



# Annual Report to Management Committee 2017-18

## Bradford Central PRU

### Annual Report to Management Committee (Autumn 2018)

#### Overview

2017-18 was a positive year for BCPRU. The success of previous years continued and new initiatives were introduced to improve practice further. In addition, BCPRU, as a National Support School, has actively supported other organisations with school improvement.

During 2017-18, 169 young people attended BCPRU, this was an increase compared to the previous year, when 145 young people attended, representing a 14% increase. In 2017-18, the average length of placement was 10.23 weeks, which is in line with the previous year.

Below is a table that highlights the number of pupils that have left BCPRU during the 2017-18 academic year and their exit destinations:

<b>Exit Strategy</b>	<b>No.</b>	<b>%</b>
Return to School	126	82.35
Managed Move	15	9.80
District PRU	4	2.61
Ellar Carr	0	0.00
Oastler School	1	0.65
Elective Home Education	0	0.00
Out of Authority	3	1.96
TRACKS	1	0.65
College	3	1.96
TLG	0	0.00
Child Missing Education	0	0.00
Special School	0	0.00
<b>Total</b>	<b>153</b>	<b>100.00</b>

In 2017-18, 92% of pupils that left BCPRU returned to mainstream education. Six months after leaving 87%\* were still within mainstream provision.

This report is an update on BCPRU at the start of the autumn term 2018-19. It uses the key areas from Ofsted inspection and highlights performance within each area during the past year.

#### Outcomes for Pupils

Self-Evaluation (Sep. 2018)	1	Ofsted (Feb. 2015)	1
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Pupils that attended BCPRU continued to be successful. The numbers that made academic progress, during an average seven-week assessment period, are highlighted in the table below:

\*Not a full data set due to it being six months past the leaving date for some pupils.

English						Maths					
15-16		16-17		17-18		15-16		16-17		17-18	
2+	4+	2+	4+	2+	4+	2+	4+	2+	4+	2+	4+
84%	62%	93%	77%	86%	69%	94%	79%	96%	83%	94%	82%

In addition, to the progress made in the core subjects, attentions are focused on improving skills that will support pupils in later life. All pupils take part in regular reading as part of their daily routine. The table below highlights progress made in reading, spelling and comprehension during an average seven-week assessment period:

Reading age					
15-16		16-17		17-18	
6 Months +	12 Months +	6 Months +	12 Months +	6 Months +	12 Months +
78%	65%	84%	71%	84%	72%

Spelling age					
15-16		16-17		17-18	
6 Months +	12 Months +	6 Months +	12 Months +	6 Months +	12 Months +
67%	50%	74%	56%	71%	56%

Comprehension age					
15-16		16-17		17-18	
6 Months +	12 Months +	6 Months +	12 Months +	6 Months +	12 Months +
72%	52%	76%	62%	76%	55%

Pupils from all groups, including those who receive Pupil Premium, achieve at similar levels to the whole cohort. Data on specific cohorts is available on request.

As can be seen in the above table, standards remained high during 2016-17. Last year saw academic outcomes for pupils in English and maths dip compared to 2016-17, although the 2016-17 had seen a significant increase in academic achievement compared to previous years. One pleasing observation is that standards in literacy have remained in line with 2016-17, where standards had increased significantly.

During 2017-18, the English and Maths schemes of work were developed further to improve the resources available. In addition, review of the non-core and practical curriculums took place and additional schemes of work for the non-core curriculum were created to support an improved offer. All staff have contributed to this, which has allowed staff to develop leadership skills.

Along with improved resources, staff training and support has been integral to the continued drive to improve standards. The focus on teaching, learning and assessment (TL&A), within twilight sessions and on training days, along with individual support for staff from the Extended Leadership Team (ELT) has been positive. This has allowed for staff to develop their skills, knowledge and confidence in delivering the curriculum effectively. These are highlighted later in this report.

### Teaching, Learning and Assessment

Self-Evaluation (Sep. 2018)	1	Ofsted (Feb. 15)	1
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The introduction of termly triangulation meetings with teachers brings together evidence from lesson observations, work scrutinies and pupil performance. This has allowed for an improved focus on teachers performance. Areas of strength and areas for development are highlighted and from this, the standard of TL&A can be better assessed.

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

Work scrutiny is carried out every half term. The evidence gained has allowed for targeted support to be directed to whole PRU areas of need, or for individuals who require support and guidance on how to develop their practice. As a result of this, bespoke training can be delivered to meet the needs of the whole staff team or individuals.

Area of focus	Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
Marking in-line with BCPRU policy	62.5%	37.5%		
Pupil Progress	37.5%	62.5%		
Engagement with feedback	37.5%	62.5%		
Marking and written feedback	37.5%	62.5%		
Peer and self-assessment	42%	54%	4%	

To support the effective monitoring of TL&A, a consultant was commissioned to carry out an evaluation of standards. The practicing Ofsted Inspector visited in March and July and was very positive in the subsequent reports that he produced. His findings were in-line with the judgements made by BCPRU and provided external validation for our findings.

The development of the non-core and practical curriculums has improved the offer made to pupils. In addition to this, the initiation of child sexual exploitation awareness lessons and a second carousel of STEM lessons have also made the curriculum more relevant to the needs of our young people.

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

- Non-Core lessons schemes of work
- Literacy standardisation packs
- Maths without levels

- Life without levels
- Supporting pupils to act on formative feedback
- The use of research to support TL&A
- Female Genital Mutilation (FGM)
- Fire safety
- Team Teach refresher training
- Child sexual exploitation lessons
- STEM 2 carousel
- Domestic violence
- Practical lesson development
- English extension work
- Maths Extension work
- Renaissance training
- CPOMS training
- General Data Protection Guidelines (GDPR) training

### **Personal Development, Behaviour and Wellbeing**

Self-Evaluation (Sep. 2018)	1	Ofsted (Feb. 15)	1
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BCPRU is a safe environment and all safeguarding measures are in place.

Behaviour has continued to be positive, with a calm and purposeful atmosphere at both sites. There was an increase in exclusions during the summer term due to a small cohort of challenging young people. This was managed effectively so that exclusion was kept to a minimum. The low rate of exclusion is evidence of the inclusive ethos that exists. The table below shows the number of days lost to exclusions:

15-16	16-17	17-18
7.5	4	8.5

Attendance was 86% during 2017-18. This remained the same as the previous year. Weak attendance during the spring term, due to a number of persistent absence pupils referred by schools, had a negative impact that affected the whole year figure. This is shown in the table below that shows the annual attendance:

15-16	16-17	17-18
87%	86%	86%

During 2017-18, pupil attendance was an average of 11% points better whilst at the PRU compared to their previous school attendance.

Although the above table only deals with the overall attendance figures, a more detailed breakdown of attendance for specific cohorts and minority groups shows that, in general, all groups, with the exception of females are attending at the same rate or better than the whole PRU cohort. Data on specific cohorts is available on request.

BCPRU employs a raft of strategies to support positive pupil attendance. These include phone calls home for every day of absence, close liaison with families and schools, rewards for positive attendance and the constant promotion of a positive ethos that recognises good attendance. In 2017-18, BCPRU were without a Safer Schools Police Officer for the first half of the academic year, meaning that home visits for persistent absence pupils were not able to take place. The recruitment of a new officer in February has had a positive impact and this has supported the attendance of a number of pupils during their placements.

One important aspect of the work that is carried out at BCPRU is supporting pupils to reflect on, and make improvements in their attitudes. Impact is measured using a Pupil Attitudes to Self and School (PASS) test. This measures nine specific strands relating to this area. For an average seven-week period, pupils show some dramatic improvements in attitude. On average, in 2017-18, pupils made a 29-percentage point improvement. These are highlighted in the table below:

	Feelings about school	Perceived learning capability	Self-regard	Preparedness for learning	Attitude to teachers	General work ethic	Confidence in learning	Attitude to attendance	Response to curriculum demands
Entry	38%	34%	38%	23%	51%	50%	36%	37%	34%
Exit	76%	59%	55%	65%	85%	71%	68%	70%	53%
% Point Improvement	38	25	17	42	34	21	32	33	19

Although the curriculum gives taught input on improving attitudes and behaviours, the main reasons for improvement, is the consistent approach that all staff have towards supporting improved attitudes and behaviours. Work is carried out continuously with pupils, from their arrival in the morning, until their departure at the end of the day. This work is inherent in all areas of the curriculum and uses practical examples, as they present, to highlight and support ways to make improved choices and decisions.

An area, where BCPRU has a big impact, is the delivery of SMSC activities that are present in a modern British society. The BCPRU Charter formally recognises the experiences that pupils have during their placement. During the year, there have been a number of curriculum initiatives to improve this offer. Partnerships have continued with local primary schools to give opportunities for pupils to contribute to the local community. These include, paired reading with KS1 pupils at two local primary schools and access for primary pupils to attend an Anne Frank exhibition and STEM sessions.

One highlight of the year was the hosting of the Anne Frank Exhibition. This was a great experience and allowed pupils to train as peer educators that acted as tour guides for visiting PRUs and primary schools. This not only allowed for pupils to gain knowledge and understanding of the holocaust, but also allowed pupils to develop skills and confidence in

presenting and working with others. In addition to this, a group of pupils were able to make a film that focused on stereotyping and in particular homophobia. Again, this was developmental for the young people that were able to take part.

Last year also saw the third annual BCPRU residential to the Lake District taking place. This was well supported and allowed a disadvantaged group of pupils to experience camping and outdoor activities. To support the funding of the residential a number of fundraising activities took place with pupils throughout the year. These included weekly bun making and sales, bag packing at supermarkets and a charity stall at the Saltaire festival.

In the summer term two new extra-curriculum clubs were launched. These were STEM club, that allows young people to take part in STEM problem solving activities and Community Club, which allows young people to participate in community activities such as the Veg on the Edge and the Great Get Together.

During the year, staff continued to maintain appropriate skills and certification relating to safeguarding. This included all staff participating in professional development on domestic violence, FGM, child sexual exploitation, Team Teach refresher training and fire safety

### **Leadership and Management**

Self-Evaluation (Sep. 2018)	1	Ofsted (Feb. 15)	1
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Leadership and Management has continued to deliver high standards and improvements during the academic year. There is a clear and effective structure in place, with all staff promoting a shared vision.

A challenging PRU improvement plan (PIP) was created for 2017-18. This has guided improvement during the year and has been very productive in creating accountability for the improvement in standards. The Senior Leadership Team (SLT) have driven this improvement agenda with diligence and all staff have supported developments with energy and drive.

The ELT has facilitated for new initiatives to be driven and led effectively. This has had a clear impact on the capacity for improvement and has meant that the focus on TL&A can be sustained more effectively.

New appraisal systems utilise data from lesson observations, work scrutinies and outcomes for pupils to aid target setting and scrutiny of individual staff performance. As part of the setting of objectives, all teachers were set one objective that focused on an area for development highlighted in their summer lesson observation. This has been effective in supporting relevant professional development and raising standards.

The BCPRU website has continued to be used effectively to convey information and promote the organisation.

The schedule for continued policy review has been implemented effectively and the Management Committee have been able to systematically review policy and practice. As a result, all policies are up-to-date and relevant.

During 2017-18, the Management Committee has continued to evolve, with appropriate skills being evidenced in the annual skills audit. The continued development of the Management

Committee has allowed for effective scrutiny of practice to take place and has supported self-evaluation and improved standards.

To support capacity for improvement, opportunities have been taken to develop staff from within and improve leadership skills. This year another teacher has been accredited as a Subject Leader in Education (SLE), to add to the existing National Leader of Education (NLE) and two SLEs. Two members of the office team have gained NVQ level three qualifications in Business Administration and Leadership and Management. In addition, the Behaviour and Learning Practitioner (BLP) that was enrolled on a salaried teacher-training course has graduated and is now taken up a Newly Qualified Teacher (NQT) post at BCPRU.

The new Head of Centre at Jesse Street took up post in January and has settled in well. The skills and experience that they have brought from their previous role as a Deputy Head in a secondary school will compliment the existing skills within the SLT. Already they have played an important role in introducing new assessment software called Renaissance. It is expected that their impact will continue into the future.

During the academic year, BCPRU has continued to support inclusion and school improvement in Bradford. This has included participation in a number of strategy groups including the SEND and Behaviour Strategic Partnership, the Higher Needs Block Strategy Group, Exceed Teaching School Alliance (TSA) Improvement Board and the Shanidar TSA Strategy Group.

During 2017-18, BCPRU were commissioned to deliver system leadership to support Bradford District PRU. This included NLE and SLE support in areas that included behaviour systems, English and maths.

In addition to the work with Bradford District PRU, BCPRU submitted an application to the Alternative Provision Innovation Fund (APIF), that had been set up by the Department for Education (DfE) to support projects that would impact on inclusion. At the start of August, BCPRU were awarded £362K, as one of nine successful applications from over one hundred that had been submitted from across the country. This is excellent for BCPRU and young people in Bradford. Over the next two academic years, work will be led by BPRU to improve the retention rate of young people who return to mainstream schooling from BCPRU.

The application to become a convertor academy was submitted to the Regional Schools Commission in February 2018. The application to join the Exceed Academy Trust is waiting for Head Teacher Board approval, and it is expected that an academy order will be granted in the autumn term.

## **Summary**

Last year was very positive. BCPRU continued to make a difference for the young people who have been referred for a placement. The focus on improving standards has continued and outcomes have remained high.

The vision, following the Ofsted inspection, to offer support to other organisations and have a wider impact on inclusion within Bradford has moved forward during the last academic year. This has seen BCPRU delivering support to Bradford District PRU and being selected by the DfE to deliver an APIF project to increase retention of young people within mainstream education following their place at BCPRU.



This year, it is expected that BCPRU will be granted academy order to become a converter academy and join the Exceed Academy Trust. This will be an exciting opportunity and will bring many benefits including improved financial stability and growth opportunities.

The way in which BCPRU is funded will be different in the 2018-19 academic year. The Plus Element of funding will no longer be funded by the Higher Needs Block, but will be provided by the commissioners of places. This will include the LA for permanently excluded young people, the LA SEN section for SEN assessment places, the Behaviour and Achievement Collaboratives (BACs) for inclusion places and individual schools for individual places. The new system will potentially create financial insecurity, compared to the previous system, and will increase bureaucracy. In addition, it is expected that the needs of the young people who are referred to BCPRU, and the duration of placements, will be effected by the changes to the funding mechanism. This will be monitored in the coming months.

During the coming year there is a likelihood that we will be inspected by Ofsted. I feel confident that we are well positioned for this and are ready for any inspection. We are committed to do our best for the young people who attend BCPRU and want to raise standards further. The new PIP for 2018-19 sets out this ambition and focuses on continued improvement.

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