

Appendix A

Appendix A: Children and Families Overview and Scrutiny Committee – Virtual School (VS) - November 2 2015

Ofsted grading of schools for children in care in and out of county:

| | Leicestershire | | | | Out of County | | | | Overall | | | |
|----------------------------|------------------------------------|--|---------------------------------|-------------------------------------|------------------------------------|--|---------------------------------|-------------------------------------|------------------------------------|--|---------------------------------|-------------------------------------|
| | Number of schools with Current CIC | Percentage of schools with Current CIC | Number of Current CIC attending | Percentage of Current CIC attending | Number of schools with Current CIC | Percentage of schools with Current CIC | Number of Current CIC attending | Percentage of Current CIC attending | Number of schools with Current CIC | Percentage of schools with Current CIC | Number of Current CIC attending | Percentage of Current CIC attending |
| Outstanding | 23 | 20.72% | 58 | 25.22% | 11 | 22.00% | 16 | 25.40% | 34 | 21.12% | 74 | 25.26% |
| Good | 70 | 63.06% | 134 | 58.26% | 30 | 60.00% | 37 | 58.73% | 100 | 62.11% | 171 | 58.36% |
| Requires Improvement | 14 | 12.61% | 28 | 12.17% | 3 | 6.00% | 4 | 6.35% | 17 | 10.56% | 32 | 10.92% |
| Inadequate | 4 | 3.60% | 10 | 4.35% | 2 | 4.00% | 2 | 3.17% | 6 | 3.73% | 12 | 4.10% |
| Not Registered with Ofsted | 0 | 0.00% | 0 | 0.00% | 4 | 8.00% | 4 | 6.35% | 4 | 2.48% | 4 | 1.37% |
| Total | 111 | | 230 | | 50 | | 63 | | 161 | | 293 | |

As at 22 June 2015, 83% of Leicestershire children in care attend good or better schools

As at 22 June 2015, 83% of children in care to Leicestershire attended good or better schools, regardless of where they are being educated in the country which is good.

The VS works in partnership with School Admissions and Pupil Services locally and in other LAs, along with representatives of Virtual Schools in other LAs to ensure that as many as possible of our children in care are placed in good schools. Occasionally in close collaboration with social care and the school and carer it is deemed best to place a child in a school which requires improvement due to other factors and the child's progress is closely monitored by the VS. If a child is in a school which goes in to a category it is not our policy to remove that child automatically and, once again, we will monitor progress robustly.

Pupil Premium Plus Funding for Children in Care

As of 14th October 2015, the Virtual School has received 81% of the pupil premium plans for the 2015 to 2016 financial year and 93% of these have been approved to date through robust quality assurance undertaken by the Virtual School team. Our officers are supporting completion of plans from the beginning of the autumn term for those schools who have not yet returned them.

Current Number of Children in Care as at 7 October 2015

| As at 7 Oct 15 - Number of Children in Care | | | |
|---|------------|------------|------------|
| | Female | Male | Total |
| Rec | 7 | 8 | 15 |
| 1 | 10 | 7 | 17 |
| 2 | 4 | 10 | 14 |
| 3 | 7 | 8 | 15 |
| 4 | 10 | 14 | 24 |
| 5 | 8 | 13 | 21 |
| 6 | 7 | 12 | 19 |
| 7 | 13 | 15 | 28 |
| 8 | 8 | 11 | 19 |
| 9 | 16 | 17 | 33 |
| 10 | 15 | 24 | 39 |
| 11 | 12 | 32 | 44 |
| Total | 117 | 171 | 288 |

As at October 7th 2015, there are 288 children and young people (CYP) of statutory school age on the roll of the Leicestershire Virtual School.

61 of these children are placed and are being educated in schools/settings out of county.

In Years 12-14 there are 113 children in care and 57 care leavers; a total of 170, including unaccompanied asylum seeking children (UASCs).

There are 27 UASCs currently in care: in Years 8 to 11 there are 5 young people and in Years 12 to 14 there are 22 young people.

| | |
|--------------|------------|
| Primary | 125 |
| Secondary | 163 |
| Total | 288 |

The VS also supports a small number of young people in Higher Education.

High Levels of Special Educational Needs:

Children and young people on the Virtual School roll have a range of complex needs, including unmet attachment and trauma needs, mental health and emotional wellbeing needs and a large number of them have a range of special educational needs. As at October 2015, the breakdown of SEND is as follows:

| SEN Status | Number of Pupils | Percentage of Total Cohort |
|--------------------------------|------------------|----------------------------|
| Education Health and Care Plan | 17 | 5.9% |
| Statement | 46 | 16.0% |
| SEN Support | 72 | 25.0% |
| School Action Plus | 19 | 6.6% |
| School Action | 6 | 2.1% |
| Total on SEN Register | 160 | 55.6% |
| | | |
| None | 128 | 44.4% |
| Total Cohort | 288 | |

Personal Education Plan (PEP) Audit Activity

PEP quality assurance activity last term using our quality assurance templates indicated that of those KS1-KS5 PEPs sampled, 88.2% were good. Learning points from this work, which include explicitly questioning the school about the impact of Pupil Premium Plus funding in all PEPs, have been shared across the team. Regular, ongoing quality assurance activities involving all Improvement Officers/Managers are planned which will also include joint EY transition PEPs and peer support and quality assurance of PEPs which should evidence further improvements overall in this figure.

Currently the Virtual School attend all PEP meetings for all our children in care, including those placed out of county and social workers are invited to all PEPs which are organised by the Virtual School. From October half term some PEPs will be chaired and written up by Designated Teachers and will be quality assured by members of our service. Transitional support and training is being provided by the Virtual School, who also deliver new Designated Teacher induction training.

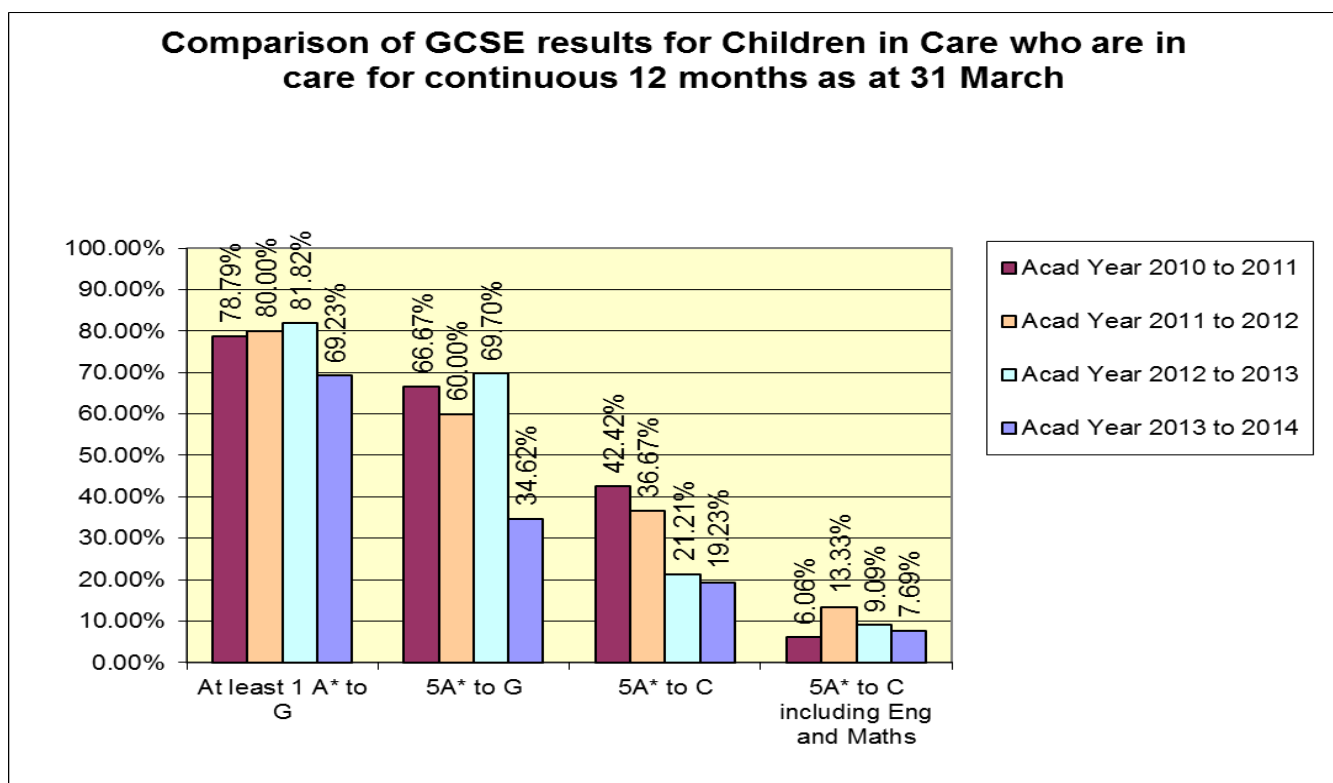
PEP Completion

PEP completion rates are good but vary according to snapshots taken over time. The percentage of PEPs completed within 6 months is:

- October 2014 95.4%
- March 2015 98.2%
- June 2015 98.3%
- October 2015 95.8%

2014 Results OC2 (12 months financial) Cohort KS4:

- In Leicestershire in 2014 there were 26 young people in the Year 11 OC2 cohort; 12 boys (46%) and 14 girls (54%). 2/26 young people (7.69%) achieved 5A*-C English and maths.
- 20/26 pupils (77%) had a special educational need (SEND) and there were some pleasing individual results amongst this cohort.
- Of the SEND cohort, 14 had a statement and of these 6/14 achieved 1+A*-G, 1/14 achieved 5A*-G and 7/14 did not achieve any GCSE results; 4/20 were School Action Plus and of these 25% achieved 1+A*-G and 75% achieved 5A*-G. 2/20 were School Action and of these 1 achieved 1A*-G and 1 achieved 5A*-C.



- 6/26 young people were not entered for any English and Maths qualification; all of these young people had a Statement of Special Educational Needs and attended a special school and 1
- 1/26 achieved Grade D in English and nothing in maths.
- 19/26 young people achieved qualifications in both English and maths.

At Key Stage 4 attainment against the key measures of 5+A*-C and in 5+A*-CEM is not improving year on year. In 2013 for the 12 month financial cohort results for 5+A*-C were 19% and for 5+A*-CEM 8% which is below those for CLA national (31% and 12%) and standards are well-below what is expected nationally (56%) and in comparison with local results (56%). At Key Stage 4, 24% of young people made at least 3 levels of progress in English and 20% in maths. Achievement in English and maths remains a key priority. In contrast, 38% of young people in care for 2+ years made 3 levels of progress in English and 26% in maths.

2014 Results OC2 Cohort KS2:

Overall, in 2014 attainment at Key Stage 2 was improved on 2013 at L4C+ and is good: 69% Reading, 69% writing, 69% maths and 54% in RWM. In terms of levels of progress in 2014 for those children and young people in care for 12 months there are again improvements on 2013 at

KS2: 2+ levels of progress in Reading is 85% which is good and also in Writing 85% which is good. In maths 69% of children in care achieved 2+ levels of progress which requires improvement.

For those children at Key Stage 2 who were in care for an average of two years or more, the rate of progress at the end of Key Stage 2 was even better with 91% achieving 2+ levels of progress in Reading which was in line with all others national, 91% in Writing which is just 2% below all others national and 82% in maths which was 7% below all others national. Progress made by these children in care is now good, evidencing that the stability brought about for these children by being in care longer has positively impacted on their education.

To date, and for too many young people, the better progress being made at Key Stage 2 for some children is not sustained throughout Key Stages 3 and 4.

Some Feedback from Carers and Children and Young People in Care:

| Feedback from Carers and Children in Care about VS Book clubs |
|---|
| Letterbox Club – Carer noted child is excited when the Letterbox club parcels come in the post, she noted he was very proud of his books and enjoys reading them. |
| Positive comments expressed by a child and her carer in respect of the quality and level of books received. This has contributed towards encouragement of the child’s reading for pleasure and has impacted on her English level. |
| Letterbox – Child likes getting books she hasn’t discovered and her favourite book is Narnia – ‘The Lion the Witch and the Wardrobe’ because it is really adventurous and inspirational! |
| Letterbox Club – Carer stated that child liked receiving the book parcels and reading the books. Child noted he liked the ‘Minecraft’ book, because it was good. |
| Letterbox – Child recorded in Pupil voice that ‘ Letterbox is awesome’ His favourite book is ‘How to train your Dragon’ . His carer said that he loves getting them through the post. |
| Bookworm – Child enjoys receiving the bookworm parcels. She particularly enjoyed the ‘Forest Friends’ book. Carer noted she liked this book so much she bought the other books in this series. |

October 2015 Governor and Foster Carer Training – Feedback:

Evaluations for these recent training events are scored as 1s and 2s. A synopsis of comments includes:

“ Very informative” ... “great grounding” ... “good to cover the basics” ... “will take back to talk with my DT” ... “will work together to develop our policy for children in care” ... “fascinating” ... “this should be included in core training”.

Views about the VS University Taster Day, Tall Ships Scheme and support from Youth Workers at Blueprint:

- “I loved everything about the [University] summer school, and I made a new friend too”
- “I am glad someone could help me sort out College”
- “I really enjoyed the NCS experience and I’ve already emailed to say I want to come back as a graduate next year”
- “This is the happiest I have ever been”
- “Tall ships is an amazing trip - would love to go again” “Whole experience great! Lots to learn”.

These schemes continue to have good impact on outcomes for our young people.