

East Sussex Looked after Children Educational Outcomes 2015 (Provisional)

Outcomes are provisional. Outcomes for KS1 and KS2 have been cross checked with the Data, Research and Information Management Team. Some of the KS4 outcomes have been obtained by telephone calls to carers and schools and therefore need to be interpreted with caution at this stage. All comparisons with figures for England as a whole use 2014 data as 2015 data is not yet obtainable.

Key Stage 1 (Children at the end of Year 2)

Cohort

There were 13 children who had been in continuous care for the 12 months ending on 31st March 2015 who undertook Key Stage assessments at the end of Year 2 last summer. 9 children have special educational needs (69% of the cohort). There is no readily available data on the number of looked after children in England at KS1 who have identified Special Needs so it is difficult to make comparisons. All the children attend East Sussex schools.

Outcomes

Percentage of children achieving level 2+	East Sussex LAC 2015	England LAC 2014	England ALL 2014
Reading	69%	71%	90%
Writing	54%	61%	86%
Maths	69%	72%	92%

Commentary

Of the four children who failed to get level 2 in Reading and Maths, one was working towards national curriculum levels in all three subjects and three achieved level 1 in all three areas. Only one child achieved a level 2 in Reading and Maths but not writing. The four children who do not have educational special needs all achieved level 2s and in most cases achieved higher level 2s (2As and 2Bs). Two children (both with educational special needs) achieved a level 3, one in reading and one in maths.

Case Studies

AC - Year 2

AC came into care at just 2 years old and after one initial move from temporary care, he has remained settled with one foster family. However, behaviour challenges have always been an issue both at Nursery, School and home.

In Reception he found it difficult to listen and focus, share resources, cooperate with peers, and follow instructions. Pupil Premium was used to provide an extra half day INA support and he finished the year with below age related expectations. He continued to find

conforming to behaviour expectations in the classroom challenging and so the Virtual School provided assessment using the Boxall Profile, afternoon INA support and Play Therapy and in Year 2 he received “Thrive” nurture support for emotional wellbeing.

The extra support has enabled him to have greater focus and he achieved well in his Year 2 SATs – R2b; W2b; M3. While his classroom behaviour is now more settled, he continues to struggle at times, friendships are an ongoing difficulty and behaviour at home continues to challenge.

AS - Year 2

AS is one of a sibling group of five children who are all placed in care, at 3 years old A was placed with her two younger siblings into a very busy foster family, while two older siblings were placed with another foster family. This foster placement has remained stable. She was placed in the town of her birth and this has presented additional challenges. Despite these initial difficulties this remains a very stable placement and will continue long term.

AS finished reception well below age related expectations. Assessments carried out by the Virtual School identified poor fine motor skills, difficulty with visual discrimination, poor auditory processing all of which meant she struggled to focus in a busy classroom environment. The Virtual School funded additional TA support in the afternoons so that AS could access extra personalised support which has had a very significant impact. AS achieved really well in her Y2 SATs. Results were: R2b; W2b; M2b. She has started at her new junior school and has settled well, now on an equal footing with her peers. Her carers are currently considering a Special Guardianship Order.

Key Stage 2 (Children at the end of Year 6)

Cohort

There were 30 children who had been in continuous care for the 12 months ending on 31st March 2015 who undertook Key Stage assessments at the end of Year 6 last summer. 21 children have special educational needs (70% of the cohort) and 12 of these (30%) have statements or EHC plans. This is higher than looked after children at Key Stage 2 in England generally where the percentages are 65% and 24% respectively. Of the 30 children 24 are educated in East Sussex maintained schools or Academies and 6 are educated outside of East Sussex. In total 5 (17%) are educated in Special Schools.

Outcomes

	East Sussex LAC 2015			England LAC 2014		England all 2014	
Percentage of children achieving	L4+	L5+	EP	L4+	EP	L4+	EP
Reading	70.0%	26.7%	82.1%	68%	81%	89%	89%
Writing	66.7%	20.0%	79.3%	59%	82%	85%	91%

Maths	70.0%	23.3%	80.0%	61%	75%	86%	93%
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Commentary

With the exception of progress in Writing, East Sussex's looked after children outperformed looked after children in England in all measures despite having a higher than average number of children with Special Educational Needs. All nine children (100%) without special educational needs achieved at least a level 4 in Reading Writing and Maths, this compares to just 80% of looked after children without Special Educational Needs across the country as a whole. 43% of our children with SEN achieved level 4 in Reading, Writing and Maths compared to just 34% nationally

Case Studies

SD Year 6

In Year 5, S was in a nurture class with much younger children for the majority of the year. S was non-compliant and often aggressive towards staff and peers resulting in a number of fixed term exclusions. A Support Worker from the Virtual School saw S on a weekly basis providing a pastoral role which helped to support both S and the staff in her school, and prevent further exclusions.

With the support of the Virtual School a school-based plan is now in place. Following a placement breakdown and a move to a different area, S attended a special school full-time for one month and subsequently dual registered with a mainstream primary until December 2014. From January 2015 S attended mainstream full-time. The school provided a network of support staff who were available during the school day. In addition to this, the Virtual School funded an individual tutor once a week to boost S's academic progress until the end of Key Stage 2. With the support of the Virtual School a school-based plan was developed leading to an EHC Plan for S.

The VS worker continued to provide emotional support once a week during this time with 1:1 'special time' activities in school, help with transition to the new schools and visited S at her new foster placement during the summer break.

Despite fears that S would struggle to sit the SATS tests, she exceeded all expectations achieving level 4 for English and was just one mark away from a level 4 in Maths. S is now attending a mainstream secondary school.

SP Year 6

S was neglected at home and was often the carer for his younger siblings prior to coming into care. At the end of key stage 1 S had been assessed by his infant school as being a 2c in English and 2B in maths although his junior school considered this to be a too generous interpretation of his ability. S has had 5 moves of placement and a school move all of which have had an impact on his behaviour which in turn affected his learning.

S has received of a wide range of support from the Virtual School since 2012 including the funding of 1:1 support and the management of a reduced timetable for some of Year 4 and 5. These interventions were successful and S now is able to make progress at school without intensive support other than 1:1 to tuition in English and Maths in Year 6 paid for by

Pupil Premium. S achieved Level 4s across all subject areas at the end of Year 6 and is now settling well into his secondary School.

DR Year 6

When D came into care in 2011 at the end of Year 2, his speech and language was so severely delayed that he was unable to speak in sentences and this was significantly impacting his level of social interaction and his enjoyment of school. He was found to be at strong risk of dyslexia and combined with his language difficulties, his special educational needs were reflected in his end of KS1 results; reading 1C and writing P8. The Virtual School supported the school's application for an SEN Statement and this was granted in July 2012. D accessed a comprehensive intervention programme to help support language and literacy development with the support of an INA. He was gradually able to start to work more independently, but by the end of Year 4 continued to struggle with self-confidence and writing tasks.

Due to a change of foster placement, D moved to a new school in Term 4 of Year 5. This school was particularly 'attachment- friendly' and recognised that DR needed additional support to build self-confidence and social skills in order for him to make the best progress. He accessed an 'Aspirations' group that allowed him to discuss his wishes and feelings in a safe environment with a trusted adult. His growing confidence was transferred to the classroom and he felt confident enough to attend a residential PGL school trip at the end of Year 5. D's conscientiousness combined with the school's support and some additional writing tuition in Year 6, funded by the Virtual School, resulted in exceptional progress and he achieved level 5s for reading and Maths and level 4 for writing in his end of KS2 SATS.

Key Stage 4 (Children at the end of Year 11)

Cohort

There were 45 children who had been in continuous care for the 12 months ending on 31st March 2015 who finished Year 11 last summer. 40 children have special educational needs (89% of the cohort) and 26 of these (58%) have statements or EHC plans. This is higher than looked after children in England generally at Key Stage 4 where the percentages are 55% and 23% respectively. Educationally this is our most challenging cohort by far.

Of the 45 children 33 are educated in East Sussex maintained schools or Academies and 12 are educated outside of East Sussex (6 of these in Special Schools) In total 15 (33%) are educated in Special Schools.

Outcomes

	East Sussex LAC 2015		England LAC 2014	England all 2014
Percentage of children achieving	Cohort	%	%	%
5+ A*-C Including En and Ma	45	8.9%/11.1 %	12.0%	52.1%

Expected Progress English	35	31.4%	34.5%	69.3%
Expected Progress Maths	36	30.6%	26.3%	64.0%

Commentary

We are expecting the headline figure of 8.9% of children achieving 5+ A*-C including English and Maths to increase to 11.1% following an appeal and remark of a student's script who obtained a grade A at GCSE English Literature and a (totally unexpected) grade D at the international GCSE in English Language.

The Expected Progress percentages are very provisional – especially as the “official” DfE published cohort is difficult to determine at this stage – it excludes those children for whom there is no Key Stage 2 test results (3 children have teacher assessment only in English and 4, teacher assessment only in Maths) and six children attend non maintained (private) special school which can be excluded from any progress calculations. The majority of children who have not made “expected Progress” were working at “W” at the end of KS2 – that is they were deemed to be “working towards” a national curriculum level or were working on P scales. Most of these children did not sit GCSEs but (appropriately) took entrance level exams or undertook other forms of assessment.

Given the exceptional nature of this cohort, to have got close to, and in one case exceeded, national LAC outcomes should in my view be considered a positive achievement.