

The Aims of the Virtual School

Promote	High aspirations and excellent educational outcomes
Support	Children and young people, carers, schools and settings
Challenge	Anyone who does not deliver on our aspirations
Celebrate	All our successes

Introduction

This report has been designed to provide information on the attainment and achievement of the Local Authority's Looked After Children in 2018, set against a background of our performance in previous years and National benchmarks. This report is based on LA held pupil information and results from schools for 2018 as well as NCER CLA Project statistics and Department for Education published national statistics for 2017 and previous years.

It is important to note that significant changes have taken place in Key Stage 4 and this means that comparison with previous years is not yet possible. Information relating to previous years has been left in for information.

Work of the Virtual School:

Over the academic year 2017/18, the Virtual School as continued to ensure that the best outcomes for all children in care are at the integral to the work of all who are involved in their lives.

Key to success is raising aspirations of schools, carers and the young people themselves. We have in place the following:

Schools:

- Schools with a Year 6 child in care attending receive regular phone calls from School Improvement Officers to discuss the provision and progress for the children. This conversation also features on school visits from School Improvement Officers.
- Education Panels take place throughout the year. These are staffed by the School Improvement Officer, Area Learning Advocates and senior manager from social care with the additional responsibility for education for Children in Care. Designated teachers are conference called to discuss provision, progress and support such as the information, advice and guidance offered to children in care. This programme is published in September for the year.
- School monitoring visits. These are carried out by the Area Learning advocate for the school accompanied by the school Improvement officer. There are discussions with the DT looking at progress and attainment data and the children's books. Young people themselves are talked to about how they view their teaching and learning whilst referring to their books to look at feedback and the information, advice and guidance they receive. This helps ensure they know what they need to do in order to achieve their goals. Notes of visits are also issued following the visits by the School Improvement Officers.

Children/Young People:

- University Days for Children in Care. There were three days arranged this year; one for Year 6 children; one for Year 9 children and one for Keys Stages 3,4 and 5. The Year 6 day involved a brief introductory activity to help children to get to know each other followed by a science activity in one of the laboratories. Children had lunch in one of the campus cafeterias and then had a talk from some Arabic language students about their trip to Jordan for their 'year out'. The year 9 day was Science, Technology, Engineering and Maths (STEM) based. This involved a panel of PhD students from a range of disciplines who firstly spoke about their own research and then were available for questions and answers. This was followed by lunch in one of the campus cafeterias and a STEM based activity in the afternoon. Finally, the Keys Stage 3,4 and 5 day involved a campus tour, lectures and activities and discussions with student ambassadors. Again, lunch was included. For the one Key Stage 5 student she was able to meet with a member of the University Staff to learn about the funding for children in Care at university. This programme will be repeated in 2018/19 with the additional offer of an evening information session for carers.
- The Children in Care annual celebration event was held at St James School in Exeter. Almost three hundred young people attended to receive their awards to recognise a wide range of achievements.
- There were two Enterprise days organised by Careers South West on behalf of the Virtual School. One was for Years 9-11 and one for care leavers. These days involved a short film and talk about what the world of work will look in 2028. This was followed by workshops on CV writing, interview preparations and a mock interview with feedback.
- Personal Education Allowances are paid to carers to support young people of school age following the submission of an application form to the area learning advocate. The PEA supports children's academic progress and attainment by helping to develop their social and emotional resilience.

The Virtual School encouraged Year 11 children in care to attend the National Citizenship course this year. This was through Independent Reviewing Officers and Children in Care reviews, social workers, fostering and Designated Teachers. As a result, at least 20 Year 11 students signed up. This is a significant figure compared to other Authorities in the South West.

The National Citizenship Service is a four-part programme for young people. Part 1 is Adventure. It involves outward-bound activities based residential for five days. Activities include rock climbing, kayaking and archery. This part is about team building and making new friends. Part 2 is Discovery. The week is all about developing the young person in skills such as living independently. They learn essential life skills from local business leaders and charities, gain confidence in public speaking, communications skills and budgeting. All this can feed into their CV. Part 3 is Social Action. Back at home, young people work with their team to devise a social action project based on an issue they feel passionate about. The more original, the better. This is their chance to feel proud by making a real difference in their community. Part 4 is Celebration. In this stage young people finally, take stock of all they have achieved. They have overcome challenges, pushed themselves into new and exciting territories, and had experiences they never thought possible. They join other young people on the programme to celebrate their achievements at one great event.

Training

The Virtual School has provided training for designated teachers and social workers over the year.

Training for designated teachers has included:

- The very successful attachment based mentoring programme. This aims to have a trained mentor in each school with a Devon Child in care to offer the best support.
- Attachment and early life trauma and restorative approaches to managing challenging behaviour. This was a full day's training by the Educational Psychology Service in four areas of Devon.
- The Designated Teacher's Conference held in October. The keynote speaker was Jean Gross, who is an education expert who has led many national initiatives aimed at improving the learning, attainment and wellbeing of disadvantaged children and those with special educational needs. There were also a series of workshops run by the Educational Psychology Service and other services such as adoption. Young people opened the conference with the participation team.

Training for Social Workers centred on the process involved in identification of special educational needs leading to the EHCP.

Virtual School Newsletter

The Virtual School Newsletter is published 6 times a year. It is available on the website and is also sent electronically to all designated teachers, social workers, fostering and elected members. The newsletter offers informative articles as well as celebrating the work of the Virtual School.

Personal Education Plans (PEPs)

This has been the first year of the electronic PEP (ePeP) system for the Virtual School. The idea behind it is to manage the entire process on line, including the setting of the date and the email invites up to the structure of the meeting and the meeting itself. The year has seen the process of embedding the ePEP into the work of schools, foster carers, children and, of course, the Virtual School. We began the ePEP rollout for the majority of the children on our roll, added an early years ePEP in March and will be adding a special school ePEP for children and young people with complex and profound needs in the autumn term. In addition we have continued to develop the format of the main ePEP, adding features and refining the form. The ePEP allows the Virtual School to report on the progress and attainment on a termly basis and to report on other areas such as exclusions, attendance and PEP completion. The ePEP has streamlined the way in which the young person's views are collected and fed into their education plan. It has also made the process much more appealing to the young people.

Out of County Children and Virtual School Support:

There are 108 Devon children in care of school age placed in other local authority schools. A small number of these children will be placed for adoption. The Virtual School has worked hard to offer the same support to those placed out of county with ALAs and PEPCOs travelling to placements across the country to ensure that there is a PEP in place and to see the educational provision. Where necessary the Virtual School has put in place interim provision through tutors or the on-line school Inter High. Virtual School staff have also worked closely with social workers to advise on applying for statutory assessment where necessary as the corporate parent.

Support for Children and Young People who were Previously in care:

From September 2018 Local Authorities and Schools have a new statutory role to support young people who have previously been in care such as those who have been adopted or are under s Special Guardianship Order. As a result the Virtual School have appointed one Area Learning Advocate to take the additional responsibility for children who have previously been in care. A section of the website has been developed for parents and carers of children previously in care and an Educational Plan for Adopted Children (EPAC) as well as guidance on their completion has been written. Devon admissions ensures that children previously in care are given priority for admissions and this has been advertised through Devon Adoption Services and the SGO support group.

Training for VS Staff

It is seen as important that the staff receive regular and relevant training so that they are best able to support children. Training has included safeguarding conference, SEN conference, attachment difficulties in children, Psychology Associates conference, Academies Show, Pupil Premium, attainment and progress and additional training and conferences as appropriate.

Virtual School Involvement in Supporting Work for Children in Care

The Virtual School Staff are on a number of groups within the LA:

- Wellbeing/Personal Budgets for health
- Life-long links for Children in Care
- Step-down from residential to foster care
- Children's Access to Resources Panel
- Placement Review Panel
- Joint Agency County Panel for joint funding between health, education and social care
- Corporate Parenting forum and group
- Governing Body
- Adoption Panel
- Missing Monday

Ensuring that Young People are in Employment, Education or Training (EET):

The Virtual School have set up a monthly meeting to look at individual young people at risk of becoming Not in Employment Education or Training (NEET) or who need to be helped back into EET. This panel began in 2017/18 to work with Year 12 young people and this has been extended to include Year 13. The panel includes:

- Careers South West
- Young Devon
- PEP coordinators with responsibility for post 16
- Economy, Enterprise and Skills.
- 0-25 SEN team
- Team Leaders from P & teams.

The panel helps young people back into EET through pathways such as Princes' Trust, Focus 5 and Young Devon courses. The impact has been that the VS knows the destination of all young people. The VS can identify young people in danger of becoming NEET and as they drop out leading to immediate action.

Working with Unaccompanied Asylum Seekers:

There are currently 43 young people who are either UASC or victims of trafficking who are or were until recently the responsibility of Devon County Council and under the age of 20. Of these, four are age 19, sixteen are age 18, fifteen are above statutory school age but below 18, and seven are between the ages of 13 and 15. All of those aged between 13 and 15 are in full time education in school.

Both Exeter College and City College Plymouth offer full time (16 hours a week) English for Speakers of Other Languages (ESOL) courses for those who enrol before the enrolment cut off date in October. Exeter College do not offer a second date, but City College has a second semester starting in February. These ESOL courses include Maths and IT as well as Personal and Social Development. Students work towards ESOL qualifications. Following pressure from the Virtual School, Exeter College have recently agreed to allow students who are close to obtaining Entry Level 3 ESOL qualifications to enrol on Level 1 vocational courses, even though they do not quite meet the entry requirements. The college will support these students by providing opportunities for them to attend ESOL classes alongside their other full-time course.

The Local Authority was successful in a bid for funds to support these young people. Most are in post 16 provision. Exeter College has designed a course specifically for these young people to allow for their development of English language skills while also developing them academically. The bid from the DfE is to develop the following:

- Increased professional and carer knowledge and competence to support UASC
- Increased academic attainment
- Reduced NEET for UASC
- Increased stability in placement and education
- Increased social cohesion in Devon
- Reduced distress and mental health difficulties for young people
- Increased sense of belonging for young people.

Progress so far:

- Joint working between EPS, EMTAS, Education Welfare, School effectiveness has been successfully implemented.
- Work on the online support package has started
- The assessment of UASC, including psychological assessment of needs relating to educational and emotional development with personalised recommendations for provision and support is well advanced.
- The views of YP and the use of existing literature / research is being used to feed into school for enhancement support
- Training is being offered to schools alongside supervision and coaching for staff
- English language teaching is being offered to young people
- There is support for carers including workshop delivery and consultation.

In this year's results for Year 11 a young UASC achieved the following results: English Lang grade 3, English Literature grade 4, Graphics grade C (old spec), ICT BTECH grade 'Pass' (Level 2 C grade), Maths grade 7, Persian grade A* (old spec), Religious Studies grade 3, Resistant Materials grade B (old spec), Combined Science grade 5 and grade 4. These are very impressive results for a young person who only joined the school near the end of Year 9 and had to learn English and study for his GCSE examinations in only two years.

Educational Outcomes

Important Definitions:

Nationally Looked After Children have poorer educational outcomes than non-Looked After Children and so a number of studies have been carried out to analyse performance. Due to the sometimes rapidly changing status of Looked After Children, bodies who carry out analysis of the data define the criteria and methodology they have used. Unfortunately, these bodies do not all use the same definitions and so information is provided below to outline the differences.

Looked After Child: The term 'looked after' has a specific, legal meaning based on the Children Act 1989. The definition is as follows - a child is legally defined as looked after by a Local Authority if he or she:

- is provided with accommodation for a continuous period of more than 24 hours;
- is subject to a Care Order; or
- is subject to a Placement Order.

New definition- Child Looked After (CLA): To enable comparisons to national benchmarks, this cohort defined as a Child Looked After (CLA) are those who have been in the Care of Devon Local Authority for one day or more during the assessment year and placed in a mainstream school in any Local Authority. The previous definition restricted this to just those placed in Devon schools. The NCER CLA project will be used to compare performance (in 2016/17 132 Local Authorities had signed up for this project, to enable early analysis of CLA outcomes). Benchmarking data for the previous definition is no longer available reporting for this cohort has ceased.

Child in Care (CiC): The Department for Education and the National Statistics Office definition of a 'looked after child' (CiC in this report) is a child who has been continuously looked after for at least 12 months, up to and including 31 March of that year. Outcomes are for all children and young people who are subject to a Care Order or who are accommodated by the Local Authority, regardless of in which Authority they are being educated. This cohort is sometimes referred to as the OC2 cohort in reference to related statutory returns.

To give an idea of the difference this means in 2017/18 there were, at the end of Key Stage 1, 18 defined CLA pupils and 12 CiC, at Key Stage 2 there were 34 CLA and 27 CiC and at the end of Key Stage 4 there were 45 CLA defined pupils and 42 CiC with known outcomes.

In order to add clarity to this report we have used the term Looked After Child (LAC) when using the legal Definition, Child Looked After (CLA) when using the NCER Project methodology and the term Child in Care (CiC) when using the DfE LAIT/ National Statistics methodology.

Summary

Based on local information for both Children in Care and Children Looked After the main points to note in this year's results are shown below. It should be noted that in Early Years and Year 1 small cohort sizes result in significant year on year variation.

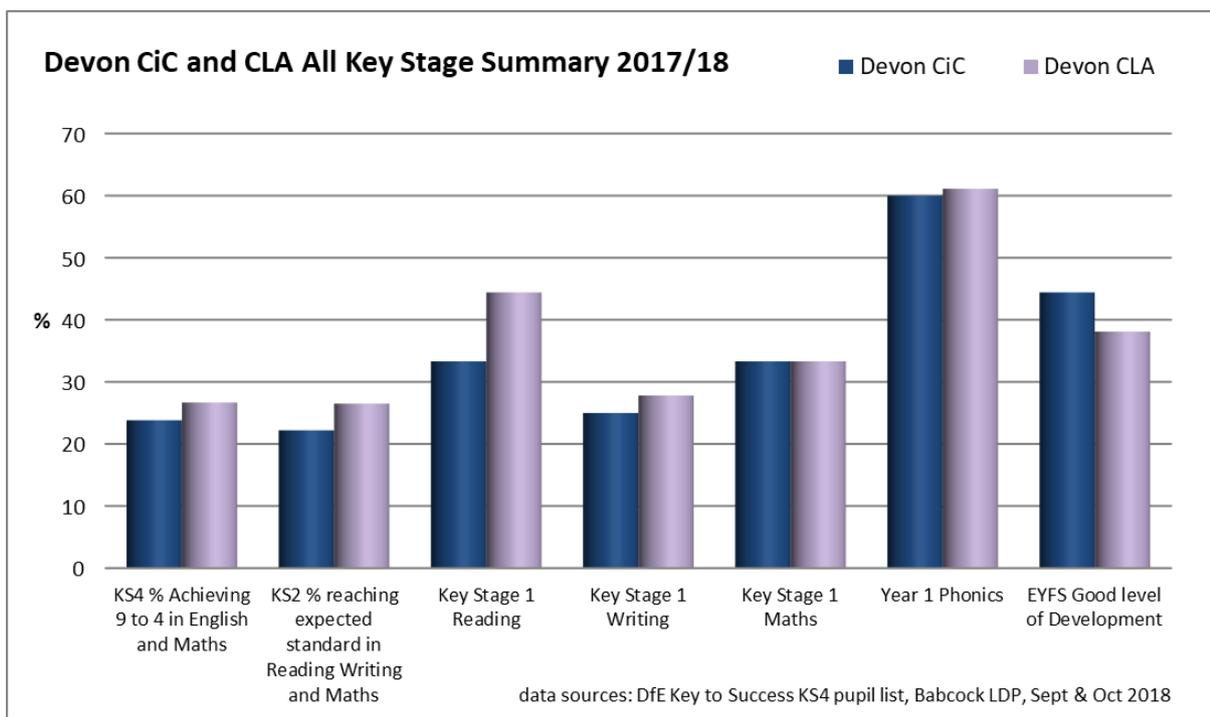
Outcomes for Children in Care (those in care to Devon for 12 months or more but in any school)

- Attainment in Key Stage 4 for pupils with known outcomes has risen despite the change in the exam system.
- The percentage of pupils achieving the expected standard in Reading Writing and Maths at Key Stage 2 has fallen.
- Key stage 1 outcomes in Reading, Writing and Maths have fallen. Please note due to small cohort sizes results can vary significantly year on year.
- The percentage of Devon Looked After pupils, with results, achieving the expected standard in the Phonics screening check at end of Year 1 is relatively stable (60%)
- The percentage of Devon Looked After pupils achieving a Good Level of Development at the end of the Early Years stage has fallen slightly. Please note due to small cohort sizes results can vary significantly year on year.

Outcomes for Children Looked After (in Care to Devon for any time attending mainstream schools)

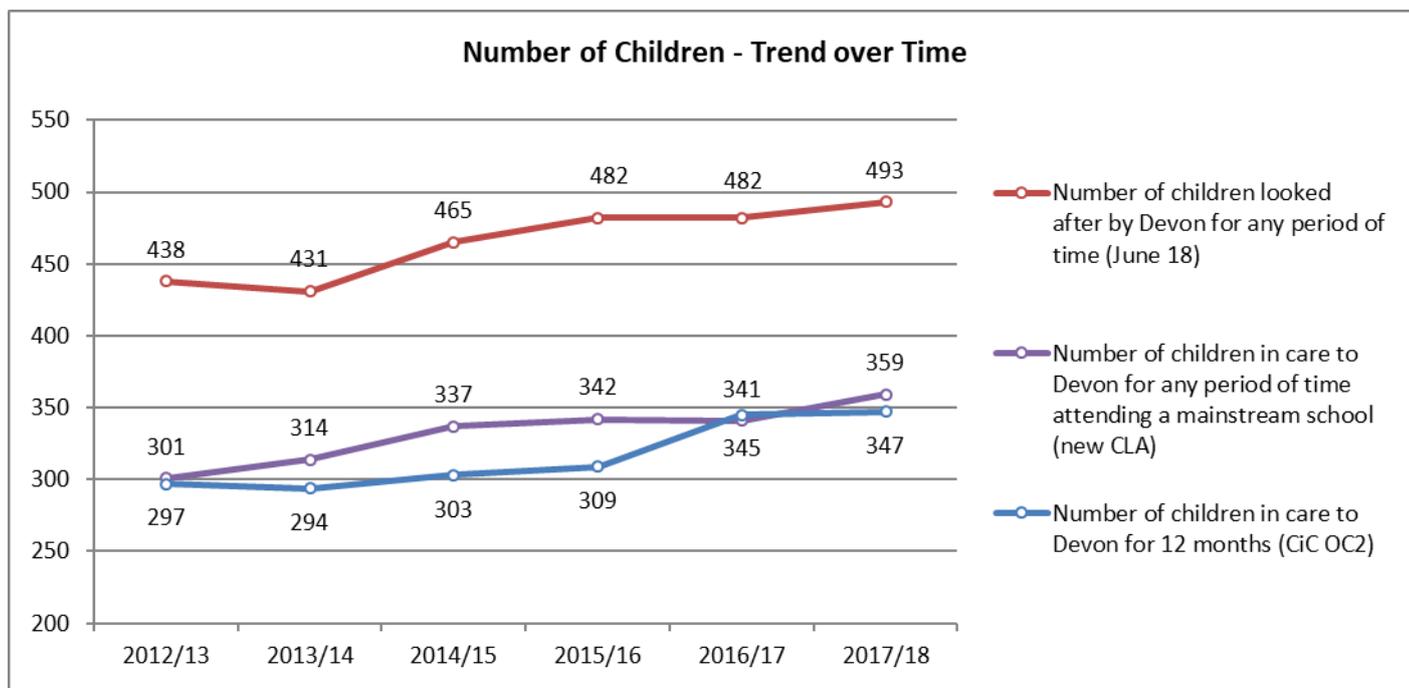
- Attainment at Key Stage 4 has improved with achievement in Maths (9 – 5) seeing the greatest improvement
- The percentage of pupils achieving the expected standard in Reading Writing and Maths at Key Stage 2 has fallen.
- Key stage 1 outcomes in Reading, Writing and Maths have fallen. Please note due to small cohort sizes results can vary significantly year on year.
- The percentage of pupils achieving the expected standard in the Phonics screening check at end of Year 1 has improved
- The percentage achieving a Good Level of Development at the end of the Early Years stage has remained stable.

The Graph below provides a summary of outcomes for Children in Care to Devon compared to the new Children Looked After cohort.



Numbers of Children Care as of May 2018

The chart below has been split into 3 sections which relate to the categories identified on the front page. The reference date which has been used is 31 May as this reflects numbers at the end of the 2017/18 academic year, before Year 11s were taken off school rolls. Whilst the Education Service supports all Children in Care, National comparisons are only possible for those under the CiC definition (see page 6) and in some cases the new Child Looked After definition.



Data source: Virtual School, Devon County Council Aug 2018

The graph above shows that, whilst the number of children who stay in Care to Devon for a period of 12 months or more, has risen by 38 over the last 3 years, the number of children who have been in Care for any length of time has risen by only 11.

The table below provides a further breakdown for children who have been in Care for 12 months or more. Over the last three years, the number of pupils aged 8 to 10 has seen the greatest percentage increase (16%) whilst pupils aged 11 to 16 has seen the greatest increase in numbers (26 pupils).

Number of children in Care to Devon for 12 months	2013/14	2014/15	2015/16	2016/17	2017/18
Early Years (Reception)	15	12	10	11	10
Key Stage 1	26	24	28	32	28
Key Stage 2	67	84	74	90	86
Key Stage 3	79	80	94	101	107
Key Stage 4	107	103	103	111	116
aged 4 to 7 (EY and KS1)	41	36	38	43	38
aged 8 to 10 (KS2)	67	84	74	90	86
aged 11 to 16 (KS3 and KS4)	186	183	197	212	223

Data source: Virtual School, Devon County Council Aug 2018

Attendance (local data)

Attendance figures for Children in Care to Devon have improved across both school phases, primary aged attendance is now at 95.84% and secondary age attendance at 89.86%. (National attendance data is not available as benchmarks use absence measures instead, information on this measure is provided later in the report). The breakdown below provides information relative to each phase.

Attendance at Key Stage 3 has seen the greatest improvements whilst attendance is least good in Key Stage 4 where there is also a significant gender difference. This is an area of focus for the Virtual school and Children's Social Care team and relevant actions are set out in the improvement plan.

Average % Attendance of all Children in Care to Devon by year group Sept 2017 to May half term 2018									
Year Group	2015/16			2016/17			2017/18		
	Female	Male	All	Female	Male	All	Female	Male	All
R	-	-	-	96.43	97.52	96.97	95.31	93.42	94.68
1	97.27	87.1	90	93.09	93.45	93.26	96.32	87.69	93
2	97.07	93.61	94.87	92.58	96.69	95.32	96.83	96.2	96.52
3	93.96	97.03	96.21	94.73	95.25	95.11	99.09	96.87	97.98
4	97.3	95.12	95.66	96.52	96.66	96.61	97.85	92.55	94.73
5	96.72	95.97	96.39	93.9	96.68	95.45	98.07	97.01	97.45
6	98.21	95	95.86	98.84	97.46	97.82	97.88	94.65	95.73
7	94.98	96.69	95.83	94.7	93.89	94.18	98.91	96.41	97.13
8	97.32	91.09	92.99	92.42	94.26	93.38	94.61	97.46	96.45
9	95.15	97.96	96.76	84.05	89.31	87.21	87.3	97.57	92.71
10	95.47	94.7	94.96	81.18	93.55	88.55	76.22	93.5	85.94
11	97.27	92.56	94.98	82.4	80.2	81.3	76.97	87.71	83.68

Primary (Yr R – 6)	96.83	94.03	95.01	94.9	96.37	95.81	97.35	94.58	95.84
Secondary (Yr 7 – 11)	96.37	94.08	95.03	86.41	90.84	88.94	83.97	93.77	89.86

Data source: School Attendance at Babcock LDP Aug 2018

Note: historical figures differ from previously published reports as data has been reviewed in light of change in cohorts.

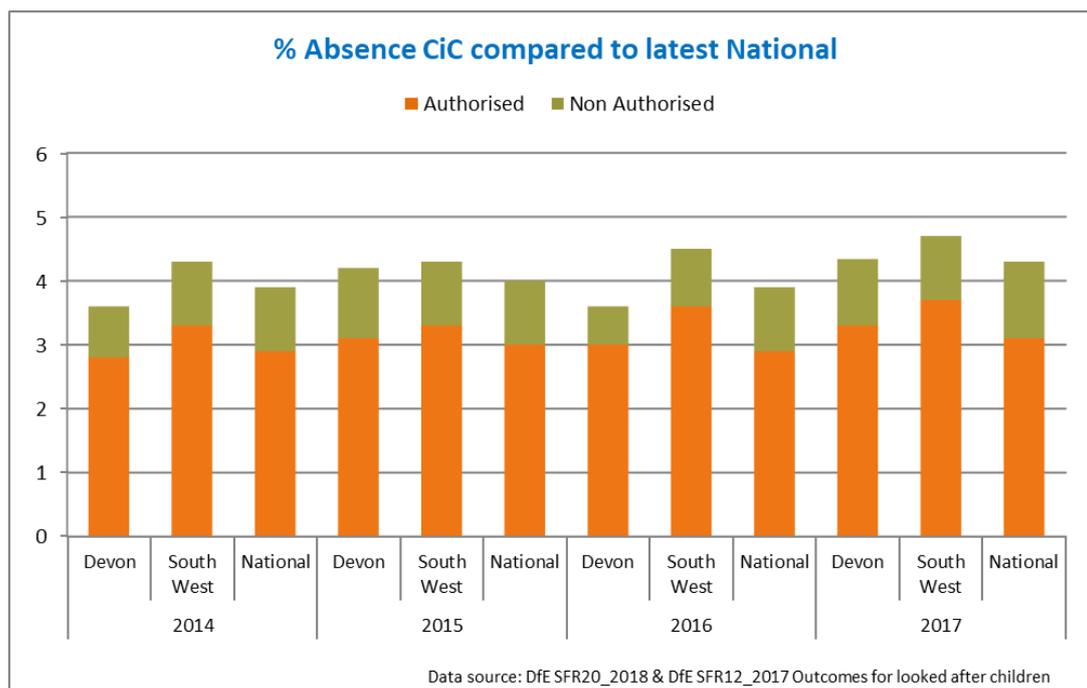
The table overleaf looks at attendance data cross a wider cohort of Looked After Children and shows an improvement in the overall attendance of all children in care (from any LA) attending Devon schools. Attendance for Devon funded Children in Care has also improved.

Average % Attendance of all Children in Care	2015/16			2016/17			2017/18		
	Female	Male	All	Female	Male	All	Female	Male	All
All Children in Care open to Devon Local Authority and attending Devon Schools	96.55	94.06	95.02	89.48	93.10	91.62	90.24	94.10	92.47
All Children in Care open to Devon Local Authority attending any mainstream school (Devon & Out of County)	96.45	94.63	95.39	89.33	92.46	91.11	91.16	94.48	93.06
All Children in Care open to Other Local Authorities but attending Devon Schools	95.16	93.37	94.11	94.26%	94.65	94.50	93.97	92.77	93.30
All Children in Care open to Any Local Authority and attending Devon schools	96.14	93.88	94.77	91.00	93.62	92.56	91.52	93.67	92.74

Data source: School Attendance at Babcock LDP Aug 2018

Absence (2016/17 national data)

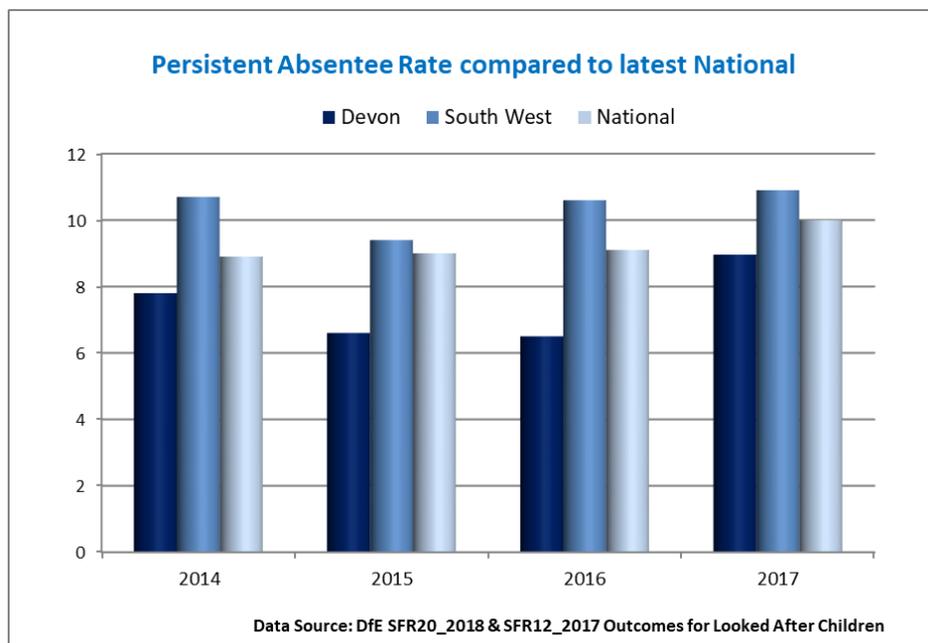
2017/18 national data on absence is not published until March 2019. This section is therefore currently based on the 2016/17 academic year. Absence is recorded as either authorised or unauthorised. The graph and table below provide a benchmark against National averages for both these types of absence for the past 4 years. In the academic year 2016/17 Devon absence rates are in line with the National average and better than the South West Average. The level of absences has increased slightly in Devon in the last year, which is also reflected regionally and nationally.



	CiC Cohort	Authorised	Non Authorised	Total
2014	Devon	2.8	0.8	3.6
	South West	3.3	1.0	4.3
	National	2.9	1.0	3.9
2015	Devon	3.1	1.1	4.2
	South West	3.3	1.0	4.3
	National	3.0	1.0	4.0
2016	Devon	3.0	0.6	3.6
	South West	3.6	0.9	4.5
	National	2.9	1.0	3.9
2017	Devon	3.3	1.0	4.3
	South West	3.7	1.0	4.7
	National	3.1	1.2	4.3

Source: DfE SFR20_2018, DfE SFR12_2017 Outcomes for looked after children

The percentage of Devon Children in Care classified as persistent absentees rose in 2016/17 but continued to be lower than the national average (9% compared to 10% nationally). The graph below illustrates Devon's performance against the regional and national averages.



Note: persistent absentee rate is based on percentage of children in care with less than 90% attendance.

Absence (2017/18 local data)

Local data for 2017/18 indicates that the number of Children in Care classified as persistent absentees has fallen in the last year. The table below illustrates this. Due to the rise in 2016/17 actions around this were identified within the virtual school Improvement plan and with Fostering social workers.

Number of Persistently Absent Children in Care	2015/16			2016/17			2017/18		
	Female	Male	All	Female	Male	All	Female	Male	All
All Children in Care open to Devon Local Authority and attending Devon Schools	7	18	25	34	29	63	21	26	47
All Children in Care open to Devon Local Authority but attending any mainstream school (Devon & Out of County)	11	15	26	39	34	73	20	20	40
All Children in Care open to Other Local Authorities but attending Devon Schools	6	7	13	7	12	19	6	13	19
All Children in Care open to Any Local Authority and attending Devon schools	13	25	38	41	41	82	27	39	66

Data source: School Attendance at Babcock LDP Aug 2018

Note 1: persistent absence is based on less than 90% attendance.

Note 2: historical figures differ from previously published reports as data has been reviewed in light of change in cohorts.

SEN Information (2016/17 National Data)

2017/18 national data on SEN is not published until March 2019. This section is therefore currently based on the 2016/17 academic year.

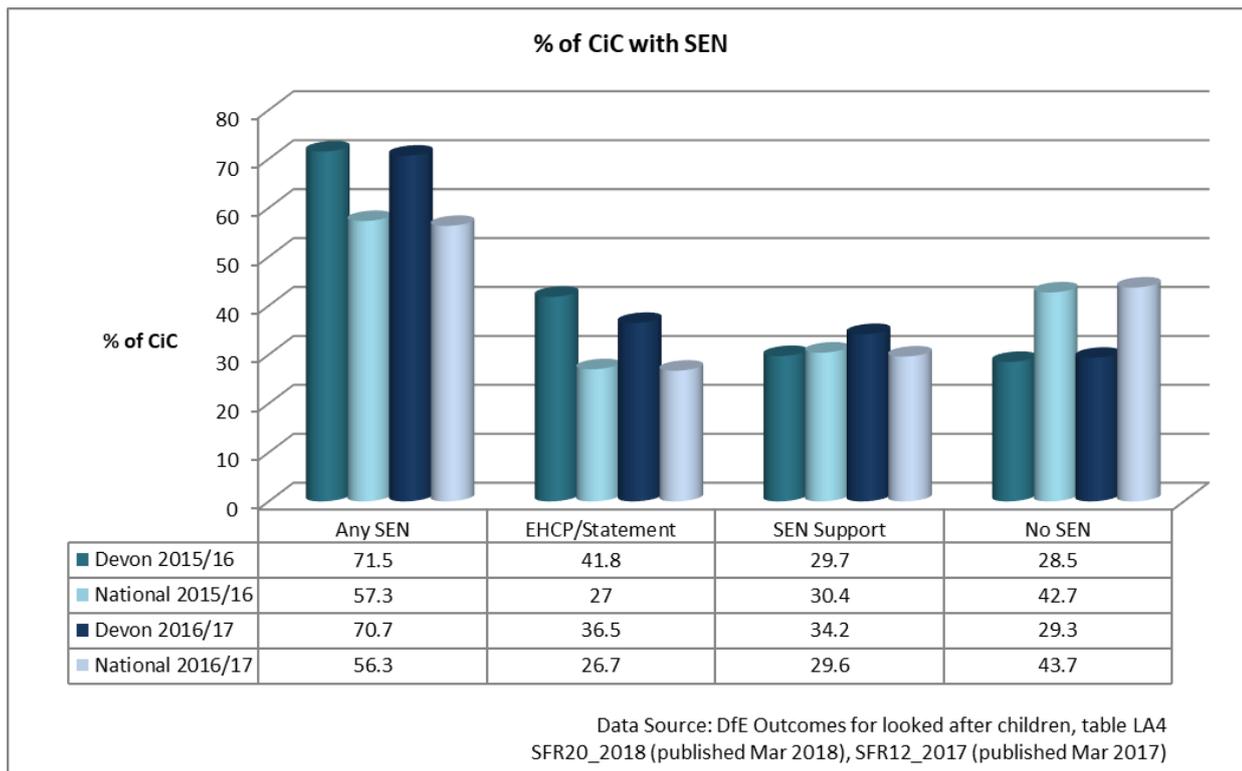
Nationally nearly two-thirds (56%)¹ of Children in Care have a Special Educational Need. This is much higher than the school population as a whole, where nationally only 14.4%² have a Special Educational Need and of these just 2.8%² have a Statement or EHC Plan.

In comparison with National statistics, Devon has historically had a much higher proportion of Children in Care with a Special Educational Need as shown in the graph overleaf. In 2016/17, 71% of Children in Care have Special Educational Needs compared to 56% nationally. This also continues to be the case for Children in Care with an EHCP Plan or Statement, with 36.5% in Devon compared to 26.7% nationally. This will naturally have an impact on the overall percentage of pupils attaining threshold levels in National tests. For children who have complex and significant Special Needs, monitoring the rate of their individual progress is a more meaningful measure.

The chart overleaf compares the National CiC figures to Devon's CiC figures.

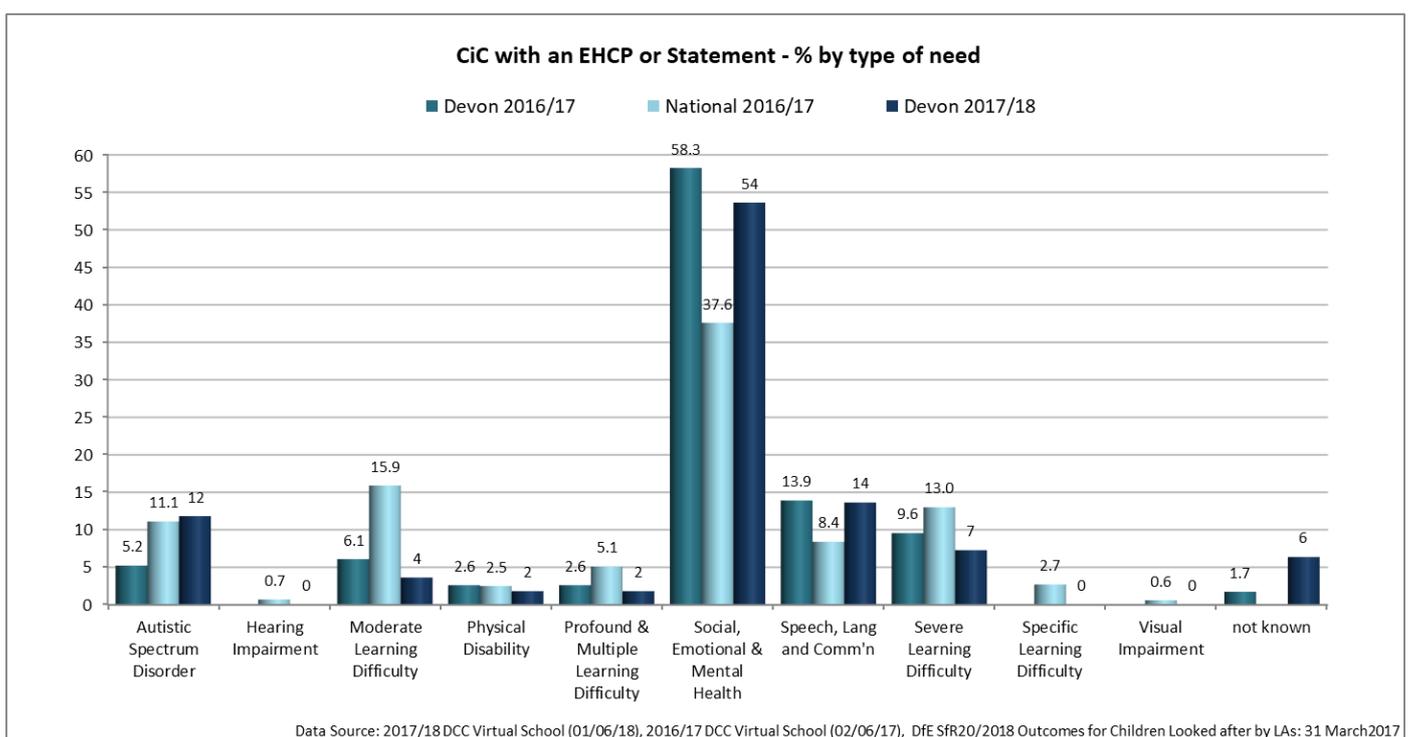
¹DfE SFR 20_2018 Outcomes for looked after children, March 2018

²DfE SFR 37_2017 Special Educational Needs in England 2017

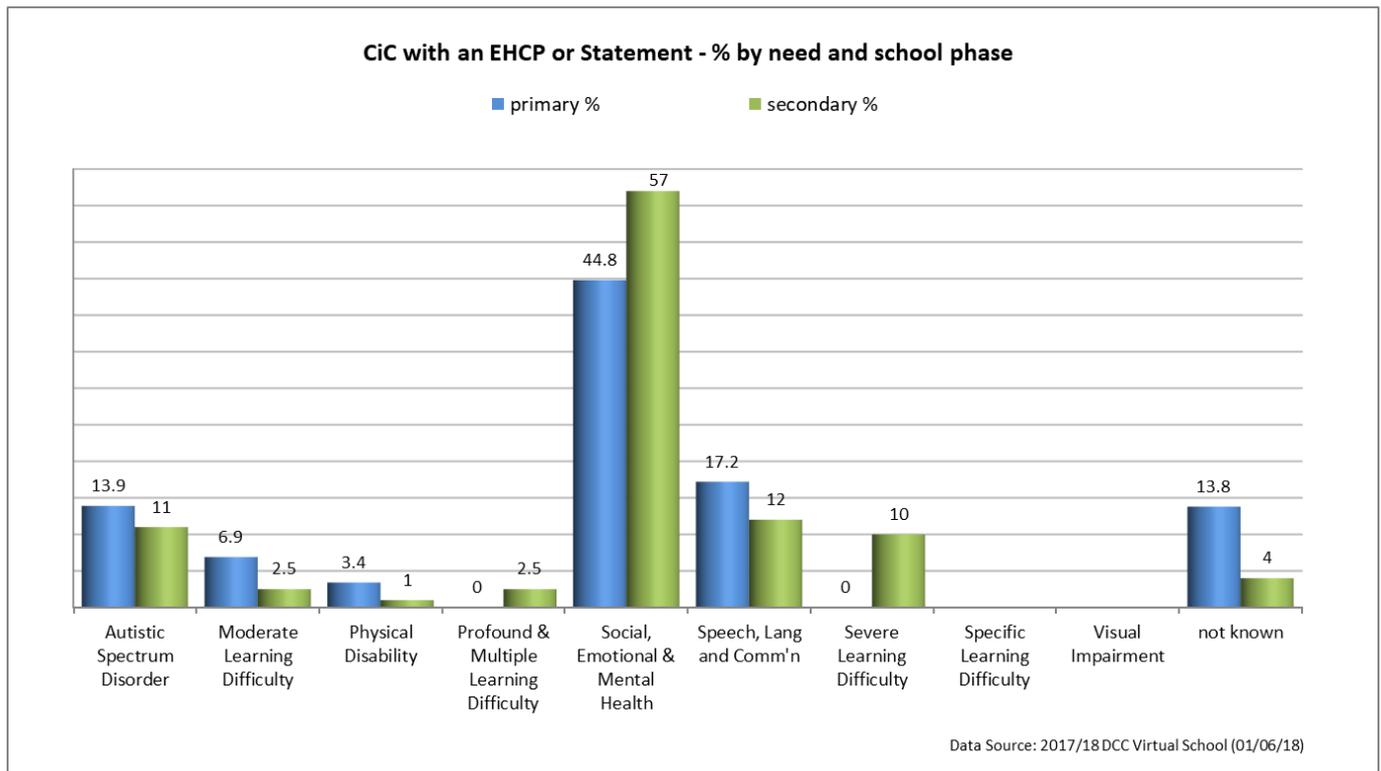


SEN by Primary Need (2017/18 Local Data)

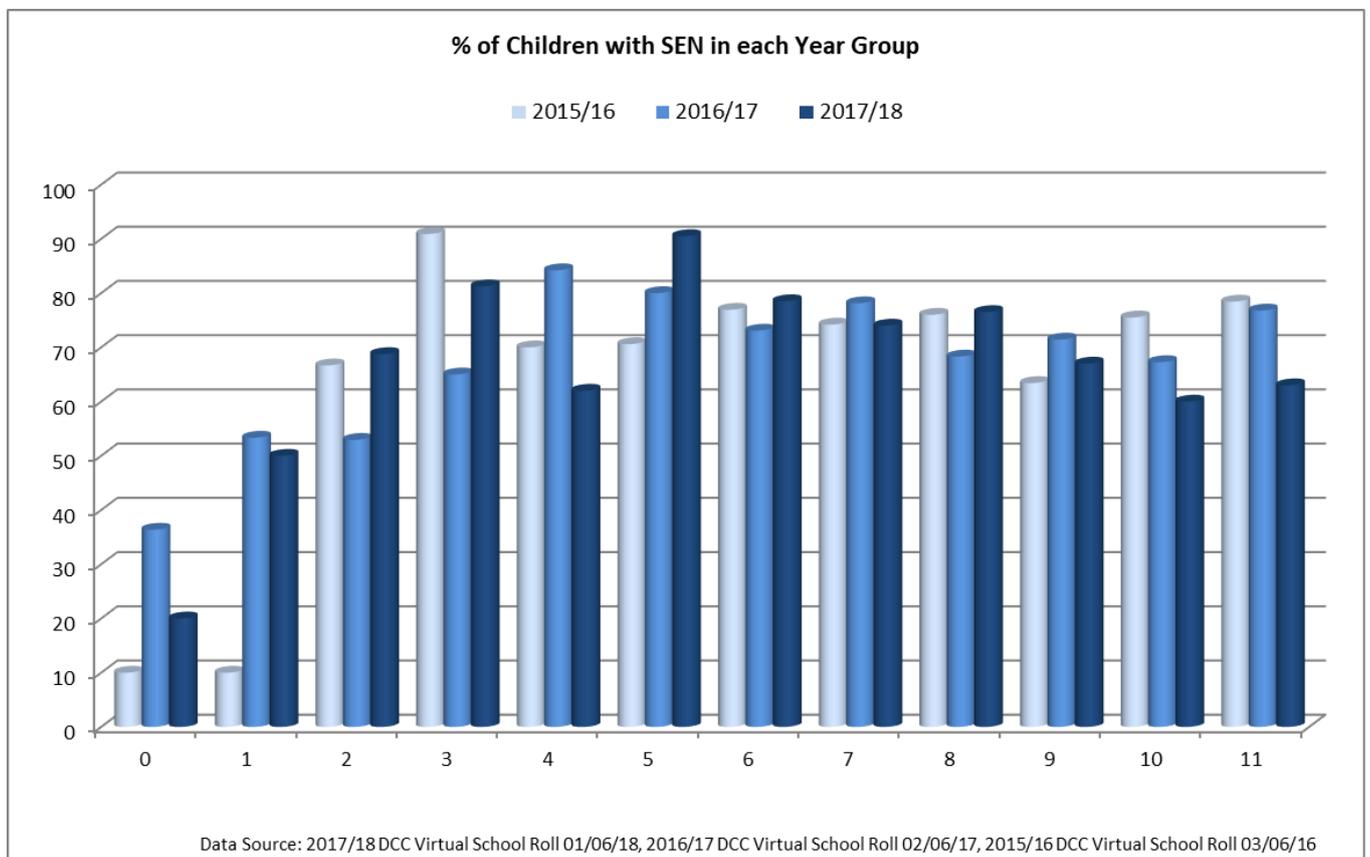
A breakdown of the SEN primary need type, compared to the latest available national data, is provided in the graph below (2017/18 national data is due to be published in March 2019). Nationally the most common type of SEN in 2017 was Social, Emotional and Mental Health. This was also true for Devon but as the graph shows the percentages involved continue to be significantly higher.



A breakdown of this same information by phase is provided below;



The graph below shows the percentage of Looked After Children with SEN in each Year group as at end of May in each academic year.



Early Years take up of Provision

Take-up by 2 year olds in Care was 71.4% (10 out of 14 children) in Summer 2018 and 70% (7) of these were accessing the full entitlement of 15 hours; both of these figures were below the Devon averages for all children of 90.9% and 71.1% respectively (Spring 2018). Of the 4 non-funded children, 2 were placed outside the County but would still be eligible for a place which would be funded by the LA area where they are based. There was also 1 child in attendance at a school nursery where the school does not access 2 year old funding.

Currently (Summer 2018), all (26 out of 26) 3 and 4 year olds were taking up some of the Early Years entitlement and 84.6% (22) of these were accessing the full entitlement of 15 hours.

All children in the above figures were accessing funded settings in the private, voluntary and independent sector or were funded at maintained schools. The take-up of the full entitlement was slightly lower than the Devon average figure of 84.9% (Spring 2018). There were 5 children accessing funded hours outside the County, including settings in Bath and North East Somerset, Medway, Staffordshire and Surrey as well as in the neighbouring authority of Somerset.

Foundation Stage

In 2016, 2017 and 2018 over 70% of all pupils achieved a good level of development. This was better than national average.

National results are not available for Looked After Children who are in Foundation stage.

The table below provides a breakdown of the results for the different Looked After Children cohorts, including the new cohort Devon Children Looked After in any mainstream school (CLA - new). Please note the small cohort numbers mean the results can fluctuate considerably year on year.

	FS test Cohort Numbers 2016	Good Level of Development 2016	FS test Cohort Numbers 2017	Good Level of Development 2017	FS test Cohort Numbers 2018	Good Level of Development 2018
Devon Children in Care in any school (CiC - OC2)	24	41%	8	50.0%	9	44.4%
Children Looked After in Devon schools including those in care to a different Local Authority	28	37.5%	23	43.5%	22	36.4%
Devon Children Looked After in any mainstream school (CLA - new)	not avail	not avail	16	37.5%	21	38.1%

Primary Education

Year 1 Phonics

National results are not available for Looked After Children who are in Year 1 Phonics. However local information indicates that the performance of Devon Children Looked After in any mainstream school (CLA – new) has improved. The annual variation in the size of the other cohorts make year-on-year comparisons inappropriate however we are focusing support on the Early Years phase as part of work plan for the coming year.

	Pupils in 2016 Cohort	Year 1 Phonics 2016	Pupils in 2017 Cohort	Year 1 Phonics 2017	Pupils in 2018 Cohort	Year 1 Phonics 2018
Devon Children in Care in any school (CiC - OC2)	10	50%	8	62.5%	10	60.0%
Children Looked After in Devon schools including those in care to a different Local Authority	37	68%	23	52.2%	23	65.2%
Devon Children Looked After in any mainstream school (CLA - new)	not avail	not avail	18	50.0%	18	61.1%

Key Stage 1 and 2

In 2014 a new more challenging curriculum linked to age related expectations was introduced. In 2016 Key Stage 1 and 2 assessments were based for the first time on this system and so new tests and frameworks for teacher assessment were used. Also introduced was a secure rather than best fit assessment model. Since then results are no longer reported as levels, instead each pupil now receives their test results as a scaled score. A scaled score of 100 means the pupil has achieved the expected standard. Given the differences in the curriculum and assessments and because levels are not comparable with scaled scores, or teacher assessments, Key Stage results are not comparable prior to 2016.

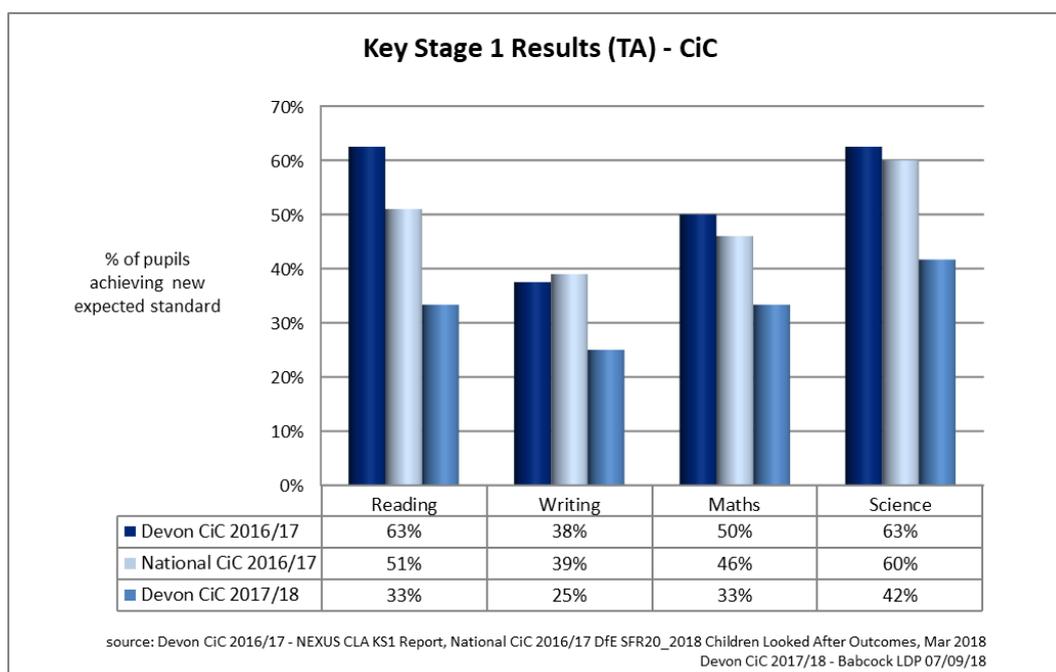
Historical data can be found on the Devon Virtual School Website (search google for [Devon Virtual School](#)) click the 'Information for Schools' heading, then the 'Educational Outcomes' tab. You can also access the reports directly from the links below;

[Children in Care Virtual School Annual Report 2017 Apr 2018](#)

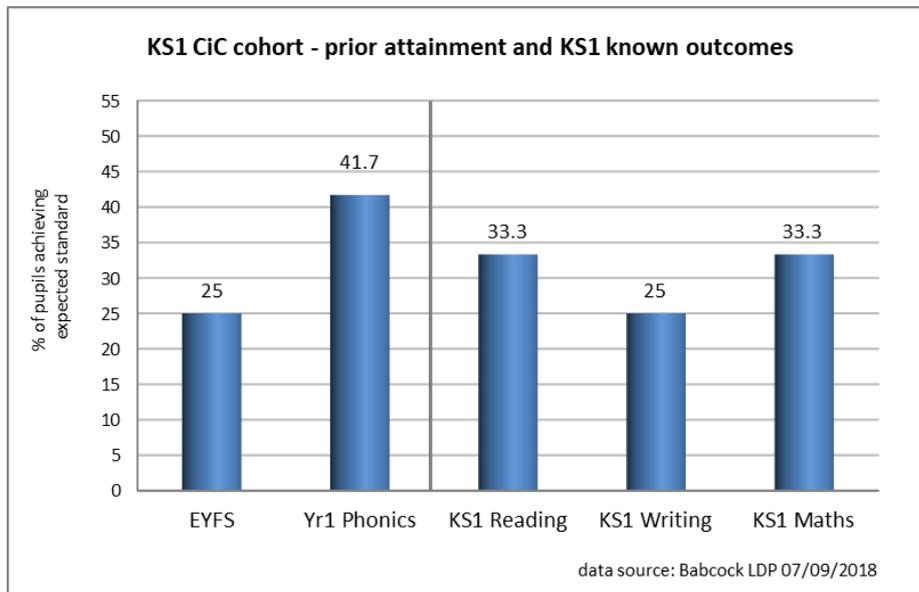
[Children in Care Virtual School Annual Report 2016 Apr 2017](#)

Children in Care and Children Looked After - end of Key Stage 1

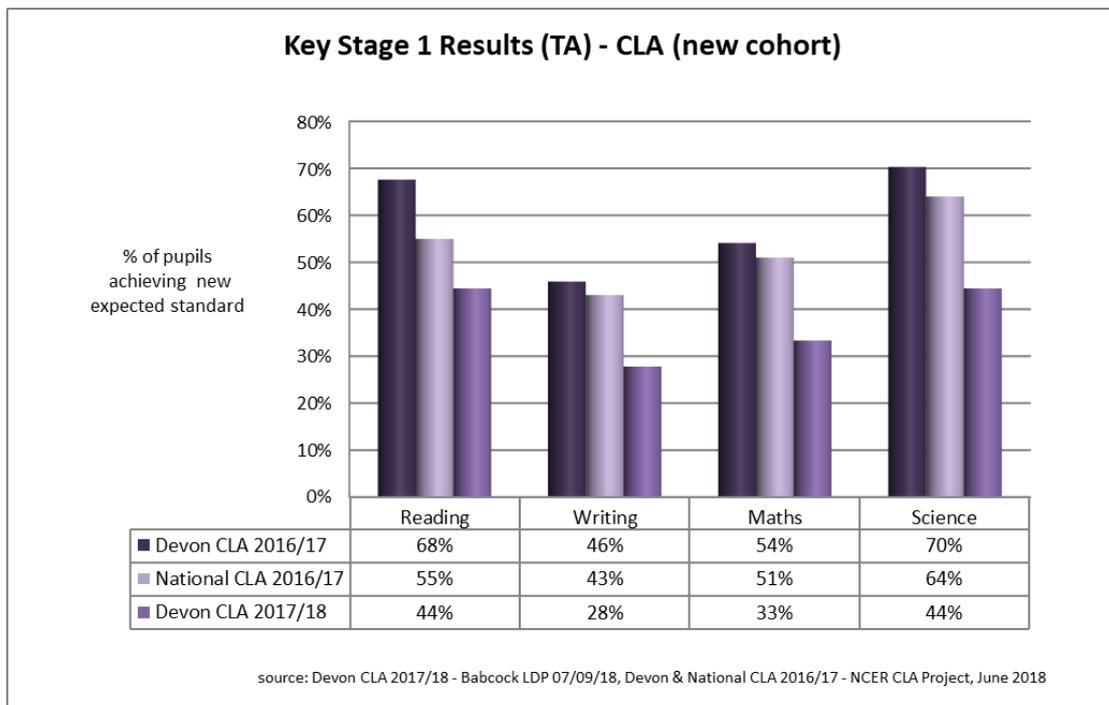
Local information indicates that Devon Children in Care are not performing as well as the latest available national average in each of the subjects. There are 12 children in this year's CiC cohort who sat KS1 and this includes 8 children with special educational needs.



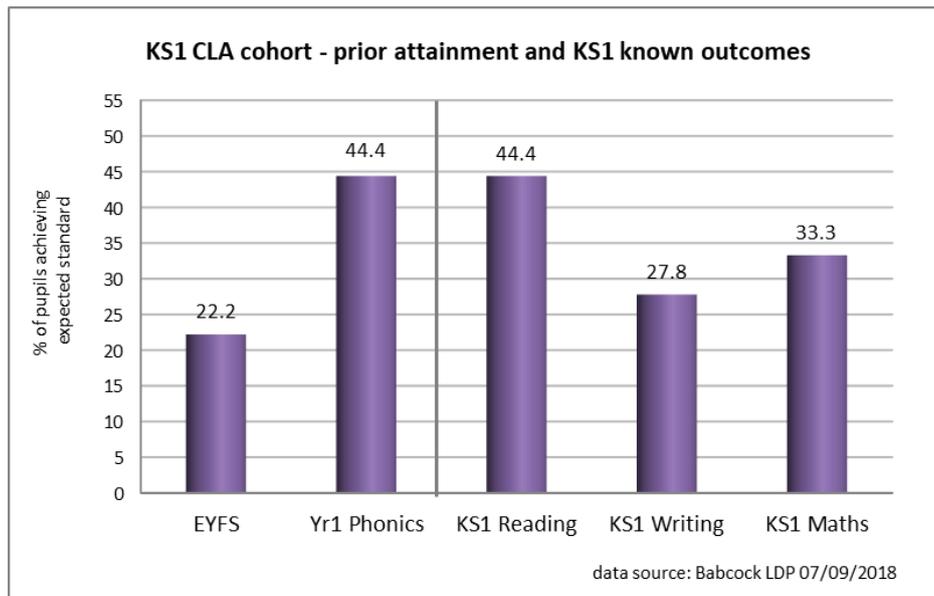
When we look at the prior attainment of this cohort, a greater percentage achieved KS1 outcomes at the expected level than in the Early Years Foundation Stage (EYFS);



There are 18 children in the new CLA cohort who sat KS1 and half of these children have special educational needs. Based on local information, outcomes for these Children (Looked after by Devon LA and educated in any mainstream school) have fallen this year and are below last year's national average. However due to small numbers in both the CiC and CLA cohorts caution should be applied to year on year changes.

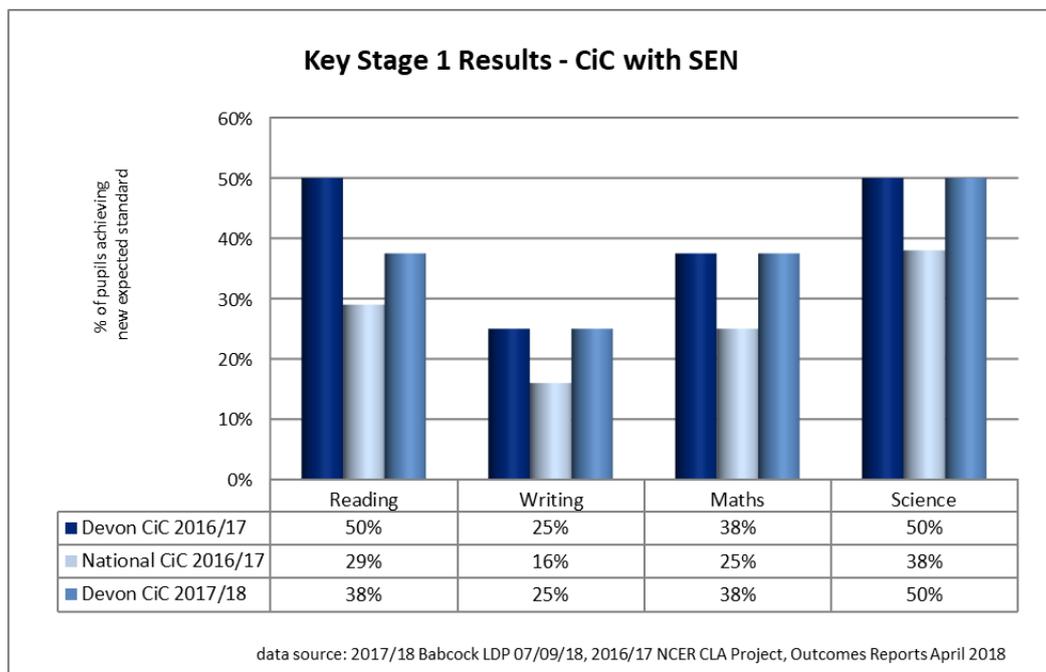


When we look at the prior attainment of this cohort, a greater percentage achieved expected outcomes at KS1 than in the Early Years Foundation Stage (EYFS);



Key Stage 1 – CiC with SEN

Local Authority level results for CiC with SEN are not published by the Department for Education. However, local information and results published within the NCER Children Looked After (CLA) Project for local authorities indicates that Devon CiC with SEN are performing better than the latest available national average (2016/17).



Children in Care and Children Looked After – end of Key Stage 2

As in Key stage 1, 2018 outcomes at Key Stage 2 are now measured against a nationally expected standard which equates to a scaled test score of 100 or above. National results for 2018 are not yet available so comparison has been shown against 2017 outcomes. As the assessment process was changed in 2016 (previously attainment was measured in levels) comparison with previous years is not possible.

Profile of Children in Care at end of Key Stage 2

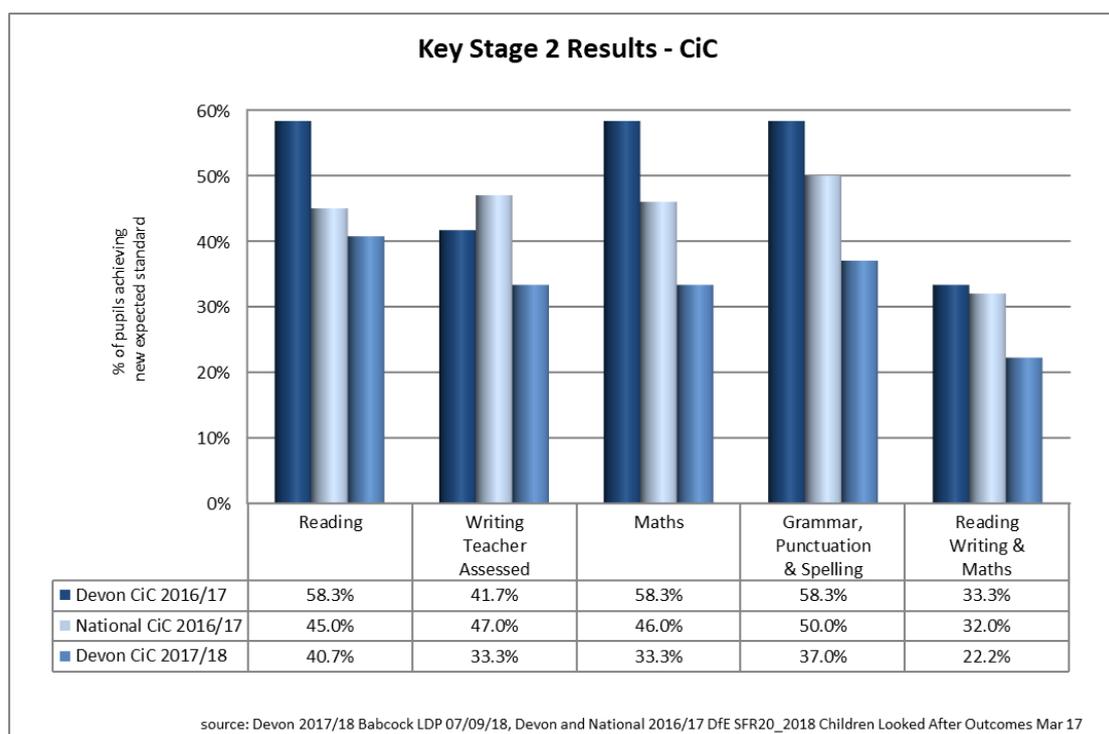
Schools Stability	Placement stability ¹
75% attended just 1 or 2 schools 25% attended between 3 and 5 schools	64% had just 1 or 2 placements 25% between 3 and 5 placements 11% had more than 5 placements

¹ placement stability is the number of placements in a child's care record, excluding respite placements (category V4)

There were 27 children in the 2018 CiC KS2 cohort 37% of which have an Education Health and Care plan and 41% have an identified SEN need (78% in total). 3 in 4 CiC attended just 1 or 2 schools, whilst 64% had just 1 or 2 placements.

9% of the CiC cohort entered care in 2017 and 26% in 2016. A total of 51% have been in care for three years or less.

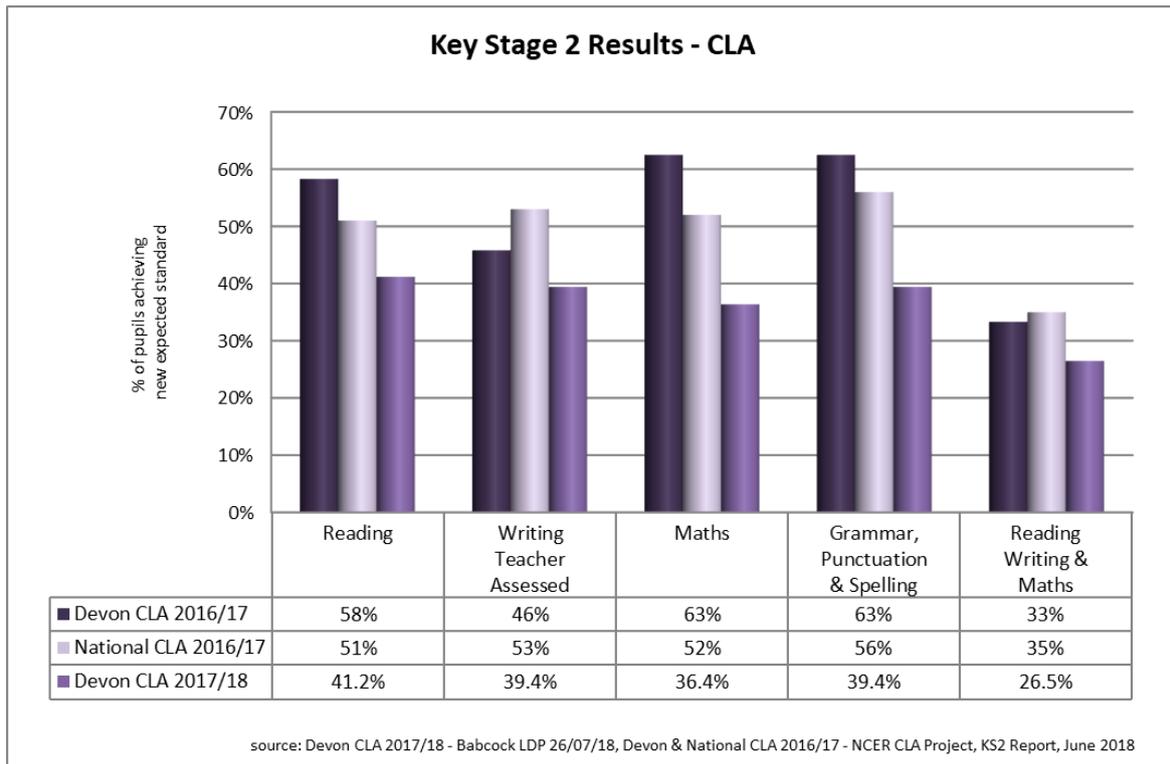
Local information indicates that results for this year's Children in Care cohort have fallen and are below the latest available National average.



Profile of Children Looked After at end of Key Stage 2

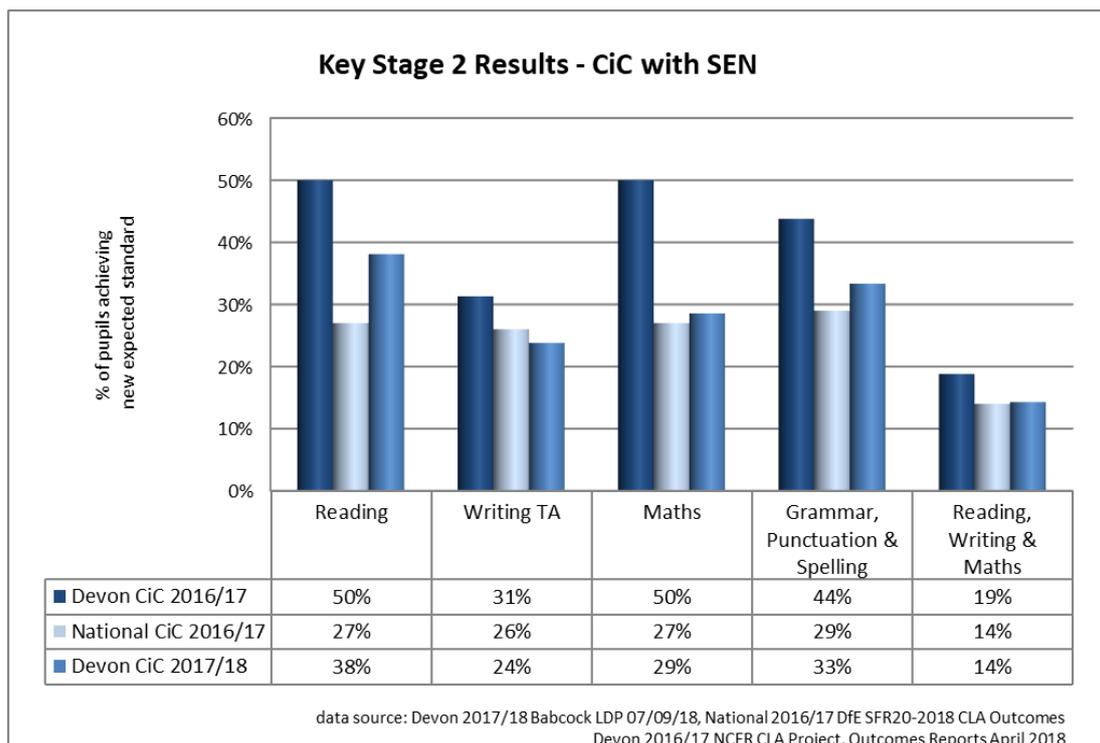
There were 34 children in this year's new CLA cohort. 24% of the pupils have an Education, Health and Care plan for SEN and a further 41% have an identified SEN need (65% SEN in total).

Outcomes in each of the subject areas have fallen and are below latest available national averages. This will be addressed in the VS development plan through increased panel meetings for primary and school improvement visits.



Key Stage 2 – CiC with SEN

Local Authority level results for CiC with SEN are not published by the Department for Education. However, local information and results published within the NCER Children Looked After (CLA) Project for local authorities indicates that Devon CiC with SEN are, with the exception of writing, performing better than the latest available national averages (2016/17).



Secondary Education - Key Stage 4

Background information

A new secondary school Exam system was implemented from 2017 and GCSE's are now measured against a number scale rather than letters. A level 4 is considered a standard pass and equivalent to the previous grade C. A 5 is considered a good pass and roughly equivalent to high C or low BAs the number scales go up to 9, and the previous letters only had 8 grades other equivalence with grades and levels are not possible. 2016/17 also saw a change in the way examinations were conducted with exams being taken at the end of a two year course. This means that direct comparison with previous years is not possible, however indicative information for previous years is provided below for ease of reference.

Key Stage 4 - using previous measures for indicative comparison. CiC Cohort % achieving 5+ A*-C including English & Maths							New exam specs
	2010	2011	2012	2013	2014	2015	2016
National	12.4	13.6	14.9	15.5	12.2	13.8	
Devon	14.5	15.8	10.2	5.8	6.0	14.1	13.0
South West	10.3	12.1	12.4	12.4	9.4	14.3	

There were 71 students included in the 2016 GCSE cohort shown here. There were 66 in the 2015

Source to 2015: LAIT and First National Statistics March 2016. Source 2016: local data.

2018 results initial data

The headline accountability measures from 2018 are: grade 9 to 5 in English and Maths, Attainment 8, Progress 8, and English Baccalaureate (EBacc). Currently only the combined English and Maths results can be provided with national benchmarks as validated results have not been published for individual subjects.

Initial performance figures are based on local data obtained from schools and figures are based on pupils with known outcomes. Results are therefore likely to change once the Department for Education publish national results.

Cohort information

There are 42 children within the Children in Care cohort (those who have been in care for 12 months as of 31st March) with known outcomes at KS4. 21% of these pupils came into care whilst studying their GCSEs.

Profile of Children in Care at end of Key Stage 4

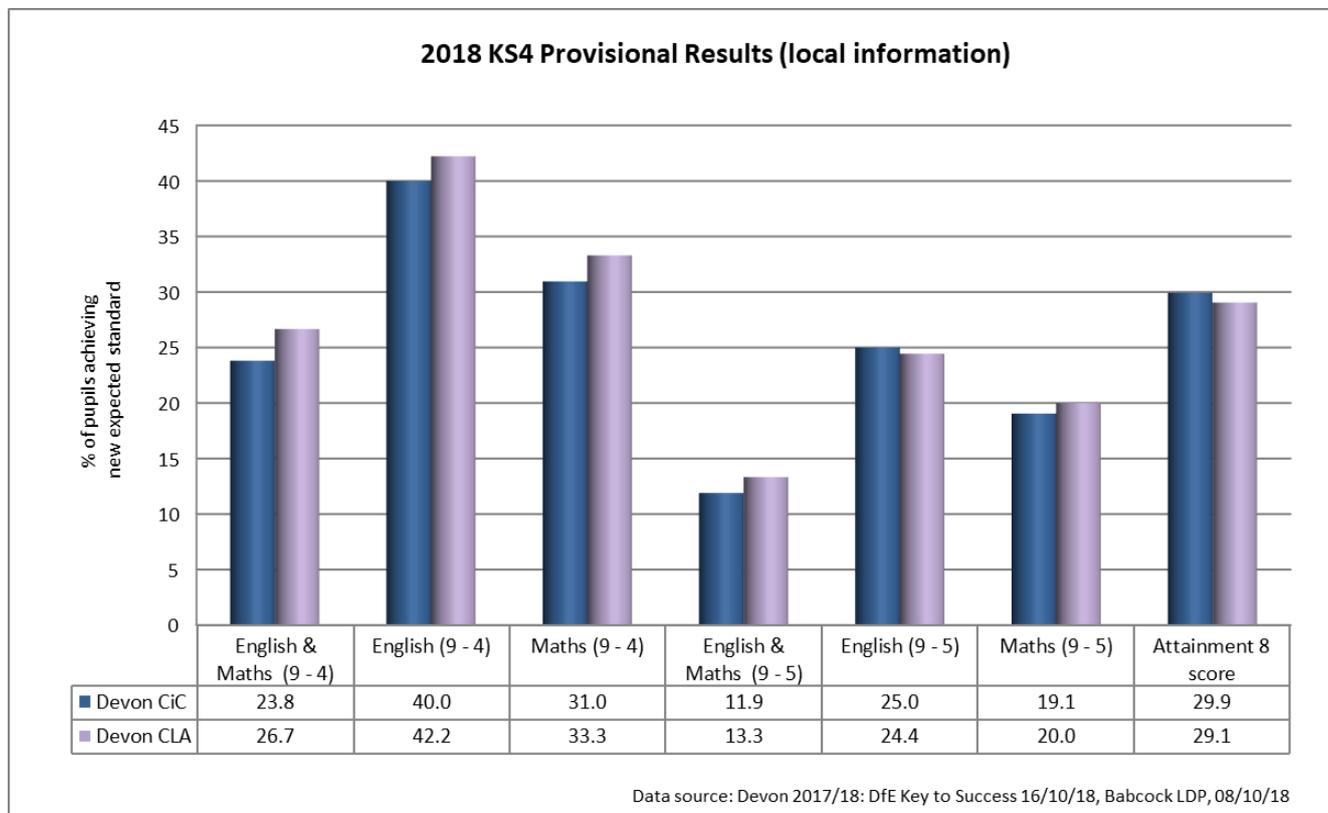
Schools Stability	Placement stability ¹
71% attended just 1 or 2 schools	45% had just 1 or 2 placements
22% attended between 3 and 5 schools	38% between 3 and 5 placements
7% attended more than 5 schools	17% had more than 5 placements

¹ placement stability is the number of placements in a child's care record, excluding respite placements (category V4)

There are 45 children in the CLA cohort with known outcomes at KS4. 33% of these pupils came into care during their GCSE studies and 42.2% had special educational needs. Care placement information cannot be provided as not all these children are in care to Devon.

Educational Outcomes

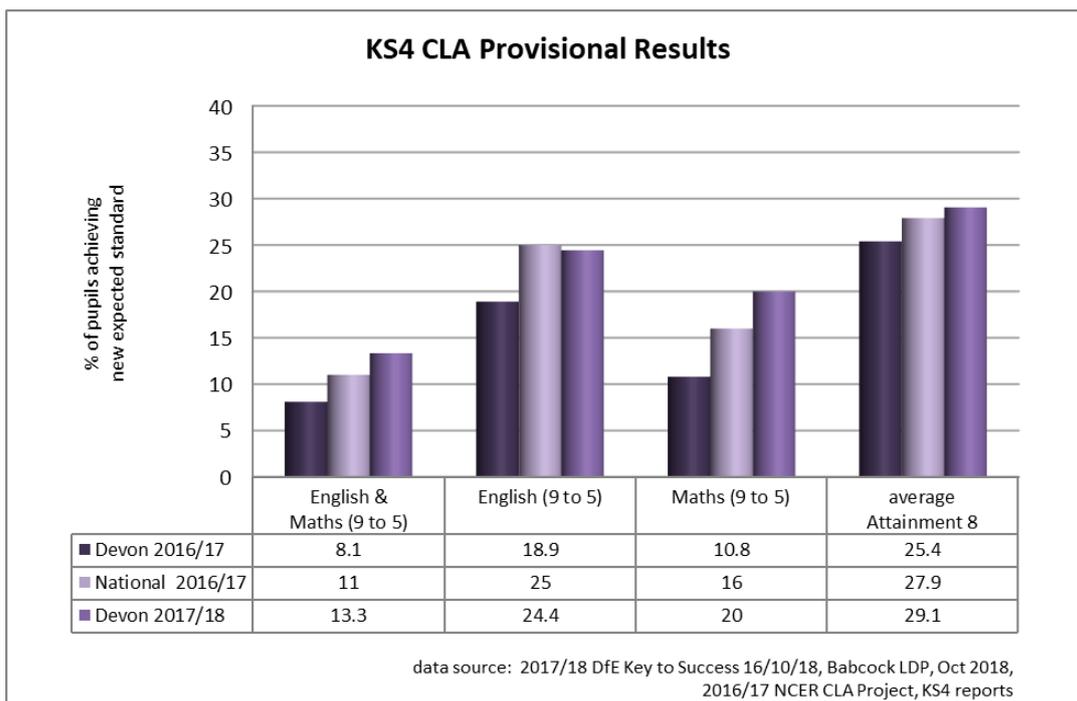
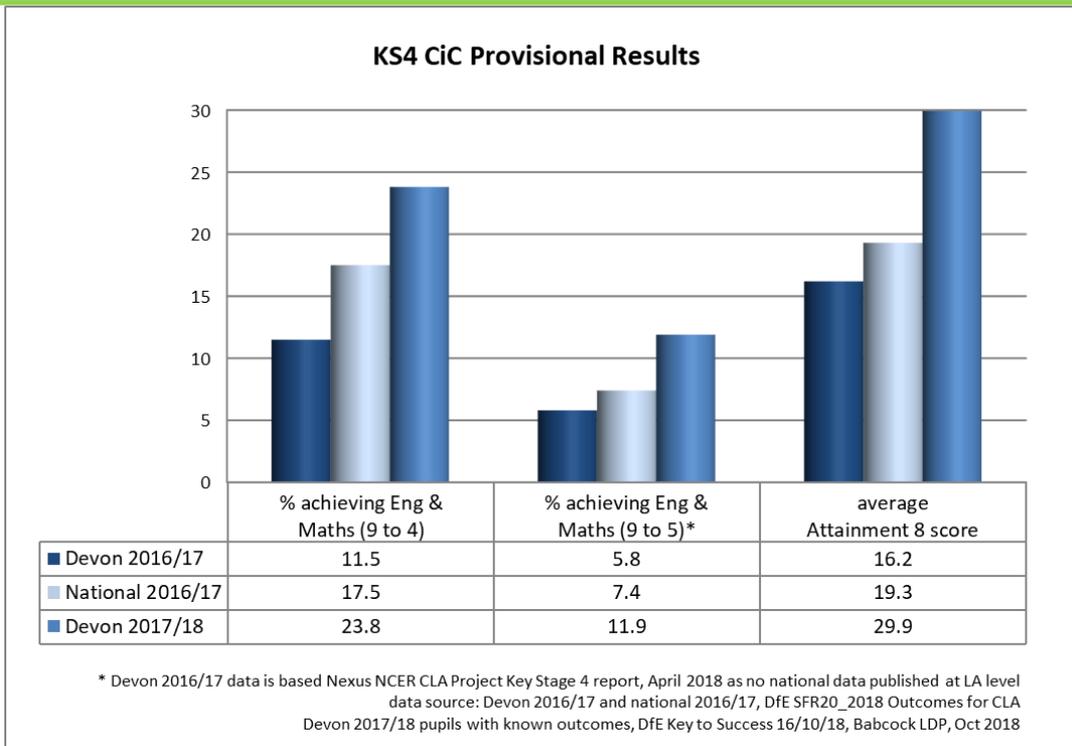
In 2018, the performance of the Devon Children in Care and Children looked after cohorts are very similar. The chart below compares the performance of both cohorts and is based on local information as the Department for Education will not release outcomes data until March 2019.



The Virtual School monitors the progress of students from their prior attainment. This is done through processes such as:

- School monitoring visits by Area Learning Advocates with the School Improvement Officer. These visits involve scrutiny of student's work, discussions with Designated Teachers and data scrutiny.
- Educational panel meetings where the panel consists of Area Learning Advocates, School Improvement Officer and Senior Manager from Social Care with responsibility for the education of Children in Care. At the panel meetings the DT is on a conference call and the panel looks at targets from prior attainment, information, advice and guidance offered to the student, the number and range of GCSE options and the school's estimate of current progress. For Year 7 students the panel looks at the effectiveness of transition from KS2 and whether the school has used the question level analysis from KS2 tests.
- PEP meetings and PEP monitoring to look at progress and target setting.

The following charts illustrate Devon's provisional results for both cohorts against latest available national figures (2016/17).



Note: Initial performance figures are based on local data obtained from schools and figures are based on pupils with known outcomes. Results are therefore likely to change once the Department for Education publish national results.

The Progress and Attainment of pupils with Special Educational Needs

Outcomes for pupils with SEN will be available via the NCER Children Looked After Project in March 2019.

Exclusions

Looked After Children face significant challenges and are more likely to be Permanently Excluded from school and be subject to Fixed Term Exclusions than other children¹.

Permanent Exclusions

There is a long delay in the release of National statistics for exclusions for Children in Care but in 2015/16 (latest available) no CiC were Permanently Excluded. Data collected locally shows that for the past four years no Devon Child in Care has been Permanently Excluded.

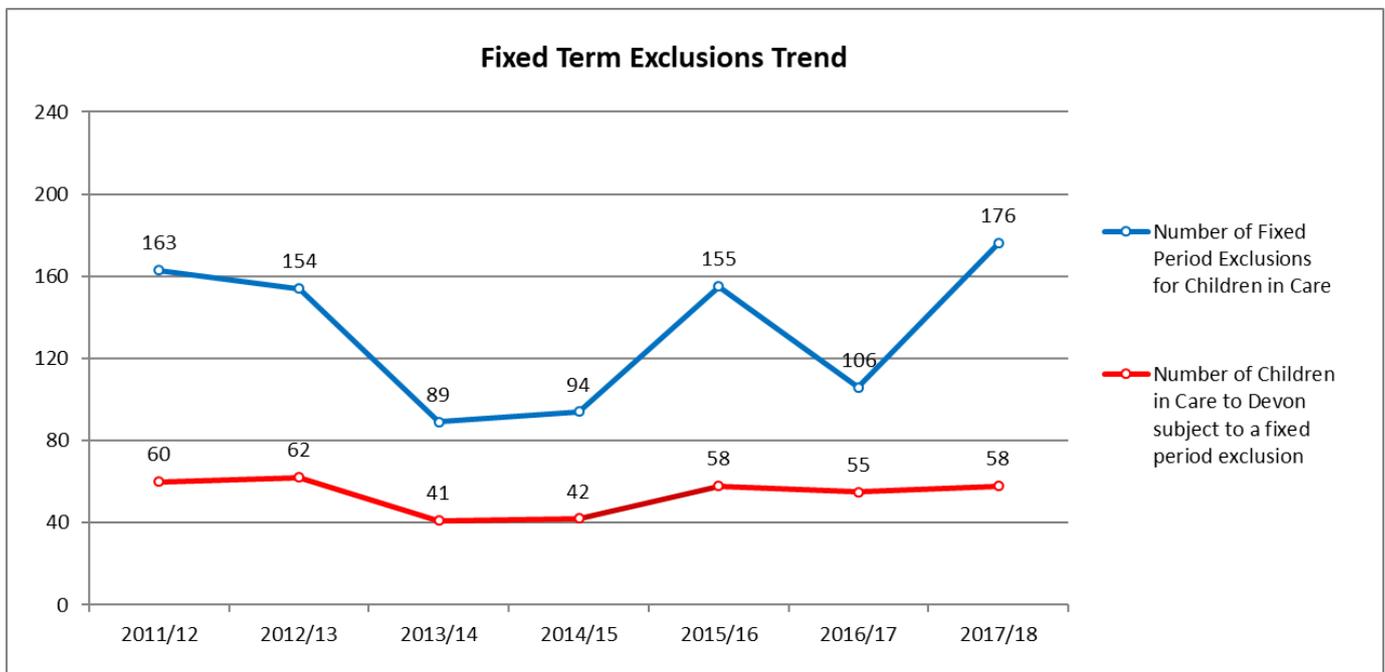
Managed Transfers

Managed Transfers are used to support children who are struggling to engage effectively with education have a fresh start in a new school. In 2017-18 there were 3 Managed Transfers for secondary aged pupils.

Fixed Term Exclusions to 29 May 2018 (end of year with Year 11 still on roll)

Latest national data (2016)¹ indicates that 11.44% of Children in Care have at least one Fixed Term Exclusion, this means they are five times as likely to have a Fixed Term Exclusion. This trend is also reflected in the latest Devon data (2018) where 10% of CiC have at least one Fixed Term Exclusion (see table overleaf).

2017/18 has seen a slight increase in the number of Children in Care to Devon subject to a Fixed Term Exclusion (rising from 55 to 58 children). However, the number of fixed period exclusions for Children in Care has risen by 66% on the previous year (from 106 to 176), as the graph below indicates.



Data source: Virtual School, Devon County Council Aug 2018

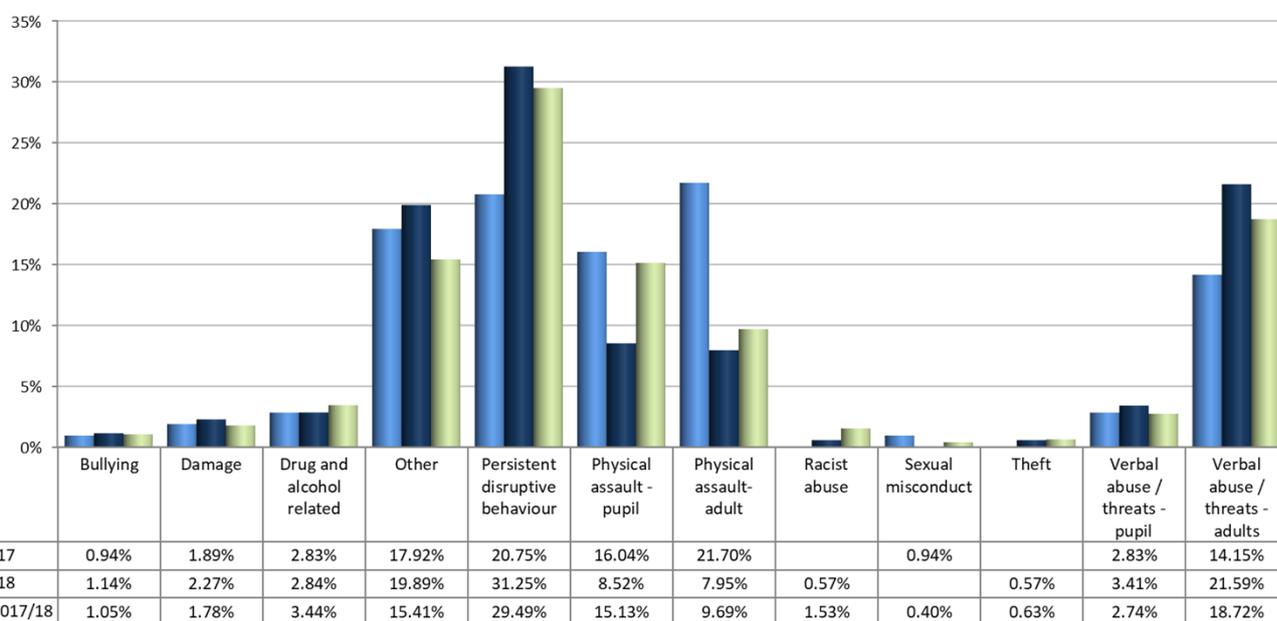
¹ DfE SFR20/2018 Outcomes for Children Looked after by LAs: 31 March 2017

Academic Year	2014-15	2015-16	2016-17	2017-18
(a) Total Looked After Children in Devon subject to a fixed period exclusion	42	58	55	58
(b) Number of Children in Care to Devon for 12 months (OC2)	303	309	345	347
% of CiC to Devon for 12 months (OC2) subject to a fixed term exclusion	7.2%	10.5%	10.5%	10%
(c) Number of Children Looked After (CLA) for any period of time (June 18)	465	482	482	493
% of CLA for any period of time subject to a Fixed Term Exclusion	9%	12%	11.5%	11.5%
(d) Number of Devon Children Looked After (CLA) for any period of time (June 18) attending a mainstream school	337	342	341	359
% of CLA for any period of time attending a mainstream school subject to a Fixed Term Exclusion	11%	13.5%	12.5%	14%

The majority of exclusions are for persistent disruptive behaviour, verbal abuse / threats against a pupil, or the other reasons category. The graph below provides a breakdown by each type, comparing Devon CiC against exclusions for all Devon pupils (exclusion types are defined nationally). Whilst the percentage of exclusions due to physical assault against an adult and against a pupil have fallen in 2016/17, exclusions due to persistent disruptive behaviour and verbal abuse/threats against an adult have risen significantly.

The breakdown reflects that found for all pupils in Devon subject to Fixed Term Exclusions.

Exclusions by type shown as percentage of total exclusions



Data Source: all pupils - ONE database Aug 2018, CiC - Virtual School, Devon County Council Aug 2018

The Devon Inclusion project has had a specific work-stream to examine ways to reduce the incidence of exclusion for Children in care. The new protocol to support children in care in schools is now in place. This involves a 'planning for success' meeting when a child in care starts at a school with a relational support plan to help the new school's understanding of their needs. The Virtual School also funds the Reducing Exclusions in Devon Schools (REDS) programme through the Educational Psychology Service to support children in care at risk of exclusion. Children are referred by the area Learning Advocate. The REDS process works by promoting

empathy and inclusive practice in response to challenging or trauma-related behaviours. It is specifically for children in care at risk of exclusion and involves a package of Educational Psychologist support to develop a needs-led understanding of challenging behaviour that informs a comprehensive support plan.

The Educational Psychology (EP) Service accepts referrals for REDS from the Virtual School Learning Advocate (ALA) team only. Following acceptance of a referral, The REDS process involves four stages as follows:

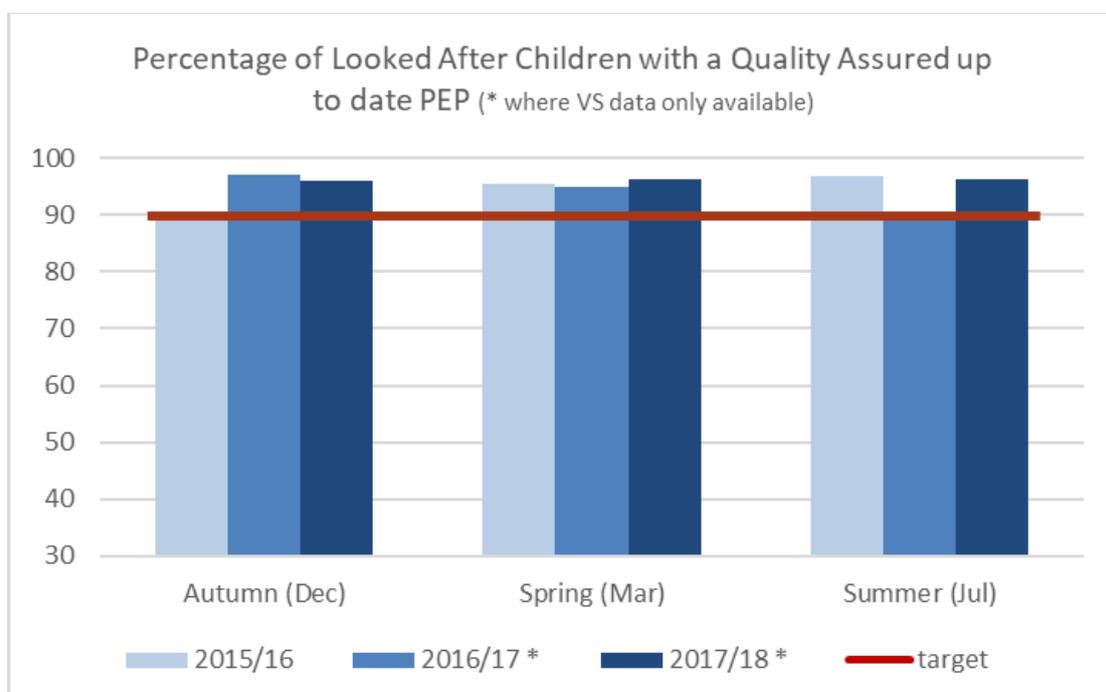
1. The EP will chair a multi-professional meeting to establish the background and context of the pupil's behaviour. Where possible, this will involve various staff, including senior staff, social worker, foster carers and other relevant professionals. This initial meeting gathers background information and ensures there is a shared understanding of the child's history and factors linked to exclusion.
2. The EP will meet or observe the child and elicit their views and perspective
3. A second meeting is then held (approx. one week after stage 1) to explore in depth what the function of the defined behaviours are and to identify the unmet needs. This is achieved through completion of a Needs Analysis, incorporating information from previous steps. This leads to a shared and agreed plan of support.
4. Reviewing the implementation of the plan after about six weeks

Personal Education Plans (PEP)

The Devon Virtual School Team for Children in Care has developed a robust strategy for ensuring that schools responsible for the education of Children in Care plan carefully for the needs of these vulnerable pupils through the ePEP system. The ePEP has been developed specifically by Devon Virtual School and is now very tailored to meeting the young person's needs and identifying gaps. With the Local Authority acting as the Corporate Parent there is a real drive to ensure that raising aspiration for these pupils is as important as ensuring that they attain the highest possible academic standards, with schools developing strategies for going 'above and beyond' to provide the holistic support that is needed. Schools, led by the Designated Teacher and supported by the PEP Coordinator, write a Personal Education Plan (PEP) each term, monitoring the pupil's progress, reviewing strategies that have been successful, outlining what desired outcomes will be the focus for the coming term and explaining, in detail, the actions that will be put in place to achieve the desired outcomes.

The PEP is submitted on-line to QA Assessors, who critically assess the PEP against clear criteria which is shared with schools. The QA Assessors, who are experienced school leaders, are rigorous in reviewing the PEPs and where the PEP is not deemed to be of a high enough standard (perhaps because the academic targets set are not ambitious enough, or because the action plan lacks sufficient detail) they are returned to the school with advice about how they can be improved. Pupil Premium is released when the PEP has been agreed to be of good quality. Area Learning Advocates work closely with schools and other providers to support this process and to provide general advice, support and challenge.

The percentage of pupils with a quality assured, up-to-date PEP at the end of the academic year was 96.4% (based on local monitoring data). During the academic year the target of 90% was consistently achieved across each term. The small percentage of children without a PEP covers those who are new into Care and awaiting a PEP meeting to be convened, or those who may be with potential adoptive families in other Counties.

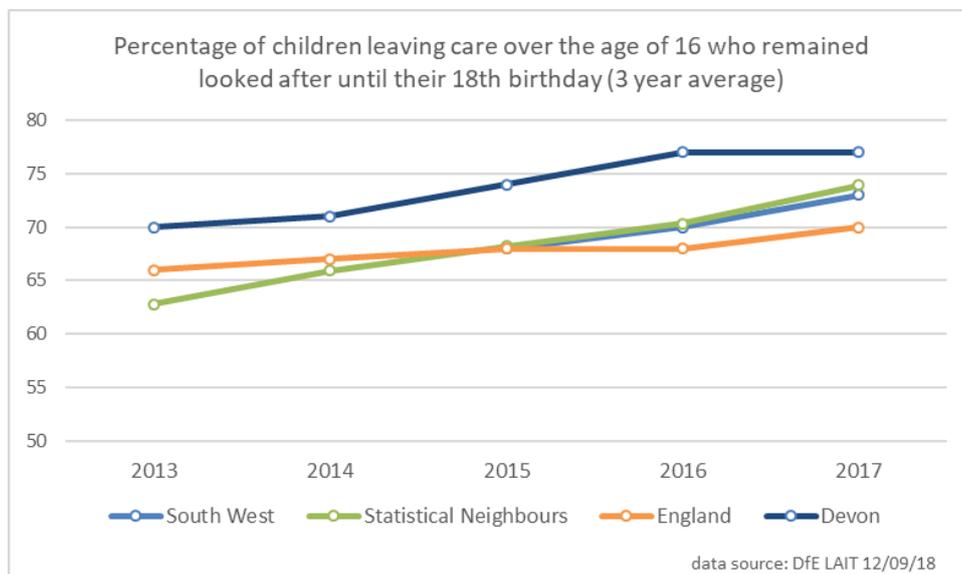
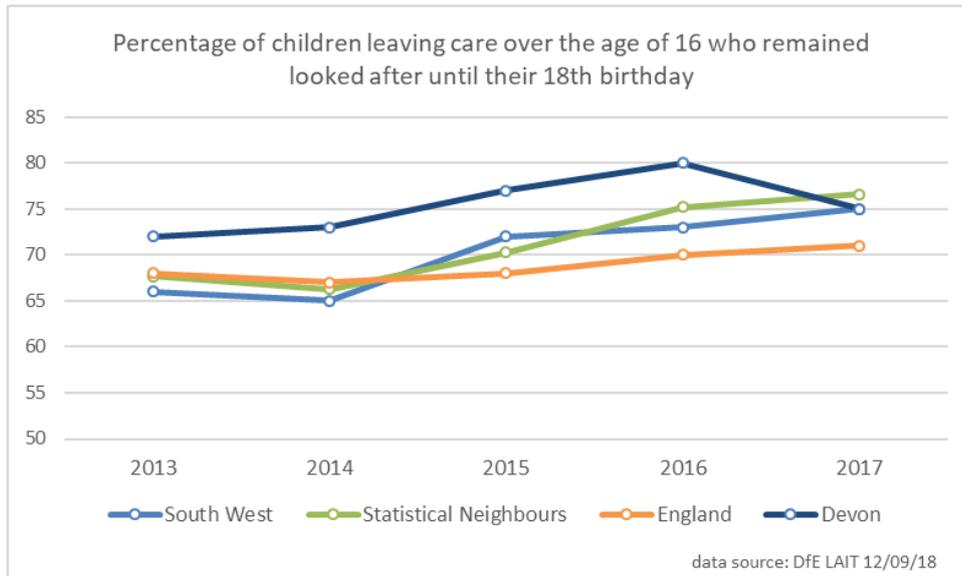


Data source: 2015/16, 2016/17: Virtual School Annual Report, 2017/18 Virtual School Team, Oct 18

Care Leavers

Children who have been in Care to the Local Authority for 13 weeks, between the age of 14 and 16 and were still in Care on their 16th birthday are legally entitled to Care Leaver status. Young people who are still 'in Care' post-16 are also entitled to Care Leaver status and are therefore included in the figures below.

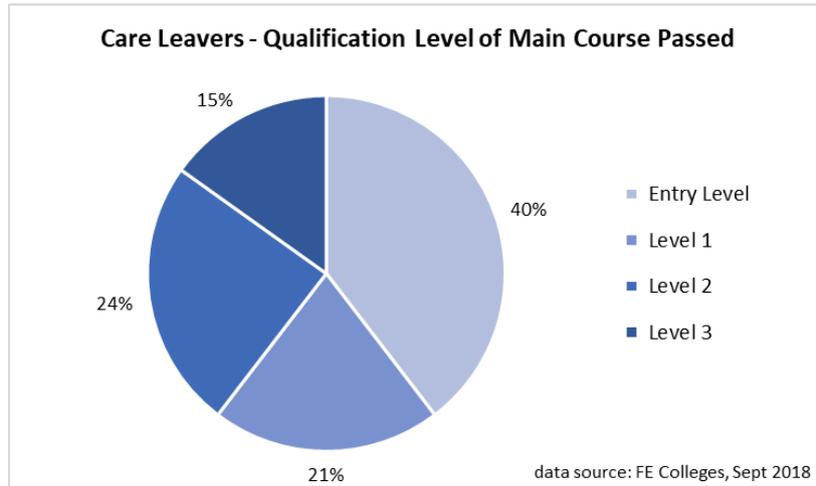
Children Leaving Care remaining Looked After



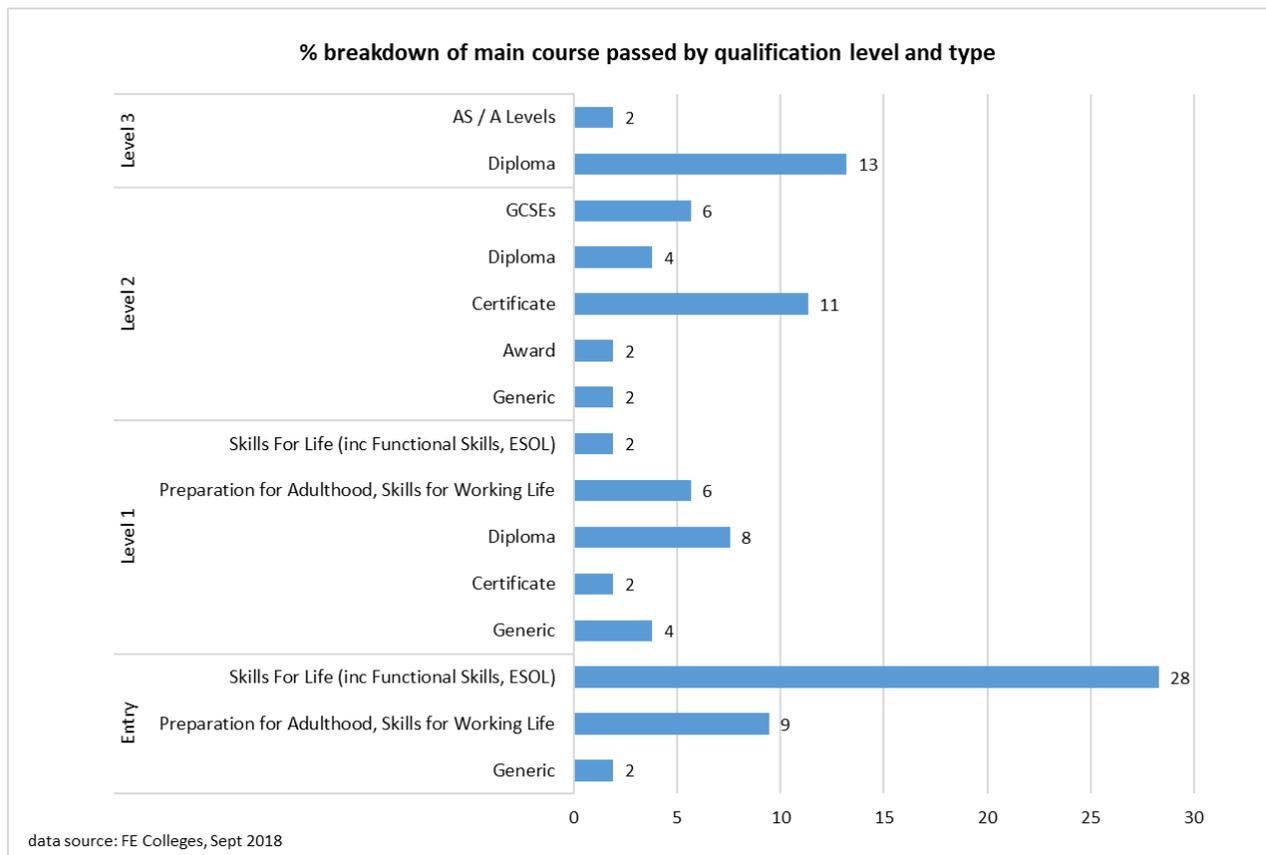
Devon is ranked 18th out of 152 LAs for the 3 year average figure.

Post 16 Educational Outcomes

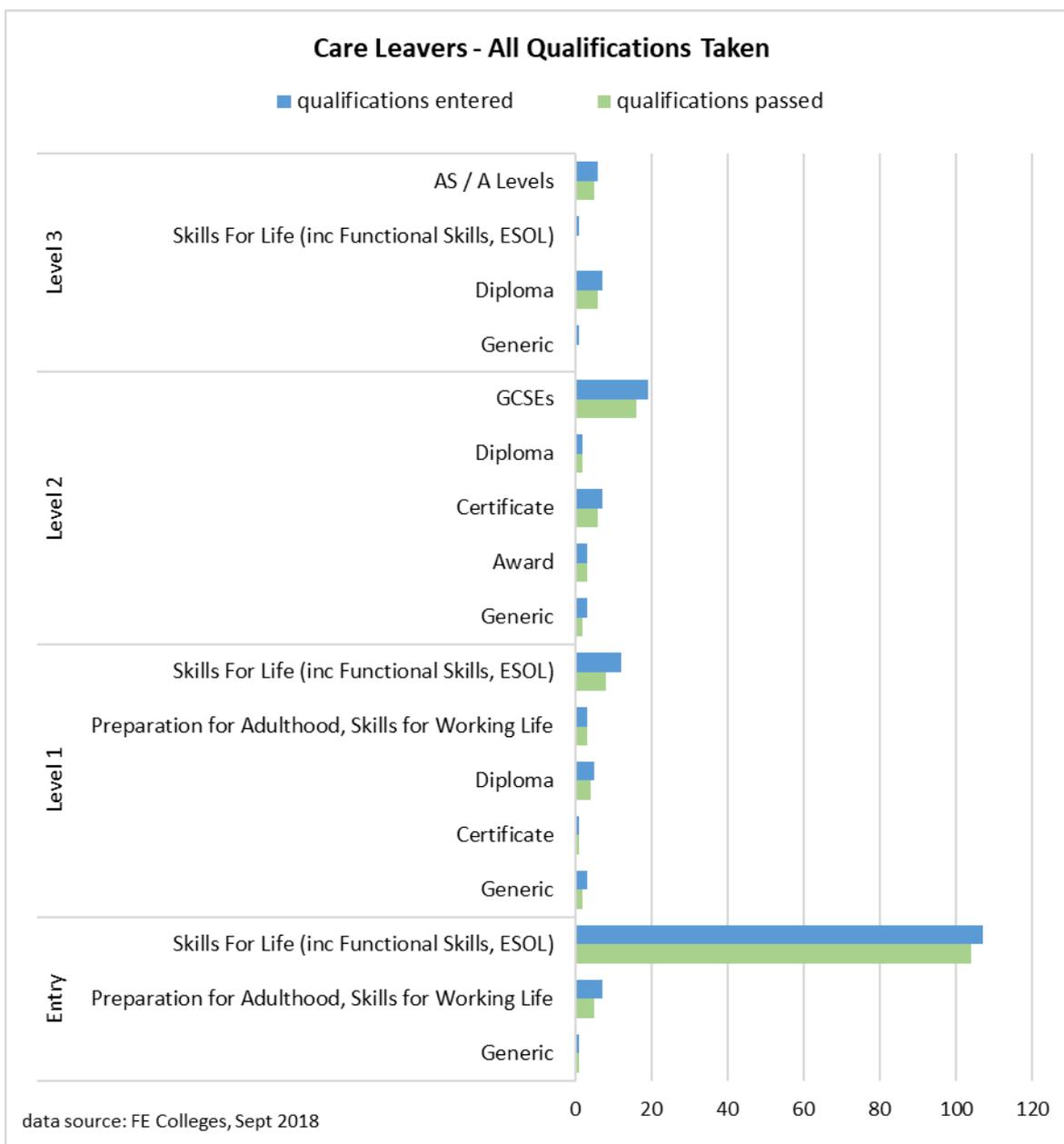
In 2018, for the students in Further Education for whom data has been returned, 87% passed the primary course for which they were entered. Over half of those who passed studied a main qualification at Level 1 or above, with 39% studying a main qualification at Level 2 or above. 37% of those who chose take English passed with a GCSE grade 9 to 4 or equivalent and 23% of those who took Maths passed.



At a more detailed level, entry level courses which had a main qualification of Skills for Life were the most prevalent, with 28% of passes falling within this category. Level 3 diplomas were also popular with 13% of passes within this category.



In addition to studying a main qualification, some students took additional qualifications, or their main qualification consisted of unit qualifications. For those students for whom data has been returned, 192 qualifications were taken in total. The majority of these were at entry level where the main qualifications studied were Skills for Life and Preparation for Adulthood/Skills for Working Life/Employment.



Personal Occupation Progression Plans (POPP)

It is a statutory requirement for Local Authorities to support Care Leavers up to age of 21 or longer if the young person is in education or training. As part of Devon County Council's commitment to better support our Care Leavers, the Virtual College, Social Care, training providers and our own Care Leavers have worked together to review how the Education section of the Pathway Plan can better support our young people. The result is a Personal Occupation Progression Plan (POPP) that focuses on career or occupation planning as well as educational outcomes.

The POPP, designed by our Care Leavers, aims to help those who are in education, employment or training and those who are NEET. Its focus is to help a young person plan for a successful future and ensure they are able to access any courses, qualifications, work experience or other support to help them succeed.

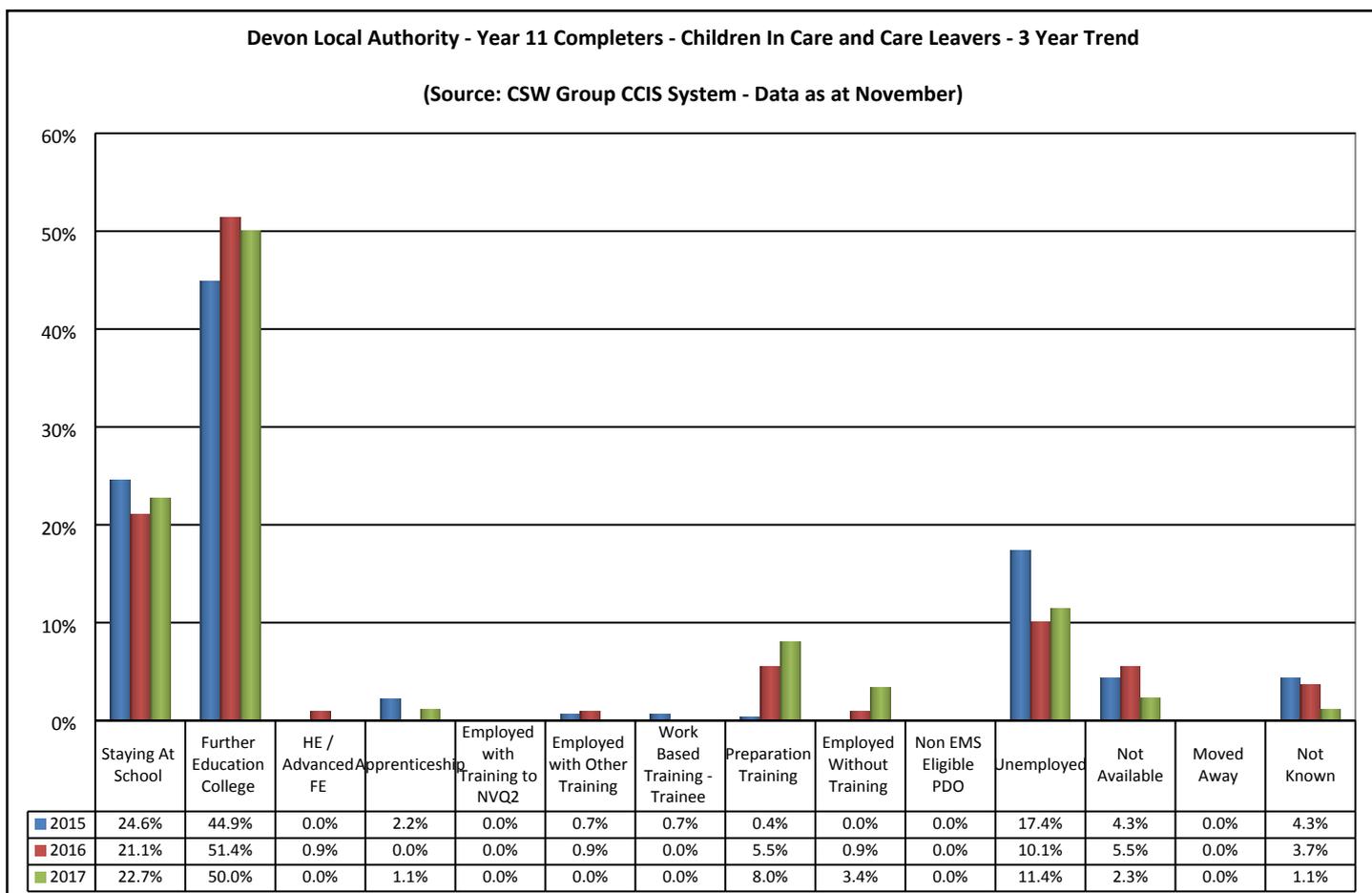
In 2017 the Virtual School began to take a more proactive role in the support offered to Year 12 students through the POPP process. PEPCOs organise and attend POPP meetings and the Virtual School now works closely with Careers South west in monitoring students at risk of becoming NEET. This enables immediate intervention from social workers, Personal Advisors and Virtual School staff. In November the number of students in Employment, Education or Training had improved by 3% to 89%. The Virtual School's monthly Education, Employment and Training meetings with key partners such as Young Devon and CSW targets those at risk of becoming NEET and uses a number of routes back into education, employment and training.

Post-16 Destinations for Looked After Children (2016/17 latest data)

Year 11 moving onto post 16 education, training or employment

This section of the report is currently based on 2016/17 data as 2017/18 will not be available until December 2018. Of the 2016/17 Year 11 cohort, nearly three in four young people have remained in education, either by staying on in school or moving on to an FE College. Whilst 1 young person has been classified as 'not known', the young person is attending an FE College but does not wish to have any contact with Children's Social Work and so has been recorded as 'refusing CSW support'. This, in accordance with DfE 'status' rules, must then be classified as 'not known'.

A breakdown of the destinations of pupils who left school in 2016/17 and earlier is provided below;



Data sources: 2017 Yr 11 cohort: Careers South West 29/11/17, 2015 & 2016: VS Annual Report 2015/16

Care Leaver & Care Leaver 'in Care' Year 13 (17 & 18 year old) NEET Percentages

		Year 12	%	Year 13	%	Overall %
2016	Vulnerable group cohort	105		123		228
2016	NEET	15	14.3	40	32.5	24.1%
2017	Vulnerable group cohort	102		118		220
2017	NEET	13	12.7	22	18.6	15.9%

Data source: Careers South West, Dec 2017

Careers South West will continue to prioritise 17 and 18 year olds as the academic year progresses, particularly those who are currently not engaged or become NEET. The volume of Children in Care who require close additional support is not large, but the circumstances faced by each one is unique and individually tailored solutions are often required. There are currently no National benchmarks for 17 and 18 year old Care Leavers who are NEET.

Update on Students Attending University

The percentage of care leavers going into higher education has increased from 4% in 2014 to 7% in 2018. This is comparable with national figures.

The Virtual School and Careers South West have now put formal tracking in place to ensure we continue to support Care Leavers who are currently moving onto University, until the age of 21. If pupils are engaged in education and have a Special Educational Need this support will continue until they are 25. It is more difficult to support Care Leavers previously attending University as contact info is not always available. The National Network for the Education of Care Leavers (NNECL) was established in June 2013 by higher education institutions and National organisations committed to the progression and support of Care Leavers in higher education. The Virtual College works with NNECL to raise awareness of the support Care Leavers need in higher education.

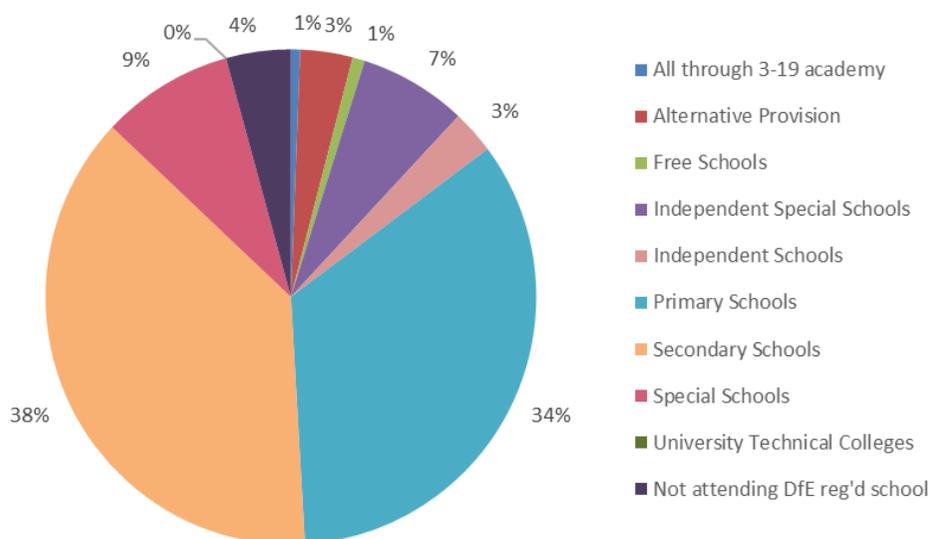
Quality of Provision end of academic year 2017/18

Over two thirds of Children in Care attend mainstream primary and secondary schools (72%), slightly more than the previous year (70%). The percentage of Children in Care attending special schools and independent special schools has dropped slightly (9% in special schools compared to 11% in the previous year and 7% in independent special schools compared to 9% previously). Attendance at Alternative provision has also dropped with only 3% attending compared to 6% previously. The chart below provides a breakdown of attendance by establishment type.

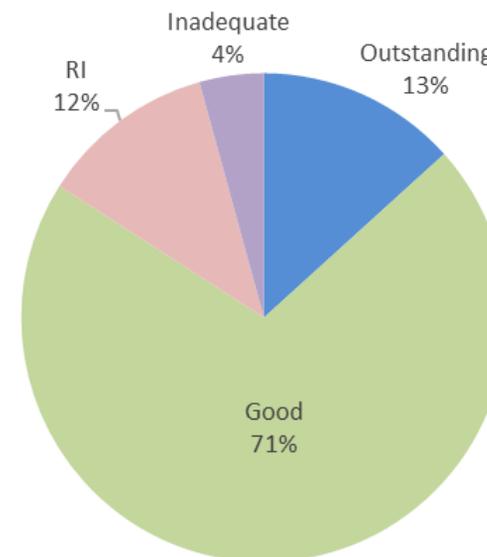
84% of Children in Care were placed in good or better schools, this is slightly better than Devon's general school population (82%). Progress of pupils in RI schools is carefully monitored by the Virtual School and whilst we aim to only place Children in Care in good or better schools, we also recognise the importance of stability and would not move a young person from a school which became RI if the young person was making expected progress. The graphs below and overleaf show the percentage of Children in Care placed in each Ofsted category of provision (where schools have been inspected).

Note: some children are attending schools which do not have an Ofsted outcome – these are either academy converters not yet inspected since conversion or new schools. These have been excluded from the charts below which are based on schools with an official Ofsted outcome.

Pupils attending by type of School



All pupils attending by grade of school



The following graphs show the percentage of children attending schools for each Ofsted Outcome by school phase.

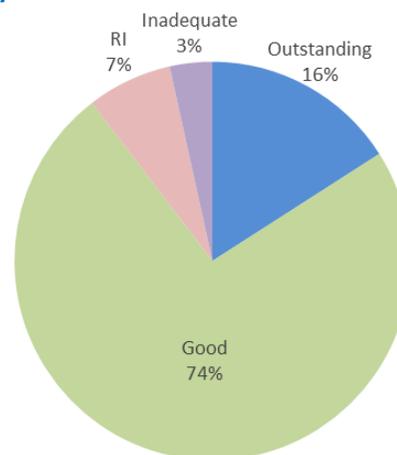
90% of pupils in primary schools attend a school whose performance has been judged as 'good' or 'better'. This is similar to last year (91%).

The percentage of pupils attending 'good' or 'better' secondary schools has fallen to 84% this year (94% in 2016/17). This reflects the picture nationally for secondary schools (82%¹).

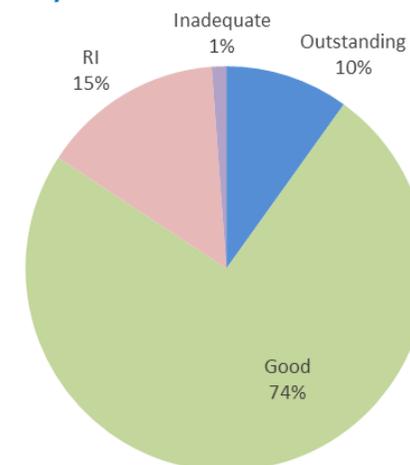
Those attending 'good' or 'better' special schools has significantly improved with 87% compared to 80% in 2016/17.

Note: some children attend schools which do not have an Ofsted outcome – these are either academy converters not yet inspected since conversion or new schools. These are excluded from the charts which are based on schools with official Ofsted outcomes.

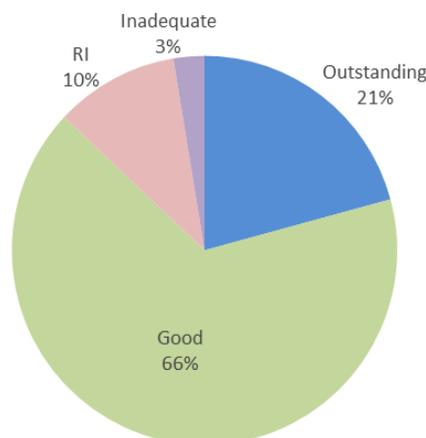
Pupils in Primary Schools



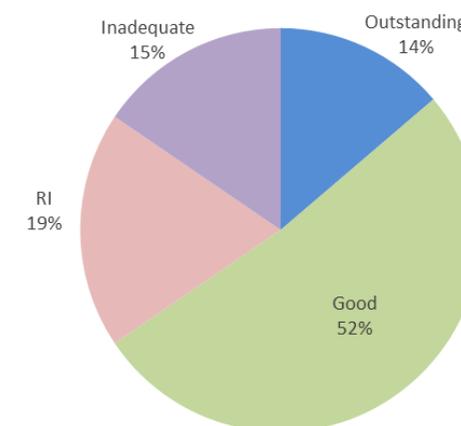
Pupils in Secondary Schools



Pupils in Special Schools (inc. Independent Special Schools)



Pupils in Alternative & Independent Provision (inc. free schools)



¹ DfE School inspections & outcomes: management information at 30/04

References and sources

DfE Statistical First Releases Looked After Children

<https://www.gov.uk/government/collections/statistics-looked-after-children>

DfE Local Authority Interactive Tool (LAIIT).

<https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

Historic Ofsted RAISEonline reports (not available publicly)

Local Data Dashboard

Local Results for Devon LAC