

HAMPSHIRE COUNTY COUNCIL

Report

Committee/Panel:	Children and Families Advisory Panel
Date:	3 February 2015
Title:	Educational Outcomes for Children in Care 2013-14
Reference:	6417
Report From:	Director of Children's Services

Contact name: Anwen Foy – Senior Inspector Inclusion, Headteacher
of the Hampshire Virtual School for Children in Care

Tel: 01962 835227 **Email:** Anwen.foy@hants.gov.uk

1. Summary

- 1.1. This report provides an overview of educational outcomes for children in the care of the Local Authority for the academic year 2013-14. It also outlines current priorities for Hampshire's Virtual School working in partnership with schools, settings and Local Authority officers to secure continued improvement in educational outcomes for children in care. A glossary of terms used in this report may be seen in Appendix C (final page).
- 1.2. Attainment at Key Stage 4 (KS4) has improved significantly, is the highest since 2010 and is above both the national average and the South East region average.
- 1.3. Attainment at Key Stage 2 (KS2) continues to improve in reading, writing and mathematics and is above both the national average and the South East region average.
- 1.4. Attainment at Key Stage 1 (KS1) also continues to improve and the results are significantly above both the national average and the South East region average.

2. Contextual information

- 2.1. The results in this paper come from the '*Statistical First Release; outcomes for Children looked After by Local Authorities in England as at 31 March 2014*' (DfE). These results are for those children that had been in care continuously for at least 12 months at 31 March 2014.
- 2.2. Two major reforms have been implemented this year which have affected the calculation of KS4 performance measures data:

- a) Professor Alison Wolf's Review of Vocational Education recommendations which:
- Restrict the range of qualifications which can be counted
 - Prevent any qualifications from counting as larger than one GCSE
 - Cap the number of non-GCSE subjects included in performance measures at two per pupil
- b) A new policy on early entry whereby only a pupil's first attempt at a qualification is counted for the institution, although the pupil is credited with their best result.
- 2.3. These reforms have had a significant impact on the national headline data for 2013/14 GCSE and equivalent results. To aid understanding, the DfE has also calculated Key Stage 4 data for 16 year olds, without imposing the new rules, to support a like for like comparison with previous years, as far as that is possible.

3. 2014 Results: DfE published figures (SFR)

- 3.1. There were 25 children in care in the Key Stage 1 (KS1) OC2 cohort. This was the same as 2013.
- 3.2. The proportion of children attaining Level 2+ in reading (81%) has increased by 1% on 2013. This is 10 % above the South East region average and the national average. Results in writing (81%) increased by 21% since 2013 and are the highest to date as well as being 18% above the South East region average and 20 % above the national average. Results in mathematics (81%) also improved by 1% from 2013. This is 10% above the region average and 9% above the national average.
- 3.3. There were 45 children in the KS2 OC2 cohort; this is five more than in 2013.
- 3.4. Of these 45 children; 73% attained Level 4+ (L4+) in reading an increase of 7% compared to 2013, 6% above the South East region average and 5% above the national average. 60% attained L4+ in writing an increase of 5% from last year, 5% above the South East region average and 1% above the national average. 71% attained L4+ in mathematics which is 10% above 2013, 13% above the South East region average and 10% above the national average.
- 3.5. There were 80 young people in the KS4 OC2 cohort. This is one of the smallest cohorts to date with 25 fewer than 2013.
- 3.6. According to the DfE First Statistical Release 16.3% of Hampshire 16 year olds in care attained 5+ A*-C GCSEs including English and mathematics an increase of 7% compared to 2013. This is the highest result to date and is 1.9 % above the South East region and national averages.
- 3.7. By the 2013/14 methodology which excludes re-takes and most equivalent qualifications, 13.8% attained 5 A*-C GCSEs including English and mathematics. This is 2.1% above the South East region average and 1.8% above the national average.

4. Further information provided by the SFR

- 4.1. Nationally, two thirds of looked after children nationally have SEN and these children achieve lower levels than other looked after children without SEN across Key Stages 2 and 4.
- 4.2. DfE figures show that just half of looked after children nationally have emotional and behavioural health which is categorised as 'normal' using the 'Strengths and Difficulties Questionnaire' or SDQ. (*Source: Table LA7: SFR December 2014*). However, this has changed very little over recent years.

5. Current priorities for Hampshire's Virtual School

- 5.1. The significant improvement in 2014 of outcomes at all phases of education, particularly Key Stage 4, needs to be sustained for the longer term. The programme of training for schools, social workers and carers will be developed and extended over 2014-15. Training around the Personal Education Toolkit for example, has enabled schools to more accurately identify the needs of children and deliver more appropriate interventions. The work of Children and Families teams around providing Key Adults for each Year 11 child has further contributed to the improvement of results in Key Stage 4. There The Virtual School will work with schools, settings and partners across the Local Authority to ensure we continue to be ambitious and aspirational for our children in care.
- 5.2. The Virtual Head teacher -new in post in January 2015 will identify best practice, together with the interventions and approaches which have contributed to improving in educational outcomes so significantly from 2013 to 2014. Many different factors are likely to have impacted, not least the combined efforts of Children's Services staff across both branches, the robust data monitoring and tracking systems and accountabilities in place and the productive relationships and professional dialogue with schools through Head teachers, senior leaders and Designated Teachers.

6. Recommendations

- 6.1. That the Children and Families Advisory Panel notes the improvement in examination results of children in care for 2014 and supports the Virtual School in building on the successful practice which has contributed to current success.

CORPORATE OR LEGAL INFORMATION:

Links to the Corporate Strategy

Hampshire safer and more secure for all:	yes
Corporate Improvement plan link number (if appropriate):	
Maximising well-being:	yes
Corporate Improvement plan link number (if appropriate):	
Enhancing our quality of place:	no
Corporate Improvement plan link number (if appropriate):	

Section 100 D - Local Government Act 1972 - background documents

The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)

Document

Location

None

IMPACT ASSESSMENTS:

1. Equality Duty

1.1. The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- a) The need to remove or minimise disadvantages suffered by persons sharing a relevant characteristic connected to that characteristic;
- b) Take steps to meet the needs of persons sharing a relevant protected characteristic different from the needs of persons who do not share it;
- c) Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity which participation by such persons is disproportionately low.

1.2 Equalities Impact Assessment:

Being in the care of the Local Authority is in itself not one of the protected characteristics within the Equality Act 2010. However, most of the recognised protected characteristics could be applied to groups or individuals within the children in care cohort. For example, 9.7% of the group are from Black and Minority Ethnic heritages, a proportion of whom will be learning English as an Additional Language. Additionally, children in care often face discrimination due to a lack of understanding about their needs or negative stereotyping. This can affect engagement and achievement.

Given the age group of the cohort, age as a protected characteristic should also be considered. There could be potential barriers in terms of children and young people having a voice and access to appropriate methods of communication so that they are able to make their needs and views known.

The impact on educational outcomes affecting life chances should also be considered. The work of the Virtual School and other partners contributes directly to reducing inequalities in outcomes for this group of children.

2. Impact on Crime and Disorder:

- 2.1. It is well documented that young people from a care background are more likely to have negative adult outcomes, including increased chance of being involved in the criminal justice system. The work of the Virtual School and other partners helps to mitigate this by working together to improve children's educational experiences and outcomes, therefore maximising choice and opportunities for future education, employment and training.

3. Climate Change:

- a) How does what is being proposed impact on our carbon footprint / energy consumption?
- b) How does what is being proposed consider the need to adapt to climate change, and be resilient to its longer term impacts?

No direct impact on climate change has been identified

Glossary of terms

LAC	Looked after children
HMI	Her Majesty's Inspector
OoC	Out of County
MVC	Manager Vulnerable Children
EWO	Education Welfare Officer
IRO	Independent Reviewing Officer
DT	Designated Teacher
CYPP	Children and Young Peoples Plan
PEP	Personal Education Plan
DSG	Designated School Grant
KS1(2) (4)	Key Stage 1 (2) (4)
C&F	Children and Families
SDQ	Strength & Difficulties Questionnaire
LLP	Leadership & Learning Partners
DM	District Manager
CSD	Children's Services Department
ESG	Education Sub Group
DaIT	Data & Information Team
HEPS	Hampshire Education Psychology Service