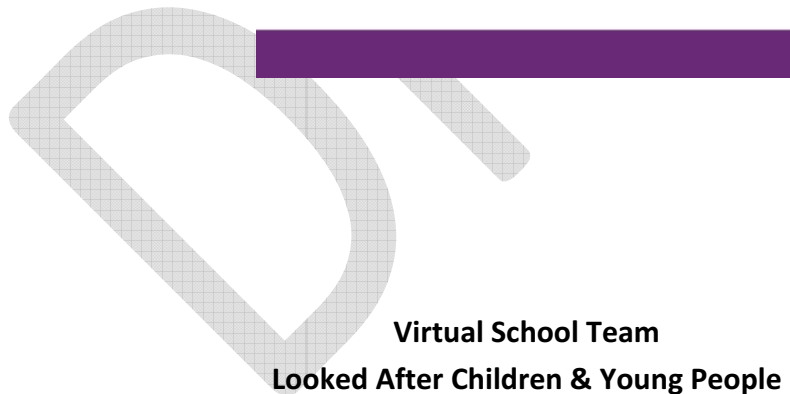# Virtual School Headteacher Report 2016

Virtual School Team
Looked After Children & Young People
March 2017

Introduction

The Purpose and role of the Virtual School

The purpose of the Rotherham Virtual School for Looked After Children is to raise educational achievement, promote emotional wellbeing, and improve the life chances of children and young people in care and care leavers.

The Children and Young People's Improvement Plan has several actions for which the Virtual School is responsible. These include continued improvement in the quality and effectiveness of practice, building strong and supportive partnerships, providing support and challenge to schools and social care, and offering extensive training.

Operationally, the Virtual School has overall responsibility for monitoring, supporting and providing interventions to ensure that looked after children (LAC) achieve the best possible educational outcomes.

It strives to achieve this by:

- Coordinating and quality assuring all Personal Education Plans
- Monitoring and challenging schools to making effective use of Pupil Premium Plus
- Tracking the academic progress, attendance and exclusions of LAC
- Ensuring 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 and carers
- Offering a range of opportunities outside the classroom for LAC to build self-esteem and life skills
- Ensuring effective transition between schools or specialist providers
- Encouraging young people to have high aspirations about their futures and remove barriers to further and higher education
- Promoting Attachment Friendly Schools
- Leading training for foster carers, designated teachers, school governors and bespoke training for alternative learning providers and staff in schools
- Celebrating LAC achievements

The work of the Virtual School for Looked After Children is guided by the principles laid out in the DfE document 'Promoting the Education of Looked After Children' (2014). This sets out a key requirement for all looked after children to have Personal Education Plans which are reviewed each school term.

In order to properly support the education of looked after children and to narrow the attainment gap between them and their peers, Virtual School Advocates attend PEP meetings for every looked after child aged 2-18 each term. Over the coming months, in conjunction with the LAC Nurse and Health colleagues, the Virtual School is exploring ways of expanding the PEP process to cover children from birth.

It is recognised that, for children and young people in care, there are significant emotional and mental health barriers to educational progress. To this end the Virtual School has recruited 2 Educational Psychologists (1 full time equivalent) to support its work in promoting Attachment Friendly and Emotionally Aware Schools **(see Appendix A).** Its prominence and importance is also reflected in a plethora of recent reports from the Consortium for Emotional Well Being in Schools, the NSPCC, the Carter Review of Initial Teacher Training, the Attachment Aware Schools' Project and the DfE. **(see Appendix B)**

The increase in numbers of looked after children has posed a major challenge for the Virtual School, from 405 in March 2015, to 430 in March 2016, and 484 in March 2017. In Yorkshire and the Humber, since 2012 the number of LAC has declined by 4% and the rate per 10,000 under 18 has declined by 6%. In sharp contrast, in Rotherham, the number of LAC has increased by 13% and the rate/10,000 has increased from 68 to 76.

In order to cope with the additional demand for services and the increased complexity of cases, the Virtual School has recruited an additional advocate with effect from March 2017.

The Virtual School measures of success are:

- All pupils (2-18) make accelerated progress, with more pupils reaching age-related expectations and the gap between the outcomes for all pupils and LAC is narrowed
- The number of pupils achieving 'A Good Level of Development' at the end of EYFS increases to match their peers
- Outcomes at Key Stages 1 and 2 show a rising trend of improvement in terms of attainment and progress over time and in relation to national and statistical neighbour comparators, as well as all pupils nationally
- Improvement in contextualised GCSE outcomes in relation to national and statistical neighbour comparators and in relation to outcomes for all other pupils in Rotherham
- Wherever possible pupils attend 'good' or 'outstanding' schools
- Ensuring that as many pupils as possible remain in mainstream educational settings
- Education transitions take place only when absolutely essential with the virtual school being involved in all transition planning
- Minimal delay in start dates for new educational settings
- Minimal number of days lost to education through exclusion and attendance issues
- Increased number of Care Leavers engaging with education and training and successfully entering employment
- Increased number of young people in care participate in higher education
- Improvements in schools' knowledge and understanding of how to most effectively support children and young people who have experienced abuse and neglect and have been removed from their birth families

It is important, however, that outcomes are interpreted intelligently. For example making sense of GCSE outcomes requires that outcomes are measured taking into account the many risk and protective factors which affect educational progress. The invaluable research undertaken by the Universities of Oxford and Bristol helps to quantify these factors. For example, their analysis found that young people in care who changed schools in Years 10 or 11 scored over 5 grades less at GCSE than those who did not, and that those in PRUs **compared with those with the same characteristics** as those in mainstream schools, scored almost 14 grades lower at GCSE.

(**See Appendix C:** The Educational Progress of Looked After Children in England: Linking Care and Educational Data. University of Oxford and the University of Bristol. November 2015. http://reescentre.education.ox.ac.uk/research/educational-progress-of-looked-after-children)

The LAC population is characterised by a high level of turnover as a result of admissions and discharges (c.20%p.a.), a disproportionate number of children and young people in care have statements of SEN/Education & Health Care Plans, and many attend non-mainstream educational settings. Clearly this is part of the context within which educational outcomes need to be placed, in order to make intelligent judgements.

Key achievements in the last 12 months

- An increase in both the quality and completion rate of PEPs, with most recent quality assurance indicating that well over 80% of PEPs are good or outstanding.
- In September 2016, 84% of LAC attended good or better schools and almost 1 in 5 attended outstanding schools.
- Overall attendance for the Virtual School during the last school year was 96%.
- Progress 8 scores at GCSE in 2016 are above national and regional comparators
- Attainment 8 scores are broadly in line with national and regional comparators.
- Between 2011 and 2016 Rotherham has consistently, and in several years by significant margins, outperformed national, regional and statistical neighbour comparators in terms of those 19, 20 and 21 year olds in employment, education and training. In 2016 Rotherham was ranked 16th nationally, placing it in quartile band A.

(See Appendix D: 2016 Education Performance Outcomes Explanation of Key Stage Information)

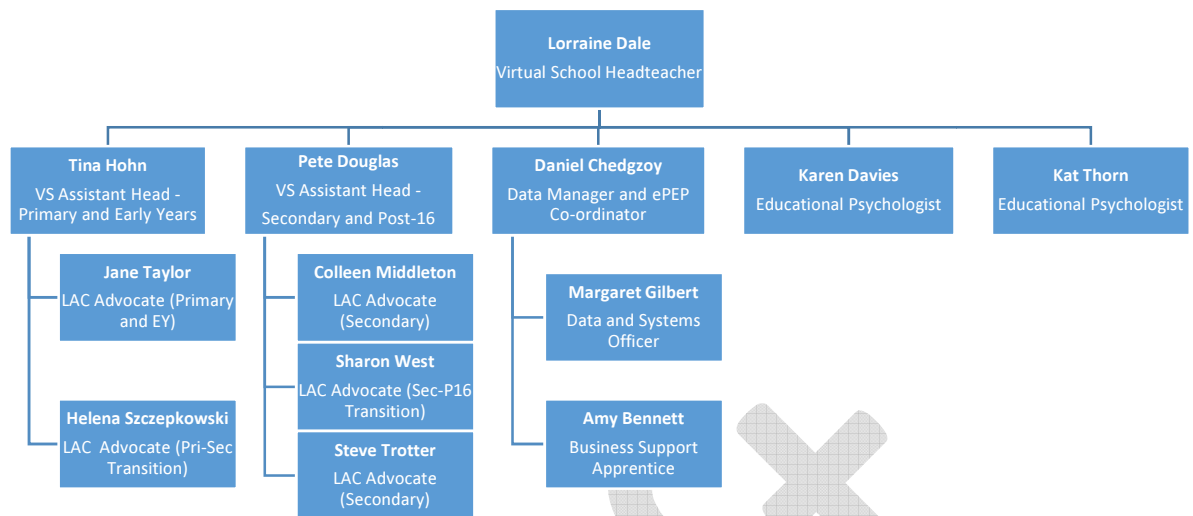**Challenges for the Virtual School and wider service for Looked After Children**

- Maintaining stability of placements
- Offering suitable provision (both care and education)
- Responding effectively to the increase in numbers of looked after children
- Improving the use of data to raise attendance, minimise exclusions, and to raise attainment and progress
- Ensuring as many LAC as possible remain in mainstream educational settings
- Promoting attachment friendly schools

Clearly responding to these challenges requires a high level of collaboration with colleagues in schools (headteachers, designated teachers, and governors), social care (social workers, team managers, IROs), foster and residential carers, Educational Psychology, Speech and Language, CAMHS and other specialist services, the Leadership Team in Children's Services, the Virtual School Governing Body, the Corporate Parenting Panel, and, last but not least, the Children & Young People in Care Council.

The Virtual School is also aware that, through this collaboration, its achievements are key to the delivery of the Council's priorities as outlined in the Council Corporate Plan:
1. Every child making the best start in life
2. Every adult secure, responsible and empowered
3. A strong community in a clean, safe environment
4. Extending opportunity, prosperity and planning for the future
5. Modern, efficient Council

Virtual School Structure (March 2017)

Lorraine Dale
Virtual School Headteacher

Tina Hohn
VS Assistant Head - Primary and Early Years

- **Jane Taylor**
  LAC Advocate (Primary and EY)
- **Helena Szczepkowski**
  LAC Advocate (Pri-Sec Transition)

Pete Douglas
VS Assistant Head - Secondary and Post-16

- **Colleen Middleton**
  LAC Advocate (Secondary)
- **Sharon West**
  LAC Advocate (Sec-P16 Transition)
- **Steve Trotter**
  LAC Advocate (Secondary)

Daniel Chedgzoy
Data Manager and ePEP Co-ordinator

- **Margaret Gilbert**
  Data and Systems Officer
- **Amy Bennett**
  Business Support Apprentice

Karen Davies
Educational Psychologist

**Kat Thorn**
Educational Psychologist

The Context: regionally and nationally

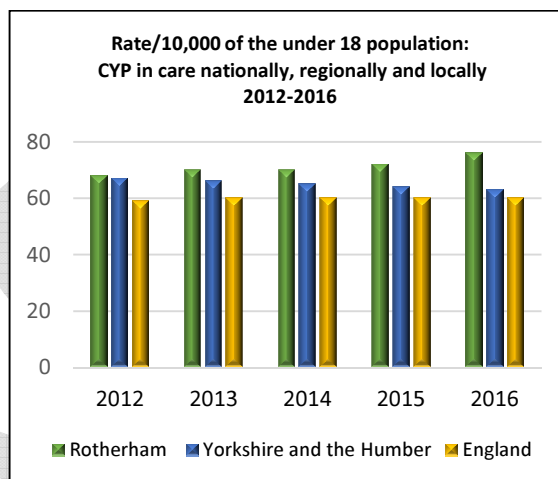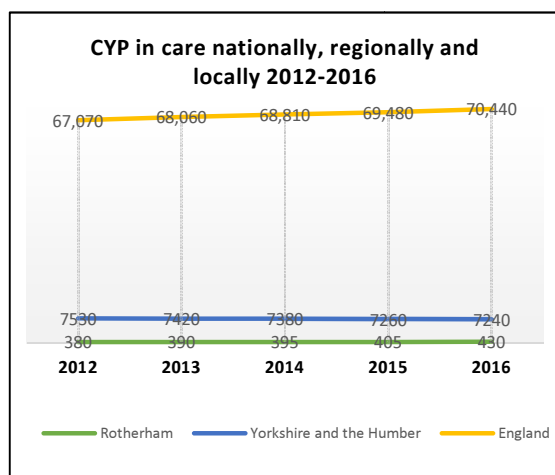**The distribution and concentration of LAC regionally and nationally   March 31st 2016**

Number of LAC in England and by region 31.3.2016	Number of LAC	%age	Per 10,000 aged under 18
England	70440		60
North East	4400	6.25%	84
North West	12550	17.8%	82
York & the Humber	7240	10.3%	63
East Midlands	5230	7.4%	54
West Midlands	9240	13.1%	73
East of England	6330	8.9%	49
Inner London	4050	5.7%	56
Outer London	5810	8.2%	47
South East	9880	14.0%	52
South West	5710	8.1%	53
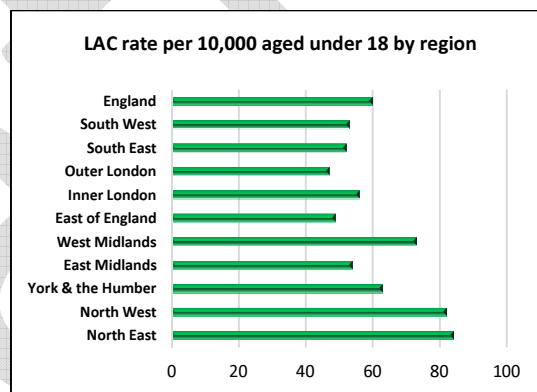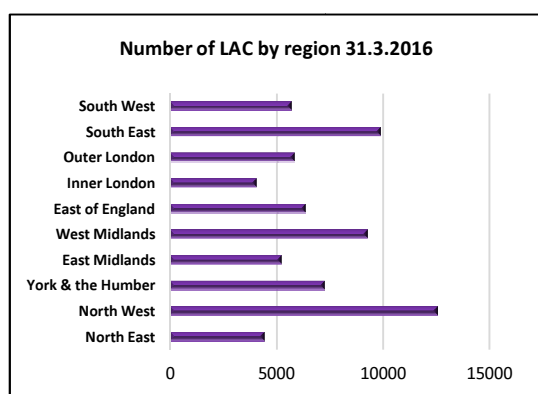
- There were 70,440 LAC in England in March 2016 with the largest number in the North West (17.8%).

- Just over 1 in 10 LAC were in Yorkshire and the Humber making it the 4th largest region by number of LAC.

- In terms of concentration, Yorkshire and the Humber with 73 LAC per 10,000 of the under 18 population in the region, was the 4th highest rate per 10,000 in England.

- The highest was in the North East with 84/10,000 and the lowest was in Outer London with 47/10,000. This compares with a national average of 60/10,000.

Number and rate of children looked after/ 10,000 of the under 18 population: 31 March 2016					
	2012	2013	2014	2015	2016
Rotherham (number)	380	390	395	405	430
Yorkshire and the Humber (number)	7530	7420	7380	7260	7240
England (number)	67,070	68,060	68,810	69,480	70,440
Rotherham (rate)	68.0	70.0	70.0	72.0	76.0
Yorkshire and the Humber (number)	67	66	65	64	63
England (rate)	59.0	60.0	60.0	60.0	60.0

CYP in care nationally, regionally and locally 2012-2016

Rate/10,000 of the under 18 population: CYP in care nationally, regionally and locally 2012-2016

- There has been a 13% increase, 2012-2016, in the number of children & young people in care to Rotherham and an increase of 12% in the rate/10,000 of the under 18 population from 68/10,000 to 76/10,000.

- In England while the number of CYP in care has risen by 5% the rate/10,000 has remained constant at 60/10,000

- Regionally there has been a decline in the overall number by 4% and a decline in the rate/10,000 by 6%.

- Of the 15 LAs which comprise the Yorkshire & Humber region, Rotherham has the 3rd highest LAC rate after North East Lincolnshire and Kingston Upon Hull.

The current school age looked after population in Rotherham (March 2017)

By gender and local authority

Gender	Rotherham schools (RMBC)		Out of Authority schools (OOA)		ALL	
	Number	%age	Number	%age	Number	%age
Female	101	49%	51	43%	152	47%
Male	105	51%	68	57%	173	53%
Total	206		119		325	

By ethnicity

Ethnic Group	RMBC	OOA	ALL	%age
Asian - other	2	0	2	1%
Asian - Pakistani	3	2	5	2%
Black African	5	1	6	2%
Black - Other	2	0	2	1%
Dual Heritage - Other	0	2	2	1%
Dual Heritage - White & Asian	18	11	29	9%
Dual Heritage - White & Black African	1	0	1	0.6%
Dual Heritage - White & Black Caribbean	2	0	2	1%
Gypsy/Roma	6	9	15	5%
Other - any	3	1	4	1%
Pakistani	3	0	3	1%
White - Asian	3	0	3	1%
White - British	154	91	245	75%
White - other	4	2	6	2%
Total	206	119	325	100%

By Special Educational Needs (SEN)

SEN	RMBC	OOA	ALL	%age
EHCP/Statement	35	45	80	25%
SEN support	57	30	87	27%
No SEN	95	41	136	42%
Not known	19	3	22	7%
ALL	206	119	325	100%

Primary LAC by NCY and local authority

NCY	Rotherham schools (RMBC)		Out of Authority schools (OOA)		ALL	
	Number	%age	Number	%age	Number	%age
Year 0	15	14%	2	5%	17	11%
Year 1	14	13%	2	5%	16	11%
Year 2	15	14%	7	16%	22	14%
Year 3	13	12%	5	12%	18	12%
Year 4	16	15%	5	12%	21	14%
Year 5	16	15%	10	23%	26	17%
Year 6	20	19%	12	28%	32	21%
ALL	109		43		152	
There are 152 LAC in 97 primary schools. 71% are in Rotherham primary schools & 28% are in OOA primary schools.						

Secondary LAC by NCY and local authority

NCY	Rotherham schools (RMBC)		Out of Authority schools (OOA)		ALL	
	Number	%age	Number	%age	Number	%age
Year 7	16	16%	12	16%	28	16%
Year 8	15	15%	13	17%	28	16%
Year 9	17	18%	14	18%	31	18%
Year 10	27	28%	18	24%	45	26%
Year 11	22	23%	19	25%	41	24%
ALL	97		76		173	

There are 173 LAC in 85 secondary schools. 56% are in Rotherham primary schools & 44% are in OOA secondary schools.

Number of LAC attending primary schools by Ofsted category and local authority

LAC attending	Rotherham schools	OOA schools	Total	%age
Outstanding	17	7	24	19%
Good	61	26	87	68%
Requires Improvement	7	5	12	9%
Inadequate	3	2	5	4%
ALL	88	40	128	100%

87% of pupils attend primary schools judged by Ofsted to be good or outstanding.

Number of LAC attending secondary schools by Ofsted category and local authority (September 30th 2016)

LAC attending	Rotherham schools	OOA schools	Total	%age
Outstanding	10	17	27	19%
Good	56	31	87	62%
Requires Improvement	5	15	20	14%
Inadequate	5	2	7	5%
ALL	76	65	141	100%

81% of pupils attend schools judged by Ofsted to be good or outstanding.

**The current school age LAC population in Rotherham in March 2017 in summary:**

Number:	308	
Phase:	152 primary	173 secondary
Gender:	166 male	142 female
Ethnicity:	75% White British, 9% Dual Heritage White & Asian, 5% Gypsy/Roma	
SEN:	52% have special educational needs; 25% have statements/EHCPs	
Local Authority:	30 Local Authorities	
Number of schools:	182 schools	
Ofsted school category:	84% in good or better schools; primary 87%, secondary 81% (Sept.30th 2016)	

Overall Absence 2012-2016	2012	2013	2014	2015	2016
Rotherham	5.80	4.20	3.70	5.00	4.1
England	4.70	4.40	3.90	4.00	3.9
Yorkshire and The Humber	4.50	4.00	3.70	3.70	3.5
Statistical Neighbours	4.27	3.57	3.32	3.38	n/a
%age difference Rotherham and England	1.1	-0.2	-0.2	1	0.2
%age difference Rotherham & Stat. Neighbours	1.5	0.6	0.4	1.6	n/a

Attendance 2012-2016

%age LAC absence 2012-2016
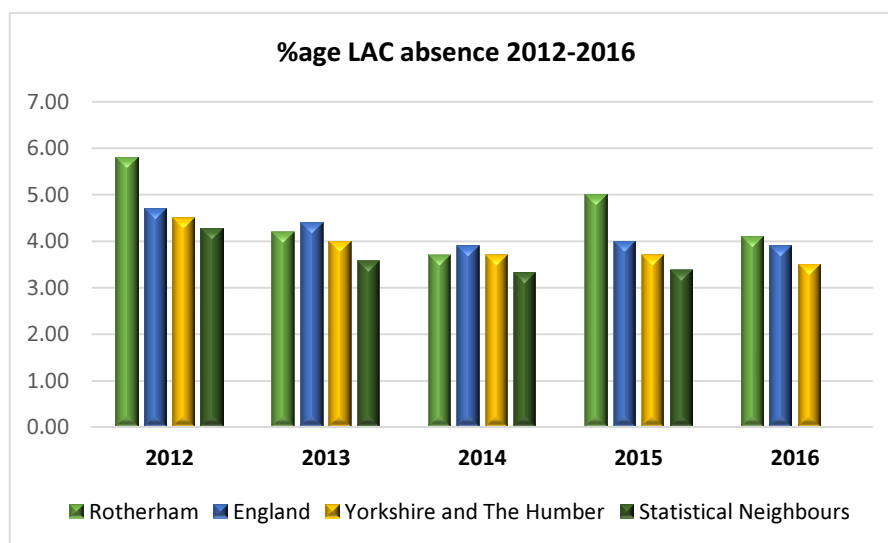
Persistent Absence 2012-2016	2013	2014	2015	2016
Rotherham	10.50	6.40	11.70	12.2
England	10.10	8.90	9.00	9.1
Yorkshire and The Humber	9.30	8.10	8.30	8.4
%age difference Rotherham and England	-0.40	2.50	-2.70	-3.1

Persistent Absence 2012-2016

Legend: Rotherham, England, Yorkshire and The Humber, Statistical Neighbours
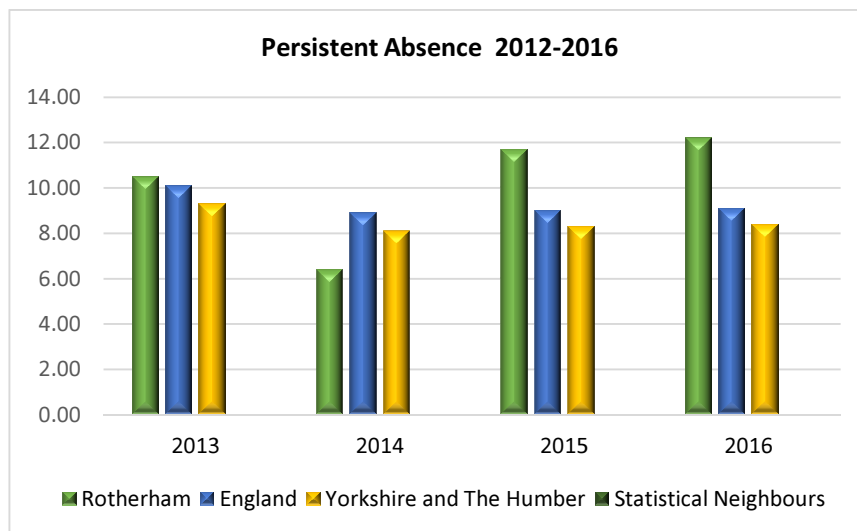
Commentary:

The trend for overall attendance is one of improvement over the last 5 years. Overall attendance 2015-2016 at 96% was in line with the national average and marginally lower that regional and statistical neighbour averages.

Overall absence rates in England in 2015 are lower for LAC (4%) than for all children (4.6%) and much lower than children in need (9.6%)

Persistent absence has risen significantly nationally as the threshold for persistent absence has been raised from below 85% to below 90%

Persistent absence 2015-2016 at 12.2% was higher in Rotherham compared with national, regional and statistical neighbour averages

Virtual School Actions:

According to the Rees Report, for every 5% of possible school sessions missed due to unauthorised school absences, young people in care scored over 2 grades less at GCSE.

From the start 2016/17 academic year, the Virtual School have commissioned Welfare Call to monitor and report on the attendance of all Rotherham looked after children of statutory school age.

Welfare School contact schools, education providers and tutors on a daily basis to ask whether each looked after child is accessing education that day. Attendance monitoring reports are provided to the Virtual School on a daily and weekly basis, and issues where children are not in attendance can be investigated in a timely manner and inform interventions.

This will provide the basis for a much more robust strategy to improve overall attendance and to tackle persistent absence particularly in Years 9, 10, and 11.

Exclusions 2010-2015

Fixed Term Exclusions 2012-2015	2010	2011	2012	2013	2014	2015
Rotherham	9.95	9.42	6.38	7.61	10.61	11.79
England	12.62	11.79	11.32	9.77	10.25	10.42
Yorkshire and The Humber	11.65	9.97	9.66	8.22	9.38	10.35
Statistical Neighbours	13.54	12.26	10.77	9.81	10.71	Not Available
%age difference Rotherham and England	-2.67	-2.37	-4.94	-2.16	0.36	1.37
%age difference Rotherham & Stat. Neighbours	3.59	-2.84	-4.39	-2.21	-0.1	Not Available

Note: Exclusions data are collected two terms in arrears, so the latest exclusions data available is from the academic year 2014/15. This is matched to the looked after children from year ending 31 March 2015.
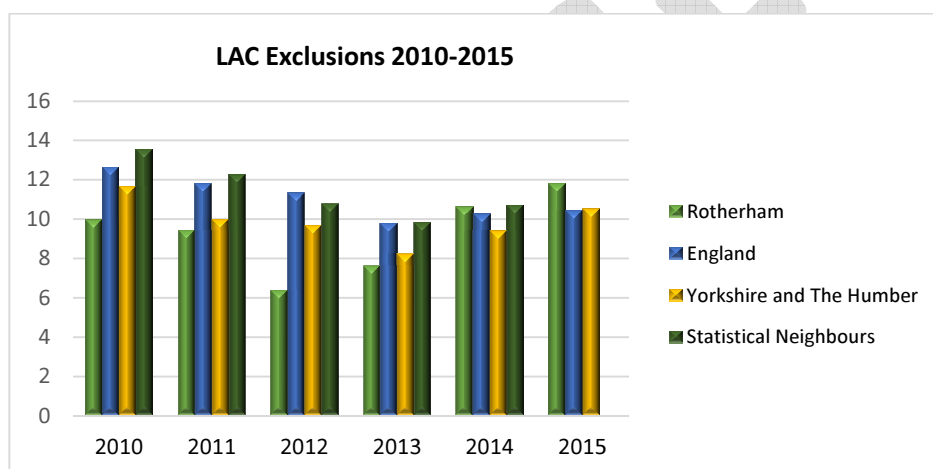
Commentary:

Looked After Children and Young People are five times more likely to have a fixed period exclusion than all children and one and a half times more likely than children in need. Fixed term exclusions were on a downward trend 2010-2012 locally, regionally, in Rotherham's statistical neighbours, and nationally. This trend would appear to have gone into reverse since 2013.

Fixed term exclusions in Rotherham in 4 out of 6 years between 2010 and 2015 were significantly below national, regional and statistical neighbour comparators and broadly in line in 2014. They were 1.37 percentage points above the national average in 2015.

Virtual School Actions:

Minimising fixed period exclusions is a major priority for the Virtual School. It impacts negatively on placement stability, on emotional wellbeing, and on educational attainment. For every additional day of school missed due to fixed term exclusions, young people in care scored one-sixth of a grade less at GCSE (Rees Report).

Promoting attachment awareness in schools through central and school-based training is a key element in the endeavour to reduce fixed term exclusions, as is early intervention and ensuring that young people have access to any additional support that is identified through the PEP process.

Early Years Foundation Stage (EYFS) Results 2016

Since 2013, children are defined as having reached a good level of development (GLD) at the end of the EYFS if they achieve at least the expected level in:

- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and
- the early learning goals in the specific areas of mathematics and literacy.

In 2016 the cohort of 7 comprised 6 in Rotherham schools and 1 out of authority. 2/7 (29%) achieved a Good Level of Development (GLD). This compares with 0% of LAC in 2015.

70% of all Rotherham children in 2016 achieved a GLD.

Year 1 Phonics 2016

The Year 1 phonics test cohort comprised 9 children, 6 in Rotherham schools and 3 in out of authority schools. 6/9 (67%) passed the test compared with 20% in 2015.

LAC Outcomes at Key Stage 1, 2016

The Year 2 cohort comprised 9 children. 3/9 had a Statement or Education & Health Care Plan. 6/9 reached the expected standard in reading, writing and maths, placing Rotherham above national and regional comparators.

%age reaching the expected standard in reading, writing and maths at key stage 1 2016
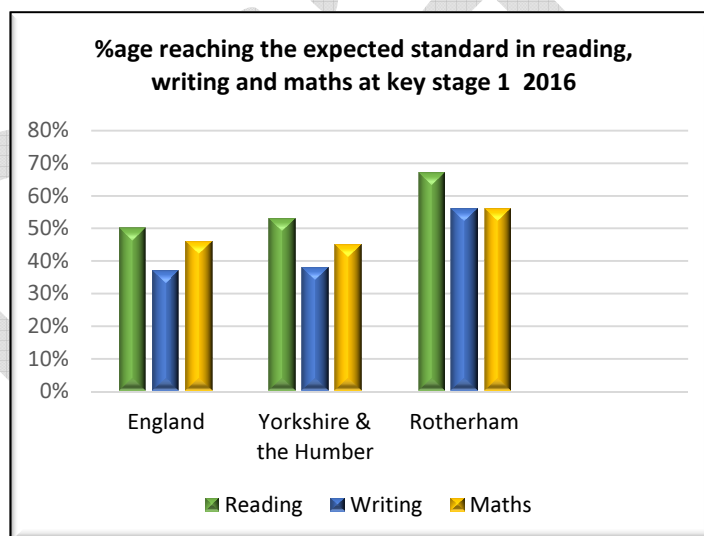
The 2016 key stage 1 assessments are the first which assess the new, more challenging national curriculum. The expected standard has also been raised to be higher than the old level 2. As a result, figures for 2016 are not comparable to those for earlier years. The new expected standards were designed to be broadly similar but are not equivalent to an old level 2b.

LAC Outcomes at Key Stage 2 2012-2016

KS2 reading level 4+ 2012-2015	2012	2013	2014	2015
Rotherham	92.00	64.00	-	50.00
England	64.00	63.00	68.00	71.00
Yorkshire and The Humber	62.00	60.00	65.00	65.00
Statistical Neighbours	64.20	68.50	70.83	74.20
%age difference RBC & England	30	1	-	-21
%age difference RBC & Stat. Neighbours	27.8	-4.5	-	-24.2

KS2 maths level 4+ 2012-2015	2012	2013	2014	2015
Rotherham	77.00	64.00	-	50.00
England	56.00	59.00	60.00	64.00
Yorkshire and The Humber	56.00	59.00	56.00	61.00
Statistical Neighbours	60.20	63.17	62.67	67.20
%age difference RBC & England	21	5		-14
%age difference RBC & Stat. Neighbours	16.8	0.83		-17.2

KS2 reading, writing & maths level 4+ 2012-2015	2012	2013	2014	2015
Rotherham	62.00	43.00	-	-
England	42.00	45.00	48.00	52.00
Yorkshire and The Humber	39.00	44.00	46.00	51.00
Statistical Neighbours	54.33	42.50	51.50	60.40
%age difference RBC & England	18	2		
%age difference RBC & Stat. Neighbours	7.67	0.5		

KS2 reading level 4+ 2012-2015

KS2 maths level 4+ 2012-2015

KS2 reading, writing & maths level 4+ 2012-2015
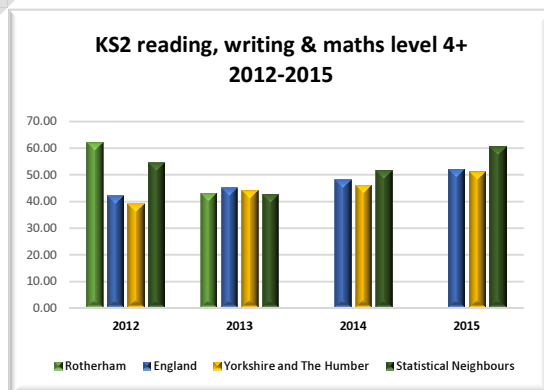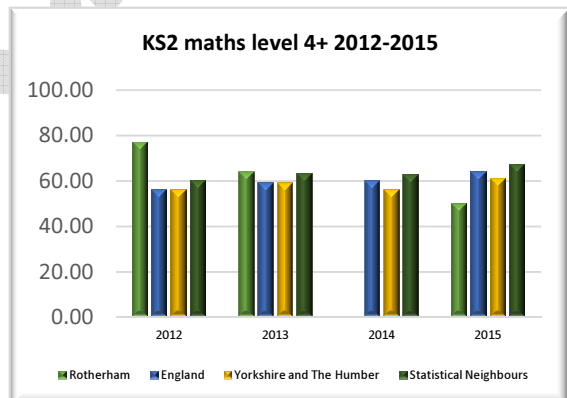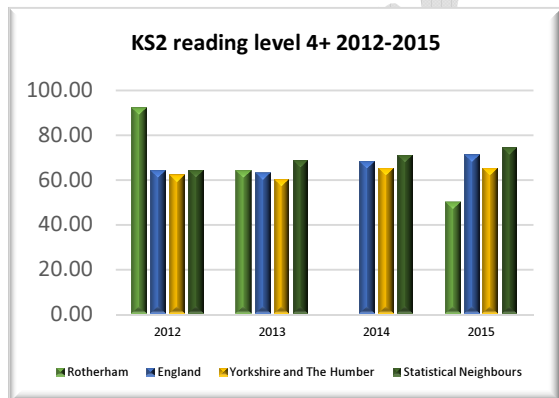
Attainment and Progress at Key Stage 2 2016

This year's figures are the first to emerge following a major overhaul of the primary curriculum 2014, which involved a raising of expected literacy and numeracy standards – to the extent that the 2016 test results **are not directly comparable with test results from previous years.**

LAC Attainment and Progress at Key Stage 2 in 2016 in Rotherham

There were 21 in the KS2 cohort in 2016.

8/21 (38.1%) of the cohort had statements of special educational needs/EHC Plans.

3/21 (14.3%) attended non-mainstream schools

6/21 (28.6%) did not sit the end of key stage assessments

The figures include the pupils who did not sit the tests

Reading:	8/21	38%	of LAC in Rotherham achieved the new expected standard
		41%	of LAC in England achieved the new expected standard
		39%	of LAC in the region achieved the new expected standard
		64%	of all pupils in Rotherham achieved the new expected standard
		66%	of all pupils in England achieved the new expected standard
Maths:	7/21	33%	of LAC in Rotherham achieved the new expected standard
		41%	of LAC in England achieved the new expected standard
		40%	of LAC in the region achieved the new expected standard
		72%	of all pupils in Rotherham achieved the new expected standard
		70%	of all pupils in England achieved the new expected standard
Reading Writing & Maths	5/21	24%	of LAC in Rotherham achieved the new expected standard
		25%	of LAC in England achieved the new expected standard
		25%	of LAC in the region achieved the new expected standard
		54%	of all pupils in Rotherham achieved the new expected standard
		53%	of all pupils in England achieved the new expected standard

- Statistically each child is worth 4.8% so small shifts are magnified in %age terms
- The cohort had 16/21 with special educational needs of which 8 had statements EHCPs
- Outcomes are broadly in line with national and regional LAC comparators

Filtering by SEN (excluding those with statements/EHCPs) gives the following outcomes:

Reading:	6/13	(46%)
Writing:	5/13	(38%)
Reading Writing & Maths	4/13	(31%)

2 of the pupils with statements/EHCPs reached the expected standard in reading, writing and maths but not the same 2.

Filtering the results of LAC by special needs shows marked differences in performance in England between those with and without identified special needs (see below)

Percentage of children achieving the expected standard or above in the headline measure reading, writing and mathematics at key stage 2, for looked after children, non-looked after children and children in need, by SEN, 2016, England.
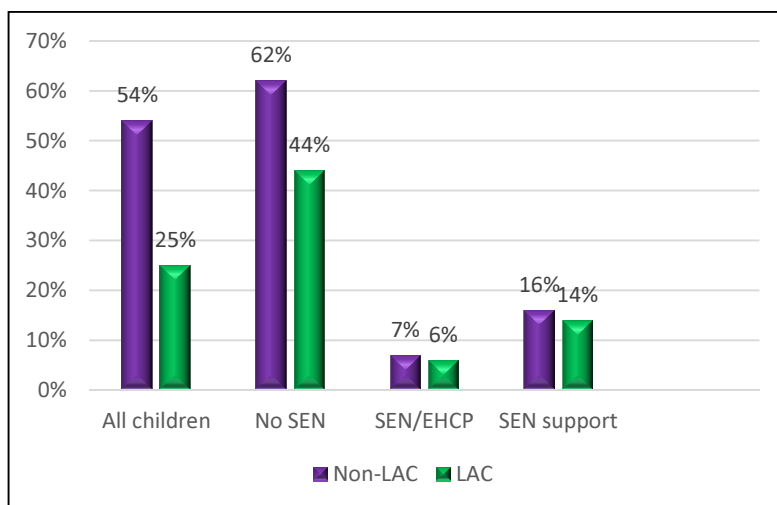
In 2016, 57% of looked after children at the end of key stage 2 have a special educational need (SEN) identified, compared to 17% of non-looked after children and attainment rates for children with a SEN are much lower.

Looking at children with no identified SEN, the attainment difference between looked after children and non-looked after children is less than for the overall total. For example, 44% of looked after children with no identified SEN achieved the expected standard or above in the headline measure reading, writing and mathematics, compared to 62% of non-looked after children, which reduces the attainment difference for this measure by 11 percentage points from the overall total attainment gap. In addition, attainment for looked after children with an identified SEN is more similar to non-looked after children. This is similar to 2015 when attainment by SEN for looked after children and non-looked after children was published for the first time.

Key Stage 4 GCSE Outcomes 2010-2016

Headlines 2016

- Rotherham LAC outcomes are marginally below national outcomes in terms of those achieving C+ in both English and maths 17.5% compared with 15.6%.
- Rotherham LAC outcomes I English and maths are in line with regional outcomes (15.8%)
- Rotherham LAC outcomes are marginally below national outcomes in terms of those achieving 5ACEM; 13.6% compared with 12.5%
- Filtered by SEN, Rotherham LAC outcomes in English & maths and at 5ACEM are exactly in line with national outcomes at 36% and 29% respectively
- Filtered by school type (mainstream/non-mainstream) Rotherham LAC outcomes in English & maths (21%) and at 5ACEM (17%) are below national outcomes at 27% and 21% respectively
- In terms of Attainment 8 Rotherham LAC outcomes are in line with national outcomes and above regional outcomes
- In terms of Progress 8 Rotherham LAC outcomes are above both national and regional comparators

5 A*-C inc. English & Maths (5ACEM)	2010	2011	2012	2013	2014	2015	2016
Rotherham	28%	-	18.80%	25.90%	-	11.00%	12.5%
England	12.40%	13.60%	14.90%	15.50%	12.20%	13.80%	13.6%
Yorkshire and Humberside	13.60%	12.50%	13.60%	14.60%	10.60%	14.40%	
Stat. Neighbours	34.30%	23.60%	30.50%	15.60%	10.70%	22.20%	
%age diff. Rotherham & England	15.60%	-	3.95%	11.40%		-2.80%	
%age diff. Rotherham & SNs - this data is only the average of 1/2 LAs as most data is suppressed because of small numbers							

LAC achieving 5ACEM 2010-2016
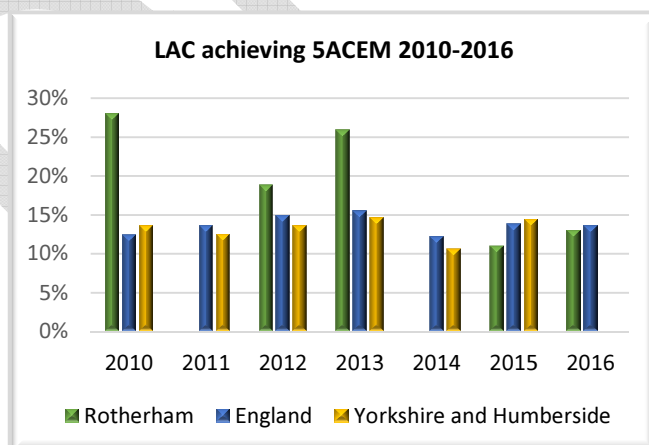
Over the 4 years, where comparative data is available and not suppressed, Rotherham's results at 5ACEM are significantly better than national and regional comparators in 3 out of 4 years. In 2016 results are broadly in line with national outcomes.

In 2016 of the RMBC cohort of 32:

- 5/32 (15.6%) achieved both English and maths GCSE at grade C+; this compares with 17.5% nationally for LAC
- 4/32 (12.5%) achieved 5+ A*-C including English and maths; this compares with 13.6% nationally for LAC

SEN and type of school (mainstream/non-mainstream):

Cohorts are comparatively small and outcomes are need to be contextualised by key variables such as SEN and school type (mainstream/non-mainstream) given the disproportionate numbers in the Virtual School who are in non-mainstream schools and who have high levels of SEN.

In 2016 of the cohort of 32:
- 12/32 (38%) had special educational needs
- 5/32 (16%) had statements of special educational needs
- 6/32 were not classified - 3 were in mainstream schools, 1 was in secure and 2 were not on roll.

Of the 14 with no identified SEN:
- 5/14 (36%) achieved C+ in both English and maths; this compares with 36% for all LAC in England
- 4/14 (29%) achieved 5ACEM; this compares with 29% for all LAC in England

Of the 24/32 in mainstream schools:
- 5/24 (21%) achieved C+ in both English and maths; this compares with 27% for all LAC in England
- 4/24 (17%) achieved 5ACEM; this compares with 21% for all LAC in England.

The table and graph below show the GCSE outcomes for LAC in England in 2015 contextualised by SEN. There is still a significant gap between LAC and all young people but the gap is considerably narrower for pupils with no SEN. 1 in 3 achieved 5ACEM.

LAC GCSE 5ACEM outcomes in England by SEN 2015	
All LAC	14%
LAC with SEN but not statement or EHCP	13%
LAC with statement or EHCP	3%
LAC with no SEN	32%

5ACEM by SEN in England 2015
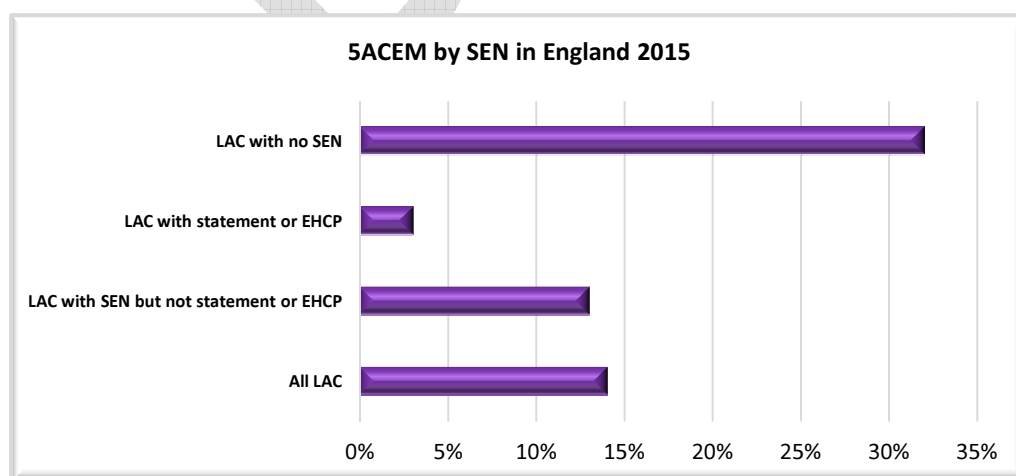
Attainment 8 and Progress 8 2016 (See Appendix E: Attainment 8 and Progress 8)

Attainment 8

- The Average Attainment 8 score for Rotherham LAC was 22.6
- This compares with 21.4 for LAC in Yorkshire and the Humber and 22.8 for all LAC in England
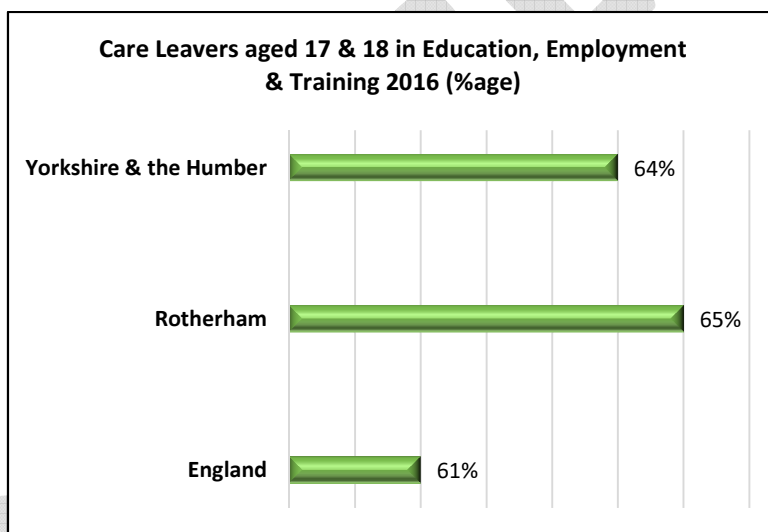- It compares with 48.3 for all pupils in Rotherham and 48.1 for all non LAC in England
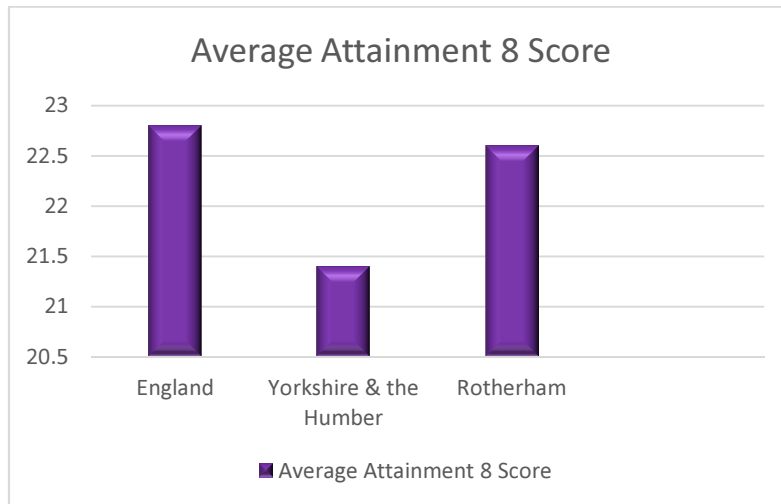
Progress 8

- The Average Progress 8 score for Rotherham LAC was -0.94.
- This compares with -1.14 for LAC in Yorkshire & the Humber and -1.16 for all LAC in England
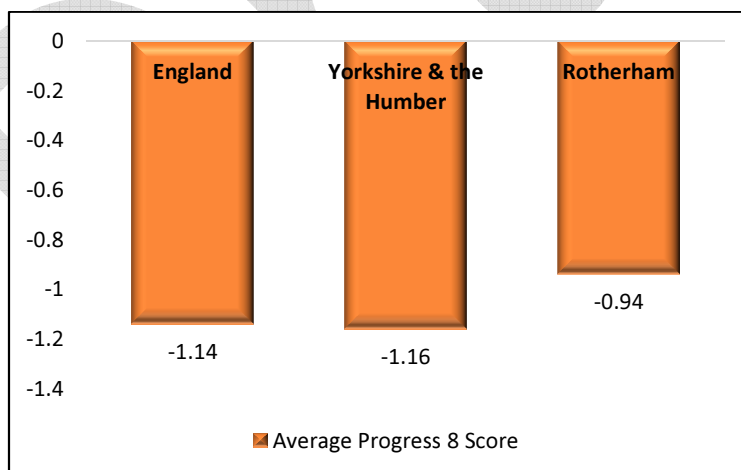
Care Leavers (aged 17 & 18) - Education, Employment or Training (%): 2016

	Total	Higher Education	Education other than HE	In Employment or Training	Total EET	NEET: illness/disability	NEET: other reason	NEET: pregnancy or parenting	No Information
England	9290	260	3670	1720	5650	390	2300	370	570
		3%	40%	19%	61%	4%	25%	4%	6%
Rotherham	45	0	20	10	30	x	10	x	x
		0%	46%	2%	65%	x	20%	x	x
Yorkshire & the Humber	740	10	280	170	470	40	150	40	50
		2%	38%	23%	64%	5%	20%	5%	6%

Care Leavers aged 17 & 18 in Education, Employment & Training 2016 (%age)

- Yorkshire & the Humber — 64%
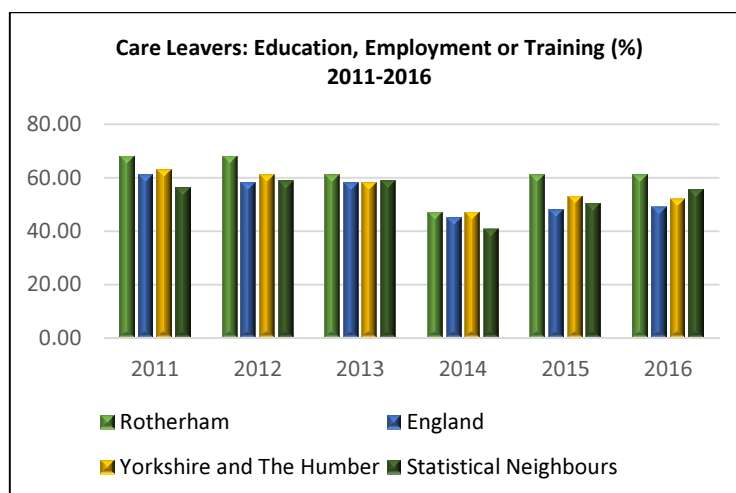- Rotherham — 65%
- England — 61%

Commentary:

This data was collected for the first time in 2016. They are experimental statistics and need to be treated with caution. Nonetheless it is gratifying to see that Rotherham's performance compares favourably with national and regional comparators with 2/3 care leavers aged 17 and 18 in education, employment or training.

Care Leavers (19, 20 and 21 year olds) - Education, Employment or Training (%): 2011-2016

	2011	2012	2013	2014	2015	2016
Rotherham	68.00	68.00	61.00	47.00	61.00	61.00
England	61.00	58.00	58.00	45.00	48.00	49.00
Yorkshire and The Humber	63.00	61.00	58.00	47.00	53.00	52.00
Statistical Neighbours	56.20	58.60	58.80	40.80	50.40	55.60

National Rank 2016:	16
Quartile Banding 2016:	A

Commentary:

Between 2011 and 2016, Rotherham has consistently outperformed national, regional and statistical neighbour comparators and, in several years by significant margins, apart from 2014, when Rotherham and its statistical neighbours were in line.

In 2016, with 61% of 19-21 year old care leavers in education, employment and training, Rotherham's national ranking was 16th which placed it in quartile band A.

Appendix A: Educational Psychology working in the Virtual School

In December 2016 the Virtual School secured a fulltime equivalent post for an Educational Psychologist (EP), which is job-shared between two experienced EPs seconded on a two year basis from Rotherham Educational Psychology Service. This post is funded through Pupil Premium Plus.

The EPs have been appointed to encourage whole school development around raising attainment and understanding the Social Emotional Mental Health (SEMH) needs of Looked After Children (LAC).

A key role is to shape and drive an innovative Attachment Friendly Schools Project. Eleven Rotherham schools have been offered the opportunity to take part in 7 day Yellow Kite Attachment Lead Practitioner Training. The EPs are supporting these schools and providing additional opportunities to link their learning on this course to whole-school developments, through:

- Completion of an Attachment Friendly Schools Audit
- The development of a network to provide support and supervision to professionals
- High quality training on 'Embedding Attachment' which is designed to be delivered in a full day or as bespoke modules relevant to the school's stage of awareness and knowledge in relation to issues of Attachment, Trauma and Toxic Stress
- Solution-focused activities

The EPs are bringing Emotion Coaching to Rotherham schools and are being trained to trainer level which enables them to provide development opportunities on an approach which is both universal and cost-effective in nature. High quality training will be created, alongside the development of supervision mechanisms to effectively embed practice.

The EPs are also able to engage in complex case work when the need arises.

Appendix B: Promoting Emotional Wellbeing

Consortium for Emotional Well Being in Schools

The Consortium for Emotional Well Being in Schools represents the views of a wide range of education practitioners, research academics and trainers. **It argues that accredited training in children's emotional development and attachment is an essential entitlement for all who work in our schools.** The case for this has been supported by the Carter Review of Initial Teacher Training which has acknowledged the case put forward by the Consortium and made this one of its recommendations to the DfE.

CEWB Manifesto 2015

- Championing outstanding practice in schools
- Establishing a national register of trainers
- Widening the role of Virtual Headteachers to provide whole staff training in children emotional development and attachment.
- Securing the support of children's organisations for accredited training of the children's workforce in children's emotional development and attachment
- Making whole school training in children's emotional development and attachment an inspection issue within the Ofsted Framework
  http://southoverpartnership.com/wpcontent/uploads/2015/04/EX_Final_Report_for_CEWBS.pdf

Achieving emotional wellbeing for looked after children: A whole system approach – new report from the NSPCC June 2015

The National Society for the Prevention of Cruelty to Children (NSPCC) has released this latest report, published June 2015. **Authors:** Louise Bazalgette, Tom Rahilly and Grace Trevelyan

http://www.nspcc.org.uk/globalassets/documents/research-reports/achieving-emotional-wellbeing-for-looked-after-children.pdf

Research has shown that children in care are 4 times more likely to have a mental health problem than children living with their birth families. These mental health needs are often unmet, which increases children's risk of a variety of poor outcomes including placement instability and poor educational attainment. This report provides recommendations and evidence for how the care system can be changed to prioritise and achieve good emotional wellbeing for all looked after children and care leavers. It is part of the NPSCC's Impact and evidence series.

Carter review of initial teacher training (ITT)
Sir Andrew Carter OBE. January 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/399957/Carter_Review.pdf

Child and adolescent development – ITT should provide new teachers with a grounding in child and adolescent development, including emotional and social development, which will underpin their understanding of other issues such as pedagogy, assessment, behaviour, mental health and SEND. ITT should also introduce new teachers to strategies for character education and supporting pupil wellbeing.

Attachment Aware Schools

Attachment Aware Schools is a partnership between Bath Spa University, Bath and North East Somerset Council, the National College for Teaching and Leadership, a range of third sector organisations, attachment specialists and schools.

Appendix C:

The Educational Progress of Looked After Children in England: Linking Care and Educational Data. University of Oxford and the University of Bristol. November 2015

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http://www.attachmentawareschools.com/in_school.php

A growing number of children and young people have emotional and behavioural needs that go beyond the strategies we have learned through our training and experience. Whilst these children and young people can be hard to reach, they need our greatest nurturing and care.

Research indicates that an awareness of how to support children and young people's emotional needs and development can promote better learning and health outcomes. National policy and guidance, like the Marmot Review, confirms this.

Marmot Review

http://www.instituteofhealthequity.org/projects/fair-society-healthy-lives-the-marmot-review
In November 2008, Professor Sir Michael Marmot was asked by the then Secretary of State for Health to chair an independent review to propose the most effective evidence-based strategies for reducing health inequalities in England from 2010. The final report, 'Fair Society Healthy Lives', was published in February 2010.

Promoting children and young people's emotional health and wellbeing: a whole school and college approach. March 2015

https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing

Guidance for head teachers and college principals on the 8 principles for promoting emotional health and wellbeing in schools and colleges.

Promoting the health and wellbeing of looked-after children. March 2015
https://www.gov.uk/government/publications/promoting-the-health-and-wellbeing-of-looked-after-children--2

This guidance is for, among others, designated and named professionals for looked-after children. It aims to ensure looked-after children have access to any physical or mental health care they may need.
Statutory guidance is issued by law; you must follow it unless there's a good reason not to.

Key Factor	Significance
Time in care	Young people in care who have been in longer term care: (i) do better than those 'in need' but not in care, and (ii) better than those who have only been in short term care So it appears that care may protect them educationally.
Placement Changes	Each additional change of care placement after age 11 is associated with one-third of a grade less at GCSE.
School Changes	Yong people in care who changed schools in Years 10 or 11 scored over 5 grades less than those who did not.
School Absence	For every 5% of possible school sessions missed due to unauthorised school absences, young people in care scored over 2 grades less at GCSE.
School Exclusions	For every additional day of school missed due to fixed term exclusions, young people in care scored one-sixth of a grade less at GCSE.
Placement Type	Young people living in residential or another form of care at age 16 scored over 6 grades less than those who were in kinship or foster care.
School Type	Young people in special schools at age 16 scored over 14 grades lower in their GCSEs compared **with those with the same characteristics** who were in mainstream schools. Those in PRUs **with the same characteristics** scored almost 14 grades lower.
Educational Support	Young people report that teachers provide the most significant educational support for them but teachers suggest that they need more training to do this effectively
Feeling secure and cared for	Young people can engage with learning better when they feel secure and cared for in a placement
Birth family issues	Young people can engage with learning better when their birth family issues are also being addressed.
Teachers' understanding	Teachers need better understanding of children's social, emotional and mental health problems
Social workers' understanding	Social workers need better understanding of the education system

Appendix D: 2016 Education Performance Outcomes Explanation of Key Stage Information

Primary and Secondary National Curriculum

The National Curriculum is divided into Key Stages that children are taken through during their school life.

Early Years Foundation Stage Profile (EYFS)

The EYFS Profile is assessed when children reach the end of Foundation Stage (age 5) through ongoing and summative teacher assessment. Rotherham's Early Years performance in many areas relating to children's outcomes has been on an upward trajectory since 2009. The framework was revised in 2012 and due to the changes in the way children are assessed at the end of the Foundation Stage it is not possible to make comparisons between 2013 assessments and historical data.

The expected level to achieve at the end of EYFS is a 'good level of development' (GLD). A pupil is defined as achieving a GLD if they achieve at least the expected level for all eight goals within the three prime areas of learning: communication and language, physical development and personal, social and emotional development, and in all four of the literacy and mathematics goals.

Key Stage 1

1.3   Key Stage 1 is taught during Years 1 and 2 of primary school when pupils are aged between 5 and 7. This includes the phonics screening check which is administered to all children in Year 1. It also includes tasks and tests which can be performed at any time during Year 2, so children may not know that they are being formally assessed. These tasks and tests are designed to be administered informally as part of normal classroom activity. The results inform teachers' overall assessments in English, mathematics and science, which are reported to parents and the DfE.

Phonics Screening Check

1.4   This is a short assessment that was introduced in 2012 and designed to confirm whether pupils have learned phonic decoding to an appropriate standard by the age of 6. All year 1 pupils in maintained schools, academies and free schools must complete the check.

1.5   The phonics check will help teachers identify any children who need extra help so they can receive the support they need to improve their reading skills. These children will then be able to retake the check in year 2.

1.6   The standard mark is released each year after the check has been administered. It has remained 32 out of 40 from 2012 to 2016.

End of Key Stage 1 Teacher Assessments

1.7   The statutory Key Stage 1 tasks and tests in reading, writing and mathematics are designed to test children's knowledge and understanding of the associated programmes of study. They provide a snapshot of a child's attainment and help inform the final teacher assessment judgement reported for each child at the end of Key Stage 1 (Year 2, aged 7).

1.8   There were significant changes in Key Stage 1 TA for 2016. The levels have gone and replaced by a range of performance categories for each subject, namely reading, writing, maths and science. These are described as "interim" performance categories for 2016 while the government decides the future of assessment for this Key Stage.

1.9   2016 assessments are reported as working at the expected standard (EXS+), working at greater depth (GDS), and those working lower than the expected standard (working towards the standard (WTS), has not met the expected standard (HNM), pre-key foundations for the expected standard (PFK), below the standard of the pre-key stage (BLW)).

Key Stage 2

1.10   Key Stage 2 is taught during Years 3, 4, 5 and 6 of primary school when pupils are aged between 7 and 11. Programmes of study set out what teachers should cover in every subject during the Key Stage. The Key Stage 2 national curriculum tests are designed to test children's knowledge and understanding of specific elements of the Key Stage 2 programmes of study. They provide a snapshot of a child's attainment at the end of the Key Stage.

1.11   In 2016, tests and teachers assessments were revised to reflect the new and more challenging curriculum. New accountability measures were introduced for the statutory assessments at the end of Key Stage 2.

1.12   There are still national tests at the end of key stage 2 in: mathematics; reading; grammar, punctuation and spelling; and a teacher assessment of mathematics, reading, writing, and science. The writing TA will be reported through the new performance descriptors. The new tests will be a higher expected standard. A scaled score of 100 will always represent the 'national standard'. The range is 80-120.

1.13   The progress measure between KS1 and KS2 will be based on value-added in each of reading test, writing TA and mathematics test. Pupil's scaled scores in each area at key stage 2 will be compared with the scores of pupils who had the same results in their assessments at KS1.

Key Stage 4

1.14   Key Stage 4 is taught during Years 10 and 11 of secondary school when pupils are aged between 15 and 16. At the end of this stage, pupils in Year 11 (usually aged 16) are normally entered for a range of external examinations. Most frequently, these are GCSE (General Certificate of Secondary Education) exams and a range of other qualifications, including National Vocational Qualifications.

1.15   A new secondary school accountability system has been implemented in 2016. The headline accountability measures for schools from 2016 are: Attainment 8, Progress 8, Attainment in English and Maths (A*-C, grade 5 when new GCSEs in English and mathematics are first reported in the 2017), and English Baccalaureate (EBacc) entry and achievement.

1.16   Attainment 8 measures the average grade of a pupil across 8 subjects including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

1.17   Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment.

1.18   Grades will be measured on a 1-8 point score scale in 2016 and 1-9 in 2017, rather than the current GCSE grades of A*-G.

Appendix E: Attainment 8 and Progress 8

Attainment 8:

- Attainment 8 measures the achievement of a pupil across 8 qualifications including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure, and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or technical awards from the DfE approved list.

- In measuring Attainment 8:
  A*= 8 points
  A = 7 points
  B = 6 points
  C = 5 points
  D = 4 points

Points are doubled for English and Maths

So a pupil with 5 grade Cs including English and Maths would attain 35 points.

Progress 8:

- Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4.

- It compares pupils' achievement (attainment 8 score) with the average Attainment 8 score of all pupils nationally who had a similar starting point (prior attainment).

- A school's Average Progress 8 score is calculated as the average of its pupils' Progress 8 scores. It gives an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools.

- An Average Progress score of zero means pupils in the school on average do about as well at key stage 4 as other pupils across England who got similar results at the end of key stage 2.

- A score above zero means pupils made more progress, on average, than pupils across England who got similar results at the end of key stage 2.

- A score below zero means pupils made less progress, on average, than pupils across England who got similar results at the end of key stage 2.

- A negative progress score does not mean pupils made no progress, or the school has failed, rather it means pupils in the school made less progress than other pupils across England with similar results at the end of key stage 2.