ACADEMY SEF SUMMARY

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General Contextual Information for the Children in Care Provision
The Child In Care programme is a new provision commissioned by the Virtual school. The provision: • Operates in partnership with the Suffolk Virtual School which serves 42 pupils KS2 – KS4 across Suffolk (North Suffolk and South West Suffolk) - working with and in schools and Alternative Provisions to improve education outcomes for children in care.   • Teaching and coaching of CiC referred by the SVS who are at risk of underachieving, school refusal, exclusion/permanent exclusion.   • Initial focus of the provision Sept 2017 – to improve KS4 outcomes for CiC.   **Key Student Data** (as at – 14th Sept 2018)   • 35 active referrals / 7 pending referrals   • 4 x KS2 (4 x boys)   • 8 x KS3 (5 x boys / 3 x girls)   • 23 x KS4 (16 x boys / 7 x girls)

Overall Effectiveness		Last revision date:		Author : ACG
Inadequate	Requires Improvement	**Good**	Outstanding	

Summary :	• The original project remit for the service was for 12 KS4 pupils, however, due to early successes the project expanded and now caters for 42 pupils from KS2 through to KS4. (Expansion of project, funding and increase staffing). • SVS inspection report highlighted positive outcomes: improved attendance, reduced exclusions & increased engagement for pupils referred to provision (SVS inspection report - attached) • Positive working relationships with schools, social care and therapeutic services - Excellent feedback from schools (feedback on individual pupil progress checks).
Progress with Previous Inspection Key Issues:	**Key Issues:**
	n/a n/a

Sub Criterion	HEG RAG – Autumn 2018	RAG Rating	Brief Summary of major strengths and areas for development
Effectiveness of Leadership and Management		Green	The lead for this project is highly effective and, in a short space of time, has • Created a model to support the children in care agenda. Prior to Sept 2017 there was no such model in existence and as such this has been developed from scratch. • Developed a system to track & monitor pupil outcomes (pupil progress reports – CiC file) • Reviewed and developed staff roles, written job specs for new roles within the team – with a focus on learning (recruitment, job specs in CiC file). • Developed communication links with schools (Behaviour Watch logs, attendance to meetings, minutes) • Provided access to CPD for staff – inc external speakers (staff training records) • Modelled expectations of staff with regard to behaviours (staff meeting/minutes, emails to staff) • Led on the extension of the work of the CiC team into North Suffolk • Positive feedback from a range of stake holders inc pupils, carers & schools (pupil progress reports, emails, feedback from SVS). • Regular staff meetings and pupil review meetings (filed minutes and pupil review document) • Staff mentoring system in place (ongoing / daily communication & support between staff) • ACG invited to attend and present at SVS peer review event in July to feedback success of the provision (presentation / feedback from SVS). Recently, the Raedwald Trust has altered its leadership structures to provide clear internal accountabilities for all Trust academies and services. As such, although not a provision of Parkside Academy the CiC programme is benefiting from support mechanisms within Parkside Academy and their LGB. **Areas for Development** • To further develop an effective staff induction programme involving all Trust provisions as well as mainstream schools • Service lead to visit outstanding provisions for children in care in order to develop strong network of challenge partners • To further develop a system to monitor and track outcomes • Cement an SLT support for ACG and the wider team to allow us to progress individually and as a provision
Safeguarding		Green	Safeguarding processes and practice is effective in this provision. The following actions demonstrate strength in this area. • CiC team DSL and DDSL in place. (CiC safeguarding procedure document) • All team members have completed Safeguarding training Level 1 (training records) • North Team – two team members due to complete DSL training (this week). (training records) • Lead to join trust Safeguarding meetings (minutes) • ACG completed Prevent Lead training (training records) • Staff member completed Online Safety Lead training (training records) • Visits of children's homes / foster placements – attendance at CiC reviews (BW logs) • Lead attendance on Safer Recruitment trained (training records). **Areas for Development** • To strengthen partnership with the SVS and schools to monitor and register attendance appropriately

		Green	• To strengthen partnership with all RT centres to ensure consistent safeguarding procedures are in place
Quality of Teaching, Learning and Assessment		Green	The quality of TLA is strong. This is evidenced in: • Observations of lessons (awaiting Perspective – informal notes need transferring to Perspective template) • Informal observations/drop-ins (BW logs) • Positive feedback from schools (pupil progress reports / SVS feedback) • Regular team meetings to review pupil progress/pathways strategies and the provision on offer (meeting minutes and pupil review document in CiC file). • Pupil voice questionnaires (saved in pupil files) • Lead holds 1:1 review meetings with staff to review T&L, support package (meeting log recorded) **Areas for Development** • Roll out a programme of support for lead on quality assurance of L&T - For all CiC staff to be signed up to Perspective • To explore possible assessment tools - how/if we can assess pupils to measure outcomes • To continue to build bank of KS2, KS3 & KS4 resources – work in collaboration with other centres
Personal Development Behaviour and Welfare		Green	Practice is strong in this area. This is shown through: • Improved attendance, reduced exclusion and increased engagement (SVS feedback) • Successful reintegration of pupils back into mainstream school (SVS feedback, records of successful managed moves) • Working in partnership with P&T service (termly supervision with Megan Smith) to refer pupils for therapeutic support. Links with EPs, Inclusion Facilitators – regular contact to discuss and monitor pupils and their needs (referrals to P&T team in pupils' files, meetings with MS, contact logs with IFs/EPs) • Supporting pupils outside of school – post-16 support, extra-curricular activities, leaving care support (photos, BW logs, referral paperwork) • Referrals to other agencies (referral paperwork in pupils' files) • CiC team attendance to CiC reviews, managed move reviews etc (SPod logs) **Areas for Development** • To continue to improve attendance of pupils with a focus on children in LA or private children's homes
Outcomes for pupils		Green	Outcomes for pupils are strong. This is evidenced by: • Improved attendance, reduction in exclusions, increased attendance (SVS feedback, pupil progress reports) • Successful and sustained reintegration to mainstream (from AP) (as above) • Successful managed move (prevented move to AP) (as above) • Re-engagement of pupils out of education/school refusing (as above) • Successful completion of Year 11 exams for X (school refusing during spring term 2018) and successful transition to Otley College this term. (Pupil X's Progress 8 score = 0.66 from school) • Instigated, actioned & taught Entry Level English & maths for pupil Y (on a school roll but not attending) - pass (

			• Arranged equine studies placement for pupil–z passed Entry Level qualification in Equine Studies (feedback from provision) • Engagement in a range of provisions – music project, care farms, catering (BW logs, pupil progress reports) • Improved wellbeing of some pupils – reflected in increased attendance and engagement (pupil voice, SVS attendance figures) **Areas for Development** • To further develop our pupil tracking system in order to monitor outcomes • To create a tracking spreadsheet