

## **APPENDIX 3 : Cared for Children Outcomes**

### **2. Educational Outcomes**

All cared for children are supported through their tests and exams so that they can achieve their best possible results but the data in these tables relates to the 'eligible cohort', which is those children who have been in continuous care since 31<sup>st</sup> March 2014 and were still in care on 31<sup>st</sup> March 2015.

#### **Early Years Foundation Stage (age 5)**

<b>Early Years</b>	<b>Cohort</b>	<b>Achieved expected level personal, social and emotional development</b>	<b>Achieved expected level in communication and language</b>	<b>Achieved Good Level of Development in all areas</b>	<b>Percentage achieved Good Level of Development in all areas</b>
Cheshire East 2014	7	4	4	3	43%
<b>Cheshire East 2015</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>20%</b>

Two of the children have SEN and a further two have identified speech and language needs necessitating specialist intervention which has been provided either through Speech and Language Therapy Team or funded by the Virtual School.

#### **KS1 (Age 7)**

<b>KS1</b>	<b>Cohort</b>	<b>L2 Reading</b>	<b>L2 Writing</b>	<b>L2 Maths</b>	<b>L2 RWM</b>
Cheshire East 2014	12	67%	50%	58%	50%
<b>Cheshire East 2015</b>	<b>6</b>	<b>50%</b>	<b>50%</b>	<b>56%</b>	<b>50%</b>
Making age expected progress in Y2 2015	6	83%	83%	83%	83%

There were only a small number of children in this group. Based on the outcomes of the EYFS it was predicted that only 2 children (33% of cohort) would attain the expected level at KS1. Four of these children have SEN in this cohort and have made progress although their attainment is Level 1 or below.

#### **KS2 (Age 11)**

<b>KS2 tests</b>	<b>Cohort</b>	<b>L4 Reading</b>	<b>L4 Writing</b>	<b>L4 maths</b>	<b>L4 RWM</b>
2014	20	71%	62%	71%	52%
<b>2015</b>	<b>16</b>	<b>75%</b>	<b>60%</b>	<b>69%</b>	<b>50%</b>
Making age expected progress from KS1 to KS2 in 2015	16	88%	75%	88%	69%

All the children have been supported during the year and have had bespoke support packages in place. Some children who did not make their expected progress showed very high levels of anxiety before and during the tests and where this was the case they narrowly missed their target grade.

Seven of the children in this cohort have SEN with six attending special schools.

#### **KS4 (age 16)**

	<b>Cohort Size</b>	<b>Number 5+A*-C inc. Eng./ma</b>	<b>% 5A*-C inc. Eng./ma</b>
2014	27	4	15%
England 2014			16%
<b>2015</b>	<b>24</b>	<b>6</b>	<b>25%</b>

All the pupils in this group have received intensive support during the year. At the start of the year there were 7 pupils who had not school due to placement moves and arrangements were made for all of these to have a full curriculum with the opportunity to complete at least 5 GCSE (or equivalent) courses, including English and maths. This included 1:1 tutoring, work experience and vocational courses. Data was collected from school regularly and the predictions made in January suggested that 4 pupils (16%) were on line to gain 5+A\*-C including English and maths.

10 pupils (40%) have statements/EHCP for MLD or BESD. Of these 2 were educated in maintained special schools and 2 in independent schools.

#### **KS5 (age 18)**

19 Young people have completed FE or A level courses in 2015 - outcomes are shown below

Type of course/venue	Number	Outcomes	Notes
Entry at Special school	7	All making progress	Most to continue to Y14
Entry-L2	10	All completed course	
L3 Vocational/A levels	5	All passes	A level passes – all to HE or next stage of vocational training