

Education Performance CEPAC Report April 2025



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Virtual School Annual Report

Amelia Steele





Your age



- Nursery - 2
- School Aged (R-Y11) - 144
- Post 16 (16-18) - 74



Virtual School Annual Report 2023/24 Young Person Summary



How we helped



- Supported you to attend the clubs and activities you enjoy like football, scouts, dance and music lessons
- Organised exciting enrichment activities to let you try new things like skiing
- Funded **2000 hours** of tuition to support your learning
- Provided over **65 laptops and tablets** to make sure you could access what you needed



What we will do next

- Give schools more support so that they can help you when you are struggling to attend school
- Work with you to plan new enrichment activities
- Organise at least 4 different open events at The Hub so you can explore different careers



What you learnt



- **66.7%** of you in Y2 achieved at least the expected standard in reading, writing, maths and science
- In Y6 **80%** of you achieved the expected standard in reading and **60%** achieved the expected standard in writing
- **66.7%** of you achieved at least **Grade 4** in English and Maths GCSE's
- **7** of you have started your apprenticeships



Profile of Children Looked After

Cohort

- Over the 2023/24 academic year there were 220 children and young people on the Virtual School roll.

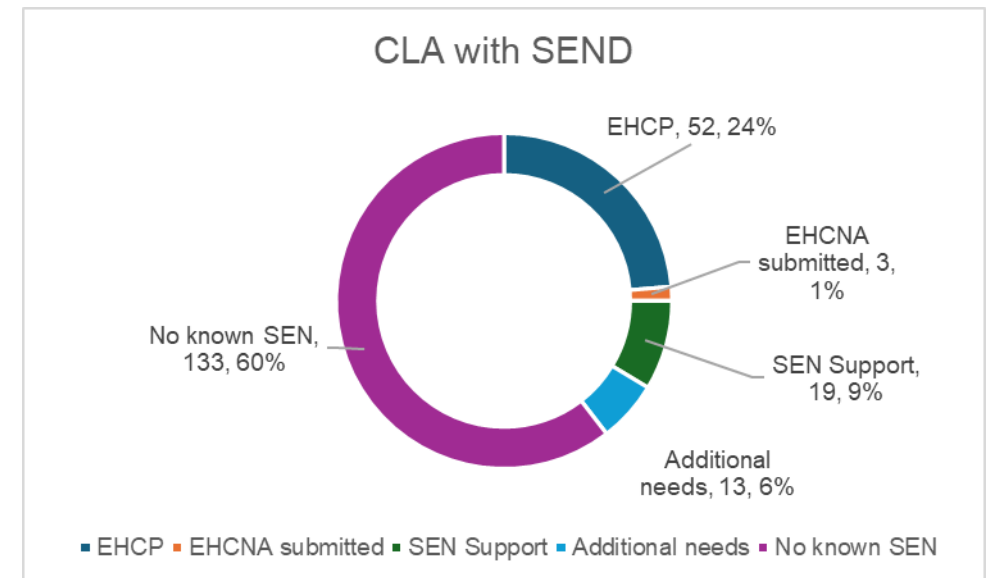
Special Educational Needs and Disabilities

- A significant proportion of our children and young people have some form of Special Educational Need or Disability (SEND). This mirrors the national profile of Children Looked After (CLA), as pupils in all social care groups are twice as likely to have a SEND compared to the overall pupil population. Research shows that children with SEND often have lower average attainment, which helps explain, in part, the attainment gap between CLA and the wider pupil population.

Schools

- During the 2023/24 academic year, our children and young people were enrolled in 130 schools. Of these, 37 were located in Hammersmith and Fulham, serving 64 of our children. While one school was ungraded due to an academy conversion, 122 (94%) of these schools were rated *Good* or *Outstanding*. Seven schools (5.4%) were rated as *Requires Improvement*, and none were graded *Inadequate*.

Category	2023/24 Academic Year	Number CLA less than 12 months at 31 st March 2024
All Children & Young People on Roll	220	78 (35.5%)
Early Years	2	0 (0%)
Reception – Y11	144	51 (35.4%)
Post 16	74	27 (36.5%)



PEP Completion and QA

- The Virtual School Teacher leads the Personal Education Plan (PEP) process for all our children and young people, which enables us to maintain high completion rates while ensuring that an education specialist oversees the entire process.
- Personal Education Plan completion rates for the 2023/24 academic year were:

Autumn	Spring	Summer
99.4%	99%	98.5%

- Ofsted has commended the PEP process, noting:

“Personal Education Plans (PEPs) are of high quality and are completed in a timely way. School leaders within and outside the local authority, with one voice, comment positively about the PEP process, describing it as well-organised, meaningful, and efficient.” — Ofsted, March 2024

Educational outcomes – Key Stage 4

There were 16 young people at the end of Key Stage 4 in the reporting cohort.

Complex cohort with a wide range of needs and experiences and due to this 4 young people were not on a GCSE pathway.

Four of the young people have an EHCP with two attending a Special day School, one under SEN Support and two Unaccompanied Asylum-Seeking Children.

One young person completed an ESOL qualification, one a bespoke Functional Skills and ASDAN curriculum and two were not on school roll at the time of GCSE's due to significant health concerns and a placement move.

KS4	% achieving grades 5 or above in English and mathematics	% achieving grades 4 or above in English and mathematics
2023/24 LBHF CLA 16 pupils	31.25%	50%
2022/23 LBHF CLA 13 pupils	23%	23%
National CLA (22/23) *	4.2%	9.9%

*National data for 2023/24 is not yet available

Enrichment

- This past year has been particularly impactful, as we provided an array of unique and exciting opportunities for our young people. These included:
 - Creative writing workshops
 - Week-long drama projects
 - Residential trips
 - Camping excursions
 - Kayaking adventures
 - Skiing
 - Bike-building sessions
- For many, these enrichment activities represented not only their first exposure to new experiences and environments but also their only "holiday" for the year. These experiences have proven transformative, allowing young people to develop meaningful relationships with staff and peers, strengthening their sense of belonging, and increasing their emotional support network.



Children with a Social Worker

“The borough has expanded the role of the virtual school particularly well to support all children who have a social worker. This has brought valuable additional support for schools and is having a positive impact for children and for those who work with them. This includes training for social workers on school attendance, and positive behaviour initiatives such as the ‘attachment aware schools’ programme.” Ofsted, March 2024

- **Advisory Teacher Appointment (Sept 2023)**
- Strengthened support for children with a social worker and implemented responsibilities to promote education for children with a social worker in the last 6 years.
- **Training and Collaboration**
- Delivered training on safeguarding, SEND, exclusions, attendance, and education targets. Modules available in-person, online, and as e-learning; part of new social workers' induction (from Sept 2024).
- **Attendance Initiatives**
- Improved attendance through Advisory Teacher's participation in key meetings (Attendance Alliance, SEND Forums).
- Enhanced education and social care connection; empowered professionals to support children better.
- **Network Support and Resources**
- Termly Designated Teacher Network Meetings for sharing best practices.
- Toolkits and booklets for social care and education practitioners, including community service directories.
- **Data Monitoring and Future Plans**
- Introduced StudyBugs for real-time attendance monitoring.
- Collaborative approach across Local Authority teams (SEND, social care) for supporting vulnerable young people.



Priorities for 2024/25

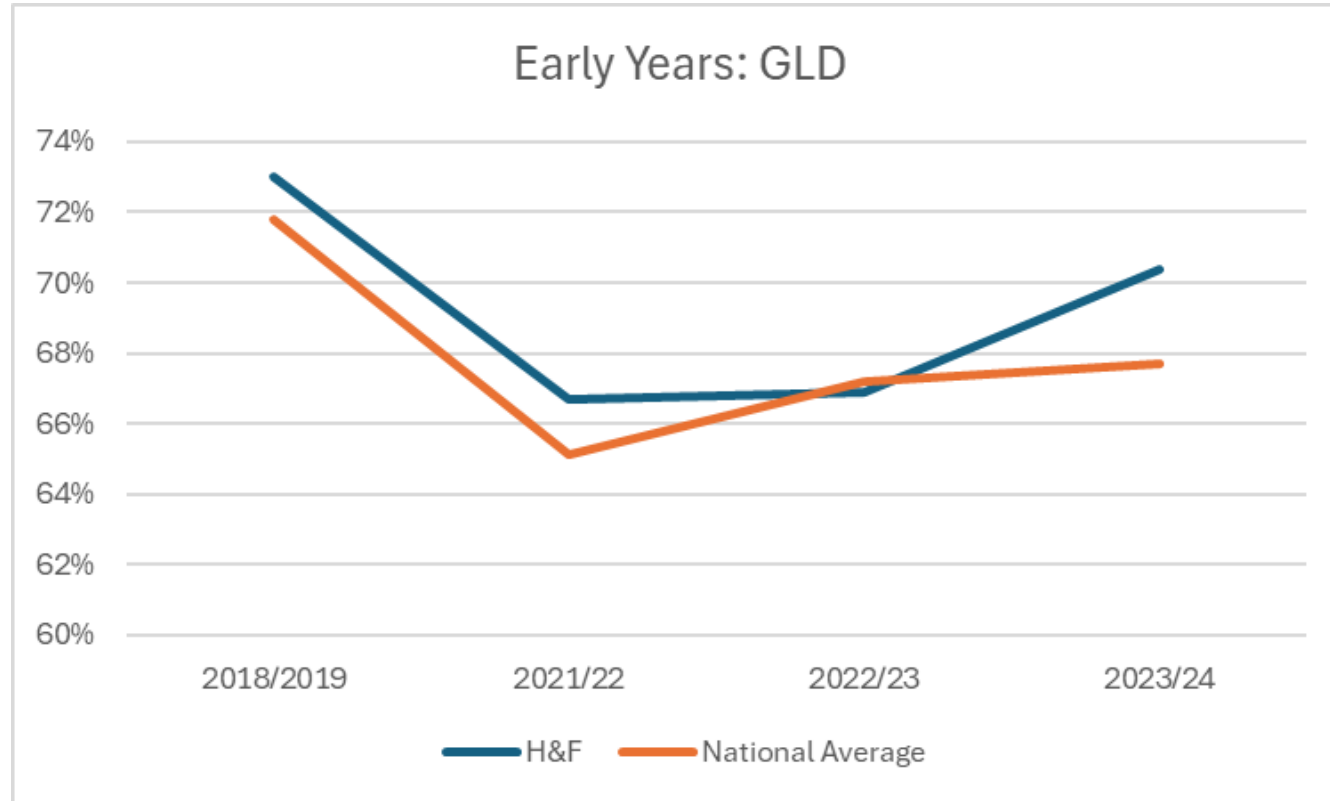
- To continue refining our strategies for improving attendance
- Reducing exclusions through enhanced support, training and development for education settings
- Continue to enhance collaboration between education and social care
- Build on the successes of this year by expanding our outreach and enrichment activities, fostering strong partnerships, and ensuring that every young person in our care has access to the opportunities they need to thrive, both in education and beyond

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Education Performance Report for Academic Year 2023-2024 Annual Report

A positive picture for outcomes in H&F at every Key Stage.

Early Years:

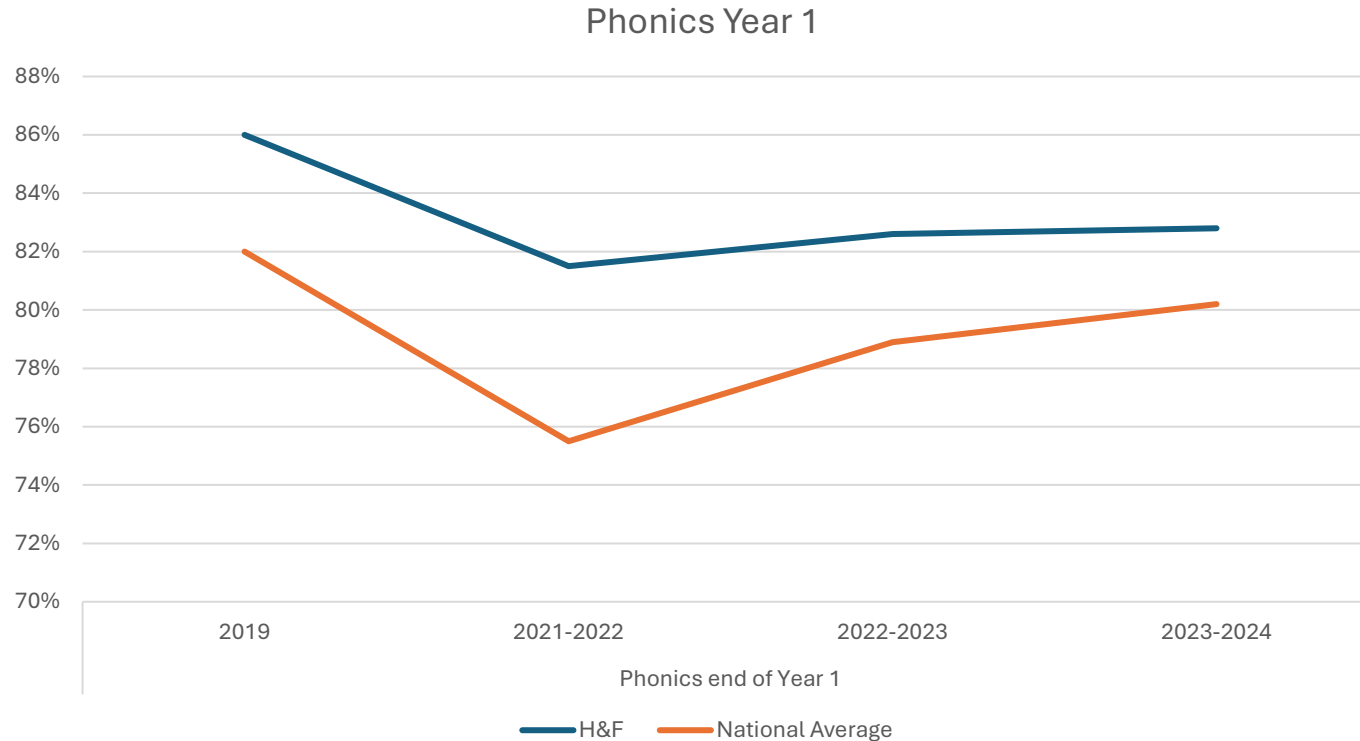


Overall, the good level of development has **increased by 3.5%** from **66.9%** in 2022/23 to **70.4%** in 2023/24.

What is GLD?

GLD stands for 'Good Level of Development' – the measure of attainment at the end of early years before year 1.

Phonics: Year 1



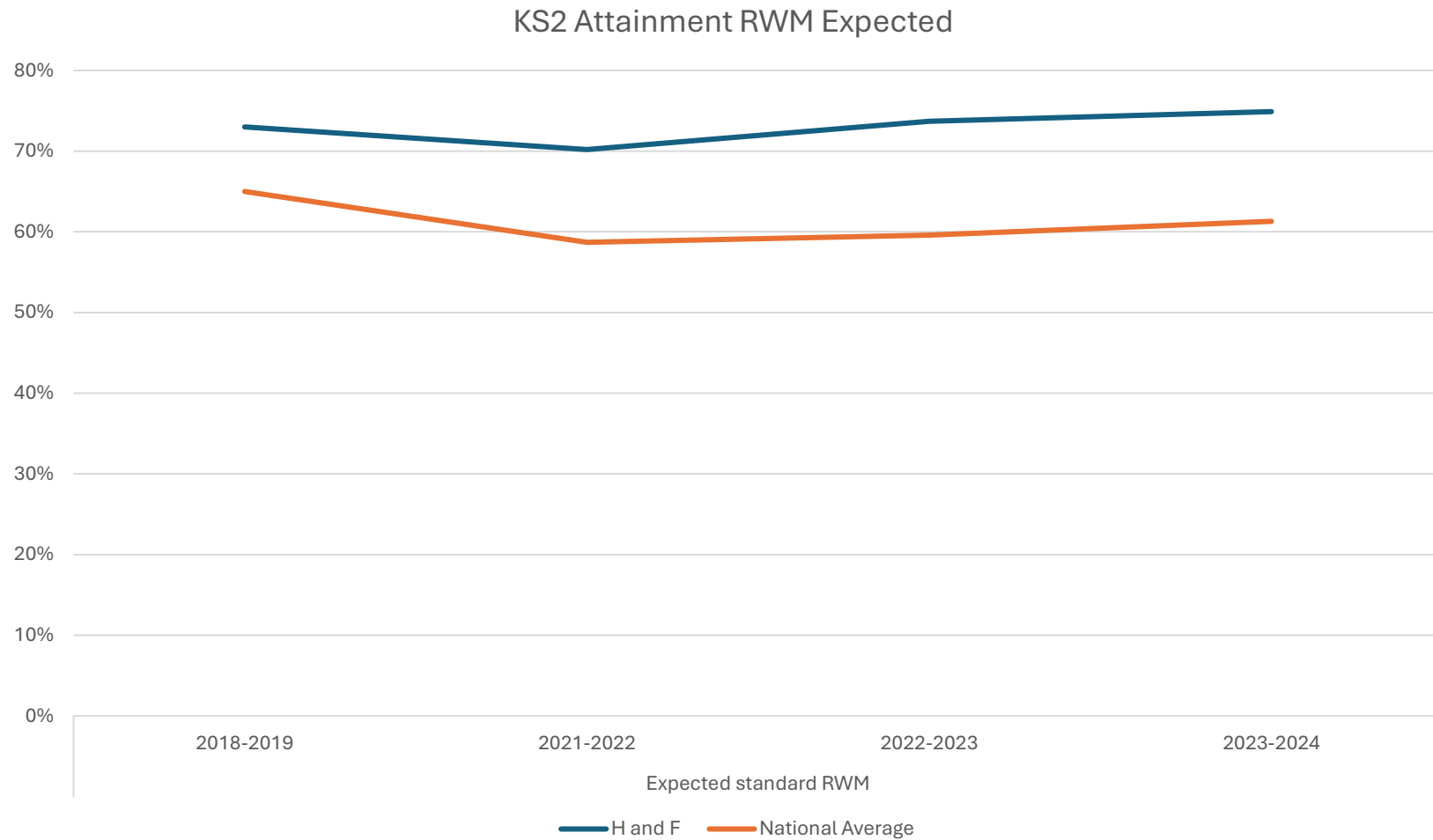
Strong outcomes in Phonics in Year 1- a continued trend.

What are Phonics?

Phonics is how children are taught to read and write, recognising sounds and letters.

KS2 Attainment:

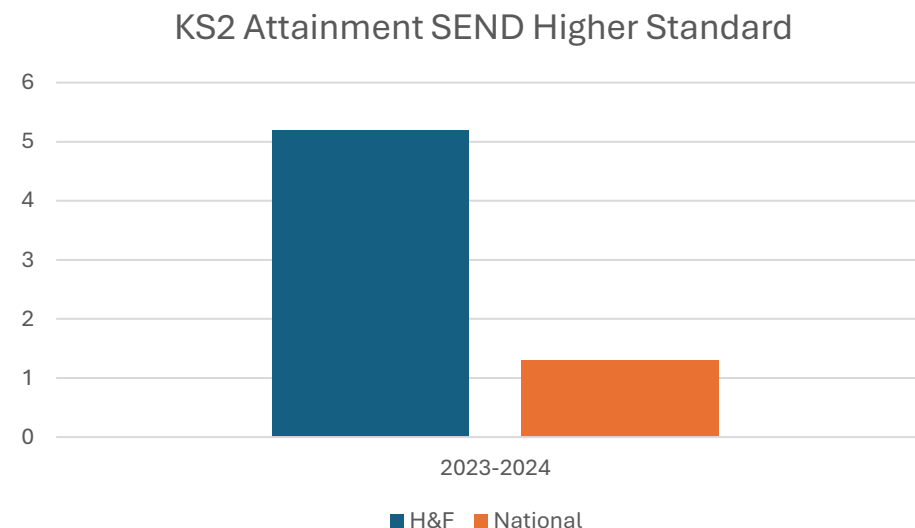
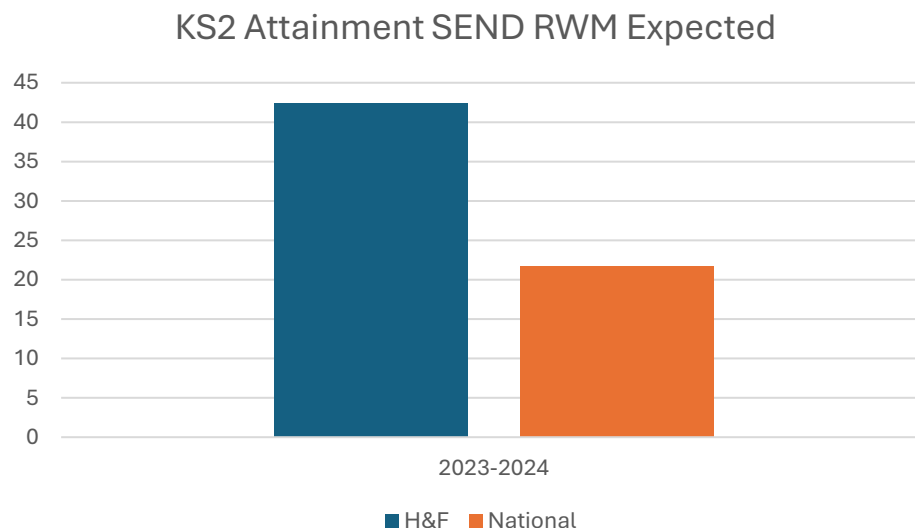
H&F performance is above national for attainment at the end of KS2.



KS2 SEND Attainment:

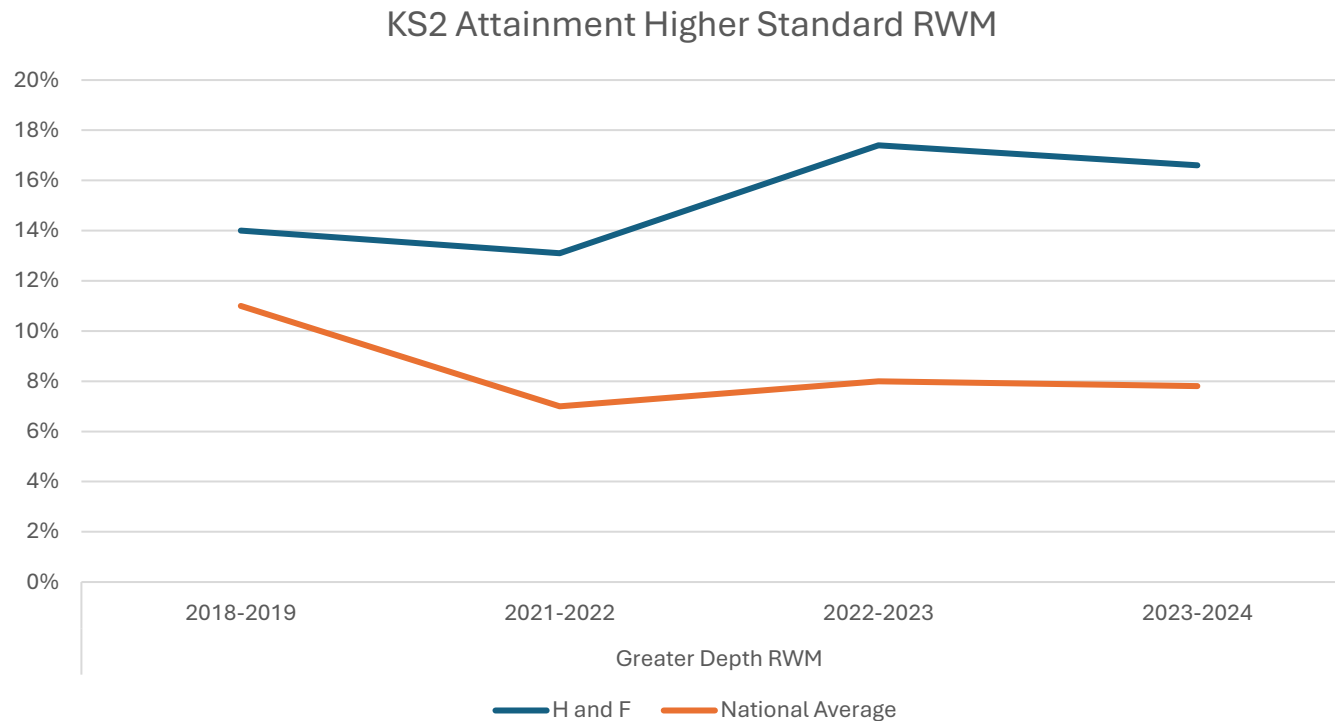
Overall, primary schools in Hammersmith and Fulham have performed strongly in comparison to the national average. Children and young people with Special Educational Needs and Disabilities (SEND) in H&F have outperformed their peers both nationally and in London, with 42.4% achieving the expected standard at KS2, compared to 21.7% nationally.

Additionally, 5.2% of SEND pupils in H&F achieved the higher standard, well above the national figure of 1.3%. These results reflect the effective support in place within H&F schools



KS2 Attainment:

H&F performance is above national for attainment at the end of KS2.



What is Attainment?

Attainment is the academic standard that pupils reach, at the end of key stage 2 it is recorded by a scale score.

Key Stage 4 Performance:

	H & F	National
Progress 8	0.52	-0.02
Attainment 8	55.9	46.2

The performance of H&F schools at key stage 4 is exceptional.

What is Attainment 8?

The Attainment 8 score is a measure of a pupil's average grade across eight subjects.

What is Progress 8?

Progress 8 shows the progress a school's pupils make between primary school and the end of GCSEs.

Key Stage 4 Performance:

	H & F	National
Grade 5 E & M	64.4%	46.3%
EBacc entry	69.2%	40.6%

The performance of H&F schools at key stage 4 is exceptional.

What is Grade 5 E&M?

Grade 5 E&M is the number of students getting a level 5 grade in English and maths.

What is EBacc entry?

EBacc entry is the percentage of pupils starting the English Baccalaureate (equiv. to 5 GCSEs in English, maths, science, languages and humanities)

SEND KS4 performance

2023-2024	H&F	England
% of pupils with an EHCP achieving 9-4 in English and Maths GCSEs	15.5%	13.0%
% of pupils with SEN Support achieving 9-4 in English and Maths GCSEs	61.4%	37.7%
Average Attainment 8 score for pupils with an EHCP	15.1	14.2
Average Attainment 8 score for pupils with SEN Support	44.3	33.1
Progress 8 score for pupils with an EHCP	-0.86	-1.13
Progress 8 score for pupils with SEN Support	0.22	-0.45

SEND performance is strong at all key stages including KS4.

Key Stage 5 Performance:

	H and F	National
APS	37.78	36.21
Average grade	B-	B-

A level
performance
is above
national
average

	H and F	National
APS	24.26	28.14
Average grade	Merit	Merit+

Vocational performance is
below national average.

Attendance:

Persistent absence has decreased in H&F but remains high.

	Attendance Overall		Persistent Absence	
	2022-2023	2023-2024	2022-2023	2023-2024
H&F	92.7%	93.8%	21.6%	17.9%
National Average	92.6%	93.3%	21.3%	19.4%

Increasing attendance and reducing persistent absence remains a priority.
Persistent absence is classified as anyone missing over 10% of school.

Elective Home Education and Children Missing in Education

- In Hammersmith and Fulham, local processes and procedures are in place to maximise identification of home educated children and to have some oversight of their education provision.
- There are robust systems in place to track and monitor all CME until education provision is secured led by the work of Local Authority officers in the ACE team.
- The following table indicates the current numbers of EHE and CME pupils in the borough:

Year	Number of known EHE children	Number of EHE children with an EHCP	Number of known CME children
Summer 2019	102	N/A	10
Summer 2020	114	N/A	8
Summer 2021	190	10	11
Summer 2022	130	16	19
Summer 2023	134	13	10
Summer 2024	152	9	6

Exclusions:

		2022/23 Autumn term	2023/24 Autumn term
H&F	Permanent exclusions (rate)	0.02	0.04
England	Permanent exclusions (rate)	0.04	0.05
H&F	Suspension (rate)	1.73	2.39
England	Suspension (rate)	2.96	4.04

Exclusions and suspension in H&F are below national. Figures continue to be monitored against national and London figures.



Priorities for 2024/25

- To work in collaboration with stakeholders across the local area to increase attendance and reduce persistent absence.
 - To further embed the work to reduce NEET and Unknown levels and further increase post 16 participation.
 - To contribute to the Industrial Strategy ensuring all young people in the borough have access to wide-ranging local opportunities and skill development to prepare them for their next steps in education, employment and training.
 - To support governors and school leaders to explore options for long-term financial stability.
 - To support young people leaving Alternative Provision to transition to sustainable destinations in education, employment or training.
 - To continue to work in partnership with school leaders on school inclusion, practice and behaviour support.
 - To support the H&F Climate Team in their work on Climate Education in the borough including supporting schools to respond to the new DfE legislation on Climate Education and Sustainability.
 - To ensure school partners have access to high quality workforce training and development via the H&F Learning Partnership.
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