VIRTUAL SCHOOL OXFORDSHIRE

Oxfordshire Virtual School Update Report 2018-2019

Educational Outcomes for Looked After Children

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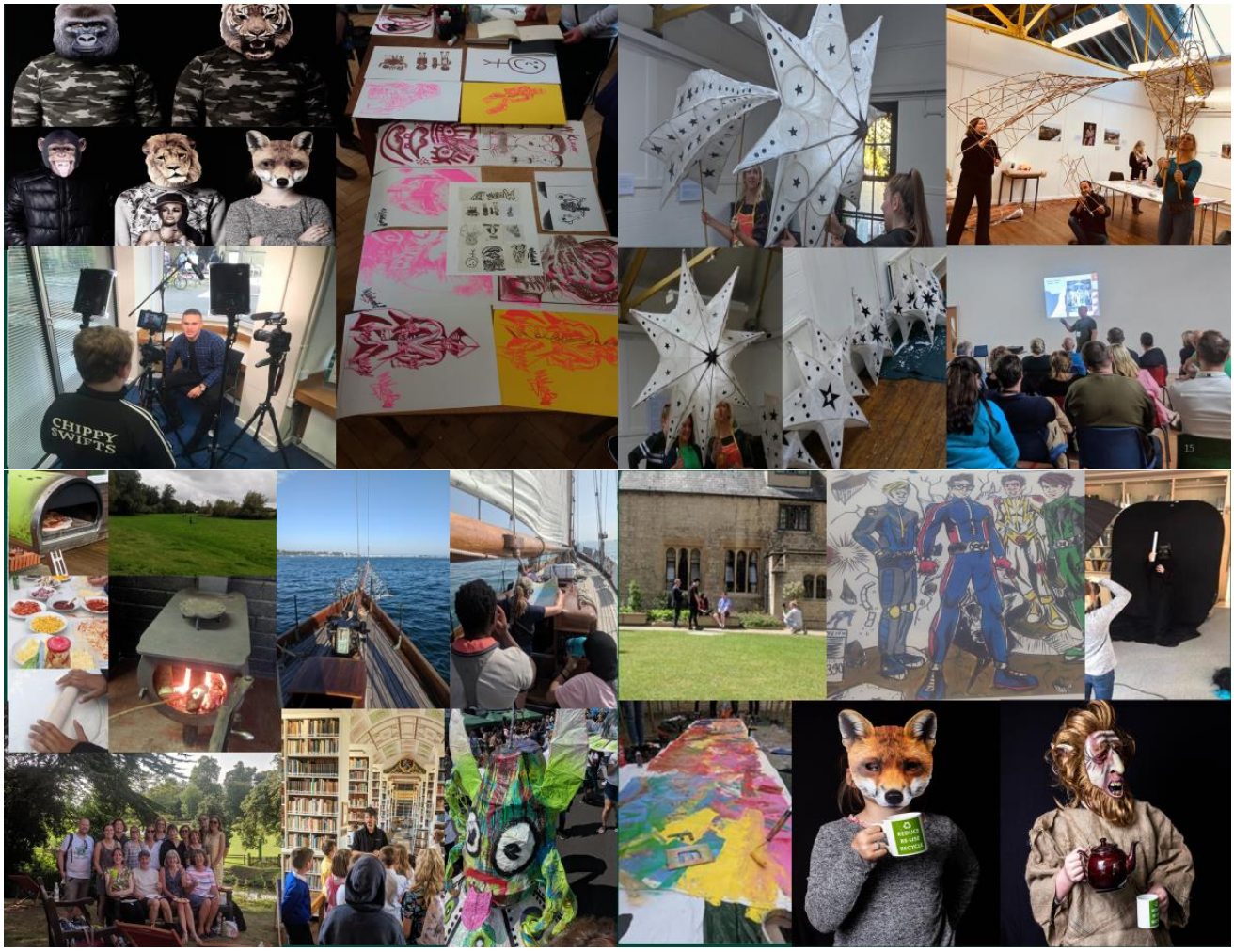
OXFORDSHIRE COUNTY COUNCIL

Headline Figures:

	No of pupils	GLD / RWM	Reading/ English 9-4	Maths/ Maths 9-4	E&M 9-4	Attendance
EYFS	86	57.7	-	-	-	-
KS1	59	17.2	24.1	31.0	-	93.8
KS2	151	16.7	25.0	27.8	-	94.9
KS3	148	-	-	-	-	91.0
KS4	164	-	17.0	20.5	13.6	85.5

Figures above relate to In-Care cohort: all those in care at the end on the year or at the time of the exams. KS4 results are provisional.

Key priorities for 2018-19:	**Key priorities for 2019-20:**
• Increase attendance KS3/4 • Decrease FTEs KS3/4 • Increase Core GCSE passes in Post 16 • Increase attainment KS4	• Increase attendance KS3/4 • Decrease FTEs KS3/4 • Increase attainment KS4 • Decrease % NEET



Our School Vision is:
To enable every child in care to access a high-quality educational provision and make accelerated progress.
To develop a sense of curiosity and experience a range of cultural experiences
To strengthen a sense of wellbeing and worth and feel valued as a member of our local and national community.

We have achieved part of our vision over the past year by developing a strong cohesive team and developing authentic relationships with children, carers, professionals and institutions. Our school development plan focuses on key priorities which are driven down to school level to make a difference to our children's futures.

Key achievements that we are proud of so far in our journey to reach our vision include:

- Link with Oxford University
- Saturday Virtual Art School programme
- Primary University Day at Brasenose College
- Developing link with Boarding School Partnership – Kingham Hill School
- Summer School for EAL young people
- Dolly Parton Imagination Library for children under 5 years
- Early Years work with foster carers
- Story Project with kinship carers in partnership with Fusin Arts
- Continued work with Orientation Programme
- Trauma informed training with secondaries including Northfield
- Art Room transition project with TOA
- Transition work to ensure progression plans in place KS2/4/5, work with one -eighty
- Reduction of FTEs
- Sustained trend in EYS
- Sustained expected progress in KS1/2 despite 91% SEN
- Cowley Road Carnival and Winterlights engagement
- Increased in numbers engaged in CiCC
- Sailing Trip with Cirdan Sailing Trust
- Recruitment of 2 staff with significant T&L expertise join Sept 2019

Work carried over into 2019-20:

- Heads/governor twilight trauma aware workshops – Magdalen College
- Year 5/6/7 research project funded by Magdalen College (3 years agreed funding)
- Launch of Education film directed by year 9 boy
- Pathway for SLCN difficulties to be addressed (linked to ATTACH EP)
- Restorative justice training for team in line with school development/CAMHS
- AYSE training programme
- ARC membership – 10 schools to share good practice – conference workshop
- CIAG programme by 'Talentino' to be piloted in Northfield/Endeavour/Oxford Academy
- NEET project led by Care Leaders/Luke Rogers
- Support and Challenge framework in place monitoring year group data grabs each term – linked to analytics and ePEPs
- Cross regional project joint working with Bucks
- Support programme for targeted schools
- Virtual School Conference Feb 2019
- Foster carers education awareness – App, 'Peeple' workshops, story project, kinship carers activities, maths language training

THE VIRTUAL SCHOOL

Pupils

There were 522 looked after children of school age (Year 1 to Year 11) at the end of academic year 2018-19. This is an increase of 5% on 2017, and a 79% increase from 2014.

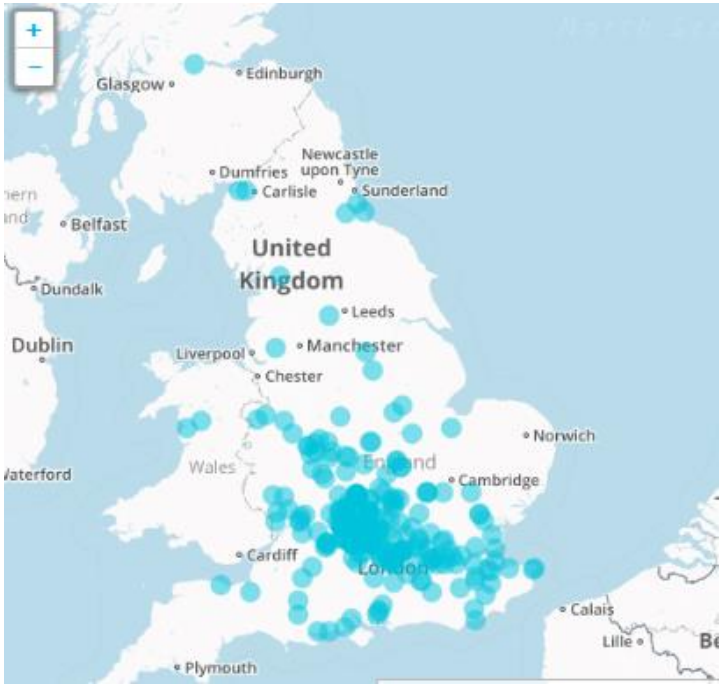
A total of 584 school age children were in care during the year. This represents a 5% increase on the previous year (556), and a 65% increase from 2014.

The 'Reported cohort' of those in care for at least a year by the end of March 2019 comprised 357 pupils. This is an increase of 11% on the previous year.

At the end of year, 18 children were on roll at a school in F1/Reception (19 in 2018), and a further 53 were in F2 and F3.

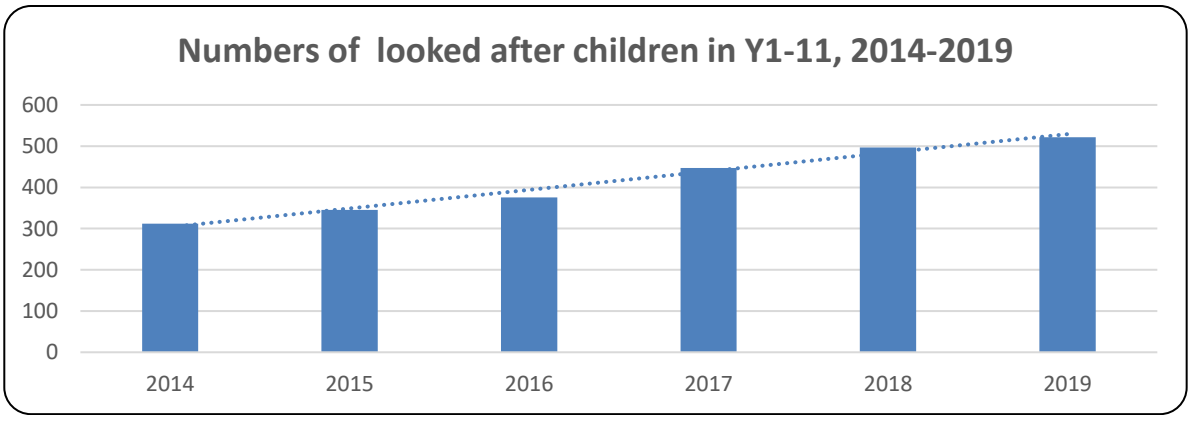
The Virtual School also supported 115 looked after children and care leavers in Year 12, 111 in Year 13, 95 in Year 14, and 265 in Year 15 and older. This is a total of 586 young people, compared with 463 in 2018, an increase of 27%.

This makes a total of 1179 pupils and students supported by the Virtual School at the end of 2018-19.

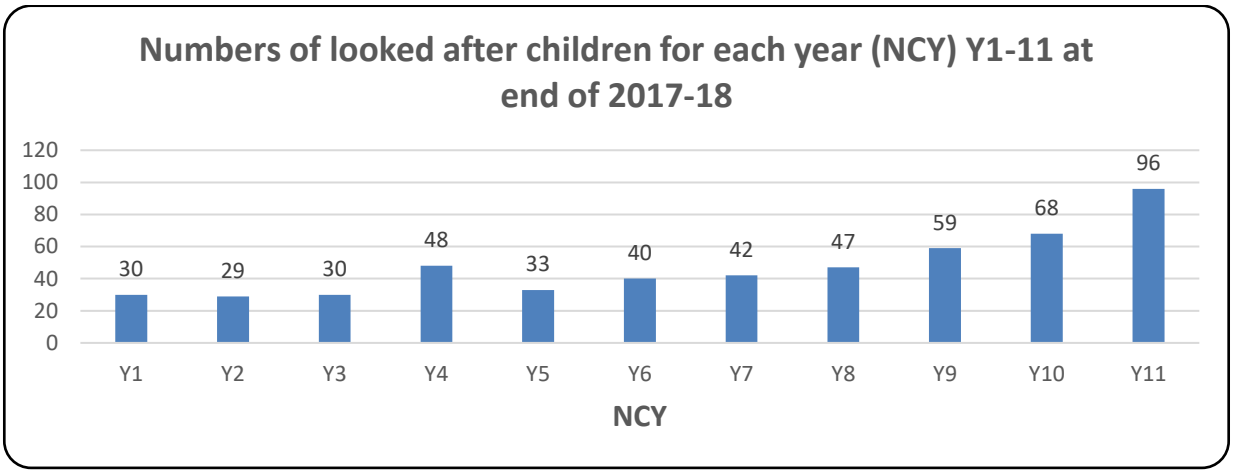


Geographical Spread of looked after children year 1-year 11looked after children.

Increase in number of looked after children of school age.



Significantly more looked after children in KS4 than younger year groups

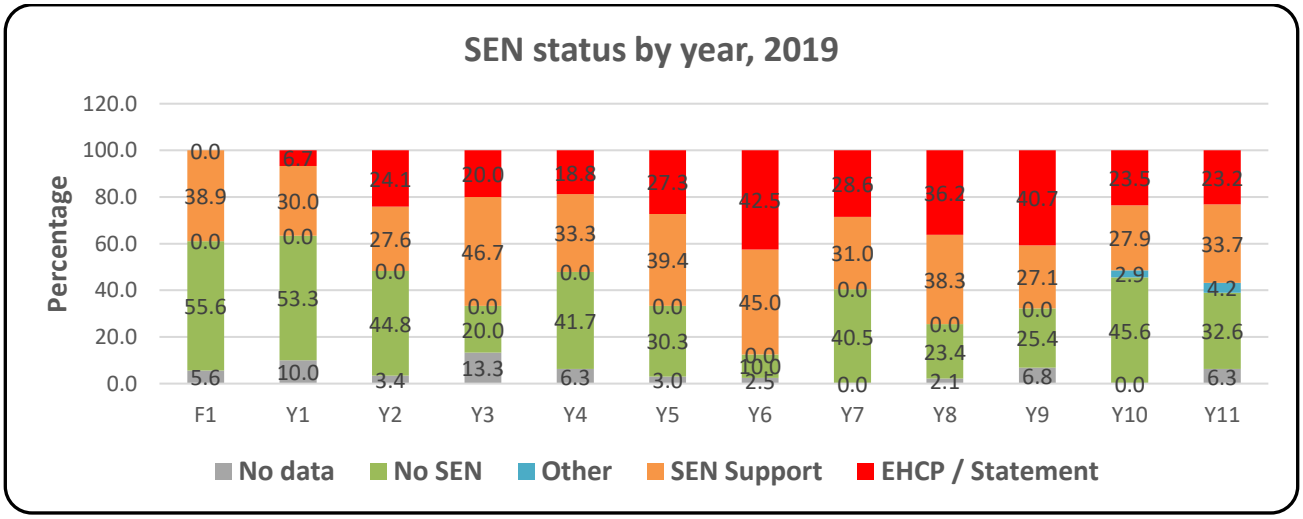


SEND

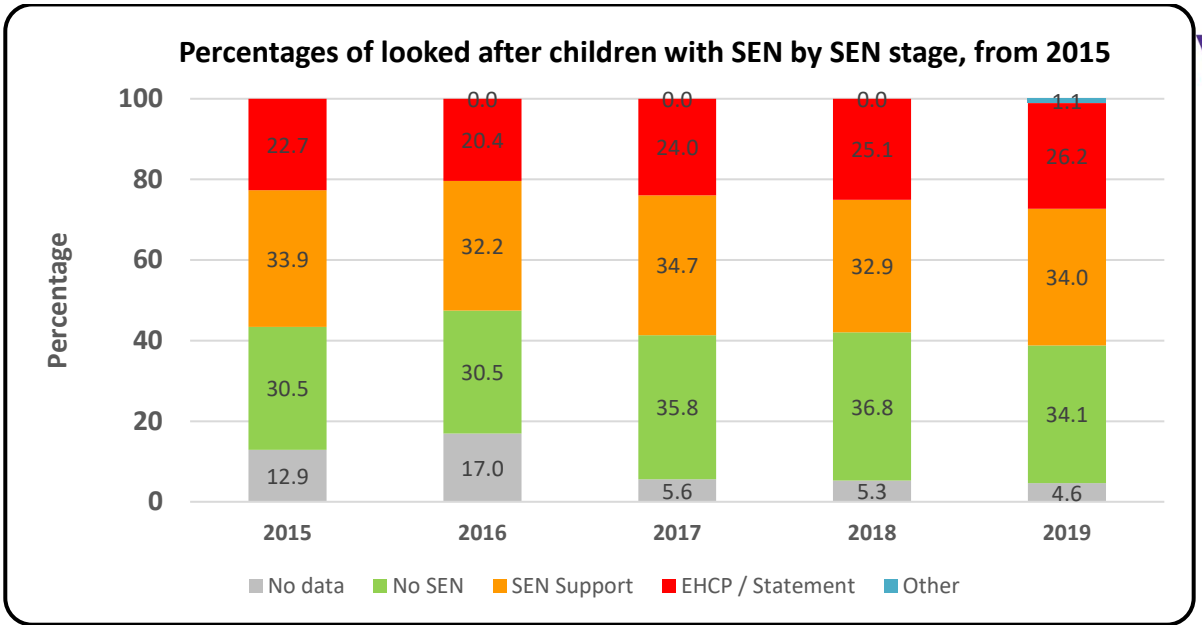
61% of the cohort is described as having a special educational need (Education, Health and Care Plan (EHCP) and SEN support)

Largest primary area of need is SEMH.

Percentages of looked after children according to SEN stage, split by Year													
	F1	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**	**Y7**	**Y8**	**Y9**	**Y10**	**Y11**	**Y1-11**
EHCP	0.0	6.7	24.1	20.0	18.8	27.3	42.5	28.6	36.2	40.7	23.5	23.2	22.1
SEN Support	38.9	30.0	27.6	46.7	33.3	39.4	45.0	31.0	38.3	27.1	27.9	33.7	38.9
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.9	4.2	0.0
No SEN	38.9	36.7	51.7	66.7	52.1	66.7	87.5	59.5	74.5	67.8	54.4	61.1	33.4
No data	5.6	10.0	3.4	13.3	6.3	3.0	2.5	0.0	2.1	6.8	0.0	6.3	5.6



The percentage with no data has gone down, and the percentage with EHCP has increased slightly.



Legal status

Legal status	%
Full Care Order	69.0
Single period of accommodation under Section 20	15.8
Interim Care Order	11.1
Placement order granted	4.0
In local authority on remand, or committed for trial or sentence	0.2

Ethnicity

Ethnicity	%
White British	76.1
Black, Asian & Minority Ethnic	16.6
Other White	3.7
Other	2.1
Unstated/Unknown	1.5

Staffing and Structure

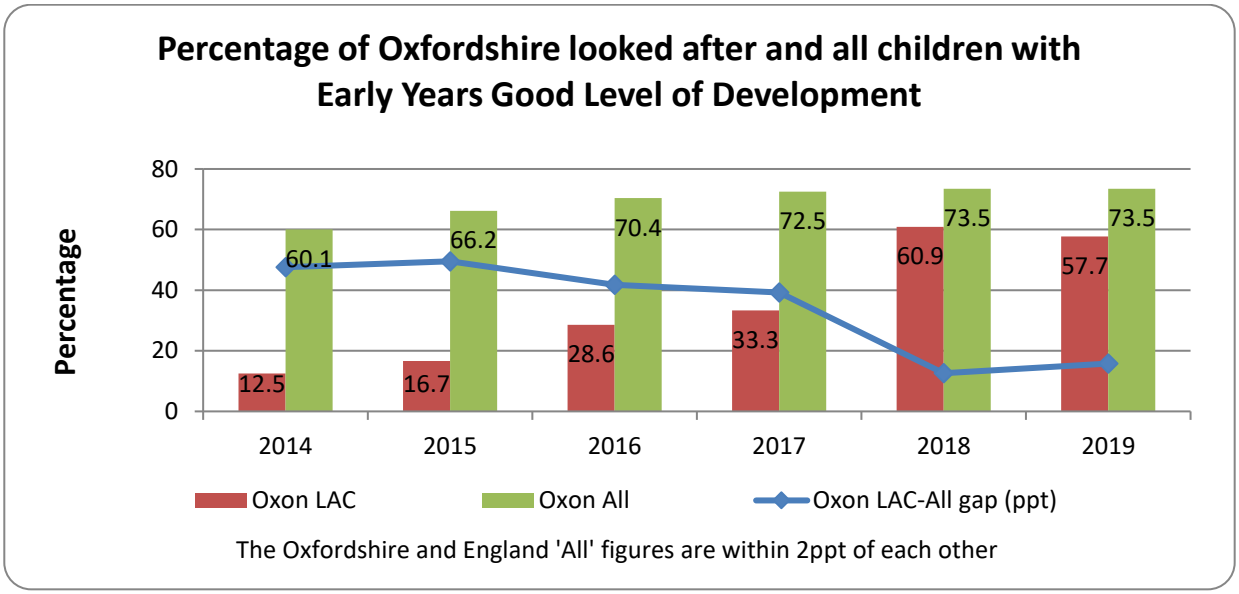
There are 9 full time members of staff in the Virtual School and 5 part-time (this includes admin support and data management), 12.2 Full time equivalent in whole team. See staff Structure ***Appendix 1***. (2 of these roles started in September 2019) Also attached to the Virtual School since September 2019, James Collins who is engagement officer for the CiCC. This has enabled an increased number of younger children accessing the CiCC meetings and wider participation.

A new Virtual School Headteacher started in role on 1st November 2018. This post is a full-time role. Staff have received a wide range of training over 2018 – 2019 from both internal and external providers. Training has included, 'Committed Conversations', 'Trauma recovery practice', 'County Lines and CDE', 'Curriculum Planning', 'Attachment in schools', 'Literacy strategies.

Early Years

26 in Reception with EYFSP data, 57.7% achieved GLD (14 children). This compares with 60.9 in 2018 and an average of 22.8% for the previous 4 years. The gap between Oxfordshire LAC and Oxfordshire All increased slightly but remains much lower than in 2014-2017.

Percentages of Early Years children achieving a Good Level of Development					
	2015	**2016**	**2017**	**2018**	**2019**
Oxfordshire LAC	16.7	28.6	33.3	60.9	57.7
England LAC	[nya]	[nya]	[nya]	48.0	48.0
Oxfordshire All	66.2	70.4	72.5	73.5	73.5
England All	66.3	69.3	71.0	72	-



Attainment and Progress

The results of pupils who were continuously looked after from April 2018 to March 2019 comprise the group of children whose results are reported to the DfE.

While every Virtual School aspires to achieve outcomes for the looked after children on its roll that are equal to those of their non-looked after peers, a simple comparison between these two groups ignores the unique features of looked after children. We have included where possible LAC in England as a comparison.

Key Stage 2 (Year 6)

Children sitting Key Stage 2 tests this year were the first to be taught and assessed under the new national curriculum. The expected standard has been raised and is not comparable with previous year's data. Nationally 64% of all Year 6 pupils reached the expected standard in Reading, Writing and Maths in 2018. The Virtual School has a unique cohort made up of children in special school and in main stream school as well as some in alternative provisions. Special educational needs within this particular year group have impacted on data, progress is in line with previous years, 72% of Y6 pupils were judged to be making expected or better progress in Reading & Writing, and 68% in Maths. However, attainment is

significantly lower than peers. 91.7% have SEND including MLD, PLD, ASD, ADHD and physical disability as well as health needs.

Percentages of Year 6 looked after children by special educational need, 2019			
EHCP	SEN support	SEN total	No SEN
44.4	47.2	91.7	8.3

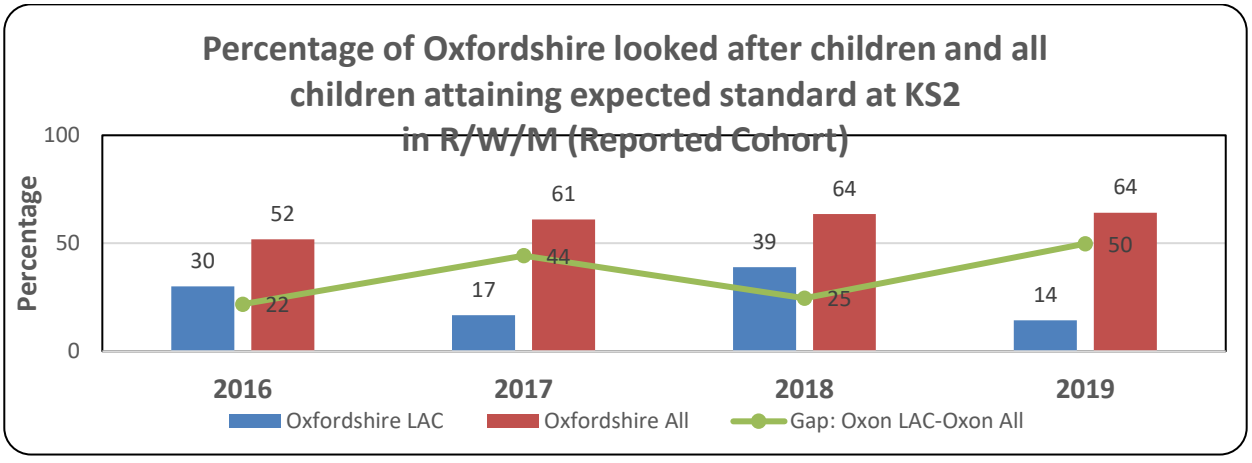
The Year 6 Cohort

- 28 children were in care continuously from 1 April 2018 to 31 March 2019. This is the Reported Cohort.
- A total of 36 children were in the Year 6 cohort at exam time (In-care Cohort).
- 6 (17%) of the Reported Cohort children were at special schools.
- 93% of the children in the Reported Cohort had SEND, half EHCP and half SEN Support. This is 50% higher than the average for the three previous years (61%).

Notes on the results

- Oxfordshire LAC results are for Reported Cohort unless otherwise specified.
- Oxfordshire LAC figures are from the DfE and may differ from those previously reported.

KS2: percentage attaining Expected level in 2019 (2018)					
	Reading	Writing	Maths	SPAG	R/W/M
Oxfordshire LAC	18 (44)	18 (44)	29 (61)	21 (44)	14 (39)
England LAC	49	51	52	53	36
Oxfordshire All	74	78	78	77	64
England All (2018)	75	78	76	78	64
Oxon In-Care Cohort	25	19	28	25	17



Key Stage 4

The Year 11 Cohort

- 67 children were in care continuously from 1 April 2018 to 31 March 2019. This is the Reported Cohort.
- A total of 88 children were in the Year 11 cohort at exam time (In-care Cohort or Full Cohort).
- 15 (17%) of the Full Cohort came into care in Year 11, 29 (33%) in KS4.
- 18 (27%) of the Reported Cohort children were at special schools

- Two-thirds of the children in the Reported Cohort had SEND: EHCP 28% (19 children), SEN Support 37% (25 children), primary need SEMH.

Notes on the results

- Results are for Reported Cohort unless otherwise specified.
- No pupil in the Reported Cohort attained the Ebacc, and 6 pupils (9%) attained 9-5 in English & Maths.
- 15% achieved 5 9-4s including English and Maths.
- Progress for KS4 pupils at KS4 was better than nationally for all LAC for English and Maths.

Note: the standard measures for the DfE are now 9-5 in E&M, Attainment 8, and Progress 8.

Summary of GCSE results 2019 for 'Reported cohort' of pupils in care for 12 months to end of March

	Percentage attaining 9-5 in E&M	Percentage attaining 9-4 in E&M	Attainment 8 average score	Progress 8 average score
Oxfordshire	**8.1**	**19.4**	**27.2**	**-0.70**
England LAC	10.0	Nya	25.1	-0.96
England All	nya	Nya	Nya	Nya
Oxfordshire All	45.8	Nya	47.2	+0.07
Oxon Full Cohort	7.1	17.0	23.9	-1.00
** Oxfordshire LAC 9-4 in E&M score & Full Cohort percentages are calculated locally, not from DfE*				

ACCESS AND PROVISION

Schools

- The 522 looked after children in Years 1-11 at the end of 2018-19 were on roll at 292 different schools.
- 40% of the schools (61% of pupils) are in Oxfordshire; 60% of the schools (39% of pupils) are out-of-county.
- 65% of pupils out-of-county are at secondary schools.
- One school has 10 looked after children, 3 have 8 or 9, 5 have 7, and another 10 have 5 or 6. These are all special schools or secondary.
- 108 pupils (21%) are at special schools, and of these 48% are out of County.

Ofsted ratings for schools with looked after children:

Percentages	All	Oxfordshire	Out-of-County
Good or Outstanding	76	78	82
Requires Improvement	8	7	10
Inadequate	4	5	3
No rating	12	10	5

Reduced timetables: In 2018-19 there were 32 pupils who had 10+ days and 5+% of their marks on reduced timetable. Of these, 13 were in Y11, and 9 in Y10, 3 in Y9. This is an increase from 21 in 2016-17 and 13 the year before. Where pupils are on a reduced timetable, this is closely monitored by the Virtual School and is part of a re-integration or re-engagement plan for the pupil, often to avoid potential exclusion.

Not on roll: 7 pupils (6 in Y11, 1 in Y9) were not on roll at the end of the year. Of these five had come into care since the Easter holidays, and three of these were UASCs.

Alternative provision: 14 pupils (2.7%) were placed in Alternative Provision, including 4 at PRUs. 7 of the 14 were in Y11, 6 in Y10, and 1 in Y9.

Out of County (OOC): At the end of the year, there were 205 pupils (39%) being educated OOC, an increase from an average of 33% in the previous three years. Ensuring provision for our LAC OOC is of a high standard is very complex. One of the most difficult issues occurs when a young person is moved from one county to another whilst in the middle of undergoing assessments for an Education Health and Care Plan (EHCP)

The Virtual School attend as many new into care OOC PEPs as possible and case work any complex issues virtually when it is not possible to visit the school. We liaise closely with other Virtual Headteachers.

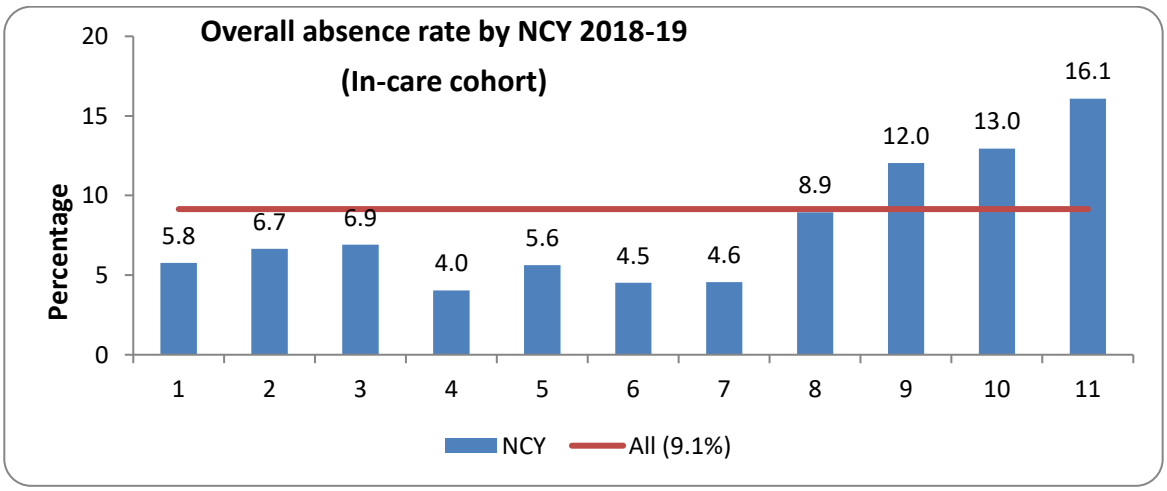
Attendance

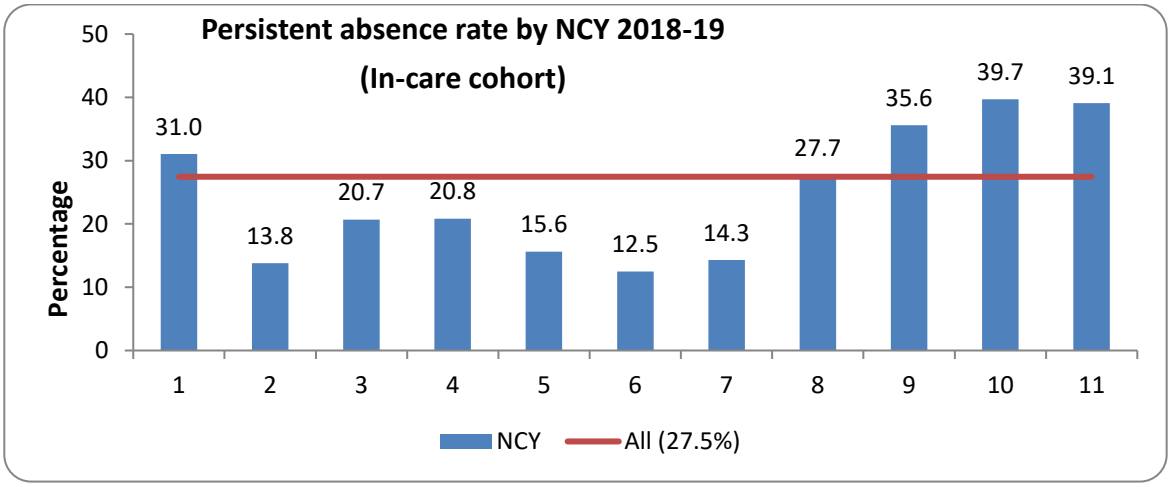
Percentage Overall Absence – Reported Cohort					
	2015	**2016**	**2017**	**2018**	**2019**
Oxfordshire LAC	**5.2**	**4.5**	**4.7**	**4.1**	**4.2**
England LAC	4.0	3.9	4.3	4.5	[nya]
Oxfordshire All	4.6	4.6	4.6	4.9	[nya]

	Percentage Persistent Absence – Reported Cohort			
	2016	**2017**	**2018**	**2019**
Oxfordshire LAC	**9.8**	**12.7**	**15.4**	**12.4**
England LAC	9.1	10.0	10.6	[nya]
Oxfordshire All	10.4	10.3	10.6	[nya]

Attendance by NCY

Overall absence – In-care Cohort





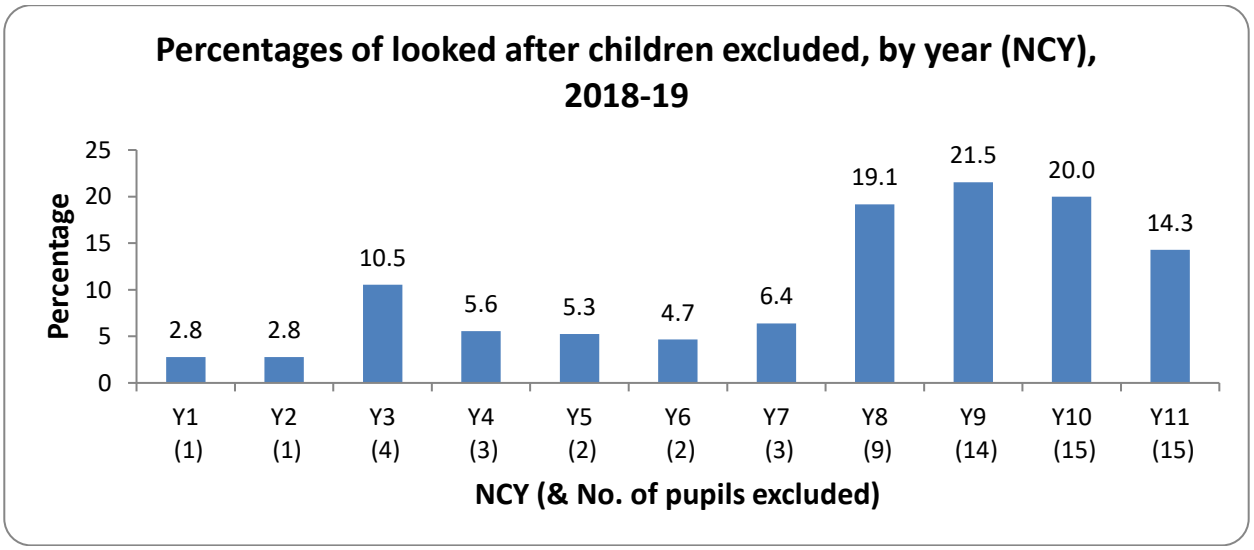
Our persistent absence figures are particularly affected by the number of LAC who are educated out of county. There is frequently a significant delay in securing a school place which occurs when a pupil with an EHCP or with complex social and emotional health needs goes out of county. VSH met with representatives from the DfE SEND team to raise this issue. It has been followed up by the NAVSH. With the introduction of Entry to Care Panel and VSH attendance at every meeting, educational provision and planning is now central to any care decisions.

The Virtual School continues to commission daily phone calls to all schools to monitor attendance. All pupils' absence is followed up on a daily basis by members of the teaching staff in the Virtual School and recorded for distribution once a week to the attendance team. We continue to develop a strategic approach to improving attendance by identifying the significant barriers to attendance and working in a collaborative way with schools.

Exclusions

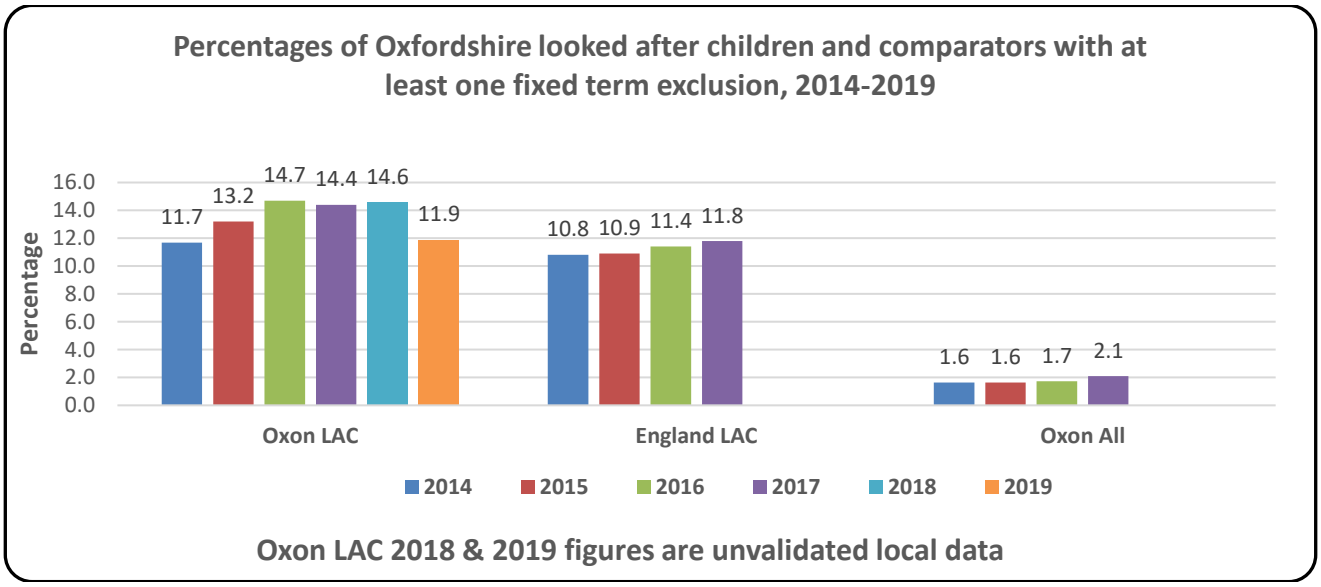
No permanent exclusions of looked after pupils in 2018-19.
Number and percentage of LAC (Full cohort) with at least one fixed-term exclusion: 69 (11.8%).
Number of days lost due to exclusions in 2018-19: 237.

Exclusions by national curriculum year (NYC)



Reported cohort and comparators

Percentages of pupils with at least one fixed-term exclusion						
	2014	**2015**	**2016**	**2017**	**2018**	**2019**
Oxfordshire LAC	**11.7**	**13.2**	**14.7**	**14.4**	**14.6**	**11.9**
England LAC	10.8	10.9	11.4	11.8	[nya]	[nya]
Oxfordshire All	1.6	1.6	1.7	2.1	[nya]	[nya]



The number of fixed term exclusions declined over the academic year 2018-19. This was mainly due to consistent practice and developing relationships with senior leaders in schools to ensure that the Virtual School is informed before any FTE is issued. Conversations around alternative and more appropriate sanctions can then be discussed.

There were no permanent exclusions in 2018-19 although there were several threatened permanent exclusions which were averted by the skillful working of Virtual School staff. A range of measures to support and challenge schools were put in place including developing strategic plans with our high excluding schools, developing therapeutic mentoring rooms, signposting to offsite provision, training schools to use Inclusion Support Plans and developing creative packages with schools.

Transition

Transitions from one phase to another continue to be particularly stressful times for our children and young people. We focus our resources to support schools and the children. In 2016 – 2017 we appointed two highly skilled teachers (one full time post) to support transition between year 6 and year 7 which resulted in a much more settled cohort in year 7. We also have a year 11 transition mentor who supports transition from year 11 to post 16 and focuses on GCSE exams as well as career profiling.

UASCs

The Virtual School and Social Care jointly funds and supports the Orientation Programme which supports UASCs when they are first in Oxford. The young people are taught English and aspects of life in Britain so that they are prepared for the transition into school. The

VSH quality assures the programme alongside social care. UASCs are swiftly moved from the Orientation Programme to local schools and colleges without delay. Where UASCs go out of county we immediately put in place tuition whilst a suitable educational provision is secured.

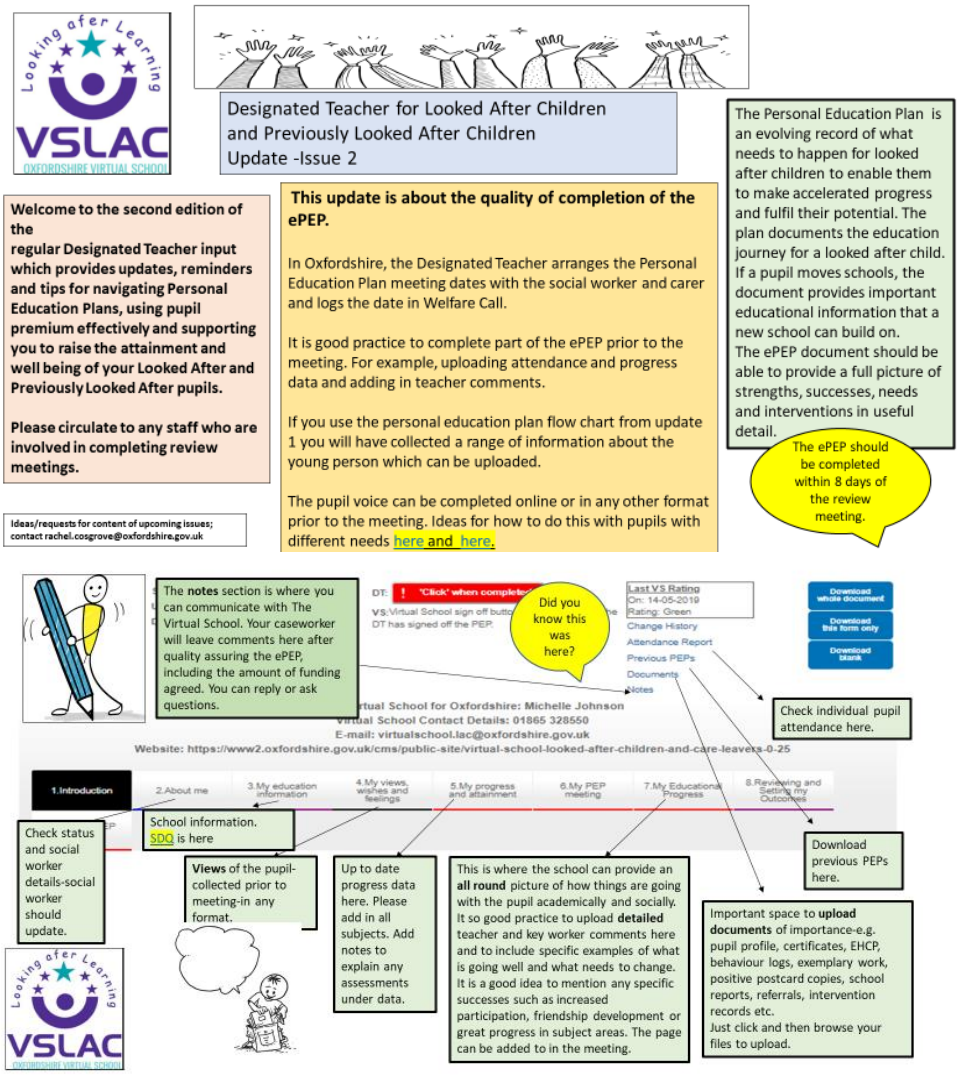
PUPIL PREMIUM AND PERSONAL EDUCATION PLANS

Pupil Premium

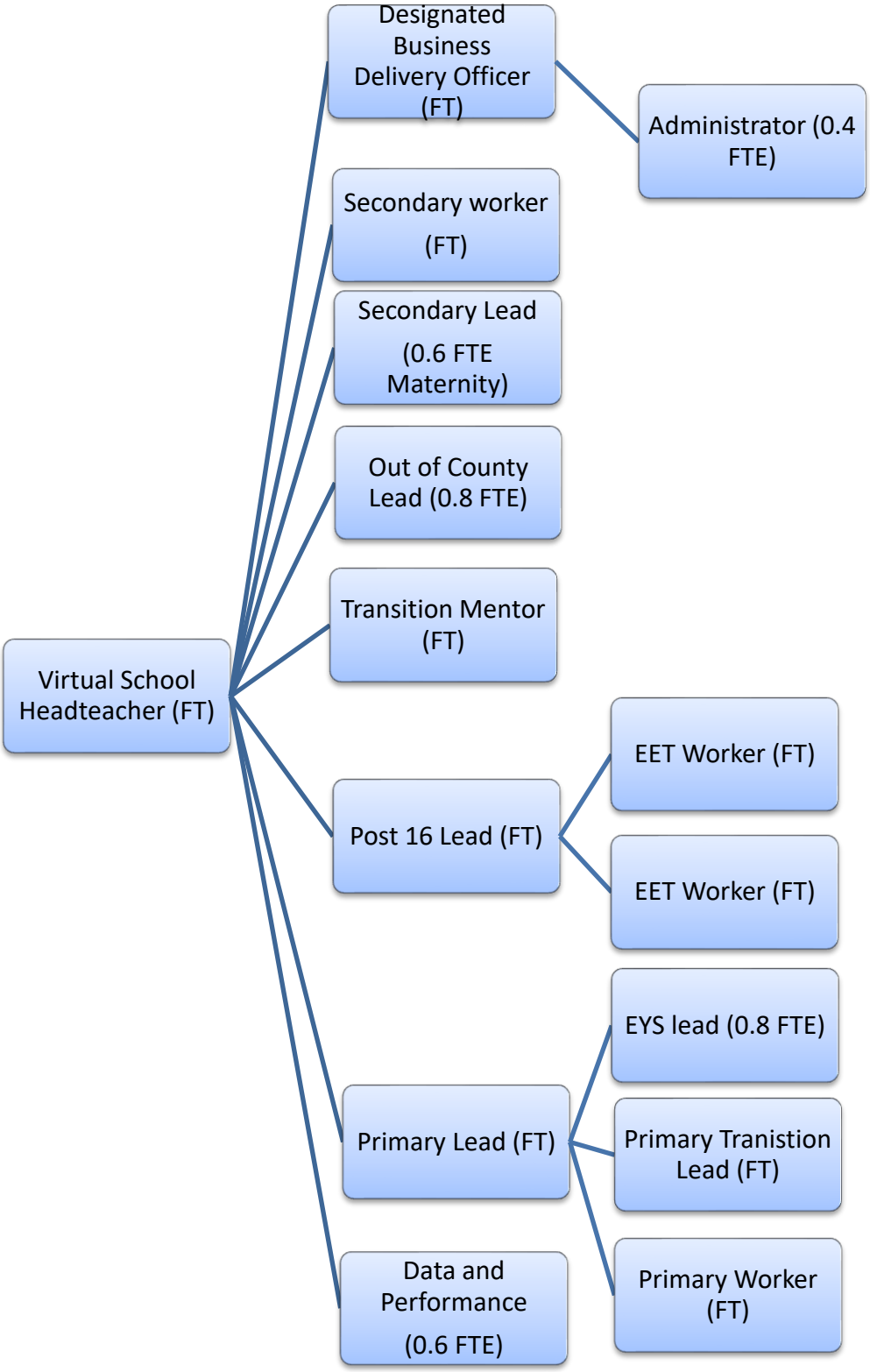
Pupil premium payments are based on the census and are paid directly from the DfE to the Virtual Headteacher for distribution. The overall grant allocated to each Local Authority is calculated on a per capita basis at £2300 per child. However, it does not have to be distributed on a per capita basis, given that children in care have differing levels of need at different stages of being in care. The Virtual School have a Pupil Premium Plus Policy which clearly outlines how the money can be applied for, what is available in the first instance, and how to apply for additional funds. It also clearly outlines how some of the retained funds are used.

PEPs

The EPEP system continued to be embedded in 2018-19. Schools are confident in using the system. All new DTs have EPEP training either centrally or bespoke as appropriate. We now email out DT handouts to update and refresh training throughout the year. Example below:



APPENDIX 1: STAFFING STRUCTURE



HOGACRE
COMMON
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