



CHILDREN, EDUCATION AND SKILLS

Education Outcomes for Looked After Children 2015/16

Main Findings 2015/16

Education outcomes for looked after children continue to improve.

However, there are still large gaps compared to all pupils.

Leaver Attainment

40%

LAC with 1 or more qualification at SCQF level 5

up from

15%

in 2009/10

comp to

86%

all pupils 2015/16

Leaver Destinations

71%

LAC in positive follow-up destinations

up from

40%

in 2009/10

comp to

91%

all pupils 2015/16

Achievement of Curriculum for Excellence Levels

A lower proportion of children looked after for the entire school year achieve the Curriculum for Excellence (CfE) level relevant to their stage compared to all children

Achievement of CfE levels is lowest for those looked after at home and those looked after in residential accommodation for the entire school year

Looked after children with the most positive education outcomes are those:

- ★ **In foster care rather than in other care settings.**
- ★ **With fewer care placements in the year.**
- ★ **Who have been looked after for the whole year, rather than just part of it.**

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Introduction

Local authorities have a responsibility to provide support to a group of vulnerable young people, known as 'looked after children'. A young person may become looked after for a number of reasons, including neglect, abuse, complex disabilities which require specialist care, or involvement in the youth justice system.

This publication links school and social work data to present information on the attainment of looked after young people and the post-school destinations of looked after young people who leave school. The school attendance and exclusion rates of all looked after children are only included every other year, and will next appear in 2016/17.


This publication also includes experimental statistics on teacher judgement of looked after young people, on which data was published for the wider school population in December 2016.


Who are counted in these figures?

This first two chapters of this publication give information on the education outcomes and destinations of 468 young people who were looked after from August 2015 to July 2016 and who left school during 2015/16. These looked after children represent less than one per cent of the 52,305 2015/16 school leavers. The third chapter focuses on education outcomes and destinations of 462 young people who were looked after for only part of the year.

The final two sections focus on the achievement of Curriculum for Excellence levels across four year groups – this is a new section and is currently designated as experimental statistics.

Educational attainment

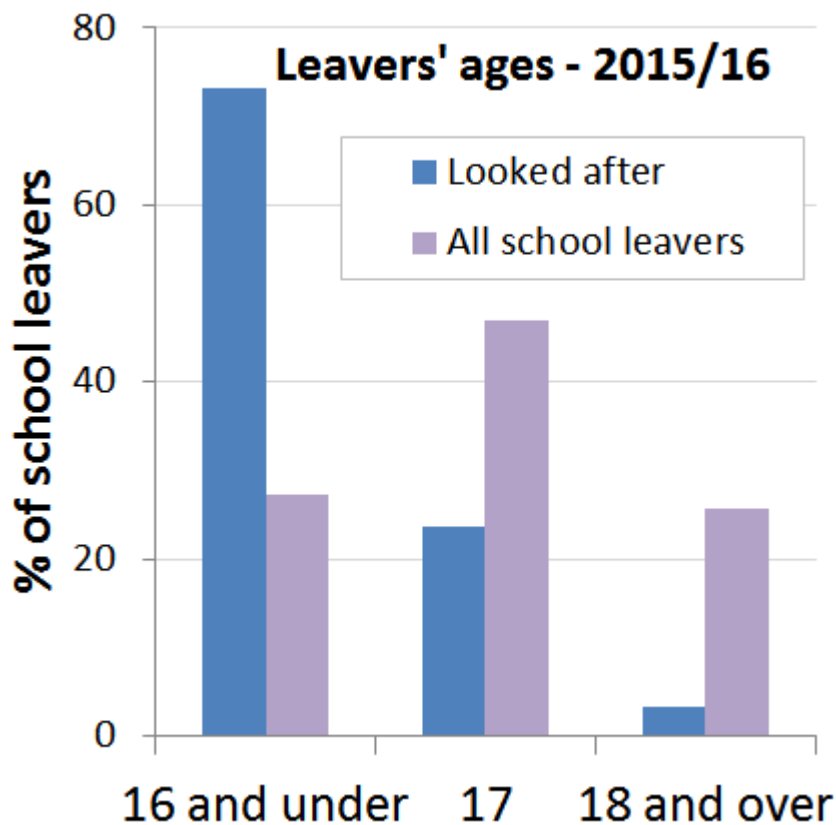
 The attainment of looked after school leavers continues to be poorer than for school leavers overall

 Looked after leavers who were in foster placements, and those with fewer placements had higher attainment

This section presents data on the educational attainment of the 468 young people who were looked after from 1 August 2015 to 31 July 2016 and who left school during 2015/16. All underlying data are available here:

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

Age of school leavers



Looked after children tend to leave school at younger ages. In 2015/16 almost three quarters (73%) of looked after school leavers were aged 16 and under (i.e. they left school at the earliest point they could) compared to over one quarter (27%) of school leavers more generally. The proportion of leavers who were aged 16 and

under has decreased since 2009/10, including among looked after leavers, but discrepancies between looked after leavers and other leavers remain consistent.

Highest level of qualification

Looked after children obtain lower qualification levels on average than all school leavers, which is at least partly explained by the lower school leaving age. In previous years, a system of Tariff Scores was used to measure attainment. However, since 2013/14, leavers have been classified by identifying the highest Scottish Credit and Qualifications Framework (SCQF) level at which they achieved one or more passes by the time they leave school. This includes SQA attainment at SCQF levels 3 to 7.

Illustration 3 shows the equivalent qualifications over time since Standard Grades ceased to exist in 2013/14 and Intermediate qualifications ceased to exist from August 2015 and both were replaced with the new National qualifications. The current leavers will have taken a range of qualifications, some may have taken the old qualifications, but the majority will have taken the new qualifications. It is not the purpose of this publication to measure the impact of the new system on outcomes for looked after young people.

Illustration 3: Scottish Credit and Qualifications Framework (SCQF) levels

| | | | |
|---------|---|---------|------------------------|
| Level 3 | Access 3 National 3 Standard Grade (Foundation) | Level 6 | Higher at A-C |
| Level 4 | Intermediate 1 at A-C National 4 Standard Grade (General) | Level 7 | Advanced Higher at A-C |
| Level 5 | Intermediate 1 at A-C National 5 at A-C Standard Grade (Credit) | | |

Table 1.1: Percentage of all looked after school leavers by their highest level of attainment 2015/16

| | Looked after leavers | All school leavers |
|---|----------------------|--------------------|
| 1 or more qualification at SCQF level 3 or better | 87 | 98 |
| 1 or more qualification at SCQF level 4 or better | 77 | 96 |
| 1 or more qualification at SCQF level 5 or better | 40 | 86 |
| 1 or more qualification at SCQF level 6 or better | 15 | 62 |
| 1 or more qualification at SCQF level 7 | 1 | 19 |
| No qualifications at SCQF level 3 or better | 13 | 2 |

Older data available at <http://www.gov.scot/Topics/Statistics/Browse/Children/EducOutcomesLAC>

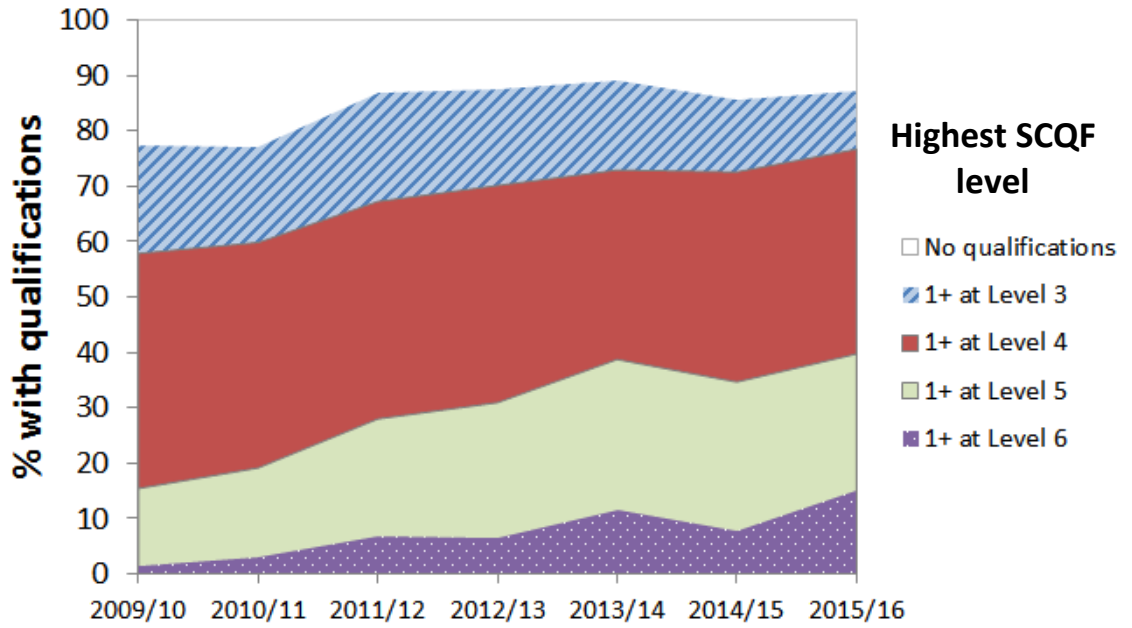
As can be seen in Table 1.1, while the level of qualifications of looked after school leavers shows the least difference to that of all school leavers at the lowest level of qualification (87% of looked after school leavers have at least one SCQF level 3 qualification or better, compared to 98% of all school leavers), the difference increases proportionally at higher levels.

Almost all school leavers (96%) have at least one qualification at level 4 or better (see Illustration 3 for list of qualifications). This compares to three quarters (77%) of looked after leavers with the same level of qualifications. At the higher levels of qualification, more than three in five of all leavers (62%) have at least one qualification at level 6 or better while three in twenty looked after leavers (15%) had qualifications at this level.

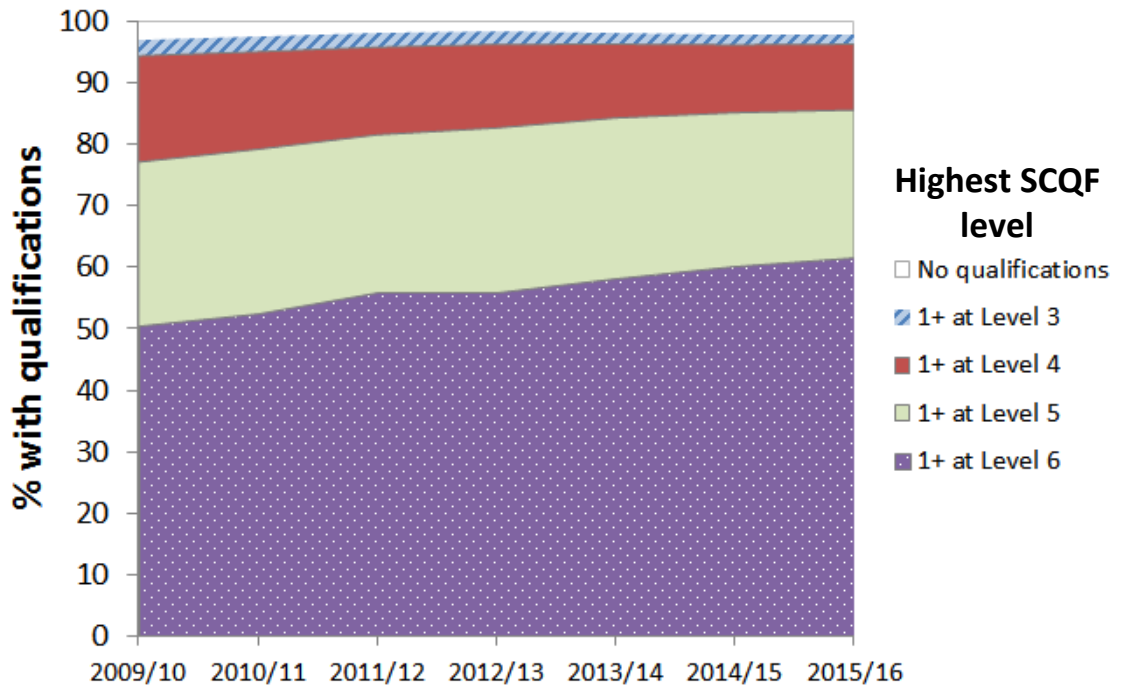
However, while looked after school leavers achieve less highly than school leavers more generally, educational attainment among looked after leavers has improved over the last seven years, narrowing the gap. However, this narrowing hasn't been uniform, and there have been falls in some years and at some levels. Chart 2 shows the highest level of qualification held by looked after leavers and all leavers over time (excluding level 7 for clarity, as numbers are very low among looked after leavers). The proportion of looked after leavers with no qualifications has fallen from 23% in 2009/10 to 13% in 2015/16, although this number has changed little since 2011/12. Over the same period the proportion of looked after leavers with one or more qualification at level 5 or better jumped from 15% to 40%, and those with level 6 qualifications has also reached its highest level at 15%. The ongoing increases in numbers achieving higher-level qualifications is one of the most notable areas of improvement in recent years.

Chart 2: Highest level of attainment of looked after leavers and all school leavers, 2009/10 to 2015/16

Looked after leavers



All school leavers



Highest level of qualification by type of accommodation

When a young person is looked after, there are various types of residences in which they could be placed. Placements can be at home (where a child is subject to a Supervision Requirement and continues to live in their usual place of residence), foster care, a kinship care placement (where they are placed with friends or relatives) or a residential placement. Table 1.2 presents the attainment of looked after leavers with only one placement in 2015/16 by the type of placement.

Table 1.2: Percentage reaching highest level of attainment of looked after school leavers with one placement for the year, by the accommodation type of that placement 2015/16⁽¹⁾

| | 1 or more qualification at SCQF level 3 or better | 1 or more qualification at SCQF level 4 or better | 1 or more qualification at SCQF level 5 or better | Total number |
|-------------------------------------|---|---|---|--------------|
| In the community | | | | |
| At home with parents | 74 | 56 | 11 | 66 |
| With friends/relatives | 92 | 82 | 54 | 90 |
| With foster carers provided by LA | * | 93 | 64 | 110 |
| With foster carers purchased by LA | * | 94 | 55 | 47 |
| In other community ⁽²⁾ | - | - | - | 0 |
| Residential accommodation | | | | |
| In local authority home | * | 72 | * | 29 |
| In voluntary home | * | 80 | * | 10 |
| In other residential ⁽³⁾ | * | 57 | * | 14 |
| All looked after | 91 | 80 | 45 | 366 |

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

(2) Includes with prospective adopters.

(3) Includes in residential school, secure care accommodation or crisis care.

Educational attainment varies across the types of accommodation in which looked after children are placed. Overall, more than eight in ten looked after school leavers achieved at least one qualification at SCQF level 3 or better. Children in foster care provided and purchased by the LA perform well (64 and 55% respectively achieving at level 5 or better). School leavers looked after at home had the lowest overall

levels of attainment, with 11% achieving at least one qualification at level 5 or better, compared to 40% for looked after leavers as a whole. It is unclear whether the relative success of those in foster care is because these settings encourage better outcomes, or because the circumstances of the people placed within them are more positive – the reason is potentially a combination of these things.

Highest level of qualification by number of placements

Looked after school leavers who experience more placements in the year tend to have lower levels of qualifications. Table 1.3 shows that four-fifths (80%) of looked after leavers who had just one placement all year achieved one or more qualification at level 4 or better compared to almost two-thirds (64%) of looked after leavers who had 4 or more placements during the year.

This trend is more noticeable at higher levels of qualification. 45% of leavers with one placement reached level 5 or better, whereas less than a quarter of those with more placements achieved so highly. It should be noted that the numbers of young people with larger numbers of placements is small and care should be taken when interpreting these figures.

Table 1.3: Proportion of looked after school leavers achieving qualifications by number of looked after placements they had in 2015/16⁽¹⁾


| | 1 or more qualification at SCQF level 3 or better | 1 or more qualification at SCQF level 4 or better | 1 or more qualification at SCQF level 5 or better | Total number |
|-------------------------|---|---|---|--------------|
| 1 placement | 91 | 80 | 45 | 366 |
| 2 placements | 81 | 69 | 26 | 77 |
| 3 placements | 53 | 41 | * | 17 |
| 4 or more placements | * | 63 | 0 | 8 |
| All looked after | 87 | 77 | 40 | 468 |


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

Cross-UK comparisons

The improvements seen in the proportion of looked after children in Scotland achieving qualifications since 2009/10 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 5.3 for further information.

Post-school destinations

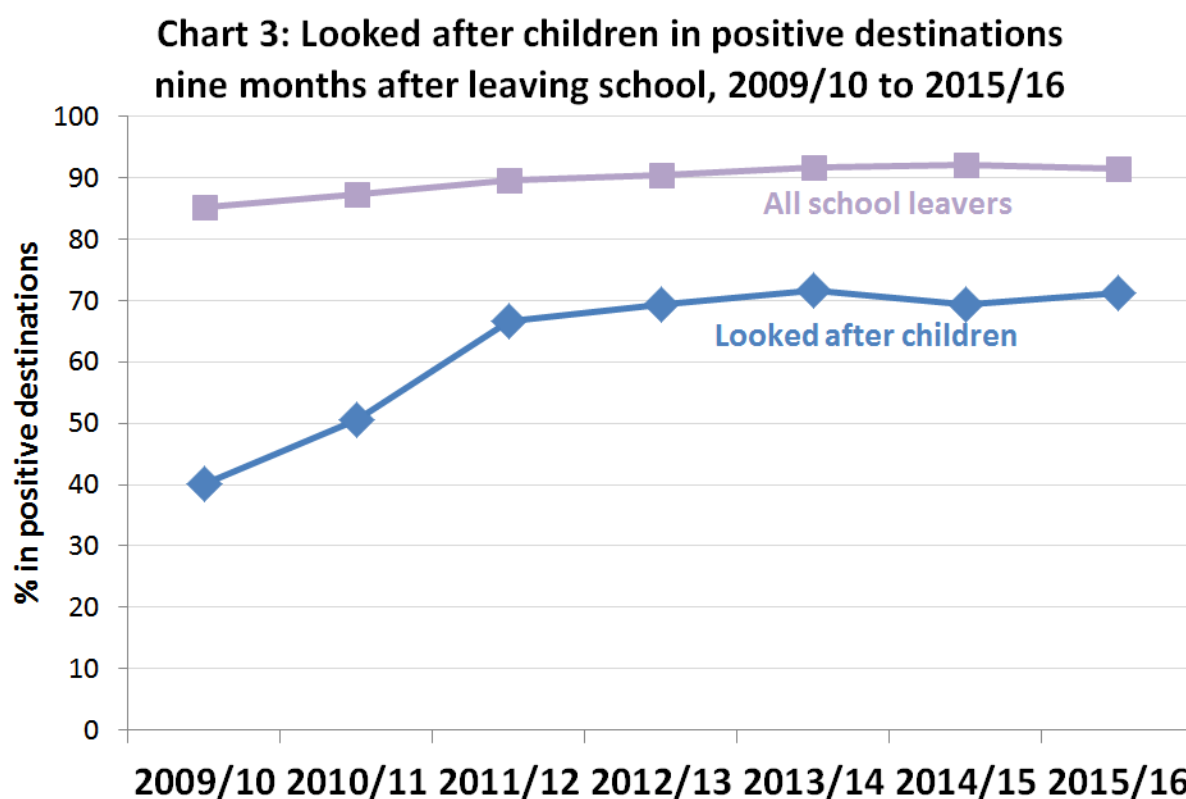
 Looked after school leavers are less likely to go in to positive destinations, especially higher education

 Around a quarter of those looked after leavers who enter further education do not sustain this destination after nine months

This section presents data on the destinations of the 468 young people who were looked after from 1 August 2015 to 31 July 2016 and who left school during 2015/16. Information on young people's 'destinations' (such as employment or further education) is collected three and nine months after they leave school. A young person is said to be in a positive destination if they are in education, employment, training, voluntary work or an Activity Agreement¹. For more information on school leaver destination categories, see background note 4.8. The data underlying the illustrations are available here:

<http://www.gov.scot/stats/bulletins/01282>

Initial and follow-up destinations



¹ An Activity Agreement is an agreement between the young person and a trusted professional that the leaver will take part in a programme of learning and activity which helps them become ready for formal learning or employment.

A lower proportion of looked after children enter positive destinations than all school leavers, but this gap has narrowed since 2009/10, although progress has slowed in recent years. 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.

Table 2.1: Positive initial destinations (three months after leaving school) among looked after leavers and all school leavers, 2012/13 to 2015/16

| | 2012/13 | 2013/14 | 2014/15 | 2015/16 | Total number 2015/16 |
|------------------------------------|-----------|-----------|-----------|-----------|----------------------|
| Looked after school leavers | | | | | |
| Higher Education | 4 | 6 | 4 | 5 | 23 |
| Further Education | 37 | 43 | 36 | 41 | 194 |
| Other positive destination | 36 | 30 | 37 | 31 | 147 |
| % in a positive destination | 78 | 78 | 77 | 78 | 364 |
| All school leavers | | | | | |
| Higher Education | 37 | 39 | 39 | 40 | 21,079 |
| Further Education | 28 | 26 | 28 | 27 | 13,917 |
| Other positive destination | 27 | 27 | 27 | 26 | 13,809 |
| % in a positive destination | 92 | 92 | 93 | 93 | 48,805 |

More than three-quarters (78%) of children looked after for a full year who left school during or at the end of 2015/16 were in a positive destination three months after leaving school, compared with nine in ten (93%) of all 2015/16 school leavers (Table 2.1). Among looked after young people, 46% were either in Higher or Further Education, compared to two-thirds of all leavers (67%). The lower proportion of looked after young people entering higher education can largely be explained by leaving school earlier and consequent lower levels of qualifications.

The positive destination is more likely to be sustained after nine months for all school leavers rather than for looked after leavers. By the time of the follow-up in March, seven in ten (71%, down from 78%) looked after children who were looked after for the year from August 2015 to July 2016 and left school in that period were in a positive destination, compared with nine in ten (91%) of all 2015/16 school leavers. The rate of positive destinations among looked after children at the time of the follow-up has improved greatly over the period of measurement, from 40% in

2009/10 to 71% in 2015/16. This increase is predominantly due to increases in looked after school leavers entering employment (from 7% in 2009/10 to 19% in 2015/16) and further education (from 22% in 2009/10 to 32% in 2015/16). The overall reduction is also present for all school leavers, but to a lesser extent (93% in positive destinations initially down to 91% at follow up).

There is a consistently large fall in the proportion of looked after young people sustaining a place in further education. It is not clear why this occurs, but it may highlight a need for extra support for this group to continue their education.

Table 2.2: Positive follow-up destinations (nine months after leaving school) among looked after leavers and all school leavers, 2012/13 to 2015/16

| | 2012/13 | 2013/14 | 2014/15 | 2015/16 | Total number 2015/16 |
|------------------------------------|-----------|-----------|-----------|-----------|----------------------|
| Looked after school leavers | | | | | |
| Higher Education | 4 | 5 | 4 | 3 | 16 |
| Further Education | 31 | 36 | 26 | 32 | 149 |
| Other positive destination | 34 | 31 | 39 | 36 | 167 |
| % in a positive destination | 69 | 72 | 69 | 71 | 332 |
| All school leavers | | | | | |
| Higher Education | 37 | 38 | 37 | 37 | 19,434 |
| Further Education | 24 | 24 | 23 | 22 | 11,661 |
| Other positive destination | 29 | 29 | 32 | 32 | 16,543 |
| % in a positive destination | 90 | 92 | 92 | 91 | 47,638 |

Table 2.3 shows the percentage of looked after school leavers in positive destinations three and nine months after leaving school. There is a decrease in proportions in positive destinations in all groups except for those children in voluntary homes. The largest decreases are seen in those young people looked after at home.

Table 2.3: Percentage of positive initial and follow-up destinations among looked after school leavers with one placement, 2015/16^{(1),(2)}

| Single Type of Accommodation | In a positive destination after three months | In a positive destination after nine months | Total number after nine months |
|-------------------------------------|--|---|--------------------------------|
| In the community | | | |
| At home with parents | 58 | 45 | 66 |
| With friends/relatives | 88 | 80 | 90 |
| With foster carers provided by LA | 96 | 88 | 110 |
| With foster carers purchased by LA | 87 | 83 | 47 |
| In other community ⁽¹⁾ | - | - | 0 |
| Residential Accommodation | | | |
| In local authority home | 62 | 62 | 14 |
| In voluntary home | 70 | 80 | 10 |
| In other residential ⁽²⁾ | 79 | 71 | 14 |
| More than one placement | 63 | 58 | 100 |
| Total looked after children | 78 | 71 | 466 |

(1) Includes 'with prospective adopters'.

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

Cross-UK comparisons

The improvements seen in the proportion of looked after children in Scotland moving into positive destinations after leaving school since 2009/10 mirrors the general trend across the UK overall. Because of differences in the education systems and leaving between Scotland and the rest of the UK (and in the ages at which young people leave school) it is not possible to directly compare post school destinations of looked after children. See background note 5.3 for further information.

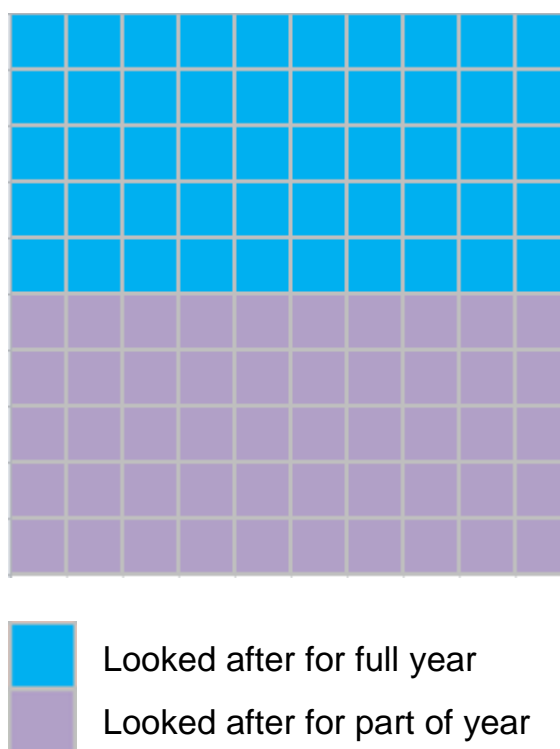
Outcomes for young people looked after for part of the year



Children looked after for part of the year have poorer outcomes for all education aspects – attainment and leaver destinations – compared to those looked after for the full year

Up to this point this publication has focused on the 468 school leavers who were looked after for the entire year (although they may have been accommodated in more than one place). Focusing on this group allows us to look at the impact of being looked after on young people's education outcomes.

This section looks at the outcomes for the 462 school leavers who were looked after for part of the year – those who stopped or started being looked after between 1 August 2015 and 31 July 2016.



While data on young people looked after for part of the year do not directly tell us about the impact of being looked after on education outcomes they do give insight into the impact of the upheaval of moving in to or out of care.

Educational attainment of young people looked after for part of the year

The qualification levels of young people who were looked after for the full year is higher than for young people looked after for part of the year. Two-fifths (40%) of full year looked after leavers had one or more qualification at level 5 or better compared to just over a quarter (28%) of part year looked after leavers.

Furthermore, these data suggest that the greater the degree of upheaval in the year

that young people take exams has a relationship to their outcomes. The qualification levels of young people who were looked after for part of the year is most similar to that of young people who were looked after for the whole year and experienced two or three placements in that time. It is unclear however how upheaval in previous years impacts on outcomes.

Table 3.1: Percentage of all school leavers looked after for part of the year achieving different levels of attainment, 2015/16

| | Looked after part year | Looked after full year |
|---|------------------------|------------------------|
| 1 or more qualification at SCQF level 3 or better | 80 | 87 |
| 1 or more qualification at SCQF level 4 or better | 64 | 77 |
| 1 or more qualification at SCQF level 5 or better | 28 | 40 |
| 1 or more qualification at SCQF level 6 or better | 7 | 15 |
| 1 or more qualification at SCQF level 7 | 1 | 1 |
| No qualifications at SCQF level 3 or better | 20 | 13 |

Post-school destinations of young people looked after for part of the year

Young people looked after for part of the year are less likely than those looked after for the full year to enter a positive destination nine months after leaving school. Where almost three-quarters of young (71%) people looked after for the full year went on to a positive destination after leaving school, half (56%) of those looked after for part of the year did.

Table 3.2: Percentage of school leavers who were looked after for part of the year and for all of the year by follow up destination (nine months after leaving school), 2015/16

| | 2012/13 | 2013/14 | 2014/15 | 2015/16 |
|------------------------------------|-----------|-----------|-----------|-----------|
| Looked after part year | | | | |
| Higher Education | 1 | 3 | 3 | 3 |
| Further Education | 18 | 23 | 20 | 19 |
| Other positive destination | 36 | 33 | 39 | 34 |
| % in a positive destination | 55 | 59 | 61 | 56 |
| Looked after full year | | | | |
| Higher Education | 4 | 5 | 4 | 3 |
| Further Education | 31 | 36 | 26 | 32 |
| Other positive destination | 34 | 31 | 39 | 36 |
| % in a positive destination | 69 | 72 | 69 | 71 |

Achievement of Curriculum for Excellence Levels (Experimental Statistics) – children looked after for the entire year



A lower proportion of children looked after for the entire school year achieve the Curriculum for Excellence (CfE) level relevant to their stage compared to all children



Achievement of CfE levels is lowest for those looked after at home and those looked after in residential accommodation for the entire school year

This section presents data on the achievement of Curriculum for Excellence (CfE) levels for aspects of literacy (reading, writing, and listening and talking) and numeracy of the 2,102 children and young people who were looked after from 1 August 2015 to 31 July 2016, and who were in Primary 1, Primary 4, Primary 7 and Secondary 3 stages during the 2015/16 school year.

Scottish Candidate Numbers (SCNs) provided by local authorities in the Looked after Children data return in 2015/16 were used to match pupils to their CfE data, along with date of birth and gender. There is variation in the provision of SCNs for looked after children across local authorities, particularly for children at the earlier stages of school, ranging from where some local authorities did not provide any SCNs to other local authorities providing SCNs for most/all of their LAC (see background note 2.6, and Table 5.1 in the Excel tables published alongside this publication).

Due to this large variation in SCN coverage between local authorities, the analyses presented in this section may differ from the real picture, particularly if there are differences in the characteristics of the populations between local authorities, differences in the types of placements used by local authorities, and variation in the number of placements experienced by children in different local authorities. As these are experimental statistics, we are working to improve the reporting of SCNs in the LAC return and as a consequence improve the reliability of these statistics.

Therefore, caution should be made when interpreting the results provided in this section, and the results this year should be seen as 'indicative' of how children who are looked after are generally achieving against CfE levels compared with all pupils.

The achievement of CfE levels statistics are currently labelled "Experimental Statistics" as they are in the process of being developed and have been published to involve users and stakeholders in their development, and to build in quality and

understanding at an early stage (see background notes for further information about these statistics).

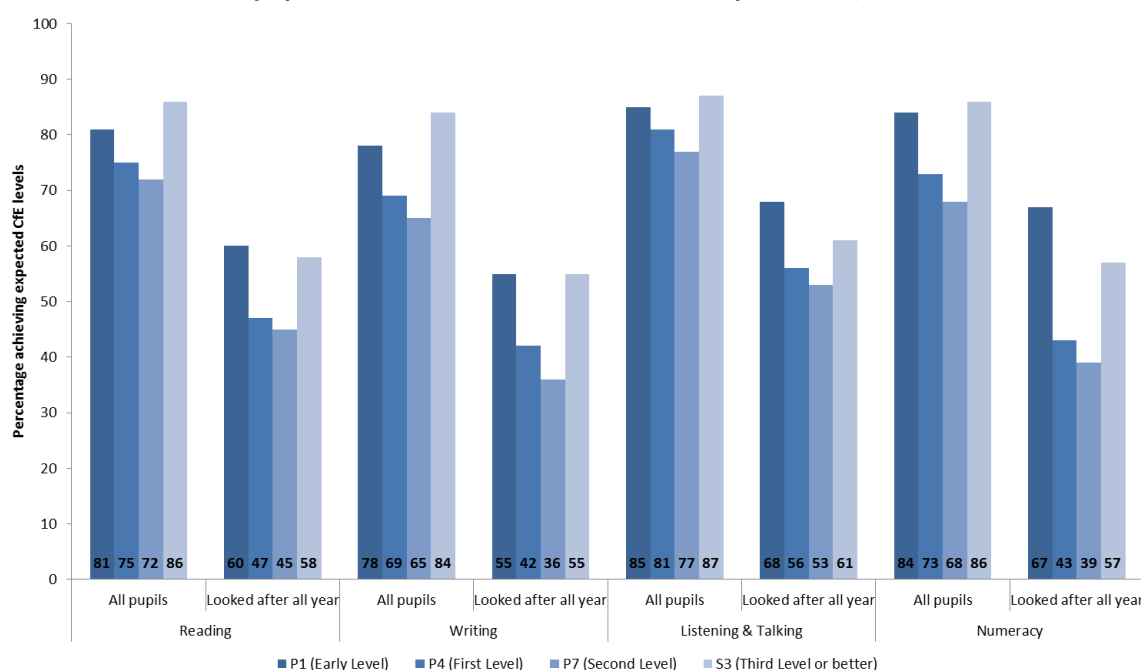
The achievement of CfE levels data collection was introduced in the 2015/16 school year, and the information presented are based on teacher professional judgements as at June 2016. All figures for reading, writing and listening and talking are as achieved in the English language.

All underlying data are available here:

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

Stage

Percentage of pupils achieving expected CfE levels by all pupils and pupils looked after for the entire school year, 2015/16



Across all stages, a lower proportion of children who are looked after for the entire school year tend to achieve the CfE level relevant to their stage compared to all pupils.

As seen for all pupils, the proportion of children looked after for the entire school year achieving the CfE level relevant for their stage is generally highest for listening and talking, and lowest for writing across all primary and secondary stages. Similarly, the proportion of children looked after for the entire school year achieving the CfE level relevant for their stage falls throughout the primary stages, but increases when looking at the percentage of S3 pupils achieving CfE 3rd level or better.

Type of accommodation

Table 4.1: Percentage of Primary 1, Primary 4, Primary 7 and Secondary 3 children who were looked after for the entire school year achieving the CfE level relevant to their stage⁽¹⁾, by accommodation type, 2015/16⁽²⁾

| | Reading | Writing | Listening & Talking | Numeracy |
|--|-----------|-----------|---------------------|-----------|
| In the community | | | | |
| At home with parents | 46 | 40 | 50 | 44 |
| With friends/relatives | 53 | 47 | 60 | 55 |
| With foster carers provided by LA | 55 | 49 | 62 | 49 |
| With foster carers purchased by LA | 56 | 48 | 62 | 56 |
| In other community ⁽³⁾ | * | * | * | * |
| Residential accommodation | | | | |
| In local authority home | 50 | 45 | 50 | 44 |
| In other residential ⁽⁴⁾ | 35 | 35 | 35 | 36 |
| All looked after for entire school year | 52 | 46 | 58 | 50 |

(1) See background notes for information regarding the CfE levels relevant to a pupil's stage.

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

(3) Includes with prospective adopters.

(4) Includes in voluntary home, residential school, secure care accommodation or crisis care.

Achievement of CfE levels varies across the types of accommodation in which looked after children are placed. Generally, a higher proportion of children living with foster carers or with friends/relatives for the entire school year are achieving the CfE level relevant to their stage, compared with children who are looked after at home or living in residential accommodation for the entire school year.

Number of placements

By far the majority of children for the entire school year only experienced one placement during the school year 2015/16 (with very few experiencing 4 or more placements). Therefore, care should be taken when interpreting these figures.

Taking this into account, table 4.2 shows little variation in the percentage of children looked after for the entire school year achieving the CfE level relevant to their stage by the number of placements they experienced during the school year.

Table 4.2: Percentage of Primary 1, Primary 4, Primary 7 and Secondary 3 children who were looked after for the entire school year achieving the CfE level relevant to their stage⁽¹⁾ by number of looked after placements they experienced in 2015/16

| | Reading | Writing | Listening & Talking | Numeracy |
|--|-----------|-----------|---------------------|-----------|
| 1 placement | 52 | 46 | 58 | 50 |
| 2 placements | 51 | 45 | 58 | 50 |
| 3 placements | 55 | 46 | 57 | 43 |
| 4 or more placements | 59 | 59 | 59 | 50 |
| All looked after for entire school year | 52 | 46 | 58 | 50 |

(1) See background notes for information regarding the CfE levels relevant to a pupil's stage.

Achievement of Curriculum for Excellence Levels (Experimental Statistics) – children looked after for part of the year



Generally, a slightly lower proportion of children who were looked after for part of the school year achieve the Curriculum for Excellence (CfE) level relevant to their stage compared to children who were looked after for the entire school year

This section presents data on the achievement of Curriculum for Excellence (CfE) levels in aspects of literacy (reading, writing, and listening and talking) and numeracy of the 1,048 children and young people who were looked after for part of the school year – those who stopped or started being looked after between 1 August 2015 and 31 July 2016, and who were in Primary 1, Primary 4, Primary 7 and Secondary 3 stages during the 2015/16 school year.

Scottish Candidate Numbers (SCNs) provided by local authorities in the Looked after Children data return in 2015/16 were used to match pupils to their CfE data, along with date of birth and gender. There is variation in the provision of SCNs for looked after children across local authorities, particularly for children at the earlier stages of school, ranging from where some local authorities did not provide any SCNs to other local authorities providing SCNs for most/all of their LAC (see background note 2.6, and Table 5.1 in the Excel tables published alongside this publication).

Due to this large variation in SCN coverage between local authorities, the analyses presented in this section may differ from the real picture, particularly if there are differences in the characteristics of the populations between local authorities, differences in the types of placements used by local authorities, and variation in the number of placements experienced by children in different local authorities. As these are experimental statistics, we are working to improve the reporting of SCNs in the LAC return and as a consequence improve the reliability of these statistics.

Therefore, caution should be made when interpreting the results provided in this section, and the results this year should be seen as 'indicative' of how children who are looked after are generally achieving against CfE levels compared with all pupils.

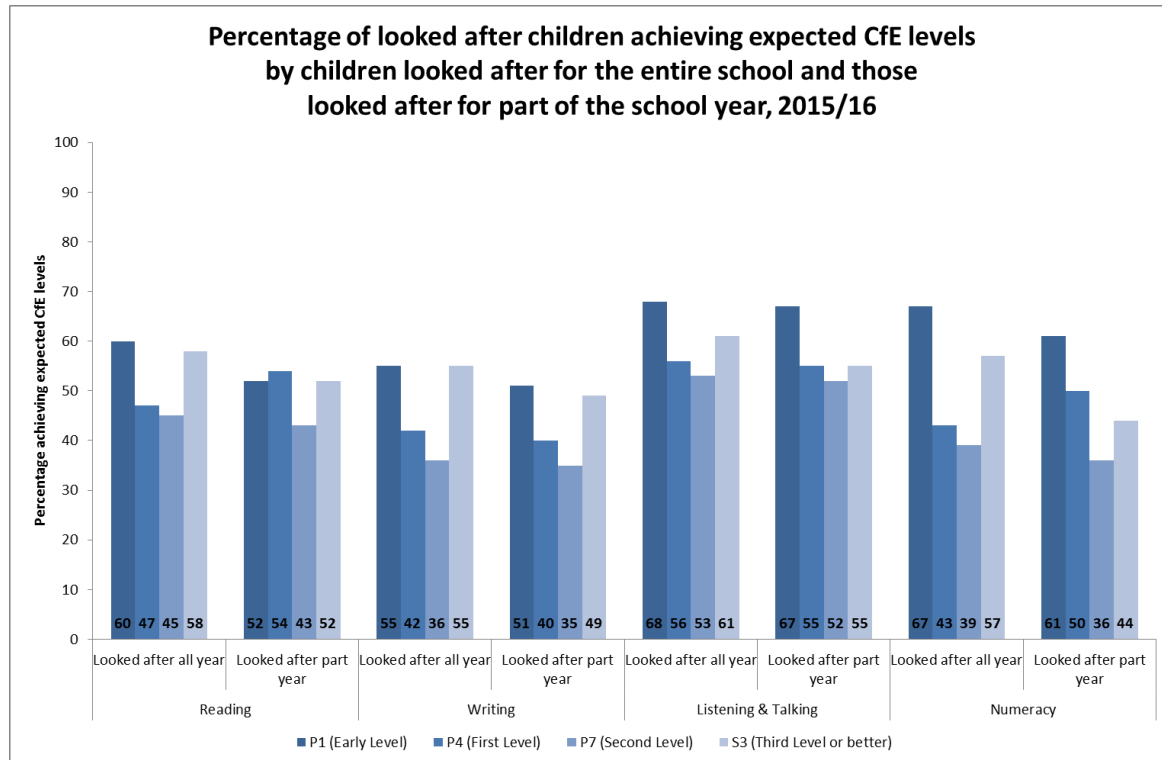
The achievement of CfE levels statistics are currently labelled "Experimental Statistics" as they are in the process of being developed and have been published to involve users and stakeholders in their development, and to build in quality and understanding at an early stage (see background notes for further information about these statistics).

The achievement of CfE levels data collection was introduced in the 2015/16 school year, and the information presented are based on teacher professional judgements as at June 2016. All figures for reading, writing and listening and talking are as achieved in the English language.

All underlying data are available here:

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

Stage



There are generally a slightly lower proportion of children who are looked after for part of the school year achieving the CfE level relevant to their stage compared to children who were looked after for the entire school year.

As seen for children who were looked after for the entire school year, the proportion of looked after children for part of the school year achieving the CfE level relevant for their stage is generally highest for listening and talking and lowest for writing across all primary and secondary stages. Similarly, the proportion of looked after children looked after for part of the school year achieving the CfE level relevant for their stage generally falls throughout the primary stages, but increases when looking at the percentage of S3 pupils achieving CfE 3rd level or better.

Type of accommodation

Table 4.3: Percentage of Primary 1, Primary 4, Primary 7 and Secondary 3 children who were looked after for part of the school year achieving the CfE level relevant to their stage⁽¹⁾, by accommodation type, 2015/16⁽²⁾

| | Reading | Writing | Listening & Talking | Numeracy |
|--|-----------|-----------|---------------------|-----------|
| In the community | | | | |
| At home with parents | 47 | 42 | 54 | 47 |
| With friends/relatives | 56 | 46 | 63 | 51 |
| With foster carers provided by LA | 67 | 50 | 68 | 52 |
| With foster carers purchased by LA | 47 | 40 | 53 | 47 |
| In other community ⁽³⁾ | 56 | 56 | * | 50 |
| Residential accommodation | | | | |
| In local authority home | 37 | 47 | 42 | 39 |
| In other residential ⁽⁴⁾ | 44 | 39 | 44 | 35 |
| All looked after during part of school year | 50 | 44 | 57 | 48 |

(1) See background notes for information regarding the CfE levels relevant to a pupil's stage.

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

(3) Includes with prospective adopters.

(4) Includes in voluntary home, residential school, secure care accommodation or crisis care.

Achievement of CfE levels varies across the types of accommodation in which looked after children are placed. Generally, a higher proportion of children who were looked after for part of the school year, and who lived with foster carers provided by the local authority or with friends/relatives, are achieving the CfE level relevant to their stage, compared with children who were looked after for part of the school year and who were looked after at home, living with foster carers purchased by the local authority or living in residential accommodation.

Number of placements

By far the majority of children who were looked after for part of the school year only experienced one placement whilst being looked after (with very few experiencing 3 or more placements). Therefore, care should be taken when interpreting these figures.

Taking this into account, table 5.2 shows little variation in the percentage of looked after children achieving the CfE level relevant to their stage by the number of placements they experienced.

Table 4.4: Percentage of Primary 1, Primary 4, Primary 7 and Secondary 3 children who were looked after for part of the school year achieving the CfE level relevant to their stage⁽¹⁾ by number of looked after placements they experienced whilst being looked after in 2015/16

| | Reading | Writing | Listening & Talking | Numeracy |
|--|-----------|-----------|---------------------|-----------|
| 1 placement | 50 | 44 | 57 | 48 |
| 2 placements | 51 | 47 | 60 | 50 |
| 3 or more placements | 56 | 53 | 59 | 53 |
| All looked after during part of school year | 50 | 44 | 57 | 48 |

(1) See background notes for information regarding the CfE levels relevant to a pupil's stage.

Background notes

1. Sources and coverage

1.1 This document summarises the education outcomes of Scotland's looked after children. It links information from:

- the Looked After Children statistics 2015/16
- Pupil Census records 2015
- School Leaver Initial and Follow-up Destination data, October 2016 and March 2017
- Attainment data throughout school education
- Achievement of Curriculum for Excellence (CfE) Levels, 2015/16

Education outcome figures for all children in Scotland are available here:

<http://www.gov.scot/stats/bulletins/01279>

Achievement of CfE Levels for all children in Scotland are available here:

<http://www.gov.scot/Topics/Statistics/Browse/School-Education/ACEL>

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 2015 and 31 July 2016) is available here:

<http://www.gov.scot/Topics/Statistics/Browse/Children/PubChildrenSocialWork>

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>

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/63002.html>.

1.4 The **leaver destinations** data were collected by Skills Development Scotland (SDS) on each young person identified as being a school leaver in September 2016 (initial destination, approximately three months after leaving school) and March 2017 (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 May who starts a course in the following January could be counted as being in another destination in the initial survey, but a positive destination in the follow-up survey.

1.5 **Leaver destinations** data were published in Initial Destinations of Senior Phase School Leavers 2015/16: <http://www.gov.scot/stats/bulletins/01263>

1.6 **Achievement of CfE Levels** data were gathered by the Scottish Government, and relates to achievement in the Broad General Education (BGE) based on teacher professional judgements regarding pupil's achievement in literacy and numeracy against CfE levels. A very small proportion of children have long term significant and complex additional support needs that mean that it is unlikely that they will progress through the CfE levels during their time in education. These children are recorded as 'child following individual milestones' and are included in the data. However, children for whom the teacher has been unable to make a professional judgement are not included.

1.7 The **Achievement of CfE Levels** data are currently "Experimental Statistics". Experimental statistics are Official Statistics that are undergoing development. They are defined in the Code of Practice for Official Statistics as: 'new Official Statistics undergoing evaluation that are published in order to involve users and stakeholders in their development as a means to build in quality at an early stage'.

1.8 The reason for the **Achievement of CfE Levels** statistics being classed as experimental statistics is because they are based on a new and developing data source. As such time is required:

- a. To receive informed feedback from users and potential users of the statistics;
- b. For users to become familiar with the new statistics and methodology.

1.8 Further information with regards the **Achievement of CfE Levels** data collection can be found here:

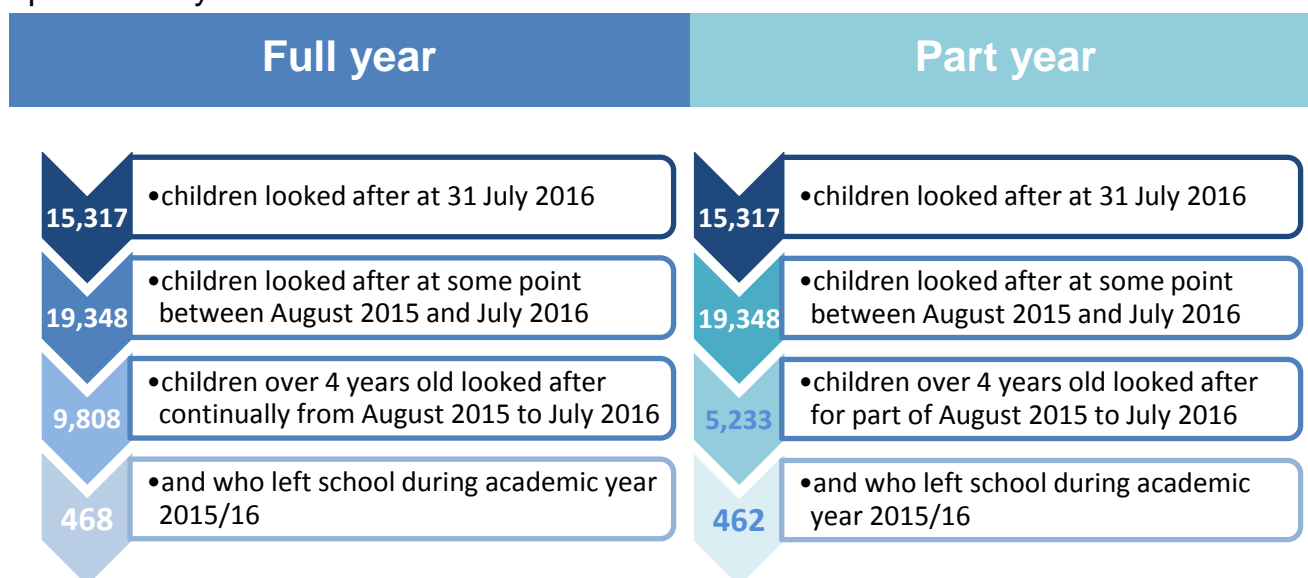
<http://www.gov.scot/Topics/Statistics/Browse/School-Education/ACEL>

2. Methodology

Matching looked after children data to school outcomes

2.1 As reported in Children's Social Work Statistics 2015-16², there were 15,317 children looked after on 31 July 2016. The population used in this publication was established through the following process:

Illustration 4: Children included in this publication, looked after for the full year and part of the year 2015/16



2.2 As Illustration 4 shows, there are many more looked after children than those matched in this publication. Children are assigned a Scottish Candidate Number when they start primary school. If a child is under five – as the majority of looked after children are – they are unlikely to have a Scottish Candidate Number. Children also might not have a Scottish Candidate Number if they have been educated at home, in an independent school, outside Scotland or have already left school.

2.3 For looked after young people in 2015/16 a total of 930 full and part year records matched with the school leavers cohort provided by Skills Development Scotland.

2.4 We estimate that the Scottish Candidate Numbers (SCNs) provided by local authorities on the Looked After Children data return 2015/16 represented 75% of the possible matched records for school-age children. By imputing data from

² Children's Social Work Statistics 2015-16, <http://www.gov.scot/Publications/2017/03/6791>

previous years from some local authorities we estimate that 80% of looked after school-age children had matchable SCNs. There was variation between local authorities in the percentage of SCNs provided, ranging from 29% to 100% after imputing data from previous years. See table 5.1 in the Excel tables published alongside this publication.

Matching looked after children data to Achievement of Curriculum for Excellence (CfE) levels

2.5 CfE levels for looked after children are based only on pupils where there was a match on SCN, date of birth, and gender between the CfE data and looked after children data.

2.6 We estimated the percentage of SCNs provided by local authorities for each stage where data on Achievement of Curriculum for Excellence (CfE) levels are gathered. We estimate that 67% of SCNs were provided for Primary 1, 76% for Primary 4, 84% for Primary 7, and 84% for Secondary 3. There was significant variation in the coverage between local authorities, particularly in P4 and P7, where some local authorities were missing SCNs for all looked after children. See table 5.2 in the Excel tables published alongside this publication.

3. Revisions and changes

3.1 *Full year/part year revision* - In 2012/13 children looked after for the full year with 2 or more placements were counted as 'part year'. After consultation we counted these children as 'full year' for this publication and revised the 2012/13 data accordingly – this distinction has been retained. There were 468 school leavers who were looked after for the entire year and 462 young people who were looked after for part of the year between 1 August 2015 and 31 July 2016. Where possible we have included part year data in the excel version of the tables <http://www.gov.scot/stats/bulletins/01282>.

3.2 *Historical data* – All previously published data was updated in 2014/15 following changes to data availability and methodology, and some improved coverage of Scottish Candidate Numbers from the children looked after data collection. Data for 2009/10-2013/14 cohorts were updated and supersede previously published figures for these years.

3.3 *Change to school leaving dates* – Previously published figures for 2013/14 were revised in line with the new cohort year definition. The leaver year is now aligned with the timing of the annual pupil census – i.e. third Wednesday in September to third Tuesday in September (was previously 1st August to 31st July).

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 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.

4.2 *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.

4.3 *Types of placement*

Community placements

- 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)

Residential placements

- 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).

School leaver destinations

4.7 *School leaver* – A young person of school leaving age who left a publicly funded secondary school during or at the end of the school year – see note 3.3 on changes to school leaving dates. Age of school leavers was calculated as at 30 June 2016. Young people of school leaving age who left a publicly funded special school are not counted in this publication.

4.8 *Post-school destinations* – Destinations data collected by SDS using a combination of administrative data sharing by partners, contact centre follow up and the traditional follow up by operational staff. Full definitions are available from the latest publication: <http://www.gov.scot/stats/bulletins/01282>.

The broad categories for leaver destinations are:

- *Higher Education* – entered University to study at degree level, or an FE/HE college to study at HNC/HND level.

- *Further Education* – studying at a non-advanced level and are not on a school roll.
- *Training* – on a training course and in receipt of an allowance.
- *Employment* – employed and in receipt of payment from their employers.
- *Voluntary Work*
- *Unemployed and seeking employment or training* – registered with Skills Development Scotland and are known by them to be seeking employment or training.
- *Unemployed and not seeking employment or training* – due to (for example) sickness, prison, pregnancy, caring for children or other dependents or taking time out.
- *Activity Agreement* – an agreement between the young person and a trusted professional that the leaver will take part in a programme of learning and activity which helps them become ready for formal learning or employment.
- *Unknown* – destination is not known either to Skills Development Scotland or to the school attended.

4.9 *Positive destinations* – includes higher education, further education, training, voluntary work, employment and activity agreements.

4.10 *Curriculum for Excellence* is designed to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum for children and young people aged from 3 to 18. The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated.

Further information on Curriculum for Excellence can be found here:

<https://www.education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-%28building-from-the-statement-appendix-incl-btc1-5%29/What%20is%20Curriculum%20for%20Excellence>

Curriculum for Excellence defines five levels of learning. The first four levels are described in the Experiences and Outcomes, with progression to qualifications described under a fifth level, the [senior phase](#).

While children and young people should feel that the transition from one stage of learning to another is smooth, they should still be able to look forward to the excitement of starting nursery, primary school and secondary school, and finally to moving on to [positive and sustained destinations](#).

| CfE Level | Stage |
|------------------|--|
| Early | The final two years of early learning and childcare before a child goes to school and P1, or later for some. |
| First | To the end of P4, but earlier or later for some. |
| Second | To the end of P7, but earlier or later for some. |
| Third and Fourth | S1 to S3, but earlier or later for some. The Fourth Level broadly equates to Scottish Credit and Qualifications Framework level 4. The Fourth Level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the Fourth Level outcomes. |
| Senior Phase | S4 to S6, and college or other means of study. |

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. The results contained in this publication are deemed fit for purpose, but may be revised in future years where updates are made to the data. This publication has not yet been assessed by the UK Statistics Authority.

5.2 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>

Cross-UK comparisons

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

England - <https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-local-authorities>

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

Northern Ireland - <https://www.health-ni.gov.uk/topics/dhssps-statistics-and-research/childrens-services-statistics>

5.4 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 Gurjit Singh on 0131 244 2701.

The information in this publication is 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
20 June 2017

Annex A

List of additional tables

The data underlying the illustrations, expanded versions of the tables and additional data tables are available here: <http://www.gov.scot/stats/bulletins/01282>

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Official and National Statistics are produced to high professional standards set out in the Code of Practice for Official Statistics. Both undergo regular quality assurance reviews to ensure that they meet customer needs and are free from political interference.

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How to access background or source data

The data collected for this statistical bulletin:

- are available in more detail through Scottish Neighbourhood Statistics
- are available via background tables
- may be made available on request, subject to consideration of legal and ethical factors.
- cannot be made available by Scottish Government for further analysis as Scottish Government is not the data controller.

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