

# Secondary Pupil Referral Unit

Inspection report

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<b>Unique Reference Number</b>	133411
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	328703
<b>Inspection dates</b>	2–3 October 2008
<b>Reporting inspector</b>	Christine Emerson

This inspection of the school 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 category</b>	Pupil referral unit
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	77
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Roger Morris
<b>Headteacher</b>	Ms Elaine Collins
<b>Date of previous school inspection</b>	16 November 2005
<b>School address</b>	Ellar Carr Road Thackley Bradford West Yorkshire BD10 0TD
<b>Telephone number</b>	01274 612176
<b>Fax number</b>	01274 738723

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The Bradford Secondary Pupil Referral Unit (PRU) serves the whole of the Bradford Metropolitan District. It caters for students who have been permanently excluded, or who are in danger of being permanently excluded from mainstream secondary schools, and for students who have longer term needs as a result of behavioural, emotional and social difficulties. The PRU is located on three sites, each with its own lead manager. The Aireview and Jesse Street centres cater for students who stay for short placements before returning to mainstream education. Around 30% of these students are also registered with mainstream schools. The Ellar Carr centre is for students in Years 7 to 9 who tend to stay for longer periods. The majority of the students at Ellar Carr have a statement for behavioural, emotional and social difficulties. Students enter and leave the PRU at different times of the school year.

Since the previous inspection, the number of students attending the PRU has reduced significantly because of a very recent reorganisation by the local authority of its provision. Of the 76 students on roll, 10 are girls. The majority of students are of White British heritage with sizeable minorities from Asian-British and Pakistani backgrounds, and a few mixed race students. All students speak English as their main language. Two students are looked after by the local authority. At 55%, the proportion of students entitled to a free school meal is high. A number of students are young offenders. Others have mental health problems. Some students have learning difficulties and/or disabilities. When they are admitted to the PRU, many students have a history of very poor school attendance and a negative attitude towards education. As a consequence, attainment on entry is well below that expected. The PRU holds the Healthy Schools and the Drug Charter awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good PRU that provides outstanding care, guidance and support for the students. The headteacher continues to provide the excellent leadership highlighted in the previous inspection. Her drive and determination ensure that the quality of provision is constantly improving. She has promoted a culture of high aspirations and shared responsibility among all staff. As a consequence, the three centres are well managed and the evaluation and monitoring of the PRU's performance by the school managers has improved. Although the management committee has been strengthened its role in evaluating the work of the PRU is still at an early stage.

The Jesse Street and Aireview centres are highly effective in improving students' attitudes and behaviour so that they become motivated, independent learners. This enables them to return to mainstream schools and prepares them well for the world of work. During the last school year, 50% of the students moved back into mainstream schools, and all successfully completed the school year. Students at the Ellar Carr site, who have more complex and long-standing behavioural, emotional and social difficulties, respond well to the very sensitive individual support which they are given by teachers and behaviour support workers. As a result, they learn to manage their behaviour and their personal development is good. Most students enjoy coming to the PRU and the majority make good progress in improving their attendance, but the attendance of some students remains too low.

Standards on entry to the PRU are well below average. However, because teaching is good, students make good progress against their individual targets for learning, and achieve well. Although procedures to track students' progress have improved a great deal, there is inconsistency between the centres as to what assessment information is collected and how well it is analysed to demonstrate progress and set targets. Since the previous inspection, there has been a programme of refurbishment. The curriculum is good with a good variety of enrichment activities. There is a good focus on promoting students' personal and social skills as well as developing the key skills of literacy, numeracy and information and communication technology (ICT).

Relationships between staff and students are very good and most students respond well to the outstanding individual support and guidance which they are given. Although target setting for learning is still relatively new, it has been introduced very effectively and students are already very clear about their targets for both behaviour and learning. They know exactly what they need to do to improve further. There are good links with a wide variety of outside agencies and excellent links with mainstream secondary schools. The PRU is held in high regard by parents and local schools. Students' spiritual, moral, social and cultural development is good. They are prepared well for the rich cultural diversity of Bradford. The PRU promotes community cohesion well and students make a good contribution by raising money for charity through selling goods they have made. Students make outstanding progress in learning how to stay safe and healthy.

### What the school should do to improve further

- Work with students and families to improve attendance where it is too low.
- Ensure that all centres effectively use the information gained from assessment to track the progress students make.
- Develop the management committee's role in self-evaluation.

## **Achievement and standards**

### **Grade: 2**

Students respond well to the strategies to encourage them to take responsibility for their own learning. Consequently, although standards are low as a result of the students' disrupted education and learning difficulties and/or disabilities, students make good progress and achieve well against the challenging targets set for learning. Achievement is good in all three centres. The small number of girls and students from ethnic minority groups achieve as well as other students. Students achieve well in mathematics, science and ICT and make good progress in improving their reading skills. Because there are now better opportunities to develop skills in extended writing, standards in writing are improving. However, there is still a need to ensure that written work set is always matched carefully to the levels at which individual students are working. Students particularly enjoy practical and creative subjects and achievement in art and design is very good at the Aireview and Jesse Street centres.

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

### **Grade: 2**

When they are admitted to the PRU students are disaffected from education with a history of problematic behaviour. However, they respond well to the focused work on personal development and make good progress in improving their attitudes and behaviour. Social and moral development is promoted very well through activities such as the Social and Emotional Aspects of Learning (SEAL) programme. Very skilled support and guidance from staff ensures that students have good opportunities to reflect and begin to understand the consequences of their actions. The PRU makes good use of the rich multicultural resources available in Bradford. This prepares the students well for contributing to the diverse society in which they live. Although the attendance of some students is still too low, attendance is carefully monitored and is improving. Some students show responsibility by walking or cycling to the PRU when their taxis do not turn up. The number of exclusions has reduced significantly at the Jesse Street and Aireview centres. Although there was a rise in exclusions at Ellar Carr last year, this coincided with the admission of students from another centre which closed.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning has improved since the previous inspection and is now consistently good. Relationships are very strong and staff know the students very well. There are high expectations of behaviour and challenging targets are set for learning. Behaviour support workers are well deployed and are extremely effective in ensuring that students settle down to their work. Any incidents of difficult behaviour are dealt with very well so that lessons are not disrupted. A calm and productive learning ethos is consistently evident in lessons and students learn well. Classroom organisation is good and lessons proceed at a good pace. This keeps students interested and focused on their work. All students are assessed on entry and this information is generally used effectively to match work set to the wide range of ages and abilities. Occasionally teachers do not specify clearly enough in their lesson planning exactly what they expect each student to achieve.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum meets the requirements for a PRU catering for students to Year 9. The strong focus on promoting key skills in literacy, numeracy and ICT enables students to catch up with work they have missed and prepares them well for a return to mainstream schools. There is a very good focus on teaching the students the skills which they need to become functional members of society. For example, students at the Jesse Street centre have attended budgeting workshops. There is good provision for physical education, including outward bound activities. The refurbished accommodation includes good facilities to teach practical subjects such as food technology and resistant materials. However, students at the Ellar Carr centre are not able to access the specialist teachers and accommodation in subjects such as drama, music and science which would be available in a mainstream school setting.

## **Care, guidance and support**

### **Grade: 1**

The PRU provides outstanding care and support for the students. Strong links with outside agencies ensure that even the most vulnerable students, such as those who are looked after by the local authority, feel secure, confident and settled. Students told the inspectors that they liked the staff in the centres because 'they will always listen to you.' Systems to ensure students' health and safety, including child protection procedures and the safe recruitment of staff, are in line with requirements and well established. Although all staff are well trained in safe restraint procedures, these are rarely used because staff are so skilled at helping students to manage their own behaviour. A variety of strategies, including giving students excellent individual support and very clear boundaries, are extremely effective in improving their behaviour. Students are very well involved in setting and reviewing their targets for both behaviour and learning. For example, at the Jesse Street centre these targets are reviewed in detail with each student on a daily basis. This means that students have a thorough understanding of precisely what they need to do to improve f

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher provides outstanding leadership and she has managed the changes brought about as a result of reorganisation extremely well. As a result, the Jesse Street and Aireview centres are successfully extending their role in preventative work and are effectively contributing to a reduction in the number of permanently excluded students. The PRU has a good capacity to improve further and provides good value for money. As identified in the previous inspection, some students spend too long at the PRU. The three centre managers are effective and have ensured that all the centres have improved well since the previous inspection. Self-evaluation is accurate, although there is variation in how well information gained from tracking students' progress is used in the different centres. The management committee has been strengthened and now brings a very good range of relevant expertise, but its role in evaluating how well the PRU is doing is underdeveloped.

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## Annex A

**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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

**Achievement and standards**

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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<sup>1</sup>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.



## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
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	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Secondary Pupil Referral Unit, Bradford, BD10 0TD

Thank you for welcoming us to the Ellar Carr, Jesse Street and Aireview centres. We enjoyed finding out about the things you are doing and talking to you. It was very useful to know what you think about the PRU. We judged that the PRU provides you with a good education.

There are some things that are particularly good about the PRU. These are:

- the outstanding care, guidance and support which you are given by the teachers and behaviour support workers
- the excellent progress which you make in learning how to stay safe and healthy
- the good improvements which you make to your attitudes and behaviour so that you achieve well
- the success of students from Jesse Street and Aireview in transferring back to mainstream
- the outstanding leadership of your headteacher who tries her best to make the PRU as good as she can for you.

I have asked your teachers to improve a few things to make the PRU better. These are:

- to make sure your progress is tracked carefully all the time so that you can do even better
- to ensure the PRU's management committee is more active in seeing how well you are doing
- to help those of you who take more time off than you should to improve your attendance.