



2018/19 Executive Summary

VSHT Annual Report 2018/19

Executive Summary (Provisional Data)

2-10-19

Section 1 Background / Contextual data (Page 2)

- Partnership /collaboration with all services in LA remain key to success
- ILACS 2019 Ofsted Inspection – stated ‘The virtual school is highly valued by local schools.’
- Ongoing increase in CYPIOC – from 433 (July 2016) to 556 pupils (Sept 2019)- impact on capacity
- SEN for CYPIOC 37% - significantly less than national average 56.3%
- PPP Budget supports VS Staffing
- VSHT – Job share as from March 2019, New EDA for CYPIOC appointed – to start January 2020
- VS plans to appoint further staff - Educational Achievement Support Worker, EP
- Recognised need to work in collaboration/ improved partnership with Health
- To support Extended duties, VSHT Tees Valley provided joint funding to appoint Education Achievement Support Worker for Regional Adoption Agency

Section 2 Educational Outcomes: *Early Years, Phonics, KS1-4, Attendance and Exclusions, Destinations* (Page 6)

- 2019, Provisional data shows that the overwhelming majority of outcomes in Early Years, Key Stage 1 and 2 are above, or significantly above national averages for children in care. Outcomes for KS4 show an improvement since 2018 but comparative national data for KS4 for CIC has yet to be published (see attached Table of Results)
- KS5 data shows that the high percentage are on target to progress. Rigorous action is taken to support those who are NEET. 91% of pupils in Year 11 in 2019 have progressed into education or training.
- Provisional data indicates that attendance and exclusion rates for CYPIOC remain very favourable in comparison to national averages. Secondary attendance has dipped slightly but PA has decreased below national averages for all pupils
- Published data from the Local Authority Interactive Tool (LAIT) shows Stockton-on-Tees with a National Ranking of 1 for the % of children with at least one Fixed Term Exclusion (2017), a ranking of 4 for overall absence (2018) and a ranking of 14 for persistent absence (2018)
- HE. 29 students in University

Section 3 Educational Challenge and Support (Page 18)

- School visits/meetings – over 400 mtgs. / quality assurance visits carried out
- Over 1350 PEPs Quality Assured
- Significant Improvement in quality of PEPs in place, but submission of PEPs in timely manner remains an issue. Further action to be taken
- Ongoing Extensive CPD offered to schools- Major Focus Attachment difficulties and Developmental Trauma, Emotion Coaching and Theraplay. Ongoing training for DTs, LA services and VS
- PPP Award implemented – 3 schools have been successful in achieving the award

Section 4 Service Practice (Page 21)

- Implementation of VS Strategic Meeting with key partners, - Social Care, SEN, IROs, EIS, YOT has improved communication and timely action. Partnership with Health still to be secured
- VS Reports shared at all levels within LA – V Strategic Meeting, Attendance and Well Being, Corporate Parenting, CSMG, Cabinet
- VSH/EDA Chair or attend over 16 service meetings which take place weekly monthly or termly
- Lead Member for Children’s Services, Lynn Evans, visited the Virtual School to gain improved insight.

Section 5 Continual improvement (Page 22)

- SDQs have been introduced for schools so information can be triangulated with results from carers
- Youth Participation officers – carried out over 1400 significant interventions. Attendance at Year 9-11 PEPs invaluable. Successful initiatives continue to support CYPIOC – e.g. Matty’s Bistro, Alternative Provision for those not in full time education. Positive support for Transition to Post 16 Establishments. Work shadowing/experience, apprenticeships for Y9 onwards – ongoing development
- Early Years – ongoing and increased awareness about the importance of Early Years provision / support to carer to ensure children are ready for school. Improved multi agency work
- PPP – Notional amount per pupil increased to £2300. Up to £1400 allocated to schools as recorded on PEP. Central Budget used for- Staffing and associated costs, Additional Learning support, 1-1 tuition, CPD, Resources, E PEP System, innovative Projects for CYPIOC, Primary/Secondary Hubs, EP support.

Section 6 Child Engagement/ Celebration (Page 24)

- Annual Celebration of Achievement Events – January 2019/ August 2019
- VS Ten Challenges for pupils –to be relaunched at DT meeting 2019/20 as part of Preparation for Adulthood (PFA) initiative
- PPP award enables school to celebrate the high quality of provision for the children in our care or can support evaluate their provision – 3 schools achieved award
- Implementation of Primary and Secondary hubs – highly successful (43 Primary School Pupils /18 Secondary School Pupils) Partnership work with Jamie Wassell – Lets Take Action/ Positive activities Group

Section 7: Ongoing Priorities for 2019/20 aligned to Council Plan and Children’s Services Strategy (Page 25)

6 key priorities

Giving children the best Start – Issue 4

- Continued emphasis on early years in readiness for school – training for social workers, importance of Early Years PEP
- Early Identification of need/improved partnership – SEN, EP, Health, Social Care

Focusing on schools and learning outcomes- Issue 7.9,10

- Continued emphasis on Attachment and Developmental Trauma/Theraplay Training in all schools
- Implementation of Attachment Aware Behaviour Regulation Policy
- Clear pathways for Post 16/Implementation of Work Experience/ Work Shadowing Year 9-11
- Options for Alternative Provision for CYPIOC where appropriate

Safeguarding and Protecting- Issue 24

- as above working to transform support for young people with SEMH difficulties

Focus on better outcomes for CYPIOC See action in all areas

Working collaboratively (see VS Strategic Plan)

- Training for social care – Understanding the Education system, SEN, VS, Importance of Early Years
- Ensure social workers/schools submit PEPs in a timely manner
- Improved data sharing/reporting with all partners

Attainment & Progress: Provisional Outcomes 2018/19 based on End of Key Stage data for 903 Cohort – 12mths plus

Phase Cohort number 2018/19		2016/17 CYPIOC 903 12 mths +	2017/18 CYPIOC 903 12 mths +	2018/19 CYPIOC 903 12mths+	2018/19 LACYP National Results	2018/19 All Pupils National Results
Early Years Foundation Stage GLD 16 pupils 8 boys, 8 girls SEN 25%- EHCP 12.5%, K 12.5%	% of those achieving a good level of development at the end of EYFS	25%	72.7%	NCER 60% VS 56%	48%	71.8%
Year 1 12 pupils – 6 boys, 6 girls SEN 25%, EHCP 8%, K 17%	Phonics WA year 1	67%	83.3%	75%	64%	82%
	Phonics WA year 2		67%	75%	xxx	
Key Stage 1 14 pupils – 7 boys, 7 girls SEN 28.6%- EHCP 7.1%, K 21.4%	KS1 Reading EXS +	53%	63.6%	78.6%	51%	73%
	KS1 Writing EXS +	38%	81.8%	71.4%	42%	69%
	KS1 Maths EXS +	53%	81.8%	78.6%	48%	76%
	KS1 RWM EXS	27%	63.6%	71.4	37%	xxx

Key Stage 2 32 pupils – 15 boys, 17 girls SEN 66%, EHCP 34%, K 31%	RWM Standard Expected	10%	37.5%	41.9%	36%	65%
	Reading Standard Expected	30%	45.8%	45.2%	49%	73%
	Writing TA Standard Expected	40%	54.2%	51.6%	50%	79%
	SPAG Standard Expected	53%	45.8%	54.8%	53%	78%
	Maths Standard Expected	23%	54.2%	58.1%	51%	79%
Key Stage 4 30 pupils – 19 boys, 11 girls SEN 47%, EHCP 30%, K17%	Grade 4+ English and Maths	17%	17.8%	20%	tbc	64.2%
	Grade 4+ English	30%	32.1%	33%	tbc	75.4%
	Grade 4+ Maths	17%	17.8%	27%	tbc	69.5%
	Grade 5+ English and Maths	0%	3.7%	10%	tbc	43.3%
	Grade 5+ English	17%	14.3%	17%	tbc	60.3%
	Grade 5+ Maths	4%	7.1%	10%	tbc	49.3%

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