

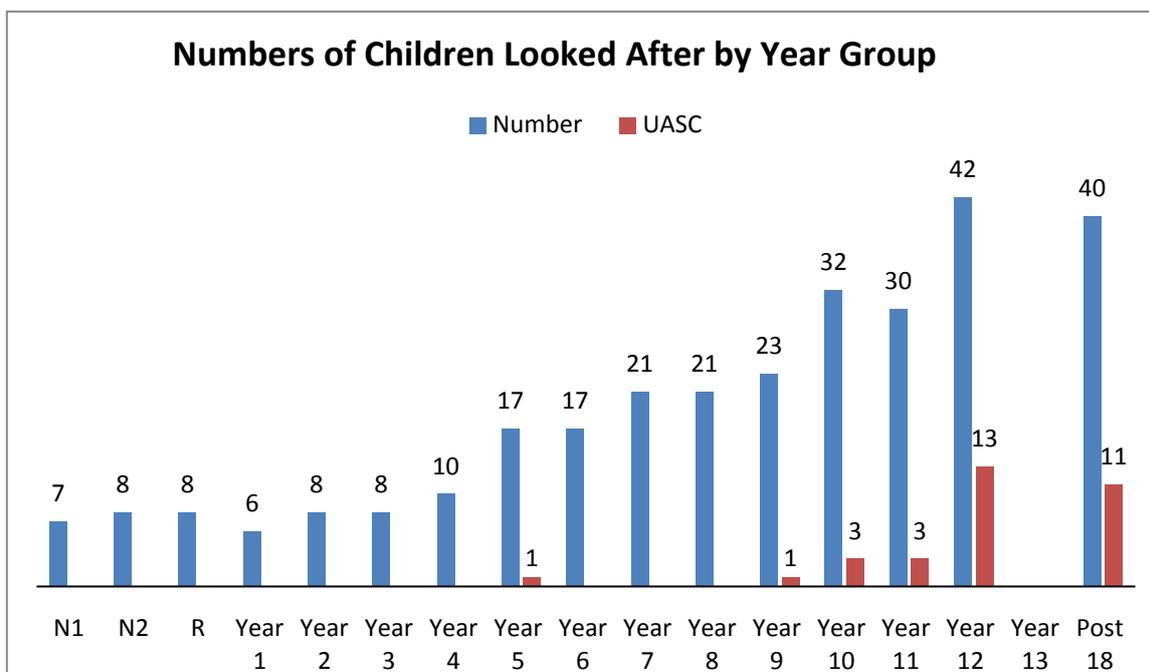
**Key Headlines from
the Annual Report
of the Virtual
School
Headteacher
Academic Year
2017/2018**

The Virtual School has overall responsibility for monitoring, supporting and providing interventions to ensure that Children Looked After [CLA] achieve the best possible outcomes. We achieve this by:

- Coordinating and quality assuring all Personal Education Plans [PEP]
- Monitoring and challenging schools to make effective use of the Pupil Premium Plus grant
- Tracking the academic progress, attendance and exclusions of CLA
- Using our tracking data to highlight individuals who are not on target to achieve their predicted outcomes and ensuring that the correct educational support is provided
- Ensuring that Special Educational Needs or Disability [SEND] needs are identified and supported appropriately
- Implementing a range of targeted interventions to raise academic standards
- Providing support and challenge to students, schools/colleges and carers
- Ensuring effective educational transition is in place between schools or specialist providers
- Encouraging our young people to high aspirations about their future and remove barriers to further education
- Leading training for Foster Carers, Designated Teachers, Social Workers, school governors and providing bespoke training where appropriate to educational staff
- Celebrating the achievement of our pupils

Current Contextual Data

Number of Looked After Children by Year Group [Updated July 2018]



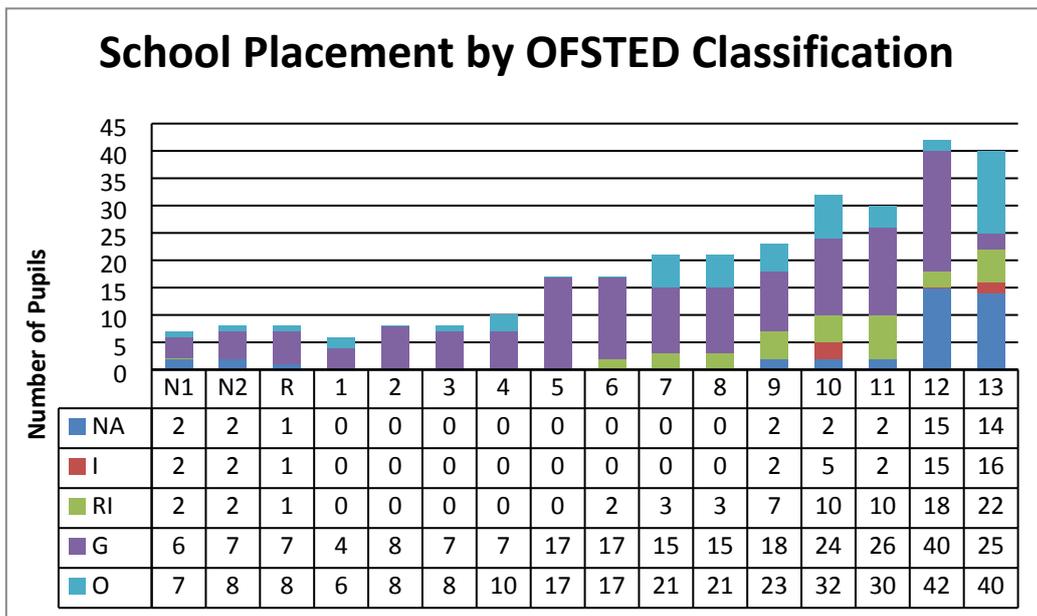
Number of Pupils in attendance at Alternative Provision/SEND School/Specialist Provision by Year Group [Updated July 2018]

N1	N2	R	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	YR 7	YR 8	YR 9	YR 10	YR 11	YR 12	YR 13
0	0	0	0	0	0	2	3	0	5	4	4	6	6	2	3

Number of CLA with SEND by Year Group [Updated July 2018]

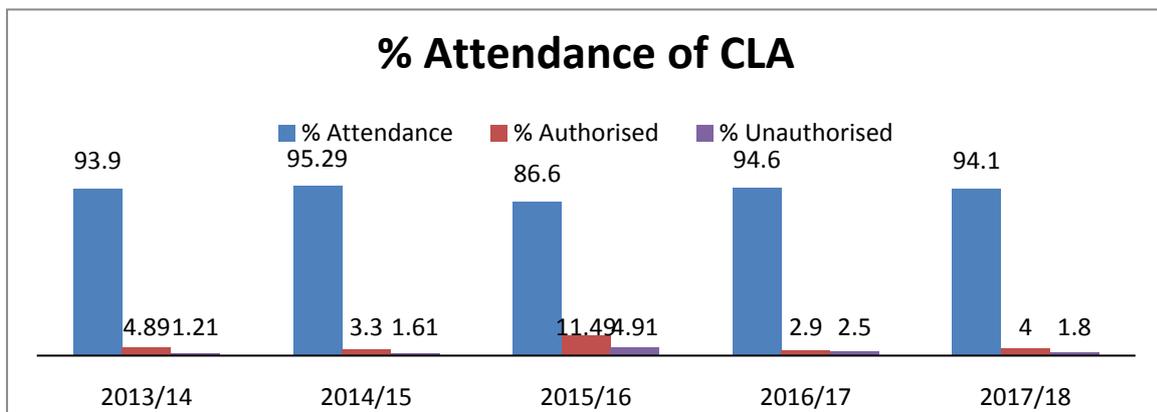
N1	N2	R	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	YR 7	YR 8	YR 9	YR 10	YR 11	YR 12	YR 13
0	0	2	2	4	1	6	7	7	11	7	12	13	11	17	13

School Placement of CLA by OFSTED classification July 2018



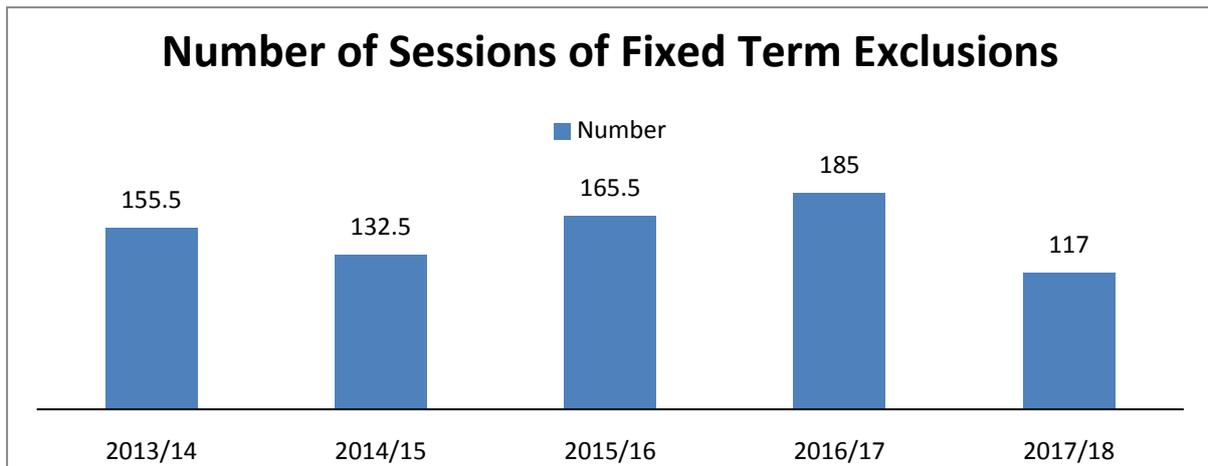
- Overall 85% of pupils attend a school graded as good or above.

Attendance



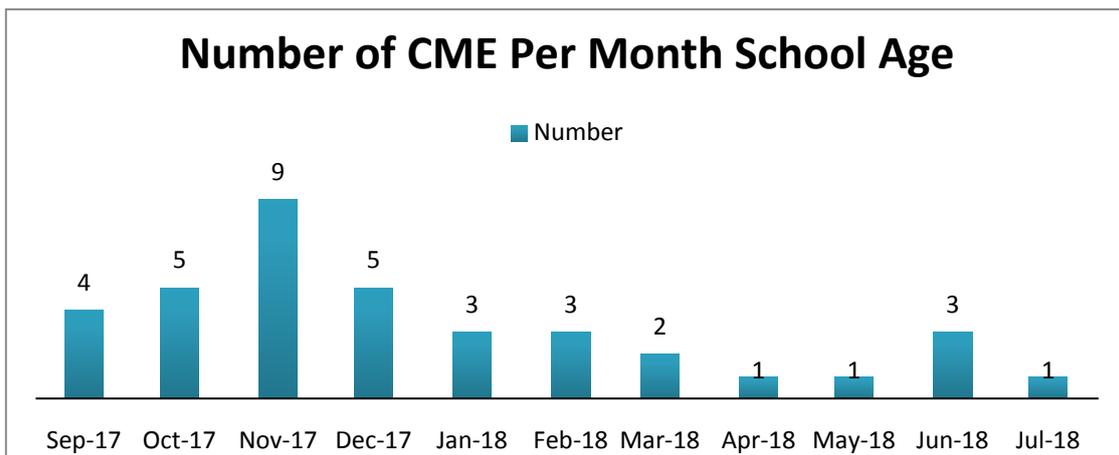
- Attendance overall has dropped by 0.5% but unauthorised attendance has reduced.

Exclusions



- There have been no permanent exclusions of CLA for over a five year period.
- The number of fixed term exclusions has reduced to the lowest it has been in 5 years

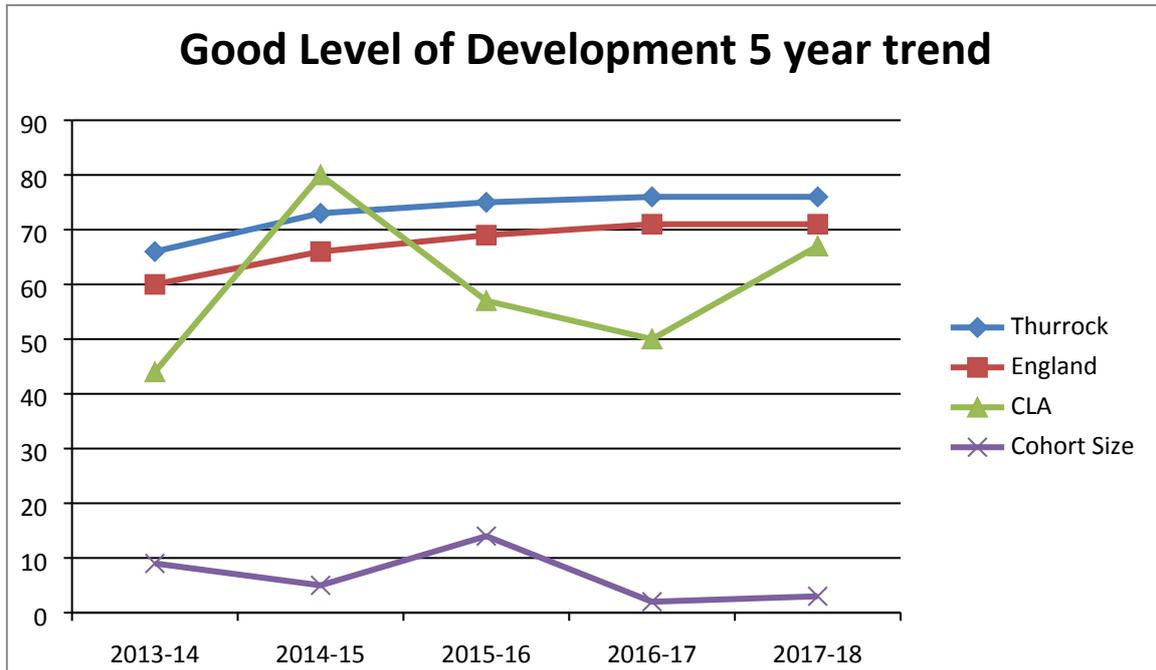
Children Missing Education [CME]



- The numbers of CME pupils has fluctuated across the year, however, all pupils were placed in a school except for 1 pupil by the end of the year.

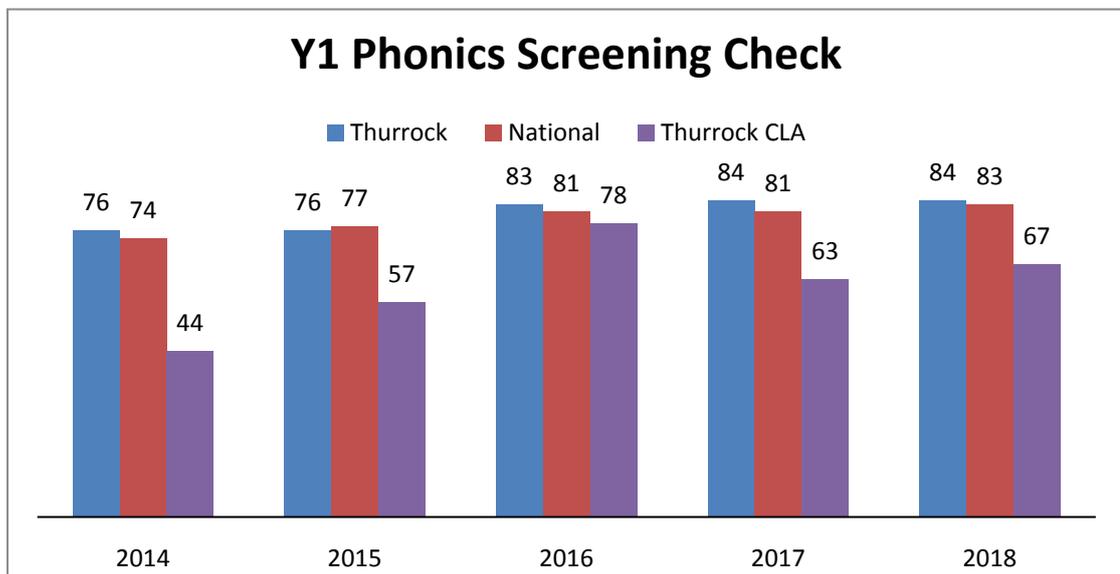
Indicative Attainment Data of CLA

Early Years Foundation Stage [EYFS] 2018



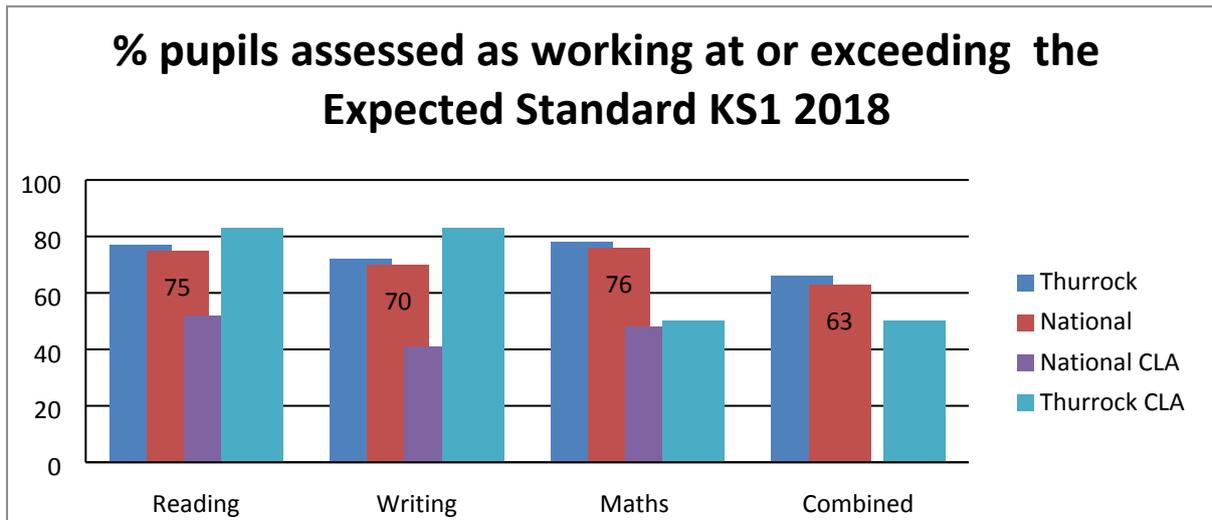
- For the 2017/18 academic year the provisional GLD result for Thurrock CLA demonstrates an improving trend of 67%, a 17% increase on the previous year.

Year 1 Phonics Score Results 2018

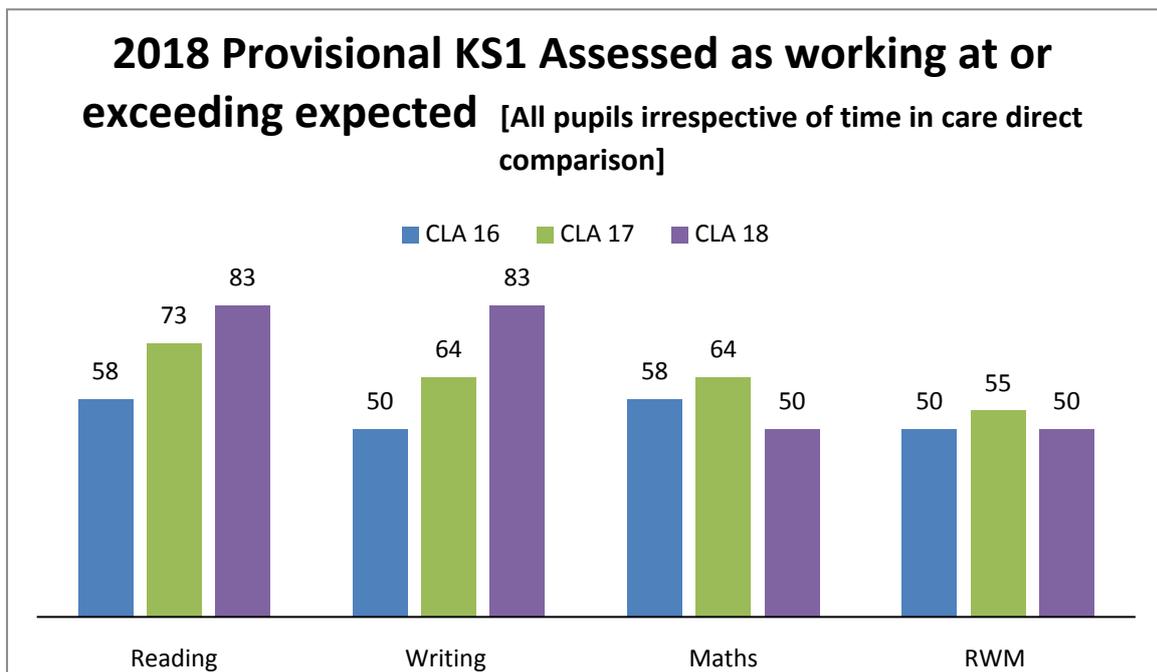


- Overall there has been an improvement of 4% to 67% reaching the expected standard

Key Stage 1 (age 7, year 2) 2018

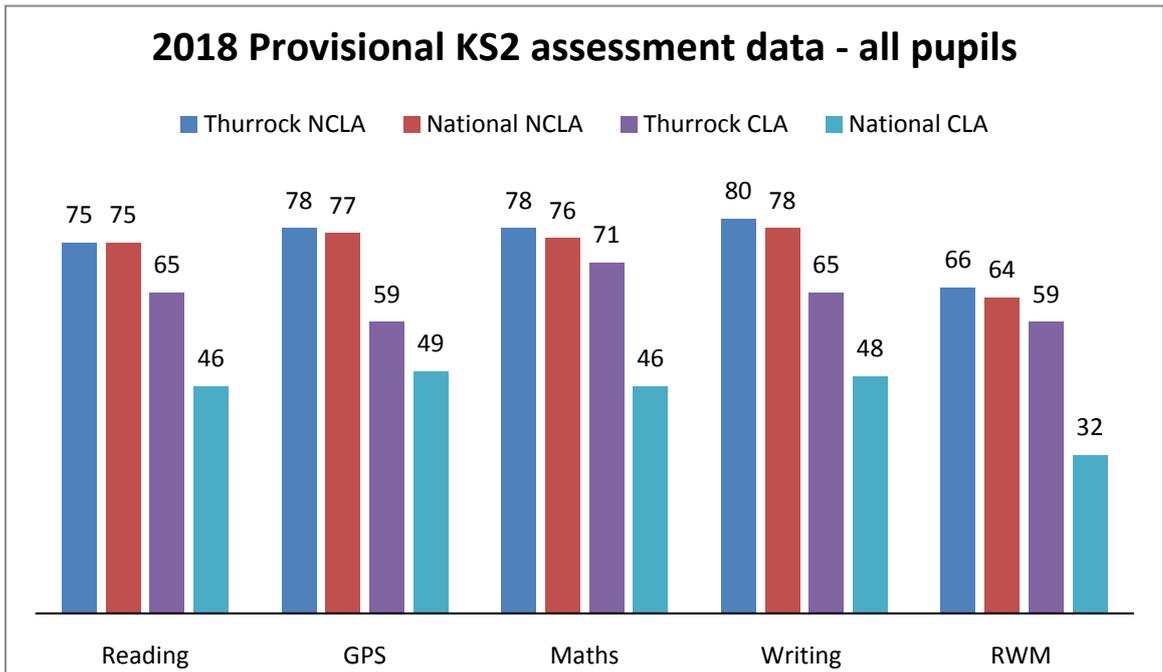


- Thurrock CLA have performed better than their non-looked after peers in the areas of reading and writing. The area for development is maths as this has declined to 50% which has affected the overall reading, writing and maths combined score. Specific CLA 3 year trend is provided in the graph below as a point of comparison. The increase in English scores is very good but a greater focus needs to be placed upon maths for improvement.

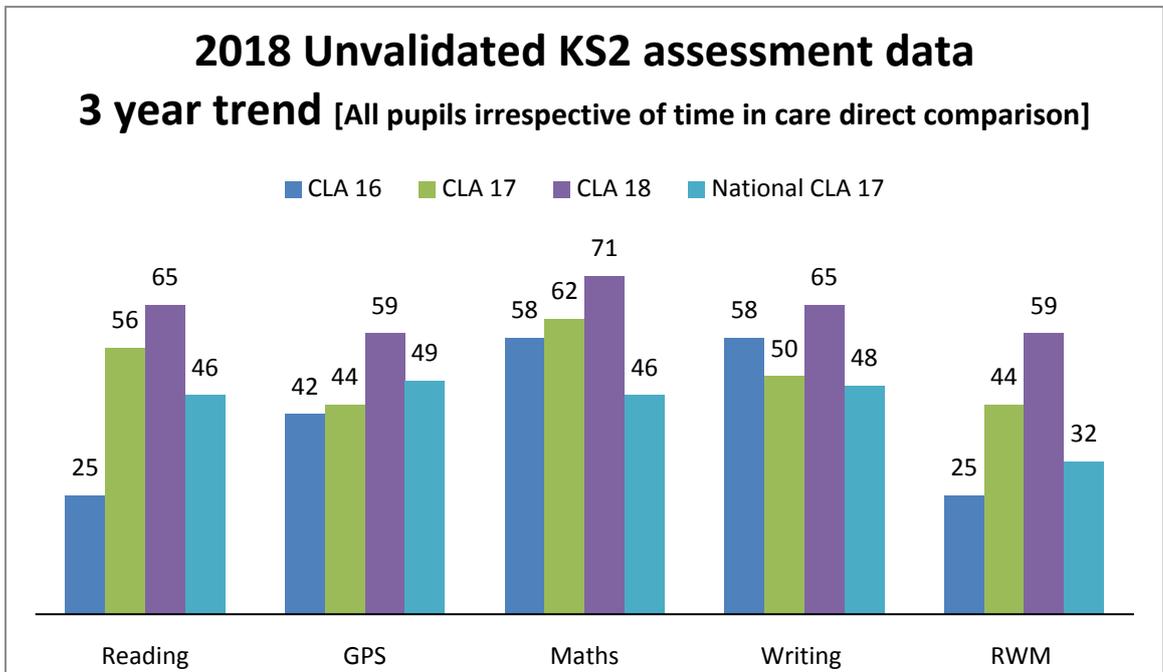


- Outcomes for CLA at KS1 have improved over a 3 year period.

Key Stage 2 SATS 2018

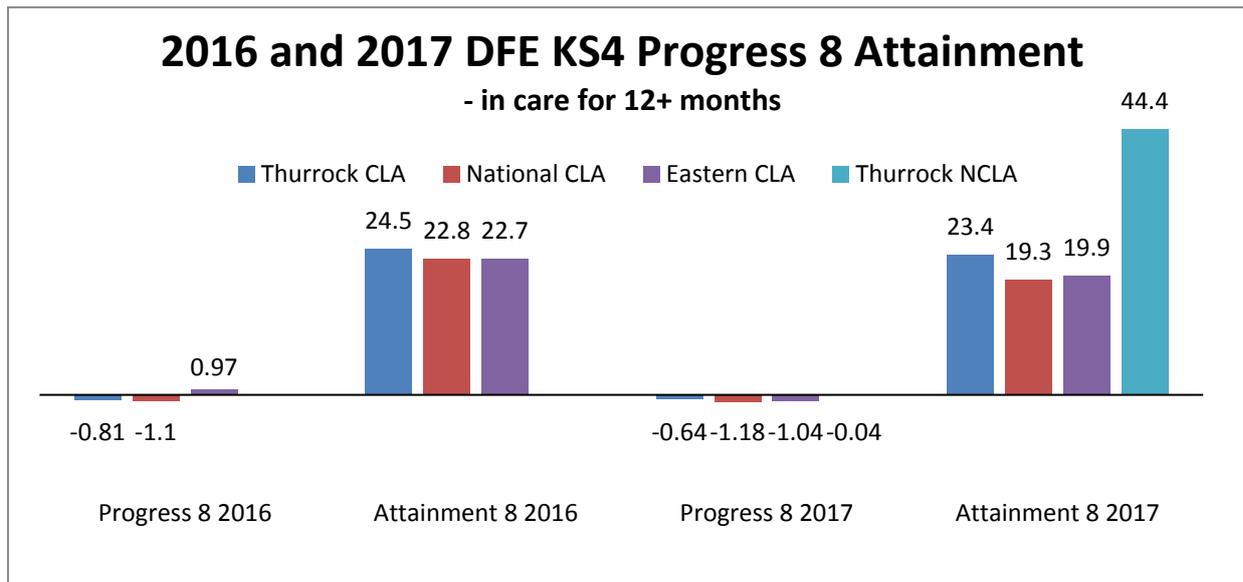


- Increase in the number of pupils reaching the expected standard in reading from 25% in 2016 to 56% in 2017 and in 2018 it is now 65%. There has been a significant increase in those pupils achieving a combined score in reading, writing and maths from 44% in 2017 to 59% in 2018. The graph also illustrates the comparison against last year's CLA national data in the absence of current national CLA data.



- There is a 3 year upward trend for all areas

Key Stage 4 GCSE Results 2017



DFE Validated Data Thurrock CLA results 2017

- Thurrock perform better than national in the areas of attainment and progress 8. Progress 8 scores have improved over a two year period.

Key Stage 4 GCSE Results 2018

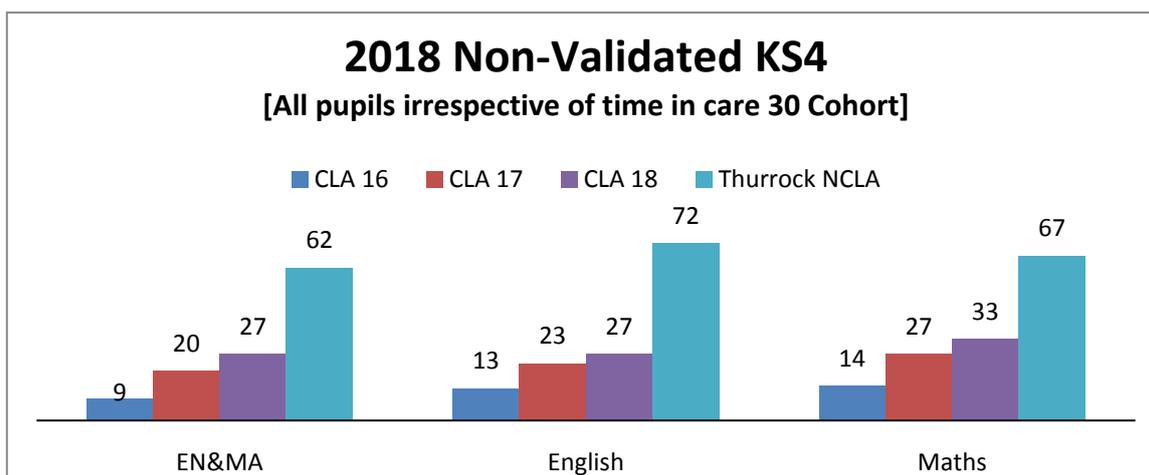
Key Headline Data [Cohort of 30]:

- There were a total of 30 pupils in the year 11 cohort and 17 pupils [56.6%] were eligible to take GCSEs in English and maths
- 8 pupils [27%] achieved English and maths combined for the equivalent of grade C [point 4] or above
- 8 pupils [27%] achieved English at grade 4 or above
- In Maths, 10 pupils [33%] achieved the expected standard or above.

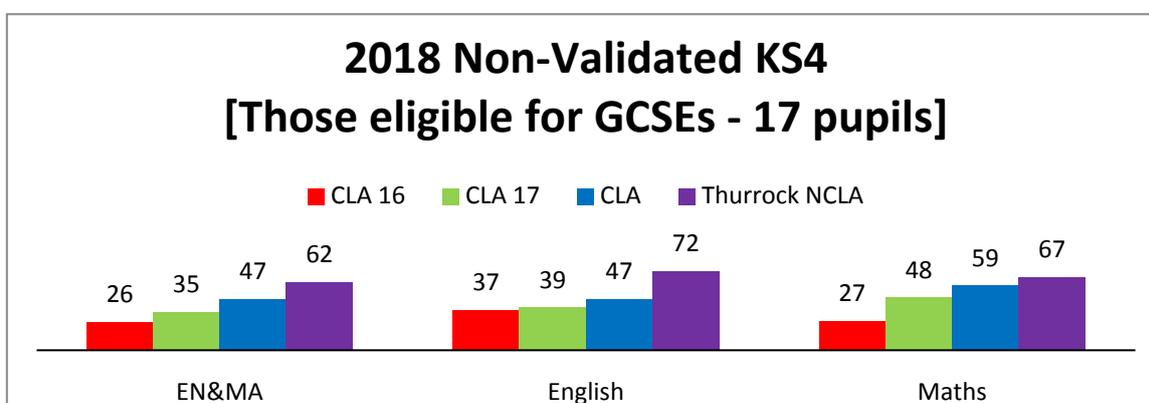
Key Headline Data [Cohort of 17 eligible for GCSE maths and English]:

- 8 pupils [47%] achieved English and maths combined for the equivalent of grade C [point 4] or above
- For English, 8 pupils [47%] achieved the expected standard or above
- In Maths, 10 pupils [59%] achieved the expected standard or above.

The graphs below demonstrate the improvements that Thurrock CLA pupils have made compared to the previous 2016 and 2017 cohorts.



Graph Depicts Comparison between Year 11 cohort across a 3 year period. It compares against Thurrock non-looked after.



Graph Depicts Comparison between Year 11 cohort across a 3 year period. It compares against Thurrock non-looked after.

- Results for meeting the expected grade in English and maths are improving and there is a 3 year upward trend.
- The above data demonstrates that there has been a marked improvement in this years' attainment for the whole cohort and for those eligible for taking GCSEs. The two graphs illustrate an improving picture for Thurrock CLA and outcomes are improving. The attainment gaps are gradually decreasing against non-looked after.

Key Stage 5 2018

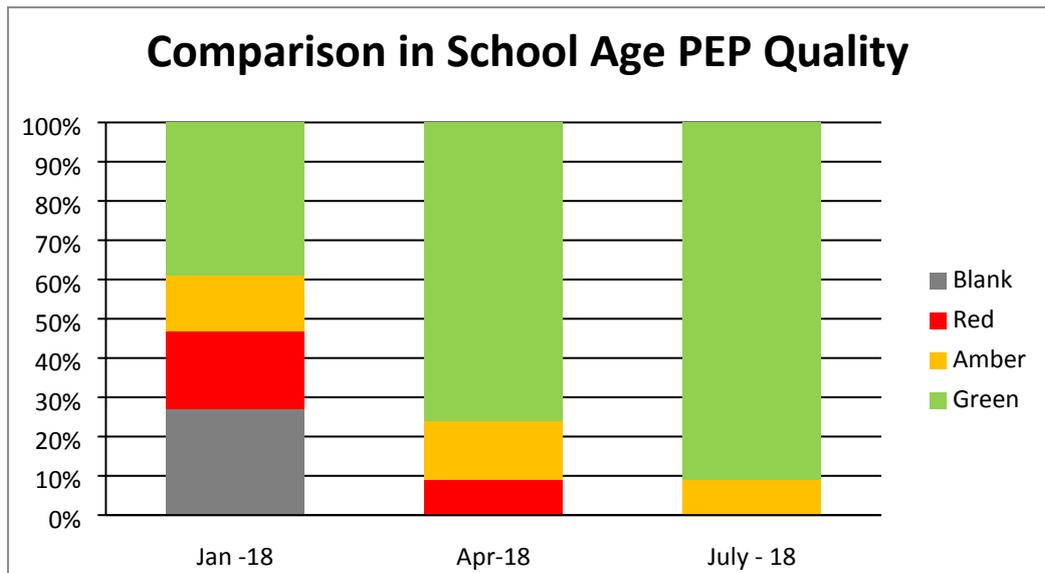
Our pupils in years 12 and 13 continue to be supported by the Virtual School Post 16 Education Adviser. There have been some real successes this year in Key Stage 5, with 5 pupils starting university for the academic year 2018. Pupils have achieved a range of A-Levels and Level 3 equivalent qualifications. Other pupils have achieved Level 2 qualifications and their equivalent. The aftercare team continues to support our pupils and the Virtual School assists where required.

Key School Improvement Priorities for 2017/2018 were

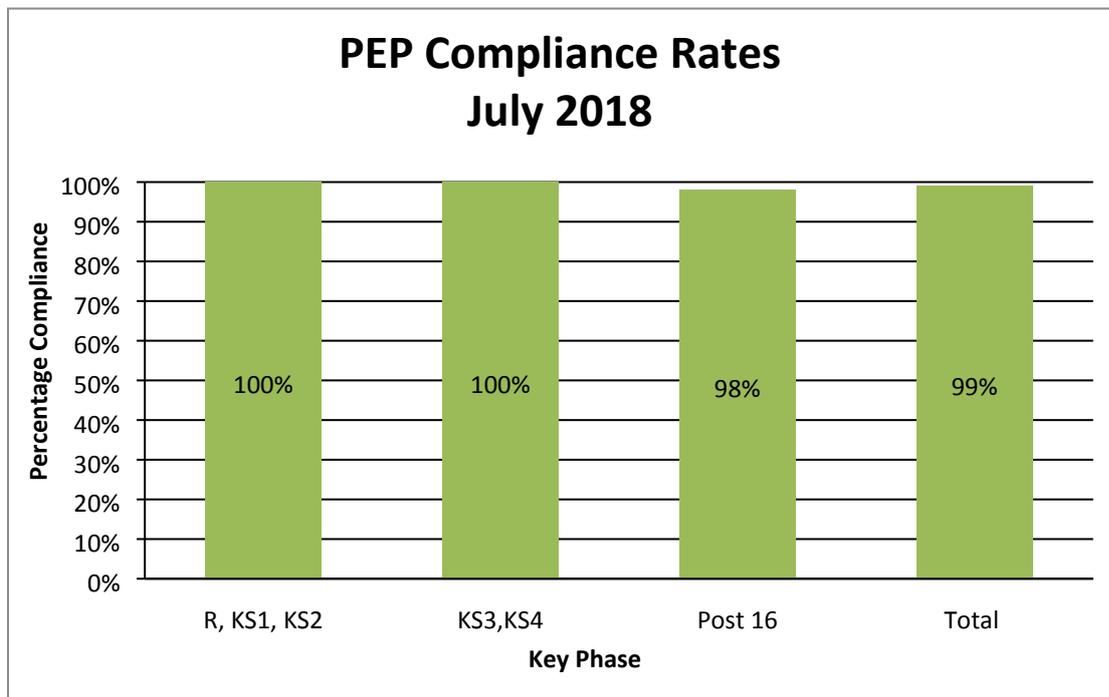
To improve achievement of all pupils by:

- [Key Priority 1] Improving the attainment and progress of Children Looked After (CLA) to be in line with or above the national average outcomes for CLA for all Key Stages
This key priority was achieved in all areas as evidenced in this report.
- [Key Priority 2] Improving the attendance of CLA to maximise educational outcomes
Attendance rates have not improved this academic year compared to the previous year but the number of non-authorised absence has reduced
- [Key Priority 3] Reduce the number of fixed term exclusions of CLA to ensure that they are receiving the maximum entitlement of education
This has reduced on the previous year and is the lowest it has been for the last 5 years indicating that the strategies employed this year have worked well to reduce FTE.
- [Key Priority 4] Improve the quality of the PEP meeting and PEP documentation as a key driver for improving pupil academic outcomes by supporting needs and raising expectations
PEP compliance has increased over the year to be at consistently over 95%. The quality of the PEP has improved to ensure that at least 90% of PEPs are graded at good with the remaining amount on the cusp of good. Robust tracking and additional quality assurance measures enacted by increased capacity of the virtual school team has enabled this.
- [Key Priority 5] Improving systems of tracking, analysis and accountability to support educational outcomes for CLA.
Tracking data is in place for all pupils in all year groups. Poor progress is addressed using the escalation process for poor progress and Virtual School staff visit schools where pupils have poor progress and strategies to improve outcomes are agreed and actioned.
- [Key Priority 6] Embed the new Virtual School team structure to support the needs of all CLA
The Virtual School team has had a full complement of staff since January 2018. This increased capacity has enabled there to be a thorough quality assurance process for PEPs, greater tracking and improved challenge of pupil progress and this has had an impact on the overall outcomes for all pupils in the Virtual School cohort.

Quality Assurance of Personal Education Plans

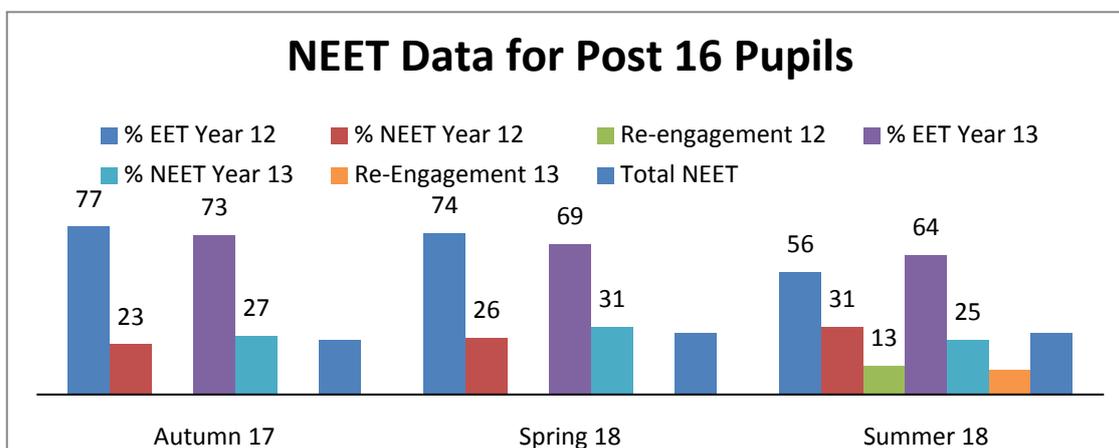


- 91% of PEPs were graded as a good quality at the end pf the academic year with 9% being on the cusp of good. We are striving for at least 95% good for the forthcoming year.
- PEP compliance has improved greatly over the academic year and each key phase education adviser keeps data for her area.
- Overall compliance at the end of the academic year was 99%



Not in Education Employment or Training [NEET]

- The Virtual School closely monitors any post 16 young person who has CLA status and who is NEET.
- In the summer term, data for those who are NEET but taking part in engagement activities, as defined by the DFE, have been included.
- NEET figures for Thurrock are below the national average for CLA.



Additional Strategies to support the educational progress of Thurrock Children in Care

- Working in Partnership with other Teams in Thurrock Council and out of borough councils
- Foster Carer Forums
- Designated Teacher Forums
- General Support for Foster Carers and Designated Teachers
- Liaison with Schools
- Book Trust Letterbox
- Advice and Guidance for previously looked after children
- Attendance at PEP Meetings
- Tuition Services
- Attendance Monitoring