

**REPORT FOR: Corporate Parenting
Panel**

Date of Meeting: 30 October 2018

Subject: **INFORMATION REPORT** – Harrow Virtual
School: End of Key Stages 2 and 4
Attainment : 2017/2018

Key Decision: No

Responsible Officer: Paul Hewitt
Acting Corporate Director People Services

Portfolio Holder: Councillor Christine Robson
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.** An overview of the Performance and Standards of Children Looked After (CLA) at the End of Key Stages Two and Four
- B.** Development priorities for the Virtual School for 2018-19.

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

Reasons for Recommendations:

The performance of CLA pertaining to their attainment, progress and attendance although improving, remains slightly below England's averages for CLA at the end of Key Stage 4. 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 and Previously Looked After Children*' statutory guidance for local authorities' February 2018. 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 academic performance at the end of Key Stages 2 and 4 in the academic year 2017-18.

2. Numbers on Roll

- 2.1 There were 105 pupils of statutory school age (SSA) on the roll of Harrow Virtual School (HVS) at the end of the academic year 2017-18. This is 16 pupils less than July 2017. The ratio of girls to boys is 40%:60% respectively.
- 2.2 53% (56/105) of students are educated outside of Harrow and they are spread across 20 local authorities. 67 looked after children from other authorities are educated in Harrow schools. HVS also has a duty of care for these CLA.

3. Attainment

- 3.1 Outlined below is a summary of the performance of CLA by end of each key stage in the academic year 2017-18. HVS monitors the performance of all children upon entry to care. The DfE, however only tracks and publishes data for CLA that have been in care for a year or longer.

Key Stage 2

A Table Comparing Predicted Performance against Actual Test Scores

Performance Indicator Key Stage 2	All Pupils (Predicted- Autumn 2017)	In Care 1 Year Plus (Predicted- Autumn 2017)	All Pupils SATs results (2018) for those eligible to sit the test	In Care 1 Year Plus SATs results (2018) for those eligible to sit the test
Year 6 % working at or above expected standard. Reading	33% (1/3)	33% (1/3)	33% (1/3)	33% (1/3)
Year 6 % working at or above expected standard. Writing	66% (2/3)	66% (2/3)	66% (2/3)	66% (2/3)
Year 6 % working at or above expected standard. Maths	66% (2/3)	66% (2/3)	100% (3/3)	100% (3/3)

- 3.6 The table above compares the predictions made in the Autumn Term 2017 against the actual scores at the end of Key Stage 2 gained in Summer 2018 compared to national expectations.
- 3.7 Only 3 children in Year 6 were eligible to sit the SATs. One child had an ECHP was 'disapplied'. All pupils who were on track to meet national expectations succeeded.

- 3.8 66% (2/3) of pupils met the nationally expected standards in Writing and Maths. The England average for Writing and Maths is 48% and 46% respectively. HVS continues to exceed the national averages in Writing and Maths at Key Stage 2.
- 3.9 33% (1/3) of pupils met the expected standards for Reading. The England average for Reading is 45%. No child met the expected standards across all three areas; Writing, Reading and Maths. This is the DfE measure. The England average for CLA in all three areas is 32%.
- 3.10 Reading is an area for development for our pupils in Key Stage 2. The two pupils who did not meet expected standards in reading will be closely tracked and monitored in Key Stage 3.

Key Stage 4

3.11

In 2017-18 there were 24 pupils in Year 11. Just over half of these pupils (15) have been in care for 1 year or longer. The table below shows the provisional¹ Key Stage 4 results for 2017-18.

	In Care 1 Year Plus (DfE measure)
GCSE Results 2017-2018	
No. of Pupils in Year 11 achieving 8 GCSEs at grades 9-4 or A*-C (including English and Maths)	20% (3/15)
No. of Pupils in Year 11 achieving 8 GCSEs at grades 9-5 or A*-C (including English and Maths)	7% (1/15)
No. of Pupils in Year 11 achieving 8 GCSEs at grades 9-1 or A*-G	33% (5/15)
Percentage no of pupils who sat at least one GCSE exam	60% (9/15)
GCSE Results 2016-2017	
No. of Pupils in Year 11 achieving 8 GCSEs at grades 9-4 or A*-C (including English and Maths)	8% (1/12)
No. of Pupils in Year 11 achieving 8 GCSEs at grades 9-5 or A*- C (including English and Maths)	8% (1/12)
No. of Pupils in Year 11 achieving 8 GCSEs at grades 9-1 or A*-G	33% (4/12)
Percentage of pupils who sat at least one GCSE exam	58% (7/12)

¹ The 2017-2018 Key Stage 4 results are still provisional and will remain so until recent arrivals are discounted and the performance tables are published in January 2019.

3.12

The new Year 11 assessment measures were introduced in 2016. GCSEs for most subjects are graded from 9-1, where a Grade 9 is equivalent to grade A**, under the old system and a Grade 1 is equivalent to an old grade 'G'. Level 4 is considered a pass at GCSE and Level 5 is considered a good pass.

3.13

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 an attainment 8 score. Children who sit less than 8 GCSEs are placed in a disadvantageous position to their peers.

3.14

In the Academic Year 2017-2018, 20% (5/15) of pupils in Year 11 achieved 8 or more GCSEs grades 9-4, including English and Maths. Two of these pupils achieved 9 GCSEs and 1 pupil achieved 10 GCSEs. The highest grade was a grade eight (equivalent to a grade A*). The average CLA Attainment 8 score for England is 19%.

3.15

60% (9/15) of children in care for a year or longer sat at least 1 GCSE exam in the academic year 2017-18; slightly fewer, 58% of pupils, sat only 1 GCSE in the previous year. This is a slight increase by 2%, of pupils achieving 1 or more GCSEs.

4. 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
 - Reading at EYFS and Primary Phases
 - 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 Virtual School and associated activities in 2017-18 was funded from a combination of council general fund budget of £116,340 and the Children Looked After Pupil Premium Grant of £366,700.

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: 16th October 2018

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, PLAC and Care Leavers. Mellina.williamson-taylor@harrow.gov.uk 020 8416 8852
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Background Papers: None

<p>Call-In Waived by the Chairman of Overview and Scrutiny Committee</p> <p><i>(for completion by Democratic Services staff only)</i></p>	<p>YES/NO/ NOT APPLICABLE*</p> <p><i>* Delete as appropriate If No, set out why the decision is urgent with reference to 4b - Rule 47 of the Constitution.</i></p>
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