

THE HOPE PEP QUALITY MONITORING: PRIMARY AND SECONDARY

Initials of young person:	Year group:	Date of PEP meeting:	School/setting:
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	Outstanding	Good	Requires Improvement	Inadequate
Discussion of last PEP's actions	Impact of discussion of actions from last PEP is clearly recorded and actions from previous PEP have been completed	Evidence that actions from previous PEP have been completed and some impact recorded	Evidence of discussion of actions from previous PEP but not all completed or carried forward	No evidence that actions from previous PEP have been discussed or completed
Student voice	<ul style="list-style-type: none"> Student's voice is recorded There is evidence that it is fully acted upon 	<ul style="list-style-type: none"> The student's voice is recorded Student's voice is acted upon 	<ul style="list-style-type: none"> The student's voice is not fully recorded Student's voice is not fully acted upon 	<ul style="list-style-type: none"> The student's voice is not adequately recorded The student's voice is not adequately acted upon
Student progress	Student progress is exceeding expectations and actions will maintain this	If the student is not on track to meet their targets in literacy/English and numeracy/Maths s/he is being helped to make accelerated progress. The school/college takes effective action to enable the pupil to reach his/her potential	Student is making some progress but insufficient actions are in place to accelerate progress	Student is not making sufficient progress and actions are not in place to address this
Aspirational target setting	Assessment target setting is highly aspirational and achievable	Assessment target setting is aspirational and achievable	Assessment target setting is not aspirational	Assessment targets are not set or are set below national expectations
Transition preparation	Student has had good educational experiences and these ensure that s/he is very well equipped for the next transition in their education, training or employment	Student is prepared for the next transition in his/her education, training or employment	Student is prepared for transition but actions are not fully developed	Student is not adequately prepared for transition and no actions can be evidenced to address this
Evidence of impact of attendance strategies	Attendance is above 95% and actions are in place to maintain/improve this	<ul style="list-style-type: none"> Attendance is in the range of 92% to 95% and actions are in place to maintain/improve this If less than 92%, robust strategies are in place to improve attendance 	Attendance is below 92% and actions are not in place to confidently address this	Attendance is significantly below 92% and there are inadequate actions in place to address this
Graduated response and SEND	Very detailed personalised provision evidenced inc. external or internal support (e.g. speech & language, mental health support etc.) & acted upon to positively affect outcomes	Detailed personalised provision evidenced and acted upon to positively affect outcomes	Some personalised provision evidenced to positively affect outcomes	Little or no personalised provision evidenced
Additional contributions	<ul style="list-style-type: none"> All parties have contributed appropriately Their voices are acted upon 	<ul style="list-style-type: none"> All parties' voices recorded Their voices are acted upon 	<ul style="list-style-type: none"> All parties' voices are not fully recorded All parties' voices are not fully acted upon 	<ul style="list-style-type: none"> All parties' voices are not adequately recorded All parties' voices are not adequately acted upon
Resilience	Resilience factors have been highlighted, celebrated and additional contributions listed fully, with suggestions for future plans recorded	Resilience factors have been highlighted, celebrated and additional contributions listed	Resilience factors have been discussed but no actions recorded	Resilience factors have not been noted and/or no actions recorded
Pupil Premium	<ul style="list-style-type: none"> At least 80% of Pupil Premium spend/forecast is for English/maths with detailed costings shown Pupil Premium spend/forecast is very well evidenced Pupil Premium impact shows measurable increase in achievement 	<ul style="list-style-type: none"> At least 80% of Pupil Premium spend/forecast is for English/maths with detailed costings shown Pupil Premium is well evidenced and impact measurable 	<ul style="list-style-type: none"> Less than 80% of Pupil Premium spend/forecast is for English/maths Pupil Premium spend/forecast is recorded and there is some evidence of costings Impact not evidenced 	<ul style="list-style-type: none"> Less than 80% of Pupil Premium spend/forecast is for English/maths Pupil Premium spend/forecast is not complete Impact not evidenced
Actions from PEP	All actions from the component parts of the PEP form are embedded in the action plan and are S.M.A.R.T.	Actions from the component parts of the PEP form are embedded in the action plan and are S.M.A.R.T.	Some actions from the component parts of the PEP form are embedded in the action plan and are S.M.A.R.T.	Few actions from the component parts of the PEP form are embedded in the action plan and few are S.M.A.R.T.
PEP recording	All relevant aspects of the PEP are completed in detail	All relevant aspects of the PEP are completed	There are gaps in recording on the PEP	There are many gaps in recording on the PEP

Quality judgement by The HOPE Virtual School		
Outstanding <input type="checkbox"/>	Good <input type="checkbox"/>	Requires improvement <input type="checkbox"/>
		Inadequate <input type="checkbox"/>
HOPE staff member:	Reason for judgement/comments/next steps:	Date: