



**Annual Report of the Head of the Virtual School for Looked After Children for the academic year 2013 – 2014.**

**SUMMARY**

- 1.1 Derby's Looked After Children (LAC) population has greater barriers to overcome than LAC nationally. This is concluded by analysing the percentage of LAC with special educational needs, and also analysis of average Strengths and Difficulties Questionnaire scores for the eligible cohort. Both of these indicators are higher than the national average (2013/14)...
- Looked after children with special educational needs - *Derby result of 70.4% versus a national average of 66.6%.*
  - Average score for strengths and difficulties questionnaire - *Derby result of 16.3 versus a national average score of 13.9.*
- 1.2 **Key Stage 1** (7 year old children)
- 2014 standards at Key Stage 1 (KS1) in each of reading, writing and mathematics at Level 2+ are improving faster for Derby's LAC than nationally and are in line or better than national in reading and writing and only 1% point behind national in mathematics. This compares to mathematics being 4% points behind national in 2012.
- 1.3 **Key Stage 2** (11 year old children)
- 2014 standards at Key Stage 2 (KS2) are below national, but are improving at a faster rate than nationally in each of reading and mathematics at Level 4+ when examining outcomes between 2012 – 2014. Standards at Level 4+ in reading, writing and mathematics combined are improving in line with national during the same time period. This trend of rapid improvement needs to continue if standards for Derby's KS2 LAC are to reach national averages for 11 year old looked after children. The progress which Derby's LAC make between the end of Key Stage 1 and when they take their tests at the end of Key Stage 2 in reading and writing is better than that found nationally, but slightly lower in mathematics. This refers to looked after children who were eligible to take the tests.
- 1.4 **Key Stage 4** – (16 year old students)
- GCSE standards are higher than national for Derby's LAC at 5 passes at grades A\*-C and 5 passes at grades A\*-C including English and mathematics. Similarly, KS4 students are make better progress than LAC students nationally in both English and mathematics.

Overall, 77% of LAC had attendance levels of 92% or over.

### 1.5 2014-2015 Priorities

- i. Continue to advocate on behalf of LAC to ensure that the proportion of Year 11 LAC achieving 5ACEM remains at or above national averages.
- ii. For Y6 LAC ensure that the gap between the city average is narrowed at level 4+ in reading, writing and mathematics and that progress rates are higher than the national average when using matched data.
- iii. Continue to advocate on behalf of LAC to ensure that a greater proportion of Year 2 (7 year old) LAC achieve the national expectation of level 2+ in each of reading, writing and mathematics.
- iv. Further develop the advocacy role of the service with schools through the Designated Teachers Network, regular updates and briefings.
- v. Continue to ensure the educational achievement of each LAC is recognised through documents and reports (e.g. Personal Education Plans also known as PEPs), and through celebration events.
- vi. Ensure the Virtual School delivers a focus on LAC attendance at PEP meetings and LAC reviews, and through effective advocacy with Multi Agency Teams and other workers to address specific issues (eg Persistent Absence).
- vii. Make intelligent use and analysis of data to influence practice and ensure the appropriate use of resources.
- viii. Ensure that every Officer and professional has the skills and knowledge to challenge schools on the educational attainment and progress of LAC, to signpost them to appropriate avenues of support and to ensure that the Virtual School is informed of any concerns.
- ix. Strengthen the processes and opportunities for LAC to capture their voice and raise concerns about their educational provision through the PEP, social care and to the Virtual School.
- x. Strengthen in year tracking of pupil progress and attendance.
- xi. Continue to improve the quality and consistency of PEPs, whilst also investigating the development of an ePEP.

### RECOMMENDATIONS

- 2.1 To recognise the achievement of Derby's children who are looked after.
- 2.2 To support the areas for development as highlighted within paragraph 1.5 of the report.'

### REASONS FOR RECOMMENDATIONS

- 3.1 Maximising educational opportunities is important for Derby's Looked After Children. The recommendations in 1.5 provide a route to continue this venture.

## SUPPORTING INFORMATION

### 4.1 Key Stage 1 attainment 2013 – 2014 (Children are aged 7 years of age)

In 2013-14 there were 19 LAC in Year 2 at the time of Key Stage One tests. Of these,

- 15 were in the reportable cohort and had been in care for 12 months or more.
- 71% children in the reportable cohort achieved level 2+ in reading.
- 71% children in the reportable cohort achieved level 2+ in writing.
- 71% children in the reportable cohort achieved level 2+ in mathematics.

The 2013-2014 Year 2 cohort of 19 Looked After Children is a larger cohort than that of previous years but the reportable cohort was only 15 children. One child (5%) was educated in Scotland and subject to a different assessment structure. This child has not undertaken SATs but is counted in this year's statistics of 19 children.

Nine of the total number of Looked After Children were educated in Derby City schools and twelve placed out of area (OA).

Fourteen (67%) children were on the Special Educational Needs (SEN) Code of Practice of which twelve children are considered to have significant needs. Six children had a Statement of Special Educational Needs.

### 4.2 In 2014, 71% of Derby City's LAC in the reportable cohort achieved the national expectation in **reading** of Level 2 or above for a seven year old. This is in line with the national outcome of 71%, but below the comparator average of 75.4%.

Assessments of L2+ in **writings** show that 71% of Derby's LAC achieved this benchmark. This is 10% points above the national average of 61% and above with the comparator average of 66.7%.

In **mathematics**, 71% of Derby City's Looked After Children achieved the national expectation of Level 2 or above. This is 1% below the national average of 72%, and below the comparator average of 75.6%.

Four children achieved level 3 in **reading**, all of which were within the city boundary. Two achieved level 3 in **writing**. Two achieved level 3 in **mathematics**, both were within the city boundary.

### 4.3 Table 1: Key Stage 1 LAC outcomes

Year	Cohort	Number of children	%Level 2+ reading	% Level 2+ writing	% Level 2 mathematics
2010	Derby	10	x	x	x
	National		58%	51%	62%

2011	Derby	15	51%	45%	56%
	National		59%	52%	63%
2012	Derby	15	60%	47%	67%
	National		67%	57%	71%
2013	Derby	16	76%	76%	76%
	National		69%	61%	71%
2014	Derby	15	71%	71%	71%
	National	1,750	71%	61%	72%
	Comparator	Average of 17 children	75.4%	66.7%	75.6%

Notes: x = where the denominator is equal or below 10 & therefore results are not reported.

Set out overleaf is a summary of the rate of improvements for Derby's looked after children at Key Stage 1 alongside comparisons to the total school age population at that key stage.

#### 4.4 Table 2 - Three year trend of improvement from 2012 - 2014

		% Level 2 reading change	% Level 2 writing change	% Level 2 mathematics change
2012 – 2014 change	Derby	+11%	+24%	+4%
	National	+4%	+4%	+1%

Note – Green highlights shows whether outcomes in Derby or nationally are improving faster.

Between 2012-2014, LAC outcomes in Derby at KS1 improved faster than national improvements

#### 4.5 Table 2 - Three year trend of improvement from 2012 - 2014

		% Level 2 reading change	% Level 2 writing change	% Level 2 mathematics change
2012 – 2014 change	Derby	+11%	+24%	+4%
	National	+4%	+4%	+1%

Note – Green highlights shows whether outcomes in Derby or nationally are improving faster.

Between 2012-2014, LAC outcomes in Derby at KS1 improved faster than national improvements.

#### 4.6 Table 3 - KS1 LAC attainment and narrowing the gap at L2+ Reading

	2011	2012	2013	2014
<b>LAC Actual (%)</b>	51	60%	76%	71%
<b>City Actual (%)</b>	83	84%	85%	86%
<b>Difference between LAC and City</b>	-32%	-24%	-9%	-15%

The pace of improvement for LAC at L2+ in reading is faster than that for all children in the city. Between 2011 – 2014, there has been a 20% point improvement for LAC, against 3% point improvement for all children. The trend for the gap between LAC and all children has narrowed between 2011 – 2014, although the one year analysis shows that it has widened in 2013-2014.

**4.7 Table 4 - KS1 LAC attainment and narrowing the gap at L2+ Writing**

	2011	2012	2013	2014
<b>LAC Actual (%)</b>	45%	47%	76%	71%
<b>City Actual (%)</b>	79%	79%	81%	82%
<b>Difference between LAC and City</b>	-34%	-32%	-5%	-11%

The pace of improvement for LAC at L2+ in writing is faster than that for all children in the city. Between 2011 – 2014, there has been a 26% point improvement for LAC, against 3% point improvement for all children. The trend for the gap between LAC and all children has narrowed between 2011 – 2014, although the one year analysis shows that it has widened in 2013-2014.

**4.8 Table 5 - KS1 LAC attainment and narrowing the gap at L2+ Mathematics**

	2011	2012	2013	2014
<b>LAC Actual (%)</b>	56%	67%	76%	71%
<b>City Actual (%)</b>	87%	88%	88%	90%
<b>Difference between LAC and City</b>	-31%	-21%	-12%	-19%

The pace of improvement for LAC at L2+ in mathematics is faster than that for all children in the city. Between 2011 – 2014, there has been a 15% point improvement for LAC, against 3% point improvement for all children. The trend for the gap between LAC and all children has narrowed between 2011 – 2014, although the one year analysis shows that it has widened in 2013-2014.

#### 4.9 Key Stage Two LAC outcomes (11 year olds)

**Table 6 - Key stage 2 – new measure of reading, writing and mathematics**

Year	Cohort	No. of children	%Level 4+ read	% Level 4+ writing	% Level 4+ mathematics	% SPG	% Level 4+ R, W, M
Note: 2012 outcomes are calculated historically for comparison purposes and not how the children were assessed.							
2012	Derby	15	44%	44%	38%	No data	38%
	National		64%	51%	56%	No data	42%
2013	Derby	25	56%	48%	56%	36%	40%
	National		63%	55%	59%	45%	45%
2014	Derby	16	63%	50%	44%	44%	44%
	National	2,450	68%	59%	61%	49%	48%
	Comparator	Average of 23 children	70.3%	57%	53%	47.4 %	47%

#### 4.10 Table 7 - Three year trend of improvement from 2012 – 2014 in the new measures

		% change Level 4 reading	% change Level 4 writing	% change Level 4 mathematics	% change Level 4+ in reading, writing and mathematics combined
2012 – 2014 change	Derby	+19%	+6%	+6%	+6%
	National	+4%	+8%	+5%	+6%

Note – Green highlights shows whether outcomes in Derby or nationally are improving faster.

This year, reported statutory levels for KS2 SATs are in reading, writing and mathematics. Reading and mathematics are assessed through external tests and writing is assessed by their teacher. There is no single 'English' assessment. This is only the second year where children have been assessed in this manner and as such historical comparisons are limited.

The 2013-2014 Year 6 cohort of 16 Looked After Children is a similar size to previous years, 10 of which were educated within the city.

In 2014 63% of the cohort achieved L4+ in **reading** and this is 7% points above 2013 and 19% above 2012. The pace of improvement in Derby is significantly faster than national (19% points in Derby against 4% points nationally to 68% between 2012-2014). However, standards remain below the national average of 68% and below comparator the average of 70.3%.

Teacher assessments of L4+ **writing** indicates a cohort result of 50%, 2% points higher than 2013 results. The pace of improvement in Derby is slightly slower than national (6% points in Derby against 8% points nationally to 59% between 2012-2014). However, standards remain below the national average of 59% and below comparator the average of 57%.

In **mathematics**, 44% of Derby City's Looked After Children achieved Level 4+, a 12% reduction upon last year's result of 56%. The pace of improvement in Derby is higher than national (6% points in Derby against 5% points nationally to 59% between 2012-2014). However, standards remain below the national average of 61% and below comparator the average of 53%.

In the measure of **Level 4+ in reading, writing and mathematics** combined, 44% of Derby's LAC achieved this benchmark compared to 48% nationally. Derby's pace of improvement has been in line with the national pace of improvement between 2012-2014, i.e., 6 percentage points.

The spelling, punctuation and grammar measure has only been reported for two years and therefore no trend analysis can be made until next year.

In order to measure progress, pupils must have matched data from KS1 to KS2. Children are expected to make two levels of progress between the ages of 7 years and 11 years, for example, moving from Level 2 at the age of 7 years to level 4 at the age of 11 years.

- Matched data for reading. Fifteen KS2 pupils had matched data out of the cohort of 16 pupils. Three pupils were working below the level of the test and one pupil took the test but failed to register a level. Of the 15 pupils with matched data, 11 pupils made expected progress (73.3% against national average of 81%). However, when examining those that could register two levels progress, 91.6% of the pupils made the nationally expected progress (11 out of 12 children).
- Matched data for writing. Fifteen KS2 pupils had matched data out of the cohort of 16 pupils. Five pupils were working at levels below L3 at KS2 (plus 1 pupil with missing result). Of the 15 pupils with matched data, nine pupils made expected progress (60% against national average of 82%). However, when examining the percentage of children who were eligible for assessment, 90% made the expected progress (9 out of 10 children).
- Matched data for mathematics. Fifteen KS2 pupils had matched data out of the cohort of 16 pupils. Three pupils were working below the level of the test and two pupils took the test but failed to register a level. One pupil was disapplied and therefore was not entered for the tests because they could not access the test. Of the 15 pupils with matched data, 8 pupils made expected progress (53.3% against national average of 76%). However, when examining the percentage of children who were eligible for assessment, 73% made the expected progress (9 out of 11 children).

4.11 **Table 8 – Progress in reading, writing and mathematics.**

Subject	2013/14		
	% 2 level progress nationally with matched data	% 2 level progress in Derby with matched data	% 2 level progress in Derby of children with matched data and eligible for tests
Reading	81%	73%	91.6%
Writing	82%	60%	90%
Mathematics	76%	53%	73%

Note – Green indicates the higher outcome.

4.12 **Table 9 - KS2 LAC attainment and narrowing the gap at L4+ Reading**

	2012	2013	2014
LAC Actual (%)	44%	56%	63%
City Actual (%)	83%	82%	87%
Difference between LAC and City	-39%	-26%	-24%

The pace of improvement for LAC at L4+ in reading is faster than that for all children in the city. Between 2012 – 2014, there has been a 19% point improvement for LAC, against 4% point improvement for all children. The trend for the gap between LAC and all children has narrowed between 2011 – 2014.

4.13 **Table 10 - KS2 LAC attainment and narrowing the gap at L4+ Writing**

	2012	2013	2014
LAC Actual (%)	44%	48%	50%
City Actual (%)	76%	79%	83%
Difference between LAC and City	-28%	-31%	-33%

The pace of improvement for LAC at L4+ in writing is slightly lower than that for all children in the city. Between 2012 – 2014, there has been a 6% point improvement for LAC, against 7% point improvement for all children. The trend for the gap between LAC and all children remains stubbornly wide between 2012-2014 and has widened.

4.14 **Table 11 - KS2 LAC attainment and narrowing the gap at L4+ mathematics**

	2012	2013	2014
LAC Actual (%)	38%	56%	44%
City Actual (%)	81%	83%	85%
Difference between LAC and City	-43%	-27%	-41%

The pace of improvement for LAC at L4+ in mathematics is faster than that for all children in the city. Between 2012 – 2014, there has been a 6% point improvement for LAC, against 4% point improvement for all children. The trend for the gap between LAC and all children has narrowed slightly between 2011 – 2014.



4.15 **Table 12 - KS2 LAC attainment and narrowing the gap at L4+ combined measure reading, writing and mathematics combined.**

	2012	2013	2014
LAC Actual (%)	38%	40%	44%
City Actual (%)	70%	72%	77%
Difference between LAC and City	-32%	-32%	-33%

The pace of improvement for LAC at L4+ in reading, writing and mathematics combined is slightly slower than that for all children in the city. Between 2012 – 2014, there has been a 6% point improvement for LAC, against 7% point improvement for all children. The trend for the gap between LAC and all children has remained stubbornly wide between 2011 – 2014.

4.16 **Interventions and rewards for primary aged LAC**

See below for examples of how the Virtual School has advocated for LAC

- Letterbox for Years 3 and 5
- Library reading challenge in the spring and summer
- ‘One plus’ – a scheme to encourage attendance at theatre and arts events
- Christmas pantomime tickets
- Cricket and football tickets
- Actively encouraging carers and schools to include LAC in out of core school hours activities, increasing their engagement and reducing isolation
- Pupil premium delivered to schools for things such as 1:1 tuition, play therapy or additional in class support.

4.17 **Key Stage Four (16 year olds) outcomes**

In 2014 there were 46 LAC in Y11 at the time of GCSE and other public examinations. Of these:

- 30 were in the reportable cohort.
- 16.1% of young people (five individuals) achieved 5+ GCSE grades A\*-C including English and mathematics in the reportable cohort and this is above the 2013 Derby City figure of 7.7% and the 2014 national average of 14.4%. This is using the ‘pre-Wolf’ measurement as published by DfE.
- Of the 31 students in care who took KS4 in 2013-14, 21 were also in care when they took their KS2 in 2004-05. This is 67.7% of the KS4 reportable cohort.

30 young people were eligible to undertake the 2013-2014 Key Stage 4 (KS4) GCSE examinations. Of this cohort, six young people did not undertake GCSE examinations, and instead undertook courses appropriate to their needs or capabilities, such as Entry Level, ASDAN and Moving On/Starting Out modules.

The cohort of 30 young people comprised of fourteen young people in Derby City schools. Ten young people (33%) had significant Special Educational Needs and were in receipt of a Statement to support their emotional, social, behavioural, communication and learning needs. 30.3% of the cohort were on the Special Educational Needs Code of Practice at School Action Plus and 15% at School Action. Eight young people (26%) attended alternative educational placements including Special Schools and Pupil Referral Units (PRU).

This year five young people in care (16.1%) achieved **5 GCSEs A\*-C including English and mathematics**. This result of 16.1% is higher than last year's result of 7.7% and higher than the national average of 14.4% and comparator average of 13.2%.

42% of Year 11 LAC in the reportable cohort achieved **5 GCSEs A\*-C** or equivalent, not including English and mathematics. This is an increase of 3.5% points from 2013, compared with a 6.1% point fall nationally (37.2% to 31.1%). This uses the pre-Wolf measurement as published by the DfE.

Individually, Derby City's LAC have achieved some excellent results. One young person attained three A\* grades at GCSE in Mathematics, History and ICT and an A in Religious Studies. 4 young people also achieved a BTEch Distinction\*, (equivalent of two A\* grades at GCSE) in Science, Creative Media, ICT and Health and Social Care.

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, ASDAN, OCR and ABC have been undertaken by some of the cohort and a number have attained the highest Levels.

Of the 30 LAC students who took KS4 assessments in 2014 six were also in care when they took their KS1 in 2004-05. This is 19.3% of the KS4 reportable cohort.

#### 4.18 Table 13 - Key Stage 4 headlines

Year	No. of LAC	% 5A-C Derby LAC	% 5A-C LAC national	%5ACEM Derby LAC	% 5ACEM LAC national
2011	35	54.3%	33.5%	17.1%	13.6%
2012	35	45.9%	37.2%	29.7%	15%
2013	25	38.5%	37.2%	7.7%	15.5%
2014	30	41.9%	31.1%	16.1%	14.4%

Note – Green indicates the higher outcome

The percentage of LAC achieving 5A\*- C GCSE nationally has fluctuated depending upon the cohort between 2011 – 2014. However, due to curricular and assessment changes it is difficult to make direct year on year comparisons. Instead, a better comparison would be comparing to national. Table 13 shows that it was only in 2013 where outcomes for LAC nationally were higher than for Derby's Year 11 LAC.

In order to measure progress, students must have matched data from KS2 to KS4. Students are expected to make three levels progress between the ages of 11 years and 16 years, for example, moving from Level 4 in mathematics at the age of 11 years to Grade C at the age of 16 years.

- Matched data for English. 24 students had matched data (80% of the cohort). This is because four students were operating below the level of the test at KS2 and two students had no KS2 data at all. Of the 25 students with matched data, 52.0% made expected progress in English. This compares to 39% nationally.
- Matched data for mathematics. 23 students had matched data (77% of the cohort). This is because four students were operating below the level of the test at KS2, two students have no KS2 data at all and one student took the KS2 test but failed to register a level. Of the 24 students with matched data, 37.5% made expected progress in mathematics. This compares to 29% nationally.

#### 4.19 Table 14 – progress at Key Stage 4

Subject	2013/14	
	% 3 level progress nationally	% 3 levels progress in Derby
English	39%	52%
Mathematics	29%	37.5%

Note – Green indicates the higher outcome.

#### 4.20 Table 15 - Narrowing the gap at KS4 attainment at 5 good passes at grades A\*-C

	2012	2013	2014
LAC Actual (%)	45.9%	38.5%	41.9%
City Actual (%)	84.7%	81.8%	58.5%
Difference between LAC and City	-38.8%	-43.3%	-16.6%

Due to curricular and assessment changes, it is difficult to make accurate year on year comparisons. However, the trend for the gap between LAC and all students has narrowed between 2012 – 2014.

#### 4.21 Table 16 - Narrowing the gap at KS4 attainment at 5 passes at grades A\*-C (English and mathematics)

	2012	2013	2014
LAC Actual (%)	29.7%	7.7%	16.1
City Actual (%)	57.2%	56.7%	49%
Difference between LAC and City	-27.5%	-49%	-32.9%

Due to curricular and assessment changes, it is difficult to make accurate year on year comparisons. However, the trend for the gap between LAC and all students has narrowed between 2013 – 2014, but widened over the period 2012-2104.

#### 4.22 2013-14 Interventions

Examples of the support brokered or commissioned for the KS4 cohort.

- 121 tuition provided via out of area Local Authority or Teaching Personnel Ltd.
- Junction 16 via Kingsmead PRU offer the following:
  - Baby J, Ozbox, The Island, The Salon, Cast, Engineered Learning, Happy Hens, Pedestrian Urban art and design, TopTec, YMCA, Access Construction and Multi Sports at Kingsmead.

#### 4.23 Quality of school placements

In 2013/14 74% of LAC attended a school judged to be 'Good' or better. This was made up of:

- 200 in the primary phase
- 21 in the secondary phase
- 3 in the special phase.

If a school moves from being 'Good' or better to being in an OfSTED category of concern, then an Officer visits the school to discuss the quality of education for any LAC at the school. This is more important than the OfSTED judgement. For example, the Head of Quality Standards and Improvement discussed the quality of education for LAC with Merrill Academy. This is a secondary school which was judged to have 'Serious Weaknesses'.

A LAC would only be moved school if the quality of education for that child was failing.

#### 4.24 LAC Exclusions Report

- 1 LAC was permanently excluded from a school in 2013-14
- The number and percentage of LAC given fixed term exclusions has reduced over the last three years.

#### 4.25 Table 18 - Fixed Term Exclusions 2013-14

- Locally generated data indicates that 7 LAC were subject to one or more Fixed Term Exclusions in this year.

	Percentage of LAC with at least one fixed term exclusion					
	2009	2010	2011	2012	2013	Reduction
Derby	17.7%	8%	9.7%	8.2%	7.3%	-10.4%
National	13.8%	13.1%	12.4%	11.4%	9.8%	-4%
Comparator LAs	15.2%	13.2%	11.8%	11.1%	9.8%	-5.4%

- The reduction in the percentage of LAC who have had at least one period of fixed term exclusion has been faster than seen nationally between 2009 -2012. It is now below national and comparator LAs, compared to being above in 2009.

#### 4.26 Training and Development

To fulfil its training and development role member of staff of the Virtual School have taken part in and led a series of training events.

##### Virtual School Workshop Days

Training with the Virtual School has included:

- Learn the Child Attachment Training with Kate Cairns
- Boxall Profile Training with Derby City Council Behaviour Support Teachers
- Foetal Alcohol Syndrome Disorders with Brian Roberts, FASD Trust

- Pfeg, Personal finance education group

The above were attended by Virtual Schoolstaff and Designated Teachers, school staff, Social Workers, Residential home staff and Foster Carers. All have been attended by a mix of the above staff.

#### 4.27 Links with Other Services

Training that has been held with other services includes:

- Education for Children in Care training for Governors, explaining their roles and responsibilities towards Children in Care
- Education for Children in Care training for foster carers, residential home staff, social workers. 2 x 0.5 day sessions explaining the role of the Virtual School, explanation about Attachment Disorder, PEP's, PP+ and role of the Designated Teacher in school.
- PEP training and update sessions for social workers

#### 4.28 Designated Teachers Network

The Designated Teacher network has received presentations from or has examined

08.10.13

Presentations from:

- Darren Fishwick, DT at St Peters CE Junior School
- Claire, an adoptive parent
- Jayne Cupitt, Social Worker
- Using Derby's EduPAC (Adopted Child's PEP)
- SATs and GCSE Summary

05.03.14

Sharing Good Practice

- Behaviour: Lindsay Hitchcock, ASD Lead Middle Leader, St Giles
- Communication: Karen Brownhill, Speech and Language Practitioner, St Giles
- Techniques used in school including Makaton, PECS and picture timetables
- 'I Can' cards – Margaret Peasgood, Lakeside Primary School
- Introduction and role of Derby City Virtual School's new Designated Teacher Lead Support
- SATs and GCSE Predictions 2014
- DfE statistical release
- Pupil Premium
- New Regulations and Guidance

12.06.14

The work of an IRO and how Designated Teachers for CiC can work more effectively together for the young people, Nilufer Algas, IRO

- Advocacy service for Children in Care, Children in need and Children in Care Council, Sally Groves, CSV Derby.
- Cupitt's Corner, Jane Cupitt, Social Worker

All sessions included sharing of good practice and updates on Pupil Premium +.

#### 4.29 The Personal Education Plan

The Local Authority has a statutory duty to maintain Personal Education Plans (PEP) for every school age Looked After Child (LAC) up to the end of the school year in which the LAC turns 16 (i.e. the end of Year 11). A LAC must have a PEP written within 20 schools days of coming into care. The PEP must be reviewed at least once every six months, or at any time of significant changes to their placement or education provision.

The completion rate for PEPs during 2013/14 fell short of targets at 74%, however there has been considerable improvement during the current year where 82% have been completed on time. To further enhance this improvement, transformation services are completing a scoping exercise to determine the viability of an electronic PEP with the aim to make the process of maintaining and submitting PEPs in future more efficient.

#### 4.30 Quality Assurance

A system has recently been introduced to ensure that completed PEPs meet a high standard. Each term SSIOs (Senior School Improvement Officers) sample approximately 20 PEPs from across the age ranges and provide feedback via a summary report to the Virtual headteacher. PEPs are judged in terms of quality and appropriate completion. Any school based issues are followed up by the school's allocated SSIO as part of the termly visits.

**This report has been approved by the following officers:**

<b>Legal officer</b> <b>Financial officer</b> <b>Human Resources officer</b> <b>Estates/Property officer</b> <b>Service Director(s)</b> <b>Other(s)</b>	Iain Peel, <a href="mailto:iain.peel@derby.gov.uk">iain.peel@derby.gov.uk</a> – 01332 642663 Sarah Walker, <a href="mailto:sarah.walker@derby.gov.uk">sarah.walker@derby.gov.uk</a>
<b>For more information contact:</b> <b>Background papers:</b> <b>List of appendices:</b>	Iain Peel 01332 642665 <a href="mailto:iain.peel@derby.gov.uk">iain.peel@derby.gov.uk</a> None Appendix 1 – Implications Appendix 2 – Additional Information Appendix 3 - Y11 LAC Destinations Appendix4 - 2013-14 LAC Cohort by Gender and Ethnicity

**Appendix 1**

## **IMPLICATIONS**

### **Financial and Value for Money**

1.1 N/A

### **Legal**

2.1 The Council has a statutory duty to act in the best interests of those children who are looked after including ensuring access to and provision of education.

### **Personnel**

3.1 N/A

### **IT**

4.1 N/A

### **Equalities Impact**

5.1 As in any family, officers need to make sure that children looked after who are also disabled children have full access to reasonable adjustments at school, so they can take part in all events and learning. The children will rely on us to push this for them if necessary. The ethnic origin breakdown of the children is highlighted at Appendix 4

### **Health and Safety**

6.1 N/A

### **Environmental Sustainability**

7.1 N/A

### **Property and Asset Management**

8.1 N/A

### **Risk Management**

9.1 None directly arising from this report

### **Corporate objectives and priorities for change**

10.1 Achieving their learning potential and good quality services that meet local needs.





## Appendix 2 – Additional data

### Percentage of LAC with SEN - All SEN

	National	Derby	Comparator LAs
2014	66.6	70.4%	65.5%

### Percentage of LAC with SEN - with Statements

	National	Derby	Comparator LAs
2014	29%	25.9%	25.9%

### Percentage of LAC with SEN - without Statements (SA/SAP)

	National	Derby	Comparator LAs
2014	37.6%	44.5%	39.6%

### Emotional and behavioural health of LAC – Strengths and Difficulties Questionnaire scores (SDQ)

	National	Derby	Comparator LAs
2014	13.9	16.3	14.1

### Appendix 3 - Y11 LAC DESTINATIONS

#### In Learning

The figures below show activities for children leaving care now aged 19, 20 and 21 who were eligible for post adoption support. 2012/13 figures are only for children aged 19 at the time.

	2012/13		2013/14	
	Derby	National	Derby	National
<b>All qualifying children</b>	39	6,930	149	27,220
<b>Higher education i.e. studies beyond A-Level</b>	0 (0%)	400 (6%)	2 (1%)	1,740 (6%)
<b>In education other than higher education</b>	13 (33%)	2,030 (29%)	37 (25%)	5,070 (19%)
<b>In training or employment</b>	12 (31%)	1,630 (23%)	48 (32%)	5,500 (20%)
<b>Total number in education, employment or training</b>	25 (64%)	4,050 (58%)	50 (58%)	12,310 (45%)
<b>Not in education, employment or training</b>	11 (28%)	2,360 (34%)	50 (34%)	10,330 (37%)
<b>Local Authority not in touch with child</b>	3 (8%)	520 (8%)	12 (8%)	4,500 (17%)
2012/13 figures are taken from children aged 19 years old at the time. 2013/14 figures are taken from children aged 19,20 and 21 at the time				

Appendix 4

2013-14 LAC Cohort by Gender and Ethnicity

	Prim	Sec	spec	PRU	<b>Totals</b>
Male	167	17	2	0	<b>186</b>
Female	105	11	1	0	<b>117</b>
<b>Totals</b>	<b>272</b>	<b>28</b>	<b>3</b>	<b>0</b>	<b>303</b>

	<b>Prim</b>	<b>Sec</b>	<b>spec</b>	<b>Inclusion</b>	<b>Totals</b>
<b>Asian or Asian British - Indian</b>	2				<b>2</b>
<b>Asian or Asian British - Other</b>	1				<b>1</b>
<b>Asian or Asian British - Pakistani</b>	1	1	1		<b>3</b>
<b>Black or Black British – African</b>	5	1			<b>6</b>
<b>Black or Black British – Caribbean</b>	1	3			<b>4</b>
<b>Dual Heritage – Other</b>	8	1			<b>9</b>
<b>Dual Heritage – White and Asian</b>	5	3			<b>8</b>
<b>Dual Heritage – White and Black African</b>	5				<b>5</b>
<b>Dual Heritage – White and Black Caribbean</b>	9				<b>9</b>
<b>Gypsy/ Roma</b>	2				<b>2</b>
<b>Other</b>	3				<b>3</b>
<b>Traveller of Irish Heritage</b>	1				<b>1</b>
<b>White British</b>	220	18	1		<b>239</b>
<b>White - Irish</b>	3				<b>3</b>
<b>White – Other European</b>	6	1	1		<b>8</b>
<b>Totals</b>	<b>272</b>	<b>28</b>	<b>3</b>		<b>303</b>