

Report for: Corporate Parent Advisory Committee 18th April 2017

Item number: 12

Title: Comparative Performance Levels of LAC in relation to educational achievement and ethnic breakdown, focusing on performance of Black/African Caribbean children in relation to their peers

Report authorised by : Jon Abbey, Director CYPS

Lead Officer: Fiona Smith, Head of Virtual School
Fiona.smith@haringey.gov.uk 020 8489 3163

Ward(s) affected: N/A

**Report for Key/
Non Key Decision:** Non Key

1. Describe the issue under consideration

- 1.1 This report addresses the educational performance of Haringey's Looked After Children (LAC) in relation to ethnic background, focusing in particular on the performance of black/African Caribbean children and young people in comparison with their peers.
- 1.2 The data is based on outcomes at the end of the academic year September 2015 – July 2016 and taken from the DfE National Statistics Outcomes for children looked after by LAs: 31 March 2016, matched with child data from Mosaic. All outcomes are for children looked after continuously for one year or more.

2. Background Information

- 2.1 At the end of Key Stage 1, pupils are tested in reading, writing, maths and science, with scores ranging from 'below the standard of the pre-key stage' (BLW) up to 'working at greater depth at the expected standard' (GDS). Pupils are expected to attain at least 'working at expected standard' (EXS).
- 2.2 At the end of Key Stage 2, pupils are tested in reading, writing, maths and grammar, punctuation and spelling (GPS) and the same scoring system as Key Stage 1 is used.
- 2.3 At the end of Key Stage 4, pupils sit GCSEs and are measured in relation to achieving A*-C in English and maths; Attainment 8 and Progress 8, both of which relate to attaining at least a C grade in English, maths, science, a language, a humanities and three other subjects.

2.4 It should be noted that some of the cohorts are very small and therefore conclusions treated with caution.

3. Council Performance

3.1 There were 235 children looked after by Haringey Council for a year or more who were eligible for inclusion in the DfE dataset of outcomes. 59 pupils (25%) had an EHC plan indicating a level of learning, disability or social, emotional or mental health (SEMH) need.

3.2 There were 86 white pupils (36%), 123 black African/Caribbean pupils (52%), 16 pupils of mixed heritage (7%) and 10 pupils of other ethnic minority backgrounds (4%).

Table 1: Key Stage 1 Performance

Ethnicity of pupils	No. of pupils	No. with EHC	No. who attained EXS
White British/other	2	0	2 (18% of the whole cohort; 100% of white pupils)
Black African/Caribbean	8	3 ((37% of black pupils)	3 (27% of the whole cohort; 60% of black pupils)
Other ethnic group	1	0	1 (100%)
Total	11	3 (27%)	6 (54.5%)

3.3 At the end of Key Stage 1, there were 11 eligible pupils, of whom six (54.5%) attained at least expected levels in reading, writing and maths. Three pupils in the group had an Education, Health and Care Plan (EHCP). There were two white pupils in the group, both of whom (100%) attained expected levels; of the eight black pupils, only three (27%) attained expected levels and although three of the pupils had an EHC plan, there were two who did not, so in this cohort, black pupils performed less well than their peers.

Table 2 : Key Stage 2 Performance

Ethnicity of pupils	No. of pupils	No. with EHC	No. who attained EXS
White British/other	6	2 (33% of white pupils)	1 (0.5% of the whole cohort; 16% of white pupils)
Black African/Caribbean (including pupils of mixed heritage black/white)	12	4 ((33% of black pupils)	3 (15% of the whole cohort; 25% of black pupils)
Other ethnic group	1	0	1 (100%)
Total	19	6 (31.5%)	5 (26%)

3.4 At the end of Key Stage 2, there were 19 eligible pupils of whom five (26%) attained at least expected levels in all three areas measured. Six pupils had an EHC plan of whom three did not sit the tests. There were six white pupils in the cohort of whom one (16%) attained the expected standard across all areas; there were 12 black pupils of whom three (25%) attained the expected standard. In both cohorts there were 33% of pupils with an EHC plan, so at this key stage black pupils performed better than their white counterparts.

Table 3: Key Stage 4 Performance

Ethnicity of pupils	No. of pupils	No. with EHC	No. who attained A*-C in Eng/maths	No. who achieved Attainment 8 score of 45+
White British/other	16	9 (56% of white pupils)	3 (8% of the whole cohort; 18% of white pupils)	3 (8% of the whole cohort; 18% of white pupils)
Black African/Caribbean (including pupils of mixed heritage black/white)	18	2 (11% of black pupils)	10 (28% of whole cohort; 55% of black pupils)	7 (20% of the whole cohort; 38% of black pupils)
Other ethnic group	1	0	1 (100%)	1 (100%)
Total	35	11	14 (40%)	12 (34%)

3.5 There were 35 eligible pupils at the end of Key Stage 4 of whom 14 (40%) attained A*-C in English and maths and 12 (34%) achieved the Attainment 8

score of 45 or above (roughly the equivalent of 8 A*-Cs). 11 pupils had an EHC plan, of whom six (54%) attained at least one GCSE. There were 16 white pupils in the cohort of whom three (18%) attained A*-C in English and maths and the Attainment 8 average score. There were 18 black pupils of whom 10 (55%) attained A*-C in English and maths and seven (38%) achieved the Attainment 8 score. In this key stage, although a larger number of white pupils had an EHC plan, black pupils performed over twice as well as their white peers.

4. Recommendations

- 4.1 Haringey Virtual School have a number of measures in place to track and monitor individual and cohort attainment and progress. The report highlights some differences in performance [by ethnicity] at the various key stages. This will be addressed in the weekly tracking meetings which scrutinise individual performance and propose actions or interventions to address where pupils are not making better than expected progress.
- 4.2 In particular there is a discrepancy at Key Stage 1 where black pupils [without an EHC plan] performed less well than their white peers; and at Key Stages 2 and 4 black pupils outperformed their white counterparts. There was no noticeable difference in relation to the performance of other ethnic groups of which there was only one in each key stage.
- 4.3 As cohort numbers are small, particularly at primary phase, it would be advisable to continue to monitor performance in relation to ethnicity in order to identify any emerging trends. It may also be helpful to look at other factors which could impact on attainment such as placement stability; mental health and emotional wellbeing.

5. Contribution to strategic outcomes

Priority 1: Enable every child and young person to have the best start in life, with high quality education.