



Together we will make Cheshire East a great place to be young

Virtual School for Cared for Children Head Teacher's Annual Report 2022/23



Introduction

This report presents an overview of the operation and impact of the virtual school during 2022/23. The role of the virtual school is clearly defined in *Promoting the education of looked after children and previously looked after children statutory guidance for local authorities 2018*. The Virtual School (VS) supports all children in care regardless of their length of time in care, however the educational attainment data in the report relates to those who have been in continuous care from 31 March 2022 to 31 March 2023.

Data, including GCSE, attendance and suspension data is currently provisional/unvalidated. Once published, validated data will be provided with local and national comparisons.

During 2022/23, the virtual school has continued to support all cared for children/care leavers to ensure it is meeting its statutory duties while providing effective support to children and young people, families, carers, schools, and settings. Every child and young person has an allocated worker within the virtual school to ensure effective oversight and support is in place. The head of service for inclusion fulfils the role of head teacher at the virtual school and leads on special educational needs and disabilities (SEND). To ensure sufficient leadership capacity, a deputy headteacher of virtual school role has been developed to support with the operational running of the virtual school alongside the head of service for inclusion.

The overall number of cared for children has been relatively consistent at just over 500 for the past 12 months. Cared for children are making good progress overall. To continue to improve outcomes, targeted support is in place for all schools and settings to monitor and track attainment, progress and attendance of all children and young people.

All children have access to additional pupil premium funding, to put in place interventions which are additional to the normal school support and are linked to specific targets within personal education plans (PEPs), to ensure interventions are tracked and monitored for evidence of impact and accountability.

The virtual school has a duty to work with head teachers to try and avoid suspending or excluding a cared for child and to make sure that they have the support in place to thrive and make progress. In the case of repeat suspensions, additional PEPs will be held to check that all necessary support is being given. There have been no cases of a cared for child being permanently excluded in 2022/23.

The virtual school works closely with other services across the partnership such as social care, SEN, school admissions, medical needs, attendance, and youth support. The virtual school have delivered cross service training on how all services can support improving the educational outcomes of cared for children.

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Overview

- Most of our cared for children are educated in good or outstanding schools (77% in September 2023). 14% of schools are without an updated Ofsted rating due to academy conversion or results not being published yet.
- Most cared for children have good attendance at school (94% in 2022/23 compared to 2021/22 figures of 92.2% for the eligible cohort¹ in both the North West and national and 92.6% for all pupils in Cheshire East).
- No cared for children have been permanently excluded for over four years.
- 40% of the eligible cohort in Reception have achieved a Good Level of Development (GLD).
- The percentages of Cheshire East Cared for Children in the eligible cohort in Year 2 (Key Stage 1) who achieved the expected standard or higher are as follows. The comparison is the estimated national for eligible Cared for Children from the NCER².
 - 54% in Reading compared to estimated national 46%
 - 38% in Writing compared to estimated national 36%
 - 69% in Maths compared to estimated national 46%
- The percentages of Cheshire East Cared for Children in the eligible cohort in Year 6 (Key Stage 2) who achieved the expected standard higher are as follows. The comparison is the estimated national for eligible Cared for Children from the NCER.
 - 57% GPS which is above the estimated national of 50%
 - 35% RWM which is just below the estimated national of 36%
- Our unvalidated data for summer 2023 indicates that 25.6% of the eligible cohort achieved a grade 4+ in English and Maths, with 41% who were eligible and entered for GCSE examinations achieving grade 4+ in English and Maths. This is in line with national comparative data for cared for children in 2019 (pre-pandemic used as comparator data for 2023 is not available yet).
- 6% of our care leavers are in Higher Education, which is the same as the 2023 National Average.
- 10 students passed a Level 1 vocational course, including 3 of our separated migrant young people, one receiving 'Engineering Student of the Year'. 17 young people achieved their Level 2 vocational qualifications.
- 13 young people successfully finished the first year of a Level 3 course/ A Levels and will be progressing on to the second year from September 2023.
- 51 learners completed their course in English for speakers of other languages.
- 4 young people completed an apprenticeship with 3 others continuing their current apprenticeship, and another young person starting an apprenticeship.
- 18 young people have achieved a Level 3 qualification with 11 offers of university and 10 looking to start in the new academic year. One of these young people came into care with no English and is being supported to secure their place at university to study nursing.
- We have 14 young people currently at university.
- Most 16-18-year-old cared for young people and care leavers are in education, employment or training (EET) (91.4% in September 2023). 16 and 17-year-old cared for young people are tracked monthly ensuring targeted support is in place, in particular for those at risk of becoming NEET³. There is a bespoke offer for post-16 cared for children, including our 'venture with confidence' programme, to promote and prepare young people for EET. A partnership challenge panel considers the support we can offer young people to re-engage them in EET.

¹ The eligible cohort is children who have been in continuous care for 12 months or more as of 31 March.

² NCER is the National Consortium of Exam Results.

³ NEET is Not in Education, Employment or Training

- All cared for children have a designated virtual school advisor who monitors and tracks each child and ensures timely support is in place. We want to continue to improve the completion rate and quality of personal education plans (PEPs) across all years from early years to post-16.
- Children with social, emotional and mental health needs are supported by three learning mentors in the virtual school.

Making a difference to education outcomes for every child

Below outlines the key focus areas for the virtual school regarding promoting the educational achievement of cared for children, wherever they live or are educated.



Remit and operation of the Virtual School in Cheshire East Council

Local authorities have a duty under the Children Act 1989 to safeguard and promote the welfare of a child looked after by them. This includes a particular duty to promote the child's educational achievement, wherever they live or are educated. The authority must therefore give particular attention to the educational implications of any decision about the welfare of those children. The local authority is required to appoint a virtual school head teacher (VSH) for the purpose of discharging this duty to promote the educational achievement of its looked after children, wherever they live or are educated. Our head of service for inclusion holds the role of the virtual school head teacher.

The virtual school operates using a locality model. This has helped significantly in the development of relationships with schools and other professionals resulting in better working practices.

The Government guidance, Promoting the Education of Looked After and Previously Looked After Children, <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children> outlines the Statutory responsibilities of Local Authorities, including each Local Authority's Virtual School Head. The corresponding guidance, The Designated Teacher for Looked After and Previously Looked After Children, <https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children> outlines the statutory duties for education settings.

In 2021 the role of the Virtual School Head was extended by the Department for Education (DfE) to include a duty, as yet still non-statutory, to promote the education of children and young people, from birth to the age of 18 years, who have a social worker. These are children and young people who live with their parents and who are supported via a Child In Need (CiN) or Child Protection (CP) Plan. It is the young people's parents who retain parental responsibility for the children and young people and not the social worker. The information about these duties can be found in the DfE guidance document, <https://www.gov.uk/government/publications/virtual-school-head-role-extension-to-children-with-a-social-worker>

Staffing and Organisation

The make-up and nature of the virtual school team is kept under review to ensure that the skills available, match the needs of the cohort. We continue to work in localities to facilitate improving support to schools and develop working groups within locality areas to develop training and share best practice.

The deputy head teacher role has been introduced to support the team on a day-to-day basis to inspire and lead to facilitate the best outcomes for all.

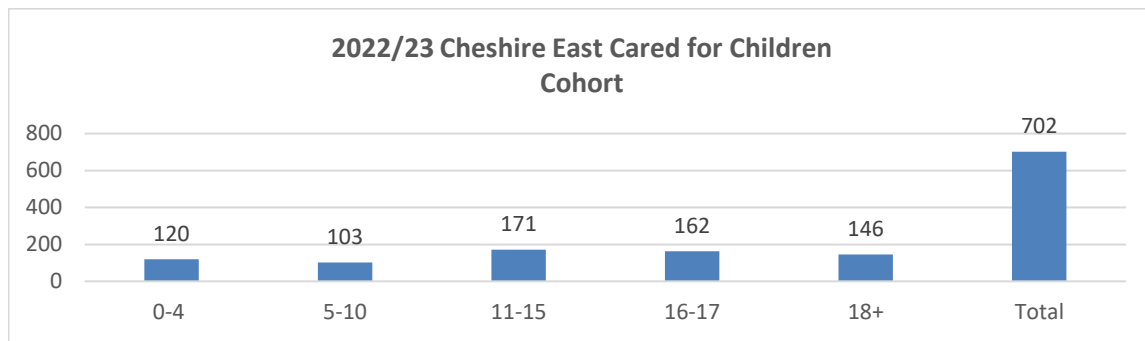
The team has evolved to provide more direct contact and support for children and young people so that the interventions can be more closely tailored to meet needs and monitored for individual impact.

Virtual School Team

- Head of Service for Inclusion (SEND and virtual school headteacher)
- Deputy headteacher
- Education advisors (North, Central, South)
- Education advisor (YJS)
- Learning mentors (North, Central, South)
- Post 16 education advisor
- Early years advisor
- Post 16 learning mentor
- Post 16 tutor
- Two specialist attendance officers (to cover across all areas, including children out of borough)
- Data and administration manager
- Team administrator
- PEP administrator

The virtual school head teacher and virtual school advisors are members of the northwest virtual school head group and network groups, alongside the national association of virtual school heads (NAVSH) and through this network the virtual school can keep abreast of current developments and to be updated on government guidance, attend workshops and training days, and share good practice.

Throughout academic year 2022/23 there were in total 702 cared for children up to the age of 21, of these, 541 were of school age 4 to 18. Cheshire East cared for children from reception to year 11, attended 175 different schools in 36 different local authorities. 57.3% of our children attended Cheshire East schools. Those children and young people that are attending schools out of authority is mainly due to placements being out of borough many of these placed within neighbouring authorities such as Cheshire West, Manchester, Stockport, Warrington, Staffordshire, and Stoke on Trent. The chart below shows a break-down of age/school groups.



*Some school age will fall in the 0-4 categories due to their birthdays.

Partnership working

Partnership working is crucial to the effectiveness of the virtual school, and we recognise our role in being part of a team with the child at the heart. We recognise that to be effective we need to have close working relationships with our partners.

Teams across the partnership that the virtual school works with are:

- Social care – social workers, care leavers team, fostering and cared for support therapeutic teams, attending all resource and accommodation panel meetings weekly to support sharing information on education when placements moves are being considered/sourced. Attending stability meetings with social workers and carers.
- Independent reviewing officers
- Educational psychology service (targeted support for individual CYP and schools)
- Special educational needs and disabilities (SEND) team
- Youth justice service (YJS), with an YJS advisor who works part-time within the virtual school team.
- Youth Support Service – monthly meetings to support interventions to reduce young people who are not in education, employment, or training.
- Early years team
- Pure insight

The virtual school also works with the independent reviewing officers and foster carers, providing training and support as needed. Through membership of education, head teacher and virtual school head regional groups, the virtual school can keep abreast of all current events and news items both regionally and nationally to ensure best practice is shared and partners are aware of matters which influence their area to promote the educational outcomes of cared for and previously cared for children.

Our key priorities are outlined in the cared for children and care leavers Strategy; **Pledge Two: We will improve education, employment, and training outcomes are:**

We will have high aspirations for every child and young person and will help them to achieve their ambitions, including using opportunities in the 'family businesses and our contacts so that they can be happy and successful in their education, training, and employment.

Every child and young person will have an education plan that is targeted, our ambition is to ensure they have the support in place to reach their full potential.

We will strive to that ensure that every child and young person will have access to consistent, high- quality, well-matched opportunities in education, training, and employment.

Training and Support

The virtual school provide training on education relating to children in care. Head teachers and governing bodies are required to appoint a designated teacher, to champion the needs and support of cared for children and to ensure that the teacher has access to training. Wider school training has continued to be offered to all schools/settings. In Cheshire East this is provided in a variety of ways:

- Update/network meetings open to all schools and led by the virtual school
- New designated teacher training
- Annual cross service designated lead training
- Bespoke training in individual schools which can be focused on a particular child or wider training for all staff (e.g attachment and trauma whole staff training)
- Arranging outside speakers to provide 'expert' input.
- Training for social care and new social workers on improving educational outcomes of cared for children, statutory responsibilities, and PEPs.
- Locality cluster sessions held regularly throughout the academic year for all schools and settings. Including targeted trainings sessions focusing on improving quality of PEPS, areas of development and sharing good practices

The sessions held in 2022 and 2023 were well attended by school/setting representatives and provided a range of workshops delivered by a range of services. Sessions provided support on pupil premium funding and improving the quality of the PEP. The sessions included a presentation by a Cheshire East care leaver sharing her voice on her educational journey.

Positive feedback was received following the various training days.

"Really helpful and informative, it was good to meet with Cheshire East staff face to face."

"Such an informative day. It was great to meet other professionals and share good practice."

"Good to meet other people."

"Thank you for the excellent training today, we all felt that this was enormously beneficial, and it has helped us to better understand the process as well as the best practice for supporting the students. Thanks also for coming along at such short notice; we really appreciate it.

I think we are better informed now to lead PEP meetings and we very much appreciate the support, ongoing.

The universal training programme offered by the virtual school for designated leads in schools

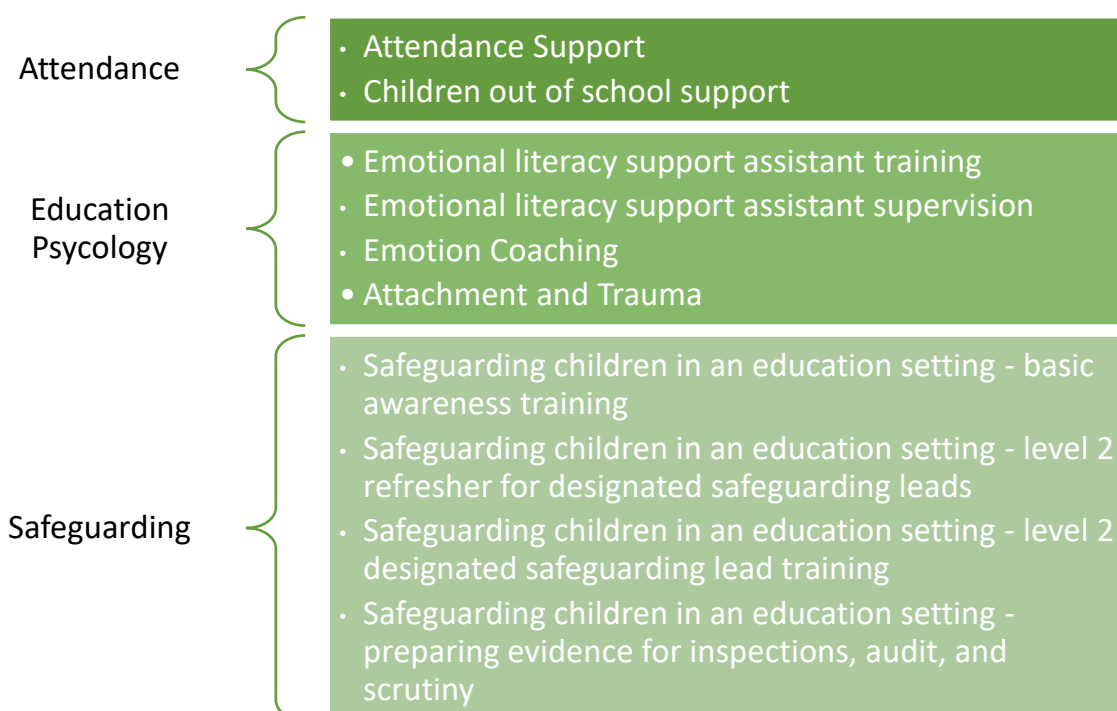
Date	Title	Objectives
November 2022	Three designated teachers cared for and	<p>The Locality sessions throughout the year presented:</p> <ul style="list-style-type: none"> • Introductions and meeting the team • The support the virtual school can provide to schools • Attendance monitoring lead by virtual school specialist attendance officer

December 2022	previously cared for conferences held in Cranage and Middlewich	<ul style="list-style-type: none"> • Social care lead by cared for and care leavers service • Attachment and trauma lead by Education Psychology • Safeguarding children lead by SCIES Team (Safeguarding Children in Education) • Youth justice lead by virtual school advisor and youth justice link • Extended duties for Children with a Social Worker lead by virtual school advisor • Unaccompanied Asylum Seeking Children lead by UASC, 16/17 homelessness and care leavers team • Transitions, My Voice, one page profile lead by school advisors • Attendance and Transition timetables lead by attendance and out of school service • Opportunities for informal drop ins where all virtual school advisors were available to delegates. • Sharing good practice for improving the quality of PEPS, pupil premium and safeguarding in post 16 education.
July 2023		
June 2023	Post 16 training day held in Macclesfield	



Universal training offer for children with a social worker

The Department of Education announced an extension of the virtual school head teacher duties to include all children and young people with a social worker. This extension continues to be supported by grant funding. The guidance outlines this as a strategic role rather than direct working with our key responsibilities to offer support/advice and guidance indirectly. To be able to support as many schools as possible, we are using the funding to implement a universal training offer. This training will be available to all schools/settings with children with a social worker. We have also offered targeted support for those schools with high numbers of children with a social worker.



We worked with several schools to undertake some targeted work for those settings with a higher number of children with a social worker this included projects such as:



These duties have again been extended for 12 months to allow for the support to be extended; over the next 12 months we will be monitoring these programmes of support and reporting on the impact this has made in relation to the overall remit of work undertaken.

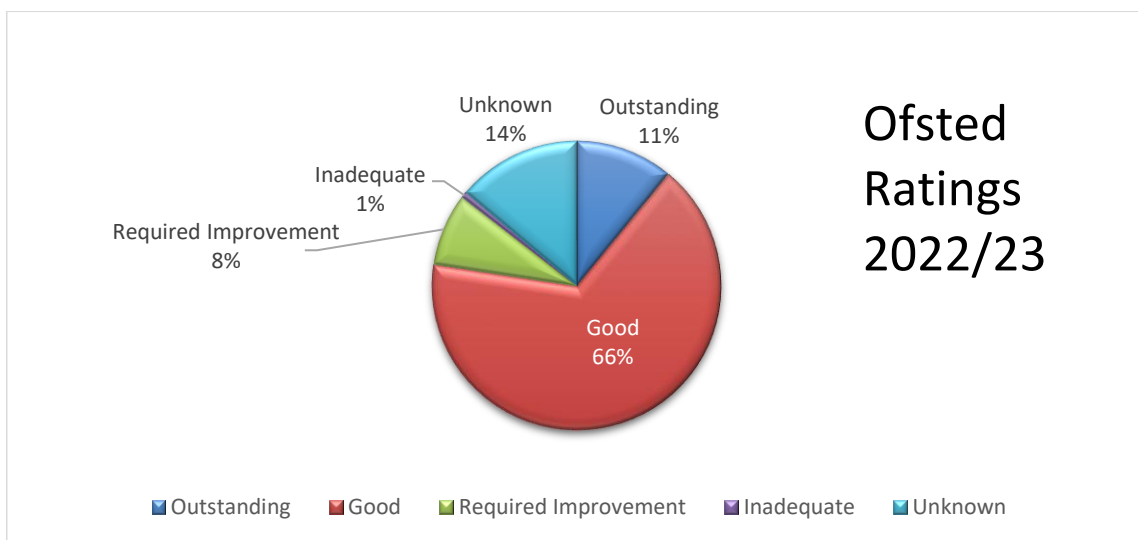
The support we have had from your team has been amazing! The team are wonderful human beings and have made such a difference to my work. I spoke to my CEO of our MAT this week to tell what a difference it has made.

Please pass on my positive feedback because having another professional involved for me, as senco/DSL/CFC teacher/teacher etc. has been so supportive - both team members are just brilliant and worth their weight in gold. (Feedback from a teacher sent to the attendance and children out of school team)

Ofsted Ratings

The statutory guidance states that schools judged by Ofsted to be 'good' or 'outstanding' should be prioritised for cared for children. If any Cheshire East child is placed in a school rated below 'good' then virtual school advisors will visit every school prior to any child being placed to ensure that pastoral and curriculum support is of a good standard. Advisors will attend PEPs and track progress each term throughout the year of all children in schools graded below 'good' to ensure that children are well supported and are making progress. PEPs are completed immediately when schools' grades are moved below 'good' following Ofsted inspection to ensure that the needs of the child are being met. The chart below shows the proportion of pupils attending schools with identified Ofsted ratings.

* 14% (28 schools) Unknown due to conversion to academy or new schools so they have not had their first inspection report.



Special Educational Needs

At the end of academic year 2022/23 there were:

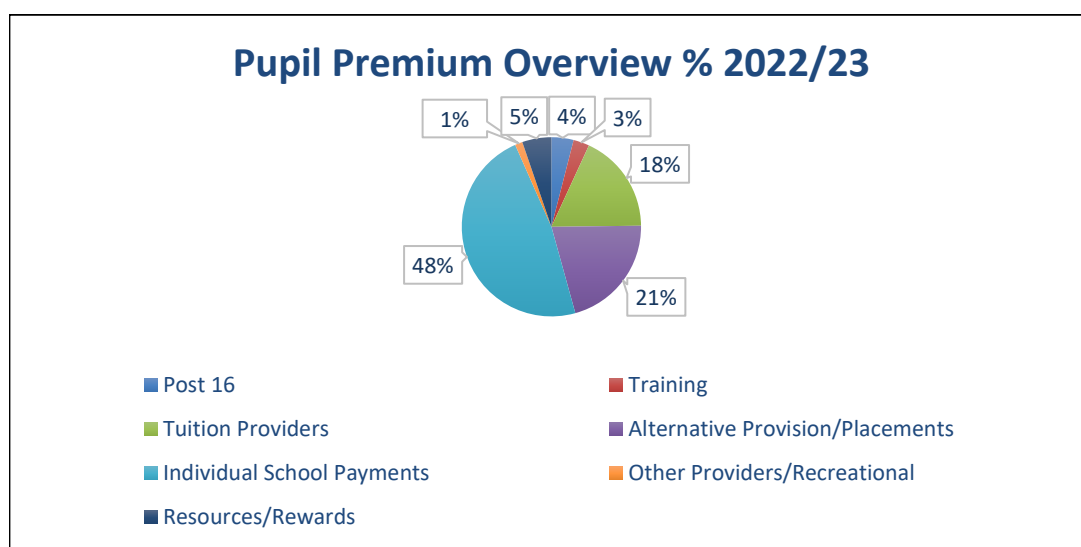
- 148 children and young people with an education, health, and care plan across all years (0-18)
- 1 early years child (0-4) with an education, health, and care plan
- 61 post 16 young people, (ages 17/18/19/20) with an education, health, and care plan
- A further 29 school age children (4-18) with either a school support plan or school focus plan.

The virtual school has an identified SEN lead advisor who meets with the senior key workers from the SEN team on a monthly basis. This is to review cases to ensure effective timeliness and interventions are in place, plans are finalised, and advice received. The primary focus for next year is to continue to improve timeliness within the needs assessment process, ensuring annual reviews are aligned with PEPs and that these annual reviews are taking place yearly and plans being updated and made available within time frame. We are working closely with the SEN to make sure school moves are timely and well planned, including those moves with a transition phase of education.

The virtual school has continued to embed cross-service working within the SEND team to ensure that children are in the correct school to meet their needs and making progress. Advisors are involved if an application for a needs assessment is made and are contacted by the SEND team to request any advice to be included in the assessment process. If a child has an education, health, and care plan (EHCP), we are working to ensure schools/settings are aligning the EHCP review alongside the PEP in order that the targets can be aligned to complement and reflect each other and support the holistic outcomes for children and young people. In cases where school moves are required for children with an EHCP there is support in place to ensure that all children have access to interim education whilst the consultation process takes place.

Pupil Premium Funding 2022/23

The virtual school's main budget is the pupil premium plus, which is devolved to the local authority and is to be used as seen appropriate by the virtual school head as to best promote achievement and progress of cared for children. The amount which is made available to the Local Authority for 2022/23 is £2,410 per child in care as reported on the March return. The guidance makes clear that while it is expected that the majority of this is used for direct support of children, it does not need to be allocated equally as some children will need less than £2,410 and some will need considerably more. The funding criteria also states that the pupil premium can be used to fund staff or central services such as training if they have a direct impact on improving the experience and outcomes for children.



The main use of pupil premium was to fund intervention work and provisions delivered directly through schools/settings and identified through individual PEPs. The remaining funds have been used to provide support for children which is above and over what is offered as part of the usual school curriculum/ offer. These may include attending alternative provision sessions, as part of bespoke timetable packages for children who require additional support within mainstream school. These provisions offer a series of off-site support such as animal therapy or forest schools, having a weekly work placement to add variety, help with preparing for adulthood or funding specialist support such as counselling. Funds were also allocated to schools to support with remote learning, access targeted support or to prepare for transition. The aim of this was to ensure that children were supported regarding increasing their skills and knowledge before the exams/assessments and to support improving their preparation and confidence.

School age children in care are allocated pupil premium when a PEP is returned with a funding request form which outlines how this would be spent and the intended outcomes and, in some cases, funding was allocated to children outside this age range if the need was evident. For example a post-16 young person not in education who wished to take up a work placement to gain skills and confidence.

Case study of a young person that has received pupil premium funding

Background:

Child X has been a cared for child since September 2018. Child X attended a high school from year 7 until part way through year 9 when they moved to a different high school.

Key Concerns during last academic year

Child X became unsettled in school.

The impact on attainment the time Child X spent out of school due to fixed term exclusions.

Type of Intervention:

Intensive support to school from the virtual school.

Support to explore therapeutic approaches to work with Child X in school.

Learning mentor support from virtual school.

How is PP being spent

Therapeutic consultations.

Learning mentor support to deliver ELSA sessions.

Tuition.

Impact of Intervention:

Child X settled well at the new school despite some initial challenges. School were provided with information to develop a clear PEP plan and pupil profile. Child X now has an EHCP, receiving SEMH intervention and provision, is supported and engages with virtual school learning mentor. Child X has improved attendance and reduced exclusions in both the spring and summer term, resulting in having the ability to access, engage and have improved progress in education. Attendance improved significantly from spring term at 60% to 100% in summer term.

Below is an outline of some of the interventions supporting our children and young people.



Emotional Literacy Support Assistant

Emotional Literacy for Support Assistants (ELSA) offers evidence-based training with ongoing supervision to support the emotional wellbeing of children and young people in their setting and to positively impact on social, emotional, and academic outcomes.

ELSA is designed to build the capacity of settings, to support the emotional needs of their pupils from within their own resources. This is achieved by training school staff (SENCOs, DSLs, HLTAs and TAs) to develop and deliver individualised support programmes to meet the emotional needs of children and young people in their care.

Virtual School has commissioned their Educational Psychology Service to deliver ELSA to learning mentors and designated teachers to offer enhanced support to cared for children and young people, and those with a social worker.

ELSAs will be able to plan, deliver and evaluate an effective range of individualised support interventions that cater for a wide range of needs, such as those aligned to the impact of trauma and attachment needs.

23 ELSA Virtual School delegates have secured full accreditation and are actively accessing supervision.

Feedback:

- 100% of ELSA's reported improvement in their knowledge base across all ELSA topics
- All ELSA's reported confidence in their ability to select and utilise ELSA resources purposefully.

As EP supervision is embedded and experience develops over time, confidence has shown to incrementally increase over time.

- ELSA yields positive outcomes on children's development with impact reported at short (3mths), medium (12mths) and longer term (18-24 mths) intervention periods.

"I act as an emotionally available adult for XX. He has now developed a secure attachment which has enabled him to build other relationships with peers and teachers. XX has been supported to develop confidence, name emotions and resolve conflict. He has also started to develop strategies to manage his emotions thanks to ELSA".

"I use the active listening all the time and this helps them feel that they are being heard and having their say. I use information on feelings, mindset, window of tolerance and look at their stresses and coping mechanisms. I have also supported with loss. I find that the skills learnt from the ELSA training just come naturally into our conversations now and my responses and advice to the students are far more effective than prior to the training".

It might be helpful for any reader who may be unfamiliar with understanding that a typical timeframe of response to intervention to promote some noticeable and sustainable social, emotional and mental wellbeing improvements for children and young people is around 12-18 months

The Educational Psychology Service maintains robust ELSA training programme tracking data for all

ELSA delegates related to their accreditation (working towards and maintenance) and access to the mandatory supervision requirements (minimum of 4 sessions per academic year)

Letterbox Book Trust



The virtual school are supporting our children to have access to books and reading through funding Letterbox parcels; each child receives their own colourful parcel of books, maths games, stationery, and other high-quality materials once every month for six months. This year we have had a specific focus on signing up all our children moving into reception, year 1 and year 5 to receive the Letterbox Book Trust parcels to support them with their transition into their assessment years.

Recreational Activities

The virtual school have also supported children to access recreational activities which they may not normally be open for them to access. We have supported with additional funding for horse riding lessons, music lessons for a number of instruments including piano, guitar, flute and clarinet, performing arts and forest school.



Our Space

Our Space activities are based on the principles of Forest School. Their ethos is an holistic and inclusive approach will empower individuals. Guided learning, review and reflection are key to their approach.

The private woodland site enables them to offer a wide range of activities for our young people. The aim is to boost their physical and emotional well being by spending more time in the great outdoors!

Sessions are led by a former teacher and level 3 forest school practitioner and all activities are fully insured and risk assessed. Activities on offer include: - Natural Art and Craft - Shelter and Den building - Investigating Flora and Fauna - Fire lighting and Campfire Cooking - Story Telling and Story Making - Camp Craft and Tool use - Music Making - Team Building and Problem Solving.



Britannica

Britannica Digital Learning has been working in partnership with virtual schools across the UK since 2014 to help support the challenges that cared for children and young people face when online. We know it is important for parents/ carers to feel assured that children are using a safe, reliable website and one that they can explore independently and unsupervised. For 250 years,



Encyclopaedia Britannica's editorial team have collaborated with experts, scholars, and specialists to produce trusted content. Through working closely with authorities, carers, parents, and educators, we have been able to adapt this for the new generation of digital learners. Cheshire East virtual school have funded this to ensure that all children, parents, and carers have access to Britannica online digital learning platform.

Work Based Learning Programmes

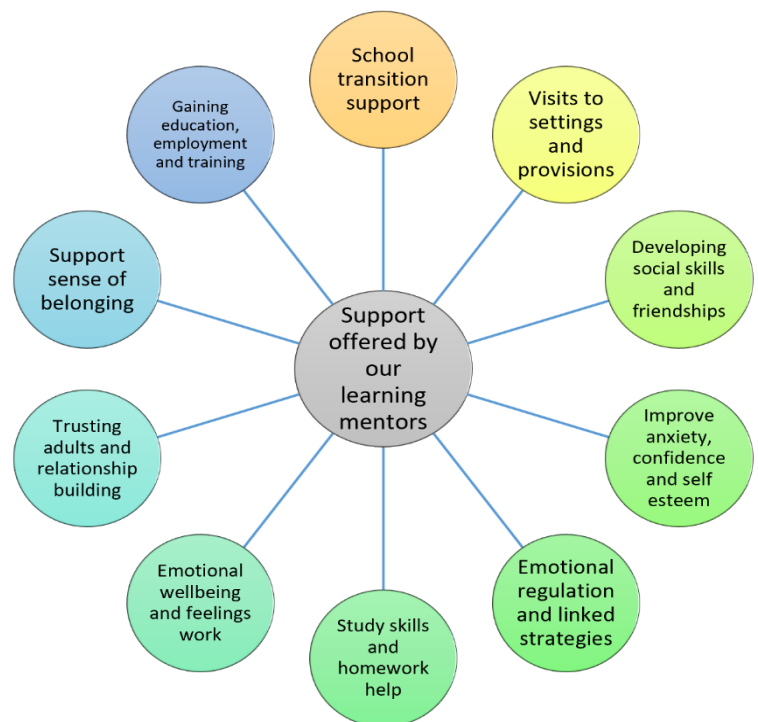
Within the virtual school we have supported to fund children and young people to have access to structured work-based learning programmes which supports children and young people with the transition from school to workplace. We ensure that all programmes are a structured employability pathway designed to ensure children are equipped with the tools they need to go into the world and become an independent employee, fully preparing them for adulthood. Alongside this the virtual school also has an additional budget to fund a targeted programme for post 16 to support increasing engagement into education, employment, and training. For some young people with an education health and care plan they have been able to access the step 16 programme which is work based learning alongside functional skills and other qualifications. This is a one year programme to support them in readiness for their transition to education, employment and training.

Learning Mentors

The virtual school has four ELSA (emotional literacy support assistant) trained learning mentors, who support children and young people with their wellbeing in education. Each of our mentors has a dedicated caseload of children and young people, who have been referred for support sessions primarily in their school or setting. Our mentors offer targeted sessions through linking with designated teachers, social care, virtual school advisors and additional partners, to best inform the support required for each child or young person

I know how positively Child C speaks of you and how much of a good relationship you have built with her. Your support is invaluable to Child C and she is super lucky to have had you supporting her the past few years, I imagine you have been the consistent support in her life when she needed it most. We certainly have noticed a huge improvement in her attitude and being much happier around school the past few months.

Feedback from a school designated teacher



I am really pleased that the sessions are working so well and that they are supporting Child D.

Feedback from a school designated teacher

I think they have really benefitted from their sessions with you, and they are comfortable with you and engage well.

Feedback from a school designated teacher



Case study of a young person that has received learning mentor support:

Background:

Child A became looked after two years ago after a long history of social care involvement and increased frequency of missing from home episodes. Child A had a series of adverse childhood experiences. Child A is now living in a foster placement. Child A is attending a local mainstream secondary school and is now starting year 11.

Key concerns identified in autumn term PEP 2022:

- Recent change in foster carer
- Managing emotions at school when challenging social situations arise
- School suspension
- Changes in linked professionals
- Reduced self-esteem and confidence in academic ability

Types of intervention provided by the learning mentor throughout the academic year 2022-2023:

- Weekly learning mentor sessions in school to provide an opportunity to talk through Child A's emotional wellbeing, weekly worries or concerns and incorporate activities to build her self-esteem
- Increased links with Child A's key person in school, providing weekly updates to best inform schools approach and strategies when Child A is feeling unsettled

Impact of the intervention as of summer 2023:

- Child A shared her views in her most recent care planning meeting and feels the learning mentor sessions are beneficial to her wellbeing. She has requested that these continue into her final year at school to support her transition into year 11 and the increased exam pressures this brings.
- Child A was supported by her learning mentor to complete an application for a student leadership role in school. Child A was successful in gaining this role. This confidence boost has since encouraged Child A, supported by her learning mentor, to make a further application in advance of the upcoming academic year to become a prefect.
- Child A applied for a weekend job. Child A was supported by her learning mentor to go through interview techniques and questions. Child A was successful in securing the job and worked there for a number of months.
- Child A attends her farm and stables placement each week. She has also now completed her Duke of Edinburgh Bronze Award through the placement.
- Child A has not had any further instances of exclusions.
- Child A plays for her local rugby team and had the confidence to try out for a large regional under 16s team

Virtual School Post 16 Tutor

1:1 tuition is offered to 16–18-year-olds. Most of the young people taking part are currently not in education, employment, and training and/or have no formal qualifications. If there is a need and there is a capacity within the caseload, 1:1 tuition is also offered to young people under-16 and over-18 years old to support clear transition planning. The purpose of 1:1 tuition is to gain qualifications, improve confidence, to engage in other positive activities and progress to education, employment, and training.

1:1 Tuition offer – functional skills maths and English

Every student has access to an online learning resource. Students take an initial assessment test to determine current level. An individual learning plan is created for the students to follow, using learning resources provided.

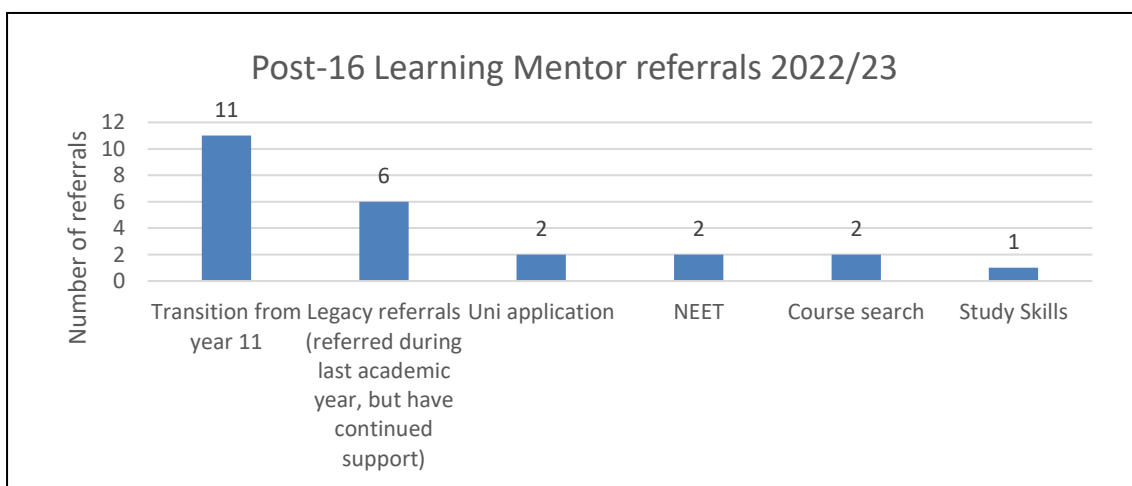
English speakers of other languages (ESOL)

Teaching ESOL to unaccompanied asylum-seeking children and young people (UASC) who have just come into care and are waiting to enrol to an ESOL course. Students work at their individual pace and create a portfolio of activities covered in 16 topics of ESOL activities. The main aim is to introduce English to non- speakers (Pre-Entry Level) and to boost their language skills at entry level 1 and 2. The post 16 tutor offers 1:1 intervention for several ESOL learners. All of them will either continue their ESOL education at the college courses or are enrolled for September 2023.

Over the year, UASC students have been supported with tuition prior to gaining a place at college and in some cases, the tuition has continued to reinforce college learning.

Post 16 Learning Mentor

We have our post 16 learning mentor who offers specific support to our young people to support in re-engaging them back into education, employment, and training. Below is a chart showing the reasons for the referrals she has had this year:



Post 16 learning mentor case study

Case Study:

- Child A was in year 11, in their last year at school
- Was referred to Post 16 learning mentor for transition support

Key concerns:

- Sporadic attendance at school
- No clear post 16 plan

Type of intervention:

- Support from Post 16 learning mentor to explore Post 16 options and build a trusting relationship
- Referral to Post 16 tutor for functional skills English and Maths
- Child A was referred to targeted program to access support through the virtual school

Impact of intervention:

From the work that has been undertaken, Child A and the post 16 learning mentor built a positive relationship, which meant that Child A felt comfortable in sharing their thoughts, feelings and opinions. Due to all the external pressures around Child A, they did not complete all of their GCSEs and did not feel college was right for them at that point.

The Post 16 learning mentor continued to support through this positive interaction, Child A's confidence was building, and they began tuition with the post 16 tutor. They engaged very well, and completed the L1 functional skills Math's, and will be moving onto L2. Child A was referred to venture with confidence, a joint programme from the virtual school and care leavers service. As the learning mentor and tutor both support the programme, Child A already had that relationship, and felt comfortable to join. They completed the 12-week programme and were an integral part of the team.

They completed a large community project, developed valuable skills and built their confidence, and gained food safety and ASDAN certificates. During the programme, the learning mentor revisited the idea of college with Child A, and explained the outdoor sports courses available, as Child A has really enjoyed these through the programme. A visit to the college was organised, and Child A also had the opportunity to speak to another care leaver who had also studied the same course and was now completing an apprenticeship. With support from the learning mentor, Child A applied to college and was accepted. Further support was offered with enrolment, bursary and transport applications. Child A started college September 2023 and feels confident and excited.

Venture with Confidence Programme

This year we worked closely with our care leavers service to run a joint programme for children who are not in education, employment, Venture with Confidence which was decided by the young people themselves. The 12-week programme aims to help them into employment, further education, or training. The objective of the programme is to support our young people to:

- Recognise their skills
- Develop further skills
- Build their confidence
- Explore ideas of what they might like to do in the future; and
- Arrange work experience
- Build relationships with local groups and organisations



The young people also had the opportunity to achieve an ASDAN (Award scheme development and accreditation network) certificate in citizenship, and food safety Level 1.

The 'Venture with Confidence' scheme is run by members of virtual school team and care leaver service. The teams worked together with other services including our own Youth Support Service, pure insight, safe opportunities, and higher horizons.

During the 12-week course the young people took part in team building activities. They also enjoyed employability workshops and completed a community project. This year the young people renovated the garden of Belong in Crewe, which is a residential village for older people, as well as those living with Dementia. The team worked alongside one of the residents, who had great ideas for the garden, and really enjoyed working with the young people. He even went with them on their day trip to Keele University with Higher Horizons!

"I really enjoyed the programme and really appreciated that I was listened to"

"I wasn't sure that I wanted to take part in Venture With Confidence, but I am so glad that I did. It helped me to look at what I could do in September and they supported me with visits and applications"

"I felt much more confident by the end of the programme and I had the confidence to move on to the Prince's Trust"

Two programmes were run in the last academic year, one in the Autumn, and one in Spring/Summer. 25 young people were referred and took part in total. Following the completion of the programmes, of the 25 young people, 11 moved into education, 3 gained employment, 1 joined the Prince's Trust, 3 moved area, 2 turned 21 and are no longer receiving a service.



Early Years

Early years cared for children have been supported by three members of the early years team during the year 2022/23. We carry out early years PEPs from the term after a child turns 2 up to 4 years old. In 2022/3 the number of 0-4 year olds increased from 107 to 125, with the number of termly PEPs required increasing from 33 to 48 across the year.

An early year's consultant has overseen the early years support for cared for children including training for designated practitioners and PEPs, supported by two targeted support officers (TSO's) for 2-year-olds. As a team we support foster carers and parents to find nursery/ school places and support them to access 2 year old funding or 30-hour codes where needed. The TSO's have ensured our 2-year-old cared for children receive their statutory progress check at age two. As a team we signpost foster carers and parents at PEPs to the facilities and activities being run by the Children Centres (now Family hubs) and through the Parenting Journey Facebook pages.

In 2022/3 we provided all settings with access to our early years training free of charge to ensure settings were able to access up to date training. They had access to all our 2 year old training and networks and our What is my behaviour trying to tell you? course.

"I recently had a child in my setting under local authority care. The help and support that I received from my advisor and her team was exceptional. The advice was critical in helping us to provide a nurturing educational environment for this child. Julia and the team assisted us from the beginning, and supported us through the PEP process and cared for reviews. They were always there at each stage to guide and talk us through the different processes"

Quote from a setting



Once again, our 3 & 4 year olds had access to book trust letterbox parcels funded via the virtual school. The parcels contain books, games and/or resources. The children receive six parcels and a free, festive parcel at Christmas. The parcels help support literacy/ numeracy skills in a fun way, helping our children to explore and enjoy access to number, literacy and reading.

We have continued our roll out of electronic PEPs for our 2, 3 and 4-year-old early years children which helps to ensure we are able to fully support children of all ages to monitor and track attainment and progress.

Personal Education Plans (PEPs)

The PEP is the document which records the children's education provision, achievements and how the school or other provider will help to improve their outcomes. It is the joint responsibility of the local authority and school to ensure that there are PEPs in place and the virtual school has the duty to monitor these and provide advice and support as necessary. The PEP should be reviewed each term at a meeting between school, carers, young people, and social workers. The virtual school attends all initial PEPs for children and young people between the ages of two and eighteen years old.

We have continued to develop the PEP following feedback from schools to further enhance the quality and content, with almost all primary and secondary schools now effectively using the PEP portal system. This year we have focused on getting the post 16 and early years settings onto the portal system and we will continue to do so across all ages to ensure we are using our systems in the most efficient way.

Virtual school advisors attend all initial PEP meetings and complete the first PEP which will provide a template and standard for future support. This includes ensuring actions and targets are specific and measurable. These PEP meetings take place within 20 working days and are available for the first cared for review meeting. PEPs are subsequently reviewed each term with the education provider taking a lead alongside social care by reviewing the child's progress, the impact of the previous actions and updating the PEP targets where appropriate.

There is a quality assurance process in place within the virtual school team where each PEP is reviewed and categorised based on the level of support needs of the child. Those with the highest support needs are rated as red, in which case the advisor will attend all PEPs and will provide more frequent contact with the child, carer, school and social worker. Cases rated as amber may require less oversight from the advisor whilst those rated as green are monitored with attendance at one PEP per year. The virtual school criteria involvement in the PEP is:

- New into care
- School or placement move
- Moved out of Borough
- Red rated cases
- Repeat exclusions
- Attendance below 90%
- Need for an independent chair.

Exemplar PEPs are shared across localities during training sessions to share good practice.

- Autumn Term Reception to Year 11 there were 430 PEPS completed, 384 were graded as good/satisfactory.
- Spring Term Reception to Year 11 there were 447 PEPS were completed, 393 were graded as good/satisfactory
- Summer Term Reception to Year 11 there were 496 PEPS were completed, 471 were graded as good/satisfactory

The quality of the PEP is the joint responsibility of the local authority and the school. As well as updates on their attainment and progress this should include discussion of their attitude, emotional state, friendships etc. During next academic year we will be having specific focus on improving alignment of the EHCP annual review and PEP meetings.

There is a quality assurance (QA) process which has been developed jointly by the virtual school and the designated teachers, this has ensured that the quality of PEPs have increased and continues to support schools to develop their own practise, this is reviewed each year to ensure the process is robust. We will have a specific focus next academic year on further strengthening this process with the virtual school headteacher undertaking moderation and deep dive audits and supporting to feedback to schools/settings and social care to ensure we are sharing good practise and further improve the quality and completion rates of PEPs; this will be monitored and tracked to evidence impact throughout this year.

95% of school aged children aged 5-18 received at least one PEP within the school year. Early years PEP figures for children 2-4 are included in the Early Years Attainment section of the report.

Following the successful implementation of our integrated PEPs within Liquid Logic, we currently have 345 primary and secondary schools effectively using this system. We have further improved the content of the PEP following working with our schools and have developed a signs of safety approach with more emphasis on SMART targets ensuring pupil premium is reviewed in detail for impact. We have now continued with the development of our integrated PEP system to enable it to be used for post 16 and we have now 47 colleges using the system effectively. We are also continuing with the development to include early years to ensure consistency across all age ranges and currently have 35 nurseries using the PEP portal effectively. This year we will be further developing the PEP system to ensure that preparing for adulthood is included to support careers and aspirations for all children/young people.

Number of PEPs in 22/23 school year	Age 5-11 Number in cohort = 132	Age 12-16 Number in cohort = 203	Age 16+ Number in cohort = 205	All children 5+ Number in cohort = 540
4	0	3	7	10
3	94	124	106	323
2	22	42	39	103
1	13	29	39	81
0	3	5	14	22

Attendance

The virtual school monitors attendance of all cared for children by commissioning an independent company to contact schools to collect a record of attendance. This data is then used to track and monitor all children to ensure effective and timely support is in place. Within the virtual school we have two specialist attendance officers that monitor attendance daily and work with schools and partners to ensure timely support is in place.

	2020/2021	2021/2022	2022/2023
Primary attendance %	92.8%	86.2%	94.18%
Secondary attendance %	80.4%	86.3%	89.3%
Children with 100% Attendance	8% (34 children)	13% (39 children)	7.4% (21 children)
Children with above 95% Attendance	45% (153 children)	55.4% (163 children)	58% (164 Children)

National Attendance data as in the table below for the academic 2022/23 has not been fully collected yet and as such comparative full year data will not be available until next year.

% Attendance		2018/19	2020**	2020/21	2021/22
895	Cheshire East-LAC* Attendance	95.4		88.8	93.3
981	Northwest-LAC Attendance	94.6	-	90.0	92.2

970	England-LAC Attendance	94.9	-	90.9	92.2
895	Cheshire East- All pupils Attendance	95.6	-	95.7	92.6
981	Northwest-All pupils Attendance	95.3	-	95.3	92.5
970	England-All pupils Attendance	95.3	-	95.4	92.4

*LAC stands for looked after children which are known as cared for children in Cheshire East.

** No national data was published in 2020

The Virtual School have two specialist attendance officers. This year we were able to report and record accurate attendance data by working closely with the independent company to create an effective system that tracks the daily, weekly, and overall cumulative attendance for our Children individually and as a cohort.

During the next 12 months following analysis of data, we will be focusing on targeted work for all children below 90% attendance and those accessing alternative provision.

Multi- Disciplinary Team Meeting

At the end of this academic year, we started to pilot targeted MDT (Multi-disciplinary team) meetings focused specifically on improving attendance of identified children/young people. This is a new pilot and will be monitored throughout the year to show whether this is an effective way to support the individual child's attendance. MDT Meeting focus is initially to target children with below 50% attendance.

A meeting will be initiated by the specialist attendance officer to include school, social worker, foster carer/residential manager or key worker /parent and any other relevant professional involved with the child that could support attendance.

The meeting will run in 3 stages over a period of 6 weeks. Barriers are discussed and actions set to support the child.

- Initial meeting
- Update after 2 weeks
- Review after a further 4 weeks

Our main aims next year will be to:

- Strengthen the work with key staff in schools to identify and resolve attendance concerns to ensure timely interventions and support in place, working closely with social care team.
- Develop and align oversight and tracking of children accessing alternative provision.
- Meeting parents/carers and pupils at school or home to offer guidance and support.
- Ensure exclusion reports are obtained quickly, and advisors informed of the exclusion to ensure access to timely support and interventions.
- Attending reintegration meetings following fixed term exclusions to support with next steps and effective planning to help reduce further repeat exclusions.
- Developing communication with supervising social workers so that carers can be encouraged and supported to help improve attendance, offering support and guidance.
- Robust tracking and monitoring to ensure that direct intervention is quickly put in place for when attendance falls below 95%.
- Continue to support Year 11 and Year 6 transitions during the summer holidays to be key point of contact for support.
- Review weekly/monthly/yearly attendance data
- Deliver training and develop guidance to support improvement of attendance for schools and settings.
- Provide training and support to foster carers and social care
- Strengthen the monitoring systems in place to track post 16 college student's attendance

Exclusions/Suspensions

The virtual school has a duty to work with head teachers to try and avoid excluding a cared for child and to make sure that they have the support in place to thrive and make progress. During 2022/23 the virtual school has been quick in its response to exclusions so that a joint plan for the child can be implemented which identifies any key triggers and intervention required. If an exclusion was unavoidable then there were similar meetings held afterwards to try and avoid any repeat exclusions for children. Schools or carers are asked to inform the virtual school whenever an exclusion takes place. In the case of repeat exclusions, additional PEP meetings will be held to check that all necessary support is being given.

The virtual school has funded places at both the Fermain Academy and Cornerstones, and this has contributed to the reduction in some instances of repeat fixed term exclusions, and ensured that the children have received the right support at the right time. The staff have accessed training through the virtual school on understanding the needs of cared for children and how to support children with insecure attachment; pupil premium funding has been used to help provide a mentor/key worker to support our children as a cared for champion.

There have not been any cases of a cared for child being permanently excluded in the academic year 2022/23.

Last year there were two individual fixed term exclusions recorded (for two individual children) of primary school age. This academic year 2022/23 there were 8 fixed term exclusions recorded for a total of five children.

Last year there were 91 individual exclusions recorded (for 34 children) at secondary age. This academic year 2022/23 shows a decrease in numbers to 65 fixed term exclusions for 22 secondary age children.

The table below outlines fixed term exclusion data from 2018-2021 which shows Cheshire east and are below both North-West and national figures.

**Full national data for 2022/2023 will not be available until March 2024.*

% Of pupils with at least one fixed term exclusion from school		2018	2019	2020	2021
895	Cheshire East-% LAC fixed term exclusions	7.69	7.46	6.25	8.43
981	Northwest-% LAC fixed term exclusions	10.17	10.58	8.56	9.25
970	England-% LAC fixed term exclusions	11.22	11.32	9.35	9.80

Participation of young people

The virtual school recognises that young people are at the heart of all its work and that to be effective in helping young people to succeed in education, their wishes and feelings must be listened to.

All young people are invited to contribute to their PEPs, either by attending the meeting or by sharing their thoughts on the 'my voice' form which can be presented at the meeting on their behalf. Specific interventions and plans are influenced by this input in a variety of ways such as:

- Deciding what subjects to have tutoring in and when/where this takes place based on aspirations
- Agreeing targets for improvement in attendance or behaviour
- Identifying any issues/concerns in school
- Deciding whether additional adult support, e.g., mentor is required

Where children are not attaining and are struggling in school the virtual school advisor works 1-1 to gain understanding from the child of what support can be put in place. The virtual school has dedicated learning mentors who work 1-1 with children, they work closely with schools to empower and train staff to continue to support children/young people.

To ensure the young people are able to share their voice with professionals to help develop understanding, share good practice and areas for development our young people have supported to deliver sessions as part of our network designated teacher training days and attend our cared for and cared leavers committee, alongside the virtual school.

I could honestly talk all day about our virtual school advisor and how much he had made a difference to the young persons life in such a short time.

From the first meeting, it was evident that he has a wealth of knowledge, warmth and commitment to his role and actually wants to help the young people in his care, from the first PEP meeting I was in quite an emotional state as I truly believed that he had listened to my concerns and validated them. The relief was overwhelming for me to know that we had support.

Over the last few months, our young person has drawn his advisor Pokemon pictures, talked about him often, mentioned what his hobbies are and was so excited that he came with us for a visit to high school. This man is an absolute gem!
(quote from foster carer)

The support through the venture with confidence programme has enabled the young person to successfully re-engage back into education and transition into college

I just wanted to thank you both for all your help and support over the years. You have always been at the end of the phone (or email) if I needed anything, and the support Cheshire East have offered us as an 'out of authority' school has been fantastic! (Quote from a designated teacher)

Child A's comments when talking about support from learning mentors and her transition to High School.

'The learning mentor came to visit me... This was important to me. The teacher from high school attended my PEP with my teacher from primary school and they put things in my PEP to support with my Transition, such as Extra Visits and a Key Worker. I had 3 extra transition days at High school and I had support on those days from learning mentor and my teacher from high school. They helped me move from Primary to High School. I was still scared but I had time to get used to the school so I was comfortable with the surroundings'

Attainment

Early Years Foundation Stage (EYFS) assessments and PEPs

The EYFS profile is a statutory assessment of children's development at the end of the early years foundation stage (EYFS). A new EYFS was introduced in September 2021 with revised early learning goals (ELG's) making data comparison with last year possible.

The EYFS profile is intended to provide a reliable, valid, and accurate assessment of each child's development at the end of the EYFS. It is made up of an assessment of the child's outcomes in relation to the 17 early learning goal (ELG) descriptors.

For each ELG, teachers must judge whether a child is:

- meeting the level of development expected at the end of the EYFS (expected); or
- not yet reaching this level (emerging)

Children are defined as having reached a good level of development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy.

There were 9 cared for children in reception as of July 2023 with 5 in the eligible cohort (in care for 12 months as of 31 March). Of the 5 eligible Reception age children 2 reached a good level of development 40.0%, in line with estimated NCER National (CLA) average of 41.0%.

Group	Pupils	% Of results received
Full Cohort	9	
Out of area	4	
Out of Age Range	0	
Results received for eligible Reception C4C	5	
Achieving GLD	2	40%

PEPs

In addition, we tracked the number of completed Early Years PEPs by age group and whether the children were at or below the expected development.

Autumn 2022

107 children 33 Children 2-4 YO 20 Children 3 & 4 YO 13 Children 2YO

Age group	Number of children	Completed PEPs	Percentage completed
3 & 4 YO	20	18	90%
2 YO	13	8	62%
Total	33	26	79%

Age Group	Number of children	Completed PEPs	At Expected Of completed	Below expected Of completed
3 & 4 YO	20	18	7 39%	11 61%
2 YO	13	8	3 38%	5 62%
Total	33	26	10 38%	16 62%

Spring 2023

109 Children 35 children 2-4 YO 20 children 3&4 YO 15 children 2YO

Age group	Number of children	Completed PEPs	Percentage completed
3 & 4 YO	20	19	95%
2 YO	15	14	93%
Total	35	33	94%

Age Group	Number of children	Completed PEPs	At Expected of completed	Below expected of completed
3 & 4 YO	20	19	8 42%	11 58%
2 YO	15	14	9 64%	5 36%
Total	35	33	17 52%	16 48%

Summer 2023

125 Children 58 children 2-4 YO 29 children 3&4 YO 29 children 2YO (10 not eligible for nursery yet)

Age group	Number of children	Completed PEPs	Percentage completed
3 & 4 YO	29	17	59%
2 YO	19	8	42%
Total	48	25	52%

Age Group	Number of children	Completed PEPs	At Expected of completed	Below expected of completed
3 & 4 YO	29	17	11 65%	6 35%
2 YO	19	8	4 50%	4 50%
Total	48	25	15 60%	10 40%

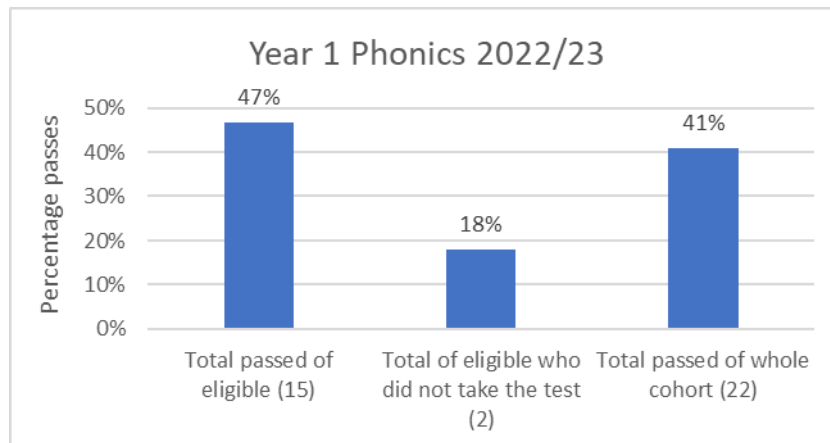
We used the information to target settings through our Early Years Training Offer to allow those settings with cared for children to access training for free to help ensure that best practice was being delivered. Settings with cared for children could access the 2-year-old training and all networks. This helped on Targeted Support Officers visits to challenge and support practice and also in the PEP meeting to support language/ PSED/ routines/ environment to ensure it was suitable for 2's. The behaviour training was also free to all cared for settings and we had very positive feedback- see below.

I just wanted to thank you for a great course. I found it encouraging, empowering, and enlightening. My main take away is to continue to “stay curious”, as a practitioner, I regularly reflect, so this is a simple task for me. I am very interested in ACEs, how trauma affects the brain and how we can help children heal from trauma. The changes I will make in my setting are to continue to encourage practitioners to look beyond the immediate behaviour.

Key Stage 1

Year 1 Phonics

As of July 2023, there were 22 cared for children in total and 15 were within the eligible cohort (in care for 12 months or more as of 31 March 2023). We have received results for all 22 children. Of the whole cohort of 22 cared for children, 9 passed the phonics test. Of the 15 eligible cohort, 7 of them passed the phonics test and 2 of them did not take the test.



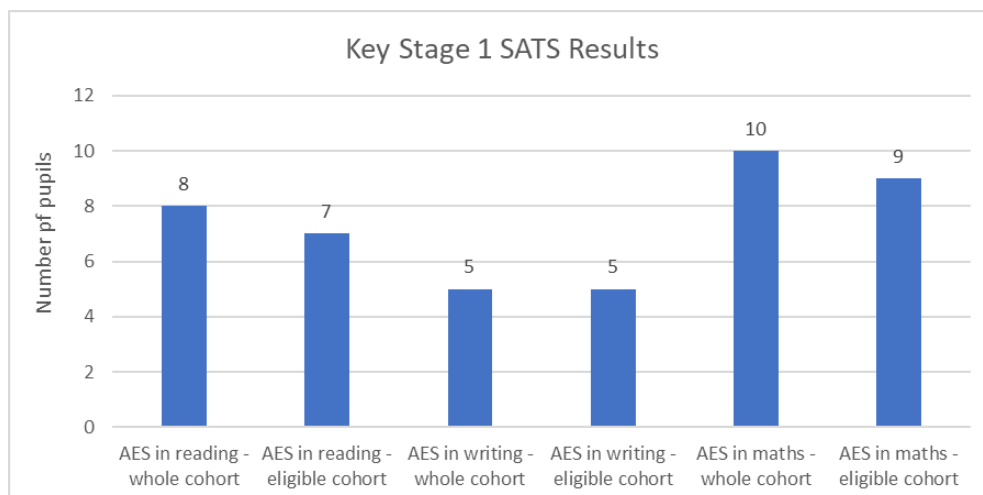
Year 2

As of July 2023, there were 18 cared for children in total and 13 were within the eligible cohort (in care for 12 months or more as of 31 March 2023). We have received results for 17 children.

Phonics

Of the whole cohort of 18, 10 passed phonics in 2022, a further 4 passed in 2023. Of the 13 eligible cohort, 10 passed in 2022, the remaining 3 passed in 2023.

SATS



8 pupils in the whole cohort and 7 pupils in the eligible cohort achieved the expected standard (AES) in reading for Key Stage 1 SATS. A further 5 were working towards the expected standard; all of them were in the eligible cohort.

Of the 5 whole cohort reaching the expected standard for writing, a further 8 were working towards the expected standard, 7 of these being in the eligible cohort.

Of the 10 whole cohort achieving the expected standard for maths, a further 5 were working towards the expected standard, 3 of these being in the eligible cohort.

Key Stage 2

As of July 2023, there were 31 cared for children with 23 within the eligible cohort (in care for 12 months or more as of 31 March 2023).

A total of 25 children (19 eligible children) were entered for the SATS tests.

Of the 6 remaining children, 2 attend schools who have confirmed to not sitting SATS, 3 did not sit as it was not appropriate for the child due to SEND needs, results for 1 child is not available due to moving schools.

In whole cohort (total of 31 children)	All children (31)	Eligible cohort (23 children)	% Of eligible cohort (23 children)
Achieved expected standard or Greater Depth in Writing	13	11	48%
Achieved greater depth in Writing	1	1	4%
Achieved standard in Reading	18	13	57%
Achieved standard in Maths	15	11	48%
Achieved standard in Reading, Writing and Maths	10	8	35%

Key Stage 4

At the end of the academic year July 2023, there were 60 Cheshire East cared for children.

Of the 60 there were 39 in the eligible cohort (in care for 12 months or more as of 31 March 2023).

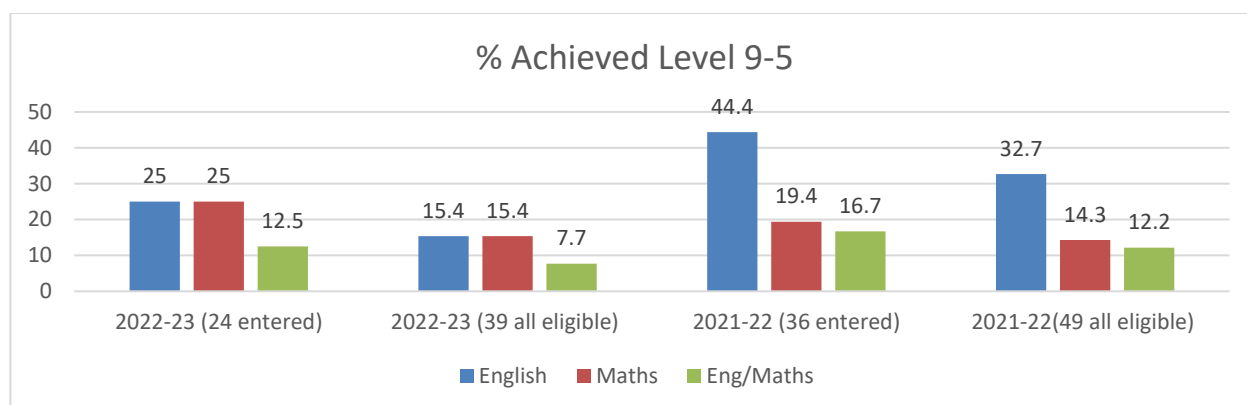
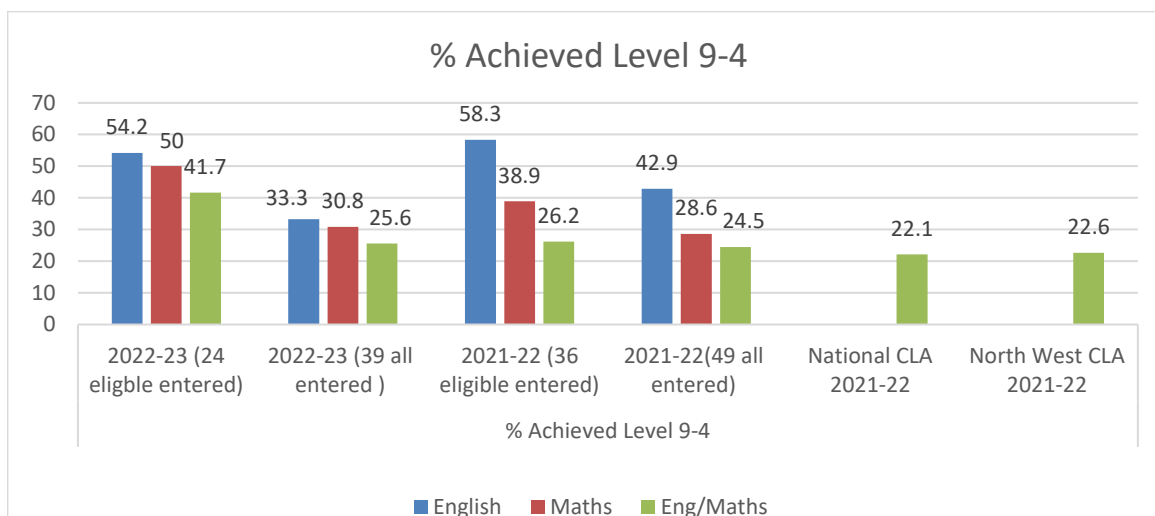
Of the 60 cared for children, 38 were entered for GCSE's.

Of the 39 in the eligible cohort, 24 of these were entered for GCSE's.

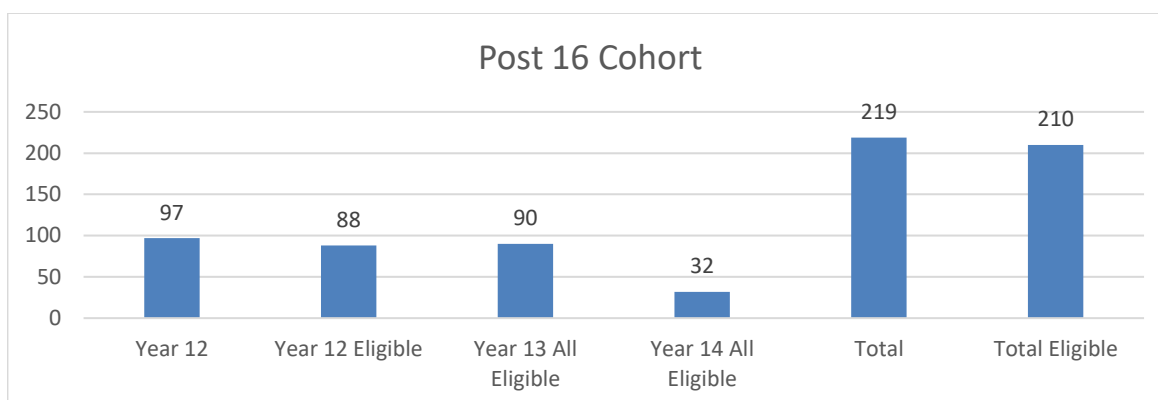
Of the children not entered for GCSE's, a number of these gained a range of other functional skills qualifications.

	Number of eligible cohort (39 children)	Eligible cohort%	Number of entered eligible cohort (24)	Entered eligible cohort %
Achieving Strong Pass (9-5) in English and mathematics	3	7.7%	3	12.5% (national CLA 10%)
Achieving Standard Pass (9-4) in English and mathematics	10	25.6%	10	41.7%
Achieving Strong Pass (9-5) in English	6	15.4%	6	25% (national CLA 18%)
Achieving Strong Pass (9 - 5) in mathematics	6	15.4%	6	25% (national CLA 13%)
Achieving Standard Pass (9 - 4) in English	13	33.3%	13	54.2%
Achieving Standard Pass (9 - 4) in mathematics	12	30.8%	12	50%

*Although data below includes that of this year and national, as per DfE/OFQUAL guidance this year's data should not be published or compared to previous years'/national data.



Post-16 education, employment, and training



Year 12

At the end of the academic year 2022/2023, there were 97 students in total in year 12.

Of this, 19 were not in education, employment, or training (19.58%). 5 young people came into care over the summer (including 4 unaccompanied asylum-seeking children) and 2 are parents. 13 young people have clear next steps and pathways including, employment, an apprenticeship in CE and college. Of the 6 young people who remain NEET, 1 parent is being supported by the VS learning mentor to explore online A Levels. The 5 other young people are being supported to explore their EET options.

11 young people in Year 12 were taking part in re-engagement provision. This included, Post 16 tutor support, funded 1-1 or group tuition, online TUTE and The Prince's Trust Programme. Of the 11 young people in re-engagement provision, 9 have secured a place in further education in September. One young person is waiting to move area and remains on re-engagement provision and another remains re-engaged through volunteer work. Both will continue to receive support with their next steps.

90 young people have a clear post 16 pathway in place for September 2023 (92.78%). The virtual school are working alongside social care and wider services to ensure that all young people have access to local support and services.

Qualifications 2022/2023

All eligible Year 12 students who were entered for examinations achieved a pass in every subject as listed below.

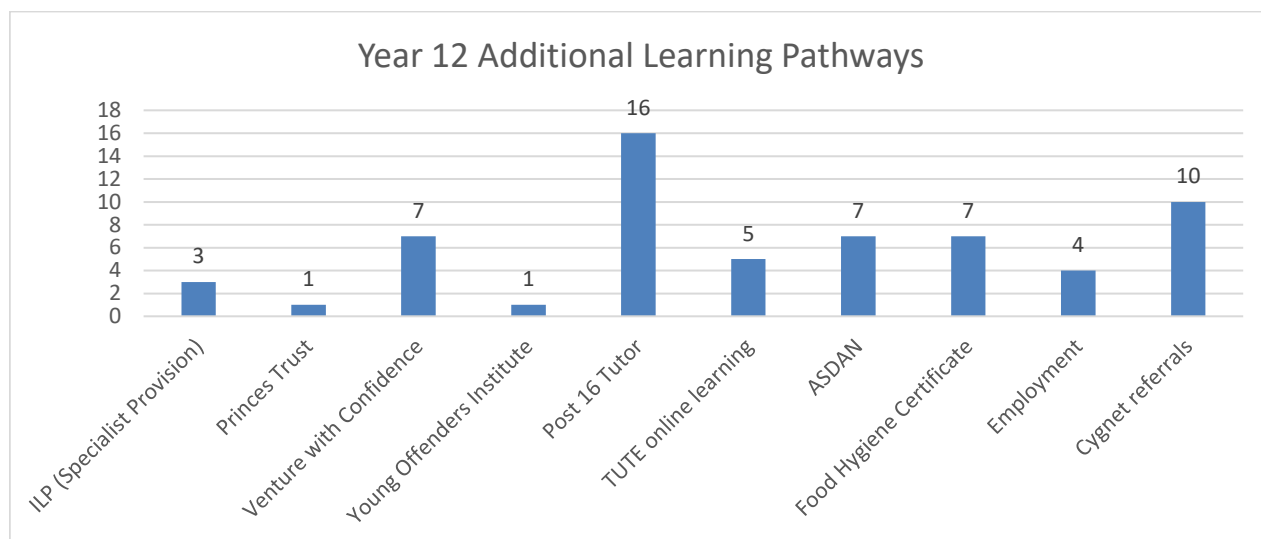
Bespoke Provision	Vocational Entry Level	Level 1:	Level 2:	Level 3 (first year):
	1	11	10	5

A Levels (1st year):	9
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ESOL	Pre Entry	Entry 1	Entry 2	Entry 3	Level 1	
18	8	6	2	0	1	
Maths	Pre Entry	Entry 1	Entry 2	Entry 3	Level 1	GCSE
16	3	8	3	1	0	1

GCSE	English	Maths
25	9	16
Grade 4 or above achieved	2	4

English Functional Skills Entries	Pre Entry	Entry 1	Entry 2	Entry 3	English Level 1	English Level 2
9	0	2	0	2	3	2
Maths Functional Skills Entries	Pre-Entry	Entry 1	Entry 2	Entry 3	Maths Level 1	Maths Level 2
22	3	8	3	4	4	0



Year 13 Qualifications 2022/2023

All eligible Year 13 students entered for an examination passed at the levels below:

Vocational Qualifications	Entry Level 1	Entry Level 3	Level 1	Level 2	Level 3 (first year)	Level 3 (Second Year)
	1	1	6	3		6

A Level Results: (8 young people passed with following results:

Maths D

Psychology C

Biology D

Theatre Studies C

Criminology C

English x 2 C

History

2 ongoing apprenticeships

ESOL

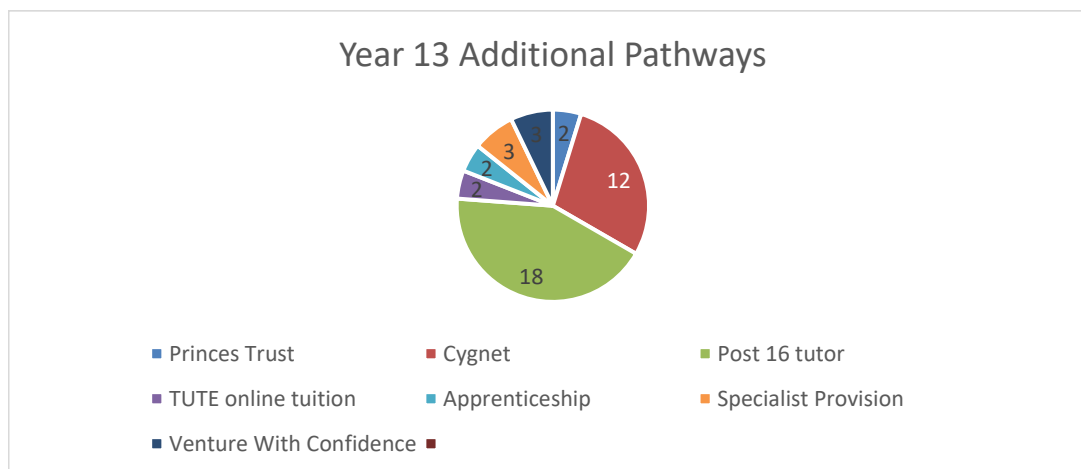
Pre-entry	Entry 1	Entry 2	Entry 3	Level 1
7	10	2	0	1

GCSE

Total taken	English	Maths
8	4	4
Achieved 4 or above		1

Functional Skills

English Functional Skills Entries	Pre Entry	Entry 1	Entry 2	Entry 3	English Level 1	English Level 2
9	0	1	1	2	2	3
Maths Functional Skills Entries	Pre-Entry	Entry 1	Entry 2	Entry 3	Maths Level 1	Maths Level 2
23	4	5	3	4	2	5



At the end of the academic year 2022/2023, there were 90 students in year 13.

76.6% of young people (69 students) have a pathway in place for September 2023. These pathways include university, college/training, work, and apprenticeships.

Of the 90 students in the overall cohort, 20 were not accessing education, employment, or training which equates 23.3%, this was a slight increase compared to the same time last year (2%).

All these young people will continue to be supported by the cared for and care leavers team working alongside the virtual school advisor and wider services to ensure all support is in place.

NEET Challenge panel takes places monthly, where young people who are NEET and able to work are discussed and appropriate actions of support agreed.

2 young people in year 13 are on an apprenticeship and will continue to be supported.

Year 14 and 14+ Students Qualifications 2022/2023

Vocational Qualifications	Level 1	Level 2	Level 3 (First Year)	Level 3 (Second year)
	0	4	1	6

BTEC Level 3

L3 Art and Design practice (graphics) – MPP
 L3 Music – MMP

L3 Performing Arts – DDD
 L3 Performing Arts – D*D*D*
 L3 NCFE CACHE Health and Social Care – B
 L3 Art

A Levels: Year 2	1 passed
A Levels: Year 1	1

A Level Results:

Biology C
 Art A
 Psychology B

ESOL	Entry 1	Entry 2	Entry 3
	1	2	3

Apprenticeships:

4 young people successfully completed apprenticeships this year: L2 early years practitioner, L2 CNC Machinist, L2 teaching assistant, L3 electrician.

2 young people continue with their apprenticeship and should complete at the end of next academic year.

University 2022

There are six students who have progressed to higher education this year, studying a variety of courses including art, and veterinary nursing. 2 students have graduated this year, gaining a 2:1 and another gaining a 1:1, the latter is now an accident and emergency nurse. 18 young people have achieved a Level 3 qualification with 11 offers of university and 10 looking to start in the new academic year. One of these young people came into care with no English and is being supported to secure their place at university to study nursing. We have 14 young people currently at university.

During the next academic year 2023/24 the key high level priorities for the virtual school are:

1. Work alongside partners in the development an education and inclusion strategy, supporting to further strengthen the inclusive practice across all schools and settings to ensure children have access to the right support at the right time. The strategy will have a key focus on improving the outcomes of the most disadvantaged children.
2. Work alongside our attendance and out of school to team to support to embed 'attendance is everybody's business' to ensure a key focus on improving attendance for all children.
3. Improve the overall attendance of all cared for children with a specific focus on those who are persistently and severely absent and post 16 learners.
4. Strengthen our processes and systems to ensure clear oversight and monitoring of children and young people accessing alternative provision.
5. Strengthen and monitor the offer for our extended duties for children with a social worker, monitor and track impact of both universal and targeted support.
6. Ensure a clear focus on early years and primary children to support to ensure improvements in overall progress and gaps in learning.
7. Ensure we continue to have a clear focus on tracking and monitoring attainment and progress regularly to ensure gaps in learning are identified early for access to support and interventions.
8. Develop and further strengthen our training offer across all schools and settings, enhancing the opportunity to share good practice and peer support.
9. Continue to work with schools and settings to further strengthen the quality of PEPs and ensuring clear focus on measuring impact and outcomes for our children and young people.
10. Continue to work closely with our care leavers and youth support team to ensure we have a clear focus on reduction of young people not in education, employment or training.
11. Continue to strengthen the work alongside SEND service to maintain a focus on our CYP with special educational needs, ensuring they have access to the right support at the right time.