



## 2019/20 Executive Summary

**VSHT Annual Report 2019/20**

**Executive Summary (Provisional Data)**

### **Section 1 Background / Contextual data (Page 2)**

- Partnership /collaboration with all services in LA remain key to success
- Ongoing increase in CYPIOC – from 433 (July 2016) to 556 pupils (Sept 2020)- impact on capacity
- As at September 2020 – 87% of CYPIOC attend schools that are currently judged good or better
- SEN for CYPIOC 47.3% - significantly less than national average for CIC (55.9%)
- PPP Budget supports VS Staffing
- Newly appointed staff - Educational Achievement Support Worker (Dec 2019) New EDA for CYPIOC (Jan 2020), Educational Psychologist (Sept 2020) -( ILAC inspection (2018) noted the size of the team limited the VS to strategic work)
- Extended duties for PLAC, strong partnership with RAA, VSHT Tees Valley provided joint funding to appoint Education Achievement Support Worker for Regional Adoption Agency- ongoing collaboration/partnership work

### **Response to 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 carried out 'Learning in Lockdown'
- Virtual Thrive assessments continued

- 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
- Contact with carers, where possible, when 'bubbles' are sent home

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

- **In 2020 due to the COVID lockdown – no national assessments / exams took place in primary and secondary schools. In Year 11/13 pupils have been awarded grades based on teacher assessment grades.**
- At KS4 (Year 11) provisional data shows that outcomes in 2019/2020 have improved significantly in all areas since 2018/19. In 2019/20 the outcome for L5+English and maths (14.2%) is above the national average for CIC (7.2%) in 2018/19 but well below the average for all pupils (40.1%) in 2018/19
- KS5 data shows that the high percentage are on target to progress. Rigorous action is taken to support those who are NEET. 97% of pupils in Year 11 in 2020 have progressed into education, employment or training.
- CYPIOC progression to university is pleasing, in 2018/19 29 students were undertaking Higher Education courses. In 2019/20 two further students have been successful in obtaining places at Sheffield and Northumbria University
- Provisional Data indicates that attendance and exclusion rates for CYPIOC remain favourable in comparison to national averages in 2018/19. In 2019/20 the percentage of pupils with at least one Fixed term exclusion increased from 4.2% to 8.2% but remains below the national average for CIC 11.7% in 2018/19. This issue will be raised with all partners. No child received a PEX.

**The Virtual School recognises the need to continue to close the attainment gap in all areas and ensure that all pupils make expected progress in line with their personalised learning, contextual issues and special educational needs.** However, from the validated results (2018/19) the VS identified that Reading at KS2 is an area for development and agreed to work with EIS, schools and social care on this aspect over the next 12 months.

**Attainment & Progress**

**Key Stage 4 Provisional Annual Outcomes 2019/20 for 903 cohort (12mths plus)**

Cohort 2019/20		2017/18 CYPIOC	2018/19 CYPIOC	2019/20 COVID
<p><b>Key Stage 4</b></p> <p><b>Context of Cohort</b></p> <p>903 cohort 35 Pupils, 1 pupil =2.8%</p> <p>17 Boys</p> <p>18 Girls</p> <p>SEN 48.5%</p> <p>22.8% EHCP, 25.7% SEN Support</p> <p>23 pupils (65.7%) were educated in Stockton</p> <p>12 pupils (34.3%) were educated in out of borough schools:</p> <p>12 pupils (34.2%) attended a special school or Alternative Provision in line with their personalised needs</p>	L4+ Eng. and Maths	17.8%	20%	27.5%
	L4+English	32.1%	33%	42.8%
	L4+ Maths	17.8%	27%	27.5%
	L5+ Eng. and Maths	3.6%	10%	14.2%
	L5+ English	14.3%	17%	22.8%
	L5+ Maths	7.1%	13%	14.2%

### **Section 3 Educational Challenge and Support (Page 18)**

- School visits/meetings – over 500 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. Monthly monitoring reports are sent to all key managers
- Ongoing Extensive CPD offered to schools- Major Focus Attachment difficulties and Developmental Trauma, Emotion Coaching and Theraplay. (Only 3 schools in Stockton have yet to access training) Ongoing training for DTs, LA services and VS – via Teams/Zoom
- PPP Award implemented – 3 schools have been successful in achieving the award

### **Section 4 Service Practice (Page 21)**

- Partnership with Health has now been developed – VSH have met with health representative to discuss key issues
- VS Reports shared at all levels within LA –DCS/ADCS, Social Care, 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 and attended key training.

### **Section 5 Continual improvement (Page 22)**

- SDQs are now routinely carried out by schools to support triangulation
- Youth Participation officers – carried out over 890 significant interventions. Attendance at Year 9-13 PEPs continues to be invaluable. Successful initiatives continue to support CYPIOC – e.g. Matty’s Bistro/ARC, 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 £2345. 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, crisis intervention.
- In 2020 a new system ‘PowerBi’ will be introduced in partnership with Planning and Performance, to support the analysis of data and timely action for improvement

- In 2019/20 a Virtual School Report was developed for schools. This will be implemented in Autumn 2020 to support schools in their review and evaluation procedures for CYPIOC.

## **Section 6 Child Engagement/ Celebration (Page 24)**

- Annual Celebration of Achievement Events – January 2019/ August 2019- postponed due to COVID
- VS supported - MSLTP initiative, Music Project organised by Barnardos and Dance Project
- 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 2019/20)
- Implementation of Primary and Secondary hubs continued in Autumn Term – highly successful (43 Primary School Pupils /18 Secondary School Pupils) Partnership work with Jamie Wassel – Lets Take Action/ Positive activities Group

## **Section 7: VS Actions for 2019/20 are shown in this section aligned to the priorities in the Council Plan 2020-2023**

- Plan and implement new ways of improving children’s emotional health
- Help schools to improve pupil wellbeing and reduce exclusions
- Continue to work with early years settings and schools to raise educational attainment for all pupils, including those with additional needs
- Improve the consistency and continuity of social work practice
- Increase capacity in our fostering service and residential children’s homes
- Ensure effective careers provision and support for all pupils, recognising the disruption in education as a result of Coronavirus
- Continue to work with early years settings and schools to raise educational attainment for all pupils, including those with additional needs
- Provide an integrated approach to early language development through reading

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