

**SFR 32/2012****12 December 2012****Coverage: England****Theme: Children,  
Education and Skills****Outcomes for Children Looked After by Local Authorities in England, as at 31 March 2012**

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 2012. This is the third year that this annual Statistical Release has been published. Outcomes reported include educational attainment, Special Educational Needs (SEN), exclusions from school, health, development of children aged under 5, education and employment after year 11, offending and substance misuse. This SFR also includes information on the two Impact Indicators for looked after children:

- The attainment gap between looked after children and non-looked after children achieving level 4 in both English and mathematics at Key Stage 2
- The attainment gap between looked after children and non-looked after children achieving 'The Basics' - grade A\* to C in GCSE English and mathematics at Key Stage 4.

The information for this Statistical First Release is taken from two data sources. Educational attainment, exclusions and Special Educational Needs (SEN) data comes from the National Pupil Database which has been matched to Children Looked After (CLA) data from the SSDA903 return. The offending, substance misuse, health and employment data comes from the Children Looked After Database.

The main change from last year's SFR is around the definition of looked after children used for the national attainment measures. Last year, the pupil premium cohort (children looked after continuously for 6 months) was used. This year, only children looked after continuously for at least 12 months at 31 March have been included. The definition of 12 months has been used so the support that a looked after child has received from a local authority has had time to have an impact on educational results.

The calculation of the percentage of children achieving a particular Key Stage has also changed to take into account only those for whom matched National Pupil Database (NPD) data is available, rather than all those looked after children in the relevant age group. Further details can be found in technical note 2.

The attainment measures are based on provisional Key Stage 2 and Key Stage 4 data. For Key Stage 2, changes to English measures means that Level 4+ English and Level 4+ English and mathematics are not comparable to previous years (see technical note 5).

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## Key Points

Of the children looked after continuously for at least 12 months at 31 March 2012:

### Attainment (based on provisional Key Stage 2 and Key Stage 4 data)

- At Key Stage 1, the percentage of children achieving the expected level in reading, writing and mathematics increased when comparing data for the last two years. For year ending 31 March 2012, 67 per cent achieved the expected level in reading, 57 per cent achieved the expected level in writing and 71 per cent achieved the expected level in mathematics compared with 64 per cent, 56 per cent and 68 per cent for year ending 31 March 2011 for each subject, respectively.
- At Key Stage 2, 60 per cent achieved the expected level in English and 50 per cent achieved the expected level in English and mathematics in 2012 (not comparable to previous years – see technical note 5 for explanation).
- At Key Stage 2, 56 per cent achieved the expected level in mathematics compared with 52 per cent in 2011.
- At Key Stage 4, the percentage of children looked after achieving The Basics - A\*-C in GCSE English and mathematics continued to increase from 14 per cent in 2011 to 15 per cent in 2012. The percentage achieving 5+ A\*-C at GCSE or equivalent including English and mathematics has also increased from 14 per cent in 2011 to 15 per cent in 2012.
- At Key Stage 4, the attainment gaps between looked after and non-looked after children have narrowed from year ending 31 March 2011 to 31 March 2012 in all attainment indicators. However, it should be noted that attainment data for 2012 is provisional. In previous years the attainment gap has increased for the measures A\*-C in English and mathematics and 5+ A\*-C GCSE's including English and mathematics. This is because the improvement rate in attainment for non-looked after children exceeded the improvement for looked after children. However in the latest year the attainment rate for looked after children has continued to increase steadily whereas there has been a slight decrease in the attainment rate for non-looked after children (see technical note 5 for further details).

### Attainment for children with SEN (Key Stage 2 and Key Stage 4 data are provisional)

- At Key Stage 2, 34 per cent of looked after children with a SEN achieved the expected level in both English and mathematics. This is in comparison to 84 per cent of all looked after children without a SEN (not comparable to previous years).
- At Key Stage 4, 12 per cent of looked after children with a SEN achieved The Basics – A\*-C in GCSE English and mathematics compared with 38 per cent of looked after children without a SEN. For looked after children with a SEN, 12 per cent achieved 5+ A\*-C GCSEs including English and mathematics compared with 37 per cent of children without a SEN.
- At Key Stage 4, the percentage of children with a SEN achieving all three measures of attainment has continued to increase each year.

### Other Outcomes

- There were 2,060 looked after children aged between 10 and 17 years who had been convicted or subject to a final warning or reprimand during the year ending 31 March 2012. This represents 6.9 per cent of all looked after children aged 10 to 17 years, compared with 7.3 per cent as reported in 2011. Offending was higher amongst older children and more frequent amongst boys.

- There were 1,900 looked after children (4.1 per cent) who were identified as having a substance misuse problem during the year ending 31 March 2012, compared with 4.3 per cent as reported by local authorities in 2011. Substance misuse was more common among older children with 1,240 children aged 16 to 17 identified as having a substance misuse problem. This represents 11.3 per cent of all children looked after continuously for 12 months who are in this age group.
- At 30 September 2011, 70.8 per cent of children looked after continuously for 12 months who had completed year 11 in 2010/11 were in full time education and 16.3 per cent were unemployed (compared with 70.5 per cent and 17.5 per cent respectively in the previous year).

## Impact Indicators

The Impact Indicators for looked after children are still based upon those children eligible for the pupil premium payment. The indicators measure the impact of the payment to local authorities.

- Impact Indicator 10 is the attainment gap between looked after children and non-looked after children achieving level 4 or above in both English and mathematics at Key Stage 2.
- Impact Indicator 11 is for Key Stage 4 and is the attainment gap between looked after children and non-looked after children achieving 'The Basics' - grade A\* to C in GCSE English and mathematics.

They are included in the Department's Business Plan and the Quarterly Data Summary which can be found on the Department's website via the link below:

<http://www.education.gov.uk/researchandstatistics/statistics/keystatistics/b00214299/attainment-gap-at-ages-11-16-and-19/impact-indicators-10-and-11>

### Impact indicator 10: Percentage achieving level 4+ in English and mathematics at Key Stage 2

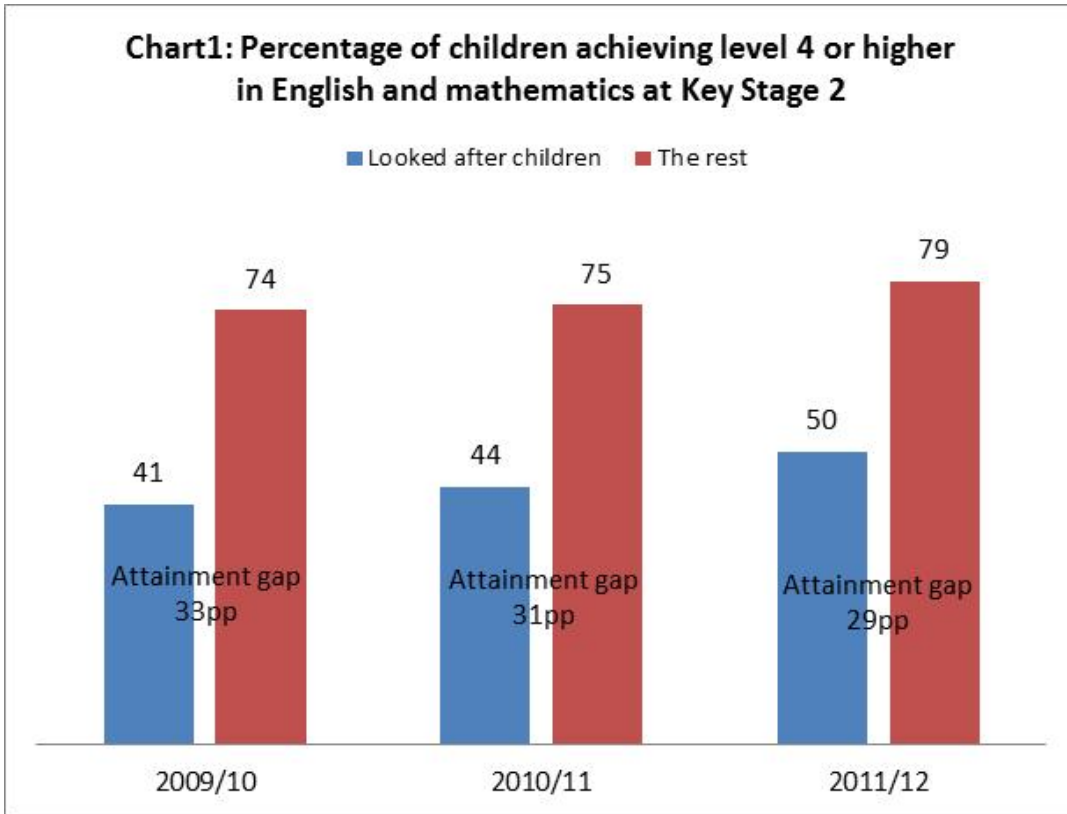
Year	Looked after children	The rest	Attainment gap (percentage points)
2009/10	41	74	33
2010/11	44	75	31
2011/12*	50	79	29

\* Please note 2012 data is not comparable to previous years (please see technical note 5 for details)

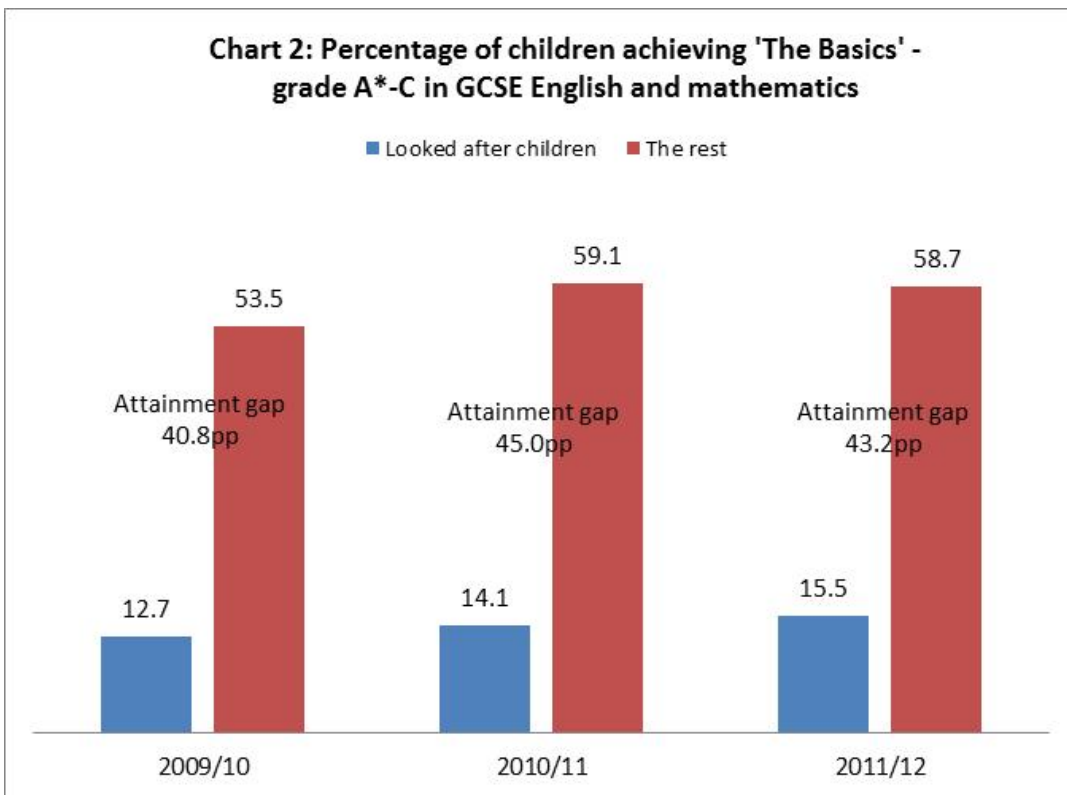
### Impact indicator 11: Percentage achieving A\* to C GCSEs in English and mathematics at Key Stage 4

Year	Looked after children	The rest	Attainment gap (percentage points)
2009/10	12.7	53.5	40.8
2010/11	14.1	59.1	45.0
2011/12	15.5	58.7	43.2

As can be seen, the attainment gap between looked after children and the rest at Key Stage 2 has narrowed between 2010 and 2011 (see Chart 1). Comparisons cannot be made between 2011 and 2012 for Key Stage 2 as the measure of English changed in 2012. The attainment gap for Key Stage 4 widened between 2010 and 2011 and has narrowed between 2011 and 2012, although it is larger in 2012 than it was in 2010 (see Chart 2). Caution should be applied when assessing the attainment gap for Key Stage 4 in 2012, as the Key Stage attainment data are provisional and the slight reduction in attainment for non-looked after children may be due in part to the reduction in English entries in independent schools (see technical note 5).



Please note: 2012 data is not comparable to previous years (see technical note 5)



Please note: caution should be given to comparisons between 2010/11 and 2011/12 (see technical note 5)

## ATTAINMENT OF LOOKED AFTER CHILDREN

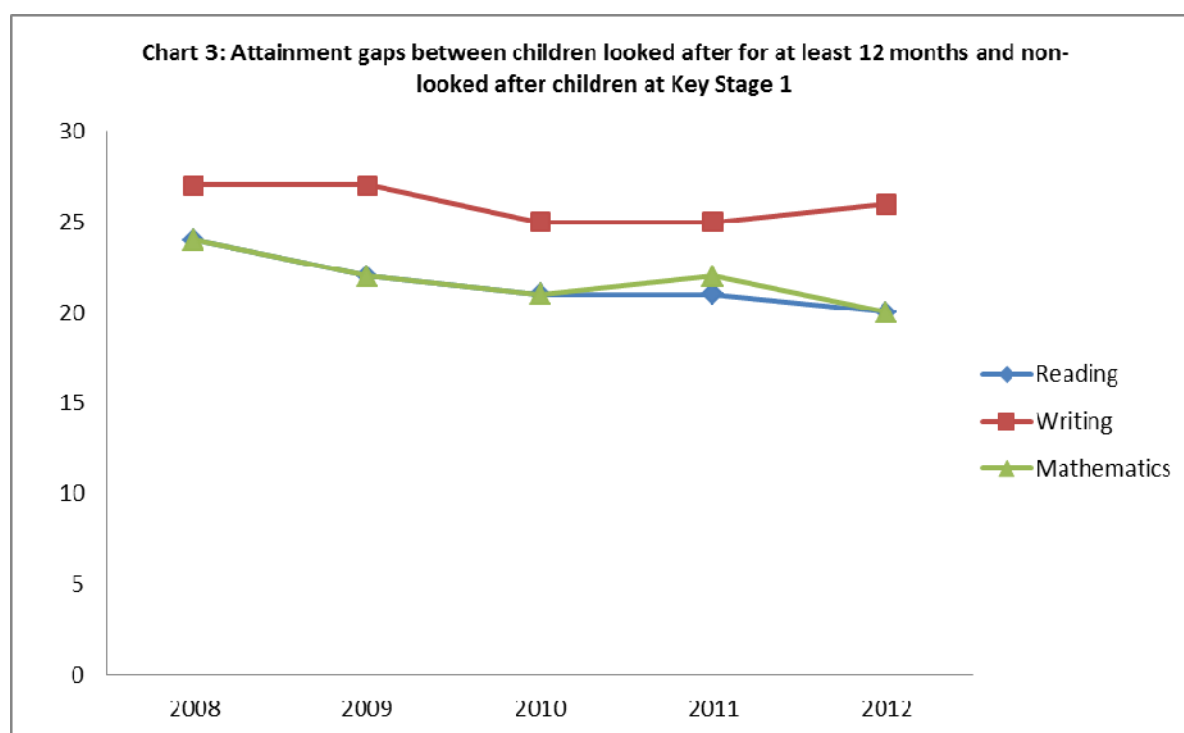
### Attainment of Looked After Children in Key Stage 1 Teacher Assessments

There were 1,670 children looked after continuously for 12 months during the year ending 31 March 2012 who were eligible for Key Stage 1 teacher assessments. For all subjects, the percentage of looked after children attaining the expected level was slightly higher in 2012 than in the previous year:

- 67 per cent achieved the expected level in reading, compared with 64 per cent in 2011.
- 57 per cent achieved the expected level in writing, compared with 56 per cent in 2011.
- 71 per cent achieved the expected level in mathematics, compared with 68 per cent in 2011.

For each subject, the percentage of looked after children achieving the expected level is lower than that achieved by their peers. The percentage of non-looked after children achieving the expected level in 2012 was 87 per cent in reading, 83 per cent in writing and 91 per cent in mathematics.

For both groups of children, the proportion achieving the expected level in every subject has increased over the period 2008 to 2012. The attainment gap has narrowed slightly in reading and mathematics from 2011 to 2012, but for writing, it has widened slightly due to the percentage of non-looked after children achieving the expected level rising more than for looked after children (see Chart 3).



For children looked after continuously for 12 months during the year ending 31 March 2012 a higher proportion of girls achieved the expected level in all subjects compared with boys. This gender difference is very large for writing – a difference of 15 percentage points, but was very small for mathematics, with a difference of only one percentage point. There is a similar gender difference in those children who are not looked after.

## Attainment of Looked After Children in Key Stage 2 Tests

There were 2,020 children looked after continuously for 12 months during the year ending 31 March 2012 who were eligible to sit Key Stage 2 tests. Of these:

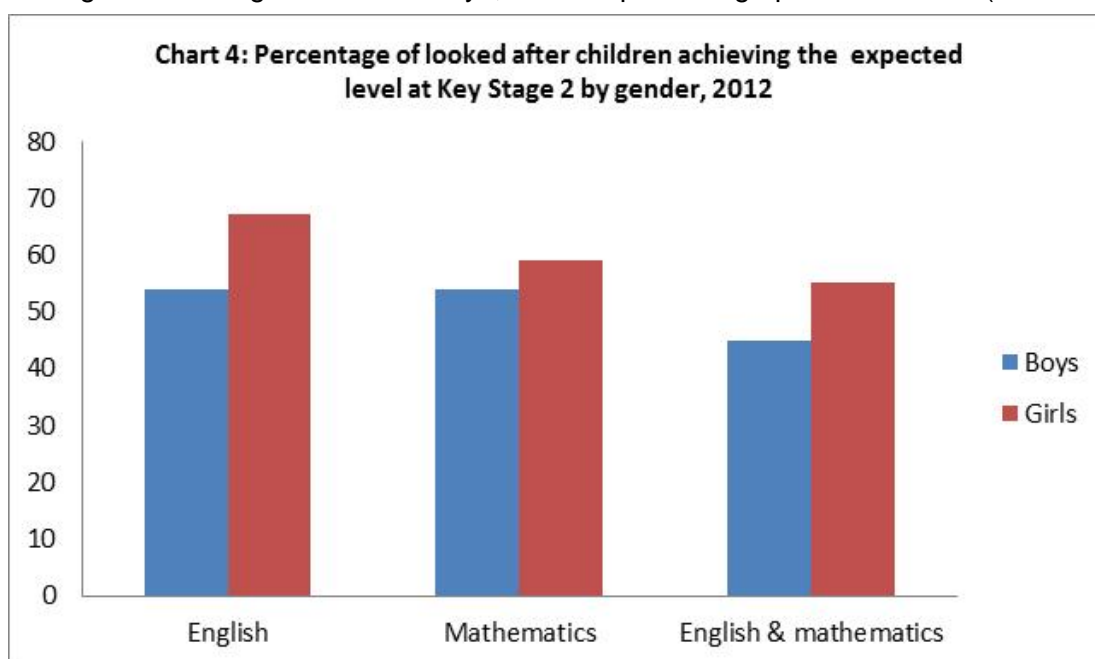
- 60 per cent achieved the expected level, level 4 and above, in English (not comparable to previous years- see technical note 5 for details)
- 56 per cent achieved the expected level in mathematics, level 4 and above, up 4 percentage points from 2011.
- 50 per cent achieved the expected level in both English and mathematics (not comparable to previous years).

For each subject the percentage of children looked after continuously for 12 months who achieved the expected level is much lower than that achieved by non-looked after children. The percentage of non-looked after children achieving the expected level in 2012 was 85 per cent in English, 84 per cent in mathematics and 79 per cent in English and mathematics.

It is not possible to make comparisons between 2012 and earlier years for English and English and mathematics due to a change in the way English is measured. In mathematics, the percentage of looked after children achieving the expected level has increased from 47 per cent in 2008 to 56 per cent in 2012. Over the same time period, the percentage for non-looked after children has also increased, but by a smaller amount, meaning that the attainment gap has narrowed.

75 per cent of looked after children achieved at least the expected 2 levels of progress in English between Key Stage 1 and Key Stage 2 in 2012, and 69 per cent achieved at least 2 levels of progress in mathematics. This is much lower than the proportion for non-looked after children, where the figures were 85 per cent and 83 per cent respectively.

A much higher percentage of looked after girls achieved the expected level in English than boys for every year from 2008 to 2012. In 2012 it is 67 and 54 per cent respectively, a difference of 13 percentage points. For mathematics, the percentage of looked after boys achieving the expected level has been higher than for girls each year from 2009 to 2011. However in 2012, this has reversed with more girls achieving level 4 than boys, with a 5 percentage point difference (see Chart 4).

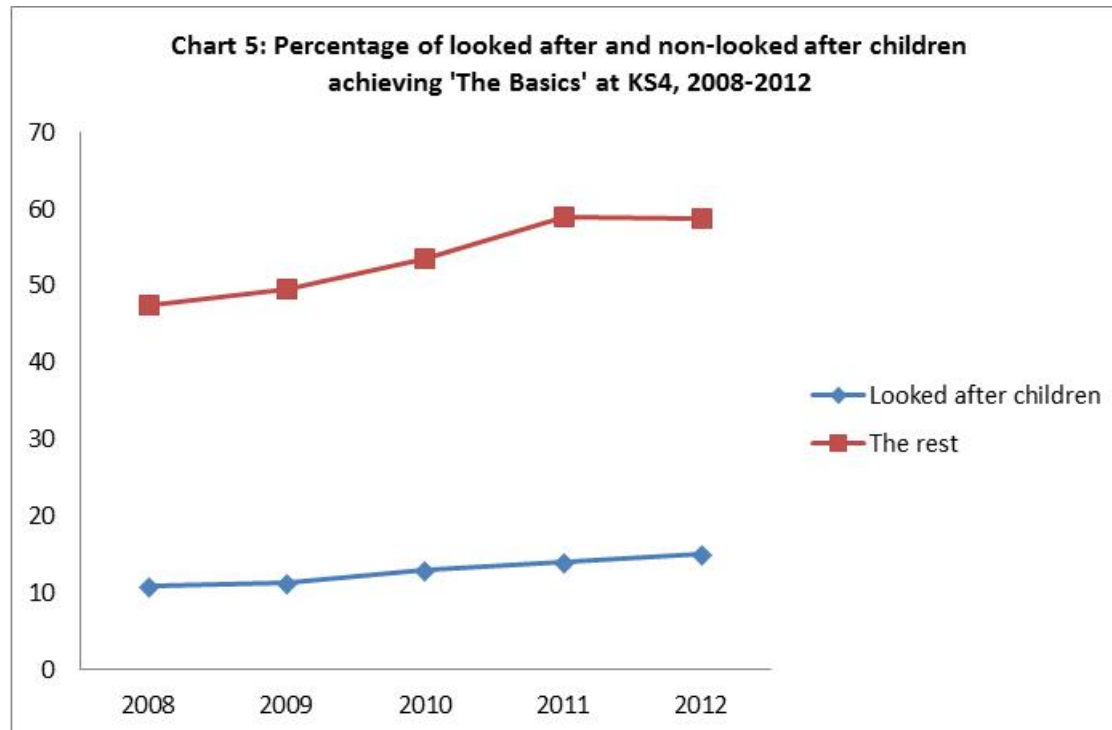


## Attainment of Looked After Children at Key Stage 4

There were 4,850 children looked after continuously for 12 months during the year ending 31 March 2012 who were eligible to sit Key Stage 4 tests. Of these:

- The percentage achieving English & mathematics GCSE at grade A\* to C increased slightly from 14 per cent in 2011 to 15 per cent in 2012.
- The percentage of children achieving 5 or more GCSEs including English and mathematics at grade A\* to C also went up slightly from 14 per cent in 2011 to 15 per cent in 2012.
- There was an increase in the percentage achieving 5 or more GCSEs or equivalent at grades A\* to C in 2012, 37 per cent achieved this compared with 33 per cent in 2011.
- 31 per cent achieved the expected level of progress since Key Stage 2 in English, and 31 per cent achieved the expected level of progress since Key Stage 2 in mathematics.

The percentage of children looked after continuously for 12 months who achieved each of the GCSE outcomes is much lower than the percentage achieved by the non-looked after children. The percentage of children looked after continuously for 12 months achieving 'The Basics', (achieving English and mathematics GCSE at grade A\* to C) has steadily increased between 2008 and 2012. The percentage of non-looked after children achieving the same has also increased between 2008 and 2011, however this occurred at a faster rate for non-looked after children (see Chart 5). This meant the attainment gaps increased in size during this period. However, a slight decrease in the percentage of non-looked after children achieving 'The Basics' in 2012 (see technical note 5), combined with a continued increase in the percentage of looked after children achieving the same has led to the attainment gap narrowing in 2012.



In 2012, 19 per cent of looked after girls achieved 'The Basics' compared with 12 per cent for looked after boys – a gender gap of 7 percentage points. This gender gap has increased since 2008 when it was 4 percentage points (13 per cent of girls, and 9 per cent of boys, achieving GCSE English and

mathematics at grades A\* to C). Over this time the proportion of both boys and girls achieving 'The Basics' has increased, but has increased more for girls.

## **SPECIAL EDUCATIONAL NEEDS FOR LOOKED AFTER CHILDREN**

There were 29,020 children who had been looked after continuously for 12 months during the year ending 31 March 2012 who were in the school population (aged 5-15) and were successfully matched to the National Pupil Database. Of these, 71.5 per cent had a Special Educational Need (SEN), which was made up of 29.4 per cent with a statement and 42.1 per cent without a statement.

The most common type of SEN for looked after children in 2012 was Behaviour, Emotional and Social difficulties, which accounted for 52.8 per cent of looked after children at School Action Plus as their primary special need and 43.9 per cent of pupils with a statement. The next most common was Moderate Learning Difficulty, which accounted for 21.1 per cent of children at School Action Plus and 18.4 per cent of children with a statement.

### **Attainment of Looked After Children with a Special Educational Need at Key Stage 2**

There were 2,020 children looked after continuously for at least 12 months at 31 March 2012 who were eligible to sit Key Stage 2 tests for which SEN information was available. Of these, 1,390 had a SEN and of these:

- 46 per cent achieved the expected level (of at least level 4) in English (not comparable to previous years)
- 43 per cent achieved the expected level (of at least level 4) in mathematics, an increase from 2011 when it was 40 per cent.
- 34 per cent achieved the expected level in both English and mathematics (not comparable to previous years)

The percentage of looked after children with a SEN achieving the expected level in English and mathematics has risen over the period 2008 to 2011 from 23 per cent to 30 per cent. This is much lower than for children without a SEN, as 79 per cent achieved the expected level in both English and mathematics in 2011.

### **Attainment of Looked After Children with a Special Educational Need at Key Stage 4**

There were 4,850 children looked after continuously for at least 12 months on 31 March 2012 who were eligible to sit Key Stage 4 tests for which SEN information was available. Of these, 2,500 had a SEN and of these:

- 40 per cent achieved 5 or more GCSE at grades A\*-C, an increase from 36 per cent in 2011.
- 12 per cent achieved 5 or more GCSE including English and mathematics at grades A\*-C, a very small increase on 2011.
- 12 per cent achieved A\*-C in English and mathematics, 'The Basics', again a very small increase on the percentage in 2011.



The percentage of children looked after achieving A\*-C in English & mathematics was much higher for those without a SEN. In 2012 it was 38 per cent compared with 12 per cent for children with a SEN.

## **EXCLUSIONS FOR LOOKED AFTER CHILDREN**

Exclusions data is collected 2 terms in arrears and therefore 2011 data is the latest available. In 2011, there were 26,780 children looked after children eligible for full-time schooling (aged 5-15) who were successfully matched to the NPD. Of these, 0.3 per cent were permanently excluded and 12.4 per cent had at least one fixed term exclusion over the course of the year.

While the proportion of permanent exclusions for looked after children has remained broadly constant at 0.3 or 0.4 per cent per year from 2008 to 2011, the proportion of looked after children with at least one fixed term exclusion has been steadily decreasing, from 14.2 per cent in 2008, to 12.4 per cent in 2011.

## **OTHER OUTCOMES FOR LOOKED AFTER CHILDREN**

The information in this section covers the information on other outcomes such as offending, health and substance misuse which is collected directly from local authorities via the SSDA903 return. As in previous years, in 2012, this information continued to be collected for the cohort of children who had been looked after continuously for 12 months at 31 March. Figures reported for 2011 are based on data collected from local authorities in the 2011 SSDA903 return.

### **Offending by children who had been looked after continuously for at least 12 months**

Of the 29,800 children looked after continuously for 12 months at 31 March 2012 who were aged between 10 and 17 years, 2,060 (6.9 per cent) had been convicted or subject to a final warning or reprimand during the year. This compares with 7.3 per cent in 2011.

Offending was higher amongst older children and more frequent amongst boys:

- For children aged 13 to 15 who had been looked after continuously for 12 months, 7.9 per cent of boys and 4.6 per cent of girls had been convicted or subject to a final warning or reprimand during the year (compared with 8.7 per cent and 5.4 per cent respectively in 2011).
- For children aged 16 to 17 who had been looked after continuously for 12 months, 14.6 per cent of boys and 7.5 per cent of girls had been convicted or subject to a final warning or reprimand during the year (compared with 13.9 per cent and 8.2 per cent respectively in 2011).

### **Substance Misuse by children who had been looked after continuously for at least 12 months**

Of the total 46,590 children looked after continuously for 12 months at 31 March 2012, 1,900 children (4.1 per cent) were identified as having a substance misuse problem during the year, compared with 4.3 per cent in 2011. Of these, 54.6 per cent (1,040 children) received an intervention for the problem with a further 31.1 per cent (590 children) refusing the intervention which was offered (compared with 56.6 per cent and 34.9 per cent respectively in 2011).

Substance misuse was more common among older children. 1,240 children identified as having a substance misuse problem were in the 16 to 17 year old age group. This represents 11.3 per cent of all children looked after continuously for 12 months who are in this age group. Boys in this age group were more likely to have a substance misuse problem than girls - 12.5 per cent of boys compared with 9.7 per cent of girls.

## **Health Care of children who had been looked after continuously for at least 12 months**

Of the children looked after continuously for 12 months at 31 March 2012:

- 83.1 per cent were up to date with their immunisations (compared with 79.0 per cent in 2011).
- 82.4 per cent had their teeth checked by a dentist within the last 12 months, which is the same percentage reported in 2011.
- 86.3 per cent had their annual health assessment (compared with 84.3 per cent in 2011).

A lower percentage of children looked after continuously for 12 months aged 16 and over were up to date in these health checks compared with younger children:

- 85.7 per cent of children aged 5 to 9 were up to date with dental checks compared with 72.2 per cent of children aged 16 and over.
- 88.4 per cent of children aged 5 to 9 were up to date with immunisations compared with 73.1 per cent of children aged 16 and over.

There were 9,430 children looked after continuously for 12 months at 31 March 2012 who were aged 5 or under. Of these, 80.2 per cent were up to date in their development assessments (health surveillance/ promotion checks), compared with 76.5 per cent in 2011.

## **Education and employment status at 30 September 2011 of children who had been looked after continuously for at least 12 months at 31 March 2012**

There were 5,550 children looked after continuously for 12 months at 31 March 2012 who completed National Curriculum year 11 during the 2010/11 school year. Of these:

- 70.8 per cent were in full time education at 30 September 2011. The equivalent figure for the previous year was 70.5 per cent.
- 5.2 per cent were in full time training at 30 September 2011. The equivalent figure for the previous year was 4.6 per cent.
- 7.7 per cent were in either full time or part time employment at 30 September 2011. The equivalent figure for the previous year was 7.4 per cent.
- 16.3 per cent were unemployed at 30 September 2011. The equivalent figure for the previous year was 17.5 per cent.

## **Emotional Health**

There were 34,700 children aged 4 to 16 for whom a Strengths and Difficulties Questionnaire (SDQ) should have been received. An SDQ was returned for 24,270 (70.0 per cent) of these and therefore a level of caution should be applied to the figures.

A higher score on the SDQ indicates more emotional difficulties, with a score of 0 to 13 being considered normal, a score of 14 to 16 considered a borderline cause for concern, and one of 17 or

more a cause for concern.

The average score was higher for boys – 14.6 compared with an average score of 12.9 for girls (in 2011 this was reported as 14.5 and 13.1 per cent respectively). There was also a higher proportion of boys who scored 17 or above, indicating there was a cause for concern with their emotional health, 39.6 per cent compared with 31.6 per cent of girls.

The average score increased and then decreased again with increasing age. The average score was lowest for the youngest age group, with those aged 4 having an average score of 12.2, and the highest average score was for 12 year olds, where the average score was 14.8. At all ages, boys had a higher average score than girls.

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## TECHNICAL NOTES

### 1. Data source

The data source for the attainment of looked after children is produced by matching information from the Children Looked After (CLA) database, which is collected from local authorities via the SSSDA903 return, with information within the National Pupil database (NPD). Information in the CLA database is collected at individual level and since 2005-06 has included the Unique Pupil Number (UPN) field. This data is collected annually between April and June for the previous financial year. Once the data has been collected and checked, an extract is produced which is sent to our matching contractors for linking to the NPD. The UPN is the main field used for matching purposes but other information about the child may also be used such as date of birth, gender, ethnicity and responsible local authority. Once the data has been matched into the NPD, extracts can be produced according to individual specification – the NPD contains attainment information for all Key Stages as well as information from the School Census and extracts can be produced based on all of the information within the NPD. It is the responsibility of local authorities to ensure that the UPN and child information provided on the SSSDA903 return is accurate, as incorrect data could lead to a mismatch of data with the NPD.

Information on offending, health care, substance misuse, emotional health and education and employment status following year 11 is collected directly from local authorities via the SSSDA903 return and stored in the CLA database. Subsequently no matching is needed for this data. As in previous years, in 2012, this information continued to be collected for the cohort of children who had been looked after continuously for 12 months at 31 March. Figures reported in this statistical release for 2011 on offending, health care, substance misuse, emotional health and education and employment status is as reported by local authorities in the 2011 SSSDA903 return. Please refer to the Statistical First Release: Outcomes for Children Looked After by Local Authorities in England as at 31 March 2011

<http://education.gov.uk/researchandstatistics/statistics/allstatistics/a00200452/outcomes-for-children-looked-after-by-local-authorities-in-england-as-at-31-march-2011>

### 2. UPN return rates

A valid UPN should be returned for all pupils aged 6 or over at the start of the school year. There are several reasons why a child may have no UPN. These are:

- Child looked after is aged under 6 years old and is not yet assigned a UPN.
- Child looked after has never attended a maintained school in England (e.g. some Unaccompanied Asylum Seeking Children).
- Child looked after is educated outside England.
- Child is newly looked after (from one week before end of collection period) and the UPN was not yet known at the time of the SSSDA903 annual statistical return.
- Sources collating UPNs reflect discrepancies for the child's name and/or surname and/or date of birth therefore preventing reliable matching (e.g. duplicated UPN).

For children of school age, 99.0 per cent of children looked after continuously for 12 months in the last 12 months at 31 March 2012 had a valid UPN. The percentage of children looked after continuously for 12 months with a valid UPN and the age usually eligible for each Key Stage is:

	Children of compulsory school age at 31 August	Children aged 6 and usually eligible for Key Stage 1 teacher assessment	Children aged 10 and usually eligible for Key Stage 2 tests	Children aged 15 and usually eligible for Key Stage 4 tests
2012	99.0%	98.6%	99.7%	98.9%
2011	99.0%	99.4%	99.8%	98.8%
2010	98.5%	99.1%	99.8%	98.2%
2009	98.7%	99.6%	99.7%	98.6%
2008	98.1%	99.1%	99.6%	97.7%
2007	97.3%	98.9%	99.6%	95.7%

In 2012 the cohort of pupils used in the denominators for each Key Stage measure has been amended. Previously the denominators were age-based, that is, based on the number of looked after children aged 6 (for Key Stage 1), aged 10 (for Key Stage 2) and aged 15 (for Key Stage 4). This year they have been amended to pupils who are actually in the relevant national curriculum year group and have been matched to the NPD. This is to ensure all eligible children are included, including those who are not of the age usually expected to be in that year group, for example where they have repeated a year.

It is not possible to identify from the CLA database alone how many children are eligible for each Key Stage and therefore how many of these have been successfully matched to the NPD. It is only possible to show the percentage of UPNs received for the age group that would usually be eligible for a particular Key Stage. For example, based on the number of 10 year olds that are in the CLA database, the percentage of these with a UPN can be established. However, when UPNs for all school aged children are matched with Key Stage 2 attainment data, it is possible that some children who are aged 11 are matched. These children would not be able to be identified as part of the Key Stage 2 attainment cohort from the CLA database alone and so only the percentage of children with a valid UPN for a given age group are shown.

The CLA database is a longitudinal dataset and local authorities can amend UPNs for earlier years. The matching process is re-run for historical data each year to ensure that as many records as possible are updated and matched.

The table below shows the number of LAs with less than 90 per cent of looked after children with a valid UPN. In 2012, for children aged 15 at 31 August, there has been a reduction in the number of authorities providing less than 90 per cent of UPNs. In 2011, 8 local authorities provided less than 90 per cent of UPNs, but in 2012, the number had dropped to 2.

Number of local authorities with less than 90 per cent of children looked after continuously for 12 months with a valid UPN (2012 data)			
Children of compulsory school age as at 31 August	Children aged 6 and usually eligible for Key Stage 1 teacher assessment	Children aged 10 and usually eligible for Key Stage 2 tests	Children aged 15 and usually eligible for Key Stage 4 tests
3	7	1	2

The main reason given for a missing UPN for these children since 2008 is the child never having

attended a maintained school.

### 3. Data Matching

As stated above, it is not possible to determine exactly which children from the CLA database alone are eligible for each Key Stage assessment. However, Key Stage results are generally expected for children who are aged 6, 10 and 15 respectively at the beginning of the school year. The table below shows the percentage of children aged 6, 10 and 15 who were looked after for 12 months at 31 March and had a valid UPN, who were successfully matched to the NPD. However, this is not a precise measure of data quality, as some of these children may have repeated a year and therefore wouldn't be eligible for Key Stage exams. Conversely, there will be other children who are eligible for the Key Stage exams who are not aged 6, 10, or 15 years old but will not be included in the measure below.

	Percentage of children looked after aged 6 with UPNs who were successfully matched to Key Stage 1 attainment	Percentage of children looked after aged 10 with UPNs who were successfully matched to Key Stage 2 attainment	Percentage of children looked after aged 15 with UPNs who were successfully matched to Key Stage 4 attainment
2012	94.8%	94.4%	94.3%
2011	95.0%	93.4%	93.4%
2010	94.0%	93.7%	93.2%
2009	94.3%	94.8%	87.3%
2008	93.8%	93.1%	87.3%
2007	91.5%	93.4%	83.6%

The NPD also matches children to School Census data as returned in the spring Census. The spring Census is a snapshot of the situation in schools as at the third Thursday in January. Pupil level information has been returned via the Census for nursery, primary, secondary and special schools for all years since 2006. The Alternative Provision (AP) Census was introduced in January 2008. This is intended to collect information for all children of school age attending a school not maintained by an authority for whom the LA is paying full tuition fees, and learners educated otherwise than in schools and pupil referral units (PRUs), under arrangements made by the LA. The Pupil Referral Unit Census was introduced in 2010. Both the AP and the PRU censuses also return a snapshot of the situation as at the third Thursday in January.

If a child is not on the roll of a school on the date of the Census they will not appear in the Census and hence their details are not returned to the Department. For those children in the CLA database who do not match to the Census, it is possible that they do not appear on the roll of a school at the key date in January.

### 4. Denominators

As stated in section 2, the denominators in this Statistical First Release for educational attainment, SEN or exclusions will only include those children for whom a UPN has been supplied and has been matched to the NPD. As a result and to act as a quality measure, a new column in each local authority table for educational attainment, SEN or exclusions gives the percentage of children for whom a valid UPN has been provided. This new methodology has been introduced to reduce bias, and so that the matching rate does not affect the reported percentages. Although matching rates are generally very high, there are some local authorities for whom they are lower.

The percentages are now based upon a smaller denominator, which means that the percentages are

larger. The impact of this has been looked at using 2011 data. The size of the impact varies by subject and whether it is at national or local authority level. It is zero at national level for absence and exclusion figures and negligible at LA level. For Key Stage 1, there is a 2 percentage point difference nationally, but there is a very big difference for a few local authorities where the percentage of children matched to the NPD is low. For Key Stage 2 the differences are 3 or 4 percentage points at national level, but again, at local authority level for some local authorities there is large difference where matching rates are low. For Key Stage 4 there is a 1 to 3 percentage point difference at national level, and up to a 20 percentage point difference at local authority level.

#### 5. Attainment data

The attainment data contained within the NPD is collected directly from awarding bodies. This is the same source of information used for other Departmental publications, including the Performance Tables and therefore this ensures that consistent definitions are used for attainment variables. For example, at Key Stage 4 all GCSE equivalent qualifications are included. The previous OC2 collection included only GCSEs and GNVQs.

All children from all educational settings and all reported Key Stage attainment are included in the Key Stage attainment data matched with CLA data in the NPD. If a child is reported more than once in the attainment files (i.e. they have changed schools during the Key Stage), then it is possible that they could appear more than once in the figures.

For Key Stage 2 and Key Stage 4, data is provisional. Once final data becomes available, the differences will be assessed and if it is deemed that differences are significant, then amended attainment data for looked after children will be released in spring 2013.

Key Stage 2 data for 2012 has been affected by significant changes to the assessment arrangements. The headline measure of English is based on a combination of reading and writing outcomes for pupils; reading assessment is comparable to last year, but writing is substantially different because it is based on a teacher assessment for the first time in 2012. This difference means that headline measures for English are not comparable to those in previous years. For further information about this please refer to the Statistical First Release: National Curriculum Assessments at Key Stage 2 in England, 2012 <http://education.gov.uk/researchandstatistics/statistics/allstatistics/a00213778/national-curriculum-assessments-ks2-england>

In 2010 not all schools participated in Key Stage 2 tests. The figures reported in this release for National Curriculum tests are based upon those papers that were returned by schools for marking to the QCDA's contracted external marking agency. These results cover 73 per cent of the papers expected to be externally marked for pupils in maintained schools, reflecting 4,005 maintained schools that were expected to participate in the Key Stage 2 tests but did not. This represents approximately 26 per cent of the 15,518 maintained schools who were expected to administer the tests. Please note that caution needs to be exercised in over-interpreting small changes of 1 per cent or less in changes between years and between groups.

At Key Stage 4, there has been a decrease in the percentage of pupils entering for GCSE or iGCSE English in independent mainstream schools. This has affected the national indicator 5 or more GCSEs or iGCSE at grade A\*-C including English and maths. In 2011, 82.8 per cent of pupils in independent schools achieved this measure compared to 76.9 per cent of pupils in 2012. It has also affected the percentage of children achieving 'The Basics' (English and mathematics GCSE at grade A\* to C). This issue is likely to have a greater impact on the overall attainment results for non-looked after children than looked after children as only a very small proportion of looked after children attend a mainstream independent school. Therefore caution should be applied when assessing the attainment gap for 2012. For further information please see the Key Stage 4 Statistical First Release: "GCSE and Equivalent Results in England, 2011/2012 (Provisional)" <http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00214981/gcse-national-curriculum-teacher-assessment-ks3-england>



Please also see this Statistical First Release for information about the change in the English qualifications in 2012.

#### 6. Impact Indicators and Attainment Gaps

The Impact Indicator for Key Stage 2 is the attainment gap between those children who have been looked after for 6 months continuously in the last 12 months and the rest of the children who have not been looked after according to this definition. The attainment being measured is those achieving level 4 in both English and mathematics. Please note that due to the significant changes to the assessment arrangements in 2012, headline measures including English are not comparable to those in previous years (see technical note 5).

The Impact Indicator for Key Stage 4 is the attainment gap between those children who have been looked after for 6 months continuously in the last 12 months and the rest of the children who have not been looked after according to this definition. The attainment being measured is those achieving grade A\* to C in GCSE English and mathematics. Please note that caution should be applied to comparisons with the 2011 attainment gap due to the reasons stated in technical note 5.

All attainment gaps are calculated by taking the difference between the percentages rounded to whole numbers for both looked after children and the rest.

#### 7. Progress measures

Information on measures of progress have been included again after being introduced in 2011. Figures are included for the percentage of children making 2 levels of progress in English and mathematics at Key Stage 2 and the expected level of progress at Key Stage 4. Definitions used to calculate this information follow those used in the main Key Stage attainment Statistical First Releases and in the Performance Tables.

A full explanation of how expected progress is calculated for Key Stage 2 is included in the SFR: "National Curriculum Assessments at Key Stage 2 in England, 2012 (Provisional)"

<http://education.gov.uk/researchandstatistics/statistics/allstatistics/a00213778/national-curriculum-assessments-ks2-england>

For Key Stage 4 it can be found in the following SFR:

"GCSE and Equivalent Results in England, 2011/2012 (Provisional)"

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00214981/gcse-national-curriculum-teacher-assessment-ks3-england>

#### 8. Special Educational Needs

The information on special education needs contained with the NPD is sourced from the School Census. These returns are made to the Department in January of each year. Arrangements for identifying and providing for children with SEN are set out in Part IV of the 1996 Act (and, prior to this, the 1981 and 1993 Education Acts). New rights and duties were introduced by the SEN and Disability Act 2001 (SENDA). A Code of Practice, issued in 1994, supported the rights and duties in the 1996 Act. A new SEN Code of Practice was introduced in January 2002. All LAs, maintained schools and early years settings in receipt of government funding must have regard to it. The Code of Practice specified three stages of provision: School/Early Years Action, School/Early Years Action Plus and Statements of SEN.

#### 9. Absence information

In 2006 the School Census started to collect pupil level absence data on a termly basis (spring, summer and autumn collections) from maintained secondary schools, city technology colleges and academies relating to absence during the 2005/06 school year. For the 2006/07 school year the scope of collection was extended to also include maintained primary schools and special schools. Absence data is returned in arrears, therefore the latest available information for primary, secondary and special schools covers the 2010/11 school year and includes UPNs submitted in 2011 only. This was published in

March 2012 as an additional table to last year's Statistical First Release. Information for the 2011/12 school year will be published in March 2013 alongside the Statistical First Release "Pupil Absence in Schools in England, Including Pupil Characteristics: 2011/12".

#### 10. Exclusions information

Information on exclusions is also derived from School Census returns. Information on exclusions is collected two terms in arrears; for example, information on exclusions which occurred during the summer term 2011 was collected during the spring term 2012. This publication includes information for children looked after continuously for at least 12 months in 2011, taken from the 2012 CLA database matched to exclusions information from 2011 which is held on the NPD.

#### 11. Rounding Conventions

Figures have been rounded to the nearest 10, apart from the numbers of children relating to each Local Authority which have been rounded to the nearest 5. Numbers from one to five inclusive for confidentiality purposes have been replaced in the published tables by a cross (x). Where any number is shown as zero (0), the original figure submitted was zero (0). The following convention has been used:

'.' means not applicable

'-' means negligible – used to represent a percentage below 0.5%

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, but where the numerator was five or less or the denominator was 10 or less, they have been suppressed and replaced by a cross (x). Note that percentages may not sum to 100 due to rounding.

#### 12. Local Authority Reorganisation

Bedford Borough, Central Bedfordshire, Cheshire East and Cheshire West and Chester were formed in the reorganisation of Bedfordshire and Cheshire on 1 April 2009. These local authorities supplied the Department with information indicating which local authority had taken over responsibility regarding children looked after at 31 March 2009.

## **A National Statistics publication**

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. This publication has been designated as National Statistics following assessment by the United Kingdom Statistics Authority.

## **Revisions**

This publication is produced using a final version of the 2012 Children Looked After looked dataset. The Key Stage 2 and Key Stage 4 data is provisional but in previous years final data has not made notable differences to the outcomes and therefore revisions have not been necessary. When final Key Stage 2 and 4 data is available, we will assess if any revisions are required and if so these will be published in spring 2013. If revisions are necessary, then these will be made in accordance with our revisions policy which is published at <http://www.education.gov.uk/rsgateway/nat-stats.shtml>.

## **Confidentiality**

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. An 'x' indicates that a figure has been suppressed due to small numbers. Values of one to five inclusive are suppressed. Also suppressed are rates based on fewer than five pupils who achieved (or did not achieve) a particular level, or based on a denominator of 10 or less. Some additional figures have also been suppressed to prevent the possibility of a suppressed figure being revealed. This suppression is consistent with the Departmental statistical policy which can be found at <http://www.education.gov.uk/rsgateway/nat-stats.shtml>.

## **Underlying data**

As part of a Government drive for data transparency in official publications, supporting data for this SFR will also be published in an open standardised format, alongside the Statistical First Release. Due to the arrears in the collection of absence data, information for the 2011/12 school year will be published in March 2013 alongside the Statistical First Release "Pupil Absence in Schools in England, Including Pupil Characteristics: 2011/12".

## **Looked after children data user group:**

This is a group which aims to seek feedback on whether these statistics are meeting users' requirements and to consult on any future changes to this data collection and the timing and format of our outputs. If you would like to participate in this group then please register your interest via email.

## **Related publications**

General information on looked after children can be found in the Statistical First Release: Children Looked After by Local Authorities in England (including adoption and care leavers) - year ending 31

March 2012.

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00213762/children-looked-after-las-england>

## **References**

National Curriculum Assessments at Key Stage 1 in England, 2012

<http://education.gov.uk/researchandstatistics/statistics/allstatistics/a00213773/phonics-screening-ks1-england-2012>

National Curriculum Assessments at Key Stage 2 in England, 2012 (Provisional)

<http://education.gov.uk/researchandstatistics/statistics/allstatistics/a00213778/national-curriculum-assessments-ks2-england>

GCSE and Equivalent Results in England, 2011/2012 (Provisional)

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00214981/gcse-national-curriculum-teacher-assessment-ks3-england>

Schools, Pupils and their Characteristics, January 2012

<http://education.gov.uk/researchandstatistics/statistics/allstatistics/a00209478/dfeschools-pupils-and-their-characteristics-january-2012>

Permanent and Fixed Period Exclusions from Schools in England 2010/11

<http://education.gov.uk/researchandstatistics/statistics/allstatistics/a00211337/permanent-and-fixed-exclusions-from-schools-england-2010-11>

## **ENQUIRIES**

Enquiries about the figures contained in this press release should be addressed to:

Data Services Group  
Department for Education  
Sanctuary Buildings  
Great Smith Street  
LONDON  
SW1P 3BT

Email: [cla.stats@education.gsi.gov.uk](mailto:cla.stats@education.gsi.gov.uk)

Press enquiries should be made to the Department's Press Office at:

Press Office  
Department for Education  
Sanctuary Buildings  
Great Smith Street  
LONDON  
SW1P 3BT

Telephone Number: 020 7925 6789

**Table 1: Key Stage 1 eligibility and performance of children who have been looked after continuously for at least twelve months<sup>1</sup>, by gender**  
**Years: 2008- 2012**  
**Coverage: England, All schools**

	Boys					Girls					Total				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
<b>Looked after children<sup>1</sup></b>															
Number eligible to sit Key Stage 1 tasks and tests	740	700	750	800	880	700	600	580	710	790	1,440	1,290	1,320	1,500	1,670
Percentage achieving level 2 <sup>2</sup> or above in:															
Reading	54	57	58	60	62	67	67	70	69	72	60	62	64	64	67
Writing	44	47	49	50	50	62	62	66	64	65	53	54	56	56	57
Mathematics	63	66	66	66	70	70	71	71	71	71	66	68	68	68	71
<b>Non-Looked After children</b>															
Number eligible to sit Key Stage 1 tasks and tests	274,490	273,160	283,270	291,460	297,310	261,870	259,500	269,150	277,760	283,640	536,370	532,660	552,420	569,230	580,940
Percentage achieving level 2 <sup>2</sup> or above in:															
Reading	80	81	81	82	84	88	89	89	89	90	84	84	85	85	87
Writing	75	75	76	76	78	86	87	87	87	88	80	81	81	81	83
Mathematics	88	88	88	88	89	91	91	91	91	92	90	90	89	90	91
<b>Attainment gaps<sup>3</sup></b>															
Reading	26	24	23	22	22	21	22	19	20	18	24	22	21	21	20
Writing	31	28	27	26	28	24	25	21	23	23	27	27	25	25	26
Mathematics	25	22	22	22	19	21	20	20	20	21	24	22	21	22	20

Source: CLA-NPD matched data

1. Children looked after continuously for at least twelve months as at 31 March excluding those children in respite care. Only children who are matched into the CLA-NPD dataset are included.

2. Expected level for age group. Figures at Key Stage 1 are based on teacher assessments.

3. Attainment gaps are calculated as the difference between the percentage for Looked After Children and the percentage for Non-Looked After Children based on rounded percentages.

Figures have been rounded to the nearest 10.

See Technical Note 11 for more information on rounding conventions.

**Table 2: Key Stage 2 eligibility and performance of children who have been looked after continuously for at least twelve months<sup>1</sup>, by gender**

**Years: 2008- 2012<sup>2</sup>**

**Coverage: England, All schools**

	Boys					Girls					Total				
	2008	2009	2010 <sup>3</sup>	2011	2012 <sup>4</sup>	2008	2009	2010 <sup>3</sup>	2011	2012 <sup>4</sup>	2008	2009	2010 <sup>3</sup>	2011	2012 <sup>4</sup>
<b>Looked after children</b>															
Number eligible to sit Key Stage 2 tests	1,370	1,270	930	1,190	1,090	1,030	1,000	720	930	930	2,400	2,270	1,650	2,120	2,020
Percentage achieving:															
Level 4+ English <sup>5</sup>	42	42	45	50	54	59	56	57	59	67	50	48	50	54	60
Level 4+ mathematics <sup>5</sup>	46	48	50	53	54	48	46	49	49	59	47	48	49	52	56
Level 4+ English & mathematics <sup>5</sup>	35	35	39	43	45	43	41	42	44	55	38	37	40	43	50
2 levels of progress in English <sup>6</sup>	.	.	.	71	70	.	.	.	75	80	.	.	.	73	75
2 levels of progress in mathematics <sup>6</sup>	.	.	.	66	68	.	.	.	64	70	.	.	.	65	69
<b>Non-Looked After children</b>															
Number eligible to sit Key Stage 2 tests	301,840	293,670	211,360	280,760	252,010	290,730	281,810	203,440	269,400	241,940	592,570	575,480	414,790	550,150	493,950
Percentage achieving:															
Level 4+ English <sup>5</sup>	77	76	76	77	82	86	86	86	87	89	82	81	81	82	85
Level 4+ mathematics <sup>5</sup>	80	80	81	81	84	78	79	81	81	84	79	79	81	81	84
Level 4+ English & mathematics <sup>5</sup>	71	70	72	72	77	76	75	77	77	82	73	73	74	75	79
2 levels of progress in English <sup>6</sup>	.	.	.	79	83	.	.	.	83	87	.	.	.	81	85
2 levels of progress in mathematics <sup>6</sup>	.	.	.	81	84	.	.	.	80	82	.	.	.	80	83
<b>Attainment gaps<sup>7</sup></b>															
Level 4+ English <sup>5</sup>	35	34	31	27	28	27	30	29	28	22	32	33	31	28	25
Level 4+ mathematics <sup>5</sup>	34	32	31	28	30	30	33	32	32	25	32	31	32	29	28
Level 4+ English & mathematics <sup>5</sup>	36	35	33	29	32	33	34	35	33	27	35	36	34	32	29
2 levels of progress in English <sup>6</sup>	.	.	.	8	13	.	.	.	8	7	.	.	.	8	10
2 levels of progress in mathematics <sup>6</sup>	.	.	.	15	16	.	.	.	16	12	.	.	.	15	14

Source: CLA-NPD matched data

1. Children looked after continuously for at least twelve months as at 31 March excluding those children in respite care. Only children who are matched into the CLA-NPD dataset are included.

2. Figures for 2012 are based on provisional attainment data. Figures for all other years are based on final data.

3. Pupils in schools which did not participate in Key Stage 2 tests in 2010 have been removed from the calculations. Although there were 2,300 children eligible to take the Key Stage 2 tests in 2010, due to the test boycott in this year the percentages are based on 1,650 who attended schools that participated in the tests. Pupils in schools which did not participate in Key Stage 2 tests have been removed from the calculations. See Technical Note 5.

4. In 2012, there were no writing tests, just writing teacher assessments. Therefore English was calculated from reading test results and writing teacher assessment rather than from reading and writing tests as in previous years. English in 2012 is, therefore, not comparable to previous years. See Technical Notes 5 for more information.

5. Expected level for age group.

6. A full explanation of how expected progress is calculated is included in the SFR: <http://education.gov.uk/researchandstatistics/statistics/allstatistics/a00213778/national-curriculum-assessments-ks2-england>. The progression shown is between Key Stage 1 and Key Stage 2.

7. Attainment gaps are calculated as the difference between the percentage for Looked After Children and the percentage for Non-Looked After Children based on rounded percentages.

Figures have been rounded to the nearest 10.

See Technical Note 11 for more information on rounding conventions.

. = not applicable

**Table 3: Key Stage 4 eligibility and performance of children who have been looked after continuously for at least twelve months<sup>1</sup>, by gender**  
**Years: 2008- 2012**  
**Coverage: England, All schools**

	Boys					Girls					Total				
	2008	2009	2010	2011	2012 <sup>2,3</sup>	2008	2009	2010	2011	2012 <sup>2,3</sup>	2008	2009	2010	2011	2012 <sup>2,3</sup>
<b>Looked after children</b>															
Number eligible to sit GCSEs <sup>4</sup>	2,430	2,580	2,900	2,940	2,720	2,050	2,030	2,110	2,100	2,130	4,480	4,610	5,000	5,030	4,850
Percentage achieving:															
A*-C in English & mathematics <sup>5</sup>	8.7	9.6	10.8	11.3	11.8	13.4	13.7	16.1	18.1	19.3	10.9	11.4	13.0	14.1	15.1
5+ A*-C GCSEs inc. English & mathematics <sup>6</sup>	8.2	9.0	10.4	10.8	11.4	12.5	13.2	15.1	17.5	18.7	10.2	10.9	12.4	13.6	14.6
5+ A*-C <sup>7</sup>	16.4	20.7	25.7	28.5	31.2	23.1	27.5	32.8	40.3	43.9	19.5	23.7	28.7	33.4	36.8
Expected level of progress in English <sup>8</sup>	.	.	.	25.6	24.8	.	.	.	42.1	38.1	.	.	.	32.9	31.0
Expected level of progress in mathematics <sup>8</sup>	.	.	.	24.8	28.6	.	.	.	28.8	32.5	.	.	.	26.6	30.5
<b>Non-Looked After children</b>															
Number eligible to sit GCSEs <sup>4</sup>	342,530	330,040	331,290	324,310	322,760	326,650	314,960	315,040	308,270	306,110	669,180	645,000	646,330	632,590	628,860
Percentage achieving:															
A*-C in English & mathematics <sup>5</sup>	43.1	45.6	49.4	55.4	54.1	51.9	53.7	57.6	62.8	63.5	47.4	49.6	53.4	59.0	58.6
5+ A*-C GCSEs inc. English & mathematics <sup>6</sup>	42.3	45.0	48.8	54.7	53.4	51.2	53.2	57.2	62.3	63.0	46.6	49.0	52.9	58.4	58.1
5+ A*-C <sup>7</sup>	59.7	64.9	70.7	75.1	76.8	68.6	73.2	78.7	82.6	83.9	64.1	68.9	74.6	78.8	80.3
Expected level of progress in English <sup>8</sup>	.	.	.	64.8	59.4	.	.	.	75.9	72.9	.	.	.	70.2	66.0
Expected level of progress in mathematics <sup>8</sup>	.	.	.	61.4	64.6	.	.	.	65.6	69.5	.	.	.	63.4	67.0
<b>Attainment gaps<sup>9</sup></b>															
A*-C in English & mathematics <sup>5</sup>	34.4	36.0	38.6	44.1	42.3	38.5	40.0	41.5	44.7	44.2	36.5	38.2	40.4	44.9	43.5
5+ A*-C GCSEs inc. English & mathematics <sup>6</sup>	34.1	36.0	38.4	43.9	42.0	38.7	40.0	42.1	44.8	44.3	36.4	38.1	40.5	44.8	43.5
5+ A*-C <sup>7</sup>	43.3	44.2	45.0	46.6	45.6	45.5	45.7	45.9	42.3	40.0	44.6	45.2	45.9	45.4	43.5
Expected level of progress in English <sup>8</sup>	.	.	.	39.2	34.6	.	.	.	33.8	34.8	.	.	.	37.3	35.0
Expected level of progress in mathematics <sup>8</sup>	.	.	.	36.6	36.0	.	.	.	36.8	37.0	.	.	.	36.8	36.5

Source: CLA-NPD matched data

1. Children looked after continuously for at least twelve months as at 31 March excluding those children in respite care. Only children who are matched into the CLA-NPD dataset are included.

2. Figures for 2012 are based on provisional data. Figures for all other years are based on final data.

3. Caution should be applied when assessing the attainment gap for 2012. A decrease in the percentage of pupils entering for GCSE or iGCSE English in independent mainstream schools may have affected Key Stage 4 attainment measures which include English. This is likely to affect non-looked after children more than looked after children (see technical note 5 for further details). There have also been changes to English qualifications in 2012. Please see the Key Stage 4 Statistical Release for details of these changes (<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00214981/gcse-national-curriculum-teacher-assessment-ks3-england>)

4. Includes equivalent qualifications.

5. For 2010 to 2012: Achieved English and mathematics GCSE or iGCSE at grades A\* to C. For 2008 to 2009: Achieved English and mathematics GCSE at grades A\* to C.

6. Achieved 5 or more GCSE and equivalents at grades A\* to C including GCSE English and mathematics.

7. Achieved 5 or more GCSE and equivalents at grades A\* to C.

8. A full explanation of how expected progress is calculated is included in the SFR: <http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00214981/gcse-national-curriculum-teacher-assessment-ks3-england>. The progression shown is between Key Stage 2 and Key Stage 4.

9. Attainment gaps are calculated as the difference between the percentage for Looked After Children and the percentage for Non-Looked After Children based on rounded percentages.

Figures have been rounded to the nearest 10.

See Technical Note 11 for more information on rounding conventions.

. = not applicable

**Table 4: Offending by children who have been looked after continuously for at least twelve months<sup>1</sup>, by age<sup>2</sup> and gender**  
**Year: 2012**  
**Coverage: England**

	Children looked after									Percentage of all children aged 10 to 17 years convicted or subject to a final warning or reprimand during the year <sup>3</sup>		
	Number of children aged 10-17 years at 31 March			Number convicted or subject to a final warning or reprimand during the year			Percentage convicted or subject to a final warning or reprimand during the year					
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Children looked after by age <sup>2</sup>												
10 to 12 years	4,230	3,280	7,510	40	10	50	1.0	0.2	0.7	.	.	.
13 to 15 years	6,490	4,860	11,350	520	220	740	7.9	4.6	6.5	.	.	.
16 to 17 years	6,360	4,580	10,940	930	340	1,270	14.6	7.5	11.6	.	.	.
Total	17,080	12,730	29,800	1,490	570	2,060	8.7	4.5	6.9	.	.	.

1. Children looked after continuously for at least twelve months as at 31 March 2012 excluding those children in respite care.

2. Age at 31 March 2012.

3. Comparison data for all children supplied by Ministry of Justice. Data refers to children aged between 10 and 17 at mid 2011. We are currently awaiting data from the Ministry of Justice.

Figures have been rounded to the nearest 10.

See Technical Note 11 for more information on rounding conventions.

. = not applicable



**Table 5: Substance misuse by children who have been looked after continuously for at least twelve months<sup>1</sup>, by age<sup>2</sup> and gender**  
**Year: 2012**  
**Coverage: England**

	Number of children looked after at 31 March for at least 12 months <sup>1</sup> , by gender			Number identified as having a substance misuse problem during the year			Number who received an intervention for their substance misuse problem during the year			Number who were offered an intervention but who refused it during the year		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Children looked after by age <sup>2</sup>												
9 years and under	9,110	7,670	16,780	10	10	20	10	x	10	x	x	x
10 to 12 years	4,230	3,280	7,510	20	10	30	10	x	10	x	0	x
13 to 15 years	6,490	4,860	11,350	380	230	610	210	100	310	110	70	180
16 to 17 years	6,360	4,580	10,940	790	450	1,240	440	270	710	270	130	400
18 years and over	x	x	10	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>26,190</b>	<b>20,400</b>	<b>46,590</b>	<b>1,210</b>	<b>690</b>	<b>1,900</b>	<b>660</b>	<b>370</b>	<b>1,040</b>	<b>390</b>	<b>210</b>	<b>590</b>

	Percentage of children looked after at 31 March for at least 12 months <sup>1</sup> , by gender			Percentage identified as having a substance misuse problem during the year			Percentage who received an intervention for their substance misuse problem during the year			Percentage who were offered an intervention but who refused it during the year		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Children looked after by age <sup>2</sup>												
9 years and under	54.3	45.7	100.0	0.1	0.1	0.1	54.5	x	58.8	x	x	x
10 to 12 years	56.3	43.7	100.0	0.5	0.4	0.5	35.0	x	29.4	x	0	x
13 to 15 years	57.2	42.8	100.0	5.9	4.6	5.4	54.6	43.1	50.3	29.2	32.0	30.3
16 to 17 years	58.1	41.9	100.0	12.5	9.7	11.3	55.6	60.5	57.4	33.8	29.4	32.2
18 years and over	x	x	x	0.0	0.0	0.0	.	.	.	.	.	.
<b>Total</b>	<b>56.2</b>	<b>43.8</b>	<b>100.0</b>	<b>4.6</b>	<b>3.4</b>	<b>4.1</b>	<b>54.9</b>	<b>54.1</b>	<b>54.6</b>	<b>31.9</b>	<b>29.7</b>	<b>31.1</b>

Source: SSSDA903

1. Children looked after continuously for at least twelve months as at 31 March 2012 excluding those children in respite care.

2. Age at 31 March 2012.

Figures have been rounded to the nearest 10.

x = number less than or equal to 5 or percentage where the numerator is less than or equal to 5 or the denominator is less than or equal to 10.

. = not applicable

See Technical Note 11 for more information on rounding and suppression.

**Table 6: Health care of children who have been looked after continuously for at least twelve months<sup>1</sup>, by age<sup>2</sup> and gender**  
**Year: 2012**  
**Coverage: England**

	Number of children looked after at 31 March for at least 12 months <sup>1</sup> , by gender			of these:								
				Number whose immunisations were up to date			Number who had their teeth checked by a dentist			Number who had their annual health assessment		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Children looked after by age <sup>2</sup> :												
4 years and under	4,170	3,540	7,710	3,690	3,120	6,820	3,560	3,010	6,570	3,490	2,920	6,410
5 to 9 years	4,930	4,130	9,060	4,370	3,640	8,010	4,220	3,550	7,770	4,500	3,790	8,290
10 to 15 years	10,720	8,140	18,860	9,020	6,870	15,890	9,100	7,020	16,120	9,530	7,340	16,870
16 years and over	6,360	4,590	10,950	4,680	3,320	8,000	4,480	3,430	7,910	4,960	3,670	8,630
Total	26,190	20,400	46,590	21,770	16,950	38,720	21,350	17,020	38,370	22,480	17,720	40,200

	Percentage of children looked after at 31 March for at least 12 months <sup>1</sup> , by gender			Percentage whose immunisations were up to date			Percentage who had their teeth checked by a dentist			Percentage who had their annual health assessment		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	Children looked after by age <sup>2</sup> :											
4 years and under	54.1	45.9	100.0	88.5	88.2	88.4	85.3	85.1	85.2	83.7	82.5	83.1
5 to 9 years	54.4	45.6	100.0	88.6	88.1	88.4	85.5	86.0	85.7	91.2	91.7	91.4
10 to 15 years	56.8	43.2	100.0	84.2	84.3	84.2	84.9	86.3	85.5	88.9	90.2	89.4
16 years and over	58.1	41.9	100.0	73.6	72.4	73.1	70.4	74.8	72.2	77.9	80.0	78.8
Total	56.2	43.8	100.0	83.1	83.1	83.1	81.5	83.4	82.4	85.8	86.9	86.3

Source: SSDA903

1. Children looked after continuously for at least twelve months as at 31 March 2012 excluding those children in respite care.

2. Age at 31 March 2012.

Figures have been rounded to the nearest 10.

See Technical Note 11 for more information on rounding conventions.

**Table 7: Development assessments of children aged 5 or under<sup>1</sup> who have been looked after continuously for at least twelve months<sup>2</sup>, by gender**

**Year: 2012**

**Coverage: England**

	Number of children looked after for at least one year <sup>2</sup> , and aged 5 or younger at 31 March 2012			of these:					
				Number whose development assessments were up to date			Percentage whose development assessments were up to date		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Children looked after by age <sup>1</sup> :									
1 year and under	1,220	1,110	2,320	990	890	1,880	81.3	80.1	80.7
2 years	1,050	920	1,970	880	740	1,620	83.9	80.5	82.3
3 years	990	720	1,710	780	550	1,330	78.5	76.5	77.7
4 years	920	790	1,710	730	620	1,350	79.1	78.1	78.7
5 years	930	780	1,710	780	600	1,390	84.0	77.2	80.9
<b>Total</b>	<b>5,100</b>	<b>4,320</b>	<b>9,430</b>	<b>4,150</b>	<b>3,400</b>	<b>7,560</b>	<b>81.4</b>	<b>78.7</b>	<b>80.2</b>

Source: SSDA903

1. Age at 31 March 2012.

2. Children looked after continuously for at least twelve months as at 31 March 2012 excluding those children in respite care.

Figures have been rounded to the nearest 10.

See Technical Note 11 for more information on rounding conventions.

**Table 8: Education and employment status at 30 September 2011 of children who had been looked after continuously for at least twelve months<sup>1</sup>, following the completion of National Curriculum Year 11<sup>2</sup> during the 2010/11 school year  
Year: 2011  
Coverage: England**

	Number of looked after children <sup>1</sup>			Percentage of looked after children <sup>3</sup>			All children <sup>4</sup>	
	Boys	Girls	Total	Boys	Girls	Total	Number	Percentage
Total number of children in year 11 in 2010/11 school year <sup>2</sup>	3,250	2,300	5,550	100.0	100.0	100.0	.	.
Activity of these children at 30 September 2011:								
Full-time education	2,270	1,660	3,930	69.8	72.2	70.8	.	.
Full-time training	190	100	290	5.9	4.3	5.2	.	.
Full-time employment with planned training	50	40	90	1.5	1.8	1.6	.	.
Full-time employment with no planned training	20	10	40	0.7	0.6	0.6	.	.
Part-time employment, education, or training	180	130	300	5.5	5.5	5.5	.	.
Unemployed	540	360	900	16.7	15.7	16.3	.	.
as a result of ill health or disability	30	20	50	0.8	0.9	0.8	.	.
other reason	520	340	860	15.9	14.8	15.5	.	.

Source: SSDA903

1. Number of children looked after continuously for 12 months at 31 March 2012 who were eligible to take GCSE examinations in the school year 2010/11.

2. Year 11 is the National Curriculum year usually followed by pupils aged 15 at the start of the school year. It is the year in which GCSE examinations are usually taken.

3. The number of children for each activity expressed as a percentage of all children looked after continuously for 12 months at 31 March 2012 who were in year 11 in the 2010/11 school year.

4. Comparison information for all children is taken from The Connexions/Careers Service Annual Activity Survey 2011<sup>1</sup>. This covers all young people who were in year 11 during the school year ending August 2011, and is based on a survey carried out during October 2011. We are currently awaiting data from Connexions.

Figures have been rounded to the nearest 10.

See Technical Note 11 for more information on rounding conventions.

. = not applicable

**Table 9: Emotional and behavioural health of looked after children - Average score for children looked after at 31 March for whom a Strengths and Difficulties Questionnaire (SDQ) score was received<sup>1,2</sup>**  
**Year: 2012**  
**Coverage: England**

	Number of children looked after at 31 March aged 4 to 16 <sup>1,2,3</sup>			Number for whom an SDQ score was received			Percentage for whom an SDQ score was received			Average SDQ score <sup>4</sup>			Percentage for whom SDQ score was normal <sup>5</sup>			Percentage for whom SDQ score was borderline <sup>5</sup>			Percentage for whom SDQ score was a cause for concern <sup>5</sup>		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Children looked after by age <sup>4</sup> :																					
4 years	920	790	1,710	430	370	790	46.3	46.1	46.2	12.7	11.5	12.2	56.8	64.7	60.4	15.7	11.2	13.7	27.5	24.1	25.9
5 years	930	780	1,710	620	490	1,110	66.7	62.5	64.8	13.3	11.8	12.7	56.2	61.6	58.6	13.0	12.5	12.8	30.8	26.0	28.6
6 years	910	740	1,660	600	500	1,100	65.9	66.8	66.3	14.4	11.9	13.3	46.7	60.8	53.0	14.8	11.3	13.2	38.5	28.0	33.8
7 years	940	840	1,780	660	560	1,220	69.9	67.1	68.6	14.9	12.1	13.6	47.0	59.1	52.5	11.1	13.0	12.0	41.9	27.9	35.5
8 years	1,040	850	1,880	720	590	1,310	69.9	69.7	69.8	15.4	13.0	14.3	41.1	54.3	47.0	11.9	12.9	12.3	47.0	32.8	40.6
9 years	1,110	920	2,030	810	690	1,500	73.0	74.9	73.9	15.3	12.8	14.2	45.6	58.1	51.3	11.7	9.3	10.6	42.7	32.6	38.1
10 years	1,220	1,000	2,210	890	700	1,600	73.2	70.7	72.1	15.0	13.0	14.1	46.2	56.3	50.6	12.2	9.7	11.1	41.6	34.1	38.3
11 years	1,430	1,100	2,530	1,060	830	1,880	73.7	75.4	74.4	15.2	12.9	14.2	43.0	55.4	48.5	13.3	13.3	13.3	43.8	31.2	38.3
12 years	1,580	1,190	2,770	1,140	870	2,010	72.3	73.2	72.7	15.7	13.6	14.8	40.0	52.4	45.4	15.3	13.0	14.3	44.7	34.6	40.3
13 years	1,860	1,380	3,240	1,380	1,030	2,420	74.3	74.7	74.5	15.1	13.3	14.3	43.7	54.4	48.3	13.5	11.2	12.5	42.8	34.3	39.2
14 years	2,070	1,640	3,700	1,490	1,210	2,690	71.9	73.8	72.8	14.5	13.1	13.9	46.9	55.4	50.7	13.0	13.2	13.1	40.1	31.4	36.2
15 years	2,560	1,840	4,410	1,850	1,350	3,200	72.2	73.2	72.6	14.2	13.2	13.8	48.9	54.0	51.0	13.6	12.9	13.3	37.5	33.1	35.7
16 years	2,880	2,180	5,060	1,930	1,510	3,440	67.1	69.3	68.1	13.6	13.0	13.3	52.6	55.9	54.1	13.3	13.1	13.2	34.1	31.0	32.7
<b>Total</b>	<b>19,450</b>	<b>15,250</b>	<b>34,700</b>	<b>13,580</b>	<b>10,690</b>	<b>24,270</b>	<b>69.8</b>	<b>70.1</b>	<b>70.0</b>	<b>14.6</b>	<b>12.9</b>	<b>13.8</b>	<b>47.1</b>	<b>56.2</b>	<b>51.1</b>	<b>13.3</b>	<b>12.2</b>	<b>12.8</b>	<b>39.6</b>	<b>31.6</b>	<b>36.1</b>

Source: SSDA903

1. Children looked after continuously for at least twelve months as at 31 March 2012 excluding those children in respite care.
2. An SDQ score is required for those children aged 4 to 16 who had been looked after continuously for at least twelve months at the 31 March. Further information can be found in the SSDA903 guidance.
3. Age at 31 March 2012.
4. Average scores have been derived from unrounded numerator and denominator values.
5. A higher score on the SDQ indicates more emotional difficulties. A score of 0-13 is considered normal, a score of 14-16 is considered borderline cause for concern and a score of 17 and over is a cause for concern.

Figures have been rounded to the nearest 10.  
See Technical Note 11 for more information on rounding conventions.

**Table 10: Children who have been looked after continuously for at least twelve months<sup>1</sup> by type of Special Educational Need (SEN)<sup>2</sup>**

**Years: 2012**

**Coverage: England, Primary, Secondary, Special Schools and Pupil Referral Units**

	Primary schools <sup>3,4</sup>				Secondary schools <sup>3,4</sup>				Special schools <sup>5</sup>				Pupil Referral Units				Total			
	Pupils at School Action plus		SEN with a statement		Pupils at School Action plus		SEN with a statement		Pupils at School Action plus		SEN with a statement		Pupils at School Action plus		SEN with a statement		Pupils at School Action plus		SEN with a statement	
	Number	Percentage <sup>6</sup>	Number	Percentage <sup>6</sup>	Number	Percentage <sup>6</sup>	Number	Percentage <sup>6</sup>	Number	Percentage <sup>6</sup>	Number	Percentage <sup>6</sup>	Number	Percentage <sup>6</sup>	Number	Percentage <sup>6</sup>	Number	Percentage <sup>6</sup>	Number	Percentage <sup>6</sup>
Specific Learning Difficulty	210	6.8	60	4.8	340	7.2	110	5.9	0	0.0	30	0.7	x	x	x	x	550	6.8	200	3.0
Moderate Learning Difficulty	790	25.1	180	14.1	930	19.8	350	18.7	0	0.0	720	20.3	10	2.9	x	x	1,730	21.1	1,250	18.4
Severe Learning Difficulty	20	0.6	50	4.0	10	0.1	40	2.1	x	x	630	17.9	0	0.0	0	0.0	30	0.3	720	10.6
Profound & Multiple Learning Difficulty	x	x	20	1.4	0	0.0	x	x	x	x	290	8.4	0	0.0	0	0.0	x	x	320	4.7
Behaviour, Emotional & Social Difficulties	1,460	45.9	600	47.4	2,560	54.6	990	53.4	30	86.7	1,260	35.8	290	91.1	130	87.0	4,320	52.8	2,970	43.9
Speech, Language and Communications Needs	450	14.3	200	15.6	140	3.0	160	8.7	0	0.0	110	3.2	0	0.0	x	x	590	7.2	470	7.0
Hearing Impairment	20	0.5	20	1.4	20	0.5	10	0.8	0	0.0	20	0.5	0	0.0	0	0.0	40	0.5	50	0.7
Visual Impairment	10	0.4	10	0.9	20	0.4	10	0.6	0	0.0	10	0.4	0	0.0	0	0.0	30	0.4	40	0.5
Multi- Sensory Impairment	x	x	x	x	0	0.0	x	x	0	0.0	10	0.2	0	0.0	0	0.0	x	x	10	0.1
Physical Disability	20	0.6	40	3.4	20	0.4	50	2.5	0	0.0	60	1.7	0	0.0	0	0.0	40	0.5	150	2.2
Autistic Spectrum Disorder	10	0.4	60	4.8	50	1.0	80	4.5	x	x	370	10.6	x	x	x	x	60	0.7	520	7.7
Other Difficulty/Disability	160	5.2	30	2.0	610	13.0	50	2.4	x	x	20	0.4	10	4.5	x	x	790	9.6	90	1.3
<b>Total</b>	<b>3,170</b>		<b>1,270</b>		<b>4,690</b>		<b>1,850</b>		<b>30</b>		<b>3,520</b>		<b>310</b>		<b>150</b>		<b>8,200</b>		<b>6,780</b>	

Source: CLA-NPD matched data

1. Children looked after continuously for at least twelve months as at 31 March excluding those children in respite care. Only children who are matched into the CLA-NPD dataset are included.

2. Type of special educational need is collected for pupils at School Action Plus and those with a statement of SEN.

3. Includes middle schools as deemed.

4. Includes CTCs and academies.

5. Includes maintained and non-maintained special schools.

6. Number of pupils by their main need expressed as a percentage of all pupils at School Action Plus or with a statement of SEN.

Figures have been rounded to the nearest 10.

x = number is less than or equal to 5 or percentage where the numerator is less than or equal to 5 or the denominator is less than or equal to 10.

See Technical Note 11 for more information on rounding conventions.

**Table 11: Key Stage 2 eligibility and performance of children looked after continuously for at least 12 months by provision of Special Educational Need (SEN)<sup>1</sup>**

**Years: 2008-2012<sup>2</sup>**

**Coverage: England, All schools**

	2008			2009			2010			2011			2012 <sup>3</sup>							
	Number eligible to sit Key Stage 2 tests <sup>5</sup>	Percentage of those who participated who achieved at least Level 4 in the following:			Number eligible to sit Key Stage 2 tests <sup>4</sup>	Percentage of those who participated who achieved at least Level 4 in the following:			Number eligible to sit Key Stage 2 tests <sup>4,5</sup>	Percentage of those who participated who achieved at least Level 4 in the following:			Number eligible to sit Key Stage 2 tests <sup>4</sup>	Percentage of those who participated who achieved at least Level 4 in the following:						
		English	Mathematics	English and mathematics		English	Mathematics	English and mathematics		English	Mathematics	English and mathematics		English	Mathematics	English and mathematics				
<b>Children looked after continuously for 12 months<sup>1</sup></b>																				
Total <sup>7</sup>	2,400	50	47	38	2,270	48	48	37	1,650	50	49	40	2,120	54	52	43	2,020	60	56	50
No SEN	710	87	80	75	700	84	79	71	460	90	84	79	580	89	84	79	620	91	88	84
All SEN	1,650	34	34	23	1,550	33	34	23	1,170	35	36	25	1,520	41	40	30	1,390	46	43	34
SEN without statement	1,040	46	44	32	970	44	45	31	690	48	51	35	1,020	51	49	38	890	60	56	46
School Action	410	58	50	38	390	53	55	39	250	55	55	37	340	60	55	45	310	69	63	54
School Action Plus	630	39	40	27	590	39	38	25	440	45	48	35	680	46	47	35	580	54	52	41
SEN with a statement	610	14	16	9	580	13	15	9	480	16	15	11	510	20	20	14	500	22	19	14

Source: CLA\_NPD matched data

1. Children looked after continuously for at least twelve months as at 31 March excluding those children in respite care. Only children who are matched into the CLA-NPD dataset are included.

2. Figures for 2012 are based on provisional attainment data. Figures for all other years are based on final data.

3. In 2012, there were no writing tests, just writing teacher assessments. Therefore English was calculated from reading test results and writing teacher assessment rather than from reading and writing tests as in previous years. English in 2012 is, therefore, not comparable to previous years. See Technical Note 5 for more information.

4. Only children who are matched into the CLA-NPD dataset and for whom SEN information is available are included.

5. Although there were 2,300 children eligible to take the Key Stage 2 tests in 2010, due to test boycott in this year the percentages are based on 1,650 who attended schools that participated in the tests. Pupils in schools which did not participate in Key Stage 2 tests have been removed from the calculations. See Technical Note 5.

6. Expected level for age group.

7. Total includes results for children whose SEN status was unclassified.

Figures for previous years may be different to previously published figures as LAs may update information for past years.

Figures have been rounded to the nearest 10.

See Technical Note 11 for more information on rounding conventions.

**Table 12: Key Stage 4 eligibility and performance of children looked after continuously for at least 12 months<sup>1</sup> by provision of Special Educational Need (SEN)  
 Years: 2008-2012  
 Coverage: England, All schools**

	2008				2009				2010				2011				2012 <sup>2</sup>			
	Percentage achieving:				Percentage achieving:				Percentage achieving:				Percentage achieving:				Percentage achieving:			
	Number eligible to sit GCSEs <sup>3</sup>	5+ GCSEs at grades A*-C <sup>4</sup>	5+ GCSEs at grades A*-C including English & mathematics <sup>5</sup>	A*-C in English & mathematics <sup>6</sup>	Number eligible to sit GCSEs <sup>3</sup>	5+ GCSEs at grades A*-C <sup>4</sup>	5+ GCSEs at grades A*-C including English & mathematics <sup>5</sup>	A*-C in English & mathematics <sup>6</sup>	Number eligible to sit GCSEs <sup>3</sup>	5+ GCSEs at grades A*-C <sup>4</sup>	5+ GCSEs at grades A*-C including English & mathematics <sup>5</sup>	A*-C in English & mathematics <sup>6</sup>	Number eligible to sit GCSEs <sup>3</sup>	5+ GCSEs at grades A*-C <sup>4</sup>	5+ GCSEs at grades A*-C including English & mathematics <sup>5</sup>	A*-C in English & mathematics <sup>6</sup>	Number eligible to sit GCSEs <sup>3</sup>	5+ GCSEs at grades A*-C <sup>4</sup>	5+ GCSEs at grades A*-C including English & mathematics <sup>5</sup>	A*-C in English & mathematics <sup>6</sup>
<b>Children looked after continuously for 12 months<sup>1</sup></b>																				
Total <sup>7</sup>	4,480	19.5	10.2	10.9	4,610	23.7	10.9	11.4	5,000	28.7	12.4	13.0	5,030	33.4	13.6	14.1	4,850	36.8	14.6	15.1
No SEN	1,290	38.7	23.5	24.5	1,170	48.0	26.0	26.8	1,120	56.6	29.3	30.0	1,050	62.6	33.4	34.2	1,110	68.5	37.0	37.9
All SEN	2,480	14.4	5.8	6.3	2,610	19.4	7.0	7.3	2,600	29.6	10.7	11.2	2,770	35.5	11.2	11.7	2,500	39.5	11.5	11.8
SEN without statement	1,460	21.3	8.8	9.4	1,580	28.0	10.8	11.1	1,570	41.4	15.8	16.7	1,760	48.0	15.9	16.6	1,490	55.0	17.4	17.9
School Action	530	24.0	9.4	10.1	480	31.4	11.6	12.0	490	45.9	14.2	14.8	510	50.0	14.2	14.8	410	60.0	19.5	20.0
School Action Plus	930	19.8	8.4	9.0	1,100	26.5	10.4	10.8	1,070	39.3	16.5	17.5	1,240	47.1	16.6	17.3	1,090	53.1	16.7	17.1
SEN with a statement	1,010	4.4	1.6	1.8	1,030	6.2	1.4	1.5	1,030	11.6	3.0	3.0	1,010	13.8	3.0	3.3	1,010	16.6	2.6	2.7

Source: CLA\_NPD matched data

1. Children looked after continuously for at least twelve months as at 31 March excluding those children in respite care. Only children who are matched into the CLA-NPD dataset are included.
2. Figures for 2012 are based on provisional data. Figures for all other years are based on final data.
3. Number of eligible children to sit GCSEs regardless of age. Only children who are matched into the CLA-NPD dataset and for whom SEN information is available are included.
4. For 2010 to 2012: Achieved English and mathematics GCSE or iGCSE at grades A\* to C. For 2008 to 2009: Achieved English and mathematics GCSE at grades A\* to C.
5. Achieved 5 or more GCSE and equivalents at grades A\* to C including GCSE English and mathematics.
6. Achieved 5 or more GCSE and equivalents at grades A\* to C.
7. Total includes results for those children whose SEN status was unclassified.

Figures for previous years may be different to previously published figures as LAs may update information for past years.

Figures have been rounded to the nearest 1.

See Technical Note 11 for more information on rounding convention.