

CITY OF WOLVERHAMPTON COUNCIL	Corporate Parenting Board 22 November 2018
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Report title	Attainment of Children and Young People in Care 2018		
Cabinet member with lead responsibility	Councillor Paul Sweet Children and Young People		
Wards affected	All wards		
Accountable director	Emma Bennett, Director of Children's Services		
Originating service	Inclusion Support		
Accountable employee(s)	Darren Martindale	Virtual School Head	
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Report to be/has been considered by	List any meetings at which the report has been or will be considered	Joint Education/CYP Leadership	October 2018

Recommendation for noting:

The Corporate Parenting Board is asked to:

1. Note the report

1.0 Purpose

- 1.1 To update Corporate Parenting Board on the educational outcomes of Children and Young People in care) in 2018 (results are currently provisional), and how they are informing the priorities of the Virtual School in the 2018 -2019 academic year.

2.0 Background

- 2.1 The Virtual School Head (VSH) for children and young people in care is responsible for ensuring that the local authority effectively discharges its statutory duty to promote the education of children and young people in care. The attached briefing provides a brief overview of children and young people in care attainment, at all key stages and considering both children educated in Wolverhampton schools and those out-of-city, in 2018. The VSH annual report, which will be presented in January 2019, will provide a much broader and fuller picture of the progress and achievements of the cohort.

3.0 Context

- 3.1 Local authorities have a statutory duty to promote the educational achievement of the children in their care (Children Act 1989), as a response to the significant gap in attainment and achievement that exists, nationally, between children and young people in care and their peers. The Virtual School Head's statutory role is to ensure that this duty is effectively discharged, and in pursuance of that, to report on the achievements and wider progress of the children in the 'virtual school' for children and young people in care.
- 3.2 The data below outlines the academic performance of children and young people in care in 2018, both those educated in Wolverhampton schools and out-of-city children and young people in care in standard assessments.
- 3.3 Only children who have been in care for 12 months+ at 1 April 2018 (or 'eligible' children and young people in care) are included. National averages for children and young people in care in 2017 (currently the most recent available national data) are also included for comparison. All 2018 outcomes are currently provisional.
- 3.4 Further information and analysis on the achievements and wider progress of all cohorts will be reported in the Virtual School Annual Report 2017-2018 which will be completed during the autumn term 2018.

4.0 Overview

4.1 Early Years Foundations Stage (EYFS) attainment – 10 pupils

Subject	Wolverhampton children and young people in care achieving age-related expectation (ARE)	All Wolverhampton pupils 2018
Reading	7 pupils - 70%	74%
Writing	7 pupils - 70%	71%
Maths (Number)	7 pupils - 70%	76%
Good level of development (GLD) in all areas	7 pupils - 70% (38%)	69%

4.2 Year 1 phonics – pupils achieving age-related expectation in tests

Wolverhampton children and young people in care	OOC children and young people in care	All children and young people in care	All Wolverhampton pupils 2018
7/10 pupils - 70%	6/10 pupils – 60%	13/20 – 65%	81%

4.3 KS1 attainment – pupils attaining expected standard

Cohort	Maths	Reading	Writing	math/read/writ
In-city children and young people in care (11 pupils)	6 – 55%	7 – 64%	5 – 45%	4/11 – 36%
OOC children and young people in care (9 pupils)	4 – 44%	3 – 33%	1 – 11%	1 – 11%
All children and young people in care (20 pupils)	10 – 55%	10 – 50%	6 – 30%	5 – 25%
National children and young people in	46%	51%	39%	

care average 2017				
All Wolverhampton pupils	75%	74%	70%	65%

4.4 KS2 attainment – pupils attaining expected standard

Cohort	Maths	Reading	Writing	GPS	math/read/writ
In-city children and young people in care (24 pupils)	9 – 38%	14 – 58%	15 – 63%	12 – 50%	8 – 33%
OOC children and young people in care (17 pupils)	7 – 41%	6 – 35%	4 – 24%	8 – 47%	1 – 6%
All children and young people in care (41 pupils)	16 – 39%	20 – 49%	19 – 46%	20 – 49%	9 – 22%
National children and young people in care average 2017	46%	45%	48%		32%
All Wolverhampton pupils	75%	74%	80%	78%	64%

4.5 KS2 Progress – Wolverhampton Children and Young People in Care

Subject	Average progress score	National children and young people in care average progress 2017	All Wolverhampton pupils progress 2018
Reading	0.164	-0.7	0.9
Writing	0.45	-0.9	1.2
Maths	-4.33	-1.1	0.5

Subject	% making average or better progress	National children and young people in care average % 2017	All Wolverhampton pupils % 2018
Reading	63	46	56.4
Writing	67	50	62.5
Maths	33	47	53
Reading, writing & maths	58		

4.6 KS4 attainment – pupils achieving grade 4+ in maths & English

Cohort	Maths	English	Maths & Eng
In-city children and young people in care (19 pupils)	5- 26%	7 – 37%	5 – 26%
OOC children and young people in care (19 pupils)	4 – 21%	7 – 37%	2 – 11%
All children and young people in care (38 pupils)	9 – 24%	14 – 37%	18.4%
National children and young people in care average 2017			17.5%

- 89% of children and young people in care achieved 1 or more GCSEs at grade 1-9

4.7 KS5 attainment – 26 pupils completing, or expected to complete, an accredited qualification

Entry level	Level 1	Level 2	Level 3	Level 4	Total achieved qualifications
1 (E2)	3	3	8	3	18 (69%)

- At July 2018, 75% of children and young people in care and care leavers were in education, employment or training (EET) excluding those not available to the labour market (NALM). The figure, including NALM, was 63%
- 12 children and young people in care/care leavers started university courses in 2018.

5.0 Proposal/Options

5.1 The following conclusions can be quickly drawn from the above attainment data:

- a) Outcomes at EYFS have improved in 2018 when compared with all previous years and are in line with the outcomes for Wolverhampton pupils generally. Year 1 phonics results are also positive.
- b) There is a noticeable attainment gap between in-city and out of city (OOC) children and young people in care at KS1-4. This is typically the case, due to the nature of the OOC cohort and the additional challenges they tend to face (KS2 maths is an exception, with OOC children and young people in care performing better than in-city). However, the difference is generally greater than usual this year due to the OOC cohort having particularly high levels of need and low prior attainment (e.g. almost half of the OOC KS2 cohort had an EHCP). It should be noted that the majority of the OOC cohort in year 2/6 were reported as making good progress by their schools (considering their starting points, abilities etc) and received high levels of support throughout the year.
- c) Outcomes for the whole children and young people in care cohort at KS1 – four are broadly in line with national children and young people in care averages, while the in-city results are generally higher than children and young people in care averages.
- d) There are positive outcomes at KS5, with eight students achieving level 3 qualifications and three achieving degrees. One Student achieved an A-grade in A-level maths. Wolverhampton have a comparatively high number of children and young people in care /care leavers in higher education.

5.2 Comparisons between Wolverhampton children and young people in care and all Wolverhampton pupils:

1. Outcomes in year 1 phonics test are strong for children and young people in care and equal to 2017, with a 9% between children and young people in care and all Wolverhampton pupils.
2. Outcomes at KS1 are lower than 2017 (2017 performance was exceptionally high for children and young people in care, with a much smaller cohort). When compared with all Wolverhampton pupils, there is a gap of 10% (approximately one child) in reading and over 20% in writing and maths (equating to approx. two children in each subject) and 30% (approx. three children) when compared with the overall performance in the city.
3. Outcomes at KS2 are higher than in 2017 in reading and writing, though lower in maths. Performance in reading, writing and maths (RWM) combined are slightly lower than in 2017 due to the maths percentage. Compared with all Wolverhampton pupils, gaps are over 15% in reading and writing (equating to approx. four pupils) and 37% in maths (equating to approx. 6-7 children). The overall combined RWM gap is approximately 31%, equating to about 6-7 children.¹
4. A high percentage of children and young people in care have made good or better progress in reading and writing – better than both national children and young people in

¹ Counting all children and young people in care in the year group, regardless of time in care (=29 pupils), 41.4% of pupils attained the expected level or above in maths. The % achieving the same benchmark in Eng/writing/math is also higher counting all pupils – 37.9%.

care averages and all Wolverhampton pupils – though a lower percentage have achieved that benchmark in maths.

5. It should also be noted that the above attainment gaps are smaller than the (2017) national attainment gap between children and young people in care and all pupils:
 - a. at KS1 the gap is 15% narrower in reading, 4% narrower in writing and 9% narrower in maths, than national average
 - b. at KS2 they are 11% narrower in reading, 11% narrower in writing and in line with the national gap in GPS and RWM combined. Maths is the exception with a 9% wider gap for Wolverhampton.
- Where national data is available, performance of in-city children and young people in care is, once again, higher than national children and young people in care averages (2017) in most areas.
6. There will inevitably be random fluctuations in attainment, year on year, with small and volatile cohorts. The 2018 Virtual School Head Annual Report will capture a much broader picture of the achievements and progress of children and young people in care, enabling more meaningful patterns, strengths and priorities to be identified.
7. As a starting point, however, this data shows some clear improvements as well as areas for development. Writing at KS1 continues to be a priority and analysis will be done on the maths outcomes at KS2 to ensure that any learning gaps are addressed, while the Virtual School are intensifying monitoring and support for the OOC cohort. These and other priorities will be outlined in the 2018 Annual report and addressed in the 2018-2019 Children and Young People in Care Attainment Improvement Plan.

6.0 Financial implications

- 6.1 There are no direct financial implications arising from this report.
[JF/14112018/O]

7.0 Legal implications

- 7.1 There are no specific legal implications arising from this report
[TC/16112018/N]

8.0 Equalities implications

- 8.1 An equalities analysis will be undertaken if required, in partnership with the Equalities and Diversities Team. As the work that underpins this report is to overcome any inequality, the analysis is aspirational and will need to be used to evaluate the effectiveness of the work.

9.0 Environmental implications

- 9.1 There are no environmental implications

10.0 Human resources implications

- 10.1 There are no human resources

11.0 Corporate Landlord implications

11.1 There are no Corporate Landlord implications

12.0 Health and Wellbeing Implications

12.1 There are no health and wellbeing implications

13.0 Schedule of background papers

13.1 None