

The Schools' Performance Scrutiny Panel - 12 December 2017.
Responses to questions received regarding looked after learners.

- 1. What results are achieved by looked after children compared with other**
- i) Children at local schools?**
 - ii) With looked after children in other authorities?**

Reporting cohorts are small and therefore liable to significant fluctuation and are largely dependent on the individual abilities of the individual learners each year. Individual potential and Additional Learning Needs (ALN) status are not requested, nor considered, in national reporting, which has been raised as an issue with Welsh Government. Currently Fischer Family Trust predicted scores are not available for individual analysis.

All data attached is extracted from Local Authority and ERW data reported annually through PLASC. This includes all looked after learners attending Local Authority education in Swansea from other counties also in line with our responsibilities to other education departments.

Consideration of the impact of additional learning needs is considered in Appendix B

- i) Comparison of LAC pupils with all others in Swansea schools.**
(See Appendix A attached)

Pupils achieving the Foundation Phase Indicator (FPI) at end of Foundation Phase (outcome 5 or higher in language, mathematics, PSD)

In Foundation phase the gap between looked after children (LAC) performance and all learners in Swansea is the narrowest of any key stage. Over a 3 year period LAC learners in Swansea are 15.7% behind their peers.

This cohort is consistently the highest in key stage reporting over the past 3 years it is noted by education information manager that this is in line with increase net migration into Swansea.

Pupils achieving the Core Subject Indicator (CSI) at end of Key Stage 2 (KS2)
Level 4+ in English/Welsh, Mathematics and Science.

In Key Stage 2 the gap between LAC performance and all learners in Swansea is second narrowest of any key stage. In 2017 LAC learners achieved 64.7% their highest over 3 years and indicating an improving trend.

Pupils achieving the Core Subject Indicator (CSI) at end of Key Stage 3 (KS3)
Level 5+ in English/Welsh, Mathematics and Science.

In Key Stage 3 the gap between LAC performance and all learners in Swansea shows an increase to a 3 year average gap of -33.2%. Learners achieved a 3 year average of 52.7%. However LAC learners in KS3 in 2017 achieved 70%, the highest ever reported and demonstrating a significantly improving trend.

Pupils achieving Level 2+ at end of Key Stage 4 (KS4)

5A* - C including English/Maths, and Science.

In Key Stage 4 the gap between LAC performance and all learners in Swansea over a 3 year average is greatest at -35%, but a narrower gap between all others in Wales. It is worthy to note that performance in all Wales learners has shown a decrease in 2017 reporting.

ii) Comparison of LAC pupils with all LAC learners in other counties in ERW (See Appendix B attached)

Pupils achieving the Foundation Phase Indicator (FPI) at end of Foundation Phase (Outcome 5 or higher in language, mathematics, PSD)

2017 reporting (see Appendix B) shows LAC learners in Swansea achieving 66.7% significantly higher than the ERW average of 59.7% and above the 46.7% reported by both neighbouring counties of Carmarthenshire and Neath Port Talbot.

Swansea had the largest reporting cohort of 21 learners within ERW. It should be noted that only 7 learners were reported on in Pembrokeshire who achieved the highest reporting of 85.7%

In this reporting Swansea had significantly more learners with additional learning needs which was 66.7% compared to the ERW average of 39.4% on School Action Plus and pupils with Statements.

Over 3 years Swansea LAC learners have achieved the highest percentage of any county in ERW with an average of 70.7% compared to an ERW average of 58.5%. Both neighbouring counties reported significantly lower results with NPT showing 43.9% and Carmarthenshire 53.2%. During this 3 year period Swansea had significantly more learners with additional learning needs on school action plus and with Statements at 51.4% compared to the ERW average of 35.4% and Carmarthenshire and NPT reporting 41.7% and 8% respectively.

3 year average figures show that Swansea had the greatest number of learners in cohort reporting, the highest number of learners with ALN but achieved the highest results in ERW. We are delighted to report this excellent performance.

Pupils achieving the Core Subject Indicator (CSI) at end of Key Stage 2 (KS2)

Level 4+ in English/Welsh, Mathematics and Science.

2017 reporting shows LAC learners in Swansea achieving 66.7% slightly below the ERW average of (67.1%) however in line with Carmarthen and significantly above NPT reporting 50%

Swansea are the second largest reporting cohort of 15 after NPT with 22. Swansea had the highest number of learners with additional learning needs School Action Plus and Statements with 50% which is above ERW average of 41.7% and Carmarthen were 45.82% and NPT 28.6%.

Reporting in 2017 of 66.7% shows an increase on the 3 year average of 63.3%. The increase in 2017 is despite the greater number of learners with additional learning needs from the 3 year average rising from 29.6% over the 3 year average of 50% in 2017.

Pupils achieving the Core Subject Indicator (CSI) at end of Key Stage 3 (KS3) Level 5+ in English/Welsh, Mathematics and Science.

The total number of pupils in the cohort is 18 and 66.7% achieved the core subject indicator. Concern is expressed as Swansea Performance Management Unit has identified an overall cohort of 20 LAC pupils achieved 70%. The published data does not however recognise this discrepancy.

2017 reporting places Swansea (with 18 pupils in the cohort) sharing highest reporting with Ceredigion (with only 3 pupils in the cohort). Swansea's performance was significantly above the ERW average at 66.7% compared to ERW at 55.1% and NPT reporting of 45% and Carmarthenshire 55.2%

22% (4 pupils) of Swansea's cohort had additional learning needs on school action plus or with Statements this was above NPT at 44.4% but below Carmarthenshire at 60% and the ERW average of 54.5%.

Swansea's top performance in 2017 shows a significant increase in the previous 3 year average of 52.6% where Swansea had a higher percent of learners with ALN than the ERW average.

Pupils achieving Level 2+ at end of Key Stage 4 (KS4)

5A* - C including English/Maths, and Science - only is included in reporting.
(See Appendix C attached)

It should be noted that the introduction of capped point scores has contributed to a decrease in results reported in 2017.

In 2017 Swansea matched the ERW average of 20%. This was the third highest outcome but it should be noted that the 2 counties reporting have had very small cohorts of 10 and 4 learners compared to the 20 in Swansea. Swansea outcomes were in line with Carmarthenshire and above NPT reporting 15.8%. The 3 year average within ERW places Swansea second in performance and above results for NPT Carmarthenshire and the ERW average.

Over the 3 years Swansea has had the second highest number of learners with additional learning needs at 21.4% above the ERW average of 15.8%

No looked after learner left a Swansea school without an approved external qualification in 2016 – 17. All looked after learners achieving approved external qualifications remains a priority for schools and our local authority. The LA and Swansea schools place a high priority to ensure that Swansea learners leave school an approved qualification.

Information is also collected and analysed below for learners with any LAC status by Swansea Council in Year 11 placed both in and out of county. Analysis shows the total Y11 cohort for 2016-17 was 33 pupils and 19 achieved a level 1 (57.57%), 4 achieved level 2 (12.12%) and 3 achieved level 2 plus (9.09%). See Appendix C which is locally collected data only.

Within the cohort 19 learners attend mainstream schools (57.57%), 3 are in specialist provision (9.09%), 6 in EOTAS/Pathways provision (18.18%). Also within the cohort of 33 a total of 5 learners are out of county, 3 are in mainstream schools outside Swansea, 1 is in specialist provision and 1 in hospital/secure.

It is worthy of note that of the 33 there are 16 with additional learning needs (48.48%) and 9 have a Statement of special education needs (22.27%).

2. What work do you do to bridge the gap and improve these educational outcomes?

Each school has a Designated Teacher for LAC who is in a position of authority at their respective school. Meetings are held for LAC Designated Teachers by the Education LAC Co-ordinator, with advice and support available on request by all schools.

The local authority dedicated LAC Education Team has expanded to extend support funded through the LAC Pupil Development Grant (LAC/PDG). The team now comprises one full time Education LAC co-ordinator (teacher on leadership scale with 21 years teaching experience in Swansea secondary schools assigned to this position in 2003), Sue Phillips who has recently taken early retirement from this post. A new appointment is to be made early December. A Deputy LAC Co-ordinator with 8 years teaching experience as LAC Designated Teacher and Head of Well-being, 4 Project Workers all qualified to graduate level (including two with post graduate teaching qualifications and 1 with a post graduate counselling qualification) who offer mentoring 1:1 support for LAC learners. Two project workers offer support to all LAC learners in key stage 4 in Swansea schools and the other two project workers offer support on priority for referrals from Year 9 learners and younger. Support is offered where possible as requested by learners who are adopted or on Special Guardianship Orders as required by Welsh Government under the LAC /PDG. In addition there are two Education Welfare Officers from the core Education Welfare Team who offer a total of 25 hours per week support in following up attendance concerns and other welfare matters as well as supporting the work of the Education LAC Co-ordinator.

Much of the work of the education LAC Co-ordinator and deputy is focussed on individual case work with schools to support LAC learners and resolve any issues that arise in relation to their education.

LAC learners in Key Stage 4 are provided with study resources including English, Mathematics and Science workbooks and in other subject areas as required by individual learners, funded by the LAC/PDG.

The LAC /PDG has also enabled the reintroduction of after school home tuition for LAC learners in Key Stage 4 this is to be extended to meet increasing demand.

Training for Designated LAC Teachers in schools on Attachment Awareness has been provided, an ERW priority and has been delivered in three phases. This training provided by Kate Cairns Associates is being offered to all schools in Swansea since January 2017. This aims of the training is to outline the impact of attachment issues on learners and outline strategies to best support learners to reach their educational potential in schools.

The Education LAC Co-ordinator provides training for the designated LAC governors on a termly basis on their legal responsibilities for LAC learners. Clear guidance has been issued to all Swansea schools as an expectation of what should be reported in the headteachers report to governors on a termly or annual basis. This guidance has been adopted as good practice by ERW.

The LAC Education Team has developed strong links with the 'Reaching Wider' team at Swansea University. A number of events for groups and individual support for LAC learners has been accessed. LAC learners have benefited from individual advice and support for future career ambitions and one has made an excellent film exploring issues faced as a LAC learner, outlining best practice in school.

The LAC learners' participation work in raising the profile of the learner voice in Swansea is featured as a good practice case study in the ESTYN report 'Raising the attainment, achievement and aspiration of children who are looked after – a best practice report 2016.' The group are currently working on a best practice guide for LAC Designated Teachers and have prepared a presentation for the next education department's Senior Leadership Team meeting, to share their views and extend knowledge and understanding.

3. How well are children placed outside the local authority area doing at school?

The LAC Education Team collates data for all Swansea LAC learners in key stage 4 to provide an analysis of achievements in Year 11, which includes learners in out of county placements and schools. All learners in the Key Stage 4 CSI reporting for 2016-17 attended provisions in Swansea.

It should be noted that some LAC learners placed out of county are in specialist educational provision due to a high level of additional learning need. Results are largely determined according to the individual's ability and potential.

A learner's progress in education is discussed in each LAC review, in annual reviews of statements as applicable, school consultation events, reports and contact is made with the Education LAC Co-ordinator as required.

4. What plans does the council have to raise the educational attainment of LAC children?

Originally grant funding to support LAC Learners has been delegated to schools. Since 2015 (6) Welsh Government have required grant funding to be retained centrally by Local Authorities. Early indication for grant funding 2018-19 identifies 11% reduction. This is a time of uncertainty as we await official confirmation of support to LAC learners and those on Special Guardianship and Adoption Orders. Confirmation of continued grant funding for 2018-19 is uncertain, however we are optimistic and have been asked for ongoing planning details by Welsh Government.

Mentoring support is offered to all looked after learners in Swansea schools in Key Stage 4, and to younger pupils as funding permits. Swansea LAC learners placed in other Welsh local authorities receive reciprocal support and those placed outside of Wales have had a premium forwarded directly to any local authority school for additional support who has claimed the funding from Swansea.

After school home tuition for LAC learners in core subjects, targets improvement in educational attainment. The provision of study resources further targets individual support as needed.

The provision of attachment aware schools training has developed following recognition of the impact of attachment issues on learners and the developing brain. It is hoped that the provision of training will increase staff understanding in all Swansea schools about issues faced and thus help develop strategies to support LAC learners to further improve attainment.

The Additional Learning Needs Unit (ALNU) is seeking to introduce Emotional Literacy Support Assistant (ELSA) training for schools, funded by the LAC /PDG. This will further extend individual support available to learners in our schools.

The expectation is that schools set appropriate targets for LAC learners, evidenced in their Personal Education Plans (PEPs) for discussion at LAC reviews and in consultation events e.g. with parents/carers.

Fischer Family Trust data, where available, is used to analyse the individual progress of LAC learners in reporting. An Education LAC Management Group has operated in Swansea since 2007.

When the Corporate Parenting Forum was reviewed early in 2017 the Education LAC Management Group developed into a Multi Agency LAC Group, a sub group of the Corporate Parenting Forum. The Education LAC Co-ordinator provides a termly report to the Education LAC Management Group on key stage performance and outcomes and reporting against performance indicators. This practice will continue reporting to the Multi Agency LAC Group.

The Education Management Information Unit has also developed a Vulnerability Assessment Profile (VAP) for LAC learners, which highlights areas to be targeted. Schools and the Education LAC Team have access to this data to help identify and target support.

The LAC Education Team works with schools in relation to individual LAC learners at educational panels, school admissions and managed moves as needed to ensure LAC learners are prioritised.

5. How are individual children and young people supported to achieve: both within and outside school?

Within schools LAC learners are supported by a Dedicated LAC Teacher. LAC Education Project Worker support is offered for Key Stage 4 learners. For LAC learners in Year 9 and below project worker support is available on a priority basis with increased availability this year with the appointment of an additional Project Worker.

As previously mentioned in previous years schools were allocated the LAC/PDG however this is no longer the case. Monies are now directed to regional consortia according to the terms of the grant as required by Welsh Government. Within the ERW region the focus has been on the development of attachment awareness training for schools. Any underspend is shared with schools to extend their support for LAC learners.

The Education LAC Co-ordinator provides training for foster carers on meeting the educational needs of LAC learners twice a year.

LAC learners are encouraged to attend the increasing number of in, and after, school revision clubs.

6. How are children supported to continue in further and higher education?

Good links have been established with Gower College and further education in neighbouring counties. In addition to support from schools, project workers can liaise and arrange individual appointments for LAC learners as needed. Gower College's LAC and Care Leaver Officer links with the LAC Education Team and schools and attends training. Gower College also host transition support events for LAC learners and have developed their own PEP.

The LAC Education Team are also working with the 'Reaching Wider' partnership seeking to promote entry into higher education. We have supported Key Stage 4 learners to engage in a range of activities at Swansea University to encourage aspiration and arrange individual support as needed. Activities for younger learners are currently being planned.

The LAC Education Team actively promotes the 'Higher Education Bursary' for previously looked after children. There are currently 10 recipients of this bursary.

7. Do all looked after children have a Personal Education Plan and are these audited for quality?

All statutory aged LAC learners should have a Personal Education Plan (PEP). The PEP has been revised following multi agency workshops and the input of young people.

The PEP has been issued to all Swansea schools and is needed within 20 school days of a learner becoming looked after, or moving schools if already looked after. A standard form has been issued to all Swansea schools. There is individual advice and guidance given to LAC Designated Teachers and the social worker by the LAC Education Co-ordinator or Deputy for every learner who becomes looked after. Past educational summaries are also shared at this stage together with the PEP. Completion within timescale is a development area identified going forward with additional staff to support this are now available.

Personal Education Plans (PEPs) are reviewed as part of the LAC review process. Independent Reviewing Officers (IROs) follow up with the school and the Education LAC Co-ordinator as required if any concerns are identified. The Education LAC Co-ordinator and deputy regularly review the quality of PEPs through sampling. Feedback is given to LAC Designated Teacher to improve the content and aims within PEP's as identified.

It is worthy of note that the PEP process is under review with Education and Social Services to improve the quality of the PEP with more robust quality assurance checks undertaken by the LAC Education Team. The process will also ensure that the PEP is completed within 20 school days of the young person becoming looked after. Welsh Government have also initiated work for a "one page PEP" standardised within each local authority in Wales. This work is on-going.

8. What do looked after children and young people themselves say about their education and aspirations?

Young people's views about their education and aspirations are requested in their PEPs. LAC Designated Teachers play a crucial role in listening to LAC learners, encouraging education, aspiration and advocating as needed. Views of young people and encouragement to succeed are also an important part of LAC Project Worker's one to one mentoring support sessions.

LAC learners in Swansea are also supported by the LAC Education Team in a number of participation events seeking the views of the young people, as in weekly 'Shout Out' after school meetings. Corporate parenting events, to which all LAC learners are invited, have sought the views of young people on their education and are the focus of development work. This has included the production of the #lamme film produced discussing education, current work on developing a best practice guide for schools (to be shared with Welsh Government) and preparing a presentation for the Education Department's Senior Leadership Team.

There have been a range of consultation events supported by the Education LAC Team with Welsh Government ministers, "CASCADE" at Cardiff University, the Children's Commissioners Office and "Voices from Care". Work with the 'Reaching Wider' partnership looked at educational issues and best practice as discussed with young people and led to the making of a film featuring one of our LAC learners.

9. Are looked after children able to participate in after school activities and enjoy learning and achievement in all its forms? If not, what are the barriers?

Governors are reminded in governor training that no looked after learner is to be disadvantaged from any arrangements put in place because they have care status.

Carers have a role to play in supporting pupils to participate in after school activities and reference is made to this in the training provided to foster carers. The revised PEP requests information on after school activities and transport arrangements and any issues followed up with school, carers and social workers. The LAC Education Team transport young people to a range of events after school as needed.

The LAC Education Team are not aware of any instances reported to them of LAC learners being unable to participate in after school activities. If they were made aware of any concerns they would pursue options with the school.

Foster carers are encouraged to share success achieved in any out of school activities with the school, for celebration as appropriate. This should also be identified in their PEP.

10. Do you monitor the numbers of looked after children excluded from school? How do you work with them to get them back into school?

Schools notify the Local Authority and the Education LAC Co-ordinator of any LAC learner who is excluded. The Education LAC Co-ordinator liaises with school staff to attend any exclusion meeting or return to school meeting following any exclusion. All pupil exclusions are recorded on the Local Authority's database and specific data is recorded and reported as a Performance Indicator.

There has been no permanent exclusion for a looked after child from a Swansea school in many years. The average number of days spent out of school on fixed term exclusions has fallen to 3 days, well below the Welsh average of 6.3 days in 2015-16 reporting. Schools are mindful of the negative impact of exclusion on looked after learners and their placement and seek to avoid exclusion if possible. The Education LAC Co-ordinator attends all pupil disciplinary meetings for LAC learners who have been excluded for more than 16 days in an academic year. Support and challenge looked after learners in any meeting as provided as required.

The School Support Unit (SSU) should be informed of exclusions and the Manager and the Education LAC Co-ordinator, liaise directly regarding any exclusion. The

LAC Education Co-ordinator will seek to liaise with schools and other local authorities as needed. The education LAC Project Workers can support LAC learners to reintegrate following exclusions.

11. How many children do you currently have that are not being educated in school (being educated via the EOTAS service and can you provide a breakdown of the service they are receiving i.e.: are they in a PRU, on Pathways etc.)

As of the 14 November 2017, there were 13 learners looked after by Swansea and other counties on EOTAS provision in Swansea 4 less than on 26 November 2016. Of these 13 learners:

- 4 were on EOTAS Pathways, all looked after by Swansea
- 5 were in the Primary PRU, of which 1 was from another county.
- 4 were in the Key Stage 3 PRU, of which 1 was from another county.

12. Do you have a system for seeking feedback from looked after children and care-leavers about the services they receive?

All LAC learners should meet with their independent reviewing officer (IRO) prior to their LAC review to forward their views. Education is a highlighted area for discussion in each LAC review. Individual LAC learners participate in their PEPs and are encouraged to participate in and even chair their own LAC reviews.

The LAC Education Team have also participated in previous corporate parenting events seeking the views of LAC learners, as in the residential stay at the 'Down to Earth Project' this summer. There was a focus on young people's views and experiences of education which were fed back to the whole group and are determining development work. Young people often feedback very positively to LAC project workers on support they have received.

13. How do you work with others including parents, schools and other agencies to improve outcomes?

The LAC Education Team are involved in direct 1:1 working with schools, foster carers, social workers and other agencies e.g. the LAC Health Team. We seek to participate in looked after reviews as needed, in initial reviews and especially where there are educational issues. The team also participate in admission meetings, planning meetings, child sexual exploitation meetings, child protection meetings, annual reviews of statement meetings and others, as required to secure better outcomes for LAC learners.

The education LAC co-ordinator is a member of the 'Family and Friends Foster Care Panel' and the Designated Education Welfare Officer for LAC is a member of the 'Mainstream Foster Care Panel.' Both work with social services to appoint foster carers ensuring they meet all competencies as required, with regard especially to their ability to meet a child's educational needs.

The education LAC Co-ordinator and Deputy Co-ordinator are members of the multi-agency 'Stable Life Panel' seeking to ensure that a learner's educational needs are met if moved out of county.

The education LAC Co-ordinator liaises with education staff in other counties to support Swansea LAC learners seeking provision and appropriate education placement. Similarly, the Education LAC Co-ordinator supports LAC from other counties placed in Swansea to access appropriate school placement support.

The Head of School Support Unit is the Line Manager for the Education LAC Co-ordinator and is also Chair of the Multi Agency LAC Group and a member of the Corporate Parenting Forum. The role of the Chair is to ensure good communication channels exist between the Forum and the group and vice versa.

Dominic Nutt

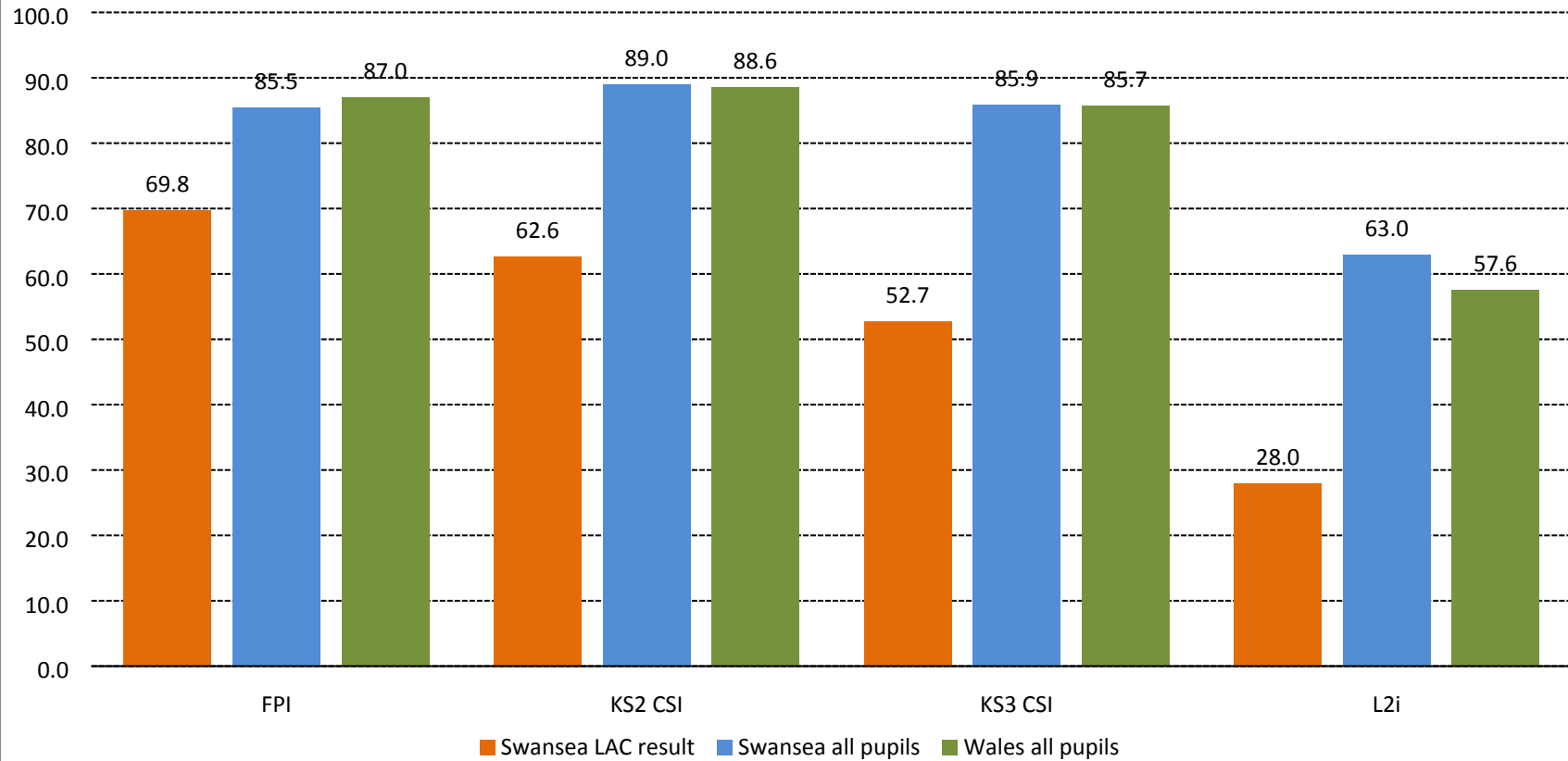
Deputy education co-ordinator for looked after children

23 November 2017

Appendix A - Comparison of Results for Looked After Children in Swansea

Year	Measure	No. of LAC	Swansea LAC result	Swansea all pupils	Wales all pupils	Swansea LAC gap
2015	FPI	32	68.8	86.1	86.8	-17.3
	KS2 CSI	15	60.0	89.2	87.7	-29.2
	KS3 CSI	27	48.1	83.2	83.9	-35.1
	L2i	20	40.0	64.9	57.9	-24.9
2016	FPI	23	73.9	85.0	87.0	-11.1
	KS2 CSI	19	63.2	88.2	88.6	-25.0
	KS3 CSI	15	40.0	86.3	85.9	-46.3
	L2i	16	25.0	66.3	60.3	-41.3
2017	FPI	21	66.7	85.5	87.3	-18.8
	KS2 CSI	16	64.7	89.5	89.5	-24.8
	KS3 CSI	20	70.0	88.2	87.4	-18.2
	L2i	21	19.0	57.7	54.6	-38.7
3 year average	FPI	76	69.8	85.5	87.0	-15.7
	KS2 CSI	50	62.6	89.0	88.6	-26.3
	KS3 CSI	62	52.7	85.9	85.7	-33.2
	L2i	57	28.0	63.0	57.6	-35.0

Three Year Average LAC Results Compared to Swansea and Wales



Appendix B - ERW LAC Performance Data September 2017

Pupils achieving the **Foundation Phase Indicator (FPI)** at end of Foundation Phase (Outcome 5 or higher in language, mathematics, PSD)

	LAC PUPILS					
	16/17			14/15 - 16/17		
	<i>Cohort</i>		%	<i>Cohort</i>		%
Powys	6	4	66.7	11	7	63.6
Ceredigion	3	2	66.7	6	4	66.7
Pembrokeshire	7	6	85.7	21	13	61.9
Carmarthenshire	15	7	46.7	47	25	53.2
Swansea	21	14	66.7	75	53	70.7
Neath Port Talbot	15	7	46.7	57	25	43.9
ERW	67	40	59.7	217	127	58.5

...of which, have ALN provision School Action Plus / Statemented

	LAC PUPILS					
	16/17			14/15 - 16/17		
	<i>Cohort</i>		%	<i>Cohort</i>		%
Powys	3	1	33.3	4	1	25.0
Ceredigion	1	0	0.0	3	1	33.3
Pembrokeshire	2	1	50.0	8	3	37.5
Carmarthenshire	9	3	33.3	24	10	41.7
Swansea	9	6	66.7	35	18	51.4
Neath Port Talbot	9	2	22.2	25	2	8.0
ERW	33	13	39.4	99	35	35.4

Pupils achieving the **Core Subject Indicator (CSI) at end of Key Stage 2 (KS2)**
Level 4+ in English/Welsh, Mathematics and Science.

	LAC PUPILS					
	16/17			14/15 - 16/17		
	<i>Cohort</i>		%	<i>Cohort</i>		%
Powys	9	7	77.8	22	14	63.6
Ceredigion	6	4	66.7	15	10	66.7
Pembrokeshire	9	9	100.0	20	17	85.0
Carmarthenshire	12	8	66.7	54	34	63.0
Swansea	15	10	66.7	49	31	63.3
Neath Port						
Talbot	22	11	50.0	62	36	58.1
ERW	73	49	67.1	222	142	64.0

...of which, have ALN provision School Action Plus / Statemented

	LAC PUPILS					
	16/17			14/15 - 16/17		
	<i>Cohort</i>		%	<i>Cohort</i>		%
Powys	8	4	50.0	22	12	54.5
Ceredigion	2	1	50.0	8	5	62.5
Pembrokeshire	4	1	25.0	17	3	17.6
Carmarthenshire	24	11	45.8	64	34	53.1
Swansea	8	4	50.0	27	8	29.6
Neath Port						
Talbot	14	4	28.6	37	15	40.5
ERW	60	25	41.7	175	77	44.0

Pupils achieving the **Core Subject Indicator (CSI) at end of Key Stage 3 (KS3)**
Level 5+ in English/Welsh, Mathematics and Science.

	LAC PUPILS					
	16/17			14/15 - 16/17		
	<i>Cohort</i>		%	<i>Cohort</i>		%
Powys	12	7	58.3	36	24	66.7
Ceredigion	3	2	66.7	14	11	78.6
Pembrokeshire	7	3	42.9	27	11	40.7
Carmarthenshire	29	16	55.2	85	53	62.4
Swansea	18	12	66.7	57	30	52.6
Neath Port						
Talbot	20	9	45.0	56	26	46.4
ERW	89	49	55.1	275	155	56.4

...of which, have ALN provision School Action Plus / Statemented

	LAC PUPILS					
	16/17			14/15 - 16/17		
	<i>Cohort</i>		%	<i>Cohort</i>		%
Powys	3	1	33.3	9	2	22.2
Ceredigion	4	2	50.0	8	4	50.0
Pembrokeshire	3	3	100.0	9	6	66.7
Carmarthenshire	10	6	60.0	43	23	53.5
Swansea	4	2	50.0	21	11	52.4
Neath Port						
Talbot	9	4	44.4	24	11	45.8
ERW	33	18	54.5	114	57	50.0

Pupils achieving Level 2+ at end of Key Stage 4 (KS4)
5A* - C including English/Maths, and Science.

	LAC PUPILS					
	16/17			14/15 - 16/17		
	Cohort		%	Cohort		%
Powys	10	4	40.0	35	7	20.0
Ceredigion	4	1	25.0	23	10	43.5
Pembrokeshire	12	1	8.3	30	4	13.3
Carmarthenshire	25	5	20.0	89	19	21.3
Swansea	20	4	20.0	57	17	29.8
Neath Port Talbot	19	3	15.8	71	20	28.2
ERW	90	18	20.0	305	77	25.2

...of which, have ALN provision School Action Plus / Statemented

	LAC PUPILS					
	16/17			14/15 - 16/17		
	Cohort		%	Cohort		%
Powys	5	3	60.0	19	3	15.8
Ceredigion	2	1	50.0	6	1	16.7
Pembrokeshire	8	0	0.0	15	0	0.0
Carmarthenshire	19	3	15.8	64	7	10.9
Swansea	10	1	10.0	28	6	21.4
Neath Port Talbot	13	3	23.1	45	11	24.4
ERW	57	11	19.3	177	28	15.8

Appendix C

Key Stage 4 Results Analysis 2017

Number of Looked after Learners in Cohort	33	
Achieving Level 1	19	57.57%
Achieving Level 2	4	12.12%
Achieving Level 2 Plus	3	9.09%
SEN Register	16	48.48%
Statement of Special Educational Needs	9	22.27%
Mainstream	19	57.57%
Specialist Provision	3	9.09%
EOTAS/Pathways	6	18.18%
OOC Mainstream	3	
OOC Specialist Provision	1	
Hospital/Secure Provison	1	

Key Stage 4 Results Graph 2017

