

The HOPE Virtual School Bristol
Children in Care Designated Teacher/Named Governor Annual reports: Audit tool

Annual report section	What to look for/include	Rating A = we are confident about this; work has already been done in this area and is ongoing B = we haven't done much on this yet, but know what needs to be done and how to go about it C = we still need to do work on this area and to identify our initial priorities. <i>Or</i> Red = No evidence, cause for concern Amber = Some evidence, needs to be developed further Green = Good evidence, on track
Areas for development last academic year	Were these reviewed effectively? Were they achieved? If not, have they been carried forward to next year?	
Attainment/achievement	Are CiC progressing well in comparison with peers? Is additional support in place where necessary? Does this include effective use of Pupil Premium/1-1 tuition, working with VSH? Is there an ethos of high expectations and aspirations? Are aspirational targets set which take into account additional impact of support over the key stage? Are there any particular concerns? Are CiC on More Able & Talented register?	
Rewards and sanctions	How do CiC sanction rates compare to peers? How do CiC reward rates compare to peers?	
Attendance	Are there any CiC reaching the 90% persistent absence threshold? Are there robust systems in place to encourage improved attendance? Do these include close working with others e.g. carers, health, social workers, VSH? Punctuality rates for CiC compared to peers? Any CiC on part-time timetables? If so is there a secure process for monitoring this and are the LA informed?	
Exclusions	There should be no permanent exclusions of CiC – cause for concern if there are. How do numbers of fixed term exclusions compare with peers? Any areas for concern? Is there an effective system of behavioural support to minimise exclusions? Have any pupils been placed on Part time timetable? If so for how long and what is the plan for Full time entitlement?	

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Out of School hours (OSHL) and Enrichment	Support given to CiC to access OSHL; answer should demonstrate understanding of CiC needs e.g. transport, contact with carers/consent etc, all CiC should be able to access school based activities, as many as possible involved in Aim Higher to nurture aspiration, self-confidence and ambition	
Personal Education Plans (PEPS)	Are there PEPs in place for every CiC on roll Is quality audit system robust? Percentage of PEPs good or better?	
What is the school's internal process for ensuring the quality of PEPs to secure improved outcomes for CiC?	Should include: regular monitoring, reviewing; involvement of key stakeholders e.g. DT, Head Teacher, carers, social workers; setting appropriately challenging but achievable targets; taking account of whole child's needs; ensuring additional support in place to meet identified needs; clear accountability i.e. who is responsible for carrying out actions.	
Is the CiC Pupil Premium being spent on raising the attainment of the pupil?	Should be able to evidence clear impact on attainment or engagement in learning as a result of the Pupil Premium spending. This should have been agreed with social worker, carer and Virtual School at the PEP meeting and recorded on the PEP form.	
Are processes and policies secure/robust?	Should have clearly explained systems throughout; should be processes in place even if no CiC affected e.g. should still have behaviour support in place even if no exclusions (this may be why there are no exclusions); policies should reflect statutory guidance e.g. "How are other staff kept informed of issues specific to CiC" – answer should appreciate the importance of showing sensitivity about who else knows about a child's looked after status. Is there a clear induction process for CiC even where the pupil was already on roll at the school when coming into care? Is there a clear leaving process?	
Communication with carers/social workers	Is there evidence of good engagement with carers and social workers? Should include regular communication by email, phone or meetings and early intervention if any problems or issues identified. School culture should encourage and support communication and this should be endorsed by governors.	

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Areas for development	Are all areas identified for development reflected in the recommendations for next academic year? Are the recommendations SMART (Specific, Measurable, Achievable, Realistic, Timed)?	
General	<p>Is the DT ensuring that attendance, progress and attainment data are uploaded to the CLA Tracker as requested by the LA? Should be evidence of well thought through policies even if no CiC on roll – this could change at very short notice. Where there are high numbers of CiC on roll should expect to see particularly good evidence of robust systems, well considered policies/processes throughout and good understanding of issues/needs.</p> <p>Named governor and DT should have completed relevant training within previous 2 years or have plans in place.</p> <p>Do the DT and named governor know about the CiC education web pages and The HOPE Briefing and Newsletter?</p>	

Glossary of terms

CiC	Child(ren) in care –interchangeable with LAC (Looked After Child/ren)
DT	Designated Teacher
OSHL	Out of school hours learning
PP	Pupil Premium
PEP	Personal Education Plan
VSH	Virtual School Head