London Borough of Bromley

PART ONE - PUBLIC

Decision Maker:	**EDUCATION POLICY DEVELOPMENT AND SCRUTINY COMMITTEE**
Date:	**Wednesday 5 November 2014**
Decision Type:	Non-Urgent Non-Executive Non-Key
Title:	**EDUCATION OUTCOMES FOR LOOKED AFTER CHILDREN**
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Chief Officer:	Executive Director of Education, Care & Health Services
Ward:	All Wards

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1. Reason for report

1.1 Virtual School report on the educational outcomes of Bromley Looked After Children for the academic year 2013-2014

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2.   RECOMMENDATION(S)

2.1 Members are asked to note the academic outcomes for Bromley looked After Children in 2014.

Corporate Policy

1. Policy Status: Existing Policy:

2. BBB Priority: Children and Young People:

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Financial

1. Cost of proposal: No Cost:

2. Ongoing costs: Not Applicable:

3. Budget head/performance centre: 808180

4. Total current budget for this head: £400,620

5. Source of funding: RSG

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Staff

1. Number of staff (current and additional):   5

2. If from existing staff resources, number of staff hours:

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Legal

1. Legal Requirement: Statutory Requirement:

2. Call-in: Not Applicable:

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Customer Impact

1. Estimated number of users/beneficiaries (current and projected):

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Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable

2. Summary of Ward Councillors comments:

3.   COMMENTARY

3.1   The numbers of looked after children after children have fluctuated over the year, showing a steady increase across all age ranges but, most significantly, with a marked impact on the Virtual School across early years and Key Stage 1. Where we would normally be expecting to report on a YR2 cohort of 5 or 6 children, twelve children ended the academic year in care in July 2014.

3.1.1   The inclusion of the YR12 and 13 cohorts, amounting to over 60 additional young people, has brought the total number of pupils in the Virtual School to over 230.   Year group cohorts are, however, statistically small, meaning that reporting can be distorted, with each child carrying a large percentage weighting of the total. The YR11 group for this reporting period was the smallest for a number of years, with only 27 children in the reporting cohort.

3.1.2   The group is also notable for the 12 (44%) children within it who have a Statement of SEN, the national figure being 2.8% for all children in the same reporting period. An additional 10 students (37%) had identified special needs but no statement. This is against a national picture of 16% for all children. It is evident that, had these children been in stable education placements with good attendance earlier in their education, they would either have had no identified SEN or, more likely, would have had a statutory assessment and been awarded a Statement.

3.1.3   A full report on the outcomes for the YR11 cohort can be found at para 3.4.

3.2   **KEY Stage 1 Outcomes Summer 2014 (Age 7 years)**

   (N.B. All 2014 figures are provisional and subject to change.   National comparative data will not be available until after the publication of the First Statistical release in December 2014)

3.2.1   12 Bromley children in care ended KS1 in August 2013 but 11 of these had been continually looked after during the reporting period. These11 children form the ***reporting cohort.***

3.2.2   National age-related expectation at age 7 is level 2.

3.2.3   Three of these children (28%) have Statements of SEN and a further 3 have identified SEN without statements.

3.2.4   Four children were placed in adoptive (3) and special guardianship (1) placements out of authority during year 2. This, of course, necessitates a period out of school as they get to know their new families but, in each case, the Virtual School had negotiated admission to a new school before the placement change and, in some cases, provided packages of support for integration into the new school. All four of those children *achieved as expected or better in KS1 SATs in May.*

3.2.5 Key Stage 1 Pupil Level Data, 2014. 2014   (Please see the end of this report for a glossary of terms)

Date of Birth	In/Out of Borough	Date became CLA	SEN	Reading	Writing	Speaking and Listening	Maths	Science
2007	IN	16/01/2012	S	P6	P6	P7	P8	P7
2007	OUT	04/03/2012		3C	2A	2	2A	2
2007	OUT	04/03/2012	SA	1A	1A		1A	
2006	OUT	05/11/2012	SA+	2C	1B	2C	1C	2C
2007	IN	21/03/2014		1A	1A	2	2C	2
2007	OUT	25/10/2011		2C	2C	2	2C	2
2007	IN	16/04/2012	S	1B	2C	2	2C	2
2007	IN	23/11/2012		2B	2C	2B	2B	2B
2007	IN	11/12/2012	SA+	1A	1C	1A	1C	1B
2007	OUT	29/10/2011		2A	2B	3	2B	2
2006	IN	21/08/2012		2A	2A	2A	2A	2
2006	IN	21/08/2012	S	P6	P6	P7	P8	P6

3.2.6 Key Stage 1 Outcome data 2014 with historical context.

Year	Reading	Writing	Speaking and Listening	Maths
2014	55% (6 of 11 pupils)	55% (6 of 11 pupils)	64% (7 of 11 pupils)	55% (6 of 11 pupils)
2013	60% (3 of 5 pupils)	60% (3 of 5 pupils)	Not reported	60% (3 of 5 pupils)
2012	57% (4 of 7 pupils)	57% (4 of 7 pupils)	Not Reported	42% (3 0f 7 pupils)
2011	76% (6 of 9 pupils)	44% (4 of 9 pupils)	Not Reported	76% (6 of 9 pupils)

3.3 Key Stage 2 Outcomes Summer 2014 (Age 11 years)

(N.B. All 2014 figures are provisional and subject to change. National comparative data will not be available until after the publication of the First Statistical release in December 2014)

3.3.1 Nine children in care ended KS2 in August 2014. Of these, **8** been continuously looked after for at least 12 months (to 31st March 2014) and these pupils form the ***reporting cohort.***

3.3.2 National age-related expectation at age 11 is level 4.

3.3.3 Two children in the reporting cohort (25%) have Statements of SEN and a further 3 are at School Action Plus, making a total of 5 (63%) with identified special educational needs.

3.3.4 All but one of the children in the YR6 cohort who were working the level at which they were eligible for SATs (75% of the total) achieved *an increase of two or more levels of attainment or better in both English and Maths*. The remaining pupil made exceptional progress in English, despite having special educational needs and experiencing two changes in placement in YR6.

3.3.5 Key Stage 2 Pupil Level Data 2014   (Please see the end of this report for a glossary of terms)

☐ = in reporting cohort

▨ = in care at end YR 6 but not in reporting cohort
Italic text in this colour represents KS1 outcome

Date of Birth	In/Out of Borough	Date Became CLA	SEN	Reading	Writing	GPS	Maths	Overall Level 4	2 Levels of Progress	
									Eng	**Mag**
2003	IN	15/03/13	SA+	2A (TA) *P8*	2C (TA) *P8*	4C (1)	2A (TA) *1C*		✓+	
2003	IN	12/04/10	SA+	3 (TA) *1A*	3 (TA) *1B*	3	4 *2A*		✓	✓
2003		01/05/14								
2003	IN	01/04/11		5A *1*	4A *1*	4A	4A *2B*	✓	✓+	✓
2003	IN	24/12/09		5 *3C*	5 (TA) *2B*	6	6 *3C*	✓	✓	✓+
2003	OUT	29/10/11		5 *1*	4A (TA) *1*	5	4 *1*	✓	✓+	✓+
2003	OUT	16/04/12		5 *1A*	4 *1A*	3	4 *2C*	✓	✓+	✓

| 2003 | IN | 05/07/07 | S | P3 *P3i* | P3 *P3i* | | P3 *P3i* | | | |
| 2003 | IN | 23/03/10 | | 4 *2C* | 4 *1A* | 5 | 4 *1A* | ✓ | ✓ | ✓+ |

3.3.6 Key Stage 2 Outcome Data with Historical Context

Indicator	2014	2013	2012	2011	2010	2009
N 99: Percentage of children in care reaching level 4 in English at KS2	Combined Reading, Writing and Maths scores	Combined Reading, Writing and Maths scores	**Bromley** 28% (2 of 7 pupils) **National** 64%	**Bromley** 50% (5 of 10 pupils) **National** 59%	**Bromley** 100% (5 of 5 pupils) **National** 54%	**Bromley** 40% (4 of 10 pupils) **National** 59%
N100: Percentage of children in care reaching level 4 in Maths at KS2	**Bromley 63%** (5 of 8 pupils)	**Bromley 55%** (5 of 9 pupils) **National** Not available	**Bromley** 28% **National** 56%	**Bromley** 40% **National** 52%	**Bromley** 80% **National** 47%	**Bromley** 20% **National** 47%

3.4   Key Stage 4 Outcomes 2014
(N.B. All 2014 figures are provisional and subject to change.   National comparative data will not be available until after the publication of the First Statistical release in December 2014)

3.4.1   30 children in care ended YR11 in August 2014. Of these, 27 had been continuously looked after for at least 12 months (to 31st March 2014) and these pupils form the **reporting cohort.**

3.4.2   67% of the reporting cohort have identified special educational needs, with **11 young people having a Statement of SEN.** This equates to 41% of the cohort having a Statement of SEN against a national figure of 2.8%.

3.4.3   Six of the young people in this year group were accommodated by the local authority during Key Stage 4. All have experienced 2 or more placements during KS4. One student is out of chronological year group and will take GCSE examinations in summer 2015.

3.4.4   One student is a young parent who has experienced the removal of her child for adoption.

3.4.5   Only 10 young people in last year's reporting group were in Bromley schools and of those one   was on roll in the Pupil Referral Unit and one in The Glebe. Seven of the cohort were in mainstream schools maintained referral units in other authorities and 8 were in specialist

residential provision. One young person was in a secure training centre and one young person was missing from placement during YR11 and had no identified education provision.

3.4.6 It is clear that schools are working very hard to secure good educational outcomes for children in care. Many of them have achieved remarkable results, despite on-going trauma and disruption but we know that some looked after young people have not achieved the target grades set for them. These young people and their schools will be consulted in the coming months in an attempt to identify what barriers they faced and what additional support they would have valued during key stage 4.

3.4.7 GCSE outcomes 2014 with some historical context

GCSE results	2014 Reporting Cohort of 28 pupils	2013 Reporting cohort of 19 pupils	2012	2011	2010	2009
5 A* - C including English and Maths	14% (4 pupils)	**16%** (3 pupils)	11 % (2 pupils)	8.6% (3 pupils)	25% (4 pupils)	10% (2 pupils)
5 A* - C	25% (7 pupils)	21%	22 %	26%	43%	29%
5 A*-G	46% (13 pupils)	21%	55%	49%	63%	48%
1 A*-G	74% (20 pupils)	26%	88%	74%	75%	71%
Pupils leaving KS4 without level 2 functional skills Maths (GCSE Grade C or equivalent)	50% (14 pupils)					
Pupils leaving KS4 without level 2 functional skills English (GCSE Grade C or equivalent)	53% (15 pupils)					

3.4.8 A table showing results for individual looked after pupils with brief commentary can be found at **Annex A.**

3.5 Exclusions

3.5.1 There have been no permanent exclusions of Bromley looked After Children for 6 years.

3.5.2 Table showing fixed term exclusions of Bromley Looked After Children 2009-2014

	Total number of days FX	No. of pupils represented	Bromley schools	Other schools	Total schools
2009/10	232	33	9	21	30
2010/11	134	24	9	13	22
2011/12	126	23	11	12	23
2012/13	91	13	5	6	11
2013/14	120	22	9	9	18

3.5.3   Exclusion analysis:

This is a significant increase in both the number of days of fixed term exclusions and in the number of pupils affected.

3.5.4   30.5 days are accounted for by one student. This school could have effected a permanent exclusion on several occasions but remained committed to allowing the young man to undertake his GCSE exams.

3.5.5   9 of the 22 pupils represented have subsequently been moved from the schools from which they were excluded, either because of placement changes or as a managed move. Not all managed moves were secured because of behavioural issues.

3.5.6   Grovelands Primary PRU was the only primary school to exclude and one pupil had a total of 6 days of exclusion (1x1;1x2;1x3).

3.5.7   6 Bromley mainstream secondary schools excluded LAC. One student was moved by the Virtual School to prevent permanent exclusions.

3.5.8   The Virtual School attends re-integration meetings wherever possible.

3.5.9   Of the 9 non-Bromley schools to exclude, 5 were Special Schools, 1 was Alternative Provision and 3 were mainstream.

Glossary of terms used in reporting tables:

Terminology	Definition
National curriculum levels	At Key Stages 1, 2 and 3, attainment in the National Curriculum is measured against 8 national attainment levels between the ages for 5 and 14. Level 1 is the lowest level and level 8 is the highest and is attained by the most able pupils at age 14. Each level is divided into three sub-levels: C – starting to work at this level B - working well within the level A - the child has reached the top of the level and is working towards the next level Children are expected to considered to be progressing well if they have made two sub-levels or progress in an academic year.
P scales	Performance scales (P scales) are used at the end of key stages 1, 2 and 3 for reporting teacher assessment in English, mathematics and science for children with special educational needs who are working below level 1 of the national curriculum. P levels can be recorded from P1 to P8, with P1 being the lowest. P levels can further broken down in to i or ii (e.g. P3ii being a higher level than P3i)
TA	Teacher assessment. A teacher assessment is recorded where a child is absent from school on the day of the test of is considered to be below the level of assessment, Teacher assessment levels are also used where a curriculum area is no longer subject to national testing.
S	Statement of Special Educational Needs
SA	School Action is used when there is evidence that a child is not making progress at school and there is a need for action to be taken to meet learning difficulties. SA can include the involvement of extra teachers and may also require the use of different learning materials, special equipment or a different teaching strategy.
SA+	School Action Plus is used where SA has not been able to help the child make adequate progress. At SA+ the school will seek external advice from the other support services, the local Health Authority or from Social Care.

Non-Applicable Sections:	Policy, financial, legal and personnel implications
Background Documents: (Access via Contact Officer)	[Title of document and date]