

Report for: Corporate Parenting Committee 29th October 2018

Item number:

Title: Haringey Virtual School Annual Report 2017 and provisional key stage and GCSE results 2018



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

Lead Officer: Fiona Smith, tel. 020 8489 3163,
fiona.smith@haringey.gov.uk.

Ward(s) affected: All

Report for Non Key Decision

1. Describe the issue under consideration

The reports detail the educational performance of Haringey's looked-after children Children and Young People for 2017 and 2018, and the Virtual School Annual Report.

2. Background information

- 2.1 Overall, the educational performance of Haringey's looked-after children (LAC) for 2017 is above that nationally. The gap between pupils looked-after by Haringey and their peers who are not looked after is closing and this is testament to the hard work of the young people, their carers, schools, social workers and the virtual school.
- 2.2 For the second year running, the educational performance of Haringey's looked-after children at the end of Key Stage 4 is within the top 10% of the country [Source: the Department for Education Statistics for Looked After Children, March 2017]. In Haringey, 23% of the cohort who were eligible for GCSEs attained at least level 4 in English and maths, compared with the national average of 17.5%.
- 2.3. At Key Stage 1, with a cohort of seven pupils, none made expected standards, and were monitored closely for the last academic year by the virtual school teachers or educational psychologists to ensure they made progress.
- 2.4 At Key Stage 2, the performance was above national in all areas but maths where it was the same. Pupils in this groups were closely monitored as they made the transition to secondary school.

2.5. During the year, Haringey Virtual School has run an extensive programme of activities for children and young people looked after, together with partners including Tottenham Hotspur Football Club and Highgate Independent School. These have included an enrichment programme, a cooking club, summer and winter party, half term and school holiday activities; University Summer School and the Chrysalis Accelerator Programme, raising aspirations for Children in Care. The Virtual School has also held its Annual Educational Achievement Awards for secondary aged pupils, and cinema and theatre trips.

2.6 **Key Priorities for development and focus in 2016-17 included:**

- Reviewing and increasing the staffing of the virtual school to provide a more case-based approach to improve the monitoring of attainment and progress leading to more consistently better outcomes
- Improving outcomes for Early Years and Key Stage 1, through close monitoring by the educational psychologists in the virtual school
- Ensuring effective support is in place for transition to year 7
- Strengthening links with Special Educational Needs (SEN) through regular joint case reviews by the virtual school head and designated SEN officer with responsibility for looked after children
- Continuing to work towards introducing an electronic Personal Education Plan (PEP) to strengthen quality assurance role
- Embedding the process for signing off school choices to ensure all children attend good or outstanding provision wherever possible
- Developing a bespoke training programme for foster carers
- Analysing reasons for the increase in absence to inform ways of strengthening the focus on reducing absence and particularly persistent absence
- Analysing reasons for increase in exclusions to inform a strategy for reducing the number of fixed term exclusions
- Piloting the Post 16 Education, Training and Employment (PETE) programme to improve transition support from year 11 to year 12
- Identifying and implement changes introduced in the Children and Social Work Act 2017 which extends the Virtual School Head role to provide advice and guidance to previously looked-after children.

2.7. The provisional outcomes for 2018 are included in a separate report; national comparators will be available in March 2019.

3. Contribution to strategic outcomes

Priority One.

4. Use of Appendices

Haringey Virtual School Annual Report

Key Stage and GCSE results for Looked-after Children 2018