

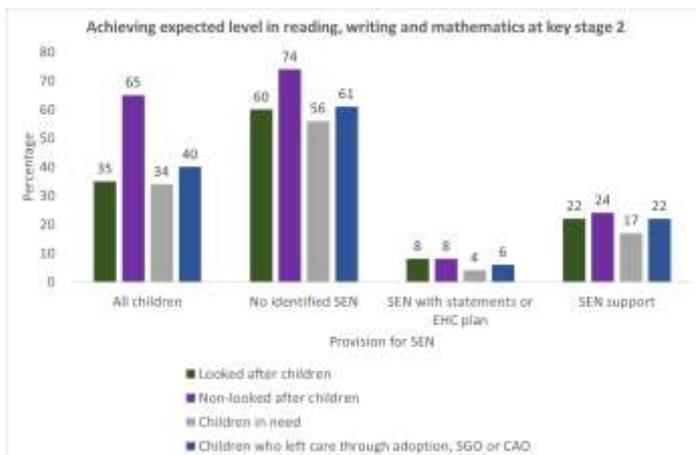


9 May 2019

Note on the additional tables (experimental statistics)

This publication adds to the [Outcomes for children looked after by local authorities: 31 March 2018](#) statistical release which was published in April 2019. It includes information on the attainment and progress of previously looked after children who left care through an adoption, special guardianship order (SGO) or child arrangements order (CAO). The identification of these children depends on self-declaration by the parents or carers. This declaration can take place at any time that the child is in education and usually occurs when the child starts at the school. We estimate in 2018, 69% of these children are covered at key stage 2 and 43% at key stage 4. This data was first published in 2015. Since 2015, the statistics have been designated as 'experimental statistics' due to issues associated with low coverage which may lead to possible biases in the data. Comparisons across years should be treated with caution as changes may be due to improvements in coverage rather than any real change in attainment.

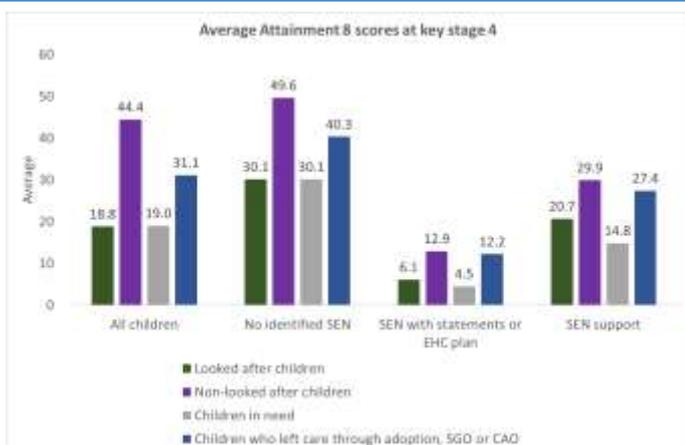
Children who left care through an adoption, SGO or CAO achieve slightly better than looked after children at key stage 2



In 2018, at key stage 2, children who had left care through an adoption, SGO or CAO were more likely to reach the expected level in reading, writing and maths than looked after children and children in need but less likely than non-looked after children.

These differences are less pronounced when factoring in special education needs (SEN).

Children who left care through an adoption, SGO or CAO achieve better than looked after children at key stage 4



Across all attainment measures at key stage 4, children who left care through an adoption, SGO or CAO achieve better than looked after children and children in need but less well than non-looked after children in 2018.

The average Attainment 8 score for children who left care through an adoption, SGO or CAO was 31.1 compared to 18.8 for looked after children, 44.4 for non-looked after children and 19.0 for children in need.

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About this release

This statistical release adds to the [Outcomes for children looked after by local authorities: 31 March 2018](#) statistical release which was published in April 2019. The content of this release includes information on the attainment and progress of previously looked after children who left care through an adoption, special guardianship order (SGO) or child arrangements order (CAO). The figures are badged as 'experimental statistics' as there is only partial coverage of the full cohort of previously looked after children.

Information has been obtained from attainment data, school census and alternative provision census. This is the fourth year that these statistics have been published.

Following on from the GCSE reforms, key stage 4 outcomes figures for 2018 reflect the changes that have been implemented in the main key stage 4 statistical publication.

The methodology document for this release has been incorporated into the looked after children statistics guide that was published for the first time in December 2017. The looked after children statistics guide covers both the looked after children main statistical publications as well as this release and is published alongside both publications.

In this publication

The following tables are included in the statistical release:

- CLA_Outcomes_2018_Experimental_Tables (Excel .xlsx)

The accompanying looked after children statistics guide provides information on the data sources, their coverage and quality and explains the methodology used in producing the data.

Feedback

We are changing how our releases look and welcome feedback on any aspect of this document at:

CLA.STATS@education.gov.uk

1. Attainment and progress of previously looked after children at key stage 2 (Table A1 & A2)

The percentage of pupils at key stage 2 who had previously been looked after who reached the expected level in reading, writing and maths was 40% in 2018.

Pupils who were the subject of a child arrangements order (CAO) were slightly more likely to reach this standard than those who were adopted or the subject of a special guardianship order (SGO).

Key stage 2 assessments

At the end of key stage 2, pupils are assessed by national curriculum tests in reading, maths, and grammar, punctuation and spelling. Pupils also receive a teacher assessment (TA) outcome in reading, writing, maths and science based on the standards in the [framework](#) for teacher assessments. The combined measures use the reading and maths test results and the outcome of the writing teacher assessment.

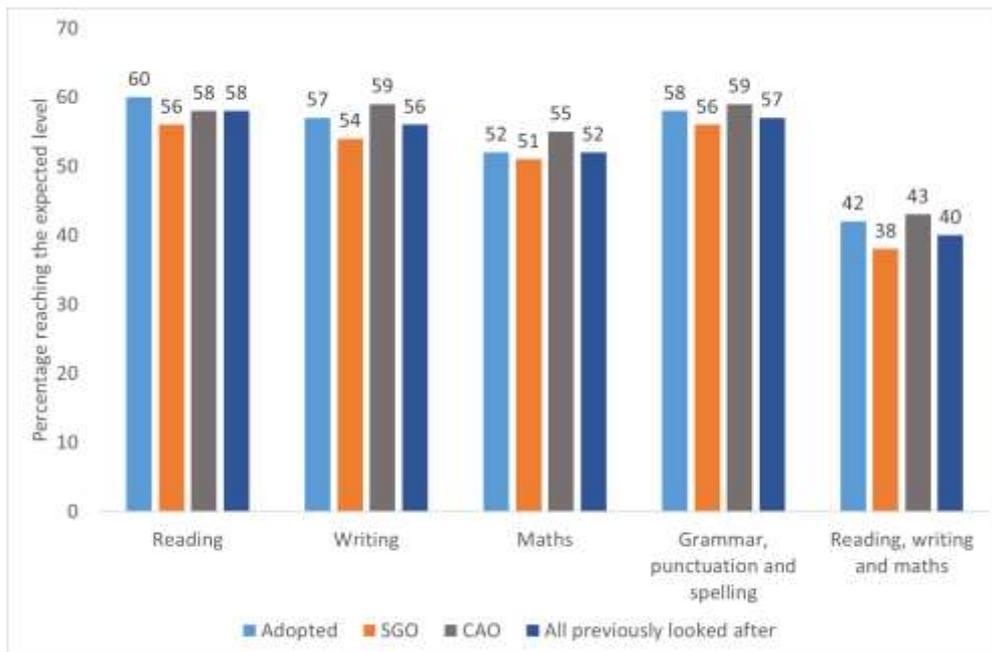
New key stage 2 assessments were introduced in 2016 to assess the new, more challenging national curriculum and the expected standard was raised. As a result, figures from 2016 onwards are not comparable to earlier years. Changes made within the 2017/18 writing TA frameworks mean that judgements in 2018 are not directly comparable to those made using the previous interim frameworks in 2016 and 2017. Figures for writing and for reading, writing and maths combined in 2018 are not comparable to previous years due to changes in the writing teacher assessment frameworks.

Attainment at key stage 2

In 2018, 40% of previously looked after pupils reached the expected level in reading, writing and maths at key stage 2. A higher proportion of previously looked after pupils reached the expected standard in reading than in other subjects.

Pupils who were the subject of a CAO were more likely (43%) to achieve the expected standard in reading, writing and maths than those who were adopted (42%) or who were the subject of a SGO (38%). This pattern was similar across individual subjects with the exception of reading where adopted children were more likely to achieve the expected standard.

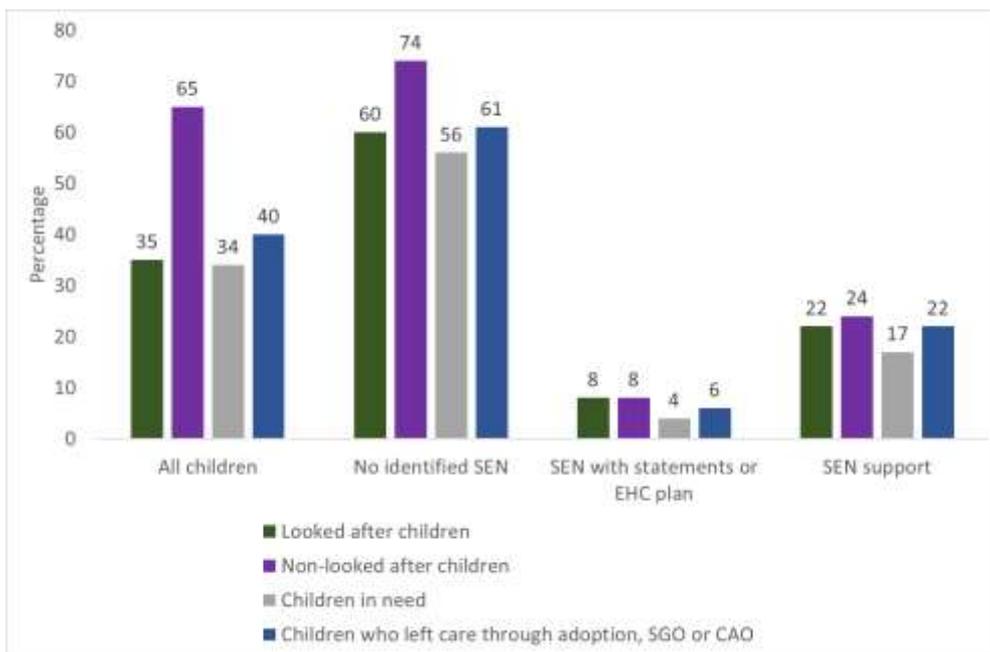
Figure 1: Percentage of children reaching the expected standard at key stage 2 across all subjects, for children who were previously looked after, 2018, England.



Source: NPD

As highlighted above, in 2018, 40% of looked after children reached the expected standard in the headline measure reading, writing and maths, which is much lower than the 65% for non-looked after children. However, the figures show that 47% of previously looked after children at the end of key stage 2 have a special educational need (SEN) identified, compared to 17% of non-looked after children and attainment rates for children with a SEN are much lower. The higher prevalence of SEN amongst previously looked after children can partly explain the gap in attainment compared to non-looked after children at key stage 2.

Figure 2: Percentage of children reaching the expected standard at key stage 2 in reading, writing and maths, by special educational needs, 2018, England.



Source: NPD

Progress at key stage 2

Key stage 2 progress measures

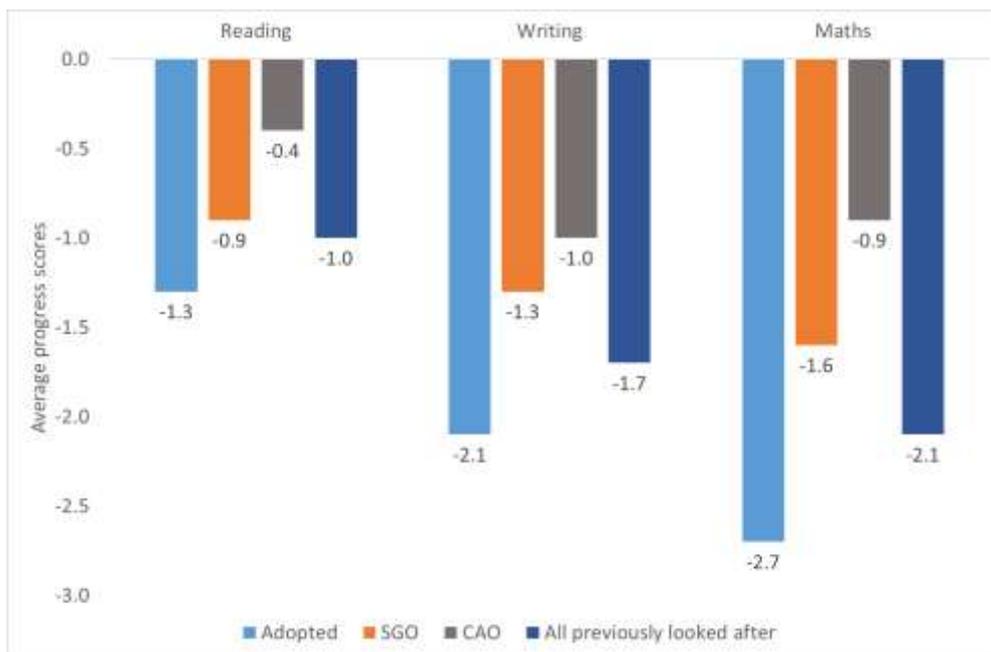
These progress measures aim to capture the progress that pupils make from the end of key stage 1 (typically age 7) to the end of primary school (typically age 11). They are a type of value-added measure, which means that pupils' results are compared to the results of other pupils nationally with similar prior attainment. Progress scores are calculated for each of reading, writing and maths.

The progress methodology was further refined in 2017 to allow greater number of prior attainment groups and better comparisons between pupils working below the standard of the tests. Pupils in special schools were included in the calculation of prior attainment groups for the progress measures in 2017. In addition, pupils who were entered for the test but were not awarded a scaled score were also included in progress calculations (whereas they were excluded in 2016).

The progress methodology was further refined in 2018 to reduce the disproportionate impact of extreme pupil-level progress scores by limiting how negative a pupil's progress score can be when calculating averages.

For all children included in the progress measure calculations (state-funded schools and non-maintained special schools), children who were the subject of a CAO had better average progress scores than children who were the subject of a SGO who in turn had better average progress scores than children who were adopted.

Figure 3: Progress in reading, writing and maths at key stage 2, for previously looked after children, 2018, England.



Source: NPD

For individual subjects, in reading and writing, previously looked after children progress better than children in need but less well than current looked after children and non-looked after children. For maths, previously looked after children progress less well than current looked after children, non-looked after children and children in need.

Table 1: Average progress scores at the end of key stage 2

Subject	All previously looked after	Looked after children	Non-looked after children	Children in need
Reading	-1.0	-0.2	0.0	-1.5
Writing	-1.7	-0.8	0.0	-1.8
Maths	-2.1	-0.8	0.0	-1.6

Source: NPD

2. Attainment and progress of previously looked after children at key stage 4 (Table B1, B2 & B3)

Pupils who were adopted were more likely to perform better across all key stage 4 attainment measures than other previously looked after children.

The average Attainment 8 scores of pupils who were previously looked after increased from 29.6 in 2017 to 31.1 in 2018. Adopted pupils had higher average Attainment 8 scores (31.9) than those who were the subject of a SGO (30.1) or a CAO (27.9).

The percentage of pupils at key stage 4 who had previously been looked after who achieved the threshold in English and mathematics GCSEs increased from 32.8% in 2017 to 35.0% in 2018. 20.3% of pupils who were previously looked after entered the EBacc – an increase from 18.0% in 2017.

Key stage 4

In 2017, pupils sat reformed GCSEs in English language, English literature and maths for the first time, graded on a 9 to 1 scale. New GCSEs in other subjects are being phased in, first being taught from September 2016 to 2018. To ensure all pupils benefit from the reformed qualifications, only the new GCSEs will be included in secondary school performance measures as they are introduced for each subject (for example, only reformed GCSEs in English and maths are included in 2017 measures). When comparing 2017 headline measures to the equivalent revised data from 2016, it is important to note the changes in methodology underpinning the 2017 data. When comparing the 2018 revised headline and additional measures to the equivalent revised data from 2017, it is important to note any changes to methodology or data changes underpinning the 2018 measures as a result of the introduction of further reformed GCSEs graded on the 9-1 scale which have a higher maximum score than unreformed GCSEs.

Of the reformed GCSE subjects introduced in 2018, only science had a significant change in the structure of the qualifications available; combined science was introduced replacing core and additional. Combined science is a double award GCSE and is graded from 9-9 to 1-1. For more detail on the combined science GCSE in relation to its inclusion in performance measures, please see the secondary accountability guidance.

Attainment 8

Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the [DfE approved list](#).

In 2018, Attainment 8 had a maximum point score of 90, compared to a maximum of 87 in 2017, as a result of the phased introduction of reformed GCSEs. This difference should be taken into account when considering any change in Attainment 8 score between 2017 and 2018.

Progress 8

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero.

When including pupils at special schools the national average is not zero as Progress 8 scores for special schools are calculated using Attainment 8 estimates based on pupils in mainstream schools. More information on Attainment 8 and Progress 8 can be found [here](#).

Progress 8 is part of the new secondary accountability system being implemented from 2016. Progress 8 is a relative measure, which means that the overall national score remains the same between years. In 2017, a new methodology was implemented which changed the basis for calculating key stage 2 prior attainment. Previously, attainment had been calculated using an average for English (reading and writing) and maths scores. This was revised to be just reading and maths. This resulted in a larger proportion of pupils with higher key stage 2 prior attainment scores. The Progress 8 measure should not be compared year on year. More information on the calculation of this measure is available in the [Progress 8 guidance](#).

Attainment in English and maths (grades 5 or above)

From 2017, this measure looks at the percentage of pupils achieving a grade 5 or above in both English and maths. Pupils can achieve the English component of this with a grade 5 or above in English language or literature. There is no requirement to sit both exams.

Attainment in English and maths (grades 4 or above)

From 2017, this measure looks at the percentage of pupils achieving grade 4 or above in both English and maths. Pupils can achieve the English component of this with a grade 4 or above in English language or literature. There is no requirement to sit both exams.

The English Baccalaureate (EBacc) entry and average point score (APS)

The EBacc was first introduced into the performance tables in 2009/10. It allows people to see how many pupils reach the attainment threshold in core academic subjects at key stage 4. The EBacc is made up of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the [English Baccalaureate list of qualifications](#).

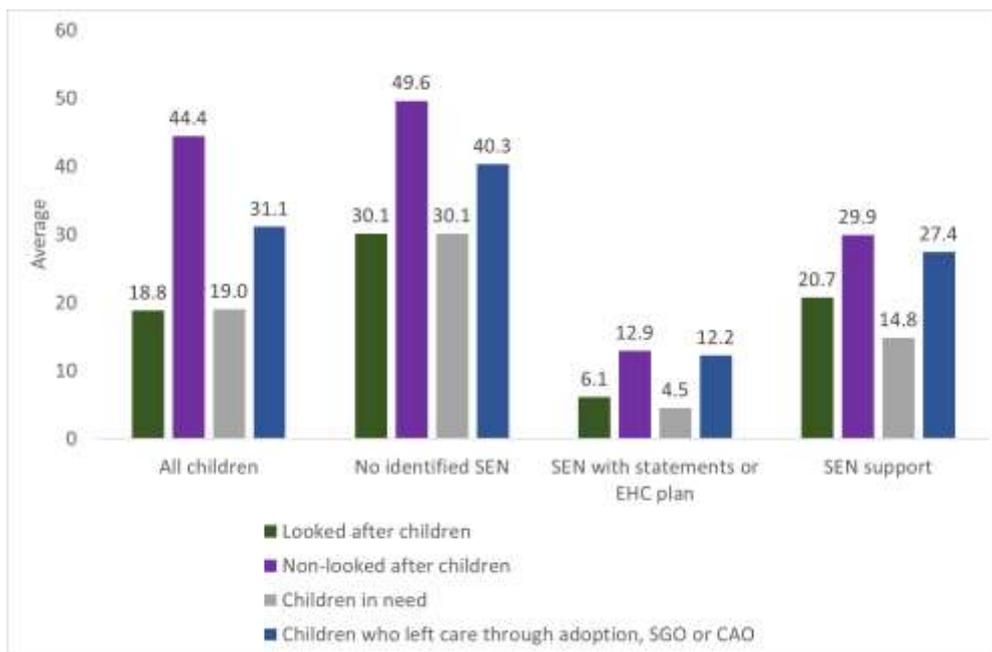
As announced in July 2017, from 2018 the headline EBacc attainment measure is the EBacc average point score (EBacc APS). This replaces the previous threshold EBacc attainment measure. EBacc APS measures pupils' point scores across the five pillars of the EBacc. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.

Attainment at key stage 4

Across all attainment measures at key stage 4, children who left care through an adoption, SGO or CAO achieve better than looked after children and children in need but less well than non-looked after children in 2018.

The average Attainment 8 score for children who left care through an adoption, SGO or CAO was 31.1 compared to 18.8 for looked after children, 44.4 for non-looked after children and 19.0 for children in need.

Figure 4: Average Attainment 8 scores, 2018, England.

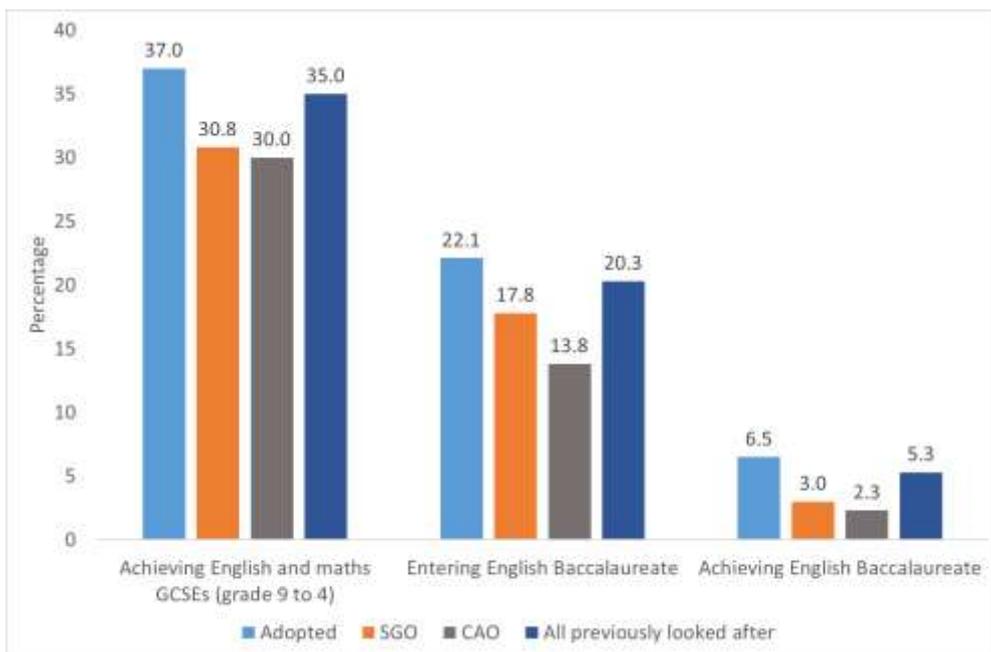


Source: NPD

In 2018, 35.0% of pupils achieved the threshold in English and maths GCSEs at key stage 4. This is an increase from 32.8% in 2017. Pupils who were adopted were more likely (37.0%) to achieve this threshold than those who were the subject of a SGO (30.8%) or a CAO (30.0%).

Pupils who were adopted had higher average EBacc points scores (2.7) than pupils who were the subject of a SGO (2.4) or a CAO (2.2).

Figure 5: Percentage achieving the threshold in English and maths, and entering and achieving EBacc, for previously looked after children, 2018, England.

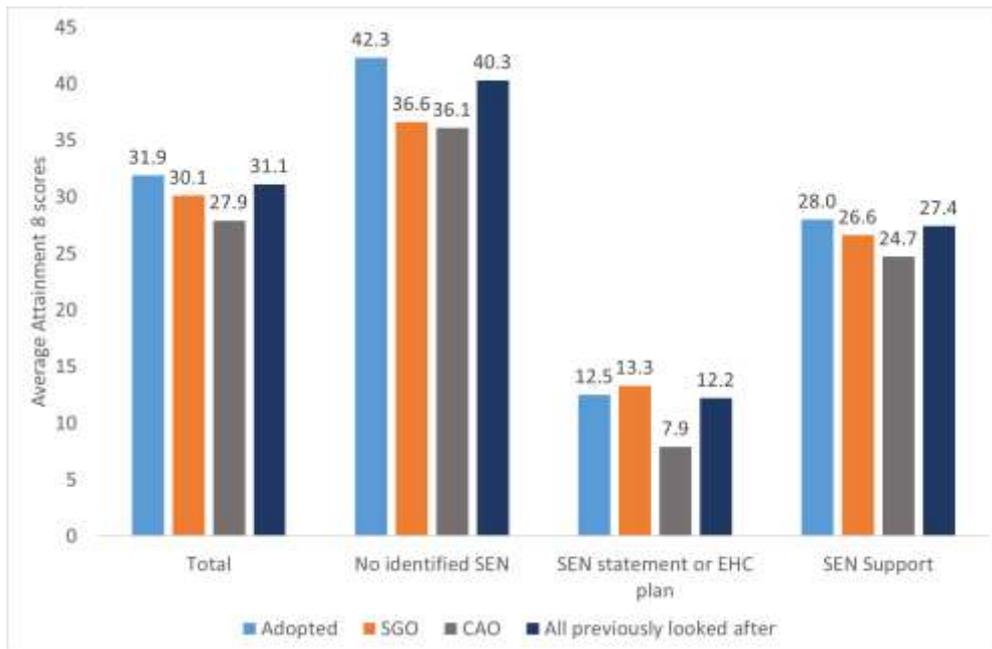


Source: NPD

The average Attainment 8 score for pupils who were previously looked after was 31.1 in 2018 which is an increase from 29.6 in 2017. As with the percentages achieving the thresholds above, adopted children had higher average Attainment 8 scores (31.9) than pupils who were the subject of a SGO (30.1) or CAO (27.9).

When factoring for SEN, there is a similar pattern across the groups of previously looked after children, except when looking at children with a SEN statement or EHC plan, children who were the subject of a SGO had better average Attainment 8 scores than adopted children.

Figure 6: Average Attainment 8 scores for previously looked after children, by SEN, 2018, England.

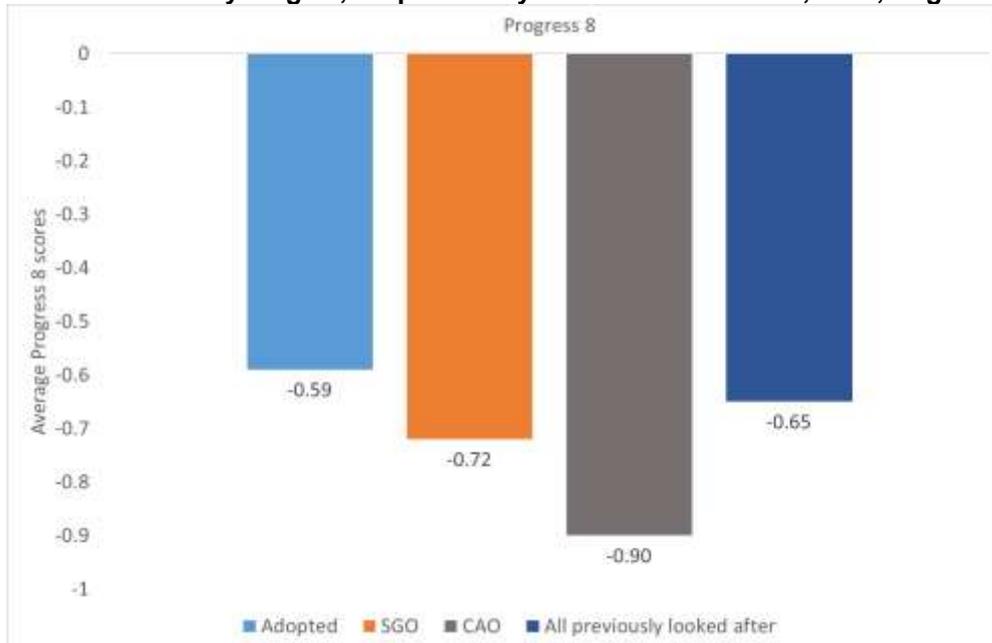


Source: NPD

Progress at key stage 4

For all children included in the Progress 8 measure calculations (state-funded schools and non-maintained special schools), children who were adopted had better average Progress 8 scores than children who were the subject of a SGO or CAO.

Figure 7: Progress 8 scores at key stage 4, for previously looked after children, 2018, England.



Source: NPD

3. Accompanying tables

The following tables are available in Excel format on the [department's statistics website](#):

National Tables

- A1 Key stage 2 eligibility and performance of former looked after children who have been adopted, or were the subject of a special guardianship order or a child arrangements order, by special educational needs (SEN) and gender, 2016 to 2018
- A2 Key stage 2 average progress scores of former looked after children who have been adopted, or were the subject of a special guardianship order or a child arrangements order, by special educational needs (SEN) and gender, 2018
- B1 Key stage 4 eligibility and performance of former looked after children who have been adopted, or were the subject of a special guardianship order or a child arrangements order, by special educational needs (SEN) and gender, 2015 to 2018
- B2 Key stage 4 average Attainment 8 scores of former looked after children who have been adopted, or were the subject of a special guardianship order or a child arrangements order, by special educational needs (SEN) and gender, 2016 to 2018
- B3 Key stage 4 average Progress 8 scores of former looked after children who have been adopted, or were the subject of a special guardianship order or a child arrangements order, by special educational needs (SEN) and gender, 2018

When reviewing the tables, please note that:

Rounding conventions	<p>The National Statistics Code of Practice requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the Department for Education protect confidentiality.</p> <p>National figures have been rounded to the nearest 10. For confidentiality purposes, numbers from one to five inclusive have been replaced in the published tables by the letter c (c). To ensure the suppressed number cannot be identified by simple arithmetic secondary suppression may be required. In this case the next smallest number is also suppressed.</p> <p>Percentages have been rounded to whole numbers for key stage 2 and rounded to one decimal place for key stage 4. Averages have been rounded to one decimal place at key stage 2 and at key stage 4 for attainment and to two decimal places at key stage 4 for progress. This is in line with the department’s rounding protocols for the main attainment releases. Where the numerator in a percentage was five or less or the denominator was 1 to 10, the percentage has been suppressed and replaced by the letter c (c). Not all percentages will sum to 100 due to these rounding conventions. Averages that are based on 1 to 5 have been suppressed and replaced by the letter c (c).</p> <p>In addition, the following convention has been used:</p> <p>‘.’ means not applicable</p> <p>‘..’ means not available</p> <p>‘-’ means negligible – used to represent a percentage that would appear as 0 when rounded but is not zero</p>
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UK comparability of looked after children’s statistics	<p>Data is collected and published independently by each of the four countries in the UK. Although there are similarities between the data collected by the four nations, there are also differences which may be down to different policies and legislation, and differing historical data collections.</p>
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4. Further information is available

Children looked after in England, including adoption	<p>Information about looked-after children in England for the year ending 31 March 2018 was published on 15 November 2018. It includes the number of looked after children, the reasons why children are looked after, their legal status and type of placement, and the number of children who started to be, or ceased to be, looked after during the year ending 31 March 2018. It also covers the number of looked after children who were placed for adoption, the number of looked after children adopted and the average time between different stages of the adoption process.</p>
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Children in need and child protection statistics for England	<p>Information on referrals, assessments and children who were the subject of a child protection plan (taken from the children in need census) is available for 2018 on the children in need statistics website.</p>
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Information on care proceedings in England	The Children and Family Court Advisory and Support Service (CAFCASS) publish information on care proceedings applications made by local authorities where CAFCASS has been appointed by the court to represent the interests of children.
Local authority children in care and adoption statistics	Children in care and adoption performance tables and adoption scorecards show how local authorities and looked after children's services compare with others in England (2012 to 2014). From 2015, children in care and adoption performance is included in the local authority interactive tool (LAIT) .
Local authority expenditure	Information on local authority planned expenditure on schools, education, children and young people's services is available for the financial year 2017-18. This data is returned to DfE by local authorities via the Section 251 Budget Return.
Ofsted statistics	Ofsted publish inspection outcomes for local authority children's services and children's social care providers in England as well as data on the placements of children looked after.
Scotland	Statistics on the outcomes of children looked after in Scotland are available for 2016-17 on the Scottish Government website .
Wales	The Welsh government website is currently changing, but statistics on the outcomes of children looked after in Wales will be available on the new website in due course.
Northern Ireland	Statistics on the outcomes of children looked after in Northern Ireland are available for 2016-17 and are published on the Department of Health website .

5. National Statistics

The United Kingdom Statistics Authority has designated these statistics as National Statistics in February 2015 [OSR Statistics on Looked After Children](#) in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed. Information on improvements made to these statistics to continue their compliance with the Code of Practice are provided in this accompanying document [Looked-after children statistics in England: guide - GOV.UK](#)

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

6. Technical information

A looked after children statistics guide accompanies this release. It provides further information on the data sources, their coverage and quality and explains the methodology used in producing the data, including how it is validated and processed. It also includes information on changes to this release highlighted below.

- Key stage 2

In 2016, children were assessed under the new national curriculum, where the expected standard has been raised. These changes mean that the key stage 1 expected standard set in 2016 and maintained in 2017 and 2018 is higher and therefore not comparable with the expected standard used in previous year's statistics. It would therefore be incorrect and misleading to make direct comparisons showing changes over time.

Changes made within the 2017/18 writing teacher assessment frameworks mean that judgements made in writing in 2018 are not directly comparable to those made using the previous interim frameworks in 2016 and 2017. In addition, attainment in reading, writing and maths is not directly comparable to previous years because of changes to writing teacher assessment frameworks. Improvements since 2016 should be viewed with caution as we expect results to increase as pupils and teachers get used to the new curriculum and assessments. This broad pattern has been seen in the first few years after the introduction of new assessments in the past in England and in other countries, as Ofqual have pointed out¹.

In 2017, the progress methodology was further refined to allow a greater number of prior attainment groups and better comparisons between pupils working below the standard of the tests. The data remains the same as in previous years and excludes pupils with missing or lost test results and pupils where results are suppressed pending the outcome of a maladministration investigation. The local authority level data excludes pupils with lost results but includes those with missing results or pending maladministration. It also excludes children that have recently arrived from overseas.

- Key stage 4

Following on from the GCSE reforms, key stage 4 outcomes figures for 2018 reflect the changes that have been implemented in the main key stage 4 statistics publication.

7. Get in touch

Media enquiries

Press Office News Desk, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Tel: 020 7783 8300

Other enquiries/feedback

For queries relating to looked-after children statistics: email CLA.STATS@education.gov.uk.

¹ [Investigation into the sawtooth effect in GCSEs, AS and A levels, 2016](#)



Department
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