

Ofsted Focus on Achievement of Looked After Children in the East of England – Autumn Term 2016

How many LAC/post LAC are currently on roll?			
	Total		Total
In foster care		In children's homes	
Special Guardianship order		Adopted	

What LA is the school in? (your 'home' LA)		How many LAC are in the care of your 'home' LA	
Are any LAC in the school in the care of any other LA?		If yes, list the LA's who have placed looked after children in your school	

Who is accountable for the achievement of LAC in the school (tick one box)			
Headteacher/Principal		Deputy/HT/Vice Principal	
Assistant HT/Asst Principal		Other (non-SLT)	
Other (SLT)		No-one identified	
Shared responsibility			

The quality of the relationships with adults in the school?	
A	Teachers and teaching assistants take corporate responsibility for LAC in class and ensure that care and guidance is of high quality. LAC report that they have an identified member of staff as 'key worker' or another adult who they trust and go to when the need help. (Secondary) Careers guidance staff are fully aware of LAC students and ensure they are provided with frequent, regular and high-quality guidance and care
B	Teachers and teaching assistants take corporate responsibility LAC in class. LAC pupils report that some care varies from class to class depending on the teacher, but overall they feel well looked after. LAC have an identified member of staff as 'key worker'. [secondary] Careers guidance staff are aware of LAC students and they are provided with frequent, regular, good-quality guidance and care.
C	While the procedures to support LAC are in place, LAC report that there are only one or two adults that they trust to be able to go to for help. Some teachers and teaching assistants are aware of LAC in class. Some marking and other feedback is good quality. [secondary] Careers guidance staff are not aware of LAC students but all students are provided with frequent, regular, good-quality guidance.
D	Teachers and teaching assistants are not aware of LAC in class. LAC pupils report that there is no one they trust to go to for help. Marking and other feedback is not good quality. [secondary] Careers guidance staff are not aware of LAC students and do not provide regular, good-quality guidance

How is the quality of relationships with other pupils managed?	
A	Leaders demonstrate an excellent understanding of the challenges encountered for LAC and other children as they establish relationships providing successful counselling and guidance for LAC and their friends. They go out of their way to ensure that LAC can make secure attachments with other children, Consequently, LAC report that they have a circle of friends they trust, feel safe and bullying is rare.
B	Leaders are aware of the importance of establishing relationships between LAC and the others. LAC are able to make friends, but without extensive support. Consequently LAC report that they feel safe and bullying is rare.
C	While the school manages to keep LAC safe from bullying, they are less successful at managing relationships so that LAC can make friends. Consequently LAC report that they sometimes are at a loss to find pupils to play with or work with.
D	LAC report that they feel isolated and are sometimes either subject to bullying or are the bully because the school does not pay sufficient attention to ensuring that they make meaningful relationships. Consequently, attendance is low and exclusions are high.

Is the pupil premium grant spent effectively (in terms of LAC only)?	
A	LAC Leader and VSH or member of his/her team ensure that the PPG is well-targeted to meet the specific academic needs of LAC as explained in the PEP. The GB is fully aware of the rationale for PPG spending and monitors its effectiveness closely. The virtual school/LA holds the school robustly to account for the effectiveness of the way the grant is spent. Leaders can demonstrate the impact of the grant on achievement.
B	LAC Leader and VSH or a member of his/her team ensure that the PPG is well-targeted to meet the academic needs of LAC as explained in the PEP. The GB is aware of the rationale for PPG spending and monitors its effectiveness. The virtual school holds the school to account for the effectiveness of the way the grant is spent. Leaders can demonstrate the impact of the grant on achievement.
C	The PPG is targeted to meet the needs of LAC. The GB has some awareness of the PPG and sometimes monitors its effectiveness. The virtual school sometimes monitors the effectiveness of the way the grant is spent. It may be that the grant is having an impact on achievement, but leaders are unable to demonstrate this.
D	Spending of the LAC portion of the PPG is unclear and not targeted specifically. The GB has little understanding of how the PPG is spent and does not monitor it effectively. The virtual school does not monitor the effectiveness with which the grant is spent. The funding has no impact on achievement.

What is the quality of PEPs like? Do they show high expectations for academic progress?	
A	PEPs are comprehensive and are an enduring record of the LAC's experience, progress and achievement. PEPs are clearly linked to EHCPs, IEPs and the use of the PP funding, when appropriate. PEPs show short and long term, aspirational achievement targets. LAC believe that they are consulted and have some control on the decisions that are made about them.
B	PEPs are thorough and record some of the LAC's experiences, progress and achievement. PEPs are linked to EHCPs, IEPs and the use of PP funding, when appropriate. PEPs show short and long term, aspirational achievement targets. LAC believe that they are consulted and have some influence on the decisions that are made about them.
C	PEPs are basic but up-to-date and record some of the LAC's experiences, progress and achievement. PEPs are linked to EHCPs, IEPs and PP funding when appropriate. PEPs show achievement targets. LAC believe that they are involved, but do not have much control over the decisions that are made about them.
D	PEPs are very basic and may not be up-to-date. Links to EHCPs, IEPs and PP funding, when appropriate, are unclear. PEPs do not show achievement targets or, where they are in place, targets are too low and do not provide appropriate challenge. LAC are powerless to influence the decisions made for them.