

NAME OF COMMITTEE Corporate Parenting Board - November 2010

Title of paper:	Looked After Children Statutory Assessment Results 2010	
Director(s)/ Corporate Director(s):	Ian Curryer, Gill Ellis	Wards affected: All
Contact Officer(s) and contact details:	Mirth Parker, Head of Service, Inclusive Learning 0115 87654705 Mirth.Parker@nottinghamcity.gov.uk	
Other officers who have provided input:	<p>Lorna Beedham, Adviser for the Achievement of Vulnerable Groups, Inclusive Learning 0115 8764677 lorna.beedham@nottinghamcity.gov.uk</p> <p>Heidi Leung Intelligence Manager Insight & Improvement 0115 87 64834 heid.leung@nottinghamcity.gov.uk</p> <p>Geoff Jenkins Policy and Planning Manager Insight and Improvement geoff.jenkins@nottinghamcity.gov.uk. 0115 87 64841</p>	
Relevant Council Plan Strategic Priority:		
World Class Nottingham		
Work in Nottingham		
Safer Nottingham		
Neighbourhood Nottingham		
Family Nottingham		X
Healthy Nottingham		X
Serving Nottingham Better		
Summary of issues (including benefits to customers/service users):		
<p>This report explains the recent trends in education attainment of looked after children by analysis of their performance at Key Stage 2 and Key stage 4. It provides a commentary on the context for these results and the particular difficulties looked after children face. Finally, it summarises the interventions now underway to improve attainment.</p>		
Recommendations		
<p>It is recommended that the Board note and discuss:</p> <ul style="list-style-type: none"> • The recent trends and current levels of educational attainment for Nottingham City's looked after children ; • The proposed interventions to improve attainment and secure a narrowing of the gap between LAC performance and that of other pupils in City schools. 		

1 **BACKGROUND**

1.1 Absolute attainment outcomes of Nottingham City's looked after children (LAC) are low compared to non-LAC City pupils. This is replicated nationally and in part will reflect the troubled lives many of these children lead. Higher special education needs (school action plus and statemented) are over-represented in LAC cohorts, especially at KS4. This makes attainment of benchmark educational standards particularly challenging.

1.2 This report will now look at current attainment and the longer term trend. The full report is attached (Attachment 1) There are two complexities that need to be considered in this analysis. Firstly, numbers in the LAC cohort groups are very low and the individual performance of one child (or the removal of several children from a cohort group) can have a disproportionate affect on percentages; it is prudent, wherever possible, to look at numbers and percentages. Secondly, there is a difference in definition between the provisional data (which calculates the size of the cohort by a headcount of looked after children in city schools) and the trend data provided by the Department for Education (which requires children in care to have been continuously in care for the previous 12 months). Comparison of provisional and validated data will not strictly compare like with like.

1.3 ***Looked after children at Key Stage 2 :***

a) 2010 provisional attainment

16 children were looked after at the time of the 2010 key stage 2 assessment tests.

- 31% (5 out of 16) achieved level 4 or above in the English test
- 31% (5 out of 16) achieved level 4 or above in the Mathematics test

b) 2010 LA targets

The LA's KS2 targets for KS2 are 45% for English and 54% for Mathematics.

1.3 The provisional data is not promising. But if reliable trend data is assessed there is a more positive picture of improvement over the previous 5 years (bearing in mind the caveat in 1.2.)

1.4 **Key Stage 2 Trends 2005-9**

Looked after children closed the gap in their achievement **in English** at KS2. Between 2005 and 2009 (5 years), Nottingham City's LAC KS2 English L4+ achievement increased by 22.4 ppt from 27.6% (8 pupils out of 30 in 2005) to 50.0% (10 pupils out of 20 in 2009). In the same period, the national and statistical neighbour improvements have only seen increases of 3.9 ppts and 15.0 ppts respectively.

In the last 5 years, Nottingham City's LAC have made nearly 6 times the rate of national progress and nearly one and a half times the rate of statistical neighbour progress in this measure.

In the last few years, the LA's outcome in this measure has exceeded the national average by up to 4 ppt. While still currently below statistical neighbour average by 3 ppt, this gap has continued to close since 2005.

1.5 Similarly, there is a solid trend of improvement in attainment of looked after children **in Maths**. Between 2005 and 2009 (5 years), Nottingham City's LAC KS2 Maths L4+ achievement increased by 22.4 ppt from 27.6% (8 pupils out of 30 in 2005) to 50.0%

(10 pupils out of 20 in 2009). In the same period, the national and statistical neighbour improvements have only seen increases of 8.4 pts and 13.2 pts respectively.

In the last 5 years, Nottingham City's LAC have made nearly 3 times the rate of national progress and over one and a half times the rate of statistical neighbour progress in this measure.

Nottingham's outcome in this measure has exceeded the national average by up to 8 ppt. While still currently below statistical neighbour average by 5 ppt, this gap has continued to close since 2005.

1.6 ***Looked After Young People at Key Stage 4***

a) 2010 provisional attainment

66 children were looked after at the time of the 2010 key stage 4 tests.

- 3% (2 out of 66) achieved level 2 including English and Maths. 2009 figure was 6.9% (3 pupils)
- 3% (2 out of 66) achieved level 2 (5+A*-C grades)
- 30% (20 out of 66) achieved level 1 (5+A*-G grades)
- 54% (34 out of 66) achieved at least one pass

32% (21 out of 66) of the LAC cohort have higher level special needs (Action Plus or statements) compared with less than 11% of the whole Nottingham secondary school population. As explained in 1.2 this will limit the attainment levels at KS4.

b) 2010 LA targets

- There is only one statutory target for LAC at KS4: NI101 Looked after children level 2 including English and Maths. The City Council's 2010 target for this measure is 12%.

c. Context

Achievement levels are low, but it is worth reflecting on the make up of this cohort before considering effective actions to increase the rate of improvement.

Four of the 66 were unaccompanied asylum seekers. One of these is taking GCSEs in 2011. As a result of the support given by the school his acquisition of English is now at an appropriate level for him to be able to access the curriculum to the required standard to undertake studies at GCSE level.

Significantly 41% (28 out of 66) of the Year 11 LAC pupils have attended 2 or more schools since their GCSE studies began (Year 10) with 17% (11 out of 66) having attended 3 or more schools in the same period. Many of these moves were due to changes in placement which often resulted in trauma and other challenges for these young people as well as often a change in GCSE courses, modules and examining boards which disrupted their learning and progress.

At least 38% (25 pupils) of the cohort were not in care when the targets were set in Year 9. For many of them the challenges associated with being placed in care were having to be dealt with at the same time as starting or undertaking their GCSE studies.

1.7 **KS 4 trends 2005-9**

Although this is disappointing, there is a positive message in Key Stage 4 performance: Entry rates (looked after children sitting GCSEs) in particular have consistently improved.

KS4 Entry rates of LAC have increased by 14 ppts since 2005 and are now (at 68.4% of total cohort) broadly in line with national averages (71.1%.)

- 1.8** However the key indicator (5 GCSEs A* – C including English and Maths is not improving. The 2009 England average is 9.8%, Nottingham achieved 6.9% - though this is the difference between 2 and 3 young people see 2.1 above) While all LAC nationally and those in the care of the City's statistical neighbours have seen an increase in the proportion reaching level 2, Nottingham City performance in this measure has declined. The LA now lags behind the England and statistical neighbour average by -9.5 ppt and -17.9 ppt respectively and in recent years, the 'gap' between the LA and these comparator groups has widened.
- 1.9** Attainment at the lower level of 5 GCSEs A-G is similarly disappointing Only a small ppt increase has been observed in the last 5 years and the LA's LAC continue to lag behind national and statistical neighbour averages at level 1. Both comparator groups have seen a good level of improvement in the last 5 years .

1.10 Effective Intervention

It is clear that a sustained effort will be needed to make a meaningful impact on the educational attainment of Nottingham's looked after children and young people. The following actions are directed at securing improvement:

1. The Virtual School is now in place with a newly appointed Head teacher to support schools to make provision for these vulnerable young people. The school is in the process of purchasing a tracking system to monitor the attainment and progress of City LAC regardless of where they are educated. An accurate record is needed of the learning journey of LAC. Progress information is required to put attainment into context.
2. From November 2010, Denewood and Unity Learning Centres will provide immediate education for any looked after child in KS3 or KS4 who is awaiting a school place or a decision from a Fair Access Panel.
3. Consultant support is targeted to schools which have children in care in Year 6 or Year 11. Negotiations with schools will determine the focus of their 1:1 support for individual pupils and for designated teachers.
4. Designated teachers, social workers and foster carers are being asked to complete PEA applications for those who are underachieving to ensure additional support is provided e.g. additional tuition, laptop equipment.
5. All schools have been directed to include underperforming LAC within their 1:1 tuition provision funded through National Strategy regardless of year group. School Improvement Partners (SIPs) are monitoring this.
6. Personal Education Plan (PEP) forms have been revised to include historical educational data so that progress as well as attainment can be judged. Target setting within it is clearer and interventions identified. These will also be used to determine consultant intervention. PEPs are also now Key Stage specific.
7. Closer working relationships are being developed between the virtual school and social care colleagues especially regarding the educational considerations required when arranging the placement of LAC.
8. Training for designated teachers and school staff from consultants regarding strategies to keep LAC in school and signposting alternative programmes (equivalent to GCSE) where necessary

2 REASONS FOR RECOMMENDATIONS (INCLUDING OUTCOMES OF CONSULTATION)

- 2.1 The Virtual school is new and requires an assessment data system that matches that of schools to record pupil progress, attainment, attendance and other key data for analysis and to determine where consultant intervention would be of most benefit.
- 2.2 When young people in care need to be admitted into schools at times other than ordinary admission periods or need a decision from the Fair Access Panel regarding a school transfer education provision needs to be made for them to ensure their studies continue. This provision will ensure young people are attending school whilst a permanent mainstream school place is secured.

3 OTHER OPTIONS CONSIDERED IN MAKING RECOMMENDATIONS

- 3.1 There are no further options to those detailed in the report

4 FINANCIAL IMPLICATIONS (INCLUDING VALUE FOR MONEY)

- 4.1 The Assessment Manager system would need to be purchased through the Achievement of Vulnerable Groups Budget from savings already made in the year. The cost of the technical support for the upkeep of the system would need to be built into its future budget but with further expenditure savings planned this would not result in any overall budget increase.
- 4.2 PEA funding is available through Schools Forum allocations. 2011 funding and beyond is dependent upon Schools Forum approval of the allocation
- 4.3 There are no financial implications for the year 2010-11 regarding 1:1 tuition as it is funded through national strategies but if the LA wishes to maintain this provision from April 2011 it will require an alternative source of funding.

5 RISK MANAGEMENT ISSUES (INCLUDING LEGAL IMPLICATIONS, CRIME AND DISORDER ACT IMPLICATIONS AND EQUALITY AND DIVERSITY IMPLICATIONS)

- 5.1 There are no further risk management issues to those detailed in the report.

6 LIST OF BACKGROUND PAPERS OTHER THAN PUBLISHED WORKS OR THOSE DISCLOSING CONFIDENTIAL OR EXEMPT INFORMATION

- 6.1 None

7 PUBLISHED DOCUMENTS REFERRED TO IN COMPILING THIS REPORT

- 7.1 None

Report into the Attainment of Looked After Children

Please Note:

1. While any one cohort in the LA's attainment figures can be up to 3,000 pupils the number of looked after children (LAC) eligible for inclusion in Department of Education (DfE) published figures can be as small as 12 (2007 KS2 LAC cohort) and no larger than 65 (estimated 2010 KS4 LAC cohort).
2. Such small figures make percentages difficult to interpret and any seemingly large fluctuations in percentage point changes in any one-year need to be viewed in context as this may only relate to one or two pupils.
3. 2010 results below relate to all LAC at the time of the tests. The published attainment figures may therefore differ as the DfE use a more tightly defined cohort of LAC pupils.¹
4. LA targets for LAC attainment refer to children in continuous care for 12 months prior to 30 September 2010. As these targets were set in autumn 2008, the characteristics and prior attainment of the final 2010 cohort of LAC may differ significantly.
5. 2010 comparative figures for England and Statistical Neighbours (SN) will not be published by the DfE until approx April 2011 but historical outcomes from 2005 to 2009 (5 years) can be used as a proxy in the meantime. However, the published figures are use a more tightly defined cohort of LAC may differ to those reported for the LA below.

Key Messages:

1. Absolute attainment outcomes of the LA's LAC are low compared to non-LAC City pupils.
2. Higher special education needs (school action plus and statemented) are over-represented in LAC cohorts, especially at KS4, and therefore may have an impact on attainment.

Key stage 2:

3. Between 2005 and 2009, the KS2 outcomes of LAC increased by over 22 percentage points in each of English and Maths.
4. The KS2 gap between the LA and England average has been closing for a number of years and latest published figures (2009) show that Nottingham City's LAC are continuing to outperforming the England average at the end of the primary phase. Although the LA and statistical neighbour gap is continuing to close, absolute outcomes of the City's LAC are still lower than those of our statistical neighbours.

Key stage 4:

5. KS4 Entry rates of LAC have increased since 2005 and are broadly in line with national averages.
6. The outcomes of the LA's LAC continue to fall behind that of the national and statistical neighbour averages. Although progress is being made, the data also indicates that the attainment gap between the LA and both the national and statistical neighbours shows little sign of closing.

Key stage 2:

a) 2010 provisional attainment

16 children were looked after at the time of the 2010 key stage 2 assessment tests.

- 31% (5 out of 16) achieved level 4 or above in the English test

¹ 2010 figures are based on children looked after at the time of the tests. DfE published figures relate to children looked after continuously for at least 12 months prior to 30 September 2010.

- 31% (5 out of 16) achieved level 4 or above in the Mathematics test

b) 2010 LA targets

The LA's KS2 targets for KS2 are 45% for English and 54% for Mathematics.

c) Historical performance in KS2 English and KS2 Maths

ci) NI99 Looked after children reaching level 4 or above in English at Key Stage 2

English Level 4+ KS2 (NI99)	2005	2006	2007	2008	2009	Change	
						1 Year	5 Year
Nottingham (Eligible [No])	30	14	12	23	20	-3	-10
Nottingham	27.6	28.6	50.0	47.8	50.0	+2.2	+22.4
NFER Stat'l Neighbours	45.7	45.2	54.4	54.0	53.1	-0.9	+7.4
England (all schools)	42.1	42.8	45.9	46.0	46.0	+0.0	+3.9
Difference NFER SN	-18.1	-16.6	-4.4	-6.2	-3.1	+3.1	+15.0
Difference England	-14.5	-14.2	4.1	1.8	4.0	+2.2	+18.5
Nottingham (ALL)	66.0	70.0	73.0	74.0	74.0	+0.0	+8.0
Difference Nottingham	-38.4	-41.4	-23.0	-26.2	-24.0	+2.2	+14.4

- Between 2005 and 2009 (5 years), Nottingham City's LAC KS2 English L4+ achievement increased by 22.4 ppt from 27.6% (8 pupils out of 30 in 2005) to 50.0% (10 pupils out of 20 in 2009). In the same period, the national and statistical neighbour improvements have only seen increases of 3.9 ppts and 15.0 ppts respectively.
- In the last 5 years, Nottingham City's LAC have made nearly 6 times the rate of national progress and nearly one and a half times the rate of statistical neighbour progress in this measure.
- In the last few years, the LA's outcome in this measure has exceeded the national average by up to 4 ppt. While still currently below statistical neighbour average by 3 ppt, this gap has continued to close since 2005.
- Nottingham City's 2009 LAC KS2 Maths L4+ outcome ranks the LA 32nd (2nd quartile) in this measure.

cii) NI99 Looked after children reaching level 4 or above in Maths at Key Stage 2

Maths Level 4+ KS2 (NI100)	2005	2006	2007	2008	2009	Change	
						1 Year	5 Year
Nottingham (Eligible [No])	30	14	12	23	20	-3	-10
Nottingham	27.6	28.6	50.0	52.2	50.0	-2.2	+22.4
NFER Stat'l Neighbours	41.8	48.6	47.8	52.1	55.0	+2.9	+13.2
England (all schools)	37.6	40.9	43.4	44.0	46.0	+2.0	+8.4
Difference NFER SN	-14.2	-20.0	2.2	0.1	-5.0	-5.1	+9.2
Difference England	-10.1	-12.3	6.6	8.2	4.0	-4.2	+14.1
Nottingham (ALL)	67.0	71.0	72.0	73.0	76.0	+3.0	+9.0
Difference Nottingham	-39.4	-42.4	-22.0	-20.8	-26.0	-5.2	+13.4

- Between 2005 and 2009 (5 years), Nottingham City's LAC KS2 Maths L4+ achievement increased by 22.4 ppt from 27.6% (8 pupils out of 30 in 2005) to 50.0% (10 pupils out of 20 in 2009). In the same period, the national and statistical neighbour improvements have only seen increases of 8.4 ppts and 13.2 ppts respectively.
- In the last 5 years, Nottingham City's LAC have made nearly 3 times the rate of national progress and over one and a half times the rate of statistical neighbour progress in this measure.
- The LA's outcome in this measure has exceeded the national average by up to 8 ppt. While still currently below statistical neighbour average by 5 ppt, this gap has continued to close since 2005.
- Nottingham City's 2009 LAC KS2 Maths L4+ outcome ranks the LA 32nd (3rd quartile) in this measure.

Key stage 4:

a) 2010 provisional attainment

66 children were looked after at the time of the 2010 key stage 4 tests.

- 3% (2 out of 66) achieved level 2 including English and Maths. 2009 figure was 6.9% (3 pupils)
- 3% (2 out of 66) achieved level 2 (5+A*-C grades)
- 30% (20 out of 66) achieved level 1 (5+A*-G grades)
- 54% (34 out of 66) achieved at least one pass

It is worth noting that 32% (21 out of 66) of the LAC cohort have higher level special needs (Action Plus or statements) compared with less than 11% of the whole Nottingham secondary school population and this may limit the proportion of children able to attain the key measures above.

b) 2010 LA targets

- There is only one statutory target for LAC at KS4: **NI101 Looked after children level 2 including English and Maths**. The LA's 2010 target for this measure is 12%.

c) Historical performance at KS4

ci) Entry Rate

- KS4 Entry rates of LAC have increased by 14 pts since 2005 and are now broadly in line with national averages.

Entry Rate KS4	2005	2006	2007	2008	2009	Change	
						1 Year	5 Year
Nottingham (Eligible [No])	24	45	36	42	38	-4	+14
Nottingham (Entered [%])	45.8	63.0	58.3	66.7	68.4	+1.7	+22.6
England (Entered [%])	64.0	65.6	67.7	68.8	71.1	+2.3	+7.1
Difference England	-18.1	-2.5	-9.4	-2.1	-2.7	-0.6	+15.4

cii) NI101 Looked after children level 2 including English and Maths

- Although NI101 figures have been published for the first time in 2009, figures for the majority of LAs (including statistical neighbours) have been suppressed by the DfE.
- The 2009 England average is 9.8% (LA figure = 6.9%)

ciii) Looked after children reaching level 2 (5A*-C) at Key Stage 4

Level 2+ (5A*-C) KS4	2005	2006	2007	2008	2009	Change	
						1 Year	5 Year
Nottingham (LAC)	8.3	4.3	5.6	11.9	5.3	-6.6	-3.0
NFER Stat'l Neighbours	10.9	15.8	16.0	17.0	23.2	+6.2	+12.3
England (all schools)	10.8	11.8	12.6	13.9	14.8	+0.9	+4.0
Difference NFER SN	-2.6	-11.5	-10.4	-5.1	-17.9	-12.8	-16.6
Difference England	-2.5	-7.5	-7.0	-2.0	-9.5	-7.5	-5.1
Nottingham (ALL)	41.6	44.8	53.4	58.8	65.7	+6.9	+24.1
Difference Nottingham	-33.3	-40.5	-47.8	-46.9	-60.4	-13.5	-27.7

- While all LAC nationally and those in the care of the City's statistical neighbours have seen an increase in the proportion reaching level 2, Nottingham City performance in this measure has declined. The LA now lags behind the England and statistical neighbour average by -9.5 ppt and -17.9 ppt respectively and in recent years, the 'gap' between the LA and these comparator groups has widened.

civ) Looked after children reaching level 1 (5A*-G) at Key Stage 4

Level 1+ (5A*-G) KS4	2005	2006	2007	2008	2009	Change	
						1 Year	5 Year
Nottingham (LAC)	16.7	37.0	25.0	31.0	21.1	-9.9	+4.4
NFER Stat'l Neighbours	37.1	42.6	39.7	46.8	51.1	+4.3	+14.0
England (all schools)	40.7	41.4	43.1	43.4	44.3	+0.9	+3.6
Difference NFER SN	-20.4	-5.6	-14.7	-15.8	-30.0	-14.2	-9.6
Difference England	-24.0	-4.5	-18.1	-12.4	-23.2	-10.8	-0.8
Nottingham (ALL)	79.3	81.2	82.1	84.3	87.1	+2.8	+7.8
Difference Nottingham	-62.6	-44.2	-57.1	-53.3	-66.0	-12.7	-3.4

- Only a small ppt increase has been observed in the last 5 years and the LA's LAC continue to lag behind national and statistical neighbour averages at level 1. Both comparator groups have seen a good level of improvement in the last 5 years (+14 ppt for statistical neighbours and +3.6 ppt for England) which contributes to the widening of the attainment gap in this measure.

cv) Looked after children leaving with at least one pass at KS4

1 Pass KS4	2005	2006	2007	2008	2009	Change	
						1 Year	5 Year
Nottingham (LAC)	33.3	54.3	38.9	61.9	50.0	-11.9	+16.7
NFER Stat'l Neighbours	55.3	62.3	63.7	67.4	71.8	+4.4	+16.5
England (all schools)	60.2	63.2	63.7	65.6	68.2	+2.6	+8.0
Difference NFER SN	-22.0	-8.0	-24.8	-5.5	-21.8	-16.3	+0.2
Difference England	-26.8	-8.8	-24.8	-3.7	-18.2	-14.5	-8.6
Nottingham (ALL)	91.8	93.0	94.0	95.2	96.4	+1.2	+4.6
Difference Nottingham	-58.5	-38.7	-55.1	-33.3	-46.4	-13.1	+12.1

- In the last 5 years, the LA has matched the progress of its statistical neighbour LAC in this measure. The City has also made twice the level of progress of all LAC nationally. However, absolute outcomes remain below both comparator groups by up to 22 ppt. Despite the LA's progress in this measure the attainment gap to the comparator groups is not closing quickly enough.
- With only 50% of Nottingham City LAC attaining at least 1 GCSE pass in 2009, the LA ranks 110 (bottom quartile) of all LAs in this measure.

**Prepared by Intelligence Team (Universal Services)
Insight & Improvement
October 2010**