

# Southwark Virtual School

## Annual Headteacher's Report 2018-2019

**Usha Singh** (April 2020)



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# 1. Introduction

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- 1.1. This report presents an overview of the activities and impact of Southwark Virtual School. It reflects on the impact of our activities and identifies areas of future development to achieve improved outcomes for Southwark looked after children. We want all looked after children to achieve the best they can and promote success into adulthood, whatever age they came into our care.
- 1.2. 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 for more than 12 months.
- 1.3. The data in this report is based on 2019 Children Looked After (CLA) outcomes. Published 2019 CLA performance data will not be available until spring 2020.
- 1.4. The role of the Virtual School is to promote the educational achievement of children in our care whether educated in Southwark or placed out of the local authority. The Virtual School has high aspirations for and strives to close the attainment gap between our children and their peers.
- 1.5. 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.
- 1.6. 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.
- 1.7. Southwark Virtual School is aspirational and our mission is to provide support to looked after children so that they can do the very best they can at school. Together with our looked after children, carers, schools, Social Care colleagues and other professionals, we plan with a view to achieve clear academic and vocational pathways into education, employment and training. We aim to minimise disruptions along the way.
- 1.8. Our children continue to attend a wide range of education settings. There are still maintained schools as well as academies, either 'stand-alone' or parts of multi-academy chains. There are faith schools, foundations schools, free schools and UTCs – University Technical Colleges. There are independent schools and specialist schools. Virtual School teams, as well as social workers and carers have to have an understanding of this diverse range of settings.

## 2. Cohort Characteristics

2.1. Southwark's Children in Care population is constantly changing as children move in and out of the Care System

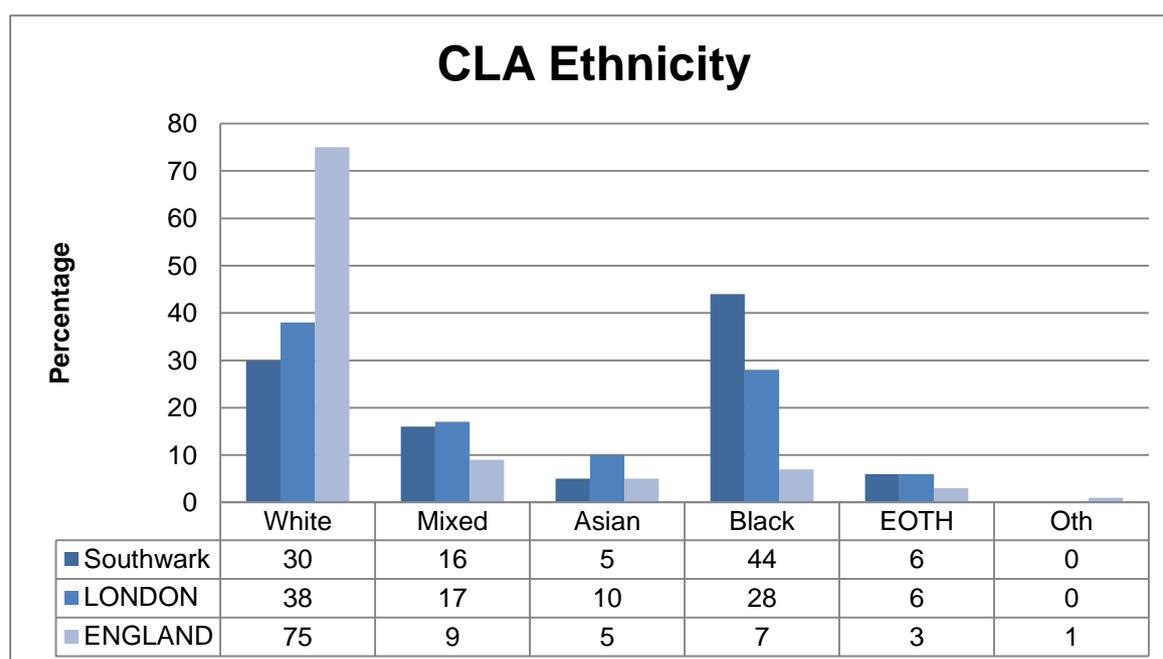
2.2. In the 2018/2019 academic year, there were approximately 450 children on Southwark Virtual School roll at any point in time. Of these, 245 children had been in Care for more than 12 months and 329 students were recorded on the school roll as at the end of March 2019. The following cohort data relates to the position as of March 2019.

2.3. Boys continue to form a larger proportion of the Southwark looked after cohort.

	Number	Percentage
Female	137	42%
Male	192	58%

2.4. Nationally, 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.

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



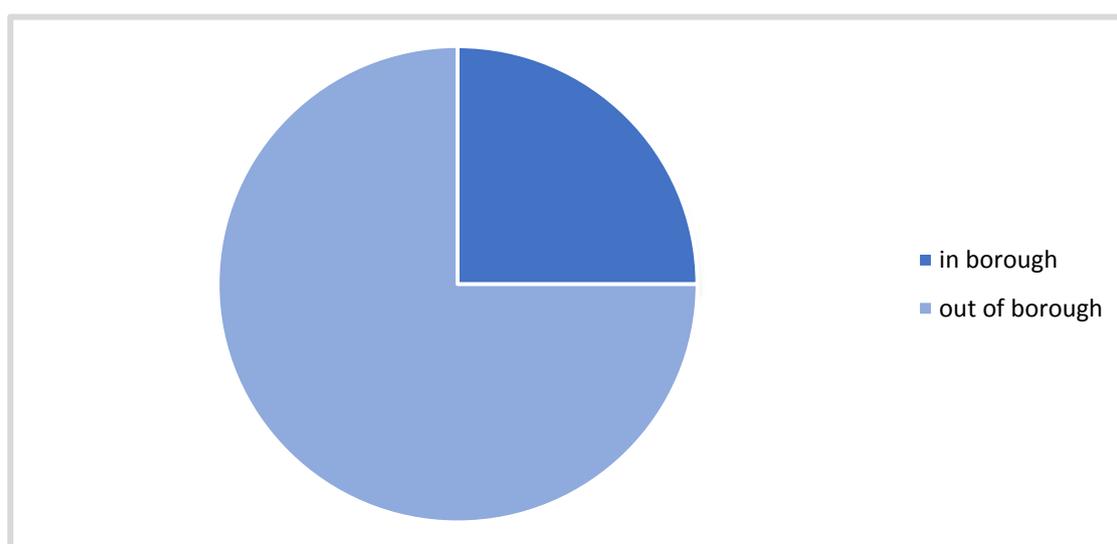
\*Source: <https://www.gov.uk/government/collections/statistics-looked-after-children>

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

<b>Table 2: Ethnicity</b>						
	White	Mixed	Asian	Black	EOTH	Other
Southwark	30	16	5	44	6	0
Camden	34	13	10	33	11	0
Enfield	55	12	x	27	5	x
Greenwich	52	20	2	23	3	0
Hackney	27	24	x	38	4	x
Hammersmith & Fulham	23	19	x	41	9	x
Haringey	31	10	x	48	7	x
Islington	41	27	x	25	3	x
Lambeth	17	20	3	54	6	0
Lewisham	30	23	5	38	x	x
Waltham Forest	35	22	12	23	x	x

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

2.7. The geographic spread of Southwark Virtual pupils remains like that of previous years. 75% of children looked after were placed outside of Southwark. This differs considerably with national (60% of looked after children were looked after within the local authority boundary and 40% were looked after outside the authority).



2.8. Southwark has 23% 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>Table 3: More than 20 miles outside of the local authority</b>				
	2016	2017	2018	2019
Southwark	24%	25%	24%	23%
LONDON	18%	19%	19%	19%
ENGLAND	14%	14%	15%	15%

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

2.9. The distribution of Southwark children looked after of statutory school going age is recorded as increasing as children progress through the education system. 67% of the Southwark Virtual School statutory school age cohort is of secondary school going age.

<b>Table 4: IN and OUT of Borough</b>					
	Total - Cohort Numbers	In Borough	%	Out Borough	%
R	8	2	1%	6	2%
1	10	4	1%	6	2%
2	7	2	1%	5	2%
3	16	4	1%	12	4%
4	16	3	1%	13	4%
5	23	6	2%	17	5%
6	30	8	2%	22	7%
7	33	9	3%	24	7%
8	36	11	3%	25	8%
9	43	14	4%	29	9%
10	41	11	3%	30	9%
11	66	14	4%	52	16%
<b>Totals</b>	<b>329</b>	<b>88</b>	<b>27%</b>	<b>241</b>	<b>73%</b>

2.10. Southwark Virtual School strives to ensure that CLA are placed in schools that are good or outstanding. 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”. Children only attend ‘Requires Improvement’ schools in exceptional circumstances, such as when a previously Good school has a poor inspection outcome but it is considered in best interests of the child for them to remain there.

<b>Table 5: School Ofsted Ratings</b>		
	Number	%
Outstanding	90	27%
Good	158	48%
Requires Improvement	19	6%
Inadequate	0	0%
No Grade (new schools / academy converters)	62	19%

## 3. A Changing Education Landscape

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- 3.1. Local Authorities have a statutory duty under 22(3A) of the Children Act 1989 to promote the educational achievement of looked-after children. The Children and Families Act 2014 strengthened this by requiring LAs to appoint an officer - the Virtual School Head - to make sure that this duty is properly discharged.
- 3.2. Details are set out in 'Promoting the education of looked-after children and previously looked-after children' (Department for Education, 2018). This states that the Virtual School Head should 'report regularly on the attainment, progress and school attendance of looked-after children through the authority's corporate parenting structures'. The guidance include promoting the interests of previously looked after 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 Children and Social Work Act 2017 includes a new requirement on local LAs 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 had access to this support after age 21). This includes providing advice on education.
- 3.4. DfE guidance, Keeping Children Safe in Education (2015, further amended in 2020) 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.
- 3.5. Changes to the education landscape include evolving funding arrangements. 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.
- 3.6. In real terms, changes in funding have led many schools to cut back on 'non-essential' staff. In practice, this means support staff. We have seen a reduction in the amount of support available to our young people and the associated increased pressure on the Pupil Premium Plus grant. This is meant to provide additionality to our pupils.
- 3.7. The way that National Curriculum is assessed has undergone major changes in recent years.. Children are tested in year 1 for Phonics and at Key stage 1 and 2 in English reading, grammar, punctuation and spelling as well as maths. There are plans to introduce an Early Years Profile assessment in 2020. In Key Stage 4 students are tested at the end of Year 11 with a focus on the Core of English, maths and science

plus a Foundation of computing, PE and citizenship. Our students study for a wide range of courses including vocational courses in Key Stage 4 and 5.

3.8. Virtual Schools continue to rely heavily of the Pupil Premium plus funding for looked after children. There is one refreshing new development which is that the DfE are planning to establish a pilot project to look at how a Post-16 Pupil Premium fund could support our work.

## 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.

4.2. **From April 2020, the new rate will be £2,345 per eligible pupil.** While this is a small increase the additional funding aims to address the ongoing concerns over outcomes and wellbeing of children looked after.

4.3. For the 2018-2019 academic year, Southwark Virtual School received £2300 for each eligible looked after child. Southwark Virtual School retains £900 per child centrally and schools receive £1500 on a needs basis.

4.4. In 2018-2019 the total Pupil Premium plus funding for Southwark was £844,100 for 367 eligible pupils. Southwark schools received £351,900 directly for 153 pupils eligible for the post looked after Pupil Premium.

4.5. In 2018-19 The Virtual School utilised retained funding for:

- To support children's attainment and social/mental health well-being by topping up exceptional needs funding allocations as required by schools.
- Education Psychologist support dedicated to the Virtual School to support learning difficulties and early identification of statutory assessments.
- Speech and Language service offers both direct work with our most vulnerable looked after children and training to Southwark networks around children.
- Fixed Term resourcing with the employment of 4 Specialist Education Advisors, 1 Project Officer and 2 Information Advice and Guidance officers.
- Supplementary Home Tuition for pupils in full time education with a focus on English and maths to support academic achievement.
- Exam support to all looked after children taking exams through offer of 30 hours of additional tuition.
- Interim Alternative Provision: home tuition as part of a temporary transition provision for children who are between care placements, persistent absentees (school refusers) and other circumstances where this support is needed.

- 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 –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.

## 5. Personal Education Plans (PEPs)

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- 5.1. Personal Education Plans (PEPs) bring 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.
- 5.2. The Southwark PEP completion rate as at 31 July 2019 was reported as 70%. This is still below that target of Virtual School and Social Care managers that are working towards a 90 to 95% completion rate.
- 5.3. Together with completion, PEPs need to be of a high quality to ensure greatest chances of achieving desired outcomes for our looked after children. PEP quality in Southwark remains 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 colleagues.
- 5.4. The Virtual School Education Advisors are currently engaged in an audit of completed PEP documents that aims to look at each completed PEP document with a view of rating whether the documents are addressing and meeting the needs of students.
- 5.5. To Improve PEP Completion rates and PEP quality, the introduction of an electronic PEP platform remains a high priority.

## 6. Virtual School – Staff Structure

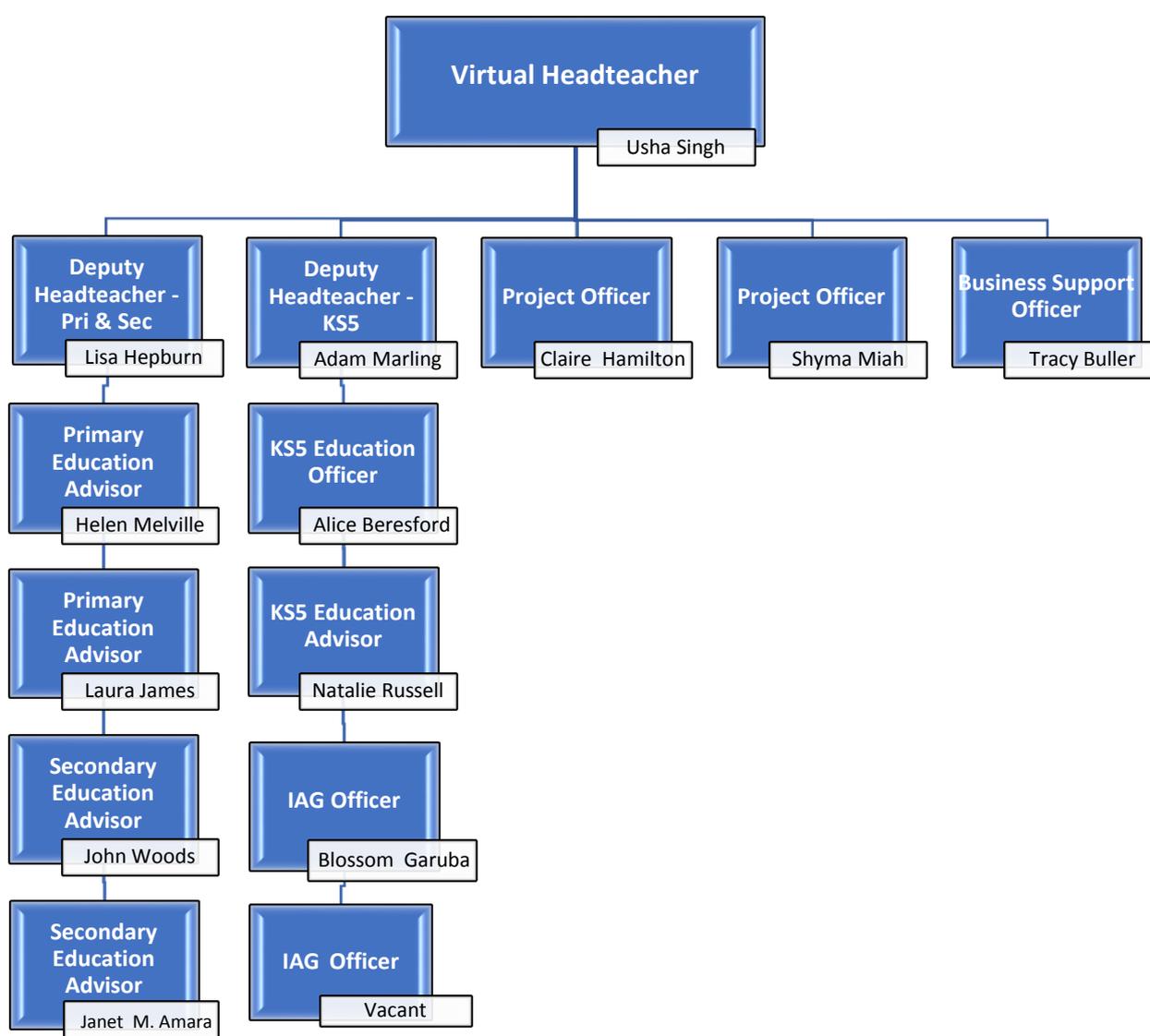
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*If you've got really good, education-focused foster carers, really good, aware, designated teacher at the school who cascades information to other staff and helps provide the training, if the school's attachment aware', if you're got good links with 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>

6.1. The Virtual School in Southwark forms part of the Education Access and Statutory Services division in Children's and Adults' Services. A minor reorganisation of management roles has recently been undertaken to provide a focus on specialist provision at statutory school age and post 16 with more targeted leadership.

6.2. The outcomes achieved in this year 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. 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.



## 7. Highlights

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- 7.1. Southwark **Personal Education Plan (PEP)** performance as at 31st July 2019 was reported as 70% up from 53% last year. The target remains above 90%.
- 7.2. **KS1 Outcomes:** Southwark Virtual School was below DfE region and national levels for all comparators at Key Stage 1 which reflects the low starting points of many of the younger children in care.
- 7.3. **KS2 Outcomes:** figures fell for reading and writing this year but Maths continues to be strength for the third year running. The numbers achieving the expected standard in maths is once again above the figures for London and National looked after children.
- 7.4. **KS4 GCSE Outcomes:** 2019 was a good year from Southwark children in care. The percentage achieving the English Baccalaureate, English, Maths and basic GCSE grades was higher than the previous year as well as higher than London figures. Attainment 8 and Progress 8 figures were both improved from the previous year with Attainment 8 higher than and Progress 8 in line with London and National data. Southwark's KS4 SEND cohort achieved better than DFE region and national CLA with SEND.
- 7.5. **KS5 Outcomes:** 88% of the Year 12 cohort passed at a Level / Level 3 exams. Overall, 85% passed at all levels in year 12. In Year 13 79% of learners passed their exams.
- 7.6. 95% of **Unaccompanied Asylum-Seeking Children** were placed in an ESOL provision within 14 days of becoming known to Southwark Virtual School.
- 7.7. **Destinations:** continues to be a strength of the Virtual school with vast the majority of children choosing to continue in education.
- 7.8. **Persistent absenteeism** data shows an increase from 9% to 23% representing 61 looked after children. Reasons were mainly due to medical absences and appointments where 45 children lost 471 school sessions. Fixed term exclusions has also contributed to this increase with 23 children losing 125 sessions.
- 7.9. **Children Missing Education:** Through very focussed advocacy work the number of Southwark looked after children out of education dropped from 22 to 10. This is a significant achievement when considering that the rate of mobility of looked after children in this cohort.

## 8. Key Stage 1 Outcomes

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8.1. This is a cohort of 6 pupils who have been in care for over 12 months.

8.2. Of the 6 pupils, three have already had 3 or more home placements which will have impacted on their attainment and progress scores.

**Table 6: Keystage 1 CLA - % Pupils achieving the expected standard 2017-2019**

	Reading			Writing			Maths			RWM		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Southwark VS	38	75	33	29	63	33	29	56	33	29	50	33
London	67	59	62	54	49	48	59	57	55	51	46	42
National	57	58	52	44	48	43	52	55	49	41	45	38

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

8.3. In 2019, 33% of Southwark's looked after children reached the expected standard in reading, writing and maths. This represents a decrease on previous years. Compared to DfE region of London and the national average, Southwark's scores are low as outlined above.

8.4. These outcomes outline the low starting point experienced by looked after children who have had trauma in their early years. At the very beginning of their education journeys they are significantly behind their peers. This 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. Southwark's KS2 cohort comprised 21 children who had been looked after continuously for at least 12 months. 59% (13) children were recorded as having SEN. 6 had an EHCP and 7 SEN support. 73% (16) were placed out of borough.

9.2. Changes made within the 2017/18 writing TA frameworks mean that judgements in 2018 and 2019 are not directly comparable to those made using the previous interim frameworks in 2017. Figures for writing and for reading, writing and maths combined are not comparable to 2017 due to changes in the writing teacher assessment frameworks.

**Table 7: Key Stage 2 children reaching the expected standard 2017 to 2019**

	Reading			Writing			Maths			RWM		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Southwark	52	68	48	61	59	48	61	64	67	39	50	33
London	56	59	54	57	53	54	57	54	58	42	42	42
England	45	51	49	47	49	50	46	47	51	32	35	36

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

9.3. Compared with London, Southwark's % of looked after children reaching expected levels in Reading and Writing were lower.

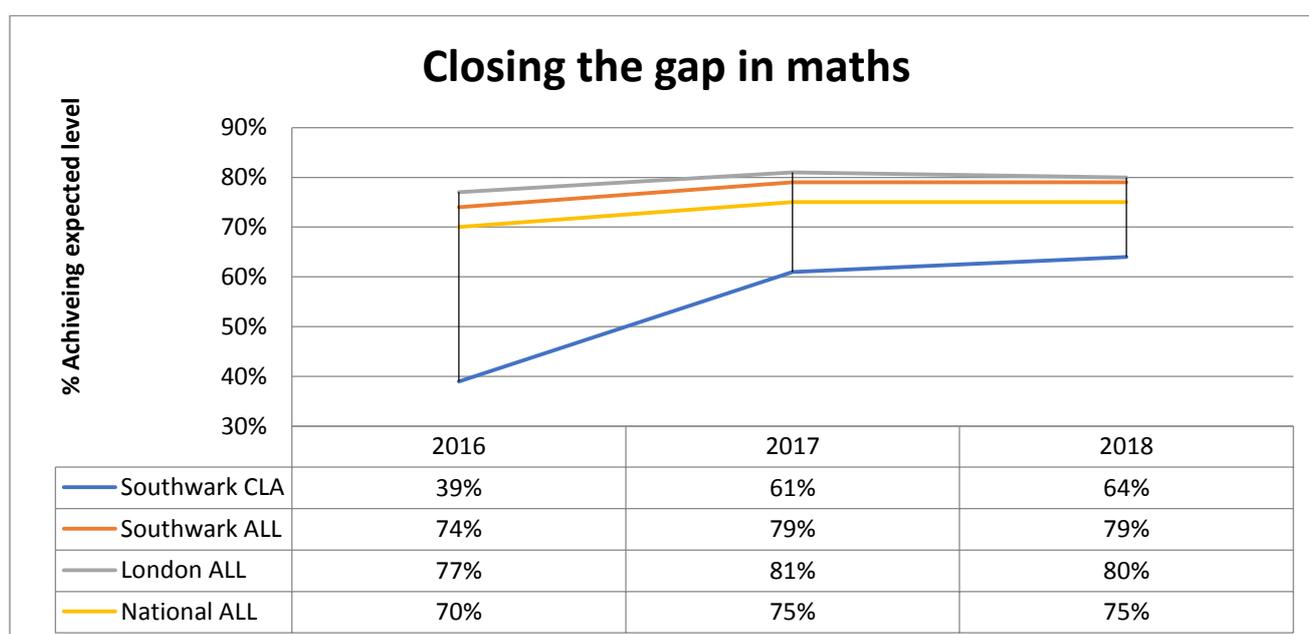
9.4. Compared with national CLA, Southwark's % of looked after children reaching expected levels in Reading and Writing were approximately the same.

9.5. These figures show that Southwark's strength is in maths where the figures are 9 points higher than London and 16 points higher than national data.

9.6. Southwark are making strides in closing the gap in maths. Compared with all children, Southwark CLA continues the trend in closing the gap:

9.7. 31 percentage points in 2016 to 14 percentage points in 2017 to 11 percentage points in 2018.

9.8. Southwark has achieved 67% in maths this year which is 3% points up from its last years figures.



## Key Stage 2 Average Progress Score 2019

9.9. Progress measures aim to capture the progress that pupils make from the end of key stage 1 to the end of primary school. They are a type of value-added measure, which means that pupils' results are compared to the results of other pupils nationally with similar prior attainment. The comments below relate to 2018 data as the 2019 data is released towards the end of the Spring term annually.

Table 8: Key Stage 2 Average Progress Score									
	Reading			Writing			Maths		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Southwark	-1.8	4.1	TBC	-1.8	0.8	TBC	-0.7	0.9	TBC
London	-0.2	1.3	TBC	-0.7	-0.6	TBC	-0.9	-0.2	TBC
England	-0.5	-0.2	TBC	-0.8	-0.8	TBC	-1.1	-0.8	TBC

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

9.10. With 59% of the 2018 Key Stage 2 cohort identified with Special Education Needs, the Virtual School has focussed on early intervention to improve outcomes. Literacy was identified as a priority area for increased intervention and focus from the previous years. Maths performance has been consistently better over time so continued to receive focussed support to maintain pupil outcomes.

9.11. At Key Stage 2, Southwark's last published CLA progress scores were as follows:

- Reading progress data records an impressive 5.9 points increase in reading progress from 2017. Progress scores were 2.8 points higher than London and 4.3 points higher than England.
- Writing showed a 2.6 point increase from 2017 and was 1.4 and 1.6 points higher than London and England respectively.
- Maths progress reflected a 1.6 points increase from 2017 and remained above London and England CLA by 1.1 and 1.7 points respectively.

## 10. Key Stage 4 Outcomes

10.1. Southwark's 2019 KS4 cohort comprised 35 children who had been looked after continuously for at least 12 months at 31 March 2019.

- 52% of the cohort was female and 48% male. This is different from London and national data which shows a smaller female population at 42% and 47% female respectively.
- 37% children from the 2019 cohort were recorded as having SEN. 11% had an EHCP and 26% had SEN support. This is significantly lower than the figures from the previous year where Southwark reported 71% of its KS4 cohort as having SEN.
- 31% were educated in the borough compared to a London figure of 42% and 66% nationally.

Table 9: NCER data at KS4 2019							
KS4 Measure	Level	2018	Virtual School	London CLA	Points Gap	National CLA	Points Gap
EBacc. Entered		18%	17%	14%	+3	13%	+4
EBacc Achieved	Standard, 9-4 & A*-C	3%	8.6%	6%	+2.6	4%	+4.6
	Strong, 9-5 & A*-C	0	5.7%	3%	+2.7	2%	+3.7
EBacc Eng. Achieved	Standard, 9-4	24%	25.7%	34%	-8.3	37%	-11.3
	Strong, 9-5	15%	17.1%	21%	-3.9	22%	-4.9
EBacc Mat. Achieved	Standard, 9-4	21%	34.4%	25%	+9.3	31%	+3.3
	Strong, 9-5	9%	11.4%	12%	-0.6	14%	-2.6
Achieved Basics	Standard, 9-4	12%	20%	21%	-1	24%	-4
	Strong, 9-5	x	11.4%	9%	+2.4	10%	+1.4

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

10.2. Southwark's results have improved on the 2018 results – highlighted in green. In addition these figures show the points gaps are positive for E Bacc achieved and for maths results. Whilst all the data is better than 2018 there is still a negative gap in results for English compared with London and National data.

10.3. In 2017, pupils sat reformed GCSEs in English language, English literature and maths for the first time, graded on a 9 to 1 scale. New GCSEs in other subjects have now been phased in, first being taught from September 2016 to 2018. In 2018, saw newer measures of Attainment 8 and Progress 8 as a useful way of analysing the whole cohort and figures when comparing Southwark with performance nationally and across London.

10.4. KS4 GCSE results 2019 Southwark's results show a significant improvement between 2018 and 2019 and the figures are better than London and National data.

**Table 10: % achieving a strong pass in English and Maths at grades 9 to 5**

	2017	2018	2019
Southwark	23.5	6.5	11.4
London	20	10	9.0
England	17.5	9.0	10

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

10.5. Attainment and Progress Scores

**Table 11: Attainment and Progress Scores**

	Average Attainment 8			Average Progress 8		
	2017	2018	2019	2017	2018	2019
Southwark	22.2	17.1	24.2	-1.55	-1.44	-1.20
London	18.9	18.7	19.9	-1.24	-1.33	-1.20
England	19.3	18.8	19.0	-1.17	-1.24	-1.27

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

- Southwark's Attainment and Progress scores have shown an improvement from the 2018 results, highlighted in green in the table.
- The Attainment scores are 5 points above the data for London and National and the Progress scores are the same as London's and better than National.

10.6. Year 11 Destinations.

**Table 12: Year 11 destinations**

	Level 3	Level 2	Level 1	ESOL
College / 6 <sup>th</sup> form	12	23	12	4
Apprenticeship		2		
Other		2		
No data	10			

- The destinations relate to the entire KS4 looked after cohort comprising of 66 looked after children and include the 35 children who have been in care for more than 12 months.
- The no data reference relates to children who have left care before the academic year ended, who were not in a mainstream school, ie. SEN special school or in some instances where there was anti-social behaviour events that halted further tracking.

# 11. Key Stage 5

11.1. Southwark Virtual School has a dedicated Key Stage 5 team that supports academic achievement and promote engagement.

11.2. The 2018/2019 KS5 Children Looked After cohort consisted of 181 young people.

Table 13: Gender					
	Male	%	Female	%	Year Total
Year 12	56	68%	26	32%	82
Year 13	75	76%	24	24%	99
KS5 Total	131	72%	50	28%	181

- There are 31 young people with EHCP's. There is a larger number of the KS5 cohort with undiagnosed SEN who are accessing additional support in education.

11.3. The tables below shows September 2019 Outcomes of those in education:

Table 13: Year 12 Academic attainment				
Academic Level	Number of students	Passed/progressed to next level	Received supplementary tuition	%of level passed
A' level/L3	9	8	8	88%
GCSE/L2	8	6	5	75%
L1	8	7	4	87%
Entry Level	24	21	7	89%

Table 14: Year 13 Academic attainment				
Academic Level	Number of students	Passed/progressed to next level	Received supplementary tuition	%of level passed
A' level/L3	16	12	12	75%
GCSE/L2	10	7	5	70%
L1	6	5	3	83%
Entry Level	24	21	5	87%

- Students receive supplementary tuition as part of the Virtual school offer to support exam readiness.
- Students each have their own Virtual school education advisor that supports academic attainment.
- The Virtual School IAG officers support the planning of destinations and opens doors of opportunity to promote EET.

## 11.4. Progression into Higher Education from year 13

Table 15: Progression into Higher Education from year 13		
Student	School/College	H/E Destination/Subject
x	Dulwich college	Canterbury college of Music/production
x	London Oratory School	South Bank University/Engineering
x	Bridgewater and Somerset college	Bridgewater and Somerset college /Drama L4
x	City of London Academy	Sheffield University/Maths
x	Christ the King Lewisham 6th form	Birmingham University (Psychology)
x	The Charter School,	Goldsmiths University (Psychology)
x	Shooters Hill College	Roehampton University /Sociology
x	Harris Boys Academy East Dulwich	Brighton University/Sport

## 11.5. Progression into other destinations from Level 3 / A' level

Table 18: Progression into other destinations from Level 3 / A' level		
Student	School/College	H/E Destination/Subject
x	Bacons College,	Employment (Property)
x	City of Westminster College	Employment (retail)
x	Kingston College	Employment/hospitality
x	SFX Clapham	Further Education/ Southwark College
x	Charter school	Apprenticeship

- The majority of our CLA attend Further education college; 32% of our looked after children attend Further Education (FE) college. This figure can be attributed to the availability of vocational courses offered by the FE syllabus (L1, 2&3 BTEC diplomas), English for speakers of other languages (ESOL) provision and the perception that there is a greater sense of 'freedom' at college.
- 13% of the KS5 cohorts choose to stay in school and 6th form college. Reasons contributing to this figure include; continuity, greater pastoral support and the wide choice of A' levels and GCSE retakes on offer.
- 12% attend alternative provision/independent college, influenced by an increase of unaccompanied asylum-seeking children (UASC) accessing ESOL provision.
- We have 6% of CLA in apprenticeships/ traineeships/ employment. Our retention rate on these schemes is inconsistent. This is an area of concern and prospective candidates are encouraged take advantage of employability skills training and traineeships that would support work readiness.

11.6. We have a cohort of hugely varying academic ability. The following table sets out how the learners in KS5 are divided.

<b>Table 21: How the learners in KS5 are divided</b>				
Level	Yr 12	Yr 13	KS5 total	%of Ks5 EET cohort
A' level/L3	9	16	25	24%
GCSE/L2	10	8	18	18%
L1	8	6	14	12%
Entry Level	24	24	48	46%

- The majority of KS5 learners (46%) are studying at entry level. This figure is heavily influenced by the number of ESOL students who make up some 28% of the cohort.
- 12% of our learners are at level 1. These courses are generally vocational and include maths and English (Functional skills).
- The level 2 cohort (18%) consists of students either retaking GCSE's or those attending intermediate level vocational courses.
- The majority of our year 13 A level/L3 students have completed UCAS applications and have received conditional offers from Universities.
- In the 2017/18 academic year, 6 (out of 10) year 13 candidates were awarded university places. This included entry for one student to the London school of Economics. It is anticipated that 12 students will progress to university this summer (2019).

11.7. Progress/ Attainment levels

At the end of academic year 2018/19 the following academic progress was recorded for our students

<b>Table 15: Progress/ Attainment levels - Key Stage 5</b>			
Year Group	Year 12	Year 13	Total
Exceeding expected level	60%	59%	60%
Achieving expected level	26%	29%	27%
Not meeting expected level	14%	12%	13%

Analysis: These figures are based on completed PEPs and detailed College/academic feedback.

- 60% of learners are exceeding expected levels set at the beginning of the year.
- 27% of learners are achieving at the expected level for their course.
- 13% of learners are achieving below the expected levels and are accessing support within school/college and where appropriate receive supplementary tuition from the Virtual school.

- 11.8. **EET strategies and offer of supplementary tuition** - Southwark Virtual School adopts a multi-agency approach and continues to strengthen its KS5 engagement strategies to ensure that students remain in EET. Bespoke Information Advice and Guidance (IAG) is by skilled, qualified IAG officers. Transitional arrangements are developed in partnership with Social Care and Southwark Choices to ensure all young people have an action plan.
- 11.9. For the academic year 2018/19, the Virtual School dedicated a total of some 230 hours of 1-1 supplementary tuition for Year 13 KS5 students in support of their learning and to ensure exam readiness. This support has been strategically targeted at key times in the academic year for maximum impact. The impact of this intervention has seen 87% of pupils achieving expected levels or better representing a positive outcome for this intervention.

*“The home tuition really helped me through my Maths A’ level. Without it I would have struggled, hopefully I’ve done enough to meet my Uni offer”*

(London Oratory, student received an offer to study engineering at South Bank September 2019)

**11.10. Out of borough CLA; Supporting KS5 CLA all over the UK**

- 138 young people are out of borough. Of these, 19 are out of London (10.4%). We have KS5 looked after children in Somerset, Shropshire, Lincs, Sussex and Kent and Bedfordshire who all receive the same level of support from the Virtual School as those in London
- The Virtual School Education Advisors work with Social Care to ensure that out of London PEPs are attended. This is our opportunity to send a clear message to our clients, their carers and professionals that we are here to implement measures contributing towards educational attainment regardless of location.
- The IAG advisors source local opportunities all over the country for our NEET young people whilst also working with local agencies to facilitate a return to EET.

**11.11. Focus on the NEET population in KS5**

<b>Table 19: Focus on the NEET population in KS5</b>				
Year	Total (no of yp)	EET (no of yp)	NEET(no of yp)	NEET %
12	80	55	25	31%
13	101	65	36	35%
KS5 total	181	120	61	33%

- 33% of the KS5 cohort is currently NEET this is slightly lower than the national average for this age group.

- The NEET population is divided approximately 53% male and 47% female.

#### 11.12. Breaking down the NEET figures

<b>Table 20: Breaking down the NEET figures</b>		
<b>NEET Cohort</b>	<b>Number in NEET cohort</b>	<b>% of NEET cohort</b>
Applying/Sept start date	15	27%
Not engaging missing episodes	8	15%
Not engaging- refusing support	29	48%
Mental health issues	1	2%
Teenage parent	5	8%

- 27% of the cohort has a destination (education/training) for September 2019.
- 8% are teenage parents who have a 6 month period post birth where they are not recorded on SSDA903 returns(Mandatory data returns to the DfEE) as NEET.
- 48% are refusing support. There are a number of reasons for this lack of engagement and include suspected involvement in illegal activity (County lines / gang activity), casual employment (but refusal to share information) and involvement in unhealthy relationships preventing full availability for EET. *Unhealthy relationship* can refer to a partner who restricts movement or recruits for illegal activity.
- There are 5 teenage parents who have a 6 month period post birth where they are not recorded on SSDA903 returns (Mandatory data returns to the DfEE) as NEET.

#### **Addressing NEET in KS5 –**Prevention and remedial Intervention

11.13. **Prevention** -\_Early intervention prevents young people already in education from becoming NEET by analysing and addressing academic progress and any relevant external factors.

- Retention safeguards are implemented and guided use of front line staff to provide support is common practice.
- Effective PEP meetings with an emphasis on assessment and intervention are completed. Actions are drawn up against targets with a focus on the quality of support our young people can access to sustain EET status.
- An active advocacy policy where the Education Advisor attends all disciplinary meetings in schools and colleges. (We have a high success rate of retaining students in education).
- Intervention with students with SEN: Colleges are contacted prior to the start of the academic year. EHCP's are shared and support needs are discussed so that appropriate intervention is put in place optimising the opportunity to succeed.

#### 11.14. Remedial – supporting those who are NEET

- Use of 'out of provision' PEP's (for young people who are NEET) to assess learning needs and factors inhibiting progress.
- Communication-The Education network are in constant contact regarding updated information and developing issues for a joined up approach.
- Use of IAG advisors and action plans –All NEET young people including those new to the service are given an out of provision PEP prior to referral to IAG officers who will draw up an Action Plan - updated in line with interventions.
- Appropriate opportunities are sourced and support is provided in completing applications. Action plans are a 'live' document regularly
- mid term options are accessed.
- Long term NEET young people receive on average 5 carefully chosen opportunities per academic year.
- Develop high quality, cooperative relationships with relevant professionals that can facilitate good outcomes including out of borough contacts.

## 12. Special Educational Needs and Disabilities

12.1. SEN information below relates to the last published data in March 2019.

12.2. The attainment rates for looked after children with SEN, are lower than those without SEN. This is true of children with higher SDQ scores also and remains a national trend. With significant supplementary tuition offered and taken up, Southwark looked after children are working towards closing attainment gaps, breaking the barriers and taking their exams.

12.3. 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.

**Table 25: Attainment data for Looked After Children (SEN)**

	No SEND	SEND Support	Statement / EHCP	Total SEND
England	43.70%	29.60%	26.70%	56.30%
London	44.60%	26.60%	28.80%	55.40%
Southwark	43%	28.50%	28.50%	57%

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

- 12.4. 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.
- 12.5. Some children may have undiagnosed special needs when they start to be looked after. As part of the Personal Education Planning process, Southwark Virtual School Education Advisors advocate to ensure any undiagnosed SEN 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.
- 12.6. 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.
- 12.7. In circumstances where in-year school admission arrangements delay timely access to education, Southwark Virtual School challenges these bureaucratic systems and commissions interim Alternative Provision reducing the impact of pupils missing education.
- 12.8. 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 or alternative provision while consultations take place and funding agreements are made.
- 12.9. Outcomes for All Southwark CLA with SEND: **Attainment and Assessments**

**Table 27: Key Stage 2 children reaching the expected standard 2017 to 2019**

	Reading			Writing (TA)			Maths			RWM		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Southwark	20	59	27	30	53	27	20	53	46	10	41	9
London	39	45	36	39	35	34	37	41	41	25	26	22
England	27	33	30	26	27	28	27	29	32	14	17	17

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

- 12.10. At Key Stage 2, Southwark children looked after with SEND achieved better than national CLA with SEND in maths for expected standards: Key Stage 2 attainment for reading, writing and combined RWM saw steep progress and dips again this year.

**Table 26: Attainment and Progress**

Subject	Virtual School	DfE Region (CLA)		National (CLA)	
	%	%	Gap	%	Gap
Avg. Att8 Score	18.7	17.8	0.9	15.4	3.1
Avg. Prog8 Score	-1.40	-1.32	-0.08	-1.41	-0.27
EBacc. Entered	20%	11%	9%	5%	9.30%

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

12.11. At Key Stage 4, Southwark children looked after with SEND achieved better than DfE region and national CLA with SEND. Progress was in line with the National but marginally below London CLA.

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

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 has increased steadily over past years but not in the last academic year and remain 90% male

**Table 28: Number of Unaccompanied Asylum-Seeking Children**

2015 - 2016	2016 - 2017	2017 -2018	2018-2019
31	41	53	51

13.3. An 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 2019 were aged 16 years of age and over compared to 78% nationally.

**Table 29: Age of Unaccompanied Asylum Children**

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

13.4. With most of our UASC cohort in KS5, the Virtual School makes efforts to ensure that this group of young people are EET and on track to success into adulthood, The Virtual School KS5 team support children after their 18<sup>th</sup> birthday, without any impact on the level of support provided, until the end of the academic year.

Table :UASC Destinations at KS5						
Year group	Number of yp	EET	NEET	% EET	Studying ESOL	Other subject studied
12	23	21	2	91%	16	5
13	16	14	2	88%	13	1
13 (post 18)	15	12	3	80%	11	1
total	54	47	7	87%	40	7

- 87% of Southwark UASC cohort at KS5 are EET .
- 40 out of 54 students are studying ESOL.
- Most of our ESOL students are learning at *Entry Level*.
- The NEET population is 13% and comprises those that are working illegally, unwilling to engage or those awaiting a place on an ESOL course.
- The vast majority of our *Unaccompanied Minors* are in education within 14 days of their first PEP.

## 14. Attendance

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. 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.

Table 30: Persistent Absentees			
	2016/17	2017/18	2018/19
Southwark	11.55%	9	23%
London	11.95%	11.6%	TBC
England	10%	10.60%	TBC

- Southwark looked after children of statutory school going age have recorded very high rates of persistent absenteeism since the start of the academic year 2019/2020. The main reasons for this absenteeism range from medical related incidents, medical appointments, fixed term exclusions and school refusal.
- Virtual School and Care colleagues are working hard to address this. The current 23% reported is down from 30percent at the start of the academic year.

14.3. 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 every 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.

14.4. Report on Exclusions of Southwark Look after children for the 2018/2019 academic year is attached as Appendix 1.

- Since the report, in the Autumn term of the 2019/2020 academic year, Southwark Virtual School has advocated to overturn seven notifications of intentions to permanently exclude Southwark looked after children. This was achieved through collaborative work with networks around children as well as support through targeted interventions using retained funding.
- There are currently 34 instances of fixed term exclusions which is down from 40 fixed term exclusions at the same point last academic year.

## 15. Children Missing Education (CME)

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15.1. Southwark Virtual School Strives to ensure that looked after children are in education. School are the safest place for our children to be and instances where children are out of education are addressed to ensure that education placements are secured without delay.

15.2. Some of the reasons Southwark looked after children may not be on roll in a school include:

- The child/young person may be new into care and due to where the child/young person is placed, they are not able to attend their existing school [Southwark Council tries to ensure continuity of educational placement wherever possible]
- The child/young person moves placement as an emergency [for example, if a care setting gives less than 28 days notice] and new education provision needs to be sourced.
- In some instances, a child/young person may leave secure or residential care which has education on site. They may have a high level of needs (for example, as specified on an Educational Health Care Plan) and may be unable to source specialist provision within a short period of time due to the SEND consultation process.
- The child/young person may be placed in an area which lacks alternative provision and mainstream may not be the best place to meet educational needs.
- The child/young person may be permanently excluded.
- The child/young person is new into care and prior to that, they were not attending a school for example, electively home educated [EHE].

15.3. Southwark Virtual School and Social Care Services have worked together to ensure education placement is prioritised and confirmed without delay. With the exception of emergency placement move situation, there is a planned correlation between placement and educational needs.

15.4. At the start of the academic year there were 22 children recorded as being out of education and through this collaborative working between Virtual School education Advisors, Social workers, and the wider network there are currently 10 children out of education.

**Table: Children missing Education**

	July	Sept	Oct	Nov	Dec	Jan
Southwark CME	22	12	10	8	10	10

## 16. Virtual School Priorities

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The Virtual School will continue its effective work to promote the education of looked after children. An independent internal 'practice assurance stocktake' in December 2019 found that *'The work of the virtual school staff continues to have a positive impact on the education of children looked after.'* However we have high aspirations for our children and will be aiming to secure further improvement in the next year. Priority areas for development include the following:

- 16.1 Raising attainment, with areas of focus including reading and writing for KS1 and KS2 for both boys and girls.
- 16.2 Working with social workers, schools and other partners to develop strategies for improving school attendance.
- 16.3 Increase the quality of Personal Education Plans to improve education outcomes, with an intention to move forward on developing capacity for an electronic PEP system.
- 16.4 To decrease the rate of Persistent Absences and Exclusions by developing our response to the growing social, emotional and mental health needs of children on the roll of the Virtual School.

## 17. Feedback from Children, Carers and Network around the child

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- 17.1. We believe it is important to listen to the voices of our young people and seek many opportunities to do this. Student Voice and Carer Voice is shared at each PEP meeting and is recorded on PEP documents. Views include:
  - What is working well in school and in education?
  - What needs to improve?
  - Interventions that can support improved outcomes.
  - How Pupil Premium Plus can contribute to these outcomes being achieved?
- 17.2. Feedback from commissioned Speech and Language Services through Evelina hospital shared the following:
 

Through the service to Southwark Virtual a young person in care and out of school (residing outside of London) was able to have his communication needs assessed and information provided to make sure his EHCP reflected his needs. He was also offered support to assist his transition to a new school and his carer was supplied with strategies to support his communication and related social emotional needs at home and out and about. This included use of visuals to explore situations he felt anxious in and identify areas of communication he might benefit from support with to reduce this

anxiety. His responses helped give his carer a more accurate understanding of things that made him feel anxious with her feeding back;

*(It was) Very interesting that the things I see him being anxious around or was unsure of himself or felt calm (about). (Carer)*

17.3. Southwark looked after children and their Carers also often reach out through Education Advisors and through electronic communication to share their views of progress, challenges and victories. This is a small sample of what we have collected this year.

- The first three are about the Letterbox books and activity packs we have sent to our children, funded by Pupil Premium funding.
- The third is from a carer about her child's attempts on sports day over the years and is a good metaphor for the child's journey with an effective team around the child.

Dear Letter Box  
 thank you for the  
 books you gave me  
 I really appreciate it  
 about I look forward  
 to the next one  
 Love  
 Fr



LAC Education Team  
 4th Floor, Hub 2  
 Southwark Council

To Letter box club  
 Thank you For all  
 the activates and  
 books you gave to  
 me. I So happy!

From

LAC Education Team 4<sup>th</sup>  
 Floor, Hub 2 Southark

Let us know what you thought  
 about your  
 by writing to us on this po  
 Your feedback might be  
 on our website!

**To: BookTrust**

amazing.  
 I love it

how loved gets  
 these packs, it is the  
 only part that she  
 get and when she  
 sees the blue  
 envelope she gets so  
 excited. Thank you  
 very much. X

**From:** [Redacted] 

This message received from a carer shows the journey of one of our Primary age looked after children. : Sharing non academic success but captures a journey and the strength of the network.

*Dear All*

*Just wanted to share with you this news...*

*xxxxx won the running race this year, after 3 years of coming so close..*

*Year R... stopped before the line and everyone ran past her!*

*Year 1.... She saw a butterfly fly past and stopped to look at it!*

*Year 2... Winning, Winning, Winning..then her hat blew off and she went to pick it up!*

*Year 3... No hats, No butterfly's and her TA stood at the finish line and she knew where the race finished she smashed it!! Yippee So proud and she's damn fast :)*

# Appendix one: Exclusion report

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<b>Item No:</b> 7.	<b>Classification:</b> Open	<b>Date:</b> 6 November 2019	<b>Meeting name:</b> Corporate Parenting Committee
<b>Report title</b>		Exclusions of Looked after Children	
<b>Ward(s) or groups affected</b>		Children in Care of Southwark Council	
<b>From</b>		Usha Singh, Virtual School Headteacher	

## RECOMMENDATIONS

1. That corporate parenting committee consider this report from Southwark Virtual School in response to the panel's request for an overview of the work of Southwark Virtual School, including data in relation to fixed term and permanent exclusions of Children in Care of London Borough of Southwark.

## BACKGROUND INFORMATION

2. Legislation covering the exclusion process is comprehensively explained in guidance produced by the Department for Education:  
[Exclusion from maintained school, academies and pupil referral units in England, Statutory guidance for those with legal responsibilities in relation to exclusion, September 2017](#)
3. The role of the Virtual School Headteacher in relation to exclusion of looked after and previously looked after children is further outlined in the guidance:  
[Promoting the education of looked-after children and previously looked-after children](#)
4. Looked after children as a collective have disproportionately high rates of exclusion. They are particularly vulnerable to the adverse impacts of an exclusion. The head teacher should, as far as possible, avoid permanently excluding a looked after child. Schools should proactively cooperate with the child's carers, social worker and the local authority that looks after the child. If a school has concerns that a looked after child is at risk of exclusion, they should consider whether the provision of additional support would help or if an alternative educational placement is required.
5. The [DfE's National statistics](#) released in March 2018 revealed that:
  - The rate of permanent exclusions for looked after children is the same as the rate for all children, but continues to be much less than the rate for children in need.
  - Looked after children are more than five times more likely to have a fixed period exclusion than all children, and nearly one and a half times more likely than children in need.
6. *The most vulnerable children in our schools are those who are most likely to be excluded* – Findings from the [Timpson Review of School Exclusion](#) also revealed that:
  - Children who are looked after are around 2.3 times more likely to be permanently excluded than children who have never been supported by social care.

- 78 percent of pupils who are permanently excluded have special educational needs, are categorised as in need, or are eligible for free school meals.
- Children with social, emotional and mental health needs are more likely to be permanently excluded.
- Boys, children who are looked-after, living in poverty, have special educational needs, or from certain ethnic minorities, are disproportionately excluded from school.
- Exclusion from school is associated with child, family and school-related factors identifiable at, or prior to, primary school age .
- There is high and disproportionate exclusion of children who have Special educational needs and disability (SEND). Official statistics show that children with SEN represent 14% of the state-funded school population but account for almost half of permanent exclusions. The same data show that pupils with special educational needs (SEN) support are almost six times more likely to receive a permanent exclusion than pupils with no SEN. Pupils with any type of SEN are around five times more likely to receive a fixed period exclusion.
- The prevalence of social, emotional and mental health (SEMH) among excluded pupils is high. Pupils who have emotional and/or mental health problems are at higher risk of exclusion: This increases inversely with age: the younger the child was when psychological distress first developed, the higher the likelihood of exclusion. At the same time, the exclusion in itself has been found to trigger or exacerbate emotional and mental health problems among those excluded. A literature review by Cole (2015) concluded that it seems feasible that in England, there could be up to half a million children with mental health difficulties at risk of exclusion.
- A child's likelihood of being excluded varies depending on which school they attend. The report revealed that 85 percent of all mainstream schools in England did not permanently exclude a single child in 2016/17, but 47 schools permanently excluded more than ten pupils in that same year. Similarly, while 43 percent of mainstream schools did not use any fixed period exclusions, 38 schools issued more than 500 each in a single year.

## KEY ISSUES FOR CONSIDERATION

### Southwark Looked After Children Exclusion Data

7. Southwark Virtual School has robust systems in place for keeping track of both permanent and fixed term exclusions of children looked after. This includes commissioning an external attendance monitoring service that provides daily attendance and exclusion information gathered directly from schools. For comparison with other Local Authorities we also make use of exclusions data published by the Department for Education. However exclusions data are collected by the DfE two terms in arrears, and so the latest published exclusions data on [DfE's National statistics](#): looked-after children is from the academic year 2016-17, Please note that in the data provided below, exclusions of children who ceased to be looked after at some point of the year have been included. Years refer to academic year.
8. **Southwark data indicates that last year (2018-2019):**
  - a) Two Southwark looked after children were permanently excluded
  - b) 51 Southwark children looked after (CLA) were subject to a fixed term exclusion, one in six (16%) of all Southwark CLA of school age
  - c) There were 108 fixed term exclusions in total, compared to 145 the previous year
  - d) The most common reasons for exclusions were verbal abuse/threatening behaviour to an adult (17%); physical assault on another pupil (14%) and persistent disruptive behaviour (12%)
  - e) Nearly three times as many boys had a fixed term exclusion than girls (73%/27%)
  - f) 90% of Southwark looked after children who received a fixed term exclusion were in secondary school, with the highest numbers in Years 8 and 9

- g) 47% of the children who received at least one fixed term exclusion were recorded as having special education needs
- h) 44 children with a fixed term exclusion (86% of total) were known to Child and Adolescent Mental Health Services (CAMHS), including 25 children currently open to CAMHS
- i) Four of the excluded children were known to Southwark Youth Offending Service.

### Southwark CLA – Fixed Term and Permanent Exclusion Data – 3 Year Trend

Table 1: Southwark CLA – Exclusion Data – 3 Year Trend			
	2016 -2017	2017- 2018	2018 -2019
Virtual School Roll - School Age	355	341	328
Children subject to Fixed Term Exclusions	45 (13%)	63 (18%)	51 (16%)
Number of fixed term exclusions	108	145	108
Number of Permanent Exclusion	4	1	2

9. The rates of fixed term and permanent exclusions of Southwark looked after children has been variable over the last 3 years. 16% of the Virtual School cohort received a fixed term exclusion in the last academic year. and 2 children were permanently excluded.

### Southwark CLA Fixed Term Exclusions by Gender

Table 2: Southwark CLA Fixed Term Exclusions by Gender			
	2016 -2017	2017- 2018	2018 -2019
Boys	31 (69%)	45 (71%)	37 (73%)
Girls	14 (31%)	18 (29%)	14 (27%)
<b>Total</b>	<b>45</b>	<b>63</b>	<b>51</b>

10. The total number of Southwark looked after children who received at least one fixed term exclusion in the 2018-2019 academic year decreased by 12 when compared to the previous academic year.
- Boys fixed term exclusions decreased by 8
  - Girls fixed term exclusions decreased by 4.
11. There are consistently higher proportions of male pupils receiving a fixed term exclusion. While there was a slight decrease in the number of fixed term exclusions recorded, the gender gap has continued to widen and the percentage of fixed term exclusions of boys has increased by 2% in the last academic year.

### Southwark CLA Fixed Term Exclusions with SEN

Table 3: Fixed Term Exclusions of Southwark CLA with SEN						
	2016 -2017		2017- 2018		2018 -2019	
All children with FTE	45		63		51	
with SEN EHCP	13	29%	12	19%	12	24%
with SEN Support	11	24%	12	19%	12	24%
<b>Total with SEN</b>	<b>24</b>	<b>53%</b>	<b>24</b>	<b>38%</b>	<b>24</b>	<b>47%</b>

12. 47% of the children who received at least one fixed term exclusion were recorded as having Special Education Needs. This increase from previous year's figures was seen in both the EHCP and SEN Support cohorts in equal measure.

### Southwark CLA Fixed Term Exclusions by Ethnicity

Table 4: Southwark CLA Fixed Term Exclusions - Ethnicity						
	2016-2017		2017-2018		2018-2019	
Asian/Asian British/Bangladeshi	1	2%	0	0%	1	2%
Black/Black British/African	7	16%	16	25%	12	24%
Black/Black British/Any other Black background	6	13%	7	11%	3	6%
Black/Black British/Caribbean	8	18%	6	10%	8	16%
British African	0	0%	1	2%	0	0%
Mixed/Multiple ethnic groups/Any other Mixed background	2	4%	0	0%	1	2%
Mixed/Multiple ethnic groups/White and Black African	2	4%	6	10%	3	6%
Mixed/Multiple ethnic groups/White and Black Caribbean	4	9%	10	16%	6	12%
Not disclosed	0	0%	0	0%	1	2%
Other Ethnic Groups/Any other ethnic group	1	2%	0	0%	1	2%
White/Any other White Background	2	4%	1	2%	2	4%
White/British	12	27%	16	25%	13	25%
<b>Total</b>	<b>45</b>		<b>63</b>		<b>51</b>	

13. White/British and Black/Black British/African accounted for half of the 2018-2019 excluded cohort and were received fixed term exclusions at a rate of 25% and 24% respectively. Black/Black British/Caribbean and Mixed/Multiple ethnic groups/White and Black Caribbean also had a high proportion of exclusions at 16% and 12% respectively

### Southwark CLA 2018 -2019 Fixed Term Exclusions by Year Group

Table 5: Southwark CLA 2018 -2019 Fixed Term Exclusions by Year Group									
Year Group	Year 1-3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
Pupils Excluded	0	1	0	4	5	11	12	8	10
Exclusions	0	1	0	6	17	23	28	17	16
Rate of exclusion	0	1	0	1.5	3.4	2.1	2.3	2.1	1.6

14. The table shows the number of Southwark looked after children who received a fixed term exclusion from each year group, in the academic year 2018-2019. In line with national and local trends for looked after and non looked after cohorts, exclusion rates of Southwark looked after children increase as children reach KS3 and KS4. 90% of Southwark looked after children who received a fixed term exclusion were in secondary school. The table shows that the Year 7 cohort repeated behaviours that lead to exclusions at a higher rate than the other year groups. Southwark's Year 11 cohort recorded the lowest rate of exclusion indicative of reduced repeated incidence of challenging behaviour leading to a fixed term exclusion.

### Southwark CLA Average Rate of Fixed Term Exclusions per excluded child - 3 Year Trend

	2016 -2017	2017- 2018	2018 -2019
Number of Children FTE	45	63	51
No of FTE	108	145	108
Average number of FTE per child	2.4	2.3	2.1

15. In the 2018-2019 academic year the number of students decreased as did the average number of fixed term exclusion episodes per child.. The average number of fixed term exclusions has reduced marginally year on year. This reflects a slight reduction in students repeating behaviours that result in multiple fixed term exclusions.

### Southwark CLA Fixed Term Exclusions –Reasons

Year	2016-2017		2017-2018		2018-2019	
Drug/Alcohol Related	7	6%	4	3%	2	2%
Aggressive Behaviour	3	3%	0	0%	0	0%
Bullying	0	0%	0	0%	2	2%
Damage	1	1%	3	2%	1	1%
Disruptive Behaviour	8	7%	0	0%	0	0%
Persistent Disruptive Behaviour	10	9%	17	12%	13	12%
Drug and Alcohol Related	0	0%	0	0%	0	0%
Non - Cooperation with staff	1	1%	7	5%	4	4%
Physical aggression towards staff & pupils	5	5%	0	0%	1	1%
Physical Assault - Pupil	13	12%	9	6%	15	14%
Physical Assault Against an Adult (Staff)	9	8%	13	9%	6	6%
Racist Abuse	0	0%	3	2%	1	1%
Theft	1	1%	1	1%	0	0%
Truancy	0	0%	1	1%	1	1%
Unacceptable Behaviour	9	8%	0	0%	0	0%
Verbal Abuse/Threatening Behaviour Adult	8	7%	0	0%	18	17%
Verbal Abuse/Threatening Behaviour Pupil	0	0%	30	21%	3	3%
Other	33	3%	57	12%	41	11%
<b>Total</b>	<b>108</b>	<b>100%</b>	<b>145</b>	<b>100%</b>	<b>108</b>	<b>100%</b>

16. The table relates to the reasons for exclusions of Southwark looked after children. In some instances, fixed term exclusion was requested by Southwark Virtual School, as the Virtual School was challenging the practice of some secondary schools 'informally' excluding young people. Where there were instances of threat of permanent exclusion, fixed term exclusions were suggested as other possible sanctions or options for education were considered.

### Southwark CLA Fixed Term Exclusions – In Borough and Out Borough

	2016 -2017		2017 -2018		2018 -2019	
In Borough	4	9%	14	22%	10	20%
Out Borough	41	91%	49	78%	41	80%

17. In the 2018-2019 academic year, 20% of Southwark children in Care who received a fixed term exclusion were in borough while 80% were in an out of borough school. This was marginally in line with the fixed term exclusion data from the previous year. This figure closely mirrors the percentage of the Virtual School cohort who are in out of borough placements.

### Southwark CLA Fixed Term Exclusions - Ofsted ratings of schools

Year	2016 -2017	2017-2018	2018-2019
No Grade	11	12	6
1 - Outstanding	9	17	13
2 - Good	23	32	30
3 - Required Improvement	1	1	2
4 - Inadequate	1	1	0
<b>Total</b>	<b>45</b>	<b>63</b>	<b>51</b>

18. Southwark is committed to ensuring that looked after children are not placed in schools that have an Ofsted rating that is below good and consequently, 95% of our current cohort are in schools that are good or outstanding. This is a contributing factor to the higher percentage of fixed term exclusions that are recorded in the schools graded good or outstanding by Ofsted.

### Southwark CLA Permanent Exclusions by Gender

PEX	2016 -2017	2017- 2018	2018 -2019
Male	3	1	2
Female	1	0	0
<b>Total</b>	<b>4</b>	<b>1</b>	<b>2</b>

19. The total number of Southwark looked after children who received permanent exclusion, in line with national data, is significantly lower than those who received fixed term exclusions. Permanent exclusions have decreased in recent years, in comparison to the 2016-2017 academic year.
20. In the 2018-2019 academic year there were 2 permanent exclusions, both were boys. Southwark girls have received no permanent exclusions in the last two academic years.

### Southwark CLA Permanent Exclusions with SEND

	2016 - 2017	2017 -2018	2018 -2019
<b>EHCP</b>	2	0	1
<b>SEN Support</b>	1	0	0
<b>Total Excluded</b>	<b>4</b>	<b>1</b>	<b>2</b>

21. In the 2016-2017 academic year, 3 of the 4 children who were permanently excluded were children with SEN and in the 2017-2018 academic year, no Southwark looked after child with SEN was permanently excluded

22. In the 2017-2018 academic year:

- 1 out of the 2 children was recorded as having an EHCP
- Both children were boys and were both in secondary education (Yr8 and Yr11)
- Both were excluded from out of borough schools
- The 2 boys were from Black/Black British/Caribbean and Black/Black British/Any other Black backgrounds.

### Southwark CLA Permanent Exclusions –Reasons

23. The permanent exclusions of Southwark looked after children in the 2018-2019 academic year related to an incidence of violence and possession of a weapon. Permanent exclusion from previous years also related to episodes of behaviour that contravened the schools code of conduct to an extent warranting the sanction.

### Southwark CLA known to Carelink (Child and Adolescent Mental Health Services)

24. Carelink is the CAMHS provision for looked after and adopted children delivered by South London & Maudsely NHS Trust. Carelink Heads of Service examined the list of the 51 Southwark looked after children who received a fixed term exclusion in the 2018-2019 academic year to determine if they were known to Carelink or other CAMHS teams.

Category	Number	Percentage
Currently open to Carelink	17	33%
Opened previously	19	37%
Open to other CAMHS teams	8	16%
Not Known	7	14%

25. Of the 51 children:

- 44 were known to Carelink or other CAHMS teams – 86% in total.
- 17 cases are currently open to Carelink and 8 are open to other teams.
- A total of 49% of 2018-2019 excluded cases are currently open to Carelink.
- The 44 children known to CAMHS have long standing complex needs and presentations

26. This is consistent with information reported to corporate parenting committee in July 2019 in report presented by the Designated Doctor for Looked After Children, on 'The Relationship between Health and School Exclusions – A Deep Dive. Out of a sample of 6 children who had had more than 3 fixed terms exclusions in 2018-19:

- 5 had either current or past emotional and behavioural needs.
- 2 had received assessment by Carelink CAMHS and 3 received assessment, therapy (including medication as required) by other CAMHS services.

### Southwark CLA Fixed Term Exclusions and Youth Offending

27. The Southwark Youth Offending Service Manager examined the list of the 51 Southwark looked after children who received an exclusion in the 2018-2019 academic year to determine if they were known to YOS.

- 4 of the list were currently known to the YOS – of these, 3 were offending before (and after) they were excluded

- Of the 4, 1 child is female.
28. Where young people are placed out of borough and then offend there, they will be known to the local YOS in borough of residence rather than Southwark YOS, so it is possible that other young people with school exclusions may be known to other YOS teams.

### **Challenges for Children with Emotional and Mental Health Difficulties**

29. It is clear that there is a very strong correlation between children with emotional, social and mental health difficulties and school exclusion, as evidenced by the very high proportion of excluded children known to child and adolescent mental health services. Carelink service managers have identified the following issues and challenges in relation to this cohort of young people,
- The primary school provision varies with some being excellent and some schools needing more work to help understand children and young people with childhood adversity, trauma and complex attachment issues as well as possible disorders
  - A more flexible education provision will better meet the needs of children with such a range of emotional, social, cognitive, developmental and mental health difficulties. This applies particularly but not exclusively to secondary school provision
  - There can be difficulties in accessing Education, Health and Care Plans (EHCP). There is a need to understand early childhood social emotional and psychological difficulties/challenges so that EHCPs can be considered in a timely way in a significant number of cases, the need for an EHCP was flagged for several years before the process of even requesting an ECHP began
  - Both schools and CAMHS staff have identified that some of our children are three years behind their peers in reaching educational targets. Where the EHCP process is significantly delayed it the result can be that children have not felt supported all the way through their schooling. Consequently they may become disenchanting, feel they do not fit in the system and become vulnerable to exclusion
  - Adopted children may need particular advocacy in the education system to better understand their early adversity and to offer support to adoptive parents who have to deal with not only their child's current presentation but also the impact of their child's early history
  - There may be a need for additional support with transition to college and within the college system for care leavers with emotional and mental health difficulties

### **The Role Of The Virtual School in minimising exclusions**

30. Minimising exclusions is a major priority for the Virtual School. Exclusions impacts negatively on placement stability, on emotional wellbeing, and on educational attainment and widens the gap in education.

*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)

31. Recognising the correlation between children with emotional, social and mental health difficulties and school exclusion, Southwark Virtual School has aimed to address the need for Early Identification of Special Educational Needs through commissioning Southwark Educational Psychology Team and Southwark Speech and language Services to secure rapid assessment of pupils' educational needs and support schools to find more appropriate ways of supporting pupils.

## 32. To reduce exclusions Southwark Virtual School:

- Ensures that each child on the Virtual School role has their personal Education Advisor who support Southwark Children in Care in education
- Works with Head teachers, schools and local authorities to avoid excluding a looked after child
- The Virtual School makes efforts to address all known cases of exclusions and advocates for children in care when this is required
- Responds quickly 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 built on
- Convenes a monthly multi-agency Attendance Panel where every episode of absence from school is discussed and support strategies/ interventions are put in place to support engagement
- Closely monitors those with exclusions, and ensures appropriate and timely interventions will be put in place during the school year
- Provides support to looked after children, schools and network of professionals around the child
- Advocates for Southwark Children in Care
- Raises Designated Teachers' understanding of the in-school challenges faced by children looked after.

33. While reducing fixed term exclusions is the main focus, there are cases where Southwark Virtual School advocates that fixed term exclusions should be considered – such as when challenging the practice of some secondary schools 'informally' excluding young people or as an alternative to a threatened permanent exclusion.

### Community impact statement

34. The Public Sector Equality Duty under the Equality Act 2010 will apply. This requires that the Council has due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out its activities. In this regard the relevant issues pertaining to the exclusion of looked after children are addressed throughout the report.

### BACKGROUND DOCUMENTS

Background Papers	Held At	Contact
Graham, B., White, C., Edwards, A., Sylvia, P., & Street, C. (2019). School exclusion: a literature review on the continued disproportionate exclusion of certain children. <i>London: Department for Education.</i>		
<b>Link (please copy and paste into your browser):</b>		
<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800028/Timpson_review_of_school_exclusion_literature_review.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800028/Timpson_review_of_school_exclusion_literature_review.pdf</a>		

Background Papers	Held At	Contact
Department for Education and University of Oxford 2013. <i>Linking care and educational data: the educational progress of looked after children in England.</i>		
<b>Link (please copy and paste into your browser):</b>		
<a href="http://www.education.ox.ac.uk/research/linking-care-and-educational-data-the-educational-progress-of-looked-after-children-in-england/">http://www.education.ox.ac.uk/research/linking-care-and-educational-data-the-educational-progress-of-looked-after-children-in-england/</a>		
Department for Education. (2017). <i>Exclusion from maintained schools, academies and pupil referral units in England.</i> London: Department for Education.		
<b>Link (please copy and paste into your browser):</b>		
<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf</a>		
Department for Education. (2018). <i>Promoting the education of looked-after children and previously looked-after children.</i> London: Department for Education.		
<b>Link (please copy and paste into your browser):</b>		
<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf</a>		
Department for Education. (2019). <i>Outcomes for children looked after by local authorities in England, 31 March 2018.</i> London: Department for Education.		
<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/794535/Main_Text_Outcomes_for_CLA_by_LAs_2018.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/794535/Main_Text_Outcomes_for_CLA_by_LAs_2018.pdf</a>		
Cole, T. (2015). <i>Mental health difficulties and children at risk of exclusion from schools in England: A review from an educational perspective of policy, practice and research, 1997 to 2015.</i> Oxford: University of Oxford.		
<b>Web link:</b>		
<a href="http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.722.2930&amp;rep=rep1&amp;type=pdf">http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.722.2930&amp;rep=rep1&amp;type=pdf</a>		

## APPENDICES

No.	Title
None	

#### AUDIT TRAIL

<b>Lead Officer</b>	Nina Dohel, Director of Education	
<b>Report Author</b>	Usha Singh, Virtual School Headteacher (with input on CAMHS from Elizabeth Murphy and Linda Ryan, SLAM and on YOS from Andrew Hillas)	
<b>Version</b>	Final	
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<b>CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER</b>		
<b>Officer Title</b>	<b>Comments Sought</b>	<b>Comments Included</b>
Director of Law and Democracy	No	No
Strategic Director of Finance and Governance	No	No
Cabinet Member	No	No
<b>Date final report sent to Constitutional Team</b>		23 October 2019