

Corporate Parenting Panel



Virtual School Updates 7th June 2023

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Key Updates



- Statistical First Release: Attendance, Attainment and Progress (2021- 2022).
- Broadening Educational Pathways- The Royal Springboard Programme.

Outcomes for Children Looked After Statistical Release March 2023

The statistical release provides a range of outcome measures at national and local authority level for children children looked after (CLA) by local authorities in England.

The outcome measures cover:

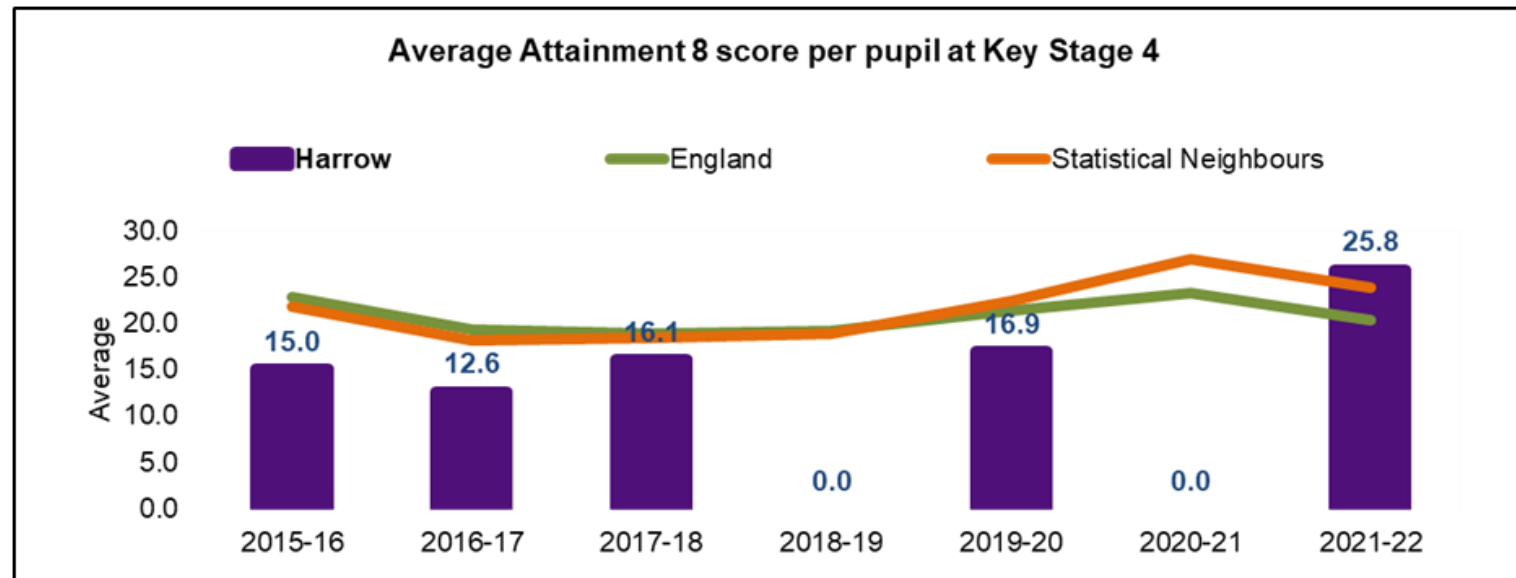
- special educational needs
- educational attainment (Key Stage 1, Key Stage 2 and Key Stage 4) and progress (Key Stage 2 and Key Stage 4)
- destinations from school
- absence from school
- suspensions and permanent exclusions from school
- type of school attended

(DfE 2023)

National Headline Facts and Figures for CLA

- The Average Attainment 8 is 20.3 for CLA - 12 months at 31 March.
- Sustained destination i.e in Employment, Education and Training, is 80% for CLA in care for 12 months at 31 March. (No national breakdown by LA available as yet.)
- Persistent absentees are at 19.1% for CLA in care for 12 months at 31 March.
- Persistent Absence is at 7.8 % for CLA in care for 12 months at 31 March.
- Permanent Exclusions is at 0.03% (10 pupils) for CLA in care for 12 months at 31 March.

Harrow CLA Attainment 8

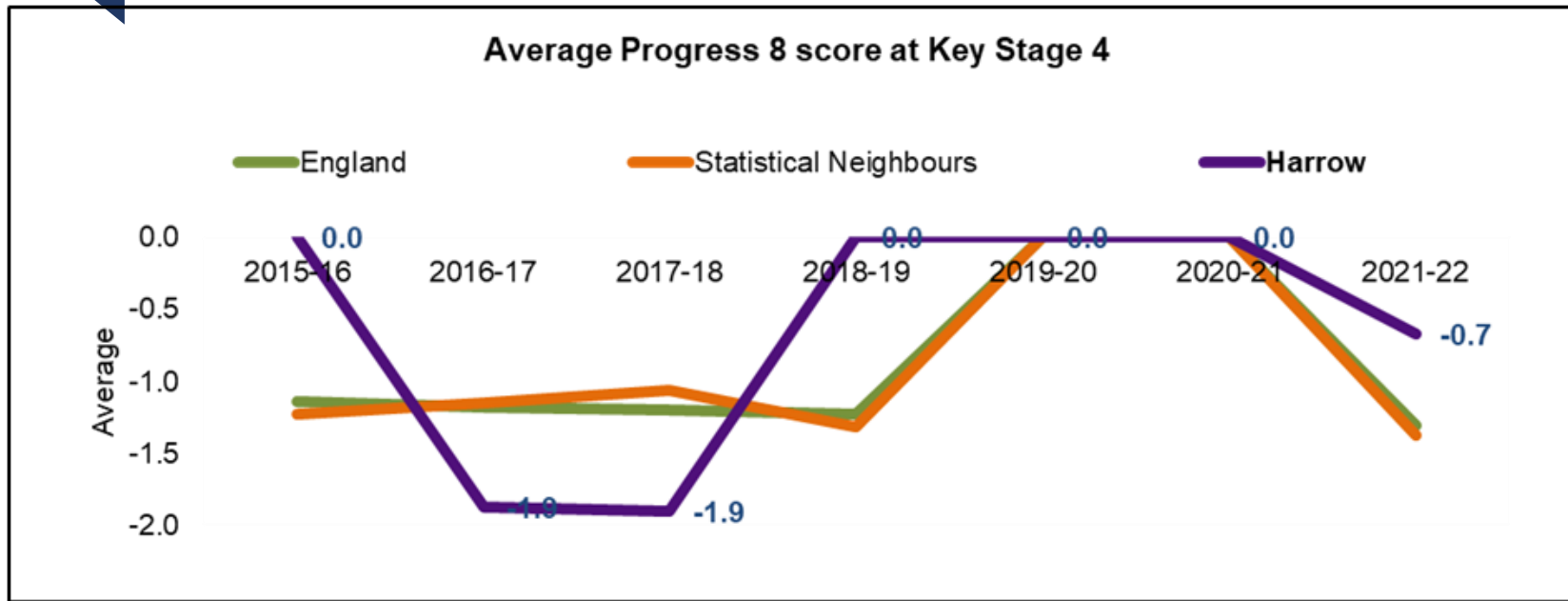


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Attainment 8 is a measure published annually showing the average academic performance of a secondary school. It is calculated by adding together pupils' highest scores across eight government approved school subjects. Scores taken from across a school year group are averaged to produce a school's overall score

Harrow Virtual School has an Attainment 8 score of 25.8. This is above the England score (20.3) and Statistical neighbours' (SN) averages (20)

Harrow CLA Progress 8



A Progress 8 score is calculated for each pupil by comparing their Attainment 8 score with the average Attainment 8 scores of all pupils nationally who had a similar starting point, using assessment results from the end of their primary school.

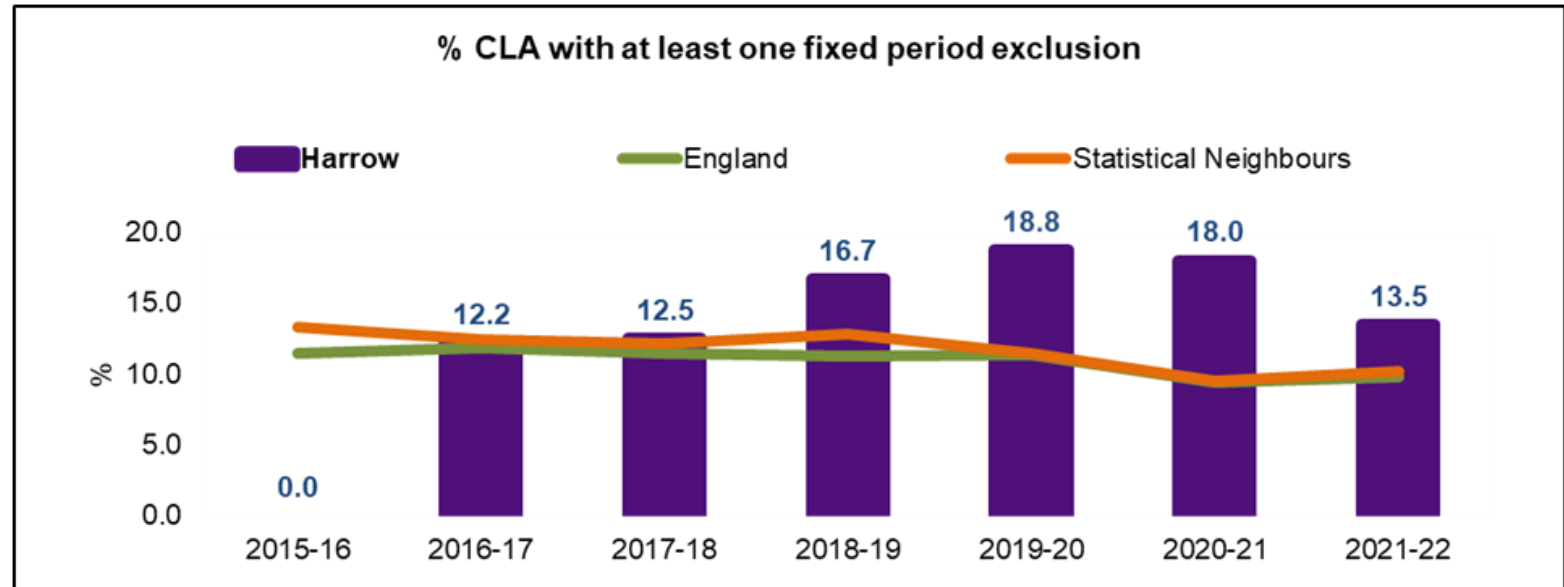
Schools where children are making good progress will have a score of zero.

Harrow's Progress 8 score has improved over time. Harrow is now performing better than the England average and our statistical neighbours' averages.

Harrow Children with at least one Suspension (Fixed-Term Exclusion)



Harrow has a higher proportion of CLA with at least one suspension when compared to the England average and our SN. Suspension numbers have reduced by approximately 5%.

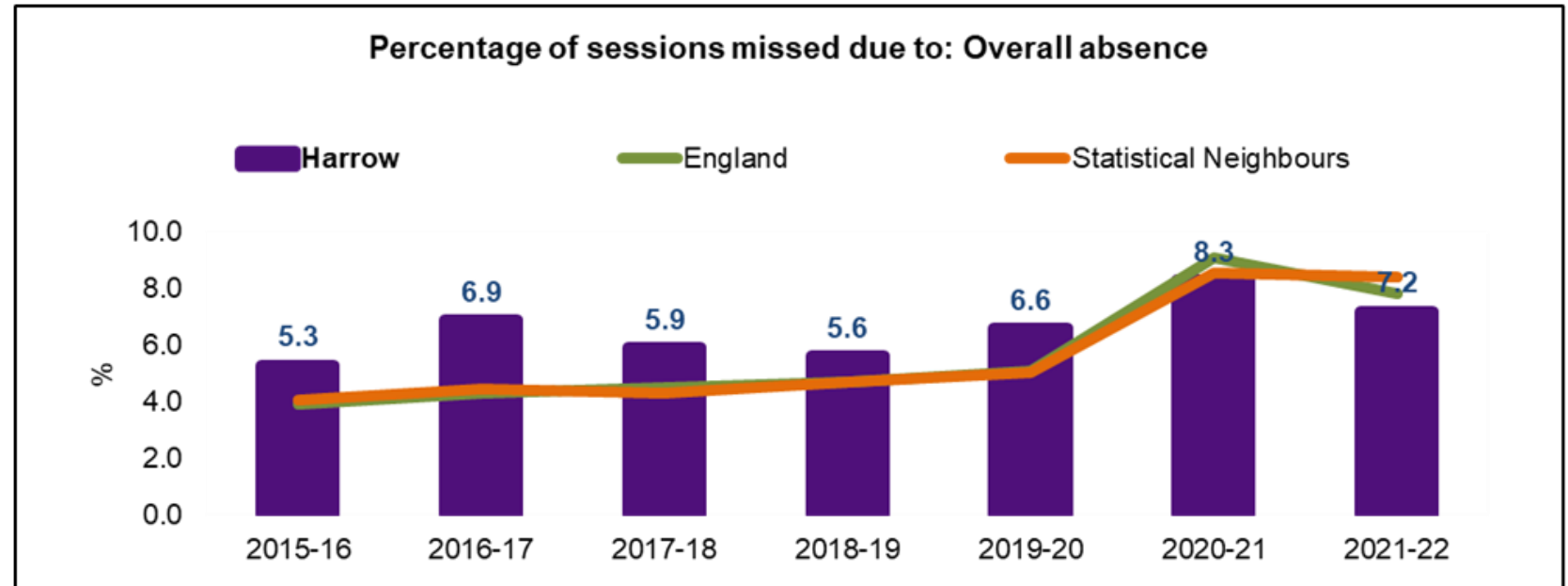


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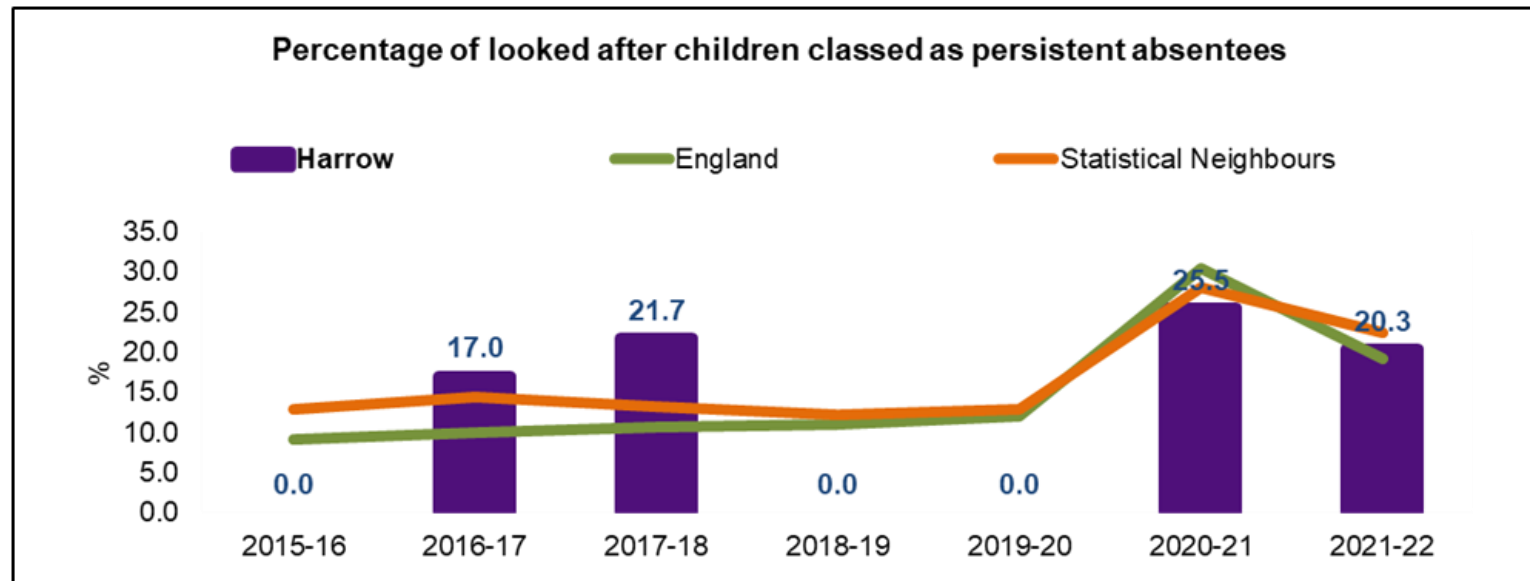
Overall Absence



Harrow's missed school sessions have a mixed trend over time, in 2021-22 Harrow (7.2) had fewer missed sessions than the England average (7.8) and statistical neighbours' averages (8.4).



Harrow CLA Persistent Absence



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Harrow's persistent absentees are on -par to pre-pandemic levels. In 2021-22 Harrow (20.3) had fewer missed sessions than statistical neighbours' averages (22.4) but higher than England averages (19.1).

Broadening Educational Pathways (BEP)



- The programme is a part of a 2 year pilot which is joint- funded by the Independent Schools Team and Children's Social Care Team in the DfE.
- It is based on the model developed by Royal Springboard on their successful placement of over 300 vulnerable children in 100 boarding schools.
- The aim is to broaden access to education at boarding schools and independent day provisions for vulnerable children.



School Attendance - Virtual School Support

- 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.

BEP - Process



- Ideally children will start their placements in either Year 7, 9 or 12 with at least a 12-15 month timeline from initial referral.
- Foster carer, Social worker and VSH contact Royal Springboard team to discuss suitability for boarding
- If it seems as though there is a potential suitability for boarding a MS Teams meeting with the VSH and relevant social care staff, decision will be made about whether to proceed.
- The Social Worker and Foster Carer visit the boarding school to assess suitability and discuss pupil's history. A risk assessment is undertaken.
- Pupil visits the boarding school for a tour, an interview (and sometimes additional test if very academic school) accompanied by the Foster Carer. If the pupil agrees then we take up the placement opportunity.
- The independent day placement process is similar to our school admissions procedures.

BEP Pupil Induction



A great deal of care is taken to prepare pupils, once offered a place at boarding school, prior to their starting the placement.

- Schools provide opportunities for pupils to spend an extended period of time at the school during the term preceding the admission date (in some schools this may include an overnight visit).
- Pupils will be supported to choose their academic courses and extra-curricular activities.
- Transitions: The new school will attend current school PEP, with pre-admission PEP set up for within 3 weeks of the start of the Autumn Term.
- The new school will be invited to attend the LAC Review and all future LAC reviews

BEP- Progress



To date , we have 2 CLA on this programme. One child started in Year 7 and attends an independent day school. The child is enjoying the experience and continues to be supported by the Virtual School, their foster carer and social worker.

Our second pupil will join the 6th Form of a Boarding School in September 2023.

Both places were offered on a full bursary with no costs to the local authority.