

**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 |  |  |