**Summary of evaluation and resulting developmental areas** – (pages 1 - 2) - to be completed after Framework (pages 3-12) has been populated

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School / Setting** |  | | | | |  |  |  |  | **Date:** |  | | | |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Achievement of Pupils** | | R | A | G | **Behaviour and Safety** | | R | A | G | **Quality of Teaching** | | R | A | G | **Leadership and Management** | | R | A | G |
| Progress and attainment | 1.1 |  |  |  | a. Safeguarding | 2.1 |  |  |  | a. Teaching and Learning | 3.1 |  |  |  | a. The role of the Governing Body | 4.1 |  |  |  |
| High aspirations | 1.2 |  |  |  | b. Exclusions | 2.2 |  |  |  | b. Individual Needs | 3.2 |  |  |  | 4.2 |  |  |  |
| Targets | 1.3 |  |  |  | c. Attendance | 2.3 |  |  |  | 3.3 |  |  |  | 4.3 |  |  |  |
|  |  |  |  |  | d. Admissions | 2.4 |  |  |  | 3.4 |  |  |  | b. The Leadership of the DT | 4.4 |  |  |  |
|  |  |  |  |  | 2.5 |  |  |  | c. Personal Education Planning | 3.5 |  |  |  | 4.5 |  |  |  |
|  |  |  |  |  |  |  |  |  |  | 3.6 |  |  |  | 4.6 |  |  |  |
|  |  |  |  |  |  |  |  |  |  | 3.7 |  |  |  | c. Partnership Working | 4.7 |  |  |  |
|  |  |  |  |  |  |  |  |  |  | 3.8 |  |  |  | 4.8 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 4.9 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 4.10 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 4.11 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 4.12 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 4.13 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | d. Transitions | 4.14 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 4.15 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 4.16 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 4.17 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **OVERALL JUDGEMENT:**  The effectiveness of the school’s provision for P/LAC | **NOT YET GOOD** | **GOOD** | **OUTSTANDING** |
| **OVERALL RAG:**  The effectiveness of the school’s provision for P/LAC | **RED** | **AMBER** | **GREEN** |

**In coming to a judgement under Section 1, 2, 3 and 4:**

* If **ALL** Indicators of Good Practice **ARE NOT** evidenced as delivered then the judgement for that Section must be ‘**NOT YET** **GOOD’**;
* If **ALL** the Indicators of Good Practice **ARE** evidenced as delivered then the judgement under that heading is ‘**GOOD’**;
* If **ALL** the Indicators of Good Practice **ARE** being delivered effectively **AND** **ALL** are supported by strong evidence, then the judgement is ‘**OUTSTANDING’.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **As a result of evaluation - areas for development are:** | **Key Actions** | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Review date for these developments:** |  | | | | | | | | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Agreed by: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Governor** |  | | | | | | | | | | | | | | | | | | |
| **Headteacher** |  | | | | | | | | | | | | | | | | | | |
| **Designated Teacher** |  | | | | | | | | | | | | | | | | | | |

| 1. **Achievement of Pupils** |  | **Guidance to schools** | **Indicator of Good Practice** | **Evidence to support assertion** |
| --- | --- | --- | --- | --- |
|  | 1.1 | P/LAC are supported to achieve in line with their peers making progress appropriate to their starting point   * *Should in line with national averages be included in this* | Across the last 3 years P/LAC have consistently made expected progress and often made better than expected progress |  |
| Across the last 3 years the gap between P/LAC progress and attainment to those of their age appropriate peers in school has reduced |  |
| 1.2 | The school has a culture of high aspiration and nurture for P/LAC | Younger P/LAC contribute to the PEP. Older children describe their aspirations for their future by suggesting ways to boost their achievements. |  |
| Across a 3 year period the proportion of P/LAC moving from Year 11 into EET is at least as high as for non-P/LAC pupils |  |
| 1.3 | The school sets appropriately challenging grade/level targets for individual P/LAC | P/LAC know their grade/level targets and can describe how they are doing against them as well as actions they need to take to achieve them. |  |
| JUDGEMENT; **(Tick as Appropriate)**  **Not Yet Good /** **Good** **/** **Outstanding**  JUDGEMENT; **(Tick as Appropriate)**  **Not Yet Good /** **Good** **/** **Outstanding** | |  |  |  |
| RAG  **RED AMBER GREEN** | |
| **2.Behaviour & Safety** |  | **Guidance to schools** | **Indicator of Good Practice** | **Evidence to support assertion** |
| 1. **Safeguarding** | 2.1 | All School staff understands the particular safeguarding risks that can accompany P/LAC status and acts to minimise them, recognising that the safest place for a child during the school day is in school | The Named Governor reviews issues related to the behaviour and safety of P/LAC, each term. |  |
|
| 1. **Exclusion** | 2.2 | When considering exclusion, the Headteacher and the Governing Body must have regard to the Secretary of State’s guidance on exclusion.  School understands the particular impact exclusion can have on P/LAC care placements and considers permanent exclusion only as a very last resort.  The school is consistent in its approach and endeavour to treat the P/LAC the same as all their peers but with discrete flexibility where necessary | Where a fixed term exclusion cannot be avoided ‘1st day cover’ is provided to ensure there is no break in learning for the P/LAC. |  |
| Across a 3 year period fixed term exclusion rates for P/LAC are similar or less to those for non-P/LAC pupils |  |
| School always has a conversation with the VSH/local authority before issuing an exclusion for a P/LAC |  |
| Across a 3 year period no P/LAC has been permanently excluded from the school |  |
| 1. **Attendance** | 2.3 | Given the particular safeguarding risks that can accompany P/LAC status, school understands that the safest place for a P/LAC to be is in school and acts swiftly to minimise absence | Across a 3 year period attendance rates for P/LAC are similar or better to those for non-P/LAC pupils |  |
| Any requests for ‘holidays’ in term time are signed off by the VSH as well as the school Head |  |
| 1. Admissions | 2.4 | Schools adopt statutory admissions criteria and the ethos of the school welcomes P/LAC throughout the school year, and their admission is prioritised (e.g. they are at the head of any oversubscription criteria) | The school swiftly admit P/LAC who have been excluded from other schools so that the risk of a break in education or placement breakdown is minimised. |  |
| 2.5 | The DT understands the importance of obtaining relevant information and liaises with school staff and relevant agencies/services as soon as the school is named for the P/LAC.  Placement should take place within 20 working days of the child becoming Looked After | School staff are alert to the needs of the P/LAC and respond positively to any initial difficulties. |  |
| P/LAC is aware of the named person to contact from day 1 in school |
| Carers receive daily updates during the P/LAC’s first 4 weeks at the school (and these updates continue as necessary) |  |
| The new P/LAC receives positive, appropriate and friendly peer group support |  |
| JUDGEMENT; **(Tick as Appropriate)**  **Not Yet Good /** **Good** **/** **Outstanding**  JUDGEMENT; **(Tick as Appropriate)**  **Not Yet Good /** **Good** **/** **Outstanding** | |  |  |  |
| RAG  **RED AMBER GREEN** | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Quality of Teaching** |  | **Guidance to schools** | **Indicator of Good Practice** | **Evidence to support assertion** |
| **a. Teaching & Learning** | 3.1 | The school understands the needs of the individual P/LAC on roll and personalises the learning offer to meet those needs | P/LAC are mostly taught by qualified teachers judged ‘good’ by the school and no P/LAC is taught by an ‘inadequate’ teacher or spends a disproportionate amount of their time with unqualified staff |  |
| Any alternative provision is planned as part of a PEP review and the school ensure there is continuity of existing programmes of study which lead to accredited qualifications (including GCSE in core subjects)  School has prioritised training to meet the needs of P/LAC, for example Trauma and Attachment. |  |
|  |
| P/LAC are well represented on study support or similar programmes as well as in ‘Extra-curricular’ activities and the school’s charging policy is sympathetic to the needs and home situation of P/LAC |  |
| **b. Individual Needs (including SEND)** | 3.2 | All maintained schools must have a SENCo (Special Educational Needs Coordinator) in place who is a qualified teacher | Across a 3 year period P/LAC with an EHC Plan (or legacy statement of SEN) make appropriate progress and achieve the outcomes described in the plan |  |
| Across a 3 year period all P/LAC with an EHC Plan (or legacy Statement of SEN) progress into EET |  |
| 3.3 | All maintained schools are required to follow the Code of practice for SEND &/or respond appropriately to the SEND reform agenda. | The Care Review and Annual EHC Review cycle are aligned so that the PEP process can make a positive contribution to reviews of the EHC Plan. |  |
|
| 3.4 | The Governing Body are aware of issues related to those P/LAC with SEND | The Named Governor for P/LAC meets the DT, the SENCO, and the named SEND Governor, at least annually to discuss how their collaboration can support P/LAC outcomes and to resolve any issues arising from their overlapping responsibilities. |  |
| **c. Personal Education Planning** | 3.5 | School and the Local Authority (LA) which looks after the child have a shared responsibility for helping LAC to enjoy and achieve in learning.  They should work together in partnership (with other agencies as necessary) to fulfil this responsibility.  The DT has a lead responsibility for the development and  implementation of the PEP for LAC within school | The DT regularly reports trends in P/LAC attainment, progress, behaviour and attendance and compares them to those of non-P/LAC peers, in their report(s) to governors  School invite all professionals named on EHCP to reviews |  |
|  |
| 3.6 | DT knows how the PEP fits into the wider care planning duties of the LA which has responsibility for the LAC and the statutory timescales for PEP completion.  DT has an overview of arrangements for individual PEP meetings ad understands their role in them. | The school’s view is represented at Care Review and the DT responds appropriately to requests from the IRO |  |
| The DT monitors progress against PEP targets between PEP meetings and is pro-active in calling for early reviews of the PEP where there is a risk of targets not being met. |  |
| 3.7 | The PEP meeting should include:the child’s Social Worker (SW); the carer; the DT and (where relevant, other school staff and representatives of any agencies/ services working with the child).  The voice of the child should also be heard at the PEP meeting | The child knows who the DT is and how to access their support. |  |
| The school successfully encourages the child to contribute to the PEP meeting either in person or by other means. Their contributions indicate that they feel supported in their learning and are positive about school. |
|
| 3.8 | The PEP should set high expectations for rapid progress and put in place the additional support the LAC needs in order to succeed. It is part of the overall LA care plan but also forms a record of the child’s educational achievements and  participation | The DT is empowered to act on behalf of the school when agreeing targets, and the actions planned & resource deployment necessary to support their achievement. |  |
|
| Progress towards meeting targets is reviewed regularly rather than only immediately before the next PEP meeting so that PEP completion is part of a cycle of planning that responds to the changing needs of the child, their attainment, and progress |  |
|
| 3.9 | Pupil Premium Plus (PP+) provides a resource to support the progress a child with needs beyond that which a school would normally be able to meet from within its delegated budget | The PP+ budget is managed by the DT who ensures it has an impact on the attainment and progress of P/LAC on the school roll |  |
| JUDGEMENT; **(Tick as Appropriate)**  **Not Yet Good /** **Good** **/** **Outstanding**  JUDGEMENT; **(Tick as Appropriate)**  **Not Yet Good /** **Good** **/** **Outstanding** | |  |  |  |
| RAG  **RED AMBER GREEN** | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Leadership & Management** |  | **Guidance to schools** | **Indicator of Good Practice** | **Evidence to support assertion** |
| 1. **The role of the Governing Body** | 4.1 | The Governing Body fully understand their statutory duties and ensure they are delivered effectively | The Governing Body has a named Governor for P/LAC who has undertaken training to improve their understanding of the issues affecting P/LAC, and uses that understanding to advocate for P/LAC. |  |
| School policies must not, in any way, discriminate against P/LAC | The named Governor for P/LAC influences school policies and their implementation as part of the their advocacy role on behalf of P/LAC |  |
| 4.2 | Resources are allocated to  support the DT to carry out  their role effectively, ensuring they undertake up-to-date training to support P/LACs effectively e.g. attachment | The named Governor for P/LAC ensures that the views and the professional advice of the DT are taken into account when resources are allocated. |  |
| 4.3 | As a minimum the governing body considers an annual report from the DT which contains information relating to the P/LAC on roll | The named Governor for  P/LAC meets with the DT each term and keeps the governing body informed about provision for, and attainment and progress of, P/LAC and the impact that any devolved PP+ funding is having on their progress |  |
| The named Governor for P/LAC is involved in the monitoring of the impact of the plan on P/LAC attainment and progress. |  |
| 1. **The leadership of the Designated Teacher (DT)** | 4.4 | The Governing Body has identified a named Designated Teacher for Looked After Children and Post Looked After Children | A named, and trained, member of the Senior Leadership Team (SLT) is responsible for fulfilling the duties of the Designated Teacher (DT) and advocates on behalf of P/LAC. |  |
| 4.5 | The Head Teacher, supported by the DT, ensures NICE Guidelines for Attachment are fully implemented in school.  The DT should have the lead responsibility for helping school staff understand the things which affect how P/LAC learn and achieve and appreciates the importance of showing sensitivity about who else knows about the P/LAC status. | The DT liaises with VS regarding the implementation of National Institute for Health and Care Excellence (NICE) Guidelines.  The DT has separate VS Contact details for each P/LAC on their school role. |  |
| School staff access up-to-date training provided by the DT, supported by other agencies/services/ professionals, on the specific needs of P/LAC (including the impact of early loss and trauma on their emotional health and well-being) and how they can best be addressed which has an impact on the progress of P/LAC |  |
| 4.6 | DT understands the importance of seeing P/LAC as individuals rather than as a homogeneous group and ensures they are treated no differently from their peers in public, while recognising their needs in private | Pupil Premium impact is recorded on school website without viewer being able to identify individuals. |  |
| 1. **Partnership working** | 4.7 | DT is the known key point of contact for carers and outside agencies in support of P/LAC | The DT is empowered by the school to act on their own initiative in addressing the needs of P/LAC and in working with outside agencies and/or carers |  |
| 4.8 | The school understands that they have an obligation to ensure they provide accurate and up-to-date information on the P/LAC to any new school the child is moving to | There is direct contact between the DT of the ‘old’ school and the DT in the ‘new’ school prior to the child moving.  *Visit-Transition activity* |  |
| 4.9 | Policies are in place within school that encourage working with carers. The DT takes the lead and facilitates implementation. | Contact with carers is proactive and builds a positive working relationship rather than one driven by ‘emergencies' |  |
|
|
| 4.10 | Those who need to know (e.g. P/LAC’s teacher/SLT and school admin) have an understanding of the implication of care status on Parental Responsibility (PR) | The attendance of carers/other relevant adults at parent/carer information/consultation meetings etc. is recorded by the school and, where adult attendance is poor, the DT informs the VSH |  |
|
| 4.11 | The DT understands the role of the VSH and how they can work together to ensure P/LAC reach their educational potential | The DT responds swiftly to requests for information from the VSH and keeps them fully involved about progress of P/LAC. |  |
| 4.12 | School is aware of the external  support that is available and how to access it | The schools relationships with other agencies/professionals is pro-active, anticipating need before it becomes critical. |  |
|  | 4.13 | All P/LAC are required to have an SDQ | School is aware and completes a SDQ. This is shared with the Social Worker. |  |
| 1. **Transitions** | 4.14 | Early loss and trauma can make transitions particularly difficult for P/LAC, therefore the VSH should be contacted where a P/LAC has an “in year” change of school | Across the last 3 years P/LAC have made good progress in the term following their transition |  |
|
| Children’s contribution to their first PEP in the school reflects their smooth integration |  |
|
| 4.15 | **Early Years to Reception**  School considers any request for deferred entry to full time  education for reception aged children with a summer birthday | Professionals report the P/LAC is demonstrating behaviours that indicate they feel safe and secure following the transition |  |
|
| 4.16 | **Primary to Secondary Education**  Every child must have a secondary school place allocated irrespective of whether they are P/LAC or not | Any specific learning support is in place prior to the first day in the new Secondary School |  |
| 4.17 | **Secondary to post 16 education***. For schools, and for colleges, with a Sixth Form, Post 16 PEPs continue until 18.* | The Last Year 11 PEP/Pathway Plan records future ambitions and aspirations, together with potential placements. |  |
| The school actively supports P/LAC through any interview process for post-16 EET.  Schools/colleges support LAC 16-18 PEPs. |  |
| JUDGEMENT; **(Tick as Appropriate)**  **Not Yet Good /** **Good** **/** **Outstanding** | |  |  |  |
| RAG  **RED AMBER GREEN** | |