



The Virtual School

Headteacher Report

August 2018

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1. Introduction

- 1.1 The Virtual School has been operating since June 2013, although arrangements to support and monitor the achievements of looked after children had been in place for some time before that. Although the school does not exist as a physical entity it maintains a roll of all the children and young people of school age who are in the care of Southampton City Council, whether they continue to live within Southampton or reside elsewhere.
- 1.2 The school is responsible for supporting and promoting the educational achievement of all the children and young people, from the time they first enter education until they reach statutory school leaving age. The school is focussed on raising the aspirations of the young people and all the professionals involved with them so they can reach their full potential, progressing into further and higher education and moving into fulfilling and gainful employment.
- 1.3 The Virtual School plays a key role in developing collaborative working with colleagues locally as well as Virtual Schools and local authorities across the country, to ensure swift communication and prompt action to support our young people.

2. Staffing structure

The Virtual school for the academic year 2017-2018 was:

- 2.1 **The Virtual School Headteacher (VSH)** took up the full time post in January 2016. The VSH is a statutory role and all local authorities must have a person named in this role, as outlined in statutory guidance:
<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>
The VSH is the lead responsible officer for ensuring that arrangements are in place to improve the educational experiences and outcomes of Southampton City Council looked after children, including those placed out of authority. The VSH must ensure that there are effective arrangements in place to work with the broad range of professionals who have a role to play in supporting the education of looked after children.

2.2

- 2.3 **The Virtual School Deputy Headteacher (VSDH)** is a full time post and the officer plays a crucial role in negotiating, sustaining and maintaining complex school places. The VSDHT also supports and deputises for the VSH in order for the VSH to fulfil all statutory responsibilities.
- 2.4 **Child Looked After Officers x 3**, term time only, their remits are to monitor attendance, exclusions, completion and quality assurance of personal education plans (PEP) and to support with all training needs for all stakeholders involved in the education and care of children looked after.
- 2.5 **Specialist Educational Psychologist** to support staff with psychological advice, training for schools and direct intervention, mainly offering assessments for pupils where they have complex needs. This has been a key role in developing and delivering training.
- 2.6 **LetterBox worker** – sessional worker, term time only (see section 18).
- 2.7 The team was subject to Transformation Phase 3. This was completed October 2017. All job descriptions have been updated to reflect these changes and all team members have robust targets set through the appraisal system.
- 2.8 The work of the team relies heavily on strong and supportive working relationships with staff who also have responsibilities for CLA, or who play a role in services young people need. These include social workers, admissions teams, the placement team, SEN, the Psychology Service, IROs, BRS and many others both in and outside Southampton and, crucially, the Designated Teachers and staff in schools.

All the posts in the Virtual School, except that of the VSH, are funded through the retained element of the pupil premium plus grant, as allowed under the Conditions of Grant. As a statutory role the VSH post is funded by the local authority.

3. Remit of the Virtual School

3.1 The remit of the Virtual School is subject to a range of guidance, most recently the revised statutory guidance published February 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf

The guidance extends the remit of virtual schools to include post looked after children

3.2 The revised statutory duties include:

- Working to close the attainment and progress gap between looked after children and their peers, creating a culture of high expectations.
- Ensuring that children have access to a suitable range of high quality education placement options.
- Monitoring educational progress.
- Promoting good attendance and behaviour to prevent exclusion.
- Maintenance of an up to date roll of all CLA who are in school, both within and outside of the city, or in college placements.
- Keeping schools informed about children on their rolls who are looked after.
- Ensuring the full range of professionals understand their roles and responsibilities in initiating, developing, reviewing and updating Personal Education Plans.
- Provide information, advice and guidance to stakeholders involved with the care of post looked after children (children who have been adopted, or have a special guardianship order or an child arrangement order)

3.3 **ACTION:** A child looked after officer is in post from September to support with this remit

By working closely with colleagues in social care, schools and staff in local authorities, the Virtual School supports our young people by:

- Attending PEP meetings which has significantly increased.
- **ACTION:** As an ongoing action all CLA will have at least 1 PEP meeting each year attended by the Southampton Virtual School to ensure target setting is aspirational and the use of pupil

premium funding to support interventions is appropriate. Priority will be given to those CLA with complex concerns.

- Training and liaising with designated teachers, social workers, independent reviewing officers and any other relevant stakeholders.
- Offering support and advice.
- Signposting to other services and programmes of work.
- Teaching on a 1:1 basis through the use of external agencies and supporting transitions between schools for targeted pupils.
- Delivering training and support to social workers and foster carers on issues relating to education.
- Liaising closely with social workers and admission teams to promote the allocation of school places and speedy admission.
- Attending LAC Reviews at the request of IROs.
- Attending disruption meetings (school or care placement) as requested by social workers or Designated Teachers.

4. **The Virtual School values**

4.1 **Vision:** Believe and Achieve.

4.2 **Mission:** To work to raise standards for children and young people who are looked after and to ensure that no child is unfairly disadvantaged as a consequence of their care background.

4.3 **Aim:** To ensure that placements and support services for young people are appropriate, effective and timely. We review where progress is not being made and intervene to support learning.

5. The Virtual School Roll

5.1 Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care, or is provided with accommodation for more than 24 hours by the authority. Those children and young people of statutory school age make up the roll of the Virtual School whilst remaining, where possible, on the roll of their physical school. As the number of looked after children fluctuates over the year, so does the Virtual School roll.

5.2 Pupil Numbers as at July 2018 were as follows:

Year Group	No of children on roll	No in year group with EHCP	% in year group with EHCP
Not school age	34	0	0
R	21	1	5%
1	22	2	9%
2	27	1	4%
3	28	8	29%
4	28	6	21%
5	34	2	6%
6	37	7	19%
7	30	10	33%
8	35	8	23%
9	44	13	30%
10	34	6	18%
11	36	9	25%
Total YR R-11	376	73	19%
12	33	7	21%
13	6	1	16%
Total post 16	39	8	21%
Total	449	81	18%

5.3 Pupil numbers on the roll of the Virtual School fluctuate considerably during the year. At the time of writing this report the roll stood at 379, pupils, aged between 4 and 16. This is an increase of 3.3% from the previous year.

5.4 While children of pre-school age are offered education, not all carers choose to take this up, although they are strongly encouraged to do so by social workers and the Early Years team. In addition the free childcare offer has been extended to foster carers with effect from September, subject to conditions. <https://www.gov.uk/government/news/free-childcare-to-be-extended-to-foster-carers-for-the-first-time>

ACTION: More emphasis will be placed upon this take up in 2018/2019.

5.5 **Where do our children go to school?**

Wherever possible Southampton seeks care places within the city and children continue to attend their pre-care schools but, for many pupils, a move of school is inevitable and currently **51.4%** of our pupils are in education **outside** the city boundary, (a reduction of 3.6% from last academic year). In addition to schools in Southampton, our children and young people attend schools in **27** other local authorities, (a reduction of 4 from last academic year. This includes 1 pupil who has been decelerated to -1).

5.6 **What type of schools do our pupils attend?**

Pupils on the roll of the Virtual School attend a range of provisions from mainstream Primary and Secondary schools, Independent schools through to Academies and Special schools.

Pupils are placed in the type of provision that best meets their needs.

5.7 What is the quality of schools that our pupils attend?

In accordance with the 2014 guidance the Virtual School is committed to placing and maintaining its pupils in schools that are at least good. Some of our pupils attend schools that fall below that standard, but agreement to place, or maintain, in a school that falls below that standard is subject to a great deal of discussion, including a review of the progress made by the school at the follow up Ofsted visits.

Academic Year	Percentage of pupils attending Good or better schools		
2014/2015		71%	
2015/2016		82%	
2016/2017	Out of City	85%	
	Within the city	65%	
2017/2018	All Schools	81% (National 86%)	
	Within the city	85%	

6. Safeguarding

- 6.1 Every child looked after has a named Social Worker, responsible for writing and delivering an appropriate care plan.
- 6.2 Every child looked after has an Independent Reviewing Officer who has oversight of their care plan and is empowered to act on behalf of the child, challenging the local authority to ensure care plans are appropriate.
- 6.3 The Virtual School quality assure and review all Personal Education Plans (PEPs), including any safeguarding issues added to the action plan, ensuring they are followed up.
- 6.4 Children looked after are always placed in schools\settings that are recognised and registered by the DfE and inspected by Ofsted or equivalent.

- 6.5 Children looked after are placed in schools with an appropriate Ofsted safeguarding rating.
- 6.6 Virtual School staff immediately follow up any issues regarding safeguarding in schools, raised by Ofsted.
- 6.7 Safeguarding is a standing agenda item at termly meetings, ensuring staff are aware of the need to safeguard children and their responsibilities in identifying and reporting possible cases of abuse, also maintaining their knowledge of key issues.
- 6.8 Virtual School staff have all undergone safeguarding training and have up to date DBS checks.
- 6.9 The Virtual Headteacher is safer recruitment trained.
- 6.10 Schools that our CLA attend are required to have the following statutory safeguarding policies in place:
- Child Protection & Safeguarding.
 - SEN.
 - Allegations of abuse against staff.
 - Supporting pupils with medical conditions.
 - Behaviour.
 - Accessibility Plan.
 - Sex Education.
 - Health & Safety.
 - Single Central Register.
 - EYPS policies and procedures on a range of issues covering safeguarding and welfare.
- 6.11 Every child looked after has a medical healthcare plan and is seen by a CLA Nurse on an annual basis. A Virtual School team member requests that schools complete a 'strengths and difficulties questionnaire' which is returned to the CLA Nurse and informs the CLA medical.
- 6.12 Police at risk reports (from within city and out of area) are passed to the named social worker for review and action, as appropriate.

7. Admissions

- 7.1 Whenever possible it is the joint policy of the Virtual School and the social care placement team that a child or young person coming into care, or changing their care placement, should maintain the school place they have, in line with statutory guidance and current research around the importance of a stable educational base.
http://reescentre.education.ox.ac.uk/wordpress/wpcontent/uploads/2015/11/EducationalProgressLookedAfterChildrenOverviewReport_Nov2015.pdf
- 7.2 Changing a school place for a CLA should always involve a conversation with and the agreement of the Virtual School.
- 7.3 Organising a school place out of city involves a discussion between social care and Virtual School and liaison with external admission teams and Virtual Schools.
- 7.4 During the year **147** pupils moved schools, which is an increase on the number of school moves from last year. In the majority of cases this is because the children and young people have moved care placement which has necessitated a school move. The Virtual school has worked with the data team and we now produce a weekly report which indicates how many school moves a pupil has needed. This information also captures changes in care placement, social worker and Independent Reviewing Officer.
- 7.5 **90%** of pupils needing school moves were admitted within 20 working days. The remaining **10%** of children who do not move school within 20 days are SEN or unaccompanied asylum seekers or children in the adoption process.

Number of Pupils with SEN (Statement or EHCP)

Percentage of Southampton CLA with an EHCP or statement	Percentage for national average with an EHCP or statement	
18% (3% down from previous year)	14.6%	

7.6 A School Transfer Notification Form is completed by the social worker for school moves, at the same time that an application form is submitted. The Southampton City Council School Admissions Team then passes this form to the school at which a place is offered to support the child's integration. This process is followed whether the new school with within or outside of the city.

8. Exclusions

8.1 For the year 2017/2018:

No pupils were permanently excluded.

9.4% of children on the school roll were subject to a fixed term exclusion.

This is a percentage reduction of 2.6% on the previous year.

8.2 **ACTION:** We will continue to prioritise reintegration meetings for all CLA to ensure swift and appropriate support is in place. A disproportionate number of out fixed term exclusions affect children placed outside of the city. Use of Welfarecall within the city will facilitate this.

Number of pupils receiving fixed term exclusions	Incidents	Number of days	
In area pupils 18	41	55	
Out of area pupils 24	59	121.5	
Total 42	100	176.5	

9. Attendance

9.1 Attendance is a key issue in working to close the attainment gap. Pupils need to be in good schools but also attending regularly. Out of city data is collected by Welfarecall and the ONE system collects the data from city schools.

ACTION: From September Welfarecall will collect data from in city schools.

9.2 Attendance is checked weekly to ensure it is correctly coded. Abnormal recording or absence is followed up by the Virtual School with the social worker, carer and IRO.

9.3 The attendance figures are analysed monthly, supported by the Senior Education Welfare Officer. Patterns of absence are followed up directly through phone calls and emails with carers, social workers, schools and IRO's.

9.4 The Virtual School collects absence data from wherever our pupils are placed including independent schools. This is regarded as a safeguarding issue.

9.5 The data reported here was produced by the data team.

9.6

Persistent Absence(PA) Current CLA for the end of the summer term 2018			
Phase	2016	2017	2018
Primary	9.7 %	5.6%	5.7%
Secondary	21.9%	20.0%	23.8%*
All pupils	15.3 %	12.0%	15.0%

9.7

Persistent Absence for children Looked After for a year or more			
Phase	2016	2017	2018
Primary	6.9%	2.2%	2.3%
Secondary	18.3%	21.7% *	5.9%
All pupils	12.9%	12.0%	8.1%

10 **CLA Event**

This event was held in July 2018, to celebrate the achievements of children looked after placed within and outside of the city, was supported by Councillor Les Harris, Mayor of Southampton, whose regalia proved to be very popular with the children. This event was also attended by Councillors Paffey, Jordan, Hammond, Lewsey. H Brooks, R Crouch, D Wiles, A Mc Court T Marks and J Watkins represented the local authority, alongside all virtual school staff. A total of 55 awards were presented to children ranging in age from 5 years to 16 years old. The event was attended by a total of 190 people. As well as our award winners, this total included a mix of Foster Carers, Parents, Social workers and IROs. This year, we were also given help by Sallie White and children from the CICC.

The event was held at St Mary's stadium. A child focused buffet was provided as well as entertainment from a magician, face painters were available and the room was decorated with helium balloons.

Each award winner received a personalised certificate, a trophy, a £10 gift voucher as well as a Saints themed goody bag.

11. **Attainment (Key Stage 2 & Key Stage 4 performance data is also included as Appendices 6 & 7)**

11.1 **EYFS and Phonics – this data is still being collated.**

11.2 **2017-2018 – Key Stage 2 LAC Attainment 2018 – Provisional KS2 Outcomes (Year 6, 11 years old)**

This report summarises the KS2 attainment of Looked After Children (LAC) who were Southampton's corporate parenting responsibility. The data contained within this report is provisional and may be subject to revision. The analysis below focuses on two pupil cohorts consisting of all pupils that were looked after for at least a year continuously between the 01/04/2017 - 31/03/2018 and all pupils looked after as at the 26/06/2018.

Please be aware that the following analysis is based on small numbers of pupils, and therefore percentage calculations should be treated with caution. Pupil counts have been provided within each section of analysis.

2016 Accountability Changes

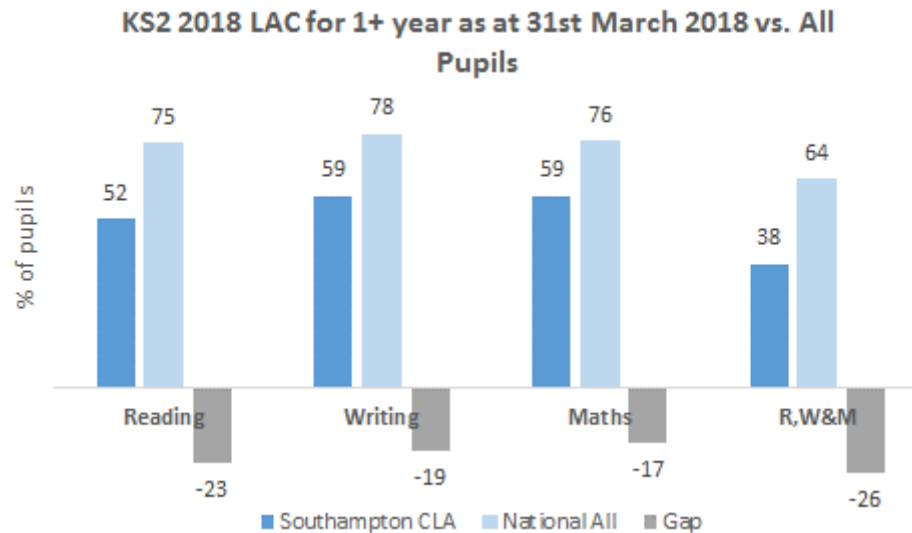
- 11.3 A new accountability framework was introduced for KS2 in 2016. Pupils are no longer assessed against National curriculum levels. Reading, Maths and Grammar, Punctuation & Spelling (GPS) have been assessed using tests where raw marks are converted to scaled scores between 80 and 120 with a score of 100 or more indicating that the pupil had reached the expected standard. Writing is assessed through teacher assessments with pupils identified as Working at greater depth within the Expected Standard, Working at the Expected Standard or a range of judgements to identify a child working below the expected Standard. It is therefore only possible to compare 2016 - 2018 outcomes and not previous years.

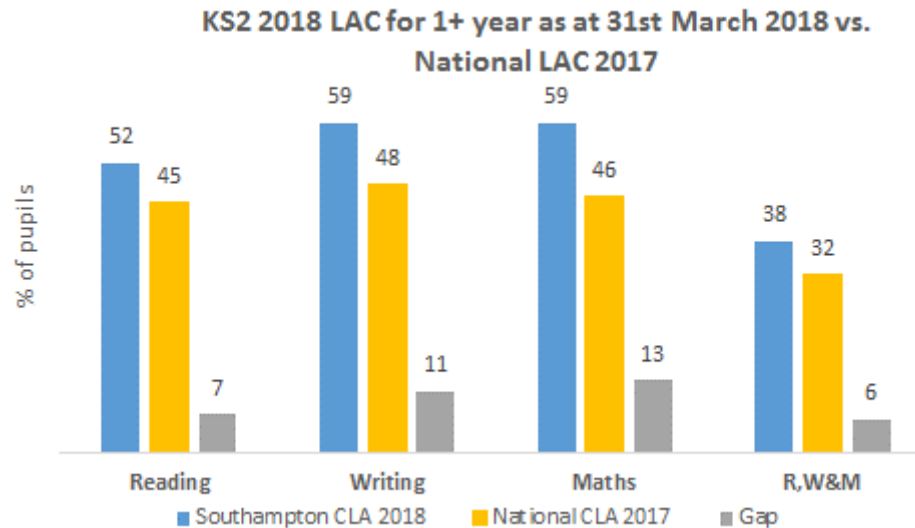
Pupils looked after continuously for at least a year as at the 31st March 2018

- 11.4 There were 30 pupils that have been looked after continuously for at least a year as at the 31st March 2018. 1 pupil could not be matched to an end of Key Stage result therefore the cohort considered in the analysis below is 29 pupils with each pupil counting for 3.4%.
- 11.5 52% (15 no.) of Southampton LAC who were looked after continuously for at least a year as at the 31st March 2018 achieved the Expected Standard in **Reading**. This is 23% below the achievement of all pupils nationally (75%). For Southampton's CLA performance to be in line with all pupils nationally an additional 6 pupils needed to achieve the Expected Standard. 44% and 41% of Southampton pupils achieved the Expected Standard in Reading in 2016 and 2017 respectively. Southampton's performance has increased by 11% between 2017 and 2018. The National average for LAC who were looked after continuously for at least a year in 2017 was 45%.
- 11.6 59% (17 no.) of Southampton LAC who were looked after continuously for at least a year as at the 31st March 2018 achieved the Expected Standard in **Writing**. This is 19% below the achievement of all pupils nationally (78%). For Southampton's CLA performance to be in line with all pupils nationally an additional 5 pupils needed to achieve the Expected Standard. 40% and 65% of Southampton pupils achieved the Expected Standard in Writing in 2016 and 2017 respectively. Southampton's performance has decreased by 6% between 2017 and 2018. The National average for LAC who were looked after continuously for at least a year in 2017 was 48%.

11.7 59% (17 no.) of Southampton LAC who were looked after continuously for at least a year as at the 31st March 2018 achieved the Expected Standard in **Maths**. This is 17% below the achievement of all pupils nationally (76%). For Southampton's CLA performance to be in line with all pupils nationally an additional 5 pupils needed to achieve the Expected Standard. 44% and 65% of Southampton pupils achieved the Expected Standard in Maths in 2016 and 2017 respectively. Southampton's performance has decreased by 6% between 2016 and 2017. The National average for LAC who were looked after continuously for at least a year in 2017 was 46%.

38% (11 no.) of Southampton LAC who were looked after continuously for at least a year as at the 31st March 2018 achieved the Expected Standard in **Reading, Writing & Maths Combined**. This is 26% below the achievement of all pupils nationally (64%). For Southampton's CLA performance to be in line with all pupils nationally an additional 7 pupils needed to achieve the Expected Standard. 24% and 35% of Southampton CLA pupils achieved the Expected Standard in Reading, Writing and Maths in 2016 and 2017. Southampton's performance has increased by 3% between 2017 and 2018. The National average for LAC who were looked after continuously for at least a year in 2018 was 32%.





Pupils looked after as at the 26th June 2018

There were 36 pupils that were looked after as at the 26th June 2018. 3 pupils could not be matched to an end of Key Stage result therefore the cohort considered in the analysis below is 33 pupils with each pupil counting for 3.0%.

52% (17 no.) of Southampton LAC who were looked after as at the 26th June 2018 achieved the Expected Standard in **Reading**. This is 23% below the achievement of all pupils nationally (75%). For Southampton's CLA performance to be in line with all pupils nationally an additional 7 pupils needed to achieve the Expected Standard. The National average for LAC in 2017 was 46%. Southampton LAC who were looked after as at the 26th June 2018 (52%) exceeded National LAC performance in 2017 (46%) by 6%.

58% (19 no.) of Southampton LAC who were looked after as at the 26th June 2018 achieved the Expected Standard in **Writing**. This is 20% below the achievement of all pupils nationally (78%). For Southampton's CLA performance to be in line with all pupils nationally an additional 6 pupils needed to

achieve the Expected Standard. The National average for LAC in 2017 was 48%. Southampton LAC who were looked after as at the 26th June 2018 (58%) exceeded National LAC performance in 2017 (48%) by 10%.

58% (19 no.) of Southampton LAC who were looked after as at the 26th June 2018 achieved the Expected Standard in **Maths**. This is 18% below the achievement of all pupils nationally (76%). For Southampton's CLA performance to be in line with all pupils nationally an additional 6 pupils needed to achieve the Expected Standard. The National average for LAC in 2017 was 46%. Southampton LAC who were looked after as at the 26th June 2018 (58%) exceeded National LAC performance in 2017 (46%) by 12%.

36% (12 no.) of Southampton LAC who were looked after as at the 26th June 2018 achieved the Expected Standard in **Reading, Writing & Maths Combined**. This is 28% below the achievement of all pupils nationally (64%). For Southampton's CLA performance to be in line with all pupils nationally an additional 9 pupils needed to achieve the Expected Standard. The National average for LAC in 2017 was 32%. Southampton LAC who were looked after as at the 26th June 2018 (36%) exceeded National LAC performance in 2017 (32%) by 4%.

11.8 **2017/18 – Key Stage 4**

Key Stage 4 GCSE results were released to schools and students on the 23/08/2018. The data below, based on early provisional data provides an overview of Southampton's performance for CLA pupils looked after continuously for a year as at the 31st March 2018 and all year 11 CLA pupils. National and other Local Authority data will not be published by the DfE for several months and therefore comparisons will be made, where available, against last year's National data for CLA pupils.

Changes to Key Stage 4 accountability

In 2016, new school accountability was introduced which includes two new headline measures; Progress 8 and Attainment 8. Progress 8 is a value added measure where a pupil's results are compared with the achievements of other pupils with the same prior attainment at the end of Key Stage 2. Attainment 8 measures the achievements of pupils across 8 qualifications including English and Maths (double weighted), three Ebacc subjects and three other GCSE or DfE approved non-

GCSE qualifications. Please be aware that no Progress 8 figures are included in this briefing note. The DfE publish Progress 8 outcomes later in the year so reporting is only possible at this point.

In 2017, new, reformed English and Maths GCSEs were first examined and a new grading of 9-1 was introduced, with 9 being the highest grade. All other GCSE subjects were graded A*-G in 2017 and converted to a scale of 9-1 to ensure compatibility with English and Maths when calculating Attainment 8 and Progress 8 scores. In 2018, additional English Baccalaureate subjects were given the new grading of 9-1. Consequently, any comparisons made between 2018 and 2017 results for the key headline performance measures must be treated with caution.

The headline English Baccalaureate (Ebacc) indicator has been changed for 2018 and is now focused on an average points score achieved in English, Maths, two Sciences, Humanities (Geography or History) and a Language. The Performance Tables will also still report on the percentage of pupils entering and achieving the Ebacc at both the strong (grade 5+) and standard (grade 4+) pass.

Headlines

11.9 In advance of results day, the Data Team and Virtual School had been in contact with all schools where a CLA pupil is educated to agree that as corporate parents, we would receive information about the pupil's achievements. Southampton's provisional KS4 cohort of pupils consisted of 33 CLA pupils and of those, 27 were looked after continuously for 12 months. 6 pupils within the CLA cohort were either recorded as EOTAS (Education Other Than At School) or were educated in a provision that is not included in the DfE methodology and are therefore excluded from the calculations.

Southampton's average Attainment 8 outcome for children who have been looked after continuously for at least twelve months was 21.0 (equivalent of a grade E (2.0) across eight subjects). In 2017, Southampton and National CLA pupils achieved an Attainment 8 average of 15.5 and 19.3 respectively. **This represents an increase of 6.3 from 2016/2017 for Southampton CLA**

3 out of Southampton's 27 looked after pupils continuously for at least 12 months (11.1%) achieved a 9-4 in English and Maths. The CLA National average comparator in 2017 was 17.0%.

Further News

Looked After Children - 1 year continuous

11.10 The analysis below is focused on those pupils that have been looked after continuously for 12 months as at 31st March 2018. There were 27 pupils within this cohort and therefore each pupil counts for 3.7%.

7.4% (2 no.) of pupils achieved 9-5 (Strong Pass) GCSE in English Language or English Literature in 2018. In 2017, 8.0% of Southampton CLA and 16% of National CLA achieved a 9-5 (Strong Pass) in English Language or English Literature.

18.5% (5 no.) of pupils achieved 9-4 (Standard Pass) GCSE in English Language or English Literature in 2018. In 2017, 12.0% of Southampton CLA and 27% of National CLA achieved a 9-4 (Standard Pass) in English Language or English Literature. **This represents a 6.5% increase from 2016-2017 for Southampton CLA.**

3.7% (1 no.) of pupils achieved 9-5 (Strong Pass) GCSE in Maths in 2018. In 2017, 4.0% of Southampton CLA and 11% of National CLA achieved a 9-5 (Strong Pass) in Maths.

25.9% (7 no.) of pupils achieved 9-4 (Standard Pass) GCSE in Maths in 2018. In 2017, 12.0% of Southampton CLA and 23% of National CLA achieved a 9-4 (Standard Pass) in Maths. **This represents a 12.9% increase from 2016-2017 for Southampton CLA and 2.9% above national CLA.**

0.0% (0 no.) of pupils achieved 9-5 (Strong Pass) GCSE in English and Maths in 2018. In 2017, 4.0% of Southampton CLA and 7% of National CLA achieved a 9-5 (Strong Pass) in English and Maths.

11.1% (3 no.) of pupils achieved 9-4 (Standard Pass) GCSE in English and Maths in 2018. In 2017, 4.0% of Southampton CLA and 17% of National CLA achieved a 9-4 (Standard Pass) in English and Maths. **This represents a 7.1% increase from 2016-2017 for Southampton CLA.**

0% (0 no.) of CLA pupils were entered for the English Baccalaureate (EBacc) in 2018. In 2017, 12.0% of Southampton CLA pupils and 9% of National CLA pupils were entered for the English Baccalaureate.

Southampton's average EBacc points score for children who have been looked after continuously for at least twelve months was 1.8 (equivalent of a grade F (1.5) across six subjects).

Looked After Children - All KS4

11.11 The analysis below is focused on all CLA pupils in Year 11 as at June 2018. There were 33 pupils within this cohort therefore each pupil counts for 3.0%.

Southampton's average Attainment 8 outcome for all CLA was 18.7 (equivalent of a grade F (1.5) across eight subjects). In 2017, Southampton and National CLA pupils achieved an Attainment 8 average of 14.1 and 18.1 respectively. This represents a 4.6 point increase from 2016-2017 for Southampton CLA and 0.6 point increase above national CLA.

6.1% (2 no.) of pupils achieved 9-5 (Strong Pass) GCSE in English Language or English Literature in 2018. In 2017, 5.4% of Southampton CLA and 15% of National CLA achieved a 9-5 (Strong Pass) in English Language or English Literature. This represents a 0.7% increase from 2016-2017 for Southampton CLA.

15.2% (5 no.) of pupils achieved 9-4 (Standard Pass) GCSE in English Language or English Literature in 2018. In 2017, 13.5% of Southampton CLA and 25% of National CLA achieved a 9-4 (Standard Pass) in English Language or English Literature. This represents a 1.7% increase from 2016-2017 for Southampton CLA.

3.0% (1 no.) of pupils achieved 9-5 (Strong Pass) GCSE in Maths in 2018. In 2017, 2.7% of Southampton CLA and 10% of National CLA achieved a 9-5 (Strong Pass) in Maths. This represents a 0.3% increase from 2016-2017 for Southampton CLA.

24.2% (8 no.) of pupils achieved 9-4 (Standard Pass) GCSE in Maths in 2018. In 2017, 13.5% of Southampton CLA and 22% of National CLA achieved a 9-4 (Standard Pass) in Maths. This

represents a 10.7% increase from 2016-2017 for Southampton CLA and a 2.2% increase above national CLA

0.0% (0 no.) of pupils achieved 9-5 (Strong Pass) GCSE in English and Maths in 2018. In 2017, 2.7% of Southampton CLA and 7% of National CLA achieved a 9-5 (Strong Pass) in English and Maths.

9.1% (3 no.) of pupils achieved 9-4 (Standard Pass) GCSE in English and Maths in 2018. In 2017, 8.1% of Southampton CLA and 16% of National CLA achieved a 9-4 (Standard Pass) in English and Maths. This represents a 1.0% increase from 2016-2017 for Southampton CLA.

0% (0 no.) of CLA pupils were entered for the English Baccalaureate (EBacc) in 2018. In 2017, 10.8% of Southampton CLA pupils and 8% of National CLA pupils were entered for the English Baccalaureate.

Southampton's average EBacc points score for children who have been looked after continuously for at least twelve months was 1.6 (equivalent of a grade F (1.5) across six subjects).

12 **Pupil Premium Plus**

The VHT has responsibility and accountability for making sure that there are effective arrangements in place for allocating Pupil Premium Plus funding to benefit children looked after by the Authority. The funding has increased from £1900 to £2300, of which the Virtual School top slices £800. It is paid termly, in arrears to schools.

The grant must be managed by the Virtual School and used to improve outcomes and “narrow the gap” as identified in the Personal Education Plan (PEP) in consultation with the Designated Teacher for the school. How funding is to be spent is discussed during the child's Personal Education Planning meeting and must be used efficiently and effectively.

13 **Personal Education Plans (PEPs)**

PEPs are the core means by which schools in the person of the designated teacher, social workers, carers, the young person and the Virtual School work together to ensure that they develop a PEP that reviews a pupil's progress, identifies ongoing needs, develops targets to meet those needs and identifies

the support that will be needed. Electronic PEPs were introduced in September 2017 and full training continues to be provided through the virtual school training menu of opportunity. Any school requesting additional support will have a bespoke offer tailored to their needs.

PEPs are mandatory and must be completed termly and recorded on PARIS. During academic year 2017/2018 PEPs were completed as follows:

Term	% Completion
Autumn 2017	86%
Spring 2018	99.5%
Summer 2018	99.5%
Total	95%

This represents an increase of 9% from the previous academic year.

Training sessions have been held for DTs at the start of each term on using and completing ePEPs. This includes general advice regarding the PEP process. These will continue termly.

Training sessions have also been offered to Social workers, Team Standards Co-ordinators and Family Engagement Workers.

From Autumn Term 2018, half termly drop in sessions will also be offered to the Social care teams.

ACTION: Virtual School continues to quality assure PEPs to ensure an increasing percentage are completed to a high standard.

14 Designated Teachers

Each school has a designated teacher with specific responsibilities for looked after children. A list of names and contact numbers is maintained by the school.

Designated Teachers and the Virtual School meet termly. Meetings last year focussed on improving the quality of PEPs, targeted interventions and supporting young people, alongside operational requirements of the ePEP system. The specialist Educational Psychologist delivered a range of training

for both secondary and primary designated teachers, focussing on attachment friendly interventions – this will remain an ongoing priority in line with the Virtual School 2018/2019 action and the revised statutory guidance published February 2018

Upon placing a pupil in a school the Designated Teacher is made aware of the care arrangements relating to the child, including the levels of authority delegated to the carer by Southampton City Council. The Designated Safeguarding Lead will also be provided with:

- Details of the child's social worker.
- The name of the Virtual School contact.
- Details of the Independent Reviewing Officer.

15 **School Governors**

All schools should have a designated Governor for CLA. Training was delivered to designated teachers on reporting to governors.

ACTION: Further Governor training will be considered by the virtual school in the academic year 2018/2019

16 **Foster Carers**

All new foster carers go through statutory induction training at levels 1+2. This training is supported by the Virtual School.

Twice annually the team deliver 'Education matters'. The course runs for three days and continues to be delivered by the Virtual School team. Adapted training will be delivered to encompass the extending remit of the virtual school for previously looked after children.

ACTION: A child looked after officer is in post from September to support with this remit
Virtual school training calendar for academic year 2018/2019

17 Training

The team have a key role in providing training for our partners who also support children and young people on the school roll.

This year has seen training delivered to:

Social workers- PEP completion, target setting, ePEP

Designated teachers – PEPs, paired reading, target setting, attachment awareness, reporting to governors, ePEP

ACTION: Multi-borough Virtual School conference has been arranged for March 2019 to showcase good practice and promote collegiate support.

The Attachment Awareness training included the role of the key adult, solution focussed conversations, attachment and executive functioning, paired thinking and precision teaching and motivational interviewing.

The Attachment Aware Schools program will continue to run academic year 2018-2019. A robust action plan is in place from the attached EP to further underpin the quality of support and interventions that stakeholders can provide to CLA.

18 LetterBox Club

The letterbox club continues to deliver books and games to our children and young people. The feedback from carers and young people is very positive in that they all enjoy receiving and using the materials. The children also enjoy the experience of receiving something through the post that is addressed to them and is theirs to keep.

The initial reading level of children involved with this project is measured and then re-assessed on completion.