



# Secondary Pupil Referral Unit

## Inspection Report

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**Unique Reference Number** 133411  
**LEA** Bradford  
**Inspection number** 282307  
**Inspection dates** 16 November 2005 to 17 November 2005  
**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>	Ellar Carr Road
<b>School category</b>	Pupil referral unit		Thackley
<b>Age range of pupils</b>	11 to 16		Bradford, West Yorkshire BD10 0TD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01274 612176
<b>Number on roll</b>	159	<b>Fax number</b>	01274 738723
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Mike Pollard
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Ms Elaine Collins

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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

The Bradford Secondary Pupil Referral Unit (PRU) opened in January 2004 and serves the whole of the Bradford Authority. It caters for pupils who have been excluded, or who are in danger of being excluded from mainstream secondary schools and for pupils who have longer term needs including a statement for emotional and behavioural difficulties. The PRU is based on five main sites with vocational and personal development involving alternative providers, taking place on six other sites. The Aireview and Jesse Street centres cater for pupils who stay for between one and three months before returning to mainstream education. The Ellar Carr site is for longer stay Year 7 to 9 pupils all of whom have a statement for social, emotional and behavioural needs. Pupils at Woodend and Bradford College are from Years 10 and 11 and are unlikely to return to school.

Of the 168 pupils on roll, only 18 are girls. The majority of pupils are of white British heritage with some Asian and a few mixed race pupils. All speak English as their main language. At 58%, the proportion of pupils entitled to free school meals is high. Many pupils have learning difficulties and a few have a disability. Of these, 100 have a statement of special educational need for behavioural, emotional and social difficulties. A number of pupils are offenders and others have mental health problems. Some pupils have been out of school for over two years and most have a negative attitude towards education. As such, their attainment on entry is well below that expected of pupils of this age. Judgments on achievement take account of prior attainment and of targets in individual education plans.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Managers are accurate in their judgement that this is a good pupil referral unit. A good curriculum, excellent links with other professionals, and good support and guidance result in good improvement in attendance as well as pupils' attitude and behaviour. As a result of good teaching, pupils who attend regularly make good progress and achieve well. This has enabled 77 pupils to return successfully to mainstream education in the time the PRU has been established. Pupils who have been in custody have been helped to rehabilitate and gain qualifications. Most Year 11 pupils leave with some form of nationally recognised award. Over one third of Year 11 pupils who left Bradford College in 2005 have gone on to further education or open employment. While the provision is good overall, achievement at Woodend is affected by the accommodation and quality of teaching. Much has been accomplished in the short time the PRU has been operating. Under the outstanding leadership of the headteacher, it is in a strong position to continue to improve at a good rate. The PRU is held in high regard by mainstream schools, parents and other professionals. As a PRU, the cost of educating each pupil is high. Nevertheless, even taking account of the unsatisfactory attendance of some pupils it provides good value for money.

The local authority does not have schools for pupils with behavioural, social and emotional difficulties. As a result, some pupils spend far too long in the PRU. While they do well, this situation is unsatisfactory.

### What the school should do to improve further

- Further improve pupils' rate of attendance.
- Further improve the provision at Woodend.
- As a matter of urgency, the local authority should ensure pupils who have Statements of Special Educational Need for behavioural, emotional and social difficulties are educated in an appropriate school setting.

## Achievement and standards

### Grade: 2

Overall, achievement is good. Pupils on short-term placements at the Aireview and Jesse Street sites achieve well and within one to three months, most return to mainstream schools. This is because of good teaching, a relevant curriculum and a well-thought out phased return programme. Though managers have identified science as an area for improvement, achievement is at least satisfactory and good at Jesse Street and Ellar Carr.

Pupils in Years 10 and 11 at Bradford College, the Woodend site, and with alternative providers achieve a range of awards including General Certificate of Secondary Education (GCSE), Award Scheme Development and Accreditation Network (ASDAN) bronze and silver awards, and vocational certificates in areas such as welding, catering and horticulture. These are equipping pupils well for life after school and, alongside

a very successful work related learning programme, have led to further education, courses and employment. Two pupils have been awarded apprenticeships as a result of successful work experience placements.

The achievement of some pupils at the Woodend site is unsatisfactory. This is a particularly challenging group and while, some make outstanding progress in their behaviour and attendance, others are affected by outside influences. In addition, the accommodation is poor and the quality of teaching is inconsistent. Pupils achieve well in personal, social, health and citizenship education and in mathematics with the specialist teacher. However, a series of teachers on short-term contracts have affected standards and achievement in science and, for some pupils, in mathematics.

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

### **Grade: 2**

Although pupils do not always enjoy being at the centres, they appreciate what staff do for them and feel that they are learning skills, which will help them to succeed. Most make clear progress in their behaviour because of effective strategies. For example at Ellar Carr, although pupils arrive with a history of violence and aggression and all have a statement of special educational need for their behaviour, as a result of persistence and good relationships, pupils begin to settle and pay attention to their work. At all centres exclusion is used as a last resort and only when staff and pupils are at risk. All pupils, including young offenders, begin to understand the consequence of their actions because of sensitive guidance from staff. As pupil attitudes to work improve, they improve key skills such as literacy, communication and numeracy, increasing their chances of making a successful transfer to the workplace. Although some pupils have very poor attendance records, the attendance of most pupils shows improvement. The attendance of some pupils has been affected because taxi firms have not been meeting their contractual agreements. Pupils make excellent progress in learning how to stay safe and keep healthy. Spiritual, moral, social and cultural development is good. In particular, pupils benefit from the rich multi-cultural resources and facilities available in Bradford.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Managers are accurate in their judgement that teaching and learning are good. In all centres, in lessons where teaching was good or better, teachers had high expectations of behaviour and set challenging targets, based on accurate assessment and very well matched to pupils' individual needs. For example, at Jesse Street pupils are very thoroughly assessed on entry and follow a personalised learning programme, which includes a detailed daily progress and effort chart. This gives the pupils a very good framework for learning and helps them to know exactly how well they are doing. The centre has a clear code of conduct for behaviour, which is consistently implemented

by all staff. This results in a very calm and purposeful learning ethos where inappropriate behaviour such as chewing or wearing hats in class is not tolerated. While good teaching was seen in all the other centres a handful of lessons were less effective. On occasions, some staff do not have sufficiently high expectations and accept behaviour which is not conducive to learning. Furthermore, they are not sufficiently aware of pupils' individual learning and behaviour targets, so work set does not always ensure that all pupils learn well.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and meets the requirements for a PRU. The focus on literacy, numeracy and information and communication technology is equipping pupils well for the next phase of their lives. Every effort is made to ensure pupils take part in weekly physical and creative activities. A very good personal, social, health and citizenship education programme, including visits and visitors makes learning meaningful and relevant. For example, a recent visit by Aireview to the fire station and a talk by the police to highlight the horrors caused by joyriding made a considerable impact on pupils. The alternate providers, Bradford College and work related learning programmes are strengths of the service and contribute significantly to pupils' personal development. The work experience co-ordinator has achieved considerable success in helping pupils to secure and maintain work experience placements. Pupils who show a particular aptitude are helped foster their talent, for example at Bradford College through GCSE theatre studies.

The accommodation ranges from inadequate to outstanding. The new build at Jesse Street has been very well thought out and is contributing to achievement and personal development. However, though new build is planned for Woodend, the current building is not fit for purpose. There are not sufficient classrooms, nor a room for pupils who need time out to work on their own. Furthermore, the head of centre has to share an office with the administrator. This means there is no room available if parents or pupils should wish to speak confidentially.

## **Care, guidance and support**

### **Grade: 2**

Pupils are well cared for in the centres and in the alternative provisions. The service has good procedures to help pupils manage their behaviour. There are a variety of reward systems and pupils know how well they are doing because they have detailed targets for behaviour, which are regularly reviewed. Learning mentors successfully help pupils to improve their attendance and achievements. Staff have had suitable training so that they are skilled in diffusing difficult situations and handling pupils safely. All pupils have a key person that they can talk to if they have a problem. Staff are extremely sensitive to the needs of the most vulnerable pupils, such as young offenders and those in public care. Pupils' welfare is promoted through excellent links with a variety of specialist agencies such as the community child and adolescent mental health team (CAMHS) and BLAST, a service to combat male prostitution. Staff are

very successful at encouraging pupils to adopt a safe and healthy lifestyle. The no-smoking policy is enforced, healthy eating is promoted and agencies such as the Bridge Project address issues such as drug and alcohol abuse. Procedures for child protection and health and safety routines are secure and fully in place.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the headteacher are outstanding. She has a clear vision and manages an extremely complex service very effectively. In a short time she has drawn together very diverse centres to form a provision with common aims, which, in its short existence, has already made a significant difference to a considerable number of young lives. Managers of the individual sites ably support her. All are clear about their roles and know what needs to be done to improve further. Pupils benefit considerably from the passion and dedication of the alternative provision manager and staff.

The professional skills of individual members the management committee are used well to support the work of the provision. In addition, the committee has been instrumental in initiatives such as the home to school link officer. Members know what the PRU does well, but recognise they need to be more rigorous in questioning and in making managers accountable. Good systems are in place for judging how well all aspects of the PRU are performing and these are accurate.

The local authority, as the appropriate authority, is failing some pupils because it does not have schools for pupils with behavioural, emotional and social difficulties. Some pupils have spent their entire secondary career in the PRU. This means they have not received their National Curriculum entitlement because units are not resourced for long-stay pupils. In addition, they have become increasingly unsettled, as they have seen their classmates move on.

There is a vacancy with regard to an identified school improvement officer for the PRU. Interim arrangements are in place.

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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>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	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	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	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	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	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>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	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	Yes
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	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

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

As you know we met a number of you during the recent inspection of the PRU. Thank you for talking to us and helping us in our work.

What we liked most about the PRU

- Many of you make good improvement in your behaviour and attendance and achieve well.
- Staff work hard to support you and help you succeed.
- College, the alternative provision, and the work experience programme prepare you well for life after school.
- Ms Collins is a very good headteacher and is working hard to make the PRU even better.

What we have asked your teachers to do now

- Further improve attendance rates.
- Further improve the provision at Woodend.

We enjoyed our short time with you and wish you well for the future.