

<b>Subject:</b>	<b>Annual Standards Report for Children in Care (Early Headlines)</b>		
<b>Date of Meeting:</b>	<b>Monday 20 October 2014</b>		
<b>Report of:</b>	<b>Executive Director, Children's Services</b>		
<b>Contact Officer:</b>	<b>Name:</b>	<b>Mark Storey</b>	<b>Tel: 29-4271</b>
	<b>Email:</b>	<a href="mailto:Mark.Storey@brighton-hove.gov.uk">Mark.Storey@brighton-hove.gov.uk</a>	
<b>Ward(s) affected:</b>	<b>All</b>		

**FOR GENERAL RELEASE/ EXEMPTIONS**

**1. SUMMARY AND POLICY CONTEXT:**

- 1.1 To inform the Children and Young People Committee Board of recent results for Children in Care and inform and consult on the initial priorities of the new Headteacher of the Virtual School

**2. RECOMMENDATIONS:**

- 2.1 That the Children and Young People Committee note the content of the report
- 2.2 That the Children and Young People Committee support the initial priorities

**3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:**

- 3.1 The key purpose of the Virtual School is to monitor and track the educational progress of all Children in Care and to provide support and challenge to all so that Children in Care are able to achieve or exceed their expected educational outcomes.
- 3.2 Each year a very detailed Virtual School Self Evaluation will be completed on the Education of Children in Care by November. Sections in this report are included on:
- Contextual information
  - Attainment and Progress at all Key Stages
  - Attendance and Persistent Absence
  - Exclusions (Fixed term and Permanent)
  - Progression to post 16 and post 18
  - Extra curricular activities
  - Interventions with Children in Care
  - Case Studies
- 3.3 (All of the data below is for 2014 and is provisional and still subject to change):

- 3.3.1 At Key Stage 4 (age 16) 24.3% of children in care achieved 5A\*-C including English and Maths which is significantly above the National Average for Children in Care in 2013 of 16.1%. This is however significantly below how all children in Brighton and Hove achieve.
- 3.3.2 At Key Stage 2 (age 11) 61.5% of these children achieved age related expectations in reading writing and maths. This is significantly below how all children achieved nationally but highly likely to be significantly above how children in care achieved nationally in 2014.
- 3.3.3 At Key Stage 1 (age 7) 50% achieved age related expectations in reading, writing and maths. This is significantly below all children nationally and below how Children in Care achieve nationally.
- 3.3.4 In 2014 there were no permanent exclusions of Children in Care in Brighton and Hove and there have not been any for 5 years.
- 3.3.5 9.4% of Children in Care received at least one fixed term exclusion which is expected to be slightly below National Averages.
- 3.3.6 2 young people who were 18 in the last year are expecting to start at University this term.
- 3.3.7 Staff from the Virtual School regularly work with and are available to Foster Carers, Schools and Social Workers both to support when there are problems and track all Children and Young People to ensure they make the very best progress.
- 3.4 Initial priorities for the new Headteacher of the Virtual School include:
  - 3.4.1 Completing a SWOT (strengths, weaknesses, opportunities and threats) analysis so we are all clear of the starting point for the school in conjunction with social workers, carers and schools;
  - 3.4.2 Development of the Personal Education Plan and process for Children in Care so it is simpler and more effective;
  - 3.4.3 Ensuring the Pupil Premium is used effectively to benefit Children in Care;
  - 3.4.4 Establishing strong relationships with social workers, carers and schools;
  - 3.4.5 Supporting cohesive working across Children's Services and with all agencies involved;
  - 3.4.6 Collating accurate data on Children in Care so their educational progress can be tracked and monitored. This data will be used to inform early and effective interventions where appropriate and will be put in place in partnership with the school;

3.4.7 Developing a way of working with schools so that the Virtual School moves more towards a strategic school improvement way of working and reduces operational delivery. E.g. uses time to challenge and support a whole school rather than attending an individuals Personal Education Plan meeting.

3.4.8 Developing the service to support the education of children who have previously been in care and have been adopted.

3.5 Conclusion

3.5.1 The self evaluation of educational outcomes for Children in Care will be updated by the end of November and ready to be presented to Corporate Parenting Panel and Virtual School Steering group. This forms the basis of an annual challenge from corporate parenting on the educational progress of Children in Care and inform the strategies deployed by the Virtual School to support Children in Care.

#### **4. COMMUNITY ENGAGEMENT AND CONSULTATION**

N/A

#### **5. FINANCIAL & OTHER IMPLICATIONS:**

##### Financial Implications:

5.1 Priorities will be delivered from within existing budgets, therefore there are no direct financial implications.

*Finance Officer Consulted: Steve Williams Date: 22/10/14*

##### Legal Implications:

5.2 There are no legal implications arising from this report.

*Lawyer Consulted: Serena Kynaston Date: 24/10/14*

##### Equalities Implications:

5.3 N/A

##### Sustainability Implications:

5.4 N/A

##### Crime & Disorder Implications:

5.5 N/A

##### Risk and Opportunity Management Implications:

5.6 N/A

##### Public Health Implications:

5.7 N/A

##### Corporate / Citywide Implications:

5.8 N/A