

4 June 2019		ITEM: 6
Corporate Parenting Committee		
Validated Attainment Outcomes for Children Looked After 2018		
Wards and communities affected: All	Key Decision: Non-Key	
Report of: Keeley Pullen, Headteacher of the Virtual School for Children Looked After		
Accountable Assistant Director: Michele Lucas, Assistant Director Learning, Inclusion and Skills		
Accountable Director: Rory Patterson, Director of Children's Services		
This report is public		

Executive Summary

Raising achievement in all areas of education for our Children Looked After [CLA] is a key priority for Thurrock Council. The Virtual School monitors and supports the educational progress and outcomes for CLA irrespective of where they are placed, in or out of borough. The Virtual School is responsible for pupils aged between 3 years and 18 years and this includes those who have left care during an academic year.

The Department for Education (DFE) published validated attainment data in March 2019 which details the results for Children Looked After and provides comparative data against National Children Looked After.

Non-validated data was provided to the Corporate Parenting Committee in the report dated 15th January 2019 which detailed the non-validated data outcomes for pupils for the academic year 2017-2018 irrespective of their length of time in care and a detailed analysis for this group of pupils was included in that report. This data was non-validated as it had been provided directly from the educational establishments the pupils attended and had not been ratified by the DFE at the time of the publication of the report.

The aim of this report is to provide a summary of the validated 2018 data for information and to provide a clear picture of trends for the achievements of our Children Looked After.

1. Recommendation(s)

- 1.1 The Committee notes the validated DFE outcomes of the summer 2018 teacher assessment, tests and examinations and commends the pupils, their schools and parents/carers on their achievements.**
- 1.2 That the Committee recognises that the cohorts of pupils are small and that this should be considered when comparing year on year data.**
- 1.3 That the Committee notes that prior attainment for pupils will impact on attainment in later years and that Thurrock CLA in care have made good progress.**
- 1.4 That the Committee has a clear picture of the attainment and progress outcomes for pupils who are looked after and also have a Special Educational Need or Disability.**

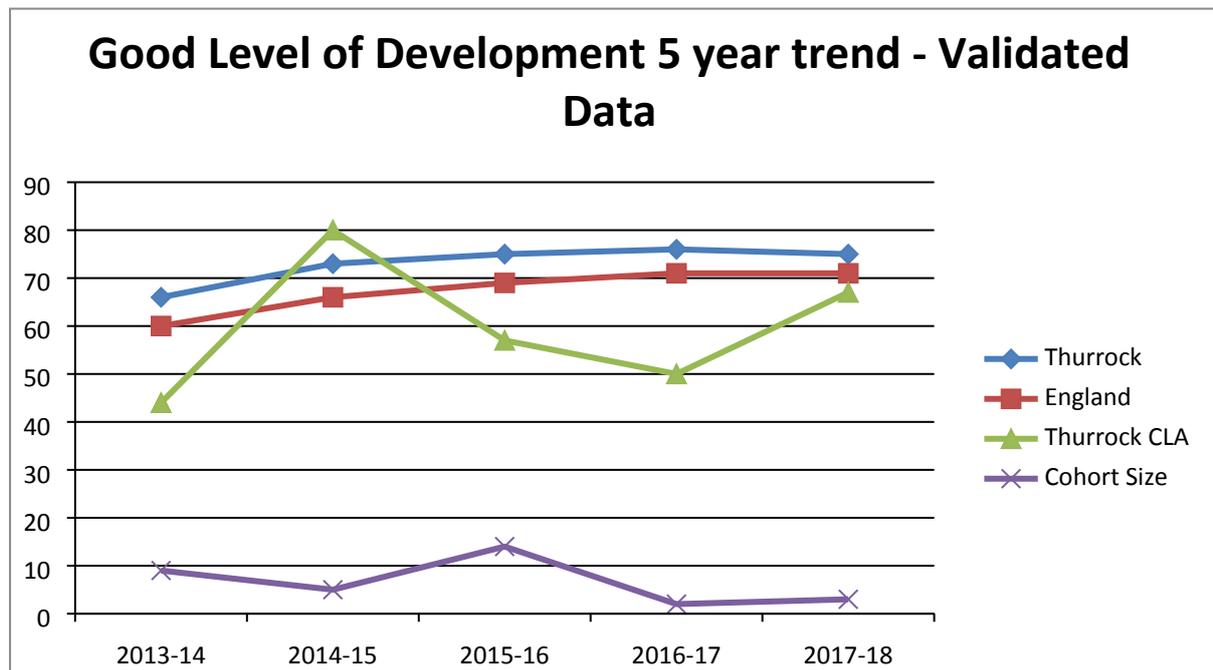
2. Introduction and Background

- 2.1 The target for Thurrock Children Looked After is for them to be improving year on year and to meet the expected standards. The target is to close the attainment gap between CLA and non-CLA and to be above national outcomes for all CLA.
 - 2.1.1 The year groups to be reported are outlined as follows:
 - Early Years – Foundation Stage [4-5 years old]
 - Year 1 (5-6 years old)
 - KS1 (6-7 years old)
 - KS2 (10-11 years old)
 - KS4 (15-16 years old)
 - 2.1.2 The data provided shows details for those children in care for 12+ months as this is the recognised benchmark for comparisons against national and regional data. The attainment of all children in the Thurrock Children Looked After cohort in 2017/2018 academic year has been provided in the Annual Report of the Virtual School Head which was previously presented to the Committee in January 2019.

3 Attainment for Children Looked After

- 3.1 Early Years Foundation Stage Validated Data 12+ Months (EYFS age 5)**
 - 3.1.2 The Good Level of Development (GLD) measure is awarded at the end of EYFS when a pupil has achieved at least the expected level in the entire prime areas of learning and in literacy and mathematics.
 - 3.1.3 The GLD has fluctuated significantly over a 5 year period and this demonstrates the uniqueness and small size of each cohort. The size of each cohort shows that each child's result is worth a significant percentage amount.

3.1.4 The diagram below illustrates the performance of Thurrock CLA against national and Thurrock non-CLA pupils.



3.1.5 This year the Department for Education has provided national data comparisons for Children Looked After in the area of a Good Level of Development. Thurrock EYFS pupils in 2018 achieved higher than national CLA by 20% and achieved 11% above Eastern Region CLA pupils. The cohort is also closing the gap against Thurrock non-looked after children and this has reduced to just 7%. This is illustrated using the Nexus data provided below.

2018 | Matched pupils only | CLA 12 Months

	Eligible	Ineligible	CLA Matches	Avg. Total		ACHIEVED AT LEAST EXPECTED								Specific Goals	All Goals
				GLD ^{1,2}	Pts.Score ²	COM	PHY	PSE	Prime Goals	LIT	MAT	UTW	EXP		
NCEP National (CLA)	890	10	100.0%	47.0%	29.9	61.0%	70.0%	61.0%	55.0%	50.0%	58.0%	65.0%	71.0%	48.0%	46.0%
DfE Region - East (CLA)	60	-	100.0%	56.0%	30.8	64.0%	72.0%	66.0%	59.0%	58.0%	72.0%	73.0%	75.0%	55.0%	53.0%
Local Authority - Thurrock (all schools)	2,432	3	-	75.5%	34.0	83.1%	88.0%	86.6%	81.0%	77.0%	81.7%	84.7%	87.4%	74.3%	73.6%
Virtual School - Thurrock	3	0	100.0%	66.7%	32.7	66.7%	100.0%	66.7%	66.7%	66.7%	100.0%	100.0%	100.0%	66.7%	66.7%

3.1.6 This is a good set of results for Thurrock CLA and the Virtual School are continuing to support these children through Key Stage 1. The Early Years and Primary Phase education adviser ensures that these pupils are supported and that high aspirations for progress are in place in their schools.

3.1.7 The action plan of support has been provided in the previous Committee report and this is currently in progress for this academic year 2018/2019.

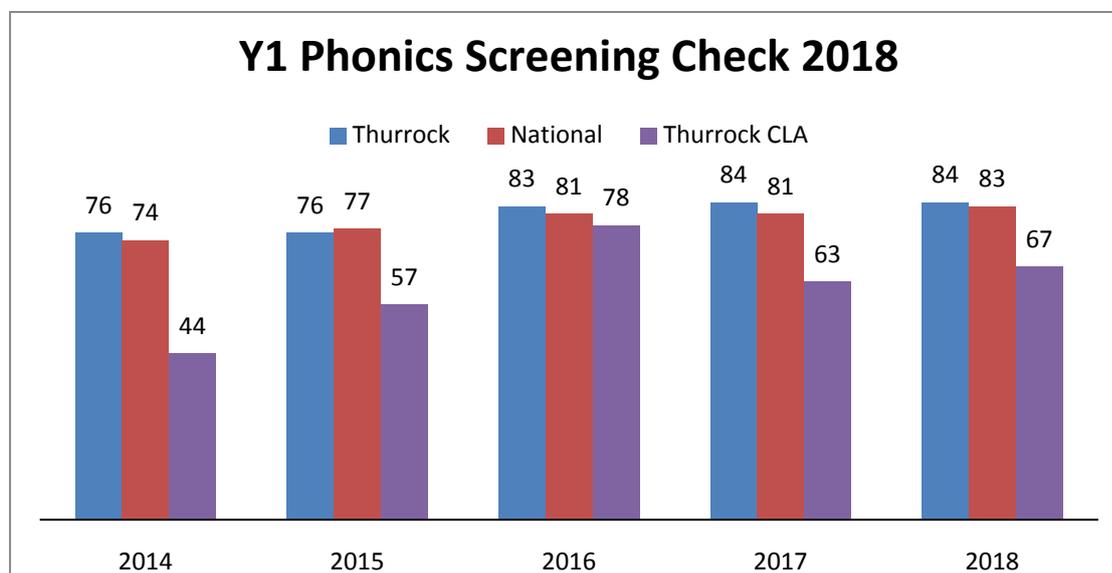
3.2 Year 1 Phonics Score [Age 6]

3.2.1 The year 1 phonics screening check is undertaken in June. There is no national data set provided by the Department for Education linked to Children Looked After. Therefore, the data and analysis below is the same as that detailed in the previous report.

3.2.2 The percentage of children who reached the expected standard has increased compared to the previous year. The data for 2015 was based upon a cohort of 7 pupils, 4 [57%] of whom passed. In 2016 there were 9 year 1 pupils in the cohort and 7 pupils [78%] passed the screen. In 2017 there were 8 pupils in the cohort and 5 pupils [63%] passed the screen. For 2018 there were 6 pupils in the cohort and 4 children passed [67%]

3.2.3 This is illustrated in the table and graph below

Year	Total Cohort Size	Number who passed
2015	7	4 pupils – 57%
2016	9	7 pupils – 78%
2017	8	5 pupils – 63%
2018	6	4 pupils – 67%



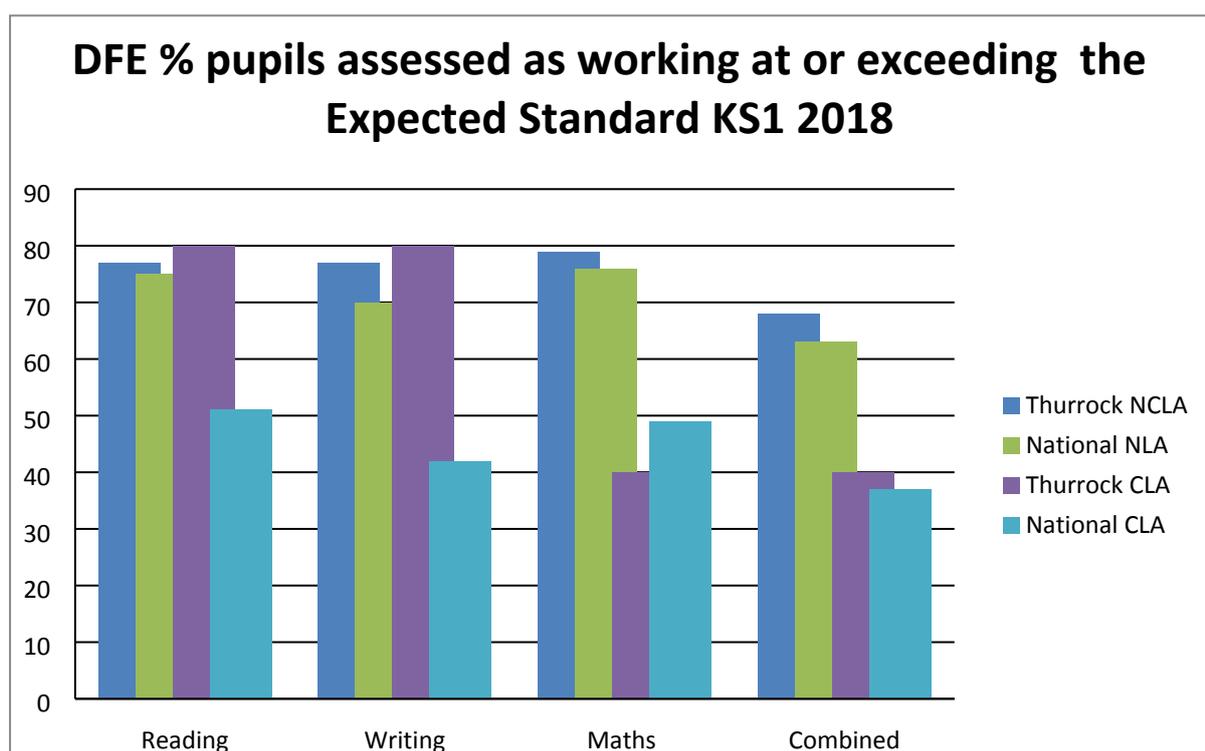
3.2.4 The data is fluctuating however, it is difficult to gauge trends when analysing such small cohort sizes. The different needs and circumstances, including length of time in care, needs to be considered. Only 2 children had been in care for a year or more. It is important to recognise the individual nature of every year 1 pupil and therefore, the Personal Education Plan process is crucial in this respect for identifying their educational needs.

3.2.5 The planned action for this academic year has continued to focus on the phonic interventions that schools provide for the year 1 and year 2 pupils in their schools.

3.3 Key Stage 1 Results Validated Data 2018 [Age 7]

3.3.1 From 2016, KS1 assessments are no longer reported as levels and cannot be compared to previous years.

3.3.2 In the graph below, it is possible to see how Children Looked After performed against National CLA and National and Thurrock non-CLA.



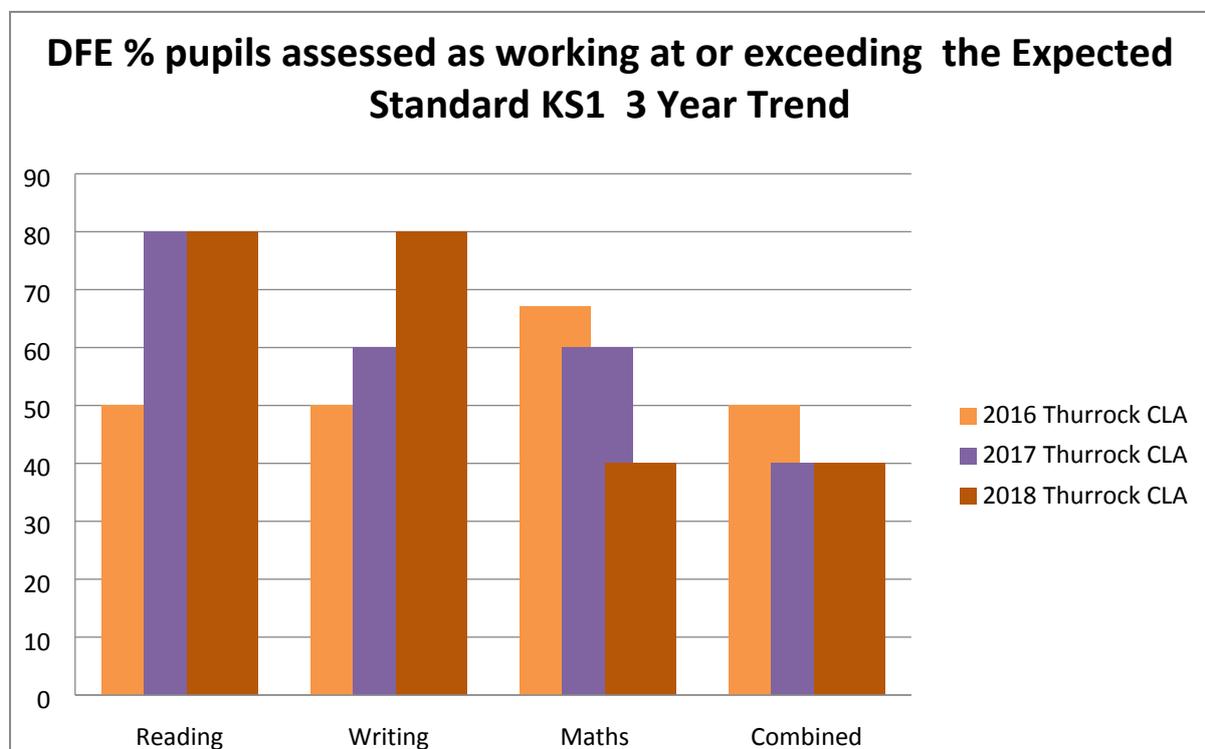
2018 Graph of Validated Results Comparison for National and Thurrock Non-CLA and National CLA

3.3.3 The above data is based upon a cohort size of 6 pupils. This is a very small data set for comparison particularly when comparing against very large numbers for Thurrock and all Year 2 Nationally.

Analysis of this data indicates that Thurrock CLA have performed better than their non-looked after and looked-after peers in the areas of reading and writing. The area for development is maths as this has declined to 40% which has affected the overall reading, writing and maths combined score. Specific CLA 3 year trend is provided in the graph below as a point of comparison. The increase in English scores is very good but a greater focus needs to be placed upon maths for improvement.

3.3.4 When comparing performance, the overall three year trend for Key Stage 1 pupils is very positive for reading and writing. However, there is an issue

relating to maths attainment. The 2018 cohort did not meet a good level of development in their prior attainment. This means that they have made expected progress in maths and above expected progress in English. The cohort sized for this group of pupils are very small with each child representing over 10%. This is shown in the next graph.



3.3.5 Contextual data for the cohort shows that all pupils who took SATs were in a Thurrock school. The 2 pupils who were disapplied due to SEND, attend provision out of borough.

3.3.6 All pupils across the year made expected progress based upon their individual targets and prior attainment. The 2 pupils who were disapplied have made expected progress based upon their starting points. They did not achieve a GLD at the end of their reception year due to developmental delay. These 2 pupils have been in care for 1 year or more. Their schools provide full time 1-1 intervention to support their specific needs. Both pupils have also had changes of care placement and changes of school during Key Stage 1.

3.3.7 In terms of prior attainment, only 3 pupils [50%] of the cohort obtained a good level of development at the end of their reception year two years prior to the Key Stage 1 assessments. This would suggest that the rate of attainment and progress for these pupils has remained consistent across key stage 1 for maths and accelerated for English. These pupils would have needed to make accelerated progress in that time to be able to reach the expected standard. 3 pupils [100%] out of the 3 who did not reach GLD at the end of the Foundation

Stage, reached the expected standard at KS1 for English and 1 pupil [33%] achieved this in maths.

Of the cohort that took SATs this year, 3 pupils [50%] had SEND and were accessing SEN support provision in their schools. All of these children achieved the expected standard in English and only 1 did not meet this standard for maths. These pupils made accelerated progress based upon prior achievement and learning needs.

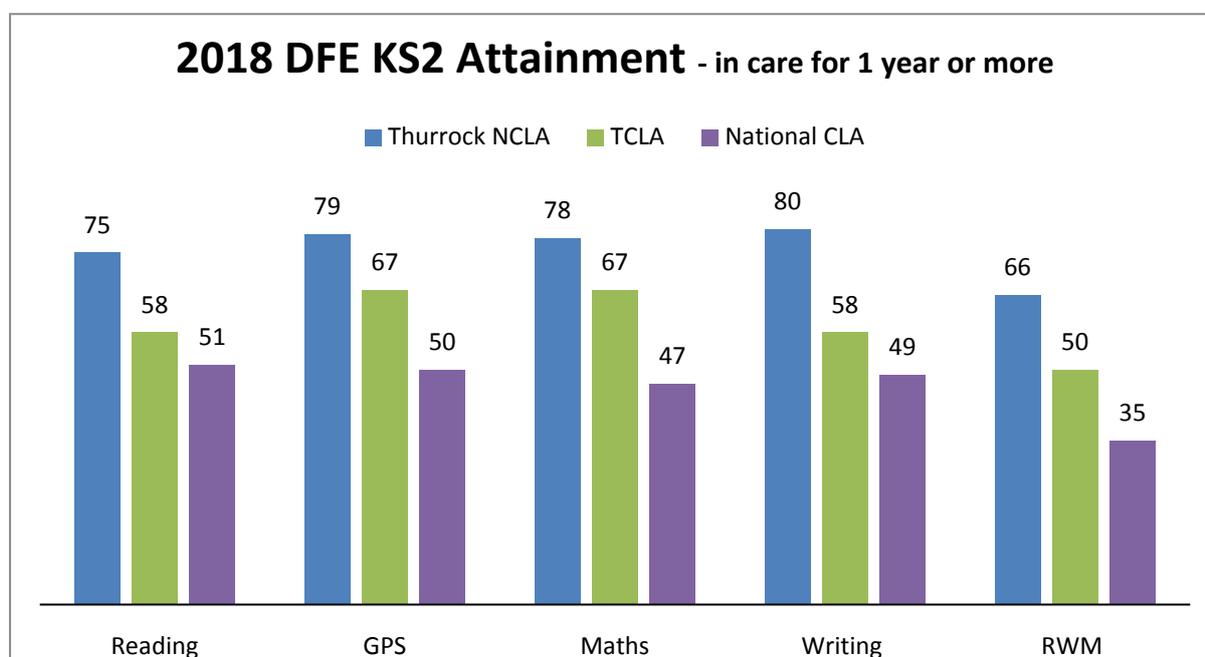
3.3.8 Additional contextual information has been provided and previous reports to the Committee in January 2019.

3.4 Key Stage 2 Results Validated Data 2018 [Age 11]

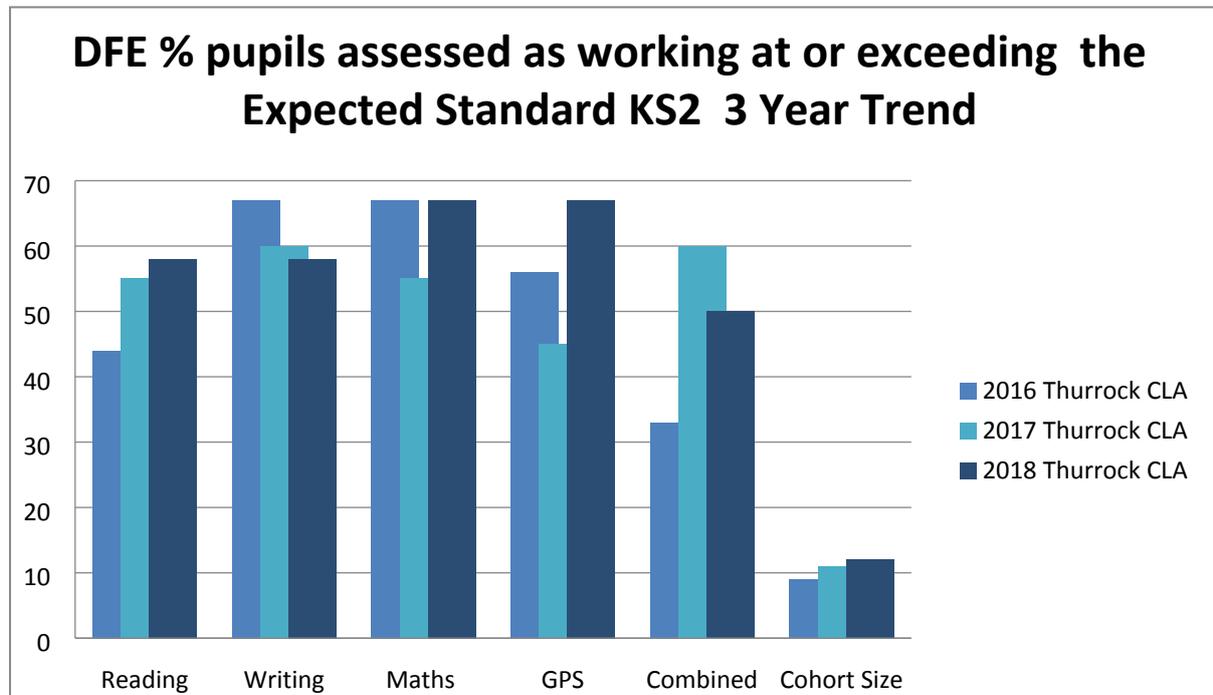
3.4.1 In KS2 results are no longer reported as levels: each pupil receives their test results as a scaled score and teacher assessments based on the standards in the interim framework. Comparative data prior to 2016 is not available for this reason.

3.4.2 The whole cohort size for the 2018 Key Stage 2 SATS was 17 pupils. All pupils took their SATS this year and there were no pupils disapplied. The results that are reported in the previous report were for all CLA pupils in the Virtual School for that academic year. For the whole Thurrock CLA cohort the statistics for those achieving the expected standard were as follows: reading 65%, GPS 59%, maths 71% and writing was 65%.

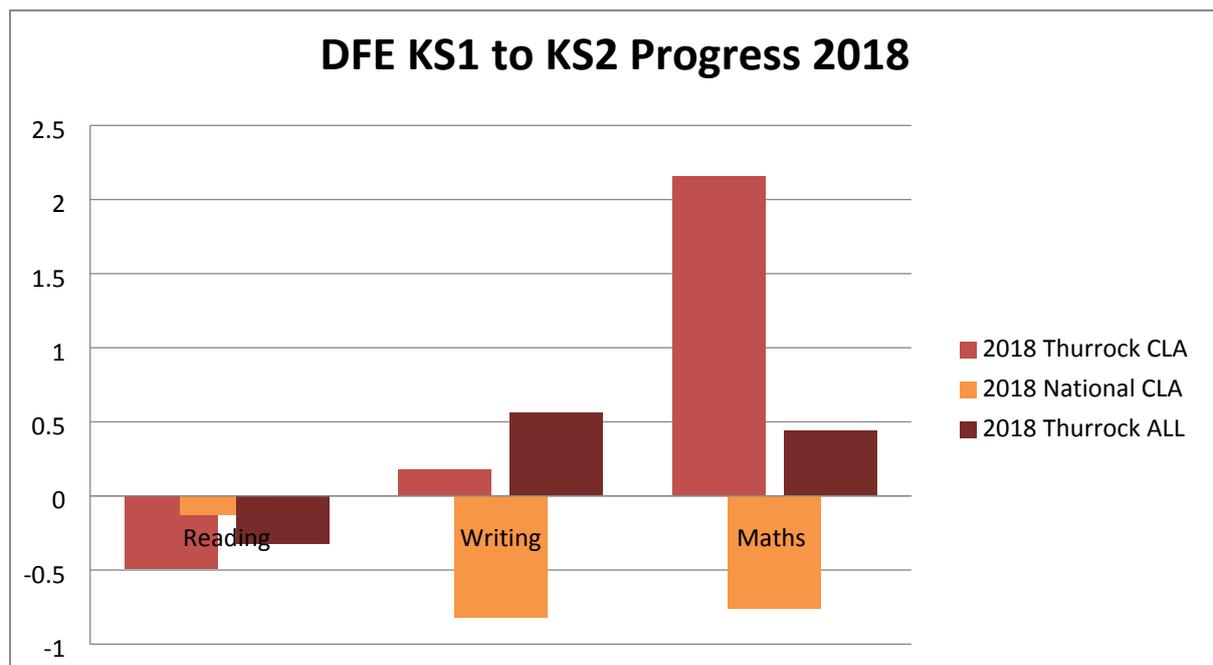
3.4.3 For those in care for 12+ months there is some variation which is illustrated in the information contained below.



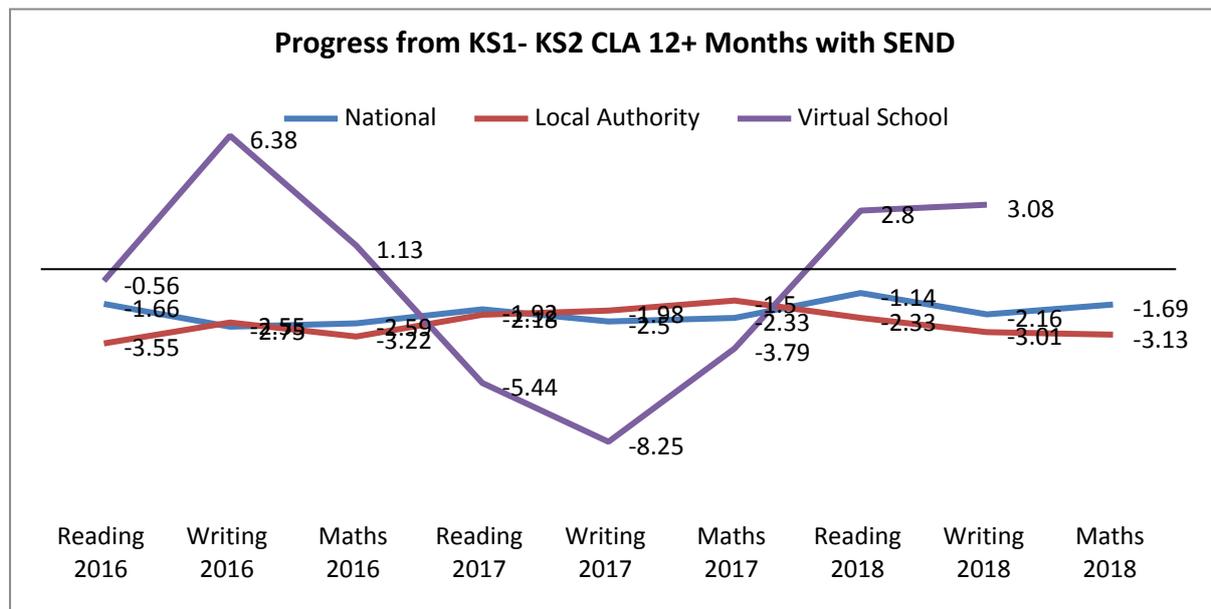
3.4.4 It can be seen that there is some fluctuation from the data that was previously reported as there are now variations in the cohort as there are fewer children being reported due to not all of the original pupils being in care for 12+ months. However, Thurrock Children Looked After are still performing better than their CLA National peers. The DFE three year trend shows that Thurrock CLA are improving in reading, GPS and Maths but has decreased in writing. This has affected the overall combined score.



3.4.5 Progress for our Children Looked After for 12+ months shows a promising picture for this cohort as reflected in the graph detailed below.



- 3.4.6 The above graph details the amount of progress made from Key Stage 1 SATs results to Key Stage 2 SATS results. Thurrock CLA have made good progress compared to national CLA in writing and maths. Progress in maths also exceeds all Thurrock non-looked after children. The area for development in terms of progress would still be reading although reading results have increased year on year since 2016.
- 3.4.7 Specific contextual data relating to all of the year 6 pupils was detailed in the previous Corporate Parenting Report on January 2019.
- 3.4.8 For pupils with Special Educational Needs and Disability (SEND) who had been in care for 12+ months, their attainment across a three year period has improved. In 2016 and 2017, no pupils with SEND achieved the expected standard in reading, writing and maths combined. In 2018, 50% of CLA pupils with SEND achieved the expected combined standard. In terms of progress, Thurrock Children Looked After with SEND are making better progress than national and Thurrock pupils with SEND. Although there was a dip in progress in 2017, overall our pupils with SEND compared to similar pupils is good.



Graph detailing progress comparisons against pupils with SEND 2016-2018.

- 3.4.9 In 2018 our pupils with SEND made excellent progress. When comparing Thurrock CLA to National non-CLA and National non-SEND, our CLA with SEND are making more progress from KS1 to KS2. In reading this progress is +2.4 points above national, in writing it is +2.58 points progress and in maths it is +4.23 points. This is excellent progress and clearly demonstrates what can be achieved with high aspirations and a supportive environment. This data demonstrates that the gap has been closed against non-looked after children and that our children with SEND are making accelerated progress.

3.5 Key Stage 4 GCSE Validated Results 2018 [Year 11 – Age 15-16]

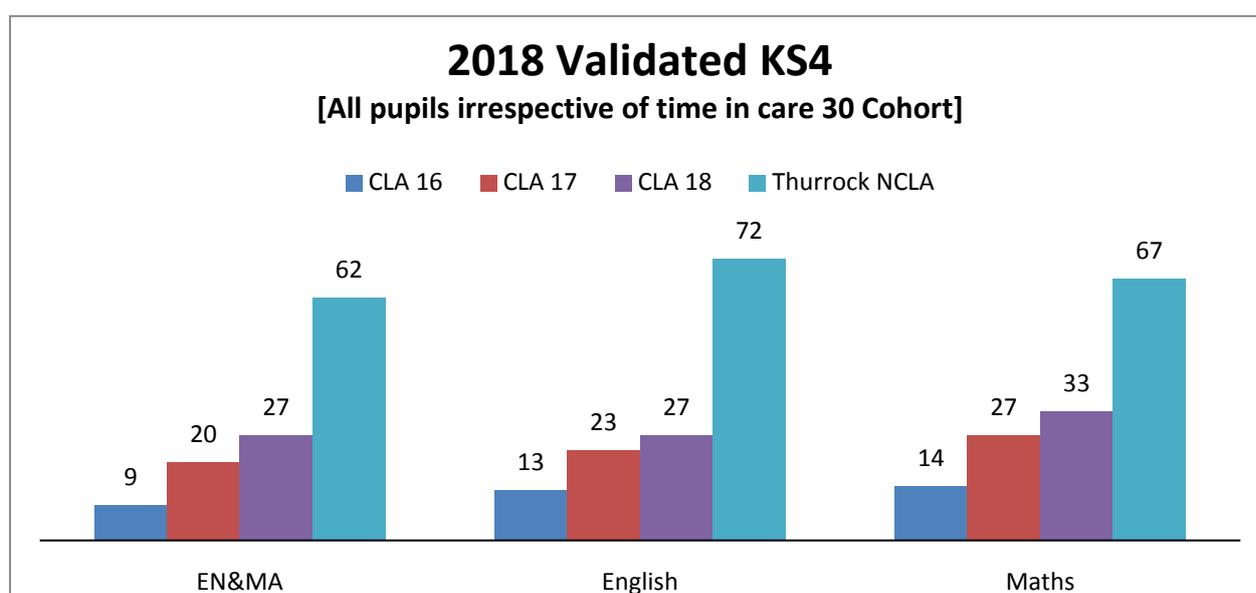
3.5.1 The following section of this report includes the 2018 data for GCSE. Progress 8 and Attainment 8 is included in this report as it was not available at the time of the previous report in January 2019. The data included, will detail the information for those who were in care for 12+ months. This data will also show comparisons against national looked after. Specific contextual data will not be included in this report as this has been provided in the previous Corporate Parenting report for January 2019 and the Head teacher's Annual Report.

3.5.2 The Key Headline Attainment Data for 2018 has not changed for the whole cohort which has been reported previously in January 2019. This is outlined below using point 4 or above as the benchmark.

3.5.3 Key Headline Data [Cohort of 30]:

- There were a total of 30 pupils in the year 11 cohort and 17 pupils [56.6%] were eligible to take GCSEs in English and maths
- 8 pupils [27%] achieved English and maths combined for the equivalent of grade C [point 4] or above
- 8 pupils [27%] achieved English at grade 4 or above
- In Maths, 10 pupils [33%] achieved the expected standard or above.
- In English literature, 9 pupils [23%] achieved the expected standard or above
- In Maths, 11 pupils [27%] achieved the expected standard or above.

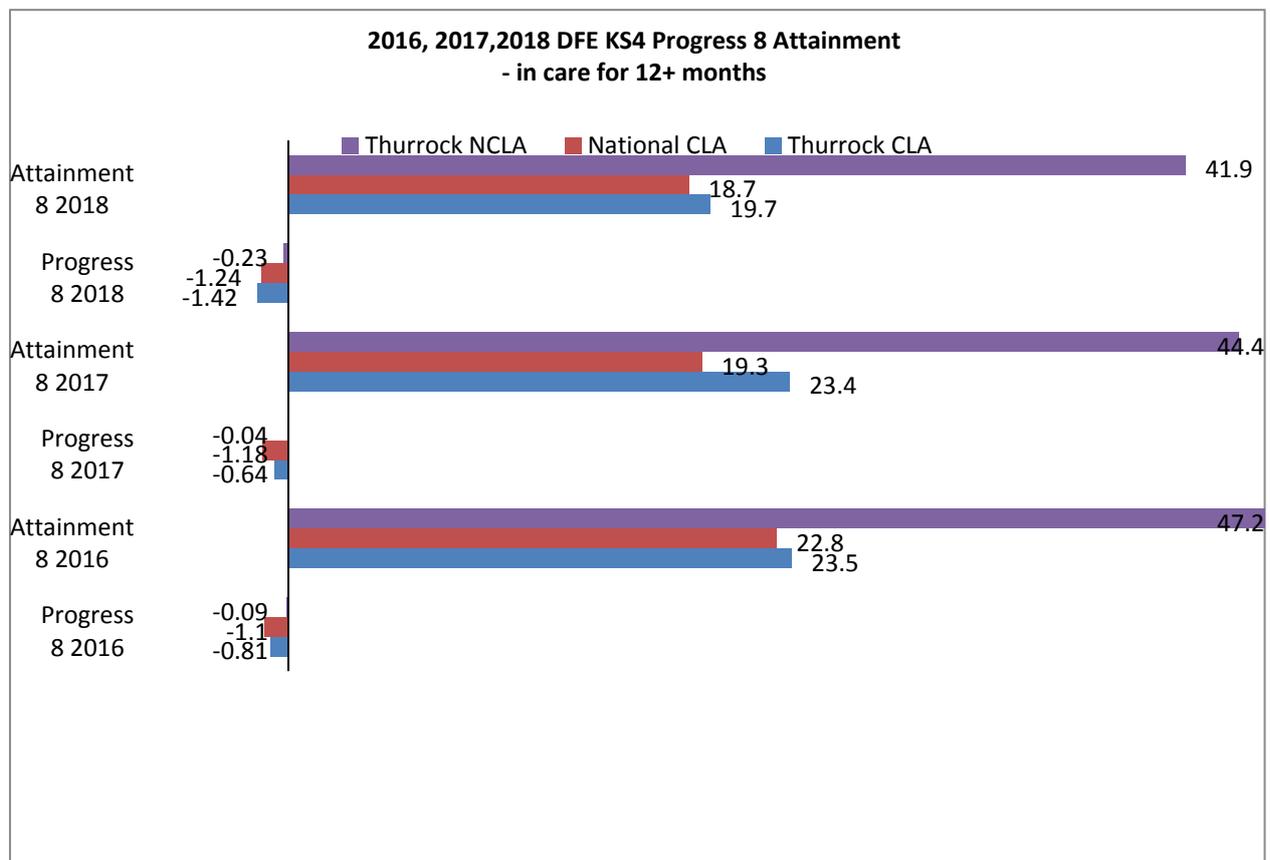
3.5.4 The data for the whole cohort which was presented in the January 2019 report details all pupils' achievements for points 4 and above, as this was in line with Thurrock schools and the data they were presenting. This is detailed in the graph below.



3.5.5 For those pupils in care for 12+ months the cohort size was 23 children (not all of them took GCSEs for reasons explained in the previous report dated January 2019). The Department for Education has provided data for those children who have achieved a point 5 or above. This is a point above that originally reported, as point 4 has previously been the accepted standard. This standard has now been raised to point 5. In 2018, Children Looked After for 12+ months figures show that:

- 13% achieved English and maths combined for the equivalent of point 5 or above. This is 5% above the national CLA figure.
- For English, 22% achieved point 5 or above. This is 6% above the national CLA figure.
- For maths, 17.4% achieved point 5 or above. This is 5% above the national CLA figure.

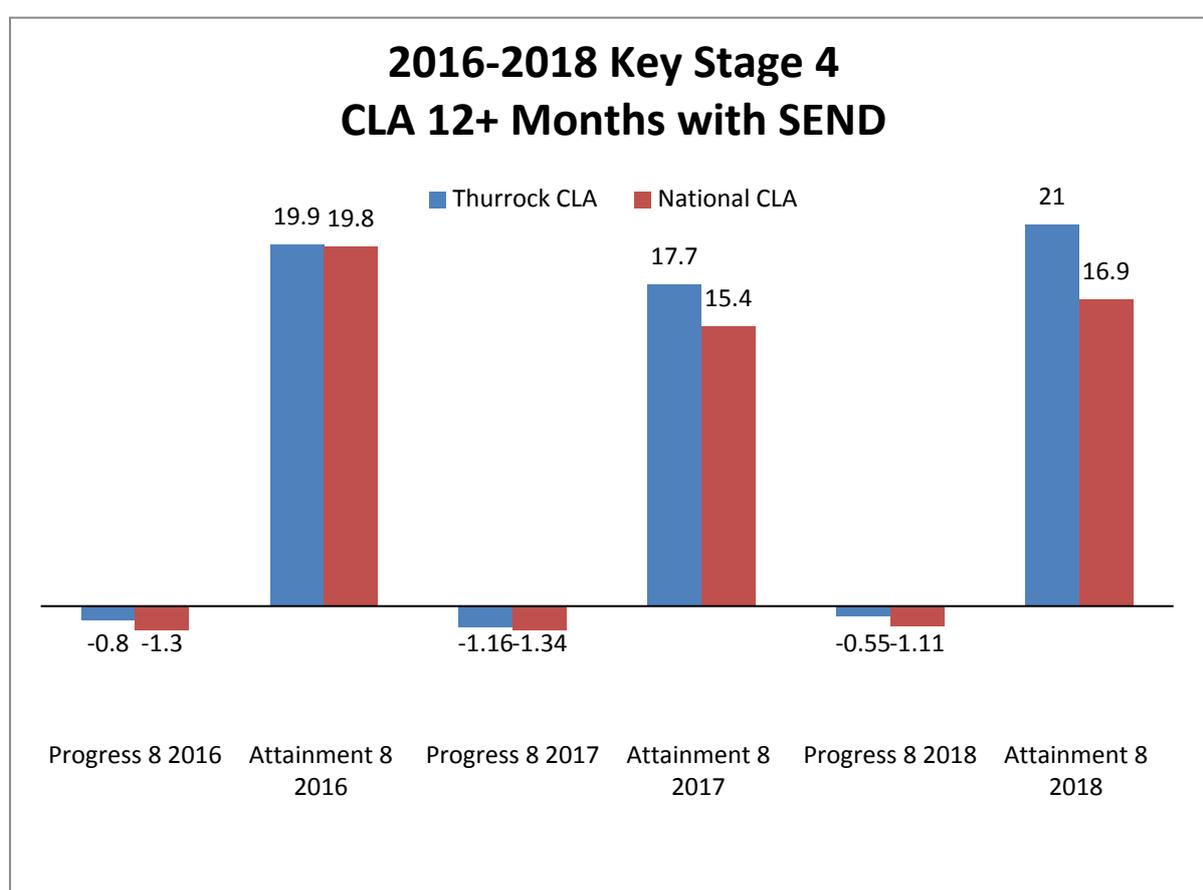
3.5.6 The graph below details the Progress 8 and Attainment 8 data trend for CLA for 12+ months. It shows the 3 year trend against Thurrock non-CLA and National CLA



3.5.7 This set of data needs careful analysis. Our pupils are performing better in their GCSEs than national children looked after and our data is improving. However, in 2018, the Attainment 8 and Progress 8 data score has declined compared to the previous two years. This trend is in line with Thurrock non-looked after. The CLA decline is despite the overall data trend showing an upward improvement in those achieving GCSEs. The academic data for 2018

showed better outcomes for CLA pupils achieving GCSEs in English and maths, however, a number of children could not have their progress scores calculated by the DFE because they did not have prior attainment in Key Stage 2 to compare to. This meant that although they achieved high GCSE grades of point 5 or above, their progress score was 0 due to no prior attainment. The data has also been affected by the increase in standards for achieving point 5 or above. The expected standard prior to this was point 4 or above.

3.5.8 Thurrock CLA pupils with SEND have achieved well in 2018. There was a decrease in attainment and progress in 2017 compared to 2016 but this was recovered in 2018. The pupils in the Virtual School for Thurrock who are CLA have performed consistently above national CLA with SEND. The three year trend is outlined in the graph below.



3.5.9 Thurrock CLA with SEND are also closing the gap against national non-looked after without SEND. Attainment 8 gap has reduced from -33.3 in 2016 to -24.8 in 2018. The Progress 8 gap has also been reduced from 0.86 in 2016 to 0.42 in 2018. This means that our most vulnerable groups are making good progress and reaching good attainment compared to others.

3.5.10 For our current Year 11 pupils, a programme of tuition was started during the summer term of 2018 when they were in year 10. It is hoped that those pupils

who have engaged with this, will benefit from the extra help we have provided as Corporate Parents. Our current year 10 pupils are also about to start their block of tuition to help them in 2020.

3.5.11 Summary of Analysis for all Key Stages - Key Headlines of Actions from All Data Collections

What are we doing as a result of 2018 performance?

- Provision of Literacy Book Trust home learning resources to those aged between 3-13
- Provision of tuition for year 11 which started in the summer term of year 10 2018
- Provision of tuition for year 6 pupils which started in January 2019
- Conducting termly school visits for key year groups of children and those who are not making expected progress across other year groups
- Evidencing the work of the Virtual School through visit notes and case notes
- Development of an SEND strategy to further improve the outcomes for this group of children
- Continuing the interventions and key actions developed over the previous year to build upon good practice and successful outcomes.
- Introducing the use of Strengths and Difficulties Questionnaires [SDQ] for every pupil from year R to 17 years old
- Rigorously analysing the use of Pupil Premium Plus Grant to evidence and track the impact of spending on pupil progress and outcomes
- From September 2019, our Year 11 pupils will be provided with a home revision pack and guidance on how to revise and avoid stress
- Our current Year 6 will be provided with a voucher for them to buy the necessary stationary they will need for their transition into Year 7.

5. Reasons for Recommendation

- 5.1 It is requested that the Committee agree the recommendations and use the reporting mechanisms to support and challenge the work of the Virtual School on behalf of Children Looked After.

6. Impact On Corporate Policies, Priorities, Performance And Community Impact

- 6.1 This report relates to the council priority to create a great place for learning and opportunity.

7. Implications

7.1 Financial

Implications verified by:

David May
Strategic Lead Finance

There are no financial implications to this report.

This report asks that the Committee notes the increasing demand of services for Children Looked After and the range of services provided as detailed in the annual report. The responsibilities of the Virtual School have increased to support those in pre-school and in post 16 as a result of the changes to the Statutory Guidance in July 2014. The growing demand for services, particularly for those who are post 16 and/or needing alternative provision for their specific needs has had an implication on spending and budgets.

7.2 Legal

Implications verified by: **Lindsey Marks**
Deputy Head of Legal, Social Care & Education

Section 22(3A) Children Act 1989, as amended, requires the Local Authority to promote the educational achievement of looked after children. The Children and Families Act 2014 amended section 22 to require the Council to appoint an officer to ensure that the duty is properly discharged. There is statutory guidance "Promoting the education of looked after children and previously looked after children" that must be followed in meeting this duty.

7.3 Diversity and Equality

Implications verified by: **Roxanne Scanlon**
Community Engagement & Project Monitoring Officer

Supporting the improved educational attainment of Children Looked After targets Thurrock's most vulnerable young people. Data is collated to understand the profile of young people supported. Individual plans are informed by each young person's personal needs, including equality and diversity as well SEND and emotional health needs.

7.4 Other implications (where significant) – there are no implications as a result of this report

8. Conclusion

8.1 In summary, the above report details the validated attainment outcomes for those in care during the academic year 2017-2018 and is to be read in conjunction with the previous report of January 2019. All of our Children Looked After achievements should be recognised and celebrated and we as a Council will continue to support them in the next stages of their academic journey.

8.2 Background papers used in preparing the report (including their location on the Council's website or identification whether any are exempt or protected by copyright):

- 'The Educational Progress of Looked After Children in England: Linking Care and Educational Data' ADCS
- 'Promoting the Educational Achievement of Looked After Children and Previously Looked After Children' DFE February 2018

9. Appendices

- There are no appendices for this report

Report Author:

Keeley Pullen BA (Hons), PGCE, NPQH
Head Teacher of the Virtual School for Children Looked After
Children's Services