

Haringey Council

Agenda item:

Corporate Parenting Advisory Committee

On 7 December 2009

Report Title: Educational achievement of looked-after children (LAC)	
Forward Plan reference number (if applicable): n/a	
Report of: The Director of The Children and Young People's Service	
Wards(s) affected: All	Report for: Information
1. Purpose (That is, the decision required) To provide the annual educational results for Children in Care and an update on performance issues relating to Personal Educational Plans.	
2. Recommendations Members of the Corporate Parenting Advisory Committee are asked to note the contents of the report.	
Report Authorised by: Eleanor Brazil Deputy Director Children and Families	
Contact Officer: Attracta Craig Telephone: 2446 E-mail: attracta.craig@haringey.gov.uk	

Raising the education attainment of Children in Care.

Children in Care consistently underachieve in national examinations and are over represented in the prison and homeless populations. They are the most vulnerable group within the school population. Children and young people move in and out of care during their school careers and also move in and out of authority. It is the Local Authority's responsibility to ensure that children in the care of Haringey for whom Haringey is the corporate parent do as well as they possible can to achieve positive outcomes. Because Children in Care achieve significantly poorer educational outcomes than all children it is a major priority of Government to narrow the gap between Children in Care and their peers.

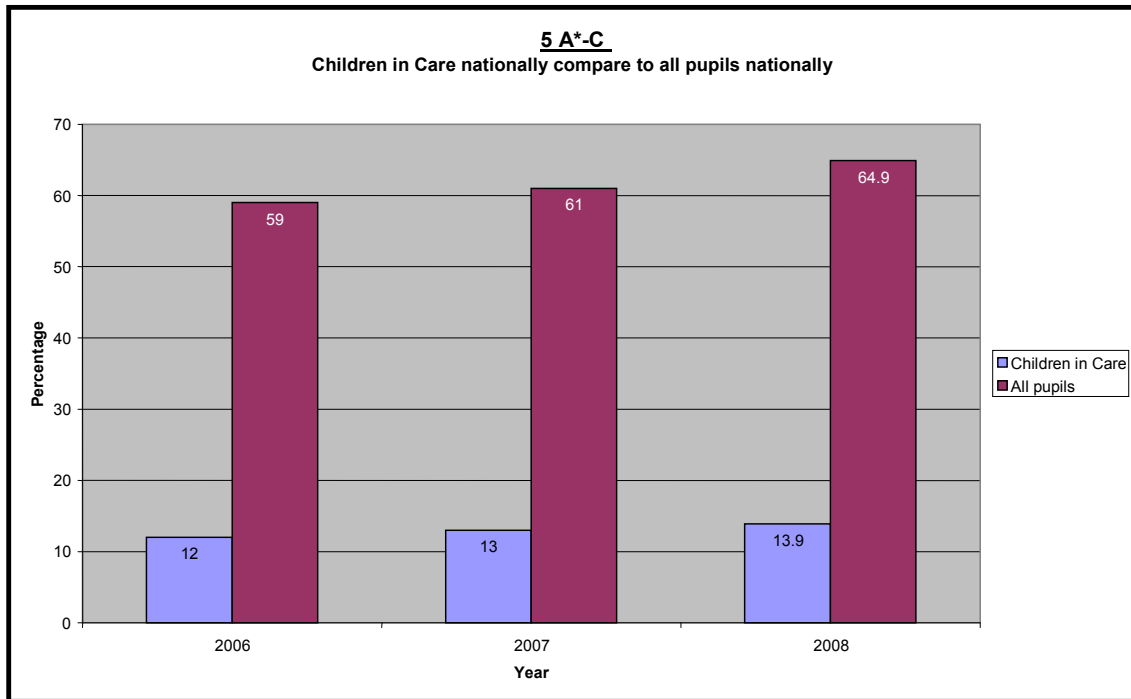


Fig 1

The graph above (Fig 1) shows the attainment levels (5 A*-C) of children in care nationally with all children nationally. This clearly shows the gap in attainment between the two groups.

The dedicated Haringey Children in Care Education team works in close collaboration with colleagues in 'Children and Families', 'School Improvement and Inclusion' and schools in and out of authority to improve the educational outcomes of these young people.

1. Background information

Children in Care education outcomes 2009: Key Stage 1:

There were 11 children in Year 2 (*OC2 count – children in care for 1 year or more*) eligible to sit SATs in 2009. 11 children sat KS1 SATs. 10 children achieved the National Average, Level 2 or above, in Reading (91%), Writing (91%), Maths (91%), and combined English and Maths (91%). These results are excellent.

Children in Care education outcomes 2009: Key Stage 2:

There were 22 children in Year 6 (*OC2 count – children in care for 1 year or more*) eligible to sit SATs in 2009. 17 children sat KS2 SATs. 11 children achieved the National Average, level 4 or above, in English (50%), 10 achieved level 4 or above in Maths(45%), and 10 achieved level 4 or above in combined English and Maths(45%).

The 2009 cohort had particularly high numbers of children with special needs (See Fig 2.1). 15 children (68%) were on the SEN Register, 10 children (45%) have Statements of Special Educational Need, 5 children (23%) attend special schools and did not sit KS2 SATs. 6 children (27%) speak English as a second language

(EAL). The profile of this cohort has significantly higher numbers of children with SEN and EAL compared to 2008 (See Fig 2.2). The number of

- Statements increased by 24%,
- children in special schools increased by 12%,
- children on the SEN Register increased by 15%,
- children who did not sit increased 18%
- EAL children increased by 11%.

This means that in 2009, there was, in 'real terms', an increase in the academic achievement of Haringey Children in Care at the end of KS2.

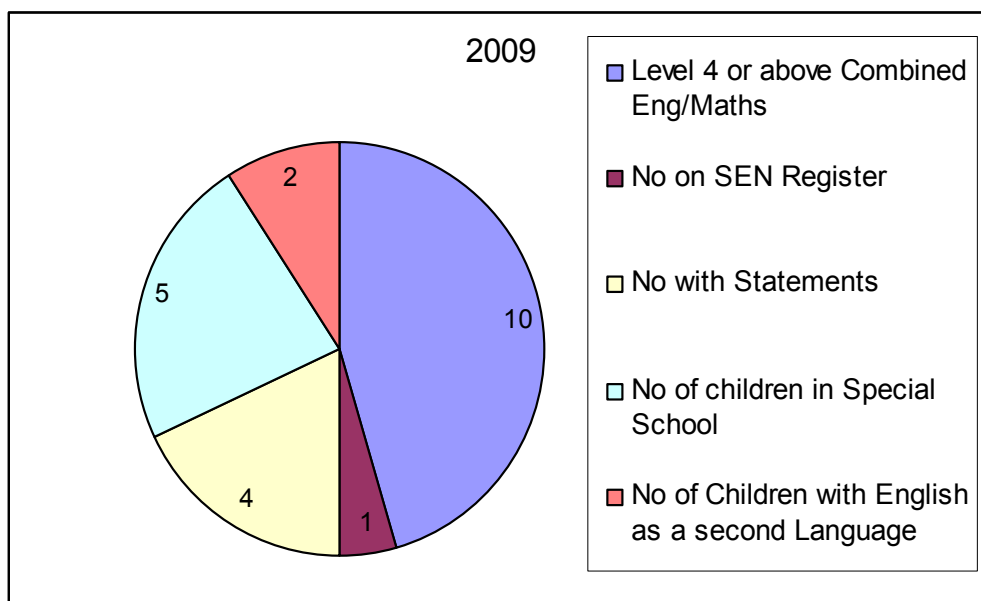


Fig 2.1

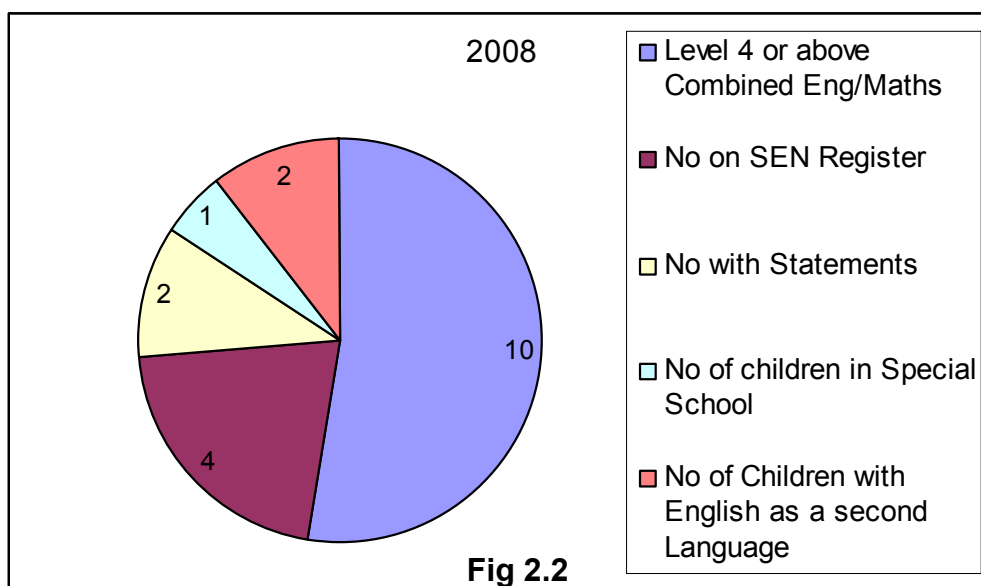


Fig 2.2

Children in Care education outcomes 2009: Key Stage 4

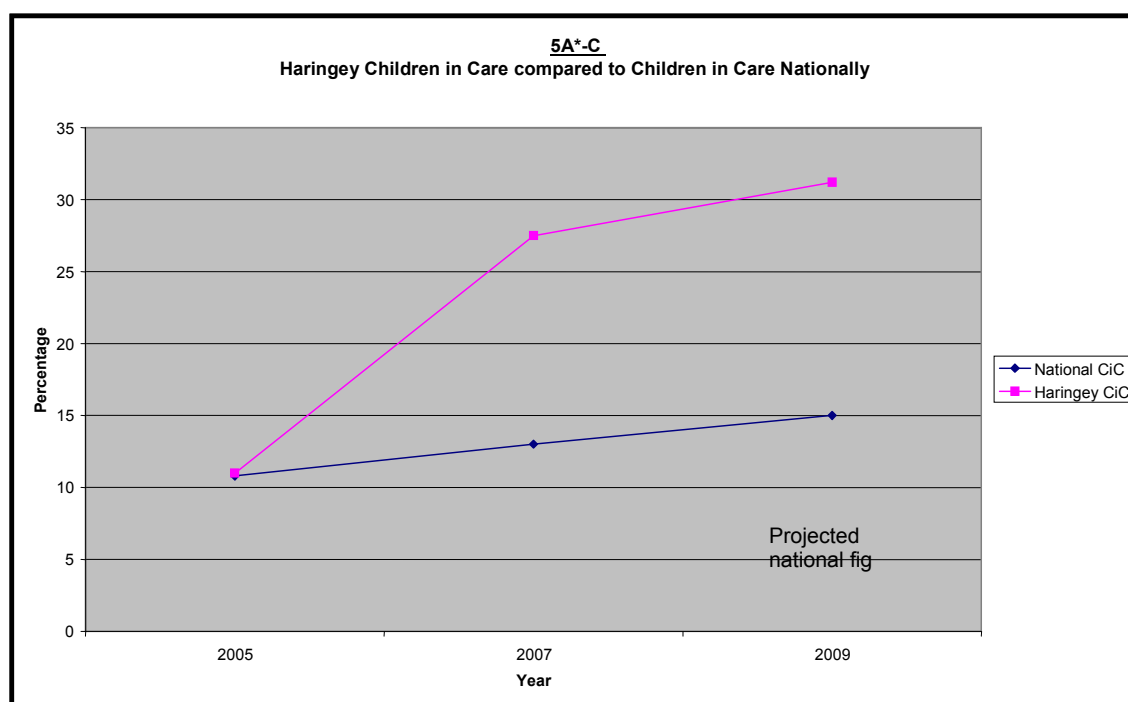


Fig 2.3

Haringey Children in Care have made year on year progress since 2005. The graph above (see Fig 2.3) shows a rapid increase in number of young people achieving 5 A*-Cs between 2005 and 2009.

Specific interventions over the years have resulted in improved educational outcomes for Haringey Children in Care.

- Tracking and monitoring progress of all pupils
- Detailed attendance tracking and multi-agency intervention
- 20 hours after school tuition offered to all GCSE students
- Aspiration raising events e.g. annual awards event, theatre visits, London eye and Marriott hotel day trip
- Weekly after school Study Club
- Volunteer mentoring scheme

Haringey Children in Care are making accelerated progress. However we are striving to improve the outcomes for all Children in Care in the context of Haringey's vulnerable children.

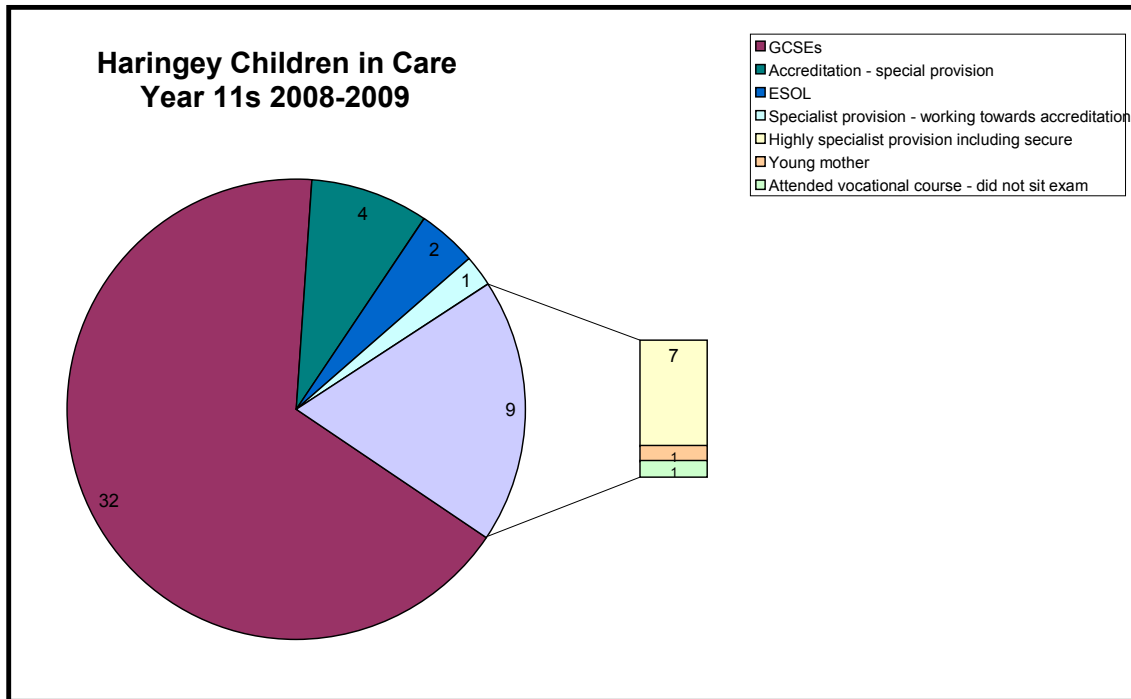


Fig 2.4

This (Fig 2.4) gives an overview of all the Haringey Year 11 young people in care during academic year 2008-2009. 67% (32yp) gained one GCSE qualification. 4 attended specialist educational provisions and have statements of educational needs. These young people achieved other accredited examination courses i.e. Entry level Maths, English, Science, ASDAN bronze award, several AQA awards.

2 unaccompanied minors entered Key Stage 4 without any English language skills. They both continue to attend ESOL courses at local colleges and are expected to gain an ESOL qualification at the end of Year 12.

9 young people have very complex social, emotional and behavioural needs. 7 are known to the youth offending service and have been involved in the juvenile justice system. Most of these young people have spent time in secure provisions. Work is continuing to engage them in education, employment or training. 2 of the 9 young people started college in September.

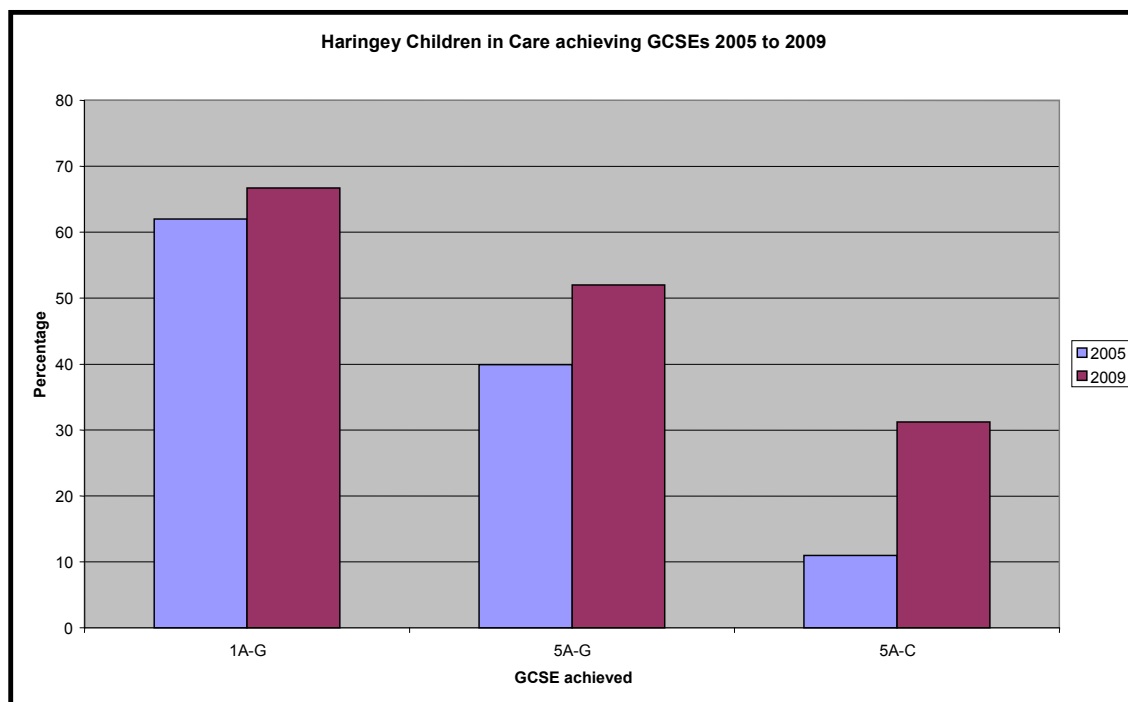


Fig 2.5

Fig 2.5 shows the overview of GCSE gains by Haringey Children in Care between 2005 and 2009.

- In 2005 62% achieved 1 A*-G increasing to 67% in 2009.
- In 2005 39% achieved 5 A*-Gs increasing to 52% in 2009.
- In 2005 11% achieved 5 A*-Cs increasing to 31.2% in 2009.

The increase in young people achieving at least 1A-G has been the result of specific work with individuals to focus them on gaining at least one GCSE exam before they leave school. Dedicated work by the Children in Care Education Connexions PA with social workers, schools, PSCs, Haringey Sixth Form College, Youth Offending Service and staff in residential units has been needed to improve outcomes with this group. The weekly multi-agency Attendance Forum has been key in tracking inputs and recognizing small successes with this group.

Personal Education Plan

From January 2010 Haringey schools and social workers will adopt the *Pan London PEP*. This PEP is divided into 4 separate parts.

Part A – completed by Social Worker

Part B – completed by school Designated Teacher for CiC

Part C – completed by young person, supported by person nominated by Social Worker

Part D – record of meeting, targets listed and agreed actions

The different sections, completed prior to the meeting will enable different professionals to provide information most relevant to their professional expertise e.g. the designated teacher in school has responsibility to provide accurate education attainment information, social worker to inform on legal status and care arrangements etc.

Currently PEP completion rates are low. Too many of our children have PEPs which are out of date or incomplete.

Actions implemented to improve this:

- Pan London PEP incorporated into FWi with supporting guidance
- Up to date DT list sent to all social workers and team managers with school addresses, telephone numbers and e-mail contact
- Haringey School Improvement Partners briefed on PEPs
- Haringey School Improvement Manager has names of all Haringey Children in Care attending Haringey schools
- Staff new to Haringey Social Care Teams meet with Children in Care Education Teacher to introduce them to ways of raising the educational attainment of Children in Care, including PEPs
- DTs attended the London Designated Teacher conference on 20th November. This had a focus on PEPs as part of the guidance for DTs in their new statutory role.
- All DTs, across the country, with Haringey Children in Care attending their school were sent the government guidance “Improving the educational attainment of Children in Care (Looked After Children)”, 2009, drawing their attention to PEPs.
- A Data Improvement Officer with an overview of PEPs who supports social workers to enter PEPs onto FWi attends the Attendance Forum weekly and maintains a reminder system for social workers to enter the PEP on FWi.
- Social workers are reminded at complex care panel, and resources panel that PEPs need to be completed and entered onto the system.
- Head Teachers, School Governors for Children in Care and Designated Teachers will receive joint training to facilitate the development of a supportive, collegiate approach towards children in care. This will include a strong focus on the writing, communication and implementation of PEPs.

The teachers on the Children in Care Education Team will be included in the vulnerable children conversations taking place with schools next term. The new Ofsted requirements demand DTs to hold up to date PEPs on all children in care in their school.