

PERFORMANCE OF VULNERABLE CHILDREN AT ALL KEY STAGES

Report of the Director, Children, Schools and Families

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1. Purpose of report

- 1.1 This report covers the performance of vulnerable children at each key stage. It also outlines the actions taken to improve achievement.
- 1.2 The vulnerable children covered by the report are: minority ethnic groups; travellers; asylum seekers; refugees; looked after children; children with statements of special educational needs and those permanently excluded from school.

2. Summary

- 2.1 The relative performance of minority ethnic groups in Hertfordshire compares well with the national data. Overall, however, it is a complex picture showing that some groups make good progress while others do less well.
- 2.2 While there have been some improvements in the performance of children in care in Hertfordshire, overall it reflects the national picture of underachievement for looked after children.
- 2.3 The test and examination data for children with statements of special educational needs is not fully secure but indicates an improvement at all key stages in the last two years.

- 2.4 The test and examination information for permanently excluded pupils is based on a small and incomplete data set and needs to be treated with caution. The indications are that excluded pupils perform near to the national average at Key Stage 2 but that at Key Stage 3 and 4 there is significant underachievement.
- 2.5 Supporting the progress and achievement of vulnerable children is high priority for CSF. Clear actions to achieve this are detailed in both the 2003/04 and 2004/05 CSF plans.

3. Conclusion

- 3.1 There is a mixed picture in relation to the progress and achievement of vulnerable children in Hertfordshire. While there are some clear signs of success there are also significant areas of concern.
- 3.2 Actions to support the achievement and accelerate the progress of vulnerable children are high priority for CSF and will continue to be so. The Growth and Change programme, developments in the national strategies and the implementation of the Children Bill will underpin and strengthen work in this area.

4 Background

- 4.1 The data sets related to the achievement of vulnerable groups vary in quality and reliability. Data is mainly collected from Pupil Local Annual Census (PLASC) as reported by schools and is improving with the use of unique pupil numbers (UPN).

Minority Ethnic Pupils

- 4.2 Data on pupil progress and achievement by ethnicity has been collected since 1999 and shows a complex picture; some groups continue to make progress while others do less well. Generally, pupils of Chinese and Indian origin outperform all other groups. Black Caribbean, Bangladeshi, Pakistani and Traveller heritage pupils perform less well than others. Concerns about the achievement of these groups continue to attract attention both locally and nationally.
- 4.3 Travellers of Irish heritage and Gypsy/Roma pupils perform considerably below the national average although the numbers recorded are very small. Results over the last five years show that Traveller pupils in Hertfordshire are the most seriously underachieving minority ethnic group.
- 4.4 There is very little data on the performance of unaccompanied minors and asylum seeker children. The CSF Children Asylum-seeker and Refugee Team (CART) was formed in August 2003. This team provides social care and education support for this group of minors in order to meet the County's statutory responsibilities on its duty of care for these looked after children.
- 4.5 The 2002/03 data reveals that although the permanent exclusion rate of pupils in the county decreased to 1.24 per 1000 pupils, the rates of exclusion for Black or Black Caribbean groups, and for Traveller pupils were 5 and 12 times higher respectively. Exclusion usually has a negative impact on achievement.
- 4.6 Racism is one important factor, which impacts strongly on pupil achievement. Incidents of racist behaviour in schools are recorded and reported to CSF as required by the DfES Guidance 10/99 and the Race Relations (Amendment) Act. In Hertfordshire there has been a progressive rise in the number of incidents recorded by schools over the last 3 years, some of this may be due to improved recording procedures.

Looked After Children (LAC)

- 4.7 There is continuing concern over the national underachievement of LAC. Some of this underachievement is explained by other disadvantage, for example, children in care are more likely to be from groups that do less well at school or to have statements of special educational need. Nationally 27% have statements compared to 3% of all children and in Hertfordshire 38% have statements compared to 2.6% of all children.
- 4.8 The Social Exclusion Unit's report "Better Education for Children in Care" (2003) examines the barriers that prevent children in care achieving their educational potential and highlights specific areas of action to improve their life chances. Children in care, as a national group, have very poor experiences of education and very low educational attainment. Nevertheless, the report states that despite common perceptions that children in care are "uninterested in learning" the vast majority (97%) consider education "important" with nearly two thirds (61%) giving future employment as the reason. Many children in care enjoy school with around a third (35%) identifying specific subjects or learning as their favourite aspect.

Pupils with Special Educational Needs (SEN)

- 4.9 'Removing Barriers to Achievement' launched by the DfES in March this year sets out a strategy for SEN and, alongside this, 'National Performance Framework Data Sets' have been produced. LEAs will be required to use this data to monitor the performance of special needs children. These data sets will not be completed until October 2004 and current data is not fully reliable nor comparative. In addition, in 2005 schools will be required to publish value-added scores for pupils with SEN.
- 4.10 The Annual Regional SEN Benchmarking Data for 2002 and 2003 (appendix 6) indicates that Hertfordshire compares favourably to other regional authorities when comparing data for the 0 – 19 % of SEN pupils. The 2003 results for pupils with SEN (including pupils with statements) indicate that pupils are achieving well at GCSE, in Key Stage 3 tests and at Key Stage 2 and, that at Key Stages 3 and 4, this is an improving picture.
- 4.11 Data on pupils with statements seems to indicate that they are achieving better results than pupils who are at 'School Action Plus' (SAP) on the SEN Code of Practice. This picture may be skewed as many children with statements are within the 'normal' attainment range, for example those with physical impairments.

Permanently Excluded Pupils

- 4.12 The information in this report is based on a small set of data which is incomplete. This is illustrated by the fact that of the total number of pupils known to have been permanently excluded between 2000 – 2004, no achievement data was available for almost a fifth of them. The gaps in the available records mean the data and conclusions drawn should be treated cautiously.
- 4.13 The data shows that the highest number of permanent exclusions occurs in Key Stage 3 and very few occur in Key Stage 1 or 4. The majority of pupils permanently excluded are boys and there has been a decrease in the number of pupils permanently excluded between 2000-2003.

5. Achievement Levels - 2003

Minority Ethnic Groups (Appendix 1)

- 5.1 The relative performance of minority ethnic groups at Key Stage 1 compares well with national data at all stages. In 2003, at Key Stage 1, Black Caribbean, Black African, Chinese and Indian heritage pupils out-perform national scores in reading, writing and mathematics, and Bangladeshi pupils in reading. Pakistani pupils achieve slightly below the national level in reading and mathematics, and below in writing.
- 5.2 At Key Stage 2 Indian and Chinese origin groups continue to outperform other groups in English and mathematics while Pakistani and Black Caribbean pupils are the lowest achieving groups.
- 5.3 For the first time this year statistics are available in Hertfordshire to track progress from Key Stage 1 to Key Stage 2. Indian and Bangladeshi origin pupils show significant value added in English, while the Pakistani origin pupils show the least progress.
- 5.4 In 2003 some 23% of Traveller pupils achieved level 4 in English and 19% in mathematics, both below their CSF targets.
- 5.5 At Key Stage 3 Indian and Chinese pupils continue to outperform others. Black Caribbean pupils perform significantly below other groups in English and, although performance was better in mathematics, it was still below the Hertfordshire average. Pakistani pupils outperform Bangladeshi pupils in both English and mathematics and Black African pupils show the least progress in English.
- 5.6 The 2003 cohort of Key Stage 3 Traveller pupils was made up of 11 pupils only, 2 of whom scored level 5 in English and mathematics and 3 in science.
- 5.7 Chinese and Indian pupils continue to achieve well at Key Stage 4 and Black Caribbean pupils show a continuous rate of improvement in GCSE results over the last 3 years. Results for Bangladeshi origin

pupils reached a peak in 2001 and dipped in 2002 but improved again in 2003. Results for Pakistani origin pupils were very low in 2003.

- 5.8 A small number (7) of Traveller heritage pupils participated in the 2003 GCSE exams. Results for this group were positive and 20% of them achieved 5 A* - C GCSE
- 5.9 The Children's Asylum Seekers and Refugees Children's (CART) team, supported 11 pupils in Year 11 during year 2002 – 03. None of this group achieved 5 A* - C GCSE, but only 2 had been in the Country for more than 2 years, all arrived with no knowledge of English and were in some cases traumatised. All are pursuing some form of further education.

Children in Care (Appendix 2)

- 5.10 In Hertfordshire academic outcomes reflect the national picture of underachievement for LAC although there is no national data for Key Stages 1 and 2. The size of cohort and level of special educational needs varies from year to year but achievement has shown a steady trend of improvement over the last 4 years.
- 5.11 In 2003 there was a modest rise in results for LAC at Key Stages 1, 2 and 3, with an upward trend in English and science at Key Stage 2. There is also an overall increase in the number of young people who are sitting and achieving at least one GCSE pass at A* -G. The comparative data, while still indicating acute underachievement, illustrates that Hertfordshire achieves very well compared to national averages.
- 5.12 In 2002/03 in comparison to the previous academic year there have been improvements in:
- Key Stage 1, 2 and 3 SATs;
 - numbers of children achieving 1 GCSE;
 - numbers of children '*leaving care*' with 5 A*-C GCSE's.

More work is required to reach government targets by 2006 and progress in approaching these is influenced by the high proportion of LAC with special educational needs and those not participating in GCSE examinations.

Pupils with Special Educational Needs (Appendix 3)

- 5.13 Data on the attainment of pupils with SEN is only currently analysed for pupils who have a statement or are being assessed for one. More detailed data on all pupils at SAP will be available in future years, as schools complete the PLASC data and report on the value added of pupils with SEN.
- 5.14 Attainment at Key Stage 2 shows a decrease in the percentage of pupils with statements achieving level 4 or above in English and a fluctuating picture in mathematics and science.
- 5.15 Attainment at Key Stage 3 shows an increase in the percentage of pupils with statements achieving level 5 or above in English, a fluctuating picture in mathematics and a decrease in science. This reflects national data for all pupils.
- 5.16 At the end of Year 11 the percentage of pupils with a statements who have achieved 5 A* - C at GCSE has fluctuated but the proportion achieving 1 A* - G has increased.
- 5.17 Ofsted judgements in Hertfordshire schools over the past 3 years show that a high percentage of schools obtain good or very good judgements for the teaching and learning of pupils with SEN.

Excluded Pupils (Appendix 4)

- 5.18 A small number of pupils (4) were excluded at Key Stage 1 in 2002 to 2003; all were low achievers. At the end of the key stage, one achieved level 2 in English, two in mathematics but none in science. Two of these children were girls and two boys which might suggest that any gender pattern has not set at this age.
- 5.19 Of the pupils excluded at Key Stage 2 (12 between 2001 and 2004) none were achieving at age-related expectations (level 4 at year 6). However, of those who took the tests (8), all achieved at level 3, close to national expectations.
- 5.20 Of the pupils excluded at Key Stage 3 (172 between 2001 and 2004), a third, were achieving at national expectations (level 5 at the end of year 9). A total of 64 children made no progress or regressed between Key Stage 2 and 3. This indicates that, overall, pupils permanently excluded in Key Stage 3 are doing less well than these excluded at Key Stage 2. (There was no data for 17 pupils).

- 5.21 Data for pupils excluded at Key Stage 4 is very limited; of the 9 pupils in this group data is available for only 3. Of these three students one achieved two A* - C and 5 A* - G and one achieved 3A* - G. Both of these pupils spent time at an Education Support Centre (ESC).
- 5.22 Data is available to show the end of Key Stage 4 achievement of 12 pupils who were excluded in Key Stage 3. This indicates that those who were able to reintegrate to a school most quickly were most likely to have some success at GCSE. Two of this group achieved 2 or more A*-C at GCSE and 9 achieved at least one A*-G.
- 5.23 The available data is patchy and therefore inconclusive. Achievement data on its own cannot give a full picture of all the circumstances which lead to exclusion and influence its subsequent impact on pupils' lives.

6. Proposed next steps

- 6.1 The Growth and Change programme, along with the new Code of Practice and MCSI* framework, will result in a more defined focus on vulnerable pupils. As part of this programme the new Quadrant School Effectiveness Boards, which will be in place from September 2004, will strengthen cross-service work throughout CSF. This should result in greater support for underachieving groups and other vulnerable children at local level. * (monitoring, challenge, support and intervention)

Minority Ethnic Pupils

- 6.2 In line with the requirement of the Race Relations (Amendment) Act, CSF will continue its efforts to monitor and meet the challenge of raising the levels of achievement in minority ethnic groups. The specialist support from Minority Ethnic Curriculum Support Service (MECSS) will focus on these challenges and will respond by implementing national strategies related to the education of minority ethnic pupils, raising the achievement of underachieving groups and promoting inclusion. MECSS will continue to provide services to support schools and CSF departments in building capacity and making improvement.

Planned actions for implementation during 2004/05:

- implementation of a MECSS Unit Plan which is data led and responsive to the specific needs of schools and communities;
- reorganisation of the African Caribbean Achievement team to build capacity in meeting specific needs of schools in combating racism, reducing exclusions and raising achievement;
- strengthening the work of CART in supporting the social and educational needs of unaccompanied minors and refugee pupils;
- strengthening CSF partnerships with minority ethnic communities and building our capacity through their increased participation;

- working with other services and agencies such as ACL and Connexions in relation to the better participation and engagement of minority ethnic communities in their activities;
- participation in national strategies such as Workforce Remodelling and the Primary and Key Stage 3 strategies to ensure responsiveness to the needs of minority ethnic groups.

Children in Care

6.3 Measures are in place to improve achievement further that include:

- a revision and re-launch of the HCC Policy on the Education of Children in Care;
- simplifying arrangements for Personal Education Plans;
- strengthening monitoring arrangements;
- targeting and increasing levels of support to children with learning difficulties;
- training and awareness raising for teachers;
- supporting foster carers in their work to promote achievement;
- concentrating on the development of literacy and numeracy skills and introducing a range of booster classes, exam preparation and other supportive activities for children.

The full strategy for raising the academic achievement of children in care is set out in appendix 5.

Pupils with Special Educational Needs

6.4 Hertfordshire's provision for pupils with SEN compares favourably with other LEAs within the Eastern Region. This offers significant benefits to pupils with SEN and the schools they attend. Nonetheless, the data currently provides only a limited picture in terms of the wider group of pupils with special needs, and as more information becomes available, it will be important to track the progress of all these children.

6.5 The 'Wave Three' provision of the Primary National Strategy has been introduced to improve the learning outcomes of children with SEN through better identification and strengthened provision. This will include:

- collecting data on children who have not met national age-related expectations, at both County and school level;
- using this data to identify under-achieving children;
- planning and targeting wave three provision at whole school level (catch-up and intervention programmes).

6.6 Schools will be trained and supported by strategy consultants and SEN advisers working in partnership to use a range of intervention programmes and approaches. This will include guidance on the most effective use of financial and human resources.

- 6.7 A wave three co-ordinator has recently been appointed to ensure that schools receive common messages from all CSF staff who work to support children with SEN. This is in line with both the implementation of 'Every Child Matters' and also School Effectiveness Plus.
- 6.8 The Key Stage 3 strategy (The secondary strategy from next year) has a particular focus on accelerating the progress of underachieving pupils, many of whom are those with special needs.

Permanently Excluded Pupils

- 6.9 Permanent exclusion from school appears to have an impact on pupils' opportunities for achievement in the curriculum. While they tend to be in the lower achieving groups, many are only slightly below age-related expectations at the end of year 6 but fall further behind during Key Stage 3 and are usually unlikely to achieve well at the end of Key Stage 4. Those pupils most quickly reintegrated into school are most likely to achieve further educational success. While some actions (identified below) are already planned, more actions will be needed to facilitate and accelerate reintegration.
- 6.10 In order to accelerate re-integration the following activities are currently planned:
- the development of local (quadrant level) agreements and protocols with secondary schools to manage the re-integration of excluded pupils;
 - the development of alternative Key Stage 4 provision to provide more appropriate learning routes for those children who have been excluded or are at risk of being so;
 - the development of learning support units (in 21 secondary schools from September 2004) to support pupils and schools through the re-integration process;
 - the development of primary support units (previously units for pupils with emotional and behavioural difficulties) with an extended role which will support re-integration and managed moves.

7. Access to Service Implications

- 7.1 It is critical that vulnerable children have access to high quality educational provision which supports their achievement and enhances their life chances. Through the implementation of the Growth and Change programme and more immediate actions identified in this report, educational access should be greatly enhanced.

8. Financial Implications

- 8.1 All resource implications are met within current budgets.

9. Background Information used in compiling this report:

- Previous Panel Reports and Members Bulletins especially “The Achievement of Minority Ethnic Pupils” – Summer 2003 and “The Educational Achievement of Children in Care” Report to Corporate Parenting Panel – 3 December 2003
- Trend data on school performance
- CSF Annual Plan
- Better Education for Children in Care - Social Exclusion Unit
- The Green Paper – 'Every Child Matters'
- Autumn 2003 DIS (Delivery and Improvement Statement) Analysis
- Removing Barriers to Education - DfES 2004
- National Performance Framework Data Sets - DfES 2004

If you would like to know more about the issues referred to in this report, please contact: Gill Jones, Telephone 01582 830364.

Appendix 1

Table 1 - Key Stage 1 % of pupils reaching Level 2+ Reading/Writing/Maths

	1999	2000	2001	2002	2003	No. of Pupils (2003)	National 2003

Bangladeshi	68/66/77	65/70/81	70/70/79	71/72/74	76/71/82	91	75/73/83
Black African	89/87/89	91/94/91	83/80/83	82/77/92	82/81/90	73	77/73/83
Black Caribbean	74/70/75	81/85/89	82/81/88	90/84/84	90/83/90	60	79/74/84
Chinese	90/88/95	94/94/100	87/89/100	96/96/98	96/93/98	45	90/88/96
Indian	88/85/89	92/94/94	90/95/98	93/92/90	93/95/94	150	88/86/92
Pakistani	69/64/64	68/66/75	76/81/85	72/73/78	74/68/80	129	76/73/83
White (UK)	86/85/90	86/87/93	87/87/92	88/87/93	88/86/93	1001	85/82/91
Hertfordshire	84/84/88	85/86/92	86/86/92	87/86/92	88/85/93	12322	

Table 2 - Summer 2003 Key Stage 2 % pupils reaching Level 4+ English/Maths

	1999	2000	2001	2002	2003 (targets)	2003	No. of Pupils	National 2003
Bangladeshi	63/60	61/62	67/64	68/67	73/72	78/60	58	68/63
Black African	77/77	87/70	94/84	84/80		81/78	67	67/62
Black Caribbean	62/58	74/65	80/71	74/62	85/74	69/67	61	68/59
Chinese	83/94	92/95	94/100	84/93		86/88	42	82/88
Indian	87/88	90/82	86/84	86/85		89/87	160	79/77
Pakistani	55/47	61/55	59/52	68/67	73/67	54/50	145	61/58
White (UK)	78/76	81/77	80/75	82/79		81/77	10,856	76/73
LEA	77/75	81/76	80/76	81/79		80/76	13,119	

Table 3 - Summer 2003 KS3 % of pupils reaching Level 5+ Eng/Maths

	Eng All	Maths All	Eng boys	Maths boys	Eng girls	Maths girls	National All
Bangladeshi	59	58	50	59	67	56	58/57
Black African	74	68	63	69	84	68	56/55
Black Caribbean	51	66	40	54	63	77	56/53
Chinese	85	95	75	93	96	96	80/90
Indian	91	90	86	89	96	91	77/79
Pakistani	63	59	57	63	68	57	57/55
White (UK)	74	77	67	75	81	78	70/72
LEA	73	76	66	74	80	77	

Table 4 – 2003 5+ A* - C at GCSE (Including English & Maths) - Results By Ethnicity

	1999	2000	2001	2002	2003					National 2003
					CSF Target	Boys	Girls	All	No. of Pupils	All
Bangladeshi	31%	41%	55%	46%	48%	35%	64%	48%	56	45.5
Black African	56%	57%	56%	58%		40%	70%	57%	67	40.7
Black-Caribbean	3%	29%	30%	43%	48%	43%	44%	44%	71	32.9
Chinese	86%	78%	77%	87%		80%	97%	89%	55	74.8
Indian	75%	75%	78%	79%		73%	89%	81%	175	65.2
Pakistani	40%	39%	45%	47%	51%	34%	52%	43%	124	41.5
Travellers					16%	40%	25%	20%	7	
White-British	53%	56%	58%	62%		57%	67%	62%	9047	51.3
Hertfordshire/LEA	55%	55.5	56%	56%		56%	67%	62%	11831	

Table 5 - % of Traveller pupils achieving Level 4+ (CSF Targets)

KS2 % Level 4+	2000	2001	2002	2003	2004	2005
English	23% (27%)	25% (30%)	21% (33%)	23% (35%)	(37%)	(39%)
Maths	20% (29%)	37.5% (32%)	33% (35%)	19% (37%)	(39%)	(41%)

Table 6 - % of Traveller pupils achieving 5+ A*-C GCSEs

GC GCSE	2000	2001	2002	2003	2004	2005
% 5 A*-Cs	0% (10%)	0% (12%)	20% (14%)	16% (36%)	(18%)	(19%)

The Access of Traveller pupils to Education

Table 7 - Number of Traveller pupils accessed to school as percentage of total number of children identified (CSF Target).

1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
92% (82%)	84% (84%)	77% (86%)	(87%)	(88%)

Table 8 - 2002/3 % Proportion of Exclusion

	Proportion of Pupil Population	% of Total of Permanent Exclusion	% of Total of Fixed Term Exclusion	2001/02 National % of Total Permanent Exclusion
Black or Black Caribbean	0.54	3.16	1.35	8
White British	79.58	84.81	83.71	8.2

Table 9 - Racist incidents recorded by schools

Total number of racist incidents recorded during the academic year 2001/02 are 1,056 (704), consisting of:	
Primary	685 (420)
Secondary	305 (217)
Special	53 (41)
ESC	13 (26)

Appendix 2

Table 1 – Key Stage 1 SATS – Level 2 and above

	Looked After Children – Herts	All Children Herts	All Children National
Reading	51.6%	88%	84%
Writing	48.3%	85%	81%

(based on 31 children)

Table 2 - Key Stage 2 SATS – Level 4 and above

	Looked After Children – Herts	All Children Herts	All Children National
English	34.6%	80%	75%
Maths	25.0%	90%	87%
Science	48.0%	76%	73%

(based on 52 children)

Table 3 - Key Stage 3 SATS – Level 5 and above

	Looked After Children – Herts	All Children Herts	All Children National
English	18.9%	73%	68%
Maths	20.2%	74%	68%
Science	24.3%	76%	70%

(based on 74 children)

Table 4 – Attainment at Key Stage 4

	Looked After Children – Herts	Looked After Children - National	Herts County – all children	National – all children
1 A* - G	53.2%	53%	97%	-
5 A* - G	29.8%	-	92%	86%
5 A* - C	3.8%	8%	58%	53%

(based on 77 children)

Appendix 3

Children with Statements by Primary Special Needs- Spring 2003

Primary special needs	No	Yes	Total	%age
Autistic	55	324	379	9%
Blind	6	5	11	0%
Deaf	2	18	20	0%
Emotional / Behavioural Difficulties	47	652	699	16%
Hearing Impaired	20	119	139	3%
Learning Difficulties	50	1444	1494	34%
Medically Impaired	2	59	61	1%
Multi Sensory Impaired		2	2	0%
Physically Impaired	29	302	331	8%
Severe Learning Difficulties	39	398	437	10%
Specific Learning Difficulties	18	185	203	5%
Speech And Language Difficulties	36	491	527	12%
Visually Impaired	5	48	53	1%
(blank)		1	1	0%
Total	309	4048	4357	100%

Table 1 - SEN Children

COP Stages	Total
Action + (3)	33
Assessment (4)	321
F E	1
Statement (5)	4357
Total	4712

Table2 - Children with SEN Statement by age group

Age Group	Total
5 to 15	4253
0 to 19	4351
2 to 19	4351
Above 19	-

Table 3 - Early Years

Under 5 with Statement	98
Under 5 on School Action and School Action Plus	75

Table 4 - Children with SEN Statement by Special school

L E A Special	27	2011	2038
L E A Community Special	1		1
Base At Special School (1)		39	39
Base At Special School (2)		22	22
Total Special	28	2072	2100
%age of children in special schools	1%	48%	48%

Table 5 - Children with SEN Statement who are excluded

Permanently excluded	16
%age Permanently excluded	0.4%

Table 6 - Children with statements by school types- Spring 2003

School Category	Spring 2003		
	Outcounty	Herts	All
Education Support Centre		13	13
Foundation Mainstream	10	221	231
Foundation Special	9		9
Further Education	1		1
Independent	154		154
L E A Community Mainstream	4	1192	1196
L E A Community Special	1		1
L E A Mainstream	27	230	257
L E A Special	27	2011	2038
L E A Vol-Aided Mainstream	2	256	258
L E A Vol-Controlled Mainstream		49	49
Non-Maintained	69		69
Opportunity Class		2	2
Other (L E A Arranged)		45	45
Other (Parent Arranged)		11	11
Out Of School		2	2
Pre-School	4	1	5
Secure Accommodation	1		1
(blank)		15	15
Grand Total	309	4048	4357

Table 7 - Children with SEN Statements.

LEAs	1998	1999	2000	2001	2002	2003
Beds	1920	2110	2210	2270	2370	2370
Cambs	3700	2840	3000	3000	3090	3050
Essex	5930	4620	4920	4900	4980	5030
Herts	5400	5020	4730	4520	4410	4360
Luton	1270	1220	1140	1070	990	930
Norfolk	4580	4460	4350	4180	3880	4080
P'borough		1010	1030	1060	1070	1070
Southend		600	620	650	720	790
Suffolk	3200	3390	3400	3650	3720	3710
Thurrock		550	580	610	650	680
East England	25900	25830	25960	25910	25860	26050
England	244730	255580	259520	264300	264850	263680

Table 8 - Children with SEN Statement as %age pupils on roll

LEAs	1998	1999	2000	2001	2002	2003
Beds	3%	3%	3%	not collected	3%	3%
Cambs	3%	3%	4%	not collected	0%	4%
Essex	2%	2%	2%	not collected	2%	2%
Herts	3%	3%	2%	not collected	2%	2%
Luton	4%	4%	3%	not collected	3%	3%
Norfolk	4%	4%	4%	not collected	3%	3%
P'borough	N/A	3%	3%	not collected	4%	4%
Southend	N/A	2%	2%	not collected	3%	3%
Suffolk	3%	3%	3%	not collected	3%	3%
Thurrock	N/A	2%	3%	not collected	3%	3%
East England	3%	3%	3%	3%	3%	3%
England	3%	3%	3%	3%	3%	3%

Ofsted Inspection Outcomes 1999 – 2003 in Hertfordshire Mainstream Schools

Judgement	Percentage
SEN provision good, very good or excellent	75.25%
SEN provision satisfactory or better	95.6%
SEN provision unsatisfactory	4.4%

HERTFORDSHIRE - SEN STATEMENTED CHILDREN

GCSE	GCSE		
	2003	2002	2001
1 OR MORE GCSE	77%	80%	85%
5 OR MORE GCSE	4%	3%	4%

	KS3 -5 AND ABOVE		
	2003	2002	2001
KS3-ENGLISH	13%	10%	10%
KS3-MATHS	19%	14%	17%
KS3-SCIENCE	17%	18%	18%

	KS2- 4 AND ABOVE		
	2003	2002	2001
KS2-ENGLISH	15%	16%	18%
KS2-MATHS	17%	17%	20%
KS2-SCIENCE	33%	30%	41%

GCSE-2003

	HERTS- 1 or more A* - G													
	0	1	2	3	4	5	6	7	8	9	10	11	Total	1 A* - G
Action + (3)	1												1	0%
Assessment (4)	1	1											2	50%
Statement (5)	33	33	6	9	11	4	11	14	8	5	6	1	141	77%
Total	35	34	6	9	11	4	11	14	8	5	6	1	144	76%

	HERTS - 5 or more A* - C									
	0	1	3	4	5	7	8	9	Total	5 A* - C
Action + (3)	1								1	0%
Assessment (4)	2								2	0%
Statement (5)	11 3	1 5	5	3	1	2	1	1	141	4%
Total	11 6	1 5	5	3	1	2	1	1	144	3%

GCSE-2002

	HERTS-1 or more A* - G												
	0	1	2	3	4	5	6	7	8	9	10	Total	1 A* - G
Assessment (4)	2			1							1	4	50%
Statement (5)	40	39	35	14	13	14	10	10	4	9	8	196	80%
Total	42	39	35	15	13	14	10	10	4	9	9	200	79%

	HERTS- 5 or more A* - C									
	0	1	2	3	6	8	9	Total	5 A* - C	
Assessment (4)	3	1						4	0%	
Statement (5)	142	38	6	5	2	2	1	196	3%	
Total	145	39	6	5	2	2	1	200	3%	

GCSE-2001

	HERTS- 1 A* - G													
	0	1	2	3	4	5	6	7	8	9	10	11	Total	%age of 1 A* - G
Action + (3)			1			1	1						3	100%
Assessment (4)	1							1					2	50%
Statement (5)	31	55	20	10	16	16	12	10	16	12	7	1	206	85%
Total	32	55	21	10	16	17	13	11	16	12	7	1	211	85%

	HERTS- 5 OR MORE A* - C												
	0	1	2	3	4	5	6	7	8	9	10	Total	%age 5 A* - C
Action + (3)	2					1						3	33%
Assessment (4)	1							1				2	50%
Statement (5)	161	22	5	3	6	2	1	1	3	1	1	206	4%
Total	164	22	5	3	6	3	1	2	3	1	1	211	5%

KS3 Data 2003

English

	HERTS- ENGLISH TEST LEVEL													
		3	4	5	6	7	A	B	D	L	N	Z	Total	% 5 and Above
Action + (3)		2	1	1	2		1	1	1	1	1		11	27%
Assessment (4)	1	1	2	5			2	2		2	8		23	22%
E P F									1				1	0%
Statement (5)	99	19	41	37	12	2	45	65	18	12	49	1	400	13%
Total	100	22	44	43	14	2	48	68	20	15	58	1	435	14%

Maths

	HERTS- MATHS TEST LEVEL															
		2	3	4	5	6	7	A	B	D	L	N	V	Z	Total	% 5 and Above
Action + (3)			2		3	2		3			1				11	45%
Assessment (4)	1		8	3	4	1		1			2	2		1	23	22%
E P F												1			1	0%
Statement (5)	1	15	94	61	39	23	13	28	52	11	28	31	3	1	400	19%
Total	2	15	104	64	46	26	13	32	52	11	31	34	3	2	435	20%

Science

	HERTS- SCIENCE TEST LEVEL																
		2	3	4	5	6	7	A	B	D	L	M	N	V	Z	Total	% 5 and Above
Action + (3)			1	3	3		1	2			1					11	36%
Assessment (4)	1	1	7	4	3	2		1			2		1		1	23	22%
E P F			1													1	0%
Statement (5)	34	14	91	66	48	20	3	44	27	5	14	1	30	1	2	400	18%
Total	35	15	100	73	54	22	4	47	27	5	17	1	31	1	3	435	18%

KS2 Data 2003

English

	HERTS- ENGLISH TEST LEVEL														
		2	3	4	5	A	B	D	L	M	N	Z	Total	4 and above	
Action + (3)			7	5		1	10					3	26	19%	
Assessment (4)		1	17	14	2	5	15	1	1			9	65	25%	
Statement (5)	30	8	52	39	10	13	12 3	17	3	5	21	3	324	15%	
Total	30	9	76	58	12	19	14 8	18	4	5	33	3	415	17%	

Maths

	HERTS- MATHS TEST LEVEL													
		2	3	4	5	A	B	D	L	N	Z	Total	4 and above	
Action + (3)		1	9	3		1	8			4		26	12%	
Assessment (4)		1	15	16	5	5	13	1	1	8		65	32%	
Statement (5)	15	5	74	43	11	6	119	15	3	29	4	324	17%	
Total	15	7	98	62	16	12	140	16	4	41	4	375	19%	

Science

	<u>HERTS- SCIENCE TEST LEVEL</u>													
		2	3	4	5	A	B	D	L	M	N	Z	Total	4 and above
Action + (3)		2	7	7	3	1	5				1		26	38%
Assessment (4)		1	14	24	12	5	6		1		2		65	55%
Statement (5)	7	8	79	82	24	5	88	14	3	1	11	2	324	33%
Total	7	11	100	113	39	11	99	14	4	1	14	2	415	37%

Appendix 4

Number of pupils permanently excluded

		Boys	Girls
2000/01	46	44	2
2001/02	48	41	7
2002/03	17	11	6

Key Stage when excluded

	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
2000/01	0	14	32	0
2001/02	3	9	31	5
2002/03	1	2	12	4

Pupils excluded in Key Stage One – end of Key Stage One achievement

	Level One	Level 2 (national expectation)
English	0	1
Mathematics	0	2
Science	3	0

Pupils excluded in Key Stage 2 – end of Key Stage 2 achievement

	Level 1	Level 2	Level 3	Level 4	Other outcome
English			2		2 x B 2 x A
Mathematics			3		
Science			3		

Pupils excluded in Key Stage 3 – end of Key Stage 3 achievement

	Level 3	Level 4	Level 5	Other outcome
English	25	25	2	
Mathematics	29	26	3	
Science	15	43	4	

Pupils excluded in Key Stage 3 who made no progress or regressed from Key Stage 2 to Key Stage 3

English	18
Mathematics	17
Science	29

(Three pupils in this group did make progress in at least one subject to achieve one level higher at the end of Key Stage 3 than Key Stage 2. No data was available for 17 pupils excluded during Key Stage 3.)

Pupils excluded in Key Stage 4 – end of Key Stage 4 achievement

	GCSE A – C	GCSE A - G	Average point score
Pupil 1		3	8
Pupil 2	2	5	26
Pupil 3	0	0	0

(Of 9 pupils in this group data is available for 3)

Pupils excluded in Key Stage 3 – end of Key Stage 4 achievement

Pupil	GCSE A - C	GCSE A - G	Average point score	Days spent at ESC
1			0	44
2		2	10	18
3		6	13.5	63
4		3	3	61
5		0	0	2
6		5	14	20
7		0	0	34
8	2	5	26	18
9		1	1	37
10		8	21	19
11	7	2	46	5
12		1	4.5	48

(There is no information about the subsequent attendance pattern on pupil 5 who might be a non-attender.)

STRATEGY FOR RAISING THE ACADEMIC ACHIEVEMENT OF CHILDREN IN CARE

- 5.1 The strategy to improve the achievement of children in care contains general and specific elements aimed at raising overall achievement and maximising effectiveness at each Key Stage. Details are set out below:-
- 5.2 General elements
- (a) The Policy on the Education of Children in Care is the cornerstone for raising achievement. There is a continual need to raise awareness of the educational needs of children in care, in schools and throughout CSF. To this effect, the policy will be revised and re-launched in 2004.
 - (b) The Hertfordshire Personal Education Plan has been revised following feedback from and consultation with social workers and teachers and has been well received by schools and social work staff within Hertfordshire. This new format has been adopted for use by several other authorities.
 - (c) The educational progress of each looked after child is monitored through their Personal Education Plan. Individual education targets are required to incorporate a 'value-added aspect', that relates to academic and other achievement and which also set targets for performance at the next Key Stage.
 - (d) Consideration is currently being given to the particularly high number of looked after children in Hertfordshire with Statements of Special Educational Needs. This will include an examination of how more children may be supported to have their special educational needs met within mainstream school.
 - (e) For students who find education difficult, the Advisory Teachers and Education Support Workers provide one to one support to encourage attendance and participation.
 - (f) A new biannual training course, entitled ' You Can Make a Difference – Supporting Education of Children in Care' and which meets the Social Exclusion Unit's recommendation for multi-agency training, was launched in September 2003.
 - (g) Training for Designated Teachers continues and is being developed through the establishment of local networks to support best practice.
 - (h) Training for foster carers is well established using expertise from school advisers and the 'family learning' initiative.
- 5.3 Key Stage 1
- (a) The Social Exclusion Unit recommends that a designated early years co-ordinator is appointed to liaise between social workers, carers and pre-school providers, to ensure that looked after children have adequate access to pre-school provision. This is being done in collaboration with the Early Years Unit.

- (b) Statutory Review meetings and Personal Education Planning meetings will consider ways to support the development of reading and writing skills.
- (c) The reading strategy programme is currently being used to raise awareness among carers of the importance of reading activity and how they can contribute to the learning process. A series of conferences for carers is planned on the theme of helping children to enjoy reading.

5.4 Key Stage 2

- (a) 'Playing for Success', a SATs booster course, has been developed in conjunction with the Watford Learning Centre. Eight children attended, having been identified as in need of additional support. Six achieved the national average in at least one of the key stage tests, three achieved the national average in all key stage tests and one achieved above the national average in all key stage tests (level 5). These courses are to be repeated and extended to include year 5 and year 6/7 transition groups.
- (b) Carer training will focus specifically on how to prepare and support children for the SATs tests.

5.5 Key Stage 3

- (a) The SATs Booster course to students has been extended to include Key Stage 3.

5.6 Key Stage 4

- (a) The strategy to improve the academic achievement at KS4 has focused on the more able students in order to increase the number of young people achieving five A* - C GCSEs and to meet the associated LPSA target. This strategy includes:-
 - an extensive study support programme involving revision classes
 - workshops to prepare for GCSE coursework
 - accelerated learning seminars
 - distribution of GCSE study guides
 - individual tuition and direct support
- (b) Of the eight young people who attended the revision course in 2002/03, 75% achieved an improved grade in at least one of the GCSE subjects, all eight students achieved 5 A* - G grades and two achieved 5 A* - C.
- (c) Eleven current KS4 students attended an out of school hours learning programme to obtain a GCSE in Information Technology. This subject was chosen because of its beneficial effect on general performance in school. All but two passed within A* – C grades in January 2004, and all passed at A* - D, despite only one of the group achieving the national average in Key Stage 3 tests. These results will also contribute to the Local Public Service Agreement (LPSA) Target for GCSEs. Students deemed to have potential to obtain five GCSEs A* - C and for whom achieving one GCSE prior to Key Stage 4 will raise confidence and self esteem have been selected for this initial programme.

- (d) A further group of children has been selected for a second IT programme, targeting those children in the current year 11 who would not otherwise achieve any GCSE equivalent qualifications. This group began in September and will take the exam in June 2004. The project will be evaluated following the results in August 2004.

Appendix 6

SEN Population – Annual SEN Benchmarking Eastern Regional Partnership Evidence Base

- 5.1 Alongside our Eastern Regional Partners LEA, Hertfordshire has seen a small decrease in the number of pupils with statements for Special Education Needs. When calculated as a percentage, Hertfordshire remains consistent at 1.66% of the 0-19 population in schools. This compares favourably to other regional LEA partners.
- 5.2 Since 2000 there has been a steady decline in the % of pupils with statements for SEN being educated within mainstream schools. This had dropped from 52% in 2000 to 45% in 2004, whilst the number of pupils with statements of SEN has steadily increased from 48% in 2002 to 53% in 2004. These figures reflect a more complex picture, which sees a significant change in the needs of pupils who have met the statementing criteria. There has been a significant decrease in the number of pupils with statements for specific learning difficulties and general learning difficulties. The county has also noted a steady increase in pupils with SEN Statements for Autism, physical impairment and a constant figure for pupils with statements for Emotional and Behavioural difficulties.
- 5.3 This data fluctuation has an influence on the achievement of pupils with Special Educational Needs statements for the following reasons:
 - Changes in the statementing criteria have meant that the most needy of SEN pupils gain extra provision through the statementing process. As this percentage of the population is not rapidly showing a decrease, then the pupils currently gaining statements of SEN would be students with complex or severe educational difficulties, who will need greater support to attain national key stage exam bench marks.
 - Data that indicates the total amount of appeals within the SEN Statutory Assessment process indicates that Hertfordshire compares favourably to other Regional Authorities both on the types and percentage of appeals. Although numbers are high across the Eastern Region, Hertfordshire is well within the average medium. Therefore it could be construed that schools and the LEA have good assessment processes that currently determine a pupils' need for a statement of SEN. This applies accuracy within the Statutory Assessment process that should warrant the most complex students requiring some support from Special School expertise.

5.4 The SEN population trend data also indicates that there are other significant trends that will have an effect on the % outcomes of pupils with SEN in Hertfordshire schools. There has been a significant increase in the numbers of pupils with statements of Special Educational Needs being educated in other establishments other than LEA mainstream and Special School provision, details of which are:

- An increase in pupil numbers of pupils being educated otherwise from 4 in 2002 to 48 in 2003.
- A decrease in the numbers of pupils being educated in Educational Support Centres.
- An increase in pupils being educated in other LEAs, either by LEA or parental arrangement from 11 in 2002 to 56 in 2003.
- An extremely high rate of pupils with statements being educated in special, independent and other LEA special schools as a % of 0 – 19 population given the competitive high number of special schools in Hertfordshire, 27 special schools compared to other Eastern Regional LEAs.