

Harrow Virtual School



This presentation will cover the following:

- Training Updates
- Enrichment Programmes
- End of Key Stage Early Predictions
- School Attendance- Autumn Term
- School Suspensions and Case Studies
- Good news...

Training and Programme Updates



All training was favourably received and has been impactful.

Programme	Target Group	Frequency
New to Role and Refresher Training	Designated Teachers and school staff supporting children looked after	Termly
Personal Education Plans	New to role Social Workers	Termly
Positive Parenting for Teens'	Parents with social care involvement	Termly
Motivating Our Children to Learn	Parents with social care involvement	Termly
Supporting the mental health needs of children in care	Foster carers	Fortnightly. Training topics are participant led
Relational Practice, Trauma and Attachment Awareness Course	Whole School	Annually . The course is over a school year.

Enrichment



Arvon residential was a success in October half-term, with students travelling to Yorkshire for a week of creative writing and exploration. They developed a book of poetry which will be published and posted to them.

Online Philosophy Club (KS2 students). Every Tuesday. Key areas are critical thinking skills, imagination and learning strategies. Students work as a group for reflection and problem solving.

Online Debate Mate for KS3-KS5 students to develop debating skills. This leads up to an in person debating competition in February half-term.

Harrow School Thursday Study Club . The first hour is for tuition and homework support. The remainder of the evening is for enrichment.

Online Reading Club (KS2-KS3 students). Takes place on Mondays monthly. Books are posted to students to read in preparation for discussion at next the book club.

Care 2 Dance (KS3-KS5). Weekly dance lessons on Saturdays in Wembley.

Enrichment cont'd.



Brunel Urban Scholars . Targeted at Year 10 students to raise aspirations. This takes place monthly on Saturdays at Brunel University.

MyBnk . Aimed at post-16 students. It is a money workshop. Students receive a Level 1 certificate for completion. This certificate is required prior to being put forward for Locata flat. (The CLA & YOT teams also arrange separate sessions)

Drama & Arts Programme for primary aged students to develop arts and drama skills. This starts in February.

Boxing with Mentoring. Targeted at small groups . 10 sessions in total taking place in South Harrow for students Years 9 and 10. It is also open to other age groups. It starts in February.

Fishing – for small groups of primary and secondary students starting this term.

Lumina online 1:1 tuition where teachers (mainly from independent schools) volunteer 1 hour per week to teach GCSE and A Levels.

End of Key Stages 1 and 2- Early Predictions



Year 2

25% (1/4) are predicted to meet expected standards in Maths, Writing and Reading. The England average for CLA across all 3 subjects is 33%.

Year 6

- 25% (1/4) are predicted to meet expected standards in Maths, Writing and Reading. The England average for CLA across all 3 subjects is 66%.

Performance is monitored via bimonthly monitoring meetings and termly PEPs. Pupils needing additional support are identified early for interventions e.g 1-1 tuition.

End of Key Stage Four- Early Predictions



Year 11	At least 1 GCSE Pass (Grades 1 -9)	8 or more GCSEs Grades 4 or above
Whole Cohort	60% (9/15)	20% (3/15)
In Care 1 Year Plus	46% (6/13)	23% (3/13)

- Over half the Year 11 cohort are expected to achieve at least 1 or more GCSE passes.
- Under a quarter of students, in care 1 year plus will achieve at least 8 good GCSEs.
- Approximately 7 students are struggling with engagement, their attendance is currently below 90%.

Autumn Term Attendance



Whole School Attendance. 101 Students. 4 children are not on roll.

- 57% (55/97) of students have 90% attendance or better.
- 15% (15/97) of students have 100% attendance.
- 35% (34/97) have poor attendance i.e less than 90%
- 13% (13/97) have less than 50% attendance.

Children in Care 1 Year Plus. 72 students. 2 children are not roll.

- 61% (43/70) of students have 90% attendance or better.
- 19% (13/70) of students have 100% attendance.
- 27% (19/70) have poor attendance i.e less than 90%
- 9 % (6/70) have less than 50% attendance.

Harrow Virtual School tracks and monitors the attendance of CLA on a daily basis. We partner with an organisation who contacts schools every day to confirm that the child has arrived at school on time.

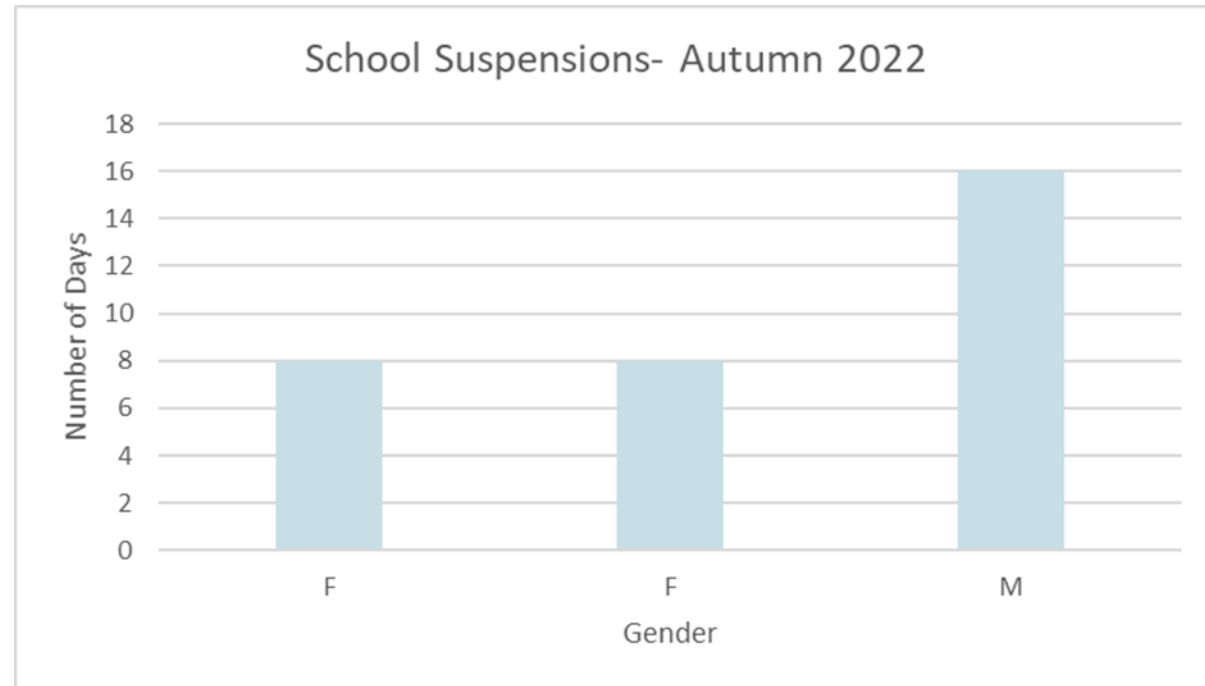
The Virtual School (VS) attendance officer receives and responds to this information and any anomalies in attendance, is communicated to social workers, carers and other key professionals in good time

Pupils who are emotionally- based school avoiders are also supported by professionals in the Virtual School to include learning mentors, educational and clinical psychologists. Key assessments are conducted in a timely manner so a planned programme of support can be put in place early.

School Suspensions



- Three pupils received a fixed-term suspension last term.
- 2 girls were suspended and 1 boy who was suspended for twice the number of days than each girl was.
- The children attend different schools and are in Years 9 -11.



Case Study One



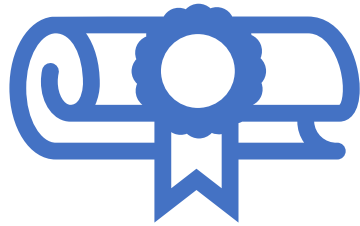
Year	M/F	Social / education background	Main concerns	Interventions	Outcomes
9	F	<ul style="list-style-type: none"> • She has been in care for 10 years and lives with her brother in a long-term foster placement. • Currently working at age expected across all subjects. 	<ul style="list-style-type: none"> • 2 internal exclusions plus a 5 day suspension in the Autumn Term. • Challenges with behaviour started within the last year. 	<ul style="list-style-type: none"> • School put weekly counselling sessions in place. • She attended the Virtual School Arvon 5 day residential in Yorkshire and engaged well. • During her PEP she was encouraged to share what support was needed to improve her behaviours. She contributed to her learning and behaviour targets. 	<ul style="list-style-type: none"> • There is a vast improvement in her behaviour at school; PEP targets have been met • She continues to make good progress in her learning and is predicted to achieve Grade 9's across the board in her GCSEs.

Case Study Two



Year	M / F	Social / education background	Main concerns	Intervention	Outcomes
7	M	He had been In care for 2 years and is part of a large sibling group.	<ul style="list-style-type: none"> • Low level behaviour concerns. No suspensions. • He had challenges with communication and interaction with both teachers and peers. • His school permanently excluded him in Autumn 2021. 	<ul style="list-style-type: none"> • He went to the Primary PRU. • A referral was made to Virtual School EP for an assessment. The EP report recommended strategies for both at home and at school. • 1:1 tuition for writing was put in place; • Mentor support in place to support with peer relationships. 	<ul style="list-style-type: none"> • Met expected SAT levels in Reading and Maths • Successful transition to a mainstream secondary school. • Developed good relationships with members of school staff.

Good news...



One student in Year 12 re-sat her English Language GCSE last November and obtained a Grade 4!



Personal Education Plan (PEP) returns remain at 100% and children continue to meet their learning targets.