



**Report for:
INFORMATION**

Item Number: 9

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, Assistant Director, School Effectiveness Service Marcella Phelan, Assistant Director, Planning, Commissioning and Partnerships
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Portfolio(s)	Cllr Binda Rai, Children and Young People.
For Consideration By	Corporate Parent Committee
Date to be Considered	22 nd March 2018
Implementation Date if Not Called In	
Affected Wards	All Wards
Area Committees	
Keywords/Index	Ealing Virtual School tracking of Year 11 Looked After Children, updates Early Years, Key Stage 1 & 2, Post 16 care leavers and February half term activities.

Purpose of Report:

- a) To inform Members of the overall education programme and progress on attainment 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.
- c) To outline to members progress on holiday activities in the Virtual School calendar of events.

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. Although national measures are altered, it is still important that looked after children's targets include 5 good GCSEs at grades A*-C including English and maths wherever possible and at the end of Key Stage 2, the national standardised score of 100 or above in English and maths.

2.2 This report also updates members on education programmes covering school holiday periods 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 38 year 11 students (32, last year) and in 2017, 47 young people.

Overall, 11 young people (29%) are being educated in borough (10, 31% last year). Of these, seven young people (64%) are in mainstream schools (3, 30% last year) and two (18%) are being educated in alternative provisions (5, 50% last year).

Two students residing in borough are currently waiting for school /education placement; one student is a newly arrived unaccompanied minor. The other student has ongoing behaviour issues and has recently moved area after refusing to return to his foster placement. Both now have named provisions and are due to attend admissions' meetings. Additionally, both will be given the opportunity to sit for qualifications; the GCSE candidate student will have his examinations transferred.

Twenty seven of the 38 year 11 students (71%) are being educated out-borough (22, 69% last year). Eleven of these young people (41%) are in mainstream schools (7, 32% last year). Seven (26%) attend special schools (2, 9% last year), and 6 (22%) young people are educated in an alternative provision (9, 41% last year).

Three students residing out of the borough are currently awaiting placement. These three students have particularly complex needs: all have had numerous, sometimes extended periods missing and concerns such as significant SEBD, CSE and youth offending issues have had a negative impact on academic progress. The students have all moved foster care placement recently and applications for appropriate provisions have been

made in the borough in which they now live. Extensive work will continue to be needed to re-engage them in education as they are currently at risk of not gaining any accredited qualifications this year.

Summary data for Year 11 students:

- 29% (11/38) are educated in-borough
- 71% (27/38) are educated out-of-borough
- 47% (18/38) attend a mainstream school
- 21% (8/38) attend an alternative provision
- 18% (7/38) attend a special school
- 13% (5/38) are currently being placed
- 26% (10/38) have a statement of SEN/EHC Plan

Summer 2018 – Target/Predicted grades as at March 2018:

5+ A*-C (or 9-4) GCSEs inc English & maths	4/38	11%
1+ GCSEs (above not included)	22/38	58%
Students with SEN taking non-GCSE qualifications	6/38	16%
Students taking ESOL only qualifications	3/38	8%
Students at risk of not gaining any qualifications	3/38	8%

A total of 12/38 (23%) young people are not studying for Level 2/ GCSEs in the summer exams 2017.

For comparison, 2017 results

5+ A* -C (or 9-4) including English & maths	6/32	19%
Students taking ESOL/Foundation/Basic Skills Study Programmes		
	9/32	28%
Students who did not sit examinations or gain any accreditation		
	7/32	22%

As always, any additions to the cohort between now and the summer examinations 2018 are likely to affect the current cohort attainment figure downwards, due to the longer impact of home life and the upheaval of coming in to care at such 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 wide 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:

- 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 their 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.

Interventions continue for each student until final examination papers are sat. In addition, a targeted group will have access to 1:1 Academic Sessions in the run-up to the examination period. In these sessions revision techniques, revision timetables and Post 16 options will be covered. 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 - 30 (31 last year)	
	Number	% of total
In-borough	14	48%
Out-borough	15	52%
Mainstream	19	66%
Alternative provision	2	7%
Residential	2	7%
Special	5	17%
Currently waiting placement	1	3%

From Early Years to Post 16

Early Years 0 - 5 years

There are currently 37 children in the Early Years Foundation Stage, four more than last year.

LAC in Early Years	Feb 18	Feb 17	Feb 16	Feb 15	Feb 14
Reception (rising 5)	3	4	9	7	5
Nursery (rising 4)	8	3	5	6	7
Rising 3 in academic year	6	4	7	4	9
Rising 2	3	8	2	7	9
Rising 1	17	14	11	12	18
Total	37	33	38	37	57

Numbers in and out of borough

There are three reception aged children, (one less than last year), two attend school in borough and one attends in Brent. 2/8 Nursery children (25%) attend a setting in borough whilst the majority (6/8, 75%) attend in other boroughs (London boroughs and Surrey). All six 'rising 3 year olds' attend a setting and 2/6 of these children (33%) are in Ealing.

None of the children in reception have any special educational needs, 2/8 Nursery aged children (25%) have an SEN at the SEN support level.

Attainment and progress

All the reception aged children are making progress, but all are working below age related expectations. With appropriate levels of support, all three children should make a good level of development in the Foundation Stage Early Years Profile in July 2018. Two of the eight (2/8, 25%) children in nursery are at age related expectations in the prime areas of learning. Two children (25%) are on track for two of the prime areas, 'physical development and PSE' but not in 'communication and language'. Two children (25%) are working towards age related expectations in all three prime areas. All six 'rising 3' children are attending a nursery or children's centre and are accessing 15 hours a week provision through universal funding. Eleven of the three and four year old children receive the Early Years Pupil Premium Grant (EYPPG) which totals £302 per child for the academic year.

All the two year olds attend a children's centre or 'Stay and Play' provision and receive funding for their nursery place through the EYPPG. All of these children attend a setting outside Ealing.

Key Stage 1 (End of Year 2, 7 years old)

In year 2 at the end of KS1, there are eight children (6 last year). Three of the eight children (3/8, 38%) are at expected standard in reading, writing, and maths. Three children (3/8, 38%) are working towards the expected standard in reading writing and maths and two of the eight children (2/8, 25%) are below expected standard in reading, writing and maths. Three of the children attend a school in Ealing. The other five children are in neighbouring London boroughs and Bristol, Kent, Dorset and Surrey.

There is a high level of SEN in this year group. Two of the eight children are chronologically in the school year 3 but have been placed a year below due their educational needs. Four children (50%) have an Education and Health Care (EHC) Plan and 1 child is on SEN support, leaving only 3/8 children (38%) in year 2 without any SEN.

There are 7 children in year 1 and five of the seven children (5/7, 71%) have a special education need currently at SEN support. Two children (2/7, 29%) attend school in borough; however the others are placed within London. It is likely that two of these seven children will need an EHC plan, one of them will be assessed by an Educational Psychologist (EP) this term and it is very likely that the second child will be having an EP assessment next term, with a view to securing an EHC plan. So, again, a high level of SEN in this year group, with only two children of the seven (2/7, 29%) without an SEN.

Two of the seven year 2 children (2/7, 29%) are on track to achieve expected levels in reading, writing and maths. Three children are below expected levels in reading and maths and four of the seven children (4/7, 57%) are below in writing. Two children (2/7, 29%) are working towards expected levels in reading and maths.

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

The year 6 consists of 20 children (18 last year). Fourteen of these children (70%) have special educational needs and three are undergoing statutory assessment. The profiles of these pupils are comparatively different from last year's cohort in terms of their academic ability and their social, emotional and mental health (SEMH) needs. Last year, two children (11%) had EHC plans compared with five this year (25%) and two children were not entered for their SATs due to significant special educational needs; this year that number is doubled with four children not being entered. Of these children, there is a mixture of learning and SEMH needs. Three children are in specialist schools and one is in the process of changing his placement due to a placement breakdown. Of the 20 children, 18 have been in care since the start of the academic year and two came in to care in October and December of last year.

The virtual school teachers monitor the progress of the 18 children who have been in care for a year or more and the two more recently in care: they provide direct interventions; track the progress of the children; support the social workers and carers in all educational matters; advise schools; arrange

1:1 tuition where necessary and teach directly some of children at Horizons and at their homes as part of the virtual school intervention strategy. Three children have had a very challenging start to year 6 emotionally and two of the children in the same school are receiving specialist support from the Ealing Primary Behaviour Service. Most of the twenty children are making progress.

The new curriculum and assessment tests that have increased the average bench mark for achieving good levels of attainment continues to prove challenging for year 6 looked after children to achieve the national average expected score of 100. From the current cohort of 20 children, teacher assessments indicate that eight children are likely to achieve the expected 100 score in both maths and English, 40% of the whole cohort. Twelve of twenty children (12/20, 60%) are on track to achieve the expected 100 score in English, with ten of the twenty children (10/20, 50%) on track to achieve the expected 100 score in maths. The test papers are challenging for looked after children as they expect a higher level of knowledge and it is only in the second year of administration.

The virtual school team are running the targeted intervention strategy (piloted last year) again this year. Using prior attainment data and progress measures, a target group of 10 year 6 children have been identified as requiring an intervention to boost progress towards expected levels at the end of year 6. This target group are currently receiving specific interventions to support them in achieving or exceeding their expected scores in English and maths. The virtual school teachers are delivering a programme of intervention that includes 1-1 tuition, both in school and home and at Horizons. The teachers have also established weekly telephone contact to provide teaching support of learning objectives for children out of borough. Holiday projects at Horizons have extended this targeted work.

The PPG is being closely 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 impact of the PPG funding for the whole cohort.

Years 7- 9 (to be reported on in the June 2018 meeting)

Post 16

University

There are 48 young people, 18% of care leavers currently studying at university.

At the start of the academic year there were 46 students at university. Forty five of these young people are still studying at university. One student did not continue due health issues and is planning to complete his degree from September 2018.

In addition to our current first year students, a further three first year students started higher education courses during this academic year. Therefore, we now have 48 young people studying at university. However, there are at least 4 students that have to retake examinations from their first semester examinations and interventions are in place to ensure these students are prepared for their summer retake examinations. Another student is also deciding whether to take a break in his master's degree course so may not continue his masters from September 2018.

Nine young people (seven last year) are expected to graduate this summer and a further two students are expected to graduate in post graduate courses in the Autumn 2018. So far three young people have indicated that they are planning to start a master's degree starting in September 2018. A further 12 young people are expected to start university in Autumn 2018.

Year 13

We have a large cohort of students in year 13. There are currently 74 young people (94 last year) in year 13. This is an increase of three students since the last December 2017 report. Forty of these 74 young people took GCSEs (i.e. were in year 11) in the summer of 2016. Of these 40 students who are now currently in Year 13, 24 (60%) are in education, 4 (10%) are in training, 1 (2%) in employment, 11 (28%) are Not in Employment, Education or Training (NEET) and an additional 4 other young people who took their GCSEs in the 2016 summer examinations are no longer in care.

Of the young people currently in year 13, 46 (62%) are in education, this matches the number in education from the last report in December 2017 and seven young people (10%) are in training and two students (2%) are in employment. The majority of year 13 students are on Level 1 and Level 2 courses and seven students are taking Level 3 Courses including A Levels and BTEC Courses. There are currently 19 students (26%) that are NEET.

Of the 19 students that are NEET, seven 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 re-engage these young people in education, employment and training.

74 STUDENTS Y13	Mar-18
Education	46/74 = 62%
Employment	2/74 = 2%
Training	7/74 = 10%
NEET	19/74 = 26%

Year 12

There are currently 52 young people in year 12 i.e. who took GCSEs in the summer of 2017. This is an increase of four students since the last December

2017 report. Of these 52, 43 (83%) young people are in education, 3 (6%) are in training, 1 (1%) in employment and 5 (10%) are NEET. For context, of the 5 students that are currently NEET in year 12, two young people did not sit GCSEs in summer 2017 and 1 other achieved GCSE Maths (6) and English (5) in the summer 2017 examinations.

52 STUDENTS Y12	Mar-18
Education	43/52 =82%
Employment	1/52 =2%
Training	3/52 = 6%
NEET	5/52 =10%

3.1 February Half Term Activities

See **Appendix 1** for a full diary account of February Half Term Activities.

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				
Marcella Phelan				
Julian Bell				
Binda Rai				
Judith Finlay				
Julie Lewis				
Carolyn Fair				
Bridie McDonagh				

Director	Executive Director
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Lawyer	Director of Legal Services Jane Batalona
Finance Officer	Finance Officer
Councillor	Binda Rai
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:
18/04/2017	11/04/2017	19/04/17	18/04/17

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