

# **Haringey Virtual School**

Raising Aspirations, Expanding Horizons

## **Annual Report 2016-17**



# Haringey Virtual School

## Annual Report 2016-2017

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### Introduction and summary of achievements 2016-17

1. The educational performance of Haringey's looked-after Children (LAC) this year has been mixed, with pupils in Key Stage 2 and 4 achieving above national average for looked-after children in most subject areas, and pupils in early years and Key Stage 1 attaining below the national average. However, within the year groups, many young people achieved excellent results, exceeding their targets and young people, their carers, social workers and schools have continued to work hard throughout the year to achieve outstanding educational outcomes.
2. In the Early Years Foundation Stage, there were two eligible pupils, one of whom had an Education Health Care plan (EHCP). Neither of the two pupils attained the expected levels across the first 12 measures out of the total of 17, which indicate a good level of development. Both children will be tracked closely in year one and will be allocated an educational psychologist from the virtual school to ensure they are effectively supported to make progress.
3. At the end of Key Stage 1, seven pupils were eligible for the SATs tests, two of whom had an EHCP and did not sit the tests. None of the five children who took the tests attained the expected scores; an outcome that is below the national and Inner London average for looked-after children, although two of the five who sat the tests scored within five percent of the expected standard. They will all be closely monitored in year 3 by the educational psychologists in the virtual school to ensure they make good progress and additional interventions using Pupil Premium Plus (PP+) will be put in to support them.
4. At the end of Key Stage 2, the 20 children eligible for the SATs tests scored above national average in reading, writing and grammar, punctuation and spelling (GPS) and slightly below in maths. Inner London scores were not available this year. Children who did not attain expected levels will be monitored by the educational psychologist in the virtual school and

targeted for additional support in year 7, through engagement in the Text Now reading programme, or one-to-one tuition.

5. At the end of Key Stage 4, the educational performance of Haringey's looked-after children in one of the key indicators, Attainment 8, was again within the top 10% of the country. It was also above the national and Inner London average for pupils who attained at least a grade 4 in English and maths, and was above national and the same as Inner London for Progress 8, the indicator that measures progress from the end of Key Stage 2.
6. The percentage of pupils with attendance of less than 90% and classed as Persistent Absentees, was worse than the national average this year, but slightly better than the Inner London average, which is the same picture as last year. Further analysis of the reasons for this increase will be undertaken. Overall absence was also higher than the national average and the same as Inner London with both authorised and unauthorised absence worse than national and better than Inner London. All but unauthorised absence was the same as national and Inner London performance the previous year. Actions to reduce absence this year will be a key priority for the virtual school and practice will be strengthened across the service. This will include employing one of the officers in the Council's Educational Welfare Service to monitor those pupils at risk of being in this cohort in order to plan preventative actions with schools.
7. The percentage of pupils with at least one fixed term exclusion, with figures only released for 2015-16, was higher than both national and Inner London which is a dip from the previous year. In order to ensure timely action is taken to follow up on these pupils, a weekly monitoring meeting will be held in the coming year to review data and identify pupils in order to reduce the risk of further episodes of exclusion.
8. During the year, Haringey virtual school has run an extensive programme of activities for looked-after children and young people, together with partners including Tottenham Hotspur Foundation (THF) and Highgate Independent School. An enrichment programme was introduced this year, offering high quality short courses in a range of areas including legal and digital skills. The sessions have been very popular and young people receive accreditation from AQA on completion. The over-subscribed cooking club has had an increasing number of attendees this year and has continued to place emphasis on learning to cook healthy, nutritional food. Alongside these activities, pupils have been offered football and multi-sport courses run by THF, half term and school holiday activities including trips to the IMAX, bowling, a football tournament at Leicester King Power Stadium and cycling. The virtual school has continued its involvement in the Chrysalis Accelerator Programme, a joint initiative with four other virtual schools raising aspirations for looked-after children. Eight young people have taken part in the programme, which has run workshops in science, maths and philosophy and organised a theatre trip and a visit to Cambridge University. Four young people also attended a summer school, which takes place over three days and is hosted by the University of Hertfordshire.
9. The virtual school continues to deliver its multi-agency training programme to designated teachers (DTs), school governors, social workers, IROs, foster carers and NQTs. The well-attended LAC conference this year was themed around resilience, with a very well received

and evidence based presentation from renowned author and University of Dublin professor, Robbie Gilligan.

10. Key achievements in 2016-17 include:

- Continuing to be in the top 10% nationally for Attainment 8 at the end of Key Stage 4
- Setting up and embedding a management committee with key stakeholders to provide governance to the virtual school
- Developing a high quality enrichment programme offering a range of additional studies including digital and legal skills
- Introducing a weekly Risk Register meeting to monitor actions to reduce number of pupils without suitable education, reduce delay in offering education and target those at risk of exclusion.

11. Areas for development and focus in 2017-18 include:

- 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 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 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 VSH role to provide advice and guidance to previously looked-after children

## Background and context of the Virtual School

12. On 1<sup>st</sup> April 2014, the role of virtual school head was made statutory, confirming the government's ongoing commitment to improve the educational outcomes for looked after children. Guidance on *Promoting the achievement of Looked After Children* was published by the Department for Education (DfE) in July 2014 and this document provides a clear outline of both the role and responsibility placed on local authorities and the Virtual School to do everything in its power to ensure this most vulnerable group of children achieve their potential. This document, together with the guidance for designated teachers was updated in February 2018 to incorporate the extension of the duty towards previously looked-after children, following their inclusion in the Children and Social Work Act 2017.
  
13. Haringey's Virtual School is a multi-disciplinary team with a Headteacher, senior teacher, advisory teacher, attendance and inclusion officer and part-time educational psychologist. The current staffing levels will be reviewed in the next year with a view to increasing capacity, to enable the team to more closely monitor and track children to ensure progress is more consistently above average and improve the effective use of the Pupil Premium Plus. Due to the small number of teaching staff, the virtual school is unable to attend every Personal Education Plan (PEP) meeting or to operate a caseload system so schools are asked to submit termly attainment and progress data to enable close tracking and monitoring in order to target those pupils working below expected levels. The introduction of a weekly risk register meeting in the last year has ensured that pupils without school places or with additional and complex needs are discussed and remedial actions taken in a timely way. Virtual school staff also deliver training to designated teachers, social workers and foster carers to support their work; offer advice and consultation to social workers and distribute books and resources to children. There is an out of school hours enrichment programme and an annual Educational Achievement Awards evening, in addition to summer and winter parties for primary children. The provision is enhanced by an effective partnership arrangement with Tottenham Hotspur Foundation, which joint funds a dedicated post focussing on engaging young people in activities to support their learning, raising aspirations and offering work experience opportunities. In the next year the virtual school will be running PETE, (Post 16 Education, Training and Employment) a small pilot project to support the transition from year 11 to year 12, to ensure more young people remain in education and increase the number who progress into further and higher education.

## Performance Summary

14. There were 219 pupils in care for one year or longer between 1<sup>st</sup> April 2016 and 31<sup>st</sup> March 2017 and it is pupils from this cohort whose results are reported here, even if they left care before the end of the academic year. The government produced the national performance data on this group of looked after pupils in March 2018 as part of its Statistical First Release. The report also draws on pupil-level data, which is collected for virtual schools by the NCER. In addition to the 219 children continuously in care for one year or longer, there were at least a further 130 children who became looked after during the year. Where it is available, Haringey data is compared with national outcomes, and

Inner London outcomes, as this cohort includes the majority of Haringey’s statistical neighbours, those authorities with characteristics similar to Haringey.

### End of Early Years Foundation Stage

15. The Early Years Foundation Stage Profile (EYFSP) is the statutory end of year assessment tool for pupils in reception, as they transfer into year one. Their progress towards 17 Early Learning Goals is measured and rated as ‘Emerging’, ‘Expected’ or ‘Exceeding’, and they need to achieve at least ‘Expected’ in the first 12 areas to be considered to be making a ‘good level of development’. The expectation is that these children will make national average progress during Key Stage 1.
16. There were two pupils in reception in 2016 -17, one of whom has an Education Health Care Plan (EHCP), and neither achieved the ‘Expected’ or ‘Good’ level of development at the end of Foundation Stage. One pupil achieved ‘Expected’ in four of the 17 areas, and the other was assessed as ‘Emerging’ in all areas. Both will be closely tracked in year one to ensure they make progress towards achieving ‘Expected’ levels at the end of key stage 1. The areas of ‘Communications and Language’ and ‘Personal, Social, and Emotional development’ are known to be significant for children in care with those not achieving ‘Expected’ in these areas as being at high risk of long-term low outcomes.

### Performance at Key Stage 1

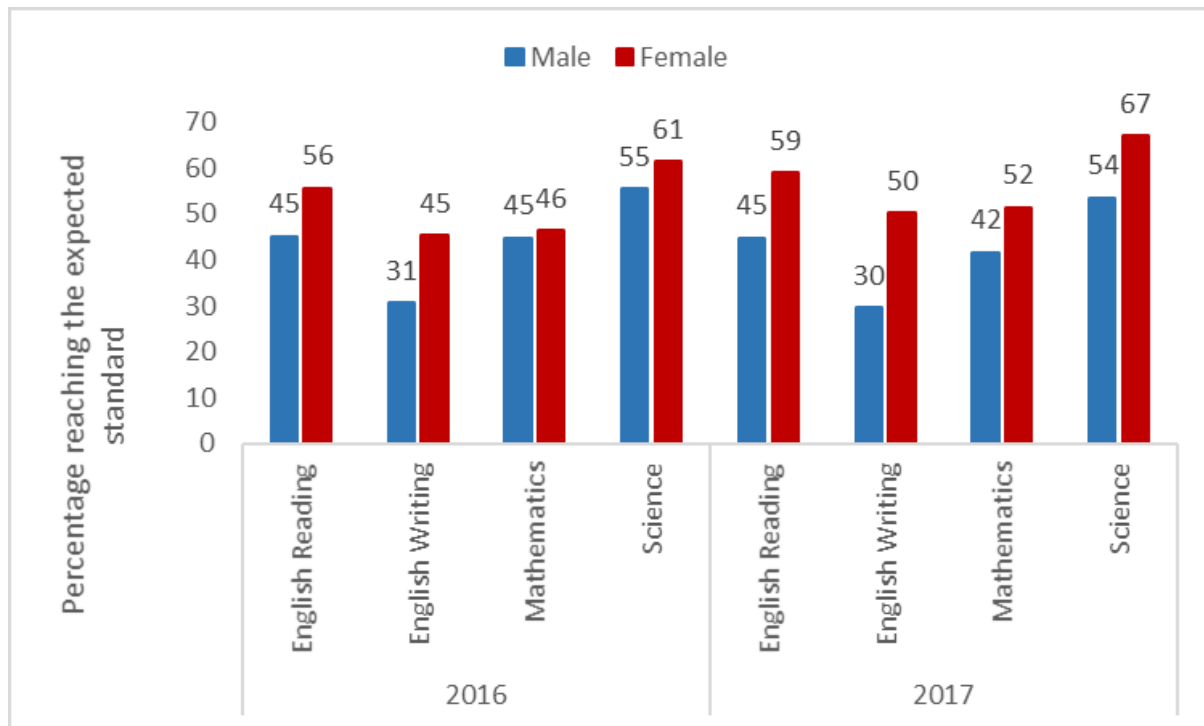
17. There was a cohort of seven pupils in Key Stage One in 2017, two of whom had an Education Health Care (EHC) Plan who were working on P scales and did not sit the tests. The other five pupils whilst making progress in their learning are all working slightly below expected levels for their age, apart from one pupil who reached the expected standard in reading and two pupils who were less than five percent below the expected scores in all areas. The learning and progress of all pupils will continue to be closely monitored in the coming academic year with targeted interventions, using allocated Pupil Premium Plus additional funding as appropriate to individual need. The educational psychologists in the virtual school will also be involved in reviewing progress and advising on appropriate strategies to ensure good progress is made.

**Table 1: Percentage of looked-after pupils who reached the expected standard in Key Stage 1 assessments**

	National LAC	Haringey LAC	Comparison with national
Percentage reaching the expected standard in reading	51	14	↓
Percentage reaching the expected standard in writing	39	0	↓
Percentage reaching the expected standard in maths	46	0	↓

18. National performance of looked-after children by gender indicates that girls out-performed boys in all measures. In Haringey, numbers were too low to provide a breakdown by gender.

**Table 2: National performance of looked-after children at Key Stage 1 by gender**



**Performance at Key Stage 2**

19. There were 20 pupils in the Key Stage Two cohort in 2017, of whom nine (45%) had an Education Health Care (EHC) Plan, three female and six male, six of whom did not sit the tests. Of the 11 pupils with no identified special educational needs (SEN), six (54%) attained expected levels in reading, writing and maths; however, the figures below show the percentage who attained expected levels out of the whole cohort. In reading, Haringey pupils were above national and Inner London averages, and in writing were above national but below Inner London averages. In maths, scores were the same as national and below Inner London averages, and for reading, writing and maths, Haringey pupils were below both national and Inner London averages. In the next 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.

**Table 3: Percentage of looked after children reaching the expected standard at Key Stage 2**

	National LAC	Inner London LAC	Haringey LAC	Comparison with national	Comparison with Inner London
Percentage reaching the expected standard in reading	45	53	55	↑	↑
Percentage reaching the expected standard in writing	45	54	50	↑	↓
Percentage reaching the expected standard in maths	46	55	46	→	↓
Percentage reaching the expected standard in Grammar, Punctuation & Spelling (GPS)	50	63	55	↑	↓
Percentage reaching the expected standard in reading, writing and maths	32	40	30	↓	↓

20. Within the year six cohort in Haringey, girls out performed boys in all but writing, which is similar to the national picture where girls perform better in all subject areas. In relation to race, pupils of black African or Caribbean heritage outperform other ethnic groups in all areas. The pupils of mixed background all had an EHCP and only one pupil took the tests. There is no national or Inner London data on record for comparison.

**Table 4: Percentage of Haringey looked-after children reaching the expected standard at key stage 2, by gender and race**

	Female	Male	Black/African/Caribbean	Mixed	White
Percentage reaching the expected standard in reading	60	46	58	25	50
Percentage reaching the expected standard in writing	40	46	58	0	25
Percentage reaching the expected standard in maths	60	33	50	25	50
Percentage reaching the expected standard in Grammar, Punctuation & Spelling (GPS)	60	46	66	25	50
Percentage reaching the expected standard in reading, writing and maths	40	26	41	0	25

### Progress at Key Stage 2

21. Progress measures aim to capture progress made between the end of Key Stage 1 and the end of Key Stage 2, using data submitted to compare pupils with similar prior attainment. Within the Haringey cohort, 16 pupils had prior data to allow progress to be calculated. Six



(37%) had made progress in all three subject areas of reading, writing and maths between the key stages. National and Inner London data on percentage of this group who made progress is not available in this format.

#### Performance at Key Stage 4

22. There were 26 pupils in the reporting cohort for end of Key Stage 4 results (GCSEs) and outcomes were above national and inner London averages in all measures apart from national progress 8, which was the same. There were four pupils (15%) with an EHC plan, of whom one did not sit GCSEs; the other three all attained at least one GCSE. Eighteen pupils (69%) were in mainstream school, an increase of one percentage point (ppt) from the previous year; three (11.5%) attended special schools; one pupil (4%) was at an Alternative Provision (AP); two (8%) were in custody, both of whom sat exams but did not sit GCSEs and two pupils refused to engage in education, after being offered school, AP, and home tuition. One of the two did attend a careers interview and both started in college in year 12.

**Table 5: Percentage of looked after pupils attaining at least grade 4 and 5 in English and maths; average Attainment 8 and Progress 8 scores**

	National LAC	Inner London LAC	Haringey LAC	Comparison with national	Comparison with Inner London
English and Maths Level 4 (EM4)	17.5	21.5	23	↑	↑
English and maths Level 5 (EM5)	7.5	11.1	11.5	↑	↑
Attainment 8	19.3	20.7	24.5	↑	↑
Progress 8	-1.18	-1.31	-1.18	→	↑

23. Girls outperformed boys in all measures, with 31.5% of girls attaining at least level 4 in English and maths compared to none of the boys, and girls attaining an average of 33.3 in attainment 8, compared with an average of 14.12 attained by the boys. This is the same as the national picture for both genders, although detailed figures for this are not available. In relation to race, pupils classified as 'other ethnic group' outperformed all other races in all indicators, and pupils from a mixed heritage performed worse, however with very small numbers in some groups and pupils with EHC plans over-represented in one ethnic group, these results should be treated with caution. If the groups with very small numbers are ignored, the best performing group were black girls, and the worst were white boys. There is no national or inner London data breakdown by race on record for comparison.

**Table 6: Percentage of Haringey looked-after children reaching the expected standard at Key Stage 4, by gender and race**

	Female	Male	Asian	Black/African/ Caribbean	Mixed	Other	White
<b>Percentage attaining level 4 in English and maths (EM4)</b>	31.5	0	50	27	25	100	20
<b>Percentage attaining level 5 in English and maths (EM5)</b>	15	0	0	18	0	0	10
<b>Average Attainment 8 score</b>	33.3	14.12	26.5	34.7	17.5	44.5	18.3

### Current working levels

24. Schools and education providers are expected to submit attainment and progress data to the virtual school each term, and this is then reviewed by the teachers and actions to follow-up concerns around individual children are agreed. For the cohort in care for one year or longer at the end of March 2017, the position is outlined below. In a small number of cases, schools do not submit data and where it is available on the PEP this is used instead. For some children there is no data available from either source, this may be because they are not currently in education or there is no educational data available, for example if they are unaccompanied asylum seeking young people.

25. In the primary phase, 60% of children without an EHCP are working at or above expected levels in reading, writing and maths, however children with an EHCP are more likely to be working below expected levels, and work is needed to explore this further.

**Table 7: Numbers and percentages of children in primary phase with current working levels**

No. of children in primary phase	83
No. of children with an EHCP	22 (26%)
No. of children without an EHCP	61
<b>Working levels for children without an EHCP</b>	
No. of children working above Age Related Expectations (ARE) in reading, writing and maths	3 (5%)
No. of children working at ARE or above in reading, writing and maths	37 (60%)
No. of children working below in reading, writing and maths	23 (38%)
No. of children working at ARE or above in reading	37 (60%)
No. of children working below ARE in reading	23 (38%)
No. of children working at ARE or above in writing	35 (57%)
No. of children working below ARE in writing	24 (39%)

No. of children working at ARE or above in maths	36 (59%)
No. of children working below ARE in maths	24 (39%)
No. of children without current working levels recorded	1 (1%)
<b>Working levels for children with an EHCP</b>	
No. of children with an EHCP	22
No. of children working above Age Related Expectations (ARE) in English and maths	0
No. of children working above ARE in English	0
No. of children working above ARE in maths	0
No. of children working at ARE or above in English and maths	5 (22%)
No. of children working below ARE in English and maths	17 (77%)
No. of children working at ARE or above in English	5 (22%)
No. of children working below ARE in English	17 (99%)
No. of children working at ARE or above in maths	5 (22%)
No. of children working below ARE in maths	17 (99%)
No. of children without current working levels recorded	0

26. In secondary phase, with 27% of the cohort having an EHCP, half of the remaining group are working at expected levels or higher in English, although only 37% are working at expected levels or better in maths and this area will be given an additional focus in the next academic year.

27. Children with an EHCP are performing better in secondary than primary phase, with 45% working at expected levels or better in English and 40% working at expected levels in maths.

**Table 8: Numbers and percentages of children in secondary phase with current working levels**

No. of children in secondary phase	136
No. of children with an EHCP	37 (27%)
No. of children without an EHCP	99
<b>Working levels for children without an EHCP</b>	
No. of children working above Age Related Expectations (ARE) in English and maths	14 (14%)
No. of children working above ARE in English	17 (17%)
No. of children working above ARE in maths	15 (15%)
No. of children working at ARE or above in English and maths	36 (36%)

No. of children working below ARE in English and maths	46 (46%)
No. of children working at ARE or above in English	50 (50%)
No. of children working below ARE in English	37 (37%)
No. of children working at ARE or above in maths	37 (37%)
No. of children working below ARE in maths	50 (50%)
No. of children without current working levels recorded	12 (12%)
<b>Working levels children with an EHCP</b>	
No. of children with an EHCP	37
No. of children working above Age Related Expectations (ARE) in English and maths	0
No. of children working above ARE in English	1 (2%)
No. of children working above ARE in maths	1 (2%)
No. of children working at ARE or above in English and maths	17 (45%)
No. of children working below ARE in English and maths	14 (37%)
No. of children working at ARE or above in English	16 (43%)
No. of children working below ARE in English	15 (40%)
No. of children working at ARE or above in maths	15 (40%)
No. of children working below ARE in maths	16 (43%)
No. of children without current working levels recorded	6 (16%)

## Post 16 performance

28. For pupils in years 12 and 13, data below shows the position at the end of July 2017. The virtual school collects attendance and attainment data for young people in years 12 and 13 where destinations are known. At the end of year 12, 54% of the cohort were in education, ten in sixth form and 28 in college and 46% were NEET, an increase of 28 ppts from 2016. This is a worrying trend and indicates a need for additional focus. Of the 32 young people classed as NEET, two have provision in place for the forthcoming September and 15 are actively engaged with looking for education or training opportunities. In the next year, the virtual school are planning to commit two days a week from one of the existing posts in the service, to look at ways of supporting the transition from year 11 to year 12 to increase the numbers of young people in education. This will be done in conjunction with Tottenham Hotspur Foundation who will provide some mentoring for individual young people.

**Table 9: Location of year 12 looked-after pupils**

<b>Year 12</b>	<b>July 15</b>	<b>July 16</b>	<b>July 17</b>
No. in cohort	60	55	70
No. in sixth form	N/A	N/A	10 (14%)
No. in college	N/A	N/A	28 (40%)
Total no. in sixth form /college	44 (73%)	41 (74%)	38 (54%)
No. in employment	1 (2%)	0	0
No. in training/apprenticeship	1 (2%)	4 (7%)	0
NEET	14 (23%)	10 (18%)	32 (46%)

**Table 10: Context of NEET position of year 12s in 2017**

<b>NEET Status</b>	<b>Number</b>
Young people with provision in place for September	2
Young people actively engaged looking for EET	15
Young people not engaged in looking for EET	15
<b>Reasons young people not engaged in looking for EET</b>	<b>Number</b>
Young parents	2
Mental Health	4
Refusing	9

29. In year 13, with 71 young people in the cohort, numbers who were in education, employment or training were higher, with 51 (62%) EET and 20 (53%) who were NEET or whose whereabouts were not known, but believed to be not in the country.

**Table 11: Location of year 13 looked-after pupils**

<b>Year 13</b>	<b>July 2017</b>
No. in cohort	71
No. in sixth form	8 (11%)
No. in college	33 (46%)
No. in training	5 (7%)
No. in work	5 (7%)
Not known	3 (4%)
No. who are NEET	17 (23%)

**Table 12: Context of NEET position of year 13s in 2017**

NEET Status	Number
Young people with provision in place for September	1
Young people actively engaged looking for EET	1
Young people not engaged in looking for EET	15
Reasons young people not engaged in looking for EET	Number
Young parents	1
Mental Health	4
Refusing	10

### Attendance

30. Overall absence nationally, in Inner London and locally, in Haringey, has increased in the past year with 4.6% of sessions missed for Haringey looked-after pupils compared with 4.0 the year before. The percentage of pupils with attendance of less than 90%, and classed as Persistent Absentees, was 11.8%, an increase from 9.5% in the previous year. This is above national average and below that for Inner London. The majority of pupils with poor attendance are in Key Stage 4, and actions to address this have included offering a range of bespoke provision including online tuition, mentoring, and careers interviews.

**Table 13: Overall absence and percentage of looked-after pupils classified as persistent absentees**

	National LAC	Inner London LAC	Haringey LAC	Comparison with national	Comparison with Inner London
<b>Overall absence</b>	<b>4.3</b>	<b>4.6</b>	<b>4.6</b>	↓	→
<b>Authorised</b>	<b>3.1</b>	<b>3.3</b>	<b>3.2</b>	↓	↑
<b>Unauthorised</b>	<b>1.2</b>	<b>1.4</b>	<b>1.3</b>	↓	↑
<b>Persistent absence</b>	<b>10.0</b>	<b>12.2</b>	<b>11.8</b>	↓	↑

### Exclusions

31. There is a year lag in data reporting for looked after pupils receiving a fixed term exclusion so the table below shows the percentage of pupils with at least one fixed term exclusion in 2015-16, which was 12.43. This is an increase from 8.62 the previous year and higher than national and Inner London averages. The reasons for the exclusions were mainly related to behaviour: refusing to follow instructions, fighting, and verbal abuse towards staff. Strategies to reduce numbers in 2017-18 will include a weekly meeting to review all exclusions; virtual school representative to attend re-integration meetings for exclusions of five days or more; and offering additional PP+ to ensure preventative actions agreed in reintegration meetings are being implemented.

**Table 14: Percentage of looked-after pupils with at least one fixed term exclusion (cohort from 2015-16)**

	National LAC	Inner London LAC	Haringey LAC	Comparison with national	Comparison with Inner London
Permanent exclusion	0.10	N/A	0	↑	↑
One Fixed Term exclusion	11.44	11.36	12.43	↓	↓

## Pupil Profile

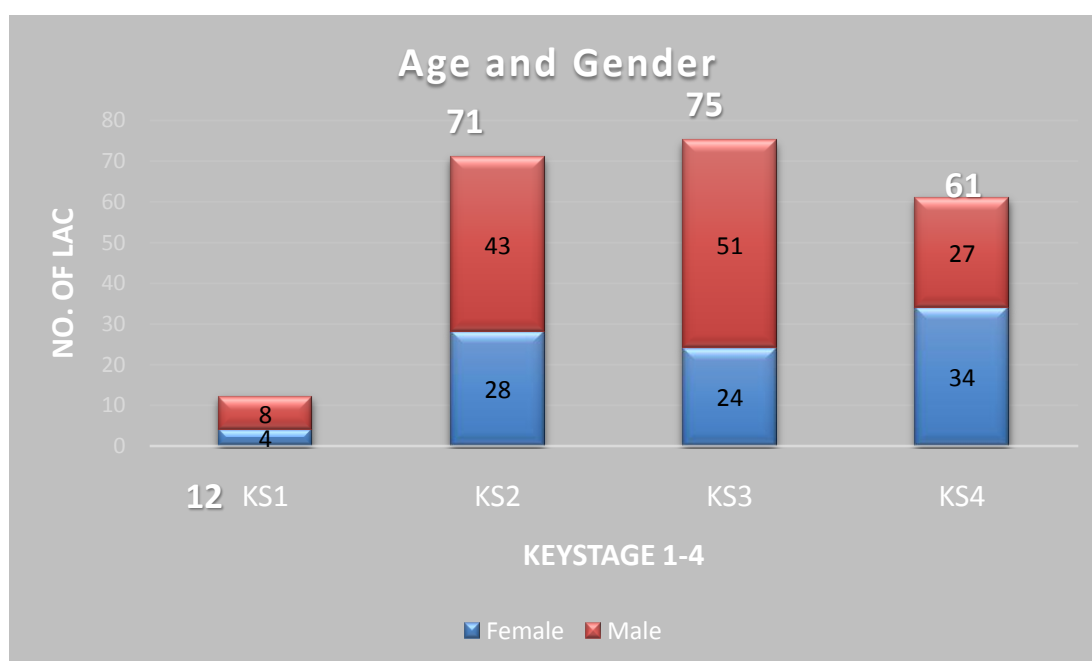
### Virtual School roll and characteristics

32. There were 219 pupils in care for one year or longer between 1<sup>st</sup> April 2016 and 31<sup>st</sup> March 2017 in reception to year 11. Of these, 165 (75%) attend education provision outside Haringey, and 54 (25%) attend provision in the borough. The overall roll has reduced from 265 in the previous academic year; however, the percentage going to schools outside Haringey has risen by 6 ppts. There are a further 145 pupils in years 12 and 13 whose attendance and attainment are tracked by the virtual school, but they are not measured according to length of time in care, so include all young people who have become looked after at any point in the year.

### Age and Gender

33. The cohort of 219 looked after children is comprised of 119 males and 90 females. Key Stage 3 has the largest number of pupils (75) with Key Stage 1 the smallest (12). The breakdown is below:

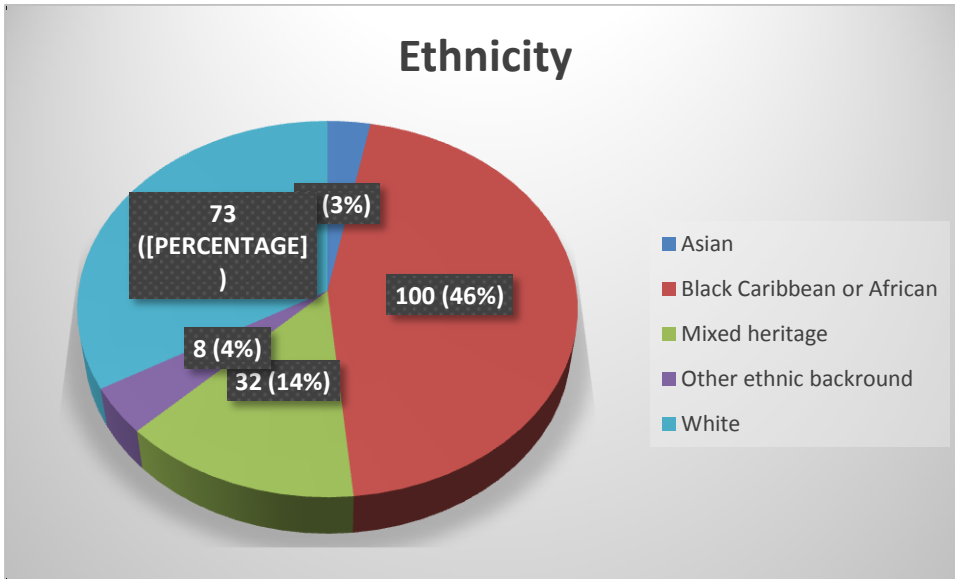
**Table 15: Age and gender breakdown of Haringey looked-after children**



## Ethnicity

34. The largest ethnic group of looked-after children are from black African or Caribbean (45%) backgrounds, with the second largest from white backgrounds (33%). This differs slightly from the ethnic breakdown of Haringey's population according to the most recent school census for 2017, which indicated that 26% of Haringey's pupil population was black and 49% white.

**Table 16: Ethnic breakdown of Haringey looked-after children**

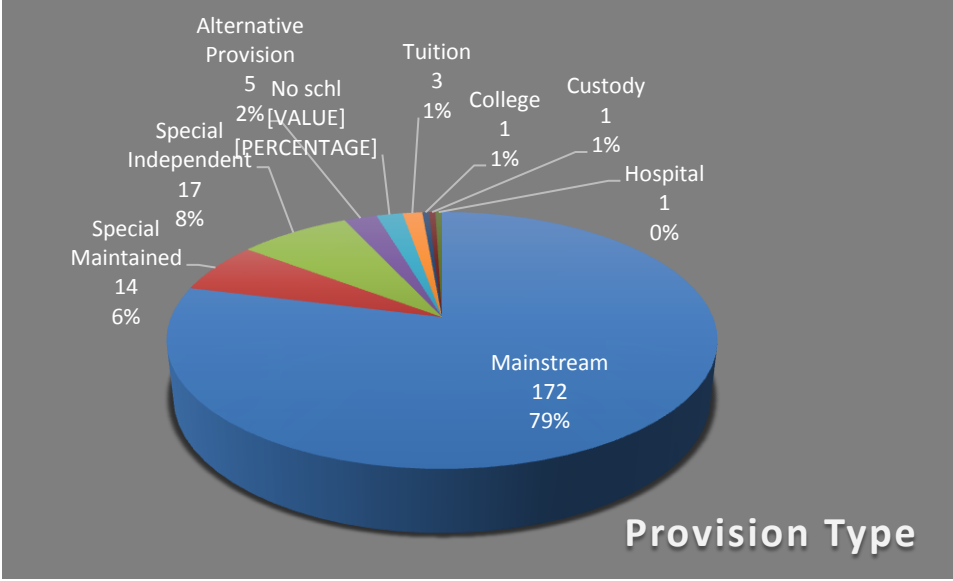


## Type of provision

35. Most children and young people (78%) attend mainstream provision, with a small number (14%) in special educational settings and a very few (2.2%) in Alternative Provision (AP). At the end of March 2017, three young people were in receipt of tuition whilst awaiting a school place, two were refusing to engage in any form of education, despite offers and support to access provision; one was in custody, one in hospital and one missing from care. In primary phase, the majority of pupils were in mainstream or special education settings (99%), with only one pupil receiving tuition whilst a suitable school place was sought; whilst in secondary phase, 89% of the cohort were in mainstream or special educational settings and five (3.6%) were in AP. Pupils are only placed in Alternative Provision (AP) when all other options to support them in mainstream school have been exhausted as LAC generally do less well in those settings educationally. All pupils in AP are closely monitored through virtual school staff attending PEP meetings to review progress, attendance and attainment with additional funding being offered for one-to-one support and interventions as required. There has been a reduction from the previous year in pupils who are out of school, from 12 to seven.



**Table 17: Type of provision attended by Haringey looked-after children**

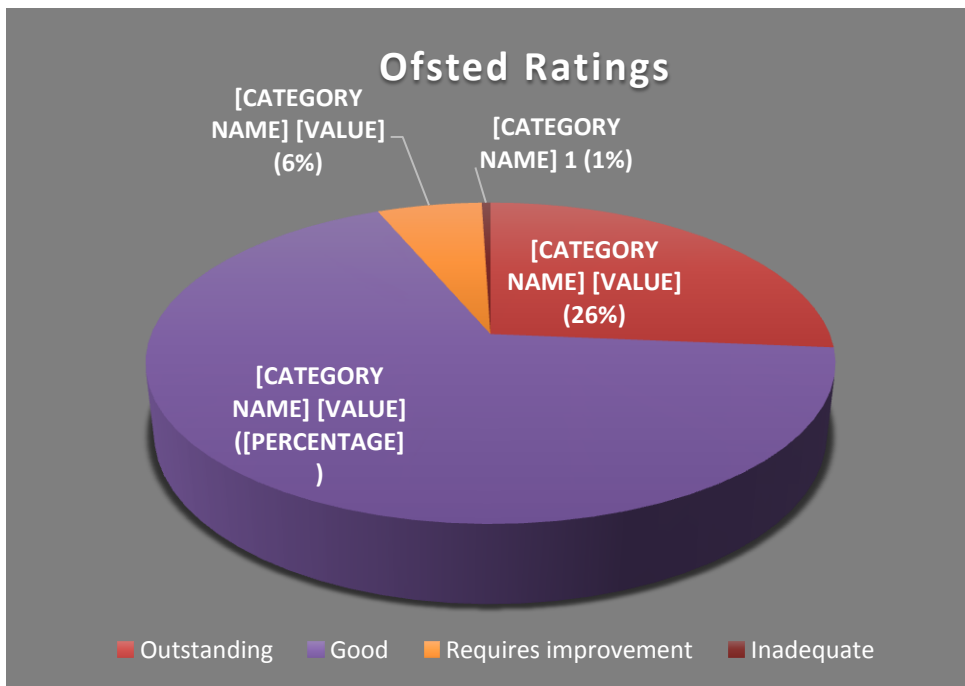


**Ofsted Categories of school**

36. In line with the Council’s commitment to Corporate Priority One to ensure all Haringey’s children have a good start in life, with access to high quality education, 94% of the 205 looked after children who attend a school or education provision which has been inspected by Ofsted, are in provision rated as good or outstanding which is the same as the previous year. 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. The Virtual School has developed a policy for instances where children are placed in schools rated less than good, whereby an action plan is instigated with the social worker to monitor the school and child’s progress and put in remedial support if required. Most of the children were in the school prior to becoming looked after and it was assessed as less detrimental to their development to maintain their school place. 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.

37. Pupils who attend schools in Haringey are slightly more likely to attend provision rated good or outstanding, with 51 out of 53 (96%) in this group, compared with 141 out of 151 (93%) attending schools rated good or outstanding outside the authority. Both remaining pupils in Haringey attend provision rated requiring improvement and of the ten pupils outside the authority, nine are in RI provision and one in Inadequate.

**Table 18: Ofsted ratings of schools attended by Haringey looked-after children**

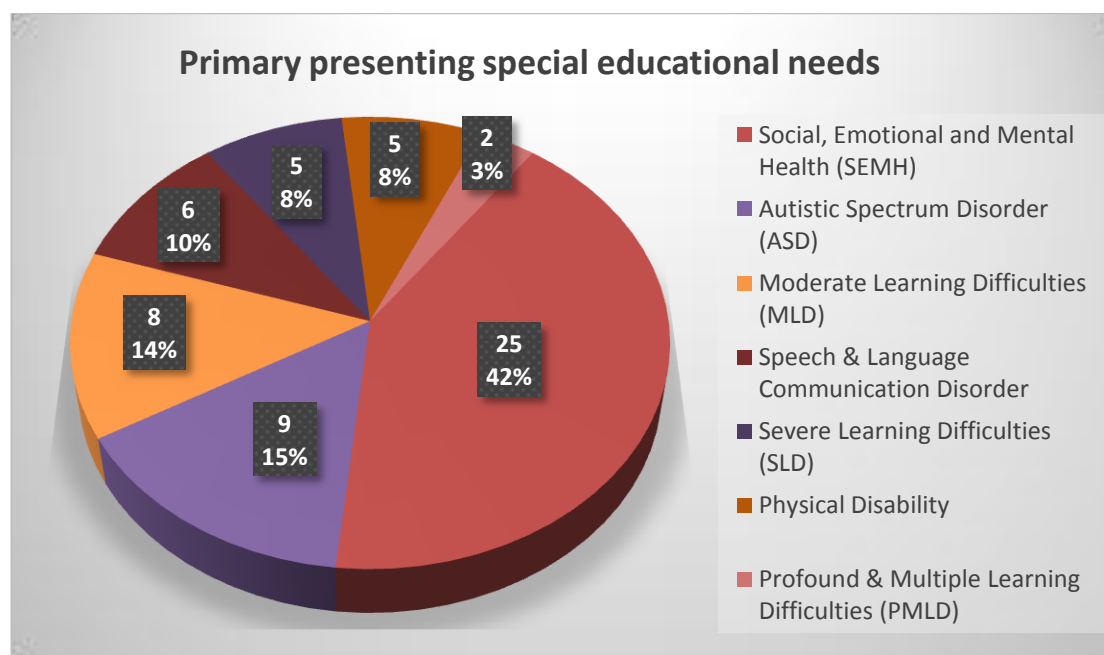


### Special Educational Needs

38. There were 60 looked-after pupils with an Education Health Care Plan (EHCP) at the end of March 2017, which is 27% of the total cohort, an increase of five ppts from 2016. Within this cohort, 18 (30%) are in Haringey and 42 (70%) children and young people are placed outside the authority. There are 20 primary age pupils with SEN of whom 11 (55%) are placed in mainstream settings, seven (35%) in special maintained settings and two (10%) in independent special settings. Of the 40 secondary age pupils, 14 (35%) are in mainstream school, 14 (35%) in independent special education settings and 12 (30%) in special maintained settings.

39. The main presenting need for those looked-after pupils with an EHC plan was social, emotional and mental health difficulties (SEMH) which is the same as the national picture for looked-after children but does not reflect the national picture for children who are not looked after, where the main presenting need is Autistic Spectrum Disorder (ASD).

**Table 19: Primary presenting special educational need of Haringey's looked-after children**



## Measures to Improve Outcomes

### Tracking and monitoring

40. The virtual school staff track and monitor educational attainment and review progress data each term, by writing to all schools where children are placed and requesting them to input data on the HVS website. This is reviewed in year groups each term, and followed up with schools and social workers where it is indicated that pupils are not making progress. A summary of this data with proposed actions is then circulated to social workers each term to inform target setting and reviewing in PEPs.
41. The Virtual School monitors the attendance of all school age looked after pupils, from reception to year 11, using information from the company Welfare Call (LAC) who contact each child's school daily and alert the attendance and inclusion officer in the Virtual School in the case of absence or exclusion. All pupils with attendance concerns are discussed in the multi-agency attendance forum, which takes place monthly. This includes those whose absence has increased since the previous meeting, pupils in alternative provision or who have received an exclusion. The forum, which includes colleagues from admissions, alternative provision, the education welfare service and social care, plans actions and gives advice on appropriate action if pupils reside out of Haringey.

## Raising attainment in Key Stage 4

42. In addition to the usual tracking and monitoring of all year groups, pupils in year 11 are provided with revision skills and exam technique sessions, as part of the Chrysalis Accelerator programme. They are also provided with a revision pack and are invited for a day of aspirational activities in April, including a riverboat trip and afternoon tea experience in a hotel. This year Haringey virtual school also ran an intensive tuition programme together with Camden and Islington virtual schools to support young people to prepare for core subjects at GCSEs.

## Pupil Premium Plus

43. Pupil Premium Plus (PP+) is funding given by central government to raise educational attainment for looked after children. In Haringey, this is distributed each term and schools are required to outline how the money is to be spent and the expected impact on the child's progress. Additional funding can be requested on receipt of a detailed breakdown of how the money will be spent and intended impact. This is in recognition of the different levels of need within the looked-after population. Pupils in high cost provision e.g specialist residential school, which is already well-funded to meet individual educational needs are not usually given PP+, although can apply in exceptional circumstances where a specific need is identified and cannot be met through existing SEN funding.

44. In 2016-17 the money was spent in the following ways:

**Table 20: Breakdown of Pupil Premium Plus spending**

	Number	Tuition/ 1-1 support	Resources/ equipment	After school provision	Music	Other	Not given (as outlined above)
Primary	83	57 (69%)	3 (4%)	6 (7%)	2 (2%)	13 (16%)	2 (2%)
Secondary	136	71 (52%)	12 (9%)	8 (6%)	1 (0.5%)	28 (20.5%)	16 (12%)
Total	219	128 (58%)	15 (7%)	14 (6%)	3 (1%)	41 (19%)	18 (9%)

45. The majority of PP+ funding (58%) is being spent on individual tuition or one-to-one support in class, however the tracking and monitoring undertaken by the virtual school indicates that there are too many children where it is unclear what the funding is being spent on or it is not being spent on tuition where children are working at below levels expected. For some children this is recorded as 'other' in the information submitted to HVS and whilst this is already being followed up and addressed in individual cases, the small number of teachers in the team is impacting on the capacity to do this consistently or widely enough. In 2016-17, this will continue to be an area of focus, and it is anticipated that once the electronic PEP is commissioned it will enable HVS staff to routinely review and quality assure PEPs which should assist with screening PP+ spending.

## Personal Education Plans

46. Part of discharging the Council's duty to raise the educational attainment of looked after children on a day-to-day basis means that a local authority should do at least what any good parent would do to promote their child's educational aspirations and support their achievements. This includes ensuring that all looked after children of compulsory school age have an effective and high quality Personal Education Plan, which is part of the monitoring process ensuring they are making progress. Wherever the child is placed, his/her social worker, supported by his/her manager, should take the lead to initiate a PEP, as part of the Care Plan, even where a looked after child or young person is without a school place.
47. The Council's performance on PEP completion 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%. Increased focus on this area will continue with weekly performance meeting 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, with the teachers and Educational Psychologists.
48. The virtual school has historically undertaken regular PEP audits on a sample of PEPs, however a larger scale PEP audit undertaken in July 2016 showed only around a third of PEPs rated as 'Good' or better. This has led to a decision being taken to introduce an electronic PEP, and once this has been approved and adopted by the Council this will improve the quality assurance role of the virtual school. Outcomes from the regular quality assuring will then be used to produce materials and plan a training programme to raise practice standards further if required.

## Training

49. The virtual school continues to deliver its multi-agency central training programme to designated teachers, school governors, social workers, IROs, foster carers and 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 used to plan and target future training.
50. One of the highlights of the year was a multi-agency conference with a presentation from the acclaimed author and resilience expert, Professor Robbie Gilligan
51. 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 as it affects this group and providing an opportunity to hear from colleagues across Haringey Council who work with children and families.

## **Local and National Initiatives**

52. Haringey Virtual School is part of a North East London cluster group of Virtual Schools, along with Barking & Dagenham, Enfield, Hackney, 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.
53. Haringey is also part of the Pan London network of Virtual Schools and the National Group, which has now become a national association. 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.

## **Raising Aspirations and increasing Participation**

### **To Care is to Do**

54. The established partnership work with Tottenham Hotspur Foundation has continued to deliver holiday activities during the year, with the 'To Care is To Do' programme providing an ongoing cooking workshop for young people aged 11-16 years, and work experience for young people in year 10.

### **Ei8teen**

55. In the past year this mentoring project has worked with 10 young people aged 16-18 to provide individualised support, engaging some of our most hard to reach older children in care and care leavers in enriching and confidence building activities to increase their interest in further education and employment. The impact of this intervention has been to increase their engagement in education and participation in local community initiatives. The project initially for two years started in June 2011 with funding from the GLA Sports Participation fund and four local authorities; Haringey, Barnet, Enfield and Waltham Forest. In its current form Haringey are the sole participants, and it has been reviewed and streamlined to address our local need in the past year, and will be remodelled and rebranded in the next year to focus on supporting the transition from key stage 4 to 5.

### **Chrysalis Accelerator Programme**

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

## **Hertfordshire University Summer School**

57. Every year, Haringey looked after young people are invited to attend a Summer School residential run by Hertfordshire University. Last year four young people took up the invitation, which included staying in student accommodation, attending lectures and meeting students at the campus.

## **Big Green Envelope**

58. 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. Feedback from older children has led to them now receiving book vouchers instead of books so that they could make their own choices.

## **Publicity**

59. Haringey Virtual School has a website providing information on activities, events and resources and produce a twice-yearly newsletter providing 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 local procedures around the PEP process, in addition to universal procedures such as the guidance on looked after young people with SEN, admissions and the changes in the way schools assess pupils. In the next year, the virtual school will be producing 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.

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