

Key Stage 4 Reporting Cohort (Eligible Children) 2013 - A Selection of Case Studies

Appendix B

Pupil J	Dob: Sept 1996	Date of accommodation (most recent episode): Nov 2001			Educated in/out of borough: IN Mainstream Academy		SEN Status		
<p>Background</p> <ul style="list-style-type: none"> Accommodated under S20 aged 4 Yrs 9 months, initially for 3 month period, then re-accommodated under S20 aged 5 Yrs 11 months Interim Care Order secured 07/02 and Full Care Order secured 04/03 Single, matched, long term foster carer from date of accommodation Multiple incidents of absconding from placement from April of YR 10 and eventual placement breakdown in July of YR 10 School worked hard to maintain stability, providing 1:1 teaching and Virtual School brokered extended work experience to complement reduced timetable Two further foster placements in-borough, before placed in semi-independent accommodation in April of YR11 (for one month), from where young person continued to attend school and work experience sporadically Placed in children's home outside LA and was collected by member of virtual school team on daily basis to attend school and GCSE exams, but often missing or refusing to engage. Student unwilling to engage with FE course post-16 but accepted a subsequent offer of further extended work experience that would lead to an apprenticeship. However, young person failed to attend the placement and the offer was withdrawn. Flexible Learning team sought and found a further work placement and continues to encourage the young person to attend. Young person continues to miss appointments with social workers and is articulate about her reluctance to engage with social care. The new work placement is fragile. 									
<p>Comment</p> <p>This young person appeared extremely settled in a matched foster placement with a carer known to the young person as 'mum'. The pupil experienced the stability of attending only one primary school and one secondary school. Academically able and with expected to achieve 8 or 9 GCSEs at Grade C and above, student made use of all of the support offered by the Virtual School until the unexpected breakdown of the placement and disengagement with children's social care. Provision included music and dance lessons, gymnastics, taster visits to universities, 1:1 tuition after school and the purchase of a personal laptop.</p>									
KS2 outcomes: English 4 Maths 3		KS3 teacher assessments: English 5B Maths 5C		Sat a GCSE	1 A*-G	5 A*-G	5 A*-C	5A*-C including English and Maths	Post 16 Engagement
				Yes	No	No	No	No	Extended work experience

Pupil K	Dob: May 1997	Date of accommodation (most recent episode): Aug1998	Educated in/out of borough: OUT Mainstream Academy	SEN Status SA+
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Background

- Initially accommodated and placed outside Bromley with foster carer provided with the local authority
- Full Care order secured and child and sibling placed relative outside the authority. This was a long term placement (2000 -20010) and the child has been educated outside the authority for entire school career,
- Aunt arrested and the pupil was placed with the aunt's daughter, her first cousin at, the end of YR 9. This placement was close enough to the school for continuity to be assured. During the period of disruption, attendance fell and the child presented with issues of defiance, failure to wear uniform or do homework and verbal abuse directed at staff.
- School and Virtual School negotiated temporary alternative provision for student to provide respite and small group setting. Pupil was supported by foster carer in this provision and the Virtual School provided 1:1 tuition and Computer equipment.
- Pupil returned to mainstream school as planned after 2 ½ terms and reintegrated into appropriate year group to complete KS4 programmes of study.
- Pupil went on to achieve 10 GCSEs (with some multiple passes resulting from BTECs and double award GCSEs) at Grade C and above, but not Maths, despite continued engagement with 1:1 maths tuition

Comment

This pupil experienced some periods of great disruption and uncertainty and spent a number of years in a placement that was reluctant to work with social care or accept support from the Virtual School. The pupil made very good progress through KS3, but placement disruption looked likely to create long-term barriers to engagement. The period in respite was very useful for the student but the return to mainstream was not without difficulties, with the school being reluctant to re-admit. However, academic outcomes for KS4 exceeded expectations, a reflection of her own hard work and a considerable amount of joint working across agencies. Student commenced post 16 apprenticeship programme but abandoned the course in first month.

KS2 outcomes:	KS3 teacher assessments:	Sat a GCSE	1 A*-G	5 A*-G	5 A*-C	5 A*-C including English and Maths	Post 16 Engagement
English 3 Maths 3 Science 4	English 5 Maths 5 Science 4	Yes	Yes	Yes	Yes	No	Currently NEET

Pupil L	Dob: Mar 1997	Date of accommodation (most recent episode): Mar 1999			Educated in/out of borough: OUT Mainstream Maintained		SEN Status
Background							
<ul style="list-style-type: none"> • Pupil attended 5 primary schools, four of which were in Bromley and the fifth and subsequent secondary school were in E Sussex. • Despite disruption, the student achieved well above age-related expectations at KS2 and KS3 and was predicted to attain 10 GCSEs at grade A and A*. • This student is a highly gifted performing artist and has had many extra-curricular activities funded by social care and the Virtual School. Although the student benefitted from 1:1 tuition in English and Maths in YR10, this was refused in YR11 and there are records of discussion with the student about the risk of not achieving his target grades because of his many other commitments. • Student achieved a BTEC distinction and a total of 3 x A*, 4xA, 2 x B grades and one E at GCSE. • Now attending FE College studying AS level and BTEC level 3 • Virtual School continues to fund additional activities and opportunities to engage in university taster courses 							
Comment							
This child's early experience of frequent education and placement changes could easily have resulted in disaffection and disengagement but involvement in the performing arts has provided resilience and ambition that have created focus for academic success. The student continues to be involved in theatre and musical activities and will be taking part in a choir exchange visit with the FE Institution this summer. Student is expecting to go to university in Autumn of 2015							
KS2 outcomes: English 5 Maths 5 Science 5	KS3 teacher assessments: English 6 Maths 6 Science 6	Sat a GCSE	1 A*-G	5 A*-G	5 A*-C	5 A*-C including English and Maths	Post 16 Engagement
		Yes	Yes	Yes	Yes	Yes	FE College, studying AS level in English Literature and Modern History and BTEC Double Performing Arts Subsidiary Diploma

Pupil M	Dob: Dec1996	Date of accommodation (most recent episode):	Educated in/out of borough: Out Residential Children's home with education on site	SEN Status
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Background

- Pupil accommodated aged 4 as a result of family breakdown. Experienced multiple placement breakdowns as a result of extreme behaviour and repeated allegations against carers. Attended 5 primary schools as a result of placement changes, 3 inside Bromley and two out of borough.
- Secondary school worked well with Virtual School to support pupil despite disruptive behaviour and verbal abuse. Pupil truanted frequently, going missing in the school day and leaving the school site. Episodes of absconding from placement began aged 12 and escalated but foster placement held.
- Pupil educated off-site in placement and some stability achieved during Autumn and Spring of YR8.
- Young person seriously sexually assaulted (age 13) while absconding and returned to Bromley by police.
- Placed in Independent Residential Children's Home with Education on-site at some distance from Bromley for protection.
- Student continued to abscond but returned by staff to placement. Education on site of a high standard but pupil consistently refused to engage in the classroom. What education was accessed was provided in the residential home. Monitoring shows little academic progress in KS3 but improved engagement in KS4 when vocational basic skills programmes were introduced.
- Some progress was made in Maths and Literacy and AQA units achieved at entry level 3 at the end of YR10.
- When student's sibling died unexpectedly, young person returned to Bromley for the funeral and expressed reluctance to return to placement. After being taken back, the young person went missing and was eventually discovered living with birth mother in Bromley.
- Young person supported at home and alternative education achieved in Bromley for YR11. Attendance remained sporadic despite verbal commitments from student and mother. Offers of 1:1 tuition from Virtual School and additional support from Alternative Provision were rejected.
- Student failed to sit any exams or assessments at the end of KS4 having refused to engage throughout the examination period.

Comment

This young person has always presented with engagement difficulties. Early neglect and then subsequent physical and sexual abuse have left a legacy of mistrust of adults and those in positions of authority. The young person has struggled to identify any ambition or a career path. Student has been accompanied to college open days and interviews with the Flexible Learning team but fails to attend interviews even when transport is provided. Young person is refusing to engage with Targeted Youth support or monitoring services. Slow progress is being noted, however. The young person has improved self-care skills and the frequency of violent outbursts is reducing.

KS2 outcomes:	KS3 teacher assessments:	Sat a GCSE	1 A*-G	5 A*-G	5 A*-C	5 A*-C including English and Maths	Post 16 engagement
English 3C Maths 4C Science 4A	English 3 Maths 3	No	No	No	No	No	NEET

Pupil N	Dob: Apr 1997	Date of accommodation (most recent episode): Nov 2011			Educated in/out of borough: IN Alternative provision		SEN Status
Background							
<ul style="list-style-type: none"> • Student accommodated at age 14.5 yrs. Family had re-located to Bromley and child had been out of school for 18 months. Prior to that student had been on roll in two consecutive alternative provisions, placed by another authority after repeated exclusions from school for threatening behaviour and verbal and physical assaults on teaching staff. Young person repeatedly went missing from family home for long periods of time and was returned by police. When placed in foster home, young person absconded and was missing for several months. • An assessment place in Bromley Respite was secured alongside a part time place in an independent alternative provision within Bromley as it was clear that student would not be able to integrate into a mainstream KS4 class. Student refused to attend Respite but attended alternative provision on a handful of occasions before absconding again. • Child recovered by police after 1 month and placed in secure residential children's home for protection and subsequently moved to a 'step down' provision. In this second provision, the pupil was observed to be able but reluctant to engage with education. • Pupil absconded from residential placement was reported missing for a further month. Eventually returned to Bromley voluntarily and asked for foster placement. • Place secured at independent alternative education/training centre and young person engaged one day per week on functional skills programme. Several work placements were negotiated by the flexible Learning team but student failed to attend each after two or three days, despite student's own career aspirations. Student ended KS4 with functional skills qualification. 							
Comment							
<p>This student is representative of a number who become looked after during KS4. Though the circumstances are varied, these young people have often been out of education for some time despite interventions by social care, education and sometimes youth justice agencies. This student continued to earn money through illegal employment and so found the classroom irrelevant and education unnecessary. Various incentives were offered to encourage attendance at school and work placement but with no effect, though the young person has continued to make good use of the foster placement. Contrary to expectation young person has settled well, and is now able to engage with education. The student has aspirations of running a business in the future – the same business in which they have managed to sustain employment for some time.</p>							
KS2 outcomes: English 4 Maths 4 Science 3A	KS3 teacher assessments: Absent.	Sat a GCSE	1 A*-G	5 A*-G	5 A*-C	5 A*-C including English and Maths	Post 16 engagement
		No	No	No	No	No	Entry Level business studies part time course (3 days per week), with independent training provider.