

13 June 2016

Agenda Item: 6

**REPORT OF THE ACTING SERVICE DIRECTOR, EDUCATION STANDARDS
AND INCLUSION**

**SUMMER TERM REPORT FOR THE VIRTUAL SCHOOL FOR LOOKED
AFTER CHILDREN**

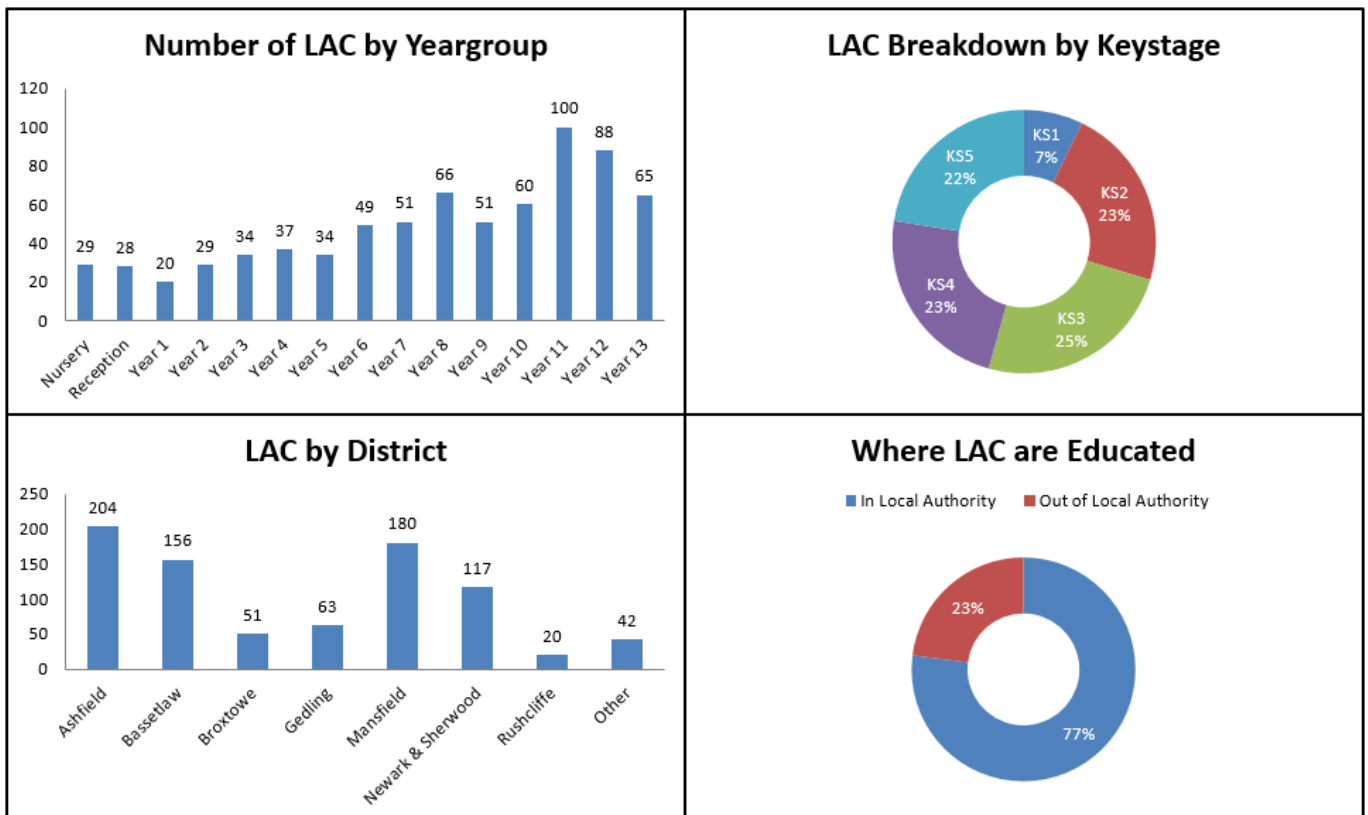
Purpose of the Report

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

Information and Advice

Virtual School

- The number of looked after children (LAC) in each Key Stage, Year Group, Residence and Educational Location is shown below.



Commentary on 2015 outcomes for LAC

3. The LAC outcomes are based on the DfE's first statistical release for Nottinghamshire looked after children (March 2016). All data is based on the 903 cohort.

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

2014 is based on 20 pupils, 2015 based on 20 pupils

National (England)		2013	2014	2015
	Maths	71	72	73
	Writing	61	61	63
	Reading	69	71	71

Nottinghamshire	Maths	73	76	68
	Writing	70	67	55
	Reading	77	76	64

East Mids	Maths	70	74	67
	Writing	64	62	58
	Reading	70	70	67

4. The percentage of Nottinghamshire LAC attaining ARE at KS1 (level 2+) in each of three separate subjects declined from 2014 to 2015 as was also the case for the East Midlands (EM) region in 2015. Nottinghamshire's outcomes are broadly similar to EM outcomes but below national.

Key Stage 2: Percentage of LAC meeting ARE

2014 is based on 34 pupils, 2015 is based on 37 pupils

National (England)		2013	2014	2015
	Maths	59	60	64
	Writing	63	68	71
	Reading	55	59	61
	Combined	45	48	52

Nottinghamshire	Maths	52	69	58
	Writing	48	72	66
	Reading	39	55	58
	Combined	35	44	43

East Midlands	Maths	57	58	56
	Writing	58	65	65
	Reading	52	57	52
	Combined	41	43	43

5. The percentage of Nottinghamshire LAC attaining ARE (level 4+ in reading, writing and mathematics combined) at the end of KS2 remained broadly similar from 2014-15. The Nottinghamshire outcome was below the national percentage but in line with the percentage achieved by the EM region. Over a three year period, Nottinghamshire's outcomes demonstrate a trend of improvement whereas the EM trajectory is broadly static. Outcomes in Nottinghamshire are close to the national average in individual

subjects, but too many children did not achieve the expected standard in all three subject areas. This is an area for improvement.

Key Stage 2: Percentage of LAC making expected progress:

Nat (Eng)	KS2 Expected Progress			
		2014	2015	% +/-
	Maths	75	77	2%
	Writing	82	84	2%
Reading	81	82	1%	

Nottingham shire		2014	2015	% +/-
	Maths	83	70	-13%
	Writing	80	84	4%
	Reading	83	81	-2%

6. From 2014 to 2015, a broadly similar percentage of LAC achieved expected progress in reading. The 2015 outcome compares favourably to a national figure of 82%. In terms of writing, the Nottinghamshire LAC cohort made a full percentage point improvement on the 2014 outcome. This now places Nottinghamshire's LAC outcomes in-line with the national percentage in writing. The percentage of LAC making expected progress in mathematics dropped from 83% in 2014 to 70% in 2015. The Nottinghamshire LAC outcome in terms of mathematics expected progress was 7 percentage points below the national outcome.

Key Stage 4: Percentage of LAC meeting ARE

2014 is based on 61 pupils, 2015 is based on 66 pupils

	2013	2014	2015
National (England)	15.5	12.2	13.8
Nottinghamshire	12.5	13.1	14.8
East Midlands	13.0	11.0	10.2

7. The percentage of Nottinghamshire's LAC attaining ARE (5+ A*-C including English and mathematics) at the end of KS4 improved by 1.7 percentage points from 2014-15, compared to a national increase of 1.6 percentage points and a 0.8 percentage point decline in terms the EM LAC cohort. Outcomes in Nottinghamshire have now been above the national average on this indicator for two consecutive years. Over a three year period, Nottinghamshire's outcomes for LAC show a year on year trend of improvement whereas the EM trajectory is in decline and the national outcome has also dropped between 2013 and 2015.

Key Stage 4: Percentage of LAC making expected progress

		2013	2014	2015
Nat (Eng)	English	32	35	37
	Maths	29	26	29

		2013	2014	2015
Nottinghamshire	English	26	29	39
	Maths	21	29	24

8. In terms of the percentage of LAC pupils making expected progress in English (3 levels from KS2-4), Nottinghamshire's 2015 outcome improved by 10 percentage points (in 2014 from 29% to 39% in 2015) whereas the national rate of improvement was 2 percentage points. This now places Nottinghamshire's performance on this measure above the national average for LAC in 2015. Over a three year period this data set indicates there is a strong trend of improvement for Nottinghamshire LAC outcomes in English and the rate of improvement is greater than the national trajectory.
9. In terms of expected progress in mathematics, Nottinghamshire's outcome declined from 29% in 2014 to 24% in 2015. When compared to the national percentage, Nottinghamshire's outcome is 5 percentage points below the national average for LAC in 2015. Whilst outcomes dropped slightly from 2014-15, the three year average for Nottinghamshire LAC shows a 3 percentage point improvement whereas national outcomes over this period have remained static.

Next steps as a result of the evaluation of 2015 outcomes

10. Nottinghamshire's virtual school team will ensure key actions are in place to provide challenge and support to every school or setting wherever a Nottinghamshire LAC is on roll or attends. In particular, the virtual school coordinator will highlight key subject areas for improvement through designated teacher emails, an input into head teacher briefings and governor newsletters and through targeted LAC achievement officer visits to schools.

The collation of termly tracking data

11. The virtual school's data officer is now facilitating the collection of termly teacher assessment data. Whilst in the early stages of development, this system is enabling the virtual school team to better support and challenge schools to closely track the termly progress of LAC and to target resources towards those LAC not making sufficient progress.

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

12. 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 EYFS pupil premium. The PP funding will be released on a termly basis following the return of the required personal education plan (PEP) documentation.

13. A tracking system will be developed to monitor the impact of PP funding on outcomes for the EYFS LAC cohort.

East Midlands Network

14. Ofsted continues to work with local authorities across the East Midlands region to raise the profile and investigate the barriers to improving attainment of key vulnerable/disadvantaged groups including LAC.
15. During the spring term of 2015, a productive meeting was held between representatives from Ofsted Care Inspectorate and from the East Midlands group of virtual school heads. Discussions included the effective use of PEPs and virtual school support for residential homes. The Ofsted representatives were keen to maintain links with the East Midlands virtual school heads and future meetings will be arranged.

Social Care Links

16. The co-ordinator of the virtual school has attended all social care team meetings this academic year in order to mediate changes to the PEPs. This support was well received with teams reporting that the new documentation is now easier to complete. The bespoke versions of the PEP ensure plans are now more relevant to the age of the LAC and their educational setting e.g. special school, secondary.

Further Education

17. The virtual school's data officer is in the process of setting up meetings with data officers in further education colleges to discuss ways of collating relevant data and information from those providers with looked after children.

Higher Education Event

18. This event, focussing on raising aspirations for LAC, will be held on 1st July 2016 at the Nottingham Trent University Newton Building. Feedback from the event will be reported to the Sub-Committee at a future meeting.

Attachment Aware Schools

19. 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. There are now four partnerships engaging with the trauma and attachment training offered through the virtual school. Each partnership will undertake an evaluation of the impact of this training and feedback learning points to the virtual school and all schools across the County. In addition, the virtual school co-ordinator will work with school leaders to monitor exclusions, attendance and progress data in order to measure the impact of this crucial project.

Letterbox and Summer Reading Challenge

20. The Letterbox Club is an award-winning programme, managed by BookTrust, in partnership with the University of Leicester, which aims to provide enjoyable educational support for looked after children aged 5-13 years. Nottinghamshire's virtual school ensures that the Letterbox Club is a sustained offer for all LAC in years 1, 3, 5 and 7. This year, over 150 looked after children will benefit from this valuable project.
21. During 2016-17, the 'BFG' books (written by the much-loved children's author Roald Dahl) will be the focus of the libraries' Summer Reading Challenge. The virtual school co-ordinator has worked closely with the library service to ensure that age-appropriate BFG books are included in all parcels to LAC and that information about the Summer Reading Challenge is also included and therefore promoted.
22. The Letterbox Club continues to be very popular. The evaluation of last year's scheme demonstrates how valued both looked after children and their carers find this scheme.

Achievement Event

23. The event will take place in July 2016 at the Albert Hall in Nottingham. This year the guest speaker will be Simon Weston. There has been a good response with well over 100 looked after children being nominated. There will also be a special award made for outstanding achievement in memory of the late social worker, John Stollery.

Good News

24. Book tokens continue to be sent out to looked after children for a host of reasons including most house points, making outstanding progress and sporting achievements.

Other Options Considered

25. No other options have been considered.

Reason/s for Recommendation/s

26. This report is for noting only.

Statutory and Policy Implications

27. 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 Summer term 2016 be noted.

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Constitutional Comments

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

Financial Comments (SS 17/05/16)

29. There are no financial implications arising directly from this report.

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.

Spring term report of the virtual school for looked after children – report to Corporate Parenting Sub-Committee on 7 March 2016.

Electoral Division(s) and Member(s) Affected

All.

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