

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 5
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Report of the Executive Director of Children's Services

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UPDATE ON THE PUPIL REFERRAL SERVICE

1. PURPOSE

- 1.1 This paper provides an overview of the Pupil Referral Service, the role it plays in education in the city and how it is performing.

2. RECOMMENDATIONS

- 2.1 The committee is asked to review the report and ask for areas of clarity or further information.

3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY

- 3.1 Single Delivery Plan - Programme 1 – Creating jobs through growth and improved skills and education.

4. BACKGROUND

- 4.1 The Pupil Referral Service (PRS) has 5 core functions / features.

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 3 different Key Stage sites and provided for **149** pupils in 2013/14
2. Primary Behaviour Support which includes observations, advice and guidance in schools and the provision of Supported Learning sessions within the Primary Unit with the aim of preventing exclusion. In 2013/14 there were **32** placements from **11** schools, including a 6 with SEN statements where PRS was part of an integrated support package whereby pupils are maintained in the home school by accessing up to 5 sessions a week in the PRS.
3. Provision of dual registered placements for secondary pupils as part of an intervention package with the home school, with the aim of preventing exclusion. In 2013/14 there were **19** such placements. There were a further **5** pupils who are dual registered with the PRS as the main school but who actually attend mainstream full time – this is to support the re-integration process for both the pupil and the mainstream school
4. Provision of home tuition on medical grounds both at home and on the hospital ward – **19** medical tuition and **251** pupils supported on hospital ward in 2013/14. Around 75% of the medical tuition cases are long term for conditions such as Chronic Fatigue, anxiety, depression, eating disorders.
5. Delivery of the Local Authority's statutory role, functions and duties around Permanent Exclusions, Managed Moves and Fair Access Placements.

- 4.2 The Permanent Exclusion process is set out in national guidance and provides a legal framework for exiting a pupil from a school. The Fair Access Protocol is a requirement of the national Admissions Code and provides a legal framework for pupils re-entering the mainstream school system. Integrating these functions with the provision available within the Pupil Referral Service provides a seamless service for children, their families, schools and other agencies. This model of working has had a highly positive impact.

Permanent exclusions - Peterborough pupils in Peterborough schools

2009/10	2010/11	2011/12	2012/13	2013/14
78	95	43	24	37

Of these 37, 7 were primary and 30 were secondary. The 30 secondary exclusions were spread across St John Fisher, Ken Stimpson, Voyager, Jack Hunt, Arthur Mellows, Nene Park and Bushfields.

Fair Access Placements

2009/10	2010/11	2011/12	2012/13	2013/14
18	21	32	39	28

Every secondary school in the City has signed up to this Protocol and in 13/14 every school accepted at least one Fair Access placement.

Peterborough Learning Centres : Changing Lives through Learning

- 4.3 At the heart of the Pupil Referral Service is a school, currently providing for around 225 pupils a year, which operates across three Key Stage Learning Centres
- St George's Primary Learning Centre, Dogsthorpe,
 - KS3 Fletton Learning Centre, Fletton
 - KS4 Honeyhill Learning Centre, Paston.
- 4.4 We also run a KS4 Vulnerable Girls Group from our Primary Centre and a programme for newly arrived Year 11 pupils without English, delivered in partnership with City College.
- 4.5 Our vision and aims are -

Vision

Every child and young person is provided with a personalised learning experience which meets, and positively progresses, their individual holistic needs, aspirations and abilities providing them with the opportunity, resource and support to realise their personal potential.

Aims

- We aim to re-engage, re-track and re-integrate children and young people whose life challenges and behaviour 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.

4.6 The current cohort of the PRS is (as at 26.9.14) -

KS	Full time pupils	Guests	Dual Registered	Referrals Pending	Medical Dual reg	Total
KS1	3	7	5	2		17
KS2	5	10	2	2	2	21
KS3	21		3	1	5	30
KS4	71		8	5	10	94
Girls Group	11					11
Year 11 MENA						
Total	111	17	18	10	17	173

The PRS is currently working with 173 pupils of whom;

- 149 qualify for pupil premium
- 119 are boys
- 100 are White British, 21 are white European, 22 are Asian, 16 are dual heritage, 14 are BME
- 110 were are School Action or School Action+ at the time of referral
- 38 have English as a second language
- 45 are Child in Need, 14 are on Child Protection Plans and 3 are Looked After

Strategic activities of the Head of the Pupil Referral Service

4.8 Aside from direct education delivery of Education through our learning centres, the Head of the PRS also plays a key role in the following areas –

- A range of confidential strategic work with Children’s Social Care and the Police in relation to the City wide activity on Child Sexual Exploitation and the Prevent Strategy both in terms of the investigative work and managing the wider, longer term impact on community cohesion.
- Representing Secondary Heads on the Peterborough Safeguarding Children Board (PSCB) and membership of the sub-committees supporting key school initiatives.
- Leading with senior LA officers, Headteachers and other professionals to develop a Behaviour Strategy for the City. This has just gone out to all Heads and SENCOs for consultation. It has been agreed the PRS will lead the development and delivery of the Behaviour Strategy which includes the introduction of a new Behaviour Panel to consider all cases where individual behavior is placing a school placement at risk. It is intended that this Panel will have sufficient decision making powers and resources delegated to enable swift access to the right support at the right time in the right place. The resources available will include access to short term in school support in from specialist Teaching Assistants and Home / School Mentors who will be located within the PRS but deployed via the Behaviour Panel.
- Chairing a group on Improving Behaviour for the Children and Families Commissioning Group. This is a multi-agency group reporting quarterly directly to the Children and Families Commissioning Board. This work also links back in to the safeguarding agenda of the PSCB.
- The PRS is an active partner in Teach East bringing teacher training opportunities in Peterborough. As well as delivering specialist teaching to trainees the PRS is hosting placements from November to January to give every PGCE student the experience of teaching in a PRU.

School Effectiveness

4.9 The Pupil Referral Service was last Inspected by Ofsted in December 2013. At that time we were graded Good with Outstanding Leadership and Management. This places us in the top 10% of similar schools nationally. The table below charts the progress made against each graded area of

the Ofsted framework where 1=Outstanding, 2= Good, 3 = Requires Improvement, 4 = inadequate

Area	Ofsted Oct 2011	2012/13 SAR	2013/14 SAR	Ofsted Dec 2013	Sept. 2014 SAR
Overall Effectiveness	3	2	2	2	2
Achievement	4	2	2	2	1
Pupil progress	4	2	2	2	1
Attainment at KS4	3	2	2	2	1
Quality of teaching	3	3	3	2	2
Behaviour and safety	2	2	2	2	2
Social and community awareness	2	1	1	1	1
Leadership and Management	3	2	2	1	1
Spiritual, Moral, Social and Cultural	2	2	2	1	1
Quality of curriculum	3	2	2	1	1
Safeguarding	2	1	1	1	1
Capacity to improve	2	2	2	1	1
Pupils with SEN	3	2	2	1	1

Pupil Progress and attainment for 2013/14

- 4.10 The PRS have achieved almost 50% increase on last year in pupils attaining 5 A*-C with English and Maths and ALL Year 11 leavers gained Maths and English at a level commensurate with at least expected progress from their start point on entry. The 8 pupils who did not attain 5 A-G grades were accessing a reduced curriculum due to ill health or only starting with us during the summer term.
- 4.11 New for 2013/14 was our first Level 3 qualification in Life Skills – as a direct result of outstanding Level 2 attainment in Year 10 last year – and five out of seven pupils completed and achieved this. We believe achievement at this level to be a national first for PRU pupils.

Year 11 Attainment Trend

	2010/11	2011/12	2012/13	2013/14
Number of pupils taking exams	39	45	54	56
% achieving English and Maths	69%	89%	93%	100%
% achieving 5 A-C with English and maths	0%	6%	17%	30.5%
% achieving 5 A-G with English and maths	0%	69%	81%	86%
% achieving 5 A-G	0%	74%	90%	86%

- 4.12 Progress and attainment will now be judged to be outstanding if Ofsted were to inspect.

5. KEY ISSUES

Priorities Moving Forward

- 5.1 The Service, school and Management Committee are committed to;
- Further reducing permanent exclusions
 - Maintaining a robust focus on safeguarding
 - Continuing to secure the best possible outcomes for the City's most challenging and vulnerable pupils
 - Improving accommodation and ICT resources across the school
 - Working in partnership to fully deliver a new model of Behaviour Support across the City

6. IMPLICATIONS

6.1 There are no legal or financial implications to this report.

7. CONSULTATION

7.1 The PRU engages with all schools and this information is shared with schools and the governing body of the PRU.

8. NEXT STEPS

8.1 None.

9. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

9.1 None

10. APPENDICES

10.1 None

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