

**Key Stage 4 (KS4) GCSE**

The 2012-2013 Key Stage 4 (KS4) GCSE provisional results for Children in Care (CiC) need to be considered within the context of the size of this year's smaller cohort of 25 young people and therefore are statistically flawed as even very small changes can have a great impact upon the results. In this small cohort one set of results has a disproportionate effect.

The cohort of 25 young people comprised 16 (64%) young people in Derby City schools and 9 (36%) educated out of area. 76% of the cohort are on the Special Educational Needs Code of Practice and access differentiated levels of support within the classroom. 17 or 68% of the cohort are assessed as having significant special educational needs of which 8 young people (32%) have a Statement to support their emotional, social, behavioural, communication and learning needs. 12 young people (48%) attend either a Special School or Pupil Referral Unit (PRU).

The table below indicates the KS4 GCSE Year 11 results trend for Derby City's Children in Care, comparator authorities and nationally, from 2003 to 2013.

GCSE (and equivalent) results – percentages		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
5+GCSEs at Grades A*- C	Derby	6.9	5.9	10.3	0	10.7	12.0	10.0	16.7	50	45.9	32
5+GCSEs at Grades A*- C	LAs	n/a	0	5.0	14.5	11.5	13.0	16.0	53.0	32.6	42.3	n/a
5+GCSEs at Grades A*- C	Nat'l	8.7	9.4	10.8	11.8	13.8	16.9	20.9	26.6	31.2	36.8	n/a
5A*- C inc. Eng & Maths	Derby	n/a	n/a	n/a	0	3.0	7.7	6.5	6.7	16.7	24.3	8
5A*-C inc. Eng & Maths	LAs	n/a	n/a	n/a	0.8	2.5	8.5	4.8	16.2	13.9	22.7	n/a
5A*-C inc. Eng & Maths	Nat'l	n/a	n/a	n/a	5.9	7.2	8.8	9.7	11.7	12.8	14.6	n/a
A* - C inc. Eng.& Maths	Derby	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19.4	25	36
A* - C inc. Eng.& Maths	LAs	n/a	n/a	n/a	n/a	4.3	9.4	8.5	6.9	14.8	23	n/a
A* - C inc. Eng.& Maths	Nat'l	n/a	n/a	n/a	n/a	7.8	9.5	10.1	12.3	13.4	15.1	n/a

This year only two young people (8%) achieved 5 GCSEs A\*-C, including English and Maths. This result is significantly lower than last year's highest ever achievement of 24.3% and lower than the 2012 national and comparator Authorities figures of 22.7% and 14.6% respectively. The predicted result of 16% was not achieved due to two young people attaining a D grade in English rather than the expected C grade at GCSE. This year has seen the highest threshold for English and it would appear that the results of these two young people have been affected. However, due to this narrative around the young people they have been allowed to undertake their expected Post-16 courses and will retake their English again this year.

Eight young people (32%) have achieved 5 GCSEs A\*-C or equivalent, not including English and Maths. This equates to a decrease of 13.9% upon last year's highest figures and below the national (36.8%) and local (42.3%) comparator figures for 2012 but, maintains the improving direction of trend from 2003.

Individually, Derby City's children in care have achieved some excellent results. Two young people have attained four A grades at GCSE in English, Biology, Chemistry and History and another young person achieved a Distinction Star in Art and Design, the equivalent of two A\* grades at GCSE.

In 2013 all young people in care have been engaged in learning appropriate to their needs. 72% of this year's cohort achieved at least one GCSE at grade A\*-G, or equivalent qualification. Four young people with Statements for learning disabilities attained some excellent individual results, including GCSE grades and the highest Levels in alternative courses. All young people have achieved expected levels and qualifications commensurate with their abilities at special schools.

During 2012-2013, a variety of strategies and interventions have been implemented to support the education of young people in the care of Derby City.

The use of the £900 Pupil Premium has been determined by schools to support Children in Care both individually or as part of a group.

Alternative educational packages have supported young people to access education appropriate to their needs. This includes Enhanced Care Programme support, vocational and on-line learning. Alternative accredited courses including Entry Level and Youth Awards have been undertaken by some of the cohort and a number have attained Level 3, the highest award.

The Education for Children in Care Team/Virtual School continues to offer specific support and training to schools, particularly Designated Teachers, social workers, carers, adopters, residential homes and students to promote education as a priority to improve outcomes for children in Care and former relevant pupils. Direct work with schools involves advice, sign-posting, strategies and training around behaviour, Attachment, PEPs and Pupil Premium. Monitoring and challenge around issues such as Admissions, attendance, exclusions, appropriateness of school placement, curriculum, attainment and progress are also part of the work undertaken by the Virtual School.