



DERBY CITY COUNCIL

**COUNCIL CABINET  
9 NOVEMBER 2004**

Report of the Director of Education

## **Pupil Referral Unit Ofsted Inspection**

### **RECOMMENDATIONS**

- 1.1 To note the summary of the report relating to the Ofsted Inspection of Derby City Pupil Referral Unit – PRU.
- 1.2 To approve the joint Derby City Education Service and PRU Action Plan for submission to Ofsted by 12 November 2004
- 1.3 To note that as a result of the outcome on the consultation of the re organisation of the Pupil Referral Unit, the proposal has now been withdrawn.

### **REASONS FOR RECOMMENDATIONS**

- 2.1 Responsibility for meeting the needs of pupils who attend the PRU lies with the Council.
- 2.2 The Council's Education Service is responsible for the preparation and implementation of the Ofsted Action Plan.
- 2.3 Consultation to inform proposals on the future structure of the PRU has been carried out.

### **SUPPORTING INFORMATION**

- 3.1 The Derby City Pupil Referral Unit was established in September 2000. It is a large and complex organisation, catering for pupils aged 5 – 16 years. Three broad groups of pupils are catered for:
  - pupils who have been excluded from mainstream schools
  - pupils who have been referred to the unit for additional support and guidance because there is a high likelihood that they will be excluded
  - pupils with social, emotional and behavioural difficulties who are placed in the unit as an alternative to other provision.

- 3.2 At the time of the inspection in July 2004 there were 255 pupils on roll. Pupils are taught on 11 sites across the city. The hospital school is one site. There is a single site for pupils in Yrs 1 – 6 at Newton's Walk, Bromley Street. Two sites are solely for pupils in Years 7 to 9, the Pear Tree Building on the site of the former Village School and St Paul's Church Hall, Chester Green. Pupils in Years 10 and 11 are accommodated on seven sites including the Duffield Road Centre, St. James Centre, Derby College, Sinfen, Derwent and Mandela Youth Centres and Osmaston Road work related learning base. Since the inspection pupils in Years 1 and 2 have been relocated to a nurture group provision at Beaufort Primary School.
- 3.3 The Ofsted inspection analysed statistical and documentary evidence, considered the views of learners and their carers, interviewed staff and conducted extensive lesson observations.
- 3.4 The overall evaluation of the inspection judged the unit to be ineffective and failing to provide an adequate standard of education. Ofsted therefore placed the provision in the Ofsted category of Special Measures, a summary of the inspection report is attached as Appendix 2. The full inspection report is available at <http://www.ofsted.gov.uk/reports/132/132133.pdf>
- 3.5 Appendix 3 is a copy of the draft joint Education Service and Pupil Referral Unit Post Inspection Action Plan, which will be submitted to Ofsted for approval. This plan identifies the five key issues from the main body of the report and sets out the most important things the unit should do to improve. The plan may be subject to further revision. This action plan will be subject to half-termly case reviews chaired by the Assistant Director for School Improvement and Inclusion. Progress on the action plan will regularly be reported to cabinet.
- 3.6 Consultation has been carried out on the restructuring of the Special Education Needs Support Service – SENSS – within which the PRU is currently managed. The first phase of this process was to put in place some interim management capacity for the PRU to allow the post holder to start work on the action plan in response to the Ofsted inspection. In addition it was proposed to close and immediately re-open the PRU as three separate units, KS2, KS3 and KS4.
- 3.7 The closure of the PRU would not have required statutory notices but it was important to consult informally with staff. This would not have involved any change to site or accommodation for the separate PRUs. No staff would have been subject to job loss and all would have remained within their existing posts. The responsibility for the KS2 PRU would have remained with the existing Head of SENSS, though there is increasing integration of these pupils in mainstream settings. 30 responses were received during the consultation. Four were positive, one response was unclear and 25 did not support the proposal. The consultation was a valuable exercise and on the basis of the response it is not proposed to proceed with the closure and re-opening of the PRU

## OTHER OPTIONS CONSIDERED

- 4.1 The Council is obliged to prepare and submit an action plan when a school is deemed to require special measures
- 4.2 The closure of the PRU and reopening in 3 sections was considered, as outline in paragraph 3.7

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**Background papers:** None

**List of appendices:**

- Appendix 1 Implications
- Appendix 2 Summary of inspection report of Derby City Pupil Referral Unit
- Appendix 3 Joint Derby City and Pupil Referral Unit Action Plan
- Appendix 4 Consultation on the re organisation of the Pupil Referral Unit



<b>IMPLICATIONS</b>
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**Financial**

1. The implementation of the action plan will be primarily funded from existing revenue and capital. The reduction of the number of bases used will require additional capital. The capital requirement has not as yet been assessed. This will need to be taken into account in prioritising the capital programme.

**Legal**

- 2.1 The Council has a statutory duty to:
  - Assess and make appropriate provision for children and young people with special educational needs
  - Provide suitable education for pupils who have been excluded from school.
- 2.2 The Council is required to submit the Action Plan within 40 days of receiving the inspection report

**Personnel**

3. None

**Equalities impact**

4. The Ofsted inspection and subsequent action plan will ensure that all pupils registered at the PRU will receive their full curriculum entitlement.

**Corporate objectives and priorities for change**

- 5.1 The action plan comes under the Council's Objective of education provision that responds to people's needs.
- 5.2 The action plan furthers the priority of tackling under achievement in schools, in particular by helping schools come out of special measures. A more effective PRU will be better placed to reduce exclusions and poor behaviour in schools.

## SUMMARY OF THE INSPECTION REPORT

### DERBY CITY PUPIL REFERRAL UNIT/ KINGSMEAD CENTRE

A pupil referral unit for pupils aged five to sixteen years with social, emotional and behavioural difficulties. Inspected July 5<sup>th</sup> -8<sup>th</sup> 2004 by an inspection team led by Mike Kell.

## OVERALL EVALUATION

**The unit is ineffective and is failing to provide an adequate standard of education.** Because of lack of clear strategic planning by the local education authority (LEA), the unit is admitting pupils whose needs it does not meet. The unit is over-crowded, dispersed over many sites and managed within the overall special educational needs support service, rather than as a separate entity. This arrangement is not working and has resulted in ineffective management within the unit. The management committee has limited understanding of the unit's work and fails to support it effectively. Teaching and learning in lessons are satisfactory but pupils do not make sufficient progress over time because attendance rates are low and pupils do not receive sufficient teaching. The best provision is for pupils in Years 1 to 6 and Years 10 and 11. The unit provides unsatisfactory value for money.

### The unit's main strengths and weaknesses are:

- There are significant weaknesses in the strategic leadership and management provided by the LEA.
- The advisory panel is ineffective in its role as a management committee.
- Staff on all bases are very committed to pupils' personal and academic development and key staff provide good role models.
- The position of the unit, as an element within the special educational needs support service, and its dispersed nature over 11 sites, mean that it is not managed effectively.
- Pupils do not make sufficient progress over time because their attendance is unsatisfactory and, for those who do attend, teaching time is much too short.
- Effective and appropriate programmes have been devised for pupils in Years 10 and 11 who are prepared well for leaving the unit.
- Pupils work in an environment that is free from bullying and other forms of harassment.
- The accommodation at some bases is unsatisfactory and not fit for purpose. Resources are restricted at some bases.
- High staff turnover, limited induction procedures and the high proportion of temporary staff mean that, overall, the workforce does not have sufficient experience and knowledge of the pupils and their needs.
- Good links with the community enrich pupils' learning.

The unit has not been inspected previously and so judgments on improvement are not applicable. In accordance with section 13(7) of the School Inspections Act 1996 I am of the opinion, and HMCI agrees, that special measures are required in relation to this unit.

## STANDARDS ACHIEVED

Pupils' achievement at the end of:	In relation to individual targets in: Subjects of the curriculum Personal and social education	
Year 6	Unsatisfactory	Satisfactory
Year 9	Unsatisfactory	Unsatisfactory
Year 11	Unsatisfactory	Satisfactory

Overall, in relation to their prior levels of attainment and capability, **pupils' achievements over time are unsatisfactory**. They do not make sufficient progress. Some pupils, of all ages, achieve well in some lessons in English, mathematics, information and communication technology (ICT), personal, social and health education (PSHE), food technology and art and design, but for the most part standards of achievement are unsatisfactory.

Pupils' attitudes and behaviour are satisfactory. Attendance and punctuality are unsatisfactory.

Provision for pupils' **spiritual, moral, social and cultural development** is **satisfactory** overall.

## **QUALITY OF EDUCATION**

**The school provides an unsatisfactory quality of education.** Although there is some very effective teaching, **the overall quality of teaching and learning is satisfactory**. Teachers have good relationships with their pupils and motivate them through use of encouragement. Lessons are generally well prepared and planned, although planning sometimes fails to identify what exactly it is that pupils should learn. Teachers generally have high expectations of their pupils but, at times, work is not sufficiently challenging to meet the needs of more capable pupils. Education and care officers provide good support to pupils. Assessment procedures are satisfactory.

The school provides an unsatisfactory range of curricular opportunities that fails to meet the curriculum needs of the diverse and complex group of pupils for whom it has sole responsibility. The LEA is using the unit as an alternative to a special school for some pupils and as a result they are not receiving an appropriate or adequate curriculum. The number of pupils on roll exceeds the unit's capacity, so some accommodation and resources are unsatisfactory and no pupils for whom the unit is solely responsible have sufficient teaching time. Pupils in Years 10 and 11 benefit from a relevant and well planned curriculum designed to develop their awareness of further education and of employment. Opportunities for additional activities outside the school day are good.

Satisfactory arrangements are in place for pupils' care, welfare, health and safety. Satisfactory support, advice and guidance are given to pupils and there are good arrangements for the induction of new pupils. Staff treat pupils with respect and value their opinions. The unit involves pupils satisfactorily; their views are generally sought but their involvement in decision making is limited.

Links with parents are satisfactory overall; the recently established family-links service enhances support for children and their families. Mutually beneficial links exist between the unit and its local community, and links with other schools and colleges are satisfactory.

## **LEADERSHIP AND MANAGEMENT**

Leadership provided by the LEA is unsatisfactory, as is the leadership and management of the advisory panel. The leadership and management by the teacher in charge and other key staff are also unsatisfactory. The monitoring and evaluation of elements of the unit's work is erratic.

## **PARENTS' AND PUPILS' VIEWS OF THE UNIT**

Parents are generally pleased with the work of the unit. Pupils have generally unsatisfactory views about the unit, although many in Years 10 and 11 are appreciative of the work it does for them.

## **IMPROVEMENTS NEEDED**

### **The most important things the unit should do to improve are:**

- The LEA should develop a clear strategy for the structure and development of the unit that will enable it to meet the needs of all the pupils on its register. In particular, this means clarifying the role and purpose of the unit in terms of which pupils it admits, and providing a taught week of 23.5 hours at all bases, in accordance with its stated policy.
- Ensure that the teacher in charge has the time and opportunity to lead and manage the unit on a day-to-day basis in order to monitor and evaluate all aspects of its work, and that senior staff are deployed efficiently to enable them to manage the bases effectively.
- Rationalise the number of bases so that all are of acceptable quality and meet health and safety requirements.
- Appoint a management committee specifically for the unit in order to develop systems for working with staff, to help to shape its direction and to support its work.

*A copy of the full inspection report, which includes all the main judgements and grades, can be obtained from the school. Any complaints about the inspection or the report should be made following the procedures set out in the leaflet 'Complaining about Ofsted inspections', which is available from the school or Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).*

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## Joint Derby City Council Education Service and Pupil Referral Unit Action Plan (maybe subject to further revision)

### Key Issues

These have been identified from the bullet points that describe the most important things the unit should do to improve. To supplement an additional issue has been identified from the main body of the report.

#### Key Issue 1

**To develop a clear strategy for the structure and development of the units by establishing an admissions and exit policy to meet the needs of all the pupils on its register and provide all pupils with a taught week of a maximum of 23.5 hours.**

- The LEA should develop a clear strategy for the structure and development of the unit that will enable it to meet the needs of all the pupils on its register. In particular, this means clarifying the role and the purpose of the unit in terms of which pupils it admits, and providing a taught week of 23.5 hours at all bases, in accordance with its stated policy.

#### Key Issue 2

**To establish effective leadership and management.**

- Ensure that the teacher in charge has the time and opportunity to lead and manage the unit on a day-to-day basis in order to monitor and evaluate all aspects of its work, and that senior staff are deployed efficiently to enable them to manage the bases effectively.

#### Key issue 3

**To rationalise the number of bases so that they are all of acceptable quality and meet health and safety requirements.**

- Rationalise the number of bases so that they are all of acceptable quality and meet health and safety requirements.

#### Key Issue 4

**To appoint a management committee specifically for the unit in order to develop systems for working with staff, to help shape its direction and to support its work.**

- Appoint a management committee specifically for the unit in order to develop systems for working with staff, to help to shape its direction and to support its work.

#### Key Issue 5

**Raise pupils' attainment across all Key Stages**

## JOINT DERBY CITY COUNCIL EDUCATION SERVICE AND PUPIL REFERRAL UNIT ACTION PLAN

<b>Key Issue 1</b> <b>To develop a clear strategy for the structure and development of the units by establishing an admissions and exit policy to meet the needs of all the pupils on its register and provide all pupils with a taught week of a maximum of 23.5 hours.</b>					
<b>Success Criteria</b> <ul style="list-style-type: none"> <li>• The planned number of places at each Key Stage is agreed</li> <li>• All entries to the PRU are matched against the agreed admission policy criteria</li> <li>• Exit strategies for the return of pupils into mainstream education are an established part of the entry planning process</li> <li>• Mainstream schools are informed and implement the referral and reintegration protocols</li> <li>• Risk assessment procedures are in place for all PRU referrals.</li> <li>• The curriculum provision at KS2 and KS3 ensures that all pupils receive at least their minimum entitlement</li> <li>• Personalised learning programmes are evident at KS4</li> </ul>					
<b>Strategy 1 Develop an Admissions policy and guidance for implementation</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring</b>	<b>Evaluation</b>
1.1 Establish the planned numbers for each Key Stage.	Headteacher	Nov 2004	1 day officer time	Management Committee	Case Conference
1.2 Establish admission policy criteria including clarification of PRU role regarding shared placements	Management Committee	Dec 2004	Meeting time	Headteacher	LEA Case Conference
1.3 Establish entry and reintegration procedures	Secondary Headteachers, PRU, Rita Silvester and Admissions	November 2004	1 day conference + LEA officers + PRU Headteacher meeting time	Management Committee	LEA Case Conference
1.4 Admission risk assessments in place	Headteacher and Sue Spencer Richard Lakin	Dec 2004	1 Day consultant time + EP Time	Management Committee	School Improvement Officer - SIO
1.5 Risk Assessment in place within the reintegration Protocol	Sue Spencer + Headteacher and Richard Lakin	Dec 2004	1 Day consultant time+ EP time	Management Committee	SIO
<b>Milestones</b> <ul style="list-style-type: none"> <li>• Standard number established November 2004</li> <li>• Admission policy agreed December 2004</li> <li>• Procedures for entry and reintegration established November 2004</li> <li>• Risk assessment procedures in place December 2004</li> </ul>			<b>Financial implications</b> Within Education Service budgets		

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<b>Strategy 2 To improve the curriculum provision at KS2 and KS3 in line with the National Curriculum. To continue to develop flexible solutions at KS4</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring</b>	<b>Evaluation</b>
1.6 Audit Curriculum Provision at KS2 and amend shortfall	DG BH and SIO	December 2004	2x0.5 days planning time	SIO	Case Conference
1.7 Audit Curriculum Provision at KS3 and amend shortfall	KS3 team leader+ coordinators + SIO	December 2004	2x0.5 days planning time	Headteacher	Case Conference
1.8 Audit Curriculum Provision at KS4 and amend shortfall	KS4 coordinators + SIO	September 2005	2x 0.5 days planning time	Headteacher	Case Conference
1.9 Extend length of taught day for all KS3 sole placements to 24 hours <b>See 1.7</b>	Headteacher and KS3 team leader and KS3 coordinators	September 2005	1 extra teacher + 1 support staff Curriculum planning time	SIO	Case conference
1.10 Audit provision of specialist accommodation within the Peartree Base and where necessary identify alternative accommodation <b>See 1.9</b>	Headteacher SIO and Asset Team and KS3 Team Leader	March 2005	1 day planning and meeting time	RS	Case conference
1.11 Provide entitlement curriculum for all KS3 pupils in line with National guidelines.	Headteacher and KS3 team leader/coordinators, subject leaders + all staff	September 2005	Planning time, Curriculum resources, Staff training	SIO	Termly Case conference

1.12 Identify and provide additional opportunities for Vocational Training	Headteacher +14-19 Coordinator 14-19 Pathfinder	Sept 2005	Meeting and planning time Additional staffing	SIO	Termly Case Conference
1.13 Develop progression routes through KS4 and ensure that all students have the opportunity to gain accreditation in the core subjects	Headteacher + Secondary Curriculum Team and KS4 Coordinator	Sept 2005	Planning time, Additional staff and staff training, curriculum and accreditation costs	SIO	Termly Case conference
<b>Milestones;</b> <ul style="list-style-type: none"> <li>• 75% Of the KS3 reintegration group receive 20 hours tuition by Jan 05</li> <li>• KS3 audit of provision completed by Nov 2005</li> <li>• Plan for the KS3 entitlement curriculum in place by Jan 2005</li> <li>• Identify additional KS4 provision by April 2005</li> <li>• Plan in place for KS4 progression by Jan 2005</li> </ul>			<b>Financial implications</b> Within Education Service budgets		

## JOINT DERBY CITY COUNCIL EDUCATION SERVICE AND PUPIL REFERRAL UNIT ACTION PLAN

<b>Key Issue 2</b> <b>To Establish Effective Leadership and Management.</b>					
<b>Success Criteria</b> <ul style="list-style-type: none"> <li>• Staff, pupils and parents are confident in the Leadership Team as effective leaders and managers and are clear about the pupil referral unit aims and expectations</li> <li>• Roles within the leadership team are clearly defined and understood</li> <li>• Roles of all the staff with management responsibilities are clearly defined and understood</li> <li>• The work of all leaders and coordinators is focussed on monitoring, evaluating and improving the quality of Teaching and Learning leading to raising standards of attainment and behaviour</li> <li>• Communication within bases and across bases is clear and effective</li> <li>• Targets for attainments and attendance are met</li> </ul>					
<b>Strategy 1 Develop and implement an effective leadership and management structure across the Pupil Referral Unit.</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring</b>	<b>Evaluation</b>
2.1 Appoint an Acting Head Teacher of the KS2, KS3, and KS4 PRU	Julia Swan, Rita Silvester	Early Sept 2004	Individual interview time and Head Teacher Salary	Rita Silvester, and the Management Committee	Larri Annis and Barbara Richardson to present formal feedback to Julia Swan
2.2 Review job descriptions of all leaders/coordinators focusing on improvement, responsibilities, line management and monitoring	Head Teacher, Larri Annis and Barbara Richardson personnel	March 2005	Individual interviews and Head Teacher/SIO discussion personnel	Head Teacher and members of the Management Committee Personnel Officers	All new job descriptions available to Management Committee by Feb 2005 and evaluation of performance through Performance Management reviews.
<b>Milestones:</b> <ul style="list-style-type: none"> <li>• To produce job descriptions that emphasize the importance of monitoring, by November 2004</li> <li>• Conduct an audit of staff skills and deploy staff to areas of curriculum need, by December 2004</li> <li>• Recruit staff if shortfall is identified by March 2005</li> </ul>			<b>Financial implications</b> Within Education Service Budgets		

## JOINT DERBY CITY COUNCIL EDUCATION SERVICE AND PUPIL REFERRAL UNIT ACTION PLAN

<b>Key Issue 2</b> <b>To Establish Effective Leadership and Management.</b>					
<ul style="list-style-type: none"> <li>• Success Criteria Staff, pupils and parents are confident in the Leadership Team as effective leaders and managers and are clear about the pupil referral unit aims and expectations</li> <li>• Roles within the leadership team are clearly defined and understood</li> <li>• Roles of all the base coordinators are clearly defined and understood</li> <li>• The work of all leaders and coordinators is focussed on monitoring, evaluating and improving the quality of Teaching and Learning leading to raising standards of attainment and behaviour</li> <li>• Communication within bases and across bases is clear and effective</li> <li>• Targets for attainments and attendance are met</li> </ul>					
<b>Strategy 2</b> To relocate the Head Teacher and coordinators to the Peartree Base	<b>Personnel</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring</b>	<b>Evaluation</b>
2.3 Conduct an audit of the shared SENSS physical resources	Headteacher and Head of SENSS	Dec 2004	Admin Staff, ICT Equipment, Student files	Larri Annis and Barbara Richardson	Report to Management Resources sub committee
2.4 Move to Peartree and establish an effective management base.	Headteacher, Admin Staff,	Nov 2004	As above + staff contracted to carry out the move.	Larri Annis and Barbara Richardson	As above

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<b>Strategy 3 To establish a robust system of Performance Management and Continuing Professional Development</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring</b>	<b>Evaluation</b>
2.5 Develop a clear set of Induction Procedures for all staff including supply teachers	Headteacher and Speech and Language Therapist - SLT	Oct-Dec 2004	6 hrs of SLT time	Larri Annis and Barbara Richardson	Management Committee visits- interviewing staff to measure impact of procedures
2.6 Produce a Staff Handbook	SLT and admin	For Feb half term	12 hrs of admin time, photocopy costs	Headteacher	As above
2.7 Put in place a revised Performance management policy for the PRU	SLT and Headteacher	Nov 2004	SLT meeting time	Rita Silvester	Presented to Management Committee for ratification
2.8 Provide ongoing Performance Management training for the teaching staff	Headteacher and SLT and Paul Briggs	Commence after Oct. half term	Whole staff training for 1 pm. and 1 Hr for each member of staff for individual review	Database of the review schedule which is updated half-termly to track the annual cycle- Headteacher to be provided with half-termly update	Presented to Management Committee at full meetings

2.9 Implement the self supported review for all non-teaching staff, following training	Headteacher and SLT and Janet Pidgeon	Commence after Oct. half term	As above	Data base of the review schedule which is updated half termly to track the annual cycle- Headteacher to be provided with regular update	Presented to Management Committee at full meetings
2.10 Establish CPD as a standing agenda item on SLT meetings	Headteacher and SLT	Commence after half term	Weekly SLT meetings	Minutes of the weekly SLT meeting	Report to Management Committee detailing CPD carried out for all staff.
<b>Milestones:</b> <ul style="list-style-type: none"> <li>• Agree performance management review annual timetable by Nov 2004</li> <li>• Performance management training arranged for all staff by Nov 2004</li> </ul>			<b>Financial implications</b> Within Education Service budgets		



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<ul style="list-style-type: none"> <li>• Success Criteria Staff, pupils and parents are confident in the Leadership Team as effective leaders and managers and are clear about the pupil referral unit aims and expectations</li> <li>• Roles within the leadership team are clearly defined and understood</li> <li>• Roles of all the base coordinators are clearly defined and understood</li> <li>• The work of all leaders and coordinators is focussed on monitoring, evaluating and improving the quality of Teaching and Learning leading to raising standards of attainment and behaviour</li> <li>• Communication within bases and across bases is clear and effective</li> <li>• Targets for attainments and attendance are met</li> </ul>					
<b>Strategy 4 To develop a set of policies for the PRU with guidance and implementation procedures</b>	<b>Personnel</b>	<b>Time scale</b>	<b>Resources</b>	<b>Monitoring</b>	<b>Evaluation</b>
2.11 Audit the joint SENSS/PRU policies and formally adopt for the PRU those that are specific to it.	Headteacher, Larri Annis, Barbara Richardson and SLT	Oct-Dec 2004	1Hr SLT time and Admin time	Management Curriculum sub committee	Full Management Committee Meeting
2.12 Review the assessment policy so that it focuses on high expectations and challenges pupils to progress appropriately from their individual prior attainment.	Headteacher, Larri Annis, Barbara Richardson, SLT	Oct-Dec 2004	4Hr SLT time and Admin time	Management Curriculum sub committee	Full Management Committee Meeting
2.13 Develop a phase specific numeracy policy	Headteacher Numeracy Coord, Ma Con.	Oct-Dec 2004	Meeting time	Management Curriculum sub committee	Full Management Committee Meeting
2.14 Develop a phase specific literacy policy	Headteacher Literacy Coord, EN Con.	Oct-Dec 2004	Meeting time	Management Curriculum sub committee	Full Management Committee Meeting
2.15 Review the ICT policy at each key stage	Headteacher ICT Coord, ICT Con.	Oct-Dec 2004	Meeting time	Management Curriculum sub committee	Full Management Committee Meeting
2.16 Review the monitoring and Evaluation Policy	Headteacher LA BR SLT	Oct-Dec 2004	4Hr SLT time and Admin time	Management Curriculum sub committee	Full Management Committee Meeting
4.17 Develop a protocol for financial management	Headteacher Bursar, LEA Fin Personnel.	Dec 2004	Meeting time	Management Curriculum sub committee	Full Management Committee Meeting
<b>Milestones:</b> <ul style="list-style-type: none"> <li>• All policies are ready by December 2004 for ratification by the management committee in the spring term</li> </ul>			<b>Financial implications</b> Within Education Service budgets		

## JOINT DERBY CITY COUNCIL EDUCATION SERVICE AND PUPIL REFERRAL UNIT ACTION PLAN

Key Issue 3 To rationalise the number of bases so that they are all of acceptable quality and meet health and safety requirements					
<b>Success Criteria</b> <ul style="list-style-type: none"> <li>• Reduction of the number of bases</li> <li>• The accommodation in each of the bases is adequate for the delivery of all core areas of the National Curriculum</li> <li>• The internal decoration and the surrounds support a positive learning environment enhanced by interesting and informative display.</li> <li>• The accommodation is well maintained and clean.</li> </ul>					
Strategy 1 Long term provision	Personnel	Timescale	Resources	Monitoring	Evaluation
3.1 Provision for KS2 placements within the PRU to cease by July 2006	Rita Silvester	July 2006		Management Committee	EMT
3.2 A new build KS3 base opened in September 2007	Andrew Flack and Julia Swan	Sept 2007	£2.3M capital funding secured	EMT	Council Cabinet
3.3 Produce a phased plan for reducing the number of KS4 bases	Headteacher, Assets Team and SIO	April 2005	Additional capital resource would be required. Not identified at this point	Management Committee	LEA Case conference
<b>Milestones:</b> <ul style="list-style-type: none"> <li>• The site for building the KS3 base is identified and agreed by Dec 2004</li> <li>• Identification of potential KS2 numbers by July 2005</li> <li>• Identification of specific establishments for KS2 pupils by July 2005</li> <li>• Redeployment of KS2 staff by July 2006</li> </ul>			<b>Financial implications</b> <ul style="list-style-type: none"> <li>• Capital budget of 2.3 million has been secured for building KS3 base</li> <li>• Additional capital resource would be required to reduce the number of bases</li> </ul>		

## JOINT DERBY CITY COUNCIL EDUCATION SERVICE AND PUPIL REFERRAL UNIT ACTION PLAN

Key Issue 3 To rationalise the number of bases so that they are all of acceptable quality and meet health and safety requirements					
<b>Success Criteria</b> <ul style="list-style-type: none"> <li>• Reduction of the number of bases from 11</li> <li>• The accommodation in each of the bases is adequate for the delivery of all core areas of the National Curriculum</li> <li>• The internal decoration and the surrounds support a positive learning environment enhanced by interesting and informative display.</li> <li>• The accommodation is well maintained and clean.</li> </ul>					
Strategy 2 Short/Medium term provision	Personnel	Timescale	Resources	Monitoring	Evaluation
3.4 Develop a peripatetic base for KS4 students on the Peartree House site to provide accommodation until new KS3 buildings are complete.	Andrew Flack and Julias Swan and Headteacher and KS4 coord	Jan 2005	Curriculum resources, furnishings and staffing	EMT	Management Committee
3.5 Refurbish Peartree House to provide adequate levels of specialist accommodation (see 1.7)	Headteacher	June 2005		EMT	Management Committee
3.6 Audit <b>all</b> bases with regard to curriculum provision and health and safety requirements	Headteacher Coordinators and lead staff	June 2005	Audit time	Management Committee	SIO
3.7 Provide a welcome environment and positive learning climate at Peartree House	KS3 Team leader and all staff	Jan 2005	Education Psychology time	Headteacher	SIO
3.8 Provide a positive learning climate at KS4 on all bases	KS4 Coordinators and all staff	Sept 2005	Education Psychology time	Headteacher	SIO
<b>Milestones</b> <ul style="list-style-type: none"> <li>• Peripatetic KS4 base established January 2004-10-27 all bases with improved facilities</li> </ul>			<b>Financial implications</b> Within Education Service budgets		

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<b>Key Issue 4 To appoint a management committee specifically for the unit in order to develop systems for working with staff, to help shape its direction and to support its work.</b>					
<b>Success Criteria</b> <ul style="list-style-type: none"> <li>• Full management committee meetings are held once per term</li> <li>• A Chair and Deputy Chairman of the management committee is appointed</li> <li>• Sub committees are constituted appropriate to the effective management and monitoring of the PRU.</li> <li>• Clear terms of reference are agreed and their role is clear in relation to the management of the Headteacher and LEA.</li> <li>• Procedures are established to ensure systematic review of the effectiveness of the Pupil Referral Units.</li> </ul>					
<b>Strategy 1</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring</b>	<b>Evaluation</b>
4.1 Identify the composition of the Management Committee	Julia Swan	Nov 2004	Meeting and contact time 2 days	EMT	Case conference
4.2 Approach all agencies for nominations	Andrew Flack	Nov 2004	Admin time	EMT	Case Conference
4.3 Appoint Chair, Sub committees and agree terms of reference	Rita Silvester	Jan 2005	Meeting time 3 hours members	SIO and PRU HEADTEACHER	Case conference
4.4 Meeting structure and calendar established	Clerk to Management committee	Jan 2005	Planning time 2 hours	SIO and PRU HEADTEACHER	Case conference
4.5 PRU policies agreed	Management Committee	Jan 2005- April 2005	Meeting time members	SIO and PRU HEADTEACHER	Case conference
<b>Milestones:</b> <ul style="list-style-type: none"> <li>• The management committee is established with roles and responsibilities agreed by December 2004</li> </ul>			<b>Financial implications:</b> None		

## JOINT DERBY CITY COUNCIL EDUCATION SERVICE AND PUPIL REFERRAL UNIT ACTION PLAN

<b>Key Issue 5</b> <b>Raise Pupils' Attainment across all Key Stages</b>					
<b>Success Criteria</b> <ul style="list-style-type: none"> <li>Standards achieved at the end of each Key Stage, by each individual pupil are at least in line with NC results nationally, when measured against prior attainment.</li> <li>Attendance targets are set for phase specific PRUs and individual students</li> <li>Effective target setting and pupil tracking is in place, which identifies: progress, achievement and under achievement of individual pupils.</li> <li>Monitoring is in place to recognise underachievement and to prompt the implementation of intervention strategies.</li> </ul>					
<b>Strategy 1 To develop a system for monitoring and tracking individual pupil progress. Ensure that the relevant information is shared with pupil, parents and carers and staff.</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring</b>	<b>Evaluation</b>
5.1 Visit PRUs and observe good practice	Headteacher and SLT	Oct 2004-Mar 2005	3 days SLT time and travel expenses	Larri Annis and Barbara Richardson	Evidence of increased knowledge shared with SIOs
5.2 Set up a system for tracking pupil achievement. Input all data on pupil prior attainment.	Headteacher and SLT and Assessment Consultant Sec Sch Assess Coord	Jan-Mar 2005	Staff training in PAT or similar system.	Headteacher	Provision of base line data on all individuals available to appropriate staff
5.3 Embed the knowledge of levelness at KS3 and KS4, with all staff	LEA Curr Team, Sub Coord	Oct-Mar 2005	Time provided from regular Fri. meeting	Larri Annis and Barbara Richardson	SIO monitor accuracy of target against actual Grades
5.4 Adopt and develop assessment materials appropriate to effectively monitor progress	Core sub leaders and LEA Curr team	Oct-Mar 2005	Time provided from regular Fri. meeting	Larri Annis and Barbara Richardson	Assessment materials in use- Headteacher
5.5 Develop a report form for the 'settling in' meeting in the first half term. Modify the end of Year Report	SLT and all staff	Mar 2005	Time provided from regular Fri. meeting	Larri Annis and Barbara Richardson to analyse parental questionnaire	Evaluation of responses to Headteacher and Management Committee
<b>Milestones:</b> <ul style="list-style-type: none"> <li>Identify the parameters for the pupil tracking system by Jan 2005</li> <li>Implement training for all staff to use the pupil tracking system by Mar 2005</li> <li>Input all data by April 2005</li> </ul>			<b>Financial implications</b> Within Education Service budgets		

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<b>Strategy 2 Improve the analysis of Performance data and link it to teaching and learning</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring</b>	<b>Evaluation</b>
5.6 Analyse data against base line targets for each individual pupil. Identify underachievement.	Team leader and subject curriculum coordinators	Initial analysis May 2005	2 hrs Curr Coord Time every half term	SLT receive a list of pupils causing concern	Headteacher
5.7 Ensure individual intervention strategies are in place	Team leader and Curriculum Coord and Individual Staff	May 2005	Planning time Curriculum resources	Direct lesson observation Work Scrutiny Headteacher +SIO Individual pupil mentoring records Headteacher TL	Headteacher
<b>Milestones:</b> <ul style="list-style-type: none"> <li>Provision of training on data analysis for all relevant staff</li> </ul>			<b>Financial implications</b> Within Education Service budgets		

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<b>Strategy 3 To develop family learning initiatives at KS2 and KS3</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring</b>	<b>Evaluation</b>
5.8 Pilot planned events for the Family Learning week	Family links team M Rawlings,B Hannon,J Summers	Oct 2004	Grant of £500	Questionnaire	Headteacher to share evaluation with all those involved
5.9 Investigate implementation of SHARE, KS2 Family Learning Project.	KS2 team and family links team	Feb 2005	From allocated budget	Questionnaire	Headteacher
5.10 Plan and run the Parenting Skills course.	S Faulks	April 2005	£800	Headteacher	SIO

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<b>Strategy 4 To provide a programme of enrichment activities</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring</b>	<b>Evaluation</b>
5.11 Investigate the opportunities for Expressive Arts and Sports at each Key Stage	Headteacher and SLT	By March 2005	Equivalent of 2 days	Headteacher	SIO
5.12 Provide additional opportunities at each Key Stage to participate in Arts and Sports activities	KS3 Team leader and KS4 coordinators and additional providers	Sept 2005	Funding for the providers and travel expenses	Headteacher	SIOs to observe pupils participating in additional activities. 80% of the pupils achieving success in the activity
<b>Milestones:</b> <ul style="list-style-type: none"> <li>Pilot additional arts and sports activities with small groups from April 2005</li> </ul>			<b>Financial implications</b> Within Education Service budgets		