

MIDDLESBROUGH COUNCIL

Corporate Parenting Board

EDUCATIONAL ATTAINMENT OF CHILDREN LOOKED AFTER BY MIDDLESBROUGH COUNCIL

Executive Member for Children, Families & Learning: Cllr Mike Carr

Executive Director of Children, Families & Learning: Gill Rollings

18 January 2011

PURPOSE OF THE REPORT

1. The purpose of this report is to present to Members statistical information relating to the educational outcomes of looked after children, as measured against the key performance indicators linked to educational attainment.

SUMMARY OF RECOMMENDATIONS

2. It is recommended that the Corporate Parenting Board advise the Executive to note the information relating to the educational achievements of children looked after.

IF THIS IS A KEY DECISION, WHICH KEY DECISION TEST APPLIES?

3. It is over the financial threshold (£75,000)
It has a significant impact on 2 or more wards
Non Key

DECISION IMPLEMENTATION DEADLINE

4. For the purposes of the scrutiny call in procedure this report is

Non-urgent
Urgent report

If urgent, please give full reasons.

BACKGROUND AND EXTERNAL CONSULTATION

5. The local authority has a duty under Section 22(3) of The Children Act 1989 to safeguard and promote the welfare of all children and young people who are in the care of the local authority. One critical dimension of the welfare of 'looked after' children is their education, education being the key to determining success in later life.
6. Under Section 52 of the Children Act 2004, the Government has made a good education for every child in care a priority. This statutory guidance places a duty on local authorities to promote the educational achievement of every looked after child for whom they are responsible. It is designed to ensure that local authorities take particular account of the educational implications of any decisions they take about the welfare of looked after children.
7. In spite of clear improvements in GCSE outcomes at grades A*-C for looked after children since 2000 (from 7% to 26% in 2010), the educational attainment of children in care remains low and the pace of change means that the gap between those in care and all other children has in fact widened, with children in care under performing significantly compared to their peers at all key stages of the education system. Unsurprisingly given this background, care leavers are more than twice as likely not to be in education, employment or training (NEET) at age nineteen.
8. The reasons for this are complex and include factors such as instability of care and school placements; too much time spent out of school and insufficient help with their education when they fall behind; their unmet emotional, mental and physical health needs; and the fact that their primary carers are often not equipped or expected to support and encourage their learning and development.
9. Children in care are less likely to fall behind at school if every professional associated with their care and education attaches the same primacy to their education as any 'good parent' would do and do all that a good parent would, to enhance their life chances
10. Statistical data for looked after children is not published nationally when local authority year groups consist of 10 or less pupils, 10 being the denominator. Given DCSF guidance, the statistical data included in this report will be withheld from national publication.

CURRENT POSITION

11. Personal Education Plans (PEPs) remain a statutory requirement for all children of compulsory school age who are expected to be in care for more than 28 days. PEPs allow social workers and teachers to find out what children want from their education and for children to raise issues that are affecting their education.
12. In September 2010 some changes were introduced to the format of the PEP in order to ensure consistent high quality plans with a focus on aspirational target setting and attainment.

13. Head Teachers, Designated teachers and Social Workers all received training in the early autumn term 2010 on the programme to raise education achievement of LAC and the new PEP format and target setting focus. Feedback on the PEP process over autumn 2010 and spring 2011 will be collected from designated teachers and social workers over the next few months.
14. The National Statistical Release for LAC Key Stage attainment was published 16.12.10.
15. Current data sets held by the data and Performance Team are reported as incomplete and only results for LAC placed in Middlesbrough schools are included for this reason. The data team use a system called Key to Success to collect OOA LAC attainment data, but this is reported by the team as inconsistent. In addition, it is not clear whether some national data releases for LAs includes all LAC or just those placed in the Local Authority. The fact that some pupil UPNs are incorrectly submitted by LAs also influences the number of matched pupils which then influences the statistics. An update to the following tables will be made available following the incorporation of complete and validated data.

Summary of end of Key Stage Results for Academic Year 2009-2010 For Looked After Children.

**Key Stage 1 SATs Results - Teacher Assessment
National attainment level is Level 2+**

16. Five Middlesbrough Looked After Children were noted as being eligible to be included in the DCSF returns at Key Stage 1, having been looked after continuously for a period of 12 months plus. Three children educated in Middlesbrough schools achieved their expected attainment levels, as recorded in their Personal Education Plans (PEPs). None of these 3 children has a SEN statement but two are on the SEN register

Key Stage 1		
	M'bro	Overall %
Number	3	3
L2+ English Reading	2	66.7%
L2+ English Writing	1	33.3%
L2+ Maths	2	66.7%

Overall analysis of CLA who achieved the national attainment level at KS1

SUBJECT	M'Bro (3)	National
L2+ English Reading	66.7% (2)	58%
L2+ English Writing	33.3% (1)	51%
L2+ Maths	66.7% (2)	62%

Key Stage 2 Results

National attainment level is Level 4+

Note: Key Stage 2 data in the tables below will be a combination of teacher assessment data and SATS test results from those Primary schools who did them.

17. Seventeen Middlesbrough Looked After Children were noted as being eligible to be included in the DCSF returns at Key Stage 2, having been looked after continuously for a period of 12 months plus. Seven of these 17 children are educated in Middlesbrough schools. All children achieved their expected attainment levels, as recorded in their personal education plans (PEPs). Two of these 7 children have SEN statements and another 4 are on the SEN register.

Key Stage 2		
	In M'Bro	Overall %
Number	7	
Teacher Assessment		
L4+ English	4	57.1%
L4+ Maths	4	57.1%
L4+ Science	4	57.1%

Overall analysis of CLA who achieved the national attainment level at KS2

SUBJECT	M'Bro	National
L4+ English	57.1%	45%
L4+ Maths	57.1%	44%
L4+ Science	57.1%	Not reported

GCSE Results for Children Looked After In Year 11

18. 37 Middlesbrough Looked After Children were noted as being eligible to be included in the DCSF return at Key Stage 4, having been looked after continuously for a period of 12 months plus.
19. 13 of these 37 young people are educated in Middlesbrough schools. All children achieved their expected attainment levels, as recorded in their personal education plans (PEPs). Three of these 13 young people have SEN statements and another 8 are on the SEN register.

Test Results Key Stage 4	In M'Bro	In M'Bro
Number	13	13
Sat at least one exam		
Achieved 5+ A*- C	4	30.8%
5+ A*-C including English & Maths	3	23.1%
Achieved 5+ A*- G	8	61.5%
Achieved 1+ A*- G	11	84.6%

Overall analysis of CLA who achieved GCSEs in Year 11

Test Results	M'Bro	National
Sat at least one GCSE or equivalent exam	84.6%	78%
Achieved 5+ A*-C	30.8%	26%
Achieved 5+ A*-C including English and Maths	23.1%	12%
Achieved 5+ A*-G	61.5%	51%
Achieved 1+ A*-G	84.6%	73%

CURRENT TARGETED ISSUES AND RESPONSES

20. The programme of action designed summer 2010 and covering the academic year 2010-11 has a strong focus on the support of data systems development in schools and the Local Authority. In relation to the latter, the two recent appointments to the Data and Performance Team will take the lead on co-ordinating data collection and reporting from now on. The aim is to establish a permanent comprehensive system for the collection of pupil data for the Virtual School and to eliminate the inconsistencies present. This will ensure that the systems for monitoring and subsequent targeted early intervention are consistent and rigorous.
21. The LAC data presented in this report does not contain OOA results. The review of data reporting systems (i.e. the processes linking schools, LAs and the National Pupil database) this autumn indicates particular inconsistencies with data on Looked After Children OOA.
22. These inconsistencies will be removed via:
 - (a) The new Middlesbrough system for data management for LAC being established by the Data and Performance Team.
 - (b) The emerging network of systems and protocols in relation to data sharing across the North East region and wider.
 - (c) The introduction of a clear and consistent cycle of data collection and reporting within and across LAs.
 - (d) The agreement of all LAs to a proposed North East region sharing protocol which has been developed by the Education Protects network and C4EO. This clarifies the roles and responsibilities when Looked After Children move across local authority boundaries for the purpose of their education. This protocol promotes the concept of a collective responsibility for LAC across the region so that information about our LAC is shared in a timely, accurate and validated way. The status of the protocol will be reported as this is shared, agreed by all DCS, and developed.

EQUALITY IMPACT ASSESSMENT

23. All social care services are delivered within a framework of anti-discriminatory practice and there are no specific issues arising from the information presented within this report.

OPTION APPRAISAL

24. Not applicable to this piece of work.

FINANCIAL LEGAL AND WARD IMPLICATIONS

25. There are no financial, legal or ward implications arising from this report.

RECOMMENDATION

26. It is recommended that the Corporate Parenting Board advise the Executive to note the information relating to the educational achievements of children looked after.

REASONS

27. The effectiveness of the Local Authority as a Corporate Parent, the priorities it sets, and the attitudes of those working within it, all affect the educational attainment of children in care. Local Authorities have a duty under the Children Act 2004, to monitor and promote the educational achievements of looked after children to enable each and every one of them to achieve to their full potential, wherever they are placed.

BACKGROUND PAPERS

28. The following background papers were used in the preparation of this report.
- Social Exclusion Unit Report (SEU) '*A Better Education for Children in Care September 2003.*'
 - DfES Statutory Guidance '*Duty of Local Authorities to Promote the Educational Achievement of Looked After Children.*'
 - Children Act 2004
 - *Care Matters; Transforming the Lives of Children and Young People in Care* Consultation document 9 October 2006
 - Children and Young Person's Act 2008

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