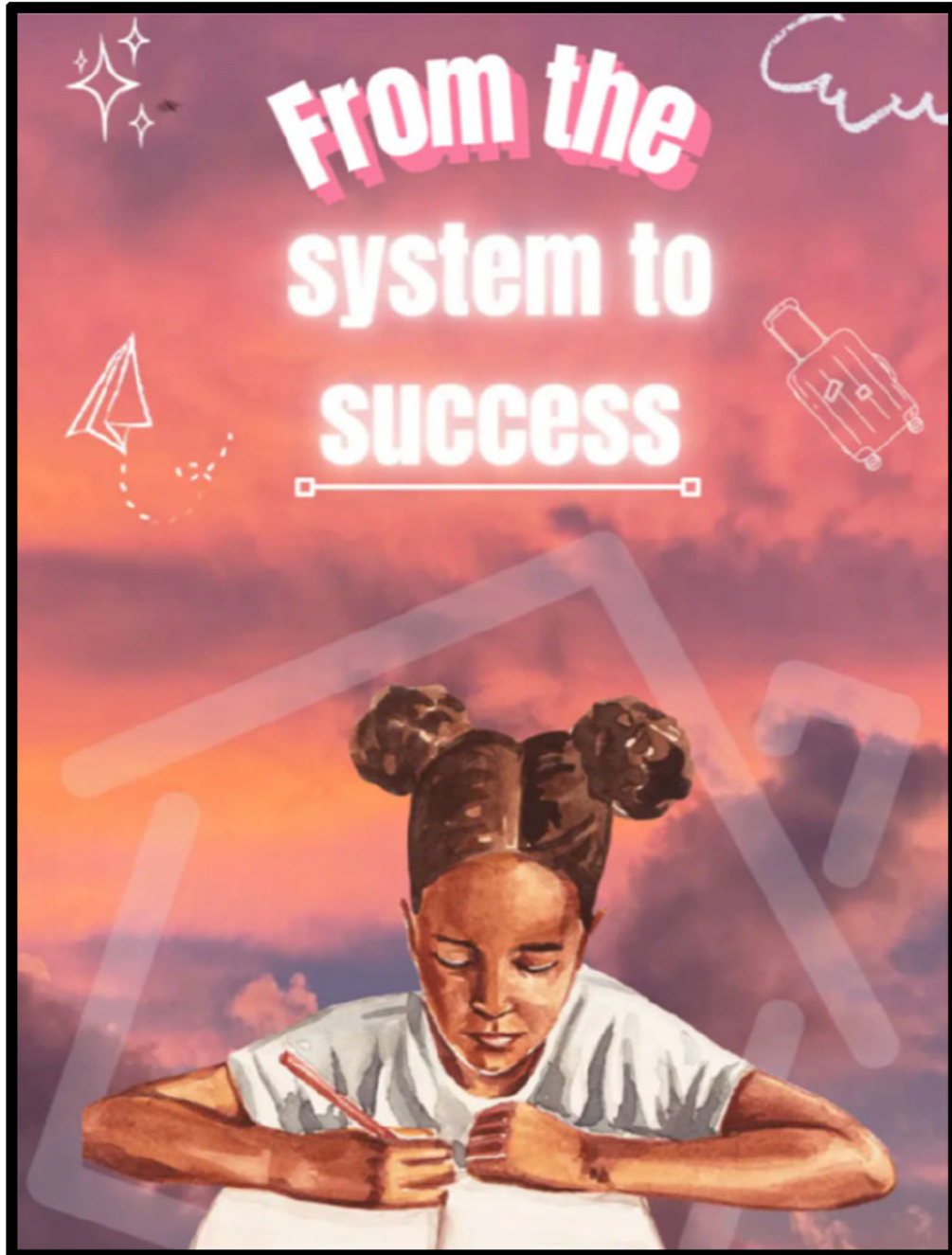


Haringey Virtual School Annual Report 2024 -2025

'Our children deserve a secure future which is based on a strong education'.



A child in our care has kindly given us permission to reprint the artwork from her upcoming book.

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Introduction mission statements and vision

The mission statement for the Haringey Virtual School is in line with the Haringey Council's organisational values Caring, Collaborative, Community-Focused, Courageous and Creative.

Our children deserve a secure future which is based on a strong education. The Virtual School's mission is to break-down and challenge stereotypes that plague our children. We want schools and provisions to understand the resilience, strength and power our children possess and help them to use it to realise their potential. We understand there is not a universal experience of being a care experienced child and we champion the voice of our children so they can be heard, understood and supported. We are a child-centred service, and we have our children at the heart of our decisions and choices. We are the Haringey Virtual School.

We **care** about the lives and futures of our children advocating for them to have a strong education which will provide them with a secure future.

We **collaborate** with different departments, directorates, schools, colleges and other agencies to drive forward change, raise the expectations and challenge stereotypes of children.

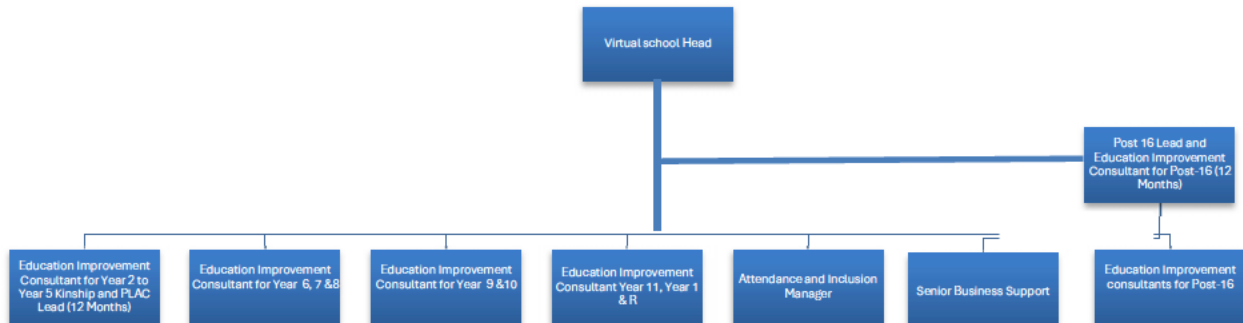
We are focused on children and know they will make powerful contributions to the **community** in the future.

We are **courageous** in the decisions we make for our children using **creativity** to develop capacity and sufficiency as we know it is always the value not necessarily the cost that can secure the best outcomes for children.

The vision for the Virtual School

- To deliver an outstanding service to help our children obtain outstanding outcomes.
- We are educational experts and internal and external services recognise and respect our expertise and seek our guidance in line with the social care national framework.
- We champion the extra-curricular experiences of our children through joint provision with national and local services.
- We understand the ePEP is an important document, but it is the actions and impact following the meetings which is most valuable in terms of judging the quality of the ePEPs.
- We aim to take an evidence-informed approach to the delivery of our service and advice.

Staffing and structure of the Virtual School



The Virtual School has one person on the leadership team, Post-16 Lead. The Head of the Virtual School has line management of seven staff members. The Post-16 Lead has responsibility for the Pan London Post-16 network, training of staff working with post-16 and Post 16 NEETs. They also line manage one staff member, the Education Improvement Consultant for Post-16.

A key stage model existed in which Education Improvement Consultants (EIC) were responsible for specific key stages. This structure was changed in 2024 to move towards EICs staying with their child until Year 11. The previous Year 9 and 10 cohort have stayed with the same EIC. The EIC in charge of Year 8 and 9 will stay with the cohort until the end of year 11.

- Head of Virtual School Full time (F/T)
- Post 16 Lead (12 Months) & EIC for Post-16 (Permanent) (F/T)
- Senior Business Officer (Permanent) (F/T)
- Inclusion and Attendance Manager (Permanent) (F/T)
- Education Advisor for Early years (One day a week) (Line managed by Early Years)
- EIC for Year 2,3,4 & 5 – PLAC and Kinship Lead (12 months) (Permanent) (F/T)
- EIC for Years 6,7 & 8 (Agency) (F/T)
- EIC for Years 9 & 10 (Permanent) (F/T)
- EIC for Year Reception, Year 1 & 11 (Permanent) (F/T)
- EICs for post-16 (Agency) (F/T)
- Two Educational Psychologists (Traded service cost at £46,000 per year) (Two days a week)

Education Improvement Consultants are responsible for monitoring children's progress, attendance, and behaviour, working with the network to ensure they have a quality ePEP, where they will challenge and support the network to ensure that the effective support is put

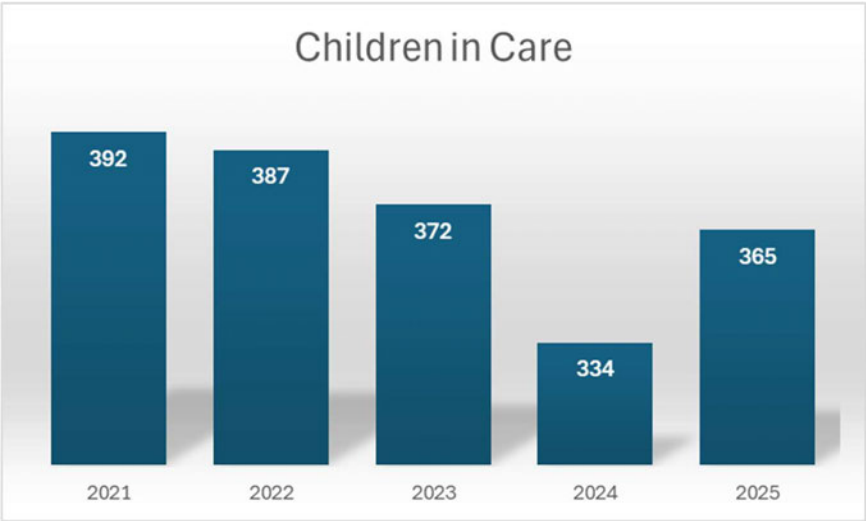
in place and that aspiration is high. With support from the Attendance and Inclusion Manager, they jointly challenge exclusions and suspensions, offering alternatives and supportive strategies, including staff training. The EIC will provide direct intervention work with the Educational Psychologist to ensure the need is understood and recommendations made, including statutory assessments. School places are overseen, and recommendations are made for those making normal transfers and those who need to move in year. Staff signpost children to opportunities, which includes organising and leading on several visits and projects. Additionally, the EIC role has been expanded to provide termly tracking of the English and Maths progression of their cohort. Following a whole staff consultation the Education Improvement Consultants job description has changed to better reflect the expectations and needs of the service.

The Attendance and Inclusion manager will take a larger responsibility of monitoring the attendance of statutory and non-statutory cohort and will be providing termly reports for Virtual School Management Committee. They will also lead attendance forums and will provide attendance training for foster carers, social workers and foster carers.

The changes that have been implemented will lead to greater transparency around the roles and responsibilities of the EIC. We are also focused on raising the profile of attendance to increase expectations across our entire cohort.

Our children who we look after: contextual data

There has been an 17% decrease in CiC in Haringey since 2021 and there has been a continual decline. Additionally, there has been a significant decline in the rate per 10,000 children aged under 18 it has fallen from 71 (2021) to 61 (2025).



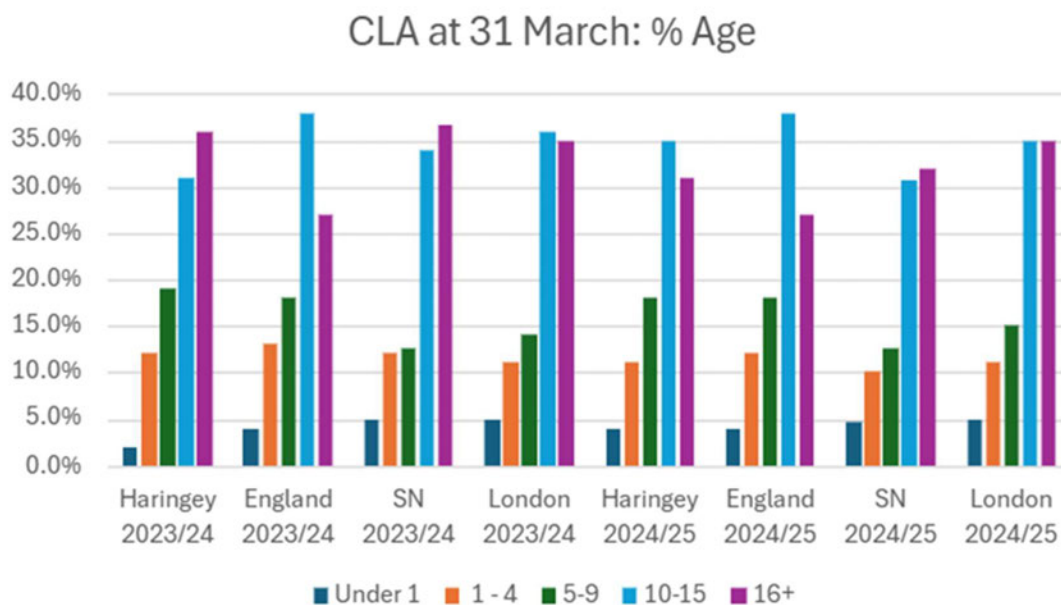
The number of children in care has increased by approximately 8%, following a previous downward trend. This rise aligns with a national increase in the number of children entering care. It remains difficult to predict whether the numbers will continue to rise or begin to decline. However, the government has committed to transforming early intervention through the development of multidisciplinary Family Help services, with the aim of reducing the number of children entering care. The current team could potentially manage a further increase of up to 10%. Should the numbers exceed this threshold, it would be necessary to consider options for increasing staff capacity.

Age distribution

In Haringey, the proportion of children under the age of one was particularly low in 2023/24 at 2%, but this figure doubled to 4% in 2024/25, aligning more closely with national and London averages. During the same period, the proportion of children aged 16 and over decreased from 36% to 31%, while those aged 10–15 increased from 31% to 35% indicating a movement away from older cohorts towards younger age groups.

At the national level, England's figures remained largely stable, with children aged 10–15 consistently representing the largest group at 38%, and those aged 16 and over accounting for 27%, reflecting a younger overall profile compared with Haringey. Statistical neighbours exhibited a similar trajectory to Haringey, with a relatively high proportion of children aged 16 and over in 2023/24 (36.6%) declining to 32% 2024/25, alongside a reduction in the proportion of 10–15-year-olds.

London, by contrast, demonstrated a more balanced and stable distribution, with children aged 10–15 and those aged 16 and over each comprising approximately 35–36% across both years, and only a modest increase in the proportion of children aged 5–9. Taken together, these figures suggest that while England and London have maintained consistent age profiles among children in care, Haringey and its statistical neighbours are undergoing a discernible shift, characterised by a slowing reduction in older children and a growing representation of younger cohorts.

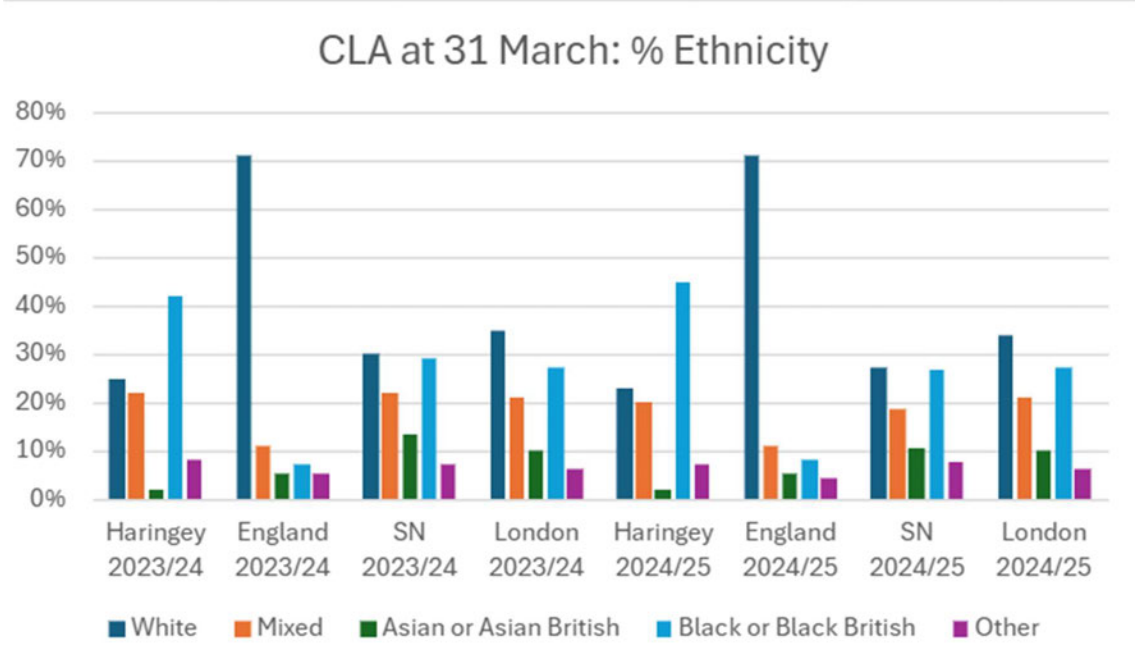


Ethnicity

The data on the ethnicity of children in care shows clear differences between Haringey, England overall, London, and Haringey's statistical neighbours, as well as changes between 2023/24 and 2024/25. In Haringey, children recorded as Black or Black British formed the largest group, increasing from 42% in 2023/24 to 45% in 2024/25. This proportion is higher than the figures for England (7–8%), London (27%), and statistical neighbours (around 27%). White children accounted for 25% in 2023/24 and 23% in 2024/25, compared with 71% nationally and 34–35% in London. Children of Mixed ethnicity represented 22% in

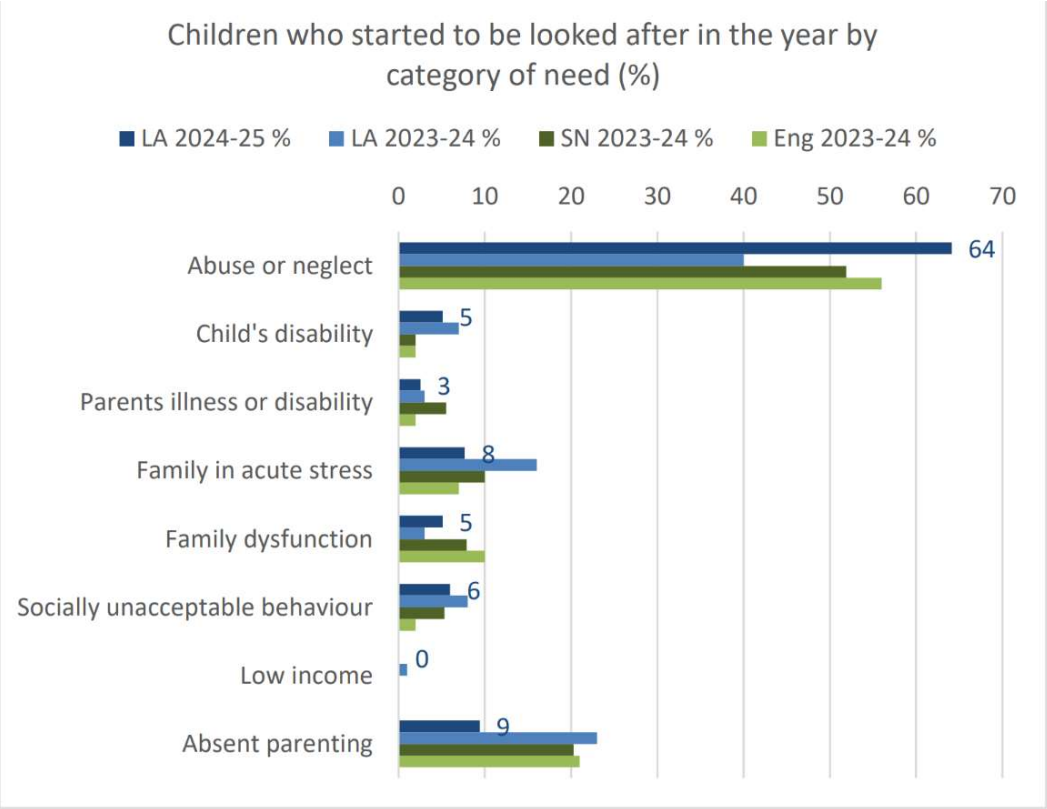
2023/24 and 20% in 2024/25, compared with 11% nationally and 21% in London. For Asian or Asian British children, Haringey's proportion remained at 3%, compared with 5% nationally, 10% in London, and 10–13% among statistical neighbours. The Other ethnic group category accounted for 7–8% in Haringey, compared with 4–5% nationally and 6% in London.

Overall, the data indicates that Haringey’s children in care population has a different ethnic profile compared with national and London averages, with relatively higher proportions of Black and Mixed ethnicity children and lower proportions of White and Asian children.

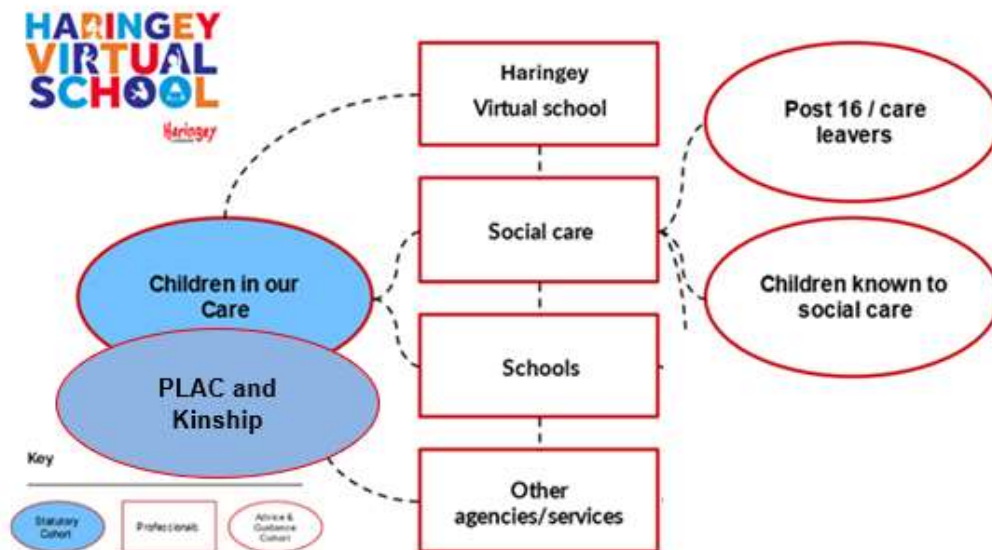


Category of need or reasons for coming into care

There has been a spike in Abuse and Neglect from 39% to 64%. This now surpasses both SNs and England, while significantly below last year. Families in acute stress decreased by another 8%, on 8% this year, now in line with England but under SNs’. Family dysfunction is slightly higher this year (5%), but still lower than both benchmarks. Absent Parenting down from 23% to 9%. SNs and England are both around 20%. The number of children whose need is Socially unacceptable behaviour has reduced to 6% from 8%, well above England, but similar to SNs.



Our extended duties



Post-16

We have a Post-16 Lead and a Post-16 Education Improvement Consultant who monitor the education of our post-16 cohort up to the age of 18. The Post-16 Lead is responsible for driving the strategic aims of reducing NEET (Not in Education, Employment or Training) figures and ensuring effective transitions from Year 11 into Post-16 education. Together, the post-16 team manage a caseload of approximately 90 children. These roles are partially funded by the Post-16 Pupil Premium Grant (PPG), which amounted to £78,148 for the 2024–2025 financial year. Additional funding is drawn from the general Pupil Premium Plus Grant (PPPG) to support the roles. The total cost to the service for these positions is approximately £150,000 per year. The team continues to monitor education using Post-16 Personal Education Plan (PEP). At age 18, young people have the option to opt out of receiving support. Currently, only 5% of the post-16 cohort have requested continued support beyond 18, typically those with an Education, Health and Care Plan (EHCP) or those completing A-levels who wish to maintain educational continuity.

Feedback from Social worker on Post-16 Team

I just wanted to put into words my recognition of Dianne's fantastic support and practice. She has an infinite enthusiasm for supporting our young people. Her advocacy is second to none, and she has championed our young people in more ways than one. We've had a particularly difficult time in the last month trying to support the enrolment of one of our young people (NK) who has an EHCP and who also underwent an operation on GCSE results day. She has followed this up daily with the relevant parties in education and SEND. I would love for her to be acknowledged for the true brilliance that she evokes every single day.

Higher Education

Four young people from the Year 13 cohort will progress to university which is a 100% increase on last year number of two people. Whilst numbers are small, we are encouraged by the increase in the take up.

Year 1

	University	Course
Young person 1	UCL	Sociology BSc
Young person 2	UCL East	Business and Health BSc
Young person 3	Greenwich University	Social Work BA
Young person 4	Exeter University	BSc Finance: Investment Banking

Year 2 (Last year cohort)

	University	Course
Young person 1	University of Sussex	Creative Writing BA (Hons)
Young person 2	Northumbria University	Psychology BSc (Hons)

We have worked with young people at UCL to support their access to the UNITE Foundation Scholarship, which provides fully funded accommodation and covers utility bills for the duration of their university course. In addition, students currently attending university will continue to receive support from the Virtual School through regular check-ins. Students will be invited to participate in holiday activities with younger children, for which they will be paid helping to build their CVs and develop transferable skills. The team will support students in securing summer internships aligned with their course of study.

This year, three additional care leavers have started university. Two of them began their studies at the ages of 19 and 20. The third care leaver ceased to be monitored by the Virtual School in June and is therefore not included in our statistical data.

Care Leavers not in Education, Employment and training (NEET)

At the end of the academic year 24/25 the Virtual School was monitoring 87 Children in Post-16. The percentage of children who were NEET was 15% (13) which is a three percent decrease on the 23/24 figure.

The post-16 team have been working directly with the children to support them back into Employment, Education and Training (EET). We did plan to work with an organisation to support and mentor our NEET children. They were to work with ten NEET children. However, the spending reviews meant this work could not be pursued. The post-16 team have taken the responsibility of directing children into EET, by making referrals and meeting the children.

The following case study is based on a child who had severe absence from Year 9 and did not sit their GCSEs exams. Following their GCSEs they had been NEET. However, the work by the post-16 team supported the young person back into EET.

Case study

Child V is transgender female, 17 years of age. They have been a Child Looked After since November 2022. During this time, she has experienced significant instability, with nine placement moves, a high number of missing-from-placement episodes and very low school attendance, resulting in no formal qualifications.

In September 2024 Child V was enrolled at a college, however this was disrupted by another placement move of the area. Unfortunately, her attendance was low, and she was involved in several behavioural incidents, culminating in an exclusion following threats made to another student.

The Virtual School EIC attended the college disciplinary meeting to advocate for Child V. Although the college upheld the exclusion, they agreed to allow her to continue submitting work to complete her course. Haringey VS funded 12 weeks of English & Maths tutoring to support her with this work, providing structure and one-to-one educational input. The EIC maintained regular contact with Child V through visits, phone calls, and WhatsApp messages, and attended both of her PEP meetings in person. The VS EIC also advised Child V of employment & training opportunities she might be interested in and supported her in making applications to ensure she had a range of options available.

Recognising Child V's desire to return to college in September, the EIC supported her through the application process, attending two open days and helping her explore course options. Child V chose a childcare course, and the EIC facilitated meetings with the course team to discuss her educational history and support needs. The EIC also liaised with Haringey VS Educational Psychologist and the college to ensure staff were informed and prepared to support her. To ensure a smooth start, the EIC attended enrolment with Child V, arranged for her to be assessed when she starts college for additional support in English and Maths. The VS EIC organised the purchase and delivery of necessary stationery to her placement.

What Difference This Made:

Child V is now enrolled on a childcare course and attending regularly. College staff are in contact with her Virtual School EIC and Social Worker, ensuring a joined-up approach to her support. Her number of missing episodes has significantly decreased, and she has remained in her current placement. The tutoring and consistent engagement have helped her re-establish a routine and build confidence in her educational journey.

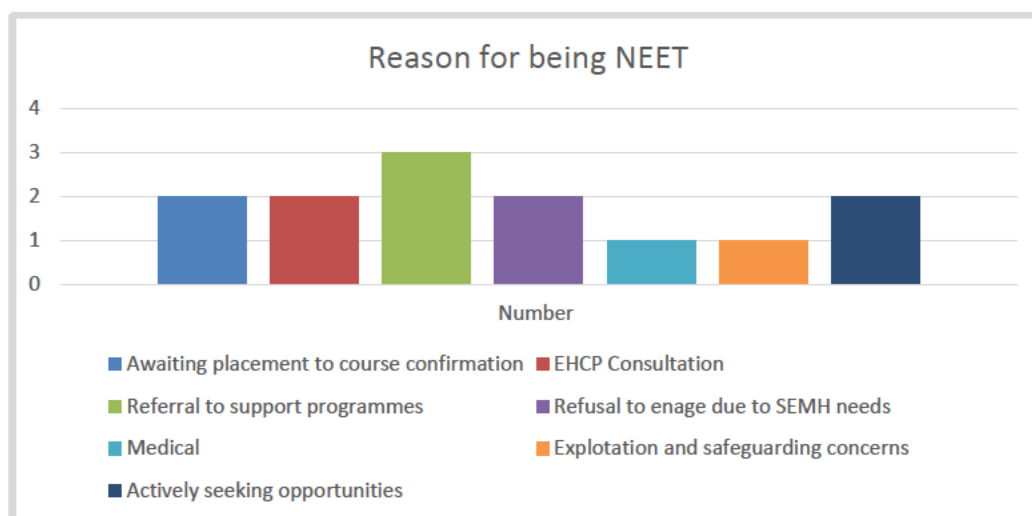
Implications for Practice:

This case highlights the importance of persistent advocacy, personalised support, and multi-agency collaboration in re-engaging vulnerable young people in education. The proactive involvement of the Virtual School, including attending disciplinary meetings, open days, and enrolment, was key to building trust and ensuring Child V felt supported. The case also reinforces the value of flexible educational pathways and the need for colleges to be informed and prepared to meet the needs of care-experienced young people.

The Post-16 Team have been working closely with Haringey Works as part of the Haringey Trailblazer steering group, which will launch in October 2025. The aim of the programme is to support children and young people between the age of 17 -25 into Employment, Education and Training (EET). It includes 1:1 support, group sessions, pre-employment training, CV help and interview practice and connecting with potential employers and a paid three-month placement with Haringey Council.

Additionally, The VSH is the lead for the Transformations workstream for Education and Employment Benefits which is a task and finish group. The group is responsible for developing robust systems and processes that will ensure young people within the scope of the transitions programme have access to education and employment opportunities. It is helping the Virtual School to create strong internal and external partnerships to reduce the number of NEETs.

NEET data 2024-2025



A higher proportion of the NEET cohort are in Year 13 (eight pupils), compared to five in Year 12. Notably, four of the Year 12 children who are NEET did not sit their GCSEs in Year 11, highlighting a significant barrier to progression into post-16 education or training. This underscores the importance of ensuring children in care are supported to complete their Key Stage 4 qualifications, as the absence of GCSEs can severely limit access to further education pathways and vocational opportunities.

The data highlights a range of complex and individualised reasons why children in care are currently NEET (Not in Education, Employment, or Training). Several are awaiting placement confirmations or consultations, including those with health needs or under EHCP and Youth Justice Service review. Others are actively seeking opportunities such as apprenticeships or college enrolment. A number have been referred to targeted support programme - Full Potential Haringey. Some children have declined sixth form placements due to social, emotional, and mental health (SEMH) challenges, while one case involves safeguarding concerns related to exploitation and missing episodes. Overall, the data reflects the need for flexible, trauma-informed, and multi-agency approaches to re-engage these children in education or training.

Children known to social care and previously looked after children

CIN (2023 – 2024)	CP (2023 -2024)	CIN (2024 -2025) *	CP (2024-2025) *
1044	192	1118	219

*Data taken from CIN Management report 04/08/2025

*Educational outcomes for CIN and CP

Key stage 4 verified data available November 2025

Key Stage 2 Expected standard*

	2024-2023 total number	2024 - 2025 total number	RWM		Reading		Writing		Maths		GPS	
			23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25
<i>CIN all matched students Haringey</i>	80	60	53%	34%	64%	50%	63%	41%	58%	42.20%	60%	45%
<i>Statistical neighbours CIN</i>	570	X	41%	X	57%	X	52%	X	51%	X	54%	X
<i>London CIN</i>	1,920	1,590	40%	37%	54%	47%	49%	43%	50%	45%	51%	51%
<i>Haringey all pupils</i>	2,714	2,709	67.80%	69%	79%	80%	77.60%	77%	77.10%	80.2	76.70%	78%

The latest data reveals a decline in educational outcomes for Children in Need (CIN) in Haringey between the 2023–2024 and 2024–2025 academic years. Across all key performance indicators—Reading, Writing, and Maths (RWM), Reading, Writing, Mathematics, and Grammar, Punctuation and Spelling (GPS)—CIN students in Haringey have experienced significant drops in attainment. Most notably, RWM outcomes fell from 53% to 34%, with Writing showing the steepest decline from 63% to 41%. This downward trend is concerning when contrasted with the performance of all pupils in Haringey, whose outcomes have remained stable or improved slightly over the same period.

The attainment gap between CIN and their peers has widened considerably, with the RWM gap increasing from 14.8 to 35 percentage points. When compared to statistical neighbours and the London CIN average, Haringey's CIN students had previously outperformed their counterparts in 2023–2024, but by 2024–2025, their performance had dropped to levels at or below the London average in most subjects.

Phonics



The 2025 Phonics Benchmark data for Children in Need (CIN) reveals a slight decline in performance compared to 2024, both nationally and locally. Nationally, the average point score (APS) dropped from 27.4 to 26.5, and the proportion of CIN pupils working at or above the expected standard decreased from 53% to 51%. In the London region, similar trends were observed, with a reduction in APS and 3% drop-in pupils meeting the expected standard. Most notably, Haringey's CIN cohort experienced a decline: the percentage of pupils working at or above the standard fell from 68% in 2024 to 56% in 2025, while those working towards the standard rose from 15% to 27%. Additionally, the proportion of Haringey CIN pupils scoring in the lowest band (0–15) increased markedly from 15% to 27%, indicating a growing attainment gap. In contrast, the performance of all pupils in Haringey remained stable, with consistent APS and high attainment levels, suggesting that the decline is particularly concentrated among CIN pupils. The Virtual School in its strategic capacity will consider the plans primary schools have to minimise the attainment gap using Haringey Education Partnership. It will aim to identify the schools which may need support and will ensure they are aware of the training and support provided by Haringey council and services.

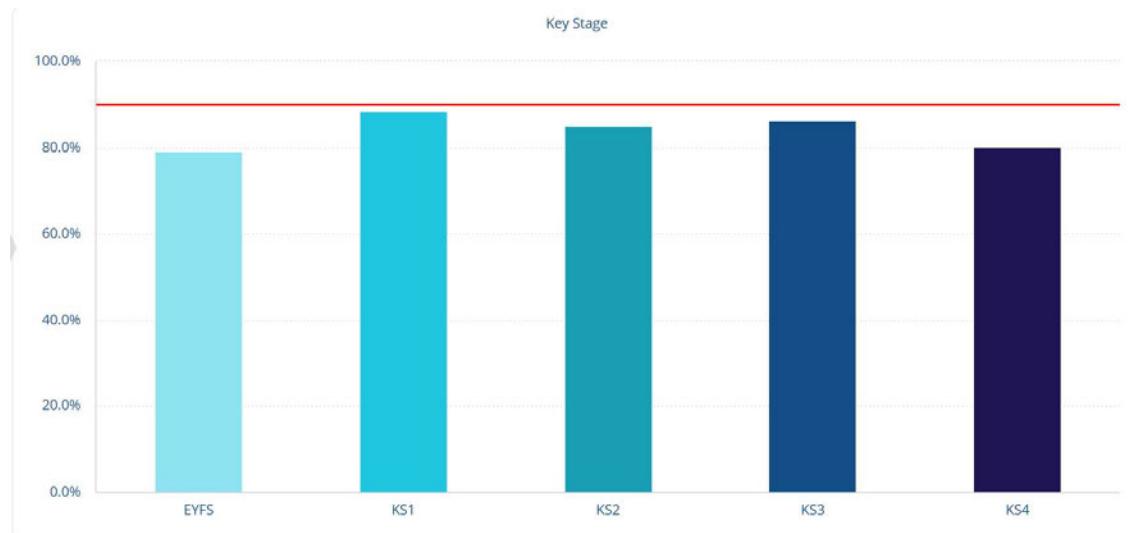
Attendance data for CP & PLAC

CP Attendance, suspensions and exclusions

At the start of the academic term, we started to track the attendance of children on child protection plans. At the start of the academic year, we were tracking 99 children. The attendance for our CP cohort is much lower than other groups.

The strategic oversight has been working with Education Welfare Service to understand the offer to schools and develop training to social workers to help them understand the processes if there is poor attendance. The work is ongoing and there is a need to support schools in Haringey to record their CP and CIN students to ensure the DfE VYED data accurately captures the cohort. There are established processes in place to monitor attendance on a weekly basis. To support this work, we will provide schools and social care teams with a guidance document developed in collaboration with the Education Welfare Service (EWS). Haringey Virtual School is represented on the EWS Attendance Board, which enables us to contribute to borough-wide strategies. Through this partnership, we will explore how best to support schools in improving attendance, particularly for vulnerable pupils across Haringey.

Attendance rates across the key stages show the highest levels in Key Stage 1 (KS1) at 88.6%, followed closely by KS3 (86.2%) and KS2 (85.1%), indicating strong engagement during these phases. Early Years Foundation Stage (EYFS) has the lowest attendance at 79.2%, with KS4 slightly higher at 80.2%. These figures suggest that while attendance is generally strong in the primary and lower secondary stages, there may be underlying challenges affecting attendance in EYFS and KS4.



EYFS	KS1	KS2	KS3	KS4
79.2%	88.6%	85.1%	86.2%	80.2%

Seven children were suspended and there were ten suspensions over 36 sessions. There was no recorded permanent exclusion for our recorded CP cohort.

PLAC attendance*

Term	Attendance %	Absence %	Unauthorised absence %
Autumn 2024-2025	90.7%	9.3%	3.4%
Spring 2024-2025	89.9%	10.1%	4.1%
Summer 2024-2025	90.1%	9.9%	3.6%
Overall 2024-2025	90.3%	9.7%	3.7%

*Data taken from DfE VYED recorded 214 PLAC

The attendance for the PLAC cohort is steady, however it is below the expected or target of 95% attendance. The PLAC data encompasses all children who are PLAC to other boroughs. In 2024 we started work with North London Adopt to provide education support to adoptive parents. The work will continue through 2025. The Virtual School has provided advice and guidance to adoptive parents to support transition and support at school.

Feedback from adoptive parent:

But my reason for writing today is to thank you for recommending Tutors Green. They have been excellent. Education Programme Coordinator, K has been very responsive and found a good selection of tutors for E. N and K worked together to develop an appropriate timetable for E. E is producing some good work and is generally far happier at school.

Kinship

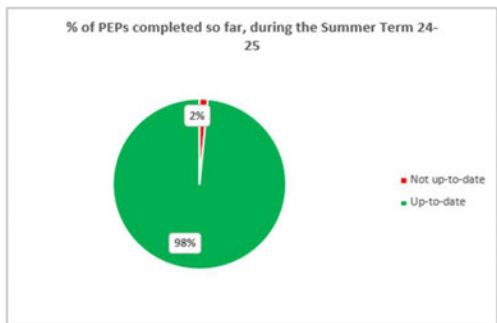
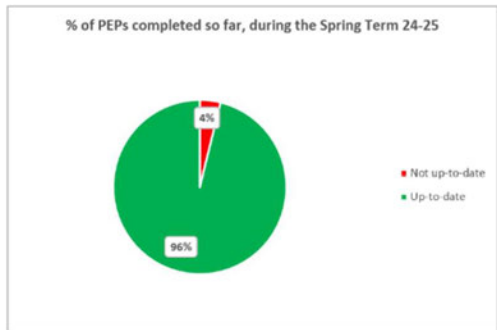
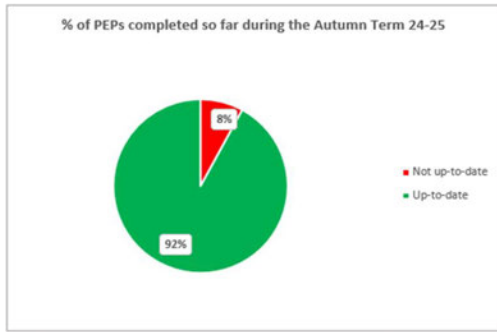
There is currently no standalone attendance data available for our Kinship cohort. However, during the 2024–2025 academic year, we have developed a meaningful partnership with the Haringey Kinship Network. As part of this collaboration, we have attended the weekly meetups to provide educational guidance and support to carers. This partnership has strengthened our engagement with the Kinship community and will continue under the leadership of the Kinship and PLAC lead.

Personal Education Plans (PEPs)

There has been a marked improvement in both the completion and quality of Personal Education Plans (PEPs). The number for incomplete ePEPs 2023 -2024 was 14% (Autumn) 13% (Spring) and 5% (Summer). However, there has been a marked increase 2024-2025 (figures below).

The number of incomplete PEPs is influenced by the fluctuating number of children entering care throughout the year. Please see the table below for data on statutory school-age and post-16 children entering care during the year. The changes in numbers during the autumn and spring terms likely had a significant impact on completion rates due to the proximity of deadline dates. However, during the summer term, fewer children entered care, and the deadline period was longer, which contributed to improved completion.

We are actively working to improve practice to ensure that all children have a PEP within ten days of entering care. While there is currently a lag between a child entering care and being added to Welfare Call, we are embedding procedures to ensure that initial PEPs are completed within ten days, with a record of the meeting or discussion added to Liquidlogic.



New SSA & Post 16s in Care from Sept-25 - July-25															
Year Group	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Jul-25	Total SSA	w/EHCP		
Yr13	3			1	2		1	1				8			
Yr12	1	2	2	1	2	1	7		2		2	20	1		
Yr11				1	2	2		1	1	2	1	10			
Yr10			2									2	1		
Yr9			4				4	1				9	2		
Yr8		1					1		1		3	6	1		
Yr7						1	1				1	3			
Yr6						1					1	2			
Yr5						1						1			
Yr4						1	1					2	2		
Yr3				1	1							2	2		
Yr2								1			1	2	1		
Yr1		2				1	1	1				5			
REC						1		1				2			
EYs						3	2					5			
Total pm.	4	5	8	4	7	12	18	6	4	2	9	79	10		

Changes have been made to the statutory school-age ePEP form to place greater emphasis on the voice of the child, career aspirations, and quality assurance. The updated form will be

implemented from September 2025. As part of our ongoing commitment to a more purposeful and child-focused approach, we also plan to revise the sixth form ePEP in 2026. A sample of ePEPs will be quality assured each term to support staff training, professional development, and continuous improvement in both the completion and overall quality of ePEPs.

Tracking and Attainment for Phonics. KS2 and KS4*

The Virtual school started to track the attainment of our CiC cohort throughout the year for English and Maths. We have attainment tracking meetings at the start of new academic term for Autumn, Spring and Summer, to focus on children who are underachieving and consider the interventions and support that can be offered throughout the term.

Tracking data 2023 -2024

English Tracking

	Year Group	Number of CiC	On Target	Not on Target	No mark
Autumn 2024	Yrs1–6	70	34	34	2
	Yrs7–11	99	40	39	20
	Total	169	74	73	22
Spring 2025	Yrs1–6	76	36	36	4
	Yrs7–11	109	44	37	28
	Total	185	80	73	32
Summer 2025	Yrs1–6	71	27	36	8
	Yrs7–11	113	33	58	22
	Total	184	60	94	30

Across the 2024–2025 academic year, English attainment data for Children in Care (CiC) reveals a downward trend in performance, particularly in the summer term. In Autumn 2024, 74 out of 169 children were on target, representing a relatively balanced start to the year. This figure rose slightly to 80 out of 185 in Spring 2025, suggesting some progress.

However, by Summer 2025, the number of children on target dropped significantly to 60 out of 184, indicating a decline in sustained attainment. The drop is most pronounced in the secondary cohort (Years 7–11), where the number of children on target fell from 40 in Autumn to just 33 in Summer, despite an increase in the overall cohort size.

This suggests that older children in care may face greater challenges in maintaining progress, potentially due to curriculum pressures, placement instability, or reduced engagement. In contrast, the primary cohort (Years 1–6) showed more stability, with on-target figures of 34 in Autumn and 36 in Spring, though this also declined to 27 in Summer.

**We no longer report on Key Stage 1 outcomes due to the increasing variation in schools opting out of KS1 assessments, which has impacted the consistency and reliability of the data.*

Maths Tracking

	Year Group	Number of CiC	On Target	Not on Target	No mark
Autumn 2024	Yrs1–6	70	35	34	1
	Yrs7–11	99	42	28	29
	Total	169	77	62	30
Spring 2025	Yrs1–6	76	38	35	3
	Yrs7–11	109	37	44	28
	Total	185	75	79	31
Summer 2025	Yrs1–6	71	26	37	8
	Yrs7–11	113	33	58	22
	Total	184	59	95	30

Maths attainment for Children in Care shows a decline in performance over the academic year, with a widening gap between those on target and those not on target. In Autumn 2024, 77 children were on target compared to 62 not on target. By Spring 2025, the number on target remained relatively stable at 75, but those not on target increased to 79. This trend declined in Summer 2025, where only 59 children were on target while 95 were not, indicating a drop in attainment.

The decline is particularly evident in Years 7–11, where the number of children on target fell from 42 in Autumn to 33 in Summer, while those not on target more than doubled from 28 to 58. In Years 1–6, the drop was also notable, with on-target figures falling from 35 to 26. These patterns suggest that children in care face increasing challenges in maintaining progress in Maths as the year progresses, especially in secondary education.

Tracking data through the academic year allows us to provide support and to ensure we are focusing on children who are underachieving. Also being able to track the patterns of underachievement we can implement package of support and intervention. For example, to support our Year 11 exam preparation, we organised group online tuition support for English and Maths. Also, tuition was provided by an EIC to a primary age child over the summer holidays to address the gaps in his learning.

Feedback from foster carer

Thank you for your kind words and all the support you've given J over the summer. He has really enjoyed working with you and benefitted so much from your tuition. I will certainly pass on your best wishes to him as he begins his new school year.

Phonics (4-year-olds)

	Cohort	Mark						Outcome					
		No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
NCER National (CLA)	2,820	9.0%	19.0%	7.0%	7.0%	29.0%	28.0%	27.8	0.0%	0.0%	9.0%	33.0%	57.0%
DfE Region - London (CLA)	220	9.0%	17.0%	9.0%	4.0%	26.0%	35.0%	28.9	-	-	9.0%	30.0%	61.0%
Local Authority - Haringey (all schools)	2,617	3.9%	6.6%	2.9%	3.6%	26.4%	56.6%	34.2	0.0%	0.4%	3.5%	13.1%	83.0%
Virtual School - Haringey	8	12.5%	12.5%	0.0%	0.0%	25.0%	37.5%	29.3	0.0%	0.0%	12.5%	25.0%	62.5%

The data highlights encouraging progress among Children Looked After (CLA), particularly within the London region and Haringey's Virtual School. CLA pupils in London outperform the national CLA average, with 61% achieving the expected standard and a higher APS of 28.9. Haringey's Virtual School, despite its small cohort, shows promising outcomes with an APS of 29.3—above the national CLA average—and a quarter of pupils scoring in the 32–36-mark band.

Key Stage Two (11-year-olds) Expected standards

2025	Haringey (CiC)	London (CiC)	National (CiC)	2024 (Verified)	Haringey (CiC)	London (CiC)	National (CiC)	Change from 2024	Haringey (CiC)	London (CiC)	National (CiC)
11	300	3,770	15	350	3,800						
RWM	36.4%	36%	34%	RWM	53.3%	43%	34%	RWM	-16.9%	-7%	0%
Reading	63.6%	54%	51%	Reading	60%	59%	53%	Reading	3.6%	-5%	-2%
Writing	45.5%	47%	51%	Writing	66.7%	53%	46%	Writing	-21.2%	-6%	5%
Maths	54.5%	48%	46%	Maths	53.3%	53%	47%	Maths	1.2%	-5%	-1%
GPS	45.5%	47%	47%	GPS	66.7%	56%	47%	GPS	-21.2%	-9%	0%

The 2025 KS2 outcomes for Children in Care (CiC) in Haringey show encouraging signs of progress in key areas, particularly in reading and maths. Reading performance rose to 63.6%, placing Haringey above both London and national averages, while maths remained stable at 54.5%, continuing to outperform national figures. While writing and GPS outcomes were lower than the previous year, they remain broadly in line with regional and national benchmarks, highlighting areas for renewed focus and development. The combined Reading, Writing and Maths (RWM) measure was 36.4%, which, although lower than in 2024, still matches the national average. It is important to note that the 2025 cohort was smaller and at least three children were working at pre-key stage levels.

Key Stage 4 (16-Year-olds) (Statistical data will be verified in November 2025)

At the end of July 2025 there were 31 children in Year 11.

- 20 Children sat their GCSE exams
- 3 Children were following an ESOL curriculum
- 4 Children did not sit their GCSE exams
- 4 Children came into care after exams (June/July)

GCSE exam predictions for English and Maths

The accuracy of mock exam predictions was relatively low across core subjects:

- English Language: Predictions matched results for only 3 out of 20 children (15%).
- English Literature: Predictions were accurate for 4 out of 20 children (20%).

Mathematics: Only 1 out of 20 children had a result that matched their mock prediction (5%)

Based on the mock predictions the outcomes for year 11 would be:

30% achieving 4+ English Language

25% achieving 4+ Maths

20% achieving 4+ in English Language and Maths

However, a significant number of children performed better in their final exams compared to their mock results:

9 students (45%) achieved a higher final grade in English Language.

6 students (30%) improved in English Literature.

8 students (40%) scored higher in Mathematics.

There was careful planning of interventions following the mock result, we offered tuition to year 11s who were working below their expected target between February half-term until the start of exams. We identified the children who were underachieving they were invited to attend an early Year 11 aspirations day. Additionally, in the PEP meeting schools were encouraged to provide a plan of exam support and to use the PPPG for tuition.

GCSE results non -statistical data

	Grade 1-9	Grade 4-9 (2025)	Grade 4-9 (2024)
English Literature	100%	40%	X
English Language	100%	45%	34%
Maths	87.50%	30%	26%

20% obtained five GCSEs including English and Maths at grade 4 and above. An improvement on 2023/2024 non- statistical data which was 15%.

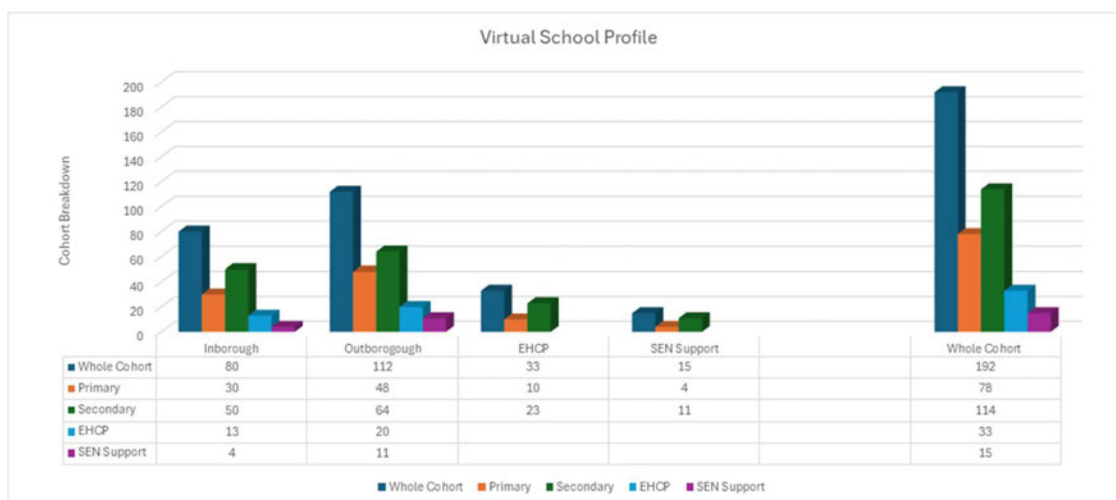
In 2025, the proportion of children achieving a standard pass (Grade 4–9) showed improvement across all core subjects compared to 2024. English Language saw the most notable increase, rising from 34% in 2024 to 45% in 2025, indicating a positive shift in attainment. Maths also experienced a modest improvement, with Grade 4–9 outcomes increasing from 26% to 30%. These trends suggest targeted interventions and post-mock support may be contributing to improved outcomes, particularly in English Language.

Attendance

Haringey Virtual School monitor statutory school-aged children [5-16] via Welfare Call. The snapshot captured on the 04 August 2025 from 01 September 2024 to the 31 July 2025 identified that there were 192 children monitored by Welfare Call.

The table below shows the breakdown of the children being monitored by the end of the Summer Term [192]

Total School aged CLA	192	Total Primary aged	78	Total Secondary aged	114
Total School aged CLA in borough	80	Total Primary Aged in borough	30	Total Secondary Aged in borough	50
Total School aged CLA Out borough	112	Total Primary Aged Out borough	48	Total Secondary Aged Out borough	64
Total School aged CLA with an EHCP	33	Total Primary aged with an EHCP	10	Total Secondary aged with an EHCP	23
Total School aged CLA with SEN Support	15	Total Primary aged with SEN Support	4	Total Secondary aged with SEN Support	11



NB: All Children with No Recorded School are logged as in borough [by WC].

Attendance by stage

Whole School Cohort Attendance average for the term 85% (2024 - 87%)

In borough	73.48%
Out borough	86.04%
EHCP	81.21%
SEN Support	87.72%

Primary School Cohort Attendance average for the term 89% (2024 - 94%)

In borough	84.47%
Out borough	91.85%
EHCP	85.33%
SEN Support	97.17%

Secondary School Cohort Attendance average for the term 75% (2024- 82%)

In borough	67.46%
Out borough	81.69%
EHCP	79.42%
SEN Support	84.28%

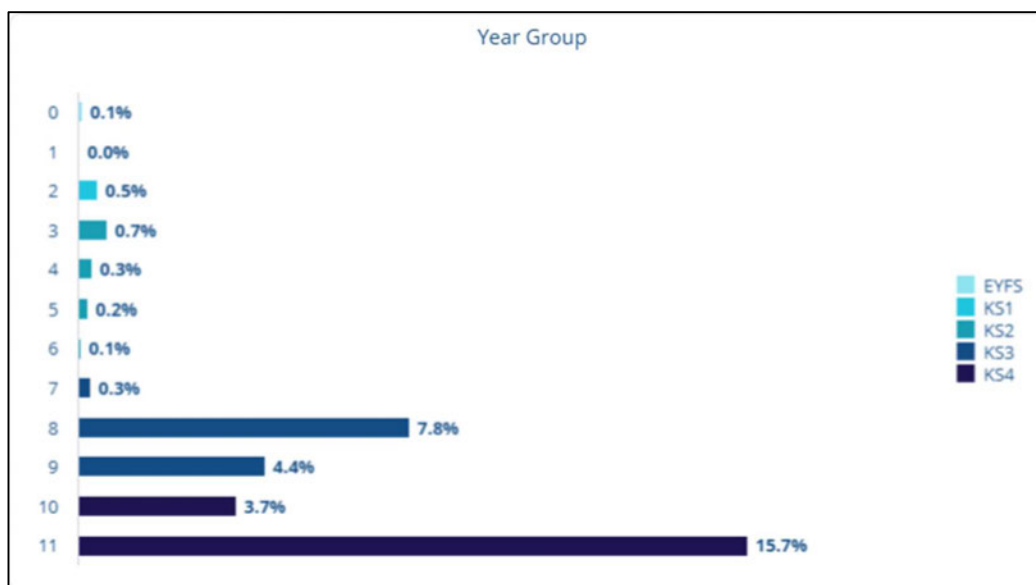
The attendance data presents a mixed but insightful picture across the Whole School, Primary, and Secondary cohorts, with several areas of strength and some clear opportunities for improvement. Whole School attendance stands at 85%, slightly below last year's 87%, yet still reflects a generally stable pattern. Notably, SEN Support children continue to show strong engagement with an attendance rate of 87.72%, and out borough children also perform above the school average at 86.04%.

In the primary phase, overall attendance remains high at 89%, with SEN Support children achieving an exceptional 97.17% and out borough students reaching 91.85%. EHCP children in primary also show promising attendance at 85.33%. In contrast, the secondary cohort shows a more significant decline, with overall attendance at 75% compared to 82% in 2024. However, within this group, SEN Support and out borough children still performed relatively better at 84.28% and 81.69%.

Whole School Cohort Absences – Authorised & Unauthorised Academic Year 2024/25

Whole School Cohort Absences for the Academic Year were 14.58%. Authorised 10.80% and Unauthorised 3.78% (2024 – Authorised 9.56 and Unauthorised 3.22%)
Primary School Cohort Absences for the Academic Year were 8.4%. Authorised 8.1% and Unauthorised 0.32% (2024 – Authorised 5.77% and 0.34 Unauthorised)
Secondary School Cohort Absences for the Academic Year were 21.04%. Authorised 13.98% and Unauthorised 7.07%. (2024 – Authorised 12.54 and 5.49 Unauthorised)

Unauthorised absence by year group



The absence figures for the academic year show a mix of positive patterns and areas requiring attention. Whole School absences totalled 14.58%, with authorised absences at 10.80% and unauthorised at 3.78%, both slightly higher than in 2024.

The primary school cohort continues to perform well, with the lowest overall absence rate of 8.4%. Although authorised absences increased to 8.1% from 5.77%, unauthorised absences decreased slightly to 0.32%.

In contrast, the secondary school cohort shows a total of absences rising to 21.04%, up from 18.03% in 2024. Both authorised (13.98%) and unauthorised (7.07%) absences have increased. We had three Year 11s who came into care in 2025, who had either persistent or severe absence, as they came in during the exam year it was challenging to reengage them in school, and we focused on post-16 engagement. Two are engaged in education at Post 16. Unfortunately, one continues to have missing episodes and is not in education employment or training. For our cohort who were in care for 12 months or more - two-year 11s refused to attend school, tuition was put in place for them, but their attendance record was severely affected by their non-attendance to school. School refusal was the most common reason for absence with this being the reason for 27 children. It is probable for most of our children that Emotionally Based School Avoidance (EBSA) may be an increasing reason why they are not attending school. We continue to utilise our Educational Psychologists to ensure schools feel supported to enable children with EBSA to return to school.

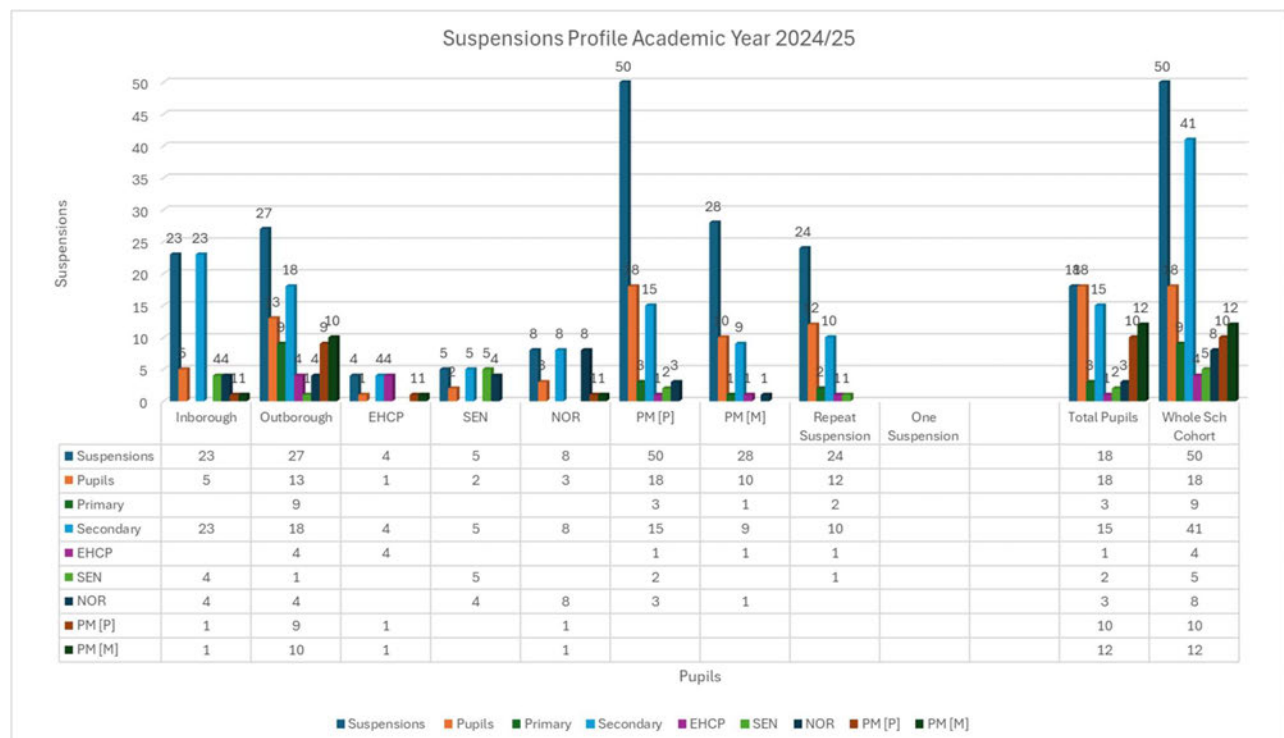
Suspensions and exclusions

There were no permanent exclusions recorded during the academic year, as two potential cases were successfully prevented through timely and strategic intervention. In one case, a Year 10 child was supported to transfer to a different school after the original school was asked to rescind the exclusion. She is now thriving in her new setting. In another case, a Year 11 child facing exclusion was provided with tuition support to prepare for her exams. Arrangements were made for her to sit her exams in a private setting at another school, and later, when appropriate, on the original school site. She has since progressed to Year 12, is studying a Health and Social Care BTEC, and has expressed a desire to become a midwife. These outcomes reflect the impact of proactive advocacy and personalised support in preventing exclusion and promoting positive educational progression.

Suspensions

Suspensions have increased with the most common reason being disruptive behaviour. We have worked with schools to avoid escalation, and we will continue to ensure the schools are trauma informed and use relational practice/framework.

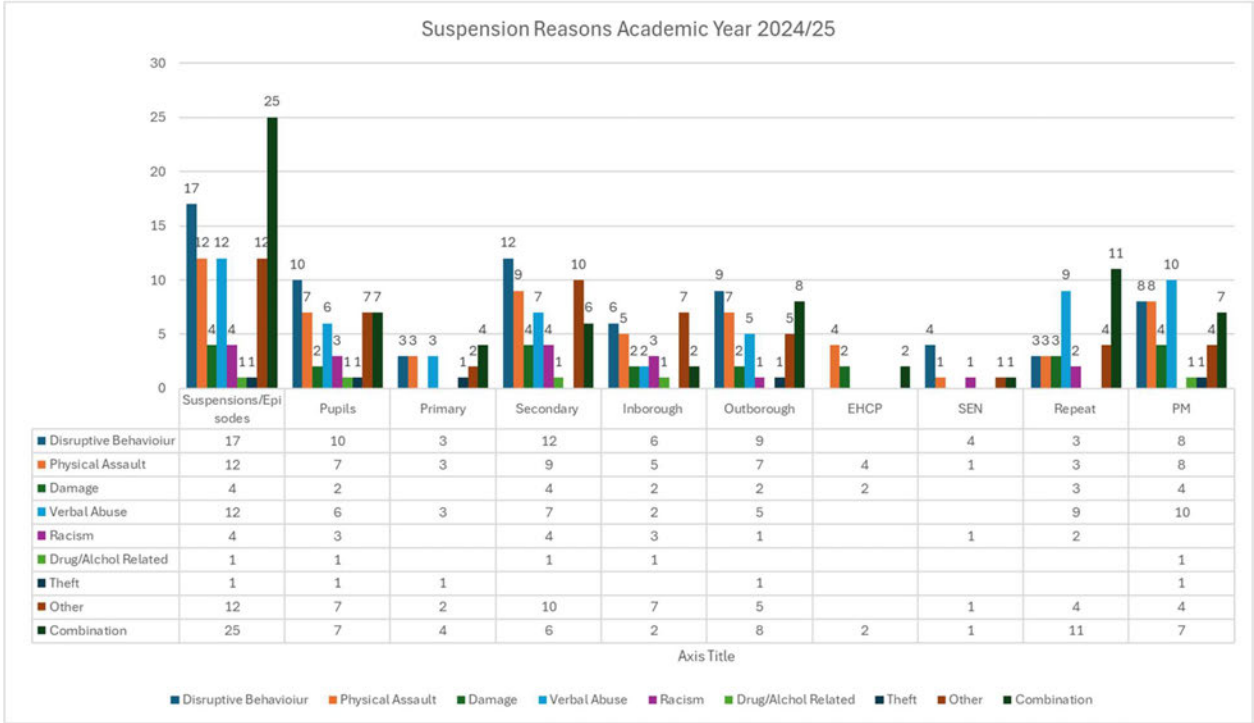
Whole School Suspensions for the ACY	50.
Total children Suspended for the ACY	18
Total children issued more than one suspension for the ACY	12.



The suspension data includes if a child had a placement move which is indicated by PM (P) which counts the number of children who had a placement move. PM (M) indicates the number of moves. Additionally, we have checked if at any time the child did not have a school place or was not on roll, which is represented as NOR.

A total of 50 suspensions were recorded, with 18 children affected. Out borough children accounted for the highest number of suspensions (27), involving 13 children, while in borough children had 23 suspensions involving 5 children. The secondary phase saw significantly more suspensions (39) compared to primary (11), indicating a higher incidence of secondary schools using suspensions. Children with EHCPs and those receiving SEN support were also represented in the suspension data. Notably, 12 children were suspended more than once, highlighting a large group of children who were being suspended multiply times. There were nine children who had a placement move, and there were ten placement moves which means one child was moved more than once. Eight children had a one time not been on roll during the academic year.

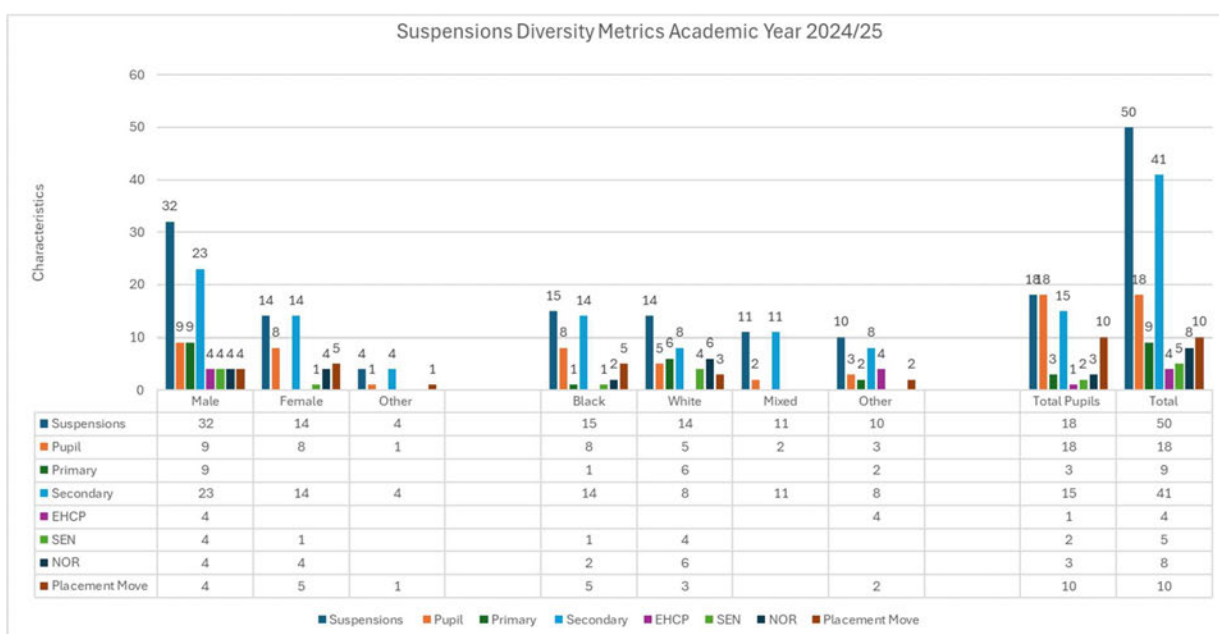
Reason for suspension



The most common reason for suspension was Disruptive Behaviour, accounting for 17 episodes and involving 10 children, predominantly in the Secondary phase and among Out borough placements. Combination reasons—where multiple behaviours contributed to a suspension—were also significant, with 25 recorded episodes.

Other notable reasons include Verbal Abuse and Physical Assault, each with 12 episodes, Racism, Damage, and Drug/Alcohol-related incidents were less frequent but still present. Suspensions were more prevalent in Secondary than Primary, and more common among out borough than in borough children. Pupils with EHCPs and those receiving SEN support were represented across multiple categories.

Gender & Ethnicity

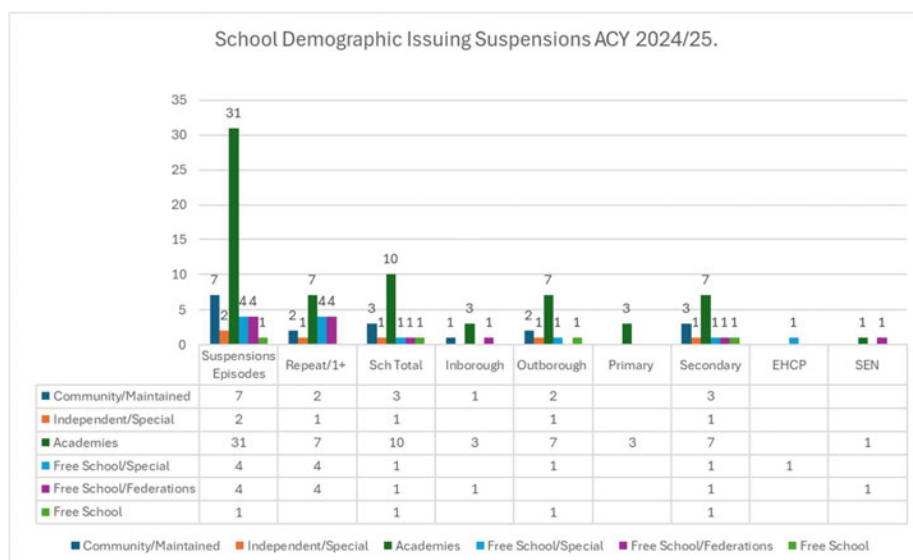


The ethnicities encompassed within the **Black** category are: *Any Other Black Background*, *Black Caribbean*, and *Black African*. The **White** category includes *White British* and *White Any Other Background*. The **Mixed** category refers to: *Any Other Mixed Background*, and the **Other** category includes: *Any Other Ethnic Group*.

A total of 46 suspensions were recorded, involving 17 children, with the majority occurring in the Secondary phase. Male children accounted for 32 suspensions and 9 children, while female children were involved in 14 suspensions, affecting 8 pupils.

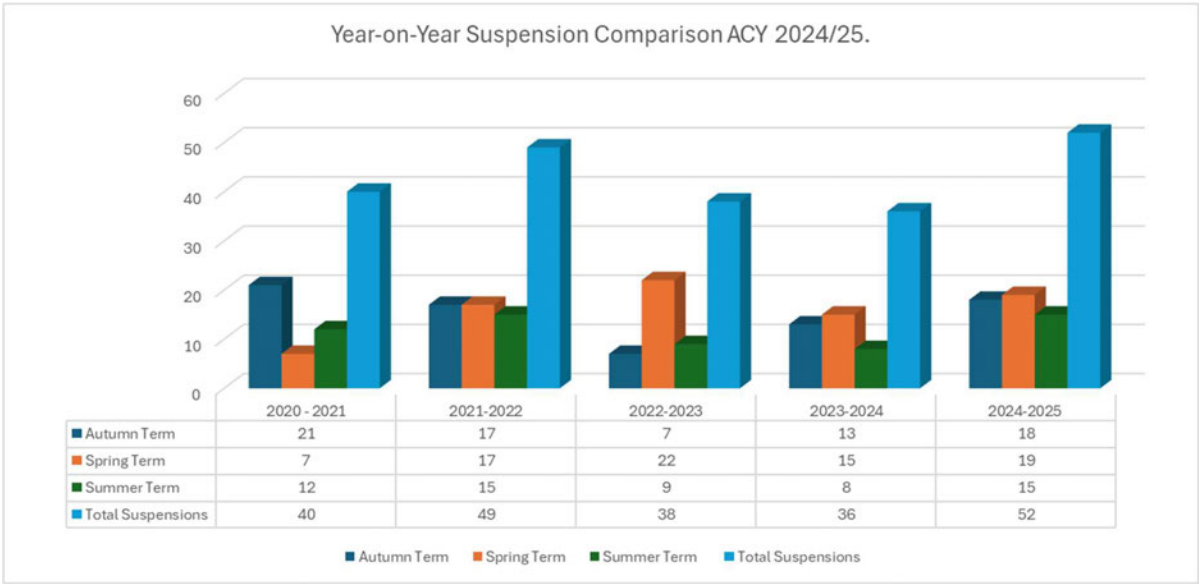
The data shows that suspensions are most prevalent among pupils from Black ethnic backgrounds, followed closely by White and Mixed ethnic groups. While the Black ethnic groups had the highest number of suspensions, the White ethnic group had fewer pupils involved, suggesting a higher rate of repeat suspensions.

School type



Suspensions are predominantly issued by Academies, which show the highest number of suspension episodes and repeat suspensions, as well as broad representation across different categories including in borough, out borough, primary, Secondary, EHCP, and SEN. Other school types—such as Community/Maintained, Independent/Special, and Free Schools—contribute fewer suspensions. However, this may be influenced by the fact that a large proportion of our children attend academies, making them a more likely setting for suspensions to occur and naturally resulting in higher figures. This context is important when interpreting the data, as it suggests that the concentration of suspensions in academies may reflect pupil distribution rather than solely the suspensions trends of school types.

Suspension trends



Suspensions in 2024/25 have risen significantly, surpassing the previous peak in 2021/22, which had been the highest to date. This marks a concerning shift in local trends. Nationally, there was a 21% increase in suspensions between 2022/23 and 2023/24, and for Haringey Virtual School, the increase is even more pronounced—a 38% rise compared to the previous year. While this may reflect broader national patterns, it also signals a need for deeper reflection on local practice.

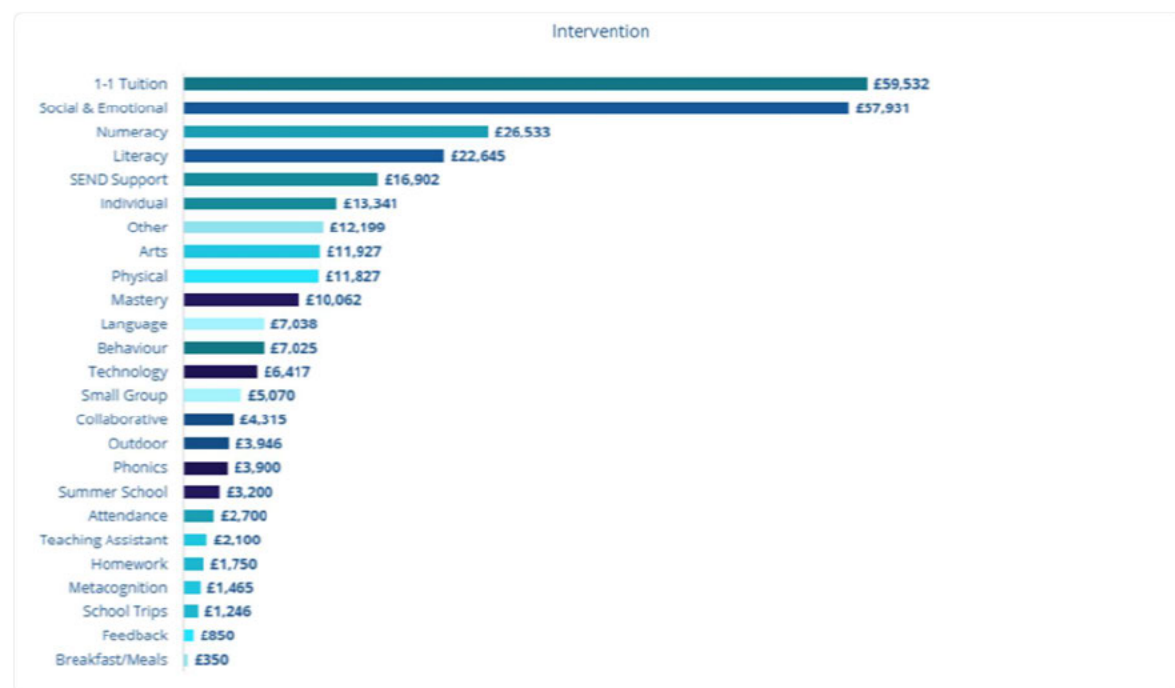
Importantly, 66% of children suspended in 2024/25 experienced repeat suspensions, suggesting that current approaches may not be effectively addressing underlying behavioural needs. This highlights the urgency of encouraging schools to adopt relational and restorative approaches that focus on understanding and supporting children, rather than relying on repeated disciplinary measures. Without such shifts, there is a risk of perpetuating a cycle of exclusion that disproportionately affects vulnerable learners.

Pupil Premium Grant distribution and impact

Children in local authority care for one day or more attracted £2,570 Pupil Premium funding in 2024/2025. This funding does not go directly to the schools but is managed by the Virtual School in the local authority that looks after the child. The Conditions of Grant require the Virtual School Headteacher to distribute funding. Funding should support children in meeting their targets in the PEP.

The Virtual School top slices the PPG funding and provides the schools up to £700 per term. The school will need to ensure the proposed spending of the PPG is linked to SMART targets, which are reviewed by the VS and approved. The total money paid to schools from the Pupil Premium budget was £306,176. School funding was mostly used for academic interventions e.g. one-to-one tuition and Social and emotional support, such as small groups.

PP+ Academic Year 2024/25					
TERM	Total CLA	Total PP+ Claims	Claims %	Total Projected	Total Spend
Summer 2023	205	147	71.7%	£143,500.00	£112,359.00
Autumn 2023	183	140	76.5%	£128,100.00	£95,088.00
Spring 2024	180	143	79.4%	£126,000.00	£98,729.00
				£397,600.00	£306,176.00



The expenditure data reveals a strategic emphasis on targeted academic support, which accounts for most funding (£158,941), followed by wider strategies (£114,101) and high-quality teaching (£21,229). The highest individual spend is on 1-1 Tuition (£59,532) and Social & Emotional Learning (£57,931), highlighting a dual focus on academic catch-up and pupil wellbeing. Substantial investment in Numeracy (£26,533), Literacy (£22,645), and SEND Support (£16,902) further reflects a commitment to closing attainment gaps and supporting vulnerable learners. Overall, the data indicates a well-rounded approach, with strong prioritisation of personalised support and emotional resilience, though opportunities exist to strengthen pedagogical practices.

There was additional cost in the year which was paid towards tuition which was not part of PPPG paid to schools. In Summer 2024 we paid £11,656.98 for four students to access tuition. There was a high-cost arrangement, which was a legacy agreement. We paid £6,521.48 in one term for a child who had been placed out of borough without a school place. The Virtual School has removed high cost extended tuition; by ensuring we are part of the plan to move and use DfE direction options to ensure a child is placed in an education provision.

We also use £422,397 for staffing which covers the cost of five EICs, the traded Educational Psychologists cost and partial cost of the Senior Business Officer.

Enrichment & Springboard



Education Achievement Awards 2024

A brilliant night held in November 2024 to celebrate the achievements of the children. Over 100 children were nominated.

Year 11 Aspiration days February and April 2025

February was targeted to children who were underachieving in English and Maths. We partnered with Waltham Forest Virtual School. It was a fun filled day, and we had a business owner fly in from Lisbon to give an encouraging talk to the children. The hotel manager spoke to the children about her career journey, and the best part was hearing from a care experienced adult speaking about their journey to obtaining two degrees!



Easter Egg Hunt 2025

Easter Egg hunt for our primary school children took place during the Easter holidays and included an Easter egg hunt around the stadium and included art and craft activities, games and face painting. It was well attended as 22 children and 22 foster carers enjoyed the day.

Feedback from foster carer

The Easter egg hunt was such a joyful and inclusive event. The children were genuinely excited and fully engaged—the basket-making, arts and crafts, and face painting were all fantastic additions that really enhanced the experience. It was heartwarming to see the children running around, laughing, and working together to find the eggs.

To top it all off, the children were absolutely thrilled to get a glimpse inside the stadium. Their faces lit up with excitement, and it added an extra layer of magic to an already unforgettable day. Spurs Foundation and the Virtual School truly went the extra mile to make the day special. From the thoughtful organisation to the warm, individual interactions with each child, it was clear that a lot of care and effort went into making sure everyone felt valued and included.

A huge thank you to everyone involved—it really made a difference to the children.

Haringey Virtual School KS3 STEM Day 2025

This event was organised and led by the KS4 team held on Saturday 17th May. It was held in conjunction with LAET it included building Rube Goldberg machines, Engineering challenges and catapults and maths puzzles.



Chrysalis accelerator programme Highgate school & University Trip (Chrysalis) – Goldsmiths University 2025

Three children attended the project (one child last year). The project aims to build a culture of high aspiration and self-confidence and narrow the educational attainment gap between children in care and their peers. It also endeavours to raise their awareness of higher education and prepare them for the world of work. Pupils cover topics such as robotics, creative writing, art, architecture, mindfulness, conservation, and the development of life, as well as soft skills like first aid, orientation, and the development of confidence.

Shining Stars Awards July 2025

Two Sixth form children were nominated for a Shining star award for their outstanding achievement, excellent attendance and attitude to learning. It was a wonderful night held at the Livery Hall, Guildhall in the City. The Deputy Mayor of London and the Town Clerk of City of London gave out the prestigious awards on the night.





Pan London Virtual School Athletics day August 2025 Year 5 -7

It was an afternoon of athletics with the aim to inspire and motivate children. Children were guided through various athletic activities such as running, jumping and throwing. It was held at Queen Elizabeth Olympic Park with special guests Fatima Whitbread and Fire from Gladiators (Montell Douglas)

Spring Forward mentoring

Three year 13 students were referred to the Spring Forward mentoring programme which included ten one hour 1:1 online session with an independent schoolteacher which covered university courses where to study, the university application process and what it involves and how to write and improve your personal statement. Post UCAS – it covered preparing for university life, available funding and support and independent living.

Working with Springboard – Independent school place for Year 7 child with full bursary

Our year 6 child was awarded a 100% Bursary Award for the duration of her schooling at an independent school from Year 7 until the end of Sixth Form. The approximate amount of the bursary was £350,000. The application process was started by the allocated EIC, with the support of the social worker and foster carer. It was a joint effort to support the application process, and we were excited when she received a full bursary.

Vision for the Virtual school – Development plans 2025 – 2026

Haringey Virtual school Development plan 2025 -2026



Foundation

Our Mission

To champion the educational success of children in care by challenging stereotypes, amplifying their voices, and ensuring every child receives the support they need to thrive.

Our Core Values

1. Child-Centered Practice – Every decision is made with the child's best interest at heart.
2. Equity and Inclusion – We advocate for fair access to education and support.
3. Collaboration – We work in partnership and take a multi-agency approach.
4. Evidence-Informed Practice – Our work is grounded in research and data.
5. High Aspirations – We believe in the potential of every child
6. Trauma-Informed Approach – We promote understanding and inclusion through relational practice.

Advantages

What we do best

1. Strong inter-agency collaboration
2. Data-driven decision-making
3. Moving the team to move with the child not the stage.
4. Trauma-informed and relational practice expertise
5. Borough-wide training and guidance infrastructure
6. Commitment to continuous improvement

Corporate Delivery Plan

'Fitting into the bigger story'

Improve educational outcomes for children in care, with a focus on better attendance and better support through well written Personal Education Plans (PEP).

- Implement an approach where the Education Improvement Consultant will at the start of the new academic year remain with their child - September 2024
- Monitor attendance and educational outcomes for children in care – annually September 2024 to 2026

Strategic Objectives and Service Delivery Goals

A: Facilitate and promote high standards of attendance

A1: Attendance under 95% is targeted in a meaningful and proactive and impactful way. A1: Bi-weekly attendance meetings focused on attendance under 95% to target and challenge attendance. (Sept 25) Offer termly training to SWs/ FCs and DTs focused on attendance. (Sept 25) Focused training to schools who need to improve the attendance for our vulnerable cohort (Dec 2025)

A2: Responsive tracking of attendance for CiC and CWSW. A2: Welfare call services extended to CP using Wonde and recording suspensions and exclusions (in place). Termly reports on CWSW and CiC attendance presented at VSMC* (Sept 25)

Formulation of CWSW panel to provide guidance and advice for social workers to support children with extended non-attendance (Dec 2025) DIE attendance YVED to be used to monitor the attendance of CWSW (CIN & CP) and to monitor the attendance of schools (Jan 2026).

A3: Preventative strategies to improve attendance implemented at transition stages. Implementation of inclusion and attendance manager who will lead on data and training (in place). Monthly meeting with EWS to ensure close working (in place). Transition plan to be included for Year 6/ Year 11 children in care and a transition plan to be provided for in-year transfers (Jan 2025). All Year 11 to have a September guarantee (May 2026).

B: Create a culture of high educational aspirations focused on improving outcomes at KS4 in English and Maths

B4: Targeted support and tracking of children at risk of underachieving Termly progress review meetings to target children not on target who will be monitored during the term (in place). Tracking of all children – through reception to Year 11 of English and Maths (in place). Feb half term Aspiration Day targeted at Year 11s who are not on target to obtain 4 or more in English and Maths (Dec 2025). Offer of tuition for Year 11s not on target to obtain 4 or more in English and Maths after Feb half term until May (in place).

B5: Creation of conditions for success - Monthly meeting with senior team in social care to examine placements of Year 10 and 11 (Nov 2025). A partnership between social care, SEND and the

HVS to develop procedures of minimizing disruption to education when there is a placement move (Jan 2026). Working with schools (focus – Secondary schools) to develop relational practice using ARC and 'When Adults Change' programme (Sept 2025).

B6: Targeted early intervention Enrichment activities for Primary children to have a STEM focus – provide three sessions a year (Sept 2025) Provision of Maths and Literacy software to support KS1 & KS2 learning (Jan 2025). Training provided to foster carers to support homework and reading with children (Jan 2026). ePEP format changed to include carer section from Year 8 (Sept 2025)

C: Improve post-16 outcomes and increase the EET retention across the cohort

C7: Support services to reduce NEETs at Post -16 Explore with colleges/online providers to create a preparation programme for children who have been out of education but want to start post-16 (Jan 2026). Post -16 Monthly meetings to review NEET children and provide tailored opportunities for Children to social workers/PAs (Sept 2025). At risk of NEET to be identified in Autumn Term Year 11/ Year 12 – tailored intervention to be considered (in place). Support post 16 children with EHCPs to explore supported internship (Sept 2025).

C8: Development of a PAN London VS Post-16 group to support our children at post-16 Post-16 Lead role who will continue to lead and develop the PAN London VS group (recruited in place). The PAN London VS group will create a 'good practice guide' that will be distributed to all 16-19 provisions in London (draft stage – Sept 25)

To continue work to engage CEOs/Headteacher of colleges and standalone sixth forms to provide trauma informed training and to ensure financial support is provided to our children (Jan 2026)

C9: To provide opportunities to obtain qualifications to progress to EET pathways Consult with colleges/ online providers to provide an on-rolling Maths and English provision for children for GCSEs and Functional skills (Jan 2026) Restructure the PPP payment at the end of Year 11 to purchase laptops to ensure children have access online opportunities (in place). Fortify partnership with provisions funded by UKSPF to ensure the referral process is accessible to our children (in place). Commission NEET service to focus on children with significant barriers to entering EET (in place awaiting payment)

D: Clarify and establish the HVS extended duties offer

D10: Continuity of advice and guidance provided to CIN/CP for schools and social workers

Development of advice and guidance and training lead roles within the team (in progress). CIN/CP panel for social workers to discuss their children and be provided with guidance. Leading training for DTs to support them to understand their wider remit in school (in place). Working with EWS to identify children who are CIN/CP being home educated to support the monitoring of the home provision (Sept 2025).

D11: Pathway of support for Kinship carers and adoptive parents - Continuing our partnership with Kinship and offering support training to our Kinship carers (Nov 2025). Supporting the development of Kinship support forum for Haringey and offering a VS drop-in to discuss education (in place). Joined working with the North London Adoption and corresponding Virtual schools to offer half-termly

evening training sessions.

D12: Support the inclusive strategy and practice within LA schools Working with four identified secondary school to develop the best attachment and trauma practice through Attachment Research Community (ARC) and 'When adults change' (in progress). Supporting schools to develop an audit tool to evaluate their attachment and trauma practice (Jan 2026). Build on the attachment and trauma provision available in the borough to embed audit and impact measures (in progress).

Key Performance Indicators

How we measure success

Measure

Improved attendance across the cohort 5% increase for whole cohort.
Available data for CIN/CP cohort – termly attendance
All Year 11/Year 6 and in-year transfers to have a transition plan on LL.
Termly tracking for all cohort
Document detailing conditions for success outlining processes
Reduced NEET by 5%
Service Strategy document for CIN/CP cohort

Vision

What our service will look like

Roles and responsibilities in the team will be clearly defined as EICs move through with their children, which develops a **child-centered service** as EICs build **relationships** and understand the child's needs and work in partnership with educational provision to meet the needs of the child. Children will feedback into service provision and provide advice and comments to **improve** service delivery. **High expectations** for children are embedded in the culture of the virtual school and wider services to ensure our children are expected to have **strong outcomes**.

Implementation

How we make strategy a habit

Obtain at least twice-yearly feedback from children and care leavers on service provision.
Appoint Attendance and Inclusion manager (appointed), Post-16 Lead (appointed), Lead for PLAC and Kinship (in progress) and a fixed term Assistant Head (lead on the HVS extended duties) (in progress).
Senior Business officer, Attendance and Inclusion manager and EICs to reflect Key objectives in 'My conversation' KPO.
New job description for EICs which reflects the mission, core values and vision of the Haringey Virtual school.
Development plan to be standing item in the VSMC
Fortnightly Practice improvement meeting with VS team to focus on practice aligned with development plan.
Staff development aligned with strategic objectives