

Child in Care Competent School Evidence Checklist

| | |
|-----------------------------------|--|
| Date | |
| School name | |
| Name of Designated Teacher | |

Data

| | |
|---|--|
| How many CiC are currently on roll? | |
| In foster Care | |
| In children’s homes | |
| Special Guardianship order or Residence Order | |
| Adopted from care | |

Who has responsibility for the achievement of CiC in the school? [tick box]

| | | | |
|----------------------------|--|----------------------------|--|
| Headteacher/Principal | | Deputy Head/Vice Principal | |
| Asst. Head/Asst. Principal | | SENCO/Designated Teacher | |
| Other | | Other | |
| Shared Responsibility | | No one identified | |

Which of the following apply to the designated teacher in this school? [tick if true]

| | |
|---|--|
| I frequently review the progress of all LAC on roll | |
| I liaise regularly with the Virtual School Headteacher | |
| I provide the VSH with data on CiC attendance and achievement frequently | |
| I meet with class teacher/form tutor of CiC pupil frequently to check progress | |
| I have responsibility of spending the pupil premium grant | |
| I am held to account for spending the pupil premium grant | |
| I provide governors with detailed information about how the pupil premium grant is spent and the difference it makes. | |
| The Virtual School provides support for CiC pupil in this school | |
| The support provided for CiC, by the Virtual School, is effective in raising attainment | |
| All PEPs for CiC in this school include challenging achievement targets | |
| I meet regularly with foster carers and/or children’s home key workers for all LAC | |
| I encourage foster carers/key workers to focus on educational achievement as well as SEMH* issues | |

*SEMH = social, emotional and mental health

List the APS for attainment and progress for all pupils at July 2014. Please continue on second sheet if necessary (For secondary schools, give the English results in the writing column).

| | Current year group | Year group in July 2014 | Reading | | Writing | | Maths | |
|---------|--------------------|-------------------------|------------|-----------|------------|----------|------------|----------|
| | | | attainment | progress* | attainment | progress | attainment | progress |
| Child A | | | | | | | | |
| Child B | | | | | | | | |
| Child C | | | | | | | | |
| Child D | | | | | | | | |
| Child E | | | | | | | | |

*Progress across the key stage in year 2, year 6, and year 11; progress for one academic year in all other year groups

How effective is your schools leadership and management for CIC [please tick]

| 1 | 2 | 3 | 4 |
|---|--|--|---|
| A Senior Leader has responsibility and knows about CiC attainment progress and provision on an individual level. CIC make rapid progress from their starting point. There is excellent planning for transition when moving class/school | A Senior Leader has responsibility and knows about CIC attainment, progress and provision on an individual level.. Post CIC make good progress from their starting point. There is good planning for transition when moving class/school | A member of staff has responsibility for CIC. They sometimes respond to underachievement and some make good progress. There is some planning for transition. | The responsibility for CIC is not well enough defined. Staff rarely respond to underachievement and most CIC make poor progress. There is poor transition planning. |

How effectively is the achievement of CIC monitored? [please tick]

| 1 | 2 | 3 | 4 |
|--|--|--|--|
| Progress is monitored frequently and CIC leader meets frequently with class teacher. Attainment data is provided to Senior Leaders regularly and reviewed. | Progress is monitored regularly and CIC leader meets with class teacher. Attainment data is provided to Senior Leaders sometimes and reviewed. | Progress is monitored regularly and CIC leader sometimes meets with class teacher. Senior Leaders sometimes review and look at progress. | Progress is monitored irregularly. There is no specific monitoring of achievement. |

Do pupils receive high quality guidance in class? [please tick]

| 1 | 2 | 3 | 4 |
|---|---|--|---|
| Teachers and TA's are fully aware of CIC in class and ensure feedback is of high quality. CIC have a key member of staff identified as a Key Worker. | Teachers and TA's are fully aware of CIC in class and most feedback is of high quality. CIC have a Key member of staff identified as a Key Worker. | Some Teachers and TA's are aware of CIC. Some feedback is of good quality. | Teachers and TA's are not aware of CIC in class. Feedback is not of good quality. |

What is the quality of PEPs? Do they show high expectations for academic progress? [please tick]

| 1 | 2 | 3 | 4 |
|--|---|--|---|
| PEPs are comprehensive and record progress and achievement. Education planning is clearly linked to ECHP plans/SEN needs. They show long term SMART targets which are reviewed and pupils/parents voice is met. | PEPs are good and record some progress and achievement. Education planning is clearly linked to ECHP plans/SEN needs. They show long term SMART targets and pupils/parents voice is met. | PEPs are basic but up to date and record some progress and achievement. Planning shows targets and some evidence of pupil/parent voice. | Education Plans are basic and not up to date . Links to ECHP/SEN unclear and no evidence of pupil/parent voice. |

Is Pupil Premium Funding spent effectively for CIC? [please tick]

| 1 | 2 | 3 | 4 |
|---|---|--|---|
| Senior Leader and Governing body meet regularly to ensure Pupil Premium spend for CIC is meeting needs and is showing progress and effectiveness.. Gaps in attainment are rapidly narrowing to peers. | Senior Leader and Governing body meet to ensure Pupil Premium spend for CIC is meeting needs and is showing progress and effectiveness.. Gaps in attainment are narrowing to peers. | The Pupil Premium spend is meeting the needs of CIC. The Governing body has some awareness of the spend and sometimes monitors effectiveness. Gaps in attainment are not narrowing to peers quickly enough. | The Pupil Premium spend for CIC is unclear and not targeted . The Governing body has little understanding on the spend and effectiveness. Gaps in attainment to peers are wide. |

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| Could this school provide a case study on good practice in terms of CiC achievement? |
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