

NOTICE OF MEETING

Corporate Parenting Advisory Committee

Tuesday, 20th October, 2020, 7.15 pm - MS Teams (view it [here](#))

Members: Councillors Kaushika Amin (Chair), Sakina Chenot, Eldridge Culverwell, Mahir Demir, Erdal Dogan, Peter Mitchell and Tammy Palmer

Quorum: 3

1. **FILMING AT MEETINGS**

Please note this meeting may be filmed or recorded by the Council for live or subsequent broadcast via the Council's internet site or by anyone attending the meeting using any communication method. Although we ask members of the public recording, filming or reporting on the meeting not to include the public seating areas, members of the public attending the meeting should be aware that we cannot guarantee that they will not be filmed or recorded by others attending the meeting. Members of the public participating in the meeting (e.g. making deputations, asking questions, making oral protests) should be aware that they are likely to be filmed, recorded or reported on. By entering the meeting room and using the public seating area, you are consenting to being filmed and to the possible use of those images and sound recordings.

The Chair of the meeting has the discretion to terminate or suspend filming or recording, if in his or her opinion continuation of the filming, recording or reporting would disrupt or prejudice the proceedings, infringe the rights of any individual, or may lead to the breach of a legal obligation by the Council.

2. **APOLOGIES FOR ABSENCE (IF ANY)**

3. **URGENT BUSINESS**

The Chair will consider the admission of late items of urgent business. Late items will be considered under the agenda item they appear. New items will be dealt with at item 11 below.

4. **DECLARATIONS OF INTEREST**

A member with a personal interest in a matter who attends a meeting of the authority at which the matter is considered must disclose to that meeting the existence and nature of that interest at the commencement of that consideration, or when the consideration becomes apparent.

A member with a personal interest in a matter also has a prejudicial interest in that matter the interest is one which a member of the public with knowledge of the relevant facts would reasonably regard as so significant that it is likely to prejudice the member' judgement of the public interest.

5. MINUTES (PAGES 1 - 6)

To consider the minutes of the meeting held on 16th January 2020.

6. MATTERS ARISING

7. PERFORMANCE FOR THE YEAR TO AUGUST 2020 (PAGES 7 - 12)

This report provides an analysis of the performance data and trends for an agreed set of measures relating to looked after children on behalf of the Corporate Parenting Advisory Committee.

8. CHILDREN'S SOCIAL CARE, COVID RESPONSE (PAGES 13 - 20)

Children's Social Care response to supporting vulnerable children and young people during the Coronavirus Pandemic Lockdown.

9. FOSTER CARERS ALLOWANCE

Report to follow

10. HARINGEY VIRTUAL SCHOOL ANNUAL REPORT FOR ACADEMIC YEAR 2018-19 (PAGES 21 - 44)

Corporate Parenting Advisory Committee to receive an updated Virtual School Annual Report outlining educational outcomes for the academic year 2019-20 in Autumn 2021.

11. ANY OTHER BUSINESS

Date of next meeting – 14 January 2021

Emma Perry, Principal Committee Co-ordinator
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Bernie Ryan
Assistant Director – Corporate Governance and Monitoring Officer
River Park House, 225 High Road, Wood Green, N22 8HQ

Monday, 12 October 2020

MINUTES OF MEETING CORPORATE PARENTING ADVISORY COMMITTEE HELD ON THURSDAY, 16TH JANUARY, 2020, 7.15 - 8.30 PM

PRESENT: Councillors Zena Brabazon (Chair), Peray Ahmet, Erdal Dogan and Tammy Palmer

Officers attending: Ann Graham (Director of Children's Services), Beverley Hendricks (Assistant Director for Safeguarding and Social Care), Terese Papaya (Interim Service Manager), Richard Hutton (Senior Performance Officer), Lynn Carrington (Designated Nurse), and Anneke Fraser (Consultation and Participation Officer)

80. FILMING AT MEETINGS

The Chair referred Members present to Agenda Item 1 as shown on the agenda in respect of filming at this meeting, and Members noted the information contained therein.

81. APOLOGIES FOR ABSENCE (IF ANY)

Apologies were received from Councillor Davies and Councillor Sakina Chenot.

82. URGENT BUSINESS

There were no new items of urgent business.

83. DECLARATIONS OF INTEREST

No declarations of interest were made.

84. MINUTES

RESOLVED

The minutes of the 15th of October 2019 were agreed as a correct record.

85. MATTERS ARISING

There were no comments made regarding the minutes of the previous meeting.

86. WORKING TOGETHER TO TACKLE VULNERABILITY, VIOLENCE & EXPLOITATION (VVE) IN HARINGEY

Beverley Hendricks, introduced this report, as set out at pages 7 to 18, which detailed the briefing on Working Together to tackle Vulnerability, Violence and Exploitation (VVE) in Haringey (Appendix 1).

The following was highlighted to the Committee:

- Officers accepted more work needed to be done to tackle challenging hotspots around the borough where Vulnerability, Violence and Exploitation (VVE) were prevalent.
- Officers proposed to create an action plan on points identified in the briefing so that the Committee could continue to have oversight and review the performance of Children's Services in tackling this issue (**Action: Beverley Hendricks**).

The Chair praised the briefing for its thoroughness and completeness. The glossary contained in previous versions was specifically praised for being helpful.

Following discussion, it was noted that:

- A member considered it might be helpful for all primary school children to be made aware of gangs and the issues surrounding them, in order to inform them of how to protect themselves from exploitation. However, it was accepted there were limited resources available to the Council and that efforts should be focussed to target areas where children were more likely to be vulnerable to exploitation from gangs.
- The Director of Children's Services suggested that the briefing paper be presented to the Haringey Education Partnership, which was responsible for the training of all schools in the borough.
- Officers informed the briefing paper had been presented to the Community Safety Partnership. Additionally, there were three officers at the Council who handled matters involving the exploitation of children and they worked proactively to create as many partnerships as possible. Schools, such as Woodside, had been invited to attend the Children's Services Department Management Team meeting to discuss how to work together to tackle VVE in the Haringey.

The Chair requested that the briefing be edited into a succinct and concise document (no more than two sides) so that it could be distributed to as many different groups as possible. It was suggested that the Communications team be approached for their assistance (**Action: Beverley Hendricks**).

87. ANNUAL HEALTH REPORT OF CHILDREN IN CARE SERVICES - WHITTINGTON HEALTH NHS TRUST

Lynn Carrington introduced this report, as set out at pages 19 to 32, which detailed the Haringey's Children in Care (CIC) annual health report. The objective of the CIC health service was to ensure that all Haringey children and young people in care were physically, mentally, emotionally and sexually healthy and that they were able to make health choices that enabled them to enjoy healthy lifestyles.

Following discussion, it was noted that:

- Regarding the immunisation statistic being at 88%, the Committee praised this but queried why this was not higher. Officers responded that most of the young looked after children had been immunised but some of those who formed the 12% not fully immunised were girls who had not received the HPV vaccine and

older children whom it was harder to make get immunised. It was also required that flu immunisations be included in that statistic. In cases where it was the parents of young children who refused for their child to be vaccinated, doctors would talk to the parents to allay any fears or concerns they might hold.

- Regarding whether children got the choice of what gender their nurse was, Officers replied the Council only had female nurses available, however, this had not been an issue to date. There was a mixture of male and female doctors and Officers tried to ensure that they matched with the children, but this was dependent on who was available on the day. Where doctors saw children of a different gender to them, no concerns or issues had been raised. Doctors had training to spot when children might be uncomfortable or distressed and an assessment was never pushed if it was not wanted.

The Assistant Director of Safeguarding and Social Care informed the Committee that two CAMHS practitioners would be supporting CSC from February on a part time basis. The Committee welcomed this development.

88. UPDATED ACTION PLAN ON HARINGEY CHILDREN IN CARE WHO ARE ALSO KNOWN TO YOUTH JUSTICE

Beverley Hendricks introduced this report, as set out at pages 33 to 38, which detailed an updated Action Plan on Haringey Children in Care, who were also known to the Youth Justice Service.

Following discussion, it was suggested that a member from the courts, potentially Highbury Court, be invited to a future meeting. The Chair suggested that the Chair of the Youth Court be approached for a meeting outside of CPAC.

89. ADOPTION UPDATE

Beverley Hendricks introduced this report, as set out at pages 39 to 44, which provided an update on the Adopt London Regional Adoption Agency development programme.

Responding to a question on whether the Council could compel foster carers to tell adopted children that they were adopted, Officers informed the Council could not do so as there was no legal provision for this. Therefore, it was up to the foster carer whether they wished to tell the child that they were adopted, if they were not aware that was the case. However, when checking up on the adopted children, the Council tested the openness of the foster carers and encouraged them to be as open as possible.

90. STATUTORY SCHOOL AGE PEP EXCEPTION REPORT DECEMBER 2019

Nicola Morgan introduced this report, as set out at pages 45 to 54, which outlined those instances in which actual Personal Education Plan (PEP) completion performance has fallen short of the 90% target set, and to focus management attention on just those areas requiring immediate action.

The performance of PEPs was being closely monitored and there had been improvement with a focus on them being completed in a timely manner. It was noted

that three children had not had their PEPs completed in the last term, with 31 children having completed PEPs but those were not signed off by either the schools or social workers. The Head of the Virtual School assured the Committee that all efforts were being made to improve the PEP performance percentage.

Following discussion, it was noted that:

- It must not be the case that a child goes two terms without a completed PEP.
- Officers exchanged regular emails and calls with schools to ensure that they signed off PEPs.
- Where a looked after child engaged with education after the age of 16, the Council engaged with them fully to provide what services and guidance it could, such as apprenticeships or work experience.

91. HARINGEY ACADEMY UPDATE

Beverley Hendricks introduced this report, as set out at pages 51 to 53, and provided an update on the Haringey Academy. The Haringey Children's Practice Academy would provide a clearly structured way for the Council's: Social work managers; Social Workers; ASYEs; Family Intervention Workers; Family Support Workers; Foster carers; Frontline administrators; Youth Workers; and Young People Advisors, to develop with additional routine and systemized training foster best practice and ensure the best possible outcomes for the families they support.

The following was highlighted to the Committee:

- The first courses at Haringey Academy had taken place in early January 2020.
- A website for the Haringey Academy would be accessible from April 2020.

The Chair praised the Haringey Academy as a positive scheme for the training it provided to social workers at the Council.

92. PERFORMANCE FOR THE YEAR TO NOVEMBER/DECEMBER 2019

Richard Hutton, Senior Performance Officer, took the Committee through the report, as set out at pages 55 to 60, which provided an analysis of the performance data and trends for an agreed set of measures relating to looked after children on behalf of the Corporate Parenting Advisory Committee.

The following was highlighted to the Committee:

- Officers corrected the report and noted that the number of unaccompanied asylum seeker children (UASC) was down from 49 to 42. This was as a result of age assessments showing some were older than they had led the Council to believe.
- Regarding the CiC Plans, Officers noted it would not be difficult to rapidly increase the performance of those, however, the emphasis was on producing quality care plans which took time to complete.
- It was important to continue to improve the number of children in care having dental appointments as poor dental health was a sign of neglect. Officers informed that it was more difficult to make the older children go to the dentist.

The Chair praised the positive report and invited the Committee to ask any questions or make observations on the report.

Following discussion, it was noted that:

- Whilst Officers were not able to provide full information on what education schools provided to children about the importance of dental health, they informed the Committee that all looked after children were invited for health assessments that involved discussing dental hygiene.
- Officers informed that, where a child moved placements three times, the Assistant Director for Safeguarding and Social Care would be notified and would look in detail at what was happening with that child. There could be a Stability Meeting held which would look at resolving any identified issues before they escalated. There could also be a Disruption Meeting which would look at learning lessons from that child's situation to ensure that it was not repeated. Officers looked to ensure that a child was spoken to about how they were feeling wherever possible.
- There was concern raised over whether the available services had the capacity to sustain the demand for them. Officers noted that the whole system did its best to accommodate children wherever possible, however, there was a significant pressure on certain services such as mental health.

A briefing report was requested on the changes that the Government had announced regarding refugee children and their rights to come to the United Kingdom and be with their family, following the United Kingdom's exit from the European Union (**Action: Beverley Hendricks**).

93. ANY OTHER BUSINESS

Ofsted Focussed Visit

Ann Graham informed the Committee that Ofsted had notified Children's Services in November that they would carry out a focused visit. They subsequently visited the Council on 10th December 2020 and found there had been improvement from their previous visit. A letter detailing the visit would be published by Ofsted in late January 2020.

Date of next meeting

17th March 2020.

CHAIR: Councillor Zena Brabazon

Signed by Chair

Date

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Report for: Corporate Parent Advisory Committee: 20 October 2020

Title: Performance for the year to August 2020

Report



Authorised by: Director Children's Services, Ann Graham

Lead Officer: Margaret Gallagher, Corporate Performance and Business
Intelligence Manager
margaret.gallagher@haringey.gov.uk

Ward(s) affected: All

Report for Key/

Non Key Decision: Non key

1. Introduction

- 1.1. This report provides an analysis of the performance data and trends for an agreed set of measures relating to looked after children on behalf of the Corporate Parenting Advisory Committee.
- 1.2. Section 2 contains performance highlights and key messages identifying areas of improvement and areas for focus. It provides an overall assessment relating to Children in Care so that Members can assess progress in key areas within the context of the Local Authority's role as Corporate Parent.

2. Overall Assessment of Performance

At the end of August 2020 **390 children were in care** (rate of 67 per 10,000). This is 6 fewer children more than was reported at the end of March. The number of unaccompanied asylum seeker (UASC) children has decreased to 39 from 48 at the end of March, its now 9 below our 0.08% quota. In the last 6 months 88 children ceased to be looked after, this compares to 200 during the 12 months to April 2020. In this period there were 27 children (31%) who ceased to be looked after returned home to live with their parents or relatives.

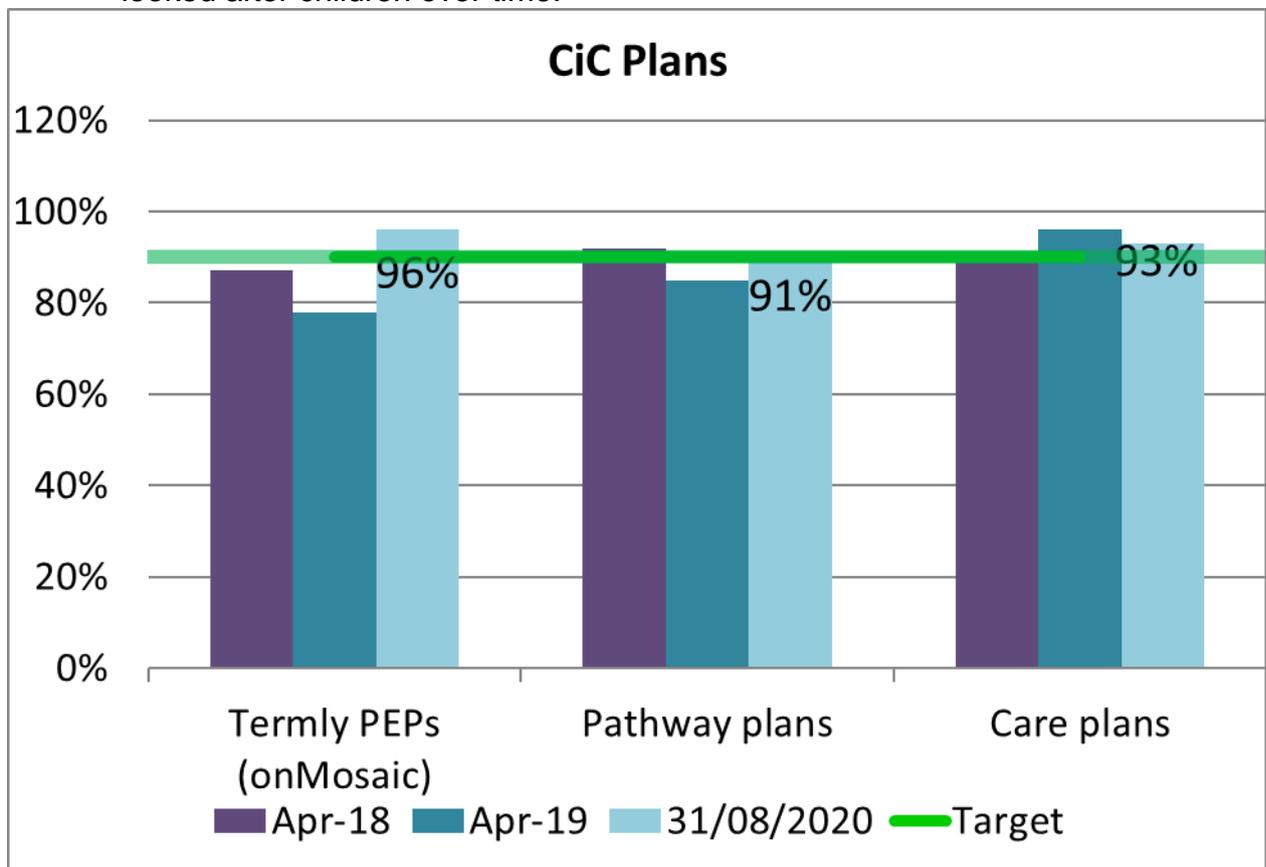
- 2.1. The **rate of children becoming looked after** (in the 6 months to September 2020) 25 per 10,000 population and compares to 29 in 2019/20 and 36 in 2018/19. This is a historically low rate, but Haringey's rate is not an outlier as our rate is similar to the average of our Statistical Neighbours and London, as they both stand at 27.
- 2.2. In the past 6 months to September 2020, 74 children have started to be looked after and 88 children have ceased to be looked after.

2.3. Children with a recorded **permanency plan** the top 6 permanency plans are set out below along with the percentage of our children in care with that plan.

Long term fostering	42%
Return to family	9%
Long term residential	8%
Adoption	5%
SGO	5%
Supported living	4%

2.4. 3 children have been adopted in the last 6 months. Of the current Children in Care population 10 are placed for adoption.

2.5. As at end of August, 93% of looked after children aged under 16 had an **up to date Care Plan**. The graph below illustrates this and other areas relating to looked after children over time.

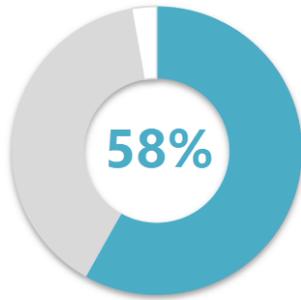


2.6. Regular weekly meetings to track activity and performance continue to be held with the Head of Service for Children in Care and team managers. The light blue bar (furthest right bar in each block) shows the position relating to the week ending 31st August 2020.

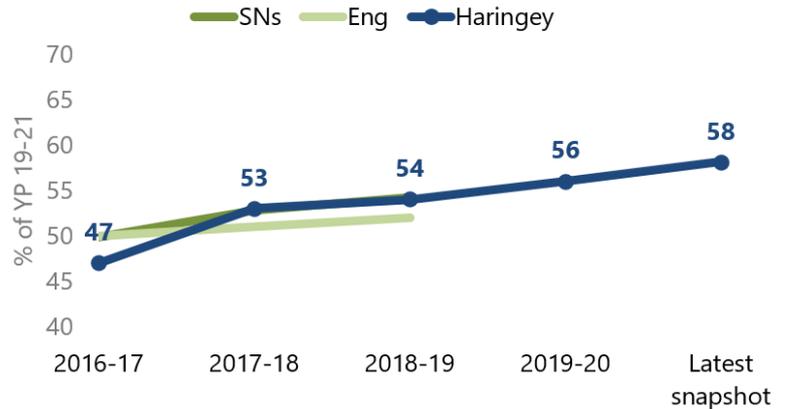
- 2.7. As shown above performance on pathway plans have improved to 91% of looked after children aged 16-17 with an **up to date Pathway Plan**. The quality of the pathway plans has improved, along with reaching the 90% target.
- 2.8. Children in care with a up to date **Personal Education Plans (PEPs)** stands at a high 96% at the end of the Summer term 2019-20. This excellent result was achieved despite the problem of visits and face to face meetings during COVID restrictions. Detailed weekly management information by team is used by the service to show what needs to be done and by which party e.g. social work, school or virtual school.
- 2.9. 82% of **Children in Care including young adults** were recorded as having up to date visits within the relevant timescales as of the first week of September. Over 70% and steadily increasing each week of visits are now conducted Face to face, up from 15% during the height of lockdown when a majority were conducted virtually i.e. video calling. Over all, all teams are working very hard to meet the challenging 95% target. Visits to looked after children continue to be tracked at performance meetings, held by the Head of Service for Children in Care, and along with supervision and management direction continue to be actively monitored. The majority of the children who do not have a recent visit on record have been seen and the visit is awaiting write up and logging on the IT system.
- 2.10. At the beginning of September 2020, 10.1% of children with an open episode of care **had three or more placement moves in the last 12 months**, equating to 40 children. This is slightly better than the London average and statistical neighbour average (11%). Children **under 16 who had been in care for at least 2.5 years in the same placement for at least 2 years**, has improved to 75.9% (110 children) although this is lower than the 2018/19 position of 77% it is better than statistical neighbour average of 69%. These two indicators should be viewed together to gain a view of placement stability for Haringey's children in care.
- 2.11. At the beginning of September of children who were looked after for at least 12 months with an **up to date health assessment** was 94%, maintaining excellent performance above statistical neighbours and national levels 88%.
- 2.12. At the beginning of September only 42% of eligible children had **up to date dental visits**. This is a focal point of the two weekly Young Adults Service performance meeting. Unfortunately, dental checks remain a stubborn and challenging area all the more so during lockdown.
- 2.13. Of the 360 **care leavers** in receipt of leaving care services, 97% of those **aged 19-21** and 93% **17-18 year olds** were considered as **in touch with the local authority** at the end of August, a considerable improvement on the proportions previously reported. 58% of the 19-21 year olds and 66% of the 17-18 year olds were known to be in **Education Employment or Training (EET)** better than our Statistical neighbour average of 54% and 52% achieved nationally. Haringey has higher proportions of young people in Higher Education than our statistical neighbours and compares favourably with the national position - see graphs below detailing activity types for 19-21 year olds.

Education, Employment, or Training (EET) of 19-21 year olds

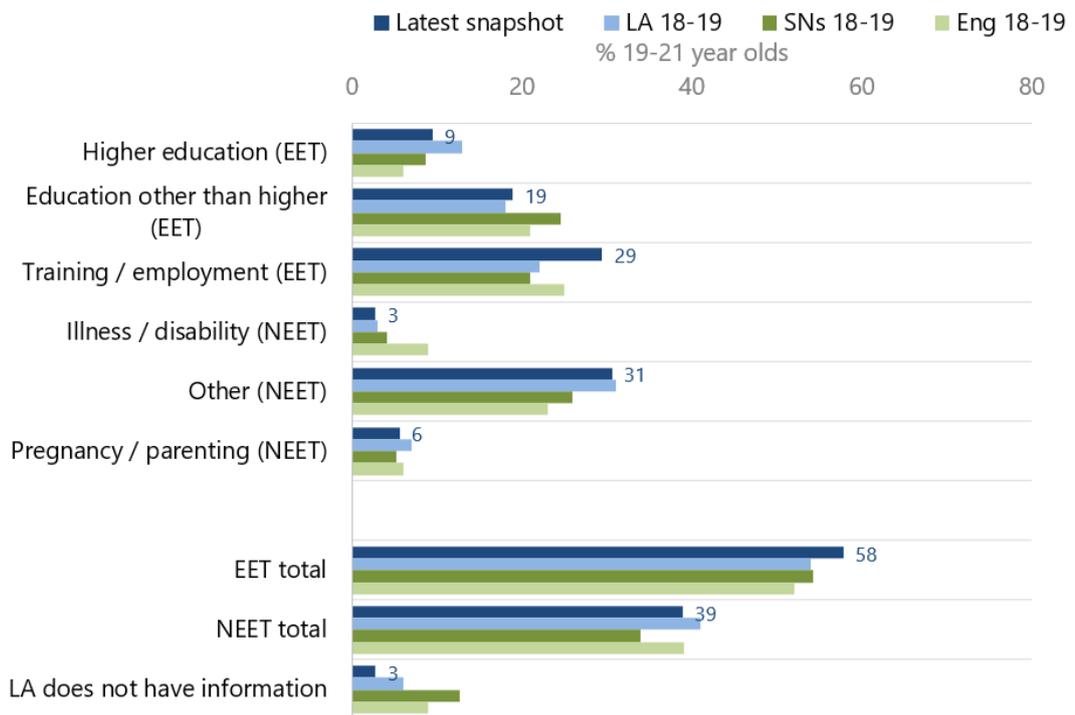
ChAT	Aged 19	Aged 20	Aged 21	Total
Numbers in cohort	57	72	50	179
In EET	58%	56%	62%	58%



■ YP in EET ■ NEET
□ No info

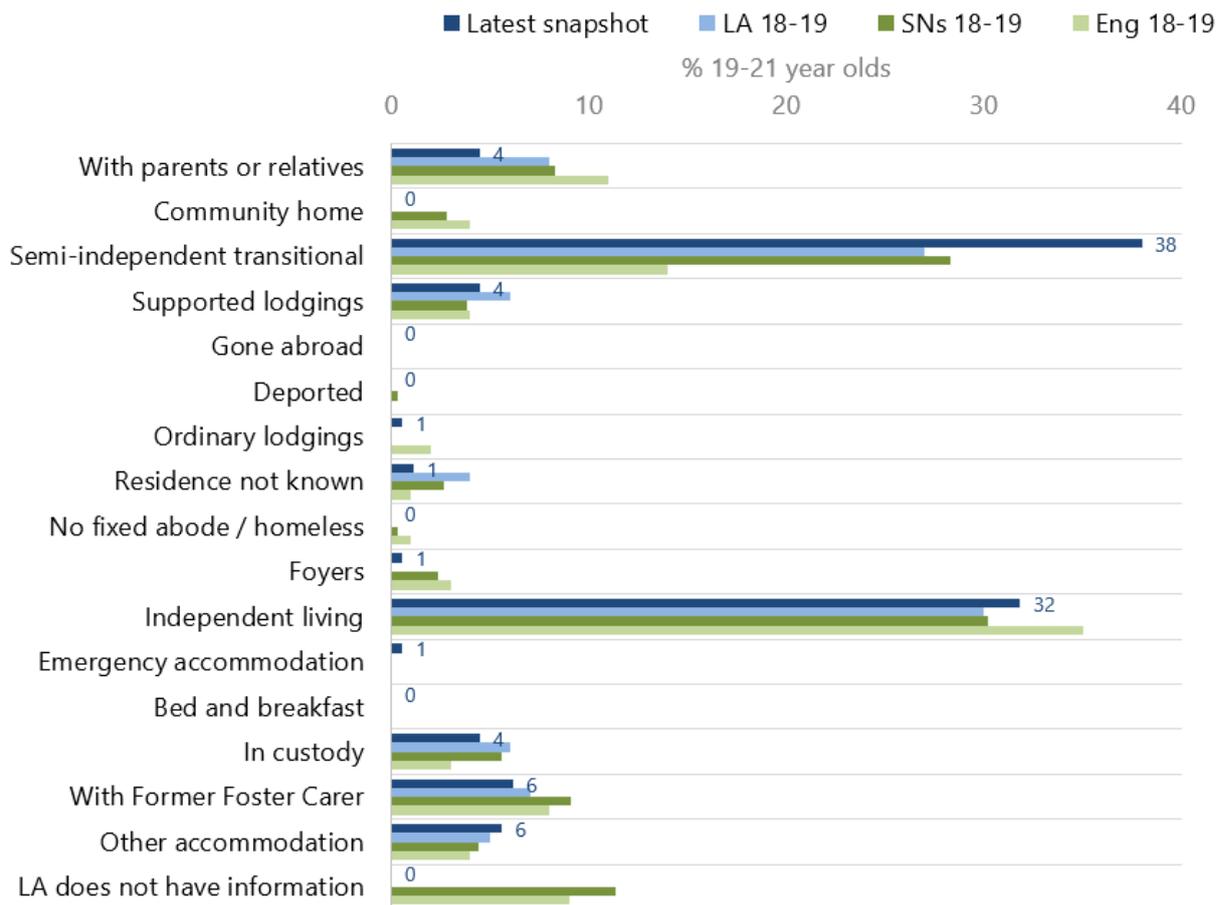


Activity types of 19-21 year olds

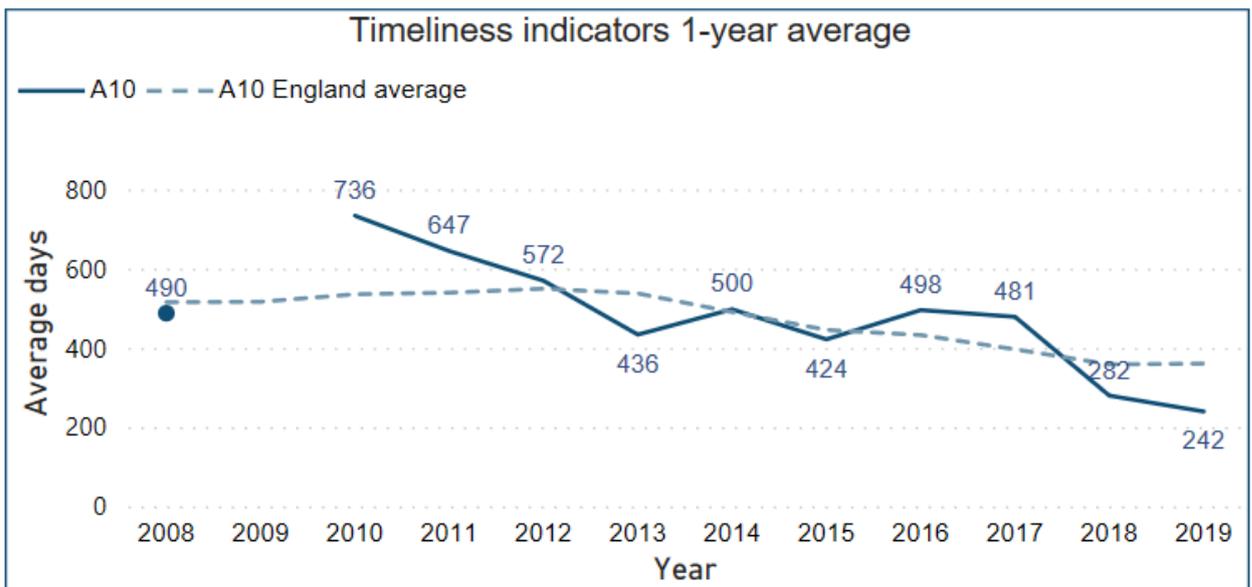
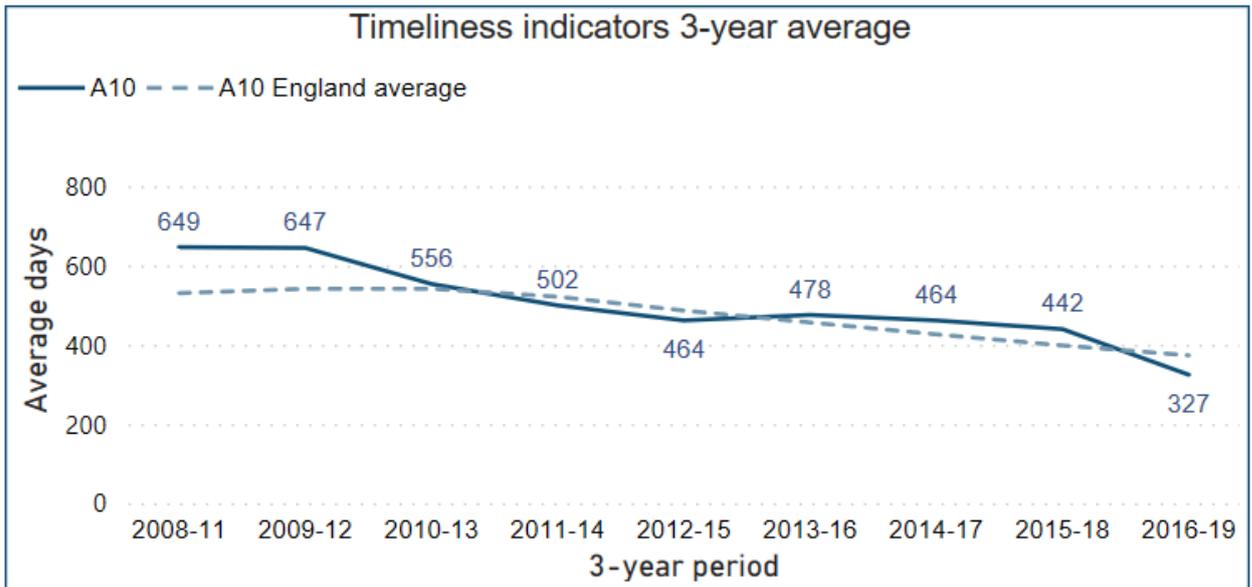


2.14. 95% of 19-21 year old care leavers were known to be in suitable accommodation at the beginning of September and 84% of 17-18 year olds. This showing further improvement from the 93% (19-21 year olds) in suitable accommodation, returned for 2019/20 but a slight decline for the 17-18 year olds.

Accommodation types of 19-21 year olds



2.15. **Adoption Scorecard.** The DfE published the latest scorecard in August 2020 which covers the three years to March 2019. For The key indicator, (A10) the average days between a child entering care and moving in with their adoptive families, as shown below, Haringey is much improved with a one year figure of 242 days and a three year average of 327 days.



3. Contribution to strategic outcomes

3.1. Borough Plan 2019-2022

3.2. People Priority: A Haringey where strong families, strong networks and strong communities nurture all residents to live well and achieve their potential

Report for: Corporate Parenting Advisory Committee: 20 October 2020

Title: Children's Social Care, Covid Response

Report authorised by : 
Ann Graham, Director, Children's Services

Lead Officer: Beverley Hendricks, Assistant Director Safeguarding & Social care

Ward(s) affected: N/A

1. Describe the issue under consideration

Children's Social Care response to supporting vulnerable children and young people during the Coronavirus Pandemic Lockdown.

2. Recommendations

Members to note the contents of this report.

3. Reasons for decision

N/A

4. Background information

- 4.1 As part of the response to limiting the spread of the COVID-19 virus, the Government determined to partially close all schools in the UK from 20 March 2020 until September 2020. Ensuring that vulnerable children remain protected during this period was a key priority for Haringey Children's Safeguarding Partnership and Children and Young People's Services. Vulnerable children in relation to the COVID-19 disruption were defined as those who have a social worker, those children and young people up to the age of 25 with Education, Health and Care (EHC) plans and those whose emerging needs may be a cause for concern.
- 4.2 The DfE set an expectation that children with a social worker should continue to attend education provision, unless in consultation with the child's social worker and family it was determined, that this was not in the best interests of the child.
- 4.3 DfE Guidance stated that Local Authorities (LAs) held the key day-to-day responsibility for delivery of Children's Social Care. Social workers and Virtual School Head teachers continued to work with vulnerable children and to

support these children to access educational provision, where it was appropriate to do so.

4.4 Senior leaders, including Designated Safeguarding Leads (and deputies) in schools and nurseries knew who their most vulnerable children were, and the guidance also allowed flexibility to offer a place to those on the edges of receiving children's social care support.

4.5 For children with an EHCP, decisions about whether a child is safer in education or at home was taken in consultation with parents, school and LA based on the best interests of the child and in consideration of the following:

- the potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This was considered on an individual basis with advice from an appropriate health professional where required; and
- the risk to the individual if some or all elements of their EHC plan could not be delivered at all, and the risk if they could not be delivered in the normal manner or in the usual setting (bearing in mind the relaxations introduced under the Coronavirus Act 2020)

4.6 What was the issue for Haringey?

4.6.1 Supporting and Monitoring Children and Young People with assigned workers

4.6.1.1 Practitioners considered how to safely maintain appropriate contact with children, young people and families, how we would provide support at this difficult time as well as maintain assurances that safeguarding services could be delivered. The Children and Young people's services agreed to work with the schools to ensure a weekly minimum contact with school age children and their families by:

- Speaking to families regarding any difficulties they may be experiencing due to spending more time together than usual, and signposting to where they can receive additional support. In some cases, the Social workers utilised PPE and delivered direct work with families.
- Practitioners provided prolonged virtual coaching to help parents and adolescents to regulate their stress responses and recognise the emotional impact of COVID 19.
- Practitioners received training on how to remain vigilant for the signs and indicators of abuse, including neglect and domestic violence, and raise safeguarding concerns with Haringey's Multi Agency Safeguarding Hub - MASH and their managers to activate support from other agencies. This resulted in significant success for ensuring families accessed the food alliance.
- Haringey's principles of working as set out in the Threshold Guide – adopted the whole family approach ensuring identified needs for adults were also escalated to relevant services and safe adults in the family's network.

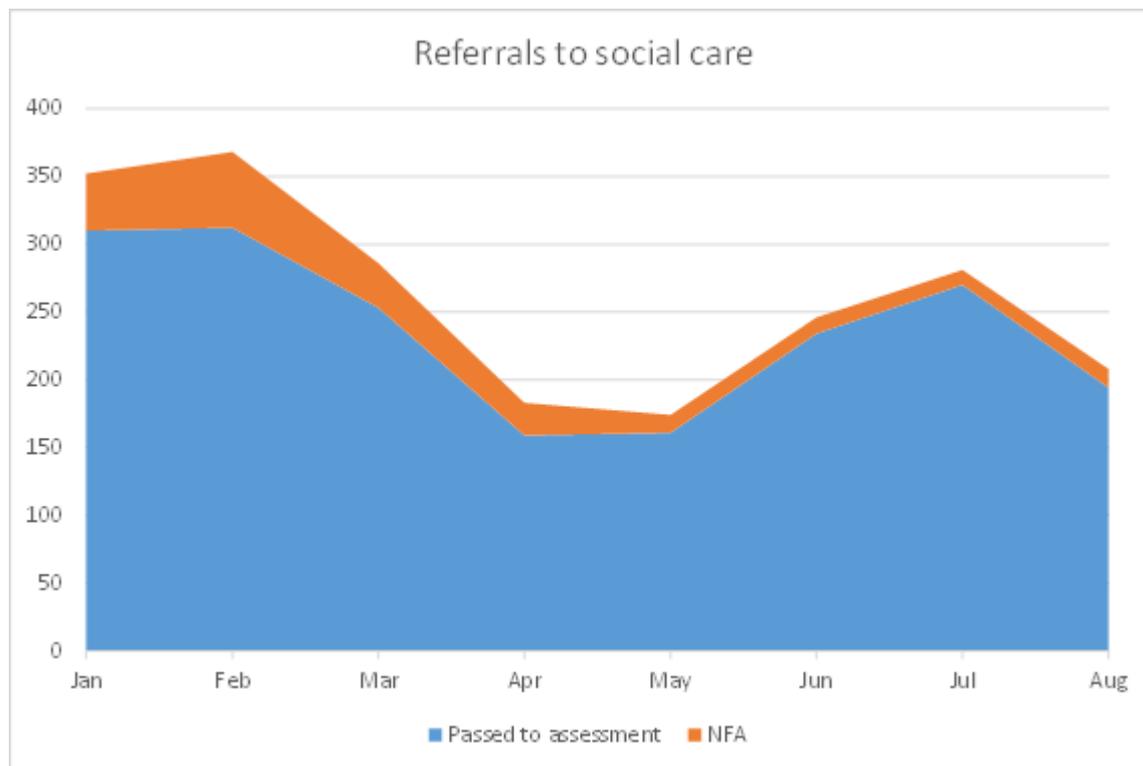
- Children and Young People’s worker established a routine of contacting their families twice every week, unless the risk assessment identified that this would not be appropriate for example, children looked after in settled placements.
- Increasing the number of face to face visits, by utilising open spaces in Haringey

4.6.2 Responding to a reduction in referrals

4.6.2.1 There remained a concern that emerging risks for children not known to Children’s Social Care would not be identified as children were not being seen daily in settings by a range of professionals, but in particular teachers. The risks for these children on the edge of social care and early help are often held by teachers in schools and other professionals who offer pastoral support to families. Our daily monitoring of data showed that there was a significant reduction in referrals from key partners, see table 1 below.

Table 1





4.6.2.2 Through the Haringey Children’s Safeguarding Partnership Board, Children’s Services further extended the vulnerability cohorts beyond the government’s COVID-19 guidance. Haringey’s definition was broader and aimed to support children and families where there was a lack of a network of support, and where there may be anxieties in relation to COVID-19, to include children and young people:

- who do not have a social worker or a family support worker.
- in the transforming care cohort who are Tier 4 (in hospital beds with acute mental health support needs) and being stepped down.
- that the health visitors might be seeing and supporting (single mothers, those living in poverty, babies at risk of neglect).
- who were sexual and violent offenders and whose risks were assessed and managed in MAPPA, (Adults subject to Multi Agency Public Protection Arrangements).
- where there was rising risk of mental health; and
- living in families where there was rising risk of domestic abuse, substance misuse and mental health.

4.6.2.3 Given the lack of daily contact between teachers and other professionals in universal settings and children and young people, professionals received guidance regarding the need for a ‘different lens’, for assessing risk in the Covid 19 climate.

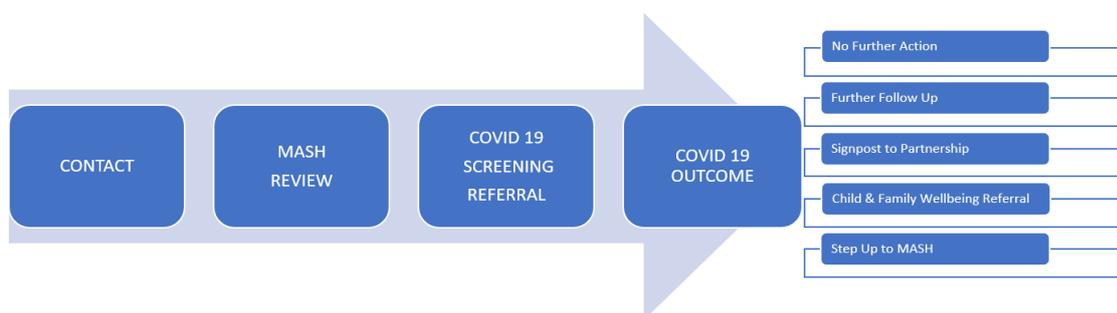
4.6.3 Methodology for identifying children and young people at risk

4.6.3.1 Given the reduction in referrals from schools and the police – our two main sources of referrals – and given the significant reduction in health visiting provision, the following methods were deployed to identify children that needed

support. As a result, Children and Young People’s services asked:

- Haringey Safeguarding Children Board partners to send the MASH a list of children they are worried about – including the voluntary sector, probation/CRC, alcohol and substance misuse support services, CAMHS, Learning Disability and Adult Mental Health, Police.
- Homes for Haringey contractors to complete cause for concern cards and refer to MASH.
- VAWG partners to identify children they are concerned about in domestic abuse cases previously presented to MARAC, twice within a 6-month period and not known to CSC.
- Early Help Service to provide a list of children recently closed due to lack of engagement and therefore the preventative work was frustrated.
- Early Years Service to provide a list of children about whom they were worried.
- SEND service to provide lists of children about whom they were worried e.g. higher risk EHCPs such as children with Autism; and
- Reviewed child protection cases recently closed in the last six months.
- Reviewed contacts for cases referred to MASH in the last year with three or more contacts.
- Reviewed cases presented to the exploitation panel in the last six months.

4.6.3.2 The partnership developed the following new COVID 19 pathways, and this enabled Children and Young People’s Service to track and monitor the outcome of the work.



4.6.4 How we plan to review and assess the risks and support needed

4.6.4.1 We have reviewed and assessed the risks in relation to these children and their support needs through:

- the redeployment of Social Work and Family Support workers to the MASH as part of a COVID 19 response. This released nine workers, supported by managers to review the children within the described cohorts to ensure unmet needs and hidden risks could be more easily

identified. The identification was managed through the new Early Help Panel.

- the provision of community outreach to parents through the Vulnerability, Violence and Exploitation Service working in partnership with the Octagon Alternative Provision Unit and other partners.

4.6.5 Delivering support during the COVID-19 Pandemic

4.6.5.1 The following approach was used to deliver support to these children and families:

- Health Visitors and Social Workers jointly assessed and monitored the development needs of babies and children under two years old and subject to a Child Protection Plan, utilising the Maya Angelou Family Assessment Centre. Health managers also worked with children's social care leaders to make two health clinics available to roll out this offer more widely to children and babies under two years old, across the borough. The learning from this collaboration ensured joint risk assessments and agreement that this new way of working will continue as part of future practice.
- Families received support through the Maya Angelou Family Assessment Centre – including food and essential parcels such as nappies and milk formula, befriending and advice to reduce social isolation for young parents.
- 624 laptops were distributed, together with the provision of wifi and dongles.
- Where contact with families exceeded nine months, a letter and a parenting booklet was developed which noted the current challenging times and set out the range of support available if needed and an invitation to contact the MASH if additional support was required.
- School designated safeguarding leads offered advice and contact to families and children virtually, and as necessary completed face to face visits with PPE if needed for families who are known to their schools.
- Police Safeguarding Officers supported Social Care with welfare visits for children and adolescents who are subject to Child Protection plans.
- Relationship with the Fire Service strengthened to ensure access to homes of concern.
- Homes for Haringey partnership with Children's Social Care facilitated cause for concern notifications for children and young people on Child Protection Plans.
- Social workers and family support workers provided virtual or face-to-face support as needed with twice weekly contact to higher risk families.
- Bruce Grove staff and Haringey Gold staff provided virtual support as needed as part of the COVID 19 MASH response service.
- Complex care panels were held weekly to review the needs of disabled children and those subject to an EHCP and arrange additional care packages.

- NRPF – families were offered food parcels, laptops, free nursery provision and access to the Easter and Summer scheme programmes.

4.6.6 Measuring Impact

4.6.6.1 There has been weekly feedback session between the Covid -19 team and the MASH. This has helped to develop clearer understanding of the themes as well as how our intervention was having an impact on the children and their families.

4.6.6.2 The emerging themes informed our recovering planning and noted the pressures for our children and families as:

- food insecurity
- parental adolescent challenges
- a greater need for Mental Health support services to be better aligned and known to communities
- substance misuse services tailored to adolescents
- the impact of domestic abuse and the need for a programme of parenting outreach for fathers and mothers.

5. Contribution to strategic outcomes

- Borough Plan 2019-2022
- People Priority: A Haringey where strong families, strong networks and strong communities nurture all residents to live well and achieve their potential

6. Use of Appendices

N/A

7. Local Government (Access to Information) Act 1985

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-for-childrens-social-care-services/coronavirus-covid-19-guidance-for-local-authorities-on-childrens-social-care#adoption-and-children-coronavirus-amendment-regulations-2020>

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Report for: Corporate Parenting Advisory Committee: 20 October 2020

Title: **Haringey Virtual School Annual Report for Academic Year 2018-19**

Report

authorised by :  Ann Graham, Director, Children's Services

Lead Officer: Nicola Morgan, 020 84893163 nicola.morgan@haringey.gov.uk

Ward(s) affected: All

1. Describe the issue under consideration

The purpose of this report is to outline the activity of the Virtual School Head (VSH), Haringey Virtual School (HVS) and the educational outcomes of Haringey Council's Looked after children (LAC) for the academic year 2018-19 as this is the most recent published data.

2. Recommendations

Corporate Parenting Advisory Committee to receive an updated Virtual School Annual Report outlining educational outcomes for the academic year 2019-20 in Autumn 2021.

3. Reasons for decision

N/A

4. Background information

- 4.1 100% of Haringey looked after children achieved a good level of development.
- 4.2 At Key Stage One 100% of Haringey looked after children reached the expected level and above in reading, writing, maths and science. This is significantly above the national average for looked after children.
- 4.3 The percentage of Haringey looked after children achieving expected and above in the combined measure of Reading, Writing and Mathematics is 30% which is 7 percentage points below the national average for looked after children, and 5 percentage points lower than the previous year.
- 4.4 At Key Stage Two 65% of Haringey looked after children were identified as having Special Educational Needs compared to 58% of looked after children

- nationally. The higher prevalence of SEN amongst Haringey looked after children may in part explain the gap in attainment compared to looked after children nationally.
- 4.5 At Key Stage Two Haringey looked after children made less progress than looked after children nationally in Reading, Writing and Maths. In the coming year, attainment will be monitored closely in the termly PEP meetings, Virtual School tracking meetings and by the Educational Psychologists in the service to ensure a good transition to secondary school. Additional funding will be offered to schools to ensure pupils are making better than expected progress.
- 4.6 Key Stage Four outcomes for Haringey looked after children continue on a positive trend from previous years and continue to be the key stage in which our children perform well, in comparison to their looked after peers. The official Progress 8 score for Haringey Virtual School is -1.11. This means Haringey looked after children made more progress from Key Stage 2 than their looked after peers did nationally and regionally with the same prior attainment.
- 4.7 Haringey looked after children had an average Attainment 8 score of 23.6. This is higher than the national and regional averages for looked after children meaning Haringey's looked after children's attainment was higher than their looked after peers.
- 4.8 19.4% of Haringey looked after children achieved a strong 9-5 pass in 5 or more subjects including English and maths, which is the governments new "heightened expectation" level of a pass. This is 5.4% above the national average for looked after children and 3.4% above the regional average for looked after children.
- 4.9 In Haringey our looked after boys outperformed girls in all measures at Key Stage Four. This is the opposite trend to outcomes for looked after children regionally and nationally as well as all non-looked after children. Those children educated in borough had higher attainment than those educated outside of the borough.
- 4.10 The majority (81%) of Haringey looked after children who attend a school or education provision which has been inspected by Ofsted, are in provision rated as good or outstanding. This is an increase of four percentage points from last year.
- 4.11 The percentage of Haringey looked after children with attendance of less than 90%, and classed as Persistent Absentees, was 11.9% in 2017, 16.6% in 2018 and has decreased to 14.9 in 2019. This is above both the national and inner London averages for looked after children but is an improvement from last year.
- 4.12 **Virtual School Development Plan Prorities 2019 – 2021**
- Early Years - To support and maintain the number of children that achieve a GLD by the creation of an Early Years ePEP.
 - KS1 – To increase the number of children making or exceeding age related expectations and/or reaching agreed targets in all four strands
 - KS2 – Increase the number of children achieving ARE in Reading, Writing and Maths and the combined measure of RWM
 - KS4 – To increase the numbers of young people achieving both English and Maths combined at Grade 5+
 - To increase the number of Post-16 Pupils in EET by the creation of an ePEP.
 - To promote excellent attendance for all looked after children
 - Develop partnerships in and out of borough to address rising numbers of fixed term exclusions.

- Develop partnership with Children’s Social Care teams to improve planning for placement change and consequent changes of school
- Improve use of the Pupil Premium Plus to achieve, and provide evidence of, better outcomes for pupils
- Embed, sustain and refine improvements to Personal Education Plan compliance whilst also ensuring there is an improvement to quality.
- Increase staffing capacity and develop further the Virtual School team

5. Contribution to strategic outcomes

Borough Plan 2019-23 Priority 2 People - our vision is a Haringey where strong families, strong networks and strong communities nurture all residents to live well and achieve their potential

6. Use of Appendices

N/A

7. Local Government (Access to Information) Act 1985

Department for Education Statistics for Looked After Children, 31 March 2019

<https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-local-authorities-31-march-2019>

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Virtual School Annual Report for Academic Year 2018-19



Raising Aspirations, Expanding Horizons

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1. Purpose of the Annual Report

The purpose of this report is to outline the activity of the Virtual School Head (VSH), Haringey Virtual School (HVS) and the educational outcomes of Haringey Council's Looked after children (LAC) for the academic year 2018-19 as this is the most recent published data. It reflects on achievements and identifies areas in need of development to achieve the best outcomes for this vulnerable group.

Data contained in this report is for the looked after children (LAC) who were in the care of Haringey Council for a year or more as at 31 March 2019 and which is taken from the Statistical First Release published by the Department for Education (DfE) in March 2020.

2. Role of the Virtual School

Our role is to:

- promote high aspirations and raise achievement through challenge, support and targeted interventions
- ensure that children in care access high quality teaching and learning
- work closely with all those involved in the care and education of looked after children; providing training and support to help understand the issues and challenges they face
- co-ordinate and quality assure all Personal Education Plans (PEPs)
- monitor and challenge schools to make the most effective use of Pupil Premium Plus Grant (PPPG)
- ensure effective transition is provided between schools or specialist providers
- ensure Special Education Needs or Disability needs are identified and supported appropriately with an integrated plan
- celebrate the achievements of our looked after children
- lead training for Foster Carers, Designated Teachers, school governors and bespoke training for educational settings and staff in schools

The Virtual School is an additional resource, which exists to support and challenge all those involved in the education of looked after children. It is involved in, or promotes nationally and locally, various initiatives to enhance the educational achievement of looked after children. The Virtual School is not a teaching tool or environment. It does not replace the school or educational provision of looked after children.

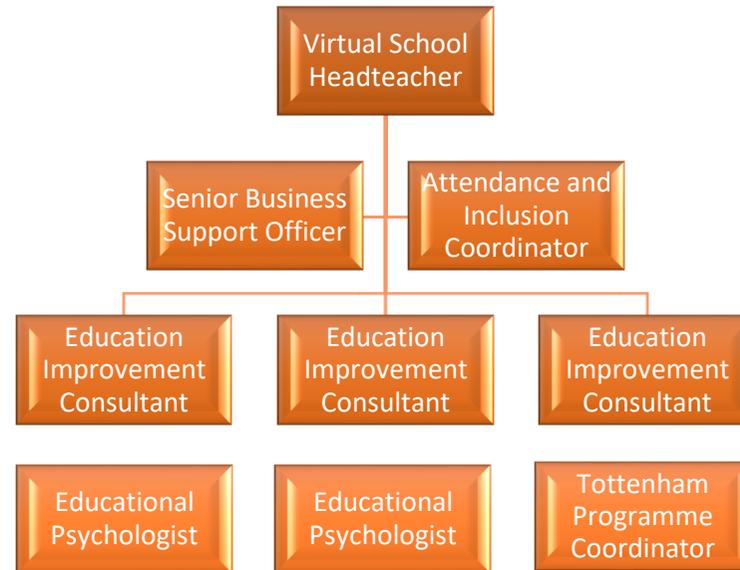
All looked after children, from the age of 2 to 18 are monitored by Haringey Virtual School. A Personal Education Plan (PEP) is reviewed termly for each child and includes their progress and attainment information as well as a record of interventions, often funded through the Pupil Premium Plus Grant, to ensure every child is given the opportunity to make accelerated progress.

Vision

Our vision is to ensure that pupils become successful learners who enjoy learning, make progress and achieve; confident individuals who are able to live safe, healthy and fulfilling lives; responsible citizens who make a positive contribution to society.

3. Structure of the Virtual School

The current structure of Virtual School is as below:



The Virtual School team is a small, multi-disciplinary team, working to raise the educational attainment and attendance of children and young people. The team consists of a Headteacher, Senior Business Support Officer, an Attendance and Inclusion Coordinator, three Education Improvement Consultants, two part-time Educational Psychologists and a part-time Programme Coordinator. The Virtual School work in close collaboration with colleagues across the authority, as well as colleagues in other local authorities, and tracks educational progress, while supporting and monitoring work with children and young people who are looked after. It aims to help young people achieve their full potential and offers support and advice to those who work with and support them. It also offers support and advice for carers, parents and guardians of previously looked after children.

4. Training and Development

Haringey Virtual School is committed to ensuring that professionals working with our children in care have the right knowledge, information and skills to enable them to fulfil their role in contributing to improving the educational outcomes for our looked after children. The Virtual School continues to deliver its multi-agency central training programme to Headteachers, Designated Teachers, school governors, Social Workers, Independent Reviewing Officers, Foster Carers and Newly Qualified Teachers (NQTs). Regular training throughout the year included focus on the use of Pupil Premium, links between research and improving educational attainment and the process of admissions and transition to secondary school. Evaluations from the training is routinely used to plan and target future training.

4.1 Electronic Personal Education Plan (ePEP) Training

In the Summer term, 2018 Haringey Virtual School launched its new ePEP. To support this, training sessions have been delivered to provide an opportunity for role-specific training and support around educational issues pertaining to looked after children. The training included:

- Promoting the achievement of looked after children
- Roles and responsibilities regarding PEPs and PEP meetings
- Logging in procedures
- Populating the ePEP with the required useful information
- SMART targets
- Measuring performance
- Providing effective interventions and recording outcomes
- Sharing the completed ePEP with the relevant parties



The sessions aimed to equip Designated Teachers and Social Workers with the necessary skills to navigate and populate Haringey's online ePEP, which is administered by Welfare Call, and to understand the expectations, timeframes and processes that it involves.

4.2 Designated Teacher Training

The Virtual School continues to deliver cross-phase training sessions for Designated Teachers in all settings. The objectives of the training have expanded from implementing high quality PEPs, to developing the role of the Designated Teacher in accordance with Statutory Guidance. The overall aims of the training are to:

- understand the leadership role in promoting the educational achievement of every looked after child.
- appreciate the central importance of the child's Personal Education Plan.
- raise awareness of the roles and responsibilities of the Designated Teacher.

4.3 Designated Teachers Forum

The Designated Teachers for Looked After Children Forum meets termly, with representation from local primary, secondary and special schools. It has been running for a number of years, with the aim of sharing good practice, highlighting new legislation and providing an opportunity to hear from colleagues across Haringey Council who work with children and families.

4.4 Attachment Aware Schools Training

The Virtual School has recognised that many schools our looked after children attend are not Attachment Aware. Training has been offered by an Educational Psychologist, attached to Haringey Virtual School. This course was designed to make educational professionals more aware of the barriers faced by looked after children, providing strategies to support teaching and learning and to reduce fixed term exclusions. This offer is currently being reviewed.

5. Cohort Characteristics

Haringey is the 6th most deprived borough in London, and the 30th most deprived local authority in England (out of 326). Within the borough there are extreme contrasts: neighbourhoods in some of the western wards, such as Highgate, Muswell Hill and Crouch End are among the most prosperous in the country; in the east of the borough, many neighbourhoods are classified as being among the most deprived in the country.

During recent years the number of children in care has been stable. The needs of those who are in care are becoming increasingly complex with children often entering care with a history of disrupted education.

Over half of Haringey’s looked after children are educated out of the borough and almost a quarter of the children of statutory school age have an Education, Health and Care Plan. Of those children with an EHCP, 45 live outside the borough in 24 different Local Authorities; Barking and Dagenham, Barnet, Brent, Croydon, East Sussex, Enfield, Essex, Hampshire, Havering, Hertfordshire, Hillingdon, Islington, Kent, Lincolnshire, Merton, Medway, Northamptonshire, Redbridge, Staffordshire, Telford and Wrekin, Walsall, Waltham Forest, West Midlands and Wrexham.

	Number	Percentage	No. with EHCP
Total LAC	409	-	
Statutory School age	255	62%	
In borough	92	36%	
Out of borough	162	64%	
EHCP	58	23%	-
Boys	153	60%	45
Girls	102	40%	13
Rec	9	4%	0
Year 1	6	2%	1
Year 2	9	4%	2
Year 3	7	3%	1
Year 4	11	4%	1
Year 5	14	5%	2
Year 6	17	7%	4
Year 7	24	9%	8
Year 8	29	11%	9
Year 9	32	13%	7
Year 10	29	11%	15
Year 11	67	26%	8
Early Years	20	5%	
Post 16	134	33%	

5.1 Unaccompanied Asylum Seeking Children (UASC)

Haringey continues to support unaccompanied asylum seeking children. As at 1 June 2020 we have 60 UASC children, 16 of statutory school age and 44 in Years 12 and 13. It can be challenging to find appropriate education provision for some of the young people in Year 12 and 13, particularly when they arrive in the middle of the academic year. The Virtual School commissioned Winchmore Camps to run an ESOL Summer Camp for those young people who were waiting to enroll at college. The Virtual School works closely with colleges and Post-16 provisions, to ensure that our Post-16 pupils have access to education that is appropriate for them.

6. Early Years Foundation Stage

The DfE does not publish outcomes for this cohort of children. The Early Years Foundation Stage (EYFS) is assessed at the end of reception year. The Early Years Team worked closely with settings to ensure a high standard of practice in assessment and moderation to certify the accuracy and robustness of progress. Pupils are expected to make a 'good' level of development (GLD), measured over the three prime areas of:

- Communication and Language;
- Personal, Social and Emotional Development;
- Physical Development.

Pupils also have to meet a 'good' level of development in Literacy and Mathematics.

100% of Haringey looked after children achieved a good level of development in 2018 and this was performance was repeated in 2019. The total number of qualifying children in the cohort is less than 5 so no details will be published due to data protection purposes.

7. Key Stage One

Teacher assessment (TA) judgments in reading, writing, maths and science are reported for each pupil at the end of key stage 1 (typically aged 7). Teacher assessments are based on a broad range of evidence from across the curriculum and knowledge of how a pupil has performed over time and in a variety of contexts. Pupils are required to take tests in English and maths at the end of key stage 1, however, schools are not required to submit test outcomes to the Department for Education.

Changes to the 2018/19 reading, maths and science TA frameworks mean that judgements in 2019 are not directly comparable to those made using the previous interim frameworks in 2016, 2017 and 2018.

National Attainment at Key Stage One

In 2019, 52% of looked after children reached the expected standard in reading, 43% in writing, 49% in maths and 60% in science. Compared to non-looked after children, attainment for looked after children is much lower. The largest differences are in writing and maths (26 percentage points).

In 2019, 48% of children in need reached the expected standard in reading, 40% in writing, 48% in maths and 56% in science. The attainment of children in need is slightly lower than looked after children.

From 2018 to 2019, the percentage of looked after children reaching the expected standard in writing increased slightly (by 1 percentage point) and for non-looked after children and children in need, the percentage of those reaching the expected standard in writing decreased by a similar amount.

Looked after girls outperform looked after boys in all subjects. The largest differences are in writing (17 percentage points) and reading (7 percentage points) followed by science and mathematics. This subject pattern is broadly similar to the gender attainment difference for non-looked after children and for children in need.

- 100% of Haringey looked after children reached the expected level and above in reading, writing, maths and science. This is 48, 57, 51 and 40 percentage points above the national average for looked after children respectively.
- Data suppressed as less than 5 in the cohort so analysis is not statistically significant and will not be published due to data protection

8. Key Stage Two

Pupils take national curriculum assessment in year 6, at the end of KS2, when most pupils will reach age 11 by the end of the school year. Pupils take tests (commonly referred to as SATs) in reading, maths and grammar, punctuation and spelling (GPS) and receive a teacher assessment (TA) in writing. The combined reading, writing and maths measure uses the results of the reading and maths tests and the outcome of the writing teacher assessment.

2019 | CLA 12 Months

KS2 Benchmark (CLA)

	Cohort	RWM*		READING			WRITING TA		MATHS			GPS					
		≥ Exp	High	Avg. SS	< Exp	≥ Exp	High	≥ Exp	GDS	Avg. SS	< Exp	≥ Exp	High	Avg. SS	< Exp	≥ Exp	High
National (CLA)	3210	37.0%	2.0%	100.1	50.0%	49.0%	12.0%	50.0%	6.0%	100.1	48.0%	51.0%	8.0%	101.4	47.0%	53.0%	15.0%
Local Authority (all schools)	3180	64.0%	14.0%	104.6	26.1%	71.0%	28.3%	79.1%	26.9%	105.4	19.6%	77.4%	27.7%	107.0	18.5%	78.6%	37.9%
Local Authority (state-funded)	3066	66.0%	14.4%	104.6	26.8%	73.1%	29.1%	81.5%	27.7%	105.4	20.1%	79.7%	28.7%	107.0	19.0%	80.9%	39.0%
Virtual School	20	30.0%	5.0%	100.5	65.0%	35.0%	15.0%	40.0%	10.0%	97.4	60.0%	40.0%	10.0%	104.6	50.0%	50.0%	25.0%

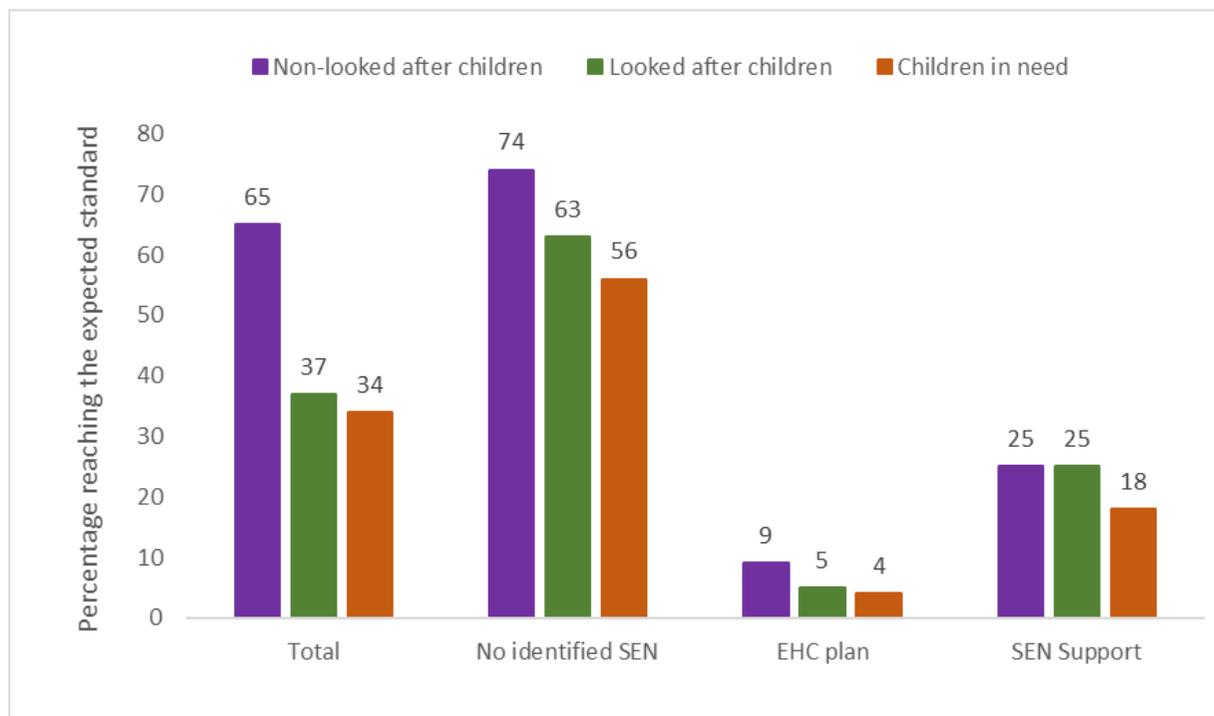
<Exp: Scaled score lower than 100 in tested subjects and performance category lower than EXS in Writing TA | **Exp+:** Scaled score of 100 or higher in tested subjects and performance category of EXS or GDS in Writing TA | **High:** Scaled score at or above higher threshold in tested subjects and performance category of GDS in Writing TA
Avg SS: Average (mean) scaled score across all pupils with a scaled score. Pupils with no scaled score or "N" are discounted | x/ Result suppressed
* In multi-subject indicators (i.e.: RWM) the pupil must have achieved the stated level of performance in all respective subjects | Cohort numbers across different subjects may vary from stated figure

National attainment and progress at Key stage 2

In 2019, 37% of looked after children reached the expected standard in the headline measure reading, writing and maths, which is much lower than the 65% for non-looked after children. The percentage for the headline measure is lower than the percentage reaching the expected standard in individual subjects which ranges from 49% in reading to 53% in grammar, punctuation and spelling.

However, 58% of looked after children at the end of key stage 2 have a special educational need (SEN) identified, as do 49% of children in need. In comparison, only 18% of non-looked after children have a SEN. The higher prevalence of SEN amongst looked after children and children in need, shown in the chart below, may in part explain the gap in attainment compared to non-looked after children.

Figure 4: Percentage of children achieving the expected standard in the headline reading, writing and maths measure at key stage 2, for looked after children, non-looked after children and children in need, by SEN, 2019, England.



Source: CLA-NPD, CIN-NPD

- In 2019, the percentage of Haringey looked after children achieving expected and above in the combined measure of Reading, Writing and Mathematics is 30% which is 7 percentage points below the national average for looked after children, and 5 percentage points lower than the previous year.
- The percentage of Haringey looked after children achieving expected and above in reading is 35% which is 14 percentage points below the national average for looked after children and 25 percentage points lower than the previous year.
- The percentage of Haringey looked after children achieving expected and above in writing is 40% and is 10 percentage points below the national average for looked after children.
- The percentage of Haringey looked after children achieving expected and above in maths is 40% which is 11 percentage points below the national average for looked after children and 15 percentage points lower than the previous year.

Cohort characteristics:

2019	2018
20 children	20 children
14 boys, 6 girls	10 boys, 10 girls
13 (65%) were identified as having Special Educational Needs	10 (50%) were identified as having Special Educational Needs
8/13 (61%) had an Education, Health and Care Plan	No children with an Education, Health and Care Plan
17 children attended mainstream schools	All children attended mainstream schools
10% of the cohort were educated within the London Borough of Haringey.	15% of the cohort were educated within the London Borough of Haringey.

Gender	No. of students	National Average	Virtual School
Boys	14	32%	42.9%
Girls	6	42%	0

In 2019, Boys outperformed girls in the combined measures of reading, writing and maths and were 10% above the national average for looked after children. In comparison to last year when the girls outperformed the boys and were 11% above the national average.

Outcomes by ethnicity - Percentage of Haringey looked after children achieving expected and above in the headline measures

Ethnic Group	No.	RWM	Reading	Writing	Maths
Black	10	30%	40%	40%	30%
White	--	0%	0%	0%	0%
Asian	--	100%	100%	100%	100%
Mixed	--	25%	25%	50%	75%

-- Data suppressed as less than 5 in the cohort so analysis is not statistically significant and will not be published due to data protection

Key stage 2 progress measures

Progress measures aim to capture the progress that pupils make from the end of key stage 1 (typically age 7) to the end of primary school (typically age 11). They are a type of value-added measure, which means that pupils' results are compared to the results of other pupils nationally with similar prior attainment. Progress scores are calculated for each of reading, writing and maths.

Scores will be centred on zero with a positive score showing that pupils made more progress than similar pupils nationally, and a negative score showing that pupils made less progress than similar pupils nationally.

KS1 – 2 Average Progress Scores			
	Reading	Writing	Maths
Haringey looked after children	-2.92	-1.54	-3.58
National looked after children	-0.22	-0.77	-0.95

Haringey looked after children made less progress than looked after children nationally in Reading, Writing and Maths.

In the coming year, attainment will be monitored closely in the termly PEP meetings, Virtual School tracking meetings and by the Educational Psychologists in the service to ensure a good transition to secondary school. Additional funding will be offered to schools to ensure pupils are making better than expected progress.

9. Key Stage Four

The Government has modified their accountability system for secondary schools in order to take into account the new reformed GCSEs and to ensure the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 (KS2) to the end of KS4. It compares pupils' achievement – their Attainment 8 score (see below) – with the national average Attainment 8 score of all pupils who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero. When including pupils at special schools the national average is not zero, as Progress 8 scores for special schools are calculated using Attainment 8 estimates based on pupils in mainstream schools.

Attainment 8 measures the average achievement of pupils in up to 8 qualifications. This includes: English (double weighted if both GCSEs in language and literature are taken); maths (double weighted); three further qualifications that count in the English Baccalaureate (EBacc); and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved

list. Due to the introduction of reformed GCSEs and the 9-1 grading scale, this measure will not be comparable between years until all reformed GCSEs are introduced into performance tables in 2020.

The English Baccalaureate (EBacc) entry The EBacc shows how many pupils are entering GCSEs (or AS level qualifications) in core academic subjects at KS4. The EBacc consists of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the English Baccalaureate list of qualifications.

NCER		KS4 Benchmark (CLA)														2019 CLA 12 Months	
	Cohort	Attainment 8	Progress 8			9-5				EBacc			Entry				
			Cov.	Avg. Score	Conf. Int.	EBacc Eng. LL	EBacc Mat.	E&M	5+ Inc E&M ¹	Entry	APS	Any Qual.	EBacc Slots	Other Slots	Triple Sci.	≥2 Lang.	
National (all schools)	604050	44.8	86.4%	-0.08	±0.00	57.1%	46.1%	40.2%	55.8%	36.6%	3.88	96.4%	2.7	2.7	25.5%	3.4%	
National (CLA pupils)	5410	19.1	77.0%	-1.28	±0.04	16.0%	11.0%	7.0%	14.0%	9.0%	1.52	73.0%	1.5	1.6	5.0%	0.0%	
DfE Region - London (CLA pupils)	770	20.0	67.0%	-1.21	±0.11	21.0%	12.0%	8.0%	16.0%	14.0%	1.63	74.0%	1.5	1.6	4.0%	1.0%	
Virtual School	31	23.6	67.7%	-1.11	±0.55	29.0%	12.9%	12.9%	19.4%	29.0%	2.05	87.1%	1.8	1.9	6.5%	3.2%	

■ Significantly above national average | ■ Significantly below national average | x/ Result suppressed
¹Pupils achieving A*-C/9-4 in 5 or more subjects including English and Maths

Key Stage Four outcomes for Haringey looked after children continue on a positive trend from previous years and continue to be the key stage in which our children perform well, in comparison to their looked after peers. The official Progress 8 score for Haringey Virtual School is -1.11. This means Haringey looked after children made more progress from Key Stage 2 than their looked after peers did nationally and regionally with the same prior attainment. Haringey looked after children had an average Attainment 8 score of 23.6. This is higher than the national and regional averages for looked after children meaning Haringey’s looked after children’s attainment was higher than their looked after peers.

19.4% of Haringey looked after children achieved a strong 9-5 pass in 5 or more subjects including English and maths, which is the governments new “heightened expectation” level of a pass. This is 5.4% above the national average for looked after children and 3.4% above the regional average for looked after children. Across all measures, looked after children still perform significantly less well than their non looked after peers however, when specific characteristics are taken into to account, the gap between Haringey looked after children’s achievement and their peers can be explained.

Cohort characteristics

- 31 children in the qualifying cohort
- 19 boys, 12 girls
- 11/31 (35%) children were identified as having Special Educational Needs
- 7/11 (63.6%) had an Education, Health and Care Plan
- 12 children (39%) of the cohort were educated within the London Borough of Haringey
- 27 children (87%) attended mainstream schools

In Haringey our looked after boys outperformed girls in all measures at Key Stage Four. This is the opposite trend to outcomes for looked after children regionally and nationally as well as all non-looked after children. Those children educated in borough had higher attainment than those educated outside of the borough.

18.2% of SEN students achieved a strong 9-5 pass which was 11.2 percentage points above the national average for looked after children. However, nationally, 53% of looked after children at the end of key stage 4 have a special educational need (SEN) identified, as do 48% of children in need. In comparison, only 14% of non-looked after children have a SEN. The higher prevalence of SEN amongst looked after children and children in need, in part explains the gap in attainment compared to non-looked after children.

Outcomes by ethnicity - Haringey looked after children with 5+ strong 9-5 GCSE passes including English and Maths

Ethnic Group	No.	Nat. Average for looked after children	HVS
White	10	14%	10%
Black	10	24%	40%
Asian	--	24%	100%
Mixed	--	21%	0%
Unclassified	6	4%	0%
Any other	--	14%	0%

-- Data suppressed as less than 5 in the cohort so analysis is not statistically significant and will not be published due to data protection

10. Quality of Provision

The majority (81%) of Haringey looked after children who attend a school or education provision which has been inspected by Ofsted, are in provision rated as good or outstanding. The reasons for pupils not being in schools with an Ofsted rating include those who are waiting for a school following a change of placement, schools not yet inspected and young people who are in custody or hospital. In all cases, close monitoring of progress in these schools occurs on a regular basis by the Virtual School. Where necessary, an action plan is instigated with the social worker to monitor the school and child's progress and put in remedial support if required. Children who attend schools with an Ofsted rating of less than good were either in the school prior to becoming looked after and it was assessed as less detrimental to their development to maintain their school place, or they were placed as there were exceptional evidence-based reasons for doing so. The Virtual School Head attends the weekly social care Resources Panel where children moving placements are discussed and is part of the decision-making process including school choice.

11. Inclusion

11.1 Attendance

	National LAC		Inner London LAC		Haringey LAC	
	2018	2019	2018	2019	2018	2019
Overall absence	4.5	4.7	4.8	5.0	6.2	4.9
Unauthorised	1.3	1.4	1.5	1.7	1.80	1.7
Persistent absence	10.6	10.9	11.9	13.4	16.6	14.9

Nationally, absence rates for looked after children have continued to increase this year – overall absence increased slightly from 4.5% of sessions missed in 2018 to 4.7% in 2019. Absence rates for children in need have also continued to increase, from 11.0% of sessions missed in 2018 to 11.4% in 2019.

The percentage of looked after children classified as persistent absentees has increased slightly over recent years, from 8.9% in 2014 to 10.9% in 2019. In 2019, 32.0% of children in need were classified as persistent absentees.

Overall absence nationally and in Inner London has increased in the past year. However, absence rates for Haringey looked after children have decreased this year. The percentage of Haringey looked after children with attendance of less than 90%, and classed as Persistent Absentees, was 11.9% in 2017, 16.6% in 2018 and has decreased to 14.9 in 2019. This is above both the national and inner London averages for looked after children but is an improvement from last year.

The majority of pupils with poor attendance are in Key Stage 3 and 4. This is due to an increase in exclusions and also some of our children being on reduced timetables due to mental health concerns, meaning they are unable to attend school full time. Actions to address this have included offering a range of bespoke provision including 1:1 tuition, mentoring, careers information and guidance and First Steps consultations. Currently the Virtual School recognise and reward 100% attendance at our annual Education Achievement Awards. The Virtual School has widened this reward scheme to include children who achieve 100% attendance in a term or an improvement of 10%. Any child identified as having 90% or below attendance is monitored closely by the Virtual School and PEPs are attended to ensure that strategies are in place to improve attendance. Attendance rewards are being trialled with the Post 16 cohort.

11.2 Exclusions

% of looked after children with at least one fixed term exclusion	2016	2017	2018
Haringey LAC	12.44	13.16	14.67
Inner London LAC	11.36	12.64	12.48
National LAC	11.44	11.83	11.67

Exclusions data are collected two terms in arrears, so the latest exclusions data available is from the academic year 2017/18. This is matched to the looked after children from year ending 31 March 2018, which is a year earlier than the other information in this report. Nationally, the rate of permanent exclusions for looked after children has fallen and is now less than the rate for all children and continues to be much less than the rate for children in need. Looked after children are more than five times more likely to have a fixed period exclusion than all children, and nearly one and a half times more likely than children in need. This fall in exclusion rates for looked after children (both permanent and fixed term) may be the result of revised guidance on exclusions in 2017 but it is also influenced by variations at a local level.

In 2018, 0.05% of looked after children were permanently excluded from school, which is lower than the rate for all children (0.10%) and much lower than the rate for children in need (0.28%). The rate of looked after children permanently excluded dropped in 2018 and is the lowest it has been in the six year period from 2013 to 2018. In contrast, the rate of all children permanently excluded remained stable whereas it increased for children in need.

In 2018, 11.67% of looked after children had at least one fixed period exclusion, a decrease from 11.83% in 2017. There has been an increase for all children (2.29% to 2.33%) and children in need (8.25% to 8.47%). For all children and children in need, a trend of increasing fixed period exclusion rates continues since 2014.

The table above shows the percentage of pupils with at least one fixed term exclusion. Fixed term exclusions of Haringey looked after children have increased year on year since 2015. The percentage of Haringey looked after children with at least one fixed term exclusion is higher than national and Inner London averages. Persistent disruptive behaviour, physical assault against a pupil or an adult, verbal abuse/threatening behaviour against an adult, were the most common reasons for fixed term exclusions. Virtual School Education Improvement Consultants have been in regular contact with the schools these children attend and offer advice and guidance with the aim of reducing further incidences.

Strategies to reduce numbers will include fortnightly meetings to review all exclusions; Virtual School representative to aim to attend every re-integration meeting for an exclusion; and offering additional PP+ to ensure preventative actions agreed in reintegration meetings are being implemented.

12. Personal Education Plans (PEPs)

Haringey's PEP completion performance showed a dip from 87% at the end of July 2016 to 74% at the end of July 2017. This was below the target of 90%. Since July 2017, the percentage of PEPs completed has varied and has never reached the target of 90%. The new Electronic PEP (ePEP) was launched in Summer 2018 and work continues to embed it in practice to ensure it is being used effectively to improve the achievement of our children. Haringey Virtual School is committed to ensuring that our children and young people have the benefit of a high-quality ePEP. All ePEPs are reviewed termly and are quality assured and approved by the Virtual School Education Improvement Consultants. As of 30 June 2020, the Key Performance Indicator for Valid PEPs was 91%, which is 1% above the target and the highest percentage reported since the introduction of ePEPs.

The increased focus on this area will continue with weekly performance meetings to review out of date and incomplete PEPs, setting targets for completion, in addition to the Virtual School offering a regular 'surgery' for social workers to discuss and prepare for upcoming PEPs. The ePEP template for statutory school age children will be reviewed and revised for the next academic year and consideration will be given to creating an ePEP for Early Years and Post 16s.

13. Pupil Premium Plus Grant (PPPG)

Pupil Premium Plus is a government grant to support and promote the education of children and young people in care. From 1 April 2014 Pupil Premium Plus has been available to provide each school age looked after child support with their education. However, some children may get more, some less, depending on an assessment of their individual needs. The amount for 2018-19 was £2300. The Pupil Premium Plus is distributed in three termly instalments of £600, with £500 being retained by the Virtual School to fund central initiatives to raise children's attainment. Additional funding can be requested for example, to provide support for children where significant and delayed trauma may manifest in unpredicted high levels of need. The expectation is that an individual request will be made with a clear plan of how the money will be spent, and the expected impact. Pupil Premium Plus Grant (PPPG) has enabled schools to put in place timely additional personalised interventions for looked after children with the aim of accelerating their progress and closing the attainment gap between them and their peers.

The majority of Headteachers and Designated Teachers make effective use of Pupil Premium Plus to support children through their education, offering learning support resources and enrichment activities. These are generally well-matched to the learning needs of individual children and young people. Pupil Premium spend is linked to PEP targets, however, the targets themselves need to be improved so that they are specific, measurable, achievable, realistic and timebound (SMART) and are more closely allied to improving educational outcomes. The termly training offered by the Virtual School will aim to address this.

14. Local and National Initiatives

Haringey Virtual School is part of a North East London cluster group of Virtual Schools along with Barking & Dagenham, Enfield, Hackney, Camden, Havering, Newham, Redbridge, and Waltham Forest. The Virtual School Heads meet quarterly to share good practice around key practice areas, such as improving PEP audits, tracking and monitoring of data and working with looked after children placed out of area. In the next year, there are plans to develop opportunities for joint training across the authorities to pool resources and extend the offer to Designated Teachers.

Haringey is also part of the Pan London network of Virtual Schools and the National Group, which has now become the National Association of Virtual School Heads (NAVSH). Regional representatives meet regularly with DfE and Ofsted to look at improving policies and practice to drive the agenda for raising looked after children's educational attainment. The Pan London network of Virtual School Heads arranged a London-wide conference for Virtual School colleagues to support their CPD, celebrate their work, share good practice and provide opportunities to network and establish lasting partnerships. This successful event took place on 14 November 2019.

Raising Aspirations and Increasing Participation

To Care is to Do

Building on the work that has been established over a number of years, Haringey Virtual School, in partnership with the Tottenham Hotspur Foundation, run a number of activities during the year specifically for children and young people in the care of Haringey, as part of the 'To Care is to Do' (TCTD) programme. The focus is to support educational attainment of children which, research has shown is improved through the engagement in culture and leisure activities and creating a sense of belonging. To Care is to Do uses the unique brand appeal of THF to engage and inspire looked after children and care leavers in Haringey. The creation of opportunities and high-quality experiences supports education success and leads to long term targeted vocational qualifications, in addition to pre and post employment support. Tottenham Hotspur provides a positive connection for young people who are the responsibility of Haringey and builds links to the community and their staff.

The programme provides a range of activities, with the objective of improving educational engagement and attainment, increasing employability, developing life skills and promoting healthy and active lifestyles for children in care of statutory school age and opportunities for Post 16 and care leavers.

This comprehensive programme aims to build pathways to the opportunities provided by the Stadium Regeneration, to ensure that our more vulnerable young people have the skills and support to access them. The programme caters for all ages, including foster carers and provides, mentoring, life-skills workshops, work experience, enrichment and aspirational activities including:

- Cooking workshops
- Percy House Cinema Events
- Sports Days
- Summer Party
- Winter Party
- Education Achievement Awards
- Work experience



The Key Stage 1 and 2 Summer and Winter parties are learning parties which promote young children’s development through playing, singing, talking, reading, and engaging in fun coach led activities. The Year 6 graduation ceremony is also incorporated into the Summer Party.

Chrysalis Accelerator Programme

Haringey is one of five North London Boroughs participating in, and driving forward, the Chrysalis Accelerator Programme this year. The programme aims to raise aspirations through participation in a range of workshops and learning opportunities offered by teachers at Highgate School, including a social skills training group, Future Foundations. Eight young people took part in the programme this year.

Big Green Envelope

Twice a year, every child and young person receives a Big Green Envelope of books, with a carefully chosen theme and selection of reading materials, to help them build their own ‘libraries’ and support the learning environment with foster carers.

Publicity

Haringey Virtual School has a website that is currently under construction to ensure it reflects recent changes in statutory guidance and accurately outlines the work of the Virtual School. It provides information on activities, events and resources. The Virtual School publishes a newsletter twice a year which provides information on events, activities for young people and training. There is also an information booklet available from HVS: 'Nursery to University' which gives information on a range of topics including; the PEP process, guidance on looked after young people with SEN, admissions and the changes in the way schools assess pupils. The Virtual School has published a comprehensive education guide extending the information included in the booklet so that it can be used as a reference for social workers, schools and carers. All publications are currently under review to ensure they are up to date.

15. Virtual School Priorities

SCHOOL DEVELOPMENT PLAN PRIORITIES (SDP) 2019-2021
Early Years - To support and maintain the number of children that achieve a GLD by the creation of an Early Years ePEP.
KS1 – To increase the number of children making or exceeding age related expectations and/or reaching agreed targets in all four strands
KS2 – Increase the number of children achieving ARE in Reading, Writing and Maths and the combined measure of RWM
KS4 – To increase the numbers of young people achieving both English and Maths combined at Grade 5+
To increase the number of Post-16 Pupils in EET by the creation of an ePEP.
To promote excellent attendance for all looked after children
Develop partnerships in and out of borough to address rising numbers of fixed term exclusions.
Develop partnership with Children's Social Care teams to improve planning for placement change and consequent changes of school
Improve use of the Pupil Premium Plus to achieve, and provide evidence of, better outcomes for pupils
Embed, sustain and refine improvements to Personal Education Plan compliance whilst also ensuring there is an improvement to quality.
Increase staffing capacity and develop further the Virtual School team

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