

Please note refreshments are available in the room from 5.30pm

Agenda

1. Introductions and Apologies

To note who is attending and any apologies for absence.

2. Notes of the Meeting held on 7 February 2013

(Pages 1 - 4)

To agree for accuracy the notes of the meeting.

3. Matters Arising from the Notes of the Meeting held on 7 February 2013 (5 mins)

To receive an update from the matters arising from the notes of the meeting.

4. What our Elected Members have been doing (15 mins)

County Councillor Winder

To note feedback from work undertaken by the Chair of the Board and our Elected Members including Members' visits.

5. What Does Our Performance Tell Us? (5 mins)

(Pages 5 - 12)

Louise Mackender De Cari

To receive an update on current performance data.

What have our Young People been doing?

6. LINX (Lancashire's Children in Care Council) (15 mins)

Young People and Barnardos

To receive feedback on the work our young people have been doing.

What Do We Need to Know

7. Parent Partnership Service (10 mins)

Brenda Corlett

To receive a presentation on the Parent Partnership Service.

- 8. Friends 4 U (10 mins)** (Pages 13 - 16)

Louise Mackender De Cari

To receive a report on Friends 4 U.

- 9. Children in Care - Educational Progress (20 mins)** (Pages 17 - 26)

Sue Parr

To receive an update on the educational progress for Children Looked After from the [report](#) that was presented at Education Scrutiny Committee on 12 March 2013.

- 10. Placements (40 mins)**

County Councillor Winder

In groups, to discuss what is working well and what else can be done to improve services our children in care.

- 11. Date and Time of Next Meeting**

County Councillor Tony Winder

Change of date from 13 June 2013 to **Monday, 17 June 2013 at 6.00pm in Cabinet Room 'C', County Hall, Preston.**

Information Item

- 12. Grant Funding Applications**

To note the attached document.

Agenda Item 2

Lancashire County Council

Corporate Parenting Board

**Minutes of the Meeting held on Thursday, 7th February, 2013 at 6.00 pm in
Cabinet Room 'C' - County Hall, Preston**

Present:	Members	
	County Councillor Tony Winder	- Lancashire County Council – Chair of the Board
	County Councillor Andrea Kay	- Lancashire County Council
	County Councillor Carolyn Evans	- Lancashire County Council
	County Councillor Stan Leadbetter	- Lancashire County Council
	Louise Taylor	- Director for Specialist Services, Directorate for Children and Young People, Lancashire County Council
	Kathryn, Kris, Maggie Mark and Michelle	- Representing the Children in Care Council (LINX)
	Co-opted members	
	Paul Armitage	- representing Children's Social Care, Lancashire County Council
	Katherine Ashworth	- representing Young People's Service, Lancashire County Council
	Nicola Bamford	- Designated Doctor and Consultant Paediatrician, representing Health
	Marc Bentley	- Ambassador for Young People
	Debbie Nolan-Plunkett	- Barnardos
	Stela Stansfield	- Children's Rights
	Other Attendees	
	Lynne Asbridge	- Lancashire Police
	Mark Elliott	- Clerk to the Board, Governance and Project Support Team, Lancashire County Council
	Sam Gorton	- Governance Team, Lancashire County Council
	Lisa Gregoire-Parker	- Lancashire YOT, Fostering and Adoption, Lancashire County Council (Observer)
	Louise Mackender de Cari	- Strategic Integrated Service Development Team, Lancashire County Council
	Tony Morrissey	- Safeguarding Inspection and Audit, Lancashire County Council
	Julie Naylor	- Barnardos
	Mike Snelson	- Quality and Continuous Improvement, Lancashire County Council
	Cathy Trengove	- Barnardos

73. Introductions and Apologies

Introductions around the room were made and apologies were noted from County Councillors Brindle, Case, Mein and Taylor and Joanna Hunt, Ismail Karolia, Sue Parr, Debbie Ross and Jane Simpson.

The Chair noted that this was Paul Armitage's last meeting before he moved to his new job with Ofsted. On behalf of the Board Paul was thanked for his contribution to the Board over the last few years and was wished all the best for the future.

74. Notes of the Meeting held on 6 December 2012

The notes of the meeting held on 6 December 2012 were agreed as an accurate record.

75. Matters Arising from the Notes of the Meeting held on 6 December 2012

Minute 63 in respect of the nominations from the adoptive sector discussions were on-going with potential representatives and once agreed would be invited to the next meeting.

Minute 67 in respect of the celebration event Debbie reported that the young people were particularly keen for the event to have a formal part when certificates would be handed out. Blackpool Pleasure Beach was felt to be a good venue as long as the young people could have time to get ready for the certificate ceremony.

76. What our Elected Members have been doing

CC Winder updated the Board on the various meetings, visits and actions he had been involved in as the Chair of the Board.

He particularly mentioned the Quilt tour which had started on Monday and thanked Sam for pulling it all together. A group would be pulled together to consider where the Quilt should be permanently on display and their recommendations will be brought to a future meeting of the Board.

The Chair also mentioned a visit he had made to Crawshawbooth County Primary School where the children asked lots of questions about Fostering, Adoption and Children in Care.

County Councillor Evans updated the Board on the position of young people in particular from the Willows who had been supported in getting placements.

77. LINX (Lancashire's Children in Care Council)

Debbie gave the Board an overview of the work that has been done so far. The young people feedback on what the three area groups had been doing.

Marc feedback that the Health and Wellbeing Board were very impressed by the feedback and views of the young people.

Forthcoming activities included a weekend away in March and activities in the school holidays for primary-aged children.

Louise raised the issue of ensuring the piece of work around the 'big discussion' takes place. This work is around having a discussion with young people and developing a clear offer of what our children looked after should expect to receive, for example, trips and outings etc.

78. Missing Children

Mike Snelson introduces the Board to the work that had been undertaken around the topic of children missing.

The Board noted that a strategy had been developed that was nearing completion and by answering a couple of questions any new comments could be included if appropriate.

The Board split into groups to discuss what they felt Children Missing meant and what a definition and strategy should include.

In receiving the feedback Mike was particularly taken by the words "feeling out of place" and would look to see if this could be included in the final strategy.

Lynne shared some useful data around the numbers of incidents and various breakdown figures within the totals.

Mike and Lynne were thanked for their presentation both in content and style of delivery.

79. Update on the Safeguarding and CLA Ofsted Inspection

Tony Morrissey introduced this topic, a report having been circulated with the agenda.

The Board noted that some things had not been completed in the original timeframe set by the action plan but work has on-going to address these issues.

Tony drew the Board's attention to the wish to have young people involved in the inspection process.

The Board was asked to note the report and the progress made against the areas for improvement identified by Ofsted and the Care Quality Commission and the additional actions taken by partners to further improve the effectiveness of our services to safeguarding and looked after children.

And to consider how it can also play a role in ensuring the actions taken are making a difference to looked after children lives.

The Chair asked the Board to think about these things and come back with any thoughts and ideas.

80. IRO Annual Report

Tony Morrissey took the Board through the presentation on the Annual Report on the IRO service.

The Board noted the report and the achievements of the service during 2011/12.

Tony was particularly keen to have young person's views on the content of the IRO Annual Report for 2013/14. In respect of this Debbie agreed to take this forward with the young people and will report back in due course.

81. Date and Time of Next Meeting

The Board noted that the next meeting was scheduled to be held on Thursday, 18 April 2013 at 6.00pm at County Hall, Preston.

82. Grant Funding Applications

The current position regarding applications was noted.

83. Performance Data - Key Messages

Louise Mackender de Cari presented the Board with a set of key messages.

The Board agreed to receive the performance information in this format in the future.

Corporate Parenting Board Performance Report April 2013

Summary for Children Looked After and Care Leavers

- The number of children looked after continues to rise across Lancashire.
- The number of initial and core assessment completed has risen across Lancashire.
- Re-referral rate has improved to a lower rate.
- Placement stability for children looked after has improved.
- Attainment for children looked after remains low, in comparison to their peers.
- Attendance of children looked after at primary school is good, and attendance of children looked after at secondary school has improved.
- The number of Adoptions, Special Guardianship Orders and Residence Orders have all risen in the past year.
- The number of care leavers in suitable accommodation has fallen.
- The number of care leavers in education, employment or training has risen, but is still below the expected level.
- A record number of care leavers commenced first year university courses this year.

Activity for Children Looked After and Care Leavers

Number of Children Looked After

Previous Performance		Current Performance	Target	Performance Direction?
2010/11	2011/12	2012/13		
1296	1324	1482 *	Reduce	
↗	↗	↗	✘	

* Provisional

The number of Children Looked After in Lancashire continues to rise. There is no obvious reason for the rise in the number of CLA, other than improved identification of those in need (as described below). There is no particular cohort that has seen a rise, with more babies and infants being taken into care, as well as a larger number of primary school aged and older children being taken into care also.

Service Activity

The table below shows the service activity over the last 5 years. Contacts are the number of contacts to the call centre which do not proceed any further. Referrals are contacts which become a valid referral to Children's Social Care. Initial assessments are carried out as a result of a referral, and if further investigation is needed, a core assessment will be undertaken.

	Previous Performance				Current Performance
	2008/09	2009/10	2010/11	2011/12	2012/13
Contacts <i>per month</i>	--	--	1381	1557	1564 **
Referrals <i>per month</i>	1659	1470	1389	1175	1346 **
Initial Assessments	6881	8636	10071	9891	10453 **
Core Assessments	2241	2932	4246	5019	5384 **

** February 2013

The call centre operated by Care Connect has had success in filtering out the contacts from referrals, hence the rise in the number of contacts and the fall in the number of referrals, however there has been rise in the number of referrals this year, possibly due to an increased number of referrals from the police which now account for 2 out of every 5 referrals, which is above the national average rate of referral by Police.

There is a link between the rise in the number of children looked after and the number of assessments being carried out; The service is now carrying out double the number of core assessments than it did 5 years ago. As a result of carrying out more assessments, it is likely that more children have been identified as being in need of care services resulting in a rise in the number of children looked after.

Re-Referral Rate

A number of referrals that the authority receives are re-referrals; that is a child or young person has been referred to Children's Social Care once and is being referred again. As the service should be meeting the needs of the child or young person first time around, a high re-referral rate is a negative indicator of the service provided although a low percentage is acceptable as a number of re-referrals are appropriate to be re-referred.

	Previous Performance				Current Performance
	2008/09	2009/10	2010/11	2011/12	2012/13
Re-Referral No's	408	379	353	279	337 *
Re-Referral %	24.6%	25.8%	25.4%	23.7%	20.6% *
	↓	↑	↓	↓	↓

* Provisional

Since 2010, there has been a clear shift in the rate of re-referrals in Lancashire, from a normal level of around 25% of referrals being re-referrals to around 20% of referrals being re-referrals. This is possibly due to the introduction of the Contact and Referrals Team (CART), now known as Care Connect, which successfully filter contacts and referrals to ensure that each receives an appropriate response.

Stability of Placements of CLA: Number of Moves

This indicator looks at how many children looked after had 3 or more placements during the past year, expressed as a percentage of all 12 month period

Previous Performance		Current Performance	Target	Performance Direction?
2010/11	2011/12	2012/13		
10.4%	9.5%	8.7% *	9.5%	
↓	↓	↓	✓	

* Provisional

Lancashire has carried out good work on placement stability through research projects and improved processes, which has resulted in better performance and improved stability for children looked after. Less children than ever have multiple placement moves (more than 3 placements), but further improvement is possible (the percentage was just 7.2% in September 2012).

Stability of Placements of CLA: Length of Placements

This indicator looks at how many children looked after have being in their current placement for 2 years or longer, expressed as a percentage of all children looked after placements.

Previous Performance		Current Performance	Target	Performance Direction?
2010/11	2011/12	2012/13		
66.4%	71.7%	73.4% *	69.0%	
↑	↑	↑	✓	

* Provisional

Lancashire has carried out good work on placement stability through research projects and improved processes, which has resulted in better performance and improved stability for children

looked after. More children than ever have long placements of 2 years or more, as opposed to series of short placements.

Outcomes for Children Looked After

Outcomes data is usually from schools, colleges or university, hence the figures are stated alongside academic year (2011/12 is the academic year started 1st August 2011 and ended on 31st July 2012) rather than financial year (1st April 2011 to 31st March 2012).

Educational Attainment of Children Looked After

The key indicator used to measure attainment is the number of children and young people who get 5 GCSEs at grades A* to C.

Previous Performance		Current Performance	Target	Performance Direction?
2009/10	2010/11	2011/12		
18.4%	10.6%	6.5%	18.0%	
↘	↘	↘	x	

In Lancashire, attainment at GCSE among the children looked after has fallen significantly, although it is worth noting that each group of children looked after are different, and the performance can vary significantly by year groups.

Attendance at School by Children Looked After

Attendance at school is expressed as a percentage of all possible school sessions attended by all children looked after.

	Previous Performance		Current Performance	Target	Performance Direction?
	2009/10	2010/11	2011/12		
Primary	96.2%	96.3%	96.2%	96.0%	
	↔	↗	↘	✓	
Secondary	92.7%	92.5%	94.3%	96.0%	
	↔	↘	↗	x	

CLA attendance at primary school has remained consistent at 96% which is above the target set. CLA attendance at secondary school is lower at 92% but rose in the last school year to 94% which is good progress, although lower than the target.

Exclusions from School of Children Looked After

Exclusions from school are included as a pure number of children looked after either permanently excluded or on a fixed term exclusion.

	Previous Performance		Current Performance	Target	Performance Direction?
	2009/10	2010/11	2011/12		
Permanent	3	1	4	0	
	↗	↘	↗	x	
Fixed Term	93	98	130	70	
	↗	↗	↗	x	

The target for permanent exclusions is for no child looked after to be permanently excluded from school, but there have been 4 in the last academic year, although only 1 in the previous year to that. The number of fixed term exclusions has risen and was at a high level of 130 fixed term exclusions in the last academic year, nearly double the target.

Adoption and Permanence

Adoption Orders

Previous Performance		Current Performance	Target	Performance Direction?
2009/10	2010/11	2011/12		
60	52	69	#N/A	
↘	↘	↗		

181 children or young people were adopted over the last 3 years, which represents 13% of all children or young people who ceased to be looked after. 69 adoptions in 2011/12 was good performance compared to the previous two years.

Special Guardianship Order (SGO) or Residence Orders (RO)

Alternative to adoption, but providing permanence, is the SGO or RO, which is expressed as percentage of all care leavers.

	Previous Performance		Current Performance	Target	Performance Direction?
	2009/10	2010/11	2011/12		
SGO	4.9	4.3	8.5	#N/A	
	↗	↘	↗		
RO	8.5	8.6	9.6	#N/A	
	↗	↗	↗		

Both SGO and RO rates have increased in 2011/12, meaning more care leavers than ever are becoming subject to the orders, which is a success.

Outcomes for Care Leavers

Care leavers in suitable accommodation (Old NI 147)

The percentage of care leavers at age 19 that are living in "suitable accommodation".

Previous Performance		Current Performance	Target	Performance Direction?
2010/11	2011/12	2012/13		
92.6%	80.2%	78.6% **	89.0%	
				

** Quarter 3

The number of care leavers in suitable accommodation has declined from a high level in 2010/11 to a lower level in 2012/12 (based on 3 quarters of the year). There is no obvious pattern to the lower performance, with some care leavers being in various unsuitable accommodations such as custody/prison, temporary lodgings or staying with friends. The number of care leavers not in contact with the authority isn't too high; a high number not in contact can contribute to lower performance.

Care leavers in education, employment or training (old NI 148)

The percentage of care leavers at 19 who are engaged in education, training or employment.

Previous Performance		Current Performance	Target	Performance Direction?
2010/11	2011/12	2012/13		
71.1%	48.4%	54.8% **	67.0%	
				

** Quarter 3

Performance was good in 2010/11, but declined sharply in 2011/12, possibly due to the poor economic climate at the time. Performance has improved in 2012/13, but is some way below the expected levels, and also is below targeted performance.

From this April 2013, Lancashire County Council will be required to contact Care Leavers around their 20th and 21st Birthday as well as the current requirement of contact around their 19th birthday, to check on their progress, accommodation, education, employment or training. This will be reportable from April 2014.

Care leavers at University

Previous Performance		Current Performance	Target	Performance Direction?
2009/10	2010/11	2011/12		
--	25	37	30	
--				

In academic year 2011/12 there were a record 37 care leavers studying at university around the country, including 24 first year students. Care leavers are studying a wide range of courses including degrees in Maths, Science, Law, Business, Nursing, Psychology and Criminology.

Friends4U Project Summary

Background

Friends4U was established as a pilot project to work with young people leaving care. The aim was to create a person centred approach to meet the needs of young people leaving care that utilised the skills and experiences of volunteers within their local communities.

The pilot focused upon East Lancashire and has been delivered by the Adult and Community Services Volunteer Service, with £21,128 secured from Children's Social Care to facilitate this. The project started April 2012 and ended February 2013.

Project start up

Policies and procedures were designed, developed and implemented to support both young people and volunteers including; referral forms, volunteer handbook, volunteer resource pack, young person's information sheet, risk assessment, and an induction programme.

The project was marketed and promoted to care leavers in East Lancashire this included;

- A promotional flyer developed and circulated and approved by LCC Corporate Communications
- Promotion via web and social media
- Project representation at care leaver events
- Co-ordinated promotion via leaving care staff and drop ins established
- Attendance at local leaving care team meetings

Volunteer recruitment at start up was positive, with 21 volunteers expressing interest, with 19 of these becoming volunteers and progressing through interviews, CRB enhanced disclosures, references, induction and training (e-learning and face to face).

A Project Board was established with membership and terms of reference agreed. It was also agreed that the project would

- Make a positive difference and improve the life chances for care leavers in East Lancashire
- Ensure that young people leaving care will develop their independence skills, thus enabling them to grow

A project plan was developed and subsequently monitored and reviewed by the Board.

Reports were prepared for each Project Board which included number of referrals received by area, number of volunteers recruited, budget update and case studies.

Timeline

Project officially started 2nd April 2012

Volunteer officer recruited 9th May 2012

Volunteer officer finished 29th June 2012

Volunteer officer from social care seconded on temporary contract 23rd July 13

Volunteer Officer off sick 14th January 2013 – taken off project due to stress 31st January 2013

Project end 28th February 2013

Financial summary

Of the £21,128 budget allocated, £17,839.90 was spent, with £3,288.10 being reimbursed to DfCYP.

Project summary

The target for the pilot was to recruit 20 volunteers to work with 30 young people. In total, 19 volunteers were recruited and supported. However, volunteer recruitment was put on hold due to the low number of referrals received. Only one young person was matched with a volunteer. As there were no young people for volunteers to work with, this resulted in 10 volunteers disengaging with the project. Measures and actions to address these issues were implemented throughout the course of the project for both the Leaving Care staff teams and volunteer officer. This was also impacted upon by staffing issues, initially regarding recruitment and retention and subsequently by illness. A combination of these issues resulted in a decision to conclude the project.

During the course of the project, a survey was conducted with 18 care leavers who highlighted that although most care leavers were aware of the project, 11 of the 18 consulted felt they had no need or wish for a volunteer or mentor. From the survey, those who did not wish to be involved cited their reasons as;

- Already too busy
- Already involved with too many people (Professionals, adults, appointments etc)

- They did not view the project as benefitting or helping them.

Those who did express an interest felt that a volunteer would be helpful to,

- Get them out the house
- Explore interesting hobbies
- Look at new ways to get fit

Every eligible care leaver in Rossendale, Pendle and Burnley has been approached to consider the scheme. Apart from those few already referred, no other young people expressed a wish to be involved despite the best persuasive efforts of Leaving Care staff team.

Emergent issues and learning points

There were engagement issues with young people who wished to have a volunteer. This included

- Planning and scheduling appointments and visits (late cancellations, forgetting, not attending)
- Young people being referred to the project, commencing engagement and then changing her mind
- The breakdown of placements once established often due to changes in life circumstances e.g. moving out of area, pregnancy

Future options

In considering the learning of this pilot, it is suggested that there is still a role for volunteer/mentor support for some care leavers in Lancashire, but not all.

There appears to be merit in adopting a targeted approach to young people who are commencing their transition to becoming to become care leavers in 6-9 months time and therefore still currently in foster homes or residential care. This approach would offer an option to engage and for a positive relationship with the volunteer/mentor to be established prior to them leaving care. This approach could be adopted across the county, with a targeted focus on young people with little or no established family relationships or networks.

Funding will need to be identified to progress this, and options for this are currently being explored. A review of the numbers of care leavers who might benefit for this will also need to be conducted. There is opportunity to secure additional value by linking to existing provision across Lancashire, e.g. East Lancashire befriending Service and the Lancashire Volunteer Hubs.

Agenda Item 9
Alternative and Complementary Education and
Residential Service (ACERS)

Virtual School for Children Looked After

**Educational Attainments and
Achievements for Children and Young
People Looked After
2011-2012**

Virtual school for Children Looked after
(DFE validated results received 13th Dec 2012)

CHILDREN LOOKED AFTER RESULTS (CLA) 2012

KEY STAGE 1(CLA aged 5 -7years)

There were 45 children in Lancashire's 2012 cohort.

% achieving at least Level 2 – England

	2008	2009	2010	2011	2012
Reading	57%	58%	58%	59%	67%
Writing	50%	52%	51%	52%	57%
Maths	62%	65%	62%	63%	71%

% achieving at least Level 2 - Lancashire

	2008	2009	2010	2011	2012
Reading	40%	58%	59%	60%	62%
Writing	43%	50%	56%	53%	58%
Maths	37%	65%	71%	67%	76%

Analysis

Key Stage 1

Provisional results indicate that the performance of looked after children in Key Stage 1 has risen significantly in 2012 with 62% of children reaching level 2 in Reading , 58% in Writing and 76% in Maths

This is a significant rise in all three measures.

SUCCESSFUL STRATEGIES IMPLEMENTED FOR KEY STAGE 1:

- Key Stage 1 Maths and English were both prioritised for intensive support and PEPSA funding during 2011-2012 , for Years 1 and 2 and this has had a considerable impact on Year 2 CLA achievements
- All Key Stage 1 pupils (Year 1 and Year 2) received 'First for Books' Packs posted to their homes.
- The improvement of Language and Social Communication Skills was prioritised for intensive support and PEPSA funding during 2011-2012 for Reception , Year 1 and Year 2 pupils, ensuring 'readiness for learning '
- Training for Designated Teachers for CLA in Primary Schools was prioritised and promoted (Many DT in Primary Schools are the Headteacher or Deputy Headteacher, and 'actively' promote the education of CLA.)
- Educational Training / Mentoring for foster carers of young children promoted via Foster Carer Network meetings
- Working together with Social Care to ensure Key Stage 1 pupils had few placement moves
- Working together with Social Care , Pupil Teams and Schools to ensure that Key Stage 1 pupils had few school moves

KEY STAGE 2 (CLA aged 8 to 11 years)

% achieving at least Level 4 – England

	2008	2009	2010	2011	2012
English	46%	44%	45%	50%	60%
Maths	44%	46%	44%	48%	56%
English & Maths				43%	50%

% achieving at least Level 4 – Lancashire

(There were 65 children in the Lancashire cohort)

	2008	2009	2010	2011	2012
English	45%	44%	53%	44%	56%
Maths	32%	44%	47%	40%	58%
English and Maths				31%	52%

Analysis

Key Stage 2

Results indicate that the performance of looked after children has risen significantly in 2012 with 56% of children reaching level 4 in English, 58% in maths and 52% of pupils attaining level 4+ in English and Maths combined.

This is a rise of over 11% in all 3 measures, with the English and Maths combined figure increasing by 21% on 2011 performance.

These figures are based on results for CLA children educated in both Lancashire schools and those educated in schools out of the authority.

The CLA educated in Lancashire schools, made similar progress to those educated out of authority.

SUCCESSFUL STRATEGIES

- Key Stage 2 Maths and English were both prioritised for intensive support and PEPSA funding during 2011-2012, particularly for Year 5 and Year 6, and this has had a considerable impact on Year 6 CLA achievements, ensuring that these pupils enter High School with appropriate literacy and numeracy skills.
- Other Successful Strategies as Key Stage 1 above

IDENTIFIED AREAS FOR FURTHER PROMOTION OF EDUCATION FOR PRIMARY CLA

- Continued priority to be given to Reading and English
- Further preparation for High School required : Transition Year 6/7
- Continue to increase placement stability
- Continue to ensure that CLA remain at one school throughout their primary years.

KEY STAGE 4 (Year 11- aged 16years)

% achieving - England

	2008	2009	2010	2011	2012
1 GCSE grades A*-G	66%	68%	72%	N/A	N/A
5 GCSEs grades A*-G	43%	44%	50%	N/A	N/A
5 GCSEs grades A*-C	14%	14%	26.1%	31.2%	36.8%
5 GCSE grades A*-C inc Eng + Maths		9%	11.6%	12.8%	14.6%
A-C in English and Maths				13.4%	15.1%

3
National
targets

% achieving – Lancashire COMPARISON OVER TIME

There were **95** young people in the Lancashire cohort in 2012

	2008	2009	2010	2011	2012
1 GCSE grades A*-G	70%	78%	84.5%	72.1%	81%
5 GCSEs grades A*-G	45%	49%	57.7%	51.2%	45%
5 GCSEs grades A*-C	13%	20%	30.9%	28%	34.4%
5 GCSE grades A*-C inc Eng + Maths	8%	12%	18.6%	12.2%	12.9%
A-C in English and Maths or equivalent				12.2%	14%

3
National
Targets

Analysis

Key Stage 4

- **Note: Another 6.5% (6 pupils) from the cohort were predicted Grade C for English but were graded D:-**
 - 12.9% (11 pupils) achieved 5 GCSEs A-C + ENGLISH ONLY
 - 8.6% (8 pupils) (achieved 5 GCSEs A-C + MATHS ONLY)
- All Lancashire Key Stage 4 results are below National Results by approximately 2%.
- However Lancashire results have improved on last year by an average of nearly 4%. (See detailed data below)

KEY STAGE 4: Detailed Data and Analysis plus comparison data for Lancashire CLA educated in Lancashire & CLA educated outside Lancashire

CLA Exam results 2012 (Information from DfE & Pupil Education Plans)						
	Lancashire CLA Key Stage 4					
(Accumulated)	Total Cohort		Ed. In Authority		Ed .Out of Authority	
	95		72		23	
1 GCSE grade A* - G	77	81%	58	80%	19	83%
5 GCSE grades A*-G	42	45%	32	46%	10	43%
5 GCSE grades A*-C	19	34.4%	14	19%	5	22%
5 GCSE grades A*-C incl Eng & Maths	12	12.9%	9	12.8%	3	13%
A-C in English and Maths	13	14%	N/A	N/A	N/A	N/A
*SEN pupils not entered for GCSE	10	11%	8	11%	2	9%

Analysis:

- Overall, similar progress has been made by CLA educated in or out of county.
- However substantially more CLA educated in Lancashire achieved 5 GCSE grades A* -C than CLA educated out of county.

	Lancashire CLA Key Stage 4					
	Total Cohort		Ed. In Authority		Ed .Out of Authority	
Attendance (Source : CLA Personal Education Plans)						
95%-100%	61	63%	44	60%	17	74%
80% - 94%	18	19%	14	20%	4	17%
Less than 79%	11	13%	11	16%	0	0
No statistics available	5	5%	3	4%	2	9%

Analysis: (The above data is unreliable as the attendance details have not been added to the PEP)

- However, overall attendance has improved, particularly in CLA attending Residential Homes. The 11% represents CLA experiencing complex health / mental health issues.
- (Attendance figures indicate a rise in attendance for all CLA across the age phases.)

	Lancashire CLA Key Stage 4 :					
	Total Cohort		Ed. In Authority		Ed .Out of Authority	
Special Educational Needs: (Source : Impulse)						
With a Statement	23	25%	16	23%	7	30%

Analysis:

- 33 of the 93 pupils (35.5%) had identified Special Educational Needs . 23 of the 33 pupils had Statements for SEN :-

BESD: x 13	MLD: x 10	SLD: x 2
MLD/BESD:x 5	PD x 1	ASD/Complex x 2

- BESD: Behavioural , Emotional and Social Difficulties
- MLD: Moderate learning Difficulties
- SLD : Severe Learning Difficulties
- PD: Physical Difficulties
- ASD: Autistic Disorder Spectrum
- Complex: Any of combination of special needs.
- 11 Pupils with SEN not entered for any GCSEs

Lancashire CLA Key Stage 4 :						
	Total Cohort		Ed. In Authority		Ed .Out of Authority	
Types of Educational Provision (Source : Integrated Social Services Information System)						
Mainstream	54	58%	41	59%	13	57%
Special School	25	27%	17	24%	8	35%
Alternative Provision	14	15%	12	17%	2	9%
Removing Special Schools from exam analysis						
5 A*-C 's of children not in a special school	18 of 54	54%	13 of 41	32%	5 of 13	38%
5 A*-G's of children not in special school	37 of 54	69%	28 of 41	68%	8 of 13	62%
At least 1 A*- G's of children not in special school	54 of 54	100%	41 of 41	100%	13 of 13	100%
5 A*-C incl Maths & Eng. For children not in a special school	7 of 54	13%	5	12%	2	15%

Lancashire CLA Key Stage 4 :						
	Total Cohort		Ed. In Authority		Ed .Out of Authority	
Number of School Placements attended during KS4 (Source :Integrated Social Services Information System)						
1 school	43	46%	31	44%	12	52%
2 schools or placements	30	32%	25	36%	6	26%
More than 2 schools	20	22%	14	20%	5	22%

Analysis:

- 54% of CLA had experienced 2 or more schools moves during Key Stage 4. Evidence indicates that for the vast majority of CLA, moving school has a detrimental effect on CLA attainments.
- The majority of CLA had attended between 2 – 7 schools during Key Stage 4, despite a concerted effort by CSC not to move CYP during this Key Stage.
- The Children In Care Council debated this issue at our last meeting , they indicated that stability of school placement is even more disruptive to education than a move of care placement ,as CYP lose friendship groups , social/class groups , relationship with teachers, cannot always access the course / subject the CYP needs , plus , more than half of CICC indicated that they had been bullied at their 'new ' school, leading to attendance issues

Lancashire CLA Key Stage 4 :						
	Total Cohort		Ed. In Authority		Ed .Out of Authority	
Type of Care Placement (Source : Integrated Social Services Information System)						
Foster Care	67	72%	51	73%	16	70%
Residential Care	26	28%	19	27%	7	30%

Analysis:

- The majority of CLA are in foster care, however, the number of CLA in foster care achieving Grade C for Maths and English has reduced in 2012.
- There is a significant need for training for foster carers re: Championing the Education of CLA.
- The evaluations and discussions at the 'Working together to Promote the Educational Success of CLA' conference (attended by 100 foster carers/residential workers) indicated foster carers' lack of knowledge regarding the support and funding they could access for fostered children .

- Foster Carers and residential workers also informed us of their lack of knowledge in relation to the Education System i.e. SEND protocols and procedure(yet 67.9% of Lancashire CLA have identified Special Educational Needs)

Lancashire CLA Key Stage 4 :						
	Total Cohort		Ed. In Authority		Ed .Out of Authority	
Number of Care placements during time in care (Source ISISS)						
1-3	39	42%	29	42%	10	43%
4 – 6	32	34%	26	37%	6	26%
More than 6	22	24%	15	21%	7	30%

Analysis:

- More than 58% of all Key Stage 4 CLA have experienced more than 3 care placements during their time in care.
- This effects the educational attainments of CLA as they struggle to settle in a new care placement, and often a new school.

Lancashire CLA Key Stage 4 :						
	Total Cohort		Ed. In Authority		Ed .Out of Authority	
CLA at University	2011	2012				
Lancashire	18	35				

Analysis:

- Although numbers appear to have increased, a longitudinal study is needed to ascertain 'drop out ' rate. E.g. How many of the CLA starting a Higher education course in 2011 , remain at University in 2012 .

Lancashire CLA Key Stage 4 :						
	Total Cohort		Ed. In Authority		Ed .Out of Authority	
Involvement of CAMHS						
	21	23%	17	24%	4	17%

Analysis:

- 23% of all Key Stage 4 XCLA are involved with CAMHS. However many more at awaiting CAMHS involvement.
- The CLA within this cohort are also very often the CYP with poor school attendance, and low attainments and achievements, who do not achieve their potential.

SUCCESSFUL STRATEGIES IMPLEMENTED AT SECONDARY PHASE

- Maths and English A-C were both prioritised for intensive support (1 to 1 teaching) and PEPSA funding during 2011-2012 for Year 11, and this has had a very positive impact on the numbers of CLA achieving Maths and English A-C, and vastly increases employment opportunities .
- Rigorous tracking and monitoring of CLA progress by Virtual School Educational Consultants. The Educational Consultants undertake monthly tracking across all Residential Children's' Homes , Schools and CLA Teams across Lancashire ensure that all professionals involved with CLA are aware of their responsibilities and are made accountable .
- Training for Designated Teachers for CLA in Secondary Schools, Short Stay Schools and Special Schools was prioritised and promoted.

- A one day Conference ' Working together to ensure the Educational Success of CLA' was delivered to Foster Carers/ Residential Workers/ Social workers on 10th December 2012. The aim of the Conference to ensure all the above were aware of the support and funding available to enhance the educational opportunities and success of CLA . This was very successful, and a rolling programme of joint training and support is now taking place in the Spring and Summer Terms 2013.
- Literacy :Reading , language and social communication skills were promoted at Residential Children's Homes through the provision of new , up to date books , magazines , newspapers etc
- CoPE; Reading , Writing , Maths, Language and Social Skills have been promoted and improved through CLAs participation in CoPE (Certificate of Personal Effectiveness) challenges within Residential Children's Homes.
- Personal Education Plans (PEP) Training for Social workers / Independent Reviewing Officers , Foster Carers / Residential Care Workers , and Designated Teachers and Special Educational Needs Officers in schools has ensured that PEPS are completed within the statutory time limits (every 6 months) , and that PEPs are 'fit for purpose ; CLAs are given aspirational educational targets , interventions and expected outcomes .The quantity of PEPs completed and the quality of PEPs is monitored monthly by the Virtual School, and is improving .From September 2013 , PEP educational targets will be set by the designated teacher for CLA in school to ensure these targets are appropriate , achievable yet aspirational . Training for writing effective PEPs is in place for Spring and Summer Terms 2013.
- Area CLA Champions Groups have been set up in the 3 areas of Lancashire; North, Central /South and East. The CLA Champions Groups consist of professional representatives from all the services involved with CLA. e.g. Social Care Team Leaders and Managers, Educational Psychologists, Advisers, School Nurses, Pupil Access Teams, Special Educational Needs Teams, Foster Carers and Residential Carers, Young Peoples Service, chaired by the Virtual school Headteacher or the Area Virtual School Educational Consultant. These Groups, have been very influential in promoting the education of CLA across the county; challenging services and agencies to work together to ensure the very best outcomes for CLA.
- Designated Teachers for CLA in secondary schools is not always a senior member of staff with the authority to actively promote the education of CLA within the school i.e. funding The Virtual school Headteacher has attended Headteacher forums across the county to promote the education of CLA .
- School Governors rarely receive a Report from the Designated Teacher for CLA, even though this is a statutory requirement. However , work is already in progress to inform Governors of their responsibility for monitoring the progress of CLA on roll at their school

- **CLA :Emotional Health : (Source DfE -2012)**

% of eligible CLA for whom a Strengths and Difficulties Questionnaire (SDQ) was submitted	Average score	% of eligible CLA with SDQ score considered :-		
		Normal	Borderline	Concerning
England : 70%	13.8%	51%	13%	36%
Lancashire : 89%	13.1%	55%	14%	31%

- Mental Health issues are affecting 45% of CLA attendance and achievement in school.
- However , Children's Social Care are active in providing Counselling and Emotional Support for CLA
- SCAYT (& CAMHS) : 'Supporting Carers and Young people Together' ensures that carers are supported in effectively managing the emotional health of CLA

- **CLA convicted or subject to Final Warning or Reprimand (Source DfE 2012)**

England : 6.9%	Lancashire 8.7%
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- Integrated working with Youth Offending Team identify CLA at risk

- **CLA involved in substance misuse.**

England : 4.1%	Lancashire : 5.2%
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- Integrated working with schools and health to identify CLA at risk

- **CLA : Not in Education Employment or Training (NEET) :position at end of Key Stage 4 (Year 11) (no figures yet for 2012)**

	In Full Time Education	In Full time Training or Employment	Unemployed
England	71%	7%	16%
Lancashire	70%	8%	18%

- The Virtual School works closely with Young Peoples Service (YPS) to ensure that all young people looked after access education, employment or training on leaving secondary education , by ensuring that CLAs have access to high quality Information , Advice and Career Guidance at school or college (funding in schools)

Summary:

To use OFSTED criteria, the majority of CLA are making good to very good progress and improvement in relation to reaching their individual educational potential. Underachievement is now being identified quickly, and addressed with 'evidenced based' strategies and interventions. There is now evidence of 'joint' working across the county, which can only lead to improvements in the attainments and achievements of CLA

However, there are also areas for further improvement:-

1. **TRAINING** : It appears that the 'joint' training of Social workers , Independent Reviewing Officers, Foster carers , Residential Workers, Designated Teachers for CLA , and School Governors is 'key' to CLA improving their attainments and achievements . These people are the front line 'promoters' of quality education for CLAs. They are the frontline corporate parents for this vulnerable group of children and young people , and must be encourages

to act as 'pushy parents' for our CLA. Consequently, their participation, contribution and 'challenge' to the CLA's Personal Educational Plan is critical.

The training delivered to Designated Teachers for CLA has already impacted on the attainments of CLA, particularly Primary CLA throughout 2011 -2012.

The Training delivered to Foster Carers in December 2012 highlighted foster carers' and residential workers' lack of knowledge in relation to Lancashire's educational system and funding streams. It is therefore envisaged that the training to be delivered in the next 3 months will have equal impact on the CLA results for 2013

2. FUNDING: Funding for CLA via Virtual School has ensured that CLA are not educationally disaffected or disadvantaged. The Personal Education Support Allowance (PEPSA) has supported 496 x CLA who were underachieving to 'plug the gaps' and 'catch up' on essential skills i.e. Literacy and Numeracy e.g. 1 to 1 tuition, small group work, ICT learning packages.

'Challenging' schools to utilise the funds they have available for CLA in more creative and pragmatic ways has also been a priority this year. E.g. Schools have: £600 Pupil Premium, £1200 above APW, and SEND funding (if required) up to the first £10,000.

This work needs to continue.

3. JOINT WORKING (and Training): Children's Social Care Teams, Foster Carers and Residential Care Workers, Children and Adolescent Mental Health Service, Young Peoples Service, Young Offenders Teams, Special Educational Needs, Pupil Access Teams, Educational Psychologists, Schools, the Virtual School, the Corporate Parenting Board, and now the Working Together With Families needs to continue to work together to achieve the best outcomes for Lancashire CLA in promoting the education of individual young people who are looked after.