 

**A framework for evaluating the effectiveness of the school’s provision for children we care for, previously cared for and children on the edge of care**

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| 1 | **Achievement of pupils** | **Indicator of good practice** | **Evidence to support assertion** |
|  | **Guidance to schools** |  |  |
| 1.1 | Children we care for are supported to achieve in line with their peers, making good progress appropriate to their starting points | Across the last 3 years children we care for have consistently made expected progress and often made better than expected progress |  |
|  |  | Across the last 3 years the gap between children we care for progress and attainment to those of the age appropriate peers in school has reduced |  |
| 1.2 | The school has a culture of high aspiration and nurture for children we care for | All children we care for contribute to their PEP. Future aspirations are discussed at each PEP meeting from year 5 onwards and good quality advice is given to support. |  |
|  |  | Across a 3 year period the proportion of children we care for moving from Year 11 into EET is at least as high as for non-cared for pupils. Destinations are suitably aspirational and match the ability of the young people. |  |
| 1.3 | The school sets appropriately challenging grade/level targets for individual children we care for | The children know their grade/level targets, except in exceptional circumstances, and can describe how they are doing against them as well as actions they need to take to achieve them. Staff have maintained high aspirations for all children we care for and ensure that there are suitable interventions to overcome any barriers to achievement |  |
| 2 | **Personal development, behaviour and welfare** | **Indicator of good practice** | **Evidence to support assertion** |
|  | **Guidance to schools** |  |  |
| 2.1 | All school staff understand the particular safeguarding risks that can accompany children we care for 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 children we care for, each term, including rigorously interrogating attendance and exclusions data. |  |
| 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 children we care for placements and uses internal exclusion wherever possible. | Internal exclusion is used wherever possible. Where a fixed term exclusion cannot be avoided ‘1st day cover’ is provided to ensure there is no break in learning for children we care for.  School always has a conversation with the Virtual School before issuing a fixed term exclusion for a child we care for. |  |
|  |  | Across a 3 year period fixed term exclusion rates for children we care for are similar or fewer than those for non-cared for pupils. |  |
|  |  | Across a 3 year period no child we care for has been permanently excluded or effectively permanently excluded (asked not to return) from the school. |  |
| 2.3 | Given the particular safeguarding risks that can accompany children we care for status, school understand that the safest place for a cared for child is to be in school and acts swiftly to minimise absence | Across a 3 year period attendance rates for children we care for are similar or better than for those for non-cared for pupils |  |
|  |  | Any requests for holidays in term-time are signed off by the VSHT and the Head of Corporate Parenting |  |
| 2.4 | School adopts statutory admissions criteria and the ethos of the school welcomes children we care for throughout the school year, and their admission is prioritised without delay | The school swiftly admit children we care for who have been excluded from other schools or who have moved placement 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.  The PEP should take place, no longer than, within 20 working days of the child becoming Looked After | Timely and efficient liaison with the previous school results in a seamless induction for the child we care for.  Staff are well informed of any relevant issues pertaining to the child we care for and are skilled to meet their needs |  |
| 3 | **Quality of teaching** | **Indicator of good practice** | **Evidence to support assertion** |
|  | **Guidance to schools** |  |  |
| 3.1 | The school understands the needs of the individual child we care for on roll and personalises the learning offer to meet those needs | Children we care for are taught by qualified teachers who are judged ‘good’ by the school and no child we care for is taught by an ‘inadequate’ teacher or spends more time with unqualified staff than their peers. LAC are placed in high sets wherever possible |  |
|  |  | Any alternative provision is planned as part of a PEP review and is rigorously monitored and evaluated for quality. The school ensure that there is continuity of study which leads to success in external exams and qualifications. |  |
|  |  | School has prioritised training to meet the needs of children we care for, for example Trauma and Attachment. |  |
|  |  | Children we care for are well represented on school council, in extra-curricular activities and similar programmes |  |
| 3.2 | The SENCO works closely with the Designated Teacher to ensure accelerated progress | Across a 3 year period children we care for with an EHC Plan and those on SEN support make accelerated progress and achieve the outcomes in their plans |  |
|  |  | Across a 3 year period all children we care for who also have a special need progress into EET and destinations are suitably aspirational. |  |
|  |  | The named Governor for children we care for meet and the DT, the SENCO and the named SEND Governor meet at least annually to ensure children we care for are making accelerated progress and to resolve any issues arising from their overlapping responsibilities |  |
| 3.3 | Personal Education Planning | The DT regularly reports trends in children we care attainment, progress, behaviour and attendance and compares them to those of non-cared for peers, in their reports to governors  The DT takes a lead responsibility for the development and implementation of the PEP/or individualised plan  The DT monitors progress against the PEP outcomes between PEP meetings and is proactive about taking action (including seeking support from other agencies) when there is a risk that outcomes will not be achieved.  The child knows who the DT is and how to access their support. The child is fully involved in the reviewing process. |  |
|  |  | The PP+ budget is managed by the DT who ensures it has an impact on the attainment and progress of children we care for on the school roll |  |
| 4 | **Leadership and Management** | **Indicator of good practice** | **Evidence to support assertion** |
|  | **Guidance to schools** |  |  |
| 4.1 | There is a whole school ethos of going the extra mile for children we care for | Governors, HT and all staff are committed to going the extra mile to ensure that children we care for exceed expectations and are fully included in all aspects of school life. All staff ensure there is equity of opportunity for children we care for. |  |
|  |  | The named Governor for children we care for influences school policies and their implementation as part of their advocacy role on behalf of children we care for |  |
| 4.2 | Resources are allocated to support the DT to carry out their role effectively, ensuring they undertake up-to-date training to support children we care for effectively. | The leadership team ensure that the views and professional advice of the DT are taken into account when resources are allocated. The DT attends training at least once annually as recommended in DfE guidance. |  |
|  |  | The DT is a member of the Senior Leadership Team. |  |
| 4.3 | As a minimum the governing body considers an annual report from the DT which contains information regarding the children we care for on roll | The annual report to governors is evaluative and considers the impact of provision on outcomes for children we care for. It includes attainment, progress, attendance and exclusions. The impact of PP+ spend is also evaluated. |  |
|  |  | The named Governor for children we care for is involved in the monitoring of the impact of the plan on children we care for attainment and progress. |  |
| 4.4 | All staff have an understanding of the impact of being in care on the emotional health and well-being of children we care for | The HT, supported by the DT, ensures that NICE Guidelines for Attachment are fully implemented in school. |  |
|  |  | School staff access up-to-date training provided by the DT, supported by other agencies including the Virtual School (including the impact of loss, trauma and attachment on emotional health and well-being) |  |
| 4.5 | The school understands that they have an obligation to ensure they provide accurate and up-to-date information on children we care for to any new school the child is moving to. | A carefully formulated plan is devised between schools when a child we care for is moving to ensure smooth and supported transition. All transitions are fully planned for including transitions between year groups but particular attention is made for transitions between key stages. |  |
| 4.6 | The school works very proactively with carers | Carers are fully informed and involved in the planning for children we care for. The school goes the extra mile in including carers in information evenings, school activities and parent’s evenings. The attendance of carers at school events and meetings is tracked and where it is poor a plan is put in place to improve |  |
|  |  | Contact with carers is proactive and builds a positive working relationship rather than one driven by ‘emergencies’ |  |
| 4.7 | The school acts swiftly when an application for admission is made for a child we care for | School does not contest or delay admission of children we care for even when year groups are full. They understand the statutory duty to admit children we care for whether or not they an oversubscribed school. |  |

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| **OVERALL JUDGEMENT:**  **The effectiveness of the school’s provision for children we care for** |  |
| **In coming to a judgement under sections 1, 2, 3 and 4:** | * If ALL indications of good practice are not evidenced as delivered then the judgement for that section must be NOT YET GOOD * If all 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 |

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| **School Headteacher signature** |  |
| **Virtual School Headteacher signature** |  |
| **Date completed** |  |
| **Date for review** |  |

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| **All schools who are deemed to be good or outstanding for practice in regard to children we care for and or edge of care will receive a certificate and a care mark logo to be reviewed every 3 years.** |