

Education of Children in Care in Leicestershire

2013 Summary Self Evaluation Performance – Headline report

- All figures relating to Children in Care (CiC) to Leics are for those in care continually for at least 12 months as at March 31 2013; figures relating to Leicestershire CLA relate to CiC continuously for at least 6 months and latter data is from Raise Online (DfE reporting tool).
- CiC to Leics = Leicestershire CC children only - who may be educated in or out of Leicestershire (the Virtual School cohort)
- Leics CLA = all looked after children in Leicestershire schools (may include children looked after by other authorities).

Overall:

- Reporting for the Virtual School cohort is based on those children and young people in care continuously for at least 12 months by March 31 in the year of their exams: cohort numbers are small (KS1 6; KS2 12; KS4 33) and this skews results expressed as percentages.

For example, results are down against 2012 on the key measure of 5A*-C including English and Maths as one young person (1/33) predicted to achieve both did not achieve a C grade in English. It is helpful also to look at the Leicestershire CLA figures to gain a broader view of how all children in care being educated in Leicestershire schools are generally performing and this data is also included as part of this analysis.

Key Stage 1

- The achievement of CiC to Leicestershire at KS1 is below national data for Reading, Writing and Maths. However, the cohort is very small, containing only 6 pupils and the difference between Leicestershire and other comparisons is often 1 child. Due to this, it is difficult to draw meaningful conclusions.

Key Stage 2

- At Key Stage 2 the achievement of CiC to Leicestershire is above national CLA data on all measures except Reading and compares favourably with our regional and statistical neighbours on most measures. The cohort is larger than KS1 but still relatively small, containing 12 pupils.
- Progress in Key Stage 2 is generally better than national averages and the gap between CLA and all pupils in Leicestershire is narrower than national gaps. However, progress needs to be accelerated in order for Leicestershire CLA to reach age-related expectations at the end of KS2.

Key Stage 4

- At Key Stage 4 the achievement of CiC to Leicestershire (cohort of 33 students) is significantly below national CLA data against the key measure of 5A*-C as many of the 2013 cohort were not working at this level. The final figure was also affected by one student who

did not achieve the predicted C+ in English – this exemplifies how small margins can impact headline figures with a small cohort.

However, several students achieved Grade D GCSEs which is a solid foundation to build on post-16. For example, in terms of 5A*-D including English and maths, 15% or 7/33 students achieved this measure. Extending this to 5A*-G, 70% of CLA achieved this, showing that the majority of children do leave school with some qualifications (82% achieved at least 1 A*-G).

- Following our focus on gaining qualifications in both English and Maths, out of the whole cohort of 45 students, **35/45 young people achieved qualifications in both English and maths**. That means 77.7% of our total Virtual School cohort have a good grounding on which to build at Key Stage 5 (post 16 education).

Conclusion

- The gap between CiC and 'all' children widens as children move from Early Years to Primary and from Primary to Middle/Secondary schools. This pattern is also reflected nationally. The priorities for the Virtual School remain: improving progress over time in relation to the often low starting points of CiC; raising end of key stage attainment levels; and narrowing the achievement gap between CiC and 'all' pupils.