Oldham Virtual School

Annual Report

September 2018 - August 2019

OLDHAM VIRTUAL SCHOOL

Executive Summary

This report provides an overview of the Virtual School in 2018 / 2019. It establishes that the scope of the work undertaken by the Virtual School has developed significantly under new leadership, that reported outcomes for children who are looked after compare favourably with national averages and that inclusion is the key priority in the coming year. These themes emerged in the Ofsted report of the inspection of Local Authority Children's Services (ILACS) including the Virtual School in January 2019. Whilst inspectors found that the overall effectiveness of Children's Services requires improvement to be good, they referred to the Virtual School as follows:

"24. Stronger leadership of the virtual school over the last 12 months has supported improved educational provision for many children in care. Pupils, and the schools they attend, have benefited from a strong focus on educational attainment and progress. The Virtual School effectively tracks the progress that pupils make from their starting points and this allows for more accurate assessments of pupils' progress, which continues to improve.

25. All children have a personal education plan (PEP) that is subject to quality assurance by the virtual school team. Work is ongoing to improve the effectiveness and standards of these documents. The head of the virtual school manages the use of pupil premium well through the PEPs. Funding is only released once effective targets to improve educational outcomes are identified by the school. Schools put the pupil premium plus funding to good effect for additional classroom support, extra tuition and for a wide range of enrichment opportunities and pastoral support."

Increased staffing within the Virtual School team has enabled the development of PEP / ePEP processes, quality assurance and targeted Post 16 provision. In the last academic year, the Virtual School engaged with key partners across education, children's social care and wider agencies to develop understanding of the educational needs of CLA. The Pupil Premium Plus funding (PP+) allocation for schools is now released subject to completion of good quality PEPs with clear details of use and impact of the funding.

Following the introduction of the new statutory guidance in September 2018, the Virtual School continues to ensure that partners in education and social care understand the new duties and associated roles and responsibilities. The team provides advice and guidance about meeting the educational needs for previously looked after children who attend an Oldham school.

The Virtual School integrates its work with teams across the Education & Early Years Service. Closer working alongside our colleagues in the SEND team is improving practice. The Virtual School is represented at weekly EHCP panel meetings to provide oversight for CLA. During the Summer Term the Designated Teacher Forum and the SENCo Development session were combined to strengthen links and create understanding of the educational needs of CLA who may have unmet SEND. In future the VSH will commission a designated SEND officer for Oldham CLA. Wider inclusion issues are addressed by the Virtual School providing training opportunities for education and social care colleagues in understanding of the needs of CLA, with a focus on SEMH. This included online training on attachment and trauma, training for members of governing bodies, DT/SENCo Forums and training to develop resilience in children and young people.

The most recently validated data (from 2017 /18) confirms that attainment and progress for CLA (OC2 cohort) is ranked within the top 25% nationally at the end of Key Stages 2 and 4.

In Key Stage 2, the Oldham CLA OC2 cohort showed significant improvement in outcomes in 2017 /18, with 43% achieving expected standard in Reading, Writing and Maths. This was an improvement on 38% from the previous year. There was a similar picture in the progress measures with significant improvement in Reading, Writing and Maths. In Reading and Maths, Oldham CLA OC2 cohort on average made better rates of progress than National (all), CLA National and Oldham (all) and in writing made better progress than National (all) and National CLA. Ranking 15th (Reading), 32nd (Writing) and 26th (Maths) nationally for average progress between Key Stage 1 and 2.

In Key Stage 4, the Oldham CLA cohort is in the top 12% nationally for grades 9 – 4 in English and Maths and remains above National CLA as in the previous year. There is a significant improvement in both Progress 8 at -0.77 and Attainment 8 at 3.30, with national rankings of 7th and 12th respectively.

Promoting attendance and reducing exclusion are priorities for the Virtual School with its partners. It is concerning that the overall absence and persistent absence rates for the OC2 cohort increased between 2017 and 2018 and are now higher than CLA nationally and regionally. CLA attendance data is now tracked by the Virtual School and informs case work for the Education Support Officers. Of further concern is an increase in the % of CLA receiving at least 1 Fixed Term Exclusion (FTE). National data shows that Oldham CLA (OC2) exclusion rate is now higher than the national cohort, regional and statistical neighbours for CLA. Fortunately, the most recent locally collated data for the full CLA cohort shows the green shoots of a slight decrease after 2017. There have been no permanent exclusions of Oldham CLA.

IMPACT OF THE VIRTUAL SCHOOL 2018 / 2019

- In 2018 attainment at Key Stage 2 ranks 20th (out of 151) nationally for % of CLA achieving expected standard in Reading, Writing and Maths
- In 2018 attainment at Key Stage 4 ranks 19th (of 151) nationally for the % of CLA pupils achieving grade 4 or above in English and Maths GSCE and the Oldham OC2 cohort rank 7th (out of 151) for Attainment 8
- In 2018 progress from Key Stage 2 to 4 improved and ranks 12th (out of 151) for P8.
- Improved quality of PEPs for school age children, with better tracking and monitoring through a better ePEP system and providing training and support to key partners.
- Improved provision for CLA with SEND through provision of support to schools and Social Workers in compiling EHCP submissions
- 'Collaborative Framework' for Oldham
- No Permanent exclusions.

PRIORITIES FOR 2019 /2020

In response to the ILACS inspection outcomes, the Virtual School Team are:

- Phasing the introduction of the Post 16 ePEP to enable rigorous tracking and quality assurance of PEPs and educational engagement and outcomes in Years 12 and 13.
- Integrating partnership working across educational services, children's social care and wider agencies to ensure that the educational needs of CLA are understood and addressed.

Other development areas are;

- In partnership with the LSCB and partner agencies, deliver Trauma Symptoms Checklist for Children (TSCC) Pilot for CLA.
- Work with partners to develop provision for identifying and supporting individual needs with a specific focus on SEMH.
- Work with partners to develop 'Whole School' approaches to understanding trauma and attachment difficulties.
- Develop admissions and transfer protocol for CLA with Oldham Secondary schools, Admissions and Inclusion team.
- Develop Virtual School handbook to support partners across schools and social care.
- Develop partnership working with Oldham Secondary Headteachers regarding provision for CLA by attending OASHP meetings
- Embed the new governance structures for the Virtual School
- In partnership with the North West Virtual Schools, NAVSH and NWADCS contribute to the development of Peer Review Processes to include the remit of the Virtual School.

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 through partnership working, 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

2018 – 2019 Updates

Since the expansion of the Virtual School team a key priority has been to develop the roles of the officers. These roles have now been aligned to specific year groups to provide advice, support and guidance regarding the educational needs of CLA.

Following 2 rounds of recruitment we were unable to recruit a full time Educational Psychologist for the Virtual School and CLA. The VSH is continuing to explore options both with the Oldham Educational Psychology Service or potentially considering an external commission.

In November 2018 the VSH prepared a paper for the proposal of a Governing Body for the Virtual School. In June 2019, a development afternoon brought potential members together to discuss the role and functions and how this would bring challenge and support to the Virtual School. The first full Governing Body meeting is due to take place in November 2019.

Key Priorities 2019 – 2020

- Commission Speech and Language Therapist (0.6) for CLA
- Explore further options for commissioning Educational Psychologist support
- Appoint Engagement Officer and PEP Officer to further develop the work of the Virtual School Team.
- Commission designated EHCP Officer for Oldham CLA (Educated both in and out of borough)

THE VIRTUAL SCHOOL PROFILE 2018 - 2019: Overall Numbers and Demographics

The total number of children and young people looked after by Oldham has decreased between September 2018 and August 2019. In September 2018 the number of CLA was 581 and remained higher than the previous year (509 in September 2017). However, by August 2019 this number was 523, a reduction of 9.9% from the start of the academic year. CLA figures show a decrease of 58 pupils from Sept 2018-August 2019 (compared to an increase of 83 pupils within the previous academic year).
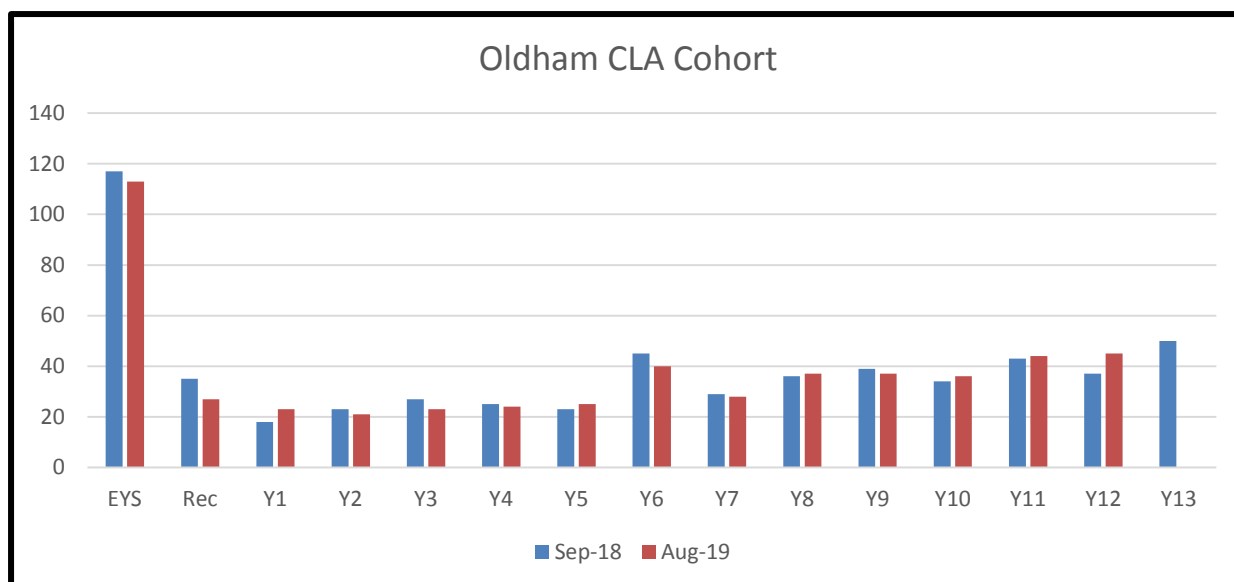
Data Source: Mosaic
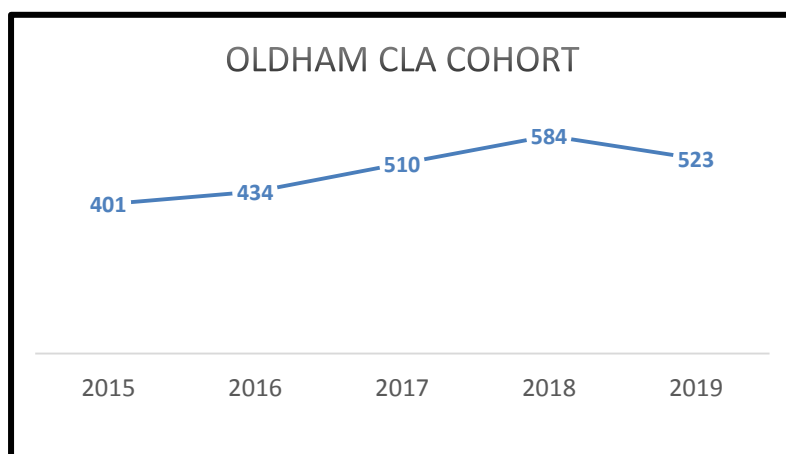
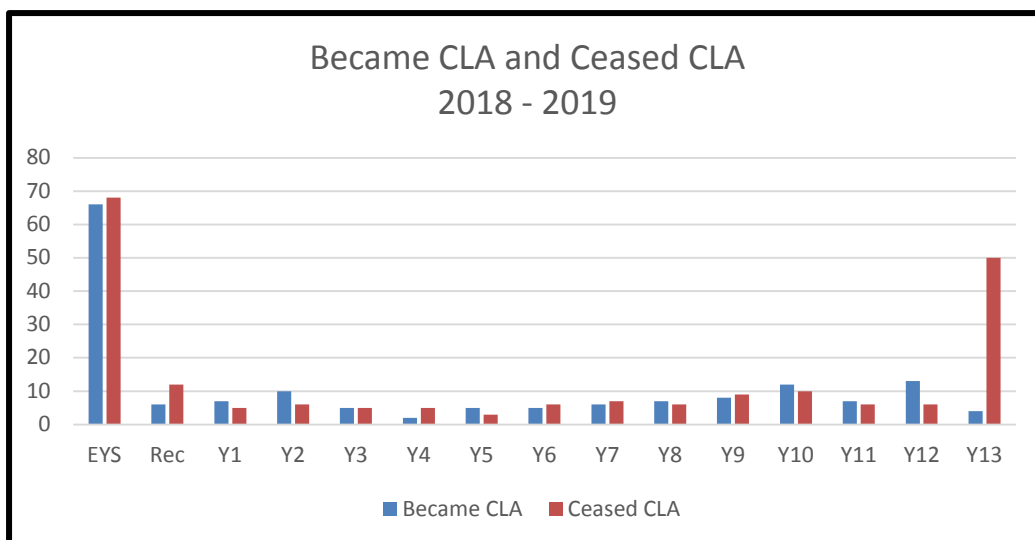Data Source: Mosaic

This chart shows a change in trend from previous years with CLA numbers reducing.

Previously CLA numbers have steadily increased since 2015.

Between September 2018 and August 2019, 158 children and young people joined the CLA cohort, which has meant that a total of 681 young people between the ages of 0 and 18 were looked after by Oldham at some point in the 2018/19 academic year.
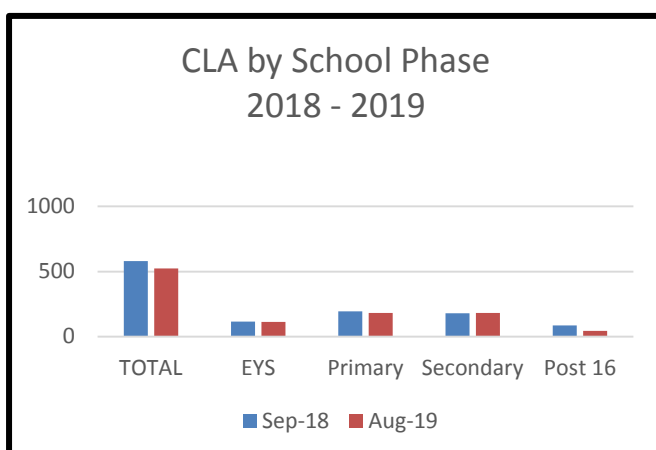
Became CLA and Ceased CLA
2018 - 2019

Data Source: Mosaic

Over the same period 204 children ceased to be looked after and therefore the CLA cohort was 523 in August 2019.

School Phase

The chart below shows a breakdown of CLA by each school phase in September 2018 and August 2019.

CLA by School Phase
2018 - 2019

Data Source: Mosaic

The Primary and Secondary phases have remained relatively stable with a decrease of only 5 pupils over the course of the year (this does not account for mobility within the cohort).

The Post 16 phase accounts for the majority of reduction in CLA numbers as young people cease to be looked after during Year 13.

Became and Ceased to be CLA
by School Phase
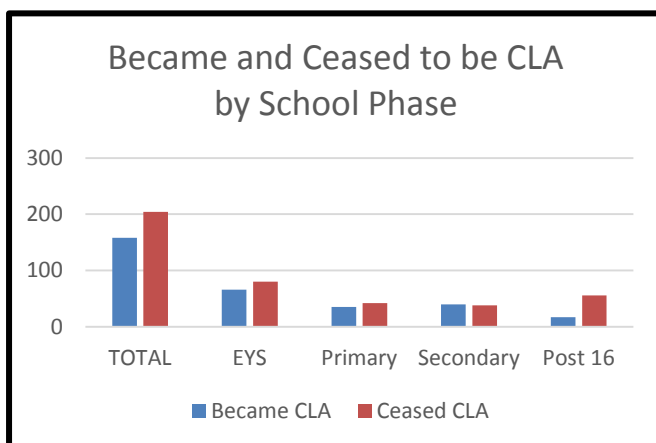
Data Source: Mosaic

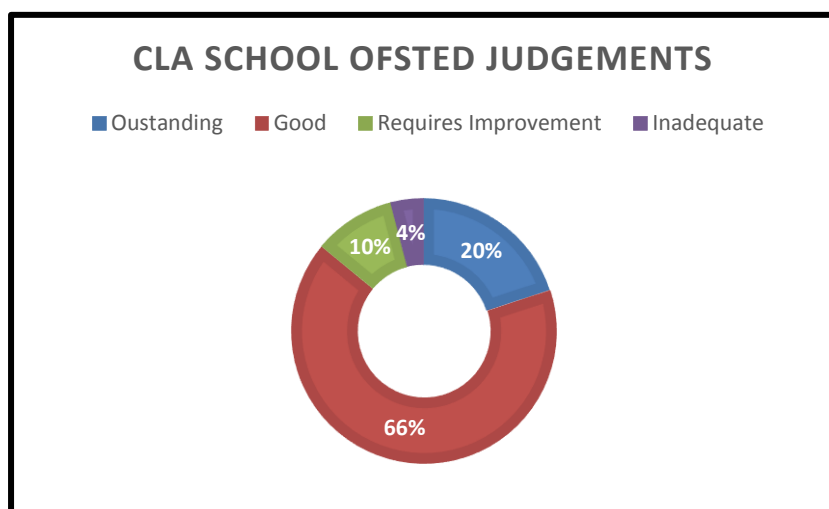The chart shows the number of children and young people that became CLA or ceased to be CLA between September 2018 and August 2019.

With the exception of the Secondary phase, all other phases show that fewer children and young people became looked after in comparison to the number that ceased to be looked after.

In the Secondary Phase 181 pupils became looked after whereas only 179 pupils ceased to be looked after.

School Ofsted Rating

At the end of 2018 – 2019, 83% of school age CLA attended schools rated by Ofsted as 'Good' or 'Outstanding'. This is 3 % higher than the same point in the previous year.

CLA SCHOOL OFSTED JUDGEMENTS

■ Oustanding   ■ Good   ■ Requires Improvement   ■ Inadequate

4%

10%

20%

66%

Data Source: Welfare Call

86% of CLA are attending schools with an Ofsted judgement of good or better.

This data does not include schools currently awaiting Ofsted judgement and is accurate based on Ofsted data as of August 2019.

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 also 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.

In Year School Transfers

It is known that moving schools can have a significant impact on educational outcomes and all school moves must be agreed by the Virtual School. There have been a number of challenges in placing some pupils who have moved mid-way through the school year both to schools in Oldham and out of borough. The Virtual School has provided advice and support for in year transfers and moves as requested.

Key Priorities: 2019 - 2020

- Develop CLA school placement protocol with Oldham Admissions and Inclusion Teams
- Develop tracking system for school placement changes.

ATTENDANCE 2018 - 2019

The Virtual School commission 'Welfare Call' to monitor the attendance and exclusions of Oldham's CLA 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.

Between 2017 and 2018 CLA (OC2) overall absence increased from 4.1% to 5.3%. This is a higher rate of absence than when comparing to CLA nationally, regionally and against statistical neighbours.

Locally generated data for 2018 shows the overall average attendance of the full CLA cohort as 91.05%. This figure is subject to change when reported by the DfE as only the OC2 cohort attendance will be reported.

Data Source: Welfare Call (CLA), DfE Published tables (Oldham All)
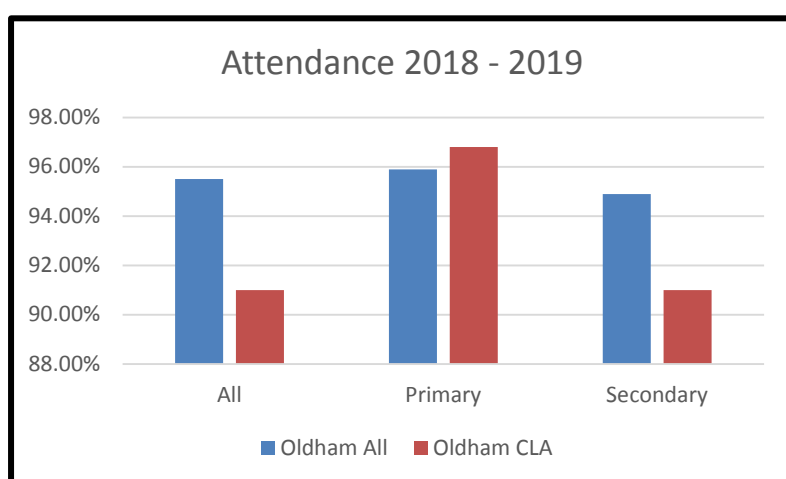
The chart shows attendance of CLA in Primary and Secondary phases and compares them to attendance of all Oldham pupils.

CLA in the Primary phase have higher attendance rates than their Oldham peers. However, Overall attendance of CLA and pupils in the Secondary phase have poorer attendance than their Oldham peers.

Persistent Absence

Any child with attendance of under 90% is classed as 'persistently absent'.

Between 2017 and 2018 there has been an increase in the % of CLA (OC2 cohort) classed as persistently absent, increasing from 9% in 2017 to 13.2% in 2018. This ranks Oldham CLA 116th nationally and is a higher level of persistent absence than CLA nationally, regionally and in comparison with statistical neighbours.

In 2018 – 2019, locally generated data indicates that 68 children out of the school age cohort had less than 90% attendance.

This percentage is too high and work with schools and social care professionals and wider partners is needed to reduce this.

% CLA Persistent Absence

Category	2017 - 2018	2018 - 2019
All	11.50%	15.60%
Primary	6.20%	5.60%
Secondary	16.20%	24.70%
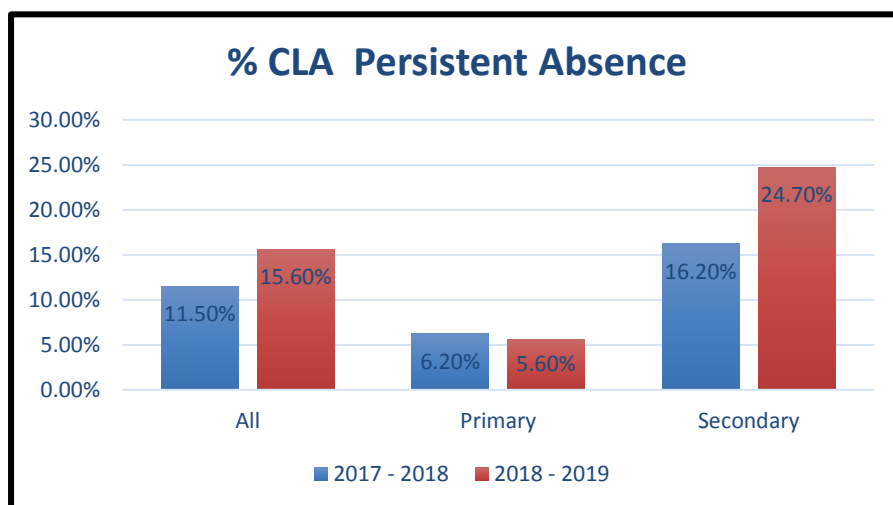
The chart shows the % of persistent absence for the full CLA in 2017 and 2018.

The Primary phase has reduced since 2017, however there has been a significant increase in PA in the Secondary phase.

Data Source: Welfare Call

Key Priorities: 2019 - 2020

- Attendance data to continue to inform Virtual School casework priorities
- Weekly 'Continuous Absence Report'- data used to trigger PA warning to Social Workers
- Develop post of 'Engagement Officer' for the Virtual School.

EXCLUSIONS 2019 - 2020

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, social worker, carers and young person to identify provision that will meet their individual needs.

During 2018 – 2019 the Virtual School provided direct intervention for 2 CLA where the process for permanent exclusion had been initiated and for a further 7 CLA who were at risk of being permanently excluded. As a result, no CLA 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 CLA have been permanently excluded over the last seven years.

Fixed Term Exclusions (FTE)

During 2018 – 2019, 48 pupils received 1 or more FTE, 10.3% of the full CLA school age cohort. This is broadly in line with the fixed term exclusion rates from 2017. Rates of exclusion were significantly higher in the Secondary phase.

% of CLA with 1 or more FTE from school 2018 - 2019
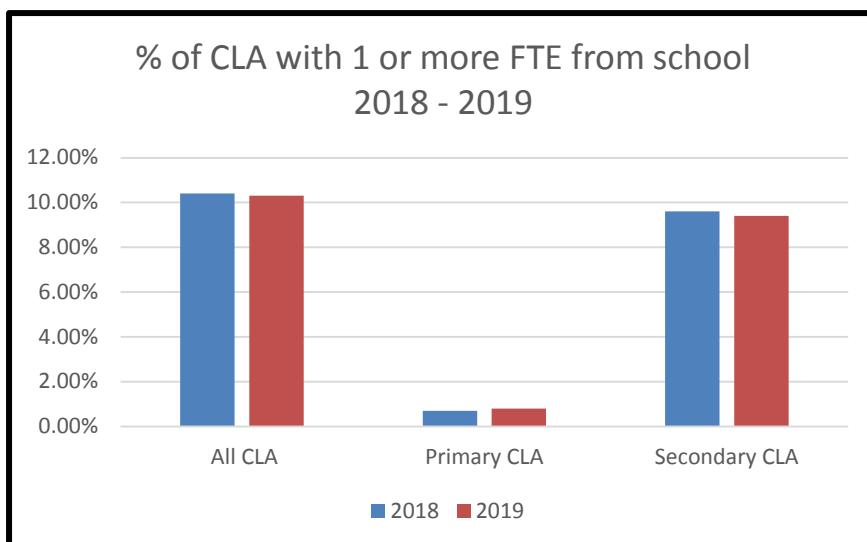
The chart shows the data for CLA (full cohort) who have received at one or more FTE and shows this in relation to the Primary and Secondary phases.

This is locally generated data taken from Welfare Call and is subject to change when reported by the DfE for OC2 cohort.

Data Source: Welfare Call

Since 2015, there has been a yearly increase in the percentage of CLA (OC2) receiving 1 or more FTE.

Key Priorities: 2019 - 2020

- Develop protocols with the Inclusion Team to introduce Pupil at Risk of Exclusion (PARE) meetings
- Continue to work with partner services across the authority to develop whole school understanding and approaches to trauma and attachment
- In partnership with the LSCB, deliver the Trauma Symptoms Children's Checklist (TSCC) pilot for CLA.
- Develop information about Exclusions of CLA with North West Virtual Schools

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 an Education, Health and Care Plan (EHCP).

National Context
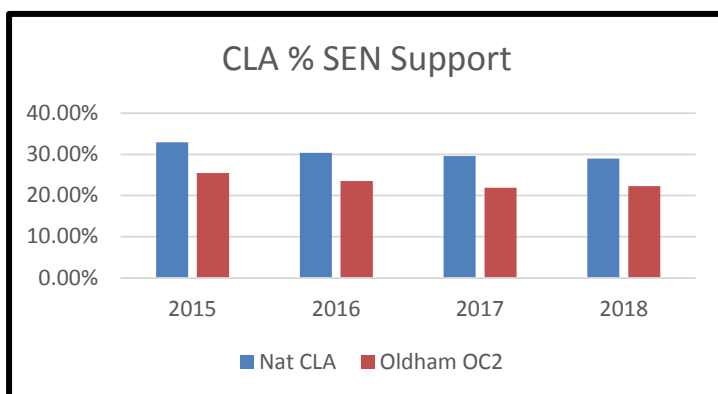
CLA % SEN Support

Between 2015 and 2018 the % of CLA (OC2) recorded as SEN support reduced at a faster rate than the national picture.

The % of Oldham CLA (OC2) on SEN Support remains lower than CLA nationally but has increased slightly from 2017.

Data Source: LAIT

CLA % EHCP
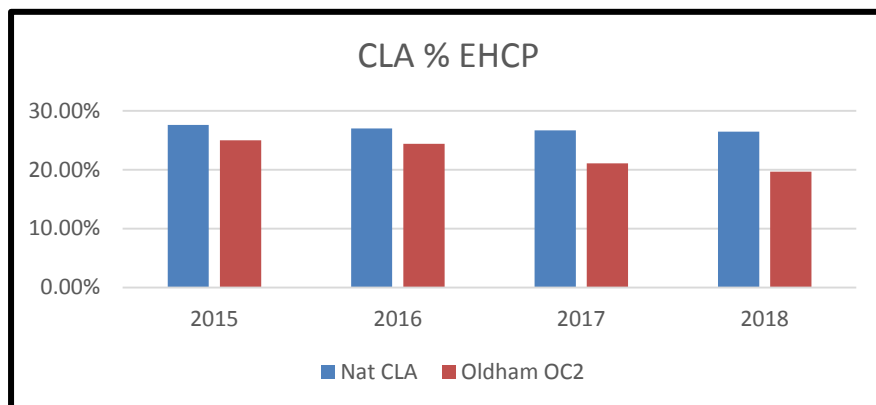
Data Source: LAIT

The Local Context

SEND: 2018 - 2019
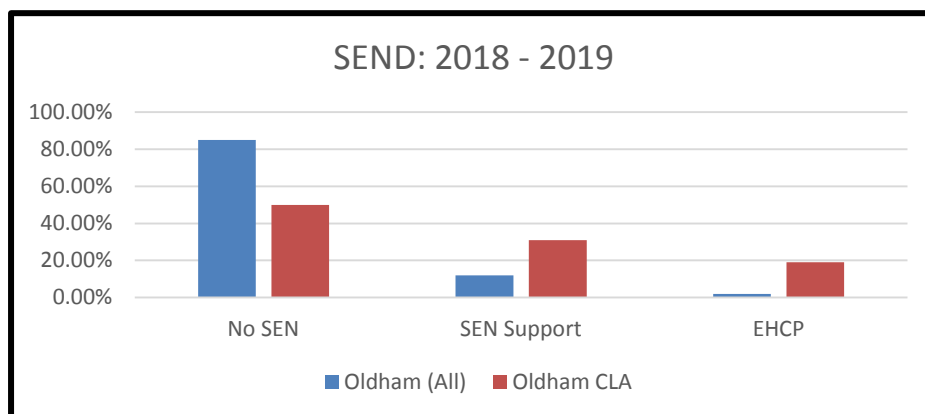
The chart shows the SEND overview of Oldham (All) and the full CLA school age cohort (Reception to Year 11).

Data Source: Welfare Call ePEP / School Census 2019

The following charts show the overview of SEND for the school age cohort in the primary and secondary phase.

SEND: Primary Phase 2018 - 2019

SEND: Secondary Phase 2018 - 2019
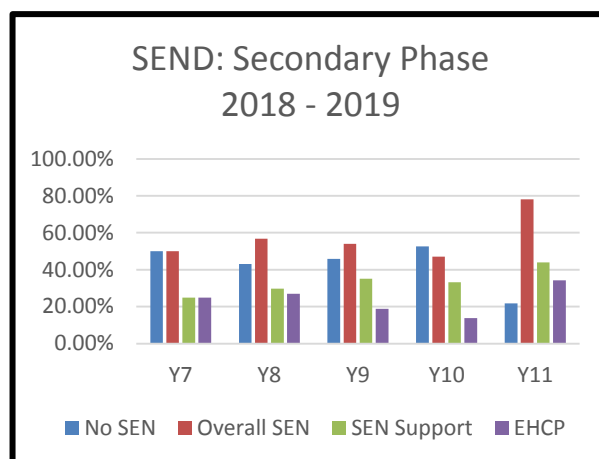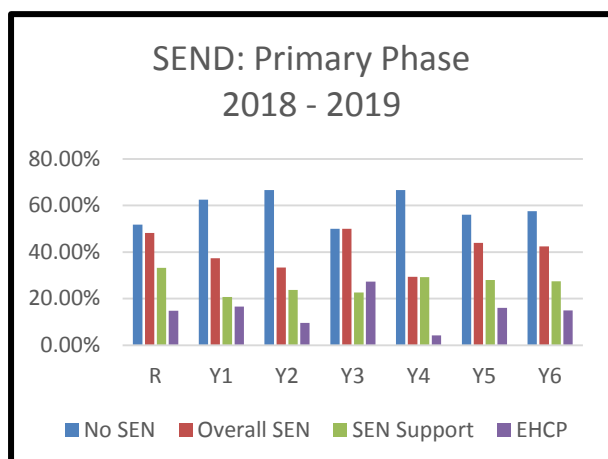
Data Source: Welfare Call ePEP

The tables below show a breakdown of 'Primary Need' for the cohort of CLA on SEN Support and those with an EHCP. In both instances SEMH is the highest level of need.
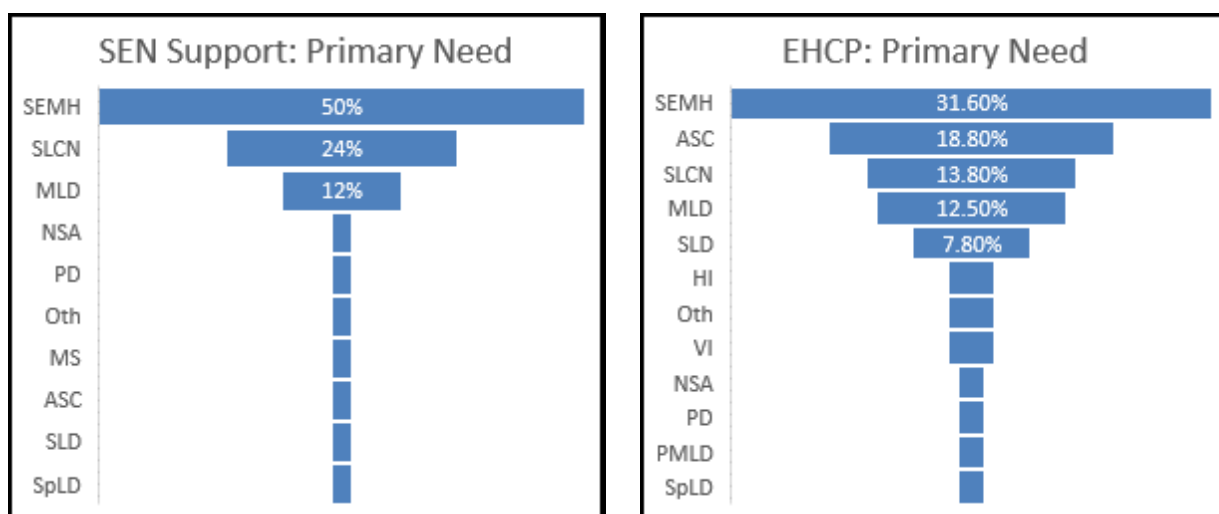
Data source: Welfare Call ePEP

The Virtual School are monitoring SEND provision for the school age cohort through the termly ePEP and are cross referencing. Work is underway with the EHCP team to develop process to combine the annual review with one of the PEP meetings.

Challenges still remain when a child moves out of area either with an EHCP or potentially requiring assessment. 'Belonging Regulations' in the SEND Code of Practice mean that cases are transferred to the host authority. In some cases, this has caused considerable delay in securing appropriate education provision or initiating assessment. The Virtual School have worked closely with the Oldham SEND team and teams from other authorities to try and reduce delay. The VSH is in discussions with Oldham SEND to commission an EHCP officer though PP+ funding who will take the lead for all Oldham CLA, regardless of whether they live in or out of borough.

Key Priorities: 2019 – 2020

- Commission EHCP Officer
- Continue links with SENDCo Forums and Designated Teachers regarding CLA with Special Educational Needs.
- Delivery of Trauma Informed Schools training to educational partners and Secondary Colleagues- moving towards 'Wole School Approach'.
- Introduction of 'CLA Toolkit' to support identification of additional need
- Deliver TSCC Pilot for CLA

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 (within 10 working days) 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 October 2018 the PEP coordinator joined the Virtual School Team. With the introduction of this post we have been able to undertake thorough tracking and monitoring of initial PEPs and ePEP completion. PEP completion in some instances remain a challenge and the PEP Coordinator and wider Virtual School Team continue to challenge and support in this area. An escalation policy is now in place and ePEP completion is now linked to then release of PP+ funding each term.

During the ILACS inspection in January 2019, The VSH and the HMI for education jointly quality assured several PEPs. It was acknowledged that there have been significant improvements, however '*Work is ongoing to improve the effectiveness and standards of these documents'.*

In September 2019 the ePEP was extended to include Year 12 students and this will be further extended to include Year 13 in September 2020.

ePEP Data 2018 – 2019

Autumn Term 18	Com	R	A	G
Year 0	27		11	16
Year 1	19		11	8
Year 2	19		7	12
Year 3	23		16	7
Year 4	25		10	15
Year 5	22		11	11
Year 6	44	1	28	15
Year 7	28		10	18
Year 8	34	1	17	16
Year 9	39		25	14
Year 10	34		21	13
Year 11	43		29	14
	357	2	196	159

Spring	Com	R	A	G
Year 0	27	1	9	17
Year 1	17		5	12
Year 2	17		6	11
Year 3	24		10	14
Year 4	22		7	15
Year 5	25		8	17
Year 6	42		14	28
Year 7	24		7	17
Year 8	35	2	10	23
Year 9	39	1	18	20
Year 10	31	2	12	17
Year 11	42	2	27	13
	345	8	133	204

Summer	Com	R	A	G
Year 0	27		11	16
Year 1	23	2	9	12
Year 2	20	1	6	13
Year 3	23	2	9	12
Year 4	23	2	6	15
Year 5	25		6	19
Year 6	41	2	10	29
Year 7	27	2	12	13
Year 8	35	2	19	14
Year 9	36	5	14	17
Year 10	34	5	14	15
Year 11	43	5	24	14
	357	28	140	189

Data Source: Welfare Call ePEP
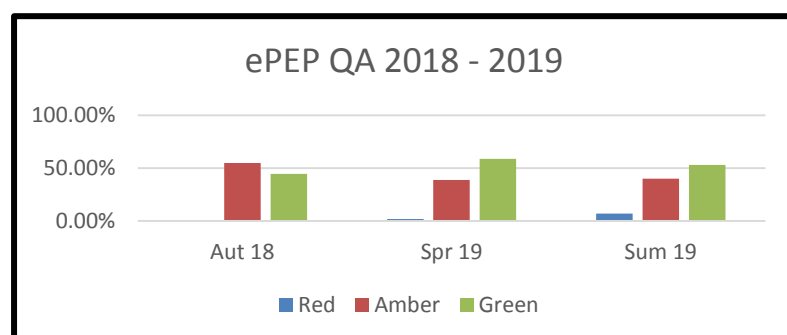
ePEP QA 2018 - 2019

The chart shows the outcome of ePEP quality Assurance for 2018 – 2019.

In Spring Term 2019 the Virtual School carried out a review of the ePEP document considering statutory requirements and information required and points of duplication. Amendments were made and the new ePEP document was launched in September 2019.

Key Priorities: 2019 – 2020

- Introduction of the Post 16 ePEP for Year 12 (extending to include Year 13 in 2020)
- Establish Post of PEP Officer to meet the demand of increased ePEP numbers

PUPIL PREMIUM PLUS (PP+) GRANT 2019 - 2020

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.

In 2018 – 2019 the Virtual School maintained the allocation to all schools with Oldham CLA 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. Following amendments to the PP+ Policy, funding is only released on 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 2018 – 2019 the Virtual School received funding for 442 looked-after children.

Automatic allocation	Additional Support	VS Support Services	Training and Development	Central Resources
£1,400 per pupil allocated to schools	Complex Needs Grant SEE (Virtual School AP Commission) Alternative Provision (bespoke educational programmes) / High Needs Provision Post 16 Support	PGL Residentials Holiday Activities (Laticzone) Virtual School Governing Body Creative Writing Project (CiCC)	North West Virtual School Conference Attachment and Trauma Training (online) Think Bricks- Lego Therapy DDP (Fostering Team) DT Forum (termly)	Welfare Call NAVSH EP Support

	Academy 21			
	Nisai Learning			
	Letterbox Club			
	Yipiyap (mentoring)			
52% of PP+ budget	36% of PP+ budget	7% of PP+ budget	4% of PP+ budget	1% of PP+ budget

From September 2019 the Virtual School have introduced a bursary for those young people moving on to study in Higher Education. This will be a one-off payment of £500 to provide financial support to purchase educational equipment and resources.

The Virtual School are in the process of commissioning Speech and Language Therapy Support for 3 days a week (0.6). In a recent report *'Supporting children and young people in care: the five good communications standards'* it stated that a study estimates that as many as 65% of children and young people in care have SLCN.

Due to the increase in ePEPs and plans to extend further into Post 16 and eventually Early Years, the Virtual School will be recruiting a PEP Officer to support the work of the PEP coordinator.

A recent statement, the Secretary of State for Education has indicated that the DfE plan to extend to PP+ funding to include Year 12 and 13. If agreed, it is likely to be introduced in September 2020.

THE WORK OF THE VIRTUAL SCHOOL 2018 – 2019

Training and Development

Termly meeting for Designated Teachers

Autumn Term

- Understanding Children's Social Care- Presented by Pete Curran, IRO
- Understanding Behaviour and Supporting CLA
- ACEs: presented by Tracey Cavanagh, Headteacher from Holy Rosary School
- Functional Behaviour Analysis: Presented by Claire Taylor and Helen Wyton
- Supporting children with SEMH needs
- Voice of the Child- Presented by members of the Children in Care Council
- CLA and Special Educational Needs- Joint session with Designated Teachers and SENCOs (at SENDCo Development Day)

North West Virtual School Conference

For the second year, the North West Virtual Schools came together and hosted 2 regional conferences in May 2019. The conference included speakers from the DfE, Ofsted and School Leaders.

Plans are now underway for the 2019 - 2020 conference in February 2020.

Bespoke Training for schools and other organisations

During 2018 – 2019 a range of training was provided at the request of individual schools, MATs and other groups. This included;

- CSC briefings / Team Meetings
- New to the Role of Designated Teacher
- Governing Body: Chairs Briefing
- ePEP briefings (monthly)
- The Role of The Governing Body in promoting the education of looked after and previously looked after children.
- Think Bricks- Building Resilience through Lego Therapy

Additional Activities 2018 – 2019

The Virtual School led on 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 2018 – October 2018	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 are age specific	160	To develop the love of reading To improve Maths and English outcomes
PGL Residential October 2018	3 day residential trip to an outdoor multi activity centre for KS3 and KS4 children	9	To raise self-esteem and promote team building To develop a working relationship with members of the Virtual School Team

Laticzone Nail Art programme November 2018	4 weeks x 1 evening after school learning various nail techniques.	4	AQA accreditation in nail art.
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	15	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
Changing Horizons Event at the QE Hall – March 2019	1 day event which was planned in close collaboration with Oldham Council and GMCA/Bridge GM. Virtual school took 9 pupils (2 x year 8 & 7 x year 9) from different schools across the Borough.	9	The event was about raising aspirations – Building skills for life and work. This interactive event provided young people with the opportunity to develop skills and experiences that will be helpful in the search for, and during, future employment.
Laticzone Holiday Club - Easter	4 day programme for KS3 and KS4 children to complete Level 1 BTEC. To include: • work as part of a group • learn about healthy living • plan and run an enterprise activity	9	Completed BTEC Level 1 Course in Personal and Social Development
Success 4 Life April – June 2019	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	6	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	20	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 2019 – Oct 2019 | As above | 142 | 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 | 11 | 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: • 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 fauna	16	To encourage young people to work in small groups To learn about the local environment To build social and emotional development skills

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 aare and across services with the Local Authority, schools, carers, key partners and most importantly the children and young people.

The Virtual School contributes to 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.
- Attendance at the weekly EHCP panel, Oldham SEND
- Vice Chair of 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 (NAVSH), 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. Contributes to a number of sub / working groups

- Positive Steps- to discuss and share updates to ensure that Key Stage 4 CLA 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, PEP, 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
- STARS Awards- each year the Virtual School team are involved in the planning, organising and running of the annual CLA and Care Leavers celebration

ATTAINMENT DATA: 2017 - 2018

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 CLA OC2 Cohort: 13 Children

At the end of Key Stage 1

Reading	All Nat	Oldham	Nat CLA	Old OC2	Reg CLA
EXS	74.9%	68.9%	51%	46%	52%
GDS	25%	17.2%	9%	0%	6%

Writing	All Nat	Oldham	Nat CLA	Old OC2	Reg. CLA
EXS	69.2%	63.9%	42%	46%	43%
GDS	14.8%	10.9%	4%	0%	3%

Maths	All Nat	Oldham	Nat CLA	Old OC2	Reg. CLA
EXS	75.6%	70.3%	49%	39%	50%
GDS	21.7%	15.4%	6%	0%	5%

Combined (R,W & M)	All Nat	Oldham	Nat CLA	Old OC2
EXS	64.9%	59.3%	37%	21%

KS1 EXS RWM	2016	2017	2018	Trend
Oldham OC2	41.70%	62.0%	23.1%	↓
National CLA	33%	36.0%	36%	-
Oldham pupils	53%	58%	59.3%	↑

Attainment Trends (OC2)

- Performance of KS1 CLA 2017 – 2018 was not as strong as the previous year, with outcomes in Reading, Maths and Reading, Writing and Maths combined falling below National CLA and Regional CLA.
- Oldham OC2 outcomes in Writing (46%) were higher than National CLA (42%) and Regional CLA (43%).
- No children achieved GDS in either Reading, Writing or Maths

SEN Context (OC2)

- 5 children have SEND (38% of reportable cohort)
- 1 child (8%) has an EHCP (primary need SEMH). This child did not achieve EXS in Reading, Writing or Maths.
- 4 children (32%) are recorded as SEN Support (1 MLD, 1PD, 2 SLCN).1 child achieved EXS in Reading and Writing, but not in Maths.
- None of the children with SEND achieved EXS in Reading, Writing or Maths

KS1 Attainment by School Location

Of the 13 children in the reportable cohort 11 (84%) were educated in Oldham schools and 2 (15%) out of borough.

OC2 cohort educated in borough:

- Of the 11 children educated in borough, 4 (30%) achieved EXS in Reading, Writing and Maths. 2 (15%) achieved EXS in Reading, Writing and Maths combined.
- 4 (36%) of the 11 children have an identified SEND; 1 (9%) child with a EHCP and 3 (27%) at SEN Support.

OC2 cohort educated out of borough:

- 2 (100%) of the children achieved EXS in Reading and Writing.
- 1 (50%) of the 2 children educated out of borough achieved the EXS for Reading, Writing and Maths combined.
- 1 (50%) of the children was identified as SEND, SEN Support.

Narrowing the Gap

		2017	2017 Gap with Oldham	2018	2018 Gap with Oldham	1 year trend

			CLA		CLA	
Oldham	Reading	69%	0%	68.9%	26.3%	↓
	Writing	59%	3%	63.9%	17.7%	↓
	Maths	69%	0%	70.3%	31.8%	↓
	Combined	58%	2%	59.3%	38.5%	↓
National	Reading	77%	8%	75%	28.8%	↓
	Writing	68%	6%	70%	23.8%	↓
	Maths	75%	6%	76%	29.8%	↓
	Combined	64%	2%	65%	41.9%	↓

The gap between the Oldham OC2 cohort and their peers in Oldham and nationally has widened across all subject areas.

KS2 LAC OC2 Cohort: 21 Children

Reading	All Nat	Oldham	Nat CLA	Old OC2	Regional	Stat N	Rank
EXS	75%	73%	51%	67%	54%	51%	4 / 152
GDS	25%	23%	14%	20%	15%		
Av S. Score	104	103	101.0	103.3			
Av Prog Sc	0	0.4	-0.12	3.10	0.6	-1.02	15 / 152

Writing	All Nat	Oldham	Nat CLA	Old OC2	Regional	Stat N	Rank
EXS	73.3%	69.4%	49%	52%	52%	48%	38 / 152
GDS	27%	22%	6%	10%	6%		
Av Prog S	0	0.6	-0.80	0.20	-0.30	-1.30	32 / 152

Maths	All Nat	Oldham	Nat CLA	Old OC2	Regional	Stat N	Rank
EXS	78.8	77.2	47%	57%	51%	51%	15 / 152
GDS	26.7	22.1	8%	5%	9%		
Av S. Score	106	105	99.7	100.9			
Av Prog Sc	0	0.8	-0.80	0.90	0.10	-1.15	26 / 152

GPS	All Nat	Oldham	Nat CLA	Old OC2	Regional	Stat N	Rank
EXS	78.1	77.4	50%	62%	53%	52%	10 / 152
GDS	35.8	33.8	14%	15%	16%		
Av S. Score	105	105	101	102.7			

Combined	All Nat	Oldham	Nat CLA	Old OC2	Regional	Stat N	Rank
EXS	65%	61.5%	35%	43%	38%	40%	20 / 152

KS2 EXS RWM	2016	2017	2018	ranking	Difference	Trend
Oldham OC2	37.0%	38.0%	43%	20 / 152	+5%	↑
National CLA	25.0%	32.0%	35%		+3%	↑

Stat N CLA	29.9%	30.1%	40%		+10%	↑
Regional CLA	26.0%	35.0%	38%		+3%	↑
Oldham Pupils	47%	57%	62%		+5%	↑

KS2 % EXS in RWM
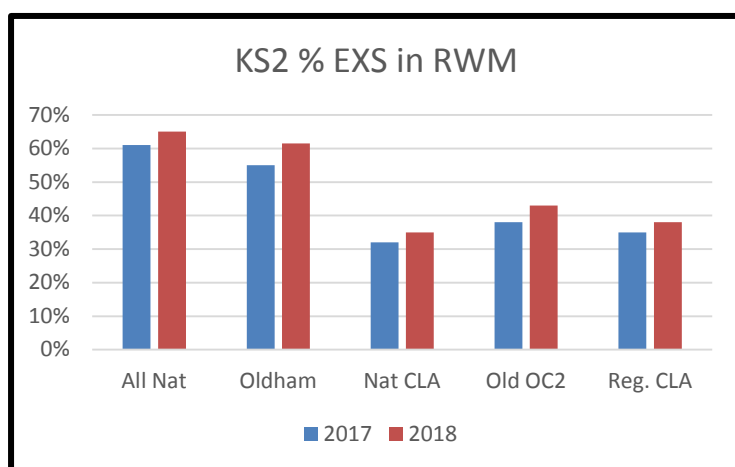
Data Source: Nexus / LAIT

The chart shows OC2 Oldham cohort results in 2017 and 2018 compared to Oldham pupils, National CLA, Stat N CLA and Regional CLA.

Outcomes for the cohort improved with a 5% increase from 2017. Oldham OC2 results remain higher than CLA National, Regional and Stat Neighbours.

Attainment Trends (OC2)

Reading

- 14 children (67%) achieved EXS in Reading. This is an increase from 2017 (44%), an increase of 23 ppts.
- A higher percentage of Oldham's OC2 CLA cohort achieved EXS in reading compared to National CLA (51%), Regional CLA (54%) and Stat Neighbours (51%)
- 4 children (19%) achieved GDS, an improvement from 2017 (6.3%) and also a higher percentage compared to National (14%), Regional (15%) CLA.
- Oldham OC2 cohort is ranked 4th out of 151 for outcomes in Reading.

Writing

- 11 children (52%) achieved EXS in Writing. This is a slight decrease from 2017 (56%).
- The percentage of Oldham OC2 CLA achieving EXS in writing remains higher than the CLA cohort Nationally (49%) and Stat Neighbours (48%). Regional CLA outcomes are the same as Oldham OC2.
- 2 children (9%) achieved GDS in Writing, a significant improvement from 2017 where no pupils achieved the higher standard. This percentage is also higher than National (6%) and Regional (6%) CLA.
- Oldham OC2 cohort is ranked 38th nationally for outcomes in Writing.

Maths

- 12 children (57%) achieved EXS in Maths, a 7% increase from 2017.

- The percentage of children reaching the EXS is higher than National (47%), Regional (51%) and Stat Neighbours (51%) CLA.
- 1 pupil (5%) was working at the higher standard.
- Oldham OC2 cohort is ranked 15th nationally for outcomes in Maths

Combined (Reading, Writing and Maths)

- 9 children (43%) achieved EXS in Reading, Writing and Maths combined. This is a significant improvement from 2017 (38%).
- The percentage achieving EXS in Reading, Writing and Maths combined is higher than CLA Nationally (35%), Regionally (38%) and Stat Neighbours (40%)
- Oldham OC2 cohort is ranked 20th nationally for combined outcomes at the end of Key Stage 2.

Progress Trends (OC2)

- Progress in Reading, Writing and Maths has improved significantly compared to outcomes from 2017.
- Progress for Reading (3.10), Writing (0.20) and Maths (0.90) is better than National (all) and is also higher than CLA National, Regional and Stat Neighbours.
- Oldham OC2 cohort progress for Reading, Writing and Maths is ranked 15th, 32nd and 26th nationally.

SEN Context (OC2)

- 8 children have an identified SEND (38% of the OC2 cohort)
- 1 child (5%) with an identified SEND achieved EXS in Reading, Writing and Maths combined.
- 3 children (14%) have an EHCP with the primary needs identified as, SEMH, SpLD and SLCN. The child with SEMH needs achieved EXS in Reading and Writing but did not meet standard in Maths. The other 2 children did not achieve EXS in any of the subject areas.
- 5 children (24%) are recorded as SEN Support, with the following primary needs;
- 3 children have the primary need SEMH
  1 of these children reached EXS in Reading and Maths
- 1 child has the primary need MLD
  This child did not meet EXS in any subject area
- 1 child has the primary need VI
  This child achieved EXS in Reading, Writing and Maths combined.

KS2 Attainment by School Location

Of the 21 children in the Oldham OC2 cohort, 15 (71%) were educated in Oldham schools and 6 (29%) were educated out of borough.

OC2 cohort educated in borough:

- Of the 15 children educated in borough 7 children (47.7%) achieved the EXS in Reading, Writing and Maths.
- 6 children (40%) had identified SEND. 2 children (13%) have an EHCP and 4 (26%) SEN Support. 1 child (7%) achieved EXS in Reading, Writing and Maths combined.

OC2 cohort educated out of borough:

- Of the 6 children educated out of borough, 2 (33%) achieved EXS in Reading, Writing and Maths combined.
- 2 children (33%) had identified SEND, 1 with an EHCP (16%) and the other SEN Support (16%). Neither of these children achieved EXS in any of the subject areas.

Narrowing the Gap

		2017	2017 Gap with Oldham CLA	2018	2018 Gap with Oldham CLA	1 year trend
Oldham	Reading	65%	21%	73%	30%	↓
	Writing	72%	16%	69.4%	26.4%	↓
	Maths	71%	21%	77.2%	34.2%	↓
	GPS	74%	18%	77.4%	34.4%	↓
	Combined	55%	17%	61.5%	18.5%	↓
National	Reading	71%	27%	75%	32%	↓
	Writing	76%	20%	73.3%	30.3%	↓
	Maths	75%	25%	78.8%	35.8%	↓
	GPS	77%	21%	78.1%	38.1%	↓
	Combined	61%	23%	65%	22%	↑

- The gap between Oldham OC2 and all children nationally narrowed by 1% from September 2017.
- Despite positive outcomes for the Oldham OC2 cohort, improvements across all Oldham children in all subjects and combined means that the gap has not narrowed. This is also reflective of the national picture, excluding the combined outcome.

KS4 OC2 Cohort: 29 Children

KS4 4-9 in E&M	2016	2017	2018	ranking	Difference	Trend
Oldham OC2	12.5%	29.6%	25%	19 / 152	4.6%	↓
National CLA	17.50%	17.5%	17.8%		0.3%	↑
Stat N CLA	19.70%	18.6%	19.4%		0.8%	↑
Regional CLA	15.40%	16.8%	17.2%		0.2%	↑
Oldham pupils	56.60%	59.2%	57.1%		2.1%	↓
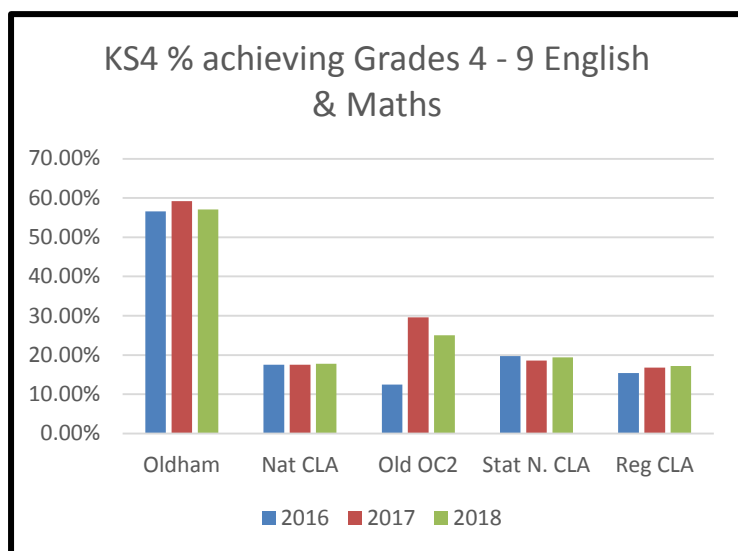
KS4 % achieving Grades 4 - 9 English & Maths

The chart shows OC2 data for Key Stage 4 and % achieving grades 4 – 9 in English and Maths.

In 2018, the percentage achieving these outcomes is lower than in 2017.

However, Oldham OC2 cohort still remain above CLA nationally, regionally and in comparison with stat neighbours.

Data Source: Nexus / LAIT

KS4 5-9 in E&M	2017	2018	Difference	Trend
Oldham OC2	11.1%	10.3%	1.2%	↓
National CLA	7%	8%	1%	↑
Regional CLA	7%	8%	1%	↑
Oldham pupils	37.0%	35.8%	1.2%	↓

KS4 % achieving grades 5 - 9 in English &Maths
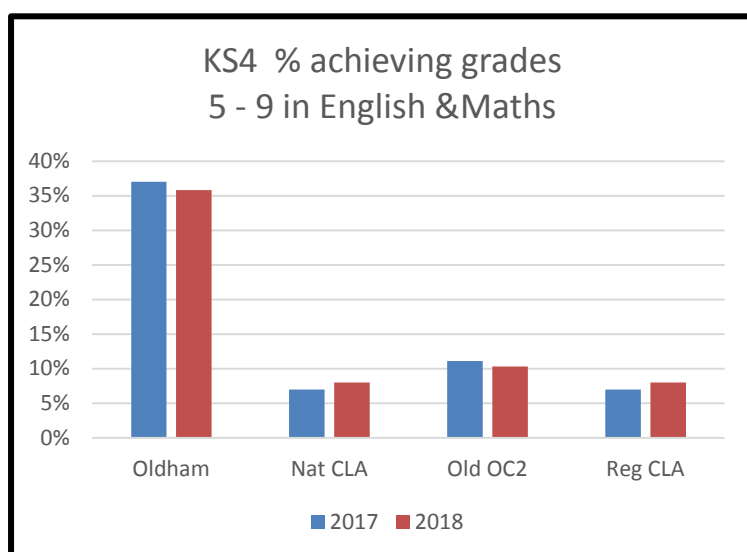

The chart shows OC2 data for Key Stage 4 and % achieving grades 5 – 9 in English and Maths.

In 2018, the percentage achieving these outcomes is slightly lower than in 2017.

However, Oldham OC2 remain above CLA nationally, regionally and in comparisons with stat neighbours.

Data Source: Nexus / LAIT

KS4 Attainment 8	2016	2017	2018	ranking	Difference	Trend
Oldham OC2	26.3	21.9	25.2	7 / 152	3.3	↑
National CLA	22.8	18	18.9		0.9	↑
Stat N CLA	22.74	19.21	19.2		-	-
Regional CLA	22.9	19	19.6		0.6	↑
Oldham pupil	46	44	43		1	↑
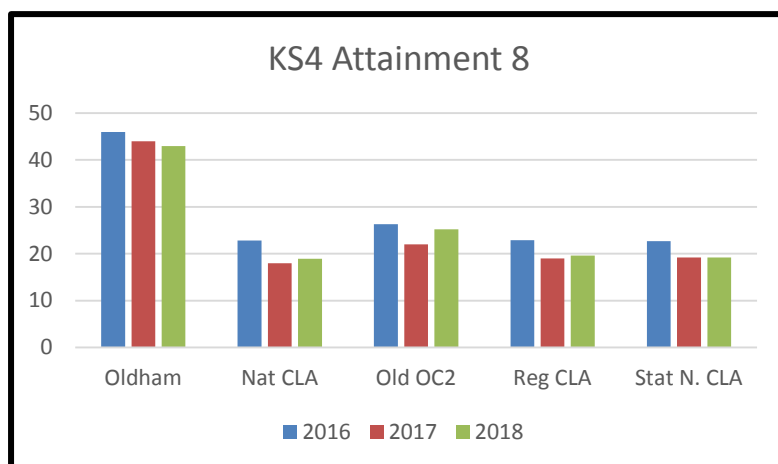
KS4 Attainment 8

The chart shows the average Attainment 8 score for the Oldham OC2 cohort.

In 2018 Attainment 8 increased by 3.3% from 2017 and remains significantly higher than CLA nationally, regionally and that of stat neighbours.

Data Source: Nexus / LAIT

Other. Qualifications	Nat CLA	Oldham OC2
2016	74.2%	**83.3%**
2017	72%	**70%**
2018	86.2%	**72%**

Attainment Trends (OC2)

- For English and Maths outcomes (GCSE grades 4 – 9) Oldham OC2 cohort are ranked 19th nationally and 7th nationally for average Attainment 8 score.
- There is an increase in the percentage of CLA gaining other qualifications, however this still remains below CLA nationally.

KS4 Progress 8	2016	2017	2018	ranking	Difference	Trend
Oldham OC2	-0.78	-1.28	-0.77	12 / 152	0.51	↑
National CLA	-1.14	-1.18	-1.20		-0.02	↓
Stat N CLA	-1.28	-1.28	-1.15		0.13	↑
Regional CLA	-1.27	-1.37	-1.26		0.11	↑
Oldham pupil	-0.34	-0.2	-0.30		-0.1	↓
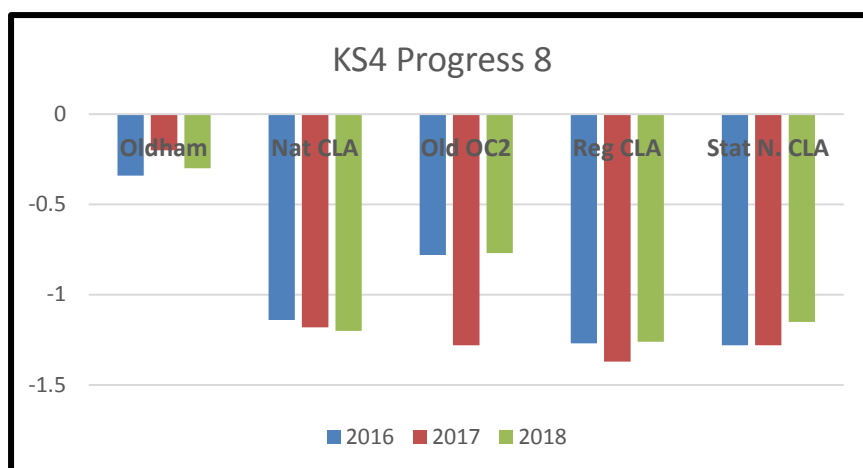
The chart shows Oldham OC2 progress measure over time and compares to Oldham, CLA national, regional and stat neighbours.

In 2018 the OC2 cohort made significantly better progress than their CLA peers.

Progress Trends (OC2)

- For progress outcomes the Oldham OC2 cohort are ranked 12th nationally.

KS4 Outcomes by School Location

Out of the OC2 cohort of 29 pupils, 19 (66%) were educated in Oldham schools and 10 (34%) were educated out of borough.

	Att. 8	Prog. 8	E & M (9-4)	E & M (9-5)	Other Qual
In Borough (19)	24.1	-1.23	21.1% (4)	5.3%	84.2% (16)
Out of Borough (10)	25.1	+0.15	30% (3)	20%	90% (9)

SEN Context (OC2)

- 12 (41%) of the 29 in the OC2 cohort were recorded as SEND. 5 (17.2%) have and EHCP with 7 (24%) recorded as SEN Support.
- For the pupils with EHCPs, 1 was educated in Oldham and 4 attended out of borough provision. 3 attended mainstream schools and 2 attended specialist provision.
- From the 6 pupils with an EHCP, primary needs were identified as;
- 1 with primary need ASC
- 1 with primary need HI
- 1 with primary need MLD
- 1 with primary need SEMH
- 1 with primary need SpLD
- For the 7 SEN Support pupils, primary needs were identified as;
- 1 with primary ned HI
- 5 with primary need SEMH
- 1 with primary need SLCN
- 66.7% of the SEND cohort achieved alternative qualifications, this is lower than the CLA National (69%) figure for the SEND cohort, but higher than regional (64%)

Narrowing the Gap

		2017	2017 Gap with Oldham CLA	2018	2018 Gap with Oldham CLA	1 year trend
Oldham	9 – 4 English and Maths	59.2%	29.6%	57.1%	32.1%	↓
	Attainment 8	44	22	42.7	17.5	↑
	Progress 8	-0.2	-1.08	-0.30	-0.47	↑
National	9 – 4 English and Maths	59.1%	29.5%	64.2%	39.2%	↓
	Attainment 8	44.6	22.6	46.5	21.3	↑
	Progress 8	0	-1.28	0	-0.77	↑

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

Non Reportable Cohort: 10 pupils

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 2018, an additional 10 pupils were in the Year 11 cohort but were classed as non-reportable as they entered care after 1st April 2017.

Out of this cohort;

- Average Attainment 8 was 12.8
- Average Progress 8 was -3.04
- % achieving English and Maths GCSE (4 – 9) was 0%
- % achieving English and Maths GCSE (5 – 9) was 0%
- % achieving alternative qualifications was 70%
- % on SEND register- 40%
- SEN Support- 30%
- EHCP- 10%
- 7 pupils (70%) were educated in Oldham schools and 3 pupils (30%) were educated out of borough.

POST 16 PROVISION

In 2018 / 19, the newly appointed Post 16 Officer for the Virtual School has developed her role working in partnership 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. She provides direct support for those in Year 12 and 13 and is point of advice and guidance for those in Year 14 and beyond.

In September 2019, the ePEP has been extended to include Year 12 and will incorporate Year 13 from September 2020. This enables more accurate tracking of engagement, PEP completion and when potential issues are arising for our young people. The current development around Post 16 and future developments were acknowledged positively by the HMI for education during the recent ILACS inspection.

The information below shows the data for Oldham CLA from September 2018 to August 2019.
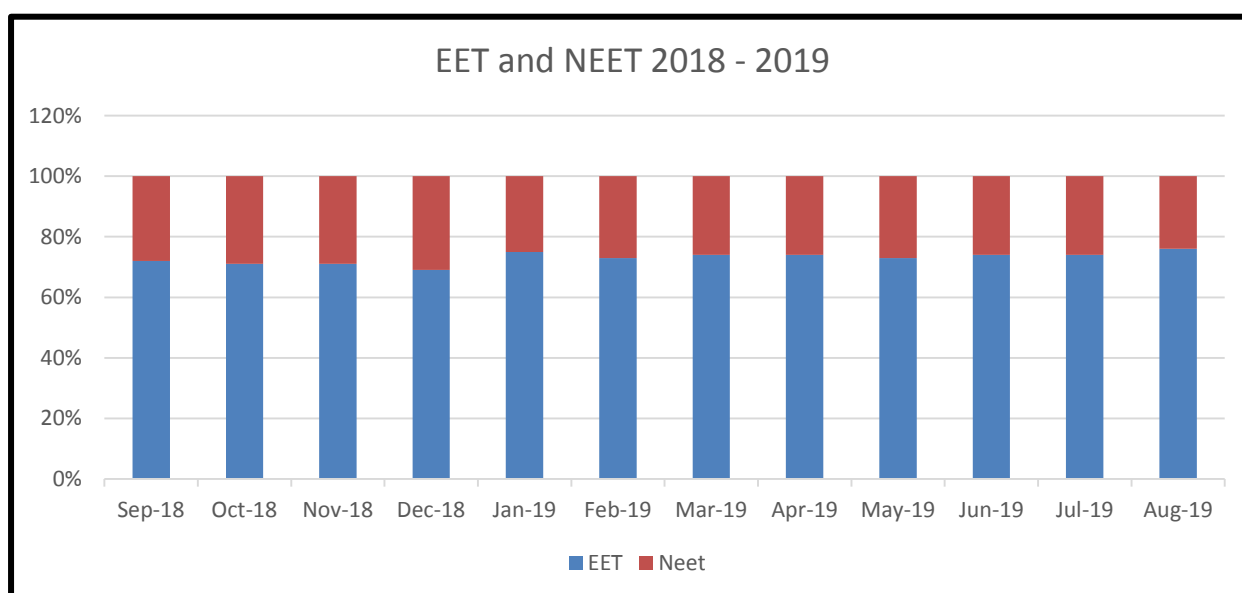
Data Source: Positive Steps CLA Report
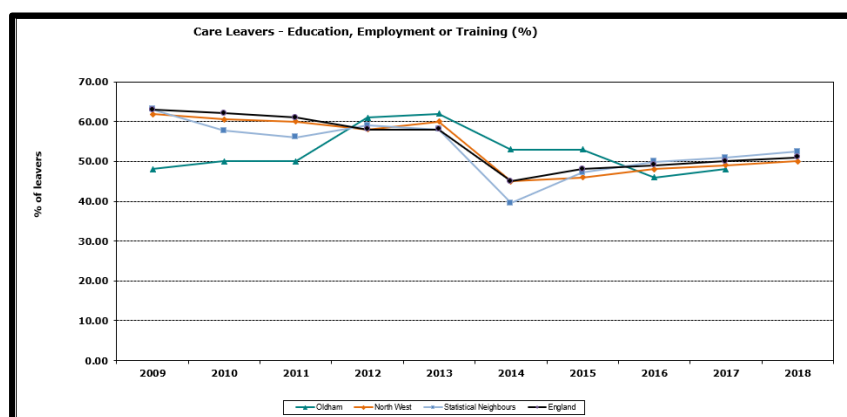
National Context

The chart shows % of Care Leavers in Employment or Training.

Oldham remain slightly lower than national but it is an improving trend since 2016.

Data Source: LAIT

2018 - 2019: Year 11 destinations: Full Cohort 44

Destinations	No	%
6th Form College	4	9%
College	23	52%
Specialist Provision	8	19%
Training Provider	4	9%
NEET	5	11%

Information as of August 2019

In September 2019, 89% of the cohort are accessing education, employment or training. This is lower than 2018 at 90.6%.

For the young people that are potentially NEET, Positive Steps continue to work with them to re-engage in either Education, Employment or Training.

Key Priorities 2019 – 2020

- Introduce HE Bursary
- Implement Post 16 ePEP
- Develop links with local colleges- Transition, alternative programmes
- Monitor use of PP+ funding (Summer term Year 11 allocation) to support transitions into Year 12.

Year 13 Outcomes 2018 – 2019 (Provisional Data)

There have been some extremely positive outcomes for our Year 13 cohort. The Virtual School is developing data collection and analysis in this area as it has not been fully collated previously. This will include tracking those attending University / HE Provision and their outcomes and destinations Post Graduation.

1. **A Level Summary**

2019	
A*	0
A	4
B	2
C	12
D	9
E	0
U/X	0

2019	
A*– A	4
A* - B	6
A* - C	18
A – E Pass	27
Non Pass	0

Destinations

Destination	Course
Manchester University:	Law
Salford University	Law and Criminology
Liverpool John Moores University	Psychology
London University	Law
University of Manchester	Nursing
Huddersfield University	Film and TV Studies
Manchester Metropolitan University	Sociology
Manchester metropolitan University	Awaiting Course confirmation
Manchester Metropolitan University	Extended Diploma in Sports Studies
Oldham Open University College	Children and Young People BA Hons
Liverpool John Moores University	Sport and Exercise Science
RAF Business School	Awaiting entry results

2. **Other Qualifications**

L1 Diploma in Health, Care and Children and Young People
L1 Diploma in Health, Care and Children and Young People
L2 Uniformed Police Services
College certificate in PE, ESOL and E1 award in number for Maths
L1 Painting and Decorating
L1 Sport
L2 Early Years Education and Care
L1 Brickwork
L1 Plumbing

Appendix A- 2018 Provisional Data (un-validated)

Oldham Virtual School: 2019 Educational Outcomes Summary (unvalidated)

The provisional data in this report is not validated. National cohort data will be available in Autumn 2019 and CLA cohort data will be available in Spring 2020.

CLA OC2 Cohort: Pupils who have been looked after for more than 12 months

Early Years Foundation Stage (EYFS)

1. **Cohort Information**

	Oldham CLA: Full Cohort	Oldham CLA: OC2
CLA	26	19
Identified SEND	50% (13)	63% (12)
SEN Support	35% (9)	42% (8)
EHCP	15% (4)	21% (4)

2. **Oldham CLA that Achieved a Good Level of Development (GLD)**

	Oldham CLA OC2		National CLA	Oldham
	%	Number of CLA		
2018	55.5%	5	47%	64.1%
2019 (unvalidated)	32%	6	Available Spring 2020	68.1%

- The number of children achieving a GLD at the end of reception has increased by 1 from 2018. However, the % of CLA achieving GLD is lower than that in 2018.

Year 1 Phonics Screening Check

1. Cohort Information

	Oldham CLA: Full Cohort
CLA	20
Identified SEND	45% (9)
SEN Support	25% (5)
EHCP	20% (4)

2. Oldham CLA working at (WA) Expected Standard

	Oldham CLA		National CLA	Oldham
	%	Number of CLA		
2018	76%	19	Not available	78%
2019 (unvalidated)	50%	10	Available Spring 2020	79%

- The % of CLA 'Working At' expected standard is lower than 2018.
- National CLA data not available on Phonics outcomes (NCER)

Key Stage 1

1. Cohort Information

	Oldham CLA: Full Cohort	Oldham CLA: OC2
CLA	19	16
Identified SEN	37% (7)	38% (6)
SEN Support	26% (5)	25% (4)
EHCP	11% (2)	13% (2)

2. CLA achieving Expected Standard (EXS) at the end of Key Stage 1

	Reading		Writing		Maths		Combined R,W,M	
	Oldham OC2	National CLA	Oldham OC2	National CLA	Oldham OC2	National CLA	Oldham OC2	National CLA
2016	58%	50%	42%	37%	58%	46%	42%	32%
2017	69%	51%	62%	39%	69%	46%	62%	34%
2018	46%	51%	46%	42%	39%	49%	23%	37%
2019 (predicted)	63%	Available Spring 2020	56%	Available Spring 2020	69%	Available Spring 2020	56%	Available Spring 2020

- A significantly higher % of CLA have achieved EXS in Reading, Writing, Maths and combined (Reading, Writing and Maths) than in 2018 and is well above the National Averages for CLA in 2018.
- The gap between all Oldham children and Oldham CLA OC2 has narrowed significantly compared to 2018.

Key Stage 2

1. Cohort Information

	Oldham CLA: Full Cohort	Oldham CLA: OC2
CLA	40	37
Identified SEND	45% (18)	44% (16)
SEN Support	30% (12)	27% (10)
EHCP	15% (6)	16% (6)

2. CLA achieving Expected Standard (EXS) at the end of Key Stage 2

	Reading		Writing		GPS		Maths		Combined R,W,M	
	Oldham OC2	National CLA	Oldham OC2	National CLA	Oldham OC2	National CLA	Oldham OC2	National CLA	Oldham OC2	National CLA
2016	53%	41%	53%	46%	58%	44%	63%	41%	37%	25%
2017	44%	45%	56%	47%	56%	50%	50%	46%	38%	32%
2018	67%	51%	52%	49%	62%	50%	57%	47%	43%	35%
2019 (predicted)	54%	Available Spring 2020	51%	Available Spring 2020	59%	Available Spring 2020	65%	Available Spring 2020	43%	Available Spring 2020

- The % of CLA achieving EXS in Maths has increased from 2018
- A higher % of CLA reached greater depth standard (GDS) in reading (3%), writing (11%) and maths (8%) compared to 2018 (reading- 0%, Writing- 4.7%, Maths- 0%)
- The % of CLA achieving EXS in Reading Writing and combined (Reading, Writing and Maths) is lower than in 2018. However, remain above the 2018 National CLA average in these subjects.
- All outcomes remain above 2018 national averages for CLA.

Key Stage 4

The provisional data in this report is not validated. National cohort data will be available in Autumn 2019 and CLA cohort data will be available in Spring 2020.

CLA OC2 Cohort: Pupils who have been looked after for more than 12 months

1. **Cohort Information- July 2019**

	Oldham CLA: Full Cohort	Oldham CLA: OC2
CLA	41	39
Identified SEND	32 (78% of cohort)	31 (79% of cohort)
EHCP	14 (34% of cohort)	13 (33% of cohort)

- CLA OC2 Year 11 cohort has increased by 34% (from 29 to 39) compared to 2018 cohort.
- 29% (10) young people are placed in residential provision
- 55% (22) of the OC2 cohort are educated out of borough
- 23% (9) attend specialist educational provision

2. **Oldham CLA OC2 outcomes and comparison data**

	GCSE English and Maths grade 5+		5 or more GCSE (grade 4+) incl. English and Maths	GCSE English and Maths grade 4+	
	Oldham CLA (OC2)	National CLA	Oldham CLA (OC2)	National CLA	Oldham CLA (OC2)
2016	13%	17%	13%	16%	13%
2017	11%	7%	18%	25%	30%
2018	10% (3)	8%	21% (7)	18%	24% (6)
2019 (Provisional)	13% (5)	Available Spring 2020	18% (6)	Available Spring 2020	18% (6)

- In 2019 the new GCSE grading system was fully introduced, with the strong pass of grade 5 or above being used as a more significant attainment measure for all schools across all subjects. Therefore, attainment under this new measure shows improvement for the Oldham OC2 CLA cohort.
- The % of CLA achieving grade 5 or above in English and Maths is higher and well above the 2018 National Average with the number of young people achieving this grade rising from 3 in 2018 to 5.
- The % of CLA achieving grade 4 or above in Maths and English is lower although still at the 2018 National Average, although the number of young people achieving this outcome remains at 7, the same as 2018.

3. Comparison with Predictions (April 2019)

	Prediction No	Prediction %	Actual No	Actual %
Level 5 or above in English and Maths GCSE	3	8%	5	13%
Grade 4 or above in English and Maths GCSE	8	21%	7	18%
Grade 4 or above in five subjects Incl. English and Maths GCSE	8	21%	6	15%
Level 4 or above in five GCSE subjects	8	21%	6	15%

- 2 young people exceeded expectations and achieved the higher grade 5 in English and Maths
- 1 young person did not achieve the predicted level 4 in English and Maths. This young person experienced a bereavement and a subsequent placement move midway through year 11.
- 2 young people did not achieve the predicted grade 4 outcomes across five subject areas, including English and Maths.
  - Bereavement and placement move (midway through Year 11)
  - Long term placement breakdown, moved into residential provision (midway through Year 11)

4. Comparison with whole cohort (Oldham CLA OC2, Oldham and National)

(English and Maths Grade 5+)	2016 (Grade A* to B)	2017		2018		2019 (Provisional)	
Oldham CLA OC2	12.5%	11.1%		10.3%		12.8%	
Oldham	Not reported	37%	Gap 25.9%	35.7%	Gap 25.4%	35.1%	Gap 22.3%
National	Not reported	42.9%	Gap 31.8%	43.5%	Gap 33.2%		

(English and Maths Grade 4+)	2016 (Grade A* to C)	2017		2018		2019 (Provisional)	
Oldham CLA OC2	12.5%	30%		24%		18%	
Oldham	56.6%	Gap 44.1%	59.2%	Gap 29.2%	56.8%	Gap 32.8%	56.4%	Gap 38.4%
National	59.5%	Gap 47%	63.9%	Gap 33.9%	64.4%	Gap 40.4%		

- The gap between Oldham CLA OC2, Oldham and National in achieving grade 5 or above in English and Maths continues to narrow as in previous years from 2016.
- The gap between whole Oldham cohort and Oldham CLA OC2 obtaining grade 4+ in Maths and English has widened.