

Item No. 9.	Classification: Open	Date: 3 November 2014	Meeting Name: Corporate Parenting Committee
Report title:		Virtual Headteacher's Report	
Ward(s) or groups affected:		All	
From:		Director of Education	

RECOMMENDATION

1. That the committee notes the information provided in this report.

BACKGROUND INFORMATION

2. The Looked After Children (LAC) Education Team champions the educational needs of children looked after through systemic approaches to pupil support.
3. Southwark's LAC Education Team builds effective relationships with schools, social workers, carers and multi-agency professionals. Working collaboratively in multi-agency contexts, the team maintains a focus on the educational needs and aspirations of the looked after child. Education Advisors hold schools to account for pupils' education attainment and progress.
4. Most pupils enter care at low starting points. Depressed attainment levels on entry to care are attributable to a variety of reasons including:
 - pupils missing education
 - their care histories
 - the impact of coming into care
 - a high percentage of this cohort additionally have special educational needs.

KEY ISSUES FOR CONSIDERATION

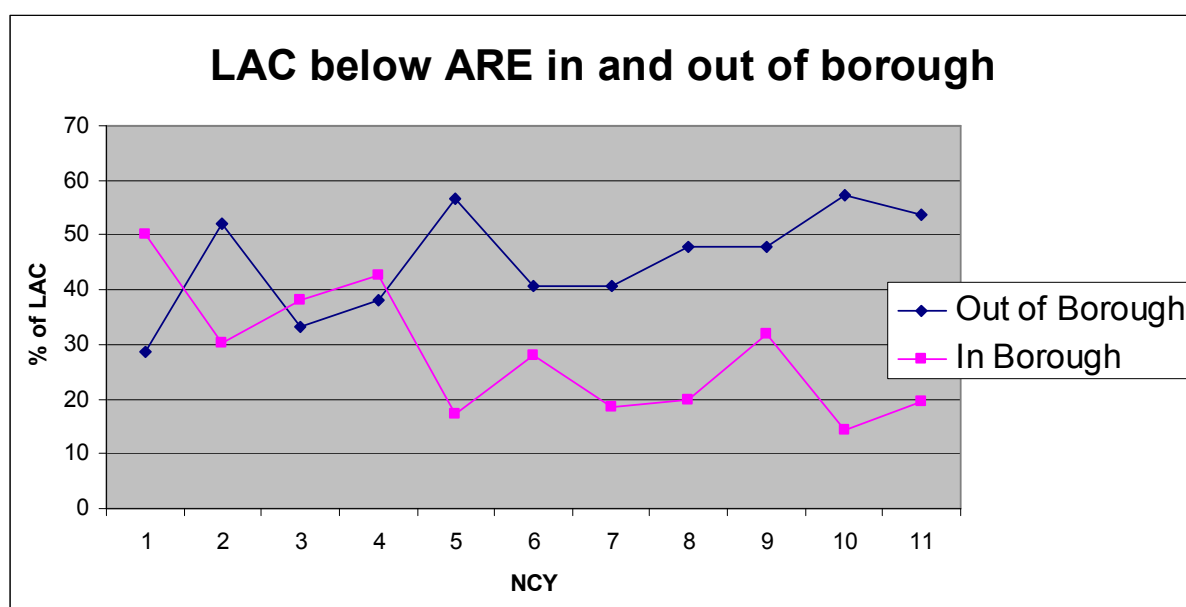
Progress

5. Pupil performance data is published by the DfE each Autumn. The DfE calculates performance on the basis of those pupils who have been in care for at least 12 months continuously as at 31st March of that year.
6. The most recent DfE published data relates to academic year 2012/13, where Southwark LAC attainment remained at, or above, national averages for Looked After Children.
7. In summer 2013, 26.7% of the cohort achieved 5 A* - C GCSEs including English and maths. This exceeded national (15.3%) and London (20.8%) CLA results.
8. Key Stage 2 attainment remained consistent over the last two years, at near to, or above, national CLA outcomes. 71% of the cohort achieved Level 4 in reading (63% nationally), 57% in writing (55%), 50% in Grammar, Punctuation and

Spelling (45%) and 57% in maths (59%).

9. Over one third of the looked after cohort had statements of SEN (compared with the national incidence of 2.8% of all pupils). Depending on the nature of their special educational need, some of these pupils demonstrate significant attainment gaps with their peers and are not expected to achieve national age-related expectations at end of Key Stage 2 or Key Stage 4.

Narrowing the Gap



10. Pupils that are placed out of borough are furthest adrift from age-related expectation. Years 10 and 11 represent the largest group of newly-looked after young people and here the gap with age-related expectation is greatest. Looked after children are placed out of borough as more specialist foster care placements are sought to manage most complex needs
11. Systemic approaches to the collection of pupil attainment data informs a clear account of individual pupil progress.
12. Pupils receive the same input and Education Advisor presence regardless of placement location.

Priorities for 2014-15

13. The LAC Education Team will improve the systemic collection of attainment and progress data, to support the analysis of pupil underachievement, particularly in English and mathematics.
14. The Team will bring greater influence to care placement decisions, reducing disruption to education and increasing pupils' access to high quality, appropriate provision.
15. The Team will design a rolling programme of education updates for social care practitioners, contributing regularly to Social Care Practice Groups meetings,

maintaining a clear focus on education issues.

16. Pupil destination data, collected at end of Yr 11, will be used to track learners moving to Key Stage 5, to raise engagement with employment, education and training.
17. The LAC Education Team will reinvigorate the impetus to narrow the attainment gap through close monitoring of Personal Education Plans and schools' judicious spending of Pupil Premium (LAC).

Community impact statement

18. This item will have an impact on the work that the council does with looked after children.
19. The decision to note this report has been judged to have no or a very small impact on local people and communities.

BACKGROUND DOCUMENTS

Background Papers	Held At	Contact
None		

APPENDICES

No.	Title
Appendix 1	2013/14 Key stage 2 outcomes – unvalidated data
Appendix 2	2013/14 GCSE outcomes – unvalidated data

AUDIT TRAIL

Lead Officer	Merril Haeusler, Director of Education		
Report Author	Liz Britton, Manager, Priority Learners		
Version	Final		
Dated	8 October 2014		
Key Decision?	No		
CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER			
Officer Title		Comments Sought	Comments Included
Director of Legal Services		No	No
Strategic Director of Finance and Corporate Services		No	No
Cabinet Member		Yes	Yes
Date final report sent to Constitutional Team			21 October 2014

APPENDIX 1

2013/14 Key stage 2 outcomes – Unvalidated Data

DfE data will be published in November 2014. The following comments are based on unvalidated results collected directly from schools.

	Key Stage 1 % at age-related expectation (Level 2)	Key Stage 2 % at age-related expectation (Level 4)*
English/reading	68	70
writing	68	44
GPS	N/A	52
maths	79	59

*the proportion of looked after children disapplied/missing from SATS reduced in 2013/14, leading to more reliable and inclusive results for this cohort.

2013/14 Key Stage 1 outcomes

This is the first year that information has been collected in this way, outcomes are strong and will form a sound basis for pupil progress tracking.

2013/14 Key Stage 2 outcomes

Maths, GPS and reading outcomes remain in line with previous years, writing is lower. Approximately one third of this cohort has a statement of special educational need (now an EHC Plan).

Pupil progress is strong, narrowing the gap with all children. Twenty two of the 24 pupils made expected levels of progress (some pupils are not expected to achieve 2 full levels of progress, in line with their stated special educational needs).

% pupils achieving at least 2 levels of progress:

Reading	85%
Writing	75%
Maths	81%

Five pupils achieved above the age-related expectation in reading, 3 in GPS and one in maths.

Three children did not achieve Level 4 in writing as expected. LAC Education Team will ensure these pupils' early inclusion in literacy interventions to address the attainment dip.

APPENDIX 2

2013/14 GCSE Outcomes – Unvalidated Data

DfE data will be published in November 2014. The following comments are based on unvalidated results collected directly from schools.

OFSTED have been instructed by HM Chief Inspector of Schools not to compare year on year results because the performance measure calculation methodology and assessment in key subjects has changed significantly. This has led to turbulence in GCSE results across the country and has led to a significant drop in the overall GCSE outcomes in some academies this year.

Schools projected that 30% of the cohort would achieve 5 x A* - C. This was not realised, due in part to the above reasons but also Schools report the following reasons for the individual performance disparity:

- Increasing pupil disengagement on approach to GCSE period (2)
- Pupil narrowly missing C grade outcomes (3)
- Unrealistic predictions by school (3)
- Managed move to another school (1)

In future, school predictions will be closely monitored in line with pupil's individual academic starting points, to ensure that schools generate realistic, achievable, while still ambitious, projections. Pupils at risk of disengagement will be identified through regular tracking meetings and supported through a cross-service approach to maximise pupil retention. Support will be delivered via school interventions, education advisor input, foster carer engagement, specialist service provisions (e.g. careers guidance) and social workers.

A sharper focus to Year 11 support will see:

- Attendance at targeted PEPs to maximise pupil GCSE attainment for those at risk of underperforming
- Close monitoring of Pupil Premium (LAC) to narrow the attainment gap
- Examination of school projections in collaboration with Social Care practitioners, to inform an holistic view of each pupil

GCSE outcomes Summer 2014

	English A* - C (%)	Maths A* - C (%)	English & maths A - C (%)	5 A* - C (%)	5 A* - C inc English and maths (%)
DfE cohort – 50 pupils	24	20	16	12	6

32% of this cohort is statemented. Although three pupils were not entered for GCSEs in line with their learning disabilities, they are included in performance calculations.

The nine learners who did not achieve projected GCSE grades will be targeted by LAC Education Team, to maximise access to appropriate learning and support in Key Stage 5.