



# Self-Evaluation Form

## April 2017

## Context

Bradford Central PRU (BCPRU) takes pupils from the secondary age range from the whole of Bradford. It comprises of two separate sites, Aireview and Jesse Street who work together as one single PRU. BCPRU is committed to providing a safe, caring and stimulating environment for pupils placed by the Secondary Panel. The key aim is to prevent permanent exclusion, and all the adverse consequences which such labelling and experiences create, and enable pupils to succeed in mainstream education.

The placement process for pupils is rigorous. Individual schools prioritise referrals, these are then further prioritised through the Behaviour and Attendance Collaboratives (BACs) prior to the Secondary Panel, allocating placements at either the Aireview or Jesse Street sites during their weekly meeting. Pupils that are referred to BCPRU are characteristically at high risk of permanent exclusion and exhibit disruptive and challenging behaviours and have underlying social, emotional and mental health issues.

Pupils attend BCPRU for an average eight to ten-week placement. During this time the learning needs of each individual pupil are accurately assessed to determine a personalised learning programme. This is delivered through high quality teaching. Specific attention is given to the social, emotional and mental health needs of learners and any underlying special needs. All education takes place on site and no pupils attend alternative provision.

The intense intervention that BCPRU offers creates an environment where behaviours and attitudes, which are often engrained can be managed effectively. This allows pupils to re-engage with education and experience success. This in turn fosters confidence and self-belief within the pupils and makes it possible for the pupil to undertake a change of educational trajectory. As a result of the calm, focused and supportive setting, pupils experience accelerated academic progress and reach academic levels that are more closely aligned to those of their peers.

BCPRU provides 50 short-term places (25 on each site) for Key Stage 3 and 4 pupils who have either been permanently excluded or who are at risk of permanent exclusion. Pupils involved with the Youth Offending Service, those who are failing to attend or those who have Child Protection issues are all considered. The aim for BCPRU is to re-engage the pupil and allow for them to successfully return to mainstream schooling. If an individual pupil is not able to manage in a mainstream setting, guidance from BCPRU will help to inform the school so that appropriate educational provision can be obtained to meet the individual pupil's educational needs.

The staffing structure comprises of a Headteacher and a School Business Manager. Each site has an identical structure, which consists of; a Head of Centre, four Teachers (one with a TLR), four Behaviour and Learning Practitioners (BLPs), an Administrator and facilities staff.

The last Ofsted inspection, in February 2015, judged the provision to be outstanding in all areas. This judgment reflected the improvements that had been made since the previous inspection and verified self-evaluation judgments made by BCPRU.

Following on from the last Ofsted report, BCPRU has started to look at ways it can support other PRUs and organisations to move forward and support young people even more. As a result of work carried out to support other PRUs, BCPRU has been awarded National Support School (NSS) status. The Headteacher is a National Leader of Education (NLE) and other colleagues are Specialist Leaders of Education (SLE).

| Judgement                                   | Ofsted<br>February 2015 | Self-evaluation<br>April 2017 |
|---|-------------------------|-------------------------------|
| Leadership and Management                   | 1                       | 1                             |
| Teaching, Learning and Assessment           | 1                       | 1                             |
| Personal Development, Behaviour and Welfare | 1                       | 1                             |
| Outcomes for Pupils                         | 1                       | 1                             |
| Overall Effectiveness                       | 1                       | 1                             |

| Leadership and Management   | Self-evaluation judgement: 1   |
|---|--|
| <p><b>Ofsted handbook descriptor:</b><br/>           Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.</p> <p>Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.</p> <p>The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.</p> <p>Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.</p> <p>Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.</p> <p>Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.</p> <p>Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.</p> <p>The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.</p> <p>Pupils' spiritual, moral, social and cultural (SMSC) development and, within this, the promotion of fundamental British values, are at the heart of the school's work.</p> <p>Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and</p> | <p><b>Supporting evidence:</b></p> <ul style="list-style-type: none"> <li>• In February 2015, Ofsted graded the standard of Leadership and Management as outstanding at BCPRU. Self-evaluation continues to support this judgement.</li> <li>• The Senior Leadership Team (SLT) leads by example and sets high standards in the pursuit of excellence. The agenda for improvement is energetic and ambitious and has been effective in driving standards forward.</li> <li>• The work of the Extended Leadership Team (ELT) has allowed for the capacity to improve to be enhanced. As a result of this co-ordinated approach, improvement initiatives have been driven with vigour.</li> <li>• The Management Committee has been restructured to improve effective governance. This has allowed for improved challenge and deployment of staff and resources.</li> <li>• Pupil Premium and SEN funding is used effectively to benefit these groups of pupils. Excellent outcomes are secured for all groups and the Management Committee are robust in their scrutiny of outcomes.</li> <li>• All staff are included in PRU improvement initiatives and have a shared vision and ambition to make a difference for every pupil that attends BCPRU.</li> <li>• The Management Committee set appropriate challenge and hold the SLT to account at all levels, including the appropriate use of finances.</li> <li>• Policies are in place to define practice and expectation. These are reviewed and updated regularly to maintain their effectiveness.</li> <li>• There is a clear focus on improving standards of teaching, learning and assessment (TL&amp;A). This is evident in the PRU Improvement Plan (PIP). Leadership, at all levels, drives this forward and promotes shared ownership for improving standards.</li> <li>• Numerous training initiatives have been introduced to improve standards in TL&amp;A. These are generally led by staff and support areas highlighted during self-evaluation. As a result, they are bespoke and effective at meeting specific need.</li> <li>• Appraisal is used effectively to highlight teachers' specific areas for development and target improvement in these areas. This is data driven and reflects objectives set out in the PIP to improve standards.</li> <li>• The curriculum is innovative and has been developed to support the needs of the pupils that attend BCPRU. There is a clear focus on developing English and Maths as well as skills that will support a successful return to mainstream education.</li> <li>• All staff are committed to getting pupils, who are often disaffected, to re-engage in their learning and experience success and enjoyment in education.</li> </ul> |

pupils do not tolerate prejudiced behaviour.

Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.

Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

- The curriculum supports opportunities with practical subjects, including sport, and uses every opportunity to develop SMSC experiences.
- The "Pupil Charter" supports modern British values and allows pupils to formally recognise their SMSC achievements during their placement.
- There is a comprehensive network of outside agencies that support the curriculum and work with pupils to support individual needs.
- There are positive relationships with schools and parents. All partners are included at every stage of a placement and feedback is very positive from them.
- BCPRU has a dedicated Police Safer Schools Officer. This is very positive and supports the offer surrounding safeguarding and all aspects of SMSC, including British values.
- Staff have regular training on safeguarding. This has included work on radicalisation, female genital mutilation (FGM) and sexual exploitation, and has facilitated for staff to be confident in the way in which they support pupils.
- BCPRU has been awarded National Support School (NSS) status. The Headteacher is a National Leader of Education (NLE) and other colleagues are Specialist Leaders of Education (SLE).

**Areas for development:**

- Continue to develop leadership skills for staff to develop them as 'future leaders'.
- Continue to be outward facing by working in partnership with others.

| Teaching, Learning and Assessment  | Self-evaluation judgement: 1   |
|--|--|
| <p><b>Ofsted handbook descriptor:</b><br/>           Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.</p> <p>Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.</p> <p>Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.</p> <p>Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.</p> <p>Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.</p> <p>Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.</p> <p>Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For less able children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.</p> <p>Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.</p> <p>Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.</p> <p>Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.</p> | <p><b>Supporting evidence:</b></p> <ul style="list-style-type: none"> <li>• In February 2015, Ofsted graded the Quality of Teaching as outstanding at BCPRU. Self-evaluation continues to support this judgement.</li> <li>• During the first two terms in 2016-17, all teachers were operating at a good or better standard. Self-evaluation highlights that 37% of these were outstanding practitioners.</li> <li>• Highly developed schemes of work allow for effective lesson planning. As a result, the specific needs of all pupils are met and the progress of all groups is accelerated.</li> <li>• Pupils from all groups, including those who receive Pupil Premium, achieve at similar levels to the whole cohort.</li> <li>• All teachers have high expectations and individual target setting and lesson planning supports this. As a result of this, pupil progress is accelerated.</li> <li>• All teachers use Assessment for Learning effectively to gauge learning. They are able to reshape tasks and explanations and use intervention and support to maximise pupils' access and learning.</li> <li>• Lesson observations and work scrutinies give clear evidence of the effective teaching of reading, writing, communication and mathematics. This is supported by data that shows outstanding pupil progress in these areas.</li> <li>• All staff are confident and use their high levels of skill and experiences to engage pupils by imparting knowledge and understanding to motivate and engage pupils in learning.</li> <li>• Effective structures, and their consistent application, support the skilled and experienced staff team to manage behaviour effectively. As a result, behaviour for learning was graded as good or better in all lessons observed during the first two terms in 2016-17 as well as during the 2015-16 academic year.</li> <li>• The Marking and Feedback Policy is implemented consistently and effectively by staff. Staff give developmental feedback that facilitates for pupils to practice and improve their skills and knowledge.</li> <li>• Work scrutiny highlights that all teachers are good or better at using assessment and giving informative feedback. This supports pupils' understanding of how they are performing and how they can improve further. There is clear evidence that pupils use this information effectively to support further learning and progress.</li> <li>• All teachers differentiate lessons and set work that is appropriate to individual pupil ability. Support and intervention is used effectively to maximise pupil access and learning.</li> <li>• Behaviour and Learning Practitioners (BLPs) provide precisely targeted support that has real impact on the quality of learning.</li> <li>• Peer observations are well embedded and these have</li> </ul> |

Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning.

had a positive impact on standards. This collaborative and developmental practice has supported improvements in the quality of TL&A.

- All staff take part in joint staff training, with both sites working closely together to share good practice. This has had a positive impact on standards.
- The impact on standards, that initiatives in TL&A have had, has been evidenced in lesson observations, work scrutinies and academic outcomes for pupils.
- Pupil exit questionnaires and pupil attitudes to self and school (PASS) data highlights that, during their placement, pupils' attitudes towards learning improve greatly. This is also evidenced during lesson observations.
- Communication with parents and schools has been developed to maximise the effectiveness of placements. This includes a weekly report that disseminates information about progress relating to individual targets and advice on how to progress further.
- There are low rates of bullying. The curriculum supports bullying prevention work. Any incidents of bullying, in all its forms, are dealt with effectively by staff.

**Areas for development:**

- Literacy, Numeracy and TL&A Co-ordinators will continue to drive improvements in standards.
- Continue to review and improve the curriculum to support improved outcomes for pupils.



| Personal Development, Behaviour and Welfare  | Self-evaluation judgement: 1  |
|--|---|
| <p><b>Ofsted handbook descriptor:</b></p> <p>Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.</p> <p>Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.</p> <p>Pupils use careers guidance to make choices about the next stage of their education, employment, self-employment or training.</p> <p>Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.</p> <p>Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.</p> <p>Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.</p> <p>For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.</p> <p>Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.</p> <p>Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.</p> <p>The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.</p> <p>Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate</p> | <p><b>Supporting evidence:</b></p> <ul style="list-style-type: none"> <li>• In February 2015, Ofsted graded the standard of Behaviour and Safety of pupils as outstanding at BCPRU. Self-evaluation continues to support this judgement.</li> <li>• The environment is safe, calm, purposeful and stimulating. Staff have created an ethos where pupils feel valued and realise that they can achieve within education.</li> <li>• There is a very low level of pupil exclusion with only one day being lost to exclusion during the first two terms in 2016-17 and only seven and a half days being lost in 2015-16. This represents an annual reduction in this figure.</li> <li>• During 2015-16, 97% of pupils felt they were well behaved at BCPRU. In addition, all parents felt that their child's behaviour was well managed during their placement.</li> <li>• Attendance during the first two terms in 2016-17 was 86%. The attendance figures for BCPRU compare favourably to national figures for PRUs.</li> <li>• During the first two terms in 2016-17 pupil attendance was an average of seven percentage points better whilst at the PRU compared to their previous school.</li> <li>• During the first two terms in 2016-17, for an average seven-week period, pupil attitudes to their self and school (PASS) improve by an average of 33%. In 2015-16, for a typical seven-week period, the average improvement was 31%. This is clear evidence of the positive impact on attitudes and behaviour.</li> <li>• Lesson observations give clear evidence that behaviour for learning is very positive, with pupils showing excellent behaviours and attitudes towards learning.</li> <li>• Systems for rewards and sanctions support positive behaviour and encourage pupils to take responsibility for monitoring and managing their own behaviour.</li> <li>• Pupils, parents and their school receive a weekly written progress report to highlight progress and any areas of concern.</li> <li>• Improved Referral Forms and End of Placement Reports allow for the referring school to work closely with BCPRU to set specific behaviour targets that will support improvements in pupil attitudes and behaviour.</li> <li>• The Single Central Record is maintained to a high standard.</li> <li>• In 2015-16 all parents felt that pupils were safe and well cared for during their placements at BCPRU.</li> <li>• There are low rates of bullying. The curriculum supports bullying prevention work, with any incidents of bullying, in all its forms, being dealt with effectively</li> </ul> |

understanding of healthy relationships and are confident in staying safe from abuse and exploitation.

Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.

Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

by staff.

- The curriculum supports positive behaviour and creates opportunities for pupils to reflect on attitudes and behaviours that will support successful reintegration back to mainstream schooling.
- In 2015-16, 87% of pupils, who were referred to BCPRU, due to being at risk of permanent exclusion, returned to mainstream education. From this cohort, 76% of these were still in mainstream education six months later.
- Staff are trained in Team Teach. This incorporates de-escalation techniques to support young people who are displaying aggressive behaviour. During the first two terms in 2016-17 there were only three incidents that required physical intervention. During 2015-16 there were also three incidents that required physical intervention.
- BCPRU has a dedicated Police Safer Schools Officer. This is very positive and supports the offer surrounding safeguarding and all aspects of SMSC and British values.
- There is a comprehensive network of outside agencies that support the curriculum. This gives an improved offer in topics such as drugs and alcohol, child sexual exploitation, sexual health, health and safety, and homelessness. In addition, individual work is carried out to support the needs of the most vulnerable pupils.
- The curriculum supports opportunities with practical subjects including sport and uses every opportunity to develop SMSC experiences and British values.
- The 'Pupil Charter' supports modern British values and allows pupils to formally recognise their SMSC achievements during their placement.

**Areas for development:**

- Continue to work closely with all partners, including mainstream schools, to support the improvement of personal development, behaviour and well-being for all pupils.



| Outcomes for Pupils   | Self-evaluation judgement: 1  |
|---|---|
| <p><b>Ofsted handbook descriptor:</b></p> <p>Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points.</p> <p>The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.</p> <p>Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.</p> <p>Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.</p> <p>For pupils generally, and specifically for disadvantaged pupils and those who have special educational needs, progress is above average across nearly all subject areas.</p> <p>From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.</p> <p>The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.</p> <p>Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.</p> | <p><b>Supporting evidence:</b></p> <ul style="list-style-type: none"> <li>• In February 2015, Ofsted graded Achievement as outstanding at BCPRU. Self-evaluation continues to support this judgement.</li> <li>• During the first two terms in 2016-17, for a typical seven-week period, 94% of pupils made one sub-level, or better progress in English and 97% did the same in Maths. During 2015-16, for a similar seven-week period, 84% of pupils made one sub-level, or better progress in English and 94% did the same in Maths.</li> <li>• For the same period during the first two terms in 2016-17, 78% of pupils made two sub-levels, or better in English and 86% did the same in Maths. During 2015-16, for a similar seven-week period, 62% of pupils made two sub-levels, or better in English and 79% did the same in Maths.</li> <li>• Pupils from all groups, including those who receive Pupil Premium achieve at similar levels to the whole cohort.</li> <li>• The level of progress that pupils make has consistently been high during the past three academic years.</li> <li>• All pupils are set challenging targets for achievement; this supports the rapid gains that pupils make.</li> <li>• All staff are aware of pupils' individual targets and strategies to support individual achievement.</li> <li>• An achievement culture is well established and the celebration of success is embedded into daily practice.</li> <li>• Pupils take part in reading as part of their daily routines. During the first two terms in 2016-17, for a typical seven-week period, 83% of pupils made six months or better progress in reading age and 70% made twelve months or better progress. During 2015-16, for a typical seven-week period, 78% of pupils made six months or better progress in and 65% made twelve months or better progress.</li> <li>• The curriculum offer is designed to develop the skills that will support our pupils make progress and be more able to succeed in a mainstream environment.</li> <li>• During 2015-16, all parents felt their child had made progress at BCPRU during their placement, 96% of pupils also felt the same. In addition, 99% of parents felt that their child had enjoyed their placement, 96% of pupils also felt the same.</li> <li>• In 2015-16, 87% of pupils, who were referred to BCPRU, due to being at risk of permanent exclusion, returned to mainstream education. From this cohort, 76% of these were still in mainstream education six months later.</li> <li>• Literacy, Numeracy and TL&amp;A Co-ordinators drive PRU improvement in these important areas. This has had a huge impact on standards.</li> <li>• Pupil Premium is used effectively to support progress</li> </ul> |

for this cohort. The effective use of this resource means that progress is in line with the whole PRU cohort.

- A raft of support is available for each individual pupil. As a result of this, the progress of all groups of pupils falls in line with that of the whole PRU cohort.
- There is clear evidence that pupils, who are behind the levels of expected achievement begin to diminish the difference in their academic levels.

**Areas for development:**

- Literacy, Numeracy and TL&L Co-ordinators will continue to drive improvements in standards.

| Overall Effectiveness   | Self-evaluation judgement: 1  |
|---|---|
| <p><b>Ofsted handbook descriptor:</b></p> <p>The quality of teaching, learning and assessment is outstanding.</p> <p>All key judgements are outstanding (In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding).</p> <p>The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.</p> <p>Safeguarding is effective.</p> | <p><b>Supporting evidence:</b></p> <ul style="list-style-type: none"> <li>• In February 2015, Ofsted graded the Quality of Teaching as outstanding at BCPRU. Ongoing self-evaluation continues to support this judgement. In addition, evidence since the inspection supports further improvements in the standard of Teaching, Learning and Assessment.</li> <li>• In February 2015, Ofsted graded all key areas as outstanding at BCPRU. Ongoing self-evaluation continues to support this judgement.</li> <li>• During the first two terms in 2016-17, for a typical seven-week period, 94% of pupils made one sub-level, or better progress in English and 97% did the same in Maths. During 2015-16, for a similar seven-week period, 84% of pupils made one sub-level, or better progress in English and 94% did the same in Maths.</li> <li>• For the same period during the first two terms in 2016-17, 78% of pupils made two sub-levels, or better in English and 86% did the same in Maths. During 2015-16, for a similar seven-week period, 62% of pupils made two sub-levels, or better in English and 79% did the same in Maths.</li> <li>• During the first two terms in 2016-17, all teachers were operating at a good or better standard. Self-evaluation highlights that 37% of these were outstanding practitioners.</li> <li>• Pupils from all groups, including those who receive Pupil Premium achieve at similar levels to the whole PRU cohort.</li> <li>• Robust self-evaluation has highlighted that all principle aspects of the PRU's work is good or better, with the majority being outstanding. This is supported by an external consultant verification. This self-evaluation has been used effectively to support further improvement planning.</li> <li>• The curriculum is innovative and has been developed to support the needs of the pupils that attend BCPRU. There is a clear focus on developing English and Maths and skills that will support a successful return to mainstream education.</li> <li>• The curriculum supports opportunities with practical subjects including sport and uses every opportunity to develop SMSC experiences and modern British values.</li> <li>• The 'Pupil Charter' supports modern British values and allows pupils to formally recognise their SMSC achievements during their placement.</li> <li>• In 2015-16 all parents felt that pupils were safe and well cared for during their placements at BCPRU.</li> <li>• Safeguarding is at the forefront at all times and pupil safety and welfare is lead and managed effectively.</li> </ul> |

**Areas for development:**

- Continue to implement priorities that have been highlighted within the PRU Improvement Plan.