**Corporate Parent Board
September 2019 Education Update
Hampshire children looked after**

Reflecting on the

Academic Year 2018-19

Successes	Areas for Development
OFSTED 2019 – Virtual School is *well-regarded* and *ambitious* for children in care, *proactively supporting children to do as well as they can at school*. Self evaluation accurate	Academic results 2019 : analysis and actions
Sustained educational improvement for the cohort at the end of Early Years Foundation Stage, primary and secondary phases	Maintaining school and care placement stability in Y6 and Y11 – a priority for all
Personal Education Plan quality improving and providing:- *a rigorous tool for monitoring children's progress in education, particularly in understanding the reasons underlying lower attainment*. (OFSTED)	Joint work with HIAS (Hampshire Inspector and Advisory Service) focussing on English and Maths progress for individual children
Attachment and Trauma Aware Schools Programme: Over 60 Hampshire schools have completed, next programme starting 2019-20, externally evaluated	Supporting children and young people effectively through assessment and examination periods
Virtual School *Previously Looked After Children* support service fully operational in line with new statutory duty	Attendance of our most hard to reach young people
Additional capacity in the team around attendance, exclusions and SEN for this academic year	Recognising and celebrating achievement of all CLA: particularly children and young people with SEN and Unaccompanied asylum Seeking Children (UASC)
Increased Educational Psychology Service Level Agreement in order to support complex cases	Prioritisation of CLA across all schools and services in line with Corporate Parent responsibilities and statutory duties
Continued development of Virtual College (post 16) and partnership with Services fr Young Children (early years)	Reducing incidences of drift and delay in securing education for children and young people with the most complex needs

Early Years Foundation stage (Provisional results – subject to change)

Year	Number of CiC in Year R eligible for EYFSP assessments	Good Level of Development		Prime Areas of Learning						Specific Areas of Learning			
		Expected or Exceeding in the 3 Prime Areas of Learning plus Literacy and Maths		Communication and Language		Physical Development		Personal, Social and Emotional Development		Literacy		Mathematics	
		Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
2013	30	7	23.3%	15	50.0%	17	56.7%	18	60.0%	10	33.3%	12	40.0%
2014	28	12	42.9%	17	60.7%	18	64.3%	18	64.3%	16	57.1%	14	50.0%
2015	40	14	35.0%	23	57.5%	26	65.0%	24	60.0%	15	37.5%	22	55.0%
2016	31	11	35.5%	17	54.8%	20	64.5%	16	51.6%	11	35.5%	14	45.2%
2017	24	10	41.7%	12	50.0%	15	62.5%	13	54.2%	10	41.7%	12	50.0%
2018	35	18	51.4%	25	71.4%	27	77.1%	24	68.6%	18	51.4%	19	54.3%
2019	33	17	51.5%	24	72.7%	25	75.8%	20	60.6%	18	54.5%	23	69.7%

- Results are based on 33 children, the cohort will be subject to considerable individual variation from one year to the next
- GLD (Good level of development) remains unchanged but the increase from 2017-18 is sustained with improvement in maths and literacy

Key Stage 2 (End of Primary – provisional results subject to change)

Academic Year	Number of CiC in Year 6 eligible to sit KS2 tests	Expected Level or Above*							
		Reading		Writing		Maths		RWM	
		Num	%	Num	%	Num	%	Num	%
2013	40	25	62.5%	21	52.5%	24	60.0%	20	50.0%
2014	49	34	69.4%	28	57.1%	32	65.3%	23	46.9%
2015	49	32	65.3%	28	57.1%	33	67.3%	27	55.1%
2016	57	23	40.4%	28	49.1%	22	38.6%	14	24.6%
2017	50	19	38.0%	22	44.0%	19	38.0%	13	26.0%
2018	81	36	44.4%	41	50.6%	38	46.9%	25	30.9%
2019	75	29	38.7%	34	45.3%	29	38.7%	19	25.3%

Question level analysis of Year 6 SATs papers 2019: Early findings

English

Children *in this cohort* struggled with questions requiring:

- Retrieval and recording of key details
- Explaining and justifying inferences
- Interpretation of visual element (multiple choice, tables, columns)
- Explanation of word/phrase choice (vocabulary)
- Understanding of figurative language
- Understanding of reactions, human emotions of characters
- Flipping of information – e.g. negative to positive
- True/False replies or sorting information
- Scanning of whole text for key information

Maths

Children *in this cohort* struggled with questions requiring:

- Knowledge of geometry, fractions
- Conscious choice of most efficient method to use (ie quick, accurate) resulting in too much time taken to answer a question
- Working backwards to solve a problem
- Knowledge of links between fractions, decimals and percentages
- Long division
- Interpreting word problems and drawing on appropriate knowledge/skills

Implications

- Identification of areas CLA (children looked after) may struggle as a result of adverse childhood experiences

- Feedback to schools and dissemination of key messages to Head Teachers, English and maths leaders and Designated Teachers

- Joint Virtual School and HIAS (Hampshire Inspector and Advisory Service) training for schools this academic year (to include Year 7 English and maths teachers)

- Repeat of this analysis next summer to build comparative data

Factors known to affect educational outcomes of CLA

- **Time in care.** Young people who have been in longer-term care do better than those 'in need' but not in care, and better than those who have only been in short term care – so it appears that care may protect them educationally.
- **Placement changes.** Each additional change of care placement after age 11 is associated with one-third of a grade less at GCSE.
- **School changes.** Young people in care who changed school in Years 10 or 11 scored over five grades less than those who did not.
- **School absence.** For every 5% of possible school sessions missed due to unauthorised school absences, young people in care scored over two grades less at GCSE.
- **School exclusions.** For every additional day of school missed due to fixed-term exclusions, young people in care scored one-sixth of a grade less at GCSE.
- **Placement type.** Young people living in residential or another form of care at age 16 scored over six grades less than those who were in kinship or foster care.
- **School type.** Young people who were in special schools at age 16 scored over 14 grades lower in their GCSEs compared to those with the same characteristics who were in mainstream schools. Those in pupil referral units with the same characteristics scored almost 14 grades lower.
- **Educational support.** Young people report that teachers provide the most significant educational support for them but teachers suggest that they need more training to do this effectively.

http://www.education.ox.ac.uk/research/linking-care-and-educational-data-the-educational-progress-of-looked-after-children-in-england/

Key Stage 4 (end of Secondary)

Hampshire Outcomes - KS4 - OC2 cohorts
Headline Figures
Summary by Academic Year   2019 DATA PROVISIONAL

Produced by the Vulnerable Children's Team
Last updated: September 2019

Academic Year	Number of CiC in Year 11 eligible for KS4 Assessment	Average Attainment 8 Score	Average Progress 8 Score	Achieving standard																		
				Achieved EBACC **(9-4)**		GCSE English and Maths A*-C or **9-4**		GCSE English A*-C or **9-4**		GCSE Maths A*-C or **9-4**		Achieved EBACC **(9-5)**		GCSE English and Maths A*-C or **9-5**		GCSE English A*-C or **9-5**		GCSE Maths A*-C or **9-5**		Sat Any Exam	
				Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
2016	78	22.52	-1.20	1	1.3%	13	16.7%	19	24.4%	20	25.6%									64	82.1%
2017	110	20.15	-1.04	2	1.8%	21	19.1%	34	30.9%	28	25.5%	2	1.8%	8	7.3%	17	15.5%	15	13.6%	88	80.0%
2018	116	21.04	-0.76	5	4.3%	25	21.6%	37	31.9%	28	24.1%	3	2.6%	8	6.9%	25	21.6%	14	12.1%	97	83.6%
2019	124	15.60		0	0.0%	17	13.7%	29	23.4%	26	21.0%	0	0.0%	4	3.2%	15	12.1%	10	8.1%	93	75.0%

Next steps

- Shared focus on stability, particularly during key GCSE years
- Analysis of English and maths together with HIAS in line with Key Stage 2 activity, including remarking of papers where required
- Focus on resits in English and maths together with Virtual College
- Dissemination of key messages to Head Teachers, English and maths leaders and Designated Teachers
- Corporate Parent visits Autumn term will focus on Y10/11 students and how schools support young people to achieve
- Virtual College focus on bespoke careers guidance to ensure clear individualised planning for GCSE and post 16