

ITEM No:

Originator: Brian Tuffin / Dorothy
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Tel:

REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

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EXECUTIVE BOARD: 13 May 2009

SUBJECT: The Achievement of Looked After Children

EXECUTIVE SUMMARY

1.00 PURPOSE OF THE REPORT

This report outlines the achievement of Looked after Children in Leeds and identifies strategies for improving their outcomes

2.00 Background Information

Improving the achievement of Looked After Children (LAC) has been highlighted as a key issue in recent evaluations and Local Authority inspections. It is a priority in the Joint Area Review (JAR) and in the Children and Young People's Plan.

In 2007 the Leeds Extended School for Looked After Children (LEXS) was created, led by a headteacher to champion their welfare and progress. This has:

- raised the profile of looked after children across the city
- built closer working relationship with partners in Education Leeds and Children and Young People's Social Care
- raise expectations for the achievement of the young people; and developed a more strategic approach to improving outcomes.

4.00 SUMMARY OF THE MAIN ISSUE

There are Looked After Children in Leeds who have consistently high attendance and achievement. However, overall levels of achievement are well below that of their peers, although broadly in line with national comparative data.

5.00 RECOMMENDATIONS

The Board is asked to consider the main findings of this report and note its conclusions

Agenda Item:

Originators: Brian Tuffin /
Dorothy Smith / Alun Rees

Telephone:

REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 13 May 2009

SUBJECT: The Achievement of Looked After Children

Electoral Wards Affected:

Ward Members consulted
(referred to in report)

Specific Implications For:

Equality & Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call-in

Not Eligible for Call-in

(Details contained in the Report)

1.0 PURPOSE OF THIS REPORT

- 1.1 This report outlines the achievement of Looked after Children in Leeds and identifies strategies for improving their outcomes.

2.0 BACKGROUND INFORMATION

- 2.1 Improving the achievement of Looked After Children (LAC) has been highlighted as a key issue in recent evaluations and Local Authority inspections. It is a priority in the Joint Area Review (JAR) and in the Children and Young People's Plan. In 2007 the Leeds Extended School for Looked After Children (LEXS) was created in Leeds, led by a headteacher to champion their welfare and progress. The headteacher has been able to improve the rigour of information and data held about these pupils.
- 2.2 The Leeds Extended School for LAC has raised the profile of its pupils, and built closer working relationship with partners in Education Leeds and Children and Young People's Social Care. It has sought to raise expectations for the achievement of the young people and developed a more strategic approach to improving outcomes. The success of these partnerships will be judged by the impact on the young people particularly by improvements in standards, attendance and behaviour

3.0 MAIN ISSUES

3.1 Characteristics of the LAC cohort

3.1.1 There are over 800 Looked after Children in Leeds schools (children who have been in care continuously for a period of 12 months or more) of which over a third attend Leeds primary schools and a slightly bigger proportion attend Leeds secondary schools. 10% of LAC are on the roll of a Specialist Inclusive Learning Centre (SILC) and a further 10% attend schools outside Leeds.

3.1.2 71% of LAC are on a special needs register compared with only 19% for all Leeds pupils. 51% of LAC have a statement of SEN or are registered as School Action Plus. The main need is behaviour, emotional and social difficulties, with moderate learning difficulties also being significant. It should be recognised that these conclusions are based on the 2008 (OC2) cohort and therefore further work would need to be undertaken in regard of pupil progress to assess individual children.

3.2 Attendance of LAC

3.2.1 Primary age LAC have rates of attendance higher than children overall. Attendance is higher at every age for both boys and girls, and increases with age, so that LAC have higher rates of attendance in year 6 than in year 1. Even though overall attendance fell very slightly in 2007-8, the attendance of LAC improved. The proportion of LAC with over 90% and with over 95% attendance is higher than for all pupils. This has also improved in 2007-8 along with a reduction in the proportion attending for less than 80% of the time.

3.2.2 This pattern of good attendance continues into year 7, but thereafter attendance declines with age until by year 11 attendance rates have fallen to less than 82%, over 6% lower than for all pupils. Unauthorised absence is particularly high in year 11. Secondary school attendance of LAC is not significantly influenced by gender.

3.2.3 54% of LAC at secondary school attend for over 95% of the time. This is better than for all pupils (48%). However, 18% attend for less than 80% of the time. This is twice the proportion compared with all pupils. Moreover, a quarter of LAC in year 11 were persistently absent.

3.2.4 Absence for 'other unauthorised reason' (truancy) accounts for a third of all absence for LAC in secondary schools. Absence due to exclusion has been cut from 14% to 8% but is still three times higher than for all Leeds pupils.

3.3 Exclusions

3.3.1 The number of LAC permanently excluded from Leeds schools has been reduced from eight in 2005/6 to two in 2007/8. Rates of fixed term exclusion are much higher for LAC with a higher proportion of pupils excluded and for longer periods than for all pupils. LAC are excluded for the same reasons as any children, with physical assault and verbal abuse given as the most common reason.

3.3.2 Fixed term exclusions from primary schools and PRUs are much lower than from secondary schools and SILCs. Within the SILC category most are from the BESD SILC. Boys experience many more exclusions than girls.

3.4 Achievement in Primary Schools

- 3.4.1 Only 11% of the 45 LAC in the foundation stage reached the benchmark level, compared with 47% of all pupils. The largest differentials are for social and emotional development, and all aspects of communication, language and literacy. Boys did significantly better than girls in the foundation stage.
- 3.4.2 At Key Stage 1, the proportion of LAC reaching level 2 for reading, writing and maths is substantially lower than for all children. The percentage point gap between LAC and all children is, however, broadly in line with the national figure. A larger proportion of LAC girls reached level 2+ at reading and writing than did boys, and the gap was significantly greater in maths.
- 3.4.3 At the end of Key Stage Two, a quarter of the LAC cohort were not entered for the English and math tests because they were assessed by teachers as working below the level of the test. While there was some improvement between 2007 and 2008 in the achievement of LAC, the levels are lower than national equivalent levels. The gap between LAC and all pupils was higher in Leeds than nationally. A larger proportion of LAC girls reached level 4+ at English and science than did boys, but the gap in maths was negligible.

3.5 Achievement in Secondary Schools

- 3.5.1 At Key Stage 3 test data was incomplete in 2008, but some notable issues can be discerned. A high number of LAC were absent from the tests and there was also a high number of pupils assessed below the level of the test or not registering a level, particularly in English. On the other hand, sixteen LAC achieved a level six, seven or eight in maths. A larger proportion of LAC girls reached level 5+ in English than did boys, but the difference in maths and science was negligible.
- 3.5.2 At Key Stage 4, if all qualifications are included, 16% of LAC achieved 5 or more A*-C, and 44% 5 or more A*-G. Half of pupils achieved no A*-C grades, and 7% no A*-G grades. The gap, therefore, between LAC and all pupils is large, and similar to national figures. LAC girls out performed boys in all the Key Stage 4 measures.
- 3.5.3 Predictions from Key Stage 2 estimate that 26% of LAC should have achieved 5A*-C and 71% 5A*-G. This indicates that we should expect significant improvement on current rates of achievement.

3.6 Destinations of LAC

- 3.6.1 In 2007 61% of LAC stayed in full time education. While this was a 9% increase on previous years, this is lower than national comparative rates and rates for all students. The proportion of LAC unemployed after year 11 was over 20% in 2006 and 2007, higher than national rates and much higher than for all students in Leeds.

3.7 Conclusions from the Data Analysis

- 3.7.1 It can be seen that significant numbers of LAC start out with difficult social and emotional issues that mitigate against them achieving the functional skills required to be successful on entering the secondary phase. For too many of these young people, this causes an early sense of failure in secondary schools, resulting in a lack of engagement, poor attendance and behavioural issues leading to relatively high exclusions and poor outcomes.

4.0 **STRATEGIC FRAMEWORK TO SUPPORT LOOKED AFTER CHILDREN**

- 4.1 The strategic focus to date has been on those LAC in secondary school most at risk of underachieving or disengaging with education. This focus is maintained through increasingly integrated and coordinated working across Children Leeds.
- 4.2 The Multi-Agency Looked After Partnership Executive (MALAP Exec.), chaired by Education Leeds (EL), brings strategic leaders from across Children's Services and its partners together with operational leaders from Children & Young People's Social Care (CYPSC); Early Years; Health; Integrated Youth Support; and the Youth Offending Service. It monitors the quality of the services to looked after children and care leavers (LAC) and their outcomes. It also oversees the implementation of the Care Matters Agenda and related aspects of the new Children & Young People's Act.
- 4.3 Chaired by the Lead Executive Member for Children's Services, the Elected Member Corporate Carer Group acts to support and challenge services working with looked after children and care leavers. The profile of LAC is raised through the collective and individual advocacy of Members who also attend the Area Committees. The group also acts as a 'lay Governing Body' for LEXS and as critical friend for the Head of LEXS. Finally the group's new terms of reference will formalise its relationship to the MALAP Exec. and ensure reports come to it not only from CYPSC and EL but the MALAP partners
- 4.4 There is a particular effort to support older LAC to achieve economic wellbeing & make a positive contribution stay safe & be healthy
- CYPSC Pathway Planning Team work closely with Connexions to ensure young people make a successful transition from school to education, training or employment;
 - LEXS brokered protocol between Pathway Planning and the Leeds Colleges to ensure LAC receive priority support when they join any Leeds college;
 - Residential homes have a named Youth Service contact;
 - The PCT has invested very significant additional resources into the LAC Health Team which has a vital role in both assessing and safeguarding young people's general health and well-being;
 - A sexual health specialist nurse is attached to the Pathway Planning Team to work closely with looked after young people at risk;

5.0 **DEVELOPING FOCUS FOR SUPPORT**

- 5.1 Continue to raise the profile of this underachieving cohort through the following:
- Headteacher writes regularly in the Governor Bulletin and attends Area Governor Forum meetings;
 - regular meetings between LEXS and secondary school personalised teachers are identifying barriers to progress and agreeing interventions for individual looked after children;
 - regular meetings with clusters of primary schools;
 - Integrated Support and Psychology Service (ISPS) and LEXS will jointly run professional development focusing on the statutory guidance relating to designated teacher job descriptions and competencies;
 - specialist LAC Attendance Officer supports schools and children's homes in improving the attendance of LAC;
 - the agreed protocol between EL Attendance Improvement Service and Children &

Young People's Social Care ensures carers and social workers are informed about good practice in maintaining attendance as well as when absence becomes a cause for concern; and

- an annual conference to celebrate good practice in Leeds.

5.2 Accelerate the social and emotional development of LAC in the primary phase:

- CYPSC Therapeutic Social Care team and CAMHS prioritise referrals of LAC to support stable care placements and engagement with learning and personal development;
- EL Integrated Support and Psychology Service (ISPS) prioritise LAC in their case work and in support for school professional practice. The team has also identified a named educational psychologist as the link between the service and LEXS;
- ISPS and LEXS collaborate to produce a leaflet for schools on good practice relating to LAC including two leaflets offering advice to individual school staff on de-escalation techniques and on the attachment disorder issues that many LAC display;
- CYPSC Fostering and Fieldwork Services work closely with LEXS to support the placement stability of LAC essential to the development of positive self esteem and resilience; monitor their personal development and well-being; and ensure they have the opportunity to participate in decisions about their care;
- foster Carers are well briefed on safeguarding and well-being and there is a strategy in place to develop their capacity and capability to care even more effectively for children and young people;
- EL Education Protects team offers small 'dowry grants' to support LAC in primary schools and to provide training for school staff, social workers and school governors; and
- Continuation of 'Find your Talent' Pilot that has supported work with LAC:
 - reading support and engagement with libraries for Year 3 into 4;
 - mixed age groups hosted by the Library Service and stimulating creativity;
 - research to identify what children and young people who are LAC would identify as future priorities;
 - a holiday project to engage LAC with the creation of a multi-media Heritage Trail useable by any young person; and
 - systems and processes to ensure all LAC can access Breeze and that their engagement can be monitored.

5.3 Improve the targeted acquisition of functional skills and personal learning and thinking skills in early years settings, primary and secondary schools

- EL School Improvement Service and School Improvement Partners prioritise LAC and their progress as part of their contact with schools and this is supported by pupil level target setting for all LAC in Leeds;
- 1-to-1 tuition by qualified teachers for LAC who have fallen behind or have gaps in understanding due to disrupted education has been piloted this year and will be mainstreamed next year;
- Study through Sport provides LEXS with study support programmes at both Elland Road and the John Charles Centre;
- Early Year's Service are working to support the early engagement of LAC and their carers with Children's Centres and giving them priority access to the programmes they offer;
- foster carers are being encouraged to develop the skills to support reading development among LAC;
- Leeds Inclusive Learning and 14+ strategies are taking account of the needs of

looked after children as they develop, as are the developing locality Children's Trusts and cluster based Extended Services;

- LAC are prioritised by Area Inclusion Partnerships and their Project Directors to increase the range of appropriate support for LAC; and
- Targeted Youth Support are working with LEXS to ensure priority access to support for LAC who may be at risk of becoming NEET and LAC have priority access to Youth Offending Service/'Dance United' provision.

5.4 Provide mentoring and coaching for all looked after children and young people in Leeds.

5.5 Ensure all schools share pupil level attendance, attainment and progress information held in school management information systems with the Local authority so that termly monitoring of improvement in outcomes can be evaluated.

5.6 The activities described above are categorised in Annex 2 against the Every Child Matters outcomes.

6.0 **IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE**

6.1 The high level of special needs and comparatively low achievement of LAC compared with other children means that tackling this inequality should remain a very high priority for Leeds.

7.0 **LEGAL AND RESOURCE IMPLICATIONS**

7.1 The need to ensure that improvements described in this report means that LAC must remain a high priority when allocating resources.

8.0 **RECOMMENDATIONS**

- 8.1
- The Board is asked to consider the main findings of this report and note its conclusions.
 - The Board is asked to receive an update report in six months

Background Papers

There are two annexes to this paper:

Annex 1: 2008 education outcomes for looked after children

Annex 2: Main strategies for improvement and current action being taken to support the outcomes of Looked After Children

EXECUTIVE BOARD: 13 May 2009

The Achievement of Looked After Children

Annex 1

2008 EDUCATION OUTCOMES FOR LOOKED AFTER CHILDREN

Publication Date: February 2009

NUMBERS AND CHARACTERISTICS OF LOOKED AFTER CHILDREN

This report is based on the 2008 OC2 cohort of Looked After Children (LAC) who were of statutory school age.

Over 40% of LAC were on the roll of a Leeds secondary school, with a third (33%) in Leeds primary schools. 10.4% of LAC were at a Specialist Inclusive Learning Centre (SILC), this is compared to less than 1% for all pupils in Leeds. Of those at SILCs, 26 were on the roll of the BESD (Behaviour, Emotional and Social Difficulties) SILC. Almost 10% of the 2008 OC2 cohort were on the roll of a school outside Leeds.

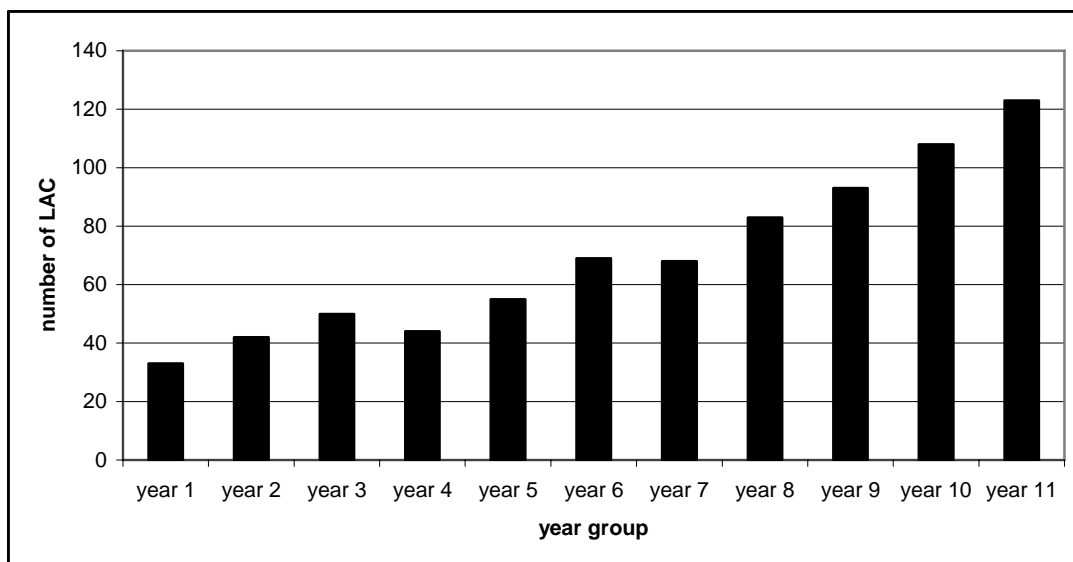
Type of schools attended by Looked After Children

	Number of LAC	% of LAC
Primary	299	36.4
Secondary	341	41.5
Specialist Inclusive Learning Centre (SILC)	81	9.9
Academy	14	1.7
Pupil Referral Unit (PRU)	7	0.9
out of area	75	9.1
other	5	0.6

Source: School Census

The numbers of LAC in each school year group are shown in the chart below, which indicates that the numbers of LAC tend to increase with age, with almost four times as many LAC in year 11 as in year 1.

LAC by year group



The following analysis is based on those young people in the OC2 cohort who were on the roll of a Leeds school as information is not available for those in out of area schools.

There are more boys than girls in the LAC cohort in Leeds. The rate of eligibility for free school meals is slightly below the average for Leeds, as is the proportion of LAC that are of Black and Minority Ethnic heritage. The starkest difference for LAC in terms of pupil

characteristics is in relation to Special Education Needs (SEN). Only 28.7% of LAC have no SEN, compared to 81% of all pupils in Leeds. 22% have statements of SEN, 21% are on School Action and another 29% on School Action Plus.

Pupil Characteristics of Looked After Children

	LAC	All pupils
female	41.2	
male	58.8	
Eligible for free school meals	17.5	18.7
BME	15.7	19.2
<i>Special Education Needs (SEN)</i>		
No SEN	28.7	81.0
School Action	20.7	11.3
School Action Plus	28.8	5.8
Statement of SEN	21.8	1.9

Source: School Census January 2008

The primary SEN for almost half of LAC on School Action Plus and almost 40% of LAC with statements is 'Behaviour, Emotional and Social Difficulties'. The second highest SEN is Moderate Learning Difficulties which accounts for almost a quarter of School Action Plus and 18% of statements. 16% of LAC with statements of SEN have Severe Learning Difficulties.

Primary SEN for LAC on School Action Plus and with a statement of SEN

Primary SEN	School Action Plus		Statement of SEN	
	number	%	number	%
Autistic Spectrum Disorder	0	0.0	8	5.3
Behaviour, Emotional & Social Difficulties	93	47.0	59	39.3
Hearing Impairment	0	0.0	0	0.0
Moderate Learning Difficulty	49	24.7	27	18.0
Other Difficulty/Disability	21	10.6	2	1.3
Physical Disability	2	1.0	2	1.3
Profound & Multiple Learning Difficulty	0	0.0	5	3.3
Speech, Language and Communication Needs	19	9.6	5	3.3
Severe Learning Difficulty	0	0.0	24	16.0
Specific Learning Difficulty	6	3.0	2	1.3
Visual Impairment	1	0.5	0	0.0
Multiple Sensory Impairment	0	0.0	0	0.0
not recorded	7	3.5	16	10.7

Source: School Census, January 2008

ATTENDANCE OF LOOKED AFTER CHILDREN

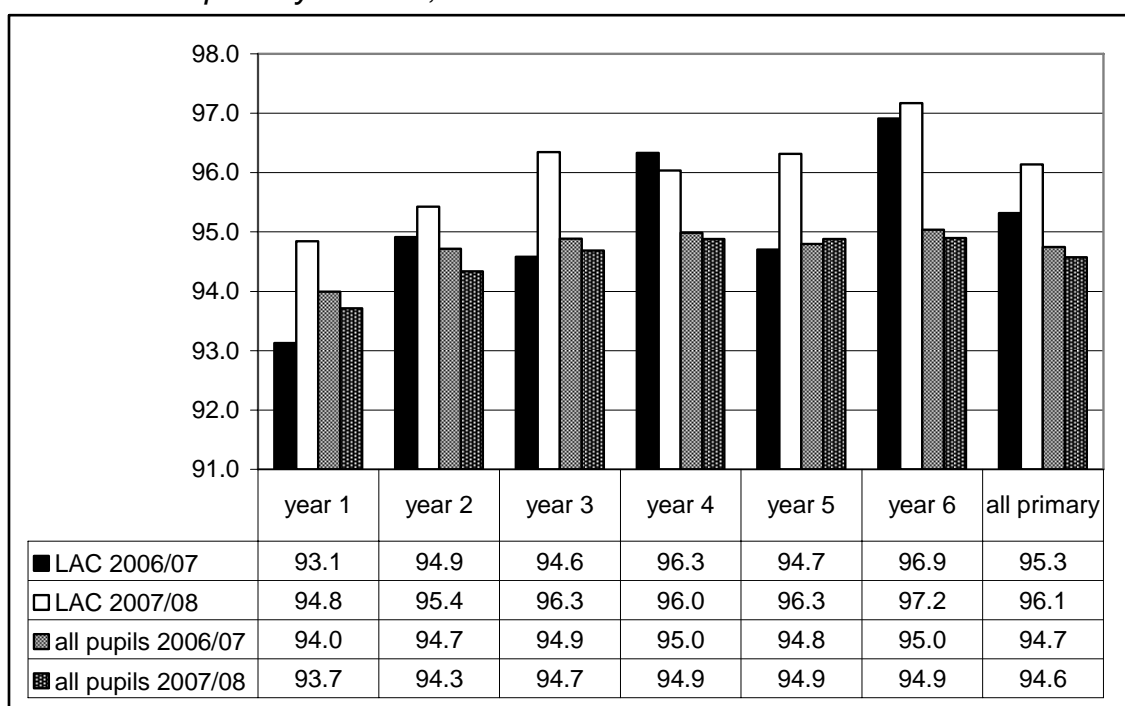
The analysis presented here is for LAC on the roll of a Leeds school as data is not available for pupils in out of area schools.

Attendance of Looked After Children in Primary Schools

Overall attendance and absence

In 2007/08, the attendance of LAC in primary school increased, this is in the context of a fall in attendance for all pupils in Leeds primary schools. Therefore attendance of LAC remained higher than the Leeds average and attendance for LAC was 1.6% higher than the Leeds average. Attendance improved for all year groups for LAC, except year 4, the increases achieved for year 1 LAC means that all year groups now have attendance above the Leeds average.

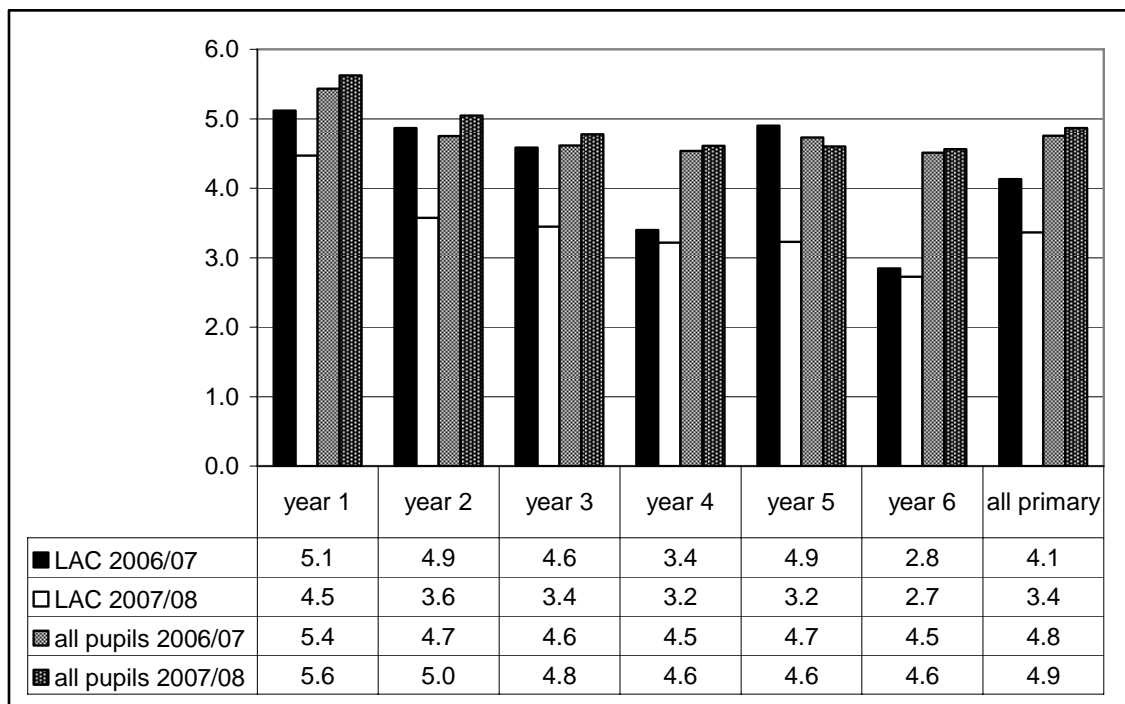
Attendance in primary schools; 2006/07 and 2007/08



Source: School Census

Authorised absence for LAC in primary schools fell by 0.8 percentage points in 2007/08 and was 1.5% lower than the Leeds average. Authorised absence was over one percentage point lower than the Leeds average for pupils in years 4 and 6.

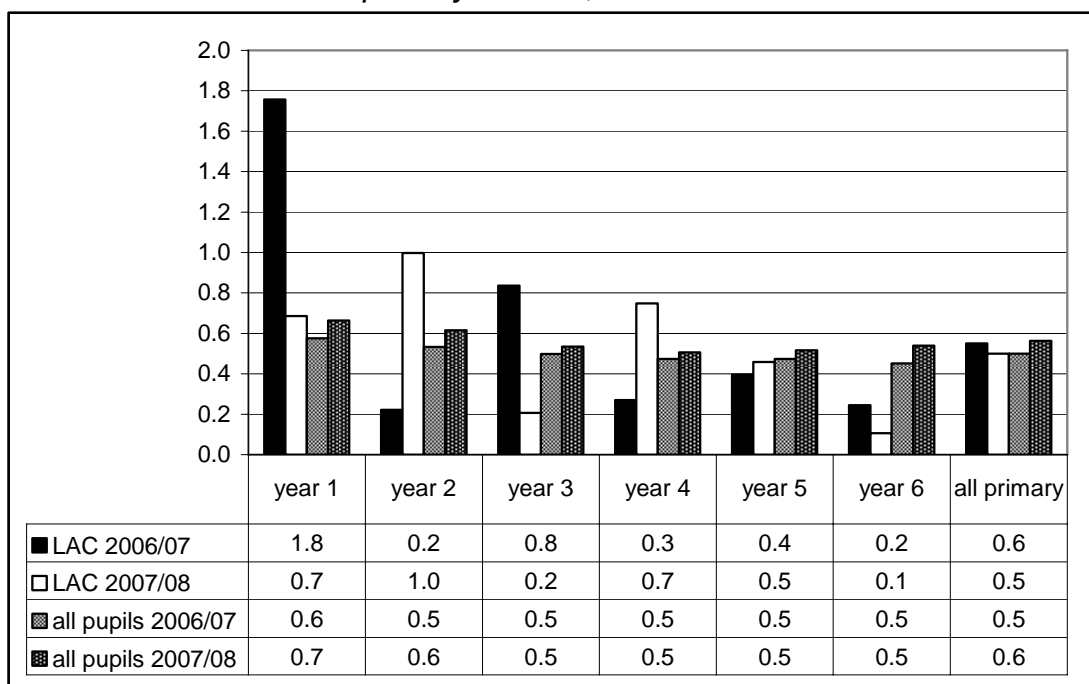
Authorised absence in primary schools; 2006/07 and 2007/08



Source: School Census

Overall, in 2007/08 unauthorised absence for Looked After Children in primary schools was 0.1% lower than for all pupils in Leeds primary schools. The high levels of unauthorised absence in year 1 seen in 2006/07 have now reduced, but levels of unauthorised absence in year 2 (last years year 1 cohort) has increased. The higher levels of unauthorised absence seen last year in year 3 have also followed through to higher levels of unauthorised absence in year 4 in 2007/08. Unauthorised absence for LAC in year 6 stayed low in 2007/08.

Unauthorised absence in primary schools; 2006/07 and 2007/08

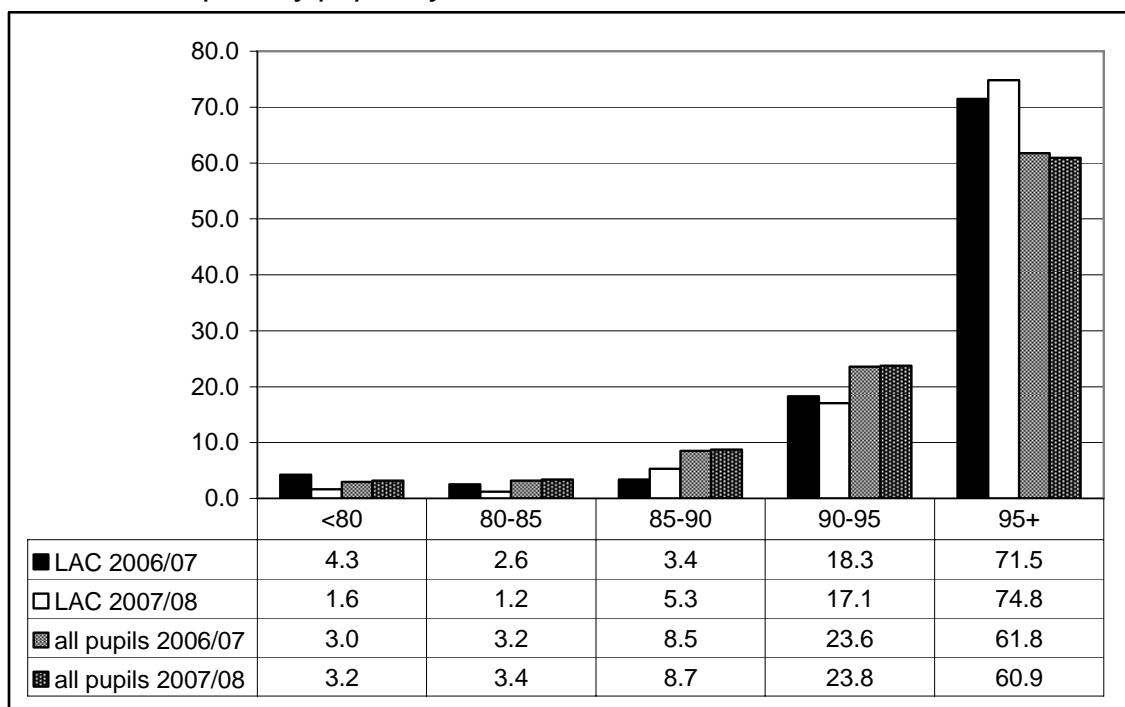


Source: School Census

Distribution of Pupils by Attendance Band

The chart below shows that the majority of primary school children have attendance above 95%. The proportion of LAC in primary school that attended at this level is higher than for all pupils and increased in 2007/08.

Distribution of primary pupils by attendance band; 2006/07 and 2007/08



Source: School Census

Notes: for pupils who were on a school roll for more than four weeks

Attendance of LAC by gender

	Female LAC	Male LAC	All LAC
% attendance	96.0	96.3	96.2
% authorised absence	3.2	3.2	3.2
% unauthorised absence	0.7	0.4	0.5

Reasons for Absence

The proportion of absences that were for illness is lower for LAC in primary schools than for all pupils, although LAC had a higher proportion of their absences for medical and dental appointments. LAC lost a higher proportion of their sessions due to being excluded than the average and also for other authorised reasons. The proportion of absence due to arrival after registers closed is almost three times higher for LAC than for all primary pupils, other unauthorised reason (truancy) rose in 2007/08 and is now higher than the average.

Reasons for absence as a percentage of all absences; 2006/07 and 2007/08

Reason for absence	LAC		All primary pupils	
	2006/07	2007/08	2006/07	2007/08
<i>Authorised Absences</i>				
Illness	41.7	42.4	61.6	61.7
Medical/Dental appointments	14.4	14.4	5.4	5.1

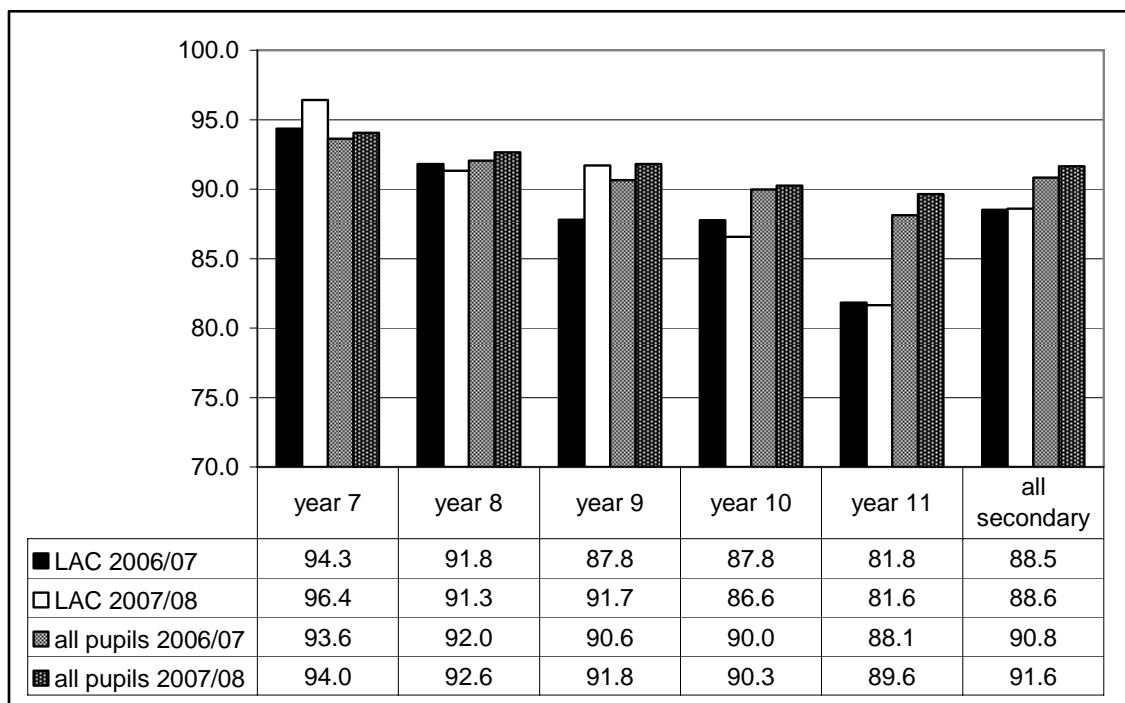
Religious observance	0.0	0.8	0.1	3.0
Study leave	0.0	0.0	0.0	0.0
Traveller absence	0.0	0.0	0.3	0.3
Agreed family holiday	12.7	14.6	14.9	14.6
Agreed extended family holiday	0.1	0.0	1.0	0.6
Excluded	3.2	5.1	0.3	0.3
Other authorised reason	15.1	9.4	4.9	4.1
<i>Unauthorised Absences</i>				
Not agreed family holiday	0.7	0.0	1.0	1.3
Arrived after registers closed	4.3	4.2	1.4	1.5
Other unauthorised reason	3.9	6.9	5.0	5.4
No reason yet provided	2.6	2.1	1.9	2.1

Source: School Census

Attendance of Looked After Children in Secondary Schools

Overall attendance and absence

As with all pupils, attendance falls as LAC progress through secondary school. Attendance for LAC is higher than the Leeds average for year 7. After year 7, attendance is lower than the Leeds average for LAC for each year group (only marginally for year 9). Overall attendance for LAC in secondary schools is now over three percentage points lower than for all secondary pupils as the improvements achieved across all pupils have not been matched by the LAC cohort. The differential is highest in year 11 where attendance for LAC is less than 82%, over eight percentage points lower than for all pupils in year 11.



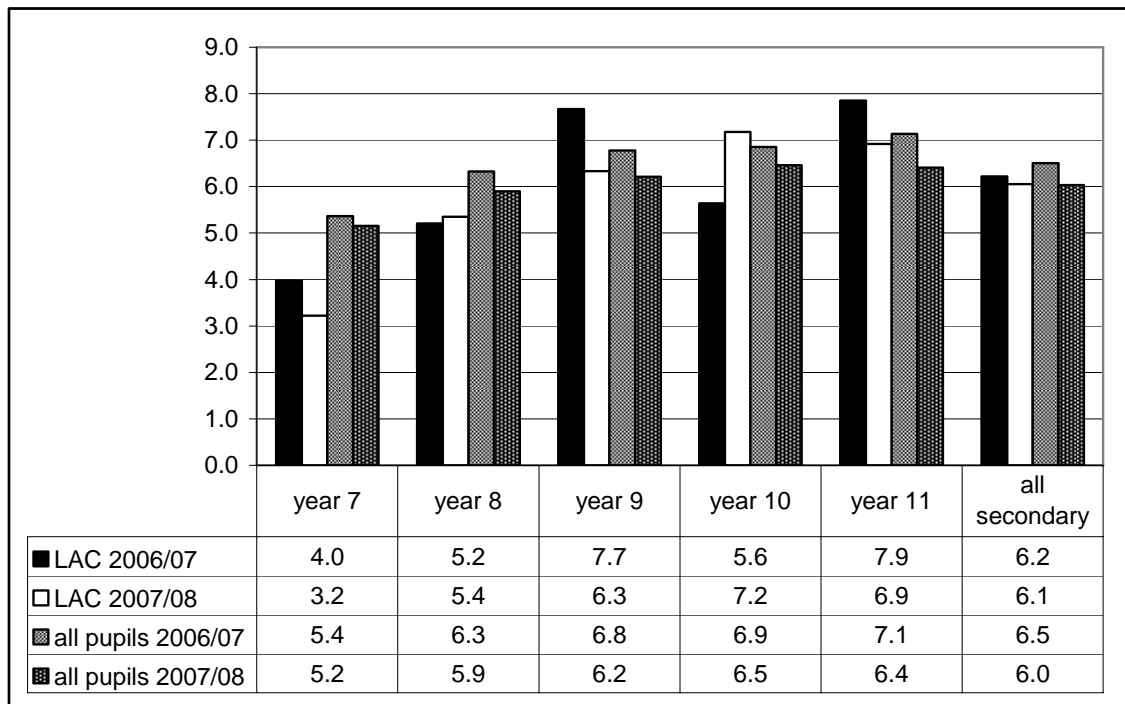
Attendance in secondary schools; 2006/07 and 2007/08

Source: School Census

Authorised absence for LAC is in line with the level of authorised absence for all pupils, therefore all of the discrepancy in attendance is caused by higher levels of unauthorised

absence. Authorised absence for LAC peaks in years 10 and 11 and it is these year groups where authorised absence is higher for LAC than for all pupils.

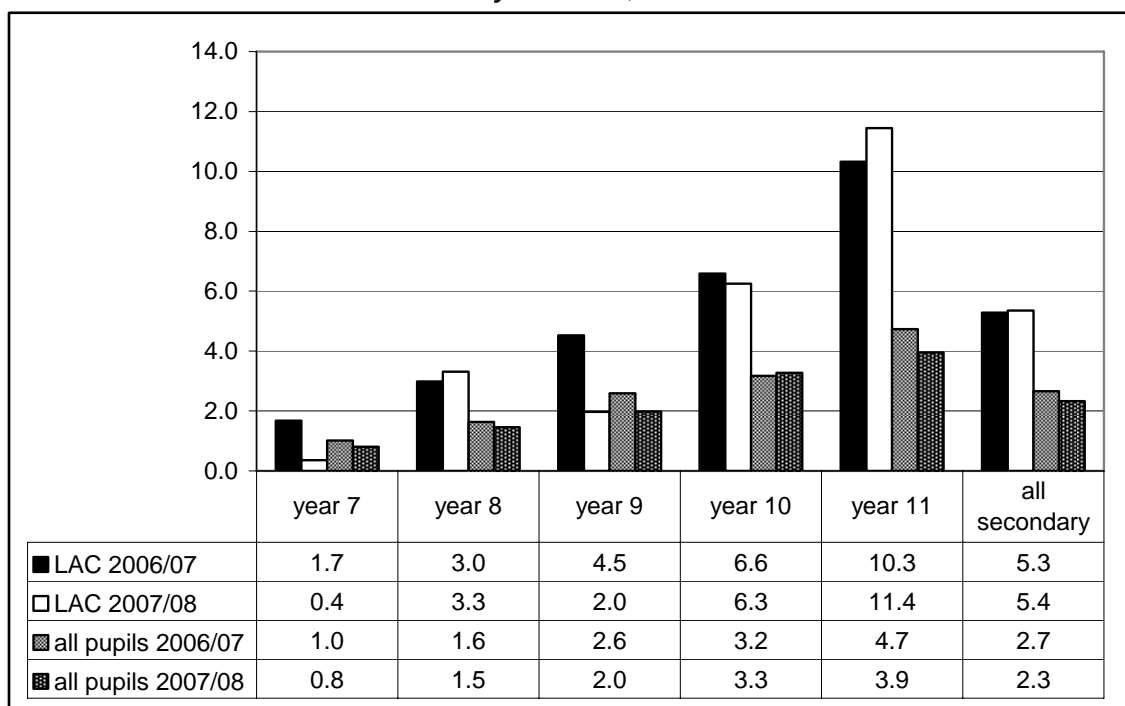
Authorised absence in secondary schools; 2006/07 and 2007/08



Source: School Census

Unauthorised absence is 3 percentage points higher for LAC than the average for all secondary pupils. The gap between LAC and all pupils increased in 2007/08 as unauthorised absence remained relatively static for LAC, but fell for all pupils. Unauthorised absence for LAC is higher in all year groups except years 7 and 9. Unauthorised absence is highest for LAC in year 11, where it reached over 11% in 2007/08, over seven percentage points higher than the Leeds average.

Unauthorised absence in secondary schools; 2006/07 and 2007/08

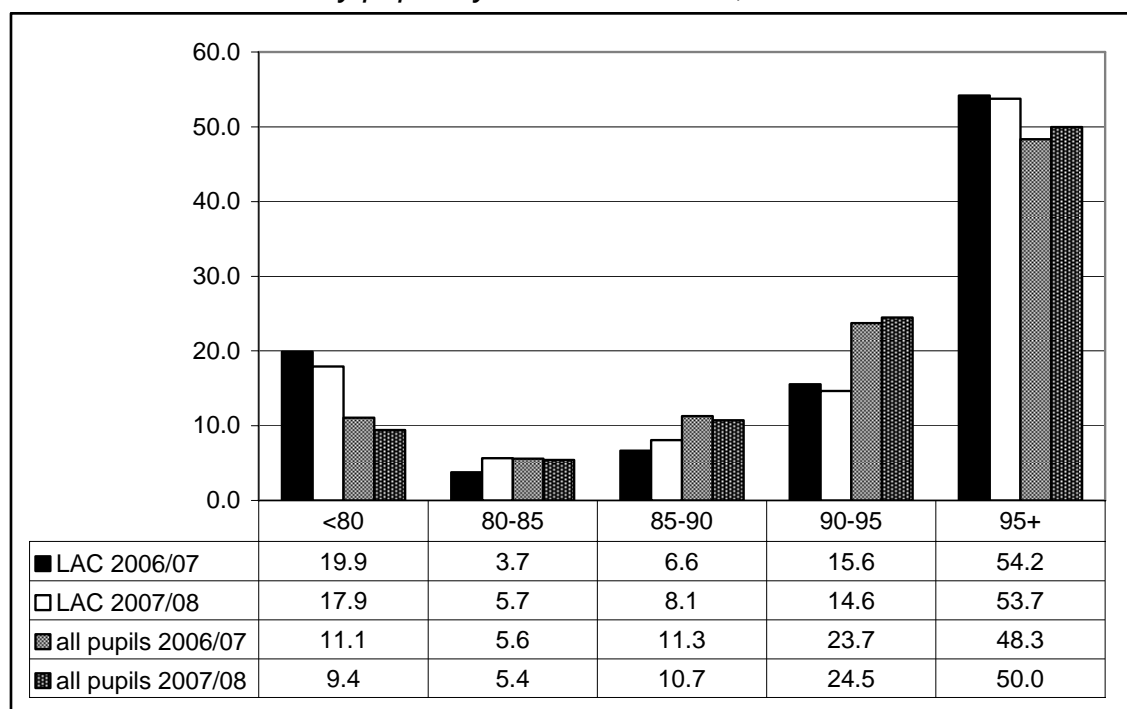


Source: School Census

Distribution of Pupils by Attendance Band

The chart below shows that over half of secondary LAC had attendance over 95%, this is a higher proportion than for all pupils. However, 18% of LAC attended for less than 80% of time, almost double the proportion for all secondary pupils, this was a decrease from 2006/07. The proportion of LAC with low levels of attendance is particularly important as research has shown the link between low school attendance and other outcomes such as attainment, NEET and youth offending.

Distribution of secondary pupils by attendance band; 2006/07 and 2007/08



Source: School Census

Notes: for pupils who were on a school roll for more than four weeks

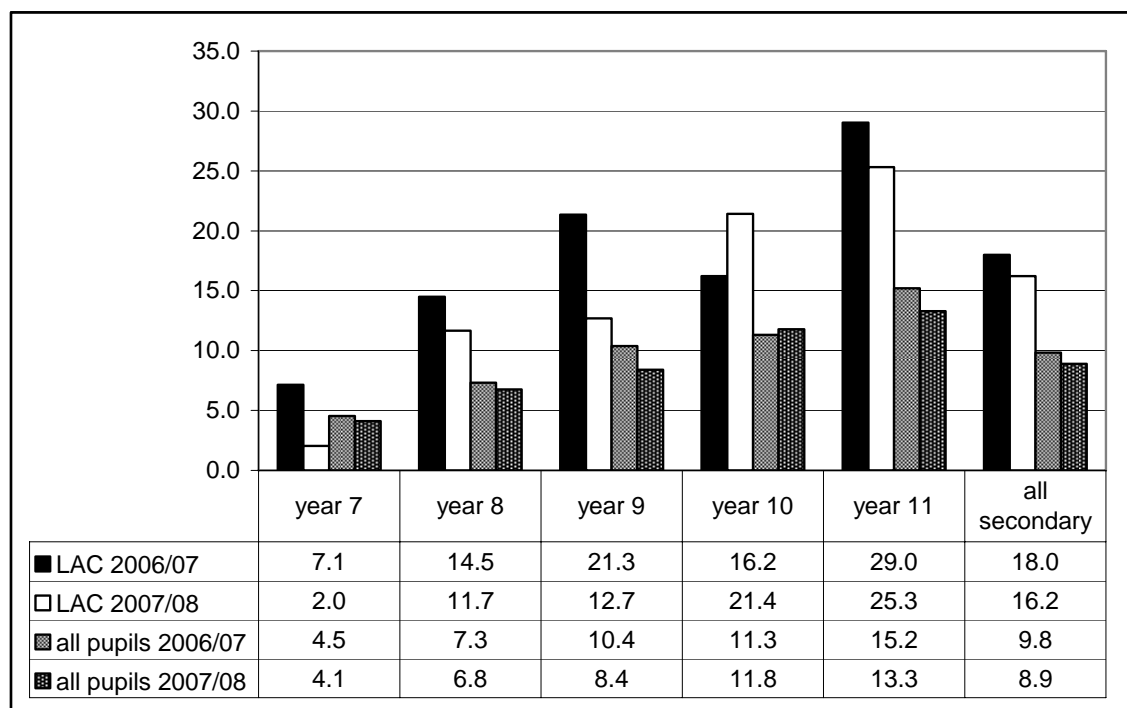
Persistent Absence

In November of the 2006/07 academic year, the DCSF announced a new drive to tackle persistent absence (PA) in schools. Persistent absence was defined as pupils who miss 20% or more of the school year. The figure of 20% absence was chosen as it is a widely-used threshold for intervention, recognising the significant impact that such low attendance has on outcomes for young people.

The measure of persistent absence is slightly different to the below 80% attendance band because it is not based on a percentage attendance but on meeting the criteria for the number of sessions missed (64 sessions or more in half terms one to five).

In 2007/08 the proportion of LAC in secondary schools that were persistently absent fell from 18% to 16%, double the drop achieved across all pupils. Persistent absence remains higher in older year groups for LAC, as it is across all pupils. Over a quarter of year 11 LAC were persistently absent. Persistent absence fell for all year groups for LAC, with the exception of year 10.

Percentage of pupils persistently absent; 2006/07 and 2007/08



Source: School Census (half terms 1-4)

Attendance of LAC by gender

	Female LAC	Male LAC	All LAC
% attendance	89.1	88.3	88.6
% authorised absence	6.3	5.5	5.9
% unauthorised absence	4.6	6.2	5.4
% persistent absentees	15	17	16

Reasons for Absence

The percentage of absence that were for illness is significantly lower for LAC than for all children. The percentage of absence for LAC due to exclusion has reduced from 14% in 2006/07 to 8% in 2007/08, but this is still over three times higher than for all Leeds pupils. Absence for 'other unauthorised reason' (equivalent of truancy) accounts for over a third of all absence for LAC in secondary schools and the proportion of absence due to this reason has increased from 2006/07, however this is likely to be accounted for by the decrease in absences coded as 'N' ('no reason recorded').

Reasons for absence as a percentage of all absences; 2006/07 and 2007/08

Reason for absence	LAC		All primary pupils	
	2006/07	2007/08	2006/07	2007/08
<i>Authorised Absences</i>				
Illness	15.9	17.9	45.4	48.8
Medical/Dental appointments	3.2	3.2	5.1	5.6
Religious observance	0.0	1.3	0.1	1.9
Study leave	0.7	1.1	0.6	0.3
Traveller absence	0.0	0.0	0.1	0.1
Agreed family holiday	4.3	2.8	5.4	5.6
Agreed extended family holiday	0.0	0.0	0.1	0.1
Excluded	14.3	8.2	3.8	2.6
Other authorised reason	12.8	18.4	7.5	7.3
<i>Unauthorised Absences</i>				
Not agreed family holiday	0.2	0.4	0.8	1.5
Arrived after registers closed	2.1	2.2	1.4	1.3
Other unauthorised reason	22.1	37.1	15.3	19.0
No reason yet provided	21.4	7.1	11.0	5.8

Source: School Census

EXCLUSIONS OF LOOKED AFTER CHILDREN

This analysis is for LAC excluded from Leeds schools.

Permanent Exclusions

The number of LAC in the OC2 cohort permanently excluded from school has dropped in each of the last three academic years. Although numbers are small, the rate of exclusion for LAC has consistently been higher than the rate for all pupils in Leeds.

Looked After Children permanently excluded from Leeds schools

	OC2	All LAC		All pupils
	Number excluded	Number excluded	Rate of exclusion	Rate of exclusion
2004/05	6	6	5.5	1.1
2005/06	5	8	7.7	0.8
2006/07	3	4	3.8	0.6
2007/08	1	2	1.8	0.5

Source: Education Data Management System

Fixed Term Exclusions

Fixed Term exclusions for Looked After Children in Leeds schools

	2005/06	2006/07	2007/08
number of exclusions	293	305	327
number of pupils excluded	119	110	96
number of days lost	1246	1094	828

Source: Education Data Management System

In 2007/08, 96 LAC received one or more fixed term exclusion, this is 12.6% of the cohort, down 1.5% from 2006/07. However for all pupils in Leeds only 3.1% of pupils were excluded. Although the number of LAC excluded fell in 2007/08, the number of exclusions for LAC rose, this is in the context of falling exclusion numbers for all pupils. This rise in the number of exclusions means that the rate of exclusion for LAC has risen and the rate of exclusion for LAC was almost 9 times higher than for all pupils. The average days lost for each excluded pupil is higher for LAC than for all pupils.

Comparative fixed term exclusions

	LAC OC2		All pupils	
	2006/07	2007/08	2006/07	2007/08
% of pupils excluded	14.1	12.6	3.1	2.4
rate of exclusion per 1000 pupils	390.0	429.1	60.2	48.2
average days lost per pupil	1.4	1.1	0.23	0.14
average days lost per excluded pupil	9.9	8.6	7.6	5.9

Source: Education Data Management System

The reasons for fixed term exclusion for LAC and all pupils are shown in the table below. The highest reason cited for LAC is verbal abuse against staff, which account for a quarter of all exclusions. The proportion of exclusions for persistent disruptive behaviour has decreased by 10% in 2007/08 for LAC. There is a higher proportion of exclusions for LAC for both physical assault of staff and verbal abuse of staff, as well as 'other' reason.

Fixed term exclusions of LAC by school type

School type	Number of exclusions
primary	20
PRU	31
secondary	167
SILC	109

Fixed term exclusions of LAC by gender

	Female LAC	Male LAC
Number of fixed term exclusions	94	233
% of fixed term exclusions	29	71
% of cohort	43	57

Reasons for fixed term exclusions (percentage of exclusions)

Reason for exclusion	LAC – OC2		All pupils	
	2006/07	2007/08	2006/07	2007/08
Physical Assault – Pupil	7	11	17	15
Physical Assault – Staff	10	13	5	7
Bullying	2	4	2	2
Dangerous Behaviour*	7	7	6	5
Persistent Disruptive Behaviour	24	14	25	23
Damage to Property	5	3	3	2
Drug and Alcohol Related	2	2	2	3
Other	11	17	10	13
Racial Abuse	1	1	2	2
Sexual Misconduct	1	0	1	1
Theft	3	0	3	1
Verbal Abuse – Pupil	2	1	3	3
Verbal Abuse – Staff	25	26	23	23

ATTAINMENT AND ACHIEVEMENT OF LOOKED AFTER CHILDREN

Foundation Stage Profile

The number of LAC in the foundation stage has almost doubled between 2007 and 2008 (from 24 to 45).

The benchmark level of attainment in the foundation stage is 78 points across all aspects plus at least a level 6 in all aspects of personal and social development and communication, language and literacy. In 2008, only 11% of LAC achieved this benchmark compared to a third of LAC in 2007. This is compared to 47% of all pupils in Leeds.

Of the 45 LAC in reception in 2008, 10 did not have an assessment for the Foundation Stage Profile (FSP). Of these, six are in a Leeds school or SILC and would be expected to have an assessment, one was in a school outside Leeds, one was in nursery, one entered a Leeds school after the assessment time and another had no school recorded.

The table below shows that LAC have lower outcomes than the Leeds average for all aspects of the Foundation stage profile (the percentages in the table are based on the 35 young people with assessments). The differences in outcomes vary between aspects. The largest differentials are for social and emotional development and all aspects of communication, language and literacy. The proportion of LAC achieving 6 or above has fallen in 2008 for all aspects of the foundation stage except calculating, shape space and measures and physical development.

Percentage of pupils attaining 6 or above in the Foundation Stage: LAC and all pupils in Leeds in 2007 and 2008

Number of pupils in OC2 Foundation Stage cohort: 45 (35 with FSP results)				
	LAC		All pupils	
	2007	2008	2007	2008
Personal and Social Development:				
Dispositions and Attitudes	79	66	85	81
Social Development	79	34	80	76
Emotional Development	54	29	74	71
Communication, language and literacy:				
Language for communication and thinking	63	46	77	74
Linking sounds and letters	63	51	70	73
Reading	67	37	71	69
Writing	46	23	60	59
Mathematical Development:				
Numbers as labels for Counting	83	71	86	85
Calculating	42	46	67	67
Shape, space and measures	67	69	78	77
Knowledge and understanding of the world	54	54	73	74
Physical development	71	74	89	85
Creative Development	63	57	76	74

Source: NCER KeyPAS

Foundation Stage Profile by gender

	Female LAC	Male LAC	All LAC
Cohort size	15	20	35
% with good level of achievement	7	15	11

Key Stage 1

The percentage of pupils attaining level 2 or above in Key Stage 1 rose for reading and maths in 2008, but fell for writing. In 2007 outcomes were below national levels for reading and maths and in line for writing. Details of outcomes for LAC in 2008 in Leeds are provided below. This shows that data is unknown for three pupils at present. The majority of pupils that did not achieve level 2 are either working towards a level 1 (W) or a level 1.

Percentage attaining level 2 or above in Key Stage 1

	Leeds – all pupils			Leeds - LAC			England - LAC	
	2006	2007	2008	2006	2007	2008	2006	2007
Reading	83	82	81	68	49	55	57	55
Writing	80	77	75	54	51	43	52	51
Maths	88	87	85	62	49	66	65	64

Source: DCSF statistical first release

Percentage attaining level 2 or above in Key Stage 1 by gender

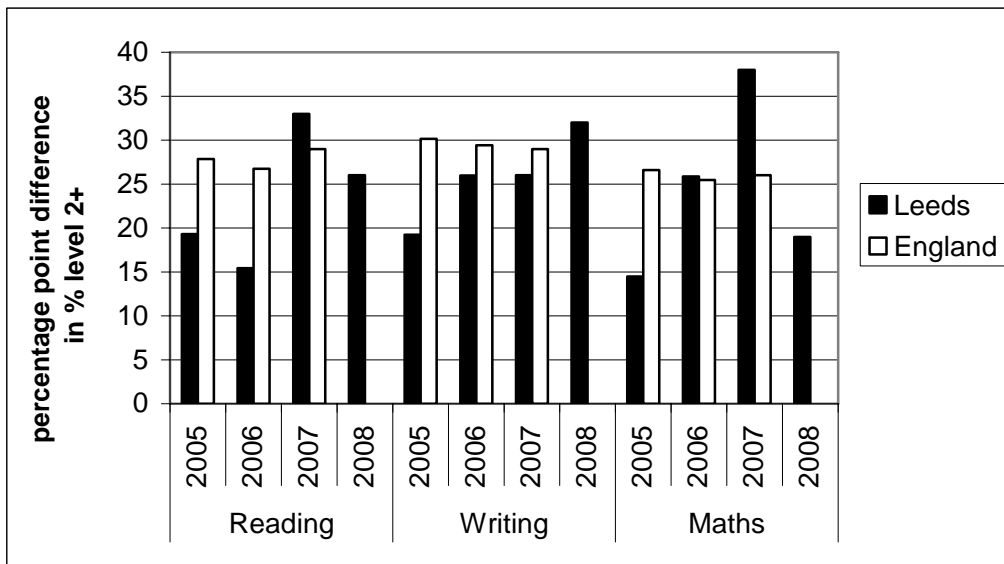
	Female LAC	Male LAC	All LAC
Cohort size	19	25	44
% level 2+ reading	58	52	55
% level 2+ writing	47	40	43
% level 2+ maths	79	56	66

2008 Key Stage 1 outcomes for Looked After Children

Number of pupils in OC2 Key Stage 1 cohort: 44						
KS1 Outcome	Number of pupils			Percentage of pupils		
	Reading	Writing	Maths	Reading	Writing	Maths
Working towards level 1 (W)	7	9	4	16	20	9
Level 1	10	13	8	23	30	18
Level 2	24	19	27	55	43	61
Level 3	0	0	2	0	0	5
Not known	3	3	3	7	7	7

The chart below shows that the percentage point gap between outcomes for LAC and all pupils in 2007 was lower in Leeds than nationally for writing but higher for reading and maths. Between 2007 and 2008, gaps in attainment decreased for reading and maths but increased for writing. In 2008 gap between LAC and all pupils in Leeds was over 30% for writing, over 25% for reading and almost 20% for maths

Percentage point difference in the percentage achieving level 2 or above in Key Stage 1 between LAC and all pupils



Source: DCSF statistical first release

Key Stage 2

Key Stage 2 Attainment

Provisional data indicates that the percentage of LAC attaining level 4 or above in Key Stage 2 tests has improved for all subjects in 2008. Improvements were particularly significant for maths (11% increase) and science (9% increase). However, attainment in Leeds remains below the national levels of attainment achieved in 2007.

Percentage attaining level 4 or above in Key Stage 2

	Leeds – all pupils			Leeds - LAC			England - LAC	
	2006	2007	2008	2006	2007	2008	2006	2007
English	79	81	80	35	40	43	43	46
Maths	76	77	77	35	30	41	41	43
Science	85	87	86	45	48	57	57	59

Source: DCSF statistical first release

A quarter of the LAC cohort were not entered for the English and maths exams due to being teacher assessed as working below the level of the test (B), a further 4% and 10% respectively for each subject took the test but did not register a level. A significant proportion of pupils achieved a level 3 in each subject.

Percentage attaining level 4 or above in Key Stage 2 by gender

	Female LAC	Male LAC	All LAC
Cohort size	26	44	70
% level 4+ English	50	39	43
% level 4+ maths	42	41	41
% level 4+ science	65	52	57

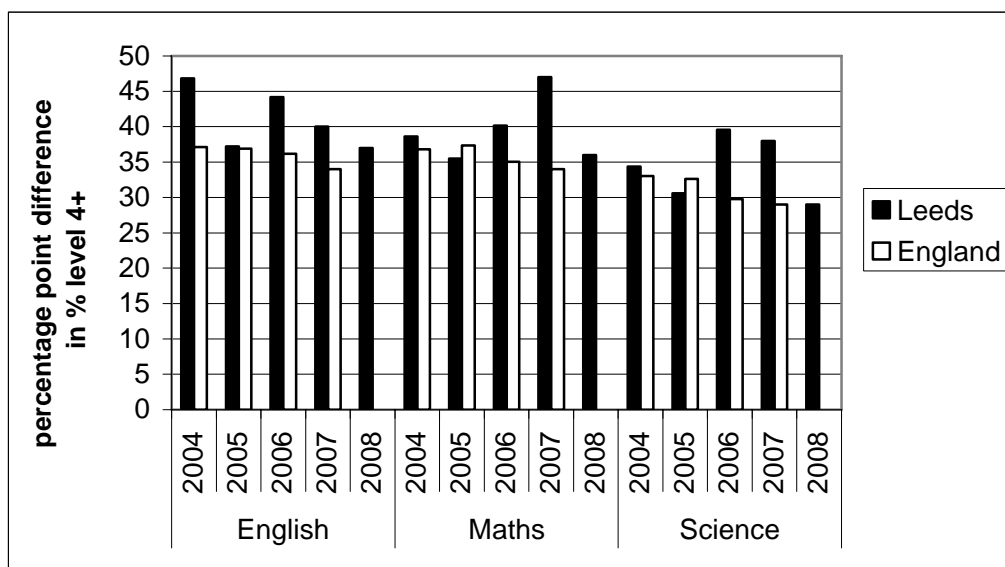
2008 Key Stage 2 outcomes for Looked After Children

Number of pupils in OC2 Key Stage 2 cohort: 70						
KS2 Outcome	Number of pupils			Percentage of pupils		
	English	Maths	Science	English	Maths	Science
Absent (A)	1	1	1	1	1	1

Working below the level of the test (B)	18	19	13	26	27	19
Took test but didn't register a level (N)	3	7	1	4	10	1
Level 2	2			3	0	0
Level 3	12	11	12	17	16	17
Level 4	27	20	32	39	29	46
Level 5	3	9	8	4	13	11
Disapplied	1	1	1	1	1	1
Taking test in future	1	1	1	1	1	1
Left before the test (L)	1			1	0	0
Not known	1	1	1	1	1	1

In 2007, the gap in the percentage of pupils achieving level 4 or above between LAC and all pupils was higher in Leeds than nationally, with the largest gap for maths. The gap decreased between 2007 and 2008 for all three core subjects. In 2008 the gap in Leeds was over 35% for English and maths.

Percentage point difference in the percentage achieving level 4 or above in Key Stage 2 between LAC and all pupils



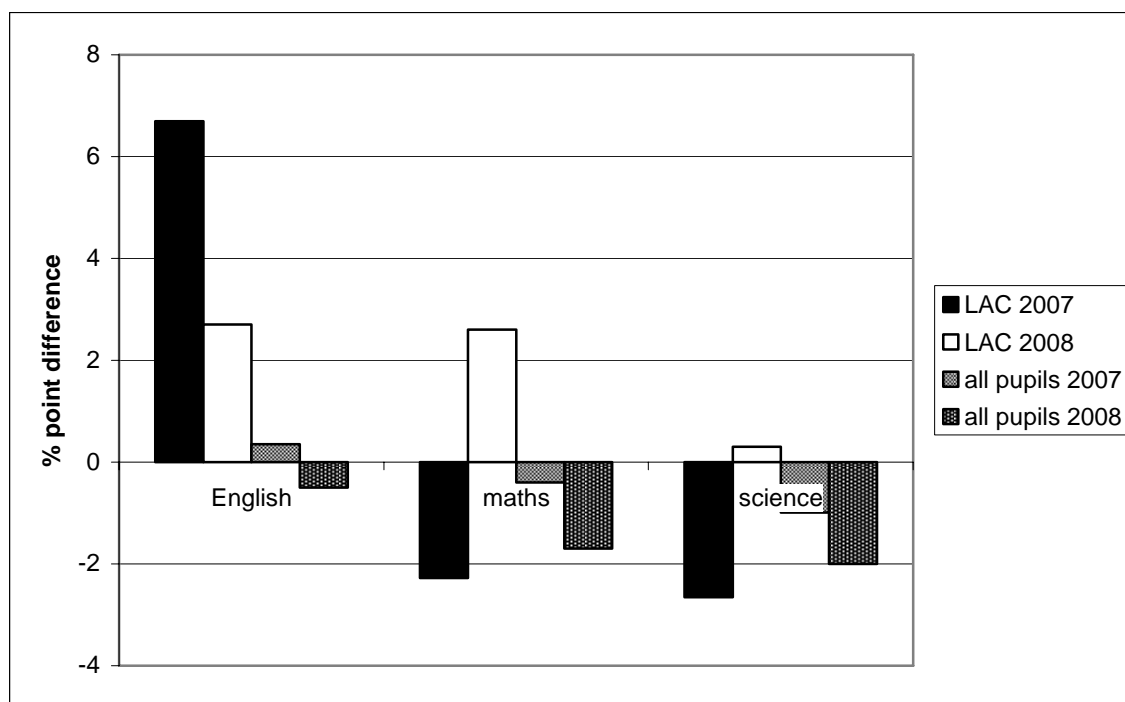
Source: DCSF statistical first release

Key Stage 1 to 2 Contextual Value Added

The Fischer Family Trust produce contextual value added (CVA) estimates of pupil performance based on their prior attainment, pupil characteristics and the context of the school which they attend.

The CVA analysis for LAC reveals that in 2008, the percentage of LAC that attained a level 4 or above in English and maths is higher than the percentage that were estimated to achieve that level. This performance is better than for all pupils in Leeds who were below their estimate. However, due to the small number of pupils in the LAC cohort, this equates to one additional pupil achieving level 4 or above. For science the percentage of LAC attaining level 4 or above is in line than the estimate. The CVA measure for LAC has improved for maths between 2007 and 2008, but reduced for English.

Percentage point difference between estimated and actual level 4 or above in Key Stage 2; 2008



Source: Fischer Family Trust
 Note: analysis is for LAC in Leeds schools only

Key Stage 3

Key Stage 3 Attainment

Provisional data for 2008 indicates that the percentage of pupils attaining the expected level 5 in Key Stage 3 has risen in each core subject in Leeds.. In 2007 outcomes for LAC in Leeds were below national levels of performance.

Percentage attaining level 5 or above in Key Stage 3

	Leeds – all pupils			Leeds - LAC			England - LAC	
	2006	2007	2008	2006	2007	2008	2006	2007
English	70	71	69	28	24	28	28	29
Maths	75	73	75	32	27	34	33	31
Science	69	69	69	29	21	24	29	29

Source: DCSF statistical first release

The improvement in outcomes at Key Stage 3 for LAC have been achieved despite there being missing marks for a quarter of the cohort. Issues with assessment of Key Stage 3 nationally has meant that many young people do not have marks for Key Stage 3 in 2008.

There is a relatively high level of absence from Key Stage 3 tests for LAC, with 12% missing the English exam and 6% the maths exam. In English there are a significant number of LAC that were assessed as working below the level of the test (7%) or who took the test but did not register a level (12%). There were some excellent results as well, with six LAC achieving a level 7 in maths and one a level 8.

Percentage attaining level 5 or above in Key Stage 3 by gender

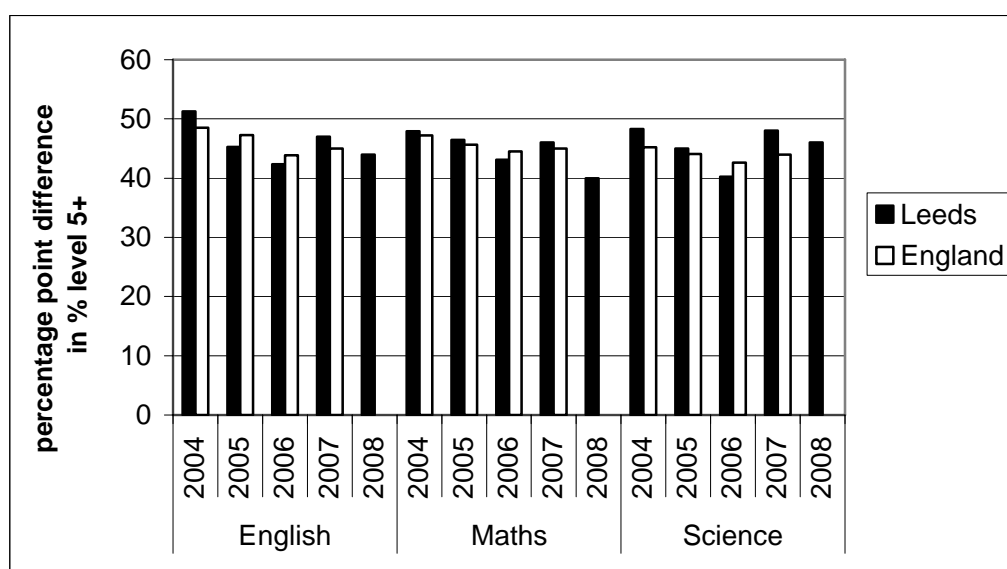
	Female LAC	Male LAC	All LAC
Cohort size	35	59	94
% level 5+ English	31	25	28
% level 5+ maths	34	34	34
% level 5+ science	23	25	24

2008 Key Stage 3 outcomes for Looked After Children

Number of pupils in OC2 Key Stage 3 cohort: 94						
KS3 Outcome	Number of pupils			Percentage of pupils		
	English	Maths	Science	English	Maths	Science
Absent (A)	11	6	10	12	6	11
Working below the level of the test (B)	7	6	6	7	6	6
Left before the test (L)	2	2	1	2	2	1
Took test but didn't register a level (N)	11	4	4	12	4	4
Level 3	3	8	9	3	9	10
Level 4	10	12	17	11	13	18
Level 5	20	16	13	21	17	14
Level 6	5	9	8	5	10	9
Level 7	1	6	2	1	6	2
Level 8		1		0	1	0
missing data	24	24	24	26	26	26

In 2007 the gap in attainment between LAC and all pupils was marginally larger in Leeds than seen nationally. The gap in attainment has decreased between 2007 and 2008 in Leeds for all core subjects.

Percentage point difference in level 5 or above in Key Stage 3 between LAC and all pupils



Source: DCSF statistical first release

Due to delays with national test results in 2008 and the cessation of Key stage 3 tests, contextual value added data from the Fischer Trust has not been produced for Key Stage 3 tests.

Key Stage 4

Key Stage 4 Attainment

The percentage of LAC in Key Stage 4 that sat exams rose in 2008. The percentage achieving 1 or more A*-G grades also rose slightly. The percentage achieving 5 or more A*-C increased to 9% but those achieving 5 or more A*-G fell. In 2007 the performance on all indicators was below national performance. The statutory OC2 return only counts GCSEs and GNVQs towards the benchmark indicators, however in the performance tables, other qualifications also count. If all qualifications are included then 16% of LAC achieved 5 or more A*-C and 44% achieved 5 or more A*-G.

Attainment in Key Stage 4

	Leeds – all pupils			Leeds - LAC			England - LAC	
	2006	2007	2008	2006	2007	2008*	2006	2007
% sat exams	96	97	98	69	66	70	66	68
% 1+ A*-G	95	95	97	67	62	64	63	64
% 5+ A*-G	87	88	91	49	39	34 (44)	41	43
% 5+ A*-C	52	56	62	6	8	9 (16)	12	13

Source: DCSF statistical first release

Notes: * figures in brackets are the percentage of LAC attaining that benchmark when all GCSE, GNVQ and equivalences are counted

50% of pupils entered for GCSEs or equivalent qualifications attained no A*-C grades, 7% achieved no A*-G grades. 5% achieved 4 A*-C. Some excellent results were achieved with 3 pupils achieving more than 9 A*-C.

Attainment in Key Stage 4 by gender

	Female LAC	Male LAC	All LAC
Cohort size	49	73	122
% sat exams	80	63	70
% 1+ A*-G	73	58	64
% 5+ A*-G	45	27	34
% 5+ A*-C	10	8	9

2008 Key Stage 4 outcomes for Looked After Children

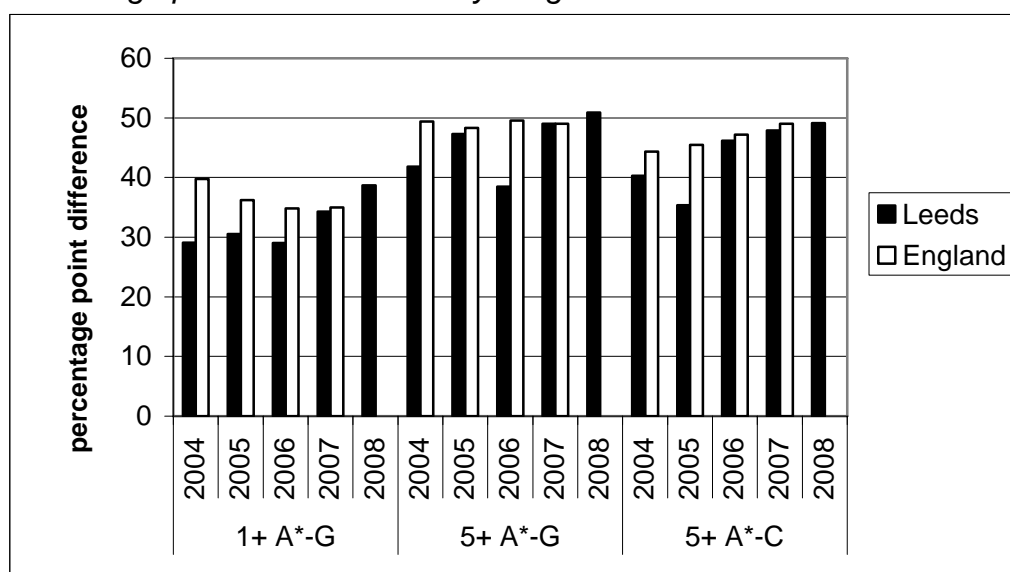
Number of pupils in OC2 Key Stage 4 cohort: 122				
KS4 Outcome	Number of pupils		Percentage of pupils	
	A*-C	A*-G	A*-C	A*-G
Sat at least one but achieved none	50	7	41	6
1+	33	78	27	64
3	6	10	5	8
4	5	9	4	7
5+	11	42	9	34

9+	3	12	2	10
12+	0	0	0	0
not entered	37		30	

Of the 37 LAC not entered for GCSE or GNVQ exams, 8 were entered for Entry Level Qualifications, most of these pupils were attending Specialist Inclusive Learning Centres (SILCs) and the points they have attained represent excellent achievement in some cases. A higher proportion of pupils in specialist provision were not entered for any qualification. Three others who were not entered for GCSEs are yet to finish Key Stage 4 (i.e. they were working in year 10 in 2007/08).

The gap in outcomes between LAC and all pupils was lower in Leeds than nationally at Key Stage 4 in 2007. However, Between 2007 and 2008 the gap in Leeds increased for all indicators due to significant improvements in GCSE performance for all pupils in Leeds that were not matched by the LAC cohort.

Percentage point difference in Key Stage 4 outcomes between LAC and all pupils

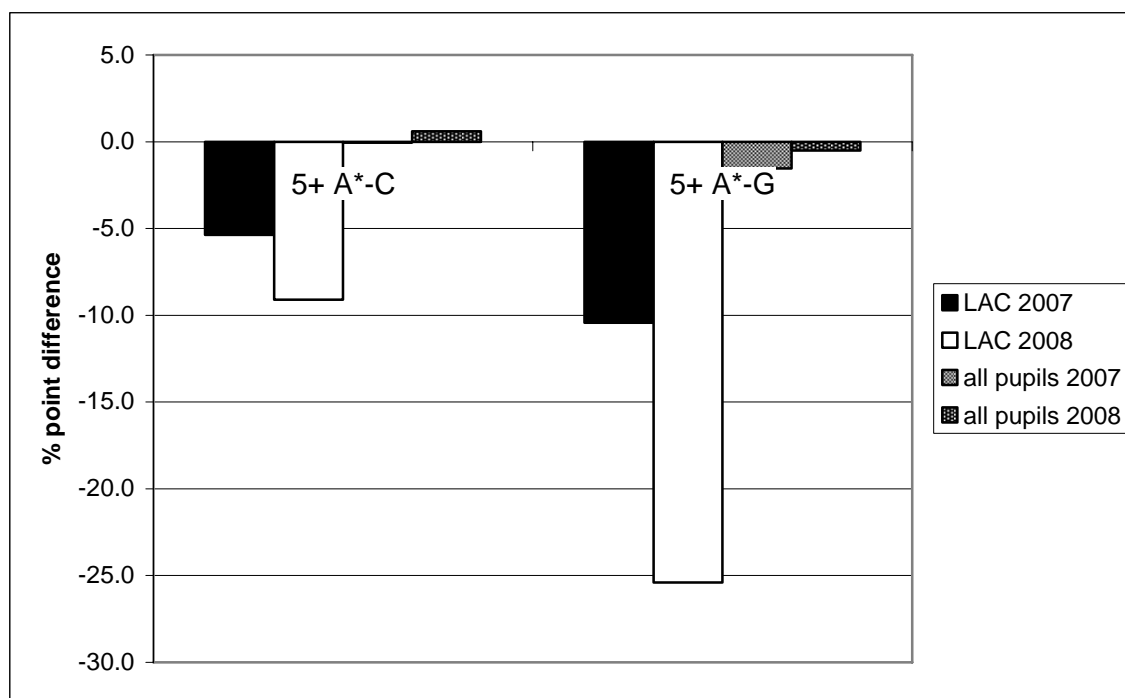


Source: DCSF statistical first release

Key Stage 2-4 Contextual Value-Added

In terms of achievement against estimates, the percentage of LAC achieving Key Stage 4 benchmark outcomes is below estimates for 5 or more A*-C and 5 or more A*-G. The CVA model estimated 26% of LAC would achieve 5 or more A*-C and 71% for 5 or more A*-G. For all pupils in Leeds, achievement was in line with expectations. The difference between achievement and estimates has worsened for LAC between 2007 and 2008.

Percentage point difference between estimated and actual performance in Key Stage 4; 2008



Source: Fischer Family Trust

Note: analysis is for LAC in Leeds schools only and includes all GCSE, GNVQ and equivalent qualifications

YEAR 11 DESTINATIONS

In Leeds, the proportion of LAC staying in full time education increased by 9% in 2007 after being static for the previous three years. This remains lower than seen nationally and significantly lower than the proportion of all pupils in Leeds who stayed in full-time education. (75% in 2007). The proportion of LAC who were unemployed after year 11 has reduced since 2006, but remains above national levels and significantly higher than for all pupils in Leeds (7.4% in 2007).

Destinations at the end of year 11 for Looked After Children (% of LAC)

	Leeds – all pupils		Leeds - LAC		England - LAC	
	2006	2007	2006	2007	2006	2007
Full time education	73	75	52	61	64	66
Full or part time training or employment	14	15	22	18	16	17
Unemployed	8.2	7.4	25	21	20	17

Source: DCSF statistical first release

REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 13 May 2009

SUBJECT: Annex 2: Main strategies for improvement and current action being taken to support the outcomes of Looked After Children

<p>Main strategies for improvement and current action being taken to support the outcomes of Looked After Children</p>
<p><i>Enjoy and Achieve</i></p>
<ul style="list-style-type: none"> • Education Leeds (EL) and Children & Young People’s Social Care (CYPSC) jointly commissioned the secondment of a secondary headteacher to lead the Leeds Extended School for Looked After Children (LEXS). Created in September 2007 LEXS works to identify the needs of looked after children (LAC) either individually or as a group and intervenes to meet the need or brokers support from relevant services or partners. Those interventions are funded from £250k of ‘new’ money attracted by LEXS from Innovations Grant and CYPSC funds. • Improved integration and dissemination of social care and education data on attainment, progress, attendance, and engagement with learning; • EL School Improvement Service and School Improvement Partners prioritise LAC and their progress as part of their contact with schools and this is supported by pupil level target setting for all LAC in Leeds; • Regular meetings between LEXS and secondary school designated teachers to identify barriers to progress and agree interventions for individual looked after children; • Specialist LAC Attendance Officer to support schools in improving the attendance of LAC; • Agreed protocol between EL Attendance Improvement Service and Children & Young People’s Social Care to ensure carers and social workers are informed about good attendance as well as when it is a cause for concern; • Grant funded Year 9 & 10 LAC Connexions Personal Advisor to support young people struggling to engage with learning and at risk of becoming NEET; • 1-to-1 tuition by qualified teachers for LAC who are falling behind or have deficits in understanding due to disrupted education; • EL sponsored research project to engage LAC in identifying the factors which have encouraged or discouraged them from engaging with learning; • Improved advice to carers and social workers regarding fixed term exclusions; • Priority given to LAC by the EL Pupil Planning Team; • LAC prioritised by Behaviour and Attendance Partnerships and their Project Directors to increase the range of alternatives to exclusion; • EL Education Protects team continues to offer small ‘dowry grants’ to support LAC in primary schools and to provide training for school staff, social workers and school governors; • Integrated Support and Psychology Service (ISPS) have prioritised LAC in their case

work and in support for school professional practice. The team has also identified a named educational psychologist as the link between the service and LEXS;

- ISPS and LEXS have collaborated to produce a leaflet for schools on good practice relating to LAC;
- The Leeds Inclusive Learning and 14+ strategies are taking account of the needs of looked after children as they develop, as are the developing locality Children's Trusts and cluster based Extended Services;
- AimHigher/Stepping Stones continue to exemplify national best practice in their work with LAC, including mentoring and study support schemes; holiday programmes engaging both LAC and their carers; close links with the city's Universities which run holiday courses and taster programmes targeting LAC;
- The CLC's either contribute to these programmes or run accredited BTEC programmes for LAC in holiday time;
- Study through Sport have provided LEXS with study support programmes at both Elland Road and the John Charles Centre;
- The Early Year's Service are working to support the early engagement of LAC and their carers with Children's Centres and giving them priority access to programmes they offer;
- The educational outcomes of looked after children are closely dependent on the stability of their care placement; the aspiration and expertise of their carers and their participation in their own care. Hence support is spread across all the Every Child Matters outcomes

Additional Planned activity:

- Two further leaflets produced by LEXS and ISPS are now planned offering advice to individual school staff on de-escalation and on the attachment disorder issues that many LAC display;
- ISPS and LEXS will jointly run professional development focusing on the statutory guidance currently being consulted on that relates to designated teacher job descriptions and competencies;
- Plans are advancing to identify a volunteer mentor to every looked after child in Key Stage 3 & 4.

Achieve Economic Wellbeing & Make a Positive Contribution

Successful engagement with learning pre-16 is the most effective means of assuring effective transition to education, training or employment post-16 so the Enjoy and Achieve actions above are very important in achieving the outcome for all LAC:

- CYPSC Pathway Planning Team work closely with Connexions to ensure young people make a successful transition from school to ETE;
- LEXS brokered the protocol between Pathway Planning and the Leeds Colleges to ensure LAC received priority support when they joined the colleges;
- Targeted Youth Support are working with LEXS to ensure priority access to support for LAC who are NEET;
- Residential homes have a named Youth Service contact;
- LAC have priority access to Youth Offending Service/'Dance United' provision;
- The 'Find your Talent' Pilot has supported work with LAC: reading support and engagement with libraries for Year 3 into 4; mixed age groups hosted by the Library Service and stimulating creativity; research to identify what children and young people who are LAC would identify as future priorities; a holiday project to engage LAC with the creation of a multi-media Heritage Trail useable by any young person; and systems and processes to ensure all LAC can access Breeze and that their engagement can be monitored.

Stay Safe & Be Healthy

The work described above to maintain or re-establish the engagement with learning of LAC is a key component to keeping them safe and well in an appropriate educational setting:

- CYPSC Therapeutic Social Care team and CAMHS prioritise referrals of LAC to support stable care placements and engagement with learning and personal development;
- The PCT has invested very significant additional resources into the LAC's Health Team which has a vital role in both assessing but also safeguarding young people's general health and well-being;
- A sexual health specialist nurse is attached to the Pathway Planning Team to work closely with looked after young people at risk;
- CYPSC Fostering and Fieldwork Services work closely with LEXS to support the placement stability of looked after children, monitor their personal development and well-being, and ensure they have the opportunity to participate in decisions about their care;
- Foster Carers are well briefed on safeguarding and well-being and there is now a strategy in place to develop their capacity and capability to care even more effectively for children and young people.