

WARWICKSHIRE PRU

Warwickshire Local Authority's Statement of Action

1. Introduction

- 1.1 The Warwickshire PRU was inspected on 23rd and 24th June 2010. In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.
- 1.2 The actions required in order to bring about the necessary improvements are:
- As a matter of urgency, extend the range of strategies to manage pupils' behaviour and reduce significantly the use of fixed-term exclusions.
 - Improve the quality of teaching and learning by:
 - increasing teachers' confidence and competence to teach whole classes effectively
 - ensuring that lessons give pupils the opportunity to work in groups as well as independently
 - using assessment data to plan lessons at an appropriately challenging level for each learner
 - ensuring that the activities are enjoyable and engaging
 - extending the availability and maximising the use of information communication technology
 - 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.
 - Ensure that single-roll pupils receive their statutory entitlement to full-time education.
 - Monitor and evaluate rigorously the impact of all of the unit's work and use this information judiciously to tackle all areas of weakness.

2. Use of Local Authority (LA) Intervention Powers

- 2.1 The LA does not propose the closure of The Warwickshire PRU. The removal of The Warwickshire PRU would have a negative impact on the ability of the LA to meet its statutory duty to meet the needs of excluded pupils in provision local to where the pupil lives. The PRU currently comprises of four sites across the County and one of these is in the process of closure so that all secondary provision is located on three sites. The management committee agreed in March 2010 the proposal to have a single site provision for primary pupils. KS1 and KS2 pupils will be taught together under new strategic leadership from September 2010 with a new site identified as soon as possible.

- 2.2 The LA's first priority is to ensure that the standard of education provided by The Warwickshire PRU is at an acceptable level.
- 2.3 As a result of the recent Ofsted findings the local authority will be reviewing the terms and conditions and consult with the management committee on changes to the current composition. Experience in mainstream schools deemed by Ofsted to require 'special measures' is that the replacement of the normally constituted governing body with a smaller, specially constituted interim executive board, provides a catalyst for step-change in leadership and management. Although the IEB regulations do not apply to PRUs, the local authority proposes a similar approach. PRU Regulations provide for a size of between 7 and 20 members and statutory guidance 'strongly recommends' a membership not exceeding 12. However, in Warwickshire the maximum size of 20 was adopted following representations from the former non-statutory management committee. The proposal is to restructure the committee and agreeing a new instrument of governance to reduce its membership. This will enable the committee to perform its functions more effectively and efficiently. The LA will be providing further support to the committee to ensure that they are clear about their duties in supporting the PRU and reviewing progress. The chair of the management committee will be responsible for monitoring the impact and effectiveness of the progress of the PRU and will report directly to the Strategic Director - Children, Young People and Families via the Head of Service - Learning and Achievement.
- 2.4 The financial arrangement for the PRU differs from a school as it does not have a delegated budget. It is agreed that the PRU will be identified with a separate budget to ensure clarity. The LA will work closely the interim head teacher and the management committee to ensure sound financial management with an effective use of resources to deliver improved outcomes for those on roll.
- 2.5 The LA does not propose to federate the school with another, more successful PRU or school. The LA recognises that significant focus is required to make the necessary changes. In order to achieve that level of change in a short space of time, it has been decided to replace the present head teacher and appoint an experienced interim head teacher for one year. Warwickshire believes it is important that, whilst ensuring that the PRU has clearly defined budget, staffing and pupil roll, it should not be isolated and will retain appropriate links with the Early Intervention Service in terms of service delivery to ensure that children receive the best possible service. The LA will be the provider, through the Family and Community Division (called Early Intervention Services from 01/09/2010) and be responsible for school intervention through the Education Partnerships and School Development Division (called Learning and Achievement from 01/09/2010). The interim head teacher will be responsible for delivering the action plan and ensuring the significant changes required are timely and sufficient. She will report to the management committee and directly to the divisional head of service (EIS). In addition the LA will harness the experience and skill of other successful PRU leaders and their teams as part of the recovery process, and will commission a review of alternative delivery models during the autumn 2010, for implementation in September 2011 or 2012..

3. Action Taken Already To Support the PRU

- 3.1 The LA has had concerns for a significant period about standards and achievement and leadership and management. Following consultation with head teachers in the Area Behaviour Partnerships, which recognised the complexity of the organisation, there was a reorganisation of the service and a refocusing of the work of the PRU. Work was done to modify the curriculum, though there was insufficient time for the structural changes to have

any impact. The LA carried out a review of the school on November 2009, led by school improvement officers and an associate inspector. This review made the following key recommendations:

- Improve the quality of teaching and learning by eliminating all inadequate teaching and increasing the proportion of good or better lessons by ensuring that lessons are monitored regularly and effectively and teachers are offered support and training as necessary;
- Develop the use, analysis and evaluation by senior leaders of pupil assessment, tracking and intervention data to inform and drive improvements in provision and pupils' progress;
- Improve lessons by ensuring a good match of tasks and activities to meet the range of abilities in every lesson, including opportunities to develop ICT skills, and to offer good levels of challenge, especially for more able pupils;
- Ensure the principles of Assessment for Learning are applied consistently across all centres, including in marking, so that all pupils know how well they are doing and what they need to do to improve;
- Ensure specialist knowledge in core subjects is maintained and developed in leadership and management structures to improve pupils' progress in these key basic skills;
- Review the deployment and management of teaching assistants to ensure they have a positive and cost-effective impact on learning and pupils' behaviour.

As a result the PRU was placed in the category "Notice to Improve (LA)". The LA identified a lead school improvement support officer who worked with the headteacher to develop an action plan to address the recommendations. This garnered support from the Secondary National Strategy Team, an associate school improvement officer for SEN / Inclusion and additional days from the SIP. The LA carried out follow up review activities in March 2010, and June 2010.

The latter review made these recommendations for further action:

- Ensure that the profile of teaching is complete at any given time and is used to set challenging targets for improving teaching;
- Establish a mechanism to clearly collate and summarise data so that it can be used to support lesson planning and the emphasis on personalised learning in lessons;
- Ensure calendared meetings have agenda that can lead to further development in lesson planning including the sharing of good practice seen;
- Carry out further training, as planned, to develop a common understanding of quality in marking and feedback;
- Analyse data to determine progress made in English and mathematics is sufficient and set targets to increase the expectations of learning in lessons;
- Analyse data relating to attendance and explore strategies to improve the performance of students;
- Carry out planned visits to monitor consistency across all centres and to ensure curriculum continuity and alignment with mainstream practice;

- Review the management of teaching assistants and provide training appropriate to their needs.

3.5 Since the Ofsted Inspection in June 2010, the following actions have taken place:

- A detailed report has been commissioned into attendance at the separate centres, using the DCSF 'Securing Good Attendance' framework. The report identified a number of urgent strategic actions for the unit and for the individual sites which are being incorporated into the action plan.
- The interim Head of School Improvement (Principal School improvement Officer - Secondary and Special from 1/9/10) and the Head of the Early Intervention Service (EIS) have met with the wider senior leadership team to discuss the report and the process of being in a category of Special Measures and LA support.
- The Head of EIS has met with the whole staff of the school to discuss the process of being in a category of special measures.
- The management committee met on 22nd July and have agreed to reduce its membership to 12, this proposal was agreed by council officers on 20th August. The newly formed management committee met on 9th September to agree a new instrument of governance and elect a chair.
- LA personnel have provided guidance and support to the PRU regarding disseminating information for parents and the media. A letter to parents will be sent out w/b 13th September. A press release has been drafted by the LA communications team for use if required.
- The incumbent head teacher has resigned with effect from the end of the summer term in a process supported by the LA and they have been seconded to the LA.
- The LA has appointed an interim head teacher and will provide additional resources to fund these arrangements.
- The principal school improvement officer, the head of EIS, the senior secondary school improvement officer, the school improvement officer (support) and SIP met to consult on the LA plan and programme of support for the school
- The principle school improvement officer and school improvement officer (support) met with the interim head teacher to further develop the outline action plan on 2^{3rd} September.
- This group led the whole staff training day on 6th September which explained the implications of special measures, discuss the rationale and structure of the proposed LA support and engaged the staff with the content of the plan.
- Secondary National Strategy consultants will continue to provide support to the school.

4. The Local Authority Programme of Support

4.1 The LA programme of support for the school is recorded in the form of an overview to provide a longer term view of how the LA intends to support the school. This plan details the areas for improvement for each priority together with the associated actions to support improvement and the specifics of monitoring activities. The milestones in the plan relate to the focus for improvement identified within each priority. These steer the progress of the plan over a term and provide indicators for the achievement of the success criteria. As the plan nears completion an overall evaluation of the impact actions is made using the success criteria. This is followed by a judgement about the PRU's progress. This information is recorded on the summary evaluation pro forma. The evaluations are used to identify the next set of actions. Overall progress is monitored by a review group comprising chair of the

management committee, the SIP, the interim HT, the principal school improvement officer (secondary and special), the support inspector and the head of service

- 4.2 The school will have new leadership arrangements from September 2010. The LA will review the support required with the new interim head teacher. Support from September 2010 will be recorded using the format of the current LA support plan and continue to focus on the key issues resulting from the Ofsted
 - 4.3 The LA has commissioned a further 10 days of support (in the first instance) for the school from the SIP, during 2010-2011
 - 4.4 The LA will commission a report on future options, to be completed by December 2010.
 - 4.5 A summary of actions against each priority in the report is outlined below
 - 4.6 The LA's target date for removal of the PRU from 'special measures' is Autumn 2011.
- **As a matter of urgency, extend the range of strategies to manage pupils' behaviour and reduce significantly the use of fixed-term exclusions:**
 - Visits to NLE / NSS provision to improve knowledge and understanding and identify best practice;
 - Agreeing the level of support, if any, from an NLE / NSS school;
 - Establishing and delivering a staff training / support programme to ensure common approaches to behaviour management and use of sanctions;
 - Identifying and creating suitable spaces in each centre to be an isolation room;
 - Establishing systems and processes to track use of this provision;
 - Reviewing the use of home/ school agreements and putting in place new ones
 - Engage the services of the Police Community Support Officer who will be attached to the PRU
 - **Improve the quality of teaching and learning by:**
 - increasing teachers' confidence and competence to teach whole classes effectively
 - ensuring that lessons give pupils the opportunity to work in groups as well as independently
 - using assessment data to plan lessons at an appropriately challenging level for each learner
 - ensuring that the activities are enjoyable and engaging
 - extending the availability and maximising the use of information communication technology
 - Planning programme of observations and records show strengths and weaknesses in respect to the above aspects;
 - Where lessons are graded 3 /4 actions plans agreed and support provided;
 - Learning walks are carried out;
 - Analysing lesson plans completed weekly and feedback provided.
 - Where there is evidence of non compliance with policies, support agreed with HT

- Urgent audit of ICT equipment and systems available for teaching and learning
- A sustained programme of advice and training from ICT curriculum advisers
- **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.**
 - Identifying separate accommodation for KS1 and KS2;
 - Reviewing KS1 and KS2 curriculum and implement changes by January 2011;
 - Reviewing KS3 curriculum and implement changes by January 2011;
 - Establishing consistent use and coherence of data tracking systems to monitor assessment and tracking data.
 - Provide and co-ordinate support from other services such as the primary National Strategy, one to one tuition etc
- **Ensure that single-roll pupils receive their statutory entitlement to full-time education.**
 - Visiting to other PRUs to learn from effective practice;
 - Reviewing the use of Wednesday afternoon sessions in order to ensure provision is available for the pupils;
 - Reviewing school roll to ensure targeted interventions in place for non attendees;
 - Exploring with partners new / alternative provision to enhance programme offer.
 - Explore the use of the county on-line academy for some elements of the curriculum
- **Monitor and evaluate rigorously the impact of all of the unit's work and use this information judiciously to tackle all areas of weakness**
 - Review of practice by LA safeguarding officer and nominated member of management committee
 - Training and supporting senior leaders in further developing their skills in self-evaluation;
 - Supporting senior leaders in further developing self evaluation processes
 - Supporting the process of middle leaders' self-evaluation;
 - Supporting senior leaders in improving the effectiveness of improvement planning;
 - Ensuring that progress of pupils is reviewed and suitable interventions planned to address any underachievement;
 - Ensuring line management meetings are calendered and minuted with the outcomes shared with HT;
 - Training and supporting management committee to improve their capacity to offer support and challenge to the school.
 - Arranging for head teacher members of the management committee to attend Area Behaviour Partnership meetings outside their home are, to champion the work of the PRU and the needs of learners ready for re-integration

- Arranging for a National Leader in Education who currently leads an outstanding PRU to act as critical friend and mentor for the interim head teacher

4.3 The LA will judge the impact of its support to be effective if:

- The success criteria in the LA Support and Monitoring Plan have been achieved;
- Reports from HMI visits indicate that the school is making the required progress and LA support has been effective.

5 Monitoring the Impact of Local Authority Support

5.1 The Chair of the Management Committee will be responsible for evaluating the overall impact of LA support. This will be reviewed on a termly basis in the light of the outcomes from the review and intervention meeting and discussions with HMI. A progress meeting will be held with the secondary school improvement officer (support) to adjust the support plan as necessary.

5.2 It is anticipated that the PRU will have made improvements by December 2010 and have eradicated the causes of concern and be ready to be removed from Special Measures by July 2011. The LA's monitoring programme for the school is described in the termly LA Support and Monitoring Plan referred to in section 4.1 above.

5.3 Roles and Responsibilities

Head of Service (EIS)

- Secure resources to provide the identified support
- Authorise additional resources
- Receive reports from the head teacher and principal school improvement officer
- Attend the LA termly review and intervention meeting
- Evaluate overall progress

Interim Headteacher

- Lead and manage the implementation of the action plan
- Engage with the support from the LA
- Monitor and evaluate progress in relation to the priorities identified in the Ofsted report
- Report to the management committee on progress
- Report to the LA through the Head of Service (EIS)
- Take account of feedback from HMI and the LA

Chair of Management Committee

- Be actively involved in decisions relating to the improvement process
- Ensure management committee monitor and evaluate progress of the school
- Attend the LA termly review and intervention meeting

Principal School Improvement Officer (Secondary and special)

- Chair termly review and intervention meeting
- Receive and review all monitoring reports from school improvement team
- Determine whether changes are needed in the LA statement of action

Secondary School Improvement Officer (Support)

- Identify and coordinate support provided by the LA, including that brokered from other sources, informed by the termly Review and Intervention Planning meeting and by HMI recommendations
- Evaluate progress in relation to the priorities identified in the Ofsted inspection report
- Advise the Principal School Improvement Officer on the overall performance of the PRU
- Report to the LA termly review and intervention meeting

Monitoring Officer

- Monitor the impact of the LA actions
- Monitor progress by the school in relation to the priorities identified in the Ofsted inspection report
- Make recommendations in relation to future support
- Report to the Senior Secondary School Improvement Officer

SIP

- To provide professional challenge and support to the school
- Help the leadership to evaluate the schools' performance, identify priorities for improvement and plan effective change
- Advise on support needed by the school
- Contribute to the LA's evaluation of its impact and the school's progress
- Inform the LA of any concerns or adjustments needed to the arrangements set out in the plan

- 5.4 All actions to support improvement are scheduled in the LA Support, Monitoring and Evaluation plan and are monitored by a named person. Following a monitoring activity carried out by LA personnel a record of visit is completed which summarises the activities carried out and provides an overall evaluation of the progress the school is making in relation to the milestones set for specific actions or focus for improvement. This enables the senior school improvement officer and other senior officers systematically to maintain an overview of the school's progress and engagement with the improvements required.
- 5.5 The outcomes of individual visits are summarised by the monitoring inspector on a recording of impact sheet. The judgements are reached by examining the monitoring evidence, which is used to evaluate the progress made against the success criteria in the LA Support and Monitoring plan. All records of visit are sent to the head, chair of management committee, the SIP, the support school improvement officer.
- 5.6 LA inspectors will carry out a monitoring visit during the first four months after the Ofsted inspection (scheduled for 3rd & 4th November) and mid-termly thereafter. The purpose of the visits is to:
- Gather evidence about the progress that the school is making in implementing the actions in the plan.
 - Make an evaluation of the impact of the actions taken, on each of the areas for improvement identified by Ofsted, using the success criteria in the LA Support and Monitoring plan.

The reports from these visits will be shared with the school and the governing body.

5.7 Review and intervention planning meetings

Review and intervention planning meetings will be held each term. The principal school improvement officer (secondary & special) will chair the meetings.

The review meeting will be attended by: principal school improvement officer (secondary & special) school improvement officer (support), monitoring officer, interim head teacher, chair of management committee, a head of service and the SIP.

The purpose of the meeting is to:

- review the progress the school has made and the impact of actions identified in its Support and Monitoring Plan
- review the impact and effectiveness of the LA support.
- review the effectiveness of the governing body in monitoring and accounting for the school's progress
- identify modifications to LA support

5.8 Information from the Review and Planning meeting and from any HMI feedback will inform the detailed planning of the LA support for the next term.

DATE:

8th September 2010