

Corporate Parenting Board

9 November 2017

Report title	Educational Outcomes of Looked After Children 2017
Cabinet member with lead responsibility	Councillor Val Gibson Children and Young People
Wards affected	All
Accountable director	Emma Bennett, Children and Young People
Originating service	Looked after Children
Accountable employee(s)	Darren Martindale Virtual School Head for LAC & Youth Offending Tel 01902 556951 Email Darren.Martindale @wolverhampton.gov.uk
Report to be/has been considered by	Education Board 29 September 2017

Recommendation(s) for action or decision:

The Corporate Parenting Board is asked to consider the report on the recent educational attainment of Looked after Children.

1.0 Purpose

- 1.1 To report on the educational attainment of Looked after Children (LAC) in the 2017 academic year and to briefly highlight successes, learning points and areas for further development.

2.0 Background

- 2.1 This report briefly summarises the Local Authority's progress in its key, statutory responsibility to promote improved educational outcomes for the children in its care, and its care leavers. The Virtual School Head's (VSH) full 2017 annual report will add further detail to this briefing and will be presented to Corporate Parenting Board in January 2018.

3.0 Attainment of LAC in 2017

- 3.1 Local authorities have a statutory duty to promote the educational achievement of Looked after Children and the Virtual School Head's annual report is also a statutory requirement, detailing how that duty has been discharged and the educational outcomes of LAC. This briefing acts as a precursor to that report and presents the 'headline' attainment data. The results below relate to eligible LAC (in care for one year + at 31 March 2017). The results below are currently un-validated. However, it is very rare that any significant changes are made to the cohorts following validation, therefore we can safely assume that this is representative of overall performance.
- 3.2 Early Years Foundation Stage (EYFS)
- 38% of the whole cohort were assessed as at a 'good stage of development' in reading, writing and number (the same as 2016).
- 3.3 Key Stage 1 - % achieving the age-related expected level in test
- Whole cohort: 73% in reading, 60% in writing, 80% in maths.
 - In-city cohort: 83% in reading, 83% in writing, 83% in maths, 73% in year 1 phonics check.
 - Out-of-city cohort: 67% in reading, 44% in writing, 78% in maths.
 - Performance has improved dramatically since 2016 (e.g. overall % has doubled in writing and almost doubled in reading).
- 3.4 Key Stage 2 - % achieving the age-related expected level in tests
- Whole cohort: 44% in reading, 44% in writing, 41% in maths.
 - In-city cohort: 44% in reading, 44% in writing, 44% in maths.
 - Out-of-city cohort: 44% in reading, 44% in writing, 39% in maths.
 - Performances in teacher assessments are slightly better – average 50%.
 - Performance has dipped since 2016.

3.5 Key Stage 4 – GCSEs

- Whole cohort: 23% achieved level 4 (previously grade C) or higher in five subjects including English (language and/or literature) & maths.
- In-city cohort: 23% achieved level 4 in five subjects including English & maths.
- Out-of-city cohort: 22% achieved level 4 in five subjects including English & maths.
- Five children achieved BTEC or other equivalent qualifications alongside GCSEs.
- Of the children who did not achieve GCSEs, four achieved functional skills qualifications at levels 1, 2 or 3.
- 81% of the whole cohort achieved qualifications of some level.
- Overall performance has improved since 2016.

3.6 Comparison between 2016 & 2017 results. The following tables compares 2016 and 2017 academic outcomes, with pupil numbers in brackets:

KS1 IN CITY	READING	WRITING	MATHS
2015/2016 (13)	46%	47%	77%
2016/2017 (12)	83%	83%	83%
KS1 OUT OF CITY			
2015/2016 (18)	33%	17%	33%
2016/2017 (14)	67%	44%	78%
KS1 COMBINED			
2015/2016 (31)	39%	29%	52%
2016/2017 (26)	73%	60%	80%
KS2 IN CITY			
2015/2016 (16)	63%	81%	69%
2016/2017 (18)	44%	44%	44%
KS2 OUT OF CITY			
2015/2016 (27)	56%	44%	52%
2016/2017 (18)	44%	44%	39%
KS2 COMBINED			
2015/2016 (43)	60%	59%	59%
2016/2017 (36)	44%	44%	41%
KS4 IN CITY			
5 OR MORE GCSE'S (*A-C) NOW GRADE 4 INCLUDING ENGLISH & MATHS			
2015/2016 (13)	31%		
2016/2017 (13)	23%		
KS4 OUT OF CITY			
2015/2016 (24)	13%		
2016/2017 (18)	22%		
KS4 COMBINED			
2015/2016 (37)	19%		
2016/2017 (31)	23%		

3.7 Post-16 (Further Education - year 13 – and Higher Education)

- 10 achieved entry-level qualifications.
- 14 achieved BTEC/Diploma qualifications – four at level 1, four at level at 2, six at level 3.
- two achieved A-levels.
- one passed a GCSE resit.
- 13 are continuing into the following year of their course.
- two Care Leavers achieved a degree – one 2:1 and one 2:2.
- eight Care Leavers have entered university.

3.8 Summary/Conclusions on the attainment of LAC:

- Outcomes in 2017 continue to improve overall – EYFS is the same overall percentage, but we do have more complete data than in previous years due to better monitoring of out-of-city LAC. KS1 has improved very significantly, although there has been a dip at KS2, and GCSEs have improved for the fifth consecutive year. Many other students have achieved vocational or alternative qualifications at KS4 and KS5. Some pupils have done exceptionally well, including several in very challenging circumstances. The numbers of Care Leavers entering higher education also continues to be a strength for Wolverhampton.
- Out-of-city LAC are also doing better generally than in 2016, when their achievement was far lower than the in-city cohorts – a discrepancy that was highlighted by Ofsted. In-city pupils are still doing better at primary level (while the reverse is true at KS4) but the two cohorts are much closer in attainment than they were in 2016.
- There will always be fluctuations in the performance of relatively small cohorts. Comparisons should also be made with caution due to recent changes in curriculum and assessment arrangements (and KS2 outcomes were exceptionally high in 2016).
- Nevertheless, performance at KS2 is clearly a priority in 2017/18, and it is noted that writing is once again the weakest area at primary level. COPE will be monitoring the progress of years 2 and 6 more closely than ever, prioritising these year groups for 1:1 tuition and other uses of premium funding etc. The VSH will also present this briefing at the Education Leadership Meeting to identify how School Standards and COPE can work more closely together to ensure that our schools are subject to the strongest possible support and challenge, regarding looked-after pupils.
- COPE have conducted an analysis of the year 6 cohort to understand any trends or characteristics that have impacted on attainment. We have identified the following:

School attendance and OFSTED ratings

The average attendance for Wolverhampton LAC is 95%. In this cohort, 83% were above this average, with only 17% below the average. The 17% consists of one two-week fixed exclusion and medical appointments. 83% of the relevant schools were rated

good or outstanding. This would indicate that attendance and Ofsted ratings (while important in themselves) were not a key factor in underachievement.

Academic progress

Despite the apparent dip in attainment, this cohort had made above-average progress in reading and writing since the end of KS1. Progress was slightly below average in maths. However, we can see that this cohort made substantial progress since KS1. This indicates a high percentage with a low academic starting point, but that they have made substantial progress. Nevertheless, only 22% out of the OOC cohort achieved age related expected standards in all core subjects, writing, maths and reading (national average for all pupils in 61%). However, it must be acknowledged that this was a small cohort compared to last year and the recent assessment changes may also have been an influential factor. Indeed, many head teachers have reportedly stated that 2017 results should not be compared to 2016 for that reason.

- **Stability**

78% of this cohort had a change of social worker within the academic year. Of those who did not meet the expected level in any core subjects, more than half of these had experienced changes in care placement and some experienced school changes. Of those that passed all three core subjects, none of them experienced changes in school or care placement. This indicates that placement stability was key to academic success, and closely mirrors our findings in 2016, when there was a strong correlation between stability (of both school and care placement) and academic achievement.

- **Special Educational Needs & Disability (SEND)**

Despite the improved performance of the OOC cohort, 44% of that cohort had identified SEND and 22% had an EHCP. Several other children were being assessed for an EHCP during the period, all of which indicates a very high level of SEND (around 12% of Wolverhampton LAC usually have an EHCP).

3.9 At the same time, we should not overlook the many broader achievements of these remarkable children and young people. It is also true that many of them worked extremely hard and achieved very well, in relation to their starting point and previous outcomes, even if they did not achieve the 'expected' level. Further detail will be given in the 2017 VSH annual report.

4.0 Financial implications

4.1 There are no immediate financial implications arising from this report.
[JD/25102017/M]

5.0 Legal implications

5.1 There are no immediate legal implications arising from this report.
[TS/25102017/Q]

6.0 Equalities implications

6.1 An equalities analysis has not been completed for this report.

7.0 Environmental implications

7.1 There are no environmental implications arising from this report.

8.0 Human resources implications

8.1 All proposals can be met within existing resources.

9.0 Corporate landlord implications

9.1 There are no corporate landlord implications.

10.0 Schedule of background papers

10.1 There are no background papers to this report.