



Annual Report

Peterborough Virtual

School for CiC

September 2016 - August 2017

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1. Introduction

This report provides data relating to the educational progress of Peterborough children who had been in care for at least a year on 31st March 2017. The cohort of children in care is a fluid one with children entering and exiting care by way of reunification, adoption, Special Guardianship Orders or Child Arrangement Orders, or reaching adulthood throughout the year. This makes target setting and predicting outcomes problematic. In order to try and overcome this there are two main cohorts of children, those recognised by the DfE for reporting purposes as the 'qualifying cohort' who are those children that have been in care for one year or more on 31st March. In Peterborough we work with all children in care regardless of the length of time in care but are only required to report on the 'qualifying cohort'. All children, however, have their attainment monitored every term through e-PEP and all schools and education settings are challenged to provide the very best opportunities for all our children. Attendance information is provided by an external server, Looked After Call, who provide four updates a day enabling PVS to monitor and follow up unauthorised absences as an additional safeguarding tool, particularly for children placed out of city.

2. Statutory Requirements

2.1 The Children Act 1989

The 1989 Act places a duty on local authorities to promote the educational achievement of looked after children. This duty is set out in statutory guidance. The authority must give particular attention to the educational implications of any decision about the welfare of a looked after child. (The duty to promote educational achievement does not apply to children receiving short breaks, as in those cases the responsibility rests with the parent (regulation 42).

2.2 The Care Planning, Placement and Case Review Statutory Guidance (DfE 2015)

When a child becomes looked after, the responsible local authority will arrange a suitable care placement and minimise any disruption to the child's education. When a child is in Key Stage 4 everything possible should be done to maintain the child in their existing school. Where it is impossible for the child to remain in his/her current educational placement there should be discussion with the Virtual School Head.

2.3 Promoting the education of looked after children (DfE 2014) Statutory Guidance

The statutory guidance sets out in detail the duties and responsibilities on Local Authorities to promote the education of children in care.

2.4 The School Admissions Code

The Admissions Code provides a framework for the school admission for children in care in regard to their priority admission and the process to directing a school or Academy to admit a child in care to the school roll.

3. Structure and team management

3.1 PVS sits within the Schools Standards and Effectiveness Team and is accountable to the Assistant Director of Education. The VSH is line managed and supported by the Senior Education Advisor (Primary).

3.2 The addition of two permanent members of staff has increased the capacity of PVS to attend every initial PEP – thus initiating appropriate support and ensuring compliance and quality of the first PEP. The appointment of fixed term specialist teachers addresses the issue of lowered attainment in primary and secondary and also provides support in the completion of quality PEPs in all key stages. We can now provide interventions for individual pupils to raise attainment in specific areas. This is reflected particularly in the Key Stage 1 Phonics results which resulted in a 100% pass rate .

3.3 Structure

PVS Staffing (February 2018)

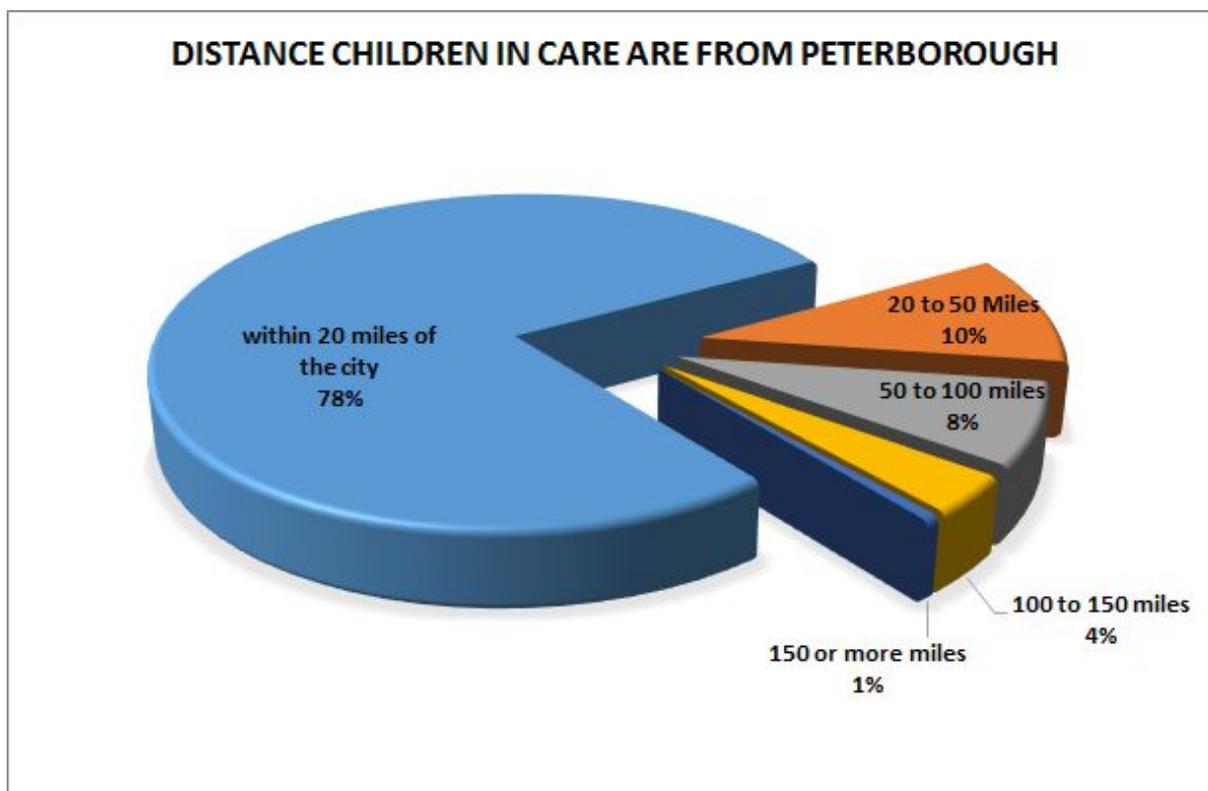
Permanent staff
Virtual School Headteacher
Advisory Secondary Education Coordinator
Primary Education Coordinator
Post 16 Education Coordinator
Pupil Premium Funded Posts
Secondary Support Teacher – in partnership with Ormiston Bushfield Academy
Specialist Teacher of Maths Primary – in partnership with Eye Primary
Specialist Teacher of Literacy Primary – in partnership with Nene Valley Primary
Early Years Advisor – (commissioned from Early Years Team)
Part time Educational Psychologist – (seconded from EP Service)
Part – time Business Support Officer

3.4 Peterborough Virtual School (February 2018)

	Number of children/young people
Total number on school roll (preschool to Year 13)	336
Peterborough CiC in Peterborough Schools or education settings	45
Peterborough CiC in out of of Peterborough Schools or education settings	119
Statement of SEN or EHCP	87
UASC (Unaccompanied Asylum Seeking Children)	23 16 Post 16 students
Number of schools/education settings attended	164

PVS January 2018

4.0 Distance from Peterborough



5.0 Training and Development

The Virtual School has a role to ensure that professionals working with children in care have the right knowledge, information and skills to enable them to fulfil their role in contributing to improving the educational outcomes of children in care. Training is provided for foster carers, social workers, Designated Teachers and school governors

6.0 Children's views

Children's views on their education is collected, as a minimum, at each PEP review and at Child Care Reviews. The Designated Teacher has an overview of all the children in care in their school and receives reports from Heads of Year, members of the Pastoral Support teams and other staff with whom the child has a rapport.

The Designated Teacher is not necessarily the person with whom a child has a special relationship. This person is determined at an initial PEP meeting with the agreement of the child to ensure they are appropriately supported in school and have a place where they can go if they are distressed or angry which impacts on learning.

The introduction of the e-PEP has provided a user friendly age differentiated platform for individual responses. This platform has been designed by children and young people and we have the opportunity through our Children in Care Council to amend to suit our specific needs, should we so wish.

7.0 Engagement with Headteachers/Designated Teachers

7.1 Positive engagement with Headteachers and Designated Teachers is a strength of the PVS Team. The addition to the team of specialist has been welcomed by Designated Teachers and schools in their efforts to support our CIC to achieve their potential.

7.2 Engagement with Foster Carers, Children's Homes

The work of PVS staff in cooperation with Foster Carers and residential home staff is good. Foster Carers are expected to attend all PEP and review meetings and are supported accordingly. One of the roles of the PVS is very much targeted at ensuring Foster Carers are able to support those youngsters in care achieve their full potential and offer challenge and advice as required. PVS staff attended training provided by TACT to ensure the right messages were given in terms of expectations and aspirations.

8. National Updates

8.1. Primary Curriculum

The new primary curriculum and removal of National Curriculum Levels (Life without Levels) was implemented in September 2015 and poses a great challenge as our children in care are in 162 different schools/settings with potentially a similar number of differing assessment scales. Modifications have been made to ePEP attainment tracker to enable schools to use a generic scale of describing the levels children are working at. However tracking progress from previous National Curriculum Levels to an age related expectation is a recognised challenge for all Virtual Schools.

8.2 Secondary Curriculum

The measure will now be based on children's progress measured across eight subjects: English; mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification. In preparation for the new Progress 8 measure there has been an increased focus on the quality of the wider curriculum and the qualifications that children in care are working towards.

8.3 Promoting the education of looked after children and previously looked after children (DfE 2018) The VSH now has, in addition, to provide information advice and guidance to parents and schools to support those children who have previously been looked after and are now adopted or on a special guardianship order (SGO)

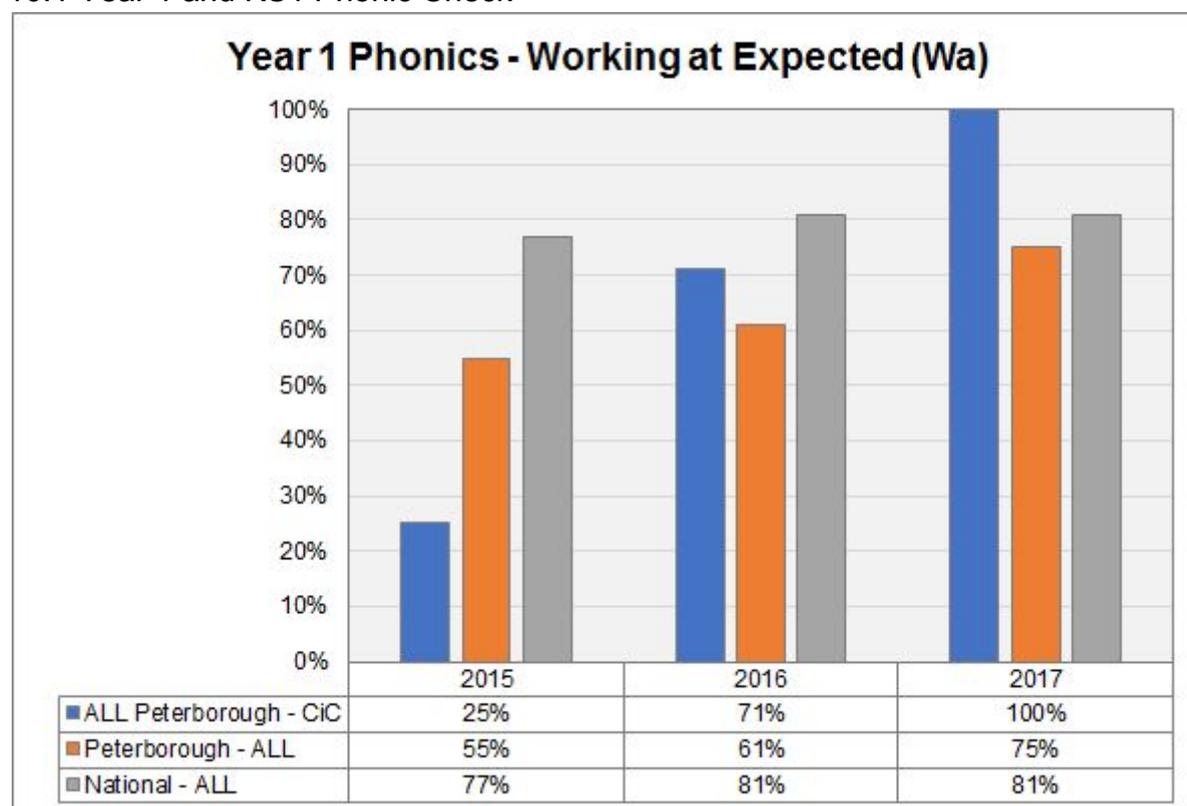
9. PEP completion

This relates to the number of school aged children – Reception to Year 11, for whom PEPs are a statutory requirement. Compliance rates have been at 100% and reflect the collaborative working between PVS staff, Designated Teachers, Social Workers and carers to ensure PEPs are completed on time and to a high standard . All PEPs are quality assured by PVS staff and those completing them challenged if they are not of an acceptable standard.

10. Outcomes 2015-2016: Children in Care for a year or more on 31st March 2017

2017 CiC Key Stage Assessment Cohorts	
EYFSP	0
Year 1 Phonics	4
KS1 and End KS1 Phonics	7
KS2	14
KS4	33

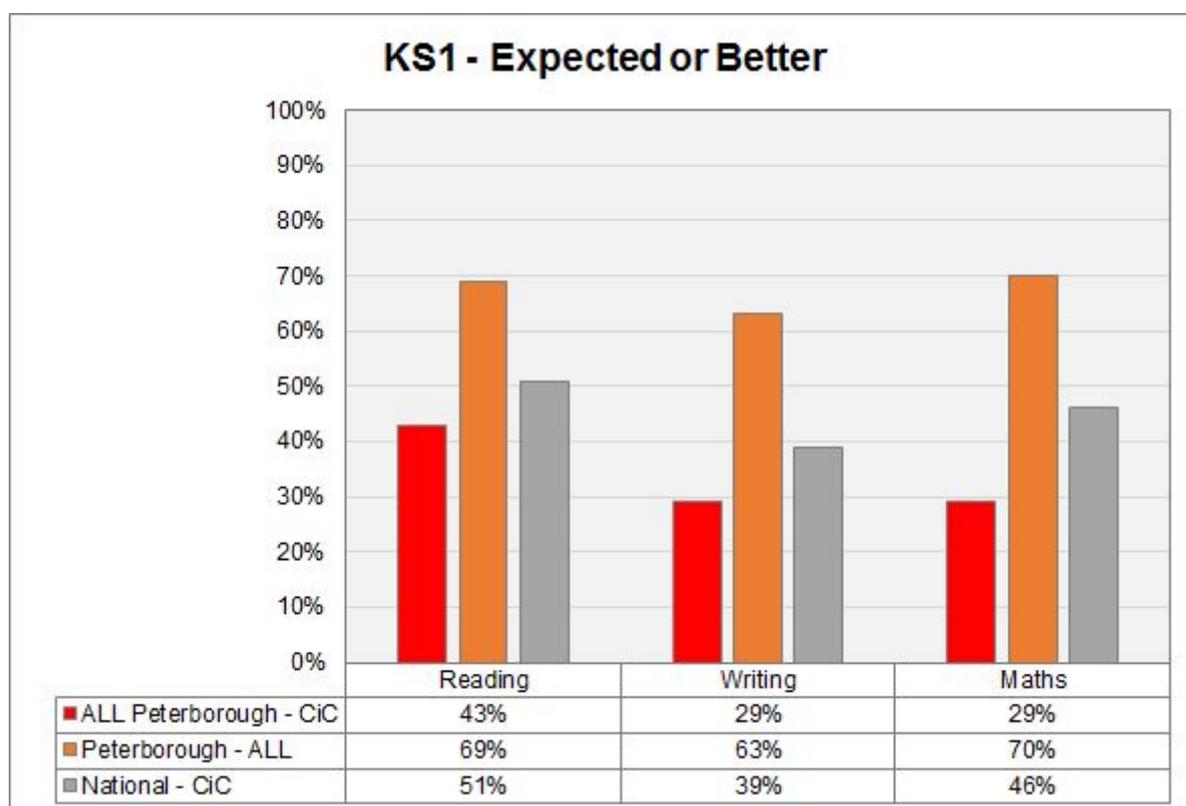
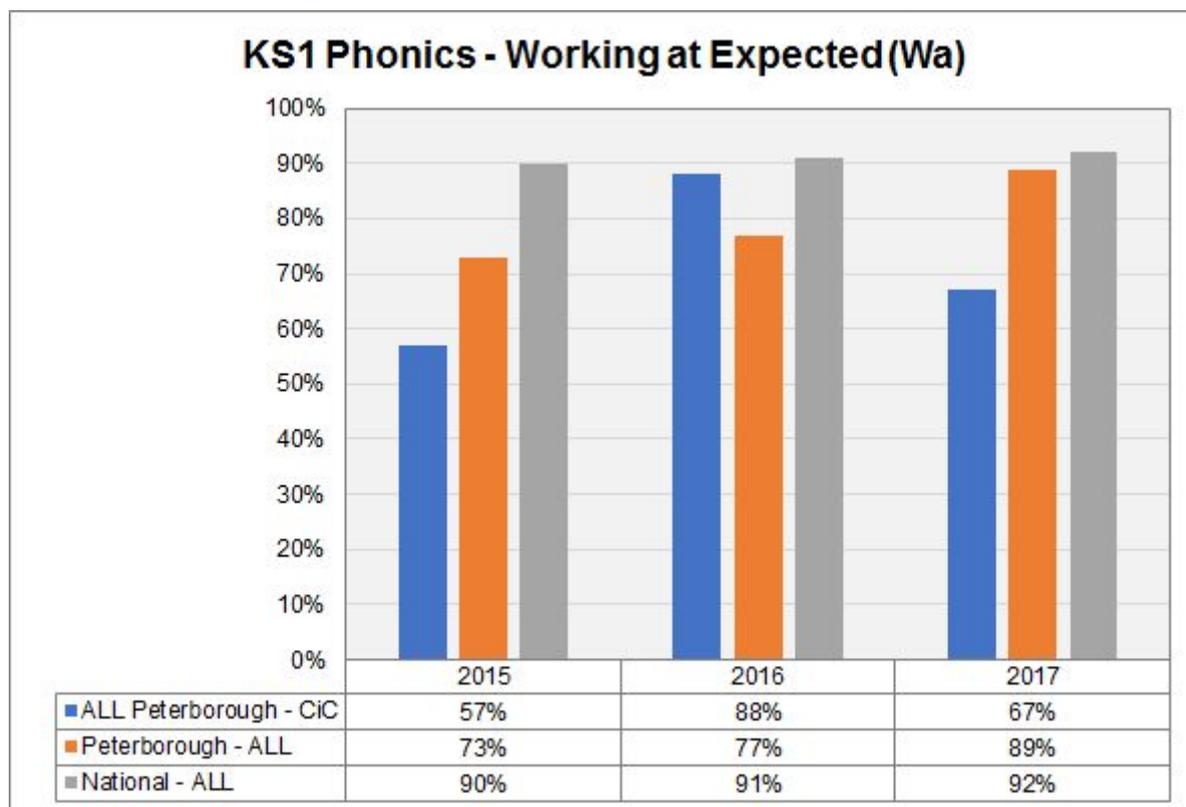
10.1 Year 1 and KS1 Phonic Check



Peterborough children in care have outperformed both Peterborough students in general and all students nationally, achieving a 100% success rate. As all four of the children in this cohort were placed in LA schools, it was far easier to maintain a keen overview of their progress and to be able to provide intensive support where children were at risk of falling behind. These results show very clearly the impact that can be made when children are placed locally and conversely, the difficulties we face in making that impact when we cannot physically get to a child. Additionally, this cohort were all in stable, happy placements which enabled these individuals to each have the capacity for learning and expected progress. This is not always the case.

Next year, our Y1 phonics results will not be as high, due to the reasons outlined above. *Jan Tate KS1 and 2 Specialist Teacher of Literacy*

PVS January 2018



Commentary

This cohort of 7 children did not perform as well as we had predicted or had hoped, and as such have performed below both Peterborough and national children in general. Two children placed locally had received intensive programmes of support, and had made accelerated progress, but were not emotionally stable at the time of the test - one having just been told that she was unable to ever return home to her parents and another having been let down badly by both father and grandparents who had agreed to care for him but had backed out without notice. Both of these children had been well placed to pass the phonics retest at the end of their programmes of support. A further child placed out of LA has little English and had not attended school until he came into care at the end of Y1, whilst a fourth child placed out of LA had been moved away from her brothers and into a residential home due to extreme behaviours. Unsurprisingly, her academic achievements have dropped significantly;

Cohort sizes at KS1 are very small and clearly trends over time will show big variations as each child is worth a large percentage.

Jan Tate KS1 and 2 Specialist Teacher of Literacy

Please note that National CiC data is confidential and should not be shared with outside agencies .

10.2 Key Stage 2



Key Stage 2 Commentary

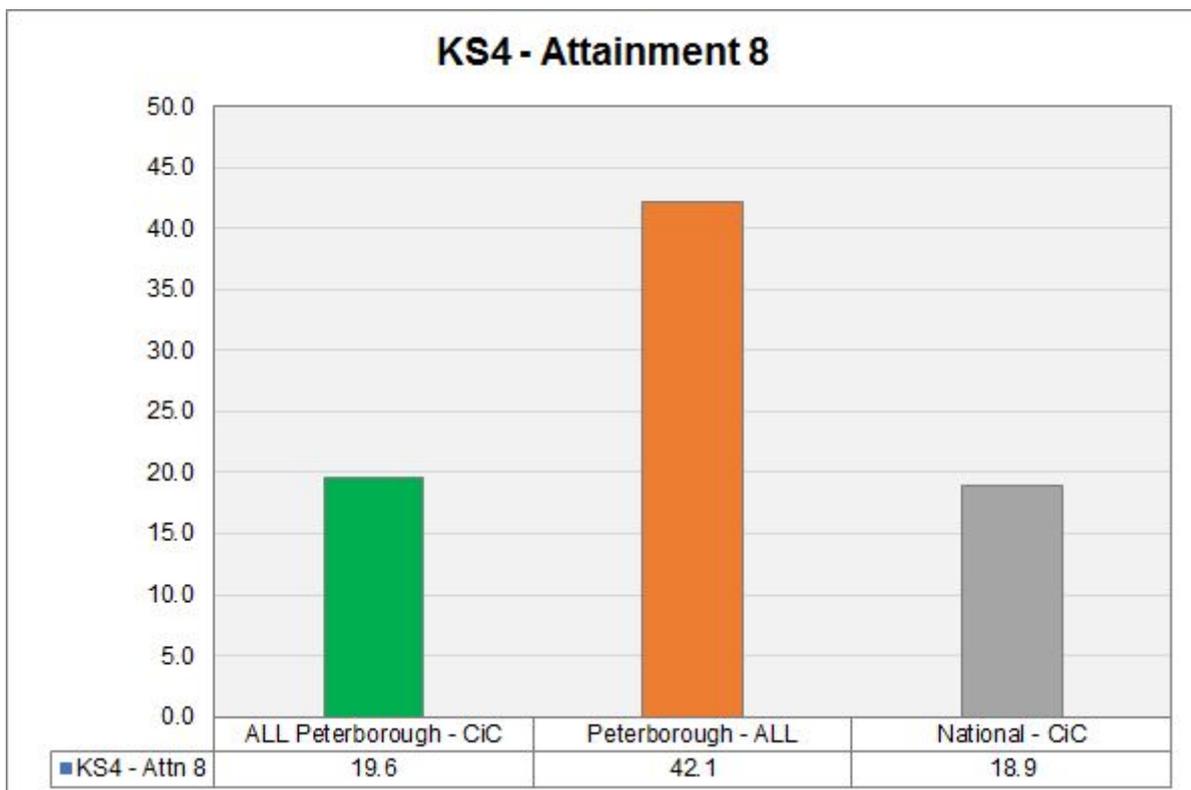
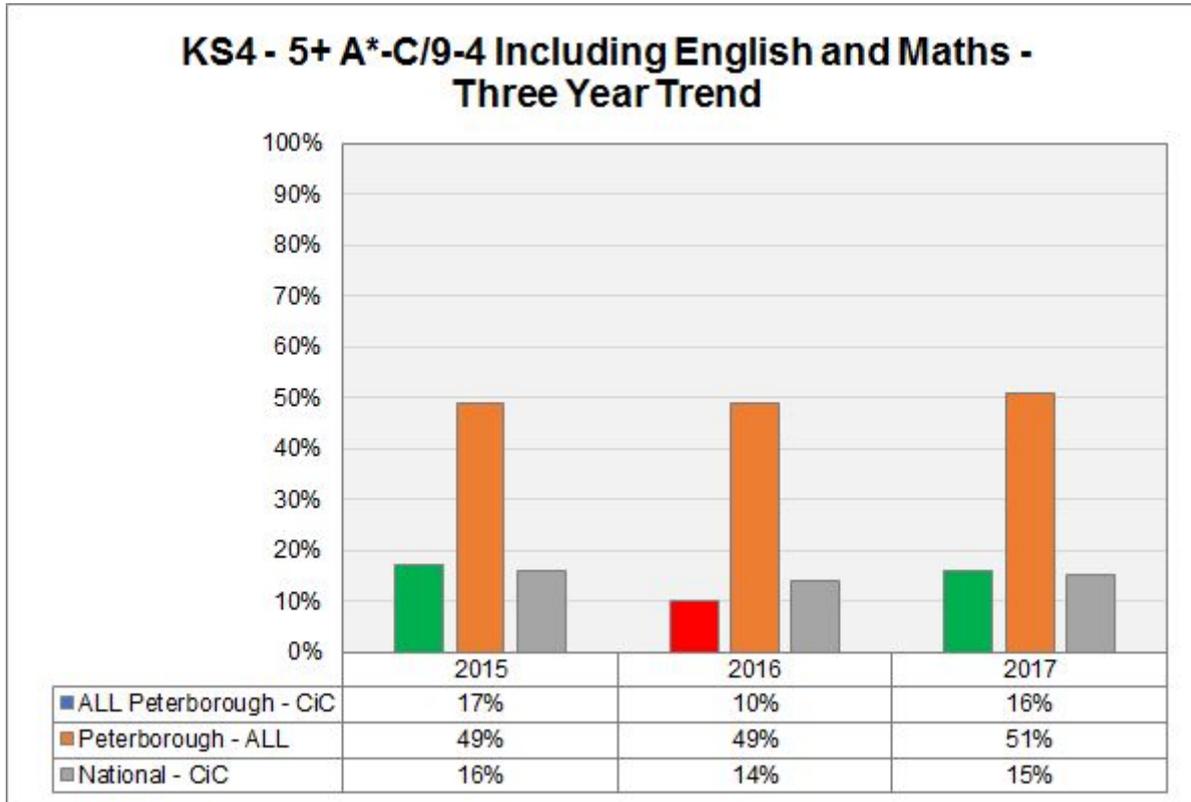
This cohort of 14 children were predicted as a low achieving group. In analysing attainment data from their KS2 schools, only three were performing at or above age related levels in English whilst eleven were performing below and eight of those were performing significantly below. Nine of the children were placed within Peterborough, allowing us to be more involved, to monitor progress closely and to provide support programmes. Of the City based pupils, however, two had EHCPs and did not access the tests, one child was an asylum seeker and new to England and English, and another was going through a very unpleasant court case. For this group of children to achieve 43% reading, writing, maths and combined at expected standards is testimony to the work put in by our schools and the funding and support that the Virtual School has been able to offer, providing daily intervention programmes, daily 1:1 support, speech and language / EAL support, specialist teaching and emotional coaching to give students a better chance of making progress.

Attendance by PVS staff at PEP meetings was prioritised for this cohort to ensure that they applied for the most suitable Secondary Schools and were provided with enhanced transition opportunities.

In order to make greater impact at end of Y6 we are closely monitoring the attainment of our next Y6 cohort earlier and in April last year around 30% were set to achieve age related.

Jan Tate KS1 and 2 Specialist Teacher of Literacy

10.3 Key Stage 4



Commentary

To support achievement the cohort accessed needs led interventions and support to encourage attainment and catch up opportunities including 1:1 tuition through online teaching as well as personal tutors, academic mentoring, after school, Saturday and holiday revision sessions. Pupil Premium, monitored through termly Personal Education Plans, targeted additional support and interventions. Personal events and situations continue to impact on final outcomes for the young people in this cohort - one young person developed a serious mental health concern and another became pregnant during the year. Both these young people had been predicted to achieve well at GCSE and achieve 5+ A*- C 9/4 including English and Maths. In City Yr11 Education provision was accessed by 16 (48%) of the cohort with only a slight percentage increase in the numbers accessing out of City education provision 17(52%). Attendance at out of city PEPs and /or high levels of telephone contact with the DTs minimises the impact to young people placed out of city.

Of the cohort 9(27%) have an Education, Health and Care Plan which is a considerable drop from last year (50%) 16% of the Year 11 students achieved 5+ A*- C 9/4 including English and Maths and consequently performed better than the national average for CiC of 15%. This is a 6% improvement from last year. Young people who attended special school education provision and alternative education provision accessed other forms of recognised accreditation eg BTEC, Functional Skills Level 1 and 2. Securing the entrance criteria to progress onto college remains a focus for PVS PEP meetings continue to facilitate a key point to monitor. *Gillian Lee - KS4 Education Coordinator*

10.4 Key Stage 5

Destination data for Year 11 cohort as of July 2017

2016/17 Year 11 Cohort		
	Students	Percentage
In City College	6	18%
Out of City College(includes New College Stamford)	15	45%
Mainstream School 6th Form Provision	3	9%
Special School Mainstream 6th Form Provision	2	6%
Specialist Independent 6th Form Provision	1	3%
Independent provider eg NACRO	2	6%
NEET(Not in education training or employment)	1	3%
Special Circumstances - no destination due to pregnancy, medical and mental health issues	3	9%
TOTAL	33	100%

PVS January 2018

Commentary

The Personal Education Plan process continues to be an effective tool to facilitate high levels of partnership working between schools and colleges. Effective links are now well established with Post 16 providers who attended PEP meetings from the Spring Term onwards. Young people continue to be encouraged and supported to attend college Open Evenings,

Taster Days and additional meetings with the key contact for LAC at the college to encourage familiarisation and a more positive and confident transition.

The new position of Post 16 Education Coordinator has impacted positively on supporting effective transitions and links with providers.

This year 3 (9%) young people chose to progress A level and BTEC study in the mainstream sixth form environment. One young person successfully transferred to the sixth form from one Peterborough Ofsted rated Outstanding school to a similar rated school in the area. Post 16 provision in the Special School setting remains a very positive decision for some young people with a further 3 (9%) young people choosing this route to continue with their education.

All schools remain committed to offer these young people high levels of information, time for personalised discussions and ongoing support.

In recognition of the impact of early years experiences and the impact on learning entry requirements lowered for some young people to facilitate access to sixth form courses and remove any barriers to this opportunity.

Transition to college remains the preferred route for many with 21 (63%) of the cohort choosing this option. The Apprenticeship route was not followed through by any of the cohort - not achieving the entrance criteria, availability of suitable placements and finding the requirement to attend for a much longer day, every day a step too far at this point in their lives. Teenage years are an emotionally turbulent period for most young people and for those in care additional social and emotional and mental health difficulties can make the transition to Post 16 an even more traumatic time. This situation is reflected in the data presented with 3 (9%) of the cohort without a specific destination. At that time in July 2017, these young people were unable to make firm commitments to their future development.

Gillian Lee KS4 Education Coordinator

10.5 Post 16

This is the first year that Post 16 information is being recorded. PVS has appointed a Post-16 Education Coordinator for Children in Care. Since the appointment PVS has a much greater knowledge of what and where Post-16 young people (YP) are studying and those who are Not in Education, Employment or Training (NEET) and those at risk of becoming NEET. The Service is being extended to offer support to children in care to the end of Year 13. Regular (PEP) meetings are held for Post-16 YP. There is an increased involvement with social workers and strong links and partnerships with Post-16 providers. There is also an increase in links with carers and care providers. The Post-16 Education Coordinator arranges termly meetings with social care managers and NEET Team manager to discuss those at risk of disengagement with education, employment and training.

Yr12 Attainment Data July 2017		
Qualification / level		No. of students
BTEC		11
	Level 1	6
	Level 2	3
	Level 2	5
AS		3
	2 achieved 4 AS	
	1 achieved 2 AS	
ESOL	E1, E2, E3	11
Entry level		12
NEET		3
Apprenticeship		1
Employed		1
Total		56

The table above shows all Year 12 students who were in care in July 2017. Eleven students achieved BTEC qualifications at different levels. Two students achieved 4 AS levels whilst one achieved 2 AS levels. There were 11 students on ESOL programmes on different levels ranging from Entry 1 to Entry 3 - all progressing to next levels. 12 students were studying other Entry level qualifications whilst 3 were NEET, 1 on an Apprenticeship and 1 employed.

This area of the service is a developing process and a number of areas are being explored to enhance the support for Post 16 students:

1. Work with providers to support progress and track attainment of Post 16 Children in Care.
2. Ensure / promote that providers capture young person's view.
3. PVS is also exploring and developing extending support for previously looked after children (including Year 13 care leavers to the end of the academic year). This process is being developed to work with Personal Advisers and feed into Care Leaver's Pathway Plans.

Mohammed Sarfraz Post 16 Education Coordinator

11.0 Ofsted Ratings

February 2018 - **85%** of Peterborough CiC attend Good or Outstanding schools
Children in Care are placed in Good or Outstanding schools. However, on occasions, the rating for a school changes whilst the child is on roll. In these circumstances we work with the school to ensure they are able to continue to meet the needs of the child, rather than disrupt friendships and consistency of support.

These children are closely monitored and the school consistently challenged should there be concerns about progress.

12.0 Attendance for Peterborough CiC

74% have achieved above 95% attendance.

We are now using an attendance data collection service which, whilst providing up to the minute data on most of our children does not currently present an accurate overall picture. This result is disappointing as we have high expectations in regard to attendance but we expect this figure to be adjusted when all schools have signed up to the automatic data collection service.

13.0 Exclusions

Sector	In LA				Out LA			
	No. of pupils	No. of FTE	Days	Permanent	No. of pupils	No. of FTE	Days	Permanent
All P'boro CiC	7	9	12.5	0	13	27	61	0
Boys	3	3	5	0	6	16	44.5	0
Girls	4	6	7.5	0	7	11	16.5	0
Primary	0	0	0	0	0	0	0	0
Secondary	7	9	12.5	0	13	27	61	0

No children in care were permanently excluded. Some children were moved in a managed way to a new school or education provision which was better suited to their needs. The highest percentage of fixed term exclusions was for physical assault against an adult, followed by verbal abuse against an adult, physical assault against a pupil, bullying, persistent disruptive behaviour and drug related incidents.

14 Pupil Premium

The document 'Pupil Premium and the role of the Virtual School Head (DfE March 2014)' sets out the expectations for the Virtual School Head to manage the PP. The key points are:

- It is for the Virtual School Head to know how to use the PP to maximise the benefits to children in care.
- There is a strong expectation to pass the PP funding onto a child's education setting but there is no requirement to do so, and there is no requirement to pass to non-mainstream settings
- The amount can be more or less than £1900 and should be linked to the content in the Personal Education Plan (PEP) as agreed with the school.
- PP can be pooled in order to meet the needs of children in care more holistically, for example training designated teachers.
- Pupil Premium funding can be used to support the work of a person where it can be demonstrated their role is promoting the educational achievement of children in care.
- PP cannot be carried over between financial years.

Pupil Premium is requested through SMART targets on the ePEP . Every target is reviewed by PVS staff and approved or declined.

PVS retains £100 per child to cover the cost of generic programmes to support a number of children in care: eg Specialist teachers , Nimbl learning resources , Letterbox Club , ePEP system , interim arrangements when a child has moved placement in an emergency , attendance tracking system , data analyst , training for Designated Teachers.

The amount granted to each child rises to £2.300 from 1st April 2018 .

Future projects include : Investment in Ravensthorpe Forest School to provide respite for children in KS1 and 2 who are finding life in a mainstream environment tough .

Training to ensure that all our schools are Attachment Aware and can offer the appropriate support for all children for whom engagement and progress is an issue.

Funding statement available and Pupil Premium report will be available after financial year end 2018.

15.0 Priorities for 2017-18

There are five main overarching priorities of the Virtual School.

- 1.To continue to raise attainment and accelerate progress for children in care across all key stages.
- 2.Support school leadership to enhance a shared objective of improving life opportunities through education.
- 3 Work with partners to improve the offer from the Virtual School to increase EET for post 16 young people in care.
- 4.Develop the concept of the wider Peterborough Virtual School and re- establish a governing body. Improve communications with schools and partners to share priorities and raise awareness.
- 5.Undertake school audits to monitor how our schools are supporting children in care.
- 6.Reinstate Governing Body to offer support and ongoing scrutiny

Dee Glover
Peterborough Virtual School Head
February 2018

16. Reference Reading

- The All-Party Parliamentary Group for Looked After Children and Care Leavers. *Education Matters in Care* (July 2012).
- Promoting the Education of Looked After Children-*Statutory Guidance for Local Authorities* (DfE July 2014)
- Pupil Premium and the role of the Virtual School Head (DfE March 2014)
- Pupil Premium Policy and Practice for Children in Care (ECC updated September 2015)
- Promoting the education of looked after children and previously looked after children - *Statutory Guidance for Local Authorities* (DfE 2018)