

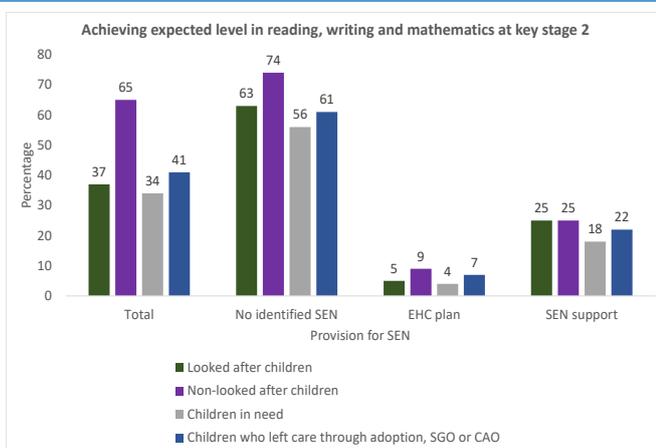


14 May 2020

## Note on the additional tables

This publication adds to the [Outcomes for children looked after by local authorities: 31 March 2019](#) statistical release which was published in March 2020. It includes information on the attainment and progress of previously looked after children who left care through an adoption, special guardianship order (SGO) or child arrangements order (CAO). The identification of these children depends on self-declaration by the parents or carers. We estimate in 2019, 73% of these children are covered at key stage 2 and 47% at key stage 4. The low coverage may lead to possible biases in the data.

## Children who left care through an adoption, SGO or CAO achieve slightly better than looked after children at key stage 2

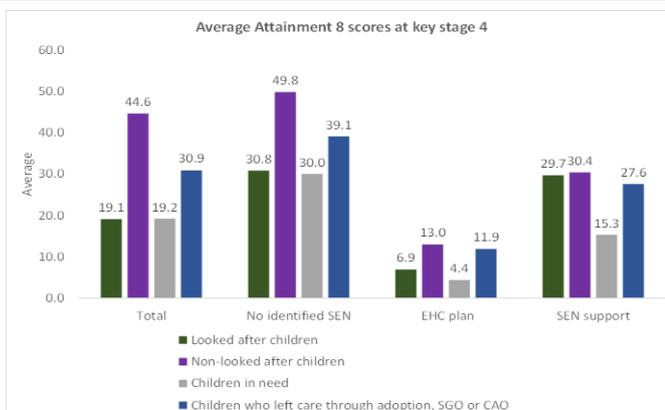


In 2019, at key stage 2, children who had left care through an adoption, SGO or CAO were more likely to reach the expected level in reading, writing and maths than looked after children and children in need but less likely than non-looked after children.

These differences are less pronounced when factoring in special educational needs (SEN).

Previously looked after children achieve better than looked after children across all subjects at key stage 2 but make less progress.

## Children who left care through an adoption, SGO or CAO achieve better than looked after children at key stage 4



Across all attainment measures at key stage 4, children who left care through an adoption, SGO or CAO achieve better and make more progress than looked after children and children in need but less well than non-looked after children in 2019.

These differences are less pronounced when factoring in special educational needs (SEN).

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### **About this release**

This statistical release adds to the [Outcomes for children looked after by local authorities: 31 March 2019](#) statistical release which was published in March 2020. The content of this release includes information on the attainment and progress of previously looked after children who left care through an adoption, special guardianship order (SGO) or child arrangements order (CAO).

Information has been obtained from attainment data, school census and alternative provision census. This is the fifth year that these statistics have been published.

The looked after children statistics guide covers both the looked after children main statistical release as well as the outcomes release and is published alongside both publications [here](#). This was updated for the whole of the 2019 outcomes release alongside this publication in May 2020.

### **In this publication**

The following tables are included in the statistical release:

- CLA outcomes 2019: Additional tables (Excel .xlsx)

The accompanying looked after children statistics guide provides information on the data sources, their coverage and quality and explains the methodology used in producing the data.

### **Feedback**

We are changing how our releases look and welcome feedback on any aspect of this document at:

[CLA.STATS@education.gov.uk](mailto:CLA.STATS@education.gov.uk)

# 1. Attainment and progress of previously looked after children at key stage 2

(Table A1 & A2)

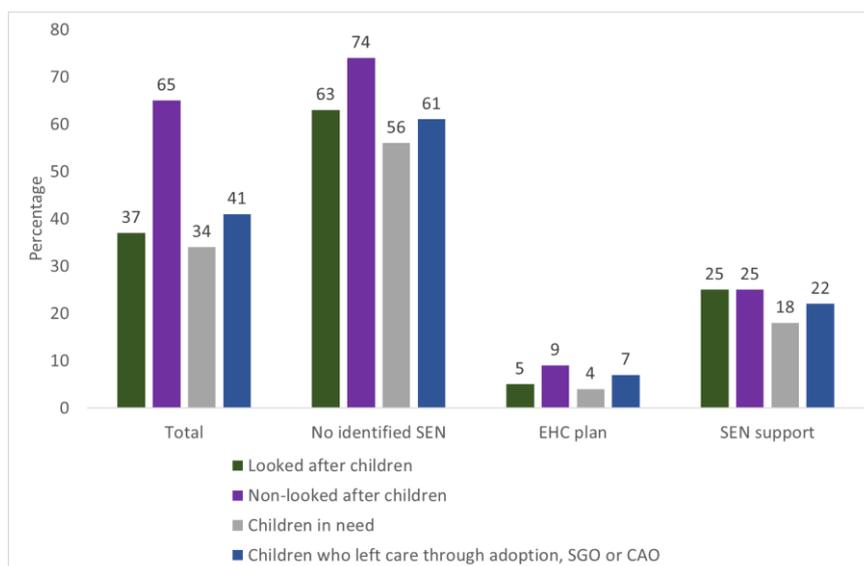
## Key stage 2 assessments

Pupils take national curriculum assessment in year 6, at the end of KS2, when most pupils will reach age 11 by the end of the school year. Pupils take tests (commonly referred to as SATs) in reading, maths and grammar, punctuation and spelling (GPS) and receive a teacher assessment (TA) in writing. The combined reading, writing and maths measure uses the results of the reading and maths tests and the outcome of the writing teacher assessment.

## Attainment at key stage 2

In 2019, 41% of previously looked after pupils reached the expected level in reading, writing and maths at key stage 2. This figure is lower than the 65% for non-looked<sup>1</sup> after children but higher than that for looked after children<sup>2</sup> and children in need. However, the figures show that 47% of previously looked after children at the end of key stage 2 have a special educational need (SEN) identified, compared to 18% of non-looked after children and attainment rates for children with a SEN are much lower. The higher prevalence of SEN amongst previously looked after children can partly explain the gap in attainment compared to non-looked after children at key stage 2.

**Figure 1: Percentage of children reaching the expected standard at key stage 2 in reading, writing and maths, by special educational needs, for children who were previously looked after, looked after children, non-looked after children and children in need, by SEN, 2019, England.**



Source: NPD

The combined percentage of previously looked after children who achieved the expected standard (41%) for reading, writing and maths at key stage 2 is lower than the percentage reaching the expected standard in individual subjects which ranges from 56% in reading or mathematics to 59% in grammar, punctuation and spelling.

Broadly, across all subjects, children with a special guardianship orders were less likely to achieve the expected standard than those who had been adopted or who had a child arrangement order. The largest

<sup>1</sup> A 'non-looked after child' is a child who has not been looked after continuously for 12 months as at 31 March. This will include both children who have never been looked after and also those who have been looked after but who have not met the 12 months criteria.

<sup>2</sup> Children looked after continuously for 12 months at 31 March 2019.

difference was observed in mathematics where 60% of children with child arrangement orders reached the expected standard compared to 55% with special guardianship orders. The equivalent figure for adoptions was 56%.

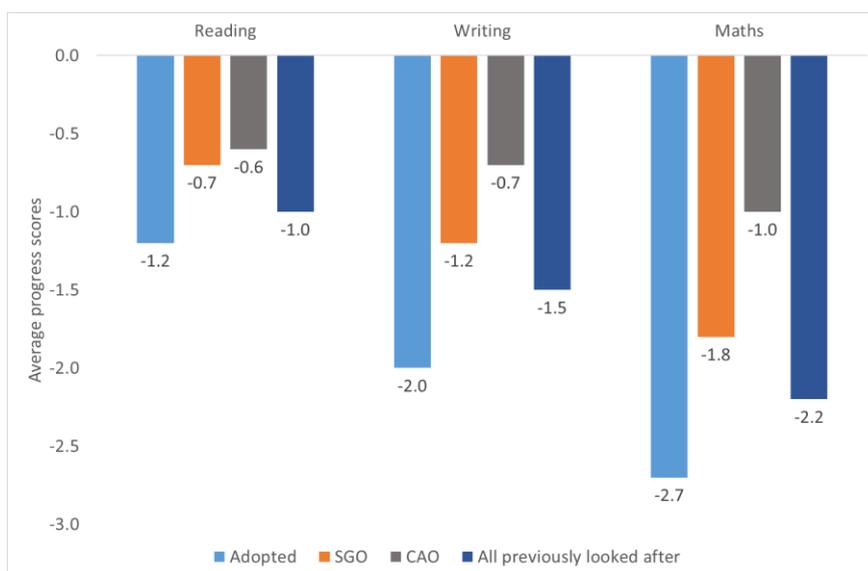
## Progress at key stage 2

### Key stage 2 progress measures

These progress measures aim to capture the progress that pupils make from the end of key stage 1 (typically age 7) to the end of primary school (typically age 11). They are a type of value-added measure, which means that pupils' results are compared to the results of other pupils nationally with similar prior attainment. Progress scores are calculated for each of reading, writing and maths.

For all children included in the progress measure calculations (state-funded schools and non-maintained special schools), children who were the subject of a CAO had higher average progress scores than children who were the subject of a SGO who in turn had higher average progress scores than children who were adopted.

**Figure 2: Progress in reading, writing and maths at key stage 2, for previously looked after children, 2019, England.**



Source: NPD

For individual subjects, in reading and writing, previously looked after children make more progress than children in need but less than looked after children and non-looked after children. For maths, previously looked after children make less progress than all other groups.

Subject	All previously looked after	Looked after children	Non-looked after children	Children in need
Reading	-1.0	-0.2	0.0	-1.5
Writing	-1.5	-0.8	0.0	-1.9
Maths	-2.2	-1.0	0.0	-1.9

## 2. Attainment and progress of previously looked after children at key stage 4 (Table B1, B2 & B3)

### Key stage 4

The headline accountability measures for secondary schools include: Progress 8, EBacc entry, attainment in English and mathematics, Attainment 8 and EBacc APS. For more information, see the [secondary accountability guidance](#).

#### Progress 8

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 (KS2) to the end of KS4. It compares pupils' achievement – their Attainment 8 score (see below) – with the national average Attainment 8 score of all pupils who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero. When including pupils at special schools the national average is not zero, as Progress 8 scores for special schools are calculated using Attainment 8 estimates based on pupils in mainstream schools.

#### The English Baccalaureate (EBacc) entry

The EBacc shows how many pupils are entering GCSEs (or AS level qualifications) in core academic subjects at KS4. The EBacc consists of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the [English Baccalaureate list of qualifications](#).

#### Attainment in English and maths (grades 5 or above)

This measure looks at the percentage of pupils achieving grade 5 or above in both English and mathematics.

#### Attainment 8

Attainment 8 measures the average achievement of pupils in up to 8 qualifications. This includes: English (double weighted if both GCSEs in language and literature are taken); maths (double weighted); three further qualifications that count in the English Baccalaureate (EBacc); and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the [DfE approved list](#).

Due to the introduction of reformed GCSEs and the 9-1 grading scale, this measure will not be comparable between years until all reformed GCSEs are introduced into performance tables in 2020.

#### EBacc average point score (EBacc APS)

The EBacc average point score was introduced into secondary school performance tables in 2018. It measures pupils' point scores across the five pillars of the EBacc – with a zero for any missing pillars. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.

### Attainment at key stage 4

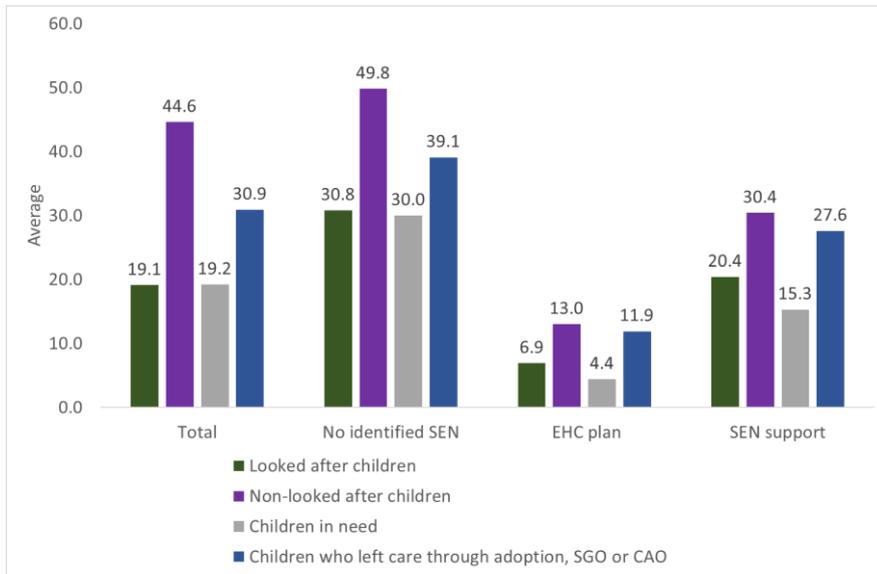
Across all attainment measures at key stage 4, children who left care through an adoption, SGO or CAO achieve better than looked after children and children in need but less well than non-looked after children in 2019. The average Attainment 8 score for children who left care through an adoption, SGO or CAO was 30.9 compared to 19.1 for looked after children, 44.6 for non-looked after children and 19.2 for children in need.

The rates of prevalence of SEN amongst different groups can partly explain the gaps in attainment, particularly when comparing looked after children to non-looked after children at key stage 4.

Table 2	Percentage with SEN (%)
Looked after children	53
Non looked after children	14
Children in need	48
Children who left care through adoption, SGO or CAO	45

Source NPD

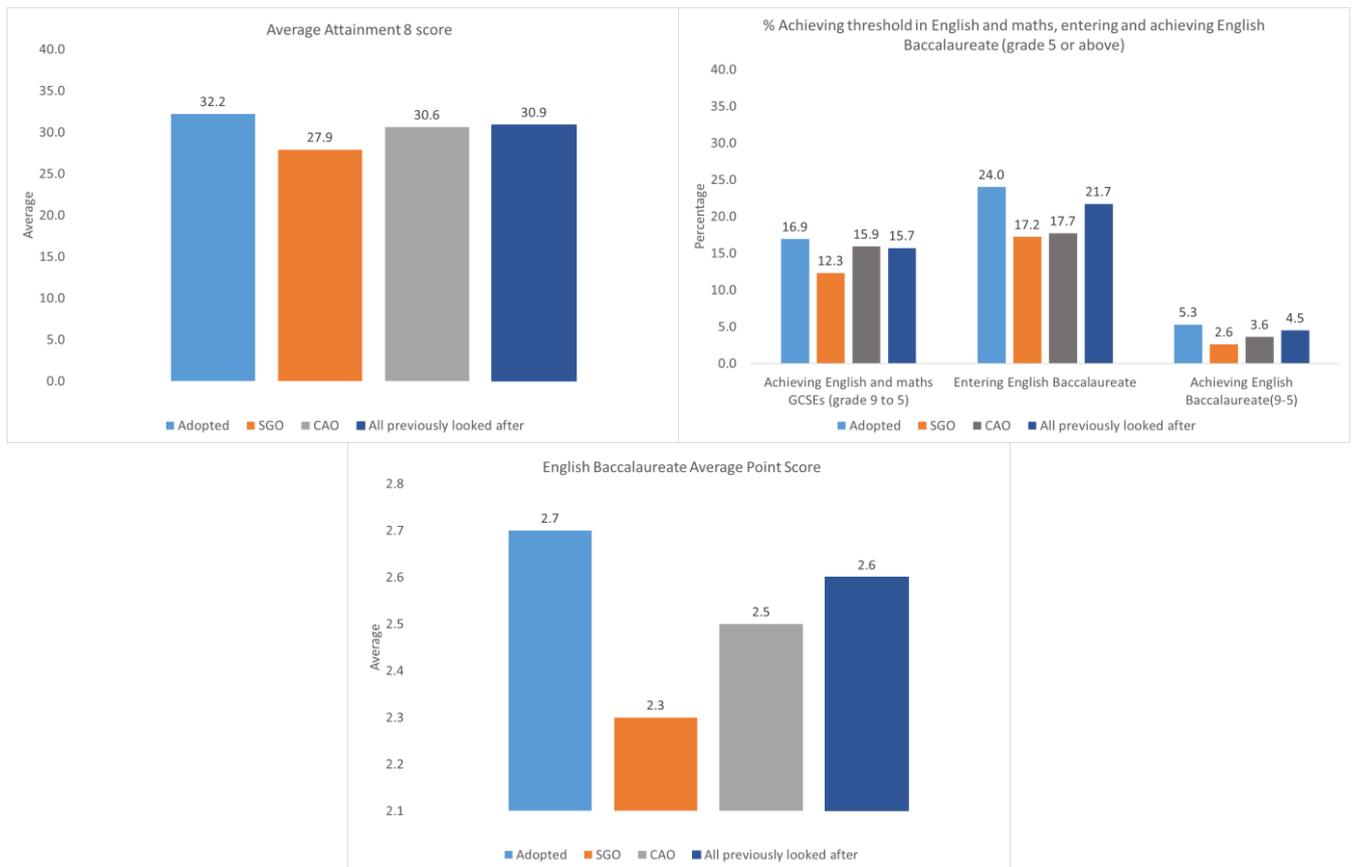
**Figure 3: Average Attainment 8 score, for previously looked after children, looked after children, non-looked after children and children in need, by SEN, 2019, England.**



Source: NPD

Adopted pupils had higher average Attainment 8 scores (32.2) than those who were the subject of a SGO (27.9) or a CAO (30.6). Pupils who were adopted were more likely to perform better across all key stage 4 attainment measures than other previously looked after children. Children with a CAO perform better than those with an SGO. This is different to 2018, where the position was reversed. Note that there has been a large increase in the number of children subject to a SGO in 2019. Pupils who were adopted were more likely (16.9%) to achieve the threshold in English and maths at grade 5 than those who were the subject of a SGO (12.3%) or a CAO (15.9%). They also had higher average EBacc points scores (2.7) than pupils who were the subject of a SGO (2.3) or a CAO (2.5).

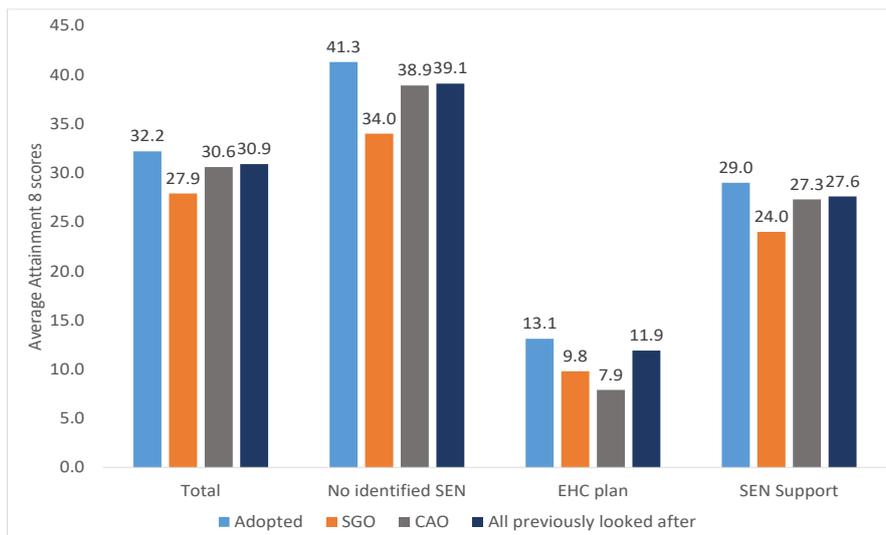
**Figure 4: Average Attainment 8 score, percentage achieving a pass in English and maths, and percentage entering and achieving EBacc, for previously looked after children, looked after children and non-looked after children, 2019, England.**



Source: NPD

There is a similar pattern across all measures for the groups of previously looked after children; with adopted children achieving better than other groups and those with a SGO performing less well. When factoring in SEN for Attainment 8 scores, there is a similar pattern across the SEN categories with the exception of EHC plans, where children who were the subject of a SGO had better average Attainment 8 scores than children who were the subject of a CAO. Children with an EHC plan have lower Attainment 8 scores.

**Figure 5: Average Attainment 8 score for previously looked after children, by SEN, 2019, England.**

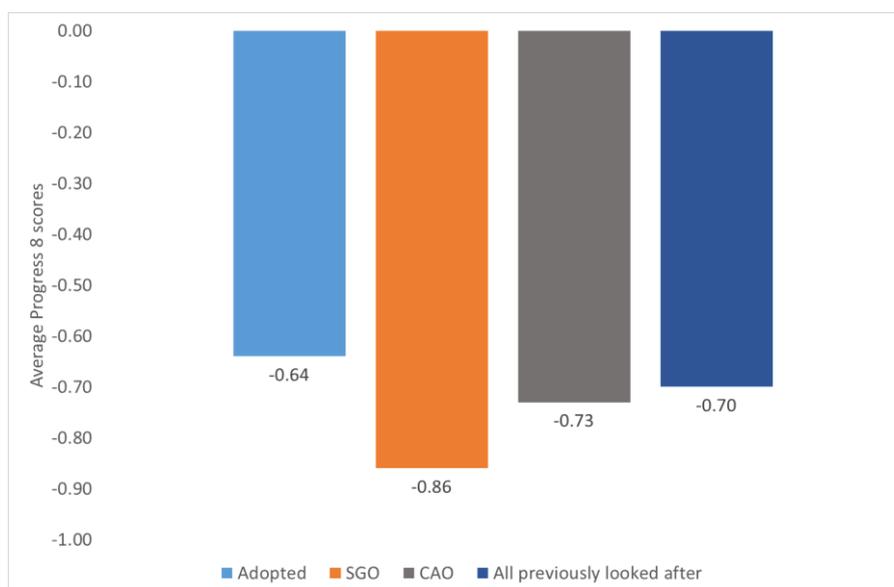


Source: NPD

### Progress at key stage 4

For all children included in the Progress 8 measure calculations (state-funded schools and non-maintained special schools), children who were adopted had higher average Progress 8 scores than children who were the subject of a SGO or CAO.

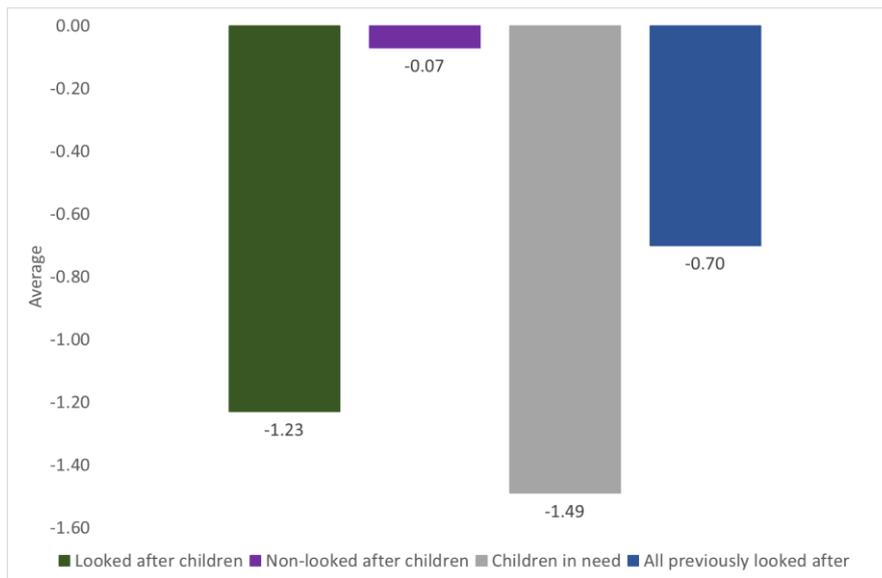
**Figure 6: Progress 8 scores at key stage 4, for previously looked after children, 2019, England.**



Source: NPD

In 2019, the progress 8 score of pupils who were previously looked after was -0.70. These children made more progress than looked after children (-1.23) and children in need (-1.49) but less than non-looked after children (-0.07).

**Figure 7: Progress 8 score, for previously looked after children, looked after children, non-looked after children and children in need, 2019, England.**



Source: NPD

### 3. Accompanying tables

The following tables are available in Excel format on the [department's statistics website](#):

#### National Tables

- A1 Key stage 2 eligibility and performance of former looked after children who have been adopted, or were the subject of a special guardianship order or a child arrangements order, by special educational needs (SEN) and gender, 2016 to 2019
- A2 Key stage 2 average progress scores of former looked after children who have been adopted, or were the subject of a special guardianship order or a child arrangements order, by special educational needs (SEN) and gender, 2019
- B1 Key stage 4 eligibility and performance of former looked after children who have been adopted, or were the subject of a special guardianship order or a child arrangements order, by special educational needs (SEN) and gender, 2017 to 2019
- B2 Key stage 4 average Attainment 8 scores of former looked after children who have been adopted, or were the subject of a special guardianship order or a child arrangements order, by special educational needs (SEN) and gender, 2017 to 2019
- B3 Key stage 4 average Progress 8 scores of former looked after children who have been adopted, or were the subject of a special guardianship order or a child arrangements order, by special educational needs (SEN) and gender, 2019

When reviewing the tables, please note that:

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Rounding conventions	<p>The National Statistics Code of Practice requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the Department for Education protect confidentiality.</p> <p>National figures have been rounded to the nearest 10. For confidentiality purposes, numbers from one to five inclusive have been replaced in the published tables by the letter c (c). To ensure the suppressed number cannot be identified by simple arithmetic secondary suppression may be required. In this case the next smallest number is also suppressed.</p> <p>Percentages have been rounded to whole numbers for key stage 2 and rounded to one decimal place for key stage 4. Averages have been rounded to one decimal place at key stage 2 and at key stage 4 for attainment and to two decimal places at key stage 4 for progress. This is in line with the department's rounding protocols for the main attainment releases. Where the numerator in a percentage was five or less or the denominator was 1 to 10, the percentage has been suppressed and replaced by the letter c (c). Not all percentages will sum to 100 due to these rounding conventions. Averages that are based on 1 to 5 have been suppressed and replaced by the letter c (c).</p> <p>In addition, the following convention has been used:</p> <p>'.' means not applicable</p> <p>'..' means not available</p> <p>'-' means negligible – used to represent a percentage that would appear as 0 when rounded but is not zero</p>
UK comparability of looked after children's statistics	<p>Data is collected and published independently by each of the four countries in the UK. Although there are similarities between the data collected by the four nations, there are also differences which may be down to different policies and legislation, and differing historical data collections.</p>

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## 4. Further information is available

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Children looked after in England, including adoption	<p>Information about <a href="#">looked-after children in England for the year ending 31 March 2019</a> was published on 5 December 2019. It includes the number of looked after children, the reasons why children are looked after, their legal status and type of placement, and the number of children who started to be, or ceased to be, looked after during the year ending 31 March 2019. It also covers the number of looked after children who were placed for adoption, the number of looked after children adopted and the average time between different stages of the adoption process.</p>
Children in need and child protection statistics for England	<p>Information on referrals, assessments and children who were the subject of a child protection plan (taken from the children in need census) is available for 2019 on the <a href="#">children in need statistics website</a>.</p>

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Information on care proceedings in England	The Children and Family Court Advisory and Support Service (CAFCASS) publish information on <a href="#">care proceedings applications</a> made by local authorities where CAFCASS has been appointed by the court to represent the interests of children.
Local authority children in care and adoption statistics	Children in care and adoption <a href="#">performance tables</a> and adoption scorecards show how local authorities and looked after children's services compare with others in England (2012 to 2014). From 2015, children in care and adoption performance is included in the <a href="#">local authority interactive tool (LAIT)</a> .
Local authority expenditure	Information on local authority <a href="#">planned expenditure</a> on schools, education, children and young people's services is available for the financial year 2018-19. This data is returned to DfE by local authorities via the Section 251 Budget Return.
Ofsted statistics	<a href="#">Ofsted</a> publish inspection outcomes for local authority children's services and children's social care providers in England as well as data on the placements of children looked after.
Scotland	Statistics on the outcomes of children looked after in Scotland are available for 2017-18 on the Scottish Government <a href="#">website</a> .
Wales	Statistics on looked after children in Wales are available for 2018-19 on the Welsh government <a href="#">website</a> , however, this does not include statistics on outcomes of looked after children. There is some relevant information available in the children receiving care and support census ( <a href="#">CRCS Census</a> ) but please note that those children included in the children receiving care and support census are only those children whose case had been open for 3 months or more at the census date of 31 March, i.e. the care and support plan was in place on or before 1 January 2019 and remained at 31 March 2019 so the figures differ to the looked after children census release.
Northern Ireland	Statistics on the outcomes of children looked after in Northern Ireland are available for 2017-18 and are published on the Department of Health <a href="#">website</a> .

## 5. Technical information

A looked after children statistics guide accompanies this release. It provides further information on the data sources, their coverage and quality and explains the methodology used in producing the data, including how it is validated and processed. It also includes information on changes to this release highlighted below. [Looked-after children statistics in England: guide - GOV.UK](#)

- The identification of previously looked after children who left care through an adoption, special guardianship order (SGO) or child arrangements order (CAO) depends on self-declaration by the parents or carers. This declaration can take place at any time that the child is in education and usually occurs when the child starts at the school. We estimate in 2019, 73% of these children are covered at key stage 2 and 47% at key stage 4. This data was first published in 2015. Prior to this publication, the figures have been labelled as 'experimental statistics' due to issues associated with low coverage, whilst coverage has improved over time, possible biases in the data may still exist.
- In previous releases we have refreshed earlier years data within each time series for looked after children. This year we have assessed whether this annual refresh is still necessary and concluded

that, given there is minimal change (if any) on the figures for earlier years from one release to the next and balancing that with the resource required to do the refreshes that we would no longer update previous years data.

## **6. Get in touch**

### **Media enquiries**

Press Office News Desk, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Tel: 020 7783 8300

### **Other enquiries/feedback**

For queries relating to looked-after children statistics: email [CLA.STATS@education.gov.uk](mailto:CLA.STATS@education.gov.uk).



# Department for Education

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