

REPORT FOR: Corporate Parenting Panel

Date of Meeting:	9 January 2018
Subject:	INFORMATION REPORT – Harrow Virtual School: Headteacher’s End of Academic Year Report 2016/2017
Key Decision:	No
Responsible Officer:	Chris Spencer, Corporate Director of People
Portfolio Holder:	Councillor Christine Robson, Portfolio Holder for Children, Young People and Schools
Exempt:	No
Decision subject to Call-in:	No, as the recommendations are for noting only
Wards affected:	All
Enclosures:	None

Section 1 – Summary and Recommendations

This report sets out:

- A.** An overview of the Performance and Standards of Children Looked After (CLA) by the End of Key Stage
- B.** An analysis of attendance and exclusions
- C.** An overview of the work of the Virtual School
- D.** Development priorities for the Virtual School for 2017-18.

Recommendations:

The Panel is requested to note:

- The performance of, and standards being achieved, by Harrow's CLA, in particular the improved performance of CLA at the end of Key Stage 4
- The work of the Virtual School and the strategies used to improve CLA outcomes and to comment on them as appropriate.

Reasons for Recommendations:

The performance of CLA pertaining to their attainment, progress and attendance although improving, remains below England's averages for CLA of Statutory School Age. These areas remain a priority for Harrow Virtual School.

Section 2 – Report

Introduction

The Virtual School (VS) and Virtual School Headteacher (VHT) model for Children Looked After (CLA) was first introduced in the government White Paper *'Care Matters: Time for Change'* (DCSF, June 2007). Improving the educational outcomes for children looked after is a priority for national and local government.

Local authorities and their directors of Children's Services are the corporate parents for CLA; they have a statutory responsibility to promote the educational achievement of the children they look after, regardless of where they are placed.

The headteacher's role has been expanded in the DfE document *'Promoting the education of Children Looked After, statutory guidance for local authorities'* July 2014. This document prescribes clearly that:

- VHTs are in place and that they have the resources, time, training and support they need to discharge the duty effectively.

- VHTs have robust procedures in place to monitor the attendance and educational progress of the children their authority looks after (including those placed and educated out of the local authority).
- The pupil premium grant must be managed by the VHT for children looked after. This has statutory force.
- VHTs must maintain an up to date roll of the Local Authority's Children Looked After who are in school or college settings and gather information about their education placement, attendance and educational progress.
- VHTs must inform Head Teachers and Designated Teachers in schools if they have a child on roll who is looked after by the VSH's local authority.
- Ensure that up to date, effective and high quality PEPs focus on educational outcomes and that all Children Looked After, wherever they are placed, have an effective PEP.
- Ensure the educational achievement of children looked after by the authority is seen as a priority by everyone who has responsibility for promoting their welfare.
- Report regularly on the attainment of Children Looked After through the authority's corporate parenting structures.

Under the Children and Social Care Act 2017 the VHT has assumed new duties concerning promoting the educational achievement of previously looked after children. Advice and information must be made available to:

- Any person who has parental responsibility for the child
- The member of staff at the child's school designated under section 20A of the Children and Young Persons Act 2008 or by virtue of section 2E of the Academies Act 2010
- Any other person that the local authority consider appropriate.

This report gives an overview of the key areas monitored by the Harrow Virtual School (HVS) in the academic year 2016-17.

2. Numbers on Roll

- 2.1 There were 121 pupils of statutory school age (SSA) on the roll of HVS at the end of the academic year 2016-17. The ratio of girls to boys is 42%: 59% respectively. 56% (67/121) of students are educated outside of Harrow and they are spread across 25 local authorities. 59 looked after children from other authorities are educated in Harrow schools. HVS also has a duty of care for these CLA.
- 2.2 HVS had 224 students aged from 3 to 19 in 2015-16. This represents an increase of 7 pupils across the academic year. Our numbers continue to rise year-on-year.

2.3 The Chart below shows a breakdown of pupil numbers by year group and phase across 2015-16 and 2016-17.

Year Group	Pupil Numbers (Summer 2017)	Phase	Academic Year 2015-2016	Academic Year 2016-2017
12-13	103	Key Stage 5	98	103
11	19	Key Stage 4	38	40
10	21			
9	11	Key Stage 3	31	28
8	15			
7	2			
6	17	Key Stage 2	31	40
5	7			
4	7			
3	9			
2	5	Key Stage 1	13	11
1	6			
Reception	1	EYFS	13	9
Nursery -1	6			
Nursery -2	2			
Total	231		224	231

Post-18

2.4 In the academic year 2016-17 HVS had 149 students aged between 18 and 25. 12% of this cohort attended university. This is 6% above the national average for care leavers (currently 6%) attending university.

3. Attainment

3.1 Outlined below is a summary of the performance of CLA by end of each key stage in the academic year 2016-17. Although, the VS monitors the performance of all children upon entry to care, the DfE only tracks and publishes data for CLA that have been in care for a year or longer.

EYFS

3.2 There was only one pupil, 100% (1/1) in Reception who successfully met all 17 early learning goals.

Year 1 Phonics Test

3.3 The phonics screening check is a short and simple assessment of phonic decoding. It consists of a list of 40 words, half real words and half non-words, which Year 1 children read to a teacher. Administering the assessment usually takes between four and nine minutes per child.

3.4 We had 4 children you were eligible to sit the assessment. 100% of our pupils met the expected standard.

Key Stage 1

3.5 There were 5 pupils in Year 2 and all were in care for a year or longer. In the academic year 2016-17 has only one pupil who took the SATs paper.

3.6 VHT will provide verbal feedback of the Year 2 cohort

Key Stage 2

A Table Comparing Predicted Performance Against Actual Test Scores

Performance Indicator Key Stage 2	All Pupils (Predicted- Autumn 2016)	In Care 1 Year Plus (Predicted- Autumn 2016)	All Pupils SATS July 2017 results for those eligible to sit the test	In Care 1 Year Plus SATS July 2017 results for those eligible to sit the test
Year 6 % working at or above expected standard. Reading	47% (7/15)	56% (6/11)	70% (7/10)	60% (6/10)
Year 6 % working at or above expected standard. Writing	47% (7/15)	56%(6/11)	100% (10/10)	90% (9/10)
Year 6 % working at or above expected standard. Maths	53% (8/15)	64% (7/11)	80% (8/10)	70% (7/10)

3.6 The table above compares the predictions made in the Autumn Term against the actual scores gained in Summer 2017.

- 3.7 Only 10 children in Year 6 were eligible to sit the SATs. All pupils who were on track to meet national expectations succeeded. Last academic year no child in care for a year or more were entered for Year 6 SATs
- 3.8 Pupils who did not meet the national average will be closely tracked and monitored in Key Stage 3.

Key Stage 4

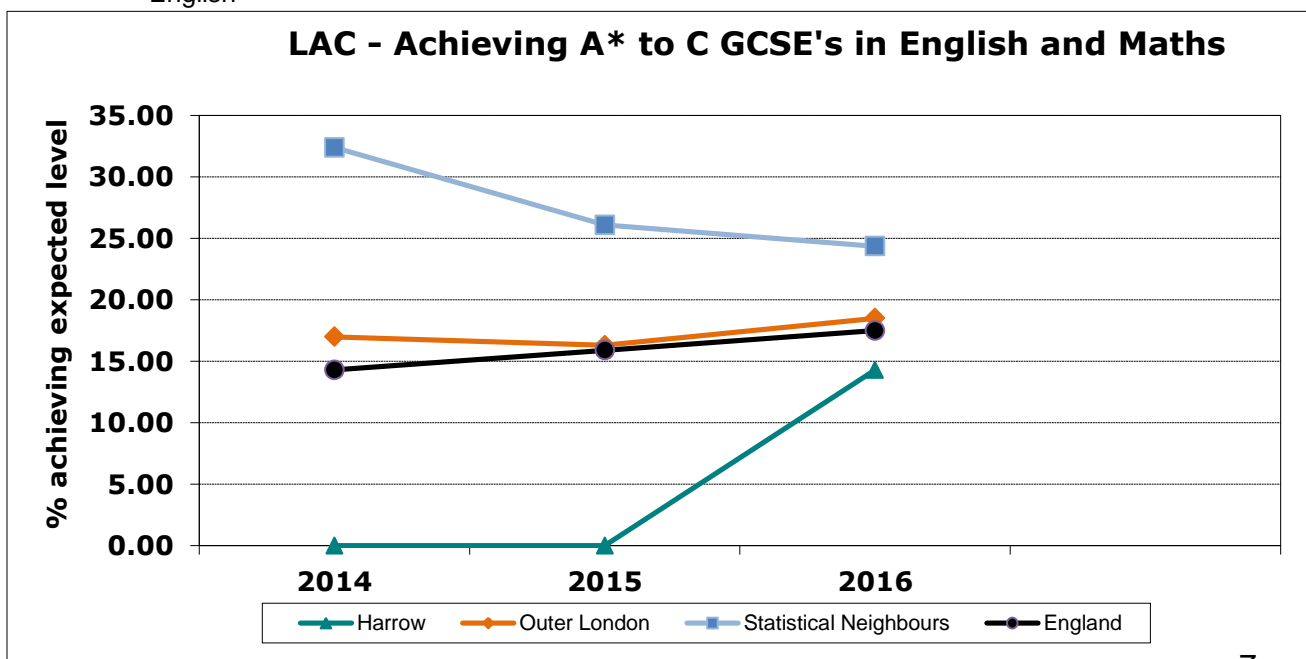
Please note that the 2016-17 KS4 results are still provisional and will remain so until recent arrivals are discounted and the performance tables are published in January

GCSE Results 2016-2017 Harrow CLA		
Performance Indicator	All pupils	In Care 1 Year Plus
Total number of eligible pupils (all Year 11s)	24	12
Total no of pupils who sat at least one exam	50% (12/24)	58% (7/12)
No of Pupils in Year 11 achieving 9-4 in English Literature	8% (2/24)	8% (1/12)
No of Pupils in Year 11 achieving 9-4 in English Language	8% (2/24)	8% (1/12)
No of Pupils in Year 11 achieving 9-5 in English Literature	0	0
No of Pupils in Year 11 achieving 9-5 in English Language	8% (2/24)	0
No of Pupils in Year 11 achieving 9-4 in Mathematics	8% (2/24)	8% (1/12)
No of Pupils in Year 11 achieving 9-5 in Mathematics	4% (1/24)	8% (1/12)
No of Pupils in Year 11 achieving 9-4 in English and Mathematics	8% (2/24)	8% (1/12)
No of Pupils in Year 11 achieving 9-5 in English and Mathematics	0	8% (1/12)
No of Pupils in Year 11 achieving GCSE English and Mathematics at grades 9-4 plus 3 or more other grades A*-C	4% (1/24)	8% (1/12)
No. of Pupils in Year 11 achieving 8 GCSEs at grades 9-4 or A*-C	0	8% (1/12)
No. of Pupils in Year 11 achieving 8 GCSEs at grades 9-1 or A*-G	33% (8/24)	33% (4/12)
No. of Pupils in Year 11 achieving 5 GCSEs at grades 9-1 or A*-G	42% (10/24)	42% (5/12)
GCSE Results 2015-2016		
Total no of pupils who sat at least one exam	57% (15/26)	71% (10/14)
No. of Pupils in Year 11 achieving 8 GCSEs at grades 9-4 or A*-C	11% (3/26)	14% (2/14)
No. of Pupils in Year 11 achieving 8 GCSEs at grades 9-1 or A*-G	11% (3/26)	14% (2/14)
No. of Pupils in Year 11 achieving 5 GCSEs at grades 9-1 or A*-G	31% (8/26)	36% (5/14)
No. of Pupils in Year 11 achieving 5 GCSEs at grades 9-1 or A*-C	11% (3/26)	14% (2/14)

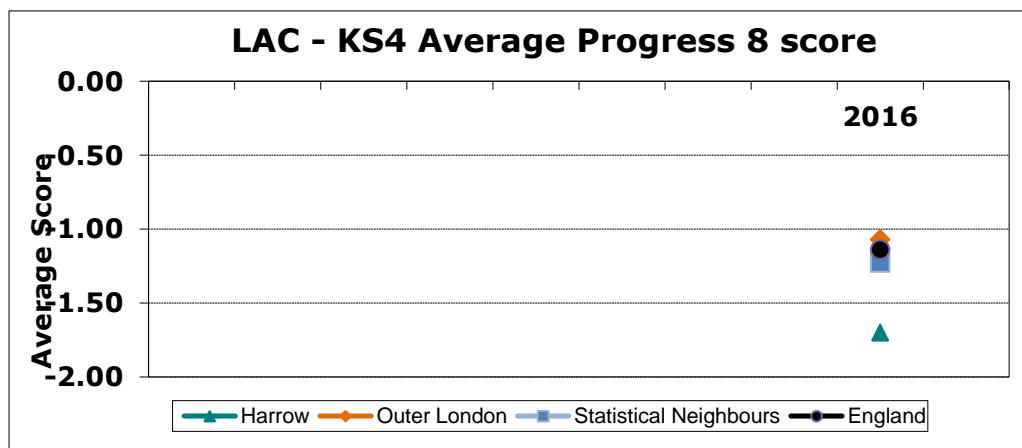
- 3.8 The academic year 2016-17 saw the start of the new Year 11 assessment measures. The grading for GCSEs is gradually moving away from letters to numbers ranging from 9-1, where 9 is equivalent to grade A* and 1 is equivalent to a grade 'G'. Level 4 is considered a pass at GCSE and level 5 is considered a good pass.

- 3.9 In the academic Year 2015- 2016, pupils could either achieve the a GCSE in either English Language or English Literature. This is a new measure as in 2014- 2015 only a GCSE A*-C in English language counted.
- 3.10 58% of children in care for a year or longer sat at least 1 GCSE exam in the academic year 2016-17; whereas only 50% children in the whole Year 11 cohort sat one exam.
- 3.11 More children (42%) achieved 5 GCSE passes than 8 GCSEs (33%). The new attainment 8 measure calculates the best 8 GCSEs scores. The scores are totalled and then divided by 10. The resultant gives the pupil attainment 8 score. Children who sit less than 8 GCSEs are placed in a disadvantageous position to their peers.
- 3.12 In the academic year 2016-2017 HVS employed a specialist intervention teacher to support learners who are at risk of not achieving 8 or more GCSE passes.
- 3.13 Our results, overall have improved with 33% (4/12) of pupils in care for a year or longer achieving 8 GCSE passes in 2016-2017 when compared to 2015-16 with only 14% (2/14) 8 GCSE passes.
- 3.14 Although the overall performance of CLA in Year 11 has improved over the past 2 years, Harrow CLA still remain below our statistical neighbours and the England Average. From the graph and table below, Harrow had the lowest percentage of LAC achieving A*-C in GCSE English and Maths in the academic year 2015-2016, compared to statistical neighbours which was around 10% higher. Trend over three years shows there was a decline in looked after children in the statistical neighbours group achieving A* to C in GCSE Maths and English, whereas outer London and England on average saw a steady rise. The SN average is likely to be skewed due to data being suppressed* for a high number of LA's.

Harrow KS4 results over the years; 2011 – 2015 data is based on the previous curriculum for English



3.15 The VS has identified that further support is needed in KS3 to ensure that there is no regression in pupil progress as they enter KS4. In 2015-2016 Harrow's KS4 average progress 8 score was at -1.70 (see the table below), which was lower than its statistical neighbours which fell at -1.23. and the England average. Zero was the benchmark and the results across the board were very poor in the academic year 2015-2016.



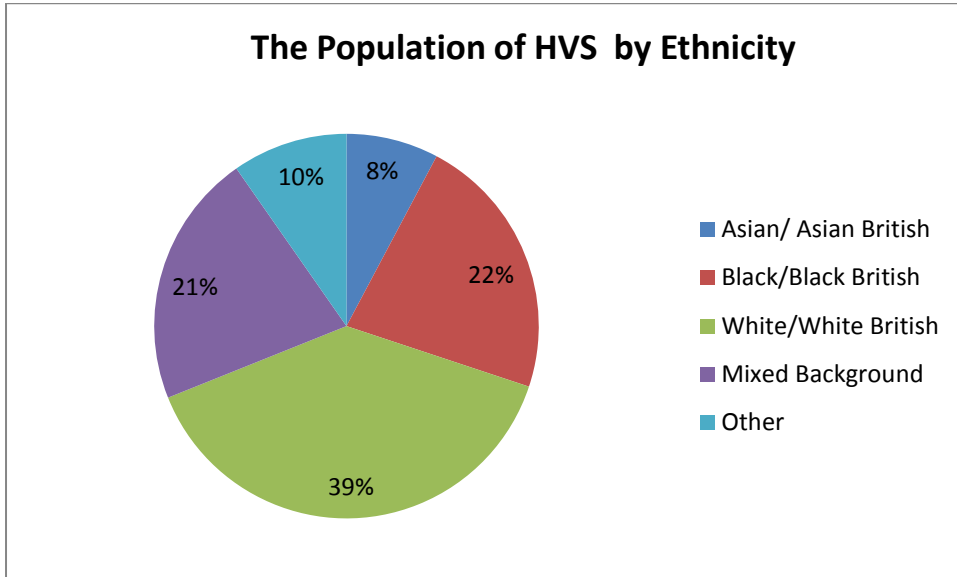
3.16 More resources will be deployed in KS3 to support learners. where resources need to be is impacting on results in KS4. In 2017-18 there will be an increase focus on the monitoring and progress of pupils in Key Stage 3.

3.17 The Virtual School will provide more training to social workers, IROs and foster carers around the new assessment arrangements. This is to assist key professionals in providing support and guidance to students as they make their GCSE choices.

3.18 Harrow's Attainment 8 and Progress 8 Scores will be finalised by the DfE early in 2018.

4. Ethnicity

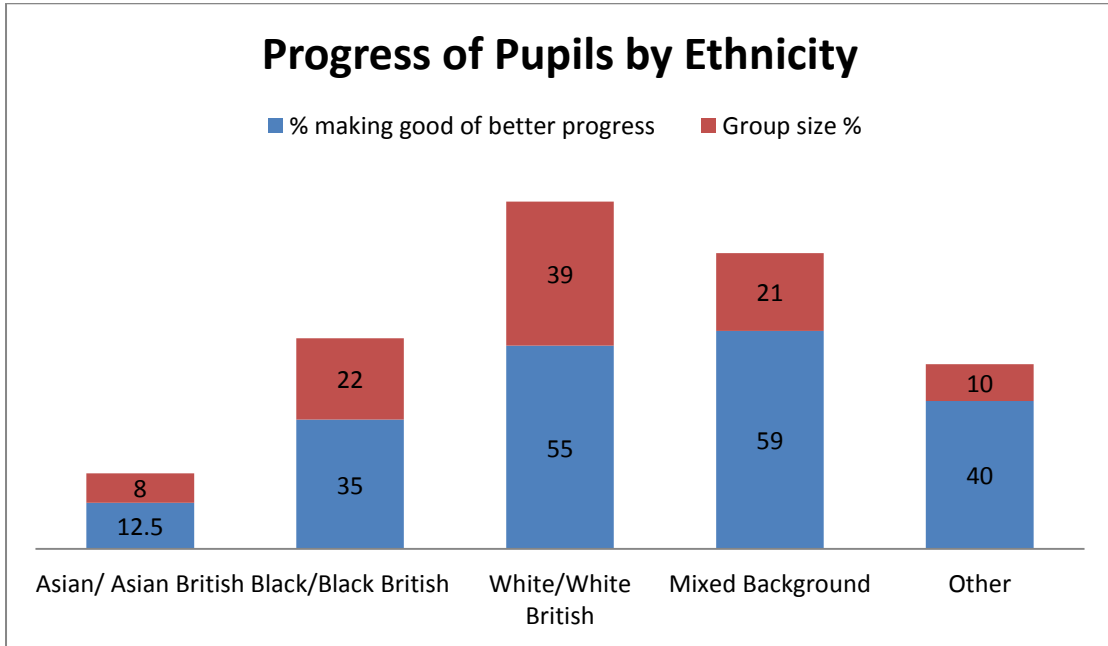
4.1 Chart 4.1a shows the population of HVS by ethnicity for the academic year 2016-2017.



4.2 Our largest group were from White British backgrounds (39%) and the smallest group represented from Other Ethnic backgrounds (8%). This is almost on par with the current demographics for Harrow Local Authority, which has 63% of residents from BME (Black and Minority Ethnic Communities). HVS had a BME group of 61%.

4.3 Further analysis of these groups, looks at pupils of SSA making good or better progress. The bar-chart 4.3a looks at progress across HVS by ethnicity.

Chart 4.3a



4.4 The percentage range of students by ethnic grouping making good or better progress, throughout the year 2016-17, falls between 50 and 60. Asian, Black and Other groups are not making sufficient progress.

- 4.5 When a comparison is made with the percentage of pupils in each ethnic group against their progress, pupils from White backgrounds are performing far better; 55% of these pupils make good progress with a group population size of 39%.
- 4.6 Asian pupils are our lowest performing group. In this cohort 67% of the students are from Afghanistan, 77% have been in care for less than a year, 67% are Unaccompanied Asylum Seeking Children (UASC), 78% have English as an Additional Language, and 1 pupil has an EHCP. The pupils that are underperforming in this group are all boys.
- 4.7 The VS has put in a number of strategies to support this group of learners
- English proficiency assessments are undertaken by our school-based EAL consultants. These reports list a range of strategies for schools and carers to deploy to support and accelerate learning
 - Weekly online EAL tuition is used to supplement and reinforce learning at school
 - A newly appointed intervention teacher monitors and tracks learning for this group
- 4.8 The groups continue to make steady incremental progress which is monitored termly via their PEPs.
- 4.9 Harrow LA data for Key Stage 4 (2016-2017) shows Asian and Chinese pupils in the top performing groups. Whilst Mixed Background, White and Black pupils are in the underperforming groups for Harrow. By contrast HVS pupils belonging to Mixed Background, White and Other groups were our better performers in terms of their educational progress, in 2016-2017.

5. Personal Education Plans (PEPs) and Pathway Plans

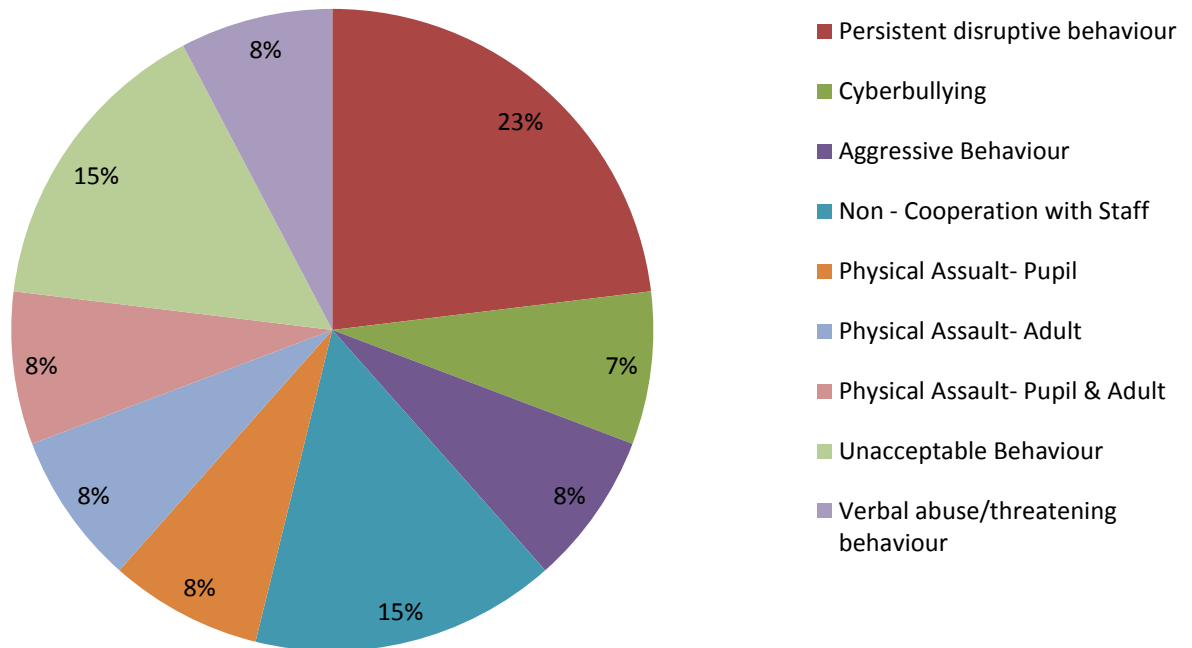
- 5.1 PEPs are held termly at the pupil's school. The Designated Teacher (DT) for CLA usually leads this meeting, with the pupil, carer and social worker present. A representative from HVS attends PEPs for all new CLA or where there are pressing educational concerns. The PEP addresses the following:
- Current Care Plan
 - Attainment
 - Short and Long-Term Learning Targets
 - Attendance
 - Pupil Premium Spend
 - Education History

- 5.2 At the end of the Summer Term 2017, 89% of PEPs were in place for SSA pupils.
- 5.3 During the past year, 80 education and PEP meetings were undertaken by members of the VS, which has also contributed to an improved PEP return rate.
- 5.4 80.6% of Pathway Plans were in place for CLA in Years 12 and 13 in July 2017. This is slightly lower than the returns for July 2016 which were at 85%.
- 5.5 In the academic year 2017-2018 the Post-16 co-ordinator will focus on raising the quantity as well as the quality of Education Pathway Plans.
- 5.6 In line with statutory guidelines, PEPs were introduced in Harrow for 3 and 4 year olds from September 2016. Our EYFS case worker leads on these and at the end of July 2017 100% of PEPs were in place for all 3 and 4 year olds

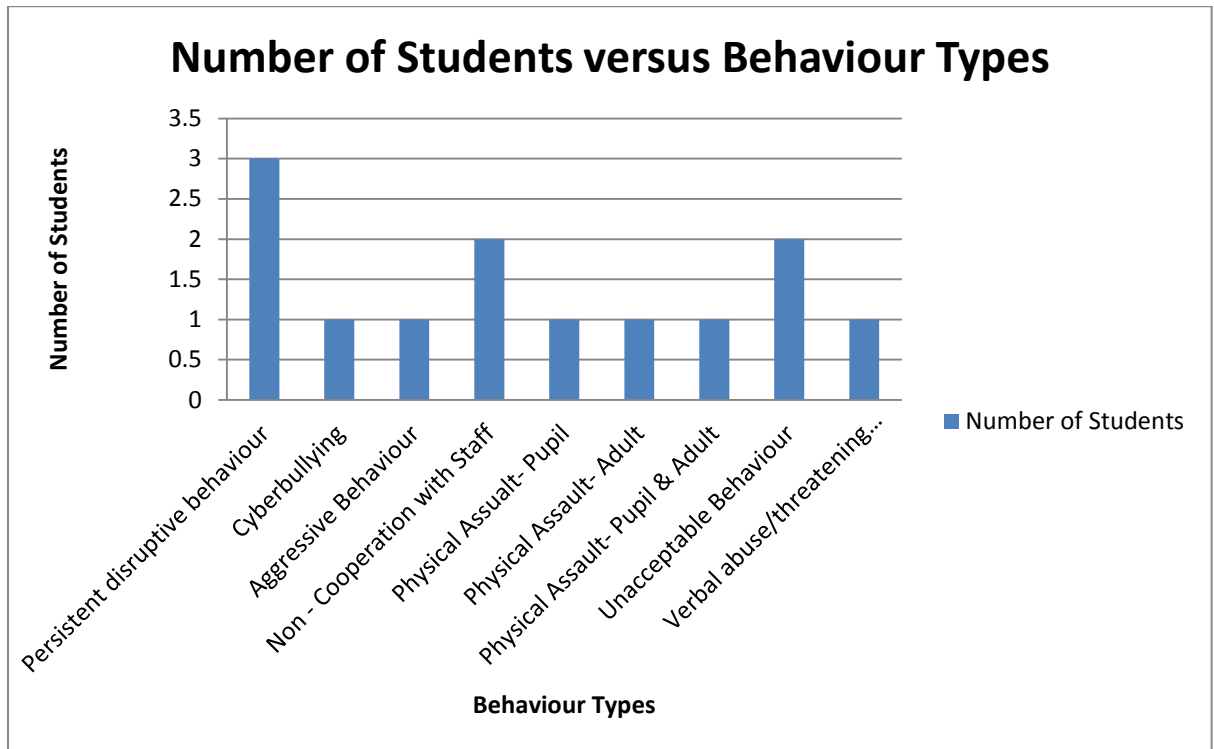
6. Fixed-Term Exclusions (FTE)

- Fixed term exclusions (FTEs) refers to a pupil who is excluded from a school for a set period of time. A FTE can involve a part of the school day and it does not have to be for a continuous period. A pupil may be excluded for one or more fixed periods up to a maximum of 45 school days in a single academic year. This total includes exclusions from previous schools covered by the exclusion legislation. (DfE 2016)
- In the academic year 2016-17 (September to May) there were 9 students with at least 1 FTE. This represents 7.5% (9/119) of Harrow CLA having at least 1 FTE. Harrow is now below both the national average (9.78%) and our statistical neighbours (12.8%) for CLA with 1 FTE. These figures shows improved performance when compared to this period last year (September 2015- May 2016) when the number of Harrow CLA with a FTE was 11%.
- The national average for non-CLA with 1 FTE is 1.92%.
- The chart below compares behaviour types against FTEs for the academic year 2016-17.

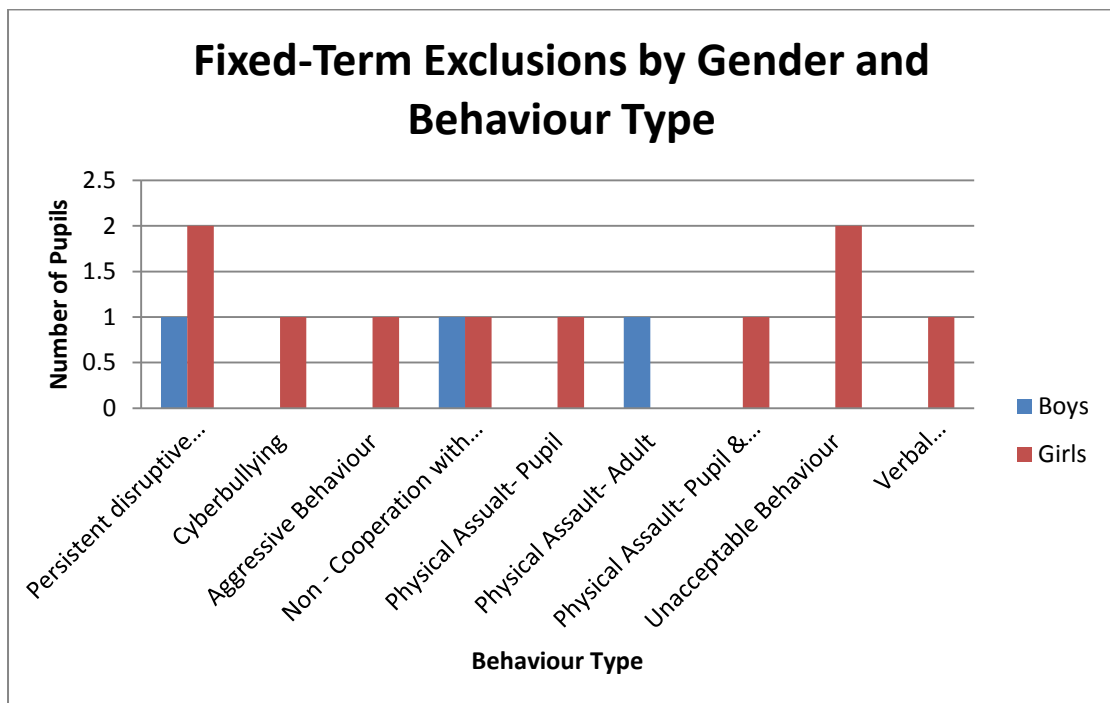
Behaviour Types Related to FTEs by Student Percentage



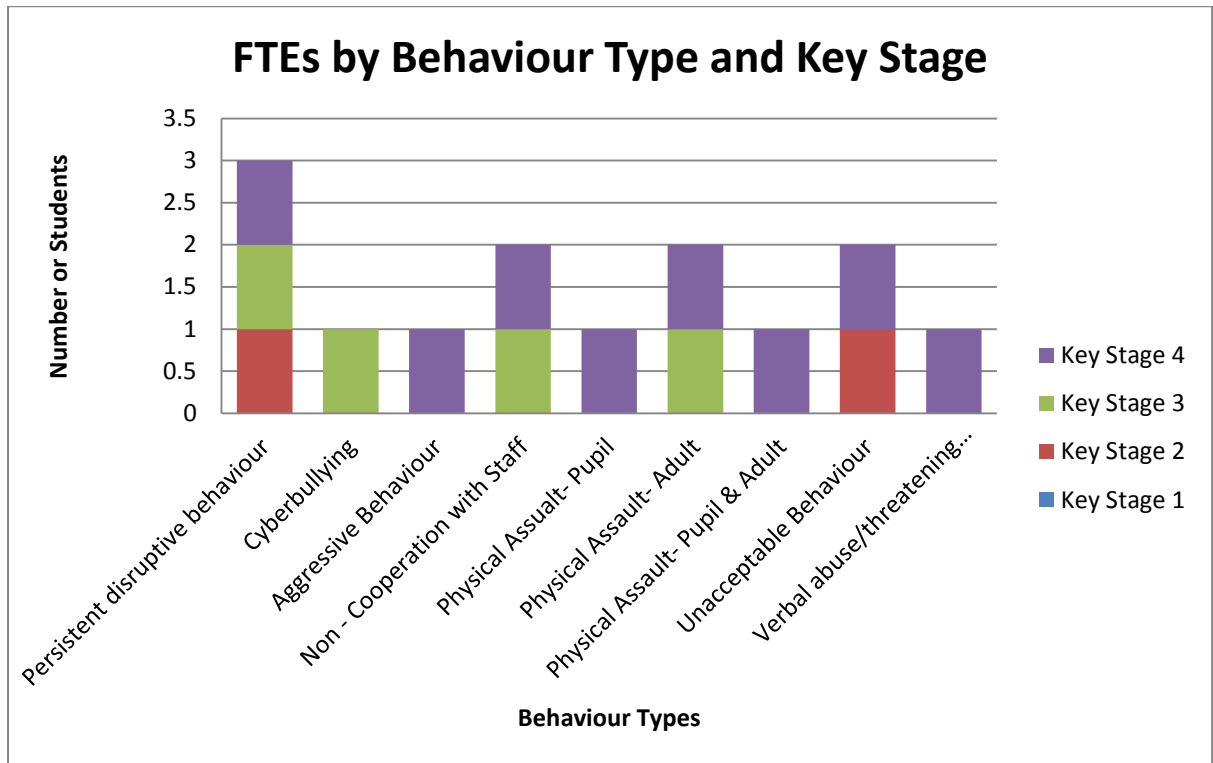
- Physical assault against other pupils and staff accounts for 24% of the behaviour types linked to FTEs. This is closely followed by 'Persistent disruptive behaviour' at 23%. The latter is usually attributed to an accumulation of 'behaviour warnings' and other school sanctions e.g. detentions, partial or full loss of break times. The types of behaviour in this group may have not in isolation have led to a FTE, e.g. preventing other students from learning, leaving the classroom without permission, use of poor language. However, repeated poor behaviour over a period of time may have warranted a FTE for 'Persistent disruptive behaviour'.
- The graph below identifies the total number of students in HVS presenting different behaviour types. 'Unacceptable behaviour' is classified as a combination of 2 or more of the listed behaviour types.



- Girls in HVS are over-represented as having FTEs. The behaviours which are linked to girls are across all classifications. See the chart below.



- More girls (7) have had FTEs than boys (2). This is in contrast with last year (2015-16) where there were 8 boys and 5 girls with at least 1 FTE.



- There are more FTEs in Key Stages 3 and 4 than in the primary phase. This is in line with national statistics (DfE 2016) for all children with FTEs. Nationally, 79% of secondary pupils have had at least 1 FTE when compared to only 1.1% of primary pupils.
- More FTEs (77) are from Harrow Schools. There were only 16 FTEs from schools outside of Harrow. Five pupils are placed in Harrow Schools and 2 of these attend Alternative Learning Provisions (ALPs). Four students are educated outside of Harrow and they are in ALPs or DfE registered Specialist Learning Provisions.
- Children with 'high' needs attending mainstream schools are more likely to have FTEs for a comparatively longer period. Harrow CLA attending Harrow mainstream schools are excluded on average of 8 days per pupil. In comparison with an exclusion average of 2 days per pupil attending specialist provisions outside of Harrow. See the table below.

Average Number of FTEs by School Placement	
In Harrow	Outside of Harrow
8 days (number of FTEs 77/ no. of students 5= 15 half days or 8 full days)	2 days (No. of FTEs 16 / no. of students 4= 4 ½ days or 2 full days)

7. Education Health and Care Plans (EHCP)

- 7.1 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.
- 7.2 Non-CLA with SEN equate to only 2.8%. CLA are ten times more likely to have a Statement or an EHCP.
- 7.3 88% of SEN pupils are making good progress and continue to be closely monitored by HVS.
- 7.4 There are, however a number of students in HVS with identified learning difficulties who will not meet the criteria for an EHCP. These pupils often attract top-up Pupil Premium Grant (PPG) funding, which is held by the VS. Schools can apply to the VHT for this additional funding where they are able to demonstrate measureable educational outcomes and how this will be monitored.

8. Strengths and Difficulties Questionnaires (SDQs)

- Autumn 2016 saw the introduction of the school SDQ by HVS. Schools agreed to complete the SDQ in line with the pupil's first PEP.
- SDQ scores are monitored via the newly formed CLA Education and Health group which meets once a term. The group ensures that pupils with identified social and emotional needs i.e. scoring 17 or above on both the school and carer SDQs, are have been referred to the appropriate professional health services. The CLA nurse monitors this.
- At the end of the academic year 2016-17 75% of SDQs were completed by schools. For the academic year 2017-18 we have a target of a 100% completion rate.

9. Attendance

- HVS commissions a company, Welfare Call, to monitor the attendance and exclusions of CLA students. Welfare Call contacts schools daily to ensure that student attendance is tracked closely. The Virtual School Education Welfare Officer (EWO) receives and responds to this information and provides early intervention to prevent situations escalating.
- At the end of the academic year 2016-2017 there are currently 121 pupils of Statutory School Age (SSA) on roll at Harrow Virtual School (HVS). Our school monitors attendance as follows:

Categories	Attendance %	Comments
All CLA - attending all school types	71% (86/121) have an attendance percentage of '90% or above	All school non-attendance is monitored by HVS; this includes 'authorised' absences.

		<p>2% of pupils have 100% school attendance.</p> <p>29% of the HVS population had poor attendance.</p> <ul style="list-style-type: none"> • This group includes 1 child that has absconded and is currently abroad. This is currently monitored by Children's Services. • Over half the children (56%) in this group have been looked after for less than a year. Attendance ranges between 10.2%-89.3 %. Alternative learning (e.g 1:1 tuition) is put in place to support engagement with their education. <p>HVS will continue to work with stakeholders to discuss the impact of poor school attendance on academic performance.</p>
CLA in care 1 year plus – attending all school types	90% (47/52) have an attendance percentage of 90% or above	Children in care longer than a year have better attendance rates.
CLA in care 1 year plus – attending mainstream schools (DfE measure)	92% (37/40) have an attendance percentage of 90% or above.	Harrow's average PA is calculated by the DfE and is slightly lower (5.5%) than our prediction of 7.5%. See points below.

Persistent Absence (PA)

- 9.3 The DfE defines PA as an absence percentage of 90% or less. This applies to all pupils that have been in care for a year or longer and attend a mainstream school.
- 9.4 All pupils are monitored by HVS from their point of entry into care, and this will slightly inflate the percentage of pupils with poor attendance. The Department of Education (DfE) only monitors pupils who are on a school roll and have been in care 1 year or longer. The published DfE figures will therefore be much lower, thus giving the authority a much healthier data set.
- 9.5 Our PA (5.5%) remains above our statistical neighbours (4.82%) and the England average (4.9%). This is our lowest figure over the past 3 years. Our target is to bring PA for CLA in line with or below our statistical neighbours. (See table below).

Persistent Absence				
2014-2015	2015-2016	2016-2017		
Harrow	Harrow	Harrow	SN	England Average
6.6%	10%	5.5%	4.82 %	4.9 %

10. Enrichment

Aim Higher

- The programme runs from April 2017 to July 2018 during school holidays. The aim of the programme is to support young people in understanding what universities are. Insight into the opportunities on offer is supported by undergraduate representatives from each of the eight partner universities.
- The range of activities young people have participated, to date are as follows: Kingston (Sport Science), Roehampton (Law), St Marys (Drama), and Goldsmiths (Magic and Psychology).
- University staff and ambassadors encourage and support the young people to identify their own goals and help signpost them to the resources and information to help them make an informed decision about their future.
- The young people are given the chance to meet and ask questions from a range of student ambassadors from the participating universities to find out what they really think of university.

10.7 So far, we have visited four universities with groups of up to 11 students. The young people particularly enjoyed the visit to Kingston University, where they were immersed in the world of Sport Science. The young people were given the opportunity to test their fitness and examine the effects of exercise on a range of physiological systems. One of the members of the group commented that 'This has been fun; I think I would like to do Sport Science here'. This programme has definitely encouraged our young people to start thinking about their future.

11. Follow- up Writers Workshop and Theatre Trip

- In the Spring Term 2017 the VS took the same group of 6 young people who attended the writing workshop in the previous summer (2016), to a project held at the Mousetrap Theatre.
- The workshop was facilitated by Femi Martin who was also one of the writers from the summer workshop. She again, enthused the group and they were keen to engage in a number of writing activities.
- We were accompanied by the same group of students from Brent Virtual School and it was lovely to see the entire group together again. The young people reminisced about their experiences in the summer. It was good to hear them all talking about this in such a positive way and to know that they had good memories of their time in Hebden Bridge.
- The workshop lasted for 2 hours and after this the group were treated to a pizza meal. From there we went to the Gielgud Theatre to see *The Curious Incident of The Dog in the Night Time*. The group were able to relate to the themes of the play and they thoroughly enjoyed the experience.

Ofsted

11.5 In January 2017 the council was inspected under the 'Services for Children in need of help and protection, children looked after and care leavers'. The following paragraph is an extract from the Ofsted Report pertaining to HVS:

'Managers have accurately identified the key improvements needed to better support the attainment and progress of children looked after. As a result, the virtual school is taking steps to improve outcomes for children, and these are beginning to make a difference to them. The virtual school monitors the attendance and progress of children regularly. This enhances the oversight of those who experience disruption to their learning and those at risk of not achieving, including those children who are placed out of the area.

This results in targeted actions that better support those children who are at risk of not succeeding. Often the virtual school team acts as an effective advocate for children and young people, and is persistent in offering support to them when they experience problems at school or at home.

The virtual school team has made good progress in improving the proportion of children with up-to-date PEPs, and staff have a good understanding of when further improvements are needed. Staff are working hard with schools and social workers to improve the quality of PEPs. However, too many PEPs are not fully completed. When this is the case, important information is missing, such as children's views and details of how the pupil premium grant is being used to address the specific needs of individual children.

Children looked after achieve at around the national rate for children looked after at key stages 1 and 2. Historically, attainment at key stage 4 has been comparatively poor, but, as a result of better targeting of practical support to pupils in key stage 4 last year, the attainment of these pupils improved to the national rate for children looked after. Data shows that this year, as a result of improved support, a greater proportion of pupils are on track to achieve well at key stage 4. However, the gap between the attainment of children looked after and their peers remains wide. The good support provided to young people by schools, the virtual school and partners ensures that a high proportion of young people, many of whom have few qualifications, remain in education, employment and training when they complete Year 11 through to Year 13'. (Ofsted: March 2017)

The report highlights a number of areas which were good

- The capacity of the VHT to identify key areas of improvement pertaining to the progress and attainment of learners; the inspector was assured that our data reflected our ability to sustain learning into the future and that our trajectory was good
- The effective use of limited resources effectively to bring the best outcomes for children; i.e using a member of staff to support Post -16, EFYS and Administrative tasks.
- The general timely support , guidance and intervention across all phases of the school to school learners engage with this learning. Particular mention was made of CLA educated outside of Harrow.

11.7 Improvements however, need to made to quality of the PEP reports. Although the number of PEP returns have increased over the past 2 years, the overall quality of PEP remains an area for development. The inspector noted that were PEPs with incomplete sections.

11.8 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
- PEPs are 'rag' rated to enable schools to know how to improve; the inspector commented on our feedback page which is a useful communication tool regarding making improvements

11.9 Please see Appendix A 'PEP Action Plan'

12. CPD

Training and Updates Provided By Harrow Virtual School			
Schools	Social Workers	Carers	Other LA Services
<ul style="list-style-type: none"> • 'Learn the Child': Attachment and Barriers to Learning • Children and Social Care Act: Implications for schools 	<ul style="list-style-type: none"> • Working with Schools • E-PEP Training 	<ul style="list-style-type: none"> • Changes in the National Curriculum • New Assessment Arrangements • Supporting Transitions 	The Role of the Virtual School

- Training has been welcomed by all services concerned, with 100% positive feedback received. The VS will extend the training on offer next term and will offer further consultation with stakeholders regarding future training requirements.

13. 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 Stages 3 and 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

There are no legal implications as this report is for information purposes.

Financial Implications

The indicative budget for the Virtual School in 2016-2017 is £256k. 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

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



Chief Financial Officer

Date: 6 December 2017

Ward Councillors notified:

**NO, this is an
information report only**

EqIA carried out:	NO
EqIA cleared by:	N/A information report only

Section 4 - Contact Details and Background Papers

Contact:

Mellina Williamson-Taylor	Harrow Virtual School for CLA and Care Leavers Mellina.williamson-taylor@harrow.gov.uk 020 8416 8852
---------------------------	---

Background Papers: None.

Call-In Waived by the Chairman of Overview and Scrutiny Committee	NOT APPLICABLE <i>[Call-in does not apply as the Recommendations are for noting only]</i>
--	---