THE LONDON BOROUGH
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Annual Report
on
the Work of the Virtual
School

April 2016

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1.   The Purpose of the Annual Report

1.1   The purpose of this annual report is to outline the activity and impact of Bromley Virtual School during the academic year 2014-15. The report includes full details of the educational outcomes of Bromley Children Looked After (CLA). It reflects on the impact of our activities and identifies areas of future development to achieve improved outcomes for our looked after children.

Data contained in this report is for looked after children who were in the care of the LB Bromley for the academic year 2014/15 and includes outcomes for all children and validated data for children who have been in care for a year or more as at 31st March 2015.

2   The Role of Bromley Virtual School

2.1   Bromley Virtual School Statement of Purpose

Bromley's Children in Care, regardless of their location, deserve the best start in life. Enabling them to secure good educational outcomes is key to ensuring that their dreams and aspirations can be realised. As Corporate Parent, Bromley Council is committed to ensuring that children and young people in care have access to high quality education provision and timely and appropriate support when it is needed. Securing good educational outcomes for children in care will enable them to live economically independent, successful and fulfilling adult lives.

2.1.1 The Bromley Virtual School works strategically across the local authority and in partnership with schools and other agencies, in order to improve standards of achievement for this group of children and young people, whether they are placed in Bromley or far from home.

Vision

To ensure that Bromley's children and young people in care have access to high quality educational provision and achieve at a similar level to all other children and young people.

2.2   Objectives
- to ensure that children and young people looked after the LB Bromley have access to appropriate, high quality education provision
- to champion high academic expectations, working with social workers, carers, designated teachers and Head Teachers to ensure every looked after child has an ambitious and challenging personal education plan

- to track and monitor the academic progress of children and young people in care, ensuring they are making progress in line with National expectations, by maintaining effective monitoring and recording systems

- to monitor the education provision and expectations for children, especially those with disabilities, who are working below the level of assessment and/or age-related expectation
- to provide training that will raise awareness of the importance of education for children in care, inform of changes to statutory guidance, provide clarity of roles and responsibilities for key professionals and share good practice
- work with within the local authority and with partner agencies to ensure continuity of schooling for children in care
- to support and challenge schools and other education providers to promote stability and success for children
- provide additional, personalised support through access to advice and guidance, 1:1 tuition and additional resources whenever need is identified
- to celebrate success

2.3 Delivery methods
- Working in partnership with the Bromley admissions team and its counterparts in other authorities to ensure that children are placed in an appropriate school with a 'Good' or 'Outstanding' Ofsted rating
- Working strategically with partner schools and providers to ensure that they fulfil their statutory duties and provide high support and challenge for our children.
- Monitoring and evaluating the progress of Bromley's Children Looked After through Personal Education Planning (PEPs) and the collection of termly teacher assessments as well as Early Learning goals, SATs results and GCSE outcomes.
- Using data to provide universal and targeted support for year groups cohorts and individual Children Looked After, including the commissioning of assessments where appropriate.
- Promoting and/or actively seeking statutory assessment for children with special educational needs, including Social Emotional and mental health difficulties (SEMH), whether in Bromley schools or in schools in other authorities or in independent settings.
- Ensuring that children are provided with additional support through transition times, especially when a change in placement requires a school place change.
- Regular reviewing of the Virtual school Development Plan through consultation with senior management groups in the local authority and with the Corporate Parenting Strategy Group.
- Providing a regular forum for Designated Teachers and a range of training opportunities for other partners, including foster carers, social workers, school governors and adopters. All Bromley Schools are being encouraged to take up whole school Attachment Awareness training.
- Promoting out of school learning and other activities for Children Looked After and their carers.

- Ensuring that Bromley Virtual School Staff are well-informed and knowledgeable about new legislation, research and available resources.

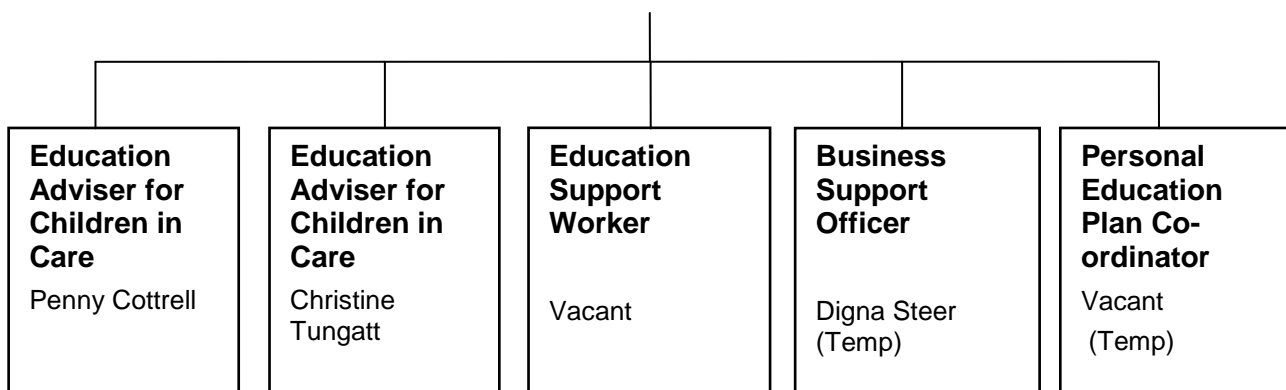## 2.4 The Role of the Virtual school Head Teacher

The role of the Virtual school Head Teacher is largely strategic and is the lead officer for ensuring that arrangements are in place to improve the educational experiences and outcomes of the authority's children looked after, including those placed outside the authority's boundaries. The roll requires her to establish relationships with the schools in which Bromley's children are placed so that effective planning and target-setting can be undertaken and data on progress and attainment can be exchanged. With this information, the Virtual School Head Teacher can identify children who are at risk of underachieving and determine what action to take to secure appropriate support or interventions.

The Virtual School Head Teacher is also responsible for evaluating the impact of actions taken to improve attainment and progress, particularly in relation to the use of Pupil Premium Plus funding allocation.

2.5 Virtual School Staffing

The structure of the Virtual School has remained little changed in the last year. A new, temporary post funded from top-sliced pupil premium has been created to drive up achievement by more effective monitoring of Personal Education Planning and use of Pupil Premium funding. The post holder has been in place for just over a month at the date of publication the impact of the post will be evaluated in March 2017 to establish next steps.

Helen Priest
Head Teacher, Bromley Virtual School

Education Adviser for Children in Care	Education Adviser for Children in Care	Education Support Worker	Business Support Officer	Personal Education Plan Co-ordinator
Penny Cottrell	Christine Tungatt	Vacant	Digna Steer (Temp)	Vacant (Temp)

2.6 Professional Development

Virtual School staff continue to access professional development opportunities, as a whole school and as individuals, whenever possible:

- All staff have undertaken Signs of Safety training within the local authority

- The Transition to Adulthood Team provided training on conversion of Statements of SEN to Education Health and Care Plans
- Welfare Call provided training on the reporting of attendance and exclusions as well as the use of attainment tracking
- The VSH has attended the National VSH conference in York and regular London Regional meetings.
- All staff attended training on Attachment Awareness, delivered by Kate Cairns and the First Annual Bromley Virtual School conference, *'A Trauma-informed Approach to Teaching Children in Care'*, in partnership with Kate Cairns Associates
- Staff attended RAISEonline training on assessment and reporting at KS2 and KS4.
- Early Years Specialist visited the Phoenix Centre to learn about Portage Services and the specialist early years provision

3 Summary of achievements of the Virtual School since the last Annual Report

3.1 Bromley Virtual School Development Plan

The Virtual School completed the first 2 year development plan successfully, making progress or achieving against all 7 priorities. Noteworthy highlights include the significant improvement of the quality of Personal Education Plan (PEPs) and the embedding of both the early years PEP and the Post-16 PEP into the care planning process. Particularly pleasing is the recognition of the early years PEP as valuable information collecting exercise in the planning for permanence for our very young children. This document, used in Bromley for all 3 and 4 years olds in pre-school settings and in Reception Year, has been adopted by colleagues in authorities across London and in other parts of the country.

After more than a year of piloting in the Virtual School, the post-16 PEP was built onto CareFirst, and is being implemented by the social workers in the 16+ Leaving Care team. A simpler version of the Pan London PEP, which is used for children of statutory school age, this assessment has been designed for use across the range of post-16 education and training providers and is suitable for use with young people who are not in education, training or employment (NEET) or who are unwilling to engage at all (as they can be completed without the young person present and will reflect the aspiration of the corporate parent for that young person).

A new development plan, '*Supporting Trauma-informed Education'*, for academic years 2015-2017 was presented to the Senior Management Team and the Corporate Parenting Strategy Group in the autumn term 2015. A copy of the Virtual School Development Plan can be found at ANNEX A

3.2 Training

The virtual school has delivered a range of training and the highlight was the successful first annual Conference, *'A Trauma-informed Approach to Teaching Children in Care'*, in partnership with Kate Cairns Associates. The conference was attended by Head Teachers, governors and designated teachers from within

Bromley as well as partners from outside the authority. The conference was well received and has resulted in an increase in the number of schools accessing whole-school attachment awareness training. Other training delivered included:

- The Virtual School Head Teacher has delivered 'Attachment Disorder in the Classroom' training in a number of schools. This training is suitable for delivery in a staff meeting at the end of the school day and has been welcomed by schools inside and outside the borough.
- Training for foster carers, with a focus on progress and the purpose of the PEP has been delivered on two occasions in the last year.
- Training on Pupil Premium Plus for adopters has been delivered twice since the last report.
- Training is delivered to designated teachers through a termly forum meeting. Subjects covered include PEP improvement and the use of Pupil Premium Plus, statutory assessment for CLA. A working group of Head Teachers and designated teachers was convened to develop the data reporting mechanisms between schools and the Virtual School.
- Training on the work of the Virtual School was delivered to elected members of the council in the Social Care Policy Development and Scrutiny Committee, in March 2016.
- Regular meetings with Independent Reviewing Officers (IROs) takes place to provide updates on Virtual School provision, changes in education legislation and the use of resources.
- Training on PEPs has been delivered to social workers in the Safeguarding teams, CLA team and the 16+ Leaving Care team.
- Training on the Virtual School and the needs of CLA was delivered to Bromley SENCOs in February 2016.

3.3   Multi-agency working
Co-location with SEN, the Transition to Adulthood Team, EWS and EPS ensures that the Virtual School is able to engage with optimal multi-agency communication which reduces drift for CLA with special or additional needs. This provides opportunities to engage with schools and facilitate support and additional assessments. We have seen a rise in the number of children referred for statutory assessment, including children with SEMH, in line with the new SEN Code of Practice. In partnership with the Principal Educational Psychologist, the virtual school has developed the practice of not accepting the model of 'Additional resource' funding, (frequently offered to schools for children who do not meet the threshold for EHC plans), for Looked After pupils because of their mobility (funding of this nature does not follow children across schools and local authorities)   EHC plans are more appropriate for this highly vulnerable group.

3.3.1 The Virtual School works closely with the Bromley Education Business Partnership, identifying young people who are suitable candidates for work experience through the very successful Youth Employment Scheme (YES) project. Young people are interviewed and their interests recorded to in an endeavour to facilitate a good match with an employer and a successful work placement.   The target for placements in 2014/2015 was 6 young people, but

this was exceeded greatly and 11 young people took up placements during the year. Signposting to this service has been improved by the appointment of the vulnerable NEET coordinator in the Youth Support Service who is located in the leaving care team for part of the week.

3.3.2 Bromley Virtual School entered into a partnership with Kate Cairns Associates (KCA) in spring 2015. As well as delivering the highly regarded Virtual School conference in February 2016, the partnership has enabled to the Virtual Schools to roll out whole-school attachment awareness training and emotion coaching to schools across the borough. As a direct result of the training, schools have reported making changes to behaviour policies and reductions in confrontations and the frequency of fixed term exclusions. There has been a widespread recognition that understanding social and emotional needs provides benefits to a much wider group of pupil in a school than the CLA population. KCA has also provided the Creating Connections programme in the schools of two very vulnerable children.

3.3.3 The termly Designated Teacher Forum has continued to attract colleagues from a range of education providers both in Bromley and beyond. These include maintained and academy schools across the age range, special schools, early years providers, alternative provisions and FE colleges. Subjects covered in these meetings have included recognizing attachment disorder in the classroom; Achievement for All; the SEN Code of Practice and the conversion of Statements to EHC plans and improving Personal Education Plans. Designated teachers also took part in a small working group formed to examine the paperwork sent to schools before PEP meetings. The aim of the group was to agree on the nature of the dataset required now that there is no longer a common tracking mechanism for attainment and progression and to eliminate duplication for schools. The newly agreed wording for attainment and progression descriptors will be piloted in the progress monitoring forms for pupil premium in the new financial year.

4   Virtual School Students

4.1   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, aged 3-19, on roll is around 285 with approximately 75 of those being in National Curriculum year groups 12 and 13.

4.2   Around 190 students on the Virtual School roll at any time are of statutory school age. They attend between 130 and 140 schools.

4.3   On 31 March 2015, 85 students of a total of 194 students, (around 43%) out of the statutory school age cohort were in schools outside Bromley. Although most children are in mainstream provision, children with special and/or additional needs are more likely to be placed out of borough, especially those

needing specialist therapeutic residential provision or schools. Table 1, below, shows the much higher proportion of SEN schools attended outside Bromley.

Type of School	In borough	Out of borough
Mainstream	52	93
Special	25	10
Additionally resourced unit in mainstream	2	2
Alternative provision	6	4
Total	**85**	**109**

Table 1. Showing types of school attended by Bromley CLA at 31/03/2015

4.4   CLA attend alternative provision for a few days or weeks or for longer periods of time when they are unable to access education in a mainstream or special school setting for some reason. Historically, such children might have been provided with a home tutor, but there has been a gradual rise in the numbers of children attending alternative provision, in part, due the increase in the availability of the provisions themselves. In Bromley, The extension of Bromley Trust Academy to include assessment placements for mainstream pupils who are in difficulty has enabled us to keep them in roll in their schools, while they undergo assessments in the alternative provision. Outside Bromley, we have welcomed the creation of alternative education provisions in motor repair businesses and football academies, where young people can begin their journeys to vocational programmes while achieving qualifications in functional skills. Placing children in these establishments, particularly when they are outside Bromley, means that there is an increasing responsibility to quality assure them. Given the difficulties of the young people who require such placements, staff in the Virtual School make more frequent visits to alternative provisions than they might to other types of schools.

4.5   In response to statutory requirements that commenced during the academic year 2014/15, the virtual School has taken on the responsibility of monitoring and supporting the education of CLA up to 3 years before they commence statutory schooling. All 2 year-old children in care are monitored and, although the local authority does not expect every 2 year-old who is a CLA, to take up free early-years provision a number of children are taking up their entitlement to free provision at the time they become looked after. Many of our children are in stable home environments for the first time and the focus is on building an attachment with the main carer and/or being prepared for an adoptive placement. Existing placements in EY provisions, however, are not likely to be disrupted unless there are safeguarding concerns. The Virtual School attends Looked After Reviews and discusses possible provision where it becomes apparent that provision is appropriate.

4.6   There are between 15 and 18 CLA aged 3 and 4 at any time. Most of these children are in Early Years provision, taking up some or all of their entitlement to free provision.   All of these children are now entitled to the early years

element of pupil premium, which is administered by the virtual School and all now have PEPs every term. Most of these settings are unfamiliar with the PEP process or the needs of children who are in the care of the local authority and they require intensive support to enable them to make their contribution to the care planning process. Because many of these children are moved to connected persons or adoptive placements, there is a lot of movement between education provisions. The Virtual School is responsible for ensuring that these young children are placed in in provision that is Ofsted rated Good or Outstanding.

4.7   The changing nature of the age profiles of Bromley's children looked after 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.

4.8   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.

4.9   There were 28 YR11 students on the roll of the virtual School at the end of the 2014/15 academic year. This made the cohort one of the smallest since reporting began and only 19 students had been in care for at least a year on 31st March 2015, making these the *reporting cohort*. 12 students, (61%), were in schools outside the borough and more than half of these had a Statement of Special Educational Needs or an Education, Health and Care Plan. In addition to the outcome report for the year group at 5.4.6, a more detailed, pupil-level report in Annex B 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.

4.10   As well as encompassing 3 and 4 year old CLA, the role of the Virtual School was expanded to include years 12 and 13 during the last year. Although work to ensure a successful transition to post-16 provision had been undertaken for some time, as had the monitoring of the education, training and employment (ETE) status of young people up to their 19th birthday, engaging with the requirement of the new statutory guidance *((Revised) Statutory Guidance on the Duty on Local Authorities to Promote the Education of Looked After children*, DfE, July 2014) has had a serious impact on the work of the Virtual School. As well as supporting PEP activity for an additional 80-90 young people three times a year, the Virtual School now monitors the level of the courses that they undertake and is responsible for providing support and

resources where needed and facilitating smooth and timely transition into new provision when young people drop out of their courses or enter care without provision. A YR12 cohort can grow by up to 40% during an academic year, which means that up to 20 young people, about whom the Virtual School has no prior knowledge will need support and planning. It should be noted that these young people do not attract Pupil Premium Plus, which is available only for young people up to YR11.

5.0   Educational attainment of Bromley CLA

5.1   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 been 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

5.2   KEY Stage 1 Outcomes Summer 2015 (Age 7 years)

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.

5.2.1 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.*

5.2.2 The national age-related expectation at age 7 is level 2.

5.2.3 Four of these children (66%) have Statements of SEN or EHC plans.

5.2.4 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.

5.2.5 **Table 2. Key Stage 1 Pupil Level Data, 2015.**

(Please see the end of this report for a glossary of terms)

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

Legend

  = reporting cohort

  = in care at end YR2 but not in reporting cohort

5.2.6 **Table 3. 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)

5.3 Key Stage 2 Outcomes Summer 2015 (Age 11 years)

5.3.1 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 5.3.6 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.

5.3.2 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.*

5.3.3 National age-related expectation at age 11 was level 4.

5.3.4 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.

5.3.5 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

5.3.6 Table 4. Key Stage 2 Pupil Level Data 2015
(Please see the end of this report for a glossary of terms)

DOB	In/Out of Borough	Date became CLA	SEN	Reading	Writing	Grammar, Spelling Punctuation	Maths	2 or more levels of progress
2004	IN	07/08/13	SA+	4 (1b)	4c (1b)	4	4 (1b)	Eng ✓ + Maths ✓ +
2003	IN	30/04/10		4A (2a)	4A (2b)	5C	5B (3)	Eng ✓ Maths ✓
2003	IN	12/06/09	SA	3 (1b)	4 (1b)	3	4 (1b)	Eng ✓ + Maths ✓ +
2004	OUT	17/06/09		5a (3c)	5b (2b)	5a	6b (3c)	Eng ✓ + Maths ✓ +
2004	IN	03/02/14		4 (1a)	3 (1)	3	4 (2c)	Eng ✓ + Maths ✓ +
2004	IN	11/03/11		4 (2b)	4 (2b)	4	4 (2b)	Eng ✓ Maths ✓

2004	IN	04/03/10		4 (2b)	4 (2c)	3		4 (2a)	Eng ✓ Maths ✓
2004	IN	27/11/09	S	2b (P6)	2c (P6)			2a (P7)	Eng ✓ + Maths ✓
2003	OUT	24/08/12	S	1 (b)	1 (b)			1 (b)	Eng N/A Maths N/A
2004	IN	27/02/09	SA	3 (2c)	3 (1)	3		3 (1)	Eng ✓ Maths ✓
2004	In	23/03/10		5 (1a)	4 (1b)	4		4 (2c)	Eng ✓+ Maths ✓ +
2003	IN	02/06/08	SA	5 (2b)	5 (2c)	5		4 (2a)	Eng ✓+ Maths ✓
2004	IN	30/07/14		2 (1c)	3 (1c)	3		3 (1c)	Eng ✓ Maths ✓
2003	IN	05/06/15		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 ✓

Legend

☐ = in reporting cohort

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

✓ = achieved 2 levels of progress between KS1 and KS2

+ = achieved more than 2 levels of progress between KS1 and KS2

Figures in brackets represent KS1 attainment

5.3.7 Table 5. Key Stage 2 Outcome Data with Historical Context

Indicator	2015	2014	2013
Combined Reading, Writing and Maths Score	**Bromley 58%** (7 of 12 pupils) **National CLA** 52%% National not CLA 80%	**Bromley 63%** (5 of 8 pupils) **National CLA** 48% National not CLA 79%	**Bromley 55%** (5 of 9 pupils) **National CLA** 45% National not CLA Not available

5.4   Key Stage 4 Outcomes 2015

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 was supressed in national reporting. However, 26% of CLA left year 11 with five or more GCSEs at grade A*-C including English and Maths. The National figure was 14%, so Bromley was placed within the top 5% of all authorities in England last year.

5.4.1   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***.**

5.4.2   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%.

5.4.3   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.

5.4.4 Two students in this cohort are unaccompanied minors.

5.4.5   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.

5.4.6   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.

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

5.4.8 Table 6 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				

5.4.9 Table 7. GCSE outcomes 2014 with 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%

5.4.10 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 **Annex B.** 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 appropriatenesss 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.

5.5 Post-16 Engagement

Working with schools we have seen an increase in the number of young people who stay on in 6th forms. This has resulted in an increase in the number of young people taking up level 2 and 3 courses since 2014 and we expect to see a corresponding increase in the number of university entrants. All young people not in education, training or employment are referred to and receive support from the Targeted Youth Support Service so no young person aged 16-19 is without support. The Transition to Adulthood team provides a similar range of support at transition for young people with SEN and/or disability. Bromley is a pathfinder authority for the EHC plan process and provides models of good practice in partnership with the Virtual School.

5.5.1 There were 27 eligible students in the 2014 reporting cohort and of these 25 (93%) progressed to education or training at the beginning of YR12. This reflects the additional work completed by the Education Support Officer in the Virtual School who took the work of supporting CLA through the 16+ transition during the summer term of 2014. 19 (70%) of these students were still in ETE at the end of the academic year.

5.6 Young people in Higher Education

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

5.6.1 During academic year 2014/15 there were 16 care leavers attending university, with nine in year one, one in year 2, four in year 3 and two in year 4.

6 Attendance

The attendance of most Bromley CLA is very good and is the same as all other Bromley children. Some children have been poor attenders or not attending at all when they come into care and some find regular school attendance very hard when their families or placements are disrupted or they have other social, emotional or mental health issues, especially during adolescence. The Virtual School will put additional resources in place for these students, in the form of 1:1 tuition (either face to face or online) or alternative provision in an assessment centre or alternative education centre or work experience. Attendance at this provision is closely monitored and young people are visited frequently but, despite all offers of support,

some young people continue to refuse to engage and attend. Persistent absence (less than 85% attendance) is falling year on year, however and is inline with absence in similar authorities. 7.2% of CLA, representing 9 students dropped below 85% attendance in 2014/15.

7 Exclusions
There have been no permanent exclusions of Bromley CLA since 2008.

7.1 During academic year 2014/15, fixed term 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.

7.2 Table 8. Fixed Term exclusions of CLA since 2009/2010

	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

7.3 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 support by the changes in the role and function of SEN Core Panel and by the re-establishment of the Children Out of Mainstream Education (COOME) working group.

7.4 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

7.5 7 of the students who experienced fixed term exclusions during the year were in year 11 and had come into care with histories of difficult behaviour in school. Of those, 5 are now securely established in post-16 education.

7.6 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.
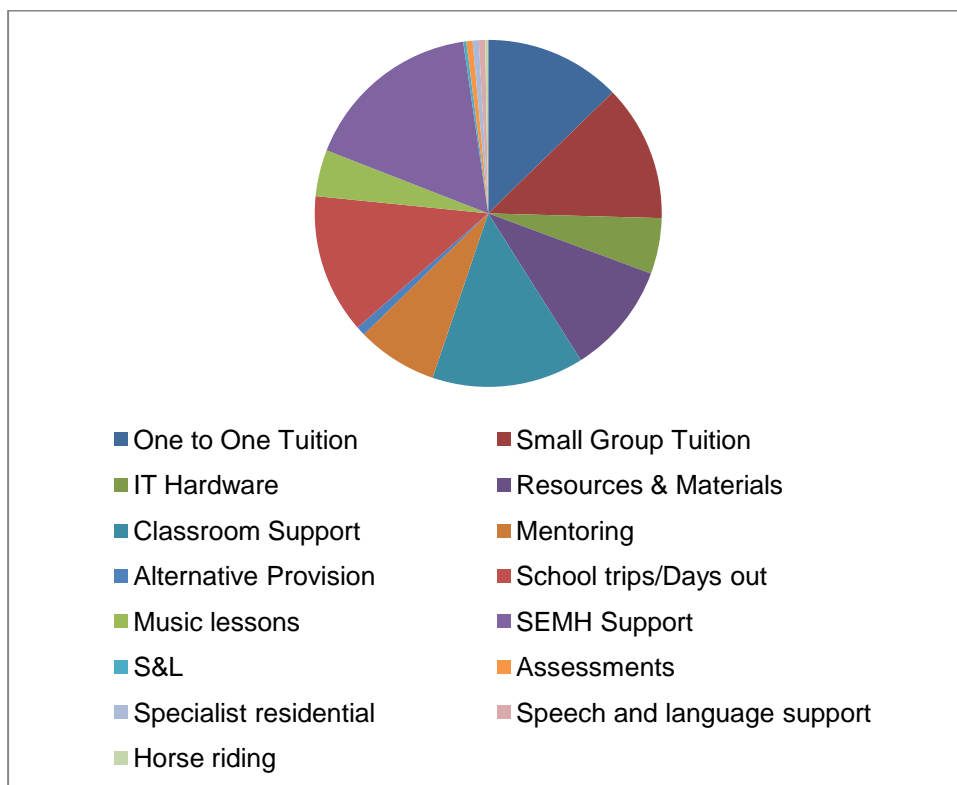
7.7 The Virtual School attends re-integration meetings wherever possible.

8 Pupil Premium Pus

Administering Pupil Premium Plus is now a major drain on the staffing and time resources of the Virtual School. The requirement to report to Ofsted on the use and outcomes of the funding means that collecting information about its planned use and the targets upon which it is proposed there will be an impact from schools is vital. Schools are asked to complete a progress monitoring form for the appropriate key stage and identify clear learning or SEMH targets which new funding will address and cost the planned provision and resources. Targets are necessarily individualised and should *not* include activities and support already provided in school or any ordinarily made available for all other pupils.

8.1 During the financial year 2015/16, over 80% of the pupil premium plus allocation for CLA was paid directly to schools in respect of individual students. 25% of the funding delegated to schools was spent on 1:1 or small group tuition and alternative provision for 3 students. A chart showing the breakdown of the use of funding by schools can be seen below.

8.2 Table 8. Use of Pupil Premium Plus funding by schools

One to One Tuition   Small Group Tuition
IT Hardware   Resources & Materials
Classroom Support   Mentoring
Alternative Provision   School trips/Days out
Music lessons   SEMH Support
S&L   Assessments
Specialist residential   Speech and language support
Horse riding

8.3 Significantly, 39% of the funding was spent by schools on the provision of SEMH support, in the form of mentoring, counselling or classroom support. In addition, 12 schools accessed funds for whole-school attachment awareness training or emotion coaching using pupil premium funding.

8.4 Top-sliced funding was also used by the Virtual School to fund Education Psychology assessments, speech and language therapy, alternative provision, IT hardware, visits, 1:1 tuition and e-learning and for the Virtual School Conference. A temporary post, created to improve the quality and timeliness of PEPs and to ensure the effectiveness of the use allocated pupil premium.

8.5 The impact of pupil premium plus is difficult to assess but is known to be variable. Despite advice, some schools continue to use the funding allocated through the virtual school to offset to cost of activities provided for all pupils or to boost the pot of funding received for other vulnerable groups. Compliance with requests from the Virtual School to provide information about outcomes is poor and continued attempts to gather this information delays the distribution of funds. During the year, the VSH took the decision to agree funding for almost all students for whom a form was completed and returned (and for some for whom a form was never returned) but in the new financial year, a higher level of compliance will be required and the work will be undertaken by the temporary post funded by Pupil Premium.

Glossary of terms used in reporting tables:

Terminology	Definition
National curriculum levels	At Key Stages 1, 2 and 3, attainment in the National Curriculum was formerly 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 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.