



# Stockton Virtual School

Corporate Parenting Board Interim Report, June 2023

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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 published on the Local Authority Interactive Tool in March.

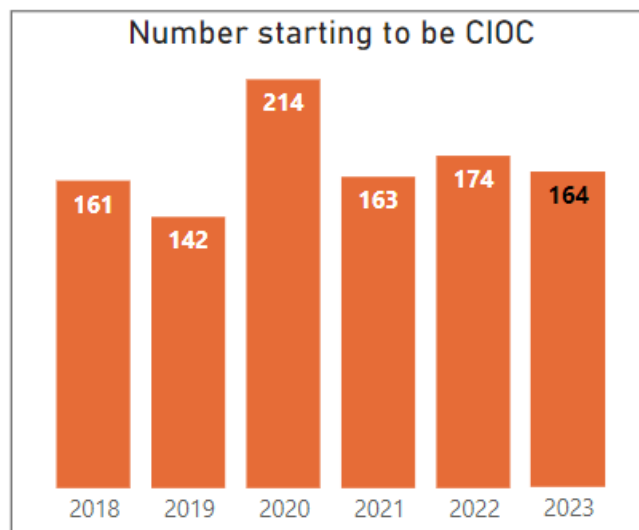
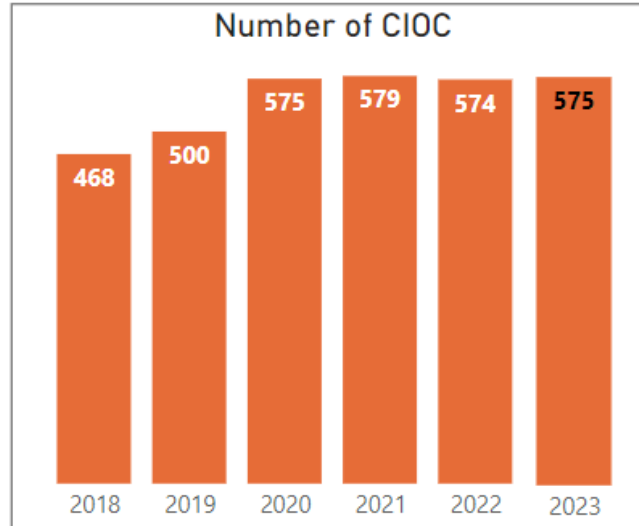
The data presented in this report is the educational data published by the Department of Education in relation to the Children in our Care. Trends for 2018 to the most recently published data in 2021 are shown and where appropriate comparisons are shown for Stockton, North East, Statistical Neighbours and England.

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 2022.

# Educational Outcomes for Children in our Care

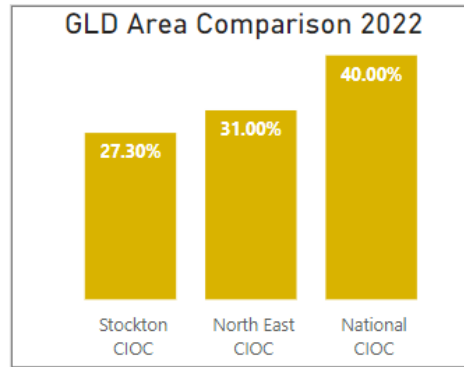
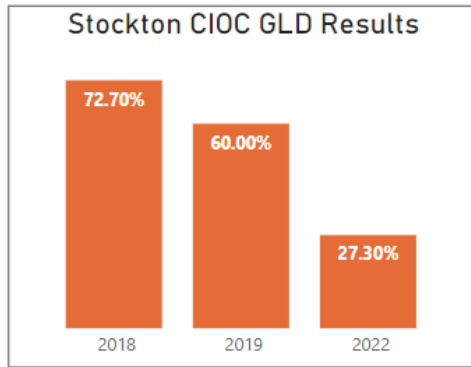
Graphs showing Age Related outcomes

## Numbers of Children in our Care (CIOC)



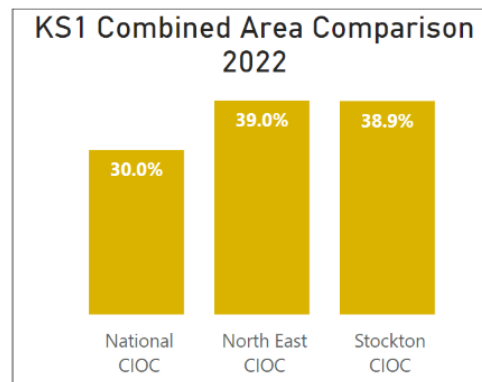
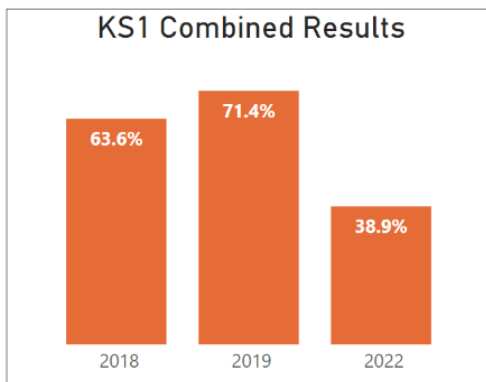
## Good Level of Development (Early Years) Outcomes

- The proportion of children achieving a Good Level of Development in 2022 has dropped since 2019 and is lower than the National CIOC figure. However, it is important to note that the cohort for 2022 only contained eleven students so the difference between the Stockton and National figure is equivalent to only 1.4 students.
- We are using some of the School Led Tutoring grant to deliver a literacy intervention to this group of students as they move into Key Stage 1 and to our current Early Years cohort.



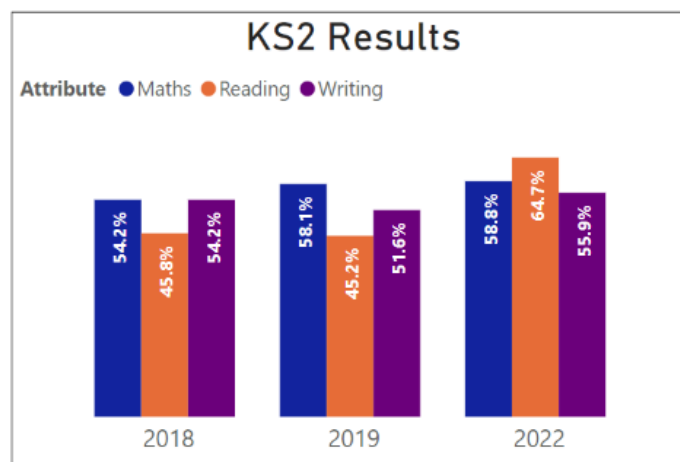
### Key Stage 1 (Year 2) Outcomes

- Combined results of Reading, Writing and Maths have dropped when compared to previous years however they are still significantly higher than National CIOC.

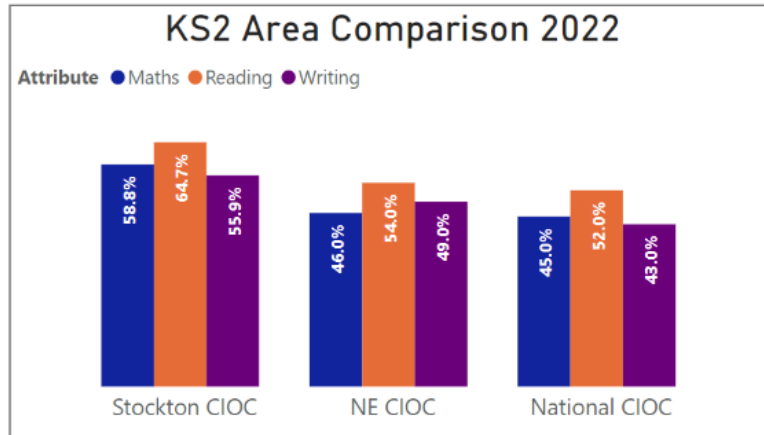


### Key Stage 2 (Year 6) Outcomes

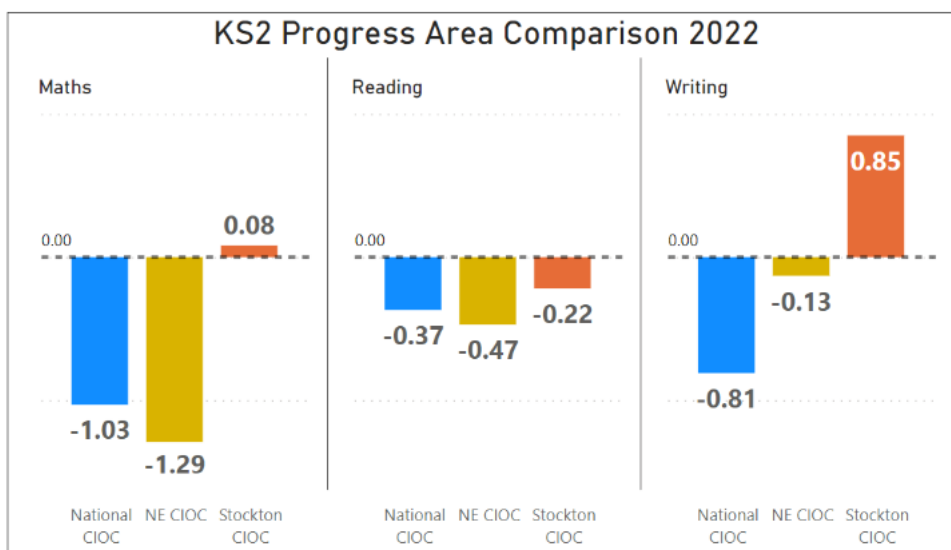
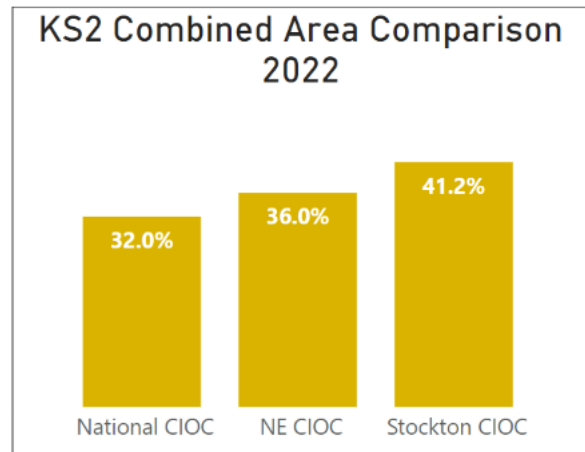
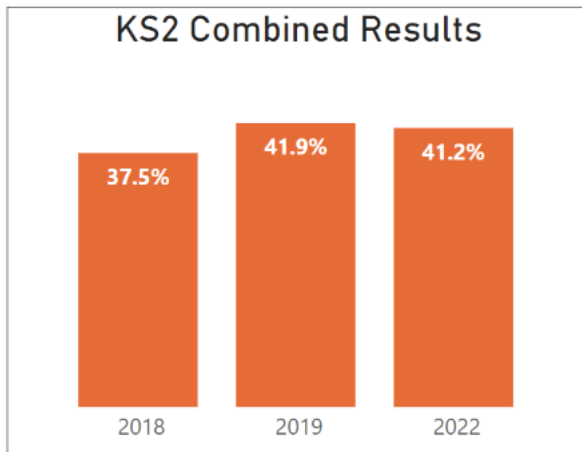
- There were not any Key Stage 2 formal assessments completed during 2020 or 2021 therefore no data is available
- The results for Maths, Reading and Writing have all increased in 2022 compared to the last available results in 2019. There has been a particularly significant improvement in Reading with an increase of 19.5%.



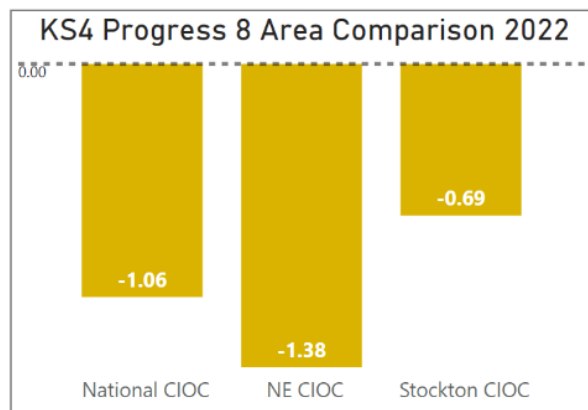
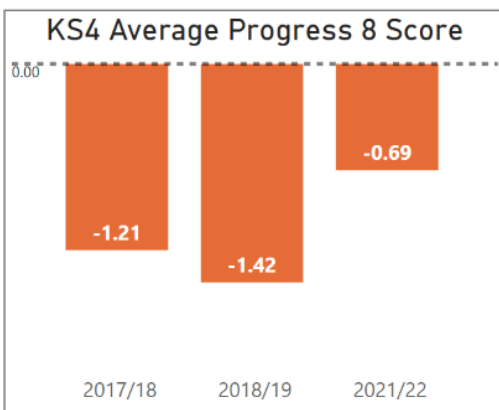
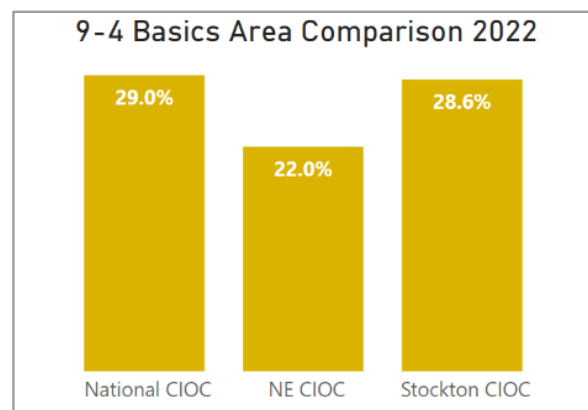
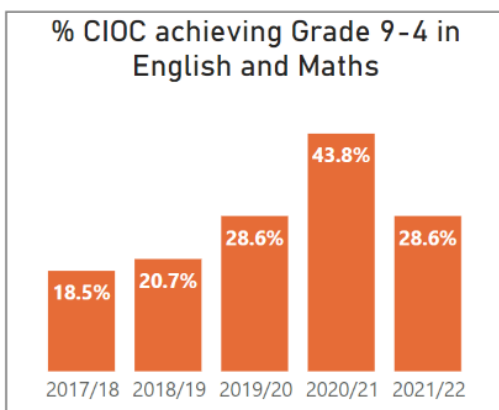
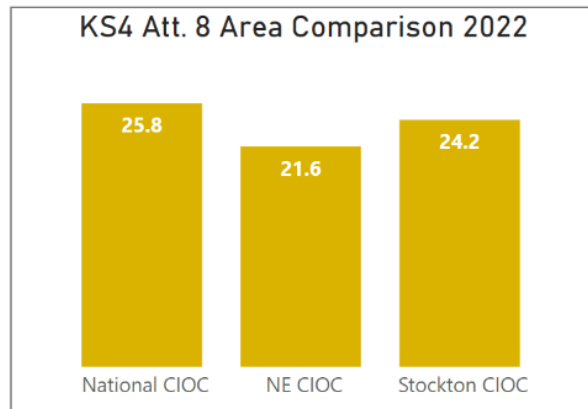
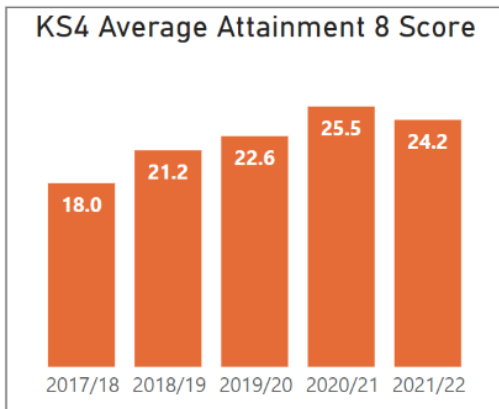
- In 2022 Stockton CIOC performed better in all areas compared with North East and National CIOC figures.



- Combined results for Reading, Writing and Maths shown below show a slight drop in the result from 2019 but Stockton performed significantly better in 2022 than North East and National CIOC.
- The progress that Stockton CIOC made was also significantly better than North East and National CIOC in all three assessed areas

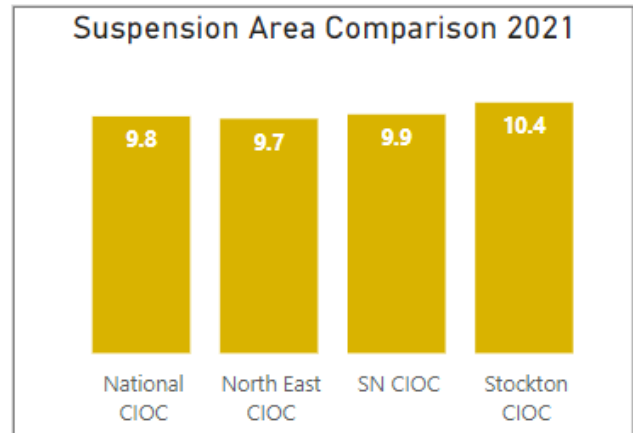
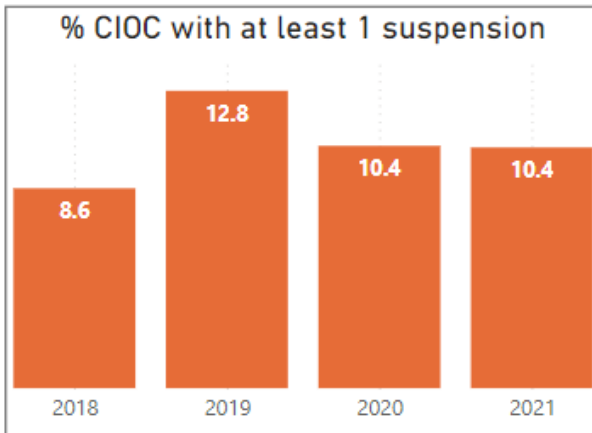


## Key Stage 4 (Year 11) Outcomes

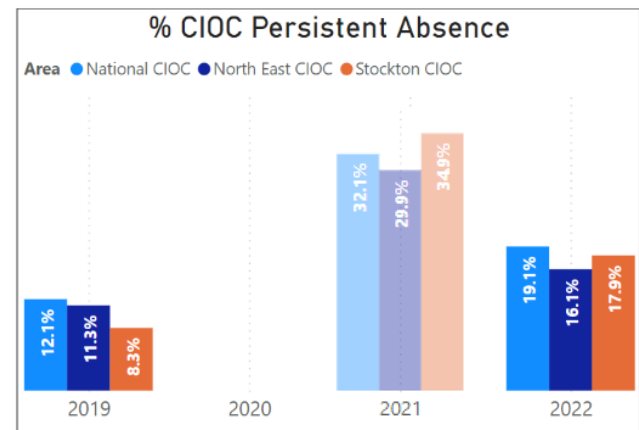
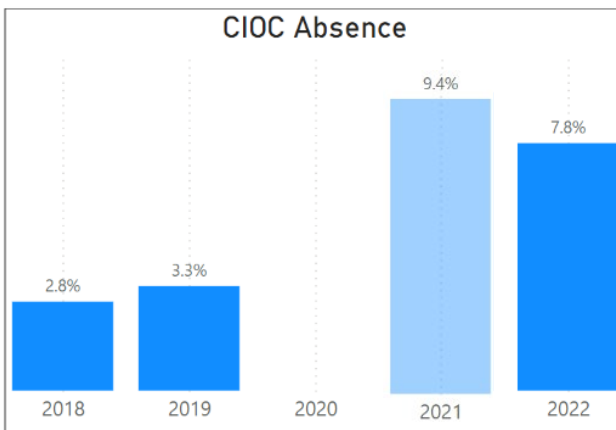


- During 2019/20 and 2020/21 students were awarded Centre Assessed Grades rather than sitting formal exams so a year-on-year comparison should not be made.
- The Progress 8 measure shows Stockton CIOC making much greater progress than both North East and National CIOC

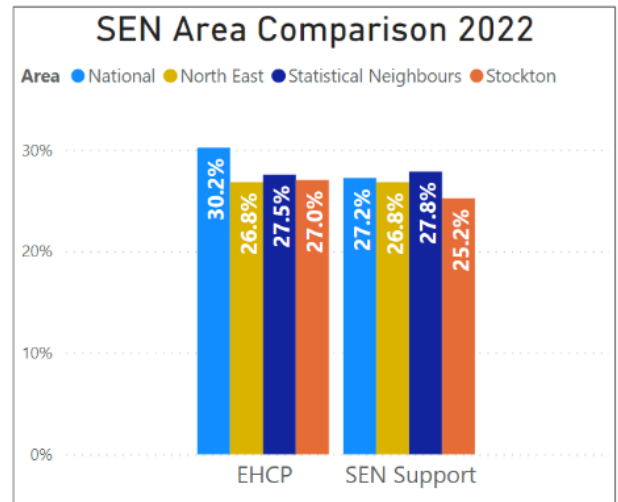
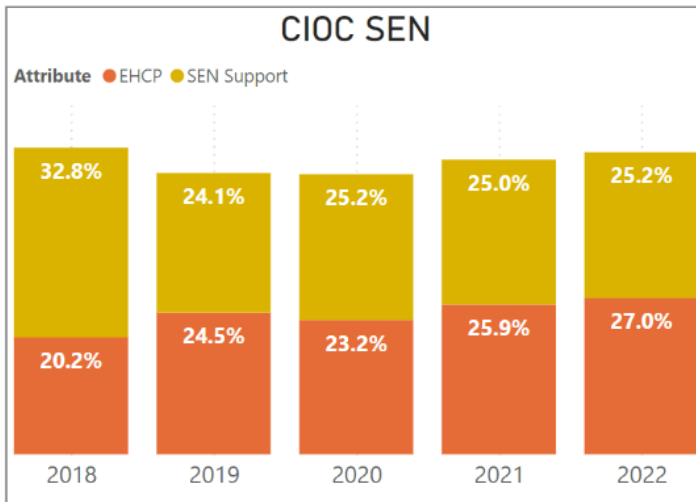
## Other Educational Outcomes



- In 2022 we had 3 Permanent Exclusions of CIOC (one male Year 8, one male Year 9, and one male Year 10). Currently in 2022-23 we have successfully challenged one permanent exclusion (Year 10 boy, out of area), had a Year 10 boy out of area PEX upheld and we have just had a Year 6 girl in area permanently excluded following the recent half term break.



- 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 for the academic year 2019-2020
- In the academic year 2020-2021 there were further lockdowns, CIOC were expected to attend and were marked absent if they did not. This has impacted upon attendance figures as many did not attend due to continuing worries about COVID.
- There were no lockdowns in the academic year 2021-2022. Attendance did improve but not to the levels seen prior to COVID. This is a concern and an area we must address.
- Although attendance is not where we would like it to be our improvement from 2021 to 2022 is 17% whereas for national CIOC the improvement was only 13%



## Virtual School Update

### What is working well?

#### Implementation of the Virtual School Head Teacher's Extended Duties

- In June 2021, the Department for Education published non-statutory guidance extending the duties of the Virtual School Head Teacher titled, Promoting the Education of Children with a Social Worker (CWSW). Work started while we awaited the appointment of a project lead and Data Officer, this work focused on the strengths and area for development in relation to data and an analysis of the available information for this group of students. It also included a heightened focus on our Attachment Aware and Trauma Informed work and began to highlight and make visible the particular needs and vulnerabilities of this identified group. The Virtual School Head engaged with the DfE identified research partner used to analyse and evidence the impact of this work nationally. The results of which have been published by the DfE in December 2022 in the document 'Phase one evaluation of the virtual school head's extension of duties to children with a social worker and the post-16 pupil premium plus pilot.'
- A newly appointed Data Officer started work in December 2022 and a project lead in April 2023. Rapid progress is now being made. An updated information sharing data base has been build providing data to relevant LA Officers across all of Childrens' Services and to Stockton School Leaders. Currently it includes data on SEN status, attendance, suspensions, allocated social worker and social care status. It flags persistent or severe absence and allows the project lead and key schools staff to look at relationships between attendance and suspensions promoting education, particularly attendance at school, as an important protective factor. There is a comprehensive delivery plan for this project but our immediate next steps are to include Early Help involvements on the database along with other vulnerability indicators, and begin to work with School Leaders and other partners on the coproduction of a Local Authority wide action plan.

#### Personal Education Plans (PEPs)

- PEP completion and quality is a major focus of the Virtual Schools work, and both of these indicators are improving. In Spring 2023, 79.4% of PEPs were graded Green, 18.6% Amber and 2% Red. This is a significant improvement from Spring 2022 when 69% were Green, 30% Amber and 2% Red. Completion



rates are also high, 93% of PEPs were submitted on time in Spring 2023 an increase of 6% from Spring 2022, when 87% of PEPs were submitted

- We continue to collaborate with designated teachers and social worker to strive for timely, relevant, and high-quality PEPs for all of our CIOC

### Post 16 Senior Participation Advisers

- As a result of the Post 16 pupil premium plus pilot we one additional Progression Adviser. Currently we have three dedicated Progression Advisers, all trained to, or working towards, Level 6 in Careers Guidance. This has allowed the team to focus on those CIOC aged 16 – 18 who are not engaged in education, employment, or training (NEETs) and to focus on preventative work pre 16 (particularly in Years 10 and 11). As a result NEETs in this age group have reduced from 23.5% in February 2022 to 18% in February 2023. This was recognised by OFSTED in March 2023 – ‘Children in care achieve well at the end of Key Stage 4 and are well prepared for the next steps of their education or training’. The three progression advisers also work with care leavers when and if appropriate to support them to reengage with education, employment, and training.

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

- In addition to the work identified in the Virtual School Head Teachers report 2021-22, the virtual school have developed our offer to include:
  - Family Thrive, a 6-week programme, delivered to Foster Carers. We now offer this four times a year increased from twice per year
  - The Virtual School have invested in an Emotion Coaching for Foster Carers training day. This aims to compliment the work many of our schools are doing, and the training provided by the LAC CAMHS Team to ensure the CIOC are given consistent messages and strategies to help them develop their skills
  - We are introducing Virtual Reality Headsets as another medium through which to deliver our message. Representatives from the Virtual School, SEND and Inclusion Team, Social Care, Schools, and LAC CAMHS will be able to deliver training using these Headsets as part of our bespoke training model.
- The experiences of our children prior to coming into care, along with how their life experiences have shaped their physical and emotional development are a major factor influencing the achievement of CIOC and CWSW (children with a social worker). For this reason, the Virtual Schools model (TIPS – Trauma Informed Practice in Stockton) is based on a Neuro-sequential Model of Therapeutics. This works on the basis that children that have experienced adverse childhood experiences have developmental gaps that need addressing. The model recovers and repairs each part of a child’s brain in a specific, phased, and effective order. This strongly supports and aligns with the work our colleagues in CAHMS.

### Early Identification of Need

- Our collection and analysis of key performance data allows us to follow a comprehensive monitoring cycle designed to identify those students requiring additional support in an early and timely manner. Since December 2022, the Senior Data Officer has produced a Virtual School Dashboard that allows us to quickly identify individuals, schools, and particular areas of need quickly and efficiently. As a result, we know our children well and can support and challenge schools to ensure the appropriate support is in place. We are also beginning to use this to identify areas for improvement across the system.

## What are we worried about?

### Concerns

- Attendance of CIOC especially the numbers who are persistently or severely absent
- Suspensions and Exclusions
- Gaps in learning due to poor attendance
- Lost learning due to COVID particularly for our younger cohort
- SEMH Needs and increased levels of anxiety that are often leading to poor attendance or suspensions
- Lack of Educational Psychology provision

### Actions to support our concerns

- Work with the LAC CAMHS Team to support their new model. Ensuring schools are aware of; the therapeutic offer across the Local Authority, that schools use a graduated response and know how referrals to services are made.
- Attendance data to be timely, accurate and analysed. Welfare Call has been commissioned to collect the attendance data for our Out of Area CIOC, this will feed into the Vulnerable Children's Database and allow timely analysis of data. The Virtual School will then be able to provide rigorous challenge and support to schools and care teams where children are persistently or severely absent and provide training to all stakeholders. The Virtual School have adopted the ATTEND framework, a framework to support emotionally based school avoidance.
- Work with designated teachers to look at strategies for avoiding suspensions and permanent exclusions. Including promoting the Trauma Informed Practice in Stockton (TIPS) model and using the Virtual Reality Headset training to promote a better understanding of the needs of CIOC and CWSW.
- Continue with our academic interventions including, Boosting Reading, GCSE English Tuition, and using the School Led Tutoring grant to promote reading in the Early Years and Key Stage 1.

In summary, the Virtual School continues to promote a culture of high aspirations for Children in our Care and Care Leavers. We continue to strive to build strong collaborative partnerships with all partners. Thus, ensuring that the needs of Children in our Care are identified, understood, and supported in a timely, positive, and appropriate manner. Facilitating our young people to achieve their best and thrive in their schools. This was duly recognised by OFSTED in March 2023, 'Leaders in the virtual school are ambitious for children in care and the progress that they should make'.