

CHILDREN AND ADULTS OVERVIEW AND SCRUTINY COMMITTEE

12 JULY 2010

LOOKED AFTER CHILD ATTAINMENT

Report from: Rose Collinson, Director of Children's Services

Author: Keith Morrison, Virtual Headteacher, Learning and Achievement Division

Summary

The report informs Members of the outcomes of end of key stage assessments for looked after children in Medway for the academic year 2008-2009

1 Budget and Policy Framework

1.1 The outcomes for looked after children in Medway are closely monitored within the framework of Medway Council's Children and Young People's Plan through our virtual headteacher, working with schools and other agencies to raise achievement and attainment.

2. Background

2.1 The next report on the agenda for the Children and Adults Overview and Scrutiny Committee on school Ofsted inspections describes the outcome of inspections published in the period from April 2009 to May 2010. This report informs Members of outcomes for looked after children in the academic year 2008-2009

2.1.1 Data sources and comparative analyses

The data for Medway's looked after children has been compared with nationally published information for all looked after children from the statistical first release 08-2010.

2.2 Contextual information

- At 30 September 2009 there were 230 Medway children who had been looked after continuously for at least 12 months. This was a decrease of 6% from the figure in 2008 of 245 children – five points above the national decrease.
- In both 2008 and 2009, 70% of the cohort that had been continuously looked after were in education.

- In 2009 38% of the cohort had a statement of special education needs, 11 points above the national average and highest for our statistical neighbours
- 14% of the cohort missed at least 25 days of school, double the figure for 2008 and placing us 2.5 points above national and amongst the highest for this measure for our statistical neighbours (range 7-15%). Of these further investigation shows that nearly half were in Year 11, with a further 38% in Year 9 and Year 10; and a small number in their reception year.
- One student received a permanent exclusion within the qualifying cohort, giving a figure of 0.4% in line with the national average.

2.2.1 Attainment Information

2.2.2 Key Stage 1

Very small cohort of less than 10 children, a quarter of whom have complex needs. 38% of children achieved at least Level 2b in reading, writing and mathematics compared with a national figure of 58%. While Medway is below the national figure, this is a significant improvement on local 2008 results. The children are now receiving 1-2-1 tuition in Year 3 to address their learning needs.

2.2.3 Key Stage 2

This was a small cohort of children that had significantly reduced in size between 2008 (18 children), when the targets for the end of key stage were set, and 2009 (8 children), making comparison of the actual to the target set difficult.

National indicator 99: Achievement of L4+ in English: a target of 56% was set for this measure, 38% of the cohort achieved L4+ in English. All the children made at least 2 levels of progress in English between key stage 1 and key stage 2. Funding for 1-2-1 tuition has been assigned to these children to support transition into the secondary phase of education.

National indicator 100: Achievement of L4+ in mathematics: a target of 56% was set for this measure, 25% of the cohort achieved L4+ with 88% making at least 2 levels of progress between key stage 1 and key stage 2.

2.2.4 Key Stage 4

This was a larger cohort of around 30 students.

National Indicator 101: 12.9% achieved at least 5 GCSEs or equivalent grade A*-C including English and mathematics – 3 points above the national figure for looked after children. 26% achieved 5 or more GCSEs or equivalent grade A*- C, 11 points above the national figure of 15% and above the PSA target for 2011 of 20%. Nearly three quarters of the cohort gained at least one GCSE grade A*-G, comparable with the national figure for looked after children.

2.2.5 Post 16 Provision

Care leavers and children in care are engaging with a range of provision post 16: some have remained in school sixth forms and a number are attending local colleges and are enrolled in courses leading to national qualifications.

Table of Results

Key Stage	Measure	Medway LAC	Medway All	National LAC	National All	Gap Medway all-Medway LAC	Gap National All-National LAC	Gap National LAC-Medway LAC	Gap National All – Medway All
1	L2+ Reading	38%	83%	58%	84%	45%	26%	20%	1%
1	L2+ Writing	38%	79%	52%	81%	41%	29%	14%	2%
1	L2+ Mathematics	38%	89%	65%	89%	51%	24%	27%	0%
2 (NI99)	L4+ English	38%	75%	46%	80%	37%	34%	8%	5%
2 (NI100)	L4+ Mathematics	25%	73%	46%	79%	48%	33%	21%	6%
4 (NI101)	5+A*-C GCSE inc EN & MA	12.9%	51.7%	9.8%	49.8%	38.8%	40%	-3.1%	-1.9%
4	5+A*-C GCSE	26%	71.1%	14.8%	70%	45.1%	55.2%	-11.2%	-1.1%
4	5+A*-G GCSE	48.4%	94.1%	49.3%	92.3%	45.7%	43%	0.9%	-1.8%
4	1+ A*-G GCSE	71%	98.8%	71.1%	98.9%	27.8%	27.8%	0.1%	0.1%

3.1 Raising achievement for all looked after children through the work of the virtual headteacher.

The virtual headteacher tracks and monitors the progress of all looked after children in Medway. He acts as an advocate to ensure that provision is in place to meet their needs and raise achievement and engages with a range of other agencies to promote effective outcomes for our children.

During the last year, he has:

- Overseen the creation and maintenance of a register of Designated Looked After Children Teachers (DLACT) in all Medway Schools.
- Managed the collection and analysis of end of year attainment data for looked after children.
- Used the analysis to prioritise use of teacher resources to raise attainment of identified pupils.
- Offered training on a quarterly basis to DLACTs, which included: roles and responsibilities of the DLACT; updates on latest advice and guidance; training in the writing of effective personal education plans; presentations from other agencies working with looked after children.
- Ensured that looked after children are a priority for 1-2-1 tuition placements
- Updated school governors on their roles and responsibilities in relation to looked after children.
- Worked with independent reviewing officers to monitor and improve the quality of personal education plans.

4. Actions to improve outcomes for looked after children

4.1.1 Close attention is being given to the monitoring of progress of all children across all phases. Where a child is not making expected progress and on track to reach age expected levels by the end of the key stage, additional funding to deliver 1-2-1 tuition in either English and/or mathematics is in place. Early indications are that this provision is having a significant impact on the child's engagement with learning.

4.1.2 Personal education allowances are being used to give additional provision to meet the individual needs of the child.

4.1.3 The virtual headteacher liaises with the admissions team, and other virtual headteachers to try to ensure that each child is placed in the best provision available to meet their needs.

5. Financial Implications

5.1 Currently, there are no direct financial implications forthcoming from this report, as any additional support to the looked after children is being met from ring-fenced funds. However, should these funding streams cease, then there would be a need to find funding to meet tuition costs from elsewhere, which might impact on the Directorate budget.

5.2 There are no direct legal implications arising from this report.

6. Recommendations

- 6.1 Members are invited to scrutinise and comment on the outcomes for looked after children and report any actions or findings to the Business Support Overview and Scrutiny Committee.

Lead officer contact

Keith Morrison, Virtual Headteacher, Learning and Achievement Division
keith.morrison@medway.gov.uk Tel: 01634 338566