'Working in partnership, celebrating success, aiming for excellence'

Warwickshire Virtual School

Spring 2022 Report

Contents

1.1 Current Context

Warwickshire uses the term Children in Care in preference to the DfE term Looked After Children, so the acronym CIC will be used throughout this report.

In November 2021 the Virtual School underwent a very successful Ofsted inspection as part of the Inspection of Warwickshire County Council Local Authority Children's Services. Findings suggest that the Virtual School is rated as good with special emphasis on the academic progress of Warwickshire's children in care, due to the timely and effective work of the Virtual School.

The inspection identified:
- The virtual school works well with its partner schools to secure good-quality education for children in care.
- Staff at the virtual school take timely and effective action to improve pupils' academic outcomes, attendance and behaviour.
- Most children, since coming into care, make good gains in their learning from their starting points.
- When a young person experiences difficulty, staff at the virtual school intervene quickly and provide effective support.
- The quality of personal education plans is typically good and sets out the provision that pupils need.

The Virtual School had identified Post 16 careers as an area for development, to which Ofsted agreed and commented favourably on the plan we have to achieve this:
- Careers guidance is variable and not consistently strong. Senior leaders have a plan to address this.

A specific focus on Key Stage 4 support underpins the development plan. A discrete section in the ePEP will enable settings to ensure all young people have a clear and achievable goal. Virtual School monitoring will ensure provision around the young person is targeted and effective.

The 'mini' Virtual School awards events were excellent. The children and carers who attended were delighted and very proud of their achievements. Special mention to the photographer who proved to be incredibly popular.

The reinstatement of face-to-face annual designated teacher training was welcomed and well attended, by both experienced and new to role designated teachers, from within Warwickshire and beyond.

School monitoring visits returned. The team found they were spending much more time in school than for pre-Covid visits. It is clear that there are many things to unpick since April 2020, including support and intervention, role and responsibilities, use of Pupil Premium Plus, reporting and monitoring arrangements, learning needs and staff needs. Designated teachers clearly welcomed the opportunity to meet face to face for this focussed time.

Finally, the new members of the Virtual School team have fitted in well and are making a positive difference to the educational opportunities for our CIC.

Ongoing Virtual School projects:
- Monitoring academic attainment and progress through termly Personal Education Plans (PEPs)
- Monitoring attendance of all CIC
- Challenging suspensions
- Managing school stability
- University programme to raise aspirations and encourage participation in further and higher education
- Enriching arts and sports activities
- Attachment Aware Trauma Informed Schools
- Training
- Programme of school monitoring visits

Autumn 2021 Virtual School projects:
- Post 16 conference - Warwickshire hosted the first West Midlands providers conference
- Curriculum offers to promote achievement - Reception and Key Stage One CIC: termly book tokens to promote love of reading; Key Stage Two: RSPB membership to promote Literacy skills; Key Stage Four: GCSE Pod to reinforce key learning. All CIC were able to access extra tuition.
- SpringForward - following a successful DfE funded pilot, Year 12 and 13 academic mentors were again assigned.

ATTAINMENT OF CHILDREN IN CARE
NB 2020-21 data is not comparable with previous data due to teacher assessment instead of exams, but Appendix A tables detail three-year outcomes

2.1 Early Years Foundation Stage   *Table A1*
Outcomes for the whole cohort: 30 CIC, 37% SEND of which 7% had an EHCP.
Based on teacher assessment, 43% of the cohort achieved in line with a 'Good Level of Development' and over 70% progress was seen from individual starting points.

	ARE or above	Expected or better progress
Reading	43%	77%
Writing	47%	73%
Maths	50%	73%
GLD	43%	

Based on these figures, reading will be a focus for the Virtual School in the Early Years.

2.2 Year One Phonics   *Table A2*
Outcomes for the statistical cohort: 19 CIC, 37% SEND of which 11% had an EHCP; 10.5% disapplied, 4.5% above the national cohort.
The phonics test for 20-21 was undertaken in the Autumn term of Year Two.
Outcomes for Warwickshire CIC were higher than for national CIC.

	At expected standard
Warwickshire CIC	68.4%
National CIC	66.0%
Difference	+2.4%

2.2 Key Stage One
Table A3

Outcomes for the whole cohort: 29 CIC, 55% SEND of which 17% had an EHCP; 31% achieved GLD in the EYFS.

The cohort has done particularly well with reading, with 21% more CIC working at the expected level than at the end of EYFS.

	ARE or above	Expected or better progress
Reading	52%	72%
Writing	24%	45%
Maths	34%	59%

Based on these figures, writing will be the focus in Key Stage 1.

2.3 Key Stage Two
Table A4

Outcomes for the whole cohort: 48 CIC, 69% SEND of which 35% had an EHCP; 25% do not attend mainstream schools.

Numbers of CIC with SEND and EHCP are large in this cohort, but still levels of progress are good.

	ARE or above	Expected or better progress
Reading	30%	70%
Writing	30%	72%
Maths	24%	67%

Based on these figures, maths will be the focus in Key Stage 2.

2.4 Key Stage Four
Tables A5,6,7,8

For the statistical cohort:46 CIC, 63% had SEND, with 50% having EHCPs. This is a very high figure and is 10% higher than the national cohort. Appendix table A5 demonstrates how low their KS2 starting points were.

	Standard pass	Strong pass
English	21.7%	13.0%
Maths	23.9%	8.7%
English and Maths*	15.2%	6.5%

*The Basics

Based on these figures, obtaining a strong pass in maths will be the focus in Key Stage 4.

2.5 Post 16   *Tables A9,10*

At the end of Quarter 3 there were 15.2% NEETs (Not in Education, Employment or Training), an increase of 0.8% on Quarter 2. This is largely due to a decrease in the number of CIC taking up/maintaining college places across the Autumn term, following on from Covid disruption to their GCSE years.

THE VIRTUAL SCHOOL

3.1 Cohort overview   *Tables B1,2,3,4*

Autumn term numbers:

- School age: 559 in August, 501 in December
- Preschool: 76 in August, 72 in December
- Post 16: 212 in August, 201 in December

3.2 SEND   *Tables B5,6*

Warwickshire CIC with SEND decreased by 0.9% in the Autumn term but remain higher than the national rate for CIC:

National CIC with SEND	53%
Warwickshire CIC with SEND	56%
Difference	+3%
Non CIC in Warwickshire	10.7%

Warwickshire CIC with EHCPs increased by 2% in the Autumn term but remain lower than the national rate for CIC:

National CIC with EHCP	31%
Warwickshire CIC with EHCP	28%
Difference	-3%
Non CIC in Warwickshire	3.7%

3.3 Staffing   *Table C1*

All Autumn vacancies were filled with knowledgeable and experienced practitioners. Recruitment campaigns were undertaken for three posts:

- Early Years Education Officer – new post, filled from 1st December 2021
- Education Adviser – backfill, filled from 22nd November 2021
- Post 16 Education Officer – new vacancy. Short gap following resignation, covered by Pertemps worker until filled from 1st January 2022.

3.4 Enrichment   *Table C2*

The West Midlands Virtual Schools funded music lessons for Year 4 CIC in their Local Authority. Warwickshire Music Service offered Year 4 CIC opportunities at their music hubs where schools do not buy into the service.

Virtual School awards took place in the Autumn 2021 and highlighted the resilience and hard work of our children and young people. Around one hundred nominations were received from schools, social workers and IROs (Independent Reviewing Officers), highlighting how important this recognition is for boosting self-esteem and encouraging educational success.

The UniversityGo! cohorts all started their 2021-22 programmes. University Explorers were recruited and are ready to start their programme in the Spring Term.

The West Midlands Artslink organised our annual theatre experience for children and their families, which this year was 'A Christmas Carol'.

3.5 Training

A comprehensive training programme has continued, both delivered by the Virtual School and by the Warwickshire Educational Psychology Service in conjunction with the Virtual School. The training programme for 2021-22 is a mix of remote and face to face sessions, with many of the planned sessions having to switch to remote as Covid cases increased towards the end of the term.

Training for Attachment Aware Trauma Informed project schools continued to be delivered face to face. The use of a new tool, a MAP (Making Action Plans) is helping leadership teams assess and strategically plan their training and facilitation sessions.

SCHOOL INFORMATION

4.1 Ofsted Grading   *Table D1*

In the Autumn term 81.6% of Warwickshire CIC attended Outstanding or Good schools compared to 83% nationally.

Virtual School policy remains that when moving schools Outstanding and Good schools are always prioritised. No CIC were placed in Inadequate schools during the Autumn term.

4.2 Attendance and suspensions   *Tables D2,3,4*

Attendance for year groups Reception to Year 7 was above 90%, with Year 8 just slightly below that. Attendance is a concern for Years 9, 10 and 11. Levels of unauthorised absence and lateness are also higher in those year groups.

The number of CIC receiving suspensions was 1.3% higher than Summer 2021:

- 45 CIC suspended on 84 occasions, 9% of cohort
- 31 male, 69% of suspensions
- 40 secondary age, 89% of suspensions
- 10 from specialist settings, 12% of suspensions

When appropriate Education Advisers hold professionals' meetings to consider the reasons for the suspensions and actions that can take place to prevent further incidents. Attendance and the use of suspensions is discussed as part of monitoring visits so that the Virtual School can be proactive and support prior to suspensions being issued.

4.3 Personal Education Plans (PEPs)

The PEP review rate was 98%. There were ten CIC at the end of term who had not had a PEP review or did not have enough recorded information to constitute a PEP.

The Virtual School were concerned about seven of the missing PEPs and plans are in place for follow up in the Spring term.

4.4 Pupil Premium Plus (PP+)   *Table D7,8*

The average spend per CIC increased in line with additional support in place as part of Covid recovery. Additional recovery funding was shared with settings via an application form. This was used largely for SEMH (Social Emotional Mental Health) support and tuition.

Post 16 PP+ is expected to be announced ready for the new financial year.

CHILDREN PREVIOUSLY IN CARE

5.1 Revised duties

Referrals for support across all key stages remained high. Virtual School advice was sought by adoptive parents, special guardians, schools (maintained and independent) and a wide variety of professionals, including post adoption and special guardianship social workers, early help colleagues, clinical psychologists, youth workers and colleagues working within SEND.

Attendance at training offered by the Virtual School from schools that have Children Previously in Care (and not CIC) increased over the term, with schools thankful for the opportunity to discuss best practice.

Referrals continued to include general signposting and generic questions in relation to support for Children Previously in Care and PP+ spending and more complex referrals for those not accessing education. Main themes included: challenging behaviours, suspensions, integrations, part-time timetables, attachment and trauma training, signposting to external agencies, attendance, SEND.

The Virtual School remained particularly effective in ensuring schools understand what best practice looks like, possible strategies and interventions that could be used for young people who have experienced trauma and ensuring Children Previously in Care have access to full time education.

Children With a Social Worker

6.1 Extended duties

Information regarding the extension to the role of the Virtual School was shared with all headteachers in a briefing at the beginning of October. Fact finding visits took place with school Designated Safeguarding Leads to ascertain their understanding, current role and responsibilities and their ideas for the role of the Virtual School. A small amount of work started working with Social Workers, focussing on attendance concerns.

An additional family support worker trial was set up with one secondary school. This worker will focus on supporting children and families open to Social Care both in the school and its' feeder primaries, so that Year 6 -Year 7 transition is more successful. Additional SEMH support will be in place as part of this work.

Three-year funding for this extension to the role of the Virtual School is expected to be announced ready for the new financial year.

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Useful links:
https://www.warwickshire.gov.uk/virtualschool
https://www.wmvscicfoundation.org.uk

APPENDIX OF TABLES
*Tables with **BLUE** headings represent the statistical cohort*
*Tables with **ORANGE** headings represent the whole cohort, regardless of time in care*

APPENDIX A - Outcomes
- *Means teacher assessment only*

Table A1 – Early Years Foundation Stage outcomes (annual measure)

GLD*	2019	2020	2021
Warwickshire CIC	50.0%	-	-
National CIC	48.0%	-	-
Difference	+2.0%	-	-

*Good Level of Development, the expected level of development at the end of the EYFS

Table A2 – Year One Phonics outcomes

WA*	2019	2020	2021
Warwickshire CIC	70.0%	-	68.4%
National CIC	64.0%	-	66.0%
Difference	+6.0%	-	+2.4%

*Working at or above standard

Table A3 – Key Stage One outcomes

RWM*	2019	2020	2021
Warwickshire CIC	54.5%	-	-
National CIC	38.0%	-	-
Difference	+16.5%	-	-

*Reading, Writing and Maths at the expected standard

Table A4 - Key Stage Two outcomes

RWM	2019	2020	2021
Warwickshire CIC	31.0%	-	-
National CIC	37.0%	-	-
Difference	-6.0%	-	-

Table A5 - Key Stage Four outcomes

The Basics*	2019	2020	2021
Warwickshire CIC	7.7%	-	-
National CIC	7.0%	-	-
Difference	+0.7%	-	-

*English and Maths GCSE at grade 5 or above

Table A6 – prior outcomes of the cohort, their KS2 profile

	Greater Depth achieved	Difference to national CIC	Expected Standard achieved	Difference to national CIC
Reading	4.3%	-0.7%	23.9%	-7.1%
Writing	2.2%	-0.8%	30.4%	-7.2%
Maths	0	-3.0%	28.3%	-4.7%

Table A7 – Attainment 8

Attainment 8	2019	2020	2021
Warwickshire CIC	19.2	-	-
National CIC	19.1	-	-
Difference	+0.1	-	-

Table A8 – Progress 8

Progress 8	2019	2020	2021
Warwickshire CIC	-1.07	-	-
National CIC	-1.28	-	-
Difference	+0.21	-	-

Table A9 – Post 16 destinations Autumn 21

	Y12	Y13
College	45.2%	58.2%
School	19.1%	7.9%
Apprenticeship	0	2.2%
Training	6.0%	2.2%
Employment	5.2%	6.5%
Other	5.2%	5.0%
Unknown	4.3%	2.2%
NEET	14.8%	15.8%

Table A10 – Quarterly NEET Overview

	Total Post 16 cohort	Year 12	Year 13 in care	Year 13 care leavers
Q4 2020-21	11.2%	12.3%	17.4%	5.6%
Q1 2021-22	13.8%	13.7%	19%	12.7%
Q2 2021-22	14.4%	14.3%	13.1%	37.5%
Q3 2021-22	15.2%	14.6%	11.9%	26.3%
Current quarter difference	+0.8%	+0.3%	-1.2%	-13.2%

NB the number of Y13 in care decreases in line with increase in care leavers due to 18th birthday. Whole cohort data is therefore the most consistent.

APPENDIX B - Cohort Information

Table B1 – Number of preschool CIC Autumn 2021

	Sept 21	Oct 21	Nov 21	Dec 21

Attending settings	67	68	70	68
Not attending/not known	12	13	3	4
TOTAL	79	81	73	72

Table B2 – Number of school age CIC Autumn 2021

	Sept 21	Oct 21	Nov 21	Dec 21
New to care	10	9	20	3
Out of care	10	10	24	9
TOTAL	513	512	507	501

Table B3 – Number of Post 16 CIC Autumn 2021

	Sept 21	Oct 21	Nov 21	Dec 21
Y12	91	94	112	114
Y13	122	113	103	87
TOTAL	213	207	215	201

Table B4 – Number of UAS, all ages Autumn 2021

	Sept 21	Oct 21	Nov 21	Dec 21
New UAS	7	7	23	3
TOTAL	89	91	110	98

Table B5 – Designation of schools attended by CIC Autumn 2021

	CIC
mainstream	79%
special	9.8%
ISP	10.6%
other	0.02%

Table B6 – SEND overview by year group Autumn 2021

	SEND	EHCP	School type
Rec	23%	4%	100% mainstream 0 special
Y1	43%	7%	93% mainstream 7% special
Y2	33%	13%	96% mainstream 4% special
Y3	54%	17%	88% mainstream 12% special
Y4	61%	26%	87% mainstream 10% special 3% ISP
Y5	42%	21%	85% mainstream 12% special 3% ISP
Y6	74%	36%	79% mainstream 7% special

			13% ISP
Y7	68%	41%	68% mainstream 18% special 14% ISP
Y8	59%	39%	65% mainstream 9% special 26% ISP
Y9	66%	28%	80% mainstream 3% special 17% ISP
Y10	65%	46%	66% mainstream 21% special 13% ISP
Y11	46%	36%	79% mainstream 9% special 12% ISP
TOTAL	56%	28%	See table B5

APPENDIX C – Virtual School Information

Table C1 – Virtual School Staffing Structure

Role	Post status	working weeks	hours per week	Salary scale/point	budget
VSH	permanent	52	37	Hay	core funding
Senior Education Adviser	upgraded, 1yr	52	37	Soulbury 10-14	core funding Section 31 top up
Education Adviser, CIC	permanent	41	37	Soulbury 3-6	core funding
Education Adviser, CIC	fixed term	41	37	Soulbury 3-6	Section 31 reserves
Education Adviser, CPLA	permanent	52	30	Soulbury 3-6	Section 31
Post 16 Education Officer	permanent	41	37	Scale G	core funding
Early Years Education Officer	fixed term	52	22.5	Scale G	Section 31
Enrichment Coordinator	permanent	41	30	Scale G	core funding
VS Officer	permanent	52	22.5	Scale F	core funding
VS Officer	permanent	52	30	Scale F	core funding

Table C2 – Enrichment Activities Autumn 2021

UniversityGo! Year 7	Our first meeting for the new Year 7's was an introduction session at Coventry University. The session was an informative one which offered all the young people the chance to learn more about the Unigo! Programme. This was then followed by an extremely fun visit to some Escape Rooms. We had 7 young people attend from Warwickshire. The day

	was met with bundles of enthusiasm, and all are very excited for the next session.
UniversityGo! Year 8	Five Warwickshire young people attended a Forensic Investigations masterclass at Coventry University. Crime scenes were implemented allowing the young people to become detectives and solve the mystery. Over 90% rated the class as excellent and everyone who attended said they would like to cover this again.
UniversityGo! Years 7 and 8	The Chocolate Shed is the ultimate chocolate experience in Warwickshire. Needless-to-say, we filled all the spaces. We were able to take 7 Warwickshire Young People. The workshop was run by experienced chocolatiers using real, sustainable ingredients and everyone rolled and presented their own hand rolled chocolate truffles.
UniversityGo! Year 9	Law and English at the University of Warwick. Six Warwickshire young people were able to get creative by either writing their own news article or creating their own song or poem. The session was intense and required lots of focus and concentration, but they all did amazingly well.
UNity, Year 10/11	Eight Warwickshire young people who completed the UniGo! Programme, attended the UNity Christmas Dinner, HE Information and Guidance and festive activities session. The evening was extremely interactive and enjoyed by all with 100% of the group saying they would recommend this event to a friend. When asked what could have been done better, one of the comments was 'Nothing - absolutely magnificent!'.
Artslink – A Christmas Carol	Warwickshire had 25 tickets to see the timeless Christmas classic, 'A Christmas Carol' at the Albany theatre. All tickets were gratefully received offering the chance for children and their carers to see a professional production together, meet the cast, tour backstage and take part in a drama workshop by Warts and All Theatre, which included prop making.

APPENDIX D - School Information

Table D1 – Ofsted grading for schools attended Autumn 2021

	Outstanding	Good	Requires Improvement	Inadequate	Not inspected
Warwickshire CIC	14.5%	67.1%	9.8%	5.5%	3.2%
National CIC	17%	66%	12%	4%	1.0%
Difference	-2.5%	+1.1%	-2.2%	+1.5%	-2.2%

Table D2 – Attendance 2020-2021

	Total absence	Authorised absence	Unauthorised absence	Persistent absence
National CIC	10.0%	10.0%	1.0%	29%
Warwickshire CIC	11.2%	11.8%	0.8%	34%
Difference	+1.2%	+1.8%	-0.2%	+5.0%

Table D3 – Attendance levels per year group Autumn 2021

Year group	Attended %	Authorised Absence %	Unauthorised Absence %	Late before reg closed %	Late after reg %
Reception	90.8	8.7	0.5	1.9	0.2
Year 1	93.9	6.0	0.1	1.0	0.1
Year 2	92.0	6.3	1.7	1.1	1.0
Year 3	93.9	5.5	0.6	1.6	0.1
Year 4	92.5	7.0	0.5	1.0	0.1
Year 5	94.2	5.5	0.3	1.2	0.0
Year 6	96.5	3.3	0.2	0.4	0.0
Year 7	92.9	4.7	2.4	1.2	0.1
Year 8	89.6	6.9	3.5	1.4	0.3
Year 9	81.1	11.5	7.4	3.1	0.2
Year 10	85.5	7.3	7.2	2.3	0.3
Year 11	84.8	9.3	5.9	4.5	0.4

Table D4 – Annual Suspensions

	Warwickshire CIC	National CIC	Difference
2017	15.04	11.46	+3.58
2018	10.10	11.28	-1.18
2019	8.55	11.38	-2.83
2020	9.8		
2021	12.6		

Table D5 – CIC spending time not on a school roll Autumn 2021

	Sept 21	Oct 21	Nov 21	Dec 21
Newly off roll	1	4	5	1
Put on roll	2	1	3	1
Total off roll	5	8	10	10

Table D6 – in-year school moves by key stage Autumn 2021

	EYFS	KS1	KS2	KS3	KS4	Totals
2019-20						101
2020-21	10	10	18	26	19	83

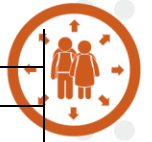|						
Aut 20	2	5	11	14	12	44
Spr 21	3	1	4	1	4	13
Sum 21	5	4	3	11	3	26
Aut 21	3	8	18	9	4	42

Table D7 – PP+ payments to schools

	Payments to schools via PEPs	Average PEP related spend per CIC	Additional funding requests	Average additional funding spend per application
Autumn 2020	£229,465	£520.33	£15,532.90	£1,941.61
Spring 2021	£256,700	£554.43	£106,458	£3,670.97
Summer 2021	£264,500	£566.38	£41,085.41	£2,934.67
Autumn 2021	£282,400	£619.30	£60,186.66	£2,507.78

Table D8 – Recovery Funding

	Funding requests	Average spend per CIC
Autumn 2021	£20,139	£559.42

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