



**Annual Report**  
**Brent Virtual School for Looked after Children**  
**Outcomes 2013/14**  
**(Including comparisons from 2011/12 and 2012/13)**

**Updated January 2015**

# Brent Virtual School for Looked after Children - Outcomes 2013/14

## Key Messages from the Data:

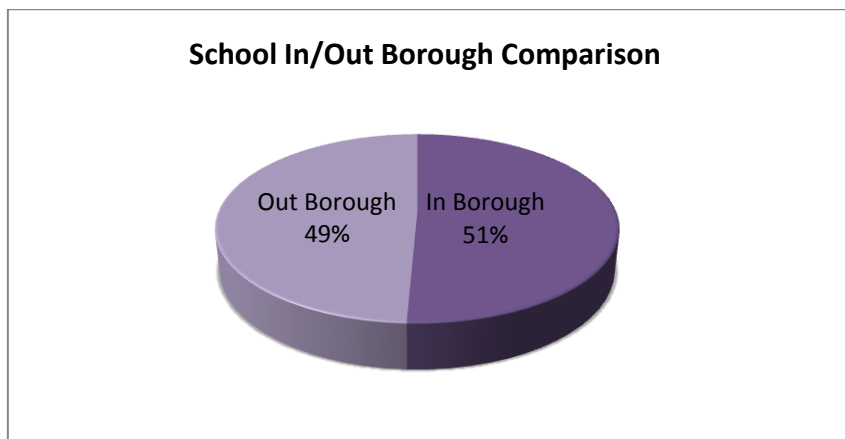
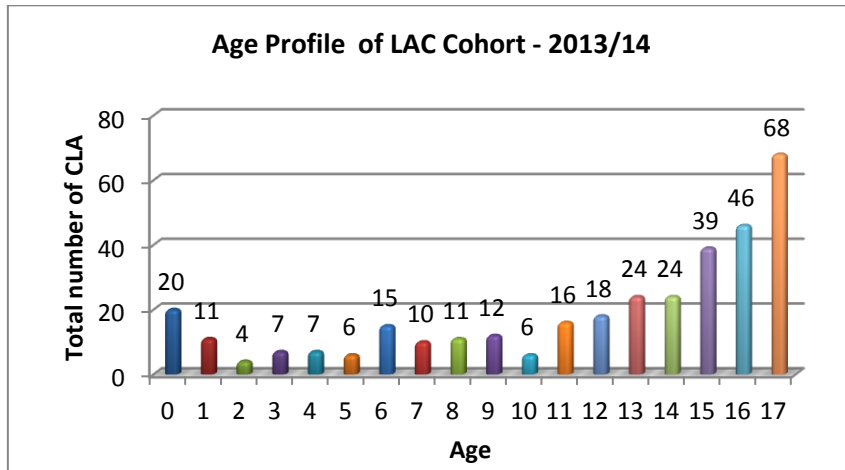
- The attainment gap at KS1 in Reading and Writing narrowed significantly against national outcomes
- The attainment gap at KS2 and KS4 increased against national outcomes
- Attendance: there were small changes in attendance of LAC overall. However Brent's LAC attendance is the lowest against statistical neighbours
- 36% of the cohort were in care for a year or less
- 56% of LAC in Brent were aged 15-17years and 74% were aged 12-17years
- PEP completion requires improvement
- Educational outcomes for LAC in Brent require improvement.

**NB** The turnover of LAC entering and leaving care means that the figures produced in any report can only provide a snapshot of the cohort at that that particular period of time; therefore outcomes can fluctuate from year to year, as highlighted in this report.

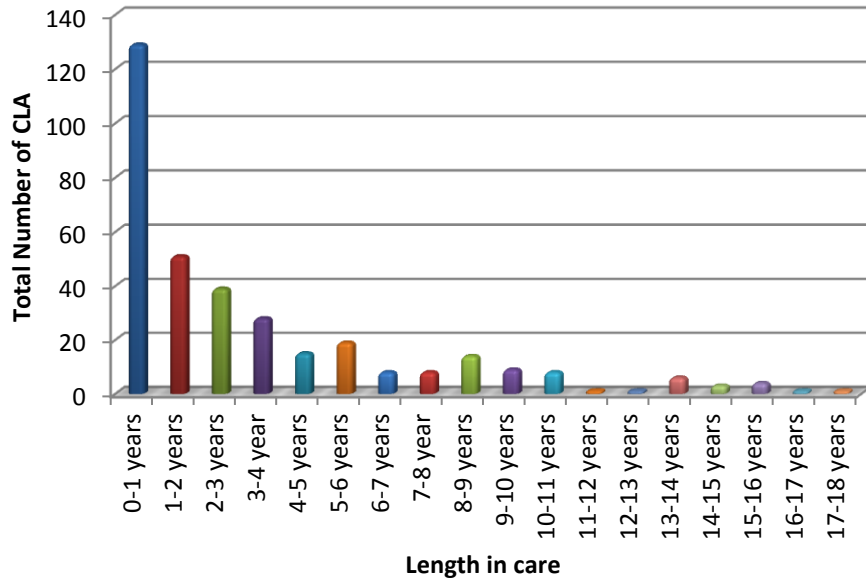
## The 2013/14 LAC Cohort

Nationally reported outcome data for LAC (Statistical First Release: SFR) is based on children who have been in care for 12 months continuously. The Brent VS outcome data for 2013/14 is based on the actual number of children in care as of 23/07/14 (end of the academic year).

The total Brent LAC cohort as of 23/07/2014 was 344 (0-18 years). 51% of the cohort were in borough.



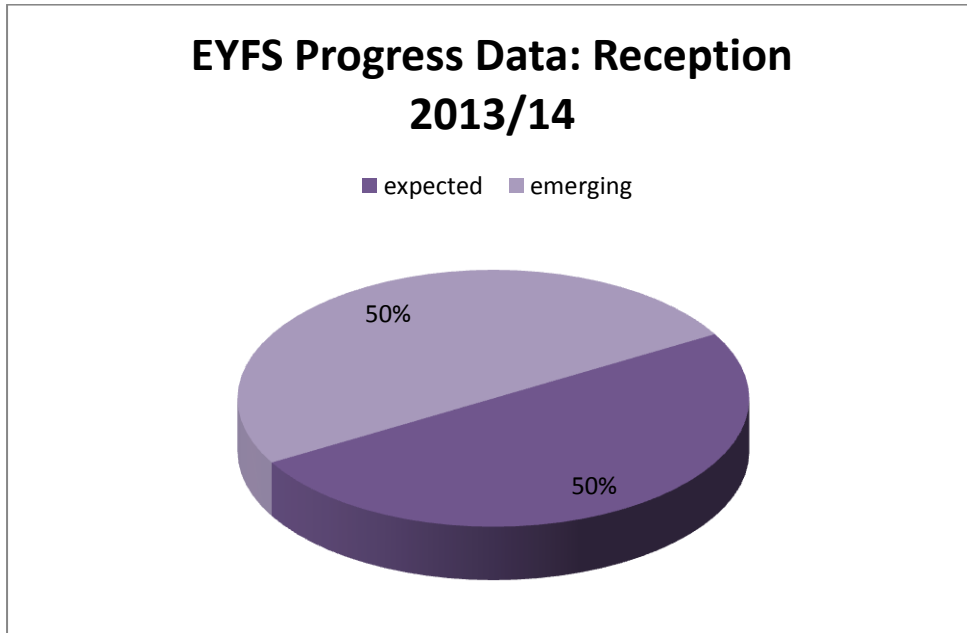
### Length of Time in Care - 2013/14



## 2013/14 Outcomes by Key Stage

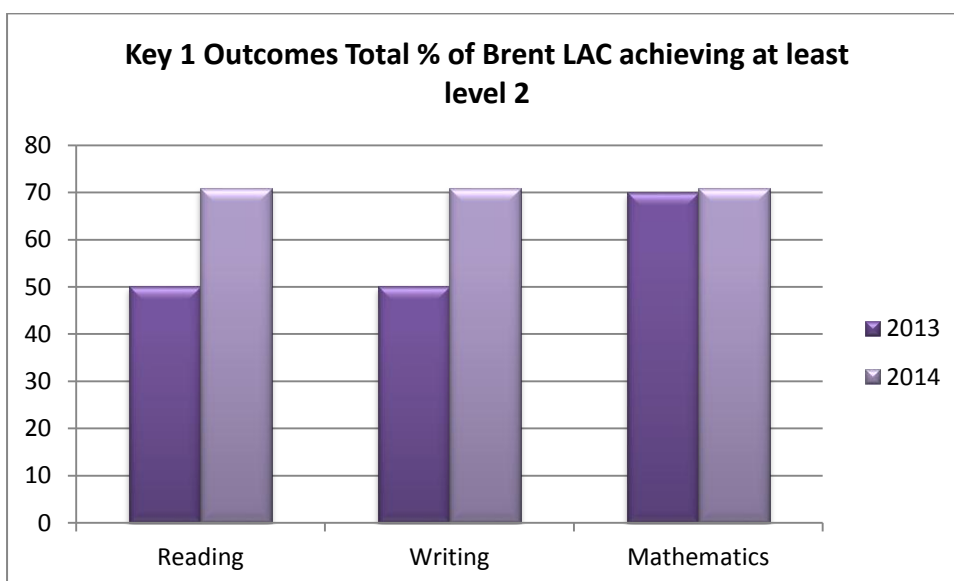
NB The data in this section is collated by the Virtual School for the entire cohort of 344. The SFR data based on children in care for 12 months or more is presented in the Appendix showing national, London and statistical neighbour comparisons.

### Early Years Foundation Stage



The Early Years foundation stage data measures levels of development in reception age students. In 2013/14 there was a cohort of 6. 50% achieved expected levels of progress and emerging levels of progress.

### Key Stage 1



<b>Key Stage 1 Outcomes- 2012/13 Total Cohort of 10</b>		
<b>Subject</b>	<b>Total achieving at least level 2</b>	<b>Percentage achieving at least Level 2</b>
<b>Reading</b>	5/10	50%
<b>Writing</b>	5/10	50%
<b>Mathematics</b>	7/10	70%

<b>Key Stage 1 Outcomes- 2013/14 Total Cohort of 7</b>		
<b>Subject</b>	<b>Total achieving at least level 2</b>	<b>Percentage achieving at least Level 2</b>
<b>Reading</b>	5/7	71%
<b>Writing</b>	5/7	71%
<b>Mathematics</b>	5/7	71%

For Key Stage 1 in 2013/14, the outcomes for Reading, Writing and Maths were better than those achieved in 2012/13.

## Key Stage 2

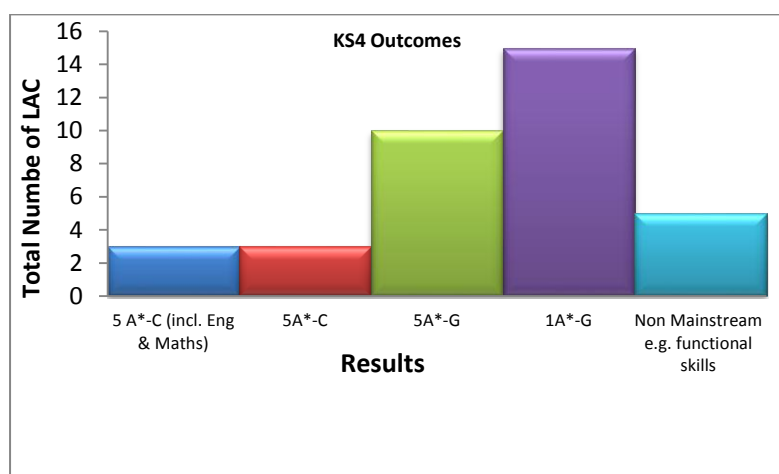
<b>Key Stage 2 Outcomes- 2012/13 Total Cohort of 10</b>		
<b>Subject</b>	<b>Total achieving at least level 4</b>	<b>Percentage achieving at least Level 4</b>
<b>Reading</b>	7/10	70%
<b>Writing</b>	7/10	70%
<b>Mathematics</b>	7/10	70%
<b>Grammar, Punctuation and Spelling</b>	7/10	70%

<b>Key Stage 2 Outcomes- 2013/14 Total Cohort of 13</b>		
<b>Subject</b>	<b>Total achieving at least level 4</b>	<b>Percentage achieving at least Level 4</b>
<b>Reading</b>	6/13	46%
<b>Writing</b>	3/13	23%
<b>Mathematics</b>	7/13	54%
<b>Grammar, Punctuation and Spelling</b>	3/13	54%

Outcomes in 2013/14 were lower than the previous year. Targeted interventions in English and Maths for 11 of the 13 pupils ensured that better progress towards national outcomes was secured.

## Key Stage 4

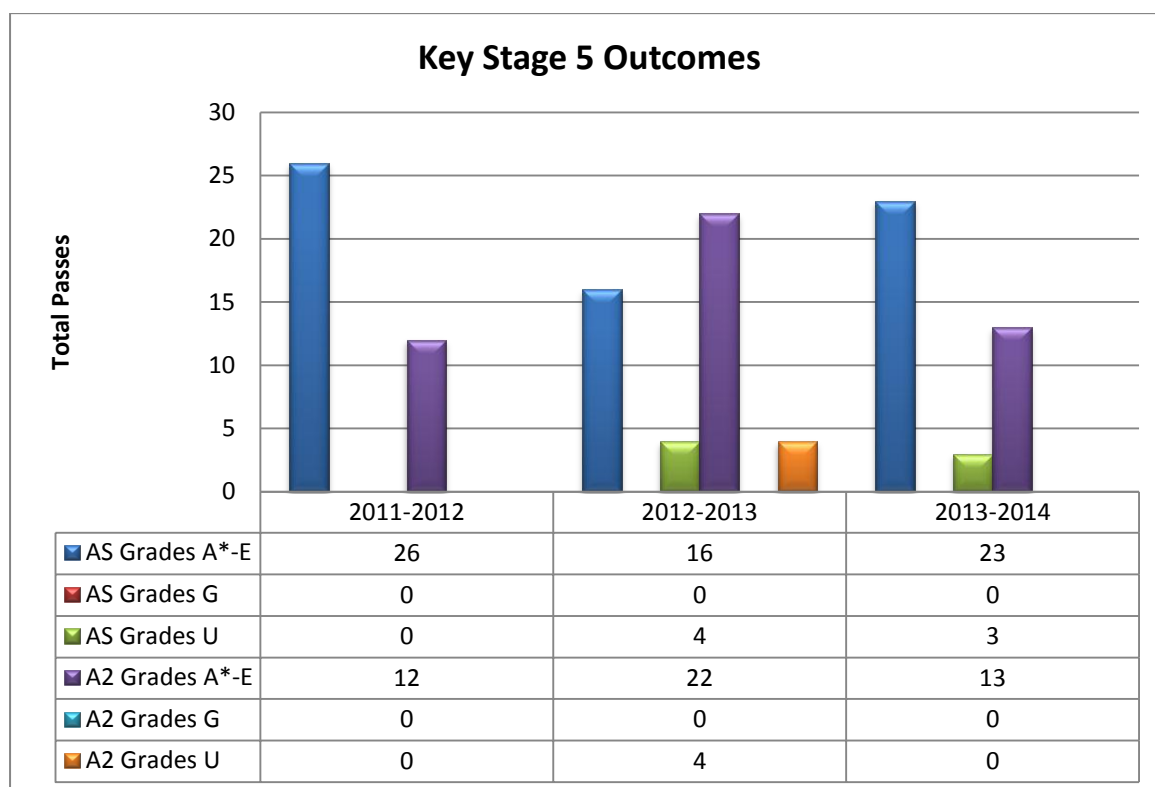
Key Stage 4 Outcomes			
	Brent Average 2012/13	LAC 2012/13 (Cohort of 43)	LAC 2013/14 (Cohort of 33)
<b>5A* - C</b>	81%	19%	9%
<b>5 A* - C (incl. Eng &amp; Maths)</b>	62%	19%	9%
<b>5 A* - G</b>	98%	60%	39%
<b>1 A* - G</b>	98%	77%	85%



It is important to note the large difference between the Virtual School data of 9% 5A\*-C and the SFR data for Brent LAC of 28%. This is due to the large impact on GCSE results of LAC who have been in care for less than 12 months. These pupils will not be represented in the SFR data however are tracked by the Virtual School Data Analyst.

18 of the 33 were in mainstream provision and the remaining 15 were in Alternative Provision, Residential Schools or SEN specialist provision.

## Key Stage 5



2013/14 AS Results		
Results	Total Number of Passes	Total No of LAC
AS Grades A*-E	23	11*
AS Grade G	0	
AS Grades U	3	

2013/14 A2 Results		
Results	Total Number of Passes	Total No of LAC
A2 Grades A*-E	13	5
A2 Grade G	0	
A2 Grades U	0	

\*Total of 11 includes one pupil who sat both AS and A2 Exams

The Key Stage 5 cohort sitting AS and A2 Levels was 13% of the post-16 LAC population in Brent.

In 2014 4 LAC (6% of the 17 year old cohort) went onto Higher Education, including one to study Politics and Philosophy at the University of Lancaster and another to study Sociology at Loughborough. There are currently 35+ Brent LAC studying at universities across the country (SFR, December 2014).



## Appendix 1

### LAC in Brent 2012-2014: National Attainment Comparison

The following data shows comparisons up to July 2014 of attainment performance LAC in Brent with National data; England, London, and also Brent's statistical neighbours: Hackney, Haringey, Lewisham, Newman, Croydon, Ealing, Enfield, Greenwich, Hounslow and Waltham Forest.

The data is taken from the DFE Statistical First Release (SFR) publication 10 December 2014 'Outcomes for children looked after by local authorities in England', which provides information at national and local authority level on the outcomes for children who have been looked after continuously for at least 12 months in the year ending 31 March 2014.

Please note that some data (for example for Key Stage 1 outcomes) is represented as an x figure in the tables, due to the number being less than or equal to 5 or percentage where the numerator is less than or equal to 5 or the denominator is less than or equal to 10. Due to the small cohort and the related outcome the charts have some blank data. In addition data relating to looked after children can and does change daily. Looked after children performance data deals with small numbers of children and could be treated with caution, especially when making year on year comparisons.

#### Key Points from the SFR National Data

Nationally LAC have poorer educational outcomes than non LAC. A high proportion 66.6% have special educational needs and their emotional and behavioural health is often a cause for concern. However, despite poor outcomes, overall there have been year on year improvements for most measures (SFR, December 2014).

- At KS1, 71 per cent of looked after children achieved level 2 or above in reading in 2014 (compared with 69 per cent in 2013), 61 per cent achieved level 2 or above in writing (the same as in 2013), and 72 per cent achieved level 2 or above in mathematics (71 per cent in 2013).
- At KS2, the percentage of looked after children achieving the expected level in reading, writing (TA) and mathematics combined has risen to 48 per cent, an increase of 3 percentage points since 2013.
- At KS4, 12.0 per cent of looked after children achieved 5 or more GCSEs at A\*-C including English and mathematics. However, due to reforms to the educational and assessment systems for key stage 4 during 2013/14 it is not possible to make comparisons with earlier years.
- The attainment gaps between LAC and non-LAC are broadly similar or have closed slightly. At KS1, gaps between looked after and non-looked after children remain broadly similar to those seen since 2010. At KS2 the gap in attainment on the headline measure has closed slightly since its introduction in 2012.
- Direct comparisons for the attainment gap at KS4 are not possible because of system reforms. The attainment gap in 2013/14 for the percentage achieving 5 or more GCSEs or equivalents at A\*-C including English and mathematics is 40 percentage points.

Looked After Children in Brent 2012/14- Attainment Comparison

Key Stage 1									
Percentage achieving at least Level 2 in the following:									
	Reading	Writing	Mathematics	Reading	Writing	Mathematics	Reading	Writing	Mathematics
	2012			2013			2014		
All Brent	86	83	89	89	86	91	89	87	91
Brent VS Data	Not available	Not available	Not available	50	50	70	71	71	71
LAC No for VS Data	Not available	Not available	Not available	5/10	5/10	7/10	5/7	5/7	5/7
Brent LAC	x	x	x	x	x	x	x	x	x
Attainment Gap	N/A	N/A	N/A	-39	-36	-21	-18	-16	-20
ENGLAND	67	57	71	69	61	71	71	61	72
LONDON	69	62	70	69	62	69	68	61	70
Statistical Neighbours	70	65	73	79	72	74	74	65	73
Hackney	x	x	x	x	x	x	x	x	x
Haringey	94	88	81	86	71	71	94	75	94
Lewisham	55	55	64	x	x	x	60	67	60
Newham	x	x	x	x	x	x	x	x	x
Croydon	64	55	73	92	92	92	55	55	73
Ealing	x	x	x	x	x	x	x	x	x
Enfield	x	x	x	x	x	x	x	x	x
Greenwich	65	60	75	60	53	60	86	64	64
Hounslow	x	x	x	x	x	x	x	x	x
Waltham Forest	x	x	x	x	x	x	x	x	x

Key Stage 2											
Percentage who achieved at least Level 4 in the following											
	Mathematics	Reading	Writing	Mathematics	Reading	Writing	Grammar, Punctuation and Spelling	Mathematics	Reading	Writing	Grammar, Punctuation and Spelling
	2012			2013				2014			
All Brent	86	86	83	87	86	84	79	88	90	87	81
Brent VS Data	71	65	59	70	70	70	70	54	46	23	23
LAC No for VS Data	12/17	11/17	10/17	7/10	7/10	7/10	7/10	7/13	6/13	3/13	3/13
Brent LAC	59	76	69	x	x	x	x	x	x	x	x
Attainment Gap	-15	-21	-24	-17	-16	-14	-9	-34	-44	-64	-58
ENGLAND	56	64	51	59	63	55	45	61	68	59	49
LONDON	59	69	57	69	72	69	55	65	71	63	54
Statistical Neighbours	63	65	54	64	68	63	50	63	68	62	55
Hackney	x	x	x	x	x	x	x	67	58	58	50
Haringey	53	68	42	70	83	70	39	74	74	68	63
Lewisham	79	71	71	61	61	56	39	60	75	70	55
Newham	50	50	x	58	58	75	x	50	67	58	x
Croydon	x	x	x	53	60	53	47	61	72	56	56
Ealing	x	x	x	64	71	57	x	75	67	67	58
Enfield	x	x	x	x	x	x	x	x	x	x	x
Greenwich	60	60	50	80	70	75	70	54	67	67	46
Hounslow	64	73	55	64	73	55	55	x	x	x	x
Waltham Forest	71	65	53	x	x	x	x	x	64	55	x

Key Stage 4								
Percentage achieving:								
	5+ GCSEs at grades A*-C	5+ GCSEs at grades A*-C including English & mathematics	5+ GCSEs at grades A*-C	5+ GCSEs at grades A*-C including English & mathematics	5+ GCSEs at grades A*-C	5+ GCSEs at grades A*-C including English & mathematics	5+ GCSEs at grades A*-C	5+ GCSEs at grades A*-C including English & mathematics
	2012		2013		2014*1		2014*2	
All Brent	78	59	81	63	69	59	N/A	N/A
Brent VS Data	21	15	19	19	9	9	N/A	N/A
LAC No for VS Data	7/34	5/34	8/43	8/43	3/33	3/33	N/A	N/A
Brent LAC	27	x	40	23	28	x	x	x
Attainment Gap	-57	-44	-62	-44	-60	-50	N/A	N/A
ENGLAND	37	15	37	16	31	14	16	12
LONDON	37	17	40	21	30	17	20	15
Statistical Neighbours	41	22	44	27	33	22	25	21
Hackney	30	x	35	x	42	25	38	25
Haringey	47	21	55	33	38	24	24	22
Lewisham	42	21	44	25	25	x	x	x
Newham	38	17	56	33	30	21	21	19
Croydon	46	16	40	14	24	10	11	10
Ealing	21	21	x	x	54	31	40	31
Enfield	58	x	58	42	22	x	22	x
Greenwich	56	37	32	16	27	x	15	x
Hounslow	x	x	36	x	27	x	x	x
Waltham Forest	30	x	41	26	45	x	30	x

\*1 The '2013 methodology' data removes the rules regarding the Wolf Review recommendations and early entry policy from the calculation of performance measures

\*2 New 2014 methodology applied to 2013/14 data. Two major reforms have been implemented which affect the calculation of key stage 4 (KS4) performance measures data. Professor Alison Wolf's Review of Vocational Education recommendations which restrict the qualifications counted, prevent any qualification from counting as larger than one GCSE and cap the number of non-GCSEs included in performance measures at two per pupil. There is also an early entry

policy to only count a pupil's first attempt at a qualification. More details can be found in the statistical release: <https://www.gov.uk/government/statistics/provisional-gcse-and-equivalent-results-in-england-2013-to-2014>

## Looked After Children in Brent 2012/14- Absence Comparison

The data is taken from the DFE Statistical First Release (SFR) publication from December 2014, 'Outcomes for children looked after by local authorities in England', which provides information at national and local authority level on the outcomes for children who have been looked after continuously for at least 12 months in the year ending 31 March 2013.

Absence Data												
	Percentage of sessions lost due to:			Percentage of looked after children classed as persistent absentees	Percentage of sessions lost due to:			Percentage of looked after children classed as persistent absentees	Percentage of sessions lost due to:			Percentage of looked after children classed as persistent absentees
	Authorised absence	Unauthorised absence	Overall absence		Authorised absence	Unauthorised absence	Overall absence		Authorised absence	Unauthorised absence	Overall absence	
	2012				2013 (5 Terms)*				2013 (6 Terms)*			
All Brent	4	1	5	4	4	1	5	4	N/A	N/A	N/A	N/A
Brent VS Data	Not available	Not available	Not available	Not available	7	3	10	Not available	N/A	N/A	N/A	N/A
Brent LAC	4	2	7	12	5	1	6	10	4	1	6	8
Absence Gap	N/A	N/A	N/A	N/A	-3	-2	-5	N/A	N/A	N/A	N/A	N/A
ENGLAND	3	1	5	6	3	1	4	5	3	1	4	5
LONDON	3	1	5	6	3	1	5	6	3	1	5	6
Statistical Neighbours	3	1	4	6	3	1	4	6	3	1	4	5
Hackney	3	1	4	7	3	2	5	7	3	2	5	6
Haringey	3	1	4	5	3	1	4	6	3	1	4	5
Lewisham	3	1	4	4	3	2	5	5	3	2	5	6
Newham	3	1	4	x	3	1	4	5	3	1	4	5
Croydon	3	2	5	8	3	1	4	4	3	1	4	4
Ealing	3	1	4	6	3	1	4	7	3	1	4	6
Enfield	3	1	5	6	4	1	5	x	4	1	5	x
Greenwich	3	1	4	4	3	1	4	4	3	1	4	3
Hounslow	3	0	3	x	3	1	3	x	3	1	3	x
Waltham Forest	4	1	5	8	4	2	5	8	3	2	5	8

## Looked After Children in Brent 2012-2014- Exclusion Comparison

Following previous trends, the rates of permanent and fixed rate exclusions for looked after children continued to fall in 2012/13, to their lowest levels. However, these remain above the rates seen for all children.

The SFR data on permanent and fixed-term exclusions from schools in England 2013/14 will be reported on in July 2015.

	Percentage of children permanently excluded	Percentage of children with at least one fixed exclusion	Percentage of children permanently excluded	Percentage of children with at least one fixed exclusion
	2012		2013	
ENGLAND	0.15	11.33	0.11	9.78
LONDON	0.21	12.40	x	9.99
Hackney	0.00	15.32	0.00	11.67
Haringey	x	8.06	0.00	7.09
Lewisham	0.00	12.32	0.00	11.06
Newham	0.00	12.70	0.00	9.47
Brent	x	16.18	x	12.80
Croydon	x	10.50	0.00	8.60
Ealing	0.00	12.95	0.00	10.32
Enfield	0.00	14.05	0.00	9.91
Greenwich	0.00	11.57	0.00	8.66
Hounslow	0.00	8.59	0.00	8.46
Waltham Forest	0.00	10.00	0.00	11.11

## Brent Data on Exclusions for LAC 2013/14

Total Number of LAC excluded (LAC only counted once)	39
Total number of exclusions in days	193.5
Number of permanent exclusion 2013/14	1

## The Personal Education Plan for LAC (PEP)

- Personal Education Plan (PEP) for LAC became statutory in 2006 (Section 52 Guidance) and is part of the Care Plan for the child to ensure that targets are set to meet high quality expectations of rapid progress, according to OFSTED expectations.
- PEPs identify both short and long-term targets and ensure that progress is monitored
- An audit tool has been set up by the Brent Virtual School (BVS) to sample PEPs across all year groups and includes a check list which measures various levels of information and the quality of the targets set
- Responsibility for the completion of the PEP rests with the Designated Teacher for the school where the child is placed and their Social Worker
- A pilot for the new electronic PEPs took place in 2013/14 academic year and from September 2014 the Virtual School went live with the e-PEP system. It is intended that this will simplify and enhance the PEP process.

Please see table below, which illustrates PEP completion rates from 2008 to date.

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15 To date
PEP Completion Rate	51%	53%	72%	75%	97%	85.51%	77%



## **Pupil Premium 2014/15**

Changes in the guidance on Pupil Premium (PP) now give authority to the Brent Virtual Head (BVSH) to allocate funds as they see fit. Previously funding was paid directly to schools at a rate £900 in 2013-14. From April 2014 with the introduction of the Pupil Premium Plus funding for LAC increased to £1900 per pupil. Funding will be provided from the first day LAC enter care. In 2013, 243 Brent LAC received the Pupil Premium Grant.

Suggestions for using the PP include:

- Effective interventions such as individual tuition to improve achievement in English and Maths
- The use of learning mentors, purchase of laptops, use of information technology, music tuition.

BVSH must ensure that the funding is used for the benefit of the looked after child's educational needs as described in their Personal Education Plan (PEP) and ensure there are arrangements in place to discuss with the staff in the child's education setting, how the child will benefit from any pupil premium funding. A new PP Guidance and Request Form has been sent out to all schools attended by Brent LAC. All requests are processed and authorised by the BVSH via the PEP and reimbursed through the PP Payment process. Schools are now required to publish details online each year on how they are using the PP and to detail the impact it is having on pupil achievement.

Information received from Brent schools attended by Brent LAC in 2013/14 indicated that the PP had been used for a range of activities including the following:

- Mathematics tutors for Saturday school (Spring Term 2014)
- Additional staffing in Mathematics and English in school
- 1-1 tuition in mathematics for all targeted students, especially in KS4
- Targeted students to attend sessions in Mathematics after school on Fridays (Spring 2014)
- Staffing to improve outcomes for 'sub-level' 4 pupils in year 7
- Staffing to support musical tuition/fitness regime
- Mobile I-Pod scheme to improve literacy/Family Literacy Day
- EAL support for new English learners.

## **Supporting Literacy, Aspirations and Wider Education**

BVS acts like a regular school to ensure that the children and young people partake in the same cultural and educational experiences as other children in the community.

In 2013/14 BVS organised:

- Taster visits to Cambridge University
- Drama classes
- Overnight Duke of Edinburgh camping outdoor experiences
- A Spoken Word drama activity led by the Brent Poet Laureate, Simon Mole
- Synergy Theatre trip
- Reading and writing projects to support literacy
- AI Celebration of Achievement in December 2014 attended by over 250 children carers and staff
- A visit in the October 2014 half-term to Cambridge University to 'Be an Engineer for the Day'.

BVS' involvement in the 'Achievement For All Programme' will enhance the role of the Designated Teacher and the Foster Carer as Education Champions in a selection of Brent schools, while also forging stronger partnership working across the authority. In

addition we continue to run the Letterbox project to raise reading levels and enjoyment and hope to become involved in Springboard, a literacy charity that works to improve literacy problems through expert 1:1 tuition. Our links with the John Lyons Charity will enable us to fund this project.

## **Training and Networking 2013/14**

The Virtual School was involved in a variety of training sessions and linked networking events during the year including:

- PEP Training for Social Care at Staff Forums
- Training for Corporate Parents, Foster Carers, School Governors, Early Years' SENCOs
- Attendance at the Letterbox Anniversary Project Event in Leicester
- The John Lyons' 21<sup>st</sup> anniversary at Kensington Palace
- The Virtual School Conference in Bath
- Several London Virtual School meetings in Westminster and at the DfE.

In 2014, extended training offers have been made to Brent School Governors, Designated Teachers, Foster Carers and Social Care Staff. BVS was represented at a Virtual School Networking training in Barnet and presented a workshop on the effective use of data.

## **Action Points for 2014/15**

- Appoint a Deputy Headteacher of the BVS to provide operational support to the Headteacher of BVS and the BVS Advisory Team
- Enhance the training offered to Designated Teachers, Social Workers and Foster Carers to improve educational outcomes for Brent LAC
- Ensure 100% completion of PEPs within the 20 day deadline and continue the roll out of the E-PEP including the electronic audit tool
- Introduce robust systems to deliver more effective working between BVS and Social Care in improving educational outcomes for Brent LAC
- Secure funding to ensure that the educational development of 2-4 year olds and those in post-16 is appropriately tracked and supported
- Ensure that the behaviour needs of in borough LAC are prioritised by the Inclusion team
- Monitor the effective impact of the Pupil Premium
- Reduce FTE and ensure 0 PEX of LAC
- Improve the robustness and application of the BVS data systems.

**Janet Lewis**  
**Headteacher of Brent Virtual School**  
**January 2015.**