



Report for: ACTION/<u>INFORMATION</u>
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
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Portfolio(s)	Cllr Yvonne Johnson, Cabinet Holder, Children and Young People
For Consideration By	Corporate Parent Committee
Date to be Considered	Thursday 18 th October 2018
Implementation Date if Not Called In	
Affected Wards	All Wards
Area Committees	
Keywords/Index	End of Key Stage Results 2018 Public Examination Results 2018 University and Graduate Results 2018 This report has 5 appendices

Purpose of Report:

- a) To report to Members on the end of key stage education results for Looked After Children in Early Years & Key Stages 1 & 2
- b) To inform Members of the educational outcomes of Ealing’s Looked After Children at the end of the academic year 2017–2018 at Key Stage 4 and/or GCSE results.
- c) To inform members of the summer 2018 outcomes, University and Graduates.

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 This report is an analysis of the educational achievement of Ealing's Looked After Children and care leavers for the academic year 2017-2018.

2.2 Please note that the numbers per year groups are small and that each child or young person can have a significant impact on the percentage outcomes.

3. Key Implications

3.1 Early Years Foundation Stage Profile (EYFSP) Reception, Aged 5 years

In Reception there were six children (seven last year). Four children attended school in Ealing and two in Brent.

Three out of the six children assessed in the EYFSP made a Good Level of Development (GLD) (50%). One of these children did particularly well and exceeded age related expectations in four out of seventeen Early Learning Goals (ELGs).

One of the children who didn't make a GLD came into care in the spring term but still managed to reach expected level in 11/17 ELGs, which is a great achievement.

Two of the three children who didn't make a GLD, came into care in the summer term of Reception. Another child, who also came into care in the summer term, did make a GLD.

None of the children in this phase have a special educational need. All children not making a GLD will receive targeted education support in their first term of year 1, so that they can meet all their Early Learning Goals, especially in the prime areas of learning (language and communication, physical development and personal social and health education).

3.2 Key Stages 1 & 2, Key Stage 1 (Year 2, Aged 7 years)

In year 2, at the end of key stage 1 (KS1) there were six children (same number as last year).

Two of the six children attend a school in Ealing, one child in Hillingdon and three outside London (Dorset, Surrey and Essex.)

Two of the six children achieved the expected level for year 2 in the national indicator of reading, writing and maths combined. Two of the six children achieved an expected level in reading and a further two of the six children exceeded the expected level in reading.

Three of the six children reached the expected level in writing, with one of the six children exceeding the expected level.

Two of the six children exceeded the expected level in maths; however, four of the six children did not achieve the expected level in maths

Three of the six children achieved the expected level in Science, with two exceeding the expected level.

A high number, five of the six children in year 2 (83%) have special education needs (SEN). Three of the six have an Education Health and Care Plan (EHCP) and one of

the six children has been assessed by an Educational Psychologist (EP) with a view to progressing to an EHCP. One child is on SEN support.

One child was targeted for the Virtual School intervention strategy and achieved the national expectation in reading and writing.

*Further information on KS1 is detailed in **Appendix 1***

Key Stage 2 (Year 6, aged 11 years)

The key stage 2 (KS2) cohort is eighteen children (last year, 20 children). Fourteen of the 18 children (78%) were entered for their SATs, (last year 14/20, 70%). Fifteen of the cohort has been in care for a year or more, since the start of the academic year. The academic profile of the children this year is comparatively different to last years' cohort. One child came into care in December 2017; the other two children came into care in May and June of this year. This year, five children (28%) have EHCPs; in addition to this there are two children undergoing statutory assessment with EHCPs agreed. Last year, just two children (10%) had EHCPs.

This year four of the 18 children (22%) were not entered for their SATs, compared to six out of twenty children (30%) last year. Of these four children, two are in specialist schools; one child is in a mainstream school and the other child is in a mainstream independent school. The independent school does not enter children for SATs so this child although able academically, did not sit SATs and this has an effect on the overall results with small cohorts. The other three children within this cohort were unable to sit their SATs due to their significant cognitive, learning, social and mental health needs.

Of the fourteen children who were entered for their SATs, eight children (57%) were expected to achieve a national average score of 100 in their reading tasks. Five of these children (36%) achieved the national expected average score of a 100 and above. Two of the children achieved a reading score of over 110, a great achievement. Within this cohort, six children scored between 92 and 99 points, two achieving 99, just short of the national average score of 100.

Six out of 14 children (43%) achieved the national expected standard in writing. Nine of the fourteen children (64%) also achieved the national expected standard in the grammar, punctuation and spelling test. Four of the nine children (44%) achieved at least 110 points and above.

Six out of 14 children (43%) achieved the national expected standard in maths. Five of the fourteen children (36%) achieved between 92 and 99 points which included two children with EHCP plans. Four out of these five children were on a Virtual School intervention programme to support them to achieve national expectations in their SATs. These children worked extremely hard and have made good progress since KS1 despite not achieving the national expected standard score of 100 in the maths tests.

(Progress to be detailed in the December 2018 report to Corporate Parent).

Of the 14 children who took their SATs, five (36%) achieved the national average score in the combined totals of all three areas of reading, writing and maths. One child in this group, who has an EHCP, achieved the highest score in his school.

The evaluation of this year's Virtual School's intervention strategy indicates that the programme continues to have a positive impact on this cohort, especially in relation to their academic attainment and in boosting their social and emotional learning and achievement.

Further detail on intervention, progress and results: Of the children who did not achieve the national expected scores in their SATS, one child through 1-1 intervention has moved from giving no eye contact and very limited discussion to fully discussing a comprehension paper and fully engaging with their creative writing. Two other children have developed their presentation and conversation skills generally and were able to confidently deliver two public presentations.

Although this cohort has not achieved as highly as last year's cohort, schools have been supported to differentiate work and there has been close work with the Virtual School EP to provide further assessments for children individually to ensure that appropriate provision was in place for successful transition into high school. Other areas of support have included supporting a child, who had several teachers during Y6. It is also important to note that two children had EHCPs to provide additional support last year; now a further five, a total of seven children have transitioned to Y7 with an EHCP to provide the additional provision needed to support their successful high school entry.

*Further information on KS2 can be found in **Appendix 2***

3.3. Key Stage 4 (Year 11, aged 16 years)

End of KS4 Exam Results 2017-18

At the end of the academic year 2017-18, there were 36 year 11 students (32 last year):

25/36 (69%) students were entered for GCSEs
9*/36 (25%) students followed Foundation/Basic Skills Study Programmes, and
8 /36 (22%) students did not sit examinations, or gain any accreditation

*Of these 9 students, 6 students followed a combination of GCSEs and Foundation/Basic Skills Study Programmes

GCSE Results for the *full* Year 11 cohort:

6/36 (17%) achieved 5 or more A*-C (or 9-4) including English and Maths
7/36 (19%) achieved 4+ in English and Maths
5/36 (14%) achieved 5+ in English and Maths
9/36 (25%) achieved Maths (9-4) compared with 28% last year
9/36 (25%) achieved English (9-4) compared with 19% last year

One other student achieved 5 or more A*-C (or 9-4) excluding English bringing the total 5plus A*-Cs to 19%.

All our students continued to achieve in a wide variety of GCSE subjects. Many students were entered for both English Language and Literature GCSE and this year we saw particularly good attainment for English Literature. Two students achieved grade 9s, the highest grade.

The virtual school continued to undertake careful tracking of progress data and to work closely with schools. In addition, theatre trips and workshops were organised to support the GCSE curriculum. The productions were in central London and targeted both in and out-borough students.

Targeted intervention was also put in place, which for some students involved one-to-one support from the virtual school teachers as well as other tutors for out borough students. Students were also able to access study support through Horizons.

One student took 9 GCSEs achieving 9 (or A*) in 8 of the subjects taken.

Three other students also achieved 9 good GCSEs at grade 4 (C) and above.

GCSE results as % of those students (25) who were entered for GCSEs

7/25 (28%) achieved 4+ in English and maths

5/25 (20%) achieved 5+ in English and maths

9/25 (36%) achieved 9-4 in Maths

9/25 (36%) achieved 9-4 in English

19/25 (76%) achieved 5+ A*-G (9-1)

24/25 (96%) achieved 1+ A*-G (9-1)

In regard to the national indicator of the students who have been in care for 12months+:

*7/30 (23%) achieved 4+ grades in English and maths

*5/30 (17%) achieved 5+ grades in English and maths.

**provisional, not yet published across London or nationally*

Of the 9 students who followed Foundation/ Basic Skills Study Programmes:

Two students were unaccompanied minors/ asylum seekers and studied ESOL courses. One of these students studied at Ealing, Hammersmith & West London College and the other at West Thames College.

The remaining seven students were entered for a variety of qualifications at foundation-level; these included Functional Skills in Maths & English and other entry level or BTEC courses in a range of subjects.

Three of these students have EHC Plans. They were attending special schools and will continue in these provisions for post 16. Two of these students took some GCSEs along with their Foundation/ Basic Skills Study Programmes.

Three students followed a combination of GCSEs and Foundation/ Basic Skills Study Programmes to ensure they received accreditation especially in subjects such as English and Maths.

One student took a BTEC course alongside their 9 other GCSE subjects.

Of the 8 students who did not sit examinations, or gain any accreditation:

Three of these students are allocated to the children with disabilities team and have disabilities which impact on their learning. All three have EHC Plans and were attending special schools.

One student moved placement in year 11 for safety reasons. Despite not taking exams in the summer, she is now enrolled onto a training programme.

One student was out of education at the time of the exams. External factors caused them to disengage.

Three students were entered for exams but did not sit them. One student went missing at the time of the exams. Two students had poor attendance and did not sit exams, despite efforts to engage them.

The students who either did not sit exams are being supported by the KS4 & KS5 virtual school teachers and also the LAC post 16 Connexions Adviser. Post 16 destinations and plans remain, as ever, of key importance for the entire cohort.

Other key-data groups

In 2017-2018, 9 out of 36 students (25%) were educated in-borough and 27 students (75%) were educated out-borough. Last year 41% were educated in-borough and 59% were educated out-borough.

This year the virtual school continued to ensure that all students, including those living out of the borough had the most appropriate intervention-package regardless of where in the country they resided. The virtual school teachers attended as many PEPs as possible and provided advice and consultation to social workers.

Data was used to highlight students requiring additional support in and out of the borough. This support included going to schools/ homes and children's homes to give one-to-one teaching sessions. There was also email and telephone contact with the school, young person and carers to provide ongoing monitoring and support. All students residing in and out of the borough were invited to attend enrichment activities, which supported the GCSE curriculum. Some of these took place during the holidays making them more accessible for some students residing out of the borough.

This year the same number of students achieved 5 or more A*-C (or 9-4) including English and maths in borough as out of borough. A higher number of students also achieved 9-4 in English from out of the borough than those educated in the borough.

Of the 36 Year 11 students, 11 students (31%) had a statement of SEN/EHC Plan - 16% last year. All students who had an EHC Plan were educated out of the borough.

Six of the 36 students (17%) have been in care for less than 12 months.

Further information and analysis on Year 11 results are detailed in *Appendix 3*

3.4. Post 16 KS5 2016-17

'A' Level and University Results 2018

In September 2018, ten students will start University in their first year (16, last year). Fourteen students qualified to start university in September 2018; four of these young people have deferred and will commence university courses in Sep 2019.

Graduates 2018

This year there were a total of nine students who graduated from University, eight with first degrees and one who graduated with a Post Graduate degree (nine graduated in 2017 and 10 in 2016). One graduate result is yet to be confirmed. Another student is also due to graduate with a BSc Hons IT degree in January 2019. This young person started his degree in the Spring, rather than in the Autumn term.

As last year, the young people studied a wide variety of courses. Young people achieved excellent pass rates ranging from 1st Class to 2:1 and Pass degrees.

Courses and Institutions 2017/18

In the last academic year (2017/18) there were a total of 48 students studying at University level at 29 different institutions (compared to 45 in 16/17, 46 in 2015/16). A wide of courses were chosen, although Business, Criminology and Psychology are proving to be popular as are Universities in the London area (27/48 students studying at Universities in the London area). In 2017/18, 4/48 students were studying at Russell Group Universities (5/45 in 2016/17, 3/46 in 2015/16).

At the start of 2017/18 there were 46 students at university. 44 of these young people were still studying at university in summer 2018 and four further students had commenced HE courses during the academic year bringing our end of summer total to 48 students at university.

We expect a total of 48 students to be studying at University during this academic year in 2018/19, which is 17% of the care leaver group (17%, 46 end of previous academic year). The university percentage is consistent with the previous year even though the denominator of care leavers has increased. We continue to achieve a high number of young people studying at university, as we did last year.

Graduates 2017 and Work Outcomes

In 2017 there were nine students who graduated from University. They graduated from a range of subject areas:

1. BSc (Hons) Aerospace Engineering – 1st Class Swansea University
2. BSc (Hons) Computer Science – 1st Class University of West London
3. BSc (Hons) Criminology, Forensics and Policing – 1st Class University of West London
4. BA (Hons) Social Work – 1st Class London Metropolitan University
5. BA (Hons) Film Production - 2:1 University of West London
6. BSc (Hons) Nursing (Mental Health) – 2:1 Middlesex University
7. BA (Hons) Business Foundation – Pass London Metropolitan University

Post Graduate courses:

8. Masters Curator, Museums, Galleries and Contemporary Culture - University of Westminster, Pass
9. PHD Accounting, Royal Holloway, University of London
- TBC-Masters Advanced Engineering Design, Brunel University

Students were successful in gaining graduate positions or going on to further study. Of the students who completed First Degree in 2017, three young people went on to study Master's Degree Courses

- MSc Project Management UWL
- MSc Advanced Aeronautical Engineering Imperial College
- MSc Digital Service Design Brunel University

The majority of the remaining students who completed First Degrees in 2017 also secured employment. These jobs included:

- Social Work
- Administration and Film Production Assistant
- Accountant
- Museum Curator
- Nursing
- One tbc

The 2018 Year 12 and 13 results will be included in the next education report to Corporate Parent committee in December.

See **Appendix 4** for a table detailing in full the routes to University, grades achieved and the range of courses being undertaken.

5. Financial

Finance advises that any improvements would need to be contained within cash limited budgets.

6. Legal

The key legislation is S 52 Children Act 2004, which amends s22 of the Children act 1989 to include a particular duty to promote a looked after child's educational achievement amongst other duties to looked after children.

7. Value For Money

Financial aspects are monitored within existing budgets and existing value for money assessments and reviews.

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 and narrowing the gap for disadvantaged children and young people.

10. Equalities and Community Cohesion

Equality Impact is consistently reviewed and evaluated in terms of service delivery. Each year the Virtual School, Looked After Children's Education team undertakes a detailed analysis of the educational performance of all Ealing's looked after children in terms of ethnicity so that appropriate under achieving groups can be targeted. These groups are prioritised for the half term activities and encouraged to attend the Study Support after school on Wednesdays as well as ongoing monitoring of

progress to improve academic achievement. All these activities 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

There are five appendices included in this report

17. Background Information

Section 52 of the Children Act 2004 amended the previous legislation at s22 of the Children Act 1989 to specifically include a duty of Local Authorities to promote the educational achievements of young people in care

Consultation

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

Director	Executive Director
Lawyer	Director of Legal Services Helen Harris
Finance Officer	Tamara Quinn
Councillor	Yvonne Johnson
External	

A N Other	Voluntary organisation
Police etc	

Report History

Decision type:	Urgency item?
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EITHER: Key decision [state the date it was first entered into the Forward Plan OR Non-key decision OR For information (delete as applicable)	Yes/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.
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Authorised by Cabinet member:	Date report drafted:	Report deadline:	Date report sent:

Report no.:	Report author and contact for queries: Bridie McDonagh
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