**Tameside Virtual School and College Annual Report September 2019**

**EXECUTIVE SUMMARY**

Tameside Virtual School has been renamed to better reflect its core purposes as Tameside Virtual School and College.

The number of Looked After Children in Tameside is still rising and consequently the pressures and demands on our service are also rising. As a response the service is increasing in size with a designated Post 16 LAC achievement co-ordinator appointed plus a further mentoring role to be recruited.

PEP returns are consistently high at 95% and above each term demonstrating a secure overview of the education and achievements our young people are experiencing both in and out of authority.

The number of young people with Education Health Care Plans is rising with further assessments being approved and ongoing.

Outcomes at KS1 and 2 are improving consistently in all areas and whilst currently unvalidated it appears that KS4 results remain broadly in line with the previous year.

**IMPACT of Virtual School 2018-19**

* Consistent high completion of PEP documentation, evidence of Pupil Premium Plus spending and improving Quality Assurance actions
* Improving trend of attendance and quicker response times to any gaps in education due to placement moves
* No permanent exclusions
* Increase of EHCPs for Looked After Children cohort
* Improved performance of Looked After Children in all areas at KS1 and most areas at KS2. Latest results in Key Stage 2 indicating that an increase in English and maths outperformed the DfE Region - North West (CLA) and for the third successive year outperformed the provisional England NCER National (CLA) average
* KS4 provisional results appear to be broadly similar to the previous year

“I want to be a lawyer when I’m older. Actually a barrister”. Year 10. Hyde Community College.

**PRIORITIES FOR 2019-20**

* Support and develop the newly created role of Post 16 LAC Achievement Co-Ordinator to develop better information systems and increased numbers of care leavers in Further Education and Higher Education
* Improved participation and engagement of young people in their PEP meetings
* Development of a comprehensive and rolling training programme for all partners including schools, governors, social workers, foster carers and residential homes
* Continue to work with School Improvement Partners in #TamesideLovesReading campaign with specific focus around LAC
* Review of education and potential outcomes of Tameside young people in residential homes
* Continued relentless focus around attendance and reducing fixed term exclusions
* Improve educational outcomes for all learners at their significant key stages in order to improve life chances

**1 BACKGROUND**

1.1 From September 2019, Tameside Virtual School has expanded into Tameside Virtual School and College. We are committed to ensuring a high standard pathway of education from nursery through to higher education where appropriate.

1.2 We have high educational aspirations for our young people who are care experienced and we strive to close the educational gap between them and their peers as often their outcomes are determined by negative environmental experiences, not their true academic ability. Part of the gap in outcomes is due to attendance and exclusion and we have established good relationships and routines with our schools to improve this deficit.

Virtual School and College Team

|  |  |
| --- | --- |
| Headteacher | Amanda Aylward |
| Specialist Intervention Teacher | Sarah Hall |
| Finance and Information Officer | Phillip Allen |
| Education Welfare Officer | Rosie Spiers |
| Post 16 learning Advisor | TBC |

“I am really good at Maths and I am at Planet Level 8 in Space Maths”.

Year 5, Meadowbank Primary School

1.3 The Virtual School and College work within the Access Service area of Tameside’s Educational Service. The Virtual School and College’s Headteacher works collaboratively with both education and social care management teams alongside Tameside SEND and Educational Psychology services.

**Moving Forward:**

1.4 The Post 16 achievement co-ordinator is currently being recruited and will be in post from 1st October 2019. We are also intending to create a further role in the team to provide additional opportunity for the service to attend and advise at Personal Education Plan (PEP) meetings due to the increasing number of Tameside young people in care. We anticipate this position will be filled by January 2020.

**2 SCHOOLS INFORMATION DATA - SEPTEMBER 2019**

|  |  |  |
| --- | --- | --- |
| **OFSTED School Rating** | **Number of Pupils** | **Percentage of cohort** |
| Outstanding | 63 | 12% |
| Good | 278 | 53% |
| Requires Improvement | 98 | 19% |
| Inadequate | 9 | 2% |
| Not OFSTED inspected | 75 | 14% |

|  |  |  |
| --- | --- | --- |
| **Pupil numbers by type of school** | **Number of pupils** | **Percentage of cohort** |
| Number of LAC pupils in mainstream | 377 | 84% |
| Number of LAC pupils in alternative provision | 15 | 3% |
| Number of LAC pupils in special school | 48 | 10% |
| Number of LAC pupils in schools attached to residential placements | 13 | 3% |

|  |  |  |
| --- | --- | --- |
| **Pupil Numbers by year group** | | |
| **Primary Phase** | | |
| Reception | = | 17 |
| Year 1 | = | 31 |
| Year 2 | = | 29 |
| Year 3 | = | 30 |
| Year 4 | = | 31 |
| Year 5 | = | 35 |
| Year 6 | = | 44 |
| **Total** | **=** | **217** |
| **Secondary Phase** | | |
| Year 7 | = | 36 |
| Year 8 | = | 44 |
| Year 9 | = | 48 |
| Year 10 | = | 51 |
| Year 11 | = | 55 |
| **Total** | **=** | **234** |
| **Total statutory school age** | **=** | **451** |
| **Post 16 Phase** | | |
| Year 12 | = | 63 |
| Year 13 | = | 45 |
| **Total** | **=** | **108** |
| **Total all key stages** | **=** | **559** |

**3 PERSONAL EDUCATION PLAN (PEP) COMPLETION**

|  |  |
| --- | --- |
| **PEP COMPLETION RATES 2017/18** |  |
| Term 1 | 68.5% |
| Term 2 | 91.6% |
| Term 3 | 96.2% |
| **PEP COMPLETION RATES 2018/19** |  |
| Term 1 | 97.2% |
| Term 2 | 98.2% |
| Term 3 | 95% |

**4 PUPIL PREMIUM GRANT FUNDING ANALYSIS**

4.1 The chart above demonstrates the areas of intervention where pupil premium grant funding was spent as requested by schools via their PEPs. One to one tuition alongside teaching assistant support were the most frequently requested followed by pastoral interventions. We were pleased to note that direct academic interventions were being requested by our schools and not just enhanced pastoral support which we would expect our schools to be delivering as a matter of good practice. We saw an increase in creative early interventions from our primary schools such as art and Lego therapy alongside some animal therapy. We like to support educational activities but try to ensure these will directly support the educational achievements of our young people and also request that carers and schools contribute where appropriate.

**Moving Forward:**

4.2 Our quality assurance of PEPs indicated that not enough young people were recorded as attending their own PEP meetings over the last term. We have highlighted this with schools, social workers and Independent Reviewing Officers and amended the PEP document to specify a reason as to why a young person is not in attendance to improve this.

**5 ATTENDANCE DATA 2018/19**

5.1 Increasing levels of attendance and consequently attainment is a council wide priority as well as a focus for Virtual School and College.

|  |  |  |
| --- | --- | --- |
|  | **2019** | **2018** |
| All LAC pupils average attendance | 91.9% | 90.14% |
| LAC pupils with persistent absence (below 90%) | 20.7% (90 LAC) | 14% (62 LAC) |
| LAC pupils with 100% attendance | 14% (61 LAC) | 12% (56 LAC) |
| In borough LAC pupils average attendance | 91.2% | 90% |
| Out of Borough LAC Average Attendance | 93.9% | 90.52% |
| Mainstream LAC Average Attendance | 92.3% | 92.35% |

5.2 Some of the data above includes the time period before a young person became LAC and therefore doesn’t always demonstrate the improvement of attendance for certain young people when they become LAC. There has been an increase in attendance this year and some of this is the impact of the appointment of the designated Virtual School and College Education Welfare officer.

**Moving forward:**

5.3 “Looked After Call” service was commissioned from April 2019. This gives us “live” attendance and exclusion data which ensures our Education Welfare Officer can react immediately and appropriately to situations where a young person has not attended or has received a fixed term exclusion which hasn’t already been highlighted to the Virtual School and College. It also gives us reports where we can accurately monitor any trends of poor attendance around for example an individual, a school or a home.

**6 EXCLUSION DATA**

6.1 There have been no permanent exclusions of LAC this academic year.

|  |  |  |
| --- | --- | --- |
|  | **2018/19** | **2017/18** |
| Permanent Exclusions | 0 | 0 |
| Number of LAC with Fixed Term Exclusion | 57 (13%) | 54 (12%) |
| Number of days of fixed term exclusion | 168.5 | 204 |
| Average number of days lost per excluded pupil | 2.96 | 3.77 |

6.2 Prior to the commissioning of Looked After Call attendance monitoring system, we did not always receive accurate and timely notifications of fixed term exclusions and relied on data collections from schools and historic performance tables from the DfE. The data demonstrated above is information collected from schools but is not representative of the whole Looked After Child cohort. Moving forward, this data can be accessed as and when requested and will be available to be compared accurately year on year.

**Moving Forward:**

* Any fixed term exclusion will be challenged on day 1 by the Virtual School and College team and a request to reduce the term of the fixed term exclusion made. Support will be provided by Virtual School and College to assist with this where appropriate.
* The Virtual School and College Headteacher is leading alongside Oldham and Cheshire East Virtual Heads to produce a document of guidelines on how to reduce fixed term exclusions and the process around exclusion for the North West Virtual School Heads network.
* Greater involvement of the Tameside Educational Psychology service to work with schools and individuals prior to crisis point
* Develop a more robust system of triaging the quality assurance of PEP documents around support of young people in schools who may be displaying early behaviours which could lead to a fixed term exclusion

“I have been on two school trips to Manchester Universities, they were quite good. I’m not sure I want to go yet because you have to write lots of essays! Year 7. Stretford Grammar School.

**7 SPECIAL EDUCATIONAL NEEDS and DISABLITY (SEND)**

7.1 Identified needs of LAC cohort in Education Health and Care Plans (EHCPs)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Social Emotional and Mental Health | Moderate Learning Difficulty | Severe Learning Difficulty | Autism Spectrum Condition | Profound and Multiple Learning Difficulties | Speech, Language or Communication Difficulties | Physical Disability | Specific Learning Disability | Behaviour Social and Emotional Difficulty |
| 18-19 | 40 | 20 | 1 | 6 | 4 | 2 | 4 | 3 | 3 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Social Emotional and Mental Health | Moderate Learning Difficulty | Severe Learning Difficulty | Autism Spectrum Condition | Profound and Multiple Learning Difficulties | Cognition and Learning | Physical Disability | Specific Learning Disability |
| 2017-2018 | 32 | 17 | 5 | 3 | 2 | 2 | 1 | 1 |

7.2 There has been an increase in the number of Looked After Children who have an EHCP. This is due to a drive from Virtual School and College to promote the early assessment of needs through SEN Support providing appropriate evidence for an EHCP if necessary. Clear communication and more dynamic actions are being driven through Head of Virtual School and College weekly meetings with Head of Tameside SEN. Training for social workers around the process of applying for an EHCP has been provided and will continue to be promoted as on-going training alongside training for Foster Carers and Residential home staff.

**Moving Forward**

* Continue partnership working with Tameside SEN team to ensure Looked After Children EHCPs continue to be prioritised and delivered in a timely manner
* Closer working with Tameside Education Psychology Service to offer training and advice for all stakeholders including social care colleagues, carers and schools
* Development of more attachment and trauma plus emotionally friendly schools through closer network of training with other Virtual Schools

**8 ATTAINMENT DATA 2018**



8.1 Attainment in Key Stage 1 saw an increase in reading, writing and maths all performing better in 2019 than in 2018. Phonics also saw a slight increase after a big jump (21% increase) last year.

8.2 49% of Looked After Children achieved the expected standard in reading, writing and maths at KS2. Progress scores were strong in each subject

8.3 Latest results in Key Stage 2 in English and more so in maths increased again, outperformed the DfE Region - North West (CLA) and for the third successive year outperformed the provisional England NCER National (CLA) average.

**KS2 progress scores**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2019** | **2018** | **All Pupils in Tameside** |
| Progress in reading | 2.36 | 1.4 | 0.47 |
| Progress in writing | 0.68 | -0.5 | 0.39 |
| Progress in maths | 2.94 | 2.3 | 0.7 |

**KS4 Cohort 2017-18**



8.4 KS4 data for 2018-19 has yet to be published and validated. However, from our own data collection we estimate our Maths and English results as:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Eng 4+ | Maths 4+ | Both 4+ |
| Number | 10 | 11 | 9 |
| Percentage | 20% | 22% | 18% |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Eng 5+ | Maths 5+ | Both 5+ |
| Number | 6 | 5 | 4 |
| Percentage | 12% | 10% | 8% |

\*This data will be updated and recorded as such when official data is published alongside further analysis.

**Moving Forward:**

* Continue to use PEPs to monitor progress and attainment in line with pupil premium plus spending
* Challenge not only lack of progress but also PEPs demonstrating meeting targets, reinforcing a high expectations culture for our Looked After Children
* Virtual School Specialist teacher to work with Primary school improvement team around reading interventions
* Training for new and current foster carers around supporting young people with reading daily
* Focussed tracking of Year 6 and 11 cohorts to offer additional support in the run up to key examination periods
* Support of Pupil Referral Service to ensure a robust education offer is in place for KS4 learners who may already be at the PRS when they become LAC
* New role of Post 16 learning advisor to target key groups and promote learning opportunities provided by local Universities

**9 POST 16**

9.1 A new post entitled Tameside LAC and Care Leaver Achievement Co-ordinator has been created in partnership with Tameside College. The purpose of the job is to promote the attendance, achievements and aspirations of Tameside LAC and care leavers to progress through Further and Higher Education working in partnership between Tameside College and Tameside Virtual School and College.

9.2 The role will support and mentor Tameside College LAC learners throughout their studies which may involve “checking in”, offering support with organisation, liaising with carers, promoting attendance, offering careers advice or sign posting to appropriate services within the college.

9.3 This post holder will also track PEPs for Tameside LAC Further Education learners in other institutions, attend and participate with GM Higher, work with high achieving young people who have not expressed interest or knowledge of University plus promote Further and Higher education opportunities to different year group cohorts throughout the academic year by visiting schools and speaking at Tameside Foster Carer forum and Children In Care Council.

9.4 They will also provide a “keeping in touch” service with care leavers at University to ensure things are going well and offering advice or advocating for these young people if necessary.

**Moving Forward:**

* We will monitor the impact of this exciting new role which is commencing on 1st October 2019.

“I have really enjoyed the start of my GCSE courses. I love drama and performing in front of others has given me more confidence in myself” Year 10. Hyde Community College.

**10 COLLABORATIVE WORKING**

10.1 The service is dependent on a multi-agency approach to ensure that our looked after children make the progress they should in school. Staff within the Virtual School and College are involved in the following networks:

* Member of Tameside Association of Secondary Headteachers – enables networking with secondary Heads with particular reference to LAC pupils and to keep up to date with latest developments and changes in the secondary phase
* Attendance at weekly Legal and Resource panel meetings with children’s social care ensures education is considered when a child moves placement.
* Attendance and contribution to Schools Child Protection Network – there is often an overlap between the safeguarding lead and the designated teacher in schools so this is a good opportunity to contribute to this forum
* Attendance at all North West Regional Virtual Heads Meetings – ensuring a network of colleagues and providing training opportunities for Tameside designated teachers
* Member of inclusion sub-group for North West Virtual Heads leading on exclusion protocol for LAC at all schools in North West
* Greater Manchester Higher network – providing opportunities from a network of Universities for our learners including Manchester University, MMU, Salford and Bolton Universities
* BookStart reading programme – to ensure new literacy opportunities provided to schools are prioritised to LAC
* Member of National Virtual Head Teachers Association – to be aware of National updates including legislation
* Attend placement disruption meetings to support and work with foster carers whenever possible
* Regular visits to children and staff in Tameside residential homes by Virtual School staff including over school holidays to maintain good relationships with the young people and assist staff with any education queries
* Report to the Corporate Parenting Board – a comprehensive report by the Virtual School to council leaders is provided at every meeting to ensure effective governance for the Virtual School
* Attendance and contributor to Tameside Vulnerable Pupils meetings
* Attendance at “Missing” panel
* Attend LAC care leavers apprenticeships and work experience meetings – regular Collaboration with these colleagues to ensure opportunities for LAC are prioritised and appropriate
* Positive Steps – regular meeting with the area’s information, advice and guidance provider to ensure Key Stage 4 LAC are on appropriate pathways and receiving correct guidance for post 16 opportunities
* Working with School Improvement Advisors particularly around #TamesideLovesReading
* Partner in Right Angle Programme with Tutor Trust
* Attendance at Children In Care council meetings and participation in events

**11 EXAMPLES OF IMPROVING PRACTICE**

* Robust systems for monitoring attendance and school places now in practice. This should lead to improved attendance over this academic year
* Increasing capacity and strength within the Virtual School and College team with the appointment of the Post 16 achievement co-ordinator and the pending appointment of a learning mentor to improve outcomes of an increasing cohort
* Integral partner of collaborative working between schools and social care colleagues resulting in greater understanding of each other’s roles and responsibilities and a more productive way of working

**12 SUMMARY OF IMPACT OF THE VIRTUAL SCHOOL IN 2018-19**

* Consistent high completion of PEP documentation, evidence of Pupil Premium Plus spending and improving Quality Assurance actions
* Improving trend of attendance and quicker response times to any gaps in education due to placement moves
* No permanent exclusions
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**13 PRIORITIES FOR 2019-20**

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* Development of a comprehensive and rolling training programme for all partners including schools, governors, social workers, foster carers and residential homes
* Continue to work with School Improvements Partners in #TamesideLovesReading campaign with specific focus around LAC
* Review of education and potential outcomes of Tameside young people in residential homes
* Continued relentless focus around attendance and reducing fixed term exclusions
* Improve educational outcomes for all learners at their significant key stages in order to improve life chances

**14 RECOMMENDATIONS**

14.1 It is recommended that the board note the content of the report