

Report to Scrutiny Board

Name of Scrutiny Panel	Children and Young People's Services	
Meeting Date	4 th March 2020	
Subject	The Whitley Alternative Provision Academy	
Wards Affected	All	
Report of	Commissioning and Partnerships	
Type of Item (please tick✓)	Review existing policy	
	Development of new policy	
	Performance management (inc. financial)	
	Briefing (inc. potential areas for scrutiny)	
	Statutory consultation	
	Council request	
	Cabinet request	
	Member request for scrutiny (CCFA)	✓

Why is it coming here?

Elected Members requested the report be submitted to Scrutiny to include a comprehensive breakdown of quality assurance measures for the first term of the Pupil Referral Unit (PRU) following academisation.

What are the key points?

- The conversion of the PRU to an Alternative Provision (AP) Academy means that a closer link between the Local Authority (Commissioning and Education teams) and the Multi-Academy Trust (MAT) Alternative Provision is becoming embedded.
- Performance monitoring of the Whitley Academy commenced in the Autumn Term 2019 and monthly and termly monitoring information has been submitted.
- Attendance has improved in some year groups, however attendance overall continues to be an area for improvement. Overall attendance for Term 1 remains the same as Term 1 last academic year at 59.60%. This is below the national average for PRU's and Alternative Provision academies (64.7%).
- Fixed Term Exclusions have decreased significantly in Term 1 when compared to the same term last academic year by 43%. This trend is continuing into Term 2.
- The school's own evaluation highlights that personal development and leadership and management is deemed Good. It considers the quality of education; behaviour and attitudes as requires improvement.
- The School Improvement Plan sets an ambition for the school to be Good in all areas before the end of the academic year 2019/2020.
- A culture of improving standards across all aspects of the school is being embedded through the Senior Leadership and wider staff team.

Possible courses of action
Continued scrutiny and oversight of the Whitley Alternative Provision Academy.

Contact Officer
Lynn Powell - Acting Service Manager Commissioning and Contracts

Should this report be exempt?
No (Please delete as appropriate)

Report to Scrutiny Board

1. Background

- 1.1 On 1st August 2019, Calderdale Pupil Referral Unit joined the Impact Multi Academy Trust and is now known as The Whitley Alternative Provision Academy.
- 1.2 The Local Authority commissions 80 places from the Whitley Academy. These places can be used flexibly to offer provision for permanently excluded pupils or those pupils who are at risk of permanent exclusion. These are called prevent places.
- 1.3 The Local Authority has an agreement in place with Whitley Academy for the effective delivery of these Alternative Provision places and to ensure robust monitoring arrangements.
- 1.4 Prevent places are now being managed by the Prevent Panel, chaired by the Service Manager – Inclusion. This ensures greater transparency to the process and involves a range of professionals.

2. Main issues for Scrutiny

- 2.1 The Whitley Academy is currently graded Good by Ofsted. Evidence provided by Whitley Academy evidences that the provision is on an improvement journey across all areas of the Ofsted Education Inspection Framework. It has already made some progress in the first term since becoming part of the Impact Education Multi Academy Trust.
- 2.2 The school's roll has grown steadily across the Autumn term with a total of 76 pupils on roll at the end of December 2019. 34 of these were new admissions; 16 of these were permanent exclusions, 16 prevent places and 2 from the Virtual School for Children Looked After.
- 2.3 In consultation with the Local Authority, Whitley Academy has adjusted the allocation of places across key stages in order to meet varying demands.
- 2.4 The current occupancy includes 8 Children Looked After, 5 Child Protection, 6 Child in Need and 3 children at risk of sexual exploitation.
- 2.5 Whitley Academy is committed to achieving the best outcomes for its pupils and is strengthening its relationships with parents and partners to ensure that where appropriate pupils are reintegrated into mainstream schools or supported to access more specialist provision.
- 2.6 In the first Term, two pupils successfully returned to their mainstream school with a further two pupils being reintegrated to a new school. One pupil was transferred to more appropriate specialist provision.

3. Leadership and Management

- 3.1 Monitoring reports demonstrate that senior leaders are committed to whole school improvement and have established clear timelines for impact in the school improvement plan. There is a passion and drive to raise expectations and improve standards.

- 3.2 A culture of improving standards is being embedded; there is recognition that this area needs to be further strengthened in the Key Stage 2 provision.

4. Personal Development

- 4.1 A stronger personal development curriculum offer is in place with increased teaching time allocated across all key stages to Personal Social Health and Citizenship Education, empowering students to become better informed and well-rounded, reflective learners.
- 4.2 Pupils' attitudes to self and school system has been introduced and is used to measure the social and emotional aspects of pupils' development and is conducted three times per year for all pupils.
- 4.3 Analysis of the pupils' attitudes to self and school system indicates that there are strong relationships between staff and pupils.
- 4.4 Self-regard is the lowest scoring factor and there are plans in place to develop a nurture provision which will help to improve pupil self-esteem.
- 4.5 Future plans include the recording of Pupil Focus reports onto the schools record system to ensure they can be accessed by all staff to improve information sharing.

5. Quality of education

- 5.1 Whitley Academy has introduced a range of strategies to improve the quality of education across all key stages; however these improvements have not yet been embedded and require more time to achieve significant impact.
- 5.2 Monitoring and assessment procedures have demonstrated that the quality of teaching and learning has improved and continues to be on an upward trajectory.
- 5.3 Senior Leaders undertake a robust programme of learning walks throughout the year, these are observations of Teaching and Learning. Evidence gathered from these activities demonstrate an improvement in the quality of teaching over time.
- 5.4 The school curriculum has been reviewed and revised and the offer for each key stage is broader and more balanced, including the introduction of more options at Key Stage 4.
- 5.5 The following table shows Key Stage 4 outcomes from Whitley Academy alongside the national and regional averages for Alternative Provision.

Measure AP	Calderdale		National		Yorkshire and Humber	
	2017/18	2018/19	2017/18	2018/19	2017/18	2018/19
Attainment 8	6.1	6.5	6.6	6.6	6.0	6.5
% English and Maths at 9-5	0.0	0.0	1.6	1.5	1.0	0.9
% English and Maths at 9-4	0.0	2.8	4.3	4.3	2.4	2.4
Progress 8	-2.93	-2.75	-3.11	-2.96	-2.89	-3.09

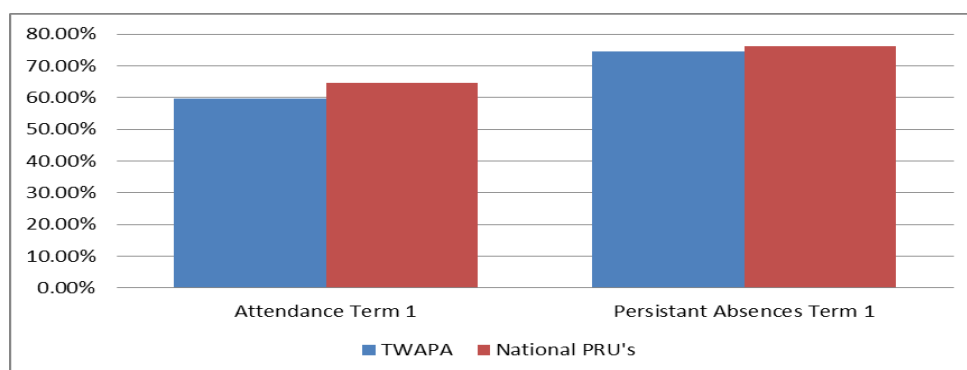
- 5.6 In 2018/2019, Attainment 8 results were below the national Alternative Provision average although in line with the regional average. Attainment 8 improved when compared to 2017/2018.
- 5.7 Progress 8 results were above the national Alternative Provision and regional average. Progress 8 has improved when compared to the previous academic year.
- 5.8 The proportion of pupils achieving a 'standard' pass (9-4 in both English and Maths) is below the national average but above the regional. Those achieving a 'strong pass' (9-5 in both English and Maths) is below both the national and regional average.
- 5.9 It is difficult to make viable comparisons from year to year as the size of the Year 11 cohort, and therefore the number of GCSE entries, varies considerably.

6. Attendance, Behaviour and Attitudes

6.1. Attendance.

The newly implemented school attendance policy places a greater emphasis on rewarding good attendance and punctuality for pupils.

- 6.1.1. The school provides support to the families of those pupils with poor attendance and are appropriately challenging where families do not engage, in partnership with other agencies, e.g. Youth Justice Service.
- 6.1.2. Although improved in some year groups, attendance overall continues to be an area of improvement. Overall attendance for Term 1 remains the same as Term 1 last year at 59.60%; this is below the national average for PRUs and Alternative Academies of 64.7%.
- 6.1.3. Attendance at Key Stage 2 is stronger than other key stages. Attendance for Term 1 was 85.25% compared to 83.96% in Term 1 of last academic year.
- 6.1.4. Attendance at Key Stage 3 has also increased from 64.76% compared to 60.50% in Autumn 2018.
- 6.1.5. Year 11 attendance is the most significant area of concern as a number of pupils have attendance below 10% and it is clear that this cohort's poor attendance is having a significant negative impact on whole school attendance. Work is ongoing with pupils, parents and partners to address this.
- 6.1.6. The proportion of pupils who are classed as being persistently absent, (attendance below 90%), for Term 1 is 74.6%. This is lower than the national average for PRUs and Alternative Provisions of 76.1%.



6.2. Behaviour.

6.2.1. A new behaviour policy has been introduced which places a greater emphasis on celebrating the positive behaviour of pupils. Sanctions are being applied in a fairer manner and this has improved consistency across the school.

6.2.2. Staff now have higher expectations of pupils' behaviour and alongside better management of social times, and increased offer of activities to pupils at break and lunchtimes, the introduction of a school uniform, we are already seeing improvements.

6.3. Exclusions.

Fixed Term Exclusions (FTE) have decreased significantly (by 43%) in Term 1 when compared to Term 1 in 2018/2019. This trend has continued into Term 2.

	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Grand Total
Term 1-1 18/19			5	1	1	12	9	10	20	58
Term 1-2 18/19			1	2	1	5	6	5	11	31
Grand Total			6	3	2	17	15	15	31	89
Term 1-1 19/20		4				5	8	7	2	26
Term 1-2 19/20	1	3				2	9	8	2	28
Grand Total	1	7				7	17	15	4	54

7. Further action and timescales

7.1 Continue to strengthen positive relationships between Whitley Academy and the Local Authority ensuring robust performance monitoring through termly and annual reports, meetings and visits.

7.2 Whitley Academy to continue to drive forward at pace its improvement journey to become "Good" in all areas by end of Summer term 2020. Improving attendance, behaviour and attainment are the priorities.

7.3 Continue to strengthen partnership working with parents and carers and key services.

7.4 Continue to strengthen the relationships with the Virtual School embedding the vision and approaches promoted through their 'Secure Base Model' ensuring that the school is a positive, safe and understanding place and that education is a positive aspect of each child's life.

8. Conclusions

- 8.1. Whitley Academy has made some progress across all areas and performance monitoring highlights improvements in areas such as behaviour (fixed term exclusions), attendance, management and leadership and quality of education.
- 8.2. Further work needs to be undertaken to ensure that improvement and progress is consistent and becomes embedded across all year groups.
- 8.3. Attendance and persistent absence needs to reduce further, especially across Key Stage 4.

9. Background documents

None