**Pupil Development Centres – A Self-Evaluation Tool**

This self-evaluation tool is taken directly from the Ofsted report ‘Supporting children with challenging behaviour through a nurture group approach’ (July 2011).

Please rate the items below as honestly as you can. Circle the most appropriate number for each item – or circle X if an item is inappropriate to your circumstances. Keep reflecting on what evidence you have on which to base your ratings.

(To a small extent… 1 2 3 4 5 …to a large extent)

**Regarding the PDC…**

 **A clearly defined purpose, understood by all**

1. Do all staff understand the reasons for the PDC’s existence? 1 2 3 4 5 X
2. Have senior leaders defined the way in which the PDC could contribute 1 2 3 4 5 X to whole-school development?
3. Are the criteria for placing a pupil in the PDC well defined? 1 2 3 4 5 X
4. Is the balance of the group always considered? 1 2 3 4 5 X
5. Does baseline assessment provide a clear starting point from which to 1 2 3 4 5 X measure progress?
6. Do the PDC staff and the class teacher each know which aspects of the 1 2 3 4 5 X pupil’s learning they are responsible for and what they are aiming for?
7. Do they each know how their work contributes to the pupil’s overall 1 2 3 4 5 X development?
8. Is the PDC inclusive and not isolated? 1 2 3 4 5 X
9. Are parents well informed? 1 2 3 4 5 X

**Good communication**

1. Is informal daily communication coupled with a systematic approach 1 2 3 4 5 X that tracks progress and ensures that pupils do not ‘slip between the gaps’?
2. Is each member of staff being clear about their responsibilities? 1 2 3 4 5 X
3. Is there joint accountability for academic and social outcomes? 1 2 3 4 5 X
4. Are PDC and the rest of staff able to observe what goes on in each 1 2 3 4 5 X other’s sessions?
5. Is there involvement of members of the wider school community, 1 2 3 4 5 X such as lunchtime supervisors?

**A coherent curriculum**

1. Is the curriculum based on clear aims for the PDC? 1 2 3 4 5 X
2. Does it balance the need to improve the pupils’ behavioural, social 1 2 3 4 5 X and emotional skills with the need to ensure that they made progress with their academic skills?
3. Have senior leaders, class teachers and PDC staff agreed where 1 2 3 4 5 X each element of the curriculum would be taught?
4. Have they mapped the pupils’ experiences to check whether the 1 2 3 4 5 X curriculum is broad, rich and appropriate?

## Continuing to belong

1. Do all staff see PDC pupils as part of the whole school ? 1 2 3 4 5 X
2. Do PDC pupils attend whole-school activities such as assemblies, thereby 1 2 3 4 5 X remaining visible ?
3. Does their timetable allow them to attend their class for a specific 1 2 3 4 5 X purpose ?
4. Are their activities planned to enable them to take a full part when they 1 2 3 4 5 X are in their main class ?
5. Are they able to share their PDC experiences with their friends ? 1 2 3 4 5 X

**Relevant target-setting**

1. Do the pupils only have one set of targets which all staff use ? 1 2 3 4 5 X
2. Do targets include personal, social, behavioural and academic elements? 1 2 3 4 5 X
3. Are targets personalised and specific to the pupil’s needs? 1 2 3 4 5 X
4. Do the pupils and their parents and carers know what the targets are 1 2 3 4 5 X and understand them?
5. Are the targets suitably ambitious and reviewed frequently? 1 2 3 4 5 X

## Thorough tracking, monitoring and evaluation

1. Does the tracking include the progress that pupils are making in both 1 2 3 4 5 X the PDC and the main class ?
2. Does the tracking bring together social, emotional and behavioural 1 2 3 4 5 X progress with academic progress ?
3. Does the tracking give teachers and senior leaders the information 1 2 3 4 5 X they need to identify gaps or underachievement ?
4. Does the tracking lead to appropriate action being taken to tackle 1 2 3 4 5 X particular issues ?
5. Is the monitoring and evaluation led by a member of the senior 1 2 3 4 5 X leadership team ?
6. Is the monitoring and evaluation based on a good understanding 1 2 3 4 5 X of the success criteria for the PDC ?
7. Does the monitoring and evaluation analyse the impact of the PDC 1 2 3 4 5 X on academic progress as well as social, emotional and behavioural progress ?
8. Has the monitoring and evaluation led to changes being made to 1 2 3 4 5 X strengthen the provision ?
9. Does the monitoring and evaluation take parents’ and carers’ views 1 2 3 4 5 X into account ?
10. Does the monitoring and evaluation give governors the information 1 2 3 4 5 X they need to support and challenge and to make a judgement on value for money ?

## Careful reintegration

1. Did the PDC staff think about careful reintegration from the outset ? 1 2 3 4 5 X
2. Is there close liaison between the class teachers and the PDC staff ? 1 2 3 4 5 X
3. Are strategies to support the pupil’s reintegration agreed and used ? 1 2 3 4 5 X
4. Is there any form of ceremony or ritual to mark the successful end to 1 2 3 4 5 X the pupil’s time in the PDC ?
5. Once the pupil is back in class full time, is any other additional support 1 2 3 4 5 X provided for the development of specific academic or social skills, as necessary ?
6. Is pupils’ contact with the PDC severed or could they could return and 1 2 3 4 5 X visit the group when invited ?

## Only part of the answer

1. Is the PDC part of a spectrum of integrated support rather than an 1 2 3 4 5 X isolated intervention ?
2. Does the school work with and support families ? 1 2 3 4 5 X
3. Is the school itself a ‘nurturing’ environment ? 1 2 3 4 5 X
4. Is some of the best practice in the PDC extended to other aspects 1 2 3 4 5 X of the school’s work?