Pupil Reintegration Unit/Warwickshire Local Authority Post-OFSTED Action Plan
September 2010 to December 2010
(Term 1)

DATE: 2nd November 2010

ACTION PLAN LEADERS

Role	Name
Interim Headteacher	Margaret Ryan
Chair of Management Committee	Chris Hunt
SIP	Bridget Clements
Area Lead/Responsibility	**Name**
Central Area Pound Lane T and LC	Jas Gill
South Area	Saj Zaidi
Eastern Area Merttens T and LC Strat resp Ill health provision	Jane Halliday
Nuneaton, Bedworth and N Warwickshire Keresley T and LC(acting)	Dilbir Sahota
Strategic lead - primary	Jan Pennington
Teaching and Learning Lead (TLL)/Responsibility	**Name**
SENCo	Carole Smith
Vocational Education	Sarah Morris
KS3	K Lesley Chatwin Science K Steve Cristofoli PE M Neil Harvey Literacy M Pam Plumb maths PL Sue McSweeney Literacy/English PL Julie Mills

KS4	S Christine Rymsza
	K Ann Thackrah K Kevin Rourke ICT M Sharon Beasley PSHE PL Pam Davis John Lockwood Outdoor Ed N/E Natalie Parsons Ill health C/S Mick Rafferty Ill health
Local Authority	
Principal School Improvement Officer – Secondary and Special	Shona Walton
Senior Secondary School Improvement Officer	Lynda Jones
Support School Improvement Officer	Steve Pendleton
Monitoring School Improvement Officer	John Haggett
SNS Adviser English	Denise Gilraine, Geraldine McCauley
SNS Adviser Mathematics	Greg Thomas
SNS Adviser Teaching & Learning	Chris Speakman
SNS Adviser Science	Lizi Crosby
Associate School Improvement Officer: SEN	Anita Devi
SNS Adviser Behaviour and Attendance	Maggie Hawker
PNS Strategy	Linda Thomas

School / Local Authority Administrative Support

School	Name	Local Authority	
Administrator	Mandy Bennett	Administrative officer	Helen Hutson
Data Manager	Anita Stringer		

LA Priorities for Support

PRIORITY 1	• As a matter of urgency, extend the range of strategies to manage pupils' behaviour and reduce significantly the use of fixed-term exclusions.
PRIORITY 2	• Improve the quality of teaching and learning by: 1. Increasing teachers' confidence and competence to teach whole classes effectively 2. Ensuring that lessons give pupils the opportunity to work in groups as well as independently 3. Using assessment data to plan lessons at an appropriately challenging level for each learner 4. Ensuring that the activities are enjoyable and engaging 5. Extending the availability and maximising the use of information and communication technology
PRIORITY 3	• Improve the curriculum at Key Stages 1,2 and 3 so that it effectively prepares pupils academically, personally and socially for a return to mainstream school
PRIORITY 4	• Ensure that single-roll pupils receive their statutory entitlement to full-time education
PRIORITY 5	• Monitor and evaluate rigorously the impact of all of the unit's work and use this information judiciously to tackle all areas of weakness

School/LA Post-Ofsted Action Plan – Timeline of Termly Key Dates

Period: Term 1 – September to December 2010

Date of Ofsted Inspection: 23-24th June 2010

DATE	EVENT
22nd July 2010	Draft joint plan discussed and reviewed
July/August	Plan discussed with Headteacher and other relevant staff (ALs)
September 6th	Joint plan shared with LA supporting advisers, SIP, Monitoring Inspector.
September 6th	Joint plan shared with leadership team
September 6th	Joint plan shared with remaining staff
September 8th	Joint plan shared with Management Committee,
3rd-4th November	LA Monitoring Activity
12th November	Monitoring report published
w/c 29th November	Meeting to approve draft plan (POAP) for term 2
w/c 13th December	LA Review meeting: POAP outcomes and next term's plan discussed and agreed
17th December	Next term's POAP shared with management committee and staff pending OFSTED monitoring report.

PRIORITY 1 As a matter of urgency, extend the range of strategies to manage pupils' behaviour and reduce significantly the use of fixed-term exclusions. **TERMLY SUCCESS CRITERIA:**	Term 1 Autumn 10	Term 2 Spring 11	Term 3 Summer 11
• Staff in all centres are able to describe the consistent approach to behaviour management which has the potential to reduce fixed-term exclusions	✓		
• There has been a reduction in the use of fixed-term exclusions to half the level recorded in 2009/2010		✓	
• There has been a reduction in the use of fixed-term exclusions to 25% of the level recorded in 2009/2010			✓

Expected outcome	Actions to Support Improvement	Key Personnel	Completion date	Monitoring Activity	Evaluation (notes from supporting LA officer)	Completion Date

Expected outcome	Actions to Support Improvement	Key Personnel	Completion date	Monitoring Activity	Evaluation (notes from supporting LA officer)	Completion Date
There is a policy regarding common approaches to behaviour management in centres including the use of sanctions	HT/ALs visit outstanding PRU(s)/mainstream school(s) with LA B&A Adviser to establish best practice with respect to behaviour policy. HT and ALs draw up policy and arrangements to monitor its impact Staff training (joint delivery with LA B&A Adviser) to share an understanding of how the policy will lead to improvement.	Area Leads (ALs) HT LA B&A Adviser (MH)	30/09/10	Lesson observations Scrutiny of documentation including behaviour policy Interviews with teachers	*There is now formal registration at all sites for all sessions.* *Headteacher has visited an outstanding PRU and initiated negotiations.* *IEPs for pupils with SEBD are being reviewed to ensure appropriate support.* *A common approach has been agreed with staff. Individualised training has been given to all middle and senior leaders by specialist management behaviour adviser.* *Reports from HT and visitors including Chair of management Committee state that the atmosphere is calm and incidents are no more numerous or severe than in similar units elsewhere.* *Specialists have advised on the primary learning environment and overhauled the physical environment to promote good learning behaviour.* *HT has implemented and trained staff in a 'stepped response' for rewards and sanctions.*	

Expected outcome	Actions to Support Improvement	Key Personnel	Completion date	Monitoring Activity	Evaluation (notes from supporting LA officer)	Completion Date
Each centre has a designated isolation room to enable pupils to manage internal responses to behaviour	ALs to identify a suitable space. ALS and Ht to agree working arrangements for the provision Pupils and Parent to be informed	ALs	06/09/10	Interviews with ALs	*A room has been identified in each centre and arrangements for appropriate staffing are being developed.*	
Systems and processes are established to track use of the isolation room monitored at senior leadership team meetings	Evidence of tracking reports to senior leadership team	ALs	26/11/10	Scrutiny of reports	*Headteacher is monitoring the use of the isolation room in each centre – there is variable practice which she is addressing.*	
Arrangements are in place to ensure that centres have a regular dialogue with parents/carers which has a positive impact on behaviour	Review the use of home/school agreements and other opportunities to contact parents/carers. Draw up new policies and implement them.	HT ALs LA B&A Adviser	22/10/10	Interviews with ALs	*No evidence on this so far. Investigating role for parent support advisers*	

Expected outcome	Actions to Support Improvement	Key Personnel	Completion date	Monitoring Activity	Evaluation (notes from supporting LA officer)	Completion Date
The Headteacher has monitoring evidence identifying staff development needs and there is a plan to systematically address those needs	Evidence is collected through lesson observations, learning walks and through pupil voice. Monitoring is also collected through tracking the use of sanctions. The evidence (above) informs the planning of training and/or support. This support is delivered and its impact measured.	ALs LA support (tbc)	22/10/10	Interview with HT and scrutiny of appropriate documentation	*HT has carried out several learning walks and is clear about individual and team staff development needs.* *HT is part way through a programme of one-to-one discussions with all staff.*	

	Term 1 Autumn 10	Term 2 Spring 11	Term 3 Summer 11

• **PRIORITY 2** Improve the quality of teaching and learning by:
 	
  1. Increasing teachers' confidence and competence to teach whole classes effectively
  2. Ensuring that lessons give pupils the opportunity to work in groups as well as independently
  3. Using assessment data to plan lessons at an appropriately challenging level for each learner
  4. Ensuring that the activities are enjoyable and engaging
  5. Extending the availability and maximising the use of information and communication technology
 	
TERMLY SUCCESS CRITERIA:			

• There is under 7% inadequate teaching and at least 30% is good or better.	✓		
• There is under 5% inadequate teaching and at least 40% is good or better.		✓	

		✔
• There is no inadequate teaching and at least 50% is good or better.		

Expected outcome	Actions to Support Improvement	Key Personnel	Completion date	Monitoring Activity	Evaluation	Completion Date
The Headteacher has an accurate record of the quality of teaching of all teaching staff.	All ALs plan a programme of lesson observations to include all teachers and including themselves. Lesson observations record any details of strengths and weaknesses with respect to areas identified in the priority (above)	Headteacher/LA support to jointly observe ALs All other staff observed by competent observers (ALs etc.)	26/11/10	Scrutiny of record of observations (Paired) Lesson observations	*Lesson observations are being carried out as planned and the profile continues to be improved.* *Monitoring by the HT shows that lesson planning is inconsistent and does not take pupils' prior learning sufficiently into account.* *Planning for and the ssessment of progress continues to be a weakness*	

Expected outcome	Actions to Support Improvement	Key Personnel	Completion date	Monitoring Activity	Evaluation	Completion Date
There is a record of the support needs of all teachers. For teachers of inadequate or satisfactory lessons these are detailed and there is a plan to support improvement. Some support has been provided to meet these needs.	ALs compile a record of areas for improvement using the evidence gathered in lesson observations supported with evidence about overall development needs in learning walks Where lessons have been judged 3 or 4, ALs prepare a plan of action which is checked by the Headteacher. Training is offered to support teachers' development needs as identified by an analysis of lesson observations by HT/ALs/LA support tba	HT ALs LA support tba	26/11/10	Scrutiny of record of observations and support plans Interview with teacher(s) who have received support Lesson observations	*There is a record of teachers with the highest priority needs. Three have been transferred out of the PRU.* *Subject advisers are working with En, Ma, Sc and ICT to improve practice in all centres.* *SEN adviser has regular coaching sessions with the SENco to review and improve practices.* *Headteachers of key partner schools are coaching senior and middle leaders in lesson observation.*	
The Headteacher has an accurate record of the extent to which all teachers are complying with the agreed policy for planning, teaching and marking	ALs collect lesson plans from all teachers weekly. ALs analyse the plans (with LA support) and provide feedback to teachers and report findings to HT Learning walks are carried out weekly by ALs & each AL keeps a diary of key points arising from these walks	ALs HT LA support tba	26/11/10	Scrutiny of lesson plans during lesson observations	*A new policy is being developed with phase-specific expectations. This has not yet been fully implemented.*	

Expected outcome	Actions to Support Improvement	Key Personnel	Completion date	Monitoring Activity	Evaluation	Completion Date
There are measures in place to address non-compliance which are monitored to establish impact	HT decides on how colleagues will be supported to comply with agreed policies and reports the impact to Chair of Mgmt cttee	HT Chair of management committee	26/11/10	Scrutiny of policies, lesson observations and pupils' work	*The headteacher has audited the skills, experience and willingness to contribute of all staff. Three have been transferred out of the PRU.*	

• **PRIORITY 3** Improve the curriculum at Key Stages 1,2 and 3 so that it effectively prepares pupils academically, personally and socially for a return to mainstream school **TERMLY SUCCESS CRITERIA:**	Term 1 Autumn 10	Term 2 Spring 11	Term 3 Summer 11
• The curriculum at Key stages 1, 2 & 3 has the potential to prepare pupils for a return to mainstream school. There has been an improvement to the learning environment which will make improved outcomes for pupils more likely	✓		
• At Key Stages 1, 2 & 3, pupils are making satisfactory progress relative to national norms in English, Mathematics and in their personal and social development in order to be able to return to mainstream school		✓	
• Pupils are making at least satisfactory progress relative to pupils in similar settings elsewhere at Key Stages 1, 2 & 3 and the proportion able to return to mainstream school has significantly improved compared with 2009/2010			✓

Expected outcome	Actions to Support Improvement	Key Personnel	Completion date	Monitoring Activity	Evaluation	Completion Date
Pupils in Key Stages 1, 2 and 3 are taught in an appropriate learning environment	Improvements are made to the learning environment where KS1,2 and 3 pupils are taught	ALs HT	15/10/10	Lesson observations	*Improvements have been made to KS1 & 2 accommodation, including the closure of primary provision at the Merttens site..* *Access to ICT has been upgraded to the same standard as partner primary and secondary schools.*	
The curriculum for pupils in KS1 & 2 has been reviewed and plans are in place to complete the implementation of improved provision by January 2011	Strategic Lead reviews the curriculum and draws up plans to improve it	JP and other teachers of KS1 & 2 LA Primary Strategy team if required	26/11/10	Interview with JP	*The curriculum has been reviewed and radical new plans are in place to take effect on 8/11/10 to ensure statutory entitlement for all key stages*	

Expected outcome	Actions to Support Improvement	Key Personnel	Completion date	Monitoring Activity	Evaluation	Completion Date
The KS3 curriculum provides adequate opportunities for students to make good progress in learning and personal development	KS3 curriculum is reviewed by Headteacher/ALs with LA support as required, informed by best practice seen on visits to outstanding PRUs/mainstream schools (above) Deployment of staff is reviewed by ALs/Headteacher	HT ALs LA support tbc	26/11/10	Lesson observations Scrutiny of long-term planning documents Scrutiny of student performance data recording their progress	*The curriculum has been reviewed and a new timetable has been developed to be put in place as from 8/11/10 to ensure statutory entitlement for all key stages* *Access to ICT has been upgraded to the same standard as partner primary and secondary schools.*	
The curriculum at Key Stages 1,2 and 3 has an adequate emphasis on the basic skills of literacy and numeracy	The Headteacher/ALs redraft the timetables of pupils in Key Stages 1,2 and 3 and their teachers.	HT ALs	22/10/2010	Scrutiny of pupil timetables	*The new timetable has addressed this issue (see above)*	

PRIORITY 4 Ensure that single-roll pupils receive their statutory entitlement to full-time education TERMLY SUCCESS CRITERIA:	Term 1 Autumn 10	Term 2 Spring 11	Term 3 Summer 11
• The timetable provides the recommended entitlement of taught curriculum and there is an improvement in the proportion of students who are attending lessons.	✔		
• There is a significant improvement in the proportion of pupils receiving their statutory entitlement to full-time education.		✔	
• The participation of single-roll pupils in planned learning is at least as good as for similar settings elsewhere.			✔

Expected outcome	Actions to Support Improvement	Key Personnel	Completion date	Monitoring Activity	Evaluation	Completion Date
The curriculum for all pupils provides the equivalent of 25 hours of taught lessons for KS3 pupils, 23.5 hours for those in KS2 and 21 hours for KS1 pupils.	Head and ALs visit other PRUs to establish how entitlement is provided Re-draft timetables of pupils and staff Reassign Wednesday afternoon as pupil contact time and organise the timing of displaced meetings ALs audit partner provision to establish if it is appropriate	HT ALs	30/09/10	Scrutiny of timetable and other appropriate documents	*Timetables have been changed to ensure statutory entitlement for all key stages (see above) to include Wednesday pm*	

All single-roll pupils are effectively supported to access the available provision	Headteacher/ALs review attendance data to identify patterns of non-attendance of individuals and groups of pupils who and plans to address non-attendance	HT ALs ESWS	26/11/10	Scrutiny of attendance records Interviews with ALs/HT	*Attendance is monitored more closely and accurately and there have been significant improvements.* *Personalised programmes are being developed which ensure greater engagement.*	

PRIORITY 5 Monitor and evaluate rigorously the impact of all of the unit's work and use this information judiciously to tackle all areas of weakness **TERMLY SUCCESS CRITERIA:**	Term 1 Autumn 10	Term 2 Spring 11	Term 3 Summer 11
• Sufficient information is gathered on all aspects of the unit's work for the management committee and senior staff to make an accurate assessment of its performance. Plans are in place to address weaknesses.	✔		
• The performance of the unit improves significantly as a result of plans for improvement which are informed by systematic and rigorous monitoring		✔	
• Staff at all levels make effective use of routines and systems for monitoring and evaluating the work of the unit. The overall performance of the unit, in terms of outcomes for pupils, is at least as good as similar settings.			✔

Expected outcome	Actions to Support Improvement	Key Personnel	Completion date	Monitoring Activity	Evaluation	Completion Date
All pupils are assessed each half-term against national standards in an appropriate number of subject areas, and personal development, to provide accurate, reliable data about progress	NC data is collected on each pupil on entry in a range of curriculum areas and in their personal and social development. ALs are responsible for ensuring this happens in centres. Targets for improvement are identified and shared with all staff by ALs	All teachers ALs	26/11/10	Scrutiny of records of pupil attainment and progress	*Procedures for recording pupil progress are being improved. Staff needs have been identified and training to improve the quality of assessment judgements has been planned.*	

Expected outcome	Actions to Support Improvement	Key Personnel	Completion date	Monitoring Activity	Evaluation	Completion Date
The progress of all pupils, groups of pupils and whole cohorts is reviewed each half-term and suitable intervention is planned to address any underachievement	In each centre it is agreed how the progress of pupils will be reviewed and ALs gather feedback which is shared with the HT.	Tutors TLLs ALs HT	26/11/10	Minutes of meetings Interviews with HT & ALs	*Teachers and TAs make regular assessments, but the consistency between subjects, centres and phases is variable. Individual staff needs are being identified. Group and personalised training will be provided.*	
For each pupil, group of pupils and whole cohort, it is clear to all teachers involved, who is accountable for their progress in core subjects etc and how they will be supported through calendarised line-management meetings	HT/ALs clarify responsibilities for pupils' progress in each centre and identify dates and the agenda of line-management meetings where progress is reviewed.	HT ALs TLLs	26/11/10	Interviews with HT, ALs and teachers	*Staff roles and responsibilities are being redefined and negotiated. A meeting structure has been established, supported by significantly improved ICT, which is beginning to ensure clearer communications Expectations of accountability are being raised.*	
The agenda of all line-management meetings is clear to all involved and minutes are recorded and shared with the Headteacher. The Headteacher holds line-managers to account for the progress of pupils	The HT/ALs agree procedures for all line-management meetings. Meetings are calendarised and agenda and minutes are shared with the HT	HT ALs Teachers	26/11/10	Minutes of meetings Interviews with ALs	*The HT and area leads meet regularly and are becoming clearer about their roles and responsibilities, especially in relation to accountability. There is a growing recognition of the need to focus on pupil progress.*	

Expected outcome	Actions to Support Improvement	Key Personnel	Completion date	Monitoring Activity	Evaluation	Completion Date
Major barriers to pupils making good progress, including ineffective teaching and leadership, have been addressed robustly.	Leaders at all levels are supported to bring about improvements in pupil outcomes through formal meetings e.g. calendared meetings and occasional meetings tbc	HT ALs LA support as required (e.g. HR)	26/11/10	Interview with HT	*Formal registration for all sessions ensures a clear start to learning. Attendance Barriers have been identified: leadership has been significantly strengthened. Some ineffective teaching has been eliminated, but much remains to be done.*	
The management committee have an accurate and securely evidenced view of the effectiveness of all areas of the PRUs work.	Reliable evidence about the work of the unit is presented to the management committee. At each monthly meeting, the management committee discuss the evidence about the unit's performance and reach a judgement about its effectiveness.	HT Clerk to management committee Chair of management committee	26/11/2010	Interview with the chair of the management committee	*The new management committee is robustly evaluating the work of the PRU based on sound evidence presented by the Headteacher*	

GUIDANCE - How the plan is constructed and used:

The school identifies a success criterion (**Termly Success Criteria**) for each LA priority for each term of post Review action. The success criteria represent the steps towards the minimum required by the LA for the PRU. The school then identifies a manageable number of **Expected Outcomes** for each LA priority over one term. The school and LA agree the **Actions to Support Improvement**, the **Key Personnel** from within school and LA and the **Completion Date** for support activities.

Monitoring

School and LA will record the range of personnel who will be involved in **Monitoring Activity** over the course of the term. The LA monitoring inspector will collate the findings of different monitoring activities to support a YES or NO judgement in the **Evaluation** column. Where the Expected Outcome results in a NO, a brief explanation will be written. The **Completion Date** for monitoring and evaluation activity is set to allow time for the preparation of the next term's plan, its discussion at the termly LA review meeting and its publication in readiness for the next term.

Continuity

The next term's plan is drafted by identifying new Expected Outcomes and inserting a new row for each of these. Rows relating to the previous term's expected outcomes are retained in a master copy but, for the sake of manageability, deleted for the new termly plan.

N.B. where specific actions towards expected outcomes can be predicted for future terms, rows can be inserted on the master copy to show these.

GLOSSARY

Acronyms and abbreviations from the plan explained e.g.

LA T&L adviser = Local Authority Teaching and Learning Adviser

A guide to proportions - from the Ofsted Evaluation Schedule

Proportion	Description
97–100%	Vast/overwhelming majority or almost all
80–96%	Very large majority, most
65–79%	Large majority
51–64%	Majority
35–49%	Minority
20–34%	Small minority
–19%	Very small minority, few
0–3%	Almost none/very few

Appendix A

Priority 6 to be added to Action Plan

	Term 1 Autumn 10	Term 2 Spring 11	Term 3 Summer 11

• **PRIORITY 6** Improve the procedures for safeguarding pupils through compliance with statutory requirements by:
 	
  1. Having rigorous Safeguarding policies and procedures in place that are understood and consistently implemented.
  2. Establishing clear roles and responsibilities for child protection at all levels.
  3. Ensuring all staff with access to children/pupils are appropriately recruited and vetted (Single Central Record).
  4. Ensuring the school takes effective steps to secure the safety of the sites.
  5. Taking reasonable steps to ensure that pupils feel safe on the school sites.
  6. Monitoring and evaluating the impact of the school's work regarding child protection and using this information to tackle areas of weakness.
 	
TERMLY SUCCESS CRITERIA:			

• Child Protection Policy in place	✓		
• Safeguarding Policy in place		✓	
• Impact of Policy and procedures monitored rigorously and development areas actioned			✓

Expected outcome	Actions to Support Improvement	Key Personnel	Completion date	Monitoring Activity	Evaluation	Completion Date

Expected outcome	Actions to Support Improvement	Key Personnel	Completion date	Monitoring Activity	Evaluation	Completion Date
Rigorous safeguarding policies and procedures in place	CP Policy compiled Education Safeguarding Children Manager undertakes a Child Protection interim Audit	Headteacher	17.12.10	Interview with Headteacher and Designated Person for Child Protection and scrutiny of appropriate documentation (Education Safeguarding Children Manager)		
	CP Policy presented to Management Committee for approval Designate a member of management committee to be responsible for safeguarding	Headteacher	17.12.10			
School to has an up to date and compliant Single Central Record (SCR)		HT	17.12.10	Interview with Headteacher to scrutinize SCR (termly)		
School takes effective steps to secure the safety of the sites	Commission a site security/safety audit for each centre and produce reports	HT Health & Safety Team	17.12.10	Education Safeguarding Children Manager evaluate as part of Child Protection interim Audit		
School takes reasonable steps to ensure that pupils feel safe on the school sites	ALs collect evidence systematically through lesson observation, learning walks, and through pupil and parent voice which is discussed at SLT meetings	HT ALs	17.12.10	Interview with Headteacher and scrutiny of appropriate documentation		

Expected outcome	Actions to Support Improvement	Key Personnel	Completion date	Monitoring Activity	Evaluation	Completion Date
The impact of the school's work regarding Child Protection/Safeguarding is monitored and weaknesses are addressed systematically.	Establish a monitoring evaluation process for Child Protection/Safeguarding that includes discussion of the following: • Is there a strong and shared commitment to safeguarding at all levels? • Do staff and Management Committee have a good knowledge about the school's policies and procedures? • Do all staff and Management Committee understand their own roles and responsibilities and those of others? • Are the school's procedures being applied consistently?	HT SLT Management Committee (including member responsible for safeguarding)	17.12.10	Education Safeguarding Children Manager via 2 evaluation exercises - CP Interim Audit - Full Safeguarding Audit		