

Educational Attainment of Children in Our Care

September 2014

In 2014, Blackburn with Darwen Borough Council had 15 CIOC eligible to take GCSE and other public examinations. This figure includes 6 (40%) who had a Statement of Special Educational Needs, or its local equivalent – the Individual Pupil Resource Allocation (I.P.R.A.). This is a high percentage of young people with special educational needs, especially so when compared to an average of around 3% for their peers as a whole. Also included in the figures is a 16 year old, non English speaking, asylum seeker who became a CIOC in October 2013.

At the time of taking their GCSE examinations, 1 (6.6%) young person in care achieved 8 A*- C GCSEs, including Maths and English.

In addition to this we had 1 other young person who achieved at least 5 A*- C's, without both Maths and English and another CIOC who attended Blackburn College on the Year 11 Project and was successful in gaining her NVQ Level 1 in Childcare and has now progressed on to Level 2 this month.

Overall we had 4 young people who achieved at least 1 A*-C (26.6%); and 7 young people achieved at least 1 A*-G (46.6%).

A further 7 young people achieved Entry Levels in various subjects (SEN/Asylum Seeker) (46.6%).

In the whole year group of 15, 1 young person did not take any public examinations. A considerable amount of time was spent by all agencies working with the young person but outside influences prevented a successful engagement in her learning.

Results for Children in our Care leaving Primary school.

In May 2014, we had 13 children in our care in Year 6 classes – the final year in Primary school. The headline measure of a child's academic performance at the end of their time in Primary school is the achievement of at least a level 4 in BOTH English and Maths.

We had 7 young children in care (54%) who achieved at least a level 4 in both English and Maths – including 2 children who achieved a level 5 in both English and Maths. We also had another child that achieved a level 4 in Maths but achieved a level 3 in English. Therefore overall we had 8 children (62%) achieving level 4 or above in Maths and 7 children (54%) achieving level 4 or above in English.

A further 2 children in the year (14%) were just below national targets, achieving a level 3 in both English and Maths. However all the children either achieved their predicted grades or bettered them.

3 children in the group (23%) had either an I.P.R.A. or a Statement of Special Educational Need that was reflected in the levels achieved for one child.

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