

Bradford District PRU – MORE4U

Future House, Education Bradford, Bolling Road, Bradford, West Yorkshire, BD4 7EB

Inspection dates 23–24 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Inspirational leadership since the last inspection and good support by the management committee has led to significant improvement in the quality of teaching and the curriculum. As a result, there has been considerable improvement in students' achievement and behaviour.
- Systems to assess the attainment of students arriving at the unit, and to help them settle quickly, are very effective.
- Achievement is good. Students make good progress in lessons and are catching up on their learning. Students now leave with a range of nationally recognised qualifications.
- Students achieve particularly well in practical subjects, and on job-related courses, which prepares them well for life after school.
- Teaching is good. Teachers are successful in motivating their students, and in helping them to make changes to their behaviour.
- The unit is successful in encouraging students who had given up hope and who had no plans for their future to feel good about themselves. The majority now go on to further education, training or employment.
- Behaviour is good and students, many of whom have gone through challenging times, have a much improved understanding of keeping safe.
- Students receive outstanding care and support from the staff at the unit. Furthermore, exemplary work with numerous health and other agencies, coupled with notable links with parents, have a highly positive effect on these young people.

It is not yet an outstanding school because

- Teaching and learning are not yet consistently good in a handful of the provisions because the way a few teachers plan and assess students' work needs improvement.
- Attendance is not yet high enough.
- Too few students leave with nationally recognised awards in English because some teachers do not provide sufficient opportunities for students to read material which interests them, and they have too few occasions to write at length.

Information about this inspection

- The inspectors observed teaching and learning in 21 lessons or parts of lessons, of which four were observed jointly with senior leaders.
- Inspectors visited 15 of the 16 sites. The remaining site was closed because of problems with the boiler.
- The inspectors looked at the work that students are compiling to obtain their qualifications.
- Discussions were held with students, members of the management committee, staff, including senior and middle managers, and a representative of the local authority.
- The inspectors took into account the parents' responses to the unit's own survey. There were no responses to the on-line questionnaire (Parent View).
- The inspectors looked at a range of evidence including the unit's own data on students' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents concerning safeguarding.

Inspection team

Katharine Halifax, Lead inspector	Additional Inspector
Tony Price	Additional Inspector
Keith Massett	Additional Inspector
Fiona Dixon	Additional Inspector

Full report

Information about this school

- The unit is a commissioning service assessing and placing students who have fallen out of the secondary education system, and whose requirements cannot be met in the other pupil referral units (PRUs) in the local authority.
- It provides full-time education and support on 16 sites, some of which are voluntary sector providers, independent schools or colleges of further education. Each of the 16 centres has a specialist subject.
- All students have identified social and emotional needs, many have associated learning difficulties. All are at school action plus, with almost half of all students having a statement of special educational needs.
- A high proportion of students have mental health issues.
- The proportion of students known to be eligible for the pupil premium varies considerably from year to year but is, overall, well-above average.
- Almost all students are of White British heritage.
- The headteacher left for promotion at the start of this term. The unit is currently managed by the assistant director of children's services, with support and advice from the headteacher of a secondary- age PRU. The day-to-day running of the unit is managed by the assistant head of service and senior education social worker.

What does the school need to do to improve further?

- Ensure the quality of teaching is consistently good in all the provisions by:
 - making certain all planning identifies the knowledge and skills students will acquire in each lesson
 - ensuring all staff make the best use of information about students' progress and achievements to plan further work which meets their needs
 - making sure displays in all classrooms support learning.
- Increase the proportion of students gaining nationally recognised awards in English by:
 - increasing staff confidence in teaching literacy
 - making sure every opportunity is used to promote literacy in all subjects
 - providing more opportunities for students to write at length
 - encouraging students to read by providing more materials that are matched to their age, ability and interest.
- Continue working with parents and providers to reduce unauthorised absence.

Inspection judgements

The achievement of pupils

is good

- The skills of most students arriving at the unit are well below those typical for their age because many have a poor record of attendance, and a poor attitude to education. Parents and students agree that they make good progress. As a consequence of changing expectations of students' achievement, the majority are making greater progress than would be expected.
- This is evident in the proportion of students gaining qualifications. The range of qualifications has been widened since the last inspection and is now carefully matched to the ability of each student. At the time of the previous inspection, less than half of the students left with recognised qualifications. This has risen to almost 90%. Similarly, the proportion of students going on to further education, training or employment has increased from just less than a half to over 80%. The achievement of disabled students with special educational needs is equally good.
- The majority of students leave with qualifications in mathematics, science, information and communication technology (ICT), religious education and vocational awards. While all students work toward a qualification in English, only two thirds attain an award. In a few cases this is because of poor attendance, but mainly because they do not enjoy reading or writing. However, where reading is a good match to their needs and of interest, they make very good progress. For example, when reading reports in the local newspaper about their football team's success in reaching a Wembley cup final, students used a range of skills to recognise new words.
- The achievement of students in practical and vocational courses is very good with students gaining recognition for their work in, for example, metal craft fabrication and welding, childcare, construction, hair and beauty.
- There is no marked difference between different groups of pupils within each centre, though leaders have identified that students at some centres do not do as well as others, because the quality of teaching is not consistently good and absence rates are higher.
- The achievement of students eligible for the pupil premium is good and is contributing to raised attainment. For example, there has been a marked improvement in students' confidence, behaviour and skills when speaking and listening through compiling weekly broadcasts for a national radio station. Students known to be eligible for free school meals make similar progress to others. Involvement with a barge project has not only raised confidence but also enabled students to apply their mathematical knowledge in day-to-day life, as well as making a genuine contribution to the community through the environmental work undertaken.

The quality of teaching

is good

- Though most of the teachers in the centres are unqualified, they have responded well to training, the majority teach good lessons, but one or two are not as strong as others. All staff teaching English have gained a literacy qualification, but some still lack confidence. Many good examples were seen of students making good progress in reading and in their writing. However, a minority of teachers use too many worksheets which limit students' opportunities to make progress in writing. There are too few opportunities for students to write at length. Similarly, some have had minimal training in teaching reading and are not always accurate in the match of reading materials to students' interests, age and ability.
- Lesson planning is generally good. Most teachers are clear about the knowledge and skills students will acquire in each lesson. However, on occasions, planning lists only the activities to be undertaken. This means teaching is not as sharp, so students' progress is not as good.
- Teachers assess students' progress and achievement conscientiously and have gathered a range of information. This however, is not always used to best advantage in planning to meet their needs, for example, in setting small-step targets for students who learn more slowly.
- Good use is made of ICT to gain and maintain students' interest. In some lessons, teachers make excellent use of technology such as 'tablets' to encourage and further students' writing.

- Teaching in many practical subjects is first rate. The enthusiasm of teachers in these subjects and their wealth of knowledge inspires students.
- In the centres where students make the most progress, displays are used very effectively to support and celebrate learning. For example, new vocabulary and expectations of punctuation are evident on the walls, along with examples of students' writing and students' success in achieving individual targets.

The behaviour and safety of pupils

are good

- Parents and students say how much behaviour has changed during students' time at the unit. Most arrive with a history of failure in their previous schools, and many readily admit they have made ill-informed choices in the past. Others are facing exceptional difficulties in their personal lives which have the potential to affect their learning. Programmes such as the 'Think Again' project have been successful in helping students face up to their past actions, for example, as members of gangs, or in the way they treat other people. In addition to turning their behaviour around, this has added to their understanding of keeping safe.
- Prior to arriving at the unit, many students have had some experience of bullying. While there are still some examples of name calling, and the odd outburst, the majority get on well together. During lessons they work well as a member of a team when, for example, planning an international sporting event as part of their BTEC sport and leisure course. Similarly, during the daily sports sessions at all centres, students play fairly, coping well when things do not always go their way.
- Students say they are changing because adults take time to listen to them and help them with their problems. Sessions such as 'Speakers' corner', and 'big questions on ice', give students the opportunity to express their point of view and take account of the opinions of others without exploding.
- As the result of much improved attitudes and behaviour, the rate of exclusions has reduced noticeably. Furthermore, due to the work of the unit, exclusions within the local authority are down by a third.
- Most students make an effort to attend regularly. Funding from the pupil premium has seen a 10% rise in attendance since the last inspection. There are many examples of students who have not attended school for a considerable time, in some cases years, achieving 80% and 90% attendance. However, despite the rigorous and imaginative systems in place, there is a minority of students who still refuse to attend.

The leadership and management

are good

- Leadership and management are good and there are some outstanding features. However, leadership is not as strong in some centres. Nevertheless, senior leaders have been successful in bringing together a diverse group of centres as a community with a sense of purpose and belonging, without compromising their unique identity. This is no mean feat considering only 20 staff are in the direct employment of the local authority, yet leaders have oversight of almost 300 other staff employed by the voluntary sector, colleges and independent schools. Leaders are highly ambitious for students and lead by example. They have high expectations and are determined to improve students' life chances.
- Leaders have successfully managed to balance the needs of the unit with the demands made by the colleges and voluntary sector. Leaders and the management committee are fully aware of the strong and weak teachers. In raising the quality of teaching, they have made certain the needs of the unit are included in the professional development reviews by other sector managers. All 300 staff are invited to attend professional training and leaders have ensured all gain a literacy qualification. As a result of the high quality training given by the unit, practices to safeguard and protect students more than meet requirements. Robust checks are in place to make sure everyone who works with the students is suitable.

- The curriculum has been very well thought out. Equality of opportunity is at the heart of the work of the unit. All students are given a fresh start. The introduction of different 'tiers' ensures all students are entered for the awards most suited to them. Other than the vocational qualifications on offer, the curriculum is the same for all students, allowing them to move between the centres if necessary.
- The curriculum provides exceptionally well for students' spiritual, moral, social and cultural development. An excellent programme for religious education and residential visits to, for example, Auschwitz, and work with the local council for mosques, lead to thought-provoking discussions. Students are justifiably proud in beating off 33 mainstream schools to win the city's 'Market Challenge'. Students benefit equally well from outstanding links with a wide range of agencies, including careers officers. Sessions such as 'prison no way for me' have a noticeable effect.
- **The governance of the school:**
 - Governance by the management committee is good. Many of the members are from health or education backgrounds and have a good understanding of the needs of the students. Furthermore, they provide informed support for the headteacher. Members of the committee have an accurate view of the unit's performance. They ask taxing questions of the headteacher about the quality of teaching, performance management and rewards for good teaching, attendance and behaviour, and the effect this has on students' achievement. The appointment of a manager for students with additional special educational needs is improving their lot, though leaders recognise more needs to be done to improve standards in literacy. The committee ensures the unit is financially solvent and funds are spent appropriately. They are currently giving consideration to how they will manage their proposed newly delegated budget.

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

Unique reference number	135732
Local authority	Bradford
Inspection number	402733

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

Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	254
Appropriate authority	The governing body
Chair	Brent Fitzpatrick
Headteacher	George McQueen
Date of previous school inspection	30 November 2009
Telephone number	Not applicable
Fax number	Not applicable
Email address	george.mcqueen@bradford.gov.uk

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