

# Designated Teacher’s Annual Report to

# the Governing Body on Looked After and Previously Looked After Children

|  |  |
| --- | --- |
| **Name of School:** |  |
| **Date:** |  |
| Report is for the academic year: |  |
| **Prepared for the full Governing Body Meeting to be held on:** |  |

# 

# A copy of the completed document should be shared as Part Two minutes at the Governing Body meeting

# To protect a child’s need for confidentiality it is also important to ensure that the reports do not mention individual children by name. The report should enable the governing body to make judgements about the designated teacher role

# N.B. Details of this information are confidential – names and specific circumstances cannot be discussed.

Author: ………………………………………………………….…………………………………..

Name of Designated Teacher and Position within the School, e.g. SENCO, Assistant Headteacher, (as indicated by the annual register) etc;

………………………………………………………………………………..……..…………

Name of Nominated Governor for Looked After and Previously Looked After Children ………………………….…………………………….………………………………………..

|  |
| --- |
| This page must be completed by the Designated Teacher and attached to the minutes of the meeting for the Governing Body**. If there are currently no children** who are looked after or previously looked after on the school roll, please sign and date below**. In this circumstance only should this section be attached to the minutes**  I confirm there are currently no children looked after or previously looked after on the school roll.  **Signed**:  **Date**: |

We are proud of our children and young people who are looked after or previously looked after. Here are some of their achievements:

**Key Information:**

|  |  |  |
| --- | --- | --- |
| **Information by CLA or PLAC** | **CLA** | **PLAC** |
| On 1 September number of pupils on roll in each defined group |  |  |
| Number of pupils who have Shropshire Council as their Corporate Parent |  |  |
| Number of CLA pupils on roll with another Local Authority as corporate parent other than Shropshire. Please note name of LAs. |  | n/a |

**Whole School Approach:**

This is how our Policies effectively reflect the needs of looked-after and previously looked-after children

This is how our school has a clear overview of the educational needs and progress of looked-after and previously looked-after children on roll.

This is how resources are allocated to support the Designated Teacher to carry out their role effectively for the benefit of looked-after and previously looked-after children

**Summary of Training:**

* It is strongly advised that the Designated teacher attends NEW TO POST Designated Teacher training run by the Virtual School.
* It is recommended that ongoing training should be at least annual on specific factors that impact on attainment for looked after (CLA) and previously looked after children (PLAC) – for example – attachment training, processes, updates on guidance and whats support is available from the Virtual School. Refer to Statutory guidance page 9. It is recommended that the Designated Teacher attend the termly Virtual School Network meetings.
* It is recommended that all nominated Governors for CLA/PLAC attend training on supporting the Education of CLA / PLAC every 2 years.

This table of information illustrates the training that has been attended.

|  |  |  |  |
| --- | --- | --- | --- |
| **Role in School** | **Date**  **Of Training** | **Name of course** | **Provider** |
| Headteacher |  |  |  |
| Designated Teacher |  |  |  |
| Nominated Governor for CLA and PLAC |  |  |  |
| **Other Staff** *e.g.**learning support assistants, pastoral staff, SENCO, etc* | | | |
|  |  |  |  |
|  |  |  |  |
| Training provided by Designated Teacher to their school colleagues about the education and well-being of CLA and PLAC: | | | |
| **Focus of Training** | **Date of Training** | **Colleagues trained** | |
|  |  |  | |
|  |  |  | |
|  |  |  | |
|  |  |  | |

**Policies:**

|  |  |  |
| --- | --- | --- |
| **Policies and/or procedures for Safeguarding** | **Date approved by Governing Body** | **Next review date** |
| Policy on the Education of Looked After and Previously Looked After Children |  |  |
| Any other related procedures/policies eg Behaviour/Relational Policy, Safeguarding… |  |  |

Is a record maintained to evidence that all relevant staff/volunteers have access to the above policy, including one to one tutors? YES/NO

Who is responsible for maintaining that record? ……………………………………………

**PEPS for CLA:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Child/young person by number to ensure anonymity** | **Date of Autumn term PEP** | **Quality of Autumn term PEP\*** | **Date of Spring term PEP** | **Quality of Spring term PEP\*** | **Date of Summer term PEP** | **Quality of Summer term PEP\*** |
| **1** |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |
| **3 etc** |  |  |  |  |  |  |

*\*This quality descriptor must be taken from the Virtual School’s quality assurance process*

Have all the CLA had 3 PEPs in an academic year in line with statute? Y/N

If No what are the main reasons for this?

The percentage of our PEPs for Shropshire CLA rated as being ‘Good Quality’ by the Shropshire Virtual School are %

Where PEPs have been Quality Assured by Shropshire Virtual School as ‘Needing Development’ what are the actions being taken by the Designated Teacher to address this?

This is how the Designated Teacher goes about target setting including reviews (including with teaching / support staff and the young person)

**Participation**

Our Looked After and Previously Looked After Children have taken part in these activities with the Shropshire Virtual School – or with another LA Virtual School if relevant:

*Eg visits to the theatre or a Celebration event*

This is how the Designated Teacher captures and responds to our children’s views to support their PEP and also at other times through the year

**Pupil Premium Plus (PP+)**

PLAC – this is a summary of the interventions Pupil Premium Plus funding has been used for

The impact has been as follows (add evidence):

CLA – this is a summary of the interventions Pupil Premium Plus funding has been used for

The impact has been as follows (add evidence):

**Attainment & Progress**

This is how we ensure that the progress and attainment of CLA and PLAC is monitored at our school. For each table below please enter the data according to the relevant Key Stage at end of last academic year

Report on Attainment for CLA

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **% achieving /working at Expected or Above in**  **Writing** | **% achieving /working at Expected or Above in**  **Reading** | **% achieving/working at Expected or Above in Maths ie Grade 4 or above if KS3/4** | **% achieving/working at Expected or Above in**  **English ie Grade 4 or above** |
| **KS1**  **Number f** |  |  |  |  |
| **KS2** |  |  |  |  |
| **KS3** |  |  |  |  |
| **KS4** |  |  |  |  |

Report on Progress for CLA

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **% making Expected or Accelerated progress in**  **Writing** | **% making Expected or Accelerated progress in Reading** | **% making Expected or Accelerated progress in Maths** | **% making Expected or Accelerated progress in English** |
| **KS1**  **Number f** |  |  |  |  |
| **KS2** |  |  |  |  |
| **KS3** |  |  |  |  |
| **KS4** |  |  |  |  |

*Please use the progress measure in terms of national expectations around flight path/ trajectory*

Report on Attainment for PLAC

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **% achieving /working at Expected or Above in**  **Writing** | **% achieving /working at Expected or Above in**  **Reading** | **% achieving/working at Expected or Above in Maths ie Grade 4 or above if KS3/4** | **% achieving/working at Expected or Above in**  **English ie Grade 4 or above** |
| **KS1**  **Number f** |  |  |  |  |
| **KS2** |  |  |  |  |
| **KS3** |  |  |  |  |
| **KS4** |  |  |  |  |

Report on Progress for PLAC

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **% making Expected or Accelerated progress in**  **Writing** | **% making Expected or Accelerated progress in Reading** | **% making Expected or Accelerated progress in Maths** | **% making Expected or Accelerated progress in English** |
| **KS1**  **Number f** |  |  |  |  |
| **KS2** |  |  |  |  |
| **KS3** |  |  |  |  |
| **KS4** |  |  |  |  |

Overall comment on the attainment and progress of CLA and PLAC at our school

**Attendance**

CLA

Overall attendance for last academic year: %

Number of days lost to suspensions:

Number of young people who received a suspension:

Number of any permanent exclusions:

Comment:

PLAC

Overall attendance for last academic year: %

Number of days lost to suspensions:

Number of young people who received a suspension:

Number of any permanent exclusions:

Comment:

**Overall Recommendations**

As Designated Teacher I recommend these actions