REPORT FOR: Corporate Parenting Panel

Date of Meeting:	29 October 2012
Subject:	INFORMATION REPORT - Review of CLA Performance at GCSE Level 2011/2012
Key Decision:	No
Responsible Officer:	Catherine Doran, Corporate Director, Children and Families
Portfolio Holder:	Councillor Mitzi Green
Exempt:	No
Decision subject to Call-in:	N/A
Enclosures:	None

Section 1 – Summary and Recommendations

The attached report
- Outlines performance of Harrow CLA in the Summer 2012 GCSE examinations
- Considers factors affecting the performance of individual students
- Discusses issues for future years

Recommendations: This report is presented for information/discussion.

Harrow **COUNCIL**
LONDON

Section 2 – Report

Review of CLA Performance at GCSE level, academic year 2011/2012

1. Context

This review will consider three specific areas:-

- Performance of Harrow CLA in the Summer 2012 GCSE Examinations including an indication of both actual performance and progress from prior attainment, as indicated by Key Stage 2 assessments
- Factors affecting the performance of individual students in this cohort
- Issues which need to be addressed for future years

2. Performance at GCSE level, Summer 2012

When considering GCSE performance at the end of Year 11. The Year 11 cohort may be viewed in two ways, namely

a. All Children Looked After by Harrow who were in care during their final year at school (Year 11) – Table 1
b. Children Looked After by Harrow who on 31/03/2012 had been in the care of the local authority for at least 12 months –Table 2. This second, smaller group are the group reported on nationally by the Department for Education

Tables 1 and 2 summarize performance in Harrow for these two groups.

Table 1

				GCSE Only			GCSE & Equivalents	
	Total in Cohort	Sat GCSE's ?	At least 1A* - G	5A* - G Or more	5A* - C	5A* - C (inc Ma & Eng)	5A* - C	5A* - C (Inc Ma & Eng)
All CLA	19	9	9	3	0	0	3	0
%		47.4%	47.4%	15.8%	0	0	15.8%	0

Table 2

	Total in Cohort	GCSE Only					GCSE & Equivalents	
		Sat GCSE's?	At least 1A* - G	5A* - G Or more	5A* - C	5A* - C (inc Ma & Eng)	5A* - C	5A* - C (Inc Ma & Eng)
All CLA 1 Year +	13	6 46.2%	6 46.2%	3 23.1%	0 0	0 0	3 23.1%	0 0

Before considering issues affecting performance with Harrow Children Looked After, it is perhaps also worth looking at an outline comparison of the actual results of these individuals with assessment results at Key Stage 2; results at Key Stage 2 are regarded as the most reliable indicator of likely success at the end of Key Stage 4.

Table 3 compares individual results at GCSE with results at the end of Key Stage 2 (the expected average at the end of KS2 would be Level 4 in English, Maths, and Science)

Table 3

KS2 results	Student care	Entered	GCSE result
Students achieving Level 4 or higher in all 3 areas (English, Maths, Science)	A 2011	March	None achieved
	B 2000	March	6 GCSE's (2 @ C or higher) plus BTEC Performance Arts
			None achieved
	C	Nov 2010	4 GCSE's (Maths @ C; 3 D-G)
	D	April 2011	None achieved

	E Nov 2010 F May 1999	9 GCSE's (all @ D – G)
Students achieving Level 4 in at least one area	G (Level 4 English) Oct 2004 H (Level 4 English/Science) July 1999 I (Level 4 Science) Oct 2011	2 GCSE's (D-G) 4.5 GCSE's (1 @ Grade C) plus GCSE equivalent qualification 2 GCSE's (both D – G)
Students achieving below Level 4 in all 3 subjects	J May 2003 K Feb 2011 L June 2010 M Aug 2004	None (Full SEN statement) 6 GCSES's (1 @ Grade C) plus 2 BTEC qualifications None (Full SEN statement) None (Full SEN statement)

Students with no assessment info @ KS2	N	Dec 2011	None
	O	Feb 2012	1 @ D – G
	P	Sept 2011	None
	Q	Aug 2011	None
	R	Mar 2009	None
	S	Mar 2011	3.5 GCSE (D-G)
	NB 5 of these 6 students were recent entrants to the UK.		

3. Factors affecting performance

When considering performance at the end of Key Stage 4 and especially with a relatively small cohort size such as this, factors affecting individual students have a disproportionate influence on the performance of the group as a whole.

However there are some more general points worth noting:-

- Only 6 of this cohort were in care when they were in Year 6 (the end of KS2)

- 5 young people were relatively recent entrants to the United Kingdom and were not ready to fully access the curriculum because of underdeveloped English language skills.

- 3 young people had a full statement of Special Educational Needs. Their learning difficulties were both significant and long standing.

- 2 students had been out of school for a significant proportion of Years 10/11 but were also detained in a secure unit for part of the year.

If we look at factors affecting specific individuals the following points may be noted:

- Of the 6 students attaining the national benchmark at KS2, and therefore expected to progress to 5 A* - C at GCSE level;

- One student spent much of Year 11 on greatly reduced timetable because of their behaviour issues
- Another student was a school refuser who refused to engage with all support offered
- Another student spent much of Year 11 out of school; for some of this they were an inpatient in a specialist unit
- One student changed schools at the start of Year 11

  o In contrast, one of the students who had not reached Level 4 at the end of KS2 achieved 6 GCSE's and 2 BTEC qualifications with an equivalence to GCSE's at Grade C. This student, was in a stable placement with a carer who emphasised and valued education and acted as a strong advocate for all her foster children. This young person's school placement was also stable and supportive.

4. Issues for future years

The recently published Ofsted report (The impact of virtual schools on the educational progress of looked after children – October 2012) which investigated virtual school provision is of direct relevance when considering issues for the future.

Ofsted found that the most effective virtual schools:

- Clearly targeted the resources available to them
- Offered expert support and challenge to schools, other professionals and carers. This expert understanding of education issues was highly valued.
- Ensured that education planning (particularly via the Personal Education Plan) was of a high quality and clearly focussed on educational attainment, with challenging targets that were clearly defined and well tracked.
- Offered foster carers support and training to enable them to be more effective in supporting the children in their care.

The Ofsted recommendations (aimed at local authorities and their partners) included:

- Ensure that the virtual school's roles and responsibilities are clear and that effective data management systems are in place to help target support to those children and young people who need it most
- Ensure that the educational progress of individual children is closely monitored as soon as they become looked after so that the impact of care upon educational outcomes is more accurately measured and understood
- Implement robust protocols for the educational support of children placed outside of their own local authority area and monitor those arrangements closely, so that senior managers and corporate parents can be assured that the progress of those children is not compromised

- Consider whether the virtual school's scope should include young people aged beyond the statutory school age to ensure that the support needs of young people entering further and higher education are met.

What might Harrow's response to this be….?

- v To develop a protocol to ensure that a full, accurate and up to date educational history is provided at the point when a child enters care
- v Use the data provided, together with background information from the school to formulate an education plan (PEP) with specific, trackable and challenging targets, clearly focussed on educational attainment
- v Monitor and review progress with the current school of each CLA on a termly basis
- v Ensure support needs are identified early and appropriately met
- v Where acquisition of English language skills is the primary need, provide a block of specialist tuition. Consider other assessments once English language skills are more developed
- v Ensure regular contact with foster carers through training workshops and attendance at fostering network meetings to increase capacity and confidence amongst foster carers in dealing with education issues. It will also ensure that there is greater clarity about support directly available to carers.

One final comment…..we focus a great deal of attention on the achievements at GCSE level. Many of our young people continue to achieve beyond 16. Attached is a snapshot of the achievements of young people supported by both the Leaving Care and the UASC team. It demonstrates the wide range of activity beyond purely academic or school based qualifications undertaken by 'our' young people.

<u>Leaving care – achievements 2011-2012</u>

1. - Completed year two of his painting and decorating course at Newcastle College

2. - Completed second year at Middlesex University (Degree in Business Management)

3. - Completed second year at Buckingham University (Degree in Sport Management)

4. - Completed second year of Performing Arts at West Herts College

5. - Completed her A-levels and obtained 3 'C ' passes from Preston Manor High School

6. - Completed college course in catering for young people with disabilities in Kent

7. - Completed her catering course at Folkstone College

8. - Completed Level 1 Hairdressing at Baces in Brent

9. - Completed a short course in adult literacy

10. - Completed her Social work Degree Course at Thames Valley University

11. - Completed her second year of Psychology at City of Westminster University

12. - Completed a 3 year apprenticeship with Peugeot and gained permanent employment

13. - Completed her first year in Child Care at Uxbridge College, Hayes Campus

14. - Completed her second year of Actuarial Science at CASS business school

15. - Completed his first year of Construction at Harrow College

16. - Completed Level 3 Maths and ICT at First Rung, Watford

17. - Completed her Btec in Business at Stanmore College

18. - Completed his first year of Travel and Tourism at Watford College

19. - Completed her first year of Health and Social Care at Hammersmith and City College

20. - Completed his second year of Performing Arts at Harrow College

21. - Completed Maths Entry level 2 at Harrow College

UASC Academic Achievements, Progress 2011/2012

1. - Passed NVQ Level 2 Plumbing, but seeking a Plumbing Work Experience Placement (also working in a supervisory role for Nandos)

2. - passed NVQ Level 1 Certificate in Business and Administration, now studying Adult Learners Programme in Lewisham College to improve English so he can progress to a Travel and Tourism course

3. - 1st Year University London Metropolitan, Sports Studies

4. - NVQ Beauty Peterborough College passed with high marks (94-96%)

5. - Passed 1st Year University - Leeds University - BSC Chemical Engineering

6. - passed Level 2 progressing to GNVQ Level 3 Health and Social Care , Uxbridge College

7. - Passed Certificate for IT users Level 2, Diploma in ICT Professional Competence at College of North West London now progressing to BTEC Level 3 Diploma in IT at Ealing college

8. - Harrow Skills Centre, Completed Carpentry Course now seeking employment

9. - passed BTEC entry level 3 Cert for IT users, Harrow College, now progressing to BTEC Level 1 Diploma for IT Users

10. - passed 1st year of BSC Mechanical Engineering, London South Bank University with EXCELLENT GRADES (97% on most modules)

11. - Passed 1st Year Nursing Course, Middlesex University, progressed to 2nd Year. Passed recent exam.

12. - Passed 1st year of BTEC Level 2 Business Studies, Harrow College, progressed to 2nd year. DISTINCTION grade gained

13. - passed beginners ESOL Harrow College

14. - passed entry level 2 ESOL   West Herts College

15. - passed entry level 1 ESOL Harrow College

16. - passed first year of BTEC level 3 science, Westminster College,

17. - passed entry level 3 ESOL Harrow College

18. - 3rd year BSC Business Studies , Middlesex University

19. - NVQ (2) performing engineering - College of North West London

20. - passed Entry 3 ESOL - Harrow College

21. - Barnet & Southgate College – passed IT level 2

22. - Harrow College - ESOL passed entry level

23. - CNWL passed ESOL entry2

24. - Harrow College ESOL - Entry level

25. - Harrow College – passed Business Administration and IT

26. - Harrow College - passed ESOL Entry 1

27. - Harrow College – passed BTec Level 2

28. - CNWL , passed ESOL level 1

29. - Harrow College passed ESOL entry 2

30. - Hammersmith and Fulham - ESOL pre-entry

31. - passed Entry 1 ESOL - Southwark College

32. - ESOL- Harrow College

33. - passed Entry level 1 West Thames College

34. - BSc Media Computing - Glyndwr University

35. - passed Level 1 ESOL - Stanmore College

36. - passed Entry Level 1 ESOL- Harrow College

37. - Vehicle maintenance - College of North West London

38. - Passed Access Pathway to Nursing/Midwifery and Literacy Level 2 – Plans for University but did not receive a UCAS offer (currently seeking support with English)

39. - Passed Access Pathway to Nursing/Midwifery and Literacy Level 2 – Plans for University but did not receive a UCAS offer (currently seeking support with English)

40. - progressed from Pre-Entry ESOL to Entry Level 2 at Harrow College. He has jumped 2 levels in a short space of time.

Financial Implications

There are no finance implications arising from this report.

Risk Management Implications

There are no risk management implications arising from this report.

Equalities Implications

There are no equalities implications arising from this report.

Corporate Priorities
Supporting and protecting people who are most in need

Section 3 - Statutory Officer Clearance

Name: Emma Stabler   [X]   on behalf of the
                              Chief Financial Officer

Date: 18 October 2012

Section 4 - Contact Details and Background Papers

Contact: Catherine Halsall, Virtual Headteacher,
             0208 416 8122

Background Papers: None