

From: Roger Gough, Cabinet Member for Children, Young People and Education
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To: Corporate Parenting Panel - 1 June 2018

Subject: **Virtual School Kent Validated Summer 2017 Results Report**

Classification: Unrestricted

<p>Summary: This report provides Members with an update on the validated summer 2017 examination results from the Statistical First Release (SFR) March 2018</p> <p>Recommendation: The Corporate Parenting Panel is asked to consider and comment on the impact of the Virtual School in relation to its performance</p>

1. Introduction

- 1.1 This report summarises the validated achievements and impact of the Virtual School Kent (VSK) through the academic years 2016-17 in relation to Children in Care (CiC) and their education.
- 1.2 Data is presented on key issues and outcomes across key stages (KS) and Not in Education, Employment and Training (NEET) figures.
- 1.3 Information on active intervention and engagement support is evidenced as well as notable successes during this period.
- 1.4 Overall, 2017 was a positive year for Kent's CiC. KS2 saw our young people achieve their best set of results, with KS4 evidencing some positive performances despite the levels of need of this cohort. The VSK was also very proud of our KS5 young people where we saw record numbers of our young people accessing Education Employment and Training (EET) for the third consecutive year.
- 1.5 2017 Summer cohort
KS1 = 24.1% EHCP and 51.7% receiving Special Educational Needs (SEN) 29.4% of recorded cohort have high or very high Score and Difficulties Questionnaire (SDQ) scores which increases to 41.2% when you include slightly raised scores. This cohort also has 5 young people placed out of authority.

KS2 = 20.2% EHCP and 62.2% receiving SEN support. 31.5% of recorded cohort have high or very high SDQ scores which increases to 48.1% when you include slightly raised scores. This cohort also has 1 young person placed out of authority.

KS4 = 18% EHCP and 52% receiving SEN support and a further 36% Unaccompanied Asylum-Seeking Children (five of whom were missing). 26.3% of recorded cohort have high or very high SDQ scores which increases to 32.2% when you include slightly raised scores. This cohort also has 19 young people placed out of authority.

2. Validated Results

2.1 Key Stage 1



KS1 Benchmark (CLA)

2017 | CLA 12 Months

		READING		WRITING		MATHS		SCIENCE		RWM*	RWMS*
	Cohort **	<EXS	≥EXS	<EXS	≥EXS	<EXS	≥EXS	<EXS	≥EXS	≥EXS	≥EXS
National (CLA pupils)	1,700	47%	51%	60%	39%	53%	46%	39%	60%	34%	34%
LA (all schools)	18,030	20.9%	78.8%	27.5%	72.3%	21.4%	78.4%	13.4%	86.4%	68.3%	68.1%
LA (state-funded schools)	18,030	20.9%	78.8%	27.5%	72.3%	21.4%	78.4%	13.4%	86.4%	68.3%	68.1%
Virtual School	29	41.4%	58.6%	51.7%	48.3%	55.2%	44.8%	41.4%	58.6%	41.4%	41.4%

A = Absent | D/U Disapplied | BLW = Below the standard of the pre-key stage | PKF = Pre-key stage foundations for the expected standard | HNM = Has not met the expected standard

WTS = Working towards the expected standard | EXS = Working at the expected standard | GDS = Working at greater depth at the expected standard | Result suppressed

* **Multi-subject indicators:** Pupils working at or above expected standard (≥EXS) in all respective subjects.

** **Cohort numbers used in percentage calculations may vary by subject.**

- Kent CiC achieved above the national average for all indicators at key stage 1 except mathematics and science where they are broadly in line with the national average
- Most encouragingly our young people significantly exceeded the national average for both the crucial combined measures of reading, writing and maths and reading, writing, maths and science by 7.4%
- The progress made on these priority outcomes from the summer 2016 outcomes are marked, with between 12.4% and 20.8% progress made in each indicator

2.2 Key Stage 2

Cohort	RWM*		READING				WRITING TA		MATHS				GPS				
	≥ Exp	High	Avg. SS	< Exp	≥ Exp	High	≥ Exp	GDS	Avg. SS	< Exp	≥ Exp	High	Avg. SS	< Exp	≥ Exp	High	
National (CLA pupils)	2,970	32%	1%	99.4	54%	45%	9%	48%	6%	99.3	53%	46%	7%	101.3	49%	50%	12%
LA (all schools)	16,735	64.8%	9.4%	104.8	24.9%	74.7%	27.6%	80.7%	18.9%	104.2	23.5%	75.9%	22.9%	105.7	23.1%	76.4%	29.8%
LA (state-funded schools)	16,552	64.7%	9.4%	104.8	25.0%	74.6%	27.4%	80.7%	19.0%	104.2	23.5%	75.9%	22.8%	105.7	23.1%	76.4%	29.8%
Virtual School	74	35.1%	0.0%	99.9	53.3%	46.7%	9.3%	51.4%	2.7%	100.0	53.3%	45.3%	9.3%	101.0	46.7%	50.7%	8.0%

<Exp: Scaled score lower than 100 in tested subjects and performance category lower than EXS in Writing TA | **Exp+:** Scaled score of 100 or higher in tested subjects and performance category of EXS or GDS in Writing TA | **High:** Scaled score at or above higher threshold in tested subjects and performance category of GDS in Writing TA

Avg SS: Average (mean) scaled score across all pupils with a scaled score. Pupils with no scaled score or "N" are discounted | x/ / Result suppressed

* In multi-subject indicators (i.e.: RWM) the pupil must have achieved the stated level of performance in all respective subjects | Cohort numbers across different subjects may vary from stated figure

- 35.1% of Kent CiC achieved the expected level in combined at the end of KS2. This figure indicates the gap between CiC and all learners has reduced. Kent CiC outperformed South East average for CiC in every single attainment indicator and the national average for CiC in all indicators except mathematics at end of KS2
- Outstanding progress in reducing the gap between Kent CiC and national all learners in the significant combined measure to just 29.7% which is a 24% improvement for Kent CiC on last year
- Reduction of the gap between Kent CiC and all learners nationally in writing; this is now only at 24%. Historically this has been a weaker subject area for CiC and indicates targeted work has reaped results
- Kent CiC achieved 3% higher than the Children Looked After (CLA) national progress scores in the combined measure
- Kent CiC beat the national CLA progress figure in every indicator except for maths, which it is broadly in line with. However, a higher percentage of Kent CiC achieved the higher maths boundary (working at Greater Depth within the expected Standard – GDS)

2.2 Key Stage 4



Cohort	Prog. Cov.	Overall					English			Maths			EBacc			Other		
		Avg. KS2	Avg. At8	Avg. Pr8	Conf. Int.	Avg. Att. Score	Avg. Prog. Score	Conf. Int.	Avg. Att. Score	Avg. Prog. Score	Conf. Int.	Avg. Att. Score	Avg. Prog. Score	Conf. Int.	Avg. Att. Score	Avg. Prog. Score	Conf. Int.	
		Fine Lvl	Score	Score		Score	Score		Score	Score		Score	Score		Score	Score		
National (CLA pupils)	5,010	77%	3.0	19.3	-1.18	±0.04	4.2	-1.30	±0.05	3.8	-0.96	±0.04	4.5	-1.14	±0.05	6.8	-1.27	±0.05
LA (all schools)	17,074	85.6%	4.0	44.3	-0.13	±0.02	9.1	-0.21	±0.03	8.2	-0.15	±0.02	12.4	-0.17	±0.02	14.6	-0.03	±0.02
LA (state-funded schools)	15,407	94.1%	4.4	46.3	-0.11	±0.02	9.8	-0.19	±0.03	8.9	-0.14	±0.02	12.5	-0.14	±0.02	15.2	-0.01	±0.02
Virtual School	167	54.5%	2.1	15.6	-1.09	±0.25	3.2	-1.32	±0.32	2.9	-0.97	±0.29	3.2	-1.19	±0.30	6.2	-0.91	±0.29

- Kent CiC's average progress eight measure was -1.09 and the national CLA figure was -1.18. This negative score indicates the difficulties that our children nationally face in making progress from the end KS2 to end KS4. However, Kent CiC made more progress than CiC nationally. This progress figure was most positively affected by our children's achievement in 'other' subjects e.g. the arts
- Over 20% of Kent CiC achieved a four or above in English GCSE and 16% of Kent CiC achieved a four or above in Maths GCSE
- Notable individual successes were achieved despite considerable barriers for example:
 - one UASYP achieved 5 A*-C including English and Maths despite being in the country for only approximately 2 years
 - One special school student (SEMH with ASD and Learning difficulties) achieved 4 GCSE passes
 - One student in Sevenoaks achieved a 4 or above in English and Maths - as well as 5 A*-C including English and Maths. She has gone on to study at college
 - One student at the West Kent PRU achieved 2 GCSEs and a BTEC pass despite being placed at home and needing intensive support

2.3 Key Stage 5

EET to NEET indicator

Year	Total YP	NEET %	% change
2015-16	894	38.2	-
2016-17	949	17	-56
2017-18	593	13.8	-19

- Year on year improving trend in reducing young people who are NEET

- A significant percentage change of 64% in reducing young people who are NEET from 2015-16 to 2017-18
- Twenty Kent Care Leavers attending university currently
- VSK Apprentice Participation Worker achieved a 4 in Maths GCSE this summer plus a Level 2 apprenticeship in Business Administration – and is now working towards a level 3 in Operational Delivery

3. Challenges in supporting CiC to achieve expected educational outcomes

There are well researched and documented reasons why our young people are significantly disadvantaged when it comes to achieving educationally in line with their peers. The main reasons are listed below: -

- Emotional/Mental Health
- Placement moves/breakdown – mobile cohort
- Stability of education
- Attendance pre-care
- Risk of Exclusions
- Special Educational Needs

The VSK utilises its own resources and the Pupil Premium Plus Grant for CiC (PP+) to maximise impact on educational outcomes. Some examples of projects/initiatives that aim to support our children to overcome these challenges are briefly described below.

3.1 CiC Solihull Training (for professionals supporting children who are fostered or adopted)



VSK and CiC Child and Adolescent Mental Health Service (CAMHS) have been working together to deliver a joint training delivery programme for professionals across primary and secondary schools supporting children who are fostered or adopted.

The LAC Solihull training is a behavioural and psycho-dynamic approach and has been rolled out in North Kent and West Kent in 2017 - and was delivered in South Kent in the autumn term 2018, then in Swale in the spring term 2018. It is designed for a multi-agency audience and the aim is to build professionals' capacity to support our vulnerable children as well as the network around them; additionally, to develop a new pathway of care within the CiC CAMHS service by the CAMHS practitioners going on to deliver the Solihull Approach Groups for foster carers to support placement stability.

The feedback from baseline and data indicates excellent impact in the South Kent training: 95% of the maximum possible gains were achieved from the trainees' starting points progressing to the end of the course in terms of their confidence with supporting CiC/adopted children and the professionals around them. Indeed 100% of trainees said that presentation by the trainers was excellent or good (93% said excellent).

3.2 Paired Reading 2017-18

VSK are currently expanding the Paired Reading Project across the county as the outcomes from last year indicated excellent progress in raising standards of reading for our Kent CiC. This is a joint approach with Kent Educational Psychology Service (KEPS) along with each VSK Locality team.

Foster carers received training in the Paired Reading approach - and did the regular reading with the children every week. The results spoke for themselves as an average of 10.2 months gain in reading accuracy was made in just 16 weeks – and there were also very positive gains made in the foster carer to child relationship scale scores.

There were celebration events to mark the successful end of the project including a visit from the children's author Jeremy Strong where he read some of his stories and signed books for the children. This event was attended by social workers, foster carers, schools and the children. This year it is the aim that at least another 60 eligible primary children will be involved in this intervention and we look forwards to excellent outcomes for this new group across the county.

3.3 Kent Nurture Project

VSK is working with The Nurture Group Network to look at ways of building capacity in schools to support CiC learners and work preventatively to support Inclusion/prevent exclusions.



As part of this project, schools across the county have been undertaking accredited training/study with the aim of creating six Nurture Groups (Two secondaries and two primaries) in North Kent by September 2018 - and a further fifteen in other Kent areas are on track to complete in the next phase.

3.4 Attachment and Trauma Training

VSK continues to offer this free training to schools, early years settings and professional groups. It is usually half day or two twilights and covers the following:

- How secure attachment develops

- How childhood developmental trauma can lead to more insecure attachment
- Strategies/tools for supporting at whole school, targeted and personalised levels

Recommendation: The Corporate Parenting Panel is asked to consider and comment on the impact of the Virtual School in relation to its performance

Background documents: none

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