

Dorset Virtual School Annual Report

December 2021

Introduction

This report provides an overview and analysis of the impact of the Virtual School's work during the academic year 2020 - 21. The Virtual School is a key part of Dorset's Education Service within the Children's Services Directorate. The Virtual School is ambitious for its children and has strong oversight from the Virtual School Governing Body and Corporate Parenting Board.

Our Virtual School Vision

"I am thriving in the best school for me. I know I am thriving because I am included and listened to. I am achieving and I enjoy school"

Dorset Virtual School equips our children for success and happiness by delivering highly effective support for their education, including their academic outcomes and their engagement in experiences that will help them towards adulthood.

Our young people are at the heart of every decision we make. They tell us that they would like:

- Love and kindness
- For adults to acknowledge that not everything is a big problem
- Not to be judged
- Not to be left waiting for help
- Time
- Not to be treated differently
- For barriers to be removed
- To be involved

Therefore, we aim for our work to embody these wishes. We are relentless in making sure that every child is in the right educational setting for them and will support and challenge those settings to understand and help our children to achieve great educational outcomes that prepare them for their next stage in education and for independent adult life and the world of work.

A Year In Summary

This has been a year of continuous improvement and agility for the Virtual School as we remain responsive to the needs of our children and partnership working with our schools through a challenging period. We have focused on effort to ensure we are delivering best practice in the monitoring of our children's attendance, progress and attainment and ensuring we have strong quality assurance.

The Virtual School employed new technology as part of its digital strategy and now uses the Welfare Call system which provides access to live analytical dashboards and reports which inform the work of the Virtual School. Key Performance Indicators are reported monthly to the Children's Services Leadership Team to ensure that there is a line of sight of the work of the Virtual School. Performance is also reported on a monthly basis to the Corporate Parenting Board. The Governing Body has a forward plan of monitoring activity linked to the priorities on the School Development Plan.

Some of the key strengths this year have been:

- Strong systems and processes, with strong multi-agency working
- Accurate use of pupil premium funding clearly linked to planned outcomes
- GCSE grade 4+ English and Maths remained above the published 2020 national, south-west and statistical neighbours for the second year in a row
- A significant improvement in the number of children remaining in education or training post 16
- A reduction in the number of children missing education
- An effective quality assurance process for PEPs, showing an increase in the number of PEPs rated as good or better
- We are celebrating our children's successes more than ever before

We need to continue to focus on:

- Reducing the number of pupils who are persistent absentees or have unauthorised absence
- Further reducing fixed term exclusions
- Ensuring that if a school move is required, the transition is achieved as quickly as possible, particularly for those children with an EHCP
- Ensuring that all PEPs are child centred including an increase in the number of children attending their PEP meeting

The overall impact of the service improvements and determination of the Virtual School staff to do the absolute best for our children can be seen in the recent Ofsted (ILACS) Inspection report, November 2021. The inspection entailed the inspector's analysis and evaluation of Virtual School attainment, progress, attendance, exclusions and post 16 education and training data, meetings with the Virtual School Head, Virtual School Leads and Specialist Teachers, and calls with children, Designated Teachers and Head Teachers. The inspection concluded that:

“The virtual school is highly ambitious for children in care, wherever they live. They have an accurate analysis of the strengths and weaknesses of educational provision for children in care and care leavers. A particular strength is the impact of more aligned working in the six localities; headteachers, designated teachers and staff at the virtual school work together to secure creative and beneficial outcomes for children. At times, this has included working with school governors to reverse permanent exclusions. The pupil premium, linked to personal education plans, is used creatively. In the context of COVID-19, this support has extended to extra-curricular activities that benefit children's mental health and help to create the right environment for learning.”

The Virtual School Structure

The Virtual School is led by the Principal Teacher for Dorset Council. The role brings together the wider responsibility for education and inclusion within the Education Service within Dorset Children's Services and be able to apply this to the Virtual School.

The Virtual School team delivers their work within the locality structure which embeds our work within communities. The team consists of:

- 8 Virtual School Leads: responsibilities are for a case load of children in each locality (and a share of those children out of authority), ensuring that children have a suitable and ambitious education offer, there is strong liaison with their schools and Designated Teachers, and the Personal Education Plan (PEP) is effective in supporting children's progress.
- 3 Specialist Teachers: a Virtual School SENCo, a data and assessment lead, and an attachment lead. All three also hold wider responsibilities for helping to build skill and capacity in schools to meet the needs of all children.

Each member of staff within the Virtual School now holds a whole school responsibility, enabling everyone to take a leadership role on the developments where they feel they can best apply their knowledge and passion. These link to the School Development Plan (Summarised in Appendix 7). This has enabled team members to take ownership of the following developments all of which are well under way and will be delivered in the 2021 – 22 academic year:

- The production of a PLAC Handbook aimed at supporting schools and parents in relation to children who were previously in care
- The production of an induction pack for young people who are unaccompanied asylum seekers
- The creation of a Virtual School Council

A programme of half termly team Continuous Professional Development (CPD) is in place for Virtual School Staff. CPD training themes in the academic year 2020 - 21 have included:

- What a good PEP looks like and PEP quality assurance
- Effective target setting
- Attendance and exclusions
- The graduated approach
- Language and communication needs

The team also have half termly group supervision with the Educational Psychologist linked to the Virtual School. This has enabled team members to reflect on their practice and leadership, bring cases to group problem solve and address team issues in a solution-focused way.

The Virtual School Cohort

Children are in the Virtual School from the age of 3 to the end of the academic year following their 18th birthday. In this way the Virtual School can bridge the change from Social Worker to Personal Assistant (PA) and maintain advice and guidance about education from a position of best knowledge of the young person. The Virtual School ensures that the PA is involved in post 16 PEPs alongside the social worker and is well briefed with regards to the young person's ambitions and any barriers to learning. The Virtual School works closely with the Care Leaver Team to ensure that our young people continue on into suitable education, training or employment.

Wherever possible, once a child is allocated to a Virtual School worker they stay with this worker until they leave the Virtual School, enabling trusting relationships to be built and maintained.

Appendix 1 provides the makeup in 2020 – 21 of the statutory school age element and post 16 element of the Virtual School respectively.

Attendance

The Virtual School undertakes daily attendance monitoring through Welfare Call's live dashboard. This robust system provides data at a cohort, group and individual level to give an accurate view of attendance, reasons for absence and patterns of absence. This has enabled the Virtual School to monitor, analyse and respond to attendance concerns rapidly and remains a key area for improvement (priority 1 on the School Development Plan). The attendance overview for statutory school age children in the academic year 2020 - 2021 is provided in Appendix 2.

In a non-pandemic year, the Virtual School sets an ambitious attendance target of 95%. Due to the pandemic attendance dipped to a low in January 2021 of 59.7% from 90.9% in September 2020. Close monitoring of children not physically attending school during the lockdowns enabled Virtual School staff to ensure that remote learning was the right option and to return children to school where necessary. There were many examples of children who received high quality live lessons and enjoyed learning virtually. When schools fully reopened in March 2021 Virtual School staff worked hard with schools to return all children to good levels of attendance. By July 2021 attendance had returned to 91.9% and 199 children has summer term attendance of over 95%. The strong focus on supporting good attendance led to 133 of the 300 statutory school age children maintaining over 95% attendance for the whole year, which is impressive, particularly given the pandemic.

Monitoring identified two particular challenges with attendance: Year 10 were significantly below the rest of the cohort, and unauthorised attendance of 3.18% in November was significantly worse than the national average of 1.4%.

Year 10 attendance was 78.5% in September 2020, the lowest year group attendance and lower than the secondary cohort average of 88.8%. This did not improve over the autumn term so a close focus on individuals was put in place with the aim of improving their attendance. 10 students in particular were a focus for moving out of persistent absence (below 90%). In all cases regular monitoring, close contact with the school and an improvement focus in the PEP meetings was key in order to understand the reasons for absence and address the causes. 9 out of 10 students improved their attendance over 90% by the end of the year. The impact of the work on the year group was that their attendance improved from a spring term low of 57.2% to 79.6% in the summer term. The overall attendance of the whole Year 10 cohort by the end of the year was less positive at 80.2% and going into Year 11 this group remain a focus for attendance improvement.

In order to address the unauthorised absence figure, we introduced weekly monitoring that picked up any unauthorised absences and addressed these immediately with school and if need be carer. In some instances, school miscoding was identified and corrected, and in others, actions were put in place to support identified concerns such as anxiety-based absence and disengagement. The impact of this was that unauthorised absence improved in July 2021 to 1.98%. However, this remains an area for further improvement to ensure that the Virtual School is better than national.

The Virtual School provides Designated Teacher training which includes a focus on their role in promoting the attendance of children in care and setting aspirational attendance targets. Virtual School Workers work with Designated Teachers to ensure PEPs identify and address any barriers to good attendance.

Exclusions

Our ambition is for effective inclusive practice in our schools which leads to zero fixed term or permanent exclusions of children in care. Currently this is an area for further improvement and therefore forms part of priority 1 on the school development plan. Appendix 3 gives a breakdown of exclusions in 2020 – 2021. Steps taken thus far to reduce exclusions are:

- The Virtual School Team are alerted to exclusions via Welfare Call. They then attend the reintegration meeting and, where needed hold a professionals meeting. In all cases the Virtual School staff focus is on underlying causes and what the school and wider professionals need to put in place to ensure that there are no further exclusions.
- There is a focus on any children who have had exclusions in Virtual School monthly pupil progress meetings, giving oversight and priority to these children, and ensuring that Virtual School staff actions are robust.
- There is a wider local authority focus on inclusion with strategic support for schools to follow relational practice methods and employ the graduated approach to ensure that early intervention addresses need.
- Training for schools has been delivered by Specialist Teachers on Speech Language and Communication Needs (SLCN)
- Training has been provided for schools on emotion coaching

The impact of this is that 38 children received exclusions in the 2020 - 21 academic year (11.48% of the cohort, which is in line with the national average). However, reducing exclusions remains a focus for improvement on the development plan and as more children at in authority schools are excluded than those in schools out of authority, and it is essential that this is a focus of our work with these schools.

The Virtual School was also successful in rescinding a permanent exclusion of a child by working with the governors to detail steps the school needed to take before they could justify an exclusion. The child is now happy and successful at another setting and without a permanent exclusion blighting their education record. However, a child in care was permanently excluded during 2020 – 21 and despite the best efforts of the Virtual School to rescind this decision in reviewing the history there is clear learning for the professionals around the child, including the Virtual School, and there is an absolute determination that no other children in care will be permanently excluded.

Attainment And Progress

Appendix 4 provides attainment and progress data for the cohort. The Virtual School worker attends all PEP meetings, ensuring that the right support and interventions are put in place to enable each child to make progress from their own starting points. The Virtual School challenges where academic expectations are too low and celebrates successes, including overcoming barriers. As a result, the academic outcomes for our children are very positive.

Progress Towards Agreed Targets

- 70.1% of primary students made at or above expected progress in reading
- 64.8% of primary students made at or above expected progress in writing
- 65.9% of primary students made at or above expected progress in maths
- 83.3% of primary students made good overall progress in school
- 59.7% of secondary students made at or above expected progress in English
- 59.5% of secondary students made at or above expected progress in maths

The trend for most year groups is very pleasing. The data does indicate that Year 3 will need additional monitoring and support as they move into Year 4 in 2021, and they have therefore already been a focus on a pupil progress meeting.

Key Stage 4 Attainment

GCSE grade 4+ English and Maths remained above the published 2020 national (24.4%), South West (24.2%) and statistical neighbour (25.9%) average for the last two years (2021: 28.6%, 12 young people; 2020 33.3%, 15 young people). There were also some excellent overall sets of results which has led to 74.7% of pupils moving into post 16 education in September 2021.

Key Stage 5

The Virtual School works hard to support this group despite the fact that there is no DfE pupil premium plus funding for post 16 students. Where students have not achieved the required GCSE grade in Maths or English, students are supported to complete re-take or alternative equivalent courses post 16. As a consequence of this work 7 students achieved level 2 maths and 2 achieved level 2 English post 16.

Students are all supported with a termly PEP and the leaving care team are invited in order to build a relationship with the young person and understand their educational strengths and needs. Creative solutions are found to re-engage young people who are at risk of being NEET, including vocational options and traineeships where appropriate. There is a consistent worker in place who knows the young person and their strengths and aspirations, and there are strong links with the local 6th form colleges as well as the schools.

The Virtual School staff have received training on planning for good transitions into post 16 and the team regularly problem solve to support young people with next steps. The impact of the Virtual School support of post 16 students this year is that there has been a zero drop-out rate from level 3 courses as students move from Year 12 into Year 13. The support also impacted extremely positively on the post 16 Education, Employment and Training (EET) figures, as seen in Appendix 5 which shows an improvement in 2021 to 66% post 16 EET compared to 51% the previous year.

Higher education

The work mentioned above continues in supporting the young person to the end of the academic year that they turn 18 and in some cases beyond. There are pleasing signs of the level of ambition that the Virtual School and Care Leaver team have for our young people:

- 9 students graduated in 2021, including 2 post graduates
- 8 students achieved a university place for this September

- 27 students at university September 2021

However, more work needs to be done to ensure that all young people who are capable of level 3 courses and higher education courses are given every opportunity and support to take these options where appropriate.

Children In Care Missing Out On Education (CMOOE)

Reducing the number of children in care who are missing out on education is within priority 1 of the development plan. During the course of the academic year too many children in care were missing education or missing out on education (for example due to reduced time in school). Too many children remained out of full-time education for more than a term. In order to address this there are robust methods for identifying, supporting and tracking these children. The Virtual School has supported social workers sourcing mainstream schools for those without EHCPs and worked closely with SEND teams both in LA and from other LAs for those with EHCPs. A Children in Care CMOOE meeting chaired by the Director of Education focuses on actions being taken to re-engage identified children and young people in education (or training and employment if relevant post 16). Attendees include Quality Assurance Reviewing Officers, SEND, Social Care and Heads of Locality representation. The meeting gives clear oversight of these children and ensures that robust actions are in place to secure suitable full-time education.

Personal Education Plans (PEPs)

The statutory expectation is to hold two PEP meetings per year. Dorset Virtual School follows the good practice model of a PEP meeting per term. Holding the PEP on Welfare Call has enabled the Virtual School to ensure that:

- The PEP template used is strong and includes all recommended content
- Termly PEP completion rates are monitored
- Key professionals can access the PEP at any time and updates are seen concurrently by all
- The PEP QA process and decisions are transparent to all involved

PEP completion for the spring term was 98% and improved to 99% in the summer term. This is a pleasing position and one that the Virtual School intends to maintain. 100% of PEPs for children new into care were held within 20 days enabling the first PEP to inform the first Child In Care Review meeting.

PEP Quality Assurance (QA)

The Virtual School uses a PEP quality assurance process for all PEPs. There are clear quality assurance criteria and training has been delivered to the Virtual School Team on what a good PEP looks like. Training has also been delivered to Designated Teachers and there is a strong focus on the PEP in the Virtual School Handbook. Top tips for PEPs are a feature of Designated Teacher Newsletters.

All PEPs are peer Quality Assurance (QA) reviewed. The QA outcome appears on the PEP so that all involved in the PEP are able to see the grading and any feedback given. The QA process grades a PEP red (inadequate), amber (requires improvement) green (good) or gold (outstanding). Themed audits of PEPs review specific aspects of the school development plan, such as the quality of the use of the child's voice through person centred planning, are a central part of link governor monitoring. QA outcomes are fed back to the Full Governing Body Meeting for oversight.

The impact of the work to strengthen the PEP process, including the Designated Teacher training can be seen in the PEP QA results: 83.8% of PEPs were found to be good or better.

PEP QA has revealed the following:

- PEPs that were QA'd as red were largely due to:
 - Targets not being SMART or being actions for professionals rather than targets for the child
 - Targets not reflecting pupil voice
 - Lack of Social Worker / Personal Adviser completion of the social care information (30 PEPs, spring term only)
- PEPs that were QA'd as amber were largely due to:
 - Insufficient pupil voice or insufficient follow-up on pupil voice
 - Targets being appropriate but still too broad to be achievable by the following term's PEP
- PEPs that were QA'd as green were due to:
 - A 'golden thread' between the meeting discussion, pupil's voice, targets and, where appropriate, request for funding
 - Multi-professional attendance at the PEP meeting
 - SMART targets set for the child
 - Evidence of pupil voice informing the meeting, and even better the child in attendance

Wider learning from the PEP QA process has been:

- Having a pre-planned structure to the meeting is beneficial to consistency.
- The meeting itself should concentrate on celebrating the child and identifying the right targets for them.
- The relationship with Designated Teachers is important and once established aids the PEP process
- Pupil voice needs to be featured further in future DT newsletters and training sessions, and there is a need to increase the number of children who attend their PEP meeting
- Where the child has either co-created their targets or in a small number of cases lead the PEP meeting it is very powerful and this should be a model for PEPs going forward

Pupil Premium Plus Spend

During the autumn term 2020 the Virtual School was re-audited for its financial effectiveness. The financial processes were overhauled as part of the school's strengthening service plan. A pupil premium plus policy was created, a fortnightly funding panel put in place and a robust financial tracker created. The impact of this was that the audit found 100% of the areas audited to be green and no further actions required.

The final element of improvement was detailed tracking via Welfare Call by type of intervention. The average pupil premium cost per pupil of PEP outcomes achieved was £506.02 (£405.60 per outcome). 60.3% was spent on academic achievement and progress and wider achievement, and 29.61% was spent on emotional health and wellbeing. The quality of funding requests is improving as evidenced by the fact that only 11.9% of requests were declined in the summer term compared to 19.2% in the spring term.

The Virtual School receives no funding from the DfE for post 16 young people. In order to be able to allocate funding the Virtual School's policy is to allocate some of the Year 11 funding to

support good transition into post 16 and to support committed post 16 students who did not achieve their Key Stage 4 English and / or Maths in Year 11.

Designated Teacher Training

The Virtual School provides an extensive training and development programme via termly Designated Teacher training, new to the Designated Teacher role training and bespoke training on themes identified from cohort need. Based on the identification in September 2020 of challenges with the quality of target setting in PEPs, CPD for Designated Teachers was put in place to focus specifically on good target setting in PEPs. The impact has been seen in the improved quality of PEPs as referenced above.

In order to have a long-term impact on the inclusion of children in care and ensuring that they are not excluded, a range of CPD approaches are being taken:

- Promotion of Relationship-based approaches: Relational practice training is offered by school link EPs working with Specialist Teachers and encouraging where possible commitment to ongoing training and policy change. A relational practice group led by the Educational Psychology Service has worked with 30 schools in 2020-21 who had previously completed attachment aware training funded by the Virtual School. The purpose is to encourage a focus on trauma-informed principles, allowing opportunities for schools to raise questions or seek support, to celebrate all the examples of practice in schools, and to facilitate the opportunity for schools to work together and support each other.
- Emotion coaching: Research carried out by Bath Spa University found that using Emotion Coaching as a whole-school approach helped to reduce the number of negative behaviour incidents and exclusions. So far this relational approach has been rolled out to a small number of Designated Teachers but the aim is to deliver it more widely going forward.
- Language needs: Only a small number of our children in care have a primary need of Speech, Language and Communication (SLCN). We have a hypothesis that there are many others with undiagnosed SLCN needs and wider research indicates that underlying language and communication needs are often hidden behind the history of children identified as having behavioural challenges. Supporting schools in identifying and more effectively supporting language and communication needs will benefit the children's access to their learning and address the longer-term inclusion issues that can lead to exclusions. The Virtual School staff had a CPD session in March 2021 followed by two training sessions for Designated Teachers in April / May 2021. Having trialled this with schools, a recorded webinar will now be created and rolled out to all schools to raise awareness of SLCN alongside the use of an SLCN checklist created by Specialist Teachers for schools to be able to start an identification process.

Celebrating Child Successes

The Virtual School has a strong focus on celebrating child successes and sharing these widely including with the extended Children's Services leadership team to ensure that our children's lived experience is in everyone's minds in a positive, strengths-based way and also to celebrate good practice from teams working with our children. Children's successes are celebrated weekly within the team, with each identified child receiving a £20 book voucher. The positive acknowledgement of children's successes in the PEP meetings was recognised in governor monitoring as a strength of the PEPs. There is an annual awards event called Dorset EPIC Awards (Exceptional People In Care), the most recent of which took place on 22nd July 2021 and

celebrated 93 children and young people. Going forward the Virtual School will be developing further opportunities for our children which will incorporate celebration of their work, attitude and engagement.

Promoting Literacy

This year we invited schools to be part of the Letterbox Club, run by the Book Trust. This is a 6-month project where a parcel of books and learning materials is sent to the child's home to support their learning. The aim is for the child to feel 'remembered' and are excited about receiving their parcels and that they develop a love and confidence in reading. The scheme will be evaluated in the new year. The Virtual School is keen to develop further such projects in the next academic year.

Appendix 1: Virtual School Cohort 2020 – 21

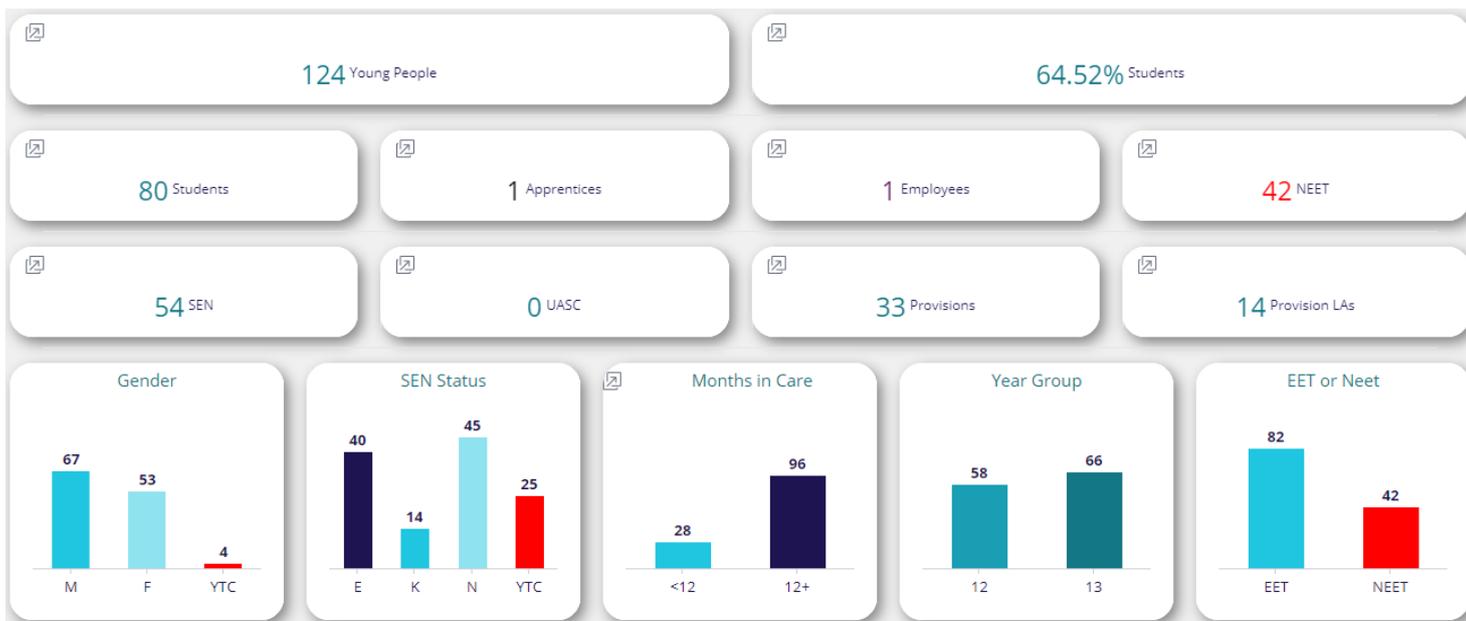
Please note that the cohort details change very regularly and therefore this is a snapshot at a particular point in the year.

Statutory School Age Cohort



Where the Ofsted grading appears as 'unknown' this is because it is not published by the DfE. In most cases this will be due to a change in the school's name (e.g. due to academisation) or because the school is in Wales.

Post 16 Cohort



Appendix 2: Virtual School Attendance

Attendance 3 Year Summary

Year	Overall Absence (%)	(Difference from national figure)
2018-2019	5.0%	-0.1
2019-2020	13.4%	Not yet published
2020-2021	14.5%	Not yet published

2020 – 2021 Attendance

2020-2021 (Internal Data)	Overall Attendance (%)	Persistent Absentees (%)
Whole Cohort (307)	85.5%	44.6%
<i>Year 11 (42)</i>	77.9%	66.7%
<i>Year 10 (43)</i>	73.0%	67.4%
<i>Year 9 (37)</i>	81.1%	64.9%
<i>Year 8 (33)</i>	83.8%	54.5%
<i>Year 7 (32)</i>	91.7%	28.1%
<i>Year 6 (36)</i>	94.2%	19.4%
<i>Year 5 (24)</i>	91.8%	30.4%
<i>Year 4 (13)</i>	92.9%	30.8%
<i>Year 3 (15)</i>	93.0%	20.0%
<i>Year 2 (12)</i>	84.3%	50.0%
<i>Year 1 (10)</i>	96.5%	0.0%
<i>Reception (10)</i>	89.2%	20.0%

2020 – 2021 Unauthorised Absence

2020-2021 Unauthorised Absence (National average 1.4%)	
Whole year average	2.26%
November 2020	3.18%
July 2021	1.98%

Appendix 3: Exclusions

Fixed Term Exclusions 2020 – 2021

Year	Episodes	Children	Days Lost	Male	Female	
Primary	0	0	0	0	0	
	1	4	1	7.5	1	0
	2	0	0	0	0	0
	3	0	0	0	0	0
	4	0	0	0	0	0
	5	5	2	6.5	2	0
Secondary	6	0	0	0	0	
	7	9	2	14.5	2	0
	8	27	10	56.5	6	4
	9	19	8	22	5	4
	10	22	10	75.5	6	4
	11	8	4	12	3	1
Sum	94	37	194.5	25	13	

Exclusions By Cohort Educated In Dorset Schools (200 CIC)

Year	Episodes	Children	Days Lost
Primary	0	0	0
	1	4	7.5
	2	0	0
	3	0	0
	4	0	0
	5	5	6.5
Secondary	6	0	0
	7	6	7.5
	8	18	37
	9	17	19.5
	10	18	70.5
	11	6	6
Sum	74	24	154.5

Exclusions By Cohort Educated In Schools Outside Dorset (147 CIC)

Year	Episodes	Children	Days Lost
Primary	0	0	0
	1	0	0
	2	0	0
	3	0	0
	4	0	0
	5	0	0
	6	0	0
Secondary	7	3	7
	8	9	19.5
	9	2	2.5
	10	4	5
	11	2	6
Sum	20	13	40

Exclusions With SEN Detail

SEN Status	% of Cohort	Episodes	Children	% Excluded Children	Days Lost
Education Health and Care Plan	6.3%	46	21	55.3%	84.5
SEN Support	3.6%	38	12	31.6%	91.5
No SEN	1.5%	10	5	13.2%	18.5
Sum		94	38		194.5

Exclusions With Ethnicity Detail

Ethnicity	% of Cohort	Episodes	Children	% Excluded Children	Days Lost
WBRI - White British	26.5%	88	34	92.1%	173.5
MWBC - White & Black Caribbean	0.3%	1	1	2.6%	1
WROM - Gypsy/Roma	3.0%	3	1	2.6%	9
BOTH - Any Oth Black b'ground	0.3%	1	1	2.6%	11
Sum		93	37		194.5

Appendix 4: Virtual School Attainment

Please note that the national testing and summative assessments for pupils in Early Years, Key Stage 1 and Key Stage 2, and Phonics screening test for Year 1 pupils have not been carried out this year.

Key Stage 4 Attainment

National Key Stage Measures (Key Stage 4)	CiC in Cohort	CiC achieving Grade 4+ EM	CiC achieving Grade 4+ English	CiC achieving Grade 4+ Maths	Average Progress 8 Scores	(Difference from national figure)	Average Attainment 8 Scores	(Difference from national figure)
2018-2019	43 (27 Mainstream)	4.7% (2)	14% (6)	7% (3)	-0.96	0.27	14.4	-4.8
2019-2020	45 (29 Mainstream)	33% (15)	40% (18)	35.6% (16)	NA	NA	23.3	1.9
2020-2021	42 (26 Mainstream)	28.6% (12)	33.3% (14)	38.1% (16)	*	*	*	*

Key Stage 5: Year 12

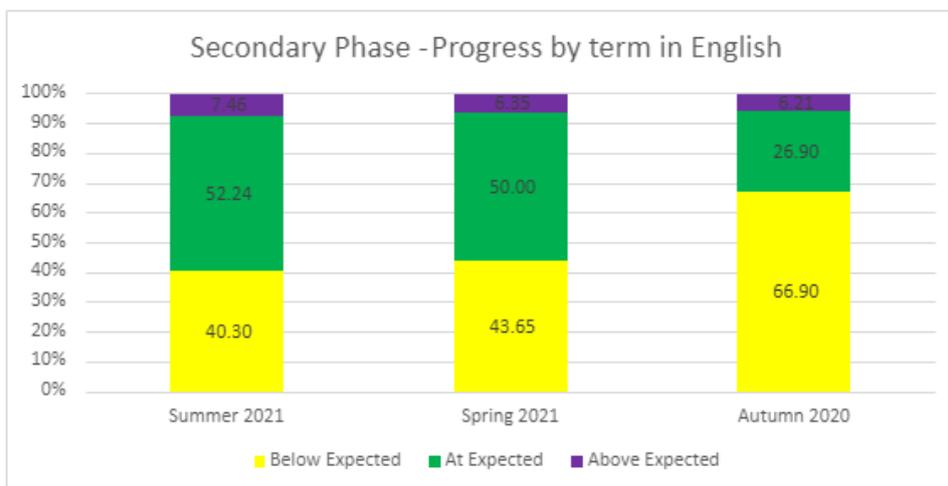
National Key Stage Measures (Key Stage 5 - Year 12) 2020-2021	GCSE English (Grade 4+)	GCSE Maths (Grade 4+)	Functional Skills English (Range E1-L2)	Functional Skills Maths (Range E1-L2)	Entry Level Programme	Level 1 Programme	Level 2 Programme
Enrolled	2	6	10	6	9	10	10
Achieved	0	2	8	5	7	9	8 (2 continuing L2 in Yr3)

Key Stage 5: Year 13

National Key Stage Measures (Key Stage 5 - Year 13) 2020-2021	GCSE English (Grade 4+)	GCSE Maths (Grade 4+)	Functional Skills English (Range E1-L2)	Functional Skills Maths (Range E1-L2)	Entry Level Programme	Level 1 Programme	Level 2 Programme	Level 3 Programme
Enrolled	4	4	4	8	13	9	10	5
Achieved	1	1	3	6	11	8	8 (1 awaiting outcome)	3

Appendix 5: Virtual School Progress

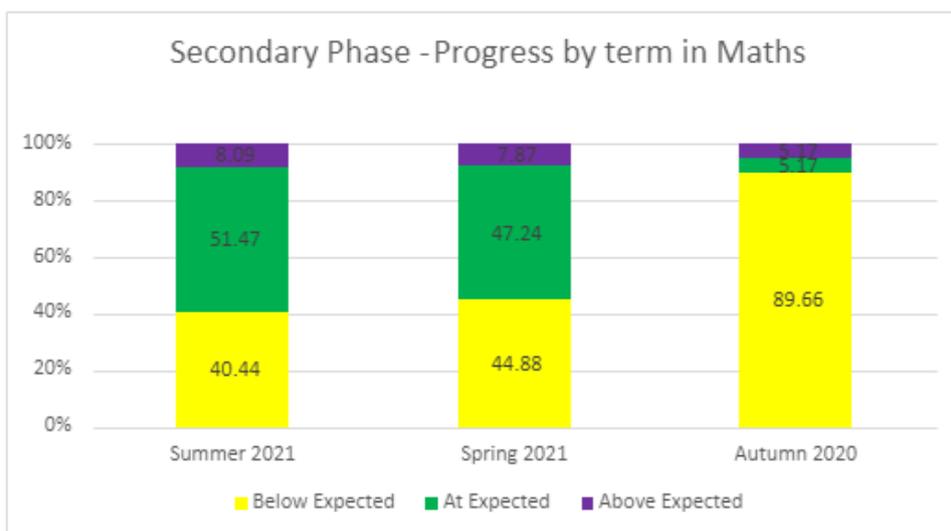
Secondary Phase Progress By Term In English



English (Secondary)	Above	At	Below	Cohort Number
Summer 2021	10	70	54	134
Spring 2021	8	63	55	126
Autumn 2020	9	39	97	145

English (Secondary)	Progress Summer 2021			Progress Spring 2021			Progress Autumn 2020		
	Above	At	Below	Above	At	Below	Above	At	Below
Year 11	12% (4)	45.5% (15)	42.4% (14)	3.1% (1)	56.3% (18)	40.6% (13)	5.6% (2)	33.3% (12)	61.1% (22)
Year 10	4% (1)	52% (13)	44% (11)	0%	43.5% (10)	56.5% (13)	5.6% (2)	22.2% (8)	72.2% (26)
Year 9	14.3% (4)	46.4% (13)	39.3% (11)	19.2% (5)	38.5% (10)	42.3% (11)	12.9% (4)	32.3% (10)	54.8% (17)
Year 8	3.7% (1)	66.6% (18)	29.6% (8)	4% (1)	64% (16)	32% (8)	4.2% (1)	25% (6)	70.8% (17)
Year 7	0%	52.3% (11)	47.6% (10)	5% (1)	45% (9)	50% (10)	0%	16.7% (3)	83.3% (15)

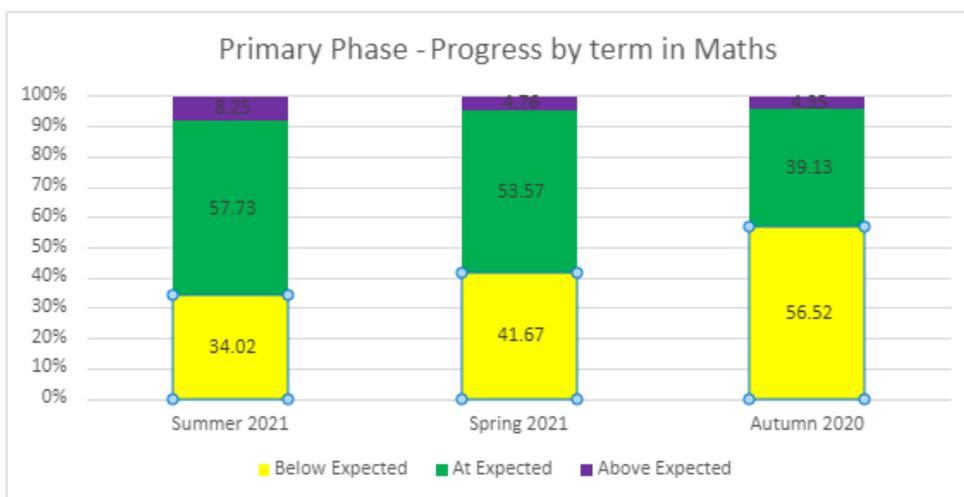
Secondary Phase Progress by Term: Maths



Maths (Secondary)	Above	At	Below	Cohort Number
Summer 2021	11	70	55	136
Spring 2021	10	60	57	127
Autumn 2020	6	6	104	116

Maths (Secondary)	Progress Summer 2021			Progress Spring 2021			Progress Autumn 2020		
	Above	At	Below	Above	At	Below	Above	At	Below
Year 11	9.1% (3)	60.6% (20)	30.3% (10)	6.3% (2)	50% (16)	43.8% (14)	0%	45.7% (16)	54.2% (19)
Year 10	7.4% (2)	44.4% (12)	48.1% (13)	4.2% (1)	33.3% (8)	62.5% (15)	0%	22.2% (8)	77.8% (28)
Year 9	14.3% (4)	39.3% (11)	45.6% (13)	15.4% (4)	34.7% (9)	50% (13)	6.3% (2)	28% (9)	58.3% (21)
Year 8	7.4% (2)	59.3% (16)	33.3% (9)	8% (2)	64% (16)	28% (7)	10.3% (3)	24.1% (7)	65.6% (19)
Year 7	0%	52.4% (11)	47.6% (10)	5% (1)	55% (11)	40% (8)	4.2% (1)	25% (6)	70.8% (17)

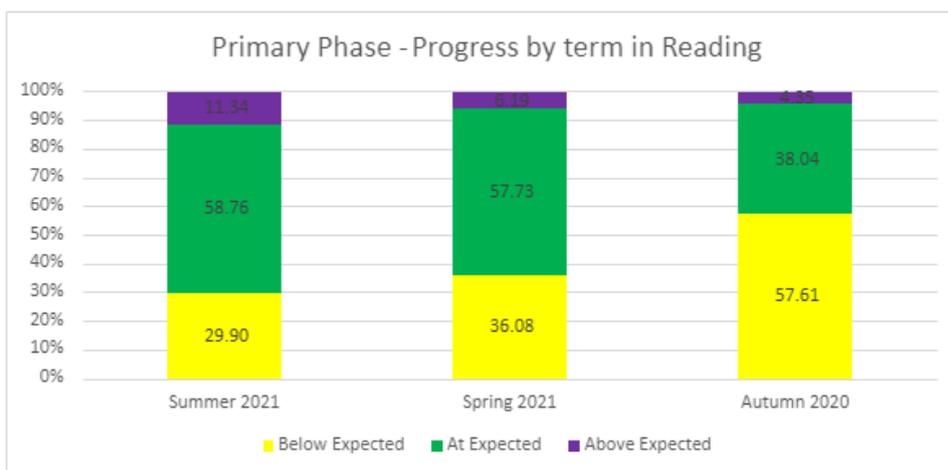
Primary Phase Progress: Maths



Maths (Primary)	Above	At	Below	Cohort Number
Summer 2021	8	56	33	97
Spring 2021	4	45	35	84
Autumn 2020	4	36	52	92

Maths (Primary)	Progress Summer 2021			Progress Spring 2021			Progress Autumn 2020		
	Above	At	Below	Above	At	Below	Above	At	Below
Year 6	6.45% (2)	64.5% (20)	29.1% (9)	3.5% (1)	58.7% (17)	37.9% (11)	3.5% (1)	37.9% (11)	58.7% (17)
Year 5	23.8% (5)	47.6% (10)	28.6% (6)	4.8% (1)	52.4% (11)	42.9% (9)	4.8% (1)	47.6% (10)	47.6% (10)
Year 4	10% (1)	70 (7)%	20% (2)	9.1% (1)	63.6% (7)	27.3% (3)	11.1% (1)	44.4% (4)	44.4% (4)
Year 3	0%	38.5% (5)	61.5% (8)	7.1% (1)	28.6% (4)	64.3% (9)	0%	30.8 (4)	69.2% (9)
Year 2	0%	54.5% (6)	45.5% (5)	0%	66.7% (6)	33.3% (3)	12.5% (1)	37.5% (3)	50% (4)
Year 1	0%	72.7% (8)	27.3% (3)	0%	72.7% (8)	27.3% (3)	0%	33.3% (4)	66.6% (8)

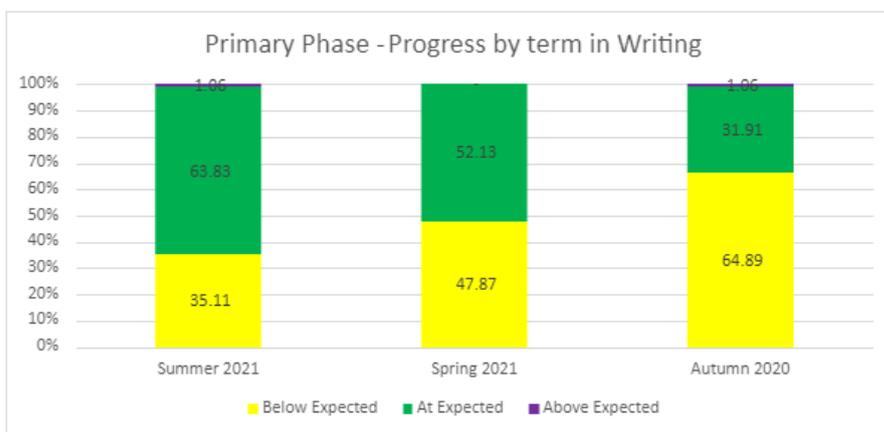
Primary Phase Reading



Reading (Primary)	Above	At	Below	Cohort Number
Summer 2021	11	57	29	97
Spring 2021	6	56	35	97
Autumn 2020	4	35	53	92

Reading (Primary)	Progress Summer 2021			Progress Spring 2021			Progress Autumn 2020		
	Above	At	Below	Above	At	Below	Above	At	Below
Year 6	9.4% (3)	65.6% (21)	25% (8)	0%	69% (20)	31% (9)	7.1% (2)	39.3% (11)	53.6% (15)
Year 5	14.1% (3)	66.6% (14)	19% (4)	9.5% (2)	66.6% (14)	23.8% (5)	4.5% (1)	45.5% (10)	50% (11)
Year 4	20% (2)	60% (6)	20% (2)	9.1% (1)	54.5% (6)	36.4% (4)	0%	33.3% (3)	66.6% (6)
Year 3	7.7% (1)	30.8% (4)	61.5% (8)	7.1% (1)	28.6% (4)	64.3% (9)	0%	38.5% (5)	61.5% (8)
Year 2	18.1% (2)	36.4% (4)	45.5% (5)	10% (1)	50% (5)	40% (4)	12.5% (1)	50% (4)	37.5% (3)
Year 1	0%	80% (8)	20% (2)	8.3% (1)	53.8% (7)	30.8% (4)	0%	16.7% (2)	83.3% (10)

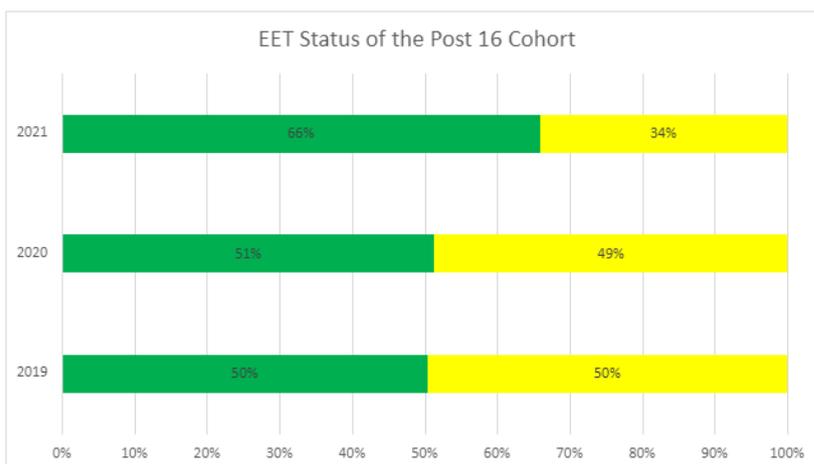
Primary Phase Writing



Writing (Primary)	Above	At	Below	Cohort Number
Summer 2021	1	60	33	94
Spring 2021	0	49	45	94
Autumn 2020	1	30	61	92

Writing (Primary)	Progress Summer 2021			Progress Spring 2021			Progress Autumn 2020		
	Above	At	Below	Above	At	Below	Above	At	Below
Year 6	0%	75.9% (22)	24.1% (7)	0%	58.6% (17)	41.4% (12)	0%	32.1% (9)	67.9% (19)
Year 5	0%	66.6% (14)	33.3% (7)	0%	57.1% (12)	42.9% (9)	0%	45.5% (10)	54.5% (12)
Year 4	0%	70% (7)	30% (3)	0%	45.5% (5)	54.4% (6)	0%	11.1% (1)	88.9% (8)
Year 3	7.7% (1)	30.8% (4)	61.5% (8)	0%	28.6% (4)	71.4% (10)	0%	38.5% (5)	61.5% (8)
Year 2	0%	54.4% (6)	45.5% (5)	0%	66.6% (6)	33.3% (3)	12.5% (1)	50% (4)	37.5% (3)
Year 1	0%	70% (7)	30% (3)	0%	50% (5)	50% (5)	0%	8.3% (1)	91.7% (11)

Appendix 6: Post 16 EET



Category	2019	(%)	2020	(%)	2021	(%)
EET	58	50.4%	71	51.4%	81	65.9%
<i>Education</i>	<i>54</i>	<i>46.9%</i>	<i>68</i>	<i>49.3%</i>	<i>78</i>	<i>63.4%</i>
<i>Training</i>	<i>3</i>	<i>2.6%</i>	<i>1</i>	<i>0.7%</i>	<i>2</i>	<i>1.6%</i>
<i>Apprenticeship</i>	<i>1</i>	<i>0.9%</i>	<i>2</i>	<i>1.4%</i>	<i>1</i>	<i>0.8%</i>
NEET	57	49.6%	67	48.6%	42	34.1%

Appendix 7: Virtual School Development Plan (SDP)

Following a Strengthening Service Plan which ran from September 2020 to March 2021 to set up new systems and processes, the current School Development Plan was put in place in March 2021 and will run until the end of July 2022. Priorities in the SDP are outlined below. The SDP is reviewed with the Virtual School team every term and updates are brought to the termly governing body meeting for monitoring.

	Priority	Success Measures
1	<p>Improve inclusion of all children in Dorset's care:</p> <ul style="list-style-type: none"> - Reduce fixed term and permanent exclusions - Increase attendance - Reduce number of CIC CMOOE 	<ul style="list-style-type: none"> • 0 Permanent Exclusions, and no worse than 0.05% of cohort • No higher than 11.67% of cohort with at least one Fixed Term Exclusion • Reduction in the number of children with repeat exclusions • At least 95% statutory school age attendance • No higher than 10.9% statutory school age Persistent Absence (PA) • No higher than 1.4% statutory school age unauthorised absence • At least 75% of cohort have 95%+ attendance • Reduction in number of children who are CME for longer than one term • 100% of those children without a school have a suitable short-term alternative package • Reduction in number of children not accessing full time education
2	<p>Improve outcomes of all children in Dorset's care:</p> <ul style="list-style-type: none"> - Improve quality of PEPs - Improve impact of PEP-related interventions - Make PEPs person-centred - Impact of targeted interventions measured and analysis used to inform future interventions - Incorporate SDQs into PEPs - Celebrate child successes - Engage schools in action research - Produce schools CIC self-evaluation 	<ul style="list-style-type: none"> • 100% of initial PEPs completed within 20 days of coming into care • 100% of children on roll have a PEP meeting each term • 100% attendance at PEP meetings of SW, VSL and DT • 100% of PEPs are quality assured as 'good or better' • 100% of PEPs reference the SDQ score • 100% of PEPs contain child presence / input • 100% of Yr11s have a viable transition plan • 100% of Yr11s who need one have a completed post 16 application by the closing date • 100% of Yr11s (who need it) have had travel training to prepare for post 16 • End of Key Stage attainment for those children not in special school is at least in line with national • End of Key Stage outcomes for children in special school are in line with their individual targets in preparing them for next stages of education or adult life • Children's successes are celebrated and shared
3	<p>Improve positive destinations for care leavers:</p> <ul style="list-style-type: none"> - Put in strong transition support 	<ul style="list-style-type: none"> • 100% of young people with a plan for post 16 education transition successfully

		<ul style="list-style-type: none"> • 100% of those post 16 young people seeking a university place secure one • At least 78% of CIC are in sustained education or employment (with training) after KS4
4	<p>Create and introduce support package for EY Children in Care:</p> <ul style="list-style-type: none"> - Co-design and introduce EY PEP - Provide training and support package for EY settings 	<ul style="list-style-type: none"> • 100% of children in nursery have an EY PEP each term • 100% of EY PEPs are quality assured as 'good or better'
5	<p>Create and introduce support package for children previously looked after:</p> <ul style="list-style-type: none"> - Co-design and introduce education plan for settings to use - Provide PLAC support package for settings - Provide good support for individual children when needed 	<ul style="list-style-type: none"> • PLAC Guidance pack provided to all schools, settings and relevant families • PLAC Education Plan introduced to all schools and settings for their use • Register of PLAC children includes record of advice, guidance or support provided by the Virtual School
6	<p>Create and introduce support package for UASC young people:</p> <ul style="list-style-type: none"> - Co-create induction programme - Create and share guidance document for professionals - Provide strong PEP support 	<ul style="list-style-type: none"> • Induction programme delivered to young people who are UASC • 100% of young people who are UASC have appropriate education provision
7	<p>Improve use of child's voice throughout our work:</p> <ul style="list-style-type: none"> - Develop Virtual School Council - Improve quality and use of child's voice in the PEP 	<ul style="list-style-type: none"> • All development work is co-produced with the VS Council • 100% of PEPs contain child presence / input that is good quality and therefore enables the PEP to be quality assured as good or better.