**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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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:  |