

Early Years Foundation Stage

| | GLD | LA | U | Spe | M&H | HSC | SC/SA | MFB | MR | Rea | Wri | Num | SSM | P&C | Wld | Tech | EMM | BI | Prime | Specific | All Areas |
|---------|-----|----|---|-----|-----|-----|-------|-----|----|-----|-----|-----|-----|-----|-----|------|-----|----|-------|----------|-----------|
| Pupil A | N | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 9 | 19 |
| Pupil B | Y | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 16 | 18 | 34 |
| Pupil C | N | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 11 | 12 | 23 |

Good Level of Development (GLD) - CLA 33.33%

Good Level of Development (GLD) - York 74.1%

The two children who did not make GLD have made significant progress in their development against the early learning goals from low starting points on entry to reception classes.

Key Stage 1 data

| | Reading | Writing | Maths | Science |
|---------|---------|---------|-------|---------|
| Pupil D | WTS | WTS | WTS | HNM |
| Pupil E | PKG | PKG | BLW | HNM |
| Pupil F | EXS | WTS | EXS | HNM |

Analysis of Key Stage 1 results

In 2016 primary schools began reporting pupil attainment at the end of KS1 against the new National Curriculum without levels. This is a curriculum with raised expectations for pupils in all year groups and at each key stage.

The three children in Y2 in 2015/16 were all in out of area primary schools. Only one met the expected standard in Reading and Maths. Writing and Science are of concern as none of the pupils met the standard; two are working towards the standard in writing and one is at a pre key stage growing development. Pupil E has SEMH needs and these need to be addressed if he is to progress. This is something to be investigated with the school; ascertain whether Pupil Premium can be used to train a Teaching Assistant to develop his resilience and therefore improve his ability to engage with learning and outcomes.

Guide to codes:

EXS = at the expected standard

WTS = working towards the expected standard

HNM = Has not met the expected standard (in the test – need the scaled score to work out how much progress has been made against KS1 attainment, and the teacher assessment judgement)

PKG = Pre key stage growing development (won't have done the SATS test, this is only a teacher assessment code) – this has an allocated scaled score of 79 by the DfE

BLW = Below Pre key stage growing development score of 79.

Other numerical values are the scaled score on the test for reading and maths and allocated scaled scores for writing (by the DfE).

Key Stage 2 data

| SEND status | End of KS1 prior attainment | | | 2016 Attainment | | |
|--------------------|-----------------------------|-------------|-----------|-----------------|-------------|-----------|
| | KS1 Reading | KS1 Writing | KS1 Maths | KS2 Reading | KS2 Writing | KS2 Maths |
| | L1 | L1 | L1 | EXS | WTS | HNM |
| EHCP | L1 | L1 | L1 | HNM | WTS | HNM |
| | L2C | L2C | L2A | EXS | WTS | EXS |
| | L2B | L2B | L2C | HNM | HNM | HNM |
| SEND Support | L1 | L2C | L1 | PKG | WTS | PKG |
| EHCP | L2A | L1 | L2B | PKG | PKG | PKG |
| School Action Plus | L2B | L2C | L1 | HNM | WTS | HNM |
| EHCP | L1 | W | L1 | PKG | PKG | HNM |
| SEND | L1 | L1 | L1 | PKG | PKG | PKG |
| | L2C | L1 | L2B | EXS | EXS | EXS |

Analysis of Key Stage 2 results:

In 2016 Y6 pupils in primary schools took new, and more challenging SATS. Outcomes are now reported without levels. This is a curriculum with raised expectations for pupils in all year groups and at each key stage.

There were ten children in the Y6 cohort in 2015/16. Eight children participated in at least some of the end of key stage 2 statutory assessments (SATS). One child is placed at an independent school which did not administer SATS. The second child did not take the tests as he was unable to access them; he is remaining in Y6 until Sept 2017 as he is undergoing regression therapy owing to social and emotional needs.

Of the remaining eight children:

Reading

37.5% reached the expected standard for reading;

Writing

12.5% reached the expected standard in writing.

62.5% were working towards the standard.

Maths

25% reached the expected standard for Maths;

Met all the standards

Only one child met all the expected standards across reading, writing and maths (10%).

Going forward all areas need to see improvement but Maths is of most concern with 75% overall not meeting age related expectations.

These results are set against a local picture of 52% of all children in York reaching the standard for reading, writing and maths and a national picture (DfE, Outcomes for children looked after by local authorities in England, 31 March 2016 (SFR 12/2017, 23 March 2017))

of only 54% of children meeting the expected standards for reading, writing and maths overall. This means there is an overall 44% gap between the attainment of York's looked after children with national standards and a 42% gap between them and their peers in York.

Key Stage 4 data

| Special Need | Current placement | No placements | Other issues | No. GCSEs A*-C | No. GCSEs A*-G | Eng | Math | 5A*-C | 5A*-C (E&M) | No. quals | Voc Quals | ELC | Func Skills |
|---------------|-------------------|---------------|----------------------|----------------|----------------|-----|------|-------|-------------|-----------|-----------|-----|-------------|
| School Action | 2014 | 6 | | 2 | 9 | No | No | No | No | 9 | 0 | 0 | 0 |
| SEND | 2008 | 3 | | 0 | 1 | No | No | No | No | 6 | 0 | 0 | 5 |
| SEND/MLD | 2011 | 3 | | 0 | 1 | No | No | No | No | 6 | 0 | 0 | 5 |
| SEMH | 2015 | 6 | | 0 | 2 | No | No | No | 0 | 9 | 0 | 6 | 1 |
| SEMH | 2016 | 12 | | 5 | 9 | Yes | Yes | Yes | Yes | 13 | 1 | 0 | 3 |
| SEMH | 2016 | | Drugs/ YOT | 0 | 0 | No | No | No | 0 | 0 | 0 | 0 | 0 |
| | 2010 | 5 | | 8 | 13 | Yes | No | Yes | No | 13 | 0 | 0 | 0 |
| | 2016 | 1 | | 11 | 12 | Yes | Yes | Yes | Yes | 13 | 1 | 0 | 0 |
| SEMH | 2016 | 13 | | 0 | 10 | No | No | No | No | 12 | 0 | 0 | 2 |
| SEMH | 2016 | 13 | Mental health issues | 0 | 0 | No | No | No | No | 0 | 0 | 0 | 0 |
| SEMH | 2014 | 5 | | 1 | 8 | No | No | No | No | 10 | 0 | 0 | 2 |
| SEMH | 2015 | 4 | | 0 | 5 | No | No | No | No | 7 | 2 | 0 | 2 |
| SEMH | 2015 | 4 | Mum terminally ill | 0 | 8 | No | No | No | No | 12 | 0 | 0 | 4 |
| SEMH | 2016 | 6 | Bereaved -Mum Xmas | 0 | 3 | No | No | No | No | 5 | 0 | 0 | 2 |
| SEND | 2015 | 5 | | 0 | 8 | No | No | No | No | 8 | 1 | 0 | 0 |
| | 2009 | 4 | | 7 | 7 | Yes | Yes | Yes | Yes | 7 | 0 | 0 | 0 |
| SEMH | 2015 | 10 | | 1 | 11 | No | No | No | No | 13 | 6 | 0 | 2 |
| | 2012 | 8 | | 0 | 8 | No | No | No | No | 9 | 1 | 0 | 0 |

Summary of Key Stage 4 data

| Total | 5+A-Cinc E&M | 5+A-C | 5+A-G | 1A*-C | 1+A-G |
|-----------|-----------------|-------|-------|-------|-------|
| 18 | 3 | 4 | 12 | 7 | 16 |
| | 17% | 22% | 67% | 39% | 89% |
| 18 (2015) | 3 | 3 | 11 | 9 | 17 |
| | 17% | 17% | 61% | 50% | 94% |

Two young people refused to engage with examinations despite having bespoke exam conditions provided for them and this meant they unfortunately did not achieve and also impacted on our outcome data.

% of students achieving A*-C in English and Maths

- York CLA 17%
- York 68.2% (Gap for York CLA of 51%)

It must be appreciated that developmental trauma and attachment impacts on the brain's development and a young person's ability to focus on education and significant numbers of this year's cohort have SEND or SEMH needs; however, the gap between York's young people in care with their peers is marked. York's small numbers of looked after children do make the figures statistically insignificant but each young person is important and working with mainstream schools and colleges to relentlessly focus on helping children and young people narrow the attainment gap is a primary focus for the Virtual School. We will use training, PEP targets and meetings with schools to ensure progress

Destinations for Year 11 Leavers

89% of CLA have moved on to education, employment or training. Of the remaining 11% (2 young people) one is being educated at a HMYOI and the remaining young person is currently pregnant but is willing to re-engage with education once she has given birth.