

**Education Scrutiny Committee**  
Meeting to be held on 13<sup>th</sup> March 2012

Electoral Division affected: All
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**Children in Care – Educational Progress**  
(Appendix A refers)

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**Executive Summary**

This report provides updated information on the educational achievement and progress of Children Looked After (CLA) in Lancashire.

**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 1<sup>st</sup> November 2011, a report was presented in relation to the attainment of children in care in Lancashire, as measured by performance in National Curriculum Key Stage tests and GCSE results in summer 2011. During consideration of the report a number of issues were raised by members of the Committee in relation to the monitoring of progress of CLA and the ACERS Manager/ Head of Virtual School was invited to attend the next meeting in order to provide an update.

Since the last meeting the educational progress of CLA has been inspected as part of the OFSTED Inspection of Safeguarding and Children Looked After : 23/01/12 to 03/02/12 review.

At the time of writing, the OFSTED Inspection Report has not yet been published, however, the Virtual School Headteacher was informed during feedback that the work of the Virtual School was considered to be good. It is hoped that a more detailed response will be received in due course so that a comprehensive verbal update can be given at the meeting on 13<sup>th</sup> March 2012.

A copy of the Virtual School's Continuous Improvement Plan 2012-2013 is attached as Appendix 'A' for the information of the Committee.

## Update

**Question 1 - There has been a reduction in the percentage of CLA at Key Stage 2 – Year 6 and Key Stage 4 –Year 11 achieving national attainment targets . Why is this?**

### Response

The above question was also raised by the inspectorate in their recent inspection of safeguarding and CLA. There is a reduction when compared to the previous academic year and this is due to the fact that there is a higher proportion of children within the Key stage 2 and Key stage 4 cohorts with Statements of Special Educational Needs:

Key Stage 2 : Year 6

-2010 - 10 (of 98) : (10.2%) of cohort  
-2011 - 18 (of 45) : (32.72% of cohort

Key Stage 4 : Year 11

-2010 - **29%** of the cohort had SEN statements  
-2011 - **57.5%** of the cohort had SEN statements

However , **all CLA with SEN statements** made very good progress

### Progress of all Children Looked After with SEN Statements: Key Stage 2

<b>CLA :SEN : Key Stage 2</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
SEN pupils making good progress from individual baseline ie PIVATS, P-scales	66.7%	87.5%	60%
SEN pupils not making progress From individual baseline	33.3%	12.5%	40%

Priority had been given to supporting pupils at Key Stage 2 at risk of underachieving in writing and reading in 2010/2011 via Virtual School and Personal Educational Plan support . We now need to refocus on supporting SEN Pupil with Maths

### Progress of all Children Looked After with SEN Statements : Key Stage 4

<b>CLA: SEN: Key stage 4</b>	<b>ENGLISH</b>	<b>MATHS</b>
SEN pupils making good progress from individual baseline	87%	78.3%
SEN pupils not making progress From individual baseline	13%	21.7%

In 2010-2011; priority had been given to supporting Key Stage 4 : Year 10 and 11 pupils at risk of underachievement in English and maths in 2010/2011 via Virtual School and PEP support

- 2010 -2011 Fischer Family Trust predicted 9% of cohort would attain 5 + GCSE including English and Maths. The result was actually 12.2%.
- Alternative qualifications were highlighted to designated teacher for CLA as more appropriate for some CLA.

2011 -2012 the Fischer Family Trust predicts that 15% of the present cohort will attain 5 + GCSEs including English and Maths . However this is always dependent upon the stability of the cohort

In 2010-2011 priority had been given to supporting Key Stage 4 : Year 10 and 11 pupils at risk of underachievement in English and maths in 2010/2011 via Virtual School and Personal Education Plan support

However, CLA placements stability is crucial in ensuring that CLA make progress. Too often, when CLA are moved placement, they also have to move school. These moves can be very distressing and traumatic for CLA unless they are very effectively managed. Consequently, CLA placement stability is an area the Corporate Parenting Board is effectively challenging.

Many of our CLA have considerable emotional and social difficulties due to the traumas they have often experienced. These difficulties can affect CLA educational life chances if not identified and addressed early. A more structured and analytic Electronic Personal Education Plan (E-PEP) will ensure that any difficulties are addressed quickly

**Question 2: The report focuses only on the attainment of CLA at Key Stage 2 – Year 6 and Key Stage 4 –Year 11. This is only a small cohort of all CLA .What of the progress of all other CLA, particularly those with SEN?**

**Response:**

At present the attainments and achievements of all CLA are tracked via the young person's Electronic Personal Education Plan. Designated teachers for CLA within schools will alert the social worker if the young person is experiencing any educational difficulties, and this is included in the E-PEP.

The E-PEP is integral to the LAC Review and is monitored by the Independent reviewing Officer every 6 months. The social worker, teacher, Independent Reviewing Officer or other service may then request support from the Virtual School Educational Consultants. The Virtual School Educational Consultant will visit the school or college and attend meetings pertaining to the educational plans in place for this CLA e.g Team Around the Child Meetings and Educational Reviews to ensure the CLA is receiving the educational support they require.

The E-PEP is now under review, and in future, will ensure that pupil progress is more robustly monitored through setting of academic , emotional , social and behavioural targets with expected outcomes . This information will then be collated, to provide data re CLA attainments and achievements. This data will then be evaluated and utilised to effectively target support (via PEP Support Allowances)

### **Question 3 - Why is the data cumulative? This skews the data year on year?**

#### **Response**

The attainment data for 2010-2011 is measured by performance in National Curriculum Key Stage 2 tests and GCSE results. This is statutory reporting requirement of DfE. This provides comparative performance with other local authorities, and with attainment in previous years. However, we can now produce our own 'detailed' data to ensure we are able to prepare effective Continuous Improvement Plans and ensure progress for all CLA.

### **Question 4 - How do we know that pupils in further and higher education are making good progress?**

#### **Response**

CLA pupils in further and higher education will have a Pathway Plan ( similar to an E-PEP ) to monitor progress . See response to question 2. The Virtual School Educational Consultants also work collaboratively with the Children Looked After and Leaving Care Teams within Children's Social Care to ensure CLA receive effective support

### **Question 5 - How easy is it for CLA to be admitted to schools?**

#### **Response**

Lancashire has made CLA a priority in relation to admission procedures and protocols. CLA are given 'high' priority, (and can be placed 'above numbers' on the roll of a school) and this is constantly reinforced by the Pupil Access Team, IDSS and the Virtual School. The success of a school placement is often dependent upon the 'skilled' management of the Admission to the school or academy.

If a CLA is at risk of exclusion from a school, the Virtual School Educational Consultants would be immediately alerted , as would the Alternative and Complementary Education and Residential Service (ACERS) short stay schools and managers , to ensure timely advice and support for the CLA , the carers and the school .

### **Question 6 - How many CLA within Lancashire are from other authorities ?**

#### **Response :**

There are 149 CLA in Lancashire from other authorities. The CLA are from a diverse age range. The majority of these CLA have been placed with Independent Agencies ; in either foster care or Residential Children's Homes

### **Question 7 - How many of Lancashire's CLA are Out of County? How is their progress monitored?**

**Response**

There are 273 Lancashire CLA being educated outside Lancashire. At present the progress of CLA OOC is monitored via the PEP and the 6 monthly LAC Review. However, the Virtual School Educational Consultants also monitor the progress of this cohort of pupils via phone calls, emails and if required, visits. This is an area for improvement.

**Question 8 - How will schools moving to Academy status effect CLA ?****Response**

A school having academy status should not affect CLA. However, this situation is being closely monitored by Virtual School Educational Consultants to ensure that the school provides effectively for the CLA's educational needs, and that CLA make good overall progress.

**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**

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