

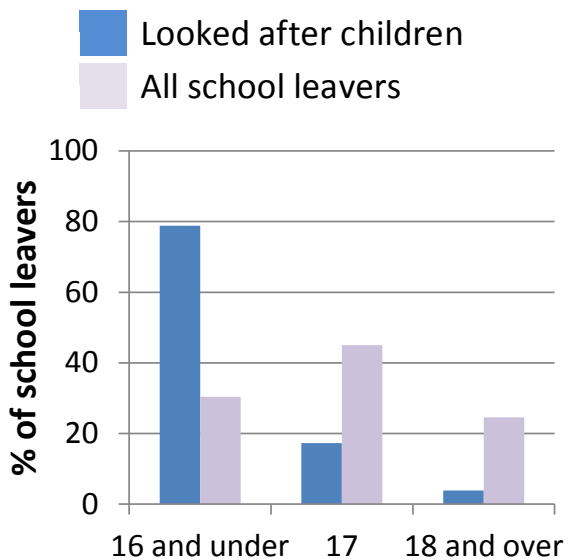
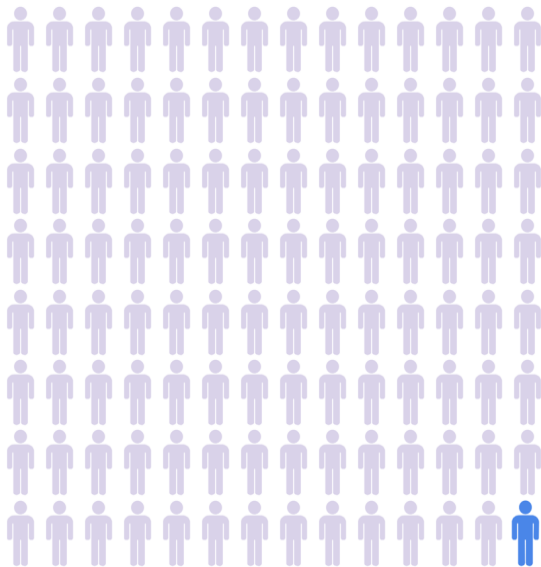


25 June 2013

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Education outcomes for Scotland's looked after children, 2011/12

This publication presents information on the educational outcomes of the 388 young people who were looked after continuously for at least a year and left school during the academic year 2011/12. These looked after children represent less than one per cent of the 50,665 young people who left school during 2011/12. Each figure in the illustration below represents 528 young people.



In the academic year 2011/12:

Looked after school leavers

79% aged 16 or under

106 average tariff score (a 27 point increase on 2010/11)

75% in positive destinations three months after leaving school (an 11 percentage point increase on 2010/11)

All school leavers

30% aged 16 or under

406 average tariff score (a 21 point increase on 2010/11)

90% in positive destinations 3 months after leaving school (a 1 percentage point increase on 2010/11)

Young people who are looked after by local authorities tend to leave school at younger ages than other young people. Partly because of this, looked after young people tend to have lower levels of educational qualification and are less likely to go on to positive destinations after school than young people who are not looked after, although there have been improvements over the last three years.

Map 1: Three-year average tariff scores of looked after children, by local authority, 2009/10 to 2011/12

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The numbers of looked after children leaving school each year at a local authority level are small (on average around 15 children per local authority). Map 1, which combines three years of data, shows generally higher levels of attainment in the East of Scotland. Attainment among looked after school leavers is highest in Scottish Borders, Clackmannanshire and Shetland Islands (who have small numbers of children) and lowest in North Lanarkshire and East Ayrshire. Data for Orkney have not been included as the number of children is too small to be robust

Scale: 1:2,500,000
Source: Educational Outcomes for looked after children, 2011-12
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Ordnance Survey Licence number 100024655
Scottish Government, Geographic Information Science & Analysis Team (GI-SAT), June 2013. Job:5439ab

Data on attendance and exclusions from school is now only available every second year and will next be available for the 2012/13 publication which be published in June 2014. See background note 1.6 for more information on this.

As there are now four years of individual level data available, this publication also looks at longer term patterns of children being looked after from April 2008 to July 2012. These data show that the majority of children who ceased being looked after during this period remained in one placement for the entire length of time they were looked after.

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Further information

The information in this publication plus **additional tables** are available at:
<http://www.scotland.gov.uk/stats/bulletins/01047>

Educational attainment

| | |
|---|---|
|  | Looked after children continue to have lower attainment, but their average tariff score is improving |
|  | The fewer placements looked after young people have during the year, the higher their average attainment |

This section presents data on the educational attainment of young people who were looked after continuously between August 2011 and July 2012 and who left school during the academic year 2011/12.

Age when leaving school

Looked after children tend to have lower levels of educational attainment than non-looked after children. These differences are, in part, linked to the fact that looked after children tend to leave school at younger ages than non-looked after children. As Table 1.1 shows, in 2011/12 almost eight in ten (79 per cent) of looked after school leavers were aged 16 and under (i.e. they left school at the earliest point they could) compared to 30 per cent of school leavers more generally. The number of looked after children staying on at school over the age of 16 has increased, (from 12 per cent in 2010/11 to 21 per cent in 2011/12). If this trend continues then we would expect a corresponding increase in the qualifications and positive post-school destinations of looked after young people in future years.

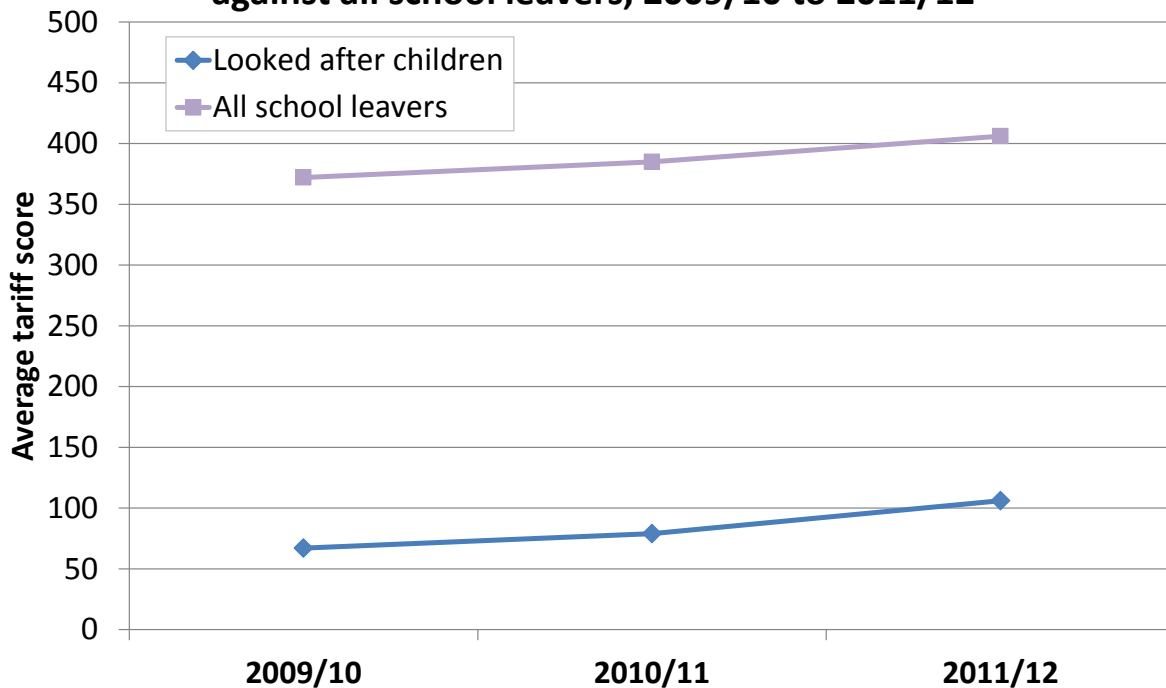
Table 1.1: Age of all school leavers and those who were looked after children, 2010/11 to 2011/12

| Age at 30 June | Looked after children | | All school leavers | |
|-------------------|-----------------------|------------|--------------------|---------------|
| | 2010/11 | 2011/12 | 2010/11 | 2011/12 |
| Percentage | | | | |
| 16 and under | 88 | 79 | 34 | 30 |
| 17 | 11 | 17 | 44 | 45 |
| 18 and over | 1 | 4 | 22 | 25 |
| Number | | | | |
| 16 and under | 415 | 306 | 18,312 | 15,405 |
| 17 | 51 | 67 | 23,526 | 22,806 |
| 18 and over | 6 | 15 | 11,880 | 12,454 |
| Scotland | 472 | 388 | 53,718 | 50,665 |

Average tariff scores

As schools and colleges in Scotland offer different types of qualifications which are not directly comparable a system of Tariff Scores is used to measure attainment. Each grade in each type of qualification is assigned a number of points – from 120 points for a grade A at an Advanced Higher, to 1 point for an Access 2 unit. The tariff score for a young person is the sum of points for each of the qualifications they hold. The higher the tariff score, the higher the overall level of qualification.

Chart 1: Average tariff scores of looked after children against all school leavers, 2009/10 to 2011/12



As can be seen in Chart 1, looked after children obtain lower levels of qualification on average than school leavers, but looked after children's attainment has improved slightly over the last three years. In 2011/12 the average tariff score among looked after children was 106 compared to 406 among all school leavers.

Table 1.2: Average tariff scores of all school leavers and those who were looked after children, by age, 2009/10 to 2011/12

| Age at 30 June | Looked after children | | | All school leavers | | |
|-----------------|-----------------------|-----------|------------|--------------------|------------|------------|
| | 2009/10 | 2010/11 | 2011/12 | 2009/10 | 2010/11 | 2011/12 |
| 16 and under | 51 | 57 | 63 | 141 | 145 | 149 |
| 17 | 198 | 226 | 255 | 489 | 491 | 498 |
| 18 and over | 316 | 359 | 310 | 547 | 544 | 556 |
| Scotland | 67 | 79 | 106 | 372 | 385 | 406 |

Educational outcomes among looked after children have improved over the last three years. Since 2009/10 the average tariff score for looked after children has increased by 39 tariff score points, a fairly similar increase to that seen among all school leavers (34 tariff score points).

When a young person is looked after there are a number of types of residence they could be placed in, including at home (where a child is subject to a Supervision Requirement and continues to live in their normal place of residence), foster care, residential unit or school, a secure unit or a kinship care placement (where they are placed with friends or relatives).

Table 1.3: Average tariff scores of looked after children who spent the entire academic year in a single placement and who left school during 2009/10, 2010/11 and 2011/12, by the accommodation type of that placement⁽¹⁾

| | Average tariff score | | |
|---|-------------------------------|------------|------------|
| | 2009/10 | 2010/11 | 2011/12 |
| In the community | | | |
| At home with parents | 32 | 35 | 40 |
| With friends/relatives | 87 | 97 | 164 |
| With foster carers provided by LA | 160 | 176 | 199 |
| With foster carers purchased by LA | 103 | 145 | 147 |
| In other community ⁽²⁾ | * | - | * |
| Residential Accommodation | | | |
| In local authority home | 66 | 49 | 82 |
| In voluntary home | 100 | * | 90 |
| In other residential ⁽³⁾ | 53 | 79 | 71 |
| Average tariff score of those single placement during year | 68 | 86 | 116 |
| | Number of young people | | |
| Total number | 395 | 370 | 310 |

(1) Cells containing * represent small numbers that have been suppressed to maintain confidentiality

(2) Includes 'with prospective adopters'

(3) Includes 'in residential school', 'in secure care accommodation', and 'crisis care'

Educational attainment varies across the types of accommodation in which looked after children are placed. Of looked after young people who left school during 2011/12, average tariff scores were highest for young people who were looked after by foster carers provided by the local authority (with an average score of 199) and lowest, for young people who were looked after at home (with an average school of 40) for the entire school year. This is consistent with previous years, although the average tariff scores have increased for all groups except other residential accommodation, as Table 1.3 shows. The biggest increase among the placements types has been for

children placed with friends and relatives, which has increased by 67 tariff score points from 2010/11. Although it is worth noting the small number of children in this group.

Over the last three years the overall attainment of looked after young people has increased, but this increase is driven by young people who had one or two placements during the previous year. The average tariff scores for young people with three or more placements are lower in 2011/12 than 2009/10. Since 2009/10 the average tariff score for young people who had one placement during the year has increased by 48 tariff points (to an average of 116) and for young people who had two placements has increased by 15 tariff points (to an average of 82) in 2011/12. However for children who had three or more placements, attainment has decreased over the last three years. The average tariff score for children who had three placements during the academic year has decreased by 18 points since 2009/10. Likewise for children who had four or more placements during the academic year, the average tariff score has fallen from 41 points in 2009/10 to 33 points in 2011/12 (Table 1.4).


Table 1.4: Average tariff scores of looked after young people by number of placements during the academic year, 2009/10 to 2011/12


| Number of placements | Average Tariff Score | | | Number of young people 2011/12 |
|----------------------|----------------------|-----------|------------|--------------------------------|
| | 2009/10 | 2010/11 | 2011/12 | |
| 1 | 68 | 86 | 116 | 310 |
| 2 | 67 | 60 | 82 | 15 |
| 3 | 57 | 48 | 39 | 16 |
| 4 or more | 41 | 42 | 33 | 17 |
| Scotland | 67 | 79 | 106 | 388 |

Cross-UK comparisons

The improvements seen in the proportion of looked after children in Scotland achieving qualifications over the last three years mirrors the general trend across the UK. Because of differences in the education systems between Scotland and the rest of the UK (and in the ages at which looked after children's qualifications are measured) it is not possible to directly compare qualification levels of looked after children. See background note 5.7 for further information.

Post-school destinations of looked after children

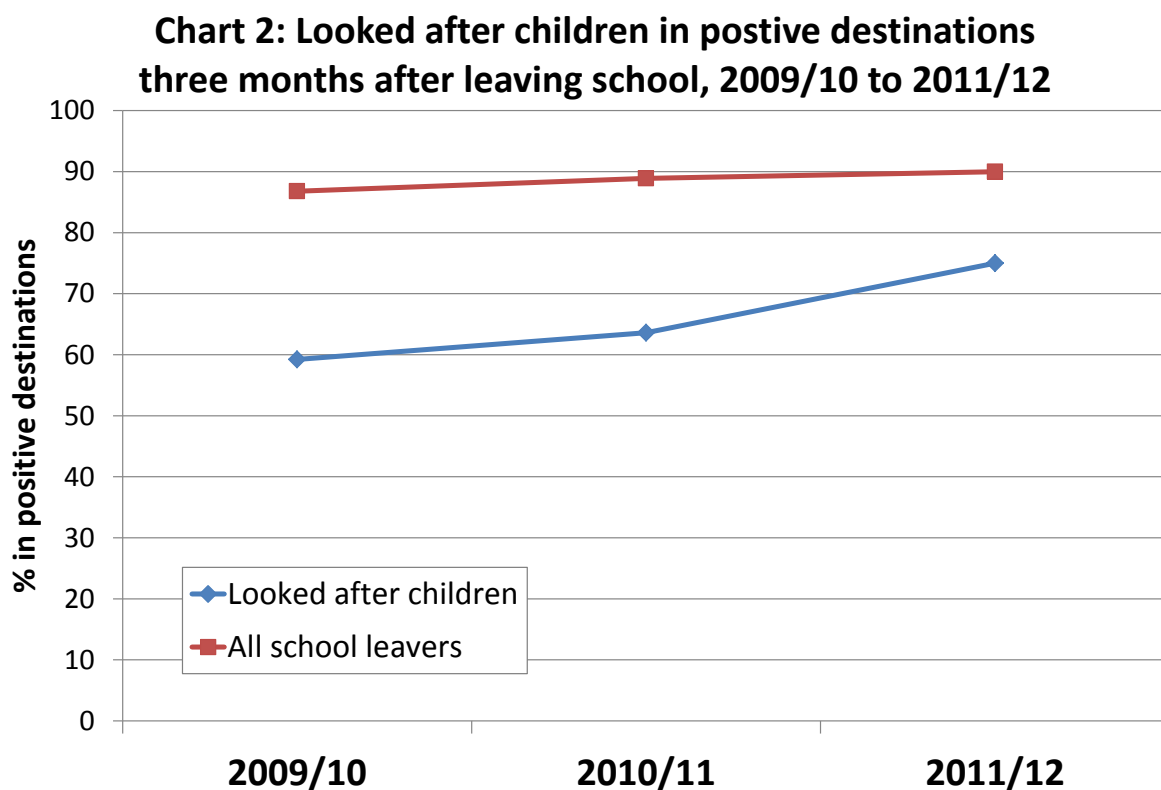
 Looked after children still less likely to go into **positive destinations** after they leave school, but the gap is narrowing

 Looked after children are less likely than non-looked after children to maintain initially positive destinations

This section presents data on the initial and follow up destinations of looked after young people who left school during the academic year 2011/12.

Initial and follow-up destinations

Young people are followed up twice after leaving school to assess their initial destination (three months after they leave school) and their follow up destination (nine months after leaving school). A young person is said to be in a positive destination if they are in education, employment, training, voluntary work or an activity agreement. For more information on school leaver destination categories, see background note 4.11.



As previously mentioned, the lower proportion of looked after children going into positive destinations is likely to be related to looked after young people leaving school at younger ages. However, while the proportion of looked after young people going into a positive destination post-school is still lower than for all school leavers, it is improving at a much faster rate so the gap is narrowing (Chart 2).

Three-quarters (75 per cent) of looked after children who left school during 2011/12 were in a positive destination at the time of the September initial destination survey, compared with nine in ten (90 per cent) of all 2011/12 school leavers (Table 2.1). This is an 11 percentage point increase for looked after children since 2010/11 compared to a one percentage point increase for all school leavers. Among looked after young people 5 per cent were in Higher Education three months after leaving school and two in five (41 per cent) were either in Higher or Further Education.

Table 2.1: Percentage of school leavers by initial destination, for all school leavers and those who were looked after children, 2009/10, 2010/11 and 2011/12⁽¹⁾

| | Looked after children | | | All school leavers | | |
|---|-----------------------|-----------|-----------|--------------------|-----------|-----------|
| | 2009/10 | 2010/11 | 2011/12 | 2009/10 | 2010/11 | 2011/12 |
| Higher Education | 1 | * | 5 | 36 | 36 | 37 |
| Further Education | 33 | 31 | 36 | 27 | 27 | 27 |
| Training | 18 | 15 | 15 | 5 | 6 | 5 |
| Employment | 6 | 9 | 8 | 19 | 19 | 20 |
| Voluntary Work | 1 | * | * | 0 | 0 | 0 |
| Activity Agreement ⁽²⁾ | - | 6 | 10 | - | 1 | 1 |
| Unemployed Seeking | 36 | 32 | 19 | 11 | 10 | 8 |
| Unemployed Not Seeking | 5 | * | 6 | 1 | 1 | 1 |
| Unknown | 0 | * | 1 | 1 | 0 | 0 |
| % in a positive destination ^{(3),(4)} | 59 | 64 | 75 | 87 | 89 | 90 |

(1) Cells containing * represent small numbers that have been suppressed to maintain confidentiality

(2) Activity Agreements were introduced in 2010/11 and therefore are not included in 2009/10 figures.

(3) Positive destination includes higher education, further education, training, voluntary work, employment. From 2010/11 it also includes activity agreements, which affects the per cent in a positive destination between 2009/10 and 2010/11.

(4) Due to rounding some totals will not equal the sum of their parts.

Non-looked after children are more likely to maintain a positive destination nine months after leaving school than looked after children. By the time of the March follow-up destination survey, just over two thirds (67 per cent) of looked after children who left school during 2011/12 who were in a positive destination, compared with 90 per cent of all 2010/11 school leavers. The rate of positive destinations among looked after children at follow up survey has improved over the last three years – from 44 per cent in 2009/10 to 67 per cent in 2011/12 (Table 2.2).

Table 2.2: Percentage of school leavers by follow-up destination, for all school leavers and those who were looked after children, 2009/10, 2010/11 and 2011/12⁽¹⁾

| | Looked after children | | | All school leavers | | |
|---|-----------------------|-----------|-----------|--------------------|-----------|-----------|
| | 2009/10 | 2010/11 | 2011/12 | 2009/10 | 2010/11 | 2011/12 |
| Higher Education | 1 | 2 | 4 | 34 | 34 | 36 |
| Further Education | 25 | 22 | 29 | 25 | 25 | 25 |
| Training | 12 | 14 | 13 | 3 | 3 | 4 |
| Employment | 7 | 10 | 11 | 23 | 24 | 24 |
| Voluntary Work | 1 | 0 | 0 | 1 | 1 | - |
| Activity Agreement ⁽²⁾ | - | 7 | 9 | - | 1 | 1 |
| Unemployed Seeking | 47 | 36 | 24 | 12 | 10 | 8 |
| Unemployed Not Seeking | 7 | 7 | 8 | 2 | 2 | 2 |
| Unknown | 2 | 2 | 1 | 1 | 1 | 1 |
| <i>% in a positive destination ^{(3),(4)}</i> | 44 | 55 | 67 | 85 | 87 | 90 |

(1) Cells containing * represent small numbers that have been suppressed to maintain confidentiality

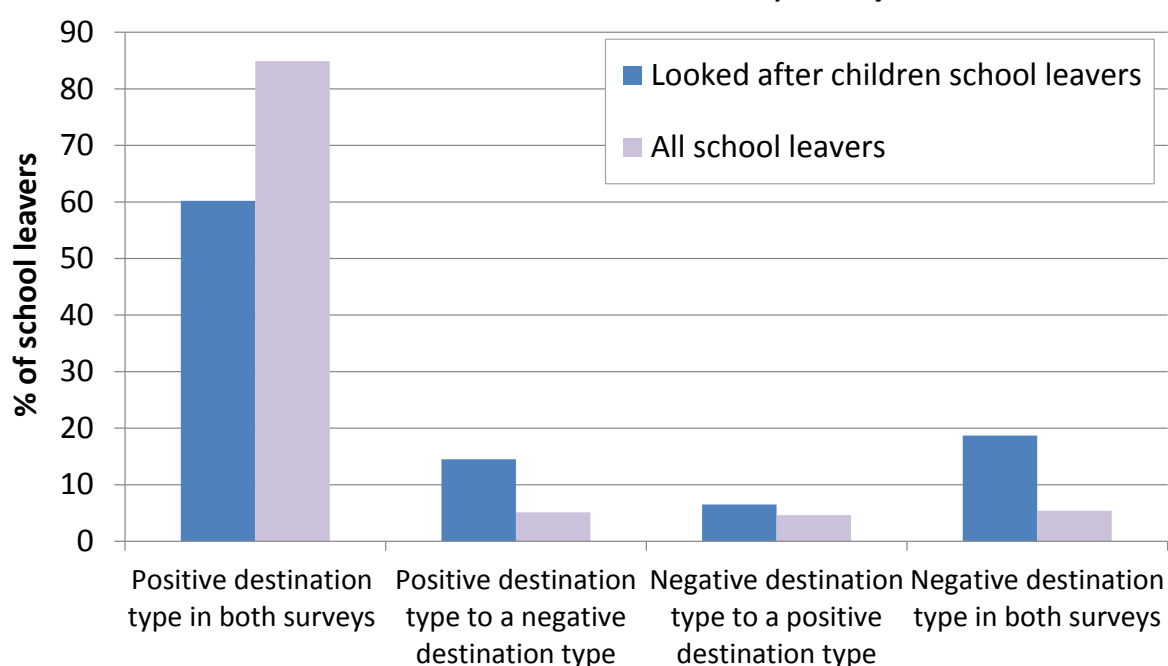
(2) Activity Agreements were introduced in 2010/11 and therefore are not included in 2009/10 figures.

(3) Positive destination includes higher education, further education, training, voluntary work, employment. From 2010/11 it also includes activity agreements, which affects the per cent in a positive destination between 2009/10 and 2010/11.

(4) Due to rounding some totals will not equal the sum of their parts.

Sustained destinations

Chart 3: Initial and follow-up destinations of looked after children and all school leavers, 2011/12



Looked after children are more likely to be in negative destinations (such as unemployment) in both the surveys than non-looked after children. One in five (19 per cent) of looked after school leavers were in a negative destination in both surveys in 2011/12 compared to one in twenty (5 per cent) of all school leavers. Looked after children are also less likely to be in a positive destination in both surveys. Only 60 per cent of looked after children who left school during 2011/12 were in a positive destination in both surveys, compared with 85 per cent for all school leavers (Chart 3, Table 2.3). The proportion of looked after children being in positive destinations in both surveys has increased by 14 percentage points since 2010/11. The gap in the proportion of school leavers maintaining positive destinations between looked after and non-looked after children has narrowed over the last three years, from 44 percentage points in 2009/10 to 25 percentage points in 2011/12.

The main difference in outcomes between looked after and non-looked after young people is in the proportion who start in a positive destination and move to a negative one – 18 per cent among looked after children who left school in 2011/12, compared to five per cent of all 2011/12 school leavers – and a much higher proportion of looked after children who were in a negative destination in both surveys. However the proportion of looked after children moving from a positive destination at the initial survey to a negative one at the follow up survey has decreased over the last three years, with it having fallen by 13 percentage points since 2009/10.

Table 2.3: Percentage of school leavers by sustained destination for all school leavers and those who are looked after children, 2011/12

| Sustained Destination | Looked after children | | | All school leavers | | |
|--|-----------------------|---------|---------|--------------------|---------|---------|
| | 2009/10 | 2010/11 | 2011/12 | 2009/10 | 2010/11 | 2011/12 |
| Positive destination in both surveys | 35.8 | 45.9 | 60.2 | 80.0 | 82.6 | 84.9 |
| Positive destination to negative destination | 23.5 | 17.8 | 14.5 | 6.9 | 6.3 | 5.1 |
| Negative destination to a positive destination | 8.6 | 9.1 | 6.5 | 5.2 | 4.6 | 4.6 |
| Negative destination in both surveys | 32.1 | 27.1 | 18.7 | 7.9 | 6.4 | 5.4 |

Cross-UK comparisons

The improvements seen in the proportion of looked after children in Scotland moving into positive destinations after leaving school over the last three years mirrors the general trend across the UK. Because of differences in the education systems between Scotland and the rest of the UK (and in the ages at which looked after children's qualifications are measured) it is not possible to directly compare qualification levels of looked after children. See background note 5.7 for further information.

Looked after children over time: 2008-09 to 2011-2012



Looked after children are most likely to have one placement during an episode of being looked after



For children who went on to have multiple placements, the highest percentage of them had a first placement type with foster carers

Since individual level information on looked after children was first collected and published in 2008-09, there has been interest in combining each year's data together to analyse the longer term patterns of care experienced by looked after children. This section looks at findings from a combined dataset from April 2008 to July 2012. As in previous years, there was not sufficient data to create to a combined dataset, the analyses in this section has not been published previously. As this represents the total individual level data we have on looked after children, there is no historical data to compare it to, so analysis over time is not possible. For more information of the creation and quality assurance of this data, see Background Notes 3.5 and 5.3.

The entire period for which a child is looked after for is called an episode. Within each episode a child may have multiple placements (such as periods in residential care, in foster care, or being looked after at home). This section presents data on children who stopped being looked after (e.g. had an episode end) between 1 April 2008 and 31 July 2012. It looks at the number of placements that children had while being looked after and the length and type of these placements. If a child has ceased to be looked after and then starts to be looked after again during the time period they have been counted individually each time they became looked after.

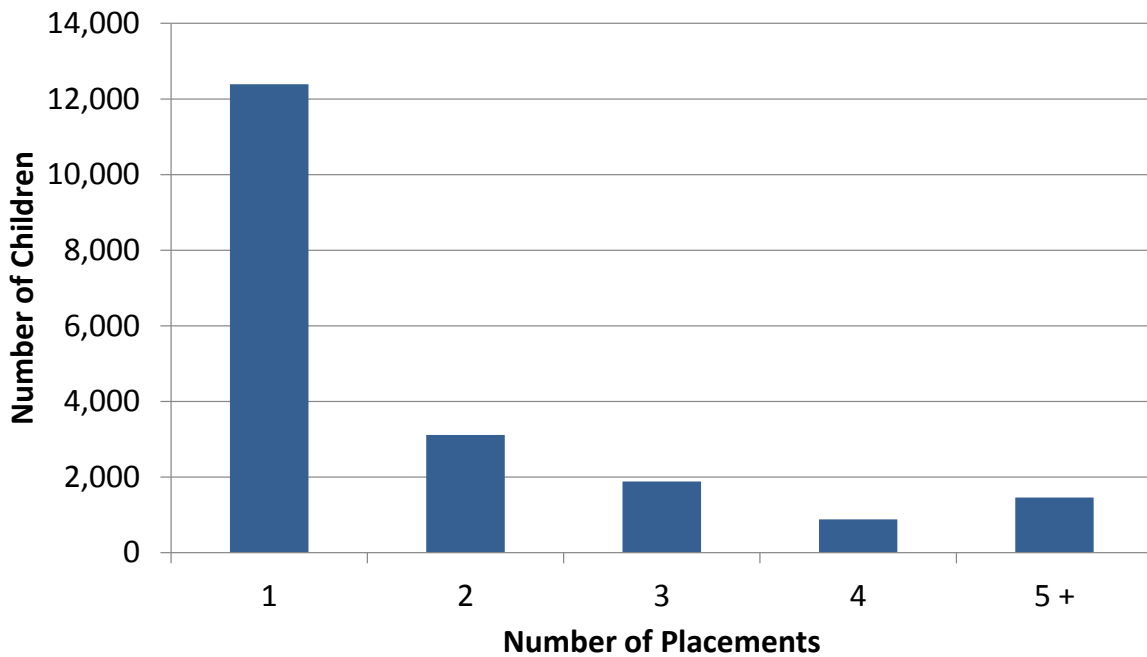
Number of placements over time

Table 3.1: Number of placements during each episode of being looked after during 2008-2012

| Number of Placements | Number | % | Number of Placements | Number | % |
|----------------------|--------|------|----------------------|---------------|--------------|
| 1 | 12,392 | 62.8 | 6 | 330 | 1.7 |
| 2 | 3,114 | 15.8 | 7 | 191 | 1.0 |
| 3 | 1,885 | 9.6 | 8 | 149 | 0.8 |
| 4 | 881 | 4.5 | 9 | 102 | 0.5 |
| 5 | 497 | 2.5 | 10 and over | 190 | 1.0 |
| | | | Total | 19,731 | 100.0 |

As can be seen in Chart 4, the majority of children had only one placement during an episode of being looked after, with 62.8 per cent of children only having one placement (Table 3.1). Of the children that had more than one placement, the majority of them have 2 or 3 placements during the episode of being looked after. The number of children tails off as the number of placements increase, with seven per cent of children having 5 or more placements while being looked after.

Chart 4: Number of placements during each episode of being looked after

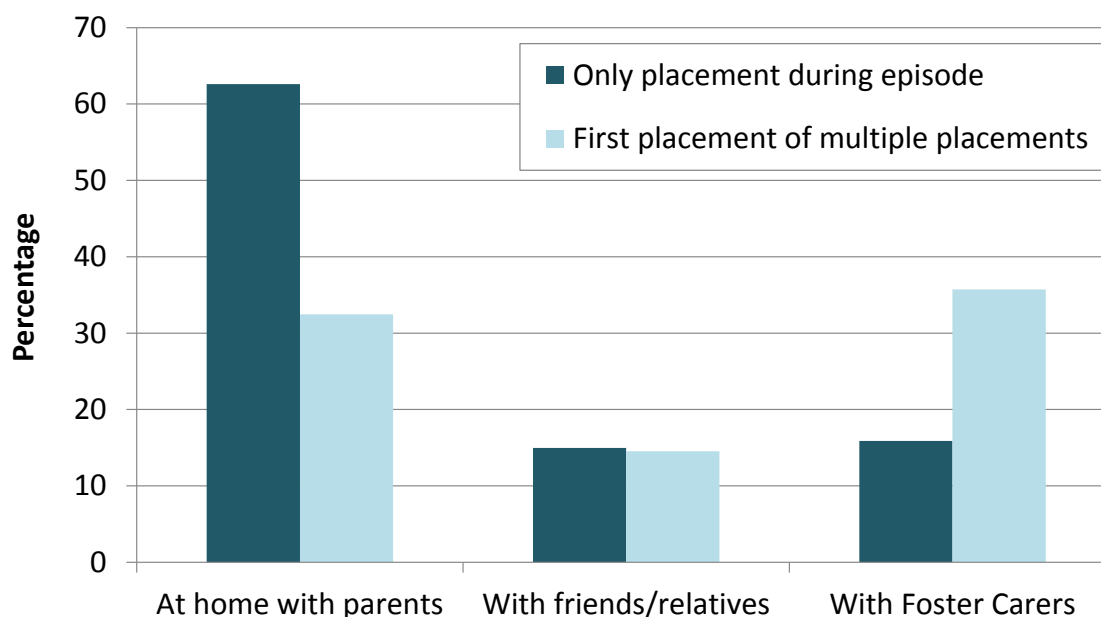


Placement type over time

Children who remained in the same placement for their whole episode of being looked after show different trends to children who had multiple placements. This section will compare the placement types of children with single placements with the first placement types of children who go on to have multiple placements.

As Chart 5 shows, the two thirds of children with one placement have that placement at home with their parents (62.6 per cent) compared to a third (32.5 per cent) of children who had multiple placements whose first placement was at home. In contrast, children with multiple placements are more than twice as likely to start being looked after in foster care than children with one placement (35.7 per cent compared 15.9 per cent).

Chart 5: Placement type of children who had only one placement and first placement type of children who had multiple placements



Several categories (in local authority home, in voluntary home, in residential school, crisis care, in other community and in other residential) were not included in the chart due to the small numbers but are included in Table 3.2 below.

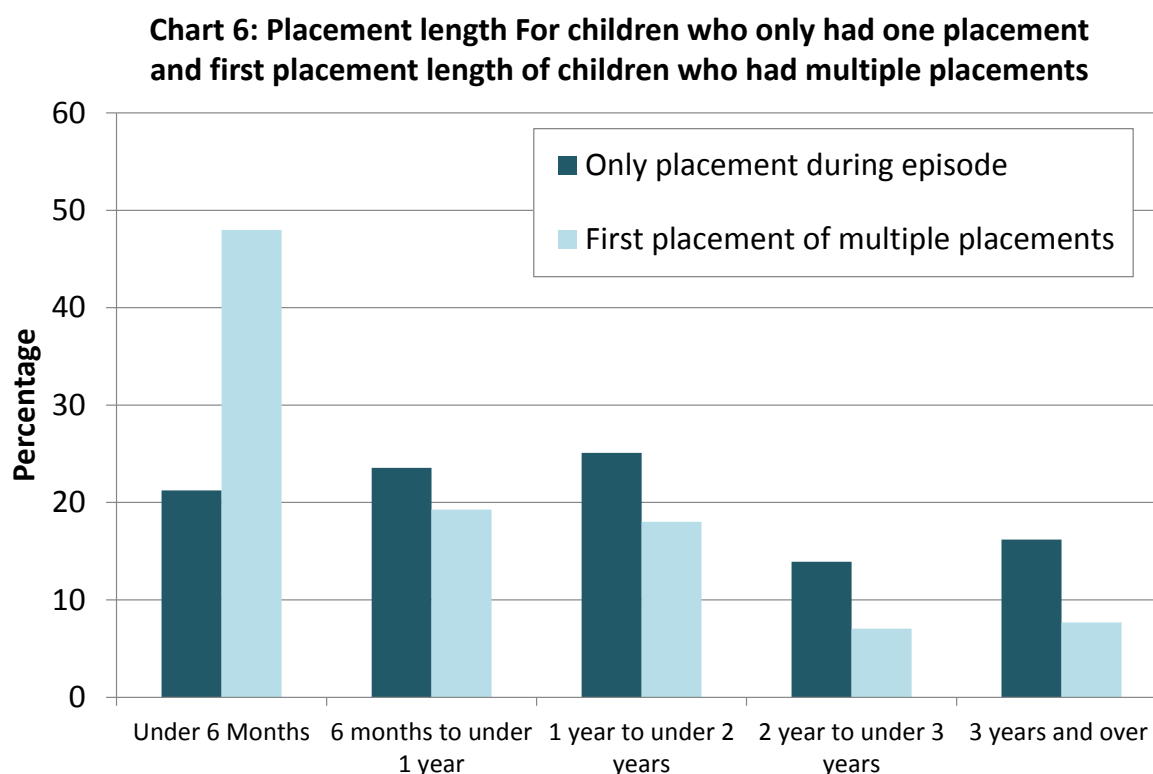
Table 3.2 : Placement types of children who had one placement and the first placements of children with multiple placements

| Placement Type | Only Placement during episode | | First placement of multiple placements | |
|-------------------------|-------------------------------|------------|--|------------|
| | Number | % | Number | % |
| At home with parents | 7,760 | 62.6 | 2,382 | 32.5 |
| With friends/relatives | 1,855 | 15.0 | 1,067 | 14.5 |
| With foster carers | 1,969 | 15.9 | 2,621 | 35.7 |
| In other community | 65 | 0.5 | 362 | 4.9 |
| In local authority home | 406 | 3.3 | 524 | 7.1 |
| In voluntary home | 36 | 0.3 | 43 | 0.6 |
| In residential school | 179 | 1.4 | 113 | 1.5 |
| In secure accommodation | 28 | 0.2 | 56 | 0.8 |
| Crisis care | 9 | 0.1 | 23 | 0.3 |
| Other residential | 85 | 0.7 | 148 | 2.0 |
| Total | 12,392 | 100 | 7,339 | 100 |

In other community includes children staying with prospective adopters

Placement length over time

When comparing children who have one placement in their episode against the first placement of children who have multiple placements, there are also differences in the lengths of those placements.



Looked after children who had only one placement are more likely to be in this placement longer than children who go on to have subsequent placements. Nearly half of children (48 per cent) who went on to have multiple placements were in their first placement for 6 months or less, compared to only 21 per cent of children who were looked after in one placement (Chart 6, Table 3.3).

Table 3.3 : Placement lengths of children who had one placement and the first placements of children with multiple placements

| Placement length | Only placement during episode | | First placement of multiple placements | |
|--------------------------|-------------------------------|------------|--|-------------|
| | Number | % | Number | % |
| Under 6 Months | 2,632 | 21.2 | 3,522 | 48.0 |
| 6 months to under 1 year | 2,918 | 23.6 | 1,414 | 19.3 |
| 1 year to under 2 years | 3,110 | 25.1 | 1,322 | 18.0 |
| 2 years to under 3 years | 1,724 | 13.9 | 517 | 7.0 |
| 3 years and over | 2,008 | 16.2 | 564 | 7.7 |
| Total | 12,392 | 100 | 7,339 | 100 |

Children who are looked after in one placement are most likely to remain in these placements for either 6 months to under 1 year (24 per cent) or 1 year to under 2 years (25 per cent). A small percentage (eight per cent) of children who are moved to a subsequent placement stay in their first placement for longer than three years. Twice as many children who were looked after in only one remained in this placement for longer than 3 years.

The majority of this section has compared children who have one placement in their episode of being looked after against the first placement of children who have multiple placements. There are also some differences between the children who have one placement in their episode of being looked after and the last placement of children who have multiple placements.

As Table 3.4 shows, children who had multiple placements while being looked after were less likely to have a final placement at home with parents than children with one placement. Around a third (36 per cent) of children with multiple placements had a final placement at home, compared to almost two thirds (63 per cent) of children with one placement in their episode. Conversely, one in ten (10 per cent) children with multiple placements ended their episode with prospective adopters, compared to less than one per cent of the children with one placement in their episode.

Table 3.4: Placement types of children who had one placement and the final placements of children with multiple placements

| Placement Type | Only Placement | | Final placement of multiple placements | |
|---------------------------|----------------|------------|--|------------|
| | Number | % | Number | % |
| At home with parents | 7,760 | 62.6 | 2,643 | 36 |
| With friends/relatives | 1,855 | 15.0 | 1,341 | 18.3 |
| With foster carers | 1,969 | 15.9 | 1,270 | 17.3 |
| With prospective adopters | 15 | 0.1 | 729 | 9.9 |
| In other community | 50 | 0.4 | 184 | 2.5 |
| In local authority home | 406 | 3.3 | 512 | 7.0 |
| In voluntary home | 36 | 0.3 | 83 | 1.1 |
| In residential school | 179 | 1.4 | 280 | 3.8 |
| In secure accommodation | 28 | 0.2 | 85 | 1.2 |
| Crisis care | 9 | 0.1 | 18 | 0.2 |
| Other residential | 85 | 0.7 | 194 | 2.6 |
| Total | 12,392 | 100 | 7,339 | 100 |

Background notes

1. Sources

1.1 This document is the third annual summary of the educational outcomes of Scotland's looked after children. It links information from the Children looked after statistics 2011-12 with the School Leaver Initial and Follow-up Destination Surveys September 2012 and March 2013

1.2 The **looked after children** statistics were collected by Children and Families statistics team in the Scottish Government from local authorities. Demographic information on all children looked after (including the most recent data covering children who were looked after between 1 August 2011 and 31 July 2012)
<http://www.scotland.gov.uk/Topics/Statistics/Browse/Children/PubChildrenLookedAfter>

1.3 The **qualifications** data were collected by the Scottish Qualifications Authority (SQA). The grade boundaries and publication schedules of this information is available here: <http://www.sqa.org.uk/sqa/48269.html>

1.4 The **leaver destinations** data were collected by Skills Development Scotland (SDS). Initial destinations data were published in Summary Statistics for Schools in Scotland No.3, 2012: <http://www.scotland.gov.uk/Publications/2012/12/2355/0>

1.5 Information on **attendance and absence** from school and **exclusions** from school is not included in this publication. These data, which are now collected on a biennial basis, were not collected for the 2011/12 academic year. Information for the 2012/13 academic year will be included in the 2014 Educational outcomes for looked after children publication. The most recent attendance, absence and exclusion data for looked after children (from academic year 2010/11) is available here:
<http://www.scotland.gov.uk/Publications/2012/06/3860>

2. Coverage and Timing

2.1 The **looked after children** data were collected on all children/young people who were looked after continuously from 1 August 2011 and 31 July 2012 and every placement that took place during these episodes.

2.2 The survey forms, data specifications and guidance notes for the data presented in this publication (and previous years publications) can be seen at <http://www.scotland.gov.uk/Topics/Statistics/Browse/Children/SurveyChildrenLookedAfter>

2.3 The **qualifications** data were collected by the Scottish Qualifications Authority (SQA). Annex C gives information on how the tariff scores are calculated.

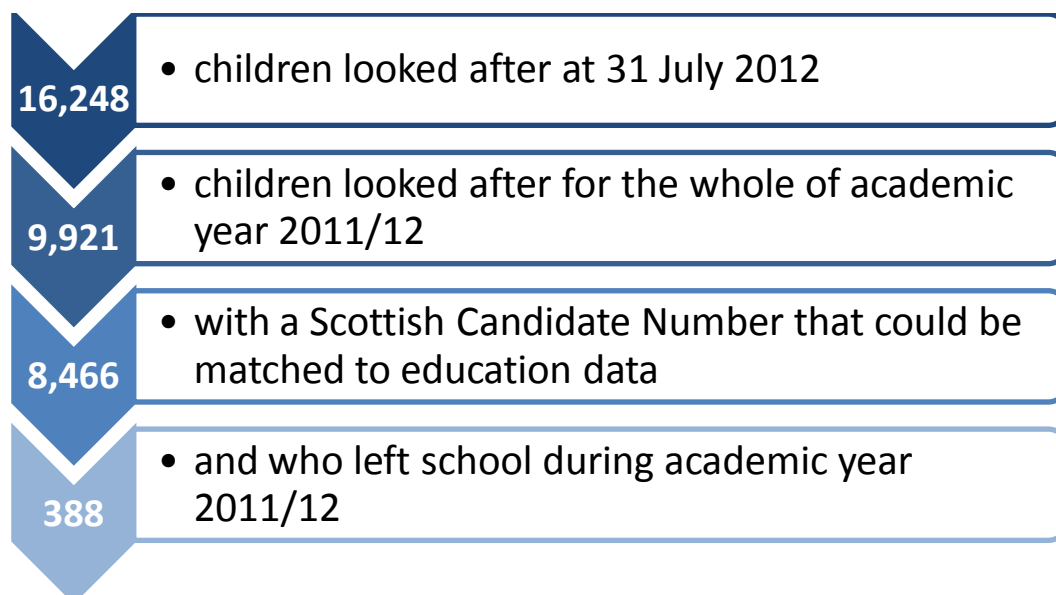
2.4 The **leaver destinations** data were collected on each young person identified by Skills Development Scotland (SDS) as being a school leaver in the September 2012 survey (initial destination, approximately three months after leaving school) and the March 2013 survey (follow-up destination, approximately nine months after leaving school). The time of year that a young person leaves school can affect their destinations in these surveys, as a young person leaving school in December who starts a course in the following September would be counted as being in a negative destination in the initial survey, but a positive destination in the follow-up survey.

3. Methodology

Matching looked after children data to school outcomes

3.1 As reported in Children’s Social Work Statistics 2011-12¹, there were 16,248 children looked after on 31 July 2012. The population used in this publication was established through the following process:

Illustration 3: Children included in this publication, 2011/12



3.2 Children are assigned a Scottish Candidate Number when they start primary school. Children might not have a Scottish Candidate Number if they are not old enough to start primary school, have deferred entry to primary school, or have been educated at home, in an independent school or outside Scotland. The looked after

¹ Children’s Social Work Statistics 2011-12, <http://www.scotland.gov.uk/Publications/2013/03/5229/0>

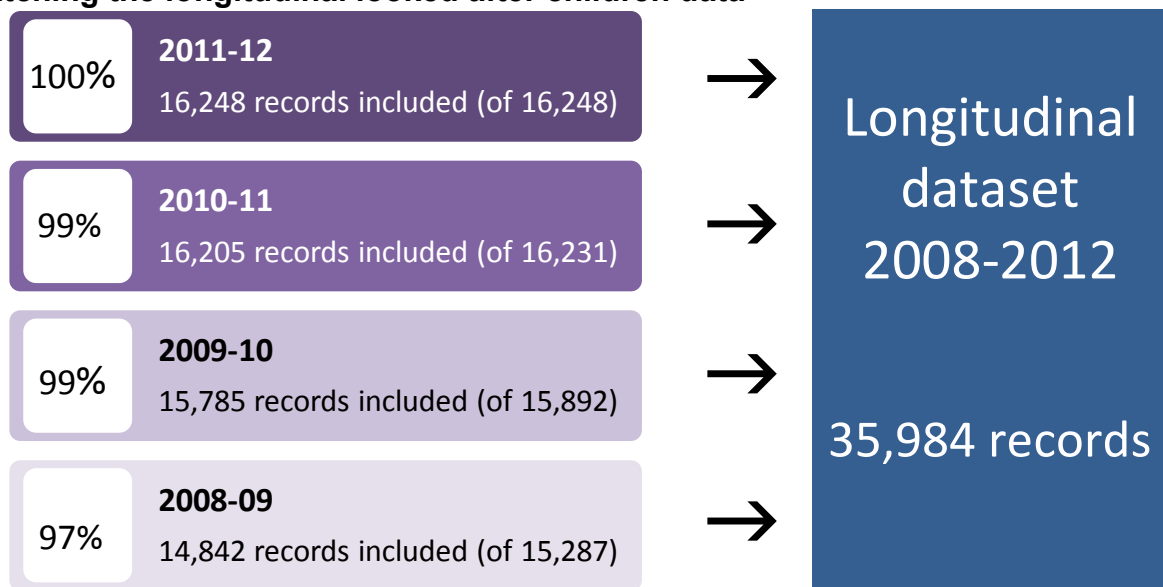
children collection also holds information on young people who are beyond minimum school leaving age and who may have already left school at the time of the pupil census.

3.3 For school leavers in 2011/12, 388 pupil records matched with the school leavers cohort provided by Skills Development Scotland, suggesting that looked after children represented just under one per cent of the entire school leaver cohort.

Follow up destination

3.4 Due to the very high follow-up rate (99.6 per cent of all leavers), as in previous years we have not imputed destinations for those leavers not contacted in March 2013. For the 0.4 per cent of leavers who were not followed-up we have used the most up to date information that SDS hold on these leavers.

Matching the longitudinal looked after children data



3.5 The **longitudinal** data was created by combining four years of individual level Looked After Children Data, from 2008-09 to 2011-12. Records of children who had ceased being looked after in each year were combined to produce a dataset of all completed episodes of being looked after between April 2008 and July 2012. Each episode has been treated separately, so if a child has multiple episodes of being looked after over the four year period these will counted more than once.

4. Definitions and notation

Children Looked After

4.1 Local Authorities have a responsibility to provide support to certain vulnerable young people, known as looked after children. A young person may become looked after for a number of reasons, including neglect, mental, physical or emotional abuse, parental substance misuse or poor parenting skills, complex disabilities which require specialist care, or involvement in the youth justice system. The majority of looked after children and young people can be grouped into one of two categories:

- **Looked after at home** - the child or young person continues to live in their normal place of residence (often the family home) with support from the local authority social work department.
- **Looked after away from home** – the child or young person is cared for away from their normal place of residence (e.g. in a foster care placement, residential/children's unit, a residential school, a secure unit or a kinship placement).

4.2 *Looked after child* – The definition of a looked after child is in section 17(6) of the Children (Scotland) Act 1995, as amended by Schedule 2, para 9(4) of the Adoption and Children (Scotland) Act 2007. A child is looked after when he or she is:

- (a) provided with accommodation by a local authority under section 25 of the 1995 Act or
- (b) subject to a supervision requirement made by a children's hearing, in terms of section 70 of the 1995 Act or
- (c) subject to an order, authorisation or warrant made under Chapter 2, 3 or 4 of Part II of the 1995 Act, and according to which the local authority has responsibilities in respect of the child. These include a child protection order, a child assessment order, an authorisation from a justice of the peace to remove a child to a place of safety or maintain a child in a place of safety, removal to a place of safety by a police constable, or a warrant to keep a child in a place of safety made by a children's hearing or a sheriff or
- (d) living in Scotland and subject to an order in respect of whom a Scottish local authority has responsibilities, as a result of a transfer of an order to it under the Children (Reciprocal Enforcement of Prescribed Orders etc. (England and Wales and Northern Ireland) (Scotland) Regulations 1996. These 1996 Regulations were made under section 33 of the 1995 Act or
- (e) subject to a permanence order made after an application by the local authority under section 80 of the 2007 Act.

4.3 *Supervision Requirement* – A children's hearing is a lay tribunal which considers and makes decisions on the welfare of the child or young person before them, taking into account all the circumstances including any offending behaviour. The

hearing has to decide on the measures of supervision which are in the best interests of the child or young person. If the hearing concludes compulsory measures of supervision are necessary, it will make a Supervision Requirement which will determine the type of placement for the child. In most cases the child will continue to live at home but will be under the supervision of a social worker. In some cases the hearing will decide that the child should live away from home with relatives or other carers.

4.4 *Types of placement*

- At home with parent(s): at home with parent(s) or 'relevant person(s)' as defined in Section 93(2)(b) of the Children's (Scotland) Act 1995
- With friends/relatives: placed with friends or relatives who are not approved foster carers. Also referred to as 'kinship care'.
- With foster carers provided by the local authority
- With foster carers purchased by the local authority
- With prospective adopters
- Other community: such as supported accommodation, hospital (e.g. at birth)
- Local authority home: in local authority children's home/hostel, local authority home/hostel for children with learning disabilities, local authority home/hostel for physically disabled children
- Voluntary home: in voluntary children's home/hostel, in voluntary home/hostel for children with learning disabilities, in voluntary home/hostel for physically disabled children
- Residential school: in local authority residential school (home/hostel), in voluntary residential school (home/hostel), in private school, in independent school
- Secure accommodation
- Crisis care: for example: in women's refuge, in local authority hostel for offenders, in voluntary hostel for offenders, in local authority hostel for drug/alcohol abusers, in voluntary hostel for drug/alcohol abusers
- Other residential: a known residential setting but does not fit with one of the above

4.5 There is information on the process by which children come to be looked after and legislation governing this on the Scottish Government website:

<http://www.scotland.gov.uk/Topics/People/Young-People/protecting/lac>

School information

4.6 *Scottish Candidate Number* – A unique number created by the Scottish Qualifications Authority and assigned to each child by their school when they enter the Scottish School Education System (usually in Primary 1).

4.7 The results contained in this publication are deemed fit for purpose, but should be treated as provisional whilst the quality and completeness of the Scottish Candidate Number for Scotland's looked after children being submitted by local

authority social work services departments improves over time. The proportion of Scottish Candidate Numbers provided had risen from 86 per cent in 2009/10 to 93 per cent in 2010/11. In 2011/12 they the proportion of Scottish Candidate Numbers provided fell to 84 per cent, however Scottish Candidate Numbers were only required for looked after children who sat SQA exams during the 2011/12 academic year for this publication, so this had less of an impact than in previous years.

Educational attainment

4.8 *Tariff Scores* – The Unified Points Score Scale is based on an extended version of the Universities and Colleges Admissions Service (UCAS) Scottish Tariff points system. The tariff scores assigned to each qualification are currently being assessed and may be revised in future years. A full list of courses, awards and corresponding tariff points is listed in Annex C. The tariff score of a pupil is calculated by adding together all the tariff points accumulated from all the different course levels and awards that they attain.

4.9 Under the current scoring system a pupil getting five Standard Grades would collect between 40 and 190 points, based on lowest to highest possible results. Five Standard Grades with the highest result along with three Highers and one Advanced Higher at A, would amount to 526 points.

School leaver destinations

4.10 *School leaver* – A school leaver is classed as a young person of school leaving age who left a publically funded secondary school during or at the end of the school year, where the school year is taken to run from 1 August to 31 July. Age of school leavers was calculated as of 30 June 2012. Young people of school leaving age who left a publically funded special school are not counted in this publication.

4.11 *Post-school destinations* – All destinations self-reported by school leavers. The categories for leaver destinations are:

- *Higher Education* – includes leavers following HND (Higher National Diploma) or HNC (Higher National Certificate) courses, degree courses, courses for the education and training of teachers and higher level courses for professional qualifications. It also includes programmes at a level higher than the standard of the National Qualifications, Intermediate 1, Intermediate 2, Higher, Advanced Higher and the National Certificate of Education of England, Wales or Northern Ireland at Advanced Level. Leavers with a deferred, unconditional place in higher education have also been included in this category.
- *Further Education* – includes leavers undertaking full-time education which is not higher education and who are no longer on a school roll.

- *Training* – includes leavers who are on a training course and in receipt of an allowance or grant, such as *Get Ready for Work* and *Skillseekers* (non-employed). Prior to 2009/10 only leavers on a national training programme were included. In 2009/10 leavers who were on a local authority funded training programme in receipt of a training allowance were included.
- *Employment* – includes those who are employed and in receipt of payment from their employers. It includes young people undertaking training in employment through *Skillseekers* and Modern Apprenticeships.
- *Voluntary Work* – includes those undertaking voluntary work, with or without financial allowance, who are not ‘unemployed and actively seeking’, as per the unemployed definition and those participating in Project Scotland/CSV or other voluntary programmes.
- *Unemployed and seeking employment or training* – includes those who are registered with Skills Development Scotland and are known by them to be seeking employment or training. This is based on regular contact between Skills Development Scotland and the client. This does not refer to the definition of ‘unemployed’ used by the Benefits Agency to calculate published unemployment rates. Young people participating in *Personal Skills Development* (see below) are counted in this category.
- *Personal Skills Development* – Leavers who participate in learning opportunities / personal and social development activities with the aim of improving their confidence and employability. These programmes can be viewed as a stepping stone towards a positive destination. They are often delivered by a community learning and development or third sector organisation. Prior to 2002/03 this category and *Unemployed and not seeking employment or training* were combined under a single *Other known destination category*.
- *Unemployed and not seeking employment or training* – includes all those individuals who are not seeking employment or training for a range of reasons. The reasons may involve sickness, prison, pregnancy, caring for children or other dependents or taking time out. Prior to 2002/03 this category and *Personal skills development* were combined under a single *Other known destination category*.
- *Activity Agreement* – An agreement between a school leaver and an advisor. The school leaver takes part in a programme of learning and activity which helps them to become ready for formal learning or employment. Activity agreements are designed to assist young people who face barriers to achieving positive destinations once they leave school. Activity agreements were only included as a destination from 2010/11 onwards. Full guidance on activity agreements can be found at the following link.
<http://www.emascotland.com/documents/2013/ActivityAgreementGuidance.doc>
- *Unknown* – includes all leavers whose destination is not known either to Skills Development Scotland or to the school attended.
- *Destination unknown (both surveys)* – includes individuals who were not able to be contacted at either the September or the March/April survey point.

4.12 *Positive destinations* – includes higher education, further education, training, voluntary work, employment and activity agreements. This is in line with the definition of positive destinations set out in Indicator 10 of the Scottish Budget Spending Review 2007: <http://www.scotland.gov.uk/Publications/2007/11/30090722/18>

5. Data Quality

5.1 This is an Official Statistics Publication. Official Statistics are produced to high professional standards set out in the Code of Practice for Official Statistics. These statistics undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference. This publication has not yet been assessed by the UK Statistics Authority.

5.2 The Children and Families statistics team undertake a range of validation checks on the **looked after** children data as part of the quality assurance process of preparing this publication. These procedures include trend analysis, comparing against other available sources, and checking outliers with data providers. Local authorities are then asked to confirm their data. In cases where concerns about data quality outweigh the value of having an estimated figure publicly available, we would not publish particular information (e.g. legal reason data from the looked after children collection).

5.3 In linking the **longitudinal** dataset it was assumed that the most recent year's data, (covering 2011-12) was the most accurate. This is a reasonable assumption as the amount of information returned and the data quality has improved over the period 2008-09 to 2011-12. The 2011-12 data was retained as it is and links made where possible with each previous year's data. As a result, the number of children looked after at 31 July 2012 (16,248) is the same in the longitudinal dataset as the published 2011-12 data². The linking process has allowed the retention of over 95 per cent of the original records. Less than one per cent of records from the 2009-10 and 2010-11 and approximately three per cent of records from 2008-09 were lost by the linking process.

5.5 After the linking was complete the resulting **longitudinal** dataset was quality assured by Children and Families statistics team and looked after children policy team to ensure it is fit for purpose.

5.6 There is more information on the data quality of the administrative sources underlying this publication here:

<http://www.scotland.gov.uk/Topics/Statistics/Browse/Children/sourcesandsuitability/StatementAdminSources>

² Children's Social Work Statistics 2011-12, <http://www.scotland.gov.uk/Publications/2013/03/5229>

Cross UK comparisons

5.7 Differences in the education systems of Scotland and the rest of the UK make cross-UK comparisons invalid. The equivalent figures from across the UK are published here:

England

<http://www.education.gov.uk/childrenandyoungpeople/families/childrenincare/education>

Wales

<https://statswales.wales.gov.uk/Catalogue/Health-and-Social-Care/Social-Services/Childrens-Services/Children-Looked-After>

Northern Ireland

http://www.dhsspsni.gov.uk/index/stats_research/stats-cib-3/statistics_and_research-cib-pub/children_statistics/stats_and_research_cib_children_in_care.htm

5.8 Work has been undertaken between the Scottish Government and administrations from England, Wales and Northern Ireland to document clearly the differences between each administration's **looked after children** statistics and to scope out the feasibility and need for a comparable dataset. Further developments from this work have been published on the Scottish Government children's statistics web site at:

<http://www.scotland.gov.uk/Topics/Statistics/Browse/Children/socialservicestats>

6. Enquiries

Please send any **media enquiries** to Ross Clark on 0131 244 2565.

The information in this publication plus **additional tables** are available at:

<http://www.scotland.gov.uk/Topics/Statistics/Browse/Children/EducOutcomesLAC>

Email any requests for **further analysis** to children.statistics@scotland.gsi.gov.uk.

If you would like to receive notification of forthcoming statistical publications, please register your interest on the Scottish Government ScotStat website at:

www.scotland.gov.uk/Topics/Statistics/scotstat .

Children and Families Statistics
25 June 2013

Education outcomes of looked after children, 2011/12

Publication tables

Excel versions of these tables are available here:
<http://www.scotland.gov.uk/stats/bulletins/01047>

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Education outcomes of looked after children, 2011/12

Additional tables

Excel versions of these tables are available here:

<http://www.scotland.gov.uk/Topics/Statistics/Browse/Children/EducOutcomesLAC>

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Future requests for data

Where we receive regular requests for specific breakdowns of this information (and the data can be published) then we will add this information to the additional tables link above.

Tariff Scores: Unified Points Score Scale

The tariff scores assigned to each qualification are currently being assessed and may be revised in future years, but the points allocated to each qualification for this publication are shown below.

| Grade | Tariff points | | | | |
|-------|-----------------|------|--------|----------------|----------------|
| | Advanced Higher | CSYS | Higher | Intermediate 2 | Intermediate 1 |
| A | 120 | 120 | 72 | 42 | 24 |
| B | 100 | 100 | 60 | 35 | 20 |
| C | 80 | 80 | 48 | 28 | 16 |
| D | 72 | - | 42 | 24 | 12 |
| Unit | 20 | - | 12 | 7 | 4 |

| Grade | Tariff points | |
|-------|----------------|---|
| | Standard Grade | Baccalaureate Interdisciplinary project |
| 1 | 38 | 60 |
| 2 | 28 | 50 |
| 3 | 22 | 40 |
| 4 | 16 | - |
| 5 | 11 | - |
| 6 | 8 | - |
| 7 | 3 | - |

| Grade | Tariff points |
|----------|---------------|
| Access 3 | |
| Cluster | 8 |
| Unit | 2 |

| Grade | Tariff points |
|----------|---------------|
| Access 2 | |
| Unit | 1 |
| | |

| Grade | Tariff points |
|------------------|---------------|
| Unallocated unit | |
| NC Module | 6 |
| Short Course | 6 |

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