

## **Devon Education and Learning**

### **Education and Learning Performance Report Quarter 4 - 2018/19**

#### **Discussion Brief.**

**This document provides the quarterly figures for key areas of monitoring and also updates to the annual report to reflect the latest national statistical releases.**

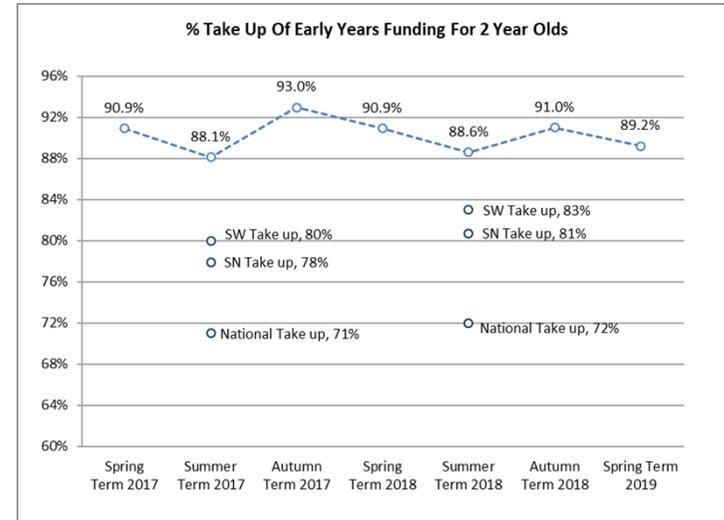
# 1 Closing The Gap Early Years

## Take up of Early Years Funding for 2 year olds

The take up of funding for 2 year olds reflects the trend in previous years and is close to the take up for the same period last year (90.9%). Devon continues to perform significantly better than latest national (72%) and regional (83%) take up rates.

Take up of 2 year olds places is a parental choice. Therefore, we would not expect all 2 year olds to be accessing a place, as some parents will prefer to wait until their child is older.

Data sources: Devon take up: Early Years Team, DCC, Apr 2019, national and regional benchmarks DfE LAIT at 12/09/18



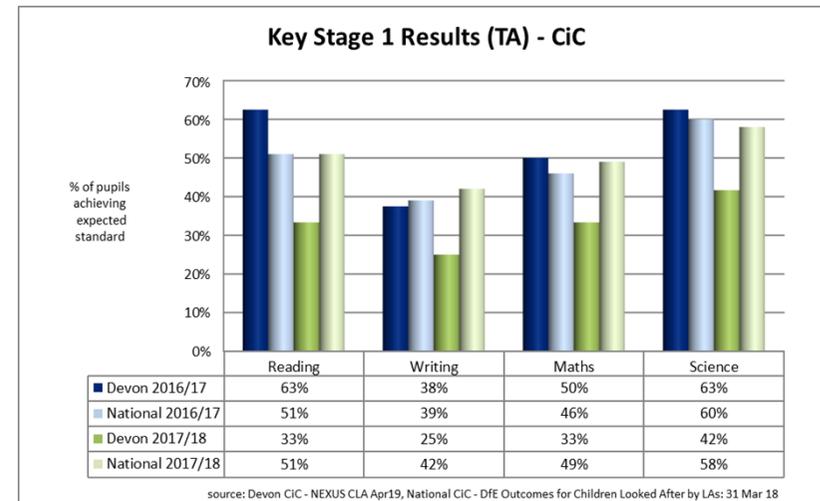
Data source: Early Years Team, DCC, April 2019, DfE LAIT 12/09/18

# 1 Closing The Gap Children in Care 2017/18

## Children in Care (those in care to Devon and but educated in any LA) - published results

Recently published information confirms the information in the draft annual report that Children in Care are not performing as well as last year across all Key Stages.

**At Key Stage 1**, published information indicates that Devon Children in Care are not performing as well as nationally in each of the subjects. However, local information for this cohort indicates that progress is being made as outcomes for this cohort are better at Key Stage 1 than EYFS (25% of the cohort achieved EYFS). 2 out of 3 children who sat Key Stage 1 in 2017/18 have special educational needs.



source: Devon CiC - NEXUS CLA Apr19, National CiC - DfE Outcomes for Children Looked After by LAs: 31 Mar 18

# 1 Closing The Gap Level 2 qualification at 19yrs 2017/18

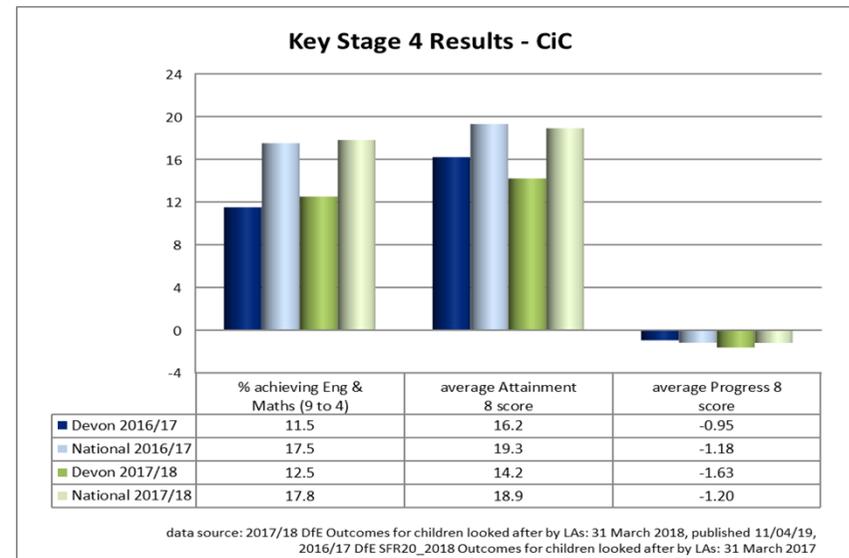
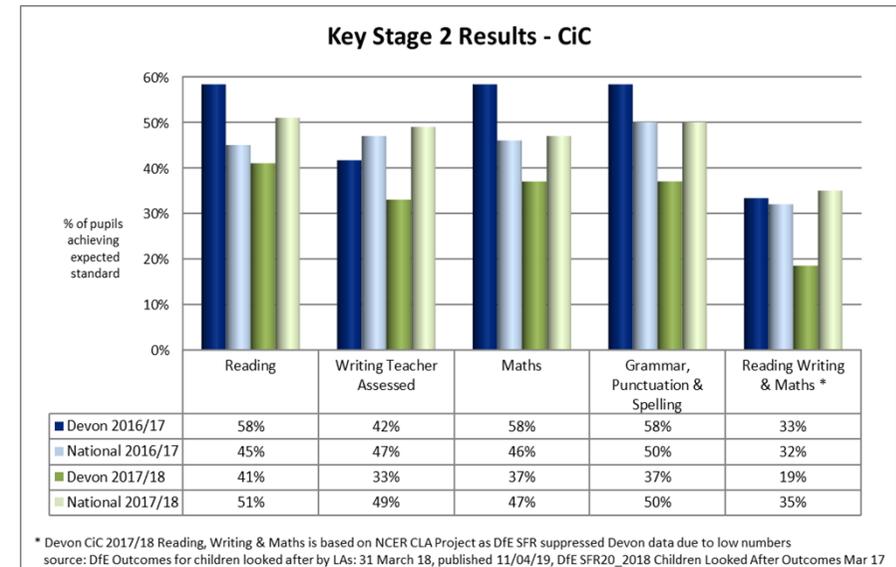
**Key Stage 2**, published information indicates that results have fallen and are below the national average. Information from the NCER Child Looked After Project indicates that 41% of the cohort have an Education Health and Care Plan and a further 33% have an identified SEN need (74% in total).

Within the primary phase, the Virtual School is working closely with Babcock LDP School Improvement Advisors to ensure that there is challenge and support for schools. Visits to schools now include scrutiny of books and assessment information. The Virtual School have also joined a significant reading research project through the REES Centre aimed at improving reading for Key Stage 2 Children in Care.

**Key Stage 4**, there is limited published information available as the Department for Education did not publish any information on EBACC measures and suppressed outcomes for the English & Maths grade 9 to 5 measure due to low numbers. Performance in English and Maths at grades 9 to 4 has improved slightly for Devon Children in Care but it is still below the national average.

Analysis shows that there are a number of factors contributing to the results, as shown below. However significant work is in place to improve outcomes for Children in Care and these are shown in Appendix A.

- The number of children with a statutory plan (EHCP) and those with school identified special educational needs is very high and above the national average. For example, the current Year 11 has over 38% of the cohort with an EHCP and a total of 60% with SEND including an EHCP.
- A high number of children come into care in secondary school. Research from the Rees Centre demonstrates that the longer a child is in care, the better the outcomes. For the current Year 11 just under 20% came into care in Key Stage 4 and 45% in Key Stage 3.
- Some children have a high number of care placements and, as a result schools. Moving in Year 10 and 11 is very hard for children because the GCSE course covers two years and schools do not all use the same examination boards, so the syllabus will be different.
- In some cases, children who come into care in Key Stage 4 are placed out of Devon which further complicates obtaining a school place especially for those with EHCPs. The Virtual School's priority is to improve outcomes for all Children in Care and has ensured that education is in place without delay. This can mean tutoring for those moved at short notice and examination entries.

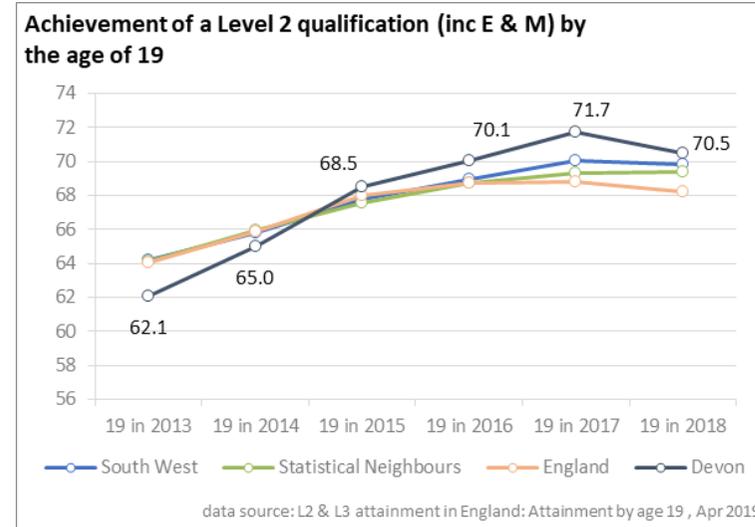


**Projects to improve outcomes for Children in Care are shown in appendix A.**

# 1 Closing The Gap Level 2 qualification at 19yrs 2017/18

## Attainment of Level 2 qualifications by those aged 19

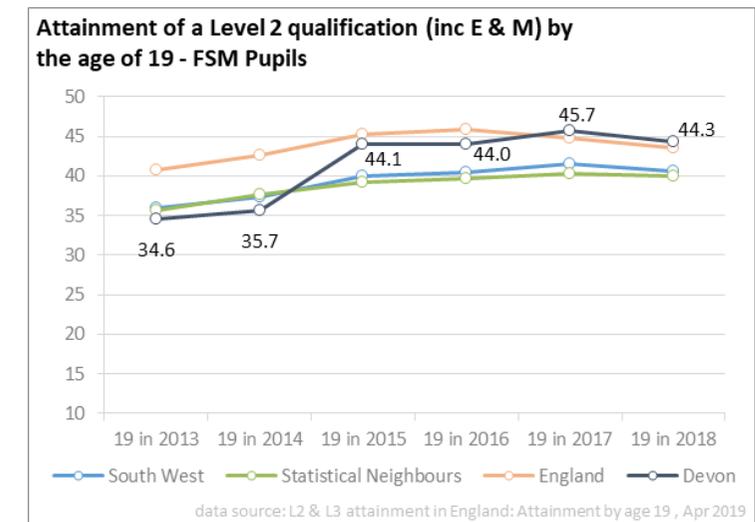
The percentage of 19 year olds qualified to Level 2 including English and Maths has fallen slightly in the last year to 70.5%. Devon continues to perform better than nationally (68.2%) and regionally (69.8%).



## Level 2 qualifications by those aged 19 – FSM Cohorts

The performance of Free School Meal pupils has also fallen slightly in the last year with 44.3% of 19 year olds qualified to Level 2. Devon is performing significantly better than regionally (40.6%) and slightly better than nationally (43.5%).

The attainment gap for Devon's FSM pupils remains stable at 29%. This is in line with the national attainment gap (29%) and is narrower than regionally (29.2% compared to 32.5% regionally).



# 1 Closing The Gap Level 2 qualification at 19yrs 2017/18

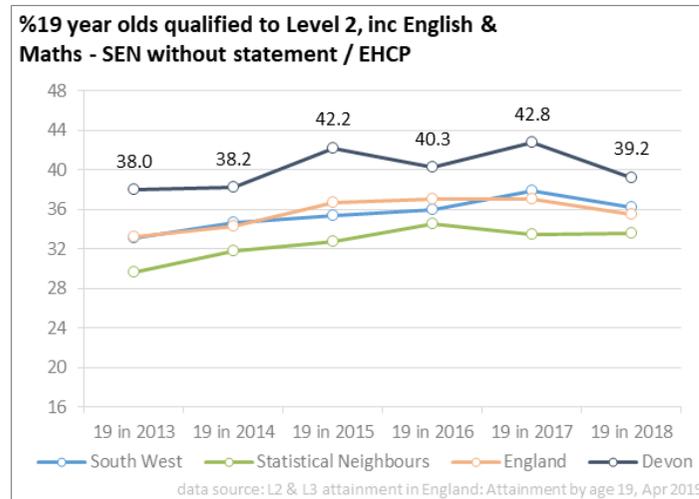
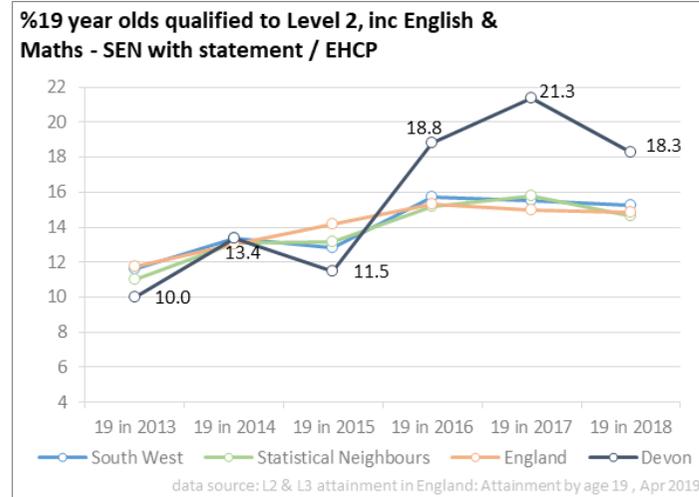
## Level 2 qualifications by those aged 19 - SEN Cohorts

The percentage of 19 year olds with SEN statements/EHCPs qualified to Level 2 including English & Maths has fallen slightly, with 18.3% qualified to Level 2 in 2018. Devon young people perform significantly better than nationally and regionally (14.8% and 15.2% respectively).

**Devon is in the top performing quartile for 19 year olds with an EHCP.**

The percentage of 19 year olds with SEN but without a statement/EHCP qualified to Level 2 has also fallen. However, Devon continues to perform significantly better than nationally and regionally, 39.2% compared to 35.6% and 36.2% respectively.

**Please note due to the presenting need of the cohort there can be significant year on year differences.**



## 2 Inclusion SEND

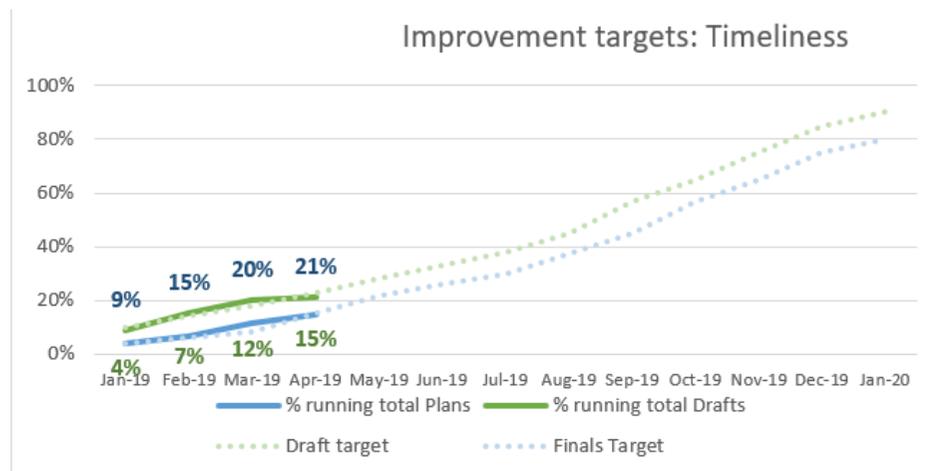
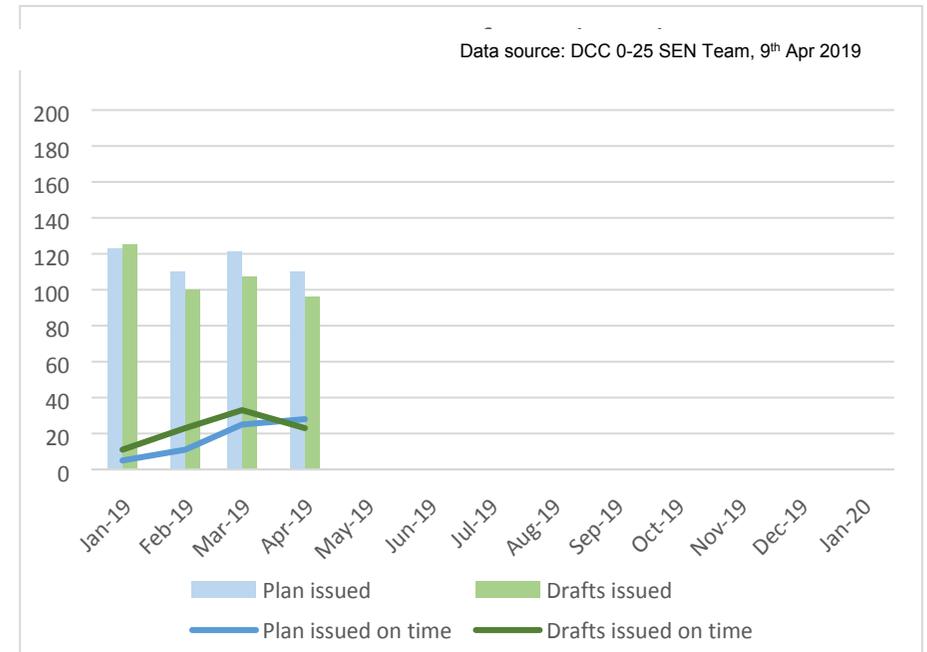
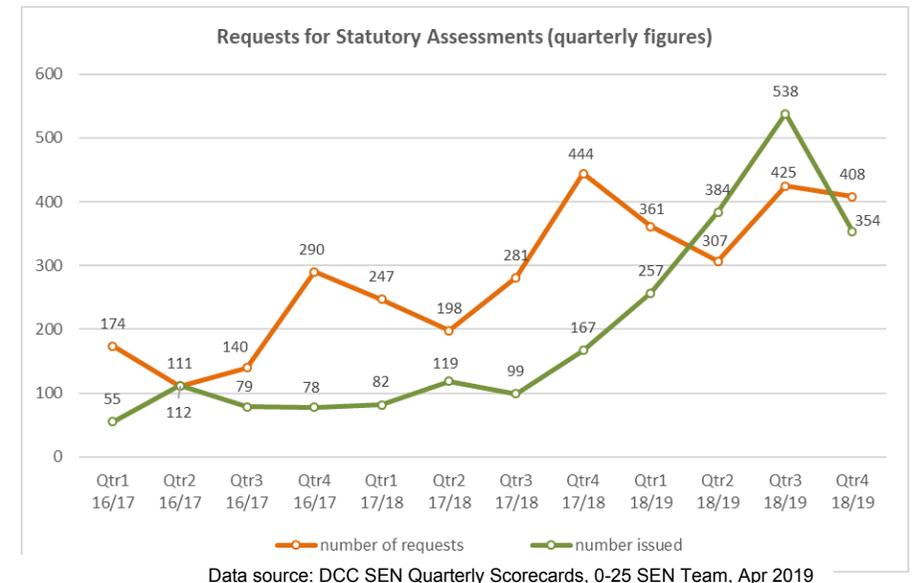
### Requests for Statutory Assessments

There has been a total of 1,501 new requests for statutory assessments in the 2018-19 financial year compared to 1,170 in 2017-18. This represents a 28% increase.

1,533 plans were issued in the 2018-19 financial year, a significant increase on the 467 issued in 2017-18 and reflects the additional staffing and change in processes which have been put in place to address some of the issues around timeliness. Note: number of plans issued is higher than number of new assessments as some of the plans issued in 2018-19 would have been requested at end of 2017-18.

The charts opposite shows the number of plans being issued has seen improvements over time. Note: **quarter 4 shows a predicted drop as in this quarter there is a statutory deadline to amend Education Health and Care Plans for all Year 6 (Feb 15<sup>th</sup>) and all Year 11 (Mar 31<sup>st</sup>) pupils ready for the following September when they start at secondary and Post 16 schools and colleges. This is a significant piece of work for the SEN team to undertake during the Jan to March period.**

There is still a backlog of work to complete and therefore due to the time it takes to complete an assessment (20 weeks) there will be a delay before the numbers completed within timescales is reflected in that data. The trajectory is shown below and actions taken to deliver this improvement are shown in the **Written Statement of Action** (need to make this a link when final version is on line.)



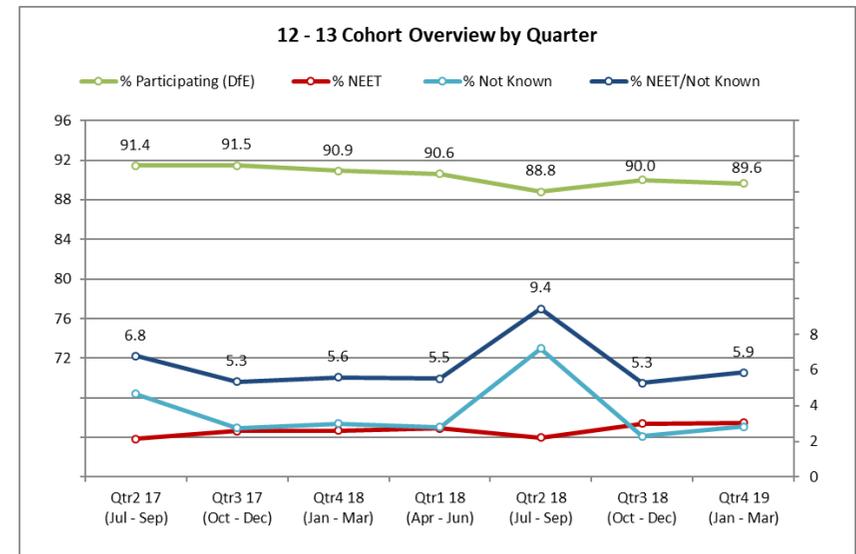
## 2 Inclusion Not in Employment, Education or Training

### Overview (16 and 17 year olds<sup>1</sup>) March 2019

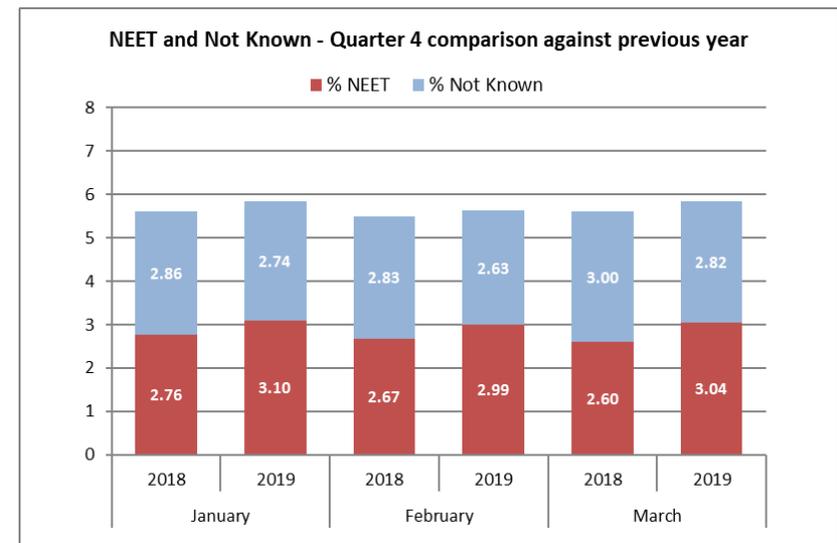
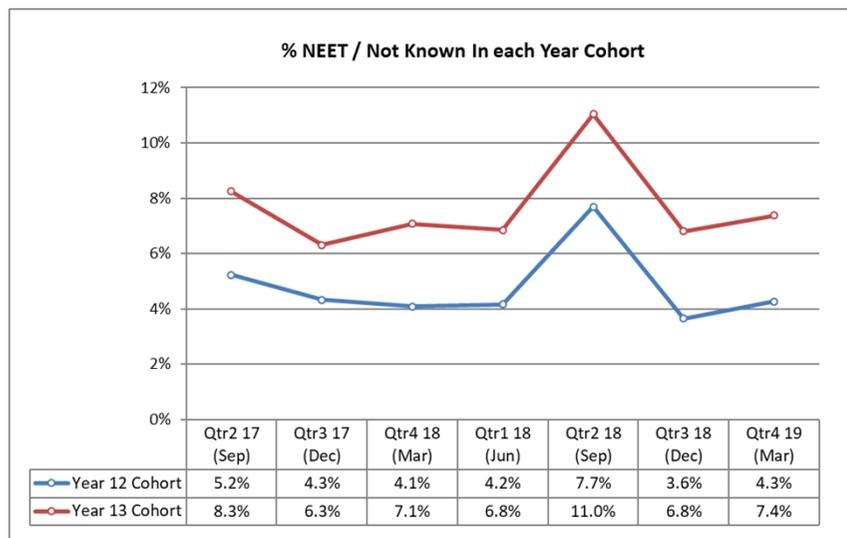
Latest information from Careers South West (Mar 2019) indicates that the percentage of young people who are NEET in Devon is slightly higher than the same period last year (3.0% compared to 2.6% in Mar 2018). However, the Not Known rate is slightly lower (2.8% compared to 3.0%). The combined NEET / Not Known measure for the overall cohort is marginally higher than the same period last year (5.6%).

When reviewed by cohorts, Year 12 has the lower NEET / Not Known rate with a rate of 4.3%, close to the same period last year (4.1%). The NEET/Not Known rate for Year 13 is slightly higher than last year (7.4% compared to 7.1% in Mar 2018).

<sup>1</sup> data for years 12 and 13 are now regarded as targets by the DfE in line with the statutory duty on local authorities to track young people destinations



Note: the peak in the NEET/Not Known rate is due to young people leaving education / training at the end of the academic year and obtaining confirmation of ongoing study/employment.



Data Source: CSW Monthly Scorecard March 2019 and March 2018

## 2 Inclusion Attendance 2017/18

### Overall Absence Rates

The overall absence rate in Devon primary, secondary and special schools is in line with the national average and better than regionally (4.81% compared to 4.81% and 4.97% respectively).

Absence rates in Devon primary schools are slightly better than nationally (4% compared to 4.2% nationally) whilst absence rates at special schools are significantly better (9.1% in Devon compared to 10.2% nationally).

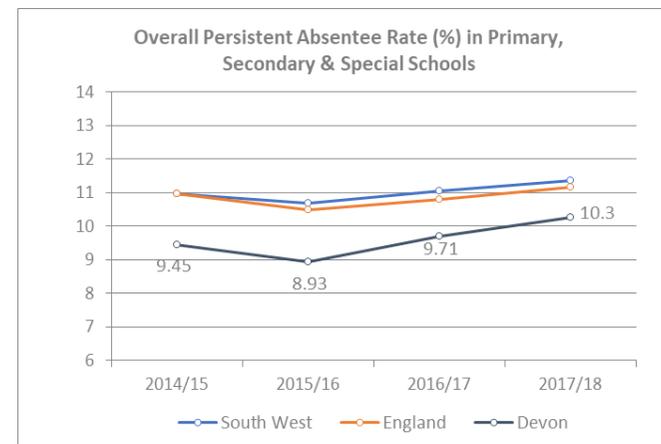
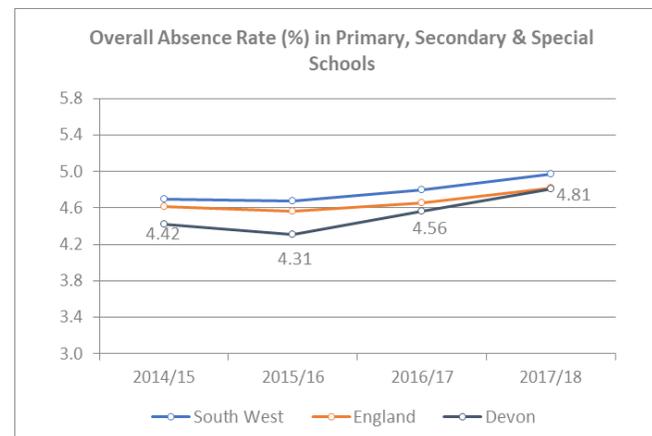
**Devon is in the top performing quartile for both overall absence rates and unauthorised absence rates in primary schools.**

The overall absence rate in Devon secondary schools is slightly higher than seen nationally, with an overall absence rate of 5.9% compared to 5.5% nationally. However unauthorised absence rates in Devon secondary schools are better than national (1.3% compared to 1.6% nationally) and **Devon is in the top performing quartile.**

### Persistent Absentees

The percentage of pupils missing 10% or more of school sessions continues to be better in Devon than nationally and regionally (10.3% compared to 11.2% and 11.3% respectively). **Devon is in the top performing quartile for persistent absentee rates and has the third lowest rate in the South West.**

Persistent absentee rates across primary schools and special schools continue to be better in Devon than nationally. Primary school persistent absentee rates are nearly 2 percentage points lower than nationally, whilst special school absentee rates are 6.5 percentage points lower. **Devon is also in the top performing quartile for persistent absentee rates in primary schools and is ranked 13<sup>th</sup> out of 152 LAs.** Persistent absentee rates in Devon secondary schools are not as good as nationally with 14.69% in Devon compared to 13.9% nationally.

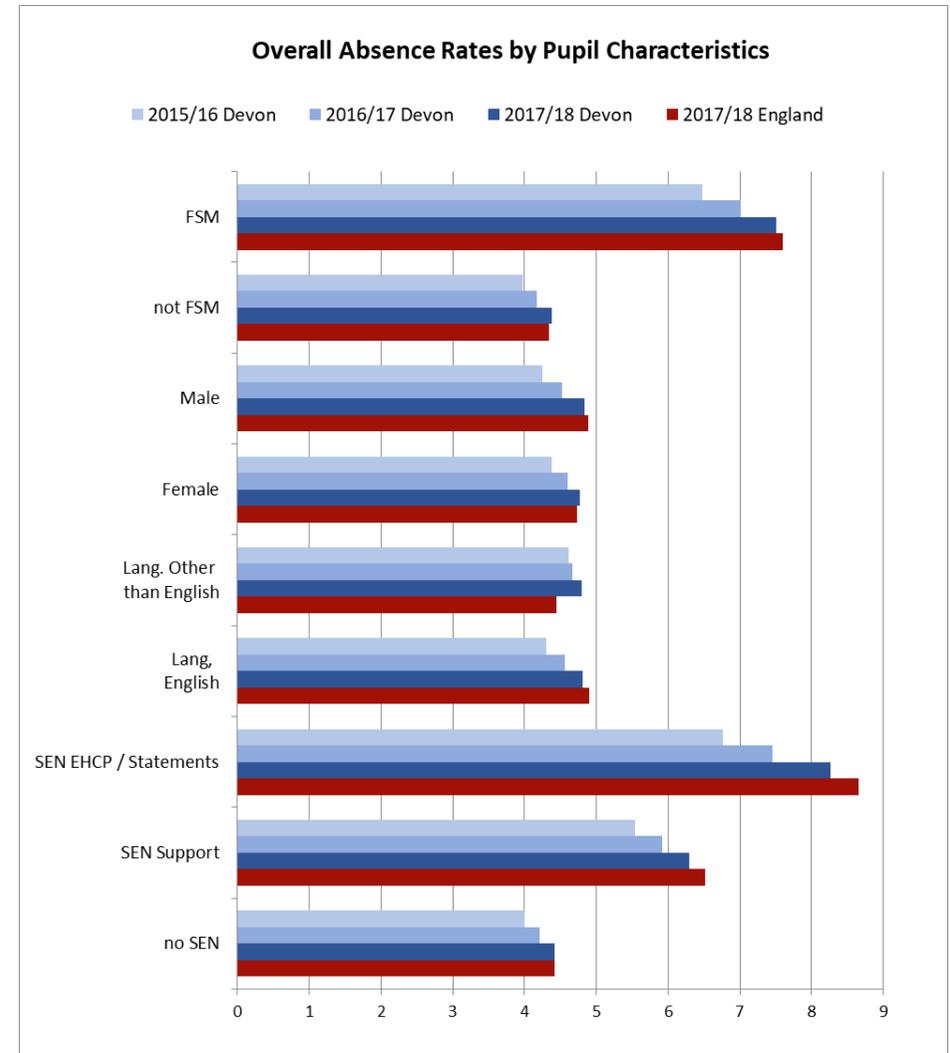


## 2 Inclusion Attendance 2017/18

### Overall Absences – Pupil Characteristics

Absence rates across pupil cohorts have risen slightly in the last year, both in Devon and nationally. However, Devon continues to be better than or in line with national absence rates for the majority of disadvantaged groups;

- Pupils eligible for FSM have higher absence rates than their non FSM peers, both in Devon and nationally. Devon FSM pupils have slightly lower absence rates than nationally (7.5% compared to 7.6% nationally).
- There is little difference in absence rates between genders, females have a very slightly lower rate than males in Devon (4.78% compared to 4.84%).
- Absence rates for pupils whose first language is other than English is similar to their peers whose first language is English. Devon pupils with a First Language other than English have a slightly higher rate than nationally (4.8% compared to 4.4%).
- Pupils with SEN have higher absence rates than their peers with no SEN, both in Devon and nationally. The absence is mostly authorised and links to the pupil's medical needs. Pupils with Statements / EHCPs have higher absence rates than their peers with SEN Support. Both Devon SEN cohorts have better absence rates than nationally.



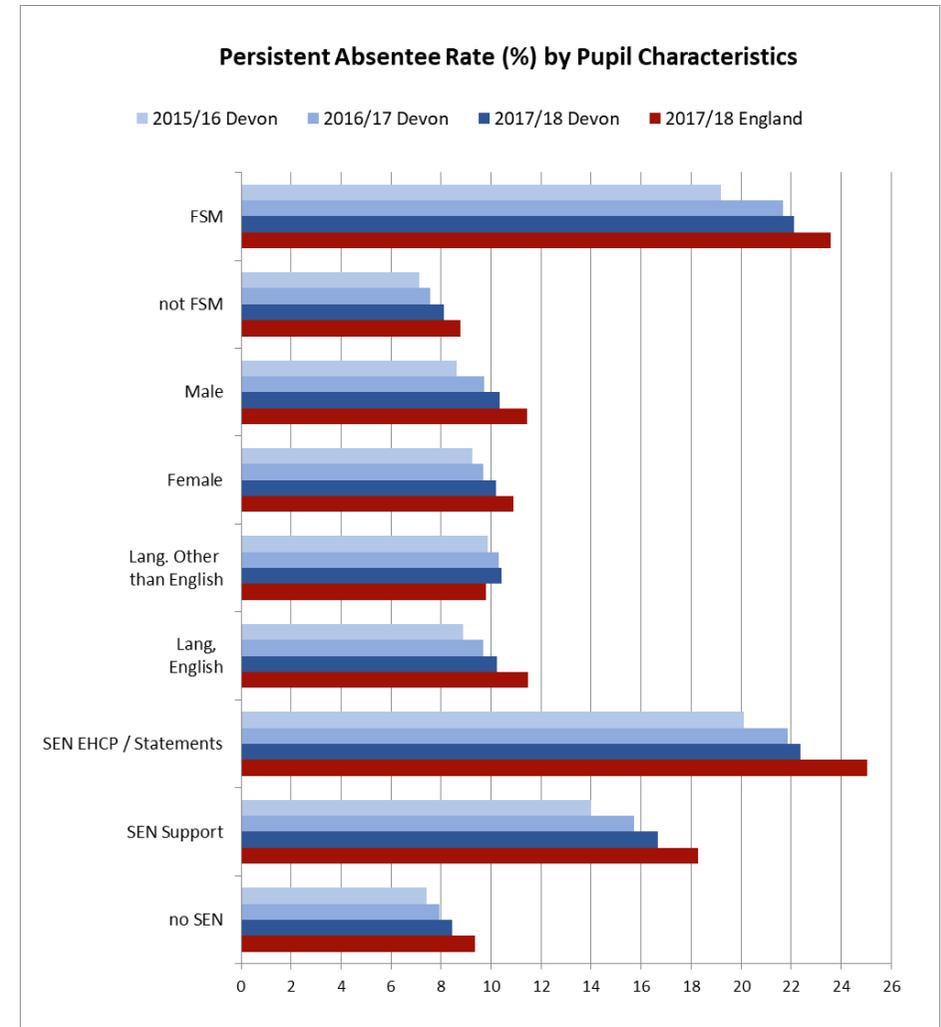
Data Source: DfE Pupil absence in schools in England: 2017 to 2018, March 2019

## 2 Inclusion Attendance 2017/18

### Persistent Absentees – Pupil Characteristics

Persistent absentee rates have also risen in the last year, both in Devon and nationally. Devon is performing better than nationally across the majority of cohorts;

- Fewer FSM pupils were persistent absentees in Devon compared to nationally (22.1% compared to 23.6%).
- Males and females have similar persistent absentee rates, with Devon males performing significantly better than nationally (10.3% compared to 11.4%).
- Devon pupils whose language is other than English have a slightly higher level of persistent absenteeism than nationally (10.4% compared to 9.8% nationally).
- **Devon SEN pupils are performing significantly better than nationally, with both cohorts having lower persistent absentee rates.** 16.7% of SEN support pupils were persistently absent (compared to 18.3% nationally) whilst 22.4% of Statement / EHCP pupils were persistently absent (25.1% nationally).



Data Source: DfE Pupil absence in schools in England: 2017 to 2018, March 2019

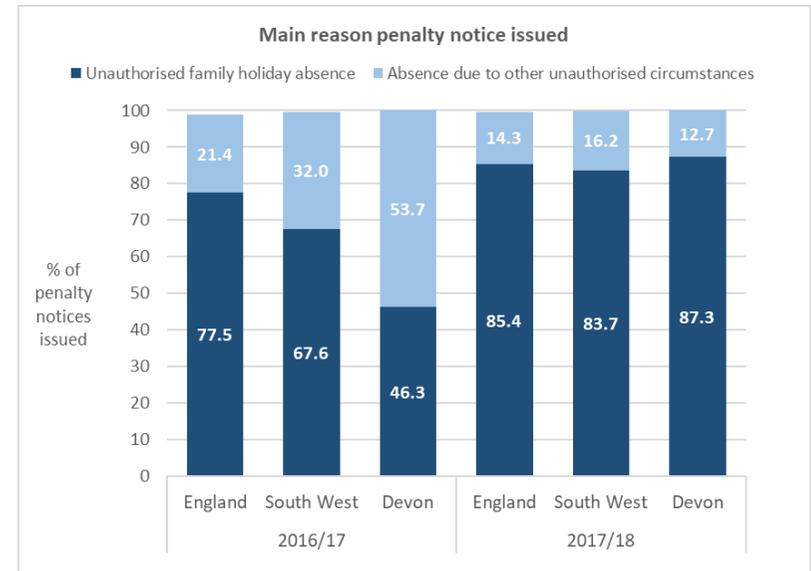
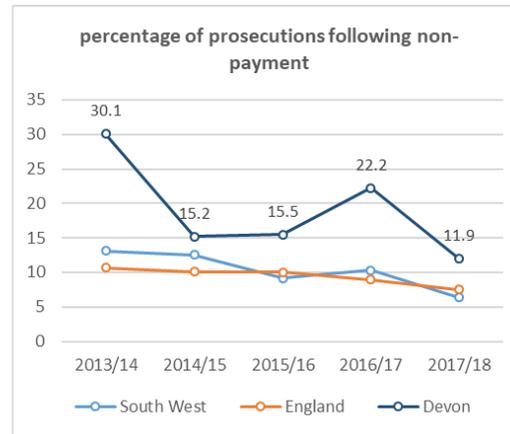
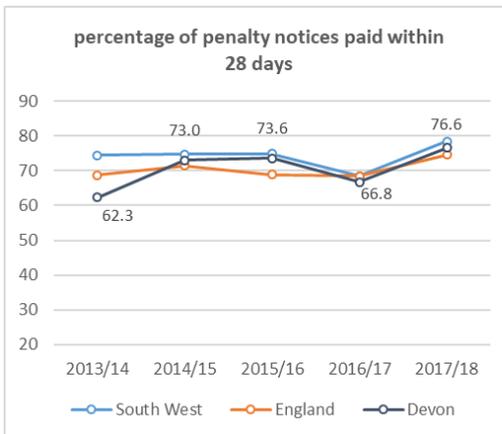
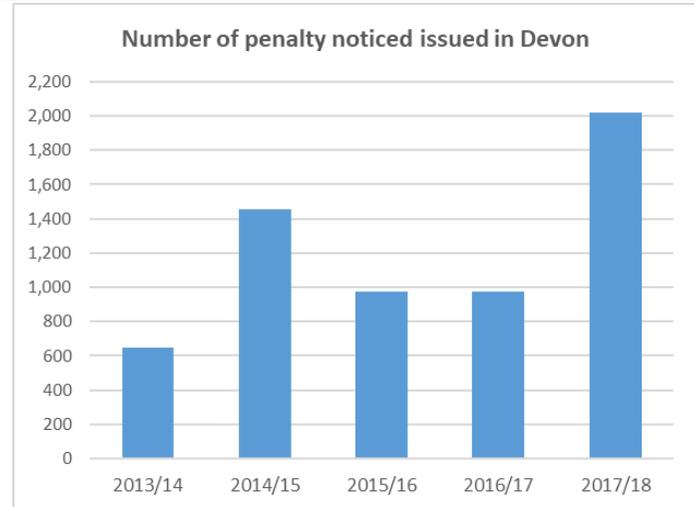
## 2 Inclusion Attendance 2017/18

### Parental Responsibilities - Penalty Notices

The number of penalty notices issued in Devon to address poor attendance more than doubled in 2017/18 (rising from 976 to 2020). The drop in 2015/16 is due to the Council's decision to suspend issuing penalty notices whilst awaiting the outcome of the Isle of Wight case. This also impacted on overall absence rates which rose slightly in 2016/17, both in Devon and nationally.

The majority of notices issued were due to unauthorised family holiday absences (87.3% in Devon and 85.4% nationally). In some Local Authorities this figure was over 97%. This figure saw significant increases in the last year as the Isle of Wight case had been resolved and legal clarification provided over attendance expectations. Reasons for penalty notices being issued has only been collected for the last two years so comparisons to earlier years cannot be made.

The percentage of penalty notices paid within 28 days has risen both in Devon and nationally. In 2017/18 the percentage of prosecutions following non-payment of penalty notices fell in Devon (from 22% to 11.9%).



### 3 Quality Ofsted Outcomes

#### Devon Primary, Secondary and Special Schools

The overall percentage of Devon primary, secondary and special schools, judged by Ofsted as good or outstanding has fallen slightly in this last reporting period. This reflects a national trend. Devon is close to the national average with 84.8% of schools judged as good or outstanding (85.1% nationally). Devon continues to perform better than regionally (84.8% compared to 82.0% regionally).

Data source: Monthly Management Information: Ofsted's school inspections outcomes, Management Information – Schools – 31<sup>st</sup> Mar 2019.

85.9% of Devon primary schools have been judged as good or outstanding, which is slightly less than the national average (86.7%). Devon secondary schools are not performing as well as nationally with 73.8% judged as good or outstanding (compared to 75.0% nationally). 100% of Devon maintained special schools are judged to be good or outstanding.

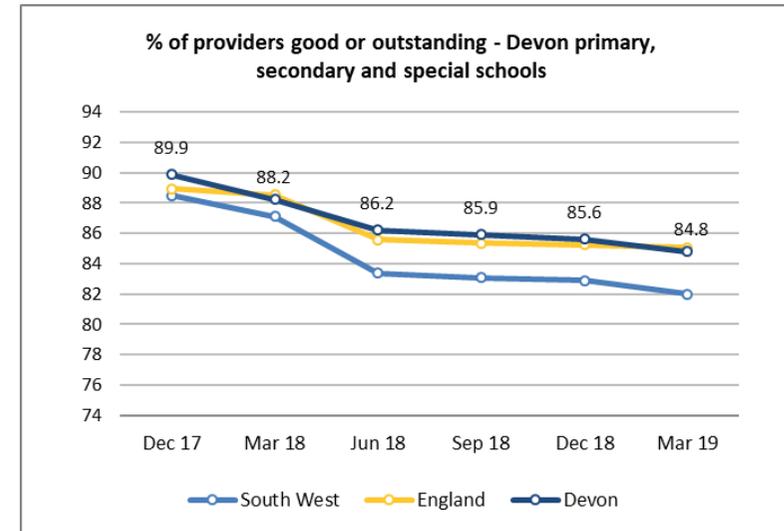
A break down of the results is shown below.

Phase/type	Primary	Secondary	Special	Overall
Maintained	87%	88%	100%	88%
Academy	84%	71%	N/A	81%

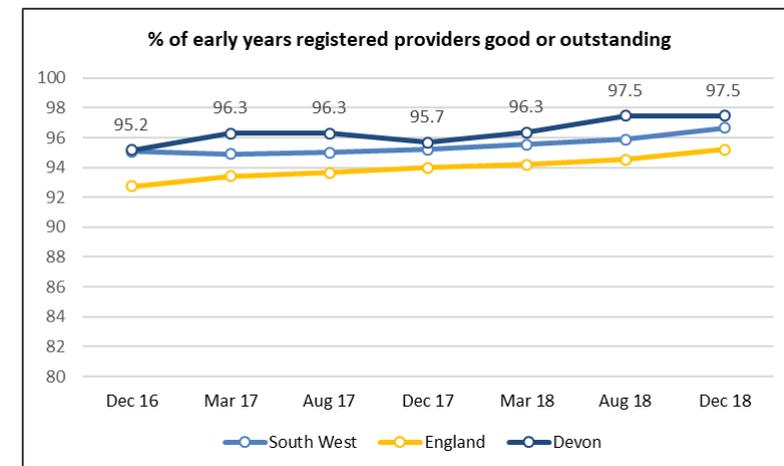
#### Inspection of Early Years Registered Providers<sup>1</sup>

Recently published information indicates that nearly 97.5% of active Early Years registered providers in Devon have been judged as good or outstanding. Devon continues to perform better than both nationally (95.2%) and regionally (96.7%).

<sup>1</sup> The Early Years Register is for providers who care for children from birth to 31 August following their fifth birthday. Registration is compulsory for such providers and they must meet the requirements of the early years foundation stage (EYFS). Early Years registered providers are childminders, childcare on domestic premises and childcare on non-domestic premises.



Data Source: DfE Monthly Management Information: Ofsted School Inspection Outcomes, 31 Mar 2019



Data Source: DfE Early Years Childcare Statistics: Childcare Providers and Inspections, Dec 2018

### 3 Quality Ofsted Outcomes

#### Devon Pupils in Primary, Secondary and Special Schools

79.3% (76,718) of Devon pupils<sup>1</sup> are attending schools that have been judged as good or outstanding. This is not as good as the national picture (84.6%) but is close to the regional picture (80.9%). This reflects the fact that some large secondary schools are currently graded as requiring improvement.

75.8% (15,494) of disadvantaged children<sup>2</sup> in Devon are attending good or outstanding schools. These are pupils who are Free School Meal children, children currently in care, adopted from care or service children.

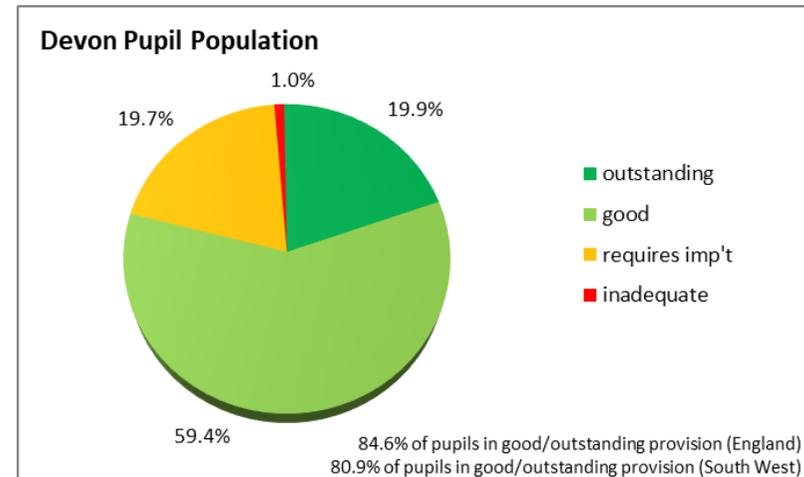
84.9% (2,789) of pupils with statements of special educational needs or education, health and care plans<sup>3</sup> are attending good or outstanding schools.

Note: no national benchmarks are available for disadvantaged children and children with SEN.

<sup>1</sup> Ofsted MI Report uses Spring 2017 pupil cohorts from DfE Get Information About Schools

<sup>2</sup> Pupil Numbers from DfE Pupil Premium July 2018

<sup>3</sup> Pupil Numbers as at Spring Census 2019



Data Source: DfE Monthly Management Information: Ofsted School Inspection Outcomes, 31 Mar 2019

## 4 Annexe A Outcomes for Children in Care

The Virtual School is committed to improving outcomes for Children in Care. This is through support and challenge for those who work with our children such as teachers, carers and social workers. Support is centred around training to develop the necessary skills and improve understanding of the needs of Children in Care. Challenge is centred around school visits and educational panel meetings which carefully monitor pupil progress, attendance and the support put in place by the school to promote engagement. In addition, the Virtual School works closely with the admissions team to ensure that Children in Care are admitted to school, wherever they are placed in the country, and with the SEN team in Devon and other local authorities to support the educational placement of children with Education, Health and Care Plans. In addition to our core work the following has been undertaken this year:

- This year, we introduced Designated Teacher (DTs) Network meetings in North Devon, Exeter and South Devon. These meetings have been well supported and feedback has been very positive. The meetings have been used for exploring the concerns of DTs and for training on how to support children with attachment difficulties and trauma, writing effective and achievable targets on the Personal Education Plan, the effective use of pupil premium+ and, in the summer term meetings, supporting children who have previously been in care such as those who have been adopted or are under a special guardianship order.
- Training has also taken place for newly qualified social workers in January and May and is booked for September. This focuses on the work of the Virtual School and the educational needs of Children in Care as well as the role of the social worker in supporting children.
- Training for foster carers run by the Virtual School and the Educational Psychology Service is booked for the next academic year. This will equip foster carers with the knowledge to better support the children they care for. Area learning advocates are also attending foster carer support groups to offer advice and support.

- Through the programme, Reducing Exclusions in Devon Schools (REDS) programme with the Educational Psychology Service and through the protocol for Supporting Children in Care in Schools, the fixed term exclusions of Children in Care has fallen this academic year. In the current academic year (at 10<sup>th</sup> May 2019) 36 Children in Care have been excluded for a fixed period of time compared to 48 children in the same period last year. Out of the 36 children there have been 80 fixed period exclusions totalling 182 school days lost compared to 138 exclusions last year and 214 school days lost.

REDS is an intervention process designed and delivered by Babcock LDP Educational Psychology Service. The REDS process works by promoting empathy and inclusive practice in response to challenging or trauma-related behaviours. It is specifically for Children in Care at risk of exclusion and involves a package of educational psychologist support to develop a needs-led understanding of challenging behaviour that informs a comprehensive support plan. Evaluation of REDS indicates that the intervention has been very successful in reducing exclusion and promoting good practice in relation to supporting Children in Care.

- The Virtual School is working with the REES Centre (Oxford University) on two research projects. The first looks at paired reading in Key Stage 2. This project works with carers to train them in a very effective technique to improve reading. The project includes training for carers and access to appropriate books. The project is evaluated by Oxford University. The second is to evaluate a whole school attachment and relational policy and the development of the necessary skills for staff. This project involves the Educational Psychology Service in the delivery of training with the aim of helping schools to better support Children in Care and therefore, improve progress.

## 4 Annexe A Outcomes for Children in Care

- Together with the Educational Psychology Service and school improvement team, the Virtual School introduced Academic Coaching for a group of Year 11 students who are at risk of not achieving the grades they are capable of. From September this will be extended to Year 10 for a two year programme of support. This programme has had success and develops the skills in school for future years.
- Developing a good practice group of Designated Teachers to meet with the Virtual School and school improvement advisor. The first meeting takes place this term.
- In support of children placed in and out of the county the Virtual School has commissioned tutors to work on a one to one basis where there is a delay in securing educational provision following a placement move or where children will benefit from extra tuition to improve progress and attainment. This has proved to be very successful with students who return to Devon in Year 11 needing tuition and examination entries to be arranged.
- To better track attendance the Virtual School has recently commissioned Welfare Call to phone any school which does not use Capita SIMS as their school information management system and schools out Devon where a Child in Care. This will enable early intervention to improve attendance.