



# Stockton Virtual School

Corporate Parenting Board Interim Report, June 2022

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## Introduction

The Virtual School Head Teacher provides two reports annually to the Corporate Parenting Board. The first report, tabled in December, is the Annual Virtual School Head Teachers report. The second report, tabled in June, is an interim report timed to enable the Virtual School Head Teacher to report to the Board the validated data that is published on the Local Authority Interactive Tool in March.

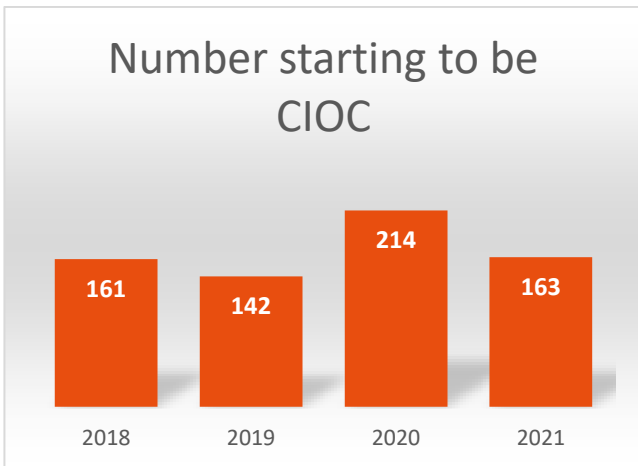
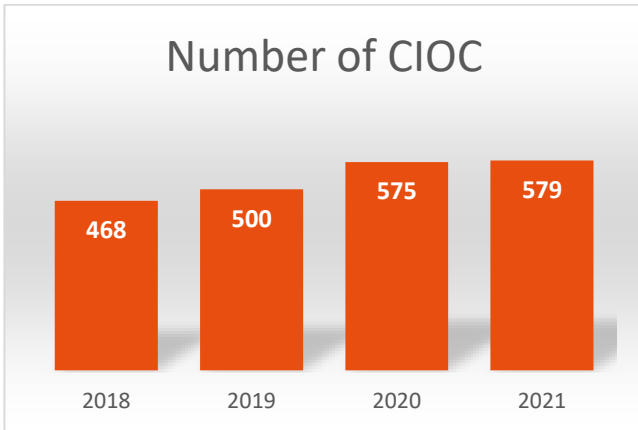
The data presented in this report is the educational data published by the Department of Education in relation to the Children in our Care. Trends for 2018 to the most recently published data in 2021 are shown and where appropriate comparisons are shown for Stockton, North East, Statistical Neighbours and England. We are not able to report on all measures as many national tests were not carried out or reported on in 2021.

The report will also inform members about the current work of the Virtual School including new initiatives and updates from the Annual Report presented in December 2021.

# Educational Outcomes for Children in our Care

The following graphs show year on year comparisons

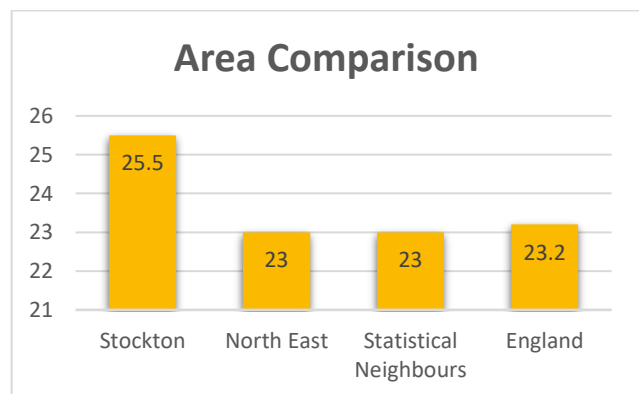
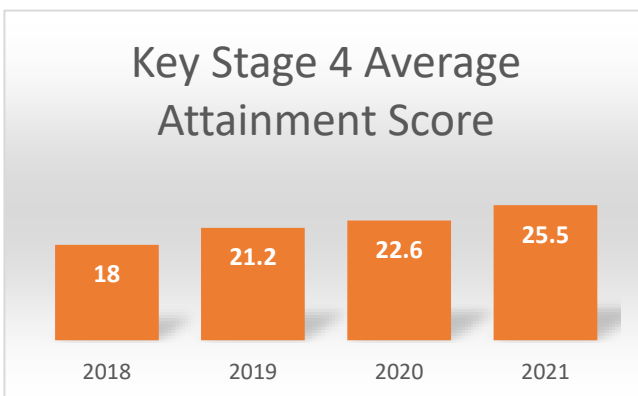
## Numbers of Children in our Care (CIOC)

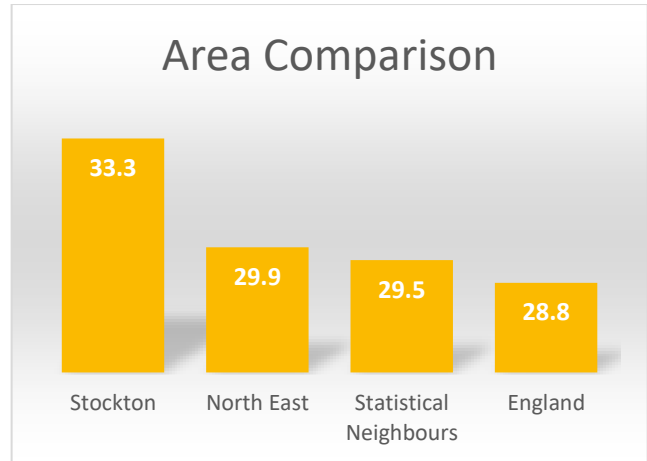
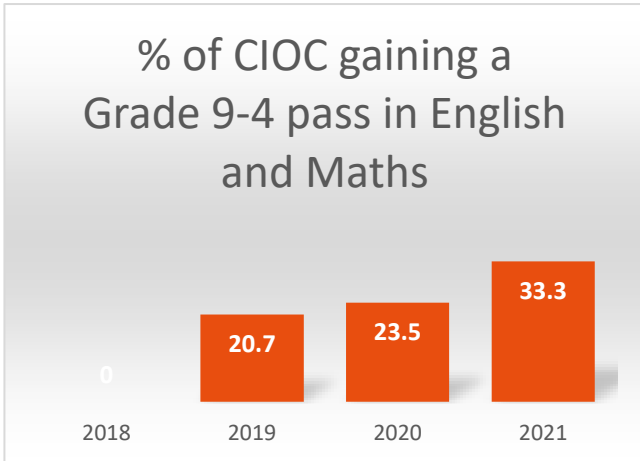


## Key Stage 2 (Year 6) Outcomes

CIOC did not sit formal Key Stage 2 tests in 2021. As a result, no data is recorded for these outcomes for 2020 and 2021

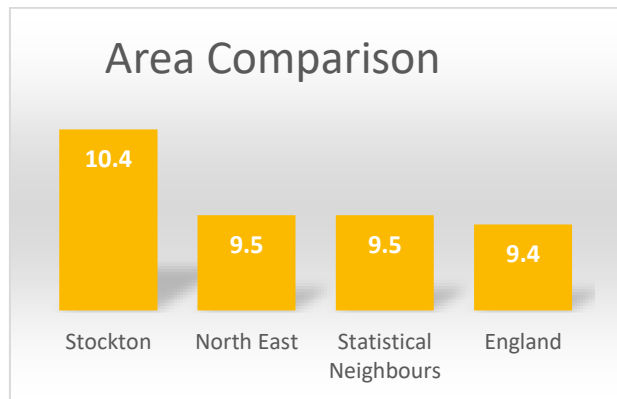
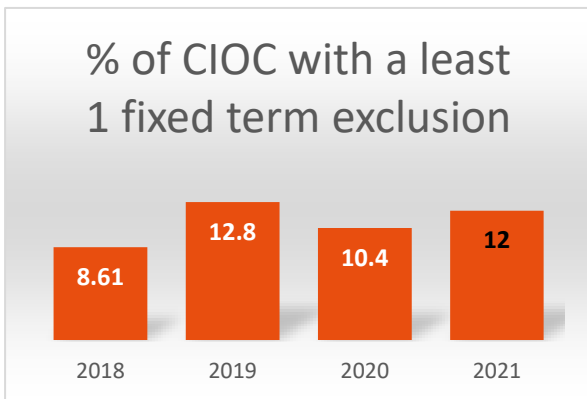
## Key Stage 4 (Year 11) Outcomes





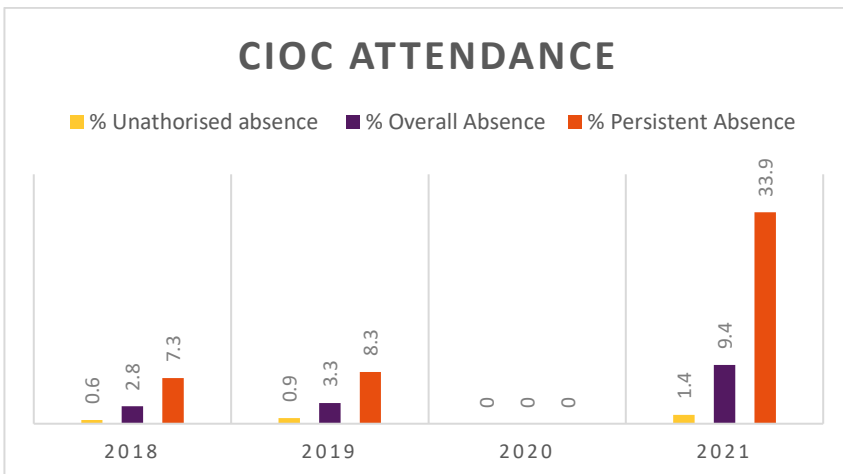
In 2018 the previous grading system of A\* - G was used. From 2019 onwards the new grading system of 9-1 is used. A grade 4 and a grade C are comparable, the lower threshold for a Grade C is comparable to the lower threshold of a Grade 4. However, year on year comparisons should not be made due to the different assessment methods used due to COVID disruption.

### Other Educational Outcomes

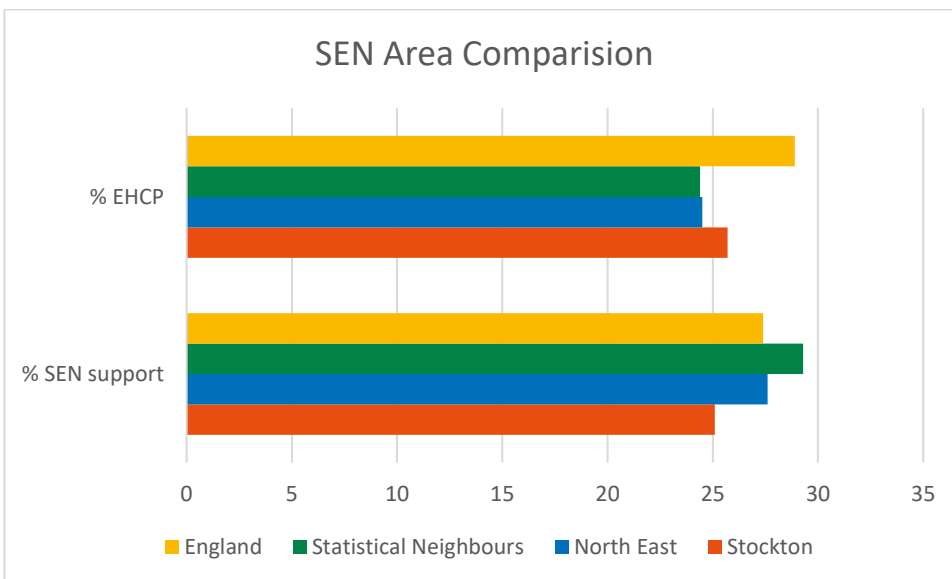
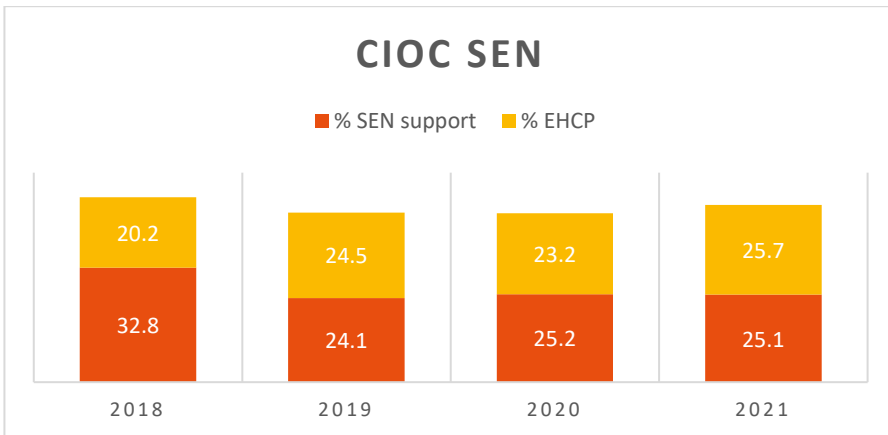


The figure in black for 2021 has not yet been published or validated, however I have included the Virtual School figure to enable a comparison.

In 2022 we have had 3 Permanent Exclusions of CIOC (one male Year 8, one male Year 9, and one male Year 10)



Once again attendance figures should not be compared year on year. In 2020 when the first COVID lockdown happened, and children were not required to attend school attendance figures were not published. However, in 2021 during the second lockdown, vulnerable children of which CIOC where include, were expected to attend, and were marked absent if they did not.



# Virtual School Update

## What is working well?

### New Structure following the Children's Services Review

- The new structure has added capacity to the Virtual School Team. This has resulted in reduced caseloads for Caseworkers and the Education Development Advisers. Staff have been able to intervene and support in a timelier manner providing robust challenge and support to partners
- Ongoing work with the Opportunities Team in Help and Support, and with the Principal of Stockton Riverside College has increased staffing for Post 16 CIOC and Care Leavers education and engagement. As part of the Post 16 Pupil Premium Plus pilot, from July 2022 Stockton Riverside College will employ a Welfare officer to work across their 4 sites (Bede College, NEETA, SRC and Skills Academy). The Welfare officer will work in partnership with the Virtual School Senior Progression Advisers to improve communication and support.

### Ensuring efficient systems are in place to ensure good quality data, information, and monitoring

- Although the Virtual School Data Dashboard is not yet where we would like it to be, work is ongoing. Data collection and analysis within the Virtual School is much more robust allowing data to be used effectively to identify CIOC who are struggling and appropriate interventions to be implemented in a timely manner and with a much more targeted approach. This is evidenced in the meeting minutes of the Virtual School half termly, Students Causing Concern meeting.
- The Virtual School Head Teacher presents data and progress to the SEN and Inclusion Senior Leadership Team on a half termly basis, to the Social Care Service Leads on a termly basis and to the Corporate Parenting Board bi-annually.
- Termly monitoring meetings are held for students in Years 5,6,10 and 11

### Personal Education Plans (PEPs)

- PEP changes have been made to allow accurate termly monitoring of completion rates and quality assurance. This supports the Virtual Schools ability to challenge and support schools where high quality learning targets are not in place
- SDQ (Strengths and Difficulties Questionnaire) scores have been added to the Spring Term PEP to allow us to track the emotional wellbeing of students and support in this area where it is needed

### Attachment Aware and Trauma Informed (AATI) Practices

- The following training has been completed
  - The Virtual School Educational Psychologist has completed 6 half day sessions on trauma informed topics.
  - One Family Thrive Course has been completed for Foster Carers, this is a six-week programme for 12 foster carers and was so successful that a second course has been calendared for 8<sup>th</sup> June to 13<sup>th</sup> July.
  - Work with identified schools on a bespoke whole school training programme. Led by the VS Educational Psychologist.
  - Work with one Academy Chain to support them to become an AATI Accredited Provider.
  - Bespoke individual intervention aimed at supporting schools in managing individual children.

- World Café Network event, aimed at building a support network for Trauma Informed Practice in Schools (TIPS) across Stockton
- Transition training for all Designated Teachers has been completed and support for children with key transitions on the horizon is ongoing.
- Work has started with St John's The Baptist C of E Primary Schools in setting up a Nurture Hub for Key Stage 2 and 3 students. The staff in the Hub will work with students and schools on an in reach and outreach basis

## Learning Post COVID

- Boosting Reading for individual CIOC has continued
- LetterBox parcels for Early Years has continued
- Middlesbrough Football Club Mentoring has been running since September 2021 and so far, 36 students have benefitted from this intervention
- The Virtual School's two new caseworkers have specialist subject knowledge in English and Maths, they will start some 1-1 tutoring with key Year 11 students in September. We are currently working with schools to ensure that we identify the correct cohort
- Schools have been offered the National Tutoring Programme funding that comes into the Virtual School Head Teacher and 25% of the costs will be supported by the Virtual School
- Schools will be given all the Recovery Premium in July 2022. This funding is allocated via the Virtual School Head Teacher
- Schools have been given an additional £200 per CIOC from the pupil premium plus grant to support CIOC in their learning

## What are we worried about?

### Concerns

- We continue to have concerns over CIOC who are suffering heightened anxiety, mental health and engagement issues following their full time return to school
- The ability of children to regulate and meet the demands of the school day
- Concerns over curriculum catch up, lost time in school, and the engagement levels of some of the CIOC,
- The lack of national benchmarking data

### Actions to support our concerns

- Sending funding directly to schools as they have the resources and knowledge of individual CIOC to support accelerated progress
- Bespoke packages of support for individual children based on Attachment Aware and Trauma Informed Interventions
- Strengthen partnership working to provide support for children and schools where potential exclusions are a concern. (To date, 11 students have been supported to find alternatives to permanent exclusion)
- Use patterns and trends in data to inform where targeted interventions are needed
- Promote the additional Learning activities post COVID and encourage extracurricular activities where necessary



- Continue to build upon our strong working partnership with the Looked After CAMHS Team. Working in partnership to ensure CIOC are supported appropriately in school where possible

In summary, the Virtual School continues to promote a culture of high aspirations for Children in our Care and Care Leavers. We strive to build strong collaborative partnerships with all partners ensuring that the needs of Children in our Care are identified, understood, and supported in a timely, positive, and appropriate manner helping these young people to achieve their best and thrive in their schools.