

REPORT TO:	Corporate Parenting Panel 13th November 2019
SUBJECT:	Annual Report of Virtual School - Data Update
LEAD OFFICER:	Shelley Davies Interim Director of Education
CABINET MEMBER:	<i>Cllr Alisa Flemming, Lead Member for Children Families and Learning</i>
WARDS:	All
CORPORATE PRIORITY/POLICY CONTEXT/AMBITIOUS FOR CROYDON: <i>Include here a brief statement on how the recommendations address one or more of the Council's Corporate Plan priorities:</i> Corporate Plan for Croydon 2018-2022	
FINANCIAL IMPACT N/A	
1. RECOMMENDATIONS <ul style="list-style-type: none"> • Report to be noted. 	

2. EXECUTIVE SUMMARY

- 2.1** Our 2018-19 examination results offer much for us to be pleased with and celebrate. The attainment and progress of our looked after pupils' compares favourably to last year, and where it doesn't at a glance, this is due to very small sample sizes in our lower key stages. Within these 'Headline figures', based on how we compare to national standards, are some exceptional individual results that show both great personal success and remarkable progress. We will look at these later on.
- 2.2** Our youngest pupils' results (those completing their first year of school in reception- aged 4/5) are an area of focus for next year. National research tells us that children who achieve their 'national standard' of 'Good level of development' are more likely to succeed long term. By 5 years old, if a gap in attainment or progress exists, it is likely to remain so. Closing the attainment gap early is vital to our children's success long term. We aim to have our current reception cohort at least in line with national looked after child groups by the end of the year through early intervention work, that has already begun, through the recent permanent appointment of a dedicated advisory teacher with specialism in this age phase. She is working directly with each school who has a looked after child of this age to ensure they use the best known ways of helping very young children progress.

- 2.3** We were very pleased overall with attainment and especially progress, at Key stage 1 and 2, as we are significantly above national measures for looked after children and approaching national figures for all children, in every measure.
- 2.4** Our rates of progress between Key Stage 1 and Key stage 2 are extremely pleasing at, +3.33 per child, compared to a 'national average for looked after children' of -0.41.
- 2.5** When our very high proportions of pupils with additional special educational needs (48% of Key Stage 2 cohort) are taken into account compared to national cohorts, attainment figures are significantly stronger with 81% non-SEND pupils, achieving the expected standard in the measure for reading, writing and maths combined.
- 2.6** Key Stage 4 and 5 results remain an area of ongoing focus for improvement and intervention by Virtual School as this is the phase where our young people's education is most affected by the challenges of coming into care.
- 2.7** Though small, the increases we saw in outcomes at key stage 4, particularly the doubling from 7%-15% of pupils attaining English and Maths at grade 4-9 (old C and above grades) are pleasing and show a move in the right direction, there are also some excellent individual pupil outcomes, hidden within these general trends.
- 2.8** Our aim this coming year, is to support as many Year 11 pupils as possible with attaining their 4 or above in English and Maths as we know this provides a passport to further training and employment that our young people so urgently need.

3. DETAIL OF REPORT

Detailed Analysis by Cohort- Early Years and Foundation Stage

- 3.1** In the Early Years and foundation Stage (EYFS), children are measured in 17 developmental areas under the 'Early Years and Foundation Stage Framework'- this covers all aspects of a child's development, in age related bands from birth to 5 years.
- 3.2** Children are assessed by their teachers through observation and evidence against the set of age-related descriptors. Children are said to be 'emerging (1)' 'secure (2)' or 'exceeding (3)' in each age band of each of the 17 strands.
- 3.3** The published national measures are:

'Good Level of Development'-(shown as GLD): to attain a '**Good Level of Development**' a child must secure at least a score of 2 meaning 'secure,' in each of the' Early Learning Goals for the 5 prime areas of the curriculum. These are then broken down into 12 more detailed strands.

The strands 4 and 5 year old children are assessed on are:

1. Communication and language,
2. Personal Social and Emotional,
3. Literacy-writing and reading,
4. Mathematics
5. Physical development.

- 3.4** In 2018, **71.5%** all reception-aged pupils nationally, achieved their '**Good Level of Development.**' **34.8%** of our 2019 cohort, of 22 pupils achieved their **Good Level of Development.** This is just above the 2018 national average of **31%** for looked after pupils but is in need of improvement over the next academic year to get progress in line with the national standard for all pupils.
- 3.5** It is important to note though that 9/22 of these pupils have school identified Special Educational Needs, which affect development, and coming into care at such a young age, is itself a known factor affecting development. These pupils will be continually monitored and supported by our specialist Early years advisory teacher as they progress into Year 1 – to help schools 'close the gaps' for them across the curriculum.
- 3.6** The other national standard measure for Reception pupils is the 'Average Point Score (APS)' which is calculated out of a possible 51 points per pupil- this is the total number of points the child scores, by adding up all the 1/2/3s they have, in each of the 17 areas of the Early years and foundation stage assessment framework.
- 3.7** Nationally, the Average Point Score in 2018 for all pupils was 34.6. For looked after children it was 31.1.
- 3.8** Our Croydon Virtual School average point score (APS), for reception year pupils (rising 5 year olds), **was 28.4**, so below both national averages. This is partly due to the very high level (9/22) pupils with already identified plans for Special Educational Needs. Children in reception who already have an education health care plan are statistically not likely to meet the national standards in either measure.

3.9 Year 1 phonics screen

The phonics test is a nationally administered test of pupils' ability to 'decode' words using their understanding of which graphemes (letters) make which phonemes (sounds). The test is taken in Year 1 when pupils are 5/6 years old.

Pupils practice phonics daily through most of Reception and Year 1. In order to be able to pass the screen they must correctly 'sound out' and 'blend' together 40 words (20 real and 20 nonsensical) to show their understanding of phonics. The test is retaken at the end of Year 2 (and 3) if pupils do not pass in Year 1.

- 3.10** We had 13 pupils in total of screening age. Only 6 of these had been in care for 1 year or more on the 31st march 2018, these are called our REPORTED cohort.
- 3.11** This cohort size is not statistically significant and therefore not a relevant comparison with previous years. Of these 6, 1 pupil was disapplied on special educational needs grounds.
- 3.12** Of the 5 remaining pupils, 2 passed the screen very securely, 2 did not attempt and 1 scored less than half marks. The pass mark was 32/40. Because of the very young age of these pupils (5 and 6yrs), they are not pressured in any way to partake if they feel unable on the day.

- 3.13** Of the 7 pupils not in our reportable cohort, 1 just missed the pass mark, 3 were well under and 3 successfully passed. Of the 3 who were significantly below, 2 are under investigation by their schools for additional needs.
- 3.14** Phonics Intervention Quality monitoring and support (Reception year intervention) is a clear strand for improvement in our School Development Plan 2019-20. Our Advisory teacher for the Early Years phase will visit every school and ask about what is in place to close gaps in Phonics and Early Years attainment for each child. She will offer support and guidance on what works best for our pupils at this young age.
- 3.15** **Key stage 1 (Pupils who were in Year 2 – aged 6/7 in Summer term 2019.)**
- Testing at the end of Key Stage 1, in Year 2, is no longer statutory. However, most schools, and all but 1 of our schools did administer tests to these pupils, in Reading, Writing and Mathematics.
- 3.16** We had 19 Pupils in year 2 in 2019 of which only 9 count as our publically reported cohort (so again not a statistically significant group.)
- 3.17** In the reported cohort, 2 of 9 pupils were dis-applied on SEND grounds and 1 attended a school not partaking in statutory tests
- 3.18** Of the remaining 6 pupils, 3 were scored 'below the expected standard' (50%) in the combined measure for Reading, Writing and Maths and 3 pupils were at 'the expected standard.' (50%)
- 3.19** 1 pupil achieved the 'Greater depth standard' in Writing.
- 3.20** Our % scores as shown in the Headline table in the appendix-ed data report, are not comparable with last year due to the small size of the reportable cohort.
- 3.21** From our whole Y2 cohort of 19 pupils (those in the nationally reportable cohort and those not in it) 8/19 'met or exceeded the expected standard' in the combined subject measure for Reading, Writing and Maths. This represents 42%.
- 3.22** However, of our 19 pupils, 8 have identified Special Educational needs- 5 with Education Health Care Plans and 3 more receiving school support and assessment for Plans. So, 42% cohort had additional needs.
- 3.23** Of these pupils with identified SEND, only 1 met the 'expected standard' in Reading, Writing and Maths and she was not in the reported cohort.
- 3.24** Of pupils without identified SEND needs, all 9 pupils met the 'expected standard in all areas' This represents 81% pupils with no SEND needs.
- 3.25** Of the 2 pupils who did not have identified Special needs, 1 pupil met the standard, in just writing and 1 in just Maths.
- 3.26** In the whole cohort of 19 pupils, 2 pupils achieved greater depth results, one in reading and 1 in writing. Only one of these pupils counts in our recordable cohort.

3.27 For comparison, below are national figures for Looked after children in 2018 vs Croydon (**Cro**) reported cohort' in 2019,

Figure 3.27

<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
<u>Nat:51%</u>	<u>Cro: 50%</u>	<u>Nat:42%</u>	<u>Cro: 66%</u>	<u>Nat: 49%</u>	<u>Cro: 66%</u>

3.28 For comparison, below are national figures for Looked after children in 2018 vs Croydon 'whole cohort' 2019. (16 pupils, 3 were dis-applied), including 2 students with Education Health Care Plans:

Figure 3.28

<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
<u>Nat: 51 %</u>	<u>Cro: 62.5%</u>	<u>Nat:43.2%</u>	<u>Cro: 62.5%</u>	<u>Nat: 49%</u>	<u>Cro: 68.7%</u>

3.29 There is a development target in our Virtual School Development Plan for our 2 advisory teachers and our Primary Senior Leader, who work with pupils in Key stage 1 to identify through Pupil Education Plans (PEPS) pupils who could achieve 'Greater Depth' in any subject by January 2020 and support schools to use Pupil Premium money effectively for additional intervention or 'stretch' resource as well as guiding teachers to ensure the teaching that these pupils receive in our schools is best practice.

3.30 Below are the whole cohort figures for Croydon looked after children (16 pupils) 2019 in comparison with outcomes nationally for all pupils:

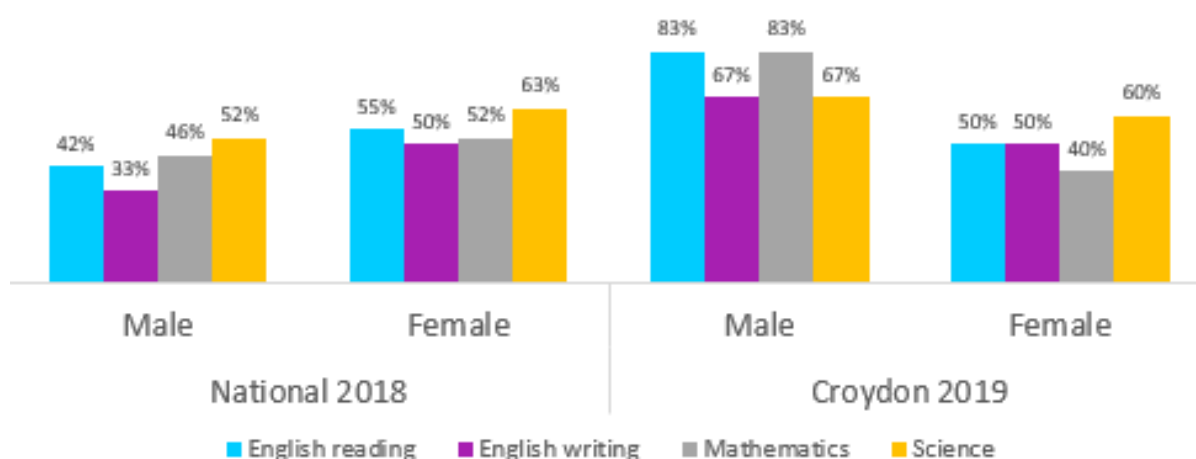
<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
<u>Nat all 75 %</u>	<u>Cro CLA: 62.5%</u>	<u>Nat all: 70%</u>	<u>Cro CLA: 62.5%</u>	<u>Nat: 76%</u>	<u>Cro CLA 68.7%</u>

3.31 Taking into account that this cohort includes 2 EHCP pupils and 3 more with Special Educational Needs Support, these figures are very pleasing and show Croydon's looked after children to be attaining better than their looked after peers elsewhere and almost as well as their non-looked after peers at Key Stage 1.

3.32 It will be interesting once the national dataset for 2019 is confirmed in November, to calculate progress measures for pupils' who attained their Good level of Development in reception and those who did not. This is a key indicator of progression for our children.

3.33 Below is a representation of this information in graph form, where our Croydon Looked after children are compared to the 'Children in Need' group, the nearest similar national comparison group for looked after children, at this age (National attainment statistics Key Stage 1 2018-9. This graph shows the results attained in each subject, split by gender, in the order of reading, writing, maths, science:

Percentage of children in need vs Croydon CLA reaching the expected standard at key stage 1, by gender, 2018, England.



3.34 Key stage 2: (pupils who were in Y6, aged 10 and 11 in Summer term 2019)

We had 17 'reportable; pupils in KS2 this year and 29 in our whole cohort. This tells us that 22 pupils had been in care less than 1 year, at the time of their 'SATs' exams in May 2019.

3.35 53% Croydon Virtual School's reportable cohort (17 pupils) and 52% of our whole cohort (29 pupils) met the combined 'expected standard' in Reading Writing and Maths.

3.36 This favourably compares with 35% all looked after children nationally in 2018.

3.37 For all children nationally, 65% met the expected standard in the combined measure of Reading Writing and Maths. We continue to strive towards our pupils achieving this as a cohort, through having the highest expectations for our pupils, intensive monitoring and support from our upper primary Advisory teachers (appointed since Jan 2019), who attend and quality assure all looked after children's Personal Education Plans and challenge and support schools to use their Pupil Premium Funding effectively to help impact these pupils' attainment and progress directly.

3.38 For comparison, below are the national attainment figures for Looked after children in 2018 vs Croydon's reported cohort' of 17 pupils in 2019, 'Pupils achieving the expected standard':

Figure 3.38

Reading		Writing		Maths	
Nat CLA: 51 %	Cro CLA: 62.5%	Nat CLA : 49%	Cro CLA: 62.5%	Nat CLA: 47%	Cro CLA: 57%

3.39 Below is a comparison of % pupils attaining the 'expected standard'. This shows national figures for Looked after children in 2018 vs Croydon 'whole cohort' of 29 pupils in 2019:

Figure 3.39

Reading		Writing		Maths	
Nat CLA: 51 %	Cro CLA: 62.2% 13% Greater depth	Nat CLA : 49%	Cro CLA: 62.2%	Nat CLA: 47%	Cro CLA: 55%

3.40 In comparison with 'all pupils' nationally, the gap between our Croydon 'looked after pupils has closed every year, for the last 3. This is a very pleasing trend:

Reading		Writing		Maths	
<u>Nat all: 75</u> %	<u>Cro CLA:</u> <u>62.5%</u>	<u>Nat all:</u> <u>78%</u>	<u>Cro CLA:</u> <u>62.5%</u>	<u>Nat: 76%</u>	<u>Cro CLA</u> <u>57%</u>

3.41 Within the full cohort of 29 year 6 pupils, 16 had identified SEND needs, including 6 who have an Education Health Care Plan and 10 more who received school level support. Of these 16 pupils, 8 were in our reportable cohort. 48% of the reported cohort had SEND needs, this is just over double the national average.

3.42 Every pupil who did not meet the expected standard in the combined measure had known SEND needs.

3.43 It is an identified target and key focus of the Virtual School's work to monitor the progress and wellbeing of our Special Educational Needs pupils closely across each cohort to ensure appropriate support in place and that this monitored carefully through Pupil Education Plans.

3.44 We would like to celebrate, 1 particular female Year 6 pupil, with an Education Health Care Plan, who achieved the 'Greater Depth' standard in every subject. This is an outstanding individual achievement.

3.45 6 pupils also attained one or more 'Greater Depth results in either reading, writing, SPAG or Maths, which again are great individual achievements.

3.46 These 7/29 children represent 24% pupils reaching the top standard in at least one area. There are no published national figures for comparison but this is likely to be in line with or beyond the national standard.

3.47 Data tells us that our primary schools seem to find it harder to help our pupils attain well and make great progress in Maths than other subjects. This will be an area of focus discussion raised with school staff by our advisory team at Pupil Education Plan meetings this year.

3.48 Progress between KS1 and Key stage 2

Progress between these 2 key-stages is assessed by looking at how much the increase in point scores occurs between the 2 sets of tests.

3.49 As shown below, Virtual School Croydon pupils make exceptional progress between Key stage 1 (year 1) and Key stage 2 (year 6).

3.50 2018 national averages for all pupils (not just looked after) are as follows:

Reading +0.8 Writing +0.6 Maths +0.9.

3.51 We are delighted with progress rates for our CLA in Croydon which are:

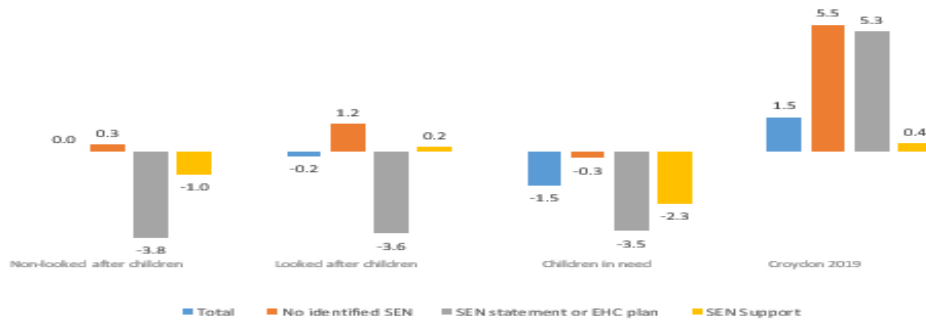
Reading: +3.33 Writing +1.72 Maths + 2.82,

3.52 This represents exceptional progress for these individuals and the cohort as a whole. There were 19 pupils in the cohort, and a further 11 included in the sample who attend Croydon schools but are not cared for by Croydon LA.

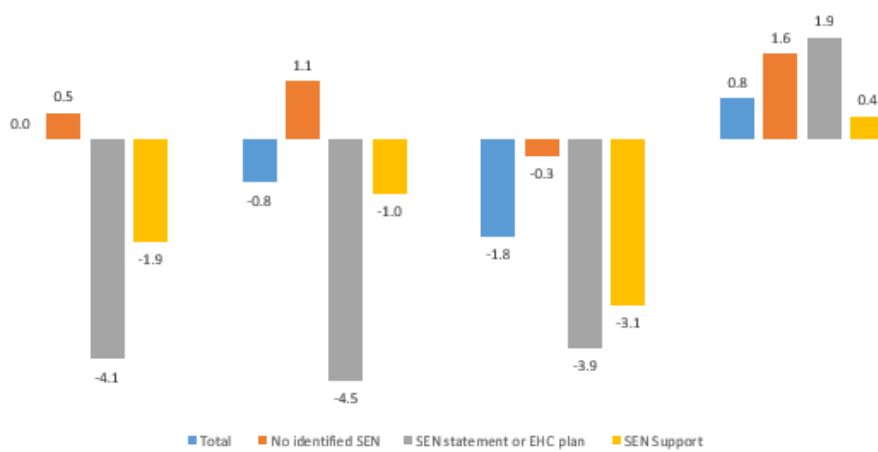
	Cohort	CLA Matches	Avg. KS1 Pt	READING				WRITING				MATHS			
				Cover.	Prog. Score ≥0	Prog. Score	Conf. Int.	Cover.	Prog. Score ≥0	Prog. Score	Conf. Int.	Cover.	Prog. Score ≥0	Prog. Score	Conf. Int.
NCER National (CLA)	4,080	100.0%	13	93.0% 48.0%	-0.37	±0.20	94.0% 46.0%	-1.02	±0.18	92.0% 45.0%	-1.03	±0.17			
DfE Region - London (CLA)	400	100.0%	13.2	89.0% 53.0%	+0.60	±0.64	92.0% 51.0%	-0.55	±0.58	90.0% 49.0%	-0.30	±0.56			
Local Authority - Croydon (all schools)	4,720	0.6%	15.9	88.7% 57.1%	+0.80	±0.19	89.5% 56.9%	+0.65	±0.17	88.9% 58.0%	+0.90	±0.16			
Virtual School - Croydon	30	100.0%	12.6	93.3% 60.7%	+3.33	±2.28	96.7% 75.9%	+1.72	±2.07	93.3% 53.6%	+2.82	±1.99			

For our Croydon VS cohort of 21 pupils who had matched, published results from KS1 to KS2, our internal data shows the progress between KS1 and 2 as follows:

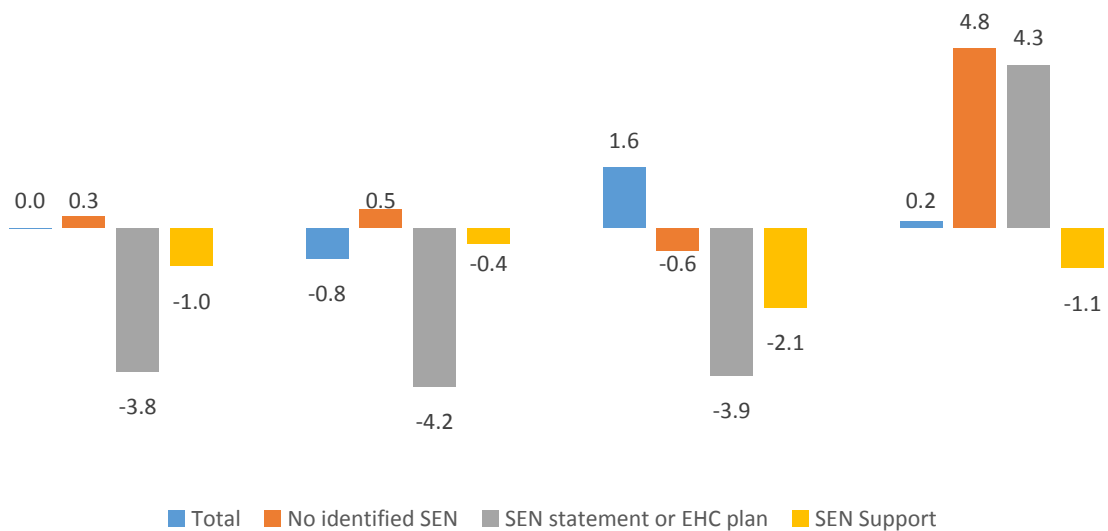
KS2 Average progress scores in Reading



KS2 Average progress scores in Writing



KEY STAGE2 Average progress scores in Mathematics



3.53 These results are so pleasing and show that Virtual School pupils, who have stability in their primary schooling in Croydon, make exceptional progress by any measure.

3.54 KS4 attainment and progress- (Year 11 -15/16 years old in Summer 2019)

National and statistical neighbour comparison data for KS4 is published by NCER in November and will be analysed in further detail at this point.

The context of our looked after cohort in Year 11 is very complex and it is important to understand this when looking at Headline figures. Our 'reported' cohort is called the REPORTED. It is only those pupils who were already in the care of Croydon for 1 year at 31st March 2018. Within that group the pupils reported are only the ones for whom there is also Key stage 2 data. This is not the case for a large % of our whole cohort as they arrive in the country after year 6.

3.55 Cohort contextual summary:

	2018	2019
Total cohort size	132	166
No in N101 cohort (more than 1 year in care at Mar 31 st 2018)	87 (66% of Whole VS cohort at End Of Year)	70 (42% of whole VS cohort) at End Of Year
No of UASC in whole cohort	84 (64%)	107 (65%)
No of UASC in REPORTED	57 (66%)	30 (43%)
No in Croydon schools in whole cohort	57 (43%)	84 (51%)
No in Croydon schools in REPORTED	34 (39%)	28 (40%)
Missing education in REPORTED whole cohort	17(13%)	23 (14%)
Missing education in REPORTED cohort	5 (6%)	6 (8%)
Attending a non- mainstream school in REPORTED	31 (36%)	20 (29%)
Attending a non- mainstream school in whole cohort	59 (45%)	73 (44%)
Cohort who had been in care for < 1 year at time if exams	45 (34%)	96 (58%)
Cohort who had been in care for < 2 years at time if exams	89 (68%)	115 (69%)
Cohort who had been in care for >5 years at time if exams	14 (11%)	23 (14%)
Number in reported cohort with SEND EHCP	13 (15%)	17 (24%)
Number in whole cohort with SEND EHCP	19 (14%)	21 (13%)
Number in reported cohort with SEND support	11 (13%)	10 (14.2%)
Number in whole cohort with SEND support	14 (11%)	15 (9%)
Number entered at Entry level	15 (11%)	32 (19%)
Number entered at Lvl 1	3	10
Number entered at Lvl 2 in reported cohort	54 (62%)	43 (61%)
Number entered at Lvl 2 in whole cohort	67 (51%)	66 (40%)
Number in reported entered for 8 eligible subjects	20 (18 (26%)
Number in Whole cohort entered for 8 eligible subjects	22	20

- 3.56** It is important to bear this complex context in mind when looking at the % results below based on nationally reported 'headline figures. For example our 'progress and attainment 8 scores' only apply to 20 out of our total 166 pupils.
- 3.57** In summary, the reportable cohort for 2019 was 70 pupils.
- 3.58** Only 18 of these pupils were entered by their schools for 8 GCSEs in the correct 'buckets' to be eligible for Attainment and Progress 8. Of this cohort, 10 achieved grade 4+ passes. This is 56%. This low entry rate is for a number of reasons, the most prevalent being English language fluency. 43% of this cohort were newly arrived within 3 years of the examinations.
- 3.59** It is difficult to compare our cohorts, year on year, as a result of the high mobility and daily contextual changes. Nevertheless, it is interesting to note that in 19-20 academic year: 14.9% pupils gained 5+ 4-9 grades inc English and maths, this is double last year's 7%.
- 3.60** Also that 60% of pupils who took Level 2 qualifications (GCSE or equivalent), gained at least 1 grade at 1-9. This is almost in line with last year's 63%. Nationally, for looked after children in 2018 this figure was 48% and for all pupils 91%.
- 3.61** 64 % of our whole Year 11 cohort were UASC, compared to 36 % (58% of reported cohort) of indigenous young people. Of the indigenous population, 59 % were entered for Lvl 2 equivalent, compared to 40 % of Unaccompanied Asylum Seeking Children.
- 3.62** There were some exceptional, individual performances among our cohort. Including 2 pupils, both girls, who attained very highly.
- 3.63** 1 girl attained 10 GCSE grades, all at 9-5 including English and Maths. Another year 11 girl, 11 grades all at 9-5 including their English and Maths.
- 3.64** Including these 2 pupils, a total of 10 pupils scored a full set of 8+ GCSE grades at 4 or above. All of these pupils did exceptionally well. Each of them had been in care for more than 2 years at the time of their exams.
- 3.65** Of the 166 pupils in the whole cohort, 64 % attained at least 1 qualification at Entry level or above.
- 3.66** Of our newly arrived young people (those who had been with us in Croydon less than 6 months), at least 18, achieved 1 or more qualifications that will enable them to progress through the education system in the UK.
- 3.67** We are pleased overall with the year's results and yet recognize how much work there is to do to ensure that all of our pupils gain what they need for the next level of their education. Our Ks4 team is now 4 Advisory teachers (1 still vacant) and one dedicated experienced senior leader.
- 3.68** The new Virtual school team, all in post since May 2019, gives much improved capacity for monitoring and support of schools that will impact on next year's results. Our advisory teachers each have named cohorts of no more than 60 young people so that they can really be present at Pupil Education Plan meetings, Quality assure all Plans and support schools to best allocate their

Pupil premium resource for the needs of the individual child. These smaller cohorts also allow for string relationships to be built between schools, social workers, carers, young people and our Virtual School Team so that through knowing each child better we can tailor the support to their needs and ensure both challenge and support to schools.

3.69 Key stage 5 data has not been ratified yet nationally. It appears in raw form in the appendices and a more detailed analysis will be tabled in the next Corporate Parenting panel Report.

4. CONSULTATION

N/A

5. FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS

N/A

6. LEGAL CONSIDERATIONS

N/A

7. HUMAN RESOURCES IMPACT

N/A

8. EQUALITIES IMPACT

N/A

9. ENVIRONMENTAL IMPACT

N/A

10. CRIME AND DISORDER REDUCTION IMPACT

N/A

11. DATA PROTECTION IMPLICATIONS

N/A

11.1 WILL THE SUBJECT OF THE REPORT INVOLVE THE PROCESSING OF 'PERSONAL DATA'?

No.

11.2 HAS A DATA PROTECTION IMPACT ASSESSMENT (DPIA) BEEN COMPLETED?

No.

The Director of Education comments that this report has no data protection implications.

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APPENDICES TO THIS REPORT

None.

BACKGROUND DOCUMENTS

None.