

Education Scrutiny Committee
Meeting to be held on 12 March 2013

Electoral Division affected: All

Children in Care – Educational Progress

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Executive Summary

This report provides updated information on the educational achievement and progress of Lancashire's Children Looked After (CLA) both within Lancashire, and those educated outside Lancashire, as measured by performance in National Curriculum Key Stage attainments and GCSE results in Summer 2012.

The attainment data demonstrates comparative performance with other authorities, and with attainment in previous years.

In some of the measures the attainment of Lancashire CLA has improved significantly in 2012.

The report highlights the successful and effective strategies which have led to this improvement, and also indicates some of the 'barriers' to attainment for CLA which we continue to address.

Recommendation

The views of the Committee are requested in relation to the information set out in the report.

Background and Advice

At the Education Scrutiny Committee Meeting on 12 March 2012, a report was presented in response to issues raised by members of the Committee in relation to the monitoring of progress of Children Looked After in Lancashire.

After consideration of the report the Committee decided to invite the Head of Virtual School to attend the Committee in 12 months time, to report on the effectiveness of the new procedures and strategies now in operation in relation to improving CLA educational progress.

Currently there are 1462 children looked after for whom Lancashire is responsible. This number has risen by 132 since March 2012. 394 children are below school age, 870 children and young people are of statutory school age, that is from age 4 to 16, and a further 198 young people aged 17 and 18 are in care.

There are 647 schools in Lancashire. Of these 276 (43%) have children looked after on roll. There are also approximately 290 CLA educated in schools and colleges outside of Lancashire, but who remain the responsibility of Lancashire Authority.

Levels of Attainment 2012

Key Stage 1 (CLA aged 5 - 7 years)

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 the Personal Education Plan Support Allowance (PEPSA) was utilised to fund educational support for any CLA in Years 1 and 2. This 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 (PEPSA) 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
- 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 no/few placement moves
- Working together with Social Care, Pupil Teams and Schools to ensure that Key Stage 1 pupils had no/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 Personal Education Plan Support Allowance (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 16 years)

% 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%

National Indicator

% 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%

National Indicator

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

- 11 Pupils with SEN not entered for any GCSEs

Lancashire CLA Key Stage 4 :						
	Total Cohort		Ed. In Authority		Ed .Out of Authority	
Number of School Placements attended during KS4 (source: ISSIS))						
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 their 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: ISSIS)						
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 ISSIS)						
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. For example: 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 (Children and Adolescent Mental Health Services)						
21	23%	17	24%	4	17%	

Analysis:

- 23% of all Key Stage 4 CLA are involved with CAMHS. This cohort of CLA is 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

- **Rigorous tracking and monitoring of CLA progress** by Virtual School Educational Consultants. The Educational Consultants undertake monthly tracking across all Residential Children's Homes, Secondary Schools and Colleges, and CLA Teams across Lancashire to ensure that all professionals involved with CLA are aware of their responsibilities and are made accountable. This also provides a triangulation of support for every CLA.
- **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. For example: 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 schools, services and agencies to work together to ensure the very best outcomes for CLA.
- **Training for Designated Teachers** for CLA in Secondary Schools, Short stay Schools and Special Schools was prioritised and promoted. 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.
- **Training for School Governors:** 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 ensure Governors are informed of their responsibility for monitoring the progress of CLA on roll at their school.

- **Training for Children's Social Care Teams, Independent Reviewing Officers, Foster Carers and Residential Care workers**

A one day Conference ' Working together to ensure the Educational Success of CLA' was delivered to Foster Carers/Residential Workers/Social workers on 10 December 2012. The aim of the Conference was 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.

- **Personal Education Plans (PEP) Training** (re procedures and protocols) for Social workers, Independent Reviewing Officers, Foster Carers, Residential Care Workers, 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, 'evidence based' interventions and expected outcomes. The 'quantity' of PEPs completed in a timely manner, and the 'quality' of PEPs is monitored monthly by the Virtual School, and both are improving.

From September 2013, PEP educational targets will be set by the designated teacher for CLA in school to ensure that their educational targets are appropriate and achievable yet aspirational. Training for writing effective PEPs began in January 2013 and will continue throughout the Spring and Summer Terms 2013.

- **Prioritising Funding Streams for CLA:** Lancashire has generously funded Personal Education Plan Allowances (PEPSAs) of up to £600 for any CLA who is identified as underachieving. This has ensured that CLA are not educationally disaffected or disadvantaged. This year Personal Education Support Allowances have supported 496 x CLA who were underachieving, assisting them in 'plugging the gaps ' and 'catching up' on essential skills i.e. Literacy and Numeracy. For example: 1 to 1 tuition, small group work, ICT learning packages.

However, challenging schools and colleges to utilise the funds they have available for CLA in more creative and pragmatic ways has also been a priority this year. For example, Schools have: £600 Pupil Premium (£900 from 1 April 2013), £1200 above other children, and SEND funding (if required) up to the first £10,000. This work is being very effectively supported by the Area Champions Groups, and OFSTED inspectors now enquire of schools how this funding has been effectively used to improve the education of their CLA .

- **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.

- **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
- **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 or Training 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 are continuously improving in relation to reaching their individual educational targets and potential. Underachievement is now being identified quickly, via school assessments, 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 2 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 encouraged 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 impact on the CLA results for 2013.
2. **Joint Working (and Training):** Children's Social Care Teams, Foster Carers and Residential Care Workers, Child and Adolescent Mental Health Services, Young Peoples Services, Young Offenders Teams, Special Educational Needs Teams, Pupil Access Teams, Educational Psychologists, Schools, the Virtual School, the Corporate Parenting Board, and now the Working Together With Families Project must continue to work together to achieve the best outcomes for Lancashire CLA in promoting the very best educational opportunities for individual young people who are looked after.

Consultations

N/A

Implications:

This item has the following implications, as indicated:

Risk management

The progress of Lancashire's children in care is monitored annually. There are 3

National Indicators detailing the attainment of children in care. These are:-

- National Indicator 99 – the percentage of children in care attaining Level 4 and above in English at the end of Key Stage 2.
- National Indicator 100 - the percentage of children in care attaining Level 4 and above in Maths at the end of Key Stage 2.
- National Indicator 101 - the percentage of children in care attaining 5 or more GCSEs at grades A*-C, including English and Maths at the end of Key Stage 4

Should the Local Authority not meet targets set for these indicators, the inspection reports could be critical.

**Local Government (Access to Information) Act 1985
List of Background Papers**

Paper	Date	Contact/Directorate/Tel
N/A		
Reason for inclusion in Part II, if appropriate		
N/A		