



**Report for:**  
**INFORMATION**

**Item Number:**

**9**

<b>Contains Confidential or Exempt Information</b>	<b>NO</b>  (If yes state which paragraph of the Access to Information Rules, the exemption relates)
<b>Title</b>	Report on the Education of Looked After Children
<b>Responsible Officer(s)</b>	Judith Finlay, Director, Children and Families Services, Julie Lewis, Assistant Director, Schools Service, Marcella Phelan, Assistant Director, Planning, Commissioning and Partnerships.
<b>Author(s)</b>	Bridie McDonagh, Ext 6648, Direct Line 0208 825 6648
<b>Portfolio(s)</b>	Cllr Binda Rai, Children and Young People.
<b>For Consideration By</b>	Corporate Parent Committee
<b>Date to be Considered</b>	March 20th 2015
<b>Implementation Date if Not Called In</b>	
<b>Affected Wards</b>	All Wards
<b>Area Committees</b>	
<b>Keywords/Index</b>	Ealing Virtual School tracking of Year 11 Looked After Children, updates Early Years, Key Stage 1 & 2, 3 and Post 16 and holiday activities overview.

**Purpose of Report:**

- a) To inform Members of the overall education programme for Looked After Children in Year 11 to ensure improved outcomes.
- b) To update members on the progress and general position of EY Foundation Stage and Key Stage 1 & 2, Key Stage 3 and Post 16.
- c) To outline to members progress on the John Lyon's Charity funded activities and other activities in the Looked After Children 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.** Achieving the best possible results at the end of each Key Stage is a key element in achieving children and young people's future goals, aspirations and an investment for their ongoing quality of life as adults. The Virtual School LAC Education Team prioritise attainment and focus on progress at this time to ensure Looked After young people take appropriate public and national exams. Looked After Children's targets include 5 good GCSEs at grades A\* - C including English and Maths and at the end of Key Stage 2 Level 4s 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 Looked After Children Education Team funded through the cross borough projects, John Lyon's Charity funded and the Connected funded project.

### **3. Key Implications**

#### Key Stage 4 (KS4)

It is a large year 11 cohort this year. There are currently 45 young people in year 11. Last year there were 44 young people in year 11 and in 2013 there were 32 young people in year 11.

Five (4 to date last year) young people have come in to care in year 11 since December 2014.

Eleven young people are being educated in borough (19 last year). Only six of these young people are in mainstream schools (16 last year) one in special and four in alternative provision. This is a very significant difference to last year's cohort where the majority of Year11 students were in mainstream schools. Alternative provision is provided as part of the EOTAS service (Education Other Than At School). The EOTAS service specifically commissions programmes often bespoke packages, that seek to engage and access de-motivated young people with a range of complex needs. The programmes are tailored to meet the needs of the young person such as virtual learning, vocational learning, ESOL and group provision at the Ealing Alternative Provision, Study Centre Group Site in West Ealing as well as more individually tailored sessions for individual, paired or small groups at Ealing Tuition Service in Southall. Similar provision exists in other boroughs that young people are able to access as appropriate.

There are currently two attendance concerns within this cohort; one student who has only recently come in to care but has had prior erratic attendance and is receiving support from a pupil and family worker attached to their provision and the other who has just been moved to another neighbouring LA and is finding the commute difficult – a new provision is being sought by the allocated social worker.

There are 34 young people (24 last year) being educated out of borough. Thirteen (13 also last year) are in mainstream schools, 7 in special schools (9 last year) and 14 (2 last year) are in alternative provision.

Out of this group, two students are living near enough to be able to access on-site Horizons support.

Six of the 13 (46%) young people attending a mainstream school out borough are on track to achieve 5 good GCSEs including English and Maths and all are supported via the Personal Education Plan (PEP).

However, the young people living at some distance receive a range of support. This is closely monitored by the virtual school Looked After Children Education Team to ensure that the tuition and programme is appropriate, that the young person is making progress within the subject and/or course they are taking and all are supported via the PEP. Text, phone calls and email are still important tools used for weekly contact with young people, school and with the carer to ensure that appropriate steps are being taken to support the young person

There are 8 young people (6 last year) where attendance is poor at their educational provision. These young people have significant and complex long-term needs. They are being supported intensively individually in a range of ways through the content and delivery of programmes that have vocational, academic and therapeutic aspects. They are designed to motivate the young person to access provision that is relevant to their current needs. These 8 young people will be carefully monitored and supported through to relevant post 16 educational provisions with a view to longer-term success in educational attainment and achievement. All of these young people attend alternative (non-mainstream) provision.

Currently, five of these eight students have attendance of 85% or below.

Students with poor attendance are supported by pupil and family workers who do outreach work and home visits to explore barriers. The KS4 LAC teacher also undertakes home visits and provides academic mentoring sessions at Horizons where these targeted students receive 1:1 support to address changing attendance patterns.

Specific targeted work is being undertaken with students who are borderline either within C/D ranges or in terms of achieving 5 A\*-G passes. English and Maths intervention is a priority for specific targeted interventions as it was for the cohort last year.

Interventions include 1:1 tuition, focused and specialist teaching study support sessions at Horizons and supported Academic Evenings at Horizons.

Currently, target grades for year 11 summer 2015 are as follows:

It is expected that 30/45, 67% will achieve 1 A\*-G grades  
It is expected that 21/45, 47% will achieve 5 A\*-G grades  
It is expected that 9/45, 20% will achieve 5 A\*-C grades  
It is expected that 7/45, 16 % will achieve 5 A\*-C including English and Maths

Three young people who came in to care as Unaccompanied Minors this academic year will be taking ESOL qualifications and are making good progress.

Three young people with SEN in special schools will be entered for accreditation in basic skills programmes and entry level courses and are making progress.

Regarding trends, the targets at this stage indicate a significant decrease over the actual results in summer 2014 which were our highest to date. However, it is very unlikely that results will dip to the low in the summer results of 2013, conversely Ealing's lowest results to date. A key factor in the decrease this year is that a larger number of year 11 students this year are in alternative / special provisions out of borough, some having had placements moves during key stage 4 and unfortunately as it was two years ago, there is a small cohort also engaged in criminal activity and/or substance misuse (6 students).

It is to be noted that a key factor in the success for students in summer 2014 (last year's cohort) was that a larger number of year 11 students were in mainstream schools and had been in long-term stable care placements. Where there were mid-year or mid key stage placement moves, students were able to remain in borough and continued to attend Horizons sessions. It is significant that it was possible to build relationships that have supported good independent learning styles and study skills for a core of the cohort and that these young people were supported over a longer period through the enrichment and study support additional activities. This cohort is targeted to enter university in September 2016 through the post 16 work underway now at post 16 (see entry below).

It is also important to note as always that any additions to the cohort between now and the summer 2015 are likely to bring the figure down, due to the longer impact of home life and upheaval of coming in to care at such a late stage.

The virtual school LAC Education Team robustly tracks the academic progress of Looked After Children to intervene early and support positive educational outcomes from the care experience for Ealing's young people.

Progress against prior attainment and national expectations

Assessment of attainment progress against prior academic data and national expected levels of progress indicates that 18/45 (40%) of the cohort are

currently making expected levels of progress. It is important to note that once again, these students have had stable, long-term placements and are in good mainstream schools. There are a number of reasons why 27 (60%) of the young people are not making expected levels of progress as outlined above and there are a range of interventions in place to meet the complex needs of the cohort, to access them to appropriate examinations and to support them longer term through transition to post 16.

### 2014 – Results

5 + GCSEs at grades A\* to C inc. English and Maths= 32% (14/44)  
 5+ GCSEs at grades A\* to C% = 34% (15/44)  
 5+ GCSEs at grades A\* to G% = 57% (25/44)  
 1+ GCSEs at grades A\* to G% = 82% (36/44)

### 2013 – Results

5 + GCSEs at grades A\* to C inc. English and Maths= 3% (1/32)  
 5+ GCSEs at grades A\* to C % = 3% (1/32)  
 5+ GCSEs at grades A\* to G% = 28% (9/32)  
 1+ GCSEs at grades A\* to G % = 53% (17/32)

No qualifications: 4

*In 2013 (as previously reported, September 2013) the 4 students (9%) who did not achieve qualifications included 3 boys due to non-engagement with education, multiple placement moves during Year 11, medical and mental health issues and a young woman who attended a residential out of borough provision and who did not engage.*

### 2012 – Results

5 + GCSEs at grades A\* to C inc. English and Maths=18% (7/38)  
 5+ GCSEs at grades A\* to C % = 24% (9/38)  
 5+ GCSEs at grades A\* to G% = 39% (15/38)  
 1+ GCSEs at grades A\* to G % = 55% (21/38)  
 Other qualifications: 11

No qualifications: \*6

*\*In 2012 (as previously reported, November 2012) the 6 who did not achieve qualifications were in young offenders units, refused to attend provision, moved placement mid-year, and disengaged prior to exams with YOS involvement.*

### Please Note

- These results refer to young people in care at the end of year 11 irrespective of the length of time in care.
- 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

Current total: 29 in cohort

	In Borough	Out of Borough
--	------------	----------------

Totals	12	17
Mainstream	10	11
SEN/Specialist	0	4
Alternative Provision	2	2
Making progress	7/12= 58%	10/17 = 59%

From Early Years to Post 16

Early Years 0 – 5 years

There are currently 37 children in the Early Years Foundation Stage. This time last year there were 57 – see below for details.

LAC in Early Years	Feb -15	Feb - 14
Reception R5	7	5
Nursery R4	6	7
Rising 3 in academic year	4	9
Rising 2 in academic year	7	9
R1 Rising 1 in academic year	12	18
0 - 1	1	9
Total	37	57

3/7 (43%) of the reception children attend school in borough  
 3/6 (50%) nursery children attend a school or nursery in borough and  
 4/4 of the 3 year olds attend a nursery in borough.

Therefore 10/17 (59%) of 3, 4 and 5 year olds attend school in borough and  
 7/17 (41%) of 3, 4 and 5 year olds attend school outside the borough (three of  
 these other schools are in London boroughs.)

One child in the cohort has a statement of special educational needs; the  
 same and only child from last year. It is likely that application for statutory  
 assessment will be made for one other child in the current cohort.

Three of the six nursery children attend a school nursery so are more likely to  
 have a smooth transition into reception in September. Three of these schools  
 are out of borough – two in other London boroughs.

All four of the children turning three this academic year attend nursery for at  
 least 15 hours a week, and receive 2 - 3 year old funding. The virtual school  
 LAC Education Team collect 2 year old progress checks for the children  
 turning 2 this academic year.

Three (43%) of the seven children in reception are on track to achieve a '*good  
 level of development*' in July 2015 in the Early Years Foundation Stage  
 Profile.

The slower progress for the other four children is due to particular circumstances. One child who has a statement of special educational needs and a high level of need has just moved placement so will need to settle into a new school and a new placement. Another is making excellent progress but her adoptive placement has recently broken down and that means her attendance at the Steiner school will very likely cease and a change of school is probable, with a very different curriculum and way of assessing children.

Another two are very new to care and haven't had the security or stimulation needed in the early years to ensure the 'basics' are in place and that reflects in the current slower achievement in school and progress to date; they are also settling into their new placement. Both children have 'speaking anxiety' and one is a selective mute; interventions to address this crucial part of development are already in place. One of the children is travelling a long way to school at the moment as the kinship placement is not near the school. The social worker is currently looking at ways that the current school can support this although it is very likely that if the journey time continues to be an issue they may have to change school. Another of the children is very likely to be changing school in the near future for the same reasons. A change of school will mean a shorter more manageable journey which will make a huge difference and enable friendships to develop locally. With the right support and careful transition planning, the move to another good or outstanding school it is likely to be beneficial to the child in the longer term.

Five (83%) of the six nursery aged children (rising 4 in the academic year) are on track with their age related expectations and should make a good level of development by the time they finish reception in the summer term of July 2016.

All four (100%) of children turning 3 in the academic year are attending an Early Years setting for at least 15 hours a week. They are all on target and making good progress as evaluated through from the 2 year old check data and also through nursery and children centre reports.

Ten (56%) of 17 children in the 3 - 5 year old year group are either in adoptive placements or processes are in place to find adopters. Four out of the eldest thirteen children are with kinship carers.

#### Update on Early Years Matters

The new Early Years PEP is currently being updated and will be launched in the summer term 2015. The two statutory assessments which take place in the Early Years are the Early Years Foundation Stage Profile (which takes place in the summer term of Reception) and the 2 year old progress check, which takes place between 24 months old and 36 months old. Collecting these progress checks is now an integral part of Early Years' work with Looked After Children and will be very useful in identifying how and where the 2 – 3 year olds need intervention to help them with their learning and to make sure they are on track and meeting age related expectations.

Currently targets can be set and progress reviewed and tracked through the Early Years PEPs that take place in the academic year that the child turns 4 (nursery) and the academic year that the child turns 5 (reception). The virtual school Looked After Children Education Team are collecting data from the 2 year old progress check to review progress through nursery and reception.

The 2 year old progress check must highlight areas in which a child is progressing well as well as areas where some additional support might be needed. It should focus particularly on the *prime* areas and identify if there are any concerns about a child's development. This may indicate a special educational need, speech and language difficulty or disability and require early intervention to support the child.

In the new Early Years curriculum launched in September 2014, children focus on developing in the 3 prime areas first: communication and language; physical development and personal, social and emotional development.

These prime areas are considered those most essential for the child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in 4 specific areas: literacy: mathematics: understanding the world; and expressive arts and design.

The Early Years curriculum is designed to be very flexible so that staff can follow the child's unique needs and interests. Children in the Early Years Foundation Stage learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

The Early Years Pupil Premium Grant (EY PPG) will be available from April 2015, giving providers of government-funded early education up to £302 per child for each eligible child to support disadvantaged 3 and 4 year olds.

From April 2015, virtual schools heads will be responsible for managing the EY PPG and allocating the premium to the early years providers that educate Looked After Children who are taking up the 3 or 4 year old free early education entitlement.

Early years providers are any organisation that offers education for children aged under 5, including nurseries and child minders.

As with the Pupil Premium Grant for 4yrs -16yrs, children who have left care through special guardianship, child arrangements or adoption are also entitled to the EY PPG.

## Key Stages 1 and 2 (KS1, KS2)

There are currently 21 (20 last year) in the year 6 cohort, which is similar to the last two years. Year 6 is the year group at the end of key stage 2 and the end of Primary school education. Six children (29%) attend Ealing schools, compared to 14 (70%) last year. Ten children (6 last year) have statements of

special educational needs and 8 children (3 last year) are in specialist educational provisions.

In year 2, the end of key stage 1, there are 13 children, which is the same as last year, 6 (8 last year) of whom attend Ealing schools. Two children (3 last year) have a statement of special educational needs and another has applied for an EHC plan. The virtual school LAC Education Team have been working in a variety of ways to support these children, through tracking attainment and progress; attending and monitoring their PEPs; facilitating access to specialist support and/or additional support through the pupil premium grant funding. In addition the team has provided the education element to the training programme for foster carers and are involved in ongoing liaison with the children's schools and their social workers.

- In year 6, *all* of the pupils are making progress and are on track for making nationally expected levels of progress between KS1 & 2.

However, 13 of these children were below nationally expected levels at KS1 and therefore even though they have made the expected levels of progress, they are still below national expectations for attainment at the end of KS2.

One child has succeeded in making accelerated progress, moving from below expected level at KS1 to being at expected level at KS2. Therefore it is expected that there will be a significant decrease this year on results achieved in the summer of 2014 which were Ealing's best results to date (see below). Nine pupils will achieve level 4 in English (43%) and 10 children will achieve level 4 in maths (48%).

Currently, targets for those children expected to be entered for SATs are as follows:

English Level 4 or above: 9/15 (60%)  
Maths Level 4 or above: 10/15 (67%)  
Combined Level 4 or above: 8/15 (53%)

#### Summer 2014 Key Stage 2 Results

Of the 13 children entered for SATs:

English Level 4 or above: 11/13 (85%)  
English Level 5: 4/13 (31%)  
\*\*Maths Level 4 or above: 12/13 (92%)  
Maths Level 5: 4/13 (31%)  
\*Reading, writing and maths combined Level 4: 77% of those entered

This was 59% of the whole Year 6 cohort.

The reading, writing and maths combined Level 4 or above for Ealing primary schools was 81%.

*NB The above Key Stage 2 results in the summer 2014 achieved joint 2<sup>nd</sup> in London and joint 15<sup>th</sup> nationally for the \*reading, writing and maths combined total. In \*\*Maths, Ealing Looked After Children achieved: 1<sup>st</sup> in London, joint 7<sup>th</sup> nationally.*

In Year 2, the end of key stage 1, there are 13 children, which is the same as last year, 6 (8 last year) of whom attend Ealing schools. Two children (3 last year) have a statement of special educational needs and another has applied for an EHC plan.

As was the case last year, the current year 2 cohort is struggling to attain in line with national expectations. Eleven (85%) of the 13 children are making progress and of those, 6 (54%) are on track to achieve the nationally expected level 2 by the end of the academic year. The two children with statements of special needs are making progress but are working below expected levels.

Behavioural issues with some of the other children in this cohort has resulted in breakdown of placements (including an adoptive placement) with 3 out of 13 moving placement and school within this academic year. Once these children are settled and stabilised, support will be put in place so that they can make accelerated progress.

Target levels for level 2s are the same as last year at 46%.

The virtual school LAC Education Team have been working in a variety of ways to support children at Key Stage 1 & 2 through tracking attainment and progress; attending and monitoring their PEPs; facilitating access to specialist support and/or additional support through the pupil premium grant funding. In addition the team has provided the education element to the training programme for foster carers and are involved in ongoing liaison with the children's schools and their social workers.

### Key Stage 3

There are currently 59 Looked After Children in KS3. Of these, there are 14 educated in Ealing schools and 45 educated out of borough. Most (78%) are in mainstream education – 46 and the remaining 13 are educated in alternative provision and special schools.

All are making expected levels of progress. Of the 16 in year 9, there are 12 children who are already at levels 5 and above and 5 of these are at levels 6 and 7 in maths and English. Continued good progress for this cohort in KS4, will achieve A/B grades at GCSEs. 75% of the current cohort of year 9 will achieve at A\*-Cs in their GCSEs.

Many of these children have benefited from the service at Horizons, either by attending study support on Wednesdays after school or by taking part in the holiday programmes. We have been able to engage children living out of Ealing, not only those in nearby boroughs but making provision for those placed at some distance to attend our trips and celebratory days.

Approximately half of the KS3 cohort have taken part in these events and activities.

It is important to note however that additions to the cohort between now and the summer 2016 are likely to bring the figure down, due to the longer impact of home life and upheaval of coming in to care at a later stage of adolescence.

#### Post 16

##### University

At the start of the academic year we had 37 students at university. There are currently still 37 (35 last year) young people at university, 15% of Care Leavers and to date all are studying successfully.

Ten young people (8 last year) are expected to graduate this summer and 1 of these students is expected to graduate in their PHD. So far one young person has indicated that they are planning to do a Master's degree starting September 2015 and a further two students have indicated they wish to start a PGCE Course. A further 13 young people are expected to start university in autumn 2015. One of the 13 young people who qualify to go to university in September 2015 has immigration status issues.

##### Year 13

For tracking purposes, we have monitored the progress of the specific year 11 2013 cohort as this was the year where Ealing's Looked After Children GCSE results took a dip that hadn't been evidenced for many years and only one student achieved 5 A\*-Cs.

There are currently 60 young people in year 13. This time last year we had 45 young people in this cohort. There were 32 young people in year 11, i.e. who took GCSEs in the summer of 2013. Of these 32 students who are now currently in Year 13, 22 (69%) are in education and 5 (16%) are in training and 4 (12%) are Not in Employment, Education or Training (NEET) and 1 (3%) young person is no longer in care.

Of the 60 young people currently in year 13, 44 (73%) are in education, an increase of 7% since the last report in December 2014 and 7 (12%) are in training. The majority of year 13 students are on Level 1 and Level 2 courses and two students are taking A Level Courses and one student is on a Level 3 BTEC Course. There are currently 9 students (15%) that are NEET.

Of the 9 students that are NEET, five of these students came in to care during year 12 and 13. One young person has not engaged or turned up to interviews set up for him regarding tests for courses/Apprenticeships. Another young person is expecting a baby and another is a young mother. One young person is in prison and another young person is in remand. Another four students have had attendance issues and are currently being supported with applying for educational places.

## Year 12

There are currently 57 young people in year 12. i.e. who took GCSEs in the summer of 2014. Of these 57, 51 (89%) young people are in Education and 5 (9%) are NEET and 1 (2%) young person will be confirming shortly. There are currently 11 students in year 12 following Level 3 Courses which includes 8 young people successfully following A Level Courses and 3 young people taking Level 3 BTEC Courses. 8 of the 13 students that came in to care in year 12 are following ESOL Courses.

### **3.1 The John Lyon's Charity Projects and the Connected project- Update**

As previously reported, Ealing's Looked After Children have benefited from support from the John Lyon's Charity to deliver a cross borough programme '*Unlocking the Future for Looked After Children*' with other boroughs – Hammersmith and Fulham, Westminster, Brent and Harrow. There are 3 themes to this programme: Literacy; Promoting self –reliance and confidence through group work, expeditions and residential and Access to sport, recreation and drama. John Lyon's Charity fund some Ealing borough only activities, such as theatre trips and other activities run at school holiday times.

The Connected Project is a more recent venture, another cross borough activity with Ealing joining Richmond and Hounslow and focusing on the Arts.

- February Half Term Activities

Day 1 Monday 16<sup>th</sup> February, Richmond trip

A trip to Richmond for 12 young people from 9 to 16 years, visiting Orleans House, a walk along the river with Looked After Children from Richmond to a session at Eel Pie Island. This was Ealing's first joint venture with Richmond.

Day 2 Tuesday 17<sup>th</sup> February, at Horizons and Hanwell Library

Ten young people ranging in ages from 7 to 16 years came to Horizons. The morning session was dedicated to study support and extra maths tuition was available. Pancake day was celebrated by the group who had some fun making and tossing pancakes for lunch. Drumming sessions were offered throughout the afternoon with a visiting professional drummer. The children were offered individual sessions learning skills in drumming using a full drum kit.

A group of six younger children visited the Hanwell Library next to Horizons learning about how a library works and what resources are available. They participated in group activities using memory games and drawing activities that demonstrated how the children can learn and remember things, whilst in a comfortable group and engaged in drawing activities.

Day 3 Wednesday 18<sup>th</sup> February, Cambridge

A trip to Cambridge for a group of 18 young people, aged from 11 to 17 years, together with two foster carers, one social worker and the Lead Mentor. The group travelled by coach from Horizons. At Selwyn College in Cambridge Ealing students met with other groups of young people who had travelled to

Cambridge for the event, 'Election Day' focused on how politics works and how to conduct a ballot.

In the grand oil painting lined dining hall at Selwyn, a three course lunch was served and all the young people ate alongside undergraduates seated along long wooden tables. During the afternoon there was an inspirational talk by a Care Leaver, who is studying Law at Cambridge. After lunch, a lecture on the history of British politics by a Professor at Selwyn. The group attended and engaged really well during the afternoon. They conducted their own election, based on school issues and were able to vote in a ballot. Candidates were invited to stand up and state what their party would offer and smaller groups discussed issues to vote on.

Day 4 Thursday 19<sup>th</sup> February, Unicorn Theatre, London to see Britain's Best Recruiting Sergeant

Thirteen young people, aged between 10 and 16 years accompanied by two teachers and the Lead Mentor, gathered at Ealing Broadway station to travel by tube to Tower Bridge. The group walked across the bridge, taking in the Tower of London and the local sights and then on to the Unicorn Theatre which specialises in theatre for young people. They were joined there by one of our recently moved out of borough children and her foster carer. It was particularly good that this young woman was able to join the trip as prior to her placement move she had been a regular attender of Horizons and the trips. The morning started with a workshop, using the stage and auditorium and working with the production staff, the group was skilfully introduced to the content of the play. This was one of the best drama workshops experienced to date, with everyone fully engaged and well prepared for the play.

Day 5 Friday 20<sup>th</sup> February, Horizons Day

In the morning 8 KS2 children came to Horizons for sessions on games indoor and outdoor, that could be learnt and played at home or with friends. Three of the children were new to Horizons. The group further experimented with 'memory games' – multi-tasking, remembering lines, objects etc., whilst at the same time hula-hooping, skipping or throwing a loop at a target.

Study support was offered in the afternoon and a chance to complete homework and catch up on maths tuition. Two year 11 students joined the afternoon.

The final part of Friday's session was one popular with all – making Pom-Poms. This rewarding activity was relaxing and enjoyed by all ages, children, teenagers and adults. There was a request to learn knitting (from a year 11!) and all took away their pom-poms and were able to make their own at home – and share with friends and families.

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 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.

#### **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 half term activities and encouraged to attend the Study Support after school on Wednesdays. 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.

#### **1. 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

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				
Judith Finlay				
Julie Lewis				
Bridie McDonagh				

Director	Executive Director
Lawyer	Director of Legal Services Jane Batalona/Diana Hamilton
Finance Officer	Finance Officer Amar Barot
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:
XX.XX.06	XX.XX.06	XX.XX.06	XX.XX.06

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