

### Attainment of Lancashire Looked After Children (2016-17 cohort)

Data relates to those children and young people who have been in care continuously for 12 months on the 31<sup>st</sup> March prior to the assessment - these are the OC2 group of CLA.

#### Primary: 2016-17

#### Key Stage 1: Year 2: Total number of pupils: 54 (all in OC2 group):

(NB 52 results known - 2 still being sought from out of county schools)

% below are based on the 52 known results.

Assessments are Teacher Assessed.

#### Key

EXS: at expected standard

GDS: Greater depth standard

BLW: working below standard

PKS: working in previous key stage level

WTS: working towards expected standard

HNM: Has not met standard (Science)

Subject	EXS	GDS	BLW	PKF	WTS	HNM (Science)
Reading	38.47%	15.39%	15.39%	1.94%	28.9%	
Writing	44.23%	7.7%	17.3%	3.8%	26.7%	
Maths	50%	5.8%	17.3%	7.7%	19.2%	
Science	66.6%		3.8%		1.94%	27.66%

	Number	%
Reaching expected standard in Reading, Writing and Maths	25	48%

#### 2015-16 Cohort:

In 2016 our Key Stage 1 CLA's attainment as compared to national averages for Key Stage 1 CLA was:

- Reading: in line with national average for CLA.
- Writing: 5% higher than national average for CLA.
- Maths: 3.6% lower than national average for CLA.
- Reading, Writing and Maths (32%) was very slightly below national average (0.3% below)

**Key points: comparing 2016-17 group with 2015-16 group of Key Stage 1 CLA:**

(NB results for 2 pupils still required)

- An increase of 3.86% of pupils who have achieved expected standard or better in reading
- An increase of 9.93% of pupils who have achieved expected standard or better in writing.
- An increase of 13.8% who have achieved expected standard or better in Maths
- An increase of 16% who have achieved the expected standard in Reading, Writing and Maths.

**Key Stage 2: Year 6: Total number of pupils; 79 (all in OC2 group):**

(NB 74 results known - 5 still being sought from out of county schools)

Key

Writing – key as per Key Stage 1

Reading and Grammar, Punctuation and Spelling: (GPS), Maths.

AS: expected Standard (Test)

NS: not achieved standard (Test)

B: working below standard (Test)

Subject	EXP	GDS	BLW	PKF	WTS
Writing	29.7%	10.8%	6.9%	13.5%	39.1%

Subject	AS	NS	B	GDS
Reading	44.6%	41.9%	13.5%	
GPS	47.3%	37.8%	13.5%	1.4%
Maths	47.3%	37.8%	14.9%	

	Number	%
Reaching expected standard in Reading, Writing and Maths	24	32.43%

**2015-16 Cohort:**

In 2016 our Key Stage 2 CLA's attainment as compared to national averages for Key Stage 2 CLA was:

- Reading (+6%), Writing (+2%), Grammar, Punctuation and Spelling (+2%) higher than national average for CLA.
- Maths: (5%) lower than national average for CLA.
- Reading, Writing and Maths (24.1%) slightly lower (0.8%) than national average.

**Key points: comparing 2016-17 group with 2015-16 group of Key Stage 2 CLA:**

(NB: results for 4 pupils still required)

- Decrease of 7.5 % pupils achieving expected standard or better in writing.
- Decrease of 2.4% pupils achieving expected standard or better in reading.
- Increase of 1.3% pupils achieving expected standard in Grammar, Punctuation and Spelling.
- Increase of 11.3% pupils achieving expected standard in Maths.
- Increase of 8.33% pupils achieving expected standard in Reading, Writing and Maths.
- Writing assessed by teacher assessment, Reading, Maths and GPS by test.

**Key Stage 4: Total number of pupils: 103 in OC2 group.**

**Grades 4 -7 are equivalent to C+ - A\***

<b>Measure</b>	<b>Number of pupils</b>	<b>% of pupils</b>
<b>English (Lang or Lit) Grade 4+</b>	19	18.44%
<b>Maths Grade 4+</b>	18	17.47%
<b>Eng. and Maths Grade 4+</b>	13	12.62%
<b>5 or more GCSE Grade 4+</b>	13	12.62%
<b>5 or more GCSE Grade 1-7</b>	31	30.09%

### **Individual Significant Achievement:**

1 pupil gained 13 GCSE at grade 4 and above

1 pupil gained 10 GCSE at grade 4 and above

2 pupils gained 9 GCSE at grade 4 and above

2 pupils gained 8 GCSE at grade 4 and above

### **2015-16 Cohort:**

In 2016 our Key Stage 4 CLA's attainment as compared to national averages for Key Stage 4 CLA was:

- Attainment 8 score ( 22) was slightly below (0.8) national average for CLA ( 22.8)
- Lancashire CLA with no Special Educational Needs (SEN) achieved slightly higher Attainment 8 score (25.4) than the national average for this group (25.2).
- Lancashire CLA in care for less than 12 months achieved less well than those in care for at least 12 months - average Attainment 8 score 17.1.
- Lancashire CLA with 5 A\*- C including English and Maths was 12.3% - this was below the national average of 17.5%
- Lancashire CLA with no SEN achieving 5 A\*-C was in line with the national average for this group - 18.6%

### **Key points: comparing 2016-17 group with 2015-16 group of KS4 CLA:**

- Increase of 0.3% of pupils achieving equivalent of 5 A\*- C including English and Maths.
- CLA achieving 5 A\*- G, including English and Maths remains at same level – 30%.
- It is considered that GCSE examinations were more challenging in 2017 due to the reduction in course work, more challenging courses and a raising of the threshold to achieve the equivalent of a C grade. The return to a final examination for the majority of GCSE courses can be seen to disadvantage pupils with the profile of many looked after children i.e. Special educational needs, emotional and mental health issues, changes of school. Content is more challenging; exam papers themselves are less structured/more difficult (e.g. particularly in the language demands of understanding the questions in the first place and the length of some papers); all exams are now 'terminal' with pupils required to remember the whole course for the exams at the end of the course, rather than modular tests when finishing a topic; non-exam aspects have been drastically reduced (i.e. very little teacher assessed coursework/controlled assessment remains (only remaining in art and performing arts subjects, technology subjects, languages and media studies)

– subjects like geography and science have replaced controlled assessment by requiring practical work to be carried out during the course, then ask questions in the written exam testing pupils' recall and understanding of these a long time after the activity itself. In short: harder content, increased literacy demands and increased reliance on memory/recall are the main challenges.

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