



BARNSLEY

Metropolitan Borough Council

Virtual Headteacher's Report

March 2018

PURPOSE:

The purpose of this report is to evaluate the achievement, attendance and exclusion rates of children placed in Barnsley's Corporate Care and feature in the SFR cohort for the academic year Sept 2016 to July 2017. Due to significant changes in the national assessment procedures at Key Stage Four direct comparisons against previous year's outcomes cannot be made.

Achievement within this report will compare the performance of Barnsley's children in care (CiC) against national outcomes for 2016-2017 using the published data from the SFR20/2018.

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 Barnsley with the performance of looked after children nationally.**

In line: In small cohorts (less than ten), 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 Care continuous in 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 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

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 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 IRO for that child.

School Aged children (Foundation 2 to Y11)

Data at the end of the academic year 2016-2017:

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 school from 53.3% in 2014-2015 to 76.2% in 2015-2016. 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 2016-2017. The virtual school will closely monitor the impact of this judgment on the children attending those schools.

2. Statutory Outcomes

EYFS Cohort Statistics

The profile of the EYFS cohort for 2016-2017 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
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 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 periods of bonding time out of school to support attachment to adoptive parents.

There is no published comparator data for national CLA.

Year One Cohort Statistics

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
	Boys	Girls				
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
SFR cohort	1/7	14.2%
All Barnsley Children		78%
All children nationally		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. There is no published comparator data for national CLA.

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 in 2018 will also support this outcome.

Key Stage One Cohort Statistics

(please note whole cohort includes four children who left care during the year)

Y2 children	Gender		Setting		SEN	
Whole Cohort						
19	Boys	Girls	BMBC	OOA	SEN	SEN with statement or EHCP
Number	9	10	10	9	14	4
Percentage	47.4%	52.6%	52.6%	47.4%	73%	21%
Statistical first release cohort						
7	Boys	Girls	BMBC	OOA	SEN	SEN with statement or EHCP
Number	5	2	2	5	6	4
Percentage	71%	29%	40%	60%	85.7%	57.1%

Key Stage One Outcomes

	Reading	Writing	Maths	R W and M
SFR cohort				
Number of children achieving expected standard	2/7	2/7	3/7	2/7
Percentage of children achieving expected standard	28.6%	28.6%	42.9%	28.6%
National SRF cohort	51%	39%	46%	34%
ALL Barnsley children	73%	67%	67%	62.7%
All children nationally	76%	68%	68%	76.9%

Analysis

Outcomes for the SFR Key Stage One cohort in 2017 indicate that, following the national pattern, attainment for all children in care was below all children nationally and below outcomes for all Barnsley children.

Due to the small number in this cohort it is necessary to apply the small group methodology to these results. Therefore the results should read as the outcome plus or minus each child's statistical worth. **This means that while outcomes for reading were below national CLA, outcomes for all other key measures were broadly in line with the national CLA figures.**

Analysis of Key Stage One SFR Outcomes by Groups:

(please note due to small numbers results for children with statement have been suppressed to protect identity and do not feature in the tables).

Granular analysis of group outcomes against national CLA (SEND)

SFR Cohort	Barnsley CLA outcome	National CLA outcome	Comparison when small group methodology applied
Reading			
Children with EHCP/Statement (4)	0%	10%	Outcomes for reading are broadly in line with national for all groups
Children with identified SEN (K) (2)	50%	36%	
Children without SEND (1)	100%	74%	
Writing			
Children with EHCP (4)	0%	X	Outcomes for writing are broadly in line with national for all groups
Children with identified SEN (K) (2)	50%	21%	
Children without SEND (1)	100%	62%	
Maths			
Children with EHCP (4)	50%	10%	Outcomes for maths are broadly in line with national for all groups
Children with identified SEN (K) (2)	50%	31%	
Children without SEND (1)	100%	69%	
Reading writing and maths			
Children with EHCP (4)	0%	x	Outcomes for reading writing and maths are broadly in line with national for all groups
Children with identified SEN (K) (2)	50%	19%	
Children without SEND (1)	100%	55%	

- When using SEND statistics for data comparison, outcomes were broadly in line with CLA outcomes for all groups.

Granular analysis of group outcomes against national CLA (Gender)

SFR Cohort	Barnsley CLA outcome	National CLA outcome	Comparison when small group methodology applied
Reading			
All (7)	28.6%	51%	Below all national CLA
Girls (3)	66.7%	59%	In line with national girls CLA
Boys (4)	0%	45%	Below national boys CLA
Writing			
All (7)	28.6%	39%	In line with all national CLA
Girls (3)	66.8%	50%	In line with national girls CLA
Boys (4)	0%	30%	Below national boys CLA
Maths			
All (7)	42.9%	46%	In line with all national CLA
Girls (3)	66.7%	43%	In line with national girls CLA
Boys (4)	25%	27%	In line with national boys CLA
Reading writing and maths			
All (7)	28.6%	34%	In line with all national CLA
Girls (3)	66.7%	43%	In line with national girls CLA
Boys (4)	0%	27%	Below national boys CLA

- Outcomes by gender indicate that girls achieved in line with national CLA outcomes for girls when small group methodology is applied
- Boys literacy outcomes in both reading and writing were below looked after boys nationally
- Boys maths outcomes were in line with national
- Girls out performed boys in all areas

Granular analysis of group outcomes against national CLA (**ethnic origin**)

All children in the Key stage one cohort were of white British origin.

SFR Trend Analysis

SFR Cohort	National increase in pupils meeting standard	Barnsley increasing pupils meeting standard	Positive difference
Reading	+1	+3.6	+ 2.6
Writing	+2	+3.6	+1.6
Maths	0	+17.9	+17.9
R W an M	+2	+3.6	+1.6

As the Key Stage One new assessment is in its second year comparison to last year's data can be made. There was an increase in children looked after by Barnsley meeting the expected standard in all areas. The increase in all measures was greater than the national increase. There was a particularly sharp increase in children meeting the expected standard in maths. However this is a small cohort and year on year comparisons for looked after children should be treated with caution given significant variations in individual cohorts.

Key Stage Two Cohort Statistics

The profile of the Key Stage Two Cohort for 2016-2017 is as follows:

All Y6 children in care July 2017	Gender		Setting		SEN	
22	Boys	Girls	BMBC	OOA	SEN	SEN with S/EHCP
Number	14	8	15	7	13	5
Percentage	63.6%	36.4%	68.1%	31.8%	59%	22.7%
Statistical first release cohort	Gender		Setting		SEN	
20	Boys	Girls	BMBC	OOA	SEN	SEN with S/EHCP
Number	12	8	14	6	12	3
Percentage	60	40	70	30	60	15%

Key Stage Two Outcomes:

Attainment

SFR cohort					
	Reading	Writing	Maths	GPS	R W and M
Number of children achieving expected standard	9/20	9/20	8/20	9/20	5/20
Percentage of children achieving expected standard	45%	45%	40%	45%	25%
National SFR cohort	45%	48%	46%	50%	30%
ALL Barnsley Children	67%	76%	75%	74.8%	61%
All Children Nationally	71%	76.1%	74.4%	76.9%	59%

Outcomes for the SFR Key Stage Two cohort in 2017 indicate that, following the national pattern, attainment for all children in care was below all children nationally and below outcomes for all Barnsley children.

This was also the case when compared to national CLA outcomes with the exception of reading where outcomes were in line with national CLA.

KS2 Granular analysis of group outcomes against national CLA outcomes (**SEND**)

Key Stage Two SFR Cohort	Barnsley CLA outcome	National CLA outcome	Comparison when small group methodology applied
Reading			
Children with EHCP (2)	50%	16%	In line with all national CLA
Children with identified SEN K (9)	22.2%	36%	Below all national CLA
Children without SEND (8)	75%	71%	In line with all national CLA
Writing			
Children with EHCP (2)	0%	14%	In line with all national CLA
Children with identified SEN K (9)	33%	34%	In line with all national CLA
Children without SEND (8)	75%	79%	In line with all national CLA
Maths			
Children with EHCP (2)	0%	14%	In line with all national CLA
Children with identified SEN K (9)	22.2%	38%	Below all national CLA
Children without SEND (8)	87.2%	82%	In line with all national CLA
Reading writing and maths			
Children with EHCP (2)	0%	8%	Outcomes for reading writing and maths are broadly in line with national for all groups
Children with identified SEN K (9)	11.1%	19%	
Children without SEND (8)	0%	3%	

- Children with identified special educational needs performed in line with outcomes for CLA in all areas with the exception of literacy where the performance of the group of children with identified SEND without EHCP/statements was below for both reading and writing.
- Children with no identified SEND performed in line with national CLA in all areas.

KS2 Granular analysis of group outcomes against national CLA outcomes (**Gender**)

Key Stage Two SFR Cohort	Barnsley CLA outcome	National CLA outcome	Comparison when small group methodology applied
Reading			
All	45%	45%	In line with all national CLA
Girls (6)	50%	49%	In line with national girls CLA
Boys (14)	42.9%	42%	Above national boys CLA
Writing			
All	45%	48%	Below all national CLA
Girls (6)	50%	57%	In line with national girls CLA
Boys (14)	42.9%	40%	Above national boys CLA
Maths			
All	40%	46%	Below all national CLA
Girls (6)	33.3%	47%	In line with national girls CLA
Boys (14)	42.9%	45%	Below national boys CLA
Reading writing and maths			
All	25%	32%	Below all national CLA
Girls (6)	33%	36%	In line with national girls CLA
Boys (14)	21.4%	28%	Below national boys CLA

- Boys performed above boys CLA nationally in both reading and writing. However performance below national in mathematics meant boys performance in the measure of reading writing and maths was also below CLA national.
- Girls performance was broadly in line with national CLA girls performance when small group methodology is applied.
- Barnsley CLA girls outcomes were above Barnsley CLA boys. This gap is most noticeable in writing when the gap is 17 percentage points.
- In maths the gap between boys and girls reduces to 2 percentage points.

Granular analysis of group outcomes against national CLA (Ethnic Origin)

- There was only one child with a different ethnicity identified, the details of which have been suppressed to protect possible identification. This child achieved the expected standard in all areas.

Progress

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						
SFR cohort						
	Reading		Writing		Maths	
	Score	Statistical significance +/-	Score	Statistical significance +/-	Score	Statistical significance +/-
Barnsley LAC progress score	-0.38	Neither	+1.01	Neither	+0.32	Neither
National LAC progress score	-0.67	Negative	-0.90	Negative	-1.3	Negative

- Average progress scores in all three areas have neither a negative nor positive statistical worth indicating that progress was broadly in line with average progress indicators at Key Stage Two.
- The scores for CLA nationally are statistically below average in all three areas.
- Therefore progress for Barnsley CLA was better than progress for all CLA in all three areas.

KS2 Granular analysis of progress outcomes by group against national CLA (SEND)

KS2 SFR cohort				
	National CLA		Barnsley CLA	
	Average progress Score	Statistical significance +/-	Average progress Score	Statistical significance +/-
Reading				
Children with EHCP	-0.67	negative	+8.55	neither
Children with identified SEND (K)	-0.80	positive	-2.22	neither
Children with no identified SEND	-1.02	negative	-0.18	neither
Writing				
Children with EHCP	-5.04	negative	+2.95	neither
Children with identified SEND (K)	-1.36	negative	-0.26	neither
Children with no identified SEND	+1.29	positive	+2.68	neither
Maths				
Children with EHCP	-4.72	negative	+3.58	neither
Children with identified SEND (K)	-1.15	negative	-0.04	neither
Children with no identified SEND	+0.57	positive	+0.61	neither

Reading

- Progress in reading for all groups was broadly average
- This rate of progress was better than all CLA nationally for children with EHCPs and children with no identified SEND
- However nationally CLA children with identified SEND (K) had better progress scores

Writing

- Progress in writing for all groups was broadly average
- This rate of progress was better than all CLA nationally for children with EHCP's and children with identified SEND(K)
- Nationally CLA children with no identified SEND had better progress scores

Mathematics

- Progress in maths for all groups was broadly average

- This rate of progress was better than all CLA nationally for children with EHCP's and children with identified SEND(K)
- Nationally CLA children with no identified SEND had better progress scores

SFR cohort				
	National CLA		Barnsley CLA	
	Average progress Score	Statistical significance +/-	Average progress Score	Statistical significance +/-
Reading				
All	-0.67	negative	-0.38	neither
Girls	-0.44	negative	-4.00	neither
Boys	-0.87	negative	+1.29	neither
Writing				
All	-0.90	negative	+1.01	neither
Girls	+0.18	positive	-0.78	neither
Boys	-1.82	negative	+1.78	neither
Maths				
All	-1.09	negative	-0.32	neither
Girls	-1.72	negative	-3.79	neither
Boys	-0.52	negative	+2.21	neither

- Progress for both boys and girls was broadly in line with average in all three subjects
- Girls and boys both achieved better progress outcomes than national CLA in all areas with the exception of girls writing
- Boys' progress was better than girls in all three areas

Trend Analysis

The percentage of children achieving the national standard at Key Stage Two was measurably lower than 2016 due cohort difference and the significantly lower starting points of the children completing Key Stage Two in 2017. Trend analysis of the progress scores shows that the rate of progress for reading and writing in 2017 was broadly similar to 2016 with a slight dip of 0.2 APS in writing and 0.4 APS in reading. However progress in maths improved by 0.8 APS.

Year Eleven Cohort Statistics

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						
14	Boys	Girls	BMBC	OOA	SEN	SEN (EHCP/statement)
Number	7	7	9	5	8	4
Percentage	50%	50%	64 %	35.7%	57%	28.5%

Year Eleven SFR Outcomes

SFR Cohort						
	Attainment 8	Progress 8	Progress 8 confidence interval	5 GCSE plus English and maths	Achieving Ebacc.	Any other qualification
Barnsley CLA	18.5	-1.20	+/- 0.67	14.3%	0%	78%
National CLA	19.3	-1.18	+/- 0.04	15%	2%	74%
Barnsley All children	44%	-0.15	+/-0.15	58.1%	14.8%	97.9%
National All children	44.8%	-0.08	+/- 0	56.9%	19.8%	97.2%

Assessment methodology for Key Stage Four changed in 2017 and this report is the first to use the new criteria.

As expected outcomes for this cohort are just below outcomes for all national CLA. However progress is broadly in line with national CLA when progress confidence intervals are taken into consideration. In recognition of the complex learning needs of this cohort, students were entered for a broad range of qualification and a higher proportion than national have achieved in this measure. There were no students entered for the Ebacc in this cohort.

KS4 Granular analysis of Attainment 8 by group against national CLA outcomes (SEND)

SFR Cohort		
Attainment 8	National CLA	Barnsley CLA
All CLA	19.3	18.5
Children with EHCP	9.1	x
Children with Statement	8.1	4.8
Children with identified SEND (K)	21.3	16.3
Children with no identified SEND	31.9	29.6

- Attainment 8 scores for all groups were below national outcome for CLA.

KS4 Granular analysis of Attainment 8 by group against national CLA outcomes (Gender)

SFR Cohort		
Attainment 8	National CLA	Barnsley CLA
All	19.3	18.5
Girls	23.1	21.9
Boys	16.2	15.2

- Attainment 8 scores for both boys and girls were below national outcome for CLA.
- Girls out performed boys by one point. This gap was narrower than the national gap between boys and girls.

KS4 Granular analysis of Progress 8 by group against national CLA outcomes (SEND)

SFR cohort						
Group	National CLA			Barnsley CLA		
	Progress 8	Statistical significance +/-	Confidence interval	Progress 8	Statistical significance +/-	Confidence interval
All CLA	-1.18	negative	+/-0.04	-1.20	negative	+/- 0.67
EHCP	-1.53	negative	+/- 0.12	x	x	x
Statement	-2.15	negative	+/- 0.11	-2.15	negative	+/- 1.39
identified SEND (K)	-1.24	negative	+/- 0.07	-1.64	negative	+/- 1.21
no identified SEND	-0.75	negative	+/- 0.06	-0.43	Neither	+/- 0.98

Progress 8 scores had a negative statistical significance for all groups with the exception of the group of children identified as having no identified SEND, where progress was broadly in line with average progress scores.

The rate of progress for all groups was broadly in line with national CLA when confidence intervals are taken into consideration.

KS4 Granular analysis of Progress 8 by group against national CLA outcomes (Gender)

SFR Cohort						
Group	National CLA			Barnsley CLA		
	Progress 8	Statistical significance +/-	Confidence interval	Progress 8	Statistical significance +/-	Confidence interval
All CLA	-1.18	negative	+/- 0.04	-1.20	Negative	+/- 0.67
Girls (7)	-1.01	negative	+/- 0.05	-1.04	Negative	+/- 0.91
Boys (7)	-1.34	negative	+/-0.05	-1.39	Negative	+/- 0.98

- Progress 8 scores had a negative statistical significance for both genders.
- The rate of progress for both genders was broadly in line with national CLA when confidence intervals are taken into consideration.
- Girls progressed slightly better than boys. The score are broadly in line when confidence intervals are taken into consideration.

3. Attendance Analysis

	CLA National	CLA Regional	CLA Barnsley
Overall attendance	95.7%	96.1%	96.9%
Overall absence	4.3%	3.9%	3.1%
Authorised absence	3.1%	2.7%	2.2%
Unauthorised absence	1.2%	1.2%	0.9%
Persistent Absenteeism	10%	9.1%	4.9%
% receiving one or more Fixed term exclusions	11.4%	12.1%	11.72%
% permanent exclusion	0.1%	x	0%

- Attendance was above both CLA national and regional outcomes
- Overall absence, authorised absence, unauthorised absence and persistent absenteeism were all below both national and regional outcomes for CLA
- Exclusion while below regional data were above figures for national CLA

Absence Trend Analysis

	CLA National		CLA Regional		CLA Barnsley	
	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
Overall attendance	96.1%	95.7%	96.5%	96.1%	95.9%	96.9%
Overall absence	3.9%	4.3%	3.5%	3.9%	4.1%	3.1%
Authorised absence	2.9%	3.1%	2.5%	2.7%	2.0%	2.2%
Unauthorised absence	1.0%	1.2%	1.0%	1.2%	2.1%	0.9%
Persistent Absenteeism	9.1%	10%	8.4%	9.1%	6.7%	4.9%

Absence

- While national and regional attendance declined for CLA, Barnsley CLA attendance data shows an improvement
- There was an 0.2% increase in authorised absence in 2017 this was mirrored in a similar increase both nationally and regionally
- Unauthorised absence reduced significantly
- Persistent absenteeism dropped by 1.8%

4. Exclusion Data

Please note the SFR 20/2018 publishes exclusion data for the academic year 2015-16 which is the previous academic year

	CLA National		CLA Regional		CLA Barnsley	
	2015	2016	2015	2016	2015	2016
% receiving one or more Fixed term exclusions	10.25%	11.4%	10.35%	12.1%	11.63%	11.72%
% permanent exclusion	0.1%	0.1%	x	x	0%	0%

- Fixed term exclusions have risen for CLA at national regional and local level
- National fixed term exclusion for CLA have risen by 1.15%
- Regional fixed term exclusions for CLA have risen by 1.75%
- Fixed term exclusion rates for Barnsley CLA have risen by 0.09%
- Fixed term exclusion rates are above the figure for national CLA but below the regional figure.

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 Special 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 YOT (youth Offending Team and the PSORP (placement sufficiency oversight and resource panel).

While the above activity has strengthened BMBC procedures in offering more rigorous challenge to schools alongside supportive 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.

2016-17 outcomes identify the need to continue to drive improvements in the following areas:

- Attainment, particularly at KS4
- Outcomes for children identified as SEND without a statement of EHCP
- Early literacy
- Children entered for EBacc
- Securing progress that is above average to close the attainment gap
- Reduce exclusions
- Build on improving attendance figures

Reducing exclusions, 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 PPP are seen as key drivers in improving outcomes.

Harnessing the capacity of foster carers 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 on line 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 two way communications 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: Deliver a programme of training for Foster Carers, Social Workers and other professionals to increase the confidence and skills, knowledge in supporting the education outcomes of children in the care of BMBC.