Education of Children in Care

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BRIGHTON & HOVE   VIRTUAL SCHOOL

What does Brighton & Hove Virtual School do?

- Strategic - Partnership, training, challenge (Schools, Foster Carers, Parents, Social Workers)

- Systems - PEPs, pupil premium, monitoring, intervening, data

- Operational - holistic and bespoke intervention and support eg. Tuition, ECAR, attachment, school selection, school and social care support, celebration

Virtual School achievements…

- Positive progress
- Numerous individual successes celebrated e.g University
- Good Ofsted – SEN & Safeguarding
- Effective training programme – sharing the vision
- Skilled and committed team
- Simplified, effective systems
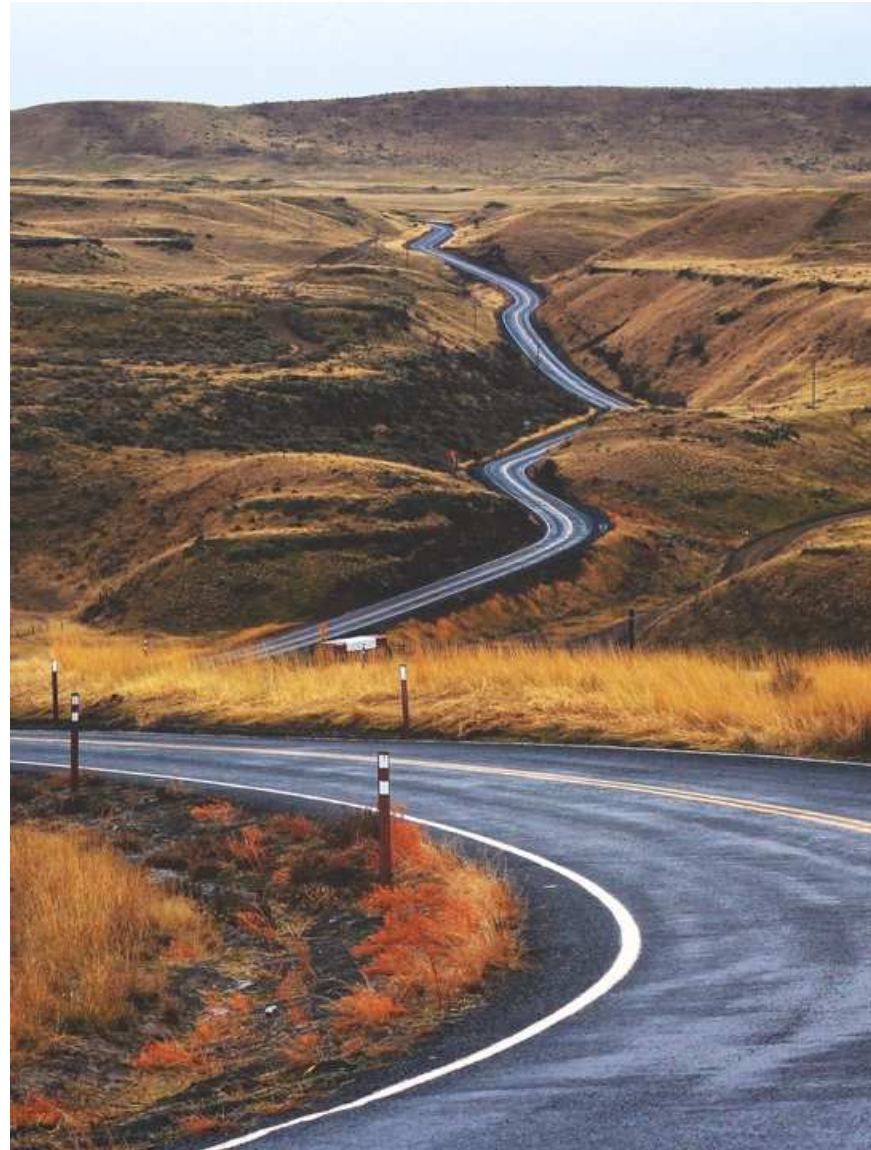
What has changed nationally?

- Primary Assessment is **significantly different-** 52% 2016 vs 80% 2015

- GCSEs **analysed** very differently

- Focus by Ofsted and Schools is on **Progress**

- Measurement of **children in care attainment** challenged nationally

Data analysis – end of Year 11: factors to consider

- Small and heterogeneous cohort – 38 children

- Comparing year on year outcome is not statistically valid

- Current 'single focus' does not provide comprehensive assessment of progress and attainment of our children

- Possible 17 factors when effectively analysing progress and attainment data

NCER, ADCS, NAVSH. (2015). *Joint Policy Paper – The Educational Achievement of Children in Care*

For example…

- 14 of our cohort were statemented

- 7 came into care in Y10

- 17 are out of area

- 6 had no KS2 assessment

- 8/38 achieved age related expectations at KS2, only 3 of which were in care

- Another 24 (12 UAS) not counted (see case study)

Whilst assessment at this stage is important, we must also look at progress and attainment holistically…

The individual children (KS4/aged 16)

Holistic and bespoke intervention according to differing need

Child A

Background:
- Came into care Y10 Didn't speak English

Intervention:
- English tuition 2h/pw

Outcome:
- 5 D-G GCSEs
- City College Level 1 Diploma in multi trades

Child B

Background:
- Came into care Y9
- Adoption breakdown
- Statement for BESD
- Attended special school

Intervention:
- Enrichment activities to promote social engagement
- Micromanagement of education
- Laptop and software provided to support education

Outcome:
- 5 BTEC C grades
- 3 E-G GCSE
- Progressed onto new college

Child C

Background:
- Came into care Y9
- Disengaged at school
- Very poor attendance

Intervention:
- Moved to off site learning centre where she continues
- Tuition in core subjects – carefully selected tutor

Outcome:
- Re-engaged
- 100% attendance
- GCSEs to be taken 2016/17

What is data at KS4 (age 16) telling us?

- Context and individual case understanding is key to analysing KS4 progress – it is good

- Attainment in line with National Average %5A*-C

- Progress 8, Attainment 8 not ready - unclear meaning

What is data at KS2 telling us?

- Progress is good for the majority of children and whole cohort data is positive (context and individual cases)

- Reading and writing progressed as well as all children did nationally

- Attainment is low but as yet no national comparison

- Data doesn't reflect entire cohort

Virtual School Priorities

- Achievement, attainment, progression

- Attachment awareness

- Deep Dive Reviews - challenge

- School improvement visits - structure

- Pupil premium spend is based on evidence based interventions and matched to the childs exact needs.

- Maths improvement

- Personal Education Plan (PEP) all on time - child voice is heard and their aspirations understood

- Training for all social workers on recent developments

What can you do now?

- Listen to lots of individual stories

- Join our steering group

- Support the VS with our priorities

- Use position to influence all schools to ensure sky high aspirations and real inclusivity