This session will start at 10:00

It will also be recorded for those unable to attend

NCER

Writing your annual report using Nexus

NCER

Webinar date – 4th June 2025

Screenshots in this session and links to materials may become outdated over time.

Who are we?

Paul Caladine - NCER Technical Support Director / Kirklees Council

Matthew Cooke – Virtual School Head – Suffolk County Council

Who are you?

Of the **70** booked on the session:

- **21** of you are Virtual School Heads
- **19** of you are other VS staff
- **29** of you have a data related role (may be VS specific or not)

You represent **52** Local Authorities

What does a good annual report look like?

Not going to be prescriptive – many ways to do the same job but we have some thoughts and samples to illustrate them

Who and what is your Annual Report for?

- Local authorities and scrutiny
- Social workers and carers
- Education professionals
- Children in care / advocates

Who and what is your Annual Report for?

We often write our reports for the LA and to a scrutiny template but is that the best/only way?

Traditionally these tend to be dry, tables of numbers and a few graphs

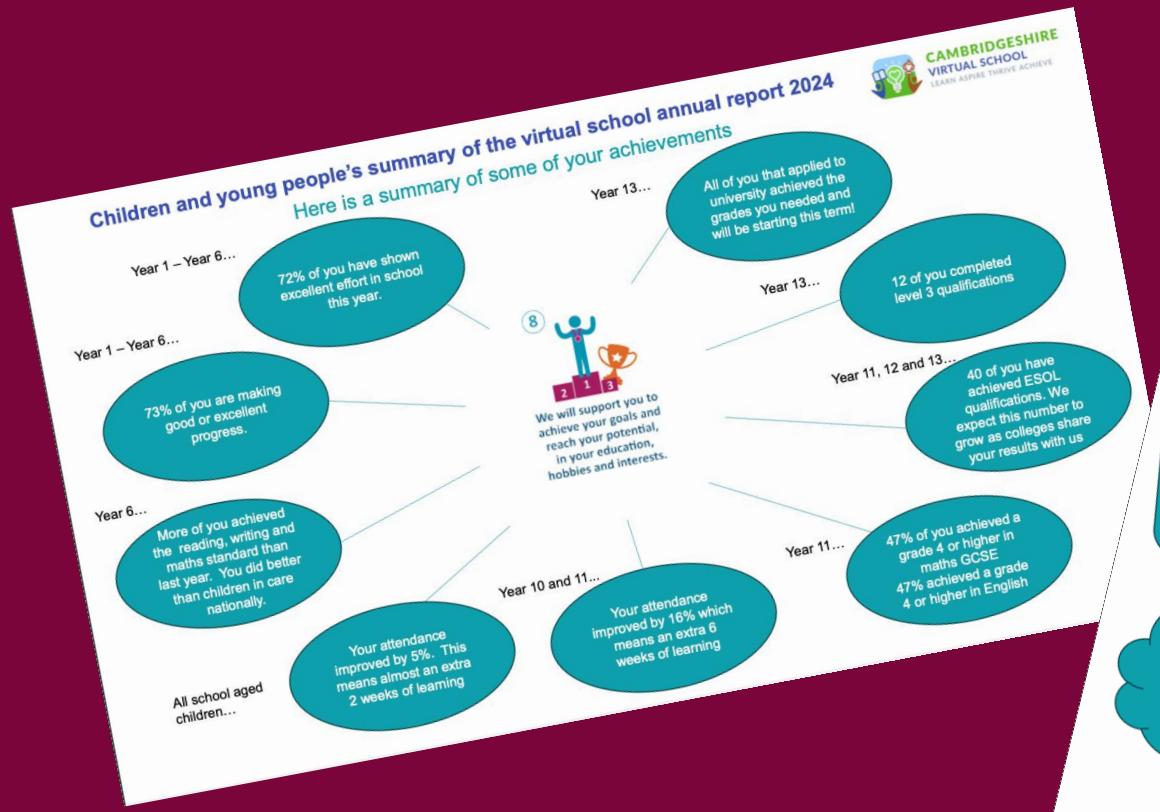
Who and what is your Annual Report for?

Do the children and carers in your area want to read a scrutiny-style report? Do school leaders?

Who and what is your Annual Report for?

You may not have flexibility in the requirements you have to work towards, but you can a) **ask the question** on whether it can change and/or b) **supplement** the main report with a more user-friendly summary

Cambridgeshire



In addition to the full Annual Report – produces a simpler, more visual 3-page summary

Are you ‘saving time’ by using your Annual Report as your scrutiny report (and vice versa)?

If it’s not addressing the audience’s needs then what saving are you making?

Especially if we can use Nexus and published sources to populate it?

Think Green - Re-cycling and re-use

It’s not always necessary to write every request for a report from scratch

You can have elements or supplements you take from one purpose to another to another…

Show don’t tell…

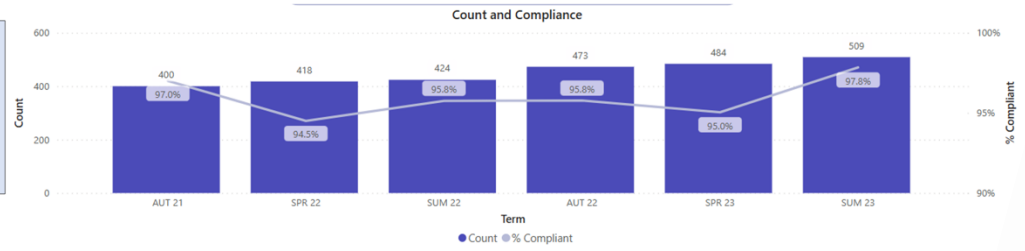
Think about visualising your cohort, results and outcomes (Nexus can help!)

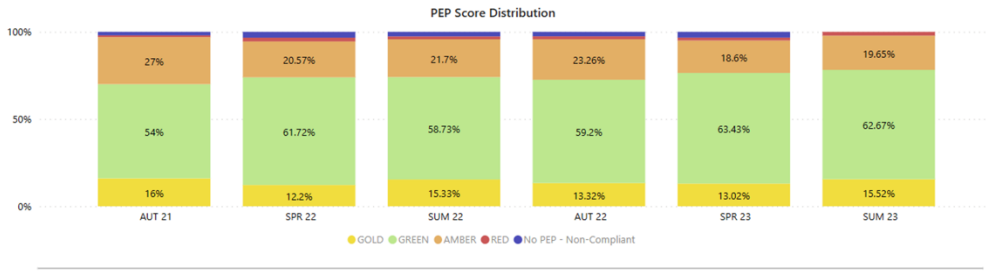
This about what that means for your format and even simple things like whether you report in landscape or portrait

Suffolk

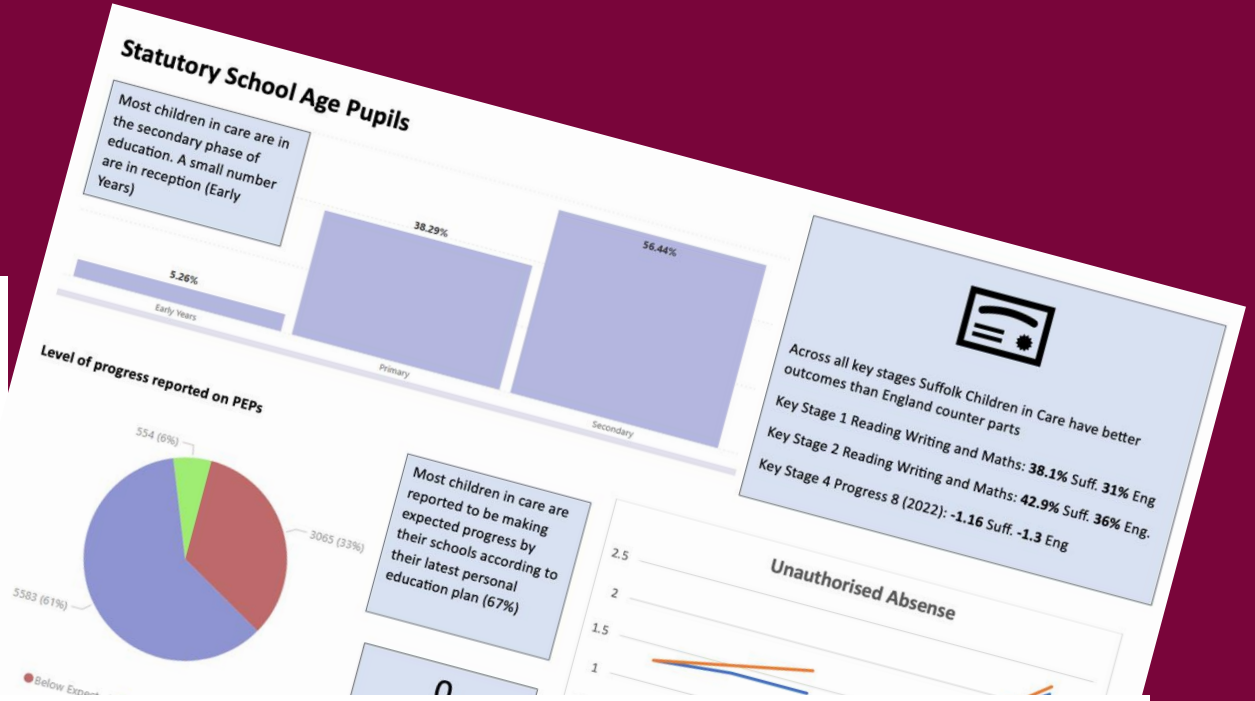
Improvements to the compliance and quality of the Personal Education Plan (PEP)

PEP compliance has been consistently above 95%, reaching 97.8% in Summer Term 2023





Every PEP assured, according effectiveness. The % of effective PEPs has increased from **70%** (Autumn Term 2021) to **78%** (Summer Term 2023)



Care leavers who were in higher education (%)

Statistical Neighbours		2014	2015	2016	2017	2018	2019	2020	2021	2022	-	Change from previous year
925	Lincolnshire	-	3.00	-	4.00	6.00	5.00	7.00	6.00	4.00	-	-2.00
926	Norfolk	15.00	7.00	6.00	6.00	6.00	6.00	5.00	5.00	5.00	-	0.00
935	Suffolk	6.00	5.00	5.00	4.00	5.00	4.00	6.00	5.00	7.00	-	2.00
933	Somerset	-	2.00	-	-	-	-	3.00	5.00	-	-	-
878	Devon	4.00	4.00	5.00	3.00	3.00	4.00	3.00	5.00	-	-	-
908	Cornwall	8.00	4.00	6.00	5.00	6.00	4.00	6.00	9.00	-	-	-
838	Dorset	-	-	-	-	-	-	6.00	8.00	-	-	-
893	Shropshire	9.00	6.00	-	-	6.00	-	-	0.00	-	-	-
845	East Sussex	5.00	13.00	13.00	8.00	6.00	5.00	7.00	6.00	-	-	-
885	Worcestershire	-	4.00	5.00	4.00	4.00	6.00	5.00	9.00	-	-	-
916	Gloucestershire	4.00	6.00	6.00	6.00	4.00	3.00	2.00	3.00	-	-	-
	Statistical Neighbours	7.50	5.44	6.83	5.14	5.13	4.71	4.89	5.60	4.50	-	-1.10
985	East of England	-	6.00	7.00	6.00	6.00	5.00	5.00	6.00	7.00	-	1.00
970	England	6.00	6.00	7.00	6.00	6.00	6.00	6.00	6.00	7.00	-	1.00

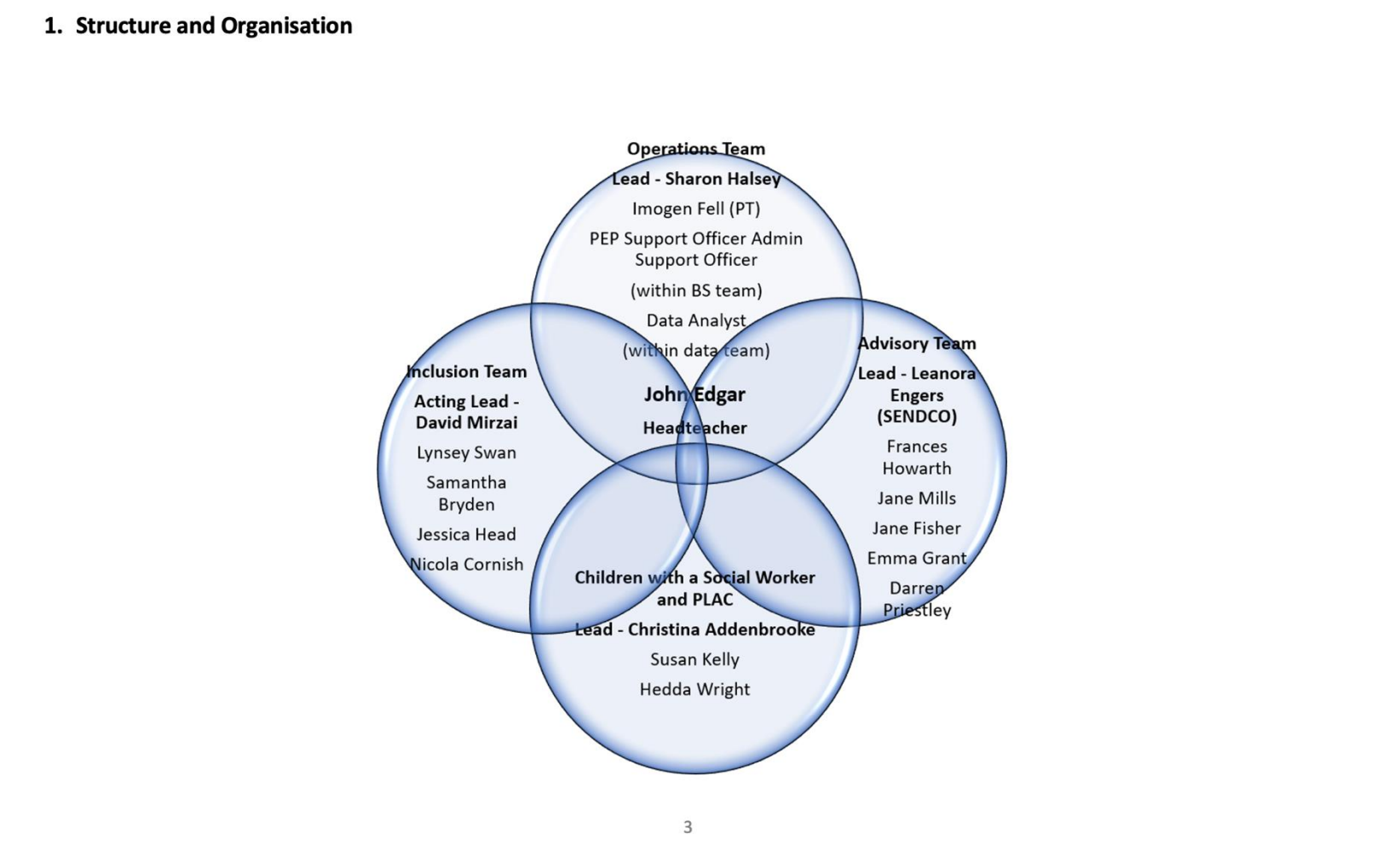
More care leavers entered university than any other previous years with 7% entering Higher Education.

Landscape often gives more flexibility in visualisations & tables, makes them easier to work with AND easier to use published sources

Essex

You could describe your structure and resources in a few paragraphs, but can you show it more simply and effectively like this?

Or include a structure chart you probably already have?



Summarise – everyone will appreciate it and learn more from it

Even if you have a fixed – text based – template you need to work within, consider providing easier to absorb summaries within that document

Make your analysis more interesting and less dry

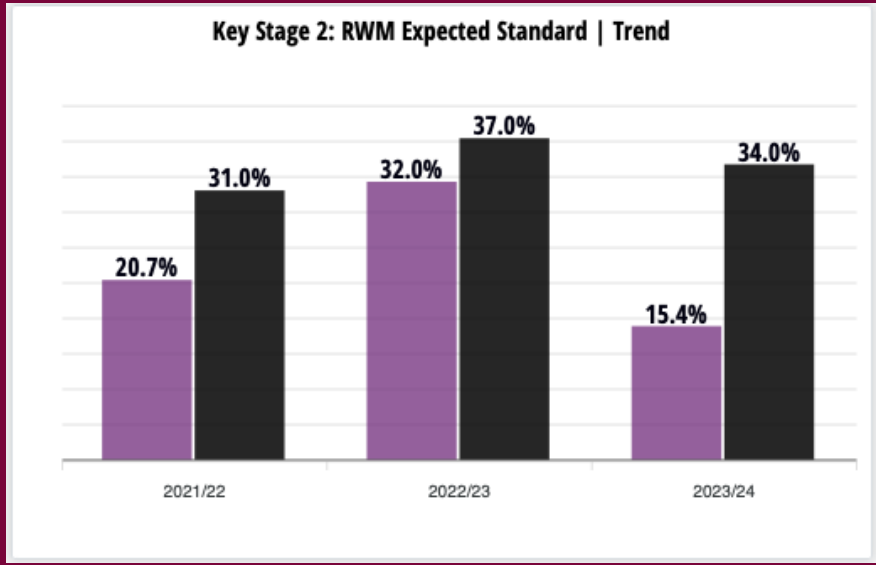
Results for the CLA cohort over the last 3 years for RWM at the expected standard:

- *2024 – 15%*
- *2023 - 32%*
- *2022 – 21%*

National CLA for the three years was:

- *2024 – 34%*
- *2023 – 37%*
- *2022 – 31%*

If you're going to use words, explain what needs to be understood



Let visualisation do the rest of the work (Nexus can help you with this!)

'15% of our CLA pupils achieved RWM at the expected level in 2024, down 17 percentage points from a year ago, however the cohort was limited to just 13 pupils this year, of which 8 had SEN needs – well above the national proportion'

Invest in the future

It may take you longer to change what you – or your predecessors – have always done for the first year

But you can make it quicker and simpler in year 2+

AI can help with wording where Nexus doesn’t already provide it

Ask Copilot (or other LA approved tools) to help improve the wording

Only use AI tools approved by your Local Authority

Do not load child level data into AI tools

AI can help with wording

Only use AI tools approved by your Local Authority

Do not load child level data into AI tools

Ask Copilot (or other approved tools) to help improve the wording

We might start with:

"Results for the KS2 cohort are as follows in RWM:

- 2022 – 56%
- 2023 – 58%
- 2024 – 62%"

Only use AI tools approved by your Local Authority

Do not load child level data into AI tools

Copilot prompt:

Improve the wording and readability of the following, providing year on year comparisons "Results for the KS2 cohort are as follows in RWM: • 2022 – 56% • 2023 – 58% • 2024 – 62%"

Copilot response:

"KS2 Cohort Results in Reading, Writing, and Maths (RWM)

•2022: 56%

•2023: 58% (an increase of 2 percentage points from the previous year)

•2024: 62% (a further increase of 4 percentage points)"

Only use AI tools approved by your Local Authority

Do not load child level data into AI tools

Copilot next step:

How do these results compare to national averages and refer to it as our results?

Copilot response:

Our KS2 cohort results in Reading, Writing, and Maths (RWM) show a positive trend, increasing from **56% in 2022** to **62% in 2024**. Comparing this to national averages, **61% of pupils met the expected standard in RWM in 2024**, which is up from **60% in 2023**. This means our 2024 results are **slightly above the national average** by **1 percentage point**.

When using Copilot or any other AI assistant…

CHECK <u>EVERYTHING</u> IT PRODUCES & ASK FOR LINKS TO SOURCES

<u>Now</u> is the time for change

New duties and new subject matter for the annual report is coming soon

Make changes - in the traditional CLA focused report now – and set the tone for the future versions

What should be included?

- **About the virtual school** – resources and activity
- **About our CLA cohort and the statutory school age component** – how many, what Key Stages, OLA and changes over time
- **About them being in school –** absence and exclusions/suspensions

What should be included?

- **About making sure we're doing what we should for the young people –** PEPs, NEET and outcomes
- **About our young people's attainment and progress**
- **Case studies –** bringing it to life

Data considerations

Things we need to think about when selecting what data to present

Timing

- When are we presenting the report?
- What data will be available to support it?
- Is there an alternative timing that will allow you to include more or more accurate results/comparisons and can you influence this?
- Will that save you work in the future? (Re-use)

‘Official’ 903 cohort vs cohort who took the assessments

- DfE reports based on cohort at 31st March each year
- You will gain and lose some children from this cohort by assessments in May/June
- Nexus can help you report on both using ‘Current CLA Cohort’ functionality – you don’t need to work out alternative cohort results for yourself (We’ll return later to the Current CLA Cohort)

Size of your cohort

- Virtual school sizes vary by LA – in some LA the entire cohort is like a small primary school and any Key Stage cohort much smaller than that
- Be wary of overemphasizing percentages and lessons learned based on very small numbers (positive or negative)
- But don’t ignore them either – test the results versus larger comparison groups
- Monitor over time (multiple years)

Composition of your cohorts

- Being aware of – for example – a cohort coming through which is high proportion of boys at KS2 will lead to differences in expected results by subject
- Do those play out? Is that about the pupils or is something else going on?
- How do they diverge or match national CLA (and/or national all pupils)
- Did that year's assessments just produce unexpected results across the board?

Educated in or out of LA?

- Are the pupils within your state funded schools in your LA or elsewhere?
- What is the Ofsted profile of the schools for both (more difficult to express without 1-word judgements)
- Were pupils' results in line with what that would lead you to expect? What – if anything – would you do differently given the available places/options?

Nexus – what it can add for you

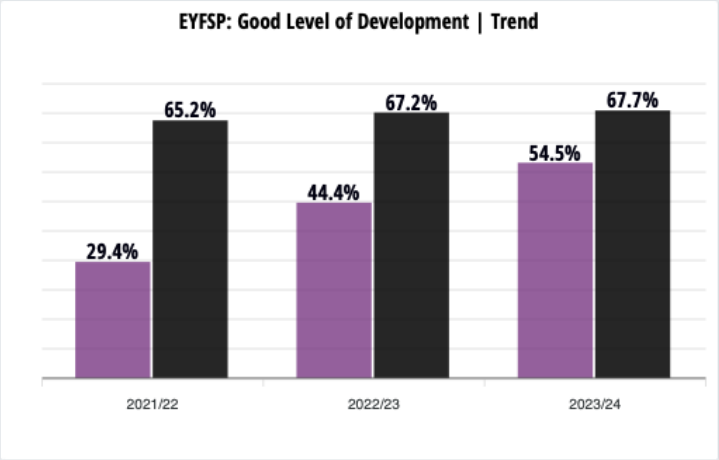
- Attainment and progress for statutory assessments
  - EYFSP
  - Phonics
  - KS1 (now optional)
  - KS2
  - KS4 (summer collection)
  - KS4 official

- Cohort analysis and summaries

Nexus – does the work

- Nexus is maintained centrally and matches DfE methodology (except where DfE don’t calculate something useful)
- Shouldn’t need to calculate attainment/progress for your cohorts if you make use of its facilities
- You don’t need to re-type all the figures out (and risk errors) to create a report or create word tables etc

Nexus – Headline indicators and analysis – designed to be dropped into reports



Your Virtual School's EYFSP good level of development has **increased by 10.1%** from **44.4%** in 2022/23 to **54.5%** in 2023/24.

This is equivalent to approximately **1 more** pupil achieving a good level of development in 2023/24 compared to 2022/23.

Your Virtual School's average for the last 3 academic year(s) is **40.5%**.

Let Nexus take the pain of visualising and explaining the results…

… including bringing in the comparison you've selected

Your Virtual School's relative change for expected standard in Reading, Writing & Maths has **declined by 28.1%**, from **+10.4%** in 2022/23 to **-17.7%** in 2023/24 when compared to the National average.

While your Virtual School average for expected standard in Reading, Writing & Maths has **decreased by 16.6%**, from **32.0%** in 2022/23 to **15.4%** in 2023/24, the National average **increased by 1.1%**, from **59.6%** in 2022/23 to **60.7%** in 2023/24.

Key Stage 2: RWM Expected Standard | Relative Change

	2021/22 Value	→ Trend	2022/23 Value	→ Trend	2023/24 Value
Virtual School (CLA)	20.7%	+11.3%	32.0%	-16.6%	15.4%
National	58.7%	+0.9%	59.6%	+1.1%	60.7%
Relative Change	n/a	**+10.4%**	n/a	**-17.7%**	n/a

Suffolk

Quick illustration of suspensions and PEX for the virtual school alongside locally generated summary of activity and summary of PPG+ payments

SUSPENSIONS

DIFFERENCE
2.79

10.93 ▲ **8.14**

CLA COHORT (LA) — NCER NATIONAL CLA

Your CLA Cohort has a suspension rate of **10.93** in 2021/22, a total of 48 suspensions. Your suspension rate is **2.79 greater than** the National CLA Rate of **8.14**.

PERMANENT EXCLUSIONS

DIFFERENCE
-0.02

0 ▼ **0.02**

CLA COHORT (LA) — NCER NATIONAL CLA

Your CLA Cohort has a permanent exclusion rate of **0.00** in 2021/22, a total of 0 permanent exclusions. Your permanent exclusion rate is **0.02 lower than** the National CLA Rate of **0.02**.

The Virtual School successfully prevented the threat of permanent exclusion on 16 occasions in 2022/23. As per the statutory guidance, we worked in partnership with the setting to ensure that this situation was avoided through the use of alternative provision and additional support, mainly funded through the retained portion of the Pupil Premium Grant.

	Average Core PPG+ Payment	Average Additional PPG+ Payment
Primary	£467	£696
Secondary	£525	£1,281

Suffolk Virtual School

Real outcomes for our children

Nexus Nova reports provide high summary detail

KS2 Progress Benchmark (CLA) (DfE)

2023 | DfE | Matched pupils only | CLA 12 Months

				READING				WRITING				MATHS			
	Cohort	CLA Matches	Avg. KS1 Pt Score	Cover.	Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	Prog. Score ≥0	Avg. Prog. Score	Conf. Int.
NCER National (CLA)	2,490	100.0%	6.4	93.0%	49.0%	-0.18	±0.26	93.0%	53.0%	-0.49 ⊖	±0.25	93.0%	47.0%	-0.77 ⊖	±0.24
DfE Region - East (CLA)	270	100.0%	6.3	92.0%	50.0%	+0.00	±0.79	91.0%	54.0%	-0.30	±0.76	91.0%	47.0%	-0.67	±0.74
Local Authority - Suffolk (all schools)	8,480	0.7%	7.6	93.8%	49.6%	-0.07	±0.14	93.2%	56.3%	-0.23 ⊖	±0.13	93.7%	50.4%	-0.26 ⊖	±0.13
Virtual School - Suffolk	43	100.0%	6.8	95.3%	51.2%	+0.03	±1.93	95.3%	51.2%	-1.19	±1.85	95.3%	51.2%	-0.55	±1.81

⊕ Significantly above national average | ⊖ Significantly below national average | - Result suppressed

Suffolk

Phonics

Phonics Benchmark (CLA) (Keypas)

2023 | Matched pupils only | CLA 12 Months

		Mark							Outcome				
	Cohort	No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
NCER National (CLA)	1,370	7.0%	17.0%	8.0%	7.0%	30.0%	31.0%	28.8	-	-	7.0%	31.0%	61.0%
DfE Region - East (CLA)	110	7.0%	17.0%	7.0%	12.0%	27.0%	30.0%	28.2	0.0%	0.0%	7.0%	36.0%	56.0%
Local Authority - Suffolk (all schools)	7,711	2.7%	7.7%	5.0%	7.1%	30.1%	47.4%	32.0	0.0%	0.1%	2.6%	19.8%	77.5%
Virtual School - Suffolk	14	21.4%	0.0%	7.1%	7.1%	35.7%	28.6%	34.0	0.0%	0.0%	21.4%	14.3%	64.3%

Cohort: Current Year 1 pupils entered for phonics
The threshold mark to be working at or above the standard in phonics is 32
● Q = Maladministration | ● A = Absent | ● D = Disapplied | ● WT - Working towards standard | ● WA - Working at or above standard

Angel 19/09/23 @ 18:04 - Powered by Nexus 1 of 1

Suffolk children in care in Key Stage 1 has a higher percentage achieving the expected standard in phonics with 64.3 % against 61% for children in care in England.

Extract from Nexus Nova report with comparisons to DFE region (CLA) and all LA pupils results alongside local brief contextual statement

Note: you could also add in National all pupils

Nexus – Intelligence highlights strengths and challenges in your data

SCHOOL SUMMARY

AREA	STRENGTHS		CHALLENGES
ABSENCE - AUTUMN	6 / 10		0 / 10
ABSENCE - AUT/SPR	7 / 10		1 / 10
ABSENCE - FULL YEAR	7 / 10		0 / 10
EYFSP	0 / 4	Has no significant indicators in this area	0 / 4
PHONICS	0 / 4	Has no significant indicators in this area	0 / 4
KEY STAGE 1	0 / 16	Has no significant indicators in this area	0 / 16
MTC	0 / 4	Has no significant indicators in this area	0 / 4
KEY STAGE 2	0 / 24		1 / 24
KEY STAGE 4	18 / 58		5 / 58
EXCLUSIONS/SUSPENSIONS - AUTUMN	2 / 6		4 / 6
EXCLUSIONS/SUSPENSIONS - AUT/SPR	2 / 6		4 / 6
EXCLUSIONS/SUSPENSIONS - FULL YEAR	1 / 6		4 / 6

You might not choose to highlight all of them, but makes them easier to identify

EXCLUSIONS/SUSPENSIONS - AUTUMN

STRENGTHS

PERMANENT EXCLUSION RATE (GAP-TO-NATIONAL)

Virtual Sch.:		Nat. (CLA):		Diff.
0.00	–	0.04	=	-0.04

The virtual school is significantly better than the CLA national average.

PERMANENT EXCLUSION RATE (YEAR-ON-YEAR TREND)

V.Sch. 22/23		V.Sch. 23/24		Diff.
0.23	➡	0.00	=	-0.23

The virtual school has significantly improved this year.

CHALLENGES

SUSPENSION RATE (GAP-TO-NATIONAL)

Virtual Sch.:		Nat. (CLA):		Diff.
12.03	–	10.49	=	+1.54

The virtual school is significantly worse than the CLA national average.

SUSPENSION RATE (YEAR-ON-YEAR TREND)

V.Sch. 22/23		V.Sch. 23/24		Diff.
7.42	➡	12.03	=	+4.61

The virtual school has significantly declined this year.

PUPILS WITH 1+ SUSPENSION (YEAR-ON-YEAR TREND)

V.Sch. 22/23		V.Sch. 23/24		Diff.
3.48	➡	5.51	=	+2.03

The virtual school has significantly declined this year.

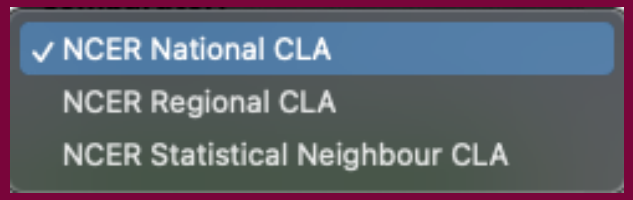
PUPILS WITH 1+ SUSPENSION (GAP-TO-NATIONAL)

Virtual Sch.:		Nat. (CLA):		Diff.
5.51	–	4.99	=	+0.52

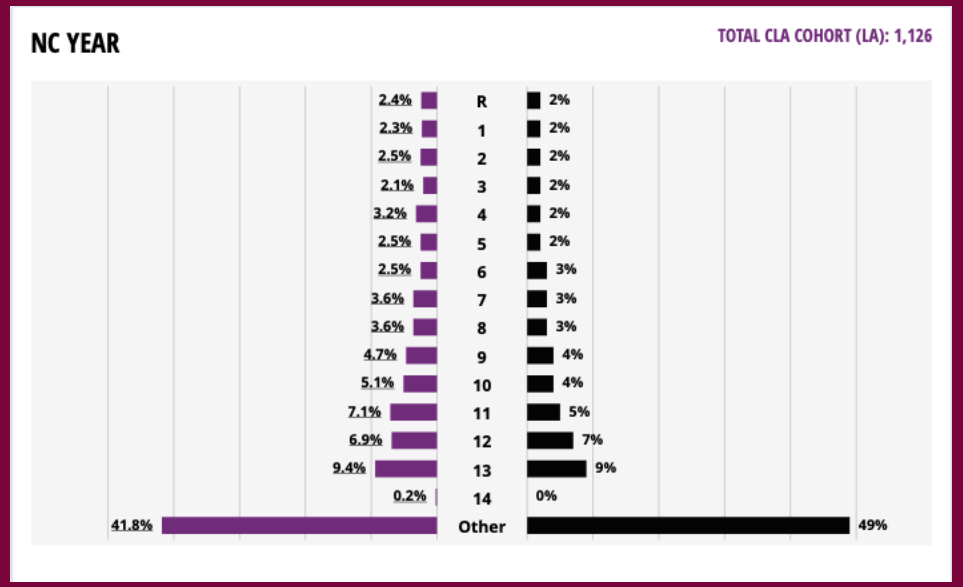
The virtual school is significantly worse than the CLA national average.

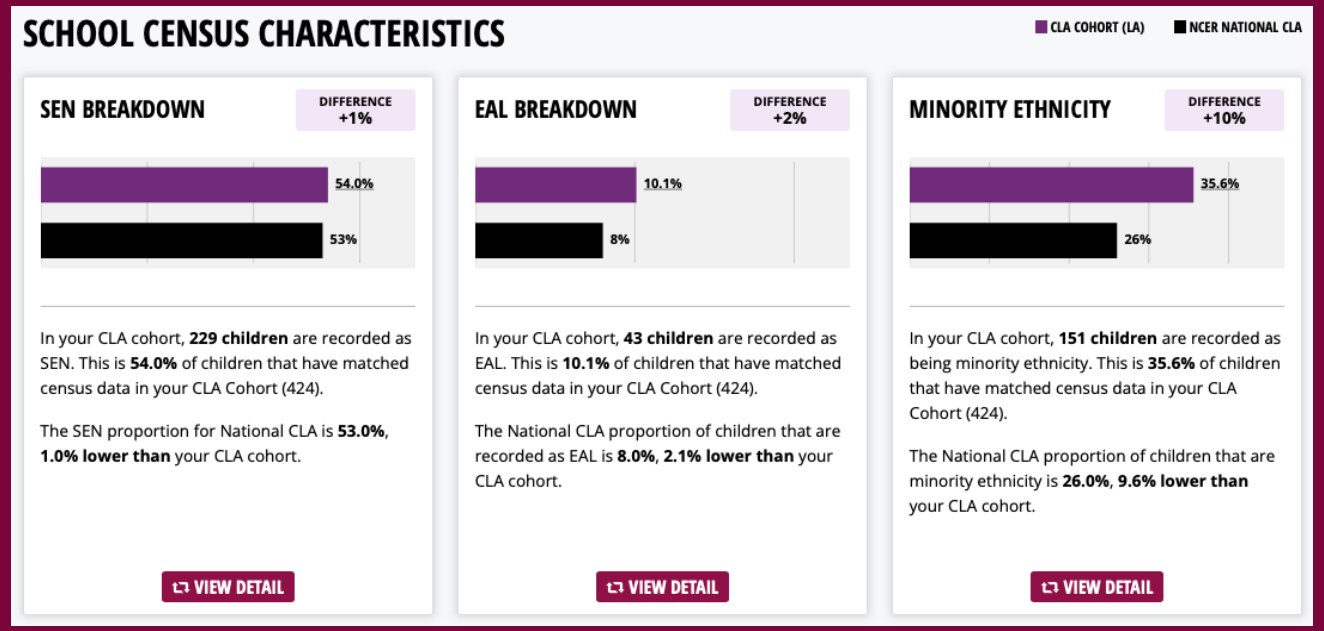
Cohort summaries for CLA and CIN

- Allows you to examine your cohort alongside a selected comparison group



- Easy to present and include in any document that would benefit from it

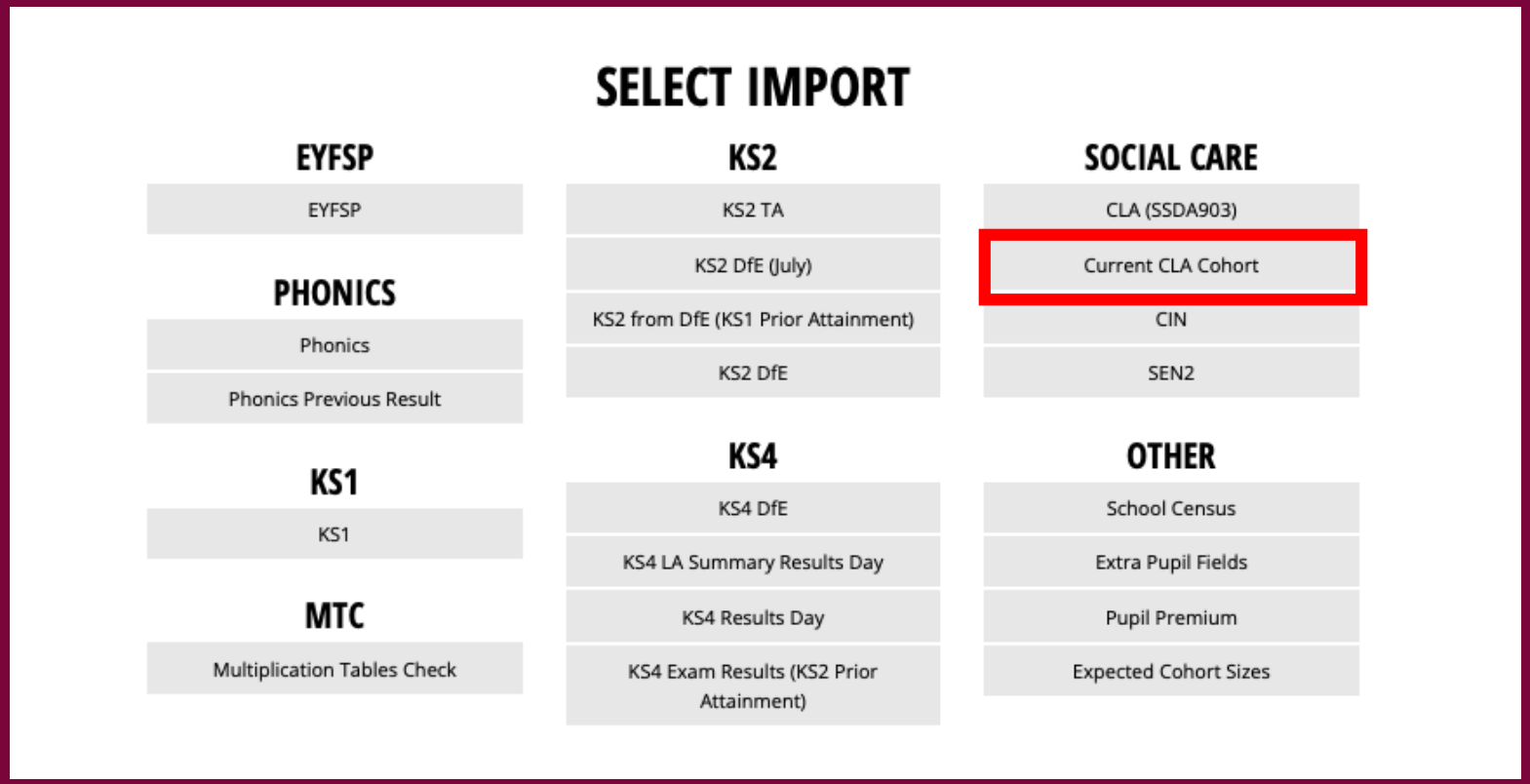




Current CLA Cohort functionality

- All of this can be available for your ‘Current’ CLA cohort
- Despite the name, this cohort can be at any point in the year and provides a different reporting option to the official 903 return (31st March) position
- For annual reports, consider using this to load in the cohort who actually undertook assessments

Current CLA Cohort functionality

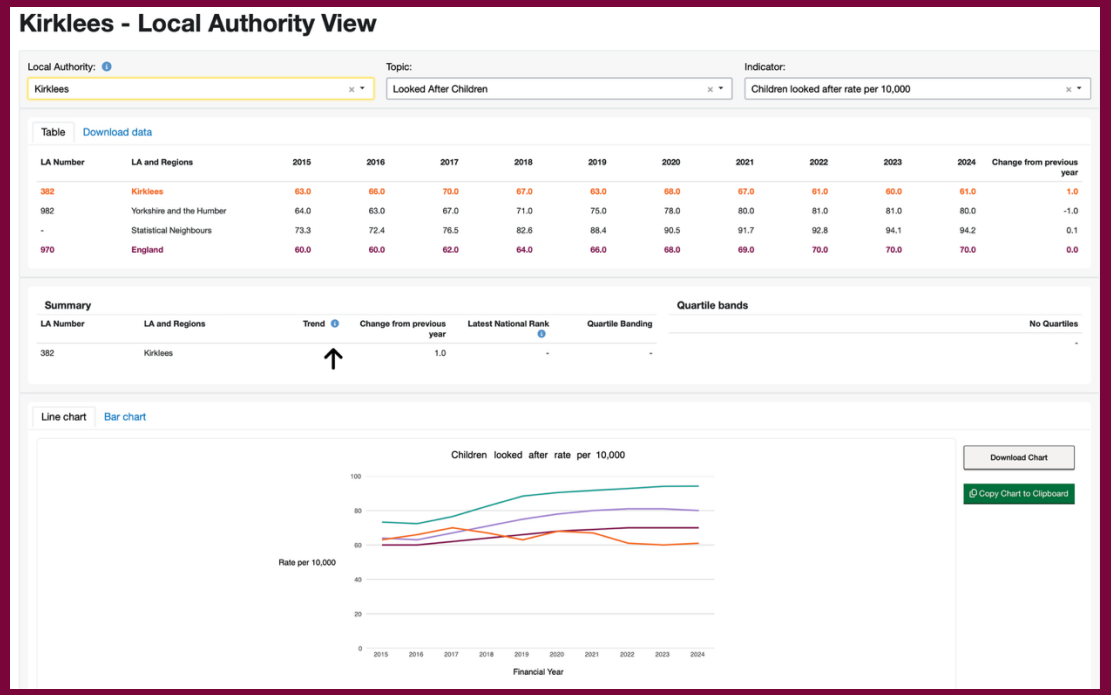


Can be loaded in by anyone with appropriate permissions, but there can only be ONE current CLA cohort at a time (though the 903 position is always also available)

December 2024 webinar covered the use of this, the video is available HERE

Another easy to use data source

- **LAIT – Local Authority Interactive Tool –** Now a website rather than a spreadsheet – features a section on CLA as well as CLA info for many other areas (e.g. attainment) [LINK]



ANY
QUESTIONS
?

Thank you for your time and participation

Today's slides are already on the Nexus Help Centre
Nexus Videos > Webinars > Webinar – NCER/NAVSH – Writing your annual report using Nexus

Any remaining / useful Q&A from chat will be uploaded as soon as possible to the same page

The video will follow within 7 days