

## FLINTSHIRE COUNTY COUNCIL

**REPORT TO:** JOINT LIFELONG LEARNING AND SOCIAL &  
HEALTH CARE OVERVIEW & SCRUTINY  
COMMITTEE

**DATE:** THURSDAY, 21 MARCH 2013

**REPORT BY:** DIRECTOR OF LIFELONG LEARNING AND  
DIRECTOR OF COMMUNITY SERVICES

**SUBJECT:** EDUCATIONAL ATTAINMENT OF LOOKED AFTER  
CHILDREN

### **1.00 PURPOSE OF REPORT**

1.01 To update members of the attainment of Looked After Children (LAC) in Flintshire - March 2013 [Academic Year 2011 – 2012]

### **2.00 BACKGROUND**

2.01 This report is based statistically upon the last day of term for the academic year 2011/12 for children and young people in care on that day. It includes all LAC irrespective of how long they have been in care and covers Foundation Phase through to post 16 education.

2.02 The data has been grouped into five age groups corresponding to the National Curriculum Key Stage 1 to 5.

<b>Table 1 – Primary</b>	<b>School Year</b>	<b>Age</b>	<b>Number of LAC 2011/12</b>
	Pre-school	0-3	5
Foundation Phase	Nursery	3-4	42
	Reception	4-6	
	Year 1	5-6	
	Year 2	6-7	
Key Stage 2	Year 3	7-8	35
	Year 4	8-9	
	Year 5	9-10	
	Year 6	10-11	

<b>Table 2 - Secondary</b>	<b>School Year</b>	<b>Age</b>	<b>Number of LAC 2011/12</b>
Key Stage 3	Year 7	11-12	23
	Year 8	12-13	
	Year 9	13-14	
Key Stage 4	Year 10	14-15	27
	Year 11	15-16	
Key Stage 5	Year 12	16-17	15
	Year 13	17-18	
	Year 14	19	

For the purposes of the report children looked after under Short Breaks/Respite Care is not included in the statistical analysis.

### **3.00 CONSIDERATIONS**

#### **3.01 Profile of the Group**

3.02 There are 147 relevant children within the cohort. There is a notable increase in the number of LAC within the Primary sector (Foundation Phase and Key Stage 2) with numbers increasing from 43 in 2010/11 to 77 in 2011/12. Within the Secondary Sector (Key Stage 3 & Key Stage 4), numbers have decreased from 65 in 2010/11 to 50 in 2011/12.

3.03 74% of the 147 children are identified as having Special Education Needs (SEN). The level of need is indicated below:

- 32% have a Statement of Special Educational Need.
- 35% receiving support at School Action Plus
- 7% receiving support at School Action

#### **3.04 Placement type**

Pre-school / Primary Sector:

- 38 (46.4 %) residing with a parent or friend / family carers, 24 living with parent(s) under an agreement and 14 with a relative or friend.
- 3 (3.6%) within residential units
- 41 (50 %) with local authority or agency foster carers.

Secondary Sector

- 13 (26%) residing with a parent or friend / family carers, 4 (8%) of which are with a relative.
- 11 (22%) within residential accommodation
- 1 (2%) in prison

- 1 (2%) within a Mental Health Unit
- 24 (48%) reside with foster carers

### 3.05 Pupil Outcomes

#### Foundation Phase

Pupils are assessed against the Foundation Phase Indicator (FPI). To achieve FPI at Key Stage 1, the child must gain a level 2 in all core subjects to include Maths, Science and English (or Welsh). The Flintshire average 2011-2012 was 79.65%, Welsh Average 80.47%.

Three pupils were assessed against the FPI with 2 out of these (66.6%) meeting the expected level.

#### Key Stage 2

To achieve the core subject indicator (CSI) at Key Stage 2 the child must gain a level 4 assessment in all core subjects to include Maths, Science, English (or Welsh). The Flintshire Average was 81.30%, Welsh Average was 82.58%.

Out of the 5 children who were assessed, 3 (60%) achieved the CSI. The other 2 pupils had SEN which impacted on their ability to achieve this indicator. One had a Statement of SEN for Moderate Learning Difficulties and the other was accessing support for significant literacy difficulties.

#### Key Stage 3

To achieve the core subject indicator at Key Stage 3 the child must gain a level 5 in all core subjects to include Maths, Science, English (or Welsh). The Flintshire Average was 76.02% and the Welsh Average was 72.53%.

Out of the 7 pupils assessed, 5 achieved the CSI (71.4%). The other 2 pupils had SEN which impacted on their ability to achieve this indicator, one had a Statement of SEN for Moderate Learning Difficulties and Behavioural, Social & Emotional Difficulties. The other was accessing support for significant literacy difficulties.

#### Key Stage 4 /5 – See Table 2 Appendix 1

An overview of the outcomes at KS4 indicate that of the 19:

- 16 young people were entered for public examinations in the last year of compulsory education (year 11)
- 1 young person was entered in Year 10 and achieved 2 GCSEs at C grade (child KM)
- 2 young people were entered for GCSEs in Year 12 because they were unable to sit the exams in Year 11 due to their personal circumstances (child F & Child V).
- all young people achieved a formal qualification compared with 93% for 2010/11.
- 12 young people sat GCSEs achieving grades in the full range

of A\* to G.

- 3 young people achieved the Level 2 Threshold of 5 GCSEs at C and above
- The average point score for 2011/12 was 155.6 with a range of 12 to 548. This compares favourably with 99.2 for the last academic year.

### 3.06 Cohort Profile

The following information should be considered alongside pupil outcomes.

#### Legal Status:

- 9 out of 19 were subject to Full Care Orders to the local authority – joint parental responsibility between local authority and parent
- 10 were looked after under Section 20, Voluntary accommodation- Parental responsibility with parents only; and
- the average age of becoming LAC for Year 11 pupil cohort was 12 years 2 months.

#### Special Educational Needs (Year 11)

The number of Looked After Children with special educational needs (SEN) continues to be significant in the cohort for 2011-2012. compared to the general school population given the smaller numbers as a defined by their Care Status as can be seen below:

- Statement - 6 out of 16 (37.5%)
- School Action Plus – 5 out of 16 ( 31%)
- School Action – 4 out of 16 (25.7%)
- None Identified – 1 out of 16 ( 6%)

#### Type of Educational Establishment:

The 19 young people were placed in:

- Mainstream school – 10 out of 19 - 52.6%;
- Pupil Referral Unit (PRU) – 4 out 19 - 21%;
- Residential Day Provision – 2 out 19 - 10%;
- Special School LA – 1 out 19 - 5.2%;
- Home Tutor – 1 out 19 – 5.2%;
- 1 in special circumstances (prison) – 1 out 19 - 5%; Child E above had 8 placement changes during year 11 an unable to complete planned GCSE programme; and
- 4 out of 19 in Out of County Provision in Year 11 - 21%

#### Care Placement Type:

- Foster care – 13 out 19 young people (68.4%)
- Foster care (Kinship) – 2 out 19 young people (10.6%)
- Placement with parent (PWP) – 1 out 19 young people (5.2%)

- Residential / Special Circumstances 3 out of 19 young people (15.7%)

### 3.07 **Post 16 Destinations in September 2012:**

18 Young People in Post 16 Education had destinations as follows:

- 14 continuing in education
- 1 employment
- 2 not in Education, Employment or training (NEET); and
- 1 prison

### 3.08 **Conclusion**

Children who are Looked After do not regularly achieve comparable results to their peers or compare favourably as a cohort with the Welsh average in respect of Core Subject Indicator and Point Score. Many of these children and young people demonstrate a lack of basic skills along with the aspirations to achieve educationally. Earlier, more formal interventions by social workers and schools to support strategies to address the gaps apparent in basic skills, school attendance and social relationships enhance the potential for these young people to achieve favourable outcomes at the end of KS4.

In response to this Local Authority officers are working closely with colleagues in schools and other agencies to improve attainment for children who are looked after. School Effectiveness Grant funding has been allocated and used to target literacy and numeracy skills as a priority.

Joint partnership working with teachers and social workers is on going. A secondary school event took place at the end of October. It was well supported by designated teachers and well received by social workers.

Social Workers and Independent Reviewing Officers (IROs) commented positively on the support given by the designated teachers at Holywell High, Connah's Quay High School and the Argoed. (See Appendix 2 Role of the Designated Teacher.) Much praise is also given to staff at Queensferry Primary, St Mary's R.C Primary, Ysgol Cae'r Nant.

A second joint partnership day with Primary Schools is planned for May to develop plans for 'catch up' and basic skills recovery. It is hoped that there is continuation of support for LAC from the school Effectiveness Grant to support basic skills.

It is pleasing to note that the academic attainment for 2011-2012 shows an overall improvement in attainment for pupils within Flintshire when compared with those of the last academic year. This improvement is a reflection of the efforts of the young people, their

teachers and carers along with the targeted support and actions indicated above. It is important to note that a great number of young people within the Key Stage 4 cohort had identified issues around family relationships, a history of poor attitudes to learning and education and regular periods out of school and despite this a number had achieved outcomes in excess of Welsh averages.

#### **4.00 RECOMMENDATIONS**

4.01 That Members note the educational progress of looked after children in Flintshire.

#### **5.00 FINANCIAL IMPLICATIONS**

5.01 None.

#### **6.00 ANTI POVERTY IMPACT**

6..01 None.

#### **7.00 ENVIRONMENTAL IMPACT**

7.01 None.

#### **8.00 EQUALITIES IMPACT**

8.01 Strategies to support the achievement of looked after children are aimed to ensure that they achieve their potential.

#### **9.00 PERSONNEL IMPLICATIONS**

9.01 None.

#### **10.00 CONSULTATION REQUIRED**

10.01 None.

#### **11.00 CONSULTATION UNDERTAKEN**

11.01 None.

#### **12.00 APPENDICES**

12.01 Appendix 1 -Table 2 Key Stage 4  
Appendix 2 - Role of the Designated Teacher.

#### **LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985 BACKGROUND DOCUMENTS**

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