

# *Southwark Virtual School*

## *Headteacher's Report*

*October 2018*

*Headteacher: Usha Singh*

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# 1. Introduction

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*"The virtual school effectively supports and challenges the quality of provision of children's education for those who are looked after. Children's attainment is above that of comparators..."*

March 2017, OFSTED Report: London Borough of Southwark

Inspection of services for children in need of help and protection, children looked after and care leavers

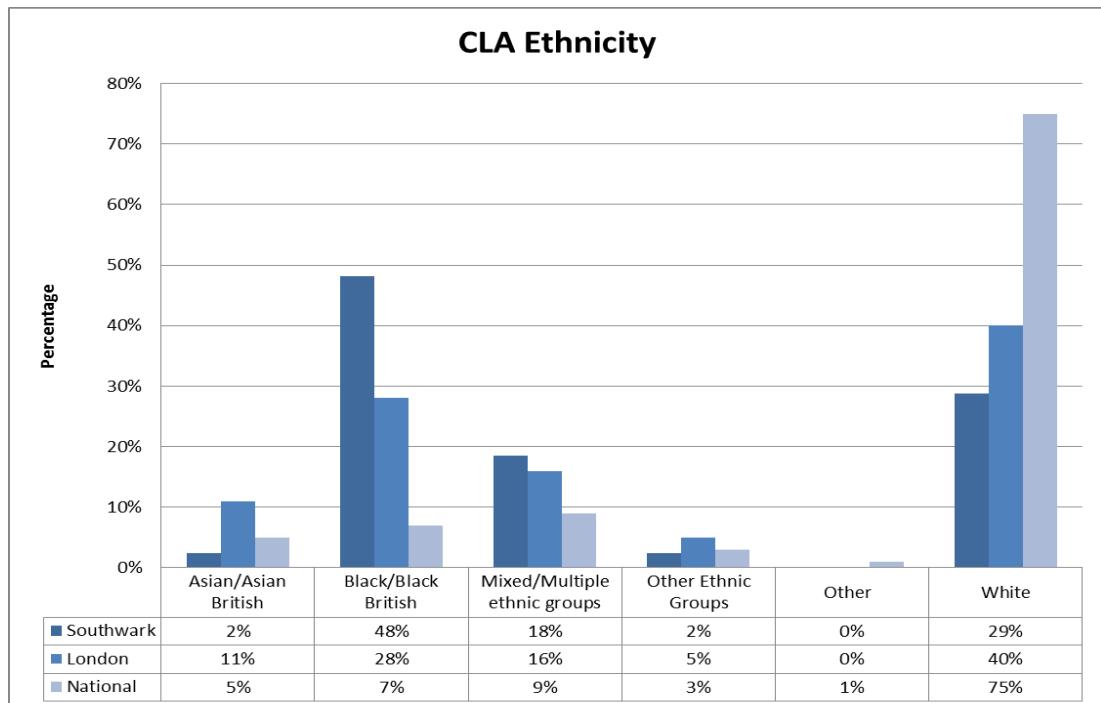
- 1.1. This report presents an overview of the activities and impact of Southwark Virtual School. The Virtual School supports all children in care and relevant care leavers regardless of their length of time in care but the educational attainment data in the report relates to those who have been in continuous care from March 31st 2016 to March 31st 2017. The data in this report is based on 2017 CLA outcomes, the most recently available DfE dataset. Published 2018 CLA performance data will not be available until spring 2019.
- 1.2. The local authority has a responsibility to promote the educational achievement of children looked after (Children & Families Act, April 2014). In February 2018, the government released updated guidance '*Promoting the Educational of Looked After and Previously Looked After Children*' which reinforces the local authority's duty to safeguard and promote the welfare of children looked after and previously looked after, and promote the child's educational achievement, wherever they live or are educated. There is a clear ambition, at national and local level, to narrow the attainment gap between children looked after and their non-looked after peers.
- 1.3. Looked-after and previously looked-after children start with the disadvantage of their pre-care experiences and, often, have special educational needs. Virtual School Heads have a key role to ensure these children have the maximum opportunity to reach their full educational potential - an important part of why this role was made statutory.
- 1.4. The Virtual School is responsible for ensuring that children looked after and care leavers fulfil their potential at all stages of their learning journey so that they can go on to be successful in higher education, apprenticeships and employment.
  - For looked-after children, as part of a local authority's corporate parent role, the Virtual School needs to be the educational advocate that parents are for others.
  - For previously looked-after children, the Virtual School will be a source of advice and information to help their parents to advocate for them as effectively as possible.
- 1.5. Southwark's Virtual School has an extended responsibility that includes the authority's duty to provide education other than at school (EOTAS). This area of work is not included in this report which focuses specifically on the education of Southwark children looked after. The gains made by including EOTAS commissioning within the Virtual School are particularly evident where children are on the edge of care.
- 1.6. This report reflects on the impact of our activities and identifies areas of future development to achieve improved outcomes for our looked after children.

## 2. Cohort Characteristics

- 2.1. Southwark's Children in Care population is constantly changing as children move in and out of the Care System.
- 2.2. In the 2016/2017 academic year, there were approximately 450 children who had been on Southwark Virtual School roll at any point in time. Of these 245 children had been in Care for more than 12 months and the 355 students were recorded on the school roll as at the end of March 2017.
- 2.3. Boys continue to form a larger proportion of the Southwark looked after cohort.

Gender	Number	Percentage
Female	141	40%
Male	214	60%

- 2.4. The ethnic profile of Southwark Virtual School cohort is diverse and differs considerably when compared to the national picture.



\*Source: <https://www.gov.uk/government/collections/statistics-looked-after-children>

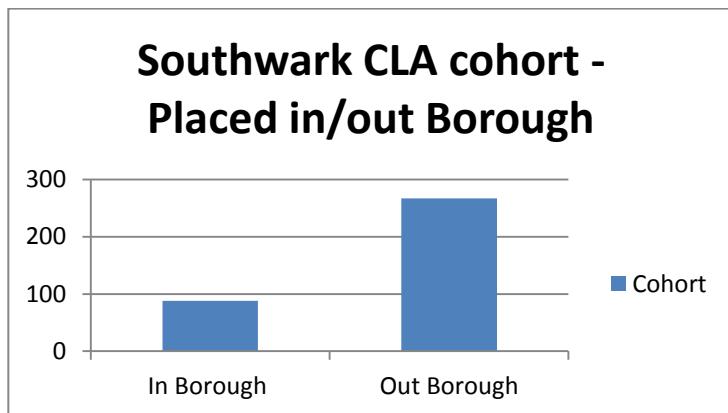
- 2.5. Nationally, looked after children are predominantly white. As at 31 March 2017, 75% of all looked after children were white, 9% were of mixed ethnicity, 7% were black or black british, 5% were asian or asian british and 3% were other ethnic groups. Over the last five years there have been small increases in the proportions of looked after children of non-white ethnicity which is likely to reflect the increase in the number of unaccompanied asylum seeking children.

- 2.6. The Ethnicity of Southwark's Children looked after cohort, while in contrast to the national cohort, is more in line with our closest statistical neighbours and reflects similarities of the demographics of Southwark's resident population and of Inner City London.

	<b>Asian</b>	<b>Black</b>	<b>Mixed</b>	<b>EOTH</b>	<b>Oth</b>	<b>White</b>
<b>Southwark</b>	4%	47%	17%	4%	0%	28%
<b>Camden</b>	11%	28%	17%	7%	0%	37%
<b>Greenwich</b>	3%	22%	18%	3%	0%	55%
<b>Hackney</b>	5%	42%	19%	5%	0%	29%
<b>Hammersmith and Fulham</b>	x	33%	17%	13%	x	28%
<b>Islington</b>	3%	23%	28%	x	x	43%
<b>Lambeth</b>	3%	54%	19%	6%	0%	18%
<b>Lewisham</b>	5%	42%	22%	x	x	30%
<b>Enfield</b>	x	27%	12%	6%	x	53%
<b>Haringey</b>	2%	48%	8%	6%	2%	33%
<b>Waltham Forest</b>	14%	23%	21%	x	x	36%

\*Source: <https://www.gov.uk/government/collections/statistics-looked-after-children>

- 2.7. The geographic spread of Southwark Virtual pupils remains similar to that of previous years. 75 % of children looked after were placed outside of Southwark.



- 2.8. The geographic profile of Southwark looked after care placements differs considerably with national (60% of looked after children were looked after within the local authority boundary and 40% were looked after outside).
- 2.9. Southwark has 25% of looked after children placed more than 20 miles outside of the local authority compared to 19% of London CLA and 14% CLA nationally.

	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Southwark</b>	22%	24%	25%
<b>LONDON</b>	18%	18%	19%
<b>ENGLAND</b>	14%	14%	14%

\*Source: <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

The distribution of Southwark children looked after of statutory school going age is recorded as increasing as children progress through the education system. 63% of the Southwark Virtual School cohort is of secondary school going age.

	<b>Total - Cohort Numbers</b>	<b>In Borough</b>	<b>%</b>	<b>Out Borough</b>	<b>%</b>
<b>R</b>	5	3	1%	2	1%
<b>1</b>	13	2	1%	11	3%
<b>2</b>	13	2	1%	11	3%
<b>3</b>	20	9	3%	11	3%
<b>4</b>	24	8	2%	16	5%
<b>5</b>	29	7	2%	22	6%
<b>6</b>	33	10	3%	23	6%
<b>7</b>	33	10	3%	23	6%
<b>8</b>	33	9	3%	24	7%
<b>9</b>	45	16	5%	29	8%
<b>10</b>	44	6	2%	38	11%
<b>11</b>	63	6	2%	57	16%
<b>Totals</b>	<b>355</b>	<b>88</b>	<b>25%</b>	<b>267</b>	<b>75%</b>

- 2.10. Southwark Virtual School makes every effort to ensure that children looked after are placed in school that are good or outstanding in line with statutory guidance.

<b>School Ofsted Ratings</b>	<b>Number</b>	<b>%</b>
<b>Outstanding</b>	93	26%
<b>Good</b>	169	48%
<b>Requires Improvement</b>	18	5%
<b>Inadequate</b>	3	1%
<b>No Grade</b>	72	20%

- 2.11. Children in better-performing schools experience more stability. Children in schools rated as “Outstanding” by Ofsted are half as likely to experience a mid-year school move compared to children in schools rated “Inadequate”. Due to some children already being placed in a school that achieves an Ofsted rating after enrolment or in instances where exceptional circumstances were considered, 6% of the Southwark cohort are in ‘Requires Improvement’ or ‘Inadequate’ schools.
- 2.12. The number and rate per 10,000 at the age of 18 who are looked after by Southwark is 78, which is higher than national (62) and inner London (58).

### 3. A Changing Education Landscape

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- 3.1. The Children and Social Work Act 2017 became an act of parliament in April 2017. The Act sets expectations about the provision of information and advice to promote the educational achievement of looked after and previously looked after children.
- 3.2. New statutory guidance for both schools and Local Authorities issued in February this year, 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 arrangement order).
- 3.3. The expanded role of Virtual School Heads and designated teachers includes providing information and advice to previously looked after children, their families and education providers. For many previously looked after children the impact of their pre-care experiences can continue to act as a barrier to educational progress.
  - Adopted children do better than children in care at the end of key stage 4, but they still lag well behind the general population. In 2017, 32.8% of previously looked-after children achieved a pass in English and maths, compared with 58.9% of the general population and 17.5% of the looked-after population.
  - The changes to the Virtual School Head and designated teacher role will help previously looked after children receive support to help them achieve their full potential.
- 3.4. The amended Act 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).
- 3.5. It is too early to assess the full impact of these changes but early indications suggest that by bringing adopted children under the remit of the Virtual School will double the monitoring and support work currently undertaken. Identifying and profiling the cohort of previously looked after children in the borough 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.
- 3.6. DfE guidance, Keeping Children Safe in Education (2016) strengthened the expectations on schools to safeguard pupils including Children Missing Education and more specifically a requirement on school staff to be aware of the legal status and issues around safeguarding children looked after. There is tighter regulation on the removal of pupils from the school roll.
- 3.7. Changes to the education landscape include evolving funding arrangements. The DfE announced its definitive proposals for a national funding formula for schools in England from April 2018 and a new formula for allocating high needs funding to schools. Changes to funding formulae may impact on Southwark Virtual School. In a climate of perceived budget reduction, schools' claims to Pupil Premium Plus may increase whereas a proportion of Pupil Premium Plus has been left unclaimed by schools previously.

## 4. Pupil Premium

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- 4.1. The Pupil Premium Plus (PP+) is grant funding from the DfE to raise the achievement of disadvantaged pupils and to close the gap with their peers.

### **New Development with Pupil Premium Plus Funding:**

- 4.2. For the 2018-2019 academic year, Southwark Virtual School will receive £2300 for each child of statutory school age looked after by Southwark Council as recorded in the SSDA30 DfE return of March 2018. Southwark Virtual School will retain £900 per child centrally and schools will receive £1500.
- 4.3. For the 2018-2019 academic year, schools will receive £2300 direct to their budgets for each previously looked after child as recorded in the January census 2018.

### **Pupil Premium Plus funding 2016-2017:**

- 4.4. In 2016-2017 the total allocated Pupil Premium plus funding was £739,000. Southwark Virtual School retained £400 per pupil and pooled resources to maximise educational outcomes.
- 4.5. The amount of £400 per eligible pupil retained by the Virtual School in 2016-17 funded:
- Education Psychologist support dedicated to the Virtual School to support learning difficulties and early assessment of statutory assessments.
  - Fixed Term resourcing with the employment of 4 Specialist Education Advisors, 1 Project officer and 2 Information Advice and guidance officers. Southwark looked after children benefit from the direct support of their own Educational Advisor and direct transition support at different stages of their education.
  - Supplementary Home Tuition for pupils in full time education with a focus on English and maths to support academic achievement.
  - Interim Alternative provision: home tuition as part of Virtual School temporary transition provision for children who are between care placements, persistent absentees (school refusers) and other circumstances where this support is needed.
  - Commissioned Online learning programme to secure swift access to education for pupils without a school place due to care placement changes and those pupils who are placed in remote areas of the country where 1:1 tuition cannot be reserved.
  - Digital resource – Nimbl Electronic Tablets and targeted curriculum related software to complement learning and to mitigate for changes in placements or missed schooling.
  - Letterbox Literacy targeted resources for primary aged pupils targeted. Packages delivered to children are equipped with reading and writing material as well as stationery.
  - The Virtual School is playing a substantial role in supporting the emotional well-being of children looked after. In a number of cases, pupil premium funding has been used creatively to support children's emotional well-being.
- 4.6. Ofsted reported in March 2017 that the additional support provided by pupil premium funded posts in Southwark Virtual School is leading to improvements for children looked after.

## 5. Virtual School – Staff Structure

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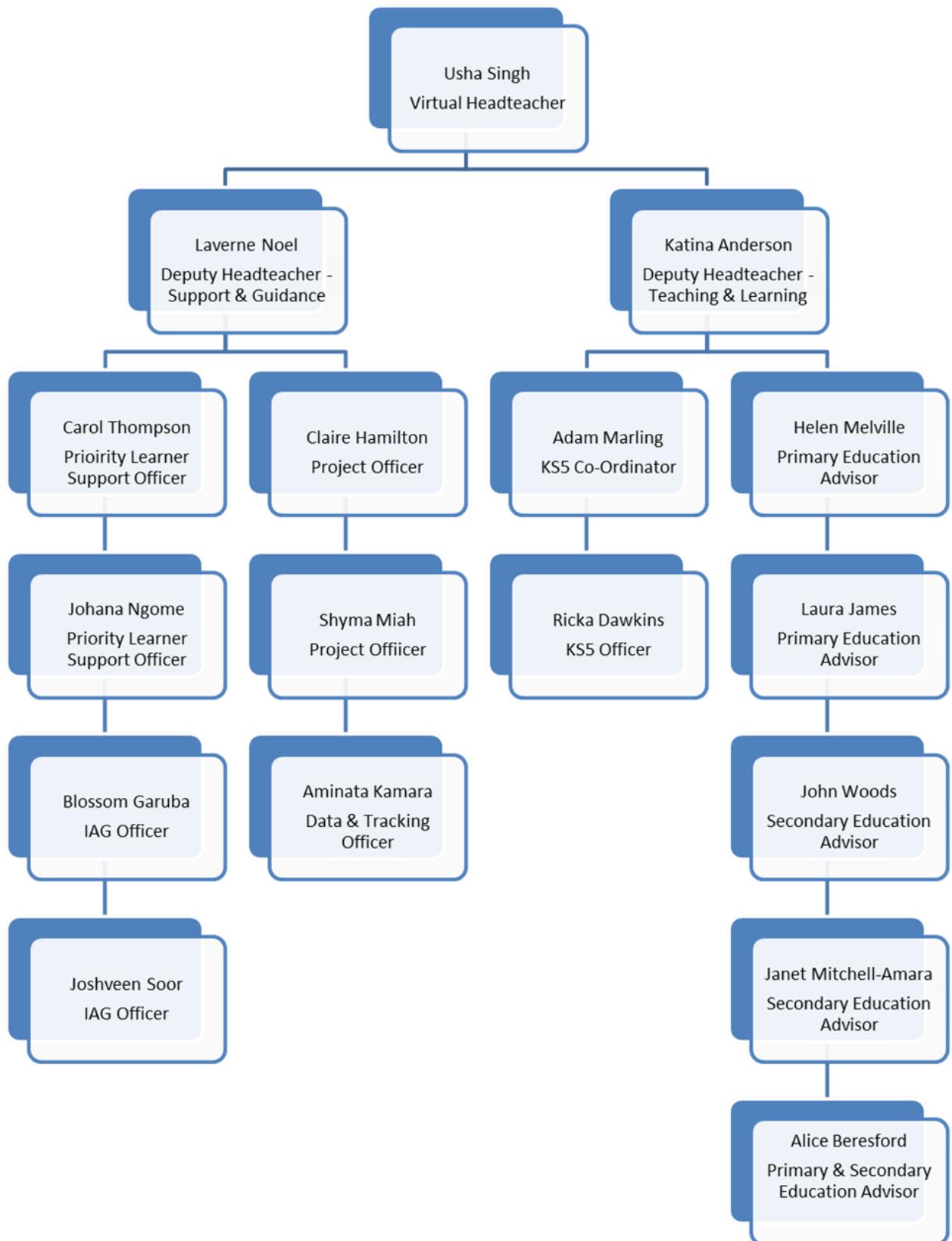
- 5.1. Research undertaken by the REES Centre, Oxford University Educational Progress of Looked After Children found:

*'Teachers and school staff were identified by young people as the main determinants of educational progress.'*

*If you've got really good, education-focused foster carers, really good, aware, designated teacher at the school who cascades information to other staff and helps provide the training, if the school's attachment aware', if you're got good links with the social worker, and if you've got a good case-worker from the Virtual School, you put all those things together and that young person is going to progress and succeed in some way...'*

<http://reescentre.education.ox.ac.uk/EducationalProgressLookedAfterChildrenOverview>

- 5.2. The make up and nature of the Virtual School Team is kept under review to ensure that the skills available match the needs of the cohort. The team has evolved to provide more direct contact with children and young people so that the support can be more closely tailored to needs and monitored.
- 5.3. A portion of centrally pooled Pupil Premium (CLA) grant has been allocated to employing specialist Education Advisors. The outcomes achieved in 2016/17 are due, in part, to the effort, persistence and expertise of Virtual School officers, working closely with schools, carers, other local authorities and social workers.
- 5.4. In 2017, Southwark Virtual School fixed-term posts funded by Pupil Premium Plus were converted to permanent posts. It was recognised that these posts provide consistency in the lives of the pupils. They have built trust and lasting relationships, which remains a theme for so many children looked after. The work put in by these post holders, such as developing a strong working together ethos with the multi-disciplinary team and both internal and external networks relates to and directly impacts on the good outcomes of the Virtual School and its contribution to our Social Care colleagues.
- 5.5. The Virtual School supports the learning outcomes of children looked after, advocating for the best possible education provision for each child. Working with a range of professionals and partners, the Virtual School uses a range of strategies to remove barriers to learning and improve education outcomes. These include:
- Securing rapid, appropriate education provision at times of placement change, including the commissioning of interim Alternative Provision
  - Tracking pupil attainment and attendance; focusing on pupils' academic progress and raising alerts regarding those at risk of disengagement
  - Securing the best possible placements for pupils with high risk factors and/or poorest academic progress
  - Commissioning interventions to increase literacy and numeracy skills and improve attitudes to learning
  - Supporting the development of Personal Education Plans (PEPs).



N.B. Not all staff represented on this staff structure work directly to CLA cohorts. The team is funded via a range of revenue streams.

## 6. Ofsted Report, March 2017

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- 6.1. The March 2017, Ofsted's inspection of Southwark's services for children in need of help and protection, children looked after and care leavers found that:
- Managers of the virtual school understand well the strengths and areas for improvement of the service and are taking effective action to tackle these. Overall, most children looked after attend a good school regularly, receive good support and make positive progress
  - The virtual school effectively supports and challenges the quality of provision of children's education for those who are looked after
  - Education advisers in the virtual school provide good challenge to schools when they do not evidence sufficiently the progress that children are making. They act as effective advocates for children, leading to more timely assessments of their educational needs.
  - The virtual school maintains a sound oversight of children's progress and attainment, particularly of those who are at risk of under-achievement and those who have poor school attendance.

## 7. Personal Education Plans (PEPs)

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- 7.1. Personal Education Plans brings together a range of professionals, the looked after child, their teachers and carers in order to make educational decisions, set targets and monitor progress. PEPs are a key driver in ensuring our pupils receive good quality education provision that is suited to their needs. PEPs are a holistic tool to improve attainment and engagement.
- 7.2. In 2016 /17 Southwark PEP performance as at 31st July 2017 is reported as 53%.
- 7.3. To Improve PEP Completion rates and PEP quality, Southwark Virtual School has proposed the introduction of an electronic PEP platform – ePEP. While this is still in discussion the following actions have been taken to address low completion rates.
- The Virtual School and the Social Care Team are developing a joint strategy to address the current low PEP completion rates. This includes the introduction of a Compliance and Quality Assurance Panel.
  - It is recognised that the number of PEPs available on Mosaic does not correlate with the number of PEP attendance. Virtual school and Social Care are addressing this through cross referencing PEP meeting attendance and corresponding notes taken.
  - The PEPs of pupils with greatest academic drift or significant absence are prioritised for VS attendance, wherever the pupil lives or is educated.
  - The PEPs of pupils who are transitioning to different phases of education are also prioritised for completion.
- 7.4. PEP quality is variable. Improvements are needed in target setting and monitoring and this is being addressed through the Virtual School setting up a compliance and quality assurance panel together with Social Care.

## 8. Key Stage 1 Outcomes

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- 8.1. The 2016-2017 Key Stage 1 Cohort was a small cohort consisting of 8 pupils. 5 pupils had a statement or Education and Health Care Plan.

### Percentage of Key Stage 1 pupils achieving the expected standard 2016-2017

	Reading		Writing		Maths		RWM	
	2016	2017	2016	2017	2016	2017	2016	2017
<b>Southwark CLA</b>	20%	37.5%	20.0%	25%	33.3%	25%	20.0%	25%
<b>DfE Region CLA</b>	49%	57%	36%	47%	42%	50%	27%	42%
<b>National CLA</b>	50%	51%	37%	39%	46%	46%	32%	34%

\*Source: <https://www.ncer.org/Nova/TreeView.aspx>

- 8.2. 25% of Southwark pupils reached expected standards in Reading, Writing, Math (RWM) combined, an increase of 5 percentage points on 2016 Southwark CLA performance.
- 8.3. Compared with Southwark Key Stage 1 outcomes from 2016, Southwark 2017 CLA attainment improved by 17.5 percentage points in reading and 5 percentage points in writing.
- 8.4. Southwark Virtual School was below DfE region and national levels for all comparators at Key Stage 1 but is closing the gap with the National CLA cohort in reading, writing and RWM combined.
- 8.5. Key Stage 1 maths attainment is 8.3 percentage points below 2016 Southwark CLA performance and significantly below both London and national attainment. This is in stark contrast to Key Stage 2 maths attainment which is significantly above national and signifies the need to embed numeracy strategies for this cohort as they progress to Key Stage 2.
- 8.6. These outcomes demonstrates the need for Southwark Virtual School to challenge schools, social workers and carers to ensure that appropriate interventions are put in place and recorded at PEP meetings to accelerate progress at Key Stage 2.

## 9. Key Stage 2 Outcomes

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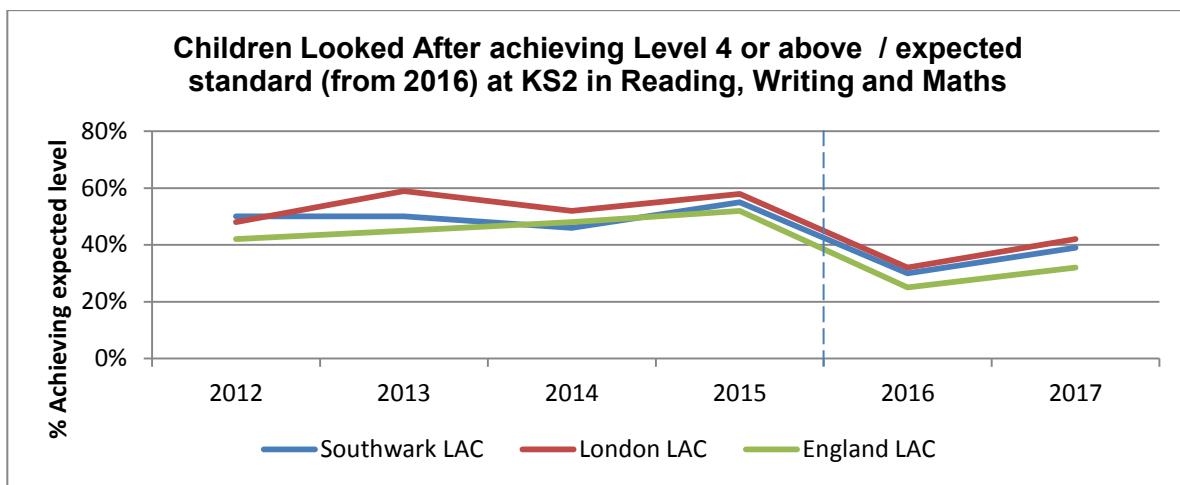
- 9.1. Changes in assessment methodology and performance measures introduced over recent years at Key Stages 1, 2 and 4 mean that, in many instances, comparisons cannot be made with more than one year's data. The 2017 Key Stage 2 assessments were assessed against the new, more challenging national curriculum that was introduced in 2016.

## Percentage of Year 6 pupils achieving the expected standard 2016-2017

	Reading		Writing		Maths		RWM	
	2016	2017	2016	2017	2016	2017	2016	2017
<b>Southwark CLA</b>	57%	52%	65%	61%	39%	61%	30%	39%
<b>London CLA</b>	48%	56%	55%	57%	47%	57%	32%	42%
<b>England CLA</b>	41%	45%	46%	47%	41%	46%	25%	32%

\*Source: <https://www.gov.uk/government/collections/statistics-looked-after-children>

- 9.2. 39% of Southwark pupils reached expected standards in Reading, Writing, Math (RWM) combined, an increase of 9 percentage points on 2016 Southwark CLA performance and an improving increase above England CLA. Southwark CLA attainment in Maths improved by 22 percentage points on 2016 Southwark CLA performance. This follows a focused approach to numeracy in the early Key Stages by the Virtual School.
- 9.3. Southwark Key Stage 2 attainment data showed some pleasing comparisons with national CLA and London performance.
  - Compared with national CLA, Southwark looked after pupils were 7 percentage points above in reading, 14 percentage points above in writing and 15 percentage points above in maths. Southwark's combined RWM score was 7 percentage points above national CLA.
  - Compared with London CLA, Southwark's looked after pupils were 4 percentage points above in both maths and writing. For separate Reading, Writing and Maths (RWM) however, Southwark's looked after pupils performed less well, with gaps of 4 and 3 percentage points respectively.
- 9.4. Compared with **all** children, Southwark CLA closed the gap in maths with Southwark (from 35 percentage points in 2016 to 18 percentage points in 2017), London (38 percentage points to 20 percentage points) and national (31 to 14 percentage points). For combined RWM, Southwark CLA closed the achievement gap with all Southwark children (from 28 to 25 percentage points), London (29 to 28 percentage points) and National (24 to 23 percentage points).
- 9.5. Southwark CLA rank 1<sup>st</sup> for maths, 1<sup>st</sup> for Grammar Punctuation and Spelling and 2<sup>nd</sup> for writing against statistical neighbours.
- 9.6. Southwark Virtual School's introduction of a Raising Achievement Panel has stimulated greater focus to progress monitoring and joint approaches to the removal of barriers to learning. Pupil Premium funding has been used to purchase Nimbl curriculum-related software and curriculum-related Letterbox mail-outs, delivered to the homes of children in care.



- 9.7. Changes to national testing and assessing arrangements in 2016 impacted at local, regional and national level. In 2018/19 the Virtual School will strengthen approaches to literacy development to narrow the gap with all children.

#### **Key Stage 2 Average Progress Score (2017)**

- 9.8. Average progress score data needs to be treated with caution given the comparatively small cohort size at individual local authority level. Small cohorts of pupils, on which children in care are determined, can skew progress scores significantly. Overall progress of the Southwark KS2 cohort is skewed adversely by 3 pupils having no prior KS1 attainment.

	Reading	Writing	Maths
<b>Southwark</b>	-1.8	-1.8	-0.7
<b>London</b>	-0.2	-0.7	-0.9
<b>England</b>	-0.5	-0.8	-1.1

\*Source: <https://www.gov.uk/government/collections/statistics-looked-after-children>

- 9.9. At Key Stage 2, Southwark CLA maths progress continues to be above London and England CLA. With 44% of the Key Stage 2 cohort identified with Special Education Needs, the Virtual School has focussed on early intervention to improve outcomes.
- 9.10. Individual progress scores show evidence of progress from low starting points;
- 48% (11) pupils in reading, 61% (14) pupils in writing and 65% (15) pupils in maths had a zero or greater progress score.
  - 26% (6) pupils achieved positive progress scores in all three strands and 22% (5) pupils achieved positive progress scores in two strands.
- 9.11. Ofsted reported that Southwark Virtual School maintains a sound oversight of children's progress and attainment, particularly of those who are at risk of under-achievement and those who have poor school attendance.

# 10. GCSE Outcomes

- 10.1. GCSE outcomes data is based on a cohort of 23 Southwark children looked after who have been in care for more than 12 months. 47.8% were boys and 52.2% girls. 43.5% of the cohort are recorded with SEND. 47.8% were education in Southwark.

## ATTAINMENT & PROGRESS

		Virtual School	DfE Region (CLA)		National (CLA)	
Subject	Level	%	%	Gap	%	Gap
EBacc. Entered		20.6%	14.0%	+6.6%	9.0%	+11.6%
EBacc Achieved	Standard, 9-4 & A*-C	8.8%	6.0%	+2.8%	3.0%	+5.8%
	Strong, 9-5 & A*-C	8.8%	5.0%	+3.8%	2.0%	+6.8%
EBacc Eng. Achieved	Standard, 9-4	26.5%	28.0%	-1.5%	27.0%	-0.5%
	Strong, 9-5	20.6%	20.0%	+0.6%	16.0%	+4.6%
EBacc Mat. Achieved	Standard, 9-4	35.3%	27.0%	+8.3%	23.0%	+12.3%
	Strong, 9-5	20.6%	16.0%	+4.6%	11.0%	+9.6%
Achieved Basics	Standard, 9-4	23.5%	22.0%	+1.5%	17.0%	+6.5%
	Strong, 9-5	14.7%	11.0%	+3.7%	7.0%	+7.7%

\*Source: <https://www.ncer.org/Nova/TreeView.aspx>

- 10.2. Published 2017 Key Stage 4 CLA performance data on the NCER database showed pleasing comparisons with national CLA and DfE Region CLA.

- Compared with National CLA and DfE Region CLA, Southwark Virtual School had more EBacc entries. 20.6% of Southwark Virtual School GCSE cohort entered for EBacc qualifications compared to 14% and 9% for the DFE region and National respectively.
- Compared with National CLA and DfE Region CLA, Southwark CLA achieved above for both Standard, 9-4 in English and maths & A\*-C in remaining subjects, and Strong in English and maths, 9-5 & A\*-C in remaining subjects.
- Compared with National CLA and DfE Region CLA, Southwark CLA achieved marginally lower in the EBacc English Achieved Standard, 9-4.

Southwark Virtual School was above Region and National levels for all other comparators.

### **Statistical First Release (SFR) data:**

- 10.3. Following changes to the GCSE system, pupils received numerical grades in English and Maths in 2017. Grade 4+ in English and Maths are therefore not a direct comparison on A\*-C in English and Maths in 2016 so a direct correlation cannot be made.
- 10.4. The newer measures of Attainment 8 and Progress 8 are a useful way of analysing the whole cohort and figures when comparing Southwark with performance nationally and across London.

#### **Percentage achieving a pass in English and mathematics at grade 4 and above:**

	<b>2016</b>	<b>2017</b>
<b>Southwark</b>	x	23.5%
<b>London</b>	20.8%	22%
<b>England</b>	17.5%	17%

\*Source: <https://www.gov.uk/government/collections/statistics-looked-after-children>

- 10.5. In 2017, 23.5% of Year 11 CLA achieved a pass in English and maths at grade 9 to 4 which was above London and England CLA.

#### **Progress Scores**

	<b>Average Attainment 8</b>		<b>Average Progress 8</b>	
	<b>2016</b>	<b>2017</b>	<b>2016</b>	<b>2017</b>
<b>Southwark</b>	28.5%	22.2%	-0.6	-1.55
<b>London</b>	23.2%	18.9%	-1	-1.2
<b>England</b>	22.8%	19.3%	-1.1	-1.2

\*Source: <https://www.gov.uk/government/collections/statistics-looked-after-children>

- 10.6. Southwark CLA Attainment 8 score remains above London and national CLA performance.
- 10.7. Southwark CLA Progress 8 performance was very closely aligned to Southwark statistical neighbours.
- 10.8. Support and challenge from Southwark LAC Education Advisors contributed to 2017 CLA outcomes. Interventions, including Supplementary Home Tuition, also funded by Pupil Premium Plus, have been central to these performance outcomes.

# 11. Key Stage 5 Outcomes

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- 11.1. The 2017 Key Stage 5 looked after cohort consisted of 192 young people. The raising of the participation age by government to 18 has accentuated the need to ensure that post-16 CLA educational progress is monitored and supported. This provides continuity during a key stage in a young persons' life before leaving care.

## Special Education Needs & Disabilities (SEND)

Year group	EHCP/Statement	SEND Learning support	Number in EET	% EET
12	13	9	17	77%
13	12	10	14	60%
<b>KS5 total</b>	<b>25</b>	<b>19</b>	<b>30</b>	<b>70%</b>

\*Source: <https://www.gov.uk/government/collections/statistics-looked-after-children>

- 11.2. 25 Southwark Key Stage 5 students had an Education Health Care Plan (EHCP) or historical statements. A further 19 young people had Special Educational Needs & Disabilities (SEND) learning support needs. For those with SEND, approximately 70% were in Education, Employment or Training (EET).

## EET Strategies

- 11.3. Southwark Virtual School has a strong focus on engagement strategies to ensure that students remain in EET. Information Advice and Guidance (IAG) is delivered early in Year 11 by a skilled, qualified IAG officer and transitional arrangements are developed in partnership with Social Care and Southwark Choices to ensure all young people have an action plan.
- 11.4. At the end of the academic year, 80% of Key Stage 4 CLA were in EET, 85% of student who were at risk of exclusion were retained in education following representation by Key Stage 5 Education Advisors and 93% of unaccompanied minors coming into the service were placed in provision within 14 days.

## Higher Education and Progress

- 11.5. Southwark Virtual School provides specialist support to all students planning to enter higher education. The strategy to support students includes personalised one to one meetings; financial advice, support with UCAS applications, personal statements and provision of a detailed care leavers guide to higher education. We are pleased to report that 10 out of 11 of our A level/level 3 pupils progressed to higher education (94%).
- 11.6. 76% of Key Stage 5 students from Entry Level through to A Level / Level 3 met or exceeded their academic targets through the course of the academic year. This was achieved through targeted skilled education-related support, delivering 1-1 tuition, students' transitions to A levels and exam support.

## 12. Special Educational Needs & Disabilities

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- 12.1. As a group, children looked after are nine times more likely to have an EHCP or legacy statement of special educational needs than the general pupil population. The majority of looked after children have SEND.

	No SEND	SEND Support	Statement / EHCP	Total SEND
ENGLAND	43.7%	29.6%	26.7%	56.3%
LONDON	44.6%	26.6%	28.8%	55.4%
Southwark	43%	28.5%	28.5%	57%

\*Source: <https://www.gov.uk/government/collections/statistics-looked-after-children>

- 12.2. At 57%, SEND in Southwark Virtual School is in line with the national and London trends. The Virtual School secures soonest possible assessment of education need where appropriate.
- 12.3. Some children may have undiagnosed special needs when they start to be looked after. As part of the PEP process, Southwark Virtual School Education Advisors advocate to ensure any undiagnosed special educational needs are addressed through the SEND Framework as soon as possible. At least 4% of the current Virtual School cohort is in the process of obtaining a statutory assessment of special education needs.
- 12.4. Southwark Virtual School establishes links with SEND teams across local authorities to ensure that children with SEND are identified early and are in the correct school and making progress as quickly as possible. Education Advisors are involved if an application for a needs assessment is processed and provide contextual data which impact on the decision.
- 12.5. In circumstances where in-year school admission arrangements delay timely access to local education, Southwark Virtual School challenges these bureaucratic systems and commissions interim Alternative Provision to reduce the impact of pupils missing education.
- 12.6. A challenge facing children looked after with SEND and Virtual Schools is the delay experienced when finding a new school following changes in placements. This is particularly challenging due to limited number of schools that are able to meet the needs of pupils with complex SEND. The Virtual school offers Interim Education solutions while consultations take place and funding agreements are made.

12.7. Outcomes for All Southwark CLA with SEND:

### Attainment and Assessments

		Virtual School	DfE Region (CLA)		National (CLA)	
Subject	Level	%	%	Gap	%	Gap
RWM	≥EXS/Exp. Std.	15.4%	23%	-7.6%	14%	+1.4%
Reading (test)	≥Exp. Std.	30.8%	37%	-6.2%	27%	+3.8%
Writing (TA)	≥EXS	38.5%	39%	-0.5%	24%	+14.5%
Maths (test)	≥Exp. Std.	30.8%	36%	-5.2%	26%	+4.8%

\*Source: <https://www.ncer.org/Nova/TreeView.aspx>

At Key Stage 2, Southwark children looked after with SEND achieved better than national CLA with SEND in published outcomes for expected standards: Key Stage 2 attainment: writing 15% above, maths 5% above and reading 4% above.

### Attainment and Progress

		Virtual School	DfE Region (CLA)		National (CLA)	
Subject	Level	%	%	Gap	%	Gap
Avg. Att8 Score		17.0	15.7	1.3	13.9	3.1
Avg. Prog8 Score		-1.91	-1.90	-0.01	-1.64	-0.27
EBacc. Entered		13.3%	10%	+3.3%	4%	+9.3%
EBacc Achieved	Standard, 9-4 & A*-C	13.3%	-	-	1%	+12.3%
	Strong, 9-5 & A*-C	13.3%	-	-	1%	+12.3%
EBacc Eng. Achieved	Standard, 9-4	26.7%	23%	+3.7%	15%	+11.7%
	Strong, 9-5	13.3%	10%	+3.3%	7%	+6.3%
EBacc Mat. Achieved	Standard, 9-4	26.7%	17%	+9.7%	13%	+13.7%
	Strong, 9-5	13.3%	9%	+4.3%	5%	+8.3%
Achieved Basics	Standard, 9-4	26.7%	16%	+10.7%	9%	+17.7%
	Strong, 9-5	13.3%	5%	+8.3%	3%	+10.3%
Any Qualification		73.3%	73%	+0.3%	70%	+3.3%

\*Source: <https://www.ncer.org/Nova/TreeView.aspx>

12.8. At Key Stage 4, Southwark children looked after with SEND achieved better than DFE region and national CLA with SEND in published outcomes for all EBacc measures.

12.9. Progress was in line with the DfE region but marginally below all CLA with SEND.

## 13. Unaccompanied Asylum-Seeking Children (UASC)

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- 13.1. An unaccompanied asylum-seeking child (UASC) is an individual under 18, who has applied for asylum in his/her own right, is separated from both parents and is not being cared for by an adult who by law or custom has responsibility to do so.
- 13.2. The number of Southwark looked after children who were unaccompanied asylum-seeking children continues to increase in 2017. The number of looked after children at 31 March 2017 who were unaccompanied asylum-seeking children increased compared to last year, up to 41 from 31 in 2016, and up to 53 in the current 2018 cohort.

	2015 - 2016	2016 - 2017	2017 - 2018
<b>Number of Unaccompanied Asylum-Seeking Children</b>	31	41	53

- 13.3. In recent years we have seen the increase in unaccompanied asylum-seeking children being largely driven by more males. Females account for 10 % of the Southwark cohort compared to 8% of all unaccompanied asylum-seeking children looked after at 31 March 2017.

Gender	Count of Gender	Percentage
Female	4	10%
Male	37	90%

- 13.4. The increase in the numbers of unaccompanied asylum-seeking children aged 16 years and over in Southwark is above national trends. 90% of unaccompanied asylum-seeking children at 31 March 2017 were aged 16 years of age and over compared to 78% nationally.

Age	Count of Age	Percentage
14	2	5%
15	2	5%
16	15	37%
17	20	48%
18	2	5%

# 14. Attendance

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- 14.1. Attendance is regarded as the best proxy indicator of attainment and progress. A contributing factor to this is the improved accuracy of data collection consequently the ability to intervene in a timelier manner.
- 14.2. Pupils with less than 90% attendance are recorded as being Persistent Absentees.
- 14.3. Southwark's rate of persistent absenteeism is higher than London and National figures. Attendance is tracked by the Pupil Premium (LAC) funded Project Officer daily and attendance protocols have been introduced.

	2013/14	2014/15	2015/16	2016/17
<b>Southwark</b>	11.2%	10.7%	12%	13%
<b>London</b>	10.8%	9.8%	10.5%	10.1%
<b>England</b>	10.1%	8.9%	9.0%	9.1%

- 14.4. Southwark Virtual School is committed to every child receiving full time education and attending regularly.

To support regular attendance and improved attendance Southwark Virtual School:

- Monitors the attendance of children in care using alerts and data from Welfare Call. Schools are contacted every morning where a pupil is not attended school and the foster carer and Virtual school are notified.
- Attendance is tracked daily and a report of persistent absentees is available each month.
- A monthly Virtual School Attendance Panel is convened ever month where every episode of absence is discussed with education advisors and social workers. Support strategies and interventions are put in place to support engagement.
- Attendance data is scrutinised and investigation of reasons for absence, particularly patterns of absence.
- Alternative education packages are created for Looked After Children who cannot manage good attendance in mainstream settings
- Interim education provision is arranged quickly (within five days) for children looked after with no school place following emergency placement changes.
- Attendance Action Plans are in place for Looked After Children with less than 90% attendance.

Delays in securing new out of borough school places will account for much of this persistent absence but there were several young people we were working very closely with who were experiencing very significant emotional difficulties who struggled to attend school regularly.

## 15. Exclusions

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- 15.1. Children looked after are five times more likely to have a fixed period exclusion than all children and one and a half times more likely than children in need. Evidence shows that poor social and emotional wellbeing predicts a range of negative outcomes in adolescence and adulthood.
- 15.2. In the 2016-2017 academic year, 45 pupils received a fixed term exclusions and 4 received permanent exclusions. 69% of fixed term exclusions were male. All permanent excluded pupils were male.
- 15.3. Children looked after are often subject to external factors which mean that they do not, on average, make progress in line with their peers. The Virtual School has found this progress measure has had an impact on how willing schools and academies are to retain these students if they are not successful. This can often be complicated further for students that have special educational needs. Situations like this need powerful advocacy from specialist advisors who understand all of the relevant legislation and are able to challenge senior school staff in a professional and effective manner.
- 15.4. Distribution of fixed term exclusion indicate that pupils in secondary school have a significantly high rate of exclusion, with most fixed term exclusions taking place in Year 11.

16. Year Group	2016-2017
Year 1	1
Year 2	1
Year 4	3
Year 5	4
Year 6	2
Year 7	8
Year 8	6
Year 9	5
Year 10	5
Year 11	10

Gender	Number
Male	31
Female	14

Local Authority	Number
In borough	4
Out Borough	41

- 15.5. Minimising fixed period exclusions is a major priority for the Virtual School. It impacts negatively on placement stability, on emotional wellbeing, and on educational attainment. For every additional day of school missed due to fixed term exclusions, young people in care scored one-sixth of a grade less at GCSE (Rees Report).

#### 15.6. To reduce exclusions Southwark Virtual School:

- Works with Head teachers to try and avoid excluding a Looked After Child. The Virtual School makes efforts to address all known cases of exclusions and challenges school when concerns are not shared.
- Convenes a monthly multi-agency Attendance Panel where every episode of absence is discussed and support strategies/ interventions are put in place to support engagement.
- Has been quick in its response to exclusion or threat of exclusions so that a joint plan for the child can be implemented which identifies any key triggers and also instances when the inappropriate behaviour does not occur and these strengths can be build on.
- Closely monitors those with exclusions, and appropriate and timely interventions will be put in place during the school year.
- Has worked hard to avoid a number of Fixed Term Exclusions, providing support and challenge to schools. The School has used Educational Psychologists to secure rapid assessment of pupils' educational needs and to challenge schools to find more appropriate ways of supporting pupils. We have raised Designated Teachers' understanding of the in-school challenges faced by children looked after.

Promoting attachment awareness in schools through central and school-based training is a key element in the endeavour to reduce fixed term exclusions, as is early intervention, and ensuring that young people have access to any additional support that is identified through the PEP process.

## 16. Virtual School Priorities

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In order to continue to improve our impact, the Virtual School will:

- 16.1. Identify and implement changes resulting from the Social Care Act which includes additional responsibilities on the Virtual School Headteacher for previously looked after children as well as looked after children by:
  - Investigating a joint approach from the Virtual School and Social Care in the alignment of staff and resources that will provide a congruent offer to social workers and care leavers,
  - developing a coherent and constructive Virtual School and Social Care approach to improved education planning,
  - supporting and challenging schools to be ambitious for every child looked after and previously looked after,
  - working with Fostering & Adoption and other Virtual Schools in order to develop appropriate advice and guidance for those with SGO, CAO from care and those children who have been adopted from care.
- 16.2. Continue to provide support and interventions for schools and children to improve outcomes, evaluating the impact of the intervention and use of Pupil Premium by:
  - monitoring the impact of the newly developed pupil premium tracker which has embedded a focus on supplementary tuition to support focused learning,

- monitoring the impact of commissioned and frontline services through engagement, progress and outcomes.
- 16.3. Increase the quality of Personal Education Plans to improve education outcomes by:
- developing on an improved joint strategy between Southwark Virtual School and Social Care to address the current low PEP completion rates,
  - Establishing a regular and effective Compliance and Quality Assurance Panel with Virtual School and Social Care managers in conjunction with frontline staff,
  - cross referencing Virtual school and Social Care attendance to PEP meeting and corresponding notes taken,
  - Prioritising the PEPs of pupils with greatest academic drift or significant absence are for VS attendance, wherever the pupil lives or is educated,
  - The PEPs of pupils who are transitioning to different phases of education are also prioritised for completion.
- 16.4. Improve our response to the growing social, emotional and mental health needs of children on the roll of the Virtual School. This will include greater use of strengths and difficulties questionnaire (SDQ) data to identify children that need support and secure appropriate interventions leading to a reduction in incidences of challenging behaviour by;
- joint working with Southwark Education Psychology team to address Early identification of SEND, mental health concerns and challenges affecting education and education access,
  - addressing Continuous Professional Development and ensuring that training reaches foster carers, designated teachers, social workers and education staff.