



Northumberland's P.R.U.

Northumberland Pupil Referral Unit

Governors Annual Statement and Impact Report 2023 – 2024

The Management Committee at Northumberland PRU endeavours to fulfil the role defined by Government supported by the Local Authority. In doing so we hope that we can help to make Northumberland PRU the very best it can be for the benefit of our students and promote 'Inclusion in its broadest sense'.

The Department for Education guidance specifies that the annual statement should explain how we have fulfilled our responsibilities, including:

- the governance arrangements that are in place, including the remit of any committees
- the attendance record of individual governors at board and committee meetings
- an assessment of the effectiveness and impact of the board and any committees with details of any particular challenges that have arisen

The Management Committee role is intended to be strategic in nature while being a "critical friend" to the Headteacher and the school leadership team who are responsible for the day-to-day operational running of the school. In reviewing the way the school works, the Management Committee have gained an enormous respect for all the staff in the school. We would like to take this opportunity to give a huge thank you to all our staff for the level of effort and care they all contribute.

Governor Meetings

At Northumberland PRU members of the governing body have played, and continue to play, a strong role in driving the school forward. The current members who are all listed on the website, are all volunteers, giving up their own time to fulfil the roles for the benefit of our children.

There have been three formal governor meetings for the year 2023–2024. These have taken place both in person and virtually.

Member attendance has, as always, been of a very good level, with any absences having been fully explained and accepted and approved by the Management Committee.

There are no causes for concern at the level of commitment shown by any member of the governing body. On the website, the governor's section highlights governor attendance at meetings.

We have a very experienced clerk that helps us to ensure all the topics we are required to discuss each year are covered, and we have a number of sub-committees that perform much of the detailed work in accordance with their terms of reference:

Resources Committee

Responsible for setting and monitoring the budget for the school and overseeing the financial management of the school.

Strategic Policy and Direction Committee

Involved in the decision making in relation to development planning and ensuring school improvement is in effect, including recruitment of staff, and dealing with issues relating to existing staff.

Full Governing Body

The full governing body is also responsible for the maintenance and health and safety aspects of the school buildings, and decisions on the use of the premises outside school hours.

The major priority of the Management Committee is ensuring that our students progress appropriately in their education and appreciate that for this to happen the pupils must be supported by a well led, enthusiastic, professionally competent and motivated staff all working together within a safe, supportive and relaxing environment conducive to learning. Members appreciate too, the requirements of our students' parents and carers and their need to be satisfied about the overall leadership and management of the school and how it affects safety, learning and enjoyment of their children.

To achieve their objectives members too must continually evaluate the role they have played within the life of the school and publish relevant information to all interested parties. This statement and report are part of that evaluation and publication process.

School Development Plan (SDP)

Members work co-operatively with the Headteacher and senior management in writing and monitoring the School Development Plan. The School Development Plan sets aims for the forthcoming year. The SDP for 2023/24 was based on priorities identified from data, school self-evaluation and Ofsted priorities. The SDP is set out with clear aims, the key tasks which will be completed in order to achieve these aims and the success criteria in order to measure outcomes. The SDP is monitored and reviewed termly, with an evaluation overview being completed and presented to governors alongside the Headteacher report. This academic year relocation to our new Seghill site has had a profound impact on school targets.

The targets of the school development plan 2023/24 were identified as:

QUALITY OF EDUCATION
1.1 Ensure current assessment systems are fit for purpose in order to help pupils embed and use knowledge fluently, check understanding and inform teaching, understand different starting points and provide comparable information on pupils' personal development
1.2 Teaching and learning to be at least good in 90% of all lessons with all Marking, Assessment & Feedback and Teaching & Learning policies delivered consistently by all staff
1.3 Continuous delivery of Quality First Teaching & Learning programme to upskill staff and to coach students in how to be an effective learner
1.4a <u>Phonics</u> Utilise consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school
1.4b <u>Reading</u> Improve reading ages across all key stages to ensure that 0% pupils require urgent intervention and >50% of pupils or at or above national benchmark
1.5 Monitor and re-develop a bespoke curriculum offer that aligns to national and age-related expectations and allows pupils to make meaningful connections in their learning given their relatively short stay, varied starting points and prior learning experiences. Embed 'themes' that run through subjects and develop across each key stage to meet the needs of cohort (academic & social) E.g. Conflict, Civilisation, Justice
1.6 Develop and embed a robust and effective remote learning system (Google Classroom) to support learning both in and outside of the school premises, further developing approaches to homework and extended learning

BEHAVIOUR & ATTITUDES

- 2.1 Develop clear pathways to support and address the barriers to attendance and reduce PA for individual pupils
- 2.2 Continue use of the Behaviour for Learning (BfL) policy and monitor its impact to ensure consistency of behaviour management in classrooms and around the school
- 2.3 Continue to review and develop support strategies to ensure all staff are clear and trained in managing and supporting pupils in a de-escalating manner and which promote positive relationships, in turn reducing numbers of pupil suspensions
- 2.4 Build on the All About Me/SMART Targets and interventions through wider use of SEND information to develop student's autonomy, decision making and awareness of strategies to manage situations successfully
- 2.5 Continue external review regarding Safeguarding, with a clear action plan and interventions

PERSONAL DEVELOPMENT

- 3.1 Ensure that all pupils are supported to make progress in areas of SEMH through both THRIVE and trauma-informed personalised intervention programmes
- 3.2 Ensure the PSHCE curriculum is continually developed as a subject and embedded across the school in a progressive and cohesive manner enhancing well-being, developing leadership, character and broadening cultural capital
- 3.3 Leaders to be informed through quality assurance and pupil voice that pupils can link their experiences at the PRU and articulate how their time at the school has impacted on their personal development, particularly in terms of self-esteem, emotional wellbeing, aspirations for the future
- 3.4 Ensure further development and delivery of the Northumberland PRU careers programme in line with the Careers Framework
- 3.5 Continue to raise awareness of equality & diversity, inclusivity, anti-racism, LGBTQIA+ across the school

LEADERSHIP & MANAGEMENT

- 4.1 Ensure a rigorous whole school self-evaluation and quality assurance programme is maintained
- 4.2 Conduct an assessment of the impact of delivery of Reading+/LexoniK LEAP and FLEX programmes to support reading, phonics and literacy? Evaluate their impact on pupil progress in these areas?
- 4.3 Deliver a broad and effective CPD programme that addresses needs identified by Leaders and staff.
- 4.4 Further develop networking links and outreach work with other schools and wider educational communities so that good practice can be shared.
- 4.5 Establish, train and embed a bespoke pastoral/counselling team to ensure outstanding pastoral intervention and care is received by all pupils

Members visit the school as part of their monitoring of the SDP and of specific issues. These visits are considered a valuable opportunity for governors to be able to work closely with staff members across the school. Link governors follow a cycle which sets out the monitoring activities which they will be undertaking with the subject leader. Guidance in terms of the roles and responsibilities of governors during their visits are provided and regular training is available in order to up-skill our team.

Examples of the impact of these visits include

Co-operative working to prepare and introduce new policies and working practices on Special Educational Needs, Keeping Children Safe in Education, quality first education and progress towards achieving personal goals in Literacy and Numeracy. Members also focus challenge and scrutiny on the key areas identified in the most recent Ofsted inspection. During the past academic year, members have attended school to both support and challenge senior leaders across the school in the areas of Quality of Education, safeguarding, attitudes and behaviour and curriculum.

Data analysis

Data is made available to governors through termly meetings with verbal and written presentations followed by question and answer sessions with the Headteacher, members of the senior management team and teachers. By doing this members are able to benchmark their data against similar schools, the Local Authority and schools nationally to ensure the schools standards and expectations are high and are able to be closely scrutinised. Particular scrutiny is placed on pupil progress across all ability groups including vulnerable groups and on the effective use of SEND funding.

Policies

Members review all relevant policies on a programmed basis to ensure that all guidance is current and up to date.

Specific attention is paid to ensure that the school complies with the Department of Education mandatory policy list and the Local Authority recommended list.

Financial management

Northumberland Pupil Referral Unit has an experienced Chair of the Finance Committee who is fully committed to ensuring that the school money is spent effectively for all pupils. Other members have also attended Financial Management training and some have a professional background in finance.

Members have worked closely with the Headteacher, finance officer and senior leaders to monitor the school budget.

The impact of the governors' role in the school ensures that the budget is managed effectively and improvements are effective and continuous.

Governor expertise

At Northumberland Pupil Referral Unit the members bring a wide variety of expertise to the school and this in turn helps to ensure the school continues to move forward and develop. Examples of the impact of member expertise on school improvement includes financial expertise; a number of governors have experience of governance in other educational settings.

Staff recruitment

The Headteacher and chair of the Management Committee are trained in "Safer Recruitment".

Members are involved in the recruitment and selection of teaching staff and use the appointment process to ensure that high quality staff who share the schools mission statement and aims are appointed.

Management Committee Member Training

During this academic year members have received opportunities for training in a range of subjects including safeguarding, child protection and SEND.

Impact statement – review:

The Management Committee, the Headteacher and senior management team along with all members of staff are constantly striving to improve and develop the school.

Key issues and priorities that the Governing Body have faced during 2023–24

This year has been an exceptionally demanding and eventful year, particularly in light of the implications following the relocation to our new site and expansion in student numbers. Key activities included:

1. Scrutiny and analysis of the school budget following the relocation and implications of incurred costings
2. Scrutiny and analysis of behaviour, attitudes and relationships across the school
3. Evaluating and monitoring the effectiveness and robustness of the school's safeguarding practices
4. Reviewing the MIS and data collection systems for monitoring school pupil performance data and progress and its impact on effective interventions.
5. Reviewing the data collection computer programme (Trackit-Lites) for monitoring school pupil behaviour and its impact on effective interventions.
6. Scrutiny and analysis of student attendance data, along with the effectiveness of the impact of interventions
7. Scrutiny and analysis of interim in-school results of pupil progress (GL Assessment/Internal KS3 system).
8. Participation in walkthroughs of the school, discussions with student panel representatives and evaluations of student work.
9. Monitoring the implementation of the school development plan.
10. Ensuring the continual updating of the SEF.
11. Discussion of the SIP's visits to the PRU, the findings within the reports and the implementation of recommended actions.
12. Improvement of the school learning environment.
13. Ensuring compliance with website statutory requirements.
14. Monitoring changes in pupil numbers and the implications for both budget and staffing.
15. Managing the transience of children, especially those students being issued EHCP's.
16. Budget setting and monitoring and review of school finances.
17. Review of school policies and documentation.
18. Monitoring of the school's performance management cycle.
19. Overseeing the continual compliance in school with the General Data Protection Regulations.
20. Completion by all governors of the NGA Skills Audit, results collated and shared anonymously with the governing board.