Name of meeting: Corporate Parenting Board
Date: 1.07.20
Title of report: **Virtual School Statistical First Release Outcomes**

Purpose of report: To brief the Corporate Parenting Board on the published educational outcomes for our children and young people in care for the academic year 2019-20 following the publication of the verified national data.

Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	No
Key Decision - Is it in the Council's Forward Plan (key decisions and private reports?)	No
The Decision - Is it eligible for call in by Scrutiny?	Not applicable – for information
Date signed off by Strategic Director & name	**Jo-Anne Sanders for Mel Meggs**
Is it also signed off by the Service Director for Finance?	**Not applicable**
Is it also signed off by the Service Director for Legal Governance and Commissioning?	**Not applicable**
Cabinet member portfolio	**Cllr V Kendrick (Children)**

Electoral wards affected: None

Ward councillors consulted: None

Public or private: Public

Have you considered GDPR? Yes GDPR considered no service users identified

1.   Summary – please see the attached SFR analysis

This summary is taken from the recent report produced by the Kirklees Learning Partner who supports the Virtual School.

The data is from the Department for Education (DfE) children looked after (CLA) statistical first release unless otherwise stated.

Attainment and progress

Early Years
50% of the cohort achieved the Good Level of Development which was above national percentage for children in care.
70% of the cohort achieved at least the expected level in "prime goals" which is also above the national percentage for children in care.

Key Stage 1
In all three core areas the cohort achieved above the national percentage for children in care.
- 55% of the cohort achieved the expected standard or above in reading.
- 45% of the cohort achieved the expected standard or above in writing.
- 50% of the cohort achieved the expected standard or above in maths.

Key Stage 2
Attainment
In one of the three core areas the cohort achieved above the national percentage for children in care
- 46% of the cohort achieved the expected standard or above in reading (below national)
- 50% of the cohort achieved the expected standard or above in writing (above national)
- 32% of the cohort achieved the expected standard or above in maths (below national)
- Quartile bandings and national rankings have improved for the cohort since 2018 from D to C in reading, writing and Grammar Punctuation and Spelling. However the reading, writing and maths combined rank has dropped from C to D due to a drop in maths attainment.

Progress
Progress scores were below the national for children and young people in care in all areas. Progress has improved in reading and writing but declined in maths.

This was a complex cohort; 22% of the cohort had five or more care placement moves and 33.3% had an EHCP or were disapplied from the tests.
Key stage 2 continues to be the priority key stage for improving pupil attainment and progress.

Key Stage 4
Attainment and Progress 8 measures were above national for children and young people in care.
- The method for calculating Attainment 8 and Progress 8 are complex.
- The Attainment 8 score was 25.4 compared to 19.2 nationally for children and young people in care. The national ranking is in quartile A (placed 6th).

- The Progress 8 score was -0.77 compared to -1.23 nationally for children and young people in care. The national ranking is in quartile A (placed 15th).

Attendance and exclusions

- Attendance improved in 2018-19 from quartile C to quartile A – the top quartile. The Kirklees Virtual School children had good attendance for children in care compared to other local authorities nationally.
- There were no permanent exclusions in 2018-19; fixed term exclusions were below the national for children in care and in quartile A. There is a three year improving trend for fixed term exclusions.
- There is a three year improving trend for reducing persistent absenteeism. The number of persistent absentees is falling, which indicates that the work the Virtual School team are doing to improve attendance is having an impact.
- Achievement coordinators have their own cohort and do preventative work with those on the boundary of becoming persistent absentees; this proactive work happens at the stage when it is most likely to have an impact.
- There are still a number of persistent absentees receiving attendance support; they are more complex cases.
- Work to decrease school move times has also had a positive impact on attendance. This has included attending panel meetings, joint working with social care, schools and other professionals involved.

2. **Information required to take a decision.**

Not applicable.

3. **Implications for the Council**

 3.1 **Working with People.**
 Not applicable

 3.2 **Working with Partners.**
 Not applicable

 3.3 **Place Based Working.**
 Not applicable.

 3.4 **Climate Change and Air Quality.**
 Not applicable

 3.5 **Improving outcomes for children.**
 Oversight and monitoring of education outcomes for children in care. Corporate Parenting Board to monitor progress, as requested by the Chair.

 3.6 **Other (eg Legal/Financial or Human Resources).**
 Not applicable.

4. **Consultees and their opinions.**
Not applicable

5. **Next steps and timelines.**
   Virtual School Head to lead the focus in key areas where outcome data is not what we would like it to be, regularly reporting progress to the Virtual School Governing Body.

6. **Officer recommendations and reasons.**
   That the report be noted.

7. **Cabinet Portfolio Holder's recommendations.**
   Not applicable

8. **Contact officer.**

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9. **Background Papers and History of Decisions**
   Annual data from SFR and Nexus is used to inform the narrative for this report

10. **Service Director responsible**

    Jo-Anne Sanders