

REPORT FOR: CORPORATE PARENTING PANEL

Date:	28 March 2017
Subject:	INFORMATION REPORT – Harrow Virtual School Headteacher Mid-Year Report March 2017
Key Decision:	No
Responsible Officer:	Chris Spencer, Corporate Director of Peoples Services
Portfolio Holder:	Councillor Christine Robson
Wards affected:	All
Exempt:	No
Decision subject to Call-in:	No – information report
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 Key Stage
- b) A summary of the key areas monitored by the Virtual School

FOR INFORMATION

Section 2 – Report

2. Introduction

This report is a summary of the areas monitored by Harrow Virtual School (HVS). It also supplements the Annual Virtual Headteacher's Report 2015-16 which was shared in the Autumn Term (October 2016).

3. Numbers on HVS Roll

In January 2017 there were 180 pupils aged between 3 and 18 years. The breakdown by school phase is as follows:

Early Years and Foundation Stage: 5 Pupils

Key Stage One: 10 pupils

Key Stage Two: 36 Pupils

Key Stage Three: 26 Pupils

Key Stage Four: 31 Pupils

Key Stage Five: 72 Pupils

4. Performance by Key Stage

The table in the appendix gives an overview of predicted performance of cohorts in Years 2, 6 and 11 on the basis of current performance. Comparisons are also made against prior end of Key Stage attainment and progress.

4.1 – see table in appendix

4.2 Reception

There are 3 pupils in Reception. 1 pupil is on track to meet all 17 early learning goals. 2 pupils have recently started school and their PEPs will take place this term. Baseline assessments will be recorded in their PEPs.

4.3 Post 16- Year 11 to Year 12 Transition

- There are 18 pupils in Year 12 who are enrolled at a Post-16 education provision.
- 94% (17/18) of students are engaged and are on track to obtain a Pass or higher grade on their respective courses
- 1 student is currently educated in YOI; this is monitored via the YOT and VS
- Pupils who did not receive a C or higher in Maths and English at the end of Year 11 are currently undertaking these subjects

- 1:1 tuition is sourced by the VS on a needs led basis and monitored via the VS

5. Pupil Progress by Ethnicity and Gender

Pupil Progress by Ethnicity and Gender							
January 2017							
(All at statutory school age)							
Whole School	Gender		Ethnicity				
			Asian/ Asian British	Black/ Black British	White/ White British	Mixed Background	Other
47% (48/103) are making good or better progress	50% (24/48) girls are making good or better progress	44% (24/55) boys are making good or better progress	88% (7/8) pupils are not making good progress	65% (15/23) pupils are not making good progress	45% (18/40) pupils are not making good progress	40% (9/22) pupils are not making good progress	60% (6/10) pupils are not making good progress
			25% (2/8) girls are not making good progress	47% (7/15) girls are not making good progress	56% (10/18) girls are not making good progress	N/A	33% (2/6) girls are not making good progress
			75% (6/8) boys pupils are not making good progress	53% (8/15) boys pupils are not making good progress	44% (8/18) boys pupils are not making good progress	100% (9/9) boys pupils are not making good progress	66% (4/6) boys pupils are not making good progress

5.1 Underperforming Groups

- Fewer boys make good progress than girls.
- Pupils from Asian backgrounds make the least progress across the school (this group was also identified in 2015/16)
- Pupils who are not making progress from Mixed backgrounds are all boys
- White girls make the least progress within the female group

- In terms of total numbers White boys underperform, although not as a % of their comparative cohort

A specialist intervention teacher has been recently deployed to support pupils, carers and teachers to accelerate progress in identified groups, as well focus students in Years 5,6, 10 and 11.

6. SEN

16.5 %(17/103) of pupils have a Statement or EHC Plans. Nationally 28% of CLA have been awarded this. HVS is well below the national average for SEN CLA.

Non-CLA with SEN equate to only 2.8%. CLA are ten times more likely to have a Statement or an EHCP.

88% of SEN pupils are making good progress and continue to be closely monitored by HVS.

7. Fixed Term (FT) and Permanent Exclusions (PEX)

The table below shows the number of CLA with exclusions across Autumn 2016.

*SEN

Month	No. of pupils	No. of FTE's Girls	No. of FTE's Boys	PEX Boys	PEX Girls	Harrow	OLA
September	1			1 (KS 3) *			1
October	1		1 (KS 4)			1	
November	2	1 (KS 3)	1 (KS 4)			1	1
December	2	1 (KS 3)	1 (KS 4)			1	1

7.1 The pupil with a permanent exclusion had a number of FTE's last year. (See VHT Annual Report 2015-16). He is now placed in a specialist school with therapeutic support and continues to be closely monitored by HVS.

8. Personal Education Plan (PEPs) and Education Pathway Plans - Autumn 2016

- 100% of PEPs are in place for 3 and 4 year olds
- 79% of PEPs are in place for statutory aged pupils
- 85% of Pathway Plans are in place for Post-16 students

8.1 PEP Audit

A mini audit of our VS e-PEPs was conducted at the end of last term. Three areas were an area of focus, alongside the overall quality of the document. The findings were as follows:

PEP Audit (Autumn Term)	
Area of Focus	Percentage
SMART Targets	56%
Student attended PEP	50%
Pupil Voice Completed	94%
Overall Quality	50%

8.2 The overall quality of PEP remains an area for development; the quality of the targets and incomplete sections often lead to unsatisfactory PEPs. Pupils in primary schools had better targets.

To address this, the Virtual School deploys a number of strategies

- Monthly e-PEP training sessions for Social Workers and Designated Teachers,
- Key messages are given in newsletters to schools and social workers
- Exemplar targets are cited on the e-PEP
- The VS feedback page is a useful communication tool regarding making improvements

9. Persistent Absence (PA)

2014-2015				2015-2016				2016-2017 (Autumn Term)			
No. of Pupils	%	No. of girls	No. of boys	No. of Pupils	%	No. of girls	No. of boys	No. of Pupils	2016-2017	SN	England Average
4	6.6	2	2	6	10	5	1	5 (3 boys 2 girls)	5% (5/62)	4.82 %	4.9 %

9.1 In Autumn 2016 there were 5 pupils who have been looked after for 1 year plus with PA. Our PA (5%) remains above our statistical neighbours (4.82%) and the England average (4.9%). Our target is to bring PA for HVS in line or below our statistical neighbours.

10. Strengths and Difficulties Questionnaires (SDQ's)

The SDQ's were embedded in the e-PEP in the end of November 2016. In January 2017 34% (35/103) of pupils had an education SDQ. Schools that have not completed this are asked to do so by the end of the Spring Term.

11. Development Priorities

For HVS to work effectively with schools and other key partners to:

- Raise the overall performance of CLA by closer tracking, monitoring, particularly for:
 - Key Stage 4
 - Boys across the school
 - SEN pupils, particularly at risk of fixed-term exclusions
- Improve monitoring and support for Post-16 and Care Leavers.
- Improve attendance rates of all CLA by targeted support and intervention for individual pupils.
- Reduce the number of fixed-term exclusions, by monitoring behaviours, developing individual behaviour plans and strengthening partnerships with schools.
- Continue to improve the quality and quantity of PEP returns.

- Increase training for all key stakeholders around the educational needs of CLA and factors which may affect engagement.

Legal Implications

Not applicable as this is an information report.

Financial Implications

There are no financial implications arising from this report.

Equalities implications / Public Sector Equality Duty

Not applicable as this is an information report.

Corporate Priorities

The Council's vision:

Working Together to Make a Difference for Harrow

Please identify how the report incorporates the administration's priorities.

- Making a difference for the vulnerable
- Making a difference for families

The report focuses on the qualitative and quantitative measures of service delivery to vulnerable children, young people and families. These measures help to inform & improve service planning.

Section 3 - Statutory Officer Clearance

Name: Jo Frost	<input checked="" type="checkbox"/>	on behalf of the* Chief Financial Officer
Date		

Ward Councillors notified:	NO, this is an information report only and applies equally to all wards
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EqIA carried out:	NO
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Section 4 - Contact Details and Background Papers

Contact:

Mellina Williamson-Taylor, Head teacher, Virtual School

Tel: 020 8416 8852, mellina.williamson-taylor@harrow.gov.uk

Background Papers: None

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

NOT APPLICABLE