The Educational Outcomes of Scotland's Looked After Children and Young People

A New Reporting Framework

The Scottish Government

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BACKGROUND

The majority of children and young people who are considered to be **looked after** in Scotland will come into one of the following two categories.

- **Looked after at home**, where the child or young person is subject to a *Supervision Requirement <u>with no</u> condition of residence* through the Children's Hearing system. The child or young person continues to live in their normal place of residence (i.e. often the family home).

- **Looked after away from home** (i.e. away from their <u>normal</u> place of residence), where the child or young person is subject to a *Supervision Requirement <u>with a</u> condition of residence* through the Children's Hearing system, or is provided with accommodation under Children (Scotland) Act 1995 section 25 (voluntary agreement) or is the subject of a Parental Responsibility Order (C(S)A 95 section 86). The child or young person is cared for away from their normal place of residence, e.g. in a foster care placement, residential/ children's unit, a residential school, a secure unit or a kinship placement.

Throughout this document, the term 'looked after children' is used to represent all looked after children and young people irrespective of whether they are considered to be looked after at home or looked after away from home.

As at 31 March 2008 there were 14,886 children and young people looked after by local authorities in Scotland, an increase of 6% since 2007. 43% of children looked after were placed at home with parents; 16% were looked after by friends or relatives; 29% were looked after by foster carers; 11% were in residential accommodation.

In January 2007, the Scottish Executive published the report *Looked After Children and Young People: We Can and Must Do Better*. The report set out an action plan aimed at building sustainable improvement in the educational and other life outcomes of Scotland's looked after children and care leavers. Specific reference was made in the report to the need to improve data collection and reporting, it stated:

"It is essential that we have accurate information on all of our looked after children and young people in order to meet their needs most effectively.

Action 7: We will continue to work in partnership with local authorities to deliver a more robust and comprehensive data collection and reporting framework in relation to the educational outcomes of Scotland's looked after children and young people."

Following the publication of *We Can and Must Do Better*, the Scottish Government established a number of working groups, overseen by an implementation board, to take forward and where appropriate deliver on each of the 19 actions from the report. The membership of the working groups and the implementation board was drawn from across Scottish local authorities, the Scottish Government and relevant stakeholder organisations. The data working group, which met regularly between June 2007 and October 2008, was tasked with the delivery of action 7. This document represents the work of the working group and their response to action 7; the chairperson having approved both this document and the new reporting framework for publication on behalf of the group. Details of the membership of the data working group can found in Appendix A.

The development of the proposed new reporting framework has also been influenced by feedback from colleagues from the national *Looked After Children Education Forum*; a draft of the new framework was discussed and endorsed at their meeting on 4th December 2008.

2.0 / **UNDERPINNING PRINCIPLES**

2.0

Early on in the life of the data working group, a key set of principles was established and agreed about the development of a new framework for reporting the educational outcomes of Scotland's looked after children. The principles covered why data is collected and shared and the outcomes that the working group considered to be both appropriate and meaningful in terms of publishing the data.

- Although data is often used for the purposes of reporting outcomes at a local and national level, the primary reason for collecting and sharing data is to identify and meet the needs of individual looked after children.

- The new reporting framework will draw on existing sources of data which are currently provided by local authorities to the Scottish Government. Therefore, ensuring that the new framework does not place any additional reporting responsibilities or requirements on local authorities.

- The publishing of information in relation to the educational outcomes of looked after children will be based on the local authority with the statutory responsibility in relation to the child being looked after (i.e. the "corporate parent") **not** the local authority with the responsibility to educate the child where these are different.

- The new reporting framework relates to an academic year not a financial year, therefore making comparison with non-looked after children easier and more relevant.

- The new reporting framework aims to provide evidence of meeting (or otherwise) the following broader outcomes:

  - The experience of being looked after has improved the educational outcomes of the children and young people.

  - An increase in educational outcomes year on year for looked after children and care-leavers.

  - A narrowing of the gap between educational outcomes of looked after children and children who are not looked after.

3.0 / RECENT DEVELOPMENTS IN RELATION TO DATA COLLECTION

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3.0

Officials from the Scottish Government have been working in partnership with all Scottish local authorities and management information system providers to develop a system (ProcXed SW) which will allow for the collection of the Children's Looked After Statistics (CLAS) to be done on an individual basis instead of the aggregated return which is provided by local authorities at present. The data required of the individualised return is the same as is currently required by the aggregated return. The ProcXed SW system has been developed and tested with an number of "early adopter" local authorities with all local authorities providing an individualised CLAS return for 2008-09.

Agreement to change the reporting from the financial year (as at present) to an academic year (1st August-31st July) has been agreed following discussion with the members of the Local Authority Social Work Statistics (LASWS) children and families sub-group. The change to the reporting year will be implemented in 2009-10. The result will be an initial 16 month reporting period in 2009-2010 before settling into the annual return based on the academic year in 2010-11. The move to individualised CLAS returns and the change of the reporting year is crucial to the new reporting framework.

4.0 / THE NEW REPORTING FRAMEWORK

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The members of the data working group have agreed the structure and content of the new framework for reporting the educational outcomes of Scotland's looked after children; namely:

- The reporting framework will relate to an academic year with the data being drawn from the individualised CLAS return, data provided by schools and Scottish Qualifications Authority (SQA) attainment data.

- The educational outcomes will be reported for **all children and young people who have been looked after continuously throughout the count year** from Primary 1 to Secondary 6; this represents approximately 70%-75% of all the children and young people reported as being looked after in the count year. It was decided to only include these looked after children so that you can attribute attendance information to whether the child was a looked after child or not in the academic year. Work is on-going in relation to being able to report on the educational outcomes of young people (including careleavers) who have left school and are pursuing education at FE/HE establishments or in other educational settings.

- The data from the CLAS return will be matched on an individual basis (**using the Scottish Candidate Number**) with data from ScotXed and the SQA. The Information Commissioner has given approval for officials from the Scottish Government to undertake this task for the purposes of analysis and aggregated reporting. It is proposed that the Scottish Government will provide summary data linked to the new reporting framework back to each local authority, and consideration will be given to providing linked data back to local authorities for statistical and research purposes only.

- The annual publication of the new reporting framework by the Scottish Government and the provision of summary data to local authorities should not limit local authorities in relation to undertaking additional local analysis and reporting of their own data. In particular, the local authorities may wish to consider analysis of the information they hold which is not covered by the new framework, e.g. other educational attainment and achievement.

- Data in relation to the attendance, exclusion, academic attainment and school leaver information of looked after children will be central to the new framework. The information will be analysed and reported in relation to placement type, the number of placements, etc. and compared (where appropriate) to the same information for children who are not looked after. Year on year comparison is also planned over time.

- The reporting of the looked after children educational outcome data will, where appropriate, use the same reporting format as used in other relevant Scottish Government statistical publications (attendance, exclusion, attainment and school leaver data for all pupils in Scotland). A summary of the proposed data tables to be included in the publication are contained in Appendix B with definitions of terms used being contained in Appendix C.

- Publication of the looked after children educational outcomes information is likely to occur around the April following the collection of the data for the CLAS return and after all other relevant Scottish Government statistical publications have been published. It is anticipated that the information may form part of the Children's Social Work Statistical publication with the first publication being around April 2011.

5.0 / IMPLEMENTATION

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5.0

The implementation of the new reporting framework relies in the first instance on the move to individualised CLAS returns by local authorities, with the first individualised returns (2008/09) due to be submitted by all local authorities to the Scottish Government at the end of August 2009. In preparation for this data being received, officials from the Scottish Government will be testing the new reporting framework using the individualised data received from the early adopters for 2007/08. This will involve:

- testing the linking of the data sets;
- testing the usefulness and appropriateness of the proposed tables;
- consideration of the best way to publish the data nationally; and
- consideration about the best format to provide local authorities with the summary data linked to the new framework.

Once the individualised CLAS data is received in August 2009, a similar testing process will be undertaken with the larger data set therefore allowing for potential further refinement of the reporting framework and the process for producing a national publication and summary data for local authorities. However, as this data relates to a financial year and not an academic year, a complete picture of the educational outcomes of Scotland's looked after children will not be available until the data for 2009/10 (the transitional year from financial to academic count year) is submitted, linked and analysed. Hence the first full national publication about the educational outcomes of Scotland's looked after children using the new framework is not anticipated until April 2011 at the earliest.

6.0 / POTENTIAL FOR FUTURE DEVELOPMENT

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6.0

Building on the approach taken around the development of this new framework for reporting the educational outcomes of Scotland's looked after children, the potential exists to expand the framework, make better use of the data set and to consider what other data collection and reporting about looked after children could be considered. Based on discussions with members of the data working group, other relevant stakeholders and Scottish Government officials the following represents **potential** areas for future consideration and development.

- Expansion of the framework to look at the educational outcomes of pre-school aged looked after children. Potential for linking with the early years framework.

- Expansion of the framework to look at the educational and employment outcomes of looked after children and care leavers who continue in education beyond the point where they leave school. This is likely to involve making greater use of the CLAS aftercare data and a link with the *More Choices, More Chances* data and data from Skills Development Scotland (Careers).

- Support for local authorities around improving data collection, sharing and reporting about looked after children and care leavers with a view to improving how this data is used to enhance service planning and delivery.

- Exploration of the potential linking with other established or developing Scottish Government data collections. For example, linking to health data (with an exploration of the potential use of the CHI number to achieve this), housing data and youth justice data.

- Given the amount of individualised data due to be collected and linked by the Scottish Government through the CLAS return, the Schools Census and SQA attainment information consideration should be given to ongoing longitudinal analysis of the evolving data set about Scotland's looked after children and care leavers. This could include anonymous tracking of individual looked after children (using their Scottish Candidate Number) over a number of years.

- Consideration of how the national data set could be used to support improvements in policy and practice developments (at a local and national basis) and used to support/ underpin research projects in this field.

APPENDICES

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MEMBERSHIP OF THE DATA WORKING GROUP

Graham McCann **(Chair)**	Scottish Government
Agnes O'Donnell	Careers Scotland
John Eddeyshaw	Careers Scotland
Esta Clark	Her Majesty's Inspectorate of Education
Richard Fowles	Social Work Inspection Agency
Gail Abraham	Renfrewshire Council
Heather Gray	Who Cares? Scotland
Jane Park	National Health Service
John Rooney	Renfrewshire Council
Phil Jones	Dumfries and Galloway Council
Hew Smith	Dumfries and Galloway Council
Judith Tait	Information Services Division – NHSScotland
Alastair Philp	Information Services Division – NHSScotland
Lesley Mortimer	Glasgow City Council
Kevin Colclough	Highland Council
Mark Diffley	Audit Scotland
Alec Talyor	Audit Scotland
Kit Wyeth	Scottish Government
Albert King	Scottish Government
Brenda Calder	Scottish Government
Boyd McAdam	Scottish Government
Murray McVicar	Scottish Government
Gary Sutton	Scottish Government
Andrew Keir	Scottish Government
Viv Boyle	Scottish Government

SUMMARY OF THE PROPOSED DATA TABLES

Note

Where appropriate and for the purposes of comparison, the tables will also incorporate information in relation to children and young people who are not looked after and information from previous count years.

1.0   General information

1.1   Overview of the looked after children and young people by year/stage and placement type

2.0   Attendance information

2.1   Attendance rate for all looked after children and young people by local authority

2.2   Attendance rates by year/stage, gender and placement type

2.3   Attendance rates for all looked after children and young people with and without a care plan

2.4   Attendance rates for all looked after children and young people with and without a co-ordinated support plan

2.5   Attendance rates for all looked after children and young people by number of placements in the count year

2.6   Attendance rate for all looked after children and young people by the number of schools attended in the count year

2.7   Attendance rates for all looked after children and young people educated within and outwith their "corporate parent" authority

2.8   Attendance rates for all looked after children and young people in current year compared to the their attendance rate before becoming looked after

3.0   Exclusion information

3.1   Exclusion rate (per 1000 pupils) for all looked after children and young people by local authority

3.2   Exclusion information by placement type

3.3   Percentage of looked after children and young people excluded at least once by year/stage, gender and placement type

3.4   Exclusion rates (per 1000 pupils) by year/stage, gender and placement type

3.5   Exclusion rate (per 1000 pupils) for all looked after children and young people with and without a care plan

3.6   Exclusion rate (per 1000 pupils) for all looked after children and young people with and without a co-ordinated support plan

3.7   Exclusion rate (per 1000 pupils) for all looked after children and young people by number of placements in the count year

3.8   Exclusion rate (per 1000 pupils) for all looked after children and young people by the number of schools attended in the count year

3.9   Exclusion rate (per 1000 pupils) for all looked after children and young people educated within and outwith their "corporate parent" authority

3.10   Exclusion rate (per 1000 pupils) for all looked after children and young people in current year compared to the their exclusion rate before becoming looked after

4.0   S4 SQA attainment information

4.1   S4 attainment for all looked after young people by local authority

4.2   S4 attainment information and average tariff score by placement type

4.3   Average tariff score of S4 pupils with and without a care plan/pathway plan

4.4   Average tariff score of S4 pupils with and without a co-ordinated support plan

4.5   Average tariff score of S4 pupils by number of placements in the count year

4.6   Average tariff score of S4 pupils by number of schools attended in the current academic year

4.7   Average tariff score of all S4 looked after children and young people educated within and outwith their "corporate parent" authority

5.0   S5 SQA attainment information

5.1   S5 attainment for all looked after young people by local authority

5.2   S5 attainment information and average tariff score by placement type

5.3   Average tariff score of S5 pupils with and without a care plan/pathway plan

5.4   Average tariff score of S5 pupils with and without a co-ordinated support plan

5.5   Average tariff score of S5 pupils by number of placements in the count year

5.6   Average tariff score of S5 pupils by number of schools attended in the current academic year

5.7   Average tariff score of all S5 looked after children and young people educated within and outwith their "corporate parent" authority

6.0   S6 SQA attainment information

6.1   S6 attainment for all looked after young people by local authority

6.2   S6 attainment information and average tariff score by placement type

6.3   Average tariff score of S6 pupils with and without a care plan/pathway plan

6.4   Average tariff score of S6 pupils with and without a co-ordinated support plan

6.5   Average tariff score of S6 pupils by number of placements in the count year

6.6   Average tariff score of S6 pupils by number of schools attended in the current academic year

6.7   Average tariff score of all S6 looked after children and young people educated within and outwith their "corporate parent" authority

7.0   School leaver information

7.1   Highest qualifications gained by leavers by local authority

7.2   Highest qualifications gained by leavers by placement type

7.3   Total qualifications gained by leavers by local authority

7.4   Total qualifications gained by leavers and average tariff scores by placement type

7.5   Percentage of school leavers by destination category and by placement type

8.0 **Additional tables**

8.1 Attendance rate, exclusion rate and school leaver average tariff scores of looked after children and young people with and without a care plan by placement type

8.2 Attendance rate, exclusion rate and school leaver average tariff scores of looked after children and young people with and without a co-ordinated support plan by placement type

8.3 Attendance rate, exclusion rate and school leaver average tariff scores of looked after children and young people by number of placements in the count year

8.4 Attendance rate, exclusion rate and school leaver average tariff scores of looked after children and young people by number of schools attended in the current academic year

8.5 Attendance rate, exclusion rate and school leaver average tariff scores of looked after children and young people educated within and outwith their "corporate parent" authority

DEFINITIONS OF TERMS USED

1.0   Looked After Children

More information about looked after children can be found on the Looked After Children website: http://www.ltscotland.org.uk/lookedafterchildren/about/index.asp.

2.0   Children (Scotland) Act 1995

A brief summary of the Children (Scotland) Act in relation to looked after children and care leavers can be found on the Looked After Children website: http://www.ltscotland.org.uk/lookedafterchildren/about/what/legal.asp.

3.0   Corporate parent(ing)

Corporate parenting means the formal and local partnerships needed between all local authority departments and services, and associated agencies, who are responsible for working together to meet the needs of looked after children and young people, and care leavers. (*Looked After Children and Young People: We Can and Must Do Better*, Scottish Executive 2007)

More information about corporate parenting can be found on the Looked After Children website: http://www.ltscotland.org.uk/lookedafterchildren/corporateparenting/index.asp.

4.0   Placement type

The placement types will match those used in the Children's Looked After Statistics, i.e.:

In the community:
At home with parents
With friends/relatives
With foster carers provided by LA
With foster carers purchased by LA
With prospective adopters
In other community

Residential Accommodation:
In local authority home
In voluntary home
In residential school
In secure accommodation
Crisis care
In other residential

It is likely that there will also be a column providing aggregate information for the placement types which constitute a child being looked after away from home.

5.0   Highest qualifications gained

No NQ @ leveL 3 or better	1-2 @ SCQF Level 3	3-4 @ SCQF Level 3	5+ @ SCQF Level 3	1-2 @ SCQF Level 4	3-4 @ SCQF Level 4	5+ @ SCQF Level 4	1-2 @ SCQF Level 5
3-4 @ SCQF Level 5	5+ @ SCQF Level 5	1-2 @ SCQF Level 6	3-4 @ SCQF Level 6	5+ @ SCQF Level 6	1-2 @ SCQF Level 7	3+ @ SCQF Level 7	

6.0   Total qualifications gained

5+ @ SCQF level 3 or better	5+ @ SCQF level 4 or better	5+ @ SCQF level 5 or better	1+ @ SCQF level 6 or better	3+ @ SCQF level 6 or better	5+ @ SCQF level 6 or better	1+ @ SCQF level 7 or better	3+ @ SCQF level 7 or better
English @ SCQF level 3 or better	Maths @ SCQF level 3 or better	E & M @ SCQF level 3 or better					

7.0   Scottish Credit and Qualifications Framework (SCQF)

The Scottish Credit and Qualifications Framework is used as the basis for reporting attainment. The SCQF levels are shown below for information.

Scottish Credit and Qualifications Framework (SCQF) levels:	
Level 7	Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	Intermediate 2 at A-C; Standard Grade at 1-2
Level 4	Intermediate 1 at A-C; Standard Grade at 3-4
Level 3	Access 3 cluster; Standard Grade at 5-6
Level 2	Access 2 cluster

8.0   Tariff score

The Unified Points Score Scale is an extended version of the Universities and Colleges Admissions Service (UCAS) Scottish Tariff points system. A full list of courses, awards and corresponding tariff points is listed below. The tariff score of a pupil is calculated by simply adding together all the tariff points accumulated from all the different course levels and awards he/she attains.

The relativities between types of certification are taken from the principle that the value of an A award at one level is as close as possible to, but lower than, the value of a C award at the next level above.

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

Course Level	Award	Tariff Points
Advanced Higher	A	120
CSYS	A	120
Advanced Higher	B	100
CSYS	B	100
Advanced Higher	C	80
CSYS	C	80
Advanced Higher	D	72
Higher	A	72
Higher	B	60
Higher	C	48
Higher	D	42
Intermediate 2	A	42
Standard Grade	1	38
Intermediate 2	B	35
Intermediate 2	C	28
Standard Grade	2	28
Intermediate 2	D	24
Intermediate 1	A	24
Standard Grade	3	22
Intermediate 1	B	20
Advanced Higher	Unit	20
Intermediate 1	C	16
Standard Grade	4	16
Higher	Unit	12
Intermediate 1	D	12
Standard Grade	5	11
Standard Grade	6	8
Access 3	Cluster	8
Intermediate 2	Unit	7
Unallocated Unit	(NC Module)	6
Unallocated Unit	(Short Course)	6
Intermediate 1	Unit	4
Standard Grade	7	3
Access 3	Unit	2
Access 2	Unit	1