



BARNLSLEY

Metropolitan Borough Council

Virtual Headteacher's Report

January 2018

PURPOSE:

The purpose of this report is to evaluate the achievement, attendance and exclusion rates of children placed in Barnsley's Corporate Care for the academic year Sept. 2016 to July 2017. Due to significant changes in the national assessment procedures at Key Stage (KS) Four direct comparisons against previous year's outcomes cannot be made. This report will compare the performance of Barnsley's children in care (CiC) against all children nationally and all Barnsley children. A second report, against the 2016/17 outcomes for Looked After Children (LAC) will be provided once the Statistical First Release (SFR-see below) data for this group has been released nationally. This release is due March 2018. Validated 2015-16 national LAC data is provided for information at KS1 and KS2.

Key definitions:

Whole cohort: Refers to the cohort of all pupils looked after by Barnsley at the end of the 2016/17 academic year in each year group.

SFR cohort: Refers to the cohort of all pupils looked after by Barnsley on 31st March 2017 having been in care continuously for the previous 12 months in each group. This cohort is used in the national statistics published in documents entitled Statistical First Releases (SFR). **This cohort is the one that should be used when comparing with the performance of looked after children nationally.**

In line: In small cohorts, local authority performance is deemed to be in line with the national figure when it is around the national average as it falls within (plus or minus) the percentage value of one pupil of the local authority cohort.

CONTEXT

In line with national there is an upward trend in the number of children looked after by Barnsley. However the rate of looked after children per 10,000 children under 18 remains lower than those for England and the Yorkshire and Humber region and significantly below statistical neighbours.

Table LAA1: Children looked after at 31 March, by local authority^{1,2}

**Years ending 31 March 2013 to 2017*

	numbers ³				
	2013	2014	2015	2016	2017
England	68,060	68,810	69,480	70,440	72,670
Yorkshire and The Humber	7,420	7,380	7,260	7,240	7,720
Barnsley	235	225	240	280	290
	rates per 10,000 children aged under 18 years				
	2013	2014	2015	2016	2017
England	60	60	60	60	62
Yorkshire and The Humber	66	65	64	63	67
Barnsley	48	46	48	56	58
Statistical Neighbours	73.6	78.5	77.6	82.2	83

LAC aged 0-17				
Gender	Count	Population*	Percentage	Rate per 10,000
Female	130	24231	0.54%	53.7
Male	161	25570	0.63%	63.0
Total	291	49801	0.58%	58.4

**Barnsley 2016 Mid
Year Population
Projection (0-17 yrs)*

Children in continuous care for one year or more on 31st March 2017

	LAC Count
Female	82
Male	110
Total	192

At the 31st March 2017 there were 192 children ages 0-17 in the SFR cohort. There were more boys than girls in the care of the local authority.

KEY PERFORMANCE INDICATORS

1. Number of CiC in schools/settings judged to be at least 'good' by Ofsted

As corporate parent BMBC undertakes to ensure that every CiC has access to quality education within a school or setting deemed to be at least good. In placing children in educational settings both in and out of authority the latest Ofsted (Office for Standards in Education, Children's Services and Skills) rating for the school is taken into consideration. However a child on entry to care, who is already attending a school which is less than good, would not necessarily be moved as BMBC recognises the negative impact on outcomes too many school moves can have. Instead, once a child remains in care and permanency of residence is agreed, the CiC school place would be reviewed. Furthermore, where a setting's Ofsted rating changes negatively, the Virtual School Headteacher will continue to monitor closely the provision for the CiC within that setting, offering the necessary challenge and support to ensure the difficulties of the setting do not impact unduly on the outcomes for the CiC. Where this is the case, a planned school move would be considered in partnership with the Independent Reviewing Officer (IRO) for that child.

School Aged Children (Reception to Year 11) (4-16 year olds)

Data at the end of the academic year 2016-17:

School grading	Number of children	% of children
Good or outstanding	142	75.4%
Less than good	18	11.5%
No current inspection	22	12%

There has been a steady upward trend in the numbers of children attending good or outstanding schools from 53.3% in 2014-15 to 76.2% in 2015-16. The figures for 2016-17 indicate a slight dip of 0.8% from last year. This can be attributed to two secondary schools losing their good grading in the academic year 2016-17. The virtual school will closely monitor the impact of this judgment on the children attending those schools.

2. Statutory Outcomes

Early Years Foundation Stage (EYFS) Cohort Statistics (4-5 year olds)

The profile of the EYFS cohort for 2016-17 is as follows:

Whole Cohort						
10 children	Gender		Setting		SEN	
Group	Boys	Girls	BMBC	OOA	SEN	SEN with Statement or EHCP
Number	6	4	6	4	3	1
Percentage	60%	40%	60%	40%	30%	10%
SFR cohort						
5 children	Boys	Girls	BMBC	OOA	SEN	SEN with Statement or EHCP
Number	4	1	3	2	2	1
Percentage	80%	20%	60%	40%	40%	20%

EYFS Outcomes

Outcome measure	Prime Communication	Prime PSE	Prime Physical	Specific Literacy	Specific Mathematical	GLD
Whole Cohort						
Number achieving expected standard (1 result from OOA missing)	6/10	6/10	6/10	5/10	5/10	3/10
% achieving expected standard	60%	60%	60%	50%	50%	30%
SFR Cohort						
SFR Cohort: Number achieving expected standard	2/5	2/5	2/5	1/5	1/5	1/5
% achieving expected standard	40%	40%	40%	20%	20%	20%
% All Barnsley Children achieving expected standard	81%	82.6%	86.9%	69.4%	77.9%	67.8%
% National achieving expected standard	82.1%	82.6%	87.5%	72.8%	74.8%	69%

Analysis

The SFR cohort for 2016-17 was very small with only 5 children fulfilling the criteria for inclusion in the data. 20% (1 out of 5) of the SFR cohort achieved the good level of development standard. When applying small group methodology this percentage is still well below all Barnsley children and well below all children nationally. Historically, the overwhelming majority of the children looked after by Barnsley end EYFS below expected levels of development. The SFR cohort of five children include three children placed for adoption during their foundation 2 year and as a result had a period of bonding time out of school to support attachment to adoptive parents.

Year One Cohort Statistics (5-6 year olds)

Whole Cohort						
14 children	Gender		Setting		SEN	
	Boys	Girls	BMBC	OOA	SEN	SEN with Statement or EHCP
Number	7	7	10	4	7	2
Percentage	50%	50%	71.5%	28.5%	50%	14%
SFR cohort						
7 children	Gender		BMBC	OOA	SEN	SEN with Statement or EHCP
Number	4	3	4	3	6	2
Percentage	57%	43%	57%	43%	85.7%	28.5%

Year One Phonic Outcomes

Cohort	Number working at expected standard	% working at expected standard
Whole cohort	4/14	28.5%
SFR cohort	1/7	14.2%
All Barnsley Children	n/a	78%
All children nationally	n/a	81%

Analysis

14.2% of BMBC children in care in the SFR cohort achieved the national standard for phonics. The outcome is well below all Barnsley children and well below all children nationally. While this is a significant reduction from last year's figure of 44% this outcome should be read in the context of the very small cohort of which 85.7% had identified special educational needs.

Improving phonic outcomes for children in care is a priority and work is currently being undertaken with the fostering team to support the education and development of foster cares to enable them to better support children's phonic development. The introduction of the Letterbox Literacy project, a scheme that provides regular age appropriate reading material direct to each child's home address in 2018, will also support this outcome.

Key Stage One Cohort Statistics (6-7 year olds)

Y2 children	Gender		Setting		SEN	
Whole Cohort						
15	Boys	Girls	BMBC	OOA	SEN	SEN with Statement or EHCP
Number	8	7	6	9	8	3
Percentage	53%	47%	40%	60%	53%	20%
Statistical first release cohort						
7	Boys	Girls	BMBC	OOA	SEN	SEN with Statement or EHCP
Number	5	2	2	5	2	3
Percentage	71%	29%	40%	60%	57%	43%

Key Stage One Outcomes

	Reading	Writing	Maths	R, W & M
Whole cohort				
Number of children achieving expected standard	5/15	4/15	9/15	4/15
Percentage of children achieving expected standard	33.3%	27%	60%	27%
SFR cohort				
Number of children achieving expected standard	3/7	2/7	3/7	2/7
Percentage of children achieving expected standard	42.8%	28.5%	42.8%	28.5%
All Barnsley children	73%	67%	67%	58.7%
All children nationally	76%	68%	68%	60.3%
2015-16 National LAC	50%	37%	46%	33.2%

Analysis

Outcomes for Key Stage One children were below that of all Barnsley children and all children nationally. Within the SFR cohort each child's statistical worth is 14.2%; when small cohort methodology is applied these figures are in line with the 2015-16 national outcomes for LAC. Outcomes for writing are noticeably lower than for reading and maths mirroring the distribution of the previous year's national LAC scores.

Key Stage Two Cohort Statistics (10-11 year olds)

The profile of the Key Stage Two Cohort for 2016-17 is as follows:

All Y6 children in care July 2017	Gender		Setting		SEN	
Whole cohort						
22	Boys	Girls	BMBC	OOA	SEN	SEN with Statement or EHCP
Number	14	8	15	7	13	5
Percentage	63.6%	36.4%	68.1%	31.8%	59%	22.7%
Statistical first release cohort						
21	Boys	Girls	BMBC	OOA	SEN	SEN with Statement or EHCP
Number	13	8	14	7	13	5
Percentage	61.9%	38.1%	66.6%	33.3%	62%	23.8%

Key Stage Two Outcomes

Whole cohort				
	Reading	Writing	Maths	R W and M
Number of children achieving expected standard	9/22	9/22	7/22	5/22
Percentage of children achieving expected standard	41%	41%	31%	23%
SFR cohort				
	Reading	Writing	Maths	R W and M
Number of children achieving expected standard	9/21	9/21	7/21	5/21
Percentage of children achieving expected standard	41%	43%	33%	24%
All Barnsley Children	67%	76%	75%	61%
All Children Nationally	71%	76.1%	74.4%	59%
2015-16 National LAC	41%	46%	41%	26%

Analysis

Outcomes for Key Stage Two in 2017 indicate that attainment for all children in care was below national and below outcomes for all Barnsley children. Outcomes for reading were in line with the 2015-16 National LAC outcomes.

The way progress is measured changed in 2016 and is no longer reported in levels.

The DFE Primary School Accountability document 2016 states:

The previous 'expected progress' measure, based on pupils making at least two levels of progress between key stage 1 and key stage 2, is no longer produced. This measure has been replaced by a value-added measure. There is no 'target' for the amount of progress an individual pupil is expected to make. Any amount of progress a pupil makes contributes towards the school's progress score.

An individual progress score of above 0 would contribute positively to a school's overall performance measure and could be considered a positive progress score.

Key Stage Two Progress			
Whole Cohort			
	Reading	Writing	Maths
number achieving positive progress score	8/22	12/22	10/22
% achieving positive progress score	36.3%	54%	45%
Average progress score	-2.0	-0.41	-1.46
SFR cohort			
	Reading	Writing	Maths
number achieving positive progress score	8/21	12/21	10/21
% achieving positive progress score	38%	57%	47.6%
Average progress score	-2.0	-0.41	-1.46
Average Progress score for all Barnsley children	-0.4	0.5	0.3
National average progress score	0	0	0
2015-16 National LAC	-0.5	-1.00	-1.3

Analysis

The results for 2016-17 are lower than 2015-16 when our LAC outcomes were above those of all children nationally. This cohort has a high proportion of children with identified special educational needs (62%) and includes 5 children with an Education, Health and Care Plan (EHCP). The children all achieved as predicted on their Termly Personal Education Plans (TPEPs) and the cohort includes one child working at a deeper level. While outcomes for reading were in line with the national 2015-16 figure it should be noted that the average progress score for reading is significantly below and there is a continuing needs to accelerate progress in reading.

Key Stage Four Cohort Statistics (15-16 year olds)

Whole Cohort						
	Gender		Setting		SEN Status	
19	Boys	Girls	BMBC	OOA	SEN (All)	SEN (EHCP/statement)
Number	10	9	12	7	10	6
Percentage	53%	47%	63%	37%	53%	32%
Statistical First Release Cohort						
16	Boys	Girls	BMBC	OOA	SEN	SEN (EHCP/statement)
Number	8	8	11	5	10	6
Percentage	50%	50%	69%	31%	63%	38%

Provisional Key Stage Four Outcomes

Whole cohort										
	5 or more GCSE A* to G / 1 to 9		5 or more GCSE A* -C/ 4 to 9		4 or above in English		4 or above in maths		4 and above in ENG and maths	
	No:	%	No:	%	No:	%	No:	%	No:	%
All	9	47%	2	10.5%	4	21%	3	15.7%	2	10.5%
Boys	4	40%	1	12.5%	2	20%	1	10%	1	10%
Girls	5	55.5%	1	12.5%	2	22.2%	2	22.2%	1	11.1%
SFR Cohort										
	5 or more GCSE A* - G		5 or more GCSE A* -C		C or above in English		C or above in maths		C and above in ENG and maths	
	No:	%	No:	%	No:	%	No:	%	No:	%
All	9	56.2%	2	25%	4	25%	3	18.25%	2	12.5%
Boys	4	50%	1	12.5%	2	25%	1	12.5%	1	12.5%
Girls	5	62.5%	1	12.5%	2	25%	2	25%	1	12.5%

Please note that the above results are still provisional until confirmed in the SFR.

Due to the changes in methodology the data for analysis of progress has yet to be released and will not be available in a report until May 2018. Outcomes for KS4 are in-line with predictions for this cohort. It is not possible to compare the results to previous years however it is anticipated that these results will fall below National LAC data when it is published. This is due to a number of learners who have struggled to engage in education due to multiple vulnerabilities including social, emotional and mental health (SEMH) barriers to learning and placement breakdowns. Inconsistent school attendance has therefore impacted on outcomes.

3. Attendance

Indicative Attendance Data for SFR cohort for 2016-17:

	SFR Cohort (attendance data is missing for a small number of OOA LAC - column indicates how many of cohort available)	BMBC % attendance (Sept 2016 – Jul 17)	Percentage of children with 95% attendance or more	Percentage of children with less than 90% attendance	No. with 100% attendance
Reception	4/5	86.8%	0%	50%	0
Y1	8/10	96.4%	75%	0%	2
Y2	7/7	98.9%	100%	0%	1
Y3	7/7	97.2%	71%	14%	2
Y4	7/7	96.4%	86%	14%	2
Y5	15/15	98.8%	100%	0%	4
Y6	20/21	98.9%	95%	0%	5
Y7	10/10	97.6%	80%	10%	2
Y8	14/14	95.2%	85%	7%	4
Y9	8/9	89.1%	75%	12.5%	2
Y10	15/16	93%	80%	20%	2
Y 11	14/16	77%	21%	50%	0
Primary Attendance		98%	90%	3%	16
Secondary Attendance		89%	65%	21%	10
Combined Attendance		94.4%	79.2%	12.8%	26

Attendance Analysis

1. Following a period of reduction, absence rates have increased for a second year running. In 2015-16 the absence for Barnsley LAC was 4.1, the indicative data above suggests the 2016-17 final figure once data cleansing is complete will be nearer 5.6%.
2. There has also been a significant rise in the figure for persistence absence.
3. The table above clearly evidences that this is a secondary school attendance issue. Primary attendance in 2016-17 was strong. The increase in absence arises predominantly in KS4 and the figures for year 11 are of particular concern.
4. Both absence rates and persistent absenteeism are above last year's national figure for LAC.
5. Intensive support was provided for the KS4 students identified in the data above to support re-engagement. Strategies included the continuation of the pre-16 alternative provision project, Educational Psychology Support and a managed school move at the request of one young person. While this has been successful in supporting re-engagement for some learners there were a number of students with multiple vulnerabilities for whom this has not had the desired impact. Efforts have therefore been concentrated on securing a personalised post 16 pathway to support each young person in securing qualifications in basic skills and vocational courses of their own choosing.

4. Exclusion Data

No Barnsley CiC was permanently excluded in 2015-16. This remains the case for 2016-17. 15% of the cohort have received at least one fixed term exclusion. This is an increase from last year and is above the national 2015-16 figure of 10.25%

5. Next Steps

Improving education outcomes for BMBC LAC remains a high priority. Much has been done over the last year to improve the systems in place to plan and deliver personalised education plans for individual children in care including:

- Embedding a robust termly education planning and monitoring system
- The development of Virtual school website pages to support all those involved in supporting positive outcomes for children in care
- The commissioning of Welfare Call Ltd. to provide real time monitoring of attendance to support educational engagement
- The undertaking of an evidence based research project into understanding and supporting CiC who are actively refusing to engage in education. The outcome of which will form a key part of the 2017-18 LAC conference
- The commissioning of a specialist LAC engagement mentor through Springwell Specialist Academy to support children with behavioural barriers to learning
- Designated teacher training networking
- Shared working with the fostering service to offer training to carers
- Shared case working with SEND team to support planning for LAC children with SEND
- Development of links to the Youth Offending Team (YOT) and the Placement Sufficiency, Oversight and Review Panel (PSORP)

While the above activity has strengthened BMBC procedures in offering more rigorous challenge to schools, alongside supportive continuing professional development (CPD), advice and guidance to all those involved in improving education outcomes, it is acknowledged that there is still some way to go in seeing this activity impact consistently on outcomes. Improving attendance at Key Stage four and enabling mainstream settings to better cater for the attachment needs of looked after children through good use of the Lac Pupil Premium grant are seen as key drivers in improving outcomes. Harnessing the capacity of foster cares and residential staff to support education engagement is also a priority.

The Virtual School Development Plan identifies the following priorities in order to raise attainment and improve outcomes for BMBC LAC:

Priority One

Ensure personal education plans (PEPs) contain accurate and detailed achievement data and personal development information which is updated at every review to ensure that attainment for individual children looked after improves.

Objective: To ensure appropriate, personalised plans are implemented to address the individual needs of each child looked after by Barnsley aged 2 to 18, in order to close the attainment and progress gap between LAC and their peers.

Priority Two

Enhance the Virtual School's capacity to support schools in the offer of a broader range of provision in order to more effectively meet the individual needs of children in care.

Objective: To ensure Barnsley children in care have access to personalised provision able to meet their needs through effective use of the pupil premium fund.

Priority Three

Develop attainment and attendance tracking procedures for all children in the care of BMBC that takes account of changes to GCSEs and assessment and reporting requirements.

Objective:

To ensure that attainment, progress and attendance monitoring of Barnsley children in care is robust and supports timely intervention.

Priority Four

To raise the profile and increase the influence of the Virtual School across the council and with key partners.

Objective:

To develop the capacity of the Virtual School to fulfil and expand its core purpose to a high standard in the light of legislative changes in the Children and Social Work Act 2017.

Priority Five

To improve communication with all stakeholders through the development of an online virtual presence for the Virtual School and use of modern communication technologies.

Objective:

To create an interactive Virtual School presence on the BMBC website to facilitate effect two way communication and enable timely access to support and advice on education matters for children in care and all those involved in supporting education outcomes for children looked after by Barnsley and those placing children within the Barnsley area.

Priority Six

Ensure all those involved in supporting the educational outcomes of Children in Care have the necessary skills and understanding to fulfil their role to a high standard.

Objective:

Develop a programme of training for Foster Carers, Social Workers and other professionals to increase the confidence, skills and knowledge in supporting the education outcomes of children in the care of BMBC.

6. Glossary

BMBC	Barnsley Metropolitan Borough Council
CiC	Children in Care
EHCP	Education, Health and Care Plan
GLD	Good Level of Development
IRO	Independent Reviewing Officer
LAC	Looked After Children
Ofsted	Office for Standards in Education, Children's Services and Skills
OOA	Out of (Local Authority) Area
PEP	Personal Education Plan
PSE	Personal, Social, Emotional development
PSORP	Placement Sufficiency, Oversight and Review Panel
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs and Disability
SFR	Statistical First Release
TPEP	Termly Personal Education Plan
YOT	Youth Offending Team