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| CHILDREN AND EDUCATION SCRUTINY COMMITTEE | AGENDA ITEM No. 6 |
| 3 JANUARY 2019 | PUBLIC REPORT |

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| Report of: | Director of Education Peterborough and Cambridgeshire | |
| Cabinet Member(s) responsible: | Cabinet Member for Education, Skills and University Councillor Ayres | |
| Contact Officer(s): | Dee Glover, Head Teacher of Peterborough Virtual School | Tel. 07917133152 |

CHILDREN AND YOUNG PEOPLE IN CARE UPDATE - PETERBOROUGH VIRTUAL SCHOOL

| R E C O M M E N D A T I O N S | |
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| FROM: Head Teacher of Peterborough Virtual School | Deadline date: N/A |
| <p>It is recommended that the Children and Education Scrutiny Committee</p> <ol style="list-style-type: none"> 1. Notes the content of the report in relation to the function of Peterborough Virtual School and actions being taken to maintain and improve educational outcomes. 2. Notes the actions taken following the inspection of children’s services by Ofsted in June/July 2018. | |

1. ORIGIN OF REPORT

1.1 This report was requested by the Children and Education Scrutiny Committee.

2. PURPOSE AND REASON FOR REPORT

2.1 This report is presented to provide members of the Committee with an update on Children and Young People in Care on the role of Peterborough Virtual School.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference No. Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council :

Education, including

- a) University and Higher Education;
- b) Youth Service;
- c) Careers; and
- d) Special Needs and Inclusion.

2.3 This report links into the Corporate Priority, Improve educational attainment and skills.

2.4 This report links to the Children in Care Pledge “We will support you in all aspects of your education so you are able to reach your full potential “

3. TIMESCALES

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| Is this a Major Policy Item/Statutory Plan? | NO | If yes, date for Cabinet meeting | N/A |
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4. BACKGROUND AND KEY ISSUES

Peterborough Virtual School (PVS) sits within the Schools Standards and Effectiveness Team and is accountable to the Service Director (Education) CCC/PCC. The Virtual School Head Teacher is line managed and supported by The Senior Schools Standards and Effectiveness Advisor. PVS aims to achieve improvements to the educational outcomes of CIC through school improvement. This allows for a small team, with sufficient influence and expertise, to improve outcomes through support and challenge. PVS employs a strategy of promoting effective and targeted support which is informed by significant cohort knowledge, derived by robust monitoring. We are committed to developing the practice of professionals working with CIC so that they have the right knowledge, information and skills to enable them to fulfil their role in contributing to their educational outcomes. In addition PVS staff ensure that individual children are supported when necessary.

The Virtual School should be judged by the degree to which it diminishes the difference between the outcomes of CIC and all children locally and that CIC do at least as well as CIC nationally. We strive to achieve this by:

- Co-ordinating and quality assuring all Personal Education Plans (PEPs)
- Monitoring and challenging schools to make the most effective use of the Pupil Premium Plus Grant
- Tracking academic progress, attendance, and exclusions of CIC
- Using our tracking data to highlight individuals who are not on target to achieve their predicted outcomes and challenging their settings to provide them with additional support
- Ensuring Special Education Needs or Disability needs are identified and supported appropriately with an integrated plan
- Providing support and challenge to schools to ensure that academic standards are raised for CIC
- Ensuring effective transition between schools or specialist providers
- Encouraging a culture that supports our young people to have high aspirations about their futures and removes barriers to further education
- Leading training for Foster Carers, Designated Teachers, school governors and bespoke training for educational settings and staff in schools.

PVS has collated data retrieved from schools regarding attainment at EYFS, Phonics Check KS1,KS2,KS4. This is unvalidated data and should be taken as an indicator until validated data for children in care is released by DfE, provisionally in March 2019, at which point there will be comparative national, statistical neighbour and eastern region data. Children are eligible for reporting if they have been in care for more than a year on 31st March in the year they undertake the tests. (Point 4.3)

4.1 Peterborough Virtual School Staffing (November 2018)

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

Peterborough Virtual School Roll (November 2018)

| | Number of children/young people |
|--|---------------------------------|
| Total number on school roll (preschool to Year 13) | 346 |
| Statement of SEN or EHCP | 87 |
| Number of schools/education settings attended | 166 |

4.2

Ofsted

The Ofsted Report 2018 in respect of Peterborough Virtual School commented that :

Children’s personal education plans (PEPs) are reviewed termly and help track children’s individual educational progress. However, children’s views and their hopes and aspirations for the future are not consistently recorded in these plans, and targets being set are not always specific or achievable between PEP reviews.

There is the opportunity for children’s views on their education to be collected at each PEP review either in advance or at the meeting. However the response is mixed and the voice of the child might be that they do not wish to comment.

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 so I am confident that views, when offered, are heard and receive a response.

However noting the inspector’s comments PVS is reviewing the questions asked within the Personal Education Plan and working in partnership with Jenny Weeden , Senior Youth Voice Officer, to consider how the child’s voice, in respect of education, can be received without duplication. Designated Teachers have been reminded of the importance of recording hopes and aspirations and training for foster carers is planned to support their role of challenge and support at PEP meetings.

Designated Teachers have received further training in respect of SMART targets. PVS staff continue to review every target within a child’s Personal Education Plan and challenge when they are not SMART and ensure that previous targets have been reviewed.

The quality of planning and support for children in care and care leavers provided by the virtual school has improved following investment in key new posts. Children’s attendance at school is in line with pupils nationally and no children in care within the city have been permanently excluded in recent years. The recent addition of an educational psychologist is beginning to have some early positive impact in providing schools with strategies to support pupils in care.

The capacity of PVS continues to improve with the use of Pupil Premium to fund a primary and secondary HLTA (Higher Level Teaching Assistant) to support learning and behaviour in times of transition or crisis.

4.3

Unvalidated Educational Attainment 2018 .

EYFS The Early Years Foundation Stage sets standards for the learning, development and care of children from birth to 5. Their class teacher assesses them when they turn 5. 3 children in care were assessed with 1 achieving a ‘Good Level of Development’. The other 2 children have an EHCP (Education Health Care Plan) for complex health and learning needs and whilst making good progress remain below expected levels of development.

Phonics Check

At the end of Year 1 a phonics reading test is taken individually by all children. This identifies those children who need additional support with reading. 2 children in care were eligible for assessment with 1 successfully reading over 32 words out of 40 and the other narrowly missing

this expected standard . Both children received additional support prior to the tests from PVS specialist literacy teacher and the latter will continue to do so until the expected level is reached.

KS1 For pupils at the end of key stage 1 , typically aged 7 , teachers judge the standards at which they are working . To help teachers inform those judgements , pupils take tests in mathematics, English reading and English grammar , punctuation and spelling (optional) 6 children in care were eligible for assessment with 1 having an EHCP.

83% achieved the expected level or better in English reading

50% achieved the expected level or better in English grammar , punctuation and spelling .

50% achieved the expected or better level in mathematics = 50%

This is significant improvement from 2017 in all subject areas. PVS specialist literacy and mathematics teachers funded through Pupil Premium will target those pupils who did not achieve the expected level and provide 1-1 interventions or support their schools to do so.

KS2 Pupils at the end of key stage 2 , typically aged 11 , take tests on set days in May in English grammar punctuation and spelling , English reading and mathematics . Children need to achieve a scaled score of 100 to meet the expected standard. 18 children in care were assessed and of these 9 have an EHCP.

39% achieved the expected standard in all tests.

This shows a downturn of 4% from 2017 but a greater number of children have an EHCP this year which in itself is not an indicator that children cannot achieve age related expectations but highlights that they have difficulties with learning . Those who did not achieve the expected standard will be closely monitored throughout Year 7 with interventions in place to support progress to the expected level where this is attainable.

KS4 Key stage 4 covers years 10 and 11 with pupils within these years typically aged 14 - 16 . Most pupils work towards GCSEs (General Certificate of Secondary Education) or other approved qualifications. 30 pupils in care were eligible for assessment. Of these 16 did not undertake GCSEs and 8 have an EHCP.

36% of Peterborough pupils in care achieved grade 4 or better in English and maths. Nationally 64.2% of all pupils achieved grade 4 or better in English and maths. 55.4% of all children in Peterborough achieved grade 4 or better in English and maths

0% of Peterborough pupils in care achieved grade 5 or better in English and maths. Nationally 43.5% of all pupils achieved grade 5 or better in English and maths.

This is provisional data for GCSEs - several pupils have had papers remarked at the request of PVS and the final results may well be different. Comparative data for children in care is not yet available but will be reported in the PVS Annual Report as will the story behind these results. What should be noted is that all pupils were offered interventions such as 1-1 tuition, PVS specialist teacher input, revision sessions in school and online or physical revision resources.

Alternative accreditation data is currently being processed and will be reported in PVS Annual Report after DfE data release. There is not enough data at this time to draw comparisons with last year.

4.4 **Children not in full time education**

There are currently 6 /250 children of school without a school place.

These pupils are awaiting provision following moves out of the city due to care placement changes. Online tuition of 10 hours a week is funded by Pupil Premium and is successfully accessed by 4 pupils. 2 pupils are refusing either online or face to face tuition. Applications to schools have been submitted.

PVS advises social workers on the admissions process in other local authorities and supports the completion of school applications. These have to be completed by a person with parental responsibility - usually social work managers. A receiving local authority has 20 school days to source appropriate education provision. If a child does not have additional challenges the admission process is generally straightforward but, increasingly, applications to academies are being rejected, resulting in delays and ultimately a referral to the Secretary of State for Education if an appeals procedure is not successful. The SEN admissions process for children placed out of city can also cause delays, despite the 20 days expectation. This is not a situation exclusive to Peterborough. A recent meeting of Eastern Region Virtual School Heads agreed that the issue should be referred to DfE .

4.5 **Children in Care with an Education Health Care Plan (EHCP)**

Total Number: 85

Preschool to Year 6 - 21

Year 7 to 13 - 64

Undergoing statutory assessment for approval of an EHCP - 8

Children with an EHCP placed out of city - 48

16/48 attend LA special schools

7 /48 attend independent schools

The remaining 25 attend mainstream schools with additional support to meet needs.

Children with an EHCP placed in city - 37

21/37 attend LA special schools and the others attend mainstream schools with additional support to meet needs.

5. **CONSULTATION**

5.1 *None*

6. **ANTICIPATED OUTCOMES OR IMPACT**

6.1 Education and Children Scrutiny Committee Members have an interim report on the attainment of CiC, as well as the issues that can inhibit progress, for example periods out of education, reduced timetables and the emotional wellbeing of children. This ensures that Committee members are informed, but can also challenge where necessary.

7. **REASON FOR THE RECOMMENDATION**

7.1 Committee members will be aware of the challenges of securing good and appropriate education provision when children are placed out of the city, particularly those with additional educational needs and EHCPs.

8. **ALTERNATIVE OPTIONS CONSIDERED**

8.1 *N/A*

9. **IMPLICATIONS**

Financial Implications

9.1 There are no direct financial implications arising from this report.

Legal Implications

9.2 There are no direct legal implications arising from this report.

Equalities Implications

9.3 There are no direct implications for equalities issues arising from this report.

Rural Implications

9.4 There are no implications for rural communities in Peterborough arising from this report.

10. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

10.1 *None*

11. APPENDICES

11.1 *None*