

# Durham Virtual School

## 31 January 2020

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2. Team changes
3. Successes 2017-18
4. Priorities 2018-19

Virtual School Annual Report

Fiona Callaghan

Interim Virtual School Head

Lead: Early Years Equalities and Inclusion

*Altogether better*



# Sub Group report

## Summary

- Attendance monitoring
- Curious Kids – literacy programme
- Data forecasts and interim findings
- Implementation of Welfare Call
- Early Years and Post 16 PEP compliance
- ILACS - Virtual school findings and next steps

*Altogether better*



# Staffing team changes

- **Virtual Head appointment**
  - Melanie Stubbs will take up post in January 2020.  
Melanie is currently Assistant Head of Greenfield Community Arts College.
- **CLA Casework**
  - Realignment of 4 members of the SEND and Inclusion team to enable CLA focus
- **Appointment of Therapeutic Social Worker**

*Altogether better*



# Virtual School Support and Review

- Michael Bettencourt, independent consultant has been commissioned to work with the Virtual School to support the interim Head and review systems and processes.
- Many areas of practice are strong with clear processes and protocols, others are relatively new, lack documented process or are still evolving and need to be 'codified'.
- Initial findings have been forwarded to Head of Education and Skills and the Director of Children's Services

*Altogether better*



# Success / Outcomes 2018-19

- Above FFT targets KS1/2 most measures
- Improved on 2017 outcomes KS1/2 at most measures
- Improved on 2017 outcomes KS4 at most measures
- Significant improvement in English KS4
- More young people achieved 5+ grades
- Outstanding outcomes for girls
- No permanent exclusions since 2014 with fixed term exclusions remaining comparatively low
- Attendance remains strong, significantly lower than national and regional and persistent absence remains low
- School stability continues to be above national average
- Increased number accessing university

*Altogether better*



# Priorities 2019-20

- Reading at KS1/2
- Maths at all key stages
- Gender gap across the board
- Gap with all Durham children
- Progress for all through appropriate curriculum
- Stability of school placement
- Swift admission to schools
- Attachment and trauma informed schools

*Altogether better*

