

The Virtual School for Looked-After Children

Annual Report

September 2017 - August 2018



Oldham
Council

OLDHAM VIRTUAL SCHOOL FOR LOOKED-AFTER CHILDREN

Executive Summary

This report provides an overview of the work of the Virtual School in 2017 / 2018.

In September 2018 the new Virtual School Headteacher took up post. Prior to this the post had been held on an interim basis since March 2016.

During the year the Virtual School Team were involved in the wider service restructure of the Early Years and Education directorate. The outcome brought additional posts to the team and an opportunity to develop and recruit to new posts to support capacity demands and further develop the work that the Virtual School is doing.

Following national consultation in Autumn 2017, new guidance was released in February, becoming statutory from September 2018, extending the duties to incorporate 'previously looked-after children'. The Virtual School team have delivered training and briefing sessions to all key partners to ensure a clear understanding and roles and responsibilities in relation to the new duties.

Promoting good attendance remains a priority for the Virtual School. Although the percentage of persistent absence for Oldham LAC (9%) remains below national (10%), regional (9.8%) and statistical neighbours (9.87%) the figure has increased and remains a case work focus for the Education Support Officers.

As with LAC nationally, there has been an increase in % receiving at least 1 Fixed Term Exclusion (FTE). National data shows that Oldham LAC exclusion rate remains lower than the national cohort and based on current locally collated data, there is a slight decrease of 1.4% from 2017. However this still remains too high and continues to be a priority area for the Virtual School. To date there have been no permanent exclusions of Oldham LAC.

The % of LAC with identified SEN, either at SEN Support (21.9%) or with an EHCP (21.1%) is lower than those nationally, regionally or against our statistical neighbour, despite the significant rise in numbers of looked-after children and an increase in the number of complex cases. This has raised concerns regarding the question of appropriate identification. Work has started with SEND support services to look at this in more depth and develop and implement systems to ensure early identification of SEN for the LAC cohort.

Personal Education Plans are key documents in tracking the educational needs and provision for looked-after children, contributing to their care plan. The development and implementation of the ePEP system has been a priority over the past year. All school age PEPs (Reception to Year 11) are now completed electronically allowing for better tracking and each being Quality Assured by the Virtual School team. The introduction of this system has not been without challenge and remains a priority for the team. Average PEP completion rates are currently 70% (including Early Years and Post 16 PEPs). The Virtual School has worked with the Early Years team to

An audit and review of Pupil Premium Plus (PP+) funding has led to an amendment in policy and allocation of the funding is now dependent on details of use and impact being clearly evidenced within a termly PEP, alongside compliance of quality and timescales. In April 2018, the DfE increased the allocation of PP+ funding to £2,300 per pupil.

Outcomes at the end of Key Stage 2 and Key Stage 4 vary year on year with no clear pattern of improvement or decline as this is cohort specific. Generally Oldham LAC perform well in comparison to the cohort nationally.

There is an improving picture in 2018 in Key Stage 2 with improved outcomes in Reading, Writing and Maths. In Key Stage 4, % of pupils achieving 4+ in Maths and English is lower than 2018 at 24%, however the % of pupils achieving 5 or more GCSEs (including English and Maths) is higher at 21%.

IMPACT OF THE VIRTUAL SCHOOL 2017 / 2018

- In 2017 an improving picture of outcomes at Key Stage 2, ranking 19th (out of 151) nationally for % of LAC achieving expected standard in Reading, Writing and Maths (38%) compared to National LAC (32%), Regional (35%) and our statistical neighbours (30.1%)
- In 2017 increase in % of LAC pupils achieving grade 4 or above in English and Maths GSCE (30%) higher than LAC nationally (17.5%), regionally (16.8%) and against our statistical neighbour (18.6%); ranking 11th (of 151) nationally.
- Re-launch of the ePEP system, providing training and support to key partners. Improved quality of PEPs for school age children, with better tracking and monitoring
- No Permanent exclusions of looked-after children.
- Admission support for social workers and carers for children starting in reception and moving into Year 7.

PRIORITIES FOR 2018 /2019

- Implementation of new statutory duties
- Workforce Development with the Virtual School team and key partners
- Develop work with Early Years partners to improve 'school readiness' for looked-children
- Develop work with Post 16 partners to ensure robust pathways to further education and employment
- Develop work with SEND partners to support the early identification of Looked-after children with SEND
- Reduce levels of persistent absence for our looked-after children
- Reduce levels of fixed term exclusions for our looked-after children
- Contribute to the development and implementation of the 'Collaborative Framework' for Oldham
- Further develop systems and reporting linked to new staff roles within the Virtual School therefore improving data management and school performance

BACKGROUND

As Corporate Parents to our children in care, Oldham's Priority is to ensure the needs of looked-after children and care leavers are met and that we assist them in having healthy and fulfilling lives. It is our responsibility to keep them safe, make sure their experiences in care are positive and improve their on-going life chances.

Oldham Virtual School works to promote the educational achievements of our looked-after children regardless of where they are placed. It does not itself provide education, but instead recognises that schools are responsible for the educational outcomes of its children and holds them to account for the provision they offer and to ensure that the life chances of each looked-after child is improved.

The aim of the Virtual School is to close the attainment gap between children who are looked-after and their peers who are not. This includes work on supporting access to education, re-engaging pupils and monitoring attendance and exclusions.

Oldham Virtual School Team

Headteacher of the Virtual School	Jennie Davies
Team Manager of the Virtual School	Sarah Reddy
Education Support Officers	Jane Butterworth Debbie Edwards Rachel Kenealy Nicola Wood
PEP Coordinator	Kay Blair
Business Support	Karen Black

There are further plans to expand the Virtual School Team in recruiting a 'Performance and Improvement Officer' and to increase the role of an Educational Psychologist to full time.

In 2017 – 2018 the service was part of the wider restructure within the Early Years and Education Directorate. The Virtual School team increased in capacity with several new roles created to develop the work of the Virtual School. Developing these roles to support service improvement is a key priority over the next year.

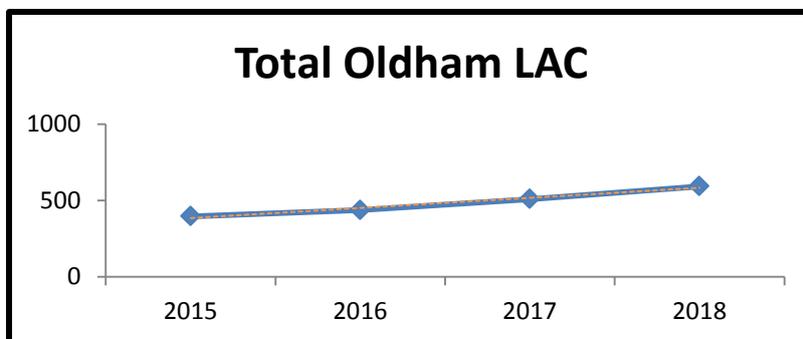
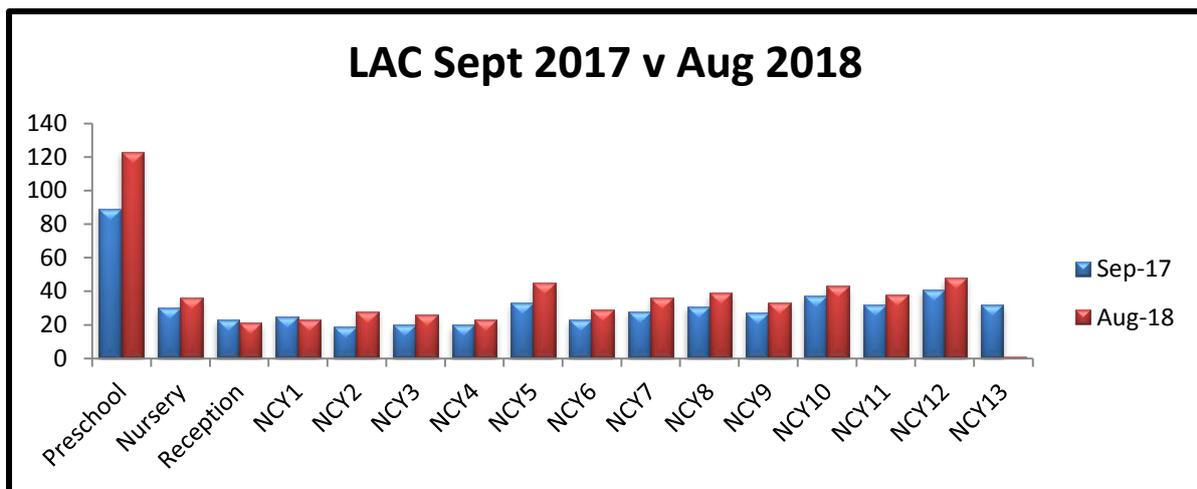
Key Priorities 2018 – 2019

- Establish a Governing Body for the Virtual School for September 2019

THE VIRTUAL SCHOOL PROFILE 2017 - 2018: Overall Numbers and Demographics

The total number of young people looked after by Oldham continues to increase and in August 2018 the figure was at 592. This is an increase of 16.3% with 509 children reported to be looked after by Oldham in September 2017, (compared to an increase of 16.5% in the previous year) The CLA figures show an increase of 83 pupils from Sept 2017-August 2018 (compared to an increase of 72 pupils within the previous academic year).

In September 2017- August 2018, 277 young people joined the LAC cohort, which has meant that a total of 786 young people between the ages of 0 and 18 were looked after by Oldham at some point in the 2017/18 academic year. Over the same period 195 children ceased to be looked after and therefore the LAC cohort was 592 pupils in August 2018.

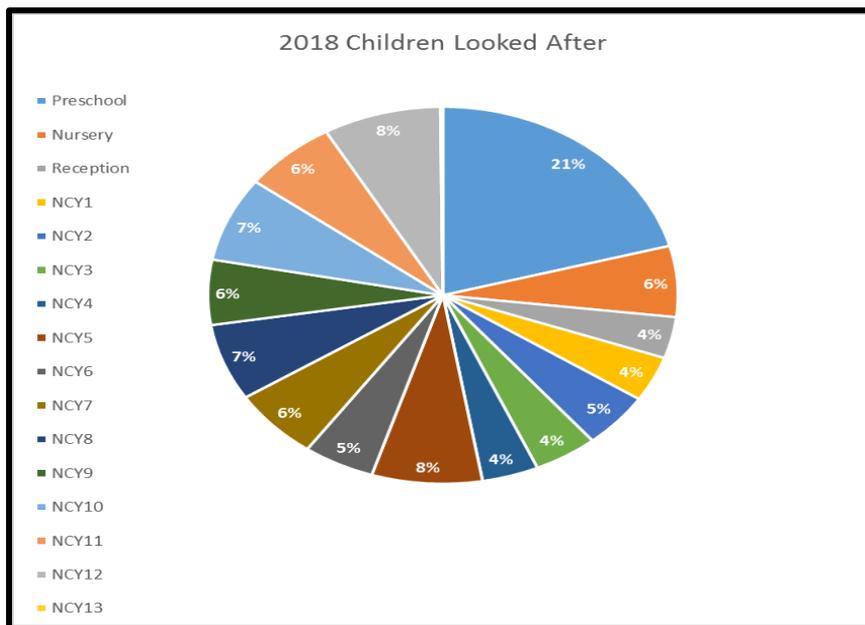
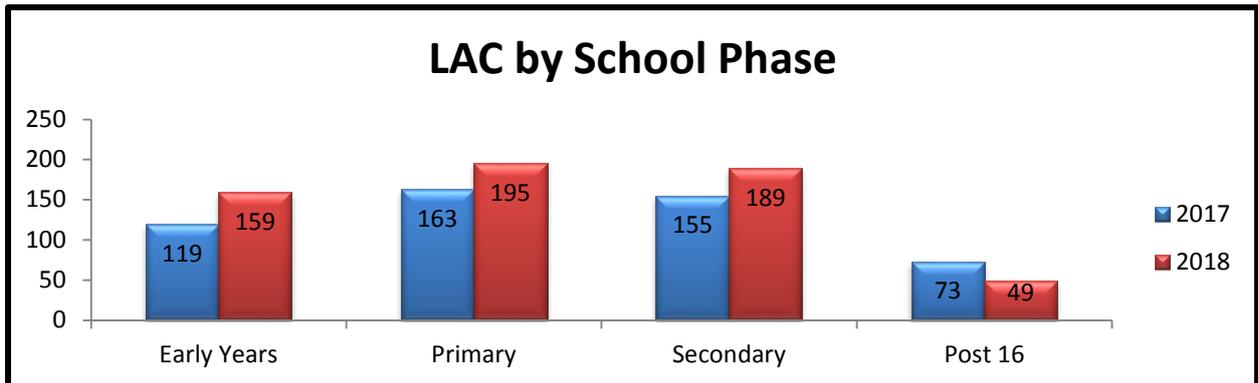


Most notably, the LAC cohort has now increased by almost 50% since 2015 (396 pupils)

School Phase

The chart below shows a breakdown by LAC by each NCY in September 2017 and August 2018, with an increase in numbers in all phases, with the exception of post 16. The number of school age children in September 2017 was 318, but by August 2018 this increased by more than two class sizes, 20% (66), totalling the number of school age LAC at 384 pupils.

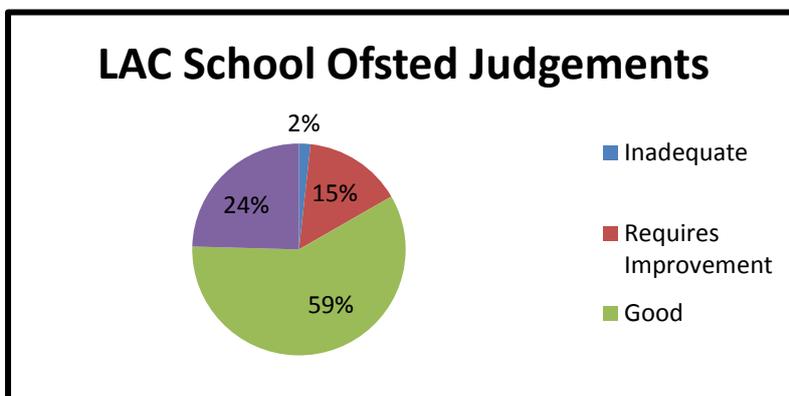
Early Years phase saw 1/3 increase of children being looked after by August 2018 compared to September 2017 (increase of 40 LAC).



A break down by each curriculum year for LAC in August 2018

School Ofsted Rating

At the end of 2017 – 2018, 83% of school age LAC attended schools rated by Ofsted as ‘Good’ or ‘Outstanding’. This is broadly in line with the previous year.



83% of LAC are attending schools with an Ofsted judgment good or better.

This data does not include schools currently awaiting Ofsted judgement and is accurate based on Ofsted data as of August 2018.

When a child comes into care whilst a school may be judged as less than good it is often inappropriate to simply move their school placement based on the current Ofsted rating.

When a child is looked-after, all school moves must be agreed by the Virtual School and there is now a designated section within the ePEP to enable these moves to be more closely monitored.

In instances where a request has been made for a child to attend a school that 'Requires Improvement' the VSH will review recent Ofsted inspection reports where appropriate and a member of the Virtual School team visit the school to meet with key staff regarding the educational provision that would be made to support the individual child.

School Admissions: Reception and Year 7

As part of their role, the Virtual School team provide direct support to Social Workers and carers regarding the admission of looked-after children when moving into Reception and Year 7. This ensures that all children were placed in suitable educational placements appropriate for their educational and pastoral needs.

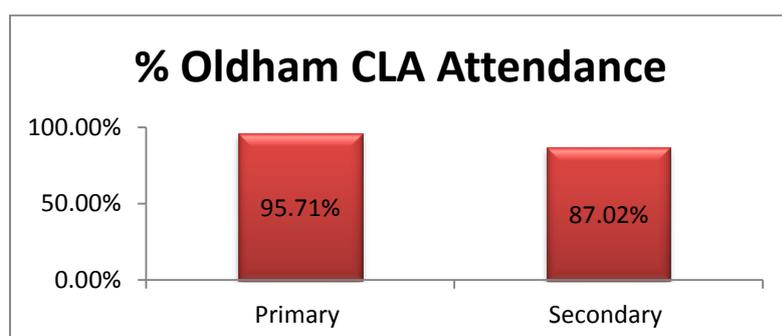
Key Priorities: 2018 - 2019

- The Virtual School will complete a risk assessment of any child attending a school that 'Requires Improvement'.
- School judgements will form part of the RAG rating criteria for the Virtual School Teams casework.
- The VSH will provide an update report each term to the DCS on any children and young people that attend a school that is judged inadequate.
- Further develop work with SEND service partners within the Local Authority to support the identification and ongoing support needs of looked-after children with SEND.

ATTENDANCE 2017 - 2018

The Virtual School commissions 'Welfare Call' to monitor the attendance and exclusions of Oldham's looked-after children placed in educational provision both in and out of borough. Schools and where appropriate, alternative provision are contacted on a daily basis to check the attendance of every pupil.

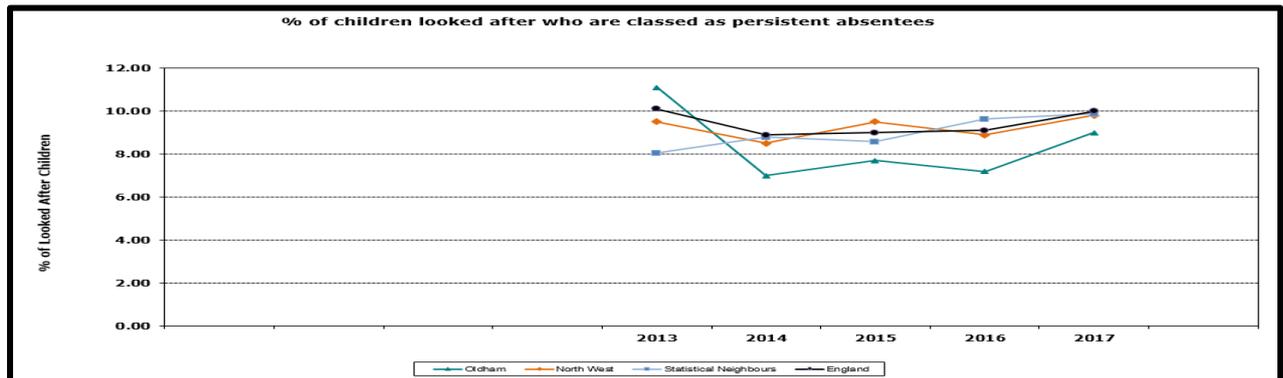
In 2018, locally generated data shows the overall average attendance of the full LAC cohort as 92.05%. This figure is subject to change when reported by the DfE as only the OC2 cohort attendance will be reported.



The chart shows attendance of LAC in primary and secondary phases, with primary attendance currently better than secondary. Oldham LA attendance data for 2017/18 is not yet available.

Persistent Absence

- Any child with attendance of under 90% is classed as 'persistently absent'.
- In 2016 – 2017, despite a rise in the % of persistent absence from 7.2% to 9%, Oldham LAC still remains lower than their statistical neighbours, regional and national LAC and is ranked 48th nationally.
- In 2018 locally generated data indicates that 85 children out of the full cohort of 376 had less than 90% attendance. 66% of these children were in borough.
- This percentage is too high and work with schools and social care professionals is ongoing to reduce this.



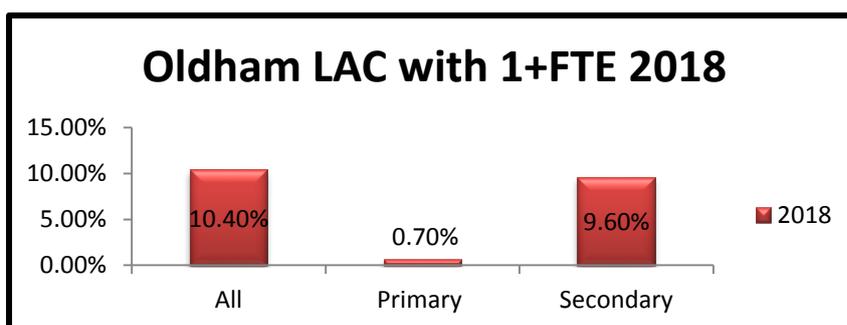
EXCLUSIONS 2017 - 2018

Permanent Exclusions

The Virtual School has encouraged agreements from schools both in Oldham and out of borough that they will not permanently exclude looked-after children. Instead, where appropriate the Virtual School works closely with the school and young person to identify provision that will meet their individual needs.

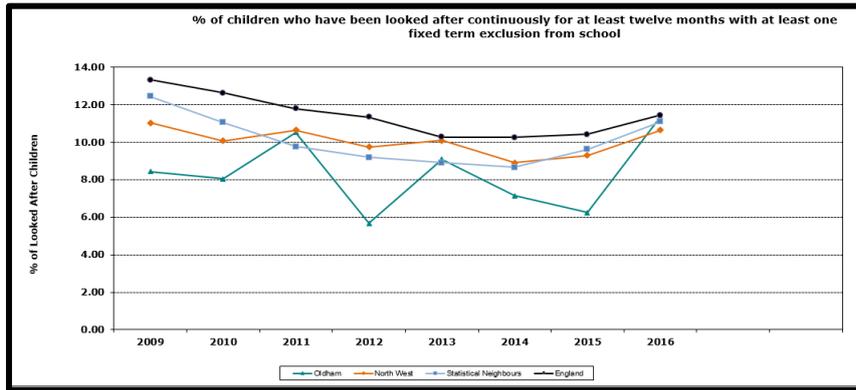
During 2017 – 2018 the Virtual School provided direct intervention for 5 LAC who were at risk of permanent exclusion and as a result no children were permanently excluded. Various support programmes were put in place that enabled the child to remain in education without the stigma of a permanent exclusion. No LAC have been permanently excluded over the last six years.

Fixed Term Exclusions



The chart shows the data for LAC who have received at least one fixed term exclusion.

This is locally generated data taken from Welfare Call and is subject to change with OC2 cohort.



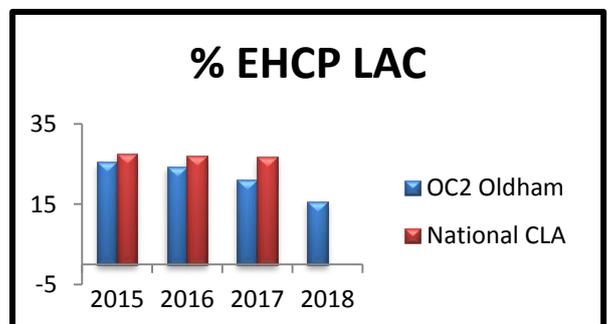
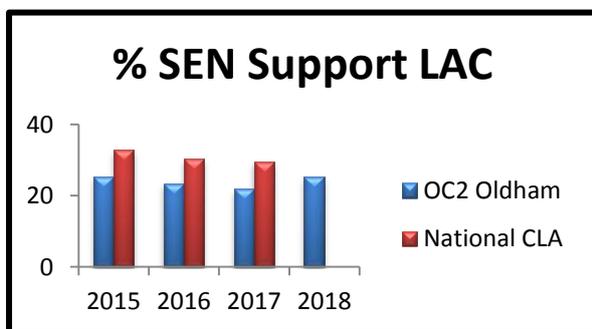
Key Priorities: 2018 – 2019

- Promoting training on attachment and trauma and working closely with wider professionals and the currently being undertaken through the Opportunity Area to ensure that provision for looked-after children is considered
- Ensure that initial PEPs are held within statutory timescales and issues regarding attendance and exclusions forms part of the Virtual School case work
- Contribute to the development and implementation of the collaborative framework for Oldham to ensure high quality alternative provision
- Baseline attendance data on becoming looked-after

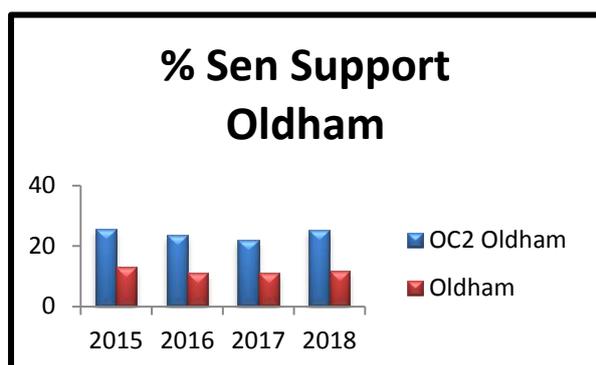
Special Educational Needs and Disabilities (SEND)

Looked after children and previously looked-after children are significantly more likely to have Special Educational Needs than their peers and of those there will be a higher proportion with and EHC Plan.

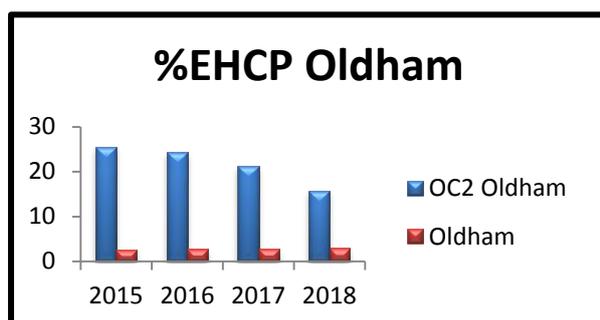
Between 2015 and 2017 the % of LAC recorded as SEN support reduced which was similar to the national picture, however there was an increase in 2018. The % of Oldham LAC on SEN Support remains lower than CLA nationally.



The Local Context



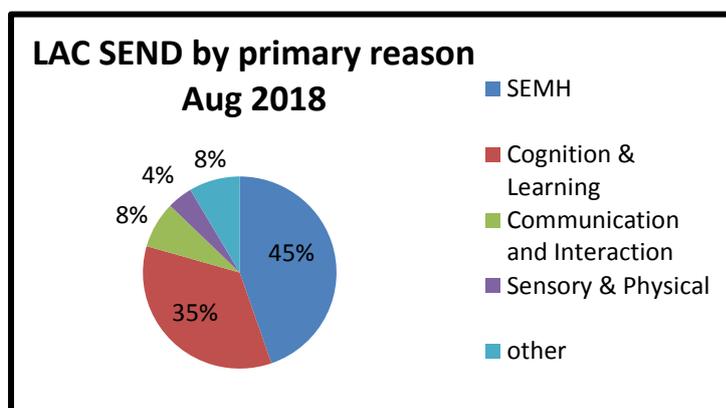
Taken from locally collated data recorded in the ePEPs, the % of LAC on SEN Support is double that of the Oldham school age population.



This higher proportion is also reflected in the % of looked-after children with an EHCP compared to all other Oldham school age children.

The Virtual School are monitoring SEND provision more closely through the termly PEP and are cross referencing, where appropriate with the outcomes identified in a child's EHCP.

Further work is planned with the Qest team and SEMHs to develop the role of the SENCo when a child is looked- after and has special educational needs.



A review of SEND needs for LAC found Social Emotional and Mental Health (SEMh) to be the highest primary need followed by cognition and learning (C & L).

Almost of half of LAC with EHCP at secondary were identified the primary reason for the EHCP to be cognition and learning, followed by SEMH at 37%.

Key Priorities 2018 – 2019

- Commission online training on 'Attachment' and 'Trauma' for Designated Teachers
- Develop collaborative working with LA SEND services such as SEMHs and Qest Team
- Virtual School Headteacher to sit on EHCP weekly panel and advise on cases for looked-after children
- Develop a Quality Assurance process with the SEND team to review EHCPs with PEPs to ensure appropriate provision is in place and appropriate pathways are identified

PERSONAL EDUCATION PLANS (PEPs)

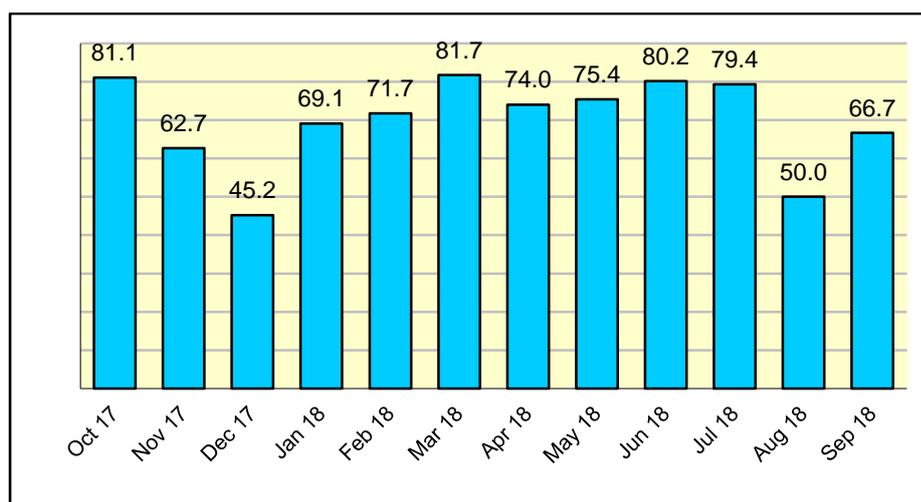
The Local Authority has a statutory duty to maintain Personal Education Plans (PEPs) for every looked-after child in an educational setting up to the end of the school year that they turn 18 (Year 13). On becoming looked-after a PEP must be initiated and completed within 20 working days to inform the first review meeting (held at 28 days) and then reviewed termly.

The role of the VSH should be to ensure that effective systems are in place to; Ensure that social workers, designated teachers and schools, carers and IROs understand their role and responsibilities in initiating, developing, reviewing and updating the child's PEP and how they help meet the needs identified in that PEP.

Ensure up to date, effective and high quality PEPs that focus on educational outcomes and all looked-after children, wherever they are placed have such a PEP.

In September 2017, having encountered difficulties the previous year in introducing the ePEP, the Virtual School re-launched the use of the web based PEP through Welfare Call.

Percentage of PEP's Completed in Timescale



Over last 12 months the average completion rate for PEPs was 70%

Source of Data: Mosaic

ePEP Data 2017 – 2018

	2017 - 2018		In Borough		Out of Borough	
Completed	866		589		277	
Red	19	2.1%	14	2.3%	5	1.8%
Amber	425	49%	264	44.8%	161	58.1%
Green	422	48.7%	311	52.8%	111	40.07%

Source of Data: Welfare Call

	Autumn Term		Spring Term		Summer Term	
Completed	214		300		352	
Red	17	3.2%	1	0.3%	1	0.2%
Amber	86	40.1%	143	47.6%	196	55.6%
Green	111	51.8%	156	52%	155	44.2%

Source of Data: Welfare Call

Year Group Breakdown ePEP (2017 – 2018) (Welfare Call)

	Autumn Term				Spring Term				Summer Term			
	Com	R	A	G	Com	R	A	G	Com	R	A	G
Year 0	7	2	2	3	13	0	9	4	19	0	11	8
Year 1	15	2	4	9	16	0	6	10	23	0	10	13
Year 2	11	1	3	7	16	0	6	10	24	0	16	8
Year 3	11	0	2	9	18	0	7	11	22	0	11	11
Year 4	11	0	1	10	22	0	5	17	22	0	10	12
Year 5	23	2	7	14	37	0	18	19	41	0	24	17
Year 6	18	1	9	8	23	0	4	19	29	1	12	16
Year 7	17	2	9	6	28	0	12	16	33	0	13	20
Year 8	23	3	10	10	29	0	22	7	38	0	26	12
Year 9	25	1	11	13	29	1	17	11	30	0	19	11
Year 10	29	2	16	11	36	0	20	16	38	0	22	16
Year 11	24	1	12	11	33	0	17	16	33	0	22	11

Source of Data: Welfare Call

Key Priorities for 2018 – 2019

- Develop role of the PEP Coordinator. Establish procedures for tracking, monitoring and reporting on PEP initiation and completion.
- Develop PEP toolkit to support all professionals
 - Completing a PEP
 - Quality Assurance Criteria
 - PEP meetings
 - PEP escalation procedure
- Develop Quality Assurance process for Early Years PEPs in collaboration with Oldham's Early Years Team
- Release of PP+ funding allocation on receipt of quality termly PEP (in line with new PP+ Policy)
- Improve completion of initial PEPs in line with statutory timescales
- Consider implications for moving to ePEP for Early Years and Post 16 PEPs and action accordingly

PUPIL PREMIUM PLUS (PP+) GRANT 2017 - 2018

At the start of the academic year children who have been in local authority care for 1 day or more attracted £1,900 of Pupil Premium Plus (PP+) funding for school age children (reception to Year 11), In April 2018 the DfE increased this amount to £2,300 per pupil.

The main purpose of PP+ funding is to improve educational attainment of looked after children and close the gap between them and their peers. This funding is managed by the Virtual School who has responsibility to allocate and use the funding in the best interests of individuals or the full cohort. It is not intended to be used as a personal budget.

At the start of 2017 the Virtual School maintained the allocation to all schools with Oldham LAC of £1,400 per pupil (£500 Autumn term, £400 Spring term, £500 Summer term). This does not include children who have an EHCP or who attend specialist or independent schools as the local authority are already funding high cost educational provision relevant to their individual

needs, so do therefore not receive the PP+ funding. Schools are required to account for the use and impact of PP+ through PEPs.

During the academic year a review of funding allocation and subsequent use was undertaken by the Virtual School. Despite schools receiving a specific allocation of funding there was limited detail of use or evidence of impact of PP+ in PEPs. Therefore, the Virtual School has amended the PP+ policy and although an automatic allocation is still made to schools, from September 2018 this funding will only be released on the receipt of a good quality PEP with clear details of use and impact of PP+ funding linked to identified needs and subsequent interventions.

In the financial Year 2017 – 2018 the Virtual School received funding for 376 looked-after children.

Automatic allocation	Complex Needs Funding	Additional Resources	Central Resources
£1,400 per pupil allocated to schools	Additional funding requests from schools	1:1 tuition Saddleworth EE Gain Focus Yipiyap Nisai online learning GCSE Pod	Welfare Call NAVSH Membership Training: - DT Forum - ePEPs - North West VS Conference
42% of PP+ budget	29% of PP+ budget	25% of PP+ budget	4% of PP+ budget

Priorities for 2018 – 2019

- Implement new Pupil Premium Plus (PP+) Policy
- Continue to monitor and report how PP+ funding is being used to support and enhance the learning of looked-after children being educated both in and out of borough
- Commission online training on 'Attachment' and 'Trauma' for Designated Teachers
- Commission full time Educational Psychologist to work within the Virtual School
- Develop a monitoring system to categorise use of PP+ in schools and track against impact on progress and attainment

THE WORK OF THE VIRTUAL SCHOOL 2017 – 2018

Training and Development

Termly meeting for Designated Teachers

- PEPs
- Target Setting
- Pupil Premium
- New Statutory Duties- Roles and responsibilities

North West Virtual School Conference

This year for the first time the North West Virtual Schools came together and hosted 2 regional conferences in March 2018. The conference included speakers from the DfE, Ofsted and Adoption Charities and highlighted the challenges of supporting the educational needs of looked-after and previously looked-after children.

Plans are now underway for the 2018 – 19 Conference.

Welfare Call ePEP Training

To support the re-launch of the ePEP the Virtual School commissioned the organisation to deliver 6 briefing sessions over 2 days, aimed at all professionals working with Oldham LAC who within their role are required to access and input into PEPs.

Bespoke Training for schools and other organisations

During 2017 – 2018 a range of training was provided at the request of individual schools, MATs and other groups. This included;

- CSC briefings
- MAT training- Designated Teachers for looked-after children
- Governing Body Briefings
- ePEP briefings (monthly)
- Early Years managers and Designated Lead Training

Additional Activities 2017 – 2018

The Virtual School led and / or supported a number of additional activities, some of which were funded by the Pupil Premium Plus funding retained by the Virtual School.

Programme Name	Description	Numbers Participating	Outcomes
Letterbox Club May 2017- Oct 2017	6 month project run through Booktrust which provides parcels of books, stationery, maths resources and games to children in nursery, year 1, 3, 5 and 7. Parcels are sent out each month from May to October. Every child receives a parcel which is age specific	99	To develop the love of reading To improve Maths and English outcomes
PGL Residential October 17	3 day residential trip to an outdoor multi activity centre for KS3 and KS4 children	8	To raise self-esteem and promote team building To develop a working

			relationship with members of the Virtual School Team
Little Owl Farm Holiday Club February Half Term	4 day programme for KS2 children to learn about animal husbandry and take part in craft activities	13	To encourage young people to work in small groups To build social and emotional development skills To develop a working relationship with members of the Virtual School Team
Laticzone Holiday Club - Easter	4 day programme for KS3 and KS4 children to complete Level 1 BTEC. To include: <ul style="list-style-type: none"> • work as part of a group • learn about healthy living • plan and run an enterprise activity 	7	Completed BTEC Level 1 Course in Personal and Social Development
Success 4 Life	9 week long project – 1 night a week run by University of Manchester and Manchester Metropolitan University Widening Participation Teams. The project is for KS4 children and focuses on strengths and skills, confidence and aspiration building. Young people to visit Hopwood Hall College and Bolton University	4	To motivate and inspire young people in their progression and development To raise awareness of Higher Education and post 16 options To experience a Graduation Ceremony on completion of the course
PGL Residential May	3 day residential trip to an outdoor multi activity centre for KS2 children	15	To raise self-esteem and promote team building To develop a working relationship with members of the Virtual School Team To support the transition from primary to secondary school

Letterbox Club May 2018 – Oct 2018	As above	160	As above
Laticzone Holiday Club - Summer	4 day programme for KS3 and one KS4 who worked as a mentor to the group. Young people to complete a programme of AQAs	12	Completed the following AQA's: Basic Food Hygiene Hama Beads: Using heat seal beads Designing & Making a Badge Using Garage band to create dance music Designing a Comic Life page Making a Planter Team Building Recording Sound With Microphone Participating in a Land Based Activity Preparing a Fresh Fruit Salad Making a Healthy Smoothie (working as a mentor) Team Building and Leadership Volunteering with support Event volunteer Facilitation Skills Land Based Activity Making A Planter
Saddleworth Environmental Education – Summer Holiday Programme	4 day programme for KS2, KS3 and KS4 children to complete community based projects including: <ul style="list-style-type: none"> • orienteering and learning about the local environment in Dovestones Park • visit to 'Little Owl Farm' – learning about animal husbandry • Building and decorating birdboxes • Pond dipping and learning about local flora and 	16	To encourage young people to work in small groups To learn about the local environment To build social and emotional development skills

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COLLABORATIVE WORKING

A key area for the Virtual School Team is improving partnership working with all those involved in the education of looked-after children. This includes professionals from Children’s Social Care and across services with the Local Authority, Schools, carers, key partners and most importantly the children and young people.

The Virtual School is participates and sits on a number of local authority working and strategy groups to ensure that the educational focus and provision for looked-after children is represented.

- Attendance at the weekly ‘Access to Resource Panel’ so to ensure educational provision is considered when a child moves placement.
- Sit on the Fostering Panel to ensure that educational provision is considered when placing matching children to carers
- A member of the National Association for Virtual School Headteachers, and attendance at the national conference to be aware of National updates, initiatives and new legislation
- Attends the North West Virtual School Headteachers meetings each term, ensuring networking with colleagues to share good practice, discuss challenges and plan collectively across Greater Manchester and North West Virtual Schools.
- Positive Steps- to discuss and share updates to ensure that Key Stage 4 LAC are on appropriate pathways and are receiving correct guidance for post 16 opportunities
- Phoenix Meetings- attend monthly meetings to highlight and discuss high risk CSE cases
- Attend TAC, Strategy Meetings as appropriate to provide information and guidance regarding educational provision
- Report to Corporate Parent Panel providing regular updates on the educational provision and outcomes for Oldham’s looked-after children
- Attendance and contribute to the LSCB for education

ATTAINMENT DATA: 2016 - 2017

Please note that the statistics presented in these reports are based on low numbers of children. Although they may indicate difference compared with previous results, the low numbers involved mean that caution should be exercised when comparing data, or making generalisations about cohorts.

OC2 cohort refers to children who have been continuously looked-after for more than 12 months.

KS1 LAC OC2 Cohort: 13 Children

At the end of Key Stage 1

Reading	All Nat	Oldham	Nat CLA	Old OC2	Regional LAC
EXS	77%	69%	52%	69% (13)	51%
GDS	25%	17%	9%	23%	10%

Writing	All Nat	Oldham	Nat CLA	Old OC2	Regional LAC
EXS	68%	59%	39%	62% (13)	41%
GDS	16%	11%	4%	15%	5%

Maths	All Nat	Oldham	Nat CLA	Old OC2	Regional LAC
EXS	75%	69%	46%	69% (13)	50%
GDS	21%	15%	6%	15%	6%

Combined (R,W & M)	All Nat	Oldham	Nat CLA	Old OC2
EXS	64%	58%	36%	62% (13)
GDS	11%		3%	15%

KS1 EXS RWM	2016	2017	Trend
Oldham OC2	41.70%	62.0%	↑
National CLA	33%	36.0%	↑
Oldham pupils	53%	58%	↑

Attainment Trends (OC2)

- Performance of KS1 LAC in 2016 – 2017 was better than the previous year in Reading (65.2%) Writing (52.2%) and Maths (56.5%)
- Oldham OC2 results were significantly above national average for CLA and above Oldham school pupils.

SEN Context (OC2)

- 5 children have SEND (38% of reportable cohort)
- 1 child (8%) has an EHCP (Primary need MLD)
- 4 children (31%) have SEN Support (1 MLD, 3 SEMH). 2 children (15%) achieved EXS in Reading. 1 child (8%) achieved EXS in Writing, Maths and R,W & M combined

KS1 Attainment by School Location

- Of the 13 children in the reportable cohort, 10 (77%) were educated in Oldham schools and 3 (23%) out of borough.

OC2 cohort educated in borough:

- 6 (60%) out of the 10 children achieved expected standard in all areas (reading, writing and maths)
- 2 children (20%) achieved greater depth standard in reading, Writing and Maths
- 4 (40%) of the 10 children have an identified SEND; 3 (30%) at SEN Support and 1 (10%) child with an EHCP.

OC2 cohort educated out of borough:

- 2 (67%) out of the 3 children achieved expected standard in all areas (reading, writing and maths)
- 1 out of the 3 children was on the SEND register at SEN Support.

Narrowing the Gap

		2016	2017	2016 Gap with Oldham LAC	2017 Gap with Oldham LAC	1 year trend
Oldham	Reading	67.3%	69%	9%	0%	-9%
	Writing	59.3%	59%	17.6%	+ 3%	- 20.6%
	Maths	65.2%	69%	6.9%	0%	- 6.9%
	Combined	53.7%	58%	12%	2%	-10%
National	Reading	74.2%	77%	15.9%	8%	-7.9%
	Writing	65.7%	68%	24%	6%	-18%
	Maths	72.8%	75%	14.5%	6%	-8.5%
	Combined	60.5%	64%	18.8%	2%	-16.8%

- The gap between Oldham OC2 cohort and all Oldham children and all national children narrowed in 2017 across all subject areas.

KS2 LAC OC2 Cohort: 16 Children

Reading	All Nat	Oldham	Nat CLA	Old OC2	Regional	Stat N	Rank
EXS	71%	65%	45%	44% (16)	48%	42%	39 / 151
GDS	25%	7%	10%	6%	8%		
Av S. Score	104.1	102.7	99.4	99.4			
Av Prog Sc	0	-0.4	-0.6	0.6	0	-0.91	31 / 151

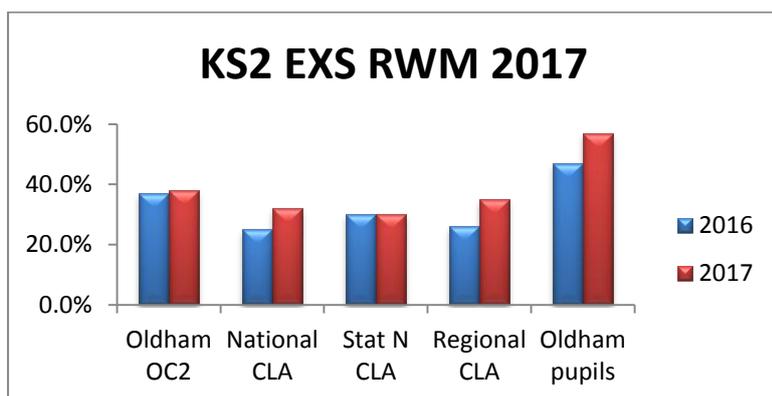
Writing	All Nat	Oldham	Nat CLA	Old OC2	Regional	Stat N	Rank
EXS	76%	72%	48%	56% (16)	50%	47%	21 / 151
GDS	18%	12%	5%	0%			
Av Prog S	0	0	-0.9	0.1	-0.2	-0.64	42 / 151

Maths	All Nat	Oldham	Nat CLA	Old OC2	Regional	Stat N	Rank
EXS	75%	71%	46%	50% (16)	50%	46%	29 / 151
GDS	23%	17%	7%	13%	6%		
Av S. Score	104.2	103.7	99.2	100.6			
Av Prog Sc	0	0.4	-1.1	0.6	0.2	-0.89	24 / 151

GPS	All Nat	Oldham	Nat CLA	Old OC2	Regional	Stat N	Rank
EXS	77%	74%	50%	56% (16)	53%	47%	19 / 151
GDS	31%	29%	13%	19%	19%		
Av S. Score	106	106	101.2	102.6			

Combined	All Nat	Oldham	Nat CLA	Old OC2	Regional	Stat N	Rank
EXS	61%	55%	32%	38%	35%	30%	19 / 151
GDS	9%	5%	1%	0%	0%		

KS2 EXS RWM	2016	2017	ranking	Difference	Trend
Oldham OC2	37.0%	38.0%	19	1.0%	↑
National CLA	25.0%	32.0%		7.0%	↑
Stat N CLA	29.9%	30.1%		0.3%	↑
Regional CLA	26.0%	35.0%		9.0%	↑
Oldham pupils	47%	57%		10.0%	↑



The chart shows OC2 Oldham cohort results in 2017 compared to Oldham pupils, National CLA, Stat N CLA and regional CLA. Although OC2 cohort results remaining higher than national and stat N , Oldham pupils saw a 10% increase from 2016 to 2017 compared to only 1% increase in OC2 Oldham.

Attainment Trends (OC2)

Reading

- 7 children (44%) achieved expected standard in Reading. This is lower than last year at 52.6%.
- A higher percentage of Oldham's OC2 Lac achieved expected standard in reading compared to our statistical neighbours.

Writing

- 9 children (56%) achieved expected standard in Writing, this has improved from last year at 52.6%.
- The percentage of Oldham OC2 LAC achieving expected standard in writing was higher than the Lac cohort nationally, regionally and that of our statistical neighbours.

Maths

- 8 children (50%) achieved expected standard in Maths compared to 63.2% last year.

- The percentage of the Oldham OC2 cohort achieving expected standard in maths was equal to regional LAC and higher than national LAC and our statistical neighbours.

Combined (Reading, Writing and Maths)

- 6 children (38%) achieved expected standard in combined Reading, Writing and Maths. This is a slight improvement from last year at 36.8%.
- The percentage of Oldham OC2 LAC achieving expected standard in Reading, Writing and Maths is high than LAC nationally, regionally and against our statistical neighbours, ranking Oldham 19th nationally.

Progress Trends (OC2)

- Progress in Reading and Writing has improved this year, although there is a slight drop Mathematical progress.
- Progress in Reading, Writing and Maths for Oldham's OC2 cohort is better than the national, regional and statistical neighbour LAC cohorts.

SEN Context (OC2)

- 7 children have an identified SEND (44% of OC2 cohort)
- 1 child (6%) has an EHCP with the primary need identified as SLCN. This child did not achieve expected standard in any subject area.
- 6 children (37.5%) have SEN Support. 1 child (6%) achieved expected standard in Reading, Writing and Maths. 2 children also achieved expected standard in Reading, GPS and Maths.
 - 2 children have primary need identified as SPLD
 - 1 child has primary need identified as MLD
 - 1 child has primary need identified as SLCN
 - 2 children have primary need identified as other

KS2 Attainment by School Location

Of the 16 children in Year 6 OC2 cohort, 11 (69%) were educated in Oldham and 5 (31%) were educated out of borough.

OC2 cohort educated in borough:

- 3 children (19%) achieved expected standard in Reading, Writing and Maths.

OC2 cohort educated out of borough:

- 3 children out of the 5 achieved expected standard in Reading, Writing and Maths. One of these children was SEN Support.

Narrowing the Gap

- The results for Oldham schools and all schools nationally have improved this year. In Writing the gap has narrowed slightly or Oldham's LAC OC2 cohort in relation to other Oldham children and all children nationally.

- The gap has increased in Reading, Maths, GPS and Combined when comparing against all Oldham and national children.

		2016	2017	2016 Gap with Oldham LAC	2017 Gap with Oldham LAC	1 year trend
Oldham	Reading	59.1%	65%	6.5%	21%	+ 14.5%
	Writing	69%	72%	16.4%	16%	- 0.4%
	Maths	68.2%	71%	5%	21%	+ 16%
	GPS	72.1%	74%	14.2%	18%	+ 3.8%
	Combined	46.9%	55%	10.1%	17%	+ 16.9%
National	Reading	66%	71%	13.4%	27%	+ 13.6%
	Writing	74%	76%	21.4%	20%	- 1.4%
	Maths	69.8%	75%	6.6%	25%	+ 18.4%
	GPS	72.5%	77%	14.6%	21%	+ 6.4%
	Combined	53.5%	61%	16.7%	23%	+ 6.3%

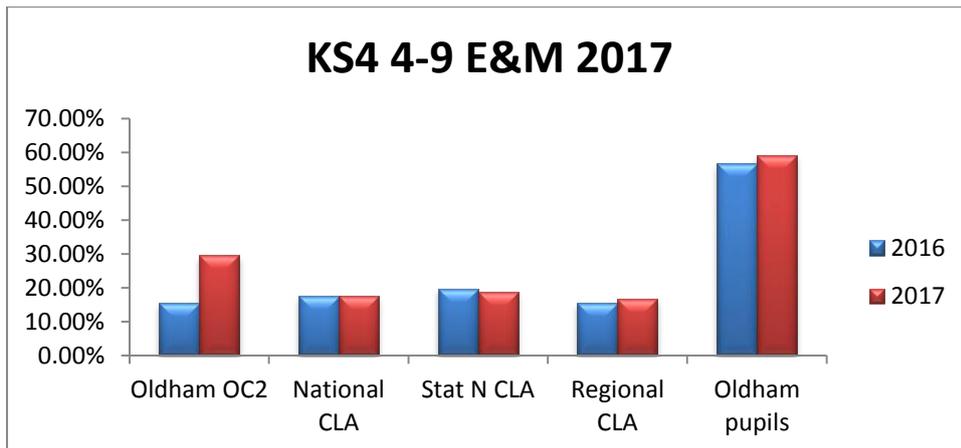
KS4 OC2 Cohort: 28 Children

KS4 4-9 in E&M or (A*-C)	2016	2017	ranking	Difference	Trend
Oldham OC2	12.5%	29.6%	11 /151	14.2%	↑
National CLA	17.50%	17.5%		0.0%	-
Stat N CLA	19.70%	18.6%		-1.1%	↓
Regional CLA	15.40%	16.8%		1.4%	↑
Oldham pupils	56.60%	59.2%		2.6%	↑

KS4 Attainment 8	2016	2017	ranking	Difference	Trend
Oldham OC2	26.3	22	43 / 151	4.3	↓
National CLA	22.8	18		4.8	↓
Stat N CLA	22.74	19.21		3.53	↓
Regional CLA	22.9	19		3.9	↓
Oldham pupil	46	44		2	↓

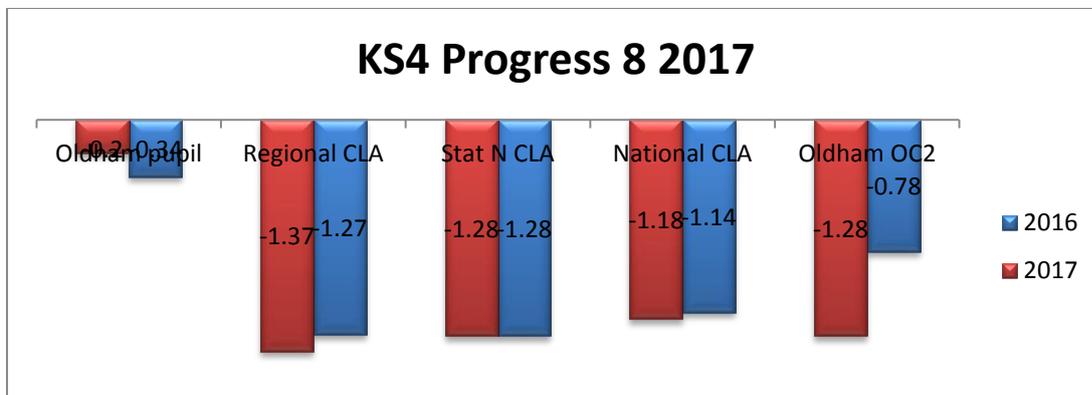
KS4 Progress 8	2016	2017	ranking	Difference	Trend
Oldham OC2	-0.78	-1.28	88 / 151	-0.5	↓
National CLA	-1.14	-1.18		-0.04	↓
Stat N CLA	-1.28	-1.28		0	-
Regional CLA	-1.27	-1.37		-0.1	↓
Oldham pupil	-0.34	-0.2		0.14	↑

Other. Qualifications	Nat CLA	Oldham OC2
2016	74.2%	83.3%
2017	72%	70%



Attainment Trends (OC2)

- The English and Maths chart shows OC2 data for KS4 English and Maths compared to National, stat N and Regional CLA data and Oldham pupils.
- There has been a significant increase in the % of the OC2 cohort attaining level 4 or above in English and Maths from 2016 (12.5%).
- For English and Math GCSE outcomes the LA are ranked 11th nationally.
- OC2 remains above average for CLA comparison but significantly lower compared to Oldham pupils. However the increase in OC2 in 2016 to 2017 was 14.2% compared to 2.6%, reducing the gap with Oldham pupils reducing the gap from 41% to 29%.
- Despite a drop from 2016, attainment 8 outcomes for OC2 cohort is still higher than national, regional and our statistical neighbours.



Progress Trends (OC2)

- KS4 progress 8 chart shows OC2 progress further reducing and falls below national CLA, but in line with stat neighbours and above regional. The reduction is significantly higher compared to all other comparisons.

KS4 Attainment by School Location

Out of the cohort of 28 pupils, 22 (78.5%) were educated in Oldham and 6 (21.4%) were educated out of borough.

	Attainment 8	Progress 8	E & M (9 – 4)	Other Qualifications
In Borough	20.4	-1.49	9.5%	66.7%
Out of Borough	26.9	-0.50	16.7%	83.3%

SEN Context (OC2)

- 6 (21.4%) of the 28 in the OC2 cohort were on the SEN register. All 6 had a statement or and EHCP. No children were SEN Support.
- From the 6 pupils with EHCPs or Statements the primary needs identified were;
 - 1 had Profound Multiple Learning Difficulties (PMLD)
 - 3 had Moderate Learning Difficulties (MLD)
 - 1 had Social, Emotional, Mental Health Needs (SEMH)
 - 1 had Severe Learning Difficulties (SLD)
- 5 pupils were educated in Oldham schools and 1 was educated out of borough.
- 3 children attended state funded maintained schools and 3 children attended state funded special schools.
- For the 3 pupils attending special schools that make educational provision for young people with severe and complex learning needs, they were not entered for reportable national qualifications.
- Progress for the SEN cohort (-0.82) was better than pupils with no SEN (-1.43)
- 50% of the SEN cohort achieved alternative qualifications, this is lower than LAV SEN nationally (73%).
- No SEN pupils achieved level 4 or above in English and Maths GCSE

Narrowing the Gap

		2016	2017	2016 Gap with Oldham LAC	2017 Gap with Oldham LAC	1 year trend
Oldham	9 – 4 English and Maths	56.6%	59.2%	43.1%	29.6%	↑
	Attainment 8	46	44	19.7	22	↓
	Progress 8	-0.34	-0.2	0.44	1.08	↓
National	9 – 4 English and Maths	59.5%	59.1%	47	29.5%	↑
	Attainment 8	48.5	44.6	22.2	22.6	↓
	Progress 8	0	0	-0.78	-1.28	↓

Note: 2016 and 2017 are not directly comparable due to a change in Maths and English GCSEs.

Non Reportable Cohort: 15 children

The Virtual School monitor the attendance and progress of all looked-after children, but only the results of those who have been in care for more than 12 months are published.

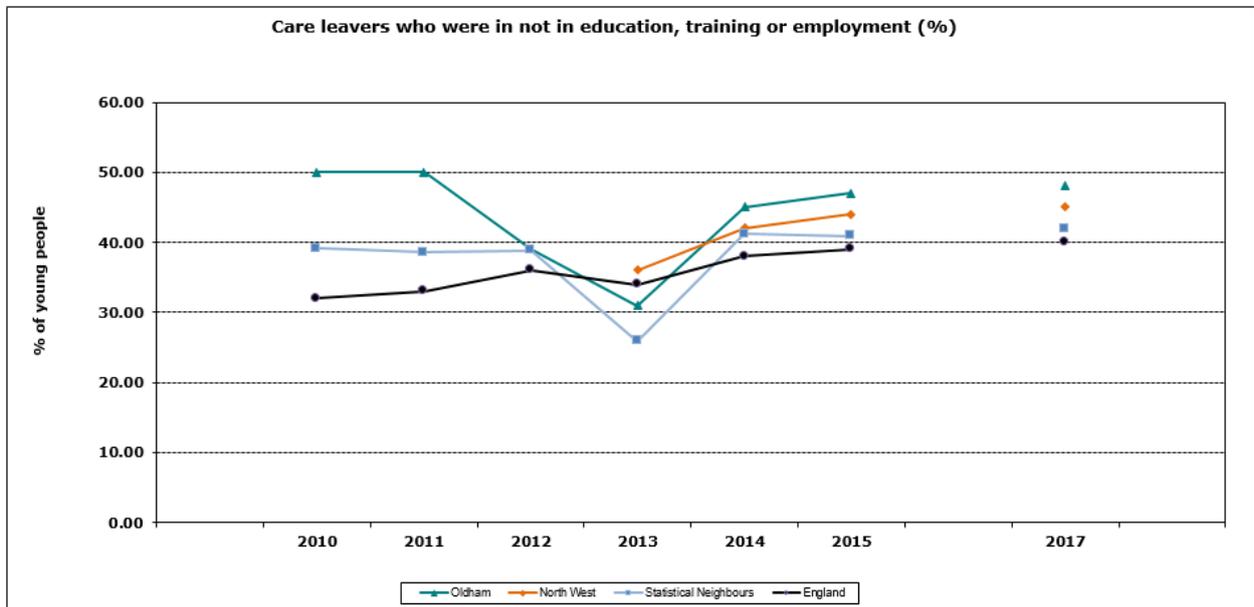
In 2017, an additional 15 children were in the Year 11 cohort but were classed as non-reportable as they entered care after 1st April 2016.

Out of this cohort;

- Average Attainment 8 was 15.8%
- Average Progress 8 was -2.36
- % achieving English and Maths GCSE (9 – 4) was 13.3%
- % achieving an alternative qualification was 66.7%
- % on the SEN register- 20% (SEN Support)
- 0 EHCP / Statements
- 12 young people (80%) were educated in Oldham Schools with 3 (20%) placed out of borough

POST 16

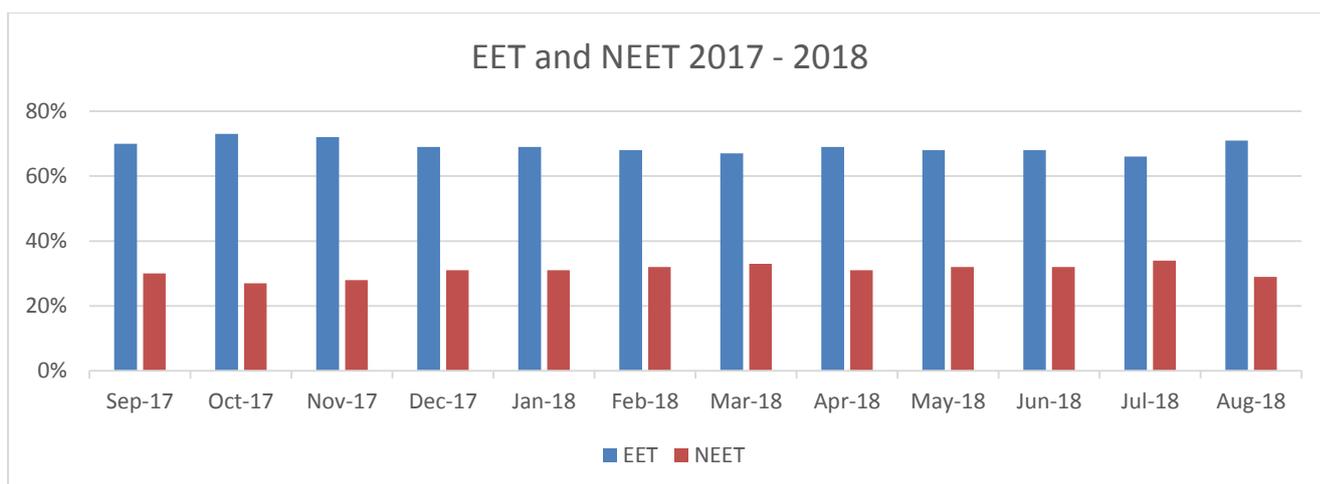
Current levels of NEET for our LAC young people are too high and are higher than national, regional and our statistical neighbours.



In July 2018 the Virtual School appointed an Education Support Officer (0.4) with the remit for Post 16 and Care Leavers. This role will work closely with the After Care Team, Positive Steps and Post 16 providers ensuring the needs of those young people accessing training and education are being met, liaising closely with the designated worker from Positive Steps who supports those who are not in education, training or employment.

From 2016 to 2017 there is an improvement in the % of LAC in education, employment and training from 46% to 48%, although this remains slightly lower than national (regional and statistical neighbours).

The information below shows the data for Oldham LAC from September 2017 – August 2018



2017 – 2018: Year 11 destinations: Full Cohort 32

Destinations	No	%	Courses
Training Provider	2	6.2%	
College	17	52.7%	
YMCA/ Mantra/ Rathbones	4	12.4%	
Specialist Provision	5	15.5%	
North Lancs Training	1	3.1%	Employability and functional skills

No Provision identified

Current Provision	No	%
On Remand	1	3.1%
Working with careers service whilst awaiting ADHD assessment	1	3.1%
Pregnant	1	3.1%

In September 90.6% of the cohort are accessing education, employment or training

Key Priorities 2018 – 2019

- To develop the role of the Post 16 and Care leavers Officer, networking with similar post holders in other Virtual Schools to develop systems and processes in Oldham.
- To monitor careers support through termly PEPs to ensure that LAC are prioritised and access the support needed to support pathway planning Post 16
- To contribute to the amendment of the delivery plan for Positive Steps with regards to careers advice and support for looked-after children and care leavers.

Appendix A- 2018 Provisional Data (un-validated)

Appendix A:
ATTAINMENT 2017 – 2018

Provisional Results 2018 (un-validated)

National LAC validated data will be available from the DfE in Spring term 2019.

'OC2 cohort' is children who have been in care for over 12 months.

EYFS OC2 Cohort: 9

% achieving GLD	55.5%
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- This data has not previously been reported and does not form part of the national reporting data set. This will be tracked year on year by the Virtual School

Year 1 Phonics Screening Check Full Cohort: 26

(reportable 25 as 1 child attends school in Wales where they do not completed the screening check)

Standard	Number of children	%
WT (Working towards)	6	24%
WA (Working at)	19	76%

- This data has not previously been reported and does not form part of the national reporting data set. This will be tracked year on year by the Virtual School

KS1 OC2 Cohort: 14

	%
Working at expected standard in Reading	50%
Working at expected standard in Writing	43%
Working at expected standard in Maths	50%
Working at expected standard in GPS	36%
Working at expected standard in R, W & M	28%

- % of pupils achieving Reading, Writing, Maths and R,W,M combined are all lower than 2017

KS2 OC2 Cohort: 22

	%
Working at expected standard in Reading	64%
Working at expected standard in Writing	50%
Working at expected standard in Maths	55%
Working at expected standard in GPS	59%
Working at expected standard in R, W & M	41%

- KS2 performance in Reading, Maths and Combined (R,W & M) has improved from 2017, but was lower in writing.

KS4 OC2 Cohort: 29 pupils

	%
LAC achieved 9 – 4 in English and Maths (standard pass)	24%
LAC achieving 9 – 5 in English and Maths (strong pass)	10%
LAC achieving 5 or more GCSEs incl. Eng & Maths (9 - 4)	21%
LAC achieving any 5 GCSE subjects (9 – 4)	24%

- % of pupils achieving 4+ in Maths and English is lower
- % of pupils achieving 5 or more GCSEs (including English and Maths) is higher.