

Peterborough Pupil referral Service School Development Plan 2016 / 17

Progress RAG rating	CRITICAL	CONCERN	ACTIONS REDUCING CONCERN	ACTIONS STARTING TO IMPACT	ACTIONS IMPACTING ON OUTCOMES	GOOD PROGRESS DEVELOPING PRACTICE	GOOD PROGRESS GOOD PRACTICE	OUTSTANDING
Ofsted Rating	INADEQUATE		REQUIRES IMPROVEMENT			GOOD		OUTSTANDING

Section 1 Leadership and Management

Objective	Actions	Measurable outcome	Responsibility for action	Target date	Cost
1.1 Fully implement new Service Leadership structure and ensure regular monitoring of quality and effectiveness	<p>Implement new Service Structure in full and embed via appropriate leadership, governance, training and development actions</p> <p>Embed new Governance arrangements</p> <p>Ensure and enable effective support and challenge between school, service, LA and Governors</p>	<p>Leadership and management capacity and quality embeds and further develops</p> <p>Personal and organisational vulnerabilities are minimised</p> <p>Service is highly effective and fit for purpose within a changing context</p>	<p>Exec Head Chair of Governors</p> <p>Management Committee</p> <p>Local Authority</p> <p>Service Leadership Team</p>	<p>First new Service appointments July 2016</p> <p>Centre leads recruitment October 2016</p>	Finance paper received by Governors May 2016

FIRST REVIEW December 2016

New Early Intervention and Access to Learning posts commenced September. Both staff have undergone extensive induction programmes and Designated Safeguarding Lead training. New roles are embedding and developing well, strengthening Service wide delivery.

Appointments made to two Head of Centre posts October 2016. Working with HR to determine process for the Middle Leadership re-structure but secure interim arrangements are in place.

New monthly three way Governance meetings (Exec Head / Chair of Management Committee / Director of Education) commenced in August 2016 and providing more cohesive, and effective strategic leadership. This is further underpinned by a representative from the LA School Improvement Team joining the Management Committee.

Two new appointments to the Management Committee bring specific skills around safeguarding, pupil welfare and ICT systems and processes.

Consultation with Primary and Secondary Heads as key stakeholders has been conducted as part of actions for 1.4

Self-Assessment Report and School Development Plan been through validation with Triad partners, Head of School Improvement and School Improvement Partner

SECOND REVIEW March 2017

THIRD REVIEW June 2017

Objective	Actions	Measurable outcome	Responsibility for action	Target date	Cost
1.2 Further develop the capacity of Governors to systematically challenge senior leaders in relation to effective deployment of resources and outcomes for groups of learners	<p>Embed new Governance arrangements</p> <p>Further improve quality of information to Governors from both Service leaders and LA</p>	<p>Leadership, Management and Governance moves to Outstanding</p> <p>Outcomes for pupils moves to Outstanding</p>	<p>Exec Head Chair Governors Senior Leaders LA partners</p>	<p>Commenced July 2016</p>	
<p>FIRST REVIEW December 2016</p> <p>Vastly improved and increased level of support and challenge from Chair of Management Committee to Exec Head, Service Leadership and Local Authority is having a highly positive impact</p> <p>New three way Governance meetings (1.1) are providing a more coherent strategic overview of Service developments.</p> <p>New Service Leadership Team is embedding and increasingly effective in developing a more delegated model of operational and strategic leadership, including responsibilities for reporting activities back to the Management Committee.</p> <p>An improved structure for Management Committee meetings, together with a broader range of reports presented, is enabling Members to provide more effective support and challenge</p> <p>Management Committee members are actively encouraged to participate in school events including training.</p> <p>Members will receive a demonstration of the new website ahead of the Go Live date in early December, and a demonstration of our new Scholarpack Pupil Information Management System is planned for February 2017</p>					
<p>SECOND REVIEW March 2017</p>					
<p>THIRD REVIEW June 2017</p>					

<p>1.3 Further improve and embed the use of data as a school improvement tool at all levels within the school</p>	<p>Embed use of Scholarpack across all Centres</p> <p>Support teaching staff to develop data analysis skills to support targeted improvements in teaching, learning, target setting and progress monitoring</p>	<p>Data is accurate and fit for purpose</p> <p>Data is used effectively as a school improvement tool</p> <p>Data is used effectively as a strategic planning tool where appropriate</p>	<p>Headteacher Leadership Team All teaching staff</p>	<p>Started July 2016</p>	<p>Scholarpack purchase £7,200 for a three year package with training and support</p>
<p>FIRST REVIEW December 2016 Scholarpack system is in place and being used by Admin and SEN/Inclusion Teams. Roll out to teaching staff has been hampered by issues around ICT infrastructure associated with Think IT project. LA ICT departments now working to effect a resolution and solution. Previous manual systems for tracking progress and attainment have been maintained throughout. Improved Assessment for Learning data made available to teaching staff in order to further improve differentiated planning and delivery, target setting and monitoring</p>					
<p>SECOND REVIEW March 2017</p>					
<p>THIRD REVIEW June 2017</p>					

Section 1 Leadership and Management

Objective	Actions	Measurable outcome	Responsibility for action	Target date	Cost
<p>1.4</p> <p>Work with staff, Governors, partners and the Local Authority to develop the vision for, and direction of, future developments</p>	<p>Service re-structure document launched in September 2015, amended in light of in year leadership challenges and fully implemented from September 2016</p> <p>Work with SEN and other special Heads to develop flexible pathways for learners with additional needs</p> <p>Continue to develop the frontline Intervention Team around the school and Service</p> <p>Continue to develop innovative partnership working with Police, Fire Service and Prison Service</p> <p>Continue to work to strengthen the Management Committee and develop the ability of Members to support and challenge the Leadership Team</p> <p>Work with Local Authority Finance Teams to develop a fairer, flexible funding model</p> <p>Explore options for development associated with move to new premises</p>	<p>Service is responsive, respected and sustainable</p> <p>Partner agencies including primary and secondary heads are consulted and contribute to the review and re-visioning of the Service</p> <p>Children across the city and their families and schools can access targeted, integrated interventions at the earliest opportunity</p> <p>Our pupils can access a new learning environment which is safe and fit for purpose and offers a broader curriculum experience</p> <p>New pathway provision is developed to meet learner needs</p> <p>Learners of all ages benefit from innovative partnership working</p> <p>Growth and development of integrated Intervention Team around the school and wider Service</p>	<p>Headteacher Leadership Team</p> <p>Governors</p> <p>All staff</p>	<p>Started July 2016</p>	<p>2.5 days of SiP time £1,125</p> <p>Restructure reduced costs by 10K</p> <p>Awarded 30K contribution from Connecting Families fund to support development of Service Intervention Team</p> <p>Work with LA on fairer, more flexible funding model for PPRS</p>

FIRST REVIEW December 2016

New Service Leadership and Governance meetings embedding - see 1:1
 Exec Head and Chair of Management Committee prepared a Positional Statement detailing the current strengths, opportunities and challenges for the Service. Presented to LA early September this translated into a number of workstreams, including consultation with Primary and Secondary Heads. Follow up meeting 16.11.16 set timescales for actions including development of a new banded, fairer more flexible funding

model to recognise the complexity of Service delivery and pupil need. Outcomes will be presented to Schools Forum early January for implementation from April 2017

Ongoing work between PRS and SEN Teams to work through joint protocols and processes

Continue to develop partnership working with "Blue Light" Services – Police and Fire - have undertaken joint casework and shared training. Strategic links developing through Service engagement in Safer Peterborough Partnership. Strengthening links with Cambridgeshire Police Prevent Team – undertaken joint casework on Prevent referrals on Peterborough pupils and attendance at Channel Panel

Behaviour Support Panels continue to make a positive difference for vulnerable children and families and embed integrated, multi-agency working with a very strong focus on frontline safeguarding.

HMP Whitemoor project entering final phase, with the aim of a public launch at the LSCB conference on Working with Vulnerable Adolescents in February 2017.

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Section 2 Quality of Teaching, Learning and assessment

Objective	Actions	Measurable outcome	Responsibility for action	Target date	Cost
2.1 Ensure the Teaching and Learning profile is consistently maintained across school	<p>Maintain improvement approaches to improving teaching and learning</p> <p>Programme of Learning Walks to include paired observations in each setting to ensure consistency and validate judgements</p> <p>Outcomes from observations inform individual and school developments</p>	<ul style="list-style-type: none"> • Improve outcomes for pupils • Sustain Outstanding teaching and learning profile • Increased pace, challenge and differentiation in teaching, learning and assessment activities • Increased staff expectations, attainment and morale • Secure, validated data 	<p>Headteacher Leadership Team Teachers Management Committee Monitored by SiP</p>	<p>Starting September 16</p>	<p>0.5 SiP day to validate £225</p>

FIRST REVIEW December 2016

First whole school Learning walks completed - outcomes evidence Good profile is being maintained. Joint observations in all three Centres provided opportunities for professional development and validation of judgements. Outcomes inform development actions including workshops on embedding numeracy and literacy, course files and increased Assessment for Learning data to teachers. Outcomes spreadsheet shared with School Improvement Partner 15.11.16
Two new staff undertaking QTLS training with support from school

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Section 2 Quality of Teaching, Learning and assessment

<p>2.2 Maintain the strong focus on the discrete and embedded delivery of numeracy and literacy</p>	<p>Improve quality of baseline assessment for learning data to teachers</p> <p>Ensure focus on the acquisition and development of core skills is maintained and further increased through additional workshops for staff</p> <p>Ensure opportunities to transfer core skills into other areas of learning are full exploited</p>	<ul style="list-style-type: none"> Learners develop and extend their numeracy and literacy skills, knowledge and confidence Progress in English and maths increases 	<p>Headteacher Leadership team</p> <p>All staff</p>	<p>Starting Sept 2016</p>	<p>No additional cost</p>
<p>FIRST REVIEW December 2016</p> <p>ALL pupils have baseline assessment on entry and provision and progress are mapped from that point. Intensive interventions are provided where needed and progress is closely monitored and evaluated New timetable at KS4 has increased amount of teaching time dedicated to basics as well as extending embedding skills in all other curriculum delivery Targeted development for staff on embedding numeracy and literacy has been delivered and will be re-visited throughout the year</p>					
<p>SECOND REVIEW March 2017</p>					
<p>THIRD REVIEW June 2017</p>					

Section 3 Personal Development, Behaviour and Welfare

Objective	Actions	Measurable outcome	Responsibility for action	Target date	Cost
<p>3.1 Maintain and Sustain focus on behaviour for learning</p>	<p>Embedding 3Rs – Respect, Rights, Responsibilities</p> <p>Further increase pace and challenge within teaching and learning</p> <p>Further develop integrated working to ensure needs of whole child/family and identified</p> <p>Review data on Fixed Term Exclusions and include this data in Head's Reports</p> <p>Review data on Protected Characteristics and Bullying incidents and include in Head's Reports</p>	<p>Pupils experience a learning environment that reflects respect, personal and social responsibility and in which they are free, safe and supported to learn</p> <p>Pupils can evaluate their own progress against personal, behavioural and social targets</p> <p>Target reduction in use of, and length of, Fixed Term Exclusions</p> <p>Evidence reduction in Protected Characteristics and Bullying incidents</p> <p>Pupils are more effectively prepared for life and work</p>	<p>Headteacher Leadership team ALL staff Pupils</p>	<p>Builds on previous work</p>	<p>No additional cost</p>
<p>FIRST REVIEW December 2016</p> <p>Outcomes of Pupil Voice activities in Summer Term in relation to curriculum model and offer have been implemented to positive effect</p> <p>Outcomes from whole school learning walks evidence behaviour for learning is Good and in some cases Outstanding</p> <p>Work across school on a new presentation format for Rights and Responsibilities creates a higher level of continuity for pupils across school and between sites.</p> <p>Maintaining focus on Quality First Teaching and Learning – see 2.1</p> <p>Behaviour Policy has been refreshed – agreed common principles, practice and processes which are then tailored to age and stage of pupils</p> <p>Bullying Policy refreshed and pupils have undertaken associated work in PSHE sessions</p> <p>Related data is now presented to Management Committee on a termly basis via Reports from Heads of Centre</p>					
<p>SECOND REVIEW March 2017</p>					
<p>THIRD REVIEW June 2017</p>					

Section 4 Outcomes for pupils

Objective	Actions	Measurable outcome	Responsibility for action	Target date	Cost
4.1 Continue to improve the use of pupil data to target interventions aimed at raising the progress and attainment of vulnerable groups	Use detailed data analysis to target interventions Develop use of new pupil MIS Scholarpack to create graphic illustrations of individual and group progress Governors are enabled to provide systematic challenge	Pupils access targeted interventions to improve progress and attainment Data analysis to inform teaching and learning, resourcing and curriculum development	Headteacher SLT Management Committee	Started Sept 16	Scholarpack purchased for a three year period 5K
FIRST REVIEW December 2016 Scholarpack system is in place and being used by Admin and SEN/Inclusion Teams. Roll out to teaching staff has been hampered by issues around ICT infrastructure associated with Think IT project. LA ICT departments now working to effect a resolution and solution. Previous manual systems for tracking progress and attainment have been maintained throughout. Improved Assessment for Learning data made available to teaching staff in order to further improve differentiated planning and delivery, target setting and monitoring					
SECOND REVIEW March 2017					
THIRD REVIEW June 2017					

Section 4 Outcomes for pupils

4.2 Identify and implement specific actions to secure attainment Level 2	<p>Improve baseline data provided to teachers and set end of Key Stage targets with regular reviews and implement interventions where required</p> <p>Increased access to ICT to be used to support this</p>	All pupils reach their full potential in all subject areas, accessing targeted interventions to support this where required	Headteacher SLT Management Committee	Started Sept 16	No additional cost
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FIRST REVIEW December 2016

ALL pupils have baseline assessments in numeracy and literacy on entry and provision and progress is mapped and tracked from their individual start points.
 Improved Assessment for Learning data is now provided to teachers, together with expected attainment levels and outcomes – they are now linked more closely to Teacher Performance
 New curriculum model has increased delivery time for numeracy and literacy as well as different qualification options – pupils have access to Functional Skills Entry – Level 2 as well as GCSE Maths and English where appropriate.
 School continues to support re-integration into mainstream wherever possible and practicable for Level 2 learners

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THIRD REVIEW June 2017