



Report for: ACTION/INFORMATION
Item Number: 09

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 Carolyn Fair, Interim Director, Children and Families Julie Lewis, Assistant Director, Schools Service, Marcella Phelan, Assistant Director, Planning, Commissioning and Partnerships.
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Portfolio(s)	Cllr Binda Rai, Children and Young People
For Consideration By	Corporate Parent Committee
Date to be Considered	Thursday, 14 th December 2017
Implementation Date if Not Called In	
Affected Wards	All Wards
Area Committees	
Keywords/Index	Post 16 education outcomes, confirmed places and University entrance routes 2016-2017 Progress Reports KS1, KS2 and KS4 2016-2017 October 2017 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 2016-2017 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 KS1, KS2 and KS4 2016-2017 cohorts.
- c) To report on the October 2017 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 2016-July 2017 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 2016-2017 cohorts.

In addition the report also provides an overview of the October 2017 half term activities and Junior Council activities (verbal).

3. Key Implications

3.1 University Trends 2016 to 2017

October 2017'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 compared to the previous two years. In 2016/17 numbers were consistent with 45 students at university, compared to 46 in 2015/16 and 35 in 2014/15.

Students have continued to study at postgraduate level, with three in September 2017, six in 2015/16 and 3 in 2014/15.

As of September 2017, the numbers studying at University has been maintained and there are 46 (17%) students currently studying at University (45, 18% end of previous year). Our university percentage has slightly decreased as our denominator of care leavers has increased. However the total number of students has increased by one student compared to the previous year.

This September 2017, 19 care leavers were eligible to start University. However, 16 students (13 last year) have actually started their degree courses in their first year.

3.2 Education Results, young people aged 16-18

Year 12 2016/17

The numbers of students in education in year 12 in 2016/17 has decreased a little (39/60, 65%) compared to the previous academic year (47/72, 65%) though the overall percentage remains the same.

Overall the number of students in education, training and employment in year 12 in 2016/17 (44/60, 73%) is lower than the previous academic year 2015/16 (55/72, 76%). The NEET percentage has increased (16/60, 27%) compared to the previous year (17/27, 24%).

Of the young people that were studying, most chose to study at College. Fourteen out of 37 (38%) of those studying chose to take practical courses such as BTECs, NVQs or City and Guild qualifications. Eleven out of 37 (30%) of students studying were on ESOL Courses (12/46, 26% last year).

Young people took a wide range of practical subjects; the most popular were first Business Courses then equally, Hair and Beauty, Health and Social Care and Engineering. There were a lower number of A Levels in year 12 compared to the previous year (3 young people in 16/17, 9 young people in 2015/16). Sixteen young people deciding ways forward are all 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.

Of the 11 students in Year 12 that passed their BTECs etc, 8 are continuing with the same course and 3 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 new courses in Sept 2017. The 3 students taking A Levels passed their first year and one of these students have chosen to improve their grades further in this academic year.

Year 13 2016/17

In Year 13, the number of students in education, training and employment has increased by 15 (67/87, 77%); the percentage has increased compared to the previous year 2015/16 (52/70, 74%). The number in education has increased by eight (55/87, 63%) but the percentage overall is lower than the previous year (47/70, 67%).

The number of NEET has increased by one (19/87, 22%) compared to last year 18/70, 26%). Changing courses, mental health issues and complex social and emotional needs and an increase in numbers in the cohort has had an impact on the figures. Students are being supported in alternative appropriate Post 16 Pathways and accreditation.

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. Five students also studied A Levels compared to the previous year there were nine students studying A Levels.

The most popular was IT followed by Hair & Beauty, Health & Social Care and Sports. Other popular courses with Year 13 aged students included Science and Performing Arts Courses.

Of the 20 students in Year 13 that passed their BTEC courses, 13 students are following a two year BTEC Level 1 and Level 2 Course. Seven students are following a Level 3 BTEC Course.

Current situation Year 12 & 13

There are currently 48 young people in Year 12, i.e. who took GCSEs in the summer of 2017. Of these 38 (79%) are in education, following the similar trend to other young people in that they are taking a wide range of practical subjects. Five students are NEET (10%) and 2 students are on training programmes/courses (4%). Progression information on the remaining three young people (6%) is currently unavailable. Of the 5 students that are currently NEET in Year 12, four of these young people did not sit GCSEs in summer 2017 and 1 other achieved Maths (2) and English (2) at GCSE Level in summer 2017,

There are currently 71 young people in Year 13. Of these, 46 are in education (65%), 4 are in training (6%) and 21 (29%) 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. Several of our young people are in Ealing, Hammersmith and West London College where there is a full time mentor for care leavers and strong support for LAC especially around admissions. West Thames and Uxbridge College are also popular with our young people.

Overall in terms of the routes followed, several young people follow BTEC qualifications over three years demonstrating a strong commitment to education and a determination to succeed. Seven students are following Level 3 qualifications and three of these students are taking A Levels.

For a detailed breakdown of results for Post 16 education for the academic year 2016-2017 and strategies in place by the virtual school to sustain good outcomes and improvements, see **Appendix 1**.

4. Progress Reports End of Academic Year 2016-2017

Progress is measured by 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, for Looked After Children is important to treat the comparative data cautiously as numbers are small, progress scores are measured with averages and a few 'good' results can skew the data. The DfE will publish some comparative data in March 2018 which may provide some greater insights. 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.

In addition, schools are not required to report on progress at KS1 so the data below represents the way schools are reporting internally.

Key Stage 1 Progress Report, Year 2 pupils

Reading

Of the three children who were emerging in Reception, two went on to make exceeded progress and reach expected standard in KS1. One made expected progress but did not make the expected standard of attainment in KS1.

Of the three children who were expected in Reception, two went on to reach the expected standard in Reading in year 2 and one of these made exceeding progress between Reception and year 2 and achieved Greater Depth Standard in year 2.

Summary:

3/6 made expected progress

3/6 made exceeded progress

Writing

Of the three children who were emerging in Reception, two made expected progress and went on to meet expected standard in KS1 and one made exceeded progress and achieved expected standard in KS1

Of the three children who were expected in Reception, three made expected progress at KS1 and achieved expected standard at KS1

Summary:

5/6 made expected progress

1/6 made exceeded progress

Maths

Of the three children who were emerging in Reception, three made expected progress but only two reached the expected standard in KS1.

Of the three children who were expected in Reception, two made expected progress and went on to get expected standard in KS1 and one didn't make expected progress or meet the expected standard in KS1. *This is most likely to be because they moved twice, so had two new placements and two new schools between their Reception year, and year 2.*

Summary:

5/6 made expected progress in Maths

1/6 made less than expected progress in Maths

KS2 Progress Report, Year 6 pupils

There were 20 children in this year 6 cohort and 14 of the 20 children (70%) received a progress score. Three of this cohort did not take SATs in either KS1 or KS2. However, two of these three children are making progress in reading, writing and maths. One

child, who is placed in a specialist provision, is making less progress in this area due to his challenging SEMH (social, emotional and mental health) needs. All have EHC plans and their progress is being monitored through PEP meetings and regular attainment updates from the school.

One child took the SATs at KS1 but his school did not administer the SATs at KS2 and therefore he does not have a progress score. However, he has made enough progress to move from a specialist provision into a mainstream high school. Two pupils did not get progress scores because they did not have KS1 results. They were not in care at the time and were not attending school regularly. However, both have made remarkable progress since coming into care and achieved the expected standard in all three areas of reading, writing and maths.

Reading

8 (57.1%) pupils made more progress than children from that prior attainment group nationally

6 (43%) pupils made less progress than children from that prior attainment group nationally

Writing

8 (57.1%) pupils made more progress than children from that prior attainment group nationally

6 (43%) pupils made less progress than children from that prior attainment group nationally

Maths

7 (50%) pupils made more progress than children from that prior attainment group nationally

7 (50%) pupils made less progress than children from that prior attainment group nationally

Key Stage 4 Progress Report, Year 11

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

At the end of the academic year 2016-2017, there were 32 Year 11 students. Twenty of these have KS2 results.

English

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

- 2 achieved GCSE-3
- 3 did not sit English GCSE

Of the 7 students who attained level 5 at the end of KS2:

- 5 achieved GCSE-6 or better
- 2 did not sit English GCSE

Additionally, one student achieved GCSE-3 having only got a level 2 KS2 result.

Maths

Of the 10 students who attained level 4 at the end of KS2:

- 4 achieved GCSE-4 or better
- 1 achieved GCSE-3
- 1 achieved GCSE-2
- 4 did not sit Maths GCSE

Of the 3 students who attained level 5 at the end of KS2:

- 2 achieved GCSE-5 or better
- 1 did not sit Maths GCSE

The one student who got a level 6 in mathematics at the end of KS2, achieved GSCE-9.

The following considers those students in the year 11 cohort *who were entered* for GCSEs and who have available KS2 results in English and Mathematics- as required to measure progress.

At the end of the academic year 2016-2017, there were 32 Year 11 students, 16 (50%) of them were entered for GCSEs. Twelve of these have KS2 results.

In English- at KS2, eight of the twelve attained a level 4 or better. Of this eight, five (63%) achieved GCSE-4 or better.

In Maths- at KS2, nine of the twelve attained a level 4 or better. Of this nine, seven (78%) achieved GCSE-4 or better.

5. October 2017 Half Term Activities (see attached **Appendix 2** for full account)

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 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?
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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:
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

