

## **CORPORATE PARENTING REPORT**

### **Education of Children in Care (2016/17: Head Teacher's Summary**

#### **1. Summary**

The focus of the last Corporate Parenting Report presented to Council in June 2017 related to sufficiency of accommodation and the need to source the right placement first time for Children in Care (CiC). It referred to the need for children in care to experience stability in order for their desired outcomes and potential to be met.

There is a national debate about the best way to evaluate educational outcomes for children in care. The report by the REES Centre (University of Oxford) entitled "*What is the relationship between being in care and the educational outcomes of children?*" questions whether the measures currently used are fit for purpose because they do not reflect the progress which children make once they are in the care system. It identified wider contextual issues which have a significant impact on educational attainment and progress. For example there is compelling evidence that the emotional wellbeing and mental health of children in care has a significant impact. Stability of education and social care placements are also crucial.

This report outlines the activity of the Virtual School (VS) and the 2016/17 educational outcomes and achievements for CiC in Gloucestershire. It also makes reference to the stability indicators which affect children achieving their educational attainment, i.e. change of placement, social worker and school. Finally, it summarises the next steps for the Council in terms of narrowing the gap regarding educational attainment of CiC versus their peers.

#### **2. Introduction**

The academic year 2016-7 has been successful in many ways for CiC in Gloucestershire and in respect of the VS's work with schools and Children's Social Care. Particular highlights include:

- 70% of the Year 11 cohort are making expected progress or better;
- A considerable increase in the learning aspirations of young people with 7 care leavers starting university in September 2016. Currently there are 31 care leavers at university;
- The percentage of Personal Education Plans (PEPs) completed were 100% last academic year, an increase from 96% in the previous academic year;
- Analysis of the specialist 1:1 tuition programme identifies 27.6% of the young people in Year 6 and 28% of young people in Year 11 receiving this additional support;
- The VS saw a marked improvement in the use of praise for progress, either using postcards or through celebrations such as The VS Awards evening (sponsored by The Peter Lang and Sedbury Trusts) and the Star Awards Tea Party;
- The partnership work with Dean Close School which has led to a successful cookery school and summer school Italian cookery experience. Dean Close School hosted the VS Awards in November 2017;
- The VS website has been redesigned and is now a key point of information for all parties; it has a wealth of information about how the VS supports children and young people;

- Gloucestershire VS was one of only three Virtual Schools to receive a national award from “Achievement for All” in the “Celebrating Every Child Awards 2017”. This was included in the National Association of Virtual School Head Teacher’s newsletter;
- The National Consortium for Examination Results pilot launched in March 2017 enabled Gloucestershire to have a VS Head Teacher live database.

### 3. Progress 2016/17: Headline Data

The eligible cohort are those who have been continuously in care for 12 months from 31<sup>st</sup> March of the previous year (so for this reporting period the cohort = 12+ months in care as at 31<sup>st</sup> March 2016). Many other children are in care during this time and receive support and funding from the VS. However, the children that come into care after this date do not count towards the statistical return to the DfE in respect of educational outcomes.

#### Early Years (eligible cohort = 13)

- **Year 0** - 24% were at expected levels
- 35% had Special Educational Needs and Disabilities (SEND) and of those 23.5% had Education Health & Care Plans (EHCPs)
- **Year 1** – 33% were at expected levels
- 24% had SEND but none had EHCPs in place

#### Key Stage 1 (eligible cohort = 13)

- 23% of the cohort achieved 100 or better on the scaled score assessments<sup>1</sup>
- Good progress cannot be measured as there is no recognised baseline, i.e. there is no previous progress measure for this cohort (this will of course change next year).
- 33% had SEND but none had EHCPs in place

#### Key Stage 2 (eligible cohort = 27)

- 30% of the cohort made good progress.
- 21% of children achieved 100 on the scaled score assessments.
- 63% had SEND of whom 18.5% had EHCPs

#### Key Stage 4 (eligible cohort = 33)

*(Unaccompanied Asylum Seeking Children = 10.4% of the cohort)*

- 6% of the cohort achieved grade 4 or above (A\*-C equivalents) in English and Maths
- 70% of the cohort made good or better progress during Key Stage 4.
- 36% had SEND of whom 19.5% had EHCPs

**NB** Children in care are 4 times more likely to have special educational needs than their peers and they are 10 times more likely to have a statement of educational need or an EHCP.

### 4. Attendance

- Average for eligible Year 11 cohort = 81%
- Average for all Year 11 cohort = 75.8% (this is all CiC irrespective of how long they have been looked after).

### 5. Fixed Term Exclusions

- Average for eligible cohort = 1.7 days over the academic year (one child in specialist provision had 10 days exclusion)

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<sup>1</sup> This is the national benchmark since 2015-16. 100 is the target set for all children, therefore those below have not met national standards.

- Average for all Year 11 cohort = 1.25 days over the academic year (this is all CiC irrespective of how long they have been looked after).

**NB** The average number of social workers CiC experienced during Key Stage 4 was 3 and the average number of placements CiC experienced during Secondary School was 2 (both of these statistics relate to all CiC irrespective of how long they have been looked after)

## 6. School Placements during KS4 for Eligible Cohort

Number of Schools during Key Stage 4	Number of students
1	21
2	7
3	4
4	1

## 7. Next Steps

Gloucestershire VS will be participating in the next national piece of research that the Rees Centre is completing. There will be 12 Gloucestershire schools with CiC who will be engaged with a year long intervention programme. The Timpson Programme of Attachment and Trauma will analyse the impact of interventions and provide a coaching model to schools.

*“Attachment awareness is very important but is not the only consideration in supporting vulnerable young people to progress. Research to inform work with children and young people who have experienced trauma or neglect cannot focus on attachment alone or attachment in isolation. Social learning and resilience are also important.”*

This work will help to inform policy makers about what interventions are effective for CiC and other vulnerable learners and will be invaluable in assisting us as Corporate Parents in Gloucestershire in supporting our CiC.

**Cllr Richard Boyles**  
**Cabinet Member for Children and Young People**