

Briefing Note for Scrutiny

Report From:	Nina Dohel	For:	Scrutiny
Subject:	Briefing Note outlining the present delivery of the PRU, SILS-July 2019 – and additional question responses	Date:	02/09/2019

Southwark Pupil Referral Provision- SiLs:

- The Local Authority commission 100 places from the Southwark Inclusive Learning Service (SiLs) to provide education for students who have been excluded from secondary schools, both short-stay (fixed –term) and permanent exclusion. It also has a Service Level Agreement (SLA) for schools to the commission day 6 provisions, dual placements and other specialist services which fall outside of provision for permanently excluded students.
- SILS offers a core package, differentiated by age across its two sites (KS3 Davey St and KS4 Porlock). This includes English, maths, Computer Science, Art, PE etc. There is also access to therapeutic intervention e.g. art therapy.(Apendix 1,2,3)¹

Data on exclusions

Characteristics Southwark Inclusive Learning PRU, January 2019 School Census

	Year Group					Total
	7	8	9	10	11	
Gender						
F	0	2	5	5	15	27
M	1	3	15	13	29	61
All	1	5	20	18	44	88

FSM Eligible	No.	%
No	48	54.5%
Yes	40	45.5%
All	88	100.0%

SEN	No.	%
No SEN	2	2.3%
SEN Support	80	90.9%
EHCP	6	6.8%
All	88	100.0%

Performance of the PRU

The performance of the PRU, SILS was designated as Good in the June 2018 Ofsted report. Comments include “Teachers set ambitious academic targets for pupils using assessment information. Absence from school is the biggest factor that limits pupils’ progress. Many pupils join the school with a history of poor attendance...Most pupils make strong progress. ...Pupils are well prepared to return to mainstream settings and are mostly successful in their reintegration, particularly in key stage 3. The curriculum provides a wide range of vocational courses available in key stage 4 and an emphasis on acquiring English and mathematics qualifications.”

Southwark Inclusive Learning Service (SILS)

Last updated by YA: 10th Oct 2018

YEAR 11 ACHIEVEMENT	No of learners 17/18	% 17/18	No of learners 16/17	% 16/17	No of learners 15/16	% 15/16	No of learners 14/15	% 2014/15	National AP Data 2014-15
5+ GCSEs 9 – 4	0	0	1	3%	1	3%	0	0%	1.5%
5+ GCSEs 9 – 1	10	34%	14	48%	14	43%	21	78%	12.3%
1+ GCSE 9 – 4	8	28%	19	66%	24	75%	27	100%	20.3%
1+ GCSEs 9 - 1	23	79%	29	100%	32	90%	27	100%	57.7%
Good pass in English & Maths (GCSE grade 9 - 4)	3	10%	2	7%	1	3%	3	11%	11%
Accreditation achieved (GCSEs + Vocational qualifications)	26	90%	29	100%	31	97%	27	100%	57.7%
Destination: learners continuing in education, employment or training (EET)	29	tbc	29	tbc	25	78%			

In all measures the achievement (performance) of SILS students was lower in 2017/18 than 2016/17.

The three year trend (2014-2017) is down in all achievement measures. (See above). The numbers of learners achieving 5+ 9-4 at GCSE is an issue, only 1 per year. Also, the percentages getting even 1 good (9-4) GCSE pass has been repeatedly falling.

Number of Permanent Exclusions from secondary schools

School	2014/15	2015/16	2016/17	2017/18	Average
Ark All Saints Academy	1	4	0	1	1.5
Ark Globe Academy	7	3	3	5	4.5
Ark Walworth Academy	3	2	3	6	3.5
Bacon's College	4	3	1	3	2.75
The Charter School	0	1	3	2	1.5
The Charter School East Dulwich	n/a	n/a	0	0	0
City of London Academy (Southwark)	0	1	3	3	1.75
Compass School Southwark	0	1	3	2	1.5
Harris Academy Bermondsey	0	1	5	2	2
Harris Academy Peckham	2	3	6	15	6.5
Harris Boys' Academy East Dulwich	0	1	4	4	2.25
Harris Girls' Academy East Dulwich	1	1	4	0	1.5
Kingsdale Foundation School	0	0	0	0	0
Notre Dame Roman Catholic Girls' School	0	1	0	0	0.25
Sacred Heart Catholic School	0	0	0	1	0.25
St Michael's Catholic College	0	0	1	0	0.25
St Saviour's and St Olave's Church of England School	0	0	0	0	0
The St Thomas the Apostle College	0	0	0	1	0.25
University Academy of Engineering South Bank	0	0	0	2	0.5
Totals	18	22	36	47	1.62

(Schools **highlighted** in the table above are well above the 4 year average no. of exclusions -1.62)

Exclusion Rates in secondary schools

	14/15	15/16	16/17	17/19	Average
Ark All Saints Academy	0.43	1.13	0.00	0.17	0.43
Ark Globe Academy	0.55	0.24	0.24	0.41	0.36
Ark Walworth Academy	0.31	0.20	0.30	0.60	0.35
Bacon's College	0.38	0.28	0.09		
The Charter School	0.00	0.08	0.25	0.16	0.13
The Charter School East Dulwich	n/a	n/a	0.00	0.00	0.00
City of London Academy (Southwark)	0.00	0.08	0.22	0.21	0.13
Compass School Southwark	0.00	0.53	1.11	0.60	0.56
Harris Academy Bermondsey	0.00	0.14	0.70	0.27	0.28
Harris Academy Peckham	0.25	0.37	0.81	2.29	0.93
Harris Boys' Academy East Dulwich	0.00	0.13	0.51	0.52	0.29
Harris Girls' Academy East Dulwich	0.12	0.12	0.50	0.00	0.19
Kingsdale Foundation School	0.00	0.00	0.00	0.00	0.00
Notre Dame Roman Catholic Girls' School	0.00	0.17	0.00	0.00	0.04
Sacred Heart Catholic School	0.00	0.00	0.00	0.12	0.03
St Michael's Catholic College	0.00	0.00	0.12	0.00	0.03
St Saviour's and St Olave's Church of England School	0.00	0.00	0.00	0.00	0.00
The St Thomas the Apostle College	0.00	0.00	0.00	0.12	0.03
University Academy of Engineering South Bank	0.00	0.00	0.00	0.36	0.09
Totals	2.04	3.39	4.85	5.83	0.20

(Schools **highlighted** in the table above are well above the 3 yr. average rate of exclusions -0.20). Note that the NA exclusion rate varies between 0.17 to about 0.2 during this period)

Exclusion rate is calculated as;

$$\frac{\text{Number of permanent exclusions recorded across the academic year}}{\text{Number of sole and dual registered pupils on roll as at January census day}} \times 100$$

There are several academy chains in Southwark schools; Ark, United Learning (Bacon's), City of London, Harris, the Charter school. There has been a sharp rise in exclusions since 2016. Overall the trend is for the *number of* PEx to rise over time. Each year the school with the highest individual *number of* permanent exclusions is either an Ark or a Harris school.

It should be noted that in 16/17 Harris Academy Peckham had the highest *number of* exclusions (6), but Compass had the highest *rate* (1.11).

Exclusion rates that significantly exceed National Averages (NA) are almost exclusively in Ark and Harris academies.

Permanent Exclusions								
Academy chain	14/15	Per school	15/16	Per school	16/17	Per school	17/18	Per school
Ark	11	2.6	9	3	6	2	12	4
Bacon's	4	4	3	3	1	1	3	3
City of London	0	0	1	1	3	3	3	3
Harris	3	0.75	6	1.25	19	4.75	21	5.25
The Charter	0	0	1	0.5	3	1.2	2	1

Each year a different federation or Trust has been responsible for over 40% of all PEx in the LA. (14/15– Ark 61%, 15/16 Ark 41%, 16/17 Harris 53%, 17/18 Harris 45%).

Gender: there are consistently higher proportions of male pupils being permanently excluded, with between 16 and 21% of children per year being female. The exception was 2016/17, in which 30% were female.

Age

Across all years, the most common age of permanent exclusion was 14 (averaging over 38% of all permanent exclusions across all years), followed by age 13 (26%) and 15 (21%). The data from the two terms of 2017/18 indicate that the cohort may be getting older, as there has been nearly the same number of permanent exclusions of 15 year olds as the 2016/17 total (which includes the summer term). Although age is important when considering school exclusions, owing to the fact that the academic year is not the same as the calendar year – the year group in which a child is excluded is not always the same. For example, a 15 year old will either be in Year 10 or Year 11, depending upon when their birthday falls. Overall (across all academic years) approximately a third of permanently excluded children, are in Year 10, and another third are in Year 9, with the remaining third spread across the other year groups. The number of children excluded from Year 9 has remained fairly static over the last three academic years (ranging from 14 in 2014/15 to 16 in 2016/17) whereas the number of Year 10 pupils excluded has increased year on year.

Ethnicity:

The number of black / black British children excluded from Southwark schools increased from 9 to 15 between 2015/16 and 2016/17, and stands at 9 by the end of the first two terms of 2017/18. There appears to be no discernible difference at this point of the level of white children being excluded. There has however, been an increase in the number of permanent exclusions of children born to dual heritage backgrounds in the last year (increase from 2 in 2016/17 to 6 in 2017/18 (which again, is based on only two terms worth of data).

Looked after: For young people who were looked after at the point of exclusion, there were only two PEx. There was one in 2014/15 and one in 2016/17.

SEN: For the 3 years for which there is full data, between 39 and 45% of PEx had some form of SEN (typically SEN support). However, in the most recent year there have been four PEx of young people with an EHCP or Statement of Educational Need, and less exclusion of those who have SEN support.

Reasons for exclusion:

DFE reason code	2014/15	2015/16	2016/17	2017/18 (2 terms)
BU – Bullying	0	0	0	1
DA – Drug and alcohol related	1	2	1	3
DB – Persistent disruptive behaviour	9	8	14	13
DM – Damage	1	0	0	1
OT – Other	7	12	15	9
PA – Physical assault against an adult	1	3	6	3
PP – Physical assault against a pupil	3	2	4	8
SM – Sexual misconduct	4	0	1	0
TH – Theft	0	0	1	0
VA – Verbal abuse / threatening behaviour against an adult	2	8	4	1
VP – Verbal abuse / threatening behaviour against a pupil	3	5	4	3
Total	31	40	50	42

Carrying an offensive weapon is always the most frequent reason for PEx in the “other” category, rising from 3 in 2014/5 to 6 in 2017/18. Children are automatically PEx when they reach 45 days exclusion.

4 Off -rolling

Off-rolling is the practice of removing a pupil from the school roll without using a PEx, when the removal is primarily in the best interests of the school, not the pupil. This includes pressuring a parent to remove their child from the school. It won’t always be unlawful, but Ofsted believes off-rolling is never acceptable. When an Ofsted inspection finds evidence of off-rolling taking place inspectors should always address this in the inspection report. They may, depending on the scale and impact, need to consider it when reaching the judgement. If the off-rolling is lawful, inspectors will consider the context of the off-rolling and be clear about what impact the off-rolling has had on pupils involved and on the school. There are many different activities that can constitute off-rolling, so there can be no hard and fast rules as to how it should be addressed. If inspectors determine the school to be off-rolling then the leadership and management of the school are likely to be judged inadequate.

Each Academy enters into a funding agreement granted by the Education Funding Agency. The Funding Agreement specifies how the academy is run, its duties and the powers the Secretary of State has over the academy. The Funding Agreement is the method by which academies are held accountable to the Department for Education (DfE).

Complaints or breaches can therefore be reported to the funding agency or Ofsted.

There were approximately 550 deletions from school roll forms submitted by Southwark Secondary Schools, 2018-19 (financial year) – this is for all ages.

The trend for legal off-rolling of students in Southwark mirrors that for PEx, with the top spots in the table being occupied mainly by Ark and Harris academies. This means that those schools, one way or another, “move on” significantly more children to another educational setting than the rest.

5. Information Schools are obliged to report to the council/Local Authority

All schools (including academies and independent schools) **must notify the local authority** when a pupil’s name is to be deleted from the admission register under any of the grounds prescribed in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for removal is met and no later than the time at which the pupil’s name is removed from the register. This duty does not apply where the pupil’s name is removed after they have completed the school’s final year, unless the local authority requests for such information to be provided.

When removing a pupil’s name, the notification to the local authority must include: (a) the full name of the pupil, (b) the full name and address of any parent with whom the pupil normally resides, (c) at least one telephone number of the parent, (d) the pupil’s future address and destination school, if applicable, and (e) the ground in regulation 8 under which the pupil’s name is to be removed from the admission register (see Annex A).

Schools must make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil’s name from the register if the deletion is under regulation 8(1), subparagraphs (f)(iii) and (h)(iii) (see Annex A).

All schools must also notify the local authority within five days of adding a pupil’s name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil. This duty does not apply when a pupil’s name is entered in the admission register at a standard transition point – at the start of the first year of education normally provided by that school – unless the local authority requests that such returns are to be made.

All schools (including academies) must agree with the relevant local authority, the regular interval that the school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school’s permission for a continuous period of 10 days or more.

Home Educated Children

On receipt of written notification to home educate, schools must inform the pupil’s local authority that the pupil is to be deleted from the admission register. Schools should not seek to persuade parents to educate their children at home as a way of avoiding excluding the pupil or because the pupil has a poor attendance record. Schools and local authorities should not seek to prevent parents from educating their children outside the school system.

Exclusions

Exclusions guidance (<https://www.gov.uk/government/publications/school-exclusion>) states:

‘The head teacher must, without delay, notify the governing board and the local authority of:

- any permanent exclusion (including where a fixed-period exclusion is followed by a decision to permanently exclude the pupil);

- any exclusion which would result in the pupil being excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any exclusion which would result in the pupil missing a public examination or national curriculum test.

The head teacher must also notify the local authority and governing board once per term of any other exclusions not already notified.

Notifications must include the reason(s) for the exclusion and the duration of any fixed-period exclusion’.

There is not any requirement to notify the council of managed moves as such, but if it results in a child being removed from a school roll then they would need to notify the LA of the destination school or new educational setting.

6 Progress in the collaborative working of the LA, schools and the police

The Knife Crime and Knife carrying action plan articulates a number of intents. These are around sharing information and knowledge, developing resilience and skills in young people, engagement of families and the wider community, targeted support for affected youngsters and prosecuting knife –carrying perpetrators. There have been consultations with young people, parents, schools and the wider community. Information has been shared in school and other venues and external speakers and visitors have supported this drive.

Jenny Brennan (Assistant Director Family Early Help and Youth Justice) is working with colleagues including Laverne Noel (Deputy Head - Support and Guidance, Southwark Virtual School) and David Bromfield (Education Adviser – secondary and Post16) on devising an Exclusions Project. This will be a multi-agency review of data and practice with excluded children attending Southwark schools. The review will report in October 2019 with recommendations for changes in practice to improve outcomes for children who receive fixed term exclusions and permanent exclusions. There will be an Appointment of a project manager to lead the review, agree the business case and manage the project (May – Oct) 2019 reporting to the Education/CSC Assistant Director and Director group.

Jenny is also working with David Bromfield on an Exclusions Conference for all Southwark schools , including a reflection on the Timpson report.

Appendix 1: Key activities at universal and specialist level

The following activities may be appropriate and will be negotiated with schools on an individual basis.

Universal Level: Core	Specialist Level: Core Plus
<p><u>Core Offer</u></p> <p>KS3-4 respite (short term placements) or Day 6 provision</p> <p>Includes:</p> <ul style="list-style-type: none"> • Access to appropriate high quality secondary curriculum • Access to Mentoring and Therapeutic intervention e.g. Counselling or Art Therapy • Regular liaison with professionals working with families and schools • High levels of pastoral care, including provision of breakfast and lunch to all learners • Access to enrichment activities and out of hours learning • Regular review of placement and termly report on progress: learning, behaviour, attendance, engagement with intervention etc. • Achievement of academic outcomes at end of KS4, to support progression to post 16 education, employment and / or training 	<p><u>Core offer plus</u></p> <ul style="list-style-type: none"> ▪ Bespoke Y11 Hard to Place learners ▪ QA and commissioning of other AP ▪ Work experience placement for Year 11 students • Bespoke interventions to be agreed with school. E.g. Specialist literacy tuition, speech and language therapy, @ cost TBA. • Placement in specialist nurture / ACE group as appropriate • EHCP statutory assessments @ £1050 per pupil • Behaviour Support Worker for outreach and school based interventions @ tab • Additional support as indicated on Education Health and Care Plan (EHCP)

Appendix 2: Additional information

On Site at the PRU

The Core Package described above, includes:

- Teaching in small groups to a maximum 8 students in each class
- KS 3 Curriculum: English, Maths, Computer Science, Food technology, Art, PE, PSHE, Humanities and Design Technology; as well as, access to vocational and enrichment activities
- At KS4 learners attend SILS 4 days a week. Curriculum offer includes, GCSE English, Maths, Functional Skills Literacy & Numeracy, Computer Science, Science in year 10, RE, ART, PE, Food technology, Business Studies and Health and Social Care.
- At KS4, all learners attend an off-site provision one day per week to access and engage with vocational learning
- Access to a specialised nurture group for selected learners at KS4.

Art Therapy / Counselling

We will endeavour to provide access to therapeutic intervention as part of the core package of support. To support reengagement with education, address emotional and self-esteem issues, and where applicable we will signpost students and families to additional services such as CAMHS, SFFT, etc.

Managing the SEN - EHCP Statutory Assessment Process

This is a wraparound service for assessment of special educational needs, including diagnostic assessments by specialist SEN teacher and SENCO support for report writing and liaison with other professionals. **Please note that assessment by an Educational Psychologist is outside of the core offer.**

Day 6 provision

This service provides young people (KS3 & 4) on fixed term exclusions from mainstream schools and academies with a safe, purposeful learning environment. Pupils work independently of one another. They follow individual programmes of work supplied by their schools; and we encourage all pupils to access / submit work using their school's VLE.

We maintain regular communication with schools and parents during the placement. Pupils have access to mentoring and self-reflection diary during their placement.

Appendix 3: Responsibilities

School / Academy Responsibilities:

1. To fully complete referral forms, including parental consent and risk assessment on student (to provide appropriate and relevant information to ensure that the needs of the learner can be safely met)
2. To provide emergency contact number for parents and information on any known medical conditions
3. To agree targets for placement and interventions that may be required outside of the core offer.
4. To provide SILS with dates in the school calendar that may impact on student attendance as early as possible (e.g. trips, events, parent's evenings, review meetings, etc.)
5. To provide relevant work for students referred to day 6 provision.
6. To provide details of professionals / agencies involved with the student or family e.g. Social Care, CAMHS, YOS, etc. and to ensure information is shared with parental consent.
7. To invite parents / carers to initial interview at SILS.
8. To nominate appropriate member of staff to act as key contact and release school contact for initial interview and subsequent review meetings at SILS.
9. To settle invoices for the agreed payment within the specified time, as outlined in the financial agreement.

SILS Responsibilities:

1. To provide a structured programme of learning including specialist intervention, to meet students educational needs and personal, social and emotional development needs
2. To support – encourage reengagement with learning, behaviour modification, reintegration to mainstream and achievement of accredited qualifications
3. To provide a link person who takes a lead on meetings and liaison with school, and who maintains effective communication with all parties
4. To provide regular feedback on progress, termly academic reports, as well as, end of placement reports or reflective journals for day 6 students.
5. To keep accurate data on student, in accordance with the Data Protection legislation
6. To contribute to statutory or formal meetings with professionals working with the student
7. To invoice the school for the agreed amount on a termly basis ensuring it complies with the financial agreement.