

# Bradford Central PRU

## Inspection report

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<b>Unique Reference Number</b>	133411
<b>Local authority</b>	Bradford
<b>Inspection number</b>	381507
<b>Inspection dates</b>	2–3 May 2012
<b>Lead inspector</b>	Keith Massett

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Pupil Referral Unit
<b>School category</b>	Pupil Referral Unit
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	43
<b>Appropriate authority</b>	The Local Authority
<b>Chair</b>	Brent Fitzpatrick
<b>Headteacher</b>	Lyndsey Brown
<b>Date of previous school inspection</b>	2 October 2008
<b>School address</b>	Education (Bradford) Future House Bolling Road Bradford BD4 7EB
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## Introduction

Inspection team

Keith Massett  
Pauline Hilling-Smith

Additional Inspector  
Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed 19 lessons or part lessons taught by eight teachers and two external specialists, and visited students attending off-site provision at a local college. One of these lessons was a joint observation with the Head of the Aireview Centre. Meetings were held with students, teachers and support staff, the unit's improvement partner, the chair of the management committee and a representative of the local authority. The headteacher was not present during the inspection. Inspectors reviewed students' work and listened to some read. Inspectors observed the unit's work, looked at a wide range of documentation, including that relating to safeguarding practices, improvement planning, students' records and assessment information. Inspectors analysed 10 questionnaires completed by parents and carers and others completed by students and staff.

## Information about the school

Bradford Central Pupil Referral Unit (PRU) serves the whole of the Bradford Metropolitan District. There has been recent reorganisation of provision by the local authority. The headteacher now leads all of the secondary PRU and alternative provisions in the district. The Bradford Central Pupil Referral Unit comprises the Aireview and the Jesse Street centres and is smaller than at the time of the previous inspection. Each centre operates independently with its own head of centre. Students are admitted following referral from schools to the Behaviour and Attendance Collaboratives. The unit predominantly admits students who are at risk of permanent exclusion from school but also caters for a small minority who have been permanently excluded. All students in the unit are identified as having special educational needs. A very small minority have a statement of special educational needs and the remainder are supported at school action plus. Many have experienced non-attendance or time out of education.

The largest groups of students are of White British heritage and Asian British/Pakistani background. One student is in the care of the local authority. The proportion of students that are known to be eligible for free school meals is high. Students usually attend for eight to 10 week preventative placements in preparation for a return to mainstream school.

The centres have Healthy School status and the Bradford Schools Drug and Alcohol Charter Mark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

### Key Findings

- Bradford Central is a good pupil referral unit. It secures rapid improvements in students' social, emotional and academic development because individual needs are well met. Students at risk of exclusion from school successfully re-engage in learning and a very high proportion return to mainstream school when they leave. The unit is not outstanding because teaching does not always use assessment information as well as possible to plan and measure learning.
- Students' achievement is good. Prior to joining the unit many have experienced periods of disruption to their learning and are working at levels lower than those expected for their age. They settle quickly and make faster than expected academic progress. Progress seen in lessons, and over time, is good, for all groups of learners, including those who have special educational needs.
- Teaching is good, particularly when students are engaged in interesting and challenging activities, and helps them to make good progress. The nurturing approach and high expectations of committed staff ensure that students feel safe and valued and as a result their attitudes, behaviour and self-esteem improve. Occasionally, activities are not adapted sufficiently to meet students' different learning needs and not all marking provides written feedback on how to improve work.
- This safe, friendly environment where students are valued as individuals, contributes well to their spiritual, moral, social and cultural development. Students learn to apply strategies to manage their behaviour and attendance improves significantly. Students generally enjoy their time at the unit.
- The heads of centre and management committee have high expectations, lead developments effectively and have maintained good outcomes during a period of change. The management committee are proactive in formulating policy and evaluating the work of the unit. Some links with other schools to share best practice are not as well developed. It is too early to evaluate recent changes to management structures.

## What does the school need to do to improve further?

- Ensure a greater proportion of outstanding teaching across the centres to improve learning and ensure better outcomes for all students by:
  - improving procedures to assess students on entry to the unit, set targets and measure their learning more closely
  - ensuring clear learning objectives are in place for individual students in every lesson
  - using English and mathematics targets across the curriculum and increasing the variety of experiences to deliver and record learning in these areas
  - improving the quality of written feedback, to match the high quality verbal feedback given to students, so that they fully understand their next steps in learning
  - improving links with schools and other units to share expertise and develop best practice.

## Main Report

### Achievement of pupils

Many students have experienced disrupted education and as a result, their attainment on entry to the unit is lower than it should be. However, they engage well with the learning opportunities which the centres offer and make good progress in lessons and enrichment activities. Attainment varies due to the constant change of students at the unit but due to the rapid progress they make, many more are at broadly average levels of attainment by the time they leave.

Lessons observed during the inspection confirmed students' learning is good. Different groups of students on short-term intervention programmes, including disabled students and those with special educational needs, achieve equally well. Individual support ensures gaps in reading, writing, communication and mathematics are identified and the majority make good progress to close them. An example of this was seen in a lesson when students from Aireview visited a local college and engaged in a series of role-play scenarios and activities on a Space topic. Students were fully engaged in using new technologies to order the planets in distance from the sun, work in teams to plan, cost and build a simulated Mars landing craft, test its effectiveness and undertake a number of role play activities. Students made outstanding progress in developing and applying a wide variety of key skills in order to complete the tasks.

Most parents and carers who responded to the inspection questionnaire feel that their children are making good progress. One parent commented about 'the rapid progress seen in reading and writing despite [my child] being at the centre for only five weeks'. Students' communication skills improve rapidly. They develop into more confident readers and some were willing to read for inspectors. Writing improves, especially when the writing has a purpose. Individuals whose circumstances may

make them vulnerable make good progress as a result of the excellent support they receive. Many students demonstrate good attitudes towards learning where lessons are interesting. When the work is carefully matched to their prior learning and abilities, they make good and sometimes outstanding progress.

### **Quality of teaching**

Good quality teaching is reflected in students' largely good learning and progress. Parents and carers agree that their child is taught well in the unit. Staff set high standards, expect a lot from students and develop excellent relationships with them. Students in turn, grow in self-esteem and confidence. Skilled staff are knowledgeable about the students in their care and the subjects they teach. Teachers work in highly effective partnership with behaviour-support workers to engage and enthuse students who may have become disillusioned with education in the past. This support enables students to rapidly improve their reading, writing, communication and mathematical skills. Staff are skilled at supporting students and providing high quality, detailed verbal feedback on how to improve work but marking and written feedback are less well developed.

In the best lessons, teachers plan conscientiously and have high expectations of what students can achieve. Clear learning objectives are set and students' learning is regularly monitored to check progress. In such a lesson at Aireview, students made exceptional progress in developing their own strategies for solving problems and finding an algebra rule in mathematics. The curriculum, learning objectives and steps for success in lessons are adapted to ensure they are well matched to students' needs. Technologies are used effectively. In these lessons behaviour is sometimes outstanding because students are highly motivated and fully engaged in their learning. However, this best practice is not yet systematically established across the unit and in some lessons seen during the inspection, teaching and progress were satisfactory. In these lessons, assessment information is not systematically used to establish baselines and check that students' different learning needs are being fully met.

Visiting specialists enrich the provision and engage students in learning about relevant and interesting topics that promote their spiritual, moral, social and cultural education. An example of this was seen at Jesse Street during a lesson about child sexual exploitation. Sensitive discussions enabled students to share knowledge, develop understanding, challenge thinking and practise important key skills.

The teaching in English and mathematics lessons enables students to make good progress. However, some of these lessons are not always as interesting and well-matched to students' specific needs. Students agree. There is some variation in the extent to which teachers use literacy and numeracy targets and assess students' progress in these areas in other subjects across the curriculum.

### **Behaviour and safety of pupils**

Most pupils arrive with identified social, emotional and behavioural needs and they make great strides in managing their behaviour. Parents and carers say that students' behaviour improves rapidly. High expectations alongside the supportive and

empathetic approach of all staff, helps to reduce interruptions to learning in the classroom. Behaviour-support workers play a significant role in supporting students. Students say behaviour is good for the majority of the time and are well aware of what to do if they encounter difficulties with others. There has been a significant reduction in the number and length of fixed-term exclusions since the last inspection and no permanent exclusions. Students say they feel safe and the majority have a good understanding of right and wrong. Students confirmed that instances of any type of bullying are rare and are dealt with effectively if they occur. These include name-calling and cyber-bullying. All the parents and carers who returned questionnaires agreed that their children feel safe and that any cases of bullying are effectively dealt with.

Pupils' attendance improves rapidly whilst at the unit and this is sustained so that for the large majority attendance becomes broadly average. Attendance also improves for the significant minority of students who have been persistently absent from mainstream school.

The unit works closely with the Behaviour and Attendance Collaboratives and has made a significant contribution to the reduction of permanent exclusions in the local authority.

One parent commented that 'the unit has engaged my son about positive behaviour and encouraged good attendance'. Another stated, 'My son's behaviour changed dramatically for the best since starting at the unit'.

### **Leadership and management**

The strong leadership of the heads of centre, management committee and the local authority has driven the unit forward during a period of restructure and change. Leaders ensure an appropriate and effective experience for all students while they are at the unit. They ensure policies and high quality procedures and practice for safeguarding are in place. The unit is a safe and cohesive community. Performance management systems are robust and contribute to good teaching and good outcomes for students. Self-evaluation is accurate and used well to inform development planning. Plans are clear and staff know what is needed to improve further.

Leaders have built highly successful partnerships with a range of organisations which benefit students. These partnerships are well established within Behaviour and Attendance Collaboratives where pupils are referred via a secondary panel on behalf of the partnerships. Links with schools to develop high quality teaching are developing but are not so well established. The restructuring of the unit and the revised leadership arrangements provide good opportunities to further develop strong partnerships. Currently, the centres share professional development training and networking and this has a positive impact on the provision made for students. The appointment of the new headteacher provides more opportunity for collaborative work but this is still in its early stages of development.

The management committee has broadened its membership and makes a good contribution to the unit's self-evaluation. Systems to promote equality of opportunity

and tackle discrimination are good and, as a result, successfully eliminate any gaps in the performance of different groups of students.

The curriculum provides many memorable experiences with an extensive range of visits and regular visitors to the centres. The variety of students' curricular experiences that are enriched by religious and cultural visits, new sporting challenges and opportunities to develop artistic creativity, ensure it is extremely successful in contributing to their spiritual, moral, social and cultural development.

Change has been managed effectively and plans implemented successfully whilst maintaining good outcomes for students. This demonstrates clearly the unit's strong capacity to improve further.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



4 May 2012

Dear Students

### **Inspection of Bradford Central PRU, Bradford, BD8 0JQ**

Thank you very much for being so friendly and making us feel welcome when we inspected the Aireview and Jesse Street centres. It was good to meet you all and read your questionnaires. It was also good to hear how so many of you value the centres and how the staff help you. We want to send a special 'thank you' to those of you who gave up your time to talk to us during our visit, and told us so many things about the unit. We agree with those of you who told us that you think your unit is good. The staff are ensuring that you receive a good education. We were particularly impressed by:

- the improvements most of you make in your behaviour and attendance
- the way in which staff help and care for you so that you feel safe
- the high quality teaching that helps you make good progress in lessons
- the interesting curriculum and range of learning activities.

So that teaching and learning improves even more, we have asked your heads of centre and teachers to:

- set targets and ensure clear learning objectives are set for each student in every lesson
- use your English and mathematics targets in other lessons and increase the variety of ways they deliver and record learning in these areas
- improve the quality of marking so that you fully understand the next steps in your learning
- improve links with schools and other units to improve teaching and learning and develop best practice.

We hope you will help by attending regularly and always trying your best in lessons.

Yours sincerely

Keith Massett  
Lead Inspector

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