

**Education Scrutiny Committee**  
Meeting to be held on 1<sup>st</sup> November 2011

Electoral Division affected: All
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**Children in Care – Progress on Attainment**

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**Executive Summary**

The report provides information on the attainment of children in care in Lancashire, as measured by performance in National Curriculum Key Stage tests and GCSE results in summer 2011.

The attainment data shows comparative performance with other local authorities, and with attainment in previous years. In most of the measures the attainment of children in care in Lancashire has improved , but it is well below the level of attainment of children generally. The report also indicates some of the reasons for low attainment by children in care and outlines the arrangements for monitoring and for providing support in order to raise attainment.

**Recommendation**

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

**Background and Advice**

In previous years the County Council has had to collate the results regarding the attainment of children in care in Lancashire and send them to the Department for Education. This is the first year the DfE has collected the data for each Authority centrally, using Unique Pupil Numbers. The DfE results differ slightly from our own data.

The DfE have introduced a "time band" for results at Key Stage 1, 2 and 4. This means that not all results are collected, only those children who have been in care on or before 1<sup>st</sup> April 2010 and were still in care on 31<sup>st</sup> March 2011.

For next year's results, the cohort will be those children who were in care on 1<sup>st</sup> April 2011 and are still in care on 31<sup>st</sup> March 2012.

## Level of attainment compared to National Figures - Key Stage 1

There were 41 children in the cohort.

### % achieving at least Level 2 – England

	2007	2008	2009	2010	2011
Reading	55%	57%	58%	58%	
Writing	51%	50%	52%	51%	
Maths	64%	62%	65%	62%	

### % achieving at least Level 2 - Lancashire

	2007	2008	2009	2010	2011
Reading	62%	40%	58%	59%	
Writing	62%	43%	50%	56%	
Maths	62%	37%	65%	71%	

### Children educated in Schools outside Lancashire

- 7 children were educated in schools outside the authority

### Children educated in Lancashire Schools from another authority

- 34 children were educated in Lancashire schools

### SEN

- 19 children of the 41 in the cohort were identified as having Special Educational Needs (46.34%)
- 12 children were at School Action stage (29.26%)
- 1 child was at School Action Plus stage (2.43%)
- 6 children had statements of SEN (14.63%).

### Gender

- 22 boys, 19 girls
- Boys – 10 attained level 2 in reading and writing, 12 attained level 2 in maths.
- Girls – 12 attained level 2 in reading and writing, and in maths.

### Ethnicity

- white British (20 attained level 2 in reading, 20 attained level 2 in writing, and 22 attained level 2 in Maths)
- 2 Pakistani (both attained level 2 in reading, writing and maths).

### Analysis : Key Stage 1 Results

- The trend in reading, writing and maths is up.
- Lancashire's results in 2011 surpass the results for England in all three areas.
- Girls do better than boys.
- Children from ethnic minorities, while small in number, have performed well.
- Children educated in Lancashire's schools have performed well in comparison to those educated outside Lancashire.

## Key Points

- Personal Education Allowances have ensured that KS 1 pupils have received extra tuition/ social skills work when educational needs have been effectively identified .
- ACERS Primary Early Intervention Teams have provided effective support to children in care who are at risk of exclusion/BESD
- ACERS/Educational Consultants networking with IDSS and Educational Psychologists has effectively supported children in care who are experiencing SEN issues
- Effective Designated Teacher Training in all areas .

## Action

- Above actions need to continue
- Training required for Teaching Assistants in school in relation to meeting the needs of children in care ( via Designated Teacher / Educational Consultants )
- Ensure effective and detailed PEPs available for all children in care , and that PEPs are effectively monitored and evaluated.
- More effective monitoring of children educated outside the authority

## Level of attainment compared to National Figures - Key Stage 2

There were 71 children in the cohort.

### % achieving at least Level 4 – England

	2007		2008		2009		2010		2011
English	46%		46%		44%		45%		
Maths	43%		44%		46%		44%		
Science	59%		60%		62%		53%		

### % achieving at least Level 4 – Lancashire

	2007		2008		2009		2010		2011
English	40%		45%		44%		53%		
Maths	42%		32%		44%		47%		
Science	60%		47%		49%		53%		

The target set for Key Stage 2 results was 57% for level 4 or above in English and 53% for level 4 and above in Maths.

### Key Stage 2 Children Educated in Schools Outside Lancashire

- 13 children were educated in schools outside of the Authority (2 out of 13 children educated out of Lancashire had some degree of SEN (15.38%)

### Key Stage 2 children from another authority educated in Lancashire Schools

- 58 children were educated in Lancashire's schools (39 from 58 children educated in Lancashire's schools had some degree of SEN (67.24%).

## **SEN**

- 41 children of the 71 in the cohort had been identified as having Special Educational Needs (57.74%),
- 10 children were at School Action stage (14.08%),
- 6 children were at School Action Plus stage (8.45%),
- 25 children had statements of SEN (35.21%).
- 12 children were educated in Special Schools (16.90% of the cohort).

## **Gender**

- 47 boys, 24 girls
- Boys – 21 attained level 4 in English, 22 level 4 in Maths, 23 level 4 in Science.
- Girls – 13 attained level 4 in English, 9 level 4 in Maths, 12 level 4 in Science.

## **Ethnicity**

- 70 white British (33 attained level 4 in English, 30 attained level 4 in Maths and 34 attained level 4 in Science)
- 1 Pakistani (attained level 4 in English, Maths and Science)

## **Analysis : Key Stage 2 Results**

Note :The DfE results include schools which administered SAT exams, approximately 40% of Lancashire's schools boycotted the SATs.

- The percentage of children attaining at least Level 4 in English has improved considerably ( almost 10 %). However , the percentage of children ( particularly girls) attaining Maths Level 4 has reduced . Science results have remained the same, remaining at approximately 50% of the cohort ..
- However , Lancashire's results in 2010 surpass the results for England in English and Maths, and for Science the results are the same.
- The percentage of children in care with statements of SEN is very high in comparison to the overall percentage of Lancashire pupils who have statements.
- Children from ethnic minorities, while small in number, have performed well.
- Children educated in Lancashire's schools have not performed as well as those educated in schools outside Lancashire. However the number of children in Lancashire's schools with SEN is four times greater than children in schools outside Lancashire.

## **Key Points**

- Personal Education Allowances have ensured that Key Stage 2 children in care have received extra tuition , particularly when underachievement in Literacy / English has been effectively identified .
- ACERS Primary Early Intervention Teams have provided effective support to children in care who are at risk of exclusion/ BESD
- ACERS/Educational Consultants networking with IDSS and Educational Psychologists has effectively supported children in care who are experiencing SEN issues
- Effective Designated Teacher Training in all areas .

## Action

- Above actions need to continue
- Prioritise girls underachievement in Maths
- Prioritise pupils underachievement in Science
- Prioritise and promote support for Year 6 children prior to SATs and to support transition to high school .
- Prioritise children in care with SEN
- Ensure all Educational psychologists are aware of Year 6 Children in Care in every school
- Training required for Teaching Assistants in school in relation to meeting the needs of children in care ( via Designated Teacher / Educational Consultants )
- Ensure effective and detailed PEPs available for all children in care , and that PEPs are effectively monitored and evaluated.
- More effective monitoring of children from outside the authority educated in Lancashire schools

## Level of attainment compared to National Figures - Key Stage 4

- There were 98 young people at Key Stage 4
- 86 in the cohort below  
(7 young people have attained alternative qualifications, 5 either Entry Level or P Scales)

### % achieving - England

	2007	2008	2009	2010	2011
1 GCSE grades A*-G	63%	66%	68%	72.5%	N/A
5 GCSEs grades A*-G	43%	43%	44%	50.6%	N/A
5 GCSEs grades A*-C	13%	14%	14%	26.1%	N/A
5+A*-C inc Eng + Ma			9%	11.6%	N/A

### % achieving - Lancashire

	2007	2008	2009	2010	2011
1 GCSE grades A*-G	70%	70%	78%	84.5%	72.1%
5 GCSEs grades A*-G	50%	45%	49%	57.7%	51.2%
5 GCSEs grades A*-C	10%	13%	20%	30.9%	18.6%
5+ A*-C inc Eng + Ma		8%	12%	18.6%	10.5%

The target for Key Stage 4 results was 18% : 5 or more grades A\*-C including English and Maths.

## SEN

- 54 young people of the 98 in the cohort had been identified as having significant Special Educational Needs (55.10%)
- 12 young people were at School Action stage (12.24%),
- 9 young people were at School Action Plus stage (9.18%)
- 34 young people had statements of SEN (34.69%).
- 10 children were educated in Special Schools (10.20%) of the cohort).

## Gender

53 boys, 33 girls

- 6 boys and 3 girls attained 5+ GCSEs at grades A\*-C including English and Maths.
- 8 boys and 8 girls attained 5+ GCSEs at grades A\*-C.
- 26 boys and 18 girls attained 5+ GCSEs at grades A\*-G.
- 36 boys and 26 girls attained 1+ GCSE at grades A\*-G.

## Ethnicity

- 81 White British (15 attained 5+GCSEs at grades A\*-C)
- 1 White Black Caribbean (attained 5+GCSEs at grades A\*-C)
- 1 White Black African (attained 5+GCSEs at grades A\*-C)
- 2 Pakistani (1 attained 5+GCSEs at grades A\*-C)
- 1 Other White Background (no qualifications attained)

## Type of Placement

- 35 young people of 98 were placed in residential units (35.71%).
- 63 young people were placed with foster carers.(62.29%)

	Residential Unit	Foster Carer
1+ A-G	19	43
5+ A-G	10	34
5+ A-C	2	14
1+ A-C inc E+M	4	17

## Key Stage 4 Young People Educated in Schools Outside Lancashire

19 young people were educated in schools out of the Authority (67 young people were educated in Lancashire's schools).

	In Lancs school	Out of Lancs school
1+ A-G	77.6%	52.6%
5+ A-G	53.7%	42.1%
5+ A-C	22.4%	5.3%
5+ A-C inc E+M	11.9%	5.3%

## Residential Visits to University

- Of the 12 young people who attended the residential visit to the University of Central Lancashire, 11 attained 5 or more GCSEs at grades A\*-C including English and Maths (91.66%).

## **Personal Education Allowances**

- Of the 17 young people who attained 5 or more GCSEs at grades A\*-C plus English and Maths , 10 were supported through Personal Education Allowances (58.82%).
- Of the 24 young people who attained 5 or more GCSEs grades A\*-C, 16 were supported through Personal Education Allowances (66.66%).
- Of the 52 young people who attained 5 or more GCSEs at grades A\*-G, 36 were supported through Personal Education Allowances (69.23%).
- Of the 72 young people who attained 1 or more GCSE at grades A\*-G, 45 were supported through Personal Education Allowances (62.5%).

## **Key Points: Key Stage 4**

- The attainment results for Key Stage 4 children in care, in all 4 categories have decreased in 2011.
- Of the 86 young people in the cohort 62 have attained at least 1 GCSE at grades A-G. A further 7 young people have attained alternative qualifications, either Entry Level or P Scales.
- The percentage of young people with statements of SEN is very high in comparison to the overall percentage of pupils who have statements: 44 of the 98 cohort has Statements of SEN / attended Special School and were not predicted to attain 5 or more GCSEs.
- Girls have performed marginally better than boys except in the category of -5 GCSE including English and maths
- Young people from ethnic minorities, while small in number, have performed well.
- Young people educated in Lancashire's schools have not performed as well as those educated outside Lancashire.
- Young people placed in foster homes have performed better than young people placed in residential units.
- Young people who attended the residential visit to UCLAN all performed well in their GCSEs.

## **Action Points**

- Prioritise English and Maths GCSE for PEA support ( particularly girls )
- Virtual School Educational Consultants and schools to identify , monitor and support CiC students at risk of underachieving ; and identifying and addressing emotional and social issues which may act as barriers to learning.
- PEA funding will focus on the provision of extra support in GCSE subjects.
- Virtual School staff to work with Residential Unit staff to prioritise educational attainments for young people at Key Stage 4 .
- Educational Consultants to investigate the possibility of further residential visits to universities for Year 11 students

- The above results, key points and action point to be prioritised in forthcoming Designated Teacher training.

### **Barriers to attainment**

- 70% of children in care are in care as a result of abuse or neglect. Many have experienced traumatic family lives prior to coming in to care, and as a result may be experiencing emotional, social and behavioural issues, which require significant support
- 29.5% of secondary children in care in Lancashire have Statements of Special Educational Need, against 3% of all children in Lancashire's schools. The majority of these statements are to address Emotional, Social and Behavioural Difficulties, particularly attachment issues
- Children in Care :
  - Often move school (often several times) due to family issues, change of foster placement; disrupting their education
  - Often do not have the benefit of an engaged parent (carer) ensuring a good education for their child.
  - Often exhibit particular traits which limit their capacity to learn when in school.
  - Often confronted by stereotypes – the belief that children in care are not successful and cannot be successful.

### **Monitoring and Support for Children in Care**

- Every school in Lancashire has a Designated Teacher for children in care (a statutory requirement from 1<sup>st</sup> September 2009). It is the responsibility of the designated teacher member of staff to support and monitor the progress of each child who is in care at the school.
- Lancashire's Virtual School for Children in Care was created in 2008 (previously the Education of Looked After Children Team). The Virtual School team consists of Virtual School Headteacher / Manager, 4 Full Time Education Consultants, and a Business Support Officer. The main purpose of the team is to support and monitor the children's progress.
- Each School Adviser checks the progress of children in care during termly visits to the school.
- The school's link Educational Psychologist will also discuss the progress of any children in care during their termly visit to the school
- The Corporate Parenting Board monitors and evaluates educational progress and attainment of children in care

### **Improving Educational Attainment Outcomes for Children in Care :**

#### **1. Improving monitoring, evaluation and accountability**

- Virtual School Team have a detailed action plan which includes:
  - Improving data management including tracking and monitoring;
  - Improving the quality of provision;
 (This is to be reviewed and improved by December 2011)



- The Electronic Personal Education Plan (EPEP) is in place for all children in care and is very robustly monitored to ensure all children in care are fully supported and have the opportunity to participate in their educational plans
- Exclusions have been monitored and intervention has taken place where appropriate
- Attendance is robustly monitored
- Pupil progress has been monitored through the Virtual School team

## **2. Intervention and Support**

- A £500 Personal Education Allowance is available for each child in care who is under achieving. This is funded from the Care Matters Grant. This grant has provided :
  - Individual educational support for pupils including 1-1 tuition at Key Stage 2 and GCSE tuition at Key Stage 4.
  - Laptops and wireless internet connections have been provided for all children in care in Years 7 to 13.
  - A website for children in care to access to support their learning has been created - <http://vle.webed.lancsngfl.ac.uk>.
  - For those young people in care who go to university, Lancashire pays all Tuition Fees, all Accommodation Fees, and awards an annual Bursary. (Student Services)
  - Residential taster sessions for young people in care have taken place at the University of Central Lancashire (Preston) and Lancaster University.
  - Training on Maths support has been provided at Key Stage 2.
- ACERS short stay schools are now supporting and advising on any children experiencing emotional , social and behavioural difficulties within Lancashire mainstream schools

## **3. Training :**

- A comprehensive training programme is provided for Designated Teachers.
- EPEP Training is provided for social workers.
- Training for carers on educational issues is taking place.
- Advice and support from Virtual School Educational Consultants is available at all times , for schools , social workers , educational psychologists , and children in care .

## **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
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N/A

Reason for inclusion in Part II, if appropriate

N/A