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Dear Ms Collins

Ofsted survey inspection programme – Pupil Referral Units (PRUs)

Thank you for your hospitality and co-operation, and that of your staff, during my visit with Gill Reay HMI on 8-9 November 2006 to look at aspects of the Bradford secondary PRU. Please thank both the staff and students for their contributions to our visit.

As outlined in my initial e-mailed letter, the visit had a focus on the Every Child Matters (ECM) outcomes and in particular on how well the students achieve.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: interviews with staff and students, scrutiny of relevant documentation, analysis of students' work and observation of eight parts of lessons in four centres.

On the basis of what we observed during this inspection the effectiveness of the service's overall contribution to the five ECM outcomes was judged to be good.

Achievement and standards

- Most pupils make good progress in relation to their attainments on entry.
- The majority of students on short term placements at the Aireview and Jesse Street sites achieve well and most return to mainstream schools.

- Students in years 10 and 11 at Bradford College achieve a wide range of externally accredited awards including vocational qualifications in catering, motor vehicle, welding, hairdressing and horticulture.

Personal development and well-being

- The PRU successfully develops positive attitudes and changes students' behaviour. Staff know their students well and there are high levels of trust between staff and students. Students respond well to the clear expectations and boundaries set.
- Positive behaviour management motivates students because of the associated praise and rewards. In addition, there is consistent application of behaviour strategies that enables learning to take place.

Quality of provision (teaching and learning, curriculum and care, guidance and support)

- PRU staff create welcoming and safe environments that promote enjoyment a desire to learn.
- Wall displays of students' work are of high quality and help to develop students' self esteem.
- Care, guidance and support given to students are good. There is an appropriate focus on literacy and numeracy. Behaviour management support workers are used very effectively to support both teachers and students.
- Overall, the quality of teaching and learning seen was good. All staff had high expectations of behaviour and learning. Staff are skilled in their use of supportive and regular feedback.
- Tracking of individual students' progress is good. Increased use of students' prior achievement and improved initial assessment is leading to improved baseline assessments.
- Alternative providers are used imaginatively to broaden the curriculum, create interest, increase motivation and meet individual student's needs.
- The integration of PSHE across the curriculum is a very successful vehicle for meeting the outcomes of ECM.
- Multi agency work is currently good. The creation of the multi agency forum will improve response time for individual students and is an outstanding example of innovatory practice.

Leadership and management

- The senior management team are committed to providing high quality education and personal support to all students.
- The Head teacher provides strong leadership and has been instrumental in raising the profile of the secondary PRU across the city and with Education Bradford. She motivates, inspires and empowers all staff across the service. Her leadership is outstanding.

- The management committee oversees and evaluates the work of the PRU. However, this work is in its early stages of development.
- Education Bradford is highly committed to providing very effective oversight in order to ensure good outcomes for all students referred to the service
- The Head has agreed and incorporated challenging targets for the PRU to achieve within action planning.

Inclusion

- The PRU is highly inclusive in relation to matching programmes to individual students' needs.
- The quality of relationships and secure, caring environment helps every student to grow in confidence. This is supported by exemplary multi-agency work which enables students to achieve well by unlocking their potential.
- There is very good communication with parents. Consequently their understanding is increased, enabling them to support their children more effectively.

Areas for improvement, which we discussed, included the following points.

- Strategies and quality assurance procedures to ensure continuous improvement.
- Systematic analysis and use of data in order to evaluate the impact of preventative and intervention strategies.

We hope these observations are useful as you continue to develop the Bradford secondary PRU.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Kath Smith
Her Majesty's Inspector