



Inclusion Quality Mark (UK) Ltd

30th October 2016

Mr Martin Ridge
Headteacher
Westfields Pupil Referral Unit
The Field Hill Centre
Batley Field Hill
Batley
West Yorkshire
WF17 0BQ

Centre of Excellence Review Date: 18th October 2016

Dear Mr Ridge

Further to your recent Centre of Excellence review I can confirm your school's on-going Centre of Excellence Status. Please find below your report for your information. Your school will be reviewed again in 12 months' time.

We are very keen to share good practice with other schools and would ask that if you have any resources/videos/photographs/case studies etc. showing inclusion in practice in your school please forward these to us for use on our website.

If you have any questions at all, or if we can be of any help, please do not hesitate to contact us.

Assessor: Steve Gill

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read 'J. McCann', is written over a horizontal dotted line.

Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd

Summary:-

The Pupil Referral Service (PRS) recognises the entitlement of all pupils to a balanced and broad-based curriculum whilst ensuring the curriculum offer is needs led working across North and South Kirklees. The PRS provide a 'through school' from KS1-4 in order to support children with social, emotional & mental health difficulties (SEMHD). Graduated interventions contribute to the positive outcomes for children and young people.

The PRS is committed to the promotion of inclusive support raising standards for children with SEMHD and improving their life chances. The PRS values the abilities and achievements of all its pupils and is committed to providing, for each pupil, the best possible environment and opportunities for learning through classroom based and personalised interventions. Within the PRS are three schools & schools/service areas: The Primary Pupil Referral Service, Westfields and Ethos College. All three services have a Pupil Referral Unit where pupils are supported to engage in full time education. To access the Pupil Referral Service schools can make a referral to the Single Point Referral Panel.

PRS staff are also deployed on an outreach basis in schools across Kirklees to support pupils to remain successfully engaged in their mainstream setting. The service teams adopt wide ranging, partnership-based approaches in meeting the holistic needs of children, families and schools. The PRS staff works in partnership with schools, parents / carers and other professionals to support and promote the educational and social inclusion of pupils. Schools refer pupils for PRS support when it is recognised that more targeted or specialist support is required for an individual pupil. Referrals are made through the Single Point Referral (SPR) process. The SPR Panel is held fortnightly and comprises a team of professionals including PRS and mainstream Head Teachers. Following this, consultations are held to consider appropriate support. The school fund Educational Psychology time to support the identification and assessment of needs. The Pupil Referral Service operates a stranded model of delivery in providing the following support:-

- **Strand 1: In-School Support.** PRS staff provides time limited packages of support in school. This is delivered and/or supported by PRS teachers, Senior Inclusion Workers and Inclusion Workers with a focus on supporting schools to 'build' capacity to meet the needs of children with behavioural, emotional & social difficulties. Strand 1 may include re-integration support for pupils who have returned to school following a Strand 2, 3 or 4 placement.
- **Strand 2: Medical Teaching/complex teaching, 1:1 teaching** for pupils unable to attend school for medical reasons. Teaching usually takes place in the child's home or in hospital.
- **Strand 3: Short Term Pupil Referral Unit (PRU) Provision.** Time-limited turnaround placements within the PRU enable an Integrated Approach to additional needs, working in partnership with schools, parents/carers and other professionals to assess and plan and deliver support for the child's behavioural,

emotional & social difficulties. Re-integrations at the end of placement are carefully planned and resourced with support in school, as appropriate.

- Strand 4: Extended Pupil Referral Unit (PRU) Provision. Additional needs provision for complex pupils unable to attend mainstream school as an alternative to Permanent Exclusion – Day 6 placements, and for Children Missing from Education to enable the thorough assessment of a pupil's needs to inform a long-term plan.

Westfields is a well-established Pupil Referral Unit that provides the Local Authority provision for children permanently excluded from Kirklees secondary schools who are in Key Stage 3. Additionally, it provides learning support through its inclusion Staff, in partnership with secondary schools, for those children unable to attend school because of health needs. For excluded children, a new school is allocated through the local authority Fair Access panel. Additional support both in school & on fixed term placements is available for children with complex SEMHD. All children return to their mainstream setting in this partnership approach with supported reintegration plans.

The school was previously Westfields Observation & Assessment Centre providing provision for children in care. Since becoming a PRU in 1994, the school has worked in partnership with Kirklees secondary schools providing SEMHD places on a 'step out' basis. Central to its aims has always been inclusion with a personalised approach to learning and an understanding that pupils need to return to mainstream education to succeed is of paramount importance in the school's approach to their pupils. This involves from the pupils' perspective, a continuing commitment to improving opportunities to succeed academically, to communicate positively with each other and staff, be receptive to pastoral support and vocational education and to develop as active citizens by being aware of issues surrounding diversity and equality evidence of which was clearly seen during the review, providing a very safe, secure and highly enriching inclusive environment that in my opinion fully meets the needs of its increasingly complex intake.

Since 2012 to the date of the IQM COE review the school has provided the following support, 117 Early intervention placements, 114 Permanent exclusion (Day 6) placements, 62 Medical referral placements across years 7, 8 and 9 in total they have supported 293 pupils from across the authority. Currently they have 29 pupils accessing the provision with attendance standing on the day of the review at 87% an excellent level of attendance for the pupils in the setting considering their initial starting points and goes to support the fact that Westfields is truly inclusive and is fantastic achievement, given the needs of the pupils and their often short time in the setting relative to other mainstream schools. The school's most recent OFSTED Inspection took place in May 2013. The school was judged as Good across the board, where they stated, *'Pupils' achievement is good. Pupils make good progress and are making up for lost time. This enables a high proportion to make a successful return to their local school'* a fact I would fully concur with from the evidence seen during the review.

Thank you to you for inviting me into your school to carry out your second IQM Centre of Excellence Review. I really enjoyed my visit. It was a pleasure to meet staff, and pupils, who were all very supportive of the setting, I was impressed by the welcoming nature of the school, the friendliness of the pupils I met, their willingness to talk about the issues they've encountered and the support offered at Westfield and the dedication of all staff both I spoke to. I was able to meet a variety of staff and pupils to discuss and thoroughly explore both the review of last year's actions and the Action Plan for the year ahead while also enabling me to build up a very positive picture of inclusive practice at Westfield. Everyone I met was helpful and spoke positively about their experiences at the school. Please pass on my thanks to the pupils I met who were pleasant, polite and spoke positively about their experience in the PRU and how you were helping them to move forward.

Westfields PRU is a friendly and welcoming learning community where inclusion is at the heart of everything that happens on a daily basis, it is committed to ensuring the best possible education and outcomes for each pupil regardless of ability, background, ethnicity, gender or disability. The settings work in becoming a Stonewall Champion school and then becoming a Stonewall Training Partner delivering LGBT training to other institutions is outstanding while they are continuing to work towards Stonewall, Bronze, Silver and Gold school champion status simultaneously and with Westfields through JR work set to become the Stonewall National Lead for Pupil Referral Units across the country, alongside his work with MAPA (Managing Actual and Potential Aggression) training, work as a Restorative Practice trainer in partnership work with Bradford Behaviour Support Service and 2 grade 7 IWs trained as team teach trainers who are able to deliver de-escalation training across the authority are example of exemplary inclusive practice and they should be commended for their work and support of a wide range of different educational settings in this respect.

My visit was well planned and organised with a detailed and thorough review of last year's Action Plan and detailed plans for the year ahead. Over the review it was clear to see evidence of your core principle, *'To provide an engaging & challenging curriculum to meet the needs of children with SEMHD,'* and *'to provide additional social, emotional & learning support through personalised intervention.'* This is clearly encapsulated in everything that happens at the school. A school and setting that continually seeks to enrich pupil's lives and give them a safe, happy and exciting place to learn and grow this was clearly evidenced when I spoke to pupils and the dedicated staff during the day. The school values the individual and works hard to promote self-confidence in all pupils encouraging a 'can do' culture that is central to its inclusive ethos. The hard-working staff is rightly proud of their pupils and of the work they do to promote outstanding nurture and care for all. The building is bright, well maintained with care having been taken to ensure that spaces suit the needs of the learners. The school is a happy place to come to work and to learn. Pupil's I spoke to during the visit were generally happy in the school and clearly were well cared for and nurtured, by well-motivated staff in a well-resourced and well organised learning environment. The school is focused on improving the attainment and wider outcomes for all children, the quality of teaching continues to improve through the lesson observation cycle and through the robust appraisal process and training needs

analysis that supports the individual needs of staff over the last 3 years the percentage of good or better lessons has steadily risen from 83% in 2013 – 14, to 94% in 2015 – 16, with 22% of teaching judged to be outstanding. the school's actions to care for their pupils and their efforts to improve teaching and learning in my judgement is outstanding.

During my brief visit I was able to see Westfields at work and was able to experience the unique inclusive ethos and culture that is ingrained in its structure and is tangible to all who visit. Pupils are valued for who they are and what they can achieve. The Staff at all levels are exceptionally positive about the school and work exceptionally hard to ensure that the needs of the pupils in their care, often for only a short period of time, are met. There is an outstanding rapport between the staff and the children in the school and an outstanding quality of support, care and nurture that is continually evolving to further enhance provision at here. Relationships between staff and pupils at the school are extremely positive. The pupils I met during the day of the review were clearly able to articulate this and highlighted how well they had settled in to the PRU setting. The staff I spoke to during the review demonstrated their enthusiasm are extremely hard working, motivated and professional and often go the extra mile for *their* pupils, including organising and attending residential experiences for pupils who have often never been on a school trip before. They are committed to ensuring every success for the pupils.

Information:-

Element 1 - The Inclusion Values and Practices of the School

- There has been a high number of exclusion in secondary schools over the last two years.
- Inconsistent practice within Kirklees secondary schools – support to build capacity for children with SEMHD is needed.

Due to a high number of exclusion in secondary schools over the last two years, coupled with inconsistent practice within Kirklees secondary schools it was decided to try and support building capacity for children with SEMHD. So, North and South Kirklees and the PRS developed a pilot partnership approach through the BACS panel (Behaviour and Attendance Collaborative) that meets on a fortnightly basis to consider referrals to support the delivery for children with SEMHD. There were initial meetings with BACS South to establish admission criteria such as using the My Support Plan documentation to ensure consistency. As a result of this ongoing work the Capacity of mainstream schools is developed to more effectively meet the needs of pupils with SEMHD.

The development of an earlier intervention model will support an increased number of pupils to remain successfully engaged in their mainstream setting and hence referrals through the PRS and Westfields. As a consequence of this more effective working partnership and support offered to schools by Westfield only the most appropriate referrals will be made to Westfields PRU for higher levels of

intervention and support.

Establishing a clear working practice to further develop provision for SEMHD will ensure more successful outcomes for the pupils in the correct setting through the SEMHD continuum and Wave approach. As part of this process the PIRs and Westfields will need to monitor the outcomes and progression for referred children, with the evaluation of the pilot used to inform future potential models for extending early intervention support at KS3 within the continuum of SEMH provision in Kirklees and supporting mainstream schools to be much more consistent in their approach to SEMHD, embedding a person centred ongoing analysis of its impact with a final impact analysis in September 2017 to ensure that the approach can be evaluated appropriately and evolved to continue to meet the changing needs of the pupils.

Element 2 - The Learning Environment, Resources and ICT

- Each group to have a lead teacher, support teacher, Grade7 IW and additional 2 Grade9 SIW to enable in-class and withdrawal intervention (whenever possible).

Pupils are taught in one of four teaching groups within the setting with the more academic subjects taught in the morning and more practical subjects after lunch and also allowing for timetabled activities to take place. To ensure the individual needs of all pupils are being met such as 1:1 interventions and to further increase levels of staffing to ensure carefully planned support and intervention opportunities can take place while still allowing teaching to take place within the curriculum. Therefore, each of the four teaching now have a lead teacher, a support teacher, Grade7 IW (Intervention Worker) and additional 2 Grade9 SIW (Senior Intervention Worker) to enable in-class and withdrawal intervention. This new model of working is quite staff intensive but is necessary to appropriately support the individual needs of each pupil and allow for flexibility providing full wrap around care and a truly inclusive network of support. This has meant that the opportunities to provide outreach in secondary schools has been curtailed to a degree but will hopefully allow more successful transition back to mainstream school for the pupils attending Westfields and reduce the necessity for exclusion with such a high level of support. The use of Grade 7 IWs to provide in class individual support and the use of Grade 9 IWs who have specific skills in certain areas such as Restorative Practice, Social Work and Literacy through Accelerated reader should provide the opportunities for personalised learning and interventions to take place. It will be interesting to see the impact of this model at the next review point.

Element 5 - Learning and Teaching (Monitoring)

- To assess the impact of changes made in terms of extended SLT responsibility and impact of new software.

To ensure that the provision for the setting in terms of practical activities and engagement in afternoon sessions is appropriate and to also look at ways in which the provision could be extended to ensure pupils interests and needs are met.

Opportunities have been created for staff to be part of an extended SLT and for TLR holders to take on additional responsibility to monitor impact of PM provision for all pupils. Currently Matt Long, Maths teacher is reviewing this provision and looking at how it can be improved even further, while also allowing staff to achieve accreditation for activities as part of CPD opportunities. This will be evidenced through planning meeting ANP targets and increased accreditation. Other areas being looked at are opportunities for improved pupil voice opportunities through the use of Grade 9 IWs. The school have recently begun to use SchoolPod a management information system (MIS) just for schools. SchoolPod brings together information on everything from attendance to attainment, giving a holistic understanding of individual learners and the learning environment. It includes Behaviour Management, Reporting, Assessment, Attendance & Timetabling, IEPs, Parental Engagement and Online Payments. It will be interesting to see how this has been developed at the next review point.

Element 6 - Parents, Carers and Guardians

- Further develop strength of existing work with parents/carers.

Westfields already makes every effort to link with parents and carers, including making attempts to support them becoming members of the management committee, through Parent/Carers consultation days and evenings, through Parent/Carers achievement assemblies and through the development of parent and child workshop style activities such as family cooking sessions. Family cooking sessions have allowed parents to come to Westfields and cook with their children. This allows them to spend quality time with their children and build on relationships while having fun together. Parental feedback is extremely positive and has also allowed parents to build positive relationships with staff, as evidenced in pupil and parental surveys undertaken by the school, in the most recent Pupil survey 94% agreed or strongly agreed that they were happy at Westfields compared to 50% in their mainstream school, in response to the question about whether they are well looked after 100% agreed they were at Westfield compared to 55% in their original setting. In the most recent Parental survey 100% agreed their child was happy at Westfields compared to 56% in their mainstream school, a fantastic accolade for Westfields that shows how positive the families are about what the PRU is doing for their children.

The school is exceptionally supportive of parents and carers, staff are committed to ensuring that pupils make the best of their time at the school and leave with appropriate and relevant awards. Within this environment pupils are encouraged to and are very vocal in making their views known and grow in confidence and self-esteem as they move through the Key Stage. Key teaching staff and Grade 9 IWs are to take a lead in building further sustainable and broader partnership opportunities for parents and families to be involved in their children's education and enrichment activities. They will also be tasked with looking at ways to improve parental attendance at key events, reviews assemblies etc and improving sustainability and accountability. All efforts and involvement with the setting will be logged via SchoolPod. It will be interesting to see how much parental engagement has

improved and developed and how many parents have become actively involved in their children's education at the next review point.

Element 7 - Governing Body and Management

- Identified action point from external SMSC audit via Kirklees learning partner.

Unfortunately, during the current review, it wasn't possible to meet the Chair of the MC or other members, however it would be useful to be able to meet with them at the next review point. The management committee is fully committed to the inclusion agenda of the school and plays an effective role in the governance of the school, with meetings regularly held in the setting to give those members who cannot visit as regularly the opportunity to visit.

There are regular management committee meetings and appropriate representation from local schools and the community. They scrutinise the work of the school thoroughly and are involved in analyses of pupil outcomes, including, for example pupil attendance and exclusions prior to them coming to Westfield. Regular visits are made to the school by committee members, however, given the day-to-day working responsibilities of many on the committee it is often hard for them to commit to regular visits. Community members have been appointed from local schools including primary and secondary settings. The Virtual Head for looked after children is a member of the management committee. To continue to ensure that all members of the MC are trained in current Equality and Diversity, SMSC, Fundamental British Values and LGBT awareness, SEMHD, James Robinson the AHT Lead for inclusion, Equality and diversity and Phil Ringsell Director of Additional Needs plan to deliver ongoing training in these areas over the next twelve months and also Prevent training. As part of effective governance it may well be useful for the MC to complete an annual audit of skills if they don't already do so and it may be worthwhile at an appropriate point investigating the possibility of working towards the Governor Quality Mark.

Source of Data:-

Prior to the review information was gleaned from the easily navigable school website including key policies such as The Anti Bullying Guide for Parents, Additional needs Plan and Review Record, The Child Protection Policy, The Teaching, Learning and Curriculum Policy, The SEND Parent Guide and SEND local offer document, KS3 SEMHD Early Intervention Pilot September 2016, Information regarding Mental Health, Medical Needs Policy, Equality Policy, British Values Review 2016, Attachment information and documentation, Keeping Children Safe 2016, information about the Management Committee and a record of a MC review visit in February 2016, Parental information, the Parent carer Brochure, partnerships Further information looked at was the schools last Ofsted report from May 2014, the IQM Assessment report from September 2104 and the IQM COE Action Plan and review documents from 2015.

During the review I attended an Assembly delivered by the Assistant Head-teacher James Robinson, looking at role models such as Chris Ofilio a well-known artist and

linked to a painting Stephen Lawrence's mother where a discussion took place with staff and pupils about how good could come out of adversity, a great way to start the day. Meetings were held with the Head Teacher Martin Ridge, Assistant Headteacher James Robinson, Phil Ringsell Director of Additional Needs, and a variety of staff during a tour of the school.

As part of the process time was provided to review the progress made against the 2015-2016 Centre of Excellence Action Plan and a thorough review of the actions was undertaken using the school's evaluation document with the Assistant Headteacher and the Director of Additional Needs and other key staff involved in the action plan during the day. The school has been thorough in the way that they have evaluated and reviewed each action and during discussions were able to expand on the success of their previous Action Plan and the reasons behind the 2016 -2017 Action Plan. The process giving me a fuller and more complete picture of the schools outstanding inclusive practice and giving great insight into what plans they have for next year and the reasons underpinning them.

The review of documentation during the day included the COE 2015-16 Action Plan, the proposed Action Plan for 2016 -17, Documentation concerning Early Intervention PRU placement guidance, My Support Plan Template(MSP) and a My Support Plan example. MSP has been in place in Kirklees since the introduction of the SEND reforms in September 2014. A working group of SENCo. champions, early years' practitioners and representatives from Health and Social Care met during the autumn term in 2015 to develop the My Support Plan template in order to improve its 'usability' as an effective planning tool in response to feedback from schools and settings, and to reflect developing thinking, both locally and nationally, as the implementation of the SEND reforms progressed. This information and guidance is primarily to support schools and settings but may also be useful to other practitioners who are involved in developing My Support Plan(s) for children and young people with special educational needs and in my opinion is a document that should be more widely used across settings.

Other documentation seen was EHC Request Form, Staffing for 2016-17, Waves of intervention documentation, a number of examples of assemblies. Further information and documentation was provided such as the Pro-social modelling Effective Communication for Inclusion Policy updated in October 2016 that has been devised in house and underpins a lot of what happens in the school and is increasingly being disseminated further afield, the introduction of the Vivos system, Framework for resolving discriminatory communication, resource Anchoring, and Detailed analysis Report to the PRS Management Committee September 2016 (Westfields), Head-teacher Report to the Management Committee October 2106 (ETHOS College) and Head-teacher report to the Management Committee October 2106 (Primary PRU).

Recommendations:-

It was a pleasure to visit such a vibrant, welcoming and friendly school where inclusion underpins and lies at the heart of everything it does. This is very clear to see as you walk through the door and meet the staff and pupils. The school continues to grow as an outstanding inclusive and innovative setting. An extremely positive and very purposeful

small community focused on the best outcomes for all those involved, pupils and staff alike. Westfield provides an excellent enabling and supportive environment for all to grow and have their contributions valued. All staff employed in the school has a clear vision for continuous improvement and most importantly for continuing improvement in their already outstanding inclusive practices. Thus, ensuring that everyone shares and contributes to maximising the success for all pupils and staff that work in this setting feel motivated and valued. All Staff spoken to during the review were highly motivated and proactive in their efforts to improve what is offered to the pupils. The level of achievement and progress is a reflection of this caring and inclusive ethos, often achieved in a short time-span. The school continues to innovate and seek new solutions to the challenges that are faced in achieving the goal of enabling all pupils to succeed as best they can in often challenging circumstances.

Having completed a thorough and complete review and having discussed and agreed the targets cited above, I am of the opinion that Westfields Pupil Referral Unit, should be re-awarded Centre of Excellence status and is well on the way to be considered for Flagship status at the next review point in twelve months' time.

Further Developments agreed after discussion

Element 1:-

- Continue to develop and expand links with other schools locally and nationally in the arena of Inclusion.
- Consider offering Behaviour management training to school settings through the 'Effective Communication for Inclusion Policy model developed by Westfields.

Element 3:

- To consider using blogging, video and other social media to showcase the inclusive practice of the PRU and further engage students and families with their learning, uploading to the website as appropriate.

Element 6:

- Continue to develop parental feedback through surveys and questionnaires (adapting parent view) and disseminating via social media and the website.

Element 8:

- Support The Primary Pupil Referral Service and Ethos College (KS4) as part of The Pupil Referral Service, Kirklees to further investigate IQM status and if appropriate support their applications, the completion of the Self-Evaluation Review and the assessment process if applicable.

Assessor: Steve Gill

Date of Review: 18th October 2016