

Answers to issues raised by the Scrutiny Committee

How many of Telford's Children in Care are in Telford Schools

PRIMARY	YEAR	T&W	Other Local Authority	Total in T&W Schools
	R	2	0	2
	1	6	2	8
	2	12	1	13
	3	2	3	5
	4	17	1	18
	5	11	6	17
	6	10	1	11
Total in Primary		60	14	74
(Total no. of children in Primary Schools in T&W)				(15,877)
SECONDARY	7	2	2	4
	8	12	2	14
	9	18	8	26
	10	11	4	15
	11	19	8	27
Total in Secondary		62	24	86
(Total no. of children in Secondary Schools in T&W)				(8,360)
Overall Total		122	38	160

In 90% of schools there are 3 or less pupils who are CiC

Only 2 schools have 10 or more pupils who are CiC

How is attainment measured by DfE?

Attainment can be measured in two ways:

- National Curriculum levels/GCSE grades reached compared to age-related expectations
- Progress made – 2 National Curriculum levels per Key Stage in primary, followed by the equivalent of 3 across secondary

How does the LA know that CiC pupils are being adequately challenged and supported academically?

For each CiC the LA has the attainment data for that child from the age of 7 and pre-5 for those children who have been in LA-controlled nursery provision. (Private

providers do not always complete the Early Years Foundation Stage Profile, also not all children attend nursery).

This allows Corporate Parenting Team education staff to evaluate the attainment targets set by the school termly and to have a conversation with the school's Designated Teacher (DT) for CiC if there are any concerns.

CiC who are underachieving may need an intervention (e.g. 1:1 tuition) to address gaps in learning as identified by the school.

In primary schools, standards of attainment for CiC are rigorously externally monitored and evaluated by the LA School Improvement Advisors on their regular termly visits to the schools.

Arrangements for pro-active monitoring and evaluation of progress and attainment are under discussion at present.

How well are T&W CiC doing at present?

Using the most recent data on CiC from national databases (Nov 2011) and looking at whether pupils in Years 3 – 12 have made the **expected progress** at the end of Key Stages 1, 2, 3 and 4, results are as follows:

Year 3 – 12 Pupils in Education Settings in Borough of Telford and Wrekin

Subject areas in which DfE-recommended expected progress was made – 247

Subject areas in which DfE-recommended expected progress was not made – 105

Wrekin

Subject areas in which DfE-recommended expected progress was made – 102

Subject areas in which DfE-recommended expected progress was not made – 54

Most pupils are therefore making the expected progress but there is a significant number who are underachieving and who need a range of interventions to help them close the gap.

These will range across all 5 ECM areas in an effort to build the confidence and resilience that all learners need to succeed.

How are CiC engaged in the education planning and reporting process?

Every CiC has an entitlement to a Personal Education Plan (PEP) which has to be set up by the child's Social Worker working with the Designated Teacher as soon as a child comes into care, with a review every six months. In some circumstances CiC, a member of the CPT education staff will also attend the PEP review to offer challenge and support.

As an integral part of the PEP each child is asked about their likes, dislikes, strengths, weaknesses, targets for the next six months and support needed to achieve them.

The PEP will clearly identify ways for the targets to be reached and where necessary require the identification of an additional resource to support the process.

How effective are Personal Education Plans (PEPs)?

The effectiveness of PEPs varies considerably. Corporate Parenting Team staff are training both Social Workers and Designated Teachers (DT) in the production of more effective PEPs with a particular focus on smarter targets which are to be reviewed half termly separately by the SW and DT. The DT should be having a conversation with the relevant teacher to set new targets at that point and to have a brief conversation with the CiC so that there isn't an undue delay in moving progress forward.

This should help schools to reinforce the importance of the PEP in the mind of the learner.

How does the LA monitor the attainment of T&W CiC placed out of borough?

CiC placed outside the borough have the same entitlement to a PEP as those placed within the borough. Progress is followed closely and visits are undertaken to the education placements as and when needs arise.

Due to the greater complexity of gathering information for T&W CiC placed in education settings out of the borough there will be an increased focus on acquiring attainment data for these children and arranging for a member of CPT education staff to visit the first available PEP meeting (max 6 months away).

What additional contribution have partners offered to support Children in Care

Members of the Local Strategic Partnership have offered a number of opportunities to improve the life chances of Children in Care. These include provision of laptops for a number of older young people in return for work by CiC on a communication strategy, reserving 2 places on Cadet Scheme for 15-17 years-old, opportunities to volunteer, links with local businesses – attendance at exhibition and breakfast meeting, article in local newsletter, individual support for those with entrepreneurial interests. Further ideas are being developed by other partners.