

REPORT OF THE HEAD TEACHER, BROMLEY VIRTUAL SCHOOL

Children Looked After Attainment and Attendance 2014 – 2015 Academic Year

1. Introduction

- 1.1 Local authorities have a duty under the Children Act 1989 to safeguard and promote the welfare of a child looked after by them. This includes a particular duty to promote the child's educational achievement, wherever they live or are educated. The authority must therefore give particular attention to the educational implications of any decision about the welfare of those children, including children who have been placed for adoption until the court makes the adoption order giving parental responsibility to the adoptive parents.
- 1.2 Every local authority is required to ensure that a Virtual School Head Teacher is in place, giving that officer responsibility for arrangements which ensure that looked after children have access to a suitable range of high quality education placement options and that there are robust procedures in place to monitor the attendance and educational progress of the children in its care.
- 1.3 The role and function of the Virtual School are underpinned by the core activities of maintaining an up-to-date roll of looked after children who are in school or college settings and gathering information about their education placement, attendance and educational progress;
- ensuring up-to-date, effective and high quality Personal Education Plans (PEPs) that focus on educational outcomes are in place for looked after children.
 - ensuring social workers, designated teachers and schools, carers and independent reviewing officers (IROs) understand their role and responsibilities in initiating, developing, reviewing and updating the child's Personal Education Plan (PEP) and how they help meet the needs identified in that PEP.
 - administering Pupil Premium Plus and other resources in such a way that they target children according to need effectively and have an impact on outcomes.
 - providing support and challenge to educational settings where school placements are at risk of breakdown.
- 1.4 During the academic year 2014/15, the Virtual School has had over 300 children on roll, with every child over the age of 3 who becomes looked after becoming entitled to a service, regardless of whether they remain in care for a few days or for several years. At any time during the year, the average number of children on roll is around 270.
- 1.5 Staff of the Virtual School are often the most consistent local authority professional during the care experience of a child, including a substantial amount of face-to-face contact. One of the strengths of the service is its knowledge and understanding of the child's journey and the impact of change and decision-making on the eventual outcomes for that individual.

- 1.6 The changing nature of the age profiles of looked after children in Bromley has continued to have an impact on the work of the Virtual School. During the 2014/15 academic year, we have seen unprecedented growth in size of the year group cohorts in key stages 1 and 2. Where we would previously have been working with a YR1 group of 5 or 6 children, the group was as large as 11 at one stage during the year. Many of these children have placement orders, so are already in pre-adoptive placements or awaiting matching. This means that Virtual School involvement with the children can be very brief but is very intensive as we ensure that we assist in the adoption process and secure places in new schools when children are placed.
- 1.7 The year 6 cohort, normally 12-14 children rose to 20 during the year. Unlike the younger, YR1 children, these children are likely to stay in care for longer periods and we expect to monitor them throughout the secondary school careers and beyond. This 'bulge' year group is likely to grow still further through KS3 and 4 and may be almost double that size by YR11.
- 1.8 In response to statutory requirements that commenced during the academic 2014/15 year, the role of the virtual school was expanded to include years 12 and 13. The role has been further expanded to undertake Personal Education Planning activity and administer Pupil Premium Plus for children aged three and four. An Early Years PEP has been developed and PEP meetings are now being held for children up to two years before they enrol in statutory education. Many of these children will be adopted or will return home before they enter school or during KS1. Work with them is intensive and specialist and provides valuable information that has never previously been captured and it is highly valued by Early Years settings and by the new schools in which children placed for adoption are enrolled.
- 1.9 The reporting cohort for KS4 was made up of 19 students who had been in care for at least a year on 31st March 2015. In addition to the outcome report for the year group, a more detailed, pupil-level report in Annex A shows how the length of time each student has been in care and their attainment levels at the point of accommodation. Most students even those who had performed significantly below expectation previously made good or very good progress.
- 1.10 Changes in national attainment reporting in the last year mean that most schools have abandoned national curriculum levels and level descriptors. Each school or group of schools has made its own decisions about the methodology they use to codify levels of attainment and how it measures success. The changes have made it very difficult for them to contextualise the progress of children against their previous individual trajectories and against other children nationally. The outcome of this change for the local authority and for the Virtual School is that the attainment and monitoring data that has been collected through the year cannot be used for the purpose of trend analysis or comparison with other years but can only be seen as stand-alone data and as the start of a collection of new data sets for individuals. The issue of comparing individuals in different schools, especially when up to half of the schools are in other authorities will remain a significant challenge for some time to come. This has not yet affected SATs reporting for the academic year, but the DfE has announced that how 'sufficient progress' is measured from KS1 to KS2 will not be decided until the first new KS2 tests are sat in the summer of 2016.

2. KEY Stage 1 Outcomes Summer 2015 (Age 7 years)

(N.B. All 2015 figures are provisional and subject to change. National comparative data will not be available until after the publication of the First Statistical release in December 2015)

- 2.1 Key Stage 1 outcomes in 2015 were lower than any previous year. As can be seen in the table at 3.2.6, below, this outcome reflects the high level of special needs experienced by the children and reflected in the number of statements of SEN.
- 2.2 Out of 9 looked after children who completed KS1 in August 2015 only **6** of these had been continually looked after during the reporting period (April 2014 to March 2015). These 6 children form the **reporting cohort**.
- 2.3 The national age-related expectation at age 7 is level 2.
- 2.4 Four of these children (66%) have Statements of SEN or EHC plans.
- 2.5 Two children were adopted out of authority during year 2. Both had been placed in their new schools during YR1 and both achieved at national expectation in KS1 SATs tests, despite the disruption and short periods out of school. In both cases, the Virtual School had secured places in new schools and provided significant support to the schools to integrate the children.
- 2.6 **Key Stage 1 Pupil Level Data, 2015.** (Please see the end of this report for a glossary of terms)

 = in reporting cohort

 = in care at end YR2 but not in reporting cohort

Date of Birth	In/Out of Borough	Date became CLA	SEN	Reading	Writing	Maths
2008	OUT	05/11/2012	S	1	P8	1b
2008	IN	10/04/2012	S	B	B	B
2008	IN	adopted		2b	2c	2c
2008	IN	23/11/2012	S	1	2	W
2007	OUT	adopted		2a	2c	2a
2008	IN	07/02/2014	S	1b	P7	1c
2007	OUT	29/04/2015		2b	2b	2b
2008	IN	27/01/2015	S	P8	P8	1c
2008	IN	31/10/2014	SA+	1b	1c	1c

2.7 **Key Stage 1 Outcome data 2015 with historical context. Pupils achieving level 2 or above:**

Indicator	2015	2014	2013	2012	2011
Reading	33% (2 of 6 pupils)	55% (6 of 11 pupils)	60% (3 of 5 pupils)	57% (4 of 7 pupils)	76% (6 of 9 pupils)
Writing	50% (3 of 6 pupils)	55% (6 of 11 pupils)	60% (3 of 5 pupils)	57% (4 of 7 pupils)	44% (4 of 9 pupils)
Speaking and Listening		64% (7 of 11 pupils)	Not reported	Not reported	Not reported
Maths	33% (2 of 6 pupils)	55% (6 of 11 pupils)	60% (3 of 5 pupils)	42% (3 of 7 pupils)	76% (6 of 9 pupils)

3. **Key Stage 2 Outcomes Summer 2015 (Age 11 years)**

(N.B. All 2015 figures are provisional and subject to change. National comparative data will not be available until after the publication of the First Statistical release in December 2015)

- 3.1 Key Stage 2 outcomes are in line with the expectations of the Virtual School. They reflect the current requirement to report how many children have reached a common target and not the progress on the individual child against his or her starting point. The table at 3.3.6 gives pupil level information, including the pleasingly high number of 7 year-old looked after children who made more than the expected two levels of progress between KS1 and KS 2, even if they did not reach national age-related expectation. This demonstrates that schools are setting high targets for children and that support and resources are being effectively targeted.
- 3.2 Twenty children in care ended KS2 in August 2015. Of these, **11** had been continuously looked after for at least 12 months (to 31st March 2015) and these pupils form the **reporting cohort**.
- 3.3 National age-related expectation at age 11 is level 4.
- 3.4 Two children in the reporting cohort (18%) have Statements of SEN or EHC plans and a further 4 are at School Action Plus, making a total of 6 (34%) with identified special educational needs.
- 3.5 All but one of the children in the YR6 cohort achieved *an increase of two or more levels of attainment or better in both English and Maths between YR2 and YR 6, including one who was working below the level of assessment*. The remaining pupil also exceeded expectations at the end of the key stage, national curriculum level 1 in his teacher assessments

3.6 **Key Stage 2 Pupil Level Data 2015** (Please see the end of this report for a glossary of terms)

 = in reporting cohort

 = in care at end YR 6 but not in reporting cohort

Figures in brackets represent KS1 attainment

DOB	In/Out of Borough	Date became LAC	SEN	Reading	Writing	Grammar, Spelling Punctuation	Maths	2 or more levels of progress
2004	IN	07/08/2013	SA+	4 (1b)	4c (1b)	4	4 (1b)	Eng ✓ + Maths ✓
2003	IN	30/04/2010		4A (2a)	4A (2b)	5C	5B (3)	Eng ✓ Maths ✓
2003	IN	12/06/2009	SA	3 (1b)	4 (1b)	3	4 (1b)	Eng ✓ + Maths ✓ +
2004	OUT	17/06/2009		5a (3c)	5b (2b)	5a	6b (3c)	Eng ✓ + Maths ✓ +
2004	IN	03/02/2014		4 (1a)	3 (1)	3	4 (2c)	Eng ✓ + Maths ✓ +
2004	IN	11/03/2011		4 (2b)	4 (2b)	4	4 (2b)	Eng ✓ Maths ✓
2004	IN	04/03/2010		4 (2b)	4 (2c)	3	4 (2a)	Eng ✓ Maths ✓
2004	IN	27/11/2009	S	2b (P6)	2c (P6)		2a (P7)	Eng ✓ + Maths ✓
2003	OUT	24/08/2012	S	1 (b)	1 (b)		1 (b)	Eng N/A Maths N/A
2004	IN	27/02/2009	SA	3 (2c)	3 (1)	3	3 (1)	Eng ✓ Maths ✓
2004	In	23/03/2010		5 (1a)	4 (1b)	4	4 (2c)	Eng ✓ + Maths ✓ +
2003	IN	02/06/2008	SA	5 (2b)	5 (2c)	5	4 (2a)	Eng ✓ + Maths ✓
2004	IN	30/07/2014		2 (1c)	3 (1c)	3	3 (1c)	Eng ✓ Maths ✓
2003	IN	05/06/2015		5	4	4	4	Eng ✓ Maths ✓
2004	IN	17/09/2014		4 (1)	4 (1)	4	4 (2c)	Eng ✓ + Maths ✓
2004	OUT	30/06/2014	S	3 (1)	3 (1)	3	3 (2c)	Eng ✓ Maths ✓

3.7 Key Stage 2 Outcome Data with Historical Context

Indicator	2015	2014	2013	2012	2011
NI 99: Percentage of children in care reaching level 4 in English at KS2	Combined Reading, Writing and Maths scores Bromley 58% (7 of 12 pupils)	Combined Reading, Writing and Maths scores Bromley 63% (5 of 8 pupils)	Combined Reading, Writing and Maths scores Bromley 55% (5 of 9 pupils)	Bromley 28% (2 of 7 pupils)	Bromley 50% (5 of 10 pupils)
NI 100: Percentage of children in care reaching level 4 in Maths at KS2		National 48%	National 45%	Bromley 28% National 56%	Bromley 40% National 52%

4. Key Stage 4 Outcomes 2015 (to be confirmed)

- 4.1 GCSE outcomes for Bromley Looked After children in academic year 2014/15 were the best since reporting began. The small cohort size means that this data will be suppressed in national reporting, however, the figure of 26% of LAC leaving year 11 with five or more GCSEs at grade A*-c including English and Maths will place Bromley within the top 10% of all authorities in England this year. This outcome also compares favourably with geographical neighbours (National reporting not available at time of writing).
- 4.2 28 children in care ended YR11 in August 2015. Of these, 19 had been continuously looked after *and* on roll in YR11 for at least 12 months (to 31st March 2015) and these pupils form the **reporting cohort**.
- 4.3 37% of the reporting cohort has identified special educational needs, with **5 young people having a Statement of SEN**. This equates to 26% of the cohort having a Statement of SEN against a national figure of 2.8%.
- 4.4 Seven of the young people in this year group were accommodated by the local authority at the end of YR9 (after April 2013) or during Key Stage 4. Most of these young people continued to experience placement changes in the months after they become looked after although all were finally able to have a period of stability.
- 4.5 Two students in this cohort are unaccompanied minors.
- 4.6 Only 7 young people in last year's reporting group were in Bromley schools and of those one was on roll in alternative provision. All of the children achieving the expected outcome of 5 GCSEs at A*-C including English and Maths were in Bromley Schools.
- 4.7 A notable feature of these results is that all of the highest-achieving children in this group have experienced a period of long term, stable care in foster placements. This stability is

a nationally recognised contributor to academic and personal success for Looked After children and is promoted by children's social care and the Virtual School.

4.8 Of the students placed out of authority, 7 were in specialist residential or school settings and only 4 in mainstream out of authority schools.

4.9 GCSE Outcomes, reporting cohort 2015

DOB	Date LAC most recent episode	In/Out of Borough	SEN	Total Number of GCSEs	Acquired Maths A-C grade?	Acquired English A-C grade?	5 A*-C including English and Maths?	5 A* - C?
1999	27/06/2013	IN		11	•	•	•	•
1998	12/05/2012	IN		10		•		•
1999	29/06/2007	IN		10	•	•	•	•
1998	08/11/2010	IN		9	•	•	•	•
1998	21/04/2013	IN		8	•	•	•	•
1999	12/08/2005	IN		9	•	•	•	•
1999	25/11/2012	OUT	S	8	•			•
1998	20/02/1999	OUT	S	8		•		
1999	31/07/2013	OUT	S	7				
1999	11/10/2012	OUT		7		•		
1999	05/12/2013	OUT		6				
1998	18/02/2009	OUT	SA	6	•			
1997	15/11/2012	OUT		6				
1999	12/11/2013	OUT	S	5	•			
1999	20/09/2011	OUT	SA+	4				
1999	13/03/2014	OUT		2				
1999	04/02/2008	OUT	S	0				
1999	13/11/2013	OUT		0				
1999	27/03/2013	IN	SA+	0				

4.10 GCSE outcomes 2014 with some historical context

GCSE results	2015 Reporting Cohort of 19 pupils	2014 Reporting Cohort of 28 pupils	2013 Reporting cohort of 19 pupils	2012	2011	2010	2009
5 A* - C including English and Maths	26% (5 pupils)	14% (4 pupils)	16% (3 pupils)	11 % (2 pupils)	8.6% (3 pupils)	25% (4 pupils)	10% (2 pupils)
5 A* - C	37% (7 pupils)	25% (7 pupils)	21%	22%	26%	43%	29%
5 A*-G	63% (12 pupils)	46% (13 pupils)	21%	55%	49%	63%	48%
1 A*-G	84% (16 pupils)	74% (20 pupils)	26%	88%	74%	75%	71%

4.11 A table showing results for individual looked after pupils with detail showing progression since becoming looked after and KS2 attainment with brief commentary can be found at **appendix A**. The virtual School collects and collates this level of data about all children, including their attainment level at entry in to care. The judgements made by the Virtual School about the appropriateness of that attainment level both in the context of the underlying ability of the individual and of national expectation drive the allocation of resources and support that goes into schools and also dictate the degree of challenge that is directed towards them.

5. Exclusions

5.1 There have been no permanent exclusions of Bromley looked After Children for 7 years.

5.2 Table showing fixed term exclusions of Bromley Looked After Children 2009-2015

	Total number of days FX	No. of pupils represented	Bromley schools	Other schools	Total schools
2009/10	232	33	9	21	30
2010/11	134	24	9	13	22
2011/12	126	23	11	12	23
2012/13	91	13	5	6	11
2013/14	120	22	9	9	18
2014/15	80	20	8	11	19

5.3 During academic year 2014/15, exclusions for Bromley looked after children reduced significantly, to the lowest number of days of fixed term exclusions since reporting began and resuming the downward trend after last year's spike. This reduction is a result of partnership working with schools, to develop their understanding of the effects of trauma and neglect and encouraging them to view social, emotional and mental health difficulties as special needs and not simply as behavioural problems that need managing. Schools inside and outside the authority have responded well, finding new ways of managing the behaviour of these children without the need for repeated fixed term exclusions and have supported the Virtual School in managing school changes when it has become clear that children are in the wrong provisions. This activity has been supported by the changes in the role and function of Core Panel and by the re-establishment of the Children Out of Mainstream Education (COOME) working group.

5.4 17 days are accounted for by one student. This student has been successfully transferred to a smaller, maintained alternative provision in another local authority and has successfully negotiated a whole term without further exclusions

5.5 7 of the students who experienced fixed term exclusions during the year were in year 11 and were had come into care with histories of difficult behaviour in school. Of those, 5 are now securely established in post-16 education.

5.6 6 of the excluding schools were primary schools, four of which were in Bromley. With the exception of one child, who was placed in alternative provision while awaiting a long term

placement, all of the children involved had only a single exclusion and all have remained settled in their schools.

5.7 The Virtual School attends re-integration meetings wherever possible.

6. Young people in Higher Education

6.1 The Virtual School has a discrete but significant role in supporting young people access higher education.

6.2 At the beginning of the 2015/16 academic year 12 young people were attending university, with 6 in year one, 4 in year 2, one in year 3 and one in year 4. In addition, two young people had commenced Masters programmes.

7. Glossary of terms used in reporting tables:

Terminology	Definition
National curriculum levels	At Key Stages 1, 2 and 3, attainment in the National Curriculum has historically been measured against 8 national attainment levels between the ages for 5 and 14. Level 1 is the lowest level and level 8 is the highest and is attained by the most able pupils at age 14. Each level is divided into three sub-levels: C – starting to work at this level B - working well within the level A - the child has reached the top of the level and is working towards the next level Children are expected to be considered to be progressing well if they have made two sub-levels or progress in an academic year.
P scales	Performance scales (P scales) are used at the end of key stages 1, 2 and 3 for reporting teacher assessment in English, mathematics and science for children with special educational needs who are working below level 1 of the national curriculum. P levels can be recorded from P1 to P8, with P1 being the lowest. P levels can further broken down in to i or ii (e.g. P3ii being a higher level than P3i)
TA	Teacher assessment. A teacher assessment is recorded where a child is absent from school on the day of the test of is considered to be below the level of assessment, Teacher assessment levels are also used where a curriculum area is no longer subject to national testing.
S	Statement of Special Educational Needs
SA	School Action is used when there is evidence that a child is not making progress at school and there is a need for action to be taken to meet learning difficulties. SA can include the involvement of extra teachers and may also require the use of different learning materials, special equipment or a different teaching strategy.
SA+	School Action Plus is used where SA has not been able to help the child make adequate progress. At SA+ the school will seek external advice from the other support services, the local Health Authority or from Social Care.

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