

## Annual Report of the Virtual Head Teacher 2014-15

### 2015 Data outcomes

For the purposes of data analysis, only those pupils who were continuously looked after for 12 months, or more, have been included in this analysis.

Support for Year 6 and Year 11 students started last September, a term earlier than the previous year, as the Year 11 results had always been predicted as being lower than previous years. However, 11 pupils had to be moved out of Sunderland for their own safety during Key Stage 4 and so prevented some of the planned tuition taking place.

Once again, students from Sunderland University supported 13 children across Years 2 and 6 for an afternoon per week over the Spring Term to raise attainment through 1-1 and to learn about the social and emotional needs of some of our children. This was achieved through our continuing good relationships with schools and with Sunderland University.

### 2015 – Key Stage 1 outcomes for children who have been continuously looked after for at least 12 months as at 31<sup>st</sup> March 2015:

This is a cohort of 24 pupils, 12 of whom had been in care for at least 12 months. 2 children (17%) have an Education, Health and Care Plan and 3 (25%) children had Special Educational Needs at Action Plus/Action but all were educated in mainstream schools. One child (8.3%) received an EHC Plan for severe social and emotional difficulties.

Out of the 12, 6 (50%) children had attended 2 schools since starting their education. All but one had involved moves within Sunderland mostly as a result of permanent placements. 2 children moved immediately after the Year 2 assessments were completed.

### Reading:

Level 2+	Level 2B	Level 2A	Level 3	
75%	17%	0%	0%	Outcomes for Sunderland LAC
(8 children)	(2 children)	(0 children)	(0 child)	
88.6%	79.4%	Not reported	26.9%	Sunderland Level 2+ all children
90%	81%		31%	National results for 2014

**Writing:**

Level 2+	Level 2B	Level 2A	Level 3	
58% (7 children)	25% (3 children)	17% (2 children)	0%	Outcomes for Sunderland LAC
86.7%	69.2	Not reported	15.1%	Sunderland Level 2+ all children
86%	70%		16%	National results for 2014

**Maths:**

Level 2+	Level 2B	Level 2A	Level 3	
58% (7 children)	17% (2 children)	8% (1 child)	0% (0 child)	Outcomes for Sunderland LAC
92%	80%	Not reported	23.4%	Sunderland Level 2+ all children
92%	80%		24%	National results for 2014

- All outcomes were lower than the last 5 years, thus widening the gap between our LAC and all children within Sunderland.
- Children performed better in reading, than in maths and writing.

Looked After Children: Key Stage 1 Trends over 5 years					
Academic Year	Cohort Size	Level 2+ Reading	Level 2+ Writing	Level 2+ Maths	EHC Plan
2015	12	75%	58%	58%	17%
2014	15	87%	67%	87%	0%
2013	10	70%	60%	60%	0%
2012	9	78%	56%	67%	11%
2011	7	86%	71%	86%	0%
2010	12	58%	50%	50%	17%

<b>LAC who made at least expected progress from their starting point provided</b>	
Reading	50% (6 children)
Writing	50% (6 children)
Maths	50% (6 children)

The same 6 children made expected progress in all areas of learning.

Actions taken for this cohort:

Data was used to identify 1-1 support from our team of teachers over the Autumn Term 2014.

**2015 Key Stage 2 outcomes for children who have been continuously looked after for at least 12 months as at 31<sup>st</sup> March 2015:**

25 children were eligible for the Year 6 tests in 2015, of whom 17 were in care for 12 or more months. Of the 17, 1 (6%) had an Education, Health and Care Plan and 35% (6 children) were at Action Plus of the Code of Practice.

2015 outcomes are above those for 2014 and the gap between LAC and all children nationally has closed significantly at this key stage. However, English is now split into Reading and Writing separately, and there is an outcome for Spelling, Punctuation and Grammar

**Achieving in Grammar Punctuation and Spelling**

	Sunderland LAC	Sunderland Average 2015	National Average 2015
Level 4	76% (13 pupils)	88%	80%
Level 5	29% (5 pupils)		56%

**Achieving in Reading**

	Sunderland LAC	Sunderland Average 2015	National Average 2015
Level 4	71% (12 pupils)	90.7%	89%
Level 5	18% (3 pupils)	51%	48%

### Achieving in Writing

	Sunderland LAC	Sunderland Average 2015	National Average 2015
Level 4	82% (14pupils)	88.3%	87%
Level 5	18% (3 pupils)	36%	36%

### Achieving in Mathematics

	Sunderland LAC	Sunderland Average 2015	National Average 2015
Level 4	82% ( 14 pupils)	90.1%	87%
Level 5	18% (3 pupils)	46.2%	42%

### Achieving in Reading, Writing and Maths:

	Sunderland LAC	Sunderland Average 2015	National Average 2015
Level 4	71% (12 pupils)	83.1%	80%
Level 5	12% (2 pupils)	25.3%	

- The number of Sunderland LAC achieving a level 4 and a level 5 in Reading was higher than in previous years.
- The percentage of Level 4s is closer to the national average in Reading than over previous years although it is still below local and national averages.  
Writing has improved at level 4 but is still below local and national averages.
- Maths has risen significantly when compared to the previous 4 years and is only 5% below national averages for all children at level 4.
- The percentage achieving a Level 4 in Spelling, Punctuation and Grammar (SPG) is 4% below the national average and significantly below at level 5.
- The percentage achieving level 4 in Reading, Writing and Maths is 9% below national averages for all children
- Lower proportions of LAC achieved a Level 5 in any subject area.

## Trends at Key Stage 2

Looked After Children: Key Stage 2 Trends over 5 years at Level 4+						
Sunderland LAC:	Read	Write	SPG	Maths	Read, Write, & Maths	EHC Plan
2015	71%	82%	76%	71%	71%	6%
	<b>English</b>				<b>English &amp; Maths</b>	
2014	60%			47%	34%	14%
2013	40%			54%	40%	20%
2012	36%			36%	36%	27%
2011	42%			25%	17%	17%

### Key Stage 2 results for LAC:

- Although English has been split into Reading and Writing, outcomes have significantly improved in all areas of learning in 2015.
- Maths has risen from 47% in 2014 to 71% in 2015
- The numbers of pupils with statements or EHC Plans is lower than the previous 4 years.

Year 6 LAC who made at least expected progress from their starting point provided		Proportion of all children nationally who made expected progress
Reading	88% (15 children)	91%
Writing	82% (14 children)	94%
Maths	88% (15 children)	90%

- The proportion of LAC making expected progress in Maths was only 2% below national averages; and in Reading, only 3% below.
- The proportion of LAC making expected progress in Writing is below the national average.

**2015 - Key Stage 4 pupils who have been looked after continuously for at least twelve months as at 31<sup>st</sup> March 2015:**

The number of pupils eligible to sit GCSEs in this cohort was 54, of whom 41 had been in care for at least 12 months. 5 (12%) of the 41 had an EHC Plan or Statement of Special Needs. In addition 17 (41%) had been identified as having special needs on the Code of Practice.

**The percentage of Sunderland LAC achieving 5 GCSEs at grades A\*-G including English and Maths**

Sunderland LAC	Sunderland All Pupils 2014	National 2014
42% (17 pupils)	98%	97.5%

**The percentage of Sunderland pupils achieving 5+ GCSEs at grades A\*- C:**

Sunderland LAC	Sunderland All Pupils 2014	National all pupils 2014
7.5% (3 pupils)	52%	55%

**The percentage of Sunderland pupils achieving 5+ GCSEs including English and Maths at grades A\*- C:**

Sunderland LAC	Sunderland All Pupils 2014	National all pupils 2014
5% (2 pupils)	52%	55%

**The percentage of Sunderland pupils who achieved A\*-C in English:**

Sunderland LAC	Sunderland All Pupils 2014	National All Pupils 2014
19% (8 pupils)	64%	Not available

**The percentage of Sunderland pupils who achieved A\*-C in Maths:**

Sunderland LAC	Sunderland All Pupils 2014	National All Pupils 2014
22% (9 pupils)	63%	Not available

### Attainment Headlines:

- The proportion of LAC achieving 5 GCEs at A\*-C, including English and Maths was significantly below national averages and the lowest in 4 years.
- Although the proportion of LAC gaining 5 GCEs at A\*-G, including English and Maths was also significantly below national averages, more of our LAC achieved these grades than the higher ones.
- 30 pupils (73%) achieved a qualification in English
- 29 pupils (71%) achieved a qualification in Maths

### The percentage of Sunderland pupils making the expected progress in English\*:

Sunderland LAC	National LAC 2013	National All Pupils 2014
39% (16 pupils)	32.6%	72.1%

### The percentage of Sunderland pupils making the expected progress in Maths\*:

Sunderland LAC	National LAC 2013	National All Pupils 2014
37% (15 pupils)	29.2%	66.4%

*\*Progress data is based on schools' judgements or prior attainment where available.*

- The percentage making expected progress in English, from their target set, was 33% below the national average for all pupils nationally (2014) but above the National average for LAC in 2013.
- The percentage making expected progress in Maths, from their target set, was 29.4% below all pupils nationally (2014 ) but above the National average for LAC in 2013.

### Trends at Key Stage 4

Looked After Children: Key Stage 4 Results 2013							
		Academic outcomes			Pupil Context:		
Academic Year	Cohort Size	5+ A*-C (incl Eng&Maths)	5+ A*-C	5+ A*-G	Statement / EHC Plan	Action/ Action Plus	Overall SEN
2015	43	5%	7.5%	47%	12%	41%	53%
2014	42	20%	25%	80%	17%	50%	67%
2013	25	20%	20%	40%	40%	48%	88%

2012	33	12%	48%	79%	36%	42%	78%
2011	31	7%	36%	52%	35%	35%	70%
2010	31	7%	42%	65%	32%	48%	80%
2009	40	11%	26%	n/a	n/a	n/a	n/a

### Other Background Headlines:

- 26 pupils (63%) attended 2 or more schools during their secondary education
- 16 pupils (39%) attended two or more schools in Years 10 and 11
- 12 pupils (29%) changed placements in Year 10
- 11 pupils (27%) changed placements in Year 11.
- 9 pupils (22%) were below the level of GCSE and so not entered
- In total 16 (39%) had, to our knowledge, other known issues that impacted on their placement moves and/or their educational outcomes:

At least 3 pupils were known to MSET

1 self-harmed for reasons of anxiety during KS4

1 had mental health issues leading to severe self-harm

At least 3 were known to seriously abuse substances

3 refused to engage in any form of education

2 did not attend exams because of changes of carer during the exam period

1 became a mother in Y10

2 received secure orders for criminal offence

### Exclusions September 2014 – July 2015

<b>Fixed term exclusions</b>	<b>No. of exclusions</b>	<b>No. of pupils</b>	<b>Total No. of days</b>
2014-15 Academic Year	118	49	258.5
2013-14 Academic Year	118	44	288.5
2012- 13 Academic Year	136	47	282.5

- The number of pupils excluded in 2014-15 has risen, although the number of days they have been excluded for has reduced by 30 days
- Schools in Sunderland are starting to respond to the Virtual School request for early notification of severe behaviour so that support can be provided or a transfer to alternative provision can be made rather than exclude.



<b>Permanent exclusions</b>	<b>No. of Pupils</b>
2014-15 Academic Year	0
2013-14 Academic Year	0
2012- 13 Academic Year	0

No pupil was permanently excluded for the 3<sup>rd</sup> consecutive year as a result of early intervention to secure alternative learning arrangements.

We continue to be grateful to Sunderland schools for their partnership working with us to achieve the best we can for individual children.

**Numbers of ALL looked after children on roll at each type of school for the academic year 2014-15, as judged by Ofsted by the end of August 2015.**

<b>Category of School / Academy</b>	<b>Good or Outstanding Schools</b>	<b>Schools requiring improvement</b>	<b>Schools requiring Special Measures</b>
Secondary	144	23	5
Primary	150	11	1
Early Years (0-3)	36	2	0

- 88% of school age LAC attended good or outstanding schools at the time of analysis.
- Only 10% attended schools which required improvement and the Virtual School consulted with Ofsted reports and the School Improvement Team and decided it was more important to keep them at those schools rather than move them.
- 2% were attending inadequate schools but conversations with the Designated Teacher in the Secondary School confirmed there was no need to move them. This was confirmed by the School Improvement Team. Although one child had failed to make progress conversations about moving him were felt by carers and professionals to be more detrimental than leaving him there and working with the school to improve outcomes for him.
- During the academic year we had 252 LAC in Sunderland schools and 81 in schools outside of Sunderland.

**Numbers of looked after children on roll at each type of school for the academic year 2014-15.**

SCHOOL / PROVISION TYPE	KEY STAGE							
	PRE	EY	1	2	3	4	5	Grand Total
	154	12	1	3	2	6	23	201
Academy		9	12	18	39	41	2	121
College							13	13
Free School					2			2
Home Educated		1						1
Independent	14	7			3	4	1	29
Mainstream	10	35	29	62	14	16	3	170
PRU				2		9		11
Special		1	4	7	3	2	3	20
Training Provider							5	5
Faith School			2	2	3	1	2	10
Secure							1	1
Residential						1	1	2
NEET							1	1
Private	1							1
Grand Total	179	65	48	94	66	80	55	588

It is becoming increasingly challenging to engage some young people in any kind of education and in some areas there is little or no choice of educational provision that meets their needs. Although numbers vary around who is receiving full time education, on average we had 2 pupils last year who consistently refused to engage, and one who was hard to place because of his behaviour history.

We work closely with The Link School and Special Schools for emotional, social, and behavioural difficulties in order to ensure that education provision is offered to those pupils who find it hard to engage. Alternative learning provision or vocational learning is often a solution and we have started to work with The Link School and other Local Authorities to ensure these provisions have been quality assured before placing a child there.

## Post-16

Over the Summer break, we visited the key learning providers in Sunderland to notify them of which young people to expect from September and who would need additional support. At this time we also agreed PEP formats and the timings of education reports which could be added to a young person's Pathway Plan, to avoid duplication of information and increased numbers of meetings for the young people involved. In September, we met again to check who had enrolled and referred those who had not attended back to Connexions. We will meet again before the Christmas break to check where all young people are.

Following the Ofsted Inspection, we were able to appoint a Post 16 LAC Education Coordinator to work with post 16 young people who are in care or leaving care. This will include starting involvement in Year 11 for those pupils we are concerned about

In June 2015, the intended destination data of all LAC/Care Leavers was as follows:

Destinations	
Higher Education	1
Further Education	43
6th Form	8
Apprenticeship	5
Work Based Learning	21
Employment with Training	6
Traineeship	1
NEET	22
Illness	3
Teenage Parents	5
Carer	1
Volunteering	2
Cannot be Contacted	2
Custody	4
Unknown	2
<b>Total</b>	<b>126</b>

There are 9 in total who were both Care/Care Leavers and Teenage parents/Pregnant.

4 are in education and EET and 5 are NEET/ not available. Thus, 44% of this group are in education, employment or training.

We are grateful to Connexions for their support in providing the above data.

### **Personal Education Plans (PEPs)**

Ofsted judged the quality of PEPs to be poor and stated that the Pupil Voice was not obvious enough. We had already started to change the format of the PEP and schools trialled its use during the summer term. The majority of feedback has been very positive, although the schools with the most challenging pupils had found it hard to engage them to complete it. Conversations have been held and suggestions have been made to show that staff have tried to engage them.

The percentage of PEPs completed within statutory timescales reached an all-time low of 64% during the year. Although it slowly improved to 70% by the end of the academic year, it is still far too low. The Virtual School has been raising the profile and importance of this document with school staff and social care workers, and are continuing to do that over the current academic year, alongside improving the quality as well. Monitoring of PEPs upon receipt is now being conducted routinely by Virtual School staff.

### **Pupil Premium**

We retained £500 per pupil this academic year, which was useful to support those pupils with the greatest need, which Sunderland School colleagues were always grateful for. We continued with our 2 teachers to support Year 11s, and also have an Emotional Health Support Worker who is trained to work closely with CYPS to ensure children receive support through play, drawing, or other strategies to improve their behaviour and emotional understanding. This person has also led our initiative of having Attachment Friendly Schools which has led to changes in aspects of practice in at least 3 schools to date, including 2 secondary schools, and one primary school. This will continue this year.

We also held a conference in November 2014 entitled **Children who have experienced Early Loss or Trauma: how these children behave and managing this behaviour in the classroom**. In conjunction with Sunderland University we had a range of local and national speakers for school professionals, which received very positive feedback. We are grateful to the University for their support and for the use of The Glass Centre.

In addition, one of our team organised 3 residential visits, 2 at Derwent Hill and one with PGL. The latter was specifically for Year 6 pupils whom we felt would find it challenging in their transfer to secondary school. As a result, they all coped well with the transition from Primary to Secondary school.

### **Celebration of Achievement**

In July 2015 we held the third of our Celebrating Achievement events. One of our Primary schools kindly agreed to host this for us at their Sports Hall in Southwick for the second consecutive year. The Right Worshipful the Mayor, Councillor Barry Curran and the Mayoress, Mrs Carol Curran opened the event and enjoyed staying through until the end. Beverley Scanlon, the Head of Achievement and Lifelong Learning helped to present the awards and Councillor Pat Smith, Portfolio Holder for Children's Services, gave the closing speech. We were very grateful to everyone who made the event successful.

There were 4 main categories of award:

- Progress and attainment
- Good school citizen
- Personal achievement
- Special recognition.

In addition we had an award for those who had taken part in one of our 3 residential visits that took place during the year. This was for those children, who had never met before, but socialised and participated well.

<b>Category</b>	<b>Numbers of Pupils Gaining Certificates</b>
Progress and attainment	23
Good school citizen	7
Personal achievement	14
Personal achievement through residential visits	9
Special recognition	14

In total, 57 pupils of all ages were nominated by teachers, social workers and staff at the Virtual School for awards. This was an increase of 3 on the previous year.

4 Star Awards were given for outstanding actions or effort and staff came from 2 schools in Sunderland and 2 from other Local Authorities to speak about their achievements. There was hardly a dry eye in the room!

Two brothers were interviewed about their experiences of being in care and any lessons learned. They were very clear about how young people can help themselves to be successful. Two girls, with amazing and beautiful voices, sang their chosen songs. A younger boy read an emotional poem he had written about a dog. It was a delight to see so much talent and effort at one event and it is definitely an event that we will keep repeating.

