

# Hertfordshire Virtual School

## Virtual School Head's Annual Report

### Academic Year 2016/17 (March 2018)



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#### Notes

Statistical neighbours	<p>Many sections of this report refer to similar Local Authorities that would be expected to have similar statistical data. This provides a more contextual comparison than purely National Data alone.</p> <p>For Hertfordshire our Statistical Neighbours are Braknell Forest, Buckinghamshire, Cambridgeshire, Central Bedfordshire, Hampshire, Oxfordshire, Trafford, Warwickshire, West Berkshire and West Sussex</p>
Current Numbers	Where this is quoted the figures refer to End of the Autumn Term 2017
SfR	Where end of year results (Summer 2017) are quoted these refer to the students in care for 12 months from April 2016-March 2017

# Cohort of Children Looked After (CLA)

## 1 Numbers of Children Looked After: Core Groups and Vulnerable Groups

1.1 Current Numbers	Total	Boys	Girls	EHCP/S	Disability	UASM	Comments
Total Number of Children Looked After	914	529	385				<p>There is a reducing number of Children Looked After. There is an increased complexity in their level of need with a notable rise in numbers at Key Stage 3 and 4 as well as 16+.</p> <p>The greater number within the cohort are in the group 'White working class boys' – there is national concern about the underachievement of this cohort (out of care as well as those who are CLA). There are also more boys entering care in contrast to girls, later in their teen years.</p>
Total Number YR - Y11 (School Age)	593	337	256	143	57	20	
Percentage of Cohort	100%	57%	43%	24%	10%	3%	
Early Years (Birth – N2)	94	51	43				
Percentage of Cohort	100%	54%	46%				
Care Leavers (16 – 19+mth)	442	272	170				
Percentage of Cohort	100%	62%	38%				

Historic Trends		Comments																																																																						
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Notes

Actions / Next Steps:

<p>National data is available via the <a href="#">National Statistics site</a> (DfE) and <a href="#">Local Authority Interactive Tool</a> (LAIT)</p>	<ul style="list-style-type: none"> <li>• Continue monthly case discussion meetings between SEN and Social Care colleagues (led by the Virtual School), promoting resolution of both individual complex cases requiring provision and improvement in communication and operational practice.</li> <li>• Continue termly visits to all schools with Hertfordshire CLA on roll by Education Advisers. Of particular benefit, and unique to Hertfordshire, are visits to out of county Special Schools for very complex needs. This work has led to the development of a professional development day (2<sup>nd</sup> March 2018) for SEND Designated Teachers including those schools at a distance.</li> <li>• The annual Designated Teacher conference in 2018 will be held jointly with colleagues in CAMHS and have a focus on the Mental Health of CLA and the impact on learning. This topic is at the request of Designated Teachers made through the Focus Group forum that meets termly.</li> <li>• The Sutton Trust reported in 2016 that white working-class pupils get the worst GCSE results of all the main ethnic groups,</li> <li>• The study by the Sutton Trust education charity found that disadvantaged pupils from Chinese backgrounds were almost three times as likely to get the benchmark five good GCSEs as their white working-class peers. The Virtual School holds individual Pupil progress meetings to ensure that the efforts to support learning and overcome disadvantage are individualised and effective.</li> </ul>
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## 2 Local Provision and Support for Children Looked After– Reception to Year 11

In or Out of Hertfordshire Schools	Total		Boys		Girls		EHCP/S		Disability		UASM	
<b>CLA in Hertfordshire Schools</b>	400	67%	214	36%	186	31%	68	11%	31	5%	6	1%
<b>CLA In Out of County Schools</b>	182*	31%	114	19%	68	12%	71	12%	25	4%	10	1%
<b>Other e.g. CME / Not Yet Placed</b>	11	2%	9	1.5%	2	0.5%	4	1%	1	1%	4	1%

### School Age COLA (Children looked after by another Local Authority)

There are currently 179 school aged children in the care of another Local Authority but placed within Hertfordshire. These children are in the care of 40 different Local Authorities and attend Hertfordshire schools or settings.

The Virtual School restructure in 2016 and most recently in 2017, allocated an Education Adviser to schools with CLA on roll by District Council. This strategy has improved relationships with schools and particularly with Senior Leadership Teams in schools. The progress and achievement of CLA may be discussed during the termly visits or more regularly if needed. Children previously looked after and those on the edge of care are also discussed following the implementation of the children and social work act, 2017.

### Comments and Highlights

<b>2.1</b>	<b>Overall</b>	<ul style="list-style-type: none"> <li>• <b>67% of students</b> in the Virtual School are taught in Hertfordshire Schools. However a significant number of students are taught in the neighbouring Local Authorities within the Eastern region or greater London boroughs close to the county. This highlights the large size of the authority and the availability of care placements. This means that most of our children live in and attend school in the county and overall their progress and achievement is significantly higher at all key stages when compared to all children looked after by Hertfordshire wherever they are placed in the county.</li> <li>• There are 182 Hertfordshire CLA in Out of County Schools in 54 different Local Authorities</li> </ul>
<b>2.2</b>	<b>Phase</b>	<ul style="list-style-type: none"> <li>• There is no significant distinction in Key Stages except key stages 1 and 2 where most are taught in the authority.</li> </ul>
<b>2.3</b>	<b>SEN / Disability</b>	<ul style="list-style-type: none"> <li>• <b>24%</b> of the virtual school have an EHCP – of these 11% (68) attend a Hertfordshire School and 12% (71) attend an out of county school</li> <li>• A child is far more likely to be placed in an out of county school at a distance with an EHCP or a disability. This is due to complexity of need, the availability of specialist care placements and the availability of low incidence specialist educational provision within Hertfordshire.</li> </ul>
<b>2.4</b>	<b>Specialist Provision</b>	<ul style="list-style-type: none"> <li>• For those children educated out of county with an EHCP, the predominant need is for social, emotional or mental health support. It becomes problematic where children are placed out of county when they have not been formally assessed for an EHCP or are part way through the process and are unable to maintain their place successfully in a mainstream school. A placement move of this type may mean that the child will have a period of time with no school whilst new arrangements are made to meet their needs.</li> </ul>
<b>2.5</b>	<b>Unaccompanied asylum seekers</b>	<ul style="list-style-type: none"> <li>• Currently our figures are below the national average but Hertfordshire is compliant with the Eastern region distribution strategy as agreed by the regional DCS group. Points of entry for UASC not part of the strategy, remain the M25 at South Mimms and Watford.</li> <li>• A greater number of the school age children in 2017 were placed by Hertfordshire in neighbouring LAs to gain placements with an ethnic match. Post 16 UASC are more frequently accommodated in Hertfordshire.</li> </ul>

Notes	Actions / Next Steps:
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<p>The small numbers involved means that the variation is not particularly significant and can change each term.</p>	<ul style="list-style-type: none"> <li>• The Virtual School had developed a comprehensive plan of support to these young people and their schools or settings. Progress and achievement for them is hampered by lack of English language skill at first but characteristically they are motivated learners and achieve well albeit out of year group. It is proposed to report outcomes discretely to the main data set for these students.</li> <li>• A Designated Teacher focus group specifically for the Hertfordshire schools with UASC on roll was set up in 2017 and meets termly to share best practice. In 2018 it is proposed to invite the designated teachers from schools in neighbouring LAs with Hertfordshire UASC on roll to the termly meetings</li> <li>• A SEN/D Best Practice Forum for all designated teachers of Hertfordshire CLA has been arranged with overnight accommodation acquired at a reduced cost to enable those schools at a distance to attend (permission has been given to use PP+ for this event). This is innovation in practice and seeks to support the most vulnerable VS students in their education.</li> <li>• The Virtual School Advisers visit all CLA wherever they are placed termly and will scrutinise the teaching and learning of the child in school. Where possible, the use of KIT, (Keeping in Touch) calls and video conferencing supplements this activity. Where CLA are in specialist placements the notes of visits are shared with colleagues in Brokerage and SEN accordingly. Schools causing concern are escalated appropriately and where at a distance, with the Virtual School Head for that LA ,who is routinely informed of the Hertfordshire visit before it takes place.</li> </ul>
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### 3 Local Vs National Context For Looked After Children

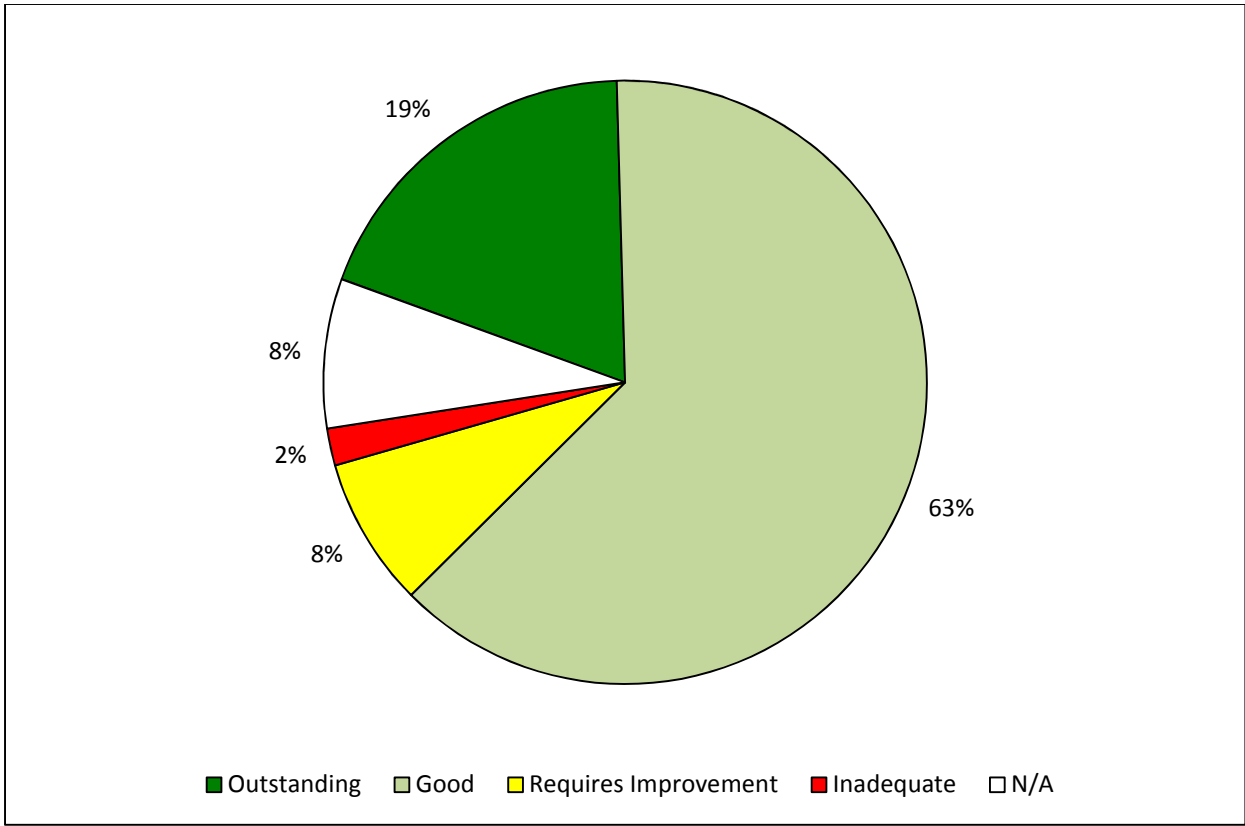
#### Comments and Highlights

<b>Overall</b>	<p><b>The support and challenge framework used with schools:</b> The Hertfordshire Children Looked After Self Evaluation process (CLASEF). This is a robust system of support and challenge that includes termly visits to schools. In 2016 it was developed in tandem with a 2 year contract with the Hertfordshire school improvement company, Herts for Learning (HfL). In 2016-17, HfL visited every Hertfordshire school with children looked after on roll and reported against agreed criteria, grading the school accordingly on a RAYG scale (Red, Amber, Yellow and Green). The Hertfordshire Virtual School had already developed a system of 'Quality Assurance' for schools that were not Ofsted graded 'Good or better' but nonetheless had CLA on roll due to legacy reasons. This strategy ensured that the CLA had a good teaching and learning experience and was making good progress. The best features of the two systems were combined and the 'Children looked after self-evaluation Form' was developed and introduced to all schools with a Hertfordshire CLA on roll in September 2016. The 'CLASEF' (Children Looked After Self Evaluation Form) is a self-evaluation audit completed by the schools serving the purpose of reflection on practice and planning, the termly report to Governors, the Pupil Premium audit of efficient and effective spend and an action plan for improvement. This document forms the basis of discussion between the Virtual School and the school during the termly visits by the Education Adviser. Information from the collated CLASEFs is then reported back to schools during the termly briefings for Designated Teachers, to the Virtual School Governing Body, discussed at the Virtual School Head meeting with the Senior Regional Ofsted Inspector and informs practice and planning development. As a strategy it has been very well received by schools with over 90% returns and has improved the profile and 'reach' of the Virtual School in the sector.</p> <p><b>Support for Further and Higher Education</b> Hertfordshire is fortunate in having an 'all-through' Virtual School that is able to support children and young people in and leaving care up to 25. Two of the team members have been Hertfordshire care leavers. The number of young people going to and staying in courses at FE colleges is increasing year on year enabling those care leavers to achieve better qualifications after statutory education through the personalised support they receive. The Hertfordshire Virtual School has the only Care Leaver University Adviser nationally. This adviser has increased the numbers going to and achieving at University year on year. There are currently 68 at University's throughout the country. In 2017 there were 14 graduates with 3 First Class Honours.</p> <p><b>Support for Early years</b> In 2016-17 the Early Years Personal Education plan was developed and converted to the ePEP. Much development work was completed with providers and settings for very young CLA to engage them in the process. The ePEP is now established in this sector and the priority currently is to provide training and development opportunities so that the specific need of CLA are appropriately understood and supported.</p>
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Notes	Actions / Next Steps:
	<ul style="list-style-type: none"> <li>To continue the robust dialogue between schools and the Virtual School through the completion of the CLASEF</li> <li>The VSGB, Designated Teacher Focus group, the annual Secondary Heads meeting with Ofsted and the Virtual School and the Senior HMI who discussed the work of the Virtual School with the Virtual School head termly all agree that this system of accountability and self-evaluation is innovative and a worthwhile exercise.</li> <li>The Pupil Premium scrutiny of spend is an essential part of the process and the completion of the CLASEF provides the evidence of the impact of the funding. This information, together with the development introduced in the Personal Education Plan in August 2017 that records individual information there a comprehensive audit of spend. In the spring term 2018 a further audit with selected schools will take place to provide best practice case studies to share on the new Virtual School website and in training.</li> </ul>

### 4 Educational Provision Ofsted Judgments (Current)

In or Out of Hertfordshire Schools	Total Numbers	Outstanding		Good		Requires Improvement		Inadequate		Not Applicable	
		Number	%	Number	%	Number	%	Number	%	Number	%
<b>Total CLA (R – Y11)</b>	593	115	19%	375	63%	48	8%	13	2%	42	8%
<b>CLA In Hertfordshire Schools</b>	400	83	21%	273	68%	32	8%	8	2%	4	1%
<b>CLA In Out of County Schools</b>	182	32	18%	102	56%	16	9%	5	3%	27	14%



### Comments and Highlights

<b>Overall</b>	<p>This is a priority area that is monitored closely and regularly reported on to Corporate Parents.</p> <ul style="list-style-type: none"> <li>A very small number (48) attend schools judged Requires Improvement and their progress is monitored closely. The schools receive Quality Assurance visits to insure that the teaching and learning is of a good standard for the CLA.</li> <li>At points of school admission , the Virtual School will not permit admission to a school that is not Good or better.</li> <li>One child attends an inadequate provision. (Ofsted November 2016) and the provision is under close review by senior managers.(See Notes)</li> <li>Some children enter care whilst on roll at an RI / I rated school and a judgement is made to ensure the quality of provision rather than move the child, however this step would be taken if necessary.</li> </ul>
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Notes	Actions / Next Steps:
<p>This is a priority area that is monitored closely and regularly reported on to Corporate Parents.</p> <p>A very small number (<b>48</b>) attend schools judged Requires Improvement and their progress is monitored closely. One child attends an Inadequate provision. (November 2016) and the placement is under close review by senior managers.(See Notes)</p>	<ul style="list-style-type: none"> <li>In 2015-6 HfL were commissioned to carry out a school standards visit to all schools with a Hertfordshire CLA on roll. This information provided a recommended next steps agenda for the school.</li> <li>This work together with the reorganisation of the Virtual School and the introduction of the CLASEF has developed and robust school improvement model that is beginning to realise better outcomes for children,.</li> <li>When a Hertfordshire school was graded 'Inadequate' direct action was taken to organise a school change for the more vulnerable CLA on roll, to move to a new school place. This was carefully managed to minimise disruption for the CLA.</li> </ul>

**5 Attendance**

Term	Autumn 2016/17	Spring 2016/17	Summer 2016/17	Autumn 2017/18																														
<b>Average Attendance.</b>	94.2%	94.1%	93.4%	95.1%																														
<b>Hertfordshire Historic Figures for Looked after children Average % Absence</b>	<table border="1"> <thead> <tr> <th></th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>919 Hertfordshire</td> <td>5.60</td> <td>4.80</td> <td>4.20</td> <td>3.70</td> <td>4.40</td> </tr> <tr> <td>985 East of England</td> <td>4.90</td> <td>4.60</td> <td>3.90</td> <td>3.60</td> <td>3.80</td> </tr> <tr> <td>Statistical Neighbours</td> <td>4.87</td> <td>4.71</td> <td>4.12</td> <td>4.14</td> <td>4.29</td> </tr> <tr> <td>970 England</td> <td>4.70</td> <td>4.40</td> <td>3.90</td> <td>4.00</td> <td>3.90</td> </tr> </tbody> </table>				2012	2013	2014	2015	2016	919 Hertfordshire	5.60	4.80	4.20	3.70	4.40	985 East of England	4.90	4.60	3.90	3.60	3.80	Statistical Neighbours	4.87	4.71	4.12	4.14	4.29	970 England	4.70	4.40	3.90	4.00	3.90	2017 National data is not yet available.
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<b>Persistent Absence Rates</b>	<table border="1"> <thead> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>919 Hertfordshire</td> <td>-</td> <td>11.90</td> <td>9.30</td> <td>8.80</td> <td>9.90</td> </tr> <tr> <td>985 East of England</td> <td>-</td> <td>10.30</td> <td>8.60</td> <td>7.90</td> <td>8.50</td> </tr> <tr> <td>Statistical Neighbours</td> <td>-</td> <td>9.97</td> <td>9.92</td> <td>10.44</td> <td>10.50</td> </tr> <tr> <td>970 England</td> <td>-</td> <td>10.10</td> <td>8.90</td> <td>9.00</td> <td>9.10</td> </tr> </tbody> </table>				2013	2014	2015	2016	919 Hertfordshire	-	11.90	9.30	8.80	9.90	985 East of England	-	10.30	8.60	7.90	8.50	Statistical Neighbours	-	9.97	9.92	10.44	10.50	970 England	-	10.10	8.90	9.00	9.10	2017 National data is not yet available.	
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**Comments and Highlights**

<b>5.1 Trends</b>	<ul style="list-style-type: none"> <li>It has been very encouraging that absence rates have fallen since 2012.</li> <li>However in 2016 both Hertfordshire and the statistical neighbours have seen levels rise slightly and 2017 is also above the best figures</li> <li>The CLA absence trend is falling which is in line with the national trend.</li> <li>Foster Carers have been trained regarding attendance at school and policy of not allowing term time holidays has been maintained.</li> </ul>
<b>5.2 Welfare Call</b>	<ul style="list-style-type: none"> <li>There are monthly Vulnerable Groups meetings and the PEP attendance records are scrutinised at each meeting</li> <li>Attendance is always scrutinised on Education Adviser school visits that review all aspects of pupil progress.</li> </ul>
<b>5.3 Fostering Co-work</b>	<ul style="list-style-type: none"> <li>There is an active Foster Carer Focus Group that supports the development and innovation in operational practice within the Virtual School</li> <li>The annual HERTS Awards ceremony awards the contribution of the children of Foster Families and the affect they have on the lives and stability of children looked after.</li> <li>The ceremony also gives awards to children who have good or improved attendance.</li> <li>The attendance of children looked after in Hertfordshire is good.</li> <li>The impact of placement moves out of county can render the child without a school place for an interim period that will reflect negatively on the overall attendance figures and particularly for the individual attendance profile of the student. .</li> </ul>

Notes	Actions / Next Steps:
	<ul style="list-style-type: none"> <li>Maintain the monthly scrutiny on attendance.</li> <li>Develop and refine the system of recording the information so that the monthly reports on attendance already produced and shared with social work managers are discussed with both social workers and carers in a more systematic way.</li> </ul>

## 6 Exclusions

6.1 Term	2015/16	2016/17	Autumn 2017/18	Comments
Number of Students with Exclusions	121	102	48	Our more detailed analysis has also highlighted peaks just prior to school holidays, which perhaps reflects time of stress for both staff and students / families. The national trend for exclusion has increased (for all children). There is a downward trend over the past 2 years for Hertfordshire CLA.
% of Current Students with Exclusions	20.1%	17%	8%	
Total Number of Exclusions	895	714	213	

### 6.2 Numbers of students by Year Group

Year	YR	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Grand Total
2015	1	2	1	4	8	5	8	9	15	19	27	22	121
2016	1	1			2	3	7	16	13	17	21	21	102
2017 to date		2	2	1		1	1	4	7	6	16	8	48

The overall number of fixed term exclusions is reducing across all key stages.

### 6.3 National numbers with a fixed term exclusion

% of children who have been looked after continuously for at least twelve months with at least one fixed term exclusion from school		2012	2013	2014	2015
919	Hertfordshire	14.49	11.84	12.18	14.99
985	East of England	11.99	10.41	10.18	10.64
	Statistical Neighbours	13.99	10.84	11.52	12.35
970	England	11.33	10.27	10.25	10.42

Nationally exclusion data for 2016 was not published but in-house data of 102 (17%) for 2016 is consistently above regional and national figures that indicate that we have very high exclusion rates in Hertfordshire. Most fixed term exclusions appear to fall in the autumn term. Intervention through a managed move of school is a successful strategy. Exclusion from local SEMH schools are the most difficult to resolve, particularly for girls. However, the small school, Romanfields in Hemel Hempstead has a policy of not excluding and CLA have been successful learners there in 2016-17.

### 6.4 Permanent Exclusions

	Number of CLA with Permanent Exclusions	% of cohort
2017/18	2	0.33%
2016/17	1	0.17%
2015/16	3	0.50%
2014/15	3	0.50%

The latest available figures from the Department of Education (DfE), the number of permanent exclusions across all state-funded schools has increased from 5,795 in 2014/15 to 6,685 in 2015/16. This equates to around 35 permanent exclusions per day in 2015/16, up from a daily average of 30 in 2014/15. Exclusion has historically been reserved for only the most serious acts of misbehaviour, however, persistent disruptive behaviour is currently the most common reason for permanent exclusions in all state funded schools (likewise for fixed period exclusions). Over half of all permanent and fixed period exclusions occur in national curriculum year 9 or above. Compared to the general school population CLA, are over-represented in the statistics for exclusion and subsequent admission to ESC/PRU provision or other forms of alternative provision as a result.

However, permanent exclusions are rare.

Notes	Actions / Next Steps
	<ul style="list-style-type: none"> <li>To develop the secondary school transition strategy for Year 6 to 7 to support CLA in the first year of secondary school. This work will avoid exclusion at an early stage and increase supported induction'</li> <li>Greater development of a whole school training schedule on attachment aware or trauma informed approach to behaviour management school with partners in Health.</li> </ul>

## 7 Children Missing Education (CME) & Vulnerable Groups

### Children Missing Education (CME)

- Current CME is 11 (2%) children, down from CME numbers at the start of this academic year of 22 (4%).
- There is an average number of 20 CLA at any one time that fall into the category of CME.
- There is a robust process to review, track and monitor the children in the CME category. The Process is in line with the Hertfordshire procedure.
- When a child is placed out of county and has no school place to start they may be CME. Schools are not encouraged to remove a child from roll until a new school is agreed.
- The referral process for CME is identical in this instance and all measures are taken to ensure that the allocation of an appropriate school place is swift.
- One to one tuition is provided in all cases as an interim measure.
- When the child is admitted to a hospital bespoke negotiations take place.

### Comments and Highlights

Education advisers meet every month to scrutinise the data regarding the vulnerable groups within the CLA cohort and to develop action plans for improvement:

- CME,
- Poor attenders,
- Exclusions,
- The Ofsted rating of the schools CLA attend.
- USAC

Notes	Actions / Next Steps:
There is an average number of 20 CLA at any one time that fall into the category of CME. CME or <i>children missing education</i> is when a child is not on a school role and is not educated otherwise in a private school or alternative education. (DfE September 2016)	To maintain the process of recording the vulnerable groups weekly and scrutinising the data monthly. Actions are prompt and reviewed at the next meeting and shared with the social worker holding the case.

Comments and Highlights

8.1 Pupil Voice

Source: Pupil Voice section of ePEP (responses from most recent PEP)

How do you feel about school?

	I really like school	I think school is OK	I do not like school	No response
KS1	60%	24%	7%	9%

	I am really happy / happy in school	I think school is OK	I am unhappy / really unhappy in school	No response
KS2	76%	17%	1%	5%

	I am really happy / happy in school	I think school is OK	I am unhappy / really unhappy in school	No response
KS3	56%	21%	8%	15%

	I am really happy / happy in school	I think school is OK	I am unhappy / really unhappy in school	No response
KS4	41%	26%	8%	25%

What out of school activities do you do?

	Sport/Dance	Community Group	Music/Art	None
KS1	40%	7%	9%	18%

	Sport/Dance	Community Group	Music/Art	None
KS2	52%	9%	6%	8%

	Sport/Dance	Community Group	Music/Art	None
KS3	41%	14%	4%	14%

	Sport/Dance	Community Group	Music/Art	None
KS4	35%	9%	5%	22%

Pupil Voice is routinely captured through the PEP, by evaluation of interventions and in other group meetings.

KS1 and KS2 responses based on choice in the PEP whereas KS3 and KS4 are free text responses which have been categorised into the responses in the tables.

Examples of free text response from the PEP:

*"Really happy - I like the different subjects & making new friends as well as meeting up with old friends."*

*"I feel like school is really fun because you get to have loads of opportunities."*

*"I feel good and enjoying school at the moment. Things are better than last year especially with English and Business. I am receiving more help with revision and preparing for exams."*

8.2 Bright Spots Survey



**Your Life, Your Care:**  
A survey of the views of looked after children and young people aged 4-18yrs in Hertfordshire

In March 2017 all looked after children were asked to participate in an online survey through their schools and colleges.

**Key Findings**

- 26% of looked after children in Hertfordshire participated in the surveys.
- Positively, 8 in ten (80%) of children and young people in Hertfordshire thought that their lives were improving.
- Compared to average (30%), lower proportions of young people in Hertfordshire (25%) had had a high number of social workers (3 or more) in the last 12 months.
- 88% of young people (11-18yrs) in Hertfordshire reported that they liked school. In comparison, only 79% of young people in care in other LAs liked school – a statistically significant difference.
- All young children (4-7yrs) liked their bedrooms and felt settled in their homes.
- Children (8-18yrs) were more likely than their peers in other LAs to have a pet in the home that they live in.
- Compared to the national average (80%), significantly lower proportions of young people in Hertfordshire (71%) had received a full explanation of why they were in care. However, higher than average (50%) proportions of children 4-7yrs (61%) had received an explanation (not a statistically significant difference).
- 28 (12%) children and young people were identified as having low well-being. The majority (23) were in the oldest age group (11-18yrs) and most (17) were girls. They were much more likely to report that they did not have a trusted adult in their lives, that they were not given chances to be trusted and that their carers did not take an interest in their education. They were also more likely to say that they did not like their appearance or have a good friend in their lives.
- 89% of young people (11-18yrs) in Hertfordshire reported that they trusted their carers. This is significantly lower than the national average of 95%.
- Young people in Hertfordshire were also less likely (83%) than their peers in other local authorities (88%) to report that they trusted their social worker (although this did not represent a statistically significant difference).

*[My carers] are always nice. They are kind. They like me to have dinner with them.*  
4-7yrs

*I need someone to talk to, to be better about talking about my feelings.*  
11-18yrs

**239 children completed the online survey; an overall response rate of 26%.**

bright spots

This survey was developed by Coram Voice and University of Bristol together with 140 children and young people in and from care as part of the Bright Spots Programme.

It asks children in care about their life, based on the things that are important to them. All responses were collected anonymously and the findings were analysed by University of Bristol and Coram Voice. We have done the surveys in other local authorities and will combine the results to see what care is like for children across the country.

If you want to find out more, please email: [brightspots@coramvoice.org.uk](mailto:brightspots@coramvoice.org.uk)



Funded by the Hadley Trust

The outcome of the Bright Spot survey has been used to inform operational practice implementing what children and young people have asked for.

The Hertfordshire ePEP has been altered to prompt schools to offer CLA positions of responsibility within the school where possible and record where this is already the case.. The survey revealed that CLA feel overlooked by schools when these roles are allocated in school. This feedback was a topic in the designated teacher briefing as well as the end of term letter to all designated teachers from the Virtual School Head.

It was also referenced at the HfL 'More Able Disadvantaged' conference in May 2017

In the ePEP the question is as follows:

- Do all your positions of responsibility in school involve being voted on?
- Are there opportunities for a child who may have joined the school mid- year and who has not formed relationships with others?

This, as a discussion point, is now included in the education adviser termly visit outline.



### The Strengths and Difficulties Questionnaire

#### SFR50 2017 National Tables – Children looked after at 31<sup>st</sup> March 2017:

Total national average 14.1; Hertfordshire average 11.7 (based on 414 with returned score)

**National Average** SDQ score by age banding:

5 - 9 yr	14.0
10 12 yr	14.3
13-15 yr	14.1
16+	13.3
Total CLA	13.9

Hertfordshire CLA SDQ returns as of January 2018 (based on 140 with returned score):

Age	Average Score			
	Carer score	Teacher score	young person score	Combined score
5-9 yr	20	18	0	19
10-12 yr	22	19	21	21
13-15yr	21	21	20	21
16+	19	19	20	19
Total CLA	22	19	20	20

A Strengths and Difficulties Questionnaire (SDQ) is an internationally recognised behavioural screening tool of children's and adolescent's wellbeing and mental health.

From April 2017 a new methodology for collection of SDQ has been introduced within Hertfordshire. This now involves the collection of SDQ scores from Carer and Teacher for all ages and also the Child Looked After if aged 10 years or over. The scores are collected 6 weeks prior to the Health Review and so are collected across the year rather than in one collection in the Spring as was previous practice. The reported SDQ score in March 2017 was recorded for the entire cohort (with a return of 414 SDQs) whilst the current score is based on a return of 140 SDQs.

The Virtual School now shares this data with schools on the PEP and Social Workers are required to discuss the latest score with schools and the implications the score may have on readiness to learn and emotional wellbeing during the meeting.

A score above 14 is considered to be indicative of a need for some intervention and the greater the score, the higher level of support is possibly required. The maximum possible score is 40.

The trend from both returns is that there is a higher SDQ score within the secondary age range. This also correlates with the higher number of children in care within this age range as detailed in section 1.5 of this report– largest cohort is age 10-15. This would indicate that there is a need for emotional support as young people enter puberty and also as there is an influx of children into care within this age bracket that there is greater emotional turmoil. This can then impact on behaviour within school and progress in learning.

It is notable that the average combined score for Hertfordshire children looked after has risen substantially from average score 11.7 in 2016-17 to average score 20 to date in 2017-18. This indicates that CLA have greater social and emotional needs.

### Notes

Whole school training to be as effective as possible to affect the in-school experience of the child.

### Actions / Next Steps:

- Mental First Aid training to be available to schools from a trained Virtual School member of staff.
- SDQ monitoring within the PEPs to be further developed as the new methodology develops.
- DT conference on Mental Health co-developed with CAMHS (Autumn 2018)
- Participation in the Attachment Aware research project (Alex Timpson Attachment research project with the Rees Centre) and associated training by as many Hertfordshire schools as possible, currently 29.
- Mental Health FAQ on the new Virtual School website authored by the CLA Mental Health nurse.
- Publication on the website and distribution of the booklet for schools: the 10 things you need to know about the Teen Brain.

## Progress

### 9 Progress EYFS

#### Comments and Highlights

Systems to identify and record where CLA are attending Early Years provision are in place allowing the Virtual School to monitor transition into school. More robust and effective communication between the Virtual School and Early Years settings means that the needs of CLA are understood and their progress is championed. Children attending a Hertfordshire Setting are assured of high quality provision as 97% of settings are good or outstanding. The Early Years pupil premium take up has improved from 61% to 80% this academic year, the remaining 20 % represents four children where they are placed for adoption and who were not accessing education as a result.

An electronic ePEP now in place for nursery children. Records of progress in settings are now recorded on this system and will transfer to schools. This is a significant improvement and will enable to the Virtual School to improve outcomes for CLA from an accurate starting point/ baseline.

Notes	Actions / Next Steps:
	Continue to work with settings, foster carers and social workers to promote the education of pre-school CLA.

### 10 Progress KS1 to KS2

#### Historic KS2 Progress

##### KS1-2 Progress Benchmark (CLA) – 2016

	Cohort	Avg. KS1 Pt Score	READING			WRITING			MATHS					
			Cover.	Prog. Score $\geq 0$	Avg. Prog. Score	Conf. Int.	Cover.	Prog. Score $\geq 0$	Avg. Prog. Score	Conf. Int.	Cover.	Prog. Score $\geq 0$	Avg. Prog. Score	Conf. Int.
National (CLA pupils)	2,820	11.9	91%	47%	-0.5	±0.24	94%	51%	-1.0	±0.24	92%	45%	-1.3	±0.21
LA (all schools)	13,038	16.3	93.2%	51.7%	+0.1	±0.11	93.8%	56.3%	+0.1	±0.11	93.3%	47.1%	-0.5	±0.09
LA (state-funded schools)	12,706	16.3	95.6%	51.7%	+0.1	±0.11	96.2%	56.3%	+0.1	±0.11	95.8%	47.1%	-0.5	±0.09
Virtual School	41	11.8	92.7%	47.4%	-0.2	±1.99	95.1%	48.7%	-1.8	±1.98	92.7%	44.7%	-1.0	±1.70

⊕ Significantly above national average | ⊖ Significantly below national average | x/ Result suppressed

#### Comments

10.1	The progress score for Hertfordshire CLA for 2016 in Reading was above National CLA.
	The progress score for Hertfordshire CLA in writing was below National CLA. Writing progress has been a focus of Education Adviser visits and VS Pupil progress meetings for the academic year 2016/17.
	The progress score for Hertfordshire CLA in 2016 in maths was above National CLA.

## 2017 KS1-KS2 Progress, Comments and Highlights

It is not possible to report the progress of the CLA between Key Stage 1 and 2 for the academic year 2016-17 until the DfE publish the statistical First Release in March 2018 .

Prior Attainment From KS1	Number of students	Average of Reading Scaled Score	Average of Maths Scaled Score	Average of GPS Scaled Score	Comments
High	6	106.3	107.0	111.3	High ability students should be attaining in the range 108-120 with most nearer 108-112
Medium	25	102.1	101.7	103.4	Middle Ability Students should be obtaining 96-107
Low	13	88.2	88.5	89.2	Low Ability Students typically obtain 80-96 with most in the low 90s
<b>Totals / Averages</b>	<b>44</b>	<b>100.2</b>	<b>100.8</b>	<b>101.8</b>	

<b>10.2</b>	<b>Context</b>	Hertfordshire only had a small number of high ability students (from KS1 testing) in this cohort. They had a larger proportion of lower ability students in the cohort with a range of complex needs.
<b>10.3</b>	<b>Reading</b>	Hertfordshire have maintained their good progress in reading for CLA. This is a strength.
<b>10.4</b>	<b>Writing</b>	Writing progress has improved significantly since 2016 .Progress in Writing for this cohort is now well above the published National CLA figure for 2016 and close to the 2016 National figure for all children.
<b>10.5</b>	<b>Maths</b>	Mathematics progress this year was lower than 2016 for Hertfordshire CLA , but in line with National CLA 2016.

<b>Notes</b>	<b>Actions / Next Steps:</b>
<p>Historic progress is only shown for 2016 as there was a change in curriculum and assessment of this curriculum in 2016. The new expectations at KS1 – aged 7 and KS2- aged 11 were more challenging than previous years.</p> <p>Children educated in Hertfordshire schools make better progress.</p>	<ul style="list-style-type: none"> <li>• Pupil progress meetings are held with the Primary Phase Lead and the Primary Head Teacher representative on the Virtual School Governing Body who provides scrutiny and challenge.</li> <li>• Continue to work with schools to identify barriers to learning and offer support and challenge to overcome these barriers.</li> <li>• Work with the fostering service to ensure that the VS-run foster carer primary curriculum training is well attended and supported.</li> <li>• Challenge schools to accelerate progress, particularly in mathematics, through effective intervention and pertinent use of the pupil premium plus spend.</li> </ul>

<p>11.1</p>	<p>Progress 8 Historic 2016</p>	<p>Progress rates for Hertfordshire CLA in 2016 were higher than our statistical Neighbours but lower than National Average for CLA. In 2016 the Progress scores for English and Maths were higher than the overall Progress 8 score for the cohort. English and Maths are gateway qualifications and so the support being directed into these subjects has assisted young people to move onto college and sixth form courses where they can improve the level of their qualification post -16.</p> <p>The average Progress 8 score of the cohort is lower than that of the non CLA cohort. This may be due to the support for CLA, where schools make arrangements to increase support in English and Maths and consequently reduce the timetable workload for this group. This can minimise levels of anxiety and increase the prospect of success in core subjects. This is a common strategy for children late into care.</p> <p>Progress 8 scores are the average score in eight subjects at GCSE level.</p>																																																																
<p>11.2</p>	<p>Progress Provisional 2017</p>	<p>It is not possible to report the progress of the Year 11 students for the academic year 2016-17 until the DfE publish the statistical First Release in March 2018 however based on the in-house pupil progress meetings and unverified/school reported outcomes we are able to report the following information related to the progress of children attending Hertfordshire schools only.</p> <p>Progress as taken from 31 Hertfordshire Schools:</p> <p>The DfE league tables, published January 2018 for all schools give an indication of Progress within Hertfordshire schools attended by Hertfordshire CLA. Using this data and the outcome and progress data gathered by the Virtual School from schools, there is an indication that CLA in Year 11 made good progress in comparison to the DfE measure, <b>Average Progress 8</b> for the schools where they attended.</p> <p>This data is available to us for 31 Hertfordshire schools which were attended by 41 CLA and therefore approximately two thirds of the cohort.</p> <p>When the full data is made available to us for all Year 11 CLA, both in and out of county, the overall score will be very different. However, we are able to report on the progress of the 41 children in comparison to the average progress made by their peers at the same school.</p> <p>The average P8 score for these schools was -0.25. Of these 41 CLA students:</p> <table border="1" data-bbox="346 1047 1199 1516"> <thead> <tr> <th>Percentage of CLA</th> <th>Number</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>37%</td> <td>15/41</td> <td>made progress that was greater than the average progress for students in the schools where the CLA cohort attended.</td> </tr> <tr> <td>15%</td> <td>6/41</td> <td>made progress that was at or near than the average progress for students in the schools where the CLA cohort attended.</td> </tr> <tr> <td>22%</td> <td>9/41</td> <td>made progress that was less than the average progress for students in the schools where the CLA cohort attended.</td> </tr> <tr> <td>27%</td> <td>11/41</td> <td>Attended county special schools and we are unable to represent a P8 Score for them.</td> </tr> </tbody> </table> <p>The following table indicates the Key Stage 2 attainment for the cohort. It is important to recognise the prior ability of this cohort. This cohort had a large proportion of students of low ability. The mean KS2 score for the cohort is 3.2 and the prior attainment of this cohort demonstrates that <b>87% of the cohort had an end of KS2 starting point for secondary schooling that was below average.</b></p> <table border="1" data-bbox="346 1685 1493 2175"> <thead> <tr> <th>Aver KS2 Scores</th> <th></th> <th>0-0.9</th> <th>1-1.9</th> <th>2-2.9</th> <th>3-3.9</th> <th>4-4.9</th> <th>5-6</th> </tr> </thead> <tbody> <tr> <td>Average Grades</td> <td>No prior attainment</td> <td>W</td> <td>1c-1a</td> <td>2c-2a</td> <td>3c-3a</td> <td>4C-4A</td> <td>5C+</td> </tr> <tr> <td>Percentage of Y11 Hertfordshire looked After Students</td> <td>32%</td> <td>1%</td> <td>4%</td> <td>8%</td> <td>18%</td> <td>27%</td> <td>8%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>3c-4c 30%</td> <td>4b-4a 15%</td> <td></td> </tr> <tr> <td>Description</td> <td>100% OOC</td> <td>SLD</td> <td>SLD</td> <td>Well Below Average</td> <td>Well Below Average</td> <td>Just below Average</td> <td>Above Average</td> </tr> <tr> <td>Summary percentage</td> <td></td> <td colspan="5">87% below average attainment at end of KS2.</td> <td></td> <td>12%</td> </tr> </tbody> </table> <p>To support children and schools with these needs, the Virtual School ensured that tutoring was put in place where Designated Teachers identified gaps in learning and liaised with the tutors to focus on those gaps. In addition, Designated Teachers were encouraged to make applications for exam considerations where appropriate – such as extra time or a reader. Children were supported through revision sessions made available through Hitchin tuition agency and also through CGP revision cards for maths. Carers were provided with training to support revision at home.</p> <p>Typically there is a pattern where the Maths progress score is higher than the English score. This is in line with what can be expected of a pupil who has is taking fewer GCSE subjects and who has a disrupted educational experience (entry to care and placement move).. The requirements of the new English examination are for sustained reading, comprehension and extended writing which are skills that are challenging for all children. 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**Actions / Next Steps:**

- Membership of PiXL (National Schools organisation that promotes school improvement, to raise standards and give students a better future).– providing material to support Children in KS4, KS2 and KS5 exam provision.
- Provision of CGP revision resources and cards.
- Development of Maths and English revision at Step Up training to carers and CLA in Autumn and Spring terms.
- Challenging schools over their data and accuracy of prediction and the school’s subsequent support arrangements. For example, offer of revision and support sessions and ensuring their attendance.
- Planned training for Carers of children who have higher ability KS2 starting points to ensure that the home offer is able to support progress.
- Continuation of selected Head Teachers for CLA in KS4 to meet with Ofsted to discuss narrowing the gap strategies.



**Attainment**

**12 Attainment EYFS**

**Comments and Highlights**

For 2017, 33% of children achieved a good level of development (GLD); an increase from 21% in 2016.	The average points score for Hertfordshire CLA in Reception was 27.7 compared to 34.5 for all pupils nationally. This is in line with CLA nationally although full quality assured comparative data is not available.  The cohort was small and each child represents 14%
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**Notes** **Actions / Next Steps:**

Children who enter care at a young age are often well behind their peers in terms of development. Particularly in Personal Social and Emotional Development which is a key area of learning.	<ul style="list-style-type: none"> <li>• Education Advisers to support transition from early year's settings to schools through ensuring PEP meetings take place at the setting with prospective next school in attendance.</li> <li>• Ensure all achievement and progress data from Early Years Settings is recorded on electronic PEP to inform schools of starting points.</li> <li>• Carers of Early Years pupils to be invited and encouraged to attend the VS 'Primary Curriculum' course.</li> </ul>
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**13 Phonics Year 1**

**Comments and Highlights**

Standard	Hertfordshire Looked After Children 2017		National Figures All Children For Comparison
	Numbers	%	%
Met the expected standard	9	90%	81%
Working Towards	1	10%	19%

There are no national comparators for Looked After Students published to date.

It is very encouraging that although we only had 10 eligible pupils in Year 1- 90% of them reached the expected standard which is above national figures.

**Notes** **Actions / Next Steps:**

The forthcoming annual Carers conference on Education will have the Library service in attendance. They have agreed to 'sign up' carers at the conference for a library card and explain the use of the 'Virtual' library using electronic books and kindles.	<ul style="list-style-type: none"> <li>• Continue to promote reading with carers through training including joining the library.</li> <li>• Education Advisers to continue to check with schools on phonics progress for children in Reception and Y1 to ensure that they are on track to meet the expected standard.</li> </ul>
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The following information is using information and results gathered from Hertfordshire schools and our own data gathering methods. It is unverified by the DfE Statistical First Release and therefore may be subject to change.

**Comments and Highlights**

	KS1 Reading	KS1 Writing	KS1 Maths	KS1 RWM
<b>2017 Herts CLA</b>	52.4%	38.1%	57.1%	33.3%
<b>2017 National CLA</b>	TBC	TBC	TBC	TBC
<b>2017 All Schools</b>	79.2%	71.4%	77.3%	67.1%
<b>2016 Herts CLA</b>	41.7%	33.3%	41.7%	29.2%
<b>2016 National CLA</b>	50%	37%	46%	32%
<b>2016 All Schools</b>	78.8%	71.2%	76.9%	66.4%

Outcomes at KS1 have risen in all areas. They are still well below the National Percentages for all children however the achievement gap has reduced.

The percentage of children reaching the expected level or above in reading has risen from 41.7% in 2016 to 52.4% in 2017.

The percentage of children reaching the expected level or above in writing has risen from 33.3% to 38.1%.

The percentage of children reaching the expected level or above in mathematics has risen from 41.7% to 57.1%.

**Notes**

KS1 attainment measures have changed in recent years. Sample sizes are also smaller as the number of looked after students increases with age. There were 21 children in this cohort.

**Actions / Next Steps:**

- Ensure that where children did not meet the expected standard in reading that they are given intensive support to accelerate reading skills in Y3- discussed at termly pupil progress meetings with VS education advisers.
- Ensure that children have relevant opportunities to improve their 'Knowledge of the World' which will in turn improve their reading comprehension and writing skills.

Historic KS2 Learning Outcomes – 2016					Comments	
15.1	<b>CLA KS2 obtaining ≥ EXS</b>				<ul style="list-style-type: none"> <li>The government raised the expected standard and more challenging tests were introduced for in 2016.</li> <li>In reading Hertfordshire continued to achieve 3% above National CLA figures.</li> <li>Hertfordshire CLA Teacher Assessment for writing was lower than National CLA figures by 4.5%.</li> <li>In Mathematics Hertfordshire CLA continued to achieve 5% above National CLA figures.</li> </ul>	
		<b>KS2 Reading</b>	<b>KS2 Writing</b>	<b>KS2 Maths</b>		<b>KS2 RWM</b>
	<b>2016 Herts CLA</b>	43.9%	41.5%	46.3%		29.3%
	<b>2016 National CLA</b>	41%	46%	41%		25%
	<b>2016 All Schools</b>	72.4%	79.2%	73.1%		59.3%
	<b>CLA KS2 achieving higher than expected standard</b>					
		<b>KS2 Reading</b>	<b>KS2 Writing</b>	<b>KS2 Maths</b>		<b>KS2 RWM</b>
	<b>2016 Herts CLA</b>	7.3%	2.4%	0%		0%
	<b>2016 National CLA</b>	7%	3%	4%		1%
	<b>2016 All Schools</b>	23.3%	21.2%	19.1%		7.8%

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2017 KS2 Attainment					Comments			
15.2	All A Subjects	<b>KS2</b>				<ul style="list-style-type: none"> <li>Reading has remained at similar level to 2016 for reaching the expected standard however the percentage of children reaching the higher standard has increased</li> <li>The percentage of children reaching the expected standard in writing has increased and the percentage reaching the higher standard has increased</li> <li>The percentage of children reaching expected standard in mathematics is lower by 3% , however the percentage reaching the higher standard has improved from 0% to 11%</li> <li>Attainment in both writing and Grammar Punctuation &amp; Spelling (GPS) have improved from 2016 with the percentage of children reaching the expected standard and the percentage reaching the higher standard has both increasing.</li> </ul>		
		Hertfordshire VS Provisional Results – 2017: 44 children (2016: 41 children)						
		<b>2017 provisional Subject</b>	<b>Performance Descriptor</b>	<b>Herts VS (%)</b>	<b>Herts All (%)</b>		<b>National All (%)</b>	<b>National CLA (%)</b>
		Reading Test	Expected/Higher	43	76		71	TBC
			Higher	14	30		24	TBC
		Writing TA	Expected/Higher	48	79		76	TBC
			Higher	11	24		18	TBC
		Mathematics Test	Expected/Higher	43	77		75	TBC
			Higher	11	26		22	TBC
		RWM Combined	Expected/Higher	27	65		61	TBC
Higher	0		11	7	TBC			
GPS Test	Expected/Higher	48	79	77	TBC			
	Higher	14	34	31	TBC			
20% of 2017 cohort were disapplied from the tests.								
Nationally very few students achieved higher standards with only 5% achieving it in all 3 areas in 2016 and provisionally 9% in 2017. The percentage for CLA achieving the higher standard nationally is unavailable but can be expected to be lower.								

**Comments and Highlights**

- Improvement in number of pupils reaching the expected standard in writing.
- Improvement in number of pupils attaining at the higher standard in all areas. The profile of more able disadvantaged has been raised through our PEP document, where schools are asked to comment on the CLA strengths in all areas from academic to sport, music and across the curriculum.

Notes	Actions / Next Steps:
Historic progress is only shown for 2016 as there was a change in curriculum and assessment of this curriculum in 2016. The new expectations at KS1 – aged 7 and KS2- aged 11 were more challenging than previous years.	<ul style="list-style-type: none"> <li>Ensure effective transition arrangements in place, particularly for children moving from primary to secondary to support continued progress and achievement.</li> <li>Continue to support more able children to achieve at the higher levels through pupil premium spend to extend their learning in all areas.</li> <li>Ensure that good practice is shared across schools ( through peer to peer learning at designated teacher briefings and DT conference , for example)</li> </ul>

Historic KS4 Learning Outcomes		Comments																																			
16.1	<p><b>A*-C English &amp; Maths</b></p> <p><b>Children in Care achieving A*-C GCSEs in English and Mathematics</b></p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>919</td> <td>Hertfordshire</td> <td>13.30</td> <td>16.90</td> <td>14.00</td> <td>11.60</td> <td>12.90</td> </tr> <tr> <td>985</td> <td>East of England</td> <td>16.10</td> <td>14.80</td> <td>12.70</td> <td>15.20</td> <td>14.40</td> </tr> <tr> <td></td> <td>Statistical Neighbours</td> <td>17.64</td> <td>14.63</td> <td>21.72</td> <td>18.23</td> <td>19.05</td> </tr> <tr> <td>970</td> <td>England</td> <td>15.40</td> <td>16.20</td> <td>14.30</td> <td>15.90</td> <td>17.50</td> </tr> </tbody> </table> <p>Note this measure is now discontinued. The DfE is providing comparison data called A*-C/9-5 but this will only be for this academic year. Note that the numbers are small so differences are down to just a few students. Less than 1000 Students nationally attain this benchmark.</p>			2012	2013	2014	2015	2016	919	Hertfordshire	13.30	16.90	14.00	11.60	12.90	985	East of England	16.10	14.80	12.70	15.20	14.40		Statistical Neighbours	17.64	14.63	21.72	18.23	19.05	970	England	15.40	16.20	14.30	15.90	17.50	<p><b>English &amp; Maths Benchmark (A*-C)</b></p> <ul style="list-style-type: none"> <li>According to unverified data 2017, the English A*-C/Grade 5-9 pass rate was 16.9% which was above National attainment. The Mathematics attainment for Hertfordshire was below National attainment which means that the combined attainment for English and Maths is below National of 7%. The regional data is yet to be made available by the DfE.</li> </ul>
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<b>Level 2 In English and Maths Grade 4+</b>	16% 11 Children	13% 9 children																																			
<b>Any Qualification</b>	84% 60 Children	78.6% 55 children																																			
<b>Attainment 8</b>	17.1	24.3																																			



Notes	Actions / Next Steps:
<p>The GCSE curriculum for summer 2017 was made intentionally harder. The scaffolding and guidance in questions has been reduced and so children are expected to demonstrate a range of skills for all questions. This makes an exam harder as children are required to have resilience when tackling questions that require an application of different skills. This can present difficulty for a child who has fundamental gaps in learning and experienced a disjointed educational history, especially if they are joining the CLA cohort later at the end of Key Stage 3 or during Key Stage 4.</p> <p>The reunification strategy for CLA may further affect the figures in the future when more able, achieving students are returned home and do not count in the DfE cohort 903</p>	<ul style="list-style-type: none"> <li>• Maths attainment – highlight focus with schools on exam paper choice and the guidance for CLA so that children are focussed on achieving as well as possible but especially grade 5.</li> <li>• Revision with carers – increase training in new exam requirements and also in revision and support at home.</li> <li>• Focus on GCSE uptake and encourage schools to secure P8 and A8 options for CLA. However, where a child is in emotional turmoil and difficulty (perhaps from late entry into care) a protective factor can be to reduce exam entry and focus on English and Maths as core subjects. In this instance, the P8 and A8 scores will be negatively affected.</li> </ul>

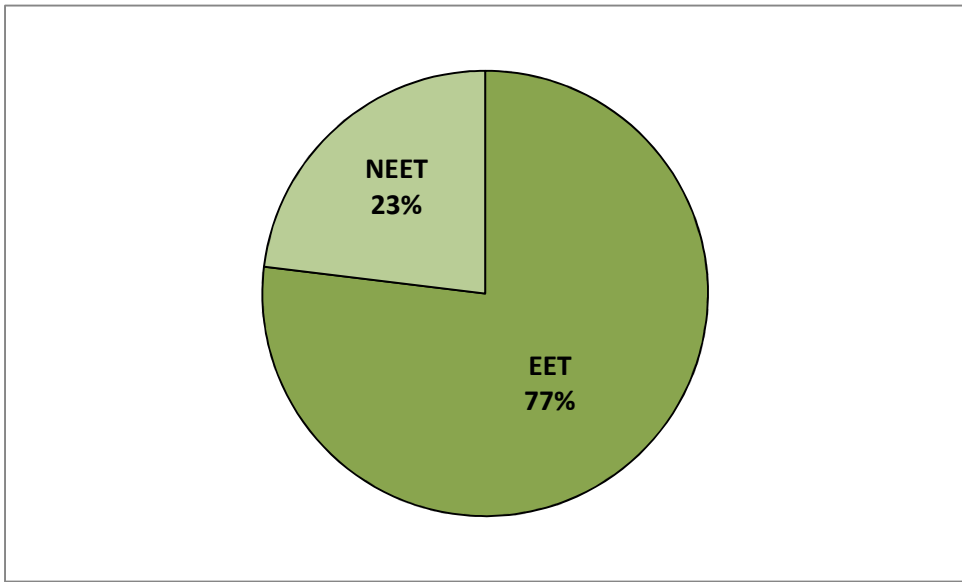
**17 Post 16**

**Comments and Highlights**

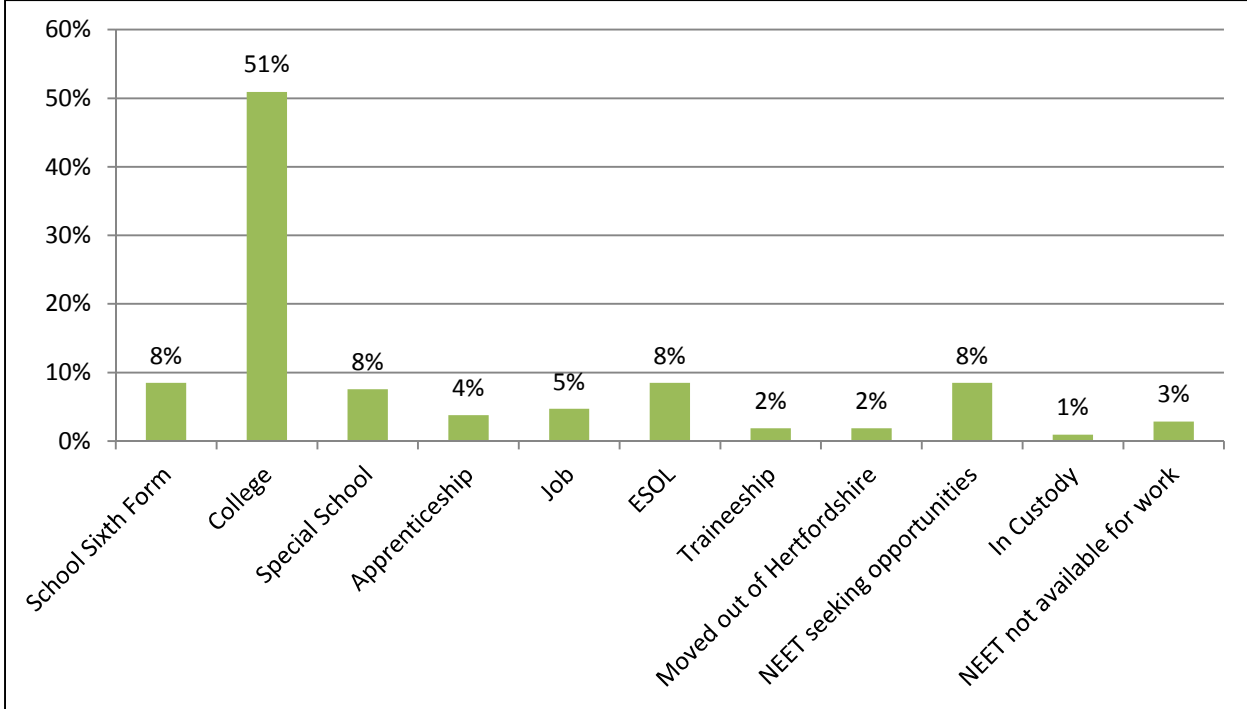
**A-Level Studies**

- 40% of cohort attended mainstream school sixth form – this is higher than many other authorities.
- 21 CLA completed A Level studies.
- 60% A-C grades awarded. This is very encouraging.
- 100% of students in 6<sup>th</sup> form achieved grades at Distinction (equivalent A), Merit, (equivalent B), Pass (equivalent C)
- The most encouraging development at KS5 is the number applying to Further Education. – see destinations section.

The post-16 cohort for 2016- 2017 academic year was 676 ( 16-19 year olds and also University students). Outcomes for the end of the academic year are:



**Year 11 Destinations:**



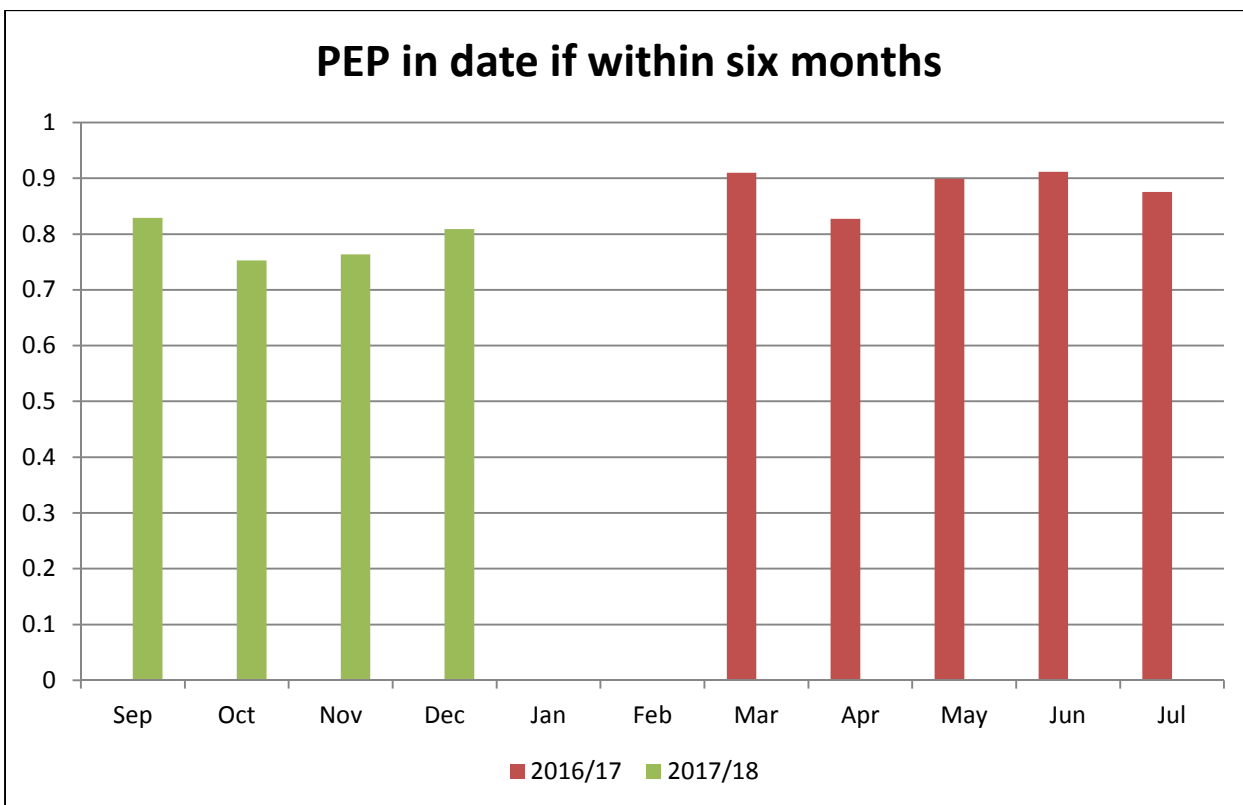
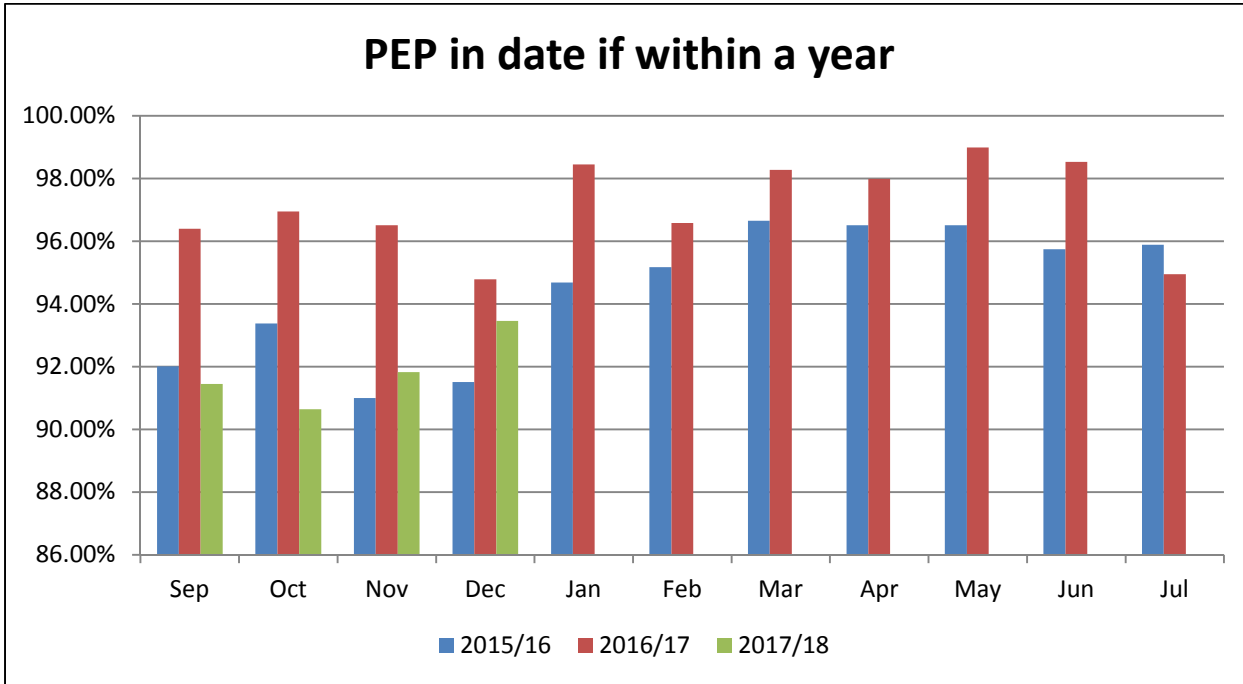
Notes	Actions / Next Steps:
<p>The number of care leavers in education aged 16-19 is the highest recorded with more further education courses completed and care leavers moving to the next level qualification than in past years..</p> <p>The cohort making the transition from Year 11 in September 2017 was 108. 93 entered further education, training or employment. 15 remained NEET. To date 2 of that 15 have entered EET. 3 new CLA have entered the cohort post-16 as NEETS are remain as that status.</p> <p>Since September 2017, 78% (344) of 16 -19 have taken up and remained in further education by the VS in with majority studying in colleges..</p> <p>A further 140 young people post 19 are supported education training and apprenticeships. 14 care leavers have taken up apprenticeships in health and social care and these are progressing well.</p>	<ul style="list-style-type: none"> <li>• Review of the Employment Excellence programme with young people and schools to ensure that the advice and guidance on careers is supporting young people in their career path.</li> <li>• Continue the individualised support to care leavers in college and University</li> <li>• Quality Assure the processes for Care Leavers in all four colleges of Further Education in Hertfordshire to review support for Care Leavers.</li> <li>• Maintain the residential interventions for CLA pre-16 as there is proven impact on their motivation in sustaining education post 16. Carer comment 2017:  <i>“My placement thoroughly enjoyed both of her aim higher courses in Cambridge and Wales. They treated her as an individual and listened to her thoughts and ideas about how to progress in life. They encouraged her in a way to help her make her own decisions about her future without being pushy and she knew without a doubt that the team would be there for her if she should fall. The outward bounding side of the course in Wales enabled her to push herself more than she ever has done before and made her realise what she can do and do it</i> </li> </ul>

65 young people are studying in higher education and the majority are making good progress.  
Colleges are working well with the team across the county and place great trust in the Virtual School PAs to support them

*with ease with the right support network behind her...."*

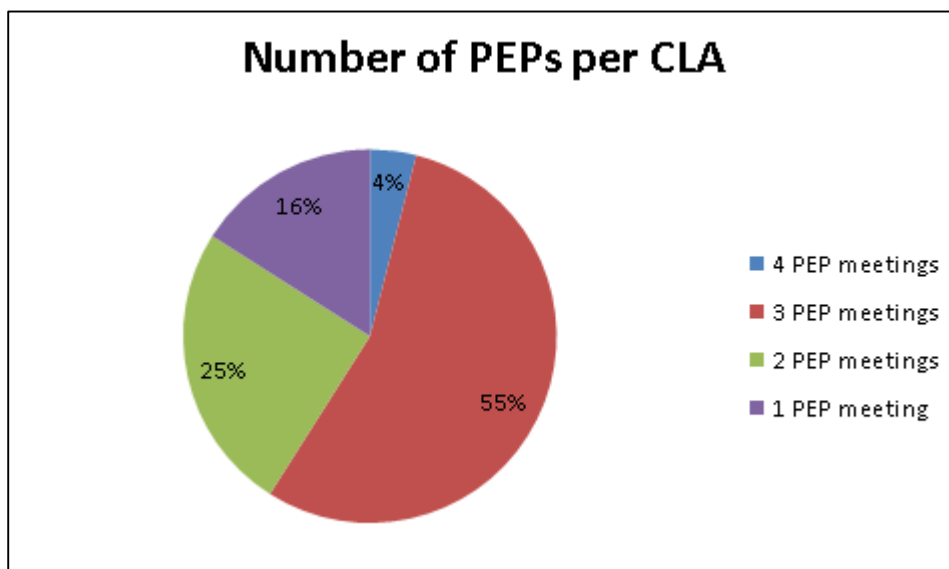
## PEPs, Pupil Premium and Interventions

### 18 PEPS Up To Date



There has been a significant increase in the number of PEPs per CLA. For 2016/17, 59% of all CLA had 3 or more PEPs. For the previous academic year, it was approximately a third of all CLA who had 3 or more PEP meetings.

Note that this is for all CLA – including the CLA leaving care or coming into the care during the academic year (depending on duration of CLA episode 1 or 2 PEPs).



### Comments and Highlights

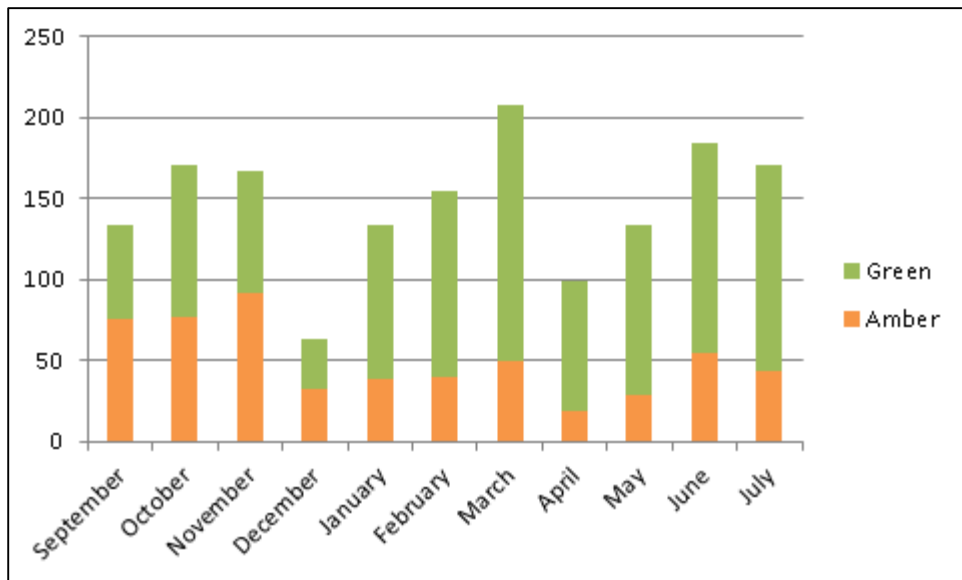
The Early Years ePEP was introduced this year. This feeds into the Rec-Y11 ePEP and enables assessment data from pre-schools and nurseries to be received quickly by feeder schools thus ensuring an accurate baseline when the CLA enter school.

The reporting of the number of current PEPs has changed in 2017 from annually to every 6 months as the calculation of an 'in date' PEP has changed. The ePEP format is updated each summer holiday to ensure that it is able to record the current educational information for each child. A PEP for children with very special educational needs is in development in collaboration with the schools that Hertfordshire CLA attend.

Notes	Actions / Next Steps:
Reports are published monthly and shared with team managers to ensure the social workers are updated on the number of PEPs completed Peps are to be updated each term	<ul style="list-style-type: none"> <li>Review the training for social workers with social work managers and the Designated Teacher focus group to improve collaboration on the process</li> <li>Share the improvement figures with front line social workers</li> <li>Include the improved quality of planning document in the regular report to Board.</li> </ul>

<b>19</b>	<b>Quality of PEPs</b>
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The quality of the PEPs improved as well during the academic year 2016/17, with the Virtual School Education Adviser's RAG rating all the PEPs, see graph below.



For PEPs completed in the current academic year, 2017/18:

- 74% were RAG rated green in the first instance
- 20% were RAG rated amber in the first instance
- 6% were RAG rated red, with improvements required from either the social worker or the Designated Teacher

Of those rated red:

- 7 were subsequently rated amber, with the remaining 22 rated green

To date, for this academic year:

- 78% of PEPs have been rated green
- 22% of PEPs have been rated as amber

Comments and Highlights
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The Education Advisers are held to account for the auditing of the PEPs from their assigned schools  
The quality of the information and target setting in the PEP is improving rapidly.

Notes	Actions / Next Steps:
The PEP surgeries for social workers are held each month in both Apsley and in Farnham House PEP Champions is each social work team to be invited to annual refresher training.	<ul style="list-style-type: none"> <li>The Education Advisers audit the quality of the PEP once it is signed off by both the Designated Teacher and the social worker</li> <li>There is a strict RAG- rating system that has been shared with both professional groups.</li> <li>Training for new Designated Teachers is well attended each term and the Virtual School website will have an on-line training module at Easter 2018</li> <li>Training for social workers to be improved and made more frequently available</li> <li>The social work PEP champions to be given additional support.</li> </ul>

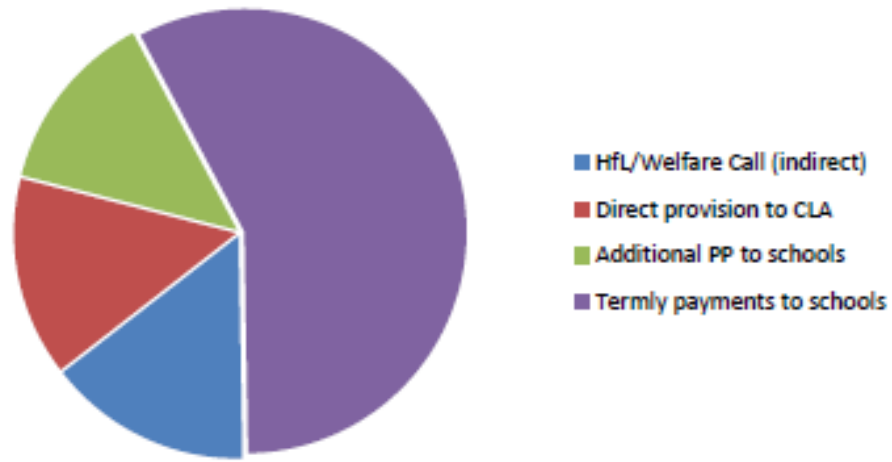
Financial Year 2016/17

Distribution of total Pupil Premium Grant

HfL/Welfare Call (indirect)	14.8%
Direct provision to CLA	14.5%
Additional PP to schools	13.3%
Termly payments to schools	57.5%

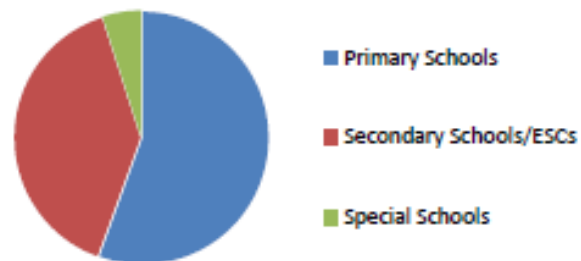
Directly paid to schools	70.8%
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Total direct provision to CLA	85.2%
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Additional Pupil Premium to schools

Primary Schools	55.5%	£ 109,093
Secondary Schools/ESCs	39.5%	£ 77,602
Special Schools	5.0%	£ 9,760



**Comments and Highlights**

100% of Pupil Premium Grant used either directly or indirectly to promote the educational achievement of Hertfordshire Children Looked After (no contribution was made to Hertfordshire County Council costs). Centrally held Pupil premium Plus is used for projects that directly support the educational achievement of children.

**Notes**

The allocation methodology is reviewed annually and approved by Schools Forum

**Actions / Next Steps:**

- Review the information written by schools in the CLASEF Part 3 documents to produce a the annual statement of account for the Virtual School Governing Body
- To extract the data for the individual ePEPs to complement the context of the report from the CLASEF documents.
- To initiate a 'deep dive on the use of PP+ in schools to ensure the efficient and effective spend of PP+
- To produce case studies of best practice and share them with schools on the Virtual School website
- To continue the training of school governors to ensure their understanding of the funding is current.
- Where schools have demonstrated best practice with supporting evidence of impact on improved outcomes for CLA to ask them to share their expertise with other schools and DTs using the termly DT Briefing as a means of dissemination to a wide audience.

**Support of CLA who are Unaccompanied Asylum Seeking Children.**

Upon arrival in the UK/Hertfordshire all statutory school age UASM are referred to the Access to Education Team by Brokerage.

**Numbers of UASM for 2015-2017**

	In County	Out of County
2015	18	24
2016	26	17
2017 to Jan 2018	12	14

**Location of UASM 2017-2018**

In County	Out of County
Watford 3	Luton 7
Dacorum 4	Bedford 2
North Herts 4	Essex 2
St Albans 1	North/East London 2
	Peterborough 1

We have developed a support program in Hertfordshire to ensure these young people have access to education at the earliest opportunity. Whilst this process is ongoing we arrange for them to have a dictionary in their own language and arrange 10 hours tuition delivered by a tutor experienced in ESOL. The speed of access to school is important as it alleviates pressure on the foster placement and assists in supporting its sustainability.

Most of the UASM's are male and of Year 11 school age. They often have less than 2 terms at school or some schools will place them on their 2 year Level 2 course in Year 12. The majority move on to college at the end of year 11.

The initial CLA meeting is supported by a member of the Access to Education Team where possible. This provides a link between education and social care. A bespoke Hertfordshire Virtual School EAL Assessment and Induction Pack is provided for each pupil prior to them starting at school.

This support process has developed a confidence in schools accepting and offering a program to Year 11 age UASM's who would otherwise be out of school.

**Support of CLA with complex SEND**

CLA with SEND represent a vulnerable group within the vulnerability that is CLA. These children and young people come into care for different reasons some of which are common to all CLA but many continue to have supportive contact with parents and are accommodated because of the complex needs with which they present creating great difficulties for parents and siblings. They may already have attachment issues due to often long stays in hospital from birth.

Our professional partner works with CLA that have the most complex needs and all have an Education Health and Care Plan which in itself has a statutory process attached to it. Some of the work therefore, is in encouraging synergy between the CLA processes and EHCP processes. These CLA also have challenges around demonstrating progress and establishing what expected progress is. Their progress is in very small steps and is not linear, they are following alternative curricula and some have degenerative conditions which means expected progress may be static or deteriorating and good progress may be maintaining the status quo during bouts of significant health issues or long periods of hospitalisation. The expertise lies in supporting and challenging schools to evidence progress in the widest sense.

**Improvements resulting from this area of work:**

Visits made to all Herts special school provision supporting Hertfordshire CLA with complex needs including 16+

Impact:

- Better engagement with our partner schools as evidenced by visit reports, request for an opportunity to share practice and positive feedback
- Better engagement with PEP process, improved frequency of PEPs completed and improved PEP ratings over time
- Improved information sharing with 16+ team facilitating better joint working

Visits made to all OOC special school provision supporting Hertfordshire CLA with complex needs including 16+

Impact:

- Better engagement with our partner schools as evidenced by visit reports, request for an opportunity to share practice and positive feedback
- Better engagement with PEP process, improved frequency of PEPs completed and improved PEP ratings over time as evidenced by PEP audits
- Deeper understanding of quality of educational provision above and beyond Ofsted rating allowing supportive challenge as evidenced by visit reports
- Opportunity to liaise with SEND team in order to share intelligence and support quality of school placement
- Improved information sharing with 16+ team facilitating better joint working

Virtual school systems

- Development of robust systems of reporting where there is a cause for concern
- Improvements to e-PEP so that small steps of progress can be better captured
- SEN/D PEP in discussion in response to feedback from designated teachers from special schools
- Special schools have increased confidence that their context is understood and supported by the Virtual School.

**Support to Children 'Previously Looked After'**

A part time Education Adviser has been seconded to the Adoption Services to support the educational needs of adoptive parents, schools with previously looked after children on roll and Adoption Support staff. Whole School training, information and handbook literature has been developed to provide on-going advice and guidance.

The Hertfordshire Virtual School is supporting to the Outcome Framework for Children Looked After. The 'Outcome Bees' have been incorporated into documentation and publications of the Virtual School. The new framework aims to ensure that there is a shared vision and objectives for children, young people and their families in Hertfordshire. In the challenging financial climate we face, it's particularly important that we can evidence the impact our services are having on improving outcomes for children, young people and their families. The rationale behind the outcome framework has been explained in briefings and newsletters with schools and carers.

