

# The Virtual School Annual Report

September 2015 – September 2016

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# Introduction by the Head Teacher

This Virtual School Annual Report has been designed to give an insight into the work of the Virtual School and the impact it has on the outcomes of the children who are looked after by Milton Keynes (CLA).

We have no school building but we do share the features of a 'real' school which enable us to identify and then meet the needs of individuals. The pupils of the Virtual School are enrolled at "real" schools and remain the responsibility of the school at which they are enrolled.

Currently we have 373 (September 2016) children and young people in the care of Milton Keynes 350 of whom are aged 3 to 18.

# The Virtual School Team

The Virtual School Headteacher - Responsible for promoting the educational achievement of CLA by strategically leading in a way which ensures the best possible outcomes for all young people.

- 1 Senior Education Officer – Responsible for working closely with a range of professionals to ensure intervention programmes for young people are put in place so the attainment gap is closed. Monitoring attendance and exclusion is a key part of this officers role.
- 2 Personal Education Plan (PEP) Quality and Compliance Officers - Responsible for working with social workers and schools to initiate, develop, review and update the child's Personal Education Plan (PEP).

# The Virtual School Team

0.3 Early Years Improvement Officer to support preschool settings to ensure the best outcomes for the preschool CLA group . This post begins in November 2016.

0.4 Independent Advice and Guidance Officer (IAG)-Responsible for supporting young people in year 11 through PEPs and guidance to make well informed decisions when planning their next step in education.

This post is commissioned from the IAG team in the council. The same officer offers advice and guidance to Care Leavers which ensures continuity of advice and personnel.

## How the Virtual School Works...

The Virtual School caseloads are revised on an annual basis to ensure the ever evolving needs of the young people are met. 2015-2016 the PEP Quality and Compliance Officers roles were attached to Social Workers and local authority teams. This ensures that the adults working with the young people develop strong working practices. Continuity at PEP meetings for both the school and the young person is paramount.

When a young person is out of school or there is a complexity in a particular set of circumstances the case management is then moved to either the Senior Officer or the Virtual School Head Teacher.

The strengths in the current model of working is that where young people are succeeding at school support from the PEP Quality and Compliance Officers is in place.

## How the Virtual School works...

However if a young person is exhibiting challenging behaviour at school and the school is unable to manage the outbursts, the senior officers then work with the school staff to consider how to improve the situation through training, additional support funds or creative approaches to a personalised curriculum. Alternatively in extreme circumstances the young person may be offered a managed move to a school that are better placed to meet their needs.

In addition the senior officer leads the resourcing of individual support for young people who have an identified need discussed at the PEP meeting. The Virtual School team refer the young person for support detailing the request and the name and address of the school and the carer. The senior officer then commissions the appropriate support package from an appropriate agency.

This individual support may include an IT programme which runs on a tablet to support key stage 2,3 and 4 English, maths, science and ESOL. This is a popular and increasingly well used resource by several targeted young people in the school. The impact of this is beginning to show in improved engagement and improved attainment.

## The DFE requires the Virtual School to...

- Monitor the attendance of CLA regularly and support schools to ensure CLA attendance is good.
- Monitor and analyse the educational progress of CLA 3 times a year.
- Close the attainment and progress gap between CLA and their peers.
- Offer additional targeted support to reduce exclusion and increase access to the curriculum.
- Support schools to produce high quality PEPs.
- Create a culture of high aspirations by challenging schools where CLA are not attaining well or making progress.
- Ensure the CLA have access to a suitable range of high quality education and where Ofsted rates a school as less than good complete a risk assessment for the individual child or young person.
- Work with Designated Teachers to ensure schools follow statutory guidance effectively.
- Train all agencies and stakeholders involved in the education of CLA



# Attainment and Progress data

The Virtual School gathers attainment and progress data at individual PEP meetings. In addition Welfare Call is commissioned to collect the attainment and progress data three times a year from the schools where children looked after by Milton Keynes are placed. The expected progress is measured against the expected progress in the National Curriculum and a measure of progress against their baseline, this is to ensure progress is captured for all young people, and those working below national expected progress are still able to show progress.

Milton Keynes' determination to focus on every child and young person in our school means that patterns are looked at for all groups and statistically insignificant numbers are still analysed.

The progress data is prioritised with the end of key stage attainment for analysis and both inform our school improvement plan and future projects.

# Data driven projects and SIP targets

For example:

1. An analysis of the key stage data has highlighted that few of the reporting cohort appeared to struggle with maths leading to the age 11 expectation not being met.

These children will be offered support in year 7 for maths if this difficulty is ongoing.

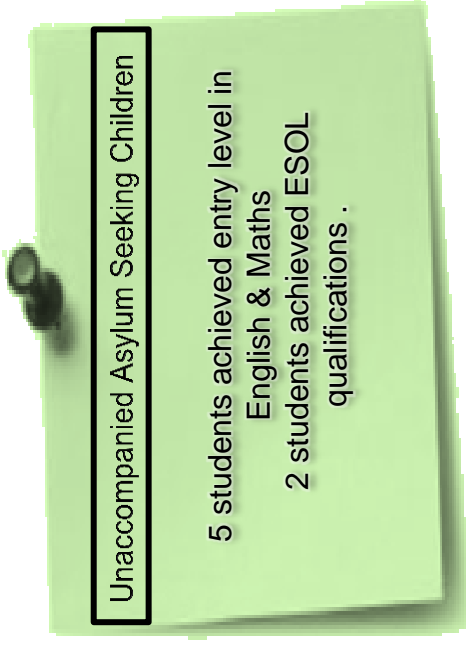
2. The new into care group in several year groups make poorer progress than the settled young people who have been in care for longer:

2016-2017 School Improvement Plan target 2. To raise attainment through targeted support for groups identified within the school... through Nimbl tablet use, tutoring being put into place quickly, attending professionals meetings so school changes are made quickly and time lost reduces.

# Provisional results : Virtual school 2015- 2016

Key Stage 1	Expected standard Reading	Expected standard Writing	Expected standard Maths
% Reporting cohort ( 10)	60%	50%	50%

Key Stage 2	Expected standard Reading (including just below)	Expected standard Writing	Expected standard Maths (including just below)
% Reporting cohort ( 16)	38% (44%)	44%	19% (44%)



## Unaccompanied Asylum Seeking Children

5 students achieved entry level in English & Maths  
2 students achieved ESOL qualifications .

Key Stage 4	English GCSE A* - G	Maths GCSE A* - G	5 A* to C, including English and Maths
% Reporting cohort (26)	46%	42%	11.5% (9% 2015)
Eligible and entered (17)	46%	42%	17.5% (14% 2015)

# Attainment Analysis

When looking at key stage 1 and 2 comparisons with last year are not appropriate due to the significant changes in the national expectations 2016.

When the benchmark 5 A\*-C with English and Maths is used the % of year 11 achieving is improving. However the most important GCSE figure is the one related to the eligible and entered cohort, these are the young people who were entered for at least 5 GCSEs. This % is also improving.

The improved achievement by the unaccompanied asylum seeking children is positive and reflects the Virtual School determination to place this group in schools where possible. One individual in particular achieved a B in Maths after being in the UK for just over a year due to the young person's determination to succeed and high quality support by an MK secondary school. .

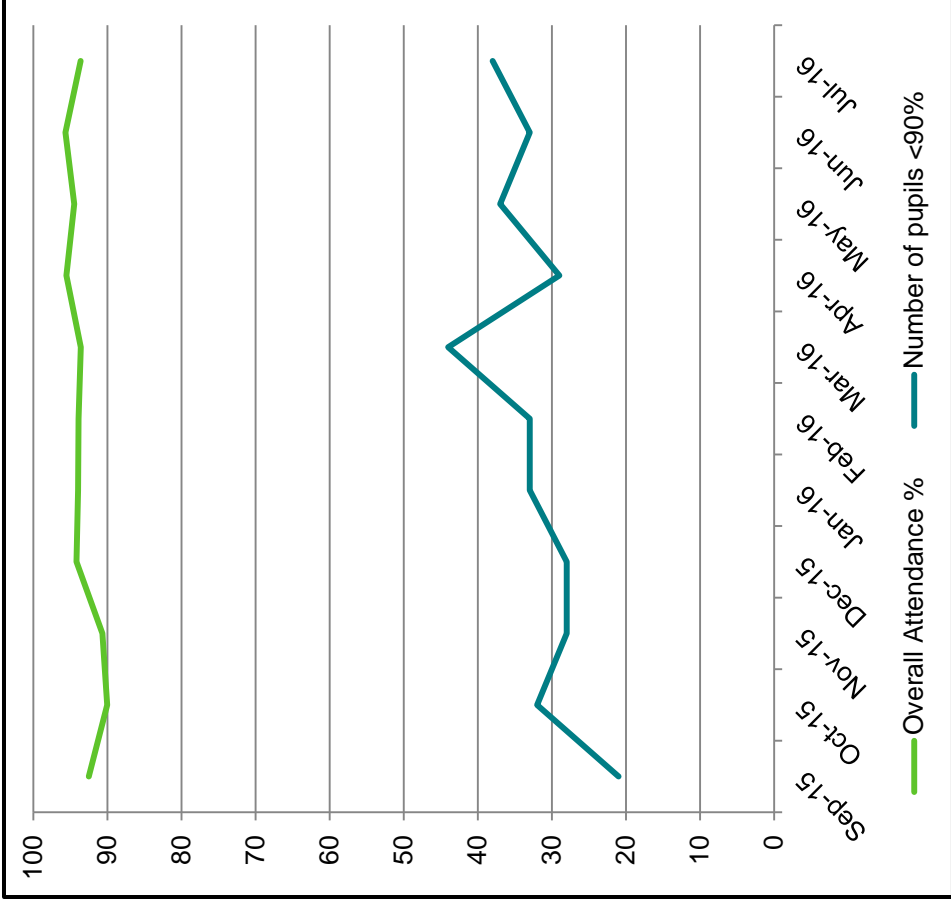
# Attendance and Exclusion

The monitoring of attendance and exclusion is robust. There is a daily download by the business support team and the information regarding persistent absence and exclusion is forwarded to both the senior officer and the Virtual School Head Teacher. Follow up actions with Social Workers, Foster Carers or schools are then completed by the senior officers.

Attendance in the Virtual School remains good, with no unexplainable persistent absence.

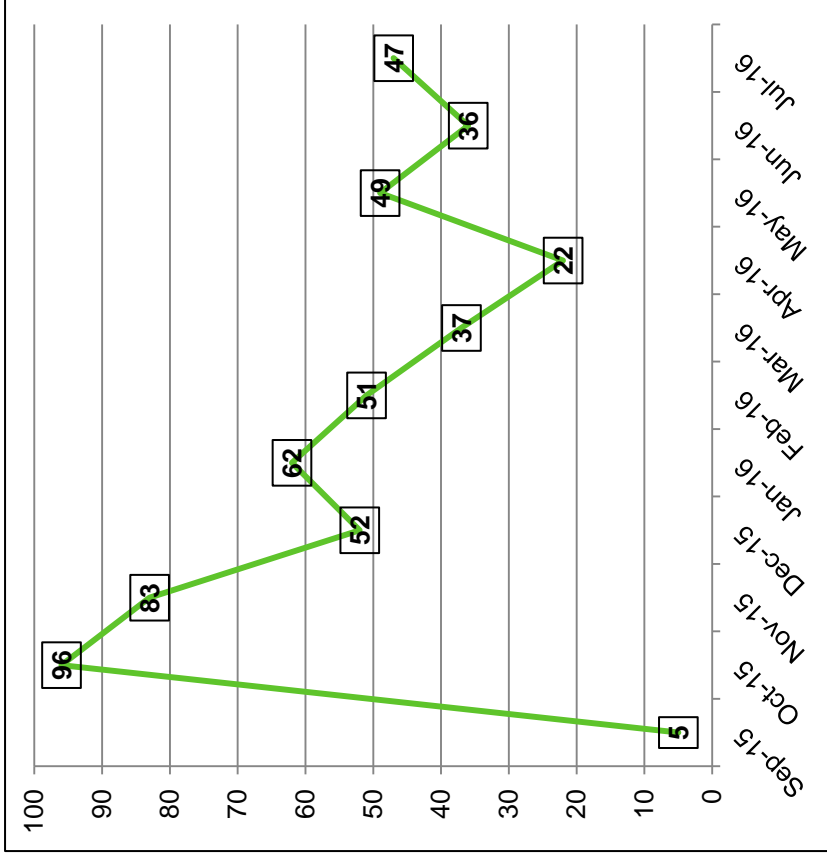
Exclusions are reducing and schools are challenged appropriately.

# Attendance Sept15-July16



Month	Overall Attendance %	Number of pupils <90%
Sep-15	92.52	21
Oct-15	90.03	32
Nov-15	90.68	28
Dec-15	94.18	28
Jan-16	93.98	33
Feb-16	93.91	33
Mar-16	93.61	44
Apr-16	95.55	29
May-16	94.49	37
Jun-16	95.68	33
Jul-16	93.63	38

# Exclusions – Sept 2015- Jul 2016



The above graph shows the total number of exclusion sessions by month.

40 pupils excluded in the period Sept15-July16

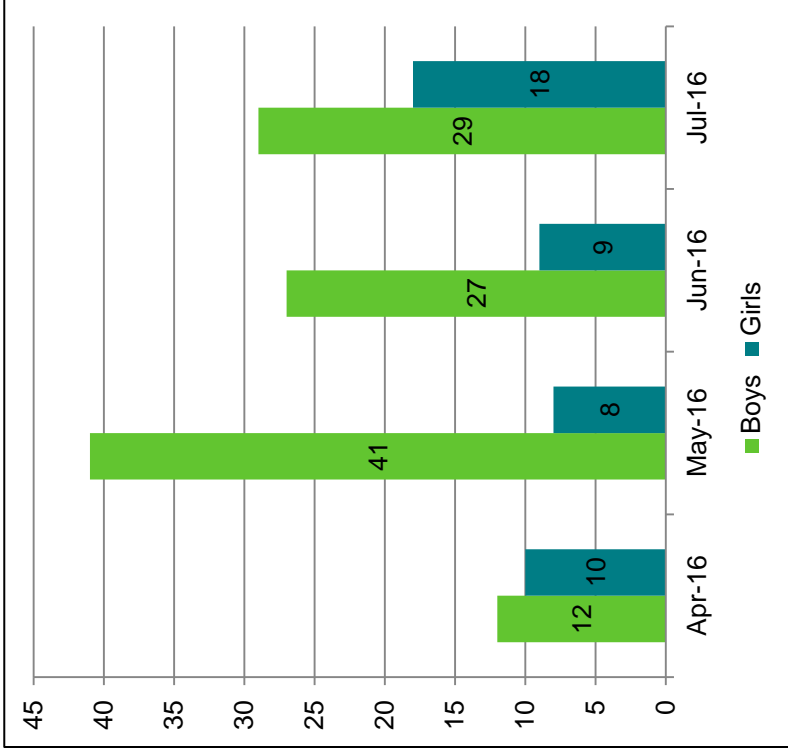
Average of 49 sessions missed per month due to exclusions

23 pupils with more than one exclusion

9 pupils with more than 3 exclusion which makes up 52% of all exclusion

18% of available sessions missed due to exclusion

# Exclusions 2015-2016 – By gender



The above graph shows exclusion by gender in summer term

Total exclusions per year by gender





# Review of priorities 2015-2016

1. To continue to raise attainment for the children and young people that are looked after by Milton Keynes. **Systems to collect attainment data are more robust and information gathered is driving improvement.**
2. To develop programmes and systems which will ensure the gap is narrowed between the CLA group and all children. **This is a long term aim however the improvement in data demonstrates the gap is closing very slowly.**
3. To ensure the Virtual School is efficient and effective so the provision meets the needs of all the CLA group from 3 years to 18 years. **The provision is the strongest from 4 – 17, however further development is required for 3-4 year olds and 17-18 year olds.**
4. To champion the needs of all children and young people that are looked after by Milton Keynes with partner agencies who work with training and young teachers to ensure teachers have a good understanding of how to ensure this group make good progress. **A successful pilot project with teachers has been achieved to meet this priority, this will be rolled out during 2016-2017.**

# New priorities 2016-2017

1. To continue to support and challenge all schools and early years' services to offer good or outstanding provision for all children and young people that are looked after by Milton Keynes.
2. To continue to raise attainment for the children and young people that are looked after by Milton Keynes.
3. To develop programmes and systems which will ensure the gap is narrowed between the CLA group and all children.
4. To ensure the Virtual School is efficient and effective so the provision meets the needs of the entire CLA group from 3 years to 18 years.
5. To train teachers and school staff so that they have a good understanding of how to ensure that all children and young people that are looked after by Milton Keynes make good progress.