REPORT FOR: Corporate Parenting Panel

Date of Meeting:	14 January 2020
Subject:	**INFORMATION REPORT** Virtual School Headteacher's End of Academic Year Report 2018-2019
Key Decision:	No
Responsible Officer:	Paul Hewitt 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

This report sets out:
- An overview of the Performance and Standards of Children Looked After (CLA) at the end of Key Stages 1, 2 and 4
- An analysis of attendance data
- An overview of the work of the Virtual School
- Development priorities for the Virtual School for 2019-20.

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

Executive Summary

Harrow Virtual School (HVS) works to ensure that the right support is in place for every child to reach their full educational potential. Working with key stakeholders in education, the VS upholds its philosophy '*Achieving Excellence Together*' with the child at the heart of the school's programmes.

With a population size of 168 pupils in Reception to Year 13, HVS has an adult to pupil ratio of 1:50 respectively. Two-thirds of the Virtual School population are from Black, Asian and Minority Ethnic (BAME) and White British is the school's largest group .

91% of CLA, regardless of where they live, attend schools which are either 'good' or 'outstanding'. Nearly a half (46%) of CLA are educated outside of the Harrow Local Authority area. This report highlights the following:

Key Indicators of Effectiveness

- Improved performance across Key Stage 4 in Attainment 8 and Progress 8.
- 2% reduction in the number of pupils with a Fixed-Term Exclusion.
- Timely interventions by the VS Educational and Clinical Psychologists to support the educational , social, emotional and mental health needs of students.
- Improved PEP returns from 92% to 100%.
- Increased support for pupils in Key Stage 5.

Areas for Development

- The performance of CLA pertaining to the number of missed sessions although improving remains above England's averages for CLA .
- Attainment and Progress at the end of Key Stage1 and 4 remains an area of focus for Harrow Virtual School.

Section 2 – Report

1. Introduction

Local authorities and their Directors of Children's Services are the corporate parents for CLA .The Virtual School Headteacher (VSH) has the responsibility to promote the educational achievement of children looked after as well as those who are previously looked after (Children and Social Care Act:2017)

HVS works to help overcome the challenges faced by children looked after, as many start with the disadvantage of their pre-care experiences and often, have associated special educational , social, emotional and mental health needs.

The VSH is pivotal in ensuring that children are afforded maximum opportunities to reach their full education potential. The aims of the Virtual School are to mitigate against potential barriers to learning by:

- Ensuring that the educational achievement of CLA is seen as a priority for everyone who has the responsibly for promoting their welfare.
- Having robust procedures in place to monitor the attendance, attainment and progress of CLA.
- Pupil assessments are conducted in a timely manner so children get the right support without drift or delay.

The data provided in this report is from the DfE Statistical Return, the NCER and internal monitoring.

2. Numbers on Roll

There were 94 pupils of statutory school age (SSA, 5-16) on the roll of HVS at the end of the academic year 2018-19. This is 11 pupils less than July 2018. There has been a slight increase in numbers at Key Stage 4 but there was a significant decline at Key Stage 2.
The ratio of girls to boys is 2:3 respectively.

Year Group	Pupil Numbers (Summer 2019)	Phase	Academic Year 2016-2017	Academic Year 2017-2018	**Academic Year 2018-2019**
11	22	Key Stage 4	40	37	40
10	18				
9	4	Key Stage 3	28	35	30
8	20				
7	6				
6	8	Key Stage 2	40	23	14
5	4				
4	2				
3	0				
2	5	Key Stage 1	11	9	8
1	3				
Reception	2	EYFS	3	1	2
Total	**94**		122	105	**94**

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CLA School Placements

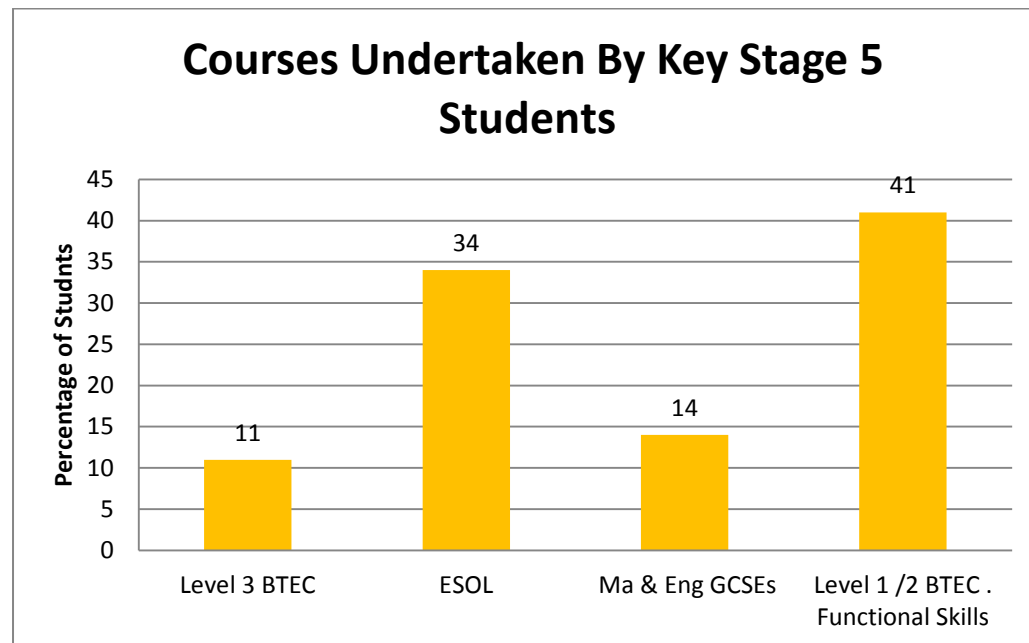**Geographical Spread of Provisions**
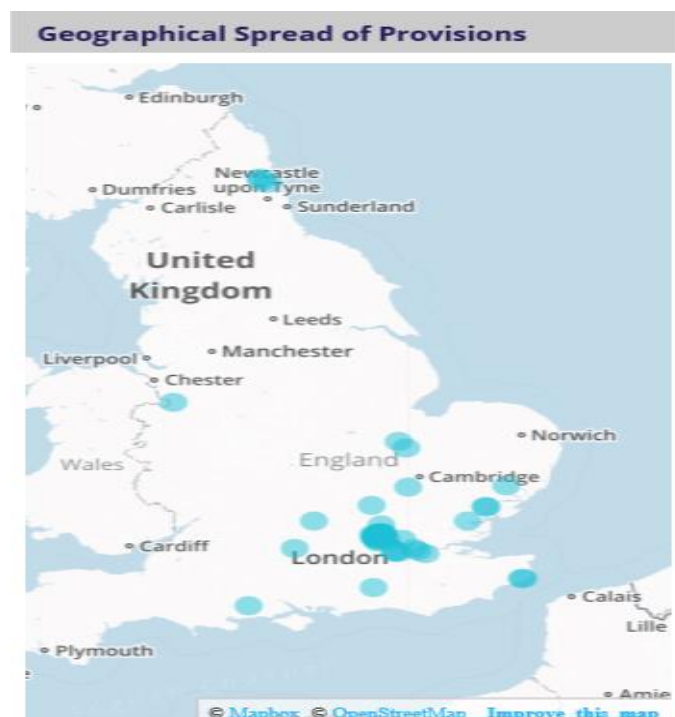
46% of Harrow's looked after students are educated outside of the Local Authority. 91% of Harrow CLA attend schools which are either 'good' or 'outstanding'. The map indicates the locations of Harrow's children.

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

2.1 Post 16 (Years 12 and 13)

There are 74 students in Key Stage 5. 65% (48/74) of pupils are in Education ,Employment and Training (EET) 92% (44/48) of pupils that are EET are in education.

Courses Undertaken By Key Stage 5 Students

A bar chart showing Percentage of Studnts on the y-axis (0 to 45):
- Level 3 BTEC: 11
- ESOL: 34
- Ma & Eng GCSEs: 14
- Level 1 /2 BTEC . Functional Skills: 41

- Students who did not obtain their Grade 4 or better in Maths and English GCSEs in Year 11 are required to complete these in Key Stage 5.
- English for Speakers of other Languages (ESOL) courses are usually combined with other subjects, for example, with Maths, English and a Diploma in Vocational Studies.
- Four students at the end of KS5 were awarded university places. Overall 12% (21/178) of our care leavers are at university. This is above the national for CLA which currently stands at 6%. The VS continues to support transitions to Higher Education through our partnership work with universities.

Youth Offending Team (YOT)
- 33% (1/3) of students in Years 12-13 known to Harrow YOT are in education.
- Two of these young people have been identified for support from an Educational Psychologist.

SEN
- There are 10 students in Key Stage 5 with an Education, Health and Care Plan (EHCP). 60% (6/10) of students with an EHCP are EET.

- 10% (5/48) of students receive SEN support from their college.

- 2 students have had assessments from our CLA Educational Psychologist. The recommendations from these assessments have been beneficial in supporting their needs both at college and in their placements.

Attendance

- 67% (32/48) of students in Key Stage 5 have attendance of 90% or more. 16% (8/48) have 100% attendance.

3. Attainment: 2019 -2019

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. Outlined below is a summary of the performance of CLA by Key Stage. The data is from the NCER.

Early Years and Foundation Stage (EYFS)

There were no eligible pupils.

Key Stage 1 (KS1)

Key Stage 1 Attainment: 2018-2019			
	Harrow	England Average	London
Reading	33.3%	52%	64%
Writing	33.3%	42%	48%
Maths	**67.7%**	49%	56%

- There are only 3 pupils in the cohort who have been looked after for 1 year plus. Harrow pupils are above both the England and London average in Maths but are working below the both the England and London average in Writing and Reading. 67.7% of this cohort are on SEN support.

- Harrow pupils have a higher (17) Strengths and Difficulties Questionnaire (SDQ) score than England average (14) and the London Region (13). A score of 16 and above is considered above the threshold. Interventions are in place to support children's social, emotional and health needs.

Key Stage 2 (KS2)

Key Stage 2 Attainment: SATs 2018			
	Harrow	England Average	London
Reading	**66.7 %**(1 child working at a greater depth)	49%	55%
Writing (TA)	**66.7 % (**1 child working at a greater depth)	50%	54%
Maths	**66.7 %**	51%	57%
RWM	**66.7%**	36%	43%

- There were 3 pupils eligible to sit the Key Stage 2 SATs in 2019. HVS is well above the England average in Reading, Writing and Maths for attainment.

- 1 child is working at 'greater depth' in both Writing and in Reading.

- Two children (67.7%) met expected standards across all three subjects (Writing, Reading and Maths). The England Average for Reading, Writing and Maths combined is 36%. Harrow CLA (66.7%) are working well above both the England Average and the London Region (43%) for CLA for the combined subjects.

- This is an improved result from 2018 when our CLA were working just below the England Average for the combined subjects.

Pupil Progress KS1-KS2

Harrow CLA (2.68) are well-above both the England (-0.24) and   London Region (0.81) average progress score in Reading. This is a similar case for Writing, where Harrow (2.43) is also well above the England (-0.88) and the London Region (-0.57).

Progress in Maths (-3.24) however, is well- below both the England (-0.97) and the London Region (-0.43). The VS will continue to provide pupils with additional support in Maths; there will also be a closer scrutiny of pupils' Maths targets across Key Stage 2.
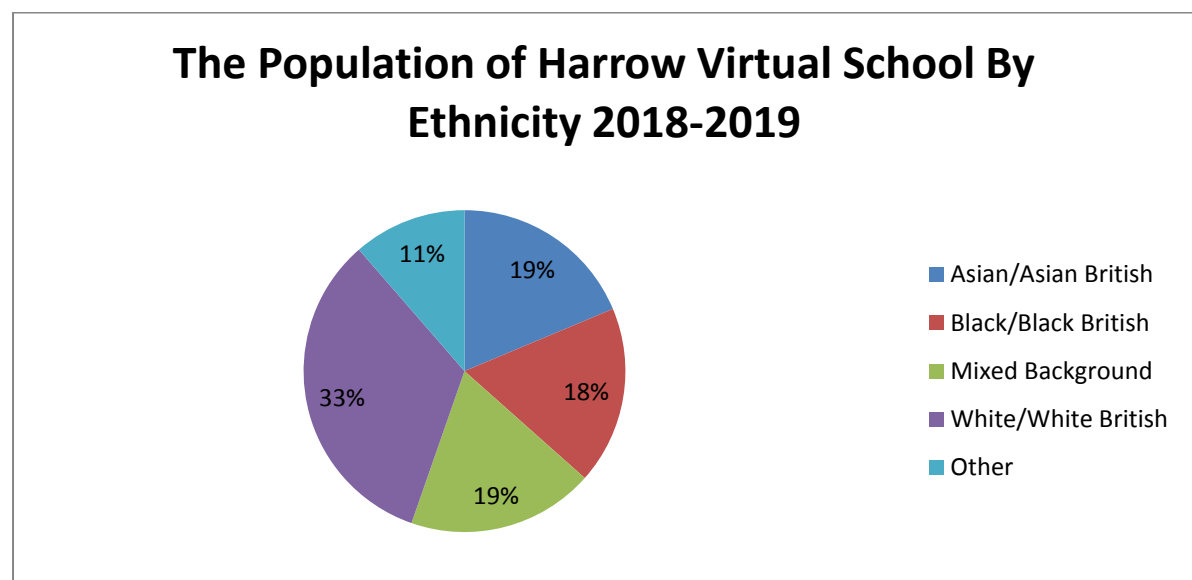
Key Stage 4 (Provisional)

The new Year 11 assessment measures were introduced in 2016. GCSEs for most subjects are now 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'. Grade 4 is considered a pass at GCSE and Grade 5 is considered a good pass.

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.

- Attainment 8 for Harrow CLA (31) is above both the England Average (25.1) and the London Region (27). Harrow's Progress 8 score (-1.06) is just below the England Average for CLA (-0.96) and the London Region (-0.81).
- This is an improved result for our CLA as in 2017-18 pupils were working just below (16) the England Average for Attainment 8 and well-below (-1.97) the England Average for Progress 8.
- 60% (3/5) pupils achieved the Standard EBacc for English and 40% (2/5) the Standard EBacc for Maths.
- No child met the EBacc Standard or higher as the maximum number of GCSEs awarded to our students was 7. Eight subjects or more are required for the EBacc.

4. Ethnicity

The Population of Harrow Virtual School By Ethnicity 2018-2019

Asian/Asian British
Black/Black British
Mixed Background
White/White British
Other

19%
18%
19%
33%
11%

Our largest groups are White British 33%, followed by Mixed Background and Asian which are both at 19%. 2018-19 saw a decline in numbers of pupils from 'Mixed Backgrounds' by almost 50%. Percentages from other groups of children have remained the same.

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).

The VS has deployed several strategies to support these groups of learners

- o 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.
- o Weekly online EAL tuition is used to supplement and reinforce learning at school.
- o Robust monitoring and tracking of pupils with SEN.

5. Education Health and Care Plans (EHCP)

Nationally 28% of CLA have an EHCP compared with only 2.8% for non-CLA. CLA are ten times more likely to have an EHCP than a child that is not looked after.

In 2019 18% (17/94) of Harrow CLA s had an EHCP. This is an increase of 8.5% from 2017-18. Harrow CLA remains below the England average for CLA with SEN.

88% of pupils with and EHCP are making good progress and continue to be closely monitored by HVS. 29% (5/17) are placed in mainstream schools. All Harrow students with EHCPs attend 'Good' or 'Outstanding' Schools.

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.

Educational Psychologist (EP)

Since January 2018 the VS has a dedicated EP who works alongside schools and colleges to support with assessments of students identified with a SEN. These pupils are usually considered to be 'borderline' in terms of meeting the criteria for an EHCP. The EP will not duplicate work that should be fulfilled by schools or the host LAs as a part of their statutory duty.

The EP has undertaken 4 assessments, divided equally between secondary and Post-16 students. Schools have welcomed the EP intervention. The strategies and recommendations provided in the reports have assisted schools in accelerating learning for this group.

6. Personal Education Plans (PEPs) and Pathway Plans

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

- At the end of the Summer Term 2019, 100% of PEPs were in place for pupils aged 5-16. This is a good result. 97% of PEPs were of a good or outstanding quality, our aim is to raise this to 100%.

- 82% of Pathway Plans were in place for CLA in Years 12 and 13 in July 2019. This is slightly higher than the returns for July 2018 which were at 80.6%.

- At the end of July 2019 100% of PEPs were in place for all 3 and 4 year olds.

7. Strengths and Difficulties Questionnaires (SDQs)

SDQ scores are monitored via the CLA Education and Health scrutiny 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 service. The CLA nurse and the VS Clinical Psychologist monitors this.

The Virtual School is in the process of aligning the education SDQs with the carer and pupil data on our Mosaic System. Our Mosaic Team is supporting with this. It is anticipated that all the SDQs will be triangulated through this database. This will strengthen our intelligence around the specific mental health needs of our pupils.

In 2019 38% (33/85) of our pupils of statutory school age had a SDQ score of 17 or above. These pupils continue to be monitored by our Clinical Psychologist and the CLA Health Team.

At the end of the academic year 2018-19 100% of SDQs were completed by schools. This is an increase of 14% from 2017-2018.

8. 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 Senior Education Officer receives and responds to this information and provides early intervention to prevent situations escalating.

Persistent Absence (PA) and Overall Absence

- 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.
- The Department of Education (DfE) only monitors pupils who are on a mainstream 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.

Pupils with Persistance Absence By Location
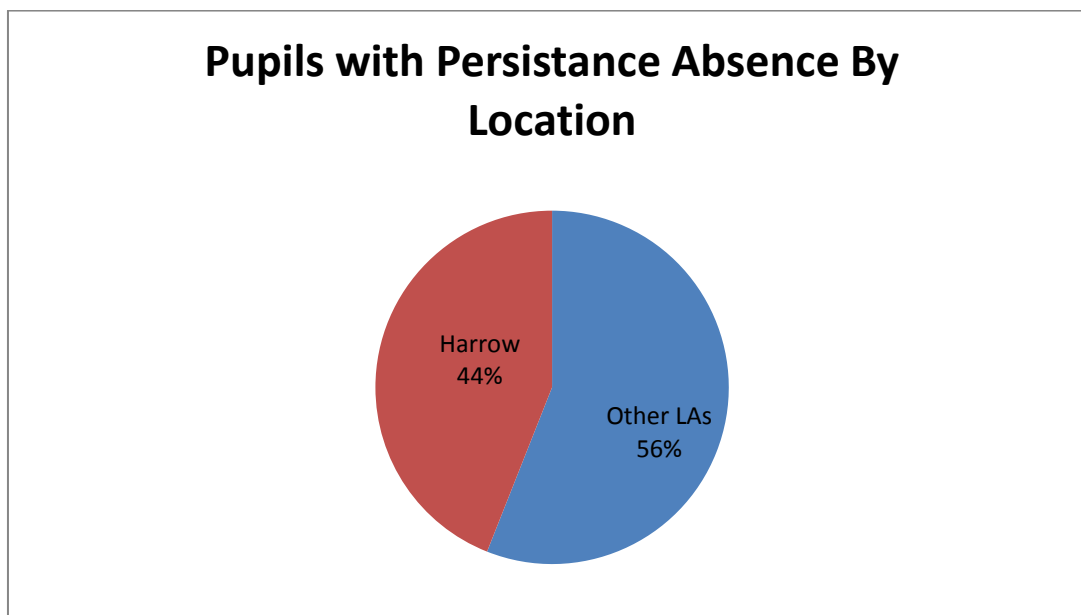
- PA is slightly higher for pupils living outside of Harrow. HVS always prioritises pupils living outside of the local authority.
- In March 2019 PA was at 20%. This is well-above the England average (15%) and our statistical neighbours (10%). This area remains a priority.
- The average number of missed sessions is 4.6% which is slightly above the England Average (4.3%) and our SN (4.5%). This is an improved result.
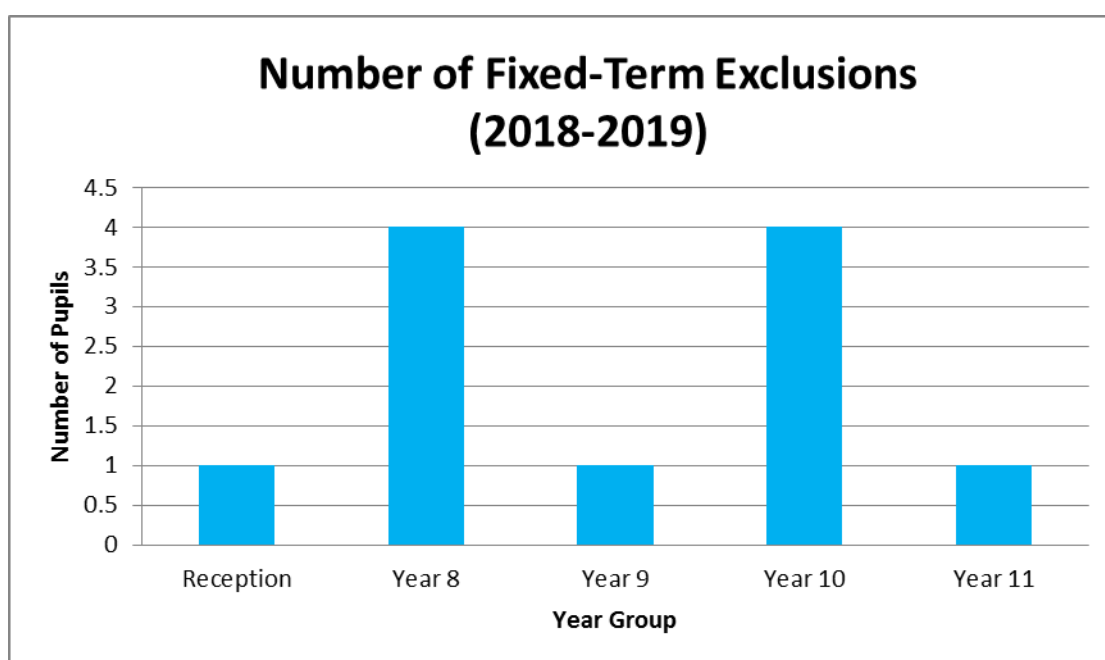
9. Exclusions

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.

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)

- In the academic year 2018-19 no child, in care for a year or more was permanently excluded. Harrow is doing well regarding

permanent exclusions. We are currently below the England average (0.1%) for PEXs.

- At the end of July 2019 there were 11 students with at least 1 FTE. This is a decrease in the number of students with a FTE from the previous year, where we had 15 students.

- 14.4% (11/76) of Harrow CLA, in care 1 year plus, have at least 1 FTE. Harrow is above both the England Average (13.3%) and our SN (11.4%). Reducing the number of children with a FTE remains a priority for the Virtual School.

Number of Fixed-Term Exclusions (2018-2019)

Number of Pupils by Year Group:
- Reception: 1
- Year 8: 4
- Year 9: 1
- Year 10: 4
- Year 11: 1

In the academic year 2018-19 the highest numbers of FTEs were for pupils in the secondary phase. 72% of the students with at least 1 FTE were male.

Fixed-Term Exclusions By Behaviour Type
2018-2019
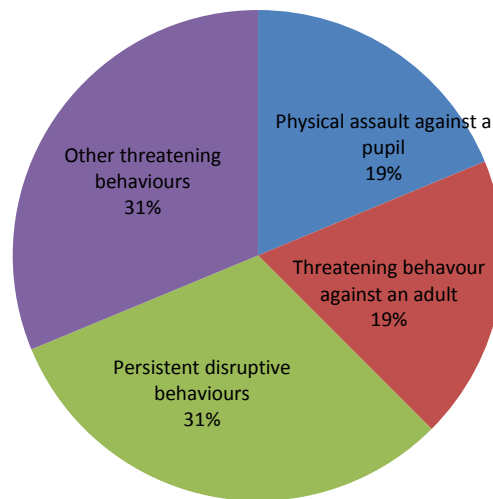
The chart above shows a break-down of FTEs by behaviour type. Students may have had more than one behaviour type associated with the exclusion.

- Pupils are more likely to have a FTE for either 'Persistent disruptive behaviours' or for 'Other threatening behaviours'. This mirrors the national picture regarding the reasons behind the FTE; all 4 categories cited in the above chart are in the top five reasons for FTEs as reported by 'The School Run 2019'.

- At least 81% (9/11) of excluded pupils in HVS have an associated mental health need. The children receive support from either CAMHs, Horizons or our Clinical Psychologist.

- The Virtual School continues to build good relationships with our schools and we are often informed when a pupil is about to have a FTE. We have also provided whole school training on 'Attachment and Trauma' for our schools with the highest number of FTEs and vulnerable students. The impact of this, as one school reported, was a 70% reduction in pupils having an internal exclusion.

- Harrow (11.4%) has improved on its number of FTEs and is now below the national average (13.3%) and in line with our statistical neighbours (11.4%) for CLA with at least 1 FTE.

- The national average for non-CLA with 1 FTE is 1.92%. The number of FTEs of children in the VS remains a priority.

10. Professional Development for our Key Stakeholders

Harrow Virtual School offers a range of courses for our key stakeholders in education.

Online Training

41 school practitioners embarked upon online courses as cited in the table below. Each participant studied on average 2 courses. Participants were from Primary, Secondary, Special and FE establishments.

Impulsive Behaviour	ADHD and Conduct Disorders	Bereavement
Social Media, Selfies and Sexting	Sexual Orientation and Gender Identity – Children and Young People	Children and Domestic Violence
Supporting Asylum Seeking and Refugee Children	Young Carers	Children and Parental Substance Misuse
Online Safety and Cyberbullying	Physical and Learning Disabilities	Teenage Challenging Behaviour
Social Media, Selfies and Sexting	Working with Children and Young People with Disabilities	Autism
Supporting Pupils with Mental Health Difficulties	Foetal Alcohol Spectrum Disorder	Self-harming Behaviours
Sexualised Behaviour	Secondary Trauma and Workplace Stress	Children and Parental Mental Health Issues
Emotion Coaching	The Role of the Designated Teacher	Working as Part of a Team
Supporting Pupils with Unmet Attachment Needs	Working as Part of a Team	Children and Domestic Violence
Communicating with Children and Young People	Understanding Dyslexia and Dyspraxia	Supporting Travelling Families

Annual Training for Designated Teachers (DTs) New To Role

This was attended by 13 participants and the following areas were covered:

- The Role of the DT
- CLA School Audits
- Reporting to school governors
- Supporting the educational needs of previously looked after children
- Presentations by CLA Nurse, foster carer, a DT and an IRO to highlight joint working regarding CLA

- Attachment awareness

Feedback Themes

- A deeper understanding around the needs of CLA
- To consider new approaches for working with CLA and PLAC i.e improve lesson planning
- Conducting a review of school practice in relation to CLA- using the Audit Tool
- Develop systems of reporting to school governors
- To review their practice on everything from today

Mental Health Training for Schools

Course Aims:

For participants to increase their understanding of the mental health needs and common difficulties in children looked after, learn practical strategies for supporting vulnerable students to reach their full potential in school, and increase their confidence in identifying mental health difficulties in students that may require additional support.

Feedback Themes

- Understanding the different disorders and how these relate our working lives.
- Engaging with us and tailoring discussion points to the group.
- Good examples – helpful information on PTSD.
- I like the fact that it was delivered by s a Clinical Psychologist. Often training comes from Educational Psychologist, but the clinical perspective was useful.
- Useful overview of mental health challenges although not related just to CLA.

Next Steps

Further training will be offered to schools and carers in the next academic year on 'Attachment and Trauma' and 'Identifying the Mental Health Needs' of children'

11. Enrichment

The enrichment on offer for CLA and Care leavers has tripled over the past year. Please see the Virtual Headteacher's Enrichment Report (October 2019) for further details.
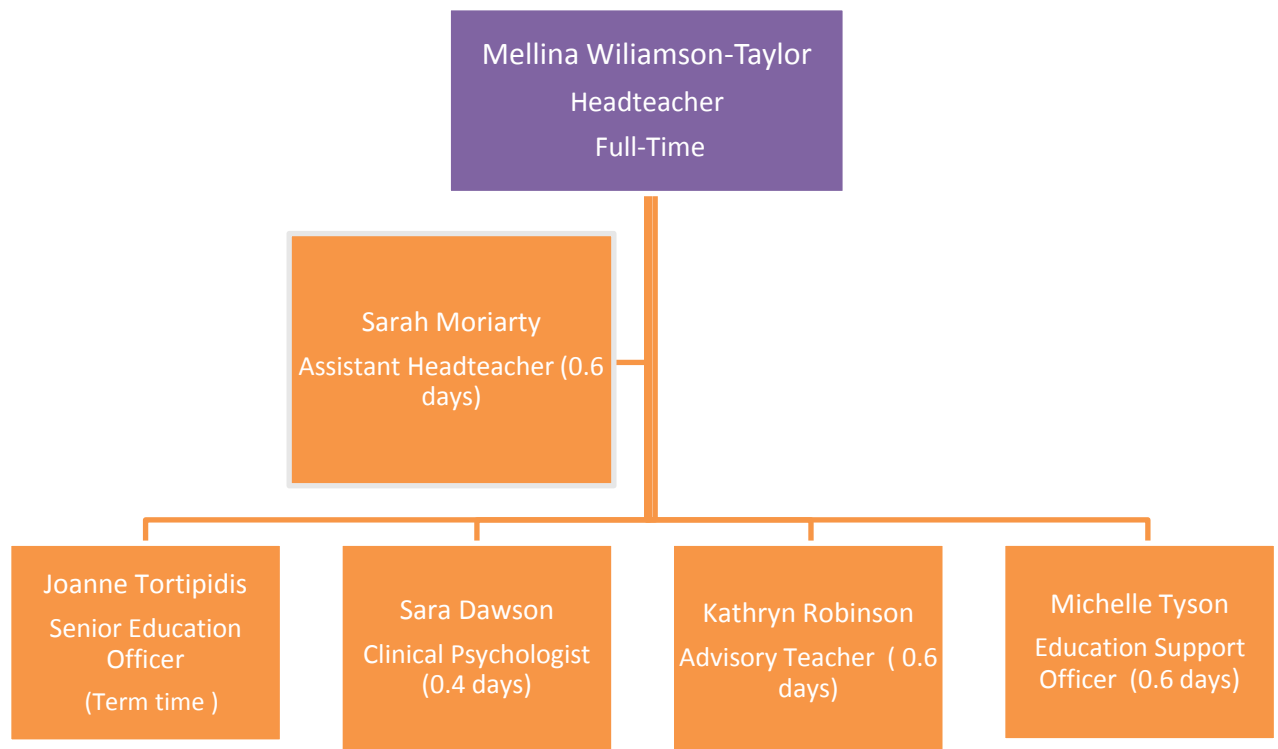
12. Pupil Premium Plus

The Department for Education (DfE) allocates to local authorities a provisional amount of £2300 per child looked after for at least one day, as recorded in the March children looked-after data return (SSDA903), and aged 4 to 15 at 31 August. The DfE updates and finalises this allocation in December based on the number of children looked after.

Harrow Virtual School works to a 'child's needs driven' model which is monitored via the PEP process. The termly PEP reviews provides evidence of PPP spend and how progress is monitored and measured. The PPP is 'top-sliced' and schools receive £1500 per child a year.

The remaining budget is used to support a range of activities and interventions to raise the attainment of CLA. This includes, but not exhaustive of the following:

- Enrichment activities for students
- Attendance monitoring
- e-PEP service
- Training for schools, social workers and carers
- 1:1 tuition
- 1:1 mentoring
- VS staffing
- ALP placements
- Pupil resources
- Top-up pupil premium of schools
- Educational Psychologist Support

13. Virtual School Staffing

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┌─────────────────────────────┐
│   Mellina Wiliamson-Taylor   │
│         Headteacher          │
│          Full-Time           │
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┌─────────────────────────────┐
│        Sarah Moriarty        │
│  Assistant Headteacher (0.6  │
│            days)             │
└─────────────────────────────┘

┌──────────────┐  ┌──────────────┐  ┌──────────────┐  ┌──────────────┐
│   Joanne     │  │ Sara Dawson  │  │   Kathryn    │  │   Michelle   │
│  Tortipidis  │  │   Clinical   │  │   Robinson   │  │    Tyson     │
│   Senior     │  │ Psychologist │  │   Advisory   │  │  Education   │
│  Education   │  │  (0.4 days)  │  │ Teacher (0.6 │  │   Support    │
│   Officer    │  │              │  │    days)     │  │ Officer (0.6 │
│ (Term time)  │  │              │  │              │  │    days)     │
└──────────────┘  └──────────────┘  └──────────────┘  └──────────────┘
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Clinical Psychologist

In recognition of the increasing numbers of children with school attendance issues related to social, emotional and mental health difficulties. A Clinical Psychologist (CP) was employed last Autumn Term to support the Virtual School to:

- Provide advice and consultation with school staff and social workers regarding the mental health of looked after children.
- Advise and support with formulation and risk assessment.
- Liaise with CAMHS and other mental health services to ensure that looked after children access and engage with the support they need.
- Design and develop courses for parents, teachers, social workers and others involved with the education of children and young people.
- Develop and apply effective interventions to promote psychological wellbeing, social, emotional and behavioural development, and to raise educational standards.

The VS CP has been in post for just over a year and the following has been put in place so far:

- Training for schools and foster carers in 'Identifying Mental Health Needs in Vulnerable Groups'.
- School holiday workshops for groups of children on emotional regulation uses their 5 Senses.
- Provided case supervision for 5 schools and strategies were successfully in put place.

- The CP is integral to the joint Harrow health meeting with CAMHs , Horizons and our CLA Health Team.
- Currently working with our Mosaic Team so the school SDQ scores sits alongside the carer SDQ scores on the database.

CP Referrals

There has been 35 referrals to date from social workers and the Virtual School. 74% (26/35) of referrals are for CLA and the remaining 26% (9/35) are for Previously Looked After children.

Outcomes of the Referrals to the VS Clinical Psychologist
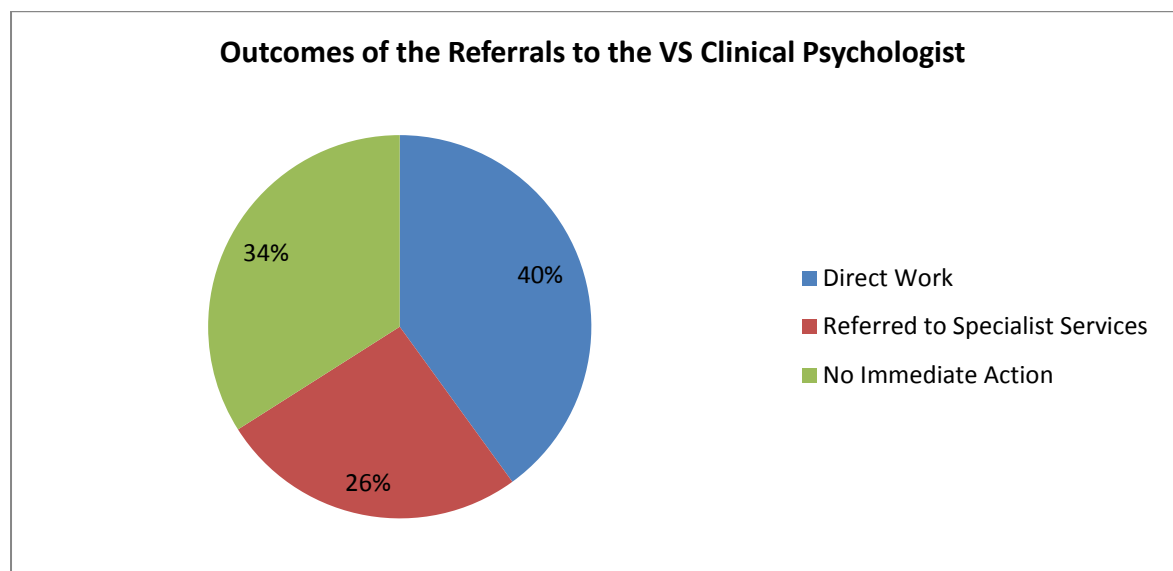
- 40% (14/35) of referrals received has resulted in direct work with the young person, schools and carers.
- In 26% (9/35) of cases the child needed more intense work. The CP supported schools and social workers in referring pupils to specialist services in their local area. This has included referrals to Horizons, CAMHs and Tiger.
- 34% of referrals resulted in 'no immediate action'. For example, the child was already receiving support from CAMHs or the child's symptoms showed signs of improvement.

Outcomes:
- Where children needed to be seen, an appointment is made within 2-3 weeks from the point of initial contact.
- The referrer has a response time of typically within a week.
- The intervention from the CP has stabilised home and school placements.
- Schools have a point of contact within the VS when they are concerned about a child's mental health.

Our CP has also provided 'ad- hock' face-to-face and telephone consultancy for schools, carers and social workers.

14. **Development Priorities**

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:

- Boys across the school
- SEN pupils, particularly those at risk of fixed-term exclusions
- Key Stage 1 to Key Stage 3 progress and attainment
- Post-16

To improve:

- Progress from KS1 to KS2 in Maths from -3.24 to 0 or above
- Attainment in KS1 Reading from 33% to 52% or above
- Attainment in KS1 Writing from 33% to 42% or above
- Persistent Absence from 20% to 15%

16. Legal Implications

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

17. Financial Implications

The Virtual School and associated activities in 2018-19 was funded from a combination of council general fund budget of £122k and the Children Looked After Pupil Premium Grant of £368k.

18. 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.

19. 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: 18th December 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	**NOT APPLICABLE***