Walsall Virtual School

School Self-Assessment of Educational Provision for Children in Care

The Self-Assessment tool will assist schools and Designated Teachers to focus on raising attainment of children in care.

Its aim is to aid your self-evaluation and form part of your school visit meeting with Virtual School staff. The expectation is that that Self-Assessment tool is completed annually and sent to the Virtual School Education Support Officer, prior to the School Visit.
Virtual School will only expect to see this document completed once a year. However it can be used to support improving practice and evaluating change throughout the year

The self-assessment has been written against the OFSTED criteria and will provide evidence of how you support children in care to secure better educational outcomes, and enhanced personal and social development, so that they have better life chances.

Overall Effectiveness: Pupils, and groups of pupils have excellent educational experiences at school and these ensure that they are well equipped for the next stage of their education, training or employment

	Outstanding	Good	Requires Improvement	Inadequate
Tracking and monitoring	In addition to the description for good, the designated teacher raises the profile of children in care with school staff effectively so as to ensure they have excellent educational experiences at school. They discretely and robustly track the progress and outcomes for this vulnerable group of learners and ensure that the interventions in place are having the maximum impact on learning. The impact of the interventions deployed is determined mid-way through any period of intervention. Changes are made if the intervention proves to insufficiently impact on learning and progress.	The designated teacher informs staff of the identity of the children in care and where appropriate shares information around any specific needs that they have. This information is relayed both sensitively and effectively to support staff in maximising outcomes for this vulnerable group. Systems are in place so that staff continue to be aware of who is a child in care, either as children become looked after or new staff join the school.	All staff are notified as to the identity of the designated teacher for children in care. However, the sharing of information relating to children in care may not positively impact on their outcomes.	The school has an appointed designated teachers for children in care.
Training	The designated teacher acts upon training and guidance in a way that ensures educational outcomes for children in care are commensurate with prior attainment levels. Where appropriate, dissemination of training to other school based professionals also leads to outcomes for children in care being in line with, or above outcomes for all children. All staff have had trauma and attachment training in the last 2 years, and have had opportunities to revisit and reflect on this learning each year. The school has achieved or is working towards gold or platinum in the Walsall Attachment Aware project.	The designated teacher has received training and guidance relating to the post and is given appropriate time to fulfil duties of their role. Their work leads to improved outcomes for children. All staff have had trauma and attachment training in the last 2 years. The school has achieved or is working towards bronze or silver in the Walsall Attachment Aware project.	The designated teacher is fully aware of the responsibilities of the role and where to obtain further information. Some staff have had trauma and attachment training in the last 2 years.	The designated teacher is aware of other agencies involved with children in care. Staff have not had trauma and attachment training in the last 2 years.
Working with Partners	The designated teacher attends and, where appropriate orchestrates highly effective multi-agency meetings with improvements to the educational experience of children in care as the outcome. The designated teacher successfully promotes the educational needs of each child in care to the multiple agencies involved. The involvement of the carer, social worker and child in care ensures educational provision is the best it can be. This leads to improved progress in school.	Where appropriate, the designated teacher attends, and positively impacts upon, multi-agency meetings on a regular basis with regard to children in care. They maintain sound working relationships with the professionals involved. The school involves the carer and social worker and the young person in all aspects of the child in care's education and views are sought from the above to inform joint planning and actions.	The designated teacher has a register of names of other professionals and their roles with regard to children in care or knows where to find them on EPEP. The school makes regular contact with carer and social worker to support the educational attainment of the child in care.	The designated teacher is aware of other agencies involved with children in care. The school has contact with the carer and social worker on regular school consultation events. However, this contact may not adequately impact on educational outcomes.
Personal Education Planning	The designated teacher ensures that personal education planning meetings contribute towards excellent educational experiences at school. Children in care are well equipped for the next stage of their education, training or employment. Education destinations are tracked for children in care who have left the school. This information evidences that children in care are well prepared for their next stage.	The designated teacher maintains an overview of when personal education plans are due and ensures that the detailed and meaningful PEP documents are available for each child in care's PEP meeting. The PEPs includes SMART objectives which are appropriately focused on learning and supporting each child to meet their learning objectives.	The designated teacher understands the PEP process and ensures each child in care has a personal education plan.	The designated teacher is aware of the need for each child in care to have a personal education plan meeting.

Quality of teaching in school: Those for whom the pupil premium provides support are making rapid and sustained progress. Teachers use well judged and often imaginative teaching strategies, using Quality First Teaching, including setting appropriate homework that, together with clearly directed and timely support and intervention match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.

	Outstanding	Good	Requires Improvement	Inadequate
Pupil outcomes	All school performance indicators for children in care show the gap in education outcomes between children in care and all pupils is closing. All children in care are making at least expected progress in English and Maths.	All teaching staff are aware of the targets for all children in care and the progress that is required from prior attainment levels. Robust monitoring and tracking by teachers and subject leaders clearly and accurately demonstrate that children in care meet their targets. Most children in care are making at least expected progress in English and Maths.	Teaching staff are aware of performance indicators for children in care but monitoring is not systematic or discrete and does not impact on outcomes. Some children in care are making at least expected progress in English and Maths.	Staff are not aware of the performance or targets for children in care. The gap in educational outcomes remains static or is widening over time. Not all children in care are making expected progress in English and Maths.
Pupil premium	Decisions made regarding the use of the Pupil Premium Plus Grant are as a result of evaluating each child in care's specific learning needs and are focused on making the maximum impact on improved educational outcomes for each child in care. The pupil premium plus is clearly recorded and evaluated on each PEP, requested via SMART targets and goes over and above the offer for all children ensuring that all children in care are making rapid and sustained progress.	Decisions made regarding the use of the Pupil Premium Plus Grant are as a result of evaluating each child in care's specific learning needs and are focused on making the maximum impact on improved educational outcomes for each child in care. The pupil premium plus is clearly recorded and evaluated on each PEP, requested via SMART targets and goes over and above the offer for all children.	The individual or cohort needs of children in care are considered. However, the use of the Pupil Premium Plus Grant does not sufficiently impact on identified learning needs and outcomes for children in care are lower than outcomes for all children. Or the children have appropriate interventions using the grant which go over and above the offer for all children, but it is not clearly recorded or impact evaluated termly on the PEP.	There is insufficient evidence to determine the impact of the Pupil Premium Grant on outcomes for children in care, or the individual and cohort needs of children in care are not considered when making decisions on the use of the Pupil Premium Plus Grant.
Alternative provision	As well as the description for good, pupils engaged in alternative education frequently exceed targets set according to prior attainment levels. There is a clear and effective liaison between alternative providers and school. The school's support and challenge to the alternative providers ensures maximum progress is made for all children in care engaged in this provision. Alternative education leads to recognised and meaningful qualifications appropriate to each learner's prior attainment levels.	All children in care are in full time education, or where a part-time time table is in place, a clear rationale and plan back to full time provision is provided and regularly reviewed. Any alternative programmes fully meet the learning needs of any children in care engaged in them. Alternative provision is rigorously monitored with evidence, where required, of actions taken by the school to address issues relating to the performance of any alternative education providers.	Most children in care are in full time education. However alternative programmes may be deployed without sufficient consideration to each learners needs. Qualifications or curriculum content may not be appropriate for each learner's prior attainment levels. Part-time time tables may be used without sufficiently considering the needs of the learner. There may not be a clear plan back to full time education or the plan may not be reviewed with sufficient frequency to continue meeting each learner's needs.	Children in care are receiving education which comprises of less than 25 hours a week provision without sufficient plans on how return to full time education will be supported. The plans are inadequately reviewed and insufficiently meet each learners needs. Alternative provision may be inadequately monitored and liaison between them and the school may not impact on outcomes. Poor performance may be unknown or left unchallenged.
Pupil Voice	Children in care feel they are a valued contributor to a highly effective PEP.	Effective systems are in place to ensure children in care are consulted with regards to the plan in place for their education. There is evidence that this impacts upon the educational outcomes for children in care.	The school has a process in place to gain the views of children in care but this may lack structure. What is in place may make little or no impact upon the educational outcomes of children in care.	The school has no system in place to involve children in care in their personal education plan.

Behaviour and safety of pupils at school: Pupils consistently display a thirst for knowledge and a love of learning, including independent, group and whole class work, which have a very strong impact on their progress in lessons. All groups are safe and feel safe at school and at alternative provision placements

	Outstanding	Good	Requires Improvement	Inadequate
Behaviour	Behaviour policy reflects understanding of how to support vulnerable learners in education, and trauma informed approach is embedded across the school. The Virtual School Head is informed where there are behaviour concerns in time to support schools before situations escalate.	Behaviour is managed consistently well. Behaviour policy reflects understanding of how to support vulnerable learners in education, and trauma informed approach is part of the policy.	Behaviour policy shows limited understanding of how to support vulnerable learners in education.	Behaviour policy is punitive and rigid. Lack of understanding of how to interpret behaviour as communication.
Exclusions / Suspensions	Skilful and highly consistent behaviour management strategies reduce the rate of exclusions and internal isolation for children in care. Suspension rates for children in care are lower than those for all pupils. School ensures that carers and social workers know where to seek advice around exclusions. No child in care is permanently excluded.	Suspension rates for children in care are carefully monitored and alternative strategies are used to ensure that exclusion rates for children are comparable or better than suspension rates for all children. No child in care is permanently excluded.	Suspensions for children in care are high when compared to other children in school. They may also be high when compared with children in care regionally or nationally. Internal isolation may also be frequently used for some children in care. No child in care is permanently excluded.	Strategies to reduce suspensions/ exclusions for children in care may be ineffective or not in place. The implications of suspensions for children in care may not be adequately considered. Some suspensions/ exclusions may be informal and may not adhere to appropriate guidelines.
Attendance	Interventions address identified attendance issues of children in care and are regularly reviewed in terms of their impact on children in care's attendance. Absence for children in care is equal to, or lower than, the absence for all children in care regionally and nationally.	Systems are in place to track and monitor attendance of children in care and interventions are employed which effectively address identified attendance issues. Absence of children in care is in line with regional and national data.	Systems are in place to track and monitor attendance of children in care. However, these may not be effective and absence may be higher than regional and national absence.	Tracking and attendance of children in care's attendance is not rigorous and does not sufficiently impact on absence rates.
Transition	The school initiates a transition meeting between all agencies and if possible the receiving school when a child in care moves to a new educational provision. This may include a transition PEP meeting.	The school can evidence that when a child in care moves to a new educational setting there is a smooth transference of information. The plans put in place support the transition and ensure continued progress is made.	The School recognises that children in care can have frequent and or sudden moves in their lives. However, plans in place may not adequately address their needs. Plans may be reactive rather than proactive.	The school does not have any formal procedures to support transitions, reacting to needs as they arise.
SEMH Support	SEMH needs are well supported. SDQs are completed termly, uploaded to EPEP and SMART targets evident to support that. Children in care to have a "safe place" to go to when they need support and a named adult, with regular meeting times set that meets the needs of the child. Access to school pastoral offer (mentor, nurture group, school councillor etc). If child requires additional support, school know how to and have accessed external support/ resources as appropriate and this is recorded and evaluated on the PEP.	SEMH needs are supported. SDQs are completed termly, uploaded to EPEP and SMART targets evident to support that. Children in care to have a "safe place" to go to when they need support and a named adult, but not formalised. Access to school pastoral offer (mentor, nurture group, school councillor etc). If child requires additional support, school know how to and have accessed external support/ resources as appropriate and this is recorded on the PEP.	SEMH needs are supported inconsistently for all children in care. SDQs are completed termly and scores are uploaded to EPEP, but there is little evidence of how this is used. Children have a named adult but this is not formalised. Some interventions may be in place but may not be evaluated effectively or be the most appropriate intervention for the child.	SEMH needs are not supported for children in care. SDQs are not completed termly. Interventions, if any, are not appropriate to meet the needs of the children.

Quality of Leadership in, and management of, the school: The school's actions have secured improvement in achievement for those supported by the pupil premium, which is rising rapidly, including in English and mathematics.

Outstanding	Good	Requires Improvement	Inadequate
As well as the description for good, Governors provide regular challenge and support which positively impacts upon the educational outcomes for children in care at the school. Reports to Governors clearly demonstrate the impact of strategies employed to raise the attainment of children in care, particularly in English and Mathematics. Governors are proactive in advocating for children in care and have an awareness for the underlying reasons for behaviour.	Governors are regularly given accurate information regarding the performance of disadvantaged pupils so as to be able to provide effective challenge towards improving outcomes for this vulnerable group. The use of the Pupil Premium Plus Grant is effectively challenged to ensure this additional funding sufficiently raises the attainment of children in care.	Governors are not proactive in advocating for children in care and/or show limited awareness for the underlying reasons for behaviour. Governance has not secured improvement in achievement for disadvantaged pupils.	Governors do not advocate for children in care and/or do not show an awareness for the underlying reasons for behaviour. The progress in English or in Mathematics of disadvantaged pupils is falling further behind the progress of other pupils with similar prior attainment nationally or within the school.
The number of children in care on track to exceed targets, particularly in English and Maths, is increasing over time. This includes learners receiving provision via alternative educational settings. All children in care meet or exceed targets based on prior attainment levels.	The number of children in care on track to meet targets particularly in English and Maths is increasing over time. All children in care meet targets based on prior attainment levels.	The number of children in care on track to meet or exceed targets may not be known or is known to be decreasing over time. Not all children in care meet targets based on prior attainment levels, particularly in English and Maths	Provision is not impacting on outcomes for children in care, particularly so in English or Maths. Children in care do not meet targets based on prior attainment levels.
As well as the description for good, the school's leadership structure allows that individuals with knowledge about each child in care's learning needs have the ability to influence the use of the Pupil Premium Plus Grant. The impact of the Pupil Premium Plus Grant on outcomes for children in care is regularly reviewed and informs future practice.	Designated teacher is a qualified teacher and has suitable experience. DT provides leadership, advice and challenge which influences decisions about teaching and learning. DT works with school leaders to ensure policies and approaches reflect the needs of children in care. DT attends Virtual School termly training and shares key messages with staff.	Designated teacher is a qualified teacher. DT does not have lead responsibility but is part of the process. DT attends some Virtual School training.	Designated teacher is not a qualified teacher. DT is not part of the process for raising attainment and meeting the needs of children in care. DT does not attend Virtual School termly training. Policies do not reflect the needs of children in care.

Possible Sources for Evidence

School policies and procedures

School data recording systems

EPEP

A tracking document which demonstrates the performance of children in care and tracks the impact of interventions employed. This might include:
• Prior attainment levels
• Use of Pupil Premium Plus demonstrating impact
• Current attainment levels in core subjects
• Record of progress since last Key Stage
• Involvement in clubs and activities outside school time
• Personal Education Plans records
• Date of next PEP meeting
• Key members of staff involved in support

Highly effective and sufficiently detailed Personal Education Planning documents that demonstrate joint working between all stakeholders of the child's education. This might include:
• Evidence of effective target setting
• Clear explanation of strategies used to improve attainment
• Clear actions evidencing multi agency support with time scales and evidence of their impact on educational outcomes
• Evidence of how the learner is involved in their Personal Education Plan

Where alternative education provision is in place there is evidence that this provision meets both safeguarding requirements and learning needs of every child in care engaged in this provision. Quality assurance of each alternative provision needs to demonstrate:
• Appropriateness of the course, especially with regards to the intended outcomes for each learner
• Effective teaching and learning, leading to learners making good progress on sufficiently challenging courses
• Robust and effective communication between the host school and alternative provider with regards to both attendance to the provision and levels of attainment.
• Evidence of working at a level appropriate to learner's prior attainment levels and, where appropriate, towards appropriate qualifications. Where a pupil is receiving an alternative provision prior to entering Key Stage 4 it comprises of curriculum content that is appropriate for each pupil's age and stage of learning.

Part time timetables
• Evidence of strategies to prevent resorting to part time provision
• Monitoring of progression
• Clear timetable back to full time provision with timescales and regularly planned reviews
• Evidence of multi-agency support to reduce incidence and enable reintegration