

Report for:	Corporate Parent Advisory Committee 8 December 2014	Item Number:	
Title:	Haringey Virtual Head Annual Report		
Report Authorised by:	Jon Abbey, Interim Director		
Lead Officer:	Tracey Hutchings		
Ward(s) affected: all	Report for Information:		

- 1. Describe the issue under consideration**
Haringey Virtual Head Annual Report detailing activities and spend of the Pupil Premium Grant.
- 2. Cabinet Member introduction**
NA
- 3. Recommendations**
Members are asked to consider the attached report.
- 4. Other options considered**
NA
- 5. Background information**
- 6. The Assistant Director Corporate Governance has been consulted on the contents of this report.**

Section 22 of the Children Act 1989 places a general duty on local authorities to safeguard and promote the welfare of the children they look after. Section 22(3A) places a particular duty on local authorities in England to promote the educational achievement of the children they look after, regardless of where they are placed. The lead officer responsible for the discharge of this duty on behalf of the local authority is the Virtual School Head. The Statutory Guidance 'Promoting the education of looked after children' July 2014 provides that the Virtual School Head should ensure that there are effective systems in place to, amongst other matters, report regularly on the attainment of looked after children through the authority's corporate parenting structures.

7. Use of Appendices

Virtual Head Annual Report October 2014

8. Local Government (Access to Information) Act 1985

DfE Guidance July 2014: Promoting the Educational Achievement of Looked After Children

Appendix

**HARINGEY
VIRTUAL HEAD
ANNUAL REPORT**

October 2014

Aim and Objectives of Haringey Virtual School

- Increase educational attainment of children looked after by Haringey Council, narrowing the gap
- Ensure that professionals are appropriately advised and supported to help children to engage and make educational progress
- To monitor and track attendance and advise on processes and systems to ensure children remain in school and engage in education for positive future outcomes, achieving their potential.

Introduction and Overview from Virtual Head.

The past academic year for the Virtual School has seen a number of changes and events. In September 2013 the Virtual School was placed under the Schools and Learning directorate. This has been positive linking us with School Improvement Advisors and strengthening our work with regard to attainment and progress. In addition during the year the post of Virtual Head was made permanent and in January 2014 a new teacher was appointed to the team.

In May 2014 we were part of the single framework Ofsted inspection; this provided an opportunity to demonstrate our work with regard to achieving good education outcomes for Haringey looked after children (LAC).

The Children and Families Bill was passed in Parliament in April 2014. This included making the post of Virtual Head a statutory role within each local authority in England and Wales. Also in April the responsibility for the pupil premium plus for LAC was given to the Virtual Head to support the raising of the attainment for LAC (LACPPP). In July the DfE published the statutory guidance for local authorities promoting the education of looked after children, this provides an extensive outline of how local authorities should be working to support LAC.

During the past year we have continued to develop links with designated teachers and schools, running forums and a number of training programmes in multi-agency contexts. With the introduction of the Personal Education Plan (PEP) audit in the previous year we have continued to develop the PEP form further, consulting young people and designated teachers, with a focus on high aspirations and improved attainment.

We have continued to benefit from involvement in a strong London Virtual Head network and also by attending the National Virtual Head conference in Oxford.

Quote from Ofsted report May 2014

'The virtual head teacher and the virtual school team offer highly effective support for looked after children's education so that looked after children achieve well. Comprehensive tracking and the good use of data ensures that the virtual school maintains good oversight of the progress of looked after children. Workers are tenacious in their approach and tailor support very effectively to meet the individual needs of children and young people.'

Summary of the education attainment of Haringey Children in Care.

End of key stage 4 results

There were 41 young people in care in Year 11 (i.e. in care as of Sept 1st 2013 and continued to be in care at the point of taking examinations). All references to 'GCSEs' includes equivalent qualifications.

The results for 2014 are:

5+ GCSEs at grades A*-C incl. English and Maths	: 24.4%
5+ GCSEs at grades A*-C	: 29.3%
5+ GCSEs at grades A*-G	: 48.8%
1+ GCSEs at grades A*-G	: 65.9%
Other qualifications	: 19.5%
No qualifications	: 17.0%
SEN	: 32%

Comparing with similar previous Year 11 cohorts (provisional)

	2010	2011	2012	2013	2014
Number of young people	48	49	44	46	41
5A*-C with Eng & Maths	16.7% (8/48)	12.3% (6/49)	20.5% (9/44)	28.3% (13/46)	24.4% (10/41)
5A*-C	31.3% (15/48)	18.4% (9/49)	36.4% (16/44)	39.1% (18/46)	29.3% (12/41)
5A*-G	37.5% (18/48)	36.7% (18/49)	52.3% (23/44)	60.9% (28/46)	48.8% (20/41)
1A*-G	66.7% (32/48)	65.3% (32/49)	79.1% (35/44)	65.2% (30/46)	65.9% (27/41)
Young people with Statements	27% (13/48)	22.4% (11/44)	22.7% (10/44)	21.7% (10/46)	32% (13/41)

This is a good set of GCSE results, higher again over the national average for last year which was 16% for 5 A-C inc. English and Maths.

Of the 41 young people in care for the full academic year, 28 had registered end of key stage 2 results. Of the 28 young people, 10 made better than expected

progress (36%) and seven made expected progress (25%). For the 11 (39%) who make less than expected progress the reasons include: low attendance at school during years 10 and 11, placed in hospital, secure provision or attending a residential education provision. All of the young people who have made expected or better than expected progress (61%) attended a mainstream school.

Many of the young people have been entitled to support through the looked after children pupil premium over the last three years. This has been used by schools for a variety of support including, tuition, technical equipment and additional activities.

The young people have also benefited from additional input during their time in secondary school and have engaged with one or more of the following:

- 'Big Green Envelope' to help them build their own 'libraries' and support the learning environment with foster carers;
- University taster days;
- Weekly Study Club – local academic support; and
- Cooking club through Tottenham Hotspur Foundation (THF).

End of Early Years Foundation Stage Scores

The 'Early Years Foundation Stage Profile' (EYFSP) is the statutory end of year assessment tool for children reaching the end of the 'EYFSP'; before they transfer to Year 1.

Children are therefore assessed during the summer term of their Reception year to establish their rate of progress. 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 11 children in care for the full academic year of 2013-2014 and in Reception.

	2013	2014
Number of children achieving a 'good level of development'	20% (5/25)	45.5 (5/11)
Number of children achieving 'Expected'	12% (3/25)	45.5 (5/11)
Number of children with statements	12% (3/25)	0% (0/11)

Three of the children achieved 'Exceeded' in some Early Learning Goals, but were counted as 'Expected' as they did not achieve 'Exceeded' across all early learning goals.

End of key stage 1 results

There were 18 children in care for all of Year 2 (i.e. in care as of Sept 1st 2013 and continued to be in care until the end of the academic year)

Level 2 in Reading	83%
Level 2 in Writing	61%
Level 2 in Maths	83%
Level 2 in Reading, Writing and Maths	56%

Comparing with similar previous Year 2 cohorts

	2010	2011	2012	2013	2014
Number of children	11	14	17	20	18
Level 2 Reading	x	x	x	70% (14/20)	83% (15/18)
Level 2 Writing	x	x	x	60% (12/20)	61% (11/18)
Level 2 in Maths	45.5% (5/11)	57.1% (8/14)	82.4% (14/17)	60% (12/20)	83% (15/18)
Level 2 in Reading, Writing and Maths	x	x	x	60% (12/20)	56% (10/18)
Children with Statements	0% (0/11)	21.4% (3/14)	0% (0/17)	15% (3/20)	0% (0/18)

This is an improved set of results compared to last year with a high number achieving national average in both Maths and English. There is, however, a lower level of attainment in regards to writing, and this is something that we are looking to address this year. Compared to last year, overall attainment achieving level 2 in Reading Writing and Maths was lower. A number of children are achieving national average in two of the three areas which accounts for this reduction even though there has been an overall increase in attainment for each area individually. Two children achieved a level 3 in one or more areas.

End of key stage 2 results

There were 23 children in care in Year 6 (i.e. in care as of Sept 1st 2013 and continued to be in care until the end of the academic year)

The results for 2013 are:

Level 4 in Reading	72.7%
Level 4 in Writing	59%
Level 4 in Maths	63.3%
Level 4 in Reading, Writing and Maths	50%

Number of children with Statements	41%
Number in special provision	13.6%

Comparing with similar previous Year 6 cohorts

	2010	2011	2012	2013	2014
Number of children	17	28	21	22	22
Level 4 in Reading	X	X	X	86.3% (19/22)	72.7% (16/22)
Level 4 in Writing	X	X	X	63.6% (14/22)	59% (13/22)
Level 4 in Maths	52.9% (9/17)	53.6% (15/28)	47.6% (10/21)	72.7% (16/22)	63.3% (14/22)
Level 4 in Reading, Writing and Maths	X	X	X	59% (13/22)	50% (11/22)
Children with Statements	23.5% (4/17)	17.9% (5/28)	23.8% (5/21)	18.2% (4/22)	41% (9/22)
Children in special provision	17.6% (3/17)	10.7% (3/28)	15% (3/21)	13.6% (3/22)	13.6% (3/22)

This set of results is higher than the national average last year for LAC in all three areas of reading, writing and maths continuing to demonstrate that Haringey young people are achieving although there is always room for improvement. This year group also has a higher proportion of children with a statement of SEN compared to previous cohorts. Again the split of English into Reading and Writing has highlighted that there is some work to be done to supporting children with their writing. We have supported young people in Key Stage 2 through the provision of

the book club and maths club, working in partnership with the Library Service and also the cinema event which promotes books and reading. We have reinstated the delivery of the Big Green Envelopes to homes to promote a love of reading and to further narrow the learning gap.

Attendance

Using the information from the company Welfare Call we are able to identify young people whose attendance is poor and those who are missing education. We have continued to run the attendance forum which is attended by representatives from the Education Welfare Service, Behaviour Team, Youth Offending Team, Fostering Service, Children in Care Team and Independent Reviewing Officers. The Attendance Forum specifically track children who have missed 10 or more days of school, have a 'B' on the register identifying that they have been educated off the school site, or have had an exclusion. The forum meets to share information and to set interventions and actions.

For children who were in care for the whole of the academic year 2013-2014, 65% of pupils attended school 95% and above for the whole year (175/268) which is a slight reduction from last year. There were a number of pupils who were just below the 95% attendance mark.

During the past academic year 18% of pupils had attendance of less than 85% - this included children who missed school due to change of placement and school (47/256). This is a slight decrease of 1% from last year. We will continue to support the improvement in the attendance for all children in care through the work of the forum, training and challenging others where required.

	2011-2012	2012-2013	2013-2014
Number of LAC in care for full academic year	327	256	268
Attendance over 95%	62%	78%	65%
Attendance less than 85%	17%	18%	17%

Alternative Provision

At the end of the year 10% of children in care of statutory age were in an alternative provision (35/357) which is the same percentage as the previous year. This included a hospital, PRU, secure unit or Young Offender Institute, college placement or a provision commissioned by a school.

Exclusions

Last year 33 children had an exclusion from school of half a day or more. This is a reduction from last year. 15 children had an exclusion between 0.5 and 4 days; five children had an exclusion between 5 and 9 days, nine children were excluded for 10 days or more which is an increase from last year although the number of permanent exclusions have reduced.

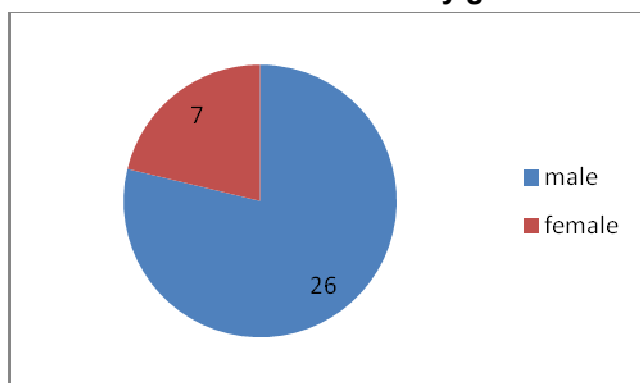
The majority of exclusions occur in years 9 – 11. We continue to work with schools to reduce exclusions and make use of appropriate interventions.

Number of exclusions of Haringey LAC during academic year 2013 - 2014

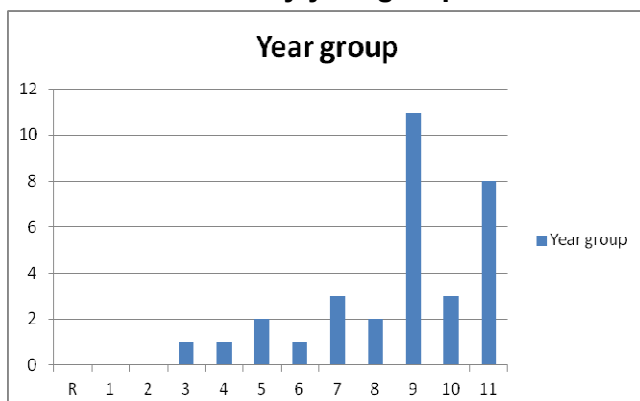
	Total	In borough	Out of borough	Primary	Secondary
4 days or less	15	2	13	3	12
5-9 days	7	1	6	3	4
Over 10 days	9	4	5	3	6
Permanent	2	0	2	0	2
TOTAL	33	7	26	9	24

no. of exclusion episodes	no. of children
1	13
2	6
3	5
4	4
5	1
6	2
7	1
9	1

Number of children excluded by gender



Number excluded by year group



Year 12 – September 2014 – Raising participation age

Many of our young people will follow the national pathway and enter college or 6th form. As of September 2014 there are 60 children in year 12.

	60 young people
Number in College or 6 th form	44/60
Number in Employment	1/60
Number in Training/Apprenticeship	1/60
NEET – refusing to engage absconding	6/60
Number pregnant or new mother	2/60
Number in custody	4/60
Number in hospital	2/60

Subjects studied include:

- **A levels:** Biology, Maths, Economics, Philosophy, Geography, Media, Textiles, French, Computing and Physics.
- **BTEC:** Sport, Car mechanics, Art and Design, Media, Health and Social Care, Fashion and Business Studies
- **Apprenticeship:** Hairdressing

Over the year we have specifically requested from schools information with regard to access to career guidance and clarity to ensure that the young person during year 11 is being supported to make appropriate decisions relating to aspirations and their next steps in education. The updated Personal Education Plans (PEPs) focus on career aspirations and plans to support young people in the future.

We work within a context of young people knowing that we have high aspirations and expectations for their future.

We have provided information in regards to post A levels and GCSE's this year to social workers and personal advisors in regards to how they can access appropriate support for their young people depending on need. This includes information on University, careers advice, as well as bursary and funding information.

University

- 5 young people have graduated from University
- 41 are progressing onto their next year at University
- 19 have started University September 2014

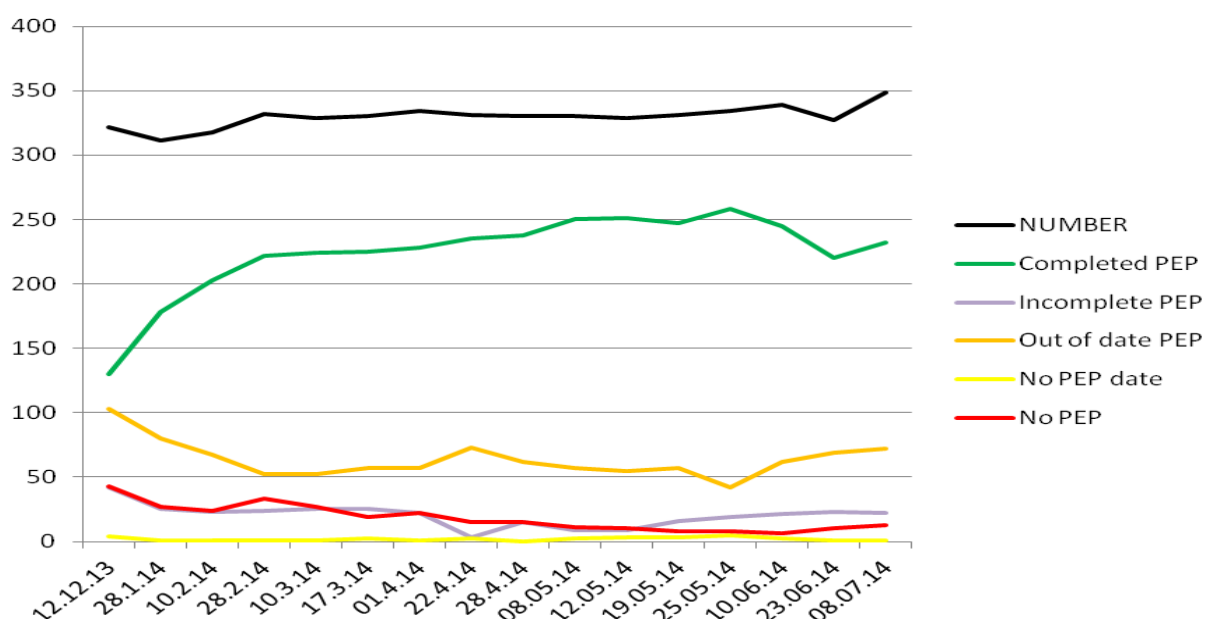
Due to confidentiality constraints regarding the disclosure of a young person's care status, all post 16 education information has to be gathered via Social Worker, Personal Advisor or the young person.

Personal Education Plan (PEP)

During the course of the year there has been an increased focus on PEPs with a number of initiatives and an increased focus from social workers, managers and the Director of Children's Services. We continue to focus on the increase in quantity and quality of PEPs. Young people have also commented on the PEP form and requested changes which has resulted in an increase in the range of forms for children and young people to complete.

Since September 2013 we have been auditing the quality of PEPs and monitoring completion rate through updating processes on FWi. The audit has impacted on a number of changes in processes and procedures including:

- creation of a RAG rating tool;
- updating of PEP education meeting form;
- updating and creation of additional PEP forms for LAC;
- method for following up actions from monthly audit;
- creation and monitoring of PEP action plan

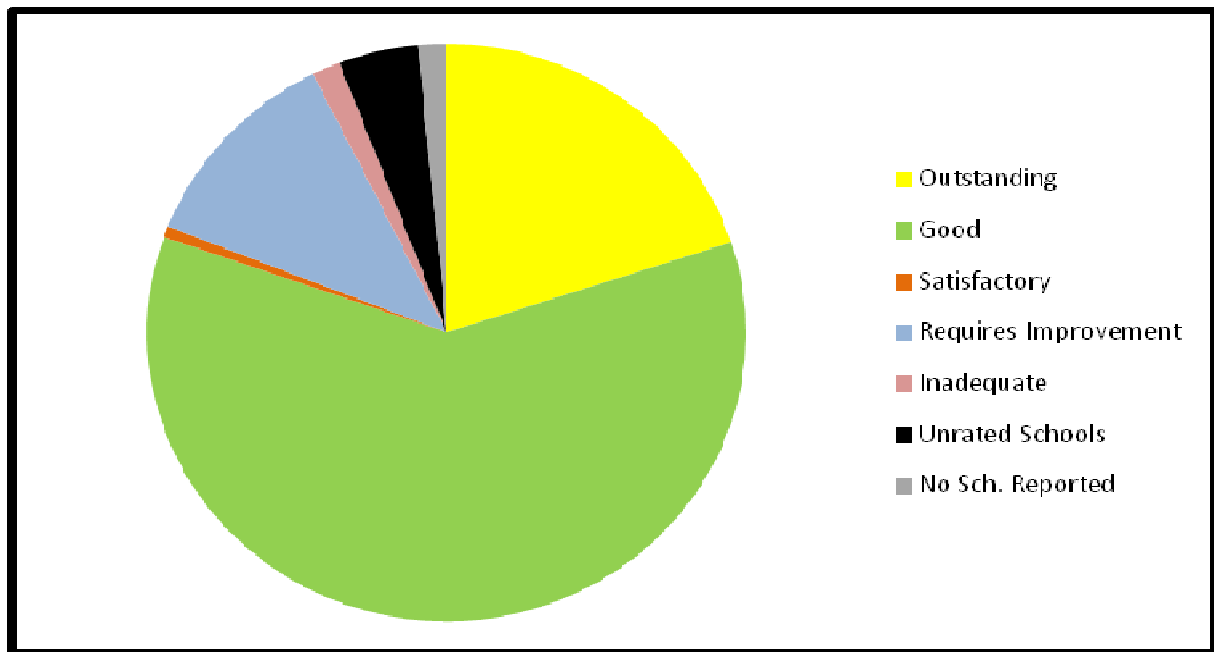


Ofsted status of schools attended by Haringey LAC (May 2014)

Outstanding	Good	Satisfactory	Requires Improvement	Inadequate	Unrated Schools	No Sch. Reported
65	197	2	38	5	14	5
20%	61%	1%	11%	2%	4%	1%

Over 81% of Haringey LAC were attending schools rated good or outstanding when a snapshot was taken in May 2014. Of the 19% of LAC who were in schools not

rated good or outstanding, a majority had been in their school for a long period of time and were still making progress in learning.



Pupil Premium Plus (PPP)

The Pupil Premium Plus (formerly LAC/PPG), has increased in amount each year since 2011. For 2014/15 it is worth £1,900 for each Looked After Child and is paid directly by Haringey (through our Education Finance Service) to the schools, pupil referral units or alternative provisions that Haringey LAC attend. As the Virtual school we have decided to pay the PPP in three termly instalments of £600 and retain £100 in order to support initiatives such as the Designated Teacher conference, maths and literacy initiatives and engagement in culture and leisure activities

In the Summer Term the Virtual School amended the attainment data collection form (collected via the Virtual School website) to include feedback in regards to use of the pupil premium, requesting a breakdown of intervention, impact and outcome.

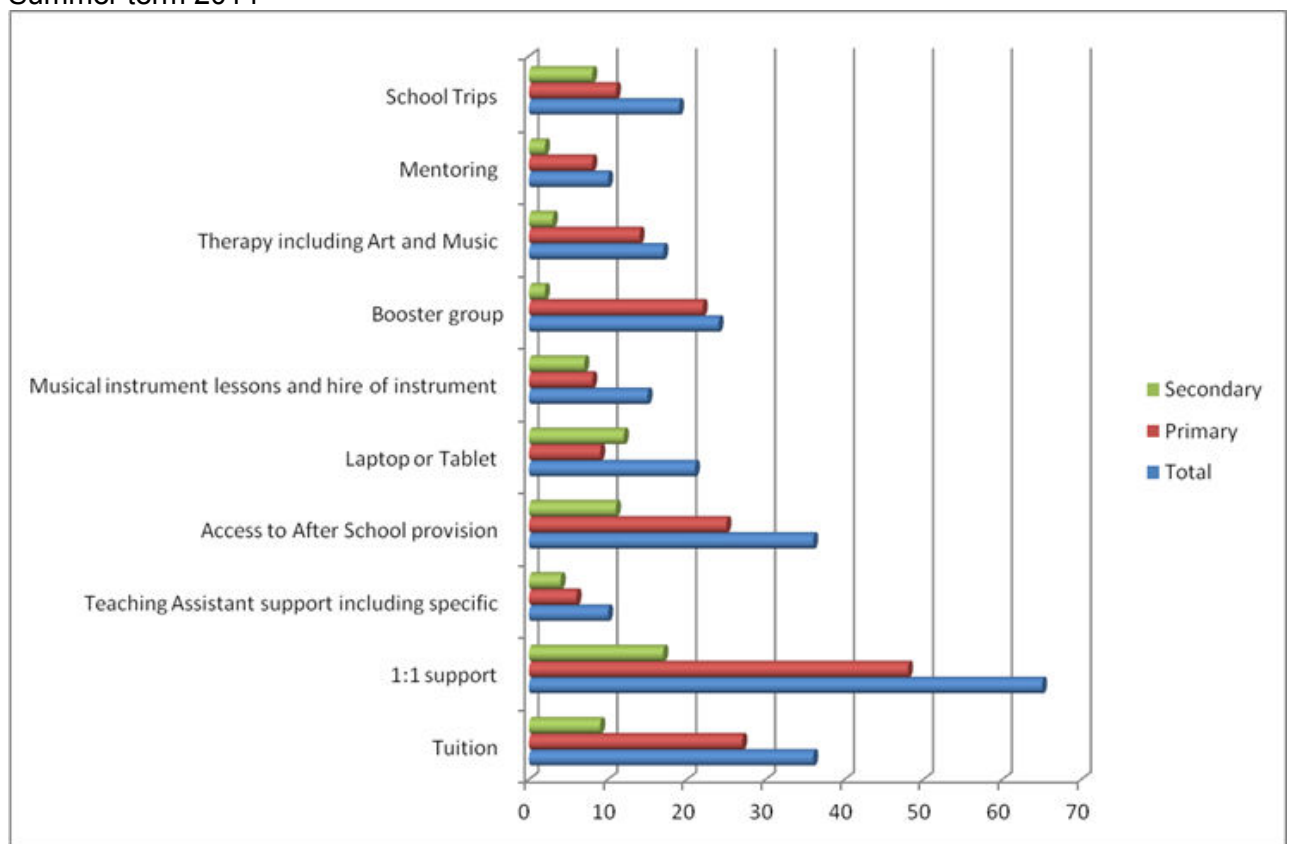
From the information received from schools for the Summer term the LACPPP has been used for the following interventions and activities:

- Tuition
 - Primary: Maths, English, Reading, Writing, Literacy, Phonics
 - Secondary: English, Maths, Literacy
- 1:1 support
 - Primary - Maths, Phonics, Speech and Language, Pastoral, English, Reading Recovery and Handwriting
 - Secondary - Maths, English, Science and emotional and behavioural support

- Teaching Assistant support including specific
- Access to After School provision
- Laptop or Tablet
- Musical instrument lessons and hire of instrument
- Booster group
- Therapy including Art and Music
- Mentoring
- School Trips.

The graph below shows use of the pupil premium plus and the interventions and activities for Primary and Secondary aged pupils.

Summer term 2014



The reporting from schools has shown that the intervention strategies employed using the PPP is diverse and use is being made using specific research based intervention programmes and schemes.

Much of the feedback states that 1:1 intervention has greatly helped to increase educational attainment. Some reports indicate that there has been a small measurable change in learning but the intervention has given pupils greater confidence, increased enjoyment of class work, enhanced participation and nurtured better social skills.

Virtual School strategies to support the educational progress of Haringey LAC

Work with professionals

- 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 LACPPP
- Training for Foster Carers to support children in reading, writing, use of books and maths
- Training to Governors on the education of Looked After Children
- Delivered two Transition Forums specifically for carers of children in care going into reception and secondary school later in the Autumn Term
- Creation of PEP documents to support quantity and quality, including action plan and RAG rating
- Increased range of training offered
- Designated Teacher intelligence sharing forum – held termly with guest speakers.

Work directly with young people

- Weekly Study Club based at Bruce Grove Tuition Service. We have a regular group of young people who attend, who have access to tutors and sport.
- Theatre trips and dinner in the West End
- Cookery club – using the facilities at the Octagon we ran a 5 week cookery course with Tottenham Hotspur Foundation
- Summer Party for primary aged children which included training for Foster Carers and cookery club for secondary aged students
- Book club and maths club in partnership with the Children's Library and a maths specialist
- 'Big Green Envelope' - specific reading books were sent out to primary aged children each term
- Cinema event for Primary aged children and carers, 'Escape to Planet Earth'
- Imagine If summer week programme for young people hosted at Tottenham Hotspur Foundation with workshops from Mountview Theatre School, Fashionista and music workshops
- Visit to a Chemistry presentation at Highgate Independent School
- Chrysalis events at Highgate Independent school to support access to University
- Awards event 2014 involving care leavers in the planning and the presentation of the event
- Cookery training opportunities for care leavers and attendance at employment fairs.

Nursery to University:

We continue to update the Nursery to University booklet for Foster Carers, Social Workers and Independent Reviewing Officers to support them in regards to PEP meetings, understanding education processes and systems. We are also sending

out packs to social workers including useful documents and advice. We have also created a Designated Teachers booklet to support schools in regards to working with LAC and being clear on responsibilities and roles.

Haringey Virtual School Website:

www.haringey.gov.uk/hvs

The website has been updated in the past year and includes relevant documents and advice. We have continued to use it in order to gather the education achievement awards nominations from Carers, schools and social workers during the Summer. We had over 130 nominations for young people in five categories this year.

In addition, we have developed the e-form to gather attainment data in partnership with our IT department. We have increased the response from schools and in the summer we also requested information on the use and impact of the pupil premium plus

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, Summer and Winter party in partnership with the fostering service, cooking and inspiring activities. At the summer party in July, over 35 children were involved in a Copoeira session and party activities.

The E18HTEEN Project

The project currently has 10 young people aged 15-20 being mentored by coaches from the Tottenham Hotspur Foundation. The project continues to provide opportunities, engaging some of our most hard to reach older children in care and care leavers in enriching and confidence building activities to increase their interest in further education and employment

The two year project started in June 2011 with funding from the GLA Sports Participation fund and the four local authorities of Haringey, Barnet, Enfield and Waltham Forest. The project was reviewed and streamlined in the past year.

To Care Is To Do

Based on the project developed in 2008, Tottenham Hotspur Foundation and Virtual School have jointly updated the project to increase engagement and opportunities for Haringey LAC. The project will include development of programmes after school, weekends and in the holidays linking young people to organisations, companies and inspirational events.

Highgate Independent School

Building on work developed over the years with Haringey, Highgate Independent School have continued to run the Chrysalis project with seven 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 and attend Russell group universities. During the past year the focus of the days have included Design and Technology where the young people made torches and Science using Bunsen burners and copper.

Wood Green Library

The book club has been running for a number of years and is highly valued by young people and carers. 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 and to maximise the educational impact. This year we have also started a maths club for primary aged children which supports enjoyment of maths and assisting carers in working with children to develop skills. Book club and maths club offer a safe space to enjoy learning, with familiar adults and environments. It also encourages our children to be comfortable and confident in the library and to perceive themselves as library users.

Big Green Bookshop

We continue to work with the staff at the Big Green Bookshop in Wood Green we identify and choose appropriate books to send out to young people in our 'Big Green Envelopes'. We have also started to send out books for specific groups based on identified needs including aspirations, university and learning.

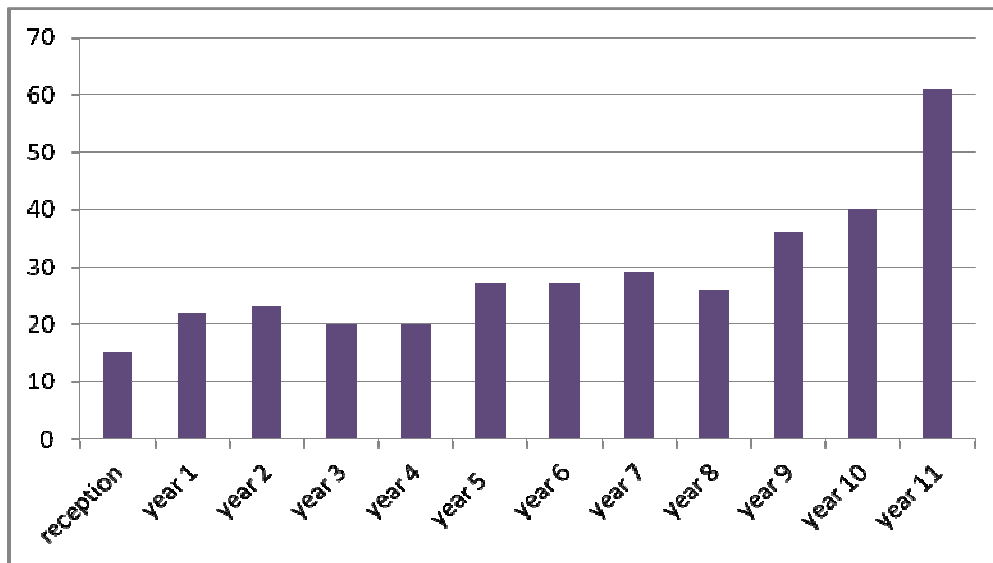
Summary of developments during Academic Year 2013/14

- Established a Designated Teacher intelligence sharing forum each term
- Developed links with School Improvement Partners, to ensure challenge and scrutiny of educational attainment of children within the virtual school
- Consolidate use of the Trauma Recovery work within schools and social care, for the common language and understanding to be shared.
- Started to oversee attainment by year group using attainment information from schools and using it to identify actions and inform practice
- Applied learning from PEP audits to develop training
- Consolidated our use of data and reporting systems in partnership with the performance team and FWi
- Work to gather regular updates from team managers in both Young Adults Service and Children in Care team in regards to ensuring an education, employment or training provision is in place for young people post 16. Including where required level and subject information.
- Have been involved in the review of services and continued to contribute to resources and transition panel.

Future plans for Academic year 2014/2015

- Designated Teacher conference February 2015
- Focus on transition and supporting children and carers
- Send out packs to social workers and designated teachers to support focus on aspirations and PEP quality
- Create PEP leaflet for young people
- Focus on careers, aspirations and work experience
- Developing engagement of young people in events and activities through To Care Is To Do in partnership with Tottenham Hotspur Foundation
- Focused sessions on writing and grammar
- Further develop work with school improvement advisors in regards to specific challenge to schools in order to raise the attainment of LAC
- Ensure compliance of the Virtual school in regards to roles and responsibilities including out of borough LAC and early years pupil premium
- Apply systems in order to accommodate the loss of national levels to monitor and track progress of Haringey LAC in schools
- Review post 16 tracking to support monitoring up through to university
- Support systems in light of SEND updates
- Monitor and report on the use and impact of PPP

Number of LAC on role of Virtual School by year group (June 2014)



Ethnicity of LAC on role of Virtual School (June 2014)

