



Guidance to School Improvement Partners deployed to Pupil Referral Units



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Introduction

This guidance is primarily designed to assist School Improvement Partners (SIPs) deployed to Pupil Referral Units (PRUs) in England. The information contained here may also serve as a useful prompt for discussion between SIPs, headteachers, management committees, parents and local authorities (LAs).

The National Strategies has been supporting SIPs deployed to PRUs through its programme of continuous professional development. This guidance draws the focus of this work together and is presented in two parts.

- Part 1 (this booklet) includes prompts to be considered and addressed by the SIP when deployed to a PRU together with a sample SIP report for a PRU.
- Part 2 (DVD-ROM) contains a range of resources, source materials and additional guidance which SIPs and others may find useful.

Background

SIPs are instrumental in seeking to support and challenge PRUs to produce the best possible outcomes for their pupils. It is recognised that at present, unlike the position for other schools, limited performance data is available for pupils attending PRUs. It is also important to note what performance data there is often indicates very poor outcomes for pupils in PRUs.

This guidance therefore sets out some of the main areas that SIPs will need to focus on in their work with PRUs in order to promote effective school improvement.

The remaining details set out a number of related prompts which link to the 'main spheres of concern'. It also provides information to support SIPs in getting behind the efforts of PRUs to improve their provision and raise standards of attainment and achievement.

Proposed enhancements to the role of the SIP as reflected in the White Paper *Your child, your schools, our future: building a 21st century schools system* have informed the content of this guidance together with the revised inspection framework (2009).

SIPs are advised to monitor these developments including:

- proposals to change the name of PRUs to short stay schools; legislation is passing through Parliament at the time of writing this guidance that would make this change in title.
- consultation is pending on 'information passports' (to pass information from schools to PRUs or other alternative provision and onwards).

NB: The term headteacher rather than teacher-in-charge is used throughout this guidance.

Guiding principles

The role of the SIP is to challenge and support the PRU, its head and management committee, to ensure the best possible outcome for pupils. To perform this role, the SIP will need to:

- know the PRU well
- be able to support the process of self-evaluation and improvement
- be well positioned to broker appropriate support.

It also means that the SIP is able, and willing, to signal where a PRU does not have the capacity to improve and to ensure that underperformance is tackled swiftly.

When deployed to a PRU a SIP should:

- **Focus on pupil progress and attainment across the ability range by:**
 - knowing how pupil progress is tracked and identifying strengths and areas for improvement
 - being clear how the PRU and LA use pupil progress data to inform future planning
 - being satisfied that data used by the PRU is valid
 - evaluating the efficiency and accuracy of moderation undertaken within the PRU.
- **Show respect for the school's autonomy by:**
 - being clear about the existing governance arrangements and of the strategic role and responsibilities of the PRU's management committee
 - being clear about the context of the PRU, for example, the range of pupils' needs catered for, pupil admission procedures, placements and arrangement for return to secondary or primary school

- understanding the role and function of the PRU within a Behaviour and Attendance partnership and its contribution to the partnership targets.
- **Deliver professional challenge and support through:**
 - an unremitting focus on standards and attainment
 - setting high expectations for the quality and coherence of pupil performance data being used by the headteacher to judge the effectiveness of the PRU
 - recognising the place and value of ECM data and its use within the PRU
 - welcoming the opportunities which are available through the Behaviour and Attendance partnership in relation to brokered services
 - encouraging the PRU to establish itself as an equal partner in a Behaviour and Attendance partnership or a local arrangement
 - ensuring that the self-evaluation form (SEF) evidences are secure
 - recognising and addressing the additional challenges which may apply (particularly where 'virtual' PRUs are in place).
- **Be satisfied that evidence-based assessments are used and be:**
 - confident to challenge the conclusions drawn by headteachers and management committees on evidence of the standards achieved
 - willing to moderate and define brokered service requirements that take account of the diverse challenges which may be found within the PRU.

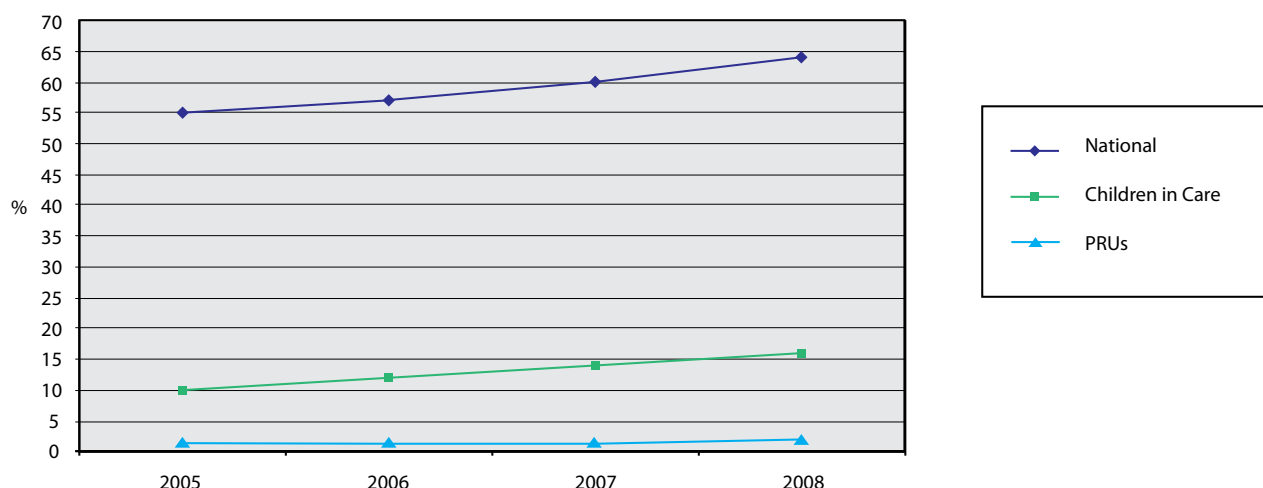
The focus of SIPs deployed to PRUs

1. Pupil attainment

Pupil attainment in PRUs is, by almost every threshold indicator, considerably below the national average for all pupils including pupils in care. This is demonstrated in Table 1: Percent of pupils attaining five or more A*–C GCSEs 2005–2008. In 2008:

- 64% of all pupils nationally attained five or more A*–C GCSEs at Key Stage 4
- 16% of children in care attained five or more A*–C GCSEs at Key Stage 4
- 2% of pupils in PRUs attained five or more A*–C GCSEs at Key Stage 4

Table 1: Percent of pupils attaining five or more A*–C GCSEs 2005–2008



For a more detailed analysis of national and regional attainment data for pupils registered in PRUs see the data file in the attached DVD-ROM.

The principles that apply to **raising levels of attainment** apply equally to all pupils including those with special educational needs (SEN). The Progression Guidance 2009–10¹ raises expectations and sets out the evidence of the progress already being made by learners with SEN, learning difficulties and disabilities (SEN/LDD). The focus is on those working below age-related expectations. The guidance provides a framework for all schools (including PRUs) to judge the degree of ambition in the proposed targets. It also enables the SIP to challenge the PRU with regard to the statutory and additional targets that are agreed. SIPs are advised to take note of the Progression Guidance and the supporting evidences.

There are national targets to raise the attainment of all learners and at the same time narrow the gap between those who are identified as having SEN/LDD and those who are not. Nationally there is a need to increase expectations for learners with SEN/LDD. The Progression Guidance provides a valuable national tool and SIPs are best placed to ensure that the new guidance is effectively applied. It would be

1 www.standards.dcsf.gov.uk/nationalstrategies search for Progression Guidance

helpful if SIPs were to regularly seek evidence of how the principles that underpin the new guidance are gathered and used within the PRU.

The three principles are:

- high expectations are key to securing good progress
- accurate assessment is essential to securing and measuring pupil progress
- age and prior attainment are the starting points for developing expectations of pupil progress.

Some pupils will enter a PRU with a history of persistent absence. Consequently, prior performance data may be missing. The PRU will need to make effective use of historic pupil information alongside its own benchmark data when setting pupil level targets. The annual target setting guidance issued by the DCSF is an essential source of information and the SIP will need to explore with the PRU the use and application of the guidance. This will help to ensure that where limited pupil attainment data applies targets set by PRUs remain truly aspirational.

In *Back on Track: A strategy for modernising alternative provision for young people* (2008) the following characteristics of pupils in PRUs are defined²:

- 75% of pupils attending PRUs have SEN (62% without statements; 13% with statements)
- 27% of pupils attending PRUs are eligible for free school meals (FSM)
- 91% of pupils attending PRUs are aged 11–15 (and 70% are aged 14–15)
- 69% of pupils attending PRUs are boys
- 77% of pupils attending PRUs are white.

The SEN Code of Practice (2001) allows the LA to arrange for some or all of a child's SEN provision to be made other than at school. As noted: 'Such arrangements would include education in a PRU, home tuition or education that reflected Key Stage 4 flexibilities.' (S8:92). However, if a pupil's long-term needs cannot be met in a mainstream school, a special school rather than a PRU should be named on a statement of SEN.

Ofsted reports that 'in too many cases, local authorities placed pupils who had statements of special educational need in pupil referral units which were unable to meet their special needs.'³ It would be helpful if, in collaboration with the headteacher, the SIP were to scrutinise the proportion of pupils within the PRU who have a statement of SEN.

In discussion with the headteacher the SIP should be satisfied that:

- the placement of pupils in PRUs is not regarded as an alternative to a special school placement
- the PRU is equipped and able to provide for all the identified SENs as stipulated in the pupil's statement
- regular planning and review of the placement is essential, alongside steps to provide the necessary support
- any concerns in relation to the SEN Code of Practice are raised with the LA as a priority by the headteacher.

Prompts for SIPs

To strengthen their work in **raising levels of attainment** in PRUs, SIPs need to be satisfied that:

- baseline assessment procedures for new pupils are sufficiently robust, accurate and rigorous

² Figures taken from the Pupil Referral Unit Census, 2008

³ *The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2006/07*

- the PRU adequately tracks and evaluates improvements for individuals, and groups of pupils
- the PRU is regularly and systematically tracking each pupil's development in all five ECM outcomes
- the PRU makes effective use of the array of pupil and group level data to set challenging and ambitious targets.

To help PRUs **set suitably challenging and ambitious targets** SIPs need to be satisfied that targets agreed are:

- based on prior attainment and maximise the expected progress of individual pupils in each cohort
- ambitious but achievable, both in terms of the PRU's improvement and for the progress of individual pupils
- focused on narrowing achievement gaps for disadvantaged groups as well as raising standards for all pupils
- 'owned' and understood by everyone in the PRU from the management committee and leadership team through to pupils and parents
- building in the impact expected from LA initiatives and national targeted programmes/consultant support and all other initiatives in which the PRU participates.

2. Achievement

PRUs are not intended to provide a permanent education for pupils so it is important that SIPs encourage staff in PRUs to constantly ask themselves how they evaluate the progress and achievement of each pupil across the formal curriculum and in their personal, social and emotional development. Attainment in PRUs can often be low but achievement good.

Prompts for SIPs

To further strengthen their work in helping PRUs **evaluate the progress and achievement** of each pupil SIPs should satisfy themselves that:

- there is a shared understanding across staff in the PRU as to what constitutes good progress for pupils
- staff use baseline assessments to gauge the starting point for each pupil
- all pupils have individual targets for progression in key areas and that there are targets for groups of pupils as required
- staff clearly know whether pupils are making adequate progress or not.

SIPs need to be satisfied in regard to the extent to which PRUs are contributing to the full-time education for all pupils (not just those that are excluded). Similarly where full-time education is not being provided because of limited funding or capacity then the SIP needs to consider what levers are in place to explore the issues with the LA.

SIPs should satisfy themselves that:

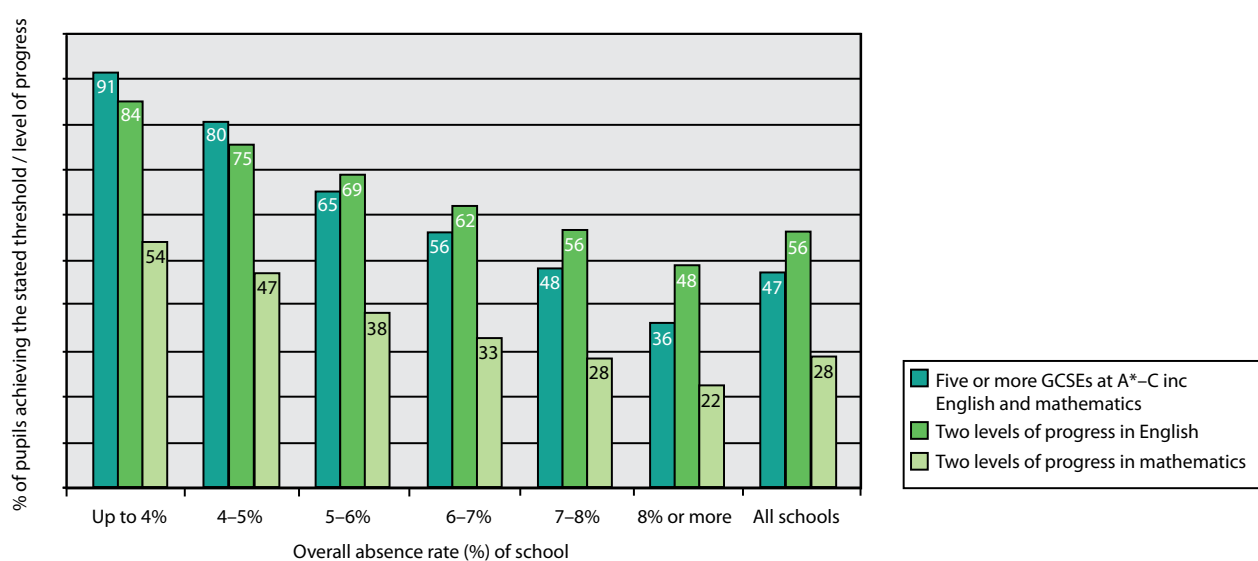
- information flows between schools and the PRU and that it is adequate
- personal learning plans are in place, it is clear whether parents were involved in drawing them up and that the plans are regularly reviewed with parents
- full-time education is provided for all pupils (noting that there may be exceptions for some pupils with medical needs)
- the curriculum provided meets the individual needs of pupils.

3. Attendance

Securing high levels of attendance in PRUs plays a critical role in improving levels of attainment, safeguarding and supporting the well-being of pupils to enable them to move into future education or employment. Table 2: Attainment and attendance 2007, indicates the relationship between good attendance and the likelihood of pupils achieving five or more A*–C GCSEs in English and mathematics and achieving two levels of progress in English and mathematics.

The data below confirms that fewer than 36% of pupils in secondary schools with an average of 12 days or more absences achieve five GCSEs at grade A*–C, compared with 91% of pupils in secondary schools with an average of less than six days absence.

Table 2: Attainment and attendance 2007



Some pupils attending a PRU are likely to receive their education in more than one location in the course of a week, therefore the tracking of attendance needs to take due account of these variations in location, in line with national guidance.

Prompts for SIPs

To further strengthen their work in helping PRUs improve the **attendance of pupils** SIPs need to satisfy themselves that:

- the PRU has gathered information on the attendance rate of pupils prior to them being in the PRU so that it can gauge if this has improved or not
- when setting a target to reduce overall absence the PRU compares its data against schools with similar FSM rates in line with the annual target setting guidance issued by the Department for Children, Schools and Families
- the same degree of rigour and strategic scrutiny is applied to the collection, interpretation and use of attendance data as would apply to attainment or achievement information
- data is used to identify times and days of lower attendance for individuals and groups of pupils with details being used to inform both the SEF and school development plan (SDP)
- the leadership team has a secure understanding of pupil attendance within the PRU
- effective use is made of brokered services to the PRU in relation to attendance of pupils, including safeguarding issues.

4. Leadership and management

As with all schools, the effectiveness of the PRU in planning for good progress and high attainment will reflect the quality of leadership and management. Where practice is strong the following will be evident:

- a clear sense of direction
- emphasis on self-evaluation
- clarity about what is good teaching
- acting on outcomes from evaluation
- effective school development planning
- effective working practices with the key stakeholders:
 - other schools
 - parents and carers
 - other providers, including statutory agencies
 - Behaviour and Attendance partnerships
- effective re-integration practices
- effective deployment of staff and building capacity.

Prompts for SIPs

To further strengthen their work in helping the PRU to improve the quality of **leadership and management** SIPs need to satisfy themselves that:

- data is used to underpin and plan for rapid progress in learning, and to secure improvement in pupil behaviour and attendance
- pupil outcomes inform curriculum planning
- the SEF demonstrates a clear understanding of strengths and areas requiring development
- systems are in place to monitor progress made towards meeting the whole-school targets and are highlighted in the SDP
- the leadership team makes effective use of accurate monitoring reports with details informing discussion with the management committee and LA
- senior leaders, as required, have developed effective working practices with external partners and agencies (e.g. Child and Adolescent Mental Health Services)
- effective use is made of data relating to rates of pupil return into mainstream schools
- the PRU is working with a range of further education (FE) providers to enable access to accredited courses and, where such provision is being made, ensuring that appropriate quality assurance arrangements are in place.

5. Teaching and learning

This is the key provision in all PRUs where smaller numbers, and a greater flexibility in curriculum planning, provide the opportunity for personalised learning which is able to respond to pupils' individual needs. It is this high quality planning and delivery that promotes faster progress and prepares pupils for effective re-integration. Some of the key features will include:

- well-structured lessons
- planning that reflects prior attainment, as indicated by available data
- assessment used to promote personalised learning
- teaching assistants deployed effectively to respond to individual needs are valued as significant players in delivering the personalisation agenda
- feedback in lessons which informs pupils what to do next in order to improve
- pupils knowing their targets (particularly for attainment and behaviour)
- activities that are planned purposefully to motivate and engage pupils.

Prompts for SIPs

To further strengthen their work in helping the PRU to improve the quality of **teaching and learning** SIPs need to satisfy themselves that:

- staff are clear about the main development points emerging from lesson observations and that these underpin the planned programme of continuing professional development (CPD)
- planning for personalised learning takes into account functionality in literacy and numeracy
- pupils' 'pedagogical diet' includes a judicious balance between one-to-one tuition, group work and whole-class teaching
- data is used appropriately to set challenging learning targets for all pupils
- lesson planning promotes the 'chunking' of learning into manageable steps
- behaviour management practices contribute towards sustaining an environment conducive to learning.

6. Partnerships

The role of the PRU in a Behaviour and Attendance partnership is to engage with all secondary schools in an area to work together to promote high standards and secure/provide more effective support for pupils. Working together, schools can achieve far more than they can acting alone. Effective partnerships engage in staff training and are likely to share resources and may even appoint specialist staff to extend the quality of curricular provision made available.

PRUs in a Behaviour and Attendance partnership are likely to:

- have a member of the leadership team who participates in regular management meetings with other schools in the partnership
- agree to a set of principles, values and beliefs which promote joint ownership and responsibility of all pupils within the partnership of schools
- contribute positively to the partnership to ensure that the agreed managed move process is monitored and successful and conducted within the law
- offer an outreach resource to schools to support early intervention to secure good behaviour

- operate within the agreed process to trigger additional support to pupils using multi-agency services
- be transparent in their data use and expect challenge from within the partnership regarding such data
- report annually to Children's Trust Boards on the impact of their intervention on exclusions and behaviour and use the partnership framework to identify future actions for improvement.

Prompts for SIPs

To further strengthen their work in evaluating the effectiveness of **Behaviour and Attendance partnerships** SIPs should satisfy themselves that:

- roles and responsibilities relating to the links and development of partnerships are clear and involve senior staff who take decisions on behalf of the PRU
- a member of staff is identified who is responsible for reporting to the partnership management and the PRU's management committee/LA group on the impact of interventions and the outcomes for pupil behaviour and exclusions
- the PRU makes effective use of the Securing Good Behaviour framework to measure the effectiveness and impact of any outreach provision provided to the partnership
- the role of the PRU in relation to the managed move process is clear, unambiguous and effectively monitored to determine its impact within the arrangements
- the PRU's contribution to the partnership in relation to curriculum on offer is defined.

7. Re-integration and brokering support

Re-integration

Preparing pupils for being 'back on track' is central to the core purpose of all PRUs. Although it is accepted that for some pupils in Key Stage 4 re-integration may not mean a return to a mainstream school, it will, nevertheless, always mean re-integration into learning and training. For many pupils a return to school is possible within six weeks. Securing effective re-integration requires good planning, high quality work with other schools alongside rigorous monitoring and evaluation.

Prompts for SIPs

To further strengthen their work in evaluating the effectiveness of **re-integration practices** SIPs should satisfy themselves that:

- the SEF highlights re-integration strengths and weaknesses, and if required, the related SDP highlights interventions to improve practice
- data is made available and used by the management committee to evaluate the impact of the PRU in this area
- the management committee holds the PRU to account to provide a differentiated timetable for re-integration which acknowledges the need for swift re-integration for pupils excluded for a 'one-off' incident
- teaching is planned and organised to prepare for effective re-integration
- good relationships with other schools facilitate the process of re-integration
- personal learning plans are agreed at an early stage, which includes setting out the next placement, which could be a school, FE college or other provision.

Brokering support

A clear statement on the brokering support remit of SIPs is included in the *SIP Programme – Advice and Guidance for local authorities (2008)* which can be downloaded from the Knowledge Bank on the SIP web portal at www.sipsweb.org.uk

As with any school, a SIP working in a PRU should be seeking to help the leadership team in identifying priorities for improvement, and the support needed to implement the associated action plan. Such support should be sourced from:

- the knowledge and skills of the PRU staff, including the members of staff recently recruited for their expertise
- the LA, and in particular National Strategies consultants and programmes
- national agencies and external consultants (who have PRU experience and expertise)
- networking (between PRUs and with mainstream schools) and partnerships (such as Behaviour and Attendance).

Prompts for SIPs

To further strengthen their work in helping the PRU to ensure that **support is effectively brokered** SIPs need to satisfy themselves that:

- the PRU accesses the full range of support from the LA's children's services, including that of the school improvement team
- the PRU is fully engaged in partnership working with feeder schools and other PRUs
- the SIP web portal at www.sipsweb.org.uk and the National Strategies' website at www.standards.dcsf.gov.uk/nationalstrategies is used to direct PRUs towards appropriate national agencies, external consultants, and leading practice
- brokered support contributes towards the building of the PRU's capacity at all levels
- access to extended services for pupils in PRUs is clear with information being fed back particularly where take-up is limited or ineffective.

8. Governance

Governance in a PRU is delivered through a management committee and the LA. Although the composition of this body varies significantly from a governing body in a mainstream school, both bodies are faced with similar responsibilities in relation to the key aspects of governance.

The key aspects of governance in PRUs are as follows.

- Strategic role: to include clarity of purpose about the aims of the PRU, this to be delivered mainly via:
 - involvement in the SEF and the SDP
 - advice and guidance offered to the LA in relation to the headteacher's performance management
 - Ofsted inspections.
- Support and challenge: this requires:
 - knowledge and understanding of the work of the PRU attained through information made available by the leadership of the school (data on progress, attainment, attendance and re-integration, as well as qualitative information provided by the headteacher's report).

- Accountability: collation and scrutiny of information underpinning its monitoring role, also enables the management committee to carry out its accountability role, for example:
 - Are results good enough?
 - Is the value for money brief satisfied?
 - Are pupils prepared adequately for re-integration?

Prompts for SIPs

To further their work in helping to **strengthen the governance** of the PRU SIPs need to satisfy themselves that:

- the PRU headteacher has developed effective practices to work with the management committee, including explaining the role of the SIP
- the management committee has a clear understanding of the current performance of the PRU in order for it to effectively carry out its statutory responsibilities
- the management committee understands the performance data and has an accurate picture of how well the pupils are achieving
- the Annual Report helps inform and develop the reflection and the evaluation role of the management committee.

9. Sample SIP report for a PRU

SIP report for Anywhere PRU

School	Anywhere PRU		Date	12 November
Visit	1 2 3 4 5 6		Length of visit	Three hours
Present	SIP Headteacher Assessment coordinator	Main focus	Review of achievement and standards Agreement of draft statutory targets for pupils Agreement of priorities for improvement	
Circulation	LA SIP manager Headteacher Management committee			
<p>Summary of visit (key outcomes from the visit and actions resulting)</p> <p>Outcomes:</p> <ol style="list-style-type: none"> On the basis of the evidence seen the SIP agrees that the PRU's self-evaluation processes for achievement and standards are good. The priorities in the PRU's development plan were reviewed and adjusted following the review of pupil performance. The SIP challenged the PRU to sharpen its priorities, in order to ensure focus on progress and pupil outcomes – particularly in relation to attainment in English and mathematics. Agreed draft statutory targets for the coming year – these are ambitious and are in line with DCSF guidance. 				
<p>Agreed actions</p> <ol style="list-style-type: none"> Increase the effectiveness of pupil target setting and tracking systems at Key Stage 4 including the two Year 10 pupils currently working below aged-related expectations Introduce pupil progress meetings Seek further support to develop the pedagogical skills of teachers of English and mathematics 		<p>Who</p> <ol style="list-style-type: none"> Headteacher and assessment coordinator Headteacher and assessment coordinator SIP and headteacher 		<p>By when</p> <ol style="list-style-type: none"> December December January
<p>Next visit: 08 December</p> <p>Focus:</p> <ol style="list-style-type: none"> Meet with LA strategic lead to discuss headteacher's performance Review PRU's performance management arrangements 		<p>Next visit: 04 February</p> <p>Focus:</p> <ol style="list-style-type: none"> Progress of pupils and impact of intervention and actions taken Discuss progress against agreed priorities Moderation of school self-evaluation 		

1a. Achievement and standards (Key Stage 3)

- The PRU's data demonstrates that on entry pupils' attainment is below the standards of their mainstream peers. However, the PRU also has evidence to support its judgement that pupils make good progress despite the fact that standards remain below national expectations. The PRU is successful in preparing and returning many of the pupils to mainstream schools. Over 50% of the pupils did not join the centre until April which gave the staff little time to impact on their progress. Though no longer a statutory requirement the PRU entered all eligible pupils for externally assessed key stage tests in all three core subjects.
- 100% of the Year 9 pupils attained level 4 in English and 43% attained level 5.
- 43% of Year 9 pupils attained a level 5 in mathematics, 28% level 3 and the remaining 29 % attained a level 4.
- 43% attained level 5 in science, 28% level 3 and the remainder attained level 4.
- Girls achieved better in English than in mathematics and science. Twenty five per cent of the pupils that completed the tests were from minority ethnic backgrounds. They all achieved level 4 in English but none reached level 5. Two of the three pupils achieved level 4 in mathematics and science and the other reached level 3. The achievement of one child in public care was similar to the other pupils with a level 4 in English but not in the other subjects.
- The PRU is starting to make use of a commercial online assessment package to assess pupils' National Curriculum levels – both on entry and as part of the school's regular tracking and monitoring of progress. The data generated is now being used to establish challenging targets.

1b. Progress towards in year-targets

- Target: 75% of the pupils will return to mainstream schools within six months and their progress will be tracked until the end of Year 9. Good progress is being made towards this target.
- Target: 50% of the pupils will, at least, match their Fischer Family Trust (FFT) B estimates. The PRU's aim is to move towards 100% as the level of challenge increases. It is good that the PRU now has the FFT estimates for these pupils which establish realistic expectations. Teacher assessment and commercial assessment packages are used as other 'signposts' of pupils' progress.
- Target: Reduce overall pupil absence by 5%. Good progress is being made with Year 9 pupils but improvement is needed with Year 10 and 11.

2. SEF			
Section		Grade	SIP comment
A 2.4	Achievement and the extent to which they enjoy their learning	2	Agreed based on evidence
A 3.1	Quality of teaching	2	To be reviewed next meeting – SIP is of the view that the quality of teaching and learning is satisfactory, other evidence needed
A 3.4	Care guidance and support	2	To be reviewed next meeting
A 4.1, 4.2	Effectiveness of leadership and management	2	To be reviewed next meeting
A 8.2	Capacity to make further improvement	2	Agreed based on evidence
A 8.3	Overall effectiveness and capacity to improve	2	Agreed based on evidence

3. School self-evaluation

Section A 2.4. In relation to achievement and the extent to which pupils enjoy their learning, the PRU's self-evaluation is good and the SIP agrees with the PRU's grade 2. This is based upon:

- the grade in the SEF is supported by a good range of evidence. There is a robust approach to gathering and evaluating this evidence.
- very thorough analysis of teacher assessment at Key Stage 3, including identification of individual barriers to learning.
- review of the impact of intervention strategies.

Section A 3.1. The SIP does not believe that there is sufficient evidence to support the PRU's self-evaluation that the quality of teaching is good. This is because the PRU does not have a systematic plan or agreed policy for regular lesson observations.

4. The school's capacity to make further improvement

Record of improvement

Over the past four years the percentage of Year 9 pupils achieving:

- level 4 in English has risen from 26% to 80%
- level 5 in English has risen from 12% to 43%
- level 4 in mathematics has risen from 34% to 72%
- level 5 in mathematics has risen from 18% to 43%.

Overall effectiveness and capacity to improve

An established staff and leadership team provide good capacity to improve, but this remains vulnerable to any significant changes in staffing.

6. School improvement priorities and actions

Priorities

1. Ensure that baseline assessment procedures for new pupils are sufficiently robust, accurate and rigorous
2. Gather information on the attendance rate of pupils prior to them joining the PRU in order to gauge improvement
3. The re-integration of pupils back into mainstream schools
4. Establish a more formal process of lesson observations in line with LA guidance

Actions

1. Provide CPD for all classroom staff on use of the new online assessment tool
2. Work with the LA Behaviour and Attendance consultant to establish robust systems for the transfer of accurate attendance data for each pupil
3. Secure more effective re-integration by more detailed planning, better partnership working with local schools and improved monitoring and evaluation of impact
4. Headteacher to bring forward proposals (following staff consultation) by start of spring term.

7. Support required

SIP to discuss allocation of Behaviour and Attendance consultant to work with PRU lead for attendance.

11. Additional comments

It is, as yet, unclear to the SIP how the PRU can effectively draw upon the full range of support from the wider children's services, including that of the school improvement team. The SIP will raise this with the LA's SIP manager.

12. School categorisation

The PRU is not a cause for concern and therefore remains at level 2 in the LA's published school categorisation policy.

Audience: SIPs, local authorities, regional school improvement teams, headteachers
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