

# Hampshire and Isle of Wight Virtual School for Children in Care Annual Report

**July 2023**

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Executive Headteacher  
Hampshire and Isle of Wight Virtual School

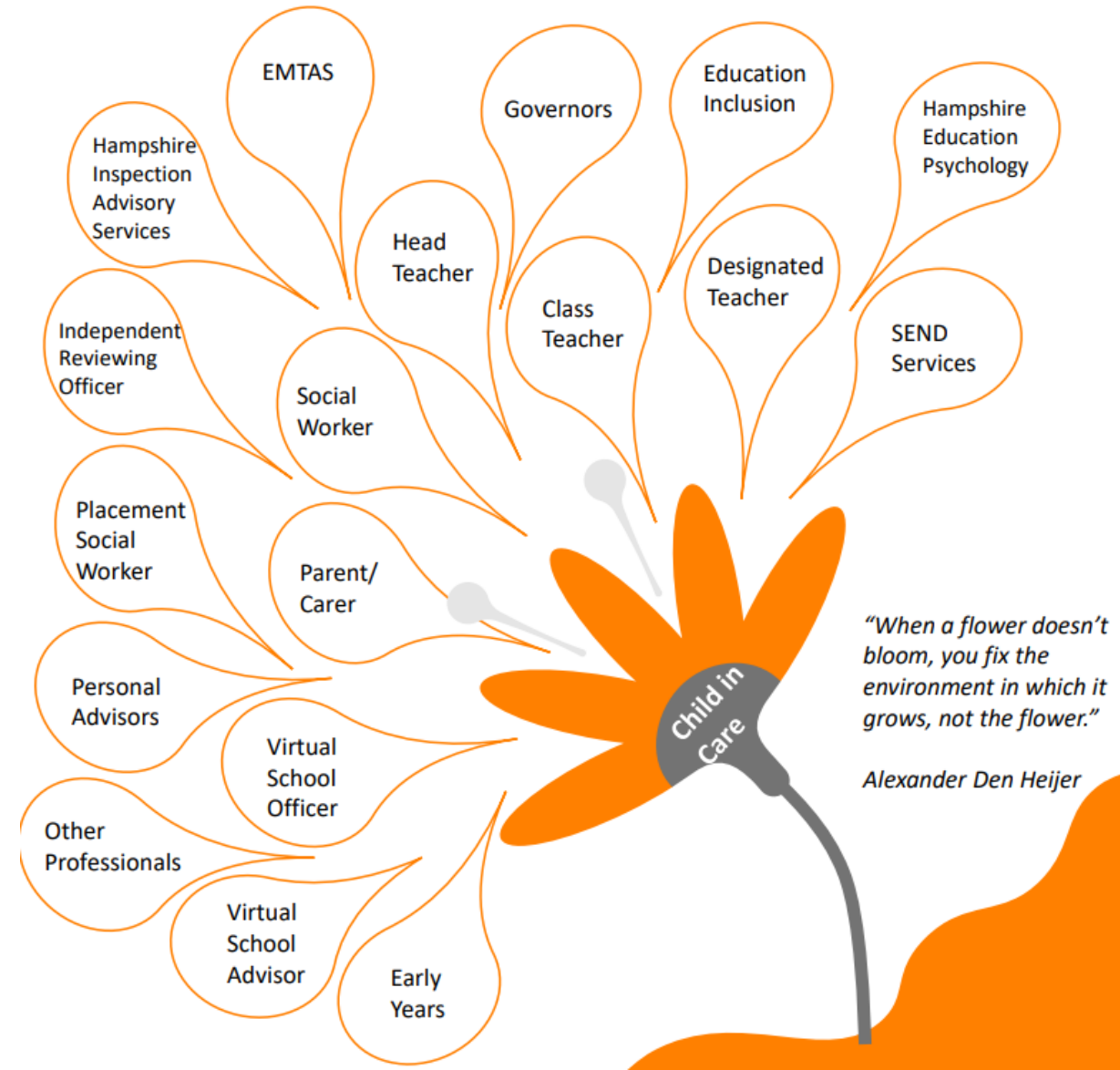


# The Role of the Virtual School Head

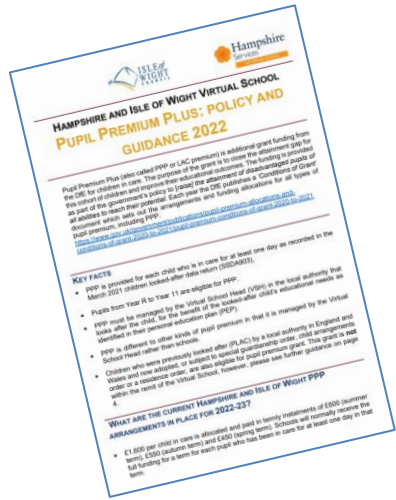
- The Virtual School Head (VSH) discharges the local authority's corporate parent role as the educational advocate for children in care, as parents are for other children.
- Virtual Schools proactively work with others to create a culture of high expectation and aspiration around children in care and previously looked after children. Improving educational outcomes is a collective responsibility across the local authority.
- The Virtual School continues to actively raise awareness of our shared statutory responsibilities to prioritise the education of children in care in Hampshire.



- Virtual School work with a number of partners
- From September 2023 the virtual school will be increasing in size by appointing caseworkers and additional admin



# Finance



In line with the DfE statutory guidance, the Virtual School published a policy document which makes clear the expectations and arrangements in place around pupil premium plus for children looked after. [Pupil Premium Plus and funding | Hampshire County Council \(hants.gov.uk\)](https://www.hants.gov.uk/pupil-premium-plus-and-funding)

**Interventions** are bespoke but examples of successful interventions are additional tutoring, Emotional Literacy Support delivered by a school Emotional Literacy and Support Assistant (ELSA), play therapy or online learning packages targeted at particular curriculum area.

Schools may also use Pupil premium to buy additional resources for the CYP to support their learning.

Interventions are listed on PEPs as may be linked to how Pupil Premium is spent.



# Performance

## Educational Outcomes EYFS

Exam Year	Area	Total Cohort	GLD	
			No	%
2018	HCC	35	18	51.4%
	National CLA	950	440	46.3%
2019	HCC	33	17	51.5%
	National CLA	1110	540	48.6%
2022	HCC	30	11	39.3%
	National CLA	1240	500	40.3%



# Performance

## Educational Outcomes KS1

Exam Year	Area	Total Cohort	RWM	
			EXS+	%
2018	HCC	42	13	31.0%
	National CLA	1540	570	37.0%
2019	HCC	44	16	36.4%
	National CLA	1630	610	37.4%
2022	HCC	53	14	26.4%
	National CLA	1720	510	29.7%



# Performance

## Educational Outcomes KS2

Exam Year	Area	Total Cohort	RWM	
			EXS+	%
2018	HCC	77	23	29.9%
	National CLA	2770	970	35.0%
2019	HCC	68	19	27.9%
	National CLA	3040	1100	36.2%
2022	HCC	64	12	18.8%
	National CLA	2810	880	31.3%



# Performance

## Educational Outcomes KS4

Exam Year	Area	Attainment 8		Progress 8		9-5 inc
		Cohort	A8	Cohort	P8	En and Maths
2018	HCC	81	27.5	74	-0.79	
	National	3400	24.5	3400	-0.94	
2019	HCC	89	22.6	82	-1.17	
	National	3720	25.0	3720	-0.97	
2022	HCC	107	20.3	107	-1.33	13.1%
	National	3980	25.9	3980	-1.06	14.0%





# Performance

## Educational Outcomes KS4


- 44 children with EHCPs
- 2 at assessment stage.
- 20 were in other local authority areas
- 23 children placed in special schools.
- In the OC2 cohort, 26(24.3%) had an EHCP

Autistic Spectrum Disorder (ASD)	2
Moderate Learning Difficulty	6
Physical Disability	1
Social, Emotional and Mental Health	14
Specific Learning Difficulty	1
Not known	2

- Four Unaccompanied Asylum-Seeking Children (UASC) OC2 cohort
- No child achieved the 'basics' measure
- Two sat an exam
- One child achieved an English GCSE (9-4)



# Attendance and exclusions




Department  
for Education

**Working together to  
improve school  
attendance**

Guidance for maintained schools,  
academies, independent schools, and  
local authorities

Published: May 2022  
Applies from: September 2022



Department  
for Education

**Suspension and  
Permanent Exclusion  
from maintained  
schools, academies  
and pupil referral  
units in England,  
including pupil  
movement**

Guidance for maintained schools,  
academies, and pupil referral units in  
England

September 2022

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For Hampshire's children in care, the overall absence rate was 8.9% whilst the equivalent national figure was 9.1%

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The persistent absence rate was 31.5% with the equivalent national figure at 32.1%

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72 children are on reduced hours provision

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Two children were permanently excluded

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There were 1452 children in the 2021-22 cohort and there were 574 suspensions (39.53%). The 574 suspensions in 2021-22 are from 206 children in care (16.2%)

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Virtual School monitor and track attendance and suspensions, working closely with schools and social workers to prevent escalation

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Attendance strategy working with partners across the branch

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The reduction in fixed term exclusions will remain a key priority for the Virtual School in this academic year

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## Our aspirations

- Promoting the educational achievement of children in care requires all schools, the local authority and partner agencies to share the responsibility and to prioritise their needs as corporate parents.
- Education that encourages high aspirations and individual achievements, with minimum disruption and maximum stability, is central to improving short and long-term outcomes for children in our care.
- Our aspiration is that all children and young people attend a good or outstanding school which meets their individual needs and have good school attendance.



# We want every child in care to:

- Enjoy their education and become positive and resilient learners who know their own strengths and talents.
- Benefit from the protective factor of being in care and make improved progress and achieve better educational outcomes once they feel stable and secure.
- Be prioritised by schools and services in line with the collective corporate parent duty
- Receive the same support from their foster carers as they would from any good parent.
- Have a voice that positively impacts on the services they receive.
- Have stability in their care and education placements.
- Receive good advice and guidance to ensure they can progress into further education, employment, and training and, when appropriate, university.
- Know that their achievement and successes will be celebrated.



# Personal Education Plans (PEPs)

- The outcomes of PEP audits each term have helped to drive forward improvement in the PEP process and effectiveness
- Comprehensive training programme to improve the consistency and quality of PEPs
- The Virtual School's PEP Toolkit is a needs analysis resource highly valued by schools
- The VSH has strengthened the relationship with HIAS and commissioned more dedicated time to enable more PEP auditing and feedback to schools to be undertaken as part of 'Corporate Parent' visits.
- The improvement of PEP compliance and quality remains a priority for the Virtual School

From Sept  
2023  
ePep



# Children Previously Looked After (PLAC)



- Previously looked after children are those who are no longer looked after by a local authority in England because they are the subject of an adoption, special guardianship (SGO) or child arrangement (CAO) order.
- Training has been embedded in our Virtual School offer to ensure our schools are meeting their statutory requirements regarding previously looked after children.
- The Virtual School has developed an Education Plan for Adopted Children (EPAC).



## The Virtual College and Post 16

- The Virtual College is well established as the post-16 arm of the Virtual School.
- As part of the Children's Services post-16 Careers and Participation team, the Virtual College is fully integrated into the wider Hampshire Futures service which supports all young people to participate successfully in formal education and training in Year 12 and 13.
- The percentage of looked-after young people securing a place in post 16 education, employment or training is higher (97.9%) than the overall cohort (97%) which in itself is higher than that achieved nationally.



# The Virtual College and Post 16

**Table 3: Hampshire Virtual College FE achievement data AY2021-22**

Virtual College	2020-21	2021-22	Change %
<b>Cohort</b>	184	205	+11.4%
<b>FE</b>	114	133	+2.92%
<b>Completed/Passed</b>	71	67	-16.47%
<b>Withdrawn</b>	12	30	+12.03%

- The overall complete/pass rate is 69.08%
- Virtual College continue to monitor and support the 30 young people who withdrew
  - 11 progressed into employment no training
  - 9 withdrew due to poor mental health
  - 8 re-engaged with working towards provision (STEP)
  - 2 withdrew due to pregnancy





# The Virtual Schools approach to improving educational outcomes



The Virtual School training offer is open to:

- all Hampshire & Isle of Wight Schools;
- schools out of county with Hampshire Children in Care (CiC);
- Early Years PVI (nurseries, pre-schools, and childminder) settings;
- independent schools (please contact the Virtual School to discuss).

Our core and universal offer is financed through the Hampshire (CiC) Pupil Premium; we are able to subsidise further training and offer sold courses for schools to opt into (please contact to discuss).

**Vision** Working in partnership, all children we care for will have high quality education and support so they are prepared for life.

**Purpose** The Virtual School promotes a culture of high aspirations, progress and achievements for all our vulnerable children and young people.



- Monitoring attendance and exclusion data
- Working closely with social work colleagues and managers
- Prioritising good or outstanding schools
- Training for designated teachers, schools, social workers and carers
- Attachment Trauma Aware Schools (ATAS) training
- Partnership working
- Maintaining school stability
- PEPs

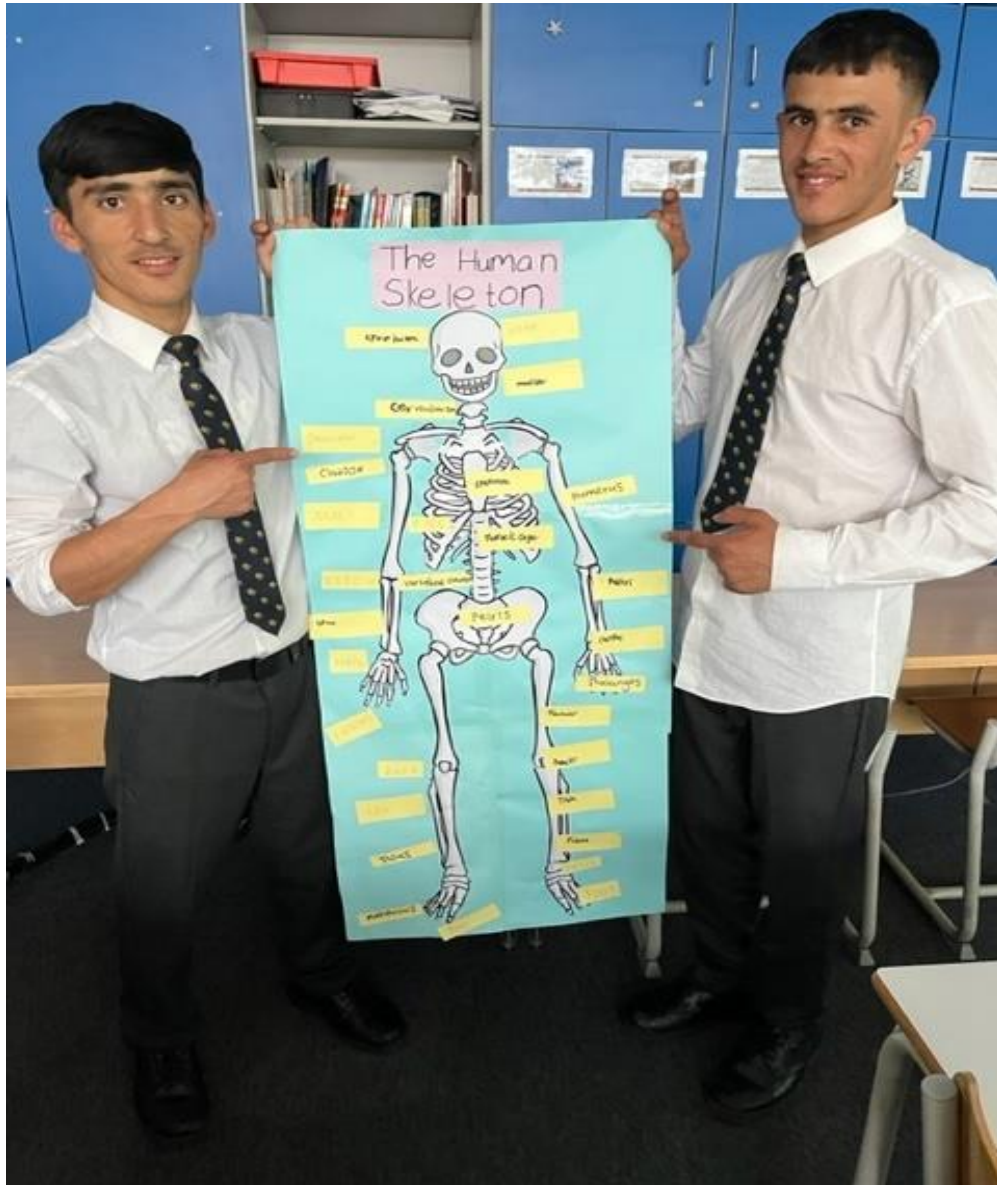


# Ofsted Focused Visit Feedback

## February 2023

Children's educational needs are considered well. The virtual school works closely with social workers, making sure that personal education planning meetings take place regularly and set appropriate targets for children. The virtual school supports social workers to secure educational placements for children in care, whether they live locally or further afield. The senior leaders are implementing a new electronic personal education plan to strengthen target setting and better measure children's outcomes. Children have access to a wide range of interests and activities which support them to do well and achieve.





**Partnership working**

**'The Dream team'**



The Virtual School remains committed to removing the inequality in educational outcomes between children in care and the wider population of children. This means working in partnership with the whole system for children across schools, education and inclusion and social care, returning constantly to the question for us as corporate parents – *‘would this be good enough for my child?’*





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