



Brent Virtual School

Appendix 3

PEP Feedback from Brent Care in Action Group (June 2016)

- All the children and young people present were aware of what a PEP was and its purpose
- Ways in which the PEP was deemed to be helpful included: 'showing you ways to improve', 'helps me to know what I'm doing well in', 'helps me push myself to reach my targets', 'tracking my progress'
- The PEP was deemed not so helpful when it focused more on the negative things and when the same issues were gone over again
- Ways in which the PEP can make a difference included: 'make me change' and 'help me to be more persistent in reaching my targets',
- Missing lessons was identified as a negative consequence (for some) of attending PEP meetings
- Some children and young people wanted PEP meetings to take place after school as they did not want peers to know they were in care, others didn't mind so much. Also more discretion needed if they were called out of class to attend meetings. Key thing was that the SW or DT consults the child or young person beforehand.
- Sometimes children and young people were only told on the day that there was a PEP meeting
- Sensitivity about LAC status was raised. Children and young people felt very aware when their carers attended parents evening or meetings in school especially if they were of different ethnicity
- Not all children and young people felt they needed to attend their PEPs if their views were represented at the meeting
- One young person said she didn't feel the target setting was helpful as she didn't feel she had a say as the school set it for her
- There was a mixed response in terms of the helpfulness and quality of the home tuition arranged by the Virtual School through Fleet Tutors
- There was generally a negative response about the quality and usefulness of careers guidance interviews. Young people felt sometimes there was no follow through or the advice given was not helpful.