

**Report for:** Corporate Parenting Advisory Committee

**Title:** **Haringey Virtual School Annual Report for Academic Year 2019-20**

**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**

- 1.1 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 2019-20. It reflects on achievements and identifies areas in need of development to achieve the best outcomes for this vulnerable group.
- 1.2 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 2020 and which is taken from the Statistical First Release published by the Department for Education (DfE) in March 2021.

**2. Recommendations**

Corporate Parenting Advisory Committee to approve Virtual School Annual Report and to receive a report on the analysis of delays in the PEP process at the next Corporate Parenting Advisory Committee meeting.

**3. Reasons for decision**

N/A

**4. Background information**

- 4.1 The team consists of a Headteacher, Senior Business Support Officer, an Attendance and Inclusion Coordinator, three Education Improvement Consultants, a Post-16 Advisory Teacher, part-time Early Years Advisory Teacher, two part-time Educational Psychologists and a part-time Programme Coordinator.
- 4.2 Haringey Virtual School Training Offer has increased to include Social Care and Foster Carer Training. Further expansion of the offer is in the pipeline.

- 4.3 As of 1 June 2020, over three quarters of Haringey's looked after children of statutory school age are educated out of the borough and 22% have an Education, Health and Care Plan (EHCP). Of those children with an EHCP, 47 live outside the borough in 27 different Local Authorities.
- 4.4 Formal examinations and assessments did not take place and grades were based on a range of information including centre-assessed grades for KS4 and KS5. The Department for Education has been clear that exam and test outcomes and other related data should only be used to ensure young people transition successfully to the next stage of their education, employment or training and aggregated data should **not** be used for comparisons or performance benchmarking.
- 4.5 In response to the pandemic, several actions were implemented by Haringey Virtual School to support continued teaching and learning, including the purchase of laptops, additional funding for increased level of demand for 1:1 tuition, a Covid-19 specific electronic Personal Education Plan.
- 4.6 For the 69%<sup>1</sup> of young people who had benefited from these interventions, it was reported that the impact included set tasks and homework being completed; improved communication with their teachers; improved engagement in schoolwork; improved attendance in lessons and/or improved confidence.
- 4.7 The Post-16 ePEP was launched in Autumn 2020, to ensure more consistent and detailed ePEPs are completed. This will enable Haringey Virtual School to monitor the Post-16 young people more effectively and be able to offer more support as they transition into adulthood.
- 4.8 The majority (80%) 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 unknown Ofsted rating include those who are waiting for a school place following a change of placement, schools not yet inspected and young people who are in custody or hospital.
- 4.9 It has been difficult to track absolute trends in attendance this year due to the pandemic. We know that the DfE asked schools to prioritise vulnerable children attending school as opposed to remote education. Following lockdown 3.0, as of 5 March 2021, approximately 51% of school age children were attending school, compared to the end of the Summer Term 2020 (following lockdown 1.0), when approximately 20% of school age children were attending school.
- 4.10 Expulsions and suspensions data is collected two terms in arrears, which means the latest available data is for the 2018/19 academic year. In 2018/19 the percentage of Haringey looked after children with at least one suspension is lower than national and Inner London averages. Persistent disruptive

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<sup>1</sup> This breakdown is for school age children and data from the ePEPs. EY and Post 16 ePEPs are in a different format. The 31% remaining from the 69% is made up of: 21% No Impact, 9% Impact not yet obtained, 1% No data

behaviour, physical assault against a pupil or an adult, verbal abuse/threatening behaviour against an adult, were the most common reasons for suspensions.

4.11 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 ePEP template for statutory school age children has been reviewed and revised for this academic year and ePEP templates have been developed and successfully launched for Early Years and Post 16s.

4.12 The Pupil Premium Plus was distributed in three termly instalments of £600, with £500 being retained by the Virtual School to fund central initiatives to raise children's attainment. However, in Spring 2021, a discretionary payment of £1000 was given to all eligible schools to provide additional educational IT support and/or tuition, following the third lockdown.

#### 4.13 **Virtual School Development Plan Priorities Achieved in 2019 – 2020**

- Introduction of an Early Years, quality-assured ePEP to enable HVS to monitor and support this cohort more effectively.
- During Lockdown, HVS attended the majority of online PEP meetings to provide support and guidance.
- RAG-rated tracking system developed and used by HVS to enable attainment data to be monitored more effectively.
- Stronger links forged with Social Care, including Young Adult Service providing improved, streamlined support to Post-16s.
- A Post-16 quality-assured ePEP has now been implemented.
- A clear structure of accountability (Escalation Flow Chart) has been devised and published, to improve outcomes.
- Regular attendance by HVS representatives at Resources Panel and Unstable Placements Panel meetings to improve communication.
- Training modules were adapted for online delivery during Lockdown to ensure consistent support and guidance is provided by the Virtual School.
- HVS provided additional tuition and access to ICT to support young people in their learning during Lockdown.
- Pupil Premium section of ePEP has been updated and streamlined with impact measures listed to improve evidence of impact, with mandatory sections set to prevent gaps in reporting information.
- Post-16 and Early Years Advisory teachers have been appointed to improve quality of support and monitoring for these cohorts.

### 5. **Contribution to strategic outcomes**

5.1 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.

5.2 Haringey Virtual School 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.

**6. Use of Appendices**

N/A

**7. Local Government (Access to Information) Act 1985**

Department for Education: Statutory guidance for local authorities, February 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683556/Promoting\\_the\\_education\\_of\\_looked-after\\_children\\_and\\_previously\\_looked-after\\_children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf)

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