

*****This is an open meeting*****

Members of the public are welcome to observe from the public gallery

Schools Scrutiny Performance Panel

Summary: This is an agenda pack for a meeting for the Schools Scrutiny Performance Panel taking place on the 8 December 2016. The main items being discussed is schools performance. Background reports are included.

Date: 8 December 2016

Time: 4.00pm (pre meeting for Panel members at 3.45pm)

Venue: 235, Guildhall, Swansea

Members of the Panel:

Fiona Gordon

Mike Day

Beverley Hopkins

Hazel Morris

Sue Jones

Cheryl Philpott

Paul Meara

Anthony Colburn

Cyril Anderson

Dave Anderson-Thomas (Parent Governor Co-optee)

Copy of Agendas to:

Helen Morgan Rees – Hub Head of School Improvement

Nick Williams – Head of Learner Support Services

Lindsey Harvey – Chief Education Officer

AGENDA

No.	Item
1.	Conveners letters arising from Panel meeting on 16 November 2016
2.	Update on Restorative Practice
3.	The Development on the new curriculum – Pioneer Schools in Swansea Update
4.	Looked after Children – Educational Performance (See attached questions sent in advance of the meeting)
5.	Work Programme Timetable 2016/17
6.	For information a) Individual School Estyn Inspection Outcomes b) Recent articles, statistics and useful background reading

***Please note members should declare personal and prejudicial interests and party whipping in the usual manner

Contact: Michelle Roberts, Scrutiny Officer

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Linking the work of the Schools Scrutiny Performance Panel to the Corporate Priorities of the Council

The items on the Agenda today fall within the following Corporate Priorities for Swansea, as details in the Delivering for Swansea Corporate Plan 2015-17

Priority One: Safeguarding Vulnerable People

Swansea Council is committed to ensuring that its citizens are free from harm, exploitation, including domestic abuse, child exploitation, human trafficking and modern day slavery. We want people to be able to live as independently as possible, in their own homes. We also want children to stay with their families or be supported in family settings, where it is safe for them to do so.

Priority Two: Improving Pupil Attainment

We want every child and young person in Swansea to gain the skills and qualifications they need to succeed in life. Currently too many children and young people are not attending school regularly and are not achieving the skills and qualifications that they need to go on into further education, employment or training.

We need to ensure that all children and young people attend school regularly so that they have a better chance of improving their skills and qualifications. Educational outcomes in Swansea have shown good improvements in recent years. The focus on improving outcomes for all children and young people remains. Raising aspirations and effective work will stop poverty and disadvantage holding back improvement and opportunities.

Priority Three: Tackling Poverty

Our vision is that Swansea citizens will be aspirational and have the confidence and resources to make their aspirations a reality. We want everyone, regardless of where they live, to live in a vibrant, supportive place, where they feel proud to belong to the community. We want people to have aspirations for their communities and families that are challenging, rewarding and uplifting. We want to have communities of ambitions, where young people strive for a better future, and get the help and support they need to make it a reality. We want to provide strong role models for children and adults, from whom they can learn and with whom they can try out new options for themselves, which may have been beyond their wildest dreams.

Educational Performance of Looked After Children

Key Question

Some questions sent to Sue Phillips, LAC co-ordinator and Kathryn Thomas, Schools and Governor Unit in preparation for the meeting:

1. What results are achieved by looked-after children compared with other children at local schools, and with looked-after children in other authorities?
2. What work do you do to bridge the gap and improve these educational outcomes?
3. How well are children placed outside the local authority area doing at school?
4. What plans does the council have to raise the educational attainment of LAC children?
5. How are individual children and young people supported to achieve: both within and outside school?
6. How are children supported to continue in further and higher education?
7. Do all looked-after children have a personal education plan and are these audited for quality?
8. What do looked-after children and young people themselves say about their education and aspirations?
9. Are looked-after children able to participate in after-school activities and enjoy learning and achievement in all its forms? If not, what are the barriers?
10. Do you monitor the numbers of looked-after children excluded from school? How do you work with them to get them back into school?
11. How many children do you currently have that are not being educated in school (being educated via the EOTAS service and can you provide a breakdown of the service they are receiving ie: are they in a PRU, on Pathways etc.)
12. Do you have a system for seeking feedback from LAC and care-leavers about the services they receive?
13. How do you work with others including parents, carers, schools and other agencies to improve outcomes?



CITY AND COUNTY OF SWANSEA

DINAS A SIR ABERTAWE

To:
Councillor Jennifer Raynor
Cabinet Member for Education

Please ask for: Scrutiny
Gofynnwch am:
Scrutiny Office 01792 637256
Line: Llinell
Uniongyrochol:
e-Mail scrutiny@swansea.gov.uk
e-Bost:
Date 29 November 2016
Dyddiad:

Summary: This is a letter from the Schools Scrutiny Performance Panel to the Cabinet Member for Education following the meeting of the Panel on the 16 November 2016. It is about schools performance.

Dear Cllr Raynor

Schools Scrutiny Performance Panel

The Panel met on the 16 November to look at the Annual Audit of Schools and also how schools are spending their pupil deprivation grant to improve the outcomes of vulnerable pupils.

We firstly met with Simon Cockings, Senior Auditor, to discuss the annual report of school audits for 2015/16. We heard that 16 Primary Schools were audited over the year and 12 of these achieved a substantial level of assurance, with another 3 achieving a high level of assurance. One school was given a moderate assurance. Overall it is a positive picture in relation to the primary sector and it indicates that their finances and processes are being managed well. We were informed that Internal Audit revisited the 'moderate' school to discuss progress in July 2016, following up on the 25 recommendations made to them in June 2015. Audit found that all but 7 recommendations have been addressed and we were informed that Audit will be returning before the end of the year to follow up on these.

We heard that of the three Comprehensive Schools audited two received a high level of assurance and 1 received a substantial level, which again is a very positive picture.

We did note that raising orders and compliance with Contract Procedure Rules do still remain a concern. We were worried that some schools have withdrawn from the Service Level Agreement with the council's Procurement Section and are therefore not receiving that full support and advice which could potentially be impacting on their level of compliance.

We were encouraged to hear that Internal Audit has moved to a new model of self-assessment with questionnaires being used in advance of the audit, similar to an Estyn Inspection. This is proving to be much less time consuming for both the Schools and Internal Audit.

We were supportive of the findings of Internal Audit that the financial management systems established in Schools continue to provide a generally high level of assurance, subject to those procurement issues noted.

Lindsay Harvey then updated us on Pupil Deprivation Grant (PDG) spend and how it has impacted on the performance of free school meal pupils. Arising from this we were pleased to hear that that the majority of spending of the PDG is compliant with the terms and conditions of the grant.

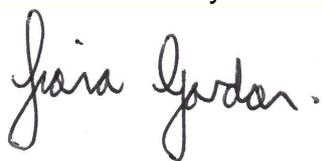
We were also interested to hear that all schools are now required to publish their pupil deprivation grant spend plan on-line which does make it far more transparent and easy to monitor.

The panel were pleased to see that Challenge Advisors are being more evaluative in relation to PDG spend and attainment in order to measure the impact of the grant. We will be interested to see the outcome from this.

In conclusion, we were pleased to see that both the Audit report of Schools and Pupil Deprivation Grant Spending are showing good assurance and a positive picture at present.

This letter does not require a formal written response.

Yours sincerely

A handwritten signature in black ink, enclosed in a yellow rectangular box. The signature appears to read 'Fiona Gordon'.

Fiona Gordon
Convener Schools Performance Scrutiny Panel
Fiona.gordon@swansea.gov.uk

Item 4

The Schools' Performance Scrutiny Panel - 8 December 2016. Responses to questions received regarding looked after learners.

1. **What results are achieved by looked after children compared with other**
 - i) **Children at local schools?**
 - ii) **With looked after children in other authorities?**

i) Results achieved by looked after children compared to other children in local schools.

It is advised that reporting cohorts are small and therefore liable to significant fluctuation and are largely dependent on the individual abilities of the individual learners each year. Individual potential and special education need (SEN) status are not requested, nor considered, in national reporting, which has been raised as an issue with Welsh Government. Currently Fischer Family Trust predicted scores are not available for individual analysis.

Please note that there are now over 242 special guardianship orders (SGOs) issued to previously looked after learners who are now settled in long term placements. As they have ceased lac status they are no longer included in lac performance indicators (PIs.) However there may be ongoing additional support, as may be requested by adopted learners also.

Please see Appendix A.

EDU/002i and ii - Percentage of pupils in a local authority maintained school...who leave compulsory education, training or work based learning without an approved external qualification.

We are pleased to note the maintaining of top performance that no looked after learner left a Swansea school without an approved external qualification in 2015 - 16, which has been achieved this year by all other learners also. All looked after learners achieving approved external qualifications remains a priority for schools and our local authority.

Reported P.I. data shows that results for lac learners are below those for all learners but are continuing demonstrating an upward trend in each key stage over recent years and narrowing the gap. Attainment for looked after learners in key stage 2, 3 and 4 P.I. reporting cohorts has been further analysed below.

SCC/035 – Percentage of looked after children achieving the core subject indicator (CSI) as determined by teacher assessment at the end of key stage 2.

Reporting at the end of key stage 2 last year showed a very significant increase in performance. This year's reporting of 73.30% shows a slight decrease however it should be noted that there were only 15 learners in this cohort and 11 out of 15 (73.33%) achieved the core subject indicator (CSI). It is worthy of note that 10 of the

15 learners (66.6%) were on the SEN register, 2 learners were in Pupil Referral Unit (PRU) provision (13.33%) and 1 learner was previously in PRU.

There were 4 learners who did not achieve the CSI of whom 2 had a statement of SEN and 1 learner was in a Special Teaching Facility (STF).

This continues an improving trend, above the all Wales average for lac learners of 65.59%, but below that for all learners in Swansea who achieved 89.2%.

SCC/036 – Percentage of looked after children achieving the core subject indicator (CSI) as determined by teacher assessment at the end of key stage 3.

41.70% was reported this year, down from 47.06% reported in 2015. All learners in Swansea achieved 83.2% and lac learners in Wales this year achieved 46.54%

It should be noted however that there were 24 learners in this cohort and 10 out of 24 achieved the CSI. It is very significant that 22 learners in this cohort of 24 were on the SEN register (91.66%), the highest percentage in reporting.

Of those 14 learners who did not achieve the CSI each was on the SEN register. Of these 2 attended special schools, 2 were in STF placements, 1 was in Step Ahead and 1 was in PRU provision.

SCC/037 – The average external qualifications point score for 16 year old looked after children in any local authority maintained learning setting.

An average point score of 426 was reported this year, a very significant increase on 282 reported in 2015. We were positioned 3rd out of 22 local authorities in Wales which places us in the top quartile and the top urban authority.

It is worthy to note that of the 21 learners in the cohort 19 were on the SEN register (90.47%). 3 learners attended STFs (14.28%) and 3 attended EOTAS provisions (14.28%).

All 21 in the cohort achieved a point score. 9 learners achieved over 500 points with scores of 796, 718, 707, 684, 676, 659, 616, 604 and 529 thus narrowing the gap with all learners in Swansea who achieved an average point score of 578.9. Our reported figure of 426 is well in excess of the all Wales lac learner average point score of 269 reported.

ii) Results achieved by looked after children in Swansea compared to looked after learners by other authorities.

Please Appendix B

Comparison has been made with Cardiff, Newport and Rhondda Cynon Taf (RCT) as identified as comparable authorities.

EDU/002 ii - Percentage of pupils in a local authority maintained school...who leave compulsory education, training or work based learning without an approved external qualification.

We are pleased to note Swansea has maintained the top performance of 0.00% for a number of years. This continues to be above the Welsh average of 0.5%. Cardiff, Newport and RCT are also reporting 0% this year, an improvement since last year.

SCC/035 – Percentage of looked after children achieving the core subject indicator (CSI) as determined by teacher assessment at the end of key stage 2.

Our performance this year at 73.3% remains above the Welsh average of 65.59%. This is above the 54.55% reported by Cardiff, above the 67.74% reported by RCT but below the 88.89% reported by Newport this year.

SCC/036 – Percentage of looked after children achieving the core subject indicator (CSI) as determined by teacher assessment at the end of key stage 3.

This year's performance at 41.7% is above the 3 comparable counties, where Cardiff reported 34.38%, RCT reported 31.58% and Newport reported 33.33%, but slightly below the all Wales average of 46.54%.

SCC/037 – The average external qualifications point score for any 16 year old looked after children in any local authority maintained learning setting.

The great increase in our reporting this year, with an average of 426 points, is significantly higher than that reported by comparable authorities. 257, 248 and 188 points were reported by Cardiff, RCT and Newport respectively. Our learners therefore achieved 157 points above the Welsh average point score of 269. This performance puts us in the top quartile being 3rd out of 22 authorities and the top urban authority.

2. What work do you do to bridge the gap and improve these educational outcomes?

Each school has a designated teacher for lac who is in a position of authority at their respective school. Meetings are held for lac designated teachers by the education co-ordinator, with advice and support available on request by all schools.

The local authority dedicated lac education team has expanded to extend support funded through the LAC Pupil Deprivation Grant (LAC/PDG). The team now comprises one full time education lac co-ordinator (teacher on leadership scale with 21 years teaching experience in Swansea secondary schools assigned to this position in 2003), A new deputy lac co-ordinator with 8 years teaching experience as lac designated teacher and head of well-being, 4 Project Workers all qualified to graduate level (including two with post graduate teaching qualifications and 1 with a post graduate counselling qualification) who offer mentoring 1:1 support for lac learners. Two project workers offer support to all lac learners in key stage 4 in Swansea schools and the other two project workers offer support on priority for referrals from Year 9 learners and younger. Support is offered where possible as requested by learners who are adopted or on special guardianship orders as required by Welsh Government under the LAC /PDG. In addition there are two education welfare officers from the core education welfare team who offer a total of 25 hour per week to support in following up attendance concerns and other welfare matters as well as supporting the work of the education lac co-ordinator.

Much of the work of the education lac co-ordinator and deputy is focussed on individual case work with schools to support lac learners and resolve any issues that arise in relation to their education.

Lac learners in key stage 4 are provided with study resources including English, Mathematics and Science workbooks and in other subject areas as required by individual learners, funded by the LAC/PDG.

The LAC /PDG has also enabled the reintroduction of after school home tuition for lac learners in key stage 4.

The LAC /PDG has enabled attachment awareness training for schools through ERW across the south west and mid Wales region in three phases. This training provided by Kate Cairns Associates is being offered to all schools in Swansea in January 2017. This aims to explain the impact of attachment issues on learners and outline strategies to best support learners to reach their educational potential in schools.

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The education lac co-ordinator provides training for lac governors on a termly basis on their legal responsibilities for lac learners. Clear guidance has been issued to all Swansea schools as an expectation of what should be reported to governors on a termly or annual basis. This guidance has been adopted as good practice by ERW. The lac education team has developed strong links with the 'Reaching Wider' team at Swansea University. A number of events for groups and individual support for lac learners has been accessed. Lac learners have benefited from individual advice and support for future career ambitions and one has made an excellent film exploring issues faced as a lac learner, outlining best practice in school.

The lac learners' participation work in raising learner voice in Swansea is featured as a good practice case study in the ESTYN report 'Raising the attainment, achievement and aspiration of children who are looked after – a best practice report 2016.' The group are currently working on a best practice guide for lac designated teachers and have prepared a presentation for the next education department's senior leadership team meeting, to share their views and seek support.

3. How well are children placed outside the local authority area doing at school?

The lac education team collates data for all Swansea lac learners in key stage 4 to provide an analysis of achievements in year 11, which includes learners in out of county placements and schools. All learners in the key stage 4 average point score reporting for 2015-16 attended provisions in Swansea.

It should be noted that some lac learners placed out of county are in specialist educational provision due to a high level of special educational need. Results are largely determined according to the individual's ability and potential.

Although this will not be the final reporting cohort, for learners with any lac status during their year 11 in 2015 -16 the average point score for learners placed out of county was lower at 253 points than the average for learners in county of 281. It should be noted that this is a very small cohort of 17 learners, therefore subject to considerable variation. 70% of learners placed out of county were accessing mainstream provision whereas 53% of learners in Swansea were accessing mainstream provision.

A learner's progress in education is discussed in each lac review, in annual reviews of statements as applicable, school consultation events, reports and contact is made with the education lac co-ordinator as required.

4. What plans does the council have to raise the educational attainment of LAC children?

Increased LAC /PDG funding has enabled the expansion of support for lac learners and those on special guardianship and adoption orders. We are awaiting confirmation of continued grant funding for 2017-18 however we are optimistic and have been asked for ongoing planning in this respect by Welsh Government. Mentoring support is offered to all looked after learners in Swansea schools in key stage 4, and to younger pupils as possible. Swansea LAC learners placed in other Welsh local authorities receive reciprocal support and those placed outside of Wales have had a premium forwarded directly to any local authority school for additional support.

After school home tuition for lac learners in core subjects, targets improvement in educational attainment. The provision of study resources further targets individual support as needed.

The provision of attachment aware schools training has developed following recognition of the impact of attachment issues on learners and the developing brain. It is hoped that the provision of training will increase all schools' understanding of issues faced and help develop strategies to support lac learners to further improve attainment.

The Additional Learning Needs Unit (ALNU) is seeking to introduce Emotional Literacy Support Assistant (ELSA) training for schools, funded by the LAC /PDG. This will further extend individual support available to learners in our schools.

The expectation is that schools set appropriate targets for lac learners, evidenced in their Personal Education Plans (PEPs) for discussion at lac reviews and in consultation events e.g. with parents/carers.

Fischer Family Trust data, where available, is used to analyse the individual progress of lac learners in reporting. The education lac management group is provided with this data annually in regard to key stage attainment as in performance indicators (see attachments for Q1 above.)

The education information unit has also developed a Vulnerability Assessment Profile (VAP) for lac learners, which highlights areas of concern for targeting. Schools have access to this data as well as project workers to identify and target support.

The local authority works with schools in relation to individual lac learners as in allocating priority at educational panels, school admission and managed moves as needed.

5. How are individual children and young people supported to achieve: both within and outside school?

Within schools lac learners are supported by a dedicated lac designated teacher. Lac education project worker support is offered for key stage 4 learners. For lac learners in year 9 and below project worker support is available on a priority basis with increased availability this year with the appointment of an additional worker.

In previous years schools were allocated the LAC/PDG however this is no longer the case. Monies are now directed to regional consortia according to the terms of the grant as required by Welsh Government. Within our region, ERW, the focus has been on the development on attachment aware schools training, with local authority spending plans also agreed. Any underspend is shared with schools to extend their support for lac learners.

The education lac co-ordinator provides training for foster carers on meeting the educational needs of lac learners twice a year.

Lac learners are encouraged to attend the increasing number of in, and after, school revision clubs.

6. How are children supported to continue in further and higher education?

Good links have been established with Gower College and further education in neighbouring counties. In addition to support from schools, project workers can liaise and arrange individual appointments for lac learners as needed. Gower College's lac and care leaver officer links with the lac education team and schools and attends training. Gower College also host transition support events for lac learners and have developed their own PEP.

The lac education team are also working with the 'Reaching Wider ' partnership seeking to promote entry into higher education. We have supported key stage 4 learners to engage in a range of activities at Swansea University to encourage aspiration and arrange individual support as needed. Activities for younger learners are currently being planned.

The lac education team actively promotes the 'Higher Education Bursary' for previously looked after children. There are currently 10 recipients of this bursary.

7. Do all looked after children have a Personal Education Plan and are these audited for quality?

All statutory aged lac learners should have a Personal Education Plan (PEP). The PEP has been revised following multi agency workshops and the input of young people.

The PEP has been issued to all Swansea schools and is needed within 20 school days of a learner becoming looked after, or moving schools if already looked after. A standard form has been issued to all Swansea schools. There is individual advice and guidance given to lac designated teachers and the social worker by the lac education co-ordinator or deputy for every learner who becomes looked after. Past educational summaries are also shared at this stage together with the PEP. Completion within timescale is a development area identified going forward with additional staff support now available.

Personal Education Plans (PEPs) are reviewed as part of the lac review process. Independent reviewing officers (IROs) follow up with the school and the education lac co-ordinator as required if any concerns are identified.

The education lac co-ordinator and deputy regularly review the quality of PEPs through sampling.

8. What do looked after children and young people themselves say about their education and aspirations?

Young people's views about their education and aspirations are requested in their PEPs. Lac designated teachers play a crucial role in listening to lac learners, encouraging education, aspiration and advocating as needed. Views of young people and encouragement to succeed are also an important part of lac project worker's one to one mentoring support sessions.

Lac learners in Swansea are also supported by the lac education team in a number of participation events seeking the views of the young people, as in weekly 'Shout Out' after school meetings. Corporate parenting events, to which all lac learners are invited, have sought the views of young people on their education and are the focus of development work. This has included the production of the #lamme film produced discussing education, current work on developing a best practice guide

for schools (to be shared with Welsh Government) and preparing a presentation for the education department's senior leadership team.

There have been a range of consultation events supported by our team with Welsh Government ministers, "CASCADE" at Cardiff University, the Children's Commissioners Office and "Voices from Care". Work with the 'Reaching Wider' partnership looked at educational issues and best practice as discussed with young people and led to the making of a film featuring one of our lac learners.

9. Are looked after children able to participate in after school activities and enjoy learning and achievement in all its forms? If not, what are the barriers?

Governors are reminded in governor training that no looked after learner is to be disadvantaged from any arrangements put in place because they have care status.

Carers have a role to play in supporting pupils to participate in after school activities and reference is made to this in the training provided to foster carers. The revised PEP requests information on after school activities and transport arrangements and any issues followed up with school, carers and social workers. The lac education team transport young people to a range of events after school as needed.

The lac education team are not aware of any instances reported to them of lac learners being unable to participate in after school activities. If they were made aware of any concerns they would pursue options with the school.

Foster carers are encouraged to share success achieved in any out of school activities with the school, for celebration as appropriate. This should also be identified in their PEP.

10. Do you monitor the numbers of looked after children excluded from school? How do you work with them to get them back into school?

Schools notify the local authority and the lac co-ordinator of any lac learner who is excluded. The education lac co-ordinator liaises with school staff to attend any exclusion meeting or return to school meeting following any exclusion. All pupil exclusions are recorded on the local authority's database and specific data is recorded and reported as a performance indicator.

There has been no permanent exclusion for a looked after child from a Swansea school in many years. The average number of days spent out of school on fixed

term exclusions has fallen to 3 days, well below the Welsh average of 6.3 days in 2015-16 reporting. Schools are mindful of the negative impact of exclusion on looked after learners and their placement and seek to avoid exclusion if possible. The education lac co-ordinator attends all pupil disciplinary meetings as possible for lac learners who have been excluded for more than 16 days in an academic year as invited. There is challenge as needed and support for looked after learners in any meeting as needed.

The School Support Unit (SSU) should be informed of exclusions and the manager and the education lac co-ordinator, liaise directly regarding any exclusion.

The lac education co-ordinator will seek to liaise with schools and other local authorities as needed.

The education lac project workers can support lac learners to reintegrate following exclusions.

11. How many children do you currently have that are not being educated in school (being educated via the EOTAS service and can you provide a breakdown of the service they are receiving i.e.: are they in a PRU, on Pathways etc.)

As of the 24 November 2016, there were 17 learners looked after by Swansea and other counties on EOTAS provision in Swansea. Of these 17 learners:

- 8 were on EOTAS Pathways, of which 1 was looked after by another county.
- 1 was placed at the Step Ahead Centre. This learner was from another County.
- 4 were in the Primary PRU, of which 1 was from another county.
- 4 were in the Key Stage 3 PRU, of which 1 was from another county.

12. Do you have a system for seeking feedback from looked after children and care-leavers about the services they receive?

All lac learners should meet with their independent reviewing officer (IRO) prior to their lac review to forward their views. Education is a highlighted area for discussion in each lac review. Individual lac learners participate in their PEPs and are encouraged to participate in and even chair their own lac reviews.

The lac education team have also participated in previous corporate parenting events seeking the views of LAC learners, as in the residential stay at the 'Down to

Earth Project' this summer. There was a focus on young people's views and experiences of education which were fed back to the whole group and are determining development work. Young people often feedback very positively to project workers on their support.

13. How do you work with others including parents, schools and other agencies to improve outcomes?

The lac education team are involved in direct 1:1 working with schools, foster carers, social workers and other agencies e.g. the LAC Health Team. We seek to participate in looked after reviews as needed, in initial reviews and especially where there are educational issues. The team also participate in admission meetings, planning meetings, child sexual exploitation meetings, child protection meetings, annual reviews of statement meetings and others, as required to secure better outcomes for lac learners.

The education lac co-ordinator is a member of the 'Family and Friends Foster Care Panel' and the main education welfare officer for lac is a member of the 'Mainstream Foster Care Panel.' Both work with social services to appoint foster carers ensuring they meet all competencies as required, with regard especially to their ability to meet a child's educational needs.

The education lac co-ordinator is a member of the multi-agency 'Stable Life Panel' seeking to ensure that a learner's educational needs are met if moved out of county.

The education lac co-ordinator liaises with education staff in other counties to support Swansea lac learners seeking provision and appropriate education placement. Similarly, the co-ordinator supports lac from other counties placed in Swansea to access appropriate school placement.

There is participation by the manager of SSU and the education lac co-ordinator on the 'Corporate Parenting Forum.' Similarly there is reporting to, and participation in, the lac education management group where there is also primary and secondary head teacher participation together with school development advisory staff and social services membership.

Sue Phillips.
Education co-ordinator for looked after children

Dominic Nutt
Deputy education co-ordinator for looked after children

28 November 2016

Item 3

Education Lac Co-ordinator's report - 15 November 2016

Analysis of LAC PIs reported by Children's Services for children looked after by Swansea as of 31.3.2016

It should be noted that reporting cohorts are small and therefore liable to significant fluctuation and are mostly dependent on the individual abilities of the individual learners each year. Individual potential and SEN status are not requested, nor considered in national reporting, which has been raised as an issue with Welsh Government. Currently Fisher Family Trust predicted scores are not available for individual analysis. Please see attachment 1.

SCC/002 - School Change

- 44 moves outside normal transition were noted which involved 41 learners = 14.30%, an improvement from 15.70% reported in 2015
- 10 moved into in PRU provision, including Pathways
- 3 were placed in residential schools

Placement change was a significant factor leading to school change for other learners

SCC/022a and b - Attendance

There is an increasing upward trend in attendance. It is worthy of note that LAC attendance in primary schools rose to 95%, exceeding that of all learners, and a further increase from 94.20% reported in 2015.

Secondary attendance has risen to 90.80% from 89% reported in 2015

SCC/044a and b – Permanent and Fixed Term Exclusions

We are pleased to report that there have been no permanent exclusions for LAC learners for many years = 0%

The average number of days spent out of school on fixed term exclusions continues an improving trend, having fallen to 3 days from 5.3 reported in 2015.

24 learners received fixed term exclusions. Of these:

- 14 have accessed PRU provision
- 2 have accessed residential provision with onsite education
- 1 learner had a successful 'managed move'

SCC/024 - Percentage of looked after children with a Personal Education Plan within 20 days of entering care or starting a new school

61.5% was reported this year, with a decrease from 69.8% reported in 2015. There is liaison with SSD and further development work planned here. A new PEP developed by a multi-agency group has been issued to schools.

SSC/035 learners achieving the Core Subject Indicator (CSI) in Key Stage 2

73.30% was reported this year, down from 83.33% reported in 2015 but continues an improving trend. It should be noted that:

- There are 15 learners in this cohort and 11 out of 15 achieved the CSI = 73.33%

- 10 out of the 15 are on the SEN register = 66.6%
- 3 had a statement of SEN = 20% of cohort
- 5 were on school action plus = 33.3% of cohort
- 2 were on school action = 13.33% of cohort
- 2 learners were in PRU provision = 13.33% of cohort
- 1 learner was previously in PRU = 6.66%

Out of the 4 who did not achieve the CSI:

- 2 had a statement of SEN
- 1 was in a STF

SCC/036 learners achieving the CSI in Key Stage 3

41.70% was reported this year, down from 47.06% reported in 2015. It should be noted that

- There are 24 learners in this cohort and 10 out of 24 achieved the CSI = 41.7%
- 22 learners in this cohort of 24 are on the SEN register = 91.66%

Of those 14 learners who did not achieve the CSI

- Each learner was on the SEN register
- 6 had a statement of SEN, 6 were on school action plus and 2 were on school action
- 2 attended special schools
- 2 were in STF placements
- 1 was in Step Ahead
- 1 was in PRU provision

SCC/037 - Key Stage 4 Average Point Score

An average point score of 426 was reported this year, a significant increase on 282 reported in 2015. We were positioned 3rd out of 22 local authorities in Wales which places us in the top quartile and the top urban authority.

IT should be noted that of the 21 in the cohort:

- 19 were on the SEN register = 90.47% of the cohort
- 6 had a statement of SEN = 28.57% of the cohort
- 10 were on school action plus = 47.61% of the cohort
- 3 were on school action = 14.28% of the cohort
- 3 attended STFs = 14.28% of the cohort
- 3 attended EOTAS provision = 14.28% of the cohort
- All 21 in the cohort achieved a point score = 100%
- 9 achieved over 500 points with scores of 796, 718, 707, 684, 676, 659, 616, 604 and 529

Year 11 results analysis – Summer 2016

Please note as usual that this will not be the reporting cohort for next year, as this will be learners looked after as of 31.3.2017 –with some learners having ceased to be looked after and others having become looked after since leaving year 11.

There was a cohort of 43 learners who had any lac status by Swansea during their year 11 in the last academic year. Please see attachment 2.

Of the 43 learners:

- 40 achieved a recognised external qualification = 93%, up from 83.92% in 2015
- Of the 3 who did not achieve an external qualification: all 3 had a statement of SEN; 2 were in residential provisions attending independent education in and out of county and the other young person was in EOTAS provision out of county, with significant involvement by YOS
- 30 achieved level 1 threshold (5 GCSEs A* – G) = 69.76%, an increase from 60.71% in 2015
- 9 achieved level 2 threshold (5 GCSEs A* – C) = 20.9%, below the 35.71% in 2015
- 6 achieved level 2 threshold (including English, Mathematics and Science) = 13.9%, just below 14.28% in 2015
- An average external qualification point score of 270.59 was achieved by this group, below the 291.91 in 2015
- Excellent individual point scores were achieved by some learners of 703, 645, 644, and 613
- There are no Fischer Family trust predictive scores available as yet this year due to changes in the system, but will be provided by Mike Jones as soon as available for our usual analysis of attainment compared to prediction
- 31 out of the 43 = 72.9% were on the SEN register, compared to 83.92% in 2015. Of these: 9 had a statement of SEN = 20.9% of total cohort; 18 were on school action plus = 41.86 % of total cohort, and 4 were on school action = 9.30% of total cohort
- Regarding education provision of this cohort: only 26 = 60.45% were in mainstream school; 20.93% were on EOTAS Pathways/equivalent; 3 = 6.97% were in independent residential provisions. There was 1 = 2.32% learner in each of the following specialist provisions of a pupil referral unit (PRU), special teaching facility (STF), Stepahead, a Traveller Education Unit and in Secure provision
- 17 of the 43 learners were placed out of county = 39.5%

Lac Education team appointments

I am delighted to welcome Dominic Nutt, as deputy lac co-ordinator. Dominic, an experienced teacher, was previously Head of Wellbeing and LAC designated teacher at a comprehensive school in Cardiff, with high numbers of looked after learners. This post will allow the continuation and extension of lac education co-ordinator support to learners, schools and multi-agency working.

Similarly I am pleased to welcome Allan Davies to the post of project worker. Allan previously worked in a comprehensive school with high numbers of looked after learners in Swansea, in a pastoral support and learning unit also. This post will enable the extension of mentoring support to our looked after learners and adopted learners, as now requested by Welsh Government.

Both posts were interviewed by 2 looked after learners on the panel and are funded through the LAC/PDG grant. The grant continues until March 31 2017 however there is optimism regarding ongoing funding and Welsh Government requested in the national Lac Education co-ordinators' meeting last week that we plan for ongoing LAC/PDG support until 31.3.2018.

ERW Attachment Aware School Project

Phase 3 of the ERW Attachment Aware schools training has begun, with training provided on 1 November, with 13 schools from Swansea participating. This training, provided by Kate Cairns Associates (KCA) has been commissioned to provide 4 training days in January, to which all our schools and provisions will be invited, funded through the LAC/PDG grant. I

gave an update on ERW's use of the LAC/PDG at the National Lac co-ordinator's meeting with Welsh Government on 9 November.

'Reaching Wider' activities –with Swansea University

There is ongoing lac education team involvement with this project seeking to promote ambition and encourage learners into higher education. Our learners have been supported to participate in a range of activities out of school, including the chemical engineering session 'Fireworks' at the Bae campus on Saturday 5 November.

An excellent film has been made by one of our year 13 learners with Reaching Wider, discussing her life, support and ambitions, with follow up interviews with the BBC. Thanks are given to Emma Jones, project worker, for supporting and facilitating this and participation work.

Participation

Support of this group newly named 'Shout Out' has continued and learners participated at an event the Senydd on 9 November. The group is also planning to visit schools to share information and encourage other looked after learners to join.

Education department senior leadership team (EDSLT) - 12 December 2016

Our learners have been invited to this team meeting to share information on their participation work and hope also to share future plans. The learners will be preparing for the sessions with Emma Jones, Dominic Nutt, Allan Davies and I in additional sessions after school.

Training

Training was provided to foster carers in October on meeting children's educational needs. This is held twice a year and positive feedback was received.

Training has also been provided to Lac school governors this month on responsibilities in supporting looked after learners.

Welsh Government – developing guidance on roles and responsibilities of lac designated teachers.

Thanks are given to Dominic on leading ERW lac co-ordinators' response here, and 4 Lac designated teachers from Swansea schools who are participating in this Welsh Government workshop on 14 November.

Gower College transition support for lac learners event - 16 November

Information has been shared with colleagues in SSD on this annual event at Gower College Tycoch from 2pm to 4pm which will be supported as usual by our team. This is useful in exploring the range of courses and especially additional support available. Further details are available from Cathy.Thomas@gowercollegeswansea.ac.uk

Cathy has also developed a Personal education Plan for use within the college and welcomes contact to support our lac learners.

Sue Phillips
Education Co-ordinator for looked after children
14 November 2016

LAC PIS - EDUCATION MEASURES - reported by Children's Services for 31.3.2016

Reference	Indicator	Swansea averages reported			Welsh averages reported		
		2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
SCC/002	Percentage of children looked after at 31 March who have experienced one or more changes of school	17.00%	15.70%	14.30%	13.80%	13.48%	11.90%
SCC/022a	Percentage attendance of looked after pupils whilst in care in primary schools	94.10%	94.20%	95.00%	95.10%	96.30%	96.44%
SCC/022b	Percentage attendance of looked after pupils whilst in care in secondary schools	91.60%	89.00%	90.80%	91.60%	92.06%	92.46%
SCC/044a	The percentage of children looked after who were permanently excluded from school during the previous academic year	0.00%	0.00%	0.00%	0.10%	-	-
SCC/044b	Average number of days spent out of school on fixed term exclusions for children looked after who were excluded during the previous academic year	9.8	5.3	3.0	6.8	6.5	6.3
SCC/024	Percentage of looked after children with a Personal Education Plan within 20 days of entering care or starting new school	81.30%	69.80%	61.50%	62.70%	69.07%	72.88%
SCC/035	Percentage of looked after children eligible for assessment at the end of Key Stage 2 achieving the Core Subject Indicator, as determined by Teacher Assessment	46.70%	83.33%	73.30%	51.64%	60.00%	65.59%
SCC/036	Percentage of looked after children eligible for assessment at the end of Key Stage 3 achieving the Core Subject Indicator, as determined by Teacher Assessment	44.10%	47.06%	41.70%	37.22%	43.09%	44.65%
SCC/037	The average external qualifications point score for 16 year old looked after children, in any local authority maintained learning setting	249	282	426	262	276	269

LAC PI's reported by Social Services re: Education

Reference	Indicator	Reported by Swansea SSD			Welsh averages reported		
		2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
SCC/002	% LAC at 31 March who experienced one or more changes of school	14.70%	16.30%	17.00%	12.19%	13.70%	N/a
SCC/022a	% attendance of LAC, whilst in care, in primary schools	94.20%	93.11%	94.10%	94.27%	94.45%	N/a
SCC/022b	% attendance of LAC, whilst in care, in secondary schools	89.90%	89.98%	91.60%	90.07%	90.62%	N/a
SCC/044a	% of LAC permanently excluded from school during the previous academic year	0.00%	0.00%	0.00%	0.00%	0.00%	N/a
SCC/044b	Average number of days spent out of school on foxed term exclusions for LAC who were excluded during the previous academic year	8.9	5.0	9.8	6.7	6.28	N/a
SCC/024	% of LAC with a Personal Education Plan within 20 days of entering care or starting a new school	62.30%	79.12*%	81.30%	63.48%	65.00%	N/a
SCC/035	% of LAC eligible for assessment at the end of Key Stage 2 achieving the Core Subject Indicator, as determined by Teacher Assessment	64.29%	42.11%	46.70%	47.79%	49.09%	N/a
SCC/036	% of LAC eligible for assessment at the end of Key Stage 3 achieving the Core Subject Indicator, as determined by Teacher Assessment	30.77%	14.29%	44.10%	26%	30.36%	N/a
SCC/037	The average external qualifications point score for 16 year old LAC, in any local authority maintained learning setting	185	330	249	197	221	N/a

* TBC

Item 3

YEAR 11 LAC RESULTS ANALYSIS 2014 - 2016

Year 11	2014		2015		2016	
		%		%		%
Number of pupils in cohort	38		56		43	
Achieved a recognised qualification	38	100%	47	83.92%	40	93.02%
Achieved the CSI –Threshold L2 inclusive	2	5.3%	8	14.28%	6	13.9%
Achieved Threshold L 1 (5 GCSEs A* - G)	28	73.7%	34	60.71%	30	69.76%
Achieved Threshold L 2 (5 A* - C)	9	23.7%	20	35.71%	9	20.9%
Pupils on the SEN register	34	89.5%	47	83.92%	31	72.09
Average point score	256.9		291.91		270.59	

Note:

Results are obtained for year 11 pupils, who were looked after by Swansea during their year 11, placed in Swansea or outside the county.

Please note that this cohort may not match with other reporting groups where data is requested for looked after young people as of a specific date e.g. 31st March each year.

Appendix A

Comparison as possible of LAC & all learners in Swansea

		LAC Learners	LAC Learners	ALL Learners
Reference	LAC PIs reported 31.3.16	2014/15	2015/16	2015/16
EDU/002ii and 002i	Percentage of pupils in any LA maintained school...who leave compulsory education, training or work based learning without an approved external qualification	0.0%	0.0%	0.0%
SCC/035	Percentage of looked after children eligible for assessment at the end of Key Stage 2 achieving the Core Subject Indicator, as determined by Teacher Assessment	83.33%	73.30%	89.2%
SCC/036	Percentage of looked after children eligible for assessment at the end of Key Stage 3 achieving the Core Subject Indicator, as determined by Teacher Assessment	47.06%	41.70%	83.2%
SCC/037	The average external qualifications point score for 16 year old looked after children, in any local authority maintained learning setting	282	426	578.9

Appendix B

LAC Performance Indicators (PIs) - reported by Education and Social Services

Reference	Indicator	SWANSEA AVERAGES		ALL WALES	CARDIFF	RCT	NEWPORT
		2015/16	2014/15	2015/16	2015/16	2015/16	2015/16
EDU/002ii	Percentage of pupils in local authority care in any LA maintained school ...who leave compulsory education, training or work based learning without an approved external qualification	0.00%	0.00%	0.5%	0.0%	0.0%	0.0%
SCC/035	Percentage of looked after children eligible for assessment at the end of Key Stage 2 achieving the Core Subject Indicator, as determined by Teacher Assessment	73.3%	83.33%	65.59%	54.55%	67.74%	88.89%
SCC/036	Percentage of looked after children eligible for assessment at the end of Key Stage 3 achieving the Core Subject Indicator, as determined by Teacher Assessment	41.7%	47.06%	46.54%	34.38%	31.58%	33.33%
SCC/037	The average external qualifications point score for 16 year old looked after children, in any local authority maintained learning setting	426	282	269	257	248	188

Item 4

Schools Scrutiny Performance Panel Work Programme 2016 / 2017

Meeting date	Item to be discussed
Meeting 1 11 May 16	<ul style="list-style-type: none"> Evaluate your year Discuss and plan work programme for the coming year
Meeting 2 9 June 16 4.00pm CR6, Guildhall	School 1 - Top performing school Cefn Hengoed Secondary School (Headteacher, Chair of Governors) Pre meeting with Challenge Advisor (particular issue reference to Science)
Meeting 3 14 July 16 4.00pm	<ul style="list-style-type: none"> ERW – Progress against Business Plan priorities locally and regionally – Betsan O’Connor, Helen Morgan Rees (Annual)
Meeting 4 1 Sep 16 4.00pm CR6, Guildhall	<ul style="list-style-type: none"> Reviewing the provision of support for school improvement including improving the quality of teaching and learning and of the consistency of teacher assessments. Helen Morgan Rees
Meeting 5 29 Sep 16 4.00pm CR6, Guildhall	<ul style="list-style-type: none"> Discuss tools/techniques for intervention (examine intervention programmes to see how effective they are, speaking to Sketty Primary School as an example) ERW - Progress against Business Plan priorities locally and regionally
Meeting 6 19 Oct 16 4.00pm CR6, Guildhall	School 2 – Amber school/recent Estyn Inspection Bryniago Welsh Medium Primary School, (Headteacher, Chair of Governors). Pre meeting with Challenge Advisor
Meeting 7 16 Nov 16 4.00pm 235, Guildhall	<ul style="list-style-type: none"> Annual Audit Report of Schools (invite Chair of Audit Committee) Free School meal pupils performance and use of the Pupil deprivation grant (including data on how it has been spent by schools) Restorative Practice Update – Jane Whitmore
Meeting 8 8 Dec 16 – 4.00pm 235, Guildhall	<ul style="list-style-type: none"> Looked After Children – Educational Performance update The development of new curriculum - pioneer schools in Swansea
Meeting 9 18 Jan 17 4.00pm 235, Guildhall	<ul style="list-style-type: none"> Annual Education Performance Reporting (verified data) Review of monitoring and evaluation of schools including latest school categorisation matrix Estyn Inspection - Post Inspection Action Plan – progress update
Meeting 10 Extra 6 Feb 17 4.00pm, 235	<ul style="list-style-type: none"> Annual budget as it relates to education matters
Meeting 11 16 Feb 17 4.00pm CR6, Guildhall	<ul style="list-style-type: none"> Update on the School Music Service **New** Swansea Association of Governing Bodies (<i>tba</i>)
Meeting 12 16 Mar 17 4.00pm CR6, Guildhall	School 3 – Amber School Birchgrove Comprehensive School, (Headteacher and Chair of Governors), Pre meeting with Challenge Advisor – to be contacted
**Possible extra meeting TBA (Mar)	Pre-decision Scrutiny: Commissioning Review of Alternative Learning Needs/Special Educational Needs
Meeting 13 6 Apr 17 4.00pm CR6, Guildhall	<ul style="list-style-type: none"> EMLAS update Evaluate year and discuss possible topics for new municipal year

Topics also identified to be prioritised and to be scheduled in year:

1. Effective networks and collaborations between schools – cluster working (behaviour)
2. Preparedness for School (To become a separate inquiry)
3. A particular reference to Science when speaking to schools this year
4. New Estyn Inspection Regime from 2017 (all councillor briefing to be arranged)
5. Home-schooling non statutory guidance (to agenda when published in Autumn)

Item 5

For Information

A. Estyn Inspections Summary
(Published since your update in November 2016)

For Information

School	Date published	Schools Current Perf. and prospects for improvement	Previous Estyn Inspection outcome	Estyn Recommendations
School None	2016			R1 R2 R3

Morriston Comprehensive School - Outcome of the monitoring visit - 8 November 2016

Morriston Comprehensive School is judged to have made good progress in respect of the key issues for action following the Estyn visit in February 2015. The school has been removed from the list of schools requiring Estyn monitoring. There will be no further Estyn monitoring visits in relation to this inspection.

Relevant statistical, research or articles since last update (*Published since your last update in June 2016*)

Reports, Articles and Good Practice

Estyn Report: Raising the attainment, achievement and aspiration of children who are looked after. Children who are looked after still face barriers to attainment and achievement in learning.

The latest Welsh Government statistics show there is still a wide gap between the attainments of children who are looked after and that of other pupils. But schools and local authorities across Wales are taking action to support children who are looked after, helping them fulfil their potential and raise their aspirations.

Estyn's report, '*Raising the attainment, achievements and aspirations of children who are looked after in Wales*' focuses on examples of best practice in schools and local authorities. These are illustrated by a series of case studies.

Meilyr Rowlands, Chief Inspector, says,

"Nearly half (45%) of children who are looked after are not engaged in education, training or employment (NEET) or in touch with their local authority at the age of 19. This compares with around 5% of other children. This report shows that with commitment, determination and a clear strategic vision, gaps in attainment can be tackled and reduced."

The findings

The report found that the schools and local authorities that are most effective in supporting children who are looked after had many features in common:

- strong pastoral support at times of crisis or personal difficulty
- effective tracking to monitor progress
- personal education plans focused on clear outcomes, including goals for personal development and independence
- a willingness to listen to and use feedback from children and carers
- regular staff training
- senior leaders who recognise the need for additional support and guidance, and ensure it happens

The best practice case studies illustrate a wide range of strategies to support children who are looked after.

Brynteg Comprehensive School

The school uses the pupil deprivation grant for looked after children to provide additional support and resources for pupils, to widen their cultural experiences and to work with foster carers. It involves pupils and carers in decisions on how to use the grant funding to support everything from additional tuition or literacy and maths "bootcamps" to revision packages, after-school clubs and holiday activities.

Pupils enjoy school and have opportunities to participate fully in school life. At 95%, the attendance of children who are looked after is higher than the average for other pupils. There have been no permanent exclusions in the last three years and the number of fixed-term exclusions is very low.

At key stage 3, many pupils achieved the expected level for their age in the core subjects. All pupils at GCSE achieved the level 1 and level 2 indicators.

Recommendations

1. The report recommends that schools and local authorities should build on the many examples of best practice identified in this report.
2. Regional consortia could improve how they plan for support grants to ensure schools are clear on the priorities for grant use. Their planning also needs to take enough account of the complex needs of children who are looked after
3. The Welsh Government should consider broadening performance measures to include progress relative to the child's starting point and extending beyond statutory school age. It also needs to ensure that the regional consortia's spending plans are appropriate to local need and based on a sound analysis of the needs of children who are looked after

Publication date

Tuesday, 5 July, 2016



[Raising the attainment, achievement and aspiration of children who are looked after - a best practice report](#)
