

VIRTUAL SCHOOL

To: **Corporate Parenting Sub-Committee**

Meeting Date: **13 June 2018**

From: **Jo Pallett
Learning Directorate Lead for Vulnerable Groups
Head of the Virtual School**

Electoral division(s): **All**

Purpose: **To respond to the Sub-Committee's request for comparison data and outline work with the Key Stage 2 project and Post 16 work.**

Recommendation: **The Committee is recommended to:**

- a) review and affirm those aspects of the work of the Virtual School contained in the report.**

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Summary:

The Virtual School has been asked to prepare a range of data for each meeting. The data for this meeting identifies that Looked After Children (LAC) pupils do less well in national tests/exams than pupils who are not LAC. A closer breakdown shows that this varies between National and county data as well as between pupils educated within Cambridgeshire and outside Cambridgeshire. Councillors will be asked to comment on this data.

The areas for debate that councillors requested for this meeting, and covered in this paper, includes a project to support year 6 pupils and a second area relating to progress on the work of the Virtual School with Post 16 pupils including those pupils aged 18 plus. Both discussion points show progress and greater interventions for young people but until results are published we will not be able to judge impact at this stage.

1.1 Background

The Virtual School is a statutory requirement of the Local Authority. Members asked for updated comparison data and information for discussion on the Key Stage 2 accelerated learning project and on Post 16 developments.

2 Data comparison.

2.1

Key Stage 2 results comparison.

In 2017 Cambridgeshire Looked After Children (LAC) Key Stage 2 (KS2) results were lower than the national LAC results for the first time. This is why the intervention plan, outlined below, was put into place. Each LAC child has a different profile so it is difficult to identify why the results this year were low. 59% of Cambridgeshire year 6 LAC pupils were identified as having a Special Education Need, as opposed to 17% of the non LAC cohort. Pupils with special educational needs and disabilities (SEND) generally perform less well than their peers which may have impacted on the overall results.

KS2 results (reading/ writing maths) combined 2017

National All	62%
Cambridgeshire All	59%
National LAC	32%
Cambridgeshire LAC (Cambridgeshire LAC 2016)	19% (29 %)
Peterborough LAC	43%
Cambs LAC in Cambs schools	32%
Cambs LAC in out of county schools	17%

Progress figures show all LAC children nationally have a negative progress score and this is reflected in the Cambridgeshire data. Maths in Cambridgeshire was the largest negative progress figure again reflected in the national figures.

Key Stage 2 Progress Data

	National LAC	Cambridgeshire LAC	Peterborough LAC
Reading	-0.7	-0.4	-3.5
Writing	-0.9	-1.0	-1.6
Maths	-1.1	-2.2	-0.7

Key Stage 4 results comparison.

Results show that Cambridgeshire and Peterborough are in line with the grades for national LAC results. In previous years Cambridgeshire have been above national LAC figures. As with Key Stage 2, progress data is negative nationally and within Cambridgeshire for LAC pupils.

KS4 Attainment 8 2017	
National All	46%
National LAC	19%
Cambridgeshire LAC	18%
Peterborough LAC	20%
KS4 Progress 8 2017	
National All	-0.03
National LAC	-1.18
Cambridgeshire LAC	-1.16
Peterborough LAC	-1.07

Of the current cohort of year 11 pupils 34% had at least one school move during the Secondary phase.

3 Cambridgeshire Virtual School Discussion Points.

3.1 Key Stage Two Accelerating Learning Project

Results for Key Stage 2 (KS2) pupils in 2017 were disappointing and below the level achieved in past years (see above). The Virtual School introduced an intervention project to support year 6 pupils for the 2018 SATs and for subsequent year groups.

10 out of 32 Year 6 pupils were identified who were not performing at the expected level but, based on school data, had potential ability to reach the expected level. Those who were borderline candidates and those who may be able to extend their grades were also identified. Contact was made with carers and schools about possible participation in the project.

The project consisted of additional tutoring in key Maths and English skills delivered by Tute online learning platform. This programme is designed specifically for Cambridgeshire Virtual School. Pupils could undertake the weekly activity at the end of the school day, or at the request of some schools, during lesson time. In addition 3, Year 6 pupils attended a two day holiday learning session delivered by Maths and English Advisors.

The project was aimed at Year 6 pupils however part of the learning from this activity has been that schools provide a great deal of extra support for Year 6 already and that this was perhaps not the best year group for this intervention. Some schools did not make the best use of the online provision and/or did not use it weekly and some carers opted out of the holiday activity.

Based on learning so far, the activity has been altered. The package from Tute is now based more on individual needs rather than a general Maths/English package. Year 6 is no longer the focus of the work as schools already provide a lot of activities within this year group. In the summer term 2018, 16 out of 29 Year 5 pupils were identified of whom five have so far expressed an interest in participating. 23 out of 43 Year 4 pupils have been identified but are yet to be offered places. The aim is to undertake catch up and development in these year groups so that pupils are fully engaged before they reach Year 6.

Funding the project

The Virtual School successfully bid for funding via the Cambridgeshire School Improvement Board which has covered the initial Year 6 activity and the planned Year 5 activity. After this the Virtual School will cover the costs of the intervention but we will continue to investigate additional funding opportunities where appropriate.

3.2 Post 16

The Virtual School started to work with Post 16 young people from September 2015. Initially we focussed on year 12 only, then in 2016 supported young people in both year 12 and year 13.

While young people end their LAC status aged 18 the Virtual School continues to work with year 13 pupils until the end of the college course rather than end all links based on age.

Activities we undertake have included;

- Each Post 16 young person has a named Virtual School worker to offer advice, guidance and monitoring of progress.
- Implementation and development of the Post 16 ePEP (Personal Education Plan) monitoring and recording system via Welfare Call.
- Training for Post 16 ePEPs with Further Education Colleges and Social Care.
- Termly completion of Post 16 Not in Education, Employment and Training (NEET) ePEPs linking with Social Care (Pathway Plans)
- Recording of monthly Year 12 and 13 NEET statistics liaising with Rebecca McCallum and Mark Cowdell (Youth Service/ICS Database)

- Annual Transition of Year 11 LACs with Secondary Team to support transition over the school holiday, exam results and beyond.
Recording of Qualifications/Results – Year 12/13s
- Higher Education support with Rebecca McCallum, for example Activity Days (ARU, CU and Northampton)
- The identification and start of a Eastern Region Conference for Virtual Schools (July 2018)

The Countywide NEET Manager recently noted that ‘the overall 16-18 NEET has improved over the last 2 years and this could have been contributed by the work that VS has done because lead LAC NEETs which also has increased capacity for the workers in District Teams.’

Implementation of 16+ ePEP

The Sub-Committee asked particularly about the uptake of Personal Education Plans (PEPs) at Post 16 level, an area officers had previously identified as requiring more impact. Outlined here is this year’s plan for implementation.

Autumn Term 2017

- Complete re-design of 16+ePEP undertaken.
- Re-design of Quality Assurance sheet to monitor ePEPs.
- Creation of training materials for Designated Persons (DPS) (role of Virtual School/ ePEPs) and for Virtual School workers (ePEPs / Quality Assurance)
- Formal Training (x3 sessions) for Designated Persons in post 16 settings.
- Formal Training of 16+ VS workers (x3)
- Individual training delivered for Further Education Colleges with large numbers of Cambridgeshire LAC
- Provided detailed email and training resources to send to Out Of County post 16 providers detailing roles and responsibilities.

Spring Term 2018

- Complete review and update of Welfare Call for post 16 young people to ensure all are appropriately noted on the system and all attached to correct Designated Person and Social Worker.
- Frequent contact with Welfare Call to ensure system updated at least on a weekly basis.
- Further training materials developed regarding Desirable Outcomes specific to post 16 settings sent to all settings.
- Training for 14-25 Service on the role of the Virtual School and ePEPs

Going forward

- Issues with 16+ ePEP identified in last two terms need to be formalised and sent to Welfare Call in good time prior to the summer.
- 16+ providers to continue to be invited to all training opportunities.
- Ongoing training for social work teams as needed.

The outcome of this work is that numbers of completed ePEPs for Post 16 students is over 90% and for NEET young people is 100%.

Post 18 Work

The Post 16 work has developed from year 12 through year 13 and we are now developing improved links with Post 18 opportunities. The Virtual School does not have responsibility for young people over 18 but, in order to support education transitions and life-long learning, we have supported a secondment opportunity from social care.

This Post 18 worker, in liaison with Virtual School staff, has been developing activities to support young people's aspiration for further and higher education, developing careers awareness and opportunities and providing ongoing support for NEETs.

Activities undertaken include:

Joint Working Arrangements reviewed annually in place with all the key post 16 providers- PRC, City College Peterborough, CRC (including Hunts campus), Cottenham sixth form, Long Road, West Suffolk College.

Currently working with equivalents in Norfolk and Suffolk for this to become a Norfolk/Suffolk and Cambs wide document covering all the colleges in the Eastern Regions.

Annual provision of stationary packs to independent living young people in further education. This was the result of a recognition that young people should be supported with basic provisions which would be the case had they been in a foster placement rather than an independent living placement. This includes a letter/information sheet to address some of the potential issues that young people face. There are two versions of the letter one for those on ESOL (English as a Second/ Other Language) courses and another for vocational learners.

Joint working arrangements with local Higher Education Provider Anglia Ruskin University are being developed. Agreed protocol currently being redrafted. This includes an annual Higher Education day specifically for LAC/Care leavers.

NEET/ETE monthly data 16 -25 checked. This goes to Virtual school, 14-25 service and the Early help service who cross reference our data with theirs (on the Aspire system). To ensure no young person is missed.

Department for Work and Pensions (DWP) protocol and procedures. Including the named link at our local DWP offices- Cambridge, Newmarket, Haverhill, Ely, Wisbech, Kings Lyn, Peterborough and Huntingdon. We are somewhat ahead of the game here as nationally DWP are mandated to develop these protocols. A bimonthly list of those approaching 18 is sent to the DWP.

K9 Dog walking project for those furthest from the labour market. Now in its third year. Aimed at reengagement, rebuilding confidence and focus.

A Care Leavers Booklet has been written which accompanies a Higher Education Guide for Care Leavers written by Rebecca McCallum which will dovetail into all of the

above documents and includes the postgraduate study policy also developed by Rebecca.

Aspiration raising day with Northampton University organised as an HE taster opportunity.

This secondment is currently in place until April 2019.

3 Alignment with Corporate Priorities

3.1 Developing the local economy for the benefit of all

3.1.1 An appropriately skilled workforce is essential to Cambridgeshire's economic prosperity. Our aim is that all children achieve their potential, including LAC. High quality provision for this group of vulnerable students reduces the risk of them becoming NEET (Not in Education, Employment or Training).

3.2 Helping people live healthy and independent lives

3.2.1 A quality education and the acquisition of appropriate qualifications is one of the best ways of ensuring that LAC are able to lead healthy and independent lives.

3.3 Supporting and protecting vulnerable people

3.3.1 A key purpose of the Virtual School is to ensure that this group of vulnerable children and young people who are at risk of failing to achieve have access to a relevant curriculum that is appropriate for their needs and meets statutory and legal requirements

4 Significant Implications

4.1 Resource Implications, none within this paper

4.2 Statutory Legal and Risk Implications, none within this paper

4.3 Equality and Diversity Implications, none within this paper

4.4 Engagement and Communication Implications, none within this paper

4.5 Localism and Local Member Involvement, present in all three groups outlined.

4.6 Public Health Implications, none within this paper

Source Documents	Location
None	