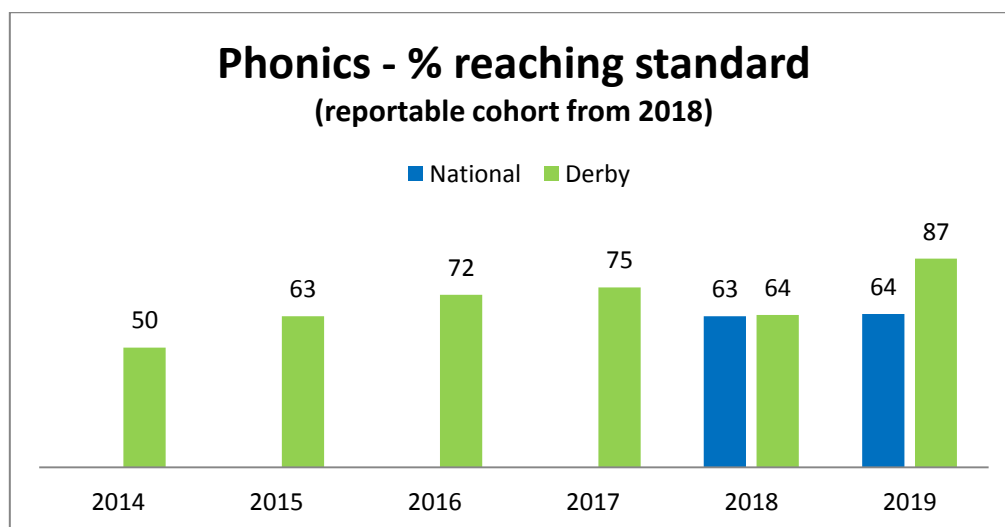
**53.8%** achieved the expected standard in Maths in the Virtual School, **4.8% higher than** the National (CLA) average of **49.0%**.

This is equivalent to **1 more** pupil in the Virtual School achieving the expected standard compared to the National (CLA) average.

While the Virtual School average for expected standard in Maths has **increased by 13.8%**, from **40.0%** in 2017/18 to **53.8%** in 2018/19, the National (CLA) average **remained the same**, from **49.0%** in 2017/18 to **49.0%** in 2018/19.

## Phonics Check – Y1 and Y2 recheck

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



Of the 15 Y1 pupils in 2018/19 in the Virtual School, **86.7%** achieved the expected standard of 32, a total of **13 pupils**. The average point score for your Year 1 phonics cohort is **34.3**.

The Virtual School's Year 1 expected standard percentage has **increased by 23.1%** from **63.6%** in 2017/18 to **86.7%** in 2018/19.

This is equivalent to approximately **3 more** pupils achieving the expected standard in 2018/19 compared to 2017/18.

**86.7%** of the Year 1 cohort achieved the expected standard in the Virtual School, **22.7% higher than** the National (CLA) average of **64.0%**.

This is the equivalent to **3 more** pupils in the Virtual School achieving the expected standard compared to the National (CLA) average.

While the Virtual School average for Year 1 expected standard has **increased by 23.1%**, from **63.6%** in 2017/18 to **86.7%** in 2018/19, the National (CLA) average **increased by 1.0%**, from **63.0%** in 2017/18 to **64.0%** on 2018/19.

From an End of Key Stage 1 cohort of **12 pupils** in the Virtual School, **75.0%** achieved the expected standard of 32, a total of **9 pupils**. The average point score for the End of Key Stage 1 cohort is **31.6**.

The Virtual School's End of Key Stage 1 expected standard percentage has **decreased by 5.0%** from **80.0%** in 2017/18 to **75.0%** in 2018/19.

This is equivalent to approximately **1 fewer** pupil achieving the expected standard in 2018/19 compared to 2017/18.



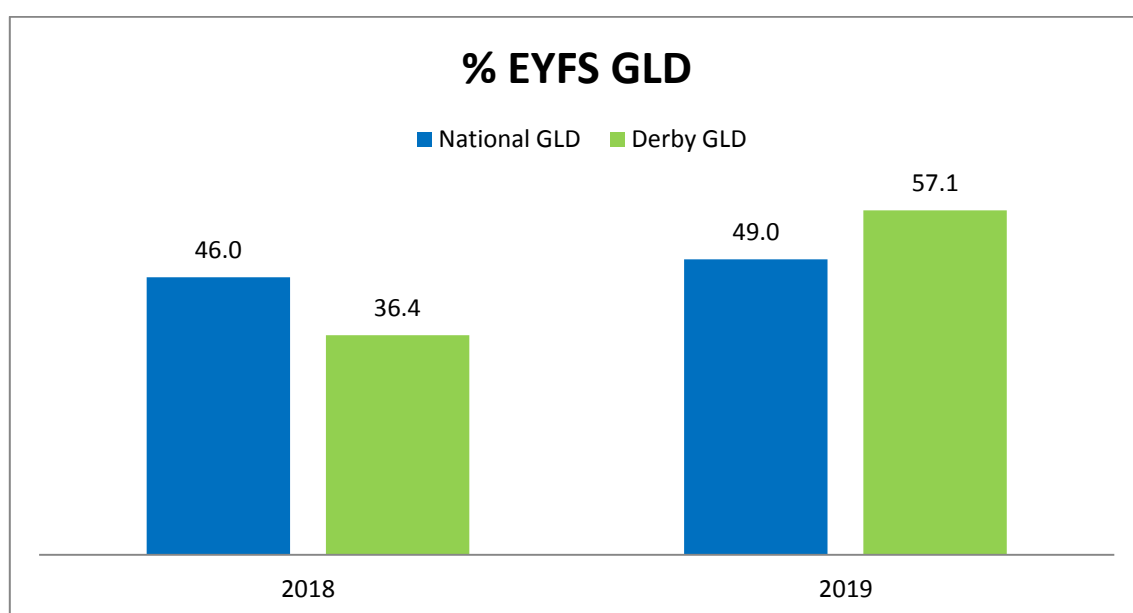
**75.0%** of the End of Key Stage 1 cohort achieved the expected standard in the Virtual School, **3.0% lower than** the National (CLA) average of **78.0%**.

This is the equivalent to **the same number of** pupils in the Virtual School achieving the expected standard compared to the National (CLA) average.

While the Virtual School average for End of Key Stage 1 expected standard has **decreased by 5.0%**, from **80.0%** in 2017/18 to **75.0%** in 2018/19, the National (CLA) average **increased by 1.0%**, from **77.0%** in 2017/18 to **78.0%** on 2018/19.

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

The number of pupils in 2018 was 11; in 2019 it was 7.



From a cohort of **7 pupils** in the Virtual School being assessed using the early years foundation stage profile, **57.1%** are achieving a good level of development (GLD), a total of **4 pupils**.

The average total points score in all GLD goals is **20.9** out of a possible 36.

The Virtual School's GLD percentage has **increased by 20.7%** from 2017/18 to 2018/19.

This is equivalent to **1 more** pupil achieving a GLD in 2018/19 compared to 2017/18.

**57.1%** GLD in 2018/19 is **9.1% higher than** the National (CLA) average of **48.0%**.

This is the equivalent of **1 more** pupil in the Virtual School achieving a GLD compared to the National (CLA) average.

While the Virtual School average for achieving a good level of development has **increased by 20.7%**, from **36.4%** in 2017/18 to **57.1%** in 2018/19, the National (CLA) average **increased by 2.0%**, from **46.0%** in 2017/18 to **48.0%** in 2018/19.

## Secondary Educational Outcomes

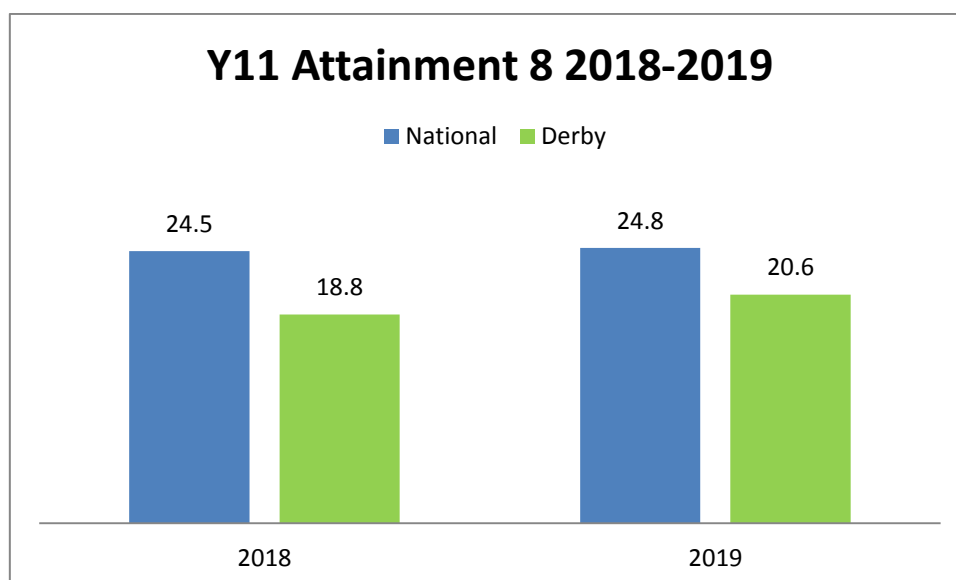
### Key points to note:

- Attainment 8 has improved in 2019 at a greater rate than national increase
- The percentage of pupils achieving English and maths GCSE at grades 9-5 has significantly improved and is above national.
- The Progress 8 (P8) made by pupils is lower than national and has widen from national

### Year 11 A8

The Y11 pupil numbers in each year were as follows:

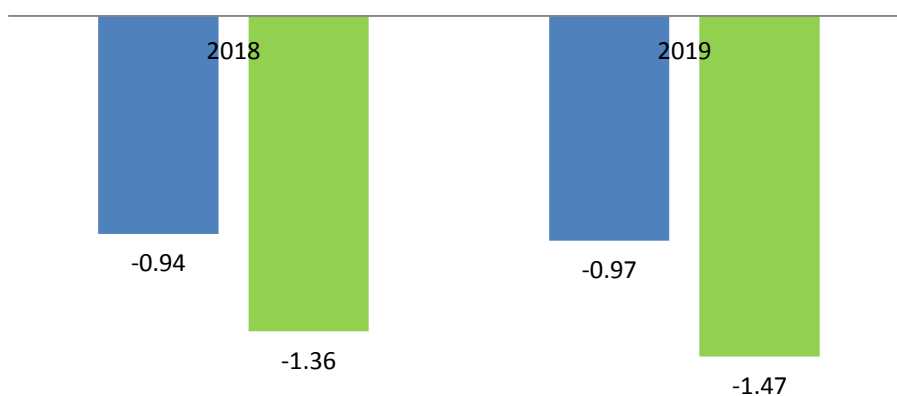
2018 30;                      2019 29



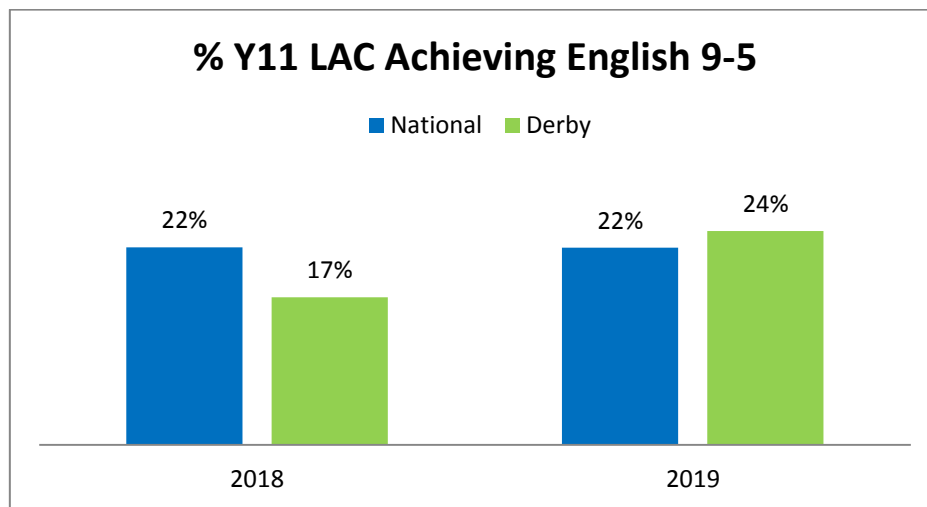
### Year 11 P8

## Y11 Progress 8 2018-2019

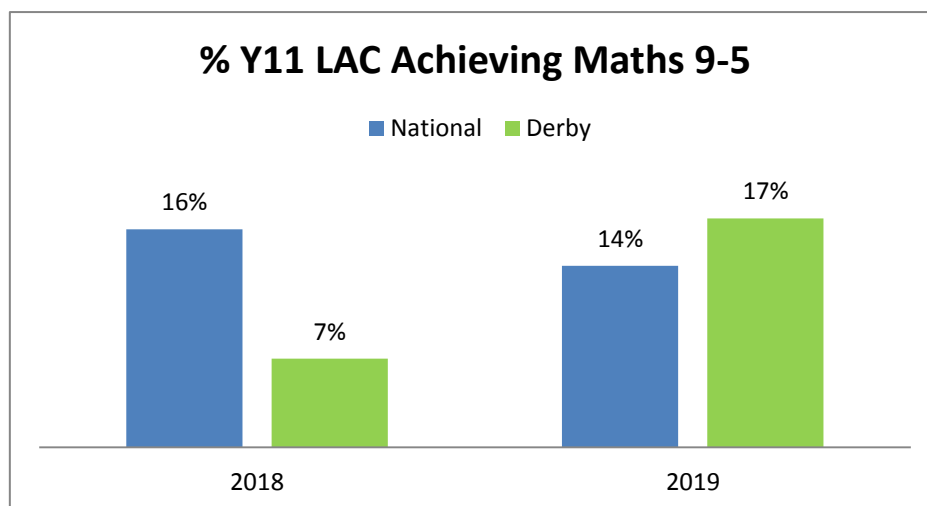
■ National ■ Derby



## Year 11 % Achieving English 9-5



## Year 11 % Achieving Maths 9-5



## Attendance of pupils in the Virtual School in 2018-19

Attendance is monitored by the Virtual School using data provided on a daily basis from Welfare Call. This enables the Virtual School to monitor absence very closely and take action when a pupil is not in school.

The NCER data shows that attendance of pupils in the Virtual School has made significant improvements in the last year. The national data shows that out of the eight key attendance indicators the Virtual School has made significant improvements in six.

### Summary of Attendance

#### Significant Strengths

##### OVERALL ABSENCE (YEAR-ON-YEAR TREND)

Virtual School 17/18	-	Virtual School 18/19
5.19%	-	4.00%

**-1.19% - The Virtual School has significantly improved this year**

##### OVERALL ABSENCE (GAP-TO-NATIONAL)

Virtual School	-	National (CLA)
4.00%	-	4.80%

**-0.80% - The Virtual School is significantly better than CLA national average**

##### PERSISTENT ABSENCE (YEAR-ON-YEAR TREND)

Virtual School 17/18	-	Virtual School 18/19
15.09%	-	11.26%

**-3.83% - The Virtual School has significantly improved this year**

##### PERSISTENT ABSENCE (GAP-TO-NATIONAL)

Virtual School	-	National (CLA)
11.26%	-	12.70%

**-1.44% - The Virtual School is significantly better than CLA national average**

##### AUTHORISED ABSENCE (YEAR-ON-YEAR TREND)

Virtual School 17/18	-	Virtual School 18/19
3.39%	-	2.50%

**-0.89% - The Virtual School has significantly improved this year**

##### UNAUTHORISED ABSENCE (YEAR-ON-YEAR TREND)

Virtual School 17/18	-	Virtual School 18/19
1.81%	-	1.50%

**-0.31% - The Virtual School has significantly improved this year**

In the academic year 2018/19 there were 13 pupils who had attendance which was below 50% and had a school place. All of these pupils, bar 1, were secondary aged pupils. (Y11 – 5 pupils; Y10 – 3 pupils; Y9 – 2 pupils; and Y8 – 2 pupils)

One pupil had significant physical health issues with the remaining all having social, emotional and behavioural barriers needing to be addressed before consistent attendance could be achieved.

## Attendance Analysis Detail for Overall Absence and Persistent Absence

### OVERALL ABSENCE (YEAR-ON-YEAR TREND)

V.Sch. 17/18		V.Sch. 18/19		Diff.
<b>5.19%</b>	➔	<b>4.06%</b>	=	<b>-1.13%</b>

*The virtual school has significantly improved this year.*

### OVERALL ABSENCE (GAP-TO-NATIONAL)

Virtual Sch.:		Nat. (CLA):		Diff.
<b>4.06%</b>	–	<b>4.80%</b>	=	<b>-0.74%</b>

*The virtual school is significantly better than the CLA national average.*

From a cohort of **225 enrolments** in the Virtual School, the Overall Absence of **4.06%**, this is based on **2,645 sessions** being missed out of a **possible 65,187**.

The Overall Absence rate equates to an average of **11.8 sessions** missed by each pupil.

**20.44%** of the cohort have no Overall Absence sessions, a total of **46 pupils**.

The Virtual School's Overall Absence has **decreased by 1.13%** from **5.19%** in 2017/18 to **4.06%** in 2018/19. The Virtual School's Overall Absence of **4.06%** is **0.74% lower than** the National (CLA) average of **4.80%**.

This is equivalent to **484 fewer** missed sessions in the Virtual School than the National (CLA) cohort.

Pupils at the Virtual School missed an average of **11.8 sessions**, this is **1.1 fewer** than the National (CLA) cohort..

While the Virtual School's average for Overall Absence has **decreased by 1.13%**, from **5.19%** in 2017/18 to **4.06%** in 2018/19, the National (CLA) average **increased by 0.10%**, from **4.70%** in 2017/18 to **4.80%** in 2018/19.





## PERSISTENT ABSENCE (YEAR-ON-YEAR TREND)

V.Sch. 17/18

**15.09%**



V.Sch. 18/19

**12.00%**

**=**

Diff.

**-3.09%**

*The virtual school has significantly improved this year.*

From a cohort of **225 enrolments** in the Virtual School, **12.00%** were Persistently Absent, this was **27 enrolments**.

This is based on **773 missed sessions** due to authorised absence and **893 missed sessions** due to unauthorised absence, out of a possible **6,359 sessions**.

The persistent absence rate equates to an average of **57 more** sessions missed compared to the cohort that were not persistently absent.

If the persistent absence cohort is removed from absence calculations your overall absence would be **1.66%**.

The Virtual School's persistent absence has **decreased by 3.09%** from **15.09%** in 2017/18 to **12.00%** in 2018/19.

This is equivalent to **7 fewer** pupils being persistent absentees in 2018/19 compared to 2017/18.

The Virtual School's persistent absence of **12.00%** is **0.80% lower than** the National (CLA) average of **12.80%**.

This is equivalent to **2 fewer** persistently absent pupils in the Virtual School than the National (CLA) cohort.

## Days lost by pupils to exclusions

The national data for exclusions lags behind other published data. The data latest data below is from the records collected by the Virtual School through the monitoring done by Welfare Call.

Academic Year	Number of instances of pupil exclusions	Number of half days
2014/15	97	500
2015/16	113	817
2016/17	94 (45 pupils)	459
2017/18	113 (40 pupils)	414
2018/19	88 (34 pupils)	370

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

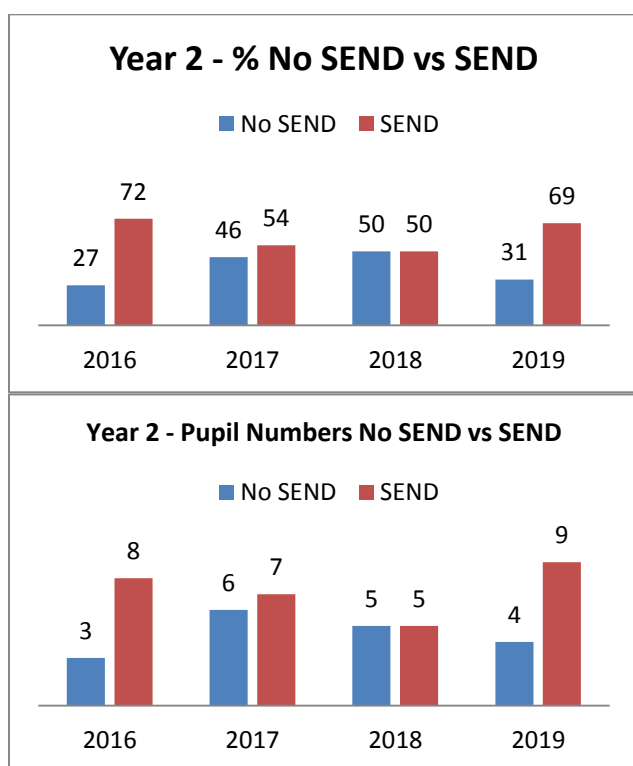
- The Virtual School has commissioned the Educational Psychology Service to provide additional emotional and behavioural support to schools
- Additional Pupil Premium Plus resources have been allocated to support young people in school who are at risk of exclusion
- The Virtual School is encouraging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

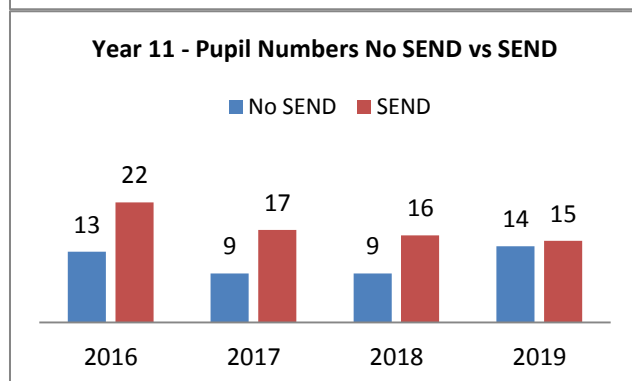
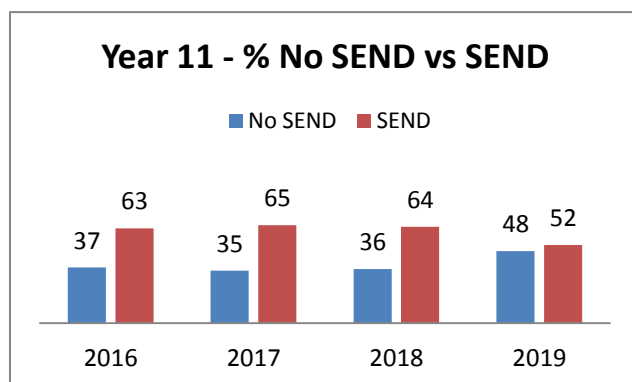
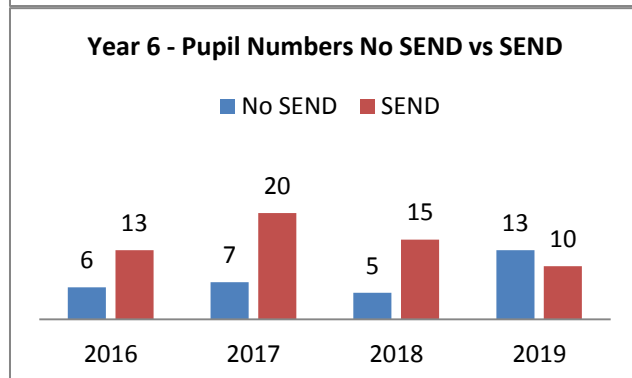
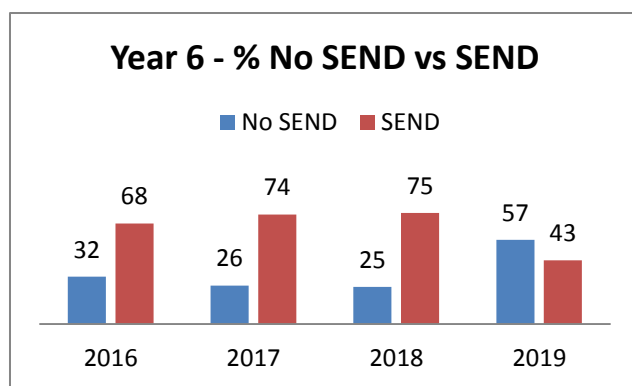
One pupil was permanently excluded from school in 2018/19 but the Virtual School challenged this and had it overturned through the appeals process with the governors. This one exclusion accounts for 72 of the total 370 half days in the table above.

## The identified SEND needs of Derby LAC

The pupils in the Virtual School have a greater proportion of SEND needs than their peers. Each year the numbers of pupils with SEND within a year group can vary and this can impact on the published results. The graphs below show the % and number of pupils with and without SEND in Y2, Y6 and Y11.

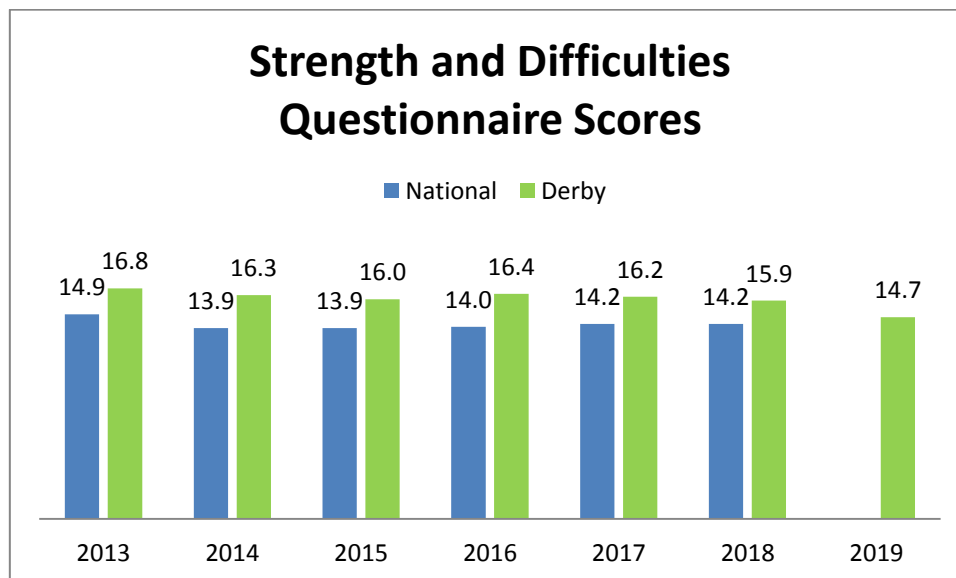
- In Y2 the proportion of SEND pupils is higher in 2018/19 than in 2017/18 last year. Despite this the results are broadly in line with national CLA.
- In Y6 there are more pupils with no SEND in 2018/19 compared to 2017/18. This is a contributory factor to the improved outcomes this year.





## Strength and Difficulties Questionnaire (SDQ) scores compared to National

Over the past 4 years the SDQ score for Derby City LAC has been falling with the largest drop between 2018 and 2019. The difficulties reported through the SDQ for Derby LAC are still above the National figure.



## 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.

The data below is a snap shot of the Ofsted grading of schools in which Derby LAC were being educated. Several schools have become academies and therefore have lost their previous Ofsted grading and have not yet been inspected as an academy. These make up the Unknown figures in the tables below.

### In Derby

130 pupils attending 52 schools

Ofsted Grading	% of pupils	Number of Pupils
Inadequate	5.4%	7
Requires Improvement	6.9%	9
Good	39.2%	51
Outstanding	17.7%	23
Unknown	30.0%	40

### Out of Derby

238 pupils attending 186 schools

Ofsted Grading	% of pupils	Number of Pupils
Inadequate	0.8%	2
Requires Improvement	7.9%	19
Good	59.7%	142
Outstanding	10.1%	19
Unknown	21.0%	56

## Post Looked after Children (PLAC)

The Virtual School has used the extra financial resource from the DfE to employ additional staffing. This has enabled the support and advice regarding PLAC to be outworked; additional sessions and access to training.

## 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 schools 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 2018-19 the Virtual School has continued to use an electronic Personal Education Plan (ePEP) from a company called Welfare Call. 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%.

In response to the Ofsted 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.

Every PEP on the Welfare Call system goes through the quality assurance process.

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

Pupil Premium Plus allocations are 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 breakdown of how the Pupil Premium Plus grant has been spent is below:

	2018-19 financial year
Pupil targets in ePEP	550,000
In School Support	150,000
Training	49,000
Rewards/incentives	70,000
Staffing	152,000
Other projects	80,000
Total	1,051,000



## Virtual School work streams supporting improved outcomes

### Mentoring for disengaged LAC

The Virtual School commissioned a youth work organisation to provide a mentoring service to the most disengaged LAC young people. This was based on a successful trial the previous year. Support was provided to 6 young people. A framework has been developed which enables progress across a range of indicators to be measured. This framework is called the “Cromarty Model” and has been an effective tool in measuring the progress young people made.

### Creative mentors

The Virtual School has begun working with the Derby Cultural Education Partnership (DCEP) to provide mentoring support to young people who either have an interest in the creative arts or need some support to develop their confidence. 5 young people have benefitted and one person now has their own bass guitar and playing in a band.

### Unaccompanied Asylum Seeking Children (UASC)

In January 2019 Derby had several UASC who presented as Y11 pupils. There was difficulty for such a large number to access appropriate provision within schools so the Virtual School worked in conjunction with the New Communities Achievement Team (NCAT) to provide curriculum provision, English language support and transitional support into post 16 education. The Virtual School has provided tablets and licenses to an EAL programme called Flash Academy which baselines and measures progress in English acquisition. In addition, we worked with DCEP to provide wider cultural experiences and the Derby County’s Community Trust for sporting activities. The young people have also been involved in two theatre companies providing input into theatre productions on the experiences of asylum seekers in this country.

### Targeted Y6 pupil support

A very successful work stream has been the targeted work we have done with Y6 pupils to support improved outcomes in SATs. In the summer term the Virtual School undertakes a desktop analysis of the reported attainment from the PEPs. We identify Y5 pupils who are not working at the national standard and offer schools some 1 to 1 teaching time each week for these pupils during Y6 from Virtual School staff. This has made a significant impact on the attainment and progress for the identified 5 pupils and the outcomes of the Virtual School. Below are the results which were achieved:

Pupil / Subject	Baseline Scaled Score Sept 18	Scaled Score Dec 18	Scaled Score April 19	SATS Score May 2019	Scaled Score Progress since Sept 2018
1 / Maths	92	100	107	107	19
2 / Maths	83	91	96	102	19

<b>3 / Maths</b>	<b>82</b>	<b>87</b>	<b>90</b>	<b>95</b>	<b>13</b>
<b>4 / Maths</b>	<b>87</b>	<b>97</b>	<b>104</b>	<b>103</b>	<b>16</b>
<b>5 / Reading</b>	<b>91</b>	<b>96</b>	<b>x</b>	<b>106</b>	<b>15</b>
<b>5 / Maths</b>	<b>x</b>	<b>x</b>	<b>91</b>	<b>96</b>	<b>7 (in 8 lessons)</b>

## **Targeted support for LAC identified as being extremely low in academic attainment**

As a virtual school we supported a pupil who came into care in Y6 who had been home educated. School were very concerned at the level the pupil was working at. Baselines were done and a support package was put in place which involved the Virtual School supporting the school, foster carer and pupil in school and during holidays. This pupil was 11 years old with a reading age of a 5 year old and a maths age of a 7 year old.

At the end of the year fantastic progress had been made as outlined below:

- The phonics score had increased from 10/40 to 38/40
- 29 months of progress in reading in 12 months
- 17 months of progress in maths in 5 months

## **YipiYap tutors**

For the second year we have supported schools in appointing gap year students through a company called Yipiyap to offer in class support for LAC. This year we extended the successful first year which was in Primary schools to a couple of Secondary schools. Due to a number of reasons this was not as successful so in year three we will revert back to Primary support only.

## **100 Day Challenge**

For the third year the Virtual School has run this challenge which encourages good attendance, progress and attainment in school. It is excellent to see that the national attendance data reflects the much improved attendance across the Virtual School. This challenge is now becoming established and is well received by the majority of the children.

## **Celebration Events**

Two celebration events have been held. The Primary Celebration was held at the National Forest adventure Farm with over 100 children, carers, social workers and school staff attending. The secondary Celebration was held at the Quad with 80 people in attendance.

## **Book Vouchers**

A key priority is to encourage our children to read. Each month the Virtual School sends out a £10 book voucher so children can pick a book which they would want to read. The Virtual School has also encouraged school staff to set a reading target within the PEP.

## **Allotment**

The Virtual School worked with a community organisation to provide an allotment experience for 10 pupils once a week. This provide a valuable time for key staff to build relationships with pupils outside of the school classroom

## **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

## **Priorities for 2019-20**

1. Continue with the targeted support activity for pupils to improve educational outcomes
2. Introduce a specific targeted maths programme
3. Provide enhanced support to LAC pupils in primary who cannot read and are significantly behind their peers
4. Develop an innovative approach using technology to provide Y11 GCSE support through trainee teachers from universities
5. Further develop the quality assurance processes for PEPs
6. Offer whole school staff training on trauma and attachment
7. Widen the invited audience to training offered by the Virtual school to independent fostering agencies.
8. Increase the number of LAC accessing widening participation events at the University of Derby