



Supplemental Report

Presented to the
Meeting of the
Children, Young People and Families Cabinet Panel
on
Tuesday, 4 February 2020

1. Agenda

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The annual report of the Hertfordshire Virtual School Head

Executive Summary
Covering the academic year
2018-19



Executive Summary

Notable sections of the annual report of the VSH include:

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- Provisional Outcomes: Key Stages 1-5, FE and HE
- Development and innovation
 - Additional responsibility: the new duty – evaluation one year on and children who *'have had need of a social worker'*
 - Next steps



Provisional Outcomes

(pending the Statistical First Release - March 2020)

Early Years

- This was a small cohort of four who had been care for a year or more by 31st March 2018. However, there were 200 children between 0-5 who came in and out of care during the academic year 2018/19. We promote free early education for CLA from the age of 2 and have a PEP for these children.

Key Stage 1

- 13 children were assessed in this cohort as 6 children were disappled from the assessments. Reading and Mathematics were stronger for this cohort, with writing for 9 of the children being assessed as working towards rather than at the expected level.

Key Stage 2

Progress from individual starting points has improved in both writing and mathematics. However, the starting points were lower which has impacted on the attainment of this cohort. This cohort has a high percentage (44%) of children educated outside of Hertfordshire, in part due to the complexity of their special educational needs. 30% of the cohort had an Education and Health Care Plan

Key Stage 4

- This is the best set of results for 4 years.
- For the 4th consecutive year outcomes show a further overall rise in attainment.
- 85% of the cohort have achieved at least one qualification. An improvement from 2018.
- Average GCSE grade for English & Maths is a 3. The Modal grade for Maths is a 4.
- CLA who were entered for GCSE English Language and Maths, 38% achieved at least a grade 4 in English, 42% achieved at least a grade 4 in Maths.

KS4 outcomes	2018 results		
Achieved 4+ English Language	25	30%	28%
Achieved 5+ English Language	17	20%	18%
Achieved 4+ Mathematics	27	32%	27%
Achieved 5+ Mathematics	11	13%	16%
Achieved 4+ in both English & Maths	20	24%	21%
Achieved 5+ in both English & Maths	9	11%	10%

Key Stage 5

- The Virtual School had 15 Sixth Form students, 8 in Year 12 and 5 in Year 13 or re-sitting as Year 14. Year 13/14 outcomes:
 - 60% passed Level 3 qualifications and went on to University
 - 20% passed Level 3 qualifications and went on to start an Apprenticeship
 - 20% remaining in Sixth Form (Year 14) to complete Level 3 studies
- In 2019/2020, the 'Virtual School Sixth Form' has increased to 36 (20 in Year 12, 16 in Year 13), although not all students are taking 3 x Level 3 (A Level) qualifications.



Be Ambitious for CLA

Further and Higher Education

Care Leavers at FE College 16-18

Outcomes 2019

89% of those who started a college course in 2018-19 achieved a qualification. This is a very high retention rate for care leavers.

The remaining 11% either were on courses that are longer than an academic year or ceased the course. This could be to take up employment or an apprenticeship or due to disaffection.

September 2019

Year 12 group – 124 (64 have SEN with 35 having an EHCP)

Of these:

- College – 47% (27 on Level 1, 15 on Level 2, 11 on Level 3, 15 on ESOL)
- Training – 2.4% (2 on practical trades and 1 on pre-military)
- Apprenticeships – 1.6% (Equine and Nursery Nursing)
- NEET – 4.8%
- The remainder are in mainstream education or specialist provision (41.9%) and 2 are serving custodial sentences (1.6%)

Care Leavers at University 18+

Outcomes 2019:

- 18 Graduates and 3 postgraduate students passed their course.
- 4 x 1st Class Honours Degree students

September 2019

- 22 Starters for 2019 (2 returning students from past years)
- 68 Care leavers enrolled at University
- 1 exploring a gap year
- 5 studying for a postgraduate qualification (1 is a returning student)

Statistics for 2020:

- 14 undergraduate graduates for 2020
- 4 postgraduates for 2020
- 24 referrals received for September 2020 potential new undergraduates

(average in Eastern Region – 5 Undergraduates per academic year)



Exclusion and children missing education

- The incidence of exclusion peaks just prior to school holidays. The national trend for exclusion has increased (for all children).
- This contrasts with the very significant downward trend over the past 3 years for Hertfordshire CLA with only 224 incidence of exclusion compared to nearly 900 in 2016.
- A reflection on the very positive work that is undertaken by the team when students first receive a fixed term exclusion.
 - The proportion of students having at least 1 exclusion is still high but only 18 students (<4%) had more than 3 exclusions.
 - Nearly 50% of the 224 exclusions were derived from incidents for **14 students** who had 5+ exclusions each.
 - The Virtual School always challenges an exclusion, and this is having a positive impact on our exclusion figures.
 - The introduction of the Attachment Aware and Trauma Informed Toolkit to all schools is raising awareness in schools about the long-term impact of an exclusion on Children Looked After and suggests the development of alternative behaviour management strategies.
- The Toolkit's inclusion within the Hertfordshire Steps Training and the training for the Designated Safeguarding Person in school (from 2020) will augment and highlight this awareness.
- Where children are waiting for a school place, tuition is arranged as an interim measure.



Development and Innovation

Support for understanding additional need and mental ill-health

- The Attachment toolkit
- High quality training
- Additional PP+ funding for supportive interventions

Support for CLA with SEN/D

- Annual professional Development Day
- The Small Steps PEP
- School visit, learning walk and PEP wherever at school

Sharing Best Practice

- The Pupil Premium Plus Awards – The BU2Z Awards
- Forum for Change meeting with HMI and DCS
- Website



The new duty – one year on

- The Hertfordshire Virtual School in collaboration with the Adoption Support Services have developed a robust and graduated approach to the ‘*new duty*’ for previously looked after children.

The ‘Offer’ for adoptive parents, special guardians and schools has been evaluated and feedback is very positive.

Adoption UK have been commissioned to provide mentor support for families that appears critical in helping them to manage educational crisis.

- New for 2020 – a weekly ‘Advice Line’ to complement the monthly education surgeries.



The education of Children in Need and on Child Protection Plans

- Agenda Pack Page 8
- The DfE publication, [Help, protection, education: concluding the children in need review](#) outlines the Government commitment for action to improve the educational outcomes of all children who have '*needed a social worker*'.
 - Innovation Grant funding is enabling project work in Hertfordshire that explores '*what works*'.
 - The project will publish the final report in August 2020.



Next Steps for 2020

- Develop a 'focus' on maths at every key stage
- Ensure that training to promote the Corporate Parenting ethos as it relates to the education, training and employability of children looked after and care leavers, has the widest possible 'reach' by using technology to transform delivery creating webinar and podcast presentations
- Develop and embed the support 'Offer' for care leavers in 6th Form
- Develop and improve the education 'Offer' for children looked after with SEN/D



Attachment and Trauma Aware Training for Schools

Now referenced in training for Designated
Safeguarding Lead in school

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Now referenced in Hertfordshire STEPS
Training

This toolkit has been developed in response to a need to encourage attachment and trauma sensitive schools. The training is designed to be delivered by the Designated Teacher to all staff in a school; including governors and all ancillary staff. To date, over 2700 Hertfordshire school staff have received the training, in 65 schools. The Toolkit: Part 2 is in development and will include information on the new Ofsted framework, secondary trauma, resilience and promotion of staff well-being and supervision.