

Looked After Children Progress and Attainment Autumn Term 2024

as of 25/11/2024

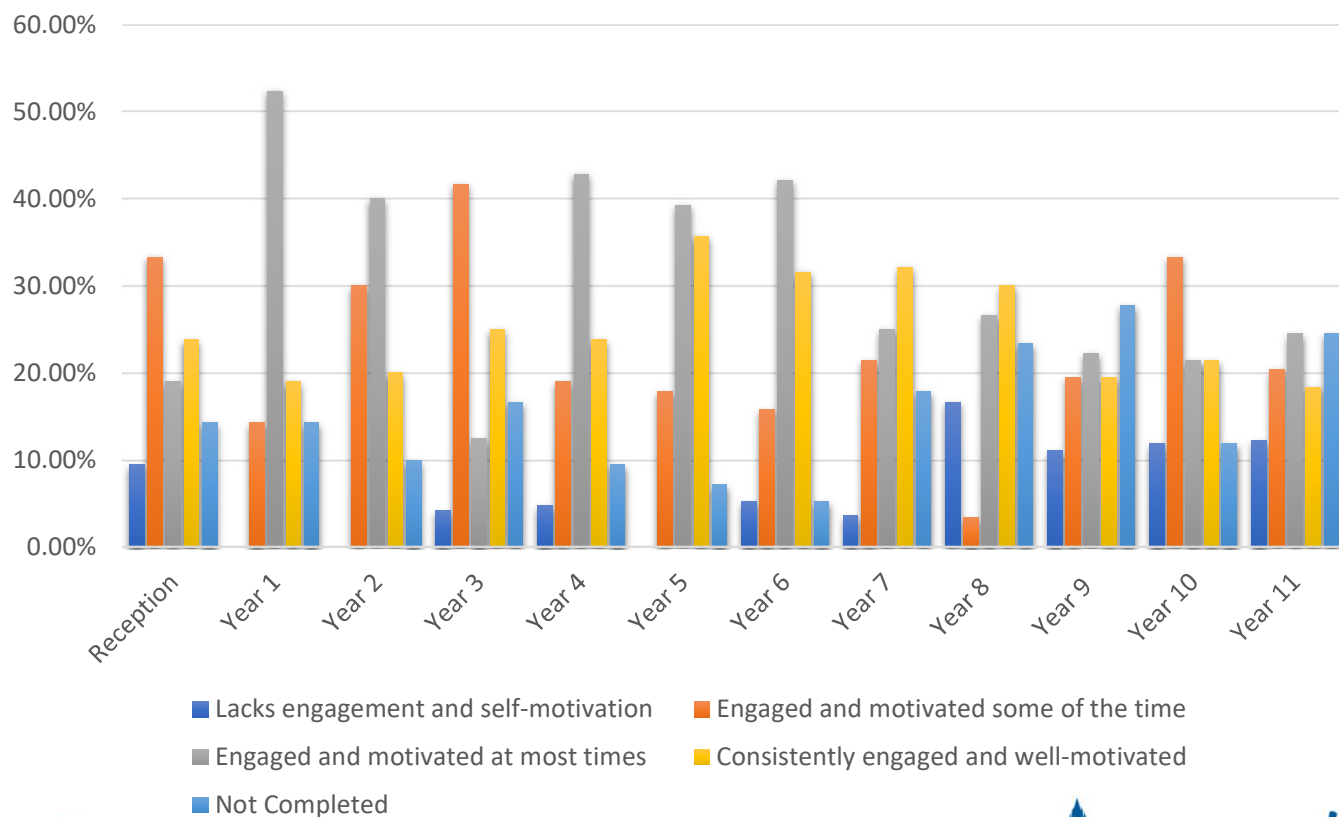
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Middlesbrough
moving forward

CLA Demographics	
Total No. Children	339
No. CLA 12months+	260 (76.7%)
No. Educated IB	204 (60.2%)
No. Educated OB	135 (39.8%)
No. Male	189 (55.8%)
No. Female	150 (44.2%)
No. Primary Phase	154 (45.4%)
No. Secondary Phase	185 (54.6%)
No. with No SEN	134 (39.5%)
No. with SEN Support	115 (33.9%)
No. with an EHCP	90 (26.5%)



Attitude to Learning by Year Group



Schools report 93% of CLA are engaged and motivated at least some of the time with over a quarter being consistently engaged and well-motivated

CLA in Primary school remain the most engaged and motivated with schools reporting a decline in secondary school.

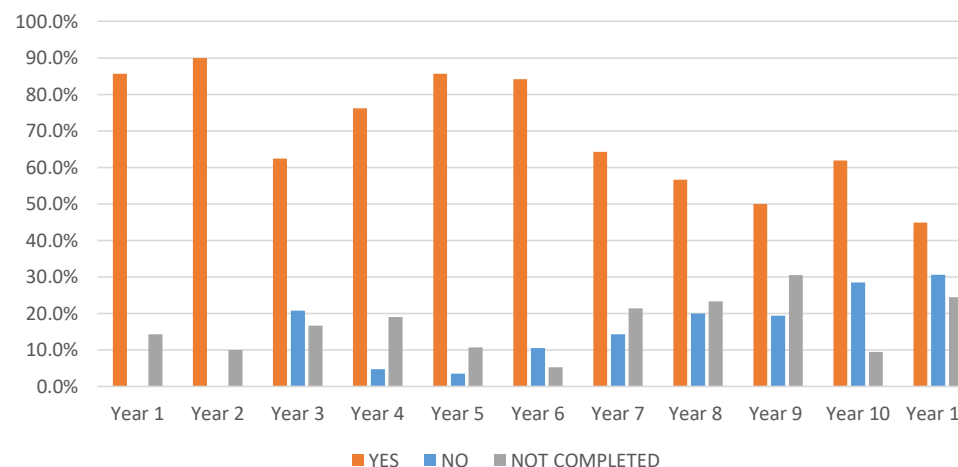
Is Good Progress Being Made Regardless of Attainment?

Progress measures individual growth.

Attainment measures how well a student meets standardised benchmarks.

As looked after children often have gaps in their learning due to their pre-care experiences, it is important to track, measure and contextualise how much a student has learned and improved since coming into care, regardless of their starting point.

Is Good Progress Being Made Regardless of Attainment?



Is Good Progress Being Made Regardless of Attainment?	%
Yes	65.4%
No	16.7%
Not Completed	17.9%

65% of looked after children are making good progress. We are still assessing 18% . Progress is impacted at KS3 and KS4. Year 3 also shows less progress while year 1 and 2 do well with over 85% making good progress in all areas.

12 CLA have EBSA

3 who had a school
move

14 children were
not on a school roll

**Why is KS4
data collection
so low?**

4 still awaiting PEP
at the time of data
capture

1 significant
medical issues

5 school provided
no data, challenged
via PEP QA process

What factors effect progress?

Research tell us...



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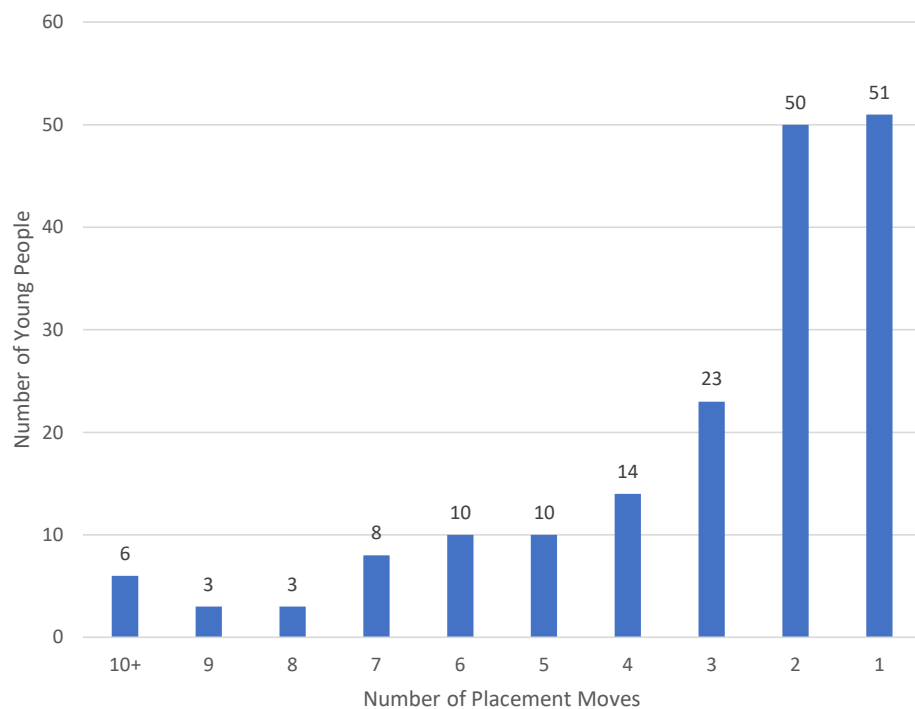
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Placement changes. Each additional change of care placement after age 11 is associated with one-third of a grade less at GCSE.

From year 7 – 11 there are 185 Looked after children

96% of CLA have moved placement since coming into care

Year 7-11 Placement Moves



Almost $\frac{1}{4}$ of secondary school aged looked after children have had 5 or more placement moves since coming into care.



What does research tell us?

School changes. Young people in care who changed school in Years 10 or 11 scored over five grades less than those who did not.

21 of 88 students in KS4
have had a school move

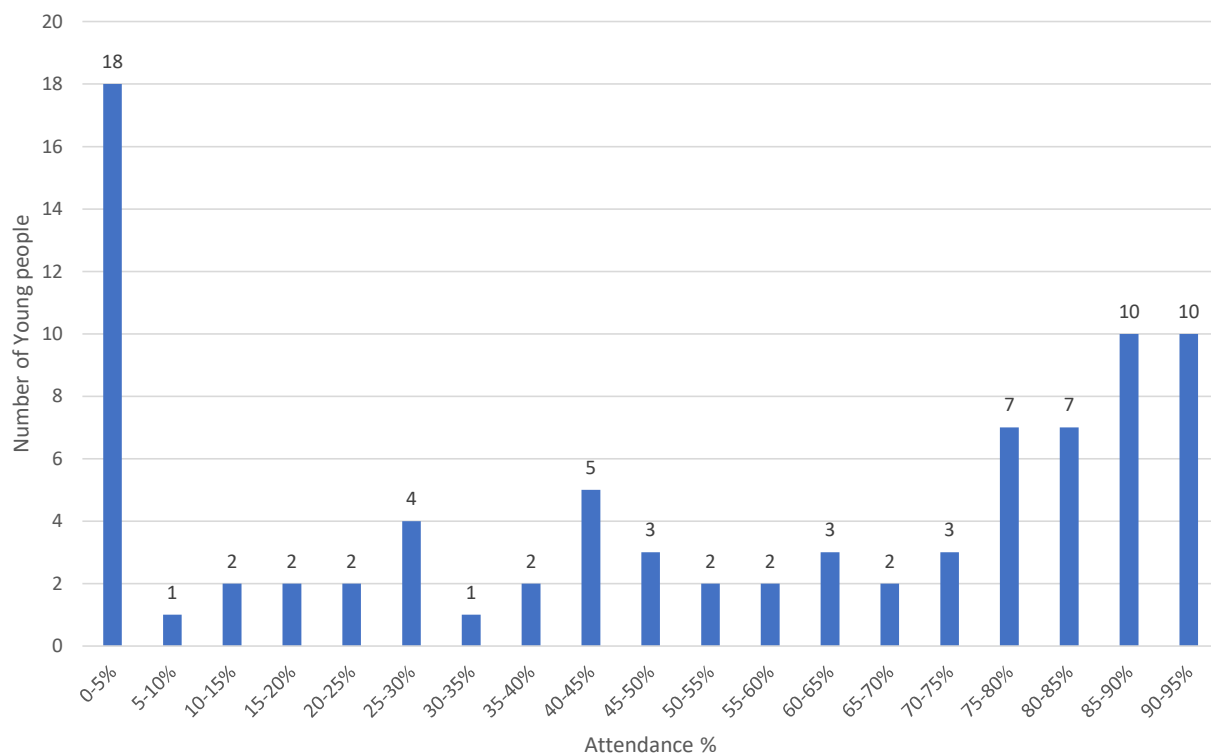
What does research tell us?

School absence. For every 5% of possible school sessions missed due to school absences, young people in care scored over two grades less at GCSE.

Years 7 – 11

86 out of 187 students below 95%

Year 7-11 Attendance



Overall attendance for all statutory school aged CLA from 1st September to 22nd November 2024 was 86.2%. 8.1% of absences were authorised, and 5.8% of absences were unauthorised.

Overall attendance by key stage is:

- KS1 – 94.5%
- KS2 – 97.8%
- KS3 – 85.6%
- KS4 – 70.3%

What does research tell us?

School suspensions. For every additional day of school missed due to fixed-term suspensions, young people in care scored one-sixth of a grade less at GCSE.

Years 6 – 11

23 students have been suspended

Since the start of the academic year, from 1st September to 22nd November, there have been a total of 42 suspensions, for 85 days, by 21 children.

Of the 21 children that had a suspension this academic year:

- 11 (52.4%) were female.
- 12 (57.1%) were suspended from a school within Middlesbrough
- 1 (4.8%) child was in KS2, 7 (33.3%) were in KS3, and 13 (61.9%) were in KS4.
- 5 (23.8%) had an EHCP, 12 (57.1%) had SEN support, and 4 (19%) had no SEN.

This academic year the Virtual School has worked with key stakeholders to prevent 4 permeant exclusions

What does research tell us?

Placement type. Young people living in residential or another form of care at age 16 scored over six grades less than those who were in kinship or foster care.

53 students are not placed in
kinship or foster care

What does research tell us?

School type. Young people who were in special schools at age 16 scored over 14 grades lower in their GCSEs compared to those with the same characteristics who were in mainstream schools. Those in pupil referral units with the same characteristics scored almost 14 grades lower.

Years 7 – 11

58 out of 187 students attend a provision other than a mainstream school.