

Corporate Parenting Panel February 2022



Mellina Williamson-Taylor
Headteacher Harrow Virtual
School

Key Updates



- The Extended Role of the VHT
- Virtual School Structure
- End of Key Stage Exam Predictions
- School Overview
- Royal Springboard
- Every Child Can Achieve Programme for Students aged 14 Plus
- An Update on School Priorities

Promoting The Education of Children with a Social Worker DfE June 2021

- This non-statutory guidance from the Department for Education intends to support all local authorities as Virtual School Heads take a strategic leadership role in promoting the educational outcomes of the cohort of children with a social worker and those who have previously had a social worker who are aged from 0 up to 18.
- This guidance has been produced with input from the National Association of Virtual School Heads (NAVSH) and the Association of Directors of Children's Services (ADCS).
- The additional role of the Virtual School Head does not require the Virtual School Heads to provide direct intervention, help and support for individual children with a social worker or their families. This guidance does not change existing duties for looked-after and previously looked-after children.

[Promoting the education of children with a social worker](#)



The Strategic Leadership of Virtual School Heads for Children with a Social Worker (CWSW)

Virtual Schools will

- make visible the disadvantages that children with a social worker can experience, enhancing partnerships between education settings and local authorities to help all agencies hold high aspirations for these children.
- promote practice that supports children's engagement in education, recognising that attending an education setting can be an important factor in helping to keep children safe from harm.
- level up children's outcomes and narrow the attainment gap so every child can reach their potential. This will include helping to make sure that children with a social worker benefit from support to recover from the impact of COVID-19.

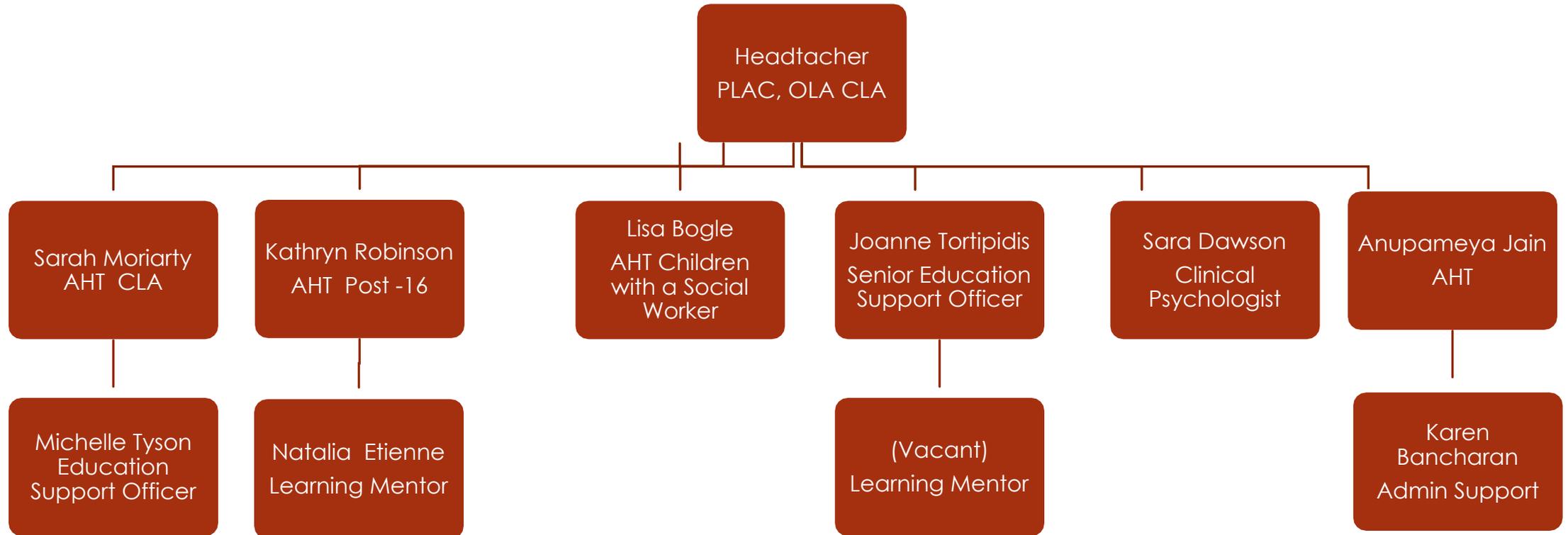


Children with a Social Worker Numbers

| Phase | Number |
|--------------|-------------|
| EYFS | 380 |
| Primary | 431 |
| Secondary | 425 |
| Key Stage 5 | 286 |
| Total | 1522 |



Harrow Virtual School Structure



End of Key Stage Exam Predictions



- Key Stage 1: 50% (2/4) are expected to achieve 'expected' in Reading, Writing and Maths.
- Key Stage 2: 42% (3/7) are expected to achieve 'expected' in Reading, Writing and Maths.
- Year 11: 42% (8/19) students in care 1 year plus are on track to achieve 8 or more GCSEs.

School Overview

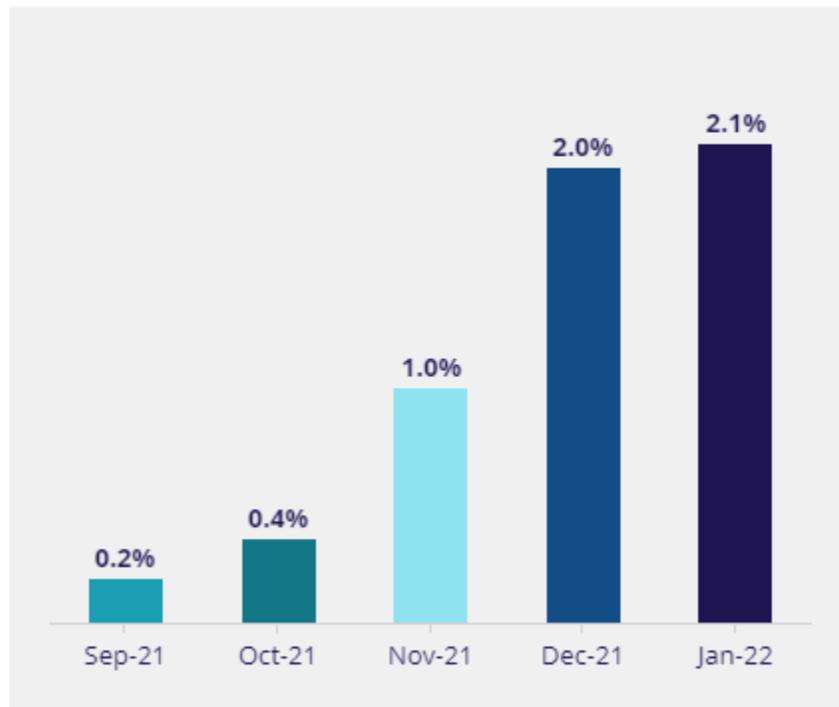


- Pupils have an average attendance of 90%.
- 100% PEP returns for the Autumn Term.
- 9% (10/109) of pupils have had a suspension (FTE) and 1 child has had a PEX .
- The attainment and progress of every child continues to be monitored rigorously.
- Interventions are in place to support children who are underperforming.

Covid Related Absences



X Marks



- From September – January the overall absence due to Covid is 20% (22/109 children). 74.5 schools days have been lost.
- The graph shows the incremental rise of Covid related cases month-by-month.
- cases doubled from November to December last year, but the number of cases remain very low.
- Where possible children would engage in home learning.

Royal SpringBoard Foundation

This is a two-year pilot programme joint-funded by the Independent Schools team and Children's Social Care team in the DfE. It is being implemented by Royal National Children's SpringBoard Foundation ("Royal SpringBoard") in partnership with Local Authorities and boarding and independent day schools.

The role of Royal SpringBoard is to:

- broker partnerships with Local Authority Virtual Schools and then match placements of CLA and vulnerable pupils at boarding and independent schools
- quality assure the boarding or independent day schools to ensure CLA and vulnerable pupils will thrive in their settings
- monitor the progress of placed through the programme (including through the PEP process); and ensure additional support is put in place, where necessary, for placements to succeed.



Every Child Can Achieve Programme Rationale

- Every year we identify students who we know are still on board, but have signs of beginning to either buckle under the pressure or who have circumstances in their lives out of school which are beginning to draw them away from their studies. In these circumstances, any opportunity to sit an exam is advantageous to the pupil, especially if they have a chance of passing.
- A child's personal circumstances can change very quickly and so it is better to enter students for qualifications early rather than run the risk of 'losing' them in Year 11.
- HVS is currently 3 points below the 'Attainment 8' England Average (21) and this programme has been designed to address this.

What is a Functional Skills Qualification?

A Functional Skill Level 1 is equivalent to a GCSE Grade 3.

A Functional Skill Level 2 is equivalent to GCSE Grade 4

- Functional Skills are quicker to complete than a GCSE.
- They are accepted by employers and Further Education Colleges. Level 2 English and Maths qualifications are accepted by universities.
- Functional Skills qualifications are not easier than GCSEs but offer a different approach to learning that will boost your confidence.

Every Child Can Achieve Tuition and Assessment

- Students will be supported via online 1:1 tuition for Functional Skills English, Maths and ICT. (Students can take any number or combinations of these)
- Tests are taken online at an approved test centre. (No paper exams, the test centres have computers set-up for the assessment)
- The student's Unique Learner Number (ULN) will be matched to their Personal Learning Record- which maintains a list of qualifications held by each student. It will feed into their Year 11 Attainment 8 and Progress 8 Scores.

Every Child Can Achieve Programme Outcomes



A step-up on a ladder of future qualifications . Functional Skills Level 2 is equivalent to a GCSE Grade 4 . (GCSE grade 4 or above are good passes)



A sense of achievement



Confidence booster for children who have missed school due to their personal circumstances.



Encourages disaffected students to 'buy-into' their education and go on to achieve good GCSE passes in Key Stage 4



The Functional Skills Qualification does not replace the GCSE assessments- students are actively encouraged to complete their GCSEs in Year 11 and aim for a higher grade in English, Maths and ICT.

An Update on School Priorities



To review the education support packages for 'hard to reach' Key Stage 3 and Key 4 students.

- ✓ The 'Every Child Can Achieve Programme' is in place.
- ✓ A learning mentor has been appointed.

To increase the number of CLA and Care Leavers in Employment, Education and Training to 75% or higher.

- ✓ 80% of students in Key Stage 5 are EET
- ✓ Students that are NEET are actively seeking employment or are receiving 1:1 tuition.
- ✓ Key Stage 4 to Key Stage 5 transitions remain strong.