

# Tracks

Wycliffe CoFE Primary, Saltaire Road, Shipley, Bradford, BD18 3HZ

## Inspection dates

3-4 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Most students successfully re-engage with learning, achieve well and this enables almost all to progress to education or training when they leave.
- Most students make good progress from their starting points at the centre. Almost all achieve GCSE qualifications, with some gaining five or more passes at A\* to C, including English and mathematics.
- All students make outstanding progress in their personal, social and emotional development.
- Teaching and learning are good. Some teaching is outstanding. Lessons are planned to ensure they are interesting with students' social development and well-being a priority. The teamwork and nurturing approach of all staff ensure the needs of individual students are met.
- Behaviour and safety are outstanding. Students feel very safe, behaviour is usually exemplary and they develop good attitudes to work. Attendance improves rapidly and other than for medical reasons, most attend regularly.
- The new headteacher, staff and management committee have a good understanding of the relative strengths and weaknesses in provision. Self-evaluation is accurate and provides leaders with good information to support further improvement.

### It is not yet an outstanding school because

- Teaching does not ensure that each individual's academic improvement is as well developed as that for advancing their social and emotional needs.
- There is variation in the effectiveness of recording and monitoring the progress made by students in different subjects; procedures in mathematics being the least well developed.

## Information about this inspection

- The inspector observed six lessons. All teachers at the unit were observed.
- Meetings were held with the headteacher, staff, parents, members of the management committee and representatives from the local authority.
- Discussions were held with students about their work and views of the unit. Students were observed reading. An ex-student also spoke with the inspector.
- The inspector observed the unit's work, and looked at students' work and information on their progress; safeguarding policies and other documents were evaluated.
- There were no responses to the online questionnaire but the views of three parents, expressed independently, and those gathered during a recent review of the unit were taken into account during the inspection.

## Inspection team

Keith Massett, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The Trust, Respect, Confidence, Knowledge and Success (Tracks) unit caters for young people unable to attend mainstream school due to severe levels of anxiety and mental health issues.
- The unit is jointly funded by the local authority and the Childhood and Adolescent Mental Health Service (CAMHS).
- Students have experienced long periods of absence from mainstream school, often around two years but sometimes as long as four years.
- The unit offers all students a two-year placement, regardless of their age on entry. Students may now stay beyond the school leaving age.
- Students attend the unit for four days each week. The fifth day is used for additional experiences, such as work placements, when it is deemed appropriate.
- Students at the unit are mostly aged 14 to 16. The unit has recently accepted older students to follow Key Stage 4 courses. There have been no Key Stage 3 students since the previous inspection. There is no sixth form.
- All students have a personalised learning plan which supports a multi-agency approach to meeting their needs. No students have a statement of special educational needs.
- Student mobility is low with most joining at the start of the year. The proportion known to be eligible for the pupil premium is low. Almost all students are of White British heritage.
- A new headteacher, teacher and educational social worker have recently been appointed. This is a significant change of staff for this small unit.

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

- Improve teaching so that more is outstanding by ensuring:
  - all teachers set challenging and realistic academic targets based on the full range of assessment information that is available
  - carefully planning learning to meet the full range of academic and social or emotional needs, particularly as the age range of students increases
  - verbal and written feedback to students explains precisely what is needed to reach the next level in their work.
- Improve systems to ensure leaders and managers are informed and better able to ensure outstanding outcomes for students by:
  - improving systems to ensure the latest assessment information is available from mainstream school or home tutors in order to support teachers in their planning
  - developing tracking systems in mathematics and ensuring consistency in the recording, monitoring and reviewing of academic progress in all subjects
  - using reviews to monitor the curricular needs of each student to ensure that provision continues to meet their social, emotional, medical and academic needs.

## Inspection judgements

### The achievement of pupils

**is good**

- Attainment on entry to the unit is lower than would be expected with many students showing little or no progress from the levels achieved in tests at the end of Key Stage 2. This is mainly the result of the long periods of absence from school during Key Stage 3.
- Students make outstanding personal, social and emotional development enabling them to successfully re-engage with education and wider society.
- Academic progress is good overall and for a few outstanding, so that many make up much of the ground they have lost.
- In 2012, progress made in English was outstanding and attainment closer to broadly average when students left. Higher GCSE grades were achieved by two of the five students entered in English Language and by three in English Literature. Attainment in mathematics was similar with students gaining higher GCSE grades. The unit has less secure tracking information to demonstrate the progress made in mathematics.
- Some students gain appropriate adult literacy and numeracy qualifications.
- Work seen during the inspection, although limited at this early stage of the year, indicates students are currently making good progress in English, mathematics, science, information and communication technology and humanities. As students gain in confidence, self-esteem and social skills improve, their attendance returns to near expected levels and the pace of learning and progress also increases.
- There is no difference in the performance of different groups of students, including those known to be eligible for the pupil premium.
- Older students follow the same provision as those in Key Stage 4 and make similar good progress.
- Students read regularly and attainment is broadly average.
- Students leave with a range of accreditation. They are well prepared and many successfully proceed to the next stages of education, employment or training. Long-term tracking of students indicates that many remain in education and training and some go on to successfully complete Advanced Level studies and University courses. This reflects that students are well prepared for their next stage in their life.

### The quality of teaching

**is good**

- The large majority of teaching is good and some is outstanding.
- Teachers plan activities that interest, motivate and engage the students. Good use is made of the stimulating learning environment at the unit, resources within the local environment as well as residential visits both in the UK and abroad.
- Teaching within this nurturing and therapeutic environment provides a good balance between working independently and essential group activities. These help to develop the key social skills that have often been missed during extended absence from school and there are many opportunities to re-engage with the wider community.
- Staff work in close partnership with each other and consistently demonstrate the highest levels of support and care that enable students to feel safe and secure with their learning. As a result, they quickly gain confidence and self-esteem and make rapid gains in their personal, social and moral development.
- Good attention is paid to meeting individual needs. Strong partnerships exist with a range of specialists and agencies. Input from the education social worker (ESW), CAMHS and education psychologist are fundamental in supporting students while they are at the unit. They make a significant contribution to the personal, social and emotional development of each individual.
- Outstanding teaching was observed during an English lesson. Students were carefully grouped

and tasks fully explained to pre-empt questions. Students enjoyed visiting the primary school garden to gather thoughts and ideas, about the different senses (smells, sounds, sights) to be used to stimulate ideas for their creative writing. Challenging questioning on their return clarified and extended thinking, and enabled them to successfully complete the written task. Praise and high quality feedback were strong features of the lesson.

- Examples of high quality questioning to deepen knowledge and understanding were seen in most lessons.
- Not all teaching, particularly early in the term, is closely matched to individual student needs as the full range of assessment information from mainstream school and other sources, such as the home tutors, is not always available. Some teachers are still assessing students and establishing relationships and in these lessons the work is not as well matched to individual need.
- Assessments by the centre are accurate but this information is not used effectively in a few lessons. There are occasionally inconsistencies in setting targets, tracking progress or explaining precisely what students need to do to move to the next level in their work.
- Homework and new technologies are used well to support learning.
- Students told the inspector that teachers at Tracks 'have time for you, they listen and really care' and teaching is 'massively better' than teaching in mainstream school. Parents agreed.

### **The behaviour and safety of pupils are outstanding**

- Behaviour in and around the centre is exemplary. Students respond well to the high expectations of the staff who create the calm, nurturing and purposeful approach that visitors 'can feel'. They make an exceptional contribution to their own good learning in lessons.
- Students follow an individually planned transition programme that enables them to settle into well-established routines. Induction programmes are thorough and take as long as required. Parents speak highly of this approach and say it is a key factor in the success of the unit.
- Students are unanimous in stating that they feel safe and well supported. Staff and parents agree. Lessons are adapted to ensure students feel safe. For example, students are allowed to sit and work where they feel most safe within the classroom.
- Multi-agency involvement in establishing individual action plans ensure an appropriate approach which is regularly reviewed to ensure impact. Plans are continually amended as needs change.
- Attitudes and behaviour change at different rates depending on the levels of anxieties. However, parents speak of 'phenomenal changes' to behaviour with students being 'brighter and happier at school and at home'. Others commented that they 'would not know what they would have done and how they would have coped without Tracks'.
- Students show respect, courtesy and good manners towards each other and the staff. There have been no fixed-term or permanent exclusions from the unit.
- Once settled at the centre, students take increased responsibility for their own behaviour which supports their drive to make both social and academic progress.
- Students are aware of the different types of bullying and some students had previously experienced this in mainstream school. They told the inspector that they were not aware of any instances at Tracks and parents supported this view.
- Students said they each had key adults they speak with and that any concerns are dealt with seriously, thoroughly and in confidence.
- Attendance and punctuality improve rapidly. Most students have had zero attendance at school for a number of years. Improvements during the year increase attendance to above 80% for most while some improve to regularly achieve full attendance. Long-term absence and chronic illness affect overall figures but most attend whenever they are able.
- Great care is taken to ensure the safety and behaviour of students whenever they are working away from the unit. A good example was observed when students visited Salts Mill.

**The leadership and management are good**

- The leaders and managers set high standards and ensure the clear purpose and vision for Tracks have been maintained during a period of significant staff changes.
  - Self-evaluation is accurate and leaders know the relative strengths and weaknesses of the unit.
  - The new headteacher, who also leads other provisions in the local authority, has quickly established strong relationships with the staff who very effectively manage Tracks on a daily basis. New staff have settled quickly and are already making a significant contribution to the work of the unit.
  - There is a strong strategic drive for improvement, supported by frequent evaluation of the work of the unit including performance management of all staff. Staff commented about the high quality programme of continuing professional development that links to the unit improvement priorities but raised concern that this has recently been reduced.
  - Leaders ensure that there is a broad and balanced curriculum that provides many opportunities for spiritual, moral, social and cultural development and enables students to achieve well. The curriculum is enriched through residential outdoor pursuit activities that develop team building and confidence. Leaders recognise that further curriculum review will be required to ensure it continues to meet individual medical and academic needs now that all students are offered two years at the unit and the age range of the students is increasing.
  - The local authority, in its role as the appropriate authority, gives good support to the unit. There is a good relationship with the management committee and it has supported the appointment of new staff.
  - The management committee is well constituted and representative of key partners including parents. It gives representatives of a wide range of linked medical and educational support agencies a voice in shaping the future provision at Tracks.
  - Leaders do not ensure the latest assessment information from school or the home tutors is always available and used to support teaching and learning. Systems to track and review academic progress are in place but vary between subjects with mathematics being the least developed. As a result, leaders are not as informed as they should be.
  - Safeguarding is given the highest priority, statutory requirements are fully met and child-protection procedures are exemplary.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	130980
<b>Local authority</b>	Bradford
<b>Inspection number</b>	403815

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

<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	12-17
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	13
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Andrew Bentley
<b>Date of previous school inspection</b>	13-14 January 2010
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