

Item 4f

2021-22

# Orchardside School



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Headteacher

Orchardside School is the Pupil Referral Unit for Enfield. Previously ESTC, we moved onto the Bullsmoor Lane site in January 2018 which was an amalgamation of the SWANN (KS3) and Eldon (KS4) sites in Edmonton.

At present there are 4 referrals routes into Orchardside.

### **1. Permanent Exclusion**

(Years 7 to 11) any child who resides in Enfield and is subject to PEX or any child who transfers into the borough having been a PEX elsewhere. Some students who come through this route may need a referral to another **Alternative Provision (AP)** for H&S reasons if they can't attend the Orchardside site. At present we use Secondary BSS to support with this.

### **2. At-Risk Panel**

The At-Risk Panel is a 1-year pilot project which started in April 2021, where local schools can refer children who are "At-Risk" of PEX. Students are dually registered for the first 6 weeks, at the review point it is decided whether the students can return to the home school or stay at Orchardside. The referral is collaborative, and parents must agree to the initial trial period. The panel consists of LA representatives and three Deputies from local secondary schools. A review of the Pilot is planned for next term to establish if we continue the process into next year. This panel has significantly contributed to the reduction of PEX's in Enfield.

### **3. Turnaround**

The Turnaround project is a 6-week programme for year 7 & 8 students from the local Enfield schools who are at risk of exclusion. There is a set number of students in each cohort, and they access a normal curriculum. Additionally, they have lessons to help prepare them to go back to school.

The purpose of this project is three-fold.

- We carry out tests including a speech and language assessment to help identify if the student has any learning, SEMH or social care needs. We carry out literacy & cognitive ability tests (Cats & Lucid), PASS (wellbeing assessment – identifies how students perceive their school experience).
- The placement is respite where the student can have a fresh start and break any negative cycles of behaviour. We have a mentor and therapist who work with the students and support their needs.
- It's an opportunity for the student to see what a PRU is like to help encourage them to improve their behaviour, so they don't end up permanently excluded from school.

At the end of the 6 weeks, the professionals who worked with the student meet to discuss what support the student requires to succeed in mainstream school. We hold a meeting with the student's school and explain our findings and offer strategies to help the student succeed in school. Once the students have gone back to their school, our mentor visits the student to help their transition back to school.

#### **Headlines from Turnaround starting from June 2019**

- Only 1 student ended up being a PEX having attended Turnaround in Year 7
- The Speech and Language assessment proves invaluable to schools – several students over time have been identified as having Development Language Disorder
- The holistic report support school going forward if a statutory assessment is required

### **4. Assessment Centre**

The Assessment Centre is a new initiative in place to support the local complex in year admissions. Those students who are deemed "complex" go through an assessment period before starting at their named mainstream. This process helps schools to plan on how they can support the new admissions.

## Current Roll

**Table 1**

Year 11	26
Year 10	16
Year 9	11
Year 8	8
Year 7	4
TOTAL	64
Dual registered	3
Alternative Provision	9
Ever on roll this year	93
Assessment Centre	1

**Table 2**

Referrals in and out	<b>September to present</b>
PEX's	10 (Enfield) (1 PRU to PRU) (7 Out of Borough PEX's)
At-Risk TOTAL	38
At-Risk that stayed	27
Turnaround TOTAL	15

## Reintegration back to mainstream via FAP overtime KS3 & 4

**Table 3**

	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
Referrals	14	24	11	10	10
Signed off	10	15	2	8	2 to date

*\*2019/20 to date – COVID has slowed reintegration's*

Students who are ready to go back to school are referred via FAP this is an opportunity every two weeks. Students who are in school regularly, following instructions, and have a positive attitude to school and their learning can re-integrate. Initially students are on a 12-week trial and then can be signed off by the receiving school. All secondary schools in the Borough and one out of Borough have worked with us on re integrations, mentors visit weekly during the 12-week period to support students to be successful.

**This year to date:** Year 10 –6 students, Year 9 – 2 students, Year 8 – 2 students - 2 successful students signed off so far and two students unfortunately returned (one was a complex case the other was due to him being a victim and mum making the request to return to Orchardside)

## Curriculum Offer

The curriculum has been designed to deliver a set of learning experiences that meet the needs of our students. Courses across Key Stage 3 and 4 have been selected that will best prepare our students for life beyond school as well as being able to reintegrate them back into mainstream school. We strive to provide a curriculum that meets the needs of all students as well as one that encourages young people to seek continuous development and improvement. By offering a broad and balanced curriculum, students will be able to meet their full potential. Through this curriculum, students will receive a high-quality education and enable them to aspire through the skills and knowledge they will learn at every stage.

Our aim, through our curriculum, is to develop young people:

- who are confident, prepared to take calculated risks, can cope with change and view failure as part of the learning process, they will learn to become more resilient.

- who have high expectations of themselves and an ambitious vision for their future.
- who have a passionate work ethic that results in them achieving, and exceeding, their academic potential.
- who are respectful, tolerant and empathetic towards the values and beliefs of others.
- who are self-aware and know their own strengths through reviewing and evaluating their progress.
- who have a range of transferrable skills for learning life and work including communication, collaboration and critical thinking.
- who can make informed decisions.

At **Key Stage 3**, the curriculum has been designed to mirror, to an extent, that of a national curriculum at mainstream school. This has been done so as students are not disadvantaged should they return to mainstream education. Students will study the following subjects:

1. Maths
2. English Language and Literature
3. Science
4. Art
5. Performing Arts
6. Physical Education (PE)
7. Home Cooking Skills
8. Princes Trust
9. Geography
10. Religious Studies
11. Enrichment/Relationship Sex and Health Education (RSHE)
12. Students will attend Essex Outdoor one day per week

#### **Key Stage 4**

- |                                    |   |
|------------------------------------|---|
| 1. Maths                           | 14. Home Cooking                                  |
| 2. Functional Skills Maths         | 15. Construction                                  |
| 3. Entry Level Maths               | 16. Health & Social Care                          |
| 4. English Language and Literature | 17. Enrichment/Relationship Sex, Health Education |
| 5. Functional Skills English       | 18. Career Planning                               |
| 6. Science                         |   |
| 7. Art                             |   |
| 8. Arts Award                      |   |
| 9. Physical Education (PE)         |   |
| 10. Business                       |   |
| 11. History                        |   |
| 12. Religious Studies              |   |
| 13. Princes Trust                  |   |

At Key stage 4 a student will leave with no less than 5 GCSE's or equivalents. The most KS4 student can leave with is 8-10 GCSE or equivalents.

## Staffing

Leadership – 5 including Business Manager & SENDCo

Subject Teachers – 11 (including x 2 on [The Difference](#) Leadership Programme)

Teaching Support staff and Mentors – 15

Support Staff – 4 including site manager

[DfE Specialist Taskforce](#) (2-year pilot) – 1 fulltime social worker , 3 days SPL Therapist, 1 day EP

The Taskforce has been operating since September 2022 the data and outcomes have been remarkable. A separate report will be compiled in collaboration with DfE at the end of the first year can be shared with interested colleagues.

## Year 11 outcomes - Exam Results 2020 – 2021

**Table 4**

Number of Y11 students	18
Number of students attending HRC college:	7
Number of Passes GCSE:	80
Number of Passes BTEC or equivalent:	56
Number of Passes on HRC College courses:	7
Number on Alternative Provision	3

**Table 5**

	2020 – 2021	
	Total number	Total%
Percentage achieving 4 or above in English	16	<b>72%</b>
Percentage achieving 4 or above in Maths	10	<b>59%</b>
Percentage achieving 4 or above in English and Maths	10	<b>23%</b> (1% national)
At least 1 GCSE / Vocational (1 - 9) or equivalent	18	<b>100%</b> (58% national)
5 or more GCSE's (1 - 9) or their equivalent	18	<b>89%</b> (12% national)

**Table 6**

Subject	2020 / 2021		2019 / 2018	
	% 1 – 9	% 4 – 9	% 1 – 9	% 4 – 9
English Literature	100%	92%	100%	45%
English Language	100%	72%	100%	57%
Maths	100%	59%	100%	43%
PE GCSE	100%	67%	100%	50%
Art	100%	100%	100%	83%
Science	100%	80%	86%	43%
Religious Studies	100%	58%	100%	0%
Eng & Maths Combined	100%	23%	100%	18%
Functional Skills English	Level 1 Pass – 100%			
Entry Level Maths	Entry Level 3 – 100%			

\*\*100% of students passed vocational courses (Business, Arts Award, Princes Trust, Home Cooking, Hair & Beauty, Construction)

**Table 7**

Headlines overtime

	2020 – 2021	2019 – 2020	2018-2019
<b>GCSE Overall grade 1 – 9:</b>	100%	93%	82%
<b>GCSE overall grade 4 – 9:</b>	71%	51%	20%
<b>NEETS</b>	2	5	9

Destination surveys are completed at 3 intervals post 16 , we have now started to track students after 12 months of leaving so we can offer support services.

**Table 8**

Percentage achieving 4 or above in English and Maths	<b>National Average</b> is 1%
At least 1 GCSE / Vocational (1 - 9) or equivalent	<b>National Average</b> is 58%
5 or more GCSE's (1 - 9) or their equivalent	<b>National Average</b> 12%

Data for AP and PRU's is limited this is the most recent **national data** for comparison from 2019/20