VIRTUAL SCHOOL REPORT

To:	**Corporate Parenting Sub-Committee**
Meeting Date:	**December 2017**
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 Cambridgeshire's Looked After Children outcomes.**
Recommendation:	**The Committee is asked to note and comment on the report.**

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1   **Background**

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

2   **Main Issues**

2.1   **The Role of the Virtual School**

2.1.1   The role of the Virtual School is to ensure that Cambridgeshire Looked After Children (LAC), wherever they are, have the opportunity to fulfil their educational potential. We support children from Early Years through to completion of Post 16 education.

2.1.2   Every Looked After Child in Cambridgeshire will have a named member of the Virtual School team who supports and monitors their progress. The key role of the team is to support and challenge the professionals involved with Cambridgeshire LAC in order to ensure that they receive an education that best meets their needs, to ensure that they achieve their potential.

2.1.3   The Virtual School does not 'teach' the children and young people, its role is to ensure that providers meet the needs of Cambridgeshire LAC. However, the Virtual School does employ three tutors who provide an education for LAC who, for whatever reason, are out of school.

2.1.4   Key responsibilities for the team are:

- To monitor, challenge and quality assure the termly Personal Education Planning (PEP) process for all Cambridgeshire Looked After Children. Virtual School staff attend PEPs where concerns have been identified to support all stakeholders with the process.

- To ensure that the Pupil Premium Plus is used effectively to improve educational outcomes. This is directly linked to interventions identified through the PEPs and/or additional funding is provided for short term additional interventions as required.

- To use attainment data to inform the actions and interventions for individual Looked After Children.

- To ensure that all professionals are informed about, and understand, the educational progress and attainment of the Looked After Children with whom they are involved.

- To ensure that social care staff are engaged in, and understand, the need for careful planning to reduce the impact of placement changes on educational achievement.

- To ensure that key staff in schools are informed of, and understand, social care processes for Looked After Children and to ensure that they understand the

requirement to prioritise Looked After Children within their schools with regard to admissions.

- To offer training for Designated Teachers, School Governors, Social Care staff, Foster Carers and other stakeholders regarding statutory duties for LAC as well as training on aspects which affect LAC proportionally more than the whole cohort, for example attachment, trauma or Foetal Alcohol Spectrum Disorder (FASD).

2.1.5   A new role, following the Social Work Act 2017, is that the Virtual School now needs to provide advice and guidance to all parents/carers, schools and any other appropriate bodies to support the education and attainment of certain children noted as Previously Looked After Children (PLAC). This aspect of the work will require the development of a wide range of new data.

2.1.6   Whilst the Virtual School work only with Cambridgeshire LAC, all Cambridgeshire schools have access to the training and information on statutory requirements to support LAC. The information will be transferable to LAC pupils from other local authorities who are being educated in Cambridgeshire schools.

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**

Foundation Stage	Cambs LAC	Cambs all
Expected Level	30%	70%

2.2.3   **Key Stage 1**

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, 2017

Phonics	Cambs LAC	Cambs all	National
	54%	80%	81%

Expected Progress end KS1	Cambs LAC	Cambs all	National
Reading	25%	73%	75%
Writing	25%	64%	68%

Maths	25%	73%	75%
Reading, writing and maths	19%	59%	63%

2.2.4 **Key Stage 2**

In 2016 Key Stage 2 (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 Education Health or Care Plan or Special Educational Needs and Disabilities (SEND) identification.
2017. 28% of all Year 6 LAC had 2 or more school moves during primary phase.

2017 results

	Cambridgeshire LAC (29)	OC2 (23) (census figures March 2017)	Cambridgeshire all	National all
Combined reading, writing and maths	17%	13%	59%	62%
Reading	31%	30%	73%	71%
Writing	41%	43%	73%	76%
SPAG	41%	43%	75%	77%
Maths	31%	30%	72%	75%
2 + school moves	28%	35%		
No. with SEND/EHC	34%	43%		

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

	2017	2016 *	2015	2014
Total number of LAC	29	35	28	
Combined reading, writing and maths	17%	29%	32%	32%
Reading	31%	34%	61%	52%
Writing	41%	37%	50%	56%
SPAG	41%	31%		
Maths	31%	34%	54%	44%
CCC combined all	59%	52%	76%	75%
LAC/all gap.	30%	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).

	Main cohort 2016-17*	OC2 cohort 2016-17* (census figures March 2016)	OC2 – 2015-16 (census figures March 2015)	Main cohort 2015-16
TOTAL NUMBER OF STUDENTS IN YR11 COHORT 2016-17	68	46	38	86
- male	38	32	21	31
- female	24	14	17	26
SOCIAL CARE DATA				
No. leaving care	4	1	1	9
No. of LAC with 1 or 2 school moves within KS3/4	30%	41%	18.4%	26.3%
No. of LAC with 3 or 4 school moves KS3/4	7%	13%	n/a	n/a
No. of LAC with no school or care placement moves	54%	40%	n/a	n/a
No. of LAC with 1- 2 care placement moves KS3/4	29%	36%	n/a	n/a
No. of LAC with 3-4 care placement moves KS3/4	13%	23%	n/a	n/a
No. entering care in KS4	52%	34%	5.2%	24.5%
No. in care for 5 yrs or more	13.8%	50%	55%	43.8%
No. of LAC in county	51%	50%	47%	61.4%
No. of LAC out of county	47%	50%	52.4%	38.5%
EDUCATION DATA				

EHC or identified special need	31%	37%	34.2%%	31.5%
Unaccompanied Asylum Seeking Children cohort	18%	2%	23%	0
No. attending alternative provision	11.7%	19%	15.7%	22.8%
Not entered for GCSE	35%	26%	17.5%	34.2%
5+ A+- C @GCSE incl E&M	6%	7%	18%	17%
Number of additional GCSE qualifications achieved in 29 subjects	117 passes	86 passes	n/a	n/a
Number of non GCSE qualifications achieved 15 subjects	31 passes	26 passes	n/a	n/a
Number attaining no qualifications	5%	15%	n/a	n/a
Expected levels of progress between KS2 and KS3 not achieved:	English 39% Maths 51% Science 48%	English 52% Maths 63% Science 63%	n/a	22%
KS2 data not available – high % of UASC	16%	13%	5.2%	21%

2.2.6   **Post 16**
Year 12 outcomes 2017

14 Not in Education, Employment or Training (NEET) in Year 12,
6 left college early without completing course
8 SEND pupils
6 taking level 3 courses into year 13.
4 level 2 courses, completed
7 Level 1 courses, completed
5 other courses, completed including apprenticeships
1 in custody at the time of the exams.

Year 13 level 3 outcomes 2017

Student A- (B/Tec Distinction, Distinction)
Student B- (B/Tec Distinction, Distinction, Merit)
Student C- A Level Sociology C, Media Studies-B, Photography-D
Student D - D* D* D.
Student E- Maths A, Further Maths B, Physics B, Chemistry C. (Loughborough Maths Degree)

2.3   **The Virtual School, Accelerating the Achievement of Vulnerable Groups and the Education Achievement Board.**

2.3.1   The Head of the Virtual School is also the Lead for Vulnerable Groups. Developments in both have been designed based on the same principles:

- Supporting and challenging schools and key stakeholders,

- Providing advice and training,

- Sharing best practice

- Identifying schools underperformance for vulnerable groups and targeting support

- Coordinating the work of the LA to reduce duplication

In developing this work we have liaised via a strategy group with representatives from across the People and Communities Directorate, we have worked with a small group of head teachers to develop information sheets and classroom support papers. We offer audits for schools for LAC, SEND and Disadvantaged Groups.

2.3.2   The Virtual School Management Board has representatives from schools, social care, industry, the Diocese of Ely and a councillor. The Accelerating the Achievement of Vulnerable Groups also includes councillors.

2.3.3   LAC are one of the identifiable groups of children and young people vulnerable to educational underachievement but they are not the only group. Others – and these groups often overlap – include economically disadvantaged children (for example, children eligible for Free School Meals), children with Special Educational Needs, Children in Need, children with English as an Additional Language, Black/Minority/Ethnic children and young carers. The Accelerating Achievement of Vulnerable Groups Strategy Groups brings together Officers across the Council, with Member representation, to coordinate the local authority's monitoring, support, intervention and challenge for these groups of children.

2.3.4   The Educational Achievement Board holds Officers to account for educational achievement across the 0 – 19 age range. It is currently chaired by the Chair of the Children and Young People Committee.

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
          n/a

4.2   Statutory Legal and Risk Implications
          n/a
4.3   Equality and Diversity Implications
          n/a

4.4   Engagement and Communication Implications
          n/a

4.5   Localism and Local Member Involvement
          n/a

4.6   Public Health Implications
          n/a

Source Documents	Location
None	