

Agenda Item No: 5

VIRTUAL SCHOOL

To: Corporate Parenting Sub-Committee

Meeting Date: September 2018

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

Electoral division(s): All

Purpose: To outline the role of the Virtual School and to inform the Committee of LAC educational outcomes

Recommendation: The Committee is asked to note and comment on the report.

<i>Officer contact:</i>		<i>Member contact:</i>	
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Summary:

1 Background

1.1 The Virtual School is a statutory requirement of the Local Authority (LA). This paper outlines data relating to educational attainment and the relationship between the work of the Virtual School and other LA activities.

2 Main Issues

All data is unverified.

Missing data:

Foundation Stage GLD- still chasing 3 pupils

Phonic Screening Check- CCC chasing this % and National % still not released

Year 11- still chasing a number of pupils

Data for Post 16 being collated. 8 Looked After Children (LAC) pupils have taken up Higher Education offers.

All values are still interim as they haven't been processed by the Department for Education (DfE).

2.2 Cambridgeshire LAC education data

2.2.1 In many ways the raw data does not reflect the information required to monitor the progress and attainment of our children and young people. The cohort size and the transitional nature of LAC, in particular, mean that the statistics have to be interpreted with care. The Virtual School Management Board has recently decided to develop a data dashboard of 'local indicators' which will better reflect the progress of pupils and their attendance, exclusions and transitions. This will be presented alongside the data published by the DfE.

**2.2.2 Early Years
2018**

Foundation Stage	Cambs LAC	Cambs all
Expected Level	<i>Estimate:</i> 37.5%	70.9%

2.2.3 Key Stage 1 2018

The gaps in attainment between LAC and non LAC children is evident from Early Years onwards. National comparison data with LAC pupils is not yet available for 2017. In 2016, the combined reading, writing and maths results for KS1

Cambridgeshire LAC was 26% with National LAC figures of 33%.

Year 1 2018

Phonics			Cambs LAC	Cambs all	National
			10/19 52.6%	Data not yet available	Data not yet available

Expected Progress end KS1	Cambs LAC	Cambs all	National
Reading	44%	74%	75.5%
Writing	28%	68%	70%
Maths	44%	75%	76.1%
RWM combined	24%	63.4%	65.4%
No. with SEND/EHC	12%	15.6%	14.9%

2.2.4

Key Stage 2

In 2016 KS2 combined Reading, Writing and Maths results for Cambridgeshire LAC were higher than the National LAC figure. (Results not yet available for national LAC comparison 2017.)

In 2016 the gap between Cambs LAC and Cambs all was 23% and 2017 the gap was 42%, previously the lowest recorded gap was 43% (2014)

2017. 34% of all year 6 LAC had an EHC or SEND identification.

2017. 28% of all year 6 LAC had 2 or more school moves during primary phase.

2018 results

	Cambridgeshire LAC (43)	OC2 (29)	Cambridgeshire all	National all
Combined reading, writing and maths	18.6%	24.13%	60.9%	64.3%
Reading	28%	37.9%	74.6%	75.2%
Writing	32.5%	44.82%	74.7%	78.2%
SPAG	32.5%	41.37%	75%	77.6%
Maths	23.2%	37.9%	72.2%	75.5%
2 + school moves	14%(6 pupils)	13.79%		
No. with SEND/EHC	23.2% (10 pupils)	24.13%	15.6%	14.9%

Year on Year Primary Analysis for Cambridgeshire LAC (* changes of assessment and curriculum from 2016)

	2018	2017	2016 *	2015	2014
Total number of LAC	43	29	35	28	
Combined reading, writing and maths	18.6%	19%	29%	32%	32%
Reading	28%	32%	34%	61%	52%
Writing	32.5%	36%	37%	50%	56%
SPAG	32.5%	41%	31%		
Maths	27%	27%	34%	54%	44%

National Combined All	61%	59%	52%	76%	75%
CCC combined all	64%				
LAC/National all combined gap.	-42.4%	-40%	-23%	-44%	-43%

2.2.5

Secondary

In 2016 Cambridgeshire LAC pupils gained a higher percentage of 'GCSE English and Maths combined' (National 15.9%, Virtual School 16.2%) and a higher level '5 A*-C GCSE including English and Maths' than LAC pupils nationally (National 12.1%, Virtual School 14.9%). Data for LAC national comparison 2017 is not yet available.

Of all year 11 on roll at the time of the exams in 2017;
95% left with a formal qualification.

35% were not entered for GCSE however 15 non GCSE courses were completed with 31 passes.

Apart from English and Maths 29 GCSE subjects were taken with 117 passes.

37% had moved school during the secondary phase at least once (7% with 3+ moves).

2018

	Main cohort 2017-2018	OC2 cohort 2017-2018
TOTAL NUMBER OF STUDENTS IN YR11 COHORT 2017-2018	92	74
male	56 (60.86%)	42 (56.75)
female	36 (39.13%)	32 (43.24)
Educated in Cambridgeshire	37 (40.21%)	28 (37.83%)
Educated Out of County	55 (59.78%)	46 (62.16%)
SOCIAL CARE DATA		
No. leaving care		
No. of LAC with 1 or 2 school moves within KS3/4	22 (23.9%)	7 (9.45%)
No. of LAC with 3 or 4 school moves KS3/4	4 (4.34%)	2 (2.7%)
No. of LAC with no school or care placement moves	50 (54.34%)	35
No. of LAC with 1- 2 care placement moves KS3/4	5 (5.43%)	3
No. of LAC with 3-4 care placement moves KS3/4	3 (3.26%)	1
No. entering care in KS4	45 (48.9%)	Awaiting data

No. in care for 5 yrs or more	23 (25%)	<i>Awaiting data</i>
No. of LAC in county	37 (40.21%)	28 (37.83%)
No. of LAC out of county	55 (59.78%)	46 (62.16%)
EDUCATION DATA		
EHC or identified special need	22 (23.91%)	19 (25.6%)
Unaccompanied Asylum Seeking Children (UASC) cohort	25 (27.17%)	

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