

**REPORT FOR: CORPORATE
PARENTING PANEL**

Date of Meeting: 12 April 2016

Subject: Harrow Virtual School Headteacher
Mid-Year Report

Key Decision: No

Responsible Officer: Chris Spencer
Corporate Director Children and Families

Portfolio Holder: Councillor Simon Brown
Portfolio Holder for Children, Schools and
Young People

Exempt: NO

**Decision subject to
Call-in:** No

Wards affected: All

Enclosures: None



Section 1– Summary and Recommendations

This report sets out:

- a) Our early predictions in terms of the performance and standards of Children Looked After (CLA) by the end of each Key Stage
- b) A summary of the key areas monitored by the Virtual School

Recommendations:

Corporate Parenting Panel members are requested to note the:

- increasing numbers on Virtual School roll, particularly at Key Stage 5
- proposal for strengthening the structure of the Harrow Virtual School

Section 2 – Report

2. Introduction

This report is a summary of the key areas monitored by Harrow Virtual School (HVS) and supplements the Annual Virtual Head Teacher’s (VHT) Report which was shared in the Autumn Term.

2.1 Numbers on Roll

There are currently ninety-nine pupils of statutory school age (SSA) on our school roll with a split of 41%: 58% girls and boys respectively. 53% of our students are educated outside of Harrow and are spread across 25 local authorities. Harrow educates 45 looked after children from other authorities for whom we have a duty of care.

The school has a combined total of 180 students across all phases. Our numbers have risen since the start of the school year, more notably with the Post-16 cohort.

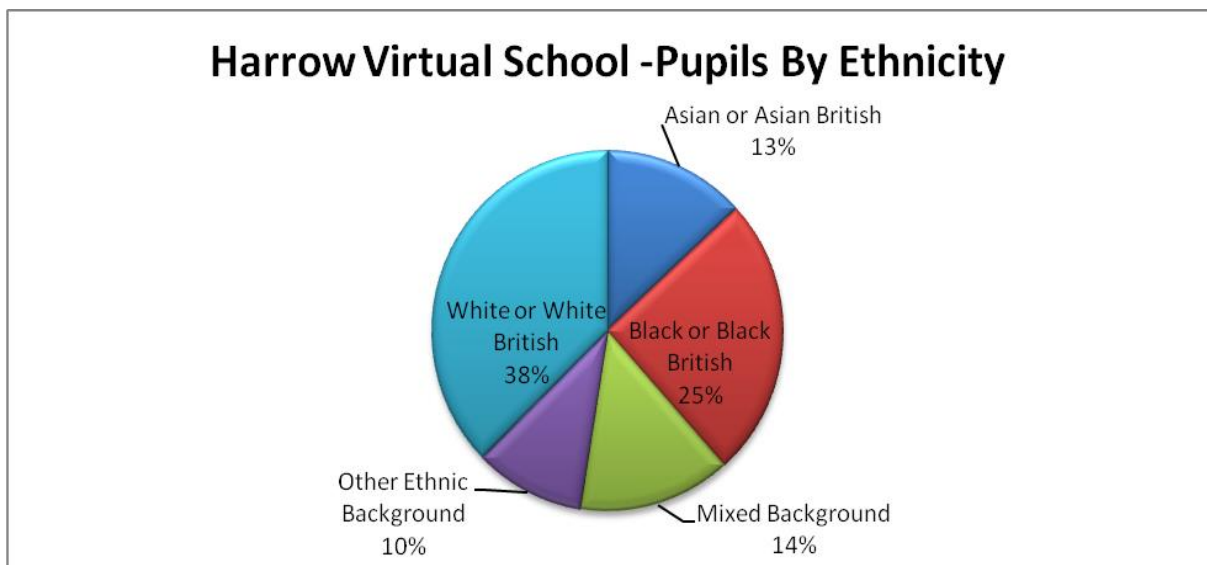
2.2 The table below shows a breakdown of school numbers by year group and phase.

Year Group	Number	Phase	Autumn Term Totals	Spring Term Totals
13	40	Key Stage 5 (Post -16)	53	72
12	32			
11	22	Key Stage 4	32	34
10	12			
9	10	Key Stage 3	24	25
8	6			
7	9			
6	1	Key Stage 2	32	26
5	13			
4	4			
3	8			
2	5	Key Stage 1	7	9
1	4			
Reception	5	EYFS	3	14
Nursery -1	3			
Nursery -2	6			
Total	180		151	180

2.3 Post -18

There are currently 60 students aged between 18 and 23. One student is at university. The national average for care leavers attending university is 6%. Harrow has an average of 1.6% which is below the national benchmark.

3. Ethnicity



The above table shows a breakdown by ethnicity for our SSA pupils. Our largest groups are from White and Black backgrounds. Work is currently being undertaken to look at performance across all groups.

4. Attainment

Outlined below is a recent analysis of school performance pertaining to end of key stage expectations, based on pupil attainment and progress.

4.1 EYFS

Our current Reception cohort have been in care for less than a year hence data will not be published nationally for this group. This concerns three pupils and only one child is making good progress and is on track to meet end of year objectives.

4.2 Key Stage 1

There are currently 5 pupils in Year 2. Three pupils have been in care for a year or longer. Two of the three pupils (66%) are on track for a level 2b in Reading, Writing and Maths at the end of Key Stage.

4.3 Key Stage 2

There is only one pupil in Year 6. The pupil currently has an Education, Health and Care Plan (EHCP) and is not on track to achieve a level 4b at the end of Key Stage 2. The child's head teacher has consulted with the Head of the Virtual School and the child's social worker regarding an exemption from the SATs. A request has been submitted to the exam board.

4.4 Key Stage 4

There are 22 pupils in Year 11. Fourteen pupils have been looked after for a year or longer. One student is on track for 5 GCSEs A*-C including English and Maths. Seven students are on track for 5 GCSE's A*-G. Four students are on track for 1 GCSE A*- C. Two students are currently working below GCSE level.

5. Personal Education Plans and Pathway Plans

PEPs are held termly at the pupil's school. The Designated Teacher (DT) for CLA usually leads this meeting, with the pupil, carer and social worker present. The Virtual School attends PEPs for new CLA or where there pressing educational concerns. The PEP addresses the following:

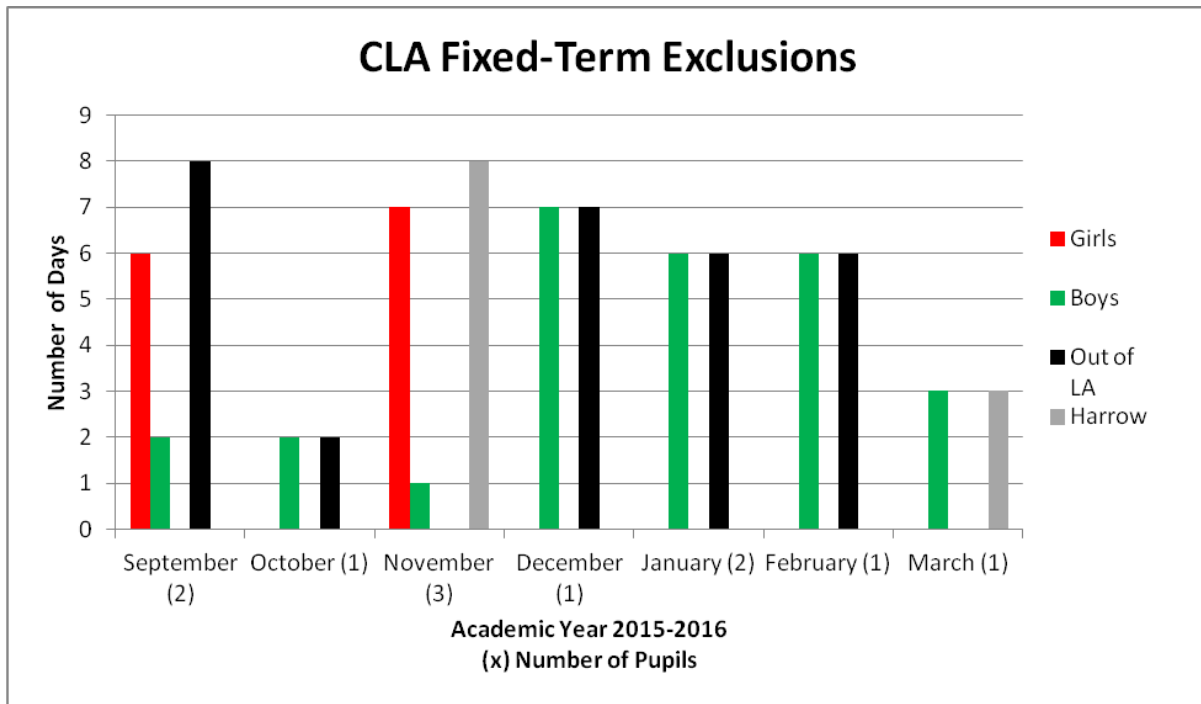
- Current Care Plan
- Attainment
- Education Progress
- Attendance
- Pupil Premium Spend
- Education History

5.1 At the end of last Autumn 73% of PEPs were in place SSA pupils. This has increased from 61% at the end of the Summer Term. However this was still below our school target of 80%. 85% of Pathways Plans are in place for CLA in Years 12 and 13. This is an increase from 77% at the end of last term.

6. Fixed-Term Exclusions (FTE)

There are 40 days FTE between September and March this academic year. When compared to the same period last year (September 2014- March 2015) there were 91 FTE, our figures have almost halved.

6.1 The graph below shows a breakdown of pupils by gender, number of FTE and where they are educated.



7. Education Health and Care Plans

In HVS there are 19 pupils with Statements or EHC plans. This represents 19% of the cohort. Nationally, only 2.8% of Statutory Aged Pupils have a Statement or an EHC plan.

There are, however a number of students in HVS with identified learning difficulties who will not meet the criteria for an EHCP.

8. Attendance

Attendance will be reported on separately when further national data is available.

9. Development Priorities

To:

- Reduce the number of fixed-term exclusions particularly for pupils that are educated outside of Harrow LA, by :
 - Closer monitoring of behaviours
 - Developing individual behaviour plans which are integral to the PEP
- Raise the overall performance of CLA, particularly at Key Stage 4 by closer tracking, monitoring and early intervention
- Review the Virtual School staffing structure to maximise impact on improving outcomes for CLA
- Explore additional funding opportunities to employ qualified teachers leading on specialised areas

Legal Implications

The Virtual School Headteacher has a statutory responsibility to the LA Authority and the DfE for monitoring all the education of CLA and Care Leavers regardless of where they are placed. Schools leading on their education may be scrutinised, challenged and supported to improve outcomes, including attendance for this vulnerable group.

Financial Implications

The budget for the Virtual School in 2015-16 is £196k. In addition the Virtual School Headteacher is accountable for the spend of the Pupil Premium Grant and has a statutory responsibility to ensure that it is used to improve educational outcomes for CLA. There are no financial implications arising from this report.

Equalities implications / Public Sector Equality Duty

The weak performance of particular underachieving groups is a concern and the Local Authority through the Harrow School Improvement Partnership has established a 'Closing the Gap' strategy to ensure that all groups achieve in line with the high standards of achievement in Harrow. The strategy is focussed on supporting and challenging individual schools to improve the quality of their provision, so that all groups achieve well against their peers.

Council Priorities

The Council's vision:

Working Together to Make a Difference for Harrow

This report provides information on the performance of underachieving groups, and as such is focused on making a difference for the vulnerable. Educational performance and standards are critical in making a difference to the life chances and aspirations of families and communities. A well educated and skilled workforce secured through quality educational provision in Harrow, contributes significantly to local businesses and industry, within and beyond Harrow.

Section 3 - Statutory Officer Clearance

Name : Jo Frost Date: 31 March 2016	<input checked="" type="checkbox"/> on behalf of the Chief Financial Officer
Name: Sarah Wilson Date: 31 March 2016	<input checked="" type="checkbox"/> on behalf of the Monitoring Officer

Ward Councillors notified: NO,
The information contained in this report affect all Wards

EqIA carried out: NO

This report is for information only. There is no decision to be made which would have an impact on the Council's Equality, Policies and Procedures.

There are however, equality implications in respect of raising achievement of some ethnic minority groups, for children with SEND and those on free school meals.

Section 4 - Contact Details and Background Papers

Contact:

Nasim Butt,
Head of Service, School Improvement
Tel: 0208 416 8835
Email : Nasim.Butt@harrow.gov.uk

Mellina Williamson-Taylor,
Head teacher, Virtual School
Tel: 0208 416 8852
Email : mellina.williamson-taylor@harrow.gov.uk

Background Papers:

NONE

**Call-In Waived by the
Chairman of Overview
and Scrutiny Committee**

NOT APPLICABLE