



**Report for:  
INFORMATION**

**Item Number: 9**

<b>Contains Confidential or Exempt Information</b>	<b>NO</b>  (If yes state which paragraph of the Access to Information Rules, the exemption relates)
<b>Title</b>	Report on the Education of Looked After Children
<b>Responsible Officer(s)</b>	Judith Finlay, Executive Director, Children, Adults and Public Health Carolyn Fair, Director Children & Families Julie Lewis, Director, Ealing Learning Partnership
<b>Author(s)</b>	Bridie McDonagh, Head Teacher, Ealing Virtual School, Ealing Looked After Children Ext 6648, Direct Line 0208 825 6648
<b>Portfolio(s)</b>	Yvonne Johnson, Cabinet Member, Schools and Children's Services
<b>For Consideration By</b>	Corporate Parent Committee
<b>Date to be Considered</b>	19 <sup>th</sup> March 2020
<b>Implementation Date if Not Called In</b>	
<b>Affected Wards</b>	All Wards
<b>Area Committees</b>	
<b>Keywords/Index</b>	Ealing Virtual School tracking of Year 11 Looked After Children, updates Early Years, Key Stage 1 & 2, Post 16 care leavers ETE.

**Purpose of Report:**

- a) To inform Members of the overall education programme and progress on targets for Looked After Children in Year 11 and Year 6 to ensure improved outcomes.
- b) To update members on the progress and general position of the Early Years Foundation Stage, Key Stage 1 & 2 and Post 16.

**1. Recommendations**

**1.1** Members are invited to note this report and identify any additional information they would like to receive.

**2. Reason for Decision and Options Considered**

**2.1.** At this time of the school year, the focus is on each looked after child and care leaver achieving the best possible results at the end of the key stage. The virtual school team prioritise end of key stage attainment and focus on progress measures to ensure looked after children and young people have the appropriate support and intervention to take public and national exams and to achieve national expectations wherever possible. National measures for KS4 include English and maths Grade 5 and above and Grade 4 and above. (Progress 8 and Attainment 8 are collated and reported on at a later date.) This report includes 5 GCSEs at grades 1-4 including English and maths as although no longer a national indicator, it remains an important target wherever possible and at the end of Key Stage 2, the national standardised score of 100 or above in English and maths.

**2.2** The next report will update members on education programmes covering the school holiday period (February half term and Easter) and activities undertaken by the virtual school and funded by the John Lyon Charity and other funding sources.

### **3. Key Implications**

#### **Key Stage 4 (KS4)**

There are currently 42 year 11 students (37, last year) and in 2018, 36 young people.

Overall, 13 students (31%) are being educated in borough (17, 46% last year). Of these, ten young people (77%) are in mainstream schools (11, 61% last year) and two (15%) are being educated in alternative provisions (6, 33% last year). One young person (8%) is in a special school.

Twenty nine of the 42 year 11 students (69%) are being educated out-of-borough (20, 54% last year). Twelve of these young people (41%) are in mainstream schools (9, 47% last year). Six (21%) attend special schools (6, 32% last year). Six (21%) young people are educated in alternative provisions (one, 5% last year). Three (10%) young people are educated in secure units (2, 11% last year).

Two students residing out of borough are currently waiting for an education placement. Both students are out of education for similar reasons in that they have very complex needs and are refusing to engage in any form of education. In both cases, there have been a series of placement breakdowns which caused considerable distress and disruption. Both students are undergoing treatment for mental health difficulties. Efforts continue to be made to engage them with appropriate support and advice, and it is anticipated that both will be enrolled in suitable post-16 education programmes.

Summary data for Year 11 students:

31% (13/42) educated in-borough  
69% (29/42) educated out-of-borough  
52% (22/42) mainstream school  
19% (8/42) alternative provision  
17% (7/42) special school  
7% (3/42) educated in a secure unit  
5% (2/41) currently being placed  
38% (16/41) with an EHC Plan

Summer 2020 – Target/Predicted grades as at March 2020:

4+	English	10/42 (24%)
4+	Maths	8/42 (19%)
4+	English and maths	8/42 (19%)
5+	English and maths	3/42 (7%)

5+ A*-C (or 9-4) GCSEs inc E&M	3/42 (7%)
1+ GCSEs (above not included)	17/42 (40%)
Students with SEN taking non-GCSE qualifications	11/42 (26%)
Students without SEN taking non-GCSE qualification	4/42 (10%)
Students at risk of not gaining any qualifications	9/42 (21%)

Of the 10 SEN students taking examinations other than GCSEs qualifications, 6 are completing Basic Skills Study Programmes. All 4 SEN students that are taking other qualifications are completing Basic Skills Study Programmes.

Of the 9 students at risk of not gaining any qualifications, two are currently awaiting placement, as above. Two of the others are in secure units where they are demonstrating limited engagement, while the remaining five are partially or completely school refusing despite the best efforts of the virtual school team.

Last year (2019) students achieved:

4+	English	11/41 (27%)
4+	Maths	17/41 (17%)
4+	English and maths	4/41 (10%)
5+	English and maths	3/41 (7%)

5+ A* -C (or 9-4) including English & maths	3/41 (7%)
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Students taking ESOL/Foundation/

Basic Skills Study Programmes	8/41 (20%)
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Students who did not sit examinations or gain any accreditation	11/41 (27%)
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As always, there may be additional students to this cohort between now and the summer examinations 2020. This is likely to impact on the current cohort attainment figure, due to the longer impact of home life and the upheaval of entering care at a late stage.

The type of alternative provision available varies across authorities and councils but all authorities have their own provision and will also have approved local providers commissioned to ensure the educational needs of all students are met. The target group for each provider leads the content of the programmes that they offer. Often there is a degree of flexibility so a bespoke educational package can be devised.

Ealing students both in and out borough, have access to a range of academic and vocational programmes run or commissioned by the authority in which they live. These include special schools, FE colleges offering KS4 courses and residential schools with an education provision as part of their holistic programme.

In order to improve the outcomes for the cohort, interventions continue to include:

- Targeted interventions by virtual school team aimed at ensuring students at risk of falling short of national benchmarks are supported.
- Progress-tracking through PEPs, appropriate SMART targets set.
- Pupil Premium Grant (PPG) used effectively to maximise impact and support the target setting process for students.
- Weekly 1:1 and small group tuition at the Horizons Centre for those able to get there.
- One-to-one tuition at school or at home, funded through the PPG.
- Rigorous and systematic monitoring of attendance, with immediate 'actions' to improve as notified by the daily dashboard.
- Intensive and early preventative work with all stakeholders when a student is struggling to sustain their school /education place; this has included managed moves for students where alternative provision can offer more intensive levels of support.
- Half term activities organised to support the curriculum
- An increasing range of enrichment activities organised to support the curriculum and develop confidence in learning.

Interventions continue for each student until final examination papers are sat. After the examinations, work on Post 16 pathways and transition planning will continue for all students.

*NB Numbers per year group are statistically small; therefore each young person's individual performance has a bigger impact on the results than would be the case in a mainstream school, for example.*

## Brief Overview of Year 10

Education Provision	Total in cohort – 34 (36 last year)	
	Number	% of total
In-borough	13	38%
Out-borough	21	62%
Mainstream	27	79%
Alternative provision	2	6%
Secure	0	0%
Special	2	6%
Currently waiting to be placed	1	3%

## Early Years 0 - 5 years

There are currently 46 children in the Early Years Foundation Stage - twelve more than last year.

LAC in Early Years	Feb 20	Feb 19	Feb 18	Feb 17	Feb 16	Feb 15
Reception (rising 5)	5	4	3	4	9	7
Nursery (rising 4)	4	4	8	3	5	6
Rising 3 in academic year	5	2	6	4	7	4
Rising 2	16	8	3	8	2	7
Rising 1	16	16	17	14	11	12
Total	46	34	37	33	38	37

## Reception

There are five children in Reception, (one more than last year). Three children attend a school in Ealing and the other two attend in Lewisham and Lambeth. Two of the five children (40%) are expected to make a Good Level of Development (GLD) in the Early Years Foundation Stage Profile statutory assessment in July 2020.

The reasons the other three may not achieve a GLD are varied. Two have recently come into care and are still having their needs assessed and interventions put in place; these include speech and language therapy and extra support with social and emotional health.

All children are supported where they are below expectations in the prime areas of learning (communication and language; physical development; personal, social and emotional development). All are making 'expected' progress or are 'working towards' expected progress and may be able to catch up in the next five months.

Three of the five children (60%) have special educational needs (SENs). One child has recently had an educational psychology assessment due to severe personal, social and emotional health concerns, with a view to securing an EHCP.

### **Nursery One - (turning age 4 this academic year)**

There are four children in this cohort.

Three of the four children (75%) are at the expected level in the prime areas of learning: communication and language; physical development; personal, social and emotional development. No children have SENs in Nursery One.

Three of the four Nursery children (75%) attend a setting in borough and the other is in Bristol.

### **Nursery Two- (turning three this academic year) and under**

There are five children in this cohort.

Two out of five nursery two children attend a Children's Centre or nursery setting in Ealing and the others are in Lewisham, St Albans and the West Midlands.

All the 32 children, aged two or under, are with carers or prospective adoptive parents and not attending any kind of setting formally.

## **Key Stage 1 (year 1 and year 2, 7 years old)**

### **Year 1**

There are six children in year 1 (two more than last year).

Three of the six children (50%) are at expected level in all four subjects (reading; writing; maths; spelling, punctuation, and grammar). Two of the six children (33%) are working towards expected or below in all four subjects.

Three of the six children (50%) are making expected progress and two of the six children (33%) are making below expected progress.

Two of the six children (33%) have additional needs at SEN support level. One child is to have an educational psychology assessment with a view to progressing to statutory assessment and securing an education and health

care plan. Chronologically, this child is year 2 but is placed a year behind due to significant and complex needs.

Three of the six children (50%) attend school in Ealing and the other three are in Chiswick, Upminster and St Albans.

## **Year 2**

In year 2, at the end of KS1, there are eight children (two more than last year).

Four of the eight children (50%) are at expected standard in reading and four of the eight children (50%) are working towards or below the expected standard. Three of the eight children (38%) are at expected standard in writing and five children (63%) are working towards or below the expected standard. Three of the children (38%) are working at expected standard in maths, with five of the eight (63%) working towards or below the expected standard.

Overall, four of the eight children (50%) are making expected progress in all subjects and four children (50%) are making less than expected progress in all subjects.

One year 2 child is targeted through the virtual school intervention strategy and receives extra support in writing and maths.

Five of the eight children (63%) of the year group have a special educational need (SEN) at SEN support level.

Eight of the nine children (89%) attend a school in Ealing, and one is in Kent.

## **Key Stage 2 (End of KS, 11 years old)**

There are fifteen children in Year 6 (23 last year). There is, again this year, a high level of SEN in the cohort. Ten of these children (67%) have special educational needs (16, 70% last year) and two are undergoing statutory assessment. Five children (33%) have EHCPs (6, 26% last year).

Four children (27%) are identified as not being entered for their SATs this year (2, last year) due to their significant special educational needs. However, some schools have indicated that this number is subject to change after the SATs practice test results. Of these four children, two (50%) are in a specialist schools, one is in mainstream and the other is applying to be placed in a specialist provision; all have a mixture of learning and social, emotional and mental health (SEMH) needs. Of the 15 children, 7 children (47%) have been in care less than a year, since the start of the academic year and 11 children (73%) are out of the Ealing borough.

The virtual school continues to monitor and track the progress of the 15 children in Y6 also providing direct interventions; supporting social workers and carers in all educational matters; giving specific advice to schools and key

professionals; arranging 1:1 tuition wherever necessary, including teaching directly some of the children at Horizons or at home.

The virtual school intervention strategy has a targeted group of seven year six children this year. This group are receiving a combination of support taking place at home, Horizons or in school. This support includes 1:1 tuition and telephone contact to provide motivational and teaching support of the learning objectives for the children, particularly those out of borough. Holiday projects continue to extend this targeted work and in addition, further reveal the gaps to address in the children's learning. The intervention strategy is reviewed regularly as part of further monitoring of the identified children's progress.

The national standardised assessment tests SATs continue to prove a challenge for the children, especially for those in the current cohort where (67%) have SEN support during the school day.

Overall, four children from the cohort will not be sitting the tests, two children are in special schools' and the other is awaiting a specialist provision place. The fourth child is in a mainstream school and has an EHCP in place for learning needs.

Of the 11 children (current figure) sitting the SATs, numbers of children who are expected to meet the national average score of 100 or above is as follows:

- 8/11 (73%) in reading
- 8/11 (73%) in writing
- 8/11 (73%) in maths
- 8/11 (73%) in grammar punctuation and spelling.

These targets have been taken from the current teacher assessments. All schools have reiterated that the tests continue to be challenging for all children as they are expected to have a higher level of acquired knowledge to achieve the national average standardised score of 100 which for LAC with some of the barriers and gaps in their learning can be harder to acquire.

The PPG is being closely targeted and monitored to ensure that pupils are receiving 1:1 tuition in school as appropriate, as well as social skills' sessions and other supportive interventions that aim to maximise the learning opportunities and impact of the PPG funding.

## **Post 16**

### **University**

There are 48 young people, 17% of care leavers currently studying at university. This has slightly decreased since the last report submitted.

At the start of the academic year there were 50 students at university. Forty-seven of these young people are still studying at university. Two of these

students have taken a break in their studies from their first degree due to mental health issues. One other Post Graduate student decided to take a break from their Masters' Course and is returning to study in the future.

In addition to our current first year students, another first-year student started a higher education course during this academic year from January 2020. Therefore, we now have 48 young people studying at university. However, there are at least 3 students that are to retake examinations from their first semester examinations; interventions are in place to ensure these students are prepared for their summer retake examinations.

Eleven young people (10 last year) are expected to graduate this summer with first degrees and a further three students are expected to graduate in post graduate courses in the Autumn 2020. So far one young person has indicated that they are planning to start a Masters' Degree starting in September 2020. A further 11 young people are expected to start university in their first year Autumn 2020.

### **Year 13 students**

There are currently 65 young people in year 13. Of these, 52 young people (80%) are in education training and employment (ETE). 45 are in education (69%), 6 are in training (9%), 1 is in employment (2%) and 13 (20%) are not in education training or employment (NEET).

Of the 13 students that are NEET, 9 of these students came in to care during year 12 and 13. Social workers are completing 'Missing PEP' meetings with their young people that are NEET outlining action points with targeted support and interventions in place to motivate and re-engage these young people in ETE.

The situation across Years 12 and 13 remains similar to previous years in that the majority of looked after young people choose to study in FE colleges. Several of our young people are in Ealing, Hammersmith and West London College where there is a full-time mentor for Looked After Children and dedicated support for LAC especially around admissions. West Thames and Uxbridge College also continue to be popular with our young people.

Year 13 overall EET is 80% (52/65).

Overall in terms of the routes young people follow, several young people follow BTEC qualifications over three years demonstrating a strong commitment to education and a determination to succeed. In year 13, eight students are following Level 3 qualifications and five of these students are taking A Levels.

<b>65 STUDENTS Y13</b>	<b>FEB-20</b>
ETE	52/65 =80%
Education	45/ 65 = 69%

Employment	1/65 = 2%
Training	6/65 =9%
NEET	13/65 =20%

### Year 12 students

There are currently 54 young people in Year 12, i.e. those who took GCSEs in the summer of 2019. Of these, 42 young people (78%) are in ETE. Of these 42, 70% (38) are in education, following the similar trend to other young people in that they are taking a wide range of practical subjects. The majority of year 12 students are on Level 1, Level 2 courses and 5 are on L3 courses. 12 students are NEET (22%) and 4 students (8%) are on training programmes /courses (7%). Of the 12 students that are currently NEET in year 12, 5 of these young people were in year 11 and 4 did not sit GCSEs in summer 2019 and 1 achieved Maths (4) at GCSE Level in summer 2019.

Year 12 overall EET is 42/54 (78%).

54 STUDENTS Y12	FEB-20
ETE	42/54 =78%
Education	38/54 =70%
Employment	0/54 = 0%
Training	4/54 = 8%
NEET	12/54 =22%

### 3.1 February Half Term Activities

February Half Term Activities will be included in the next report to Corporate Parent.

### Other Reports

None

### 4. Financial

There are no direct financial implications arising from this report.

### 5. Legal

The Children and Families Act 2014 amends section 22 of the Children Act 1989 to require every local authority in England to appoint an officer employed by the authority, or another authority, to make sure that its duty to promote the educational achievement of its looked after children is properly discharged.

### 6. Value For Money

The cost and effectiveness of these arrangements are monitored and reviewed regularly.

## **7. Risk Management**

None

## **8. Community Safety**

Delivering better outcomes for Looked After Children

## **9. Links to Strategic Objectives**

The work of the Virtual School links to the Corporate Strategy. Targets to improve attainment are set within the wider objective of creating a great place for every child and young person to grow up.

## **10. Equalities and Community Cohesion**

Equality Impact is consistently reviewed and evaluated in terms of service delivery. The virtual school analyses the educational performance of all Ealing's Looked after children in terms of ethnicity so that underachieving students and groups can be targeted. These groups are prioritised for the holiday activities, interventions and targeted to attend the Study Support sessions after school. There is ongoing monitoring of progress to improve academic achievement. All the activities of the Virtual School are consistently monitored to ensure ongoing achievement of outcomes.

## **11. Staffing/Workforce and Accommodation implications:**

None

## **12. Property and Assets**

None

## **13. Any other implications:**

None

## **14. Consultation**

As indicated further in report.

## **15. Timetable for Implementation**

## **16. Appendices**

One included

## **17. Background Information**

### **Consultation**

Name of consultee	Department	Date sent to consultee	Date response received from consultee	Comments appear in report para:
Internal				
Julian Bell				
Yvonne Johnson				
Judith Finlay				
Julie Lewis				
Carolyn Fair				
Bridie McDonagh				

Director	Executive Director
Lawyer	Director of Legal Services
Finance Officer	Finance Officer
Councillor	Yvonne Johnson
External	
A N Other	Voluntary organisation
Police etc	

### **Report History**

Decision type:	Urgency item?
For information	No [Yes if it is a general or special urgency key decision, which was not included in the Forward Plan with at least one months' notice] If yes, set out the reasons both why the item was not included and a decision cannot be deferred.

Authorised by Cabinet member:	Date report drafted:	Report deadline:	Date report sent:
05/03/2019	05/03/2020	09/03/2019	09/03/2019

Report no.:	Report author and contact for queries:
First and surname, job title	

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