

Hertfordshire Improvement Partner Report HIP Monitoring of Provision for Children Looked After (CLA) Herts for Learning

School	The Valley	Number	619	Date	20 th July 2017
Present	Andy Clark - Designated Teacher (DT) / Deputy Head Anne Spencer- Hertfordshire Improvement Partner Feedback to: Andy Clark Deputy Head followed by Corina Foster, Headteacher				

Length of visit: 12 hours, including writing this note of visit

Purpose of visit:

- To monitor the school's provision for CLA who are at school in Hertfordshire or in the care of Hertfordshire Local Authority
- To validate the impact of the provision on the outcomes of CLA who are at school in Hertfordshire or in the care of Hertfordshire Local Authority
- To challenge the school where outcomes for CLA who are at school in Hertfordshire or in the care of Hertfordshire Local Authority are not yet good

During the visit, the HIP carried out the following activities:

- Met with the headteacher and the DT / DH
- Tour of the school including meeting CLA pupils
- CLASEF Report to Governors seen
- Scrutiny of tracking systems for monitoring progress
- CLA Annual Progress sheet
- CLA Progress report
- EHCP for each pupil
- Held in-depth discussions with the DT about the ways in which the school meets the personal, social, emotional and behavioural needs of the pupils including the focussed 1:1 and small group intervention work
- Scrutinised some examples of pupils' work
- Looked at the school's tracking system and at other paperwork related to CLA students
- Scrutinised the PEPs for each of the students, all of whom are currently in-county

Main findings:

Amount of funding allocated to the school: £9000

How many CLA are currently on roll?			Total = 6
	Hertfordshire	Out of county	
Year group	11 x1		
	10 x1		
	9 x2		
	8 x1		
	7 x1		
Number of CLA	6		

Context

Aspect	Yes/No	
The DT frequently reviews the progress of all CLA on roll	Yes	The DT frequently reviews the progress of CLA pupils. This is done through 'data drops', PEPs and CLA review meetings and EHCP meetings. Progress meetings take place to discuss the findings of the data analysis. Each member of staff can access the individual pupils' progress report on a termly basis which is dropped in the teachers shared area. Findings and necessary interventions are identified in progress review meetings with subject and learning leaders
The DT liaises frequently with the Virtual School head or lead adviser	Yes	The DT has met with the Virtual School (VS) representative and discussed the CLASEF report for the Governors. The representative also reviewed the ePEP's and documentation. Recommendations were made. These have been acted upon.
The DT frequently provides the Virtual School head or lead adviser with performance information about CLA attendance and outcomes	Yes	The DT sends the VS detailed information from the school's tracking to show pupils' progress and attendance when it is requested. The attendance rate for CLA is high.
The DT meets with the class teacher of CLA to discuss their progress	Yes	Informal discussion of pupil progress is frequent. Meetings with all staff and SLT take place to review emerging needs of pupils. Targeted interventions are put in place as necessary. Emerging needs leads to focussed support for each pupil.
The DT has responsibility for spending the pupil premium grant for CLA	Yes	The DT has joint responsibility with the headteacher for PP spending on CLA. This is used to support small groups and targeted interventions.
The DT is held to account for spending the pupil premium grant for CLA	Yes	The DT has joint accountability with the headteacher for PP spending on CLA.
The DT provides governors with detailed information about how the pupil premium grant for CLA is spent and the difference it makes to outcomes	Yes	This DT has developed systems for the analysis of CLA performance and reports to Governors since the last CLA review in June 2016. The DT has attended specific training for this role during 2017. Governors hold the school to account regarding the progress of CLA pupils. Financial report is made to the Resources Committee by the School Business Manager and Head regarding PP spending. The DT reports to the School Improvement Committee on the progress of PP pupils and compares the progress to the progress of non- PP. All reports are then reported to the FGB
The Virtual School provides support for CLA in this school	Yes	The DT has met with the VS representative who helped review the CLASEF report and offered advice about how to improve the ePEPs. The DT feels that Virtual School would be available for support were it needed.
The support provided for CLA by the Virtual School is effective in raising standards	Yes	The VS representative provided useful advice and support. The advice was helpful in improving the school's monitoring and evaluation systems as well as the provision for the CLA pupils
The DT meets regularly with carers of all CLA	Yes	The DT and the form tutor meets at least termly with carers. There is also more frequent contact with them through form tutors who telephone regularly. Informal contact can happen on

		a daily- basis at pick up and drop off time. This allows for any concerns to be rapidly addressed.
The DT encourages carers to focus on academic achievement	Yes	The Head and DT have very good knowledge and understanding of each CLA pupil's needs. This permeates throughout the staff. This was evident through the discussion on the visit with the Head and DT.

The Personal Education Plan (PEP or e-PEP)

For each aspect please ✓ or x

	PEP1	PEP2	PEP3	PEP 4	PEP 5	PEP 6
Is the PEP in date?	✓	✓	✓	✓	✓	✓
All factual details are completed in full throughout the PEP	✓	✓	✓	✓	✓	✓
Most targets have an academic focus	✓	✓	✓	✓	✓	✓
All targets are challenging	✓	✓	✓	✓	✓	✓
There is evidence of the LAC's involvement in putting together the targets	✓	✓	Level of involvement is limited due to pupil feeling unable to take part. The DT will discuss targets with pupil	✓	✓	✓
There is evidence of the carer's involvement in putting together the targets	✓ Minutes of PEP Meeting	✓ Minutes of PEP Meeting	✓ Discussion took place in the recent meeting which contributed to minutes	✓ Minutes of PEP Meeting	✓ Discussion took place in the recent meeting which contributed to minutes	✓ Minutes of PEP Meeting
There is evidence of at least a termly evaluation of the LAC's progress towards the targets	✓	✓	✓	✓	✓	✓
The evaluations include hard performance information	✓	✓	✓	✓	✓	✓
Where appropriate, arrangements in place allow for a smooth transition	✓	✓	✓	✓	✓	✓

CLA outcomes

PEP 1-6 above	Current year group	English			Mathematics			KS 4 only Number of A* - C grades (or equivalent)		
		Target	Current Attainment	End of Year/KS prediction	Target	Current Attainment	End of Year/KS prediction	Target	Current attainment	End of KS prediction
CLA 1	11	ELC 1	Level 1	Level1	ELC 1	Level 1	Level 1			
CLA 2	10	Step up To English	Gold Step	Gold Step	ELC Level 1 Edexcel Level 1 Statistics	On target	ELC Level 1 Edexcel Level 1 Statistics			
CLA 3	9 Pupil progress is measured through the school's own NOFUS system	B4	B4	B4	B1	B1	B1			
CLA 4	9 Pupil progress is measured through the school's own NOFUS system				B1	B1	B2			
CLA 5	8 Pupil progress is measured through the school's own NOFUS system				A3	A3	B1			
CLA 6	7 Pupil progress is measured through the school's own NOFUS system				A1	A1	B1			

Summary evaluation from the visit

The PEP is just part of the school's target setting and tracking system for CLA pupils. The DT shared the overall monitoring and tracking system which shows the academic steps of progress using the school's NOFUS structure.

The DT had collated folders for each CLA including their current PEP, Progress Report, their Annual subject progress sheet and their EHCP.

Records and samples of work show that CLA students are making good progress – their attainment levels are in line with their starting points. Pupils books were scrutinised and evidence was seen of comments and stamps to praise work. Verbal feedback is seen in some cases to be more appropriate with the pupils to encourage next steps of learning. However, The SLT are evaluating marking and feedback to ensure all subject departments are creating a marking system developed from the non- negotiables in the marking policy to the same level as those departments who are using written next steps in learning.

A tour of the school, conversations with the pupils and detailed discussions with the DT indicates that the school provides excellent support for the personal, social and emotional and academic needs of its CLA students. It has a wide range of provision to meet their very personal needs. For example, Trampolining club, Animal club, Performing Arts, Trips including theatre trips, funding for extra Maths provision.

Transition is carefully planned. The pupils within school receive 'Promotion' for the last three weeks of the Summer term into the next year group. This successfully supports the transition within the school so that the pupils do not become anxious over the long Summer holiday. The pupils spoken to were proud to say they had already moved up a year group. The pupils were all very pleasant and polite. Transition is carefully prepared for at the end of Key stage 4 so that pupils can successfully transition out of school to a provision such a North Herts College which meets their needs. Transition is also very structured and creatively developed so that strong links with feeder schools and families ensure a smooth transition into school. Support is ongoing by Senior Learning Leaders to 'in year' admissions.

Pupil premium students make progress that is equal to or better than the rest of the students. The school produces a great deal of data which indicates how well it tracks the progress of all pupils including CLA.

The attendance of CLA students is 98% and above. This is excellent. The pupils clearly love coming to school. In detailed discussions with the DT, it is excellent to see that the pupils are catered for on an individual basis. Their strengths and areas of development are clearly identified. The SLT, Subject Leaders and teachers evaluate and monitor the progress of each pupil. Interventions are put in place to ensure progress in any subject area that is causing concern. The same format follows for attendance, engagement, social and emotional development. In addition, the format is followed for all risk assessments.

It is evident that the DT has made very good progress since the last review to ensure PEPs are up to date with all the necessary information. Minutes of PEP meetings show evidence that there is an overview of each pupil's development and that the carers input is recorded. The new targets have improved on the previous ones ensuring that they are SMART and focus on academic progress. The DT has also used the CLASEF to report to the governors and worked closely with the VS representative which has had a positive impact on the ePEPs

RAYG rating:Green

Overall rating

Green overall because leaders have addressed the concerns from the last CLA Annual review as follows:

- all sections of the PEPs are completed for each student including:
- Factual information in the front section of the PEP
- Minutes of PEP meetings
- The pupil voice section
- Target setting for CLA students are more specific
- Has produced a DT report to governors using the VS report template to complement existing information provided for governors
- Access CLA training with the other DTs provided by the VS.

Actions agreed:

- To ensure that systems are in place so that all information is systematically collected and effectively collated throughout the academic year and that all stakeholders are fully involved
- To build up a secure system so that all information on CLA pupils is in one secure place to show outstanding monitoring and evaluation of social, emotional and academic progress.
- To ensure marking and feedback is secure across the subject areas so that next steps in learning supports the progress of the pupils

Date and purpose of next visit

To be arranged

Hertfordshire Improvement Partner : Anne Spencer Date: 20th July 2017
