



Peterborough Virtual School



Peterborough Virtual School

Virtual School Head Teacher Report

**Peterborough Children in Care
Academic Year 2017 / 18**

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1. Purpose of the report

The purpose of this report is to inform on the activity of the Virtual School (VS) and the educational outcomes of Peterborough's Children in Care (CIC) for the academic year 2017/18. It reflects on achievements and identifies areas in need of development to achieve the best outcomes for this vulnerable group. Data contained in this report is for Children in Care who were in the care of Peterborough City Council for a year or more as at 31 March 2018 and is taken from the Statistical First Release published by the Department for Education (DfE) on 11th April 2019

1.1 Context

The concept of the VSH and VS for CIC was first introduced in the government White Paper 'Care Matters: Time for Change' (DCSF, June 2007). Improving the educational outcomes for children looked after is a priority for national and local government. Local authorities and their directors of children's services are the corporate parents for CIC; they have a statutory responsibility to promote the educational achievement of the children they look after, regardless of where they are placed.

Statutory guidance published in February 2018 extended the VSH role to be a source of advice and information for children previously in care to help their parents to advocate for them as effectively as possible. Peterborough Virtual School sits within the Schools Standards and Effectiveness Team and is accountable to the Director of Education Peterborough and Cambridgeshire. The Virtual School Head teacher is line-managed and supported by the Senior School Standards and Effectiveness Adviser (Primary). In Peterborough, the VSH is Dee Glover who has been in post since November 2013.

2. Role of the Virtual School

The Virtual School should be evaluated by the extent to which it contributes to diminishing 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 aspiration 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
- Celebrating CIC achievements and ensuring schools and carers do the same.
- Supporting the delivery of the Children in Care Pledge

2.1 Structure of the Virtual School

Permanent staff
Virtual School Headteacher
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 Ravensthorpe 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

The Peterborough Virtual School aims to achieve improvements to the educational outcomes of CIC through a school improvement model. This allows for a small team, with sufficient influence and expertise, to improve outcomes through support and challenge to all education settings.

3. Training and Development

The Virtual School is committed to developing the practice of professionals working with CIC so that they have the relevant knowledge, information and skills to enable them to fulfil their role in contributing to their educational outcomes.

3.1 Designated Teacher Training

Two training sessions specific to PEP completion were held for Designated Teachers, both in and out of city. The sessions aimed to equip school professionals with the necessary skills to maximise the achievement of children in care through excellent education planning.

3.2 Social Worker Training

New CiC social workers are referred to the VS for training in the completion of PEPs. To improve the offer, fortnightly PEP clinics are now held with VS staff available for training and advice.

3.3 Foster Carer Training

Training sessions were offered to foster carers, covering PEP completion and supporting learning at different key stages. These sessions are intended to equip carers with the skills necessary both to challenge schools and support the children in their care.

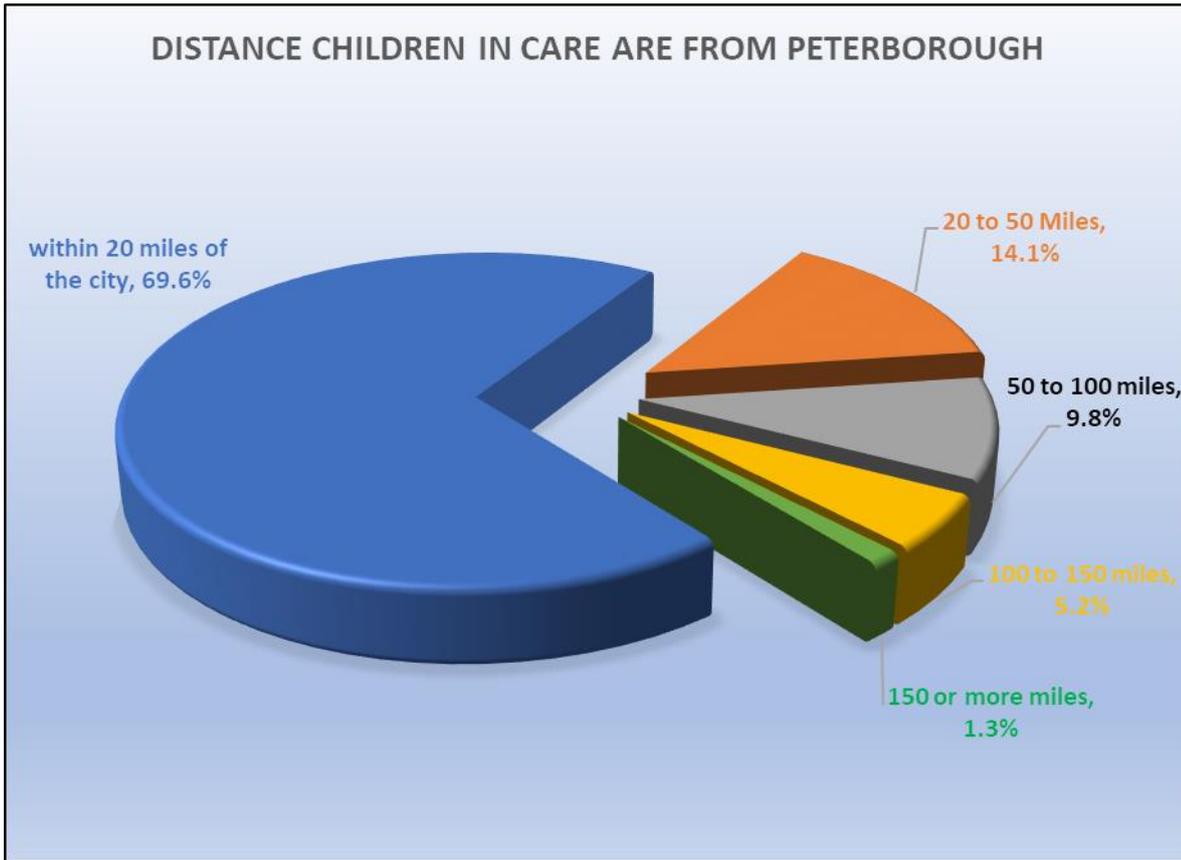
3.4 School Governor Training

The VSH delivered training to designated school governors providing guidance, and setting expectations for their role as champions of children in care in their schools.

4. Cohort Characteristics

The PVS roll is ever changing with children entering and leaving care on a daily basis. The cohort, in terms of Year Group distribution has a greater proportion of children and young people who are in the last 3 years of secondary school. The number of children coming into care from Year 9 onwards impacts on attainment at KS4. 30.4% of children are placed more than 20 miles out of the city. SDQ scores, identifying the wellbeing of children, are a concern for all our children and are an area for development to support interventions.

Peterborough Virtual School Roll	Number of children/young people
Total number on school roll (<i>preschool to Year 13</i>)	346
Statement of SEN or EHCP	87
Number of schools/education settings attended	166
Unaccompanied Asylum Seeking Children (UASC)	21 Total UASC
	<i>1 in year 2</i>
	<i>4 in year 11</i>
	<i>12 in year 12</i>
	<i>4 in year 13</i>



5. Early Years

The DfE does not publish outcomes for this age group so comparisons to national and statistical neighbours is not possible. In addition, the reception cohort in Peterborough has been particularly small in recent years with no pupils in 2016-17 and only 3 children this year.

Of those pupils, 1 achieved a 'Good Level of Development' (GLD) and the other 2 children, although making good progress remain below expected levels of development. The two pupils who didn't achieve the 'Good Level of Development' both have an Education Health Care Plan (EHCP) designed for pupils with complex health and learning needs.

6. Key Stage 1

6.1 Key Stage 1 - Cohort

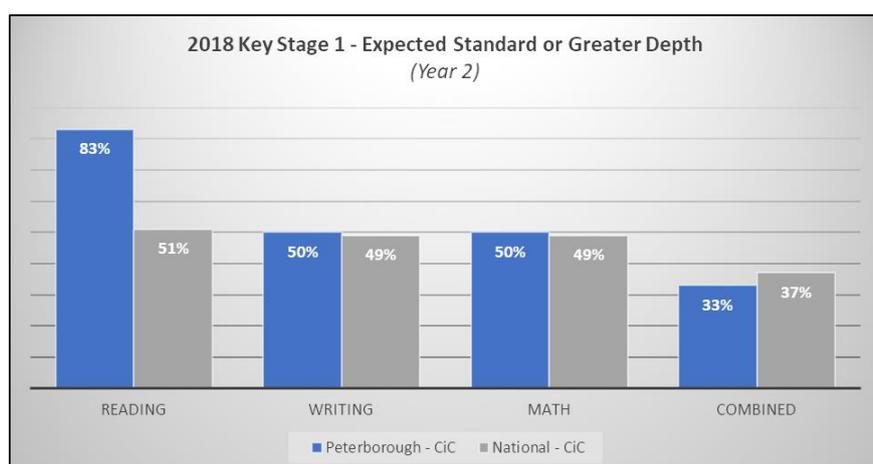
CONTEXT	Virtual School	National (CLA)	Gap
Item	Value	Value	
Cohort	6	1,700	n/a
Gender (Boys)	50.0%	55.0%	-5.0%
SEN Support	33.3%	39.0%	-5.7%
EHCP/Statement	16.7%	12.0%	+4.7%
CLA 1 year+	100.0%	100.0%	0.0%
Educated in LA	50.0%	67.0%	-17.0%
SDQ average	15.3	13.7	+1.6

50% of the students are male, just below national. Only 50% of the Peterborough CIC pupils are educated in the LA which is 17% less than national for this key stage. All pupils, whether educated within or outside the LA are at good or outstanding schools except one who is at a recent academy convertor so has no Ofsted grade. The child with an EHCP is taught at a special school.

The average 'Strength and Difficulties Questionnaire' (SDQ) score is of more concern for Peterborough CIC pupils in comparison to the average national SDQ score, although both are higher than the desired 1 to 10 band.

6.2 Key Stage 1 – Assessments

Cohort Size is 6 Pupils

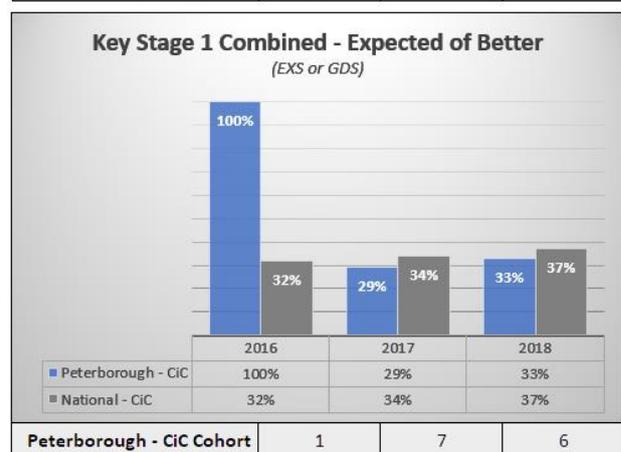
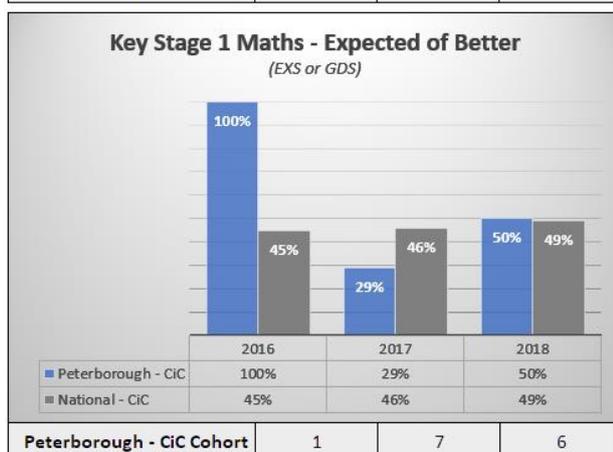
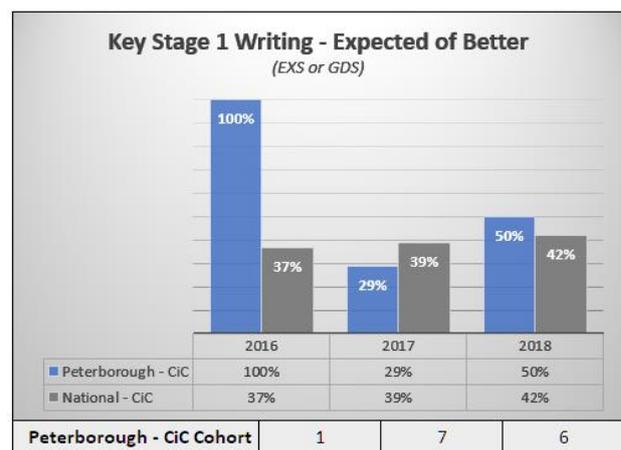
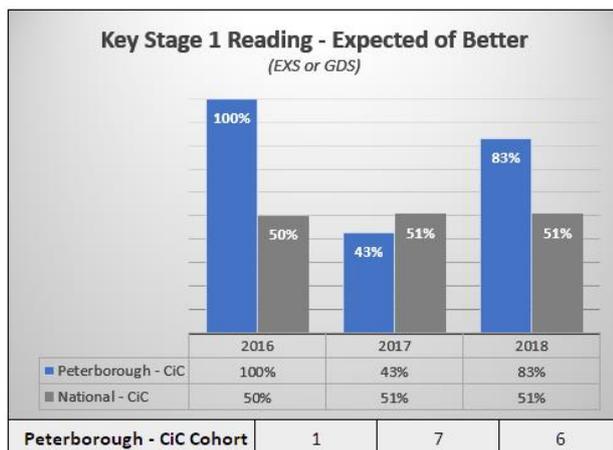


It was a positive year for key stage 1 with reading particularly strong at 83% and writing and maths both just above national. The combined subject score was below national by 4% but this was due to two pupils with SEND who had solid results in all other subjects but had a single subject which was below expected. One being in Writing and the other in Maths. If

either one had achieved the expected level than the combined score would have jumped to 50%.

One pupil also achieved the greater depth standard in all subjects which meant the Peterborough CiC percentage was 6% above national in reading and 9% above national in writing and maths.

6.3 Key Stage 1 – Trend



There has been a good improvement in attainment from last year with a similar size cohort. In individual subjects the improvement is between 20% to 40% and the comparison to national going from all below to all above. The combined subject score has remained about the same and equates to 2 pupils in both years. It is just below the national figure. Although 2016 shows as 100% across the board it was a cohort of a single pupil.

7. Key Stage 2

7.1 Key Stage 2 - Cohort

CONTEXT	Virtual School	National (CLA)	Gap
Item	Value	Value	
Cohort	9	3,120	n/a
Gender (Boys)	33.3%	55.0%	-21.7%
SEN Support	33.3%	36.0%	-2.7%
EHCP/Statement	33.3%	22.0%	+11.3%
CLA 1 year+	100.0%	100.0%	0.0%
Educated in LA	22.2%	66.0%	-43.8%
SDQ average	10.3	14.1	-3.8

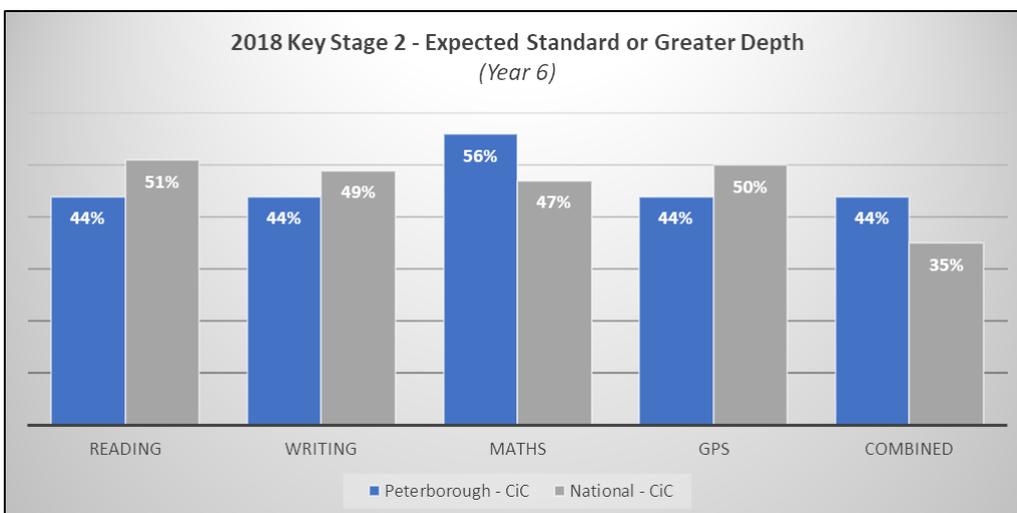
There is a smaller percentage of Peterborough CiC pupils with SEND support than national but more with EHCP's. When combined together the total with SEND is greater than national and equates to 2/3 of the Key Stage 2 pupils.

A lower number of the Peterborough pupils are male compared to national at 33% compared to 55%. Significantly fewer pupils are educated in the LA than nationally at only 22% and this is by far the lowest number of all the key stages. 7 of the 9 pupils are in good or outstanding schools, with 1 of that number in the pupil referral unit (PRU). 1 is at a newly converted academy so there is no Ofsted rating and 1 is at a school requiring improvement.

The average SDQ scores at this key stage is less concerning than the national average and is indeed close to the desired 1 to 10 range.

7.2 Key Stage 2 – Assessments

Cohort Size is 9 Pupils

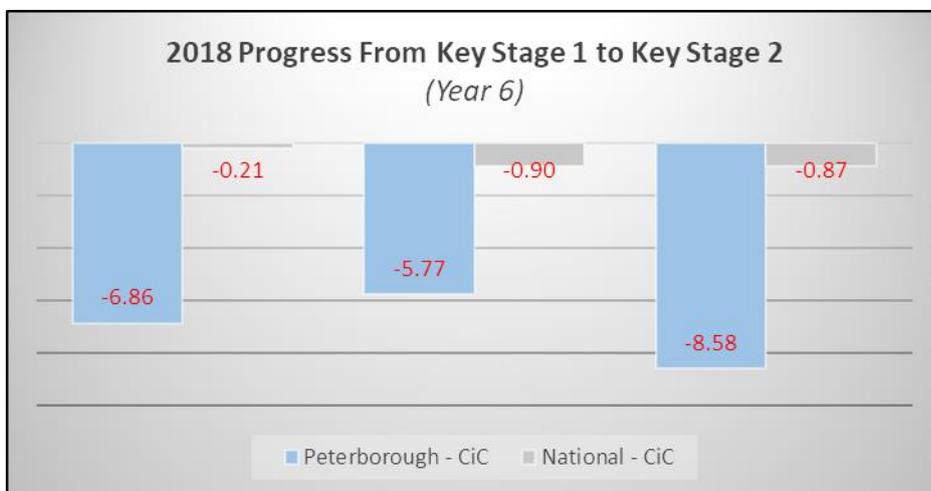


Reading and writing are lower than the national figure by 7% and 5% respectively but the maths results is 9% higher. Despite the lower figures for reading and writing the crucial combined figure as a very positive 9% better than national. The greater depth standard was better than national in all subjects except reading.

3 of the pupils who didn't meet expected in any subject had a statement or EHCP and 2 had SEN support. 1 of those with SEN support is also the pupil at the PRU and has no scores for any of the tests except maths where he met the expected standard.

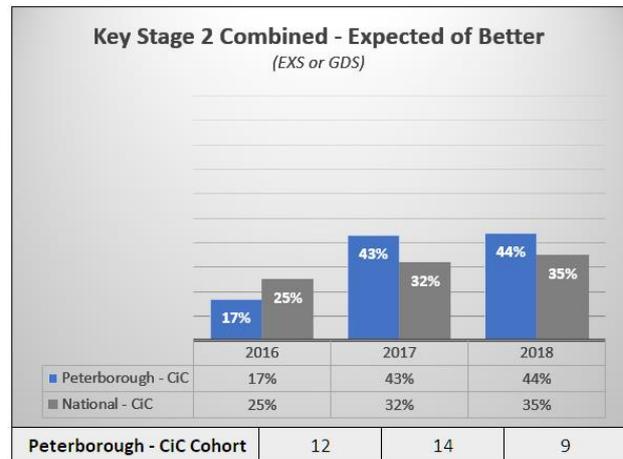
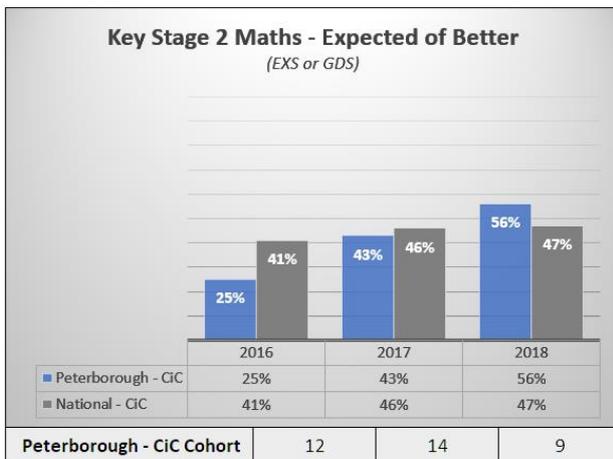
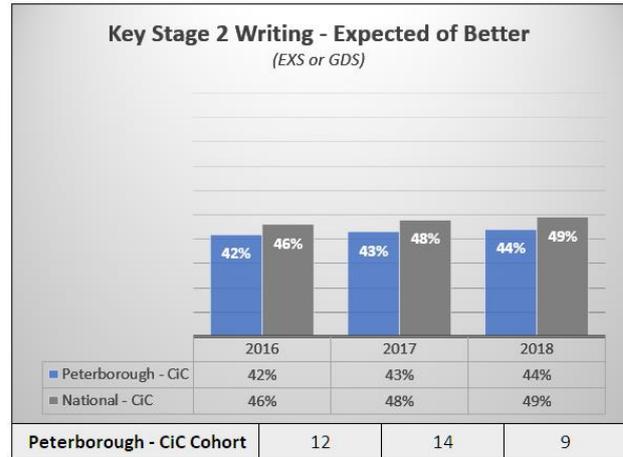
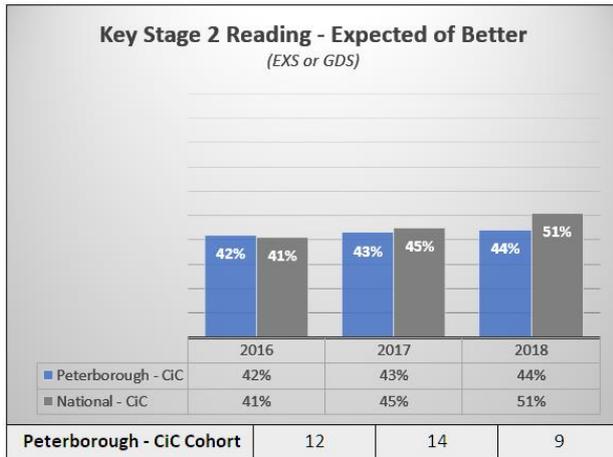
The grammar, punctuation and spelling (GPS) results mirrored those of reading and writing at 6% below national however, of those pupils the percentage achieving the greater depth standard was 33%, a full 19% higher than national. This subject doesn't appear in the calculation for the combined judgement which is just reading, writing and maths.

7.3 Key Stage 2 – Progress



Progress from key stage 1 was below the expected zero line in all subjects, as indeed was the case for national CiC. The average gap to National is minus 6.41 with Maths having the biggest difference. One particular pupil with a statement who is attending a special school had a major impact on progress scores. Although he had a 'Working Towards Level 1' (W) judgement in all subjects at key stage 1, the way progress is calculated meant a progress score of minus 25 on average. The other student with a statement also had a similar impact with an average minus 17 score.

7.4 Key Stage 2 – Trend



The 2018 cohort was about 25% smaller than in previous years but the trend has been upward in reading and writing, all be it at a shallow gradient. The exception is maths which has been making strong improvements from the 25% of 2015 to 56% for 2018.

8. Key Stage 4

8.1 Key Stage 4 - Cohort

The Peterborough EHCP cohort is 27.6% which represents 8 of the 29 pupils, this is considerably higher than the National figure of 20%. When combined with the SEN Support figure of 31% which is 9% higher than National it gives a combined key stage 4 SEN figure of 58.6%, well over half the students, compared to the national figure of 42%.

The number of male pupils is lower at 48% than the national figure of 56%. The figure for pupils educated in the LA is 48% but, as with the other key stages it is less than the national figure which in this case is 63%.

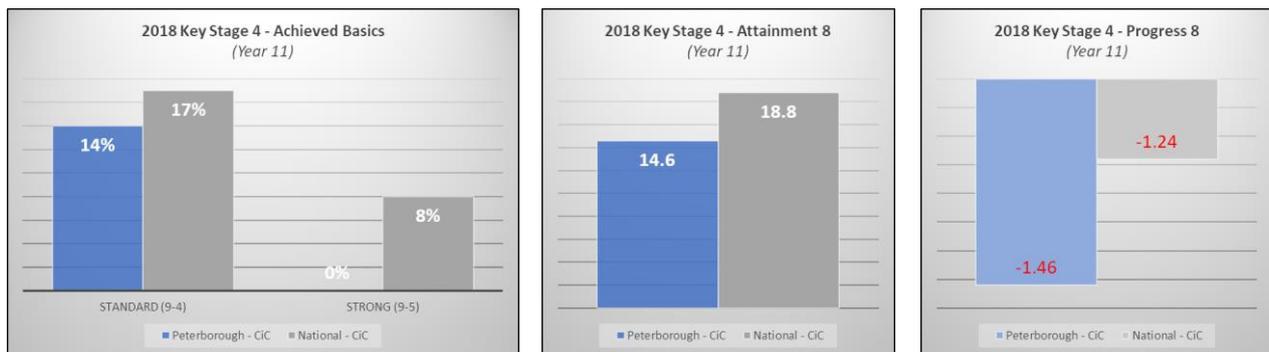
Of the 29 pupils in the cohort, 24 attended good or outstanding schools, 4 were at alternative provision or independent schools with no published Ofsted judgement and 1 was at a school that requires improvement. As well as the 4 pupils in alternative or independent provision,

2 were at the pupil referral unit and 9 were at special schools. This means only half of the key Stage 4 pupils were in mainstream schools at the time of examinations.

The average SDQ score is high at 15.3 and higher than national at 13.8 indicating a level of social and emotional health which would inhibit learning. Both are well above the desirable 1 to 10 band.

8.2 Key Stage 4 – Assessments

Cohort Size is 29 Pupils



The ongoing changes to the year 11 examination have had a major impact on all pupils at the end of key stage 4. The grading system is changing, in a rolling programme, from the old A* to G into to a numeric 9 to 1 scale. In addition, many qualifications that were perhaps better suited to less academic students have been removed from the Attainment 8 benchmarking measure.

The Peterborough cohort has achieved 14% in the basic measure, which is the expected standard in english and maths, compared to 17% for national. None of the Peterborough pupils got the stronger 9-5 basic measure. The grade 4 is roughly equivalent to the lower end of the old C grade and grade 5 the top end of the old grade C.

With regard to attainment 8 the Peterborough students are at 14.8 compared to the 18.8 for national. Attainment 8 is the total of the best 8 eligible subjects so 8 passes at grade 4 would be 40. Unfortunately, many subjects aren't now eligible to be included including many vocational courses.

The progress measure from key stage 2, which is known as progress 8, is just below the expected zero level at -1.46 for Peterborough compared to -1.24 for national.

8.3 Key Stage 4 – Trend

Achieved Basics	KEY STAGE 4			
	2017		2018	
	Standard (9-4)	Strong (9-5)	Standard (9-4)	Strong (9-5)
Peterborough - CiC Cohort	31		29	
Peterborough - CiC	19%	3%	14%	0%
National - CiC	17%	7%	17%	8%

Because of the previously mentioned changes to key stage 4, it is currently difficult to compare year on year. DfE have recalculated figures for 2017 to allow a rough comparison but 2016 can't be equated to the current grades.

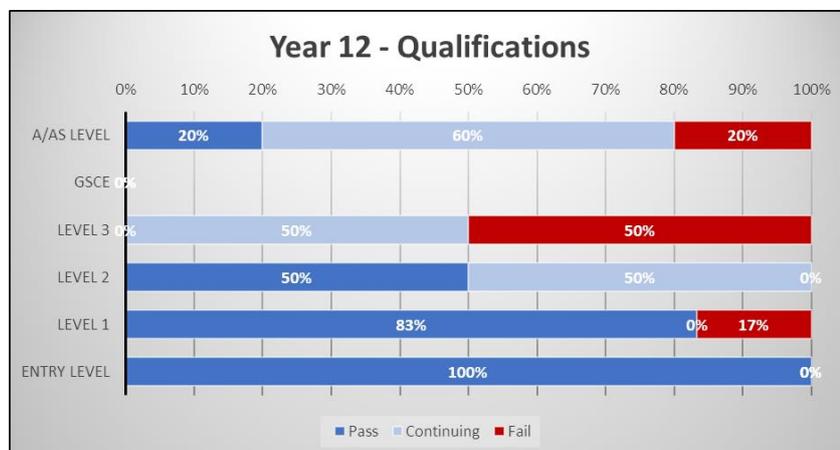
Comparing 2017 to 2018, Peterborough has declined slightly and national is the same.

Attainment 8	KEY STAGE 4		Progress 8 (Progress from KS 2 to KS4)	KEY STAGE 4	
	2017	2018		2017	2018
Peterborough - CiC Cohort	31	29	Peterborough - CiC Cohort	22	21
Peterborough - CiC	20.3	14.6	Peterborough - CiC	-1.07	-1.46
National - CiC	19.3	18.8	National - CiC	-1.17	-1.24

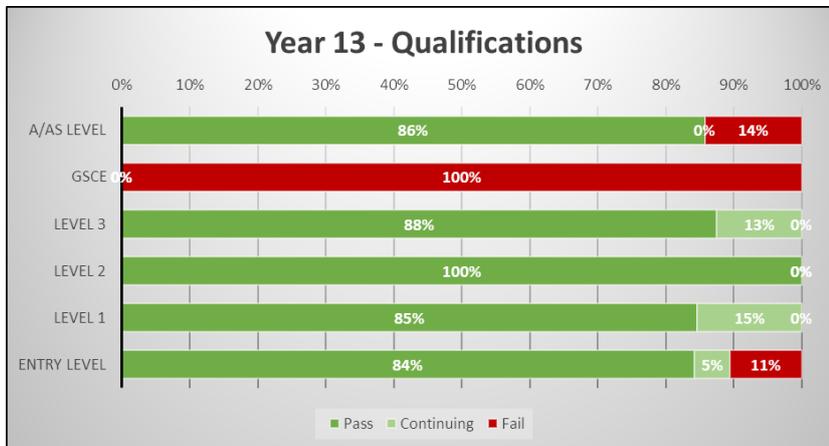
When looking at the attainment 8 measure, both Peterborough and national have decreased between 2017 and 2018 and the same is true for progress 8. However it was an extremely challenging cohort with several care placement changes in the months before the examinations.

9. Post 16

The 30 Year 12 pupils continuing in education have taken or are continuing to study in a wide range of subjects including Bricklaying, Animal Management, Geography and Maths with qualifications levels from entry level to A/AS Level. Many are on a two year course.



As with Year 12, the 36 students in Year 13 are studying a wide range of courses from Business Studies to Sociology and the same range of levels from Entry Level to A/AS Level. Although some are continuing with their courses, many will have finished their chosen subjects at the end of the academic year.



10. Inclusion

10.1 Absence

Indicator	Peterborough (CiC)	England (CiC)	Statistical Neighbour Average (CiC)
Percentage of lessons missed due to authorised absence	4.2%	3.2%	3.2%
Percentage of lessons missed due to unauthorised absence	1.1%	1.3%	1.4%
Percentage of lessons missed due to overall absence	5.4%	4.5%	4.6%
Percentage of looked after children who were persistent absentees	11.5%	10.6%	10.4%

Authorised absence for CiC pupils in Peterborough is just above the national and statistical neighbours average for CiC pupils by 1%. For unauthorised absence it is just below. When combined, the figure for overall absence is 5.4% which is slightly higher than the national and statistical neighbour comparisons.

Persistent absence mirrors the other figures, with Peterborough 1% higher than the other comparators.

10.2 Exclusions

Indicator	Peterborough (CiC)	England (CiC)	Statistical Neighbour Average (CiC)
Percentage of looked after children with at least one fixed period of exclusion	12.77%	11.83%	12.68%

The exclusion figures relate to 2017 because exclusion data is published a year behind attainment data by the DfE.

Peterborough is slightly above national for pupils with at least 1 fixed term exclusion but is in-line with its statistical neighbours. The difference to national is about the same as for absence at 1%.

No Peterborough Child in Care was permanently excluded from school in 2016/17.

10.3 Alternative Provision

Establishment Type	Number
Number on school roll (<i>preschool to Year 11</i>)	264
Number in independent schools	13
Number in LA Special School in city	26
Number in LA special school out of city	15
Number in PRU in city	9
Number in PRU out of city	1
Number with EHCPs/Statements of SEN	36

Key Stage 4 pupils are more likely to attend AP. The VS acknowledges the additional vulnerability of learners in AP and provides more intensive monitoring visits for these pupils. In academic year 2017–2018, 4 students had to move care placements in the March prior to the examinations and PVS was unable to source education provision, offering on-line tuition as an alternative.

11. Quality of Provision

11.1 Percentage of Children Attending Provision Types by Year Groups

	% CIC attending school judged to be good or better	
	Peterborough	England
Year 2	83%	87%
Year 6	78%	82%
Year 11	83%	61%

A lower percentage of Peterborough's CIC attend schools judged good or better in Year 2 and Year 6 than the percentage of CIC in England attending schools judged good or better. In Year 1, a greater percentage of Peterborough's CIC are taught in schools judged good or better than the percentage of CIC in England attending schools with this judgement. More intensive monitoring visits are carried out where Peterborough CIC attend provision that is not judged to be at least good. No Peterborough CIC in either Year 2, Year 6 or Year 11 were taught in provision judged to be inadequate

11.2 Comparing Outcomes against Quality of Provision at Key Stage 1

Good or Outstanding Provision:

(5 Peterborough Children)

Subject	Level	Virtual School	National		Gap
		Value	Value	(CIC)	
Reading	≥EXS	80.0%	52.0%		+28.0%
	GDS	0.0%	9.0%		-9.0%
Writing	≥EXS	40.0%	43.0%		-3.0%
	GDS	0.0%	4.0%		-4.0%
Maths	≥EXS	40.0%	49.0%		-9.0%
	GDS	0.0%	6.0%		-6.0%

Requires Improvement or Inadequate Provision:

(1 Peterborough Child)

Subject	Level	Virtual School		National (CiC)		Gap
		Value		Value		
Reading	≥EXS	100.0%		45.0%		+55.0%
	GDS	100.0%		8.0%		+92.0%
Writing	≥EXS	100.0%		36.0%		+64.0%
	GDS	100.0%		3.0%		+97.0%
Maths	≥EXS	100.0%		45.0%		+55.0%
	GDS	100.0%		7.0%		+93.0%

When comparing national CiC pupils attending 'Good' or 'Outstanding' schools to those attending 'Requires Improvement' or 'Inadequate' schools then the pupils at Good/Outstanding schools seem to do better at Key Stage 1. This is not the case for Peterborough but with only a single pupil at a school other than Good/Outstanding this isn't a valid measure.

11.3 Comparing Outcomes against Quality of Provision at Key Stage 2

Good or Outstanding Provision:

(7 Peterborough Child)

Subject	Level	Virtual School		National (CiC)		Gap
		Value		Value		
RWM	≥EXS/Exp. Std.	42.9%		36.0%		+6.9%
	GDS/High Score	0.0%		2.0%		-2.0%
Reading (test)	≥Exp. Std.	42.9%		51.0%		-8.1%
	High Score	14.3%		14.0%		+0.3%
Writing (TA)	≥EXS	42.9%		50.0%		-7.1%
	GDS	14.3%		6.0%		+8.3%
Maths (test)	≥Exp. Std.	57.1%		48.0%		+9.1%
	High Score	14.3%		8.0%		+6.3%

Requires Improvement or Inadequate Provision:

(1 Peterborough Child)

Subject	Level	Virtual School	National (CLA)		Gap
		Value	Value	Value	
RWM	≥EXS/Exp. Std.	100.0%	29.0%	+71.0%	+71.0%
	GDS/High Score	0.0%	2.0%	-2.0%	-2.0%
Reading (test)	≥Exp. Std.	100.0%	49.0%	+51.0%	+51.0%
	High Score	0.0%	9.0%	-9.0%	-9.0%
Writing (TA)	≥EXS	100.0%	48.0%	+52.0%	+52.0%
	GDS	0.0%	5.0%	-5.0%	-5.0%
Maths (test)	≥Exp. Std.	100.0%	44.0%	+56.0%	+56.0%
	High Score	0.0%	5.0%	-5.0%	-5.0%

As with Key Stage 1, the single pupil attending a 'requires improvement' school did better than the 7 going to Good/Outstanding schools, the opposite of National. However as with the previous Key Stage, the performance of a single pupil can't be used as a reliable measure.

11.4 Comparing Outcomes against Quality of Provision at Key Stage 4

Good or Outstanding Provision:

(24 Peterborough Child)

Subject	Level	Virtual School	National (CLA)		Gap
		Value	Value	Value	
Avg. Att8 Score		17.5	22.3	-4.8	-4.8
Avg. Prog8 Score		-1.16	-1.10	-0.06	-0.06
Achieved Basics	Standard, 9-4	16.7%	22.0%	-5.3%	-5.3%
	Strong, 9-5	0.0%	10.0%	-10.0%	-10.0%

Requires Improvement or Inadequate Provision:

(1 Peterborough Child)

Subject	Level	Virtual School	National (CLA)		Gap
		Value	Value	Value	
Avg. Att8 Score		4.0	22.1	-18.1	-18.1
Avg. Prog8 Score		-2.61	-1.28	-1.33	-1.33
Achieved Basics	Standard, 9-4	0.0%	19.0%	-19.0%	-19.0%
	Strong, 9-5	0.0%	8.0%	-8.0%	-8.0%

Unlike the other Key Stages, at Key Stage 4 National the Ofsted grade of the school seems to have very little impact on attainment. In Peterborough the single pupil at an RI school achieved less well than the ones attending the Good / Outstanding school but as previously this is not a reliable indicator.

What does appear to be the case when looking at the National figures, is the quality of school which does seem to have an impact for younger pupils but as they progress through the education system the difference is less noticeable until at Key Stage 4 where the impact seems to be only slight.

12. Personal Education Plans (PEPs)

PEP compliance is consistently at 100%. PVS supports social workers and schools in the management of the PEP process, offering training and fortnightly PEP clinic. Every PEP is quality assured by PVS staff and those judged to be below an acceptable standard trigger additional support and challenge from the VS team. The school improvement model implemented in September 2018 does not require VS staff to attend every PEP meeting. Rather VS staff meet at least once a term with the Designated Teachers in their allocated schools and track the progress of all the pupils in the setting. However, VS staff will attend the PEP meetings for all newly into care children or where a child is in crisis and attendance is requested by the school or social worker.

13. Pupil Premium Plus Grant

13.1 Revised Allocation

The Pupil Premium Plus Grant allocation for Financial Year 2017/18 was £558,600. This was based on a £2,300 per pupil allocation for children who had a period of 24 hours or more in the care of Peterborough Country Council.

13.2 Administration of the Grant

£418,572 was devolved directly to the educational settings where CIC attend. This amount includes the cost of partnership staff, Attachment Awareness training hub costs, and the Primary Forest School partnership. Payments to schools are made termly upon submission and approval of SMART targets within a quality assured and time compliant PEP. These targets are reviewed at each PEP meeting to hold the school to account and to ensure appropriate interventions are in place to support progress. In exceptional cases, educational settings applied for additional funding to support children requiring intensive short-term interventions tailored to their individual needs and circumstances.

The remaining £ 140,028 was used centrally (as set out in the conditions of the grant) to support the work and improvement of the VS.

Allocation	Cost
Educational Psychologist	£ 35,000
The continued use of an online PEP system for pre-school to Year 13	£ 23,350
Pearson Nimbl Resource tablets	£ 19,749
An attendance data collection service to support VS Monitoring	£ 13,759
On line tuition	£ 12,301
Letterbox Club	£ 11,000
Data support	£ 7,130
Additional BSO hours	£ 6,973
Alternative Provision – e.g. Families First	£ 5,211
Early Years specialist	£ 5,000
Training Events & Out of Area PEP meetings	£ 555
TOTAL	£ 140,028

14. Priorities for 2018- 2019

In partnership with CVS, further develop a school improvement approach to improving outcomes for children in care and children previously in care.

To work with partners to increase EET for Post 16 young people in care.

To improve the aspirational quality of PEPs, ensuring the child's hopes are incorporated, and to ensure that targets are specific and achievable between reviews

Continue to work with partners to raise attainment and accelerate progress for children in care across all key stages.

To develop cross-border working with Cambridgeshire Virtual School to more closely align practices in relation to PEPs, Pupil Premium and training programmes.

Dee Glover, Virtual School Head.