

Back on Track

Hearing the pupils

Professional development resources for school improvement in Pupil referral units



This is a resource in two parts: This booklet and the discussion prompts it contains are designed to accompany the London Back on Track Project DVD 'Hearing the pupils' The DVD is available from London Councils.

Our grateful thanks go to the Headteachers, staff and pupils of the PRUs who took part in the making of this DVD:

Abbey Manor College, Lewisham
Bridge Academy, Hammersmith and Fulham
Cotelands School, Croydon
Park Campus, Lambeth
Regents Vocational College Hackney
Victoria House, Croydon

NB the term PRU or pupils' own name for their centre is used throughout this resource.



Introduction

Who is this DVD for?

Leadership teams and staff in PRU, schools and LAs could use this DVD in order to plan for further development of PRU provision and practice. The starting point in the DVD is what young people say about what they value in the PRU experience. The principle underlying this programme is to celebrate what works and build improvement from that with a clear vision of what the PRU should be like 'in five years' time'.

Structure of the DVD

The film is divided into chapters related to each of the Pan-London Back on Track workstreams. In each chapter young people in various types of PRU talk about their experiences and views. There is some voiceover to provide context and commentary.

Viewers are asked to consider what PRU provision might look like in five years' time with a series of related questions.

Using the DVD

There are three options for using the DVD

1. The DVD can be viewed in its entirety as an introduction to a discussion session. This takes 22 minutes. Those taking part could be given copies of the section questions to make notes during the showing. Subsequent discussion could focus on one or more of the prompt questions. **However we recommend that one or more sections are used in order to meet specific needs.**
2. The whole DVD can be shown, but with breaks after each section to promote targeted discussion based on the prompt questions. This probably could then fit into a 90 minute session.
3. Focus on one section for detailed discussion.

Discussion prompts

Each section of interviews and voiceover is followed by questions in the boxes below, which remain on screen until the operator presses play to get the next section of content.

Starting to play the DVD

At the start you can choose to either play the entire DVD, or to stop after each section for discussion:

Section Number	Section start time if the DVD is run continuously	Section headings which appear in both formats	Discussion topics which appear at the end of the section if the DVD is shown in separated sections
0	00:00		
1	01:13	What more can PRUs do?	Doing more differently
2	01:46	Don't judge a book by its cover	Supporting Personal Progress
3	04:35	You're listened to here	Doing the best for staff
4	09:17	There's time for you here	Learning together ; solving problems
5	12:47	They know that people can change	Hearing and achieving
6	17:25	I believe in myself	A vision for success
	21:35	End credits	

Presenter's notes

The start of the DVD is a general scene setting introduction with a voiceover on PRU.

The contents of the discussion topics are shown in the boxes on the following pages, as well as some key themes which should be covered.

Section 1: Doing more, differently?

In five years' time:

1. How will we describe PRU and what they are for?
2. How will we want the environment for learning in our schools to be different?

Key issues here include:

- Developing a shared understanding of what the PRU is established to achieve – within the PRU, with partner schools, colleges and other providers, and with the LA and other partners.
- This is partly about funding capital developments (such as the Building Schools for the Future Fund) but also about design, layout, decoration, equipment and maintenance to create the right environment for learning – as well of course as pupil management.

Prompt notes for key discussion points:

Action:

Section 2: Supporting personal progress

In five years' time :

1. How will we have made the transitions into and out of our schools better?
2. Who needs to help us achieve this?
3. How will we have developed the use of information about pupils and their needs?

Key issues here include:

- How to work with partner schools (including the local Behaviour and Attendance Partnership) and agencies to develop their practice when managing a pupil into the PRU or out of the PRU in a way that give the best chance of succeeding in future learning.
- How to assess the needs (social, emotional and academic) of pupils on arrival and through their placement to match provision. This will include working with other partners such as YOT and CAMHS.

Prompt notes for key discussion points:	Action:

Section 3: Doing the best for staff

In five years' time:

1. How will the leaders of our schools be supported?
2. How will we be supporting the professional development of all our staff, and partners who work with us?
3. How will we be working with our partners?

Key issues here include:

- Making the best use of local professional development through links (for example with other schools) the Behaviour and Attendance, 14-19 and other partnerships, Local Authority, National Strategies London Challenge , PRU Network, National College for School Leadership, local leaders in education.
- Ensuring that partners understand how to work with the PRU effectively to provide support and challenge. This means PRU staff also being clear about the 'drivers' for agencies such as Police Safer Neighbourhood teams.

Prompt notes for key discussion points:	Action:

Section 4: Learning together and solving problems

In five years' time:

1. How will we work with partners to make sure all pupils feel safe?
2. How will our curriculum design and teaching and learning styles have developed?
3. How will we help pupils develop their skills in managing risk, solving problems and repairing harm?

Key issues here include:

- How do we hear the feelings of young people about their safety and what can be achieved with partners to keep young people safe?
- What are the principles which drive our curriculum and how can we use new curriculum opportunities to meet the needs of pupils who attend our PRU – and might in the future?
- How can we use Restorative Approaches effectively both in schools and with our partners?

Prompt notes for key discussion points:	Action:
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Section 5: Hearing and achieving

In five years' time:

1. How will we be engaging the voice of pupils in what we do?
2. How will we be engaging the voice of parents and partners in what we do?
3. How will we be recognising progress and achievement?

Key issues here include:

- As a matter of routine, and at points of crisis, how will we develop our ability to hear and respond to the needs of pupils and their parents in the PRU?
- How will we develop our assessment and recording systems record and celebrate progress and achievement?

Prompt notes for key discussion points:	Action:

Section 6: A vision for success

In five years' time:

1. How will we make sure we are known as a school where all pupils have high aspirations for themselves?
2. How will we know if we have succeeded?

Key issues here include:

- How do we demonstrate our high expectations of our pupils – in personal and social development and in formal learning outcomes?
- How do we want to develop our systems to track pupil progress during their time in the PRU and beyond?

Prompt notes for key discussion points:

Action:

Other supporting resources:

1 Pan London Back on Track Project outline

<http://www.londoncouncils.gov.uk/children/briefings/pruimprovement.htm>

2 DCSF Back on Track statement (2008)

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=CM+7410&>

3 National Strategies support

a) Leadership development

<http://nationalstrategies.standards.dcsf.gov.uk/leadership>

b) Behaviour and attendance and Social and Emotional aspects of learning

<http://nationalstrategies.standards.dcsf.gov.uk/inclusion/behaviourattendanceandseal>

c) National programme for specialist leaders in behaviour and attendance

<http://nationalstrategies.standards.dcsf.gov.uk/npslba>

4 London Challenge and link to the National College for School leadership

<http://www.dcsf.gov.uk/citychallenge/london.shtml>

5 Safety and Cohesion programme

http://younglondonmatters.org/hottopics/schools_safety_and_cohesion_programme/

6 SHARP (Schools Help and Reporting Page) background

<http://www.londoncouncils.gov.uk/media/current/pressdetail.htm?pk=685>



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