

Promoting the Education of Children Looked After in Lancashire



Lancashire Virtual School for CLA

Do looked after children do well at school?

How is success measured?

The Educational Progress of Looked After Children In England: Research 2015

PUPIL CROUP-Year 11 2013	NUMBER OF PUPILS	AVE NUMBER OF GCSE 'POINTS' (6=1 GRADE)
NOT looked after or or Children in Need	622,970	340.59
Children in Need	13,599	185.14
CLA- in care for less than 12 months	1,387	149.52
CLA: in care for more than 12 months	4,849	202.41

Positive messages.

- **Looked after children do better than children in need- so being in care helps those children do better in school.**
- **Children in care for longer do better in GCSE's than those who are in care for a short time.**
- **Many young people in care improve educationally while in care.**

What can hold back looked after children?

- **Moving home placements- each change = nearly 3 points less at GCSE.**
- **Moving schools- if in KS4= 34 less points at GCSE**
- **Absence- every 10% absence= 25 points less at GCSE .**
- **Fixed term exclusions: 12 days of exclusions= up to a grade lost at GCSE.**
- **Not being in a good mainstream school.**

What makes a positive difference?

- **Stable home and school placement.**
- **Carers who see education as very important.**
- **Having the same social worker long term.**
- **Good, understanding teachers.**
- **Additional, individual support- earlier the better.**
- **High expectations.**
- **Adults and young people communicating and working together.**

How are we doing in Lancashire?

How can we do better?

2014-15 Attainment Key Stage 1

	Lancashire 2014 CLA pupils	Lancashire 2015 CLA pupils	Lancashire all pupils	England 2015 CLA pupils
Reading level 2 or above	67%	79% Increase of 12%	90%	71%
Writing level 2 or above	56%	71% Increase of 15%	87%	63%
Mathematics level 2 or above	73%	83% Increase of 10%	93%	78%

Key Stage 2

	Lancashire 2014 CLA pupils	Lancashire 2015 CLA pupils	Lancashire all pupils	England 2014 CLA pupils
Reading	65%	74% Increase of 9%	90%	71%
Writing	57%	65% Increase of 8%	87%	61%
Mathematics	61%	65% Increase of 4%	88%	64%
Reading , writing and mathematics combined L4+	43%	53% Increase of 10%	81%	52%

Key Stage 4

	Lancashire 2014 CLA pupils(80)	Lancashire 2015 CLA pupils(117)	Lancashire all pupils	England 2015 CLA pupils
5 GCSE A*-C	16.5%	18.4% Increase of 1.9%	67.4%	18.3%
5 GCSE A*-C Incl. Eng/Maths	8.2%	14.0% Increase of 5.8%	58.3%	13.8%
C + in Eng/Maths- both.	8.9%	14.9% Increase of 6%	NA	15.9%

Progress of Primary looked after children 2014-15

	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Proportion of CLA pupils whose progress is satisfactory or better	85%	83%	82%	92%	83%	75.5%	86%
Proportion of CLA pupils whose attendance is satisfactory or better	98.5%	98%	100%	98%	98%	97%	98%
Proportion of CLA pupils whose wellbeing is judged to be satisfactory or better	96.5%	92.5%	96%	96%	98%	95%	93%
Proportion of CLA pupils whose behaviour is satisfactory or better	92%	94.5%	90%	96%	98%	97%	93%
Proportion of CLA pupils who are not at risk of perm. Exclusion	100%	98%	100%	96%	100%	100%	98%

Progress of secondary looked after students - 2014-15

	Year 7	Year 8	Year 9	Year 10	Year 11
Proportion of CLA pupils whose progress is satisfactory or better	88.5%	88.5%	78%	81%	74%
Proportion of CLA pupils whose attendance is satisfactory or better	98%	83.5%	83.5%	85%	83.7%
Proportion of CLA pupils whose wellbeing is judged to be satisfactory or better	92%	88.5%	81.3%	78.5%	82%
Proportion of CLA pupils whose behaviour is satisfactory or better	92%	88.5%	86%	76.5%	78%
Proportion of CLA pupils who are not at risk of perm. Exclusion	90%	96%	91.5%	86%	93.4%

Identify strengths and needs.

- Improve education planning for looked after children- Personal Education Plans and Education Provision Map.
- Continue to track progress for every looked after child.
- Know who is having difficulties and act quickly.
- Make sure pupil premium grant is used well and that it has made a positive difference.

Individual support.

- Good teaching in a positive environment.
- 121 tuition.
- Assessments.
- On line learning packages.
- KS1 and 2 Home Reading programme.
- Emotional support.
- Information, Advice and Guidance.
- Out of school leaning activities.

Support at transition Points.

- Early Years provision.
- Starting school.
- Moving from primary to secondary school.
- Decisions for KS4 courses.
- Future after school.

Working with- and listening to- other key people.

- Children and Young People: increase involvement in planning and reviews, liaise with pupils forums, events i.e. KS4 Conference.
- Schools : training, support, information, involve school advisors.
- Social workers: training, communication, support.
- Carers: information, support, training.
- Establishing Virtual School governors.

Learning from others

- North West group of Virtual Schools.
- National Association for Virtual School Head Teachers.
- National Virtual School Conference.
- DFE project on impact of role of Virtual School and impact of Pupil Premium Grant.
- Ofsted reports.
- Research.

A story of potential not failure

Essential ingredients:

Stability: school, home, social worker.

Good school and good teaching.

Working together Individual support.

High expectations. Determination.

Evidence shows most young people in care do better educationally because they are in care.