



## LAC Strategy Group—Education Update

### Introduction

The following report provides a focus on the performance of the Virtual School over the course of the 2016/17 academic year (unless stated otherwise). The report will, where possible, draw comparisons to performance nationally, regionally, and amongst our statistical neighbours. Changes to the performance measures and DfE examinations over recent years make it difficult to provide longitudinal trend data, however for a majority of measures, there is at least 2 years of data to draw from.

Please note: Due to issues identified with the cohort on NCER/NEXUS, all North Yorkshire information for 2016/17 have been taken from the Virtual School's own records and not the publicly available statistics.

### In this Report:

- Overview of NYCC LAC
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- Voice of Child/Young Person
- Appendix A. Measures for Young & Yorkshire

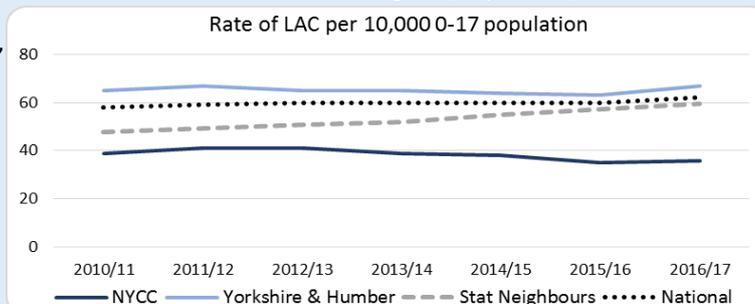
### Key Points

- ◆ The Virtual School's performance at both Key Stage 1 and Key Stage 2 has decreased over the 2016/17 academic, compared to previous years, however the relatively small size of the cohort results in individual children having a more significant impact on the overall performance.
- ◆ Whilst the proportion of NYCC LAC pupils achieving Grade 5—9 in English and Maths at GCSE, and the proportion of NYCC LAC Pupils achieving 5 or more Grade 4—9 including English and Maths at GCSE are higher than all comparator groups, NYCC's 'Progress 8' and 'Attainment 8' scores are lower than all comparable averages.
- ◆ Against an increasing national trend (both for LAC & non-LAC pupils) and an increasing trend in North Yorkshire, during 2015/16, exclusions for LAC pupils decreased. They have, however, increased in 2016/17 (although national data is not yet available).
- ◆ Both the absence & persistent absence rates have increased ahead of the national trend for North Yorkshire LAC in 2016/17.

### Overview of North Yorkshire's Looked After Children

- ◆ As at the end of 2016/17, there were 425 children and young people in the care of North Yorkshire County Council.
  - ⇒ This is equivalent to a rate of 36 per 10,000 children under 18 years old.
  - ⇒ This is significantly lower than the national rate (62 per 10k), the rate for our statistical neighbours (59.3 per 10k) and the rate recorded across the Yorkshire & Humber Region (67 per 10k).

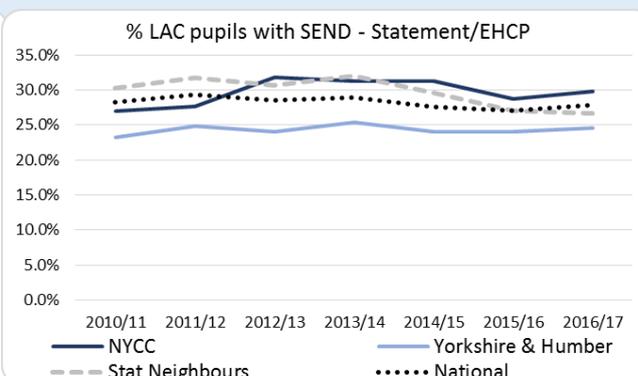
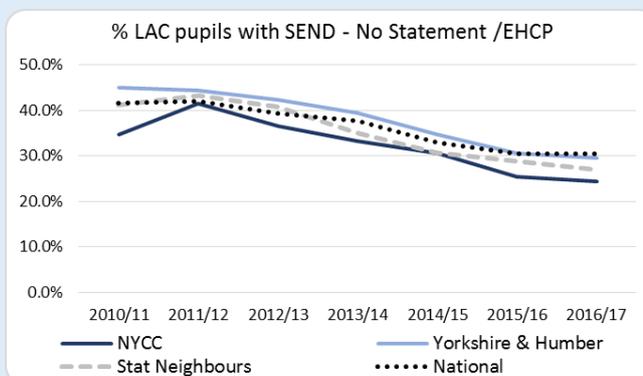
- ◆ Between 2011/12 and the end of 2016/17, we have seen a steady reduction in the number of LAC, assisted by the introduction of models targeted at keeping children who are on the edge of care out of care, such as the No Wrong Door and Family group Conferencing.



- ◆ North Yorkshire has followed the national trend, for both the direction of travel and proportion, regarding the LAC pupils with Special Educational Needs and Disabilities (SEND) without an Education, Health and Care Plan (EHCP). Since 2011/12 NYCC Proportion of LAC with SEND but no EHCP has decreased from 41.5% in 2011/12 to 24.4% in 2016/17.

⇒ This roughly matches the national trend, where the proportion has fallen from 42.1% in 2011/12 to 30.4% in 2016/17.

- ◆ Over the same period of time, the national rate of LAC with an EHCP has remained relatively stable at between 27% and 30%.



⇒ Following a 4% increase in 2012/13 (from 27.7% to 31.8%) and a subsequent decrease (from 31.3% to 28.7%), North Yorkshire rate of LAC with an EHCP has also remained relatively stable, with a net increase of just over 2%, from 27.7% in 2011/12 to 29.8% in 2016/17.

- ◇ Whilst this relatively consistent rate of LAC with an EHCP is indicative of consistent identification of needs and application of thresholds where there is a requirement for statutory support through an EHCP, the decrease in the proportion receiving SEN Support (with SEND and no EHCP) does pose the question of whether the needs of children that may previously have received SEN Support through schools are being met. This decrease in the proportion of LAC receiving SEN Support may also be indicative of the focus of services on providing effective support and stable placements at an earlier stage before SEN Support level needs develop.

### Important information relating to attainment measures

- ◆ **Key Stage 1**—No Regional/Statistical Neighbour comparator information has been produced this year, the DfE cites the reason for this being that the cohorts at this Key Stage are so small that a large number of authorities have had information redacted from statistical releases.—for the purpose of this report, the national comparison has come from NCER.
- ◆ **Key Stage 2**—From 2015/16, a new method of measuring Key Stage 2 attainment is in place. This, in essence, is a move from the proportion children achieving Level 4 or above to the proportion of children achieving the expected standard.
  - Progress (from Key Stage 1 to Key Stage 2) in relation to their peers with similar levels of prior attainment (at Key Stage 1) continues to be used, enabling comparisons to be made against last year.
- ◆ **Key Stage 4—Attainment 8**—a ‘value added’ measure of attainment across 8 subjects: English & Mathematics (with double weighting for these 2); along with the pupils 3 highest scores in science, computer science, history, geography and languages; and the pupils 3 highest scores in other subjects across the curriculum. The resulting score is their Attainment 8 Score, which gives a comparison to all other pupils with similar prior attainment.
  - Progress 8—using the score from above, this is then taken away from the average for pupils with similar prior attainment (this average is essentially the expected attainment) giving a score that allows us to see how well the individual/cohort has progress compared to pupils with a similar ‘starting point’, with 0 being the same, negative values being below and positive values being above.
- ◆ For all Key Stages, SEN outcomes have not been provided in the Statistical First Release for regional or statistical neighbours. National figures have been taken from NCER. Information relating to previous years is taken from LAIT or NCER to provide consistency.

### NCER Children Looked After data tool

Whilst there is a data tool available, developed through the Nation Consortium for Examination Results (NCER), Association of Directors of Children’s Services (ADCS), and the National Association of Virtual School Heads (NAVSH) linking the national pupil data base to a local authority’s 903 returns, issues have been identified which has resulted in a number of authorities cohorts including children who should not be included (as they either were not in the cohort or had not been in care for 12 months or more at 31st March). Therefore, NYCC’s Virtual School information has been collated using the cohort identified by the Virtual School and will therefore differ from the national figures.

### **Predicted Performance**

#### **◆ Key Stage 1**

- ⇒ The cohort is expected to consist of 11 children who will have been in care for over 12 months
- ⇒ 2 pupils will have Education Health & Care Plans
- ⇒ 2 pupils will be attending a Special School
- ⇒ 7 pupils are expected to achieve the expected standard

#### **◆ Key Stage 2**

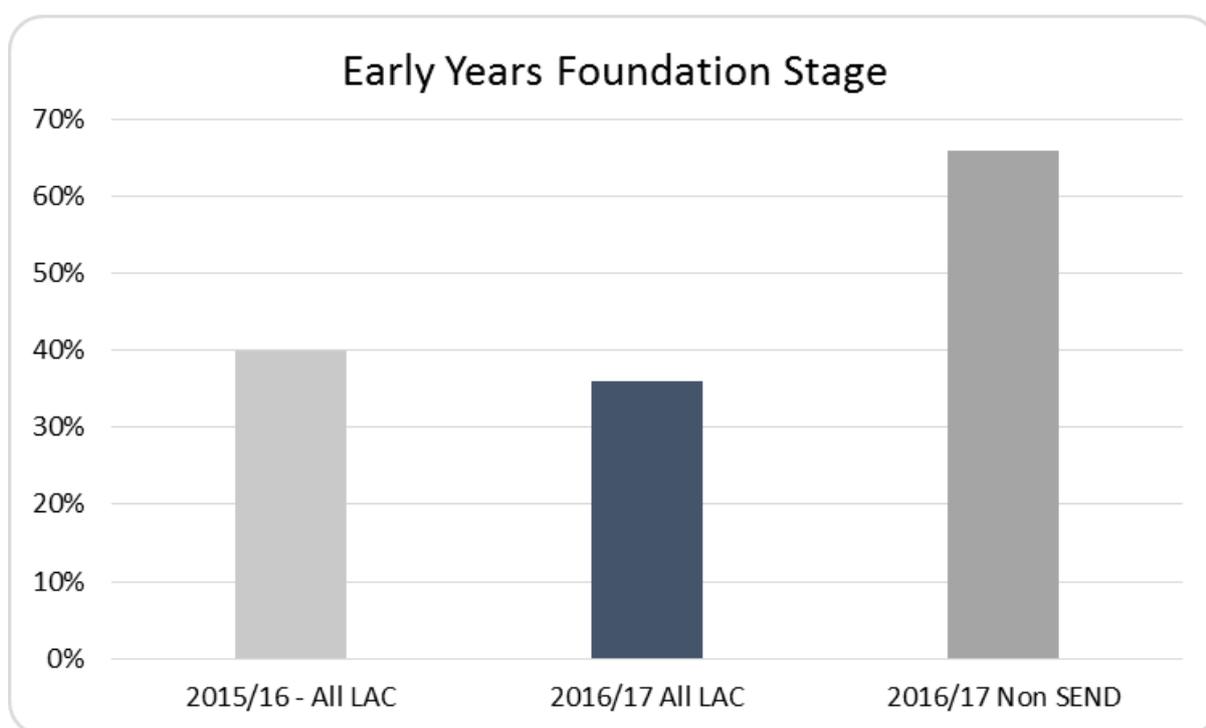
- ⇒ The cohort is expected to consist of 17 pupils
- ⇒ 4 of these pupils will have an Education Health & Care Plan
- ⇒ 2 pupils will be attending a Special School
- ⇒ 8 are expected to achieve the expected standard
- ⇒ 3 pupils will be receiving direct one-to-one involvement from the Virtual School

#### **◆ Key Stage 4**

- ⇒ The cohort will consist of 43 pupils, of which 14 will have an EHCP
- ⇒ 8 pupils will be attending a Special School and 3 will be accessing Alternative Provision
- ⇒ 9 pupils will be educated Out of Authority
- ⇒ 17 (39%) are likely to get grade 1–9
- ⇒ 10 (23%) are likely to get grades 4–9
- ⇒ 40% will make progress
- ⇒ 30% will make some progress
- ⇒ 30% will not make progress

**Early Years—Slight decline in performance—no available comparator information**

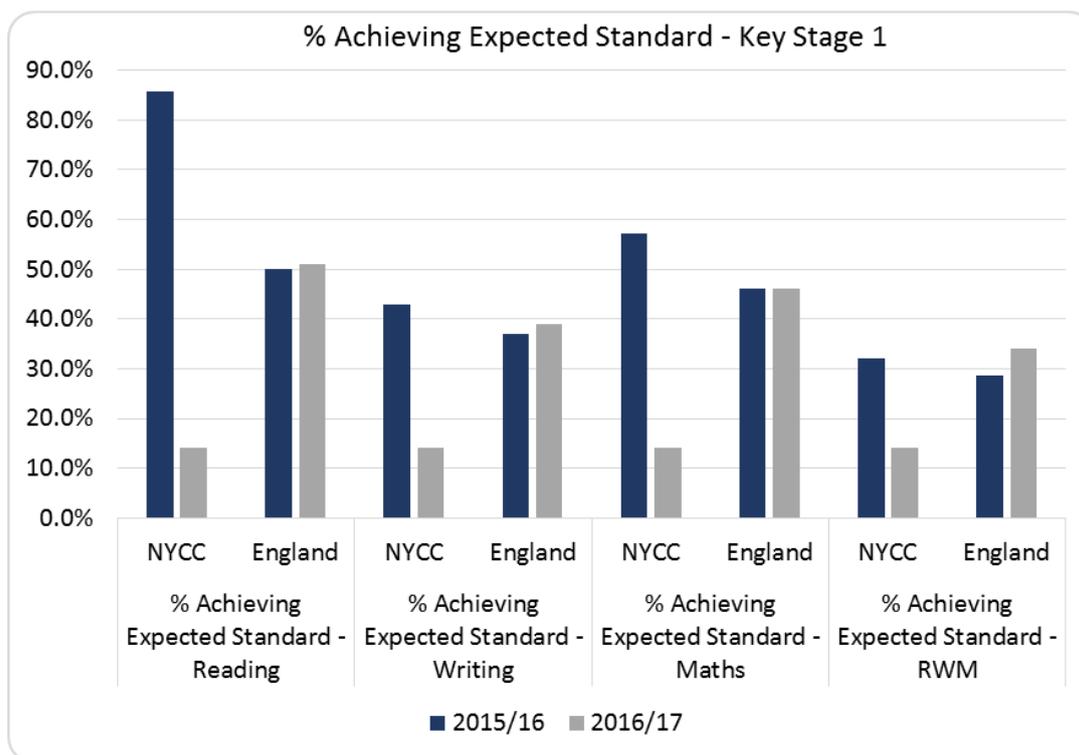
- ◆ Please note: there are no national, regional or statistical neighbour comparators for Looked After Children at Early Years Foundation stage. For the purpose of the following last years performance will be compared to this years.
- ◆ This year's there were 11 NYCC Looked After Children who met the DfE category of having a continuous care status of 12 months +.
- ◆ Every child in this cohort attended a school or setting judged as being good or outstanding by OFSTED.
- ◆ 3 children had an Education, Health and Care Plan, and 2 were undergoing assessments
- ◆ Overall 36% of the cohort achieved a Good Level of Development, down slightly on the 40% achieving last year.
- ◇ Of those children with no Special Educational Need or Disability, this increases to 66%, not far below the North Yorkshire average for all pupils of 71.7% and the national all pupil average of 70.7%.



- ◇ It is worth mentioning here that, due to the nature of the cohort at early years, the children who are in care at this stage may not be in care for Key Stage 1, as younger children are more likely to leave care, either to return home or through adoption or Special Guardianship Order. Therefore, it may be prudent to approach using this information to inform future performance with caution as the cohort is susceptible to considerable change.

**KEY STAGE 1**

- ◆ Please note: the DfE states that ‘new Key Stage 1 assessments were introduced in 2016 to assess the new, more challenging national curriculum and the expected standard was raised. As a result, figures from 2016 onwards are not comparable to earlier years’
- ◇ **Overall decline in performance across every measure & lower than national average**
- ◆ North Yorkshire’s performance at Key Stage 1, across all key indicators (Reading, Writing, Maths and Reading, Writing & Maths combined), was significantly lower than the national average this year.
  - ◆ Reading—North Yorkshire LAC = 14% achieved the expected standard / National LAC = 51% achieved the expected standard
  - ◆ Writing—North Yorkshire LAC = 14% achieved the expected standard / National LAC = 39% achieved the expected standard
  - ◆ Maths—North Yorkshire LAC = 14% achieved the expected standard / National LAC = 46% achieved the expected standard
  - ◆ Reading, Writing and Maths—North Yorkshire LAC = 14% achieved the expected standard / National LAC = 34% achieved the expected standard



- ◆ Compared to the attainment of NYCC LAC Pupils in 2015/16, North Yorkshire has seen a significant decrease in performance across all indicators for 2016/17, most notably in the proportion achieving the expected standard in Reading, which fell from 85.7% to just 14%.
  - ◇ It is important to bear in mind that these cohorts are very small, significantly increasing the impact of variation. It is also important to remember that some of these children may have complex emotional or mental health needs and could have been through distressing episodes that have contributed to their admission to care which may contribute to relative under performance.

**Key Stage 1—2 Progress**

There are two ways by which progress has been reported this year, firstly there is the old method which took the percentage that achieved the expected level of progress based on their prior attainment and secondly there is the new method which focuses on the average progress score for particular cohorts. For the purpose of this report, combining the percent making expected progress based on prior attainment and the average progress scores of the cohort will tell us how we are performing on the whole.

**Expected Progress based on Prior attainment (for all pupils)**

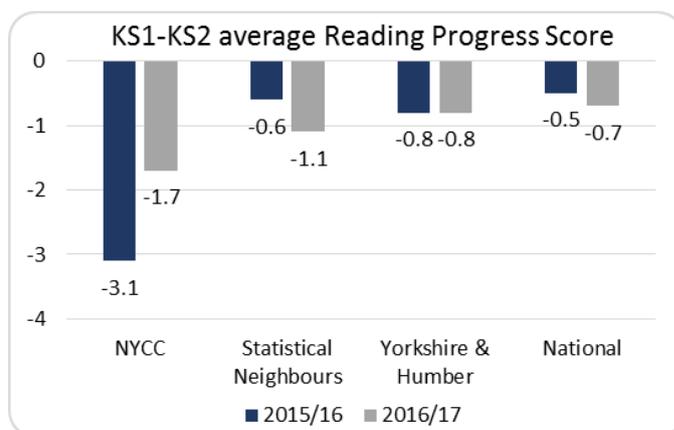
- ◇ 68% of LAC pupils made progress in Reading
- ◇ 68% made progress in Grammar, Punctuation and Spelling
- ◇ 81% made progress in Writing
- ◇ 62.5% made progress in Maths.

**Progress based on the average progress score**

◆ **Reading**

◇ **Improved performance but lower than comparator groups**

⇒ Whilst NYCC still lags behind comparators in terms of the average progress score for Reading (National = -0.7, Regional = -0.8, Statistical Neighbours = -1.1), North Yorkshire’s Average Progress Score has improved, increasing from -3.1 in 2015/16 to -1.7 in 2016/17, countering the national trend for 2016/17 where performance has declined or remained stable.

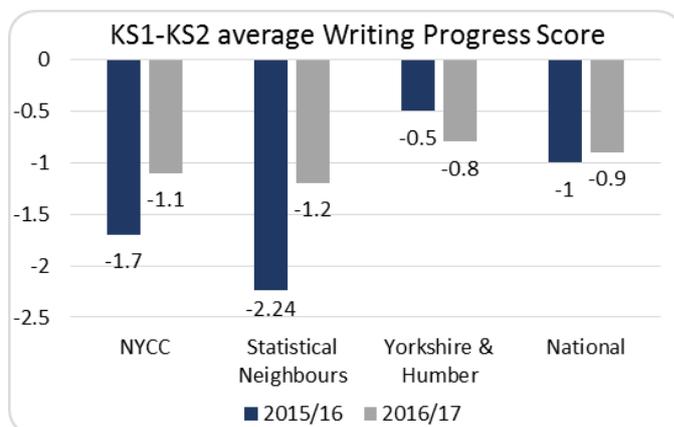


◆ **Writing**

◇ **Improved performance but lower than comparator groups**

⇒ Although NYCC still performs worse than the regional (-0.8) and national averages (-0.9), we are currently performing above the average for our Statistical Neighbours (-1.2), with an average progress score in Writing of -1.1.

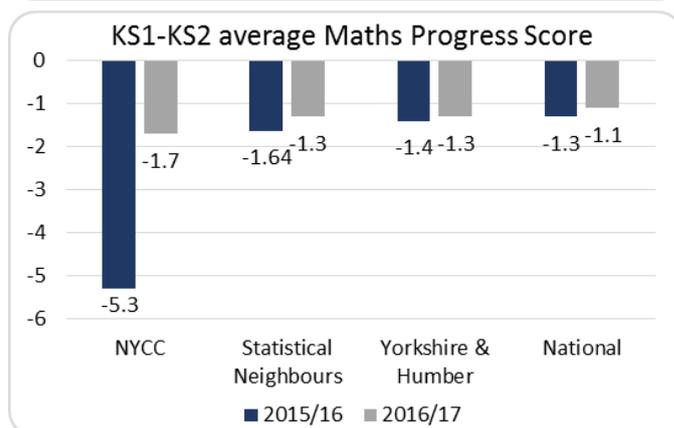
⇒ Unlike the national and regional averages, NYCC’s performance has improved this year, from -1.7 last year to -1.1.



◆ **Maths**

◇ **Improved performance but lower than comparator groups**

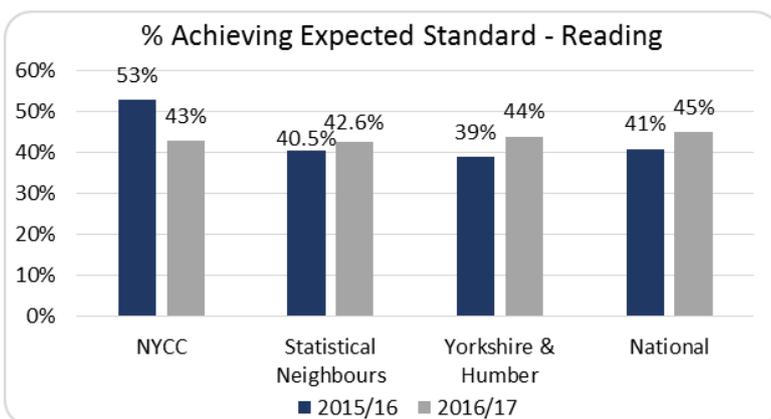
⇒ NYCC’s average progress score for Maths has improved considerably since last year, increasing from -5.3 in 2015/16 to -1.7 in 2016/17. This brings us much more in line with the national (-1.1), regional (-1.3) and statistical neighbour (-1.3) averages.



**Key Stage 2—attainment**

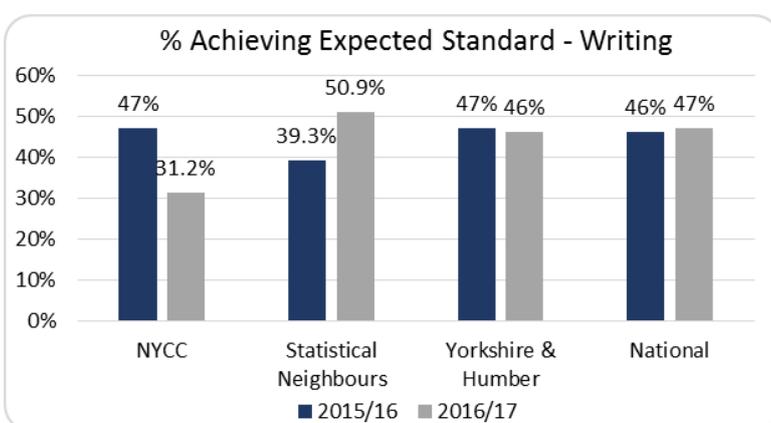
**Reading**

- ◇ **Decline in performance but in line with comparators**
- ◆ Having performed considerably better than all comparators in 2015/16, 2016/17 saw performance at Key Stage 2 drop slightly.
- ◆ In 2016/17, NYCC performed in-line with all other comparators, with 43% achieving the expected standard, compared to 44% regionally, 45% nationally, and 42.6% amongst similar authorities.



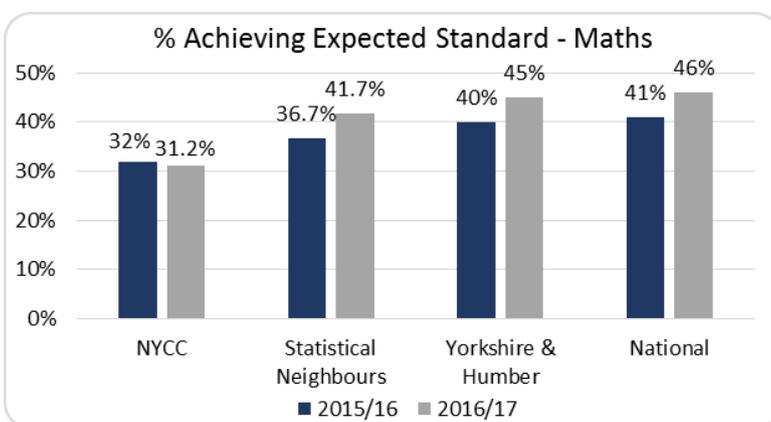
**Writing**

- ◇ **Decline in performance and below comparators**
- ◆ Whilst during 2015/16, North Yorkshire’s performance in line with the regional (47%) and national average (46%) at 47% achieving the expected standard in writing, this year has seen NYCC drop below the national average at 31.2%. Whilst the national average has remained stable, the average for similar authorities has increased from 39.3% to 50.9%.



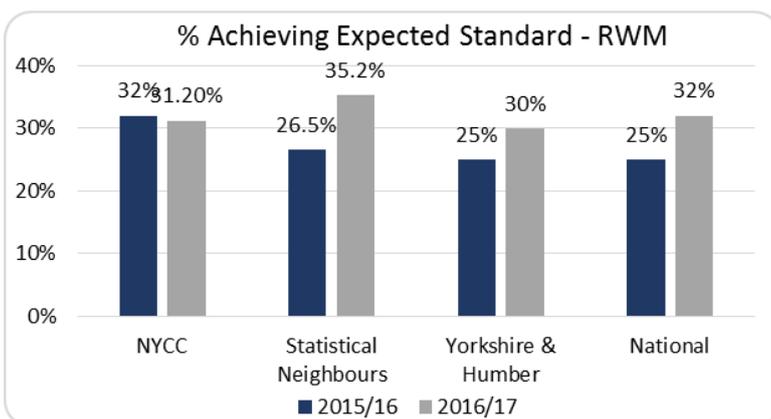
**Maths**

- ◇ **Slight decline in performance and below comparators**
- ◆ NYCC continues to perform below the comparable averages for the percentage of pupils in the Virtual School achieving the expected standard in Maths, with 31.2% achieving in 2016/17.
- ◆ Compared to last year, the gap between NYCC and national has increased from 9 percentage points to 14.8 percentage points.



**Reading, Writing and Maths**

- ◇ **Consistent performance and in line with most comparators**
- ◆ Despite NYCCs under performance in Maths, we continue to perform in line with the national average of 32% achieving the expected standard in Reading, Writing and Maths combined, with 31.2% of Virtual School pupils achieving the expected standard



It is worth noting that the small cohort in North Yorkshire may have a more significant impact on rates.

## Key Stage 4

- ◆ Attainment at Key Stage 4 continues to be one of the highlights of the Virtual School's performance. We continue to perform above the national average across both the proportion of Virtual School pupils achieving 5 A\*-C (Grade 4-9 this year) GCSEs including English and Maths and the proportion achieving A\*-C (Grade 5-9) in English & Maths.

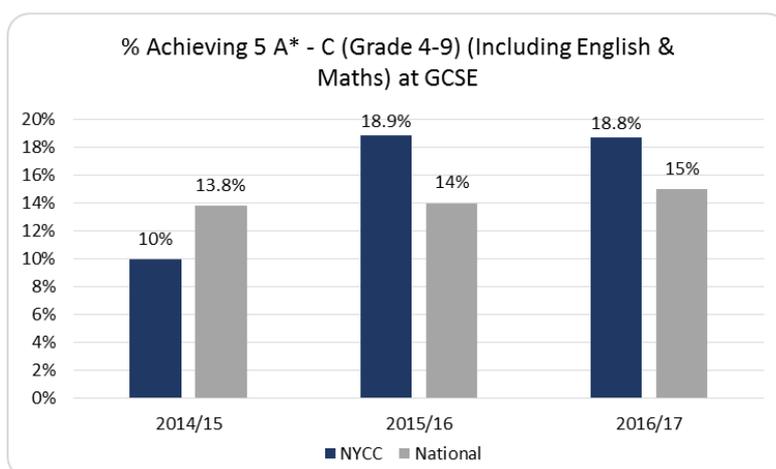
At Key Stage 4, similar in some extent to Key Stage 2, there has been a move over the past 2 years away from purely monitoring outcomes to now monitoring outcomes and, importantly, progress relative to peers with similar levels of prior attainment. The introduction of these 'accountability' measures, was in part, to encourage school to offer a broad and balanced curriculum, with a focus on an academic core at Key Stage 4. An added bonus of the new measures is that they monitor the progress that a pupil actually makes, rather than measuring whether they meet a certain criteria or not.

Please note: the move from A\*—G to 9—1 now means that what was a C grade has been split to either grade 4 (equivalent to a standard C grade) and grade 5 (equivalent to a high C), this will be reflected in the outcomes for some measures that now monitor grade 5 to 9.

### Attainment at GCSE

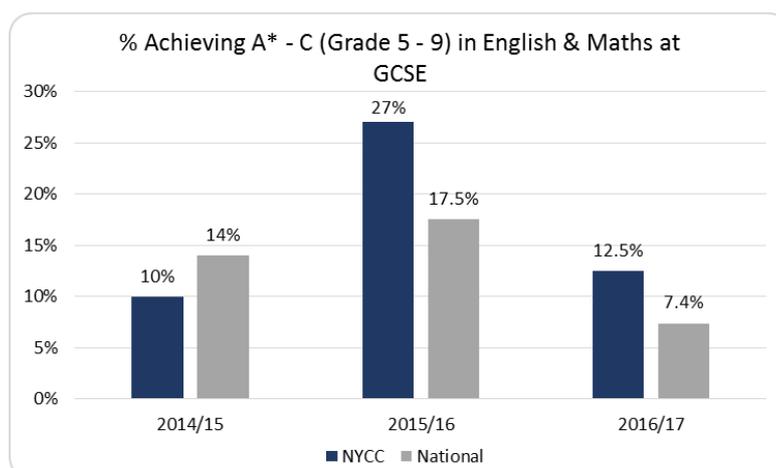
#### 5 A\*-C (Grade 4-9) at GCSE including English & Maths

- ◇ **Consistent performance and above national**
- ◆ Continuing from last year, where we reported our strongest attainment in recent years, with 18.9% of LAC pupils achieving 5 A\* - C grade GCSEs at Key Stage 4 (against a national average of 14%), this year we have continued to see a similar proportion (18.8%) achieving the equivalent to 5 A\* - C, again out-performing the national average of 15%.



#### A\* - C (Grade 5-9) at GCSE in English & Maths

- ◇ **Decline in performance but still above national**
- ◆ Similarly to last year, NYCC continues to out-perform the national average regarding the proportion of LAC achieving Grade 5—9 at GCSE in English and Maths.
- ◆ The changes to grading now means that this measure is only looking at those young people who achieved the equivalent to a high C grade or above.
- ◆ The overall North Yorkshire out-turn for this measure was 50.4% for all pupils, compared to 39.6% nationally.

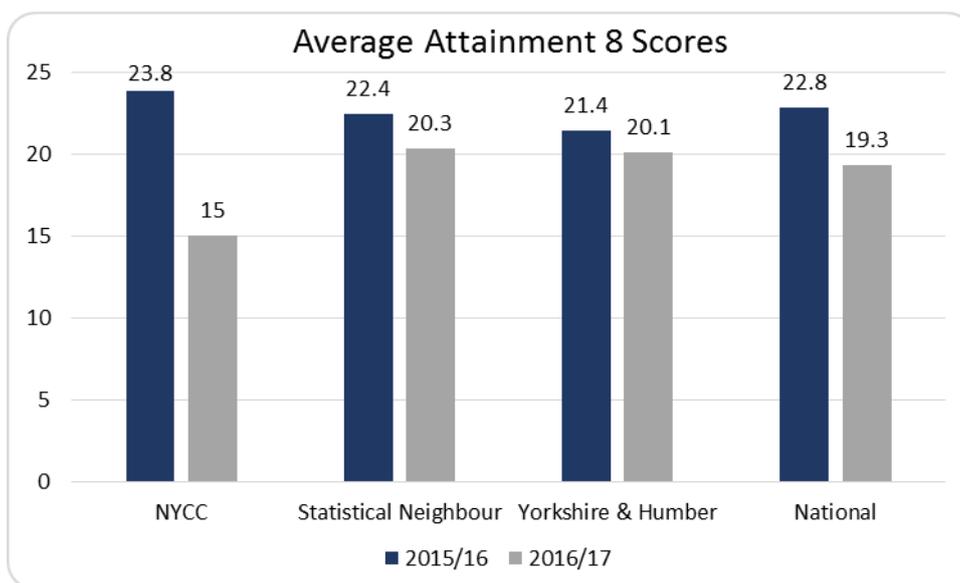


This level of performance, combined with NYCC's lower 'Progress 8' and 'Attainment 8' scores implies that, whilst NYCC's LAC Pupils perform well in core subjects like English & Maths, performance has not been as strong in subjects outside of the core group, across the broader spectrum of the curriculum. This could be an area of focus for the coming year. This increased focus on PEPs may also help to improve attainment/progress in other subjects.

**Key Stage 4**

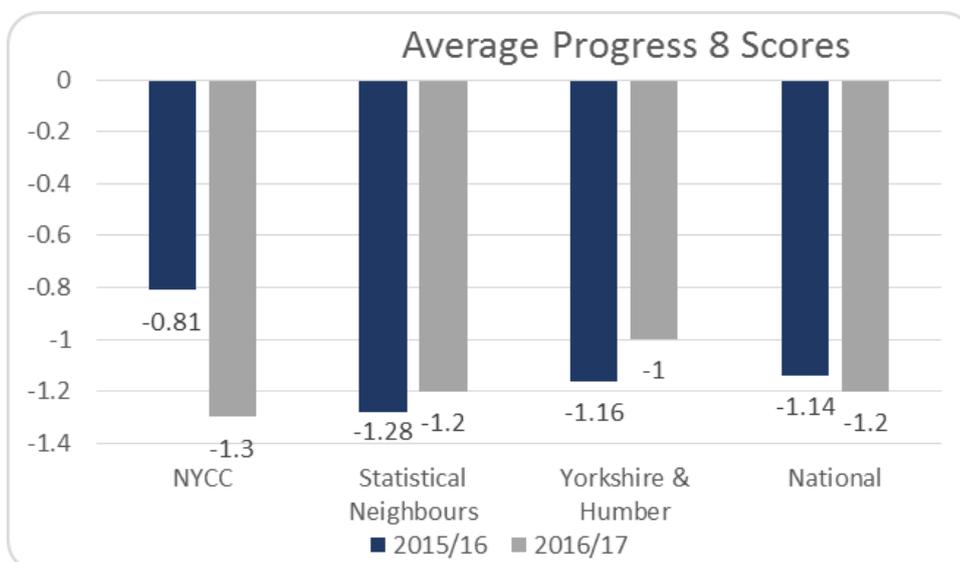
**Attainment 8**

- ◇ Having performed exceptionally well last year at Key Stage 4, with an average Attainment 8 Score of 23.8 compared to 22.8 nationally and 22.4 for similar authorities, this year we have seen the a sizeable decrease in the average attainment 8 score. For 2016/17, the average score for NYCC pupils was 15, compared to 20.3 for similar authorities. To an extent, North Yorkshire has followed the national trend that has seen an overall decrease in the average attainment 8 score, falling to 19.3 for LAC pupils nationally.



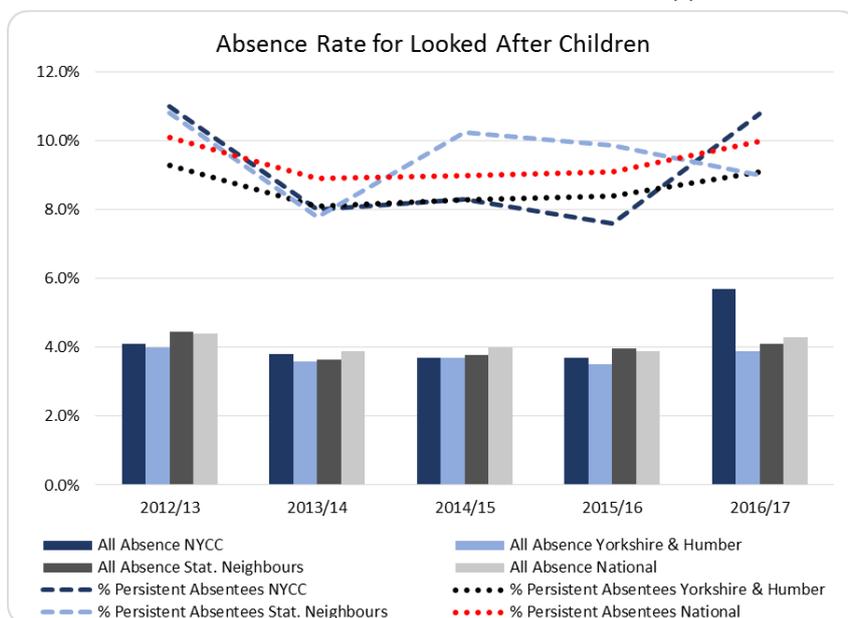
**Progress 8**

- ◇ Having performed better than any of our comparator groups in 2015/16, where we performed substantially better than the national average (with an average progress 8 score of -0.81 compared to -1.14 nationally), this year we have performed relatively in line with the national average of -1.2, with an average progress score of -1.3.
- ◇ Whilst North Yorkshire has followed the national trend, regionally and amongst our statistical neighbours we have seen the average progress score improve slightly.



**Absence**

- ◆ For context: the latest available national information covering all pupil absence for the 2015/16 academic year reports the overall national absence rate as 4.6%, the Yorkshire & Humber rate as 4.7%, our statistical neighbour rate as 4.2% and the NYCC rate as 4.6%.
- ◇ Historically, North Yorkshire’s LAC absence and persistent absence rates have been relatively in line with our comparator groups over the past 4 years. In 2015/16:
  - \* North Yorkshire: Overall Absence = 3.7%, Unauthorised Absence = 0.5%, Authorised Absence = 3.2%, Persistent Absence = 7.6%
  - \* Statistical Neighbours: Overall Absence = 4%, Unauthorised Absence = 0.9%, Authorised Absence = 3.1%, Persistent Absence = 9.9%
  - \* Yorkshire & Humber: Overall Absence = 3.5%, Unauthorised Absence = 1%, Authorised Absence = 0.5%, Persistent Absence = 8.4%
  - \* National: Overall Absence = 3.9%, Unauthorised Absence = 1%, Authorised Absence = 2.9%, Persistent Absence = 9.1%
- ◇ Over the past year, North Yorkshire’s LAC absence rate has increased, moving us away from being in line with the national average to being somewhat above the national average.
  - \* North Yorkshire: Overall Absence = 5.7%, Unauthorised Absence = 2%, Authorised Absence = 3.7%, Persistent Absence = 10.8%
  - \* Statistical Neighbours: Overall Absence = 4.1%, Unauthorised Absence = 0.9%, Authorised Absence = 3.2%, Persistent Absence = 9%.
  - \* Yorkshire & Humber: Overall Absence = 3.9%, Unauthorised Absence = 1.2%, Authorised Absence = 2.7%, Persistent Absence = 9.1%
  - \* National: Overall Absence = 4.3%, Authorised Absence = 1.2%, Authorised Absence = 3.1%, Persistent Absence = 10%
- The increase in NYCCs unauthorised absence reflects that more LAC pupils are missing school without a valid reason rather than due to illness, medical appointments or authorised reasons.



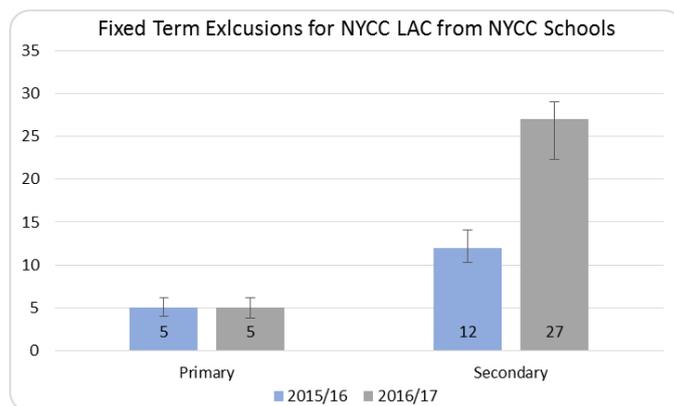
**Exclusions—2016/17 NYCC only**

⇒ As mentioned on the following page, unfortunately comparable information is provided a year in arrears, and therefore only NYCC information is available for 2016/17 and does not include information for NYCC LAC pupils in Out of Authority Schools.

- ◆ Looked After Children continue to be one of the most ‘at risk’ groups for fixed term exclusions.
- ◆ During 2016/17, a total of 39 LAC pupils were excluded from schools in North Yorkshire, 9 from Primary Schools, 30 from Secondary Schools.

◇ This is a notable increase on the 25 excluded LAC pupils during 2015/16 (6 from Primary Schools, 19 from Secondary Schools).

- ◆ Of the 9 Primary School pupils excluded, 5 were North Yorkshire LAC, showing no increase on the number of North Yorkshire LAC excluded from NYCC schools last year.
- ◆ Of the 30 Secondary School pupils excluded, 27 were North Yorkshire LAC, showing a significant increase on last year’s 12.



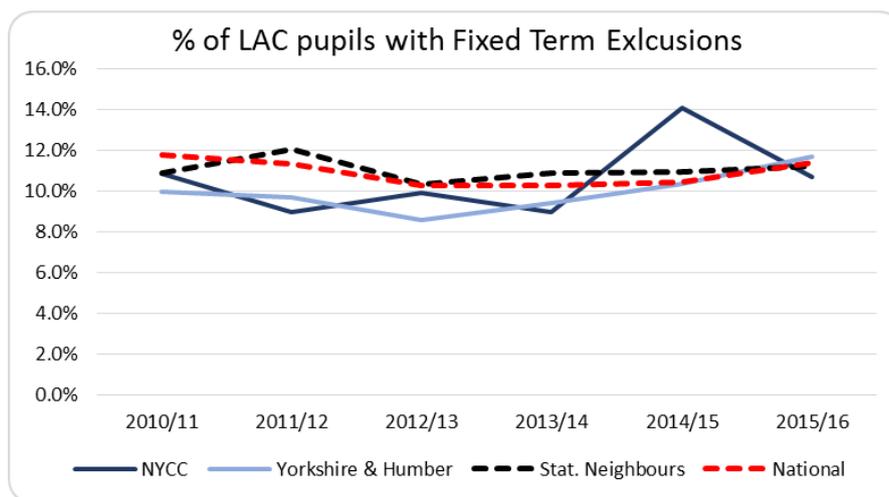
- ◆ A total of 28.5 days were lost at Primary School (10.5 days for NYCC LAC)
- ◆ A total of 177 days were lost at Secondary School (164 days for NYCC LAC)
- ◆ Boys continue to be considerably more likely to be excluded than girls (based on just NYCC LAC pupils).
  - ◇ At primary school, 4 boys were excluded a total 5 times (for 9.5 days) compared to 1 girl, excluded once (for a just 1 day).
  - ◇ At secondary school, 20 boys were excluded a total of 61 times (for 140 days) compared to 7 girls, excluded a total of 8 times (for 24 days).
- ◆ Over the course of 2016/17, four exclusions lasted in excess of ten days.

		Boys			Girls		
		Excluded	Exclusions	Days Lost	Excluded	Exclusions	Days Lost
Primary	North Yorkshire	4	5	9.5	1	1	1
	Other LA	3	5	10	1	2	8
	Total	7	1	19.5	2	3	9
Secondary	North Yorkshire	20	61	140	7	8	24
	Other LA	3	3	13	0	0	0
	Total	23	64	153	7	8	24

⇒ In North Yorkshire, there has not been a permanent exclusion of a Looked After Child since 2011. There have been occasions where a permanent exclusions has been considered but either a head teacher has recognised the options available to them or a decision has been rescinded before governors have met. In some cases the outcome has meant a change of school or educational provision.

### Exclusions—National/Regional/Statistical Neighbour comparisons

- ◇ Please note: due to the intricacies of the exclusions process, exclusions are reported in national statistics an academic year in arrears.
- ◇ Following a noteworthy increase in the number of Fixed Term Exclusions during 2014/15 (when 14.1% of LAC pupils received at least one fixed term exclusion), this year has seen a considerable decrease, falling back below the national average of 11.4% to 10.7%
- ⇒ This decrease in exclusions comes at a time when exclusions nationally, regionally (both Care & Non– Care pupils) and amongst all pupils in North Yorkshire are increasingly.

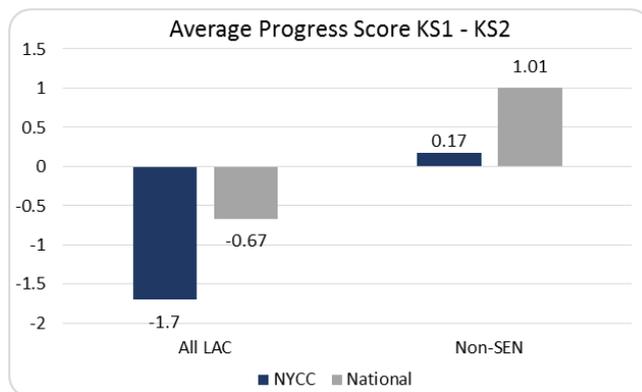


### Special Education Needs

- ◆ Nationally, 2.8% of all children have a Statement of Special Educational Need (SEND) or an Education, Health and Care Plan (EHCP).
- ◆ Children in Care are:
  - ⇒ Almost 4 times more likely to have Special Education Needs than all children.
  - ⇒ 10 times more likely to have a Statement of Special Educational Needs or an Education Health and Care Plan.
- ◆ Nationally, 9,630 children in care (26.7%) have either a Statement or EHCP.
  - ⇒ 56.3% of children in care nationally have a Special Education Need, compared to 50% of Children in Need and 14% of all children.
- ◆ In North Yorkshire, 71 young people of secondary school age in NYCC care have a Statement of SEND or an EHCP—this equates to 28.6%.
- ◆ Amongst primary school aged pupils, 13 children in NYCC care have a Statement of SEND or an EHCP, equivalent to 16.8% of primary school aged children in care.
  - ⇒ It is worth mentioning that the highest single cohort of children in the care of NYCC with a Statement of SEND or EHCP is year 12, where 17 pupils (27.8%) in our care have either a Statement of SEND or an EHCP.
- ◆ For those of post compulsory school age, including those who turned 18 during the last academic year, 29 young people have a Statement of SEND or an EHCP.

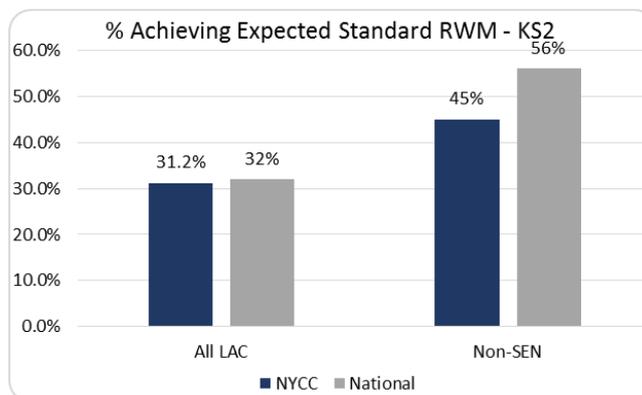
Key Stage 1

- ◆ Our average progress score for all NYCC LAC was  $-1.7$ , significantly lower than the national average of  $-0.67$
- ◆ If we looked solely at the 2 children who have no SEND need, we see that, whilst there is a gap between national ( $+1.01$ ) and NYCC ( $+0.17$ ), the non-SEND cohort did, on average, make positive progress.
- ◆ Whilst the cohort in North Yorkshire is almost too small, with a high level of SEND, to provide a representative figure, it is clear that the progress is being made for our non-SEND LAC pupils.



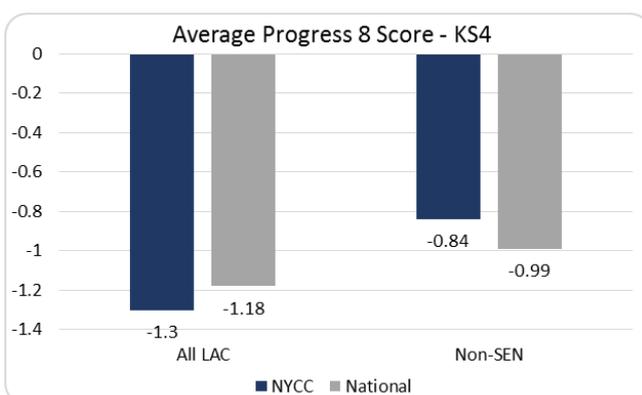
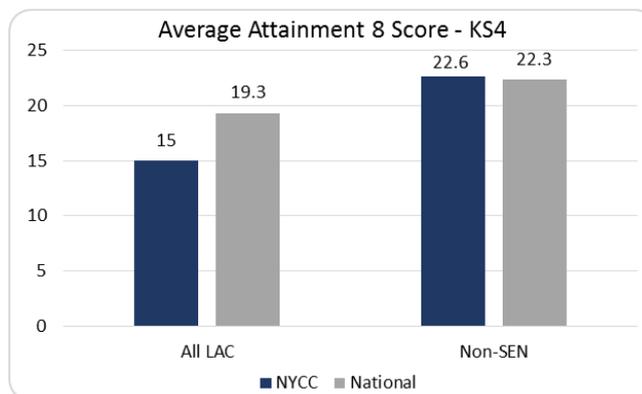
Key Stage 2

- ◆ A similar picture is present relating to the outcomes for Children in Care at Key Stage 2 as with the progress between Key Stage 1 and Key Stage 2, with improved outcomes being reported for the non-SEND pupils compared to the overall LAC cohorts, both nationally and in NYCC.
- ◆ Similarly to progress scores, there is still a considerable gap between the National non-SEND average (56%) and the NYCC non-SEND average (45%). Overall, therefore, we can say that performance at Key Stage 2 for LAC pupils remains an area for improvements, as it is with the overall school cohort.



Key Stage 4

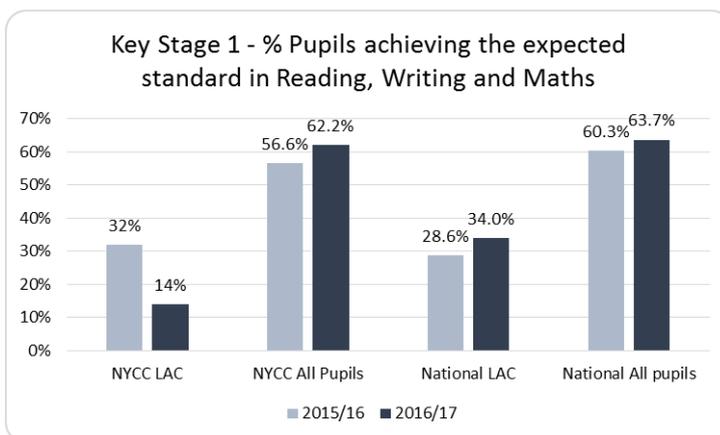
- ◆ Whilst our average attainment 8 score for all LAC pupils is 4.3 points lower than national at 15 (compared to 19.3), our average non-SEND attainment 8 score is slightly higher than nationally (22.3) at 22.6.
- ◆ Similarly, whilst the Progress 8 score for our non-SEND LAC pupils is still negative at  $-0.84$ , we perform better than the national average Progress 8 score of  $-0.99$ .
- ◆ This implies, that, where our overall attainment 8 and progress 8 scores are lagging behind the national, this is likely to be at least partly a result of the complex needs a sizeable proportion of NYCC LAC population have.



- ⇒ Across every Key Stage, somewhat as can be expected, performance for Looked After Children is significantly lower than all pupils. This is the case both nationally and within North Yorkshire. For the most part, this is a reflection of the increased complexity of need and lower levels of emotional health and wellbeing amongst Looked After Children, which subsequently impacts attainment.
- ⇒ For the purpose of comparison, the performance of LAC pupils in North Yorkshire has been compared to the performance of Looked After Children nationally, against the overall performance for all pupils.

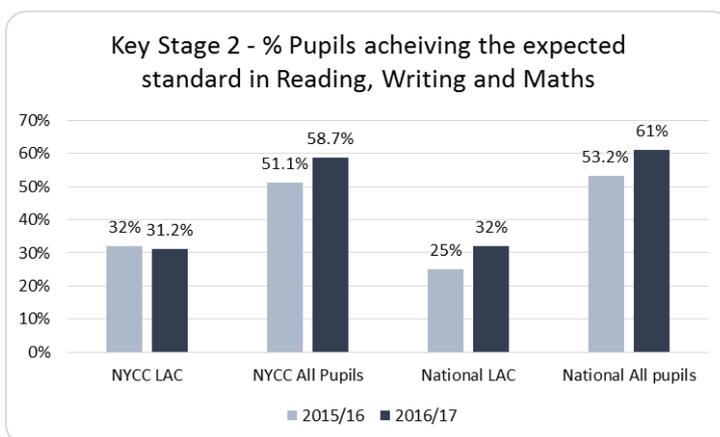
Key Stage 1

- ◆ Whilst the proportion of all pupils achieving the expected standard in Reading, Writing and Maths across North Yorkshire and across England has increased compared to last year, the proportion of North Yorkshire LAC has decreased.
- ◆ The attainment gap (based on the percentage of pupils achieving the expected standard in Reading, Writing and Maths) between LAC and all pupils in North Yorkshire is considerably higher than nationally.
  - ◆ In North Yorkshire there is a difference of almost 50 percentage points between LAC (14%) and all pupils (62.2%) achieving the expected standard, compared to just 30 percentage point nationally (34% LAC and 36.7% for all pupils).
  - ◆ It is worth noting that our attainment gap has increased this year, during 2015/16 there were just 24 percentage point between LAC pupils (32%) and all pupils (56.6%)



Key Stage 2

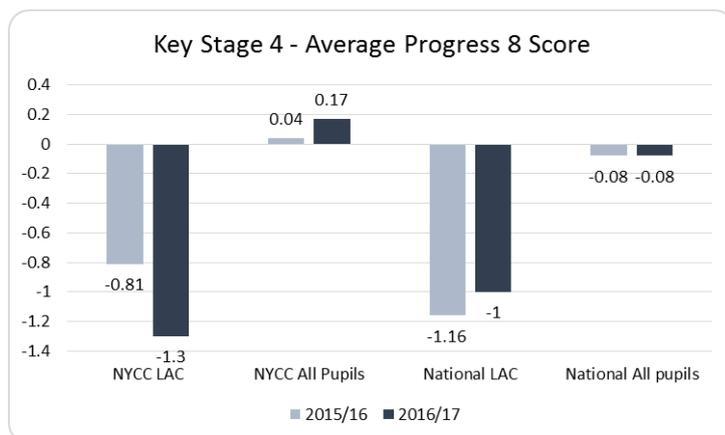
- ◆ As with Key Stage 1, there is a significant gap between the attainment levels of LAC pupils and all pupils nationally and in North Yorkshire.
  - ◆ In North Yorkshire the attainment gap at Key Stage 2 was 27.5%
  - ◆ This is virtually in line with the attainment gap nationally, which was 29% for 2016/17.
- ◆ Whilst in 2016/17 the national attainment gap remained consistent with the 28.2% from last year, the attainment gap in North Yorkshire increased from 19.1% in 2015/16.
  - ◆ This is a reflection of improved performance amongst that a significant decrease in the performance of LAC pupils in North Yorkshire.



Key Stage 4

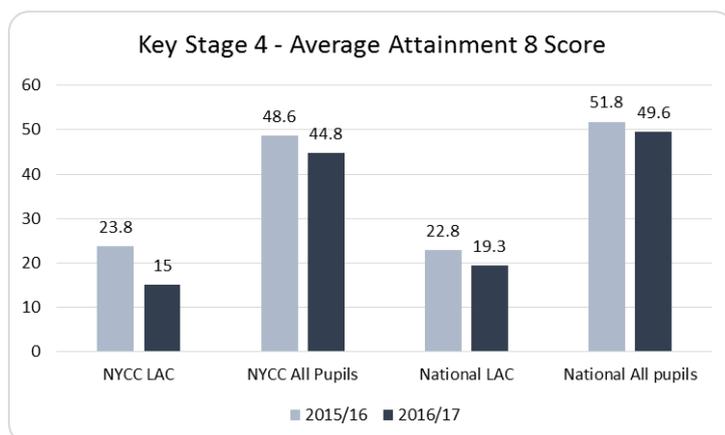
Average Progress 8

- ◆ Whilst the average Progress 8 score for all pupils in North Yorkshire has improved beyond the national average, the average Progress 8 Score for NYCC LAC has reduced from last year.
- ◆ Nationally, whilst the average progress 8 score for all pupils has remained steady at -0.08, the LAC progress 8 score has improved from -1.16 to -1.
- ◆ Whilst, nationally, the gap between LAC pupils and all pupils has reduced, in North Yorkshire the gap has increased as the average Progress 8 score for all pupils has improved whilst LAC pupil's has decreased.



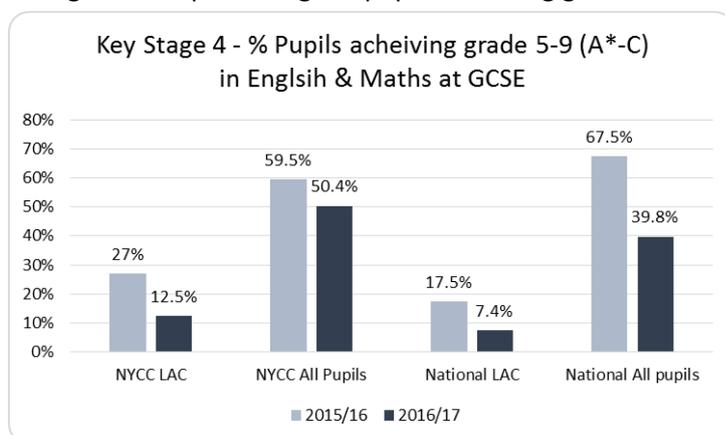
Average Attainment 8

- ◆ The average attainment 8 score for LAC pupils is, both in North Yorkshire and Nationally, significantly lower than that for all pupils.
- ◆ In North Yorkshire the average attainment 8 score for LAC pupils was 15, almost 30 points lower than the all pupil average.
- ◆ Nationally, the average LAC score was 19.3, whilst the average score for all pupils was 49.6.
- ◆ Whilst performance nationally is above North Yorkshire's the gap relative gap between LAC and all pupils are similar.



% Pupils achieving Grade 5-9 (A\* - C) at GCSE

- ◆ North Yorkshire LAC out-performed the national average for the percentage of pupils achieving grade 5-9 in GCSE, with 12.5% compared to 7.4%.
- ◆ As North Yorkshire's all pupil rate was above the national average this year (50.4% compared to 39.8%), despite our LAC performance being higher than national, the attainment gap between LAC and all pupil in North Yorkshire is higher than the national gap at 37.9 percentage points compared to 32.4 percentage points.



### Voice of the child/young person

The following section relates to the outcomes of the 'Your Voice' SNAP surveys completed by Looked After Children during the 2016/17 academic year.

- ◆ Whilst there is only 1 question that directly relates to education for 4-10 year old LAC and 10-15 year old LAC, it is an important measure of how well Looked After Children are being supported at school: *"Do you need help in school?"*
  - ◇ 44% of Children in Care between the ages of 4 and 10 (who completed the questionnaire) fed back they **did not** need help in school, 54% fed back that they **do** need help in school, and 3% gave no reply
  - ◇ 49% of Children in Care between the ages of 10 and 15 (who completed the questionnaire) fed back that they **did not** need help in school, 48% fed back that they **do** need help in school, and 3% gave no reply.
    - ⇒ It is worth noting that although this does not indicate whether the children & young people are or are not receiving the support they need at school, it is important to the Virtual School as it does highlight the additional support that Looked After Children are likely to need.
- ◆ For Children in Care aged 16 or over, there are 3 questions that relate to education, employment or training.
  - ◇ *"Are you in education, employment or training?"*: 83% replied that they **are** currently in education, employment or training, 13% replied that they **are not**, and 4% gave no reply.
  - ◇ *"Do you feel happy in education, employment or training?"*: 76% replied that they **did** feel happy, 17% replied that they **did not** feel happy, and 6% gave no reply.
  - ◇ *"Do you need help with education, employment or training?"*: 33% replied that they **do** need help, 62% replied that they **do not** need help, and 5% gave no reply.
    - ⇒ The positive feedback from a majority of young people over the age of 16 implies that, on the whole, the Virtual School (and the wider Looked After Children's Service) is performing well in the long run, at supporting young people as they approach independence in remaining in education, employment or training and ensuring that they feel happy, supported and have the resilience need to remain in education, employment or training.

**Appendix A – New Performance Measures for Young & Yorkshire**

Attainment and Progress	2015-16					2016/17					TAR-GET	
	NYCC	NYCC	National	National	NYCC	NYCC	National	National	NYCC	National		National
	All LAC	No SEN	All LAC	No SEN	All LAC	All LAC	No SEN	All LAC	No SEN	No SEN		
MEASURE												
Percentage of children in the care of NYCC achieving the expected standard in reading, writing and mathematics at the end of KS2 – in comparison to children in care nationally.	31.6%	40.0%	25.1%	44.2%	31.2%	45%	32%	56%	45%			45%
Average progress score of children in the care of NYCC at the end of KS2 is equal to or above national for reading, writing and mathematics in comparison to children in care nationally.	R -3.1 W -1.7 M -5.3	R +0.7 W -1.2 M -4.8	R -0.5 W -1.0 M -4.8	R +0.9 W +1.3 M +0.3	R -1.7 W -1.1 M -1.7	R +0.17 W +4.53 M +3.03	R -0.7 W -0.9 M -1.1	R +1.01 W +1.3 M +0.58				TBC
Average Attainment 8 score for children in the care of NYCC at the end of K4 is equal to or above national for reading, writing and mathematics – in comparison to children in care nationally.	23.8	40.3	22.8	36.7	15	22.6	19.3	22.3				TBC
Average Progress 8 score for children in the care of NYCC at the end of KS4 is equal to or above national – in comparison to children in care nationally.	-0.82	-0.20	-1.14	-0.65	-1.29	-1.15	-1.18	-0.99				TBC
Percentage of children in the care of NYCC who at the end of KS4 who achieved a grade 4 (Grade 5 for 2016/17) (equivalent of a level C) or above in both English and mathematics – in comparison to children in care nationally.	27%	53.3%	17.5%	35.9%	12.5%		7%	11%				TBC