

Committee:	Corporate Parenting Panel
Date:	10 October 2014
By:	Director of Children's Services
Title of Report:	Educational Outcomes for Looked After Children 2014
Purpose of Report:	To inform the Panel of the educational outcomes of East Sussex Looked After Children, summer 2014

Recommendation: The Panel is recommended to note the report.

1. Financial Appraisal

1.1 The Virtual School is funded by the Delegated Schools Grant and uses Pupil Premium funding from Government to provide support to children who are LAC and who have been adopted.

1.2 In 2013/14 the allocation of the grant was £900 for each LAC who had been in continuous care for at least 6 months in the preceding year. In 2014/15 this has been increased to £1900 for each LAC from the point at which they come into care. The total pooled fund has increased from £358,200 pa (including the £29,585 paid to out of authority schools) to circa £779,000 pa. It is now a condition of the grant that this fund is managed by the Head of the Virtual School. For the purpose of our planning we are assuming that the grant will also be similarly paid in 2015/16 beyond which the general election makes all further forward planning assumptions problematic.

2. Supporting Information

2.1 Supporting information is contained in the Appendices attached.

3. Conclusion and Reason for Recommendation

3.1 Overall a good set of outcomes for a cohort that is made up of a much higher proportion of children with special educational needs than in previous years, particularly at KS2 and KS4.

3.2 Outcomes are very close to predictions made earlier in the year, which demonstrates that we know our children well and have good monitoring in place.

3.3 We are particularly pleased that there has been significant improvement in "Writing" both at Key Stage 1 and Key Stage 2 as this was a particular focus for us given that in previous years this has been one of the most challenging areas for our young people.

3.4 We have 11 young people about to embark on university courses this year; a record number for us, and this means that we will have 20 young people at university this year.

3.5 We are particularly proud of our first "Boarding School Project" graduate who achieved A Levels at A*/A/A and who is about to embark on a Physics degree at Exeter University.

3.6 The Panel is recommended to note the report.

STUART GALLIMORE
Director of Children's Services

Contact Officers: Adrian Money

Local Member(s): All
BACKGROUND DOCUMENTS: None

Report on the educational outcomes of East Sussex Looked After Children 2014

1. Data Collection

- 1.1. There is no simple or totally reliable way to collect the data, especially at KS4 and post 16. We rely on phone calls and emails to schools, carers and in some cases the children and young people themselves. The data presented is as accurate as is possible within the resource we have. Where it has been possible to cross check with the Research and Information Team we have done so but some of our children are placed outside the local authority or in non-maintained schools and we have not yet been able to check pupil level data at Key Stage 4.
- 1.2. Where comparisons are made with national data this is based on 2013 figures. Our targets are to match or exceed national LAC outcomes which will not be known until December.
- 1.3. Attendance data is based on our own weekly monitoring returns and is likely to differ quite widely from the data sent via school census returns directly to the DfE that will be published.
- 1.4. Post 16 data is incomplete until we have enrolment data and have confirmed outcomes.

2. Key Stage 1 (Year 2, 7 year olds)

- 2.1. There were 17 children at the end of **Key Stage 1** (aged 7 years) who had been in continuous care for 12 months, 16 of whom were at school within East Sussex. Of the 17 children, 2 children attended special schools, 4 had statements of SEN and a further 11 were on the Special Needs register (7 at School Action Plus). Of the 13 children without statements, 12 achieved a level 2 in Reading, 11 in Writing and 10 in Maths (in Reading and Writing this is a higher percentage than the population as a whole in 2013).
- 2.2. The proportion of children achieving the expectation of level 2 in Reading and Writing was significantly above looked after children nationally (77% against 69% in reading and & 71% against 61% in writing) and in Maths was below (65% against 71%). It is difficult to draw conclusions from these figures as there is no progress data available yet and the cohort is small. However the relative improvement in writing is encouraging.

3. Key Stage 2 (Year 6, 11 year olds)

- 3.1. There were 29 children at the end of **Key Stage 2** (aged 11 years) who had been in continuous care for 12 months, 25 of whom were at school within East Sussex. Of the 29 children included in the cohort, 5 attended special schools, 12 had statements of SEN and a further 12 were on the Special Needs register (10 at School Action Plus). Of the 17 children without statements 15 achieved a level 4 in Reading and 13 a level 4 in both Writing and Maths (in Reading this is a higher percentage than the population as a whole in 2013)

3.2. Outcomes for children leaving primary school are very encouraging. See Table 1. Particularly given the very high proportion of children on the SEN register. Whilst this is to a certain extent reflected in attainment measures (the proportion of children achieving Level 4s) the proportion of children making good progress is higher than the national average for LAC in two out of three measures (Reading and Writing) and very close to the national LAC figure for Maths. There has been a very significant improvement in the number of children making good progress in writing and this was a particularly important target for us and in fact is very close to the national figure for non LAC children.

4. Key Stage 4 (Year 11, 16 year olds)

- 4.1. There were 49 children at the end of Key Stage 4 (aged 16 years) who had been in continuous care for 12 months, 36 whom were at school within East Sussex. Of the 49 children in the cohort, 13 attended special schools, 22 had statements of SEN and a further 20 were on the SEN register (14 at School Action Plus).
- 4.2. Of the 7 children in the cohort who were **not** on the SEN register, 57% achieved 5+ A*-C including English and Maths. Of the 27 children without statements 10 made good progress in English and 11 made good progress in Maths and 30% achieved 5+A*-C including English and Maths. There were respectively 12 and 15 children who were recorded as working below National Curriculum Levels in English and Maths at the end of Key Stage 2. The progress measure records these children as having not made expected progress unless they achieve a GCSE in English and Maths regardless of how profound their educational special needs may be
- 4.3. Our main attainment target has been reached in spite of the educational challenge presented by this year's cohort and we have outperformed the national (2013) LAC outcome by one percentage point. If, as expected, the national results for 2014 show a decline then the margin by which we exceeded the target will increase.
- 4.4. We do not appear to have met our progress targets in English and Maths this year based on the data we have so far collected and this seems to be mainly as a result of a much greater number of children this year whose progress on P scales are not counted in the calculations

5. Attendance

- 5.1. All data is derived from the Virtual School's weekly monitoring of attendance rather than termly school census returns, this makes national comparisons problematic. All percentages are based on the 323 children who have been in continuous care for 12 months
- 5.2. Overall attendance is 94.5% and persistent absence (the percentage of young people with attendance below 85%) is 7.7%. Although this is higher than the figure for LAC nationally, the national figures separate out special school's absence which is significantly higher, whilst our figures only separate by phase. We will undertake this analysis so that better comparisons can be made.

5.3. 41 children (12.7%) achieved 100% attendance and 220 children (68%) had attendance of 97% or more.

5.4. Of those 25 children who were absent for more than 15% of the time, just over half (13) was as a result of unauthorised absence and around a quarter (6) was as a result of agreed short term reduced timetables.

6. Post 16

6.1. Of the 49 young people who completed Year 11 this summer all but 2 have clear destinations (enrolment to be confirmed). Of the 32 young people who left Year 11 in Summer 2013, 5 have achieved L3 qualifications, 8 have achieved L2 qualifications and 8 have achieved L1/Foundation qualifications and 6 are in specialist provision.

6.2. Of those not in specialist provision, over 80% of the cohort have achieved further qualifications.

6.3. Of the 42 young people who left Year 11 in Summer 2012, we are aware of 8 having achieved a Level 3 qualification, 7 a level 2 qualification and a further 16 completing a wide range of vocational qualifications. A total of at least 74% have achieved further qualifications.

6.4. There has been a very significant increase in the number of young people starting university courses. Typically two or three young people leaving care commence university courses each year. In 2014 there were eleven.

7. Supporting good outcomes

7.1. We continue to attribute these positive outcomes to a greater emphasis in schools on supporting the progress of vulnerable groups and a greater awareness of the particular needs of LAC (and, thanks to training provided by the Virtual School, improved knowledge and skills of school staff and a greater awareness of the support that is available).

7.2. Virtual School caseworkers have now been linked to individual schools for the last four years and as a consequence are able build up strong professional relationships with designated teachers over an extended period of time, attending PEP meetings, working with the children in the schools and helping to identify additional needs to ensure that children and young people make good progress.

7.3. The Virtual School has a school based database for tracking each individual child and we contact every school on a weekly basis in order to be in a position to provide additional support or guidance where necessary

7.4. Access to the Pupil Premium has allowed for considerable resource to be directed to individual learning needs, in particular the use of 1:1 tuition in English and Maths using a small team of specialist tutors. Pupil Premium has also funded the Virtual School Book Club where all children across Key Stage 1 and Key Stage 2 receive regular parcels of “fun” educational materials for use at home with their carers.

7.5. Significant improvement in the support for education for care-leavers through good links with FE and training providers, joint projects with the universities, the Individual Advice and Guidance commissioned from My Future Starts Here, the development of work experience opportunities and the embedding of the post 16 PEP.

C (Year 2)

When C first came into care in December 2012 she was only attending school 2 hours each day and was out of the classroom for most of that time as her behaviour was such that she couldn't manage the classroom structure. The VS supported her by supplying a tutor for the afternoons when she wasn't in school to help her to catch up with her peers; offering advice for behaviour management through observation and the Boxall Profile and supporting the school in gaining a Statement of SEN for behaviour. The school also started a Nurture class which CR was able to access. All this support meant that C started to make accelerated progress and achieved exceedingly well in her Year 2 SATs gaining 2C, 2A, 2A.

JC (Year 6)

J came into Care in 2009 and moved to her current primary school in Sep 2010. In Key Stage 1 assessments she achieved a Level 1 in all areas and was held back a year when she moved to this new school, as her ability was so different from her peers. The VS offered advice through the PEP process and ongoing tuition was provided to focus on literacy and later a Kindle was provided to support her reading. J soon caught up enough to move back to her correct year group and finished primary school with her peers and achieved well in her KS2 SATs attaining a Level 4 in all subjects.

AH (Year 6)

AH came into care when she was in Year 4. While she achieved a Level 1A in her Year 2 SATs test she was still at a very low level when she came into care and hadn't made progress. At the beginning of Year 5 her assessments showed her to be at Level 2A. The VS provided guidance for the school to support her emotional development and assisted with transition to another school. The VS also provided a lot of ongoing tuition support. AH showed excellent progress and got Level 4 across all subjects for her Year 6 SATs.

L (Year 11)

L came into care in March 2013 during Year 10 with a history of school refusal (20% attendance). L settled well into her residential home. Having looked at a number of local secondary schools L made Tidway her first choice. The school accepted her and the Virtual school funded a vocational course for one day a week. L attended school and despite finding it difficult to build peer relationships she attended daily until the end of year 10 and made good progress. She enrolled on the *Act On It* course which worked at building her self-confidence via art and drama activities. At the start of year 11 at her PEP, L requested some on-to-one tuition in maths and English and a tutor who could deliver both subjects was appointed and tuition took place at the care home. Feedback from the tutor on L's engagement and progress was outstanding. L continued to thrive on *Act On It*, she engaged with an employability workshop, attended the VS residential revision weekend and enrolled on the NCS 5 week summer programme, which she has now graduated from. She achieved a C grade in English and a range of other GCSE's and BTEC qualifications, she worked towards completion of her Silver arts award with Act on It. Attendance was 100% at school. She has started a hairdressing course.

FH (Year 11)

FH is a hardworking student who was doing well in most of her subjects but lacked confidence in Maths. The Virtual School provided several blocks of home tutoring (Maths) and her grades gradually improved. The tutoring helped significantly with her confidence and self-belief which in turn improved her performance in Maths. FH also attended the Virtual School's Year 11 revision weekend which focussed on exam preparation and study skills. FH achieved a GCSE grade 'C' in Maths this summer. Overall FH achieved 5 A* to C grades at GCSE.

AW (Year 11)

AW is a bright student with ambitions to have a career in medicine. AW initially had an agency tutor funded by the Virtual School but at the end of this block of agreed sessions AW's foster carer contacted our service and informed us that AW's aspirations are to gain an 'A' in both Maths and Statistics and asked if that would qualify her to have a tutor to help her to achieve this goal. The original tutor was unavailable so the Virtual School approached a care leaver who had been very successful with her own GCSEs to ask if she would be like to support AW. Both young people were happy with this arrangement and AW achieved a total of 13 A* to C grades at GCSE, including Maths.

BW (Year 11)

B's Secondary education was disrupted, due to placement changes and initially she struggled to settle at the final Secondary school she attended in KS4. She was unable to cope with being in large classes and had gaps in her learning and this placed her at risk of being a school refuser and her attendance was poor. B is a very able pupil, but at the beginning of KS4 she was not on track to achieve 5 GCSEs at A*-C and was struggling with Maths in particular. The VS worked closely with the school and B and negotiated a part-time timetable with a phased return to full-time school. The VS also funded a one-to-one tutor for Maths. B engaged well with the tutor and was able to return to all Maths lessons after a period of 3 months. She embraced the support and opportunities offered by the school and the VS and attended a Sussex University summer school in 2013; she really enjoyed this and it helped to raise her aspirations to continue studying Science, post-16. B achieved excellent exam results, including 7 GCSEs at A*-C (including Maths and English) and two BTEC Extended Certificates in Business and Sports. She is now enrolled at the school's Sixth Form and is studying A Levels in Chemistry, Biology and Psychology.

ZW (careleaver)

ZW has been supported by the VS over the last 4 years, firstly whilst working towards his performing Arts L3 qualification and then with his AS level in music. The VS ensured he had regular singing lessons and worked with him, his PA from the careleavers service, Glyndebourne and Sussex Downs College to ensure he had opportunities to go on courses to further develop his singing. ZW was supported to apply to conservatoires and he secured a place, with a scholarship at the Guildhall to do a BA in performance. He starts this September.

AD (careleaver)

Was our first 6th form student to be part of the Boarding project at Bedes. Despite finding the boarding culture a challenge, he settled well and was well supported by his housemaster and subject teachers. He was a first graduate scholar at Sussex University and attended a summer school and accessed a mentor at the University in his first year at Bedes. The school gave A plenty of support to complete the UCAS application and we supported visits to look at Universities. A achieved outstanding A level results A* biology, A in maths and A in physics. He is going to study at Exeter University.

Table1

Headline outcomes East Sussex LAC 2014 KS2 and KS4

Target measures in Bold	2010	2011	2012	2013	2014	2013 LAC England
KS4 5+ A*-C English and Maths	20%	15.2%	20%	25%	16.3% (8/49)	15.3% (Target)
KS4 Expected Progress English	34%	32%	37%	46.7%	22.5% (11/49) (tbc)	32.6% (Target)
KS4 Expected Progress in Maths	25%	21%	25%	36.7%	26.5% (13/49)(tbc)	29.2% (Target)
KS2 Level 4 English	27.3%	40%	52%	R 65%	R 62.1% (18/29)	R 63%
				W 41%	W 55.2% (16/29)	W 55%
				SPG 47%	SPG 55.2% (16/29)	45%
KS2 Level 4 Maths	32%	47%	70%	71%	48.3% (14/29)	59%
KS2 Expected Progress English	56%	80%	67%	R 81%	R 75.9% (22/29)	77% (Target)
				W 69%	W 89.7% (26/29)	81% (Target)
KS2 Expected Progress Maths	63%	67%	91%	75%	75.9% (22/29)	74% (Target)

Table 2
Wider GCSE Outcome Measures (tbc)

	ES LAC 2013	ES LAC 2014	2013 LAC (England)	2013 (ALL)
5+ A* - G in En/Ma	25%	16.3%	15.3%	58%
5+ A* - C	40.6%	23.4%	36%	80.3%
5+ A* - G	59.4%	44.9%	n/a	n/a
1+ A* - G	68.8%	63.8%	n/a	n/a
Any qualification	81.3%	tbc	n/a	n/a

Table 3
East Sussex LAC, KS1 (aged 7)

	2010	2011	2012	2013	2014	2013 LAC (England)
Reading	73%	64%	71%	88%	77% (13/17)	69%
Writing	62%	55%	65%	65%	71% (12/17)	61%
Maths	69%	73%	82%	73%	65% (11/17)	71%

Table 4
East Sussex LAC Attendance

	2010	2011	2012	2013	2014 ¹	2013 LAC (England)
Overall Absence	6%	5.9%	4.6%	5.9%	5.5%	4.6%
Persistent Absence	8.2%	9.1%	5.8%	7.7%	7.7%	5.2%
Overall Absence Primary	n/a	n/a	n/a	n/a	3.6%	4.7%
Persistent Absence Primary	n/a	n/a	n/a	n/a	1.8%	2.7%
Overall Absence Secondary	n/a	n/a	n/a	n/a	6.9%	5.9%
Persistent Absence Secondary	n/a	n/a	n/a	n/a	13.3%	6.5%
Overall Absence Special						9.6%
Persistent Absence Special						16.2%

¹ 2014 Figures derived from our monitoring data collected weekly not from end of year reported data. Monitoring data likely to vary from finally reported data (collected directly from schools by DfE) Figures 2010 – 2013 from National Dataset

Chart 1

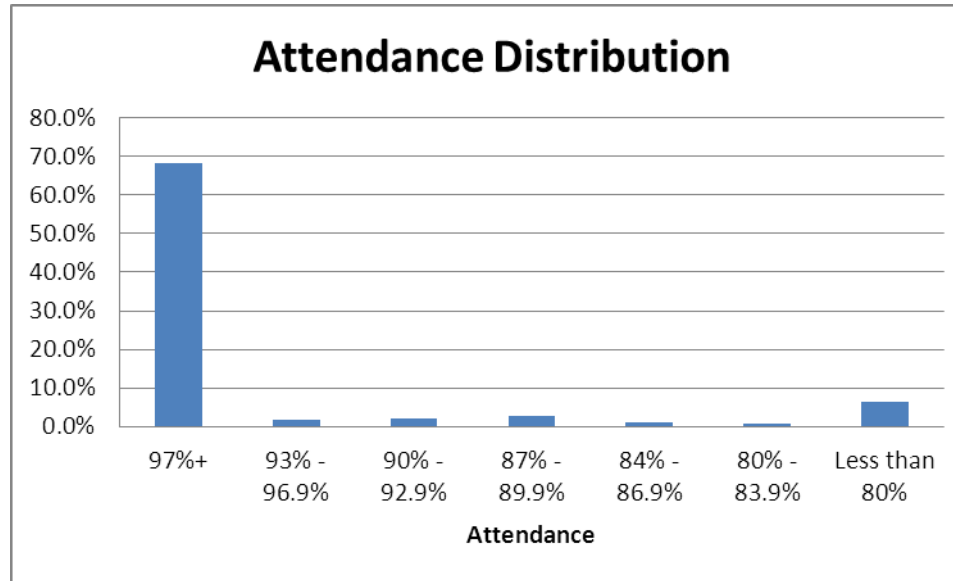


Chart 2

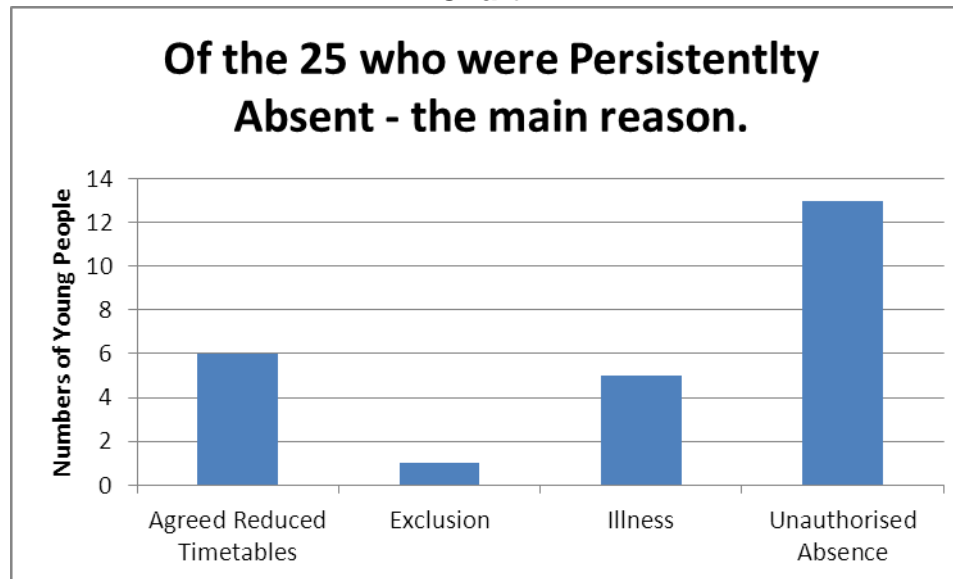


Table 5
East Sussex Care Leavers Outcomes

A/AS	Cohort	Exams	%A*/A/B	% pass rate
Level 3 (A Levels)	3	9	66.7%	100.0%
Level 3 (AS Levels)	6	18	16.7%	83.3%

BTEC	Cohort	%D	%M	Overall Pass Rate
Level 3	6	n/a	n/a	100.0%
Level 2	n/a	n/a	n/a	n/a
Level 1	n/a	n/a	n/a	n/a

	Cohort	Exams	%A*-C	% pass rate
GCSE	6	30	26.7%	100.0%

Table 6
East Sussex Care Leavers at University

Starting University 2014	11
Undertaking L4 Foundation Courses	2
Entering Y2 of Degree Courses	6
Entering Y3 of Degree Courses	1
Graduated 2014	1