

Outcomes for Looked After Children Review October 2012

Early Years and Foundation Stage (EYFS)

Headline data shows gap already present between LAC and their chronological peers.

Action points

- Further analysis needed.
- Virtual School Leadership team to embrace Early Years Foundation Stage from a school improvement perspective.

KS1

- 2012 outcomes across all key performance indicators declined between 2011 and 2012. Over time there has been an inconsistent trend in performance and this is partly linked to the volatility caused by small cohort size. However, there is a need to focus more strongly on probing end of KS1 attainment to improve targeted interventions.

Action points

- School Improvement partner visits will be used to probe end of KS1 attainment for LAC.

KS2

- The 2012 data and over time show a more positive picture than in KS1. This may be due to children being in same placements and/or schools for longer periods of time, however a robust evidence base needs to be collated to confirm this conclusion.

Action points

- The evidence about the impact of the length of time in a school placement on attainment has had needs to be collated and analysed.
- Data needs to be added to show the performance of LAC in English and maths combined at the end of KS2 and the percentage of LAC pupils who made 2 levels progress between KS1 and KS2.
- Collect and analyse data about the progress of Y3 and Y4 LAC pupils.

KS4

- Over time there has been an inconsistent trend in performance against the national performance indicator 5A*-C including English and maths. In 2011 achievement of the York LAC cohort was well above the

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performance of LAC nationally, however a wide gap remains between the performance of LAC and their peers. Further analysis needs to be done to ensure the accuracy of the 2012 data. In particular to investigate the impact of the change to grade boundaries in GCSE English on the performance of LAC pupils. National data sets for 2012 have not yet been published.

Action points

- Analysis of performance in KS4 needs to be further developed to include a broader range of indicators to more accurately track the progress and future progression of LAC pupils.

Virtual School Development Priorities

- Revise the structure and constitution of the senior leadership team to ensure that it has capacity to impact on learner outcomes.
- Develop data analysis and tracking systems to ensure that they are more robust.
- Review the deployment of the specialist teacher for LAC so that schools are supported to implement targeted interventions. Develop staff skills in this area in school and consider use of LAC teaching assistant resource.
- Develop and introduce learner profiles for LAC children and young people. This profile could include; samples of work, progress information which would follow the child/ young person throughout their learning journey and would help CYC to develop its role as corporate parent through having more rounded information about each child/young person.

EDUCATIONAL OUTCOMES FOR LOOKED AFTER CHILDREN

LAC Attainment

Early Years Foundation Stage – please see separate table

Key Stage 1

Level 2+ Reading results

Year	2008 (8)	2009 (4)	2010 (5)	2011 (8)	2012* (4)
York LAC	38%	25%	100%	50%	0%
National LAC	61%	63%	63%	65%	
All York CYP	86%	90%	88%	87%	87%
All National	84%	84%	85%	85%	

Level 2+ Writing results

Year	2008 (8)	2009 (4)	2010 (5)	2011 (8)	2012* (4)
York LAC	25%	25%	80%	50%	25%
National LAC	54%	55%	56%	57%	
All York CYP	84%	86%	84%	82%	82%
All National	80%	81%	81%	81%	

Level 2+ Maths results

Year	2008 (8)	2009 (4)	2010 (5)	2011 (8)	2012* (4)
York LAC	63%	25%	80%	75%	25%
National LAC	68%	70%	68%	71%	
All York CYP	92%	92%	91%	91%	89%
All National	90%	89%	89%	90%	

There was a small group of 8 looked after children who were in the Key Stage 1 cohort for 2011 and they achieved lower than their peers. However, the results do fluctuate year-on-year due to the small cohort size and pupil contextual factors. In 2011, 5 out of the 8 pupils had a special educational

need compared to 1 out of 5 pupils in 2010.

Children achieving at least level 2 in reading decreased from 100% in 2010 to 50% in 2011, attaining below all York pupil (87%) and national looked after children (65%).

Children achieving at least level 2 in writing decreased from 80% in 2010 to 50%, which was slightly below the national figure for looked after children (57%).

Children achieving at least Level 2 in mathematics decreased from 80% in 2010 to 75% but was above the national figure for looked after children (71%)

Key Stage 2

Level 4+ English results

Year	2008 (10)	2009 (9)	2010 (10)	2011 (9)	2012* (13)
York LAC	30%	56%	30%	67%	54%
National LAC	45%	45%	45%	50%	
All York CYP	85%	81%	84%	83%	85%
All National	81%	80%	80%	82%	

Level 4+ Maths results

Year	2008 (10)	2009 (9)	2010 (10)	2011 (9)	2012* (13)
York LAC	40%	56%	30%	56%	62%
National LAC	43%	44%	44%	48%	
All York CYP	79%	80%	83%	83%	85%
All National	79%	79%	79%	80%	

The results fluctuate year-on-year due to the small cohort size. There were 9 looked after children eligible to sit Key Stage 2 in 2011, 3 had a special education need. 6 out of the 9 pupils (66.7%) achieved a level 4 in English and 5 (55.6%) achieved a level 4 in mathematics. 5 pupils achieved a level 4 in both English and mathematics. These results are significantly above the national results for looked after children. Looking at starting point from Key Stage 1, 7 pupils made 2 levels progress in English and 6 made 2 levels of progress in mathematics.

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York is ranked = 33rd out of 152 Local authorities, using a 3 year rolling average of the percentage of children looked after continuously for 12 months who achieved at least level 4 at Key Stage 2 in both English and mathematics. (York 43%, National 37%) – Ref: Children in Care and Adoption Performance Tables (updated 22 December 2011).

Key Stage 4/GCSE's

5+A*-Cs including English and Maths

Year	2008 (10)	2009 (12)	2010 (18)	2011 (17)	2012* (15)
York LAC	NA	0%	6%	24%	7%
National LAC	9%	10%	12%	13%	
All York CYP	54%	59%	59%	62%	62%
All National	48%	50%	54%	59%	

4 (24%) obtained at least 5 GCSEs or equivalent including English and mathematics in 2011 which is significantly above the national figures for looked after children (12.8%). The 2011 result is the best outcome since this performance indicator was introduced and is significantly above the national result for looked after children. There were 17 looked after children eligible to sit GCSEs in 2011, of these 16 achieved at least one GCSE pass at any grade (94%). 10 pupils had a special educational need of which 6 (35%) had a statement compared with 3% of York year 11 pupils.

Behaviour and Attendance

The attendance for LAC in York schools compared to those in other local authorities was ranked = 15th out of all 152 Local Authorities, using a two year rolling average (2009 and 2010) of the percentage of sessions missed due to overall absences for children who have been looked after continuously for at least 12 months at 31 March 2010 (York 5%, National 6%). The percentage of sessions lost due to absence in York in 2010 is lower at 4.6% compared to the national average for looked after children at 5.7%. The percentage of sessions lost due to unauthorised absence was 0.6% compared to 1.5% nationally.

In 2011, the absence rates remain low. 2012 data not published.

Exclusions

There have been no permanent exclusions of looked after children since September 2009.

The percentage of looked after children with at least one fixed term exclusion in 2008/09 was 18.8%, higher than the national figure for looked after children at 12.2%. However, the average number of fixed term exclusions per child with at least one exclusion was 1.6 compared to the national figure of 2.4. In addition, there has been an improvement in the number of fixed term exclusions which has reduced in 2010 and 2011.

Care leavers in employment, education and training

Year (Financial year)	2008	2009	2010	2011	2012
York LAC	50%	50%	54%	50%	
National LAC	65%	63%	62%	61%	

The cohort size is very small. In 2011, of the eight (out of the 16) young people not in EET, three are young parents, one is a disabled adult.

Cohorts of 19 year old Care Leavers in York are relatively small (between 6 and 16 per year for the years mentioned above). With small cohorts, numbers can easily be skewed by a small number being NEET. An ETE Adviser post continues to be effective in supporting Care Leavers to engage in ETE, but sustaining ETE seems to be a struggle for some young people. YiF Springboard funding starting in April 2012 is designed to address exactly that issue and will provide intensive support to the hardest to engage/most chaotic young people, to enable sustained engagement in ETE.

Current in-year results (as at 31 Dec 2011), show that York is performing at 81.3%, where 13 of 16 cohort are in EET (Of the 3 NEET, 1 is a disabled adult and further ongoing work continues to seek a positive outcome for those 2 not currently engaged.)

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