



Warwickshire Virtual School

Summer 2022 Report

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* 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.



1.1 Current Context

The spring term was the first term with all Virtual School posts filled. This meant all areas of work were more clearly designated and the team could focus on providing an even better service.

A key area of focus was ensuring CIC have identified appropriate provision for September transitions:

- All four-year-olds have Reception places
- All Year 2s have Key Stage 2 places
- All Year 6s have secondary places

Work will continue into the summer term, to ensure that:

- all CIC at transition points with EHCPs have had reviews which name their next provision
- all Year 11s have an offer for September
- all Year 12s and Year 13s have intended destinations

The NAVSH (National Association of Virtual School Heads) annual conference took place in London in March. The VSH and Senior Education Adviser attended. Ofsted, the Department for Education and the Association of Directors of Children's Services were all part of the development programme. Keeping up to date and networking helps the Virtual School to self-assess and reflect, ensuring the best service is delivered, as recognised in the recent ILACS.

University Explorers, the introduction to university for Year 6 CIC, had all places taken up and the group developed good relationships with staff and peers, whilst gaining an understanding of several university faculties. Hopefully it has inspired the group to participate in the University Go! programme next year.

Six care experienced young people were given the prestigious opportunity to have a tour of the Mercedes site. Later this year two will re-visit as Mercedes are looking at offering an apprenticeship to a care leaver. Thanks to Coventry University for setting this up.

A new Arts Link Coordinator for the West Midlands Children in Care Foundation (WMCICF) was appointed and got off to a flying start! She quickly identified opportunities for our CIC, including a fantastic opportunity to meet an author and enter a writing competition for World Book Day and a chance to gain an Arts Award linked to the Commonwealth Games.

In addition, spring term projects included:

- Creating Chances project for designated teachers
- Establishing a sports leadership course for KS4 and 5 CIC over the Easter break, resulting in a recognised qualification
- Setting up an interactive conference for designated teachers and designated safeguarding leads to promote understanding of the impact of lived experiences on children with a social worker

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



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 4 the number of NEETs (Not in Education, Employment or Training) increased by 3.8% to 19.4%. For those still in care, the actual number of young people who were NEET remained the same as in Quarter 3. Most young people who are NEET are being supported by careers advisers, such as those from Prospects. In many cases, training opportunities, jobs or college places have been identified but the young people struggle to complete, or even start. Much of this is still likely connected to the pandemic, with increased mental health needs and missed education.

THE VIRTUAL SCHOOL

3.1 Cohort overview

Tables B1,2,3,4





Autumn term numbers:

- School age: 559 in August, 501 in December, 500 in March
- Preschool: 76 in August, 72 in December, 80 in March
- Post 16: 212 in August, 201 in December, 174 in March

3.2 SEND

Tables B5,6

Statutory school age Warwickshire CIC with SEND was 6.5% lower than national CIC in the spring term:

National CIC with SEND*	56.3%
Warwickshire CIC with SEND	49.8%
Difference	-6.5%
All Warwickshire*	12.10%

*LAIT March 2021

Statutory school age Warwickshire CIC with EHCPs was 1.4% lower than national CIC in the spring term:

National CIC with EHCP*	28.9%
Warwickshire CIC with EHCP	27.5%
Difference	-1.4%
All Warwickshire*	3.6%

*LAIT March 2021

3.3 Staffing

Table C1

Training and induction continued for new members of the team.

3.4 Enrichment

Table C2

Spring term enrichment activities are detailed in table C2.

3.5 Training

Working with the WMCICF, a fantastic professional learning programme for designated teachers, 'Creating Chances', was set up. Sessions started and continue into the summer term, led by Challenging Education. The WMCICF has provided subscriptions to the development materials for use across participating schools, aimed at promoting leadership and whole school development skills.

Comprehensive training and support continued, both delivered by the Virtual School and by the Warwickshire Educational Psychology Service in conjunction with the Virtual School. Attendance at face-to-face events is improving, although education staff shortages continue to cause cancellations.

It is positive that a higher number of Warwickshire secondary schools are interested in undertaking training around attachment and trauma. Schools generally are finding it difficult to identify time to specifically focus on these areas, although they are very aware of the need to develop understanding. The Attachment Aware Trauma Informed project continued, with new schools coming forward at a steady rate.



Virtual School Education Advisers contributed to the social care conference, delivering two sessions sharing ideas for how we can, and do, support foster carers to positively impact on educational outcomes.



SCHOOL INFORMATION

4.1 Ofsted Grading

Table D1

In the spring term 86.5% 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

Overall attendance was 89.4%, giving an absence rate of 10.6%. For the year 20-21, the national CIC absence rate was 9%, so Warwickshire is currently 1.6% higher. Attendance for year groups Reception to Year 8 was above 90%. Attendance continues to be a concern for Years 9, 10 and 11. Whilst Covid will still be a contributing factor, unauthorised absence levels in these year groups are also high.

The number of CIC receiving suspensions was significantly higher than in the spring term 2021: 9.7% in spring 2022 compared to 4.7% in spring 2021. However, this is in-line with suspensions from autumn 2021.

- 45 CIC suspended on 72 occasions, 9.7% of cohort
- 28 males, 62% of suspensions
- 43 secondary age, 96% of suspensions
- 7 from specialist settings, 10% of suspensions

Professionals' meetings continue to be held following suspensions. Where these are most effective, the suspensions are isolated incidents and support is clearly outlined. However, professionals' meetings seem to have less impact when repeated suspensions are issued. Factors associated with, or influencing, the behaviours behind the suspensions, are often external to the education setting and so more difficult to mitigate.

The VSH has met with headteachers of schools where levels of suspensions were high, in particular two Warwickshire secondary schools. Work is ongoing with these settings to promote more inclusive responses.

4.3 Personal Education Plans (PEPs)

The PEP review rate was 99%. There were four CIC at the end of term who had not had a PEP review, despite the best efforts of the Virtual School.

4.4 Pupil Premium Plus (PP+)

Table D7,8



The average amount of PP+ claimed via PEPs again increased. In spring 2021 the average was £554.43, compared to £699.05 in spring 2022. Requests for additional funding largely focussed on one-to-one support. Most of the additional requests were for CIC in Key Stages 3 and 4. One-to-one support focussed on re-engagement and Social, Emotional Mental Health (SEMH) related needs.



The total recovery funding requested was the same as in the autumn term, although the per pupil allocation was lower. In the spring term the funding was requested equally for tuition, staff development and SEMH support. Positively, several settings specifically focussed on ensuring staff were able to understand and respond to increasing levels of distressed behaviours.



Post 16 PP+ was anticipated for the new financial year, but this did not happen. Instead, the DfE announced that existing pilots will continue. Warwickshire was not successful in its bid to be part of the pilot project.



CHILDREN PREVIOUSLY IN CARE

5.1 Revised duties

Referrals for support across all key stages remained high and more referrals came directly from schools in the spring term. 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.

Referrals continued to include general signposting and generic questions in relation to support for Children Previously in Care and PP+ spending, as well as more complex referrals for those not accessing education. The main theme for parental support was around SEND.

Children With a Social Worker

6.1 Extended duties

Fact finding visits with school Designated Safeguarding Leads continued and concluded. They provided useful insight from a cross section of schools but did not highlight a clear focus for Virtual School intervention.

The extended role is strategic and is not to incur individual, case level, work for the Virtual School. But a small amount of individual work around attendance was again undertaken to help the Virtual School to understand the complexities of the individual cases to better impact on the wider cohort.

Three-year funding for this extension to the role of the Virtual School was expected but only one further year was announced by the DfE. This enables the Virtual School to focus on a project model but does not facilitate the appointment of additional staff on a long-term basis.

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Useful links:

<https://www.warwickshire.gov.uk/virtualschool>

<https://www.wmvscifoundation.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 spring 2022

	Y12	Y13
College	39.5%	67.3%
School	21.8%	14.3%
Apprenticeship Training	0	0
Employment	5.8%	0
Other	5%	6.2%
Unknown	5%	4.1%
NEET	0	0
	22.7%	8.2%

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%
Q4 2021-22	19.4%	22.7%	8.2%	21.1%
Current quarter difference	+3.8%	+8.1%	-2.7%	-5.2%

*Includes ALL Y12 and Y13, even after 18th birthday

APPENDIX B - Cohort Information

Table B1 – Number of preschool CIC spring 2022

	Jan 22	Feb 22	Mar 22



Attending settings	68	72	72
Not attending/not known	4	8	8
TOTAL	72	80	80

Table B2 – Number of school age CIC spring 2022

	Jan 22	Feb 22	Mar 22
New to care	12	12	20
Out of care	12	17	16
TOTAL	500	495	50

Table B3 – Number of Post 16 CIC spring 2022

	Jan 22	Feb 22	Mar 22
Y12	115	116	119
Y13	76	69	55
TOTAL	191	185	174

Table B4 – Number of UAS, all ages spring 2022

	Jan 22	Feb 22	Mar 22
New UAS	3	3	1
TOTAL	100	99	94

Table B5 – Designation of schools attended by CIC spring 2022

	CIC
mainstream	78%
special	10.9%
ISP	10.2%
other	0.4%

Table B6 – SEND overview by year group spring 2022

	SEND	EHCP	School type
Rec	24%	3%	100% mainstream 0 special
Y1	29%	9%	95% mainstream 6% special
Y2	32%	11%	97% mainstream 3% special
Y3	52%	24%	92% mainstream 8% special
Y4	50%	25%	87% mainstream 9% special 3% ISP
Y5	41%	24%	85% mainstream 9% special 6% ISP
Y6	61%	34%	83% mainstream 7% special



			10% ISP
Y7	60%	36%	68% mainstream 16% special 16% ISP
Y8	59%	35%	66% mainstream 10% special 24% ISP
Y9	59%	28%	74% mainstream 13% special 13% ISP
Y10	62%	43%	62% mainstream 25% special 13% ISP
Y11	44%	28%	77% mainstream 9% special 14% ISP
TOTAL	50%	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 spring 2021

University Explorers	Year 6 CIC had their first taste of university over four Saturdays. Academic sessions included Science, Philosophy, Politics and Theatre Studies.
UniversityGo! Year 7	The cohort had the first two of their sessions, both based at the University of Warwick. They focussed on Theatre and Performance and Life Sciences.



UniversityGo! Year 8	The cohort had two of their sessions. At the University of Warwick they worked with the Media and Creative Studies faculty. At Coventry University they focussed on the Patient Journey.
UniversityGo! Year 9	Policing was the focus at Coventry University, building on skills learned over the past three years of the programme.
UniversityGo!	All cohorts had the chance to participate in a shared experience day. The Alexandra Theatre hosted an immersive experience with the smash hit West End musical, School of Rock. The opportunity to explore how such shows are organised creates aspirations and raises awareness of the world of work and possibilities for our CIC.
UNlty	Student Ambassadors ran an Engineering Masterclass, providing the participants with the 'warts and all' of studying engineering at university.
Mercedes visit	Warwickshire and Coventry CIC attended a taster day at Mercedes HPP. The day was well structured, allowing time for a tour and for talking to graduates about their experiences and journeys to the point of employment. The goody bags were well received too!!
Sports Leadership Course	The four-day, Level 1 course with Sky Blues In The Community provides a nationally recognised qualification. All students also received a match day ticket for the last host game of the season at the Coventry Building Society Arena.

APPENDIX D - School Information

Table D1 – Ofsted grading for schools attended spring 2022

	Outstanding	Good	Requires Improvement	Inadequate	Not inspected
Warwickshire CIC	14.9%	71.6%	7.6%	2.8%	1.9%
National CIC	17%	66%	12%	4%	1.0%
Difference	-2.1%	+5.6%	-4.4%	-1.2%	+0.9%

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 to end of spring term 2022

Year group	Attended %	Authorised Absence %	Unauthorised Absence %	Persistent absence rate %
Reception	91.9	7.7	0.6	4.5
Year 1	92.7	7.3	0.2	4.4
Year 2	92.4	7.3	0.4	4.8
Year 3	94.7	5.3	0.1	1.6
Year 4	93.9	5.9	0.3	2.6
Year 5	94.5	5.4	0.1	2.2
Year 6	96.5	3.3	0.2	0.4
Year 7	94.1	5.2	0.8	2.9
Year 8	90.3	6.3	3.6	7.9
Year 9	81.5	10.8	7.8	16.7
Year 10	85.6	7.9	7.2	11.6
Year 11	82.4	11.0	7.2	15.3

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 spring 2022

	Jan 22	Feb 22	Mar 22
Newly off roll	2	2	1
Put on roll	2	3	4
Total off roll	10	9	5

Table D6 – in-year school moves by key stage spring 2022

	EYFS	KS1	KS2	KS3	KS4	Totals
2019-20						101
2020-21	10	10	18	26	19	83
2021-22	4	13	21	17	9	64
Spr 21	3	1	4	1	4	13
Sum 21	5	4	3	11	3	26
Aut 21	3	8	18	9	4	42
Spr 22	1	5	3	8	5	22



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
Spring 2022	£295,000	£699.05	£67,040.66	£3,352.03

Table D8 – Recovery Funding

	Funding requests	Average spend per CIC
Autumn 2021	£20,139	£559.42
Spring 2022	£20,453	£409.06

For questions or further information email: deenamoorey@warwickshire.gov.uk