

**Appendix 2 - SATs results at Key Stage 2 for 2010/11
January 2012**

Key Stage 2 former NI 99 & NI 100

	2011	2010	2009
Number of pupils in OC2 cohort	15	11	16
Number of pupils Statemented	8 (53%)	55%	50%
Number of Pupils School Action +	2 (13%)	18%	13%
Number of Pupils School Action	1 (7%)	0	0
Total with SEN interventions	73%	73%	63%
Number of Pupils dis-applied from SATs	3 (20%)	55%	6%
CiC obtaining Level 4 in English writing	4 (27%)		
CiC obtaining Level 4 in English reading	8 (53%)		
English over all published figures	7 (46%)	46%	25%
Average 2011 figure for all CiC in English LA's		53%	
CiC obtaining Level 4 in Maths	5 (33%)	37%	31%
Average 2011 figure for all CiC in English LA's		52%	
CiC obtaining Level 4 in English and Maths	3 (20%)	Newly reported figure	
Average 2011 figure for all CiC in English LA's		46%	

A further two children become Looked After during Year 6, neither achieved Level fours in the core subjects and one was dis-applied from the assessment by their school.

6 (40%) pupils were educated in settings outside the City, as far away as Kent and Shropshire and 3 (20%) were educated in specialist schools to address their individual needs.

Due to personal circumstances one child moved residential placement from the City to a specialist provision in Shropshire at the time that the SAT s were being taken. This meant that she was unable to take any of the tests.

Narrative:

The health warning for this data is that the cohort is small and therefore the fluctuations in percentages recorded may well be as much due to the numbers of children in the cohort as it is to changes in attainment. In addition each year relates to different children, each of whom has had very different experiences and therefore direct comparisons of the percentage figures should be treated with a degree of caution.

From studying the predictive grades from the young people's schools these results are in line with the schools predictions. In comparison to last years results the overall

figures for achievement are lower, but the number of children with a degree of SEN intervention is very high. The virtual school believes that this cohort of children achieved in line with their expectations and fulfilled their potential. 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.

There is no real pattern relating to the length of time a child had been in care compared to their results. In this cohort many of the children had been part of the care system for a considerable time. Up to 10 years +. However, from the results, there was a tendency that those that had been in care longer faced more significant educational challenges. Therefore, on this occasion, it has been hard to draw any conclusion about the way that the length of time in care has impacted on the results.

In addition to the universal support that the schools gave to these children to support their preparation for the SAT's we supplied funding for 1 to 1 tuition for 6 children (40%) and additional funding to enhance their education as personal education allowances to 4 children (26%). 6 children also benefited from 1 to 1 tuition in their schools under the making good progress initiative.

The level of children with full statements of Special Educational Needs in this cohort is significantly high. This reflects the general situation within the Looked After Cohort in Peterborough. It is over 20 times higher than the population in general and twice as high as the national level for children in care. This is significant for our overall performance. 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.

Last year we recorded that there was evidence that there is a need for further work with foster carers (and fostering Social Workers). At that time, one child did not attend their Maths SAT despite being predicted a level 5, the reason that this happened was that the carers had a family emergency and took the child away, because *'it was only a SAT!'* This year one child missed their maths SAT again, but they were not predicted a level 4. This time it was due to genuine illness.

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.

Next year, if the cohort remains the same we have 16 children who will take SAT's. Only 1 is educated in a Special School, although 4 have Statements. 7 are currently educated outside the City.

National figures are now using the cohort of children who have been in the care system for 6 months or more, rather than the current figures based on being in care for 12 months or more. This means that the national comparisons are not quite like for like.

Brian Roberts
Virtual School Head
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