#### AGENDA MANAGEMENT SHEET

Name of Committee	Children, Young People and Families Overview and Scrutiny Committee 26 <sup>th</sup> February 2008		
Date of Committee			
Report Title	Information held all young people and to information the Director and reports to Government.	families – ectorate collects	
Summary	This report details the indivious and sent to the Department Families by the Children, You Directorate.	for Children, Schools and	
For further information please contact:	Geoff King Head of Service – Commissioning, Planning and Partnerships Tel: 01926 742389 geoffking@warwickshire.gov.uk	David MacNiven Head of Knowledge and Information Management Services Tel: 01926 742468 davidmacniven@warwickshire.gov.uk	
Would the recommended decision be contrary to the Budget and Policy Framework? [please identify relevant plan/budget provision]	No		
Background papers	None		
CONSULTATION ALREADY	UNDERTAKEN: Deta	ails to be specified	
Other Committees	<b></b>		
Local Member(s)			
Other Elected Members	X For information: Cllr Heather Timms Cllr Richard Grant Cllr John Whitehouse		



Cabinet Member	X	For information: Cllr Izzi Seccombe
Other Cabinet Members consulted	X	For information: Cllr John Burton
Chief Executive		
Legal	X	Diane Nation – no comments to make
Finance		
Other Strategic Directors		
District Councils		
Health Authority		
Police		
Other Bodies/Individuals	X	Michelle McHugh, Scrutiny Officer
FINAL DECISION	YES	S
SUGGESTED NEXT STEPS:		Details to be specified
Further consideration by this Committee		
To Council		
To Cabinet		
To an O & S Committee		
To an Area Committee		
Further Consultation		



# Children, Young People and Families Overview and Scrutiny Committee – 26<sup>th</sup> February 2008

# Information held about children, young people and families – information the Directorate collects and reports to Government

#### Report of the Strategic Director for Children, Young People and Families

#### Recommendation:

That the Committee:

- (a) consider and comment on the information contained within this report and presentation, and
- (b) request any advice/guidance/comment on any further information required at this stage on this subject.

#### 1. Introduction

- 1.1 This information item was requested by the Overview and Scrutiny Committee. The request comes at a time when a series of high profile data loss stories, by Central Government, are being highlighted in the press. Examples of two of these losses are the two computer discs holding the personal details of all families in the UK with a child under 16 and the details of three million candidates for the driver theory test being lost by Central Government.
- 1.2 The methodology used in the creation of the content for this report has been restricted to just the statutory data collections and returns for Central Government that include individual children and young people's details.

#### 2. Background/content

2.1 As context to the question of which *'information the Directorate collects and reports to Government'* the following are the business drivers given by Central Government behind the requests:



- It is consistent with the overall vision underpinning the New Relationship with Schools (NRWS) programme which includes
  - o collect data once and use many times
  - o collection of data should be automatic
  - o data collected should be that which a well prepared school uses themselves or can be justified with a clear business case.
- It assumes that much of the data are already held in schools' MIS ready for transfer on census day and so the need for data entry on the day is kept to a minimum.
- Given that the majority of the data collected at pupil level are those which a well prepared school uses themselves, the data should be kept up to date on an event driven basis (i.e. data should be kept up to date by the school as soon as it is aware of any change or addition so the update is event driven) and so the burden of collection by the Directorate should not be high.
- To provide the Government with the necessary information to evaluate the outcome of policy initiatives and to monitor objectives on looked after children, both during their time in care and on reaching adulthood.
- 2.2 Concerning security, the data and information that is sent to Central Government is through a mechanism called the 'COLLECT' portal. It is a secure file transfer mechanism between schools, Local Authority and Department for Children, Schools and Families (DCSF) for data collection purposes. Major benefits of the Portal include real time data collection monitoring and progress reporting, and the ability for a school, Local Authority and DCSF to view exactly the same information when queries arise.
- 2.3 The attached diagram provides the detail and a pictorial representation of the individual data items currently collected by the Directorate and sent to the DCSF.

MARION DAVIS
Strategic Director for Children,
Young People and Families

Saltisford Office Park Ansell Way Warwick

12<sup>th</sup> February 2008



The information below only shows the statutory data collections containing individual pupil data that are **returned directly to Central Government**. The Knowledge and Information Management Service (KIMS) also receives other individual pupil data (for example Key Stage 2 to 5 assessment results) however this data is supplied to the LA **and** Central Government directly, from sources like the Examination Boards.

### 1) SSDA903 – LOOKED AFTER CHILDREN RETURN

The aim of the SSDA903 is to collect information about children who are looked after by local authorities during the year ending 31 March; and for those who have recently left care, information as to their whereabouts on their 19th birthday.

The purpose of the SSDA903 is to provide the Government with the necessary information to evaluate the outcome of policy initiatives and to monitor objectives on looked after children, both during their time in care, and on reaching adulthood.

Information disseminated to: Department for Children, School and Families (DCSF)

### 2) CHILDREN IN NEED CENSUS (FIRST COLLECTION DUE IN 2009)

By collecting information about the numbers and characteristics of children in need who are receiving services from Local Authority Social Care Teams, the DCSF can:

- Make informed Spending Review bids;
- Develop new formulae to allocate resources to Local Authorities;
- Identify the causes of growth in spending on children's services;
- Measure the output of Children's Social Services in the National Accounts;
- Develop better evidence-based policy.

It is planned to link the new CIN census to the National Pupil Database (NPD). This will allow analyses of the effectiveness of services on pupil outcomes, which will lead to better commissioning of services in the future.

Information disseminated to: Department for Children, School and Families (DCSF)

Source of data:
Carefirst via Child
Social Care
Teams

Source of data: Schools, Colleges and other 14-19 training/ programme providers

## 3) SCHOOL CENSUS (Spring, Summer and Autumn)

The termly data collections cover all maintained schools; Nursery, Primary, Secondary and Special with different data required each term.

The purpose of the collections are to provide the Government with accurate data so that they can evaluate and monitor existing polices and educational trends, set school budgets and target resources appropriately.

#### Benefits to the LA:

Source of data:

Carefirst via Child

Social Care

**Teams** 

Helps our customers, our partners and LA decision makers to plan more effectively and target resources where they are needed most with respect to the wider community (pupil forecasting and school reorganisation).

Enables the LA and its partners to fulfil their main responsibility of tracking pupils and ensuring their continued safety and protection.

Enables the Local Authority (LA) and its partners to meet the requirements of the Every Child Matters agenda.

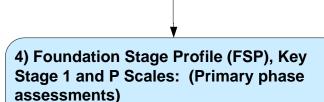
Enables the LA to help schools meet their Ofsted Inspection obligations.

Enables the LA to help schools 'make the best use of their data' and put measures in place to 'improve standards and individual learning'.

Enables the LA to support schools when they make bids for additional funding or Specialist status. Enables easier data transference and faster decision making.

Information disseminated to: Department for Children, School and Families (DCSF)

Source of data:
Warwickshire
maintained schools



Collected annually in June/July each year.

The purpose of these assessment collections are to provide data to inform parents, teachers and the DCSF of each child's progress and learning needs during their early years at school. Education trends can be identified and resources targeted accordingly.

The foundation stage profile (FSP) is the statutory means of recording each child's attainment against the early learning goals and identifying their learning needs at the end of the foundation stage. This takes place at the end of the Reception year in Primary and Infant Schools.

Key Stage 1 is the statutory assessment teacher assessments that take place at the end of Year 2 in Primary and Infant Schools.

P Scales are statutory entries for a child with Special Educational Needs who when assessed by their teacher would achieve the level of "**W**" (working towards) in any KS1 subject.

Information disseminated to: Department for Children, School and Families (DCSF)

Source of data:
Warwickshire
maintained schools

#### 6) 14-19 Programmes

Individual student data is collected for 14-19 year olds on funded programmes and forwarded to the DCSF via the LSC three times a year. Data is also forwarded on an adhoc basis prior to evaluations taking place. The purpose of these statutory collections are to:

i) evaluate and ascertain the success of the programmes being provided to the students, how many are leaving with good qualifications or entering positive destinations – what changes are required? ii) ensure that all programmes are inclusive and targeting **all** learners including children in care and students from ethnic minorities.

iii) ensure that all students receive the right training to meet their individual needs

iv) set financial budgets and target resources appropriately, locally and nationally.

 $\mbox{\ensuremath{\text{v}}})$  ensure the successful tracking of each student and their continued safety and protection.

Information disseminated to: Local and National Learning and Skills Council (LSC) and external evaluators who forward the data to the Department for Children, School and Families (DCSF)

### 5) Early Years, Pupil Reintegration Units and Alternative Provision Census

Collected annually in January to coincide with the School Census. The first collection takes place in January 2008. Collections from the PRU's will follow in January 2009.

"The DCSF is moving towards the collection of individual level data for 3 and 4-year-olds in early-years settings and pupils in Alternative Provision and Pupil Reintegration Units. The collection of individual level data will improve data quality, reduce the risk of double-counting children and ensure that funding is effectively targeted and allocated" (http://www.teachernet.gov.uk/management/ims/datacollections/EY-PRUs-AP/).

Information disseminated to: Department for Children, School and Families (DCSF)

All Private, Voluntary and Independent Early Years settings with children in receipt of funded places

receipt of funded places

#### 1) SSDA903 – LOOKED AFTER CHILDREN RETURN

The table below shows the individual child data that is collected annually for the Looked After Child Return:

SSDA903 – Looked After Children Return – Child Level Data	
Child Identity Details	
Unique Child ID	<b>V</b>
UPN number	
Date of Birth	
Gender	<b>√</b>
Ethnicity	<b>√</b>
Unaccompanied Asylum Seeker Data Items	
UASC (Unaccompanied Asylum Seeker Code)	<b>√</b>
Date child ceased to be an Unaccompanied Asylum Seeker (if applicable)	
Episode of Care Data Items	
Date care episode commenced	V
Reason for new care episode	V
Legal Status of Looked After Child	$\sqrt{}$
Child In Need Category	$\checkmark$
Placement	$\checkmark$
Date episode ceased	$\checkmark$
Reason ceased	√
Child Adopted from Care Details	
Date adoption in child's best interest	V
Date child matched with adopters	$\checkmark$
Child adopted by former foster parents	$\sqrt{}$
Number of adopters	$\sqrt{}$
Gender of adopters	√
Legal status of adopters	√
Care Leavers Education Details	
Number of GCSE passes obtained A* to G	$\sqrt{}$
Number of GCSE passes obtained A* to C	$\sqrt{}$
Number of GNVQ passes	$\sqrt{}$
Number of other educational or vocational qualifications	1
Reason for having no qualifications on ceasing	√

SSDA903 – Looked After Children Return – Child Level Data	
Looked after and ceased children details	
Local authority in touch on 19th birthday	$\sqrt{}$
Employment/Education Activity on 19th birthday	$\sqrt{}$
Accommodation on 19th birthday	$\sqrt{}$
If Looked After child is a mother, date of birth of their child	$\sqrt{}$
Date of each statutory Looked After Review	$\sqrt{}$
Method of child's participation at each Looked After Review	$\sqrt{}$
Home postcode	
Placement Postcode	

#### 2) CHILDREN IN NEED CENSUS (FIRST COLLECTION DUE IN 2009)

Children In Need Census – Looked After Children Return – Child Level Data	
Child Identifiers	
LA Child ID	
Unique Pupil Number (UPN)	√
Pupil's Former UPN	√
Family Name	√
Given Name	√
Former Family Name	√
Date of Birth	√
Expected Date of Birth	√
Gender	
Child Characteristics	
Child Ethnicity	V
Asylum-Seeking Child	
Date child ceased to be an Asylum-Seeking Child	
Looked After Children Adopted	
Child Protection Plan Indicator	
Type of Disability	
Home Information	
Postcode	
Children in Need Details	
Referral Date	

Children In Need Census – Looked After Children Return – Child Level Data	
Children In Need Details continued	
Primary Need Code	
CIN Closure Date	
Reason for Closure	
Service Provision	
Service Type	
Service Provider	
Start Date	
End Date	$\sqrt{}$
Open Case Status	
Open Case Information	
Child Protection Plans	
Child Protection Plan Start Date	V
Category of Abuse	V
Number of Previous Child Protection Plans	

#### 3) **SCHOOL CENSUS**

The table below shows the individual pupil data that is collected and in which School Census it is collected: January – Spring School Census

May – Summer School Census

October – Autumn School Census

School Census 2008 – Pupil Data	Spring Census	Summer Census	Autumn Census
Unique Pupil Number: UPN	$\sqrt{}$	$\checkmark$	$\sqrt{}$
Surname	$\sqrt{}$	$\checkmark$	$\sqrt{}$
Forename	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
Middle Name	$\checkmark$	$\sqrt{}$	$\sqrt{}$
Preferred Surname	$\checkmark$	$\checkmark$	$\sqrt{}$
Former Surname	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
Gender	V	V	V

School Census 2008 – Pupil Data	Spring Census	Summer Census	Autumn Census
Date of Birth	√	V	V
Ethnicity		V	V
Ethnic Source (i.e. child, parent or school)	<b>V</b>	V	V
Eligibility for a free school meal	√	<b>√</b>	<b>V</b>
Connexions Agreement (If a pupil gives consent for their data to be shared with Connexions)	$\sqrt{}$		$\sqrt{}$
In care (is the child in care?)	$\checkmark$		
In care at current school	$\checkmark$		
If the child is in care, the Local Authority establishment number caring for that pupil	$\sqrt{}$		
Language (first language of the child; Other, Believed to be Other, English or Believed to be English	<b>V</b>	√	√
Is the child Gifted and Talented (yes or no)	<b>V</b>	V	V
Usual mode of travel by which the child gets to schools (car, car share, bus, taxi etc)	$\sqrt{}$		
Service Child (are the child's parents in the Armed Forces?)	$\sqrt{}$		
Source of the Service Child data (child, parent or school)	<b>V</b>		
Enrol Status of the Child (Single or dually registered?)	$\sqrt{}$		$\sqrt{}$
Type of Class they are in (Other or Nursery)	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
Childs entry date into school	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
Part Time or Full Time	$\sqrt{}$	$\sqrt{}$	$\checkmark$
Are they a Boarder?	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
National Curriculum that the child is studying in	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
Special Educational Needs provision (none, School Action, School Action plus or Statemented)	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
If SEN, priority of that need – Primary or Secondary Need	√		
Type of SEN Need (e.g. Specific Learning Difficulty, Hearing Impairment or Physical Disability etc)	$\sqrt{}$		
Child attending a Special Educational Needs Unit	<b>V</b>		
Termly Exclusion data: Category (e.g. lunchtime, fixed or permanent)		V	V
Reason for Exclusion		<b>√</b>	V
Start date of Exclusion	<b>V</b>	√	<b>V</b>
Number of sessions excluded	$\sqrt{}$	√	$\sqrt{}$

School Census 2008 – Pupil Data		Summer Census	Autumn Census
Home address data: Postcode	V	1	V
Home name	V	√	V
Home number	V	V	V
Street	V	√	V
Locality	V	√	V
Town	V	√	V
Administrative Area	V	√	V
Post town	V	V	V
Termly and Annual Attendance Data: Total number of sessions in school	V	√	V
Reason for Absence (authorised or unauthorised)	V	√	V
Number of sessions Absent	V	√	V
Post 16 learning aims data: QAN (Qualifications number)		√	V
Learning Start Date		√	V
Learning Planned End Date		V	V
Learning Actual End Data		V	V
Learning Completion Status		√	V

#### 4) Foundation Stage Profile (FSP), Key Stage 1 and P Scales: (Primary phase assessments)

**Foundation Stage Profile** data is collected every June. Each pupil is allocated a score between 0 and 9 for each subject. Scoring is as follows:

Scale 0 (not possible to record assessment)

Scale 1-3 (working towards early learning goals)

Scale 4-7 (working within early learning goals)

Scale 6+ (working securely within early learning goals)

Scale 8-9 (working beyond early learning goals)

The collection includes:

Pupil characteristics (name, unique pupil number, date of birth, gender etc...)

FSP scores for each assessment:

- 1) Personal, Social and Emotional Development
- a) Dispositions and Attitude
- b) Social Development
- c) Emotional Development
- 2) Communication, Language and Literacy
- a) Language for Communication and Thinking
- b) Linking Sounds and Letters
- c) Reading
- d) Writing
- 3) Mathematical Development
- a) Numbers as Labels and for Counting
- b) Calculating
- c) Shape, Space and Measures
- 4) Knowledge and Understanding of the World
- 5) Physical Development
- 6) Creative Development

#### Key Stage 1 Teacher Assessment data collected:

Pupil characteristics (name, unique pupil number, date of birth, gender etc...)

KS1 scores for each assessment:

Speaking and Listening

Reading

Writing

Maths

Science

P Scales data is collected for each pupil with Special Educational Needs who would get a Level W (i.e. working towards) for any

KS1 subject.

Data collected:

Pupil characteristics (name, unique pupil number, date of birth, gender etc...)

Level for each subject: English, Reading, Writing, Speaking, Listening, Maths, Numbers, Using and Applying, Shape, space and measures and Science.

#### 5) Early Years, Pupil Reintegration Units and Alternative Provision Census

Both establishment details and individual child data is collected from all All Private, Voluntary and Independent Early Years settings with children in receipt of funded places. Below list the individual's data that is collected:

Early Years Census 2008:
Surname
Forename
Middle Name
Preferred Surname
Date of Birth
Gender
Ethnicity
Funded Hours
Hours at setting
Total Funded SpringHours
Special Educational Needs provision (None, School Action, School Action plus and Statemented)
Full address data including postcode

#### 6) **14 – 19 Programmes**

Data collected:

Pupil characteristics (full name, full address, date of birth, gender, ethnic origin, SEN status, looked after child, eligible for free school meals, medical information, disability details and parent/carer contact details)

Name of course
School attending and school contact
Details of school based support
School attendance percentage
Special exam arrangements
Intervention by external agencies (YOT, Education Social Worker, Connexions)
Student outcomes including examination results and destinations (positive; full time education, training etc. or negative; unemployment etc.)