

NOTTINGHAM CITY COUNCIL VIRTUAL SCHOOL

Annual Report 2017-18 academic year

***Promoting the Educational Achievement of Looked after Children
and Previously Looked after Children***

1. **Introduction**

- 1.1. This Annual Report considers the Nottingham City Virtual School arrangements and achievements in the 2017-18 academic year and identified areas for improvement next academic year, 2018-19. The report provides details of the experience and outcomes of children in care and use of the Pupil Premium Plus (PPP) funding.
- 1.2. The Nottingham City Virtual School Self-Evaluation Report and Self Improvement Plan 2018-19 provides details of the improvements and developments identified, based on performance in the 2017-18 academic year and the action that will be taken to improve.
- 1.3. The Nottingham City Virtual School sits within Nottingham City Council's Education Service and reports directly to the Directors of Education and the Director of Children's Integrated Services.

2. **Staffing**

2.1. The virtual school team consists of:

Virtual School Head- responsible and accountable for providing leadership, management and development for all aspects of the Virtual School. Ensuring fulfilment of the local authority's statutory duties regarding the education of children in care and previously looked after children.

Achievement Consultant x 1.5 (the .5 post holder is currently off work long-term sick)- provides advice, support and training to key stakeholders, specifically designated teachers and social workers, in respect to the education of children care. Has an allocation of children in care cases, and is responsible for monitoring and tracking educational outcomes. Attends and contributes to PEP meetings, re-integration meetings and exclusion meetings where appropriate to offer advice, challenge and support.

Education Support Officers x3- provides advice, support and training to key stakeholders, specifically carers and adoptive parents, in respect to the education of children care and previously looked after children. Has an allocation of children in care cases, monitoring and tracking educational outcomes. Attends and contributes to PEP meetings, re-integration meetings and exclusion meetings where appropriate to offer advice, challenge and support.

Business Support administrators x2- responsible for all administrative tasks relating to the Virtual School, including maintenance of the virtual school information management systems, monitoring collection of attendance and attainment information and Personal Education Plans.

Data support officer- responsible for developing and maintaining the Virtual School's information management systems, as well as tracking and reporting on attendance, achievement and progress of the authority's children in care.

2.2. The Achievement Consultant and Education Support Officers are collectively referred to as caseworkers throughout this report.

2.3. Throughout the 2017-18 academic year there was significant staffing pressures within the Nottingham City Virtual School as a result of two Education Support Officer vacancies and long term sickness absence of one of the Achievement Consultants. Consequently, between September 2017 and May 2018 there were

only 2 FTE caseworkers in work, this had significant implications on the Virtual school carrying out some of its functions.

2.4. Implications of reduced staffing capacity during the 2017-18 academic year consisted of the following:

- Reduced capacity to attend education meetings to advocate, support and challenge on behalf of our children in care.
- Inability to monitor and track individual cases in order to provide timely advice and challenge to improve education outcomes for individual children in care.
- Prioritisation was given to monitoring and tracking statutory school age children, consequently monitoring outcomes and the destination of post-16 children in care did not take place.
- Lack of capacity to quality assure Personal Education Plans and provide feedback to partners.
- The capacity of the Virtual School Head to progress the strategic review, development and improvement required was significantly reduced as a result of the need to carry out casework.

2.5. The two Education Support Officer posts were recruited to in February 2018, and started in post in May 2018, the Achievement Consultant remained off work due to sickness throughout the 2017-18 academic year. Capacity now exists within the team to progress the improvements and developments identified and carry out the level of monitoring, tracking and support necessary to promote and improve the educational outcomes of all the children on the Virtual School roll.

3. Virtual School Governing Body

- 3.1. The Nottingham City Virtual School Governing Body is a voluntary body established to provide support, advice and challenge to the Virtual School in order to improve the educational outcomes of its authority's children in care. The Governing Body has been formed out of recognition of the benefits and contributions that can be made when a body of professionals, with different skills and expertise, come together to improve outcomes.
- 3.2. The Virtual School Governing Body meets termly and are provided with reports that enables members to scrutinise and consider the outcomes and experiences of the authority's children in care and make recommendations for improvement.
- 3.3. During the 2017-18 academic year the Virtual School Governing Body met each term (autumn, summer and spring), as planned.
- 3.4. Two specific areas of support have been provided by the Virtual School Governing Body in the 2017-18 academic year; two members contributed to the selection and recruitment of the Education Support Officers and governors have agreed to visit a group of Nottingham city alternative providers in order to consider their environment, ethos and suitability for children in care.

4. **Virtual School Training Programme**

4.1. The Virtual School delivered its annual training programme during the 2017-18 academic year despite the challenges of staffing capacity. Below is a list of the training delivered in 2017-18 and attendance at training:

- Foster Carer Training delivered 28.9.17 (12 attendees)
- Foster Carer Training delivered 8.2.18 (16 attendees)
- Designated Teacher Training delivered 8.10.17 (15 attendees)
- Designated Teacher Network delivered 18.10.17 (11 attendees)
- Designated Teacher Network delivered 7.3.18 (9 attendees)
- Designated Teacher Network delivered 13.3.18 (28 attendees)
- Designated Teacher Network delivered 20.6.18 (24 attendees)
- Governors Training delivered 6.2.18 (6 attendees)
- Children Residential Social Care Training delivered 21.2.18 (11 attendees)

4.2. Training for social workers was included in the 2017-18 training programme; however, both courses were cancelled due to low take up, to make training more accessible the 2018-19 social worker training has been redesigned to consist of short bites size sessions (based on specific education themes) as opposed to whole day training.

4.3. Training delivered in 2017-18 was not consistently evaluated. The Virtual School is therefore not able to report on the success or impact of training in increasing professionals understanding and awareness to promote and support the education of children in care, this therefore features as an area for improvement in the 2018-19 Improvement Plan.

5. Virtual School Information and Case Management System

- 5.1. The Nottingham City Virtual School Head is of the view that the use of a case management system is necessary to enable the Virtual School to effectively and efficiently monitor, track, promote and improve educational outcomes for its children in care.
- 5.2. Holding key educational information at individual child level within a case management system allows meaningful reports, based on different educational and contextual information to be produced so that advice, interventions and support can be targeted effectively.
- 5.3. A key focus for the Nottingham City Virtual School in the 2017-18 year has therefore been to develop SIMS as the virtual school roll and case management system, for holding and reporting educational information pertaining to the authority's children in care.
- 5.4. During the 2017-18 academic year the following fields have been progressed/ built in SIMS:
- A panel has been built to hold the contextual details for all individual children in care, which includes the child's ethnicity, NCY, type of education setting, UASC status and the LA area of the education provider.
 - A panel that holds details of the funding provided for individual children has been built, all funding allocated in 2017-18 has been inputted, however, mapping the fields in order to produce reports is still being developed.
 - A panel that holds details of fixed term exclusions (period, reason and duration) experienced by individual children has been built, exclusions information is inputted weekly and the mapping for reported completed.

- A panel that holds information pertaining to PEPs (completion and date completed) has been built and the Virtual School is able to produce PEP compliancy reports weekly.
- Work has commenced to build panels to hold and report on individual children's attainment and assessment results, but this is not yet complete.

5.5. There is a plan to build an 'intervention' panel in SIMS, to record and report on certain actions and interventions taken by the Virtual School on individual cases (i.e. attendance at meetings and PEP quality assurance outcomes), this will enable the Virtual School to consider the impact of its involvement on individual cases. Building an 'intervention' panel in SIMs will commence in the 2018-19 academic year and has been included as a development in the 2018-19 Improvement Plan.

5.6. There is a plan to build an 'educational concerns' panel in SIMs to flag, monitor and report on those children where there are specific educational concerns, i.e. children with no access to 25hours per week education, children not attending 25hour per week education and children that do not have an up to date PEP. An educational concerns panel will enable the Virtual School to closely monitor and track children particularly vulnerable to not achieving, building will commence in the 2018-19 academic year and has been included as a development in the 2018-19 Improvement Plan.

6. Pupil Premium Plus arrangements and expenditure

- 6.1. A new process for the administration and distribution of Pupil Premium Plus was implemented at the start of the 2017-18 academic year. The new arrangements create a more effective and efficient way for the Virtual School to monitor and distribute pupil premium funding to benefit and support the educational outcomes of its children in care.
- 6.2. The new PPP process encourages and supports schools to apply for the funding, minimises the potential for underspend, ensures consistency in decisions to approve funding requests and enables schools to apply for additional funds to support children in care who may require intervention and support over and above the agreed allocation of £1900 (April 17-March 18 allocation)
- 6.3. Key changes to PPP from 2017-18 include:
- Schools apply through an online application for the agreed allocation.
 - Schools select interventions for which funding is being requested from a drop down of pre-populated interventions.
 - Schools provide details of anticipated impact of funding on the education outcomes of the child at the point of applying.
 - Funding decisions are inputted into the Virtual School SIMS system against the child's individual record, contributing to the building of the child's educational 'profile'.
 - Schools can apply for additional funds using an Additional Funding Request form, for interventions and strategies that can't be met through the normal allocation.
- 6.4. Below is an annual breakdown of Pupil Premium Plus expenditure for the 2017-18 financial year.

Annual Pupil Premium Plus budget 17/18	£872,100.00
Breakdown of Expenditure	Amount
Summer Term 2017- <i>allocated to schools</i>	£57,471.88
Autumn Term 2017- <i>allocated to schools.</i>	£221,992.00
Spring Term 2018- <i>allocated to schools</i>	£194,899.32
Additional Funding requests- <i>allocated to schools</i>	£84,117.34
Nottingham City Education Psychology Service support- <i>Virtual School spend*</i>	£2,450.00
Education Progress Grant- <i>Virtual School spend*</i>	£40,000.00
Virtual School Manager's salary- <i>Virtual School spend*</i>	£57,571.26
CiC tutoring – <i>Virtual School spend*</i>	£67,944.00
Care placements that includes education (education contribution)- <i>Virtual School spend*</i>	£50,751.32
Year 6 and 11 £1,000 additional support- <i>allocated to schools</i>	£79,000.00
PPP previous year's adjustment	£15,904.20
Total	£872,101.32

6.5. Details of the Virtual School PPP expenditure marked * in the table above is as follows:

- **Nottingham City Education Psychology Service**- the Nottingham City Virtual School commissioned 10 sessions (3 hours per session) of EP services in the 2017-18 academic year in order to provide assessments and/or interventions for individual children in care identified as requiring support.
- **Education Progress Grant**- funding that social workers and education providers are able to apply for on behalf of children in care, up to £500 a year for interventions or support aimed at improving educational outcomes, children post-16 are able to access this funding (unlike the PPP termly allocation).
- **Virtual School Manager**- salary of the Virtual School manager in the 2017-18 financial year.

- **Tutors-** cost of one to one tuition provided by private tuition agencies for children in care who did not have access or who were not attending full-time education in the 2017-18 academic year. Tuition was also provided for children identified as needing additional support in order to secure achievement in their statutory assessments.
- **Care placements that includes education (education contribution)-** cost of education where children were placed in residential provision with education included.

7. Nottingham City Virtual School roll.

- 7.1. In the 2017-18 academic year 443 compulsory school aged children were on roll at the Virtual School. Of the 443 school age children, 179 (40%) were of primary school age and 264 secondary age (60%). 187 were receiving education within Nottingham City and Nottingham County boundaries and 239 were receiving education outside of Nottingham. (17 children had no recorded school).
- 7.2. In the 2017-18 academic year 82 of the children in care on roll at the Virtual School were in schools judged by Ofsted as 'outstanding', 248 were in schools judged 'good', 27 were in schools judged as 'requiring improvement' and 1 child was being educated in a school judged 'inadequate'. The remaining children were either being educated in a recently converted academy and therefore had no judgement, were in Independent Schools, subject to a different inspection process or had no recorded school.
- 7.3. The Virtual School uses the SIMs case management system as its roll, and by inputting child level details into SIMs are able to report on the number of children in each education phase, the numbers of children being educated in and out of the city are and the numbers of children in different categories of schools, as above.

8. **Pupil outcomes- attainment and progress 2017-18**

8.1. The Virtual School commissions Welfare Call to collect attainment and assessment data for its children in care. Expected performance for returns of attainment and assessment information is set at 95%, however, at the end of the 2017-18 academic year returns have been below expected performance. A plan and process for the timely collection of missing attainment and assessment data is required and forms an action in the 20-18-19 Virtual School SIP.

8.2. Results of the Phonics screening that took place at the end of the 2017-18 academic year (June 2018) has been collected by Welfare Call; 22 children were expected to have completed the assessment, however, results were obtained for 19 pupils as follows:

Phonics Screening (unverified)	Number		Percentage		National for all pupils 17/18
	16/17	17/18	16/17	17/18	
Total number in cohort	14	19			
Passed screening	8	12	57%	63%	82%

8.3. Results of the KS1 assessments that took place at the end of the 2017-18 academic year (May 2018) has been collected by Welfare Call. 16 children were expected to have taken the KS1 assessment, however to date the Virtual School has obtained partial results for 10 children, as follows:

Key Stage 1 teacher assessments (unverified)	% achieving expected standard	% nationally for all pupils
Reading (results for 9 children out of a potential 16)	55%	75%
Writing (results for 8 children out of a potential 16)	38%	70%
Maths (results for 9 children out of a potential 16)	33%	76%

8.4. Results of the KS2 national curriculum assessment (SATs) that took place at the end of the 2017-18 academic year (June 2018) has been collected by Welfare Call. The total number of children expected to have completed SATs is 38, however to date the Virtual School has obtained partial results for 30 children, as follows:

Key Stage 2 attainment (unverified)	% achieving expected standard 2017-18	% nationally for all pupils 2017-18
Reading (results for 30 children out of a potential 38 received 2017-18)	67%	75%
Writing (results for 25 children out of a potential 38)	60%	78%
Maths (results for 30 children out of a potential 38)	55%	76%
RWM (combined)* (results for 24 children out of a potential 38)	50%	64%

8.5. The Virtual School team collects Key Stage 4 attainment data from schools; not Welfare Call. In the 2017-18 academic year, the Key Stage 4 eligible LAC cohort consisted of 39 pupils (who had been in care for at least 12 months at 31st March 2018), information for 3 pupils has not yet been provided to the Virtual School. The table below details (unverified) attainment for children in care at Key Stage 4 in 2017-18 compared to the previous academic year:

Keys Stage 4 attainment	Number		Percentage		+/- change
	16/17	17/18	16/17	17/18	
Total number in cohort	48	39			
No qualifications	5	4	10%	10%	No change
Any qualification	40	32	83%	82%	-1%
5+ GCSE A*-G	23	18	48%	46%	-2%
5+ GCSE A*-C	7	9	15%	23%	+8%
5+ GCSE A*-C, incl E & M L4+	5	7	10%	18%	+8%
E & M L4+	8	8	17%	21%	+4%

- 8.6. Despite not yet obtaining attainment results for all Nottingham City eligible children in care (for which there is an action in the Virtual School Improvement Plan) analysis of the results obtained to date indicate there has been some improvement in achievement from the previous year, although attainment for children in care still falls below that of all pupils.
- 8.7. During the 2016-17 academic the Virtual School Head made a decision to standardise the reporting templates for the collection of teacher termly assessments, to enable more effective, accurate and consistent interpretation and analysis of the data to make comparisons, track educational progress and consider the educational trajectory of individual children in care.
- 8.8. Key Stage 1 and 2 standardised templates for the collection of teacher termly assessments were developed first and reporting on the revised templates commenced at the start of the 2017-18 academic year. September 2017.
- 8.9. Standardised teacher termly assessments for Key Stages 3 and 4 were not designed until late in the 2017-18 academic year, therefore first reporting in the standardised way for Key Stages 3 and 4 will not be available until the autumn term 2018-19.
- 8.10. The tables below detail the outcomes of the 2017-18 summer term teacher assessment for children in Key Stage 1 and 2:

KS1 Summer Term 17/18

KS1 Return Rate:	89%			
Total number of students:	39	Total number assessments received:	35	
No of students analysed for subject (Y1):	20	20	20	15
	READING	WRITING	MATHS	SCIENCE
Year 1 (20)	%	%	%	%
Year 1 Emerging	20	25	25	33
Year 1 Developing	10	15	20	6
Year 1 Secured	45	40	30	33
Year 1 Mastered	10	5	15	13
Working Below Year 1 Emerging	15	15	10	13
	READING	WRITING	MATHS	SCIENCE
No of students analysed for subject (Y2)	15	15	15	11
Year 2 (15)	%	%	%	%
Year 2 Emerging	20	7	7	9
Year 2 Developing	0	7	7	9
Year 2 Secured	53	47	53	45
Year 2 Mastered	0	7	0	0
Working Below Year 2 Emerging	27	33	33	36

KS2 Summer Term 17/18

KS2 Return Rate:	95%			
Total number of students:	110	Total number assessments received:	105	
No of students analysed for subject (Y3)	22	22	22	21
	READING	WRITING	MATHS	SCIENCE
Year 3 (22)	%	%	%	%
Year 3 Emerging	9	9	5	0
Year 3 Developing	23	32	27	43
Year 3 Secured	36	36	32	38
Year 3 Mastered	9	0	14	0
Working Below Year 3 Emerging	23	23	23	19
	READING	WRITING	MATHS	SCIENCE
No of students analysed for each subject (Y4)	23	23	23	22
Year 4 (23)	%	%	%	%
Year 4 Emerging	9	13	4	0
Year 4 Developing	30	22	22	36

Year 4 Secured	35	30	43	41
Year 4 Mastered	5	0	0	0
Working Below Year 4 Emerging	23	35	30	23
No of students analysed for each subject (Y5)	23	23	23	21
	READING	WRITING	MATHS	SCIENCE
Year 5 (23)	%	%	%	%
Year 5 Emerging	30	22	30	24
Year 5 Developing	9	13	9	24
Year 5 Secured	13	13	17	10
Year 5 Mastered	5	0	0	0
Working Below Year 5 Emerging	43	52	47	43
	READING	WRITING	MATHS	SCIENCE
No of students analysed for each subject (Y6)	37	37	37	37
Year 6 (37)	%	%	%	%
Year 6 Emerging	8	11	8	11
Year 6 Developing	15	8	14	5
Year 6 Secured	51	51	43	55
Year 6 Mastered	0	0	3	0
Working Below Year 6 Emerging	24	30	32	30

8.11. Standardising the reporting of teacher termly assessment enables the Virtual School team to see, at a glance, those children that require additional support and intervention to promote and encourage achievement. Obtaining teacher assessments each term throughout the year the Virtual School is also able to compare results term by term; to identify those children not making progress.

8.12. A systematic approach is now required to using teacher termly assessment data to inform actions and interventions of the Virtual School team in order to drive improvements and ensure the authority's children in care are on a trajectory to meet age related expectations, this action forms part of the Virtual School's 2018-19 improvement plan.

9. Pupil outcomes- attendance and exclusions

- 9.1. Welfare Call is commissioned to gather attendance and exclusion data for children in care of statutory school aged. Attendance data is updated daily for each child in care on the Virtual School roll and caseworkers scrutinise reports provided by Welfare Call periodically in order to support and challenge social workers, carers and schools where children are identified as having low attendance or where they have been subject to a fixed term exclusion.
- 9.2. There has been a slight drop in the school attendance rate for Nottingham City children in care in the 2017-18 academic year; the percentage school attendance in 2016-17 was 94.6% in the 2017-18 academic year percentage attendance was 93.6%, a decrease of 1%.
- 9.3. There have been no permanent exclusions of children in care during the 2017/18 academic year. There were 139 incidents of fixed term exclusion during 2017/18, a decrease from the previous academic year. The table below provides details of the number and types of fixed term exclusions experienced by our children in care in 2016-17 compared to 2017-18:

Exclusion Code	Number of Incidents 2016-17	Percentage of incidents 2016-17	Number of Incidents 2017-18	Percentage of incidents 2017-18%
Bullying	2	1%	2	1.4
Damage	1	1%	3	2.1
Drug and alcohol related	2	1%	4	2.8
Other	84	53%	45	32.3
Persistent disruptive behaviour	15	9%	29	20.8
Physical assault against a pupil	5	3%	14	10.0
Physical assault against an adult	22	14%	10	7.19
Racist Abuse	1	1%	2	1.4
Theft	3	2%	1	0.7
Verbal abuse/threatening behaviour against a pupil	4	3%	7	5.0
Verbal abuse/threatening behaviour against an adult	20	13%	22	15.8
Grand Total	159		139	

10. Pupil outcomes- Personal Education Plans (PEPs)

10.1. Currently the Nottingham City Virtual School monitors and reports on PEP completion for children in care of statutory school age. PEPs are sent to the Virtual School PEP inbox, an outlook account specifically for PEP submission, for checking and saving to SIMs, which enables the Virtual School to produce weekly PEP compliance reports.

10.2. As of week ending October 26th 2018 the weekly PEP compliance outcomes was as follows:

- 62% of all the authority's children in care have an up to date PEP completed in the last 6months.
- 24% of children have had a PEP completed during the last year
- 7% of children have a PEP that is out of date by over a year
- 7% of children have not yet had a PEP completed.

10.3. The Virtual School completes termly drill down of cases where there is no recorded PEP or where PEPs are out of date in order to understand the reasons for non-completion. The last PEP compliancy review was completed in October 2018, and a report exists that details the outcomes of the review.

10.4. A summary of the PEP Compliancy Review is as follows:

- The PEP Compliancy Review was based on the outcome of the PEP Report produced on the 26th October 2018, in total, there were 144 young people reported as having no PEP or having an out-of-date PEP in the 26th October report, 62% of children were reported as having an up to date PEP.
- The Compliancy Review ascertained that 59% (85/144) of these young people had a PEP in place and/or one or more extenuating circumstances, as follows:

- 19% (28/144) have an EHCP, 6% (8/144) of which had been through the Annual Review process within the last 6 months.
- 3% (4/144) had started at a new school in the last four weeks.
- 8% (11/144) are identified as being WASP.
- 2% (3/144) are in custody.
- 35% (51/144) have had a PEP meeting but the PEP document is pending.
- 4% (6/144) had an up-to-date PEP located on Liquid Logic.

10.5. If the total number of young people identified in the review as having a PEP in place and/or one or more extenuating circumstances were included in the compliancy total, it would result in a compliancy figure of 84% (321 [236+85] / 380).

10.6. If the extenuating circumstances were not acknowledged but the pending PEPs and the PEPs located on Liquid Logic were included in the compliancy total, it would result in a compliancy figure of 77% (293 [236+57] / 380)

10.7. Current arrangements for completing PEPS and reporting on compliance requires improvement, details of this is included in the Virtual School's 2018-19 Self-Evaluation and Self Improvement Plan.

11. Conclusion

11.1. This annual report provides details of the outcomes of Nottingham City children in care in the 2017-18 academic year, details how the Virtual School has managed the Pupil Premium Plus funding and describes some of the Virtual School achievements.

11.2. The Virtual School Self- Evaluation and Self- Improvement plan provides further details of the Virtual School's arrangements and plans to improve in the next academic year, 2018-19.