

# Headteacher's Summary 2021-2022



# The Journey So Far...



- The Children and Families Act 2014 required every local authority in England to appoint an officer to make sure that its duty to promote the educational achievement of its looked-after children is properly discharged.
- The Children and Social Work Act 2017 promoted the educational achievement of previously looked-after children.
- Non-statutory guidance was provided in June 2021 to extend the role of the VHT to promote the education of every child with a social worker.

# What does a Virtual School do?



- Advocates for CLA and children with a social worker.
- Ensures every vulnerable child reaches their full educational potential.
- Has robust procedures in place to monitor educational progress, attainment and attendance.
- Provides training, support and advice for key stakeholders.

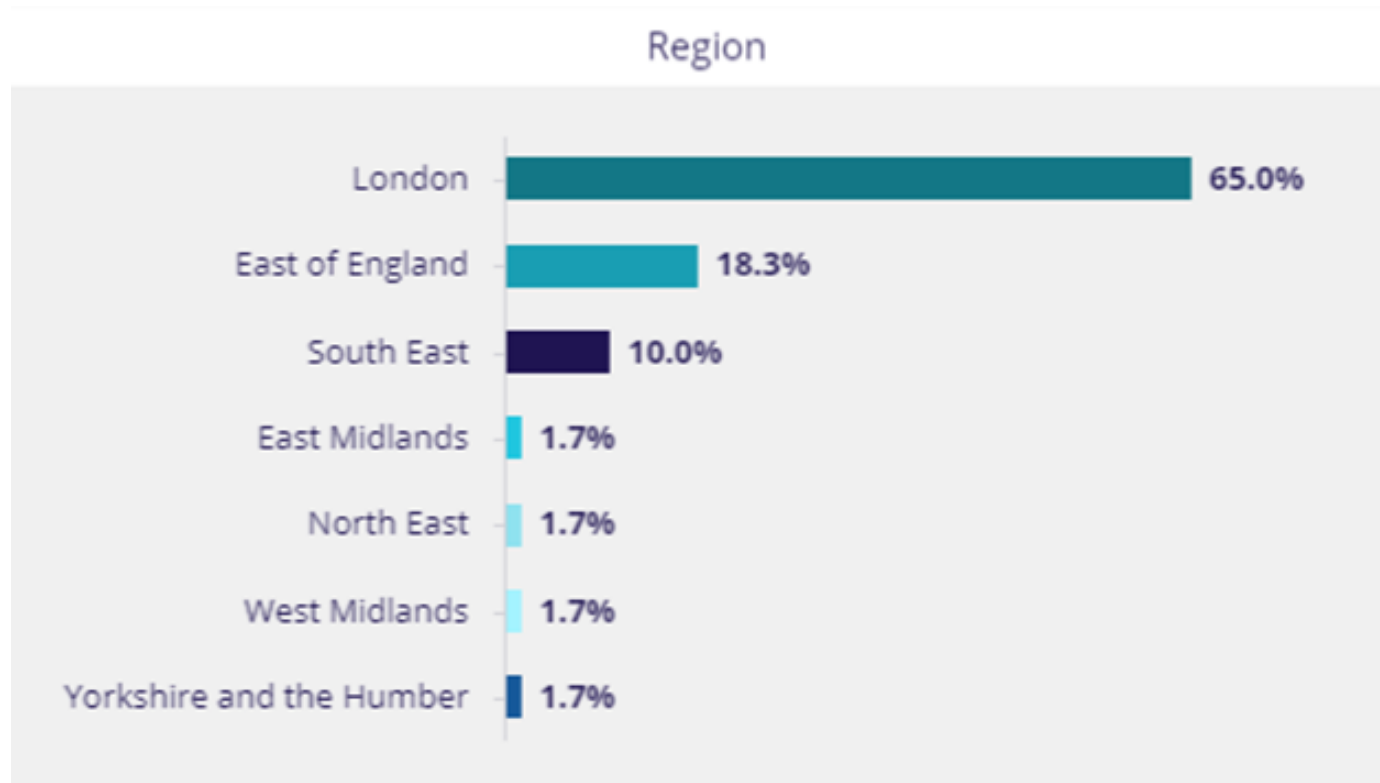
Every local authority in England has a Virtual School Headteacher (VSH)

# Harrow VS Education Summary 2021-2022



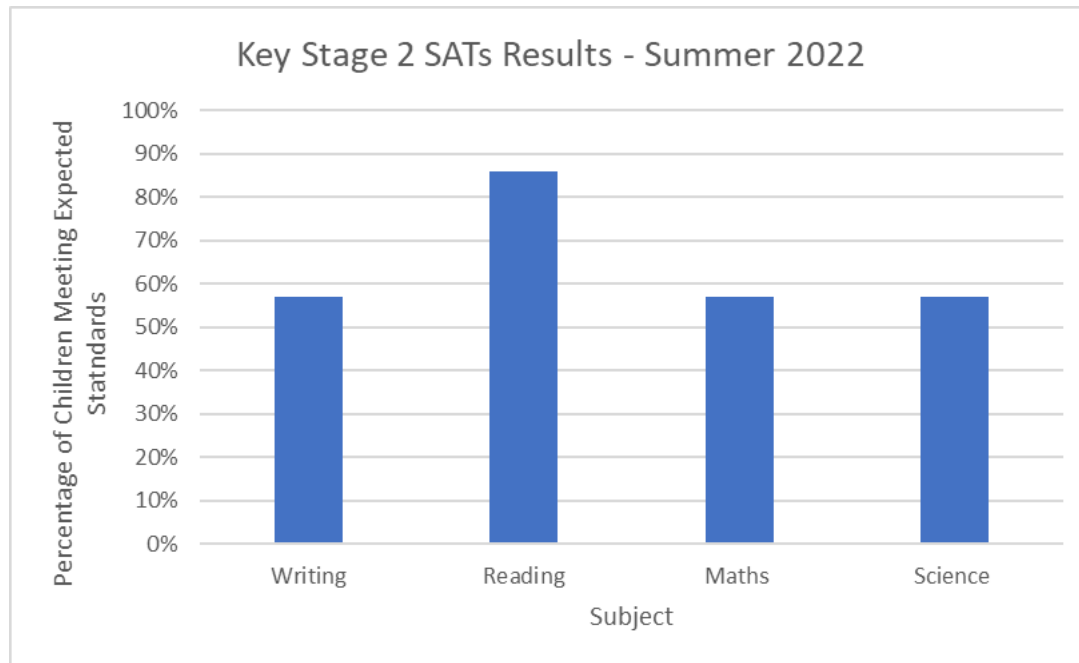
- 110 students of Statutory School Age ( SSA) are on roll.
- 70% of students have been in care for 1 year or longer
- 54% (52/110) of students are educated outside of Harrow and are at schools across 20 local authorities.
- 92% of students attend schools which are Ofsted rated as 'Good' or better.
- 26% (29/110) of students have an EHCP.
- 33% of students have been identified as having social, emotional and mental health challenges
- Personal Education Plan (PEP) returns remain at 100%.

# Schools attended by CLA by Region



Although over 50% of our students are educated outside of Harrow, 65% of students attend schools in Harrow and within the London Region.

# End of Key Stage 2 Performance

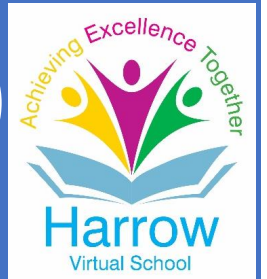


There were 7 students in Year 6. One student has an EHCP and was disapplied.

42% (3/7) achieved 'expected' across Reading, Writing and Maths. The national average is 32%.

All eligible students met standards in Reading.

# End of Key Stage 4 Performance (Provisional)



	8 or more GCSEs. (Grades 4-9)	8 or more GCSE passes. (Grades 1-9)	5 or more GCSE. (Grades 4-9)	At least 1 GCSE pass. (Grades 1-9)	Achieved English and Maths Grades 4 or above
All Year 11's	14% (4/29)	38% (11/29)	28% (8/29)	55% (16/29)	21% (6/29)
Year 11s in Care 1 Year Plus	<b>15% (3/20)</b>	<b>40% (8/20)</b>	<b>35% (7/20)</b>	<b>70% (14/20)</b>	<b>25% (5/20)</b>

There were 20 students in Year 11 that have been in care for 1 year or longer.

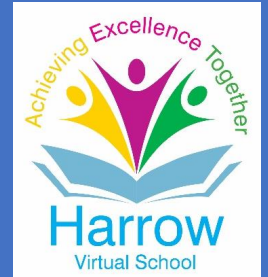
Students in Care 1 year plus

- Three students achieved 8 or more GCSE passes (Grades 4-9). The highest number of good GCSE passes was 9.
- 40% of students achieved 8 or more GCSE passes (Grades 1-9)
- 70% of the students achieved at least 1 GCSE pass.
- A quarter of students achieved good GCSE passes in both English and Maths.

Performance at Key Stage 4 is improving. More students received good GCSE passes when compared to the last academic year.

In 2020-2021 only 1 student received 11 GCSEs (grades 4-8) and 4 students achieved GCSE passes in both English and Maths.

# Year 11 Students By Ethnicity (2021-2022)



The adjacent chart shows the percentage of Year 11s by ethnicity. Students from 'Other Ethnic Backgrounds' are not represented in this cohort. There was only 1 student that is Black/Black British.

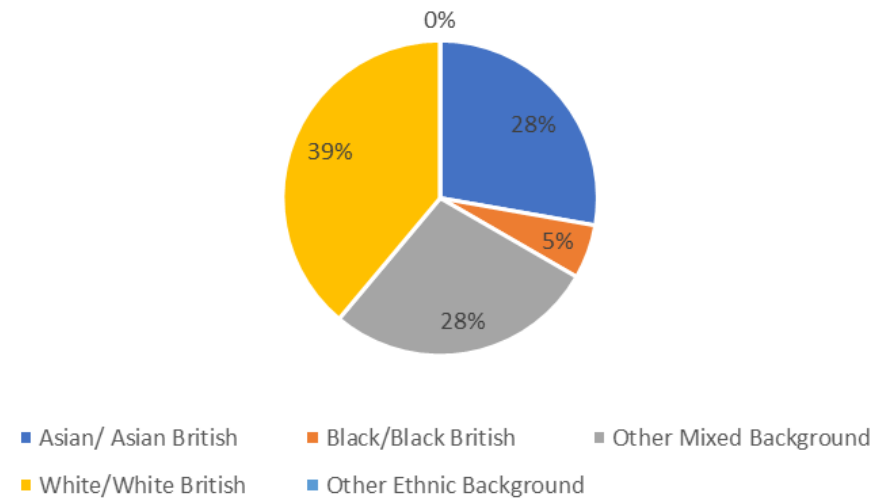
## Year 11 Performance by Ethnicity

7 students achieved 5 or more GCSEs at Grade 4 and above. The breakdown by ethnicity at Grade 4 and above is as follows:

Asian/ Asian British: 43% (3/7)  
Black/ Black British : 14% (1/7)  
Mixed Background: 43% (3/7)

Students from White/White British Backgrounds did not achieve 5 or more good GCSEs. 71% ( 5/7) from White/White British backgrounds, in care for 1 year plus, had an EHCP or an additional need. These complexities impacted on the overall performance for this cohort.

Year 11 Students by Ethnicity in Care 1 Year Plus

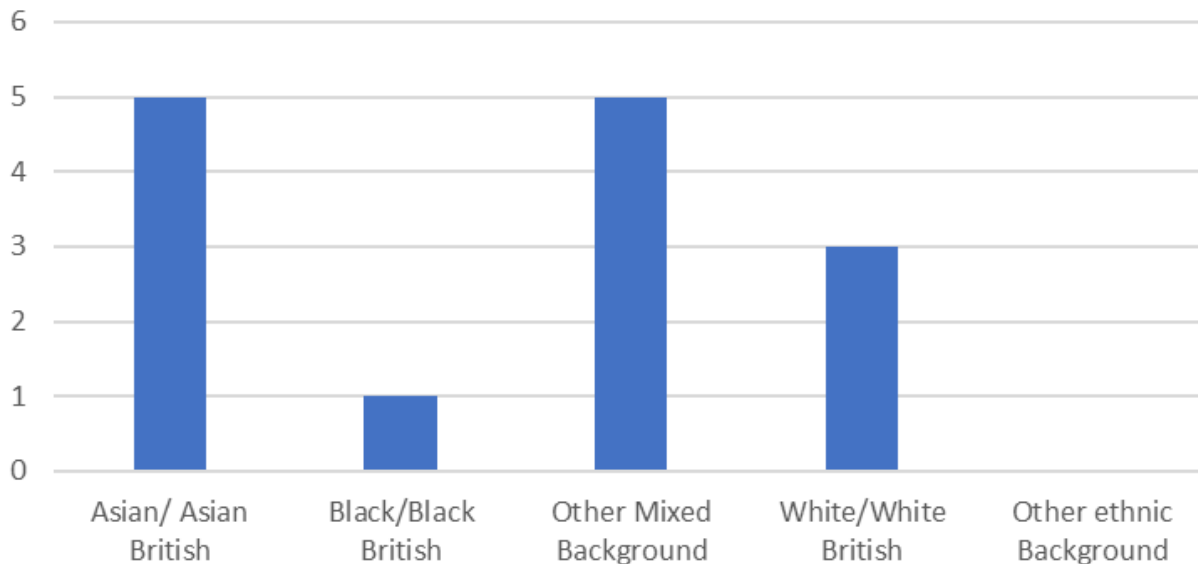




# Students Achieving 1 GCSE Pass By Ethnicity



Number of Students with at least 1 GCSE Pass by Ethnicity



- **70% (14/20)** of students achieved at least 1 GCSE pass. The graph shows a breakdown of numbers by the student's ethnicity.
- **100%** of students from Asian and Other Mixed Backgrounds achieved 1 or more 1 GCSE passes.
- **75%** of students from White backgrounds achieved 1 or more GCSE passes.
- It should be noted that because the cohort numbers are very small the data may show a skewed picture when comparing performance against ethnicity.
- Further support and specialist interventions for White/White British students are in place to ensure that this cohort makes proportional progress against their peers.

# Key Stage 5 – 2021-2022 Overview



At the end of Summer 2022 there were 73 students in Key Stage 5 (aged 16-18).

- 78% (57/73) of students were in Education, Employment and Training (EET).
- 96% (55/57) of students that were EET were in either education or training; 4% (2/57) of students were in employment
- PEPs were in place for all students.
- Students to support learning for this group. with English for Speakers of Other Languages (ESOL) were invited to partake in our new summer Springboard Programme
- 64% of students have an average attendance of 80% or above across the year.
- The monthly NEET Panel continues to monitor pupils who are currently in education or employment.

# Key Stage 5 Results



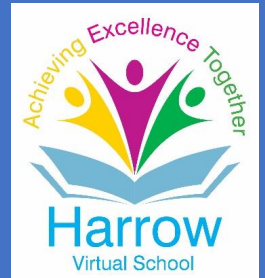
Course	Number of Students with passes	Destination
A Levels	2	1 student received 3 A*A*A* and will study medicine at Hull York Medical School. 1 student received B, D, D and will study politics at the University of Surrey.
AS Level	1	Onward further study
Level 3	2	1 student will embark on a foundation Degree in Architecture at the University of East London.
GCSEs	5	Onward further study
Level 1 and Level 2	3	
ESOL	23	
Entry Level 3	2	

In addition to the 3 students leaving Year 13, the following 4 students (aged 19+) have also been awarded the following university places:

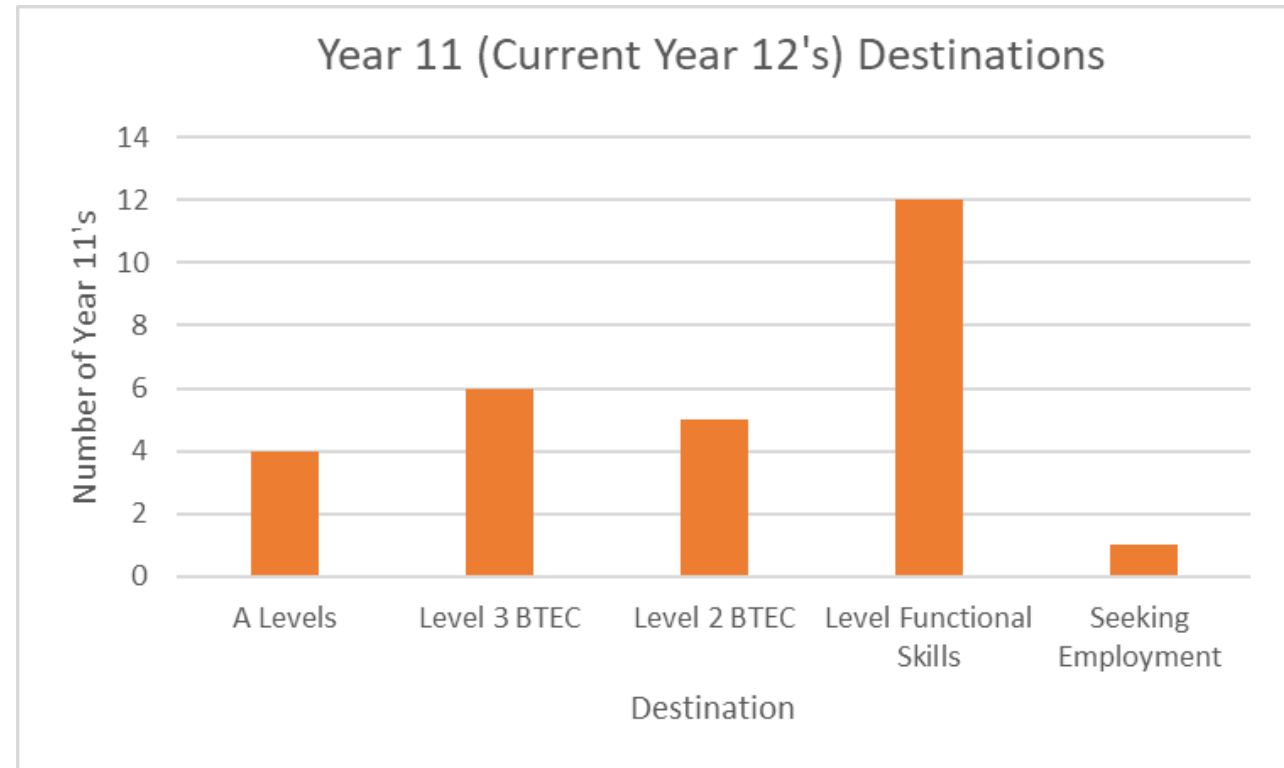
- Plymouth. Studying foundation Art (the student's EHCP will be ceased as no longer applicable with them achieving Level 3 qualifications – they were previously at a special school).
- Buckinghamshire New University. Studying foundation Music Production & Performance. This student was NEET for some time prior.
- Kings College London. Studying Midwifery. Start was delayed start due to medical needs.
- St Marys University. Studying foundation Sport.

In total 7 students will attend university this Autumn.

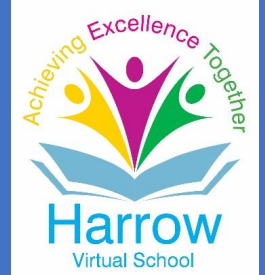
# Year 11 (Current Year 12's) Destinations



The adjacent graph shows Year 11 destinations. All 28 students will be in education, employment or training in Autumn 2022.



# School Attendance By Year Group (2021-2022)



Session absence for all CLA of Statutory School Age (SSA) was 12%.

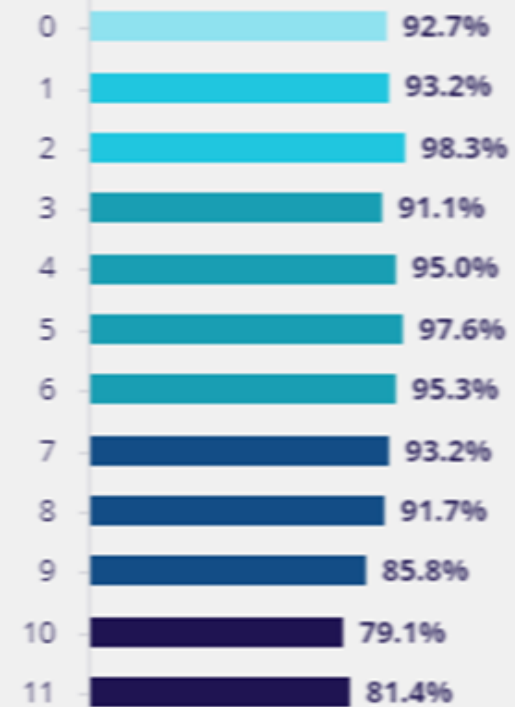
Students in Primary School and in Years 7 and 8 have better attendance than students in Year 9 and Key Stage 4.

Harrow Virtual School tracks and monitors the attendance of CLA on a daily basis. We partner with an organisation who contacts schools every day to confirm that the child has arrived at school on time.

The Virtual School (VS) attendance officer receives and responds to this information and any anomalies in attendance, is communicated to social workers, carers and other key professionals in good time

Pupils who are emotionally-based school avoiders are also supported by professionals in the Virtual School to include learning mentors, educational and clinical psychologists. Key assessments are conducted in a timely manner so a planned programme of support can be put in place early.

Year Group



# School Suspensions



In 2021-2022 14% (16/110) of students had a suspension. This is an increase from the previous academic year where only 9% of students had an exclusion.

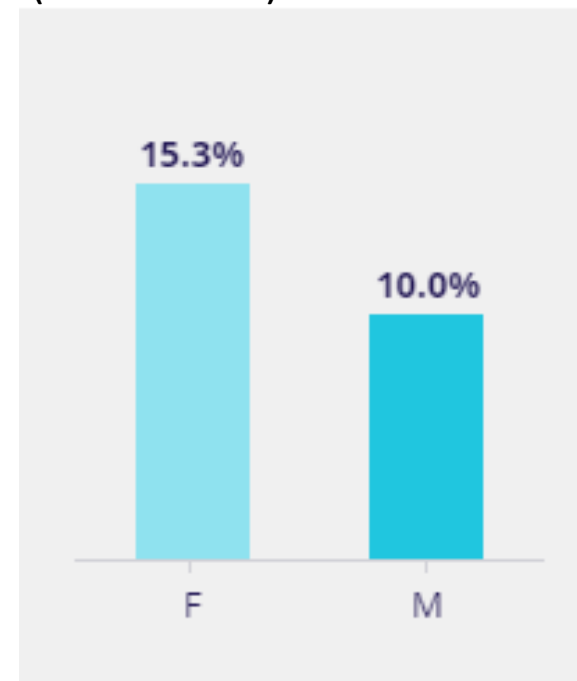
The lower number of exclusions in 2020-2021 can be attributed to the disruption to schools during the Pandemic. During this period school attendance was generally low.

15.3% of the students suspended in 2021-2022 were girls. This is an increase from the previous year where girls represented only 2% of suspensions.

All students at risk of a permanent exclusion are referred to our Virtual School Educational Psychologist.

The Virtual School has planned interventions to support girls who are particularly vulnerable.

Percentage of School Suspensions by Gender (2021- 2022)



# School Priorities (2022-2023)



- To raise overall school attendance from 80% to at least 90% or above.
- To review education packages for White British boys in Key Stage 3 and Key Stage 4.
- To support the LA Inclusion Pathway to reduce suspensions, particularly for vulnerable groups.
- To support the engagement and attendance of identified cohort of girls across the school.