

TOWER HAMLETS **PRU**

Draft Prospectus



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Letter from the Headteacher



Thank you for your interest in Tower Hamlets PRU. Our mission here at the PRU is to find ever better ways of supporting, motivating and inspiring our students to be as successful as possible in the future. Our students come to us at various points during their secondary schooling – usually as a result of their previous school placement having broken down, whether through ill health, behaviour issues, inappropriate curriculum pathways or other difficulties – frequently feeling less than positive about themselves and their life chances. Our job is to help get them back on track, either through a return to regular schooling or by completing Year 11 with us, so that they emerge prepared to make a positive contribution wherever they go next.

We are committed to becoming an outstanding school and have already made rapid progress towards this goal, as confirmed by the Ofsted judgement of 'good' achieved in January 2014. However, there is still much to do, if we are to improve further.

The education and care provided to the students who come to us are continually improving, giving young people quality access to an education -whatever their starting point. This will set them on the right track for the rest of their lives – and is something I care deeply about

Regards.

John Bradshaw
Headteacher



The main services we currently provide for our students are as follows :

Reintegration Programme

Students in Key Stages 3-4, whose parents/carers have agreed to a Managed Move, are supported to prepare for a speedy return to mainstream.

Long-Stay Programme

Students mainly in Key Stage 4, whose parents have agreed to a Managed Move, remain on roll with us through to end of Y11, following a personalised curriculum.

Individual Tuition Programme

Students of all ages, unable to attend school for medical reasons, including mental health issues, are supported 1:1 by a Personal Tutor - ahead of hopefully transitioning to our Long-Stay or Reintegration Programmes.

Hospital School Programme

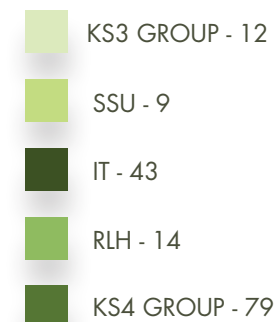
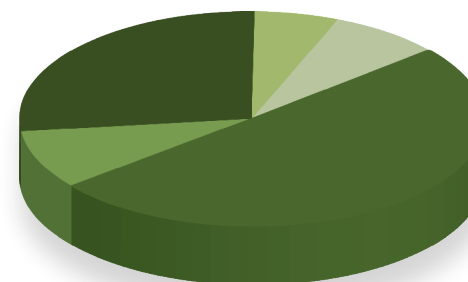
Students of all ages admitted as patients to the Royal London Hospital - or who cannot leave their homes for medical reasons - are provided with group or 1:1 education.

Short-Stay Programme

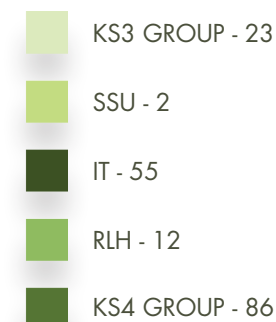
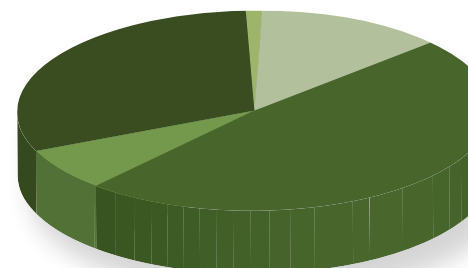
Students on long fixed-term exclusions from Tower Hamlets schools are accommodated at our Short Stay Unit – usually completing work set by the home school, supervised by in-house staff.

Please note also that the population at the RLH experiences constant turnover and that the team will usually expect to work with around 500 students in total over the course of any given school year.

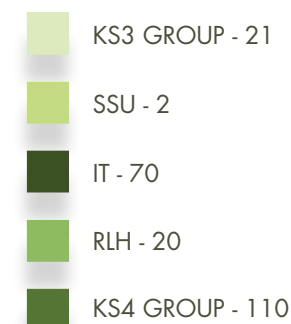
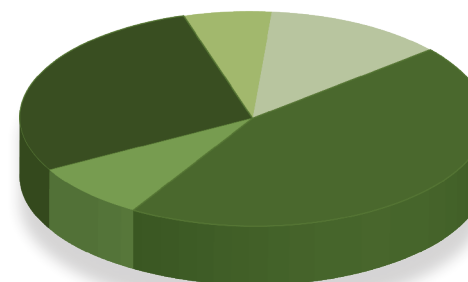
STUDENT NUMBER AS OF NOVEMBER 18TH 2015



STUDENT NUMBER AS OF JUNE 24TH 2016



PRU CAPACITY



Curriculum

We have recently expanded our core curriculum to include all the following :

Key Stage 4

All Key Stage 4 students have Harpley, our biggest centre, as their base – irrespective of whether they are following a reintegration programme or are enrolled on our long-stay programme.

Whichever pathway a particular student may be following, it will always include Maths and English teaching plus access to our Options and Enrichment Programmes – and, for almost all students, will include access to the Prince's Trust Award in Personal Development and Employability Skills. For students on a reintegration pathway, options available will be mainly GCSE-based – whereas students on long-stay also have the option of following vocational courses, delivered at our Tommy Flowers site.

Our GCSE option programme currently includes the following :

- Art
- Business
- Humanities
- ICT
- Music
- PE
- Science

For those students for whom a vocational pathway seems more likely to engage them – and also offers better forward prospects of securing a place in post-16 education, employment or training – we offer a number of vocational courses, mostly delivered at Tommy Flowers, which is being developed as a bespoke vocational centre. Students opting for vocational courses based at Tommy Flowers attend that centre two days a week, spending the remaining three days at Harpley.

A very small number of students follow a double vocational pathway, attending Tommy Flowers on four days, attending Harpley on Friday only for Enrichment.

Vocational courses running in 2016/2017 at Tommy Flowers Centre are as follows:

- Construction & Plumbing
- Hair & Beauty
- Hospitality & Catering
- Vehicle Maintenance

Enrichment (KS4)

Our Enrichment Programme is in its first year, having been introduced for the first time in September 2015. For KS4 students, it takes place across the whole of Friday and is built around a carousel menu of activities – all designed to build student self-confidence, develop important life skills and broaden their personal horizons – from which students make guided choices. Some activities take place on site, others off-site, including at Tommy Flowers.

Activities within the menu during this first term of the programme have included :

- Boxing
- Self Defence
- Vocal lessons
- Rugby/Cricket
- Football
- Young Enterprise
- Zumba
- Song Writing
- Drama
- Photography
- Street Dance
- Track Cycling
- Animal Care
- Theory Driving Test
- Hair & Beauty

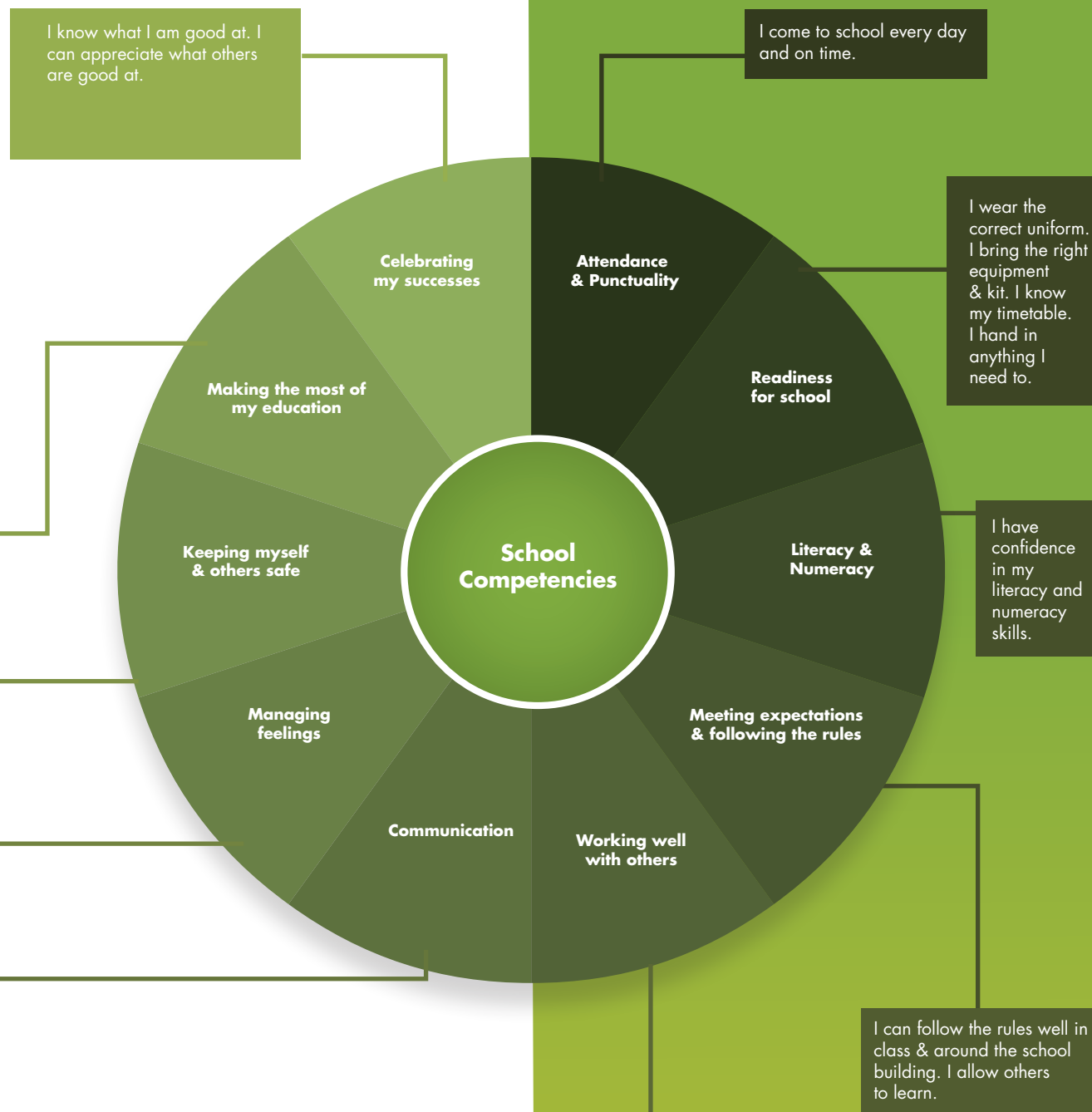
Key Stage 3

The vast majority of KS3 students follow our Reintegration Programme, based at our Third Base Centre.

The Reintegration curriculum is designed to cover all of the competencies required for a successful school career – reflecting the competencies consistently raised by schools, when referring students to us.

The curriculum follows a two-week cycle, with students working on a themed two-week project, addressing different areas of a competency wheel.

Work on literacy and numeracy skills is built into the activities for every day. Opportunities are also built in for students to achieve additional qualifications – e.g. Bronze Award under the Arts Mark Programme.



Enrichment (KS3)

For KS3 students, Enrichment sessions take place 2 afternoons a week. The focus of all activities is the same as for KS4 – i.e. build student self-confidence, help students develop important life skills and broaden student horizons. The programme also allows for students to travel to Harpley one afternoon a week to access our excellent on-site sports facilities.

Induction (KS3-4)

Any student of any age referred to the PRU begins by attending our Induction Centre - based at Harpley but accessed by a separate entrance – usually for one week. Appropriate assessments are carried out – some very formal and carefully moderated, some more informal. Only once all assessment has been completed is a final decision made regarding which programme to assign the student to.

Individual Tuition (KS3-4)

All students referred for individual tuition follow a bespoke programme, tailored as far as practicable to their particular circumstances and situation. Careful thought is given to each student's needs, before assigning a tutor. Students receiving 1:1 tuition will usually meet with their tutor for an hour and a half Monday-Friday. These meetings may take place on site at Harpley – or at a venue convenient to the students' home, such as a library – or sometimes in the student's own home. Additional to this, students who are able to attend Harpley have access to Enrichment activities, both through the PRU's wider KS4 programme and through bespoke provision, including various therapies (e.g. music therapy) and counselling.

Short-Stay Unit (KS3-4)

Students referred to the SSU remain on roll at their home school, attending the PRU only for any days of fixed-term exclusion in excess of 5. The expectation is that the home school will provide sufficient appropriate work for the student to complete during their time attending the SSU, supervised and supported by PRU staff. Where students are without work, for whatever reason - or have completed the work provided ahead of time – PRU staff provide appropriate alternative work from a bank of pre-prepared materials.

Hospital School (KS1-5)

The Hospital School delivers education mainly via a project-based curriculum, designed to be accessible to children of all ages. However, where children – particularly older secondary age children – have work provided by their school, every effort is made to support them in completing this. Any child admitted to the hospital has an entitlement to receive education from the Hospital School Team. Where practicable, this is delivered in a classroom to small groups. However, where a child cannot attend the classroom, education is delivered bed-side.

Group sizes (All Key Stages)

Across all ages, we aim to limit group sizes to 8 and certainly no bigger than 10 – other than at Tommy Flowers, where we have set an upper limit of 6 for workshop sessions.

Rewards (All Key Stages)

We operate a robust rewards programme, with all successes being celebrated. Students are provided with multiple opportunities to accumulate reward points each week - in relation to achievement, progress, attendance, punctuality, behaviour etc. – which translate into concrete rewards (vouchers etc.) at the end of each week.



Pastoral Care

Effective pastoral care is essential to the way we currently work at the PRU and our approach prioritises each and every student having a personal Key Worker. We have recently redrafted the role description for Key Working, as follows :

- Take the role of in-house lead professional for one or more named students at the PRU, as identified by the Headteacher or other appropriate person nominated by the Headteacher.
 - Engage with the Induction programme for new arrivals to the PRU, with a view to establishing early positive relationships with students, for whom they are to be Key Worker.
 - Act as principal main contact at the PRU for parents/carers of Key Workees and other professionals from within the TAC (Team Around the Child) and other outside agencies, as appropriate.
 - Actively communicate progress to parents/carers and other agencies
 - Work pro-actively with Key Workees to secure best outcomes, including :
 - Tracking progress against key success indicators, including :
 - Attendance
 - Punctuality
 - Behaviour
 - Well-Being
 - Achievement
 - Progress
 - Destinations
 - Requesting additional support as appropriate through in-house Inclusion Team and/or external agencies.
- Maintain accurate, up-to-date records of :
 - Student progress
 - In-house and other interaction/interventions with Key Workees, parents/carers etc.
 - Attend and/or provide information to TAC (Team Around The Child) or other multi-agency groups as appropriate.
 - Propose and maintain oversight of an in-house support plan for each Key Workee - to be agreed with the Headteacher or other appropriate person nominated by the Headteacher - including regular meetings with the Key Worker, as below.
 - Meet regularly with Key Workees, individually or as a group as appropriate, utilising time made available within the school day - including Breakfast Key Working and safeguarded Key Worker time.



Site and buildings

The PRU currently operates across four main sites, all located within Tower Hamlets but still quite geographically distant from each other – around 10 minutes by car, 20 minutes walking.

Our Harpley Centre on Tollet Street – a modern, 3-storey, purpose-built facility, which also benefitted from substantial further refurbishment under BSF - is by far our biggest centre, with c12 classrooms, numerous smaller teaching rooms/offices, a large assembly/dining hall and a full-sized sports hall on site. It also boasts a very large area of largely under-used outdoor space.

Our Third Base Centre on Stafford Road is essentially a 3-storey Victorian house, which has been turned over to PRU use. It houses 6 classrooms and a small number of offices/meeting rooms. There is no outside space to speak of.

Our Tommy Flowers Centre on Henriques Street is a similar-sized building to Third Base – also not purpose-built – of sufficient architectural significance to be partially listed. The listing continues to present a number of challenges, in relation to our on-going commitment to mobilising it as a modern vocational centre. However, we have already been successful in establishing on site:

- Construction Workshop
- Vehicle Maintenance Workshop
- Hair & Beauty Salon
- Hospitality & Catering Kitchen.

In addition to the practical areas above, the building also houses a small number of office/meeting room spaces. It has a limited amount of outside space, including a small roof top playground.

Our Hospital School is located mainly on Level 7 of the Royal London Hospital on Whitechapel Road. The accommodation comprises 3 classrooms, a small office and some breakout space.

Organisation of the School Day

Harpley and Tommy Flowers

Start time :	Monday - Friday	8.50am
Finish time :	Monday - Thursday	3pm
	Friday	1.25pm
Lunch :	Monday - Friday	1.25pm - 1.55pm

NB Students attending the Short-Stay Unit, have a slightly later start time and a slightly earlier finish time than other students.

Third Base

Start time :	Monday - Friday	8.50am
Finish time :	Monday - Friday	2.20pm
Lunch :	Monday - Friday	12.50 - 1.20pm

Hospital School

Start time :	Monday - Friday	9.30am
Finish time :	Monday - Friday	3.30pm
Lunch :	Monday - Friday	12.30 - 1.30pm



Success Indicators/Results

Unlike a mainstream school, our main success indicators are NOT examination and test results but rather are firmly anchored in what happens to a student AFTER they leave us. This does not mean that examination success and the gaining of qualifications is not important to us. These things are very important and we invest hugely in activity designed to ensure students achieve the best possible qualifications whilst on roll with us.

Our Y11 outcomes consistently compare very favourably with those of other London boroughs' Alternative Provision Providers, as published by the DfE. However, we are firmly of the view that good qualifications are only worthwhile if, together with other gains, they lead to a sustainable and secure future.

So, as well as qualifications, we put a great emphasis on the importance of Personal Development and CIAG (Careers Information and Guidance) – and we ultimately rate ourselves as having succeeded ONLY if each student moves on from their time with us to a successful future.

So for us, the success indicators that count most of all, in the end, are as follows:

Reintegration Programme	Students successfully complete a reintegration programme and move to a successful fresh start back in a new mainstream school.
Long-Stay Programme	Students graduate from us with best possible qualifications and remain on track to a successful future – i.e. do not become NEET.
Individual Tuition Programme	Students progress from 1:1 support from a Personal Tutor through all stages of small group and larger group study to enrolment on one of our Reintegration or Short-Stay Programmes.
Hospital School Programme	Students remain engaged with their education through their time in hospital, supporting a successful return to mainstream (health-permitting) or securing qualifications whilst still in attendance at the Hospital School.
Short-Stay Programme	Students on fixed-term exclusion return to their home school with all work completed and a renewed determination and improved personal strategies for avoiding future exclusions.

It is a mark of our determination to measure our success by what happens to students after they leave us that we deploy a considerable amount of Senior TA (Teaching Assistant) and PDA (Personal Development Advisor) time to systematic tracking of and personal follow-up with students following graduation.

Ofsted

Main headlines :

This is a good school because :

- As a result of good teaching, most students successfully re-engage with education and achieve well in a range of subjects.
- Progress is faster in English than in mathematics because the provision has focused more on improving students' literacy than numeracy.
- Behaviour and safety are good. Students feel safe, show respect for staff and each other and are eager to learn. Staff have very positive relationships with students.
- Parents are supportive of the provision and praise the positive impact on their children's behaviour and achievement.
- Since the start of the academic year, half of all students have been successfully re-integrated back into mainstream schools.
- The headteacher has quickly and accurately identified the provision's strengths and priorities for further improvement. Senior and middle leaders provide consistency across the five sites to enable students to achieve well.
- The management committee has successfully taken on new responsibilities. It has maintained the previous strengths of the provision and now provides good support and challenge to leaders to improve the quality of teaching and students' achievement.
- Students who attend the hospital provision make good progress in developing their personal and social skills.

The following points were identified as requiring improvement. Since the last inspection considerable progress has been made in these areas.

- There are too few opportunities for students to improve their oral language skills in responding to searching questions. They are not encouraged strongly enough to communicate their understanding of their learning as fully as possible, particularly the most able.
- A few staff do not plan lessons well enough or check to see if students have fully grasped what is required of them. As a result, students are not always sure about how well they have succeeded in individual lessons.
- Not all leaders are confident in using information about students' progress to check if they are doing well enough.
- Not all middle leaders have a clear role in checking the quality of teaching.
- Students do not attend school regularly enough, despite improving on previous patterns of attendance.



TOWER HAMLETS **PRU**

Thank you for your time, we look forward
to receiving your application

For more information please email
shalim.ahmed@pru.towerhamlets.sch.uk

www.towerhamletspru.org.uk