Virtual School Head Annual Report 2023

Key points & highlights
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CITY OF WOLVERHAMPTON COUNCIL

Our mission:
Working as one to serve our city

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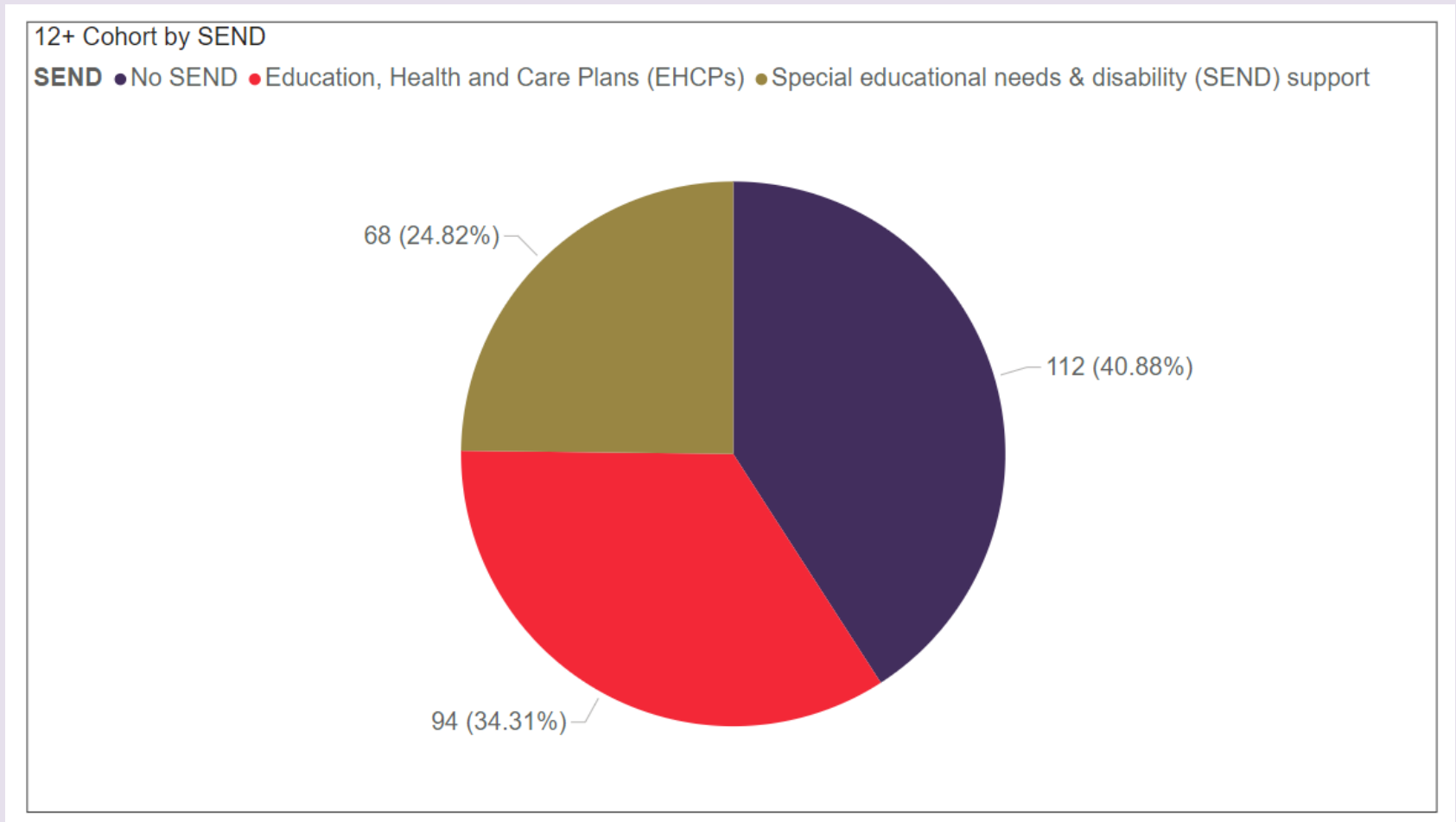
1. The Virtual School Head Annual Report

- Purpose: to highlight the educational outcomes of Wolverhampton's children and young people in care and care leavers for the academic year September 2022-July 2023, and how the council, schools and other key partners have supported these

- Unless otherwise stated, all data was taken at the end of July 2023 and pertains to the Department for Education's definition of a 'looked after child', which in this case is a child "who has been continuously looked after for at least 12 months up to and including 31 March 2023" (DfE 2014)

Cohort characteristics

| All pupils	12+ Cohort	% of Cohort	% Difference to Last Year
Total Pupils (Reception to Year 11)	274		-4.90%
Nursery Age (-1, -2)	16		
Year 12 and 13	89		
Educated in Wolverhampton	130	47.45%	+2.6%
Educated Out of City	144	52.55%	-2.60%
Primary Phase	101	36.86%	-0.80%
Secondary Phase	173	63.14%	+0.8%
Attending Pupil Referral Units (PRUs)	2	0.73%	-2.40%
Attending Special Schools	46	16.79%	+7.4%
Attending other alternative provision	7	2.55%	+1.8%

2. Two thirds of the cohort have Special Educational Needs

Social Emotional & Mental Health Difficulty is the most prevalent category of need (48%)

12+ Cohort by SEND

SEND ● No SEND ● Education, Health and Care Plans (EHCPs) ● Special educational needs & disability (SEND) support

68 (24.82%)

112 (40.88%)

94 (34.31%)

3. 86% of children and young people in care attend a school which is rated as good or better by Ofsted, a 3% improvement on the measure in 2021/2022.

12 Months + Cohort by Latest Ofsted Rating of Educational Placement

Ofsted ● Good ● Outstanding ● Requires Improvement ● Not Available ● Inadequate

- Not Available 14 (5.11%)
- Requires Improvement 18 (6.57%)
- Outstanding 38 (13.87%)
- Good 198 (72.26%)
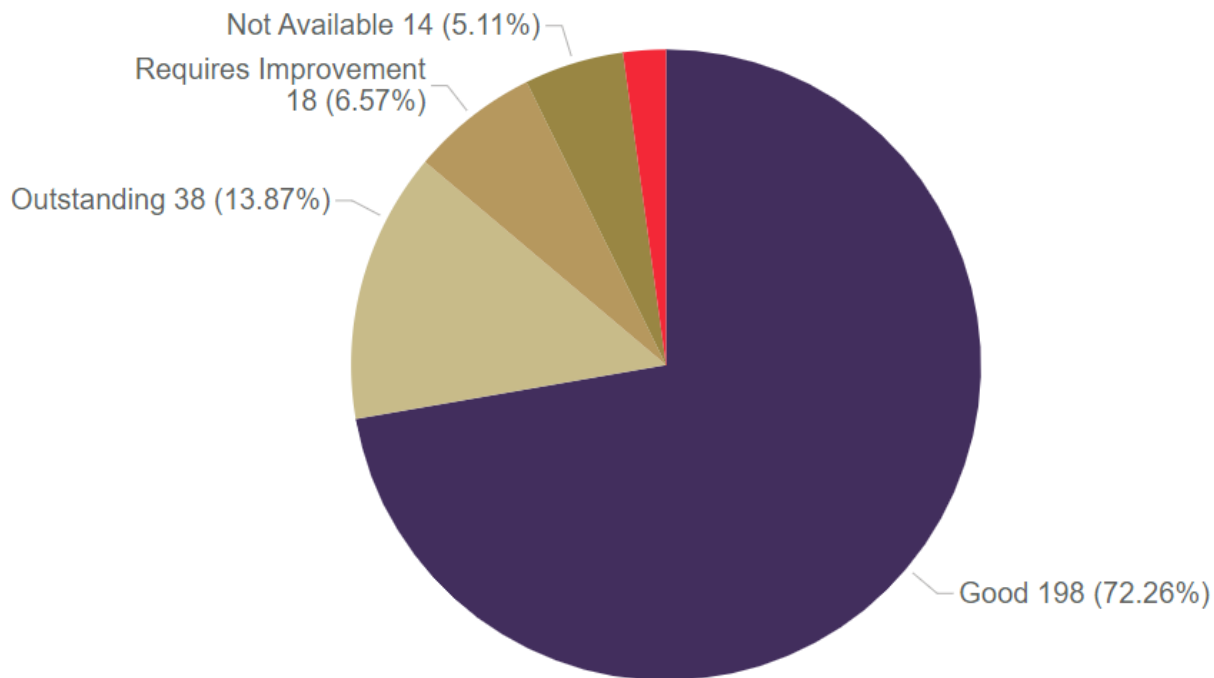
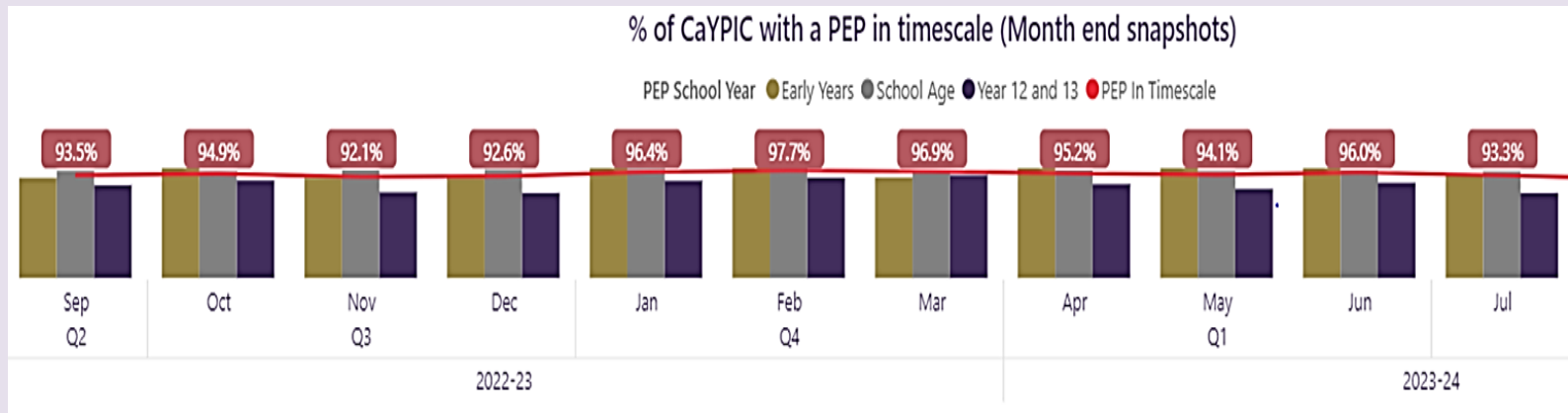# 4. The Virtual School - supporting learning and achievement

- Training & supporting Designated Teachers in schools
- Improving Personal Educational Planning
- Tracking whole cohort
- Direct learning support
- Managing Pupil Premium Plus
- Challenge and support to schools and social care teams
- Remove barriers to school admissions and inclusion
- Training and support to foster parents and social care
- Raise aspirations and celebrating achievements (e.g. Aspire2Uni)
- Enrichment and wider learning (arts / sports)
- Development of policy and procedure

Post-16 Education, Employment & Training

- Designated officers in local colleges

- Dedicated Connexions Advisor & YPAs working alongside Job Centre Plus Work Coaches

- EET Coordinator, EET advisors and the EET Apprentice

- Weekly EET drop-in

- Supported employment team and the Wolves at Work team

- Care leavers have internal access to apprenticeship vacancies

- Bi-monthly EET panels

- Bespoke work experience and five ring fenced apprenticeships

- Partnership working with the Care Leaver Covenant

- Support for HE students, help with UCAS, personal statements, and post-graduate employment support. CWC is a member of the NNECL HE forum

5. Personal Education Plans (PEPs)

- 94.4% of the cohort had a PEP completed within statutory timescales
- 65% of school-age PEPs were judged as good or outstanding in the summer audits. This is a 5% improvement on spring term audits.
- The vast majority of these were good, but very few (5% of audits) were outstanding. This is the same as spring term.
- Post-16 PEP quality is lower than school-age, though the summer term audits showed improvement on the spring term for post-16. A higher number of post-16 PEPs need to be audited, however, in future rounds.

% of CaYPIC with a PEP in timescale (Month end snapshots)

PEP School Year ●Early Years ●School Age ●Year 12 and 13 ●PEP In Timescale

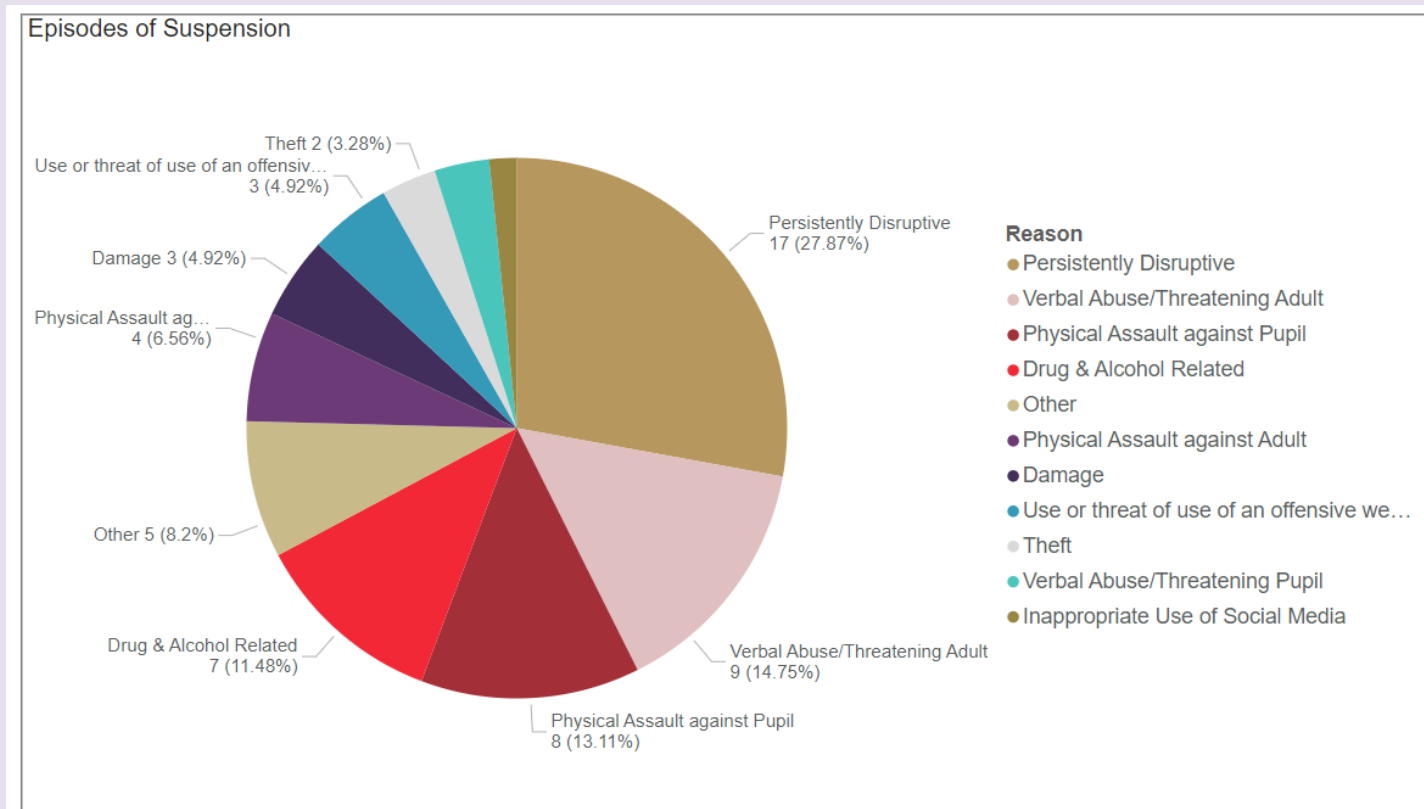| Sep Q2	Oct	Nov Q3	Dec	Jan	Feb Q4	Mar	Apr	May Q1	Jun	Jul
93.5%	94.9%	92.1%	92.6%	96.4%	97.7%	96.9%	95.2%	94.1%	96.0%	93.3%

2022-23   2023-24

6. School Attendance

- Average school attendance for 2022/23 for the whole cohort is 92%, while persistent absence is 16.5%. This is below the national average level of persistent absence for children and young people in care, which is 19.1% using the most recently available data, as well as being lower than that for all pupils nationally (22.3%)

- The attendance % of pupils who have been care for 12 months+ is 3% higher than that for all pupils in care. This indicates that being in care is having a positive effect on attendance for these children.

Attendance % by Term and School Location
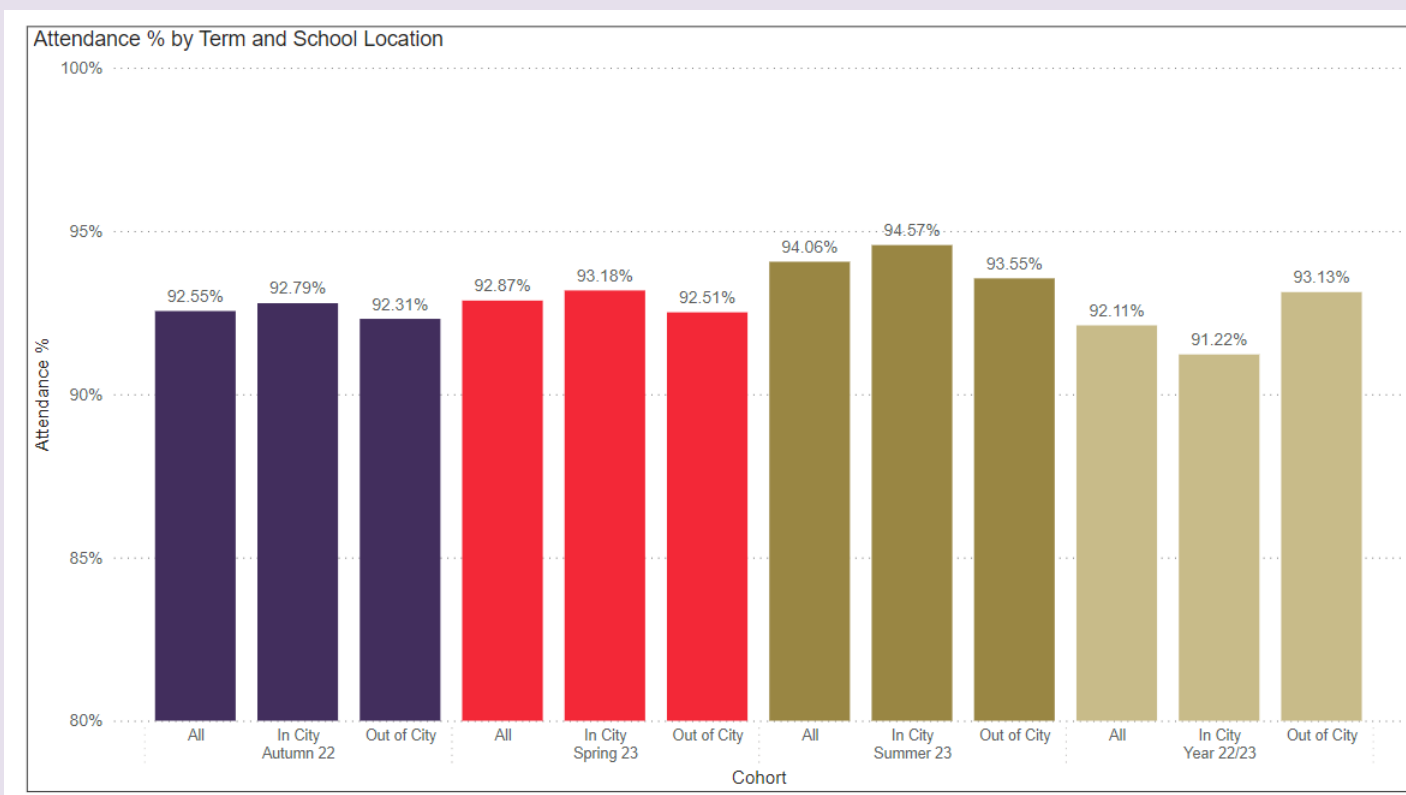
7. Inclusion

- No permanent exclusions for Wolverhampton CYPiC in 2022-2023
- 64 suspensions for Wolverhampton CYPiC; 12 fewer than 2021/22.
- 31 pupils received one or more suspension; 13 fewer than 2021/22.
- 11% received one or more suspension - 5% decrease on 2021/22.
- Persistent disruptive behaviour is the most common reason for suspension.

Episodes of Suspension

- Persistently Disruptive 17 (27.87%)
- Verbal Abuse/Threatening Adult 9 (14.75%)
- Physical Assault against Pupil 8 (13.11%)
- Drug & Alcohol Related 7 (11.48%)
- Other 5 (8.2%)
- Physical Assault ag… 4 (6.56%)
- Damage 3 (4.92%)
- Use or threat of use of an offensiv… 3 (4.92%)
- Theft 2 (3.28%)

Reason
- Persistently Disruptive
- Verbal Abuse/Threatening Adult
- Physical Assault against Pupil
- Drug & Alcohol Related
- Other
- Physical Assault against Adult
- Damage
- Use or threat of use of an offensive we…
- Theft
- Verbal Abuse/Threatening Pupil
- Inappropriate Use of Social Media

8. Attainment

- At early years foundation stage, 57% of in-city children (four out of seven with results reported) in the cohort achieved a good level of development in all areas. 25% (2 out of 8) children living outside Wolverhampton achieved this.

- Key Stage 2 results are illustrated below:

KS2 Results	Students	In City	Out of City	%
Total with Results	12			
Maths	9	6	3	75.00%
Reading	8	7	1	66.67%
Writing	4	4	0	33.33%
All subjects at Expected	4	4	0	33.33%

Attainment at Key Stage 4

Grade 4 and Above	English	Maths	English & Maths	Difference to 21/22
Out of City (19)	47.37%	42.11%	26.32%	-0.96%
In City (13)	38.46%	30.77%	30.77%	19.23%
All Students (32)	43.75%	37.50%	28.13%	9.38%

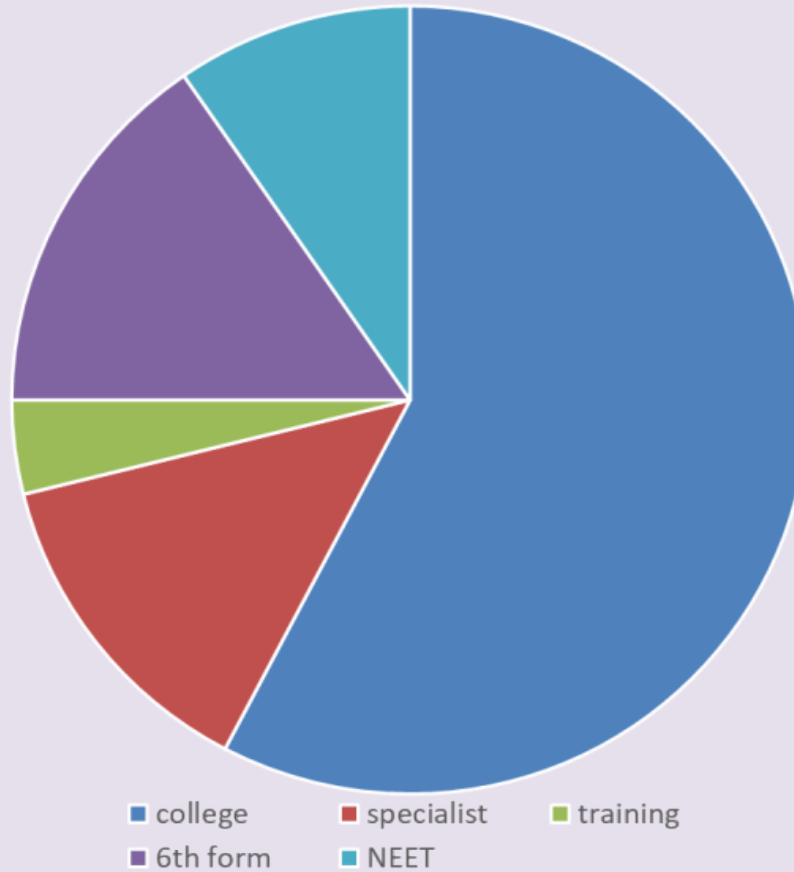| Grade 5 and Above	English	Maths	English & Maths	Difference to 21/22
Out of City (19)	31.58%	21.05%	15.79%	6.70%
In City (13)	23.08%	23.08%	15.38%	11.54%
All Students (32)	28.13%	21.88%	15.63%	9.38%

9. Achievements at post-16

- 90% of CYPiC in year 11 progressed to EET after leaving school in 2023 (this is expected to rise).

- Between the 106 young people at key stage 5 (years 12 and 13), 89% achieved the qualification they were aiming for. 92 qualifications of different types and levels were achieved.

- Two care leavers graduated in 2023. We currently have 22 care leavers in **Higher Education,** with 3 young deferring their studies to 2024. 4 care leavers started university this academic year.

Level % of achievements

Category	Percentage
Entry level 1	8%
Entry level 2	3%
Entry level 3	9%
Level 1	22%
Level 2	6%
Level 3	6%
A levels	10%
GCSE	18%
not achieved	11%

Year 11 – 12 progression

Year 11-12 Progression

- college
- specialist
- training
- 6th form
- NEET

11. VSH Extended Duty

In 2021 the DfE announced funding and non-statutory guidance to extend the role of the Virtual School Head to all children with a social worker (i.e. young people with Child in Need or Child Protection Plans). Wolverhampton's response has included:

- Restructure of management roles to enable the VSH to take on these new responsibilities, a new School Improvement Officer for CWSW

- New data set for this cohort including attendance and exclusions data

- Regular briefings and training to social care teams and schools

- Representation on multi-agency panels such as ISAAP and the council's QA of alternative provision

- Reviewing Child in Need (CIN) and Child Protection (CP) plans and additional guidance for schools to strengthen the role of education in plans

- Working closely with EPS, whole-school training on attachment / trauma for schools - fourteen so far - and detailed action plans for twenty schools. The aim is for all Wolverhampton schools to develop their practice in this way over the next 5 years.

- Targeting priority schools for attendance support, in partnership with the Attendance Team

Attendance of children with a social worker

Average Attendance by School Term (22/23)
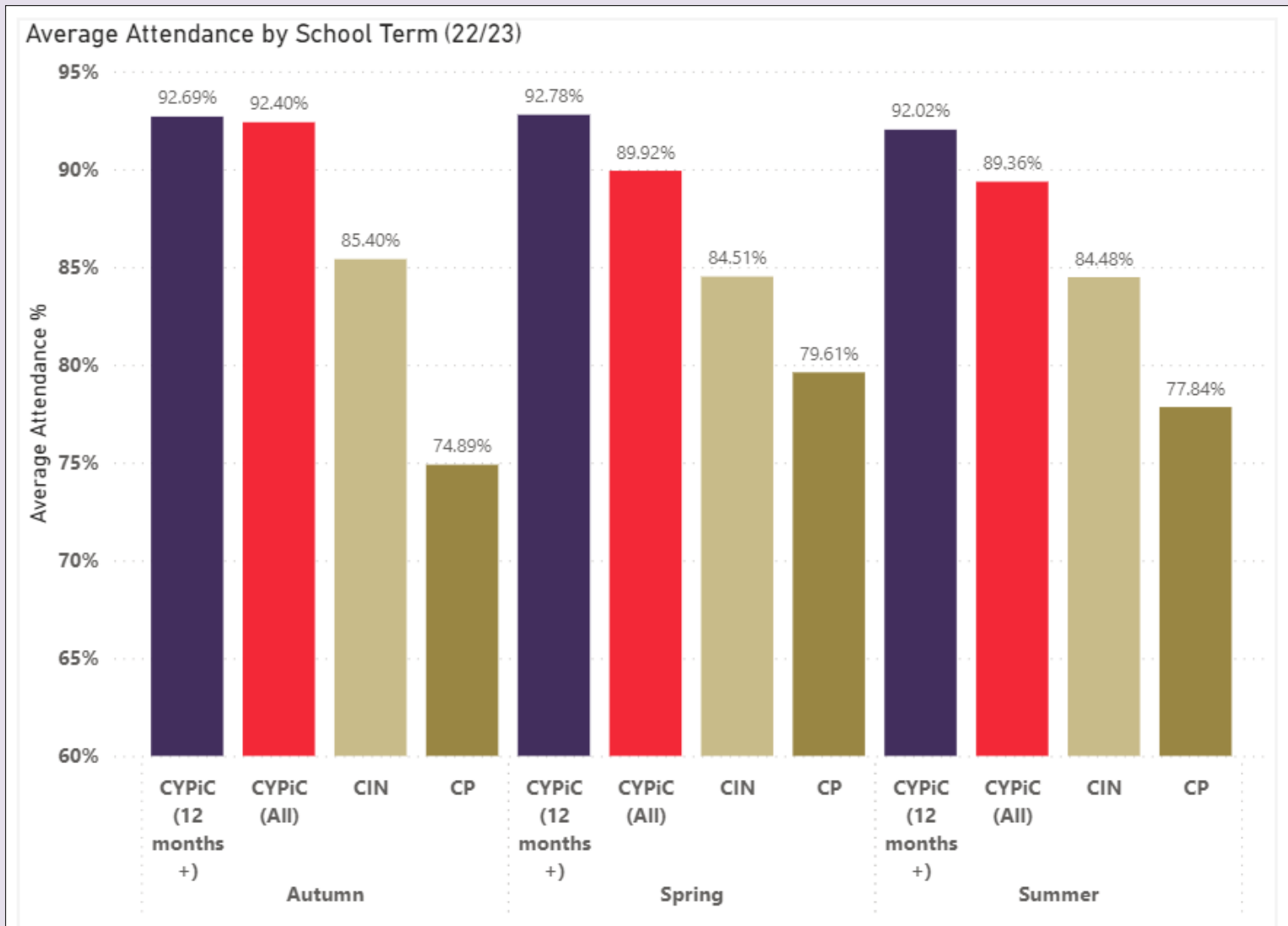
12. Financial Education

In recognition that Children and Young People in Care benefit from learning about money management to support them into adult life, we have been promoting financial education through **Stepladder Plus**, a program of life skills for young people in care aged 15 to 17. Through the programme, a young person can 'earn' up to an additional £1,500 in their junior ISA/child trust fund ISA account ready for access at 18.

There are six steps to the programme:

- **Step 1** - Literacy at entry level 3 or above. (Benefit £150)
- **Step 2** - Numeracy – as above (Benefit £150)
- **Step 3** - Financial Capability (1) – *the costs of living* (Benefit £200)
- **Step 4** - Planning for the Future – 250–500 words (Benefit £250)
- **Step 5** - Financial Capability (2) – *Managing My Money* (Benefit £350)
- **Step 6** - Securing future education, employment, or training (Benefit £400)

To date we have had 16 young people sign up for Stepladder Plus programme of which 13 continue to be active on the programme. 2 have completed so far, and 1 withdrawn. The EET apprentice offers one to one support for young people

Conclusions & Priorities

There is much to celebrate about the achievements of our children and young people in care – improving attendance, no exclusions, good GCSEs, PEP completion, post-16 outcomes and EET, schools recognised in national awards for attachment/trauma.

Of course, there are also areas for further development – e.g. EYFS and primary attainment (writing), PEP quality.

Priorities for 2023/24 are:

- Attainment at primary phase - to be prioritised in PEP audits and writing support will be the primary focus of attention for ESOs our assistant educational psychologists in autumn and spring terms.

- School Improvement Advisor for Children with a social Worker addressing attendance for children on CIN and CP plans in partnership with the Attendance Team

- Achieving 60 completed PEP audits per term for school age children with consistently 80% rated good or outstanding.

- Achieving 30 completed PEP audits per term for 16 plus cohort with consistently 65% rated good or outstanding.