



Report for: ACTION/INFORMATION
Item Number: 10

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 & Public Health Chris Hogan, Interim Director, Children and Families Julie Lewis, Assistant Director, Schools Service, Marcella Phelan, Assistant Director, Planning, Commissioning and Partnerships.
Author(s)	Bridie McDonagh, Head Teacher, Virtual School, Ealing Looked After Children Ext 6648, Direct Line 0208 825 6648
Portfolio(s)	Cllr Binda Rai, Children and Young People
For Consideration By	Corporate Parent Committee
Date to be Considered	Thursday, 8 th December 2016
Implementation Date if Not Called In	
Affected Wards	All Wards
Area Committees	
Keywords/Index	Post 16 education outcomes, confirmed places and University entrance routes 2015-2016 October 2016 half term activities, Junior Council update (verbal)

Purpose of Report:

- a) To inform members of the details for Post 16 education results for the academic year 2015-2016 and to provide information on the current year 12 and year 13 year groups. To confirm University entrance routes and places.
- b) To report on the October 2016 half-term education activities.
- c) To report on the activities of Junior Council (verbal).

1. Recommendations

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

2. Reason for Decision and Options Considered

This report informs members of the final Post 16 outcomes for the academic year September 2015-July 2016 and sets out the range of education courses being pursued by Ealing's care leavers, Post 16.

In addition the report also provides an overview of the October 2013 half term activities and Junior Council activities (verbal).

3. Key Implications

3.1 University Trends 2015 to 2016

September's Report to Corporate Parent Committee set out the detail of the university entrants last academic year. They are updated and included in detail in Appendix 1.

Overall, we are continuing a very positive trend with student numbers at University increased significantly compared to the previous three years. In 2015/16 numbers have increased to 46 students at university, compared to 35 in 2014/15 and 36 in 2013/14.

More students have continued to study at postgraduate level, with six in September 2016, three in 2014/15.

In September 2016, the significant increase in the numbers studying at University has been maintained and there are 46 (18%) students studying at University in the academic year 2016/17 (20% (46) previous year). The denominator of Ealing care leavers has increased compared to the previous year resulting in a slight change to our university percentage.

This September 2016, 17 care leavers were eligible to start University. However, 15 students (13 last year) have actually started their degree courses in their first year.

The two other students eligible to go to University this year have secure plans: one of the students successfully completed A Levels in English, Psychology and Religious Studies and has qualified to study Psychology at the University of Bath and will be starting in September 2017; the other student is improving his A Level grades and is planning to study Mechanical Engineering at Brunel University in September 2017.

For next September 2017, the forecast for university entrance looks to be continuing the positive trends of current and previous years with at least 13 young people on track to qualify to study at University.

3.2 Education Results, young people aged 16-18

Year 12 2015/16

The numbers of students in education in year 12 in 2015/16 has decreased a little (46/72, 65%) compared to the previous academic year (50/61, 82%).

Overall the number of students in education, training and employment in year 12 in 2015/16 (53/72, 74%) is the same compared to the previous academic year 2014/15 (53/61, 87%). The NEET percentage has increased significantly (17/27, 24%) compared to the previous year (8/61, 13%).

Year 12 is a large cohort of care leavers. The higher NEETs figure 24% reflects the complexity of needs of these young people. The cohort includes young people who have refused to engage and are reluctant to take up the support offered, are non-attenders or have been withdrawn due to poor attendance at their course. One young woman was pregnant, others have had illness, substance misuse issues, offending behaviours involving the youth justice service and have had or have mental health issues and CAMHS involvement. Two young people care into care late in July but secured courses for September 2016. There is ongoing work through Connexions and key workers at Horizons to re-engage and access these young people to ETE.

Of the young people that were studying, most chose to study at College. Seventeen of the 46 students (37%) chose to take practical courses such as BTECs, NVQs or City and Guild qualifications. Twelve students of 46 (26%) were on ESOL Courses.

From a wide range of practical courses studied by our young people, the most popular were Sports, Business and Performing Arts.

Of the 16 students in year 12 that passed their BTECs etc, 13 of these are continuing with the same course and 5 of these students are following a three year Level 3 BTEC Course (the equivalent of A Level). Another 3 students who passed their BTEC Course at the end of year 12 have gone on to start a new course in September 2016. Five of six students taking A Levels passed their first year and 2 of these students have chosen to improve their grades further in this academic year. The one student who did not pass had not sat his exams being unhappy with his chosen college/course. He changed colleges to study Mechanical Engineering BTEC but subsequently has had problems sustaining this due to behaviour and an incident at the college.

Young people are taking a wide range of practical subjects as well as a high number of A Levels (9 young people in 2015/16).

The 17 young people who are still deciding ways forward continue to be supported by the virtual school, the semi-independent outreach team, Horizons inclusion team and Connexions to engage in appropriate education, training or employment in the coming months.

Year 13 2015/16

In year 13, the number of students in the year group has increased. Also the number of students in education, training and employment has increased by seven (52/70, 74%); the percentage has remained the same, compared to the previous year 2014/15 (45/61, 74%).

The number of young people that are NEET has increased by 2 young people but the same percentage (18/70, 26%) compared to the previous year (16/61, 26%).

Again, as in year 12, there is a range of needs in the NEET group: two young women are pregnant, several young people have had attendance issues and non-engagement, absconding, non-attendance at interviews, one young person on a work experience placement disengaged which meant an apprenticeship could not be offered ultimately. Another young person was enrolled on a course but refused to do the work in class resulting in an incident and refusal to go back to the college, in spite of many opportunities given. Two young people have been involved with the Youth Justice Service, one of whom is detained. There have been many ongoing attempts to engage NEET individuals and this will continue.

Students studied a wide variety of courses. Once again the practical courses, such as BTECs, NVQs and City and Guilds qualifications were popular. Many of our young people are taking ESOL courses. A Level was a more popular choice. Nine students also studied A Levels compared to the previous year, when two students studied A Levels.

The most popular was Health and Social Care and Sports. Other popular courses with Year 13 aged students included Science courses.

Of the 18 students in Year 13 that passed their BTECs courses, 13 students are following a two year BTEC Level 1 and Level 2 Course. Six students are following a Level 3 BTEC Course.

Current situation Year 12 & 13

Year 12

There are currently 53 young people in year 12, i.e. who took GCSEs in the summer of 2016. Of these 35 (66%) 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 Level 3 Courses. Eleven students are NEET (21%) and 6 students are on training programmes /courses (11%) and information on the remaining one young person (2%) is currently unavailable.

Of the 11 students that are currently NEET in year 12, five young people did not sit GCSEs in summer 2016; two others achieved 1 A* to G grade; a further two achieved 5 A* to G Grades and one young person achieved a functional skills qualification in the summer 2016 examinations.

Year 13

There are currently 86 young people in year 13. Of these, 60 are in education (70%), 6 are in training (7%) and 20 (23%) are NEET. 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. However, six students have continued to study in their sixth form. Several of the young people attend Ealing, Hammersmith and West London College where there is a full time mentor for care leavers and strong support for LAC especially around admissions. Redwood Skills and Uxbridge College are also proving to be popular with our young people.

Overall in terms of the routes young people follow, most young people follow BTEC qualifications over three years demonstrating a strong commitment to education and a determination to succeed. However, A Level courses have also proven to be popular. In year 13, 10 students are taking Level 3 courses which include A Level and BTEC Courses. Five of these students had achieved 5 A* to C GCSE grades including English and maths in the 2015 summer examinations. Four others achieved 5 A* to C GCSE grades in the 2015 summer examinations. Six of the 10 students taking Level 3 courses have continued to study in the schools where they sat their GCSE examinations.

For a detailed breakdown of results for Post 16 education for the academic year 2014-2015 and strategies in place by the virtual school to sustain good outcomes and improvements, see **Appendix 1**.

4. October 2016 Half Term Activities (see attached **Appendix 2** for full account)

Educational activities were held at Horizons over two days during the half term. Both days operated from 10-3pm, the first day a 'Creative Maths Day', targeting Y7 students, where the attendees gained invaluable practical opportunities to interact and develop their maths skills. The day incorporated maths through practical activities of exploring 3D shapes and preparing a Caribbean three course lunch, where further mathematical discussions and investigations were explored. The afternoon used the mathematical experiences gained through cooking to explore ratio and proportion. The second day of activities was based around the film of 'Thor', where the genre of fantasy and science fiction was explored. Both days were well received by the 6 students that attended and their positive feedback will inform future virtual school half term projects in the future.

5. Junior Council, verbal report

6. Financial

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

7. 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.

8. 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.

10. Equalities and Community Cohesion

Equality Impact is consistently reviewed and evaluated in terms of service delivery. Each year the virtual school's 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 the group is also encouraged to attend the study support sessions held after school on Wednesdays. Along with 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

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				
Binda Rai				
Chris Hogan				
Judith Finlay				
Julie Lewis				

Director	Executive Director
Lawyer	Director of Legal Services Jane Batalona
Finance Officer	
Councillor	Binda Rai
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)	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.		
Authorised by Cabinet member:	Date report drafted:	Report deadline:	Date report sent:
XX.XX.13	XX.XX.13	XX.XX.13	XX.XX.13
Report no.:	Report author and contact for queries: First and surname, job title		

