



Self-Evaluation Framework(SEF) 2016/2017

MILTON KEYNES PRIMARY PRU

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DfE number 1107

<https://milton-keynes-pru.eschools.co.uk>

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***“MK Primary PRU - High Ambitions for All;
Dreaming out loud together ~ Changing attitudes one step at a time”***

Contents

	Page Number
1.0 Introduction, Background and Process	2
2.0 Context	3
3.0 Key Strategic Context – 5 Year Strategic Development Plan 2020 Vision	4
4.0 Aim of Milton Keynes Primary PRU	6
5.0 Summary of self-evaluation	7
6.0 Our Key Achievements in 2015/206	8
7.0 Data and Supporting Evidence	9
- Academic Progress	9
- Pupil Attendance	9
- Staff Absence	9
- Behaviour	10
- Individualised Education Plans (IEP's)	11
- Assessment Framework	11
8.0 Feedback to support continuous quality improvement	12
- Compliments and Complaints	12
- Evaluation Surveys for Parents / Carers	13
- Listening to Children	14
9.0 Understanding Achievements to support continuous quality improvements	15
10.0 What do we need to improve further?	18
11.0 Self-evaluation judgements	18
- Leadership and Management	18
- Pupil Outcomes	20
- Teaching, Learning & Assessment	22
- Personal Development, Behaviour & Welfare	24
12.0 Continuous Quality Improvement Cycle	26
13.0 Quotations	27

"If a child can't learn the way we teach, perhaps we should teach the way they learn"
(Ignacio Estrada)

1.0 Introduction, Background and Process

1.1 Milton Keynes Pupil Referral Unit is a small short-stay strengths based school that provides for up to 18 pupils who have either been, or are, at risk of being, excluded from mainstream primary schools. All the pupils have behavioural, social and emotional challenges and some have additional learning needs, at times with an Educational Health Care Plan. We are a strengths based school with high ambitions for all the children who attend here.

1.2 Places in MK PRU are commissioned by the local authority, Milton Keynes Council, and places may also be commissioned by Academies. Occasionally children from out of county e.g. Looked After Children (LAC) or specific out of county commissioned are placed within the PRU.

1.3 Pupils are either dual-registered with their mainstream school and attend the PRU mostly on a full-time basis, but could attend on a part-time basis, to prevent permanent exclusion or attend full-time following permanent exclusion from their mainstream school.

1.4 Most pupils are on-roll for 12 weeks (2 half terms). However, in exceptional circumstances and dependent upon individual need, this may be extended to ensure a successful transition for the pupil back into their mainstream school or onto their next school.

1.5 Pupils either then return to their mainstream school, are managed moved to another mainstream primary school or to a specialist setting. This process has been agreed as a good working model to effectively support children.

1.6 Our aim is to inspire every child to acquire the knowledge, life skills, emotional competencies and experience necessary, both inside and outside the traditional classroom environment, to fulfil their true potential and return to mainstream education with a transformed approach and attitude to learning.

1.7 In September 2015, a new Interim Headteacher was appointed and a thorough analysis and evaluation was carried out to support a deep understanding of where the PRU was at that time, and also evaluate where the PRU needed to move towards to improve overall quality and effectiveness to improve outcomes for children. The Headteacher was then appointed as substantive Head in January 2016. She has been instrumental in driving and embedding the change that has taken place since September 2015.

1.8 Previous Audits, Ofsted reports, documents, policies and action plans, where available, were considered and a deep informed analysis of priority actions required were evaluated, building on the strengths of the PRU in order to lead our journey of quality improvement.

1.9 The 2015 / 2016 School Evaluation Framework (SEF) was produced as part of this process which then went on to inform the priorities for the 2015 / 2016 School Improvement Development Plan (SIDP).

1.10 The actions from the SEF and SIDP that have taken place during the academic year 2015 / 2016 were focused on quality improvement to achieve the highest quality outcomes for children and move forwards with our improvement journey towards becoming outstanding.

2.0 Context

2.1 Staff and members of the management board of Milton Keynes Primary Pupil Referral Unit are all fully committed to the cycle of continuous improvement and will ensure the PRU achieves its aim of ***“High Ambitions for All, as we dream out loud together and change attitudes one step at a time.”***

2.2 2015 / 2016 brought about some key learning and changes nationally which required further embedding within the provision of MK Primary PRU. These were;

- Working together to safeguard children (March 2015)
- SEND Code of practice: 0-25 years (May 2015)
- Ofsted Findings on Alternative Provision (February 2016)
- Alternative Provision (update June 2016)
- Keeping Children safe in education (update September 2016)

2.3 The SEF has identified key areas for development for 2016 / 2017. These areas of development are those analysed as having the greatest impact for children to move them forwards in closing the gap in learning and securing their strong foundations for learning and social and emotional development.

2.4 This document and the SEF sit within the context of the 5 year Strategic Development Plan 2015 – 2020. A 5 year Workforce Development Strategy underpins the work to ensure we have the highest quality, competence based, self-reflective teaching staff supporting our most vulnerable pupils with the highest quality teaching and learning to support academic and social and emotional outcomes for children.

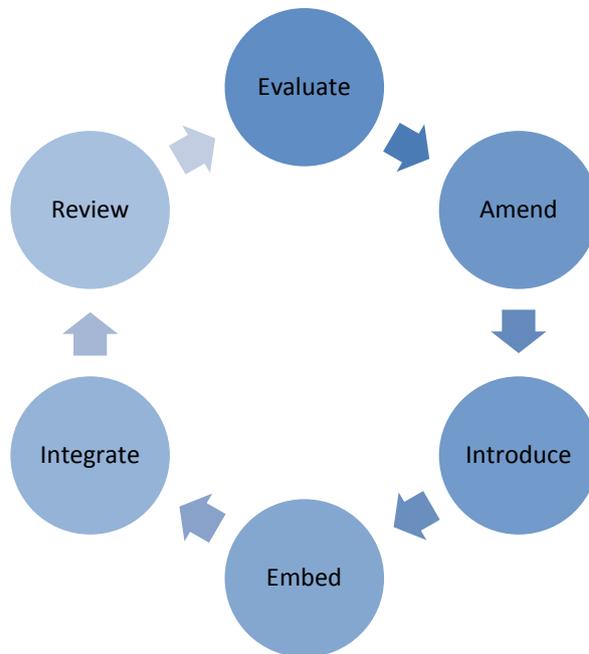
2.5 The SEF and SIDP for 2016 / 2017 takes into account the 2015 / 2016 Annual Progress Report, our achievements and analysis of what we need to achieve to continue to move towards our aspiration of providing outstanding outcomes for children.

2.6 Our School Improvement Development Plan 2015 / 2016 (SIDP) Annual Progress Report highlights the actions and impact achieved in 2015 / 2016, and also proposes priorities to bring forward into the 2016 / 2017 SEF. These have been discussed at Management Board and carefully analysed and evaluated in terms of making the greatest difference to support children’s academic attainment and social and emotional development.

2.7 We acknowledge that this transformational journey requires a strategic approach so that we can fully integrate high performance, cultural change and evolved leadership. Our commitment is to achieve this and ensure a sustained shift that supports our high aspirations for all pupils in our school.

2.8 Our definition of high performance is related to equity and opportunity for each individual child to develop their strengths to their greatest ability whilst here at Milton Keynes primary PRU, and beyond. This principle is vital in terms of guaranteeing high quality education for all children from the point of entry to the point of transition and beyond.

2.9 Our process to ensure we sustain our quality improvement is as follows;



3.0 Key Strategic Context – 5 Year Strategic Development Plan 2020 Vision

3.1 2015 / 2016 was the year we began developing our 5 year Strategic Development plan to deliver our 2020 Vision for Milton Keynes PRU. The plan is focused on delivering our key aim, which was agreed in 2015 / 2016;

“We aim, together with partners, other agencies, parents / carers and the local authority, to create the highest quality indoor / outdoor optimal learning environment that is innovative, motivational and impactful on children's lives.

Developing self-esteem, confidence, resilience and the ability to make good choices are major goals for us in preparing children for life back into mainstream schools and their own communities after the PRU and this is a crucial part of our work.

We do this by offering personalised and therapeutic learning packages that are relevant to each child, that inspires them to want to learn more and that encourages them to become lifelong learners. Our aim is to inspire every child to acquire the knowledge, life skills, emotional competencies and experience necessary, both inside and outside the traditional classroom environment, to fulfil their true potential.”

3.2 This 2020 vision and timescales are as follows;

Timescale	Key Actions	Intended Impact
Year One (September 2015 – July 2016)	Develop Shared Vision Strategic Development Plan Quality Improvement Systems Developed and embedded Policies and Procedures developed Workforce Development Working towards Outstanding	Year One establishes a firm foundation on which to continue with our journey to create a centre of excellence, providing outstanding academic and social and emotional development outcomes for children.
Years Two and Three (September 2016 – July 2018)	Therapeutic base established Peripatetic service Curriculum development Enrichment curriculum Outstanding practice embedded	Years Two and Three embeds improve practice from year one to provide enriched academic and social and emotional development outcomes for all children, enabling them to be successful learners.
Years Four and Five (September 2018 – July 2020)	Innovation Centre of Excellence Teaching Centre	Years Four and Five integrates our outstanding practice based in innovation, evidence based practice and the highest quality standards and practice to support all children in their academic and social and emotional achievements.

3.3 In 2015 / 2016 we achieved all of our key actions. However, we also revealed many “gaps” in our systems, policies and procedures which required developing before we could move on to create our foundation on which to build our aspirational “Centre of Excellence”. We reviewed and evaluated all systems, procedures and policies. Where we identified “gaps” we introduced new systems, policies and procedures.

3.4 Our existing “policies” in particular were very weak, where they existed, and this task was prioritised as it was essential to put these in place as “Living Policies”, where policy informs practice and practice informs policy. This enabled us to ensure all staff, families and partners were part of the process and fully understand our policies, which mean practice has now improved and is much more consistent. We are still drafting new policies as we identify any “gaps”. However, all statutory policies are in place. Our policies are on our website at <https://milton-keynes-pru.eschools.co.uk>

3.5 We have established a system of review for all policies and procedures.

3.6 We established our clear vision, values and key priorities and have delivered against those throughout 2015 / 2016. We will continue to do so for the next 5 years, whilst at the same time continuing to review and evaluate, improve and achieve.

3.7 We have provided a high level of commitment in terms of developing our workforce; including appraisals, continuing professional development, reflective practice, training, inset days and provided clear expectations for the standards of professional practice required (HLTA standards, Teacher Standards and Headteacher Standards). We will continue to support the professional development of our workforce in 2016 / 2017 in order to ***“Build a strong, resilient, emotionally intelligent, reflective team together to achieve outstanding practice”***.

4.0 Aim of Milton Keynes Primary PRU

4.1 Our aim is to inspire every child to acquire the knowledge, life skills, emotional competencies and experience necessary, both inside and outside the traditional classroom environment, to fulfil their true potential and return to mainstream education with a transformed approach and attitude to learning.

4.2 We aim, by working closely together with partners, other agencies, parents / carers and the local authority, to provide the highest quality indoor / outdoor optimal learning environment that is innovative, motivational and impactful on children's lives.

4.3 Developing self-esteem, confidence, resilience and the ability to make good choices are major goals in preparing children for life back into mainstream schools and their own communities after the PRU and this is a crucial part of our work.

4.4 We provide personalised and therapeutic learning packages that are relevant to each child, based on their individual strengths, that inspires them to want to learn more and that encourages them to become lifelong learners. This is especially important for some of our high need children who often have unidentified needs relating to anxiety, attachment and mental health challenges which have either not yet been diagnosed, assessed or identified.

4.5 We recognise that many children who are referred into Milton Keynes Primary PRU come from the most deprived backgrounds. They often come from chaotic homes with challenges such as alcohol and drug misuse, mental health challenges, domestic violence and family breakdown / fragmentation are common place. The children are often stuck in complex patterns of negative, self-destructive behaviour and helping them to overcome these challenges requires intense and individualistic approaches. Many of the children may have already begun to develop their own mental health challenges, have low self-esteem and poor belief systems. Breaking these patterns, so that the children can begin to understand their own unique potential, their strengths and be supported in developing higher aspiration so they can thrive requires time, and expertise of highly skilled dedicated professionals in a well organised, well-resourced and responsive system. We aim to provide that support and expertise, within the time frame a child is with us and in partnership with our multi agency partners within the context of the family.

5.0 Summary of self-evaluation

5.1 Our previous Ofsted inspection, in January 2013, judged Milton Keynes Primary PRU overall as Good.

	Ofsted Inspection January 2013	Self-evaluation November 2015	Self-evaluation November 2016
Overall Effectiveness	Good 2	Good 2	Good 2
Leadership and Management	Good 2	Good 2	Good 2
Pupil Outcomes	Good 2	Good 2	Outstanding 1
Teaching, Learning & Assessment	Good 2	Good 2	Outstanding 1
Personal Development, Behaviour & Welfare	Outstanding 1	Outstanding 1	Outstanding 1

5.2 We believe we are a **Good** PRU, with **Outstanding** in Pupil Outcomes and Personal Development, Teaching, Learning and Assessment and Behaviour and Welfare. We have rated our Teaching, Learning and Assessment as Outstanding following a reflective discussion with our School Improvement Partner, due to our Pupil Outcomes and Personal Development, Behaviour and Welfare being judged as Outstanding.

5.3 We are fully committed to our continued Quality Improvement journey towards Outstanding, and whilst we have seen substantial progress in 2015 / 2016 (see School Improvement Development Plan 2015/2016 Annual Progress report) we are cognisant of what we still need to achieve to continue with our continuous quality improvement journey. Our intention is to continue to sustain the high level of improvement in 2016 / 2017 to support our aspiration of becoming Outstanding in all areas.

5.4 In 2015 / 2016 we either achieved, or surpassed our key targets which enabled us to improve our outcomes for children in learning and social and emotional development (see School Improvement Development Plan 2015/2016 Annual Progress report for further evidence).

5.5 The following key strategic targets, identified in 2015 / 2016 are still valid in 2016 / 2017 as we continue to work to improve upon the progress we have made, embed the quality improvements and build upon the firm foundations and success we developed in 2015/2016.

Leadership and Management: Improve the overall quality of provision as a specialist provision for behaviour, to become a Centre of Excellence providing highest quality learning and social and emotional development.

Pupil Outcomes: Improve personalised and targeted support to pupils in relation to their social and emotional needs to enable increased achievement and higher outcomes.

Teaching, Learning & Assessment: Improve the overall quality of teaching of all staff to enable the learning of all pupils to make accelerated academic progress in reading, writing and maths and enhanced development in social and emotional competencies.

Personal Development, Behaviour & Welfare: Remove any barriers to learning for pupils, and especially those who are presenting with anxiety, mental health issues and extremely low self-esteem by developing a therapeutic base within the PRU to overcome any behavioural challenges.

6.0 Our Key Achievements in 2015 / 2016

6.1 Our key achievements in 2015 / 2016 Academic year include the following;

- *Moving out of TIB (Targeted Intervention Board)*
- *Moving out of extra Financial Reporting measures*
- *Achieving a Good in our Internal Audit (highest grade – with only 3 action points – all actioned and achieved)*
- *Appointment of new staff to develop a fit for purpose structure to take forward the vision of MK Primary PRU*
- *Production and implementation of SEF and SIDP 2015 / 2016*
- *Re-branded Milton Keynes Primary PRU (“The World’s Most Beautiful School”) by determining shared vision, ethos, values and purpose*
- *Strengthened the reputation of the PRU in terms of it being a quality provision, both within Milton Keynes and out of county*
- *Moved the PRU forwards by ensuring children transition in and transition out in a timely manner (12 weeks on average)*
- *Strengthened relationships with our multi-agency partners*
- *Strengthened links and partnerships with parents*
- *Developed a strong budget providing VFM and focused on priority outcomes*
- *Reviewed curriculum (Science, Art, Computing) to deliver more effective learning for children*
- *Established rigorous internal and external moderation*
- *Created our Optimal Learning Environment internally*
- *Opened our “Every Child is an Artist” Art Gallery*
- *Ensured that children who transition back to their mainstream school, or go on to a more appropriate setting, in a timely manner, remain there and do not bounce back into the PRU*
- *Created a strong and sustainable budget to take us forward in Academic year 2016 / 2017*
- *Produced and implemented our “Living Policies” with all staff and management committee members being part of the process*

- *Produced and published our website with all relevant information, including statutory information*
- *Laid a strong and firm foundation for our continued journey towards developing our centre of excellence*
- *Improved academic and social and emotional outcomes for children*
- *Improved attendance for children attending MK Primary PRU*
- *Reduction in staff absence across MK Primary PRU*
- *Reduction in number of Permanent Exclusions (PEX) across Milton Keynes*
- *Increase in number of children accessing short term stay dual placements and returning successfully to their mainstream school to engage in full time education.*

7.0 Data and Supporting Evidence

7.1 We have improved the collection of data in 2015/2016, set up rigorous systems and have successfully analysed previous years data to better support our progressive journey towards achieving outstanding outcomes for children.

7.2 Our **Academic Progress** in 2015 / 2016 shows;

2015/2016	Maths	Reading	Writing
	100% Accelerated	94.5% Accelerated 5.40% Below	86.48% Accelerated 2.70% Expected 10.81% Below

7.3 Our intention in 2016 / 2017 is to improve upon this even further by aiming to achieve at least 95% Accelerated in all core subjects. We believe we can achieve this by continuing to build upon our outstanding teaching and learning practice, and effective evaluation of interventions to maximise the impact for children in their individualised learning outcomes.

7.4 Our **Pupil Attendance** in 2015 /2016 stands at 91.6%.

2015/2016	Overall Attendance	Authorised Absence	Unauthorised Absence	Unexplained Absence
	91.6%	304	150	176

7.5 Our intention in 2016 / 2017 is to improve upon our overall attendance rate still further and to achieve at least 95% Attendance rates. We appointed our School Business Manager in 2015 / 2016 and we believe we can do this by refining our administration procedures relating to unauthorised absences, which we aim to reduce by 50% and reduce unexplained absence to 0.

7.6 Our **Staff Absence** in 2015 / 2016 was greatly improved.

2011 / 2012	2012 / 2013	2013 / 2014	2014 / 2015	2015 /2016
70 (2 staff)	61 (5 staff)	109 (8 staff)	115 (7 staff)	9 (1 staff)

7.7 Our intention is to continue to improve well-being and enhance motivation within all members of staff to support optimal health so that children can be supported with the maximum number of working hours.

7.8 We will continue to refine the way we assess, evaluate and report our emotional literacy progress with children. We are currently refining our assessment data and will share this progress with our Management Board in 2016 / 2017.

7.9 We saw great improvements in **Behaviour incidents** across our school in 2015 / 2016.
Team Teach:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2015/2016	60 incidents with 9 children	44 incidents with 12 children	63 incidents with 11 children	21 incidents with 7 children	35 Incidents With 11 children	19 incidents with 6 children

Behaviour Incidents:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2015 / 2016	77 incidents with 14 children	121 incidents with 17 children	102 incidents with 16 children	19 incidents with 10 children	11 incidents with 5 children	10 incidents with 7 children

7.10 In the past year, we have improved consistency across our school, created a calm and therapeutic base, supported professional development, modelled good practice, strengthened partnerships, introduced rigorous transition in and transition out processes and thoroughly analysed the needs of the individual children to ensure we are cognisant and confident of what their requirements are so that they can be successful learners. All of these actions have contributed to the improvements we have seen across our school in the past year.

7.11 Whilst we are proud of the achievements we have made over the past year, we are not at all complacent and are fully aware of the requirements needed to take us to our next stage of our journey towards achieving outstanding practice to achieve outstanding outcomes for all children. We have created a culture of rigorous analysis, evidence based practice, clear data sets and assessments, observations and moderation and reflective practice.

7.12 All children in Milton Keynes Primary PRU have an **Individualised Education Plan** with targets relating to their social and emotional development and learning. Progress against achieving IEP targets for 2015 / 2016 is;

2015/2016	Number of Individual Targets	Achieved	Partially Achieved	Not Achieved
	333	192 Achieved 57.7%	101 30.3%	41 12.3%

7.13 In 2016 / 2017, and as part of our ongoing evaluation, we will review which of the targets were the most effective in terms of impacting on the children and supporting them to make more effective choices in their behaviour and learning. We will strengthen the links to the targets in terms of developing emotional intelligence competencies and focus on the 12 EI competencies that promote success. These include; self-awareness, personal decision making, managing feelings, self-concept, empathy, handling stress, communication, self-disclosure, insight, assertiveness, group dynamics and conflict resolution.

7.14 Following evaluation of our **Assessment framework** in 2015 / 2016, we have identified the need to refine our framework for 2016 / 2017. We have done this and now have a refined Assessment framework to embed in 2016 / 2017.

Timeline	Academic Assessment	Intervention Assessment (if interventions are identified as required)	Social and Emotional Assessment	Therapeutic Assessment
Baseline (<i>within first week of entering MK Primary PRU to determine individualised needs of child and identify any gaps for interventions</i>)	MALT Reading (Salford Sentence) Spelling (Single Word)	FACT FACT+ Read, Write Inc Phonics Numicon Talk Boost Phonological Awareness	Emotional Literacy (Age 7 +) Boxall (under 7) Rosenberg Thrive IEP	SDQ
6 week	MALT Reading (Salford Sentence)	FACT FACT+ Read, Write Inc Phonics Numicon Talk Boost Phonological Awareness	Emotional Literacy (Age 7 +) Boxall (under 7) Rosenberg Thrive IEP	SDQ

		8 week progress meeting with mainstream school		
		10 week Transition starts		
12 week	MALT Reading (Salford Sentence) Spelling (upon exit)	FACT FACT+ Read, Write Inc Phonics Numicon Talk Boost Phonological Awareness	Emotional Literacy (Age 7 +) Boxall (under 7) Rosenberg Thrive IEP	SDQ

7.15 We have also created a culture where all practitioners know the individual children who are in our school and are cognisant of their individualised needs. They are able to utilise their professional skills and competencies to ably support the children.

7.16 We are also self-aware and self-reflective professionals who remain focused on our journey towards outstanding, putting children at the heart of everything we do.

8.0 Feedback to support continuous quality improvements.

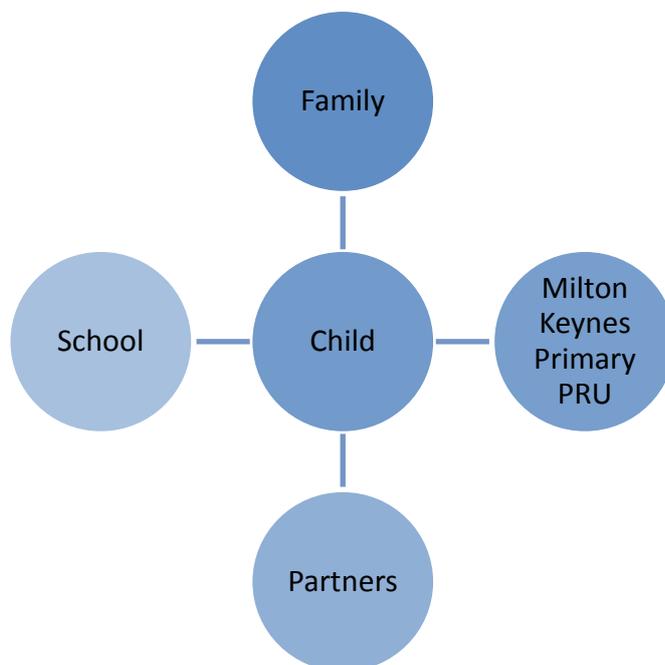
8.1 **Compliments and Complaints:** In 2015 / 2016 we received the following Compliments and complaints.

Date of Management Committee	Number Complaints	Number Compliments
11 th November 2015	0	11
9 th March 2016	0	36
29th June 2016	0	44

8.2 The compliments ranged from professionals and partner agencies who have worked with us, families whose children have spent 12 weeks in the PRU and then returned to mainstream school after developing strategies to be successful, children who have learned how to make wise choices and enjoyed their learning time in our school, teachers from mainstream schools who we have shared strategies with or supported to develop EHC's, and also the Department for Education representative who visited to carry out research as our school is one of 26 national case studies for "Character Education and Mental Health".

8.3 We are celebratory of receiving so many positive compliments, but perhaps equally as important is that we received no complaints about our services in what could be seen as highly complex, working with some of Milton Keynes' most vulnerable children and families.

8.4 Our approach with partners, schools, families and children has been a very respectful one where we have taken time to listen and understand the complexities of situations so that we could build that analysis into our strategies for support. Whilst often time consuming, this is the essence of true partnership working. We are very clear that we have a partnership approach which is fivefold, with the child at the centre. The child is seen as part of the “solution” and not the “problem”. This is essential to the ethos of our school and our strengths based education.



8.5 In 2016 / 2017 our aim is to replicate the 0 complaints and increase the number of our compliments, including providing the possibility to share comments via our website.

8.6 **Evaluation Surveys from Parents / Carers:** In 2015 / 2016 we carried out 5 evaluations with families. The surveys were carried out mostly at our Cultural Celebration Days when families attended days at school to participate in learning activities with their children, meet the teachers and other partners and find out about progress for their child. We found that this was a good method of receiving good returns from families. We also sent surveys and questionnaires home for parents to complete and return. Often the forms would be lost and several forms would need to be sent home, and several phone calls made before they were returned. This was not the most effective way of gaining information from families.

8.7 Surveys and questionnaires were overwhelmingly positive about the school and what it has offered to support their children. Wherever constructive comments were made, they were always acknowledged and considered as we further developed our practice and service.

8.8 We also held several focus groups throughout the year, including one on mental health and commissioning of services with the public health commissioner for child and adolescent mental health services (camhs). Families have been very open and honest in sharing their opinions and viewpoints.

8.9 In 2016 / 2017 we will be utilising social media, linked to our website, to gain more information from families.

8.9 **Listening to Children:** This is a value we hold vital to the ethos of our school. We value the importance of listening to children and follow a child-centred approach to communicating with children. We listen to children because:

- Of the difference listening can make to our understanding of children’s priorities, interests and concerns
- Of the difference it can make to how children feel about themselves
- Listening is a vital part of establishing a respectful relationship with the children we work with.

8.10 We recognise that observing children is also as important as listening to what they have to say and acknowledge that children communicate through their behaviour, art, gestures, signs, sounds and also by inaction, what they choose not to do or say.

8.11 We commit to listening to each and every child and to remain cognisant of their needs, both spoken and unspoken, so they are encouraged and supported fully in developing their unique potential. We are hugely cognisant of children at all times, respectfully and actively listening to their viewpoints.

8.12 In 2015 / 2016 we carried out the following audits where children shared their views and participated in the subsequent development of the school;

- Pupil Perception Survey (how do children feel in PRU)
- Optimal Learning Environment Audit and Development
- Creation of “Every Child is an Artist” Gallery and Art curriculum
- Enrichment Groups
- School Council

8.13 In 2016 / 2017 it is our intention to carry out the following Pupil perception surveys and audits with children;

- Pupil Perception Survey (how do children feel in PRU – to be held every half term)
- Annual “My Healthy School” Audit
- Health and well-being (linked to our Healthy Schools)
- School meals survey with the School Council
- Outdoor Environment (linked to the development of our Outdoor Learning Environment)
- Creation of our Library (“ A place of 1000 Adventures” and part of phase two of our optimal learning environment)

8.14 As part of our commitment to ensuring all children have an opportunity to develop their leadership skills, we will strengthen our School Council and also establish Healthy School Ambassadors and ECO Guardians. This will help support a sense of individual and collective social

responsibility for our school, and nurture a sense of belonging. The skills learned in the PRU can then be shared in their mainstream schools when the children return after 12 weeks.

8.15 Children's versions of all relevant policies will also be created in 2015 / 2016 and added to a Children's section of the website which has a particular focus on;

- Keeping Children healthy
- Keeping Children safe
- Supporting learning and social and emotional development

9.0 Understanding Achievements to support continuous quality improvements.

9.1 We have thoroughly analysed and evaluated our achievements over the past year, not only as part of producing this SEF but as part of our everyday practice. Where we have identified ways of improving practice along the way, we have changed practice. We have taken reports to the Management Committee throughout the year to make suggestions for improvements and have met with support and challenge. We have stayed within the parameters and scope of our strategic priorities, ensuring that our focus was clear and directional.

9.2 Understanding achievements, as well as identifying gaps and learning from experiences that have not necessarily worked out as we had hoped are all part of the experience of truly understanding our school, our children, our staff and our journey. In this section we have highlighted some of those key understandings, which have contributed to our self-evaluation and identified key priorities for 2016 / 2017.

9.3 In 2016 / 2017 we will continue to embed this culture of analysis and review as it supports us in understanding our business of providing outstanding practice to support outstanding outcomes for children.

9.4 We have the following understanding of how some of our key achievements in 2015 / 2016 have impacted on improving outcomes for children;

- *Children make good academic attainment in maths, reading and writing.*
- *Curriculum areas of Computing, Science and Art were reviewed and children make good progress in these areas.*
- *Our "Living Policies" have supported quality improvement in practice and made clear consistent expectations.*
- *Individual education plans are in place for all children with 6 week and 12 week reviews. Each child has 3-4 IEP social and emotional targets which are agreed with mainstream schools and families. This enables all children to be successful.*
- *Children are active participants in their own learning and developments across the school. They are actively involved in developing their optimal learning environment. This increased listening and valuing children has helped to increase pupil motivation, increase self-esteem and support leadership responsibilities.*
- *We have very clear objectives for children through assessments, IEP's and ongoing reviews which has unlocked children's learning behaviours and built positive learning habits.*

- *We have developed strong “transition in and transition out” systems so that we are fully aware of the needs of each child and able to better support them during their stay in the PRU and also as they return to their mainstream school. This has enabled more children to be successful as they return to their mainstream school and remain within school.*
- *We have strengthened our partnership working, and in particular with SEMH, MKC, SEN, Mainstream and Special Schools, Child and Family Practice, Social Care which has meant we have a much better “joined up approach” when meeting the holistic needs of each child.*
- *We have reviewed our structure and started to put in place a “fit for purpose” structure, ensuring staff are qualified and working to relevant standards to help pupils make excellent progress. This includes Specialist TA’s leading interventions and some classroom activities, a Team Leader to support TA’s, highly qualified teachers with specialist knowledge, a School Business Manager, a Child centred, Family focused Therapist (with a specialism in art therapy) and a Headteacher (who is also a qualified expressive arts therapist). This has provided a strong team to support the children to make progress and improve their outcomes.*
- *Our commitment to workforce development has supported staff to upskill in areas, become more confident and self-aware. This has empowered staff as professionals to more effectively utilise their knowledge and skills.*
- *Working with our partners we have an improved referral and FAP (Fair access panel) process which means children are able to access the PRU placements in a timely fashion and also, if permanently excluded, are able to move through to another mainstream school in a timely fashion.*
- *There are clear criteria in place for referral and admission of pupils.*
- *Families are always involved in decisions regarding their child’s placement, and are positive in their child being placed within the PRU due to strengthened partnerships with families.*
- *The length of time a child will stay at the PRU will depend on what best supports the child and their potential educational attainment; however, we aim for a 12 week placement in the main.*
- *The creation of our “Optimal Learning Environment” has supported children to reduce their anxieties within a calm and consistent nurturing environment. This has had a marked effect, amongst many other improvements we have put in place, on improving children’s ability to engage in learning and social and emotional development.*

10.0 What do we need to improve further?

10.1 Following rigorous analysis of our achievements in 2015 / 2016, together with analysis of our gaps and recognition of our strengths, we believe we need to improve further as identified below to enable us to achieve our aspirations for 2016 / 2017.

- *Embed everything we have put in place in 2015 / 2016.*
- *Finalise our 5 year Strategic Development Plan now that we have created a firm foundation in year one.*
- *Secure external funding for our aspirations which include exploring the following;*
 - *Development of an early years Thrive base*
 - *Early years Thrive base (12 weeks placement) for up to 8 children*
 - *Calm provision for children requiring additional therapy (including ASD children) for up to 8 children*
 - *Therapeutic base to offer peripatetic support including music therapy, play therapy and art therapy*
 - *Family room to support parents*
 - *Sensory room*
- *Continue to refine and improve all our policies, processes and procedures and where we identify and gaps, fill them.*
- *Strengthen our management committee.*
- *Build an emotionally intelligent, reflective workforce to further support children to achieve outcomes.*
- *Review outstanding areas of our curriculum including PE, Humanities, PHSEE and RE*
- *Continue to develop our “Optimal Learning Environment”, including the outdoor environment.*
- *Strengthen our Management committee to continue to provide support and challenge.*
- *Continue to raise the profile of MK Primary PRU and market our services*
- *Increase the use of our website.*
- *Develop a set of child friendly policies.*
- *Improve evaluation and assessments, including introduction of Thrive.*
- *Enhance personalised learning through individual “Learning Journeys”.*
- *Develop enrichment opportunities for children after school including physical activity, music and arts.*
- *Achieve our Awards with the active participation of all children, supporting them in developing leadership skills.*
- *Utilise our website and social media effectively.*
- *Enhance ICT skills of all staff to support creative and critical thinking skills for children.*
- *Home-school transport.*
- *Physical activity for all children.*

11.0 Self-evaluation judgements

SEF Area: Leadership and Management – Good.

Key Target: Improve the overall quality of provision as a specialist provision for behaviour, to become a Centre of Excellence providing highest quality learning and social and emotional development.

Development points identified for Leadership and Management	Date
<p>Issue: We are now clearly at a transitional stage with our Management Board. We need to strengthen it to ensure that we have continued robust support and challenge. This will ensure that the strategic direction that MK Primary PRU is moving in is rigorous and focused on ensuring we are achieving the highest academic and social and emotional development outcomes for children, within a framework of continuous quality improvement.</p>	
<p>Action: <i>Strengthen our Management Board; ensure full complement of members with appropriate and relevant strengths to carry out duties.</i></p>	January 2017
<p>Issue: All final “Living Policies” need to be completed and all policies reviewed on an annual basis to ensure policy informs practice and practice informs policy. Identify any “gaps” and complete.</p>	
<p>Action: <i>Complete all final “Living Policies”, in collaboration with staff, families, partners and Management Committee members. Once endorsed, place on website with all other policies. Follow review process, as agreed.</i></p>	January 2017
<p><i>Translate relevant policies into “child appropriate” policies with pupils and place on to website.</i></p>	July 2017
<p>Issue: Develop an emotionally intelligent, reflective workforce to enable the workforce to model these competencies to children and then deliver 12 weeks “Stepping Stones” emotional intelligence programme to all children in MK Primary PRU.</p>	
<p>Action: <i>Provide training, modelling, support and challenge to all staff in relation to developing EI competencies and introduce “Stepping Stones” across MK Primary PRU.</i></p>	May 2017
<p>Issue: Continue to improve the uptake of dual placements at Milton Keynes Primary PRU, providing early intervention to reduce the number of permanent exclusions across Milton Keynes.</p>	

SEF Area: Pupil Outcomes - Outstanding.

Key Target: Improve personalised and targeted support to pupils in relation to their social and emotional needs to enable increased achievement and higher outcomes.

Development points identified for Pupil Outcomes	Date
<p>Issue: Improve Children’s creative and critical thinking skills using ICT and Computing and in particular, linked into the development of the children’s individual learning blogs by improving the ICT and computing skills of staff so they are able to more effectively support this learning.</p> <p>Action: <i>Improve skills of workforce to support the development of children’s creative and critical thinking skills using ICT and Computing. Establish learning blogs with children.</i></p>	May 2017
<p>Issue: Improve Children’s Emotional Intelligence competencies by improving the emotional intelligence competencies and awareness of all staff so they can more effectively support children in the development of their EI competencies.</p> <p>Action: <i>Introduce “Stepping Stones” across Discover class to further enhance emotional intelligence competencies, ready to roll out across Explore in 2017 / 2018.</i></p>	April 2017
<p>Issue: Improve children’s healthier lifestyles through their active participation in achieving the Healthy Schools and Healthy Young People’s Awards, ensuring children have an appropriate level of physical development.</p> <p>Action: <i>Register for Healthy Schools and Healthy Young People’s Awards. Focus on all areas of Healthy schools development and aim to achieve Good in all areas by end of this academic year (achieve outstanding in all areas in 2017 / 2018).</i></p>	November 2016
<p><i>Achieve “Asthma Friendly School Status” to ensure all children are able to be inclusive in all aspects of education and healthy development.</i></p>	December 2016
<p><i>Achieve Healthy Schools in 2017.</i></p>	July 2017
<p>Issue: Improve children’s well-being outcomes through their active participation in achieving the Rights Respecting School Status and placing the UN Convention on the Rights of the Child at the heart of our ethos and curriculum to support all children to realise their unique potential and improve outcomes.</p>	

<p>Action: <i>Ensure Rights Respecting Schools, UN Convention on the Rights of the Child and values are integrated across our school and in all areas of PHSEE and SMSC.</i></p> <p>Issue: Improve children’s understanding and awareness of being part of a global community by embedding Global Schools principles across our school as part of our PHSEE curriculum.</p>	April 2017
<p>Action: <i>Ensure Global Schools principles are embedded across our school and in all areas of PHSEE and in our science curriculum.</i></p> <p>Issue: Support children to access an enhanced science curriculum through developing an optimal outdoor learning environment for all children to access.</p>	April 2017
<p>Action: <i>Evaluate reviewed science curriculum and ensure assessments are robust so that all children have a good foundation in science and are inspired through their learning.</i></p> <p>Issue: Support Children to be calm so that they can access education more effectively by embedding mindfulness across the school to reduce anxieties and support the creation of our optimal learning environment for all.</p>	February 2017
<p>Action: <i>Run “Relax kids” in Explore and link in mindfulness to PHSEE opportunities in “Discover”.</i></p>	January 2017

Extracts from reports to management board and elsewhere about Pupil Outcomes

“The PRU is committed to ensuring we are compliant with the AET National Autism standards as well as the Professional Competency Framework in order to ensure we are providing the highest quality support for any child who may have undiagnosed ASD needs upon entering the PRU. Two members of the team have recently taken part in the Autism Education Trust (AET) accredited training and are leading this practice across the PRU. This is linked to one team members Appraisal targets. Reflective dialogue training has taken place in weekly team meetings on raising awareness of principles relating to the Autism standards.” (Resources, January 2016)

“As part of our ongoing commitment to improving the quality of our teaching, curriculum development and learning we identified a need to reassess our science curriculum to achieve a greater focus on a more specific strand in order to provide a richer learning experience for the children within the constraints of a 12 week placement. Milestones are indicated by marking independent work against the level achieved in the strand.” (Teaching and Learning Committee, May 2016)

SEF Area: Teaching, Learning & Assessment - Good.

Key Target: Improve the overall quality of teaching of all staff to enable the learning of all pupils to make accelerated academic progress in reading, writing and maths and enhanced development in social and emotional competencies.

Development points identified for Teaching, Learning & Assessment	Date
<p>Issue: Support all children to explore and discover through action learning and inquiry by improving personalised learning and empowering children to develop leadership skills.</p>	
<p>Action: <i>Review our personalised learning across the school and support children to have more opportunity to be engaged in action learning.</i></p>	March 2017
<p>Issue: Review curriculum areas of PE, Humanities, PHSEE and RE to provide an enriched curriculum for the children in these areas.</p>	
<p>Action: <i>Link review of PE into Healthy Schools and Healthy Young Person's Award to ensure children are having more access to physical activity in school. Explore opportunity to link with enrichment and home-school transport.</i></p>	March 2017
<p><i>Review Humanities, PHSEE and RE in line with work on Character Education and SMSC.</i></p>	June 2017
<p>Issue: Increase the joy of learning for all children, enhance creativity, increase motivation and unlock learning behaviours by embedding Building learning Power (BLP) across the school to improve behaviours and raise achievement.</p>	
<p>Action: <i>Develop detailed action plan ready to roll out in 2017 / 2018; raise awareness of BLP with all staff through training and reflective dialogue.</i></p>	April 2017
<p>Issue: Ensure all children access optimal social and emotional development using evidence from neuroscience, attachment theory and child development, enabling them to re-engage with life and learning through an individual targeted approach using Thrive assessments, action plans and building into transition plans to continue the success of their progress.</p>	
<p>Action: <i>Support team in understanding of Thrive assessments, train one leader in Thrive and prepare for roll-out in September 2017.</i></p>	February 2017
<p><i>Ensure all staff build a portfolio of training to support their knowledge base through accessing MindEd suite of resources. This will increase knowledge and understanding to more effectively support children.</i></p>	April 2017

<p>Issue: Embed Learning Journeys for all children, linked into computing curriculum, and providing evidence of progress upon transition.</p>	
<p>Action: <i>Develop detailed Learning Journeys for all children to map their progress whilst in MK Primary PRU and to assist with transition-out process.</i></p>	March 2017
<p>Issue: Provide opportunities for children to access after school enrichment activity in the curriculum areas identified as “gaps in provision”.</p>	
<p>Action: <i>Explore enrichment through after school provision, along with home-school transport.</i></p>	February 2017
<p>Issue: Collaborate with DfE on National research programme on Character Building and Mental Health by exemplifying our approach of Strengths based education and mental well-being to support children in improving their overall mental well-being to enable them to achieve academic success.</p>	
<p>Action: <i>Continue to embed strength-based education across our school so that children have an opportunity to be successful, build self-esteem, increase well-being and reduce anxiety. Continue to be part of the DfE research programme to actively promote the successful work of the PRU.</i></p>	January 2017

Extracts from reports to management board and elsewhere about Teaching, Learning & Assessment

“As part of our ongoing commitment to creating our Optimal Learning Environment, we will reconfigure Explore classroom to be more conducive to learning for the younger age children. The children will still be learning from our creative curriculum but there will be an enhanced focus on ensuring the classroom ethos is;

- *Calm*
- *Compassionate*
- *Creative*
- *Caring*
- *Cognisant (at all times)*

(The 5 “C’s”) (Resources Committee, October 2016)

“We will begin our awareness training for Thrive, which will then be incorporated across the school to assist with supporting improved outcomes for all children. An assessment will take place with children upon entry, followed by an action plan which will then be shared with families and the child’s mainstream school so that everyone is focused on the filling the gap identified for the child. This will then be reviewed after 6 weeks and an additional an updated action plan put in place. There will be a final review before the child transitions out at week 12 and a final updated action plan shared with their mainstream school and family to continue as the child transitions back into their school” (Management Board, November 2016)

Personal Development, Behaviour & Welfare is Outstanding.

Key Target: Remove any barriers to learning for pupils, and especially those who are presenting with anxiety, mental health issues and extremely low self-esteem by developing a therapeutic base within the PRU to overcome any behavioural challenges.

Development points identified for Personal Development, Behaviour & Welfare	Date
<p>Issue: Provide highest quality learning environment for all children to support them in feeling safe, calm and ready to learn by creating our Optimal Learning Environment with active participation of the children.</p> <p>Action: <i>Continue to develop our “Optimal Learning Environment” to support children’s learning, involving the children in the design and development so they are able to fully engage. Focus on our Library area.</i></p>	March 2017
<p>Issue: Embed Thrive across MK Primary PRU, including assessments and actions plans.</p> <p>Action: <i>Support team in understanding of Thrive assessments, train one leader in Thrive and prepare for roll-out in September 2017. Trial Thrive Assessments ready for September 2017.</i></p>	May 2017
<p>Issue: Improve efficacy of interventions, including assessments and evaluations to ensure value for money in supporting children’s academic progress, measuring impact on children’s learning and linked into Learning Journeys.</p> <p>Action: <i>Ensure all interventions are being appropriately evaluated and impacting on children’s learning. Review all assessments. Build into Teaching Learning and Assessment meetings to review impact.</i></p>	January 2017
<p>Issue: Improve personalised learning for all children; establish individualised “Learning Journeys” for each child linked to assessments, progress and transition out.</p> <p>Action: <i>Review all IEP’s, refine and re-design and implement learning Journeys.</i></p>	March 2017
<p>Issue: Deliver “Stepping Stones” programme and Strengths based education to all children as part of 12 weeks stay at PRU, after first developing emotionally intelligent, reflective staff who can then competently and confidently deliver the EI programme to enhance children’s emotional intelligence competencies.</p>	

Action: Train staff and roll out across “Discover” to trial and then roll out across whole school in 2017 / 2018.	May 2017
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Extracts from reports to management board and elsewhere about Personal Development, Behaviour & Management

“As you are aware, we have been creating our Optimal Learning Environment (see updated detailed Action Plan). The children are fully engaged in the creation of “The World’s most beautiful school”. This has captured their imagination, supported increased self-esteem and a sense of belonging and has impacted on the way they behave, respect their environment and also hold on to self-respect.” (Management Board, June 2016)

“Our Optimal Learning Environment is one in where children “feel safe and are cared for; where ideas and opinions are valued; where personalised learning takes place; where children understand their knowledge and are guided in further learning; where children have opportunity to develop leadership skills and where they have calm and reflective space in which to learn and explore through action learning and inquiry.” (Management Board, June 2016)

“As you are aware, following an in-depth telephone interview with the DfE in July 2016, Milton Keynes Primary PRU was selected to be one of 26 case study sites into provision for mental health and character education. The research is being carried out by a team from National Children’s Bureau Research Centre between September and November 2016.” (Management Board Committee, June 2016)

12.0 Continuous Quality Improvement Cycle

12.1 Following Academic Year in 2015 / 2016, evaluation of timelines, and in order to maintain focus and clarity, our timeline cycle for continuous quality improvement is as follows;

Month	Action
May	<ul style="list-style-type: none"> • Curriculum review to be endorsed in July and delivered in September
June	<ul style="list-style-type: none"> • All "Living Policies" formally reviewed to be approved in July
July	<ul style="list-style-type: none"> • SIDP Annual Progress Report evaluation to be distributed beginning of September • Updated Asset register endorsed
September	<ul style="list-style-type: none"> • SEF to be drafted, distributed end of September and approved in October • Observations once per half term • Support and supervision once per half term
October	<ul style="list-style-type: none"> • SIDP to be drafted, distributed and approved in October • Appraisals to be drafted, completed and approved October • Budget reviewed and approved October linked to identified priorities
January	<ul style="list-style-type: none"> • Review of budget
February	<ul style="list-style-type: none"> • 6 monthly review of SEF • 6 monthly review of Appraisals • Budget setting for next fiscal year ready for approval linked to identified priorities

13.0 Quotations

13.1 We capture evidence from parents / carers about their experiences of their children being here in MK Primary PRU, both during the time the children are here and after they have successfully graduated from the PRU. Here are a few examples of quotes from parents / carers;

“My child has become less anxious and has settled in well in the PRU. He now wants to come to school.”

“He is finding ways of letting people know how he feels instead of lashing out first. He has a better learning attitude instead of shutting down or lashing out. My child has started to make progress in making people aware of how he feels. The PRU has achieved this progress with him.”

“He has come on so much both socially and emotionally and academically. It was lovely to see him recite the poem this morning about the PRU - it made me really proud.”



The Official opening of the “Every Child is an Artist Art Gallery”

For any further information or discussion on anything in this report please contact; Headteacher Vivienne Mills. Tel: 01908 646147 email: vivienne.mills@milton-keynes.gov.uk
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