

Bradford District PRU

Inspection report

Unique Reference Number	135732
Local Authority	Bradford
Inspection number	341690
Inspection dates	30 November –1 December 2009
Reporting inspector	Ross Parker

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

Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair	Mr Brent Fitzpatrick
Headteacher	Mrs Lyndsey Brown
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited lessons at 11 providers, and held meetings with members of the management board, staff, learners, and partners from other agencies supporting young people in Bradford. They observed the unit's work, and looked at learners' records, the units' monitoring records, curriculum materials and documents relating to safeguarding. They also read staff and learner questionnaires, one response to a parents' and carers' questionnaire and responses to recent surveys of parents and learners' views about the provision.

The inspection team reviewed many aspects of the unit's work. It looked in detail at the following:

- how effective is the quality assurance of the provision across all of the different providers?
- is the provision meeting the needs of all learners and enabling them to get back on track for economic well-being and a life within the community?
- are the unit's planning, interventions and judgements based on sound use of data?

Information about the school

Bradford District Pupil Referral Unit, which now presents itself to learners as MORE4U, was established in November 2008. It has commissioned support from 15 providers for young people whose needs were not being met by mainstream schools or existing pupil referral units. These include voluntary sector providers who were supporting young people who had fallen out of the secondary education system, as well as established vocational providers, including local further education colleges. They work with a range of agencies which support vulnerable young people to offer them additional chances to re-engage with learning in ways that are not available elsewhere. All the pupils have special educational needs. The majority, who have statements of special needs, are registered at MORE4U because there is currently no appropriate provision for them in Bradford.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

MORE4U is a unique collaboration between a broad range of providers who are passionate about giving equal opportunities to young people who are struggling to cope with secondary education. It is improving steadily as careful evaluation identifies which approaches are working most effectively and what needs further refinement.

Developments over the last 12 months and rapid responses to unforeseen problems show that there is a good capacity to sustain this rate of improvement. The highly positive relationships within each of the settings enable the large majority of learners to make good progress in their personal development. A small minority are making less progress because their attendance is very poor.

Learners are reaching academic standards which are well below what is expected at this age because their education has been severely disrupted in recent years.

Although at present learners' progress in basic literacy and numeracy is inconsistent across the different settings, overall, learners make satisfactory progress in accumulating qualifications and workplace skills that they will need in later life. They are making good progress in managing their behaviour as well as developing a clearer understanding of their own identity, their values, and their role within a community. They show respect to each other, and to the adults who support them, and they are learning to adapt to different surroundings and to work effectively alongside people from different backgrounds.

The quality of teaching and the learning it supports is satisfactory overall, but there is significant variation in the teaching expertise across the range of providers. The curriculum is developing rapidly, but there is a need for greater consistency across all of the providers. The local authority and management board are supporting the Head of Service to work effectively towards this consistency. Day-to-day management is good and there are good links with external partners, so that the unit provides satisfactory value for money.

What does the school need to do to improve further?

- Ensure that all learners have access to the core curriculum in each of the settings so that they can progress towards qualifications even if they need to move between different providers.
- Work with providers and parents to improve attendance.
- Improve the rate of progress for all learners by;
 - ensuring consistency in the quality of teaching in all aspects of the core

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curriculum across all of the providers

- improving the use of assessment in lessons.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Though many of the learners have been unable to sustain appropriate behaviour in their previous schools, they generally behave well in the MORE4U settings. This reflects good improvement to their moral and social awareness and is due to the high quality relationships and the match of expectations to their individual needs. For example, some learners relish the informal and mobile learning programmes while others respond well to very clear expectations and predictable responses. One boy explained that a consistent approach had helped him to learn from his mistakes.

The large majority of pupils are turning round their attitudes to learning, and enjoying gaining practical and key skills qualifications, identifying pathways forward and developing aspirations. Many learners are in placements which enable them to make good progress in using a range of information technology applications such as recording radio programmes or mixing music. The current level of attendance overall is significantly better than learners managed before they joined the unit but still too low to support good achievement. The majority of learners progress into employment, education or training when they leave the unit. Though reintegration to mainstream is seen as a possibility for all learners, a very small number are currently going down that route.

Pupils say they feel safe and any bullying is quickly dealt with. They are well informed about personal safety, though they do not consistently put their understanding into practice outside the unit. An innovative way of preventing learners from drifting into a pattern of offending involves a police officer on site who focuses on exploring the impact of the behaviour rather than criticising the learner.

Regular participation in physical exercise, regular healthy meals, and an increased understanding of risks they may face outside school mean that a large majority of learners now have healthy lifestyles. Spiritual development is satisfactory as the large majority of pupils begin to develop a more secure sense of their own identity, values, and aspirations. Cultural development is also satisfactory as learners are increasingly able to look beyond their personal situations and appreciate the different aspects of their local culture. This is helping them to make significant progress in their ability to contribute to positive relationships in an increasingly varied range of communities.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The overall quality of teaching is inconsistent because staff come from different backgrounds with different levels of expertise. In some vocational areas, strong support for personal development is not matched by experience in teaching basic skills. Work scrutiny suggests that students are not always sufficiently challenged. In some more formal settings there is well-established good practice in all aspects of teaching.

High quality marking and feedback in some settings give students very clear guidance on how well they are doing and how they can improve but this is not consistent. There is regular and extensive assessment to measure how close learners are to gaining a qualification which will help them to progress to the next stage of learning. These assessments do not always record progress against personal targets. Assessment within lessons, to check whether individual learners are learning as well as they can, and to enable teachers to reshape the lessons to meet emerging needs, is not as well developed.

In many respects the curriculum is a strong influence on learners' improvements in personal development, and their accumulation of qualifications. The wide range of different settings and vocational contexts enables managers to place learners in environments where they are less likely to be distracted and will have good opportunities to rediscover the enjoyment of learning. In one setting the curriculum is closely matched to the national curriculum to facilitate possible reintegration to mainstream. Good quality vocational courses are available on some sites, and District PRU has recently introduced a 'Core Curriculum Entitlement' that will make it possible for learners to move between providers, if their personal needs require this, and still

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maintain continuity of curriculum.

In some areas of the provision the level of care, support and guidance is outstanding. This is enabling learners to regain confidence, put obstacles to learning to one side, and begin to see a way to a more prosperous future. Learners are very well known. Staff are passionate about their well-being. There are still a minority of pupils who are not attending regularly enough to benefit from this care. A very small minority from the unit's first cohort were not able to progress into further learning or employment, despite additional support being put in place to help them after they left the unit.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The Head of Service has developed a very clear strategy to provide all of the MORE4U learners with additional opportunities to do as well as their peers. Strong partnerships with a range of agencies which support vulnerable young people are at the heart of the unit's operation. While the management board is very supportive of this unique and innovative venture, they are not yet in a position to challenge the leaders in every aspect of their work. Staff go to great lengths to keep parents informed and to work with them to remove barriers to learners' learning.

Safeguarding procedures are very thorough, though leaders are searching for more effective ways to reduce the risks learners face in the evenings and weekends. The communities within the unit run smoothly and learners have opportunities to mix with others from across the city to develop their understanding of community values. The learner council is beginning to promote greater community awareness in lively local radio presentations. The unit deploys resources efficiently and improvement over the last 12 months clearly illustrates MORE4U's potential.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3

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The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Only one carer's questionnaire was returned during the inspection. A recent survey of parent opinions secured 20 responses. Seventeen of these were entirely positive. One of the concerns related to behaviour which had not improved noticeably. Two others commented on the quality of communication from a particular provider.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bradford District PRU to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received one completed questionnaires by the end of the on-site inspection. In total, there are 192 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	0	0	1	100	0	0	0	0
The school keeps my child safe	1	100	0	0	0	0	0	0
The school informs me about my child's progress	1	100	0	0	0	0	0	0
My child is making enough progress at this school	0	0	1	100	0	0	0	0
The teaching is good at this school	0	0	1	100	0	0	0	0
The school helps me to support my child's learning	0	0	1	100	0	0	0	0
The school helps my child to have a healthy lifestyle	0	0	1	100	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	1	100	0	0	0	0	0	0
The school meets my child's particular needs	1	100	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	1	100	0	0	0	0	0	0
The school takes account of my suggestions and concerns	1	100	0	0	0	0	0	0
The school is led and managed effectively	0	0	1	100	0	0	0	0
Overall, I am happy with my child's experience at this school	1	100	0	0	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



2 December 2009

Dear Learners

Inspection of Bradford District PRU, Bradford, BD4 7EB

Thank you very much for being so welcoming when we visited MORE4U last week. The enthusiasm you showed, and your appreciation of the way the adults support you made our visit a very pleasant one.

MORE4U has only been running for a year. It has already pulled a wide range of different organisations together to give you a satisfactory education, and it is improving steadily. You convinced us that you feel safe, and most of you have made big steps forward. You are building up qualifications that will help you to move on, and you are getting a clearer idea of where you want to go next. A lot of this is due to the good care and support you are getting from the teachers, support staff and volunteers. The teaching is satisfactory at the moment, with a mixture of really experienced people and others who are learning to work in a wider range of subjects. The curriculum already gives you a lot of choices, and planned improvements will mean that the same good quality is available whichever setting you are working in.

I have asked MORE4U to do three things which will improve your prospects even more. These are to:

- make sure the same good quality of teaching and assessment is available in all the settings, whether you are learning practical skills or improving your literacy and numeracy
- help you to improve your attendance. There aren't many employers who will be happy if you only turn up 80% of the time
- make sure that every part of MORE4U provides the same good curriculum. That way, if things don't work out for you in one setting, you will be able to continue working on your qualifications in any one of the others.

I would like to wish you all the best for the future.

Yours sincerely

Mr Ross Parker

Lead inspector

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