
Bath & North East Somerset Council

VIRTUAL SCHOOL FOR CHILDREN IN CARE

ANNUAL REPORT FOR ACADEMIC YEAR 2014-2015

NOVEMBER 2015

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1. Context

This is the Annual Report of the Virtual School for Children in Care and covers the period September 2014 to August 2015. In the last academic year the Virtual School has been working against a national backdrop of:

- the Children and Families Act 2014 which made the post of Virtual School Head statutory for local authorities
- revision to the conditions of grant of the Pupil Premium Plus which gave control of the total grant to be Virtual School Head
- revisions to the National Curriculum including plans to end the use of levels in pupil assessment
- increased scrutiny of the work of virtual schools by Ofsted

2. Structure and Reporting Arrangements

2.1 The Virtual School is managed within Children and Young People's Strategy and Commissioning and are line managed by the deputy Director. There are 2.6 full time equivalent posts (three people) within the Virtual School and one 0.6 administrator.

2.2 The work of the Virtual School is organised as follows:

- Head of Virtual School: planning analysis and reporting; data management; complex cases; looked after children supported by the Disabled Children's Team
- Education Coordinator for early years to Year 8
- Education Coordinator for Year 9 and post 16 - appointed January 2015

2.3 The Virtual School attends and reports to the Corporate Parenting Management Group of the local authority and from time to time to the Overview And Scrutiny Panel. The VSH also meets the Deputy Director every month. An internal B&NES audit in 2014 identified that the accountability and scrutiny of the Virtual School could be strengthened. We have now established a Virtual School Performance Group (VSPG) which meets quarterly. This is comprised of LA officers and elected members. Part of the Terms of Reference states an expectation that elected members are to be notified by the VSH of significant strengths or weaknesses in educational provision in B&NES schools so that ward members can raise this with heads as appropriate.

3. Profile of children and young people in care supported by the Virtual School

3.1 The Virtual School supported 102 children in care in 2014-2015 of statutory school age comprised as follows:

Number of children in care KS1-4	102
Number in KS 1	9
Number in KS2	21
Number in KS 3	36
Number in KS 4	36

In addition, the Virtual School also worked with nine children in Early Years and 37 young people in Post 16 education.

3.2 The Virtual School worked with over 80 schools and settings in 2014-15, and with social workers in the Children in Care/Moving Team, the CFAIT team and the Disabled Children's Team. The Virtual School also liaises regularly with the Family Placement Team, the SEND team, the Hospital Education Referral Service, Educational Psychologists, CAMHS and Youth Connect. In addition the Virtual School also liaises with Virtual Schools and support services in other local authorities where necessary.

3.3 The cohort of children in care is comprised of subgroups as follows:

Group	%
Male*	61
Female	39
SEN statement or EHC Plan*	34
White British	81
Black Ethnic minority*	19

* This represents a higher proportion of children in care than is the case for the rest of Bath and North East Somerset and is referred to later in this report.

4. The educational attainment and progress of children in care

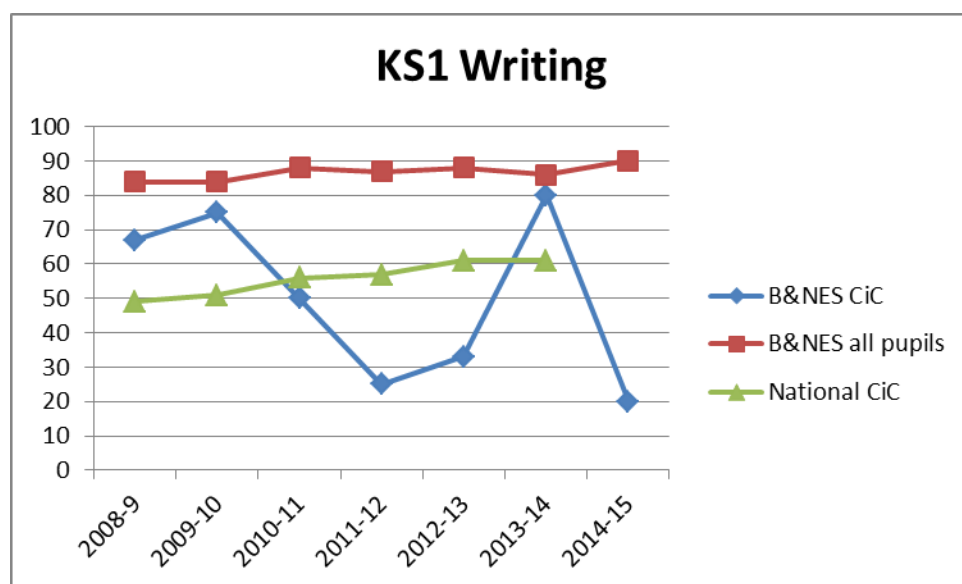
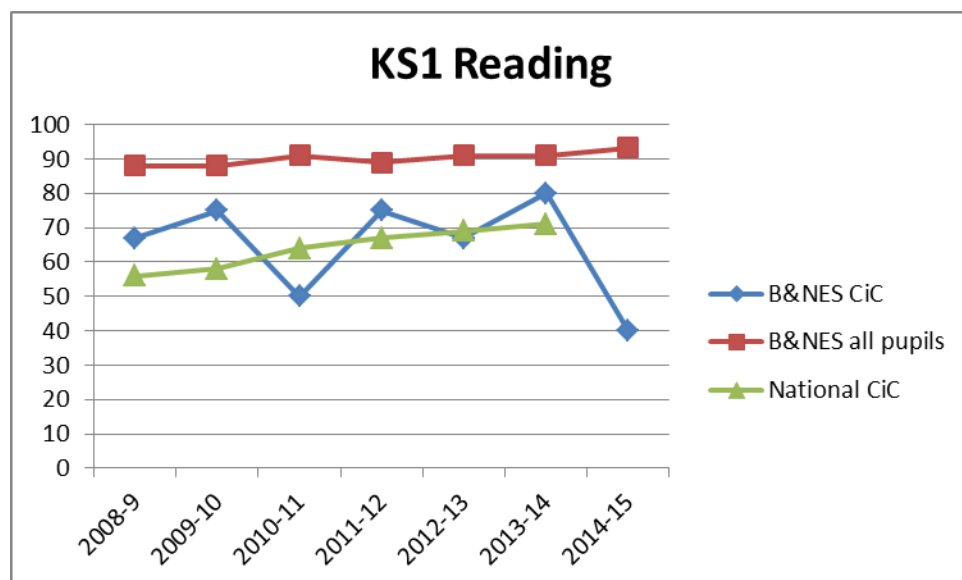
The following pages contain data and commentary on outcomes in public assessments and exams taken in the summer of 2015. A more details break down is given in Appendix 1, which also shows comparison with our statistical neighbours.

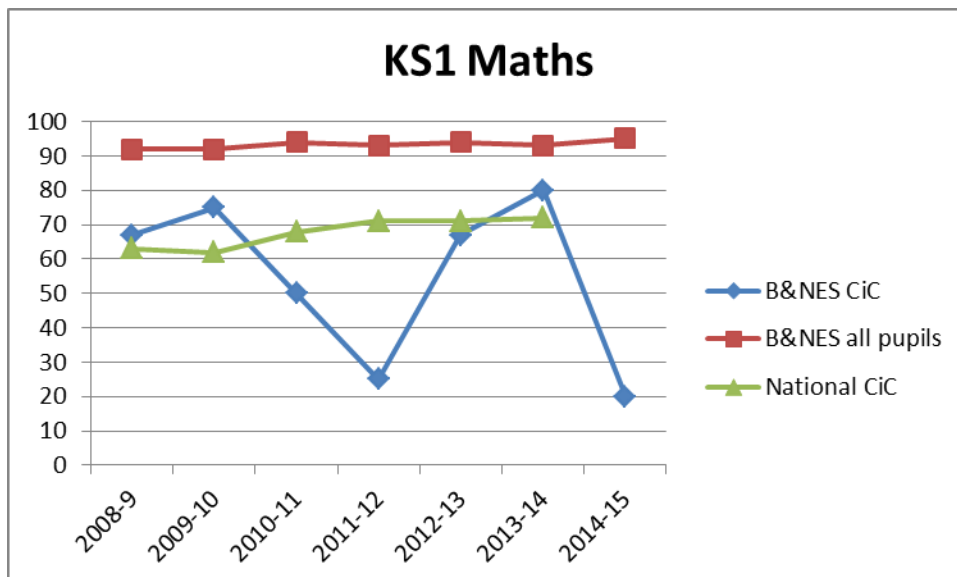
Please note that data should be treated with some caution for the following reasons:

- All data in this report refers to children who had been in care for over a year. SATs and GCSE data is shown in graphs allow comparison with national and local authority outcomes.
- The small numbers of children in each key stage can mean that data can be affected by the performance of just one child.
- There is currently a national debate about improving the national data set of education outcomes for children in care. This has been informed by research by Oxford and Bristol universities which has drawn attention to shortcomings in the way national data has been hitherto interpreted. We hope that there will be better national data available from 2016 onwards with greater emphasis on children's progress since entering care.

4.1 Key Stage 1:

The attainment of children in care in Year 2 varies significantly each year as there are usually fewer than five children in this year group. In 2015 three of the four children in Year 2 had SEN/EHC plans which explains the large drop in performance at level 2. In the three year period 2013-15 five children in care had SEN statements/EHC Plans. Analysis of Personal Education Plans shows that all these pupils are currently making good progress.



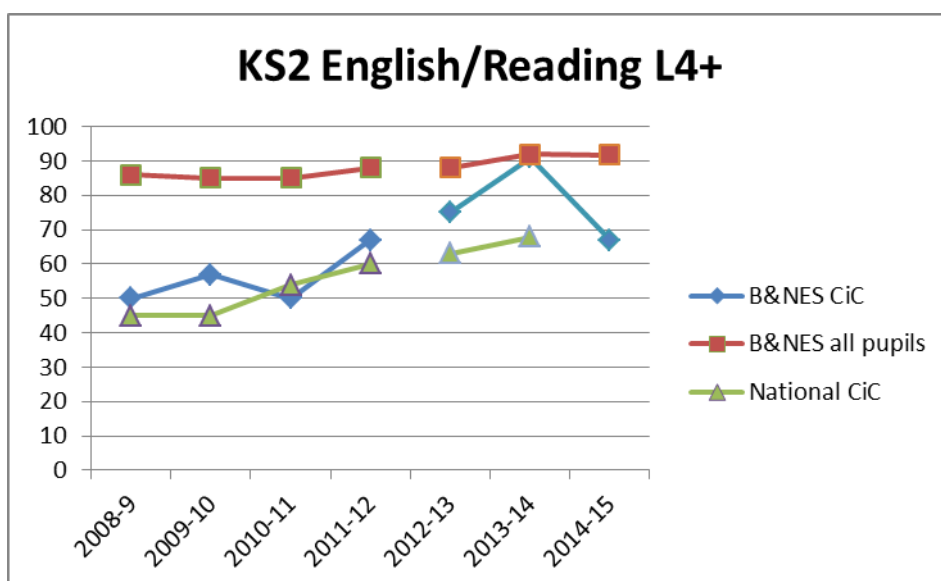


4.2: Key Stage 2:

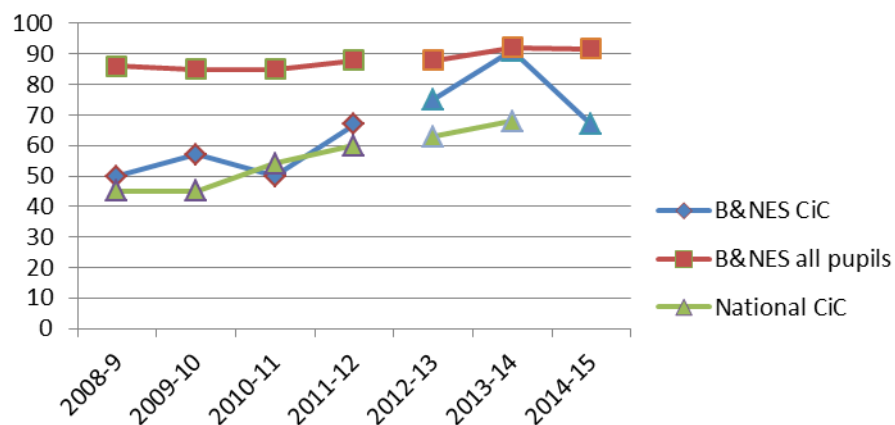
The attainment gap has been narrowing since 2013 but widened in 2015 largely because 33% of these pupils has SEND EHC plans.

Expected progress in reading, writing and maths was 100% for writing and Maths in 2015 and 83% for reading. Progress in all three areas has been largely in line with or better than progress for all B&NES pupils since 2011.

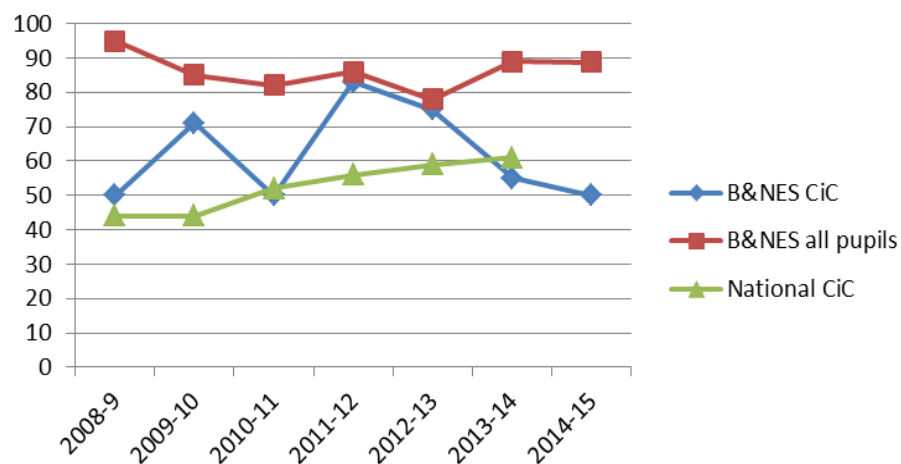
NB The next two graphs have gaps in them between 2012 and 2013 because the single assessment for English was replaced by separate assessments for Reading and Writing in 2013. English outcomes prior to 2013 are included here comparison.



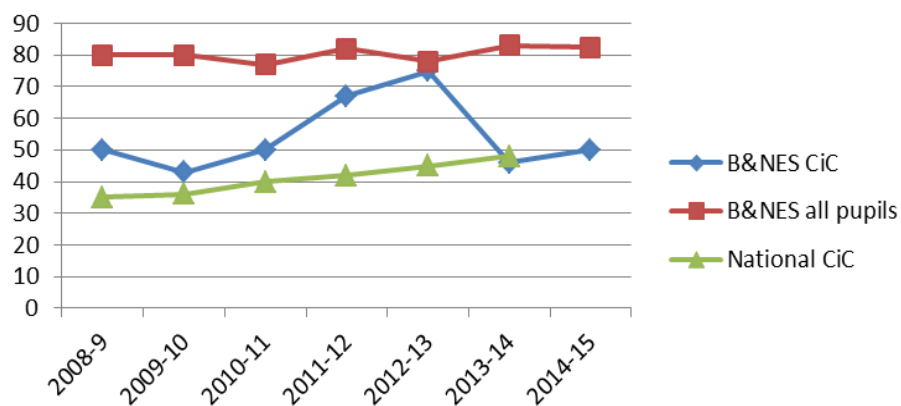
KS2 English/Writing L4+



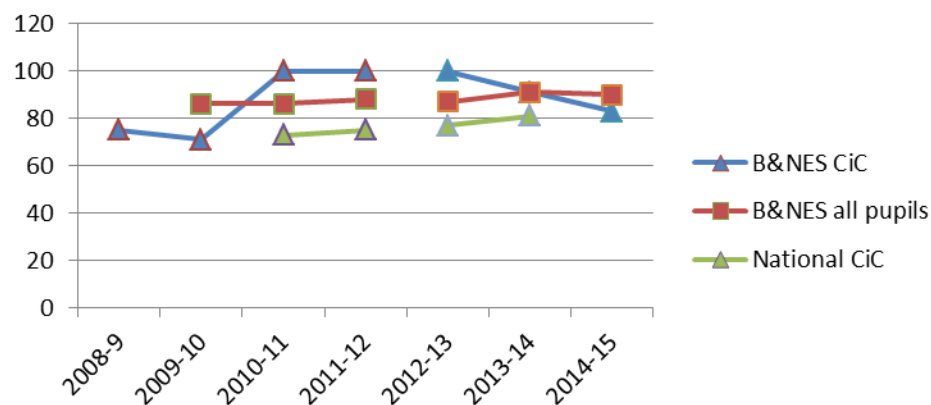
KS2 Maths L4+



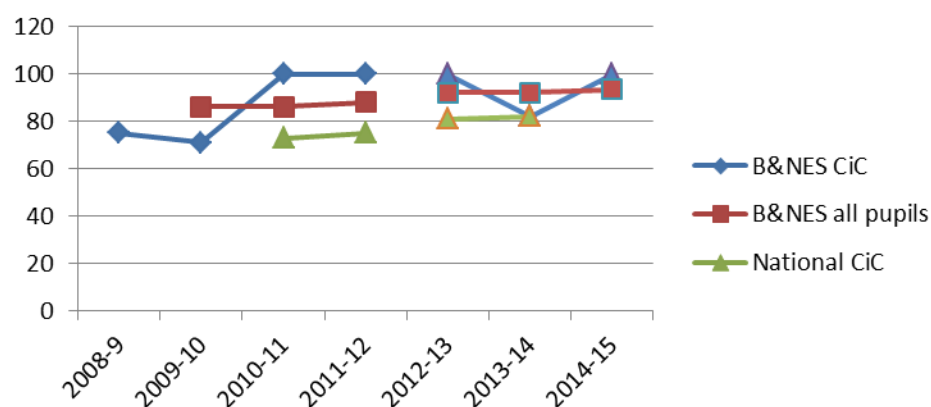
KS2 L4+ English/Reading/Writing & Maths



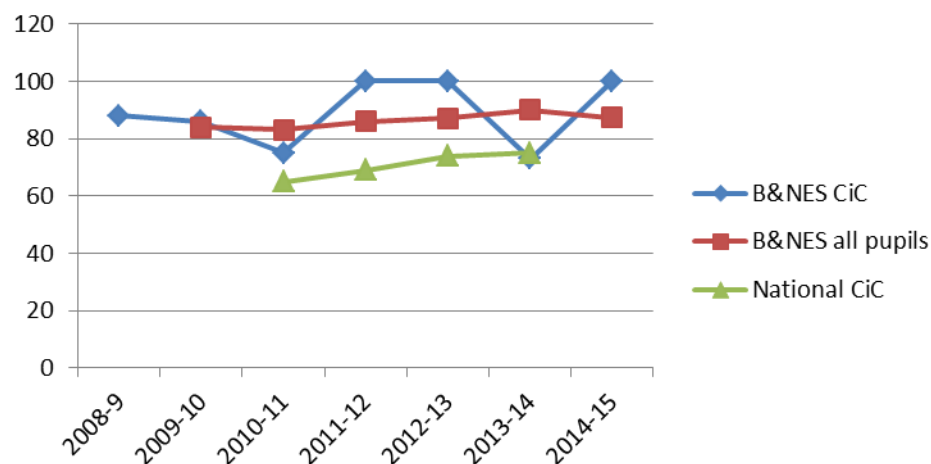
KS2 expected progress English/Reading



KS2 expected progress English/Writing



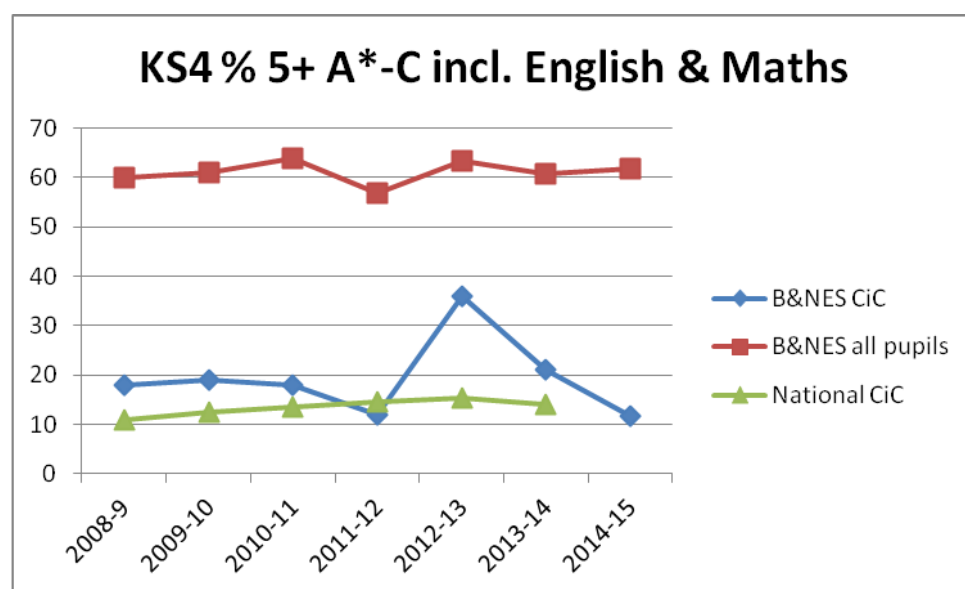
KS2 expected progress Maths



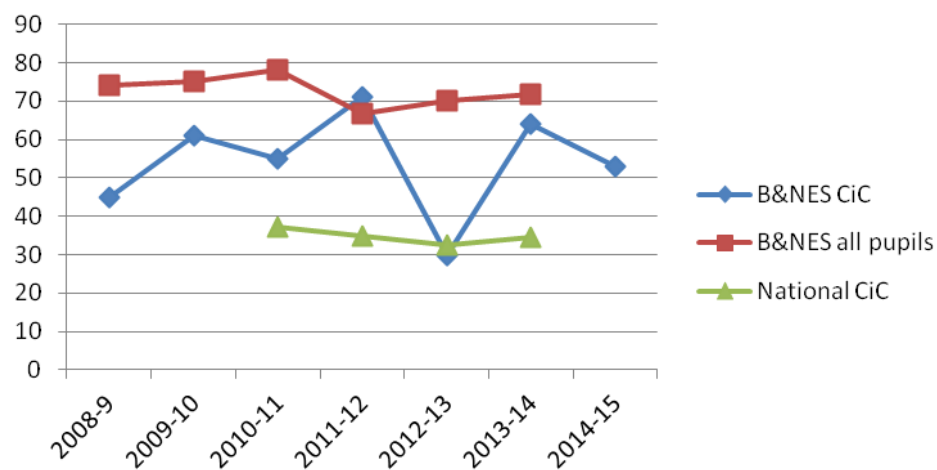
4.3 Key Stage 4:

The attainment gap widened in 2015 with 11.7% attaining five or more GCSEs at grades A*-C including English and Maths. This was a disappointing outcome, largely due to four of the 17 young people being unable to participate fully in education because of continuing personal and family difficulties. Considerable support was put in place by the Virtual School, schools, alternative providers and social workers. This reinforces the Virtual School's commitment to extending training around attachment and trauma to schools so that these young people can be better understood and supported to achieve within the wider education system. It should be noted that at time of writing, three of these four young people are now making good progress in education or training.

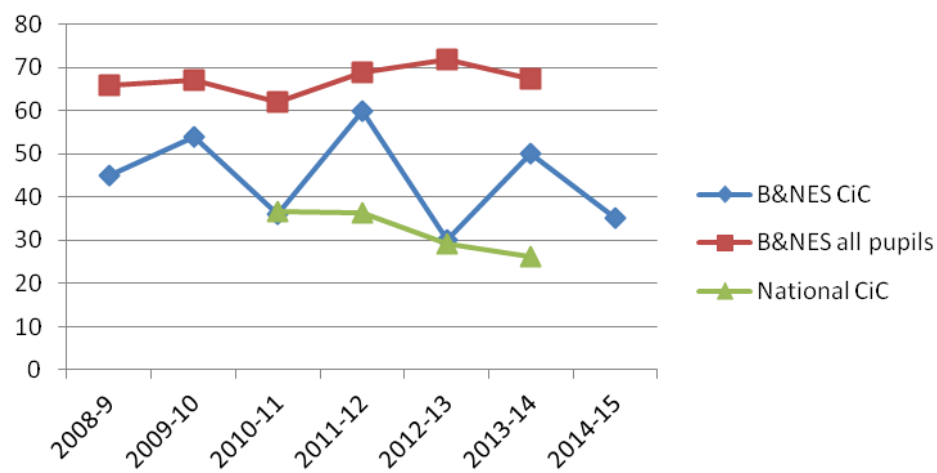
Expected progress in English (52.9%) is well above the national average for all children in care nationally (34.5%) and above the national average in maths (26.3%), but is below the outcome for all B&NES pupils (71.8% in English and 67.5% in Maths). In the period 2013-2015 33% of children in care in Year 11 had SEN statements/EHC Plans, and many of these had special needs which precluded them from accessing the National Curriculum. All of these SEND young people have made good progress at their special schools and are thriving in post 16 provision.



KS4 % expected progress English



KS4 % expected progress Maths



4.4 Analysis by groups

Our analysis also suggests that looked after children belonging to certain groups also perform less well than others. The table below shows the progress of all looked after children who had been in care for at least a year before the academic year 2014-2015. Groups causing concerns are:

- Boys
- Looked after children with SEN statements or EHC plans, in particular those who attend mainstream schools
- Black ethnic minority looked after children

The Virtual School pays particular attention to the progress of children in these groups and tries to attend all PEP meetings where possible.

Characteristic	Number	% making expected progress in Reading/Writing/English <u>and</u> Maths	% making expected progress in Reading/Writing/English <u>or</u> Maths	% not making expected progress in Reading/Writing/English and Maths	% significantly below expected progress Reading/Writing/English and Maths
All pupils	83	57	19	17	7
Male	51	49	24	18	10
Female	32	69	13	16	3
SEN statement or EHC Plan	28	54	14	25	7
White British	67	60	16	18	6
Black Ethnic minority	16	44	31	13	13

Please note – these figures are not cumulative.

Outcomes for B&NES children in care are broadly in line with or better than those of our statistical neighbours (see Appendix 1).

There are of course many significant individual success stories where children have been taken into care from very challenging circumstances and have been helped to make rapid and significant progress in school, far better than they would have done had they not been taken into care.

4.5 Post 16

4.5.1 In 2014-15 there were 35 care leavers aged 16-18 who were engaged during the academic year as follows:

Further Education	School sixth form	Special school	Employment
60%	12.5%	15%	12.5%

However, 34% of these were not in education, employment or training by the end of the academic year. This is in line with the national percentage for care leavers not in education employment or training but well below the B&NES figure of 95%. The main challenges facing Post 16 young people in care/care leavers are:

- Difficulty in coping with the independent learning skills and part time nature of much Post 16 education and training
- Lack of support for our young people to progress to employment for those not resident in B&NES
- A reluctance on the part of some young people to remain engaged with social care support

4.5.2 In 2014-15 12% of care leavers aged 18-24 were in Higher Education compared with 7% for all children in care nationally and 43% for B&NES young people. We are keen to promote Higher Education to all our young people and have organised a number of visits to universities for example in July 2015 we took four Y10 pupils to an excellent day at University College London and we have close links with Bath Spa University. More visits are planned for this academic year.

5. School enrolment

5.1 92% of B&NES children in care are on the roll of schools judged good or outstanding compared with 92.3% of all B&NES pupils. The VSH successfully directed two oversubscribed out of area schools to admit two children in care in September 2015 – both judged good or outstanding. Children in care on the rolls of schools under 'requires improvement' are closely monitored for progress. To date we have seen no evidence to show that they are disadvantaged by these schools or that moving them to available good or outstanding schools would improve their prospects.

Children in care without additional needs or those with statements/EHC plans are usually admitted to schools quickly, especially in the phase primary. We sometimes find admissions to schools out of area can require persistent lobbying to admit children in care where they have additional needs (especially behavioural). Admission is rarely a problem in B&NES schools.

5.2 Children placed out of area have attendance, attainment and progress broadly in line with children placed inside the authority. Where it is below other children in care it is usually because of the need to place children in care with complex issues in foster care placements that will accept them and in education provision most suited to their needs. For example, in 2013-15, 31% of KS4 children in care in B&NES schools attained five or more GCSEs at A*-C compared with 21% placed out of area (See Appendix 2). Of the latter group, 92% had statements of special educational need. B&NES social care sends notifications to other authorities when placing children in care, and children in care placed out of area receive the same support from the B&NES Virtual School as children placed in the authority.

5.3 All children in care who change schools are supported by the Virtual School e.g. early planning; funding for additional TA support. Where at all feasible the local authority ensures that looked after children stay at their current school as we recognise that this can be there one point of stability and safety in an otherwise turbulent life.

5.4 Vulnerable young people leaving school at the end of Year 11 receive mentoring support between the end of their exams and the commencement of their post 16 education or training. This helps with their transition to Post 16 education.

5.5 In 2014-15, 6 children in care were enrolled in full time alternative provision (AP). All were in KS4: two in Y10 and four in Y11. Of these:

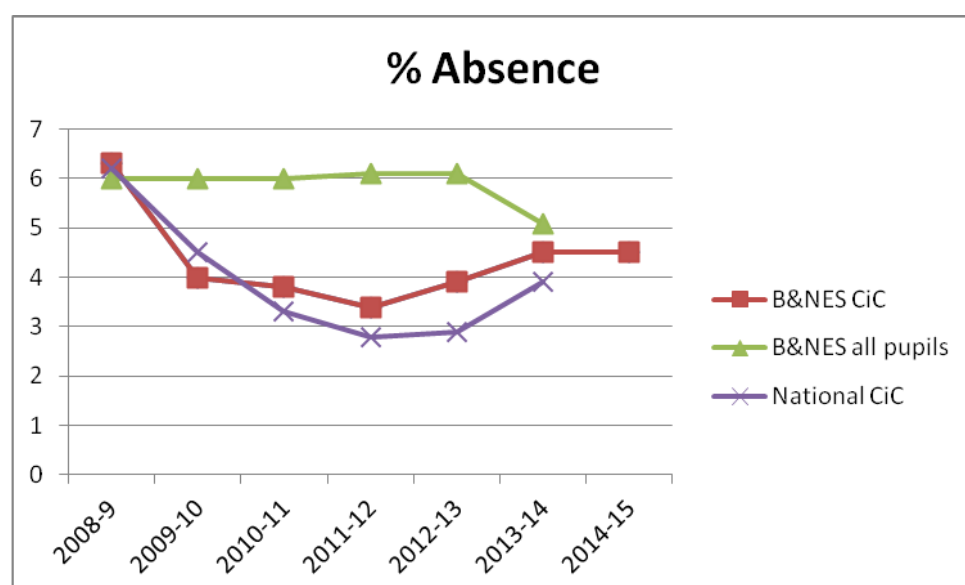
- Three were unable to participate fully in education because of continuing personal and family issues and so attained very low or no qualifications in 2015. Of these, two are now successfully engaged in Post 16 education/training. The other obtained an apprenticeship but subsequently left. He is now being supported to find new training opportunities.
- One participated intermittently and attained low qualifications. He is struggling to maintain his college place and is being supported to find a more sustainable alternative.
- One participated well in AP and has now transferred to a new school.
- One gradually built up her time in AP and is currently participating well. This pupil is currently the only children in care in alternative provision.

There are more varied opportunities for AP outside of B&NES than within, especially for Post 16s where providers are not obliged to maintain places for students with poor attendance or engagement.

5.6 We maintain a list children in care from other authorities enrolled in B&NES schools and update it three times per year. There were 49 in 2014-15. We monitor their attendance and offer advice and support to schools and local authorities when requested.

6. Absence and exclusions

6.1 Absence for B&NES children in care was 4.42% in 2014-15 and is broadly in line with all children in care nationally and all B&NES pupils.



6.2 Persistent absence (i.e. below 85%) was 5.9% in 2014-15 due to the four Year 11 children in care who were unable to participate fully in education mentioned above. Persistent absence in the years 2013-15 was 4% which below the national average for children in care (5%) but above that for all B&NES pupils (3%). In some cases earlier notification of absence by the school might have allowed us have intervened sooner.

6.3 The percentage of looked after children receiving at least one fixed term exclusion has always been below the figure for all looked after children nationally:

- B&NES children in care average 2009-2014: 3%.
- National children in care average for the same period: 12.3%.
- B&NES all pupils for the same period: 3.2%

The figure for B&NES children in care rose to 10.7% (9 pupils) in 2014-15. Of these, five pupils received one fixed term exclusion for relatively minor incidents. Four pupils receive more than one fixed term exclusion and all have now moved to new provision and are doing well. There have been no permanent exclusions of looked after children for over six years.

7. Multi agency working and quality of personal education planning

7.1 The Virtual School places great store on PEP meetings and we attend as many as we can. Every PEP is read by the VSH for quality assurance. Schools and social workers are challenged by Virtual School staff where PEPs do not set out ambitious and challenging plans for children in care. The Virtual School works closely with teams across and beyond the authority as appropriate and there are numerous examples of effective collaborative work to help children settle and make good progress in school.

7.2 At the time of writing, 76% of PEPs were graded good or outstanding on receipt from schools by the Virtual School. This is a decline from 91% in the first quarter of the year due largely to teachers getting used to the new electronic PEP (ePEP) system. The main difficulty is teachers distinguishing between targets and actions and also the complexity of using ePEP. A survey of designated teachers in July 2015 showed that 45% of respondents rated the effectiveness of the EPEP in helping them carry out their jobs as good but another 45% said it required improvement – a number said that is was not very user friendly. Schools tend to produce better PEPs when somebody from the Virtual School attends the meeting. This is especially the case for out of area placements. On the other hand there are several schools that regularly produce exemplary PEPs. PEPs include a section for transitions and we have transition PEP meetings where needed. We try to hold PEP and SEN annual reviews at the same time but this is not always feasible. Children in care are supported by schools to complete the 'views of the pupil' section in the PEP which gives them time to reflect on what they want to say at PEP meetings.

7.3 Independent Reviewing Officers routinely refer to PEPs in children in care meetings and are diligent in ensuring that any education points arising in these meetings are fed back for action by the Virtual School. There is frequent discussion between the Virtual School and the IROs about individual cases. The VSH attends the bimonthly Children in Care Quality Assurance Strategy Group meeting which reviews the multi-agency provision and planning around individual cases.

7.4 The Virtual School supports all children placed for adoption, wherever they are placed, as Children in Care until the final adoption order is granted. This means that all children placed for adoption continued to have Personal Education Plans (PEPs) and support for their education in-

line with statutory requirements for Children in Care. Following the conclusion of the adoption process, when the child is no longer in Care, the Virtual School offers advice and guidance for social workers and parents on educational issues e.g. school admission, transitions, Pupil Premium, Special Educational Needs and Education Health and Care Plans.

8. The effectiveness of interventions and use of Pupil Premium Plus

8.1 A wide range of strategies were used by schools to raise standards of achievement. In the academic year 2014-15, the main uses of PP+ were:

Intervention	%
Tuition	71
Social & emotional support	13
Inclusion activities/trips	9
Alternative provision	4
Equipment/books	3

On the basis of evaluations made in PEPs, the effectiveness of interventions is as follows:

Highly effective	43
Effective	36
Some effect	14
Limited or no effect	7

On the basis of evaluations made in PEPs, the effectiveness of tuition (one to one or small group tuition) is as follows:

Highly effective	34
Effective	48
Some effect	18
Limited or no effect	0

Pupil Premium Plus was used to subsidise school participating in the attachment aware Schools training programme in 2014-15. 22 children in care attended schools that had participated in this programme in 2013-2014. Data for 2014-15 is being analysed by Bath Spa University at the time of writing but of these 22 pupils:

Improved professional understanding and provision; expected progress in English and/or Maths	36%
Improved professional understanding and provision leading to more stable school placement	74%

A survey of designated teachers in July 2015 showed that 90% of respondents rated the effectiveness of the Pupil Premium Plus in helping their school improve outcomes for children in care to be good or outstanding. One school commented that they 'would not have engaged the child without it'. This was echoed by social workers in a similar survey where 100% of respondents rated the Pupil Premium Plus in helping their school improve outcomes for children in care as good or outstanding.

9. Training and support for schools social workers and foster carers

9.1 We provide three regular training events per year for designated teachers and other staff from schools on their statutory responsibilities and how looked after children can be supported. These sessions are entitled 'Children in care Champions' and are well attended and positively evaluated. A survey of designated teachers in July 2015 showed that 100% of respondents rated the effectiveness of the Virtual School in helping their school improve outcomes for children in care to be good or outstanding. One school said 'We always receive excellent support.'

9.2 We work with Bath Spa University to provide a comprehensive, year-long training course entitled Attachment Aware Schools. This is designed to give to members of staff from participating schools sufficient knowledge and understanding to be able to implement attachment and trauma inform practice in their schools and to provide some training and support for the wider school community. Impact data from this project is currently being collated and analysed by the University to further inform practice and training development.

9.3 We provide regular training events social care professionals on the education of looked after children. Attendance at these has been much better than the induction sessions which were poorly attended. A survey of social workers in July 2015 showed that 100% of respondents rated the effectiveness of the Virtual School in helping their school improve outcomes for children in care to be good or outstanding. One worker said 'Always available and proactive in seeking educational options for young people'.

9.4 Foster carers are expected to attend all PEP meetings, and all do so. Our training for foster carers is comprised of:

- An annual conference for foster carers and adopters is always well attended and positively evaluated. This is shared with South Gloucestershire.
- An annual conference on Post 16 support and opportunities.
- We run sessions on education at the Coffee and Learn mornings run by the Family Placement Team

9.5 The Virtual School subscribes to the Letterbox book scheme where children in care in years 3 and 5 receive books and games over a six-month period. This provides foster carers with suitable resources to help children with home learning.

10. Support for the education of looked after children across the local authority

10.1 There is strong support from elected members and the senior leadership team for the education of looked after children. The council has very high expectations that schools and council will do all they can to support the education of children in care. The local authority's role as corporate parents is well understood at every level in the Council. There are numerous examples of good practice for example, three care leavers are thriving in apprenticeships with the local authority.

10.2 The Virtual School organises a major achievement event held 18 months. This recognises and celebrates the many and various achievements of our children and young people in care of all ages. This is always a hugely successful and popular event with children, care leavers, foster carers, social workers and senior officers. The last event was in November 2014 and the next will be in February 2016.

10.3 The VSH participates in the In Care Council Management Board meetings and has attended In Care Council meetings of looked after children on occasions. In 2012 the Virtual School worked with the In Care Council, Bath Spa University to produce a school teaching and training resource entitled In Care, In School.. Proceeds from this have been made available to the Senior In Care Council to enable them to plan and record two podcasts with a local community radio station.

11. Priorities for the academic year 2015-16

Our team development plan sets out the following priorities and actions:

Priority/Outcome	Action
1. Raise the aspirations of all those who work with our children in care so that they can progress to the very best education and employment they can attain.	1.1. Arrange visits to local universities
	1.2. Arrange work experience for Year 11
	1.3. Promote the National Citizenship Service for Year 11 and older
	1.4. Arrange aspirational trip for children in care, carers and social workers
	1.5. Institute reward system for children in care to provide incentives and recognition of achievement – full details to be worked out.
	1.6. Arrange Celebration Evening for February 2016
	1.7. Support In Care Council to develop link to Tutela, Africa.
	1.8. Support In Care Council to create radio programmes about the successes of care leavers
2. Continually improve the rates of progress that our children in care make especially in English and maths.	2.1. Support expansion of the B&NES Vulnerable Learners Tuition Team
	2.2. Work with B&NES Vulnerable Learners Tuition Team to train tutors and quality assure one to one tuition
	2.3. Pilot online learning (eg GCSE Pod and Tute) and extend if successful
	2.4. Train foster carers in home based learning techniques e.g. shared reading
3. Continually improve PEP quality and provision for children in care	3.1. Introduce and evaluate new ePEP system and provide training and support for all users.
	3.2. Develop more precise data instruments for measuring impact of work of the Virtual School to better target support, taking new national assessment measures into account
	3.3. Ensure there are especially good quality education plans in place for the most vulnerable groups of children in care.
4. Provide and extend high quality training and support for schools, social workers and foster carers, especially around attachment and trauma.	4.1. Promote Attachment Aware Schools training to all B&NES schools and schools where B&NES children in care are on roll
	4.2. Reinstate Children in Care Champions training sessions. These are 3 hour long sessions covering updates and insights on the education of children in care, aimed at schools but open to all.
	4.3. Provide regular training for children's workforce through workforce training sessions. These are 2 hour long sessions covering updates and insights on the education of children in care, aimed at social workers but open to all.
	4.4. Continue with foster carer and adopter annual conference. This is held each autumn and covers updates and insights on the education of children in care and children adopted from care,

	aimed at foster carers and adopters but open to all.
	4.5. Hold foster carer 14-19 annual conference. This is held each autumn and covers updates and insights on the education of children in care aged 14+, aimed at foster carers and adopters but open to all.
	4.6. Improve coordination of planning between social care, SEN and the Virtual School
5. Strengthen governance and accountability arrangements for the Virtual School.	<p>5.1. Establish rigorous scrutiny and governance through Virtual School accountability group and reporting to:</p> <ul style="list-style-type: none"> • Corporate Parenting Members' Group • Overview and Scrutiny Panel • LSCB

APPENDIX 1: 2015 AND 2013-2015 OUTCOMES FOR B&NES CHILDREN IN CARE WHO WERE IN CARE ON MARCH 31ST IN YEAR PRIOR TO EXAMS

- RAG RATING: RED = Below national average and of concern AMBER = Around national average and/or some concern GREEN = above national average or of no significant concern
- B&NES statistical neighbours are: N Somerset; Hampshire; Wiltshire; Cambridgeshire; Gloucestershire; Oxfordshire; West Sussex; South Gloucestershire; Devon; Worcestershire. NB Data not provided by the Department for Education where year group is <11 so data in tables below is the average of the statistical neighbours where it is available.

Key Stage	Performance indicator & commentary	2014	2014	2014	2015	2015	2015	2013-15	2013-15	2013-15
		National CiC %	B&NES all pupils %	Statistical neighbours Average %	B&NES CiC %	Number of CiC	RAG	B&NES CiC %	Number of CiC	RAG
Key Stage 1	KS1 % L2+ Reading	71	91	70	25	4	GREEN	57	9	GREEN
	KS1 % L2+ Writing	61	86	63	0		GREEN	38		GREEN
	KS1 % L2+ Maths	72	93	72	0		GREEN	49		GREEN
	Brief commentary on KS1 outcomes 2015: 3 of the 4 CiC had EHC Plans. 2013-15: 5 of the CiC had SEN statements/EHC Plans. All making good progress according to last PEP.									
Key Stage 2	KS2 % L4+ Reading	68	92	66	67	6	AMBER	83	25	GREEN
	KS2 % L4+ Writing	59	88	51	67		GREEN	75		GREEN
	KS2 % L4+ Maths	61	89	55	50		AMBER	58		AMBER
	KS2 % L4+ English and Maths	48	83	44	50		AMBER	58		AMBER
	KS2 % making expected progress in Reading from KS1	81	91	n/a	83		AMBER	96		GREEN
	KS2 % making expected progress in Writing from KS1	82	92	n/a	100		GREEN	96		GREEN
	KS2 % making expected progress in Maths from KS1	75	90	n/a	100	GREEN	91	GREEN		
Brief commentary on KS2 outcomes 2015: 2 of the 6 CiC had EHC Plans. Excellent progress from KS1. 2013-15: 9 of the 24 CiC had SEN statements/EHC Plans. 21 making good progress according to last PEP.										
Key Stage 4	KS4 % 5+ GCSEs at grades A*-C incl. English & maths	14.2	61	13.8	11.7	17	RED	22	35	AMBER
	KS4 % 5+ GCSEs at grades A*-C	16.3	70.3	14.5	17.6		AMBER	29		AMBER
	KS4 % making expected progress in English from KS2	34.5	71.8	n/a	52.9		AMBER	44		AMBER
	KS4 % making expected progress in Maths from KS2	26.3	67.5	n/a	35.3		AMBER	41		AMBER
Brief commentary on KS4 outcomes 2015: 5 of the 17 CiC were unable to participate fully in education because of continuing personal and family difficulties.. 5 others had EHC Plans. Progress in English good. 2013-2015: Attainment gap widening but 11 of the 35 CiC had SEN statements/EHC Plans. 21 now making good progress including 2 of the 3 who would not attend school/alternative provision.										
Key Stages 1-4	KS1-4 % attendance	96.1	94.92	95.8	95.48	83	GREEN	96	c. 250	GREEN
	KS1-4 % persistent absence (< 85%)	4.7	3.0	5.0	5.9		AMBER	4		GREEN
	KS1-4 % receiving at least one exclusion	9.78	2.4	13.08	10.7		AMBER	5.5		GREEN
	KS1-4 % on roll of good/outstanding schools (all CiC)	n/a	92	n/a	92	114	GREEN	n/a		n/a
	KSD1-4 % with SEND statement/EHC Plan (all CiC)	29	2.7	35.3	28.9		n/a	n/a		
Brief commentary on KS1-4 outcomes 2015: Attendance good overall. Persistent absence higher due to exclusions/school refusal. Exclusions – 4 out of 9 CiC now in better provision; 5 were minor incidents. 2013-2015: Good indicator.										
Post 16	% 16-18 year olds in education, employment or training	67	96	n/a	90	29	GREEN	93	40	GREEN
	Number of 18-24 year old care leavers in Higher Education	7%	43%	n/a	11 no.	11 no.	GREEN	n/a		N/A
Brief commentary on Post 16 Good indicators. National statistics are unclear – 7% or what? And is this ‘at university’ or accessing HE?										

APPENDIX 2: 2015 AND 2013-2015 KEY STAGE 4 OUTCOMES FOR B&NES CiC WHO WERE IN CARE ON MARCH 31ST IN YEAR PRIOR TO EXAMS - IN AND OUT OF AUTHORITY COMPARISON

Performance indicator	2014	2014	2014	2013-5	2013-15	2013-15
	National CiC benchmark	B&NES All pupils benchmark	Statistical neighbours	All B&NES CiC (n=35)	In B&NES schools (n=16)	On roll of out of area schools (n=19)
KS4 % 5+ GCSEs at grades A*-C including English and Maths	14.2	61	13.8	22	31	21
KS4 % 5+ GCSEs at grades A*-C	16.3	70.3	14.5	29	50	21
KS4 % making expected progress in English from KS2	34.5	71.8	n/a	44	50	47
KS4 % making expected progress in Maths from KS2	26.3	67.5	n/a	41	44	47
KS4 %with statements of SEN	29	2.7	35.3	28.9	8	92
Brief commentary Lower outcomes for CiC educated out of area explained by fact that 92% had statements/EHC plans and were educated at school suited to their needs.						