**PEP QUALITY MONITORING**

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| **Name of young person:** | | Dob: | **Year group:** | **Date of PEP:** | | **Establishment:** | | |
|  | **Outstanding** |  | **Good** | | **Requires Improvement** | | **Inadequate** | |
| **Preparation for meeting** | * Full consultation with the student and teachers prior to the meeting and all relevant data and any additional reports are to hand for the meeting. | | * The student and teachers have been consulted prior to the meeting and views recorded. | | * Some evidence that the student and teachers have been consulted prior to the meeting but there are significant gaps. | | * No evidence that PEP has been discussed with the student or teachers consulted prior to the meeting. | |
| **Actions from previous PEP** | * Evidence of discussion of actions from last PEP is clearly recorded and actions from previous PEP have been completed. | | * Evidence that actions from previous PEP have been completed. | | * Some evidence of discussion of actions from previous PEP but not all known to have been completed or carried forward. | | * No evidence that actions from previous PEP have been discussed or completed. | |
| **Student**  **Pages** | * The student’s voice is recorded and their opinion is noted. * There is evidence that it is fully acted upon. | | * The student’s voice is recorded and their opinion is noted. * The student’s voice is acted upon. | | * The student’s voice is not fully recorded * The student’s voice is not fully acted upon. | | * The student’s voice is not adequately recorded * The student’s voice is not adequately acted upon. | |
| **Attendance** | * Attendance is above 96% and actions are in place to maintain/improve this. * Where attendance is below 95%, actions are in place and are effectively improving this. * Broken weeks are significantly less than local authority average and improving. | | * Attendance is in the range of 92% to 95% and robust actions are in place to improve this. * If less than 92%, robust strategies are in place to improve attendance. * Broken weeks are at or slightly below local authority average and robust strategies are in place which are having an impact. | | * Attendance is below 92% and actions are in place to address this. * Strategies are in place to improve attendance including broken weeks. | | * Attendance is significantly below 92% and there are inadequate or no actions in place to address this. * Broken weeks are significantly higher than LA and increasing. * There is no evidence of plans in place to improve attendance. | |
| **Behaviour and Relationships – Issues and Patterns** | * There is evidence that effective strategies have been put in place to ensure successful learning takes place and relationships develop. | | * Strategies that help pupils learn and develop relationships are included. | | * There is little evidence that behaviour strategies are being addressed or relationships developed. | | * There is no evidence that behaviour strategies are being addressed or relationships developed. | |
| **Any Additional Reports/Support in School** | * All actions from additional reports/support, including the Virtual School, are fully implemented. | | * Most actions from additional reports/support, including the Virtual School, are fully implemented. | | * Some actions from additional reports/support, including the Virtual School, are fully implemented. | | * Actions from additional reports/support, including the Virtual School, are not being addressed. | |
| **Attainment and progress** | * The PEP identifies aspirational attainment and progress targets and implements actions to support the student achieve them. | | * The PEP identifies attainment and progress targets and implements some actions to support the student achieve them. | | * The PEP identifies attainment and progress targets, the planned actions do not relate to the targets. | | * The PEP does not identify targets. | |
| **Alternative Provision and Work Experience** | * Where applicable, personalised provision is evidenced and reflects the student’s needs. | | | | * Where applicable, personalised provision is evidenced but does not fully reflect the student’s needs | | * Little or no personalised provision is evidenced. | |
| **Pupil**  **Premium** | * The Pupil Premium spend reflects the areas of need identified by the student and the school. * Pupil Premium spend/forecast is very well evidenced. * Pupil Premium impact shows a measureable increase in achievement. * There are clear success criteria and evidence of success from previous spending. | | * Pupil Premium spend/forecast is well evidenced. * The impact of previous spend is evaluated and evidenced. | | * Pupil Premium spend/forecast is recorded with costings. * Impact of spending is not fully evidenced. | | * Pupil Premium spend/forecast is not complete. * Impact is not evidenced. | |
| **News from Parents, carers and Social Worker** | * All parties have contributed fully to the review process * All parties’ voices are acted upon. * Actions for carers are identified | | | | * All parties’ voices are not fully recorded. * All parties’ voices are not fully acted upon. * Actions for carers are not evident. | | * No evidence of contribution from other parties. * Actions for carers are not evident. | |
| **Planning for the future (secondary only)** | * Student has received CIAG. * Student is being helped to formulate plans for the future * Student has been supported to plan and complete a WEX placement. | | | | * Student has not received any CIAG. * Student appears to have no long-term goals. | | | |
| **Student Target** | * Student has clear targets and support is in place to help him/her achieve these. | | | | * Student targets have been discussed but actions to achieve these are not SMART. | | * Student has not identified personal targets. | |
| **Transition and Pathway Planning** | * The student has had good educational experiences and these ensure that s/he is very well equipped for the next transition in their education, training or employment * The next class/school/establishment is represented at the PEP and is implementing recommendations. | | * The student is preparing for the next transition in his/her education training or employment. * The next class/school/establishment is represented at the PEP. | | * The student is prepared for transition but actions are not fully developed. * The next class/school/ establishment is not represented at the PEP. There is little evidence that recommendations are being implemented. | | * The student is not adequately prepared for transition and no actions can be evidenced to address this. * The next class/school/establishment is not represented at the PEP. There is no evidence that recommendations are being implemented. | |
| **Summary of Actions** | * There is a summary of actions, all of which have a named person and are time sensitive. | | * There is a summary of actions which have a named person and are time sensitive. | | * There is a summary of actions. | | | * There is no summary of actions. |
| **PEP**  **Recording** | * All relevant aspects of the PEP are completed in detail. | | * All relevant aspects of the PEP are completed. | | * There are gaps in recording on the PEP. | | | * There are many gaps in recording on the PEP. |

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| **Quality judgement by Virtual School:** | | | | |
| PP funding approved: | Yes | No |  | |
| Overall comment |  | | | |
| Virtual School staff member: | Judith Mee | | Date: | Date of next PEP: |