

Warwickshire Virtual School

Summer 2023 Report For the period January – March 2023

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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

Focussing on all Children With a Social Worker, the Virtual School worked with Challenging Education to deliver a conference focussed on Raising Attainment of Disadvantaged Youngsters (RADY). It was a fantastic event, enriched by three of our local schools. The schools presented their creative curricular, describing how they include all children and how all children are supported to be successful. Strong relationships underpinned all.

All raising aspirations partners came together for a development day. New team members were introduced and Warwickshire Virtual School, Coventry Virtual School, Think Higher, Coventry University and the University of Warwick, reviewed the impact and ethos of the university-based programmes. A great opportunity to meet face to face and celebrate how far the programme has developed since implementation.

The Virtual School training offer for education settings was redesigned. A series of webinars is planned, alongside individual online learning modules, led by experts in attachment and trauma. Training for the new PEP system was very well attended and the move across largely without issue.

Research into improving the attendance of children with a social worker in Warwickshire secondary schools on behalf of the Virtual School was planned. This work will start in the summer and largely finish at the end of the year, with the intention of providing evidence-based solutions to support all our schools.

Take up of additional 1:1 tuition continues to be good, with over 50% of the priority years having accessed at least one block of support.

Post 16 remains a priority and an additional post has been approved to facilitate an even stronger focus on supporting those Not in Education, Employment or Training (NEET).

Ongoing Virtual School projects:

- Improving attendance with Warwickshire Attendance Service
- Supporting the SEND workstream on Emotional Based School Avoidance
- Monitoring academic attainment and progress through termly Personal Education Plans (PEPs)
- Monitoring attendance of all CiC
- Challenging suspensions
- University programme to raise aspirations and encourage participation in further and higher education
- Enriching arts and sports activities
- Trauma Informed Attachment Aware Schools Programme
- Training Programme
- School monitoring visits

ATTAINMENT OF CHILDREN IN CARE

2.1 Early Years Foundation Stage

Table A1, 2

2021-22 outcome: *21.1% (4 out of 19) achieved a Good Level of Development (GLD).*

Outcomes were significantly lower than national (40%) and previous Warwickshire outcomes. As this is a new group of children each year, large fluctuations are not unusual.

Levels of SEND were high in this cohort and school stability was lower than for other cohorts. Over 20% of this cohort are now no longer in care.

2.2 Year One Phonics

Table A3,4

2021-22 outcome: *60% (12 out of 20) achieved the expected standard in the phonics test.*

Attainment is in-line with national (60%).

2.2 Key Stage One

Table A5,6

2021-22 outcome: *37.5% (6 out of 16) achieved the expected standard in reading, writing and maths.*

Attainment is above national (30%).

2.3 Key Stage Two

Table A7,8

2021-22 outcome: *28.6% (8 out of 28) achieved the expected standard in reading, writing and maths.*

Attainment is below national (32%).

The prior attainment score for this cohort was also below the national cohort.

However, outcomes were 4% higher than predicted, based on prior attainment.

Warwickshire had 10% more CiC with EHCPs than the national cohort.

40% attended two or more schools in Key Stage 2, which is a known contributor in reducing achievement.

2.4 Key Stage Four

Tables A9,10,11,12

2021-22 outcome: *16.1% (10 out of 62) achieved a strong pass in the basics and 24.2% (15 out of 62) a standard pass.*

Attainment is above national (14%). This is particularly positive as the prior attainment score for this cohort was lower than national.

2.5 Post 16

Table A13

Education, Employment and Training destinations for the spring term:

100% had planned destinations for September

88% college/school/apprenticeship

5% training

7% employment

The spring term saw an increase in the number of CiC who were NEET, from 15% to 23%. Of these, 33% entered care this academic year.

3.1 Cohort overview

Tables B1,2,3,4

Spring term numbers:

	Jan 23	Feb 23	Mar 23
Pre school	65	66	62
School age	461	466	474
Post 16	213	201	186
Total	739	733	722

3.2 SEND

Tables B5,6,7,8

Statutory school age CiC with recorded SEND 2021-22 reduced by 1.2% and remains lower than national CiC.

Statutory school age CiC with EHCPs 2021-22 increased by 0.9% and remains higher than national CiC.

All EHCP provision is the responsibility of the SEND services where the young person resides. However, the Virtual School works closely with all professionals to ensure termly PEPs track and support EHCP targets.

3.3 Enrichment

Table C1

Planning for summer term arts activities got underway, including a three-day theatre event and a trip to see a West End show. There were also several staff training sessions, focussed on supporting and developing the arts, sports and university aspiration programmes.

The new Year 6 cohort had their first university experience, taking place over four Saturdays at the University of Warwick. The Explorers undertook a campus tour, met

the student ambassadors, and designed their own mascot. The children beat staff at both table tennis and football, and Wonder Woman beat the Incredible Hulk in a general election! In the final session the children got to meet a PHD student, who led a drama and poetry workshop.

Sessions continued for the UniGo! cohorts, focussing on a range of academic sessions, demonstrating the possibilities for Higher Education.

All cohorts were invited to Silverstone for a fantastic immersive experience day!

3.4 Training

As previously mentioned, the RADY conference was very successful, and in response to feedback the training offer for schools has been redesigned.

Training to develop expertise in individual settings is ongoing and always very well received.

3.5 Staffing

Table C2

The Virtual School welcomed one Education Adviser back from maternity leave. Her cover was an asset to the team and the CiC she worked on behalf of were very well supported.

The focus on continued delivery of a high-quality service and constantly striving to achieve more for our CiC has increased demand on the Virtual School team and four new posts have been approved:

- An additional Post 16 Education Officer
- An additional Enrichment Coordinator
- Two new Education Advisers for Children With a Social Worker

SCHOOL INFORMATION

4.1 Ofsted Grading 2020-2021

Table D1

84% of Warwickshire CiC attended Good or Outstanding schools.

Two Warwickshire schools (one secondary, one special) were judged to be Inadequate during the year which reduced the percentage attending Good or Outstanding schools.

One CiC was placed in an Ofsted Inadequate school during the autumn term 2022 at the request of parents as the child was returning to their care. The Virtual School liaised with the host local authority and was satisfied that the school would be able to support the child appropriately.

Virtual School policy remains that when moving schools Good or Outstanding schools are always prioritised.

4.2 Attendance and suspensions

Tables D2,3,4,5

Overall attendance for 2021-22 was 89.5%.

Attendance for primary school CiC was 94.8% (+0.1% from last year).

Attendance for secondary school CiC was 86.6% (+ 3.1% from last year).

Increasing attendance remains a focus for the Virtual School.

The latest recorded suspension rate was in-line with national at 9.43% (number of Warwickshire CiC receiving at least one suspension).

No CiC were permanently excluded.

Reducing suspensions remain a priority for the Virtual School.

4.3 Personal Education Plans (PEPs)

The Virtual School worked hard to ensure all CiC had termly PEP reviews to support their educational development. The PEP review rate for the spring term was 100%.

Post 16 NEET PEPs take place at the start of term and the Virtual School facilitates additional reviews to ensure young people are appropriately supported to become engaged in Education, Employment and Training.

4.4 Pupil Premium Plus (PP+)

Table D9

For the termly PEPs, schools select the funding allocation required for the planned interventions within that term. This is in addition to the tuition which is funded separately.

Schools can access up to £1500 per child per term.

CHILDREN PREVIOUSLY IN CARE

5.1 Revised duties

Warwickshire Virtual School worked in partnership with Worcestershire Virtual School to deliver a series of information sessions for parents and carers. The first session was delivered twice during the spring term. Topics included:

- The role of the Designated Teacher
- Choosing a school and the admission process
- Transition support

The sessions were very well received with 63 parents attending.

CHILDREN WITH A SOCIAL WORKER

6.1 Extended duties

Revised guidance was published in June 2022. This remains a non-statutory duty, but Warwickshire Virtual School is keen to support this cohort of children. Provisional data available to the Virtual School highlights a gap between both the achievement and the attendance of Warwickshire children compared to the national cohort.

Awareness raising across Education Services continues and services are keen to start thinking about this cohort. There was a marked increase in the number of social workers seeking advice from the Virtual School regarding school attendance. All listed tables are included in the separate appendix.

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

Useful links:

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