



# Primary Pupil Referral Unit

## Inspection Report

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**Unique Reference Number** 133410  
**LEA** Bradford  
**Inspection number** 282306  
**Inspection dates** 19 January 2006 to 19 January 2006  
**Reporting inspector** Mrs Kath Halifax CfBT Lead Inspector

This inspection 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 address</b>	Avenue Road
<b>School category</b>	Pupil referral unit		West Bowling
<b>Age range of pupils</b>	5 to 11		Bradford, West Yorkshire BD5 8DB
<b>Gender of pupils</b>	Boys	<b>Telephone number</b>	01274 735298
<b>Number on roll</b>	25	<b>Fax number</b>	01274 733795
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Jennie Sadowskyj (LEA Committee)
<b>Date of previous inspection</b>	20 March 2006	<b>Headteacher</b>	Jean Crabtree (Acting)

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## Introduction

The inspection was carried out by one additional inspector.

## Description of the school

The Bradford Primary pupil referral unit (PRU) serves the whole of the Bradford local authority. It caters for pupils who have been excluded, or who are in danger of being excluded, from mainstream primary schools. The majority of pupils are of white British heritage with a small number from Asian backgrounds. All speak English as their main language. The proportion of pupils entitled to free school meals is high. All pupils have learning difficulties and/or disabilities with almost all having a statement of special educational need for emotional, behavioural and social difficulties. An acting leadership team has managed the unit since September 2005.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory PRU and its previous designation as having serious weaknesses no longer applies. Since the last inspection, it has experienced some very trying times. However, under the leadership of an executive headteacher and acting leadership team, it has come a long way in the last few months and has now turned the corner. There is now a sense of purpose, though managers recognise there is still a way to go. Nevertheless, it is now fulfilling its role of returning pupils to mainstream education. Since the last inspection, pupils' achievements and personal development have been variable because of variable teaching, but the quality of teaching is improving through staff training and it is now satisfactory. The consistent management of pupils' behaviour has resulted in improvement and satisfactory learning. Pupils have a more positive attitude towards education. Attendance is unsatisfactory. The curriculum is satisfactory and is being improved to make learning more interesting and relevant. Links with parents and with other professionals are good, as are procedures to ensure pupils' well-being. Managers are accurate in their understanding of where the unit is now and there is satisfactory capacity to improve. They recognise the need to appoint a permanent headteacher. Though the cost of educating each pupil is high because of high staffing costs, the PRU provides satisfactory value for money.

### What the school should do to improve further

- Establish a permanent management structure.
- Raise standards and achievement by further improving the quality of teaching.
- Improve attendance.

## Achievement and standards

### Grade: 3

Achievement is satisfactory in relation to pupils' standards when they enter the unit. At the time of the last inspection, achievement in mathematics and information and communication technology (ICT) was satisfactory. Achievement in English has improved and is now satisfactory, though managers have identified the need to raise standards in writing. Following the criticism of the last inspection, achievement in science has improved from unsatisfactory and is now good. Achievement in personal, social, health and citizenship education (PSHCE) has equally improved and is now good. This improved standards and achievement stand pupils in good stead for their return to mainstream education. Some pupils who attend regularly make good progress, particularly towards the targets in their individual education plans. However, pupils who miss odd days or who absent themselves from lessons do not do as well as they should. Over the past year there has been a considerable increase in the number of pupils successfully returning to mainstream education. A higher proportion, than might be expected, of last year's Year 6 transferred to the secondary PRU, but some of these pupils had not been referred until late in Year 6.

## **Personal development and well-being**

### **Grade: 3**

There has been considerable improvement in pupils' behaviour because of a consistent approach by adults. Pupils say these changes mean they feel safe and able to benefit from their learning. Exclusions initially rose under the new management because pupils were testing the system. Numbers are now falling and are attributable to a handful of pupils, and only used when others are at risk. Though there are still outbursts of inappropriate behaviour, staff manage these well so they are decreasing in number. Breaks and lunchtime are well organised, and the games and activities available encourage pupils to cooperate and play by the rules. Provision for pupils' spiritual, moral, social and cultural development is now satisfactory. Considerable improvement in PSHCE has contributed significantly to pupils' personal development. In addition, daily routines and activities such as the 'Feelings Tree' are helping pupils behave appropriately, show respect for themselves and others, and come to terms with their difficulties. Pupils are starting to respect differences in others and relate well to the rich cultural mix of staff. Attendance is unsatisfactory. While some of this is attributable to transport difficulties, the high absence rate of a few pupils is affecting their achievement. However, systems are now in place to monitor and improve attendance and these are beginning to have effect.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The PRU is currently operating with a high percentage of temporary staff. The quality of teaching and learning is satisfactory. One outstanding lesson was observed and work seen during the inspection reflects some good teaching. Behaviour management has improved considerably since the last inspection. Teachers and behaviour support staff work closely together to create an atmosphere where learning is not disturbed by the inappropriate behaviour of some pupils. Where teaching is most successful, lessons are calm and purposeful with meaningful activities carefully matched to pupils' needs. Teachers in these lessons are confident in their subject knowledge and in teaching pupils with emotional, social and behavioural difficulties. In other lessons, there is less sense of urgency and insufficient use is made of targets in individual lesson plans when planning work. Assessment has improved since the last inspection. Teachers now have a baseline assessment for all pupils from which to measure academic progress and identify gaps in learning, though these are at an early stage of development. However, useful procedures are in place to record progress in behaviour and the information is used effectively to set further targets for improvement.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and meets the requirements for a PRU. Teachers are endeavouring to ensure what is taught is interesting and matches that taught in mainstream schools, though some initiatives are at an early stage. The introduction of PSHCE has had a considerable effect on personal development. Similarly, an improved science curriculum has raised standards in science. A commitment to the Healthy Schools initiative is enabling pupils to adopt safe practices and a healthy lifestyle. Links with mainstream schools have improved considerably. Now almost half of the pupils have links with neighbourhood schools that are improving their social development as well as preparing them for return to mainstream education. The development in topic work is good and has led to improved literacy. Poems from evacuees as part of a history topic on the Second World War are a good example. Work through Creative Partnerships is making learning fun and relevant. Pupils are especially enthusiastic about the hip hop culture topic and are using this well to explore health and well-being.

## **Care, guidance and support**

### **Grade: 2**

Managers have been modest in their judgement of this aspect, which is good. Pupils are well cared for. Their health, safety and welfare are a priority of the PRU. Adults are familiar with child protection procedures. Regular health and safety checks are undertaken, as well as the assessment of potential risks posed by visits, activities and individual pupils' behaviour. Links with other professionals such as the Community Adolescent Mental Health Service (CAMHS) are good and contribute to the well-being of pupils. The appointment of a parental liaison officer has considerably improved parents' contribution to their child's education through workshops on literacy and health, open days and a celebration of fatherhood. Pupils are consulted and encouraged to air their views. A significant improvement to the quality and portion size of school lunches has been brought about through the work of the school council. Good support by inclusion workers enables smooth transfer for pupils returning to mainstream education. While satisfactory procedures are in place to assess and record pupils' achievements and personal development, these are at an early stage.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Over the past two years, issues with key members of staff put the unit at risk and in danger of closing. This was compounded by a high staff turnover. On identifying the problems and working alongside the management committee, the local authority appointed an executive headteacher for one term to prevent further decline. Under her leadership, teachers from within the PRU were given the skills and confidence to take over as interim managers. Though inexperienced, the temporary team is enthusiastic and has developed a clear plan of

action with suitable priorities focused on raising achievement. All who have a vested interest in the PRU report a considerable improvement in morale, in its performance, and in its day-to-day running. There is now a clear vision for improvement. After being perceived as a school for pupils with emotional and behavioural needs, it is now fulfilling its role and returning a significant number to mainstream education. In order to move forward, staff, pupils and parents were consulted and new procedures and initiatives put into place. This has resulted in a much improved climate for learning and better behaviour. The monitoring group of the management committee meets every two weeks and systems are now in place to measure the PRU's effectiveness and to challenge its performance. Though the monitoring of classroom practice is at an early stage, because of changes in management, weekly staff meetings and good staff training have already led to improvements in teaching and learning. While good progress has been made over the past few months, the management committee and local authority recognise the need to appoint a permanent headteacher and deputy as soon as is practicable.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	No
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

As you know I met a number of you during the recent inspection of your PRU. Thank you for talking to me and helping me in my work.

What I liked most about the PRU

- Mrs Beard, Miss Crabtree and your senior teachers have worked hard to improve your school.
- Teachers try hard to make lessons interesting and meaningful.
- Good links with other professionals contribute to your well-being.
- Mrs Judson has provided some interesting activities to encourage your parents to help you to learn.

What I have asked your teachers and the management committee to do now

- Make sure the post of headteacher is filled as soon as is practical.
- Raise standards by even better teaching.
- Improve attendance rates.

I enjoyed my short time with you and wish you well for the future.