



Annual Report to Management Committee 2015-16

Bradford Central PRU

Annual Report to Management Committee (Autumn 2016)

Overview

2015-16 was another positive year for BCPRU. The success of the previous year's Ofsted inspection was built on and new initiatives were introduced to improve practice further.

The two main areas where development has taken place are in governance, where a new Management Committee has been formed, and the application for an academy order to enter into a Multi-Academy Trust (MAT) with Ellar Carr PRU.

In addition to the above, BCPRU has continued to be successful in offering an effective service to the young people that have been referred from secondary schools in Bradford. Below is a table that highlights the number of pupils that have attended BCPRU during the 2015-16 academic year and the outcomes of their placements.

Pupils	Returned to same school	Went to new School	Elective home ed.	OLA	District PRU	Ellar Carr	Oastler
169	126	21	3	7	9	2	1
100%	74.5%	12.5%	2%	4%	5.5%	1%	0.5%

In 2015-16, 87% of pupils that left BCPRU returned to mainstream education. Six months after leaving 75%* were still within mainstream provision.

During the summer term, self-evaluation has led to the creation of a new PRU Improvement Plan (PIP) for 2016-17. The four areas of priority relate to the key areas set by Ofsted:

- Leadership and Management
- Teaching, Learning and Assessment
- Personal Development, Behaviour and Wellbeing
- Outcomes for Pupils

This report is an update on BCPRU at the start of the autumn term 2015-16. It uses these key areas and highlights performance within each area during the past year.

Outcomes for Pupils

Self-Evaluation (Sep. 2016)	1	Ofsted (Feb. 2015)	1
-----------------------------	---	--------------------	---

Pupils that attended BCPRU continued to be successful. The numbers that made academic progress, during an average seven-week assessment period, are highlighted in the table below:

*Not a full data set due to some pupils not being left for six months.

English						Maths					
13-14		14-15		15-16		13-14		14-15		15-16	
1 sub	2 sub	1 sub	2 sub	1 sub	2 sub	1 sub	2 sub	1 sub	2 sub	1 sub	2 sub
79%	54%	91%	70%	84%	62%	83%	56%	95%	77%	94%	79%

In addition, to the progress made in the core subjects, attention is paid to improving skills that will support pupils in later life. All pupils take part in regular reading as part of their daily routine. The table below highlights progress made in reading, spelling and comprehension during an average seven-week assessment period:

Reading age					
13-14		14-15		15-16	
6 Months +	12 Months +	6 Months +	12 Months +	6 Months +	12 Months +
61%	42%	77%	64%	78%	65%

Spelling age					
13-14		14-15		15-16	
6 Months +	12 Months +	6 Months +	12 Months +	6 Months +	12 Months +
54%	38%	68%	55%	67%	50%

Comprehension age					
13-14		14-15		15-16	
6 Months +	12 Months +	6 Months +	12 Months +	6 Months +	12 Months +
58%	46%	66%	51%	72%	52%

Pupils from all groups, including those who receive Pupil Premium, achieve at similar levels to the whole cohort. Data on specific cohorts is available on request.

As can be seen in the above table, standards remained high during 2015-16. The only area where there has been a significant change is in English, where there was a dip in standards during the spring term. The systems that are in place were able to highlight this quickly and remedial action was taken to address it. The impact of the strategies, that were implemented during the summer term, have started to have an effect and the data for the summer term has shown levels in English improving.

During 2015-16 the English and Maths schemes of work have been developed further to improve the resources available. In addition, the non-core curriculum was reviewed and new schemes of work have been created to support an improved offer. All staff have contributed to this and work on the non-core offer will be completed during the autumn term.

Along with improved resources, staff training and support has been integral to the continued drive to improve standards. The focus on teaching, learning and assessment (TL&A), within twilight sessions and on training days, along with individual support for staff from the Extended Leadership Team (ELT) has been positive. This has allowed for staff to develop their skills, knowledge and confidence in delivering the new modules.

Teaching, Learning and Assessment

Self-Evaluation (Sep. 2016)	1	Ofsted (Feb. 15)	1
-----------------------------	---	------------------	---

Lesson observations carried out during the academic year showed that the standards of TL&A have improved compared to previous years.

2013-14(23)*				2014-15(23)*				2015-16(22)*			
Ofsted Cat.				Ofsted Cat.				Ofsted Cat.			
1	2	3	4	1	2	3	4	1	2	3	4
22%	78%	0%	0%	48%	52%	0%	0%	57%	43%	0%	0%

*Number of observations in brackets

In addition, a comprehensive programme of work scrutiny has taken place during the academic year. Every half term each member of staff is asked to present the books from their class for scrutiny. This has allowed for targeted support to be directed to whole PRU areas of need, or to individuals who require support and guidance on how to develop their practice. The outcomes of the 48 work scrutinies are highlighted below:

Area of focus	Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
Marking in-line with BCPRU policy	70%	22%	8%	
Pupil Progress	57%	26%	17%	
Engagement with feedback	61%	22%	13%	4%
Marking and written feedback	48%	39%	13%	
Peer and self-assessment	53%	39%	8%	

One area of the work scrutiny data that has shown significant improvement is peer and self-assessment. 53% of scrutinies were graded at outstanding, for this area of focus in 2015-16. compared to only 6% in 2014-15. This was very pleasing, as it was an area where staff training and support had been targeted during the year.

From the data it is clear to see that there is positive triangulation between lesson observation outcomes, work scrutiny outcomes and pupil outcomes.

Personal Development, Behaviour and Wellbeing

Self-Evaluation (Sep. 2016)	1	Ofsted (Feb. 15)	1
-----------------------------	---	------------------	---

BCPRU is a safe environment and all safeguarding measures are in place.

Attendance has improved by one percentage point this year. This is shown in the table below which shows the annual attendance:

13-14	14-15	15-16
88%	86%	87%

During 2015-16 pupil's attendance was an average of 8% points better whilst at the PRU compared to their previous school attendance.

Although the above table only deals with the overall attendance figures, a more detailed breakdown of attendance for specific cohorts and minority groups shows that no one group is performing at a level that is significantly different to the whole PRU cohort. Data on specific cohorts is available on request.

BCPRU employs a raft of strategies to support positive pupil attendance. These include phone calls home for every day of absence, close liaison with families and schools, rewards for positive attendance and the constant promotion of a positive ethos that recognises good attendance.

Unfortunately, the dedicated Families First worker, that was attached to BCPRU, has been withdrawn. The work that they were able to carry out with troubled families, who's children attended BCPRU, had a positive impact on attendance and the success of placements.

The appointment of a new dedicated Safer Schools Police Officer has been very positive. The range of activities that they deliver is diverse in nature and supports the spiritual, moral, social and cultural (SMSC) curriculum and modern British values. In addition, they are carrying out home visits to support improved attendance.

Behaviour has continued to be positive, with a calm and purposeful atmosphere at both sites. There has been another reduction in exclusions for the year. This is evidence of the inclusive ethos that exists. The table below shows the number of days lost to exclusions:

13-14	14-15	15-16
15	10.5	7.5

One important aspect of the work that is done at BCPRU is supporting pupils to reflect on, and make improvements in their attitudes. The impact is measured using a Pupil Attitudes to Self and School (PASS) test. This measures nine specific strands relating to this area. For an average seven-week period, pupils show some dramatic improvements in attitude. On average, in 2015-16, pupils made a 31 percentage point improvement. These are heightened in the table below:

	Feelings about school	Perceived learning capability	Self-regard	Preparedness for learning	Attitude to teachers	General work ethic	Confidence in learning	Attitude to attendance	Response to curriculum demands
Entry	38%	41%	38%	22%	47%	50%	42%	37%	35%
Exit	81%	64%	57%	68%	87%	73%	72%	75%	54%
% Point Improvement	43	23	19	46	40	23	30	38	19

Although the curriculum gives taught input relating to managing attitudes and behaviours, the main reasons for pupil improvement, is the consistent approach that all staff have towards supporting improved attitudes and behaviours. Work is carried out continuously with pupils, from their arrival in the morning, until their departure at the end of the day. This work is inherent in all areas of the curriculum and uses practical examples, as they present, to highlight and support ways to make improved choices and decisions.

An area, where BCPRU has a big impact, is the delivery of SMSC activities that are present in a modern British society. The BCPRU Charter formally recognises the experiences that pupils have during their placement. This has helped to motivate pupils and gives them a record of achievement within this area.

Another positive development that took place during the summer term, was the inaugural BCPRU residential trip. A group of eight pupils spent a night at Grizedale Forest, in the Lake District. The trip was very positive, with the young people gaining a great deal from the experience. It is intended to offer the same residential experience each term during the coming year.

During 2015-16 all staff took part in Team-Teach refresher training as well as a twilight session on depression and self-harm. This was very informative and improved staff knowledge and understanding. In addition, new staff took part in on-line training to support safeguarding.

Leadership and Management

Self-Evaluation (Sep. 2016)	1	Ofsted (Feb. 15)	1
-----------------------------	---	------------------	---

Leadership and Management has continued to improve during the academic year. There is a clear, effective structure in place, with all staff promoting a shared vision.

A challenging PIP was created for 2015-16. This has guided improvement during the year and has been very productive in creating accountability for the improvement in standards. The Senior Leadership Team (SLT) have driven this improvement agenda with diligence and all staff have supported developments with energy and drive.

The ELT has facilitated for new initiatives to be driven and led effectively. This has had a clear impact on the capacity for improvement and has meant that the focus on TL&A can be sustained more effectively.

The improved appraisal format has improved accountability and has supported an effective appraisal process. This utilises data from lesson observations, work scrutinies and pupil progress data to aid target setting and scrutiny of individual staff performance. As part of the setting of objectives, all teachers were specifically set one objective that focused on an area for development highlighted in their summer lesson observation. This has been effective in supporting relevant professional development and the raising of standards.

The BCPRU website has continued to be used effectively to convey information and promote the organisation. A new BCPRU brochure has been produced. This is informative for parents and pupils and supports positive placements.

The schedule for continued policy review has been implemented effectively and the Management Committee have been able to systematically review policy and practice. As a result, all policies are up-to-date and relevant.

In 2015-16 a new Management Committee was formed. This has been very positive and has facilitated for improved governance. Having a Management Committee, that is solely responsible for BCPRU, has allowed for increased scrutiny and support which has improved the quality of leadership and management.

Summary

Last year was a very positive one. BCPRU continued to make a difference for the young people who have been referred for a placement. The focus on improving standards has continued and the outcomes have remained positive.

The new Management Committee have evolved over the first year and have become effective with support and challenge. This has strengthened leadership and management.

The vision, following the Ofsted inspection, to support other PRUs and organisations to improve has started to be realised. BCPRU has supported Craven PRS, in North Yorkshire, with leadership and school improvement and had a positive impact. Following on from this, BCPRU obtained National Support School (NSS) status, with the Headteacher becoming a National Leader in Education (NLE) and a member of the ELT becoming a Specialist Leader in Education (SLE).

The decision to apply to become an Academy and form a MAT, as the lead partner with Ellar Carr, was taken in the spring term. At present the application is still with the Regional Schools Commissioner (RSC) and has been placed on hold due to the small size of the proposed MAT.

During the coming year I feel confident that my staff team will be able to rise to the challenges that present. We are committed to do our best for the young people who attend BCPRU and want to raise standards further. The new PIP for 2016-17 sets out this ambition and focuses on continued improvement.

T.N. Loft
Headteacher - Bradford Central PRU