

## **HILLINDON VIRTUAL SCHOOL UPDATE: LOOKED AFTER CHILDREN ATTAINMENT REPORT, ACADEMIC YEAR 2010-11**

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### **REASON FOR ITEM**

To meet the Committee’s request for an update on the education progress of Looked After Children (LAC).

### **OPTIONS AVAILABLE TO THE COMMITTEE**

The Committee may seek further information.

### **1. KEY STAGE 4 ATTAINMENT**

- From 2005 to 2009, a higher percentage of Hillingdon LAC achieved 5 or more GCSEs than LAC nationally.
- From 2006 to 2008 the gap in attainment between Hillingdon LAC compared to all pupils in London Borough of Hillingdon Schools achieving 5 or more GCSEs closed gradually; and did so significantly in 2009.
- This gap widened again in 2010 (when we had a very high percentage of SEN and EAL pupils in Y11) and it was predicted to widen again for 2011. This is due to Hillingdon Schools’ continued improvement against national attainment.
- When comparing the attainment gaps which exist between LAC nationally and Hillingdon LAC, since 2008 Hillingdon LAC have continuously achieved higher than the national average of all LAC. However, in 2010 there was a considerable closing of the gap and it is predicted in 2011 (based on the estimated average growth of 3% of LAC nationally achieving grades A\* to C) that this will continue to close further.
- In 2010, and it is predicted for 2011 (based on the estimated average growth of 3.58% of all children achieving grades A\* to C), that the attainment gaps which exists between all children and Hillingdon LAC has and will continue to broaden.
- Nationally the percentage of Statemented LAC is 29.8% (The national average for all other pupils being 3%).

### **When looking at 2010-11’s KS4 GCSE attainment of Hillingdon’s LAC:**

- It is important to understand that 34.8% of the cohort, (over one third), had a statement of SEN.
- An additional 11.6% have English as an Additional Language (EAL).
- Therefore, 46.5%, (almost half), of the Hillingdon LAC were either unable to access the national curriculum or had it modified significantly in order to access it.
- It should also be held in mind that numbers of LAC vary year on year and the figures are very small, compared with a Year 11 school cohort. This significantly impact on percentage figures, which should be read with caution.

- Reporting only on GCSE results also significantly weights attainment reporting to a limited number of children and it should be noted that children with Statements attending special schools and those with EAL have gained relevant qualifications related to their potential or current ability.

**At the end of academic year 2010/11, the London Borough of Hillingdon had 60 Looked After Children (LAC) in Year 11.**

**Table 1: Hillingdon LAC in Y11 at End of Academic Year 2010-11**

<b>Number of Students completing Yr 11</b>	<b>60</b>
Of these:	
have a Statement of Special Educational Needs (SEN)	18 (30%)
have English as an Additional Language (EAL)	14 (23%)
<b>Of the 60 pupils:</b>	
sat at least 1 GCSE(or equivalent) examinations	38 (63%)
obtained at least 1 GCSE (or equivalent) at grade A* to G	37 (62%)
obtained at least 5 GCSEs (or equivalent) at grade A* to G	20 (33%)
obtained at least 5 GCSEs (or equivalent) at grade A* to C )	14 (23%)
obtained at least 5 GCSEs (or equivalent) at grade A* to C including English and Maths	8 (13%)

*N.B. The same children appear in more than one category*

**1.1 SSDA903 RETURN**

The SSDA903 Return requires us to only report on the attainment of those LAC who were in care continuously for 12 months; (April 2010 – March 2011), reducing the reporting figure from 60 to 43 LAC.

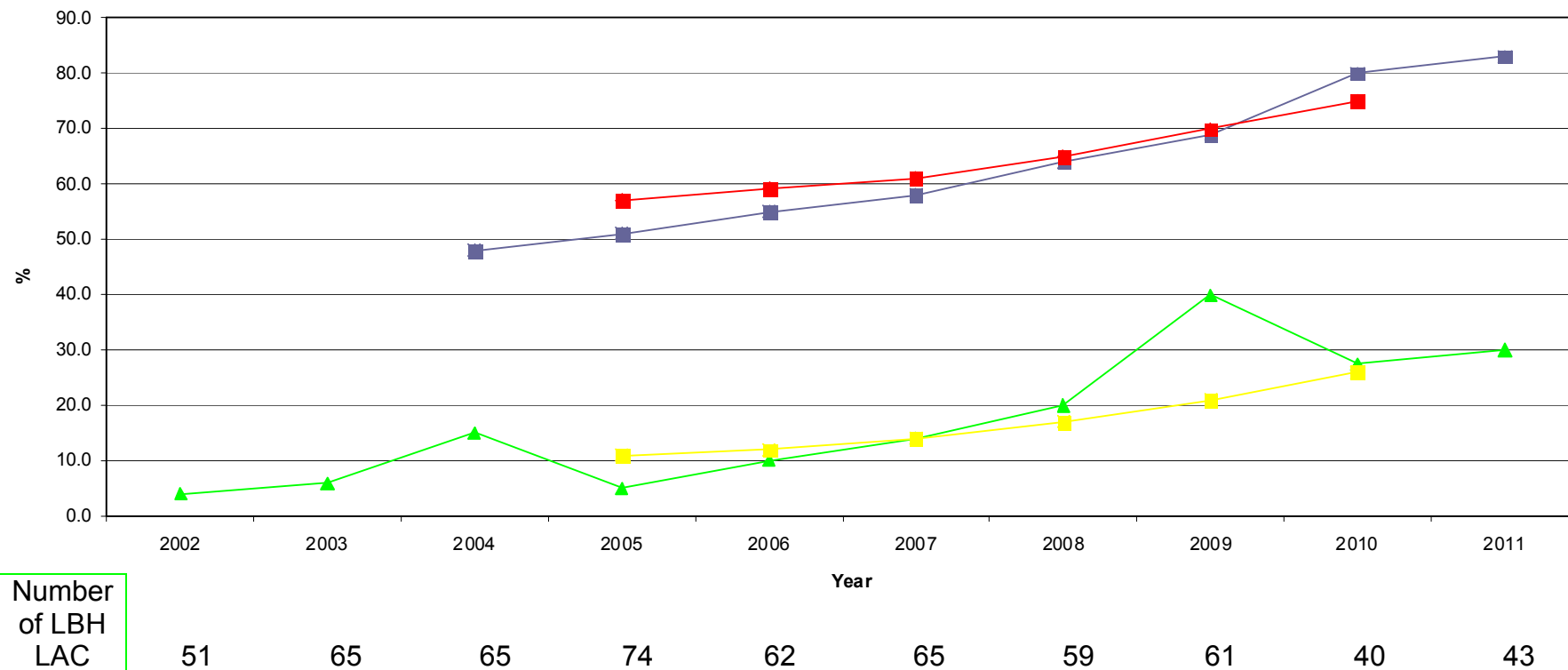
**Table 2: SSDA903 Return - Hillingdon LAC in Y11 at End of Academic Year 2010-11**

<b>Number of Students completing Yr 11</b>	<b>43</b>
Of these:	
have a Statement of Special Educational Needs (SEN)	15 (35%)
have English as an Additional Language (EAL)	5 (12%)
<b>Of the 43 pupils:</b>	
sat at least 1 GCSE(or equivalent) examinations	32 (74%)
obtained at least 1 GCSE (or equivalent) at grade A* to G	31 (72%)
obtained at least 5 GCSEs (or equivalent) at grade A* to G	17 (40%)
obtained at least 5 GCSEs (or equivalent) at grade A* to C )	13 (30%)
obtained at least 5 GCSEs (or equivalent) at grade A* to C including English and Maths	8 (19%)

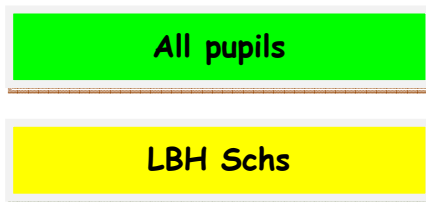
*N.B. The same children appear in more than one category*

**Chart 1**

Percentage of children looked after continuously for 12 months at 31st March achieving 5 or more GCSEs including English and Mathematics A\* to C grades

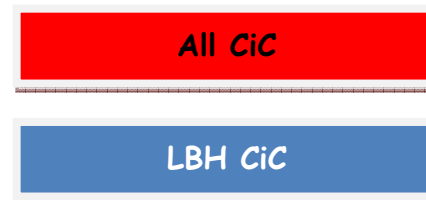
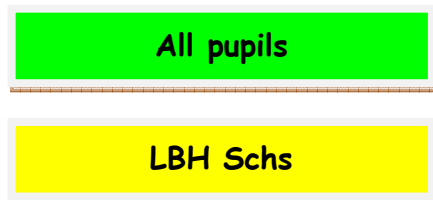
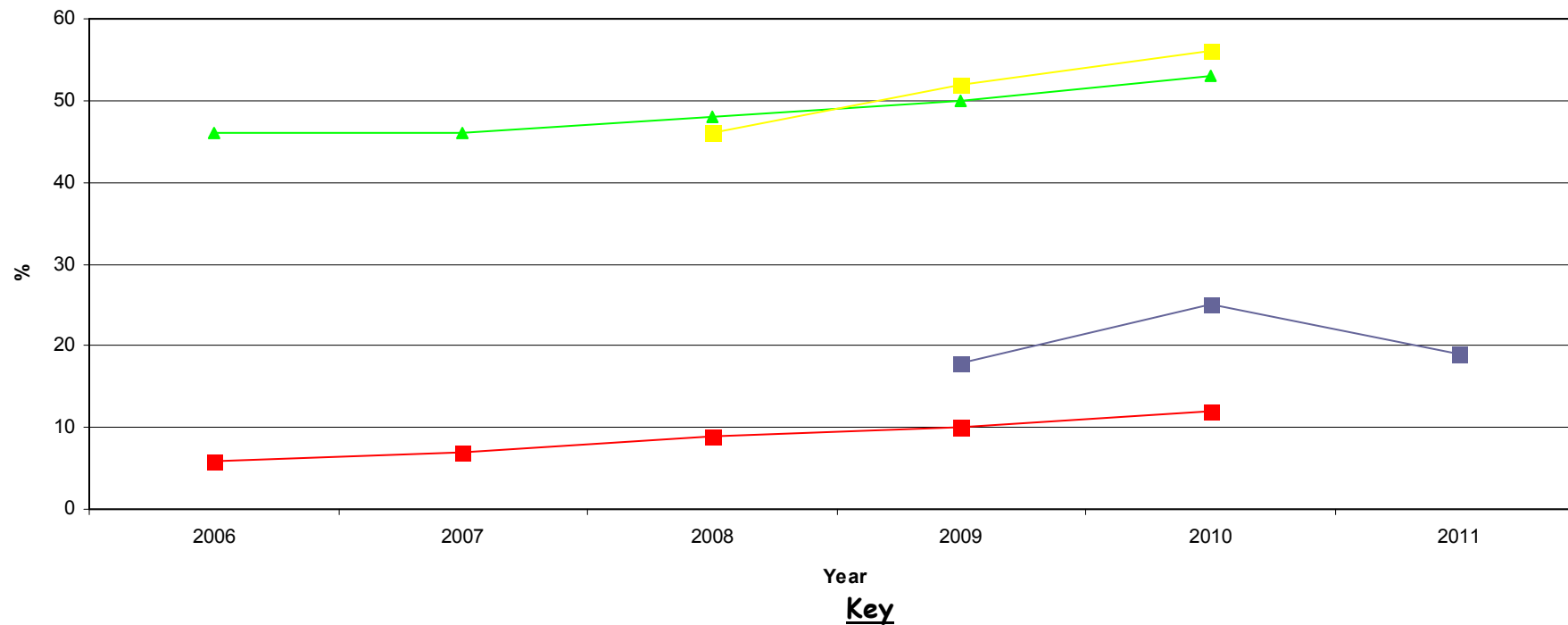


**Key**



**Chart 2**

Percentage of children looked after continuously for 12 months at 31st March achieving 5 or more GCSEs including English and Mathematics A\* to C grades



## **2. KEY STAGE 2 ATTAINMENT**

At the end of academic year 2010/11, the London Borough of Hillingdon had 10 Looked After Children (LAC) in Year 6.

**Table 3 Looked After Children in Year 6, 2010/2011**

<b>Number of Students completing Yr 6</b>	<b>10</b>
Of these:     have Special Educational Needs (SEN)	5 (50%)
<b>Of the 10 pupils:</b>	
reached level 4 in English	4 (40%)
reached level 4 in Maths	4 (40%)
reached level 4 in English & Maths	3 (30%)
N.B.The same children appear in more than one category	

### **2.1 SDA903 RETURN**

The SSDA903 Return previously required us to only report on the attainment of those LAC who were in care continuously for 12 months; (April 2010 – March 2011), reducing the reporting figure from 10 to 8 LAC.

Since 2008 the percentage of London Borough of Hillingdon's children looked after continuously for 12 months achieving level 4 or higher in English has steadily increased and the gap which exists between all children and London Borough of Hillingdon's children who have been looked after continuously for 12 months has narrowed.

Since 2009 the percentage of London Borough of Hillingdon's children looked after continuously for 12 months achieving level 4 or higher in Maths has increased and the gap which exists between all children and London Borough of Hillingdon's children who have been looked after continuously for 12 months has narrowed.

2011 is the first year that the London Borough of Hillingdon's children who have been looked after continuously for 12 months have surpassed the national average for all looked after children.

Hillingdon Virtual School has focused on the early identification of AEN and SEN of pupils entering care and it is anticipated that this upward trend will therefore be maintained. This improvement will, over time also be evidenced in improving results at KS4 for those who remain in long term care and will also improve life chances for those LAC who move on to adoption or return home.

**Table 4 SSDA903 Return - Looked After Children in Year 6**

<b>Number of Students completing Yr 6:</b>	<b>8</b>
Of these:	
have a Statement of Special Educational Needs (SEN)	3 (38%)

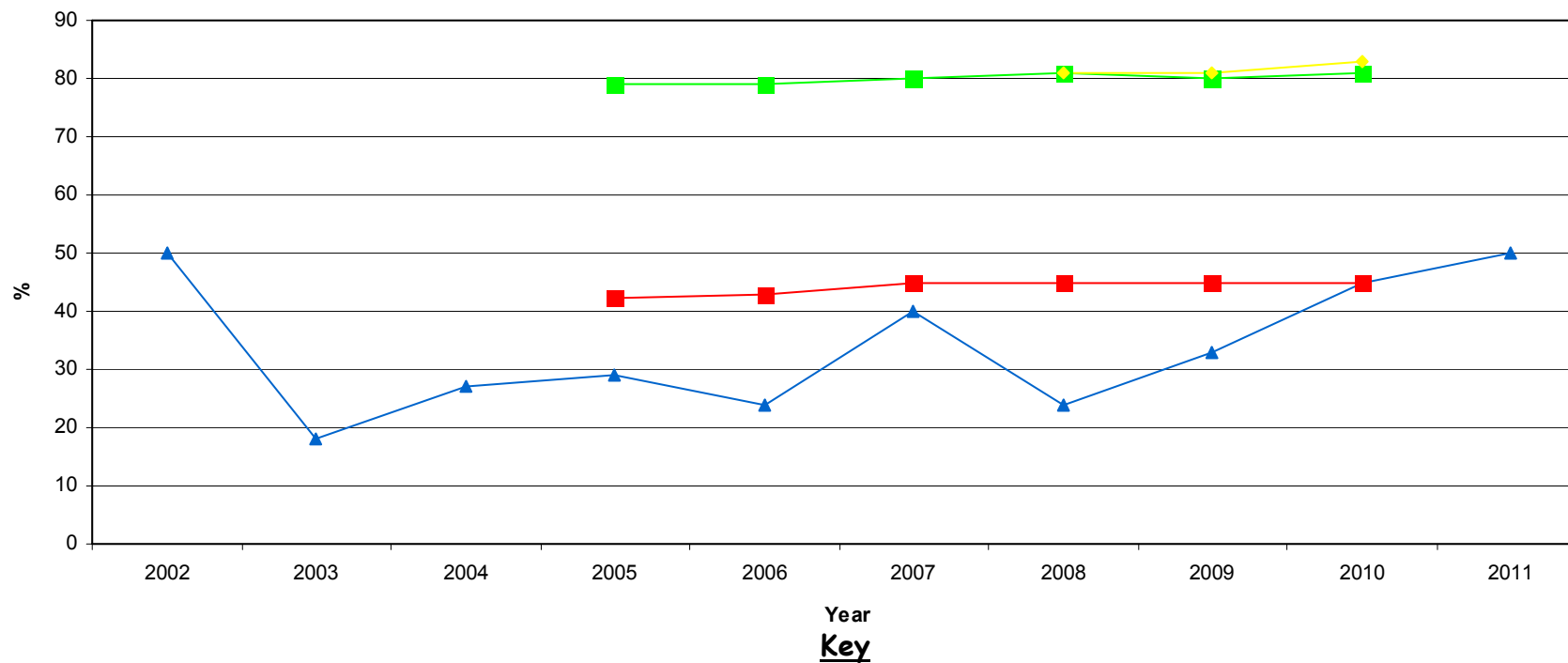
**Of the 8 pupils:**

reached level 4 in English	4 (50%)
reached level 4 in Maths	4 (50%)
reached level 4 in English & Maths	3 (38%)

N.B.The same children appear in more than one category

**Chart 3**

**Percentage of children looked after continuously for 12 months at 31st March achieving Level 4 or higher in English at the end of Key Stage 2**



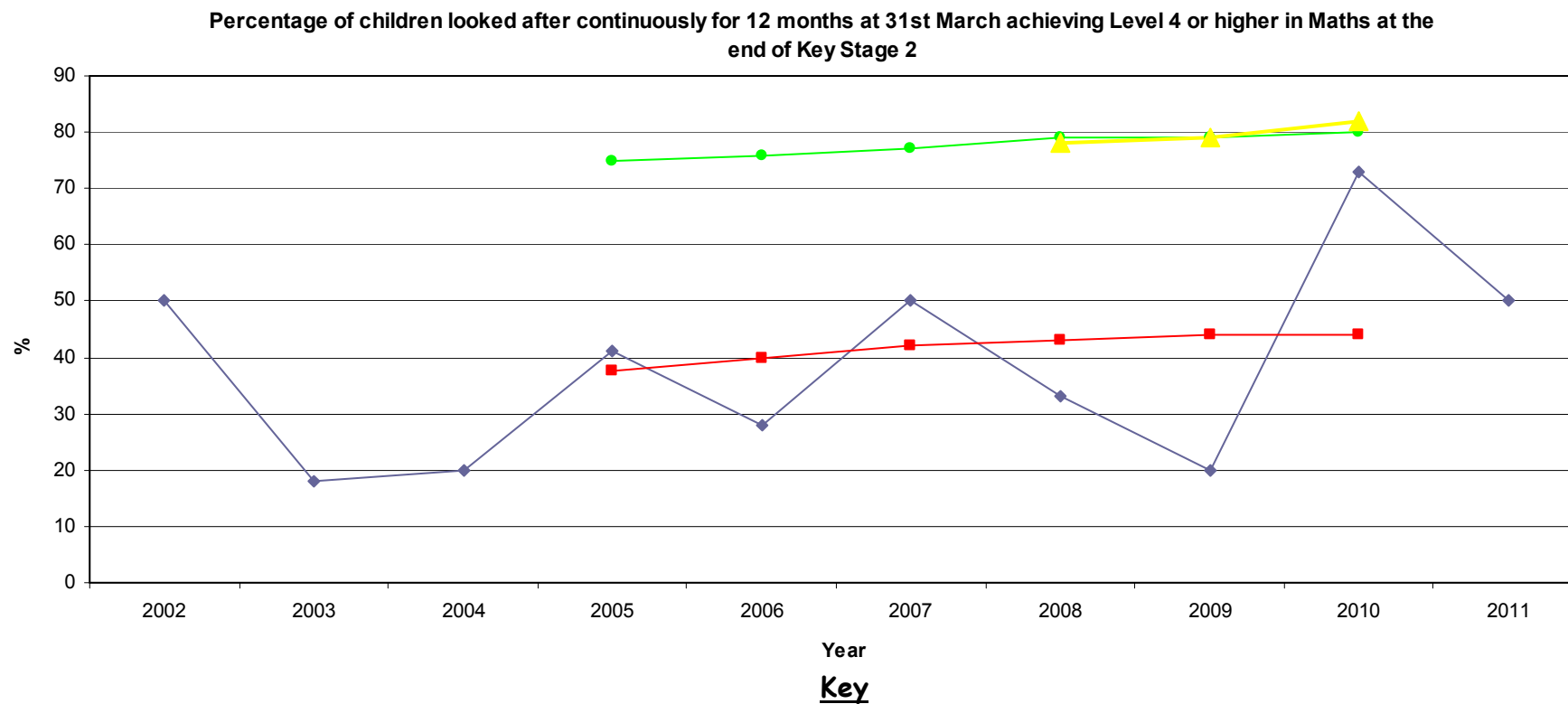
**All pupils**

**All CiC**

**LBH Schs**

**LBH CiC**

**Chart 4**



All pupils

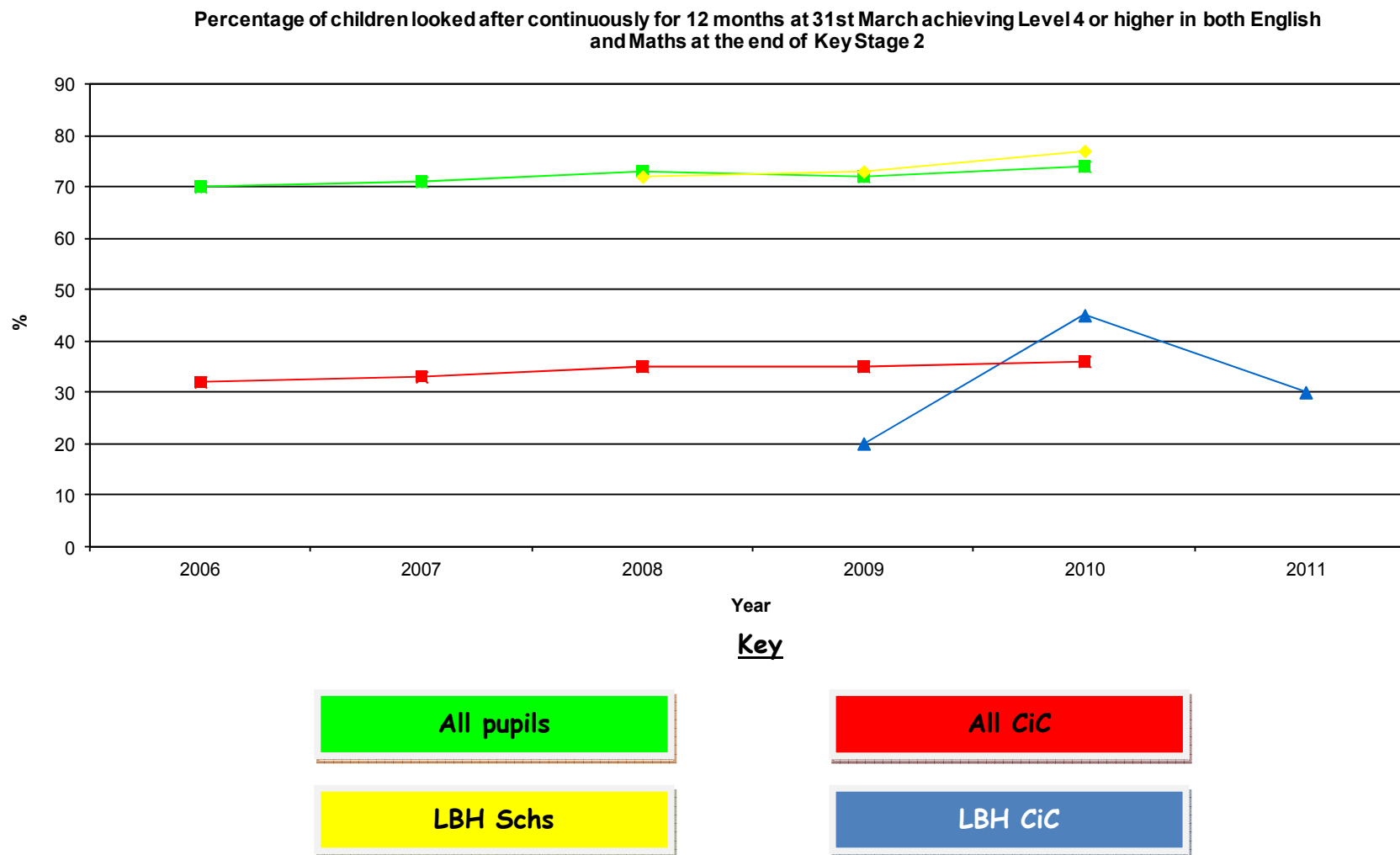
All CiC

LBH Schs

LBH CiC



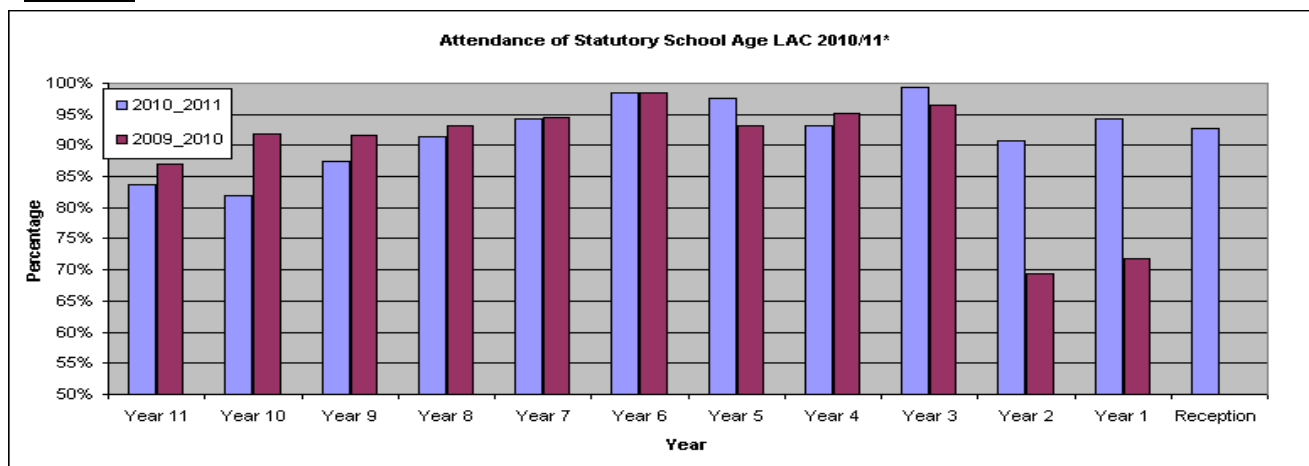
**Chart 5**



### **3.0 Attendance**

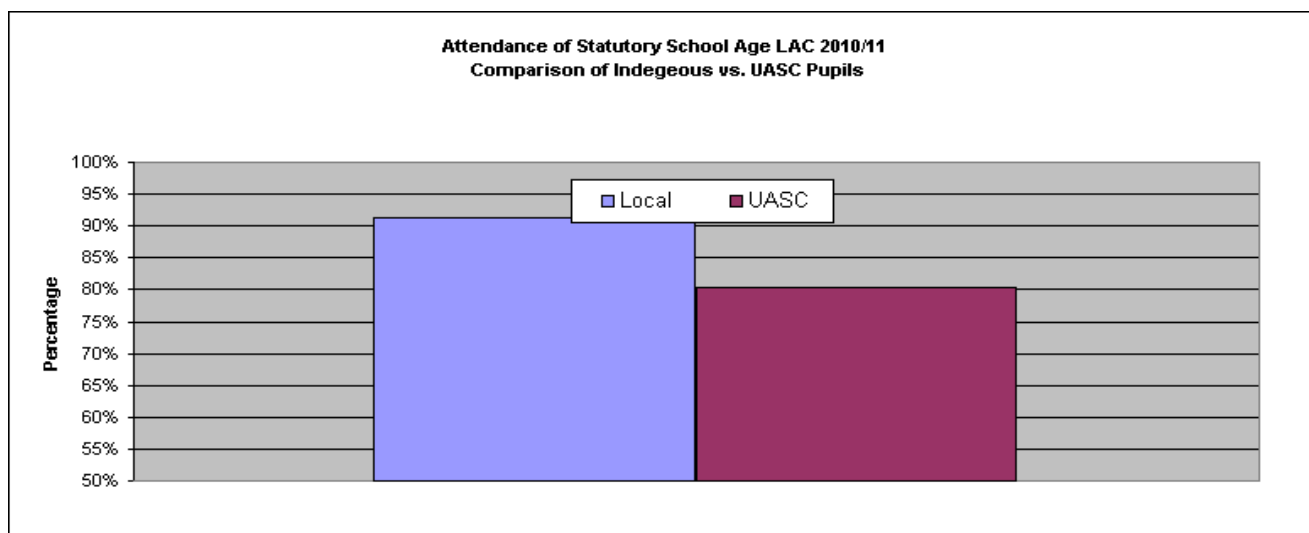
Attendance analysis shows a decline in attendance from 90.24% to 89.36%. This is a reflection of our monitoring now including those who are on part time timetable or alternative provisions such as UASC who access part time ESOL provisions. This is also reflected in the charts below.

#### **Chart 6**



\*Comparison of year group cohort over a 2 year period i.e. Yr11 2010/11 vs. Yr10 2009/10

#### **Chart 7**



## 4.0 Exclusions

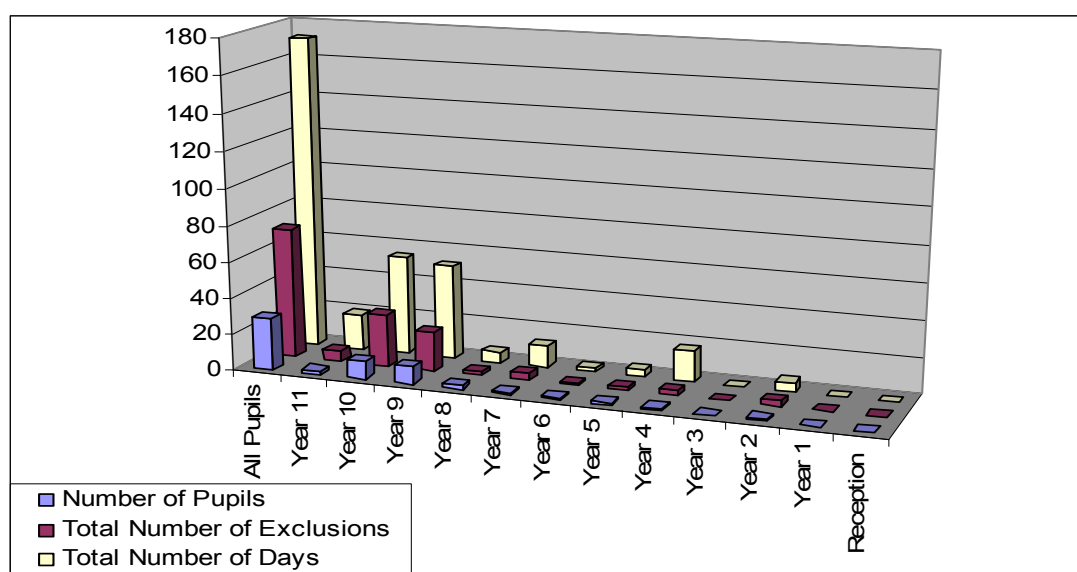
During academic year 2010/11, 29 pupils were excluded for a total of 72 exclusion episodes, accumulating to 172 days. This included 3 permanent exclusions for 2 pupils.

**Table 5 - Exclusion of Statutory School Age LAC**

Academic Year 2010/2011	Number of Pupils	Total Number of Exclusions	Total Number of Days
All Pupils	29.0	72.0	172.0
Year 11	2.0	6.0	19.5
Year 10	10.0	29.0	54.5
Year 9	10.0	22.0	52.0
Year 8	2.0	2.0	6.0
Year 7	1.0	4.0	12.0
Year 6	1.0	1.0	2.0
Year 5	1.0	2.0	4.0
Year 4	1.0	3.0	17.0
Year 3	0.0	0.0	0.0
Year 2	1.0	3.0	5.0
Year 1	0.0	0.0	0.0
Reception	0.0	0.0	0.0

**Chart 9**

**Exclusion of Statutory School Age LAC**



## **5.0 CONCLUSION**

- Whilst the attainment of Hillingdon LAC continues to improve, the challenge remains to close the gap which exists between LAC and all pupils. This is against a backdrop of national attainment increasing at a faster rate than LAC attainment and Hillingdon Schools performing above the national average.
- LAC will continue to need priority access to assessments for SEN, appropriate services and additional resources to ensure that they are not further disadvantaged. This is against a backdrop of change, as more schools become academies and the commissioning of services.
- Placement stability and planned moves with education provision already identified and able to meet the child's needs will continue to play a significant role.
- A reduction in those children placed outside the borough, particularly at KS4, will enable them to access Hillingdon's education provisions. However, it should be noted that this year over one third of our Year 11s had a statement of Special Education Needs with 80% of these pupils being placed out of the borough, many in special schools, including Independent Schools and alternative provisions. There is therefore still a significant need for local resources to be developed which can meet the specific needs of these pupils.
- The current programme of carer recruitment and the focus of maintaining LAC within Hillingdon and bringing LAC back into the borough will have a significant impact on local education and health resources e.g CAMHs
- The development of the Multi-Dimensional Foster Care Treatment Programme Pilot, for children aged 6-11 years should lead to the reduction of placement breakdowns, changes in school places and this intensive programme of support and training should skill up the workforce for the future. Such changes will have a positive impact on the attainment and well-being of Hillingdon's LAC.
- Hillingdon Virtual School will continue to work to raise the attainment of LAC in line with our School Development Plan.