

**VIRTUAL SCHOOL: CHILDREN IN CARE UNVALIDATED END OF YEAR DATA**

**To:** Corporate Parenting Sub-Committee

**Meeting Date:** 15<sup>th</sup> January 2020

**From:** Claire Hiorns  
Virtual School Head Teacher

**Electoral division(s):** All

**Purpose:** To report on the un-validated data (end of academic year 2018-2019) for children in care for more than one year

**Recommendation:** The Committee are asked to note and comment on the report offering support and challenge as necessary

<b><i>Officer contact:</i></b>		<b><i>Member contact:</i></b>	
Name:	Claire Hiorns	Names:	Councillor Lis Every
Post:	Virtual School Head Teacher	Role:	Chairman, Corporate Parenting Sub-Committee
Email:	<a href="mailto:Claire.hiorns@cambridgeshire.gov.uk">Claire.hiorns@cambridgeshire.gov.uk</a>	Email:	<a href="mailto:Lis.Every@cambridgeshire.gov.uk">Lis.Every@cambridgeshire.gov.uk</a>
Tel:	01223 743850	Tel:	(office) 01223 706398

## Summary:

This report provides end of foundation stage data, phonics data, end of key stage 1, end of key stage 2 and end of key stage 4 data. It is important to note that as this data un-validated, caution is needed when drawing conclusions as it is likely that percentages will change. For this reason no analysis has been included. The validated data will be available in April-May 2020, and will be reported to the Sub-Committee with detailed analysis in the autumn term 2020.

## 1. BACKGROUND

- 1.1 The purpose of this report is to share the outcomes of the qualifying cohort (children in the care of Cambridgeshire County council for a year or more as of 31<sup>st</sup> March 2019). It is important to note that this is a proportion of the children the virtual school support rather than representative of all children in care.

## 2. MAIN ISSUES

### 2.1 Foundation Stage Data

GLD refers to Good Level of Development. This is the national benchmark for children at the end of the Early Years Foundation Stage (aged 5). Children are deemed to have met GLD if they have achieved the Early Learning Goals in the curriculum areas of Personal, Social and Emotional Development, Physical Development, Communication and Language Development, Literacy and Mathematics.

Good Level of Development (GLD)	RECEPTION (EYFSP)		
	2017	2018	2019
Cambridgeshire - CiC Cohort*	x	12	8 of 10
Cambridgeshire - CiC	x	42%	38%
National - CiC	x	47%	49%
Cambridgeshire - All Pupils	71%	71%	72%
National - All Pupils	71%	72%	72%

\* CiC: Children in Care

- The information is based on 8 out of the 10 children in the cohort.

- When all 10 children's data is accounted for each child will equate to 10%
- There is no data for children in care in 2017 as data did not start to be collected nationally until 2018
- 1 of the recorded children missed GLD in just reading and writing

## 2.2 Phonics Data

Children in year 1 (aged 5-6 years) complete a phonics check. This consists of reading 40 words to a known adult. It includes a combination of 'real' words and 'alien' words. The reason 'alien' words are included is so that the only strategy available to the child is phonics. Children who don't pass the screening resit it towards the end of year 2 (aged 6-7 years).

Phonics - Working at Expected (WA)	Year 1		
	2017	2018	2019
Cambridgeshire - CiC Cohort	x	10	14 of 16
Cambridgeshire - CiC	x	50%	57%
National - CiC	x	63%	64%
Cambridgeshire - All Pupils	80%	81%	80%
National - All Pupils	81%	82%	82%

- The data is available on 14 out of the cohort of 16 children.
- 3 of the 14 children attend special school and owing to their level of need were dis-applied. 1 further child also has an Education Health and Care plan and was dis-applied (25%).

## 2.3 End of Key Stage 1 and 2 Data

At the end of key stage 1 (aged 7) and key stage 2 (aged 11), children are assessed as:

- **Working towards the expected standard:** not yet reaching the standard expected for their school year
- **Working at expected standard:** at the level expected for their year group
- **Working at greater depth:** working more deeply within the expectations for their year.

## Reading: Key Stage 1

Reading			
Expected or Better (EXS or GDS)	KEY STAGE 1		
	2017	2018	2019
Cambridgeshire - CiC Cohort	6	16	14 of 15
Cambridgeshire - CiC	33%	56%	43%
National - CiC	51%	51%	52%
<i>Cambridgeshire - All Pupils</i>	<i>74%</i>	<i>74%</i>	<i>74%</i>
<i>National - All Pupils</i>	<i>76%</i>	<i>75%</i>	<i>75%</i>

## Writing: Key Stage 1

Writing			
Expected or Better (EXS or GDS)	KEY STAGE 1		
	2017	2018	2019
Cambridgeshire - CiC Cohort	6	16	14 of 15
Cambridgeshire - CiC	50%	38%	21%
National - CiC	39%	42%	42%
<i>Cambridgeshire - All Pupils</i>	<i>65%</i>	<i>68%</i>	<i>67%</i>
<i>National - All Pupils</i>	<i>68%</i>	<i>70%</i>	<i>69%</i>

## Maths: Key Stage 1

Maths			
Expected or Better (EXS or GDS)	KEY STAGE 1		
	2017	2018	2019
Cambridgeshire - CiC Cohort	6	16	14 of 15
Cambridgeshire - CiC	50%	56%	29%
National - CiC	46%	49%	49%
<i>Cambridgeshire - All Pupils</i>	<i>74%</i>	<i>75%</i>	<i>75%</i>

National - All Pupils	75%	76%	76%
-----------------------	-----	-----	-----

### Combined Reading, Writing and Maths: Key Stage 1

Combined - Reading, Writing & Maths (EXS or GDS in ALL Subjects)			
Expected or Better (EXS or GDS)	KEY STAGE 1		
	2017	2018	2019
Cambridgeshire - CiC Cohort	6	16	14 of 15
Cambridgeshire - CiC	33%	31%	21%
National - CiC	34%	37%	37%
Cambridgeshire - All Pupils	60%	64%	63%
National - All Pupils	64%	65%	65%

- The data currently represents 14 out of 15 children in the cohort
- 2 children attend special schools and were working below the national curriculum

### Reading: Key Stage 2

Reading			
Expected or Better (EXS or GDS)	KEY STAGE 2		
	2017	2018	2019
Cambridgeshire - CiC Cohort	22	29	25 of 28
Cambridgeshire - CiC	32%	38%	36%
National - CiC	45%	51%	49%
Cambridgeshire - All Pupils	73%	75%	73%
National - All Pupils	72%	76%	73%

- Progress from key stage 1 to 2 is currently -0.92 compared to -0.27 of children in care nationally. 0 would be expected progress.

## Writing: Key Stage 2

Writing			
Expected or Better (EXS or GDS)	KEY STAGE 2		
	2017	2018	2019
Cambridgeshire - CiC Cohort	21	29	25 of 28
Cambridgeshire - CiC	36%	45%	52%
National - CiC	48%	49%	50%
<i>Cambridgeshire - All Pupils</i>	<i>74%</i>	<i>75%</i>	<i>75%</i>
<i>National - All Pupils</i>	<i>77%</i>	<i>79%</i>	<i>78%</i>

- Writing is a teacher assessment rather than a test
- Progress is currently 0.73 compared to children in care nationally -0.83

## Grammar, Punctuation and Spelling: Key Stage 2

Grammar, Punctuation & Spelling (GPS)			
Expected or Better (EXS or GDS)	KEY STAGE 2		
	2017	2018	2019
Cambridgeshire - CiC Cohort	22	29	25 of 28
Cambridgeshire - CiC	41%	38%	52%
National - CiC	50%	50%	53%
<i>Cambridgeshire - All Pupils</i>	<i>75%</i>	<i>75%</i>	<i>76%</i>
<i>National - All Pupils</i>	<i>78%</i>	<i>78%</i>	<i>78%</i>

## Mathematic: Key Stage 2

Maths			
Expected or Better (EXS or GDS)	KEY STAGE 2		
	2017	2018	2019
Cambridgeshire - CiC Cohort	22	29	25 of 28
Cambridgeshire - CiC	27%	38%	56%
National - CiC	46%	47%	51%
Cambridgeshire - All Pupils	73%	72%	76%
National - All Pupils	75%	76%	79%

- Progress is currently 0.36 compared to children in care nationally -0.97

## Combined Reading, Writing and Maths: Key Stage 2

Combined - Reading, Writing & Maths (EXS or GDS in ALL Subjects)			
Expected or Better (EXS or GDS)	KEY STAGE 2		
	2017	2018	2019
Cambridgeshire - CiC Cohort	21	29	25 of 28
Cambridgeshire - CiC	14%	24%	28%
National - CiC	32%	35%	36%
Cambridgeshire - All Pupils	59%	61%	62%
National - All Pupils	62%	65%	65%

- The data is currently on 25 out of the 28 children in the cohort.
- 4 of the children attend special schools and were are working below the national curriculum

### 2.4 End of Key Stage 4 Data

GCSEs are now graded 9-1, with 9 being the highest grade and 1 the lowest. The new GCSE content is recognised as more challenging. Grades 4 and 5 are equivalent to what was a 'C' in the old GCSE grades. Grade 5 is known as a strong pass and grade 4 as a standard pass.

## English and Maths: GCSE

The data is based on those that achieved English and Maths at the end of year 11.

Achieved Basics	KEY STAGE 4					
	2017		2018		2019	
	Std (9-4)	Strong (9-5)	Std (9-4)	Strong (9-5)	Std (9-4)	Strong (9-5)
Cambridgeshire - CiC Cohort	43		55		47 of 72	
Cambridgeshire - CiC	12%	7%	15%	7%	17%	6%
National - CiC	17%	7%	17%	8%	25%	10%
Cambridgeshire - All Pupils	67%	47%	67%	46%	68%	48%
National - All Pupils	x	43%	64%	43%	65%	43%

## Attainment 8

Attainment 8 measures a child's average grade across eight subjects. Maths and English are double weighted.

Attainment 8	KEY STAGE 4		
	2017	2018	2019
Cambridgeshire - CiC Cohort	43	55	47 of 72
Cambridgeshire - CiC	17.9	21.9	22.5
National - CiC	19.3	18.8	25.1
Cambridgeshire - All Pupils	47.7	48.2	49.1
National - All Pupils	46.4	46.5	46.8

## Progress 8

Progress 8 aims to measure the progress a child makes from the end of primary school to the end of year 11. A score of 0 is expected progress.

Progress 8 (Progress from KS 2 to KS4)	KEY STAGE 4		
	2017	2018	2019
Cambridgeshire - CiC Cohort	43	55	47 of 72
Cambridgeshire - CiC	-1.16	-0.71	-0.90
National - CiC	-1.17	-1.24	-0.96
Cambridgeshire - All Pupils	0.10	0.14	0.18
National - All Pupils	-0.03	-0.02	-0.02



- The data is representative of 47 out of the cohort of 72

### **3. ALIGNMENT WITH CORPORATE PRIORITIES**

#### **3.1 A good quality of life for everyone**

The report above sets out the implications for this priority in section 2

#### **3.2 Thriving places for people to live**

There are no significant implications for this priority.

#### **3.3 The best start for Cambridgeshire’s children**

The report above sets out the implications for this priority in section 2

### **4. SIGNIFICANT IMPLICATION**

#### **4.1 Resource Implications**

N/A

#### **4.2 Procurement/Contractual/Council Contract Procedure Rules Implications**

N/A

#### **4.3 Statutory, Legal and Risk Implications**

N/A

#### **4.4 Equality and Diversity Implications**

N/A

#### **4.5 Engagement and Communications Implications**

N/A

#### **4.6 Localism and Local Member Involvement**

N/A

#### **4.7 Public Health Implications**

N/A

<b>Source Documents</b>	<b>Location</b>
n/a	