



TRACKS

Inspection Report

Unique Reference Number 130980
Local Authority Bradford
Inspection number 293682
Inspection date 17 January 2007
Reporting inspector Frank Carruthers

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

Type of school	Pupil referral unit	School address	Wycliffe C of E Primary
School category	Pupil referral unit		Saltaire Road
Age range of pupils	12–16		Shipley BD18 3HZ
Gender of pupils	Mixed	Telephone number	01274 385833
Number on roll (school)	15	Fax number	01274 385983
Appropriate authority	The local authority	Headteacher	Mr John Nixon
Date of previous school inspection	Not previously inspected		

Age group	Inspection date	Inspection number
12–16	17 January 2007	293682

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This pupil referral unit was established in December 2005 to cater for the needs of students in Key Stages 3 and 4 across the borough who are unable to attend mainstream secondary schools because of severe levels of anxiety. It is a joint initiative involving Education Bradford, Bradford's Children and Adolescent Mental Health Services (CAMHS) and Connexions West Yorkshire. The unit is designed to take up to 15 students, who currently attend for three days of the week. None has a statement of special educational need. Proposals are in place to introduce full-time provision as the confidence of students grows and their anxiety decreases. The accommodation is in two rooms of a host primary school. Most of the students on the current roll are White British and all are dual registered with their mainstream schools.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The unit has made significant progress in its first year and is already providing students with a good education. The teamwork among the various agencies involved in running it, such as education and health services, CAMHS and Connexions, is a model of good practice. The unit is able to provide a wider range of opportunities for its students than if they were taught individually at home. It has further improvements to make in the range of the curriculum it provides, the opportunities for students to extend their independence and show more responsibility, and in the effectiveness of its steering committee.

Students start at the unit with a wide range of attainment and a wide variety of previous educational experiences. Most have the potential to achieve a GCSE qualification in some subjects but have gaps in their knowledge and skills because of missed time at previous schools. As a result, standards range from well above average to below average, and are broadly average overall. Students make good progress academically because of the good quality of teaching and learning. Most are on course to achieve passes at GCSE in grades that range from A* to G in English, mathematics and science.

Students' personal development is good overall; they make impressive progress in their self-confidence and self-esteem. This is because of the excellent care and attention staff give to support their learning difficulties and/or disabilities. As a result, the unit is successful in helping the students to think positively once again about themselves and to enjoy their learning. Attendance at the unit is good and is much improved on their record at previous mainstream schools. Students make excellent progress in how they behave with one another and with staff and they have good attitudes to learning. Parents value the work of the unit highly in helping their children. A typical observation by parents describes the unit as 'nothing short of a blessing'.

Leadership and management are good. The head of the unit and the local authority's responsible officer are key contributors to its overall effectiveness. Although the curriculum is satisfactory and includes English, mathematics, science and personal, social and health education (PSHE), there is more to do to improve it. For example, information and communication technology (ICT), physical education and work experience are lacking. The steering committee has established the unit well but there is a need to widen its representation of interested parties, such as from associated secondary schools and parents, in order to oversee the unit's future more effectively. The unit gives good value for money and is providing a valuable resource for a particularly vulnerable group of students.

What the school should do to improve further

- Develop the curriculum, especially ICT, physical education and work experience.
- Widen the representation of interested parties on the steering committee.
- Seek ways to promote further the independence of students.

Achievement and standards

Grade: 2

Standards in basic skills of literacy and numeracy range from well above average to below average. All students make good progress. All those currently in Year 11 are working towards GCSE qualifications in English, mathematics and science, some in English Literature and a few in other subjects such as Art through their home secondary school. They are predicted to achieve well despite the gaps in their learning prior to starting at the unit. One or two are on track to achieve A or A* in individual subjects, though most are likely to achieve grades B to G. Students who are due to leave this summer are aiming to go on to local colleges of further education, sixth form college or employment. Staff are successful in helping the students to overcome significant barriers to learning and raise their interest and confidence in learning for the future.

Personal development and well-being

Grade: 2

The students' personal development, including their spiritual, moral, social and cultural development, is good. This is because of the excellent level of care they receive from the unit's staff and from visiting specialists. Students begin to take a real interest in learning again and their behaviour, especially the way they now cooperate with and support one another, is excellent. They regain confidence and self-belief, exemplified in parental comments such as 'My daughter's now capable of mixing with other children her own age and wants to do homework and go to school.' Students begin to build positive relationships with adults, which they have found difficult in the past. Some are showing sufficient self-confidence to travel to and from the unit independently rather than in taxis. There is now scope for students to show even greater independence and responsibility, for example at lunchtimes. The students' awareness of personal safety is good and their awareness of a healthy lifestyle is satisfactory. The unit helps the students to build confidently towards a future beyond school, especially in the difficult area of relating to others in college or the workplace.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good and leads to the students regaining interest in what they can achieve in academic subjects. Staff are very successful in forging positive relationships with students. Parents comment very favourably on how their children build trust with unit staff and visiting tutors. Subject knowledge of the unit's staff and of those brought in from the home tuition service to help teach specialist subjects is good, for example in higher level mathematics and science. Students' learning is also strengthened by the way they help one another and share

their ideas in lessons. The use staff make of ICT in their subject teaching is not always as good as it could be.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall, being a balance of strengths and weaknesses. Coverage is good in English, mathematics and science with students following GCSE courses. In the case of science, an appropriate course is taught that overcomes the unit's limited resources and access to equipment. A recent improvement here has been the appointment of a part-time specialist to teach the subject. However, there is no subject specialist for ICT. Personal, social and health education, including citizenship, careers education and leading a healthy lifestyle, is planned well. One difficulty, however, is little opportunity for fitness and exercise and this has an adverse impact on the students' development of a healthy lifestyle. Work experience is limited, and links with schools, colleges and placements for this purpose are underdeveloped.

Care, guidance and support

Grade: 1

Care, guidance and support for students are excellent. Child protection, safe recruitment of staff and risk assessment procedures are in place. Staff take responsibility for these young people very seriously and there is a good contribution from visiting tutors, who have often worked with the students in their homes prior to starting in the unit. This helps continuity. The teamwork of the educational psychologist and social worker attached to the unit, the school nurse and members of the CAMHS and Connexions teams makes an excellent contribution to the care and support the unit offers. This takes a variety of forms, such as therapy sessions in small groups and one-to-one, home visits and helping students to become independent in their behaviour outside the unit. Parents are particularly pleased with this aspect of the unit's work and how they are regularly consulted about their children's progress. Staff assess the students' attainment on entry to the unit. They check on students' progress carefully using regular assessment tasks, which help staff to set targets and teach according to the students' potential. Students are supported very well in evaluating their own personal and academic development and agreeing targets.

Leadership and management

Grade: 2

The steering committee, responsible officer and head of the unit, whose wider brief covers all home tuition, identified a gap in provision and how the establishment of this pupil referral unit would cater for the needs of these young people. The leadership team has made significant progress in its first year and has combined the input from the education, mental health and careers services very effectively. All staff are very successful in breaking through and lifting the low self-esteem felt by the students because of their anxieties about attending school.

The processes of self-evaluation, which have already included an in-depth review and evaluation of the unit by the attached educational psychologist, are good. The views of senior staff match most of the judgements of the inspection. In relation to the care, guidance and support that the unit provides the students, their view is perhaps too modest; and in relation to the curriculum, their view of good overestimates provision. There is more to do to enhance the curriculum for students and involve partners such as representatives from the parent body and associated secondary schools in the work of the steering group. The unit has good capacity to improve.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I am writing to let you know the outcome of the inspection of the unit. Thank you for letting me join you in your lessons and talking to me about how you are getting on. I enjoyed my visit very much.

TRACKS has got off to a very good start since it opened in December 2005 and is giving you a good education. I was very impressed by how you are now working well with other students and adults and overcoming your anxieties.

These are some of the things that I think are good:

- how well the staff are teaching you and giving you outstanding help and support
- how positive your relationships are with staff, tutors and each other
- how well you are doing in your coursework for GCSE examinations.

Talking to you and reading the comments from your parents, I can see that you all appreciate what the unit is doing for you. There are limitations, however, to the curriculum that the unit is providing, and what the staff need to do next is to try to give you more opportunities in, for example, ICT, physical activities and work experience. You are all becoming more independent in your ways and the staff need to devise more opportunities for you to show more responsibility. Your part in these proposals is to respond as positively as you can to opportunities the staff give you and to keep on doing your best.

Also, there needs to be better representation from your parents and associated secondary schools on the steering committee that oversees the running of the unit.