

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
2012-2013**

Virtual school for Children Looked after
(DFE validated results received Dec 2013)

CHILDREN LOOKED AFTER RESULTS 2013

KEY STAGE 1(CLA aged 5 -7years)

There were 40 children in Lancashire's 2013 cohort.

% achieving at least Level 2 – England

	2008	2009	2010	2011	2012	2013
Reading	57%	58%	58%	59%	67%	69%
Writing	50%	52%	51%	52%	57%	61%
Maths	62%	65%	62%	63%	71%	71%

% achieving at least Level 2B+ - Lancashire

	2008	2009	2010	2011	2012	2013
Reading	40%	58%	59%	60%	62%	59%
Writing	43%	50%	56%	53%	58%	49%
Maths	37%	65%	71%	67%	76%	77%

Analysis

Key Stage 1

SUCCESSFUL STRATEGIES :

- Key Stage 1 Maths and English were both prioritised for intensive support and PEPSA funding during 2011-2012 and 2012-2013 , for Years 1 and 2 however, it seems clear that greater emphasis needs to be made for improving the writing skills as compared to National figures, children in Lancashire are not doing as well.

- 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 2012-2013 for Reception & Year 1 and Year 2 pupils, ensuring 'readiness for learning '
- Continued Training for Designated Teachers for CLA in Primary Schools was prioritised and promoted (Many DT in Primary Schools are the Head teacher or Deputy head teacher, and 'actively' promote the education of CLA .)
- Educational Training / Mentoring for foster carers promoted via Foster Carer Network meetings
- Key Stage 1 pupils had few placement moves &Key Stage 1 pupils had few school moves

KEY STAGE 2 (CLA aged 8 to 11 years

% achieving at least Level 4 – England

	2009	2010	2011	2012	2013
Mathematics	47%	47%	52%	56%	59%
Reading	59%	54%	59%	64%	63%
Writing				51%	55%
Grammar, Punctuation & Spelling					45%

There were 40 children in the Lancashire cohort in 2013

% achieving at least Level 4 – Lancashire

	2009	2010	2011	2012	2013
Mathematics	46%	45%	43%	53%	52%
Reading	48%	43%	52%	57%	60%
Writing				45%	48%
Grammar, Punctuation & Spelling					48%

Analysis

Key Stage 2

Results show that the performance of looked after children continues to rise at Key Stage2 however, a priority for 2013-14 appears to be a focus on Maths as this result is less than predicted.

- Key Stage 2 pupils had few placement moves
- Key Stage 2 pupils had few school moves

SUCCESSFUL STRATEGIES

- Key Stage 2 Maths and English were both prioritised for intensive support and PEPSA funding during 2011-2012 and 2012 -2013 , particularly for both Year 6 and Year 5 , 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 .
- Training for Designated Teachers for CLA in Primary Schools was prioritised and promoted. (Many DT in Primary Schools are the Head teacher or Deputy head teacher, and 'actively' promote the education of CLA .)
- Educational Training / Mentoring for foster carers promoted and delivered at Foster Carers network meetings

AREAS OF DEVELOPMENT THROUGHOUT 2012 -2013

- Continued priority was given to Reading and English
- Further preparation for High School was prioritised via CLA Year 6 /Year7 accessing Summer Schools
- CSC has continued to increase placement stability.
- The virtual School and CSC have worked together with Pupil Access Team to ensure that all CLA remain at one school throughout their primary years.

KEY STAGE 4 (Year 11- aged 16years)

% achieving - England

	2009	2010	2011	2012	2013
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%	37.8%
5 GCSE grades A*-C inc Eng + Maths		9%	11.6%	12.8%	15.7%
A-C in English and Maths	11.5%	13.1%	14.2%	15.4%	16.7%

There were **85** young people in the Lancashire cohort in 2013

% achieving – Lancashire

COMPARISON OVER TIME

	2009 (95 pupils)	2010 (95 pupils)	2011 (85 pupils)	2012 (95 pupils)	2013 (85 pupils)
1 GCSE grades A*-G	78%	84.5%	72.1%	81%	74%
5 GCSEs grades A*-G	49%	57.7%	51.2%	45%	48%
5 GCSEs grades A*-C	22%	31%	27.5%	34.4%	28.2%
5 GCSE grades A*-C inc Eng + Maths	11.5%	18.8%	11.9%	12.9%	12.9%
A-C in English and Maths	11.5%	18.8%	11.9%	14%	15.3%

Analysis :

Although 2013 results appear not to have improved from 2012, the number of pupils with a statement is 30.1% compared to the North West of 26.4% and England 28.9%.

Un-validated results using a figure of 86 pupils gave the number of children attaining 5 A*-C including English and Maths as 15%. However, this difference is due to the calculation of children having been in care for a full year. There are a number of looked after children who fall outside that count but who still achieve 5 A*-C.

Key Stage 4 : 2013

KEY STAGE 4 : 2013 ; - Detailed Data and Analysis plus comparison data for Lancashire CLA educated in Lancashire & CLA educated outside Lancashire

CLA Exam results 2013 (DFE & PEPs)						
	Lancashire CLA Key Stage 4					
(Accumulated)	Total Cohort		Ed. In Authority		Ed .Out of Authority	
	85		71		14	
1 GCSE grade A* - G	63	74%	52	61%	11	79%
5 GCSE grades A*-G	41	48%	35	41%	6	43%
5 GCSE grades A*-C	18	34.4%	14	19%	5	22%
5 GCSE grades A*-C incl Eng & Maths	11	12.9%	8	11%	3	21%
A-C in English and Maths	13	15.3%	9	13%	4	29%
*SEN pupils not entered for GCSE	10	11%	8	11%	2	9%

Analysis :

- Because of the far lower numbers of children educated out of authority, the percentage comparison will always appear better. There is no real evidence to show that the pupils educated out of authority have greater advantages than those educated within Lancashire.
- There is a larger % of pupils within Lancashire that attend PRU's than out of county.

Lancashire CLA Key Stage 4						
	Total Cohort		Ed. In Authority		Ed .Out of Authority	
Attendance						
95%-100%	54	64%	43	60%	11	78%
80% - 94%	15	18%	14	20%	1	1%
Less than 79%	8	9%	6	7%	2	2%
No statistics available	8	9%	8	11%	0	0

Analysis:

Compared to last year there is a reduction in the number of children with less than 79% attendance, but the % for those achieving more than 80% remains the same.

Lancashire CLA Key Stage 4 :						
	Total Cohort		Ed. In Authority		Ed .Out of Authority	
Special Educational Needs: (Source : Impulse)						
With a Statement	30	35%	26	37%	4	28%

Analysis :

- 49 of the 85 pupils (58%) had identified Special Educational Needs(SEND)
- 13 Pupils with SEN (15.3%) not entered for any GCSEs, 10 attending Special Schools
- Those with a statement is 10% higher than last year

Behavioural Emotional and Social Difficulties x 13	Moderate Learning difficulties x 10	Severe Learning Difficulties : x 2	Behavioural Emotional and Social Difficulties PLUS Moderate Learning difficulties :x 5	Physical Disability x 1	Autistic Spectrum Disorder or Complex Difficulties x 2
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Lancashire CLA Key Stage 4 :						
	Total Cohort		Ed. In Authority		Ed .Out of Authority	
Types of Educational Provision (Source : ISSIS)						
Mainstream	54	64%	45	53%	9	64%
Special School	22	26%	17	20%	5	36%
Alternative Provision	9	11%	9	11%	0	
Removing Special Schools from exam analysis						
5 A*-C 's of children not in a special school	18 of 63	29%	14 of 54	26%	4 of 9	44%
5 A*-G's of children not in special school	38 of 63	60%	31 of 54	57%	5 of 9	56%
At least 1 A*- G's of children not in special school	54 of 63	68%	45 of 54	83%	9 of 9	100%
5 A*-C incl Maths & Eng. For children not in a special school	7 of 63	13%	8 of 54	10%	3 of 9	33%

Analysis :

- 36% of Lancashire children who are looked after were in Special Schools or Alternative Provision and only one of those pupils achieved 5 A*-C including English and Maths.
- Statistics appear to show that a child being educated at an out of county provision other than special school, stands more chance of achieving 5 A*-C. However, there are many factors that must be considered and statistics like these can vary year on year depending on the cohort, previous levels, attendance and how much education has been missed.

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	11	13%	11 of 71	15%	0 of 14	
2 schools	31	36%	29	41%	2 of 14	14%
More than 2 schools	43	51%	31	44%	12 of 14	86%

Analysis :

- 51% 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 last year and they indicated that instability 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	49	58%	39	55%	10	71%
Residential Care	29	34%	26	37%	3	21%
Placed with Parents	7	8%	6	8%	1	7%

Analysis :

- There is a significant need for training for foster carers re : Championing the Education of CLA.
- Foster Carers and residential workers also informed us of their lack of knowledge in relation to the Education System ie SEND protocols and procedure(yet 58% 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 ISSS)						
1-3	36	42%	32	45%	4	29%
4 – 6	27	32%	24	34%	3	21%
More than 6	22	26%	15	21%	7	50%

Analysis:

- 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. i.e. How many of the CLA starting a Higher education course in 2011, remain at University in 2013.

SUCCESSFUL STRATEGIES IMPLEMENTED

- Maths and English A-C were both prioritised for intensive support (1 to 1 teaching) and PEPSA funding during 2012-2013 for Year 11, and this appears to have 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
- Training for Designated Teachers for CLA in Secondary Schools, Short stay Schools and Special Schools was prioritised and promoted.
- Reading and language skills promoted at Residential Children's Homes through the provision of new , up to date books , magazines , newspapers etc
- 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

IDENTIFIED AREAS FOR DEVELOPMENT FOR 2013-2014 FOR ALL CLA / DISCUSSION

1. Personal Education Plans :

Background :

- Quantity completed : 69,6% (Jan 2014 based on data from EPEP system) completed within time limits (biannually) . However twice yearly, is not in line with schools assessing and reporting mechanisms – the PEP may needs to be reviewed termly
- The Virtual School together with Children's Social care have agreed an Action Plan (December 2013) to raise the profile of PEPs and increase the % completed and maintained up to date, and increase the quality- the new target is 85%
- The introduction of a new data system- Liquid Logic-from April 2014 – provides a new PEP framework, which it is hoped will increase the number of PEPs instigated. The format also increases the focus on educational targets and evaluation.
- A new PEP protocol is to be drafted and agreed with amended guidance for Social Workers and schools.

- Revised training programme to be delivered to Senior Designated Teachers and Social Workers- with focus on new social workers.
- School Advisers to explore if PEPs are completed as part of their challenge to schools.

2 Designated Teachers for CLA

- The DT for CLA in secondary schools is not always a senior member of staff with the 'clout' to actively promote the education of CLA within the school ie funding .
- In many Primary Schools , the role of Designated Teacher for CLA is frequently undertaken by the headtaecher (who will ensure that the CLA's needs are effectively met) .
- However , this is rarely the case in secondary schools , where the role of the Designated teacher is often not a member of the senior Management Team
- School Governors rarely receive a Report from the Designated Teacher for CLA, even though this is a statutory requirement

3. CAMHS Involvement

- Mental Heath issues are effecting 45% of CLA attendance and achievement in school.
- Emotional Health of CLA : (Source DFE -2013)

% 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 : 71%	14	50%	12%	38%
Lancashire : 82%	13.5%	53%	13%	34%

- A score of under 14 is considered normal, 14-16 is borderline cause for concern and 17 or over is cause for concern

4. CLA convicted or subject to Final Warning or Reprimand

England : 6.9% (2012) 6.2% (2013)	Lancashire 8.7% (2012) 5.9% (2013)
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5. CLA involved in substance misuse .

England : 4.1% (2012) 3.5% (2013)	Lancashire : 5,2% (2012) 3.8% (2013)
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6. CLA position at end of Key Stage 4 (Year 11) (no figures yet for 2013)

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

Summary :

To use OFSTED criteria , the Virtual School is 'good' , with all CLA making good to very good progress and improvement in most areas .

However , there are also **areas for improvement** :-

- TRAINING** : It appears that 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 education for CLAs. They are the frontline corporate parents for this vulnerable group of CYP, 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. This now needs to be rolled out across the county.
- 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 ie 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.
- JOINT WORKING** : CSC , CAMHS, WTWTF, YPS and other services need to work together to achieve the above in promoting the education of CLA . Joint training is required ; for staff within services , and for stakeholders / clientele .