

## **Report of the Deputy Director (Education, Employment & Skills) to the meeting of the Corporate Parenting Panel to be held on 25 April 2018**

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**Subject: Education Outcomes for Children Looked After**

**Summary statement:**

For reporting purposes, both to the Department of Education (DFE) and internally, the progress and performance of children in the care of City of Bradford Council is based on those who have been in care continuously for a minimum period of 12 months. This report covers the achievements for those aged seven (Key Stage 1), aged eleven (Key Stage 2) and sixteen (Key Stage 4).

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**Portfolio:**

**Children's Services**

**Overview & Scrutiny Area:**

**Children's Services**

## **1. SUMMARY**

For reporting purposes, both to the Department of Education (DFE) and internally, the progress and performance of children in the care of City of Bradford Council is based on those who have been in care continuously for a minimum period of 12 months. This executive summary covers the achievements for those aged five (EYFS (Early Years Foundation Stage)), seven (Key Stage 1), aged eleven (Key Stage 2) and sixteen (Key Stage 4).

### **1.1 Key Stage 1**

Unvalidated outcomes for 7 year old Children Looked After (CLA) in 2017 represent a continued improvement in performance. The percentage of CLA pupils meeting national age-related expectations (EXS) and working at greater depth (GDS) in reading, writing and mathematics is better than looked after nationally based on unvalidated 2017 figures. The gap between CLA and non CLA children has closed in 2017.

### **1.2 Key Stage 2**

The unvalidated 2017 data shows that 32% of CLA nationally achieved the new expected standard or above in the combined reading, writing and mathematics measure. This is a 7 percentage points rise on the previous year. Over the same period the combined measure for Bradford's CLA improved by 11% (from 2016) to 28% and represents a narrowing of the gap to the national figure. Further improvements in boys reading, writing and mathematics are needed to help reduce this gap even further.

### **1.3 Key Stage 4**

Overall there were 65 CLA students in this cohort who have been in care for 12 months or more. Of the 65 students 7 (10.8%) achieved 5 A\*-C (L4+) at GCSE including English and mathematics, this included 1 student with SEN. 10 (15.3%) students got 5 good GCSE passes (grade C – L4).

The overall Progress 8 score improved in 2017, moving from -1.48 in 2016 to -1.02 in 2017. This score ranks Bradford's Virtual School above the progress for CLA nationally which is -1.14 indicating that from starting points CLA in Bradford make better progress than their peers nationally.

At 18.9 Bradford's Virtual School Attainment 8 score is in line with Virtual Schools nationally (National average 18.9) with a gap of -23.4 when compared to other Bradford non-LAC students. This gap is reduced when the proportion of CLA children with SEND is removed. The average EBacc attainment score for Bradford CLA is 5.1, which is in line with the national figure for CLA.

## 2. How well have our Children and Young People Achieved?

### 2.1 EARLY YEARS

There were 24 children in reception that had been in the care of Bradford from 1 April 2016 until 31 March 2017. 18 of them were in Bradford Schools, 6 were placed out of authority.

Within this cohort of 24 pupils 2 have an EHCP (Education, Health and Care Plan), 9 have SEN (Special Educational Needs) support, 10 are FSM (Free School Meals), 2 are EAL (English as an additional language) learners.

In 2017 more of Bradford's CLA achieved a good level of development (GLD), although the performance was below the national average for non-looked after children. At such an early start in the care system this legacy of under-achievement is well understood. The introduction of the Personal Education Plan (PEP) for pre-school children and increased support for Early Years' settings provides evidence of a positive impact on CLA moving into Year 1. There is evidence that early years pupil premium is effective in narrowing gaps by the end of Reception as illustrated in the table below.

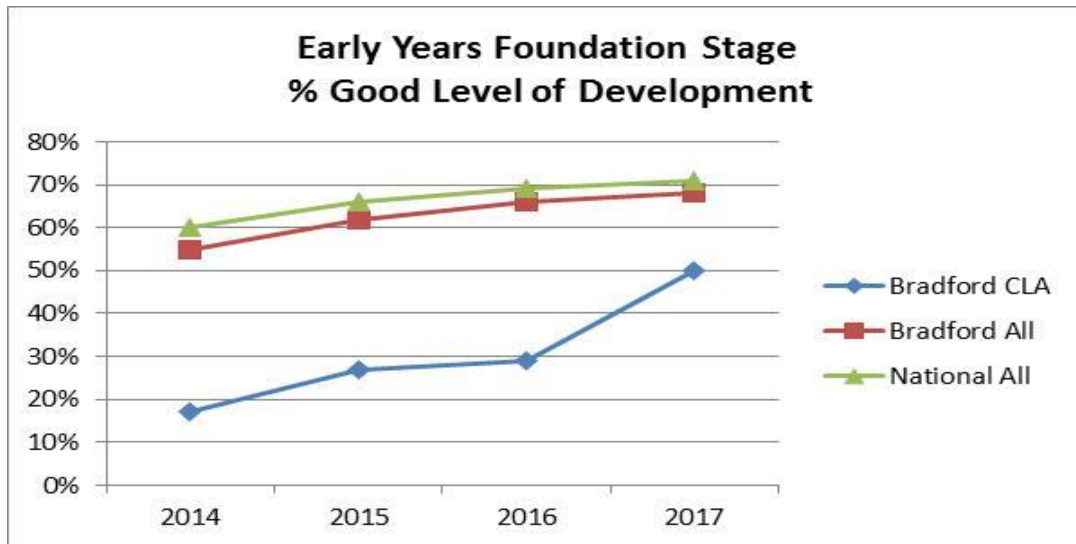
% Good Level of Development	2014	2015	2016	2017
Bradford CLA	17%	27%	29%	50%
Bradford All	55%	62%	66%	68%
National All	60%	66%	69%	71%
Gap with National	-43%	-39%	-40%	-21%

The percentage of non-LAC children achieving the expected level or better in all prime areas of learning nationally is 79%, for all Bradford children it is 77.5%; for looked after children in CBMDC (City of Bradford Metropolitan District Council) is 50%.

The percentage of non-LAC children achieving the expected level or better in all specific areas of learning nationally is 69%, for all Bradford Children it is 65.5% for looked after children in CBMDC is 55.6%

The percentage of non-LAC children achieving the expected level or better in all learning goals nationally is 70.7%; for all Bradford children it is 67.6%; for looked after children in CBMDC is 50%.

## Early Years Foundation Stage time series data



### Summary

The overall outcomes in the Early Years show a much improved picture but there is still more to be done to reach the national average. Those who did not achieve the expected levels were mainly due to not achieving the standard in personal, social and emotional development, where this links directly with their emotional needs and the insecure attachment issues which in turn affects the prime area of communication, language and literacy (CLL). There are no national statistics for children in care at Foundation Stage, due to most Local Authorities (LAs) having very small (and therefore potentially identifiable) numbers.

## 2.2 KEY STAGE 1

In 2017 there were 22 looked after children in the cohort who had been looked after for 12 months or more; 3 pupils had an EHC plan, 4 had SEN Support, 2 had English as another language (EAL) and 8 had FSM. There were 5 CLA placed in schools outside of Bradford. The gender split within this cohort was even, 11 boys and 11 girls.

Unvalidated 2017 outcomes for our 7 year olds are good and represent a continued improvement in performance for our Key Stage 1 CLA cohort. In all measures the percentage of CLA pupils meeting national age-related expectations (EXS) and working at greater depth (GDS) in reading, writing and mathematics are better than the national CLA figures and show a narrowing gap to non CLA peers in the local authority.

The proportion of CLA pupils reaching the expected standard in reading has risen by 5 percentage points (pps), in writing by 4pps and in mathematics by 9pps. This increase is better than that seen nationally.

The proportion of CLA pupils reaching the greater depth standard in reading has risen by 5 (pps), in writing by 5pps and in mathematics by 9pps. This year on year rise is better than that seen nationally. The proportion of CLA achieving the expected standard in all three subjects is 36.0% and is 2.4% above that nationally and represents a 2.0pps rise from 2016.

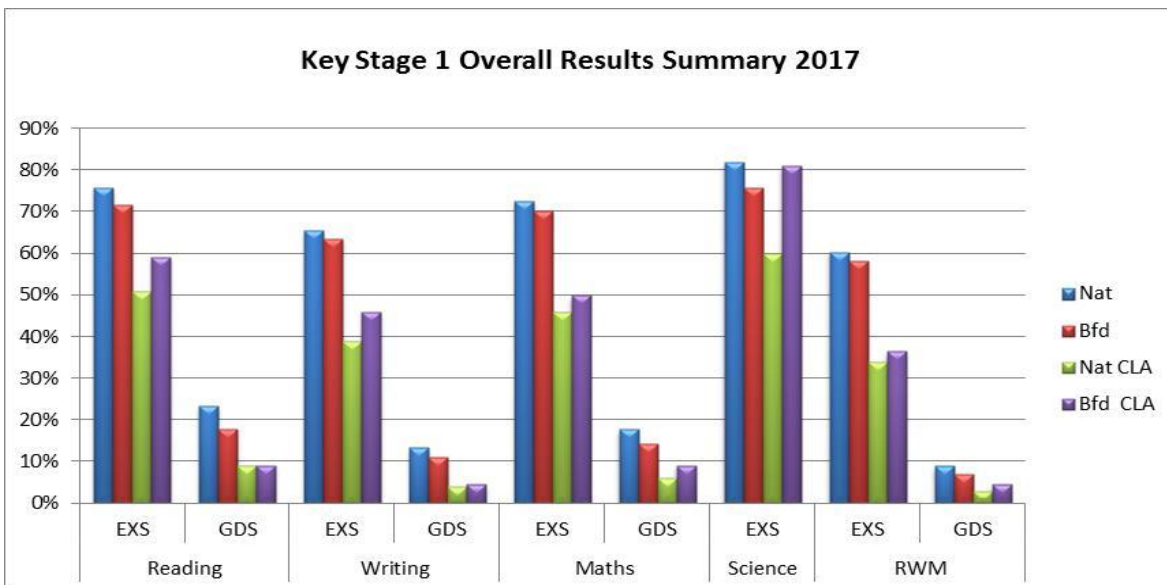
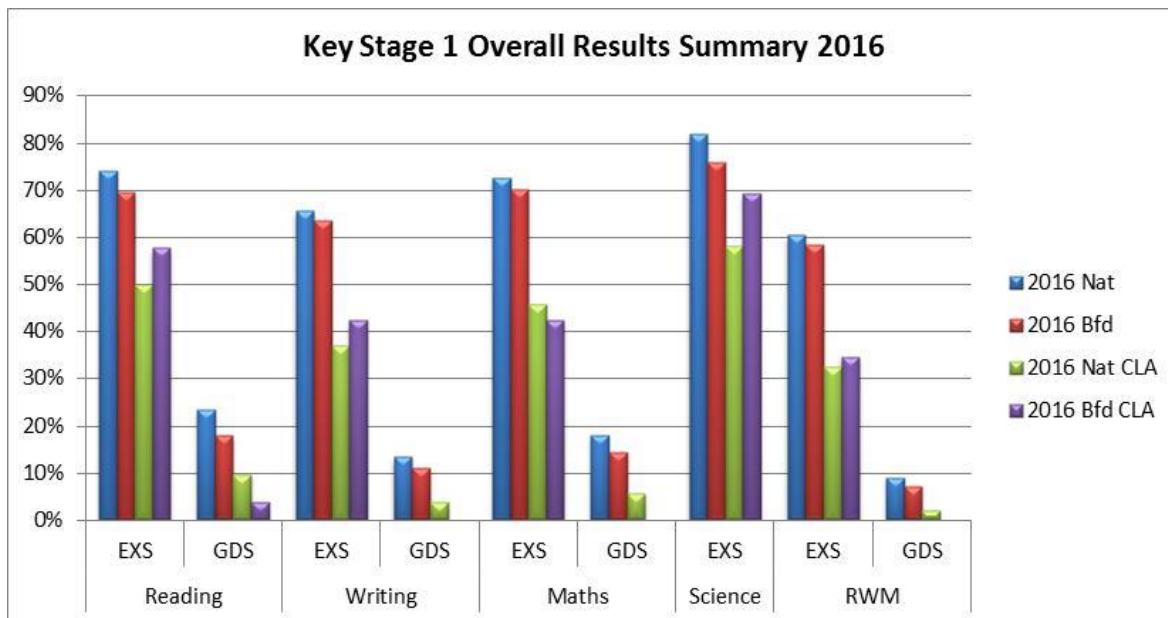
Girls outperform boys in reading and mathematics. The largest difference in attainment by gender is in reading with a gap of 27pps. Bradford CLA has done better than similar pupils nationally in 5 out of 6 areas. There is still some gap closing to do with their non-CLA peers and the aim is to further reduce this gap.

### Key stage 1 overall results summary by gender

2017 KS1 – % Girls/Boys Achieving Expected Standard												
	Reading (%)				Writing (%)				Maths (%)			
	Nat	Bfd	Nat CLA	Bfd CLA	Nat	Bfd	Nat CLA	Bfd CLA	Nat	Bfd	Nat CLA	Bfd CLA
Girls	80	77	59	73	75	74	50	46	77	75	52	55
Boys	72	67	45	46	62	59	30	46	74	70	42	46

### Key stage 1 overall results summary with time series

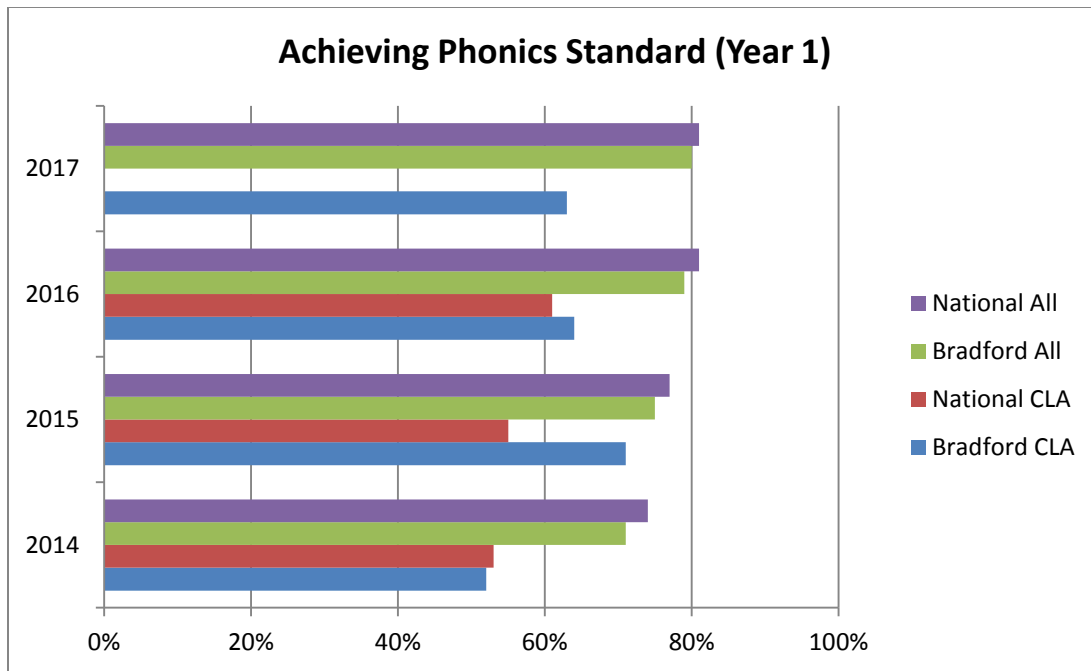
		2016				2017			
		Nat	Bfd	Nat CLA	Bfd CLA	Nat	Bfd	Nat CLA	Bfd CLA
Reading	EXS	74%	70%	50%	58%	76%	72%	51%	59%
	GDS	24%	18%	10%	4%	24%	18%	9%	9%
Writing	EXS	66%	64%	37%	42%	66%	64%	39%	46%
	GDS	13%	11%	4%	0.0%	14%	11%	4%	4%
Maths	EXS	73%	70%	46%	42%	73%	70%	46%	50%
	GDS	18%	14%	6 %	0.0%	18%	14%	6%	9%
Science	EXS	82%	76%	58%	70%	82%	76%	60%	81%
RWM	EXS	60%	58%	32%	35%	60%	58%	34%	36%
	GDS	9%	7%	2%	0.0%	9%	7%	3%	5%



#### Year 1 pupils meeting the expected standard in Phonics.

In 2017 there were 22 CLA pupils in Year 1. Of the 19 results received 12 children (63%) have met the standard required to pass the test (32+). Improving phonics outcomes even further for CLA is a focus for the VS.

Achieving Phonics Standard (Year 1)	2014	2015	2016	2017
<b>Bradford CLA</b>	52%	71%	64%	63%
<b>National CLA</b>	53%	55%	61%	NYA
<b>Bradford All</b>	71%	75%	79%	80%
<b>National All</b>	74%	77%	81%	81%



## 2.3 KEY STAGE 2

Our 2017 Year 6 pupils were the second cohort to be assessed against the new National Curriculum assessment measure, which significantly raised expectations of young people's mastery of literacy and numeracy by the age of 11. Pupils were tested in reading, maths and SPAG (spelling, punctuation and grammar) and assessed by their teachers in writing.

In 2017 there were 47 looked after children in the Y6 cohort who had been looked after for 12 months or more. There was an uneven gender split with 33 of the cohort being boys. There was also an unusually high proportion of pupils with an EHC plan (1 in 4 pupils) with another 4 pupils having English as another language (EAL). There were 11 pupils were placed in schools outside of Bradford. The gender data in the tables below shows the significant impact of boys' underperformance in all subject areas and difference between the girls.

In 2017, based on unvalidated data 32% of looked after children nationally reached the new expected standard or above in the headline measure reading, writing and mathematics combined. This is a rise of 7 percentage points on the previous year. Over the same period the combined measure in the CBMDC has improved by 11% to 28% and represents a narrowing of the gap to the national figure. Further improvements in boys reading, writing and mathematics are needed to help reduce this gap even further as evidenced below.

		2016				2017			
		Nat	Bfd	Nat CLA	Bfd CLA	Nat	Bfd	Nat CLA	Bfd CLA
Reading	EXS	66%	56%	41.0%	34.7%	71%	65.1%	45.0%	38.0%
	GDS	19%	12.1%	6.7%	10.2%	25%	19.1%	9.0%	6.0%
GPS	EXS	72%	68.2%	43.7%	49.0%	77%	74.4%	50.0%	45.0%
	GDS	23%	17.0%	7.1%	10.2%	31%	27.5%	12.0%	11.0%
Maths	EXS	70%	65.2%	41.0%	38.8%	75%	71.8%	46.0%	39.0%
	GDS	17%	12.9%	3.7%	8.2%	23%	19.2%	7.0%	6.0%
Writing	EXS	74%	73.5%	45.7%	44.9%	76%	73.7%	48.0%	36.0%
	GDS	17%	13.1%	3.4%	2.0%	18%	15.4%	6.0%	0.0%
RWM	EXS	53	45.7%	25.1%	17.4%	61%	56.0%	32.0%	28.0%
	GDS	5	3.1%	0.7%	2.0%	9%	6.5%	1.0%	0.0%

The proportion of pupils achieving the expected standard in reading rose by 3% this year, which is the similar to the national rate of improvement.

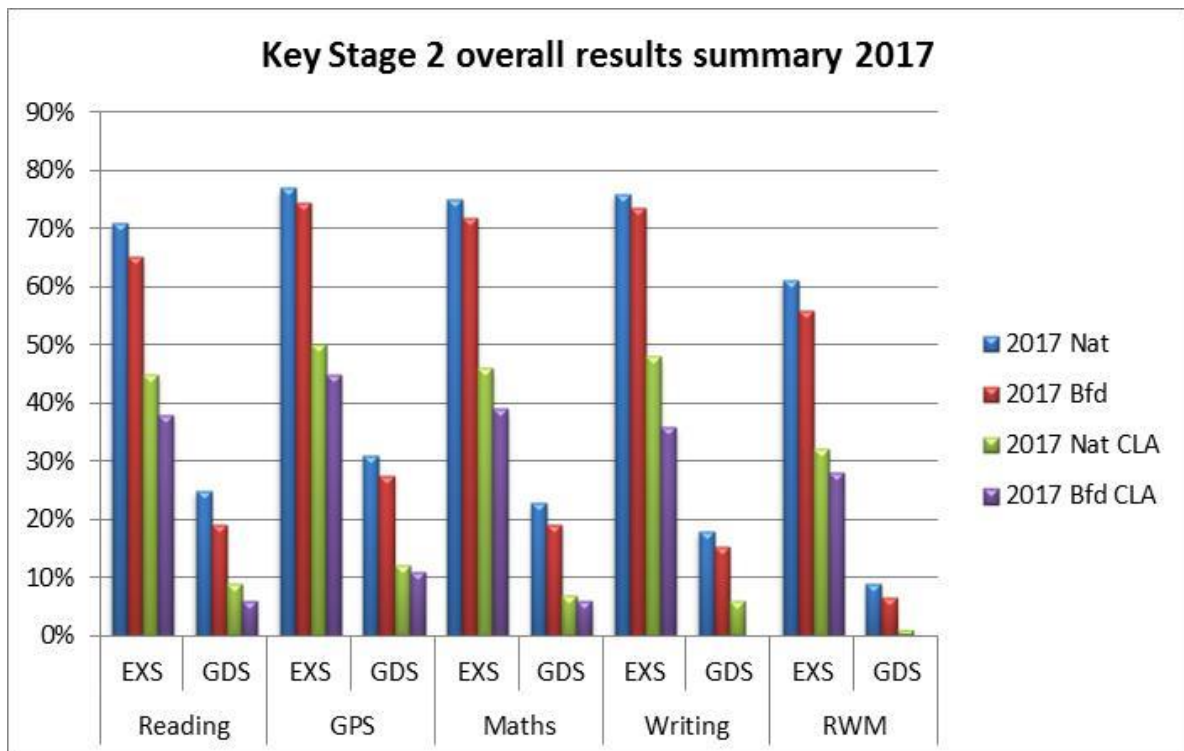
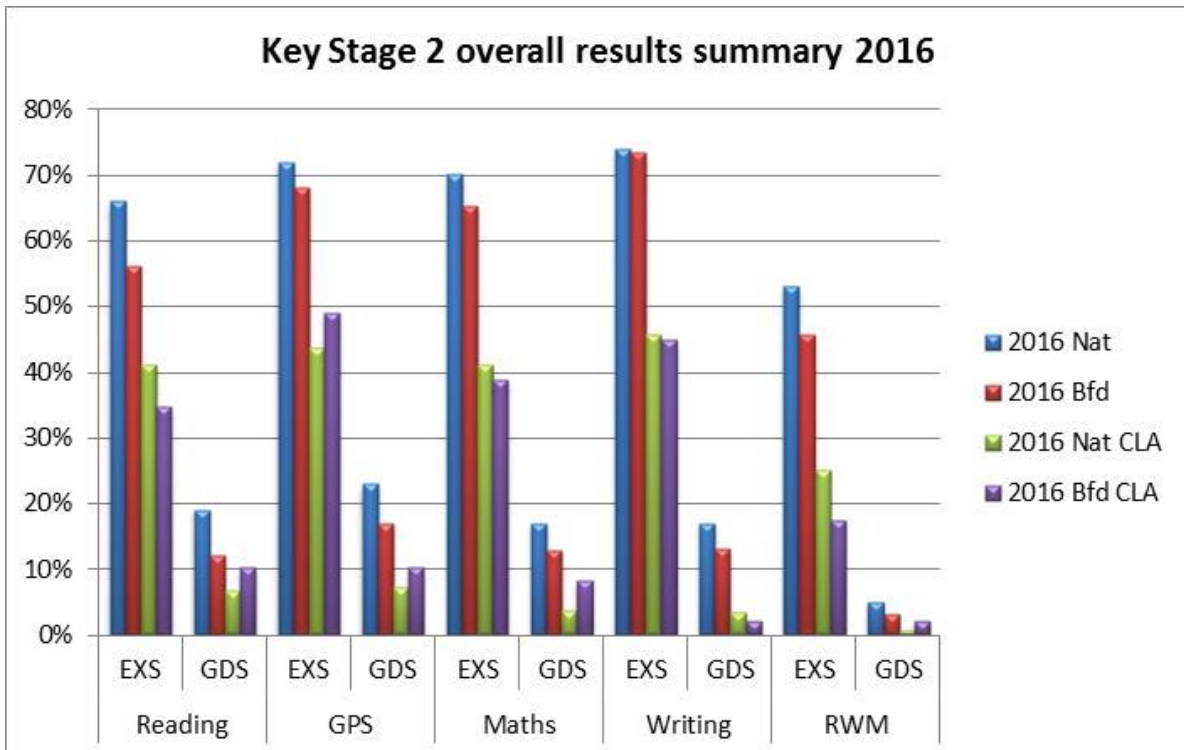
The proportion of pupils achieving the expected standard in writing has dropped by 9pps this year, widening the gap to national figures.

The proportion of pupils achieving the expected standard in maths has risen by 1%; nationally the rise was 4%.

2017 KS2 – % Girls/Boys Achieving Expected Standard								
	GPS (%)				RWM (%)			
	Nat	Bfd	Nat CLA	Bfd CLA	Nat	Bfd	Nat CLA	Bfd CLA
Girls	81	80	58	57	65	60	36	50
Boys	73	71	44	39	57	54	28	18

2017 KS2 – % Girls/Boys Achieving Expected Standard												
	Reading (%)				Writing (%)				Maths (%)			
	Nat	Bfd	Nat CLA	Bfd CLA	Nat	Bfd	Nat CLA	Bfd CLA	Nat	Bfd	Nat CLA	Bfd CLA
Girls	75	69	49	50	82	80	57	57	75	73	46	57
Boys	68	63	42	33	70	68	40	27	75	72	45	36





### Progress measures

The overall value added progress between Key Stage 1 and Key Stage 2 for the CLA cohort is in line with the national figures in core subjects; reading -1.5; writing -1.5; maths -2.3.

## **Primary Issues and actions**

- The key issues for the Virtual School (VS) working with primary schools in the district and out of the LA remains the need to continue to raise attainment and accelerate progress in all subject areas and Key Stages but particularly boys in Key Stage 2.
- Increase the numbers of children making or exceeding age related expectations and/or reaching targets in all four areas in KS1
- The Information Management Team (IMT) has revised and improved the school data packs. These are enabling school leaders and governors to analyse the performance of the different groups of children against the national figures at the start of the academic year rather than at the end of the autumn term.
- The Virtual School collects pupil level data from schools on a termly basis so it can provide appropriate and effective interventions through the use of a more rigorous monitoring and evaluation in order to help accelerate pupil progress.
- The Virtual School through its work with schools, encourages leaders, designated teachers and governors to use the assessment information to challenge low expectations and low aspirations and model high expectations of CLA pupils in their care.
- The VS is working with Early Years Officers to improve the tracking of children in Early Years settings to evidence accelerated learning through data analysis and precision intervention.

## **2.4 KEY STAGE 4 RESULTS SUMMARY**

The Key Stage 4 cohort consisted of 65 pupils. 12 pupils (18%) have statements or EHC Plans, with another 16 also being assessed as having a special educational need with a further 14 having English as another language (EAL).

A new secondary school accountability system at Key Stage 4 (KS4) was introduced in 2016. Further changes came into force this summer. A summary of the new arrangements can be found in Appendix 1.

2016 was the first year of three new performance measures for schools - Progress 8 measures pupils' progress across eight subjects from the end of Key Stage 2 to the end of Key Stage 4, while Attainment 8 measures average attainment across those subjects by the end of Key Stage 4. The English Baccalaureate (EBacc) allows people to see how many pupils get an A\*-C or above in core academic subjects at Key Stage 4. In 2017 the way schools report English and Maths changed to a number based system (1-9, with 9 high and a low grade C shown as 4)

The progress of Bradford CLA is in line with the national figures. However CLA students progress less well than the non-looked after children. Compared to the other local mainstream schools the Virtual School performed  $-1.02$  which is below the

national average (all schools) for Progress 8. This means that our looked after pupils achieved an average of more than a whole grade worse per subject than non-LAC pupils nationally with the same prior attainment at Key Stage 2 but made better progress than all CLA nationally where the average is -1.19.

The Virtual School is interested in the progress pupils make from the point they entered care. Without national curriculum levels and a standardised assessment framework it has become more challenging to do this in a meaningful way. However, the assessment process we introduced in September 2016 has had some success and for Key Stage 3 and Key Stage 4 pupils we can report with confidence that progress in English and mathematics remains good, with nearly half of our learners making better than expected progress from the point they entered care. The assessment process is a focus for improvement next year; to further refine the system so that smaller steps of progress can be captured from all schools with looked after children on roll.

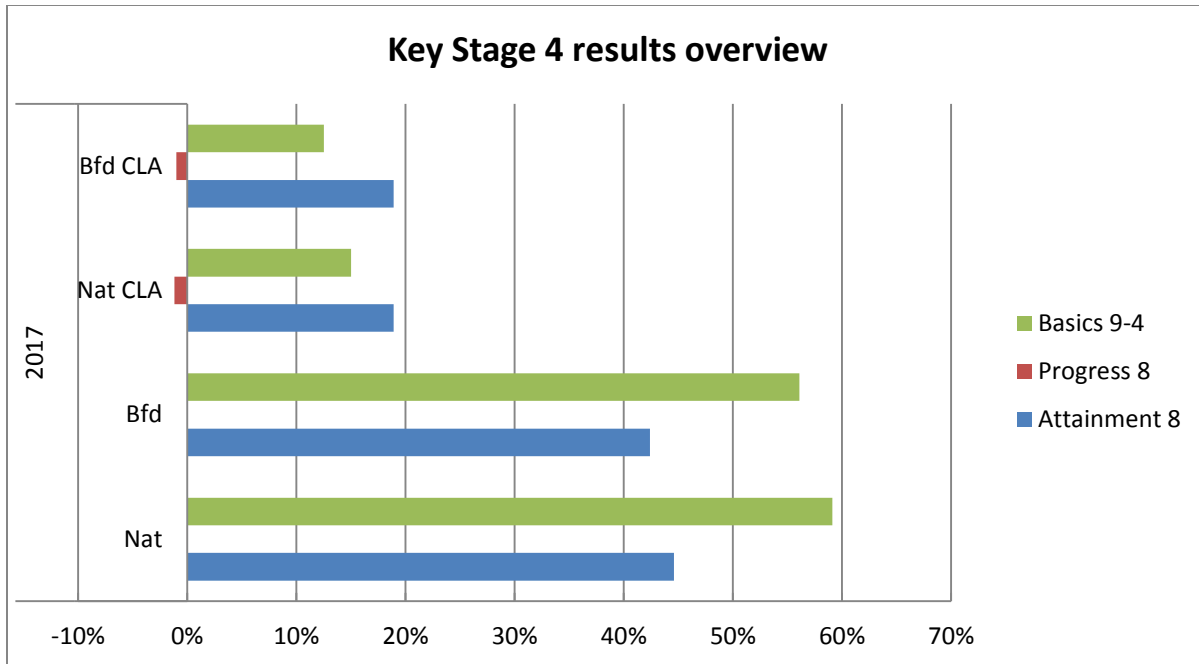
The overall Progress 8 score improved in 2017, moving from -1.48 in 2016 to -1.02 in 2017. This score is better than the progress for CLA nationally which is -1.14 indicating that from starting points CLA in Bradford make better progress than their peers nationally.

Bradford's Virtual School Attainment 8 score of 18.9 is in line with all other Virtual Schools (National average 18.9) with a gap of -23.4 with all other Bradford non-LAC pupils. This gap is reduced when the effects of the proportion of children with SEND is removed. The average EBacc attainment score for Bradford CLA is 5.1, which is in line with CLA nationally.

There is a need to improve outcomes at Key Stage 4 but it is important that the extent of the challenge facing some of our students is acknowledged so that their achievements can be celebrated with those who achieved the key measures expected nationally. 22 pupils were unable to engage in full time education at school and attended alternative providers for at least part of each week (Educated in a Special School, PRU or by the Virtual School). Alternatives including tuition and work experience were offered which improved engagement and helped to build pathways into education, employment and training at the end of Year 11.

### Key Stage 4 results overview

	2017			
	Nat	Bfd	Nat CLA	Bfd CLA
Attainment 8	44.6	42.4	18.9	18.9
Progress 8	-0.03	+0.02	-1.19	-1.02
Basics 9-4	59.1	56.1	15.0%	12.5%



### Secondary Issues and Actions

- There is a need to continue to ensure smooth transition from KS2 to KS3 through the 'Engage' Project
- In KS4 there is a need to maintain the increase in the numbers of young people achieving both English and mathematics combined at grade 4+ and increase the attainment 8 and EBACC outcomes.

*Ofsted feedback of a Bradford Secondary School (May 2017)*

*"Leaders work tirelessly to make sure that the welfare of pupils of utmost priority. Excellent relationships have been established with other agencies and professionals including the VSHT for CLA. Due to these quality relationships, pupils including the most vulnerable and children who are looked after by the LA, attend school regularly and are making strong progress".*

### 3. REPORT ISSUES

N/A

### 4. OPTIONS

N/A

**5. CONTRIBUTION TO STRATEGIC PRIORITIES**

N/A

**6. RECOMMENDATIONS**

- **For Members to welcome the report**
- **For Members to continue to support the work of the Virtual School**

**7. BACKGROUND DOCUMENTS**

N/A

**8. NOT FOR PUBLICATION DOCUMENTS**

None.

**9. APPENDICES**

**Appendix 1: Changes to the Key Stage 4 Examination System Explained**

## **APPENDIX 1 - Changes to the Key Stage 4 Examination system explained**

GCSEs in England are being reformed and will be graded with a new scale from 9 to 1, with 9 being the highest grade. Results in England this summer will receive a mixture of number and letter grades - English language, English literature and maths are the first subjects to use the new number system, with most other subjects adopting numbers by 2019. Eventually all GCSEs taken in England will receive numerical grades.

The Department for Education recognises grade 4 and above as a 'standard pass' which is the equivalent of an old grade C. A grade 5 and above is recognised as a 'strong pass' which is the equivalent of an old grade C+.

### **The old and new grading scales do not directly compare**

A grade 5 and above ('strong pass') is not comparable to the old grade C, and therefore no comparisons can be made to previous years for this measure.

The headline accountability measures that were introduced in 2016 remain the same (although some grades are expressed numerically rather than letters):

Progress 8; Attainment 8; percentage of pupils achieving at least a grade 5 (C or above) in English and maths; percentage of pupils entering the English Baccalaureate; and percentage of pupils achieving the English Baccalaureate.

Attainment 8 measures a student's average grade across eight subjects – the same subjects that count towards Progress 8. This measure is designed to encourage schools to offer a broad, well-balanced curriculum.

The eight subjects fit into three groups:

- English and maths. These are double-weighted, which means they count twice.
- English Baccalaureate (Ebacc). These are the highest scores from the sciences, computer science, geography, history and languages.
- Open group. Any remaining GCSEs and other approved academic, arts or vocational qualifications.