

Overall effectiveness Grade : 2+ GOOD with Outstanding features (Ofsted grading criteria : 1=Outstanding, 2=Good, 3=Requires Improvement, 4= inadequate)

Contributing grades

Leadership and Management	2+	Quality of Teaching, Learning and Assessment	2	Personal Development, Behaviour and Welfare	1	Outcomes for pupils	2+
Safeguarding and Prevent	1	Assessment for Learning	2	Behaviour for Learning	2	Pupil Progress	1
		Teaching and Learning	2+	Social and Community Awareness	1	Attainment	2+
		Impact of interventions	2+	Pupil and Parent Voice	1		
		Focus on the Basics (Eng / Maths)	1				

Service Vision, Values and Mission

The Service has clearly communicated Vision and Values

Changing lives through learning					
Unlocking Pupil Potential					
Partners in Learning : Quality interventions and integrated working					
Creative, relevant curriculum					
Inspire, Motive, Challenge					
Quality First Teaching and Learning : Accountable practitioners					
Emotional Literacy			Self knowledge and expression		
Safeguarding and protective behaviours	Mutual Respect Trust	Self Respect Self Management	Genuine Care	Consistent challenge not confrontation	Restorative Justice

Peterborough is a rapidly changing and expanding City with a transient and diverse population. It has almost double the national average of statemented pupils and many Wards within the City experience high levels of socio-economic deprivation. The pupils provided for by the Peterborough Learning Centres and the wider Pupil Referral Service reflect these demographic characteristics.

Our aim to re-engage, re-track and re-integrate children and young people for whom a combination of life challenges, health and wellbeing, emotional, social and behavioural needs have impacted negatively on their ability to learn in a mainstream setting.

We provide a safe, stable and caring environment within which vulnerable children and young people are encouraged and supported to grow, develop and learn.

We work in partnership with parents, carers and agencies to ensure children and families benefit from an integrated package of support.

Scope of Provision in 2015/16

The Service has 6 core functions.

1. Provision of full time education for children and young people aged 4-16 years, who live within the City of Peterborough and who have been permanently excluded from school, are at risk of permanent exclusion or for some other reason cannot access mainstream provision. The Service operates across three Phase related Learning Centres and provided for **262** pupils in 2015/16. Programmes include discrete provision for vulnerable girls (24 places) and targeted provision for Year 11 new arrivals with high level English as an Acquired Language needs (48 places).
2. Provision of dual registered placements as part of an intervention package with the home school, with the aim of preventing exclusion. In 2015/16 there were **34** such placements across the school and a further **11** pupils who are dual registered with us as the main school but who actually attend mainstream full time to support the re-integration process for both the pupil and the mainstream school
3. Development and delivery of Primary and Secondary Behaviour Support Panels for mainstream schools across the City, co-ordinating integrated interventions aimed at increasing inclusion, creating sustainable change and decreasing exclusions. Pupils have to have an Early Help Assessment prior to referral, in order that their holistic needs are recognised. In 2015/16 Panels heard **69** primary cases and **87** secondary cases and offered a range of interventions including home visits, school observations,

- referrals to other agencies, parenting programmes, family support work and time limited placements in a Learning Centre to access specialist support and assessment
4. Development of a new Service Intervention Team, working under the direction of the Head of Service who is a qualified social worker, this multiagency team utilises funding from a range of sources and is a key resource to the Behaviour Support Panels. The Service team included four Family Support Workers, Inclusion/SEND partnership worker, Attendance Welfare Manager and seconded Police Officer with virtual team partners from CAMH, Youth Offending, Safer Schools, Fire Service, NSPCC and Educational Psychology.
 5. Leadership of Safeguarding and Prevent in Education. This includes being the education representative on LSCB and Channel Panel, direct working with Heads of Social Care, contributing to Serious Case Reviews, delivering WRAP and Safeguarding training, providing related updates, undertaking relevant audits and leading on associated Ofsted Thematic Reviews.
 5. Delivery of the Local Authority's statutory role, functions and duties around permanent exclusions, Managed Moves and Fair Access Placements. Integrating these functions with the provision available within the Learning Centres and wider Service has provided a seamless service for children and young people, their families, schools and other agencies. The Service works in partnership with City Heads to re-shape provision to enable a greater support offer for those pupils not coping in mainstream and develop a comprehensive, holistic, integrated support offer to families. This integrated working has had a highly positive impact on both Permanent Exclusions, moving Peterborough from the highest excluding Authority in the statistical neighbours group of ten in 2010/11, to the lowest since 2012/13 and sustainability of Fair Access Placements.

Permanent exclusions

2009/10		2010/11		2011/12		2012/13		2013/14		2014/15		2015/16	
Requests	Actual												
80	78	98	95	79	43	55	24	68	37	61	21	74	27

Fair Access Placements

2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
18	21	32	48	29	36	30

School Structure

The Leadership and Management Team has undergone major changes in year and as a direct result is moving to a flatter, more delegated responsive Service Leadership Structure comprising Executive Head/Head of Service, three Heads of Centre, Inclusion Manager, Quality Manager, Safeguarding in Education Lead, Access to Learning Manager and Early Intervention Manager, in order to create greater capacity and interoperability across the full range of school and Service functions. Each Head of Centre has a Deputy and there are a further 18.4 FTE teachers of whom 16 have QTS or QLTS, 32 FTE TAs and 5 admin staff, in addition to an appropriately experienced and qualified Intervention Team. The Executive Head / Head of Service has teaching, leadership and social work qualifications, including NPQH, which enable leadership of an integrated, multi-disciplinary Service Team.

Features of the School Cohort

The cohort within a Pupil Referral Service changes with far greater frequency than a mainstream school but in 2015/16

- | | |
|----------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 89% of pupils had a CAF | 58% of 11-16 pupils with English as a first language had a reading age 24+mths below age |
| 86% were eligible for Pupil Premium Funding | 48% had English as a second language |
| 83% were eligible for Free School Meals | 15% were on Child Protection of Child in Need Plans |
| 74% of the pupils were male | 14% were Looked After Children of whom 68% were Unaccompanied Asylum Seekers |
| 70% of pupils were at the equivalent of school action/school action+ | 4% had a statement of SEN |
| 59% of pupils were White Brit | |

POST INSPECTION ACTIONS FROM LAST OFSTED DECEMBER 2013

Improvement area	Actions and impact	Outcomes
<p>1. Improve teaching and pupils' achievement, particularly in speaking, listening, reading and writing</p>	<p>A range of activities have been undertaken since the last inspection to embed the acquisition of literacy skills and these have improved standards of literacy across the school and increased progress, most effectively evidenced in Year 11s</p>	<ul style="list-style-type: none"> • Pupils across school make rapid progress in Y11 from their individual start points • Sustained improvements in the number of Year 11s leaving with English and Maths qualifications • 80% of Year 11s made at least one level of progress in year in English
<p>2. Extend the analysis of pupils' achievement, behaviour and attendance data information</p>	<p>Analysis of attainment data by group is being used effectively to identify and target interventions at particular groups of learners. The attainment trend data and analysis by group indicates that overall attainment is improving and almost all learners make at least expected progress</p>	<ul style="list-style-type: none"> • Analysis has informed curriculum planning, differentiated teaching and learning and targeted interventions • Progress, including accelerated progress, is more effectively demonstrated and evidenced
<p>3. Systematically gather the views of pupils and their parents/carers to inform practice and developments</p>	<p>A range of activities have been undertaken including; Development of a whole school format for pupil and parent/carer questionnaires which are circulated twice a year and Centre led opportunities for capturing feedback.</p>	<ul style="list-style-type: none"> • Pupils and their parents/carers have increased opportunities to influence school practice and developments
<p>Summary of Key strengths</p> <ol style="list-style-type: none"> 1. The school and wider Service is now self – assessing as GOOD with Outstanding features 2. Leadership and Management was judged to be Outstanding at the last inspection and continues to relentlessly strive for an improving and evolving school to meet the needs of children, young people, families and schools within the City 3. The PRS makes an Outstanding contribution to the City through its work to reduce permanent exclusions and increase Fair Access placements 4. The Service is making an Outstanding contribution to frontline safeguarding and Prevent through the work of the Behaviour Panels, delivery of Citywide training and participation in the LSCB and Channel Panel 5. Development of the Service Intervention Team is having a positive impact on increasing inclusion and decreasing exclusion by implementing timely, integrated interventions for the most vulnerable children and families within both our school and other City schools 		<p>Summary of key areas for development</p> <ol style="list-style-type: none"> 1. Maintain and further enhance the quality, pace and challenge of teaching, including the use of ICT, and its impact on learning, progression and attainment 2. Continue to maintain focus on embedding improvements in numeracy and literacy 3. Continue the focus on improving attainment especially at Level 2

1. Leadership and Management : Grade 2+	
Key strengths	Evidence
1.1 Leadership and Management is effective and resilient and Governance is Good	<ul style="list-style-type: none"> • Leadership Review outcomes (May 2016) supported senior leaders and Management Committee members to create, and implement, a model for a Service Leadership Team to create capacity and reduce vulnerabilities associated with specialist roles • New Service Leadership Structure embedding • New Governance arrangements are embedding and increasingly effective • Highly positive partnership working with City Heads <p>Evidence in SAR file Sections 2, 3, 4 and Governance File</p>
1.2 Effective leadership and management is securing improved personal and academic outcomes for pupils	<ul style="list-style-type: none"> • Management Committee extended and more able to offer rigorous challenge and support • Staff are clear what is expected of them One Team Behaviours articulated and embedded • SiP Reports, Ofsted Reports and Interim thematic reviews and inspections of other Council Departments evidences good progress, outcomes, leadership and management and capacity to improve • Since September 2014 the school has part of the secondary Self-Improving Schools Network and participated in a Triad group with other mainstream schools. This provides a collaborative external review process of Self-Assessment judgements and evidence <p>Evidence in SAR File Section 1,2,3 and Governance File</p>
1.3 Delivery of SMSC including British Values, is Outstanding and is highly effective in developing and embedding diversity competence	<ul style="list-style-type: none"> • The school has a clearly defined vision and mission which is clearly communicated and forms basis of all planning and delivery • Pupils are supported to become diversity competent through consistently communicated vision and values and extensive pastoral and curriculum opportunities • The judgement “Discrimination in any form is not tolerated” Ofsted October 2011 has been maintained • SMSC is embedded in mainstream curriculum but also taught through a variety of focused topics across PSHE, RE, Citizenship, English and Humanities • “ You don’t judge me” K Y10 Summer Term 2016 • “ Never had any bullying or racism but if I did I know it would be dealt with” Primary Parent Summer Term 2016 • Whole school Values poster, Whole school pupils Rights and Responsibilities poster <p>See also 3.3</p> <p>Evidence in SAR File Section 7, displays in Base Room and school classrooms</p>
1.4 A responsive curriculum and flexible provision meet expressed local needs and promote improving outcomes and progression	<ul style="list-style-type: none"> • Flexible adaptation of national curriculum models to meet needs and interests of our pupils whilst maintaining focus on development of the Basics English and Maths and accommodating personal development needs • Six week Curriculum delivery model accommodates needs of cohort for flexible start points and continuous assessment • Development of an sustainable, increased offer to schools in response to requests for increased flexibility for shared care packages • Development of KS1, Girls Group and COMPASS provision in response to identified needs • Development of Individualised Learning Programmes for a wider range of pupils – re-engaging harder to reach pupils in learning • Support provided to Local Authority in relation to Elective Home Education, Children Missing from Education and complex social care cases • “The extension of the Primary offer has really helped us meet complex individual needs ” Primary Head Survey June 2014 • Improved and extended KS4 curriculum is supporting increasing attainment and progression – first Level 3 progression in 2015-16 • Pupils leave with a collection of qualifications that see them well into the next phase in their education and development <p>Evidence Journey to Excellence September 2015 SAR File Section 2 , Centre timetables, pupil outcomes SAR File Section 8</p>

<p>1.4 Additional grant funding is used effectively to enhance the quality of pupil experience and raise personal and academic achievement</p>	<ul style="list-style-type: none"> • Pupil Premium Grant (£95,970 in year) is used effectively across school to enhance participation in learning and maximise opportunities for success. It funds a number of actions and activities which benefit all pupils. These include; <ul style="list-style-type: none"> - Free breakfast and breaktime food for ALL pupils at all three Centres - Initial assessment activities and personalised interventions - Attendance Officer - Progression Co-ordinator at KS4 • LAC funding is used effectively to enhance outcomes for Looked After Pupils and is agreed, and monitored, through PEP meetings. Examples include; purchase of additional specialist equipment for pupils with additional needs, provision of additional individual tuition and funding for participation in enrichment activities. • Primary PE and Sports Premium (£6,499.20 in year) has been used to enable pupils to access off site activities such as a sailing course at Ferry Meadows, participate in regional sports activities with other schools and purchase team kit and sports equipment for use in school. A small element of it has also supported the development of a cross phase Sports Leaders programme with our KS4 pupils 																																																								
<p>1.5 Integrated partnership working is having a highly positive impact on reducing exclusion and increasing inclusion</p>	<ul style="list-style-type: none"> • PRS provides a Single Seamless Service for pupils, parents and schools in relation to permanent exclusions • Data on permanent exclusions and FAP placements shared with Heads and LA – reports to heads meetings / LA Highlight Reports <p>Permanent exclusions</p> <table border="1" data-bbox="465 627 1951 722"> <thead> <tr> <th colspan="2">2009/10</th> <th colspan="2">2010/11</th> <th colspan="2">2011/12</th> <th colspan="2">2012/13</th> <th colspan="2">2013/14</th> <th colspan="2">2014/15</th> <th colspan="2">2015/16</th> </tr> <tr> <th>Req</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td>80</td> <td>78</td> <td>98</td> <td>95</td> <td>79</td> <td>43</td> <td>55</td> <td>24</td> <td>68</td> <td>37</td> <td>61</td> <td>21</td> <td>74</td> <td>27</td> </tr> </tbody> </table> <p>Fair Access Placements</p> <table border="1" data-bbox="465 799 1673 914"> <thead> <tr> <th>2009/10</th> <th>2010/11</th> <th>2011/12</th> <th>2012/13</th> <th>2013/14</th> <th>2014/15</th> <th>2015/16</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>21</td> <td>32</td> <td>48</td> <td>29</td> <td>36</td> <td>30</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • “The Headteacher and her Team are to be congratulated for making possible the increased range of creative support for schools and pupils which is directly responsible for the rapidly improving statistics on exclusions and FAP ” City Head at monthly Heads meeting in response to annual report on exclusions and FAP September 2014 • “The significant improvements within the PRS and integrated approach has significantly reduced permanent exclusions across the City” LA Ofsted of School Improvement January 2014 • “The PRS make an outstanding contribution to the education, welfare and rehabilitation of the young offenders in its care” Ofsted of Youth Offending Services Feb 2014 • By 2014/15 Permanent Exclusions had fallen to their lowest rate ever, transforming Peterborough’s performance from the highest excluding LA amongst our statistical neighbours to the lowest – in just three years - and this status has been maintained <p>“You are not only the safety net under every vulnerable child and family in the city, you are also the safety net under every school in the City and make a massive contribution to our ability to maintain and raise standards by providing for all those pupils we cannot, and for that we thank you” Secondary Heads 13.9.16</p> <p>Evidence in SAR File Section 3</p>	2009/10		2010/11		2011/12		2012/13		2013/14		2014/15		2015/16		Req	Actual	80	78	98	95	79	43	55	24	68	37	61	21	74	27	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	18	21	32	48	29	36	30												
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<p>1.6 The Service led Behaviour Support Panels are impacting positively on decreasing exclusions and increasing inclusion across the City</p>	<p>“ Implementation of the behaviour strategy and new panel has had a highly positive impact on improving the education and life changes of children by providing targeted early, integrated interventions“ Childrens Social Care Ofsted May 2015</p> <p>In 2015/16 Panels heard 69 primary cases and 87 secondary cases and offered a range of interventions including home visits, school observations, referrals to other agencies, parenting programmes, family support work and time limited placements in a Learning Centre to access specialist support and assessment</p> <p>There were NO permanent exclusions from this cohort of pupils in 2015/16</p> <p>The Head of Service leads a strand of work for the Children and Families Commissioning Board and prepares quarterly reports on this work for Scrutiny Committee – see copies in evidence file</p> <p>The Panels have a data sharing agreement in place and a common, secure web based case recording system</p> <p>Evidence in SAR File Section 4</p>																																												
<p>1.7 The Service Intervention Team is providing integrated early interventions which keep children safe and included in education</p>	<p>“ This Team is undertaking high quality frontline safeguarding work “ Childrens Social Care Ofsted April 2015</p> <p>“ The home visits this Team undertake really help us see, and respond, to the child’s behaviour in context with greater understanding and success” Primary Head May 2016</p> <p>“ This school and my Family Support Worker, has taken a weight off our family” Primary Parent July 2016</p> <p>“ Our family was in crisis and you walked into our lives and created a sense of order and hope. We will always be grateful for what you did” Parent August 2016</p> <p>Comprehensive Quarterly Reports to the Children and Families Commissioning Board illustrate outcomes Extract from March 2016 Report (period Sept 2015 - March 2016)</p> <table border="1" data-bbox="465 826 2110 1337"> <thead> <tr> <th>Outcome</th> <th>No. families</th> <th>No. children</th> <th>Comments</th> </tr> </thead> <tbody> <tr> <td>Evictions averted</td> <td>4</td> <td>13</td> <td>All remained housed and in school</td> </tr> <tr> <td>Rehousing secured</td> <td>5</td> <td>27</td> <td>All moved from either temporary or inadequate accommodation and remained in school</td> </tr> <tr> <td>Children missing education at time of referral</td> <td>4</td> <td>11</td> <td>All 11 children and young people admitted to appropriate education setting and attending</td> </tr> <tr> <td>Successful ASB intervention</td> <td>9</td> <td>21</td> <td>Vastly reduced ASB recorded</td> </tr> <tr> <td>Successful Police intervention</td> <td>15</td> <td>31</td> <td>No further calls for service within the community in 6 months post-referral</td> </tr> <tr> <td>Successful fire interventions</td> <td>7</td> <td>18</td> <td>No further calls for service within the community in 6 months post referral</td> </tr> <tr> <td>Improved Attendance</td> <td>28</td> <td>61</td> <td>56 recorded improved attendance of between 5% and 32%</td> </tr> <tr> <td>Cases escalated to CSC</td> <td>9</td> <td>41</td> <td>All accepted and opened</td> </tr> <tr> <td>Cases de-escalated</td> <td>13</td> <td>58</td> <td>All managed by Team at CiN or below</td> </tr> <tr> <td>Engagement of hard to reach families previously resisted interventions</td> <td>6</td> <td>42</td> <td>Two previously on CP Plans Two families of CSE offenders</td> </tr> </tbody> </table> <p>Evidence in SAR File Section 4</p>	Outcome	No. families	No. children	Comments	Evictions averted	4	13	All remained housed and in school	Rehousing secured	5	27	All moved from either temporary or inadequate accommodation and remained in school	Children missing education at time of referral	4	11	All 11 children and young people admitted to appropriate education setting and attending	Successful ASB intervention	9	21	Vastly reduced ASB recorded	Successful Police intervention	15	31	No further calls for service within the community in 6 months post-referral	Successful fire interventions	7	18	No further calls for service within the community in 6 months post referral	Improved Attendance	28	61	56 recorded improved attendance of between 5% and 32%	Cases escalated to CSC	9	41	All accepted and opened	Cases de-escalated	13	58	All managed by Team at CiN or below	Engagement of hard to reach families previously resisted interventions	6	42	Two previously on CP Plans Two families of CSE offenders
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1.8
Leadership of safeguarding and Prevent is Outstanding

- ALL staff have at least annual safeguarding training and termly updates and have received additional training in FGM and CSE
- ALL staff have completed the full Workshop to Raise Awareness of Prevent and are familiar with the school's Prevent Action Plan
- The majority of staff are Team Teach trained and a common restraint recording system in place
- Monthly Staff bulletins have standing items on safeguarding, restraint logging and digital safety
- Each Centre has a safeguarding file containing relevant guidance
- Staff guidance leaflet re Safer Working Practices April 2016 and updated since new DfE Keeping Children Safe in Education 2016
- Each unit has a nominated, trained safeguarding Lead and Head of Service is also a qualified and registered social worker
- Head has undergone Safer Recruitment training Feb 2015

2015-16 academic year			
Number of pupils on a Child in Need Plan	21	Number of CiN meetings attended	174
Number of pupils on a Child Protection Plan	15	Number of CP reviews Core Group meetings attended	153
Number of pupils Looked After	12	Number of Reviews and PEPs attended	39
Number of Unaccompanied Asylum Seekers	25	Number of Reviews and PEPs attended	56
Number of new safeguarding referrals to Childrens Social Care	17		
Number of Prevent referrals	2	Number of Channel Panels attended	12
Number of requests from Cambs Prevent Team for assistance with assessing Prevent referrals			15

- "The school has a robust approach to safeguarding supported well by integrated working with social care" CSC Ofsted April 2015
- Training on CSE provided by Head for all staff and new risk assessment for CSE available for use from July 2015
- Staff training on e-safety, digital footprint and use of social media and all related policies update March 2015
- Headteacher is a leading contributor to both the investigative work and strategic responses to CSE since March 2013
- Headteacher is WRAP trained and delivering this training across the City with a police officer – trained over 900 people in 2015/16
- "the specialist knowledge of the PREVENT strategy and partnership working between the school, police and other agencies is a national model of good practice and effectively safeguarding young people in this City" NAPO Inspectors September 2014
- Headteacher elected as secondary rep on Peterborough Safeguarding Childrens Board September 2014 and provides safeguarding and Prevent updates at each half termly Heads meeting
- Headteacher is Peterborough education representative on Cambridgeshire Channel Panel
- "The school and Service is making an outstanding contribution to safeguarding vulnerable young people" CSC Ofsted May 2015
- Listening School campaign started May 2015
- Development of innovative "Tricky Times" project with police, fire service, prison service and HMP Whitemoor

Evidence in SAR File Section 5 and Leadership and Management of Safeguarding File

Areas for development

- 1.1 Fully implement new Service Leadership structure and ensure regular monitoring of quality and effectiveness
- 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
- 1.3 Further improve and embed and the use of data as a school improvement tool at all levels within the school by fully implementing new Scholarpack system across school
- 1.4 Work with staff, Governors, partners and the Local Authority to develop the vision for, and direction of, future developments

2 QUALITY OF TEACHING, LEARNING AND ASSESSMENT Grade 2

Key Strengths	Evidence																																																																																																																																															
2.1 Assessment for learning data is effectively used	<ul style="list-style-type: none"> Information is collated from host or excluding schools ALL pupils have baseline assessment on entry which are used to support differentiated teaching and learning, personalised interventions set realistic but challenging attainment targets Over 50% of new pupils have a reading age at least 2 years below their chronological age and require targeted remedial interventions Teachers are provided with assessment for learning information to support differentiation - see Course Files 																																																																																																																																															
2.2 Enhanced curriculum model supports multiple entry points and continuous assessment	<ul style="list-style-type: none"> A school specific 6 week curriculum model has been in place for three years which reflects the national curriculum relevant to each Key Stage but is amended to meet the needs and interests of pupils Baseline assessments are conducted on entry and this information is used to create academic and personal development targets which are monitored every six weeks Subjects, and courses in KS4, are delivered in 6 half termly modular blocks and each unit of work is assessed, with outcomes feedback to pupils and parents/carers – course files, assessment and progress data in Centres and classrooms and pupil work 																																																																																																																																															
2.3 Pupils experience Good or better teaching in almost all lessons	<p>Observations</p> <table border="1"> <thead> <tr> <th>Judgements</th> <th colspan="2">2011/12</th> <th colspan="2">2012/13</th> <th colspan="2">2013/14</th> <th colspan="2">2014/15</th> <th colspan="2">2015/16</th> </tr> <tr> <td></td> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Outstanding</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>5</td> <td>15%</td> <td>9</td> <td>36%</td> <td>8</td> <td>36%</td> </tr> <tr> <td>Good</td> <td>8</td> <td>45%</td> <td>13</td> <td>59%</td> <td>20</td> <td>59%</td> <td>13</td> <td>52%</td> <td>12</td> <td>55%</td> </tr> <tr> <td>Percentage Good or Better</td> <td colspan="2">45%</td> <td colspan="2">59%</td> <td colspan="2">82%</td> <td colspan="2">88%</td> <td colspan="2">91%</td> </tr> <tr> <td>Requires improvement</td> <td>7</td> <td>39%</td> <td>9</td> <td>41%</td> <td>7</td> <td>20%</td> <td>2</td> <td>8%</td> <td>2</td> <td>9%</td> </tr> <tr> <td>Inadequate</td> <td>3</td> <td>16%</td> <td>0</td> <td>0</td> <td>2</td> <td>6%</td> <td>1</td> <td>4%</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total</td> <td colspan="2">18</td> <td colspan="2">22</td> <td colspan="2">34</td> <td colspan="2">25</td> <td colspan="2">22</td> </tr> </tbody> </table> <p>To support judgements of the impact of teaching on learning over time we capture the broader learning journey and experience in 2015/16</p> <table border="1"> <thead> <tr> <th></th> <th>Key stage 1</th> <th>Key stage 2</th> <th>Key stage 3</th> <th>Key stage 4</th> </tr> </thead> <tbody> <tr> <td>Assessment for learning</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Planning and preparation</td> <td>1</td> <td>2</td> <td>1</td> <td>2</td> </tr> <tr> <td>Teaching and learning</td> <td>1</td> <td>2</td> <td>1</td> <td>1</td> </tr> <tr> <td>Tracking and monitoring</td> <td>1</td> <td>2</td> <td>1</td> <td>1</td> </tr> <tr> <td>Marking and assessment</td> <td>1</td> <td>2</td> <td>1</td> <td>1</td> </tr> <tr> <td>Behaviour for learning</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> <tr> <td>Progress and attainment</td> <td>2</td> <td>2</td> <td>2</td> <td>1</td> </tr> <tr> <td>Accredited outcomes</td> <td></td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>Pupil Voice</td> <td>1</td> <td>2</td> <td>2</td> <td>2</td> </tr> <tr> <td>Average score</td> <td>1.25</td> <td>1.875</td> <td>1.33</td> <td>1.44</td> </tr> </tbody> </table> <p>“The Headteacher, supported by the Extended Leadership Team, is leading learning across the school” SiP March 2015</p> <ul style="list-style-type: none"> Peer Observation policy in place and actively encouraged <p>Evidence SAR File Section 6</p>	Judgements	2011/12		2012/13		2013/14		2014/15		2015/16			No.	%	Outstanding	0	0	0	0	5	15%	9	36%	8	36%	Good	8	45%	13	59%	20	59%	13	52%	12	55%	Percentage Good or Better	45%		59%		82%		88%		91%		Requires improvement	7	39%	9	41%	7	20%	2	8%	2	9%	Inadequate	3	16%	0	0	2	6%	1	4%	0	0	Total	18		22		34		25		22			Key stage 1	Key stage 2	Key stage 3	Key stage 4	Assessment for learning	1	1	1	1	Planning and preparation	1	2	1	2	Teaching and learning	1	2	1	1	Tracking and monitoring	1	2	1	1	Marking and assessment	1	2	1	1	Behaviour for learning	2	2	2	2	Progress and attainment	2	2	2	1	Accredited outcomes			1	2	Pupil Voice	1	2	2	2	Average score	1.25	1.875	1.33	1.44								
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2.4 Outstanding focus on, and creative delivery of, numeracy and literacy skills enables pupils to make accelerated progress in Year 11	Outcomes 2015/16		
		No.	%
	Gaining English and Maths	85	90%
	One level of Progress in English achieved in Year 11	63	65%
	Two or more levels of Progress in English achieved in Year 11	15	15%
	One level of Progress achieved in Maths in Year 11	59	64%
	Two or more levels of Progress achieved in Maths in Year 11	17	18%
	<ul style="list-style-type: none"> • 78 / 94 (83%) of pupils made at least one level of progress in English within Year 11 • 76 / 94 (81%) of pupils made at least one level of progress in Maths within Year 11 • Opportunities for embedding numeracy and literacy skills across the curriculum are creatively exploited to ensure a coherent experience for pupils and the development of transferrable skills • All staff have baseline numeracy and literacy data • Planning prompts opportunities for embedding numeracy and literacy skills across all curriculum delivery 		
	Evidence in SAR File Section 8		
Areas for development			
2.1 Maintain Teaching and Learning profile across school			
2.2 Maintain focus on acquisition of numeracy and literacy skills across school			

3 PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE Grade 1	
Key Strengths	Evidence
3.1 There is a strong and consistent focus on behaviour for learning across all Key Stages	<ul style="list-style-type: none"> • Lesson observations evidence Good Behaviour for Learning across school Teaching and Learning Summary 2015-16 • Pupils benefit from staff consistently implementing behaviour expectations • Rewards and sanctions are related to pupil age and stage • Pupils are involved in self-assessing their behaviours - daily and weekly logs • ALL pupils have a risk assessment on entry and a risk management plan where required • All staff have the opportunity to undertake Team Teach training and this training is also part of the PPRS offer to mainstream schools • The judgement “the behaviour and safety of the pupils is Good ” Ofsted Dec 13 has been maintained • “the PRS recognises that to learn effectively, pupils’ personal development must be strongly supported” Ofsted Dec 13 • Bullying and Protected Characteristics incidents are logged and robustly dealt with • “ I feel safe because I know you will look after me on my good and bad days” G-L Y11 Summer Term 2016 • “ The Headteacher can be a bit scary and a bit funny and she helps me be better” H Y5 Summer Term 2016 • “ I am learning to be gooder” T Y2 Summer Term 2016 • “ Never had any bullying or racism but I know if I did it would be dealt with” Primary Parent 2016 <p>Evidence in SAR File Sections 6 and 7, displays in Base Room and around each Centre</p>

<p>3.2 Care, guidance and support for pupils is Outstanding</p>	<ul style="list-style-type: none"> • Pupils are well supported to make good personal progress given their individual start points and holistic needs • Pupils benefit from multi-agency support including regular input from Safer Schools Officer, School Nurse, EP, Play Therapist, drug and alcohol counselling, sexual health advice • Pupils and families are enabled to access support from Childrens Social Care - records of CAF, MST, TAC, and CiN meetings • Safeguarding procedures and practice is robust and pupils on CP and CiN plans are well supported by school staff • Service holds an annual post-16 options event which is well attended by providers, pupils and parents. "attending the PRS Options Event was a really positive experience" Rep from City College 2015 • 92% of parents/carers agreed that "school works with me to support my child" Parent Survey June 2015 • Effective support for children and families whose first language is not English – use of interpreters, translation of forms and letters, referrals for language courses • "The Pupil Referral Service clearly makes a highly positive contribution to the life chances of the most vulnerable children and young people and their families" Childrens Social Care Ofsted April 2015 • "I feel safe because I know you will look after me on my good and bad days" G-L Y11 Summer Term 2016 • "I wish I had only ever been to this school" C Y9 Summer Term 2016 • "This school goes the extra mile and helps children that have been failed by mainstream schools. Staff take the time to get to know each child rather than just judge and write them off as naughty" Secondary parent Summer Term 2016 • "A brilliant school" Parent with children in primary and secondary Centres Summer Term 2016 • "She saved my life. She brought me to this school when no one else wanted me" S Y11 September 2016 <p>Evidence in SAR File Section 7, displays in Baseroom and in each Centre, Pupil Voice activities</p>
<p>3.3 Outstanding social and community awareness and partnership working enriches pupils' learning experiences</p>	<ul style="list-style-type: none"> • Pupils participate in a range of activities to raise money for charity – Comic Relief, Macmillan Coffee morning, Bake sale, Children in Need • Pupils cover a range of topics within the curriculum to challenge and extend their understanding of the world – Holocaust and Remembrance Day, Olympics, Chinese New Year, Eid, Black History month • Pupils benefit from a range of external speakers who contribute to delivery of the curriculum – Holocaust survivor, young carers, police officer, school nurse • Pupils benefit from undertaking a range of educational visits – Froglife, ice stadium, Ferry Meadows, Holocaust Memorial Centre, Hunstanton Peterborough Museum, Flag Fen, Belton House, London • Pupils in KS4 access vocational learning and work experience opportunities • Pupils in KS4 deliver sports activities to pupils in local primary and special schools • Pupils across the school participate in local and regional sports activities • Each Centre has links with their local community – supporting local businesses and engaging in voluntary and charitable activities • Curriculum and pastoral systems promote diversity competence and social responsibility : Rights and Responsibilities and One Team Behaviours • Restorative justice is a keystone of school's behaviour policy • Protected Characteristics incident Log in each Unit records relevant incidents and actions taken – summary in Heads Report for Governors • Display work in all Units reflects community and school diversity • Parents and carers are considered partners in learning and receive regular feedback - daily reports, weekly reports, phone calls home, re-integration meeting, annual survey • Pupil Voice DVD Our Version of Events • School newsletters highlight extending range of activities <p>Evidence in SAR File Section 7, displays in Base room and in each Centre</p>

3.3
Pupils are well supported to improve their attendance

- Actions to improve and maintain attendance are supported by effective use of Pupil Premium funding including supporting an internal Attendance Officer post
- ALL Centres provide breakfast for pupils using PP funding
- Pupils attendance on entry is taken into consideration when setting individual attendance targets.
- In Year pupils improve their attendance by between 6% and 91% - this included 11 pupils who had 0% attendance in previous term and a further 12 pupils who had less than 30% attendance in previous term

ALL Centres showed improving attendance which is especially impressive in the context of the increase in both the numbers of pupils and complexity of their needs and support requirements

Centre	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
St Georges	92.4%	93.2%	94.1%	99%	98%	97.7%
Fletton	90.4%	91.2%	91.8%	89.5%	90.5%	93.1%
Honeyhill	63.6%	74.5%	78.6%	79.6%	85.5%	90.4%

- Clear attendance policy and practices in place across school
- First day absence calls made in each Unit within 1 hour and all absences followed up
- Safe and well checks are carried out daily by school staff and/or Safer schools Officer for pupils identified as vulnerable who are absent
- Multi-agency interventions are used effectively to improve individual attendance
- “Extremely supportive staff” Parent Survey KS3 February 2014
- “I feel like staff have worked with me to get J into school – I don’t feel alone anymore and he is a different child” KS parent comment June 15
- Pupil Voice DVD Our Version of Events
- The judgement “attendance is improving across all centres and for most pupils their individual attendance has improved considerably from that at their previous school” Ofsted Dec 13, has been maintained

Evidence in SAR File Section 7

Areas for development

3.1 Maintain and sustain focus on behaviour for learning

4 OUTCOMES FOR PUPILS GRADE 2+

Key Strengths

4.1
Pupils make Good to Outstanding academic progress from their individual start points

Evidence

- “The achievement of pupils is Good. Almost all pupils enter the PRS with attainment well below expectations for their age ... over the last three years pupils have been performing increasingly well and almost all now leave with useful accreditation that prepares them well for the next stage in their lives” Ofsted Dec 13. This context and progress has been maintained
- Strong focus on the acquisition of English and maths skills and an increasing number of pupils leave with qualifications.
- Improved baseline data provided for KS4 pupils which enables more robust target setting, tracking and interventions where required.
- Focus on quality of feedback to pupils to enable them to understand and make progress
- Introduction of the opportunity to take Functional Skills exams in English, Maths and ICT at the end of KS3 will impact positively on progression and attainment for these pupils transitioning to KS4
- Year 11 Attainment trend reflects the increasing numbers and diversity of the pupils provided for. The rapid growth in the Compass programme, together with the success of the Fair Access process have shifted the focus from Level 2 attainment to securing Level 1
- **Year 11 Pupil Outcomes 2015/16** 120 Year 11s on roll of which 26 have unreported outcomes as 4 were in custody and 22 were new arrivals who had been in the country 5 months or less

Attainment

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Number of pupils	39	45	54	56	83	94
% achieving English and Maths (pupil numbers)	69% (27)	89% (40)	93% (50)	100% (56)	100% (83)	90% (85)
% achieving 5 Level 2 with E + M	0%	6%	17%	30.5%	36%	7.5%
% achieving 5 Level 1 with E+M	0%	69%	81%	86%	91.5%	72%

Example Outcomes for individual pupils

SB now 20

Started in Girls Group in Y11 having never previously attended a secondary school. Had substance misuse issues, KS2 SATs L2, was a CSE victim and repeatedly known to police and Youth Offending. She left with 5 Level 1 qualifications and accessed continuing support from PRS throughout 2 years in Further Education before accessing an Apprenticeship in Catering, during which time she also lived totally independently. She keeps in regular contact and is now running a kitchen in a residential care home

JD now 18

Permanently excluded in Y10. Very academically able but experienced intense and severe mental and emotional health issues which often necessitated inpatient care. He accessed a highly individualised programme which included high levels of risk management and was supported to take all GCSE exams, despite being in hospital for some of them. He accessed a Fair Access placement for 6th Form and received ongoing support throughout Year 12. In 2016 he passed 4 A Levels and progressed to study psychology at Leicester University

AB Year 11 leaver 2016

Permanently excluded in Y10 as a result of gang related violence in school. He earned a dual registered Fair Access placement at the start of Year 11 which was supported by ongoing pastoral programme from PRS. His mother died and then his father had a heart attack in the Autumn Term. His brother was stabbed in a gang related attack in Feb 2016 following which A engaged in social media activity indicating his return to gang activities. Head of Service and police officer undertook some intensive individual work to re-track him and he engaged well, refocusing on his studies. He left school with 7 GCSEs including English and maths at C or above and progressed to a L3 apprenticeship in Engineering

NR Year 11 Leaver 2016

Permanently excluded in Year 10 due to gang related violence and drugs in school. She was placed on a Child Protection Plan and accessed a private foster care placement and started to engage well in Girls Group. An able A-C grade pupil she achieved some initial and partial success in Functional Skills and science. Sadly the CP Plan was reduced to a Child in Need and she was returned home, despite robust challenge from school. She very rapidly returned to her previous patterns of behaviour – dealing drugs, repeatedly missing from home, violence – and disengaged from education. Overwhelmed by her personal circumstances she failed to achieve her educational potential. She is currently on bail pending charges that may well attract a custodial sentence and is once again on a Child Protection Plan as well as open to Youth Offending

4.2
Year 11 Attainment
evidences Outstanding
accelerated progress in Year

- **Year 11 Pupil Outcomes 2015/16** 120 Year 11s on roll of which 26 have unreported outcomes as 4 were in custody and 22 were new arrivals who had only been in the country 5 months or less

Baseline assessment on entry to Y11 programme

	Level 2	Level 1	Entry 3	Entry 2	Entry 1	Below E1
English	0	12	42	16	17	29
Maths	0	21	32	36	12	15

(Total number of pupils with baseline assessments is 116, 4 medically unfit to assess)

Attainment end of Y11 programme

	Level 2	Level 1	Entry 3	Entry 2	Entry 1	Total
English	7	37	31	6	9	90
Maths	12	36	26	9	2	85

Outcomes 2015/16

	No.	%
Gaining English and Maths	85	90%
One level of Progress in English achieved in Year 11	63	67%
Two or more levels of Progress in English achieved in Year 11	15	16%
One level of Progress achieved in Maths in Year 11	59	63%
Two or more levels of Progress achieved in Maths in Year 11	17	18%

	<ul style="list-style-type: none"> • 78 / 94 (83%) of pupils made at least one level of progress in English within Year 11 • 76 / 94 (81%) of pupils made at least one level of progress in Maths within Year 11 <p>Evidence in SAR File Section 8</p>
<p>4.3 Pupils in ALL Key Stages make Good progress in addressing their personal barriers to learning</p>	<ul style="list-style-type: none"> • “The school makes a highly positive contribution to the education and life chances of the most vulnerable children and young people” Social Care Ofsted May 2015 • Sustained, re-integration into mainstream demonstrated through Fair Access • Successful time-limited placements available within all Learning Centres enable pupils to maintain a mainstream placement whilst accessing specialist assessment and provision • Pupil reports provide weekly feedback to parents and home schools • Improving attendance and behaviour • High level engagement in a vast range of enrichment activities, personal and social development opportunities and access to specialist Resources to address holistic needs • Pupil Voice activities and parent questionnaire feedback • Pupil DVD – Our Version of Events • “Thank you for sticking with me all the times I was difficult – I made it because of that” M July 2015, placed back in mainstream for Y11 and progressed to A Levels in sixth form • “ Thank you for believing in my son when no one else did and for giving him the chance to succeed” Parent of a Y11 leaver who progressed straight into a Level 3 Apprenticeship Summer 2016 • “ You saved my life, you brought me to your school when no one else wanted me” S Y10 September 2016 • “Their approach and attitude towards helping my child achieve what he is capable of is outstanding” Primary Parent June 2016 • “ Another of your successes, A says thank you from his prom” Secondary head comment with a photo of A in prom attire July 2016
<p>4.4 Pupils are prepared well for further education, training and employment</p>	<ul style="list-style-type: none"> • Pupils access a broad and balanced curriculum that meets their needs and interests and prepares them for education and employment • Extended curriculum includes qualifications in Preparation for Working Life, Employability Skills and PHSE • Pupils can access work experience placements • Annual school careers fayre attended by a full range of post-16 providers • Dedicated progression co-ordinator supports all Year 11s to access advice, guidance, applications and interviews - funded through PPF • 2015-16 progression shows 4 pupils moved on to Level 3 programmes for the first time ever – 2 into Advanced Apprenticeships and 2 on to National Diplomas
<p>Progress and attainment : Areas for development</p> <p>4.1 Continue to improve the use of pupil data to target interventions aimed at raising the progress and attainment of vulnerable groups</p> <p>4.2 Further develop attainment at Level 2</p>	