

## Analysis of AfC Virtual School KS4 results 2021-22

*NB This report was compiled before the Department for Education March 2023 Data Release. Some National Data may be out of date*

**Below is the most up-to-date overview of our GCSE results for 2021-22. These could be subject to change after the student appeals process.**

In order to better understand the meaning of the KS4 results for 2021-22, I have looked at 10 key questions to see if there are any lessons to be learned going forwards. It must be noted that statistically the numbers for the whole school are relatively small, and the numbers for each borough separately all even smaller, so care must be taken not to draw too strong a conclusion at any point, and suggested conclusions must also be read alongside other studies such as the Rees Centre research\* and the Timpson Review\*\*

There were **22 OC2 young people** from AfC Virtual School who completed KS4 in 2021-22. **9 of those children were “dis-applied”** from results counting as they were unable to take exams in Summer 2022 due to SEND challenges, having an EHCP, being in specialist provision, mental health needs or UASC. This is lower than the number (11) from last year (2020-21). The pattern over time can be determined by also looking at the numbers of ‘dis-applied’ from previous years: 2019-20 = 4 and 2018-2019 = 14.

### **Report Focus:**

This report focuses on the **13 young people** who completed their exams in 2021-22.

**Initial interrogation of results (see 10 key questions and their findings below) indicates that we need to focus on the following areas moving forwards:**

1. **School stability:** this continues to be a factor in improving the outcomes for our young people (see outcomes v National Averages)
2. **Gender:** Overall, girls are outperforming boys
3. **Ethnicity:** Overall, Non-White British outperform White British.
4. **English & Maths at Grade 5+:** more students (46%) are attaining this standard (2020-21: Grade 5+ = 26.6%)
5. **Further roll out the Attachment Aware Schools Programme across OC2:** to increase attendance and reduce exclusions (both key factors in outcomes for our young people).

These findings were shared at our recent CPD and will feed into the Two Year School Improvement Plan

**Interrogation and analysis of KS4 results 2021-22**

**Key Question 1 – Is School Stability a factor in achievement?**

<b>Indicator</b>	<b>2021/22 GCSE Results</b>	<b>2020/21 GCSE Results</b>	<b>2019/20 GCSE Results</b>
OC2 Attainment 8 AfC Virtual School(A8)	39	36.4	31.4
Kingston Average A8	47.8	34	34.5
Richmond Average A8	36	42.3	34.2
RBWM A8	37.6	34.2	29.4
National Average CLA A8	23.2	21.4	19.1
National Average Attainment 8 for all pupils	50.9	50.2	
OC2 English & Maths AfC Virtual School Grade 4+	54%	51.7%	45.8%
Kingston English & Maths Grade 4+	67%	57.1%	50%
Kingston 2 year School Stability	81.7%	94% Stability	86% Stability
Richmond English & Maths Grade 4+	42%	62.5%	44%
Richmond School Stability	81%	85% Stability	92% Stability
RBWM English & Maths Grade 4+	67%	43%	43%
RBWM School Stability	79.8%	100% Stability	91% Stability

<b>OC2 English &amp; Maths AfC Virtual School Grade 5+</b>	46%	26.7%	20.8%
<b>Kingston English &amp; Maths Grade 5+</b>	33%	28.6%	37.5%
<b>Richmond English &amp; Maths Grade 5+</b>	42%	37.5%	11%
<b>RBWM English &amp; Maths Grade 5+</b>	67%	21.4%	14%
<b>National Average for CLA at English and Maths Grade 5+</b>	12.6%	10.9%	7.2%
<b>National Average for all pupils at English and Maths Grade 5+</b>	51.9%	49.9%	
<b>OC2 Non-SEN Average Attainment 8 AfC Virtual School</b>	47	44.5	36.2
<b>Kingston Non-SEN Average Attainment 8</b>	48	35.4	33.5
<b>Richmond Non-SEN Average Attainment 8</b>	42	50.2	37.5
<b>RBWM Non-SEN Average Attainment 8</b>	50	44	36.3
<b>OC2 SEN Average Attainment 8</b>	21.4	28.8	30.9
<b>Kingston SEN Average Attainment 8</b>	24.3	33.5	34.8
<b>Richmond SEN Average Attainment 8</b>	0	34.3	31.6
<b>RBWM SEN Average Attainment 8</b>	12.75	21.1	24.3
<b>National Average SEND CLA Average Attainment 8</b>	16.6	27.1	15.4

Of the **22 OC2 young people** who could have been entered for exams, the following had school moves in Key Stage Four:

**Richmond** - 2 students had a total of three school moves, neither of these students were dis-applied, **Kingston** - 2 students had a total of two school moves, both of these students were dis-applied , **RBWM** - 2 students had a total of two school moves, neither of these students were dis-applied.

Of the **9 OC2 young people** who were not entered for exams, the following had school moves in Key Stage Four:

**Richmond** - 0 students had a school move. **Kingston** - 3 students all had one school move each in Key Stage Four. **RBWM** - 2 students had a total of three school moves.

**Conclusion:**

The focus on stability over the last couple of years has had a positive impact on outcomes. It has limited the number of school moves in Key Stage Four and has to be considered as a key contributing factor in the outcomes listed below and the fact that they are all well above National Averages.

**Key Question 2 – How closely did children achieve compared to their “Mountains” predictions and compared to “potential” based on their KS2 results?**

	TOTAL Number of OC2 children	Expected to achieve 4+ in E&M	Achieved 4+ in E&M	Expected to achieve 5+ in E&M	Achieve 5+ in E&M
Richmond	7	5 (71.4%)	3 (42%)	5 (71.4%)	3 (42%)
Kingston	3	3 (100%)	2 (67%)	3 (100%)	1 (33%)
RBWM	3	2 (67%)	2 (67%)	2 (67%)	2 (67%)
OC2 TOTAL	13		54%		46%

AfC Virtual School senior managers use a ‘Mountains’ document which breaks down students into different pathways. All students are given a Target Grade based on prior results. AfC Virtual Schools role is to put in place interventions, challenge and support to assist students in realising their potential despite barriers. In Spring of Year 11 we allocated Predicted grades based on their likely outcomes that summer. Predicting likely GCSE grades based on KS2 results is not an exact science, but is a definite indication of potential. There has also been a change in the last couple of years where national expectations were to attain L4+ in English and Maths which has now changed to L5+ (This is still not reflected in every individual school’s data predictions). Additionally, the “predicted” grade for students, initially based on the KS2 SATs results is of course impacted by what happens in the examination.

**Conclusion:**

With small cohort sizes a couple of students difference looks a high percentage. Moving forwards, our students will be rigorously tracked using attendance data, the Personal Education Plan attainment data and Learning and Progress Meetings. Barriers to learning will be identified and bespoke interventions used to ensure that students make contextual progress.

**Key Question 3 – Do girls achieve better than boys?**

Borough	Gender	Number	Average Attainment 8 score 2021-22
Richmond	Male	5	27.45
	Female	2	58
Kingston	Male	2	53.75
	Female	1	36
RBWM	Male	1	12.75
	Female	2	50
<b>TOTAL</b>	Male	8	32.18
	Female	5	50.4
<b>OC2</b>	Total	13	39 (2020-21 = 36.4 & 2019-20 = 31.4)
<b>National CLA Average A8</b>	Total		23.2

**Conclusion:**

In Richmond and RBWM girls achieve much higher than boys in terms of Attainment 8.

In Kingston, this is reversed. However, the sample size is small.

Overall, girls outperform boys. Moving forwards, our students will be rigorously tracked using attendance data, the Personal Education Plan and Learning and Progress Meetings. Barriers to learning will be identified and bespoke interventions used to ensure that students make contextual progress.

**Key Question 4 – Is ethnicity a factor in achievement?**

Borough	Ethnicity	Number	Average Attainment 8 score
Richmond	White British	4	33
	Not White British	3	40.3
Kingston	White British	1	48
	Not White British	2	47.75
RBWM	White British	3	37.5
	Not White British	0	0
TOTAL	White British	8	36.6
	Not White British	5	43.3
<b>OC2</b>	Total	13	39 (2020-21 = 36.4 & 2019-20 = 31.4)
<b>National CLA Average A8</b>	Total		23.2

**Conclusion:**

In Kingston and RBWM, White British achieved higher than Non-White British in terms of Attainment 8. In Richmond it was the reverse. Overall, Non-White British performed better than White British. Moving forwards, our students will be rigorously tracked using attendance data, the Personal Education Plan

attainment data and Learning and Progress Meetings. Barriers to learning will be identified and bespoke interventions used to ensure that students make contextual progress. Bespoke interventions may include rewards (vouchers), educational visits, therapeutic visits such as Jamie’s Farm or tuition (online or face-to-face).

Non-White British groups included:

- **Richmond:** White & Black African; White & Asian ; any other mixed background
- **Kingston:** Any other White; Any other ethnic group.
- **RBWM:** No students.

It is not possible to draw further concrete conclusions as the numbers are too small

**Key Question 5 – is being IN or OUT of borough for school a significant factor in attainment levels?**

*Of the 13 young people who were entered for exams*

<b>Borough</b>	<b>IN or OUT of Borough</b>	<b>Number</b>	<b>Average Attainment 8 score</b>
Richmond	IN	2	36
	OUT	5	36.25
Kingston	IN	1	48
	OUT	2	47.75
RBWM	IN	1	66
	OUT	2	23.37
TOTAL	IN	4	46.5
	OUT	9	35.9

<b>OC2</b>	Total	13	39 (2020-21 = 36.4 & 2019-20 = 31.4)
<b>National CLA Average A8</b>	Total		23.2

**Conclusion:**

Overall, children who are classified as 'Out of the Borough' performed slightly better than those educated In Borough. However, this was not the case in RBWM and this was due to one young person's Attainment 8 score (12.75) and their SEND. Virtual School Headteachers are asked to ensure that children placed out of the borough have equal access to services as those within and this will continue to be the case moving forwards.

**Key Question 6 – Does SEND make a difference to attainment?**

Borough	SEND	Number	Average Attainment 8 score
<b>Richmond</b>	YES	3	24.5
	NO	4	44.9
<b>Kingston</b>	YES	0	0
	NO	3	47.8
<b>RBWM</b>	YES	1	12.75
	NO	2	50
<b>TOTAL</b>	YES	4	21.5
	NO	9	47

<b>National CLA Average Attainment 8 for SEND</b>		<b>16.6</b>
<b>National Average Attainment 8 for SEND (all)</b>		<b>31.1</b>

**Conclusion:**

Having SEND is shown to make a difference to attainment. As a school with a high proportion of SEND students this impacts on overall outcomes. Overall, the outcomes for CLA with SEND (21.5) is better than for their peers nationally (16.6). However, it is lower than the national outcomes for all pupils with SEND (31.1) . AfC Virtual School average attainment 8 for students without SEND is 47 compared with the National Attainment 8 for all pupils with SEND which is 31.1. AfC Virtual School should continue to identify and support students with SEND through the SDQ tool; PEP meetings, Educational Psychologist intervention, pupil premium strategies and our training offer.

**Key question 7 – Does being in care for longer make higher attainment more likely?**

Of the 13 children who were eligible to be entered for exams:

<b>Borough</b>	<b>In Care since Year 6?</b>	<b>Number</b>	<b>Average Attainment 8 score</b>
<b>Richmond</b>	YES	3	38
	NO	4	34.6

<b>Kingston</b>	YES	2	47.75
	NO	1	48
<b>RBWM</b>	YES	1	66
	NO	2	23.3
<b>TOTAL</b>	YES	6	46
	NO	7	33.3
<b>OC2</b>	Total	13	39 (2020-21 = 36.4 & 2019-20 = 31.4)
<b>National Average Attainment 8 for CLA</b>			23.2

**Conclusion:**

Where a young person will inevitably need to come into care those who are brought into care earlier in their school career perform better at GCSE. We have seen a similar pattern when reviewing data around those in Education, Employment and Training. This is in line with 2015 Oxford University/REES centre research findings linking social care activities with educational outcomes. Nationally the Department for Education has extended the duty of Virtual Schools to cover children in need and those with a Child Protection Plan. With greater support pre-care we hope to see improved results if a young person comes into care.

**Key question 8– Does the Ofsted rating of a school affect the achievement?**

Of the 13 young people who were entered for exams:

Borough	In Outstanding Schools?	Number	Average Attainment 8 score
<b>Richmond</b>	Outstanding	1	14
	Good	5	44.3
	RI or less	1	17.75
<b>Kingston</b>	Outstanding	2	53.75
	Good	1	36
	RI or less	0	0
<b>RBWM</b>	Outstanding	0	0
	Good	3	37.5
	RI or less	0	0
<b>TOTAL</b>	Outstanding	3	40.5
	Good	9	41.1
	RI or less	1	17.75
<b>OC2</b>	<b>Total</b>	<b>13</b>	39 (2020-21 = 36.4 & 2019-20 = 31.4)
<b>National Average Attainment 8 for CLA</b>			23.2

Conclusion:

As we found last year, students placed in Good & Outstanding school achieve better than those in a Requires Improvement provision. The quality of education has a profound impact on the outcomes for looked after children. Virtual Schools are responsible for the quality of education for looked after children and in AfC Virtual School we only place in Good and Outstanding schools. Partners need to be aware of the significant difference in outcomes for students placed in Good or Requires Improvement schools. Wherever possible we should place our children in Outstanding provision.

### **Key Question 9 – do school exclusions impact on final results?**

It is well documented that school exclusions impact on attainment. Of the 29 students entered for exams:

- **Richmond:** 0 out of 7 had a permanent exclusion, and one student had one or more suspensions. Their Average Attainment 8 score was 58.
- **Kingston:** 0 out of 3 had a permanent exclusion, or a suspension.
- **RBWM:** 0 out of 3 had a permanent exclusion, or a suspension.

### **Conclusion:**

Overall, school exclusions are a key factor that can impact on achievement. Overall, grades can be affected and whether or not a child is able to be entered for any exams is also a factor. Further roll out of AfC Virtual School's Attachment Aware Schools Programme we hope will reduce exclusions through providing alternative tools and, where necessary, changing hearts and minds.

### **Key Question 10 – Does attendance impact on attainment?**

It is well documented that this is the case, and looking at the Y11 2021-22 cohort specifically it can be seen that those with the very least attendance are the ones who were dis-applied

### **Conclusion:**

Further roll out the Attachment Aware Schools Programme across OC2 will increase engagement and attendance and reduce exclusions at school.



**Attachment Aware  
Schools Award**

\*<http://www.education.ox.ac.uk/wp-content/uploads/2020/06/Final-Report-Nuffield.pdf>

\*\*[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/807862/Timpson\\_review.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf)