**Thank-you for taking your time in writing this self-evaluation Governor’s report for Children in Care (CiC). An annual report is should inform Governors about the nature and impact of support for CiC and how their needs are supported. This document is intended to guide and support you in writing the report; it may be to match your specific needs and context that you choose to edit or amend it. Given the typically low numbers of Children in care and previously in care, it is vital that any report written ensures confidentiality and reports in a way that doesn’t make any individual identifiable.**

**Annual report to Governors The Education of Children in Care**

**Self-evaluation RAG rating**

**Green: Our practice is exemplary and meets and exceeds all required practice in the statutory guidance 2018 and all staff are attachment aware and trauma informed and support the relationship based ethos of the school**

**Amber: our practice is strong and meets most of the required practice outlined in the statutory guidance 2018 and school leaders take account of the specific needs of children in care and children previously in care**

**Red: this is an area we want to improve**

**Please identify (P) the rating which is most applicable. Consider the probing questions and use these to inform comments.**

|  |  |  |
| --- | --- | --- |
| School Name | Designated Teacher | Designated Governor for CiC\* |
|  |  |  |

\*Please record the dates of any visits/meetings with CiC focus made by the Designated Governor.

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**Contextual Information**

Number of current Children in Care and previously in Care on roll

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Nursery** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Total** |
| Cambridgeshire CiC |  |  |  |  |  |  |  |  |  |
| Other Local Authority CiC\* |  |  |  |  |  |  |  |  |  |
| Previously CiC |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** | **Year 12** | **Year 13** | **Year 14** | **Total** |
| Cambridgeshire CiC |  |  |  |  |  |  |  |  |  |
| Other Local Authority CiC\* |  |  |  |  |  |  |  |  |  |
| Previously CiC |  |  |  |  |  |  |  |  |  |

\*Please list the other local authorities that are responsible for CiC at your school.

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| --- | --- | --- | --- | --- |
|  | **SEN Support** | **EHCP** | **Identified as ‘most able’** | **UASC** |
| Cambridgeshire CiC |  |  |  |  |
| Other Local Authority CiC\* |  |  |  |  |
| Previously CiC |  |  |  |  |

**Staffing and Training**

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.”

|  |  |  |
| --- | --- | --- |
| **Green** | **Amber** | **Red** |
|  |  |  |
| Probing Questions:   * Is the Designated Teacher suitably qualified, experienced and senior for the role? * If the Designated Teacher is not part of the senior leadership team, how is it ensured that they have access to relevant data and are able to influence policy and practice at a whole school level? * What relevant training has the DT undertaken? * How has this training been shared with staff? * Have ALL staff received attachment aware and trauma informed training? * Have senior leaders reviewed all policies to make sure they effectively reflect the needs of Children in Care? For example, a relational based behaviour policy? * How do Governors hold the Designated Teacher to account for the progress, achievement and well-being of CiC and children previously in care? | | |
| Comments: | | |

**The Personal Education Plan (PEP) and Pupil Premium Plus (PP+)**

Guidance (2018) states “All looked-after children must have a care plan, of which the PEP is an integral part. The PEP should be reviewed each school term. This should include mapping how the pupil premium and any other funding has been used to support the targets set in the PEP.”

|  |  |  |
| --- | --- | --- |
| **Green** | **Amber** | **Red** |
|  |  |  |
| Probing Questions:   * Has every child in care a current PEP? * How has the Virtual School rated the quality and compliance of the PEP documents? * How does the Designated Teacher share the content of the PEP with class/subject teachers, teaching assistants and other adults to ensure that they implement key actions and strategies to secure pupil progress across the curriculum? * How much PP+ was requested and for what? * How is the impact of PP+ measured? | | |
| Comments: | | |

**Attainment and Progress**

|  |  |  |
| --- | --- | --- |
| **Green** | **Amber** | **Red** |
|  |  |  |
| Probing Questions:   * How frequently, and in what format, is the progress of CLA children and previously looked after children shared with the Governors? * Are Children in Care making expected or above expected progress in core curriculum areas? * Are Children in Care working at or above age related expectations? * How are all senior leaders (curriculum and pastoral) taking responsibility for promoting high expectations and achievement for CiC and pCiC? * Where expected progress is not being made, how is this identified and support provided? How is the PP+ grant being used to support attainment and progress? * How does the school secure a baseline for CiC and pCiC? a) At point of entry to school? b) At point of entry to care? * How is the curriculum constructed to be ambitious and provide knowledge and experience to succeed in life? * Are children in care taking part in extra-curricular activities in the widest sense? Are they represented in school teams and the wider school community? * How is enhanced careers advice and guidance provided for Children in Care? | | |
| Comments: | | |

**Attendance and Exclusions**

To date (for this academic year), how many days of exclusion have been issues to CiC and pCiC?

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Internal exclusion** | **External (fixed term exclusion)** | **Permanent exclusion** |
| Cambridgeshire CiC |  |  |  |
| Peterborough CiC |  |  |  |
| Other Local Authority CiC\* |  |  |  |
| Previously CiC |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Green** | **Amber** | **Red** |
|  |  |  |
| Probing Questions:   * Where there have been cases of external (fixed term exclusion) what provision was put in place from day 1? * What changes have been made to policy and practice to ensure that following any exclusion, the expectation is not that the change should come solely from the child? * What is your priority for reducing your rates of exclusion? * How does the school work to improve the attendance and punctuality of children in care, previously in care and other children who need a social worker? * If the attendance is below 90%, how is the Virtual School involved and what plan is in place? * What systems are in place to address emerging patterns of low attendance and punctuality? | | |
| Comments: | | |

**Social, Emotional and Mental Health**

|  |  |  |
| --- | --- | --- |
| **Green** | **Amber** | **Red** |
|  |  |  |
| Probing Questions:   * How is pupil voice heard and what has been implemented in response to this? * 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? * What social, emotional and mental health (SEMH) screening tools are used within the school? * How is progress against SEMH outcomes measured? * How does the Designated Teacher link with the SENCO and mental health / pastoral leads to ensure that planning for all children is aligned? * Is the behaviour policy relational, attachment aware and trauma informed? * How does the school provide opportunities to nurture, develop and stretch CiC and children previously in care’s talents, interest and aspirations? | | |
| Comments: | | |

**Reduced Timetables and Alternative Provision**

|  |  |  |
| --- | --- | --- |
| **Green** | **Amber** | **Red** |
|  |  |  |
| Probing Questions:   * Are any CiC on a reduced timetable and if so why? * How do you ensure that any part time timetable or alternative provision meets the teaching and learning needs of the children? * How do you review and evaluate the impact of reduced timetables and alternative provision? * How do you ensure reintegration into mainstream teaching and learning? | | |
| Comments: | | |

**Transitions**

|  |  |  |
| --- | --- | --- |
| **Green** | **Amber** | **Red** |
|  |  |  |
| Probing Questions:   * How does the school support CiC and previously in care at points of transition and ensure that their additional needs are fully met? * What procedures are in place to ensure that sensitive issues and relevant information are shared at key points of transition? | | |
| Comments: | | |

**Communication**

|  |  |  |
| --- | --- | --- |
| **Green** | **Amber** | **Red** |
|  |  |  |
| Probing Questions:   * How does the school facilitate effective communication with all stakeholders on behalf of the CiC and children previously in care? * How does the school ensure that those with corporate parenting responsibilities are kept informed? * How does the school ensure that communication with carers is relevant, honest and timely? * What is the relationship between the school and the Virtual School? | | |
| Comments: | | |

**Unaccompanied Asylum Seeking Children**

|  |  |  |
| --- | --- | --- |
| **Green** | **Amber** | **Red** |
|  |  |  |
| Probing Questions:   * Are there UASC on the current roll of the school? * How are the unique needs of UASC supported? | | |
| Comments: | | |

**Looking forward**

Please summarise the main strengths in practice and identify 3 main priorities for improvement next academic year:

|  |
| --- |
| Main strengths:  ˚  ˚  ˚ |

|  |
| --- |
| Priorities for Improvement:  ˚  ˚  ˚ |

This report has been completed by:

|  |  |
| --- | --- |
| Name | Date |
|  |  |

Cambridgeshire Virtual School would be interested in reading this report to Governors. If you are happy to share it, please email a copy to [virtualschool@cambridgeshire.gov.uk](mailto:virtualschool@cambridgeshire.gov.uk)