



# Virtual School Annual Report 2021/22

## New Beginnings

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### Summary:

This annual report summarises the activity of the virtual school for the last 12 months including:

- The performance of the Virtual School in respect of Key Performance Indicators.
- The achievements and attainment of children looked after by Slough.
- Other Services offered by Slough Virtual School.
- Next steps for Virtual School.



A hands-on approach to help children in Slough be

..... Safe, Secure and Successful

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## Executive Summary

We are excited to share Slough Children First's Virtual School summary for the 2021-2022 academic year. We have named our report 'New Beginnings' as this year has seen a significant change in the team and in leadership. It is the first year, post pandemic, where you have received consistent face to face education and the first time in 3 years where statutory assessments such as GCSEs have been sat in person rather than assessed via teachers.

## Highlights of 2021/22

- The Virtual School widened their provision though welcoming the **Post 16 Employment, Education & Training (E, E & T) Team** who moved over from the Council to support both Children Looked After (CLA) and all young people in Slough moving into further education from Year 11. As well this, the Virtual School secured **funding from the DfE** that has allowed us to develop a team to support the outcomes of all Children with a Social Worker (SiaSS Team).
- The Virtual School have developed a **comprehensive training package** that gives the team around any 'child known to Social Care' the training and support required to ensure our young people are afforded the best possible educational opportunities, as well as putting in place support to help professionals manage when education is a challenge.
- We have **restructured the Virtual School CLA Team** to ensure we have the right people in the right area to support the right young people. All of our CLA Team have front line education experience with most having Qualified Teacher Status. Across the team we have experience of all key stages.
- We have looked carefully at our cohort and assigned young people to the most appropriate **Education Champion** to ensure that transition from one day to the next, year to the next and school to the next is as successful as it can possibly be.
- We have worked with Slough Borough Council to ensure that Slough Children First has a **Virtual School representative on all panels** that address the education of children in the area. We sit on Fair Access Panel, Children Missing Education Team, Keeping Children Safe in Education Panel and many others to safeguard the rights of our young people and ensure they are represented and advocated for.
- We put the **voice of the young person front and centre** when considering the best possible education, giving opportunities to be part of the decision making and feedback on what is going well and what needs improving. We ensure your voice is heard by our quality assurance review of PEPs and set targets around what 'you said'. You can explore more of 'You Said, We Did' within the report.
- **96%** of our Children Looked After attend Good or Outstanding schools
- PEP completion is **100%** with **98%** of PEPs completed within the statutory time frame
- **100%** of all children looked after with EHCPs reviewed in a timely manner
- **100%** of young people successfully transitioned from Primary to Secondary School
- Our **GCSE results are the best ever**, far exceeding national and regional CLA peers
- **100%** of all residents in Slough received support through 'September Guarantee' with <97% having a destination at Key Stage 5
- **100%** of our A Level students were offered their university of choice
- We currently support **16 young people to attend university** at Degree or Masters level

There is so much to celebrate so if you can, please take the time to read on and hear about how Virtual School supports you, our young people, to be successful in education in more detail.

# Welcome to the Slough Virtual School 2021/22 Annual Report

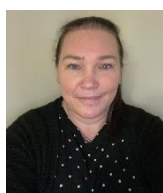
We're so excited to celebrate a great year for our young people as well as sharing with you some of the highlights and plans for Slough Virtual School moving forward.



First of all, I should introduce myself, I'm Cherie and I am the new Virtual School Head for Slough. After many successful years as our Virtual School Head, in January 2022 Anne took the difficult decision to retire. We were really sad to say goodbye but now look to the future and how we build on her leadership to deliver an even better service for the future.

I am proud to lead a much increased team here to support you. We welcomed the Post 16 Education, Employment & Training Team as well as developing SiaSS (Safer in a Slough School) Team supporting the education for all young people with a Social Worker. We have new faces in both the Primary and Secondary CLA Team and also welcome a new apprentice.

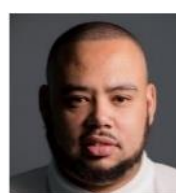
Below are some snaps of the CLA team so you can put a face to the name and at the back of the report you will find all our contact details, as we are keen to ensure you are able to make contact with people that can help you.



Danielle



Sherry



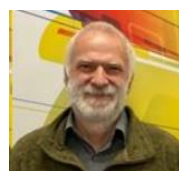
Nathan



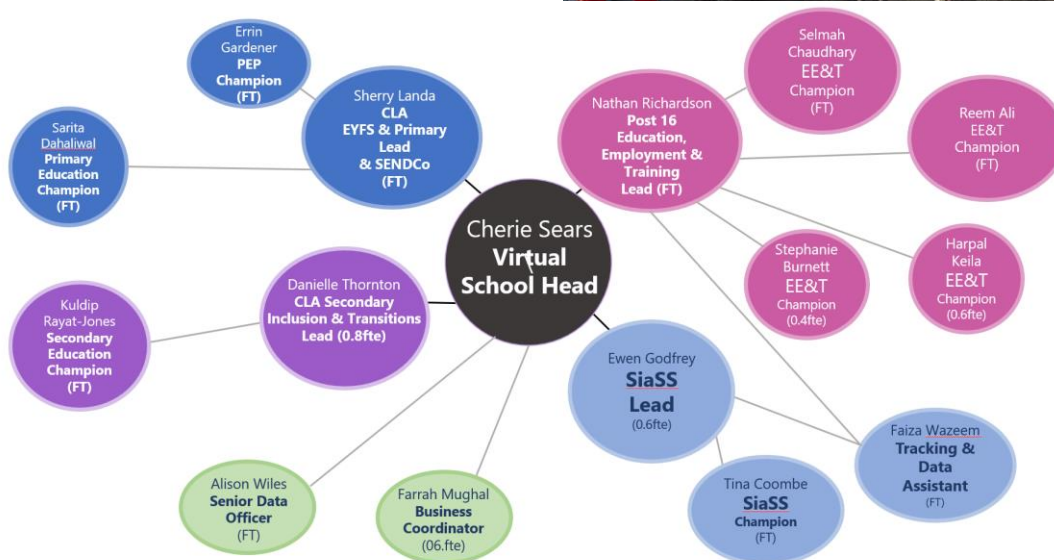
Kuldeep



Sarita



Ewen



We have some fantastic things to celebrate, not least our best ever exam results, some great sporting activities, phenomenal art, the list is endless, so sit back and enjoy your Annual Report and if you have any questions, ideas or requests, don't be afraid to make contact. Remember, we're here for you.

We're going to start first by exploring your voice and how we have supported you over the last academic year.

## What you told us and what happened next

This section highlights some examples of what you have told us, how we have listened and how this has helped you and your learning.

<p><b>You said</b></p> <ul style="list-style-type: none"> <li>• My year 11 was tough, I wasn't ready to do my exams and things didn't work out. I'm not sure what to do now.</li> </ul> 	<p><b>We did</b></p> <ul style="list-style-type: none"> <li>• Your Education Champion worked with you to understand what you enjoy, how you like to learn and what you think your future holds. We took you to visit colleges and gave you the information you needed to decide your next steps.</li> </ul>	<p><b>What happens next</b></p> <ul style="list-style-type: none"> <li>• You chose your college, started studying Motor Mechanics and also working with the college to retake your GCSE Maths and English. You are settled, happy and on track for great things.</li> </ul>
<p><b>You said</b></p> <ul style="list-style-type: none"> <li>• I want to go back to school but I've missed so much and don't know how I'll catch up.</li> </ul>	<p><b>We did</b></p> <ul style="list-style-type: none"> <li>• We worked with your school give you both a gentle return to learning and arranged for a tutor to work with you, at home, to prepare you for your return.</li> </ul>	<p><b>What happens next</b></p> <ul style="list-style-type: none"> <li>• You successfully returned to school, chose your GCSEs and with a lot of hard work by you, you've caught up and are on track to reach your predicted grades.</li> </ul>
<p><b>You said</b></p> <ul style="list-style-type: none"> <li>• I'm finding getting a positive start in the day tricky, I'm grumpy and it doesn't end well.</li> </ul>	<p><b>We did</b></p> <ul style="list-style-type: none"> <li>• We talked to you to find out what you enjoyed. It turns out you are an aspiring drummer so we arranged for you to come to school a little earlier and have time in the music room playing the drums.</li> </ul>	<p><b>What happens next</b></p> <ul style="list-style-type: none"> <li>• You've really settled back into morning lessons, your drumming has been great, you now, at your request, have drumming lessons and when you go to secondary school, you hope to join the school band.</li> </ul>
<p><b>You said</b></p> <ul style="list-style-type: none"> <li>• I don't want to come to my PEP because really get annoyed that you come to school for the meeting during the school day and it takes me out of lessons.</li> </ul>	<p><b>We did</b></p> <ul style="list-style-type: none"> <li>• We listened and changed your PEP times to after school so you didn't feel like you are missing lessons. We also spoke to your Social Worker and asked them to visit you at your home rather than school.</li> </ul>	<p><b>What happens next</b></p> <ul style="list-style-type: none"> <li>• You are now happy to attend your PEP and have told us you feel more 'normal' at school.</li> </ul> 



<p>You said</p> <ul style="list-style-type: none"> <li>•I'm worried I am going to fail my Maths GCSE, I just don't get it.</li> </ul> 	<p>We did</p> <ul style="list-style-type: none"> <li>•We spoke to your Maths Teacher and put them in touch with a Maths Tutor. Between them and with your input, they worked out a support plan to get you through your final term.</li> </ul>	<p>What happens next</p> <ul style="list-style-type: none"> <li>•You achieved your pass in Maths which meant you could go on to your chosen A Level course. You're now enjoying Sixth Form and already planning what you want to study at University.</li> </ul>
<p>You said</p> <ul style="list-style-type: none"> <li>•I really love art, it helps me express myself when I'm feeling down.</li> </ul> 	<p>We did</p> <ul style="list-style-type: none"> <li>•We funded a selection of art materials and spoke to your provision about having access to this when you were finding the day difficult.</li> </ul>	<p>What happens next</p> <ul style="list-style-type: none"> <li>•You've produced some amazing art works (some we're proud to share in this report) and you feel you now have something to focus on when life is tricky and you're unable to concentrate on your education.</li> </ul>
<p>You said</p> <ul style="list-style-type: none"> <li>•I really miss my old friends and teachers. I had to move quickly and didn't get to say goodbye.</li> </ul>	<p>We did</p> <ul style="list-style-type: none"> <li>•Arranged with your Social Worker and your old school to visit and have a proper goodbye. We funded travel, some party food and your teacher brought some of your friends together who made a book of memories.</li> </ul>	<p>What happens next</p> <ul style="list-style-type: none"> <li>•Although you are still sad to have had to leave, you have some positive memories and got to see your friends again. Your teacher also spent some time with your new teacher to share some top tips on learning for you.</li> </ul>
<p>You said</p> <ul style="list-style-type: none"> <li>•I really want to get better at my English but I don't want a tutor to just sits and 'blah blah blah'.</li> </ul>	<p>We did</p> <ul style="list-style-type: none"> <li>•We talked to you about how you learn best and arranged for you to 'interview' a couple of English Tutors. We shared your interests with them so they could find a pathway to help you learn best.</li> </ul>	<p>What happens next</p> <ul style="list-style-type: none"> <li>•You clicked with your tutor and enjoyed the learning. Your English grades have improved and you now feel positive about passing your GCSE later this year.</li> </ul>
<p>You said</p> <ul style="list-style-type: none"> <li>•I want to be a Veterinary Nurse when I'm older.</li> </ul> 	<p>We did</p> <ul style="list-style-type: none"> <li>•We arranged for you to visit the local college to look at the courses and have a hands on tour of a Veterinary Course.</li> </ul>	<p>What happens next</p> <ul style="list-style-type: none"> <li>•You realised that not only could you be a nurse but you could be a Veterinary Surgeon and this has really focussed your learning. You know exactly what you need to study and have talked to school about work experience when you get to Yr10.</li> </ul>

<p>You said</p> <ul style="list-style-type: none"> <li>• I'm not sure I'm cut out for A Levels, I don't think its for me.</li> </ul>	<p>We did</p> <ul style="list-style-type: none"> <li>• We worked with your Carer, Social Worker and school to look at other pathways and found a business apprenticeship at a local car dealer.</li> </ul>	<p>What happens next</p> <ul style="list-style-type: none"> <li>• You are excelling at your apprenticeship and the business can't speak more highly of you. You still have PEPs to focus on your college work and these have been resoundingly positive.</li> </ul>
<p>You said</p> <ul style="list-style-type: none"> <li>• I need a laptop to do my Design Technology coursework.</li> </ul> 	<p>We did</p> <ul style="list-style-type: none"> <li>• Supplied you with a laptop and specialist software to support your course.</li> </ul>	<p>What happens next</p> <ul style="list-style-type: none"> <li>• You're able to complete your coursework and also use the laptop to support your other learning. You're going great guns with your GCSEs and produced some amazing designs.</li> </ul>
<p>You said</p> <ul style="list-style-type: none"> <li>• I had to change school so now I'm new and no one wants to be my friend.</li> </ul>	<p>We did</p> <ul style="list-style-type: none"> <li>• We spoke to your teachers and talked about your interests. We arranged for you to attend some after school activities and funded a Cooking Club at lunchtime for young people in your year group.</li> </ul>	<p>What happens next</p> <ul style="list-style-type: none"> <li>• You attended both the after school clubs and the Cooking Club. You've met some great friends at basket ball club, joined the local scout group and your carer tells us you make a fantastic pizzas!</li> </ul>
<p>You said</p> <ul style="list-style-type: none"> <li>• I got my GCSE results and missed my grade by 2 marks. I can't now do my chosen college course.</li> </ul>	<p>We did</p> <ul style="list-style-type: none"> <li>• We spoke to your school and asked for them to apply to remark your paper. We also spoke to your college and explained the situation.</li> </ul>	<p>What happens next</p> <ul style="list-style-type: none"> <li>• You college allowed you to start on your chosen course. Your paper came back and your grade was increased. You are now studying hard and no longer need to do a resit.</li> </ul>



You said	We did	What happens next
<ul style="list-style-type: none"> <li>• I worried about leaving my Primary School, Secondary School is scary.</li> </ul>	<ul style="list-style-type: none"> <li>• We worked with your Primary and Secondary Schools to ensure you had the best possible transition.</li> <li>• We worked with your social worker and school to pick a Secondary school that was both great for your learning and also meant you were able to maintain friendships from Primary.</li> <li>• We then arranged for your Secondary Head of Year to visit you at your Primary School.</li> <li>• We arranged for you to have extra visits and tours to your Secondary School and worked with the Secondary school to fund a summer school experience for you and other young people worried about transition.</li> <li>• We made sure you were able to attend your Yr6 Residential, giving you great memories of school to take with you as you moved on.</li> </ul>	<ul style="list-style-type: none"> <li>• You are loving Secondary School and even spoke at the Secondary Transition event at your school for new year 6's about your feelings and myth busting. We're so incredibly proud of you and how far you've come.</li> </ul>

## Collaborations – How are we supporting others to support you?

It's really important that we work with those that support your learning to ensure you have access to the best possible educational. This doesn't just mean working with your teachers, although that's really important, we also work with lots of other people to ensure education is high on their agenda too, for example...

### Education Training for Carers

We are working with our Fostering Agency to develop a training package for carers commencing in January 2023, allowing them the opportunity to learn about:

- Supporting Learning at Home
- Understanding Assessment
- Admissions and Attendance
- Understanding Special Educational Needs and Seeking Support
- How to support if things get tricky – Suspensions & Exclusions



## **Education Training for Social Workers**

Every month Virtual School offer bite sized Education Training for Social Workers. Very similar to that for Carers but smaller focussed training opportunities to fit in with their working day. This covers the subjects above as well as things like Admissions, Exclusions, PEPs and Fair Access. Over the last year we have also had specialist training from CAMHS and our local Alternative Provision on the subject of Mental Health and Emotionally Based School Refusal. These will be repeated this coming year to ensure your Social Workers have the best possible knowledge to allow them support your learning.

As well as the training, we also give one to one assistance to any Social Worker who has education questions and we make sure they're fully supported if they need to advocate on your behalf.

## **Training for Teachers and Education Leaders and Governors**

This is massively important. We want to make sure that your school allows you to experience the best possible education and ensure that any barriers to your learning are removed. We offer an all day training event to all the Designated Teachers and Designated Safeguarding Leads, this includes training on things like:

- Setting appropriate targets and making the best of the PEP
- Understanding the impact of trauma on learning
- Avoiding conflict
- Statutory responsibilities in relation to children with a social worker
- Supporting transition
- Improving and maintaining attendance

As well as this, we offer bespoke training to schools who request it or when things aren't going as well as we would like. We will make personal visits, support extra interventions and fund specific training to ensure that a young person's specific needs can be met (for example, specialist diagnosis training such as PDA or Autism). Sometimes things go wrong and schools may need extra support to meet your needs. Virtual School offer training and support either directly, or via other services to sure the school can give you the best opportunity to remain included.

## **Other training**

We know that it can be tricky navigating education and the other things going on in your life. We also know that there are other people involved in decision making. Virtual School ensure that all people involved in your pathway understand the importance of your education, this includes working with people in commissioning and visiting tutors ensuring that whilst we make sure we make best use of public funds, we also don't compromise on quality. We also make sure we collaborate with healthcare and that we are understanding of each other's priorities whilst maintaining the best possible support for you.

## How we're ensuring a quality service

It's really important that we continue to take a good look at our service and make sure all our young people have access to the best possible opportunities. As you know, we ensure that every young person in statutory education has the opportunity to review their education every term, this is called a PEP (Personal Education Plan).

As part of our practice, we routinely quality assure PEPs to ensure they are timely, comprehensive and the Targets are SMART. We also quality assure the content completed by others (for example your School and Social Worker) to make sure the information is up to date, relevant and fit for purpose. We feedback to all parties and report on our PEP completions and where necessary, offer additional training to ensure quality of service.



In this last academic year 2021-22 our 'in time' PEP returns are as follows:

Term 1	Term 2	Term 3
100%	98%	98.8%

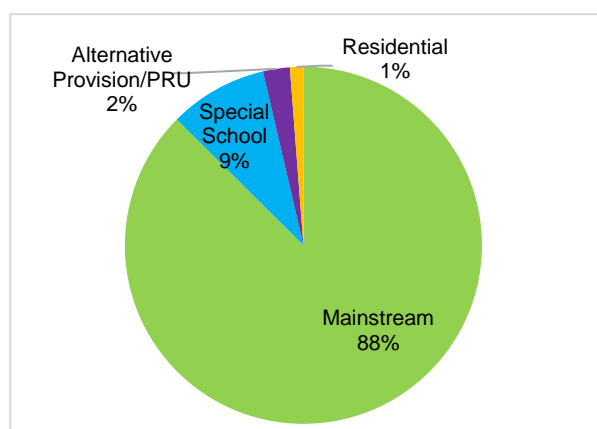
Sometimes we are unable to complete a PEP in time. Mostly these issues are outside of our control. However, even if the PEP is delayed, it is always completed as soon thereafter as is possible. We aim to ensure every young person has a PEP for every academic term they are with us.

## Supporting you in Education

Although we have a statutory obligation to review your education termly, our service does not stop there. We know that things change and that you may need support outside of the PEP timetable. This is not an issue. Each young person Looked After has their own highly qualified Education Champion and they will be keeping an eye on your education throughout the year. So, if you're having a challenge and you need their help, they are there for you. You will meet your advocate at your PEP meeting, but you can always contact them through your Carer, Social Worker or Designated Teacher at any other time.

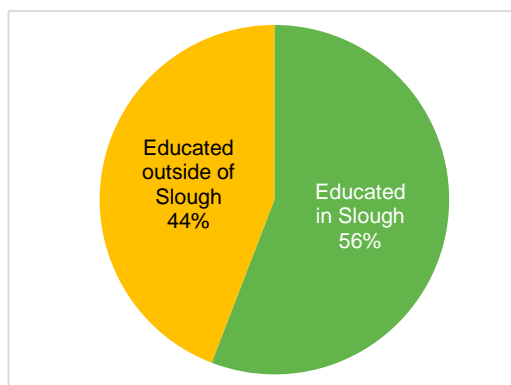
## What type of Schools do Slough CLA attend?

Slough Virtual School are keen to ensure that all our Children Looked After have an education that meets their particular needs. We always look to place you in a school that can help bring out the best in you and below is a diagram that shows what type of schools are young people attend.



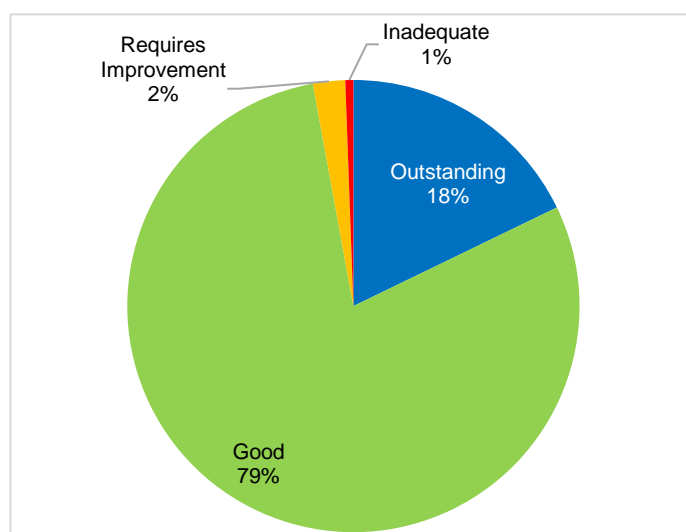
## How many are of you are educated outside of Slough?

Some of our young people are able to remain in Slough and others are outside of the area. Wherever you live, we will always ensure we find the best possible school.



## How good are your schools?

It's really important that you have a good quality of education and we work hard to ensure that wherever you are educated, in whatever type of school, the curriculum meets your needs and you are afforded the best opportunities to succeed. One of our measures is Ofsted grading. At the time of writing, 96% of you are in schools or colleges graded good or outstanding.



Be assured we don't rely solely on Ofsted gradings as this is only a snapshot of the time. The Virtual School team continually monitor and review the quality of your education when carrying out your Personal Education Plan (PEP) and through regular contact with those that support you, such as your Carer or Social Worker. We will always act to ensure you have the best possible education.

## How you're doing – Statutory Assessments and Next Steps

Virtual School constantly monitor progress through the PEP. As well as this, the government set out statutory testing throughout your education. Below is how our young people got on at each stage of statutory testing:

## EYFS and Primary Statutory Data

Every school must share information about all statutory tests. The Government requires children in EYFS and Primary to have the following information collected:

**End of EYFS (end of Reception year) profile data** - how you did in the 17 strands of learning and whether you achieved a “Good Level of Development” (GLD)

**Year 1 Phonics screening** – you took a test asking you to read real and made-up words. This is scored out of 40 and the pass mark is 32.

**Year 2 Phonics resit**- this is the same as the above except this year, Year 2s had to take this in December as you didn't take it last June and then do it again in June if you scored less than 32 the first-time round.

**Year 2 SATs** - these are tasks you did in class as part of your normal work, during May and June. Your teacher scored your Reading and Maths and then assessed your Writing over the year. 100 or more in Reading and Maths means you are at expected levels, under 100 you are Working Towards

**Year 4 Times tables test** – this is a test on the computer where you had 6 seconds to recall your tables and answer the question. This is scored out of 25.

**Year 6 SATs** – these are a variety of tests you sat in May. We asked for your Reading, SPAG and Maths scores. 100 or more means you are at expected levels, under 100 you are Working Towards

It's been a while since we have done these kinds of assessments due to Covid. We know Covid impacted on many of you and your friends but not (yet) quite how much. This year's “results” will give us ideas as to how we can further help you.

## What we know about this year's EYFS & Primary results – Nationally & Slough

Nationally, in the first KS2 SATS since 2019:	Direction	2019
59% of students met the expected standard in all subjects (English reading, writing and maths).	↓ by 6%	65%
74% of students met the expected standard in reading	↑ by 1%	73%
71% of students met the expected standard in maths	↓ by 8%	79%
69% of students met the expected standard in writing	↓ by 9%	78%
72% of students met the expected standard in grammar, spelling and punctuation	↓ by 6%	78%
79% of students met the expected standard in science	↓ by 4%	83%

Key Stage 1 SATS follow a similar trend with the average year 2 child being 2-3 months “behind” where they would have been in 2019.



## Our Numbers

Slough Virtual School reports on all children who have been in care for 1 year or more on 10 June in any year. Our cohorts (year groups) are very small and so we do not report on percentages but tell our Governors about you as individuals.

	EYFS	Year 1 phonics	Year 2 phonics	Year 2 phonics re-sit	Year 2 SATs	Year 4 Times Tables	Year 6 SATs
	Jun 22	Jun 22	Dec 22	Jun 22	Jun 22	Jun 22	Jun 22
<b>Children</b>	4	5	12	2	7	4	4

## EYFS

5 children had been in care for a year on 10 June 22. However, 1 is placed outside of England and GLD does not apply. 4 of our 5 children achieved GLD, the 5<sup>th</sup> having significant special educational needs and requiring a specialist placement.

## Year 1 Phonics

8 children had been in care for a year on 10 June 22. However, 2 are placed outside of England and this assessment does not apply and 1 child has been exempted due to having an EHCP and being in special school. This cohort have had particular challenge as they are the first to have sat Year 1 phonics since the pandemic and have received little face to face learning opportunities.

Of the 5, 3 had had multiple place moves and one was non-verbal. Whilst they were encouraged to sit the test and we are aspirational for them, they did not achieve the pass mark required. The final child, despite a disrupted reception year and a diagnosis of autism achieved a pass.

## Year 2 Phonics (deferred from June 2021)

13 children had been in care for a year on 10 June 22. However, 1 is placed outside of England and this assessment does not apply.

Of the 12 who took this test 9 passed with score ranging from 33/40 to 40/40.



## Year 2 SATs

12 children had been in care for a year on 10 June 22. However, 2 are placed outside of England where these do not apply and a further 1 was not attending school in summer term. 2 further children did not access the test due to their particular educational needs.

Of the 7 that took the tests, 5 achieved 'Expected' in at least one of their subjects and the two 'Working Towards' were only marginally short of the expected grade and will be supported in their particular area of need over the next academic year.



## Year 4 Times Tables

4 children had been in care for a year on 10 June 22. However, 3 have EHCPs, 2 of whom did not take the test.

Of the two that did take the tests. Child A has a newly issued EHCP for Cognition and Learning and SEMH and Child B has historically very poor school attendance as well as multiple placement moves. Although both trying their best, neither met the pass grade. Both continue to receive support this academic year.

## Year 6 SATs

5 children had been in care for a year on 10 June 22. However, 1 with an EHCP in a residential placement did not take the tests. The 4 young people that took the tests all achieved a 'Working Towards' result, with 4 out of the 5 within a close margin of the pass mark and all have since had a positive transition to secondary and ongoing support.

## Key Stage 4 – GCSE Outcomes



The DfE has released the provisional markers for Progress 8 which has allowed us to compile initial data analysis on the Progress 8 and Attainment 8 data for our 2022 GCSE cohort.

Our statutory requirement is to report on all CLA that have been looked after for more than 12 months on the date of the first exam, this gave us a cohort of 23.

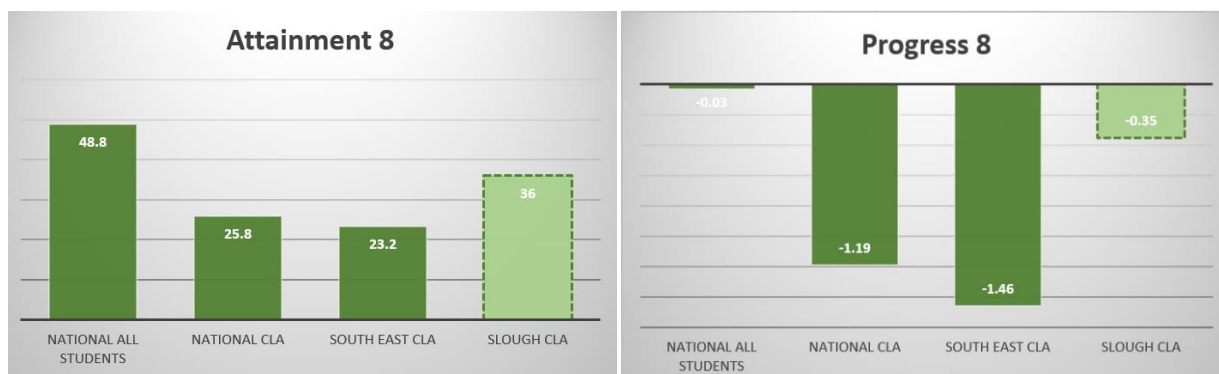
Just to give a little context, over half of our cohort had some special educational need, close to a quarter holding EHCPs and some had not been in full time education for an amount of time. As we know, these factors can have a significant negative impact on such a small cohort. However, Slough Children Looked After outcomes still exceeded both the national and regional trends by some impressive distance!

The provisional data is in the appendices (I have to put a caveat on the measurement data until the DfE publish formal CLA yard sticks in March 2023), but the developing combined scores (which includes those who didn't take exams) are as follows:

Provisional Attainment 8 for the reportable Slough cohort is	36
Provisional Progress 8 for the reportable Slough cohort is	0.35

Below are graphs produced from the official 'emerging national trends' from the NCER (chart in the appendices - *the DfE do not release confirmed grading until March next year*) and in the appendices you will find more detail.

**You will see that the national P8 benchmark for CLA is -1.19 and the South East region -1.46, a whole grade lower than our outcome of -0.35. You will also note the A8 scores nationally are 24.8 with South East region 23.2, ours is 36. (This is emerging data and therefore subject to change).**



## Key stage 5

The reportable cohort was 31 young people, but the cohort as a whole was 1/3 more and one of our largest ever. This year was diverse in a number of ways. Of 45 young people, 75% had some form of additional needs, including 25% holding EHCPs and over 30% of the cohort (Unaccompanied Asylum Seeking Children) UASC, new to the country with English not their first language. 4 of our young people were taking A Level and a number of others had apprenticeships and employment.

**Of those that were in education in 2021/22, 90% either continued or have taken employment.**

**Of the 4 that took A Levels, all 4 received university offers. One has gone into a school role as a prerequisite for a Teaching Degree next academic year, 2 have taken up the offer and 1 has taken employment.**

**In summary, 70% of all Yr13 Care Leavers have either Education, Employment or training moving forwards.**

Of those 10 that are NEET, 1 is on maternity, 1 has dropped out of education but the team are working hard with him to find an alternative, and the other 8 have a long history of non-engagement and poor outcomes. 6 of the 10 have EHCPs and have received comprehensive multiagency support and all have received comprehensive support and have a continuing support plan through their PAs moving forward.

## Our university cohort

Virtual School are keen to continue to support our Care Leavers that remain in education and we are proud to have 13 young people supported on university courses.



3 are on their 3<sup>rd</sup> year

4 are on their 2<sup>nd</sup> year

6 are on their 1<sup>st</sup> year.

We also have 3 young people supported to study at Masters Level and will be ensuring that all our degree level students have a pathway plan that supports further learning if they so wish.

## Apprenticeships

Virtual School is committed to all types of pathways for our young people, including Apprenticeships. In fact, we engage in this not only with external organisations but also within our own Virtual School Team. Let's hear from our current apprentice about their experience of an apprenticeship within the Virtual School.



*"My name is Faiza, and I have been the Virtual School PEP Champion since June 2021.*

*As PEP champion my main responsibility is to ensure that every Child Looked After has their Personal Education Plan meeting every academic term and to maintain the ePEP system to ensure all the data is current and in line with GDPR.*

*We support our young people in various different ways. PEP meetings help us identify any areas of education that may be missing, this could be as simple as purchasing textbooks for their lessons or as complex as changing schools or learning provision. Our team is divided into Early Years & Primary, Secondary & Transitions and Post 16, this enables us to provide specialist support for the different age ranges.*

*In May 2022, Slough Children First held their Annual Celebration Event for Children in Care. I had the pleasure of being a part of the team that planned this event from scratch. We arranged for a wide range of activities to take place such as face painting, fairground games, a petting farm and many more. The day was concluded with an Awards Ceremony where we celebrated and rewarded our Young People for all their hard work. It was great fun and I was proud to be part of it.*

*My proudest moment has been at the end of each term, with the help of the whole team, the Virtual School has consistently held and uploaded over 98% of PEPs.*

*To summarise, my time in the Virtual School has been nothing but amazing. I have enjoyed every moment of this role and the challenges I faced. I have loved college and am proud to say I have just completed my course with a distinction. I am so excited to be now moving to a new role in the team and handing over the role to a new Apprentice, Errin.*

*Working with the Virtual School team has been a wholesome experience. Over the year, I have seen each member of the teams' strong passion for what they do and that reflects strongly in their work. It has been a great pleasure to be part of such a wonderful team and I am excited for the future." – Faiza*

## SEND (Special Educational Needs and Disabilities)

Many of you have received some sort of extra support either for your academic attainment or to support your emotional health and well-being. This may look like a small group intervention in school, or ELSA or nurture groups. It can also take place outside of school such as tutoring, play therapy or counselling.

Some of you need more support than a school can give you in the budget they get from the Government. If this is the case your school or setting will have applied for something called an EHCP (Education Health and Care Plan). This is a statutory document which sets out your needs and how your teachers should meet those needs. It includes any medical needs

you have and what your social worker's role is in helping you stay safe and achieve. It will include things like physiotherapy, occupational therapy, and speech therapy where you need support from those services. Once you have one of these plans they are reviewed annually if you are over five and six-monthly if you are under 5. Your views, those of your parents and carers are sought for each review.

In June 2022 61 of you had an EHCP. This is 25.8% of your peers in Virtual School. Nationally, the figure is 15.1%. Between June 2021 and June 2022 two new plans were issued. 100% of older plans were reviewed within time scales.

43 of you are still in education but having an EHCP does not mean that you necessarily attend a special school. 49% of you are in mainstream education; a further 7% of you are educated in a Resource Base (or a mix of Resource Base and mainstream) and 44% of you attend a specialist provider.

At Virtual School part of our job is to ensure that if you have an EHCP it is up-to-date and reflects your current need and that you are being educated in the best possible place to meet those needs. Sometimes that means you change schools or education providers. The most important thing for us is that you are happy in school, love to learn and are supported to reach your potential and realise your dreams.

## **SiaSS (Safer in a Slough School) Supporting Children with a Social Worker**

As well as supporting our children Looked after, Slough Virtual School also support young people known to Social Care that may have a CIN (Child in Need) or CP (Child Protection) Plan. This is a new service that the government is trialling. This decision came about as data was showing that young people with a Social Worker had some of the poorest academic outcomes nationally and it was important that we do something about that.

In Slough we are developing a package of support for professionals that makes sure that they secure the best possible education opportunities for you. These include:

- Offering training to Teachers, Social Workers, Health Professionals and others
- A support service giving information advice and guidance to professionals
- Monitoring attendance of all children subject to a CIN or CP Plan and offering intervention to schools that have attendance challenges
- Working alongside other services to ensure that when a young person is in crisis, we are able to get the support they need without unnecessary delay
- Representing Children With a Social Worker council meetings such as Fair Access Panel, Children Missing Education, and Keeping Children Safe in Education Panel to ensure that any young people known to us are advocated for and any services required from the meetings are managed

This year we have introduced a NEET (not in Education, Employment or Training) Champion to support families in most crisis. She will be working with Social Workers and Families to support young people back into education. This service can be accessed by the SiaSS Lead through the helpline.

## Support for previously looked after children

The Virtual School has a responsibility to support the educational achievement of previously looked after children in Slough. It's important that they too are open to the best possible educational opportunities. Virtual School carry this out through the provision of advice and information to parents, guardians, schools, social care professionals and professionals. This is coordinated by our SiaSS (Safer in a Slough School Team).

Previously looked-after children are those who: are no longer looked after by a local authority because they are the subject of an adoption, special guardianship or child arrangements order; or were adopted from 'state care' outside England and Wales. The provision is open to children from the point at which they become eligible for free early education (which is currently the start of the term following a child's second birthday) and concludes when s/he has completed the compulsory years of education (end of Yr11).

## The Post 16 Education, Employment & Training Team

The Post 16 Education, Employment & Training team support our Children Looked After and Care Leavers with information, advice, support and guidance, regardless of their location, that helps them navigate next steps in education and future careers. The team ensure all young people aged between 16-18 continue to have a Personal Education Plan (PEP) even if they are not in traditional education. They seek out opportunities for those that may have disengaged and work with Social Workers, PAs and other professionals to support the Pathway to adulthood.

As well as their support of CLA and Care Leavers, the team also have the statutory responsibility of reporting on destinations of all young people in the local authority moving through key stage 5, this is called the 'September Guarantee'. The 'September Guarantee' is a guarantee of an offer, made by the end of September and monitored throughout the academic year, of an appropriate place in post-16 education or training for every young person completing compulsory education.

Ensuring that every young person in Slough has an offer of a place to progress onto is particularly important as it helps young people make a seamless transition into post-16 learning or employment with training. The September Guarantee is an offer of a place in one of the following:

- A school sixth form
- A college of further education
- Employment with training to at least level 2
- An apprenticeship

Headline figures	December 2022	This time Last Year
NEET rate for year 12 and 13	2.08% (92 YPs).	2.12%
Not Known rate for year 12 and 13	12.33% (546 YPs).	12.33%
Combined year 12 and 13 NEET and Not Known rate	14.41% (638 YPs).	10.75%



## Other great things going on

We wanted to let you know what other great things have been going on in Virtual School for our young people.

Whilst we are keen to ensure all our young people have access to traditional education pathways, we also believe that education can come in a variety of ways and there are many learning opportunities that come from other experiences. With that in mind, here's some of the other things that Virtual School is supporting for our young people.

### Book Parcels



Each of our young people looked after in Primary phase receive specially selected books to support both their learning and interests outside of school. Our secondary age pupils are given the option to receive Book Tokens that give them the independence to purchase materials that ignite their reading passion as well as funding additional learning materials through school to support their curriculum, such as GCSE revision books. Virtual School keen to support reading for pleasure and encourage all our young people to engage.

### Activities packages

When our young people tell us about their interests, where we can, we like to support and encourage that learning. For example, Virtual School has sent out Art packages for a number of young people as well as kit for other areas of interest such as engineering and sports.

We have also supported schools to purchase specific interest toys to share with our young people when they are engaging in one to one or planned interventions. We have funded equipment that allows our young people to be successful during break times and give them opportunities to build and maintain positive relationships. We look to engage our young people in other activities that support learning and help express emotions such as music.

Virtual School always try to be creative in encouraging learning and are keen to hear of ideas to support positive engagement.



### Cultural enrichment for those new to the country



Our Post 16 team have worked tirelessly to welcome our young people new to the country that do not have family (UASC) and as well as ensuring they have appropriate education to meet their needs and language challenges, they have also looked at widening their social experiences. We are working with community services and the local football club to give our young people the opportunity to meet others in

a similar situation through the medium of football. It has been a great success and our young people are really excited about the weekly meet.

Also, over the next few months we will also be looking at supporting our UASC with transport. We have been donated a number of bicycles that require some servicing. The team are working with the local youth centre to arrange for some bicycle maintenance training where our young people can get hands on with a bicycle assigned to them. Not only will this support their travel to education but also give them knowledge, responsibility and something they have for themselves.

## Slough Celebration Event



Slough Children First held their Annual Children in Care Celebration Event for the first time, after 2 years of lockdown and virtual working.

The event took place on the Monday 30th May 2022 at Slough and Eton School.

We arranged a wide variety of activities such as face painting, henna artists, a petting farm, sports, food and much more.



We had a great turn out of young people, families and staff and was wonderful to see everyone come together to celebrate the achievements in the following awards ceremony.

The event was very much enjoyed and we can't wait to welcome you back again next year!



*Provisional date for the next event is Tuesday, 30th May 2023*

## Virtual School Plans for the future



Whilst we always celebrate the great outcomes our young people have achieved now, we're also looking at the future. Across the Virtual Team we have professionals with the experience to guide you through your next steps. From Early Years to Primary, Primary to Secondary, Secondary to Post 16 and beyond. We are always thinking one step ahead to ensure that before you reach transition, you have a clear plan of what next. Don't forget, your voice is really important and we will take time to make sure you lead the way in your education pathway.

Below are some examples of next steps and some data on how our young people have moved on.

- 100% of our young people made successful transition from Primary to Secondary.
- 98% of our Secondary Year 11's went on to either further Education, Apprenticeship or Employment.
- All our Secondary Leavers had individual support and guidance from the EET Team who continued to support them throughout the following term, giving them advice on the local offer of education, employment and training and 'checking in' as they navigate through next steps.
- Our UASC (Unaccompanied Asylum Seeking Children) are allocated an Education Champion to help them navigate their individual education pathway. Not only do they support them to access education at a level to meet their needs (ESOL etc), they also support them with tablets to help navigate the English Language and translate information into their primary language. Additionally, at a time when they may not have access to the resources that others are open to, we are supply them with stationery and backpacks to ensure they have everything they need to access education.
- Each one of our Year 13's studying at A Level were offered their University Course and all Care Leavers looking to attend University are supported by Virtual School with visits, advice, support and an Education Bursary in addition to that offered by their course.
- As our young people move into adulthood, Virtual School are still available to support with information, advice and guidance via their PA. We are happy to sign post and will do all we can to support your PA to support you.
- Next year we have an exciting list of events coming together including visits to colleges and universities as well as other learning opportunities that give our young people the tools to excel in their education. We are not just making these things happen for you, we want to do this *with* you and encourage all our young people to share thoughts and ideas. You know you can do this through your Education Champion, your Social Worker, in your PEP, through 'Reach Out' or you're very welcome to drop us a line. We are always keen to hear from you.



## **And finally...**

We continue to offer individual experiences to meet the needs of our learners and look forward to sharing our widening package of events over the next academic year. In the meantime, we are always keen to hear your voice and if you have any thoughts or ideas on how we can support you in education, please don't forget you can contact us direct on the details below.

We wish you much success in your education this year and would remind you and those around you to reach out if you need us.

## Contacting the CLA & SiaSS Team...

Name	Title	Email	Telephone
Cherie Sears	Virtual School Head	<a href="mailto:Cherie.sears@sloughchildrenfirst.co.uk">Cherie.sears@sloughchildrenfirst.co.uk</a>	07710 153662
Sherry Landa	Primary Lead & SENDCo	<a href="mailto:Sherry.landa@sloughchildrenfirst.co.uk">Sherry.landa@sloughchildrenfirst.co.uk</a>	07590 432679
Sarita Dhaliwal	Primary Education Champion	<a href="mailto:Sarita.dhaliwal@sloughchildrenfirst.co.uk">Sarita.dhaliwal@sloughchildrenfirst.co.uk</a>	07834 740463
Danielle Thornton	Secondary Lead	<a href="mailto:Danielle.thornton@sloughchildrenfirst.co.uk">Danielle.thornton@sloughchildrenfirst.co.uk</a>	07787 697867
Kuldip Rayat-Jones	Secondary Education Champion	<a href="mailto:Kudip.rayat-jones@sloughchildrenfirst.co.uk">Kudip.rayat-jones@sloughchildrenfirst.co.uk</a>	07500 106031
Nathan Richardson	Post 16 Education Employment & Training Lead	<a href="mailto:Nathan.richardson@sloughchildrenfirst.co.uk">Nathan.richardson@sloughchildrenfirst.co.uk</a>	07925 893740
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Tina Coombe	Siass Champion	<a href="mailto:Tina.coombe@sloughchildrenfirst.co.uk">Tina.coombe@sloughchildrenfirst.co.uk</a>	07749 709890

## Appendix A: NCER Emerging Data for GCSE



### KS4 Att8/Prog8 Benchmark (CLA)

	Cohort	Prog. Cov.	KS2 PAG (mean)*	Overall		
				Avg. At8 Score	Avg. Pr8 Score	Conf. Int.
NCER National (all schools)	485,320	95.0%	18.1 (103.5-104.0)	48.8	-0.03	-
NCER National (CLA pupils)	4,400	92.0%	12.0 (97.5-98.0)	24.8	-1.19	-
DfE Region - South East (CLA)	570	92.0%	12.7 (98.5-99.0)	23.2	-1.46	-
Local Authority - Slough (all schools)	2,273	91.5%	-	55.9	+0.30	-

### What is Progress 8?

Progress 8 is the accountability measure that determines students' progress across 8 subjects. This is a value added measure whereby students' results will be compared to students who had the same prior attainment score at KS2. The end results will be used to determine the success of secondary schools.

### Attainment 8?

The Attainment 8 score is the average measure of an individual student's progress across their 8 best performing subjects which fall into three 'Attainment 8 buckets'; if these 8 best subjects do not fall into the three designated buckets for 'English & Maths', 'Ebacc' or 'Other' subjects, the score will not be counted.

### What's the difference between Progress 8 and Attainment 8?

The Attainment 8 score measures the achievement of an individual student across their eight best performing subjects. The Progress 8 score measures how well they've progressed since their time in secondary school compared to their peers who were at the same level as them at key stage two. Collective student Progress 8 scores will be used to determine the success of whole secondary schools based on how much progress all students have made.

### How do you calculate Attainment 8?

In order to calculate Attainment 8, the traditional GCSE grades are translated into numbers, where a grade 8 will represent the A/A\* boundary, a 1 will represent a G and 4 will indicate a pass, the same as that of a C grade. A 9 has been introduced to recognise truly outstanding work, fewer of these will be awarded than A\*s have been historically.

New Conversion Table	
New grading structure	Former grading structure
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U



2 | Slough Children First | Virtual School Annual Report 2021/22 | CS | v0.1 | Dec 2022

36	-0.35
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Those in blue hold an EHCP, the rest receive school level SEND support

3 | Slough Children First | Virtual School Annual Report 2021/22 | CS | v0.1 | Dec 2022

## **Appendix D: Useful links to DfE information about our statutory responsibilities**

### **Virtual School**

[Promoting the education of looked-after children and previously looked-after children \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

### **New responsibilities – Children with a Social Worker**

[£16 million to support young people with a social worker - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Virtual school head role extension to children with a social worker - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

### **Post 16 Education, Employment & Training**

[September Guarantee: education and training for young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk)