



Bromley Virtual School

Annual Report

2016/2017

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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 2016-2017. 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.
- 1.2 Data contained in this report is for looked after children who were in the care of the LB Bromley for the academic year 2016/17 and includes outcomes** for all children who have been in care for a year or more as at 31st March 2017.

*** N.B. This data is not validated until the publication of the Statistical First Release, expected between December 2017 and March 2018.*

2. Introduction

2.1 Role and Function of the Virtual School

The Virtual School has the overall responsibility for monitoring the education of Children Looked After (CLA), supporting them and providing interventions to ensure that they achieve the best possible educational outcomes. We strive to achieve this by:

- Coordinating and quality assuring all Personal Education Plans (PEP)
- Monitoring and challenging schools to make effective use of Pupil Premium
- Tracking academic attainment, progress, attendance and exclusions
- Using our tracking data to highlight individuals who are not on target to achieve their predicted outcomes and providing them with additional educational support
- Ensuring Special Educational Needs or Disability (SEND) needs are identified and supported appropriately
- Implementing a range of targeted interventions to raise academic standards
- Providing support and challenge to students, schools and carers
- Ensuring effective transition between schools or specialist providers
- Encouraging our young people to have high aspirations about their futures and remove barriers to further education
- Leading training for Foster Carers, Designated Teachers, school
- Engaging in Multi-Agency Partnership events to ensure needs of CLA in schools are understood and that partners are aware of their corporate parenting responsibilities
- Member of the Placement Panel as advisor on education for CLA
- Member of the Corporate Parenting Board
- Support to the Living in Care Council (LinCC)
- Member of the Placement Panel as advisor on education for CLA
- Celebrating the achievements of our children

2.2 Role and Function of the Virtual School Head Teacher

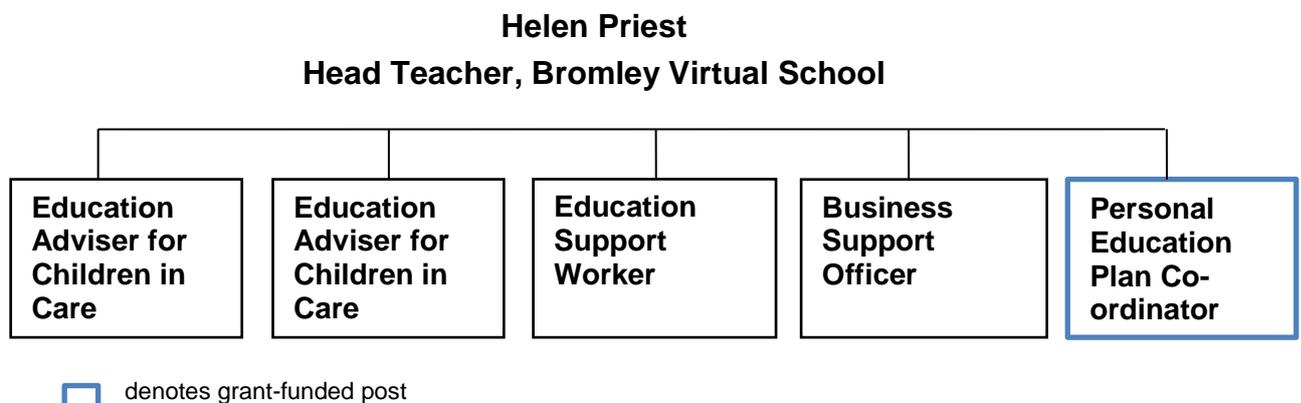
The role and function of the Head Teacher for the Virtual School is largely strategic and she is the lead officer for ensuring that arrangements are in place to improve the educational experiences and outcomes of the authority's children looked after, including those placed outside the home authority's boundaries. In order to achieve this, she must know: who is on the roll of the virtual school; where they live and where they go to school; know, at any time, how they are progressing and achieving ; determine what actions to take if they are not doing well enough; and evaluate the impact of actions taken to improve attainment.

2.2.2 The role requires the Virtual School Head Teacher 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.

2.3 Virtual School Staffing

The Virtual School began academic year 2016/17 with a full complement of staff and the staffing group remained stable until a few weeks before the end of the year with the retirement of one of the Education Advisers. With such a small establishment of staff it is not possible to allocate rigid caseloads and workers continue to support broad ranges of students. There is an inevitable amount of cross-over and the entire team is kept abreast of the needs of children for whom there are concerns through a weekly monitoring exercise.

2.3.1 Chart showing staffing structure of the Virtual School through the academic year.



2.3.2 Within this structure, the roles of the Education Advisers are vital. These posts are occupied by highly qualified and very experienced senior teachers or managers who are capable of providing a high level of support and challenge to schools.

- 2.3.3 One Education Adviser has continued to be responsible for all of the Early Years work, identifying children who are eligible for funding at 2 years old and beginning statutory PEP work in the term in which they become 3. She continues to monitor and support these children through to secondary transfer, ensuring that each YR6 student has a Personal Education Plan (PEP) meeting in the summer term to which the receiving secondary school is invited. The Early Years work undertaken by the Adviser has been recognised in the National Virtual School network as a model of good practice and secondary schools have welcomed the detailed information about the looked after children they are welcoming that the Secondary transfer PEP provides.
- 2.3.4 The second Education Adviser provides the Virtual School with support and expertise in all things relating to Special Educational Needs (SEN) across the entire age range of the Virtual School. With a disproportionately high number of CLA exhibiting SEN, this support is invaluable and allows the Virtual School to support children, foster carers, schools and social workers by attending as many SEN Annual Reviews as possible as well as ensuring that children's needs are assessed in an appropriate and timely way and that statutory assessment is undertaken if or when necessary.
- 2.3.5 Many children have un-diagnosed and unmet special needs when they become CLA. This is usually because poor attendance and frequent school moves can make assessment very difficult. When they become CLA, however, and achieve a degree of stability and improved attendance, we are able to act quickly, often in partnership with our colleagues in the Education Psychology team to secure assessments.
- 2.3.6 The Education Support Worker Role provides support and advice for young people aged 15 -25 and those working with them.
- 2.3.7 The Pupil Premium Co-ordinator role, funded by the Pupil Premium Plus grant, is responsible for administering pupil premium funding, providing training and assessing the suitability of requests for funding from schools and ensuring that funding is allocated in a timely way.

3. Summary of Achievements of the Virtual School Since the Last Annual Report

- 3.1 The April 2016 Inspection of services for children in need of help and protection, children looked after and care leavers, reported that:
'The virtual school team knows the circumstances of individual children well and routinely monitors their progress, including those children and young people who are causing concern and those who are living outside of the area. It intervenes quickly where outcomes for children start to decline. As a result,

children looked after receive timely and effective help that enables them to stay in school and achieve well. The achievements of children and young people looked after are celebrated on an individual level by education professionals and their carers, and also at an annual celebration evening where children receive recognition for their efforts. This is valued by children and young people, as it promotes their self-esteem.

Personal education plans seen by inspectors were generally of good quality, due to the effective work undertaken by the virtual school to improve the quality of information used to plan children's next steps in education. This helps carers, for example, to take action to support children's specific learning and development needs. The pupil premium is mostly used effectively to support their progress and attainment through individual tuition and, increasingly, to support their social and emotional well-being.

A high proportion of children looked after have special educational needs, and most make good progress from their starting points. In 2014/15, at age seven, a third of children looked after achieved age-related expectations in reading and mathematics, and half did so in writing. Most make the progress expected of all children between the ages of seven and 11, when nearly two thirds achieve age-related expectations in English and mathematics. The progress that they make from age 11 to 16 is significantly better than children looked after nationally. In 2014/15, a quarter of 16-year-olds achieved five GCSEs including English and mathematics. These are the best results ever for children looked after in Bromley, narrowing the achievement gap with other Bromley pupils. An increasing proportion of young people who start Year 12 in education remain in education, reflecting the early identification of young people who are at risk of becoming NEET (not in education, employment or training).'

- 3.1.1 The Virtual School has continued to build on its success in the last academic year and is particularly proud of the work to improve the quality and effectiveness of PEPs. With support from social work managers, the number of PEPs completed for students up to the end of YR11 has increased to the highest it has ever been. The provision of training for social workers and Young People's Assistants (YPAs) in the 16+ Leaving Care team as well as a similar commitment from managers, has created an environment in which post-16 PEPs are showing corresponding improvements in frequency and quality.
- 3.1.2 The Virtual School has worked with colleagues from the Performance and Information team to review PEP documents to ensure they fulfil best practice criteria. This has involved aligning the three current assessments to create a single document which will allow workers to select only the appropriate sections for the year group in which the child is working and will leave out any unused sections from the completed document. The PEP will function like any other assessment within the care planning system thereby making it easier for social work managers and the Virtual School to track PEP activity and completion.

- 3.1.3 The Virtual School has undertaken a review of the SEN status of Bromley Children Looked After. The initial purpose of this work was twofold: to cleanse the data held in the system and to ensure that the Virtual School knew when Annual Reviews were due. The work has facilitated an increase in the number of Annual Reviews attended by the Virtual School but has also allowed us, as corporate parents, to make a greater contribution to individual Education, Health and Care Plans making sure that they take account of new diagnoses and changes of circumstances and that every CLA has a reviewed plan reflective of the most up to date information and assessment of their needs.
- 3.1.4 The Head Teacher of the Virtual School has contributed to Improvement Planning across the Children Looked After team, the 16+ Leaving Care team and the Fostering, Adoption and Resources team throughout the year. As part of this work, the Virtual School reviewed a sample of care plans to look for evidence of long-term education planning for children. This piece of work has led to a project to review the quality and effectiveness of PEPs in Bromley and across London and an on-going exercise in embedding education planning in the care-planning process.
- 3.1.5 The Head Teacher of the Virtual School has contributed to a series of multi-Agency Partnership events, delivering training on the work of the Virtual School and the needs of Children Looked After in school to a range of partners, including, The Safeguarding Board, Schools and Early Years Settings, Health Services and the Police.
- 3.1.6 The Head Teacher of the Virtual School has been involved in planning for and monitoring the SEND reforms agenda as part of a multi-agency working group. The current progress-monitoring practice of the Virtual School has been embraced by this group and has contributed to plans to improve target setting and progress monitoring in Education, Health and Care Plans as well as effective quality assurance of provisions in which Bromley children are placed throughout the country.

3.2 Continued Professional Development (CPD) for Virtual School Staff

- 3.2.1 It is vital that, like other education professionals, the Virtual School staff is able to access high quality CPD. This ensures the credibility of the advice and guidance we provide to both education and social care colleagues. As a service, the Virtual School has to keep itself informed of the constant changes both the education world and in children's social care.
- 3.2.2 The Head Teacher of the Virtual School is a member of the National Association of Virtual School Head Teachers (NAVSH) and attended the annual conference in March. This is a charitable organisation which supports research into the education and learning of Children Looked After and represents the views of Virtual School Head Teachers in National arenas such as Ofsted, the DfE and the Association of Directors of Children's Services

(ADCS). The National conference provides an opportunity to contribute to policy-making and to keep abreast of new developments.

3.2.3 The Head Teacher of the Virtual School has also attended a number of network meetings for VSHs in London throughout the year.

3.2.4 Other training and development opportunities have included:

- Raising Educational Achievement for Disadvantaged Children - 1 day conference
- Contract Database Training (half day)
- Diversity in its Widest Form (half day)
- Understanding Thresholds (half day)
- Occupational Health Training for Managers (2 hours)
- Signs of Safety Training (2 days) for all staff
- Sickness and performance Management Training (2 hours)
- Welfare Call Attendance and Attainment Tracking Training (half day)
- Getting to Good seminars

3.3 **Working with other Professionals**

3.3.1 Almost all of the work of the Virtual School is undertaken in partnership with other professionals including but not limited to: social workers; foster carers; residential staff; education officers in all relevant authorities; teachers and senior managers in schools and alternative provisions; clinical and educational psychologists; psychotherapists; and colleagues from Youth Offending teams.

3.3.2 Co-location with Special Educational Needs (SEN), the Transition to Adulthood Team, Education Welfare Service (EWS) and Education Psychology Service (EPS) remains vital to the work and function of the Virtual School and the sharing of information both in day to day conversations and in a variety of multi-agency arenas continues to reduce drift and enable the ongoing streamlining of cross-discipline work in the authority. In the last year, we have welcomed the inclusion of the Virtual School in the Youth Offending Services' Risk Panel meetings and in Children's Social Care strategy meetings about children missing from care. Out of the latter, we have been able to develop the practice of inviting schools to take part in risk assessment meetings and to share in the safety planning exercise for children who abscond. This has given schools a better insight into how the local authority assesses risk and has provided them with the tools they need to undertake in-school safety planning.

3.3.3 Close working with the SEN and Preparing for Adulthood teams continues to benefit our children in care as there are disproportionately high numbers of CLA undergoing statutory assessment and being given EHC plans. Around

15 CLA are undergoing statutory assessment in Bromley and other authorities at any time.

3.3.4 In the last year, the Virtual school has delivered training to foster carers and adopters. Bespoke training packages have also been delivered to various staffing groups in individual schools, including alternative provisions and schools in the independent sector. The termly Designated Teachers' Forum continues to be well received by schools, attracting between 30 and 40 teachers and Head Teachers each term, including partners from the independent sector. As well as providing an opportunity for the Virtual School to disseminate information and allow for the exchange of ideas, this forum is also an arena for consultation. It is gratifying to know that our partner schools are willing to release staff time and resources for the purposes of reviewing policy and practice and for refining paperwork.

3.4 **The Impact of the Children and Social Work Act**

3.4.1 The Children and Social Work Act gained Royal Assent in May 2017. There are two main provisions within the Bill that will affect the Virtual School:

3.4.2 Firstly, it has extended the role of the Virtual School Head Teacher to include promoting the interests of children who have been adopted or who are in long term care permanent arrangements (under an adoption, special guardianship or a child arrangements order).

3.4.3 In addition, it has introduced a new set of measures in respect of care leavers. These include a new requirement on local authorities to consult on and publish a local offer setting out the support available for care leavers and allowing all care leavers to have support from a personal adviser up to the age of 25 if they need it (previously it was only those in education and training who have access to this support after age 21).

3.4.4 It is too early to assess the full impact of these changes on the virtual school but early indications suggest that by bringing adopted children under the remit of the Virtual School Head Teacher there will be a doubling of the monitoring and support work currently undertaken by the Virtual School. Identifying and profiling the cohort of 'Post-LAC' children in the borough is not a simple task. It is dependent on self-disclosure by parents or guardians and is, by default, only required if there is a problem in school or if the parent has reason to believe that it will entitle them to a service or other provision. Enquiries with the DfE have, so far, yielded the figure of 202 post-LAC children identified as recipients of Pupil Premium Plus across 61 (mostly primary) schools in the borough. Even taking into consideration only the remaining maintained and academy schools in Bromley, it can be extrapolated that the number will rise to over 300. The proportion of adopted children in independent schools in the borough is likely to be higher but putting a number on them would be pure speculation.

3.4.5 The Virtual School already shares the responsibility of providing support to care leavers up to the age of 21 with the 16+ Leaving Care team but the new requirement to provide education support and guidance will apply to all relevant young people up to the age of 25, should they request it. The current remit to monitor and report on education, training and employment status is also likely to broaden, which will mean maintaining contact with further and higher education establishments, gathering data and preparing reports.

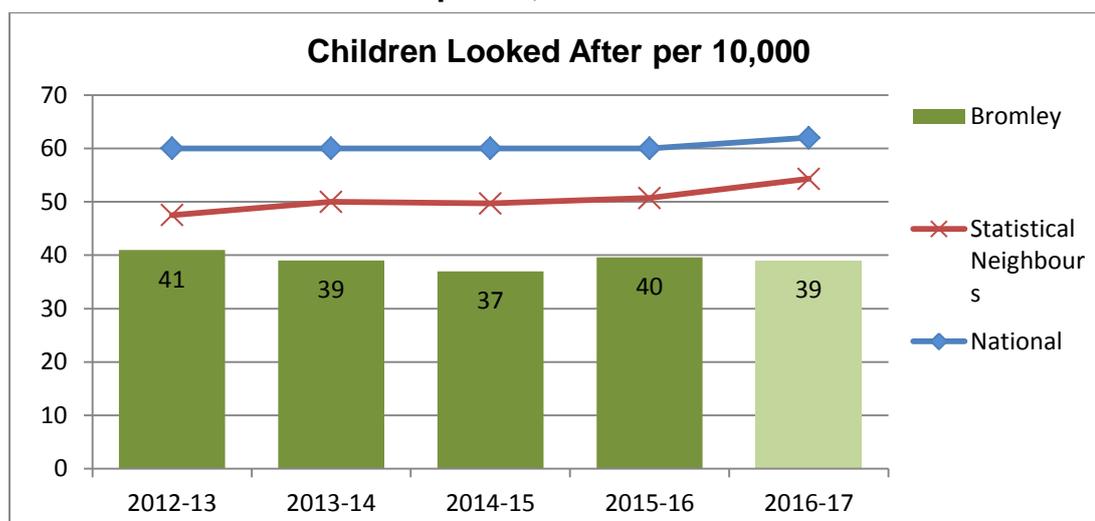
3.4.6 Consultation on the guidance for local authorities and schools is being undertaken as this report is being prepared and the expectation is that it will be published early in 2018.

4. Bromley’s Looked After Population and the Virtual School Roll

4.1 Children Looked After: numbers as at 31/03

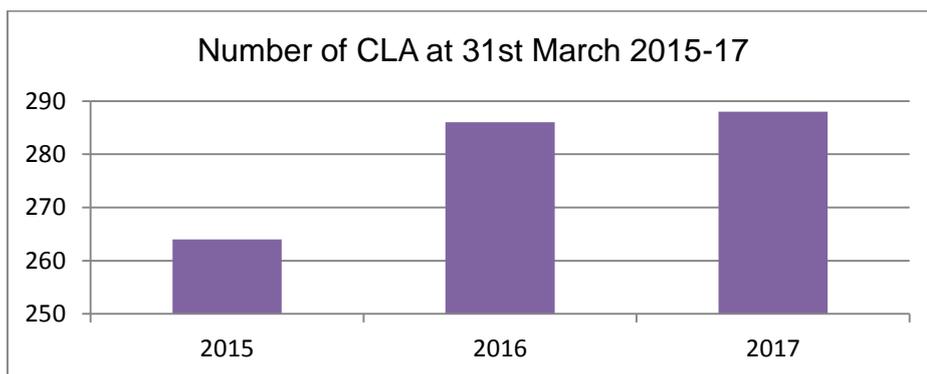
The numbers of children looked after per 10,000 in Bromley remain lower than those in statistical neighbours and significantly lower than the National picture.

4.1.1 Children looked after: rates per 10,000



4.1.2 Over the last 3 years, however, numbers have increased by 9% and, though the increase has slowed, it has had a significant impact on the Virtual School. Generally speaking, the additional children are at the extremes of the age range which means that the work of the Virtual School for each of them is likely to be more intense. Every one of the early years PEPs is attended and written up by an education adviser, requiring a substantial amount of travelling if the children are placed out of authority for adoption. Older adolescents entering the service are often out of education and, as well as securing new provisions, the Virtual School also has to track education history and establish historic attainment and need. These tasks, some of which have to be duplicated every time the child is moved, put considerable additional pressure on the Virtual School.

4.2 CLA numbers as at 31st March

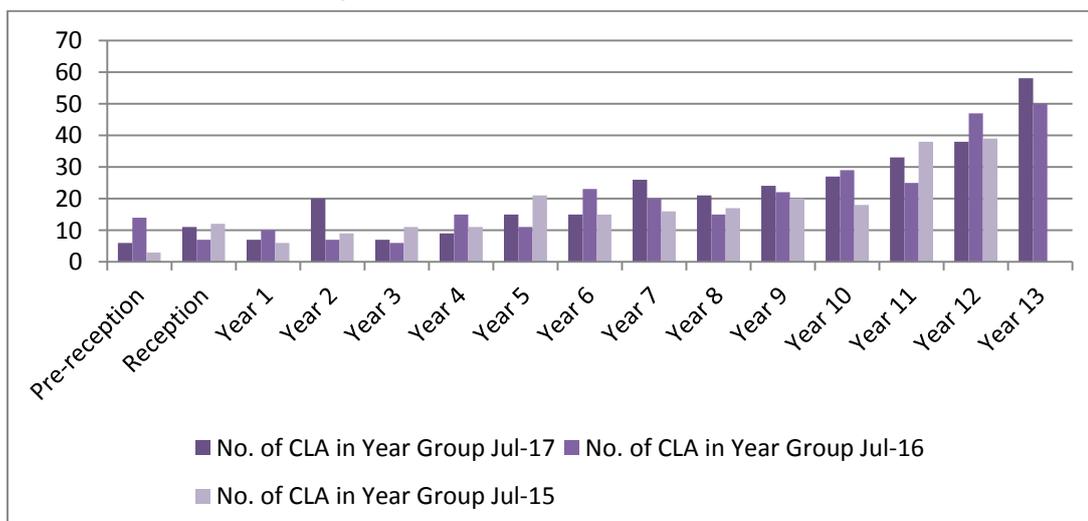


At 31st March	Number of CLA
2015	264
2016	286
2017	288

4.3 Bromley Virtual School Year Group Cohorts as at 31/07

The table at 4.3.1 shows a snapshot of the year group cohort sizes at the end of the academic year. It does not take account of variations through the year as children become looked after and are subsequently rehabilitated or become subject to child arrangement orders. Throughout the year, however, children and young people aged 3-19 are added to the roll of the Virtual School for as little as 1 day (at which point the student is eligible for a Pupil Premium Plus allocation) or a week or for the remainder of their school career.

4.3.1 CLA in each Year Group 2015-2017



N.B. The numbers in this graph include post-18 CLA in YR13, who are provided with a full service by the Virtual School even though they are no longer CLA

4.3.2 Because of the mobility of the CLA population, the population of the Virtual School - and individual year group cohorts within the Virtual School - can vary significantly from year to year. As any other school would agree, this complicates planning and attempts to predict outcomes at cohort level; because the percentage weighting carried by an individual child can vary hugely from year to year, the expectation of annual improvements in outcomes is a challenge to manage.

4.3.3 Although, as the graph shows, the increase in numbers from reception to YR13 is obvious and expected, what is less predictable are the 'bulges'. The current YR8 cohort (shown as YR7 in the July 2017 column) is exceptionally large and is, somewhat unusually, made up largely of children who have been looked after for several years (some for over 7 years) and who will probably remain in care until they reach adulthood. Although relatively stable, this cohort does present some challenges in terms of capacity and resources and, if it follows the expected growth curve, could double in size by the time it reaches YR11. Bulges lower down the age group, such as the 2017 YR2 cohort may not be so significant in the longer term because the permanency plan for a number of those children is adoption.

4.4 **Ofsted rating of schools for Bromley CLA**

4.4.1 No Bromley CLA have been placed in schools that are not Ofsted rated good or better during the last academic year.

4.4.2 73.5% of Bromley CLA are in schools that are rated good or outstanding.

4.4.3 9 children are in schools rated requires improvement. 8 of them became looked after during the last year and have remained in their existing schools to maintain stability. One student is placed in a residential special school where the residential provision received a Requires Improvement judgement during the year. A full risk assessment was undertaken by the Virtual School, SEN and the Children with Disabilities team before a decision to maintain him in placement with a series of monitoring visits to assure ourselves of his safety and wellbeing.

4.4.4 One student is in a school that received an Inadequate judgement in July of 2017. The Virtual School is monitoring his progress through YR11 and is satisfied that he is making good progress.

4.4.5 A large percentage of Bromley CLA - 22.5% - are in schools that have been converted to academy status and have not yet been inspected, including 12 children in the local authority's own alternative provisions and special

schools. The Virtual School is uniquely placed to continue to oversee the quality of the provision received by the children who are in such provisions through PEP activity, SEN annual reviews and other meetings through the school year.

5. Educational Attainment of Bromley CLA

5.1 Life without National Curriculum levels continues to complicate the collection and collation of education data for Virtual Schools nationally. Because the Virtual School has children in dozens of different education provisions, each with its own attainment measures and codes for reporting, it remains difficult to interpret the data we are collecting and impossible to contextualise the progress of children against their previous individual trajectories or against other children nationally.

5.1.1 Working with Welfare Call, the organisation which collects attendance data for Bromley CLA, we have created, and subsequently refined a mechanism by which schools can report on the attainment and progress of our children against national age-related expectations within 5 broad categories. These are: Below; Working Towards; Achieved; Secured; and Significantly Above. Although we have experienced a little teething trouble, this system has been universally accepted by schools and, at least in key stages 1-3, we are able to record attainment in this way.

5.1.2 Progress is not the same as attainment and, although we are currently reviewing this practice, schools are asked to make a judgement about progress in English and maths based on their expectation of the student and not against any standardised measure. This is because it is possible to see outstanding progress from a child who will never meet age-related expectations and vice-versa. Progress measures are as important as attainment in terms of alerting us to the support and assessment needs of individual children.

5.2 Key Stage 1 Outcomes Summer 2017(Age 7 years)

5.2.1 17 children in care ended KS1 in August 2017. Of these, 6 had been continuously looked after for at least 12 months (to 31st March 2017) and these pupils form the **reporting cohort**.

5.2.2 Table showing numbers of children who achieved expected standard at KS1

	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
Bromley CLA	50% (3 Of 6 pupils)	50% (3 Of 6 pupils)	50% (3 Of 6 pupils)
Bromley	80%	74%	80%
National	68%	68%	75%

5.2.3 2 children (33%) in the cohort have a statement of SEN or EHC plan and were working below the level of assessment at the end of YR2. The remaining children have all exceeded expected progress since foundation stage progress. It is noteworthy that none of the 3 children who achieved expected at KS1 had previously achieved good levels of development (GLD) at Foundation Stage.

5.2.4 Table showing pupil level data for KS1 in 2017

<i>Date of birth</i>	<i>Attended school in/out of borough</i>	<i>Length of time CLA</i>	<i>SEN</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
2009	OUT	6-7 years		AS	EXS	AS
2010	IN	1-2 years	Action	AS	EXS	AS
2010	OUT	7-8 years	EHCP	U	BLW	U
2010	IN	2-3 years		NS	WTS	NS
2010	OUT	4-5 years	Statement	BLW	BLW	BLW
2009	IN	1-2 years		AS	EXS	AS

5.3 Key Stage 2 Outcomes Summer 2017(Age 11 years)

5.3.1 Key Stage 2 outcomes, though not as high in percentage terms as last year, are in line with the expectations of the Virtual School in that the YR6 cohort achieved their expected levels of attainment and many of them exceeded the expected progress since KS1, even if they did not reach national age-related expectation.

5.3.2 23 children in care ended KS2 in August 2017. Of these, **9** had been continuously looked after for at least 12 months (to 31st March 2017) and these pupils form the **reporting cohort**.

5.3.3 After standardisation, national age-related expectation at age 11 is now recorded as 'AS' (at standard). Children who have been assessed by their teachers as having reached the standardised level, but who have not had the test are recorded as EXS.

5.3.4 Table showing numbers of children who achieved expected standard at KS2

	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>	<i>SPAG</i>
Bromley CLA	56% (5 of 9 pupils)	44% 4 of 9 pupils	44% 4 of 9 pupils	56% 5 of 9 pupils
Bromley	83%	84%	85%	84%
National	761%	76%	75%	77%

5.3.5 Table showing pupil level data for KS2 in 2017

<i>Date of birth</i>	<i>in/out of borough</i>	<i>Length of time CLA</i>	<i>SEN</i>	<i>SPAG</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>	<i>Achieved expected level of progress from key-stage 1-2 in Reading Writing & Maths</i>
2005	IN	4-5 years	School support	AS	AS	WTS	NS	Y
2006	IN	1-2 years	Action	AS	AS	EXS	AS	Y
2006	IN	7-8 years	Action	AS	AS	EXS	AS	N
2005	OUT	2-3 years	Stat assess	NS	NS	WTS	NS	N
2006	OUT	3-4 years	EHCP	NS	AS	EXS	NS	Y
2006	IN	3-4 years	EHCP	NS	NS	PKG	NS	N
2005	IN	7-8 years	EHCP	DID NOT TAKE TEST	DNS	DNS	DNS	
2006	OUT	7-8 years	EHCP	AS	NS	EXS	AS	N
2006	IN	1-2 years		AS	AS	WTS	AS	Y

Legend: AS – At standard; EXS - working at the expected standard (teacher assessment); WTS - Working towards standard; NS – not at standard; PKG – Below Key Stage (did not take the test); DNS – did not take the test

5.3.6 7 of the 9 children in the reporting cohort (78%) have identified special educational needs, with four of them already having an Education, Health and Care Plan (EHCP) and another under statutory assessment. One child is recorded to have been below the level of assessment and did not sit SATS tests. His results, however, are included in the cohort outcomes as that is government expectation.

5.3.7 Progress measures at Key Stage 2 have changed, since the curriculum changes introduced for September 2015. Progress scores are presented as positive or negative numbers either side of zero. A score of zero means that pupils in the group have made the same progress as those with similar prior attainment, with a positive score meaning they have made more progress. 6 of the 9 children in the cohort exceeded expected progress between KS1 and KS2 in Reading and Maths and 5 children achieved this in writing. Only 4 children, however, achieved or exceeded expected progress in reading, writing and maths combined.

5.4 Key Stage 4 Outcomes 2017

25 children in care ended YR11 in August 2017. Of these, **19** had been continuously looked after on roll in YR11 for at least 12 months (to 31st March 2017) and these pupils form the **reporting cohort**.

5.4.1 Within this cohort young people accessed their education in a variety of settings:

- Mainstream: 8 (42%), 5 in borough, 2 out of borough and 1 independent
- Special School: 7 (38%), 1 in borough and 6 out of borough
- Alternative Provision: 4 (21%) all out of borough

5.4.2 26% of the reporting group of CLA left year 11 with five or more GCSEs at grade 4+ (equivalent to A*-C) including English and Maths in the summer of 2017. Though the small cohort size means that this data will be suppressed in national reporting, GCSE outcomes for Bromley Looked After children are likely to place Bromley in top 5-10% nationally. National data for CLA attainment will not be available until the publication of the Statistical First Release, expected between January and March 2018.

5.4.3 GCSE outcomes with local and national comparator information

	<i>English 4+</i>	<i>Maths 4+</i>	<i>English and Maths 4+</i>
Bromley CLA	26% (5 of 19 pupils)	26% (5 of 19 pupils)	26% (5 of 19 pupils)
Bromley	81%	75%	71%
National	75%	69%	64%

5.4.4 GCSE outcomes 2017 with historical context

	2017 Reporting Cohort of 19 pupils	2016 Reporting Cohort of 12 pupils	2015 Reporting Cohort of 19 pupils
5 A* - C incl. English and Maths	26% (5 pupils)	25% (3 pupils)	26% (5 pupils)
5 A* - C	26% (5 pupils)	25% (3 pupils)	37% (7 pupils)
5 A*-G	47% (9 pupils)	42% (5 pupils)	63% (12 pupils)
1 A*-G	84% (16 pupils)	50% (6 pupils)	84% (16 pupils)

N.B. it should be noted that national reporting is based on the number of CLA **actually on roll in YR11**. In 2017, two students were held back a year (and so are not reported here) and one 17 year old is included in this data, having completed YR11 in September after having previously missed a year of education.

- 5.4.5 8 young people in the reporting cohort have an EHC plan. This equates to 42% of the reporting cohort against a national figure of 2.8% (all children). A further 6 children in this group were receiving additional support in school without recourse to an EHC plan, making a total of 74% with identified special or additional needs.
- 5.4.6 3 of the young people in this year group were accommodated by the local authority at the end of YR9 (after April 2014) or during Key Stage 4.
- 5.4.7 10 experienced one or more placement changes during KS4 and 5 of those required a change of education provision.
- 5.4.8 Only 6 young people in last year's reporting group were in Bromley schools at the end of YR11. Of the students placed out of authority, 10 were in specialist residential school settings or residential placements with special or alternative education provision; two of these CLA have severe disabilities and are below the level of academic assessment. Statistics show that pupils do equally well in out of borough schools when they are settled and receiving adequate support. Children do less well when they experience disruption and school changes and 3 young people in this cohort became increasingly difficult to engage during YR11. Their school attendance dropped and they were subsequently not entered for GCSE or alternative qualifications or they failed to turn up for exams.

5.4.9 Table showing pupil level data with number of years in care and SEN

DOB	Length of time CLA	Placed In/Out of borough	SEN	No. of GCSE	Maths 4+	Eng 4+	5 A - C inc. English & Maths	5 A - C
2000	1-2yrs.	Out		8	•	•	•	•
2001	2-3 yrs.	In		2				
2000	2-3 yrs.	Out	School support	3				
2001	2-3 yrs.	Out		2				
2001	2-3 yrs.	Out		10	•	•	•	•
2001	3-4 yrs.	Out		4				
2001	3-4 yrs.	In	School support	7				
1999	3-4 yrs.	Out		8	•	•	•	•
2001	3-4 yrs.	Out	School support	5	•	•	•	•
2001	4-5 years	In	School support	10	•	•		
2001	4-5 yrs.	Out	EHCP	1				

2001	5-6 yrs.	Out	Statement	0				
2001	6-7 yrs.	Out	Statement	1				
2001	6-7 yrs.	In		9	•	•	•	•
2001	7-8 yrs.	In		1				
2000	8-9 yrs.	Out	Statement	1				
2000	10-11 yrs.	Out	Statement					
2000	11-12 yrs.	Out	School support					
2001	11-12 yrs.	Out	Statement	3				

5.5 Post-16 Engagement

- 5.5.1 Building on the work of previous years, and working closely with carers, social workers and schools, we managed to maintain good levels of engagement from the GCSE cohort over the summer with 16 (84%) of the group progressed to education or training at the beginning of the autumn term in September. The remaining 3 young people all secured places in colleges during the first half of term.
- 5.5.2 The previously reported trend of more young people remaining in school sixth forms has continued and this appears to be the result of schools offering a wider range of subjects and qualifications in KS5 as well as their ability to accommodate re-takes in maths and English for students who did not achieve a grade 4 or above (equivalent to a C grade). All students starting a level 1 or 2 qualification in college are now required to continue to work towards achieving a level 2 qualification in maths and English, whether GCSE or functional skills and this still seems to surprise some young people. The Virtual School is securing 1:1 tuition for young people re-taking maths and English if it is requested, for both YR12 and YR13 young people.
- 5.5.3 Better tracking of the engagement of young people post-16 shows that increasing numbers are remaining in Further Education Colleges to undertake level 3 qualifications but this has not, to date, translated into those young people moving on to university in larger numbers. 8 of the care leavers who started university in this autumn did so after leaving the sixth form of a school. We know that there is a higher drop-out rate among CLA and care leavers in college than in sixth forms but it is not clear why those completing A-level equivalent courses are choosing to progress to university.
- 5.5.4 Working together, the 16+ Leaving Care team and the Virtual School have sought to identify the barriers to engagement to those young people who are persistently not in Education Training or Employment (NEET) and to provide options for engagement for them. Bromley College provided a link to a European Social Fund (ESF) project which appeared to provide a resource for persistent NEETs, providing key workers and personal assistants who would meet with young people and work with them through to full engagement in the project in college. After

several months of work, however, it became clear that the project did not have the capacity to do the substantial outreach work required to connect with this group of young people and the partnership was ended. The Virtual School, social workers and young people’s advisers continue to work with these individuals, supported by Hayley Cella in her role as vulnerable NEET co-ordinator. Hayley is located in the 16+ Leaving Care team for 5 days in each fortnight.

6. Attendance

6.1 The attendance of most Bromley CLA continues to be very good and is the same as all other Bromley children but for some children, regular school attendance is challenging. 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.

6.1.2 Persistent absence is measured by the number of children whose attendance is less than 85% and, although we have remained below the national figure, reducing this figure remains a challenge for the Virtual School. During academic year 2016/17, the biggest factor affecting attendance figures was placement disruption (which, conversely, is often related to non-attendance and/or poor behaviour in school). When CLA change placements out of authority, it can take weeks and sometimes months to secure education provision for them, especially if they have an EHC plan or if a mainstream school is not appropriate. 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.

6.1.3 Table showing Bromley CLA persistent absence

	Sep 14-July 15	Sep 15 - July 16	Sep 16 - July 17
Bromley CLA looked after 1 yr+ persistently absent	7.2%	8.4% (10 children)	10.7% (13 children)
All CLA looked after 1 yr+ persistently absent	9%	9.1%	Not available
All children (England) persistently absent	11%	10.5%	Not available

7. Exclusions

7.1 After a nine year period of no permanent exclusions, 1 child (YR10) was excluded permanently from a Bromley school following a violent and pre-meditated attack on another student in front of other students and staff.

7.1.1 Table showing fixed term exclusions with historical context.

	Total number of days FX	No. of pupils represented	Bromley schools	Other schools	Total schools
2013/14	120	22	9	9	18
2014/15	80	20	8	11	19
2015/16	56	14	6	7	13
2016/17	88	15	8	6	14

7.1.2 After a number of years in which the number of days of fixed term exclusions was reduced, 2016/17 saw an unexpected rise.

7.1.3 27 days are accounted for by one student. This student had several short fixed term exclusions before a final, longer period which was excluded in order to allow for the Virtual School to secure a specialist assessment provision for him. He was one of only 2 students who were moved to new schools to avoid permanent exclusions last year. Both students are doing very well in their respective new provisions

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

8. Pupil Premium Plus

8.1 The Virtual School Head Teacher has complete and sole responsibility for the distribution of Pupil Premium Plus (PPG+) of £1,900 for children in years Reception to YR11 and £300 for children in Early Years*. Data contained within this section relates to the financial period April 2016-March 2017.

*As set out in 'Pupil Premium 2016 to 2017: conditions of grant' DfE/EFA March 2016

8.1.2 The revised allocation of Pupil Premium Plus for CLA to the local authority in 2016-2017 was £431,300, based on 227 children. The Virtual school top-sliced each individual entitlement of £1,900 by £500 in the first instance in recognition that not all children have the same level of need.

8.1.3 A total of £283,236 went directly to schools through the pupil progress monitoring forms. This sum includes £40,198 allocated for children who were subsequently adopted or rehabilitated home during the financial year.

8.1.4 Children who change schools during the year may attract double funding, particularly if they have special or additional needs not yet addressed by an EHC plan and the allocation for all children is reviewed throughout the year through the Personal Education Plan (PEP). Some schools receive significantly more than the adjusted £1,400 allocation for an individual student and others failed to request funding despite repeated emails and phone calls to request the return of the monitoring form.

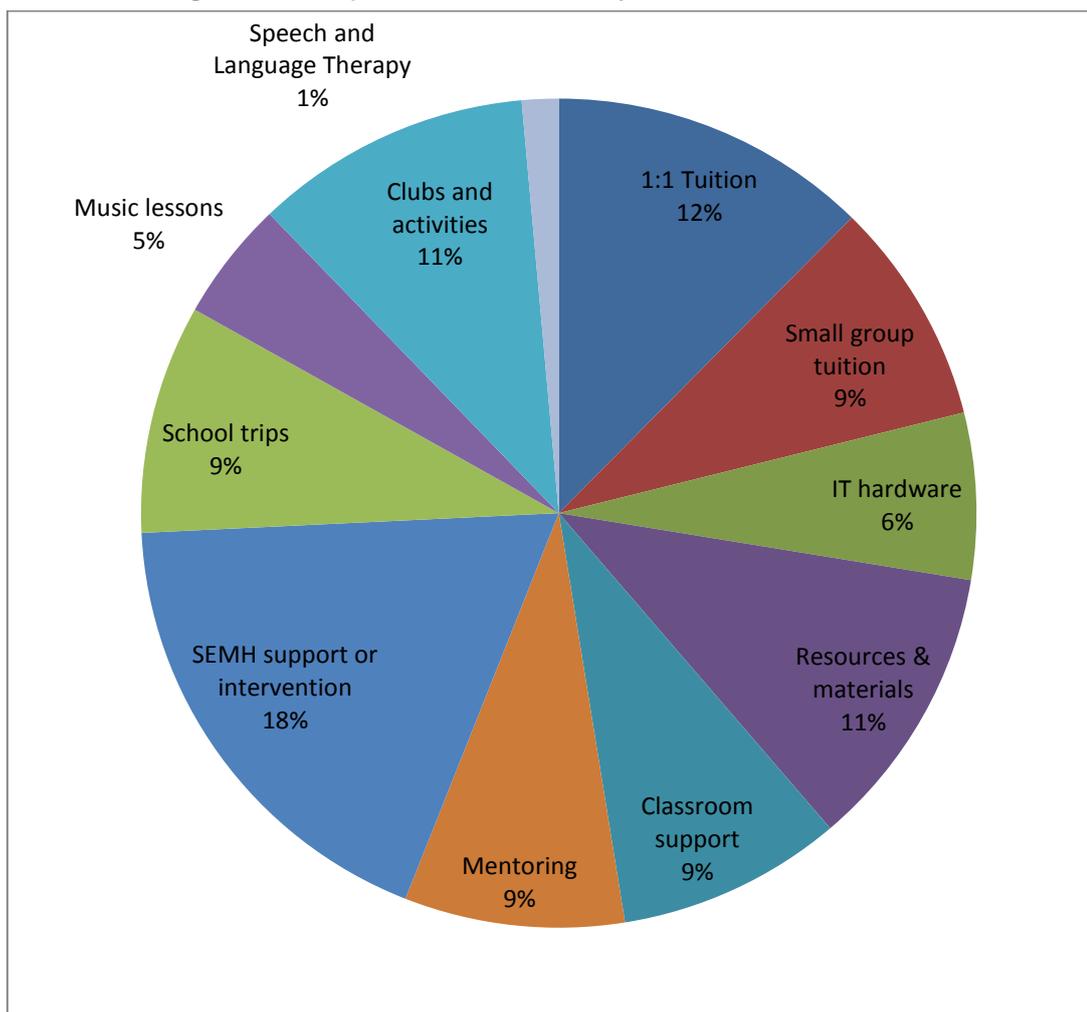
8.1.5 A further £29,729 was spent on additional resources (including computers) and support for children in schools and around £80,000 was accounted for by 1:1 tuition or Alternative provision provided by the Virtual School from top-sliced funds.

8.1.6 Table showing use of Pupil Premium Plus funds in financial year 2016/17

	Allocated PP+ funding
Delegated to Schools	£241,838
Delegated to Schools for children no longer CLA	£40,198
Delegated to Early Years providers	£1,200
Additional payments	£29,729
Training for schools	£4,400
1:1 tuition and alternative provision	£80,000
Grant funded staff	£30,000
Total	£427,365

8.1.7 Schools have continued to increase spend of Pupil Premium Plus on support for social, emotional and mental health (SEMH), with just over a quarter of all funding used for mentoring or other SEMH support in school. Other significant areas of spend include educational resources, computer equipment and music lessons. The chart, below, shows a breakdown of spend by schools.

8.1.8 Chart showing use of Pupil Premium Plus by schools



9. Moving forward: Challenges for the Virtual School in 2017-2018

9.1 Data shows that children placed out of borough do equally as well as students educated in Bromley when their placements are stable and their social and emotional needs are being met. Equally, young people experiencing the most difficulties struggle to engage with education and to experience success wherever they are. Although early notification of planned placement changes is helpful, finding Ofsted rated good or better schools or alternatives for children placed out of authority remains a challenge. The Virtual School will seek to reduce the amount of time that children remain out of school when their placements change.

9.2 PEP completion is improving and data is now being included in the weekly performance reports to the senior management team. The quality of PEPs is also improving, with most PEPs now showing clear target setting and planning for the short to medium term future. The Virtual School will increase its influence in long-term care planning by ensuring that education planning is an integral part of the care-planning process as a whole.

- 9.3 Regular PEP training for social workers new to Bromley and occasional training on other education matters will be built into the Children's workforce Development Plan and training offer. Virtual School staff will continue to provide desk-side training for individual workers and to model good practice in PEP meetings.
- 9.4 The Virtual School will build on its successful 16+ transition work, which has seen 100% of young people engaged in Education or training at the beginning of YR12 for the past 2 years. It will do this by using Pupil Premium Plus funding to engage a 'connexions-type' worker to attend all spring term PEPs for YR11 Children Looked After. This worker will ensure that 16+ transitions are adequately scrutinised in the meeting and that every young person has a suitable post-16 destination. Where this is not the case, the worker will undertake 1:1 work with the young person, offering careers advice and identifying a pathway to engagement. The Virtual School will also engage new and existing partners to reduce the number of young people who fall out of their post-16 courses during YR12 and to provide support and access to alternative provision for those that struggle to attend or who find themselves not in education, training or employment for any other reason.
- 9.5 The work of the Virtual School informs the judgment of the quality and effectiveness of services provided to children in care. The Head Teacher for the Virtual School will continue to provide strong leadership and support to social workers, foster carers, schools and other partners in order to achieve the best possible outcomes for Bromley children wherever they are.