

Lincolnshire County Council Virtual School



Annual Report - Academic Year 2020-2021 (Jan 2022)

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## **1.0 Introduction: Role of the Virtual School - What do we do?**

The role of the Virtual School is to promote the educational achievement of children in care. Whether educated in Lincolnshire or placed out of the authority, the Virtual School Team works to support our children and young people to fulfil their potential and access opportunities on the same basis as their non care experienced peers. The team supports our children and young people on a case work basis, endeavouring to build strong relationships and to develop the confidence, self-esteem, and resilience of our students. There is a requirement to maintain an up-to-date roll and have robust procedures in place to monitor the attendance and educational progress children in care. Academic progress is monitored through a termly school survey. The Virtual School Head (VSH) must also inform head teachers that they have a child on roll that is looked after by the Local Authority. In addition, the Virtual School should ensure that each child has an up to date, effective and high-quality Personal Education Plan (PEP) that focuses on the improvement of educational outcomes.

The Virtual School Head has primary responsibility for ensuring that there is suitable education in place for all Lincolnshire children in care. This includes oversight of admissions, managed moves, and education moves brought about through changes of care placement. The Virtual School Team also provides advice and information to the parents and schools involved in promoting educational outcomes for Children Previously in Care.

The Virtual School and Virtual School Head have a statutory role in promoting the educational achievement of children in the Local Authority's care. Providing support and challenge that encourages high aspirations and individual achievement, with a minimum of disruption, is central to improving immediate and long-term outcomes for children in our care. In addition, the Virtual School should ensure that social workers, designated teachers and schools, carers, and Independent Reviewing Officers (IROs) understand their role and responsibilities for initiating, developing, reviewing, and updating each child's PEP.

The Virtual School is also responsible for the allocation to schools of the looked after children Pupil Premium Grant (PP+) and is required to report regularly to the Corporate Parenting Panel.

## **2.0 What is the purpose of this report?**

This is the statutory annual report of the Virtual School Head and Virtual School for children in the care of Lincolnshire County Council. The report highlights the work of the Virtual School, the Local Authority, and partner agencies to improve outcomes for children and young people in care aged three to eighteen. The report covers progress and attainment at all key stages from Early Years to Key Stage Four. It further covers the quality of provision and engagement for post 16 and, most importantly, how the voice of the child and young person is considered to influence practice.

The purpose of this report is to outline the activity of the Virtual School Head Teacher and the Virtual School, and to report upon the 2021 educational outcomes for our children in care. It reflects on achievements and identifies areas of development to achieve the best outcomes for children in our care.

Data contained in this report, is for children who were in the care of Lincolnshire County Council (LCC) for a year or more as of 31<sup>st</sup> March 2021.

**Key messages within this report are:**

- The Lincolnshire Virtual School Team continues to be ambitious for all of our children in care. We understand that promoting better educational outcomes is everyone's business and we provide training, challenge, advice and support to schools, Children's Services colleagues, foster carers, parents, and others, so that they can better advocate for the learning of children and young people in their care.
- There remains a continued and growing emphasis on the development of "Learning Homes", where our carers become increasingly skilled to support learning and our schools are committed to creating an environment where the specific emotional and educational needs of our children and young people are understood and their potential fulfilled.
- The majority of our children and young people aged 3-18 continue to attend schools graded good or better by Ofsted.
- Pupil Premium is allocated to schools in a timely way and is linked to targets outlined in the Personal Education Plan. Personal Education Plans are reviewed three times per year or more, if appropriate, for all children and young people aged 3-18. Personal Education plans and support for transition continued throughout lockdown and recovery, and the Virtual School worked with schools and LCC colleagues to commission additional tuition to support children in care wherever possible.
- Early intervention is key to promoting outcomes. Consequently, all children in care or entering care aged 3-13 continue to receive support from our Specialist Teachers, so that schools are better informed of strategies to improve communication and language needs if appropriate.
- The Virtual School Team continued to work effectively and in cooperation with carers, parents, schools, and Children's Services colleagues to support the education of children in care throughout the periods of lockdown and recovery up to August 2021.
- The team works closely with our children and young people with the specific aim of developing strong and effective working relationships. The voice of our children and young people is heard. We celebrate successes and provide opportunities for them and their families to be better understood. We endeavour to stick with them when things don't go so well and put any potential setbacks into context.
- Despite the many challenges that our young people and their carers have faced over the Covid pandemic, lockdown, school closures, and uncertainty around exams, our children and young people achieved in line with previous years and in line with historic

national and regional comparators, with many achieving outstanding results at GCSE in 2021.

### **3.0 What is our vision to improve outcomes moving forward?**

The Virtual School's vision for improvement is aligned to the vision included within the Lincolnshire Looked after Children and Care Leavers Strategy 2018 (*see below*), as well as the Local Authority and partners' aspirations as set out within this strategy.

**We believe you can achieve.**

***We want all Looked after Children and Care Leavers to feel safe, loved, be heard and to realise their potential, through nurturing, resilient parenting and support.***

This strategy for Looked after Children and Care Leavers sets out Lincolnshire's ambitions. Whilst we have high expectations for all children and young people in Lincolnshire, the vision, principles, and plans in the document apply to some of the most vulnerable children and young people within our community, namely those for whom we have corporate parenting responsibilities.

Our overarching aim recognises that we want all children and young people to be cared for within their family / local community and we will support families to provide nurturing, resilient parenting, so that children and young people realise their potential within their birth family. Where children / young people do need to be looked after by Lincolnshire, we will support quality family and friend time. We will do everything we can, across our partnership to care for them and nurture their aspirations so that they feel safe, loved and are heard, so that they can realise their potential. This not only applies when children are in care but also where we have a duty to support them as previously looked after children. Working with our partner agencies and communities, we will individually and collectively provide nurturing, resilient parenting and support, as we would for our own children.

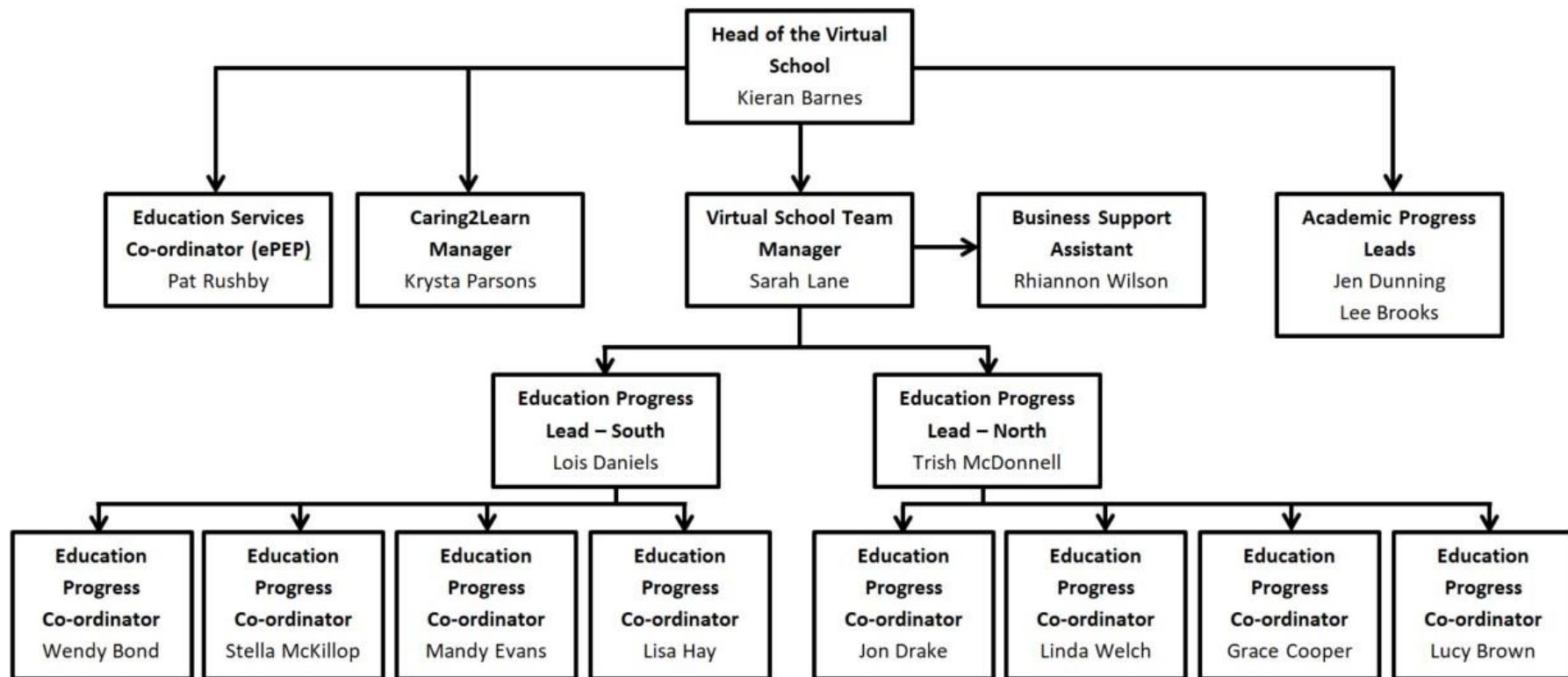
**The main areas of focus for the Virtual School are:**

**Attainment and progress 3-18** to ensure that all Personal Education Plans (PEPs) are high quality and effective with Children's Services staff, carers, children, and schools working effectively and in partnership to promote wellbeing and learning.

**Leadership and management** to further develop a highly skilled, effective, and innovative workforce across Lincolnshire focused upon improving educational outcomes for children and young people in care and to ensure that we fulfil our statutory duties in our extended role to support previously looked after children. **Developing strong and effective partnerships** so that social workers, IROs, carers, parents and teachers can fulfil their roles as outlined in the updated statutory guidance for Designated Teachers and Virtual School Heads March 2018.

**Building an emotional wellbeing pathway** to promote self-confidence and support academic progress so that our children and young people fulfil their potential.

#### 4.0 Structure of The Virtual School



## **5.0 Training and Development – How is the Virtual School Working with others to better support Children and Young People in Care and those Previously in Care?**

The Virtual School has a duty to ensure that there are appropriate arrangements in place to meet the training needs of those responsible for promoting the educational achievement of children in care and previously looked after children and young people, including both social workers and school staff. Designated Teachers from all Lincolnshire schools and educational settings have access to a well-established training programme provided by the Virtual School and Caring2Learn to support them in their role in meeting the educational needs of children in care and previously looked after children and young people. Due to the impact of the Covid pandemic and national lockdowns, all aspects of training and support are now delivered remotely with positive feedback from attendees. The Virtual School is integrated within Children's Services and both benefits from and contributes to LCC's excellent training offer. The Virtual School Team provides support and training across our residential, early help, and fostering teams, and our carer community as per below.

### **5.1 Designated Teachers**

Following feedback from Designated Teachers, further training opportunities have been introduced to support those new to role. In addition to the Autumn term locality cluster meetings, two events specifically for new Designated Teachers were hosted virtually and well attended. The 3<sup>rd</sup> national lockdown had little impact on teachers' commitment to attend and engage in training opportunities and over the year, the termly cluster meetings attracted 225 attendees. An e-learning module on the role of the Designated Teacher was commissioned and log-in details have been requested by 131 school staff. As the Virtual School annual conference could not take place due to the pandemic restrictions, Jaz Ampaw-Farr delivered three webinars on supporting the emotional wellbeing of children and young people in care. Having spent her childhood in care and now being a literacy advisor, Jaz delivered some powerful and inspirational messages to over 200 Designated Teachers and Children's Services colleagues.

### **5.2 Social Workers**

The Virtual School has continued to work closely with our colleagues in Social Care to ensure that all our young people are accessing education. Regular communication played a key role in ensuring our children in care had a successful transition back into their new year groups following the Summer 2020 lockdowns and school closures. When the third national lockdown took place in January 2021, the Virtual School Co-ordinators arranged multi agency discussions to agree support if a young person was beginning to disengage in school or home-based learning. Data reports show that social workers participated in 95.3% of PEPs during 20-21, an increase of 5% from the previous year.

The Virtual School has been represented in the Children in Care Transformation project, supporting social workers and Children's Services colleagues in having high aspirations for our young people and recognising the contribution education plays in supporting placement stability. The Virtual School Co-ordinators support social workers in completing the

educational domains of the Valuing Care toolkit and have had representation on the Rethink Fostering workstream.

### **5.3 Continuing Professional Development for the Virtual School**

In addition to completing mandatory courses in line with the LSCB 6-year training pathway, all Virtual School Co-ordinators have completed the Psychological First Aid e-learning course. Developed by Public Health England and recommended for all professionals working with young people, the course provided advice on practical and emotional support strategies for young people affected by a crisis situation. Colleagues from the Early Years Team and Future4Me have provided inputs at our team meetings and the team regularly attend the Children's Services and Corporate Leadership Team briefings and the SEND Graduated Approach events to ensure they are up to date with key initiatives and projects within the council.

### **5.4 Extension of VSH Role to Support Children with a Social worker**

In June 2021 the DfE announced that from September 2021 the role of the Virtual School Headteacher would be extended to “promote the educational outcomes of the cohort of children with a social worker and those who have previously had a social worker who are aged from 0 up to 18.”

In line with this extension, the DfE has issued non-statutory guidance for Virtual Schools which defines the responsibilities of the role as follows:

- make visible the disadvantages that children with a social worker can experience, enhancing partnerships between education settings and local authorities to help all agencies hold high aspirations for these children.
- promote practice that supports children’s engagement in education, recognising that attending an education setting can be an important factor in helping to keep children safe from harm.
- level up children’s outcomes and narrow the attainment gap so every child can reach their potential. This will include helping to make sure that children with a social worker benefit from support to recover from the impact of Covid-19.

This new role is not about the Virtual School Co-ordinators working with individual children and families but is focussed on working together in close partnership with education settings, so that we are better able to identify the needs of children in this group and share knowledge and training with education settings and Children’s Services teams. This role will also include offering support and advice to key professionals in schools and services, including Designated Safeguarding Leads (DSL), Inclusion Leads & SENDCOs, Social Workers in Safeguarding and FAST teams, Early Help teams and Early Help Consultants. In Lincolnshire, we are in an excellent position to meet the requirements of this role extension through Caring2Learn, which already aims to support a range of improved outcomes for children and young people in care, previously looked after and now, children with a social worker. All schools currently

have access to the Caring2Learn learning and development programme, good practice framework and Caring Schools Award and the hub support network. The Caring2Learn Manager will take the lead on developing this further and plans to work closely with Designated Safeguarding Leads in schools through the termly DSL Network Briefings and TAC Forums. They will also offer regular support, guidance and good practice sharing to Social Work, IRO and Early Help teams to raise the profile of education and ensure improved educational outcomes and support remain a priority in assessments and plans for children with a social worker. The current non-statutory guidance and funding arrangements will be reviewed by the DfE with further decisions on this extension expected in 2022.

## **5.5 Supporting Families and Schools Caring2Learn – Residential Homes Framework**

In 2019, as part of Caring2Learn, a Learning Homes Toolkit was piloted for residential children's homes, which was adapted from both the Caring Schools and Learning Homes for Foster Carers good practice frameworks. Three of our maintained residential settings, Eastgate, Haven Cottage, and Denton Avenue have worked through the pilot toolkit and achieved a Learning Homes award. The findings from this pilot were then used to develop an updated Learning Homes Toolkit for our Residential Homes and in 2020, during the Covid 19 pandemic and the first lockdown, we began working with the Northholme Residential Team. We planned and delivered a series of practice workshops and learning and development sessions based on the Cornerstones of Good Practice delivered at the home for whole staff teams.

As a result of this development work with Northholme, Caring2Learn have now introduced a bespoke Residential Training Pathway which is currently being embedded within Eastgate and Albion Street with more homes to follow in 2022. The pathway covers the Cornerstones of Good Practice but also includes bespoke sessions for residential carers, looking at self-care, compassion fatigue, relational trauma, and Kids Skills. It also includes interactive sessions on utilising trauma informed assessment tools to consider individual children's needs and planning for direct work and intervention to support improved outcomes.

In 2021 as part of a collaboration with LiNCHIGHER, the staff and children from Northholme also took part in a 10-week programme called Creating Calm, led by therapist Hayley Graves from Creative Therapies. Recent analysis of data from the home suggests that both the programme of learning and development with Caring2Learn and the bespoke programme focussing on mental health and wellbeing delivered by Hayley have had a very positive impact. In June 2021 staff recorded a 60% reduction from the previous year in serious behaviour incidents or instances where restraint was needed. In fact, during the 10 weeks of the Creating Calm programme no serious behaviour incidents were recorded.

## **5.6 Learning Homes Education Champions Progress Update Recovery from Covid**

Despite Covid 19 and restrictions, the Foster Carer Education Champions team continued to develop, offering support, and sharing best practice with other Lincolnshire foster carers. There are currently 24 champions in place and 2 vacancies. They have received 134 allocations of tasks in the last 12 months. This has included direct support and assistance in supporting placements and improved outcomes for children.

Champions have worked jointly with Children's Services staff to deliver three programmes of a 6-weekly course called Caring2gether. This has been positively received by carers and has supported learning and placement stability. Champions have also continued to co-facilitate the fostering recruitment evenings, prep course, and induction. Following the lifting of Covid restrictions, the Early Years group in Lincoln relaunched in September 2021. This is facilitated by 2 Foster Carer Champions with early years specialisms. Its introduction has been welcomed, with carers, babies, and young children attending fortnightly at St. Giles Children's Centre. The plan for 2022 is to introduce these in other areas.

Some face-to-face Foster Carer Socials have started to be introduced again, although Champions have continued to deliver the strong online/virtual support offer through Facebook, where we now have a very active group of 750 carers, education, and Children's Services staff, and WhatsApp, where we now have six different support chat groups. In early 2020, the combined Learning Homes and Training Standards and Development Toolkit was introduced and became mandatory for all Foster Carers to complete during their first twelve months following approval. Together with experienced carers, 61 Fostering households have now completed this toolkit successfully and achieved the Learning Homes Award.

### **5.7 Evaluation of Caring2Learn – Transitioning to Business as Usual**

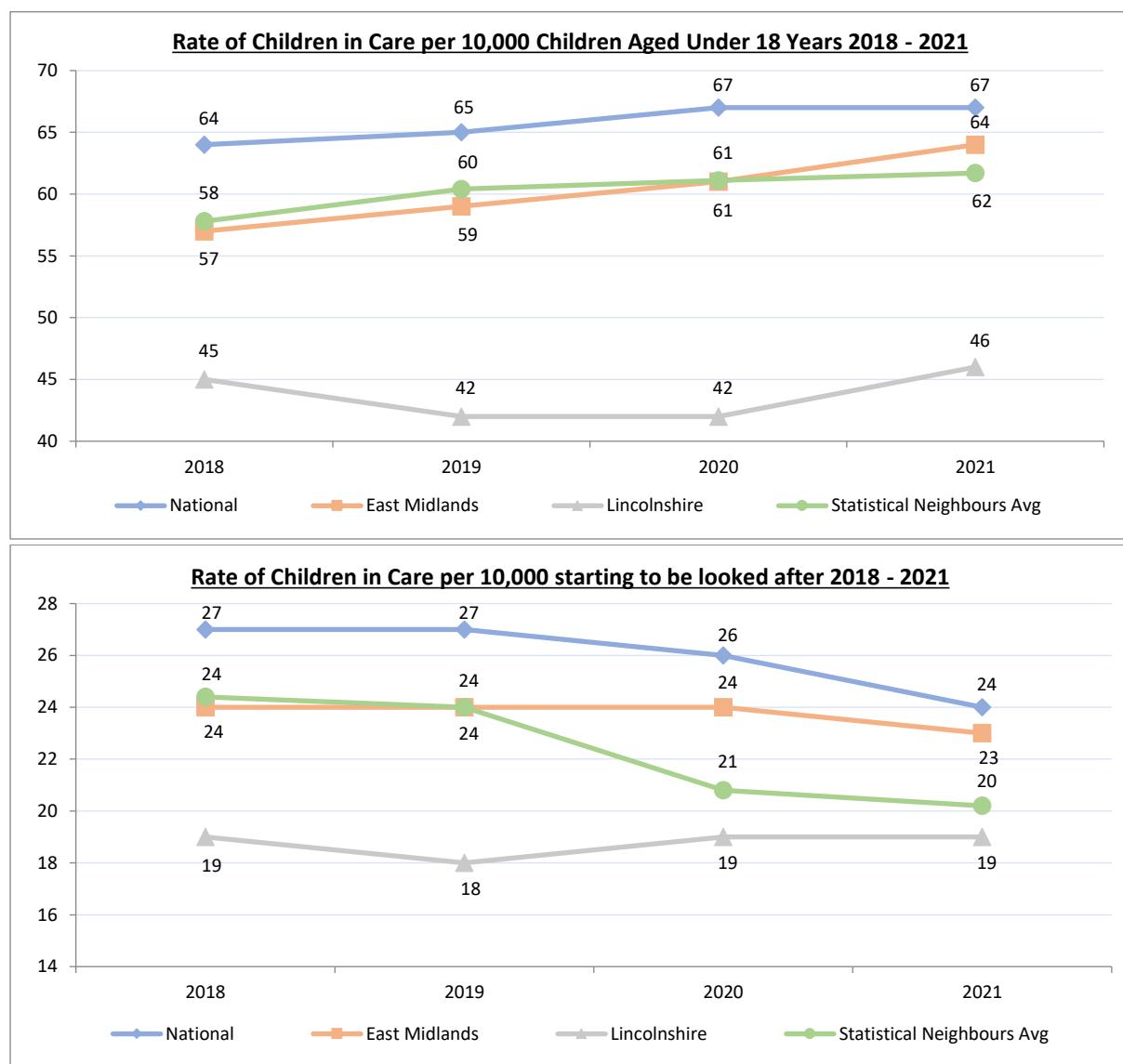
The Caring2Learn project has been in operation since January 2018 and was originally funded through the Partners in Practice programme. The project has been very successful in engaging and supporting schools, education settings, foster carers, children's homes, residential settings, and Children's Services teams to be part of this innovative and sustainable multi-disciplinary approach to improving academic outcomes, progress, life choices, and opportunities for all Lincolnshire children in care, on the edge of care, or previously looked after. Over the last three years the project has developed and implemented a clearly defined strategy that is supporting education settings to be able to nurture and promote wellbeing and ensure looked after children achieve better progress whilst in care. It is also supporting foster carers to promote learning in the home and help children to develop a thirst for learning so that education is valued and encouraged. An Impact and Evaluation Summary report has been compiled which includes the findings from the external evaluations from ECORYS and IMPOWER, as well as our own impact evaluation and case studies from schools, carers, and residential settings.

In April 2021 the decision was made to continue to fund these activities permanently and embed Caring2Learn into business as usual as part of the Virtual School and Fostering teams. A Strategic Steering Group, which will meet three times a year, has been set up to ensure that the principle of multi-agency and cross-team collaboration is maintained whilst furthering the individual focus of both these teams. Over the last year we have continued joint working with the Future4Me/Complex Care Service trauma working group to support the development of a trauma informed framework, as well as development of the Trauma Recovery Model and joint working with the Children in Care Transformation programme as part of the Practising Excellence and Re-think Fostering Workstreams.

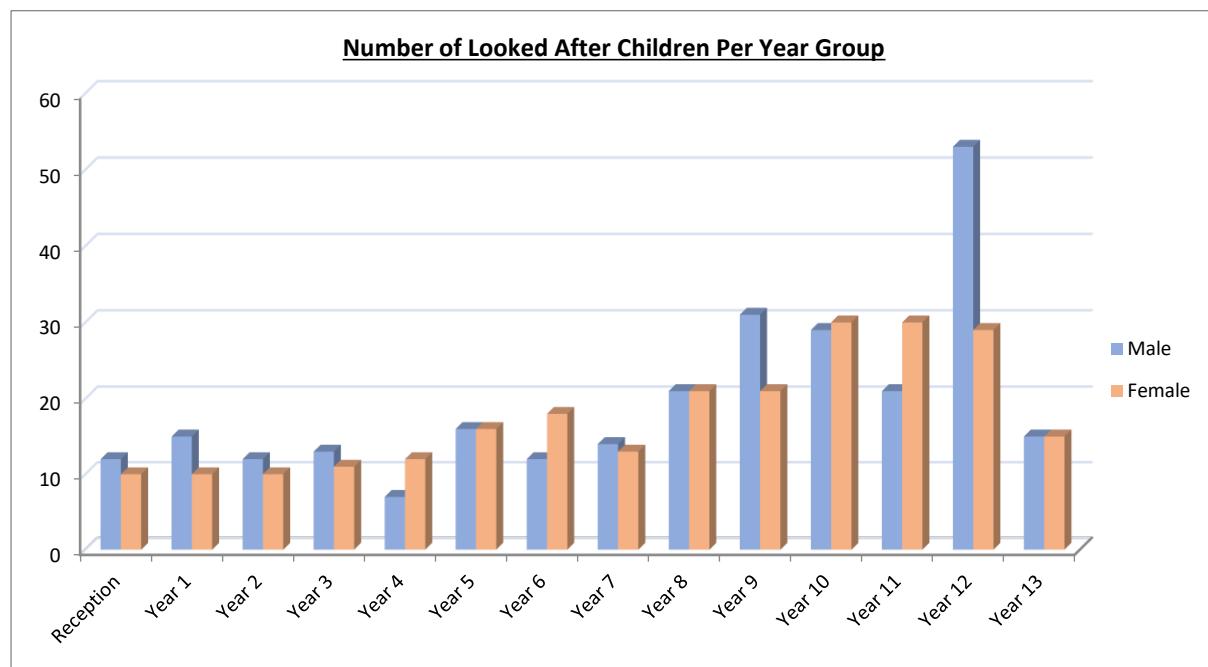
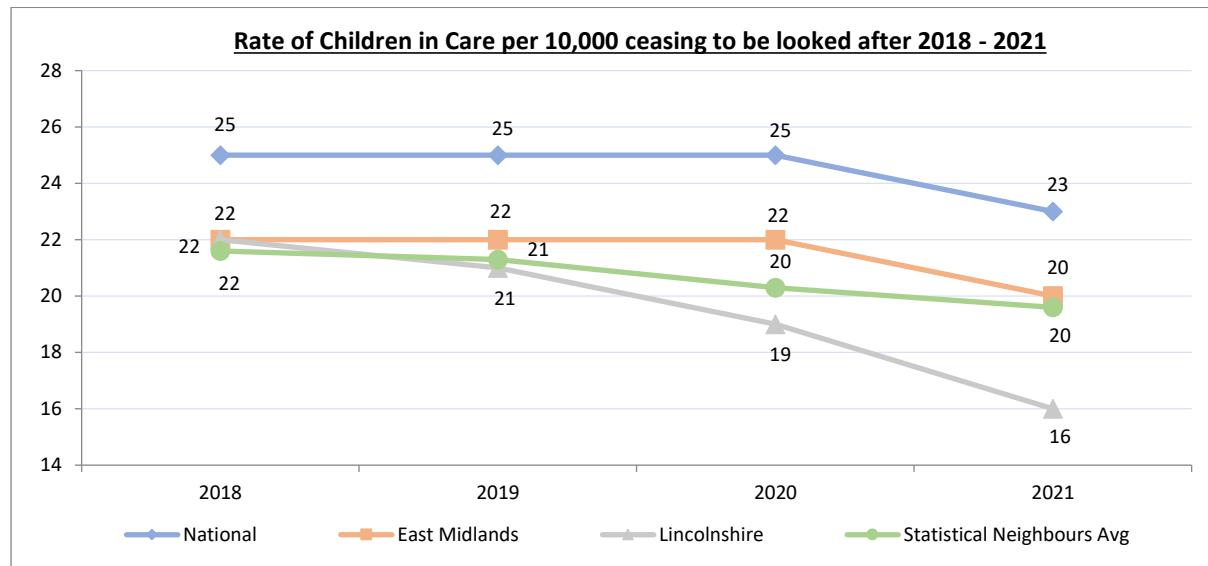
We have continued to deliver our virtual learning and development programme covering all aspects of our 'Cornerstones of Good Practice' which has proved extremely popular. Since April 2020 we have delivered over 150 sessions to over 3500 attendees from foster carers, school staff and Children's Services staff. Feedback from these sessions continues to be very positive from all three sectors. We have also delivered in-person and virtual, whole school staff twilight sessions, and INSET days on Restorative Practice and Trauma Informed Practice in three schools, with a further three scheduled for next term. School and Foster Carer Champions have also supported the delivery of the Designated Teachers Locality Network meetings across the localities each term.

## 6.0 Cohort Characteristics – Who is on roll of the Virtual School?

The rate of children in care in Lincolnshire increased in 2021 after a two year low in 2019 and 2020, following a steady decrease since 2017. This is contrary to the trend seen nationally where the rate remained the same. Increases in rates were seen regionally and amongst our statistical neighbours.



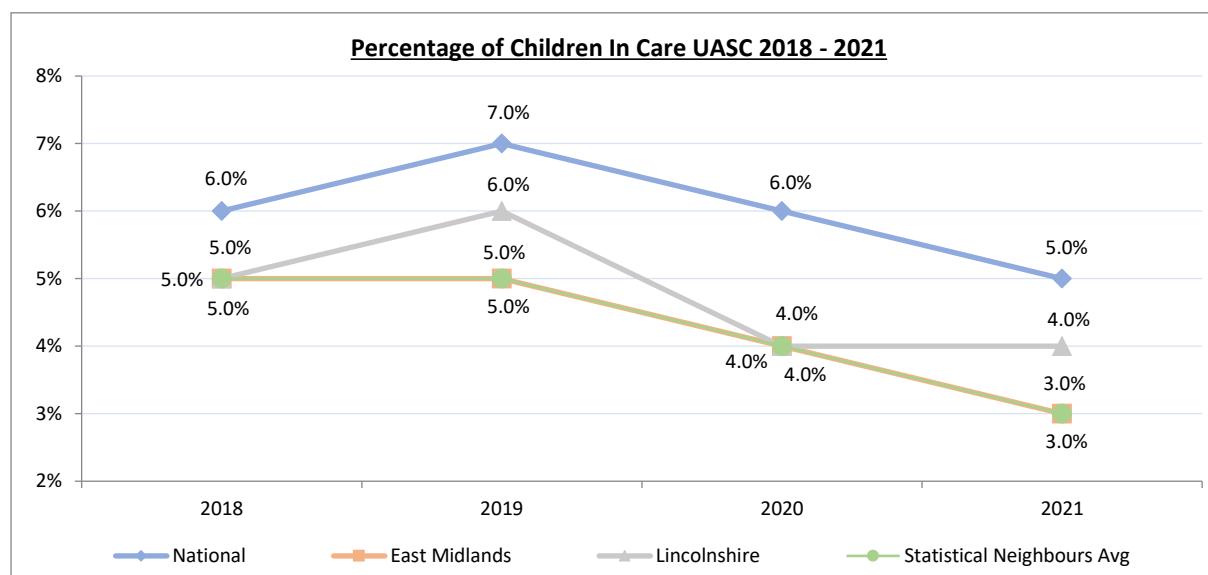
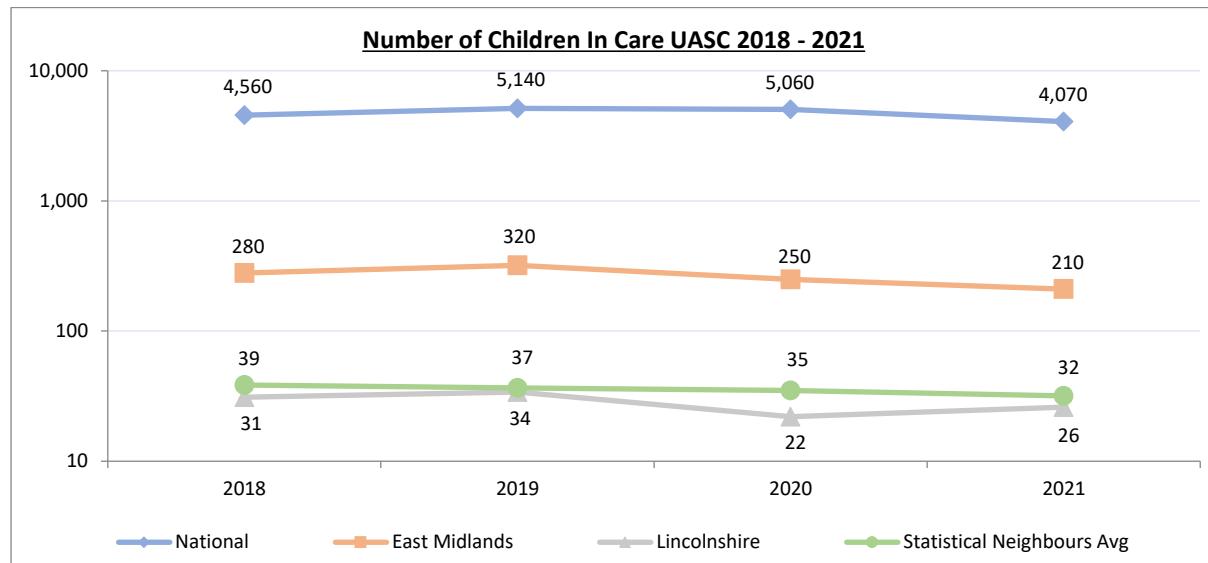
The increase in rate for Lincolnshire was driven by a decreasing rate of children ceasing to be in care (19 per 10,000 in 2020 and 16 per 10,000 in 2021) whilst the rate of children coming into care remained the same (19 per 10,000).



## 6.1 Unaccompanied Asylum-Seeking Children (UASC)

The numbers of young people entering care in Lincolnshire as Unaccompanied Asylum-Seeking Children (UASC) increased in 2021 compared to 2020 but was still lower than levels seen prior to 2020. This increase in 2021 is contrary to the trend seen across all of our comparators where a decrease was seen across the board. The percentage of children in care in Lincolnshire that are UASC (4%) is below national (5%) but higher than the regional East Midlands (3%) and our statistical neighbours average (3%).

The Virtual School team hold regular PEP surgeries involving college staff and wider Children's Services teams to provide advice and support for this cohort whether placed in Lincolnshire or out of county.



## 6.2 Special Educational Needs (SEN)

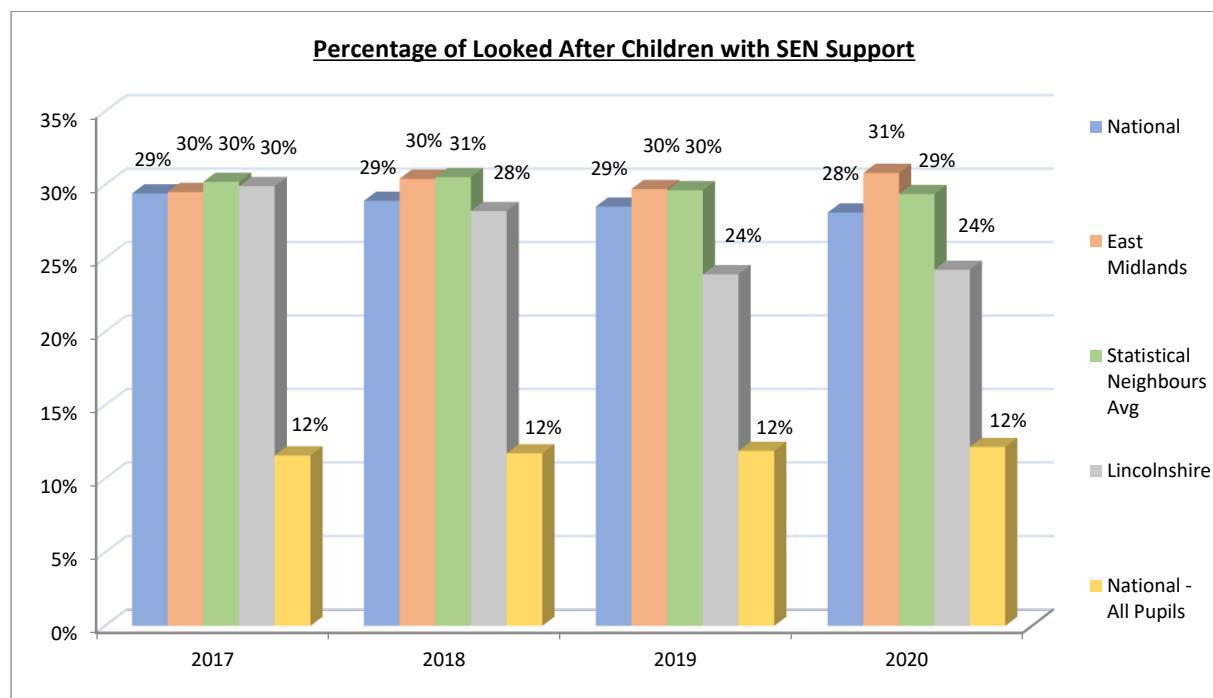
Nationally, 3.3% of the total pupil population have a Statement of Special Educational Needs (SEN) or an Education Health Care Plan (EHCP).

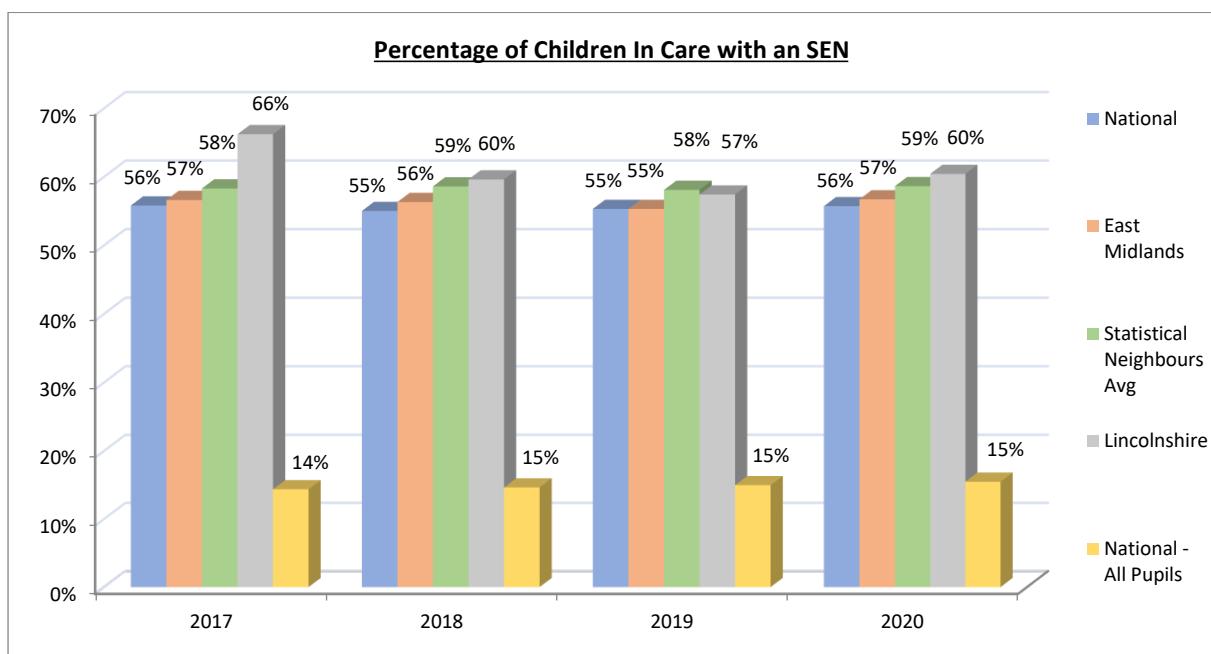
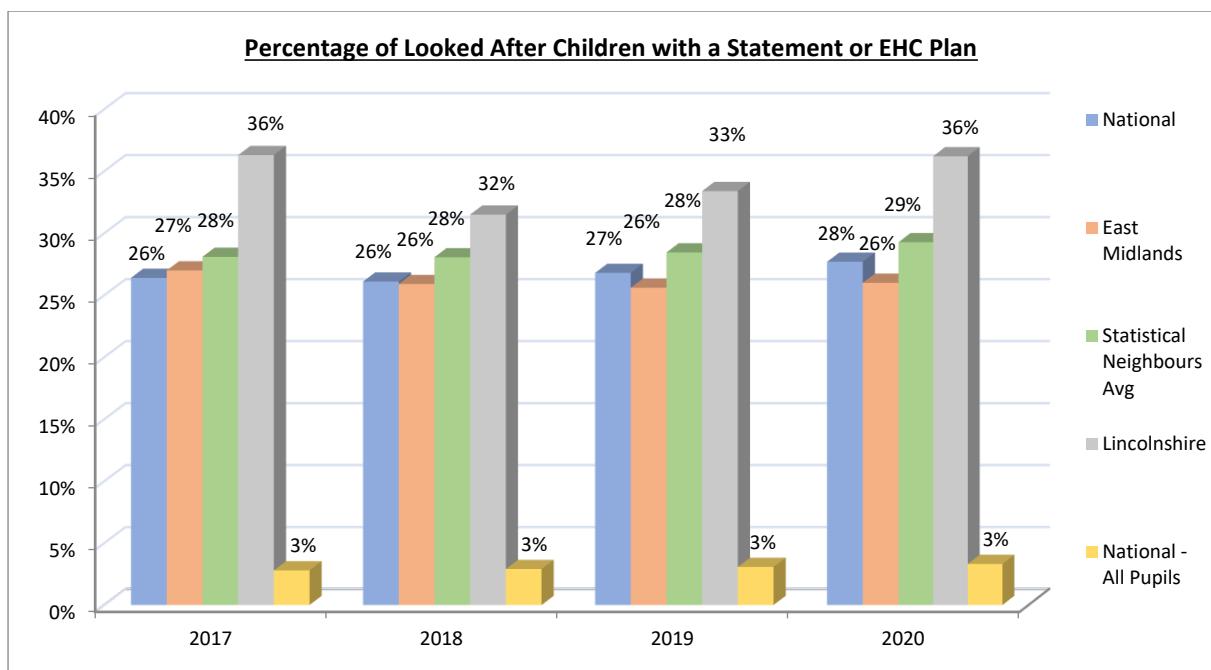
National statistics indicate that children in care are nearly four times more likely to have special educational needs when compared with all children nationally. They are also more than eight times more likely to have a statement of special educational needs or an education health care plan.

Nationally, this equates to 11,220 children in care (27.7%). In 2020, 56% of children in care had an identified special educational need, compared to 15% of all children. When reviewing

primary need type; Social, Emotional and Mental Health (SEMH) was the most frequently identified area of additional support for children in care.

In England, the percentage of children in care with a SEN is 55.7%; of which 28.1% are without a statement or EHC plan and 27.7% are with a statement or EHC plan. The regional East Midlands figures are above national, with 56.7% of children in care having a SEN, with 30.8% identified as SEN without a statement or EHC plan and 26.0% having a statement or EHC plan. Lincolnshire has a higher percentage of SEN when compared to national, regional and our statistical neighbour averages. The percentage of Lincolnshire children with SEN is 60.4% and comprises of 24.2% without a statement or EHC plan and 36.2% with a statement or EHC plan. The majority of the difference between Lincolnshire and its comparators comes for the much higher proportion of pupils with a Statement or EHC plan.





### 6.3 Virtual School Intervention and Additional Support

Many of our children and young people enter care with a variety individual learning needs that are often unmet or unidentified. In order to address this, the Lincolnshire Virtual School works to provide a baseline for their educational progress as near to their time of entry as possible, utilising the skills of specialist intervention teams (Early Years Foundation Stage – Key Stage 3), using the Early Years Specialist Teachers and the Specialist Teaching Team. This provides the opportunity for early and effective school-based interventions with progress monitored through the Personal Education Plan (PEP) process.

Further support included additional tuition through the LCC SEND Home Tuition Team. This is commissioned by the Virtual School utilising Pupil Premium to help develop key learning skills with targeted subject support in years 5 and 6, 9 to 11. This was again extended and offered over the summer to more children and young people who wanted further support and stability with their learning to help maintain academic progress; 15 children and young people chose to have this additional support.

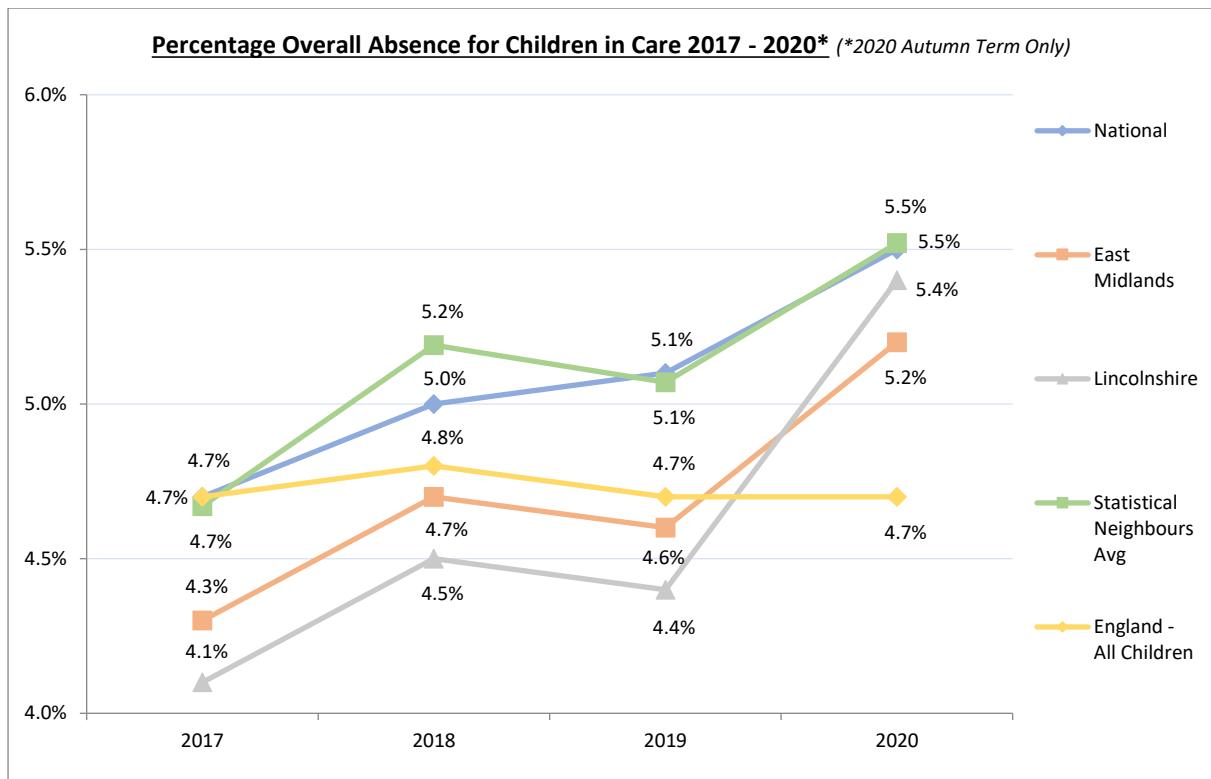
Provision of whole school training in language and communication support to schools has seen a large number of school staff and foster carers gain a better understanding of how the journey through the care system can impact upon language and communication in children and how this can be effectively addressed and overcome.

#### **7.0 Inclusion - How regularly do our Children Attend?**

Due to Covid restrictions in early 2020 we do not have any nationally published attendance data for the whole year for 2020. Autumn term 2020 data has been used as a comparison though absence is usually higher in autumn term compared to a whole year of data.

The last 3 years of complete data show that Lincolnshire children in care attend more regularly than their looked after peers nationally and regionally. This maintains a long trend of being in line or better than our national, East Midlands, and statistical neighbour average comparators.

The autumn term 2020 data shows Lincolnshire children in care still attend more regularly than our national and statistical neighbour average comparators. The autumn term 2020 data does indicate that there has been an increase in absence with Lincolnshire children in care attending less regularly than our regional East Midlands comparators.



## 7.1 Attendance during Covid-19 Lockdown

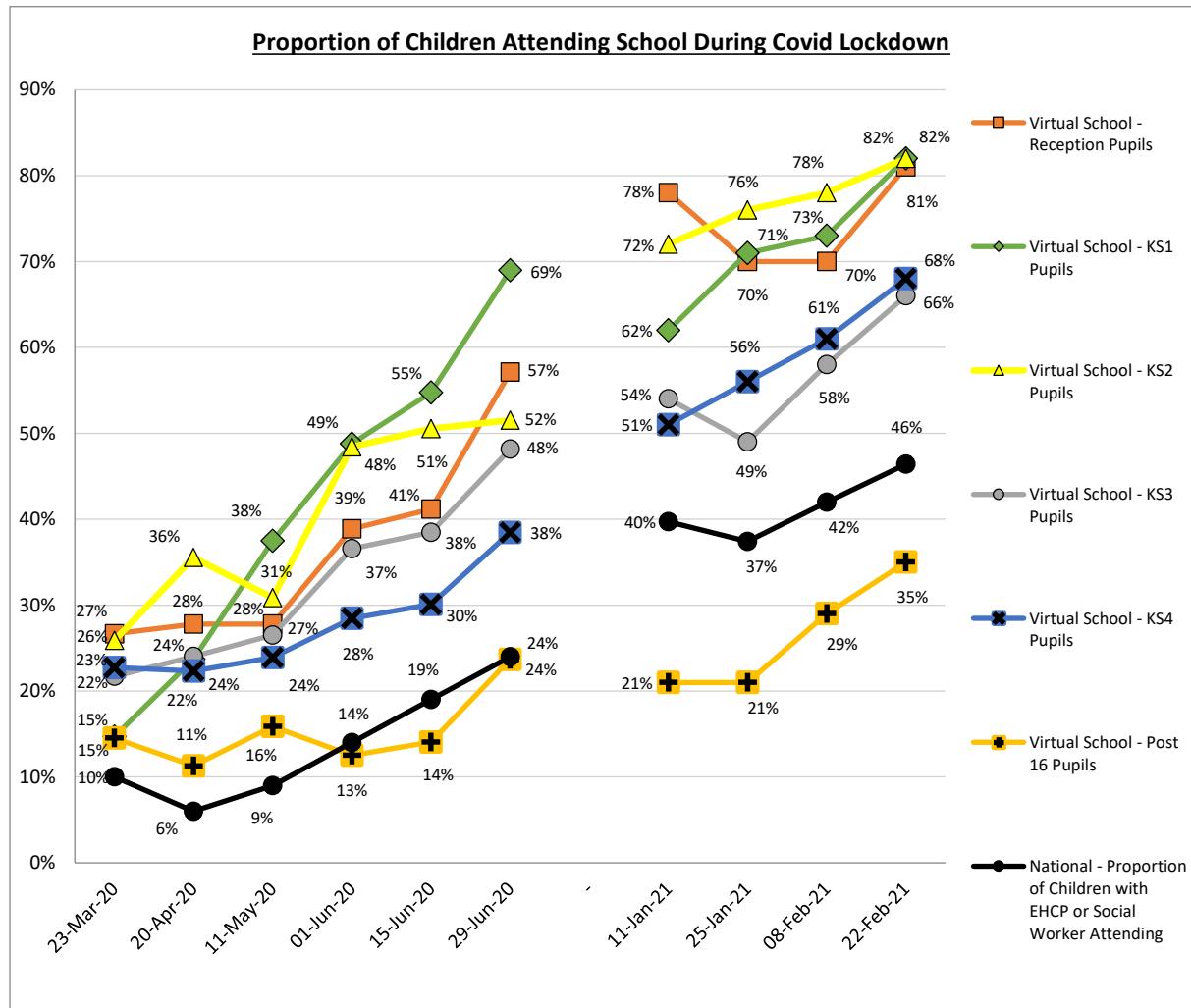
Lincolnshire children in care attended more regularly during the covid lockdown than a proxy national comparator for vulnerable children (children with EHCP or social worker March 2020 to June 2020; children with social worker January and February 2021).

During the first lockdown Lincolnshire children in care started with a proportion attending of 23% at the end of March 2020 rising to nearly 50% by the end of June 2020; the national proportion of vulnerable children attending started off with a proportion attending of 10% at the end of March 2020 rising to nearly 25% by the end of June 2020.

Lincolnshire children in care generally attended more regularly by age with primary children attending more often - achieving 52% to 69% attendance by the end of June 2020, compared to secondary children achieving 38% to 48% attendance by the end of June 2020. Our Post-16 pupils attendance was similar to the National average for vulnerable children.

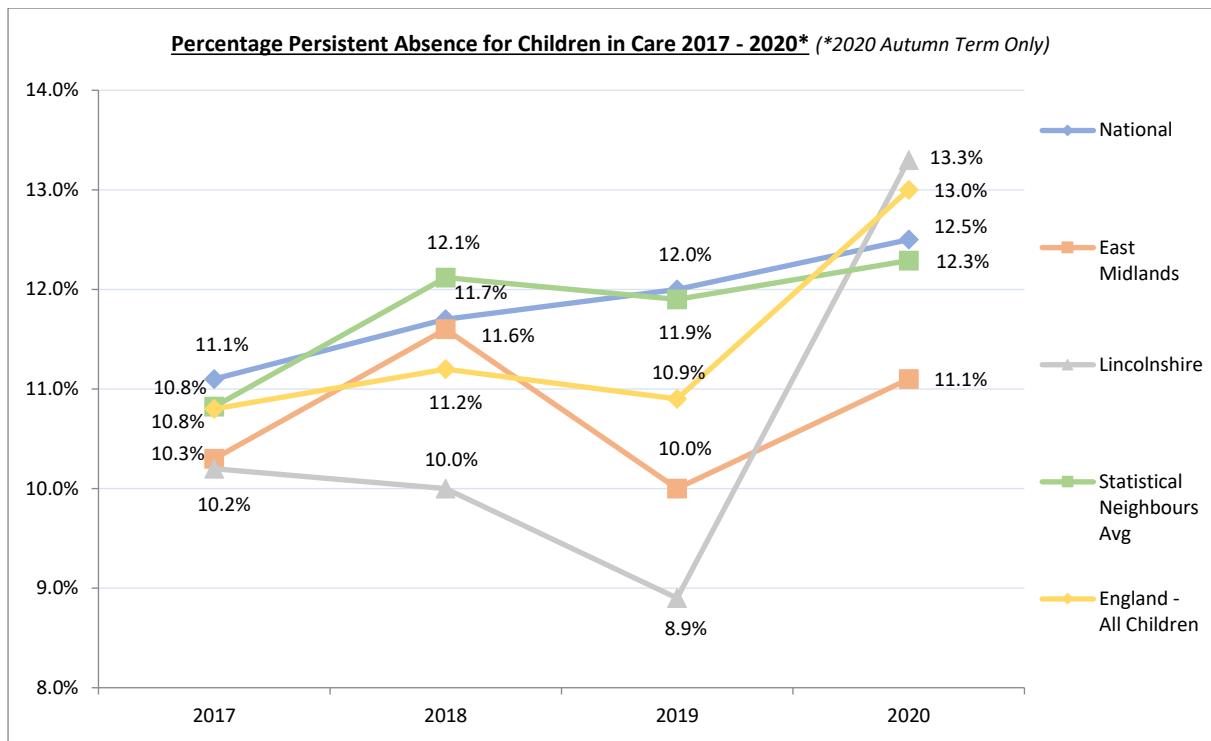
During the second lockdown Lincolnshire children in care started with a proportion attending of 60% at the start of January 2021 rising to 73% by the end of February 2021; the National proportion of children with a social worker attending started off with a proportion attending of 40% at the start of January 2021 rising to 46% by the end of February 2021.

Lincolnshire children in care generally attended more regularly by age with primary children attending more often - achieving over 80% attendance by the end of February 2021, compared to secondary children achieving 66% to 68% attendance by the end of February 2021. Our Post-16 pupils attending was below the national average for children with a social worker but was higher than the first lockdown and was showing a good upwards trend compared to the national average.



## 7.2 Persistent Absence

Our children and young people have performed well in the area of persistent absence, with the last 3 years of complete data showing fewer persistently absent pupils compared to national, regional and statistical neighbour averages. This maintains a long trend of being in line or better than our national, east midlands and statistical neighbour average comparators. The autumn term 2020 data does indicate that there has been a substantial increase in persistent absence with Lincolnshire children in care. This has left Lincolnshire children in care with a higher rate of persistent absence in autumn term 2020 when compared to national, regional, and statistical neighbour averages.

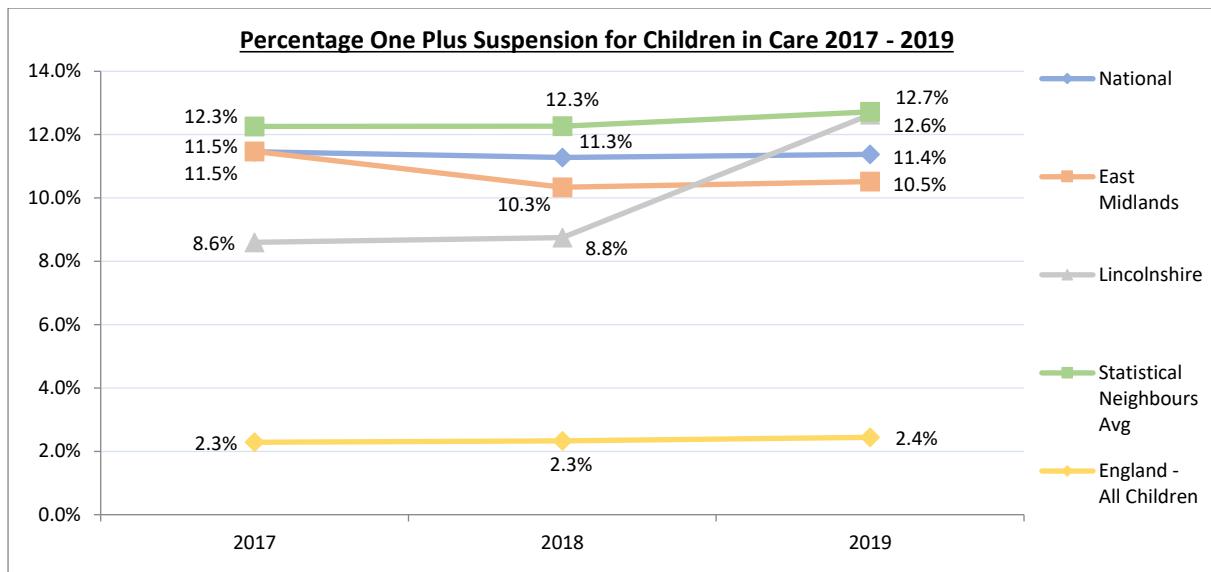


### **7.3 Inclusion - How likely are our children in care to be excluded?**

#### **7.3.1 Suspensions**

Nationally (2017 - 2019), looked after children have been 5 to 5.5 times more likely to be suspended from school for a fixed-term than the national average for all pupils. Lincolnshire children in care were around 4 times more likely to be suspended from school than the national average for all pupils between 2016 and 2018. This was well below national, regional, and statistical neighbour averages.

There was an increase in suspensions in Lincolnshire in 2019. This saw the suspension rate in Lincolnshire to be in line with the National rate and above our regional and statistical neighbour averages.



### 7.3.2 Permanent Exclusion

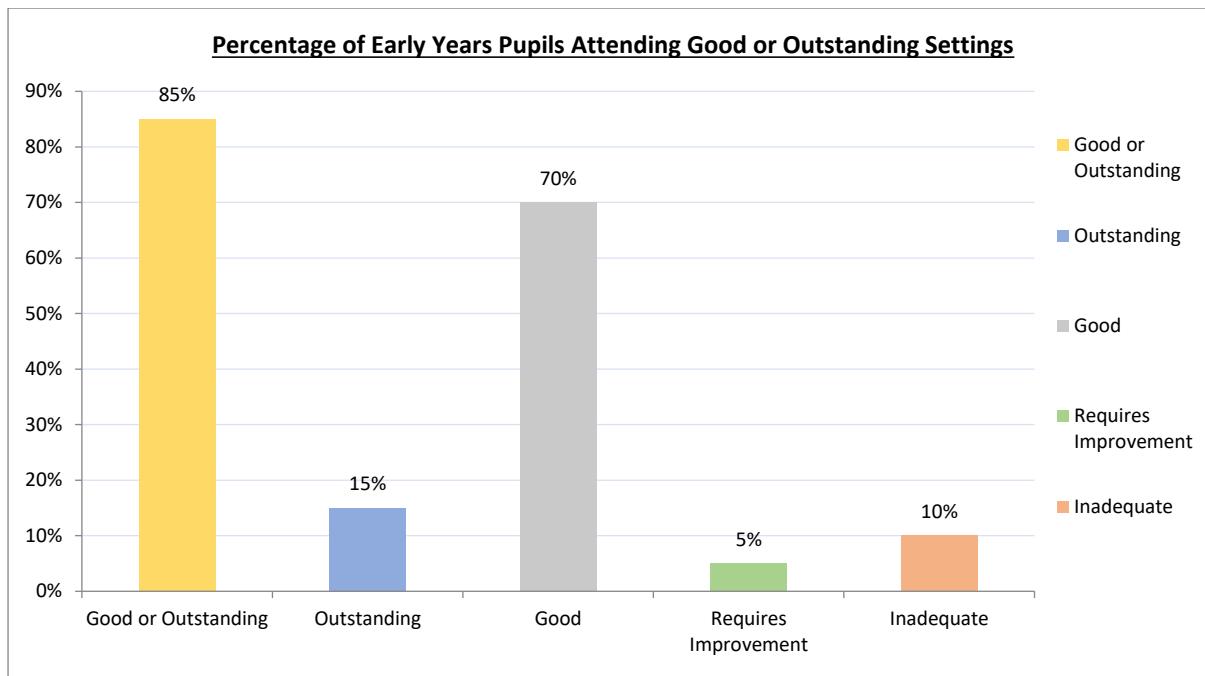
The DfE does not publish data relating to the permanent exclusion of children in care. Locally sourced data indicates that in the 2020-21 academic year, no children in care received a permanent exclusion.

## 8.0 Quality of Provision - What proportion of our children and young people aged 3-18 attend schools graded good or better by Ofsted?

Between November 2017 and January 2018, the DfE consulted on changes to official statistics in reporting Ofsted outcomes. As a result of this consultation there has been a change in the way the latest inspection data is reported for all providers. The grades from the predecessor schools will now be included for schools that have not yet been inspected in their current form, in order to provide a more comprehensive view of the sector.

### 8.1 Early Years (Reception)

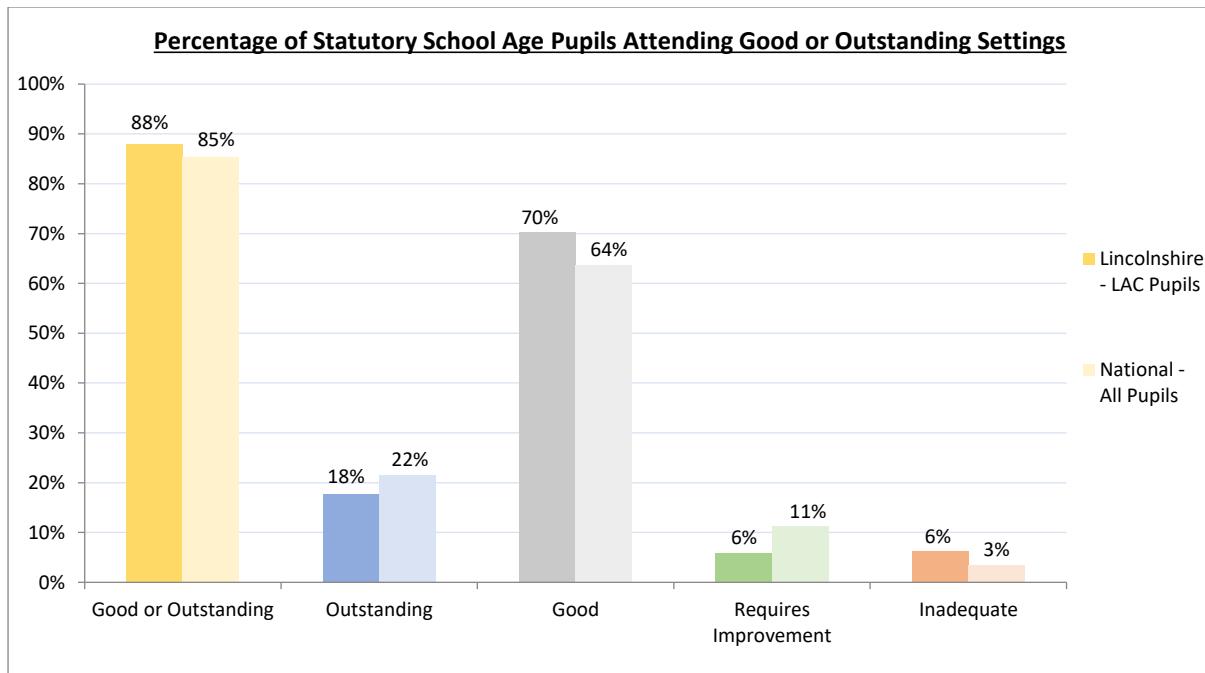
In accordance with data correct as of 26 November 2021, 85% of our children in care placed both in and out of county who are aged four or five were attending good or outstanding settings as graded by Ofsted. This is an improvement of 1% compared with last year.



## 8.2 Statutory School Age

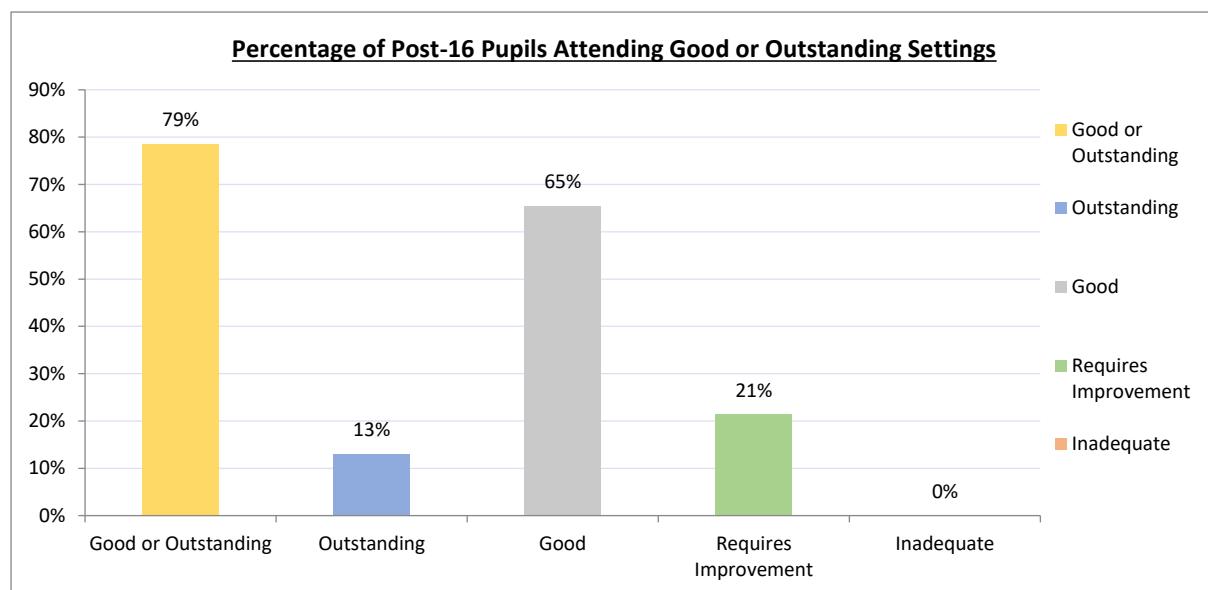
The percentage of children who are of statutory school age attending Good or Outstanding schools both in and out of county is 4% up compared to last year (88% compared to 84% last year).

The percentage of Lincolnshire children in care attending Good or Outstanding schools is above the proportion of all children nationally (85%) attending a Good or Outstanding school; where appropriate additional support is provided for any children attending schools that are graded less than good.



### **8.3 Quality of Provision Post -16**

Currently 79% of our post-16 students are attending a Good or Outstanding setting with 21% requires improvement and 0% inadequate. This is a decrease of 1% compared to last year when 80% was reported. Our post-16 students are supported (as per case example below) through the PEP process and, as is the case with our statutory school age students, we work with our wider Children's Services colleagues and others to provide additional support for students attending settings judged less than good.



#### **Post 16 Case Study**

E came into care during Year 11. He was struggling and so attended full time, divided between a local secondary school and alternative provision. It was felt that he was capable but not fully achieving his potential. His ambition was to work in the building trade, particularly bricklaying, and he applied for a place at Lincoln College having achieved GCSE grade 4 in English Language and 3 in Mathematics and English Literature. E commenced a Level 1 course in Construction at the start of the Autumn term 2020 with plans to re-sit his Maths GCSE. He engaged in his termly PEP meetings where his progress and attendance were discussed, and professionals could listen to E's views and agree support where needed. His Year 11 Pupil Premium had been used to purchase the equipment he needed for the practical lessons and as some of the learning was being delivered remotely, the Virtual School Co-ordinator sourced him a laptop. His Spring Term PEP recorded his attendance as 94% and he continued to access lessons remotely during the 3<sup>rd</sup> national lockdown, with his tutors recognizing the progress he was making. Although engaging in his Maths GCSE, his PEP indicated that he was working below his target Grade 4 and so additional support was identified by the college. E was delighted to achieve a Grade 5 in his Maths GCSE and completed his Bricklaying course alongside a part-time job. E was successful in his application for an apprenticeship with a local construction company which is still going well.

## **9.0 Electronic Personal Education Plans (ePEPs)**

### **9.1 Compliance - Have we met our target?**

PEP compliance for those of statutory school age for the academic year 2020-2021 has consistently exceeded target (94%). The PEP process in Lincolnshire requires for three face to face termly meetings usually held within the education setting. During the COVID lockdown period and school closures, the Virtual School Education Co-ordinators have ensured PEP meetings were held and all partners had the opportunity to contribute either remotely or face to face where possible.

| PEP Compliance | Autumn Term 2020 | Spring Term 2021 | Summer Term 2021 |
|----------------|------------------|------------------|------------------|
| Statutory Age  | 100%             | 99%              | 99%              |
| Early Years    | 100%             | 100%             | 100%             |
| Post 16        | 100%             | 99%              | 98%              |

### **9.2 Personal Education Plan Quality Assurance - how has this helped to support Children in Care and improve participation?**

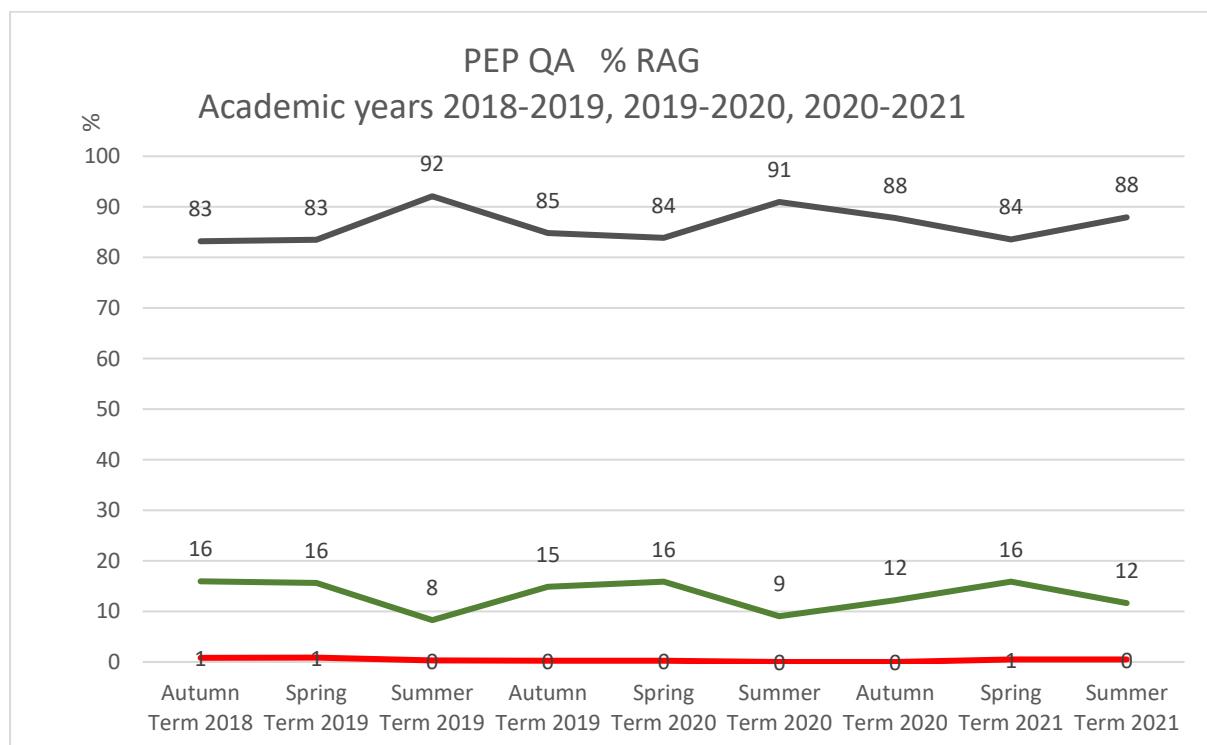
Our on-going development of the Personal Education Plan (PEP) process seeks to improve the quality of educational support being provided to our children and young people and ensure that all of those involved are working together effectively and are empowered to play their part in supporting our children in care to succeed. Key to this is to ensure that the voice of the child or young person is heard. Recent developments to the system have allowed LCC Virtual School to customise the ePEP to fit our individual requirements to support schools across the following key areas:

- **Pupil Premium tracking** – The system supports schools to monitor and track pupil premium expenditure against SMART targets, schools can request funding directly using the ePEP system.
- **Attainment** – The Virtual School captures attainment/assessment data five times within the academic year; the attainment section has been developed to enable teachers to use their own school measures to RAG rate and track live termly progress in core subjects.
- **Health and Emotional Wellbeing** – The Strengths and Difficulties Questionnaire (SDQ) section has been developed to capture SDQ scores from teachers, and carers. This gives a wider insight on the child's level of health and emotional wellbeing and helps identify any causes for concerns.

- **PEP Meeting Discussion** – Recent system developments ensure the PEP meeting page give a clear picture of the support and provision in place for our Children/Young people. The meeting discussion section gives focus on ‘What’s working well’, ‘What are we worried about’, and ‘What needs to happen’ before the next PEP meeting.

### 9.2.1 Quality Assurance and Monitoring

Our QA processes support schools, carers and other professional to work more effectively together in order to improve the quality of education plans. Monitoring is focused upon the content of the PEP - participation and engagement, what elements are supporting progress, any information that is missing or could be developed further and whether the PEP meets the "highly quality and effective" standard included within statutory guidance. This is fed back to carers, schools and others to ensure continuous improvement and informs our on-going training offer to all stakeholders. The graph and table below show an upward trend in both the quality of PEPs and participation over the last three years, also a solid performance through the period of the first lockdown.



| Stakeholder Participation |                            |                          |                            |
|---------------------------|----------------------------|--------------------------|----------------------------|
| Stakeholders              | Academic Year<br>2018-2019 | Academic Year<br>2019-20 | Academic Year<br>2020-2021 |
| Young Person              | 81.9%                      | 79.0%                    | 86.3%                      |
| Parent/Foster Carer       | 76.2%                      | 83.3%                    | 98.6%                      |
| School                    | 92.8%                      | 92.5%                    | 94.3%                      |
| Social Worker             | 85.6%                      | 90.2%                    | 95.3%                      |

### **9.3 Pupil Premium Plus Grant – How has the Virtual School allocated the Pupil Premium+ Grant?**

The PP+ grant allocation per Child in Care is £2345 as outlined in the DfE Pupil Premium 2020 to 2021 Conditions of Grant.

Responsibility for the allocation of the Pupil Premium Plus Grant (PP+) of £2345 rests with the Virtual School Head. The information below relates to the financial period April 2020-March 2021.

The revised allocation from the DfE for 2020-2021 was £1,055,250. This total is based upon 450 statutory school age children in care as documented in the Final DfE children in care (SSDA903 collection data report) 2020-2021.

A total of £719,295 went directly to schools through the allocation of an initial £500 to £1000 depending on year group; combined to additional requests from schools based upon academic targets outlined in the PEP. £164,643 was used to allocate 1:1 additional tuition support. A further £63,279 was utilised to commission interventions and a proportion of the grant, totalling £108,033 was utilised centrally for additional support of students including resources and the training of staff.

| <b>Pupil Premium Plus Grant 2020-2021 Allocation of PP+ funds</b>   |          |
|---|----------|
| £720,662 went directly to schools through the allocation of an initial £1000 for each eligible child in care combined with additional requests from schools based upon academic targets and additional support outlined in the PEP. | £719,295 |
| Tuition and additional 1-1 support as requested by school   | £164,643 |

|  |                   |
|--|-------------------|
| Language Intervention Project – WellComm /Core Assessments/ECLIPS        | £36,408           |
| Literacy Intervention Project – Letterbox                                | £26,871           |
| Additional support of students including resources and training of staff | £108,033          |
| <b>Total</b>   | <b>£1,055,250</b> |

## **10. 0 Early Years PP+ funding**

The Virtual School also allocated £21,144 PP+ Grant to our early years settings. The funding is requested via the PEP process and linked to intervention to improve outcomes. All the funding was allocated to early years settings to support children's progress, attainment, and transition into school.

## **11.0 How well have our Children and Young People Achieved?**

### **11.1 Early Years**

#### **11.1.1 Early Years Case study**

##### Early Years

A did not attend his early years setting during Summer 2020 due to his carer's health vulnerabilities. As he attended the on-site nursery, he had some awareness of the reception class he was due to join in September but had not participated in any taster visits or induction days. A's transition into school was discussed during the Summer Term PEP and the teacher explained to his carers that she would be uploading videos and information over the summer that they could share with A to help familiarise him with his new staff and classroom. At his Autumn Term PEP, his teacher explained that A had made a great start to 'big school'. He was responding to visual timers to help him understand how long he had to sit on the carpet and his counting was progressing.

Actions were agreed to support his Communication and Language, Personal, Social and Emotional Development, and Literacy, as he had been assessed as not making expected progress in line with national expectations or his baseline. A did not attend school during the 3<sup>rd</sup> national lockdown, although his carers supported him in completing a home-schooling routine. His Language and Communication skills were assessed termly by the Specialist Teaching Team (STT), commissioned by the Virtual School.

Further actions were agreed for both home and school to promote his receptive and expressive vocabulary. His Summer Term PEP documented A's successful transition back into school and that he is now making expected progress in line with his baseline. His phonic knowledge has developed well and he has progressed from mark making to writing letters. His summer term Specialist Teaching Team (STT) assessment confirmed that his expressive

and receptive language is now at age-appropriate levels and his carers continue to provide daily reading opportunities and communicate regularly with school to share strategies and support.

### **11.1.2 Early Years – Cohort Characteristics**

There were 10 pupils in the cohort completing Foundation Stage Reception in 2021. 7 pupils (70%) had an identified Special Educational Need (3 pupils (30%) required SEN Support and 4 pupils (40%) had an EHC Plan). Our cohort completing Foundation Stage comprised of: 6 boys (60%), 4 girls (40%), 2 pupils (20%) eligible for Free School Meals in the past 6 years (FSM6) and no pupils (0%) with English as an Additional Language (EAL). Out of 10 pupils, 9 (90%) were educated within Lincolnshire and 1 pupil was educated Out of County.

The average SDQ score for the cohort was 18.7. This is considered to be high. In total 4 pupils (57%) in Lincolnshire had an SDQ score of High (29%) or Very High (29%).

#### *SDQ Overview*

The Strengths and Difficulties Questionnaire (SDQ) is a brief emotional and behavioural screening questionnaire for children and young people. The tool can capture the perspective of children and young people, their parents, and teachers.

There are currently three versions of the SDQ: a short form, a longer form with an impact supplement (which assesses the impact of difficulties on the child's life), and a follow-up form. The 25 items in the SDQ comprise 5 scales of 5 items each. The scales include:

1. Emotional Symptoms subscale
2. Conduct Problems subscale
3. Hyperactivity/inattention subscale
4. Peer relationships problem subscale
5. Prosocial behaviour subscale

The SDQ can be used for various purposes, including clinical assessment, evaluation of outcomes, research and screening.

### **11.1.3 Early Years – Good Level of Development**

Due to the Covid-19 pandemic this year, no Early Years assessments were completed or submitted to the Department for Education. This means we have no Early Years assessment data and no national or regional comparator data for benchmarking our performance.

Local pupil tracking data for our pupils completing Reception in 2021 indicated 20% of our children in care would have achieved a "Good Level of Development".

## **11.2 Key Stage 1**

### **11.2.1 Case Example Key Stage 1**

#### Key Stage 1

B came into care aged 3 months and, following the breakdown of a prospective adoption placement, he returned briefly to foster carers before moving to his potential new adoptive family in January 2021. Although B is on roll at a school outside of Lincolnshire, his Virtual School Co-ordinator has built a very effective working relationship with the school who are very appreciative of the support she provides. Due to the working from home restrictions, virtual PEPs took place every term. Prior to this, the Virtual School Co-ordinator ensured she attended all face-to-face meetings to monitor B's progress and the support provided by school. At the end of Year 1, B was assessed as working at the expected standard in reading and Mathematics, although was working below his target in Writing. B continued to attend school during the lockdowns and his prospective adopters are keen to support his learning at home.

The PEP meetings provided opportunity for his adopters to seek advice on how to best support home learning and it was agreed that Pupil Premium would be used to purchase some kinetic letters to support B's writing at home and a laptop provided for B to access educational support programmes. By the end of the Spring Term, B had made progress in all areas and was now working at the expected standard in Writing. It was agreed that Pupil Premium would contribute to the cost of out of school activities to develop B's friendship group and build on his interests. Pupil Premium was also used to purchase some books to build on B's love of reading at home and school. B achieved his age-related expectations at the end of the year and has learnt to play a whole song as a result of his guitar lessons funded by Pupil Premium. He was very proud to be chosen to show a new boy around school and he wants to be either a policeman, a footballer, or an archaeologist when he grows up.

### **11.2.2 Key Stage 1 – Cohort Characteristics**

17 pupils in the cohort completed Key Stage 1 in 2021. There were 8 pupils (47%) with an identified Special Educational Need, 4 pupils (24%) with SEN Support and 4 pupils (24%) with an EHC Plan. Our cohort completing KS1 comprised of: 10 boys (59%), 7 girls (41%), 6 pupils (35%) eligible for Free School Meals in the past 6 years (FSM6) and 1 pupil (6%) with English as an Additional Language (EAL). In total, 14 pupils (82%) were educated within Lincolnshire with 3 pupils (18%) educated Out of County.

The average SDQ for the cohort is: 14.1 and this is considered slightly raised. In total 56% of Lincolnshire pupils had an SDQ score of High (25%) or Very High (31%).

### **11.2.3 Key Stage 1 – Attainment**

Due to the covid-19 pandemic, this year no Key Stage 1 assessments were completed or submitted to the Department for Education. This means we have no Key Stage 1 assessment data and no comparators data for benchmarking our performance.

Local pupil tracking data for our pupils completing Key Stage 1 in 2021, indicated that approximately 29% would have achieved the expected standard or above in Reading, Writing and Maths (35% in Reading, 29% in Writing & 41% in Maths).

### **11.3 Key Stage 2**

#### **11.3.1 Key Stage 2 Case Study**

Prior to coming into care in May 2019, M had been out of education from October 2018 and previous to this she was home educated for a period of time. M settled well into school and made good progress which continued when she had to move school following her foster carer's house move. M had some gaps in learning due to her missing school prior to coming into care and the Virtual School provided additional Maths tuition to support her progress and promote her self-confidence.

Despite a change of foster care placement, M has continued to make excellent progress and her PEPs record 100% attendance. Supported by the additional Maths tuition, M was assessed as working at the expected standard at the end of Key Stage 2. The Designated Teacher from her new secondary school attended her PEP in the summer term, enabling M to ask questions about what clubs are available and which languages she would be able to study. An overview of the school's transition days was provided and the Designated Teacher offered to arrange a further visit for M and her foster carer if needed. M has made amazing progress and has aspirations to be a lawyer or a teacher.

#### **11.3.2 Key Stage 2 – Cohort Characteristics**

There were 24 pupils in the children in care cohort completing Key Stage 2 in 2021. 14 pupils (58%) had an identified Special Educational Need, 7 pupils (29%) required SEN Support and 7 pupils (29%) with an EHC Plan. The cohort completing Key Stage 2 comprised of: 9 boys (38%), 15 girls (63%), 20 pupils (83%) eligible for Free School Meals in the past 6 years (FSM6) and 1 pupil (4%) had English as an Additional Language (EAL). 23 pupils (96%) were educated within Lincolnshire and 1 pupil (4%) was educated Out of County.

The average SDQ for the cohort is: 17.3 and which is considered to be high. In total 64% of Lincolnshire pupils had an SDQ score of High (18%) or Very High (45%).

### **11.3.3 Key Stage 2 – Attainment**

Due to the Covid-19 pandemic, this year no Key Stage 2 assessments were completed or submitted to the Department for Education. This means we have no Key Stage 2 assessment data and no regional or national comparator data for benchmarking our performance.

Localised tracking data for our pupils completing Key Stage 2 in 2021, indicated that approximately 25% would have achieved the expected standard or above in Reading, Writing and Maths (33% in Reading, 29% in Writing & 38% in Maths).

### **11.4 Key Stage 4**

#### **11.4.1 Key Stage 4 Case Study**

##### **Key Stage 4**

During Year 10, whilst police investigated a serious incident that L was involved in, his bail conditions prevented him from attending his school. His Virtual School Co-ordinator developed a home learning package that included remote tuition each day. L had been predicted GCSE grades 1-2 as he was not engaging in his learning at school. The home learning programme provided him with time and individual support to learn without distractions and with the support of his carers, he was fully committed to the tuition and worked hard to achieve. At his Autumn Term PEP, his carers asked if there was any possibility he could return to a school environment and be allowed to socialise like his peers. Communicating regularly with his social worker, L's Virtual School Co-ordinator explored all possible options taking into account the bail conditions and potential contact with other young people involved in the initial incident. An exceptional place at the Lincolnshire Springwell Academy was identified and L started in January. His Spring term PEP recorded 100% attendance which continued through the remainder of the academic year. L gained a part time summer job and used his wages to pay for his moped insurance and petrol and to build up some savings. Everyone was delighted when L achieved Grade 4s in his English and Maths GCSEs, enabling him to start at his preferred Plumbing Level 2 course.

#### **11.4.2 Key Stage 4 – Cohort Characteristics**

There were 41 pupils in the children in care cohort completing Key Stage 4 Assessments in 2021. Within this cohort young people accessed their education in a variety of settings:

- |                                |                 |
|--------------------------------|-----------------|
| • <b>Mainstream Schools</b>    | <b>71% (29)</b> |
| • <b>Special Schools</b>       | <b>5% (2)</b>   |
| • <b>Independent Schools</b>   | <b>15% (6)</b>  |
| • <b>Alternative Provision</b> | <b>7% (3)</b>   |
| • <b>Pupil Referral Unit</b>   | <b>2% (1)</b>   |

Of the 41 pupils, 27 (66%) had an identified Special Educational Need (16 pupils (39%) received SEN Support and 11 pupils (27%) had an EHC Plan). There were 15 boys (37%) and 26 girls (63%), 19 pupils (46%) eligible for Free School Meals in the past 6 years (FSM6) and 2 pupils (5%) had English as an Additional Language (EAL). Out of the 41 pupils, 26 pupils (63%) were educated within Lincolnshire and 15 pupils (37%) were educated Out of County.

The average SDQ for the cohort is: 14.1 and this is considered to be slightly raised. In total 34% of Lincolnshire pupils had an SDQ score of High (2%) or Very High (32%).

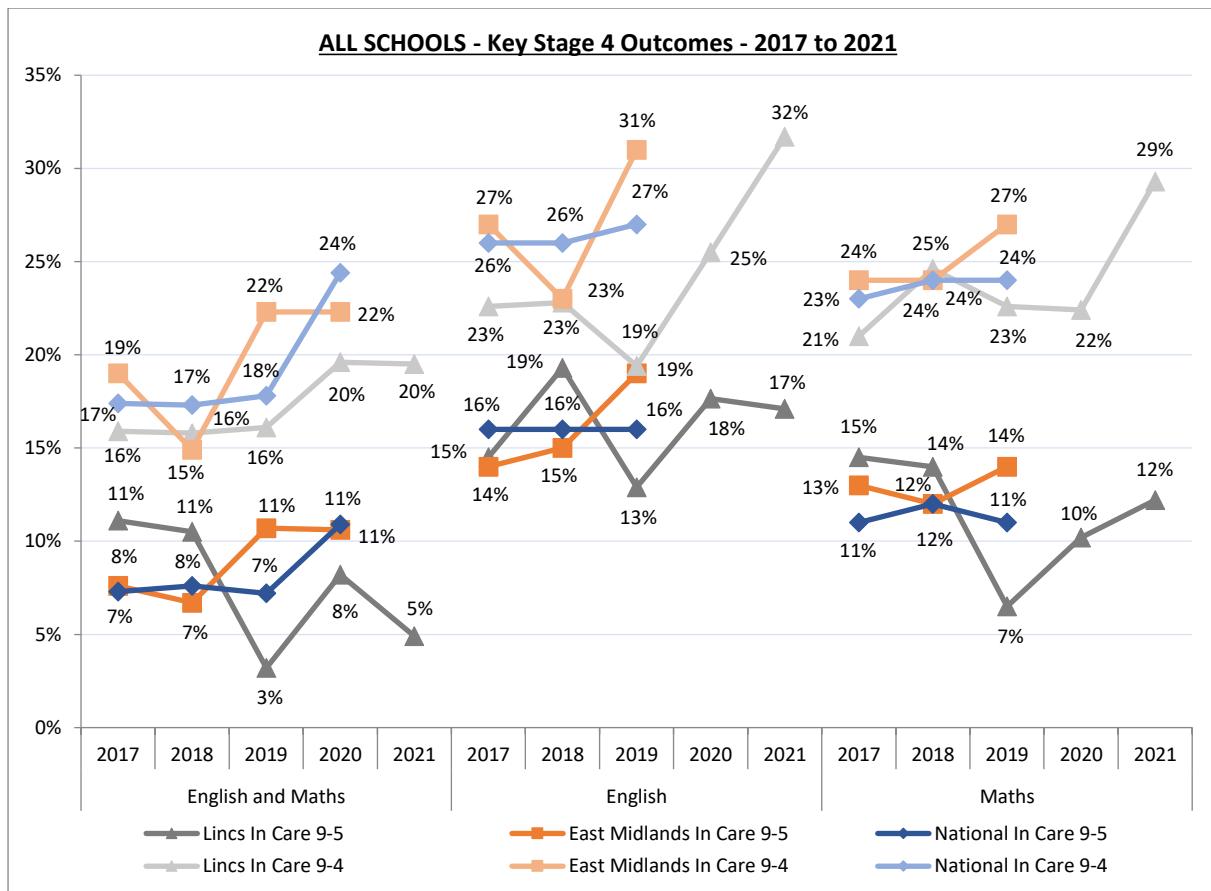
#### **11.4.3 Key Stage 4 – Attainment**

Due to the Covid-19 pandemic this year we have a greatly reduced dataset for analysis after exams were cancelled in favour of centre assessed grading. The use of centre assessed grade makes any comparison to previous years' exams data difficult.

71% of the cohort attended a mainstream secondary school in 2021. This is an increase on last year where 59% of our cohort attended a mainstream school (previously 37% in 2019 and 67% in 2018).

The outcomes of grade 5 or above in English and Maths have shown a decrease of 3% to 5%, compared to last year (8%). This is likely to be below the national and regional averages when compared to the previous 4 years data (no national or regional data in 2021). Despite the decrease in the combined measure the performance in the individual subjects was similar to last year with a 1% drop in English grade 5+ (17% in 2021, 18% in 2020) and a 2% increase in Maths grade 5+ (12% in 2021 and 10% in 2020).

The outcomes of grade 4 or above in English and Maths remained at 20%, the same as last year. There were big increases in the individual subjects at grade 4+ compared to last year. English grade 4+ saw a 7% increase in 2021 (32%) compared to 2020 (25%). Maths grade 4+ also saw a 7% increase in 2021 (29%) compared to 2020 (22%).



## 12.0 Individual Achievements of Young People

Despite the many challenges that our young people and their carers have faced over the Covid pandemic, lockdown, school closures, and uncertainty around exams, we are delighted to share some of their significant achievements:

**Student A** achieved outstanding results with grade 7 in English Language and grade 6 in Maths. Also achieving grade 8 in Drama, grade 7 in English Literature and German, and grade 6 in Geography, Biology, Chemistry and Physics.

**Student B** achieved outstanding results with grade 8 in English Language and grade 4 in Maths. Also achieving grade 8 in English Literature, grade 7 in History and Religious Studies, grade 6-5 in Combined Science, starred distinction in BTEC Performing Arts and distinction in Health and Social Care.

**Student C** achieved excellent results with grade 6 in English Language and grade 5 in Maths. Also achieving grade 6 in English Literature and History, grade 5-5 in Combined Science, grade 4 in Religious Studies and an A\* in CACHE Level 2 Technical Award in Child Development and Care.

**Student D** achieved excellent results with grade 6 in Maths and grade 4 in English Language. Also achieving grade 7-7 in Combined Science, grade 5 in French and Geography and Grade 4 in Religious Studies.

**Student E** achieved an excellent grade 8 in English Language and grade 3 in Maths. Also achieving Grade 7 in English Literature, History and Art & Design, grade 6 in Religious Studies and grade 4 in Media Studies and German.

**Student F** achieved grade 5 in English Language and grade 4 in Maths. Also achieving grade 5 in Art & Design, grade 4-4 in Combined Science, grade 4 in English Literature, History and Religious Studies and a Merit in Creative Media.

**Student G** achieved grade 5 in Maths and a grade 4 in English Language.

**Student H** achieved grade 4 in English Language and grade 4 in Maths. Also achieving grade 5 in Geography, grade 5-4 in Combined Science, grade 4 in English Literature, Computer Science and RE. He also achieved a Distinction in Construction – Built Environment and Construction – Safety and Security.

**Student I** achieved grade 4 in English Language and grade 4 in Maths.

**Student J** achieved grade 5 in Maths and grade 3 in English Language and English Literature. Also achieving a Merit in Health and Social Care, grade 4 in Design & Technology/Food and grade 4-3 in Combined Science.

**Student K** achieved grade 5 in English Literature, grade 4 in English Language and grade 3 in Maths.

**Student L** achieved grade 5 in English Literature and grade 4 in English Language.

**Student M** achieved grade 5 in English Language and grade 3 in Maths. Also achieving grade 6 in Sociology, grade 5 in English Literature and a Distinction in Child Development.

**Student N** achieved grade 4 in English Language and grade 4 in Maths. Also achieving grade 5 in Geography, grade 4 in English Literature, Distinction in Art and Design and Merit in Health and Social Care.

**Student O** was very proud to be nominated Head Boy at the start of the academic year and wrote an inspirational article for our Foster Carers' magazine 'Our World' on his experience of being a young person in care.

**Students P, Q and R** all achieved the necessary A level results to enable them to accept places at their preferred universities.

Following successfully passing his English GCSE resit, **Student X** passed his A levels enabling him to progress studying an HND in Engineering.

Finally following her successful A Level results, **Student Y** now plans to complete a Level 3 Public Services Course at College before joining the police force. Alongside her studies, she has applied to be a Special Police Constable.

### **13.0 How does the Virtual School ensure the voice of children and young people influences practice?**

As noted above, one of the most important aspects of the role of our Virtual School Officers and Co-ordinators is to build strong working relationships with our children and young people over time so that any problems that emerge can be overcome and successes celebrated on an individual basis (86% of CiC chose to actively engage with the PEP process). To ensure that those who are not in a position to engage have the opportunity to be heard, the team also maintains regular contact with our children and young people to ensure that they are on track and feel, confident, safe and supported in school and any specific worries or concerns are addressed. This applies to those placed both in and out of county and has continued throughout periods of lockdown wherever possible.

### **14.0 Summary**

This annual report covers the activity of the Lincolnshire Virtual School in the academic year 2020-2021 and describes how we have fulfilled our statutory duty to promote improved educational outcomes for our Children and Young People in care. The report outlines the specific and ever-changing characteristics of our cohorts of children in each year group and provides a context against which their outcomes are better understood.

It highlights the challenges faced and how they were overcome in this past academic year in promoting better outcomes and also shows that we are prepared to overcome these challenges through investment in the professional development of the wider workforce and by endeavouring to make the educational progress of children in care everybody's business, whilst also looking to provide innovative ways to better support our children.

It also highlights through the use of case examples, the positive impact that the work of the Virtual School has had on individual children and young people. The Virtual School team understands the need for patience, resilience, innovation and the importance of building effective relationships to ensure that we can create the environments in which our children and young people can thrive.

In this report we demonstrate:

- A commitment to promoting continuous professional development within the Virtual School team. Also, a determination towards training and support work with designated teachers, social care teams, foster carers, IROs, and others.
- The Virtual School team and our SEND, Commissioning, and Social Care colleagues work effectively to ensure that our children and young people are placed in provision Ofsted graded Good or better and regularly review the placement of those in less than good schools regularly.

- That Pupil Premium is allocated to schools in an efficient and timely manner with the impact of interventions recorded on the ePEP, which is reviewed at least three times per year or more often if necessary. Pupil Premium is utilised strategically to fund early intervention strategies.
- That we value the need to build strong relationships with our children and young people over time so that trust can be developed and advocacy can be effective and based on the views of the child. We take the time to celebrate individual success and also see the importance of celebrating success more widely as appropriate.
- That we have high aspirations for our children and young people and recognise that understanding their needs, building their emotional resilience and self-esteem goes hand in hand with promoting their academic progress.

## **15.0 Recommendations**

The Virtual School to continue to promote improving educational outcomes for children and young people, as outlined in our Lincolnshire Looked after Children and Care Leavers Strategy.

1. The Virtual School continues to ensure that all Personal Education Plans (PEPs) are high quality and effective with Children's Services staff, carers, children, and schools working effectively and in partnership to promote wellbeing and learning. That the work of the Virtual School team focuses on supporting our children and young people to access effective support as we return to business as usual following the recent pandemic.
2. Children's Services to continue to develop a highly skilled, effective and innovative workforce across Lincolnshire focused upon improving educational outcomes for children and young people in care, and to ensure that we build on the opportunities presented in the recent crisis in our work to fulfil our statutory duties in our extended role to support the improvement of educational outcomes of children with a Social Worker.
3. That we engage with other Children's Services teams to ensure improving educational outcomes is central to the development of our Lincolnshire Children and Care Leavers Strategy from 2022 and beyond.