

**AGENDA ITEM**

**CORPORATE  
PARENTINGBOARD**

**7 AUGUST 2020**

**REPORT OF VIRTUAL  
SCHOOL HEADTEACHER**

**VIRTUAL SCHOOL UPDATE**

**SUMMARY**

This report presents an update relating to the Virtual School.

**RECOMMENDATIONS**

That the Board considers the update.

**DETAIL**

In March 2020, the Local Authority Interactive Tool (LAIT) was updated to include outcomes for CIOC and the NCER data analysis tool that we buy into was updated with validated data for the outcomes of CIOC. Although the percentages have changed slightly from those reported in the VSHT report in October 2019, trends and comparisons as reported then remain largely the same. Key Stage 4 trends can now be reviewed as this data was not available at the time of writing the VSHT report.

- **Early Years Foundation Stage** (EYFS, age 5, end of Reception)  
60% of our CIOC reach a good level of development, this is above the percentage for CIC in the North East (51%) and CIC nationally (48%)
- **Key Stage 1**  
Attainment in Reading, Writing and Maths in Key Stage 1 is well above that of the North East region and for CIC nationally  
We are slightly below the NE and CIC nationally for those achieving a greater depth in reading, otherwise all other outcomes for KS1 are very positive.
- **Key Stage 2**  
Attainment in writing, maths and the combined measure of reading, writing and math (RWM) is above CIC nationally but below the NE percentage  
Attainment in reading is below both NE and National for CIC and is an area for development. It is also below that of our statistical neighbours

However, although attainment does not compare as well as we would like with national and the north east in particular, progress (the progress that children make from their starting point and is a measure of how well we are closing the gap) in all three areas is above that of the NE and National, with progress for Writing and Maths being well above the NE and National.

All progress measures are above our statistical neighbours

- **Key Stage 4**

Attainment 8 – is above the NE and National

Progress 8 – Is in line with the NE but below national

Grade 4+ in English – above NE and National

Grade 4+ in Maths – above NE and National

Grade 4+ in English and Maths is above NE and National

Grade 5+ in English/maths/English and Maths is in line with NE and National

We are also above our statistical neighbours in the outcomes reported in LAIT (Progress8, Attainment 8 and Grade 4+ in English and Maths)

- **Other measures**

All other education measures compare very favourably and are well above National and NE measures. Those measures include: One Fixed Term Exclusion, percentage unauthorised absence, percentage overall absence, percentage who are persistent absentees, emotional health and those care leavers accessing higher education. (percentages and comparisons can be seen on the attached Excel spreadsheet)

All educational outcomes are a priority for the Virtual School and working with schools and all other professionals to close the gap between all children and those in our care will always be our top priority. However, from the validated results Reading at KS2 is an area for development and we will look to work with EIS, schools and social care on this aspect over the next 12 months.

### **Actions to support Reading attainment and progress at Key Stage 2**

The plan has three strands

1. EIS led reading programme, with a group of self-selected primary school Reading Leads, to improve Quality First Teaching in Reading across their school. The programme has involved termly cluster meetings, workshops, opportunities to network and an online WhatsApp community. This has been in place since September 2019
2. EIS Senior Adviser/OFSTED Inspector to train Virtual School staff in quality assurance of reading provision, this will support VS staff to understand the reading provision that is available to CIOC and to challenge and support where necessary
3. Individual CIOC intervention. 1-1 support with the Virtual School Education Achievement Support Worker through either the Reading Intervention programme or Reading Recovery programme.

### Other Reading interventions organised by the Virtual School

1. LetterBox project available for Reception children who are at risk of not meeting their Literacy learning goals.
2. Reading Research Project with Oxford University looking at the effect of carer support and engagement with reading on reading outcomes for CIOC.

### **COVID 19 work undertaken by the Virtual School**

- Engagement in all Virtual meetings for CIOC
- Challenge and support continuing through the virtual environment
- Day to day work continuing with team working from home
  
- Monthly newsletters for carers and Designated Teacher, encompassing current thinking and advice on learning in lockdown and mental health support during lockdown
- Changes to the Personal Education Plan, including a COVID19 page, to capture changes, challenges and successes during this period
- Working with schools and social workers to support attendance where appropriate for CIOC
- Designated Teacher meeting held via Zoom
- Continuation of Attachment Training where appropriate for Schools
- Carer review of 'Learning in Lockdown'
- Virtual Thrive assessments
- Continuation of work with individual CIOC via telephone and video conferencing
- Signed up for Maths research project for Key Stage 2 and Key Stage 4 CIOC
- Attendance at Webinars to ensure the team are up to date with current guidance, sharing good practice and continuing our CPD

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