

**THE REPORT TO GOVERNORS ON
LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN**

School:	Anytown Secondary School
Date of report:	July 2017
Designated teacher:	Carol Smith (Sylvia Wood – governor with responsibility for looked-after children)
Number of looked-after children in this school by year group:	9 (three Year 7s, two Year 9s, two Year 10s and two Year 11s) One Year 9 one Year 10 left during the year, one Year 7 joined May half term.

1. Fulfilling the requirements of the role of designated teacher

Workload Issues:

- Chaired 8 PEP meetings (Personal Education Plan) and 8 review meetings
- Attended 8 LAC review meetings (often at Childrens Services or in the home)
- Written 8 Personal Education Plans and 6 PEP reviews

Courses attended this year include:

- Writing an effective Personal Education Plan
- PEP toolkit training
- Designated teacher is also a member of the local school Hub group and attends meetings termly

2. Levels of progress made by looked after and previously looked after children

Child A (Year 7) achieved above expectations in most subjects including English and science. Maths continues to be a struggle despite child's best efforts. 1-1 tuition in place to try and boost confidence and support progress. Despite knowing no-one when she arrived she now has a large group of friends: she has really grown in confidence this year and is now really starting to blossom!

Child B (Year 7) – is an elective mute. She knew no-one when she started here but has made a couple of 'tentative' friendships. She seems happy with her own company. First foster placement broke down after a couple of months and second placement has been fraught with difficulties, mainly due to her reluctance to communicate. She has, however, indicated that she is happy here and asked for the second placement to be within our school's catchment. Thanks to the support and encouragement she has

received from her teachers this year she has made expected progress in almost all subjects. Maths is a particular strength and she has exceeded her end of year target by a considerable margin. Her progress is a testament to the skill and patient understanding of school staff.

Child C (Year 7) joined us for the second half of the summer term. A very confident young lady who has made friends quickly and settled in well. She is quite chatty and lively and finds it difficult to concentrate for longer periods of time, but she is working with her teachers to improve this. We will assess her with a view to identifying areas of learning for support next year.

Child D (Year 9) had settled in well and was making good progress but moved back to live with her mother and younger siblings. This move has since broken down and she is now living with another family member. We fully supported her move to North Town Secondary School.

Child E (Year 9) continues to make good progress academically and, as a reward for his hard work, was able to go on the ski trip (funded by his LAC money). End of year grades were 3's in all subjects, indicating that he is on track to achieve high grade passes (at least 5's) in his GCSE exams in two years time. He is popular with staff and his peers. He has shown a more mature attitude this year and has taken much more responsibility both for his learning and his behaviour – no exclusions!

Child F (Year 10) poor behaviour in school and at home. Behaviour at home escalated and, despite carers' best efforts, placement broke down and he was moved to a new placement nearer to his family.

Child G (Year 10) joined us in December 2016 having not been in school for nearly three years. Child G was quickly accepted by the other students but found it difficult to engage with learning, even on a 1-1 basis. Problems with alcohol and prescription drugs being brought into school led to several exclusions. A referral was made for him to attend the local Education Centre as it was felt that a smaller school where he could access learning in much smaller groups would be much more suited to his needs. This was not a decision that was taken lightly, but in the best interests of him and his peer group.

Child H (Year 11) transferred from another local school in Year 9, very turbulent home life, taken into care during Year 10. Poor attitude to learning when at home but this improved with foster carers. She worked hard in Year 11 and had been supported in her studies by the school by provision of a laptop, and 1-1 maths tuition. She should achieve at least a pass in the majority of her GCSEs, hopefully including English but she continues to struggle with maths.

Child I (Year 11) should be a real success story! She is on track to get 12 high grade passes at GCSE, including maths and English. Extra English support has been put in place this year to ensure a 5 grade.

Child A – statement for dyslexia.

3. Patterns of attendance and exclusions

Attendance

Attendance of looked-after and previously looked-after children is good and averages above 90%.

Suspensions/Exclusions

No suspensions/exclusions other than Child G who had a number of suspensions in the short time that he was with us before being referred on to the local Education Centre.

4. Planning issues

Planning

Looked after Children and Previously Looked After Children are identified as a 'vulnerable' group and their progress, attendance and behaviour is closely monitored.

Forward planning needed sometimes to ensure that students who come to school by taxi are able to access after school activities/events.

Need to employ a new 1-1 tutor for the Autumn term.

Work with colleagues outside of the school

October 2016 - visit from Manager for Vulnerable Children to discuss all LAC on roll.

November 2016 - visit from Head of Virtual School in to discuss progress and potential attainment of Year 11 LAC.

March 2017 - visit from Education Adviser to carry out a PEP monitoring inspection.

School policies

Looked After Children and Previously Looked After Children are never excluded from extended school activities, trips or visits. Staff know who they are and are mindful of making sure they are included. DSG funding is often used to pay for such activities.

5. Use of funding

Funding

Looked After Children are a priority group for intervention (if needed) and the additional funding is used directly to support their learning, usually 1-1 tuition and to provide resources; examples of this this year include laptops, maths GCSE past papers, revision guides.