



Annual Report to Management Committee 2016-17

Bradford Central PRU

Annual Report to Management Committee (Autumn 2017)

Overview

2016-17 was a positive year for BCPRU. The success of previous years continued to be built on and new initiatives were introduced to improve practice further.

During the year, standards have remained high and BCPRU has continued to develop as an organisation that is able to develop its own staff team and influence the improvement of provision for young people 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:

Exit Strategy	No.	%
Return to School	99	68.28
Managed Move	25	17.24
District PRU	3	2.07
Ellar Carr	5	3.45
Oastler School	1	0.69
Elective Home Education	3	2.07
Out of Authority	4	2.76
TRACKS	1	0.69
College	1	0.69
TLG	1	0.69
Child Missing Education	0	0.00
Special School	2	1.38
Total	145	100.00

In 2015-16, 85% of pupils that left BCPRU returned to mainstream education. Six months after leaving 75%* were still within mainstream provision.

The number of young people who have attended BCPRU this year has reduced from 169 during 2015-16 to 145. This represents a 14% reduction and is largely down to a number of pupils been allocated extensions to their placements, due to their level of need and the lack of availability of exit places for them. In 2016-17 the average length of placement was 10.22 weeks compared to 9.48 weeks in 2015-16. The increase in the length of placements is a continuing trend.

This report is an update on BCPRU at the start of the autumn term 2016-17. It uses these key areas and highlights performance within each area during the past year.

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

Outcomes for Pupils

Self-Evaluation (Sep. 2017)	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:

English						Maths					
14-15		15-16		16-17		14-15		15-16		16-17	
1 sub	2 sub	1 sub	2 sub	1 sub	2 sub	1 sub	2 sub	1 sub	2 sub	1 sub	2 sub
91%	70%	84%	62%	93%	77%	95%	77%	94%	79%	96%	83%

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					
14-15		15-16		16-17	
6 Months +	12 Months +	6 Months +	12 Months +	6 Months +	12 Months +
77%	64%	78%	65%	84%	71%

Spelling age					
14-15		15-16		16-17	
6 Months +	12 Months +	6 Months +	12 Months +	6 Months +	12 Months +
68%	55%	67%	50%	74%	56%

Comprehension age					
14-15		15-16		16-17	
6 Months +	12 Months +	6 Months +	12 Months +	6 Months +	12 Months +
66%	51%	72%	52%	76%	62%

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 have improved during 2016-17, with last year seeing the best ever academic outcomes for pupils at BCPRU. One pleasing observation is that standards in English have shown a very good improvement, following a dip in 2015-16.

During 2016-17 the English and Maths schemes of work have been developed further to improve the resources available. In addition, the non-core and the practical curriculum was reviewed and new schemes of work have been created to support an improved offer. All staff have contributed to this which has supported staff to develop leadership skills.

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 curriculum effectively. These are listed later in this report.

Teaching, Learning and Assessment

Self-Evaluation (Sep. 2017)	1	Ofsted (Feb. 15)	1
-----------------------------	---	------------------	---

The way in which TL&A is assessed has been reviewed and refined during 2016-17. This is in line with Ofsted, who do not grade individual lessons. Assessment of TL&A now uses a method of triangulation that brings together evidence from lesson observations, work scrutinies and pupil performance. These are used to make judgements on the standard of TL&A.

From triangulation evidence indicates that all teachers are performing at a good or better standard, with 38% of teachers being regarded as outstanding practitioners.

Evidence from work scrutiny is obtained from half-termly book reviews. Over the year, 48 sets of books were observed and the data from this is shown below. The evidence gained 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. As a result of the bespoke training can be delivered to meet the needs of the whole staff team or individuals.

Area of focus	Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
Marking in-line with BCPRU policy	46%	54%		
Pupil Progress	38%	58%	4%	
Engagement with feedback	25%	62.5%	12.5%	
Marking and written feedback	33.5%	62.5%	4%	
Peer and self-assessment	42%	58%		

To support the effective monitoring of TL&A a consultant was commissioned to carry out an evaluation of standards. The practicing Ofsted Inspector visited in May for two days and was very positive in the subsequent report that was produced. His findings were in-line with the self-evaluation judgements that BCPRU have made regarding standards.

The development of the non-core and practical curriculums has improved the offer that is made. In addition to this, the initiation of a carousel of Drug and Alcohol awareness lessons and a carousel of STEM lessons have also made the curriculum more relevant to the needs of our young people.

Training that has been delivered this year to support improved TL&A include:

- Moving good teaching to outstanding.
- Using data to support pupil progress.
- The practical curriculum.
- The non-core curriculum.
- Life without levels – New systems for BCPRU.
- Life without levels in English.
- Life without levels in Maths.
- STEM offer.
- Drug and Alcohol offer.
- Homework offer.
- Maths investigations.

Personal Development, Behaviour and Wellbeing

Self-Evaluation (Sep. 2017)	1	Ofsted (Feb. 15)	1
-----------------------------	---	------------------	---

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

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:

14-15	15-16	16-17
10.5	7.5	4

Attendance was 86% during 2016-17. This represents a one percent drop, compared to the previous year. Weak attendance during the autumn term, due to a number of persistent absence pupils that were referred by schools and a number of Looked After Children (LAC), that were in crisis, had a negative impact that affected the whole year figure. This is shown in the table below which shows the annual attendance:

14-15	15-16	16-17
86%	87%	86%

During 2016-17 pupil's attendance was an average of 6% 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, in general, all groups, with the exception of LAC and females are attending at the same rate as 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. In 2016-17 the Safer Schools Police Officer was used more to carry out home visits for pupils to support positive attendance.

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 2016-17, pupils made a 31 percentage point improvement. These are highlighted 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	35%	35%	42%	22%	45%	50%	36%	42%	38%
Exit	82%	61%	55%	71%	89%	74%	70%	73%	58%
% Point Improvement	40	26	13	49	44	24	34	29	20

Although the curriculum gives taught input on improving 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 been reviewed and improved this year and helps to motivate pupils and gives them a record of achievement within this area.

During the year there have been a number of curriculum initiatives to improve the offer that is made. Partnerships have been developed with local primary schools to give opportunities for pupils to contribute to the local community. These include, paired reading with KS1 pupils at two local primary schools, drug education support for a local primary, Lego sessions at a local primary and work in an allotment at a local primary.

One highlight of the year was being invited to be the first PRU in the country to host the Anne Frank Exhibition. This was a great experience and allowed for pupils to be trained as peer educators that acted as tour guides for visiting PRUs etc. This not only allowed for all pupils to gain knowledge and understanding of the holocaust, but also allowed pupils to develop skills and confidence in presenting and working with others.

Last year also saw the second annual BCPRU residential to the Lake District taking place. This was well supported and allowed a disadvantaged group of pupils to experience camping and outdoor activities.

During the year, staff continued to maintain appropriate skills and certification relating to safeguarding. In addition, all staff were able to benefit from professional development on child sexual exploitation (CSE) and Prevent, which supports the detection and reporting of radicalisation.

Leadership and Management

Self-Evaluation (Sep. 2017)	1	Ofsted (Feb. 15)	1
-----------------------------	---	------------------	---

Leadership and Management has continued to deliver high standards and improvements 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 2016-17. 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 outcomes for pupils 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.

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.

During 2016-17 the Management Committee has continued to evolve. This has been very positive and has facilitated for improved governance. A skills audit was undertaken and from this a Skills Improvement Plan was written to support improving the teams skill set. 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.

To support our capacity to improve, opportunities have been sought to develop staff from within and improve leadership skills. This year another teacher has been accredited as a Subject Leader in Education (SLE), to add to the existing National leader of Education (NLE) and SLE. Another Behaviour and Learning Practitioner (BLP) has been accredited as a Higher Level Teaching Assistant (HLTA), to add to the two existing HLTAs. Two members of the office team are studying for a NVQ3 in Business Administration and Leadership and Management. In addition, BCPRU has decided to enrol a BLP on a salaried teacher training course. This will see the BLP becoming qualified to teach for 2018-19 and they will then take up post as a teacher with us.

Furthermore, the Headteacher has attended training for Aspiring Executive Headteachers and a Head of Centre (HOC) has attended training for Aspiring Heads of School. The second HOC is booked to attend the same training in the autumn term. Also, the Headteacher has undertaken training to allow him to carry out Pupil Premium audits in other schools. This will supplement his skills as a NLE.

There has been some changes within the SLT. The HOC at Aireview, that had the serious illness, has now retired and has been replaced from within. This was a very strong appointment and the new HOC has had an excellent impact on standards. In addition, the HOC at Jesse Street has resigned to take a promotion in Calderdale. The post will be filled internally in the short term and advertised externally, for a replacement in January.

Summary

Last year was very positive. 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 academic outcomes have been the best ever.

The new Management Committee have evolved 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's capacity to support others has been developed during the year and discussion is taking place to broker support for Bradford District PRU. This will allow BCPRU to use staff experience to support others and will allow our staff to develop their own skills further. This will, in time, benefit our own organisation.

During the year, various opportunities relating to academisation have been monitored. Progress has been made and, at this point in time, further evidence is required to support the Management Committee in their decision making process. This agenda will continue into the coming year.

During the coming year there is a likelihood that we will be inspected by Ofsted. I feel confident that we have maintained the high standards set during our last inspection and that we will be able to maintain our outstanding grading. We are committed to do our best for the young people who attend BCPRU and want to raise standards further. The new PIP for 2017-18 sets out this ambition and focuses on continued improvement.

T.N. Loft
Headteacher - Bradford Central PRU