



**Haringey Council**

<b>Report for:</b>	<b>Corporate Parenting Advisory Committee</b>	<b>Item Number:</b>	
<b>Title:</b>	<b>Academic Progress Report for Haringey Children in Care 2012</b>		
<b>Report Authorised by:</b>	<b>Debbie Haith</b>		
<b>Lead Officer:</b>	<b>Attracta Craig – Head of Virtual School</b>		
<b>Ward(s) affected:</b>	<b>Report for Key/Non Key Decisions:</b>		

**1. Describe the issue under consideration**

To report to Members on the progress and results for Children in Care at the end of Reception, Key Stages 1, and 2 and 4

To update Members on the progress of Haringey's Undergraduates/Graduates and new University Entrants

To update Members on developing work in raising the attainment of Children in Care

**2. Cabinet Member introduction**

Haringey Council aims for the children and young people in its care to be successful in education and be equipped with life tools to make appropriate choices to progress through education and into employment.

**3. Recommendations**

**4. Other options considered**

**5. Background information**



**5.1. Summary of the education attainment Haringey Children in Care.**

**5.1.1 GCSE results 2012**

***Year 11s in care for a year prior to 1st September 2012***

There were 45 young people in care in Year 11, i.e. in care as of Sept 1<sup>st</sup> 2011. and were still in care at the point of taking examinations.

All references to 'GCSEs' includes qualifications equivalent to GCSEs.

***The results for 2012 are:***

5+ GCSEs at grades A*-C incl. English and Maths	: 20.5% (9/44)
5+ GCSEs at grades A*-C	: 36.4% (16/44)
5+ GCSEs at grades A*-G	: 52.3% (23/44)
1+ GCSEs at grades A*-G	: 79.5% (35/44)
Other qualifications	: 11.4% (5/44)
No qualifications	: 9 % (4/44)
SEN	: 21% (9/44)

***Comparing with similar previous Year 11 cohorts***

	2008	2009	2010	2011	2012
Number of young people	40	48	48	49	44
5A*-C with Eng & Maths	N/A	N/A	16.7% (8/48)	12.3% (6/49)	20.5% (9/44)
5A*-C	22.5% (9/40)	31.3% (15/48)	31.3% (15/48)	18.4% (9/49)	36.4 (16/44)
5A*-G	47.5% (19/40)	52.1% (25/48)	37.5% (18/48)	36.7% (18/49)	52.3% (23/44)
1A*-G	62.5% (25/40)	66.7% (32/48)	66.7% (32/48)	65.3% (32/49)	79.1% (35/44)
Young people with Statements	35% (14/40)	25% (12/48)	27% (13/48)	22.4% (11/44)	22.7% (10/44)



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(more detailed information in Appendix A)

This is a strong set of GCSE results. These young people have benefited from additional input during their time in secondary school. The focus of additional support was to enhance their learning opportunities outside of school hours and to emphasise the importance of a learning household. The majority of young people engaged with at least one of the following:

- 10 hours After school hours home tuition in English or Maths per year
- 'Big Green Envelope' to help them build their own 'libraries' and support the learning environment with foster carers.
- SAM-Learning, an online revision programme
- University taster days
- Weekly Study Club – local academic support
- Cooking Club through Tottenham Hotspur Foundation (THF)
- South Africa project in partnership with THF (4 young people)

### **5.1.2 Early Years Foundation Stage Scores 2012**

The Early Years Foundation Stage Profile (EYFSP) is the statutory end of year assessment tool for children reaching the end of the Early Years Foundation Stage before they transfer to Year.

There were 21 children in care of 'Reception' age, during the academic year 2011-2012.

Children who achieve an total scale score of 78 or more across the EYFS profile are assessed as working securely within the Early Learning Goals. However, to achieve a 'good level of development' a child must also achieve a 6 in all of the seven scales within 'Personal, social and emotional development' (PSED) and 'Communication, language and literacy' (CLL). The expectation is that these children will make national average progress during Key Stage 1.

Achieving a 'good level of development' as measured by the EYFSP:

Haringey Children in Care	: 33% (7/21)
All Haringey Children	: 57%

3 of children achieved a score of 78 and above, putting them in the middle range. However, they are not counted as achieving a 'good level of development' because of dips in the areas of PSED and CLL.

Neurological research into brain development now highlights the negative impact of early neglect and trauma on attachment patterns and language and communication. This commonly manifests itself in a developmental delay in the areas of 'personal, social and emotional' and 'communication, language and literacy' skills. Haringey Virtual School is continuing to work with Haringey's Early Years Advisory Service to develop this work and extend understanding on how to effectively intervene so that the gap between these children and their peer group can be narrowed during foundation stage and key stage 1.

### **5.1.3 Key Stage 1 results 2012**

There were 17 children in care in Year 2 i.e. in care as of Sept 1<sup>st</sup> 2011.

***The results for 2012 are:***



Level 2 in English : 82.4% (14/17)  
 Level 2 in Maths : 82.4% (14/17)  
 Level 2 in English and Maths : 76.4% (13/17)

Number of children with Statements : 0%

**Comparing with similar previous Year 2 cohorts**

	2008	2009	2010	2011	2012
Number of children	11	11	11	14	17
Level 2 in English	72.7% (8/11)	90.1% (10/11)	54.5% (6/11)	71.4% (10/14)	82.4% (14/17)
Level 2 in Maths	81.8% (9/11)	90.1% (10/11)	45.5% (5/11)	57.1% (8/14)	82.4% (14/17)
Level 2 in English and Maths	72.7% (8/11)	90.1% (10/11)	45.5% (5/11)	57.1% (8/14)	76.5% (13/17)
Children with Statements	9% (1/11)	0% (0/11)	0% (0/11)	21.4% (3/14)	0% (0/17)
Children in special provision	9% (1/11)	0% (0/11)	0% (0/11)	7.1% (1/14)	0% (0/17)

(more detailed information in Appendix A)

This is good set of Key Stage 1 results.

**5.1.4 Key Stage 2 results 2012**

There were 21 children in care in Year 6 i.e. in care as of Sept 1<sup>st</sup> 2011.

**The results for 2012 are:**

Level 4 in English : 66.7% (14/21)  
 Level 4 in Maths : 47.6% (10/21)



Level 4 in English and Maths

: 47.6% (10/21)

Number who sat SATs

: 85.7% (18/21)

Number of children with Statements

: 23.8% (5/21)

**Comparing with similar previous Year 6 cohorts**

	2008	2009	2010*	2011	2012
Number of children	22	22	17	28	21
Level 4 in English	63.6% (14/22)	50% (11/22)	52.9% (9/17)	42.8% (12/28)	66.7% (14/21)
Level 4 in Maths	63.6% (14/22)	45.4% (10/22)	52.9% (9/17)	53.6% (15/28)	47.6% (10/21)
Level 4 in English and Maths	54.5% (12/22)	45.4% (10/22)	47% (8/17)	39.2% (11/28)	47.6% (10/21)
Children with Statements	18.1% (4/22)	45.4% (10/22)	23.5% (4/17)	17.9% (5/28)	23.8% (5/21)
Children in special provision	9% (2/22)	22.7% (5/22)	17.6% (3/17)	10.7% (3/28)	15% (3/21)

\* 2010 results are based on actual SATs results for young people who attended schools not affected by the 2010 SATs boycott and teacher assessments for those who were.

( more detailed information in Appendix A)

The English SATs results are encouraging with over two thirds achieving national average or above. The Big Green Envelope, Reading Club, Reading Recovery intervention and training of foster carers have all additionally supported the improvement of the literacy levels of primary children in care. Also promotion of reading runs through all of the work e.g. promotion of books at the cinema event.

The Maths results are less encouraging, and indicate that a closer focus on maths attainment is necessary to further narrow this gap for children in care. The 'Games Club' ran for 6 weeks to raise the Maths attainment of primary aged pupils. 13 children and their carers attended the club. The



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Haringey Maths advisor and Haringey Virtual School teacher ran these sessions, focussing on 'Understanding pattern in number'. This included times tables, place value, repeated addition and addition/subtraction relations. Research (National Strategies Primary Research Project, 2010) shows that these elements can present barriers to basic understanding of Maths. As the Games Club was well received by carers and children, it will be repeated this academic year. We will continue to work with the Early Years Advisory Team and the Maths Advisor to support accelerated progress in Maths.

### **5.1.5 Post 16 update 2012**

#### **Interventions to support education pathways specifically post 16**

Links have been developed with **IntoUniversity** who offer support and advice in regards to personal statements. We have also had one of our young people selected as part of their corporate mentoring scheme.

To support the embedding of the post 16 education agenda, guidance is being updated and reviewed. This includes the **Higher Education, Staying Put** and the **Post 21 guidance**. This will ensure that workers and young people can be clear on entitlements and additional support available in line with statutory requirements.

Funding for young people engaged in education post 16 comes from Government sources in the form of payments to colleges, student finance and 16-19 bursaries paid directly to young people. As a local authority we are responsible to provide a minimum of £2000 to support young people in Higher Education for the duration of their course.

#### **Interventions to support engagement in education pathways specifically post 16**

Currently we have 27 young people who are part of the **E18HTEEN** project which is run by Tottenham Hotspur Foundation. A further 13 young people are in the process of being recruited. The project works to support young people who are NEET or have the potential to become NEET. The project provides the young people with a mentor who supports them to engage in a range of opportunities in order to gain qualifications, experience and focus. The project was jointly developed by a member of Haringey Virtual School alongside a member of Tottenham Hotspur Foundation. Together they secured funding from the Greater London Authority for £190,000 with each of the London boroughs of Haringey, Barnet, Enfield and Waltham Forest contributing £20,000 over 2 years and £30,000 from Tottenham Hotspur Football Club. The project started in June 2011 for 2 years. Work is now being done to seek future funding. HVS Teacher has provided paid consultancy work developing the project through the first year.

Over the next two years 6 young people aged 18-25 from Haringey will have an opportunity to be part of the **Wilkommen** project. This is funded by the European Commission and is being coordinated by Care2Work. The 6 young people will have the opportunity to take part in work experience at the Marriott Hotel in Grosvenor Square London followed by 2 weeks at the Renaissance Hotel Karlsruhe in Germany.

*Due to confidentiality constraints in regards to the disclosing of a young person's care status, all post 16 education information has to be gathered via Social Worker, Personal Advisor or young person.*

**An overview of young people's level 3 and above educational achievements.  
University**



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- 6 Young people have graduated from University
- 30 are progressing onto their next year at University
- 8 are starting University September 2012

### **Level 3 qualifications**

- 13 young people in years 13 and 14 achieved a level 3 qualification
- 14 young people in years 12 and 13 have achieved AS-Levels and will progress onto doing their A levels in September 2012

### **Further Education information on young people 20+**

- 2 young people have achieved an alternative qualification to access University
- 4 young people have achieved a level 3 qualification.

(more detailed information in Appendix A)

## **5.2 Strategies to support the educational progress of Haringey Children in Care**

### **Nursery to University:**

The booklet has been put together and now updated to support Social Workers, Foster Carers and Independent Reviewing Officers as they work with other professionals in meetings, specifically PEPs. This booklet focuses on the range of things that need to be considered during a young person's journey through education.

### **Haringey Virtual School Website:**

The website has been updated and reviewed in order to provide additional support and advice to children, young people and those who work with them. [www.haringey.gov.uk/hvs](http://www.haringey.gov.uk/hvs)  
Carers, schools and social worker used the website to nominate young people for the education achievement awards.

### **Partnerships with other organisations:**

Providing opportunities for young people to see themselves in new environments and develop aspirations has been a key contributor to the focus of the work of the Virtual School. We have linked with the following organisations in order to deliver this as our own funding streams have reduced.

#### **Tottenham Hotspur Foundation**

Since 2004 we have linked with Tottenham Hotspur Foundation on a number of projects including 'To Care Is To Do', a 3 year programme funding by Premier League and Haringey Council and the 'South Africa Project' funded by Premier League and Haringey Council.

The work this year included: the Annual Education Awards Ceremony, this will be the 9<sup>th</sup> Awards ceremony; Study Club support; Work Experience for young people; 'Let's get Cooking' and on going mentoring contact for those who were part of the South Africa project.

#### **Highgate Independent School**

Young people had opportunities to see inspirational chemistry presentations at Highgate Independent School, motivating them to be inquisitive learners.



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Haringey Virtual School has also been part of a planning team to develop an innovative Chrysalis programme for children in care who had achieved Level 4 or above in their Key Stage 2 SATS or have the potential to progress into University. In September a pilot day was run at Highgate for children in years 6 and 7. The day was a great success inspiring both foster carers and children.

### **Cambridge University**

Young people attended 'Realise' days at Cambridge University. Young people in care seldom consider the possibility progressing to University. The person who lead on this work is a care leaver who graduated from Cambridge University, She spoke at the 2011 Educational Awards Event giving a motivational talk to the young people. She is now a Trustee at Who Cares Trust and continues to support our work on the Chrysalis project with Highgate Independent School.

### **Kate Cairns Associates**

Kate Cairns delivered a conference in July 2010 on the impact of trauma on Children in Care. She was subsequently impressed with the on-going work of the multi-disciplinary 'Trauma Working Party'. She is working with us to extend this work.

The DFE interested in the positive impact it could have on behaviour and learning. Haringey schools are involved in the development of this work.

Kate Cairns will be returning to Haringey in October 2012 to progress this work with Haringey Schools.

## **5.3 Developments for the Academic Year 2012/13**

The Study club for secondary aged young people in care has been re- located to Tottenham Hotspur Football Club. Carers and young people have responded very positively to the new venue. This development is intended to link young people to the extensive programme of activities operating from the Club in addition to academic support offered through the Study Club

The Annual Education Achievement Awards Event has been run in partnership with the Tottenham Hotspur Foundation since 2004. This year, the Foundation is leading on the organisation and delivery of this event.

'IntoUniversity' is a national charity located in Tower Gardens, Haringey. We are pleased to report that a number of local foster carers have enrolled children for September 2012 onto the 'IntoUniveristy Academic Support' for primary aged pupils.

The updated 2012/13 Haringey PEP has to be completed and signed by the school designated teacher and includes a section on the use of LAC PPG. Joint training, co-delivered by a Haringey DT and SW, is scheduled to be repeated termly during 2012/13.

The first Secondary Transition Forum specifically for carers of children in care took place September 2012. In December a similar forum will be held for carers with children who are seeking a Reception school place for September 2013