

Name of meeting: Corporate Parenting Board
Date: 19th June 2019
Title of report: Outcome analysis for our children and young people in care
 Data from NCER Looked After Children reports and DfE Local Authority Interactive Tool (LAIT) May 2019

Purpose of report

To provide an update to the Board following the Statistical First Release 2018 showing the outcomes on the validated data for our children and young people in care. The commentary has been taken from the Kirklees Learning Partner Report.

Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	No
Key Decision - Is it in the Council's Forward Plan (key decisions and private reports?)	No
The Decision - Is it eligible for call in by Scrutiny?	No
Date signed off by <u>Strategic Director</u> & name	Jo-Anne Sanders (for Mel Meggs)
Is it also signed off by the Service Director (Finance)?	No
Is it also signed off by the Service Director for Legal Governance and Commissioning?	No
Cabinet member portfolio	Cllr Viv Kendrick (Children)

Electoral wards affected: n /a

Ward councillors consulted:n/a

Public or private: Public

(Have you considered GDPR?)

Yes all data has been anonymised

1. Summary

Data from NCER Looked After Children reports and DfE Local Authority Interactive Tool (LAIT) May 2019. Commentary taken from the Kirklees Learning Partner Report

The eligible cohort for looked after children (LAC) includes all pupils looked after continuously for the last 12 months or longer from 31.05.17-31.03.18).

Early Years Foundation Stage (NCER)

- The eligible cohort was 6 pupils.
- Three pupils attained a Good Level of Development (GLD); this was 50% of the cohort, which was above the national average for looked after children (46%).
- Early Years data for previous years is not available for comparison.

Key Stage 1 (NCER)

- The eligible cohort was 22 pupils.
- The percentage of pupils meeting the expected standard or higher in writing was in line with looked after children nationally. (Kirklees 42.9%, national 42%) It was below national by 26.1% in 2017.
- The percentage of pupils meeting the expected standard or higher in reading remained 3.4% below looked after children nationally. (Kirklees 47.6%, national 51%).
- The percentage of pupils meeting the expected standard or higher in Maths was 1.4% below looked after children nationally. It was below national by 2.5% in 2017.
- The percentage of pupils meeting the expected standard or higher in reading, writing and Maths combined, was above looked after children nationally. (Kirklees 42.9%, national 37%). This was due to the improvement in writing. It was below national by 12.3% in 2017.

Key Stage 2 (LAIT)

- The eligible cohort was 22 pupils.
- Key Stage 2 outcomes were lower than other key stages in 2018.
- 5 pupils 22.7% of this cohort were in special education provision.
- There was a high proportion of boys in the total cohort (67%) and 63.6% in the eligible cohort.

Attainment

- The percentage of pupils that achieved the expected standard in the reading, writing and maths combined measure was 3% below national (32%, national 35%). It was below national by 10% in 2017.
- The percentage of pupils that achieved the expected standard in reading was below national looked after children (32%, national 51%).
- The percentage of pupils that achieved the expected standard in writing was below national looked after children (36%, national 49%).
- The percentage of pupils that achieved the expected standard in maths was below national looked after children (32%, national 47%).
- Attainment in grammar, punctuation and spelling was below national looked after children (41%, national 50%).
- Attainment in reading, writing and maths has fallen since 2016 and is in quartile D on the LAIT. The characteristics of learners in each cohort are different each year in

terms of their care history, special educational needs and disabilities and prior attainment.

Progress

The progress measures aim to capture the progress that pupils make. They are a type of value – added measure, which means that pupils' results are compared to the results of other pupils nationally with similar prior attainment.

A negative score does not mean that pupils did not make any progress, rather it means they made less progress than other pupils nationally with similar starting points.

- Writing progress that our children have made has increased significantly from -4.80 to -2.37 after a drop in 2017; however it was below national looked after children (-2.37, national -0.82).
- Maths progress that our children have made has increased significantly from -4.50 to -2.18, however, this was below national looked after children (-2.18, national -0.77).
- Reading average progress that our children have made has fallen for the last two years and this year was well below national looked after children (-5.28, national -0.13).
- Key Stage 2 progress overall for our children in this cohort is in quartile D on the LAIT for all subjects.
- Detailed analysis by care history shows that 3 pupils had fewer than three care placements, no SEN and school placement stability. Progress for these pupils was above the national average for looked after children.

Key Stage 4 (LAIT)

- The eligible cohort in the DfE data was 51 pupils. This included three year 12 pupils who took GCSEs and one young person who had left care.
- 22 pupils were educated in non-mainstream provision (including those who were dual registered).
- 15 pupils in this cohort had an EHCP.

Attainment

- 18% of pupils achieved a grade 9-4 pass in English and maths, which was slightly above national looked after children (17.8%).
- The average attainment 8 score was 18.1, which was just below national looked after children (18.9).
- The average attainment 8 score was in quartile C on the LAIT.
- The attainment 8 score has fallen for the last two years, which is in line with the national and regional trend.

Progress

- There was an increase in the progress 8 score to -1.1, which was slightly above national looked after children (-1.2).
- Progress 8 was in quartile B on the LAIT with a national ranking of 48.

Post 16

- The virtual school team work individually with students to set targets; students have a wide range of pathways.
- The virtual school team work with post 16 providers to ensure that young people are on an appropriate pathway.
- This is the first year of working with year 13 students.

Kirklees Learning Partner Comments

- Thorough data analysis has been carried out by the virtual school headteacher and team managers, and detailed spreadsheets are available with attainment and progress by pupil group, including care history.

Questions asked of the Virtual School by Kirklees Learning Partner:

Have you identified any cause for the issues for KS2 compared to national LAC?

- It is generally not deemed useful to directly compare cohort with cohort as each year there are significant differences in terms of additional needs, care history, numbers in eligible cohort for reporting purposes as a % of total number of cohort that have been supported and prior attainment.

Possible contributory factors outlined are:

- 22.7% of the 2018 eligible cohort were educated in specialist provision, this is significantly higher than in 2017 at 14.81%
- 63.6% of the eligible cohort were made up of boys, significantly higher than the 55% in the national eligible cohort 2018 and a marked increase from the 46.5% in the total VS cohort of 2017
- 57% of the total cohort were educated in out of local authority schools, a marked increase from the 28% in the total VS cohort of 2017. This potentially poses an extra layer of challenge around knowledge of SEN processes in other areas, access to Designated Teachers and local intelligence, strategic ability to influence practice and moderate assessment judgements.

How do staff challenge pupil progress and expectations during meetings with school?

- A manager gave an example of the virtual school team who had reviewed the provision for a child with behavioural needs who was placed in sets that were below the child's academic ability. The team challenged the school, following a collaborative discussion it was agreed that this child's needs were best met in a different school. We secured a place for the child at another school and achievement is now improving. It is unusual to instigate a school move as stability is preferred, however we worked together to ensure this was well planned.
- Virtual School Managers monitor and discuss progress and challenge for all pupils in one to one meetings with achievement coordinators.
- The pupil premium funding is targeted to accelerate progress, targets put in place and reviewed during PEP meetings.

What does progress look like from EYFS to KS1?

- This is not currently analysed as there has been no national data previously and is a recommendation for future development. This will be taken forward through the early years development plan.
- As with all key stages young people's transitions are carefully planned individually and previous outcomes are taken into account to ensure that young people are able to make a successful transition and continue to progress within their educational

journey. Personal educational planning meetings are held regularly, bringing together professionals to ensure that young people are on track and are enabled to fulfil their educational potential.

2. Information required to take a decision

No decisions required

3. Implications for the Council

3.1 Working with People

Not applicable

3.2 Working with Partners

Not applicable

3.3 Place Based Working - no

Not applicable

3.4 Improving outcomes for children

We are highly ambitious for all of our children and we will continue to work in partnership with our carers, settings, schools, and social workers to improve the attainment and progress of our children in the Virtual School.

3.5 Other (eg Legal/Financial or Human Resources)

Not applicable

4. Consultees and their opinions

Not applicable

5. Next steps and timelines

For discussion by the Board.

6. Officer recommendations and reasons

That the data being considered for information is noted.

7. Cabinet portfolio holder's recommendations

Not applicable

8. Contact officer

Janet Tolley, Kirklees Virtual School Headteacher

9. Background Papers and History of Decisions

None

10. Service Director responsible

Jo-Anne Sanders, Service Director (Learning and Early Support)