

**Raising the ambitions achievements and educational attainment of looked after children in schools**

**Estyn checklist – Self Assessment Checklist for local authorities**

**Please complete the following table:**

|  |  |  |
| --- | --- | --- |
| Total number of LAC pupils | Number responsible for and educated in county | Number responsible for and educated out of county |
| N=283 |  |  |
| **Number by phase of education:** |  |  |
| Pre-school  |  |  |
| Foundation Phase |  |  |
| Key stage 2 |  |  |
| Key Stage 3 |  |  |
| Key Stage 4 |  |  |
| Key Stage 5 (inc FE) |  |  |
| **Placement:** |  |  |
| Mainstream class in mainstream school |  |  |
| LA specialist class (LSC, ETF etc.) in mainstream school |  |  |
| Maintained special school |  |  |
| Independent special school |  |  |
| Pupil Referral Unit |  |  |
| Other type of EOTAS |  |  |
| Further Education |  |  |
| Higher Education |  |  |
| Home educated |  |  |
| **Need:** |  |  |
| SEN ( nursery – year 11) |  |  |
| No SEN |  |  |
| **SEN by key stage:** |  |  |
| Pre-school |  |  |
| Foundation Phase |  |  |
| Key Stage 2 |  |  |
| Key Stage 3 |  |  |
| Key Stage 4 |  |  |
| Key Stage 5 inc FE |  |  |

|  |  |  |
| --- | --- | --- |
|  | Potential Sources of Evidence | Commentary |
| **STRATEGIC PARTNERHSHIPS** |  |  |
| **Corporate Parenting** |  |  |
| As a corporate parent how does your LA communicate high aspirations and expectations for looked after children?In what way do you champion the educational needs of LAC learners? |  |  |
| What are the corporate tensions in delivering an improved performance for LAC learners |  |  |
| What are the main issues affecting LAC learners in your authority? |  |  |
| **Joint Strategy** |  |  |
| Does your LA have a strategy for LAC learners? – What does it contain? |  |  |
| How has the strategy been developed?  |  |  |
| What account does it take of issues that affect LAC pupils? How has practice influenced the strategy? |  |  |
| To what extent had the regional PDG been based on needs analysis of LAC? |  |  |
| **LA LAC policy** |  |  |
| Does your LA have a policy on the education of LAC learners? |  |  |
| How does your LA set targets for improving the attainment of LAC learners? |  |  |
| ***PDG guidance to schools:*** |  |  |
| (If applicable) - to what extent has your LA provided clear guidance to schools on the use of PDG? |  |  |
| **BUSINESS PLANNING** |  |  |
| ***Management Information Systems / tracking:*** |  |  |
| What management information systems are in place? What do they capture? How is data translated into strategy? |  |  |
| To what extent does your LA analyze performance data for LA learners? What are the main messages? |  |  |
| How does your LA capture the achievements of LAC learners |  |  |
| ***Placement decisions:*** |  |  |
| How do you ensure the timeliness of admission to schools of LAC pupils?How does this compare for LAC pupils with and without SEN and those that may require specialist provision? |  |  |
| To what extent are decisions on educational placement based on overall standards achieved at the proposed school? |  |  |
| ***Higher Education:*** |  |  |
| How many learners have accessed the Higher Education Bursary? |  |  |
| ***Role of LACE:*** |  |  |
| How do LAC Education coordinators formally liaise with education/social (children’s) services colleagues? |  |  |
| What are the main challenges for LACE in working with other agencies? |  |  |
| What role does the LACE play in providing reports to Head teachers, governors on the progress of LAC pupils? |  |  |
| How do you know that PEPs are appropriate, fit for purpose and sufficiently challenging for pupils? |  |  |
| What arrangements are in place for the joint training of e.g. social workers and education professionals?  |  |  |
| What are the line management arrangements for LACE?  |  |  |
|  |  |  |
| ***Engaging with parents/carers:*** |  |  |
| To what extent do you know that carers have sufficient support, training and advice to prioritise the education of children in their care?  |  |  |
| How does the LA ensure that there are effective links with foster carers and schools? |  |  |
| What training does the LA provide for foster carers? How do you determine the relevance and value of the training?  |  |  |
| **ACCOUNTABILITY** |  |  |
| ***Role of elected members/governors:*** |  |  |
| How do committee and reporting structures assist or hinder a better understanding of issues and strategy in relation to LAC learners? |  |  |
| To what extent are the achievements and attainments of LAC held up for scrutiny by elected members? |  |  |
| How do you ensure that elected members are aware of the needs of LAC learners?  |  |  |
| To what extent does the LA monitor the scrutiny of governors regarding attainments of LAC? |  |   |
| **Identifying best practice** |  |  |
| How does the LA identify best practice? Where is it and what impact has there been in the LA? |  |  |
| **Role of LACE** |  |  |
| What evidence is there that LAC learners are supported well in education? |  |  |
| How do you know if the LAC coordinator has had an impact? |  |  |
| **LEARNER VOICE** |  |  |
| To what extend do LAC learners have a voice regarding their placement and their education? |  |  |
| What arrangements exist for elected members to hear the voice of the child |  |  |