

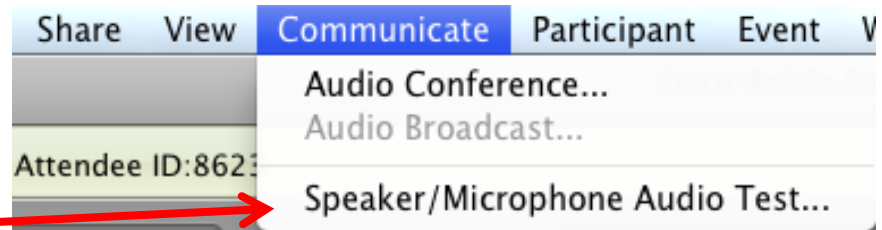
Welcome to the Rees Centre/University of Bristol webinar

This webinar will be recorded and posted on the Rees Centre website

We will start at 4.00pm. While you're waiting...

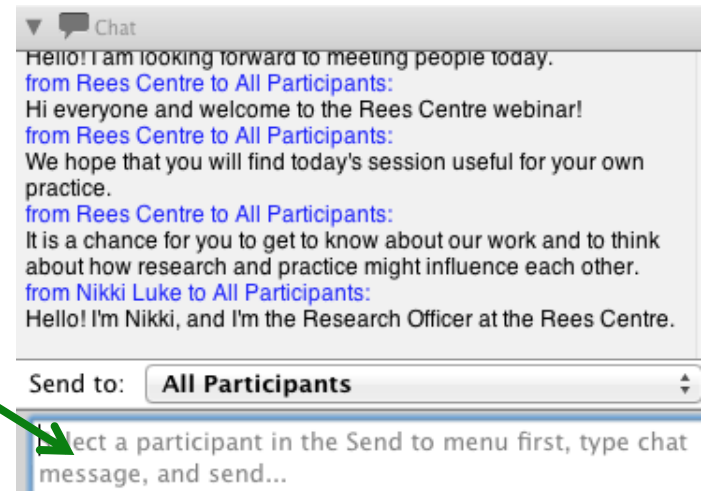
Set up your audio:

Click on 'Communicate' at the top of your screen and select 'Speaker/Microphone Audio Test', then follow the instructions.



Say hello:

Find the 'Chat' box on the right hand side of your screen. In the drop-down menu marked 'Send to', select 'All participants' and type in a message. Let us know where you're from and what your role is (social worker, foster carer, etc.).



The Educational Progress of Looked After Children in England: Linking Care and Educational Data



Funded by
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#EducationInCare

Main research questions

- What are the key factors contributing to the low educational outcomes of children in care in secondary schools in England?
- How does linking care and educational data contribute to our understanding of how to improve their attainment and progress?



Research design

How did we do this?

- **Linking national data sets on the education (National Pupil Database) and care experiences of looked after children in England (SSDA903)**
 - to explore the relationship between educational outcomes, the children's care histories and individual characteristics, and practice and policy in different local authorities
- **Interviews with 26 young people (high- and lower- progress) in six local authorities and with their carers, teachers, social workers and Virtual School staff**
 - to complement and expand on the statistical analyses, and to explore factors not recorded in the databases (e.g. foster carers' attitudes to education, role of the Virtual School)

Research design

- Linked NPD and CLA databases for 2013 KS4 Cohort
- Retrospective study
- 8 best outcomes (GCSE + equivalents)
 - 6 points = 1 grade on 1 exam
- Groups for analysis:
 - CLA-LT: A longer-stay group of Children Looked After (those in care for 12 months or more continuously at the end of KS4)
 - CLA-ST: A shorter-stay group of Children Looked After (those in care for less than 12 months at the end of KS4)
 - CIN: Children in Need at the end of KS4 but not in care
 - Comparison group: Children not in care and not in need at the end of KS4

Description of our cohort

- 7,852 looked after children eligible for GCSEs in 2013
- **4,847 had been in care for 12 months or more continuously,** of which:
 - Over half first entered care as teenagers
 - 29.0% had been in most recent placement for under a year
- Fewer KS4 placements were foster care than at KS2 (59.6% vs. 70.2%), use of (all) residential care increases (18.5% vs. 11.3%)
- 17.3% had only had one placement; 10.2% had had 10 or more placements since first entry to care

Comparing CLA and peers

	<i>N</i>	Mean KS4 points	Controlling for KS2
Comparison Group (Not on the 2012-13 CIN or CLA databases)	622,970	340.59	341.66
CIN (Children in the CIN database but not CLA)	13,599	185.14	249.77
CLA-ST (Looked after at 31 March 2013 but not 12 months continuously)	1,387	149.52	200.38
CLA-LT (Looked after at 31 March 2013 and for 12 months or more continuously)	4849	202.41	267.46



Are these findings surprising to you?



Why do you think children in need have
much lower GCSE scores?

Regression model predicting KS4 scores ($R^2 = .66$)

EARLY ENVIRONMENT

FSM at
KS1

Home
language
at KS1

IDACI at
KS1

Care
career
type

CARE PLACEMENTS

Placement
changes
since KS2

Length of
time in care

Home
language
at KS4

Placed out of
authority at
KS4

Length of
latest
placement

FSM at
KS4

In non-foster
placement at
KS4

IDACI at
KS4

INDIVIDUAL

Gender

Mean SDQ
score

Ethnicity

Primary
SEN

KS2 scores

RELATED TO SCHOOLING

School
changes in
Year 10-11

In non-
mainstream
school at KS4

Unauthorised
absences

Fixed &
permanent
exclusions

Size of association – unstandardised beta values

EARLY ENVIRONMENT

Disability
-18.19*

CARE PLACEMENTS

Changes
since KS2
-2.31***

Length of latest
placement
0.003*

Other language at
KS4
-18.84*

Non-foster
placement KS4
-37.30***

INDIVIDUAL

Male
-7.59**

Higher
SDQ score
-1.74***

ASD -38.21***
MLD -10.40*
SMLD -87.56***

KS2 scores
39.61***

RELATED TO SCHOOLING

Change in
Year 10-11
-33.93***

Non-mainstream
-60.25***
to -121.36***

Unauthorised
absences
-255.46***

Fixed-term
exclusions
-0.54***



Which of these findings confirm
your previous views?



Which of these findings are surprising to you?

Findings from qualitative interviews

- Overwhelming view that becoming looked after had positive effects educationally and overall
- Continuing birth family influence for nearly all
- Young people's *agency*
 - Choose to engage with education once certain preconditions met
- Good integrated working important



What do you think the implications of these findings are for:

- social work services (LA and independent)?
 - schools?
 - others?

Implications

- Greater focus on *progress* needed
- CIN more helpful comparison for CLA than whole school population (but need to remain aspirational)
- Interventions need to be tailored to the characteristics and experiences of the individual
- When placement moves are essential, school moves should be avoided especially in the final years of schooling
- School choice not a matter of 'academic OR nurturing'
- Better support earlier to reduce later difficulties
- Importance of involving young person in decisions
- Teacher development in social, emotional and mental health issues; social worker development in education system

Project team

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