



BARNSLEY

Metropolitan Borough Council

Virtual Headteacher's Report

October 2016

PURPOSE:

The purpose of this report is to evaluate the achievement, attendance and exclusion rates of children placed in Barnsley's Corporate Care for the academic year Sept 2015 to July 2016. Due to significant changes in the national assessment procedures, including the removal of levels and changes to progress measures, direct comparisons against previous years' outcomes cannot be made. Achievement within this report will compare the performance of Barnsley's children in care (CiC) against all children nationally. A second report, against the 2016 outcomes for Looked After Children (LAC) will be provided once the Statistical First Release (SFR) data for this group has been release nationally.

Key definitions:

Whole cohort: Refers to the cohort of all pupils looked after by Barnsley at the end of the 2015/16 academic year in each year group.

SFR cohort: Refers to the cohort of all pupils looked after by Barnsley on 31st March 2016 having been in care continuously for the previous 12 months in each group. This cohort is used in the national statistics published in documents entitled Statistical First Releases (SFR). **This cohort is the one that should be used when comparing with the performance of looked after children nationally.**

In line: In small cohorts, local authority performance is deemed to be in line with the national figure when it is around the national average as it falls within (plus or minus) the percentage value of one pupil of the local authority cohort.

CONTEXT

There is an upward trend in the number of children looked after by Barnsley. However the rate of looked after children per 10,000 children under 18 remains lower than those for England and the Yorkshire and Humber region and significantly below statistical neighbours.

Table LAA1: Children looked after at 31 March, by local authority^{1,2}

**Years ending 31 March 2012 to 2016*

	numbers ³				
	2012	2013	2014	2015	2016
England	67,070	68,060	68,810	69,480	70,440
Yorkshire and The Humber	7,530	7,420	7,380	7,260	7,240
Barnsley	230	235	225	240	280

	rates per 10,000 children aged under 18 years				
	2012	2013	2014	2015	2016
England	59	60	60	60	60
Yorkshire and The Humber	67	66	65	64	63
Barnsley	47	48	46	48	56
Statistical Neighbours	67.5	73.6	78.5	77.6	82.2

Children in Care on 31st August 2016

	LAC Count	Population*	% LAC
Female	144	24306	0.59%
Male	159	25378	0.63%
Total	303	49684	0.61%

**Barnsley 2015 Mid Year Population Estimates (0-17 yrs)*

Children in Care Continuously for 12 months or more on 31st March 2016

	LAC Count
Female	72
Male	90
Total	162

At the 31st August 2016 there were 303 children ages 0-17 in the care of BMBC which made up 0.61% of the total 0-17 population. There were more boys than girls in the care of the local authority.

KEY PERFORMANCE INDICATORS

1. Number of CiC in schools/settings judged to be at least good

As corporate parent BMBC undertakes to ensure that every CiC has access to quality education within a school or setting deemed to be at least good. In placing children in educational settings both in and out of authority the latest Ofsted rating for the school is taken into consideration. However a child, on entry to care, who is already attending a school which is less than good would not necessarily be moved as BMBC recognises the negative impact on outcomes too many school moves can have. Instead once a child remains in care and permanency of residence is agreed the CiC school place would be reviewed. Furthermore, where a setting's Ofsted rating changes negatively, the Virtual Headteacher will continue to monitor closely the provision for the CiC within that setting, offering the necessary challenge and support to ensure the difficulties of the setting do not impact unduly on the outcomes for the CiC. Where this is the case, a planned school move would be considered in partnership with the IRO for that child.

School Aged children (Foundation 2 to Y11)

Quality of school	Number of CiC attending	% of children in care attending	Overall percentage attending a school Good or better
Outstanding	44	22.6%	76.2%
Good	104	53.6%	
Requires improvement	28	14.4%	
Inadequate	6	3%	
No rating (academy converter)	8	4.1%	
Other	4	2%	

This data represents a year on year increase in the percentages of Barnsley CiC attending a good or outstanding school. In 2014-2015 55.3% of CiC attended a school that was good or better. By 2014-2015 65.8% attended a school that was good or better. In 2015-16 this figure has risen to 76.2%.

In addition 4.1% of CiC attend an academy converter school with no current Ofsted grade. Taking this into account in 2015-2016, 79.5% of children in the care of Barnsley Local Authority are on roll at schools with an Ofsted grading of good or better.

2. Statutory Outcomes

EYFS Cohort Statistics

The profile of the EYFS cohort for 2015-2016 is as follows:

Whole Cohort						
19 children	Gender		Setting		SEN	
Group	Boys	Girls	BMBC	OOA	SEN	SEN with statement or EHCP
Number	10	9	14	5	8	1
Percentage	53%	47%	74%	26%	42%	5%
SFR cohort						
5 children	Boys	Girls	BMBC	OOA	SEN	SEN with statement or EHCP
Number	3	2	2	3	3	0
Percentage	60%	40%	40%	60%	60%	0%

EYFS Outcomes

Outcome measure	Prime Communication	Prime PSE	Prime Physical	Specific Literacy	Specific mathematical	GLD
Whole Cohort						
Number achieving expected standard (1 result from OOA missing)	11/19	11/19	12/19	10/19	10/19	10/19
% achieving expected standard	58%	58%	63%	52%	52%	52%
SFR Cohort						
SFR Cohort: Number achieving expected standard	3/5	3/5	3/5	2/5	3/5	3/5
% achieving expected standard	60%	60%	60%	40%	40%	40%
% ALL Barnsley Children achieving expected standard	79.5%	81.4%	85.2%	66.6%	72.7%	66%
% National	81.6%	84.8%	87.5%	72.1%	77.4%	69%

Analysis

40% of the SFR cohort achieved the good level of development standard. This is in line with the percentage of children looked after by Barnsley who achieved the GLD in 2015. This percentage is below all Barnsley children and below all children nationally. Historically, the overwhelming majority of the children looked after by Barnsley end EYFS below expected levels of development. Specific work will be undertaken particularly in supporting carers to contribute to the positive educational outcomes of the children in their care targeting developing resilience and readiness for learning. A Barnsley LAC Literacy project will be launched in Jan 2017.

Year One Cohort Statistics

Whole Cohort						
18 children (+ 1 child placed in Wales where phonic test is not undertaken.)	Gender		Setting		SEN	
	Boys	Girls	BMBC	OOA	SEN	SEN with Statement or EHCP
Number	10	9	12	7	7	4
Percentage	53%	47%	63%	37%	36%	21%
SFR cohort						
10 children	Boys	Girls	BMBC	OOA	SEN	SEN with Statement or EHCP
Number	5	5	3	7	3	2
Percentage	50%	50%	36%	64%	33%	20%

Year One Phonic Outcomes

Cohort	Number working at expected standard	% working at expected standard
Whole cohort	8/18	44%
SFR cohort	4/9	44%
All Barnsley Children		79%
All children nationally		81%

Analysis

44% of BMBC children in care in the SFR cohort achieved the national standard for phonics. A further child is placed in Wales and as a result did not take the national phonic assessment. The outcome is below all Barnsley children and below all children nationally. As stated above the Barnsley LAC literacy initiative due to be launched in January 2017 will seek to increase outcomes for CiC and enable carers to better engage in supporting the development of reading and phonic understanding.

Key Stage One Cohort Statistics

All Y2 children in care July 2016	Gender		Setting		SEN	
	Boys	Girls	BMBC	OOA	SEN	SEN with statement or EHCP
11						
Number	6	5	6	5	7	4
Percentage	55%	45%	55%	45%	63%	36%
Statistical first release cohort						
5						
Number	2	3	1	4	2	2
Percentage	40%	56%	20%	80%	40%	40%

Key Stage One Outcomes

	Reading	Writing	Maths	R W and M
Whole cohort				
Number of children achieving expected standard	5/11	4/11	5/11	4/11
Percentage of children achieving expected standard	45%	36%	45%	36%
SFR cohort				
Number of children achieving expected standard	2/5	1/5	1/5	1/5
Percentage of children achieving expected standard	40%	20%	20%	20%
ALL Barnsley children	71%	63.9%	71%	59%
All children nationally	74%	65.5	71%	60%

Analysis

Outcomes for Key Stage One children were significant below that of all Barnsley children and all children nationally. Final outcomes for Key Stage One CiC were below school predictions. This may be in part as a result of the new assessment systems and schools still developing their understanding of Age Related Expectations. Furthermore the very small cohort means individual results have a significant impact on outcome data, with each SFR child statistical worth being 20%. Two out of the five children in the SFR had an Education, Health and Care Plan (EHCP).

Key Stage Two Cohort Statistics

The profile of the Key Stage Two Cohort for 2015-2016 is as follows:

All Y6 children in care July 2016	Gender		Setting		SEN	
	Boys	Girls	BMBC	OOA	SEN	SEN with S/EHCP
13						
Number	8	5	13	0	5	3
Percentage	61%	39%	100%	0%	38%	23%
Statistical first release cohort						
6						
Number	4	2	6	0	2	1
Percentage	66.5%	33.5%	100%	0%	33%	16.6%

Key Stage Two Outcomes:

Whole cohort				
	Reading	Writing	Maths	R W and M
Number of children achieving expected standard	6/13	9/13	8/13	6/13
Percentage of children achieving expected standard	46%	69%	61%	46%
SFR cohort				
	Reading	Writing	Maths	R W and M
Number of children achieving expected standard	4/6	4/6	4/6	4/6
Percentage of children achieving expected standard	66%	66%	66%	66%
ALL Barnsley Children	61.3%	75%	71.3%	52%
All Children Nationally	66%	74%	70%	53%

Analysis

Outcomes for Key Stage Two in 2016 indicate that attainment for all children in care was below national and below outcomes for all Barnsley children. This was also the case in 2015. **However for those children in the SFR cohort attainment was in line with all children nationally when small cohort methodology is applied.** This is the case for all key measures.

The way progress is measured has changed in 2016 and is no longer reported in levels.

The system of national curriculum levels is no longer used by the government to report on end of key stage outcomes. The DFE Primary School Accountability document 2016 states:

The previous 'expected progress' measure, based on pupils making at least two levels of progress between key stage 1 and key stage 2, is no longer produced and will not appear in the performance tables or RAISEonline in 2016.

This measure has been replaced by a value-added measure. There is no 'target' for the amount of progress an individual pupil is expected to make. Any amount of progress a pupil makes contributes towards the school's progress score.

An individual progress score of above 0 would contribute positively to a school's overall performance measure and could be considered a positive progress score.

Key Stage Two Progress			
Whole Cohort			
	Reading	Writing	Maths
number achieving positive progress score	6/12 (1 child in SEN provision)	9/12	8/12
% achieving positive progress score	50%	75%	66.6%
Average progress score	-0.38	2.7	1.3
SFR cohort			
	Reading	Writing	Maths
number achieving positive progress score	2/5 (1 child in SEN provision)	5/5	3/5
% achieving positive progress score	40%	100%	60%
Average progress score	1.3	2.9	0.98
Average Progress score for all Barnsley children	-0.57	1.05	0.62
National average progress core	-0.1	-0.1	-0.1

Progress Outcomes for the Key Stage Two SFR are positive, with writing being the strongest performing curriculum area. Progress scores indicate that the rate of progress for the Barnsley SFR Key Stage Two cohort was above the national average progress score both for all Barnsley children and for all children nationally in all three subjects.

Year Eleven Cohort Statistics

Whole Cohort						
	Gender		Setting		SEN Status	
25	Boys	Girls	BMBC	OOA	SEN (all)	SEN (EHCP/statement)
Number	11	14	18	7	14	10
Percentage	44%	56%	72%	28%	56%	40%
Statistical First Release Cohort						
18	Boys	Girls	BMBC	OOA	SEN	SEN (EHCP/statement)
Number	9	9	11	9	11	8
Percentage	50%	50%	61%	39%	61%	44%

Year Eleven Outcomes

Full cohort												
	5 or more GCSE A* - G		5 or more GCSE A* -C		5 or more GCSE A*- C plus Eng and maths		C or above in English		C or above in maths		C and above in ENG and maths	
All CiC	13	52%	4	16%	3	12%	3	12%	5	20%	3	12%
CiC Boys	4	36%	1	9%	1	9%	1%	9%	2	14%	1	9%
CiC Girls	9	64%	3	21%	2	14%	2	18%	3	21%	2	14%
SFR Cohort												
	5 or more GCSE A* - G		5 or more GCSE A* -C		5 or more GCSE A*- C plus Eng and maths		C or above in English		C or above in maths		C and above in ENG and maths	
SRF CiC	10	55.5%	3	16.6%	2	11.1%	2	11.1%	4	22.2%	2	11.1%
SFR BOYS	4	44.4%	1	11.1%	1	11.1%	1	11.1%	2	22.2%	1	11.1%
SFR GIRLS	6	66.6%	2	22.2%	1	11.1%	1	11.1%	2	22.2%	1	11.1%
2015 LAC national				18%		14%						16%

Analysis

The level of CiC achieving five A*-C including English and Maths remained at 11.1% for the second year running. This is below all children in Barnsley and below all children nationally. It should be noted that 61% of the Year 11 SFR had identified special educational needs

(SEN) with 44% having an EHCP or Statement. A re-mark has been requested for one child's GCSE English paper. If this is successful it would increase the percentage of children achieving this measure to 16.6%. While remaining below all Barnsley children and all children nationally this would increase the attainment to above the figure for LAC children in 2015.

Achievement of Personal Targets set as part of PEP process:

While Key Stage Four progress scores have not yet been published, it is possible to evaluate individual children/young people's progress towards their personal targets as identified in their Termly Personal Education Plans (TPEPs).

Full Cohort	Number achieving Personal Targets	Percentage achieving Personal Targets
All CiC	13/25 (includes two with no prior data)	52%
CiC Boys	7/11 (includes one with no prior data)	64%
CiC Girls	6/14 (includes one with no prior data)	43%
SFR Cohort	Number achieving Personal Targets	Percentage achieving Personal Targets
SFR Cohort	11/18	61%
SFR Boys	6/9 (includes one with no prior data)	66.6%
SFR Girls	5/9	55.5%

These figures demonstrate the positive impact of stability once a vulnerable child is placed in care with the outcomes for both boys and girls who have been in care for 12 months higher than those more recently admitted to care.

Analysis of factors affecting children achieving personal targets

There were 12 children of the full cohort who did not achieve their personal targets.

Child	Factors Affecting Progress					
	Came into care after exam period	Instability (less than 12months in care)	Instability (4 or more placements)	School refusal /poor attendance	No prior data	Other
CiC 6 (male)	✓	✓		✓		
CiC 7 (female)		✓	✓ (4)	✓		

CiC 9 (male)						✓ Struggled with exam setting so missed aspirational target however Progress 8 score anticipated to be around expected
CiC 10 (female)		✓			✓	✓ Went into respite care during exam period exams rescheduled
CiC 11 (male)			✓ (12)			
CiC 13 (male)			✓ (4)		✓	
CiC 15 (female)	✓	✓				
CiC 16 (female)			✓ (5)	✓		
CiC 17 (female)			✓ (4)			✓ Refused to attend exams
CiC 20 (female)						✓ Accident resulting in major injury prior to coming into care impacted on progress
CiC 21 (female)						✓ ASD
CiC 22 (female)	✓	✓				✓

In the majority of cases the impact of instability either as a result of placement moves or recent entry in to care can be seen to have a negative impact on outcomes. Poor attendance as a result of school refusal is also identified as a contributory factor in three cases. As a result of analysis of this data a proportion the LAC Pupil Premium has been used to commission a piece of Action Research led by the Education Psychology Service into school refusal. This will build a better understanding of the contributing factors when a child actively disengages with an education setting. The findings contribute towards the development of an evidence-based Borough approach to tackling school refusal particularly in vulnerable adolescences.

3. Attendance

Attendance Data for SFR cohort for 2015 -2016

	BMBC % attendance (Sept '15– Jul '16)	Percentage of children with 95% attendance or more	Percentage of children with less than 90% attendance	No 100%
All CiC	96.3%	77%	6.7%	25
Y1	98.3%	83%	0%	1
Y2	97.1%	80%	0%	1
Y3	96.9	83%	0%	1
Y4	98.8%	100%	0%	2
Y5	99.1%	100%	0%	3
Y6	99.6%	100%	0%	4
Y7	99.2%	100%	0%	5
Y8	96.6%	87.5%	12.5%	3
Y9	84.25%	84.6%	15.4%	4
Y10	82%	63%	27.2%	1
Y 11	86.6%	45%	36.3%	0

Attendance Analysis

1. Absence rates for Barnsley CiC have reduced over recent years with the overall absence rate for the SFR cohort for academic year 2014-15 being 3.5% which was 0.4% lower than the 2014 LAC national average and 1.8% lower than national average for all pupils in that year.
2. For the SFR cohort for 2015-2016 the absence rate is 3.7%, an increase of 0.2% however this remains lower than the 2015 LAC national average by 0.2% and 0.9% lower than all children nationally.
3. On closer analysis this slight increase in absence is as a result of study leave for some young people in year 11 (which will not be included in the final published data) and the impact of six very troubled CiC. Extensive work has been undertaken

with these young people to reengage them with their education including the identification of specialist provision and tailored alternative learning.

4. 6.7% of CiC have attendance below 90% and would be considered to have persistent absence. This is above the national rate of 4.9% in 2015 however this was calculated on attendance below 85% and is not therefore a direct comparison.
5. The number of children achieving 100% attendance is increasing year on year from 15 CiC in 2013 -2014 to 25 in 2015-2016
6. Continuing to improve attendance particularly at KS4 remains a priority.

4. Exclusion Data

1. No Barnsley CiC was permanently excluded in 2014-2015. This remains the case for 2015-2016.
2. In 2013-2014 Barnsley fixed term exclusions were in line with LAC National this increased in 2014-15 to 12.79% 2.5% above national.
3. In 2015-2016 this has dropped significantly to 4.5%, 5.75% below the 2015 national LAC figure and 4.8% below the 2015 figure for the Yorkshire and Humber region. This demonstrates that the slight increase in absence rates is not linked to exclusion but rather how settings engage vulnerable adolescences in care.

5. Next Steps:

The priorities for the coming year include:

- Improving the outcomes for CiC in the EYFS and Key Stage One through the development of the Barnsley CiC Literacy Initiative.
- Improve outcomes for CiC by increasing foster carers confidence and skills in supporting children's education outcomes.
- Build on the improving picture for outcomes at Key Stage Two.
- Offer the necessary challenge and support to schools to improved attendance for Key Stage Four pupils so it is in line with attendance for younger CiC.
- Challenge and support schools to reduce the use of partial timetables.
- Develop a borough wide strategy for understanding and supporting CiC who are actively refusing to engage in education through an evidence-based action research project.
- Ensure the 2016 reduction in fixed term exclusions continue through supporting school to deepen their understanding of the ESMH needs of CiC and develop whole school strategies to support the behavioural need of CiC.
- Continue the drive to improve outcomes for CiC at Key Stage Four.
- Develop a menu of alternative provision to signpost for schools re-engage children in their education.