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**Cumbria Virtual School Self Evaluation Form for Children Looked After and Previously Looked After Children**

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| School name (include county): |
| DfE Number: | Number on roll (all pupils): |
| Head Teacher: | Designated Teacher: |

**School Context - Complete this section by the 30th November 2019**

Statutory guidance states that governing bodies, should, through the designated teacher, hold the school to account on how it supports its Children Looked After (CLA) and previously CLA. This document can be used to ensure the school fulfils its statutory duty to promote the education of CLA and previously CLA.

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| Number of current CLA on roll  | Nursery | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 | Y11 | Total |
| Cumbria CLA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| COLA - Children from Other Local Authorities.(State the authority name) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Number with an EHCP |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Number with identified SEND (K support) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Previously looked after – left care through: adoption, SGO or CAO |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Contact Information** |
| Who is the named Governor for CLA and previously looked after children? | Name:  | Contact email/phone: |
| Who is the named Designated Senior Lead for Social Emotional Mental Health in your school? | Name:  | Contact email/phone: |
| Who is the named Cumbria CLA achievement teacher for your school?  | Name:  | Contact email/phone: |

**Self-evaluation RAG Rating:**

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| **Green:** Our practice is exemplary and meets and exceeds all required practice in the statutory guidance 2018 and all staff are attachment aware and support a relationship–based ethos within the school | **Green** |
| **Amber:** Our practice is strong and meets most of all required practice outlined in the statutory guidance 2018 and school leaders take account of the attachment needs of children looked after and previously looked after | **Amber** |
| **Red**: Our practice is not sufficiently informed by the attachment-aware research nor are all the elements required by the statutory guidance fully embedded | **Red** |

**Part 1**

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|  | **Key Questions** | **Evaluation of school practice (with evidence where appropriate)** | **RAG**  | **Priorities for Improvement****(if rated as Green, can be left blank)** |
| **Quality of Education** |
| 1.1 | Has every CLA in your school got an up to date high quality PEP? Give dates of the most recent PEP meeting.  |  |  |  |
| 1.2 | How does the Designated Teacher share the content of the PEP with middle leaders, class /subject teachers, LSAs, the child/young person, residential staff and carers, to ensure that they implement key actions and targets to secure pupil progress across the curriculum? |  |  |  |
| 1.3 | To what extent does the PEP and PEP review improve outcomes for CLA?  | Please evidence how the PEP shows impact: |  |  |
| 1.4 | How are all senior leaders (across all areas - curriculum and pastoral) taking responsibility for and promoting high expectations and achievement for CLA and previously looked after children? | Please give an example for evidence: |  |  |
| 1.5 | How does the school secure a baseline for CLA and previously looked after children? A) At point of entry to school? B) At point of entry to care? |  |  |  |
| 1.6 | If CLA and previously looked after children are not making expected progress, how is this identified and support provided? |  |  |  |
| 1.7 | How is the curriculum constructed to be ambitious and provide knowledge and experience to succeed in life for CLA and previously looked after children? | Include any enhanced provision/specialist interventions/therapeutic interventions |  |  |
| **Behaviour and Attitudes** |
| 2.1 | How does the Designated Teacher link with the SENCo and the Social, Emotional Mental Health Lead to ensure that planning for CLA and previously looked after children is aligned? |  |  |  |
| 2.2 | How does the school enable effective communication with all stakeholders on behalf of the CLA and previously looked after children? E.g. social worker, person with parental responsibility, the Virtual School etc. |  |  |  |
| 2.3 | If the attendance is below 90%, is the Virtual School involved and is there an attendance action plan in place? |  |  |  |
| 2.4 | Is there a significant difference between the attendance ofCLA and previously looked after children and the school average?  | If Yes please provide figures  |  |  |
| 2.5 | What systems are in place to address emerging patterns of low attendance and punctuality? |  |  |  |
| 2.6 | How does the school work with parents and carers to improve the attendance and punctuality of CLA and previously looked after children? |  |  |  |
| 2.7 | In the last academic year, how many learning days were lost due to exclusions (internal and external) of CLA or previously looked after children? | CLA | Previously looked after children |
| Total number of days:Total number of internal exclusion days: Total number of external exclusion days:  | Total number of days:Total number of internal exclusion days: Total number of external exclusion days:  |
| 2.8 | What strategies do the school use to avoid all forms of exclusions of CLA and previously looked after children? |  |  |  |
| 2.9 | Has your school considered the Timpson Review of School Exclusion (May 2019)? If so, has it influenced the school’s practice with regard exclusion of CLA and previously looked after children? | Commentary  |  |  |
| **Personal Development** |
| 3.1 | How does the school secure knowledge of the child’s previous experience to ensure they can develop their character – including their resilience, confidence and independence? |  |  |  |
| 3.2 | How does the school support CLA and previously looked after children at all points of transition, ensuring that their additional needs are fully met? (Include pre-school to EYFS and transition between all key stages) |  |  |  |
| 3.3 | How does the school support CLA and previously looked after children during in-year admissions? |  |  |  |
| 3.4 | How does the school provide opportunities to nurture, develop and stretch CLA and previously looked after children’s talents, interest and aspirations?  |  |  |  |
| 3.5 | Secondary school only: How is the school securing effective careers programmes, in line with the Gatsby Benchmark, for CLA and previously looked after children? |  |  |  |
| 3.6 | Secondary school only: How does the school work with CIAG advisers? |  |  |  |
| **Leadership and Management** |
| 4.1 | Is the Designated Teacher suitably qualified?Guidance (2018) states: The Designated Teacher should have appropriate seniority and professional experience to provide leadership, training, information, challenge and advice to others that will influence decisions about the teaching and learning needs of looked-after and previously looked after children in this school | Yes / No  |  |  |
| 4.2 | What relevant training has the Designated Teacher participated in during the last two years? Guidance (2018) recommends 2 days training per year. | Please give date of training / name of course: |  |  |
| 4.3 | What has been the impact of this training?  |  |  |  |
| 4.4 | What training has the Designated Teacher **provided** for **all** school staff on the issues that affect CLA and previously looked after (including ‘An Introduction to Attachment’)? | Please give date of training / name of course: |  | Please comment about plans to implement and provide an example/s. |
| 4.5 | Have senior leaders and Governors reviewed all school policies in light of the revised statutory guidance (Feb 2018) as required to make sure they effectively reflect the needs of CLA and previously looked after children? For example: a relationship-based Behaviour Policy to account for Attachment needs. |  |  | Please comment about plans to implement and provide an example/s. |
| 4.6 | How frequently, and in what format, is the progress of CLA children and previously looked after children shared with the Governors?  |  |  |  |
| 4.7 | How do Governors hold the Designated Teacher to account for the progress, achievement and well-being of CLA and previously looked after children? | Please give examples: |  |  |
| **Part-time and Alternative provision / Educated off-site** |
| 5.1 | How do you ensure that any part time or alternative provision meets the teaching and learning needs of the CLA? |  |  |  |
| 5.2 | How does the school ensure that the part-time or alternative provision is:* Fully safeguarded? (as per: the criterion identified in Keeping Children Safe in Education)
* Time limited?
* Regularly reviewed and evaluated?
 |  |  |  |
| **Unaccompanied Asylum Seeking Children (UASC) If applicable** |
| 6.1 | Are there UASC on the current roll of the school?  |  | N/A |  |
| 6.2 | How are the unique educational needs of these children supported? |  |  |  |

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| **Part 2 - End of Year Review – complete by Friday 26th June 2020****Review the responses to the questions in Part 1 and complete part 2.**  |
| 1.1 | How much Pupil Premium Plus (PP+) has been received by the school for CLA and previously looked after: |
|  | Children Looked After  | Previously Looked After Children  |
| In 2018-19  | £ | £ |
| In 2019-20  | £ | £ |
| 1.2 | Effective use of PP+ funding: Please outline below the **overall** i**mpact** of the use of PP+ funds received this year (2019-20) providing:* The rationale for spend
* The research evidence and/or training/advice received from the Virtual School or other professionals used to make the decision where appropriate
* Data evidence and/or case study example (soft or hard evidence, whichever is applicable)
* If the school received additional PP+ funding, a reference must be included on the impact of that funding
 |
| 1.3 | *The information you give here could be used as your application to the Cumbria PP+ Awards*  |
| 1.4 | Has a report on the expenditure of PP+ been shared with School Governors? **Y/N** Please state the date |

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| **Mobility during the academic year 2019-20** |
| 1.5 | How many pupils were received into care this academic year? |  |
| 1.6 | How many pupils on roll are previously looked after? |  |
| 1.7 | How many admissions into the school were already in care? |  |
| 1.8 | How many pupils left care to return to birth parents? |  |
| 1.9 | How many pupils left care through a court order? E.g. Adoption, CAO and SGO. Of these, how many stayed on at the school? |  |
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| 1.10 | How many CLA left the school during the academic year? |  |

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| **Reflecting on this academic year, please summarise the school’s main strengths in practice and identify 3 main priorities for improvement in 2020-21:** |
| **3 main strengths:** |
| **3 main priorities identified for improvement in 2020-21:** |

If you identify any training needs please contact the Virtual School team.

**Date this document was shared with Governors**…………

**Date Sent to the Virtual** **School**:

Part 1. \_\_/\_\_/\_\_\_\_

End of Year Review. \_\_/\_\_/\_\_\_\_

**Date Sent to the Virtual** **School**:

Part 1. \_\_/\_\_/\_\_\_\_

End of Year Review. \_\_/\_\_/\_\_\_\_

This CLA SEF has been reviewed and discussed to ensure plans for continuous improvements are in place.

Signed …………………………………..Designated Teacher. Date………………..

Signed …………………………………...Head Teacher. Date……………………….

Signed ……………………………………Governor for CLA. Date………………….