

**Agenda Item No: 6 – Appendix 1**

## **Cambridgeshire Virtual School Head Teacher's Annual Report**

**Produced May 2019**

### **1. Purpose of the report**

The purpose of this report is to share the outcomes of the qualifying cohort (children in the care of Cambridgeshire County council for a year or more as of 31<sup>st</sup> March 2018).

Furthermore it is to evaluate and share the work undertaken by the Virtual School and to set out the key priorities for the academic year 2019-2020.

#### **1.1 Context**

Since April 2014, every local authority in England has had to appoint at least one person to fulfil the local authority's statutory duty to promote the educational achievement of its Children in Care (CiC) wherever they live or are educated. This person is called the Head of the Virtual School. Within Cambridgeshire there is a team of education professionals who support the Virtual School Head in fulfilling these responsibilities.

#### **Cambridgeshire Virtual School Team:**

<b>Role</b>	<b>Full Time Equivalent</b>
Head of Virtual School	1
Deputy Head of Virtual School	0.8
Teachers	7.2 reducing to 6.0 from September 2019
Post 16 Support	2
Support Staff	3
Education Psychologist (seconded)	0.4 increasing to 0.6 from September 2019
Business Support	25 hours weekly for 41 weeks a year

The Teachers are reducing from September owing to fixed term contracts ending and a reduction in budget.

Cambridgeshire Virtual School support children and young people between the ages of 2 and 18.

The statutory remit of the Virtual School expanded in September 2018 to include information and advice for children previously in care; including those who have been adopted from care, those under special guardianship and child arrangement orders. Cambridgeshire Virtual School are responsible for children previously in care who attend a Cambridgeshire school or education setting.

### **2. Role of the Virtual School**

The Virtual School should be judged by the degree to which it diminishes the difference between outcomes for children in care and all children locally and that children in care do at

least as well as children in care nationally. The Virtual School strive to achieve this by working in the following ways:

#### Child Centred Work

- To ensure the voice of the Child / Young Person (CYP) is paramount within the Personal Education Plan (PEP) process
- To monitor the attainment and progress of all CYP in care and provide challenge and support in order to maximise this
- To manage and distribute the pupil premium grant and ensure that it is used effectively by schools and settings in order that CYP in care achieve specific outcomes as detailed in their PEPs
- To advocate on behalf of the CYP where it is felt that the school is not fully meeting individual needs

#### Education Setting focused work (including Early Years (EY) and post-16 settings)

- To support schools, specifically designated teachers, to carry out statutory duties including completion of the PEP
- To support EY and post-16 settings, specifically designated persons, to carry out statutory duties including completion of the PEP
- To deliver training which addresses particular needs of children in care and children previously in care (collectively referred to as care experienced children and young people)
- To promote aspirational attitudes when setting targets and outcomes for care experienced CYP

#### Access and Inclusion

- To hold a detailed knowledge of individual schools and settings in order to secure the best provision
- To have knowledge of services within and beyond the Local Authority (LA) in order to access additional support where appropriate
- To support the admissions process in order to minimise the amount of time out of education
- To challenge attendance issues and support interventions to improve outcomes
- To monitor exclusions and any CYP not accessing full time education to challenge and improve outcomes

#### Key Partners

- To deliver training to social workers, foster carers and other key partners to promote the educational needs of care experienced CYP

- To work in partnership with other key partners, within and beyond the LA, to secure the best possible educational outcomes

### 3. Cohort characteristics

The data reflects those CYP who have been in care for more than 12 months. The actual Virtual School cohort is fluid, with children entering and exiting care by way of reunification, adoption, Special Guardianship Orders or Child Arrangement Orders, or reaching adulthood throughout the year. The Virtual School work with all children in care (as described in section 2) regardless of the length of time in care; therefore it should be recognised that there will be discrepancies in the data reported and the actual numbers of CYP supported by the Virtual School.

Cambridgeshire Virtual School (April 2019)	Pupils	% of Total
Total number of Children in Care (CiC)	706	100%

Cambridgeshire CiC - in Cambridgeshire schools or education settings	359	50.8%
Cambridgeshire CiC - in Out of Cambridgeshire Schools or Education Settings	347	49.2%

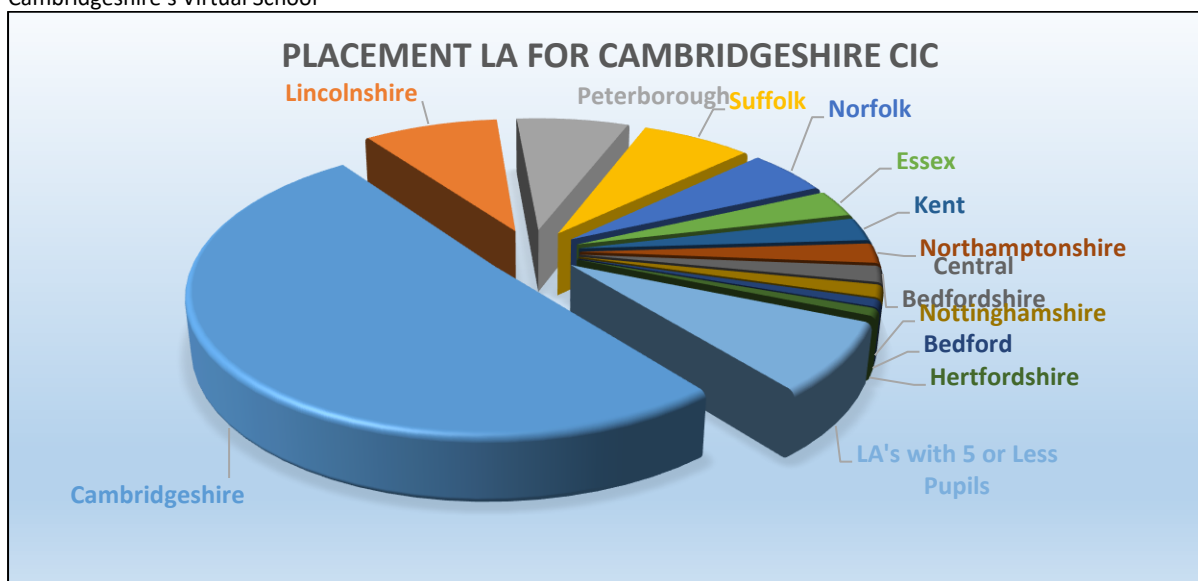
*Unaccompanied Asylum Seeking Children (UASC)	35	5.0%
---	----	------

Male	406	57.5%
Female	300	42.5%

Ethnicity - White British	554	78.5%
Ethnicity - Not White British	152	21.5%

#### 3.1 Placements

Breakdown according to local authority identifying where the child or young person is placed.



49.2% are placed out of Cambridgeshire, this equates to 347 CYP, of which 155 are not in the East of England. We have a minority of CYP placed outside of England. This increases the complexities in ensuring there is equity of service from the Virtual School. Where it is not possible to offer support face to face, the Virtual School makes use of technology.

### 3.2 Special Educational Needs and Disabilities (SEND)

	All Pupils Nationally	All Pupils Cambridgeshire	National CiC	Cambs CiC
<b>SEN Support</b>	11.7%	10.7%	29%	22.6%
<b>Education Health Care Plan</b>	2.9%	3%	26.5%	30.8%

The percentage of Cambridgeshire CYP in care, reported to have a categorisation of SEN Support is slightly below the figure for national CiC, whereas the percentage of Cambridgeshire Children in Care with an EHCP is above the national level. There is a significant difference between those in care with SEND and all pupils (both nationally and within Cambridgeshire). This reflects the complexities of the cohort of children in care.

## 4. Training and development

The Virtual School recognise the importance of training in developing practice and empowering professionals working with care experienced CYP.

The costs of this training are covered by Pupil Premium Grant retention. Training this year has included:

For schools and settings;

Training	Number of settings attended	Number of participants
----------	-----------------------------	------------------------



Cambridgeshire's Virtual School



<b>Designated Teacher (basic)</b>	40 and 3 LA partners	43
<b>Designated Teacher (Enhanced)</b>	26	26
<b>Designated Person Induction - EY</b>	65	78
<b>Post 16 Designated Person</b>	5	5
<b>Attachment Awareness (1)</b>	45	51
<b>Attachment Awareness (2)</b>	33	33
<b>Trauma</b>	17	17
<b>FASD</b>	7 and 9 LA Partners	16
<b>Previously LAC</b>	130	140
<b>Network Meetings</b>	68	70

This totals 479 educators that have attended Virtual School training during the academic year 2017-2018.

The Virtual School have also undertaken bespoke training in 10 schools who requested whole staff development (at a charge).

In addition to schools/settings based training, there has been training for other key stakeholders comprising of;

<b>Training delivered</b>	<b>Number of participants</b>
<b>1. Foster Carers</b>	
Trauma	18
FASD	13
Role of the VS	9
<b>2. LA Partners</b>	
SC, PEP training	134
SC, Admissions and exclusions guidance	86
IRO training team	7
SEND 0-25, VS role and PLAC update	31
<b>3. New Adopters</b>	
Supporting Education	7

## 5. Early Years Attainment Data



Cambridgeshire's Virtual School



GLD refers to Good Level of Development. This is the national benchmark for children at the end of the Early Years Foundation Stage (aged 5). Children are deemed to have met GLD if they have achieved the Early Learning Goals in the curriculum areas of Personal, Social and Emotional Development, Physical Development, Communication and Language Development, Literacy and Mathematics.

There are 12 children in the Early Years qualifying cohort. This cohort is relatively small which impacts significantly on the percentage value of each pupil. It is the first year outcomes for this age group have been published, therefore year on year comparisons are not possible.

Good Level of Development (GLD)	RECEPTION (EYFSP)		
	2016	2017	2018
<b>Cambridgeshire - CiC Cohort</b>	x	x	12
<b>Cambridgeshire - CiC</b>	x	x	42%
<b>National - CiC</b>	x	x	47%
<i>Cambridgeshire - All Pupils</i>	70%	71%	71%
<i>National - All Pupils</i>	69%	71%	72%

- Cambridgeshire are 5% below the figure for children in care nationally.
- 2 of the children that didn't achieve GLD have an EHCP; one of which attends special education.
- One child missed GLD, as they didn't achieve the Early Learning Goal in one area (writing). This would have increased the percentage of children achieving GLD to 50%, and been slightly above national CiC.

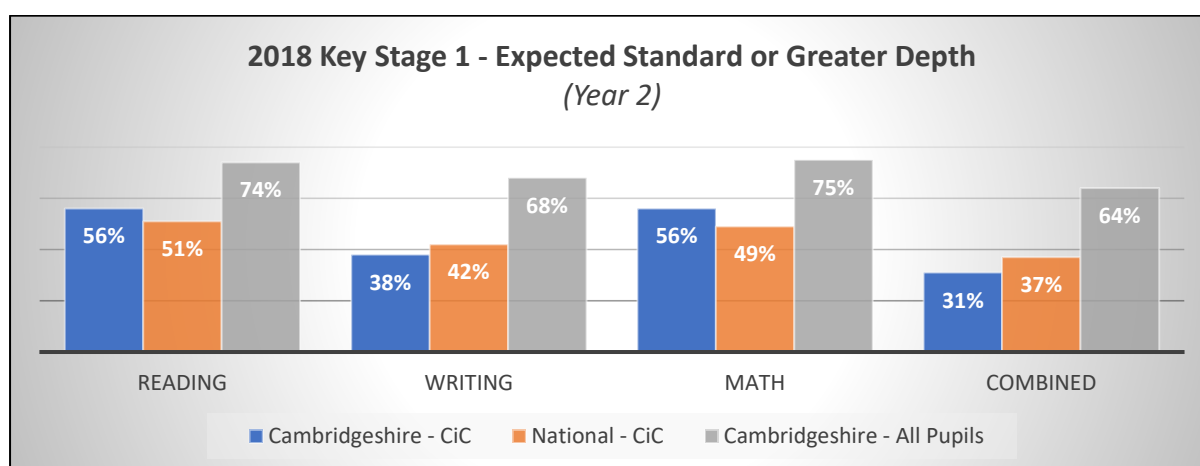
## 6. Key Stage 1 and 2 Attainment Data

At the end of key stage 1 (aged 7) and key stage 2 (aged 11), children are assessed as:

- **Working towards the expected standard:** not yet reaching the standard expected for their school year

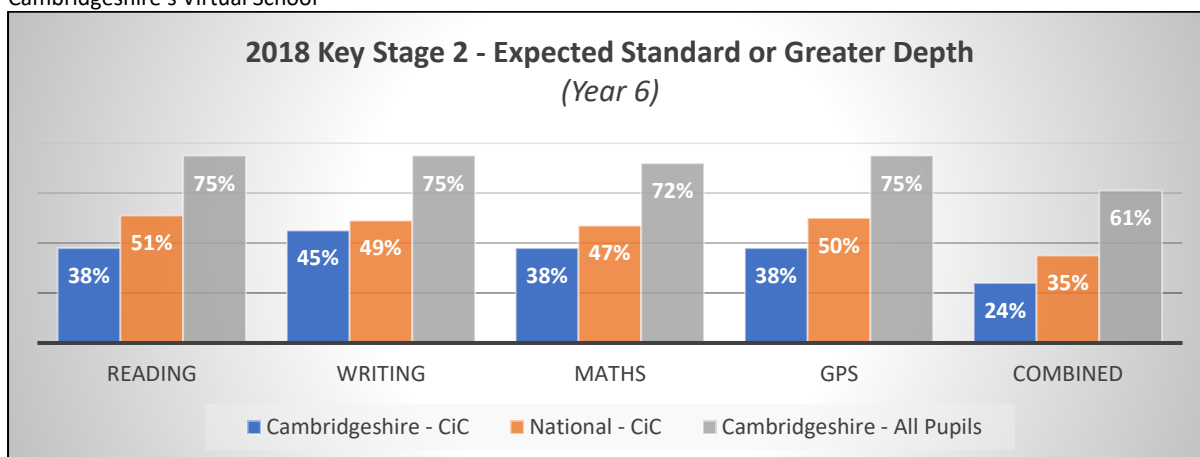
- **Working at expected standard:** at the level expected for their year group
- **Working at greater depth:** working more deeply within the expectations for their year.

## 6.1 Key Stage 1 Attainment Data



- There are 16 children in this cohort.
- Cambridgeshire children in care outperformed children in care nationally in reading and maths. This strength is also reflected in the greater depth standard with 6% of the cohort achieving this in reading and maths, which is in-line or just below the national CiC level.
- The year on year figures show a positive trend for reading and maths
- Writing is below the figure nationally for children in care, at both the expected standard and at greater depth.

## 6.2 Key Stage 2 Attainment and Progress Data



Cambridgeshire Children in Care Progress From Key Stage 1 to Key Stage 2			
	2016	2017	2018
Reading	0.45	-0.37	-0.17
Writing	0.64	-0.95	0.39
Maths	-1.34	-2.21	-0.97

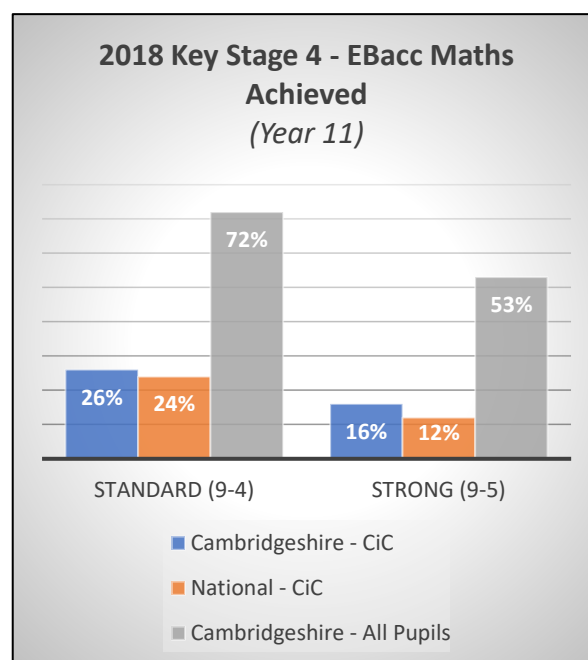
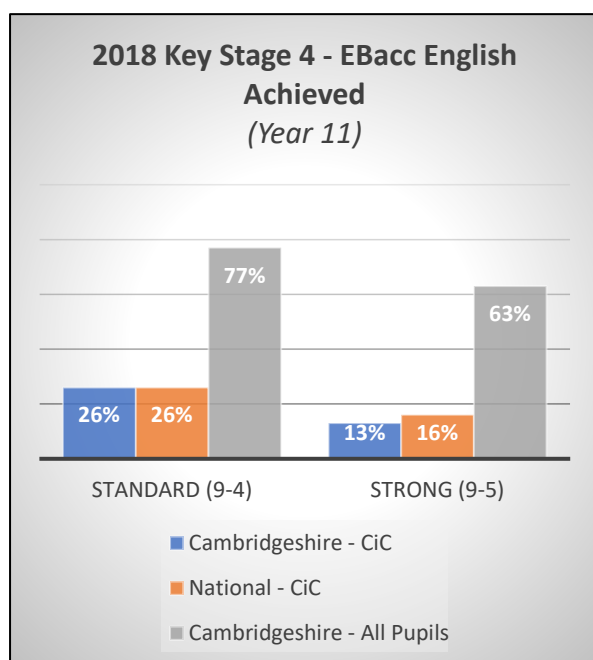
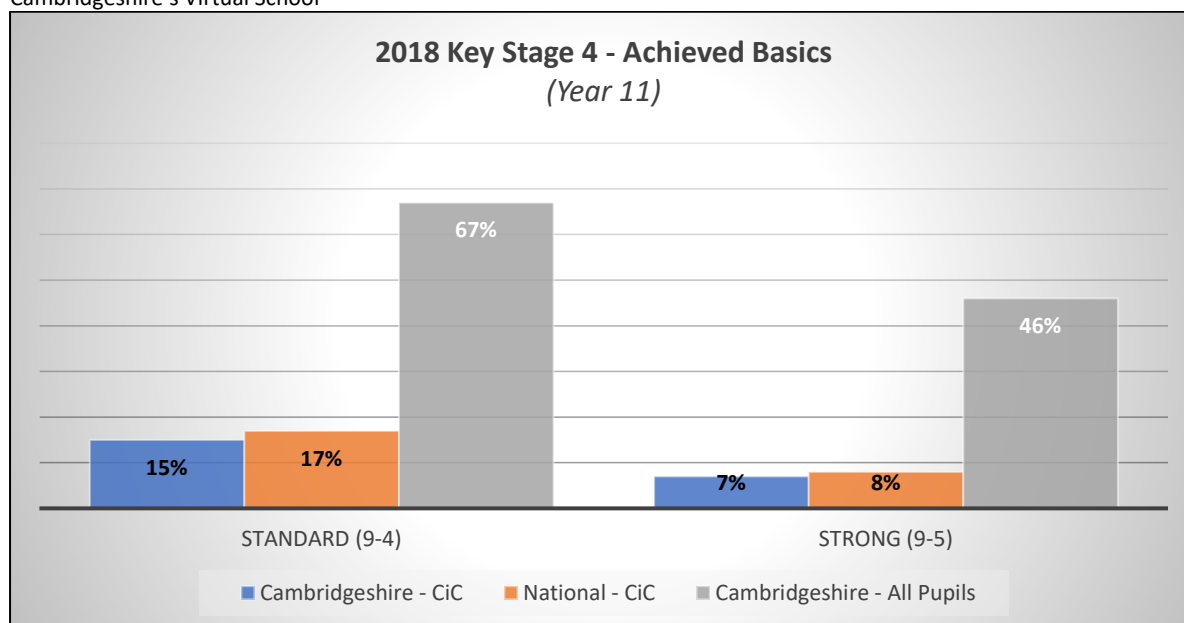
- There are 29 children in this cohort.
- The Cambridgeshire CiC figures are below national, however the general trend over the last 3 years has been up and the percentage point increase has been better than the Cambridgeshire all pupils figure.
- The Greater Depth figures are encouraging as all except reading are above National CiC percentage
- The comparison of CiC pupils between Cambridgeshire's statistical neighbours is quite wide with some having fewer than 10 pupils at KS2 compared to others with 77. This can create significant statistical anomalies when comparing percentage point figures.
- In general, Cambridgeshire CiC is in the lower middle ranking for KS2 attainment but at the upper end for progress, particularly for Writing, where it is ranked No1 against statistical neighbours.

## 7. Key Stage 4 Attainment and Progress Data

Most GCSEs are now graded 9-1, with 9 being the highest grade and 1 the lowest. The new GCSE content is recognised as more challenging. Grades 4 and 5 are equivalent to what was a 'C' in the old GCSE grades. Grade 5 is known as a strong pass and grade 4 as a standard pass. Students that do not achieve at least a 4, will be expected to re-sit the GCSE. The ongoing changes to the Key Stage 4 examinations mean it is hard to compare year on year and only 2017 can reasonably be looked at alongside this year's figures.



Cambridgeshire's Virtual School



Attainment 8	Key Stage 4
Cambridgeshire - CiC Cohort	55
Cambridgeshire - CiC	21.9
National - CiC	18.8
Cambridgeshire - All Pupils	48.2
National - All Pupils	46.5

Progress 8 (Progress from KS 2 to KS4)	Key Stage 4
Cambridgeshire - CiC	55
Cambridgeshire - CiC	-0.71
National - CiC	-1.24
Cambridgeshire - All Pupils	0.14
National - All Pupils	-0.02

- Cambridgeshire CiC are very close to national CiC figures and are better in some areas such as EBacc Maths, the Attainment 8 and Progress 8, however all figures are low compared with all pupils nationally and those within Cambridgeshire.
- The general trend, where it can be measured, is upward. The Progress 8 measure is very positive with its upward 3 Year trend compared to the national downward trend.
- Many of the Statistical Neighbour figures are suppressed at KS4 due to low numbers but Attainment 8 and Progress 8 have a full range published and Cambridgeshire is ranked 3 and 2 respectively, out of 11.

## 8. Post 16 Data

All Cambridgeshire CYP continue to have a PEP which is reviewed each term (up to and including their 18th birthday), the Virtual School then continues to offer support as required for the remainder of the academic year.

Historically, compliance from providers has been patchy with many not completing or returning the ePEP document. The Virtual School has therefore reviewed practice in order to ensure a higher completion rate. Visits were made to other post-16 Virtual School teams, the PEP document has been streamlined significantly and a single submission deadline implemented. 62% of Designated Persons and 54% of Social Workers complied with this deadline; outstanding paperwork was then chased up by the team. All post-16 ePEPs were quality assured and a quality assurance document provides exemplification of the red, amber and green.

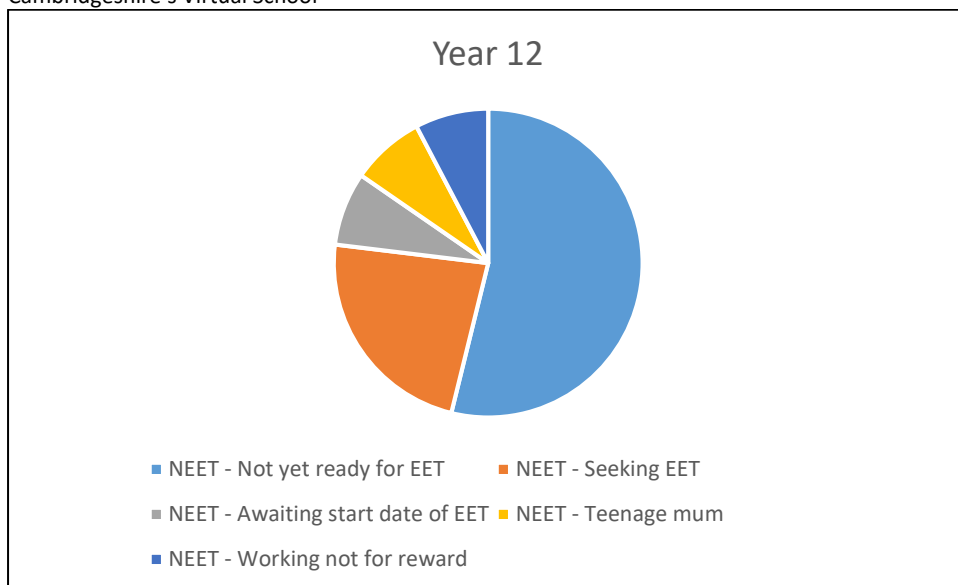
### 8.1 NEET / EET

There are currently 93 out of 106 CYP that are in education, employment or training in year 12.

The Virtual School monitor CYP who are Not in Education, Employment or Training (NEET) or at risk of becoming so; relationships have been developed with county NEET and EET managers.

#### Year 12 NEET (current)

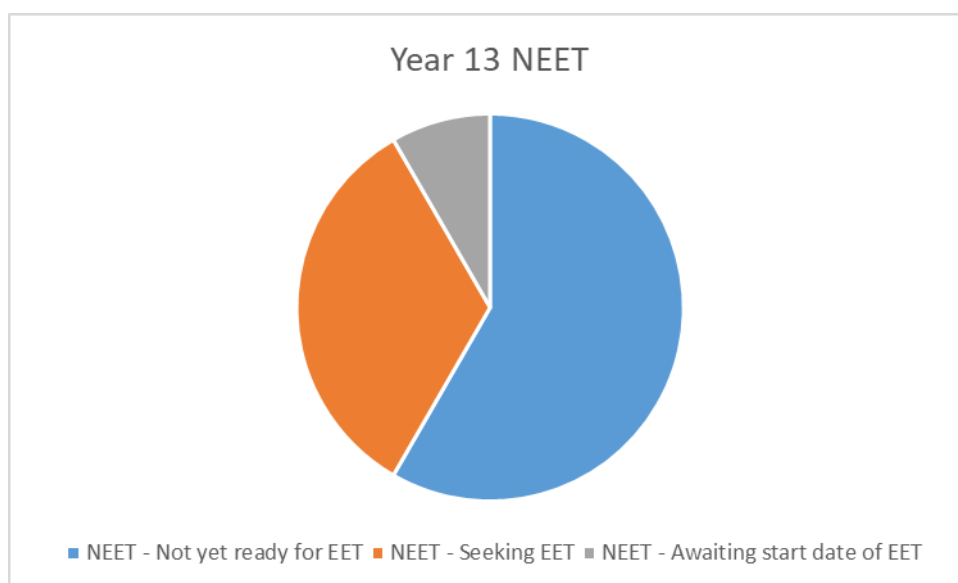
NEET - Not yet ready for EET	7
NEET - Seeking EET	3
NEET - Awaiting start date of EET	1
NEET - Teenage mum	1
NEET - Working not for reward	1



## Year 13 NEET (current)

There are currently 75 out of 87 year 13s in education, training or employment.

NEET - Not yet ready for EET	7
NEET - Seeking EET	4
NEET - Awaiting start date of EET	1



## 9. Inclusion

### 9.1 Attendance and Exclusions



Cambridgeshire's Virtual School



	Unauthorised Absence	Persistent Absence	At Least 1 Fixed Term Exclusion
	% of Sessions	% of Sessions	% of Sessions
<i>National All Pupils</i>	1.4%	11.2%	4.8%
<i>Cambridgeshire All Pupils</i>	1.1%	9.6%	5.9%
<b>National CiC</b>	<b>1.3%</b>	<b>10.6%</b>	<b>11.8%</b>
<b>Cambridgeshire CiC</b>	<b>1.2%</b>	<b>9.2%</b>	<b>10.7%</b>

- Cambridgeshire children in care's attendance data compares favourably to both the national child in care percentage and to all children in Cambridgeshire and nationally.
- Compared to statistical neighbours Cambridgeshire does not rank favourably. Cambridgeshire is ranked 4<sup>th</sup>/11<sup>th</sup> for persistent absence out of and 9<sup>th</sup>/11<sup>th</sup> for unauthorised absence.
- Cambridgeshire's children in care data for exclusions is slightly better than national CiC figures and is ranked 3<sup>rd</sup>/11<sup>th</sup> against statistical neighbours. Cambridgeshire now need to strive towards closing the gap between all children and children in Cambridgeshire's care.

## 9.2 Alternative Provision

For some children, attendance at a mainstream or special school is not possible or appropriate so they receive an alternative curriculum. This may be due to a variety of reasons such as a sudden change of placement which is too far away from the school where the child is on roll to enable them to continue to attend. The Virtual School is working proactively with social care to ensure that a CYP's ability to continue their current education placement is paramount when care planning. Tuition or other interim arrangements are also put into place as quickly as possible. Currently there are 9 CYP awaiting a school place (8 of these are due to a placement, 1 is as a result of permanent exclusion). There are a further 3 CYP not attending school due to school refusal and one CYP in a tier 4 hospital.

Significant social, emotional and mental health needs, may also impact on a CYP's ability to access full time education. This may necessitate a time-limited reduced timetable; currently there are 5 CYP on a reduced timetable (3 secondary, 2 primary) and 1 of these has an EHCP. In all cases there is a plan in place to move towards a return to full time attendance.



Cambridgeshire's Virtual School



If a CYP is not able to access the education on offer on a full time basis, the CYP's education may be supplemented with additional tuition or other alternative provision. Currently children in care in Cambridgeshire access providers including equine and canine therapy, farm club and 1:1 tuition which focus on developing social and emotional skills as well as maintaining academic progress. Additionally, CYP in Years 10 and 11 may attend college courses for part of a week which increase employability skills and their ability to succeed in an adult environment. Alternative provision within Cambridgeshire provision is quality assured by the Alternative Provisions Manager and for those CYP placed out of county the preference is to use national providers which are therefore included in Cambridgeshire County Council's alternative provision directory.

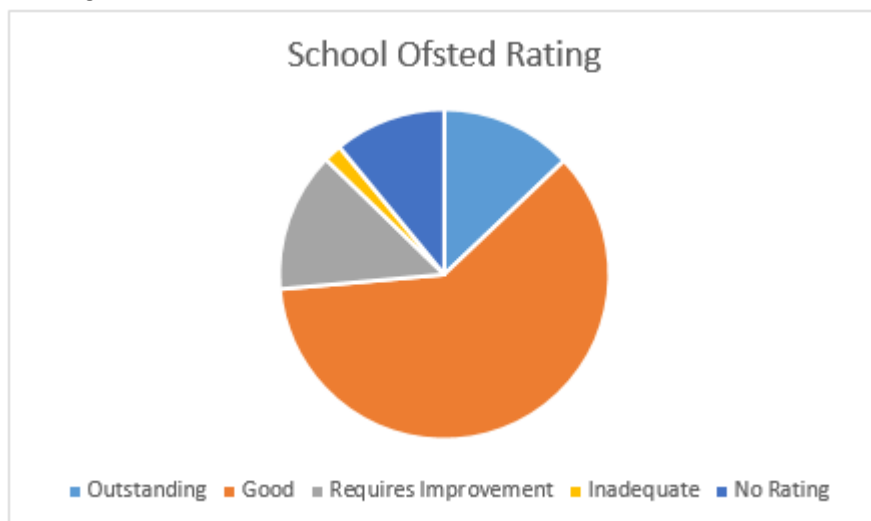
Currently there are 19 CYP accessing alternative provision

CYP receiving tuition	8
CYP offered but not engaging with tuition	2
CYP awaiting tuition package	2
CYP accessing animal therapy	2
CYP of statutory school age accessing college or training	3

### 8.3 Quality of Provision

74% of CYP in care, of statutory school are, attend good or outstanding provision (April 2019 data). The schools with no ratings typically are new schools or schools that have converted to an academy, and not yet experienced an inspection. Where a child or young person is in a school that is less than good, the Virtual School consider on a case by case basis, whether the school place should be maintained.

	Number of children	Percentage
Outstanding	66	12.92
Good	310	60.67
Requires Improvement	70	13.70
Inadequate	9	1.76
No Rating	56	10.96
	511	



## 10. Personal Education Plans

A key role of the Virtual School is to ensure that PEPs are of a high quality and result in improved education outcomes.

Developments in the PEP process over the last three years have included:

- Moving to an electronic PEP
- Designated teachers taking on the role of chairing the PEP
- Training for designated teachers on leading the PEP
- Training for social workers on their role within the PEP
- Every PEP is quality assured by the Virtual School

Quality Assurance of the autumn term PEPs		
	Amber	Green
Mainstream ePEP	206	314
EY ePEP	14	52
Post-16 ePEP	68	60
SEND ePEP	44	53
<b>TOTAL</b>	<b>152</b>	<b>479</b>

In January 2019, the Cambridgeshire Inspection of Children's Services identified the following issues with PEPS:



Cambridgeshire's Virtual School



'While some of these plans are effective, a significant minority do not meet the needs of children in care well. The quality assurance by the virtual school of these plans is inconsistent, and so weak practice is not always identified or challenged.'

Actions taken / planned to address this are:

- Streamlined the PEP so that the essential details do not get lost in the wider document
- Streamlined the QA process
- Added the ability to rate each section of the PEP
- Assigned the newly seconded Educational Psychologist to lead on the development of training and creation of resources on the creation of SMART targets
- The role of a PEP Champion within the Virtual School
- Introduction of school visits

Further detail on this will be in the development plan 2019 / 2020

## 11. Pupil Premium Plus Spending and Impact

The total amount of pupil premium plus funding for the year was £1,324,800. This is based on children of school age who has a period of 24 hours or more in the care of Cambridgeshire County Council at £2,300 per child.

Funding	Use	Impact
£817,711	Devolved directly to education settings. The funding was made in three instalments and details of how the funding was used was recorded in the Personal Education Plans.	Examples of impact can be seen through the case studies attached appendix 1
£75786	Tuition for CYP whilst education provision is secured, including online tuition	An example of the impact of work undertaken by a tutor is detailed below: 'I was able to conduct therapeutic conversation while associating together with J due to the extended time I spent with him building trust. He eventually accepted that he needed full time schooling and would have to attend alone and make new friends once there. I agreed to attend on his first day at the new school if he felt this was some assistance to build confidence. J explained how he had he believed become 'labelled as trouble' being one of a locally notorious extended family and felt that he had been pushed into fighting and felt he had no choice. He understood that a new start in a totally



		different locality would provide new opportunities to make a positive impression.' The young person is now accessing full time mainstream provision.
£72719	Funding to Welfare Call for the administration of the PEP and collection of attendance data	This has enabled the statutory duty for all children to have a PEP to be fulfilled. All children of statutory school age have their attendance monitored
£56785	Training, including funding paid to schools to release the DT to attend DT Conference. Section 4 of this report details the number of attendees and range of training offered	100% of attendees rated the training as good or outstanding
£13845	Resources, these have included purchasing books for DTs, laptops / ipads to loan to children	These were purchased at the end of the financial year. Impact is yet to be assessed
£287954	Staff costs	To enable the role of the virtual School to be fulfilled as described in section 2

## 12. Children Previously in Care

In order to fulfill the statutory requirement, the Virtual School have:

- Responded to individual enquiries from education settings, parents / carers, social workers and other professionals. The type of enquiry has been tracked.
- Worked with key partners to understand the needs. The knowledge gained has been used to produce resources which are responsive to need. These are now available on the website. One of these documents has been used in a national publication.
- Developed and led training on the role of the designated person for children previously in care
- Developed and led training for new adopters on how to support education

Enquiries Requested From	Number of Enquiries
Educational settings	22
Parents / Carers	11
CORAM Cambridgeshire Adoption	6
Other professionals	4



Cambridgeshire's Virtual School



£39,441 was provided to the local authority to fulfil this duty. A further sum is guaranteed for the next year. Cambridgeshire and Peterborough Virtual Schools intend to pool this funding to appoint a person to develop Cambridgeshire and Peterborough's offer further.

### **13. Priorities for 2018 / 2019**

Four priorities were identified to facilitate the overall aim of moving to a new model, whilst continuing to maintain appropriate support and challenge during the academic year. These were:

1. Strengthen the collection of data, use of data analysis to inform strategy and interventions to drive improvement and maximise impact
2. Create a school improvement approach to improving outcomes for children in care and previously looked after children
3. Create a Virtual School Inclusion Team who will take the lead in supporting individuals to access high quality education provision and ensure that the CYP's experience of education is positive, aspirational and meets all needs
4. Realign processes and procedures, to fit with the new model, whilst maintaining compliance with statutory guidance

Actions towards these priorities are included in the development plan and are reviewed half termly. A summary of the key developments towards each priority are:

#### **Priority 1:**

- The VS now has validated attainment and progress data on 2017-2018 cohort in a reportable format
- The VS can now pull key reports down from Welfare Call
- The VS is now receiving monthly exclusions data from the local authority
- The VS is now utilising data on OFSTED ratings for schools termly to consider implications for CYP
- The VS now attends Schools Causing Concern meetings
- The VS now has access information collated by The Schools Intervention Service
- The VS know how other Virtual Schools are collecting and using their data
- A data dashboard is under construction
- The VS have prepared a job description and permission to appoint a data person to the team
- The KS3 attainment section of the PEP has been amended
- Within post 16 data is now collected on PEP quality and this information is being used to inform college support

#### **Priority 2:**

- The VS have initiated a process map around advisory visits
- The VS have initiated letters / scripts / self-evaluations to support school visits
- The VS understand many of the processes used in Hertfordshire, Suffolk, Peterborough and Norfolk and have created relationships which should be mutually beneficial moving forward
- The VS have shadowed a school visit and have requested further shadowing opportunities of other VS school visits
- The VS have created a VS offer, which is being shared widely
- The VS have met with IROs, senior social care managers, Participation Team, SAT and SEND Managers, EY team, Cllrs, AP lead and EIOs to share the model of the Virtual School and developments within it
- The VS have completed 2 governor briefings and have a further 3 scheduled on the Role of The Virtual School
- The Virtual School has presented to Secondary Head Teachers and has a date scheduled to present to Primary Heads
- The Virtual School Management Board has been re-established
- The VS are attending and contributing effectively to MACE meetings / TARP
- The VS are now part of SEMH review and start and finish task group on mental health
- The VS has hosted a network meeting
- The VS have a PPP policy and guidance drafted

#### Priority 3:

- The VS and Admissions now have agreement on how we can work together around admissions for CiC
- Discussions have been initiated around the role of Education Inclusion Officers for CiC
- Senior Transitions Advisors and Transitions Advisors working with our CiC
- We have a start and finish task group set up to look at SEND issues, we now have engagement with Statutory Assessment Team and Social Care with this
- The VS have initiated process maps for how to use the data to engage VS Inclusion team's support
- The VS have set up dedicated time from an experienced member of the teaching team to upskill the non-teaching team
- The VS is in the process of appointing a person between Peterborough and Cambs to support children previously in care
- The VS has an EP working with the team two days a week, three days from September

#### Priority 4:

- The VS have sought views from social workers, independent reviewing officers, carers, designated teachers and children and young people on the PEP
- The VS have streamlined the PEP and aligned the quality assurance process

- The VS have set up systems for finances to enable the spending of the pupil premium plus to be more strategic
- The VS have engaged the finance team on how changes to allocation of PPP would need to be managed
- The VS have added team building activities in to team meetings, to ensure staff wellbeing remains a priority during this period of change
- The VS have increased the number of team meetings and introduced development weeks to ensure changes are carefully considered and the team have ownership of them
- The VS have revised the post 16 PEP and moved to a PEP completion date

The final evaluated plan will be available at the end of the summer term.

#### **14. Priorities for 2019 / 2020**

All of the priorities identified below will be detailed in the Virtual School Development Plan 2019 / 2020. The development plan will include key actions and regular review points, in order to measure impact. The progress towards achieving the outcomes will be shared both through the Corporate Parenting Board Sub-Committee and with the Virtual School Management Board.

##### **14.1 Key priorities**

- Progress in English and maths across all key stages
- Strengthen the collection of data, use of data analysis to inform strategy and interventions to drive improvement and maximise impact
- Improve the quality of PEPs and the quality assurance of these
- Appoint a person to fulfil the local authorities statutory responsibilities around children previously in care
- Enhance work with young people to identify and make progress towards higher education and career aspirations
- Work productively with key partners to increase access to education