

12 December 2016**Agenda Item: 5****REPORT OF THE ACTING SERVICE DIRECTOR, EDUCATION STANDARDS
AND INCLUSION****AUTUMN TERM REPORT FOR THE VIRTUAL SCHOOL FOR LOOKED
AFTER CHILDREN****Purpose of the Report**

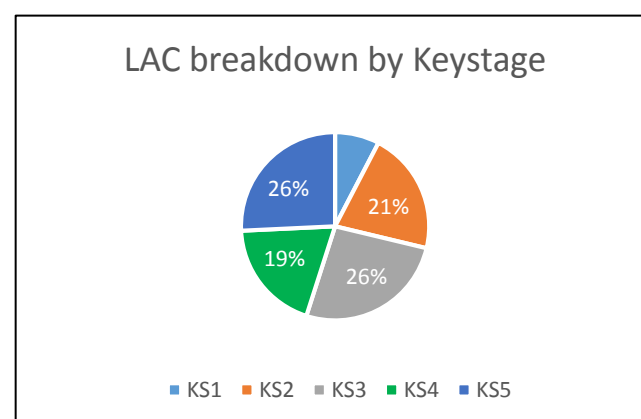
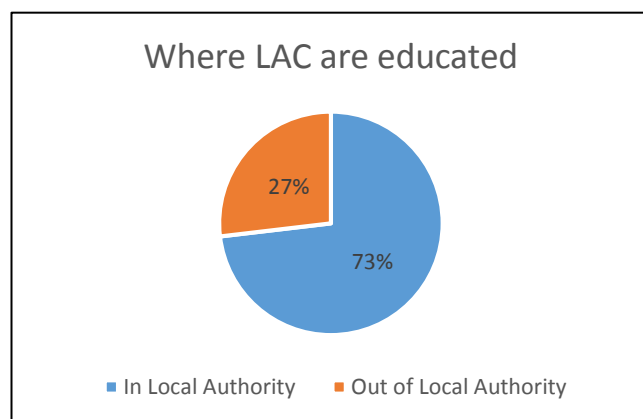
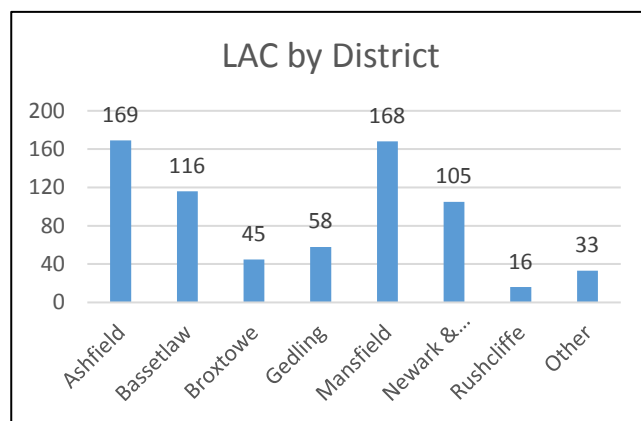
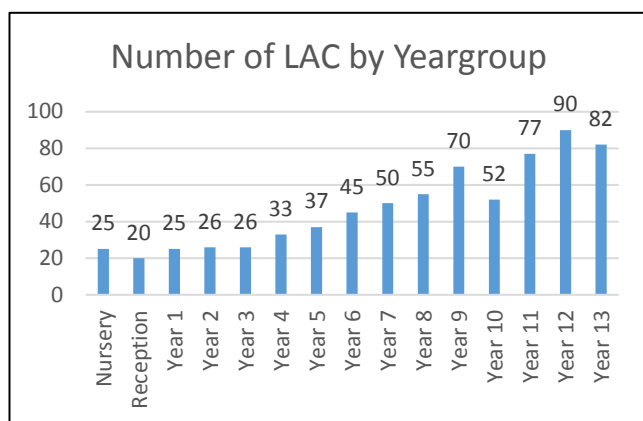
1. To update the Corporate Parenting Sub-Committee on the virtual school for the autumn term 2016.

Information and Advice**Virtual School Senior Leadership Team, School Improvement Plan and termly tracking processes**

2. The senior leadership team (SLT) met on 7 November 2016 and reviewed the 2015/16 virtual school improvement plan in the light of Nottinghamshire's provisional outcomes for Looked After Children (LAC) in 2016. Key improvement priorities and actions were identified for 2016/17. The SLT will review the virtual school's improvement plan on a termly basis alongside further validated data, when available.
3. The virtual school's data officer facilitates the collection of termly teacher assessment data along with other relevant pupil level information such as *progress towards attainment and learning targets, attendance, behaviour, attitudes to learning*. This valuable and crucial process enables the virtual school team to closely track, monitor and intervene as appropriate to ensure LAC continue to make progress and achieve their potential. The tracking information is also used productively during meetings with schools, social workers and carers to inform discussions about interventions or support that may be required for a LAC in schools or educational settings.

Numbers on roll and composition of Nottinghamshire's Virtual School

4. The number of LAC in each key stage, year group, residence and educational location is shown below. The current total for LAC at statutory school age in Nottinghamshire's virtual school is 516 (compared to 559 in 2015-16). The profile of the virtual school in 2016-17 is broadly similar to its profile in 2015-16 with the exception of the Year 9 cohort where there appears to have been a noticeable increase in LAC numbers. All information below is correct as of 26 October 2016.



Commentary on 2016 outcomes for LAC

5. This commentary is based on provisional, un-validated outcomes for Nottinghamshire's looked after children in 2016. National or regional outcomes for LAC are yet to be published.
6. This data is based on the Nottinghamshire 903 cohorts from 2016, defined as children looked after for at least 12 months as of 31 March of the relevant year.
7. Care should be taken when comparing key stage outcomes of Looked after Children due to small cohort sizes.
8. There have been a number of significant changes to key performance measures over recent years including the introduction of new Key Stage 4 performance measures and the removal of National Curriculum levels for Key Stages 1, 2 and 3. Hence, comparisons cannot easily be made with previous years' data.

Key Stage 1 (KS1): Percentage of LAC meeting Age Related Expectations (ARE)

The 2016 cohort is based on 16 pupils. Each pupil equates to 6.25 percentage points.

National (England)		2016
	Maths	Not Available
	Writing	
	Reading	

Nottinghamshire	Maths	44
	Writing	44
	Reading	56

East Midlands	Maths	Not Available
	Writing	
	Reading	

9. In 2016, KS1 pupils were assessed against the new more challenging curriculum, which was introduced in 2014. Results are no longer reported as levels; interim frameworks for teacher assessment have been used by teachers to assess if a pupil has met the new, higher expected standard. This report presents attainment based on teacher assessments.
10. In terms of KS1 LAC outcomes in 2016, 7 out of the 16 LAC achieved the expected standard in mathematics and in writing (44%), 9 out of 16 pupils achieved the expected standard in reading (56%) and 7 out of 16 achieved the expected standard in all 3 areas (44%). It should be noted that 1 of the 16 LAC was assessed at not only reaching the expected standard in all three subjects but also achieved higher than the expected standard which is described as 'working at greater depth'.
11. Of those who are educated in Nottinghamshire schools, 5 out of 11 LAC (45%) achieved ARE in reading, writing and maths, compared to those educated out of county, of whom 2 out of 5 (40%) achieved ARE in reading, writing and mathematics.

Key Stage 2: Percentage of LAC meeting Age Related Expectations (ARE)

The 2016 cohort is based on 42 pupils. Each pupil equates to 2.4 percentage points.

National (England)		2016
	Maths	Not Available
	Writing	
	Reading	
	Combined	

Nottinghamshire	Maths	31
	Writing	33
	Reading	31
	Combined	17

East Midlands	Maths	Not Available
	Writing	
	Reading	
	Combined	

12. The 2016 Key Stage 2 assessments are the first which assess the new, more challenging national curriculum, introduced in 2014. New tests and interim frameworks for teacher assessment have been introduced to reflect the revised curriculum. As with the KS1 results, due to new performance measures, these results cannot be compared to previous outcomes.
13. Thirteen out of the 42 LAC achieved ARE in mathematics and reading (31%) and 14 LAC achieved ARE in writing (33%). LAC outcomes were therefore broadly similar across the 3 individual subjects but only 7 out of 42 students achieved ARE in reading, writing and maths combined (17%). This remains an area for improvement for 2016-17.

Key Stage 2: Value Added Measure

National (Eng)	KS2 Value Added Measure	
		Not Available
	Maths	
	Writing	
	Reading	

Nottinghamshire	Maths	+1.97
	Writing	+0.15
	Reading	+1.35

East Midlands	Maths	Not Available
	Writing	
	Reading	

14. New progress measures at the end of KS2 aim to capture the progress that pupils make from the end of key stage 1 to the end of primary school. They are a type of value added measure which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment. These scores give an indication of whether, as a group (LAC in this case), pupils in the school made above or below average progress in a subject compared with pupils with similar starting points in other schools.
15. Based on the provisional, un-validated data it would appear that the Nottinghamshire LAC cohort for 2016 has made positive gains in terms of the value added from KS1 to KS2.

Key Stage 4 (KS4): Percentage of LAC meeting Age Related Expectations (ARE)

The 2015 cohort is based on 66 pupils. The 2016 cohort is based on 51 pupils. Each pupil equates to 2 percentage points.

16. The KS4 dataset is currently based on returns from individual schools (in and out of county) for our 2016 KS4 LAC 903 cohort rather than from a national statistical first release of data.

Key Stage 4 (KS4): LAC A*- C grades in both English and mathematics

17. At Key Stage 4, the current information is considered provisional and subject to change. The previous headline indicator of 5+ A*-C GCSEs including English and mathematics has now been removed. The closest comparator currently available is based on the percentage of LAC achieving A*-C grades in both GCSE English and mathematics.

National (England) % A*- C in both English and mathematics	2015	2016
	15.9%	
Nottinghamshire % A*- C in both English and mathematics	16.7%	13.6%
East Midlands % A*- C in both English and mathematics	12.6%	

18. 13.6 % of LAC pupils achieved A*- C grades in both GCSE English and mathematics in 2016 compared to 16.7% in 2015 which represents a small decline based on a smaller cohort of entry.
19. It is worth noting that in terms of individual outcomes for LAC in English GCSE and mathematics GCSE, the English outcomes improved from 21.4% in 2015 to 27.1% in 2016, and the mathematics outcomes improved from 19.6% to 25.4% in 2016. The caveats about cohort sizes continue to apply.

Key Stage 4 (KS4): Attainment and Progress 8

20. Attainment 8 is the new measure based on the cumulative score derived from grades achieved across up to 8 subjects across 3 sections; English & mathematics, 3 English Baccalaureate subjects (Sciences, Languages & Humanities) and 3 other approved qualifications. The average Attainment 8 score for the LAC cohort was 25.3 in 2016.
21. A Progress 8 score compares students to those with the same prior attainment at KS2. Based on un-validated provisional data, the Nottinghamshire LAC cohort achieved a

Progress 8 score of -1.04 meaning that on average, the LAC pupils achieved 1 grade lower per subject than others with the same prior attainment at KS2.

Reflections on the new KS4 measures in 2016 and next steps for the virtual school as a result of this evaluation.

22. Further analysis of results at individual pupil level indicates that LAC who make the greatest progress are those who have been in both a stable placement and consistent school setting since their transition from primary school.
23. In terms of examination entries, in 2016 the average number of qualifications entered by Nottinghamshire's LAC was 6.04 which is a strong increase on qualifications entered in 2015 (4.6 entries per LAC pupil). In addition, there has been a 13 percentage points increase in the number of LAC pupils entered for a GCSE in both English and mathematics (from 47% in 2015 to 60% in 2016).
24. The new Progress 8 measure places more emphasis on ensuring pupils have access to and are able to study a broad curriculum based on up to 8 subjects, including English and mathematics. Nottinghamshire's LAC Achievement Officers will continue to work closely with schools to ensure appropriate curriculum offers and accreditation pathways are in place for our KS4 cohorts.
25. Nottinghamshire's virtual school team will continue to ensure targeted visits are in place to provide challenge and support to schools or settings where tracking data suggests there are possible barriers to achievement for a Nottinghamshire LAC. The virtual school improvement plan will also identify key priorities and actions for improvement in agreement with the virtual school senior leadership team.

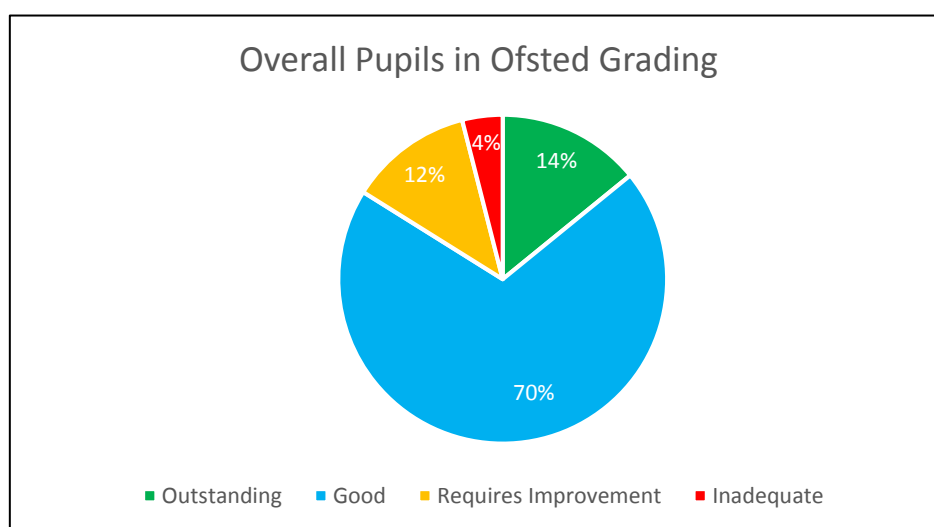
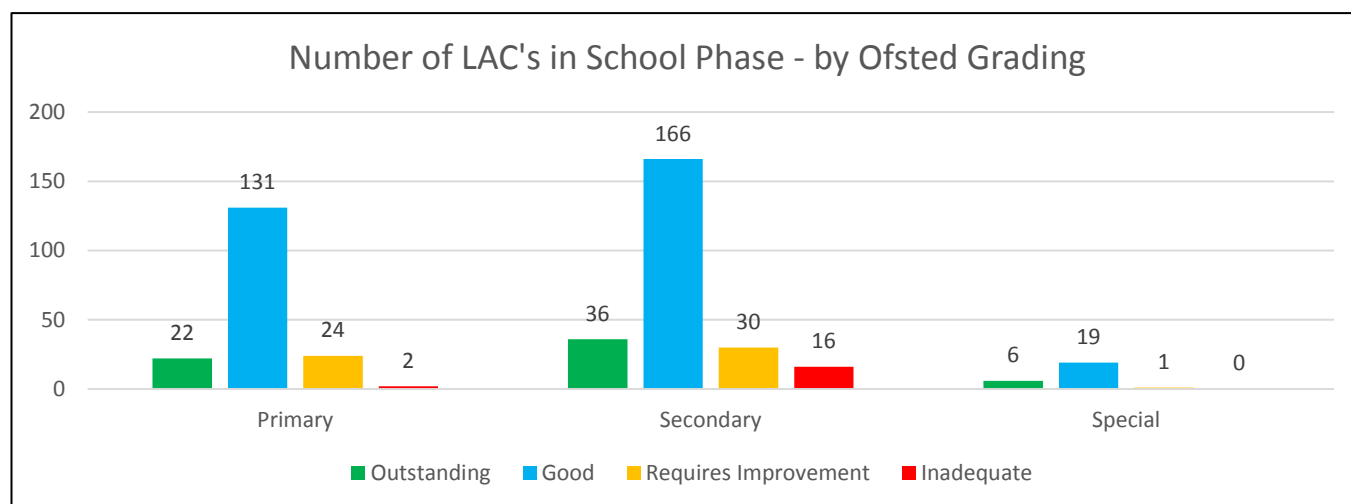
Attendance

26. Internally collected data shows that overall attendance for LAC in the academic year 2015-16 was 96% compared to 96.8% in 2014-15. The national and East Midlands attendance percentage for 2014-15 was 96%.

NEXUS project

27. Nexus is a project supported by the Association of Children's Services Directors which aims to create a consistent, national evidence-based system to assist with reporting the educational outcomes of LAC children. It is hoped that in the future, this will enable local authorities to assess, monitor and report on the educational achievement and progress of children in care (both nationally and locally, and at both an institutional and individual level).
28. Nottinghamshire's Performance, Intelligence and Policy Team and the virtual school data officer will be taking part in this project as it develops. The project will allow local authorities to monitor, collate and compare a wide range of key factors known to contribute to the low educational outcomes of children and young people in care such as time in care, placement changes and school changes.

LAC placements in schools according to Ofsted Grading



29. Wherever possible, the local authority adheres to the statutory guidance as set out in 'Promoting the Education of Looked After Children' (July 2014), which advises that all looked after children should be placed in good or better schools.
30. It is not the Local Authority's practice to move a LAC from their school if that school moves from an 'outstanding' or 'good' Ofsted category as this can be unsettling and detrimental to the LAC's progress and well-being.
31. The Virtual School Data Officer and Achievement Officers closely monitor and scrutinise all data for pupils not attending good or outstanding schools. A LAC Achievement Officer is allocated to all of those LAC placed in schools that are not yet judged to be good or outstanding. Social care colleagues also work closely with virtual school staff to facilitate termly personal education plans for the LAC.

Early Years Foundation Stage (EYFS) Pupil Premium (PP)

32. Close working between the virtual school and the early childhood and early help service has ensured that a system is now in place to distribute and monitor the use and impact of EYFS pupil premium. The PP funding will be released on a termly basis following the return and scrutiny of each LAC's required personal education plan (PEP).
33. Data on outcomes will be shared by the early childhood and early help service with the virtual school to enable robust tracking of those LAC at risk of not reaching a good level of development. Where this is identified, specialist teachers from the early childhood and early help service will support settings to use the pupil premium funding effectively to improve provision and educational outcomes for LAC.

East Midland (EM) Virtual School Heads' Network

34. Ofsted representatives regularly attend the meetings of this network to develop close links between Her Majesty's Inspectorate (HMI) and virtual schools in the East Midlands (EM) region. An informative input was provided by an inspector during the EM network meeting in September 2016. This enabled regional colleagues to discuss the activities and findings of Ofsted when inspecting schools in terms of the provision and outcomes for LAC.
35. HMI for social care is also keen to continue to work with the EM network. A further meeting will be arranged in the coming months to maintain a dialogue with HMI colleagues conducting residential homes inspections. Good practice will be a focus of these discussions to create information sharing on the work of virtual schools to support these most vulnerable young people.

Social Care Links

36. The co-ordinator of the virtual school recently attended the looked after children's social work team's meeting to update colleagues on Nottinghamshire's LAC outcomes for 2016, the use and impact of pupil premium funding and to promote the effective use of personal education plans.
37. The co-ordinator has also met with student social workers to inform them of the role of the virtual school. This will feature regularly as part of student social workers' professional development.

Attachment Aware Schools

38. The virtual school continues to work with a number of partnerships of schools to develop good practice across the County in supporting the needs of children and young people with attachment difficulties. This project is now well underway in the North Ashfield, Gedling, Newark, Worksop and Mansfield areas of the county. Both primary and secondary schools are taking part in the training which is being delivered by Kate Cairns Associates.
39. All the training has been very well evaluated. The virtual school will work with educational psychology colleagues to look at the impact of the projects as each area completes the six courses they are undertaking.

Letterbox Club

40. The virtual school has once again purchased the letterbox club for years 1, 3, 5 and 7. Evaluation of this current year will be gathered in the coming months. A new development for 2016 will be the production of a purple parcel which is targeted at the early years' age group. This parcel is designed to encourage parents/carers to read and share literacy opportunities with their child. The virtual school will be purchasing this parcel for all early years' looked after children.

Achievement Event

41. This popular, well-regarded event will once again take place in July 2017 at the Albert Hall in Nottingham. The evaluation of the 2016 event received very positive evaluations from all the LAC involved. Our guest speaker, Simon Weston, was very well received by young people and adults alike. The first year of the 'John Stollery Award' was also well received and we look forward to this being a continued part of the achievement event.

Good News

42. Book tokens continue to be sent out to looked after children for a host of reasons including achieving 'Star of the Week', receiving the most points for positive behaviour and supporting other students in activities and lessons.

Other Options Considered

43. No other options have been considered.

Reason/s for Recommendation/s

44. This report is for noting only.

Statutory and Policy Implications

45. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the NHS Constitution (Public Health only), the public sector equality duty, safeguarding of children and vulnerable adults, service users, sustainability and the environment and ways of working and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

RECOMMENDATION/S

- 1) That the update on the virtual school for the autumn term 2016 be noted.

Marion Clay

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Constitutional Comments

46. As this report is for noting only, no Constitutional Comments are required.

Financial Comments (TR 17/11/16)

47. As this report is for noting only, no Financial Comments are required

Background Papers and Published Documents

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

Summer term report of the virtual school for looked after children – report to Corporate Parenting Sub-Committee on 13 June 2016.

Research report from Rees Centre/University of Bristol/University of Bristol, November 2015.

Electoral Division(s) and Member(s) Affected

All.

C0902