Scottish Government
Riaghaltas na h-Alba
gov.scot

An Official Statistics publication for Scotland

CHILDREN, EDUCATION AND SKILLS

Education Outcomes for Looked After Children 2016/17

Main Findings 2016/17

Education outcomes for looked after children have <u>improved</u>.

However, there are still <u>large gaps</u> compared with all pupils.

Leaver Attainment

44%
Children looked after with 1 or more qualification at SCQF level 5

up from 15% in 2009/10

compare with 86% all pupils 2016/17

Leaver Destinations

76%
Children looked after in positive follow up destinations

up from 40% in 2009/10

compare with 93% all pupils 2016/17

Attendance

91%
Children looked after attendance

up from 88% in 2009/10

compare with 93% all pupils 2016/17

Exclusions per 1,000 children

169 per 1,000 looked after pupils

down from 360 in 2009/10

compare with 27 for all pupils 2016/17

Looked after children with the <u>most positive</u> 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.

Contents

Education Outcomes for Looked After Children 2016/17 1
Contents 2
Introduction 4
Who are counted in these figures? 4
Educational attainment 6
Age of school leavers 6
Highest level of qualification 7
(c) All school leavers 10
Highest level of qualification by type of accommodation 10
Highest level of qualification by number of placements 11
Post-school destinations 13
Initial and follow-up destinations 13
School Attendance 18
Sector 19
Accommodation type and gender 19
School exclusions 22
Accommodation type 24
Achievement of Curriculum for Excellence Levels (Experimental Statistics) . 27
Stage 28
Type of accommodation 29
Number of placements 30
Background notes 32
1. Sources and coverage 32
2. Methodology 35
Matching looked after children data to school outcomes 35
Matching looked after children data to Achievement of Curriculum for Excellence (CfE) levels 35
3. Revisions and changes 36
4. Definitions and notation 37
Children Looked After 37
School information 38
School leaver destinations 38
5. Data Quality 40
Cross-UK comparisons 41

6. Enquiries 41
Annex A 42
List of additional tables 42

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 school leaver attainment and the post-school destinations of looked after young people who left school in 2016/17. This year it includes the school attendance and exclusion rates of all looked after children. The school attendance and exclusion rates of all looked after children are only included every other year, and will next be collected in 2018/19 and reported in 2020.

This publication also includes experimental statistics on achievement of Curriculum for Excellence levels for looked after children and young people, on which data was published for the wider school population in December 2017.

Who are counted in these figures?

This publication reports on the education outcomes of school-age children who were looked after in Scotland at any point between August 2016 to July 2017 and had a recorded Scottish Candidate Number available.

The first two chapters of this publication give information on the education outcomes and post-school destinations of 968 young people who were looked after at any point between August 2016 to July 2017 and who were in the 2016/17 school leaver cohort. These looked after children represent less than two per cent of the 51,300 2016/17 school leavers. The third chapter focuses on rates of attendance and exclusions among looked after children who were at publically-funded schools. The attendance figures are based on the 10,583 looked after school attendees that were successfully linked to the schools data. Similarly, the exclusions data are based on the 1,019 looked after school attendees who were linked to the schools data and also experienced an exclusion at some point during 2016/17. The final two chapters focus on the achievement of Curriculum for Excellence levels across four year groups of 3,143 young people who were looked after at some point during 2016/17.

The figures presented here are a subset of the population of looked after children in Scotland. This is because the data on looked after children needs to be linked to schools data from publically-funded schools. Not all looked after children can be

successfully linked to the schools data for a variety of reasons. For successful linking to occur, the Scottish Candidate Number of the child is needed to obtain data on their education outcomes. A Scottish Candidate Number is usually assigned to a child when they begin school. Therefore looked after children of pre-school age are excluded from the analysis presented in this publication. Some school-age looked after children also have missing Scottish Candidate Numbers in the data provided to Scottish Government by local authorities. Therefore, these children are also excluded from the figures. More information on this is available in the background notes.

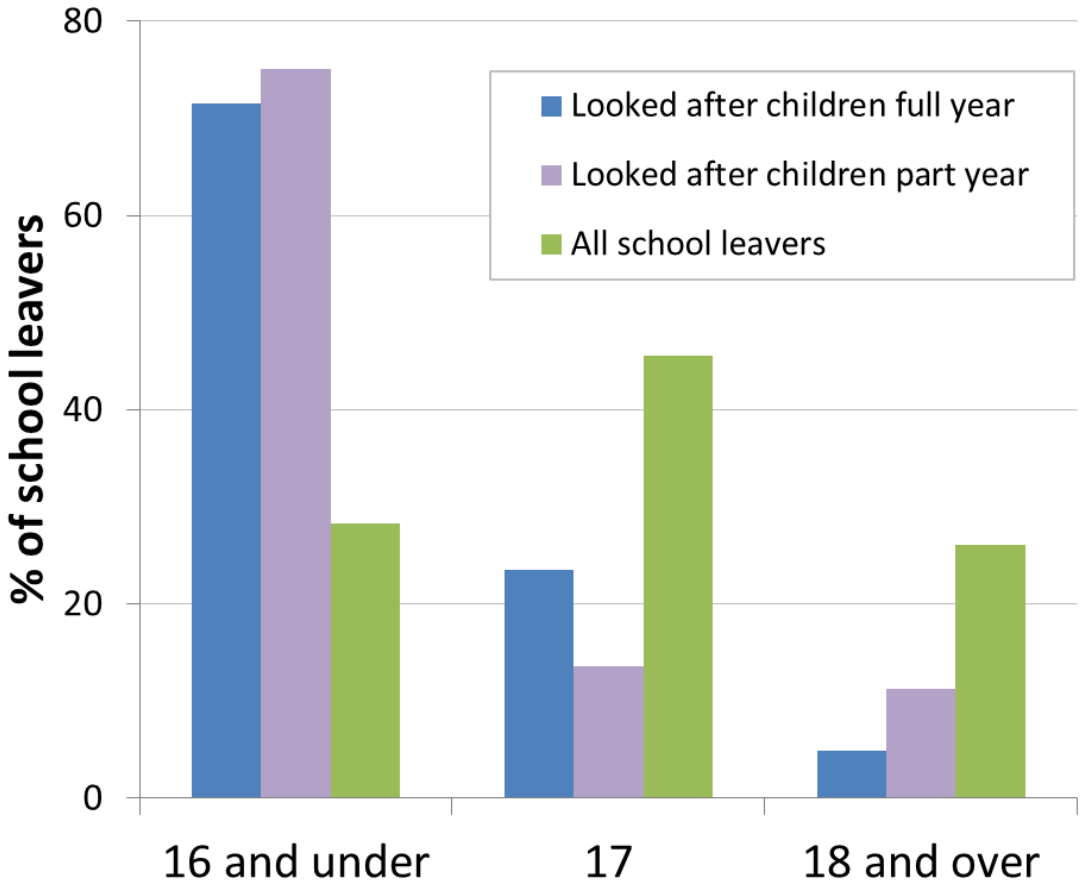
Educational attainment

- The attainment of looked after school leavers is steadily improving but continues to be poorer than for school leavers overall
- Looked after leavers who were in foster care, and those with fewer placements had higher attainment

This section presents data on the educational attainment of the 968 young people who were looked after during the period 1 August 2016 to 31 July 2017 and who left school during 2016/17. Links to the underlying data are available in the background notes.

Age of school leavers

Chart 1: Age of all school leavers and those who were looked after, 2016/17[(1)]



(1) The age refers to child's age the 30 June of the year they left school.

Looked after children tend to leave school at younger ages, shown in chart 1. In 2016/17 72% of children looked after for the full year and 75% of those looked after for part of the year were aged 16 and under (i.e. they left school at the earliest point they could), compared with 28% 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 the gap between looked after leavers and other leavers remains 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. 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 majority of current leavers will have exclusively taken the new qualifications, but some may have taken the old 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 2: Scottish Credit and Qualifications Framework (SCQF) levels

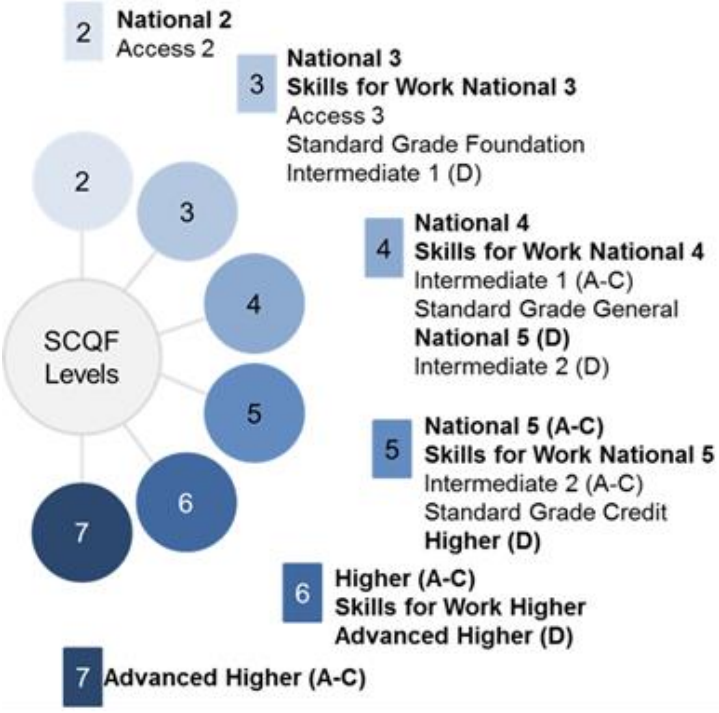


Table 1.1: Percentage of all looked after school leavers by their highest level of attainment 2016/17

	Looked after leavers – full year	Looked after leavers – part year	All school leavers
1 or more qualification at SCQF level 3 or better	*86*	*85*	*98*
1 or more qualification at SCQF level 4 or better	*78*	*65*	*96*
1 or more qualification at SCQF level 5 or better	*44*	*29*	*86*
1 or more qualification at SCQF level 6 or better	*16*	*8*	*61*
1 or more qualification at SCQF level 7	*1*	*2*	*19*
No passes at SCQF 3 or better	*14*	*15*	*2*

The qualification levels of young people who were looked after for the full year are higher than for young people looked after for part of the year at most attainment levels, as shown in Table 1.1. However, while looked after school leavers don't achieve qualification levels as high as school leavers more generally, educational attainment among looked after leavers has improved notably over the last seven years, narrowing the gap, seen in chart 2a and 2b.

The level of qualifications of looked after school leavers is closest to that of all school leavers at the lowest level of qualification, where 86% of school leavers looked after for the full year and 85% looked after for part of the year have at least one SCQF level 3 qualification or better, compared with 98% of all school leavers (Table 1.1). However, the gap between looked after leavers and all school leavers increases proportionally at higher levels. The gap in attainment is greater for school leavers looked after for part of the year. This increased impact on qualification achieved is also seen for school leavers who had more placements during the year (Table 1.3) suggesting a potential link between instability experienced in the exam year and poorer attainment.

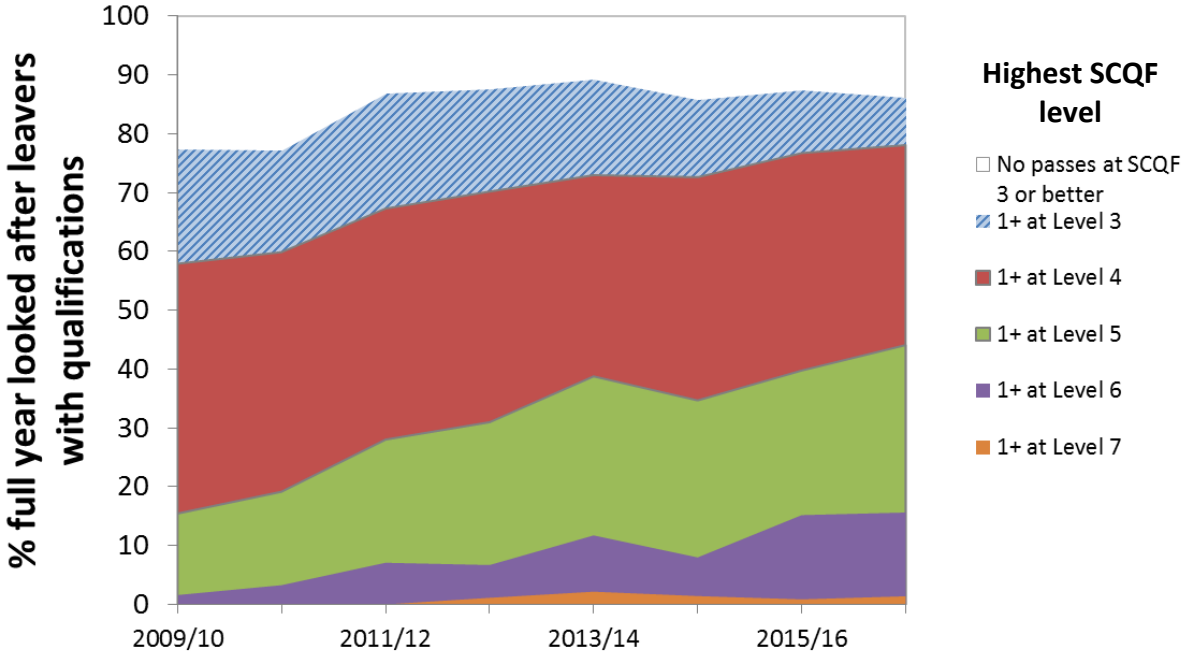
Almost all school leavers (96%) have at least one qualification at level 4 or better. This compares with over three quarters (78%) of leavers looked after for the full year and two thirds (65%) looked after for part of the year with the same level of qualifications. At the higher levels of qualification, 61% of all leavers have at least one qualification at level 6 or better, while 16% of leavers who were looked after for

the full year and 8% who were looked after for part of the year had qualifications at this level.

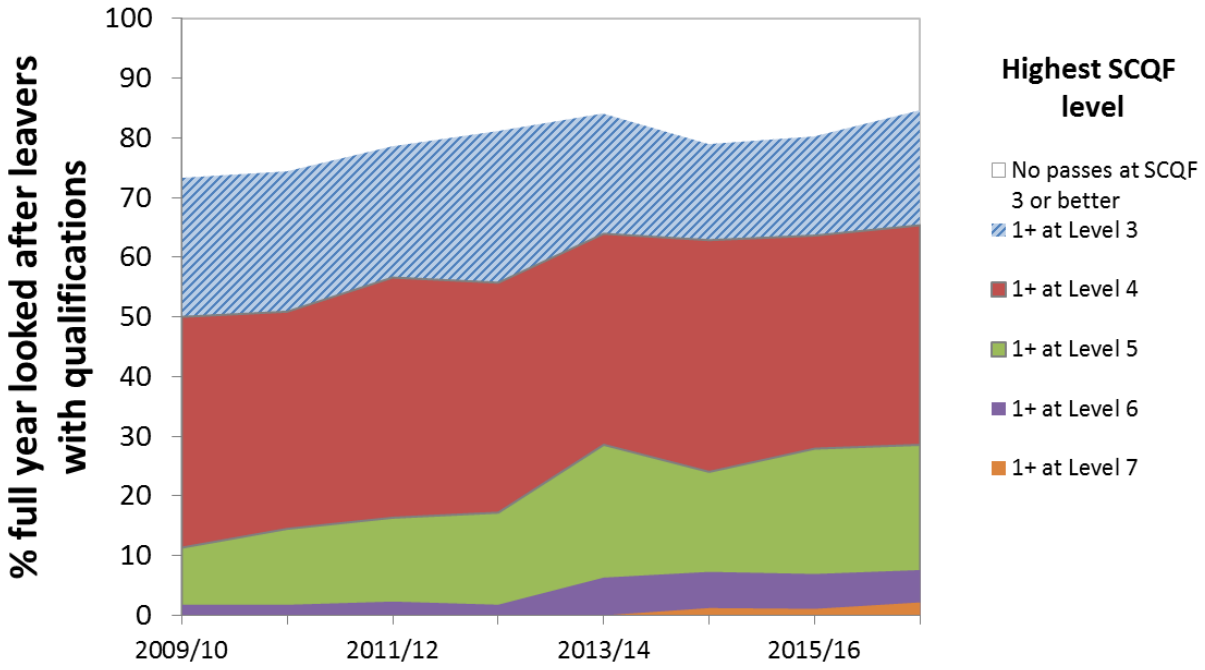
The continued increase in numbers of looked after school leavers achieving higher-level qualifications is one of the most notable areas of improvement in recent years. The narrowing of the gap in attainment between looked after leavers and all school leavers has not been uniform, and there have been falls in some years and at some levels. Charts 2a, 2b and 2c show the total qualifications held by looked after leavers and all leavers over time. The proportion of leavers looked after for the full year with no qualifications at SCQF 3 or higher has fallen from 23% in 2009/10 to 14% in 2016/17 (Chart 2a). For leavers looked after for part of the year, the proportion with no qualifications has fallen from 27% to 15% over the same period (Chart 2b). The proportion of leavers looked after for the full year with one or more qualification at level 5 or better has increased from 15% in 2009/10 to 44% in 2016/17. The number of looked after leavers with one or more qualification at level 6 has also reached its highest level at 16% (Chart 2a).

Chart 2: Highest level of attainment of looked after leavers (full year and part year) and all school leavers, 2009/10 to 2016/17

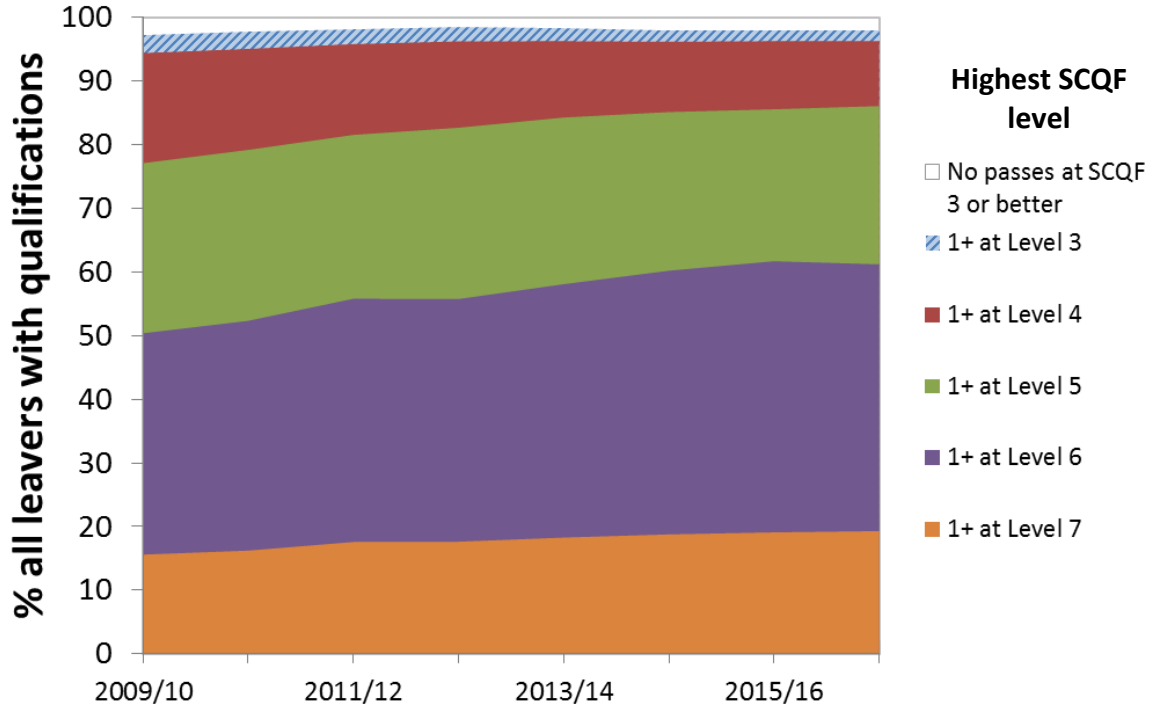
(a) Leavers looked after for the full year



(b) Leavers looked after for the part of the year



(c) All school leavers



Highest level of qualification by type of accommodation

When a young person is looked after, there are various types of care setting. 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, kinship care (where they are living with friends or relatives) or residential care. Table 1.2 presents the attainment level of leavers looked after for the full year by the type of placement.

Table 1.2: Highest level of attainment of school leavers looked after for the full year, by placement type, 2016/17[(1)]

	Looked after leavers					
	% No passes at SCQF 3 or better	% with 1 or more qualification at SCQF Level 3 or better	Level 4 or better	Level 5 or better	Level 6 or better	Level 7 or better
In the community (children with one placement)						
At home with parents	*33*	*67*	*51*	*20*	*	*0*
With friends or relatives	*6*	*94*	*85*	*52*	*23*	*0*
With foster carers provided by LA	*	*	*94*	*63*	*31*	*
With foster carers purchased by LA	*8*	*92*	*90*	*63*	*22*	*
In other community[(2)]	*0*	*100*	*100*	*	*0*	*0*
Residential Accommodation (children with one placement)						
In local authority home	*28*	*72*	*58*	*19*	*	*
In voluntary home	*0*	*100*	*100*	*0*	*0*	*0*
In other residential[(3)]	*15*	*85*	*75*	*35*	*0*	*0*
More than one placement	*21*	*79*	*68*	*28*	*	*
All looked after full year	***14***	***86***	***78***	***44***	***16***	***1***

(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 living. Overall, more than eight in ten looked after school leavers achieved at least one qualification at SCQF level 3 or better. School leavers in foster care provided and purchased by the local authority perform better than those in other care settings (63% for both achieving at level 5 or better). School leavers looked after at home with parents had the lowest overall levels of attainment, with 20% achieving at least one qualification at level 5 or better, compared with 44% for all leavers looked after for the full year. Looked after school leavers in residential accommodation also had low levels of attainment compared with most school leavers looked after in the community.

Highest level of qualification by number of placements

Young people who are looked after may be looked after in different residences over time. Moving to a new residence or a new carer is recorded as a change in placement. Looked after school leavers who experience more placements in the year tend to have lower levels of qualifications. Table 1.3 shows that 81% of leavers looked after for the full year who had just one placement all year achieved

one or more qualification at level 4 or better compared with 47% of looked after leavers who had 4 or more placements during the year.

This trend is more noticeable at higher levels of qualification. Nearly half (48%) of leavers with one placement reached level 5 or better, whereas only 19% of those with 3 placements achieved so highly. It should be noted that the number of young people with 3 or more placements is very small and care should be taken when interpreting these figures.

Table 1.3: Highest qualification achieved by school leavers (looked after for the full year) by number of placements they had in the year, 2016/17[(1)]

	No passes at SCQF 3 or better	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	1 or more qualification at SCQF level 6 or better	1 or more qualification at SCQF level 7 or better
1 placement	*12*	*88*	*81*	*48*	*19*	*1*
2 placements	*15*	*85*	*74*	*35*	*	*
3 placements	*29*	*71*	*67*	*19*	*	*0*
4 or more placements	*35*	*65*	*47*	*	*0*	*0*
All looked after	***14***	***86***	***78***	***44***	***16***	***1***

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

Post-school destinations

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

The percentage of looked after leavers in positive follow up destinations has increased since last year

This section presents data on the destinations of the 968 young people who were looked after during the period 1 August 2016 to 31 July 2017 and who left school during 2016/17. Information is collected on the destination of school leavers in the September after they leave school (initial destination) and again the following March (follow-up destination). School leavers who are engaged in higher education, further education, training, voluntary work, employment or an Activity Agreement[1] are classified as having a 'positive destination'. Other destinations include school leavers who are unemployed and individuals where their destination is not known. For more information on school leaver destination categories, see background note 4.8.

Initial and follow-up destinations

A lower proportion of looked after children enter positive destinations than all school leavers, but this gap has narrowed since 2009/10. The percentage of looked after school leavers in positive follow-up destinations has increased greatly since 2009/10 as seen in chart 3.

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. 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 after leaving school (Table 2.1). While 8 out of 10 (81%) young people looked after for the full year went on to a positive destination after leaving school, 7 out of 10 (69%) of those looked after for part of the year did. This compares with 94% of all 2016/17 school leavers (Table 2.1).

Among young people looked after for the full year, 47% were either in Higher or Further Education, with the figure for those looked after for part of the year being 33%. In comparison, more than two thirds (68%) of all school leavers were in

[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.

Further or Higher Education (Table 2.1). 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.

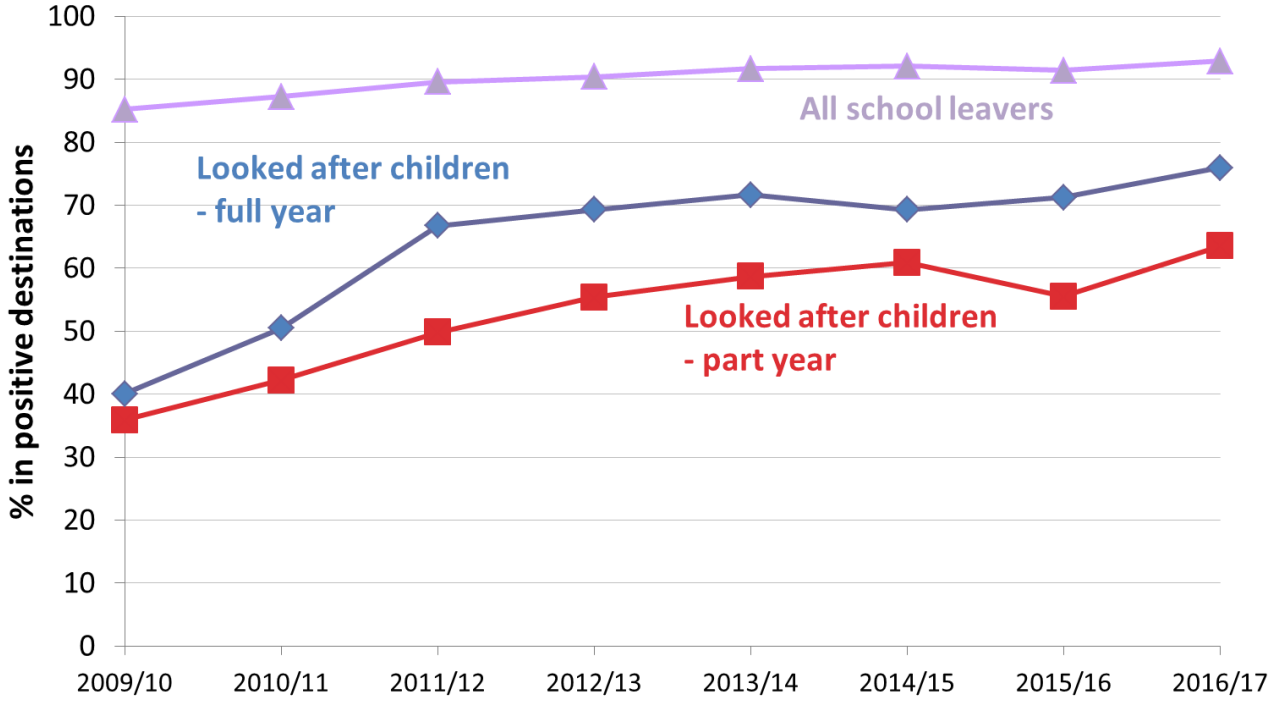
Table 2.1: Percentage of school leavers by initial destination (3 months after leaving school), for all school leavers and those who were looked after children, 2016/17[(1)]

	Looked after leavers – full year	Looked after leavers – part year	All school leavers
Higher Education	*6*	*4*	*41*
Further Education	*41*	*29*	*27*
Training	*8*	*8*	*2*
Employment	*18*	*14*	*22*
Voluntary Work	*1*	*****	*1*
Activity Agreement	*8*	*14*	*1*
Unemployed Seeking	*13*	*21*	*4*
Unemployed Not Seeking	*5*	*9*	*1*
Unknown	*	*	*0*
% in a positive destination[(2,3)]	***81***	***69***	***94***

(1) Cells containing * represent small numbers that have been suppressed to maintain confidentiality. All figures were revised in 2014/15, so these figures should not be compared with previously-published figures.
(2) Due to the effects of rounding some totals will not equal the sum of their parts.
(3) Positive destinations includes higher education, further education, training, voluntary work, employment and activity agreements.

The rate of positive destinations among looked after children at the time of the follow-up (9 months after leaving school) has improved greatly over the period of measurement. For children looked after for the full year, this has increased from 40% in 2009/10 to 76% in 2016/17. For children looked after for part of the year, the percentage in positive destinations has increased from 36% to 64% over the same period (Chart 3).

Chart 3: Looked after children in positive follow up destinations, 2009/10 to 2016/17



The positive destination is more likely to be sustained after nine months for all school leavers rather than for looked after leavers. Around three quarters (76%) of school leavers looked after for the full year were in a positive follow up destination, down from 81% in a positive initial destination. For school leavers looked after for part of the year these figures were 64% and 69% respectively. The reduction is also present for all school leavers, but to a lesser extent (93% in a positive follow up destination, down from 94% in positive initial destinations)

There is a consistently large fall in the proportion of looked after young people sustaining a place in further education (Tables 2.1 and 2.2). For school leavers looked after for the full year, 41% were initially in further education, falling to 29% at follow-up.

Table 2.2: Percentage of school leavers by follow-up destination (9 months after leaving school), for all school leavers and those who were looked after children, 2016/17[(1)]

	Looked after leavers – full year	Looked after leavers – part year	All school leavers
Higher Education	*6*	*3*	*38*
Further Education	*29*	*24*	*23*
Training	*10*	*4*	*2*
Employment	*21*	*20*	*28*
Voluntary Work	*1*	*	*1*
Activity Agreement	*8*	*11*	*1*
Unemployed Seeking	*14*	*21*	*4*
Unemployed Not Seeking	*8*	*11*	*2*
Unknown	*2*	*4*	*1*
% in a positive destination[(2,3)]	***76***	***64***	***93***

(1) Cells containing * represent small numbers that have been suppressed to maintain confidentiality. All figures were revised in 2014/15, so these figures should not be compared with previously-published figures.
(2) Due to the effects of rounding some totals will not equal the sum of their parts.
(3) Positive destinations includes higher education, further education, training, voluntary work, employment and activity agreements.

Table 2.3 shows the percentage of looked after school leavers in positive initial and follow-up destinations. For children looked after for the full year, there is a decrease in proportions in positive destinations at follow-up in most groups except for those children with more than one placement and those in 'other community'. For those looked after for part of the year the only groups that didn't experience a decrease were those in other residential accommodation. The proportion of children in residential placements is small and so the increase in these percentages at follow-up may not be significant. For those looked after for the full year, the largest decreases at follow-up are seen in those young people in other residential accommodation and those looked after at home with parents. For those looked after for part of the year the largest decrease is seen in children with foster carers purchased by the local authority and children in local authority homes.

Table 2.3: Positive initial and follow-up destinations among looked after school leavers, by placement type, 2016/17[1][2]

	Looked after for the full year		Looked after for part of the year	
Type of accommodation throughout 2016/17	**In a positive destination after three months**	**In a positive destination after nine months**	**In a positive destination after three months**	**In a positive destination after nine months**
In the community (children with one placement)				
At home with parents	70	58	64	58
With friends or relatives	86	79	78	68
With foster carers provided by LA	90	87	84	79
With foster carers purchased by LA	85	82	79	68
In other community[3]	100	100	*	*
Residential Accommodation (children with one placement)				
In local authority home	78	75	78	68
In voluntary home	100	*	*	*
In other residential[4]	75	*58*	*67*	*75*
More than one placement	*69*	*71*	*60*	*54*
Scotland	***81***	***76***	***69***	***64***

(1) Some children who were included in the initial destination survey could not be contacted at the time of the follow up destination survey. This is why the total number of children in each survey differs.
(2) Cells containing * represent small numbers that have been suppressed to maintain confidentiality.
(3) Includes with prospective adopters.
(4) Includes in residential school, in secure care accommodation, and crisis care.

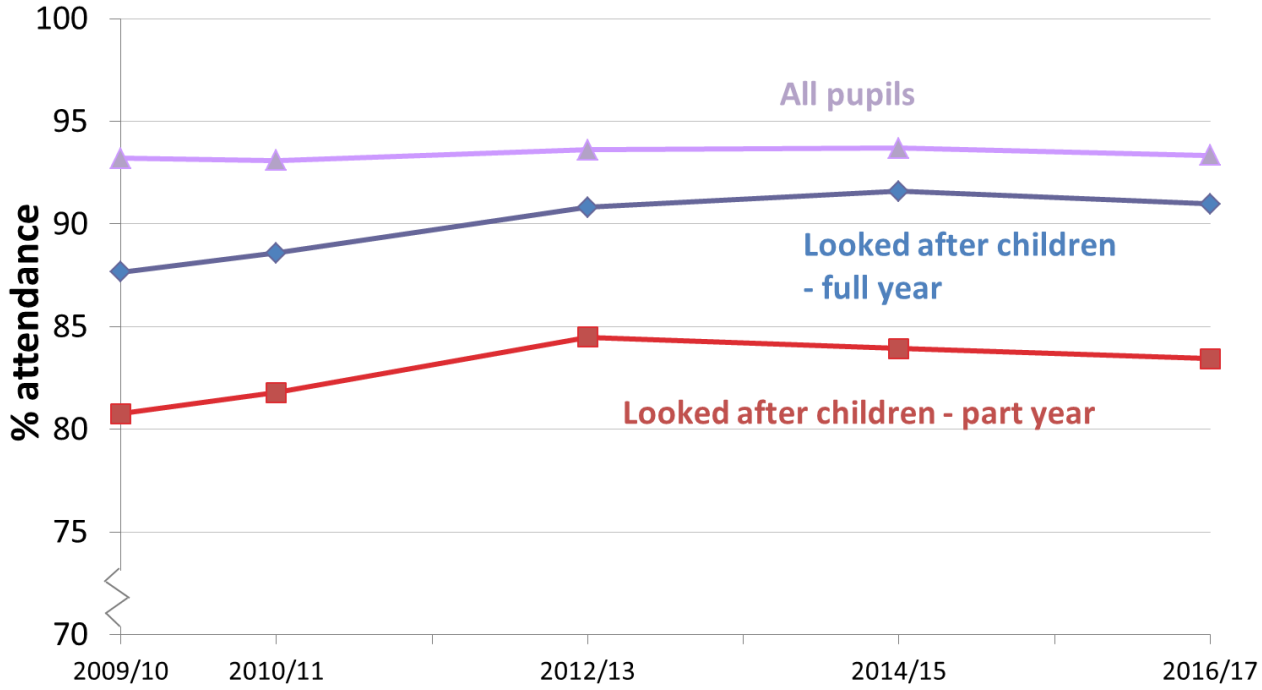
School Attendance

Attendance of looked after pupils has improved since 2009/10 but improvement has stalled in recent years

Attendance is lowest for those looked after at home and with a greater number of placements

This section presents data on the school attendance of looked after young people who were at publically-funded schools. It compares overall attendees with the 10,583 looked after children who were linked to the schools data. Attendance data is collected every two years, so the information for 2011/12, 2013/14 and 2015/16 is not available.

Chart 4: Percentage attendance of all pupils and looked after young people, 2009/10 to 2016/17[(1)]



(1) Please note that the scale does not begin at 0.

The school attendance of all pupils is recorded individually. Overall attendance is over 90% for all pupils, although this is higher in primary schools than it is for secondary and special schools. Looked after young people consistently have lower school attendance than average, although the gap has narrowed towards the rate for all pupils since 2009/10.

The attendance rate of children looked after for the full year has increased since 2009/10 but has remained consistent since 2012/13, and in 2016/17 it stood at 91%. For children looked after for part of the year, there has also been an increase over this period from 80.8% in 2009/10 to 83.4% in 2016/17. However, for this group there has been a decrease since the peak of 84.5% in 2012/13.

Sector

Table 3.1: Percentage attendance of all pupils and looked after young people by sector, 2016/17[(1)]

Sector	Looked After Children (full year)	Looked After Children (part year)	All Pupils
Primary	*94.7*	*91.4*	*94.9*
Secondary	*87.4*	*75.1*	*91.2*
Special	*89.3*	*81.1*	*90.3*
Scotland	***91.0***	***83.4***	***93.3***

(1) All figures have been updated to account for improved data identifiers. While the data in these tables are comparable, figures should not be compared with previously published figures.

Looked after children have a lower attendance rate than all pupils in all school sectors (Table 3.1). However, the differences are relatively small in the primary school, with the attendance rates for children looked after for the full year, part year and all pupils being 94.7%, 91.4% and 94.9% respectively in 2016/17.

In secondary school, the differences in attendance rate between looked after children and all pupils are greater. Children looked after for the full year have an attendance rate of 87.4%, while the figure for children looked after for part of the year is only 75.1%. This compares with an attendance rate of 91.2% for all pupils in secondary school.

For special schools, the attendance rate for children looked after for the full year (89.3%) is slightly lower than the attendance rate for all pupils (90.3%). However, the rate for children looked after for part of the year was much lower at 81.1%.

Accommodation type and gender

Table 3.2 shows the attendance rates for looked after children by the type of accommodation and gender. The highest attendance rates for children looked after for both part and the full year are for those in foster care, both provided by and purchased by local authorities. The lowest rates are found amongst children looked after at home, and of those in local authority homes.

For children looked after for the full year, there is little gender difference in rates of attendance. However, for children looked after for part of the year, boys (83.9%) have a slightly higher attendance rate than girls (82.8%). The biggest differences between boys and girls are seen for those young people in residential accommodation, but numbers in these settings are relatively small, and differences should therefore be treated with caution.

Table 3.2: Percentage attendance for looked after children, by accommodation type and gender, 2016/17

	Children looked after for the full year			Children looked after for part of the year		
Accommodation type	**Girls**	**Boys**	**Total**	**Girls**	**Boys**	**Total**
In the community (children with one placement)						
At home with parents	*80.6*	*80.0*	*80.3*	*78.4*	*79.9*	*79.2*
With friends or relatives	*91.6*	*91.9*	*91.8*	*88.3*	*90.4*	*89.3*
With foster carers provided by LA	*96.5*	*96.6*	*96.5*	*88.6*	*90.5*	*89.5*
With foster carers purchased by LA	*96.5*	*96.5*	*96.5*	*90.3*	*91.4*	*90.8*
In other community[(1)]	*94.6*	*88.6*	*91.4*	*91.4*	*97.4*	*94.6*
Residential Accommodation (children with one placement)						
In local authority home	*81.3*	*88.6*	*85.5*	*75.7*	*81.9*	*79.6*
In voluntary home	*85.9*	*94.4*	*92.3*	*88.9*	*84.6*	*86.5*
In other residential[(2)]	*84.3*	*92.8*	*90.4*	*83.8*	*84.7*	*84.4*
More than one placement	*89.5*	*89.6*	*89.6*	*84.4*	*85.1*	*84.7*
All looked after	***90.9***	***91.0***	***91.0***	***82.8***	***83.9***	***83.4***

(1) Includes with prospective adopters.

(2) Includes in secure care accommodation and crisis care.

Number of looked after placements

Looked after children who experience more placements appear to have lower attendance rates (Table 3.3). For those looked after for the full year, the attendance rate is lower the more placements a child had. Attendance rates are highest among pupils with one placement (91.2%) and lowest for those with five or more placements (78.9%).

For those looked after for part of the year, the number of placements appears to have less of an impact on attendance, as those with two placements have the highest attendance rate (85.6%) and those with five or more placements have a slightly higher attendance rate (83.6%) than those with one placement (83.2%).

Table 3.3: Percentage attendance for looked after children, by number of placements and gender, 2016/17

	Children looked after for the full year			Children looked after for part of the year		
Number of Placements	**Girls**	**Boys**	**Total**	**Girls**	**Boys**	**Total**
1	*91.2*	*91.2*	*91.2*	*82.6*	*83.8*	*83.2*
2	*90.5*	*90.5*	*90.5*	*85.3*	*86.0*	*85.6*
3	*88.5*	*88.5*	*88.5*	*82.4*	*82.1*	*82.3*
4	*82.4*	*82.4*	*82.4*	*81.3*	*82.3*	*81.9*
5 or more	*81.7*	*77.1*	*78.9*	*76.8*	*89.4*	*83.6*
Total looked after	***90.9***	***91.0***	***91.0***	***82.8***	***83.9***	***83.4***

School exclusions

Exclusion rates for looked after pupils continue to fall

Looked after children are much more likely to be excluded from school than the general population of pupils

In comparison with the general school population, this section presents data on the numbers and rates of exclusions of the 1,019 looked after children at publically-funded schools who were successfully linked to schools data, and who experienced an exclusion. Exclusions data is collected every two years.

Table 4.1 shows the rate of exclusion cases. As children can be excluded more than once per year a single child may be counted more than once in these figures. The rate of exclusions among looked after children is much higher than in the general school population (169 cases per 1,000 pupils looked after for the full year, compared with 27 per 1,000 in the general school population). The fall in the rates of exclusions for looked after children is much greater than the fall in rates of exclusions for all pupils, meaning that the gap between these groups is narrowing.

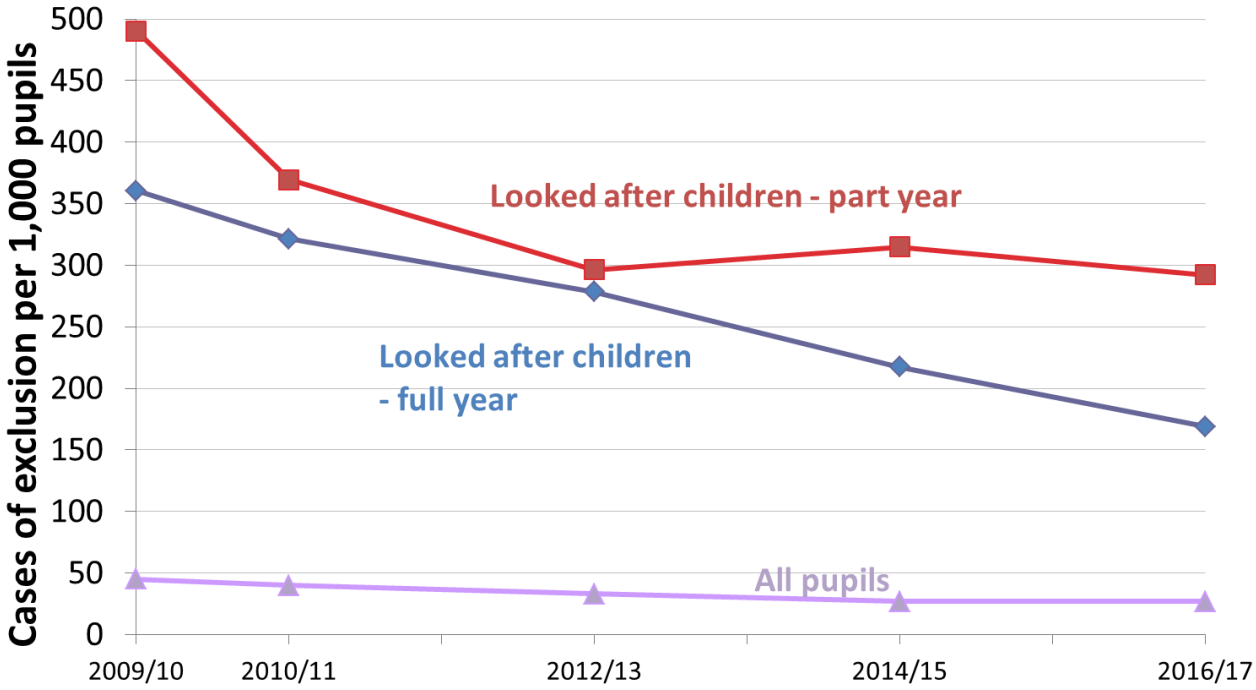
Table 4.1: Exclusion case rate per 1,000 pupils by all pupils, looked after children and sector, 2009/10 to 2016/17

Sector	2009/10	2010/11	2012/13	2014/15	2016/17
					Looked after full year
Primary	122	95	83	79	55
Secondary	632	584	476	322	259
Special	591	455	576	569	344
Scotland	**360**	**321**	**279**	**218**	**169**
					Looked after part year
Primary	144	130	85	93	140
Secondary	740	594	491	521	431
Special	1,019	488	555	628	394
Scotland	**490**	**370**	**296**	**315**	**292**
					All Pupils
Primary	12	11	10	9	11
Secondary	82	72	58	50	48
Special	174	148	148	126	94
Scotland	**45**	**40**	**33**	**27**	**27**

As seen in chart 5, looked after children are showing a continuing decline in the rate of exclusions and the gap to the exclusion rate in the overall population is

narrowing for both children looked after for the full year and children looked after for part of the year.

Chart 5: Exclusion case rate per 1,000 pupils (for all pupils, children looked after for full year and children looked after for part of the year), 2009/10 - 2016/17



Where Table 4.1 presents data on the rate of cases of exclusions, including potential multiple counts of the same child, Table 4.2 presents data on the total number of individual children excluded, resulting in lower figures. In all groups, the rate of children excluded is greater in secondary schools compared with primary schools.

Table 4.2: Number of pupils excluded and exclusion rate per 1,000 pupils by all pupils, looked after children and sector, 2016/17

Sector	Number of pupils excluded	Rate per 1,000 pupils
		Looked after full year
Primary	101	31
Secondary	432	126
Special	51	142
		Looked after part year
Primary	84	50
Secondary	335	190
Special	16	154
		All Pupils
Primary	2,339	6
Secondary	8,122	29
Special	275	42

Accommodation type

As with attendance, there is a similar disparity in rates of exclusion according to type of accommodation. Those children in residential accommodation tend to have higher rates of exclusions than those looked after in the community. Children looked after at home have a noticeably higher exclusion rate than others looked after in the community (Table 4.3).

Table 4.3: Cases of exclusions for looked after children, by accommodation type, 2016/17[1]

Accommodation type	Total exclusions for looked after children	Exclusions per 1,000 pupils who were looked after
Looked after for the full year		
In the community (children with one placement)		
At home with parents	280	*237.7*
With friends or relatives	242	*138.3*
With foster carers provided by LA	102	*64.4*
With foster carers purchased by LA	85	*96.4*
In other community[2]	0	*0.0*
Residential Accommodation (children with one placement)		
In local authority home	67	*408.5*
In voluntary home	15	*375.0*
In other residential[3]	23	*187.0*
More than one placement	377	*287.3*
All looked after full year	1,191	*169.0*
Looked after for part of the year		
In the community (children with one placement)		
At home with parents	535	*312.9*
With friends or relatives	127	*178.4*
With foster carers provided by LA	59	*211.5*
With foster carers purchased by LA	15	*147.1*
In other community[2]	*	*
Residential Accommodation (children with one placement)		
In local authority home	71	*522.1*
In voluntary home	15	*600.0*
In other residential[3]	38	*506.7*
More than one placement	172	*361.3*
All looked after part year	1,033	*292.3*

(1) Cells containing * represent small numbers that have been suppressed to maintain confidentiality.
(2) Includes with prospective adopters.
(3) Includes in secure care accommodation and crisis care.

There is a tendency for looked after children with a greater number of placements to have a higher rate of exclusions (Table 4.4) though the majority of children only had one placement. Children looked after for part of the year with more than one placement have a notably high rate of exclusions.

Table 4.4: Cases of exclusions for looked after children, by number of placements, 2016/17

Number of placements	Total exclusions	Exclusions per 1,000 pupils who were looked after
		Looked after full year
1	814	142
2	274	284
3	74	294
4	8	145
5 or more	21	512
Scotland	**1,191**	**169**
		Looked after part year
1	861	282
2	106	310
3	30	345
4	29	784
5 or more	7	700
Scotland	**1,033**	**292**

Achievement of Curriculum for Excellence Levels (Experimental Statistics)

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

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

Achievement of CfE levels is lower for children looked after for part of the year than children looked after for the full 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 3,143 children and young people who were looked after at any point between 1 August 2016 to 31 July 2017, and who were in Primary 1, Primary 4, Primary 7 or Secondary 3 during the 2016/17 school year.

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). Achievement of CfE levels statistics for 2016/17 continue to be under development and are not directly comparable to the achievement of CfE levels statistics for 2015/16 published last year. For these reasons time series data are not available.

Scottish Candidate Numbers (SCNs) provided by local authorities in the Looked After Children data return in 2016/17 were used to match pupils to their CfE data, along with month and year 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 20% to 100% (see Table 6.1 in background notes and the Excel tables published alongside this publication).

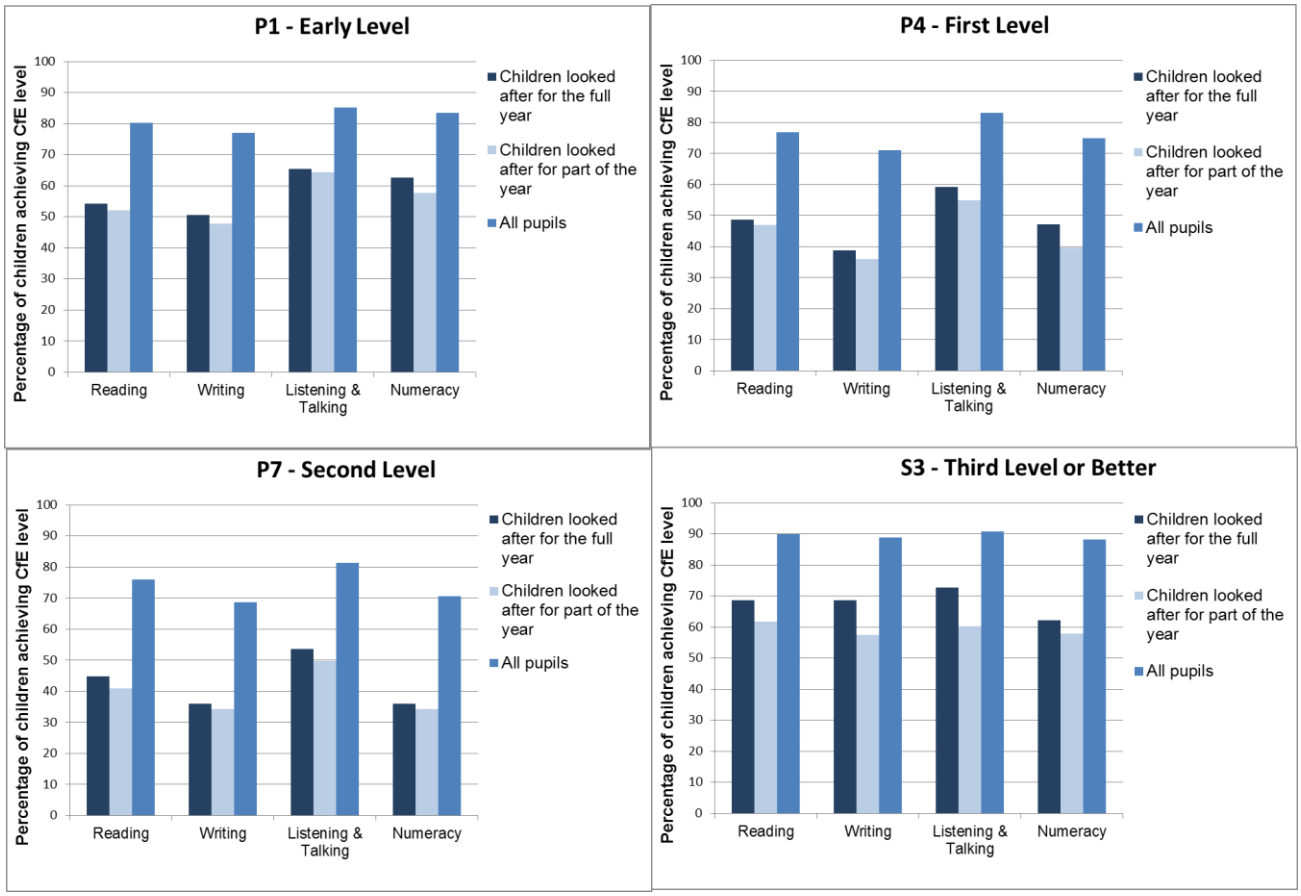
Due to this large variation in SCN coverage between local authorities, the analyses presented in this section may differ from the real picture, particularly if there are differences in the characteristics of the populations between local authorities, differences in the types of placements used by local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

Therefore, caution should be applied 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 data collection was introduced in the 2015/16 school year, and the information presented are based on teacher professional judgements as at June 2017.

Stage

Chart 6: Percentage of children achieving the CfE level relevant to their stage[(1)], by stage, 2016/17



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

Across all stages, a lower proportion of children who are looked after (for the full school year or for part of the year) achieved the CfE level relevant to their stage compared with all pupils (Chart 6). Generally, a slightly lower proportion of children who are looked after for part of the school year achieved the CfE level relevant to their stage compared with children who were looked after for the entire school year

The proportion of children looked after for the full year achieving the CfE level relevant for their stage is generally highest for listening and talking, and lowest for writing across all primary stages, similar to the national picture. Similarly, the

proportion of children looked after for the full 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. The gap between full-year and part-year looked after children's CfE achievement rates is smaller at primary stages and larger at S3.

Type of accommodation

Achievement of CfE levels varies across the types of accommodation in which looked after children are placed. Generally, a higher proportion of children looked after for the full year who live with foster carers or with friends/relatives are achieving the CfE level relevant to their stage, compared with children who are looked after at home or living in residential accommodation (Table 5.1).

For children looked after for part of the year, generally the pattern is similar except that fewer children with foster parents purchased by the local authority achieved the relevant CfE levels. Children looked after in local authority homes performed better if they were looked after for part of the year than if they were looked after for the full year, though due to small numbers in this group this effect may not be significant (Table 5.2).

Table 5.1: Percentage of Primary 1, Primary 4, Primary 7 and Secondary 3 children who were looked after for the full year achieving the CfE level relevant to their stage(1), by accommodation type, 2016/17(2)

Accommodation type	Reading	Writing	Listening & Talking	Numeracy
In the community (children with one placement)				
At home with parents	*48.8*	*41.8*	*55.2*	*46.4*
With friends or relatives	*60.4*	*54.5*	*70.0*	*58.0*
With foster carers provided by LA	*57.2*	*52.0*	*65.0*	*52.9*
With foster carers purchased by LA	*58.9*	*51.0*	*62.0*	*52.5*
In other community(3)	*	*	*	*
Residential Accommodation (children with one placement)				
In local authority home	*50.0*	*46.2*	*50.0*	*44.4*
In voluntary home	*	*	*	*45.5*
In other residential(4)	*35.3*	*35.3*	*47.1*	*41.2*
More than one placement	*49.5*	*48.2*	*60.0*	*45.8*
All looked after full year	*55.0*	*49.7*	*63.0*	*51.4*

(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.

Table 5.2: Percentage of Primary 1, Primary 4, Primary 7 and Secondary 3 children who were looked after for part of the year achieving the CfE level relevant to their stage[1], by accommodation type, 2016/17[2]

Accommodation type	Reading	Writing	Listening & Talking	Numeracy
In the community (children with one placement)				
At home with parents	*50.8*	*45.0*	*56.4*	*43.4*
With friends or relatives	*53.0*	*46.8*	*61.8*	*52.8*
With foster carers provided by LA	*68.4*	*57.0*	*73.4*	*59.3*
With foster carers purchased by LA	*39.1*	*43.5*	*52.2*	*43.5*
In other community[3]	*83.3*	*83.3*	*83.3*	*
Residential Accommodation (children with one placement)				
In local authority home	*62.1*	*55.2*	*55.2*	*58.6*
In voluntary home	*	*	*	*
In other residential[4]	*46.2*	*	*38.5*	*45.5*
More than one placement	*43.2*	*37.0*	*50.3*	*54.1*
All looked after part year	*51.8*	*45.6*	*57.8*	*48.7*

(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.

Number of placements

By far the majority of children only experienced one placement during the school year 2016/17, with very few experiencing 4 or more placements. Taking this into account, tables 5.3 (children looked after for the full year) and 5.4 (children looked after for part of the year) broadly show a decrease in the percentage of children achieving the CfE level relevant to their stage with increased number of placements they experienced during the school year. However, due to the small numbers of children experiencing more than one placement, care should be taken when interpreting these figures.

Table 5.3: Percentage of Primary 1, Primary 4, Primary 7 and Secondary 3 children who were looked after for the full year achieving the CfE level relevant to their stage[(1)] by number of placements 2016/17

Number of placements	Reading	Writing	Listening & Talking	Numeracy
1	*56.3*	*50.1*	*63.7*	*52.8*
2	*50.0*	*48.1*	*59.4*	*46.5*
3	*48.1*	*48.7*	*62.0*	*40.5*
4 or more	*48.0*	*48.0*	*60.0*	*53.9*
All looked after full year	*55.0*	*49.7*	*63.0*	*51.4*

Table 5.4: Percentage of Primary 1, Primary 4, Primary 7 and Secondary 3 children who were looked after for part of the year achieving the CfE level relevant to their stage[(1)] by number of placements 2016/17

Number of placements	Reading	Writing	Listening & Talking	Numeracy
1	*53.1*	*46.9*	*59.0*	*47.9*
2	*41.7*	*36.1*	*46.8*	*47.2*
3	*48.2*	*37.0*	*63.0*	*70.4*
4 or more	*45.5*	*45.5*	*54.6*	*76.9*
All looked after part year	*51.8*	*45.6*	*57.8*	*48.7*

(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 2016/17
- Pupil Census records 2017
- School Leaver Initial and Follow-up Destination data, October 2017 and March 2018
- Attainment data throughout school education
- Achievement of Curriculum for Excellence (CfE) Levels, 2016/17

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 data held by the Children and Families team is linked the educational outcomes data using a child's Scottish Candidate Number (SCN). However, a SCN is not supplied for every looked after child. For example, if a child is under five they are unlikely to have a SCN. Children also might not have a SCN if they have been educated at home, in an independent school, outside Scotland or have already left school. It may also not be possible for a SCN to be provided for a child if they have left school.

We estimate that the Scottish Candidate Numbers (SCNs) provided by local authorities on the Looked After Children data return 2016/17 represented 75% of the possible matched records for school-age children. By imputing data from previous years from some local authorities we estimate that 78% of looked after school-age children had matchable SCNs. There was variation between local authorities in the percentage of SCNs provided, ranging from 31% to 100% after imputing data from previous years.

Table 6.1: Percentage of children aged 5 to 15 with Scottish Candidate Number (SCN) present, by local authority, 2016/17

Local Authority	SCN provided in 2016/17	Total SCNs after processing
Aberdeen City	96.4	96.4
Aberdeenshire	96.5	96.5
Angus	88.0	88.4
Argyll & Bute	96.4	96.4
City of Edinburgh	82.2	82.2
Clackmannanshire	90.3	90.3
Dumfries & Galloway	92.2	92.5
Dundee City	74.9	78.4
East Ayrshire	89.3	89.3
East Dunbartonshire	90.1	90.1
East Lothian	91.8	91.8
East Renfrewshire	85.7	85.7
Falkirk	90.6	90.9
Fife	94.5	94.5
Glasgow City	18.3	31.4
Highland	92.4	92.4
Inverclyde	96.4	96.4
Midlothian	93.4	93.4
Moray	84.7	85.9
Na-h Eileanan Siar	97.0	97.0
North Ayrshire	94.0	94.0
North Lanarkshire	47.8	54.1
Orkney Islands	100.0	100.0
Perth & Kinross	90.3	90.3
Renfrewshire	97.7	97.7
Scottish Borders	91.3	91.8
Shetland Islands	88.9	88.9
South Ayrshire	98.1	98.1
South Lanarkshire	95.3	95.6
Stirling	87.2	87.2
West Dunbartonshire	98.2	98.2
West Lothian	93.8	93.8
Scotland	**75.5**	**78.4**

1.3 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 2016 and 31 July 2017) 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

1.4 The **qualifications** data were provided 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.

1.5 The **leaver destinations** data were collected by Skills Development Scotland (SDS) on each young person identified as being a school leaver in September 2017 (initial destination, approximately three months after leaving school) and March 2018 (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.

1.6 **Leaver destinations** data were published in Initial Destinations of Senior Phase School Leavers 2016/17: http://www.gov.scot/stats/bulletins/01263

1.7 **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.

1.8 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'.

1.9 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.

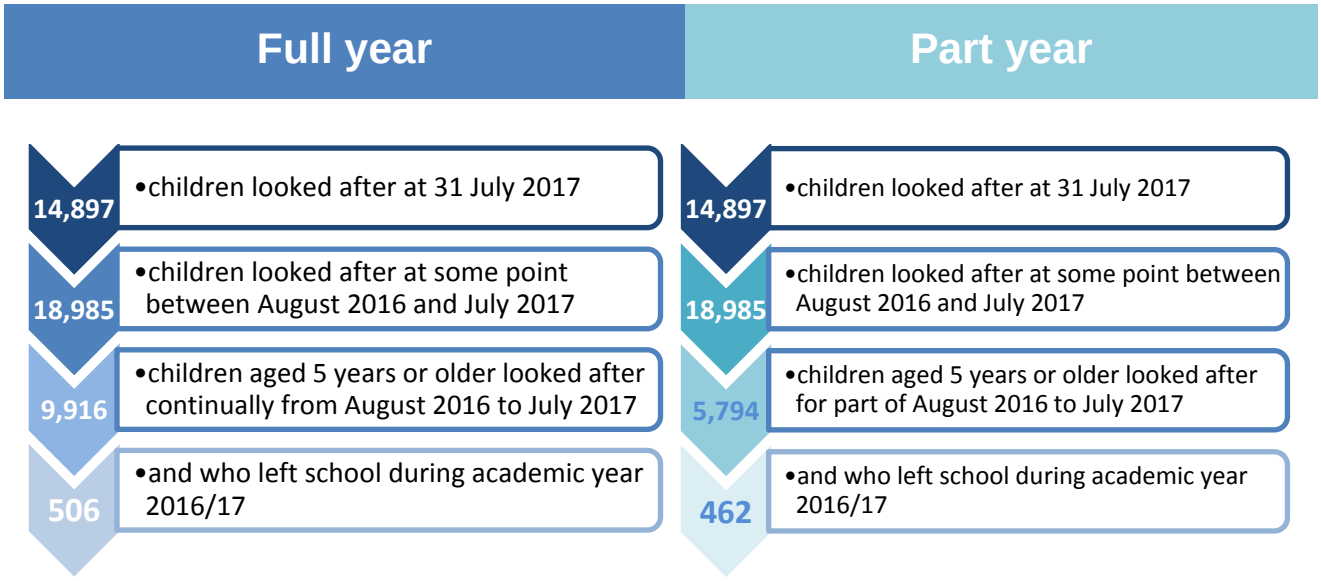
2.0 Further information with regards the **Achievement of CfE Levels** data collection can be found here:
http://www.gov.scot/Topics/Statistics/Browse/School-Education/ACEL

2. Methodology

Matching looked after children data to school outcomes

2.1 As reported in Children's Social Work Statistics 2016-17[2], there were 14,898 children looked after on 31 July 2017. 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 2016/17



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 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 2016/17 a total of 968 full and part year records matched with the school leavers cohort provided by Skills Development Scotland.

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, month and year of birth, and gender between the CfE data and looked after children data.

[2] Children's Social Work Statistics 2016-17, http://www.gov.scot/stats/bulletins/01308

3. Revisions and changes

3.1 For this publication, the distinction between children looked after for the full year and those looked after for part of the year has been integrated into the tables and commentary. This is an important distinction as the data generally suggests that the degree of upheaval that young people looked after for part of the year experience has a negative relationship with their educational outcomes.

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, paragraph 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 then 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 2017. 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 Skills Development Scotland 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: www.gov.scot/stats/bulletins/01311

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. The chapter on achievement of Curriculum for Excellence (CfE) levels is classified as experimental statistics 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

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 Donna Simpson on 0131 244 3070.

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@gov.scot.

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
19 June 2018

Annex A

List of additional tables

The data underlying the illustrations, expanded versions of the tables and additional data tables are available here: www.gov.scot/stats/bulletins/01310

Introduction

Illustration 1 Main findings 2016/17

Educational attainment

Chart 1 Age of all school leavers and those who were looked after, 2009/10-2016/17

Illustration 2 Scottish Credit and Qualifications Framework (SCQF) levels

Table 1.1 Percentage of all school leavers and looked after leavers by level of attainment, 2009/10-2016/17

Chart 2 Highest level of attainment of looked after leavers (full year and part year) and all school leavers, 2009/10 to 2016/17

Table 1.2 Highest level of attainment of school leavers looked after for the full year, by placement type, 2016/17

Table 1.3 Highest qualification achieved by school leavers (looked after for the full year) by number of placements they had in the year, 2016/17

Additional data on Educational attainment

Table 1.4 Proportion of school leavers looked after for the full year in each local authority by their highest level of attainment, 2016/17

Post-school destinations

Table 2.1 Percentage of school leavers by initial destination (3 months after leaving school), for all school leavers and those who were looked after children, 2009/10-2016/17

Chart 3 Looked after children in positive follow up destinations, 2009/10 to 2016/17

Table 2.2 Percentage of school leavers by follow-up destination (9 months after leaving school), for all school leavers and those who were looked after children, 2009/10-2016/17

Additional data on Post-school destinations

Table 2.3 Positive initial and follow-up destinations among looked after school leavers by placement type, 2016/17

Table 2.4 Positive initial and follow-up destinations school leavers looked after for the full year by local authority, 2016/17

Attendance

Chart 4 Percentage attendance of all pupils and looked after young people, 2009/10 to 2016/17

Table 3.1 Percentage attendance of all pupils and looked after young people by stage, sector and gender, 2009/10 to 2016/17

Table 3.2 Percentage attendance for looked after children, by accommodation type and gender, 2016/17

Table 3.3 Percentage attendance for looked after children, by number of placements and gender, 2016/17

Table 3.4 Percentage attendance for children looked after for the full year, by the local authority responsible for the looked after child and gender, 2016/17

Exclusions

Table 4.1 Exclusion case rate per 1,000 pupils by all pupils, looked after children, stage and sector, 2009/10 - 2016/17

Chart 5 Exclusion case rate per 1,000 pupils (for all pupils, children looked after for the full year and children looked after for part of the year), 2009/10 - 2016/17

Table 4.2 Number of pupils excluded and exclusion rate per 1,000 pupils by all pupils, looked after children and sector, 2016/17

Table 4.3 Cases of exclusions for looked after children, by accommodation type, 2016/17

Table 4.4 Cases of exclusions for looked after children, by number of placements, 2016/17

Table 4.5 Cases and rates of exclusion for children looked after for the full year, by local authority responsible for the looked after child and gender, 2016/17

Achieving CfE Levels

Chart 6 Percentage of children achieving the CfE level relevant to their stage, by stage, 2016/17

Table 5.1 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, by accommodation type, 2016/17

Table 5.2 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, by accommodation type, 2016/17

Table 5.3 Percentage of Primary 1, Primary 4, Primary 7 and Secondary 3 children looked after for the full year achieving the CfE level relevant to their stage, by number of placements 2016/17

Table 5.4 Percentage of Primary 1, Primary 4, Primary 7 and Secondary 3 children looked after for part of the year achieving the CfE level relevant to their stage, by number of placements 2016/17

Background notes

Table 6.1 Percentage of children aged 5 to 15 with Scottish Candidate Number (SCN) present, by local authority, 2016/17

An Official Statistics publication for Scotland

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.

Correspondence and enquiries

For enquiries about this publication please contact:
Lucy Freem
Children and Families Analysis,
Telephone: (0131) 244 4883,
e-mail: children.statistics@gov.scot

For general enquiries about Scottish Government statistics please contact:
Office of the Chief Statistician, Telephone: 0131 244 0442,
e-mail: statistics.enquiries@gov.scot

How to access background or source data

The data collected for this statistical bulletin:
☐ are available in more detail through statistics.gov.scot
☒ 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.

Complaints and suggestions

If you are not satisfied with our service or have any comments or suggestions, please write to the Chief Statistician, 3WR, St Andrew's House, Edinburgh, EH1 3DG, Telephone: (0131) 244 0302, e-mail statistics.enquiries@gov.scot.

If you would like to be consulted about statistical collections or receive notification of publications, please register your interest at www.gov.scot/scotstat
Details of forthcoming publications can be found at www.gov.scot/statistics

ISBN 978-1-78851-982-3

Crown Copyright

You may use or re-use this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. See:
www.nationalarchives.gov.uk/doc/open-government-licence/

APS Group Scotland, 21 Tennant Street, Edinburgh EH6 5NA
PPDAS427446 (06/18)