

# Report of the Deputy Director (Education, Employment and Skills) to the Meeting of the Corporate Parenting Panel to be held on 11<sup>th</sup> January 2017

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**Subject: Interim Education Outcomes of Children Looked After 2015/16 and Virtual School update.**

## **Summary statement:**

This report relates to school children and young people, who had been in care for one year or more on 31<sup>st</sup> March 2016. The cohort size is 472 school age Children Looked After (CLA) out of a total cohort of 634. As of 31<sup>st</sup> March 2016 the total Bradford Looked After population was 878. This report provides data on attendance, SEN and end of Key Stage attainment. This report provides a brief summary of the educational attainment and progress of Children Looked After (CLA) of Bradford MDC and also an update of virtual school. A comprehensive report will be available later in the spring term on publication of the validated national data set.

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**Overview & Scrutiny Area :**  
**Children's Services**



## 1. SUMMARY

- 1.1 This report provides a brief summary of the educational attainment and progress of Children Looked After (CLA) of Bradford MDC and also an update of virtual school. A comprehensive report will be available later in the spring term on publication of the validated national data set.

Outcomes in Early Years are showing a three year rising trend but a gap to peers in Bradford is still too great.

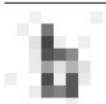
The percentage of Year 1 pupils achieving the required standard in phonics has dipped from 2015 figures further increasing the gap with national. In 2016, based on provisional data Bradford's Key Stage 1 (KS1) CLA pupils have performed well in reading and are slightly below national overall. In writing and mathematics on the new expected standard performance measures, results are not as strong. Results are not comparable with those in previous years.

At the end of Key Stage 2 (KS2) in Bradford CLA results are below the overall national averages on the new expected standard for reading, writing and mathematics (RWM) combined and separately. Results are not comparable with those in previous years.

In 2016, Children Looked After at the end of Key Stage 4 in Bradford have achieved a 31% Attainment 8 score and -0.82% Progress 8 score.

## 2.0. Background - National and local context

- 2.1 Under section 22 (3A) of the Children Act 1989, local authorities have a duty to promote the educational achievement of Children Looked After (CLA). We are now over a decade on from the Children Act 2004 which amended and further strengthened this requirement. The duty on local authorities to promote the achievement of Children Looked After remains in place.
- 2.2 In Bradford a small team under the leadership of a Virtual School Headteacher was set up to monitor and advise on Personal Education Plans (PEPs) and raise the expectations and aspirations of schools and the children themselves. The Virtual School Head role was placed on a statutory footing in the Children and Families Act 2014. In September 2016 following a restructure, the Virtual School moved from 'Children's Social Care' to 'Education, Employment and Skills' with the Virtual School Headteacher's (VSH) role forming part of one of the Lead Area Achievement Officer's portfolio on a 0.5 basis but maintains a very close working relationship with Children's Social Care and other service areas. The Virtual School team has been enhanced and expanded since 2014 and now includes: a deputy head teacher, an acting deputy headteacher, two specialist teachers and



a team of 'associates' who are used on a casual basis to provide immediate support for children and young people in schools or other placements.

- 2.3** Accurate information is maintained on how children in our care are progressing in their education through for example, the PEP process and visits. The Virtual School intervenes when a child or young person in the care of Bradford MDC is not achieving well. It provides training and information for schools, foster carers and social workers.

Furthermore it ensures resources, including the pupil premium for LAC, are distributed effectively and that they have an impact on the educational achievements of children in care. The Virtual School aims to ensure all children and young people in the care of Bradford MDC have an up-to-date Personal Education Plan and significantly provides direct support for them to support their learning and emotional needs.

- 2.4** The Virtual School led by the Virtual School Head, has a leading role in promoting the educational achievement of children in its care as Corporate Parents. However, to successfully meet the aspirational targets we have set involves a collective responsibility between the local authority, partner agencies and all schools. Education that encourages high aspirations and individual achievements, with a minimum disruption, is central to improving immediate and long term outcomes for children in our care.
- 2.5** Within the Bradford Council Plan (2016-2020) there is a renewed emphasis on improved outcomes for all children, including those children in care - 'A great start and good schools for all our children'. Fundamentally our plan sets out the belief that good quality education can transform lives. Our aspiration is that all children and young people attend a good or outstanding school. For children in our care this is very important. Unless there are exceptional reasons, children in our care will not be placed at schools judged as requiring improvement or inadequate by OFSTED. This does not mean we will necessarily look to change provision for a child if a school falls into one of these categories, however we will closely monitor the progress each child attending such a school is making.

## **2.6. Pupil Premium**

- 2.6.1** The Pupil Premium (PP) was introduced on 1 April 2011 to support vulnerable pupils, including LAC. The Pupil Premium is paid at different levels: £1300 for primary age pupils eligible for free school meals, £935 for secondary aged pupils and £1900 for LAC. Pupil Premium for CLA is referred to as Pupil Premium Plus (PPP).

- 2.6.2** The local authority is responsible for paying PPP to all Bradford schools, including Academies, and also to schools outside the authority that have Bradford CLA on roll. The Virtual School Headteacher determines the level of funding to be retained centrally and what proportion of PPP are to be delegated to schools. The Virtual School Head is



accountable to the Deputy Director for Employment and Skills for monitoring the impact of the grant.

- 2.6.3 Since 1st April 2015, the Virtual School for Children Looked After has retained 25% of the Pupil Premium Plus.
- 2.6.5 From April 2014, maintained schools and non-maintained special schools also attracted PPP for children adopted from care, left care under a Special Guardianship Order or left care under a Residential Order on or after 14 October 1991. Schools receive these payments directly and the Virtual School monitors how this is spent through engagement in the PEP process and liaison with the Designated Teachers.
- 2.6.4 Early Years Pupil Premium was introduced in April 2015. This is to support closing the funding gap between the additional support disadvantaged children receive at age 2 and the additional support they then receive in school from the existing school-age pupil premium. Providers receive £300 per year, or £0.53 per child per hour, for each eligible child.
- 2.6.5 Post 16 CLA are eligible for a bursary of £1,200 if their course lasts for 30 weeks or more. The Leaving Care Service (LCS) is responsible for the administration and for monitoring the impact of this grant.

### 3.1 Report Issues

#### 3.1.1 Number of Children in Care

**Figure 1 - Number of children in care of Bradford MDC by age of year group**

Bradford Looked After Children for 12 months or more at 31 March 2016																
Year group	-4/-3	-2/-1	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Number	39	47	16	18	28	26	36	46	49	37	48	49	50	69	70	6
TOTAL 634																

**NB** Once a Young Person reaches the age of 18 they cease to have Child in Care status hence the low numbers in the equivalent of year 13.

### 3.2 Attainment and Progress

- 3.2.1 The performance data, included in this summary report, is for those children who have been in care continuously of Bradford Metropolitan District Council, or nationally, for a period of at least 12 months.
- 3.2.2 Unvalidated data has been used at this stage. Validated data sets for all key stages will not be available until mid-way through the spring term.



**3.2.3** This year the DfE has made considerable changes to the performance and accountability frameworks for Primary (Key Stage 1 and Key Stage 2), Secondary (Key Stage 4) and Post 16 (Key Stage 5).

**3.3 Key Stages**

**3.3.1 Early Years Foundation Stage**

There were 16 children in reception who had been in the care of Bradford from 1 April 2015 until 31 March 2016. At some point during the year, there had been a cohort of 10.

**3.3.2** A good level of development is now defined as having achieved the age expected level in Communication and Language (CL); Personal, Social and Emotional (PSE), Physical Development (PD), Literacy (L) and Mathematics (M).

**3.3.3** Development is described and scored as Emerging (1), Expected (2) or Exceeding (3). A good level of overall development is regarded as achieving a total of 24 points, reaching the expected level (2) in each of these 5 areas. This is calculated from breaking down the 5 areas into 12 Early Learning Goals.

**3.3.4** The totals achieved by the 16 children, ranged from 17 points to 35, with 4 children achieving a good level of development. Nationally, the average points score was 34.5 (all areas of learning). For all children in Bradford (14) the average points score was 33.7. For the 16 children who had been in care for a minimum of 12 months, the score was 26.8 points. This indicates that CLA are performing below the national standard for all children. However the table in 3.3.6 shows a rising trend for GLD (Good Level of Development). Closing the gap to national and local standards remains a priority

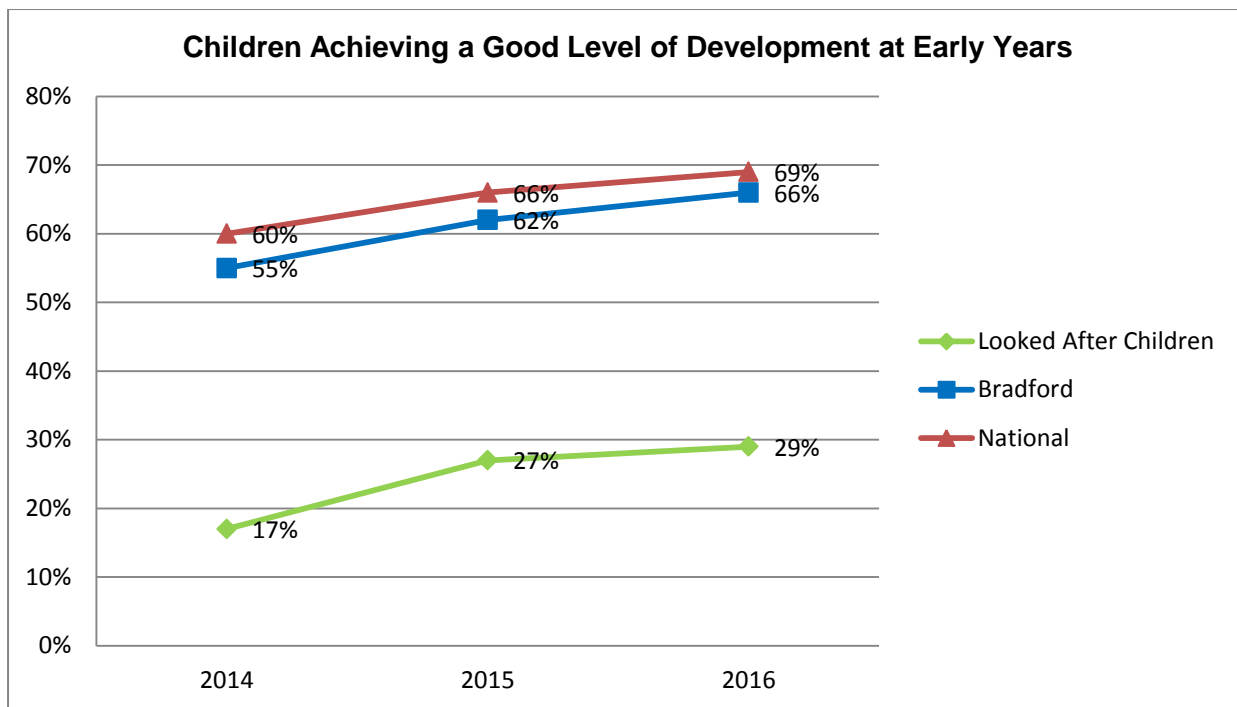
**3.3.5** Within this cohort of 16 pupils 1 had an EHC (Education, Health and Care) Plan, 2 had SEN (Special Educational Needs) support, 3 were FSM (Free School Meals).

**3.3.6 Figure 2 – Early Years Foundation Stage with Time Series data**

<b>% Good Level of Development</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Looked After Children</b>	17%	27%	29%(4/14)
<b>Bradford</b>	55%	62%	66%
<b>National</b>	60%	66%	69%



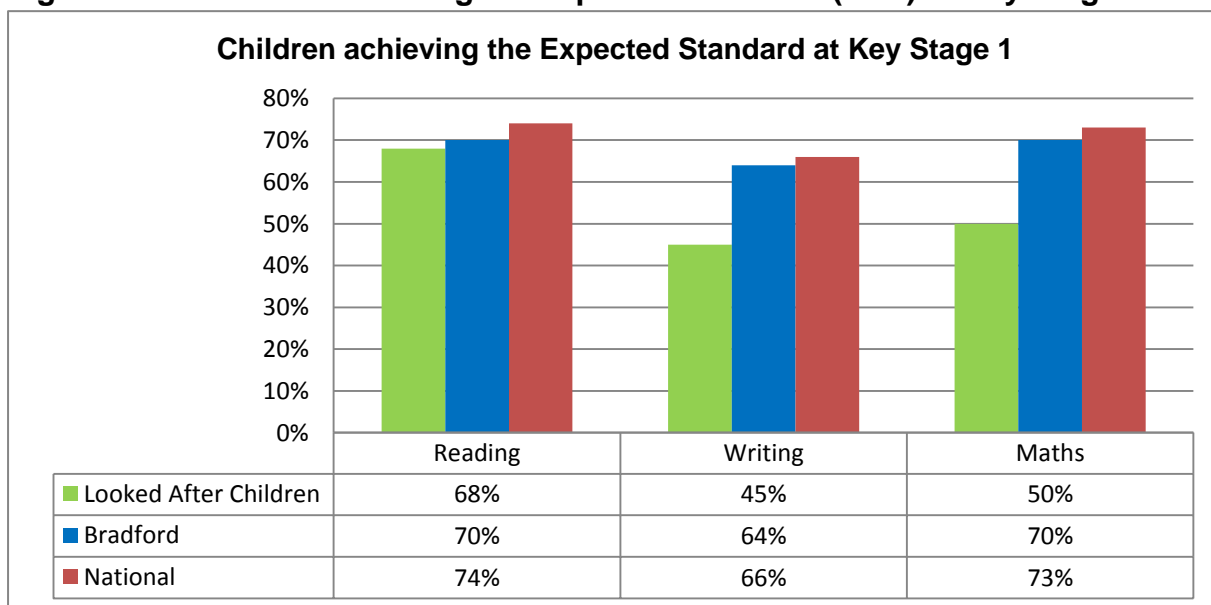
3.3.7 Figure 3 – Graph showing Children achieving GLD at Early Years



3.4 Key Stage 1

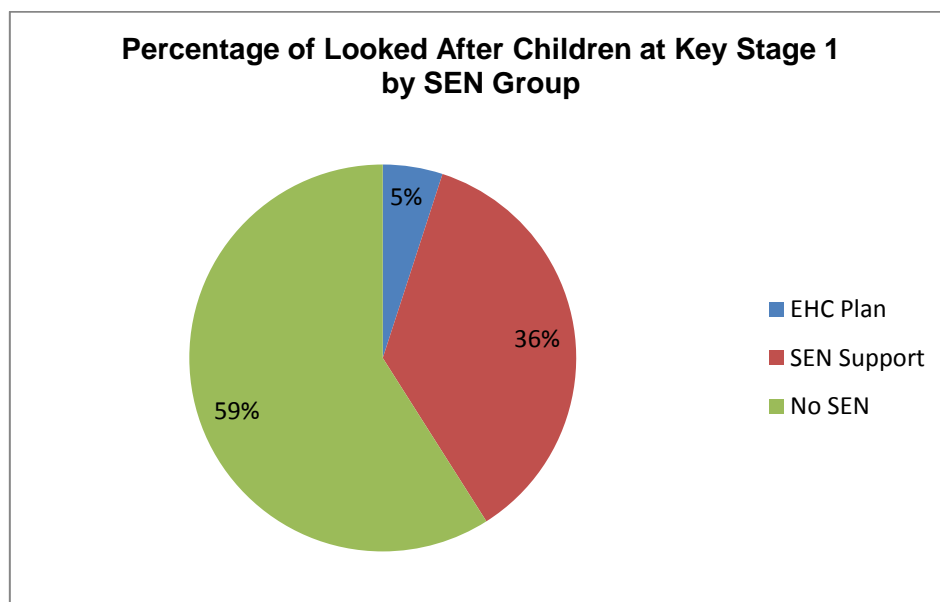
3.4.1 There are new performance measures at Key Stage 1: Teacher Assessments (TAs) of pupils’ achievement now focuses on the proportion of pupils meeting the expected standard across each of the main subjects: reading, writing, mathematics and reading. No time series data is available because 2016 results are not directly comparable with previous years.

3.4.2 Figure 5 - 1 Children achieving the expected standard (EXS) at Key Stage 1



- 3.4.3** Data for 22 eligible pupils are included: CLA for one year or more as at 31<sup>st</sup> March 2016 and educated in Bradford schools; there were a further five pupils placed in schools in other LAs.
- 3.4.4** There were an additional 14 children that had been in care at some point during the year, of these 8 were in care for less than 14 days. Five children were successfully placed for adoption.
- 3.4.5** When reviewing attainment, the percentage of CLA achieving expected standards or better in reading, is 68% and is the strongest of the core subjects in Key Stage 1 and just 6% below that nationally for all children. The percentage of children achieving expected standards in writing and maths was not as strong.
- 3.4.6** Whilst continuing to strive for improvements in attainment and close the gap between the performance of children in care and all children, the progress made against prior attainment is arguably a better indicator of impact by all schools and the Virtual School. The number achieving a good level of development when the cohort was in the Early Years Foundation stage, was 3 (16%) From this evidence it is very encouraging to note the progress that has been made, with fewer children in care falling behind their peers by the end of Key Stage.
- 3.4.7** Within this cohort of 28 pupils 1 (5%) had an EHC Plan, 8 (36%) has SEN support, 4 (18%) were FSM and 16 (73%) were disadvantaged.

**3.4.8 Figure 7 End of Key Stage 1 (Year 2) cohort overview by SEN Group**



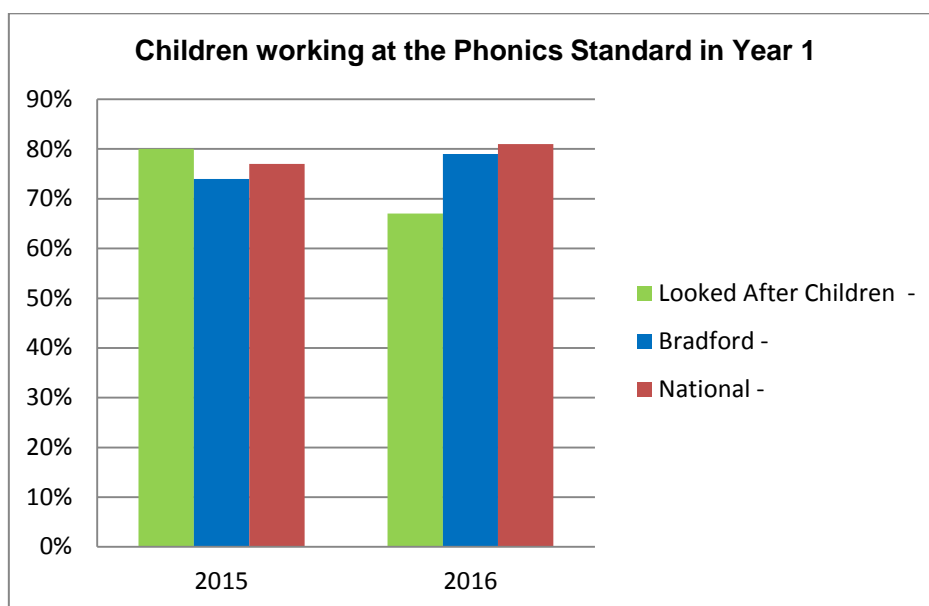


### 3.4.7 – Phonics

**3.4.8** The percentage of CLA achieving the phonics standard at the end of Y1 is 67%. Whilst this is lower than that achieved in 2015, there were marked differences in this small cohort. There were 18 pupils in total, 15 of these were educated in Bradford schools.

**3.4.9** Within this cohort of 18 pupils, 3 (20%) had an EHC Plan; 3 (20%) had SEN support; 4 (27%) were FSM and 8 (53%) were disadvantaged.

### 3.4.10 Figure 8 End of Key Stage 1 (Year 2) cohort overview by SEN Group



### 3.5 Key Stage 2

**3.5.1** There are new performance measures at Key Stage 2. The tests and Teacher Assessments (TA) of pupils' achievement now focus on the proportion of pupils meeting the expected standard across each of these subjects: reading, writing and mathematics (combined and separately) and Grammar, Punctuation and Spelling (GPS). Reading, writing and GPS are assessed by external test evaluation ("SATs") and writing is assessed in schools by TA. No time series data is available because 2016 results are not directly comparable with previous years.

**3.5.2** The new Valued Added (VA) progress measures show the progress of pupils from Key Stage 1 to Key Stage 2: each pupil has their actual performance compared with their predicted performance, based on their KS1 results. This provides a positive (above average), zero (equal) or negative (below average) VA score: the figures below show the average VA scores for all pupils in the LA for each progress measure. It also shows the new Floor Standard thresholds (see section below).

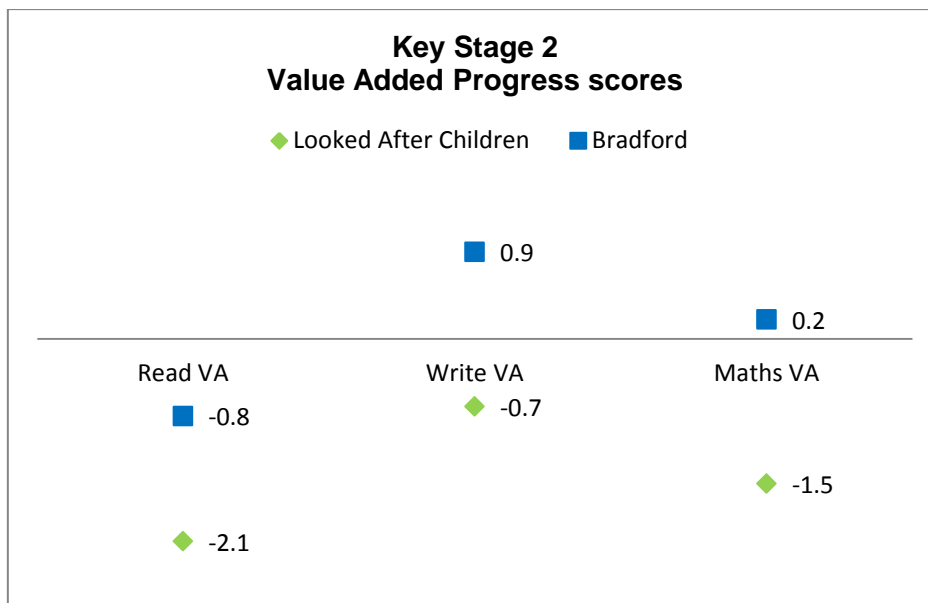




**3.5.3** The table shows that Bradford CLA pupils' progress was below the national average for all pupils in reading, writing and mathematics in 2016, with VA scores of -2.1, -0.7 and -1.5, respectively. The gap between CLA and their peers within Bradford is greatest in reading. The percentage of pupils achieving reading, writing and maths combined is 15%, well below the Bradford figure (46%) for all pupils.

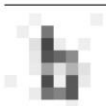
**3.5.4** Within this cohort of 49 pupils, 38 pupils accessed provision in Bradford schools, 8 (21%) had an EHC Plan; 18 (47%) had SEN support; 7 (18%) were FSM and 33 (87%) were disadvantaged. Acknowledging the high numbers of those with special educational needs in the cohort, closing the attainment gap remains a significant challenge in the next phase of education.

**3.5.5 Figure 11 Key Stage 2 Progress and attainment**



**Figure 12 – Key Stage 2 Value Added Progress Scores 2016**

% Expected Standard	Read VA	Write VA	Maths VA	RWM
Looked After Children	-2.1	-0.7	-1.5	15%
Bradford	-0.8	0.9	0.2	46%
National	0	0	0	53%



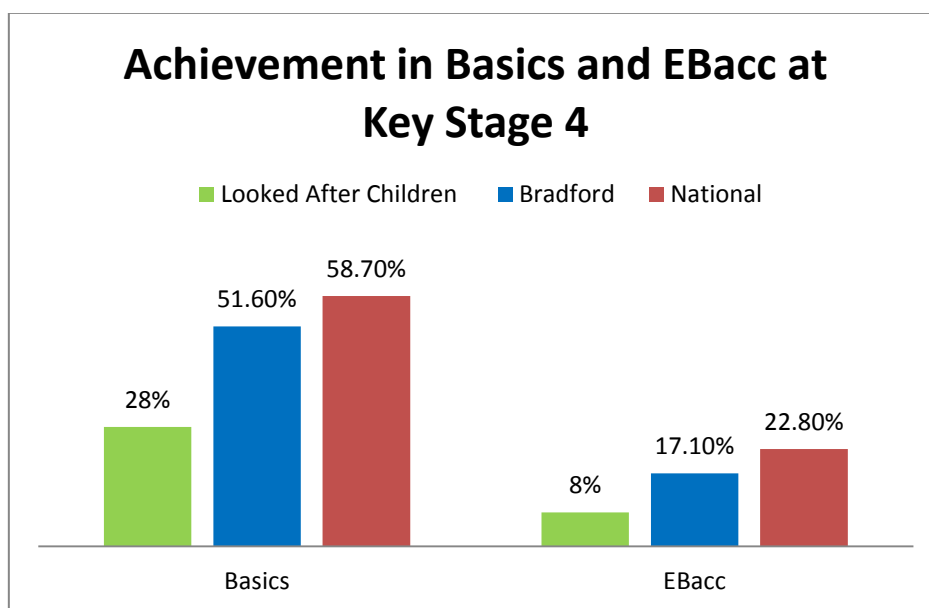
### 3.6 Key Stage 4

**3.6.1** At the end of KS4 children looked after gained an attainment 8 score of 31%. Attainment 8 measures the achievement of a pupil across 8 qualifications, including English and mathematics (both double weighted), three qualifications that count in the EBacc measure and three further GCSE or approved non-GCSE qualifications.

**3.6.2** The progress 8 score at the end of KS4 for children looked after is -0.82, well below the national figure. Progress 8 captures the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure which means that pupils' results are compared to the results of other pupils with the same prior attainment. The greater the Progress 8 score, the progress made by the pupil compared to the average of pupils with similar prior attainment. Progress 8 is a score between 1 and -1. A score below zero indicates less than average progress been made.

**3.6.3** To achieve the English Baccalaureate (EBacc), pupils should achieve good passes in the EBacc subjects of English, mathematics, science, history or geography, and a language, currently 8% of children looked after at the end of KS4 have achieved the EBacc.

#### 3.6.4 Figure 13 Graph showing outcomes at KS4 for Basics and EBacc



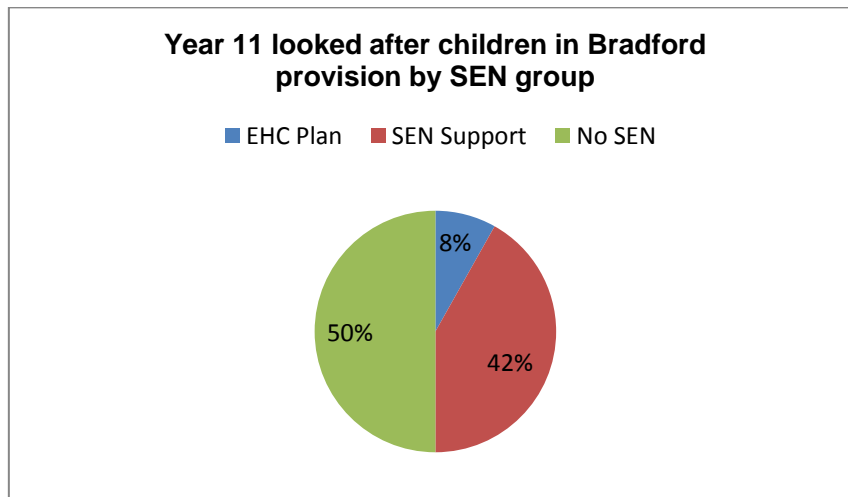
#### 3.6.5 Figure 14 Chart showing main outcomes for CLA at KS4

	Attainment 8	Progress 8	Basics	EBacc
<b>Looked After Children</b>	31%	-0.82	28%	8%
<b>Bradford</b>	45.4%	-0.15	51.60%	17.10%
<b>National</b>	48.2%	-0.03	58.70%	22.80%



**3.6.6** Within this cohort of 69 pupils, 39 pupils accessed provision in Bradford schools, 3 (8%) had an EHC Plan; 16 (42%) had SEN support; 8 (21%) were FSM and 32 (82%) were disadvantaged.

### 3.6.7 Figure 15 Y11 cohort overview by SEN Group



### 3.6.8 Secondary schools' Ofsted outcomes 2015/16

The percentage of secondary schools in Bradford judged as Good or Outstanding by Ofsted did not change between September 2015 and July 2016, remaining at 41%. The percentage of LA maintained schools did improve but this is because schools judged as Inadequate or Requires Improvement converted to Academy status within the year.

### 3.6.9 Next Steps

Data presented above is based on relatively small cohorts of pupils, a significant proportion of whom have complex social, emotional, behavioural and learning needs as a result of their early life experiences. Given the above, it is central to the Virtual School's work that each child is seen as an individual and developments are focused on each child's needs.

### 3.6.10 New initiative – Associates Programme

**3.6.11** Our associate intervention started in December 2015. We appointed 11 teachers from December 2015 to June 2016. In this period they supported 20 young people. Two schools have had intense support from an associate for their CLA and young people in Bradford residential homes. In July 2016 we also appointed 15 new associates; 12 teaching assistants and 3 teachers. Since September 2016, associates have supported 19 young people and 3 schools have had intensive support. 2 young people are been supported out



of authority by Teaching Personal (teaching agency). Often this support is for half a term but in some circumstances it is longer. These were deployed into many settings:

- Primary schools
- Secondary schools
- Residential homes
- Alternative provisions
- 1-1 tutoring

**3.6.12** Their roles in this time have been very varied. Some have provided 1-1 teaching support in the classroom and 1-1 support for young people to continue in their mainstream setting on an alternative timetable and curriculum when needed. They have also supported young people in their transition from one school to another. Some have provided intensive support when there has been an increase in distressed behaviour when a child has come into care, due to attachment issues and changes in placements (including placement breakdowns). Associates have also been used when a young person has moved from an out of authority placement into a placement in Bradford Authority but a school place has not been identified. Associates have also provided support for young people while assessments are carried out by other professionals, including EHCP applications and assessments. The associate intervention has ensured engagement with education and school attendance for many of our young people.

**3.6.13** The feedback from other professionals has included that the associate has prevented a fixed term or permanent exclusion from school. Feedback has also shown that the associate intervention has ensured a smooth transition to a new setting for vulnerable young people.

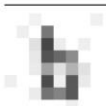
**3.6.14** Associates work closely with other professionals. For example, associates have worked in collaboration with staff in residential placements to ensure young people engage with education. They have worked with school staff to ensure young people gain qualifications including functional skills qualifications through an alternative provider. Also associates work closely with the BSS (Behavioural Support Service) team and early years SEND (Special Educational Needs & Disabilities) team to support young people in managing their anxieties and the distressed behaviours they have in school.

#### **4. FINANCIAL & RESOURCE APPRAISAL**

4.1 As a result of developing a school-led system a reduction in the local authority teams associated with school improvement will be seen.

#### **5. RISK MANAGEMENT AND GOVERNANCE ISSUES**

5.1 None.



## 6. LEGAL APPRAISAL

- 6.1** Under section 22 (3A) of the Children Act 1989, local authorities have a duty to promote the educational achievement of Children Looked After (CLA). We are now over a decade on from the Children Act 2004 which amended and further strengthened this requirement. The duty on local authorities to promote the achievement of Children Looked After remains in place.
- 6.2** The Local Authority has statutory duties to ensure that efficient education is available to meet the needs of the population of the area; ensure that its education functions are exercised with a view to promoting high standards ensuring fair access to opportunity for education and learning, and promote the fulfilment of learning potential; and secure that the provision of sufficient schools for providing primary and secondary education are available for its area.
- 6.3** Where a school is failing to provide adequate education it can be eligible for intervention by the Local Authority or the Secretary of State under the Education and Inspections Act 2006. A "coasting school" will be eligible for intervention when the new section 60B of the Education and Inspections Act 2006 comes into force. The term "coasting school" will be defined in future regulations. Local Authorities must have regard to the Schools Causing Concern statutory guidance. The guidance details the role of Local Authorities in delivering school improvement for maintained schools and academies. It also includes guidance on "coasting schools". If a school satisfies the definition of being a coasting school, the Regional Schools Commissioners will consider what interventions or actions are necessary to bring about sufficient improvement in those schools.

## 7. OTHER IMPLICATIONS

Not applicable

### 7.1 EQUALITY & DIVERSITY

Not applicable.

### 7.2 SUSTAINABILITY IMPLICATIONS

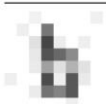
Not applicable.

### 7.3 GREENHOUSE GAS EMISSIONS IMPACTS

Not applicable.

### 7.4 COMMUNITY SAFETY IMPLICATIONS

Not applicable.



**7.5 HUMAN RIGHTS ACT**

Not applicable.

**7.6 TRADE UNION**

Not applicable.

**7.7 WARD IMPLICATIONS**

Not applicable.

**8. NOT FOR PUBLICATION DOCUMENTS**

8.1 None

**9. OPTIONS**

Not applicable.

**10. RECOMMENDATIONS**

10.1 That the Corporate Parenting Panel receive this initial summary report on the performance of Bradford's Looked After Children Key Stage tests and exams for 2016.

10.2 Further reports will be provided as the Local Authority receives further published data from the DfE.

**11. APPENDICES**

None

**12. BACKGROUND DOCUMENTS**

