

**Report for:
ACTION/INFORMATION**



Contains Confidential or Exempt Information	NO (If yes state which paragraph of the Access to Information Rules, the exemption relates)
Title	Report on the Education of Looked After Children
Responsible Officer(s)	Judith Finlay, Executive Director, Children, Adults and Public Health Carolyn Fair, Director Children & Families Julie Lewis, Director Learning, Standards and School Partnerships
Author(s)	Bridie McDonagh, Head Teacher, Ealing LAC Direct Line 0208 825 6648
Portfolio(s)	Councillor Kamaljit Kaur Nagpal, Cabinet Member for A Fairer Start
For Consideration By	Corporate Parent Committee
Date to be Considered	Thursday 17 th June 2021
Implementation Date if Not Called In	
Affected Wards	All Wards
Area Committees	
Keywords/Index	Ealing virtual school (VS) tracking of Year 11 looked after children, updates early years, key stage 1 & 2, post 16 care leavers.

Purpose of Report:

- a) To inform members of the current position of the year 11 and post 16 cohorts and the system for teacher assessed grades, summer 2021.
- b) To update members on the current cohort at the end of key stage 1 (KS1) and key stage 2 (KS2).
- c) To update on the virtual school enrichment programme, February half term, 2021-July 2021

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. Achieving the best possible results for looked after children at the end of each key stage is a key element in achieving young people's future goals and aspirations. The outcome measures for KS 1 & 2 looked after children reflect the national expected

standard of 100 or above in reading, writing, maths, grammar, punctuation and spelling. For key stage 4 (KS4), the headline accountability measures for schools are: attainment 8, progress 8 and attainment in English and maths (4-9). The summer term is usually a key period when the virtual school prioritise educational support for looked after children taking public exams. Educational support has continued as usual but with a targeted focus on supporting children and young people to achieve their best possible teacher assessed grades.

This year with school closure and lockdown due to COVID-19, and with the decision to cancel the key stage 1 and 2 standardised assessments (SATs) and the GCSE public examinations for the second year running, it is still too early for a comprehensive educational attainment data to be published, so the data remains as reported in the March 2021 report to corporate parent. **The information in this report therefore captures current cohort numbers and additional needs and the process for summer term 2021 assessment of outcomes.**

Early Years Foundation Stage – end of Reception, aged 5years

The early years foundation stage profile (EYFSP) assessment will not be mandatory. In the summer 2021, a **best endeavours requirement** has been introduced to provide the information to year 1 teachers and to parents if this is possible. The EYFSP will be disapplied.

In 2021, the schools' data and performance team have offered to produce school reports on early years foundation stage profile (EYFSP) data for primary schools, as they did last year. Data returns will be teacher assessments and schools are being asked to submit this data to the local authority by 8th July. The early years team have offered to collect EYFSP and KS1 data if schools would like analysis reports, but this is optional.

Reception, aged 4-5 years

In reception, there are three children (four last year).

Two children (66%) attend school in Ealing, and one in Windsor.

All three children (100%) have additional needs and are on the SEN register. One of them will have an educational psychologist assessment this term, and will be considered for an education and health care plan (EHCP).

All three have been in care for a year or more.

Key Stage 1 Year 2, 6-7 years

Again, Ealing's data team have offered to collect KS1 data and to produce analysis reports, again this is optional. They will not be producing any Ealing level analysis or sharing this data further as this is a condition of the schools submitting the data.

In year 2 at the end of key stage 1 there are seven children (6 last year). Of these children:

- 4/7 (57%) attend school in Ealing and the others are in Windsor, Hounslow and Corby.
- 2/7 (29%) have additional needs, one child has an EHCP and the other is on the SEN register at SEN support level.
- 5/7 (71%) have been in care for a year or more

Key Stage 2 Year 6, 10-11 years

The Ealing school's data team have asked Ealing primary schools to complete a pupil-based list of year 6 children on roll during the January 2021 spring census. The team are encouraging primary schools to complete this list and **to provide teacher assessed outcomes in reading, writing and mathematics.**

In order to have centrally based KS2 data, the local authority, have asked primary schools to use the three assessed options for each subject: indicating whether they believe each child in year 6 is working 'below/toward the expected level', 'working at the expected level' or 'working above the expected level'. This teacher assessed judgement should be based on the existing knowledge of the child's current attainment level at the point of submission. Schools are also asked to provide their best assessment of whether they believe the child would have scored the national expectation above 100, below 100, or above 110, in the test or would not have sat the assessment based on their knowledge of where the child is performing. This information is to be returned by the end of June; however, it is voluntary, so there will not be a complete set of data from Ealing primary schools.

If primary schools choose to submit their year 6 data to the data team, the information will be available centrally on (DfE sign-In). This list will be available for download to both Ealing primary and secondary schools to prevent the need to make multiple or sperate data requests. The list will also assist the virtual school to a) compare with the March 2021 data and b) have a record for the virtual school attainment tracker as these assessments will be passed on to high schools for LAC in Ealing primary schools. However, it's important to remember this is largely a judgement to help high schools with transition rather than an actual outcome this year.

Other LAs may be doing similar collections but there is no requirement for them to do so. Therefore, it is going to be an inconsistent picture overall in terms of the data the virtual school will have available to record and analyse for year 6 in the summer 2021. However, a combination of submitted grades and assessed grades available at the summer personal education plan (PEP) meetings will also support creating a profile of progress and outcomes.

In year 6, at the end of KS2, there are fourteen children (the same as last year). Of these children:

- 8/14 (57%) Are on the SEN register.
- 2/14 (14%) Have EHCPs in place for cognitive and learning/SEMH concerns.
- 6/14 (43%) Are receiving SEN support.
- 1/14 (7%) Is undergoing statutory assessment for an EHCP, for cognitive and learning and SEMH concerns.

- 11/14 (79%) Have been in care for a year or more.

- 9/14 (64%) Attend schools in Ealing.

- 5/14 (36%) Attend schools outside the borough.

Key Stage 4, Year 11, 15 years -16 years

The 2020-2021 year 11 cohort consists of 37 children who are looked after. Previous cohort sizes are as follows: 49 (2019-2020); 43 (2018-2019); 42 (2017-2018).

The statistical first release (SFR) cohort represents a subsection of the year 11s who have been in continuous care for 1 year or more. For this report, the SFR cohort includes those year 11s who had been in continuous care on or before the 31 March 2020. Of the current 37 year 11s; 28 belong to the SFR cohort, and 9 have come into care after 31 March 2020.

Within the year 11 SFR cohort, 12 of 28 young people (43%) are currently in an Ealing setting (10 mainstream; 1 special school; 1 current no school place). The full breakdown is as below.

Breakdown of Provision

	Total	m/s	AP	Sp	Spec Indpt.	Ind	College	NSPL	EHCP
SFR (In borough)	12	10	0	1	0	0	0	1	2
SFR (Out of borough)	16	12	1		2	1	0	0	2
Came into care after 31/03/2020 (In borough)	3	3	0	0	0	0	0	0	0
Came into care after 31/03/2020 (Out of borough)	6	2	1		1	0	0	2	1
Total Y11	37	27	2	1	3	1	0	3	5

Three students are not in a school (see above NSPL). One of these young people has had many moves of placement for reasons of safety, is in receipt of tuition and it is hoped will be able to access functional skills exams; the other two have moved back to London very recently. These young people are not being assessed for summer grades. All three of these young people have complex additional needs.

Virtual school teachers have worked closely with the young people and professionals involved to ensure that they have access to educational support, with a key focus on planning and securing for suitable post-16 educational provision. All 3 young people will be offered enrichment activity opportunities through the summer term and in the summer break.

Expected outcomes Summer 2021

With no GCSE examinations taking place summer 2021, the following represents an overview of the process for assessment of outcomes for 2020-2021 academic year.

Schools have developed individual grading policies based on the secretary of state for education's proposal that those who know students best (their teachers) should determine grades this year. These individual policies vary between schools but are heavily informed by DFE guidance and guidance from the JCQ (Joint Council for Qualifications). There is a unified aim to provide fair and clear opportunities for students to demonstrate what they've learned in their GCSE years, without the expectation of being assessed on what they have not covered. Individual teachers will assign teacher assessed grades based on current and previous work (including work from year 10 in some cases). Teachers have a greater degree of flexibility to determine grades this year, with an overall emphasis of having students' progress to the next stage of education or employment without disruption, while at the same time, awarding students the grades that they have earned. Exams and assessments for functional skills will continue where they can be delivered in line with public health guidance, including remotely or through teacher assessed grades.

In practice teachers will be creating a 'portfolio' of evidence for each individual student. The evidence might include such materials as: mock exams, written assignments, exam questions responses, practical materials (for subjects which require practical elements) and other substantial pieces of work. Schools and/or individual departments will have a policy for how different materials are weighted, to better capture success across the curriculum. As an example, evidence collected during remote learning (online exam) might be included as part of a student's final grade but weighted lower than an exam the student completed on site in school.

Schools' exams' officers will submit these grades by the 18th June 2021 to exam boards, who will determine whether the school has demonstrated sufficient quality assurance (as outlined in DFE/JCQ guidance) when awarding grades. Any student can appeal grades, but unlike last year, appeals that lead to a review of evidence can lead to a *lowering* of the student's final grade. This summer, GCSE students will receive their grades early on the 12th August.

LAC outcomes have a potential to be affected by this change in grade awarding, as final grades are based on evidence of work produced by pupils and LAC are at an increased risk of having been disrupted during lockdown. This will have been partially mitigated by a number of initiatives, including: schools remaining open for direct work with vulnerable young people; the flexibility in grade awarding (weighting and use of year 10 evidence) and special considerations for some LAC when awarding grades, in addition to the special considerations all pupils are receiving. The two KS4 virtual school teachers have been working with school designated teachers (through summer PEPs and close communication) to ensure that year 11 LAC are awarded grades fairly, and that year 11 LAC understand how, and on which materials, they will be evidenced. All schools have been eager to promote positive outcomes for LAC students when looking to awarding grades.

Post 16

University

There are 44 young people, 16% of care leavers currently studying at university. This is a slight decrease since the March 2021 report.

At the start of the academic year there were 43 students at university. 39 of these young people are still studying at university. Two of these students have taken a break in their studies and are considering completing their second/third year in the future. One other first degree student is taking an intermission and plans to return to

study from September 2021. Another student has decided to change courses and is considering returning to higher education (HE) in the future, potentially for September 2021. Some university students have shared that they missed having face to face lectures and seminars in comparison to studying online.

In addition to our current first year students, another 5 students started an HE course during this academic year. Therefore, **we now have 44 young people studying at university**. There are also 5 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.

Seven young people (13 last year with first degrees) are expected to graduate this summer with first degrees and a further three students (3 last year) are expected to graduate in post graduate courses in the autumn 2021. Our third year graduate cohort is smaller in number compared to the previous year. This is due to the number of first year students that started university for this cohort which was a smaller group on entry to university.

So far, three young people have indicated that they are planning to start a post graduate course starting in September 2021. A further 11 young people are expected to start university in their first year in autumn 2021.

Key stage 5 (KS5)

Year 13 students

There are currently 66 young people in year 13. Of these, 49 young people (74%) are in education training and employment (ETE). 47 are in education (71%), 2 are in training (3%), 0 in employment (0%) and 17 (26%) are not in education training or employment (NEET).

Of the 17 students that are NEET, 6 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 study at West London College where there is a full-time mentor for care leavers and dedicated support especially around admissions. West Thames, Richmond, Harrow and Uxbridge College also continue to be popular with our young people.

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, nine students are following level 3 qualifications and five of these students are taking A Levels.

Year 13 overall ETE is 74% (49/66).

66 STUDENTS Y13	JUNE-21
ETE	49/ 66 = 74%
Education	47/66 = 71%
Employment	0/66 = 0%

Training	2/66 = 3%
NEET	17/66 = 26%

Year 12 students

There are currently 60 young people in year 12 i.e., those who took GCSEs in the summer of 2020. Of these, 47 young people (78%) are in ETE. Of these 47, 46 (77%) 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 8 are on level 3 courses. Of these 8, four are studying A Levels, two on T Levels and two on BTECs. 13 students are NEET (22%), and 1 student (1%) is on a training programme. Of the 13 students that are currently NEET in year 12: five were in year 11; three did not achieve GCSEs in summer 2020; one student achieved maths (4) and 1 other student achieved English (5) at GCSE in summer 2020.

Year 12 overall ETE is 78% (47/60).

STUDENTS Y12	JUNE-21
ETE	47/60 = 78%
Education	46/60 = 77%
Employment	0/60 = 0%
Training	1/60 = 1%
NEET	13/60 = 22%

The KS5 assessment process will be the same as for KS4. Students will receive teacher assessed grades for A and AS levels and teachers will use a range of evidence, which could include mock exams, coursework and other work completed as part of a student's course. Vocational and technical qualifications will also receive grades assessed by teachers. Where an occupational competency requires assessment, they will be assessed where they can be delivered in line with public health measures. Additionally, exam boards provided optional sets of questions for teachers to use to help them gather evidence. Grades will be submitted in the same timescales as the GCSE grades, by the 18th June. Exam boards will check all centres' processes as well as checking grades in random and more targeted checks. Appeals are possible but are intended as a safety net and exceptional circumstances. Teachers can select groups of questions that reflect what they have taught. The results day is brought forward to the 10th August this year to ensure students have enough time to log any appeals so that they do not miss out on their preferred university place. Some BTECHs and vocational qualifications will be issued to students on or before these dates.

3.1 Enrichment activities –see appendix 1.

3.2 Junior Council -Verbal Report

Following the survey, on	Department	Date sent to consultee	Date response received from consultee	Comments appear in report para:
Internal				
Cllr PeterMason Cllr Kamaljit Kaur-Nagpal Judith Finlay Carolyn Fair Julie Lewis Bridie McDonagh				

Director	Executive Director
Lawyer	Director of Legal Services Jane Batalona/Diana Hamilton
Finance Officer	Finance Officer
Councillor	Kamaljit Kaur-Nagpal
External	
A N Other	Voluntary organisation
Police etc	

Report History

Decision type:	Urgency item?
EITHER: Key decision [state the date it was first entered into the Forward Plan OR Non-key decision OR For information (delete as applicable)	No (delete as applicable) [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:
07/06/2021	04/06/2020	08/06/2020	

Report no.:	Report author and contact for queries:
	First and surname, job title
	Bridie McDonagh, Head Teacher, Virtual School, Ealing Looked After Children and care leavers

