



SCST Virtual School

Annual Report 2018/19

Report Summary

This Annual Reports highlights all the achievements and outcomes for the Virtual School at Slough Children's Services trust

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A hands-on approach to help children in Slough be

..... Safe, Secure and Successful

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Introduction

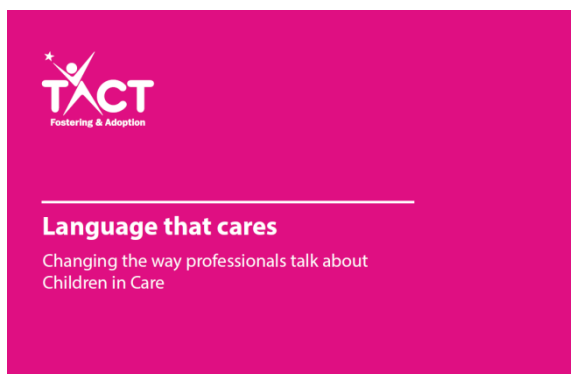
We have a team of highly committed and effective qualified teachers who are specialists, with complementary skills across the team. Their work would not be effective without the exceptional level of partnership work with social care colleagues. Many other partners such as foster carers, Slough Borough Council's SEND Team, Young People's Service and educational psychologists are also key.

Our practice is now embedded. The child's needs come first, last and always. We are passionate about what we do. We use a, 'would it be good enough my child?' mantra. We ask children for their opinions and use a 'you said, we did' approach. You will find examples all through the report from children and young people of all ages, as well as quotations from school reports.

We know our children very well as individuals. The offer is built round the need of the child, a need that goes beyond just paperwork. We are bespoke and creative. It is about impact, not activity. We never give up on a child.

One year 8 child told us in her PEP, "I come to school to learn and be challenged, to be pushed to reach my full potential and pass it, the very best at this one shot at life." We couldn't have put it better.

Throughout its work, the Virtual School, where possible, tries to apply the principles laid out in TACT's Language that cares booklet to ensure that we are using terminology that young people understand and are comfortable with.



Executive summary

Ofsted findings

We welcome being held to account to give us the chance to improve.

Ofsted visited us earlier in the year and the report published in March stated:

"The virtual school has been transformed since the last inspection. The virtual school head teacher leads a capable team effectively, with the needs of the children at the centre of the team's collective work. Children are known well, and staff have aspirations for their success in education. The virtual school monitors children's academic progress closely, taking their needs and views into account. Pupils supported by the virtual school, particularly of primary-school age, typically make good progress, because their education is coordinated so effectively. Provision for Post-16 young people is less well established than for younger children."

Summary of outcomes

All data in the report is from the time of June 19 GCSEs unless another date is referenced.

- ❑ 90% of children aged up to 18 are in good or outstanding settings, schools and colleges.
- ❑ 96% of children aged up to 16 are in good or outstanding settings, schools. Learning Advocates support those attending schools that are judged as 'requires improvement' or 'inadequate' to ensure they are not disadvantaged. (In September only 1 child is in an inadequate school).
- ❑ The proportion of those in outstanding provision is rising, it was 27% in June and will be 31% in September.
- ❑ 93% of children have a current Personal Education Plan. It will be 100% in September.
- ❑ The quality of PEPs continues to rise and is measured against new criteria and quality assured by the Virtual School Team.
- ❑ Exclusions have dropped significantly from 44 in 2017 to 15 this year.
- ❑ Strong exam results in all age groups including GCSE results that match our best ever:
 - In all age groups Slough CLA are making faster progress and attaining at levels much more similar to non-CLA than CLA peers out of Slough.
 - One child gained an EBACC Grade 5 or better passes in English, maths, a humanity, two sciences and language. Three other young people were either one grade off in one subject or didn't take one of the subjects, but all other criteria.
- ❑ Overall children from birth to age 14, make exceptional progress. Good progress is made by children between the ages of 14 and 16. Some individuals Post-16 have done very well, but it is not yet fully embedded. Progress Post-16 has been hindered by illness in the team, although significant positive strides have still been made.
- ❑ The offer to SEND children has significantly improved this year.
- ❑ The quality of interventions, particularly the tutoring offer has significantly improved this year.
- ❑ Significant developments in Post-16 have been hampered by illness in the team.
- ❑ The quality of the service offered is equally strong in and out of borough.
- ❑ Record numbers in university and going to university in the autumn.

Challenges this year

- ❑ Spike in numbers in Spring Term (see appendix for numbers of CLA summary).
- ❑ Two members of staff representing 1/3 of the time allocated to PEP meetings were absent the whole of the summer term.
- ❑ Difficulties in supporting children out of Borough to gain an EHCP.

Interventions what have we done to support our children?

Use of Pupil Premium Plus funding

Pupil Premium Plus funding is given to Virtual Schools to raise academic standards for children who work with the virtual school.

Spending of Pupil Premium for individual Slough children is predicated on

- Aspiration.
- Their level of need.
- The specific strengths and areas of development for that child. This is informed by Learning Advocates knowing their children really well.
- Early identification and intervention.
- A focus on progress.
- We never spend any Pupil Premium Plus on an individual child that is not clearly a target in the PEP.
- We are creative in our spending on each child (see Appendix 2).

We also use Pupil Premium Plus to fund a wide range of interventions. See below.

Development of the tutoring offer

There is now an extensive bank of tutors who are able to specialise in children with differing needs. For example we have multi lingual teachers who can teach in a first language and others who specialise in Post-16. Others who tutor over the Internet and can be set up on the day the child comes in to care, others who use the child's interests to help them re-engage with more formal learning. Tutors are required to write reports of progress, and their impact is evaluated in PEP meetings. This has had a noticeable impact on exam results for children of all ages and at all levels.

Reading support

Parcel in the Post

We believe that a life long love of reading and books is one of the most fundamental rights of a child. Not only does it boost their self-esteem to be able to read, it opens doors not only through ultimately GCSE English, but the wonderful world of books, imagination, accessing other areas of the curriculum and developing trust in caring adults as babies snuggle in to share a book.

As a result we send a book each month to every child from three months old. From about Year 6 children swap to £10 book token each month, these currently continue to the end of Year 8, with opt-in for our older Young People.

This is very much a personalised approach. We choose our books according to a child's developmental stage and reading capability. Some books are designed to be read by the child, others are designed as bedtime stories to be read by the adult.

Books are based on children's interests that come to light through their voice in the PEP process or by communication between PEPs. We send books that promote cultural identity, and many books that support young children to understand the care process.

As one of our foster carers stated:

"I just wanted to let you know how impressed I have been with the choice of books sent to the children from the virtual school. All the other children I have looked after from other local authorities receive books too but usually seem quite random or generic whereas from Slough it is obvious that a lot of thought has gone into which books to send and they are always relevant to the children so they really enjoy receiving and reading them."

Please see Appendix 3 for more information on Parcel in the Post.

Other reading interventions included a Geography magazine for a child who wants to know more about the world and a young mother to have books to read with her child.

Library after dark

In partnership with Slough Library Service we have provided eight monthly sessions at The Curve for Primary aged children. These are new sessions which started in July 2018. The Library remains open just for us, after closing to the public, on the third Friday of the month. Each month there is a theme, such as Dragons (Chinese New Year) or Dinosaurs. 11 children have attended and each time they get a gift either provided by the Library or by Virtual School.

Participation towards employment

Early years and primary.

The visit to KidZania is another new initiative is the employability offer to younger age groups. This May a group of seven children from Years 1-4 inclusive, their carers and a Virtual School Learning Advocate went to KidZania for the day. Feedback was very good. Along with free entry for a four-hour experience, as a follow-up children got an extra book in their May pack reflecting their favourite experience. For those who couldn't come we have issued a further nine children's tickets and six accompanying adult tickets for foster families to visit during the summer holidays on a date of their choice. The service industry, performing arts and the emergency services were the favourite activities.

Secondary age children

All Year 10 were offered three career visits across the year. These looked to develop the range and depth of ideas they had for their future careers. In the summer holiday they had the chance to do a week of work experience, relevant to their interests. These included working in a pharmacy, library, child care setting, garden centre and sports coaching

The feedback from the young people and the employers was very positive.

One young person agreed strongly that they had learned new skills, had increased in confidence, become more independent and communicated more effectively with others:

'It has helped me to learn about working in a team which will be essential for most future work places.'

Apprenticeship opportunities are offered to young People Post-16. We continue to source good opportunities that do not get taken up. Next year we will be talking to Year 11s and 13s about apprenticeships at the full range of levels, and seek out only ones relevant to their career choices.

Post-16 in partnership with Slough Borough Council's Young People's Service

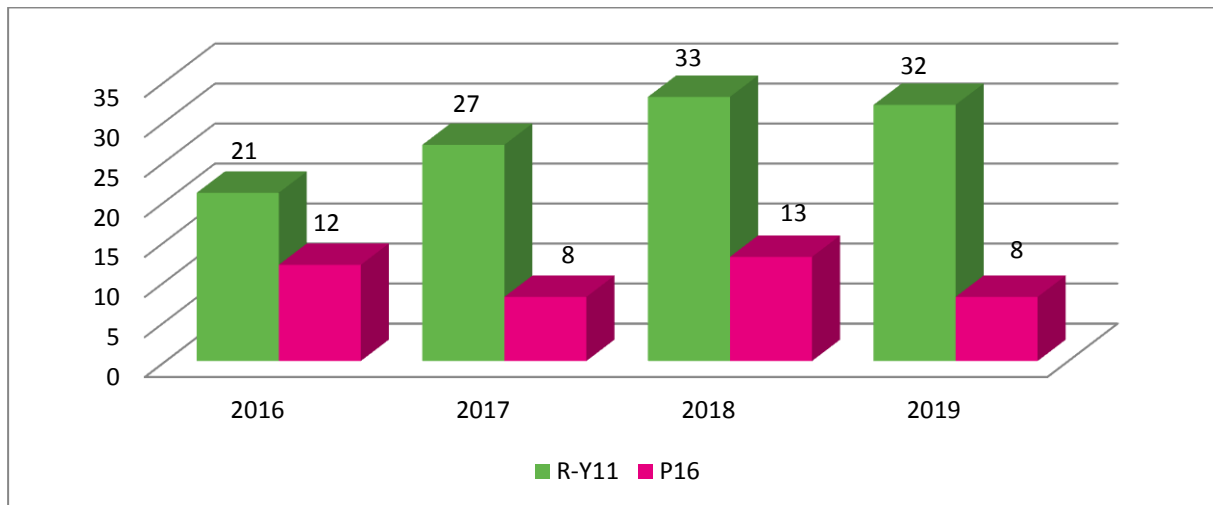
There was a very successful Post-16 bespoke Insight Day at O₂. Five young people attended and one will be doing work experience in the summer.

Two young people successfully completed Heathrow Academy pre-employment engagement programme, especially designed for young people looked after by Slough. Subsequently one took up offer of employment there.

There has been a very focused and successful joint group working with Slough Borough Council's Young People's Service to address the needs of young people who are NEET.

Three students at risk of losing their places, for a variety of reasons, have all been supported and passed their exams this year. Much of this work has focused on their ambitions for their employment.

Special educational needs and disability (SEND)



Graph 1: Number of Education and Health Care Plans (EHCPs)

We have been successful with all EHCP applications we have put in. However, the major challenge this year has been requests to assess with out of Borough local authorities where we have been sorely tried and had unacceptable levels of delay resulting us having to report to DfE. We are tenacious but despite limited capacity do keep chasing.

The numbers of children with EHCPs has reduced as some children with an EHCP left care.

Post-16 young people who have returned to the Virtual School for help have been successful in gaining a diagnosis of need and even an education, health and care plan. This has helped them into the next phase of their lives.

There are too few children with EHCPs in exam years to comment on their performance, but overall children with EHCPs make good progress compared with their personal targets. The exception is the group who have EHCPs for Social, emotional and mental health. The Virtual School priority identified next year for mental health will support this group in particular.

Other SEND developments

There is more precision in the weekly register and in supervision of the range and depth SEND needs that the children have. This includes the vast majority of SEND children who do not need an EHCP, who have their needs met in schools. The more detailed knowledge we have of this non EHCP SEND group has allowed us to target the work of the Educational Psychologists and SEBDOS the Slough behaviour support specialists. Their expertise can be transformative. The already strong links to the Slough SEND Team have been further strengthened. The Virtual School Headteacher regularly sits on the SEND Panel for example.

The SEND focus Designated Teacher's meeting in Summer Term 1 really helped schools to understand what we can offer and how they can tap in if/when their own resources are exhausted.

Other developments

Personal Education Plans (PEPs)

Rigorous new criteria to quality assure PEPs have been implemented and feedback on every PEP is given to all schools, settings and colleges who educate Slough CLA. This has helped to raise PEP standards.

For all children up to the age of 16 in a setting or school, there are three PEPs a year. Between birth and starting a setting they have one PEP a year. Between ages of 16-18 there are two PEPs a year.

Post-18 support is individual dependent on need, and informed by the Pathway Plan.

Due to staffing challenges throughout the summer term the completion rate dropped to 93%. However, all children new to care had a PEP within the statutory 20 day deadline.

Training

All training offered by the Virtual School this year, was well evaluated. Newly qualified Designated Teachers were trained. All Designated Teachers in school were also supported by network meetings and termly newsletters.

Training also took place for newly qualified social workers and for foster carers.

Development of the training offer is a priority for next year.

Development of the Post-16 offer

There is a significantly improved Post-16 offer.

There is now collaborative working with Post-16 Virtual School colleagues.

Slough Virtual School has led a group of designated leads in the local colleges. This has led to several improvements. For example, training on attachment has been given. PEP training has improved standards. The sharing of information with local colleges is much more timely and accurate and ensures closer monitoring of young people. This helps them retain their place and to aspire.

Two colleges have worked exceptionally well with the Post-16 Learning Advocate in the Virtual School. The positive impact on the emotional health and well-being and ability to focus on work for some of our most complex students has been striking.

Development of the register

The register is developing and will 'RAG' rate the attainment, progress, emotional health and well-being, attendance and where relevant exclusions termly, based on the monthly supervision of staff.

Development of the mental health offer

Slough successfully bid for the NHS Local Transformation Funding for Mental Health Support Teams based in schools. The Slough Virtual School is one of the selected schools. The post is due to start in September 2019 and be fully established in September 2020. There is also a specialist worker for CLA starting at CAMHs in the new academic year.

Stability of schooling

There have been fewer moves of school outside the normal planned transitions, for Slough CLA this year. This is directly as a result of social care colleagues putting education as a priority and always consulting with the Virtual School about any moves of home associated with the child's care plan.

As The Children's Commissioner said in August 2019:

'...instability hampers their (CLA) chances in life. If we moved our own children from home to home, school to school, year after year, we would not be surprised if they struggled with their education or found it difficult to settle. Instability also makes children in care more vulnerable – without the safety nets of trusted adults and security needed to guide and protect them.'

Outcomes. Did the interventions help our children to succeed?

2019 exam results for Slough children who work with the virtual school

No cohort this year has more than 10 children in a reporting year group. Nationally this means no results are shared, because individual children might be identified.

No trends can be inferred as the numbers of children is so small.

Overall children in schools outside of Slough have matched the performance of children in Slough schools.

Data quoted below is national data for CLA and non CLA. Where available comparison has been made with statistical neighbours.

End of early years foundation stage at end of reception year.

Progress is expected or better. Overall Attainment slightly below non-CLA peers but better than CLA peers.

Year 1 phonics check

Progress ranged from exceptional to good. Attainment good compared with non-CLA peers and very good compared with CLA peers.

Key Stage 1 SATs taken at end of Year 2

Progress is good or better. Attainment is better than non-CLA peers. Exceptional performance compared with CLA peers.

Key Stage 2 SATs taken at end of Year 6

Progress is good or better. Attainment matches non-CLA peers and is very good compared with CLA peers.

GCSEs

In the Year 11s taking GCSEs, there is a wide range of performance. The greatest proportion range from in line with non-CLA peers up to outstanding attainment. This group is doing exceptionally well compared with their CLA peers. Progress from their starting points for this group is at least good, with outstanding and even exceptional performance, when compared with CLA and non-CLA peers. However, some children had very poor progress. This group did not take their exams but there is a clear narrative on why they didn't take their exams this year. We will continue to support them on their learning journey in Year 12.

One child gained an EBACC Grade 5 or better passes in English, maths, a humanity, two sciences and language. Three other young people were either one grade off in one subject or didn't take one of the subjects, but met all other criteria.

Attainment 8 is the national measure for GCSEs. Nationally for all children it was 44 last year and for CLA it was 19.

The average Attainment 8 for the seven eligible Slough CLA, was 26; it was 37 for the five consistently in school. A small group with complex needs took GCSEs, by re-taking Year 11. Their Attainment 8 average was 32.

Other qualifications at level 2

Nine young people, older than Year 11, took a range of qualifications including Functional Skills, ESOL and vocational qualifications. All students got the grades they needed for the next stage of their learning.

BTEC

Progress is good from low starting points. Attainment is broadly in line with peers.

Functional skills

Low attainment, compared with non-CLA peers and in line with CLA. Overall good progress from a range of starting points.

Apprenticeship

Secured and making progress.

A Levels

All six applicants that needed A Levels to go to their choice of university secured their place.

Other qualifications at Level 3

The one person who needed to pass an alternative Level 3 qualification at a sufficiently high level to secured the university place.

No apprenticeships completed at Level 3 or above

Level 4 or above qualifications

University

All but one of the seven students already at university retained their places, and passed their current year at the first attempt.

No students were in their final year.

Other

Successful pass grades in access to university courses.

See Appendix 5 for a full list of results.

Other outcomes

Successes for individual children

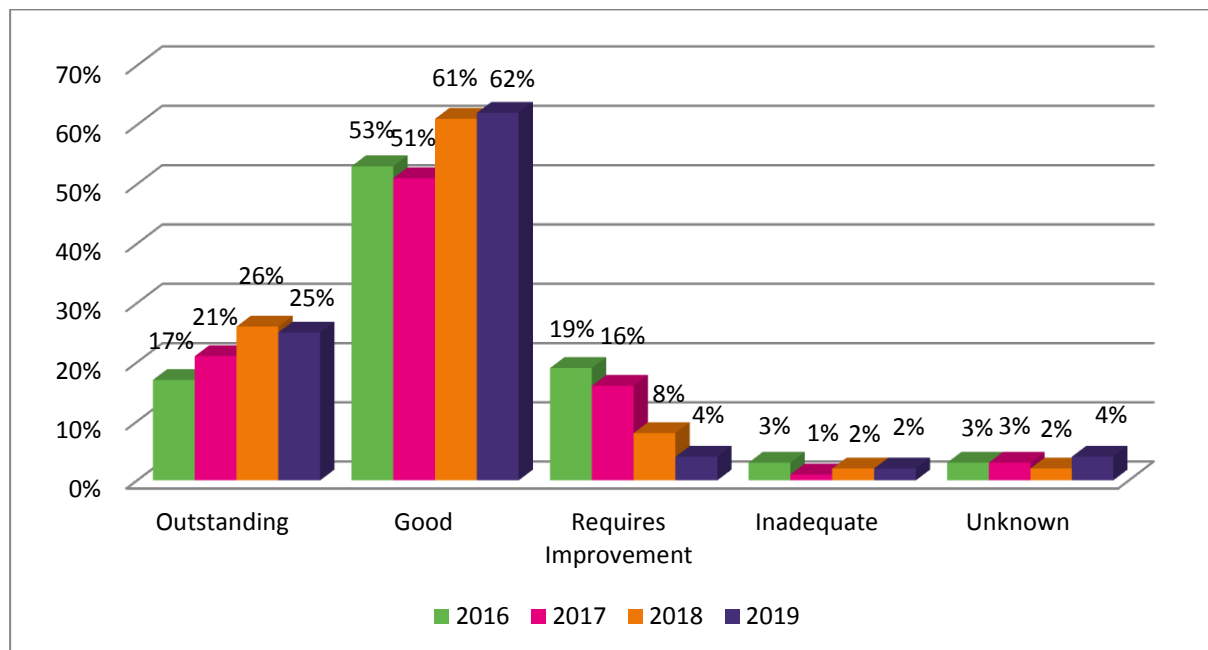
Our children do very well in many other ways. Please see the examples in the boxes.

- One child won footballer of the year in his club.
- One young person got the most merits in the school.
- One young person attended 100% of his time in Primary school and has the ambition to do the same at secondary school.
- All the young people who moved schools, either from Year 6 to Year 7, from Nursery to reception, into college or as a result of a placement have made positive starts. For some they have taken the opportunity to embrace a new start and are doing far better than they were before.

Post-16 successes

- ❑ Slough Youth Award (Volunteer of the Year), was a Slough care leaver.
- ❑ One Slough care leaver achieved Apprentice of year and other awards.
- ❑ A young person new into care 18+ had the Virtual School arrange tuition for her and has secured a place at University of Surrey to study business.
- ❑ Two young people struggling due to SEN, one also UASC, both received specialist tutoring with a tutor who has SEND and therapeutic background, both are doing well. One is going on to a Level 2 course. Having secured an EHCP for the other, they are starting at a specialist provision, in September. She wants to continue studying for her GCSE with the same tutor and we are ensuring this happens.
- ❑ A young person at significant risk of exclusion from college had a speech and language assessment was organised by the Virtual School. Specialist tuition was put in place and entry made to re-sit GCSEs externally. Application for EHCP is underway. Young person managed to retain college place.
- ❑ An 18+ Unaccompanied Asylum Seeking Child, aspired to be a pilot. Requested core subject intensive GCSE tuition. Virtual School supported to application for University Technical college, to do engineering.
- ❑ Brothers, both disengaged from studies last academic year, had tuition and a change in provider as well as Educational Psychology reports enabled Virtual School to support college to support our young people. Both have shown huge improvement and success this year, progressing on to next level this year. One we have also applied for EHCP even though 18 years old.
- ❑ Two young people at the point they were new to care have done the NCS challenge and have both attended a Public speaking workshop. One spoke in front of 60 people which is wonderful as English is his second language and he can at time present as a quiet young person.
- ❑ One young person, having completed Level 3 Extended diploma is going on to McDonald's management scheme after being at risk of NEET last year.
- ❑ After a referral for an educational psychology report from Post-16 team, young person with historic poor attendance, which in October was 16.1% rose to 87.8% in June.
- ❑ One young person at a Russell Group university got a 2:1 in her first year in politics and history. She also says she is "having a ball!"
- ❑ One young person got a distinction in Level 3 Health and Social Care.

Quality of schools



Graph 2: Quality of Schools R - Y11

We put a great deal of effort in choosing the right school for a child, and helping them across the transition.

- ❑ 90% of children aged up to 18 are in good or outstanding settings, schools and colleges. (All unknown Ofsted grades are schools that haven't been inspected since becoming academies and were previously either good or outstanding. PEP evidence confirms their quality is supporting Slough CLA)
- ❑ 96% of children aged up to 16 are in good or outstanding settings, schools. Learning Advocates support those attending schools that are judged as 'requires improvement' or 'inadequate' to ensure they are not disadvantaged. (Only one child is in an inadequate school in September)
- ❑ The proportion of those in outstanding provision is rising, it was 27% in June and will be 31% in September

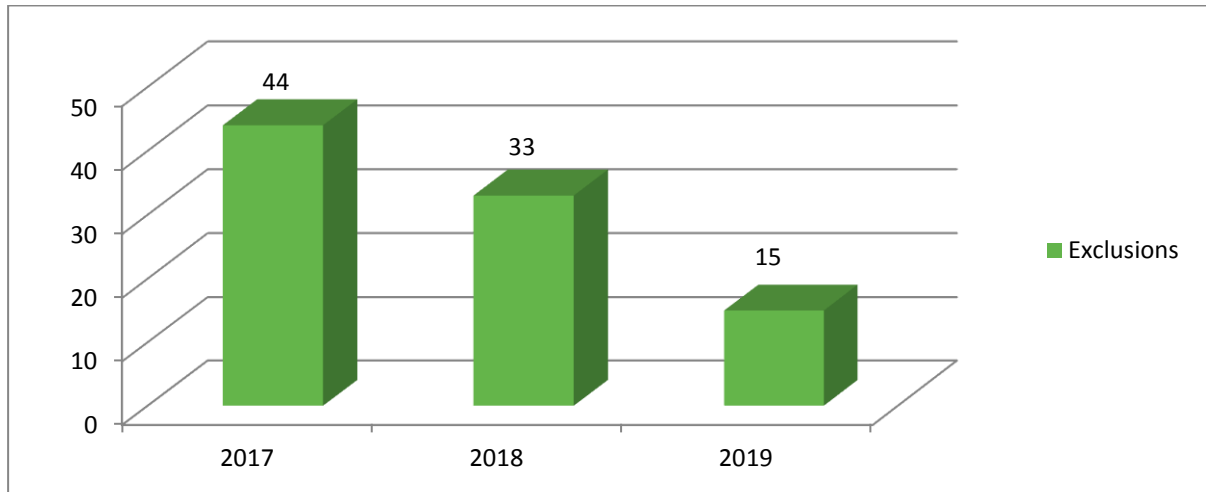
Number and quality of PEPs

Two members of staff representing 1/3 of the time allocated to PEP meetings were absent the whole of the summer term. Even in these circumstances, the PEP completion rate for the summer term was 93%. This is a testament to the commitment of the whole team.

The quality of PEPs continues to rise. The criteria we now use expects a very high standard, which was remarked on by the Ofsted inspector. She particularly enjoyed, the authentic voice of the child coming through clearly.

The team quality assure the PEPs of other members, and gives detailed feedback. These are discussed and developed in team meetings.

Exclusions



Graph 3: Exclusions

We have worked hard to create good working relationships with designated teachers and social workers to we can proactively plan and put support in place to avoid fixed-term exclusions occurring. This has worked well as we have managed to reduce the amount of incidences by over 50% this year. We have used the pupil premium to manage situations to avoid full expulsion e.g. funding 1-2-1 assistants.

Local picture on exclusions

- ❑ In the 2016-17 academic year we had 19 (15%) in students R-Y11 who had a fixed term exclusions. This amounted to 44 incidents across the year. 10 students were excluded multiple times.
- ❑ In the 2017-18 academic year we had 14 (11%) students R-Y11 who had fixed term exclusions. This amounted to 33 incidents across the year. Eight students were excluded multiple times.
- ❑ In the 2018-19 academic year we had 10 (5%) students R-Y11 who had fixed term exclusions. This amounted to 15 incidences across the year. Three students were excluded multiple times.
- ❑ Slough has no permanent exclusions and hasn't had any for 11 years. One child who was permanently excluded was re-instated after appeal and the out of borough school was fined.

National picture fixed-term exclusions

- ❑ Children who work with the virtual school are more than five times more likely to have a temporary exclusion than all children, a similar proportion to last year.
- ❑ In 2017, 11.8% of looked-after children had at least one fixed-period exclusion, an increase from 11.4% in 2016. The proportion of all children who had a fixed period exclusion rose to 2.3% in 2017 from 2.1%.

National picture on permanent exclusions

- ❑ The statistics published this year by the Department for Education show that 0.1% of children who work with the virtual school were permanently excluded from school in 2017, compared to 0.14% in 2013.
- ❑ The national fall in permanent exclusions for children who work with the virtual school comes as permanent exclusion rates overall have risen. With the proportion of all children being permanently excluded rising from 0.08% to 0.1%.

Attendance

- ❑ Our quality of data continues to improve and attendance issues are now picked up early.
- ❑ Removing the 17 Year 11 young people in school, who had study leave in the summer term 25 (13%) children and young people in R-Y11 had attendance below 95%.
- ❑ Some young people had low attendance on entry to care this year. This meant they could not pass the 95% rate before the end of the school year. Attendance for all these children has increased since being in care.
- ❑ Six children were on a reduced timetable
- ❑ 11 (6%) young people had significantly poor attendance that consistently hovered around the 40-60% attendance rate. The majority of these children moved educational setting within year and spent a significant amount of time out of school.

Children missing education and off-rolling.

No Slough CLA were off-rolled. In several cases the Virtual School worked with schools, social workers and where relevant alternative provision to ensure this was the case.

There were three persistent cases of children missing education. These represent extremely complex cases. One of these children in Year 11 going into Year 12 has been supported through strong social work into employment. We will continue to keep open the education offer. (This has been very successful this year with Post-18s at all levels of learning.) One is relatively new in care and we are working with the SEND Team to find the right provision. One has recently moved back to Slough and we are looking at suitable local provision.

Outcomes for Post-16 (See many more in section successes for individual children)

Last year there were two who dropped out of university, this year there have been 0.

Three young people post-16 have been successful in gaining EHCPs. This is cutting edge practice and in line with new legislation. One of them enrolled on animal management, has a real interest in animals and was struggling with reading so we sent him the National Geographic magazine monthly to improve this.

One young person wanted to do blacksmithing – we found him the Camelia Botnar opportunity in metalwork and he was offered a place.

A girl is doing a construction degree. She needed tuition for physics led construction tutor, we found specialist tutor and she had intensive tutoring and passed her first year.

A care leaver had already had two changes of university, with little support, we liaised with Brunel University and got him to do his second year there, working closely with widening participation officer to ensure he gets the support for his dyslexia and is provided with relevant software and study support to sustain his place this year.

We enjoyed this feedback from a care leaver:

“Hi Sameena, Thank you for keeping me updated, I appreciate the consistently good level of communication that you and your department have displayed while I've been using your services.”

Destinations

Of the seven children moving from Year 6 into Year 7, four are moving to outstanding schools, two in Slough and two outside. Three children are moving to good schools, three in Slough and one out of Borough.

At the time of writing all of the Year 11 going into Year 12 who had been in care for more than a year, had a school, college or work placement. In a small cohort this is the highest proportion taking A levels than ever before. Two young people who were not attending school have both progressed since GCSE, one to college and the other into employment.

Of those in Year 11 in care for less than a year, two are doing A Levels and two currently NEET. The rest are going to college.

The NEET numbers in Years 12 and 13 continue to drop. Impressively six NEETs in Years 12 and 13 are now in education employment and training. This is as a result of the much stronger partnership working with Slough Borough Council's Young People's Service, in particular to support Slough CLA who live out of borough.

Of those in Year 13 wanting to go to University, all seven were successful. This is an increase of three on last year.

Work with children who are previously looked after and at the edge of care

Supporting children on the way to adoption and care order

The 'good' adoption Ofsted cited the impact of education support as exceptional.

For example an adopter out of borough contacted us to update us a year after the Adoption Order as to how well schooling was going and to re-iterate how helpful the education advice had been.

“Hi Sherry Thought you would like to know I had D's end of year report today and she got 2's in all areas. I am so proud of her! 😊. To be meeting expected levels is such an achievement when you think of all the changes she has had in her short life. I cannot believe it will be her last day in the foundation year next Tuesday! - where has the time gone, it doesn't seem that long ago when I went looking at schools lol Best Wishes W”

Supporting adopted children and on care orders attending Slough schools

The support for previously looked after has been particularly effective in Slough. Across the year 72 children and their families and schools were advised and visited. There has been a lot of positive feedback from adopters and carers for this work.

Supporting children at the edge of care

This new role started in May. 52 children have been supported. We had a letter from a mum saying that she was so happy with the choice of Slough school we had suggested that if she had known it existed she would have chosen it. A pilot study for how to develop this role will start in September 2019.

Key developments for next year

When the NHS funded mental health worker starts later in 2019, this will be a major opportunity to support our children to be ready to learn. The rollout of Zippy's Friends to Years 1 and 2, and the CAMHS worker appointment will all help to improve this area of work.

Post-16 will continue to be a focus. Fantastic strides have been made, but need to be embedded. Staffing in this area has hindered progress. Apprenticeships will be a particular focus.

The training offer to social workers and foster carers is a focus for next year.

The edge of care role will complete the pilot study in March 2020 and a presentation will be made to ELT.

You said, we did

The voice of the child is important in everything we do as we want to make sure that each child is getting the most out of the learning opportunities. Below we highlight some of the many examples of what the children asked for and what we do to make sure we could provide for them.

<i>“I’d like to study English in a mainstream school as I think I’d do well.”</i>	We made contact with a school where another child moving to mainstream did very well. As a result, the young person’s attitude to learning in maths and PE (subjects they really didn’t like) took a big leap forward.
<i>“I’d like to join the Police Cadets.”</i>	We spoke to our embedded police officer at the Trust and got the child a place.
<i>“I’d like to have some extra English tuition.”</i>	We sorted out some tuition and the young person got good passes at grade 5s in both English and maths. She is now aiming to continue her studies in Musical Theatre and A Level Spanish.
<i>“I want to stay where I am during GCSEs.”</i>	We brought this to the attention of the young person’s social worker and organised tutoring at the home. The young person worked very hard and did so well at GCSEs she was offered a place at a grammar school.
<i>“I’d like my PEP review to be held at home with my CLA review as I don’t like to come out of class at school.”</i>	The next PEP was booked with the CLA review to be held at the home address of the carers after school and the next PEP has been booked again after school at the carers’ home address.
<i>“I felt my voice was not being heard and the professionals around me cared more for their statistics rather than what is actually best for me.”</i>	We arranged regular visits and gradually built a positive and professional relationship with the young person, looking at their interests, dislikes, ambition, goals and how to achieve this. Over time they became more enthusiastic and genuinely showed an interest and motivation. Since then they have gone on to a successful apprenticeship in the hospitality industry.
<i>“I am unable to complete my assignments on time because I am not motivated and I’m really struggling to dedicate time to my work.”</i>	We arranged to meet with the young person in the evenings at the children’s home and support her with her work. The Education Support Advisor was also studying so was able to relate to the young person and use the situation to their advantage by making time to study together. As a result, the young person completed her outstanding assignment.

<i>"I do not feel comfortable having the PEP meeting with all the professionals and would prefer at least one meeting to be less formal."</i>	We had a virtual PEP over the telephone and the next PEP is due to be arranged when the young person starts college.
<i>"I feel like I am being treated differently and unfairly compared to others."</i>	We went to the young person's parents evening with her to show that she has learning advocate support to improve matters and experiences. The tutor is now more aware of the young person's feelings and needs and is communicating concerns, worries and support needed for her a lot earlier.
<i>"I would like to have intense tuition sessions running up to my exams to help support me with passing my GCSEs as I only narrowly missed out on passing last time."</i>	We provided four hours of tuition a week rather than two hours. The young person went on to passing their English exam and in turn secured a place at a university of their choice.
<i>"I'd like tutoring in interior design."</i>	We arranged the tutoring and also tuition for functional skills
<i>"I want to have greater input and control over when and how PEP meetings take place."</i>	We booked a time and date where pupil was comfortable and let them guide the order in which items were discussed. The young person enjoyed asking difficult questions and, while they found the experience quite challenging and are happy for us to now lead, they felt the experience was empowering.
<i>"I want to be at a good school near to my sister, with good sports facilities."</i>	We researched a local school, we considered the views of their long-term carer and appealed when chosen school didn't have place, and we won! The young person has thrived at new school and loves the facilities for his sporting
<i>"I want to go to a particular school because I have developed friends there through football, it has good facilities and I can walk there. The other schools are further away and my new friends won't be local."</i>	We investigated all the options, considered views of child and foster parent, made contact with new school and arranged visits and organised new school to last PEP at primary school. The young person has been offered a place and starts in September. He continues to make new friends through his involvement in football club at the school and is very excited about starting.

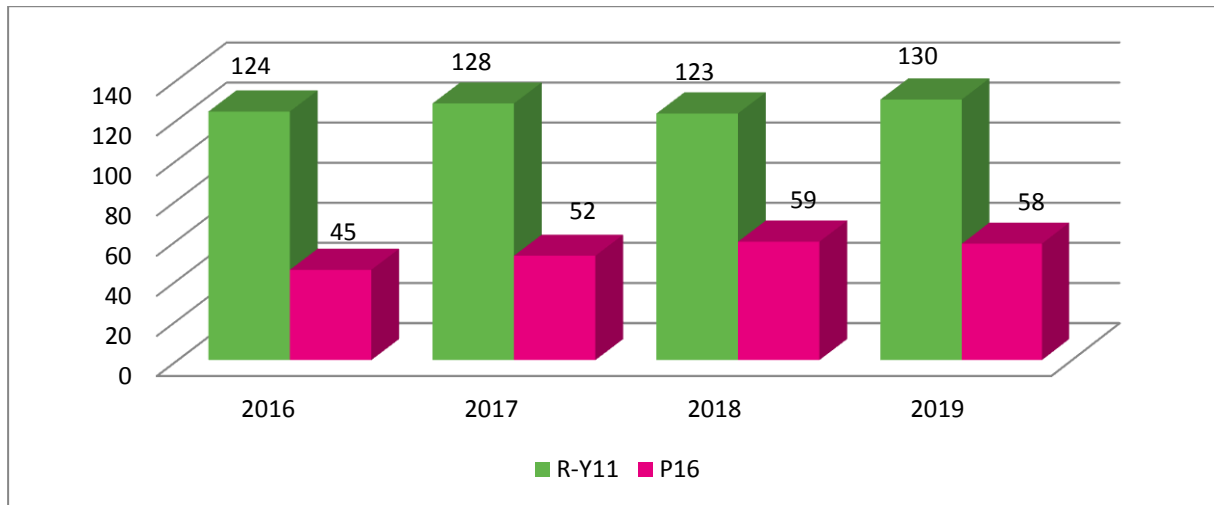
Glossary

ARE	Age Related Expectation. Government defined statements of what children of a given age are expected to be able to do by the end of that academic year.
Achievement	Non-academic areas. in which children have made their mark.
Attainment	The level of academic performance in absolute terms compared with children of the same age.
Bucket	A term used by national government to describe different groups of academic subjects that are given weighting to score GCSEs.
CAMHS	Child Adolescent Mental Health Service, is the specialist part of the NHS dedicated to supporting children and young people with a mental health need.
CME	Children Missing Education. Children Under 18 not in school or alternative provision at any time.
CLA	Child Looked After. Nationally replacing term LAC for looked after child.
DT	Designated Teacher. The named teacher responsible in school for any CLA.
EBACC	The English Baccalaureate strong passes in a group of traditional subjects representing excellent performance at GCSE.
EHCP	Educational Health and Care Plan. EHCPs take a holistic approach to assessing the special needs of children. They are more flexible and can support CLA by recognising under-performance compared to academic potential. Combining this with the impact on learning of Early Life Trauma, gives a clear and individual plan to narrowing the gap.
EHWB	Emotional health and well being. Increasingly this is a measure of the success of services around CLA.
EPEPs	Electronic Personal Education Plans. The recording of the PEP meetings with care information, attendance, attainment and progress data, any special educational needs, EHWB, extra support, views of the child about their learning, views of the carer, targets and the spending of PP+. Other documents such as EHCPs, annual school reports, educational psychology reports and certificates of achievement etc are attached.
EYFS	Early Years Foundation Stage from when a child first starts at pre-school to reception class when they pass their fifth birthday. It has 17 measures, in particular those in the 3 Prime Areas of Learning- personal, social and emotional development; communication, language and literacy; physical development.

Exclusion	Following a meeting school governors can exclude children on their school roll. This is normally for a fixed term of a few days. In the most serious cases they can permanently exclude from their school. The child then has to start at another school. Usually through a managed move, supported by the Local Authority Panel.
GLD	Good level of development. GLD means meeting or exceeding national expectation for the age in all 17 areas of the EYFS.
Key Stage	Key Stage represents phases of education. Key Stage 1 is ages 5-7, (Years 1 and 2); Key Stage 2 is ages 7-11 (years 3-6). Key Stage 4 is ages 14-16 (Years 10-11, where GCSES are usually taken); Key Stage 5 ages 16-18 (Years 12 and 13 where A levels are usually taken).
Learning Advocates	The qualified teachers on the Virtual School Team who support the children in their education. They specialise in different age ranges and have different areas of leadership within the team.
NEET	Not in Education, Employment or Training. This category applies post-18.
RI	Requires improvement. The Ofsted grade between good and inadequate.
OOB	Out of (Slough) borough. An important measure to understand the Virtual School is meeting the needs of all children who work with the virtual school in Slough.
NCS	National Citizenship Challenge. Opportunity in summer holidays 16 year olds to try a range of activities including pitching entrepreneurial ideas.
PEPs	Personal Education Plans. These are statutory meetings three times a year for CLA. (Twice in years 12 and 13). PEPs use SMART targets and Pupil Premium Plus funding to plan the next aspirational steps in learning.
PP+	Pupil Premium Plus. Funding from central government to support the learning and educational aspiration of CLA.
Progress	How fast the children are learning from their own starting point.
SATs	Standardised Assessment Tests. These are taken at the end of Years 2 and 6. Children are graded against the descriptions of national expectation for those ages in reading, writing and maths.
SDQs	Strengths and Difficulties Questionnaires. A nationally recognised measure of emotional health and well being.
SEMH	Social, emotional mental health. Designation of some special schools and the main feature of some EHCPs

SEND	Special educational needs and disability.
SMART targets	Specific, Measureable, Achievable, Realistic and Timed. Used to plan and assess the next steps in learning. All Slough PP+ funding allocated to individual children through this mechanism in EPEPs.
SPAG	spelling, punctuation and grammar. Part of the writing assessment of SATs.
UASC	Unaccompanied Asylum Seeking Child.

Appendix 1: Number of children who work with the virtual school



Graph 4: Number of Children who work with the virtual school R-Y13 (n=188, 58 are P-16)

- We have had a large spike in the number of children taken into care this year. This has impacted the Virtual School significantly in terms of higher caseloads across the team and the amount of PEPs undertaken. Since SCST began the numbers have increased year on year:
 - 2016/2017 academic year – 93 children entered care, 60 left in this period. Numbers increased by 33 overall
 - 2017/2018 academic year – 102 children entered care, 86 left in this period. Numbers increased by 16 overall
 - 2018/2019 academic year – 119 children entered care, 68 left in this period. Numbers increased by 51 overall

Appendix 2: Creative use of Pupil Premium Plus Funding

- Learning mentors
- Parcel in the Post including specific books on adoption, SGO and dual language. Bespoke to child interests or needs. Even fairies need glasses; Emotional support Huge Bag of Worries; All kinds of families; Following their interests eg ballet, football dinosaurs etc; favourite author. Children and carers feedback the impact
- SLA with Ed Psychs
- Extra support at key points for example transition
- Revision tablets
- Alternate communication devices for those with special needs
- Books to help understand appropriate relationships for a SEND child
- Social skills groups
- Ear defender, pressure vests, sand timers to meet learning needs of traumatised children
- Computer tech matched to the school use eg Scratch , matheltics
- Time to talk, Haines engine to allow development of communication through diversion for able child with communication challenges
- Specific residential trips eg Year 7 bonding; Language visits
- OT training for school with Year 5 handwriting difficulties
- Attachment training for whole school staff
- Training for schools, DTs, foster carers to build the service
- Paying for an alternative provision for 1 term to separate two brothers in same year group needing alternative education, until EHCP issued
- Child who had multiple exclusions supported to go on normalising school trip through funding extra support person (covertly)
- Follow interests and aspirations of child Raspberry Pi and tutoring
- Backfilling TA time to allow direct support where there is a good relationship across a transition
- Under clinician advice short term emotional Literacy input such as , working in ELSA groups and bear cards
- Home Learning packs for day nursery EYPP+
- SALT assessments
- Dyslexia screening
- Tutoring using specified tutors and tailored pathways

Appendix 3: Parcel in the Post

Your Nursery said "We feel she needs some support with emotional literacy"

We sent "The Colour of Happy" (girl, 4)



You said "I love cats and kittens. They're so cute"

We sent "My Little Book of Cats and Kittens" and "Cats: Questions and Answers" (girl, 8)

You said "I want to be a vet"

We sent "Puppy" (girl, 6)

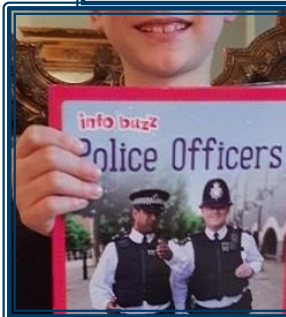
Over 160 children have received Parcels in the Post between June 2018 and June 2019

Your dad and teachers said "We need some support with toilet training"

We sent "Where's the Poop?" (boy, 4)

Your Nursery said "She loves "We're Going on a Bear Hunt"

We sent "We're Going on an Egg Hunt" (girl, 4)



You signed "I love fish"

We sent "Sea: First Touch and Find" and "I am a Little Fish" (girl, rising 3)



Your foster and birth mums said "We need to recognise his Islamic faith"

We sent "My First Book about the Qu'ran"; "My First Wudu Book" and "Sweet Dates to Eat" (boy, 5)

Your Nursery said "He's missed out on learning basic rhymes"

We sent "Sing Along Nursery Rhymes" (book and CD) (boy, 3)

Over 600 personally chosen books and almost 600 book tokens were sent out between June 2018 and June 2019

Your teacher said "he really loves it when we read "Kitchen Disco" in CLAss"

We sent "Kitchen Disco" and "Bathroom Boogie" (boy, 12)

You said "I want to be a police man to arrest baddies"

We sent "Info Buzz: Police Officers" (boy, 7)



Your tutor said "Everything needs to be done through his interest in cars"

We sent "Number 1 Car Spotter" and "Clever Clogz: Cars and Trucks" (boy, 7)

You said "I love trucks"

We sent "Tough Trucks" (boy, 4)

Your birth family said "Our son is dual heritage"

We sent "Walking Through the Jungle" (Czech/English) and "Goldilocks" (Panjabi/English)

Appendix 4: Action Plans

To aspire for high academic outcomes, emotional health and well being for children who work with the virtual school in Slough.

Objectives	Actions	Outcomes	Responsible	Dates	Resources	RAG	Evaluation
Use research and other data to focus work of Virtual School	Using RAG rated register look for trends and patterns in data for example by gender; ethnicity; reasons why child came into care;	Barriers to learning are identified and removed.	AB SD	Aug-19 Feb-20	Officer Time		
	Look at ways of measuring achievements other than educational attainment	Wider range of achievement is appropriately celebrated	VS Team	Dec-19	Officer Time		
	Liaise with EWO and YOT Team to identify those children and YP at greatest risk of exploitation. Analyse reasons and remove barriers	Early identification and intervention for CYP at risk of exploitation	VS Team	Ongoing	Officer Time	N/A	Moving to Liz
Move to develop and deliver phases for Post-16 offer from Virtual School into the develop and discover phases	Complete RAG rating in termly child by child supervision; for example include all SEND needs which are identified and met	Better knowledge of the cohort informs practice Reduction in NEETs More YP attending HE and FE courses.	SR and SK	Jul-19	Officer Time		
	Embed links to YPS. Develop Links to SBC opportunities beyond YPS such as Slough Academy; adult learning and SBC apprenticeships established.	Smoother service to Post-16s	SR	Mar-20	Officer Time		
	Continue to develop the range and depth of post-16 options eg O2; Heathrow; Princes Trust; Camelia Botnar etc and use this to contribute to the local offer website.	Greater variety in courses and types of learning taken up	SR and SK	Meet Local Offer deadlines	Officer Time		
	Develop the inclusion award for colleges	Colleges are rated well for inclusion by Ofsted	SR	Jul-20	Officer Time		
	Continue to develop training and other CPD opportunities for local college network. For example clinician to lead RCADS training and attendance monitoring so EHWP and attendance improve.	Colleges are rated well for inclusion by Ofsted	SR	Ongoing	Officer Time		



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Objectives	Actions	Outcomes	Responsible	Dates	Resources	RAG	Evaluation
	Sustain and embed new initiatives to engage Virtual School with other professionals for example PA group to ensure education element of Pathway Plans is completed to high quality.	Smoother service to Post-16s	SR	Ongoing	Officer Time		New Care Leaver Manager has helped to develop this offer. More stability in PA workforce.
	Review links between VS and social care for Post-16, in light of planned restructure.	Smoother service to Post-16s	SR	Dec-19	Officer Time		
	Develop the local college forum for 'designated teachers'. Use this to train college staff	Stronger offer at local colleges for vulnerable YP	SR	See dates in appraisal	Officer Time		
The development of the offer 18-25 (not 21) particularly for OOB	Informal contact with every young person in the age group, including those currently out of education. PEPs for those that are. Where relevant encouraging education and training take up. Including English and maths GCSEs linked to other learning such as apprenticeships.	Offer post-18 more closely matches offer 16-18	SR	Ongoing	Officer Time. Cost of tutoring		Limited capacity of worker through illness
	Develop termly timeline leaflet for YP, foster carers and PAs, outlining key education dates for that term.	Leaflets produced by first day of term	SR FM	Termly	Officer Time		In Progress
Line management of Post-16 Education Adviser role, leads to improvements in educational outcomes for all Year 12s and 13s.	Continue to develop the role and Sabbah's skillset to do it, through:- Looking at case studies, and analysing her actions and impact. Organise 1:1 coaching, mentoring and training with members of the team on SEND; PEP quality, how to get the best from professionals.	By July 19 Sabbah to be self reliant in role.	SR and SK	Jul-19	Officer Time		Limited capacity of worker through illness
At all points of transition Post-16 EETs remain EETs	Support Sabbah to get her IAG qualification. Her knowledge used to give IAG advice before any planned transition post-16.	Next stage of learning places sustained for at least a year	SR and SK				Limited capacity of worker through illness
	Develop link to RONI team, including for OOB.	NEET numbers drop	SR and SK				Limited capacity of worker through illness
The impact of emotional health and well being issues for CLA are diminished in school	Develop the rollout of Zippy's Friends. Link to the Key Stage 1 curriculum	Key Stage 1 results improve	SL	Sep-19	Cost to PP+		
	Support roll out of Apple's Friends	Early Key Stage 2 results improve	SL	Mar-20	Cost to PP+		

Objectives	Actions	Outcomes	Responsible	Dates	Resources	RAG	Evaluation
	Ensure all Slough schools with a Year 4-6 Slough CLA is engaged with SBC initiative Choices from the Lime Project	Later Key Stage 2 results improve	CS	Sep-19	Cost to PP+		
	Continue to develop SDQ and for post-16 RCADS as part of PEPs	SDQ and RCADS scores drop	VS Team	On going	Officer Time		School SDQs are now for clinicians to request. A much simpler and less confusing tool is now used in school. RCADS delayed by Post-16 staffing. PEPs almost always have a measure of EHWB. Luke looking at Post-18 offer.
	With support from Jennifer Wallis' Team use PP+ funding to employ direct worker with children they identify.	(SDQ) and RCADS scores drop	AB	Sep-19	Cost to PP+		
	Attendance at Local Transformation Fund meetings	Slough voice heard	AB	Ongoing	Officer Time		
	Develop links to LAC worker funded by CCG.	Right cases get the support.	AB BL JW	Ongoing	Officer Time		Due to start in January 20.
	Use Designated Teacher meetings to raise awareness of Attachment Aware schools and the Alex Timpson funding	10% schools have had attachment training in the year	CS	DT Meetings	Officer Time		
Resilience for Learning developed through lead for mental health within Virtual School Team	Mental health lead in VS lead a project within the Virtual School to identify those children and young people who are RONI at whatever age they are in relation to Mental health	(SDQ) and RCADS scores drop	SR LC	Jul-20	Officer Time		Note significant drop in exclusions
	Develop criteria for identification and devise bespoke, proactive packages.	(SDQ) and RCADS scores drop	SR LC	Jul-20	Officer Time		Much better knowledge of mental health tools in the VS team. Successful bid for Mental Health Support Teams and a specialist CLA CAMHS worker for East Berkshire
Improve the recognition of Virtual School staff by the children	Publish postcards of introduction with our photos	Next year's survey by the children has better recognition of the VS staff and their roles in supporting them	Comms Team	Apr-19	Cost to PP+		Comms have not yet taken photos of everybody

Objectives	Actions	Outcomes	Responsible	Dates	Resources	RAG	Evaluation
	Use the document from TACT to develop the language we use that creates unnecessary barriers for the children in understanding our role in helping them		VS Team	Ongoing	Officer Time		Developing awareness in team.
Develop the SALT offer	Source well qualified SALT provision	SALT needs met sooner	AB	Ongoing	Cost to PP+		Range of provision found.
Develop employment offer	Analyse impact of Career information, advice and guidance; work experience for Year 10 and residential for Year 8 in summer 19	Information used to enhance offer in next academic year.	JER	Dec-19	Officer Time		Timing of Year 8/9 residential slipped to October 2019 and follow up in May 20.
	Look at the course Sabbah is doing to inform future practice	Information used to enhance offer in next academic year.	SR AB SK	Jan-20	Officer Time		
	Kidzania visit in May holiday	PEPs for children who went to Kidzania from Autumn 19 show greater range of employment aspiration	SL	May-20	Officer Time		
Continue to develop our offer to PLAC.	Analyse impact of first year	Information used to enhance offer in next academic year.	EG	Sep-19	Officer Time		
Deliver more bespoke opportunities	Analyse opportunities for children with particular, ability, talent or interest in an area of learning	In audits PEPs show more bespoke opportunities across a broader range of achievement	AB	Ongoing	Officer Time		Annual report shows an increasingly wide range of activities
	Look at out of school learning opportunities	In audits PEPs show more bespoke opportunities across a broader range of achievement	AB	Ongoing	Officer Time		
Develop understanding of education by foster carers	Run training, agreed with head of fostering, both as a universal offer and for all new foster carers	In audits PEPs show more input from foster carers.	CS	Through year	Officer Time		Training Plan produced. Discussions with new leadership of fostering team.
Develop understanding of education by social workers	Run training agreed with EDM. All new social workers in Trust get education training as part of their induction.	Care Plans always have a quality education element	CS	Through year	Officer Time		Training Plan produced and integrated into social worker training
	Development of an Education handbook	Any social worker understands their education responsibilities and how to seek support	CS EG	Mar-20	Officer Time		Content decided. Will run alongside training.

Objectives	Actions	Outcomes	Responsible	Dates	Resources	RAG	Evaluation
Develop understanding of attachment in schools	Run training event in October 19. DT meetings 6 times a year. Newsletter.	Fewer exclusions	CS FM SL	Oct-19	Officer Time		Significant drop in exclusions. DT meetings and newsletter continue. Talking with SBC about an inclusion conference in Spring 20
More of the targeted groups of children show resilience in their learning	Work with the local Primary and secondary heads and SBC Inclusion Team to develop their offers to the groups identified as benefitting from different ways of learning	Fewer children known to the Trust are Electively Home Educated or missing education, by sustaining their school places	AB Head teachers and Inclusion Team	Jul-20	Officer time	N/A	Moved to Liz role responsibility
	Work with SBC Inclusion Team, to develop out of school learning offer.	Fewer children known to the Trust are Electively Home Educated or missing education, by undertaking education not in school settings	AB and Inclusion Team	Dec-19	Officer time	N/A	Moved to Liz role responsibility
Develop website presence	Review website and produce pages that better represent offer	External people are able to see what the Virtual School does	FM	Dec-19	Officer time		Work with comms team. Team to collect suitable articles

Table 1: Virtual School Action Plan 2019/20

Appendix 5: Results

Early Years Foundation Stage

Children are assessed as they leave reception class aged 5.

Communication and Language			Physical Development		Personal, Social and Emotional Development			Literacy		Maths		Knowledge and Understanding of the World			Expressive Arts and Design					
Listening and Attention	Understanding	Speaking	Moving and Handling	Health & Self-care	Self-Confidence and Self-Awareness	making Relationships	Managing Feelings & Behaviour	Reading	Writing	Number	Shape Space and Measure	Good Level of Development?	People and Communities	The World	Technology	Using Media & Materials	Being Imaginative	Slough/Out of Borough	SEND Level of Need	Notes/explanations
Disapplied as in special provision																				Highly significant organic SEND
2	2	2	2	2	2	2	2	2	1	2	2	No	2	2	2	2	2	OOB	QFT	16/17 levels achieved
2	1	1	2	2	2	2	2	1	1	1	1	No	1	1	2	2	2	OOB	Professionals	Good progress from a low starting point

Table 2: Reception age children (A score of 1 is below expected level; 2 is at expected level; 3 is exceeding expected level)

Year 1 Phonics Check

Score	Pass	Slough/Out of Borough	SEND Level of Need	Comment
39/40	YES	Slough	G&T	Excellent result
30/40	NO	Slough	Professionals	Good Progress across year

Table 3: Year 1 Phonics Check (A score of 32/40 is a pass)



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Key Stage 1

SATs taken in Year 2 when children are 7

SATs Reading	SATs Writing	SATs Maths	Slough/Out of Borough	SEND Level of Need	Notes/explanations
GD	EXP	EXP	OOB	School Level	Almost good level of development in writing too.
EXP	EXP	EXP	OOB	School Level	Good progress in a turbulent year.

Table 4: Year 2 children Key Stage 1 SATs (WT is working towards; EXP expected level; GD is greater depth)

Key Stage 2

SATs taken in Year 6 when children are 11

SPAG		Reading		Maths		Writing	Slough/Out of Borough	SEND Level of Need	Comments
Scaled Score	Met Expected	Scaled Score	Met Expected	Scaled Score	Met Expected	Assessment			
102	EXP	102	EXP	103	EXP	EXP	Slough	QFT	Good results from a low starting point
112	GD	113	GD	106	EXP	EXP	OOB	QFT	Very good results from lower than non-CLA starting point
109	EXP	107	EXP	110	EXP	EXP	Slough	QFT	Attainment and progress in line with CLA peers
104	EXP	104	EXP	96	WT	WT	Slough	School Level	In line with expectations
98	WT	96	WT	92	WT	WT	Slough	School Level	In line with expectations

Table 5: Year 6 children Key Stage 2 SATs (WT is working towards; EXP expected level; GD is greater depth)

GCSEs

Child Name	Bucket 1 Maths grade and better English grade doubled	Bucket 2 Traditional academic GCSEs	Bucket 3 Up to 3 other GCSEs	Attainment 8 Total GCSE score 44 was average non-CLA score and 19 average CLA score in 2018	Progress 8 Progress made from Key Stage 2. Expected progress 0.0, anything positive is better	Other non GCSE qualifications	In Slough or out of Borough?	SEND level of need	Comments
Child 1	26	20	18	64	3.1	A good range including one at distinction	OOB	G&T	Staying on at school to do A levels.
Child 2	0	0	0	0	-2.5	Functional Skills taken and passed	OOB	EHCP	Highly disrupted Year 9-11. Finally started to take work seriously in latter part of Year 11. College destination Year 12
Child 3	20	28	15	63	Exceptional progress, no key stage 2 data available	N/A	OOB	QFT	Exceptional progress from Key Stage 2, where she had limited schooling. Moving to a college placement with a view to going to university.
Child 4	20	7	12	39	Outstanding progress. No KS 2 data available	N/A	Slough	QFT	Child requested to repeat Year 11 and made exceptional progress in the retake year.

Child 5	12	7	6	25	Well down on prediction but progress from Key Stage 2 0.4	N/A	OOB	EHCP	Exceptional progress from Year 9. Retook Year 10 at child's suggestion. College destination Year 12
Child 6	8	1	4	13	No key Stage data available	N/A	OOB	EHCP	Good progress for CLA child with EHCP. College destination Year 12.
Child 7	6	5	2	13	No key Stage data available	Functional Skills taken and passed	OOB	School Level	Slower than expected progress from Key Stage 2. College destination Year 12. Child engaged by new situation.
Child 8	14	11	6	31	No Key Stage 2 data available. After poor progress in Years 7-10, significantly accelerated progress in Year 11.	N/A	OOB	Professionals	Difficulties in the early secondary years. College destination Year 12
Child 9	0	0	0	0	-2.5	N/A	OOB	Application	No exams taken. Has now secured and sustained employment
Child 10	N/A	N/A	N/A	N/A	N/A Exceeding personal targets	Functional Skills taken and passed	OOB	EHCP	Significant organic learning need. Exceeding personal targets. Staying at her specialist school for Year 12.
Level 2 qualification taken in Year 10									
Child 18	6	N/A	3	9	N/A Not yet Year 11	Functional Skills taken and passed	Slough	EHCP	Good basis for next year
Other young people taking Level 2 qualifications (including retakes of GCSEs at an older age)									
Child 19	10	N/A	N/A	N/A (retake out of Year 11)	N/A	Yes at Level2	OOB	Application	Accepted onto Level 3 qualification
Child 20	4	N/A	N/A	N/A (retake out of Year 11)	N/A	Yes at Functional Skills in a range of subjects	OOB	N	Continuing college place

Child 21	8	N/A	N/A	N/A (retake out of Year 11)	N/A	N/A	OOB	Support	Continuing college place
Child 22	3	N/A	N/A	N/A (retake out of Year 11)	N/A	N/A	OOB	Support	Continuing college place
Child 23	8	N/A	N/A	N/A (retake out of Year 11)	N/A	N/A	OOB	Support	Continuing college place
Child 24	12	2	11	25	N/A	1 more GCSE that is not credited under this system	OOB	N	Continuing at college
Child 25	4	N/A	N/A	N/A (retake out of Year 11)	N/A	Yes at Functional Skills	OOB	N	Continuing at college
Child 26	6	N/A	N/A	N/A (retake out of Year 11)	N/A	N/A	Slough		Continuing college place
Child 27	N/A	N/A	N/A	N/A	N/A	Yes at Level2	OOB	N	Continuing at college
Other young people taking other qualifications									
Child 28	N/A	N/A	N/A	N/A	N/A	ESOL and other qualifications passed	Slough	Support	Continuing college place
Child 29	N/A	N/A	N/A	N/A	N/A	ESOL and other qualifications passed	Slough	N	Continuing college place
Child 30	N/A	N/A	N/A	N/A	N/A	ESOL and other qualifications passed	Slough	N	Continuing college place
Child 31	N/A	N/A	N/A	N/A	N/A	ESOL and other qualifications passed	Slough	N	Continuing college place
Child 32	N/A	N/A	N/A	N/A	N/A	Maths entry level passed	Slough	Application	Continuing college place

Child 33	N/A	N/A	N/A	N/A	N/A	Range of Functional Skills	Slough	N	Continuing college place
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Some GCSEs will be graded by letters others by numbers this year. Grade 5 is roughly equivalent to an old C grade. One English GCSE grade and the Maths grade are both doubled. Attainment 8 is now the national measure and replaces 5 GCSEs A*- C including English and Maths. Thus 10+10+ 5+5+5 =35 is the lowest Attainment 8 score that would match the old measure. Last year on average non-CLA scored 44.5. For CLA the national average was 19.3. The average for our nine eligible (and reporting) CLA is 29.2. If you look at only the seven of these who have consistently been in school, it is 37.6.

OLD GCSE grade	NEW GCSE number equivalent
Beyond A*	9
A*	8
A	7
B	6
C	5
D	4
E	3
F	2
G	1
Ungraded	0

Table 6: GCSE Results

Glossary

The mini-glossary below explains some of the terms used in the tables 2-6 above

- G&T** Gifted and talented
- QFT** Quality first teaching in the classroom
- School Level** School support by specialists in the school
- Professionals** Support by professionals outside the school
- EHCP** Education, Health and care Plan
- Application** Application in for EHCP

A Levels

Child	Grades	Comment
Child 1	Law B, Psychology C, History C	Accepted to University of Chester to study Animal Management
Child 2	Chemistry A, Biology B, Maths A	Accepted to Lancaster University to study Medicine but declined offer
Child 3	RE D, Double distinction in Health and Social Care	Accepted to University of Roehampton to study Law
Child 4	Access in Legal profession	Accepted to University of Portsmouth to study Forensics and Criminology
Child 5	L3 Extended Diploma in Childcare	Taking gap year
Child 6	Economics E, Business E, Computer Science U	Accepted to University of Surrey to study Business Management
Child 7	L3 National Extended certificate – Pass, Applied Science L3 National Extended Certificate – Pass	Re-doing her year due to mental health issues
Child 8	L3 Extended Certificate in Business Studies – Pass, L3 Diploma in Travel and Tourism – Distinction	Accepted to University of Huddersfield to study Travel and Tourism

Appendix 6: June 19 children who work with the virtual school SEND data (R-Y11)

There is no discernible difference between children at Slough Schools or out of Borough.

- 13 children are in alternative provision
- Three children in combined social care and education provision
- 10 in special schools (other than alternative and combined provision)
- Four children were missing education
- One was home educated
- 99 were in mainstream education.

32 children had EHCPs. This group alone is over represented by children who reside and attend school out of Slough.

- 1 health was main area of need. He has made excellent progress against personal targets
- 18 SEMH was the main area of need
 - This is in line with the early Life Trauma of CLA
 - 13 of this group are making good or outstanding progress in or out of Slough
 - The three that aren't have intensive support in place
 - Two children are diagnosed with ADHD. Both are new in care and there is insufficient time to have had impact yet. One of these children is a child missing education
- 11 children have cognition and learning as their primary need
 - Nine children are making good or outstanding progress against personal targets
 - Two children newer in care need more evidence to be sure this is the case
- Both children with communication and interaction as their main need are thriving

Children who have other learning needs

- Nine children need stretch and challenge. All but one child with recent significant mental health issue are achieving well and making better than expected progress
- 37 children need Quality First Teaching. All are attaining in line with age related expectation. Progress is at least good and some is exceptional.
- 27 children need school level support. At the time of the census one child was CME. He is now thriving in a mainstream school. One child has needed a significant review in October 19. The rest are working at ARE and making expected progress or better.
- 23 children need professional support beyond what they would have through provision in an individual school. 10 are not reaching age related expectation. Most have had an educational psychology report to support their learning. There are a range of reasons such as significant mental health; previously electively home educated and social care reasons leading to becoming a CME. All have had intensive support. Progress is improving for seven of this group. For the 13 others all are making at least expected progress.
- Two children were being assessed for EHCPs

We are developing our knowledge of young people Post-16. The analysis of their data will be done for the January data drop.

