

# Children and Young People Overview and Scrutiny Committee

24 November, 2010

## Agenda

A meeting of the Children and Young People Overview and Scrutiny Committee will take place at the **SHIRE HALL, WARWICK** on **WEDNESDAY, 24 NOVEMBER, 2010** at **10.00 am**.

The agenda will be:-

### 1. **General**

- (1) **Apologies for Absence**
- (2) **Members' Declarations of Personal and Prejudicial Interests**

Members are reminded that they should declare the existence and nature of their personal interests at the commencement of the item (or as soon as the interest becomes apparent). If that interest is a prejudicial interest the Member must withdraw from the room unless one of the exceptions applies.

Membership of a district or borough council is classed as a personal interest under the Code of Conduct. A Member does not need to declare this interest unless the Member chooses to speak on a matter relating to their membership. If the Member does not wish to speak on the matter, the Member may still vote on the matter without making a declaration.

## **2. Warwickshire Pupil Re-integration Unit –Select Committee**

**A programme for the select committee is attached**

Jim Graham  
Chief Executive

### **Children and Young People Overview and Scrutiny Committee Membership**

**County Councillors:-** Peter Balaam, Carol Fox, Robin Hazelton, Julie Jackson, Tilly May Mike Perry, Clive Rickhards, Carolyn Robbins, John Ross, June Tandy (Chair)

**Cabinet Portfolio Holder:-** Councillor Heather Timms (Children, Young People and Families)

**Church Representatives:-** Mr Joseph Cannon, Dr Rex Pogson

**Parent Governor Representatives:-** John Liddamore and Alison Livesey

**The reports referred to are available in large print if requested**

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**Enquiries about specific reports: Please contact the officers named in the reports.**

## Select Committee

24<sup>th</sup> November 2010

### Warwickshire Pupil Reintegration Unit

#### Programme

<b>10.00 am</b>	Chair's address -Welcome and Introductions
<b>10.10am</b>	<b>Session 1</b> – Understanding the issues leading to the Ofsted inspection report and assessment of the action being taken <b>Key Lines of Enquiry</b> <ul style="list-style-type: none"><li>• Action Plan, progress made and evaluation</li><li>• Safeguarding Issues</li><li>• Benchmarking</li><li>• Funding</li></ul>
<b>1pm</b>	<b>Lunch</b>
<b>2pm</b>	<b>Session 2</b> -Could we do things differently? <b>Key Lines of Enquiry</b> <ul style="list-style-type: none"><li>• To identify a range of possible service models which could provide a better educational experience for PRU pupils and at the same time secure value for money?</li><li>• The key benefits and risks of each model?</li></ul>
<b>4pm</b>	<b>Session 3</b> - Summing up – conclusions and recommendations
<b>5pm</b>	<b>Close</b>

## Index to Documents

- A Briefing Note on Warwickshire Pupil Re-Integration Unit
- B PRU Ofsted Inspection Report 2010
- C Warwickshire Local Authority's Statement of Action
- D Pupil Reintegration Unit – Action Plan
- E Review of Provision for Excluded Warwickshire Primary Age Pupils
- F Consultant's Report Alternative Provision (to follow)

## List of Attendees

<p><b>PRU Management Committee</b>  Chris Hunt -Chair  Margaret Ryan -Head of PRU  Patsy Weighill -Head at Bilton  Phil Sawbridge -Head of Service –  Safeguarding  Anne Hawker- Headteacher for  Virtual School for Children in Care  Sharon Beasley -PSHE Teacher  Martyn Ashford-County Councillor  Jessica Nash -Assistant Head of  Service SEN and Inclusion</p> <p><b>External</b>  Steve Thompson - Behaviour  Officer  Herefordshire Council</p>	<p>Councillor Heather Timms -Lead Portfolio  Holder Children, Young People and Families</p> <p><b>Children Young People and Families  Directorate</b>  Bob Hooper -Head of School Improvement  Shona Walton -Principal School Improvement  Officer –Secondary and Special  Steve Pendleton -Support School Improvement  Officer  Simon Smith -Strategic Finance Manager  Pat Tate -Head of Early Intervention Service</p> <p><b>Chairs of Area Behaviour Partnerships</b>  David Williams – South –(Head at Stratford  Upon Avon High School) –  David James – North –(Head at The George  Eliot School)</p>
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# Children's and Young People's Overview and Scrutiny Committee

## Briefing Note on the Warwickshire Pupil Reintegration Unit - October 2010

### 1. Introduction

- 1.1 The Warwickshire PRU was inspected on 23<sup>rd</sup> and 24<sup>th</sup> 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.

The actions required in order to bring about the necessary improvements are:

- (a) As a matter of urgency, extend the range of strategies to manage pupils' behaviour and reduce significantly the use of fixed-term exclusions.
- (b) 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
- (c) 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.
- (d) Ensure that single-roll pupils receive their statutory entitlement to full-time education.
- (e) 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. Background Information

- 2.1 The fundamental reasons why the PRU was performing so poorly were long standing. The previous Ofsted inspection in 2007 judged the PRU to be performing at a satisfactory level. However, it also pointed to a number of significant weaknesses (such as the low attendance rate) that were not addressed with sufficient rigour. The PRU did not demonstrate enough leadership capacity to make the necessary improvements in the time between the Ofsted inspections. The PRU

Management Committee did not hold the PRU sufficiently to account until the academic year 2009/10 and consequently the monitoring of progress was lacking. These factors contributed to the slow rate of progress. The quality of teaching in the PRU was inadequate. Staff were not shown how to improve their teaching and performance management was lacking. The Ofsted inspection mentioned the fact that staff were not sufficiently skilled in managing pupil behaviour issues.

2.2 The Children's Services Directorate were undergoing a period of change and the Early Intervention Service (EIS) was brought together involving Learning and Behaviour Support Services (LABBS), the Common Assessment Framework (CAF), Education of Children Out of School (ECOS) and the PRU. This possibly deflected energy away from improving day to day provision in the PRU on the scale required. The engagement of schools in this change process was challenging and the ownership of the revised approaches to behaviour and exclusion issues were not always understood and accepted by some school leaders.

2.3 The Joint Area Review (JAR) in 2008 identified the need to address the high permanent exclusion rate in Warwickshire as a priority especially for looked after children and those with a special educational need. It was noted that there was very little integration of pupils from the PRU and mainstream schools. The early intervention service strategy from April 2008 did have an impact on the permanent exclusion rate. See table below. Supporting children and young people to stay in school has benefits for the child and society and avoids the much higher cost of specialist/ PRU provision. A strategy was agreed with the Area Behaviour Partnerships (Headteachers) to use an agreed support process for looked after children that avoided permanent exclusions of this group.

#### Comparative Permanent Exclusion Rates 2006- 2010

Month	2009-2010		2008-2009		2007-2008		2006-2007	
		Term		Term		Term		Term
Sep	2	16	7	46	6	39	14	56
Oct	3		14		12		9	
Nov	8		19		12		12	
Dec	3		6		9		15	
Jan	9	22	9	20	14	34	10	31
Feb	6		3		13		6	
Mar	7		8		7		15	
Apr	13	37	4	22	16	40	14	39
May	12		8		6		14	
Jun	5		8		12		11	
Jul	7		2		6		10	
<b>Total</b>	<b>75</b>	<b>75</b>	<b>89</b>	<b>89</b>	<b>113</b>	<b>113</b>	<b>126</b>	<b>126</b>

- 2.4 The White Paper, 'Back on Track', brought a heightened focus on the outcomes for children and young people in PRUs. They found limited performance data available but what there was indicated often very poor outcomes. In 2006 only 1% of 15 year olds in PRUs achieved 5 GCSEs at grades A\* to C or equivalent; 11.3% achieved 5 or more grades at A\* - G; and 82.1% achieved 1 or more qualification. As part of the drive to improve provision the decision was made by the previous government that the challenging new Ofsted framework in place from 2009 would apply equally to PRUs. Several pilots were established nationally and are expected to report soon with a white paper due in December 2010. This is expected to cover policy on behaviour, attendance, PRUs and alternative provision. One pilot close by in Herefordshire used the funding to develop LSU Pupil support units in the heart of their Secondary Schools. This was a key recommendation of the recent overview and scrutiny task group into exclusion from mainstream schools in Warwickshire.
- 2.5 The LA response to the JAR findings and the Back on Track white paper was to bring the PRU into an integrated Early Intervention Service with a focus on reintegration and support for schools to reduce exclusions. The service was restructured in 2009.
- 2.6 Awareness by both School Performance and EIS leadership that the Warwickshire PRU needed to improve its provision for pupils and was vulnerable to an inadequate Ofsted inspection led to a Partnership Review in November 2009 with intensive support following during 2009-10.

### **3. Action Taken Already by the LA 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 in 2008/9 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:
- i. 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;
  - ii. 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;

- iii. 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;
- iv. 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;
- v. Ensure specialist knowledge in core subjects is maintained and developed in leadership and management structures to improve pupils' progress in these key basic skills;
- vi. Review the deployment and management of teaching assistants to ensure they have a positive and cost-effective impact on learning and pupils' behaviour.

3.2 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 head teacher 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 School Improvement Partnership (SIP). The LA carried out follow up review activities in March 2010, and June 2010.

The latter review made these recommendations for further action:

- i. Ensure that the profile of teaching is complete at any given time and is used to set challenging targets for improving teaching;
- ii. 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;
- iii. Ensure calendared meetings have agenda that can lead to further development in lesson planning including the sharing of good practice seen;
- iv. Carry out further training, as planned, to develop a common understanding of quality in marking and feedback;
- v. Analyse data to determine progress made in English and mathematics is sufficient and set targets to increase the expectations of learning in lessons;
- vi. Analyse data relating to attendance and explore strategies to improve the performance of students;
- vii. Carry out planned visits to monitor consistency across all centres and to ensure curriculum continuity and alignment with mainstream practice;
- viii. Review the management of teaching assistants and provide training appropriate to their needs.



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

- (a) 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 has followed a similar approach. The LA has restructured the management committee and agreed a new instrument of governance. This will enable the management committee to perform its functions more effectively and efficiently. The LA will be providing further support to the management 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.
- (b) 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.
- (c) A detailed report had 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.
- (d) 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.
- (e) 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.
- (f) LA personnel have provided guidance and support to the PRU regarding disseminating information for parents and the media. A letter has been sent out to parents 13<sup>th</sup> September.
- (g) 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.
- (h) The principal school improvement officer and school improvement officer (support) met with the interim head teacher to further develop the outline action plan on 2<sup>3rd</sup> September.

- (i) This group led the whole staff training day on 6<sup>th</sup> September which explained the implications of special measures, discussed the rationale and structure of the proposed LA support and engaged the staff with the content of the plan.
- (j) Secondary National Strategy consultants will continue to provide support to the school.

#### **4. PRU Financial Statement October 2010**

4.1 The financial arrangement for the PRU differs from a school as it does not have a delegated budget.

#### **Costs**

4.2 It is very difficult to achieve a like for like comparison with other LAs. However a 2007 Best Value Review undertaken by the Local Authority identified that the Warwickshire PRU cost more than similar provision elsewhere. The current PRU **GROSS** budget is £4,560,000 funded as follows:-

<b>Funding Source 2010/11</b>	<b>£000</b>
Dedicated School Grant (DSG)	3,341
Direct Area Based Grant (ABG)	147
Internal Commissions (funded either via ABG or DSG budgets)	298
One –off contribution from School Forum	174
Contributions from Schools having excluded pupils (AWPU Transfer) This is not all AWPU	530
Other minor grants & Income	70
<b>Gross Budget</b>	<b>4,560</b>

4.3 The PRU is forecasting an over commitment in excess of £449,000 for 2010/11. The expenditure consists of:-

<b>Forecast Expenditure 2010/11</b>	<b>£000</b>
Teaching Staff	3,405
Non Teaching Staff	280
Supplies & Services	450
Commissioning	431
Transport (staff and Pupil related)	380
Other	14
Under-achievement of Income	49
<b>Gross Budget</b>	<b>5,009</b>

- 4.4 Included within the forecast expenditure is approximately £180,000 of salary costs for three members of the previous leadership team, who were displaced in the restructuring of a management heavy structure. These staff are now undertaking early intervention work on behalf of the PRU and the Directorate Leadership Team have agreed these supernumerary posts until August 2012. Accommodation related costs of £72,000 are held by the directorate and are forecast to be within budget. Including these accommodation costs, the total gross expenditure figure is £5,081,000 compared to a total budget of £4,632,000, a forecast overspend of £449,000.

#### Staffing in Warwickshire PRU at the start of the autumn term 2010

Centre	Teachers (full-time equivalent)	Teaching Assistants (full-time equivalent)	Other Staff	Notes
Keresley	13.5*	11.6	3.8	*1.5 unqualified teachers
Pound Lane**	19.8	10	4.2	**includes Seymour Centre
Merttens	6.8	6.4	3.8	
Other	2	0		Head of PRU & Primary Strategic Lead
<b>Total</b>	<b>42.1</b>	<b>28</b>	<b>11.8</b>	
Ill health team	4.2	2.2		
<b>Total</b>	<b>46.3</b>	<b>30.2</b>	<b>11.8</b>	

#### Pupils in Warwickshire PRU at the start of the autumn term 2010

Centre	Primary	Secondary	Notes
Keresley	5	46	
Pound Lane**	8	44	**includes Seymour Centre
Merttens	3	22	
<b>Total</b>	<b>16</b>	<b>112</b>	

NB Pupil numbers fluctuate significantly throughout the year.

## **Unit Costs**

- 4.5 Although with the status of a school, a PRU is a very different organisation with sometimes much higher overheads. These relate to class size, transport and the personalised curriculum offered. Young people often come in and reintegrate out of the PRU and therefore present quite a different challenge to identify a fixed cost.
- 4.6 Data from the past 3 years' official January census of all schools pupils has registered the PRU with 191 pupils. In broad terms, the gross cost of £5,081,000 thus produces a per pupil cost of £26,600 per pupil.
- 4.7 To compare, Riverhouse School has a formula based budget for 2010/11 of £1,388,000 for 40 pupils, an average cost per pupil of £34,700. The average budgeted cost of a special school pupil within Warwickshire's formula is £16,165, while the average budgeted cost for a secondary pupil is £4,700.
- 4.8 Class size is based on 8 pupils to a teacher, however this will vary depending on the specific needs of the pupils. In the Warwickshire PRU there are students who have returned from out county. This is due to a current shortage of in county Social Emotional Behavioural Development (SEBD) placements. These pupils require one to one tuition and a very high staff ratio when in a group, similar to that of a special school.
- 4.9 Schools Forum funded 17 special 'progression' places for hard to place pupils returning from out of county to Warwickshire.

## **Inter-Authority Comparisons**

- 4.10 Local authorities operate different models of PRU provision, developed to meet local circumstances and in line with local policies. Due to this varied framework cost comparisons between authorities are difficult. However when comparing national returns from LA's (the Section 251 Budget Statement) Warwickshire's spending per capita (i.e. across all pupils in the area) on PRU provision is consistently ranked in the top third of Upper tier authorities as well as our group of statistical neighbours. (7<sup>th</sup> out of 2, and 3<sup>rd</sup> out of 11, respectively) i.e. Warwickshire has proportionately higher unit costs per pupil than those of our statistical neighbours.

# Warwickshire Pupil Re-Integration Unit

Inspection report

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<b>Unique Reference Number</b>	125497
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	340780
<b>Inspection dates</b>	23–24 June 2010
<b>Reporting inspector</b>	Sue Morris-King HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	5–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	242
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Roch (Acting Chair)
<b>Headteacher</b>	Ms Joan Hare
<b>Date of previous school inspection</b>	22 May 2007
<b>School address</b>	Pound Lane Lillington Leamington Spa
<b>Telephone number</b>	01926 335421
<b>Fax number</b>	01926 431081
<b>Email address</b>	joanhare@warwickshire.gov.uk

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<b>Age group</b>	5–16
<b>Inspection dates</b>	23–24 June 2010
<b>Inspection number</b>	340780

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Inspectors observed 23 lessons taught by 20 teachers at the three main teaching centres, including three joint observations with centre leaders. The inspection team held meetings with the headteacher, the leaders in charge of each centre, the Chair of the Management Committee, a representative from the local authority, two primary leaders and the leader of outdoor education. The team visited pupils at a work-based learning provider, observed informal times of day and had conversations with pupils and staff. They observed the school's work, and looked at the leaders' lesson observation records; data about attendance, provision and exclusions; records of incidents; safeguarding documentation; a sample of pupils' work at the three main centres; 23 parental questionnaires; 63 staff questionnaires and 53 pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- what impact the unit's strategies for improving the quality of teaching are having on pupils' learning and progress
- whether the provision and outcomes for pupils have improved since September when the unit was re-organised
- how effective the care and guidance is when pupils spend a significant time being educated at college or work placements
- whether the balance of provision is appropriate for each pupil's age, stage of development and special educational need
- how well pupils' behaviour is managed, and how well pupils respond to the strategies used to modify their behaviour.

## Information about the school

This is a large pupil referral unit consisting of three main teaching centres and a fourth base, which is used for occasional teaching. One hundred and sixty-seven permanently excluded pupils were on the full-time roll at the time of the inspection. The remainder attend the unit on a part-time basis, and their mainstream school or other provision for the rest of the time, to help them to improve aspects of their behaviour and their learning. The majority of the pupils are in Years 9, 10 and 11. Boys comprise three quarters of the roll. The unit consistently has a number of looked after children on roll: there were 20 at the time of the inspection. Around 15 per cent of pupils have a statement of special educational needs. The majority of pupils are White British. Depending on their individual programmes, older pupils spend up to half the week at work or in college placements.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**4**

### Main findings

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 necessary capacity to secure the necessary improvement.

All aspects of the work of this multi-site pupil referral unit lack coherence. While some basic monitoring activities take place in the separate centres, this information is not brought together, analysed or evaluated effectively. As a result, the headteacher, management committee and local authority do not have a strategic overview of the unit's work and therefore have not tackled the widespread and significant weaknesses successfully. Self-evaluation is over-generous and does not acknowledge many of the unit's most serious problems.

The unit has severely limited strategies to support pupils to improve their behaviour and to engage them in learning. Fixed-term exclusion is used excessively, as are part-time timetables for pupils who should be attending full-time. The average attendance recorded by the unit between September 2009 and May 2010 is, at 46 per cent, exceptionally low. Overall, 49 of the 167 single-roll pupils do not receive their entitlement to full-time education. This situation is worst at the Pound Lane Centre. This constitutes a serious safeguarding issue because for part of each week, when these pupils should be educated and cared for by the unit, they are not allowed to attend. While younger pupils say they feel safe while at the unit, this view is not shared by some of the older pupils.

There are pupils who benefit from the support the unit provides and for whom the outcomes are adequate and even good, including those who attend the unit for part of the time and their mainstream school for the remainder. This view is supported by some parents and carers. However, for far too many, including pupils with statements of special educational needs and looked after children, the combination of part-time timetables, inadequate care and guidance, and unsuitable teaching leads to neither their personal nor their academic needs being met. Overall, pupils make inadequate progress and achievement is inadequate at all key stages. Of the 71 pupils currently in Year 11, at least 11 will leave the unit this summer with no qualifications, and a number of others with qualifications at only a low level.

The quality of teaching is inadequate. Recent work carried out in conjunction with the local authority to improve teaching and learning has had a suitable focus on planning and, as a result, some of the weaker teachers are beginning to gain a better



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

understanding of what is required. However, planning is still unsatisfactory because it does not use assessment information effectively, plan to develop social skills or focus on pupils' main needs. The expectations staff have, both of behaviour and of learning, are too low and lessons lack challenge. Where expectations are high, pupils rise to the challenge and enjoy achieving but too many staff are unable to engage pupils in learning or to manage their behavioural difficulties. The high adult to pupil ratio is not maximised: in lessons, groups are usually too small and over-staffed which does not let pupils learn the skills they need to work independently. There is little availability of information and communication technology (ICT) to support learning.

While there is some positive care, guidance and support for a number of individual pupils, especially to help them with reintegrating into mainstream schools, overall there are many weaknesses. Outside agencies are not engaged strategically to help improve provision across the centres, for example, to support staff to recognise and plan for particular special educational needs.

The curriculum is inadequate because it lacks a systematic focus on the essential academic, personal and social skills pupils need to help them succeed at mainstream school, college or work. In particular, the curriculum at Key Stages 1, 2 and 3 does not prepare pupils well for re-integration into mainstream schools, either in its content or delivery. The unit has started to review and revise the curriculum at Key Stage 3 but the desired outcomes are not clear. At Key Stages 1 and 2, because of the small numbers at each centre, pupils spend far too much time working and playing individually or in groups of two or three. This gives them insufficient opportunities to develop their social skills and the ability to cope in whole classes. By being closed to pupils every Wednesday afternoon for staff training, the unit further limits the teaching time and curriculum opportunities available.

## **What does the school need to do to improve further?**

- In order to ensure that personal, social and academic outcomes for all pupils are at least satisfactory, the unit should work in partnership with the local authority to make the following improvements.
- 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

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

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.

**Outcomes for individuals and groups of pupils****4**

The achievement of all groups of pupils, including those with statements of special educational needs and those who are looked after, is inadequate. Of the lessons observed during the inspection, pupils made inadequate progress in around a third. Pupils' learning skills are poorly developed and they are often held back by their lack of confidence. The older pupils who are allowed to attend the unit full-time, generally achieve several qualifications by the end of Year 11, but a small minority leave with none. A high number of pupils leave at the end of Year 11 with no college or work placement. Some older pupils are starting to make progress through the newly introduced National Open College Network (NOCN) accreditation framework.

Pupils' behaviour is inadequate. Behaviour observed during the inspection was largely satisfactory, but the school's data show high numbers of incidents, some of which are serious. Pupils attend the unit primarily because of their behavioural difficulties. However, because they are given insufficient support and opportunities to learn to manage it better, the behaviour of the majority does not improve significantly. Some pupils, particularly the younger ones and those on dual roll placements, do make progress which allows them to successfully reintegrate into mainstream school.

The younger pupils say they feel safe at the centres, as do older pupils spoken with during the inspection. However, through the questionnaire returns, too many of the older pupils say they do not feel safe. When given the opportunity, pupils show some interest in improving their health; for example, they respond well to the positive approach taken by the food technology staff at the Keresley Centre. However, because of the limited provision they receive, a minority of pupils are insufficiently aware of important factors affecting their health, such as smoking. A few pupils take part in fund-raising activities and small community projects but they have very little influence on what happens in the units. Many pupils do not have the opportunity to attend well, because they are given only part-time provision and this severely limits the development of the skills they need for the future.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>4</b>
<b>Pupils' behaviour</b>	<b>4</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>4</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>4</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>4</b>

## How effective is the provision?

Teaching is inadequate, as is the use of assessment to support learning. Too many lessons are not planned well enough to meet pupils' academic and social needs. The stronger teaching has a clear focus on the desired outcomes for the lesson. Where this is the case, staff communicate high expectations to the pupils through the interesting tasks they give them and the way in which they speak to them. As a result, pupils enjoy their learning and make progress. The support provided by teaching assistants is too variable. In one lesson, for example, a teaching assistant gave skilled and timely support to a pupil who was becoming distressed, which meant that he quickly returned to the task and achieved well. In other situations, their support is not responsive enough and has little impact.

There are serious weaknesses in the provision of care, guidance and support for pupils. The sporadic nature of provision for many pupils does not help to keep them safe. Pupils' behaviour is not managed well, there are too many serious incidents. Insufficient guidance is given to pupils about how to improve aspects of their health: for example, pupils are offered some help to stop smoking, but are also routinely excluded from the unit for smoking. Pupils are not supported effectively to improve their attendance or their behaviour.

At Key Stage 4, the curriculum includes a suitable range of work placements and college courses, from which those pupils who are allowed to attend full-time benefit. A small number of older pupils have the opportunity to improve their physical and social skills through a series of outdoor activities, such as rock-climbing and hill-walking, the outcomes of which are carefully assessed. The different centres use off-site facilities

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

such as local sports halls to extend the curriculum but do not always make good use of their own facilities, such as the outdoor space at the Merttens Centre to give pupils the chance to exercise, play or socialise during unstructured times. Overall, the curriculum is not good enough to promote satisfactory outcomes.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>4</b>

**How effective are leadership and management?**

The headteacher does not have a strategic overview of the centres and their relative strengths and weaknesses or a clear understanding of what needs to be done to drive improvement. The lines of accountability for the many senior and middle leaders are not clearly defined. The leaders of the different centres take the lead in running them on a day-to-day basis but they have not been given sufficient responsibility for evaluating the impact of their centres' work. Leaders have taken a number of appropriate steps towards improvement since September 2009, such as creating a database for tracking pupils' progress, but these have not been far-reaching enough and have had too little impact. Because monitoring and evaluation are weak, senior leaders do not know enough about where inequalities in provision and outcomes lie and have therefore been ineffective in tackling them. Procedures for safeguarding pupils are inadequate. Some pupils, whose circumstances have made them vulnerable, such as those who are looked after, are not allowed to attend the unit full-time. A few basic records, such as the single central record of staff checks, and details of pupils on roll, are in a disorderly state, which contribute to the inadequacies in safeguarding.

The local authority accurately identified the weaknesses in teaching and the monitoring of teaching by senior leaders, and has taken a series of appropriate steps to begin to improve certain aspects. However, because this has not been combined with an equal focus on improving staff's strategies to manage challenging behaviour, this has not had enough impact. The local authority and the management committee have provided too little challenge to the headteacher about the very high levels of exclusions and pupils who are not being given their entitlement to a full-time education.

The unit does not have a plan for promoting community cohesion. The centres themselves are not cohesive communities because too many pupils are not able to interact positively with each other or with staff. The unit has built some productive partnerships with work placement providers, which benefit a small minority of Key Stage 4 pupils. There is a range of partnerships with outside agencies but these are not

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

effective in promoting positive outcomes. Individual staff, through the tutor system, engage parents and carers satisfactorily.

The unit provides inadequate value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>4</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>4</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>4</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Views of parents and carers

The inspection team received 23 questionnaires which represents 9.5 per cent of parents. Parents' views were fairly supportive of the school. Several commented about the positive impact the unit had had on their children's behaviour and attitudes.

Inspectors found that the weaknesses in the unit's provision are having a negative effect on the personal development and achievement of the majority of pupils.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Warwickshire Pupil Re-Integration Unit to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 23 completed questionnaires by the end of the on-site inspection. In total, there are 242 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	5	22	12	52	3	13	3	13
The school keeps my child safe	13	57	7	30	0	0	1	4
The school informs me about my child's progress	14	61	7	30	2	9	0	0
My child is making enough progress at this school	11	48	8	35	1	4	2	9
The teaching is good at this school	11	48	9	39	0	0	1	4
The school helps me to support my child's learning	14	61	5	22	0	0	2	9
The school helps my child to have a healthy lifestyle	8	35	9	39	2	9	2	9
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	61	6	26	0	0	1	4
The school meets my child's particular needs	12	52	8	35	0	0	2	9
The school deals effectively with unacceptable behaviour	13	57	7	30	0	0	2	9
The school takes account of my suggestions and concerns	14	61	7	30	1	4	1	4
The school is led and managed effectively	13	57	8	35	0	0	2	9
Overall, I am happy with my child's experience at this school	14	61	6	26	1	4	2	9

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.



**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



25 June 2010

Dear Pupils

Inspection of Warwickshire Pupil Re-Integration Unit, Leamington Spa, CV32 7RT

Thank you for the help that you gave us when we inspected your re-integration unit this week. We found that there are many improvements that need to be made. We have therefore put the unit into 'special measures'. This means that some inspectors will visit each term to look at the progress that the unit is making.

A minority of you make progress with your behaviour and your learning once you are at the unit, and leave with qualifications. A number of the work placements and college courses at Key Stage 4 work well for you. However, too many of you are on part-time timetables when you should be at the unit or work placements full-time. As a result, you do not get enough chances to learn. Many of you need more help to improve your behaviour and we have asked the headteacher to make sure that you get this. We have also asked the headteacher and staff to:

- improve the quality of lessons by:
- getting you to work in groups and in whole classes more often
- checking exactly what you need to learn next
- making sure that lessons are not too easy for you and that they are enjoyable
- using more ICT
- make sure that what you do at the unit, particularly those of you in Key Stages 1, 2 and 3, helps you to be ready to return to mainstream school
- make sure that you attend all the hours you should
- regularly check how well everything is going at each of the centres.

You can all help by attending whenever you are meant to and co-operating with staff to improve your behaviour and learning.

Yours sincerely

Mrs S Morris-King

Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**

# WARWICKSHIRE PRU

## Warwickshire Local Authority's Statement of Action

### 1. Introduction

1.1 The Warwickshire PRU was inspected on 23<sup>rd</sup> and 24<sup>th</sup> 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 22<sup>nd</sup> July and have agreed to reduce its membership to 12, this proposal was agreed by council officers on 20<sup>th</sup> August. The newly formed management committee met on 9<sup>th</sup> 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 13<sup>th</sup> 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<sup>3rd</sup> September.
- This group led the whole staff training day on 6<sup>th</sup> 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 3<sup>rd</sup> & 4<sup>th</sup> 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:

8<sup>th</sup> September 2010

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

DATE: 2<sup>nd</sup> November 2010

## ACTION PLAN LEADERS

<b>Role</b>	<b>Name</b>
Interim Headteacher	Margaret Ryan
Chair of Management Committee	Chris Hunt
SIP	Bridget Clements
<b>Area Lead/Responsibility</b>	<b>Name</b>
<i>Central Area</i> Pound Lane T and LC	Jas Gill
<i>South Area</i>	Saj Zaidi
<i>Eastern Area</i> Merttens T and LC Strat resp III health provision	Jane Halliday
<i>Nuneaton, Bedworth and N Warwickshire</i> Keresley T and LC(acting)	Dilbir Sahota
Strategic lead - primary	Jan Pennington
<b>Teaching and Learning Lead (TLL)/Responsibility</b>	<b>Name</b>
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
<b>Local Authority</b>	
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	<ul style="list-style-type: none"> <li>• As a matter of urgency, extend the range of strategies to manage pupils' behaviour and reduce significantly the use of fixed-term exclusions.</li> </ul>
PRIORITY 2	<ul style="list-style-type: none"> <li>• Improve the quality of teaching and learning by:             <ol style="list-style-type: none"> <li>1. Increasing teachers' confidence and competence to teach whole classes effectively</li> <li>2. Ensuring that lessons give pupils the opportunity to work in groups as well as independently</li> <li>3. Using assessment data to plan lessons at an appropriately challenging level for each learner</li> <li>4. Ensuring that the activities are enjoyable and engaging</li> <li>5. Extending the availability and maximising the use of information and communication technology</li> </ol> </li> </ul>
PRIORITY 3	<ul style="list-style-type: none"> <li>• 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</li> </ul>
PRIORITY 4	<ul style="list-style-type: none"> <li>• Ensure that single-roll pupils receive their statutory entitlement to full-time education</li> </ul>
PRIORITY 5	<ul style="list-style-type: none"> <li>• Monitor and evaluate rigorously the impact of all of the unit's work and use this information judiciously to tackle all areas of weakness</li> </ul>

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

Period: Term 1 – September to December 2010

Date of Ofsted Inspection: 23-24<sup>th</sup> June 2010

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



<p><b>PRIORITY 1</b> As a matter of urgency, extend the range of strategies to manage pupils' behaviour and reduce significantly the use of fixed-term exclusions.</p> <p><b>TERMLY SUCCESS CRITERIA:</b></p>	<p><b>Term 1 Autumn 10</b></p>	<p><b>Term 2 Spring 11</b></p>	<p><b>Term 3 Summer 11</b></p>
<ul style="list-style-type: none"> <li>• Staff in all centres are able to describe the consistent approach to behaviour management which has the potential to reduce fixed-term exclusions</li> </ul>	<p>✓</p>		
<ul style="list-style-type: none"> <li>• There has been a reduction in the use of fixed-term exclusions to half the level recorded in 2009/2010</li> </ul>		<p>✓</p>	
<ul style="list-style-type: none"> <li>• There has been a reduction in the use of fixed-term exclusions to 25% of the level recorded in 2009/2010</li> </ul>			<p>✓</p>

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

Expected outcome	Actions to Support Improvement	Key Personnel	Completion date	Monitoring Activity	Evaluation (notes from supporting LA officer)	Completion Date
<p>There is a policy regarding common approaches to behaviour management in centres including the use of sanctions</p>	<p>HT/ALs visit outstanding PRU(s)/mainstream school(s) with LA B&amp;A Adviser to establish best practice with respect to behaviour policy.</p> <p>HT and ALs draw up policy and arrangements to monitor its impact</p> <p>Staff training (joint delivery with LA B&amp;A Adviser) to share an understanding of how the policy will lead to improvement.</p>	<p>Area Leads (ALs) HT LA B&amp;A Adviser (MH)</p>	<p>30/09/10</p>	<p>Lesson observations Scrutiny of documentation including behaviour policy Interviews with teachers</p>	<p><i>There is now formal registration at all sites for all sessions.</i></p> <p><i>Headteacher has visited an outstanding PRU and initiated negotiations.</i></p> <p><i>IEPs for pupils with SEBD are being reviewed to ensure appropriate support.</i></p> <p><i>A common approach has been agreed with staff. Individualised training has been given to all middle and senior leaders by specialist management behaviour adviser.</i></p> <p><i>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.</i></p> <p><i>Specialists have advised on the primary learning environment and overhauled the physical environment to promote good learning behaviour.</i></p> <p><i>HT has implemented and trained staff in a 'stepped response' for rewards and sanctions.</i></p>	

Warwickshire PRU

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	<i>A room has been identified in each centre and arrangements for appropriate staffing are being developed.</i>	
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	<i>Headteacher is monitoring the use of the isolation room in each centre – there is variable practice which she is addressing.</i>	
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	<i>No evidence on this so far. Investigating role for parent support advisers</i>	

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	<i>HT has carried out several learning walks and is clear about individual and team staff development needs.</i>  <i>HT is part way through a programme of one-to-one discussions with all staff.</i>	

<ul style="list-style-type: none"> <li><b>PRIORITY 2</b> Improve the quality of teaching and learning by:                             <ol style="list-style-type: none"> <li>Increasing teachers' confidence and competence to teach whole classes effectively</li> <li>Ensuring that lessons give pupils the opportunity to work in groups as well as independently</li> <li>Using assessment data to plan lessons at an appropriately challenging level for each learner</li> <li>Ensuring that the activities are enjoyable and engaging</li> <li>Extending the availability and maximising the use of information and communication technology</li> </ol> </li> </ul> <p><b>TERMLY SUCCESS CRITERIA:</b></p> <ul style="list-style-type: none"> <li>There is under 7% inadequate teaching and at least 30% is good or better.</li> <li>There is under 5% inadequate teaching and at least 40% is good or better.</li> </ul>	<b>Term 1 Autumn 10</b>	<b>Term 2 Spring 11</b>	<b>Term 3 Summer 11</b>
	✓		
		✓	

- |   |  |  |   |
|---|--|--|---|
| • 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	<i>Lesson observations are being carried out as planned and the profile continues to be improved.</i>  <i>Monitoring by the HT shows that lesson planning is inconsistent and does not take pupils' prior learning sufficiently into account.</i>  <i>Planning for and the ssesment of progress continues to be a weakness</i>	

Warwickshire PRU

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

Warwickshire PRU

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	<i>The headteacher has audited the skills, experience and willingness to contribute of all staff. Three have been transferred out of the PRU.</i>	

<ul style="list-style-type: none"> <li><b>PRIORITY 3</b> 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</li> </ul> <p><b>TERMLY SUCCESS CRITERIA:</b></p>	<b>Term 1 Autumn 10</b>	<b>Term 2 Spring 11</b>	<b>Term 3 Summer 11</b>
<ul style="list-style-type: none"> <li>The curriculum at Key stages 1, 2 &amp; 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</li> </ul>	✓		
<ul style="list-style-type: none"> <li>At Key Stages 1, 2 &amp; 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</li> </ul>		✓	
<ul style="list-style-type: none"> <li>Pupils are making at least satisfactory progress relative to pupils in similar settings elsewhere at Key Stages 1, 2 &amp; 3 and the proportion able to return to mainstream school has significantly improved compared with 2009/2010</li> </ul>			✓

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	<i>Improvements have been made to KS1 &amp; 2 accommodation, including the closure of primary provision at the Merttens site..</i>  <i>Access to ICT has been upgraded to the same standard as partner primary and secondary schools.</i>	
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	<i>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</i>	



Warwickshire PRU

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	<i>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</i>  <i>Access to ICT has been upgraded to the same standard as partner primary and secondary schools.</i>	
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	<i>The new timetable has addressed this issue (see above)</i>	

<b>PRIORITY 4</b> Ensure that single-roll pupils receive their statutory entitlement to full-time education  <b>TERMLY SUCCESS CRITERIA:</b>	<b>Term 1 Autumn 10</b>	<b>Term 2 Spring 11</b>	<b>Term 3 Summer 11</b>
	✓		
		✓	
			✓

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	<i>Timetables have been changed to ensure statutory entitlement for all key stages (see above) to include Wednesday pm</i>	

Warwickshire PRU

<p>All single-roll pupils are effectively supported to access the available provision</p>	<p>Headteacher/ALs review attendance data to identify patterns of non-attendance of individuals and groups of pupils who and plans to address non-attendance</p>	<p>HT ALs ESWS</p>	<p>26/11/10</p>	<p>Scrutiny of attendance records Interviews with ALs/HT</p>	<p><i>Attendance is monitored more closely and accurately and there have been significant improvements. Personalised programmes are being developed which ensure greater engagement.</i></p>	
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<p><b>PRIORITY 5</b> Monitor and evaluate rigorously the impact of all of the unit's work and use this information judiciously to tackle all areas of weakness</p> <p><b>TERMLY SUCCESS CRITERIA:</b></p>	<p><b>Term 1 Autumn 10</b></p>	<p><b>Term 2 Spring 11</b></p>	<p><b>Term 3 Summer 11</b></p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	✓		
<ul style="list-style-type: none"> <li>The performance of the unit improves significantly as a result of plans for improvement which are informed by systematic and rigorous monitoring</li> </ul>		✓	
<ul style="list-style-type: none"> <li>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.</li> </ul>			✓

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	<p>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.</p> <p>Targets for improvement are identified and shared with all staff by ALs</p>	All teachers ALs	26/11/10	Scrutiny of records of pupil attainment and progress	<i>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.</i>	

Warwickshire PRU

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	<i>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.</i>	
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	<i>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.</i>	
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	<i>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.</i>	

Warwickshire PRU

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	<i>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.</i>	
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	<i>The new management committee is robustly evaluating the work of the PRU based on sound evidence presented by the Headteacher</i>	

**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**

<b>Proportion</b>	<b>Description</b>
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**

<ul style="list-style-type: none"> <li>• <b>PRIORITY 6</b> Improve the procedures for safeguarding pupils through compliance with statutory requirements by:             <ol style="list-style-type: none"> <li>1. Having rigorous Safeguarding policies and procedures in place that are understood and consistently implemented.</li> <li>2. Establishing clear roles and responsibilities for child protection at all levels.</li> <li>3. Ensuring all staff with access to children/pupils are appropriately recruited and vetted (Single Central Record).</li> <li>4. Ensuring the school takes effective steps to secure the safety of the sites.</li> <li>5. Taking reasonable steps to ensure that pupils feel safe on the school sites.</li> <li>6. Monitoring and evaluating the impact of the school's work regarding child protection and using this information to tackle areas of weakness.</li> </ol> </li> </ul> <p><b>TERMLY SUCCESS CRITERIA:</b></p>	<b>Term 1 Autumn 10</b>	<b>Term 2 Spring 11</b>	<b>Term 3 Summer 11</b>
<ul style="list-style-type: none"> <li>• Child Protection Policy in place</li> </ul>	✓		
<ul style="list-style-type: none"> <li>• Safeguarding Policy in place</li> </ul>		✓	
<ul style="list-style-type: none"> <li>• Impact of Policy and procedures monitored rigorously and development areas actioned</li> </ul>			✓

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

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
<p>The impact of the school's work regarding Child Protection/Safeguarding is monitored and weaknesses are addressed systematically.</p>	<p>Establish a monitoring evaluation process for Child Protection/Safeguarding that includes discussion of the following:</p> <ul style="list-style-type: none"> <li>• Is there a strong and shared commitment to safeguarding at all levels?</li> <li>• Do staff and Management Committee have a good knowledge about the school's policies and procedures?</li> <li>• Do all staff and Management Committee understand their own roles and responsibilities and those of others?</li> <li>• Are the school's procedures being applied consistently?</li> </ul>	<p>HT SLT Management Committee (including member responsible for safeguarding)</p>	<p>17.12.10</p>	<p>Education Safeguarding Children Manager via 2 evaluation exercises</p> <ul style="list-style-type: none"> <li>- CP Interim Audit</li> <li>- Full Safeguarding Audit</li> </ul>		



# **Review of Provision for Excluded Warwickshire Primary Age pupils**

**November 2009**

Proposal for provision for Primary age excluded pupils 7th December 2009

## **Introduction to the Review of provision for Excluded Warwickshire Primary Age pupils.**

The Vision of the Children, Young People and Families Directorate is that *every child and young person, including those who are vulnerable and disadvantaged, has the greatest possible opportunity to be the best they can be.*

Inclusion and inclusive practice are central to achieving our vision and we believe that vulnerable groups of learners that may be at risk of underachievement, exclusion or marginalisation should be a priority. For inclusion to move forwards successfully, we need to engage all of those involved with the education of children and young people both in terms of what can be achieved now and through the continuous development of our long-term strategies.

We have three main principles to working in partnership - Ambition, Participation and Effectiveness. We must identify and remove the barriers to *ambition, participation* and *effectiveness* for **all** children and young people.

*'Ambition* is concerned with expecting and wanting the very best for all our learners, where children and young people are educated, and whether they attend regularly and arrive punctually.

Specifically we aim to:

- Reduce the number of children and young people educated outside a mainstream setting.
- Ensure that all children and young people with severe and complex needs have consistent access to specialist provision and expertise of equally high quality that is as close to their home as possible.
- Ensure that children and young people attending specialist provision are provided with access to appropriate mainstream experience, in line with their wishes and those of their parents.
- Improve the attendance and punctuality of children and young people, wherever they are educated.

*'Participation'* is concerned with the quality of learners' educational experiences, and the extent to which they feel that they "belong".

Specifically we aim to:

- Ensure that children and young people feel included, they are listened to and that their contributions are valued, wherever they are educated.
- Ensure that provision and services are respectful to children and young people and that they are fully and appropriately consulted on educational matters that directly affect them.
- Ensure that parents and carers are consulted on educational matters that affect their children, and feel welcome in school or wherever their child is educated.

*'Effectiveness'* is concerned with learning outcomes across the whole curriculum; what learners learn both inside and outside the classroom and how they learn. Achievement includes academic attainment but is a much broader concept and cannot be measured by tests alone.

The establishment of the Early Intervention Service in September 2009 (bringing together the Learning & Behaviour Support Service, Pupil Reintegration Unit and Education of Children out of School Service) aims to deliver improved outcomes for vulnerable and disadvantaged children, in partnership with their schools and families. In preparation for its establishment, EIS held consultation events with Primary Head Teacher colleagues asking the question “How can we best support vulnerable children to succeed in our Primary Schools”. The outcomes of these events were shared at the Head Teacher Conferences in June 2009. This Review builds upon that work. Implementation of the recommendations will support the principles outlined in Warwickshire’s Primary Strategy for Change.

Pat Tate

Head of the Early Intervention Service.

Proposal for provision for Primary age excluded pupils 7th December 2019

## **Review of Provision for Excluded Warwickshire Primary Age pupils November 2009**

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## **Planning and Developing Special Education Provision For Primary Age Pupils Excluded from School in Warwickshire**

### **Part 1: Contextual / Needs Analysis**

#### **1.1 External Drivers for Change**

##### **i. Exclusions Data**

Appendix 1- Exclusions report 2008-9. This is produced yearly by the Exclusions Officer/ ESW service.

Permanent exclusions have been between 12 and 17 primary age children per annum over the past 5 years. There have been 71 permanent exclusions of primary phase children since 2004.

Issues which may impact on exclusion rates include:

- School culture- influenced by many factors including size, leadership, catchment area, OfSTEd, SATs/ league tables
- The effectiveness of internal school systems for managing behaviour
- Access to specialist advice
- Perceived cost of specialist support for children with BESD to schools and the so called 'perverse incentive'.

The cost to the Local Authority of maintaining a child who has been permanently excluded can be very high- £100,000 and more per annum for a child placed in an out of county residential BESD school. From the school perspective exclusion looks like a 'free' option as funding for such children is 'top sliced from schools budgets and reduces the total available rather than being billed to the school. There is also a huge cost to the child, family and community in terms of stress, reduction in life opportunities and long term achievement.

"The number of children aged seven and under who are excluded from primary schools is very small and comprises a tiny proportion of children of this age from a very small proportion of schools. Nevertheless, some children of this age group are receiving fixed-period exclusions, occasionally leading to permanent exclusion. This survey explored the reasons for this and the ways in which some schools manage to avoid using exclusion. The survey found that what determined a school's rate of exclusion was a combination of its philosophy, capacity to meet the challenges presented and, sometimes, the response received from the local authority and outside agencies when the school asked for help. "

*"The exclusion of children aged four to seven" DFES*

The data on exclusions only includes children given official fixed term or permanent exclusions. Some children are given various (illegal) unofficial exclusions and there are schools where children are put on unofficial part time timetables and unmonitored reintegration plans. This, of course, is a safeguarding concern.

##### **ii. The JAR review 2008**



This found that the high level of exclusions from schools was a concern in Warwickshire and that there were insufficient flexible preventative arrangements for children at risk of exclusion. Dual placements with special schools were deemed to be a successful innovation. A Joint Area Review Action Plan priority is:

JAR 02 – “Embed preventative measures to reduce exclusions, specifically for looked after children and those with learning difficulties and/or disabilities.”

iii. The Position Statement on Exclusions (Warwickshire LA)

This states that it is a high priority within the LA to ensure that measures aimed at reducing exclusion have demonstrable impact as quickly as possible.

iv. Narrowing the gap

The Governments 10-year Strategy for SEN “Removing Barriers to Achievement” (RBA) and the relevant SEN and Disability legislation RBA sets out a 10-year strategy in which the Government “wants to see” developments in:

- Early intervention
- Removing barriers to learning
- Raising expectations and achievement
- Delivering improvements in partnerships with parents families and professionals

v Warwickshire’s Children, Young People and Family Directorate Inclusion Statement (2009)

Promoting inclusive education is a key strategic aim of Warwickshire County Council and the Children, Young People and Families directorate.

Inclusion is concerned with the identification and removal of barriers to the ambition, participation and effectiveness of all children and young people. The aim is to reduce the number of children and young people educated outside a mainstream setting.

*‘Ambition* is concerned with expecting and wanting the very best for all our learners, where children and young people are educated, and whether they attend regularly and arrive punctually.

“learners should receive their education, wherever possible, in a mainstream setting. If, for whatever reason, this is not practicable, they should receive their education as close to their home as possible. Every effort should also be made to enable learners attending specialist provision to maintain social links with their neighbourhood peers and have access to appropriate mainstream experience.”

*‘Participation*’ is concerned with the quality of learners’ educational experiences, and the extent to which they feel that they “belong”. We believe that all learners have a right to experience success in learning and, as a result, become self-confident and develop a strong sense of self-worth.

*‘Effectiveness*’ is concerned with learning outcomes across the whole curriculum. It is concerned with what learners learn both inside and outside the classroom and how they learn.

Warwickshire inclusion strategy also sets out the need to achieve efficient use of resources through

- Reduction in the number of statements of SEN by improving capacity of mainstream schools to enable pupils with SEN/LDD to make progress at School Action and School Action Plus.
- Reduction in the number of exclusions overall and elimination of exclusions of children and young people in care and with statements of special educational needs.

vi OfSTEd report July 2006 "Inclusion: does it matter where pupils are taught?"  
found that:

"In LAs promoting inclusion, parents often had more choice of mainstream schools and resourced mainstream schools. However, there were more difficulties faced by pupils with BESD in accessing suitable provision than by any other group. These pupils often had no choice of placement due to the reluctance of mainstream schools to work with pupils with this type of difficulty, especially if it was undefined by any form of assessment. There were also particular difficulties when there was no local resourced mainstream school. Parents of pupils with BESD reported a slow response from professionals in acknowledging a young person's difficulties."

The characteristics that make schools effective were present and more easily put in place in resourced mainstream schools than any other. They were present least often in PRUs. A common difficulty was that access to additional provision was too reliant on exclusions and not seen sufficiently as part of the strategic service of the LA to help mainstream schools provide for pupils with behavioural difficulties. In other LAs as in Warwickshire exclusions became an alternative to using the formal assessment process effectively.

"PRUs that were used appropriately in preventive action were particularly effective in providing access to part-time placements with mainstream schools."

## **1.2 Situational drivers for change**

### i Profile of the current provision

The locality based Area Behaviour Panels were given responsibility for the reintegration of excluded pupils, the facilitating of formal managed transfers and co-ordination of sixth day provision. These panels are being encouraged to develop in line with guidance on school partnerships and the roll out of the Early Intervention Network across the county. This development is intended to support the promotion of alternatives to permanent exclusion and improve capacity in local areas.

There are currently three primary classrooms in the three teaching and learning centres at Keresley, (North and Nuneaton and Bedworth); Merttens (Eastern area) and Pound Lane (Leamington, Warwick and Stratford Districts). These centres all serve to support secondary school age pupils.

ii Strengths of the current provision:

What the primary classes in the T&L centres do well includes behaviour plans with personalised and positive targets which incorporate a clear process for measurement of progress. The Boxall profile is working well in some centres. The Birmingham Behaviour (QCA) scales are used as a baseline behaviour assessment. Identified literacy and numeracy tests are used to provide a baseline learning assessment. A system, (BEST), based on the QCA behaviour scales, is used for the monitoring and ongoing teaching of behaviour and reviewing of individuals' progress. Children are involved in target setting, evaluation and ownership of learning (assessment for learning).

The centres provide a range of alternative curriculum projects in conjunction with external providers: 'Taking the reins', 'forest school' etc and develop cooperative skills through social lunches.

iii Issues of concern about the current situation are:

- a) Lack of good role models for the primary children coupled with concerns that they could be at risk of learning poor behaviour from the older students on the same site.
- b) Baseline assessment is hampered by poor or non existent information received from the excluding school. This can result in 'over' assessment of the new pupil at the worst time.
- c) The spread of the primary provision across three sites increases the difficulty in delivering a broad balanced curriculum. When you have small mixed changeable groups it is difficult to teach a normal curriculum in a normalised setting. Children miss out on the wider context of peer learning and being part of a real school's social community. Because the focus is on managing behaviour in a contained situation, opportunities to develop independent learning skills in a wider situation are artificial and limited. The pressures on staffing and the relative isolation of the primary staff in the three classes has limited full access to quality education and associated service including the curriculum.
- d) Pupil to staff ratio is compromised by constraints and is inefficient. This also reduces the capacity available for work on preventing exclusions.

Total staffing available across the 3 areas is as follows:

Teachers (TLRs)	2.8 f.t.e.
Teachers	3.0 f.t.e
Teaching assistants	7.2 f.t.e.

- e) The current primary teaching and learning classrooms are managed with less than suitable accommodation: limited access to a range of suitable' places with a curriculum to match skills/ needs for example lack of space/ for outside play for creative activities, inappropriately sized furniture for the range of children.

- f) Length of stay see appendix 2: In the period between 2005 and the current time 94 children accessed the three primary classes in the teaching and learning centres and the average length of stay per child was 13.9 months. Many of the children who go into the TLCs remain there until the transfer to secondary (school, TLC or placement). The highest excluding clusters are all the Nuneaton and Bedworth clusters excepting N&B 1 Etone and East Nuneaton. The older the child the longer the average length of stay becomes. For a child who is excluded in year 5 or 6 the chances of reintegration into a mainstream school are slight.
- g) Access to specialist staff has been limited by the separation of the preventative and reintegration staff. Until September 2009 the preventative work undertaken by the learning and Behaviour Support Service and the Pupil Reintegration Unit were separate entities and the different funding arrangements were unhelpful and are generally perceived to have contributed to exclusions. Many of the children who are excluded have not received specialist external support prior to exclusion.
- h) Approximately half of the primary children in the teaching and learning centres have statements of Special Educational Need. Unacceptably high numbers of children with statements of SEN remain in the centres for long periods of time. The "*Planning and Developing Special Educational Provision- A Guide for Local Authorities and Other Proposers*" states that PRUs should not be seen as an alternative long-term provision to special schools. The total number of primary children on role with statements in 2008-9 was 28. Twenty children were undergoing statutory assessment in the same year and 10 were at School Action Plus of the SEN Code of Practice. The view of the DSCF is that PRUs are not appropriate or desirable long term placements for vulnerable children who should be placed in their community in a mainstream school where possible.
- i) Historically the experience of children before exclusions has been variable in terms of support. Although 'persistent disruptive behaviour' is a common reason for permanent exclusions many children have received little or no consistent support at School Action Plus of the SEN Code of Practice. The quality of behaviour plans and Pastoral Support Plans (PSPs) is also very variable. The percentage of primary phase schools who subscribed to behaviour support for 2008-9 was 21%.

#### iv Effectiveness of the Current Provision

The average length of stay within the centres for the year 2008-9 was over 10 months. This average conceals the fact that many children do not return to mainstream school but wait out their time in a centre until they transfer to a secondary and progression teaching and learning centre or a mainstream or specialist secondary school. It has not been possible to move children back to school on evidence of progress with the current protocols. The 'revolving door' sticks.

In the Years between 2004 and 2008 there were a total of 36 children in year 6 attending the PRU. 17 transferred to a special education place. 15 transferred to a mainstream secondary place. Of 15 students reintegrating to main stream over

those 4 years, 13 are still in their school. Of those 13, 2 are receiving or have received further PRU support, beyond the anticipated transition period.

Children often go through the statutory referral process while at the centre. Currently many of these children have not received consistent support at School Action Plus of the SEN Code of Practice. For many of these children there are complex attachment and self esteem issues so the additional effect of rejection from school can precipitate increasing BESD and impact negatively on their family and support systems. If a range of support could be accessed earlier without exclusion for some of the children statutory assessment would not be required.

Assessment in T&L Centres has tended to be summative. Recently the centres have started trialing GOAL an online assessment tool which identifies next steps. This is under evaluation and review. The baseline assessment looks at behaviour and learning and uses following tests and tools:

- NARA II
- BSTS
- NPT
- Boxall Profile
- Birmingham Behaviour scales
- Observations

Progress against the baseline is recorded effectively for behaviour using the BEST behaviour monitoring system. In terms of measuring academic progress from beginning of stay there has been Insufficient use of moderation and assessing pupil progress. Learning targets and progress have been lacking rigour. There is need to develop the use of assessing pupil progress practice, In particular, to develop pupil involvement in target setting, evaluation and ownership of learning i.e. assessment for learning. Where information from schools is limited or not available this impacts on ability to measure pupil progress. There is a need to develop programmes which include formative assessment and identification of next steps in learning.

Many children attending the centres have complex needs. Children often arrive with minimal information from their mainstream school and baseline assessment at this time can be problematic because the child is under stress and disaffected. For a variety of reasons it has been difficult to demonstrate good progress in academic subjects. There is a lack of cohesion across centres in terms of delivering a 'catch up' curriculum. In the T&L centres behaviour plans include personalised and positive targets which incorporate a clear process for measurement of progress.

Consistent access to immediate specialist assessment e.g. EP and other EIS colleagues is an area of need in some centres and it has been difficult to establish good links between schools and T&L centres.

There is a need to develop work with schools in the effective use of behaviour plans and use of specialist teachers to support these. The use of a personalised learning behaviour profile is a key element in providing a continuity of provision. It should provide evidence of progress and inform next steps which for a child in a T&L centre would be reintegration.

There is a need for staff training to support the effective use of effective personalised learning behaviour profiles and assessment for learning in T& L centres. This would include training in the use of targeted interventions such as Fischer Family Trust programme, High Five and Numicon which enable children to make fast progress in basic skills.

#### v Reorganisation of Provision into Early Intervention Service

The reorganisation should enable a more joined up approach to supporting vulnerable children. With increased support for children at an earlier stage through the Common Assessment Framework and The Primary and Transition team a continuum of provision for schools, clusters and centres is developing that includes :

- a strategic approach to the management of inclusion
- project based work
- targeted work with individual pupils/groups of pupils
- support for phased reintegration
- provision of centre based courses
- provision of part time / full time short term placement
- support for managed transfers for some pupils

These developments are in line with the factors identified in OfSTEd (June 2009):

*“The exclusion from school of children aged four to seven”* that were used by schools successful in not excluding were:

- Having a wide range of strategies to teach and encourage good behaviour, and a wide range of additional support for children who found it difficult to learn important social and emotional skills or appropriate behaviour. Including National Strategy’s social and emotional aspects of learning programme (SEAL), and specific programmes for emotional literacy.
- Behaviour policies that were carefully structured, with a clear emphasis on rewards. Sanctions were staged and age-appropriate but used sparingly.
- Head teachers emphasised and demonstrated the way in which engaging teaching and appropriate support promoted good behaviour.
- Programmes of additional support. This meant that, when a child or a group of children with challenging behaviours joined the school, usually there was already a strategy or some provision to meet the child’s needs. However, if this was not the case, the schools designed a new one.

#### vi Trend Analysis

Compared to our near neighbours Warwickshire’s exclusions are high. The numbers of primary permanent exclusions are small compared to secondary exclusions but have remained fairly consistent. Numbers of exclusions are higher among certain clusters which generally correspond to clusters containing super output areas. Because of the small numbers it is difficult to identify a trend in total numbers.

In total over the past three years 36 primary phase schools have excluded one or more pupils. 159 schools have not excluded in the past 3 years

Primary schools in Warwickshire are allocated to 30 Extended Services clusters

Central (Leamington and Warwick) has 6 clusters

The Stratford district has 7 clusters

The Eastern area has 5 clusters

North Warwickshire has 5 clusters

Nuneaton and Bedworth have 7 clusters although these are now grouped into 4 large groups

Over the last 3 years the cluster based pattern of exclusion has been as follows:

- Among Central Clusters (Leamington and Warwick) 5 clusters have excluded children. Two clusters have excluded 3 or more children and one has not excluded any children
- In the South three clusters have not excluded any children.
- In the East; two clusters have not excluded, two have excluded three times or more
- In North Warwickshire three clusters have not excluded and one has excluded three or more times
- In Nuneaton and Bedworth seven clusters have excluded and four have excluded three or more children.

The high excluding clusters are:

- C5 (Whitnash, Sydenham, South Leamington)
- E2 (Bilton Cluster)
- E5 (Rugby Town Centre Cluster)
- N4 (Hartshill Cluster)
- N&B 2 and 3 Stockingford Cluster
- N&B 4 Nuneaton
- N&B 5,6,7, Bedworth

Within clusters exclusion rates vary even for schools with very similar catchment areas which suggests that in school issues affect inclusion. North Warwickshire and the Stratford and South of Warwickshire have accessed very few places in the PRU.

Children can and do become 'stuck' in the centre. Mainstream schools are very reluctant to accept excluded pupils onto their roles. The majority of children who access the primary teaching and learning provision never return to a mainstream primary school. Where there is successful reintegration the outcome is usually very positive. A key feature in improving the outcomes for vulnerable children is the effective partnerships between some schools and the teaching and learning centres.

#### vii Predicted future trends

- In the current year there has been a worrying indication that exclusions of children with ASD are increasing.
- The next phase of the National Strategy Inclusion Development Programme will focus on behaviour. This will be an opportunity to support schools in their approach to managing behaviour.

- The changes to the SEF and OfSTEd framework will require schools to demonstrate greater commitment to inclusion.
- If the teaching and learning centres offer early intervention packages there will be resulting changes in the attendance figures. More children will attend as dual placements and this will have an impact on funding for the centres.
- The current financial climate makes it difficult to predict budgets. The impact of recession is likely to cause more stress on families with resulting impact on the incidence of BESD.

#### viii Results of consultation

The consultation process consisted of:

- 4 workshop meetings with any Early Intervention Service staff.
- Questionnaires shared with pupils attending the centres (11 returned)
- Questionnaires shared with parents of pupils attending the centres (7 returned)
- Questionnaires shared with any interested professional partners. (9 returned)

Among professionals' responses there were notable differences. Head teachers who have accessed the provision have a positive view of the support received and would like more of it. Head teachers from non excluding schools would like more preventative responses available. There has been a generally positive view of a move towards cluster based options although a concern for many head teachers was the composition of the clusters. Many head teachers see them selves as non excluders and feel that other head teachers get an unfair share of resources.

Parents who completed the questionnaires had children in teaching and learning centres. There was an overwhelmingly positive view of the staff and the positive impact on behaviour, tempered by concerns about stigmatisation, travelling and the time away from mainstream education. Exclusion of a child is very difficult and stressful for parents, carers and families. One positive result of the move to a teaching and learning centre is a lull in the negative reports about the child. The responses of the children were generally positive.

#### **Part 2 Objectives**

- To improve access and quality of early intervention support and advice on BESD to all schools.
- To increase schools capacity to support vulnerable children.
- To increase inclusion in their school and community for vulnerable children.
- To ensure that vulnerable children receive high quality provision that enables them to make good progress.
- To provide the above as a cost effective service for Warwickshire children



## **Part 3 Proposals**

### **3.1 Arrangements for supporting clusters and early intervention**

From January all clusters will have access to a teacher with specialist knowledge of learning behaviour who will have time on their timetable to:

- Be available to attend Family Support Meetings to advise on action plans for CAFs where BESD or related SEN are identified.
- Be available to give advice on behaviour issues that escalate rapidly, or come in from elsewhere e.g. LA pupil who moves placement and children with serious illness.
- Support schools with advice when a prioritised concern is expressed about a student resulting in investigation and monitoring using school systems and protocols.
- Act in a consultative role within primary schools in a cluster, facilitate delivery of packages to enhance CPD and behaviour for learning support systems where this is an identified need for the cluster. This will involve developing awareness of whole school and whole cluster needs that impact on inclusion.
- Keep a record of all requests/ actions within the cluster and report back to all the head teachers in the cluster.

Within the new organisation the Area Lead will maintain a dialogue with every cluster in the area and seek to engage clusters in planning as a group to address their BESD needs. There will be the opportunity for clusters to buy a range of additional support packages cooperatively and have a service level agreement with EIS that is devised to meet their specific requirements.

The benefit of this system is that it enables schools within a cluster to share information about priority needs and increases interaction between schools before exclusions occur. It enables data about demand and resources in clusters to be collected and shared. Increased transparency and shared information may reduce the conditions in which unofficial exclusions flourish. Many schools struggle with a flow of 'difficult' children from their neighbours. Supporting the children of a community within their local community should in the longer term be beneficial for the community.

An additional benefit of this system is that it provides support for vulnerable children in schools that do not choose to purchase BESD support because they cannot afford it or do not see it as a priority need. All schools will continue to have the opportunity to purchase school based commissions from EIS to enable access to specialist staff, quality education and associated service including the curriculum. This was a clear request that resulted from the consultation with head teachers in 2008-9.

### 3.2 Arrangements re exclusions and alternatives- managed moves, reintegration.

Schools should contact the Area Lead and or the EIS Cluster learning behaviour specialist in the following circumstances:

- if a child has a CAF which identifies emotional and social development needs, behavioural development needs or speech language and communication needs that impact on behaviour;
- if a child has received a fixed term exclusion and an underlying difficulty with BESD needs is suspected
- if a child has a second fixed term exclusion
- if a child arrives from elsewhere with what seem to be high level BESD needs and the school require additional advice.

It would be expected that a range of strategies at School Action and School Action Plus would be implemented monitored and evaluated consistently and a planned managed move should be tried within the cluster before exclusion is considered. See Appendix 6 Flowchart.

The process for managed moves is clear and has been well defined but little used. The main reason for this is the huge difficulty experienced by the Primary Behaviour panels in finding a school to receive a vulnerable child at risk of exclusion. Also, many 'moves' that take place are unmanaged and untracked, creating pressure on schools families and children.

We anticipate that in the event of a high level child at risk of exclusion a key cluster provision meeting will be held to identify and agree appropriate support. This could be a regular termly meeting to review the allocation of resources within the cluster for higher level vulnerable children. Core composition of this cluster key group will be:

- The EIS area lead
- A head teacher nominated by the cluster
- ASCO
- Appropriate Educational Psychologist
- CAF officer if appropriate

Other head teachers/ professionals, SENCOs will be invited as relevant to individuals discussed. At this meeting minutes will be taken and these along with the termly cluster based VAS will be circulated to all the head teachers in the cluster.

We propose that the majority of managed moves will be agreed and arranged within the cluster key groups and that the receiving school will access a menu of additional support at no direct cost to the school as part of the contract. Suggestions would include professional development packages to build capacity in school such as Assertive Discipline or a project based in a targeted class. This would boost the schools current behaviour system; enable additional coaching or mentoring to be directed towards staff that lack confidence in managing behaviour. Alternatively small group work such as social skills or 'Circle of Friends' to benefit the wider peer group can be delivered by STAs to increase the likelihood that the 'new' child will settle well. The specific educational benefits flowing from this benefit the individual child and the receiving school community.

A concern about this arrangement of resources is that:

- 1) It could be seen as perpetuating the culture of 'blame' attached to the child.
- 2) It does not address needs in the excluding school.

**A Continuum of Support from the EIS T+L, P&T to support solutions and partnership working for vulnerable primary age children**

What	Details
1) Systems support. Available to all schools.	Access to training/ CPD for any staff to address whole school behaviour issues including school behaviour audit, Assertive Discipline TEAM Teach, Assertive Discipline, Peer mediation, Intervention manager support groups. Training for SEAL. <ul style="list-style-type: none"> <li>➤ Classroom behaviour projects</li> <li>➤ Lunchtime supervisor training</li> <li>➤ A variety of customised CPD packages for all staff.</li> <li>➤ Peer coaching for teachers/ NQTs</li> </ul>
2) Cluster allocated Consultative input into CAF	A specialist teacher with cluster based time is available to attend FSMs to advise on action plans for CAFs where EBD or related SEN/ difficulties are an identified need. The teacher advises school when a concern is expressed about a student and this is prioritised using school systems and protocols.
3) Project based support	Short term support for children at a point of transition or provided as part of an agreed action plan for a vulnerable child. Examples: <ul style="list-style-type: none"> <li>➤ Transition</li> <li>➤ Circle Time support</li> <li>➤ Fischer Family Trust</li> <li>➤ Writing training</li> <li>➤ Play leader project</li> <li>➤ Assertiveness</li> <li>➤ Social skills groups</li> <li>➤ FRIENDS</li> <li>➤ The difficult class</li> </ul>
4) Managed moves	Agreed plan of action with EIS staffing support to enable child to transfer without exclusion. No child to be excluded without managed move being tried first. EIS TA support for reintegration for 1 term.
5) Cluster based inclusion centre/ LSU	Small group (nurture type) provision within a school to address social and emotional development with resources shared by school and EIS through a service level agreement. This will be agreed by Cluster head teachers. This might be temporary or part-time. Involves additional targets against set criteria. May include a range of learning packages. EIS staff provide additional advice and direct work with students by agreement.
6) Specific curriculum support	Personalised learning packages and/ or alternative education systems for specific sessions for set period of time to address identified needs.
7) Planned Part time TLC provision	Student remains on school role. Time limited placement with reviews and exit plan. Student attends school either mornings or afternoons for focussed support to catch up for basic skills. Planned phased return to school. Progress measured evaluated and reviewed half termly.

### 3.3 Area Based Monitoring Arrangements

The arrangements that the different areas agree will reflect local needs.

Area EIS provision meeting (Name of group to be agreed)

At an area level in the north there will be a termly meeting.

Core composition of this meeting will be:

- The EIS area lead
- Head teachers nominated by every cluster
- ASCO
- Senior Educational Psychologist
- CAF officer

The purpose of this meeting is to:

- Report, share and monitor information about provision to ensure transparency; (to Head teacher briefings?)
- Moderate provision/ resources
- Feed information to county level
- Review EIS across county

Proposal for provision for Primary age excluded pupils 7th December 2009

### 3.4 Centre Based Provision

We aim to provide a cost effective teaching and learning centre that:

- Provides an excellent curriculum that enables vulnerable children to 'catch up' on attainment of academic skills
- Delivers focussed opportunities to develop social, emotional and behaviour skills
- Prepares children for a speedy return to full participation in school life.
- Is part of a continuum of early identification and pro active planning shared and understood by all partnerships

This will be achieved by:

- a strong and caring ethos and commitment to the children from all staff, coupled with a genuine desire to achieve the very best for our children
- a very positive 'can do' culture where praise and encouragement prevail and self-esteem is high
- outstanding teaching by consistently high-quality staff.
- a constant focus on maintaining and improving standards of attainment, emphasising the systematic development of literacy and numeracy skills
- high-quality planning, assessment and targeted intervention to enable all children to achieve the best they can.
- a curriculum that is personalised to individual needs.

#### Access

Access to the primary phase TLC will be part of a planned response to a child's needs. The details of entry/ exit criteria will be agreed by the cluster key group and described in a contract between primary TLC and the child's school. Teacher/ head teacher, TLC staff and parents will review progress at least half termly and the future plan agreed on the basis of evaluation of progress.

Children will attend the centre part time while remaining on the register of their own community schools. Most children will attend for mornings or afternoons. There will be provision for children to access specific programmes related to their identified targets. This enables the primary phase TLC to be available to more children. We would like the centre to provide ongoing support to the children's schools so that teachers have the opportunity to visit and see good practice modelled with children that they know. There is no point in working with a child in isolation from the context of his teacher, his curriculum and the classroom setting.

At the point of return full time to their own school the TLC working closely with partner schools, will prepare students sensitively and offer well-graduated reintegration so that children and schools feel they are well supported in the move.

#### Premises

One site instead of three will bring a range of benefits. Ideally this would be a setting linked to a primary school in as centrally situated as possible. Binley, Wolston and Ryton in the north of the eastern are areas easily reached from the north east and centre. As a principle it is undesirable for primary age pupils to be transported around the county at all but once there is a taxi ride involved it would be better to

travel 20 minutes to an appropriate setting that five minutes to one that does not meet need. There is no site that is easy to reach from all the southern schools and it is likely that creative local solutions will need to be used in the South (managed moves, supported inclusion, nurture arrangements)

Ideally the premises would have five small classrooms instead of three larger multi purpose rooms to be used for:

- Teaching Key Stage 1 (fully equipped)
- Teaching lower Key Stage 2 (fully equipped)
- Teaching upper Key Stage 2. (fully equipped)
- Therapy interventions- music, art etc
- Nurture space (can be used for family meetings, quiet area, social skills, social breakfast)
- There would need to be a work space for admin/ teachers and partners
- Resource and storage
- Outside space for play/ garden including covered space

### Assessment

The assessment policy is being reviewed by a working group which will finalise arrangements by Spring 2010. This will bring together the effective elements of centre based baselines with personalised learning behaviour profiles to identify a range of tools to inform strengths/weaknesses and next steps in learning.

Interventions which are used in schools such as Fischer Family Trust and Hi Five will be used with individuals where a need is identified to provide clear measurements of pupil progress and can be used to support assessing pupil progress practice. Pupils' participation in their own learning targets is an integral part of this process.

The use of a personalised learning behaviour profile is a key element in providing a continuity of provision. In most cases this would be available from school on entry. It should provide evidence of progress and inform next steps which for a child in a T&L centre would be reintegration. This personalised learning behaviour profile follows the child and enables consistency of provision throughout.

Staff training opportunities have been put in place to support the effective use of personalised learning behaviour profiles and assessment for learning in T&L centres. This includes training re interventions such as FFT, Numicon, High Five and Assessing Pupil Progress.

The baseline assessment will include a risk reduction plan, clear outcomes and stages against which to monitor progress. There will be ongoing accurate summative and formative assessment inform planned intervention with regular reviews. The child will be involved in this process to establish realistic but inspirational target and expectations that include BESD and learning.

### Curriculum

The teaching and learning centre will offer a flexible and appropriate national curriculum - reflecting child needs and based on individualised programmes and planning

As much as possible children will be taught in realistic classroom context with 'normal' lesson structure. Good teaching practice for all children, such as opportunities for action/focus/diffuse, will be demonstrated so that teachers visiting 'their' pupil will be able to see what works.

Drawing on the specialist knowledge of the service, there will be an emphasis on provision of specific curriculum to accelerate progress and improve access to school curriculum e.g. literacy, dyslexia, dyspraxia, speech language and communication. It is important to recognise the need to develop expressive language skills using routine and daily programmes, such as COGs, since poor expressive language skills frequently contribute to their EBSD presentation. Even if a pupil's expressive language skills are average they find themselves in more complex situations than children not in trouble. Vulnerable children need higher level of language skill than would normally be necessary. The differentiated pace and delivery of the curriculum will include an appropriate level of language, explanation, instructions and questions for each individual. Good listening will be taught and modelled.

### Support for BESD

A structured behaviour management system based on recognition of appropriate behaviours and use of positive reinforcement and modelling.

Clear expectations for behaviour known and understood by everyone will be explained to individuals as part of their induction along with clear expectations about entry, exit and break time behaviour.

Within the curriculum here will be a focus on the development of social and emotional development including National Strategy's social and emotional aspects of learning programme (SEAL), and specific programmes for emotional literacy through:

- Provision of nurturing group activities (play, food, gardening...)
- Access to therapeutic interventions- play therapy, art therapy, music therapy counselling
- Specific projects/ curriculum activities e.g. Forest school, Outdoor Ed, creative play opportunities
- Provision of some or all of above to supplement education (maintain full time) to support reintegration to own school
- Opportunities to work alongside and cooperate with others built into each day, so pupils are guided how to respond and their social development accelerates.

### Resources

Access to a range of good quality resources to meet individual needs to support the broad, balance flexible curriculum and an activity based, multi-sensory approach, different modes of recording and learning styles.

Appropriate access to IT whiteboards and we-learn.

### Support for parents

An emphasis on building good relationships with parents and working closely with them so that parents feel valued and welcomed. The entry criteria will state clear expectations on how parents should work with them to support their children.

Parents will be consulted and contribute to the personalised learning profile. Parents and families will receive good information about the progress of their children and the plans and interventions used to address their learning and their difficulties. They will receive regular and frequent opportunities to visit, discuss progress and the TLC will provide a supportive venue for meeting other professionals who can offer support.

### Transport arrangements

This model involves one children being transported by taxi but the overall distance for each individual child is not increased by much. Currently in order to receive extra curriculum activities many children travel several times in a week because it is not possible to provide music, PE or outdoor activities at all sites.

### Staffing & Funding

The proposals will deliver an effective and efficient staffing model. Planned staffing arrangements are as follows: both strategic and day to day responsibility for the teaching and learning in the centre would belong to a member of the EIS leadership team. There would be 3 teachers and 3 STAs based in the centre. The requirement for 3 TLR posts will cease.

In the short term building and transport costs would increase. Earlier and more successful interventions should result in longer term financial gains from

- A reduction in additionally funded statements
- Fewer children being educated in specialist provision out of county
- Reduction in time spent out of mainstream school

### Timescales for proposed developments

#### Consultation

Commissioning, Planning & Partnerships 13/01/2010

Inclusion Programme Board – 18/01/2010

Primary Strategy for Change Board – 18/01/2010

Overview & Scrutiny – 21/01/2010

Union Reference Group – 22/01/2010

Primary Staff Group – 27/01/2010

TLC Management Committee – 28/01/2010

Primary HT Strategic Policy Group – 08/02/2010

Recruitment of leadership post – May 2010

Transition Plan implemented – June/July 2010

Establishment of County Primary TLC – September 2010



Specific educational benefits flowing from the proposals and how the proposals address concerns about the current situation are:

- a) Having a primary phase provision enables more control on modelling of appropriate behaviour, age appropriate responses and context.
- b) Consistent and rigorous use of on going formative assessment. This will enable each child to receive a personalised curriculum differentiated according to their needs which enables them to progress with their learning
- c) Because the children will remain on school roles and entrance/ exit protocols will be defined in the form of a contract closer and regular contacts with schools will be maintained. This enables good two way information share about the child's progress.
- d) There will be improved access to quality education and associated service including the curriculum. We aim to teach a 'normal' broad balanced curriculum in a normalised setting in the context of a consistent age appropriate behaviour system. If all children attend part time the availability of places is in effect doubled and enables us to offer personalised curriculum options that match each individual's identified priority needs. With an appropriately resourced environment it would be possible to offer 'nurture' places in the afternoons for example and target 'catch up' curriculum in mornings. It will be easier for children to adjust to a return to their own school because it will be less different. This provides an improved supply of 'suitable' places with a curriculum to match skills/ needs
- e) The proposals represent better and improved impact of specialist staff. There are economies of scale in time, resources and staffing are possible by bringing the classrooms together. It increases opportunities for team work and team learning among staff.
- f) The proposals enable us to improved access to suitable accommodation. The base would provide suitable rooms for use by other agencies.
- g) Flexible use of the centre will enable more children to access learning opportunities earlier without exclusion. Even if the length of stay remained high children would maintain links with their school and community. The centre would be seen as an adjunct to the provision offered by mainstream school not an alternative.
- h) If children remain included on the mainstream role they will continue to access the specialist external support from the team around the child at that school. This will ensure better continuity of personnel and support. They will be able to access extended services provision in their own community.
- i) Statements will not be initiated as a means to accessing provision because the child has become 'stuck'.
- j) Working with schools before exclusion makes it possible to increase capacity of schools in dealing with 'persistent disruptive behaviour'. There would be

opportunities for professional development for mainstream colleagues to see good practice modelled and for T&L centre staff to keep in better touch with mainstream practice.

### 3.5 Evaluation of impact

Positive impact measures will include:

- Increased inclusion in schools- fewer permanent exclusions
- Fewer unofficial unmanaged moves. These have not been tracked by the LA so this will be an anecdotal or 'qualitative' measure.
- Better demonstrable progress between entrance and return for individual children in terms of attainment
- Decreased length of stay for individual children.
- Increased access to alternative provision for vulnerable children.

### 3.6 Explanation of terms

TLC: teaching and learning centre

PRU: pupil referral unit., or in Warwickshire Pupil Reintegration Unit. These have been renamed in the Apprenticeships, Skills, Children and Learning Bill Clause 236: as "short stay schools". This change applies only to pupil referral units in England; those in Wales will continue to be called "pupil referral units". The name change will apply in law only. Individual pupil referral units will be free to use any name they wish for their own purposes (as they do currently).

EIS: Early Intervention Service: This service was brought together from the previous Learning and Behaviour Support service (LABSS) the Pupil Reintegration Unit (PRU) and Education of Children out of School Service (ECOS) in September 2008. The service operates as a Secondary and Progression Team and A Primary and Transition Team.

Sarah Dalli  
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7<sup>th</sup> December 2009