

**JOINT EDUCATION & YOUTH AND SOCIAL & HEALTH CARE OVERVIEW
AND SCRUTINY COMMITTEE**

Date of Meeting	Thursday 24 th March 2016
Report Subject	Educational Attainment of Looked After Children in Flintshire
Cabinet Member	Cabinet Member for Education
Report Author	Chief Officer (Education & Youth)
Type of Report	Operational

EXECUTIVE SUMMARY

The report informs Members on the academic attainment of Flintshire Looked After Children (LAC) for the academic year 2014-2015.

The data relates to the LAC cohort identified in line with the Welsh Government definition below:

A child of statutory school age, i.e. between 5 and 16 years, who was looked after during the academic year 2014-15, for at least one year prior to 31st August 2015.

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

(NB The definition of LAC used for data collection for educational attainment performance indicators has recently been changed. The revised definition extends the qualifying period of LAC to 31st March of the academic year following the period of assessment. This definition will be used in future reports.)

The data has been grouped into four age groups corresponding to the National Curriculum Key Foundation Phase to KS4 (Key Stage 4).

Primary	School Year	Age	School Stage	Secondary	School Year	Age	School Stage
Group 1	Reception	4 - 5	FOUNDATION PHASE	Group 3	Year 7	11 - 12	KEY STAGE 3
	Year 1	5 - 6			Year 8	12 - 13	
	Year 2	6 - 7			Year 9	13 - 14	
Group 2	Year 3	7 - 8	KEY STAGE 2	Group 4	Year 10	14 - 15	KEY STAGE 4
	Year 4	8 - 9			Year 11	15 - 16	
	Year 5	9 - 10					
	Year 6	10 - 11					

RECOMMENDATIONS

1	Members act as 'Champions' for LAC, promoting awareness and challenging provision within Flintshire educational settings.
2	That the Annual LAC Education Outcomes report is moved to a cycle following the performance indicator submission at the end of April.

REPORT DETAILS

1.00	EXPLAINING THE EDUCATIONAL ATTAINMENT OF LOOKED AFTER CHILDREN IN FLINTSHIRE								
1.01	<p>The LAC cohort within Flintshire is fairly stable in terms of overall annual number however, the individual circumstances and resulting needs vary from year to year.</p> <p>The following descriptors provide an overview of the 2014-15 cohort.</p> <p>A Key Stage profile of the cohort:</p> <p>There are 130 relevant children within the cohort.</p> <table border="1"> <tbody> <tr> <td>Group 1 Foundation Phase</td> <td>39</td> </tr> <tr> <td>Group 2 Key Stage 2</td> <td>38</td> </tr> <tr> <td>Group 3 Key Stage 3</td> <td>28</td> </tr> <tr> <td>Group 4 Key Stage 4</td> <td>25</td> </tr> </tbody> </table> <p>The Average age at becoming LAC was 7 years.</p>	Group 1 Foundation Phase	39	Group 2 Key Stage 2	38	Group 3 Key Stage 3	28	Group 4 Key Stage 4	25
Group 1 Foundation Phase	39								
Group 2 Key Stage 2	38								
Group 3 Key Stage 3	28								
Group 4 Key Stage 4	25								
1.02	<p>Type of Educational Establishment Accessed by LAC in 2014-15:</p> <ul style="list-style-type: none"> • 84% Mainstream LA Maintained schools • 5% Pupil Referral Units • 9% Non-maintained private/residential/hospital • 2% maintained Special School 								

1.03	<p>Additional Learning Needs:</p> <p>The term additional learning needs describes learners with a diverse range of needs who require targeted support to enable them to access educational opportunities and fulfil their potential. Some learners may be identified as having special educational needs (SEN). Those with significant SEN may have a statement of SEN issued by the Local Authority (LA) under part IV of the Education Act 1996. This follows a process of statutory assessment by the LA and other agencies such as Health.</p> <p>Learners with less significant SEN may also have their needs identified by a school and be identified as needing additional resources but not a statement. This is School Action (SA) where a child requires additional resources provided within and by the school. If additional external intervention and/or advice is required, the learner is categorised as School Action Plus (SAP). The 2014-2015 Cohort profile is as follows:</p> <ul style="list-style-type: none"> • 22% of children with a statement of SEN. • 15% of children receiving support through School Action or School Action Plus.
1.04	<p>Learner Outcomes: Group 1 - Foundation Phase</p> <p>There were 39 children in the Foundation Phase cohort. These children were following the Welsh Foundation Phase curriculum and progress is measured against the following Foundation Phase Outcomes:</p> <ul style="list-style-type: none"> • Personal and social development, well-being and cultural diversity (PSD) • Language, literacy and communication skills - English (LCE) • Language, literacy and communication skills - Welsh (LCW) • Mathematical Development (MDT) <p>The general expectation is that the majority of 7 year olds will attain outcome 5. The Foundation Phase Indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW and MDT in combination.</p> <p>In 2014-15, 8 were subject to the end of Foundation Phase assessment at the end of Year 2. Of the 8, 5 achieved the FPI, i.e. 62.5%</p>
1.05	<p>Learner Outcomes: Group 2 - Key Stage 2</p> <p>Reports on attainment at Key Stage 2 (KS2) and Key Stage 3 (KS3) are based on the national baseline Core Subject Indicator (CSI). To achieve the Core Subject Indicator at KS2 the learner must gain a level 4 assessment in all Core Subjects, i.e. Maths, Science and English (or Welsh).</p> <p>In 2014-15 there were 38 learners within KS2, 12 of which were subject to the end of key stage assessment at the end of Year 6. For this group 4 learners had a statement of SEN. Of the 12, 4 achieved the CSI i.e. 33%.</p>

1.06	<p>Learner Outcomes: Group 3 – Key Stage 3</p> <p>To achieve the Core Subject Indicator at KS3, the learner must gain a level 5 assessment in all Core Subjects, i.e. Maths, Science and English (or Welsh).</p> <p>In 2014-15 there were 28 learners within KS3, 8 of which were subject to the end of key stage assessment at the end of Year 9. 1 learner was exempt as they were working significantly below the expected levels. For this group 3 had a statement of SEN and 3 were at SA/SAP. Of the 7 learners, 4 achieved the CSI i.e. 57%</p>
1.07	<p>Group 4 – Key Stage 4</p> <p>In 2014-15 there were 25 learners within KS4. 14 children were subject to assessment at the end of Year 11. For this group 1 pupil had a statement of SEN and 6 were at SAP.</p> <p>The average points score for LAC leaving at the end of Key stage 4 was 254 within a range of 12 – 606. 100% of the cohort left with a formal recognised qualification this year.</p>
1.08	<p>Attendance Rate</p> <p>Attendance in Primary schools for LAC (2014-15) was 97.42%. This compares favourably with the overall Primary school attendance in Flintshire (94.7%).</p> <p>Attendance in Secondary schools was 90.3%. This was below the Flintshire average of 94.2%.</p>
1.09	<p>Exclusion Rates</p> <p>There have been no permanent exclusions of LAC for 2014-15. During the year, there were 12 fixed-term exclusions, all within the secondary sector. This resulted in a loss of 31.5 school days.</p> <p>This represents an overall reduction in exclusions. This is attributed in part to the Relationship Trauma training provided to all schools and Pupil Referral Units which has supported a greater understanding and empathy of LAC along with knowledge of a range of suitable intervention strategies.</p>
1.10	<p>LAC Educational Support, Provision and Coordination</p> <p>The education of looked after children is set as high priority in Flintshire and many initiatives have been instigated to improve the outcomes for this group of vulnerable learners.</p> <p>There is an established LAC Steering Group comprising of a range of professionals who oversee the education of LAC. This has representation from CAMHS (Child & Adolescent Mental Health Services), Behaviour Support Service, schools, Children’s Services, Inclusion, LAC advocacy and the LAC Co-ordinator. Young people can through the LAC advocate make their feelings known to the group or are invited to attend in person.</p>

The Steering Group has a remit to develop Action plans for the LAC Pupil Deprivation Grant. Previously this was allocated to schools to meet the individual needs of LAC. Welsh Government changed the policy around allocation for 2015-16, moving to a regional funding model. GwE has a lead role in supporting a regional policy approach. This is also informed by Flintshire's LAC Steering Group.

Training has been identified as a key priority and has been provided to key representatives from schools and the Local Authority by the 'Yellow Kite Company' who are nationally recognised in the training of professionals in 'Attachment Theory' and associated best practice. On-going workshops in schools across Flintshire are building on these initial events and serving to develop awareness of all school staff of the needs of children who have difficulties in making positive relationships because of traumas and losses in their lives.

In addition to training, the PDG has been spent on the following:

- After school 1:1 tuition for Year 6 learners.
- After school 1:1 tuition for Key Stage 4 learners in core subjects plus French.
- Access to 1:1 in class support to maintain engagement.
- Support to access After School Clubs.
- Literacy, language/communication aids and programmes.
- Study packs for exams, coursework specialist text books.
- 15 laptops, with specialist software and licences.
- Higher education bursary £2000 for care leaver starting university.
- Teaching Assistant and Teacher support for Catch Up programme.
- Purchase of iPads and relevant software.
- Letter Box Club.

The majority of LAC access their education within mainstream settings. There are a number of learners who require a more specialist setting such as special schools. A number of learners are also educated through the Pupil Referral Units (PRU). The managers and Teachers in Charge of the PRU are mindful of the often poor academic outcomes achieved by young people who are LAC and to that end, the curriculum offer to these children and others is changing to meet their needs. In future, a broader range of options including college link courses will help learners reach their full potential.

The Flintshire LAC co-ordinator, Kate Wylde, retired in December. This has provided the opportunity to review the role and strengthen the links between Children's Services and Education to support better outcomes for LAC.

1.11

Current numbers of LAC for the academic year 2015-2016

LAC PROFILE 1st MARCH 2016

Year/Age	Key Stage	Numbers
Nursery – 4	Foundation	11
Reception – 5		8
Year 1 – 6	Key Stage 1	11
Year 2 – 7		12
Year 3 – 8	Key Stage 2	9
Year 4 – 9		10
Year 5 – 10		11
Year 6 – 11		11
Year 7 – 12	Key Stage 3	9
Year 8 – 13		15
Year 9 – 14		13
Year 10 – 15	Key Stage 4	15
Year 11 – 16		19
TOTAL		154

LAC Pupils Out of County in Wales – 21
 LAC Pupils Out of County in England – 18

2.00 RESOURCE IMPLICATIONS

2.01 The PDG Action Plan will identify the key issues and challenges around education for LAC. The resource implications of these will be identified and supported through the available funding.

3.00 CONSULTATIONS REQUIRED / CARRIED OUT

3.01 None required.

4.00 RISK MANAGEMENT

4.01 The risks are around ensuring the funding is appropriately targeted to maximise the opportunities and educational outcomes for LAC. The Steering Group has a key role in engaging all stakeholders and ensuring relevant information is accessed and services/provision is targeted effectively.

5.00 APPENDICES

5.01 None.

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	<p>None.</p> <p>Contact Officer: Jeanette Rock – Senior Manager – Inclusion & Progression Telephone: 01352 704017 E-mail: jeanette.rock@flintshire.gov.uk</p>

7.00	GLOSSARY OF TERMS
7.01	GwE – Regional School Improvement Service
7.02	Pupil Deprivation Grant – Welsh Government funding to improve outcomes for learners eligible for free school meals (eFSM) and Looked After Children (LAC). It is intended to overcome the additional barriers that prevent learners from disadvantaged backgrounds achieving their full potential.