

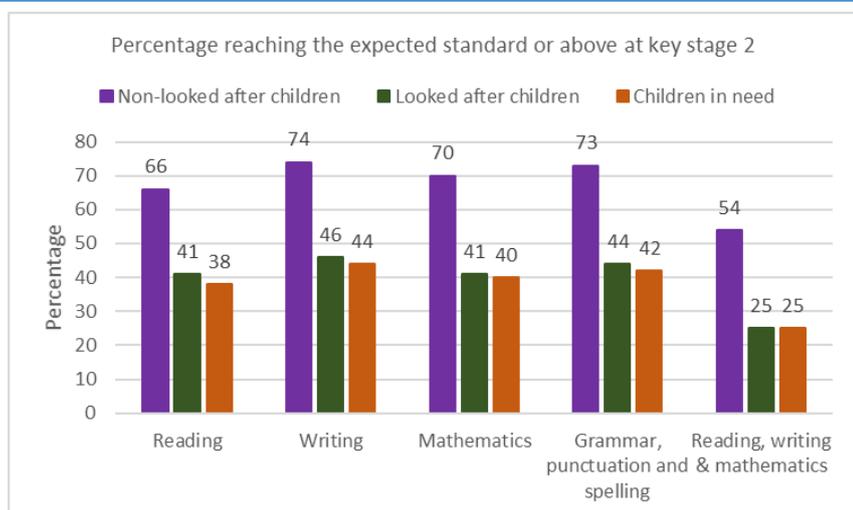


SFR 12/2017, 23 March 2017

Changes to outcomes measures at key stage 1, key stage 2 and key stage 4

Changes have been made to the outcomes presented in this publication which bring it in line with the new outcome measures at key stage 1, key stage 2 and key stage 4, following the [primary school](#) reforms. At key stages 1 and 2, the headline measures have changed to reflect the new curriculum and the data is not comparable with that provided for previous years; therefore, no time series information will be published this year. Similarly, no time series will be published for the new key stage 4 measures 'Attainment 8' and 'Progress 8', although a time series for those achieving 5+ GCSEs A*-C or equivalent including English and mathematics is being published allowing some comparisons over time.

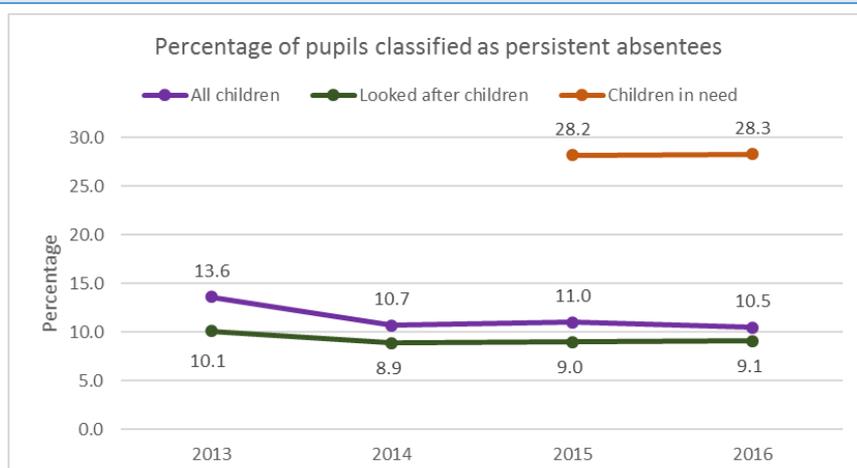
Looked after children achieve slightly better than children in need at key stage 2



Looked after children perform slightly better than children in need¹ at key stage 2. However, attainment for both looked after children and children in need is much lower than for non-looked after children.

Looked after children and children in need perform better in writing than in other subjects and least well in reading similar to non-looked after children.

Looked after children are less likely to be classified as persistent absentees



The percentage of looked after children pupil enrolments classified as persistent absentees has remained steady over recent years from 10.1% in 2013 to 9.1% in 2016.

Looked after children are less likely to be classified as persistent absentees than all children and much less likely than children in need.

¹ Figures for children in need exclude looked after children.

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About this release

This statistical first release (SFR) provides national and local authority (LA) level information on the outcomes for children who have been looked after continuously for at least 12 months at 31 March 2016 by local authorities in England. All figures are based on data collected annually through the longitudinal children looked after return (also known as SSDA903) which is completed each spring by all local authorities in England. Further details on which children are included in the data collection can be found in the children looked after return [collection guide](#).

Information on attainment, special educational needs (SEN), absence and exclusions are based on children looked after data that has been matched to attainment, school census and alternative provision census data. Where possible, figures are presented for the last 5 years to allow comparisons back to 2012.

Changes have been made to the outcomes presented in this publication which bring it in line with the new outcome measures at key stage 1, key stage 2 and key stage 4, following the primary and secondary reforms.

Data previously included in this release on health outcomes were published as additional tables to the [main release](#) on 8 December 2016.

Figures on attainment of adopted children and children who have left care due to a special guardianship order or child arrangements are being published as additional tables to this SFR. We plan to publish these additional tables in May 2017 along with the underlying data for the SFR, further breakdowns of the Progress 8 measure at key stage 4 and an updated quality and methodology document/guide.

In this publication

The following tables are included in the SFR:

- SFR12_2017_National_Tables (Excel .xls)
- SFR12_2017_LA_Tables (Excel .xls)

The accompanying quality and methodology information document, provides information on the data sources, their coverage and quality and explains the methodology used in producing the data. This will be published in May 2017 with the additional tables.

Feedback

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

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1. Introduction

What is a looked after child?

Under the Children Act 1989, a child is legally defined as 'looked after' by a local authority if he or she:

- is provided with accommodation for a continuous period for more than 24 hours
- is subject to a care order; or
- is subject to a placement order

A looked after child ceases to be looked after when he or she turns 18 years old. On reaching his or her 18th birthday, the status of the child changes from being looked after to being a young adult eligible for help and assistance from the local authority. Such help and assistance is usually provided in accordance with the various aftercare provisions of the Children Act.

Definitions for this publication

For this publication, the definition of a 'looked after child' is a child who has been continuously looked after for at least 12 months up to and including 31 March 2016. This definition has been used because 12 months is considered an appropriate length of time to gauge the possible association of being looked after on educational attainment. However, note that a child may not have been in the care of a local authority for the whole of a key stage period. It is also the cohort of children for whom information on outcomes such as health, wellbeing and offending are collected through the SSDA903. In previous years these health outcomes figures have been included in this publication but from 2015 they have been published in the December additional tables to the main children looked after statistical first release '[Children looked after in England including adoption](#)'.

Where reference throughout this publication is made to a 'non-looked after child', we have defined this as 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.

For comparison purposes, children in need figures are included in this release where the figures have already been published. Figures are taken from the additional tables to the statistical first release '[Characteristics of children in need](#)'. Data collected in the children in need census is matched to the national pupil database and where a match is found the child is included.

Children in need

When a child is referred to children's social care, an assessment is carried out to identify if the child is in need of services, which local authorities have an obligation to provide under section 17 of the Children Act 1989. These services can include, for example, family support (to help keep together families experiencing difficulties), leaving care support (to help young people who have left local authority care), adoption support or disabled children's services (including social care, education and health provision). Figures for children in need in this publication exclude children in need who are also looked after.

Changes to this publication

Changes have been made to the outcomes presented in this publication in the following areas:

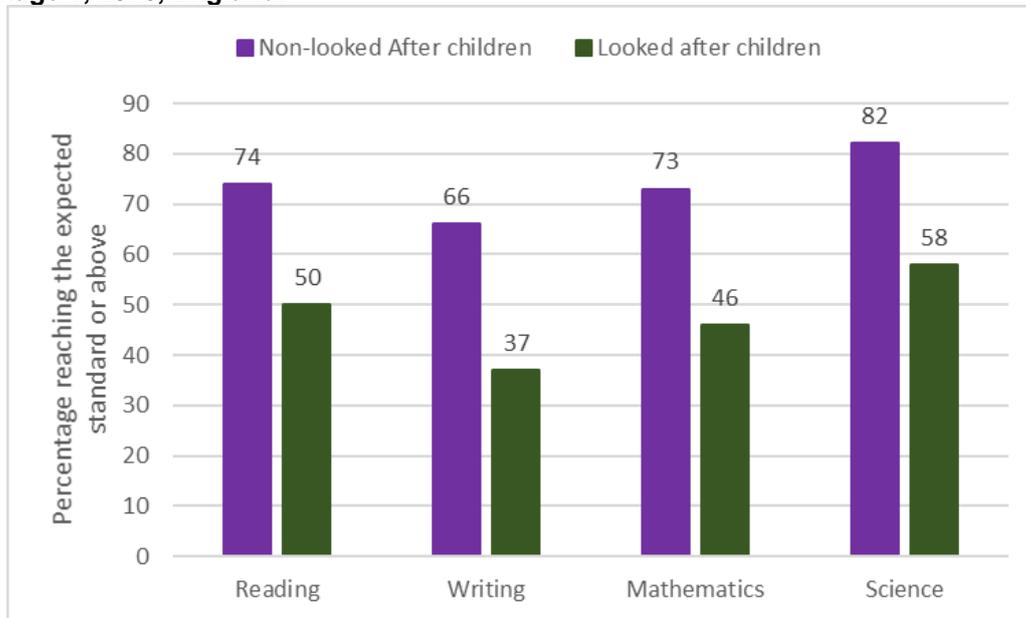
- Key stage 1
- Key stage 2
- Key stage 4
- Absence

Details are given in the technical information section at the end of this document and throughout the text.

2. Attainment at key stage 1 (Table 1 & LA1)

In 2016, 50% of looked after children reached the new expected standard or above in reading, 37% in writing, 46% in mathematics and 58% in science. Compared to non-looked after children, attainment for looked after children is much lower. The largest difference is in writing where only 37% of looked after children reached the expected standard or above compared to 66% of non-looked after children. The largest difference in 2015 was also in writing. Science has been included in this publication for the first time this year.

Figure 1: Percentage of looked after children and non-looked after children reaching the expected standard or above at key stage 1, 2016, England.

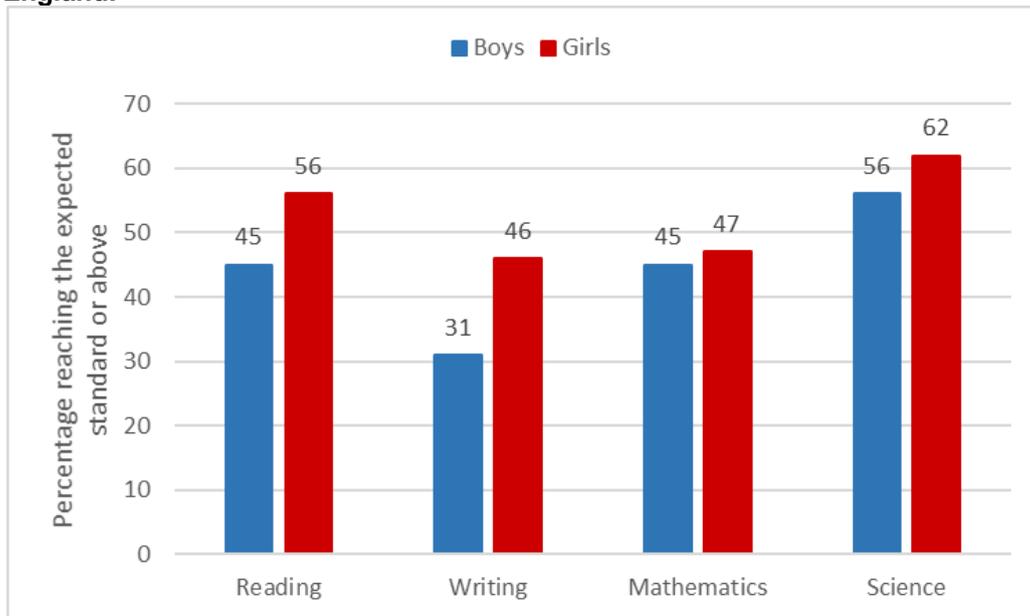


Source: CLA-NPD

The [2016 key stage 1 assessments](#) are the first which assess the new, more challenging national curriculum. The expected standard has also been raised to be higher than the old level 2. As a result, figures for 2016 are not comparable to those for earlier years. The new expected standards were designed to be broadly similar but are not equivalent to an old level 2b. The performance descriptors, used by teachers in the standard setting process, were developed with an understanding of the performance of pupils working at level 2b. However, given the curricula differences, there is not a direct equivalence between the new expected standard and level 2b in previous years.

Within the looked after group of children, girls continue to outperform boys in all subjects, with science being published for the first time this year. The largest differences are in reading and writing, where in 2016 looked after girls outperformed looked after boys by more than 10 percentage points. This is similar to previous years and similar to patterns in the gender attainment difference for non-looked after children.

Figure 2: Percentage of looked after children reaching the expected standard or above at key stage 1, by gender, 2016, England.



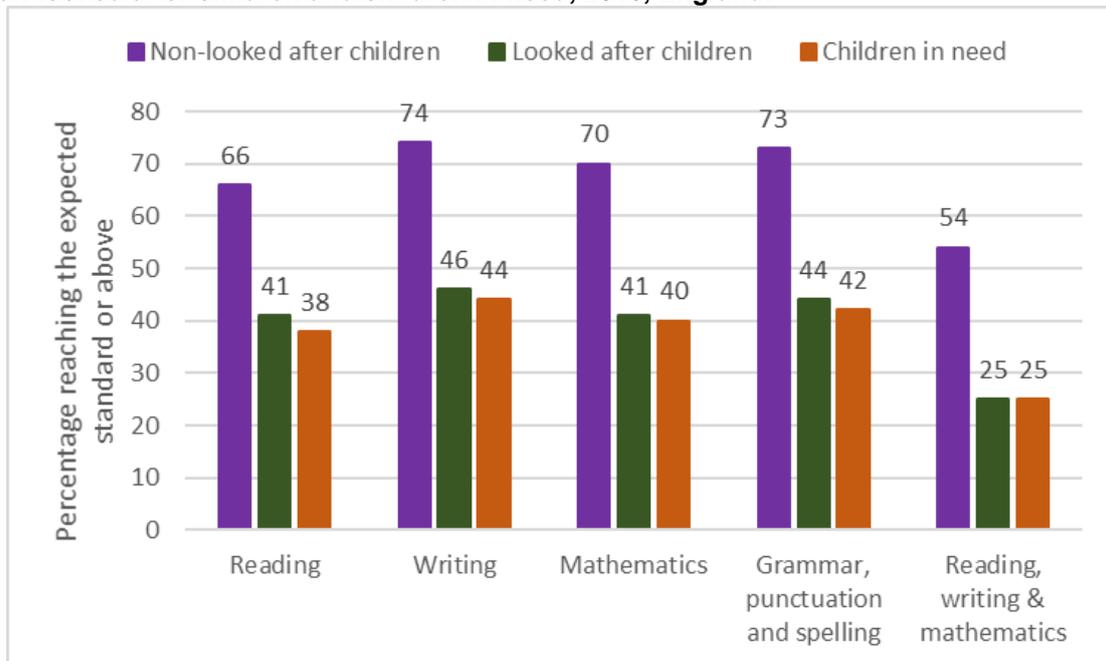
Source: CLA-NPD

3. Attainment and progress at key stage 2 (Table 2a, 2b, LA2a & LA2b)

Attainment at key stage 2

In 2016, 25% of looked after children reached the new expected standard or above in the headline measure reading, writing and mathematics. This is lower than the percentage reaching the expected standard or above in individual subjects which ranges from 41% in reading and mathematics to 46% in writing. Compared to non-looked after children, attainment for looked after children is much lower. However, attainment of looked after children is slightly higher than children in need.

Figure 3: Percentage of children reaching the expected standard or above at key stage 2, for looked after children, non-looked after children and children in need, 2016, England.

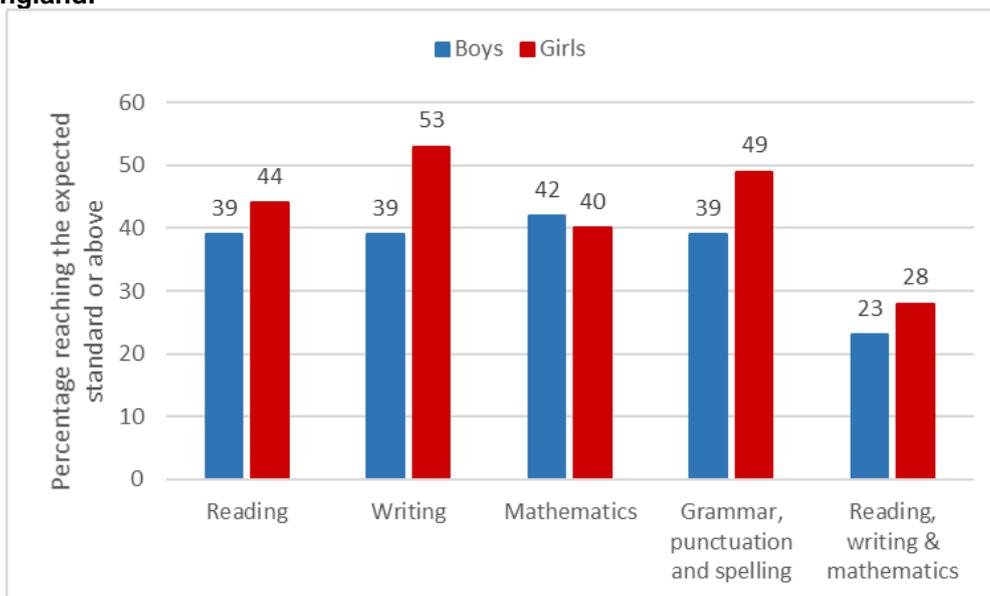


Source: CLA-NPD, CIN-NPD

From 2016, key stage 2 assessment results are no longer reported as levels, each pupil receives their test results as a scaled score and teacher assessment judgements are based on the standards in the [interim framework](#). The new expected standards were designed to be broadly similar but are not equivalent to an old level 4b. The performance descriptors, used by teachers in the standard setting process, were developed with an understanding of the performance of pupils working at level 4b. However, given the curricula differences, there is not a direct equivalence between the new expected standard and level 4b in previous years. The provisional [2016 key stage 2 assessments publication](#) provides analysis and context to support the interpretation of results in 2016.

Within the looked after children group girls outperform boys in all subjects except mathematics. In 2015 looked after girls outperformed looked after boys in mathematics by 1 percentage point. In 2016 we see the reverse with boys outperforming girls in mathematics by 2 percentage points. However, this gender fluctuation with mathematics is consistent with previous years and may be due to the relatively smaller numbers for looked after children, compared to non-looked after children, where there is generally no gender difference for mathematics. Generally, the gender attainment difference for looked after children is similar to previous years and there are similar patterns in the gender attainment difference for non-looked after children.

Figure 4: Percentage of looked after children reaching the expected standard or above at key stage 2, by gender, 2016, England.

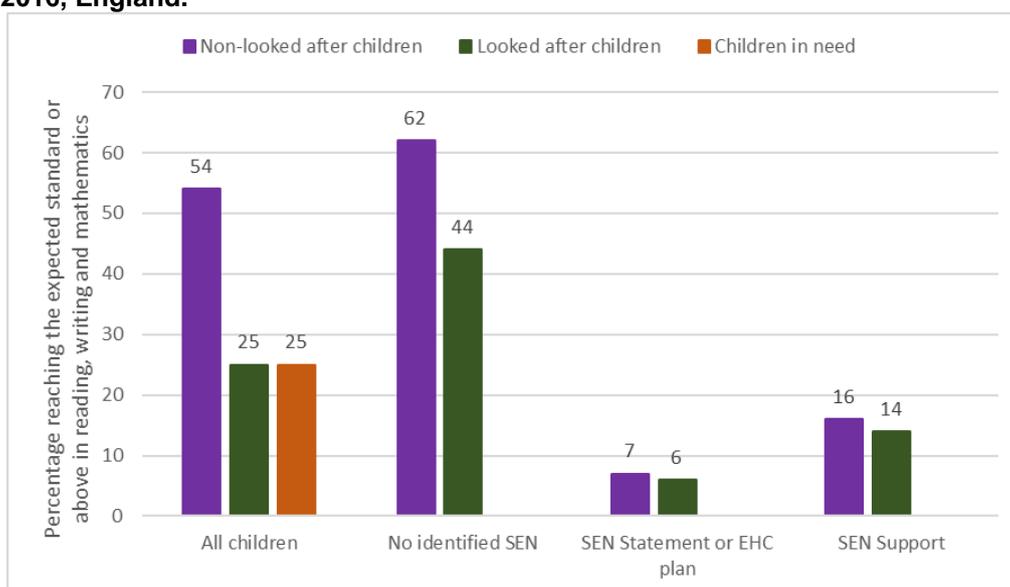


Source: CLA-NPD

As highlighted above, in 2016, 25% of looked after children reached the new expected standard or above in the headline measure reading, writing and mathematics, which is much lower than the 54% for non-looked after children. However, the figures show that 57% of looked after children at the end of key stage 2 have a special educational need (SEN) identified, compared to 17% of non-looked after children and attainment rates for children with a SEN are much lower.

Looking at children with no identified SEN, the attainment difference between looked after children and non-looked after children is less than for the overall total. For example, 44% of looked after children with no identified SEN achieved the expected standard or above in the headline measure reading, writing and mathematics, compared to 62% of non-looked after children, which reduces the attainment difference for this measure by 11 percentage points from the overall total attainment gap. In addition, attainment for looked after children with an identified SEN is more similar to non-looked after children. This is similar to 2015 when attainment by SEN for looked after children and non-looked after children was published for the first time.

Figure 5: Percentage of children achieving the expected standard or above in the headline measure reading, writing and mathematics at key stage 2, for looked after children, non-looked after children and children in need, by SEN, 2016, England.



Source: CLA-NPD, CIN-NPD

Progress at key stage 2

From 2016, the previous expected progress measures have been replaced by value-added measures. There is no 'target' for the amount of progress an individual pupil is expected to make. The new progress measures aim to capture the progress that pupils make from the end of key stage 1 to the end of primary school. Any amount of progress a pupil makes contributes towards a school's progress score.

Progress scores are calculated for each of reading, writing and mathematics, these individual scores are not combined to provide an overall progress measure. The scores are calculated by comparing pupils' results to the actual achievements of other pupils nationally with similar prior attainment.

Progress scores are presented as positive or negative numbers either side of zero. A score of zero means that pupils in a particular group made the same progress as those with similar prior attainment nationally; a positive score means that they made more progress than those with similar prior attainment; a negative score means they made less progress than pupils with similar starting points nationally.

A progress score of -4 in reading would mean that, on average, pupils in a particular group achieved the equivalent of 4 scaled score points lower in reading than all pupils with similar prior attainment nationally. A negative progress score does not mean pupils made no progress. Scores should be interpreted alongside their associated confidence intervals. If the lower confidence limit is greater than zero, then the progress score is above the national average. Similarly, if the upper limit is below zero, then the score is below average. Where a confidence interval overlaps zero, the progress score is not significantly different from the national average. Full details of the progress measures calculations can be found in the [primary accountability technical guide](#).

In this publication the coverage for the progress measures is more than in the revised [2016 key stage 2 assessments publication](#) – more details are available in the quality and methodology document.

In previous years, the percentage of looked after children making the expected level of progress (a minimum of two levels of progress between key stage 1 and key stage 2) was generally less than non-looked after children. Using the new progress measures, we see a similar pattern:

For all children included in the progress measure calculations (state-funded schools and non-maintained special schools):

- Looked after children progress less well than non-looked after children in the overall total, with the largest difference being in mathematics, where looked after children have an average progress score of -1.3 and non-looked after children -0.1.

However, when we consider the proportion of children with an identified SEN in each group, the message is different. As described above, the figures show that 57% of looked after children at the end of key stage 2 have a SEN identified, compared to 17% of non-looked after children and the figures also show that the progress of children with a SEN is much less than the national average for children with similar key stage 1 results.

- Looked after children progress better than non-looked after children in reading and writing when the effects of the proportion of children with SEN in each group are removed, by looking at those with no identified SEN, those with SEN statements or EHC plans and those with SEN support separately. For example, in writing, for those with no identified SEN, looked after children have an average progress score of 1.3 and non-looked after children 0.5.

Figure 6: Progress in reading and writing at key stage 2, for looked after children and non-looked after children, state-funded schools and non-maintained special schools, by SEN, 2016, England.



Source: CLA-NPD

- Generally girls progress better than boys in reading and writing but boys progress better than girls in mathematics. However, in reading, for those with SEN and for those with no identified SEN, girls progress less well than boys.

4. Attainment and progress at key stage 4 (Table 3a, 3b, 3c, 3d, LA3a, LA3b & LA3c)

Attainment at key stage 4

A [new secondary school accountability system](#) has been implemented in 2016. The headline accountability measures for schools from 2016 are: Attainment 8, Progress 8, Attainment in English and Maths (A*-C), and English Baccalaureate (EBacc) entry and achievement.

Attainment 8

Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if the combined English qualification, or both 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](#).

Progress 8

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally 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 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.

Attainment in English and maths (A*-C)

This measure looks at the percentage of pupils achieving A*-C in both English and maths.

In 2016, pupils could achieve the English component of this with A*-C in English language or literature. In 2015 pupils had to achieve an A*-C in English language, and have sat an English literature exam. The change means a higher proportion of pupils achieve the measure.

The English Baccalaureate (EBacc) entry and achievement

The EBacc was first introduced into the performance tables in 2009/10. It allows people to see how many pupils get an A*-C or above in core academic subjects at key stage 4. The EBacc is made up 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.

In 2016, pupils on the English language/literature pathway must take exams in both English language and English literature, and achieve an A*-C in at least one of these qualifications. In 2015 pupils had to achieve an A*-C in English language, and take an exam in English literature in order to meet the English Baccalaureate. The change means a higher proportion of pupils achieve the measure.

The department has made changes to how English counts in two of the headline measures, Attainment in English and maths, and achievement of the English Baccalaureate in 2016, to align more closely with Attainment 8 and Progress 8. These changes in methodology are responsible for some, but not all, of the increase in these measures. In addition to these changes in 2016, 2014 data onwards cannot be compared to earlier years due to two major reforms that took place previously – a full breakdown of the reforms and their impact is given in [SFR41/2014](#).

The average Attainment 8 score for looked after children is 22.8 compared to 48.1 for non-looked after children and 22.6 for children in need. Although looked after children have a broadly similar average Attainment 8 score as children in need, they perform slightly less well than children in need in the other headline measures; A*-C in English and mathematics, entering EBacc, achieving EBacc, including the old headline measure 5+ GCSEs A*-C or equivalent including English and mathematics. The percentage of looked after children entering and achieving the EBacc is published for the first time this year and is much less than for non-looked after children.

Figure 7: Average Attainment 8 score, percentage achieving A*-C in English and Mathematics, percentage entering and achieving EBacc, for looked after children, non-looked after children and children in need, 2016, England.



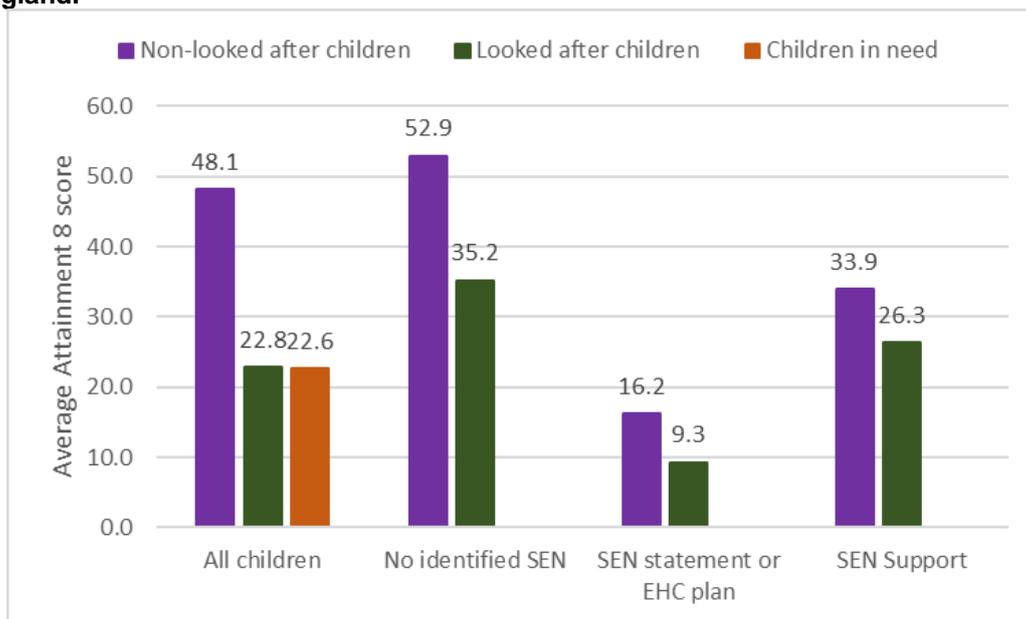
Source: CLA-NPD, CIN-NPD

In 2016 there has been an increase in the percentage of looked after children achieving an A*-C in English and mathematics from 15.9% to 17.5% and also in entering EBacc. However, note that some of the increase in achieving an A*-C in English and mathematics could be attributed to the methodology change described above.

The percentage of looked after children, non-looked children and children in need achieving the old headline measure, percentage achieving 5+ GCSEs A*-C or equivalent including English and mathematics, is broadly similar to last year. Looked after children dropped slightly from 13.9% in 2015 to 13.6% in 2016, non-looked after children had a similar decrease from 53.2% to 53.0% and children in need remained the same at 14.9%.

As detailed above, the average Attainment 8 score for looked after children is 22.8 compared to 48.1 for non-looked after children and 22.6 for children in need. The attainment gap between looked after children and non-looked after children for this measure is reduced when the effects of the proportion of children with SEN in each group are removed, by looking at those with no identified SEN, those with SEN statements or EHC plans and those with SEN support separately.

Figure 8: Average Attainment 8 score for looked after children, non-looked children and children in need, by SEN, 2016, England.



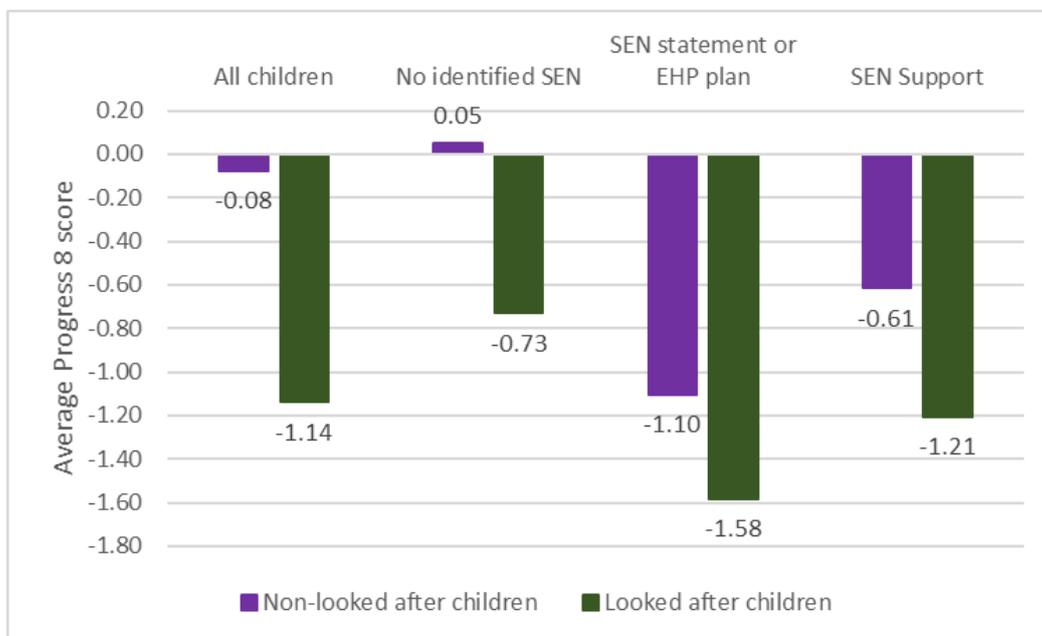
Source: CLA-NPD, CIN-NPD

Progress at key stage 4

In this publication the coverage for Progress 8 is more than any single total in the [2016 key stage 4 GCSE and equivalent results publication](#) – more details are available in the quality and methodology document.

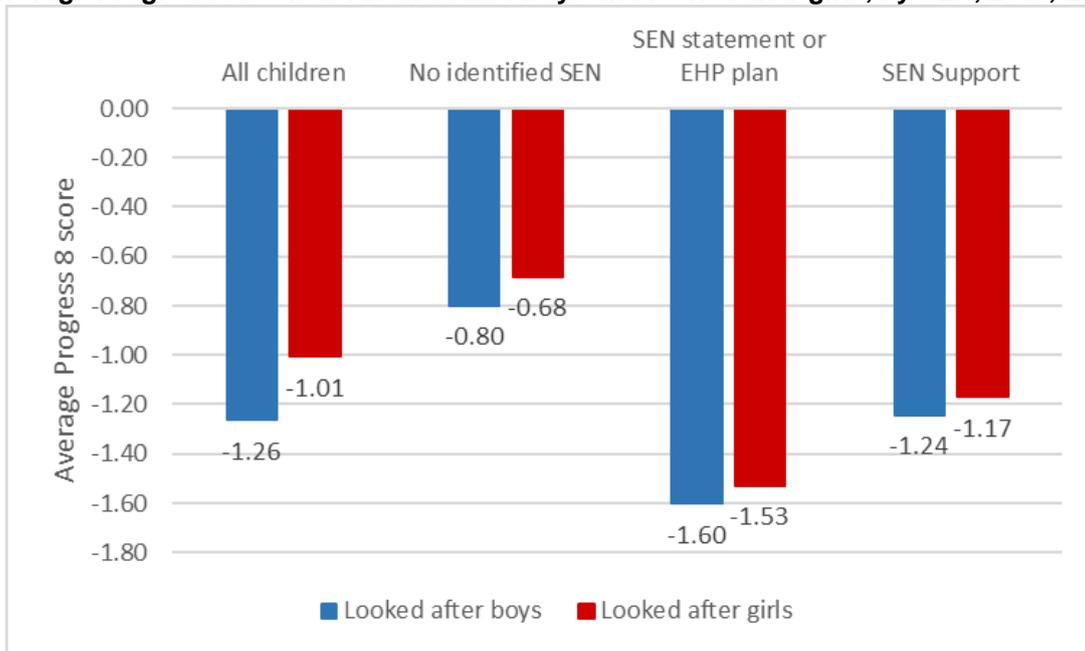
For all children included in the progress measure calculations (state-funded schools, non-maintained special schools and alternative provision), looked after children progress less well than non-looked after children. In contrast to key stage 2, even when we consider the proportion of children with an identified SEN in each group, looked after children still progress less well than non-looked after children.

Figure 9: Average Progress 8 score for looked after children and non-looked after children, by SEN, 2016, England.



Source: CLA-NPD

Figure 10: Average Progress 8 score for looked after boys and looked after girls, by SEN, 2016, England.

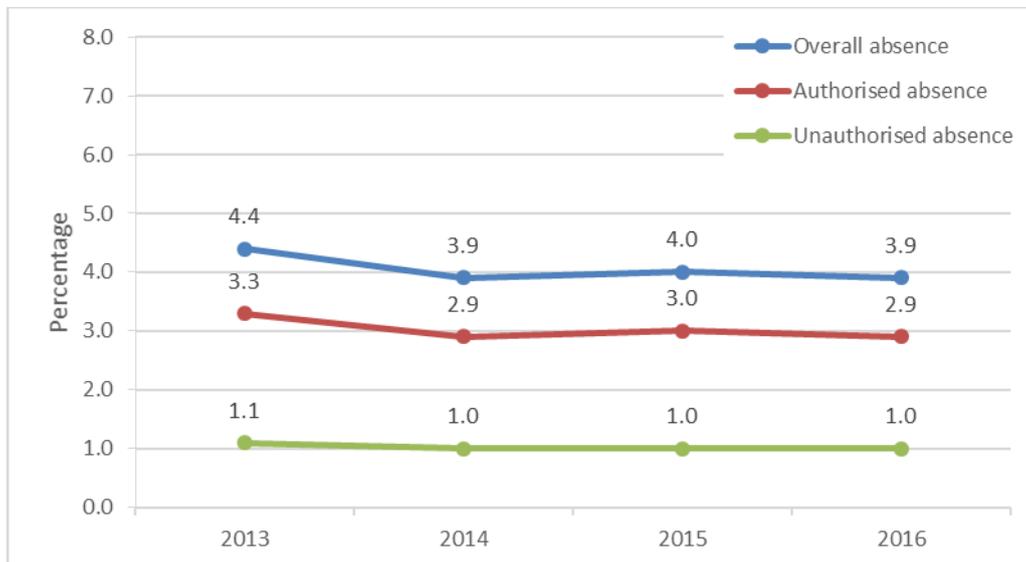


Source: CLA-NPD

5. Absence rates (Table 5 & LA5)

Absence rates for looked after children are similar to last year – overall absence has decreased very slightly from 4.0% in 2015 to 3.9% in 2016. Unauthorised absence has remained the same (at 1.0% of sessions missed) and authorised absence has decreased very slightly from 3.0% of sessions missed to 2.9%.

Figure 11: Overall, authorised and unauthorised absence rates (%) for looked after children, 2013 to 2016, England.

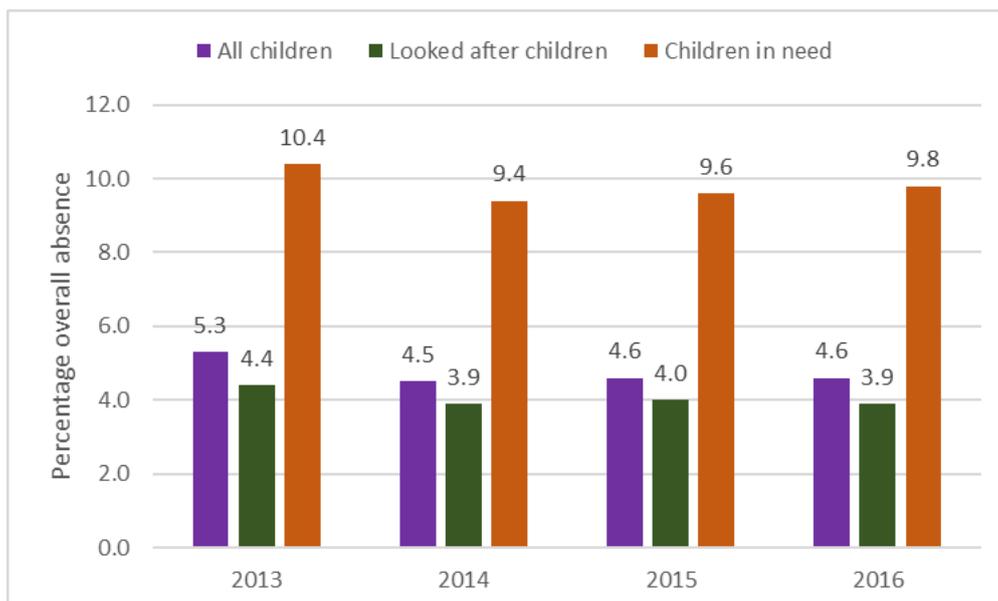


Source: CLA-NPD

Overall absence rates for looked after children are lower than for all children (who missed 4.6% of sessions in 2016) and much lower than for children in need (9.8% in 2016).

Comparing to all children, the difference in overall absence rates is due to looked after children having lower authorised absence rates. In 2016, 2.9% of sessions for looked after children were missed due to authorised absence, compared to 3.4% of sessions for all children. Unauthorised absences were similar at 1.0% of sessions for looked after children and 1.1% for all children.

Figure 12: Overall absence rates (%) for looked after children, all children and children in need, 2013 to 2016, England.



Source: CLA-NPD, CIN-NPD

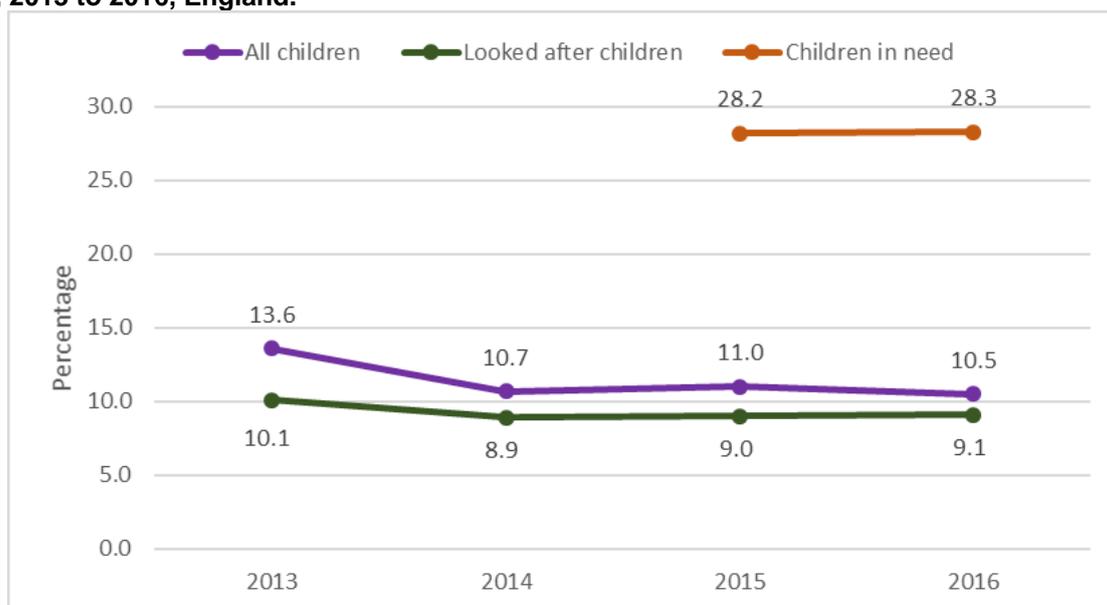
Persistent absentees

The definition of persistent absence has changed from the 2015/16 academic year. Pupil enrolments missing 10 or more percent of their own possible sessions (due to authorised or unauthorised absence) are classified as persistent absentees. The information presented for years prior to 2015/16 has been produced using the same methodology in order to allow users to make comparisons on a consistent basis over time. See Chapter 3 of the [guide to absence statistics](#) for more information.

Note that, although the measure was only in place from September 2015, figures based on the 10 per cent methodology have been calculated for previous years in order to provide a time series.

The proportion of looked after children pupil enrolments classified as persistent absentees has remained steady over recent years from 10.1% in 2013 to 9.1 % in 2016. Looked after children are less likely to be classified as persistent absentees than all children and children in need.

Figure 13: Percentage of looked after children, all children and children in need classified as persistent absentees, 2013 to 2016, England.



Source: CLA-NPD, CIN-NPD

6. Permanent and fixed period exclusions (Tables 6 & LA6)

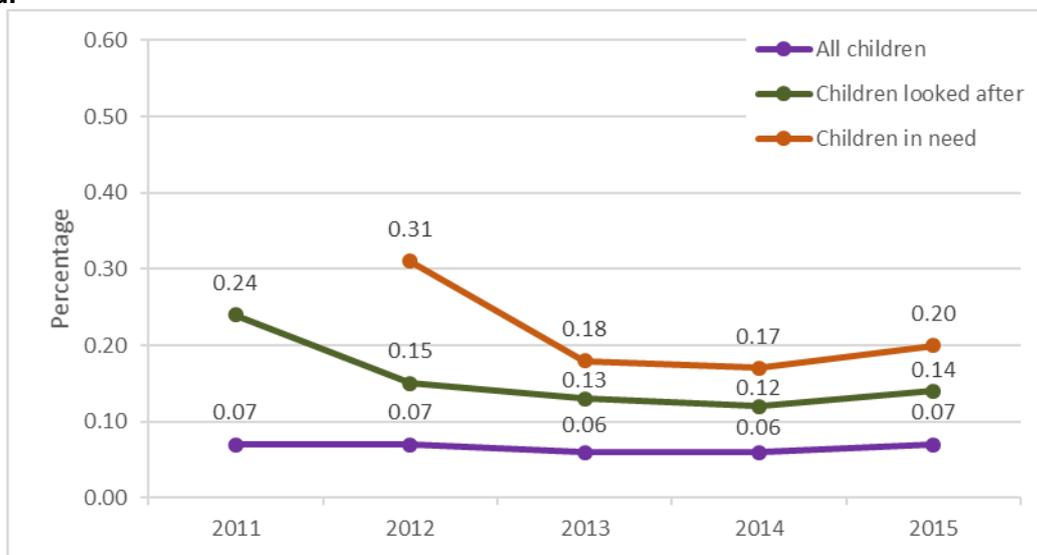
The rate of permanent exclusions for looked after children is around twice as high as the rate for all children, but continues to be less than the rate for all children in need.

In 2015, 0.14% of looked after children were permanently excluded from school, compared to 0.07% of all children. While the percentage of looked after children permanently excluded increased slightly from 0.12% in 2014 to 0.14% in 2015, the percentage was lower than in 2011, when 0.24% of looked after children were permanently excluded.

Exclusions data

Exclusions data are collected two terms in arrears, so the latest exclusions data available is from the academic year 2014/15. This is matched to the looked after children from year ending 31 March 2015. This is a year earlier than the other information in this statistical release. In 2015, 30,720 looked after children aged 5 to 15 were matched to the school census.

Figure 14: Permanent exclusion rates (%) for looked after children, all children and children in need, 2011 to 2015, England.

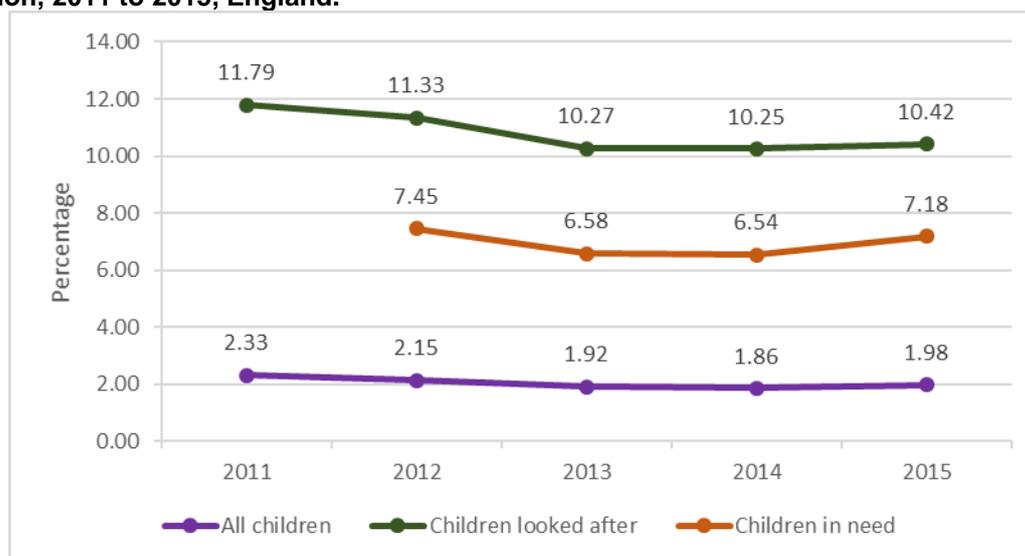


Source: CLA-NPD, CIN-NPD

Looked after children are more than five times more likely to have a fixed period exclusion than all children, and more than one and a half times more likely than children in need.

In 2015, 10.42% of looked after children had at least one fixed period exclusion, up very slightly from 10.25% in 2014. Over recent years the percentage of looked after children with at least one fixed period exclusion has fallen from 11.79% in 2011 and this downward trend has also been seen for all children.

Figure 15: Percentages of looked after children, all children and children in need who had at least one fixed period exclusion, 2011 to 2015, England.



Source: CLA-NPD, CIN-NPD

Table A: Percentages of looked after children, all children and children in need who were permanently excluded, or had at least one fixed period exclusion, 2011 to 2015, England.

	2011	2012	2013	2014	2015
Permanently excluded					
All children	0.07	0.07	0.06	0.06	0.07
Children looked after	0.24	0.15	0.13	0.12	0.14
Children in need	..	0.31	0.18	0.17	0.20
At least one fixed period exclusion					
All children	2.33	2.15	1.92	1.86	1.98
Children looked after	11.79	11.33	10.27	10.25	10.42
Children in need	..	7.45	6.58	6.54	7.18

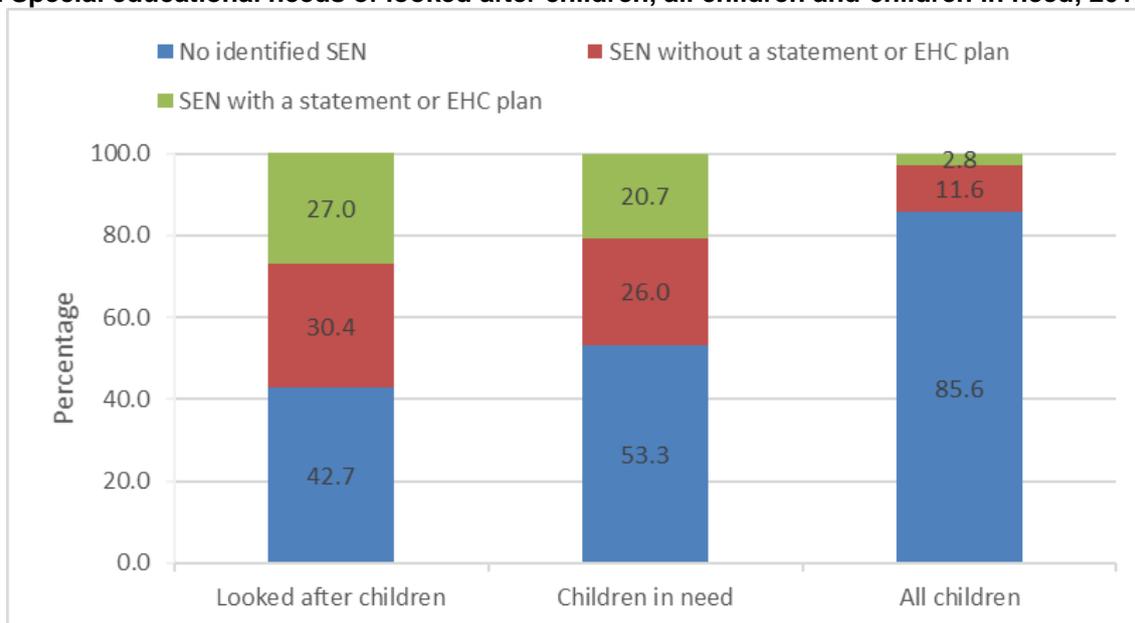
Source: CLA-NPD, CIN-NPD

7. Children looked after with special educational needs (Table 4a, 4b & LA4)

Looked after children are four times more likely to have a special educational need (SEN) than all children and are almost 10 times as likely to have a statement of special educational need or an education, health and care plan (EHC plan).

In 2016, 57.3% of children looked after had a special educational need, compared to 46.7% of children in need and 14.4% of all children.

Figure 16: Special educational needs of looked after children, all children and children in need, 2016, England.



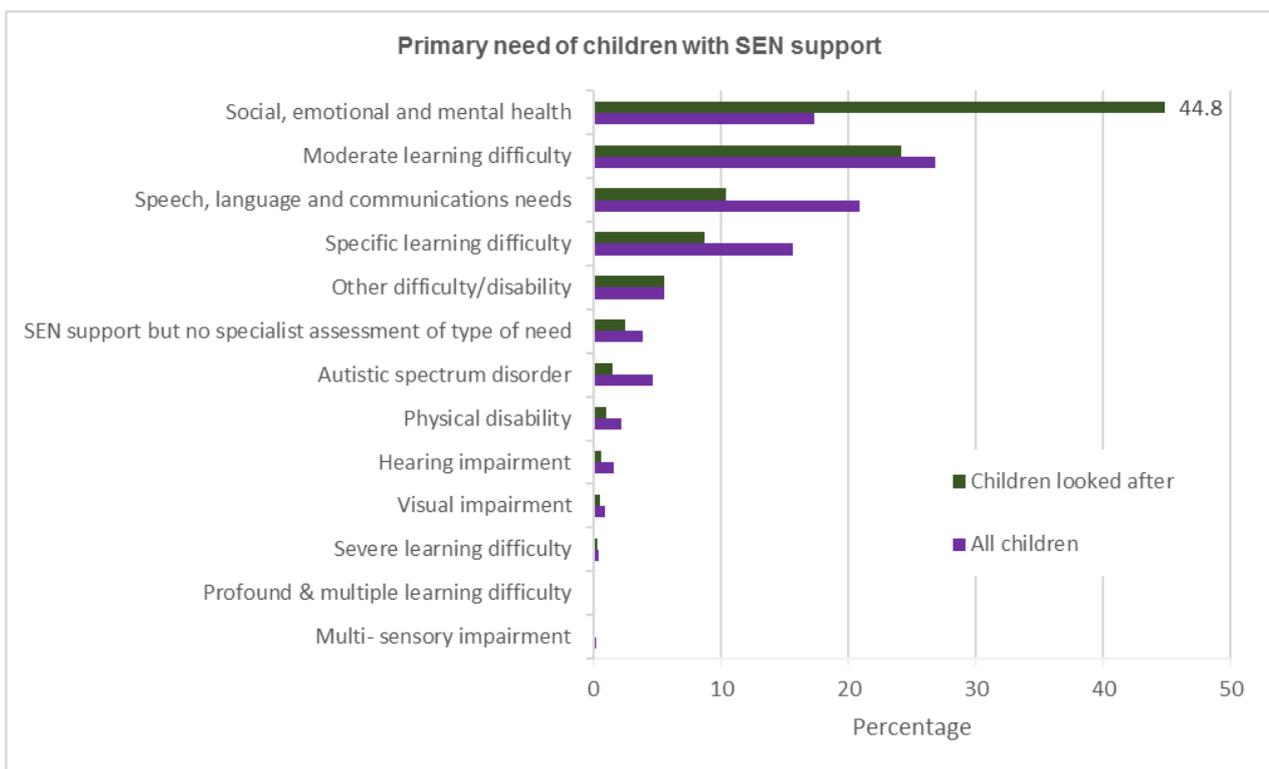
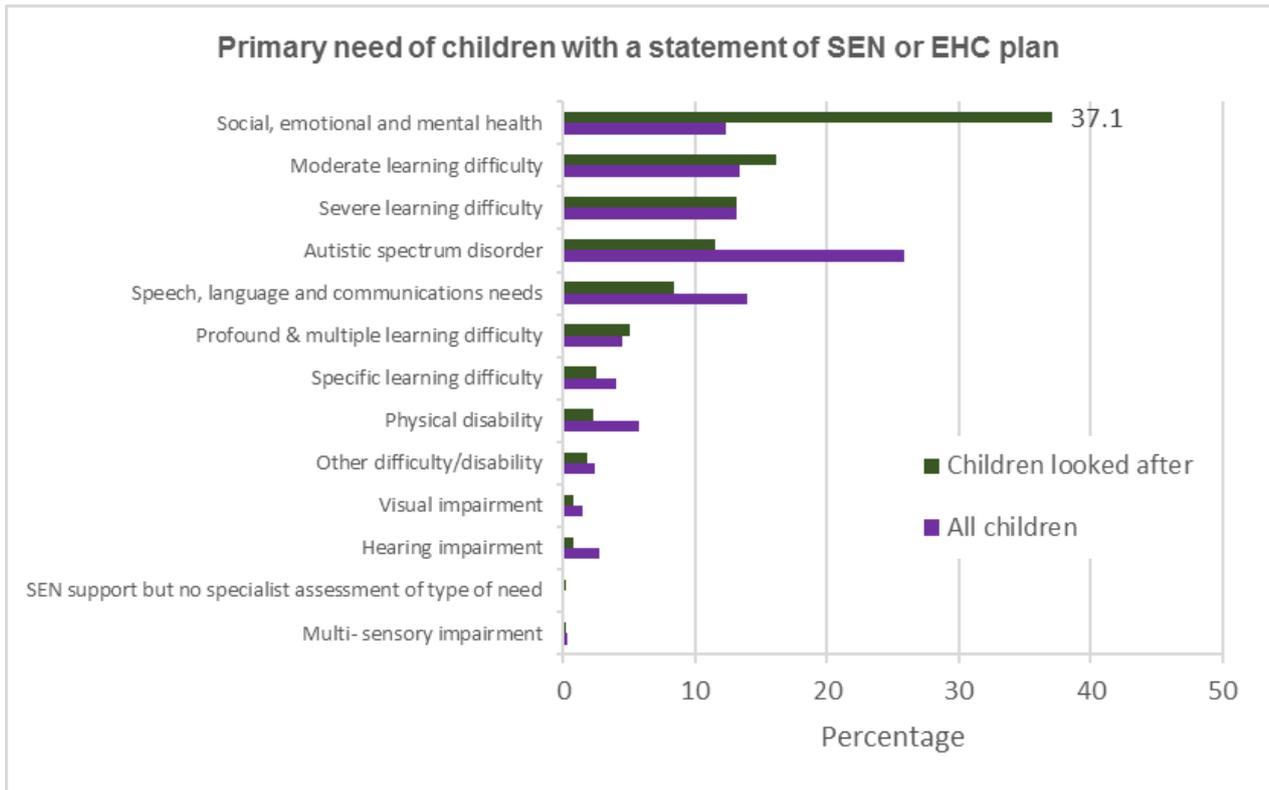
Source: CLA-NPD, CIN-NPD

Information on primary need is collected for children with a statement or an EHC plan², or in need of SEN support. For both groups, social, emotional and mental health was the most common primary need for looked after children covering 37.1% of those with a statement or EHC plan and 44.8% in need of SEN support. This contrasts with the child population as a whole³. Looked after children with a statement or EHC plan were more than twice as likely to have social, emotional and mental health needs and less likely to have specific learning difficulties or speech, language and communication needs.

² Changes were made to special educational needs provision from September 2014. Any children or young people newly referred to a local authority for assessment are considered under the new Education, Health and Care Plan assessment process and the previous 'school action' and 'school action plus' categories were replaced by a new category 'SEN support'.

³ Figures for all children are available in table 8 of the SFR: [Special Educational Needs in England, 2016](#)

Figure 17: Looked after children more likely to have social, emotional and mental health needs
 Looked after children and all children by primary special educational need, 2016, England.



Source: CLA-NPD

8. Accompanying tables

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

National Tables

- 1 Key stage 1 eligibility and performance of children who have been looked after continuously for at least twelve months, by gender, 2016
- 2a Key stage 2 eligibility and performance of children who have been looked after continuously for at least twelve months, by SEN and gender, 2016
- 2b Key stage 2 average progress scores of children who have been looked after continuously for at least twelve months, by SEN and gender, 2016
- 3a Key stage 4 eligibility and performance of children who have been looked after continuously for at least twelve months, by SEN and gender, 2012 to 2016
- 3b Key stage 4 average Attainment 8 scores of children who have been looked after continuously for at least twelve months, by SEN and gender, 2016
- 3c Key stage 4 average Progress 8 scores of children who have been looked after continuously for at least twelve months, by SEN and gender, 2016
- 3d Key stage 4 eligibility and performance of children who have been looked after continuously for at least twelve months, percentage achieving 5+ GCSEs A*-C or equivalent including English and mathematics, 2012 to 2016
- 4a Number of children who have been looked after continuously looked after for at least twelve months, children in need and all children with special educational needs (SEN), 2016
- 4b Children who have been looked after continuously for at least twelve months by type of special educational need (SEN), 2016
- 5 Absence by type of school for children who have been looked after continuously for at least twelve months, children in need and all children, 2013 to 2016
- 6 Exclusions by type of school for children who have been looked after continuously for at least twelve months, children in need and all children, 2011 to 2015

Local authority tables

- LA1 Key stage 1 eligibility and performance of children who have been looked after continuously for at least twelve months, 2016
- LA2a Key stage 2 eligibility and performance of children who have been looked after continuously for at least twelve months, 2016
- LA2b Key stage 2 average progress scores of children who have been looked after continuously for at least twelve months, 2016
- LA3a Key stage 4 eligibility and performance of children who have been looked after continuously for at least twelve months, 2012 to 2016
- LA3b Key stage 4 average Attainment 8 scores of children who have been looked after continuously for at least twelve months, 2016
- LA3c Key stage 4 average Progress 8 scores of children who have been looked after continuously for at least twelve months, 2016
- LA4 Children who have been looked after continuously for at least twelve months by special educational needs (SEN), 2016
- LA5 Absence from school of children who have been looked after continuously for at least twelve months, 2013 to 2016
- LA6 Exclusions from school of children who have been looked after continuously for at least twelve months, 2011 to 2015

When reviewing the tables, please note that:

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 and regional figures have been rounded to the nearest 10 and Local Authority figures have been rounded to the nearest 5. For confidentiality purposes, numbers from one to five inclusive have been replaced in the published tables by a cross (x). 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 1 and key stage 2 and rounded to one decimal place for key stage 4. Exclusions have been rounded to two decimal places. 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 percentages has been suppressed and replace by a cross (x). 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 a cross (x).</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>
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UK comparability of looked after children's statistics	Data is collected and published independently by each of the 4 countries in the UK. Although there are similarities between the data collected by the 4 nations, there are also differences which may be down to different policies and legislation, and differing historical data collections.
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9. Further information is available

Children looked after in England, including adoption	Information about looked-after children in England for the year ending 31 March 2016 was published on 29 September 2016. 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 2016. 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.
Children in need and child protection statistics for England	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 2016 on the children in need statistics website .

Information on care proceedings in England	The Children and Family Court Advisory and Support Service (CAFCASS) publish information on care proceedings applications 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 performance tables and adoption scorecards show how local authorities and looked after children's services compare with others in England.
Local authority expenditure	Information on local authority planned expenditure on schools, education, children and young people's services is available for the financial year 2015-16. This data is returned to DfE by local authorities via the Section 251 Budget Return.
Ofsted statistics	Ofsted 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 2014-15 on the Scottish Government website .
Wales	Statistics on the outcomes of children looked after in Wales are available for the period up to 31 March 2016 on the Welsh Government website .
Northern Ireland	Statistics on the outcomes of children looked after in Northern Ireland are available for 2014-15 and are published on the Department of Health, Social Services and Public Safety website .

10. National Statistics

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

11. Technical information

A quality and methodology information document accompanies this SFR. This 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 more detailed information on changes to this SFR highlighted below. It is due to be published with the additional tables in May 2017.

Changes at key stage 1 and key stage 2:

From 2016, children at the end of key stage 1 and key stage 2 were assessed under the new national curriculum using new tests and interim frameworks for teacher assessment and the expected standard has been raised.

Changes at key stage 4:

In October 2013, it was announced that a new secondary school accountability system would be implemented from 2016. It includes two new headline measures: [Attainment 8 and Progress 8](#).

Changes with absence:

The definition of a [persistent absentee](#) has changed. Although the measure was only in place from September 2015, figures based on the new methodology have been calculated for previous years in order to provide a time series. This is similar to what has been done in the [2016 pupil absence in schools publication](#).

Unique pupil number (UPN):

Previously the percentage of children looked after continuously for twelve months at 31 March who had a valid unique pupil number (UPN) recorded in the SSDA903 return, was published in the local authority tables for relevant ages. This information was originally published when the proportion of children with a valid UPN varied across some local authorities. The percentage of children with a UPN for these tables is now over 90% for the majority of local authorities and so these rates have not been published.

12. Get in touch

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Department
for Education



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