



Haringey Council

Report for:	Corporate Parent Advisory Committee	Item Number:	3
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Title:	Interim Virtual School Report – Academic Results 2013.
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Report Authorised by:	Marion Wheeler – Assistant Director
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Lead Officer:	Tracey Hutchings – (Interim) Head of Virtual School
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Ward(s) affected:	Report for Key/Non Key Decisions:
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1. Describe the issue under consideration

1.1 To update Members on the progress and results for Children in Care at the end of Reception, Key Stages 1, and 2 and 4.

1.2 To update Members on the progress of Haringey's Undergraduates/Graduates and new University entrants.

1.3 To update Members on developing work in raising the attainment of Children in Care.

2. Cabinet Member introduction

2.1 Haringey Council aims for the children and young people in its care to be successful in education and be equipped with life tools to make appropriate choices to progress through education and into employment.

3. Recommendations

4. Other options considered

5. Background information

5.1 Introduction and overview from Acting Virtual Head.



5.1.1 It is with delight that the overall results presented in this interim report show the ongoing progress of Haringey children in care, that high aspirations, opportunities and engagement in mainstream systems enables success.

5.1.2 This year the Virtual School Head of eight years, Attracta Craig left, she leaves a legacy that we are still benefitting from as are the young people and workers involved.

5.1.3 With funding changes and adjustments in legislation we continue to develop and evaluate our work in line with research.

The key research documents that support our work includes the following:

- Research-based Government policy documents
- Impact of 'Out of Hours Learning' on attainment of Children in Care (2004)
- Prof Sonia Jackson's research on the impact of a significant adult in school showing interest in a child's progress (2005)
- Prof Sonia Jackson 'Looking Ahead Aiming Higher' (2012)
- DFE findings – The significant impact of 1:1 tuition on the attainment of CiC
- Neurological research into the effects of Trauma
- Research into the positive impact of the 'Creativity' supporting brain development
- Ofsted report on impact of Virtual Schools (2013)
- Letterbox Club evaluations – impact of packs sent to homes of CiC

5.1.4 In response to the above research we have continued to support and provide out of hours school learning, developed the trauma recovery work a supported staff training and development. Worked to ensure our children and young people remain in mainstream systems, challenging the interventions to be focused and often time-limited use of support specifically in regards to the LAC/PPG.

5.1.5 One particular highlight this year was our attendance the first National Virtual Heads conference held at Bath University. Ceri May – Senior Teacher, delivered one of the workshops on Trauma Recovery this was attended by over 20 people who gave very positive feedback.

5.1.6 Meeting the young people at events and supporting them to contribute to planning give additional support to the development of their skills. It also brings new ideas and provides comment on the work of HVS to move forward. Particularly special this year was the secondary aged study club providing creating snacks and drinks for the primary party children.

5.1.7 The upcoming Children and Families bill in February 2014, which includes the proposed statutory role of the Virtual Head will influence the direction of the work of the Virtual School. This bill emphasises the importance of the LA taking responsibility for supporting high aspirations for our children in care.

Building on our on-line award nomination form last year, we have additionally created an on-line form to collect data from schools. We will now be looking at how we can use this to collate mid-year attainment figures for each year group.

5.1.8 Overall with new and on-going changes, we continue to develop and adapt our work with a view to continuing our upwards trend into next year. For those young people who are working below their potential or where there are concerns we will link with schools and social workers to advise and challenge for best educational outcomes.

5.2 Summary of the education attainment Haringey Children in Care.



5.2.1 GCSE results 2013 (provisional)

Year 11s in care for a year prior to 1st September 2013

There were 46 young people in care in Year 11
i.e. in care as of Sept 1st 2012 and were still in care at the point of taking examinations.

All references to 'GCSEs' includes qualifications equivalent to GCSEs.

The results for 2013 are:

5+ GCSEs at grades A*-C incl. English and Maths	: 28.3% (13/46)
5+ GCSEs at grades A*-C	: 39.1% (18/46)
5+ GCSEs at grades A*-G	: 58.7% (27/46)
1+ GCSEs at grades A*-G	: 65.2% (30/46)
Other qualifications	: 19.6% (9/46)
No qualifications	: 15.2% (7/46)
SEN	: 21.7% (10/46)

Comparing with similar previous Year 11 cohorts:

	2009	2010	2011	2012	2013
Number of young people	48	48	49	44	46
5A*-C with Eng & Maths	N/A	16.7% (8/48)	12.3% (6/49)	20.5% (9/44)	28.3% (13/46)
5A*-C	31.3% (15/48)	31.3% (15/48)	18.4% (9/49)	36.4% (16/44)	39.1% (18/46)
5A*-G	52.1% (25/48)	37.5% (18/48)	36.7% (18/49)	52.3% (23/44)	60.9% (28/44)
1A*-G	66.7% (32/48)	66.7% (32/48)	65.3% (32/49)	79.1% (35/44)	65.2% (30/46)
Young people with Statements	25% (12/48)	27% (13/48)	22.4% (11/44)	22.7% (10/44)	21.7% (10/46)



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This is a strong set of GCSE results, building on the legacy of previous years. These young people have benefited from additional input during their time in secondary school and have engaged with one or more of the following:

- 10 hours After school hours home tuition in English or Maths per year
- 'Big Green Envelope' to help them build their own 'libraries' and support the learning environment with foster carers (2008-2011)
- SAM-Learning, an online revision programme (2010-2011)
- University taster days
- Weekly Study Club – local academic support
- Cooking Club through Tottenham Hotspur Foundation (THF)
- Have been entitled to support through the LACPPG over the last 3 years which has been used by the schools for a variety of support including, tuition, technical equipment, additional activities.

5.2.2 Early Years Foundation Stage Scores 2012

The 'Early Years Foundation Stage Profile' (EYFSP) is the statutory end of year assessment tool for children reaching the end of the 'Early Years Foundation Stage'; before they transfer to Year 1. Children are therefore assessed during the summer term of their Reception year to establish their rate of progress. This year marks a change in the EYFSP. Comparison of data with previous years is therefore not possible. Children are now measured as 'Emerging', 'Expected' or 'Exceeded'. They are measured across 17 Early Learning Goals, and need to achieve 'Expected' in at least the first 12 areas to be considered to be making a 'good level of development', ie average progress. The expectation is that these children will make national average progress during 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.

There were 25 children in care and of 'Reception' age during the academic year 2012-2013. The data is based on complete data sets received from education providers. If the data is incomplete or if the children achieve 'Emerging' in just one of the first 12 Early Learning Goals, then the children are measured as functioning at 'Emerging' level.

Number of children achieving a 'good level of development'	:	20%	(5/25)
Number of children achieving 'Exceeded'	:	12%	(3/25)
Number of children with statements	:	12%	(3/25)
Number of children whose data was not submitted upon request	:	16%	(4/25)

3 of the children achieved 'Exceeded' in some Early Learning Goals, but were counted as 'Emerging' because they have also achieved 'Emerging' on some of the Early Learning Goals.

Haringey Virtual School is continuing to work with Haringey's Early Years Advisory Service to extend understanding on how to effectively intervene so that the gap between these children and their peer group can be narrowed during foundation stage and key stage 1. This year LAC in Early Years provisions in Haringey benefited from the roll out of a training programme on Trauma Recovery. This was planned by Early Years, in partnership with Haringey Virtual School and Kate Cairns Associates. Some Early Years practitioners regularly attend the Trauma Recovery Forum.



5.2.3 Key Stage 1 results 2013

There were 24 children in care in Year 2 i.e. in care as of Sept 1st 2012.

The results for 2013 are:

Level 2 in English : 60% (12/20)
 Level 2 in Maths : 60% (12/20)
 Level 2 in English and Maths : 60% (12/20)

Number of children assessed : 95% (19/20)
 Number of children with Statements : 15% (3/20)

Comparing with similar previous Year 2 cohorts:

	2009	2010	2011	2012	2013
Number of children	11	11	14	17	20
Level 2 in English	90.1% (10/11)	54.5% (6/11)	71.4% (10/14)	82.4% (14/17)	60% (12/20)
Level 2 in Maths	90.1% (10/11)	45.5% (5/11)	57.1% (8/14)	82.4% (14/17)	60% (12/20)
Level 2 in English and Maths	90.1% (10/11)	45.5% (5/11)	57.1% (8/14)	76.5% (13/17)	60% (12/20)
Children with Statements	0% (0/11)	0% (0/11)	21.4% (3/14)	0% (0/17)	15% (3/20)
Children in special provision	0% (0/11)	0% (0/11)	7.1% (1/14)	0% (0/17)	0% (0/20)

(more detailed information in Appendix A)

The English SATs results are encouraging with over two thirds achieving national average or above, though we would look to improve these again for next year. Reading Club intervention and



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training of foster carers have additionally supported the improvement of the literacy levels of primary children in care. We plan to re-instate the mailing out of the Big Green Envelope to children in years 2 and 3, as this has had a positive impact on attainment in previous years. We will continue to promote English through all of the work e.g promotion of books at the cinema event and linking our Reading Club into the Black History Month half term library programme.

Similarly, the Maths results are encouraging, as two thirds of the children achieved national average or above. However, we are looking to improve on these again for next year. We plan to link with mainstream primary maths specialists from local schools to re-instate the Maths Club, previously run in partnership with the Haringey Maths Advisor. We will focus on 'Understanding pattern in number, as research (National Strategies Primary Research Project, 2010) shows that these elements can present barriers to basic understanding of Maths.

5.2.4 Key Stage 2 results 2012

There were 21 children in care in Year 6 i.e. in care as of Sept 1st 2011.

The results for 2012 are:

Level 4 in English	: 77.3% (17/22)
Level 4 in Maths	: 72.7% (16/22)
Level 4 in English and Maths	: 68.2% (15/22)
Number who sat SATs	: 100% (24/24)
Number of children with Statements	: 18.2% (4/22)



Comparing with similar previous Year 6 cohorts

	2009	2010*	2011	2012	2013
Number of children	22	17	28	21	22
Level 4 in English	50% (11/22)	52.9% (9/17)	42.8% (12/28)	66.7% (14/21)	77.3% (17/22)
Level 4 in Maths	45.4% (10/22)	52.9% (9/17)	53.6% (15/28)	47.6% (10/21)	72.7% (16/22)
Level 4 in English and Maths	45.4% (10/22)	47% (8/17)	39.2% (11/28)	47.6% (10/21)	68.2% (15/22)
Children with Statements	45.4% (10/22)	23.5% (4/17)	17.9% (5/28)	23.8% (5/21)	18.2% (4/22)
Children in special provision	22.7% (5/22)	17.6% (3/17)	10.7% (3/28)	15% (3/21)	13.6% (3/22)

(more detailed information in Appendix A)

This is a good set of results with over two thirds of the young people achieving level 4 in both English and Maths. This is particularly pleasing as it shows an overall upward trajectory. We have supported young people in Key Stage 2 through provision of Book Club, in partnership with the Library Service and the Cinema Event which promotes books and reading. We plan to re-instate delivery of the Big Green Envelope Club this year to continue to promote a love of reading and to further narrow the learning gap. Haringey LAC have also been prioritised for Into University homework club after school.



5.2.5 Post 16 update 2012

Interventions to support education pathways specifically post 16

A specific form C for 16+ young people has been created as part of the PEP.

Links have been developed with **IntoUniversity** who offer support and advice in regards to personal statements.

Distribution of the Higher Education Guidance and information emails to social workers and PA's to support planning.

A teacher from the Virtual School attends the fortnightly transition panel for young people approaching 18.

Interventions to support engagement in education pathways specifically post 16

40 young people have been a part of the **E18HTEEN** project which is run by Tottenham Hotspur Foundation for the past two years. The project aims to support care leavers who are NEET or have the potential to become NEET. The project provides the young people with a mentor who supports them to engage in a range of opportunities in order to gain qualifications, experience and focus. The project was jointly developed by a member of Haringey Virtual School alongside a member of Tottenham Hotspur Foundation. Together they secured funding from the Greater London Authority for £190,000 with each of the London boroughs of Haringey, Barnet, Enfield and Waltham Forest contributing £20,000 over 2 years and £30,000 from Tottenham Hotspur Football Club.

Wilkommen Project

3 young people aged 18-25 from Haringey had the opportunity to be part of the Wilkommen project. This is funded by the European Commission and is coordinated by Care2Work. Another 3 young people will have the opportunity to take part in work experience at the Marriott Hotel in Grosvenor Square London followed by 2 weeks at the Renaissance Hotel Karlsruhe in Germany in March 2014.

Due to confidentiality constraints in regards to the disclosing of a young person's care status, all post 16 education information has to be gathered via Social Worker, Personal Advisor or young person.

An overview of young people's level 3 and above educational achievements.

University

- 8 young people have graduated from University
- 33 are progressing onto their next year at University
- 20 are proposing to start University September 2013

Level 3 qualifications

- 7 young people in years 13 and 14 achieved a level 3 A level qualifications
- 1 young person completed a BTEC level 3 course in accounting.

(more detailed information in Appendix A)



5.2 Strategies to support the educational progress of Haringey Children in Care

Work with professionals

- Joint **Trauma Recovery Conference** for Designated Teachers for LAC and SENCo's in July; delivered by Kate Cairns
- **Trauma Recovery Forum** x 3 over the year.
- Introductory and Phase II sessions, each held at least once each half term; multi-agency training
- Training including PEP's and LACPPG
- Consultation with Designated Teachers and Social Workers to think about best practice in terms of the LAC PPG spend.
- Training for Foster Carers to support children in reading, reading comprehension, writing and using books to support children who have experienced trauma; via the Book Club
- Training to Governors on the education of Looked After Children
- Training to Fostering and Placements Departments on Trauma Recovery
- Work with Foster Carers, Fostering Training and Development and Placements Department to develop a tool, using the trauma recovery model, to support placement stability and link in with a tool already developed and being used in schools; creating a common language for Foster Carers, school staff and Social Workers
- Training to Foster Carers on sensory self regulation; how to use food and physical activity to facilitate self regulation and help calm
- Provides social workers with logins to monitor and track attendance at school for our children in care
- We have set dates for two Transition Forums specifically for carers of children in care going into secondary school and reception later in the Autumn Term.

Work directly with young people.

- Weekly Study Club. At the start of the year due to the Tuition Service moving we relocated to Tottenham Hotspur Football Club. In practice, however, the new space did not support collaborative and interactive learning so it was decided to move to Bruce Grove and the space of the Tuition Service. We have a regular group of young people who attend.
- 3 of our young people in years 10 and 11 took part in an overnight residential with Hertford University involving pottery, inspirational activities and a theatre trip. 2 of those who attended, one had been excluded from school 6 months earlier and the other was in an alternative provision due to difficulties in mainstream.
- Cookery Club – using the facilities at the Octagon we ran a 5 week cookery course with Tottenham Hotspur Foundation. This is always really enjoyed by the young people and they keep asking when we will be running it again!
- Summer Party for primary aged children which included training for Foster Carers and Cookery Club for secondary aged students.
- Book Club in partnership with the Children's Library.
- Sent out some specific reading books for primary aged children over the summer.
- Sent out 'good luck' with your exams cards signed by the Cllr Waters and Libby Blake.
- Cinema event for Primary aged children and carers, we watched 'Sammy's Great Escape'.
- Awards event 2012 involved many care leavers in the planning and the presentation of the event. This year will be the 10th Educational Achievement Awards event for Haringey children in care held at Tottenham Hotspur Football Club.



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Nursery to University:

We continue to update this booklet for the use of Foster Carers, Social Workers and IRO's to support them in regards to PEP meetings, understanding education processes and systems. We are planning to create a version for use by Designated Teachers and School Improvement Officers.

Haringey Virtual School Website:

www.haringey.gov.uk/hvs - we are currently in the process of updating the website.

Carers, schools and social worker used the website to nominate young people for the education achievement awards.

Creation and use of the eform to gather attainment data in partnership with our IT department. We are very pleased with the amount of information received in response to a letter, we are looking to build use of this in the summer.

Partnerships with other organisations:

We continue to build and develop our partnerships which provide our young people with greater opportunities and develop a sense of community and aspirations.

Tottenham Hotspur Foundation

Following on from previously funded projects the work with THF continues, this includes; the Annual Education Awards Ceremony, this will be the 10th Awards ceremony; Study Club support; 'Let's get Cooking' and Summer Party.

Highgate Independent School

At the end of the summer term, we took the young people who had attending study club, cooking club and the book club to Highgate School to experience the inspirational chemistry presentation by Dr Szydlo.

Building on work developed over the years with Haringey, Highgate are now running the Chrysalis project with 7 Virtual Schools in North London. The aim is to inspire and enhance the opportunities and aspirations for young people with potential to go to University to attend Russell group Universities. This projects links the young people into University opportunities including Cambridge and working with an organisation called Future Foundations.

Wood Green Library

Book Club has been running for many years and is highly valued by young people and carers, who ask when the next one is running, when we meet up for other events in the HVS calendar. As well as providing an opportunity for the children to develop reading, writing and comprehension skills, it also increases their vocabulary and provides an opportunity for carers to observe how to enjoy a book with their child, to maximise the educational impact. What has also been provided by Book Club is consistency in terms of offering a safe familiar space to enjoy literature, with familiar adults and environments. This encourages our children to be comfortable and confident in the library and to perceive themselves as library users.

5.3 Developments for the Academic Year 2012/13

Attendance Forum

Re-introduction of attendance forum – this is a fortnightly meeting which uses the data from Welfare call in regards to attendance concerns for young people, those who have missed, 10 days



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or more, have a B on the register (alternative education provision, or E (exclusion). The forum is made up of staff including, social workers, Independent Reviewing Officers, Behaviour Support Team, Education Welfare Service, Fostering and Youth Service.

PEP and PEP audit

We updated the Haringey PEP reflecting the changes in the Early Years Foundation Profile and created a young person form for those 16+. Joint training, co-delivered by a Haringey DT and SW, is scheduled to be repeated termly during 2012/13.

Started to audit the quality of sample PEP's on a monthly basis with social worker managers.

Trauma Recovery

This year we have developed the '*Emotionally Friendly Classroom*' and are in the process of consulting with schools; very positive feedback so far. The purpose of this tool is to help schools to create a school and classroom culture which is helpful to children who have experienced trauma and loss and who often find it difficult to regulate their emotions and behaviour.

We are now working with foster carers, Foster Carer Learning and Development and Placements to develop '*How to BE.....*'; the '*Emotionally Friendly Home*'. This document has a home focus and is written with carers / parents in mind. The aim is to develop a tool which makes accessible to carers the language and ideas of trauma. The intention is to provide foster carers with information and strategies which could improve outcomes for LAC, stabilise placements and provide carers with the language and information to be able to speak confidently with school staff to identify needs and strategies which will provide safety and stability for LAC in their care.

Also developed this year is the '*How to BE is Key*' document. The aim of this document is to provide information about how our personal interactions can help others to feel safe and regulate their emotions and behaviour. It offers some suggestions of how we can BE which will help children to feel safe and learn to self regulate.