



Report for: ACTION/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
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Portfolio(s)	Cllr Yvonne Johnson, Cabinet Member, Schools and Children's Services
For Consideration By	Corporate Parent Committee
Date to be Considered	Thursday 10 th December 2020
Implementation Date if Not Called In	
Affected Wards	All Wards
Area Committees	
Keywords/Index	Post 16 Education (as below) Progress Reports KS1, KS2 and KS4 2019-2020 October 2020 half term enrichment activities, Junior Council update (verbal)

Purpose of Report: <ol style="list-style-type: none"> a) To inform members of the Post 16 education results for the academic year 2019-2020 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 progress across KS1, KS2 and KS4 2019-2020 (summer cohorts). c) To report on the October 2020 half-term education activities. d) 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 2019-July 2020 and sets out the range of education courses being pursued

by Ealing's care leavers, Post 16. The report also covers progress at the end of KS1, KS2 and KS4 2019-2020 cohorts. It is to be noted that the progress reports this year are affected by the cancellation of the KS end of year assessments and lack of published data for the summer 2020 cohort.

However, we are in the process of gathering assessment data from all schools attended by Ealing LAC, we will have as near as possible to a full set of data for KS1 & 2 by the end of the Autumn term. With this information, we will then be able to build on the current progress analysis from the last assessment information in March 2020.

In addition, the report also provides an overview of the October 2020 half term activities and Junior Council activities (verbal). This report has additional appendices of newsletters published for LAC Designated Teachers to update on activities of the virtual school through COVID; for students to celebrate Black History Month and a University newsletter for students, published in partnership with the Horizons, Leaving Care Team and the virtual school. **Appendix 3**, virtual school and wider team newsletters

3. Key Implications

3.1 University Trends 2019 to 2020

October 2020'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 position with student numbers maintained at University over the last three years. In 2019/2020, numbers have been consistent with 47 students at university (48 in 2018/19). In 2017/2018, there were also 48 students studying at university compared with 45 in 2016/17 and 46 in 2015/16.

This number has remained steady and is considerably higher than in previous years: 35 in 14/15, 35 in 13/14, 36 in 12/13, 38 in 11/12.

Students have also continued to study at postgraduate level, with 5 students in 2019/2020.

This September 2020, 16 care leavers have started University in their first year. Last year in September, there were 13 students starting University. 17 students qualified to start university in September 2020. One student will commence an HE course in September 2021.

As of September 2020, the number of care leavers studying at University has decreased to 45 (17%) students currently studying at University. This is because there was a large cohort who graduated this year, 16 young people in all.

3.2 Education Results, young people aged 16-18 years

Year 12, 2019/20

The number of students in year 12 in 2019/20 (58) is three more than the previous academic year (55).

Overall, there is just one fewer student in education, training and employment (ETE) in year 12 in 2019/20 (44/58, 76%) compared to the previous year, 2018/2019 (45/55, 82%). However, there is a lower percentage of the total students in year 12 in ETE. The NEET percentage is higher in 2019/2020 (14/58, 24%) than 2018/19 (10/55, 18%).

Of the young people studying, most chose to study at college and 14/42, (33%) of students chose to take practical courses such as BTECs, NVQs or City and Guild

qualifications. This is a lower number than last year 2018/2019, when 17/40 (42%) students chose practical courses. 15 out of 42, (36%) of students studying were taking ESOL courses, again a slightly lower number of students and lower percentage of the year 12 group than those on ESOL courses last year (19/40, 48%).

Young people studied a wide range of practical courses, consistent with last year and a continued trend in FE for Ealing care leavers. The most popular course in 2019-2020 was Business.

Ten students in Year 12 passed the first year of their BTEC course, and nine of these students are continuing with the same course in Year 13. Four of the nine students are following a three-year Level 3 BTEC Course (the equivalent of A Level) and one is NEET.

Of the three students taking A Levels, two passed their first year and are continuing on to the second year of their course and one student is repeating Year 12.

There are 14 young people who are deciding ways forward and are being supported by the virtual school, the SOT Team, Horizons Inclusion Team and Connexions and it is expected that appropriate education, training or employment will be sourced for them in the coming months.

Year 13 2019/20

In year 13, the cohort is smaller (65 young people, 75 last year) but there is also a marked decrease in the percentage of students in education, training and employment (48/65, 74%) compared to the previous year (65/75, 87%).

Therefore, although a smaller cohort, the NEET percentage is higher in 2019/2020 (17/65, 26%) compared with an 2018/19 (10/75,13%) and is an area of focus.

It is likely that there has been an impact of Covid 19 has also impacted on students this year. Students are being supported in alternative appropriate post 16 pathways and accreditation.

Students studied a wide variety of courses in year 13. A wide range of practical and vocational courses such as BTECs, NVQs and City and Guilds qualifications were very popular with Business and IT most popular, followed by Hair and Beauty, Plumbing and Photography. A high proportion of our young people in year 13 are also taking ESOL Courses (15 students). Five students studied A Levels compared to seven students the previous year. Three students studied Level 3 BTEC Courses.

Of the 14 students in year 13 that passed their BTEC courses, 9 students are following a two year BTEC Level 1 and Level 2 Course and 2 have started other courses. 3 of these 14 students are also following a Level 3 BTEC Course.

Current position, Year 12 & 13

Year 12

There are 53 young people in Year 12 i.e. those who took GCSEs in the summer, 2020. In year 12 overall, 43/53 (81%) are in ETE. Of these 42/53 (79%) are in education following a 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 seven are on L3 courses.

One student (2%) in year 12 is on a training programme and a further two students (4%) have recently become LAC and their pathway is to be confirmed.

Eight students (15%) are NEET in year 12.

Of these eight students currently NEET in year 12, five young people were in year 11 and two did not sit GCSEs in summer 2020. One young person achieved English (5) at GCSE Level in summer 2020, one other achieved English (5) and maths (4) at GCSE Level and another student achieved Citizenship (3), English (2) at GCSE.

Year 13

There are 64 young people in year 13 in 2019-20, just slightly higher than last year (58 young people). In year 13 overall, 44/64, 69% are in ETE, a lower percentage than last year (47/58, 81%).

Of these, 42/64 (66%) are in education, one young person is in training (2%), one is in employment (2%) and 14 (21%) are NEET. There are 6 students (10%) where provision is yet to be determined.

The choices of our young people 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 West London College where our young people benefit from the support of an experienced and committed full-time mentor for Looked After Children and dedicated support for care leavers, especially around admissions. Harrow, Richmond, Uxbridge and West Thames College also continue to be popular with our young people.

Overall in regard to the progression routes for young people, 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 (8 last year) are following Level 3 qualifications and four of these students are taking A Levels (5 last year).

For a detailed breakdown of results for Post 16 education for the academic year 2019-2020 and strategies in place by the virtual school to sustain good outcomes and improvements, see **Appendix 1**.

4. Progress Reports End of Academic Year 2019-2020

Progress is usually measured calculating current attainment in relation to prior attainment so for instance, end of KS1 attainment to end of KS2, end of KS2 to KS4 etc. This next section of the report looks at progress indicators at the end of each key stage.

However, this year that information is limited to date for all students due to COVID constraints.

Also, as usual for Looked After Children, it is important to treat comparative data cautiously as numbers are small, progress scores are measured with averages and a few 'good' or poor results can skew the data.

The DfE usually publish comparative data in March of the following year. This provides greater insights with London and national average comparisons of LAC. Prior attainment data remains most useful practically to track the expected 'flight path' or attainment trajectory for individual children and to use this as a guide for setting targets and for consideration of interventions to address barriers to expected progress. This year, the virtual school are still gathering assessment data to complete the attainment and progress data set for the whole summer 2020 cohort, years 2 and 6. The information in the report is therefore, the position with the data currently available.

Key Stage 1 (KS1) Progress Report, Year 2 pupils

There were five children in the year 2 cohort with one child very new into care. At this time we have data on four of the children, so this report focuses on those four children.

One child of the four children made a good level of development in the Early Years Foundation Stage in reception. One child in year 2 was a year behind due to a high level of additional needs and was chronologically in year 3.

Three of the four children have a special educational need (SEN) at SEN support and for the child who is a year behind, an application for an EHCP plan has been submitted.

Reading

Of the three children who were below in reception, two went on to achieve expected progress in KS1, so of these two achieved exceeded progress. One remained below between reception and year 2 and one was expected in reception and year 2 so these latter two have made expected progress.

Summary:

2/4 (50%) achieved exceeded progress

2/4 (50%) achieved expected progress

Writing

One of the three children who were below in reception, went on to 'working towards expected' level (WTE) and one child went from expected to exceeded progress which means both children achieved exceeded progress. The other two children who were below in reception are still below showing expected progress.

Summary:

2/4 (50%) achieved exceeded progress

2/4 (50%) achieved expected progress

Maths

Of the three children who were below in Reception, two are still below showing expected progress and one is WTE, so two of these achieved expected progress and one achieved exceeded progress. The child who was expected in Reception is now exceeding expected level showing exceeded progress.

Summary:

2/4 (50%) achieved exceeded progress

2/4 (50%) achieved expected progress

KS2 Progress Report, Year 6 pupils

There were 14 children in year 6 last year with 10 of the 14 (71%) attending schools out of the Ealing borough.

Of these 14 children, seven had EHC plans (50%) for a mix of social, emotional and mental health needs (SEMH) and cognition and learning needs. Four children (29%) in this cohort, receive SEN support. Due to the pandemic all primary phase statutory assessment tests (SATs) were cancelled nationally. This report is based on the teacher assessments of the levels of progress that each child has made individually in their schools. Progress information has been provided in reading, writing, maths and spelling, punctuation and grammar (SPAG).

Teachers have assessed that all fourteen children in this KS2 cohort continue to make progress with their emotional well-being and have transitioned well into their new year 7 classes respectively.

However, two of fourteen children did not transition as smoothly. This was due to one child who did not have a year six school place last year in spite of many referrals for special schools. She did have a tailored tuition provision however and was able to benefit from the emphasis the provision on relationship building skills and additional catch up tuition at home. This child had relocated with her in a long term placement and has successfully transitioned to her new specialist therapeutic school provision.

The other child experienced heightened and challenging attachment and trauma difficulties in year 6 and attended alternative provision but is now successfully transitioned to a mainstream school.

Both children have EHC plans and their progress continues to be monitored through PEP meetings and regular attainment updates from their schools.

Two children attend specialist provisions and both have made individual progress in English and maths. It is worth noting that in spite of home learning programmes offered, the first lockdown has affected most children's progress and not all of this cohort were able to attend school due to a variety of reasons; such as members of the household shielding and one child was considered too vulnerable to attend.

All schools for this cohort were open at some point during the lock down offering a slimmed down version of the school curriculum. Nine out of fourteen children (64%) attended school during the lockdown period. Four out of fourteen (29%) have had COVID related absences since starting high school.

This table below is a summary of the progress of fourteen children in Y6, as indicated by autumn term teacher assessments.

Teacher Assessments Dec 2020				
	Expected	Exceeded	Working towards expected (WTE)	Below expected level
Reading	4	3	6	1
Writing	4	3	6	1
SPAG	5	2	6	1
Maths	7	1	5	1

Reading

4/14 (29%) achieved expected progress

6/14 (43%) achieved WTE progress

1/14 (7%) achieved below expected progress (this child did not attend school during Y6 but did have tuition).

*3/14 (21%) exceeded progress, in spite of lockdown restrictions and the challenging circumstances

**Two of the three children attended school during the first lockdown.*

Writing

4/14 (29%) achieved expected progress

6/14 (43%) achieved WTE progress

1/14 (7%) achieved below expected progress (as above, this child did not attend school during Y6 but had ongoing tuition).

3/14 (21%) achieved exceeded progress

SPAG (Spelling, Punctuation and Grammar)

5/14 (36%) achieved expected progress

6/14 (43%) achieved WTE progress

1/14 (7%) achieved below expected progress (as above, this child did not attend school during this year, but had tuition)

2/14 (14%) exceeded expected progress

Maths

7/14 (50%) achieved expected progress

5/14 (36%) achieved WTE progress

1/14 (7%) achieved exceeded progress

1/14 (7%) achieved below expected levels of progress in maths, this is the same child that did not have a school place in Y6 but had tuition.

Key Stage 4 Progress Report, Year 11

The following considers those students in the whole *Year 11 cohort* who have available KS2 results in English and Mathematics, as required to measure progress.

At the end of the academic year 2019-2020, there were 42 Year 11 students. Twenty-one of these have KS2 results.

English

Of the 7 students who attained level 4 at the end of KS2:

- 1 achieved GCSE-6
- 2 achieved GCSE-5
- 2 achieved GCSE-4
- 2 did not sit English GCSE

Of the 4 students who attained level 5 at the end of KS2:

- 1 achieved GCSE-6
- 1 achieved GCSE -5
- 2 achieved GCSE-4

Additionally, of the five students who achieved a level 3 at the end of KS2, one achieved GCSE 6, and another achieved a GCSE 2 and three of the five students didn't take GCSE English.

Maths

Of the 12 students who attained level 4 at the end of KS2:

- 3 achieved GCSE-5
- 2 achieved GCSE-4
- 1 achieved GCSE-3
- 2 achieved GCSE-2
- 4 did not sit Maths GCSE

Of the 2 students who attained Level 5 at the end of KS2:

- 1 achieved GCSE-8
- 1 achieved GCSE-6

Additionally, of the three students who achieved a Level 3 at the end of KS2, one achieved GCSE 1, while the final two students didn't take GCSE Maths.

As above, the London and national data will not be available this year, therefore the virtual school will be unable to publish comparative progress data. However, the virtual

school will continue to collect and analyse available assessment and progress data and will update ongoing for publication in the VSH annual report, published in 2021.

5. October 2020 Half Term Activities (see attached **Appendix 2**)

6. Junior Council, verbal report

7. Financial

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

8. 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.

9. 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 schools 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				
Julian Bell				
Yvonne Johnson				
Judith Finlay				
Carolyn Fair				
Julie Lewis				

Director	Executive Director
Lawyer	Director of Legal Services Jane Batalona
Finance Officer	
Councillor	Yvonne Johnson
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: XX.XX.20	Date drafted: XX.XX.20
Report deadline: XX.XX.20	Date report sent: XX.XX.20

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

