

REPORT FOR: Corporate Parenting Panel

Date of Meeting: 31 January 2019

Subject: **INFORMATION REPORT** – Harrow Virtual School: End of Academic Year Report : 2017-2018

Key Decision: No

Responsible Officer: Paul Hewitt
Interim Corporate Director People Services

Portfolio Holder: Councillor Christine Robson
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 Children Looked After (CLA) at the end of Key Stages 1, 2 and 4
- B.** An analysis of attendance data
- C.** An overview of the work of the Virtual School
- D.** Development priorities for the Virtual School for 2018-19.

Recommendations:

The Panel is requested to note:

- The performance of, and standards achieved, by Harrow's CLA, in particular the improved performance of CLA at the end of Key Stage 4
- School attendance

Reasons for Recommendations:

- So that Members are informed about the outcomes for CLA and can discharge their duties as appropriate
- The performance of CLA pertaining to attendance although improving in some areas, remains below England's averages for CLA.
- Attainment and Progress at the end of Key Stage 4 remains a priority for Harrow Virtual School

Section 2 – Report

1. Introduction

- 1.1 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.
- 1.2 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.
- 1.3 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 that 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.

1.4 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 considers appropriate.

1.5 This report gives an overview of academic performance at the end of Key Stages 2 and 4 in the academic year 2017-18.

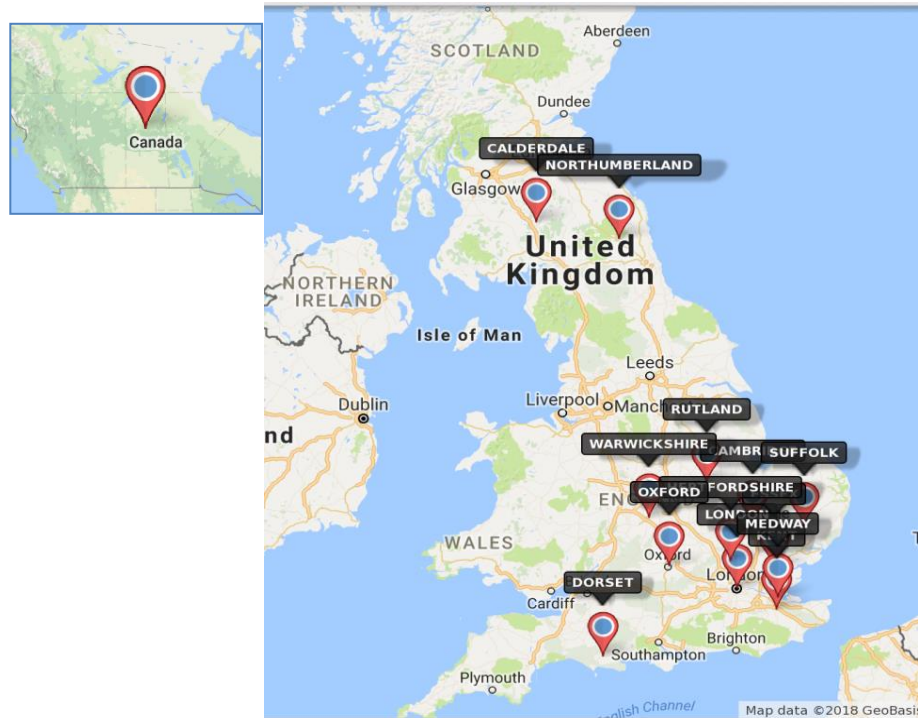
2. Numbers on Roll

- 2.1 There were 105 pupils of statutory school age (SSA, 5-16) on the roll of Harrow Virtual School (HVS) at the end of the academic year 2017-18. This is 17 pupils less than July 2017. There has been an increase in numbers at Key Stage 3 but a significant decline at Key Stage 2. The ratio of girls to boys is 40:60 respectively.

A Breakdown of Pupil Numbers By Phase					
Year Group	Pupil Numbers (Summer 2018)	Phase	Academic Year 2015-2016	Academic Year 2016-2017	Academic Year 2017-2018
11	27	Key Stage 4	38	40	37
10	10				
9	17	Key Stage 3	31	28	35
8	5				
7	13				
6	6	Key Stage 2	31	40	23
5	8				
4	5				
3	4				
2	5				
1	4	Key Stage 1	13	11	9
Reception	1				
		EYFS	2	3	1
Total	105		115	122	105

- 2.2 53% (56/105) of students are educated outside of Harrow and they are spread across 20 local authorities; 2 children attend schools in Canada.

CLA School Placements



2.3 67 looked after children from other local authorities are educated in Harrow schools. HVS has a duty of care for these pupils.

Post 16 and Care Leavers

- 2.4 79% of students are in education, employment and training (EET). There are 202 pupils in this group. Harrow is above the England average (51%) for EET.
- 2.5 In the academic year 2017-18. HVS had 202 students aged between 18 and 25. 10% of this cohort attends university. This is 4% above the national average (currently 6%) for care leavers 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 2017-18. HVS monitors the performance of all children from 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 1 (KS1)

Key Stage 1 Attainment: 2017-2018			
	Harrow	England Average	London
Reading	66.7	53	63
Writing	66.7	43	56
Maths	66.7	49	60

RWM	66.7	38	51
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- 3.2 There are only 3 pupils in the cohort who have been looked after for 1 year plus
- 3.3 Harrow pupils are above both the England and London average in Reading, Writing and Maths
- 3.4 HVS is well above (66.7%) the England average (38%) for all three subjects combined
- 3.5 1 child has a EHCP and is working below expected standards
- 3.6 In the last academic year (2016/17), there were no eligible pupils to sit Year 2 assessments. Hence, there is no comparative data available for 2016/17.
- 3.7 The DfE does not provide progress for CLA from EYFS to Key Stage 1

Key Stage 2 (KS2)

Key Stage 2 Attainment: SATs 2018			
	Harrow	England Average	London
Reading	66.7	51	58
Writing (TA)	66.7	50	54
Maths	100 (1 child working at a greater depth)	47	56
RWM	33.3%	35	40

- 3.8 There were 3 pupils eligible to sit the Key Stage 2 SATs in 2018. HVS is well above the England average in Reading, Writing and Maths for attainment
- 3.9 1 child is working at 'greater depth' in Maths.
- 3.10 1 child (33.3%) met expected standards across all three subjects (Writing, Reading and Maths).
- 3.11 The England average for Reading, Writing and Maths combined is slightly above HVS at 35%.

Pupil Progress KS1-KS2

Harrow is part of a data project with the NCER where almost all children looked after are included. This gives us comparative data regarding progress from KS1 to KS2.

A Table to Show Progress from KS1- KS2

	Cohort	CLA Matches	Avg. KS1 Pt Score	READING			WRITING			MATHS					
				Cover.	Prog. Score ≥ 0	Avg. Prog. Score	Conf. Int.	Cover.	Prog. Score ≥ 0	Avg. Prog. Score	Conf. Int.	Cover.	Prog. Score ≥ 0	Avg. Prog. Score	Conf. Int.
NCER National (CLA)	2,620	100.0%	12.5	91.8%	49.6%	-0.12	± 0.24	94.0%	49.4%	0.74	± 0.23	91.7%	48.0%	-0.70	± 0.22
DfE Region - London (CLA)	200	100.0%	12.7	91.0%	58.0%	+1.75	± 0.88	92.0%	54.0%	0.18	± 0.84	91.0%	56.0%	+0.08	± 0.80
Virtual School - Harrow	3	100.0%	15.0	100.0%	66.7%	+1.12	± 6.78	100.0%	66.7%	1.52	± 6.49	100.0%	100.0%	+5.30	± 6.15

- 3.12 Progress has increased in 2018 by 3.2 from 2017. Harrow (15) is now above the England Average (12.5) and the London region (12.5)
- 3.13 Our average progress scores across Maths (+5.30) and Reading (+1.12) is well above England Average Progress Score for CLA in Reading (-0.12) and Maths (-0.70).
- 3.15 Progress in writing is an area for further development as we are below (-1.52) the England Average (-0.70). Please see 'Section 14- Development Priorities' for further information.

Key Stage 4

- 3.16 The new Year 11 assessment measures were introduced in 2016. GCSEs for most subjects are now graded from 9-1, where a Level 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.
- 3.17 The new Attainment 8 measure calculates the best 8 GCSEs scores. The scores are totalled and then divided by 10. The result gives the pupil an attainment 8 score..
- 3.18 In 2017-18 there were 24 pupils in Year 11. 15 pupils have been in care for 1 year or longer and only 12 were eligible to sit GCSEs. The table below shows the provisional¹ Key Stage 4 results for 2017-18.

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.

	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)

3.19

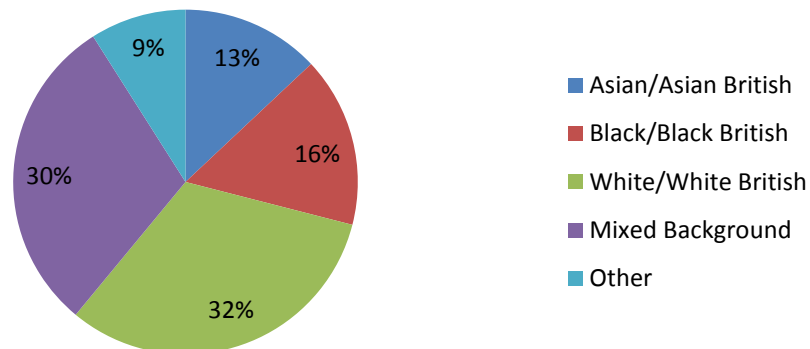
In the Academic Year 2017-2018, 20% (3/15) of pupils in Year 11 achieved 8 or more GCSEs grades 9-4, including English and Maths. Two of these pupils achieved 9 GCSEs and 1 pupil achieved 10 GCSEs. The highest grade was a grade eight (equivalent to a grade A*). The average CLA Attainment 8 score for England is 19%.

3.20

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. Ethnicity

Population of Harrow Virtual School By Ethnicity 2017-2018



4.1 Our largest groups are White British 32%, followed by Mixed background (30%) and Black British (16%). This is almost on par with the current demographics for Harrow Local Authority, which has 63% of residents from Black and Minority Ethnic Communities (BME). HVS had a BME cohort of 68%.

4.2 HVS continues to support our most vulnerable groups i.e. Unaccompanied Asylum Seeking Children (USAC), children who have English as an Additional Language (EAL) and children with Special Educational Needs (SEN)

4.3 The VS has deployed a number of strategies to support these groups of learners

- English proficiency assessments are undertaken by our school-based EAL consultants. These reports list a range of strategies for schools to support and accelerate learning
- Weekly online EAL tuition is used to supplement and reinforce learning at school
- Robust monitoring and tracking of pupils with SEN

5. Education Health and Care Plans (EHCP)

5.1 9.5% (16/82) of pupils have Education, Health and Care Plans (EHCP). Nationally 28% of CLA have an EHCP. HVS is below the national average for CLA with SEN.

5.2 Non-CLA with SEN equate to 2.8% of the Harrow schools population. Nationally CLA are ten times more likely to have a Statement or an EHCP than a child that is not looked after.

5.3 94% of pupils with SEN are making good progress and continue to be closely monitored by HVS. 6% (5/16) are placed in mainstream settings. All students with EHCPs attend Good or Outstanding Schools.

- 5.4 There are, however, some students in the 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.

6. Personal Education Plans (PEPs) and Pathway Plans

- 6.1 PEPs are held termly at the pupil's school. The Designated Teacher (DT) for CLA usually leads this meeting, along with the pupil, carer and social worker. 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
- 6.2 At the end of the Summer Term 2018, 93% of PEPs were in place for pupils aged 5-16 and 90% of PEPs are of a good or outstanding quality
- 6.3 77.2% 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 2017 which were at 80.6%.
- 6.4 In the academic year 2018-2019 the Advisory Teacher for Post-16 will focus on raising the quantity as well as the quality of Education Pathway Plans.
- 6.5 In line with statutory guidelines, PEPs were introduced in Harrow for 3 and 4 year olds from September 2016. At the end of July 2018 100% of PEPs were in place for all 3 and 4 year olds

7. Strengths and Difficulties Questionnaires (SDQs)

- 7.1 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 in the academic Year.
- 7.2 SDQ scores are monitored via the newly formed CLA Education and Health monitoring 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, have been referred to the appropriate professional health services. The CLA nurse monitors this.
- 7.3 36% (13/36) of pupils scoring above 17 on the SDQ have an EHCP.

- 7.4 At the end of the academic year 2017-18 86% of SDQs were completed by schools. This is an increase of 11% from 2016-2017.

8. Attendance

- 8.1 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.

9. Persistent Absence (PA) and Overall Absence

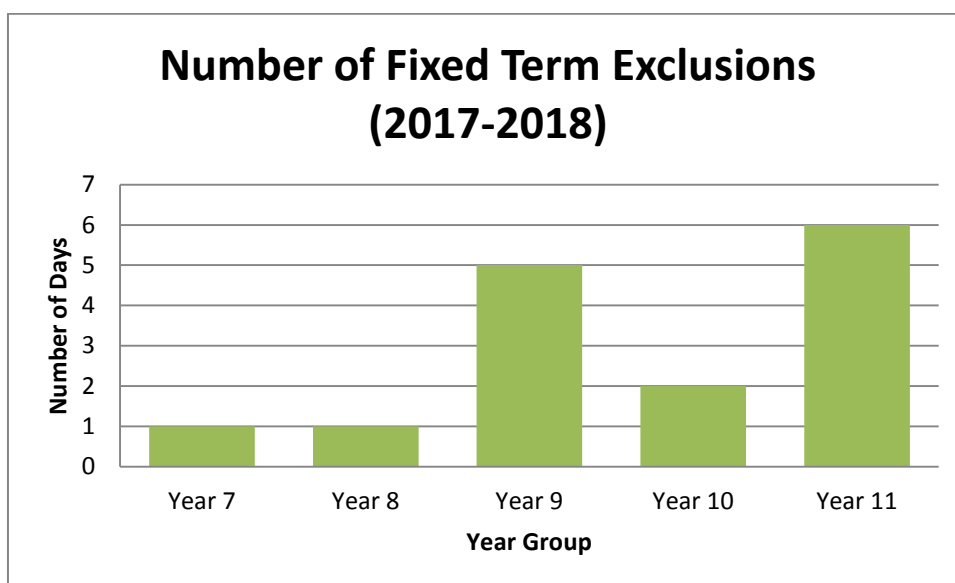
- 9.1 The DfE defines PA as an absence percentage of 90% or less. This applies to all pupils that have been in care for a year or longer and attend a mainstream school.
- 9.2 The Department of Education (DfE) only monitors pupils who are on a school roll and have been in care 1 year or longer. However, all pupils are monitored by HVS from their point of entry into care so this will slightly inflate the percentage of pupils with poor attendance in our Harrow data set. The published DfE figures will therefore be much lower than our internal data.
- 9.3 Persistent Absence (29.9%) for the VS remains significantly above our statistical neighbours (10%) and the England average (14.5%).
- 9.4 The overall absence for Harrow CLA is 12.4% which is also above the England average (4.3%)
- 9.5 Persistent absence and overall absence figures are of concern and our target is to significantly reduce PA and Overall Absence for CLA in line with or below our statistical neighbours. (See development priorities for further details).

10. Exclusions

- 10.1 A permanent exclusion (PEX) is the most serious sanction a school can give if a child does something that is against the school's behaviour policy (the school rules). It means that the child is no longer allowed to attend the school and they will be removed from the school roll.
- 10.2 Fixed term exclusions (FTEs) refer 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)

- 10.3 In the academic year 2017-18 no child was permanently excluded. Harrow is currently below the England average (0.1%) for PEXs.
- 10.4 In May 2018 there were 15 students with at least 1 FTE. This represents 15.6% (15/96) of Harrow CLA in care 1 Year plus having at least 1 FTE. This is increase from the previous year 2016-17 by 3.4%.
- 10.5 In 2017-2018, of the 15 pupils with at least 1 FTE, 33% (5/15) had a breakdown of placement and 12.2% (2/15) of pupils had a planned placement move.



- 10.6 In the academic year 2017-18 there were no FTEs for pupils in the primary phase. The highest numbers of FTEs were for pupils in Year 11. 66% of the students with at least 1 FTE were male.
- 10.7 Harrow (15.6%) is above the national average (13.3%) and our statistical neighbours (11.4%) for CLA with 1 FTE.

10.8 The national average for non-CLA with 1 FTE is 1.92%. The number of FTEs of children in the VS is of concern. (See Development Priorities)

Absence Indicator	Harrow 2015-16	Harrow 2016-17	England average	SN Average	Harrow 2017-18
Percentage of sessions missed. (CLA 1 year+)	5.3	6.9	4.3	4.5	12.4
Percentage classed as persistent absentees (CLA 1 year+)	X	17.0	14.5	10.0	29.9
Exclusions from school					
Percentage of CLA with at least one fixed term exclusion	15.6	12.2	13.3	11.4	15.6

11. Professional Development for our Key Stakeholders

Online CPD

11.1 A wide range of online training courses were offered to Harrow School and VS staff. These courses were welcomed as numbers enrolling and completing the courses were maintained throughout. 100% positive feedback with over 97% very satisfied and would recommend to colleagues. The most popular course was Supporting Pupils with Unmet Attachment Needs with school staff from across the spectrum of phase and sector: 100% from primary, ALPs and colleges; 33% from secondary schools.

Online Course Title	Percentage of Staff Enrolled (18 Participants)
ADHD and Conduct Disorders	11%
Autism	6%
Emotion Coaching	17%
Online Safety and Cyberbullying	11%
Sexualised Behaviour	11%
Social Media, Selfies and Sexting	6%
Supporting Asylum Seeking and Refugee Children	11%
Supporting Pupils with Unmet Attachment Needs	33%
Teenage Challenging Behaviour	11%

Understanding Dyslexia and Dyspraxia	6%
Understanding Trauma and the Impact on Young People	6%
Young Carers	6%
Supporting Pupils with Mental Health Difficulties	6%

***1 Primary / 6 Secondary / 1 Secondary Alternative Learning Provision (ALP) / 1 FE College and Harrow Virtual School**

- 11.2 The VS will extend the training on offer in the spring of 2019 and will offer further consultation with stakeholders regarding future training requirements.
- 11.3 HVS took advantage of The Skills Network offer which enabled over 23,000 adults throughout England and Scotland to achieve nationally recognised qualifications in the last academic year. These qualifications are accredited by NCFE CACHE and are fully funded by the government through the Adult Education Budget meaning there is no cost to the school or learner. Three members of the Virtual School enrolled on this training and they received a Level 2 Certificate of Awareness in Mental Health Problems.

12. Enrichment

- 12.1 Enrichment Projects Autumn 2018
- 12.2 The Autumn Term kicked off with recruitment for StageXchange, a youth theatre project from Mousetrap Theatre Projects. The workshops were based on the theme of making and maintaining friendships and managing change, developing confidence, self-esteem and resilience. These took place at The Learning Zone in Wembley Stadium and one of the perks of this venue was a tour of the stadium and its history. 18 young people took part and Harrow had two students from Year 6 and 7 who attended the complete 4 days during October half term. They were rewarded with a pair of tickets to an England game in November. One of our young people was selected to be a flag bearer for this game. Mousetrap also offered tickets for the young people and their carer to see Wicked the Musical in January. Follow-up to this successful venture will be a StageXchange 'Two' in February half term where we are hoping to see the same young people as well as a few more to join.

- 12.3 The second half of term saw the start of a Tuition and Enrichment Project with Harrow School. We were also joined by the Harrow Young Carers Group. The sessions took place in the Vaughan Library where pupils undertook (at their request) GCSE Maths, French and English classes. They were supported on a 1:1 basis by older students and teachers. During the second half of the evening the pupils attended enrichment activities to include ice-breaking games on the Astro turf, cake decorating, drama and a visit to the school's observatory. These were thoroughly enjoyed by all the young people. The success of the project this term will see this continuing into the Spring Term. 3 Year 11s took part and 1 Year 10. All 4 want to continue.
- 12.4 In the run up to Christmas, Harrow Cookery School offered 6 Saturday sessions of 'baking and making' for children aged 6 to 11. These took place from 10am to 1pm from November 10th until December 15th. There were 12 places available and these were filled very quickly. Feedback was very positive.
- 12.5 Harrow Arts Centre welcomed back Immersion Theatre for a second Christmas with Beauty and The Beast and invited Harrow Virtual School to the open dress rehearsal of this pantomime on Thursday 13th December. We were able 5 young people to their first ever pantomime!
- 12.6 This was a term of very full and enriching programme of activities for our young people, with more to come in the Spring Term.

13. **Virtual School Restructure**

In the academic year 2017-2018 it was agreed that the Virtual School would undertake a restructure. The rationale is outlined below.

Rationale

Over the past 3 years the number of children and young people coming into the Virtual School has increased. This gave the staff to pupil ratio of 1:100. This is too high when compared to our statistical neighbours.

This is too high when compared to similar Virtual Schools where the adult to pupil ratio is considerably lower.

Alongside the growth in pupil numbers, the VS has experienced a rise in CLA with mental health, social and emotional needs. This has put increased pressures on schools who are often struggling to manage behaviours, particularly where pupils fall below the threshold for an Education, Health and

Care Plan. Consequently additional support is often required from the Virtual School to assist staff in formulating appropriate behaviour plans and interventions.

The new structure was approved and implemented in the autumn of 2018 and spring of 2019.

The attainment for Harrow CLA has historically been below national standards for quite some time. There has been some improvement over the past 2 years in pupil performance. However, more than half of our Year 11 CLA leave school without good GCSEs, including Maths and English.

The school model consisted of a qualified teacher (Virtual Headteacher) and 2 education officers (the PEP co-ordinator and Education Welfare Officer). The new model is better targeted at accelerating the educational progress and attainment of CLA through providing more educational expertise and a better realignment of roles. .

The new structure consists of 1 Headteacher (F/T), 1 Primary and EYFS Teacher (Part-time 3 days), 1 Secondary and Post-16 Teacher (Part-time 3 days), 1 Senior Education Officer (/term-time plus 2 weeks) and 1 Education Support Officer (Part-time 2 days).

Under the new structure the PEP process is supported by phase teachers and support staff.

As school attendance and fixed-term exclusions remains a priority, a Senior Education Officer will now lead on these areas across the school.

The qualified teachers will also provide expert knowledge to schools pertaining to learning barriers for CLA. This will include but not exhaustive of:

- Planning and delivering differentiated lessons - modelling good classroom practice
- Using resources to deliver good learning outcomes
- Assist schools in setting pupil learning targets and monitoring pupil progress
- Supporting DTs in whole school CLA audits and with monitoring CLAs as a discrete group

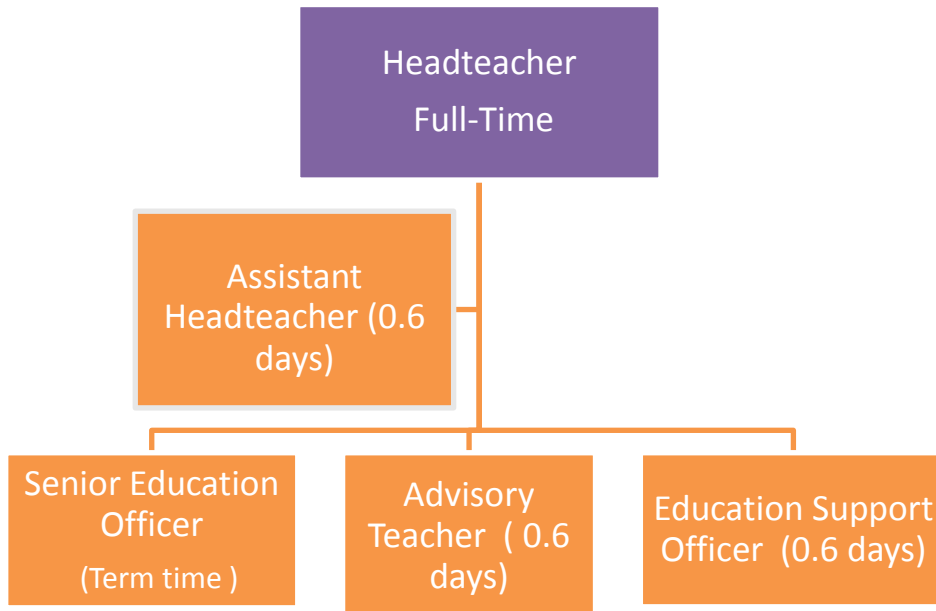
In light of the numerous recent changes to the school curriculum and the new assessment arrangement across all education phases, the qualified teachers will endeavour to keep key stakeholders abreast of these developments, with a focus on any learning implications for CLA.

The new VS Structure will

- Be a centre of excellence for the educational achievement of CLA.
- Provide support for key stakeholders and our students placed in Harrow and in other local authorities

- Support and advise key stakeholders on educational matters pertaining to previously looked after children
- Meet the statutory requirements for students in EYFS and Post-16

The HVS 2018-19



The Virtual School Team restructure is fully implemented as of Spring 2019.

14. Development Priorities

14.1 For HVS to work effectively with schools and other key partners to raise the overall performance of CLA by closer tracking, monitoring, and targeted support for:

- EYFS, Primary and Key Stage 3 English
- Boys across the school
- SEN pupils, particularly those at risk of fixed-term exclusions
- Key Stage 4 progress, attainment and attendance
- Post-16 and Care Leavers.

14.2 To:

- Reduce the number of fixed-term exclusions, by monitoring behaviours, developing individual behaviour plans and strengthening partnerships with schools.

- Increase training for all key stakeholders around the educational needs of CLA and factors which may affect engagement.
- Reduce persistent absence (PA) percentages (CLA 1 Year Plus) from 20% to at least 10% or lower.
- To reduce the percentage of sessions missed (CLA 1 Year Plus) from 9% to at least 4% or lower.

15. Legal Implications

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

16. Financial Implications

16.1 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 £368,000

17. Equalities implications / Public Sector Equality Duty

17.1 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.

18. Council Priorities

18.1 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: Monday 21st January 2019

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

Headteacher, Harrow Virtual School for CLA, PLAC 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**

*(for completion by Democratic
Services staff only)*

YES/NO/ NOT APPLICABLE*

** Delete as appropriate
If No, set out why the decision is
urgent with reference to 4b - Rule
47 of the Constitution.*