

Appendix 3 - Statement on the GCSE achievement for Children in Care for 2010/11

Key Stage 4 former NI 101

	2011	2010	2009
Number of pupils in OC2 cohort	29	36	23
Number of pupils Statemented	11 (38%)	58%	52%
Number of Pupils School Action +	7 (24%)	14%	13%
Number of Pupils School Action	2 (7%)	0	4%
Total with SEN interventions	71%	72%	69%
Children of Year 11 chronological age working in Year 10	2		
Did not take any GCSE level examinations	13 (45%)		
UASC / Recent arrivals	3		
In foster placements in City schools	12 (41%)		
OOA Schools	12 (41%)		
OOA residential / education providers	4		
Without a School Place	2		
(Although neither were in care for 12 months not included in reported or analysed figures, but discussed in my report to members)			
	2011	2010	2009
5 A* to C including Eng & Maths English LAs 2011 Results	3 (10%)	14% (12.8%)	4%
5A* to C English LAs 2011 Results	10 (31%)	31% (31.2%)	13%
1+ GCSE	16 (55%)	44%	43%

16 (55%) pupils were educated in settings outside the City, spread throughout England and 11 (38%) were educated in special schools to address their individual needs.

Narrative:

The health warning for this data is that the cohort is small. At GCSE the results obtained by our children in care reflect or exceed the predicted grades made by the schools that the children attended. It is difficult to make a clear comparison with previous years as the children are different and their experiences are different. In addition the cohort is made up of children who have been in care for

varying lengths of time and those who were not in care when they started their Secondary education.

Having said that the overall figures for some of the measured of achievement are lower, but the changes in percentages often reflect the impact made by one child achieving slightly better than in previous years. It is difficult to see what more in terms of support could be put in place as short term measures to further stretch the results given the experiences and educational needs of these children and their previous educational performance.

In addition to the universal support that the schools gave to these children to support their preparation for the SAT's we ensured that we supplied funding for 1 to 1 tuition in schools in preparation for their examinations. All tuition started early this year, before Easter, so that we could ensure that it could continue after the beginning of the new financial year. In total, 5 young people accepted the offer for additional tuition.

The level of children with full statements of Special Educational Needs in this cohort is high, but significantly lower than we have experienced in other years. The figures are slightly higher than the national averages for English children in care. However, the figures for all of the children in care who have received some type of SEN intervention remain the same as previous years and is significant for our overall performance. Most of the children who did not take any examinations were not able to do so because of their specific educational needs associated with their Statement.

In addition, two 16 year old young people did not take any examinations last year as their specific experiences meant that at some point in the past they were moved back one school year. These young people will take examinations in 2012, will not contribute to our official results next year as they are now within the correct year chronological group.

We are confident that these Statements have been awarded for legitimate reasons. The high level of Statementing was tested by OfSTED in the full Children's Services inspection as they too were concerned about the high numbers. The conclusion that OfSTED came to then was that all of the children in care living in Peterborough met our thresholds for a statement.

There is still evidence that next year we need to work more closely with carers and schools to ensure that the Pupil Premium is used to the best benefit of our children in care. The Virtual School would suggest that this needs to be targeted to provide tuition as we were able to do in the past using the funds available for the Personal Education Allowance. This will be difficult as the decision on how schools use the Premium remains solely with the school.

Next year, if the cohort remains the same we have 28 children who will be in the chronological Year. 10 (36%) are educated in special schools. 12 (43%) are currently educated outside the City.

Brian Roberts
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